

- **Course Title:** English for Software Engineering (**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:** English for Software Engineering (**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 brainstorms 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:** English for Software Engineering (**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:** English for Software Engineering (**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

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#### 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:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 1

**Topic:** Describing Your Job and Team

**Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)

**Can-Do Objectives:** (Aligned with CEFR descriptors)

- I can say what I do at work and what tools I use
- I can describe who I work with and what their roles are
- I can write 2–3 sentences about my job and tea

**Materials**

- [Vocabulary Matching Activity](#)
- [Sentence frame sheets](#)
- [Dialogue practice sheets](#)
- [Gap -Fill Worksheet](#)
- [Quizlet](#)
- Required Tech:
  - Whiteboard and markers
  - Projector/slides for visual support (optional)

**Vocabulary**

Term	Definition	Example Sentence	Profession Specific
developer	a person who makes software	"I work as a developer for a tech company."	Y
engineer	a person who builds tech systems	"The engineer is building a new platform."	Y
tester	a person who checks software for problems	"The tester found three bugs in the new app."	Y
company	A business or organization	"I work for a computer company."	N
project	a piece of work with a goal and tasks	"We are working on a new project this week."	Y
responsibility	something you must do in your job	"My responsibility is to check the code."	Y

task	a small job you need to do	"I have three tasks to complete today."	N
client	a person or company you do work for	"The client is very happy with your work."	Y
product	Something a company sells	"We are working on a new product."	Y
team	A group of people who work together	"I work on the development team."	N

### Lesson Structure (PPP)

#### Warm-Up (15 mins) – Categories Game

- Put students into groups (3-4 people)
- Give each group a blank piece of paper
- Tell them they will have 3 minutes to write every word they can think of related to the category you will give them.
- Give one category at a time, start with the easiest.  
Categories:
  1. Jobs
  2. Office
  3. Computers
- Review their papers. Options: Make it a competition and include points for each correct word a team gets AND/OR review each word out loud with the class and ask them what the word means or to use it in a sentence. *Any words that most students don't know should be written on the board with the definition or translation.*

#### I. Presentation

#### Vocabulary Introduction (20-30 mins)

- Introduce 10 vocabulary words (table above).
- Use pictures/examples to explain each one.
- Practice pronunciation: read out each word to the class and ask everyone to repeat after you, ask for individual students to read a word and make corrections if necessary.
- As you go through the words, ask students to use the word in a sentence, if they can. If no student is able to, give a simple sentence with each word. Ex: I have to complete 5 tasks today.

#### Matching Activity:

- Put students into small groups and give each group printed and cut up matching cards, tell them to match each vocabulary word to its English definition.

### Grammar/Function Focus (10 mins)

- Tell the students we will now be practicing talking about their work. Put them into pairs or small groups. Pass out the sentence starters worksheet and ask them to try to use the vocabulary words in their practice as well.
- Model with 2–3 examples about yourself or a fictional role.
- After they practice for 10 minutes, ask people to share their sentences with the class. Make simple corrections if necessary.
- Sentence starters:
  - “I am a \_\_\_\_\_. I work on a \_\_\_\_\_ team.”
  - “My job is to \_\_\_\_\_.”
  - “I work with \_\_\_\_\_ (tester/designer/etc.).”
  - “We build \_\_\_\_\_ (product/feature).”

### Model Dialogue / Conversation Practice (15-20 mins)

- Teacher: “Now we will use these sentence starters in a short dialogue.”
  - Tell the students we will now be practicing conversations about our jobs. Keep them in small groups or pairs.
  - Ask a confident student to come up and practice with you presenting the dialogue, the student as person A and the teacher as person B. Present to the class and then ask them to do it themselves. Tell each person to do roles A and B at least once each.
  - If some need a challenge, you can have them do the dialogue without the paper.
  - After 10-15 minutes, ask pairs or teams to come up and present to the class.
  - Show a simple example dialogue,
    - Dialogue 1:
      - A: What is your job?
      - B: I am a developer. I work with testers and designers.
      - A: What do you build?
      - B: We build apps for clients.
    - Dialogue 2:
      - A: What do you do?
      - B: I am a QA tester. I work with developers.
      - A: What do you test?
      - B: I test websites for my company.

## II. Practice (30–40 mins)

**Gap fill worksheet** using target sentence frames.

- Review answers as a class.

### Pair work: “Find a Partner” Interview (15 mins)

- Teacher puts students into pairs and tells them they will be interviewing each other. Give the following instructions:
- Students take turns asking and answering the questions.
- Students should answer in full sentences using the vocabulary words.

- Partners take turns writing down each other's answers.
- Teacher can ask students to share their answers or their partners' answers with the class.
- Teacher writes the following questions on the board for students to use:
  - “What do you do?”
  - “What company do you work for?”
  - “Who do you work with?”
  - “What product or feature do you build?”

**[20-Minute Break]**

**III. Production (30–40 mins)**

**Communicative Task: Mini Team Presentation**

- In pairs or small groups: Tell the class they will be creating a short presentation with their groups, it should be 2-3 minutes and each person should talk.
- They should try to fit 7-8 vocabulary words into the presentation.
- They can write a script or try to memorize what they will say.
- Each group will present after around 20-25 minutes of practice time.
- Each person introduces themselves:
  - Job/role
  - Responsibilities
  - Who they work with / What company they work for
  - What they do for their job
- Groups prepare short 1–2 min presentation to class:
  - “I am a \_\_\_\_\_. I work with \_\_\_\_\_. We build \_\_\_\_\_. One of my daily tasks is \_\_\_\_\_”

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

**Vocab Review Game: Quizlet**

- Teacher can do it as a whole class game going over flashcards and doing the matching game or send the link to a class group chat and have the students compete for the best score

**Optional Independent Practice:**

- Write 2–3 sentences about your job and team using the sentence starters and vocabulary words.

**Notes for Instructor**

- Focus on:
  - Building student confidence with describing themselves in work terms.
  - Modeling clear examples.
  - Visual and contextual support for all vocabulary.
- Support less confident students with sentence frames throughout.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 2

**Topic:** Describing Your Job and Team

**Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)

**Can-Do Objectives:** (Aligned with CEFR descriptors)

- I can say how I started working in tech
- I can explain why I chose this job using “because”
- I can ask others about their path into tech

**Materials**

- [Vocabulary Matching Worksheet](#)
- [Sentence Scramble Worksheet](#)
- Required Tech:
  - Whiteboard and markers (frontal/in-person lesson)
  - [Blooket](#) Online Vocabulary Game

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific
study	to learn about a subject	“I study programming at a college.”	N
degree	an academic qualification	“I have a degree in computer science.”	N
training	a course that teaches a skill	“I took a training course in web development.”	N
skill	something you know how to do	“Problem-solving is an important skill.”	N
tool	something used to do a job	“Git is a tool for code management.”	N
software	programs on a computer	“We use software to write code.”	Y
hardware	physical parts of a computer	“I fixed the hardware on my laptop.”	Y
learn	to get knowledge	“I want to learn how to use databases.”	N
university	a place where people study	“She went to university to study data science.”	N

course	a series of lessons	"He took an online course in Python."	N
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### Lesson Structure (PPP)

#### Warm-Up (10–15 mins) – “How Did You Start?” Discussion

- Write these questions on the board:
  - “How did you start in tech?”
  - “Why did you choose it?”
- Say: “We’re going to talk about your *path* into technology — your past, your studies, and why you chose this job.”
- Give a short personal example:
 

“I studied English. I took a course in computers. I chose teaching because I like helping people.”
- Ask 2–3 confident students to share their path in a few sentences.
- Write useful words they say (e.g., course, study, learn) on the board.

#### I. Presentation (30–40 mins)

##### Vocabulary Presentation (20 mins)

- Present each word (study, degree, etc.) one by one:
  - Say it clearly. Students repeat.
  - Write it with the definition and example on the board/slides.
  - Ask: “Do you know this word? Can you give an example?”
- Use simple drawings or act it out (e.g., study with books, skill with tools).
- Confirm understanding with concept-checking questions:
  - “Is a degree something you study or something you use?”
  - “Is it hardware the same as software?” (No. What’s the difference?)

##### Follow-up Activity: **Vocabulary Match** (10 mins)

- Cut up vocabulary matching worksheet.
- Explain to students that each student will get a card with either a word or definition on it. Their job is to find the person with the card that matches theirs.
  - Example: One student has a card with the definition “A place you go to learn.” and another person has a card with the word “School” Each person tries to find each other and once they do they work together to write a sentence with their word in it.

Note: This activity depends on how many students you have. There are 10 vocabulary words so there will be 20 cards. If you have less students, give stronger students more than 1 card.

##### Grammar Focus: Using “because” (10 mins)

- Write two example sentences on the board:
  - “I studied computer science *because* I like computer games.”
  - “I chose tech *because* it’s interesting.”
- Underline “because.” Explain it means “the reason why.”
- Ask students:
  - “Why did you study X?”
  - “Why did you choose tech?”

Write their full answers using “because.”

**Practice: Complete the Sentence (5 mins)**

- Write sentence starters on the board:
  - I studied \_\_\_ because \_\_\_.
  - I chose to work in tech because \_\_\_.
  - I took a tech course because \_\_\_\_\_.
- Ask students to write full sentences in their notebooks, try to make the sentences relevant to them. If most students in the class are taking courses, focus on that vs if most students are studying in university or others are already working.

**II. Practice (30–40 mins)**

**Sentence Puzzle Relay (15 mins)**

1. Prepare strips of paper with parts of sentences:
  - “I studied” / “computer science” / “because” / “I like computers.”
2. Make groups of 3–4 students. Give each group a full set of sentence parts (cut up).
3. Say: “You need to make full sentences that make sense.”
4. Once a team finishes, check their sentences.

**“My Path” Partner Interviews (20 mins)**

Write the instructions to Students (on board):

- Ask your partner:
  - “What did you study?”
  - “What skills do you have?”
  - “Why did you choose tech?”
- Write down your partner’s answers.

Teacher Instructions:

- Model this with a student first:
 

Student: “What did you study?”  
Teacher: “I studied software engineering.”  
Student: “Why did you choose tech?”  
Teacher: “Because I like puzzles.”  
Student: What skills do you have?”  
Teacher: “I am good at coding with Java Script and Python.”
- Walk around, help with vocabulary and structure.

**20-minute break**

**III. Production (30–40 mins)**

**Mini Presentation: My Path into Tech**

1. Write on the board:
 

Students prepare a short (1–2 min) talk:

  - What did you study?
  - What training or course did you take?
  - Why did you choose tech? (use “because”)
2. Ask students to get a piece of paper, fold it into 3 sections and label at the top: study, training, reason.
3. Students practice in pairs, then present their partners' answers.  
Ex: “Sarah studied design because she loves art...”

4. After each speaker, ask the class:

“What did [name] study?”

“Why did they choose tech?”

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

##### **Quick Review Game:**

Online game: **Blooket** ( Blooket is an online vocabulary game similar to Kahoot, it is free to use but needs to be logged into using a google account.)

##### **Reflection (Written):**

- “Today I learned...”
- “Now I can say why I chose my job.”

##### **Optional Independent Practice:**

- Write 5–6 sentences about your path into tech.
  - What did you study?
  - What skill do you have?
  - Why did you choose this field?

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

- Encourage students to speak as much as possible
- Give as much positive feedback as possible, especially when students use the target language of the lesson.
- Make simple corrections when necessary but make sure **not** to overwhelm the students, especially at the beginning of the course. We want them to feel encouraged and excited to speak.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 3

**Topic:** Comparing Tech Roles

**Lesson Duration:** 3 hours (1hr20 - break 20 mins - 1hr20)

**Can-Do Objectives:**

- I can compare two tech roles using “X is more... than Y”
- I can say which job I prefer and why
- I can ask others about their preferences

**Materials**

- [Vocabulary matching worksheet](#)
- [Tech job role cards](#)
- [Peer interview worksheet](#)
- [Writing frame: “Which job do I prefer?”](#)
- Required Tech:
  - Whiteboard and markers
  - Projector/slides for visual support (optional)

**Vocabulary**

Word	Definition (A2)	Example Sentence	Profession-Specific
support agent	person who helps users with problems	“A support agent answers questions from users.”	Y
product manager	person who decides what the product will do	“A product manager plans the new features.”	Y
data analyst	person who works with numbers and information	“A data analyst checks the numbers and reports.”	Y
technical	about computers or machines	“A developer is very technical.”	Y
creative	full of new and interesting ideas	“Product managers need to be creative.”	Y
easier	not difficult	“Helping users is easier than writing code.”	N
harder	more difficult	“Fixing bugs is harder than sending emails.”	N

organized	good at planning and time management	“She is very organized and makes a schedule.”	N
prefer	to like something more than another	“I prefer working with people.”	N
compare	to say how things are different	“Let’s compare these two jobs.”	N

**Lesson Structure (PPP)**

**Warm-Up (10–15 mins): Job Role Showdown**

1. Write these jobs on the board: *developer, tester, product manager, support agent, data analyst*.
2. Ask: “Do you know these jobs?” “Which sounds interesting?”
3. Hold up a flashcard or slide for each role — students guess what they do.
4. Ask: “Which job do you think is harder? More creative?” Introduce the word *compare*.

**I. Presentation (30–40 mins)**

**Vocabulary Presentation (15 mins)**

- Present the 5 jobs and 5 new adjectives/verbs.
- Use images, actions, or sentence examples:
  - “A data analyst checks the data. That’s technical.”
  - “A designer makes the product look good. That’s creative.”
- Have students repeat each word chorally.
- Distribute the **Vocabulary Matching Worksheet** (words, definitions, and examples) for student pairs.

**Grammar Input: Comparatives (15 mins)**

- *Comparatives are grammar structures we use in English to compare two things.*
  - *Ex: January is colder **than** August, Chinese is **more difficult than** Spanish, pizza is **as delicious as** sushi.*
- *Important to remind students that when comparing things, put ‘er’ at the end of short words like “fast, hard, new” and use “more \_\_\_\_” with longer words like “difficult, creative, powerful”*
- *If they want to compare things as equal, they can use “as \_\_\_\_\_ as” ex: Java is as useful as Python.”*

**Target Structures:**

- “X is more/less [adjective] than Y.”
  - “X is [adjective-er] than Y.”
1. Write on board:
    - “A product manager is more creative than a data analyst.”
    - “A support agent is easier to train than a tester.”
  2. Teach rule:

- Long adjectives → more + adj
    - i. Examples: more creative, more interesting, more difficult
  - Short adjectives → adj + -er
    - i. Examples: shorter, easier, harder
3. Grammar game:
- Put students into pairs and tell them they will make sentences comparing two jobs with an adjective that the teacher gives you.
  - Teacher: Call out 2 jobs + adjective → students write comparison sentence
  - *Tell the students that the sentence just has to make sense, it doesn't necessarily have to be true.*
    - i. Example: "Engineers are more technical than designers."
  - Jobs:
    - i. Engineer
    - ii. Programmer
    - iii. Support Agent
    - iv. Product Manager
    - v. Data Analyst
    - vi. Designer
  - Adjectives:
    - i. Easy
    - ii. Hard
    - iii. Creative
    - iv. Technical
    - v. Important

### Listening or Reading Mini-Input (10 mins)

- Teacher will read a **short passage** aloud (or can record text and send to students to listen to by themselves), she writes the comprehension questions on the board and tells the students they will need to listen carefully and then answer the questions.
- Teacher can pass out text to students to help lower level students follow along.
- **Comprehension Questions:**
  - Who is more technical?
  - What job is easier than development?
  - Why does the speaker prefer being a data analyst?
- Teacher can have students write down their answers or do a "think, pair share" where students next to each other pair up, talk about the answer they believe is correct and then share as a whole class.

### Teacher Reads aloud (slowly):

*"A tester is more technical than a support agent. A product manager is more organized than a data analyst. I think support is easier than development. I prefer being a data analyst because I like working with numbers."*

### II. Practice (30–40 mins)

#### Activity 1: Comparison Cards (15 mins)

**Instructions:**

- Print and cut out the **Job Cards** sheet. Give each student a job card.
- Students walk around the room and compare roles with a partner. Students practice asking questions and introducing themselves again with their new role
  - Hello, my name is \_\_\_\_\_. I am a \_\_\_\_\_. What is your job?"
  - My name is \_\_\_\_\_ and I am a \_\_\_\_\_.
  - I think my job is more \_\_\_\_\_ than yours.
- Ask students to volunteer to practice their conversation in front of the class and make small corrections if necessary.

**Sentence Strip Builder (10–15 mins)**

- **Use pre-cut sentence strips:**
  - Job A | is more/\_\_\_er | adjective | than | Job B
- Students race to assemble correct sentences on their tables.

**Activity 3: Peer Interview (10 mins)**

**Instructions:**

- **Students interview 2 classmates using a simple worksheet:**
  - What job do you have?
  - Do you prefer [job A] or [job B]? Why?
  - Which job is more creative?
- Share one answer with the class:  
"My partner prefers \_\_\_ because \_\_\_."

**20-Minute Break**

**III. Production (30–40 mins)**

**Writing Task: Which Job Do I Prefer?**

- Students choose two tech roles to compare.
- Write sentence frames on the board:
  - Many tech jobs are \_\_\_\_\_ or \_\_\_\_\_.
  - Jobs like \_\_\_\_\_ and \_\_\_\_\_ are very different.
  - I prefer to be a \_\_\_\_\_ than a \_\_\_\_\_.
  - Because a \_\_\_ is more \_\_\_ than a \_\_\_.
  - I am more \_\_\_\_\_ than \_\_\_\_\_.
- Students will write a short paragraph (4–5 sentences) using the sentence frames above.
- After students finish, tell them to find a partner and share. Ask for a volunteer to share with the class and make minor corrections.

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

**Game: "This or That?"**

- Teacher splits the class into two groups
- One person from each group comes to the board and has a marker
- Teacher says a sentence with an adjective "This job is technical."

- Students write a job that makes sense on the board, first student to write a job that makes sense gets a point for their team.

**Exit Ticket (written or oral):**

- “Today I learned how to compare tech jobs.”
- “Now I can say which job I prefer and why.”
- “Today I learned words like...”

**Optional Independent Practice:**

- Write 5 full sentences comparing 2 tech jobs.
- Use at least 3 different adjectives and say which job you prefer.

**Notes for Instructor:**

- When comparing jobs, remind students that the examples used during lessons are not necessarily true, we are just practicing the use of the language.
- Always ask for/encourage real life examples whenever possible.
- Encourage students to share their thoughts/experiences.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 4

**Topic:** Tools I Use and Why

**Lesson Duration:** 3 hours (1hr20 - break 20 mins - 1hr20)

**Can-Do Objectives**

- I can say which tools I use at work and what they do
- I can say: “I use X because it helps me...”
- I can write a short paragraph about my tools

**Materials**

- Handouts:
  - [Vocabulary matching sheet](#)
  - [Tool task cards with images or names \(Google Calendar, Drive, Figma, Notion, Zoom, etc.\)](#)
  - [Sentence frame puzzle strips](#)
  - [Peer interview worksheet](#)
  - [Tech Bio Mini-Project scaffold](#)

**Vocabulary**

Word	Definition (A2)	Example Sentence	Profession-Specific
use	to do something with a tool	“I use the calendar to check meetings.”	N
tool*	something that helps you do a job	“Google Calendar is a tool that helps me plan.”	N
calendar	a digital tool to plan time	“I check my calendar every morning.”	N
document	a file with writing or work	“I opened the document to read the project plan.”	N
schedule	a plan for tasks and times	“We follow a work schedule every day.”	N
organize	to put things in order	“Ntion helps me organize my tasks.”	N
plan	to decide what you will do	“I plan my day with Google Calendar.”	N

upload	to put a file on the internet	"I upload reports to Google Drive."	Y
download	to save a file from the internet	"I download the latest version of the document."	Y
edit	to change or fix a file	"I edit the document before we send it."	N

### Lesson Structure (PPP)

#### Warm-Up (10–15 mins): Tool Poll

Instructions:

1. Write on the board: "What tools do you use at work?"
2. Students walk around asking 3 classmates:  
"What tools do you use?"  
"I use \_\_\_\_\_, do you use it?"  
"Yes I do / No I don't."
3. Students tally results: most-used tools in the room
4. Share out: "Five people use \_\_\_\_\_ to \_\_\_\_\_."  
"Three people use Copilot for coding."

#### I. Presentation (30–40 mins)

##### Vocabulary Presentation (15 mins)

- Read out vocabulary words
- For each word, ask students if anyone knows the word and can try to explain it or give an example sentence.
- Provide context:
  - "This is Notion. We use it to organize work."
  - "You can upload files to Google Drive."
- Distribute **matching worksheet**: students match word → definition → example sentence.

**Teacher Tip:** Use tools the learners are familiar with; let them personalize examples.

Ex: Google Drive, Microsoft, ChatGPT, Canva, GitHub

##### Grammar Focus: Present Simple + "to" and "because" (20 mins)

Target Structures:

- "I use [tool] to [verb]."
  - "I use [tool] because it helps me [verb]."
1. Write 3 examples on the board:
    - "I use Google Calendar to plan my day."
    - "I use Drive because it helps me upload files."
    - "I edit documents on Google Docs every day."

2. Highlight infinitive (“to + verb”) and “because + clause”
3. Tell students they will be writing at least 3 sentences themselves using this same structure.
4. After giving 10ish minutes, ask students to share either in small groups or with the class. Ask follow up questions: “How many students use \_\_\_\_\_ for \_\_\_\_\_?”

### **Listening/Reading Input (15 mins)**

- Teacher tells students they will be practicing their listening skills, listen to the teacher read a short passage and then answer comprehension questions at the end.
- Teacher reads the passage two times.
  - “At my job, I use Google Calendar to plan meetings. I edit documents in Google Docs. I use Notion because it helps me organize ideas. I upload files to Drive and download updates every week.”
- Once done, the teacher asks the students the comprehension questions and also open the class up for discussion if people use these tools also or in similar ways.

### **Comprehension Questions:**

- What tools does the speaker use?
- Why does she use Notion?
- What does she do every week?
- Who else uses these tools?

## **II. Practice (30–40 mins)**

### **Tool Sentence Puzzle (15 mins)**

- Distribute **strip puzzles:**
  - “I use / Google Calendar / to / schedule / meetings.”
  - “I / edit / documents / every / day.”
- Students rebuild 3–4 sentence strips correctly
- Pair-check and read aloud

### **20-Minute Break**

### **Peer Interview – Tool Survey (15 mins)**

- Tell students they will walk around the class and ask each other questions about the tools they use.
- Interview 2 classmates each and fill in the responses to their interview sheet.
- Students use **prepared worksheet:**
  - What tools do you use at work?
  - Why do you like it?
  - Do you upload, edit, or organize with it?
  - What tool did you try and not like? Why didn’t you like it?
- Ask the class to share out: “My partner uses Figma because it helps her design.”

### **Writing – Comparing My Tools (15 mins)**

- Tell students they will be writing sentences comparing some tools they have used.
- Write on the board the sentence scaffolding:
  - “I use \_\_\_ because it helps me \_\_\_.”
  - “I prefer \_\_\_\_\_ to \_\_\_\_\_ because it’s \_\_\_\_\_”
  - “If I could recommend one tool to a fellow student it would be \_\_\_\_\_ because \_\_\_\_\_.”
- Students write 3–4 sentences in notebooks
- When finished students share with a person sitting close to them, teacher goes around the class to read / hear what the students wrote and give any suggestions or corrections necessary.

### III. Production (30–40 mins)

#### Mini-Project: Tech Bio Presentation

- Tell students they will be doing a Mini Biographic presentation.
- Put students into small groups (2-4) students
- Distribute a **planning worksheet** with these prompts:
  - What is your job and one responsibility?
  - Who do you work with? What do they do?
  - What tool do you use and why?
  - Choose two tools you use or that you learned about today and compare them.
- Example:
  - “I am a data analyst. I analyse and upload reports. I work with a developer. She write the code.. I use Drive because it helps me share work. I prefer Notion to Google Docs because it uses AI which makes my work easier.
- Students prepare 4–5 sentences and practice in groups
- Ask a few groups to present to class (small groups of 3–4). If no one wants to, ask groups to present to each other.

### IV. Wrap-Up (10–15 mins)

#### Review Activity: ToolStand-Up

Teacher calls out an activity that you need a tool for, the first student to stand and say which tool they use for it gets a point for their team.

- Teacher calls: “Tool you use to plan.”
- Student answers: “I use the calendar.” → stands up
- Bonus: “Because...?”

#### Exit Ticket:

- “Write two sentences about a tool you use and why.”
- “What new word did you learn today?”

#### Optional Independent Practice:

- Write a short paragraph (4–5 sentences) about 2 tools you use at work. Say what they do and why you use them.

**Notes for Instructor:**

- If students are using the speaking time well, consider extending it as practicing speaking is most important at this level.
- If tools are new and unknown to the students, switch them out. If there are tools that some students are unfamiliar with, ask other students to explain what they are used for.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 5

**Topic:** Describing Tools and Features

**Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)

**Can-Do Objectives:** (Aligned with CEFR descriptors)

- I can describe a tool I use at work
- I can explain what a tool is for: “We use X to...”
- I can ask someone what a tool or feature does

**Materials**

- [Vocabulary matching worksheet](#)
- [Dialogue gap-fill activity](#)
- [Sentence-building cards](#)
- [Peer interview sheet](#)
- [Writing scaffold: “Tool I Use and Its Features”](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
feature	part of a tool that does something special	“The app has a feature for sending messages.”	Y
app	a program you use on your phone or computer	“I use a messaging app to talk to my team.”	N
platform	a system or website used for work	“We use a platform to share code.”	Y
build	to make something new	“They build new apps every month.”	N
create	to make something new	“Designers create the website layout.”	N
maintain	to take care of and fix	“The IT team maintains the system.”	N
repository	a place to store code or documents	“The file is in the GitHub repository.”	Y

update	to make something newer or better	"I update the system every week."	N
upload*	to send a file to the internet	"I upload my report to the drive."	Y
open	to start or access a file or app	"I open the file to read it."	N

## Lesson Structure (PPP)

### Warm-Up (10–15 mins): Comparing Practice

- Write one of the following questions on the board and ask students to write an answer and discuss with those around them. (Choose based on your students)
  - How are Microsoft Word and Google Docs similar and different? Which do you prefer?
  - Compare JavaScript and C++, how are they similar and different? Which do you prefer?
  - Compare the jobs of Developers and Testers, how are they similar and different?

### I. Presentation (30–45 mins)

#### Vocabulary Presentation (20 mins)

- Read vocabulary words one at a time to students. Ask students if they know the word, ask if they can give a definition or example sentence, if not, give definitions and example sentences.
- For each item, model use in a work sentence:
  - "A feature is part of a tool. This feature helps you chat with your co-workers on the platform.
- Distribute **vocabulary worksheet** with word–definition–sentence blanks.

#### Tool Brainstorm:

- Tell students we will be brainstorming the tools they use most in their job/school related to software engineering. Put students into groups and ask them to discuss as a group and then write down a list of the tools they use. Give 5 minutes of discussion/writing.
- After 5 minutes ask each group to read off the tools they wrote down, teacher writes down the tools in a list on the board (these tools will be used for the rest of the lesson so put it somewhere on the board that can stay for the whole lesson and can be seen by the class).

#### Grammar Target: "We use X to..." (15 mins)

Tell students we will be practicing speaking about tools.

- Write sentence structures on the board.

Structures to teach:

- "We use [tool] to [verb]."

- “They update the app every week.”
- “I upload new features every month.”

Example: We use Git to share and update our code with our team.

2. Put students into pairs and tell them they will practice substituting words in the sentence for other vocabulary words.
3. Students practice substitution:
  - “Maintain” → “I maintain the app every week.”

### Pair Activity:

- Practice Q&A with:
  - “What’s your favorite feature?”
  - “What does the app do?”

### Input Activity – Listening or Reading (10 mins)

- Tell students they will be listening to the teacher read a short passage. The teacher will read it twice and then ask the students comprehension questions.
- Script (teacher reads or plays):
  - “I work on a team that builds new platforms. I use a repository to save files. Every week, we update our app. My favorite feature is the calendar because it helps me plan.”
- Comprehension Questions:
  - What does the speaker build?
  - Where are files saved?
  - What feature helps the speaker plan?

## II. Practice (30–40 mins)

### Feature Matching Cards (15 mins)

- Teacher passes out **features and definitions** to the class, each student gets 1-2 depending on class size.
- Students have to go around the room and find the matching word or definition for their card. Once found, they sit down together.
- After everyone is done the teacher asks students to share their feature and definition with the class and checks for correctness.
- Match pairs:
  - “feature: upload” → “send files to the cloud”
  - “feature: update” → “make something better or new”
- After reviewing the matches with the class, the teacher asks the students to build sentences with their pairs.
- Build 3–4 full sentences:
  - “I use this feature to upload files.”
  - “We update the tool each week.”

## 20-Minute Break

### Dialogue Gap Fill (25 mins)

- Put students in pairs to practice and roleplay.
- Pass out the **Dialogue Gap Fill worksheet**, tell them to fill in the blank with the word bank together and then practice. Students should read through the dialogue for each person at least once, preferably until they are comfortable with the conversation even without reading from the worksheet.

## III. Production (30–40 mins)

### Describe Your Tool and Features

- Students choose one tool they use (e.g., Figma, Jira, Slack)
- Write 4 sentences:
  - “I use \_\_\_ to \_\_\_.”
  - “One feature is \_\_\_. It helps me \_\_\_.”
  - “I update \_\_\_ every \_\_\_.”
  - “We store files in \_\_\_.”

Ask students to share their writing in pairs.

### Optional Pair Work:

Ask your partner:

- “What do you use this app for?”
- “What features do you like?”

Present (optional) in small groups or in front of the class.

## IV. Wrap-Up (10–15 mins)

### Review Game: Feature Fast Talk

- Teacher says a word (e.g., update)
- Students race to make a sentence:
  - “We update the version every week.”

Optional Additional activity: **Quizlet** matching review game, send link to the class and ask each student to play the matching game and try to get the shortest time.

### Exit Ticket:

- Write one tool and two features
- Example:
 

“I use Trello. One feature is moving tasks. Another is uploading documents.”

### Optional Independent Practice:

Write a short paragraph (4–5 sentences) about a tool you use at work and what features help you most.

### Notes for Instructor:

- Consider using non-tech examples to explain tools if needed.
  - Example: A screwdriver is a tool we use to build things.
  - An oven is a tool we use to cook.
  - A shower is a tool we use to clean ourselves.
- Remember to encourage confidence and speaking over perfection at this point.
  - Give students regular positive feedback.
  - When pointing out a mistake, provide a compliment as well.

**Course title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 6

**Topic:** Common Problems and Errors

**Lesson Duration:** 3 hours (1hr20 - break 20 mins - 1hr20)

**Can-Do Objectives**

- I can say there is a problem using common phrases
- I can describe what is wrong using simple past or present: “I lost the file” / “The app crashed”
- I can ask someone if they’ve had a similar issue

**Materials**

- [Vocabulary matching worksheet](#)
- [Short reading passage with comprehension questions](#)
- [Tech problem mingling cards](#)
- [Dialogue gap-fill activity](#)
- [Roleplay: Tech Support Calls](#)
- [Writing scaffold: Help Request](#)

**Vocabulary**

Word	Definition (A2)	Example Sentence	Profession-Specific
error	a problem in a program	“I got an error when I saved the file.”	Y
crash	to stop working suddenly	“The app crashed in the middle of a call.”	Y
bug	a small problem in the code	“There’s a bug in the login screen.”	Y
frozen	when the screen stops working	“My computer is frozen.”	Y
doesn’t work	is broken or not working	“Slack doesn’t work today.”	N
slow	takes a long time to respond	“The platform is really slow this morning.”	N

lost	cannot find a file or document	"I lost my presentation."	<b>N</b>
connection	the network or internet link	"We have a bad connection right now."	<b>N</b>
loading	when something is trying to open	"The app is loading for a long time."	<b>Y</b>
restart	to turn something off and on again	"I restarted the computer and now it works."	<b>N</b>

### Lesson Structure (PPP)

#### Review: Quick Tech Chat (10 mins)

- Write on the board:
  - What tools did we talk about last week?
  - Have students think, pair, share.
    - Ask students to think about it themselves, then once they have their answer turn to a partner and share their thoughts. After, ask for students to share with the class their or their partners' answers.

#### Warmup (Ten mins):

- Teacher writes on the board: What problems can happen with computers?
- Share 1–2 personal examples:
  - "One time, I lost a file just before a meeting."
- Write student examples on the board and highlight common words:
  - slow, doesn't work, crash, etc.

### I. Presentation (30–40 mins)

#### Vocabulary Presentation (15 mins)

- Introduce vocabulary words, ask students if they know the word, can give definition or example sentences.
  - Say: "A bug is a small problem in the system."
- Distribute **matching worksheets**.
- Ask students to pair up and review their worksheets together, then ask them to go over each vocabulary word together, switch off one student asking what a word means, and the other student giving a definition.
  - "What does 'freeze' mean?" → "When nothing moves on the screen."

#### B. Grammar Focus: Present Simple + Past Simple (10 mins)

Write the following structures to model on the board:

- "It doesn't work." "It's not working." → Present
- "It crashed." "I lost my file." → Past

#### Instructions:

- Pass out chart with present/past forms.
- Call and response practice:
  - Teacher: “lose?”
  - Students: “lost!”

Ask the students questions and have them answer in past tense:

- “What happened yesterday?”
- “What do you do when it crashes?”

### **Reading Activity (15 mins)**

- Ask students to work alone or in pairs, read the short passage and answer the questions. When finished, ask a student to read the passage to the class and ask other students for their answers, ask if this has happened to any of them.

#### ● Tech Trouble at 10am

Yesterday, Maya opened her laptop to join a team meeting. But something went wrong. The app wouldn’t load. She waited, but it was too slow. Then her screen froze.

Maya restarted the app, but it crashed again. She saw an error message and didn’t know what to do. She sent a message to tech support: “My app doesn’t work. I lost my notes too.”

### **Comprehension Questions:**

1. What problem happened first?
2. What did Maya try to do?
3. What did the error message say?
4. Who did she ask for help?
5. Did she lose anything?

### **20-Minute Break**

## **II. Practice (30–40 mins)**

### **Tech Problem Mingle (15 mins)**

- Each student gets a **problem card:**
  - “My screen froze.” “I got an error message.”
- Mingle: Walk around and find a partner and ask:
  - “Did this happen to you?”
  - “What did you do?”

### **Dialogue Gap Fill (15 mins)**

- Fill in **short dialogues** using vocab:
  - A: “My app \_\_\_.”
  - B: “Did you try to \_\_\_ it?”
  - A: “No. I saw an \_\_\_.”
- Practice in pairs with roleplay.

**Fix-it Chain (10 mins)**

- Put students in small groups in a circle or whole class circle and pass out problems and solutions strips
- One student describes a problem. The next student gives a solution:
  - “My computer froze.”
  - “Restart it.”
  - “It crashed again.”
  - “Contact support!”
- Go around the circle.

**III. Production (30–40 mins)****Roleplay: Report a Problem to Tech Support**

- One student is the employee, one is tech support.
- Employee uses 2–3 problem words:  
“I got an error. The file is lost. Can you help?”
- Tech support responds with questions or solutions.
- Switch roles and repeat. Optional: perform for class.

**IV. Wrap-Up (10–15 mins)****Review Game: Error Bingo**

- Teacher reads clues:
  - “This happens when your screen stops moving...”
  - “When you cannot find your file...”
- Students mark: freeze / lost, etc.

**Exit Ticket:**

- Write one sentence in present and one in past:
  - “It doesn’t work.”
  - “I restarted the computer.”

**Optional Independent Practice:**

- Write a short message (3–5 sentences) to tech support.
- Describe what happened, what you tried, and ask for help.

**Notes for Instructor:**

- The teacher may need to review/introduce simple past tense with the verbs used in this lesson.
- Also consider reviewing present simple and present progressive.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 7

**Topic:** Asking for Help Politely

**Lesson Duration:** 3 hours (1hr20 - break 20 mins - 1hr20)

**Can-Do Objectives**

- I can ask for help using “Can you...” and “Could you...”
- I can respond politely: “Sure,” “I’m not sure,” or “Try this...”
- I can ask follow-up questions like “What should I do?” or “Where do I click?”

**Materials**

- [Vocabulary matching worksheet](#)
- [IT Problem Video](#)
- [Tech help roleplay cards](#)
- [Writing scaffold: Help Request Email](#)
- [Blooket Online Game](#)

**Vocabulary**

Word	Definition (A2)	Example Sentence	Profession-Specific
help desk	a service that gives help with tech tools	“Call the helpdesk if your app doesn’t work.”	Y
support	help with technical problems	“I contacted support for my laptop.”	Y
question	something you ask to get information	“I have a question about this feature.”	N
answer	a reply to a question	“Thanks for the answer!”	N
fix	to make something work again	“They fixed the bug yesterday.”	N
problem	something that is not working	“I have a problem with my email.”	N
instructions	steps that tell you what to do	“Read the instructions before installing.”	N
button	something you click on a computer	“Click the blue button to start.”	N

screen	the part of a device you look at	“My screen went black.”	N
keyboard	the part you type on	“My keyboard isn’t working.”	Y

Lesson Structure (PPP)

:

**Review (10 mins):**

- Write on the board/ask the students:
  - What tech problem did you have last week?
  - Ask students to think-pair-share

**Instructions:**

- Write on the board: “When you have a tech problem, who do you ask?”
- Brainstorm as a class: “I ask my friend.” “I ask the help desk.”
- Introduce the idea of **polite requests** in English:
  - How do you ask someone to help you politely?
  - What language do we use? Write answers on the board.

**Vocabulary Focus (25 mins)**

**A:** Introduce the vocabulary words to the class, reading each one and having the students repeat as a class. Ask students if they know the word, can they give a definition or example sentence? If not, provide for them.

**B. Matching Worksheet**

- Match the 10 vocabulary words to definitions
- Then match each to a sample sentence

**Pair Check:** Students check with a partner and practice reading the sentences using the vocabulary words.

**Presentation (15 mins): Request and Response Phrases**

- Write Target Phrases on board:
  - Asking: Can you help me with this? / Could you show me how to...? / Do you know how to fix this?
  - Responding: Sure! / I’m not sure. / Try this.
  - Follow-ups: What should I do next? / Where do I click?
- Practice each phrase chorally with the class and then ask a confident student to come up and practice a short dialogue with you in front of the class using the new phrases.
- Students choose 1–2 favorites and write them down to use in the next activity

**Watch: Dealing with IT Support Video (30 mins)**

(Note that you may want to watch the video on .5 or .75 speed to make it easier for the students, depending on the class.)

- Tell students they will be watching a video about a company who has computer issues. They should watch the video once just for understanding
- Then pass out the questions paper and have them read the questions and then watch the video again.
- After, ask them to answer their questions either alone or in pairs and then share answers with the class. Review parts of the video if necessary, if the most of the class got an answer wrong for example.

### Break – 20 mins

#### Controlled Practice (20 mins): Dialogue Strip Match & Speak

- Students receive **cut-up sentence strips** (A/B) with polite request dialogues:
  - A: “Could you help me with this file?”
  - B: “Sure! What’s the problem?”
    - Walk around, find your partner, and practice the full dialogue
    - Repeat and Rotate with new partners (use new strips or swap roles)

#### Guided Production (30 mins): Tech Support Roleplay Speed date

- Pass out **Tech Support Roleplay dialogue**. Separate the class into 2 even groups, have students stand. Group A lined up shoulder to shoulder group B also standing across from them. Tell students they will do a roleplay with their partner and when the teacher says “switch” everyone in group B will move one over and everyone switches dialogues one person to the left
  - **Student A:** has a problem
  - **Student B:** is tech support
- Write on the board structured sentences for them to practice.  
Use request + response + follow-up
  - A: “Can you help me?”
  - B: “Try restarting.”
  - A: “Where do I click?”

#### Vocab Review Game: **Blooket** (20 minutes)

Send students the link to join.

#### Wrap-Up (15 mins): Writing a Help Request

- Students write a short help message to support (3–4 lines):
  - “Hello, I have a problem with my keyboard. Could you help me? What should I do?”
- Optional Share: 1–2 students read theirs aloud

#### Exit Ticket

- Each student says one polite request they used today.

#### Optional Independent Practice:

- Write a short tech help email to a coworker using 2 request phrases and 1 follow-up.

**Notes for Instructor:**

- Remind the students to use polite language when asking for help or helping someone, ensure regular use of please and thank you.
- Make sure students practice both having a problem and helping fix a problem.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 8

**Topic:** Giving Simple Instructions with Reasons

**Lesson Duration:** 3 hours (1hr20 - break 20 mins - 1hr20)

**Can-Do Objectives**

- I can give a short list of steps to complete a task
- I can say why each step is important using “because”
- I can use connectors like *first*, *then*, *next*, and *finally*

**Materials**

- [Vocabulary worksheet](#)
- [Connector and reason matching cards](#)
- [Sentence construction scaffolding chart](#)
- [Task instruction cards \(cut and sort\)](#)
- [Support Chat Roleplay prompts and planning sheet](#)
- [Mini-project checklist](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition (A2)	Example Sentence	Profession-Specific
step	one part of a list of actions	“The first step is to sign in.”	Y
sign in	to enter your username and password	“Sign in before you use the tool.”	Y
restart*	to turn something off and on again	“Restart your device before updating.”	Y
select	to choose from a list	“Select your file from the menu.”	Y
check	to look at something to be sure	“Check your spelling before you send it.”	N
choose	to pick something	“Choose the best option from the list.”	N
preview	to see what something looks like before sending	“Preview the email before you send it.”	Y

reset	to return to default settings	“Reset your password if you forget it.”	Y
next	the step that comes after	“Next, go to the home page.”	N
finally	the last step	“Finally, send the form.”	N

Lesson Structure (PPP)

**Review (20 mins)**

Ask students what help-desk phrases they remember from the previous lesson and write them on the board. Phrases like:

- Can you help me with this...
- I have a problem with my...
- What’s the problem?
- Try this

Have the class create a short help-desk dialogue using the phrases.

**Instructions:**

- Write on the board: “How do you start your workday?”
- Students write down a list of 3 steps in pairs or small groups.
- Ask students to share with the class.
- Teacher writes correct English versions on board using *first*, *then*, *next*, *finally*.

**I. Presentation (30 mins)**

**Introduce Connectors (5 min)**

- Write on the board:  
First, \_\_\_\_.  
Next, \_\_\_\_.  
Then, \_\_\_\_.  
Finally, \_\_\_\_.
- Ask students: “What do these words do?” → “They show order.”

**Match Steps to Reasons (10 min)**

1. Put students in pairs or groups of 3.
2. Hand out the **mixed step cards** face down.
3. Students turn over the cards and work together to match each step with its logical reason.
4. After matching all cards, they organize them into a full 3–4 step instruction using connectors and the “because” clause.

**Example Final Instruction Sequence:**

- First, sign in to your account because you need to access your files.
- Next, select the file because that’s the one you want to send.
- Then, click the preview button because you should check the message before sending.

- Finally, click send because the message is ready.

#### Whole-Class Share (5 min)

- Each group reads their sequence aloud.
- Teacher corrects grammar if needed and highlights strong use of connectors and logic.

#### Extension / Differentiation:

- Challenge higher-level groups to write their own additional “step + reason” pairs.
- For lower-level students, write on the board a sentence scaffold like:  
*First, \_\_\_\_\_ because \_\_\_\_\_.*

#### Vocabulary Introduction (30 mins)

- Read each word for the class and ask if anyone can give a definition or example sentence. Provide if no one knows.
- Hand out the **vocabulary worksheet** and ask students to do it in pairs or alone.
- Review the worksheet as a class.

## II. Practice

#### A. Connector & Reason Matching Game (20 mins)

- Cut **Connection and Reason** cards: one side has actions (e.g., *Sign in*), the other has reasons (e.g., *because it lets you access your files*)
- Pairs match actions + reasons
- Rearrange in correct sequence using *First, then, next...*

#### Write the Steps Group Challenge (30 mins)

- Write one simple tech task on the board. Choose from:
  - Reset your password
  - Change the language settings
  - Upload a file
  - Sign in and preview a message
  - Save a document
- Ask the class to vote or choose one together.
- Brainstorm the Action Steps (7 min)
  - Ask students:
  - “What do we do to complete this task?”
- Write all answers on the board in a list, even if they’re out of order. Encourage use of vocabulary words from the lesson (sign in, check, select, preview, reset, etc.).
- Help clarify or correct any unclear language.
- Organize with Connectors (5 min)
- Work together to reorder the steps using:
  - First
  - Next
  - Then
  - Finally
- Write the connectors next to the matching step. You can number them or underline the sequence.
- Example:

- First: Sign in to your account
- Next: Go to settings
- Then: Choose “Reset Password”
- Finally: Click “Save”

**Add Reasons (6 min)**

- Now go back and ask the class:
  - “Why do we do this step?”
- Add a reason to each one using “because,” and write it in a second column.

Final result:

Step	Reason
First, sign in	because you need to access settings
Next, go to settings	because that’s where the password tool is
Then, choose “Reset Password”	because it lets you enter a new one
Finally, click save	because it updates your account

- Read It Aloud (Optional Extension)
- Have 4 volunteers each read one full instruction step aloud using the connector + step + reason.  
“First, sign in because you need to access settings.”

**Break – 20 minutes**

**III. Production**

**Mini-Project: Support Chat Roleplay (40-50 mins)**

**Objective:** Practice giving multi-step instructions with reasons in a real-life tech support scenario.

Instructions:

1. Put students into pairs.
2. One student plays the **Tech User** with a simple problem. The other is the **Support Agent**. Together, they create a chat-style dialogue.
3. Tell the students they need to include the following and write it on the board:
  - A short description of a tech problem
  - A polite request for help
  - A step-by-step set of instructions using connectors
  - A clear reason for each step using “because”
4. Hand out **Tech Problem Cards** to the student who is the “Tech User” and **Support Planner Worksheet** for the “Support Agent”

 **Tech Problem Ideas** (print or display one per student):

Choose or assign one per pair.

1. I can't sign in to my work account.
2. I forgot how to share my screen on Zoom.
3. I don't know how to create a document in Google Docs.
4. I want to create a group chat on Whatsapp.
5. I need to reset my password on my google account.
6. I'm not sure how to attach a document to an email.
7. I want to change the language settings on my computer/phone.
8. I need to turn a Word doc into a PDF.
9. I want to turn on my read receipts on Whatsapp..
10. I need to log out of my Google account but don't know how.

Student Instructions

1. Role Assignment (2 min)

- One student is the Tech User. One is the Support Agent.

2. Problem Setup (5 min)

- Tech User reads their problem card aloud and asks for help politely:  
"Hi, I have a problem. I can't upload my file. Can you help me?"

3. Support Planning (10 min)

- Support Agent uses a **Support Planner Worksheet** to organize:
  - Steps using *First, Next, Then, Finally*
  - Reasons for each step using *because*

 **Example:**

- *First, open your folder because that's where your file is.*
- *Next, select the file because that's what you want to upload.*
- *Then, click the upload icon because it sends the file to the system.*
- *Finally, check the confirmation message because you need to make sure it worked.*

4. Rehearse and Revise (8–10 min)

- Students practice their dialogue out loud.
- Encourage clear speaking, connector use, and polite tone.

5. Perform or Peer Share (5–10 min)

- Pairs can perform their role play for the class, or trade roles with another pair and do it again with new feedback.

Teacher Support Tips

- Monitor during planning. Prompt students with questions like:
  - "Why do we click that?"
  - "What's the next step?"
- Check that students use all 3: **connectors, because, and polite request.**
- After sharing, highlight good examples on the board.

**Wrap-Up (20 mins)**

- Vocab Review Game: **Quizlet**

**Reflection Questions:**

- What new words did you use today?
- How can you use this at work?

**Optional Independent Practice:**

- Write a short email (4–5 sentences) to a coworker giving instructions for a tech task and explaining why each step is important, send it to your teacher.

**Notes for Instructor:**

- Pair students together who are at similar levels
- Encourage students to use step words throughout the lesson and give reasons for their answers, even simple reasons like "because that's the best word to use".
- Encourage students to use and discuss real life tech problems that they have encountered as well as real- life solutions.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 9

**Topic:** Daily and Weekly Tech Routines

**Lesson Duration:** 3 hours (1hr20 - break 20 mins - 1hr20)

**Can-Do Objectives**

- I can talk about my daily and weekly schedule
- I can say when I usually do tasks
- I can write a short routine using time expressions

**Materials**

- [Vocabulary worksheet](#)
- [Daily schedule timeline](#)
- [Weekly planner grid](#)
- [Routine writing scaffold](#)
- [Pair interview speaking sheet](#)
- [Board/sentence starters](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
daily	every day	"I have a daily stand-up at 10 a.m."	Y
weekly	every week	"Our team does weekly planning."	Y
usually	most of the time	"I usually test code after lunch."	N
sometimes	not all the time	"I sometimes work from home."	N
rarely	not often	"I rarely need tech support."	N
never	at no time	"I never miss deadlines."	N
meeting	a work event where people talk together	"We have a team meeting on Monday."	Y
break	a short time to rest during work	"I take a break at noon."	N

plan*	to decide what to do later	"I plan my day in the morning."	Y
reminder	a note or alert to remember something	"I set a reminder for my meeting."	Y

**Lesson Structure (PPP)**

**Warm-Up (10 mins): Time Expression Board Race**

**Instructions:**

1. Divide the class into 2 teams.
2. Say a category: "Something you do in the morning."
3. One student from each team races to the board to write a time expression + task (e.g., *In the morning I take a shower*).
4. Teacher checks for grammar and time accuracy. Give 1 point for each correct and complete phrase.
5. Ask students to put their morning in order using the steps language from the last lesson: First, I wake up. Then, I brush my teeth, next get dressed, and last I eat breakfast.

**Presentation (30 mins)**

**Vocabulary Introduction (10 mins)**

- Introduce the 10 new words using examples from the software world. Read them aloud and ask students if they know the definition or can give an example sentence. Provide if they cannot.
- Ask:  
 "What is something you do **daily**?"  
 "What do you **usually** do when you get to work?"
- "What food do you **rarely** eat?"

**Vocabulary Worksheet (20 mins)**

Pass out the worksheet and ask students to do it alone or in pairs.

**Activities:**

- Match words to definitions
- Fill-in-the-blank using vocabulary
- Choose the correct word in a sentence

Review answers as a class, make sure to review any words students struggle with.

**Practice (40 mins)**

**Build Your Daily Timeline (20 mins)**

**Instructions:**

1. Hand out a **blank timeline** (morning → night).

2. Students write 4–5 things they do during the day using vocabulary words and time expressions.
3. Give examples on the board for the students to look at while they do the task.

*Examples:*

- “In the morning, I get ready for work.”
- “At noon, I take a lunch break.”
- “I usually update the bug list in the afternoon.”

### **Weekly Planner Grid (20 mins)**

1. Give students a **Mon–Fri weekly chart**.
2. They add 1–2 tech tasks for each day, using full sentences with vocabulary (and *on Mondays, on Fridays, etc.*).

*Example:*

- “On Wednesday, we have a team meeting.”
- “I usually finish my tasks on Friday.”

### **Walk around and share (10 mins)**

- Students walk around the class, ask each other questions and share their routine
  - “What do you usually do on Tuesday?”
  - “On Tuesdays I usually have a meeting at 9am, lunch at noon, and update my computer at the end of the day.”

### **Break – 20 minutes**

## **III. Production (55 mins)**

### **Write Your Tech Routine (25 mins)**

**Instructions:**

1. Write a scaffold on the board:
  - “Every day, I...”
  - “In the afternoon, I usually...”
  - “On Fridays, I...”
2. Students write 4–5 sentences using at least 4 vocabulary words and 3 time expressions.
3. Partner Swap: Students swap their sentences with a partner to have the partner read them. Have each student write 2 questions to their partner about their routines.
  - a. “Do you ever...on Thursdays?”
  - b. “When do you...?”

### **Speaking: Partner Interview (30 mins)**

1. Put students into pairs and tell them they will be interviewing each other about their schedules. *Tell them to be as detailed as possible.*
2. Write these questions on the board for the interviewer to ask:
  - “What do you do on Sundays? Start from when you wake up in the morning until you go to sleep.”

- “When do you have meetings during the week?”
  - “Do you usually take breaks?”
3. Students interview a partner and take notes. Then switch, each person interviews and answers.
  4. Each student presents *one sentence* about their partner to the class:  
“Ben takes a break at noon.”  
“Dana never works on Friday.”

#### **IV. Wrap-Up (25 mins)**

**Vocabulary Review:** **Quizlet**, project the flash cards on the board, show the definition, ask for students to give the word and another student to give a sentence using the word.

#### **Exit Ticket:**

Write 2 full sentences about your routine tomorrow using a vocabulary word and a time expression.

*Review Questions (on the board):*

- What does “update” mean in software?
- What’s the difference between “daily” and “weekly”?
- What’s something you usually do in the afternoon?

#### **Notes for Instructor:**

- If some students are still in school/not yet in a tech job try to match them with students who are currently working in tech so they can see what a realistic tech job schedule may look like.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 10

**Topic:** Scheduling Meetings

**Lesson Duration:** 3 hours (1hr20 - break 20 mins - 1hr20)

**Can-Do Objectives**

- I can suggest a meeting time using simple language
- I can respond politely to a meeting invitation
- I can ask to reschedule a meeting using correct vocabulary

**Materials:**

- [Vocabulary worksheet \(matching + fill in the blank\)](#)
- [Dialogue completion exercises](#)
- [Partner calendar roleplay](#)
- [Group Project: Scheduling a team meeting](#)
- [Writing task \(confirmation message\)](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
schedule* (v)	to plan a meeting or event	"Let's schedule a team check-in."	N
available	free / not busy	"I'm available after 3 p.m."	N
reschedule	to change the time of a meeting	"Can we reschedule our call?"	N
confirm	to say something is correct or agreed	"I'll confirm the meeting by email."	N
join	to take part in a meeting or event	"Can you join the 2 p.m. call?"	N
time slot	an open period of time	"Do you have a free time slot on Thursday?"	N
calendar*	a tool for planning dates and meetings	"I checked my calendar before replying."	N
invite	to ask someone to join something	"I'll invite you to the next meeting."	N

reply	to answer a message or question	“Please reply to the meeting request.”	N
cancel	to stop something that was planned	“We had to cancel the meeting last Friday.”	N

**Lesson Structure (PPP)**

**Review (10 mins)**

*"Scheduling Chain" Game*

- In a circle or groups, the first student starts: “I’m free Monday morning.”
- The next student adds: “I’m not free then. How about Tuesday afternoon?”
- Continue the chain until a consensus is reached on one time all agree on.
- Add a reason:
  - “Tuesday afternoon is better for me because I finish other tasks by then.” the board: What did you do yesterday?
- Ask students to write a couple sentences about their day yesterday and then share with a partner.
- Encourage students to use “First, Next, Then, Lastly” and “Daily, weekly, usually.”

**I. Presentation – Vocabulary + Phrases (30 minutes)**

**Vocabulary Worksheet + Dialogue Completion (30 min)**

Introduce the 10 vocabulary words, write them on the board and read each aloud to the class, ask for definitions and examples.

*Mini-activity:* Students write 5 sentences using the vocabulary in their notebooks.

- A. Vocabulary matching, fill-in-the-blank
- B. Gap-fill short dialogues using today’s words
- C. Pair-read the dialogues aloud to reinforce speaking

**“When Are You Free?” Availability Grid (20 minutes)**

- Hand out weekly availability grid (Mon–Fri, morning/afternoon/evening).
- Students mark when they are **free** and **busy**.
- Discuss in pairs and try to find a time to meet:
- Write on the board Scaffolding Sentences:
  - “Are you available...?”
  - “No, I’m not. “
  - “How about...?”

**II. Practice**

**Interactive Speaking Practice – Roleplay & Calendar Activity (30 min)**

- Give each student a **fictional weekly calendar** (some time slots marked “busy”).
- Partner A suggests a time; Partner B accepts/reschedules.
- Goal: schedule 2 meetings per pair using full expressions and vocabulary.

**Functional phrases practiced:**

“How about Thursday at 3?” / “I’m not available then.” / “Let’s confirm Tuesday at 11.”

Group Project – Schedule a Team Meeting (25 min)

- Students work in groups of 4 with **unique availability cards.**
- Together, they must:
  1. Compare calendars
  2. Suggest/reschedule times
  3. Choose a time all are free
  4. Write a final confirmation

Extension: Each group presents their chosen meeting time and explains how they decided.

**Writing Task – Confirmation Message or Reschedule Email (20 min)**

- Students write a message confirming or rescheduling a meeting.
- Prompts provided:
  - “Hi team, I’d like to confirm our meeting for\_\_\_\_\_.”
  - “I’m not available\_\_\_\_\_. Can we move the meeting to \_\_\_\_\_?”

Partner peer-checks for tone, clarity, and correct use of vocabulary.

Extension: ask students to read their message aloud to the class.

**Break - 20 mins**

**III. Production**

**Digital Tool (45 minutes)**

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

**IV. Wrap-Up & Review**

**"Word Use Bingo" (15 minutes)**

Have students draw a 3x3 grid for a “Bingo” card and write 9 of vocabulary words from today in each box.

- Teacher gives simple prompts:
  - “A word that means to change a meeting time?”
  - “Something you use to check your schedule?”
- Students match vocabulary and cross off on a bingo grid, first person to cross off all words wins.

**Exit ticket**

- “Write 2 polite sentences about planning a meeting.”

**Notes for Instructor:**

- Remind students to use correct grammar when asking questions: “Are you...” not “you are...”, “Is he...”, “are they...”.
- Remind students about conjunctions and to use them in natural speak: I’m, you’re, they’re, I’d, etc.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 11

**Topic:** Talking About Plans and Deadlines

**Lesson Duration:** 3 hours (1hr20 - break 20 mins - 1hr20)

**Learning Outcomes (Can-Do Statements)**

- I can say what I'm going to do this week
- I can talk about project deadlines: *"We need to finish by Friday."*
- I can ask others about their plans

**Materials**

- [Vocabulary worksheet \(matching + fill-in-the-blank\)](#)
- [Dialogue gap-fill using "going to" + deadline words](#)
- [Partner speaking cards \(plans + deadlines\)](#)
- [Mini project board simulation \(sticky notes/cards\)](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
deadline	the latest time to finish something	"The deadline is Friday."	Y
urgent	very important, must be done soon	"This task is urgent."	Y
finish	to complete something	"We must finish the report today."	N
complete	to do all parts of something	"She completed the testing."	Y
project*	a task or goal that takes time	"We're working on a new project."	Y
report	a written document about something	"I'm writing a bug report."	Y
ready	prepared to start or finish	"Is the file ready to send?"	N
team*	a group of people working together	"Our team has two deadlines this week."	Y
next week	the week after this one	"The update is going live next week."	N

test	to check if something works	"We need to test the feature."	Y
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### Lesson Structure (PPP)

#### Review (10 mins):

Ask students what words / phrases they remember from the last class such as:

- Schedule
- Reschedule
- Confirm
- Join
- I'm free on...
- How about ....

"What Are You Doing This Week?" (15 mins)

- On the board: *"This week I'm going to..."*
- Ask students to complete the sentence with work-related plans
- Pair-share and report back to the class:
  - "I'm going to finish a report."
  - "I'm going to test the new login screen."

#### I. Presentation – Vocabulary + Grammar (25 mins)

##### Vocabulary Introduction (15 mins)

- Read each vocabulary word to the class and ask for example sentences or definitions, provide if students cannot.
- Quick comprehension check (point to words, ask questions like "What is a deadline?") Ask for different definitions/examples.

##### Grammar Focus: "going to" for plans (10 mins)

- Write examples on board:
  - "I'm going to finish the report."
  - "We're going to test the update next week."
- Students create 2–3 sentences using "going to" + vocab words

#### II. Practice

##### Vocabulary Worksheet (15 mins)

- Matching: word ↔ definition
- Fill-in-the-blank using vocabulary in context

##### Dialogue Gap-Fill (15 mins)

- Fill in short dialogues using "going to" and vocabulary

Example:

A: What are you going to do today?

B: I'm going to finish the \_\_\_\_\_.

A: Is it \_\_\_\_\_?

B: Yes, the deadline is 3 p.m.

**Break – 20 minutes**

**III. Practice (30 mins)**

**Partner Cards – Plan + Deadline**

- Each student gets a card with:
  - Their name and role
  - A task they are “going to” do
  - A deadline

Example:

*You are the QA engineer. You are going to test the login page. The deadline is Thursday.*

Students:

1. Mingle and ask others:
  - “What are you going to do this week?”
  - “When is your deadline?”
2. Take notes and report back to class:
 

“Daniel is going to finish the report by Wednesday.”

**Mini Project – Team Planning Board Simulation (30 mins)**

1. Create a fake project board on the whiteboard with 3 columns:
  - *To Do / Doing / Done*
2. Give each pair or group:
  - **3 task cards** with project names, deadlines, and responsibilities
3. Students must:
  - Read the card
  - Decide what they’re going to do
  - Move tasks to “Doing” and say:
 

“We’re going to finish this by Friday.”

“It’s urgent — we need to test it today.”

Students practice:

- “going to”
- vocabulary in real-world context
- urgency + team roles

**Writing Task – Weekly Progress Email (20 mins)**

- Write a short message about your plans for this week.
- Include at least 3 vocabulary words
- Use “going to”
- Mention a deadline or urgent task

**Teacher writes example on board:**

Hi team,

This week, I'm going to test the login feature. It's urgent — we need to finish by Thursday. I'll also complete the report by Friday. Let me know if you need help.

#### **IV. Wrap-Up (10 mins)**

##### **Quick review:**

- "What does 'deadline' mean?"
- "Say one sentence with 'going to.'"
- "What's something your team is going to do this week?"

**Review Game Online:** [Quizlet](#)

##### **Notes for Instructor:**

- Explain to students that native speakers often shorten "going to" to "gonna".
- Make sure they understand that it's okay to say "gonna" in more casual settings, but that they shouldn't write it.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 12

**Topic:** Describing Time Conflicts or Preferences

**Lesson Duration:** 3 hours (1hr20 – break – 1hr20)

**Can do Objectives:**

- I can say when I'm available or not: *"I'm busy at 3"*
- I can express preferences: *"Morning is better for me"*
- I can give a reason for my choice

**Materials:**

- [Vocabulary worksheet \(with time expression practice\)](#)
- [Controlled practice: choosing and explaining time preferences](#)
- [Conflict scenario cards \(partner activity\)](#)
- [Agenda template for project](#)
- [Writing support: giving reasons](#)
- [Quizlet](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific
conflict	a problem when two times overlap	"I have a conflict at 2 p.m."	N
preference	what you like better	"I have a preference for early meetings."	N
prefer*	to like one thing more than another	"I prefer Tuesday over Monday."	N
overlap	to happen at the same time	"The meetings overlap at 11."	N
move (v)	to change the time of something	"Can we move the meeting to 3?"	N
change (n/v)	to make something different	"There's a change in the plan."	N
reason	the explanation for something	"The reason is I have another meeting."	N
flexible	able to change or adjust easily	"I'm flexible on time – anytime is okay."	N

reschedule*	to change the time of a planned event	“Let’s reschedule the call for tomorrow.”	N
double-booked	having two events at the same time	“I’m double-booked at 10 a.m.”	N

## Lesson Structure (PPP)

### Review– Scheduling Problems (10 mins)

- Teacher reads a set of fun work-related prompts:
  - “Would you rather have a 7 a.m. meeting or a 6 p.m. meeting?”
  - “Would you rather reschedule a meeting or miss a deadline?”
  - Students move to one side of the room depending on their choice.
- In pairs, students explain:
  - “I prefer \_ because...” or “The reason is...”
- Optional Extension: Students create their own “Would You Rather” questions and ask classmates.
- **Write on the board:**
  - What are you going to do tomorrow?
- Ask students to answer the question with a partner
- After, ask students to share what their partner is going to do tomorrow.

## I. Presentation

### Teach Vocabulary (10 mins)

- Write the vocabulary words on the board, read each vocabulary word to the class, asking them to repeat each word after you. Make corrections with pronunciation and ask if students recognize the word, can give a definition or example sentence.
- Focus especially on *conflict*, *preference*, *move*, *overlap*.

### Vocabulary Worksheet (20 mins)

- Match, fill in the blank, choose the right option
- Students may work with a partner, once they are finished have them turn to a partner and practice reading the sentences together
- After everyone is done go over the answers as a class

### Introduce Functional Phrases (10 mins)

- Tell students we will be learning phrases to use at work when scheduling a meeting / having problems with a schedule.
- Write on the board:
  - I’m busy at...
  - I’m free at...
  - Morning is better for me.
  - Can we move it to...?

- The reason is...

Practice: Students write 3 sentences using the phrases and vocabulary like “prefer,” “busy,” and “move.”

## II. Practice

### Time Conflict Scenarios (30 mins)

- Hand out **6 cards with short Time-Conflict scenarios.**
- Tell students they will be practicing conversations using the phrases and vocabulary we learned.

### Task (write on board):

Students:

- Identify the conflict
- Explain the problem: “I’m not free at 2.”
- Suggest a preference: “Can we move it to 10?”
- Give a reason: “Because I have another call.”

*Students use at least 3 of the vocabulary words each.*

Teacher walks around the room and makes corrections or asks questions to clarify.

## Break – 20 mins

## III. Production –

### Meeting Agenda Project (45 mins)

1. Put students into small teams (3–4 people)
2. Each group builds a short meeting agenda including:
  - 2 tasks and when they will be done
  - 1 conflict (made-up or real)
  - 1 “going to” sentence for a future task
  - 1 time preference with a reason

### Support Materials:

- **Agenda template with blanks**
- **Helpful sentence starters:**
  - “We’re going to finish the \_\_\_\_ on \_\_\_\_.”
  - “We can’t meet at \_\_\_\_ because \_\_\_\_.”
  - “We prefer \_\_\_\_ because \_\_\_\_.”

Ask groups to write their final agenda and **present it orally** (3–4 sentences per student)

### 5. Writing – Explain Your Preference (25 mins)

#### Task:

Each student writes a short email message. Write the example on the board:

“Hi team,

I’d like to move the meeting scheduled for 3pm to 10 am. Morning is better for me because I’m usually busy in the afternoon. Let me know if that works.

Thanks,

Name”

Write on the board and tell the students it should include:

- One conflict or unavailable time
- One time preference
- One reason

After they finish, ask them to turn to a partner and exchange their emails, read and see if the partner has any tips/suggestions for the writer.

Ask anyone if they'd like to share with the class.

#### **IV. Wrap-Up and Reflection (10 mins)**

- Vocab review game: **Quizlet**

#### **Notes for Instructor**

- Encourage students to use “going to” and “gonna” language from the last lesson.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 13

**Topic:** Describing File Types and Uses

**Lesson Duration:** 3 hours (1hr20 – break – 1hr20)

**Learning Outcomes (Can-Do Statements)**

- I can name and describe different file types
- I can say what each file is used for: “This is a PDF. We use it for...”
- I can ask and answer questions about file formats

**Materials:**

- [Vocabulary Worksheet](#)
- [File Type Role Cards](#)
- [File System Presentation](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
file	a document or item saved on a computer	“I saved the file on my desktop.”	Y
folder	a digital place to hold files	“Put the document in the ‘Reports’ folder.”	Y
format	the type or structure of a file	“This is in PDF format.”	Y
PDF	a file that keeps layout and can’t be edited	“We use PDFs for final documents.”	Y
DOC	a Word file that you can edit	“This is a DOC file you can update.”	Y
JPG	a picture file	“I sent a JPG of the diagram.”	Y
ZIP	a file that holds other files in one	“I sent a ZIP file with everything inside.”	Y
attachment	a file sent with an email	“Please see the attachment for the report.”	Y
upload*	to send a file to the internet or a server	“Upload the document to the project folder.”	Y

download*	to take a file from the internet to your device	“Download the images before the meeting.”	Y
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## Lesson Structure (PPP)

### Review (10 mins)

- Daily Tech Routine Chain
- In a circle, each student says one sentence about their tech routine using time expressions:
  - “Every morning, I check my email.” → “Then, I open Google Docs...”
  - Reinforces: Unit 3 (Tech Routines + Time Expressions)

### Warm-Up – File Talk Brainstorm (10 mins)

- Write on the board: what are some different types of files that you’ve used?
- Provide a few well known ones if students don’t volunteer.
  - PDF
  - DOC
  - MP3
  - GIF
  - JPEG
- Ask the class: When do we use ..pdfs, mp3s, etc
- Explain that some files are used for documents, some for pictures or videos, some for music. Discuss why we might need different files for different reasons.

## I. Presentation

### Vocabulary and Function (20 mins)

#### Vocabulary Presentation (10 mins)

- Read out the words to the class and have them repeat, ask students if they know the definition or can give an example sentence.
- Elicit or introduce the use of:
  - PDF, DOC, JPG, ZIP, file, folder, etc.
  - Teacher gives examples using student names:
    - “Daniel, what type of file do you send in email?”
    - “Rina, do you ever use ZIP files?”
    - “Ido, what type of files cannot be edited?”

### Example Structures (15 mins)

Write these sentence patterns and examples on the board”

- “This is a \_\_\_\_\_. We use it for \_\_\_\_\_.”
- “This is a PDF, we use it for contracts.”
- “A \_\_\_\_\_ file is used for \_\_\_\_\_”
- “A zip file is used for sending many files at once.”

Have students go into pairs and practice the structure with the vocabulary words.

## II. Practice

### III. **Vocabulary Worksheet (25 mins)**

- Matching: word → definition
- Fill-in-the-blank with vocabulary
- Multiple choice to choose the correct use
- “Circle the file type” based on sentence clues
- A short chart to match file types with uses

Students complete in pairs and then check answers as a whole class.

Break – 20 minutes

### **Guided Practice – File Type Role Cards (30 mins)**

Purpose: To practice describing file types and what they are used for through peer interaction.

Focus: Speaking, questioning, vocabulary usage

Setup:

- Prepare 10 cards (or more depending on class size).
- Each card has a file type and a short context. Example:

**Card Example:**

**File Type:** JPG

**Use:** “You are sending a picture of the team for the newsletter.”

You’ll prepare cards for: PDF, DOC, JPG, ZIP, folder, file, format, upload, download, attachment.

Instructions to the Teacher:

1. Give each student 1 card.
2. Review the sentence starters on the board:
  - “What file type do you have?”
  - “What is it used for?”
  - “Do you upload or download it?”
  - “Where do you save it?”
  - “Do you send it as an attachment?”
3. Model a short exchange with a student:
  - T: “What file do you have?”
  - S: “I have a PDF.”
  - T: “What do you use it for?”
  - S: “We use PDFs for reports.”
4. Students walk around for 10–12 minutes doing at least 3 partner conversations.
5. Once finished, they sit with one of their partners and **write a short sentence comparing file types:**

“PDFs are good for reports. JPGs are good for images.”
6. Ask for 2–3 student pairs to share their sentences with the class.

Differentiation:

- Give stronger students the less common words like “ZIP” or “format.”

- Give sentence stems to support lower-level students.

### III. Production

#### Create and Present a File System (30 mins)

**Purpose:** To apply all vocabulary by building a digital organization system with justification.

**Focus:** Speaking, teamwork, logic, use of sequence words and file-type vocabulary.

Materials:

- A list of sample file names with types and descriptions
- A blank "folder system" template (paper or board version) with 3–4 main folders:
  - Reports
  - Design
  - Communication
  - Archive

Teacher Instructions:

1. Put students into groups of 3–4.
2. Give each group:
  - Folder template
  - 6–7 "file cards" (printed or listed)
3. Students discuss:
  - What folder should each file go into?
  - Why? What is the format and use?
4. Students fill out a table like this:

File Name	Folder	Why?
final_report.pdf	Reports	It's a PDF and not editable.
team_photo.jpg	Design	It's a visual for the newsletter.
meeting_notes.doc	Communication	People can add more info.

5. Each group presents a few of their file decisions to the class:
  - "We put the banner\_design.jpg in the Design folder because it's a visual file."
  - "The feedback.zip is in Archive because it's finished work in a zip."

#### Writing Task – File Explanation Email (15 mins)

Students write a short message or mock email explaining a file they're sending.

Example:

Hi team,  
 I uploaded the final report as a PDF.  
 Please find it in the Reports folder.  
 Let me know if you need the DOC version.

Use at least 3 vocabulary words.

### IV. Wrap-Up

**Vocab Review Game (10 mins):**

**Quizlet**

**Notes for Instructor:**

- Encourage students to use “First, then, next” and "because"
- Encourage all students to speak during their presentation.
- Don't be overly critical during the presentations, provide positive feedback

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 14

**Topic:** Organizing Files and Folders

**Lesson Duration:** 3 hours (1hr20 – break – 1hr20)

**Can-Do Objectives:**

- I can describe where a file is: “It’s in the project folder”
- I can explain how folders are organized: “This folder has subfolders for each month”
- I can write 3–4 sentences about how I organize files

**Materials**

- [Vocabulary worksheet](#)
- [Folder Race activity cards](#)
- [Writing task template](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
subfolder	a folder inside another folder	“The March subfolder is in Reports.”	Y
organize*	to put things in order	“I organize my files by topic.”	Y
structure	the way something is arranged	“The folder structure is clear and simple.”	Y
directory	a technical word for a folder on a computer	“The main directory has five projects.”	Y
storage	a place where data is kept	“We use cloud storage for all team files.”	Y
location	where something is	“The file’s location is in /docs/meetings.”	Y
inside	in something	“The files are inside the folder.”	N
next to	beside something	“The archive folder is next to the reports one.”	N
under	below something or inside something else	“The invoices are under the finance folder.”	N

between	in the space separating two things	“The summary is between the intro and report.”	N
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### Lesson Structure (PPP)

#### Review: Think Pair Share

- Ask students what kinds of files they used this week at work or school.
- Have them first speak with a partner and then the whole class.
- Write the types of files they answer on the board and ask them what each type is used for.

#### Warm-Up – Folder Maze (10 mins)

Instructions:

- Draw a simple folder map on the board (e.g., Reports > 2023 > March).
- Ask:
  - “Where is the March file?”
  - “What’s inside the Reports folder?”
- Students answer using “in,” “under,” “next to.”

#### I. Presentation

##### Vocabulary (10 mins)

- Introduce the 10 vocab words, read aloud to class and have them repeat the words, ask them if they know the definition or can use the word in a sentence.
- Highlight new concepts: subfolder, structure, directory, location, storage

##### Prepositions in Context (10 mins)

- Show 3 folder trees
- Model: “The Finance folder is next to HR.” / “The file is under Projects.”

##### Controlled Practice – **Vocabulary Worksheet** (30 mins)

1. Match vocabulary to definitions
2. Fill in the blank with prepositions or folder words
3. Label a folder tree with the correct names and relationships

#### Break – 20 minutes

##### Guided Practice – **Folder Race Activity** (30 mins)

1. Give each pair a mixed-up list of files and folders.
2. Students must organize them into a logical structure and describe it.
3. Ask students to share with the class.

##### Example Answers to write on the board:

- “The reports are inside the ‘Projects’ folder.”

- “The January folder is under 2023.”
- “The client feedback is next to the images folder.”

## II. Production – My Folder Structure (30 mins)

1. Students draw a simple folder tree from their real or imaginary job.
2. Then they write 3–4 sentences describing the structure.

Example:

“My main folder is called Design.

Inside, there are subfolders for each client.

Under Client A, I keep the logo files and drafts.

The archive folder is next to the current projects folder.”

## IV. Wrap-Up

### Quick quiz:

- Where is the file?
- What is a directory?
- What’s the difference between “in” and “under”?

### Quizlet

Optional pair share:

- “How do you organize your computer files?”

### Notes for Instructor:

- Encourage students to look on their phones, emails, etc for real world file names
- Encourage students to connect the work related words with non-work context as well such as: organizing a closet, the structure of a building, etc.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 15

**Topic:** Giving Instructions for Saving and Finding Files

**Lesson Duration:** 3 hours (1hr20 – break – 1hr20)

**Can-Do Objectives**

- I can give simple steps to save or find a file
- I can use sequence words (“First... next... then...”)
- I can ask for help locating a file (“Where is the document saved?”)

**Materials:**

- [4-part vocabulary worksheet](#)
- [File location cards \(for pair activity\)](#)
- [Instruction-writing template](#)
- [Wrap-up game prompts with file paths](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
save	to store a file so it is not lost	“Save the file to the desktop.”	Y
find	to locate a file or folder	“Can you find the meeting notes?”	Y
path	the location of a file or folder	“The path is: Projects > 2023 > April.”	Y
folder name	the title of a folder	“Check the folder named ‘Invoices’.”	Y
search	to look for something on the computer	“Use the search bar to find it.”	Y
click	to press a mouse or touchpad	“Click on the icon to open the file.”	Y
open*	to access or enter a file or folder	“Open the reports folder first.”	Y
desktop	the main screen of a computer	“I saved it on the desktop.”	Y
recent	files you used or opened recently	“It’s in the ‘Recent Files’ list.”	Y

shortcut	a fast way to reach something on the computer	“Use the desktop shortcut to open the folder.”	Y
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**Lesson Plan (PPP)**

**Review (20 min): File Location Interview**

- Put students into pairs
- Write questions on the board
- Pairs ask and answer
  - “Where do you usually save your reports?” / “I usually save them in Drive.”
  - “What type of files do you usually work with?” / “I usually work with PDFs”
  - “What do you usually do first when you start your work day?” / “I usually start my work day by checking my calendar and to-do list.”

**Word Map**

- Ask students to individually write down any words related to computers they can think of
- On the board, write “computers” in the middle and ask students to think of words that come to mind. Create a word map on the board by connecting and relating the words they think of.
- Looking for connections like: computer → file → PDF → upload

**I. Presentation**

**Vocabulary (20 minutes)**

- Introduce 10 vocabulary words, read each word to the class and have them repeat, elicit definitions or example sentences if students know the word, if not provide a definition and ask for an example sentence, make corrections if necessary.

**Sentence Patterns (10 mins)**

- Write simple step model sentences on the board:
  - “First, click the folder.”
  - “Next, open the document.”
  - “Then, save it to the desktop.”
  - “Where is the file saved?”

**Controlled Practice – Vocabulary Worksheet (30 minutes)**

- Matching word to definition
- Fill in the blank with the correct word
- Reordering 4 scrambled steps for saving a file
- Reading short tech dialogues and underlining sequence words

**II. Guided Practice**

**Partner File Hunt (20 minutes)**

Put students into pairs

- Student A gets a file location card (e.g., “Archive folder > 2022 > Invoices.doc”)

- Student B asks:  
“Where is the file?”  
“Is it on the desktop?”
- Student B explains 3 steps to locate it
- Then switch

### **Break– 20 minutes**

### **III. Production**

#### **Write and Trade Instructions (25 minutes)**

- Students choose or create a file location
- Write 4–5 steps using sequence words
- Trade papers. Partners follow instructions and draw folder trees and explain the steps aloud to their partner.

#### **Example Output:**

“First, open the Projects folder. Next, click 2023. Then, open the March folder. The file is inside.”

### **IV. Production**

### **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**

#### **File Race Game + Review (10 minutes)**

- Show 5 fake folder maps
- Ask: “Where is the logo file saved?”
- Teams race to write answers such as:  
“It’s under the Design folder” or “It’s next to Images.”

#### **Close the lesson by reviewing:**

- How to give steps clearly
- Why we use “First / Next / Then”
- Phrases for asking: “Where is the file?”

#### **Notes for Instructor**

- Encourage use of step words: First, then, next
- Encourage students to use the names of types of files they use, such as PDF, DOC, JPEG

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 16

**Topic:** Explaining File Names and Versions

**Lesson Duration:** 3 hours (1hr20 – break – 1hr20)

**Can-do objectives**

- I can describe a file name and what it means: “Report\_v2\_final.doc”
- I can explain why file names and versions are important
- I can write and explain a file name I use at work

**Materials:**

- [Vocabulary list with definitions and example sentences](#)
- [3-part vocabulary worksheet](#)
- [File name analysis activity](#)
- [Fully scaffolded mini-project guide](#)
- [Student planning template](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition (A2-level)	Example Sentence	Profession-Specific
version	a specific form of a file or document	“This is version 2 of the report.”	Y
draft*	an early or unfinished version of a file	“We are working on the first draft.”	Y
final	the completed version of a file	“Send the final version to the client.”	Y
filename	the full name of a file	“The filename is ‘Client_Notes_v1.doc.’”	Y
convention	a rule or common way to do something	“We use a naming convention for all files.”	N
revision	a change made to improve a file	“I saved the file after the second revision.”	Y
duplicate	a second or repeated copy of something	“I deleted the duplicate files.”	Y
overwrite	to save over another file and replace it	“Be careful not to overwrite the old version.”	Y

confusing	not clear or hard to understand	“This filename is confusing.”	N
clear name	a file name that is easy to understand	“Use a clear name like ‘team_meeting_notes.doc’.”	Y

## Lesson Plan (PPP)

### Review (10 minutes)

#### Mini Stand-Up Survey

- Ask: “Have you ever...?”
- “Have you ever lost a file?”
- “Have you ever shared the wrong document?”
- “Have you ever sent a file / email to the wrong person?”

Students stand up if yes and explain what happened.

### Warm up: Bad File Names (10 mins)

- Write funny or unclear file names on the board
  - Stuff1.doc
  - final\_final\_REAL.doc
  - word\_doc(1)(1).doc
- Ask: What is the problem with these names?
- Elicit answers about clarity and organization

## I. Presentation

### Vocabulary and Examples (20 mins)

- Introduce the 10 vocabulary words, write on board and read to students, ask for definitions or example sentences.
- Ask for examples of good file names and write on board, examples:
  - Budget\_v1\_draft.doc
  - Logo\_final\_June2024.jpg
  - ClientA\_notes\_v2.pdf

#### Discuss:

- Why we use versions
- How dates help
- Importance of being clear

## II. Practice

### Vocabulary and Naming Conventions (30 mins)

- Match terms to definitions
- Fill in blanks with version-related vocabulary

- Identify correct file names from options
- Label parts of a file name: base, version, date, format

**Break – 20 mins**

**II. Practice**

**Explain the File Name (30 mins)**

1. Give each student a sample file name (e.g., [Report\\_Q2\\_draft\\_v1.doc](#))
2. Students describe it in a full sentence:  
“This is version 1 of the Q2 report. It’s a draft.”
3. Partner asks follow-up:  
“Is this the final version?” / “Why is it a draft?”

**III. Production**

**Write and Explain Your File Name (20 mins)**

- Students think of a real or fake file from their job
- Write the file name using naming rules
- Write or say what it means:
  - “Logo\_ClientB\_final\_v3\_July2023.pdf = the third and final version of the logo for Client B, saved in July 2023.”

**Mini-Project – How-To File Organization Guide (35-40 mins)**

Objective:

- Students will create a short visual and written guide explaining how to organize, name, and find work-related files clearly and professionally.

What Students Must Include:

Requirement	Details
1. At least 3 file types	Choose 3 common file formats (e.g., PDF, DOC, JPG). Explain what each one is used for. Example: “We use PDF for final reports because it can’t be changed.”
2. Folder structure	Create a simple folder tree (hand-drawn or digital) and describe it using prepositions of place (e.g., “The reports are in the client folder under 2023.”)
3. Step-by-step instructions	Write 3–5 steps for how to save or find a file. Use sequence words like “First, Next, Then, Finally.”
4. A clear example of a filename	Create a filename and explain what each part means (e.g., <a href="#">ClientA_notes_v2_final.docx</a> = notes for Client A, version 2, final version).

### Teacher Instructions

1. Explain the goal (3 mins):  
“You’ll make a short how-to guide to teach someone how to organize and name files correctly at work.”
2. Review requirements (3 mins):  
Display the four parts and give examples for each one.
3. Brainstorm ideas (5–7 mins):
  - Ask: “What types of files do we use?”
  - “What are examples of folder names you’ve seen at work?”
  - “Why is a filename like **finalfinalREALversion2** not a good idea?”
4. Create a draft (15–20 mins):
  - Students sketch their folder tree and write their instructions and explanations.
  - They may use colored pens or flow arrows if hand-drawing.
5. Peer Share (Optional) (5–7 mins):
  - Pair up and explain your guide to a partner.
  - Ask them: “Is this clear?” “Can you follow the instructions?”

### Suggested Layout for Student Guide

#### Title:

"How I Organize and Name My Work Files"

#### Part 1: File Types and Uses

- PDF – for final documents
- DOCX – for files we are still editing
- JPG – for screenshots or logos

#### Part 2: Folder Structure Diagram

*(Draw or explain something like)*

less

CopyEdit

Main Folder: Projects

→ Reports

→ Clients

→ Client A

→ Client B

Sentence: “The Client A folder is inside Clients, under Projects.”

#### Part 3: Saving or Finding Steps

1. First, open the Clients folder.
2. Then, go to Client B.
3. Next, open the Reports folder.
4. Finally, save the file with a clear name.

#### **Part 4: Example Filename + Explanation**

ClientB\_Report\_v3\_final.pdf =

“This is version 3 of the final report for Client B.”

#### **Success Checklist for Students**

- I explained 3 file types clearly
- I showed or described a folder structure
- I wrote clear steps using sequence words
- I made a smart filename and explained it

#### **IV. Wrap-Up**

##### **Quick File Name Challenge (10 mins)**

Call out tasks:

- “Make a file name for a team budget, second version, draft, June.”  
Students race to create:  
[TeamBudget\\_June\\_draft\\_v2.doc](#) or something similar
- Optional: online vocabulary game: [quizlet](#)

##### **Notes for Instructor:**

- This is the lesson that marks half-way through the course, check in with students, see how they are feeling in the course, if they feel like they are improving.
- As always encourage students with positive feedback regularly and try to give corrections in a positive way, don't overwhelm students with too many corrections at once.
- Encourage students to correct each other when working together.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 17

**Topic:** What is a Tech Project?

**Lesson Duration:** 3 hours (2 × 1hr20 + 20-min break)

**Can-Do Objectives:**

- I can say what my project is about
- I can describe the goal: “We’re going to build a website”
- I can answer: “What is your team working on?”

**Materials**

- [Vocabulary and Grammar Worksheet](#)
- [Mini-Project Posters](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
project*	a plan to build or do something over time	Our project is to design a mobile app.	Y
goal	what you want to finish or achieve	The goal is to help users give feedback.	Y
deadline*	the final day to finish something	Our deadline is next Friday.	Y
client*	a person or company you do work for	The client asked for a new homepage.	Y
launch	to start or release something new	They’re going to launch the tool next week.	Y
develop	to work on or create something over time	We’re going to develop a payment system.	Y
check*	to look at something to make sure it works	Let’s check the form for errors.	Y
group	people working together	Our group is developing a user guide.	Y
tool*	software or system used for a task	This tool helps you send reports easily.	Y

steps	actions you take in order	The steps are: design, develop, test, launch.	Y
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## Lesson Structure (PPP)

### Review (10 minutes)

- On the board write 3 example filenames:
  - clientA\_v2\_draft.docx
  - budget\_2023\_final.pdf
  - Logo1\_copy\_v3\_finalfinal.jpg

Ask students:

- What kind of file is this?
- Is this a good filename? Why or why not?
- What version is this?

Look for answers like

- “This is a docx. File.”
- “This file name is good because it is specific.”
- “This file name isn’t good because it’s confusing”
- “This is the final version.”

**Transition:** “Now that we’ve learned how to organize files, we’ll talk about what we’re using those files for — projects!”

### Project Brainstorm (10 mins)

- Ask: “Have you ever worked on or seen a tech project?”
- Discuss different tech project types: app interface, website, smart fridge
- Students discuss: What is the goal of each? What features might it have?

## I. Presentation

### Vocabulary (20 mins)

- Introduce the words one at a time, have students repeat after you, ask for definitions or example sentences, provide if students don’t know the word.
- Ask students to sort the words into 2 categories. Sort:
  - Things people do (build, test)
  - Things people are (team, client)
  - Things people have (goal, plan)

### Grammar – “Going to” Future (10 mins)

- Model: “We’re going to test the app.” / “They’re going to build a new page.”
- Students repeat in chorus

- Students convert: “We test the app.” → “We’re going to test the app.”
- Ask students the difference in meaning:
  - “We test the app.” means the company does it on a regular bases, as part of their work.
  - “We are going to test the app.” Means it will be happening in the future, may or may not be a recurring activity.
- Ask for more example sentences

## II. Practice

### Vocabulary and Grammar Worksheet (25 mins)

- Match vocabulary to definition
- Fill in the blank with “going to” future
- Correct common errors
  - ✗ “He going to plan the page.”
  - ✓ “He’s going to plan the page.”

### Speaking Practice: “Going to”

Put students into groups of 2 or 3, have them ask each other the questions on the board using “going to” in the questions and answers. Write:

- What are you going to do after this lesson?
- What project are you going to work on this week at work?
- What are you going to do at work tom

### Break – 20 minutes

### Guided Practice – Mock Practice Project (30 mins)

- Tell students they will be given a mock-project to practice their vocabulary, grammar, and project skills.
- Let students choose or put students into groups of 3-4.
- Give each group a “project card” (e.g., Build a Bug Tracker, Create a Portfolio Site)
- Give each group 20 minutes to discuss:
  1. What is the project?
  2. What is the goal?
  3. What are you going to build/test/launch?

## III. Production

### Project Interviews (25 mins)

- Students walk around and interview 2–3 classmates:
  - “What is your team working on?”
  - “What is the goal?”
  - “What are you going to build?”
- Each student writes a report about one partner:

- Example - “Daniel’s team is going to build a client dashboard. Their goal is to finish it by next month.”

#### **IV. Wrap-Up**

##### **Review Game (10 mins)**

- **Quizlet**

##### **Optional Independent Practice:**

- Students write 3-5 sentences on a project they would like to complete.

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

- Reuse familiar tools and projects to help students visualize their “tech projects”
- Use realistic future tense practice
- Make sure to remind students that “going to” requires using “am, are, is”
- Tie projects to previous lessons: “Now that you know how to name and organize files, what are you working on?”

**Course Title: English for Software Engineering**

**CEFR Level: A2**

**Lesson Number: 18**

**Topic: Tools for Tracking Progress**

**Lesson Duration: 3 hours (2 × 1hr20 + 20-min break)**

**Can-Do Objectives:**

- I can describe a tool used to track project tasks
- I can say: “We use Trello to assign tasks”
- I can explain how it helps the team

**Materials:**

- [Vocabulary Matching Worksheet](#)
- [Tool Feature Cards](#)
- [Dialogue Practice Handout](#)
- [Task Board Poster Templates](#)
- [Listening Comprehension Questions](#)
- [Sentence Frame Writing Worksheet](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
assign	to give someone a job or task	We use Trello to assign tasks to team members.	Y
track	to follow progress of something	We track our progress in Google Sheets.	Y
organize*	to put things in a clear system	The board helps us organize project tasks.	N
card	a small box for a task on a board	Each card has one task and a deadline.	Y
column	a vertical section on a task board	The “To Do” column has three cards.	N
board	a digital space to see tasks and progress	Our team uses a project board to plan work.	Y
assign	to give someone a task	I assigned the report task to Anna.	Y
update*	new info about a task’s progress	He gave an update on the bug fix.	Y

feature*	a part of a product or tool	One feature of Trello is moving cards.	Y
calendar*	a place to schedule tasks and deadlines	We add all deadlines to the team calendar.	N

## Lesson Structure (PPP)

### Review (10 minutes)

**Objective:** Activate knowledge from Lesson 1 (“What is a Tech Project?”)

- Write on the board: When you’re working on a group project, what are the different jobs you need in a group?
  - Illicit answers like
    - Someone to lead
    - Someone to keep track of ideas notes, changes
    - Someone to test the code, etc.
- Ask students why it helpful to have multiple people working on a project
  - Illicit answers like “People are good at different things and it’s often too much work for one person.”

### Warm-Up (10 minutes): What’s This Tool?

- Write “Trello” and “Google Sheets” on the board
- Ask: Have you used these tools before? What do you think they are for?
- Think Pair Share
- Write keywords on board: board, card, column, assign, organize, track.

## I. Presentation

### Vocabulary (20 minutes)

- Present the 10 words with clear definitions and examples.
- Students repeat chorally and then quiz partners:
  - “What does ‘assign’ mean?” “Can you use calendar in a sentence?”
- Pass out the **Vocabulary Matching Worksheet** alone or in pairs. Review answers together.

### Grammar Focus: “We use \_\_\_ to \_\_\_” (10 minutes)

Target structure, write on the board:

- “We use Trello to assign tasks.”
- “We use Google Sheets to track project progress.”
- “It helps us see who is doing what.”

### Instructions:

- Students write 2 more examples with a partner using tools they are familiar with.

## II. Practice

### Tool Feature Cards (15 minutes)

- Each student gets a card describing a tool (Trello, Google Sheets, Monday.com, etc.)

#### Pair Work:

- Classmates move around interviewing each other, write questions on the board for them to ask:
  - What tool do you use?
  - What does it help with?
  - Can you assign tasks with it?
- Students write 1 sentence about each classmate's tool:  
"Leah uses Monday.com. It helps her assign and track tasks."

### Dialogue Practice (15 minutes)

**Handout:** Sentence Frame Dialogue Sheet

A: What tool do you use to track tasks?

B: We use Trello.

A: What can you do with it?

B: We can assign tasks and move cards.

A: How does it help the team?

B: It helps us stay organized.

- Practice in pairs. Switch partners after 2 rounds.

### Listening Activity (20 minutes)

- Teacher reads aloud to the class and records herself reading it, then sends recording to the class for them to listen again if they need.
  - "Our team uses Trello to track project tasks. We have a board with three columns: To Do, In Progress, and Done. Each card shows one task. We assign each card to a team member. This helps the team see what's finished and what still needs work."
- Write Comprehension Questions on the board and have students write answers and discuss in pairs:
  1. What tool does the team use?
  2. What are the columns called?
  3. What does each card show?
  4. How does it help the team?

**Break – 20 minutes**

## III. Production (20 minutes)

### Writing Task: Describe a Project Tool

**Prompt:** Write 4–5 full sentences describing:

- The name of the tool

- What you use it for
- One feature (e.g., cards, calendar, columns)
- How it helps your team
- One task you are assigned to

**Example (write on board):**

“We use Trello to assign and track tasks. Each task is a card on a board. I am assigned to write the user guide. It helps us stay organized and finish work on time.”

**Speaking Practice (30 minutes):**

- Write on the board:  
“How does organizing tasks and tracking progress help the team?”
- Draw a Pros and Cons table on the board and ask students to discuss the pros and cons in groups and create their own list.
- Ask groups to share at least 1 pro and 1 con from their group discussion.

**IV. Wrap-Up (10–15 minutes)****Vocabulary Game**

- **Quizlet**

**Exit Ticket (written or oral):**

- “What tool did you talk about today?”
- “How does it help your team?”

**Notes for Instructor:**

- This lesson should directly reinforce functional workplace English tied to real tools.
- Prioritize pair speaking using the dialogue handout and interview activity.
- Avoid overloading students with new grammar; focus on using “We use \_\_\_ to \_\_\_” and “It helps us \_\_\_” fluently.
- Encourage students to describe the tools they actually use, but fictional tools are fine for lower-level or non-tech participants.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 19

**Topic:** Describing Who Does What

**Lesson Duration:** 3 hours (1hr20 + 20-min break + 1hr20)

**Can-Do Objectives:**

- I can say who is doing which task: “She is writing the code.”
- I can describe my responsibility: “I check the login form.”
- I can ask what others are working on.

**Materials:**

- [Vocabulary Matching Worksheet](#)
- [Sentence Frame Handout: “Who Does What?”](#)
- [Role Cards \(e.g., QA engineer, UX writer, team lead, frontend engineer\)](#)
- [Team Responsibility Chart](#)
- [Dialogue Practice Sheet](#)
- [Group Poster Template](#)
- [Listening passage with comprehension questions](#)
- [Quizlet](#)

**Vocabulary**

Word	Definition	Example Sentence	Profession-Specific
QA engineer	a person who checks software for problems	The QA engineer checks the login form.	Y
UX writer	a person who writes messages in the app	The UX writer writes the help messages.	Y
team lead	the person who guides the team	The team lead helps us stay on track.	Y
frontend engineer	a person who builds the user interface	The frontend engineer is coding the buttons.	Y
support agent*	a person who helps users with problems	The support agent answers questions.	Y
check*	to look at something to find problems	I check the app to see if it works.	N
write	to create words or text	She writes the messages users read.	N

help	to make something easier for someone	I help the team with problems.	N
build*	to create something technical	He builds the mobile layout.	Y
lead	to guide or organize work	I lead our daily meetings.	N

### Lesson Structure (PPP)

#### Review (10 minutes)

- Write on the board: “Which tools did you use this week? What are they used for?”
- Write the structure from the last class on the board and ask students to use it in their answers.
  - “We use \_\_\_\_\_ to \_\_\_\_\_.”
- Elicit answers like “We used Google Sheets to track projects.”

#### Warm-Up (10 minutes): Guess the Job

- Ask:  
Which tech jobs do you remember?
- Write them on the board as students call them out.
- Elicit guesses. Provide definitions and write examples on the board.
  - “The UX writer writes messages like ‘Login failed’.”
  - “The QA engineer checks if the page works.”

### I. Presentation (30 minutes)

#### Vocabulary (20 minutes)

- Teach 10 new words, write each word on the board and have students repeat after you and ask for definitions and example sentences.
- Partner quiz: ask students to work in pairs and quiz each other on what each word is
  - Ex. “What does a team lead do?” → “They guide the team.”
- **Vocabulary Matching Worksheet:**
  - Match job to description
  - Match verb to example sentence

#### Grammar Focus (10 minutes)

Introduce grammar concept: Present Simple for Responsibility.

- Explain to students that we use Present Simple tense to talk about what responsibilities people have at their work, because it is something they do regularly/everyday, similar to a habit.

Give students sentence examples such as:

- He builds the interface.

- She checks the form.
- We help with bugs.

**Important: remind students that I/you/we/they = help, but he/she/it = helps.**

**There's always an "s" at the end of the verb if it is about he/she/it in present simple**

Elicit similar sentences from students.

Students write:

- One sentence about their own role
- One sentence about another student's role
- Share with the class

## II. Practice (30–40 minutes)

### Team Responsibility Chart (15 minutes)

- Students receive a chart with names + tasks (some blank).
- Fill in using complete sentences:
  - "I am the UX writer. I write app messages."
  - "Carlos is the QA engineer. He checks the login flow."
  - "Our team lead leads the meetings."

### Dialogue Practice (15 minutes)

**Example Dialogue:**

A: What's your job on the team?

B: I'm the QA engineer. I check the features.

A: What is Maria doing?

B: She's writing the help messages.

A: Who builds the homepage?

B: The frontend engineer does that.

- Use sentence frame sheet.
- Rotate partners every 5 minutes.
- Emphasize correct use of present simple.

### Listening Task (10 minutes)

- Teacher reads to the students and records herself reading and sends to class group chat so students can listen to it again if they need to.
  - "In our project, Lisa is the UX writer. She writes short messages for each screen. Omar is the frontend engineer. He builds the login page. I'm the QA engineer. I check all the new features. Our team lead is Reema. She helps us plan the work."

**Comprehension Questions:**

1. What does Lisa do?
2. What is Omar building?
3. What does the speaker check?
4. Who leads the team?

**Break – 20 minutes****II. Practice (35–40 minutes)****Meet Our Team**

- Groups of 3–4 create a project team description
  - Name of each team member
  - Their role and main responsibility
  - One sentence per person using:
    - “I am the \_\_\_\_\_. I \_\_\_\_\_.”
    - “She is the \_\_\_\_\_. She \_\_\_\_\_.”
- Have groups walk around and share with other teams.

**Example sentences:**

- “I am the QA engineer. I check the login page.”
- “Zara is the frontend engineer. She builds the buttons.”
- “David is the UX writer. He writes error messages.”

**III. Production****Writing Task: Who Does What on My Team (15 minutes)**

- Write a short paragraph (4–5 sentences):
  - Students work individually
  - Choose one person on their team and write a paragraph about their job and responsibilities.

**Example:**

Alex is a QA engineer. He checks the code, he runs the code to make sure it works. He creates automations to check the code more quickly. He communicates with the team if there are issues.

**IV. Wrap-Up (10 minutes)****Game: Job Riddle**

- Teacher reads:
  - “I build pages but don’t write content.” → frontend engineer
  - “I help the team and lead meetings.” → team lead
  - “I write words inside the app.” → UX writer

**Exit Ticket:**

- What’s your job?
- What do you do?
- What does one of your teammates do?

**Optional Independent Practice:**

Write an email introducing your team:

- Your name and job
- Two teammates and what they do

- One sentence about how you work together

**Example:**

Hi, I'm Sam. I'm the UX writer. I write messages like "Please enter a valid email."  
Omar is the frontend engineer. He builds the layout. Tanya is our team lead. She helps us finish on time.

**Notes for Instructor:**

- Emphasize present simple verb forms and sentence clarity.
- Encourage accuracy, but prioritize speaking confidence.
- Stronger students can add more detail or ask follow-up questions in their dialogues.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 20

**Topic:** Giving Simple Project Updates

**Lesson Duration:** 3 hours (1hr20 + 20-min break + 1hr20)

**Can-Do Objectives:**

- I can say: “I finished the login page yesterday.”
- I can report a delay: “We need more time.”
- I can explain what’s done and what’s next

**Materials**

- [Printed vocabulary + sentence match worksheet](#)
- [Timeline handout: Yesterday / Today / Tomorrow](#)
- [Task slips \(project task examples\)](#)
- [Speaking sentence frame cards](#)
- [Role cards or team member task assignments](#)
- Poster board or A3 paper for mini-project
- Markers, colored pens, sticky notes

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific
finished	done or completed	We finished the first version of the app.	N
behind schedule	late or not following the planned time	We’re behind schedule because of a bug.	Y
on track	progressing as planned or expected	The project is on track to launch next week.	Y
delay	something that causes the project to take more time	There was a delay with the server setup.	Y
stuck	unable to move forward or solve a problem	I’m stuck on the login issue.	Y
completed	finished something successfully	We completed the testing phase.	Y
fix*	to repair or solve a problem	The developer fixed the login bug.	Y

next step	the next thing to do in a process	Our next step is to deploy the code.	Y
need more time	not enough time to finish yet	We need more time to finish the design.	N
going to	used to express a plan for the future	We're going to launch next month.	N

### Lesson Structure (PPP)

#### Review (10 minutes)

- Ask students what are different roles in a company. Look for answers like: developer, tester, etc.
- Ask students what those jobs do using the present simple structure from last lesson:
  - She writes the code.
  - He tests the code.

#### Warm-up (5 mins)

Ask students:

- How do you update your team leader on your work?

Elicit answers like:

- I tell him I finished part of the project.
- I tell her we need more time.
- I tell them what we are working on next.

### I. Presentation

#### Vocabulary + Matching (20 minutes)

1. Pre-teach 10 words:
  - Write one word at a time on the board
  - After each word, give a clear example sentence aloud.  
“Finished: I finished the mobile version yesterday.”
  - Ask:  
“Is this about the past, present, or the future?”
2. Distribute the **Vocabulary Matching Worksheet**.
  - Section A: Match vocabulary word to its definition.
  - Section B: Match vocabulary to example sentences.
3. Set a timer for 8 minutes. Students complete it in pairs.
4. Check answers together. Have volunteers read the word + sentence aloud.
5. Extension: Ask students to choose 2 words and write their own short example.

### Timeline Speaking Activity: Yesterday / Today / Tomorrow (20 minutes)

**Goal:** Practice all three tenses with speaking and visual support.

1. Hand out the **Timeline Sheet** to each student. It should have three boxes:
  - Yesterday – I finished...
  - Today – I'm working on...
  - Tomorrow – I'm going to...
2. Model on the board
  - Write three tasks  
 Yesterday: *I finished the search function.*  
 Today: *I'm working on the help page.*  
 Tomorrow: *I'm going to fix the design bugs*
3. Students fill in their own timelines using real or fictional tasks
4. Pair speaking practice
  - Students explain their timeline to a partner
  - Partners must respond with: *"What are you going to do after that"*
5. After 5 minutes, ask 2–3 volunteers to present their full timeline to the class.

## II. Practice

### Structured Dialogue Practice (15 minutes)

**Goal:** Use sentence frames to build fluency with update-style conversations.

**Teacher Instructions:**

1. Distribute a **Dialogue Strip Sheet** with the following script:
 

A: What did you finish this week?  
 B: I finished \_\_\_\_\_.

A: What are you working on now?  
 B: I'm working on \_\_\_\_\_.

A: What are you going to do next?  
 B: I'm going to \_\_\_\_\_.

A: Are you on track or behind schedule?  
 B: We are \_\_\_\_\_.
2. Model with a confident student in front of class using a fake project.
3. Students practice in pairs.
  - Remind them to speak slowly and clearly.
  - Encourage natural tone and add follow-up: "Why?"
4. Rotate partners after 4 minutes. Repeat twice.
5. Optional Challenge:
  - Ask advanced students to close their paper and try to say the whole dialogue from memory.

**Break – 20 minutes**

## III. Production

**Mini-Project: Project Board + Status Presentation (30 minutes)**

**Goal:** Create a project board and give a structured oral progress report using past, present, and future tenses.

**Teacher Instructions:**

1. Put students in small groups (3–4 students).
  - Each group picks a simple software project idea (e.g., portfolio website, task tracker, e-learning platform).
2. Hand out the **Mini-Project Template**, which includes:
  - Project name
  - 3 task columns: Done / Doing / To Do
  - Task slips (they write 4–5 task cards)
  - Assignment: Who is working on what?
  - One tool they are “using” (e.g., Notion, Google Sheets)
3. Give students 15–20 minutes to build their project board and fill in their section.
4. Presentation Round:
  - Each student presents their part to the class or to a partner group using the following structure:  
“I finished the profile form yesterday. I’m working on the login errors now. I’m going to build the home screen tomorrow. We’re on track.”
5. Walk around and check:
  - Are they using full sentences?
  - Are they using past, present, and future correctly?
    - i. They are using Present Simple for responsibilities, everyday tasks, habits, etc. and specifically putting “s” at the end of verbs about he/she/it
    - ii. They are using Present progressive for things they are doing right now
    - iii. They are using past for things they did previously
    - iv. They are using “will” or “going to” in future tense for things that will happen soon or in the future.
  - Are they reporting clearly and confidently?

**Digital Tool**

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

**IV. Wrap-Up (10–15 minutes)**

**“Timeline Challenge” Game:**

- Give each pair of students 3 blank cards.
- Students write a task for each card: one past, one present, one future.
- They race to say a correct sentence for each:  
*I finished... / I’m working on... / I’m going to...*

**Exit Ticket:**

- Write or say:
  - What did you finish this week?
  - What are you going to do next?
  - Collect responses OR ask for 2–3 volunteers to end the class with a final update.

### **Optional Independent Practice**

- 3-Day Project Log:
- Students must complete a personal project log using these prompts:
  - **Yesterday** – What task did you complete?
  - **Today** – What are you working on?
  - **Tomorrow** – What are you going to do?

Must include full sentences and underline all *going to* phrases.

### **Notes for Instructor**

- Emphasize future tense throughout the lesson.
- Offer scaffolds (sentence frames, visuals) but gradually remove them to encourage fluency.
- Correct “going to” misuse by modeling correct examples again.
- Praise students for speaking clearly and sharing realistic problems or delays — this builds workplace authenticity.
- For stronger groups: increase pressure with timers or impromptu updates.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 21

**Topic:** Talking About App Features

**Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)

**Can-Do Objectives:** (Aligned with CEFR descriptors)

- I can say what a tool or app lets users do
- I can describe features: “You can share files” / “It has a chat”
- I can ask about features: “Can you add comments?”

**Materials**

- [Vocabulary + picture matching worksheet](#)
- [Sentence frame cards with "can / can't / it has"](#)
- [Speaking task cards with different app descriptions](#)
- [Listening passage + comprehension questions](#)
- [App Features Board template for pair/group project](#)
- Markers or pens, printed app icons
- [Quizlet](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
login	to enter a system by typing your name and password	You need to login to see your files.	Y
upload*	to send a file from your device to a website or app	I uploaded the report to Google Drive.	Y
chat	to send written messages in real time	We use Slack to chat with the team.	Y
share	to give someone access to a file, link, or message	She shared the document with her manager.	Y
comment	to write feedback or thoughts on a file or post	You can comment on the slide if you have ideas.	Y
profile	a user’s personal information and settings	I added my photo to my profile.	N

notification	a message that tells you something new has happened	I got a notification that the file was edited.	Y
menu	a list of options or settings in an app or website	Click the menu to find the settings.	Y
video call	a meeting where you can see and talk to someone online	We had a video call with the client yesterday.	Y
download*	to copy a file from a website or app to your device	I downloaded the image from the server.	Y

### Lesson Structure (PPP)

#### Review / Warm-Up (15 minutes)

1. Write on the board:  
What are you going to do tomorrow at work?
  - Elicit answers using “First, second, next” and “going to”.
2. Write the following question on the board:
  - “What apps do you use every day?”
  - “What can you do with them?”
  - Say: “Tell your partner the names of 2 or 3 apps you use every day and say one thing each app can do.”
  - Give a model:
    - “I use WhatsApp. You can send messages. It has voice messages too.”
    - “I use Waze. It gives directions.”
  - In pairs: Each student shares 2 apps and says 1–2 features.
  - Ask 2–3 students to share with the whole class and write their answers on the board using the structure:
    - “It has + [feature]”
    - “You can + [action]”

#### I. Presentation (30 minutes)

##### Vocabulary Introduction (15 minutes)

1. Write each word on the board, say it and have students repeat.
2. Ask students for definitions or example sentences if they know the word.
3. Give a sample sentence for each: if students cannot.
  - “You can upload a photo.”
  - “It has a notification system.”
  - “Can you add comments?”
4. Hand out the **Vocabulary Matching Worksheet**:
  - Match the word to a definition or function

- Example: "Video Call" → "Talk with video in real time"
5. Review answers with the class.

**Grammar Focus: Using "can", "can't", and "It has" (15 minutes)**

1. Write these three structures on the board:
  - "You can [verb]"
  - "You can't [verb]"
  - "It has [noun]"
2. Provide examples and check comprehension:
  - "You can share files."
  - "You can't delete other people's messages."
  - "It has a chat feature."
3. Ask students to give one example of each using any app they know.
  - Correct and model where needed.
4. Optional challenge: Ask "Which features do you use most?"

**II. Practice (30 minutes)**

**Sentence Strip Matching (10 minutes)**

1. Prepare cards with sentence beginnings and endings, e.g.:
  - "You can..." ↔ "...send voice messages."
  - "It has..." ↔ "...a user profile section."
  - "You can't..." ↔ "...edit the settings if you're not logged in."
2. Distribute to pairs.
3. Students match beginnings and endings.
4. Have students practice reading sentences to each other

**Listening Comprehension (10 minutes)**

1. Read the following aloud twice, clearly and slowly:
 

"This is a new app for learning English. You can watch videos and take quizzes. It has a points system and a chat. You can't skip lessons. The next version will have video calls."
2. Ask comprehension questions:
  - What can users do in the app?
  - What does the app have?
  - What can't users do?
  - What will the next version have?
3. Students answer in pairs. Review as a class.

**Dialogue Practice (10 minutes)**

1. Write this example on the board:

A: What does the app do?

B: You can upload pictures.

A: Does it have a chat?

B: No, it doesn't.

A: Can you comment?

B: Yes, you can comment on posts.

2. Students use sentence frame cards and practice in pairs.
3. Switch partners after 5 minutes.
4. Walk around and correct "can/can't" usage.

### Break - 20 minutes

## II. Practice (30 minutes)

Group Task: App Features Board

**Objective:** Practice describing features in a collaborative task.

1. Place students in groups of 3. Give each group:
  - A blank **App Features Board template**
  - 3 imaginary or real app names
  - A set of feature icons/cards
2. Each group chooses 1 app and fills the board with:
  - 3 features the app *has*
  - 3 things the user *can do*
  - 2 things the user *can't do*
3. Sentence writing required:
  - "It has a \_\_\_\_\_."
  - "You can \_\_\_\_\_."
  - "You can't \_\_\_\_\_."
4. After 15–20 minutes, groups present their app to the class.

Teacher Models Presentation:

"Our app is called StudyTime. It has a video call feature, a profile page, and chat. You can download notes and upload answers. You can't send messages after 10 p.m."

5. Encourage questions from the audience using:
  - "Can users...?"
  - "Does it have...?"

## III. Production

### Favorite Apps (15 minutes)

**Task:** Write and share about a favorite app

1. Prompt: "Choose an app you use often. Write 5–6 sentences about what it can do."
2. Sentence Guide (write on board):
  - It has \_\_\_\_\_.
  - You can \_\_\_\_\_.
  - You can't \_\_\_\_\_.
  - I like it because \_\_\_\_\_.

3. After writing, students read their text to a partner and ask questions:
  - “Can it do video calls?”
  - “Does it have a profile?”

#### **IV. Wrap-Up (10 minutes)**

##### **Review Activity: App Bingo**

1. Give each student a bingo grid with 9 features:
  - video call, upload, comment, chat, download, login, share, notification, profile
2. Teacher calls out functions:
  - “This app lets you talk in real time.”
  - “You can store pictures in the cloud.”
  - “This notifies you when you get a message.”
3. Students mark correct boxes and shout “Bingo” when finished.

##### **Optional Independent Practice**

**Task:** Write a short app review (5–6 sentences)

##### **Instructions to Teacher:**

- Ask students to describe:
  - The name of the app
  - 2–3 features it has
  - 2 things users can do
  - 1 thing users can’t do
  - Their opinion

##### **Example:**

I use an app called Zoom. It has video calls and a chat. You can join meetings and share your screen. You can’t use it without a link. I like it because it’s fast and simple.

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

- Provide sentence frames at all speaking stages: can / can’t / it has.
- Use "cold call" strategies to ensure all students speak.
- During the group project, monitor group work for balanced participation and gently prompt use of new vocabulary.
- Review “can/can’t” accuracy continuously and correct gently.
- If students are comfortable, let them invent app names and have fun presenting their own idea.

**Course Title: English for Software Engineering**

**CEFR Level: A2**

**Lesson Number: 22**

**Topic: Comparing Two Tools**

**Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)**

**Can-Do Objectives: (Aligned with CEFR descriptors)**

- I can compare tools: “Zoom is easier to use than Skype”
- I can say which one they prefer and why
- I can ask others for their opinion

**Materials**

- [Adjective comparison matching worksheet](#)
- [Tool comparison info cards \(e.g., Zoom vs. Skype, Notion vs. Google Docs\)](#)
- [Guided sentence frame cards](#)
- [Opinion survey speaking slips](#)
- [Mini-presentation worksheet](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
fast	quick; not slow	Zoom is faster than Skype.	N
easy	not difficult	Google Docs is easier to use than Word.	N
good	high quality or helpful	Slack is better than email.	N
useful	helpful for completing a task	Notion is more useful than Trello for project planning.	Y
flexible*	can be changed or used in different ways	Notion is more flexible than Google Docs.	Y
powerful	has many features or strong abilities	Figma is more powerful than Paint.	Y
popular	liked or used by many people	WhatsApp is more popular than Signal.	N
reliable	works well and doesn't stop or break easily	Zoom is more reliable than Skype.	Y
simple	easy to understand or use	Trello is simpler than Jira.	Y

cheap	low in cost	Skype is cheaper than Zoom Pro.	N
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### Lesson Structure (PPP)

#### Review (10 minutes):

Write on the board:

- “You can...”
- “It has...”
- “Can you...?”

Ask the class:

- “What does *Slack* have?” → Expected: *It has a chat feature.*
- “What can you do with *Zoom*?” → Expected: *You can do video calls.*

In pairs, students choose one app from last lesson and say:

- 2 things the app *has*
- 2 things users *can do*
- 1 thing users *can't do*

Share with the class

#### Warm-Up (15 minutes)

1. Write on the board:  
“What apps or tools do you use to work, study, or chat?”
2. In pairs, students name 2–3 tools and say what they use them for.
3. Share responses as a class and list 6–8 tools on the board (Zoom, Teams, Google Docs, Notion, WhatsApp, Skype, etc.)
4. Ask: “Which one is better for your work? Why?”  
Don't teach grammar yet — just listen.

### I. Presentation

#### Vocabulary: Comparative Adjectives (15 minutes)

Target adjectives: fast, easy, simple, good, useful, powerful, flexible, popular, reliable, cheap

1. Write vocabulary words on the board (e.g., fast, good, useful). After writing each word, ask students if they know the word, what is the definition or example sentence?
2. Ask: “How do we compare two things?” → Teach: “faster, easier, better, more useful...”
3. Provide examples:
  - “Zoom is easier to use than Skype.”
  - “Google Docs is more flexible than Word.”
4. Hand out **vocabulary worksheet**:
  - Match base adjectives to their comparative form
  - Match to example sentences

#### Grammar: Comparative Formulas (15 minutes)

- *Comparatives are grammar structures we use in English to compare two things.*
  - *Ex: January is colder **than** August, Chinese is **more** difficult **than** Spanish, pizza is **as** delicious **as** sushi.*
- *Important to remind students that when comparing things, put ‘er’ at the end of short words like “fast, hard, new” and use “more \_\_\_\_” with longer words like “difficult, creative, powerful”*
- *If they want to compare things as equal, they can you “as\_\_\_\_\_as” ex: Java is as useful as Python.”*

**Teach structures:**

- [A] is \_\_\_\_\_ than [B]
- [A] is as \_\_\_\_\_ as [B]
- I prefer [A] because...
- Which do you prefer?

**Examples:**

- “Trello is simpler than Jira.”
- “I prefer Google Drive because it’s more reliable.”

**Practice:**

- Write 3 - 4 comparisons using tools on the board.
- Ask students to complete:
  - “Notion is \_\_\_\_\_ than Google Docs.”
  - “I prefer \_\_\_\_\_ because \_\_\_\_\_.”

**II. Practice (30 minutes)**

**Matching Task (10 minutes)**

Instructions:

1. Students get 8 tools and 8 adjectives.
2. Match which adjectives fit which tools.
3. Example:
  - Zoom = easy, fast
  - Notion = powerful, flexible
  - Skype = old, unreliable

**Sentence Completion (10 minutes)**

1. Provide students with **sentence starters:**
  - “Slack is \_\_\_\_\_ than \_\_\_\_\_.”
  - “I think \_\_\_\_\_ is better because \_\_\_\_\_.”
  - “Which tool do you like more?”
2. Students complete 4–5 comparisons individually, then read them aloud in pairs.

**Opinion Poll Speaking Task (10 minutes)**

1. Students get a **question slip:**
  - “Which tool is easier to use: Google Docs or Word?”
  - “Which is better for teamwork: Trello or Asana?”

2. Students walk around and ask 3–4 classmates.
3. Collect answers, then summarize to a partner.

**Break – 20 minutes**

**II. Practice (30 minutes)**

**Tool Comparison Cards + Sentence Frames**

**Instructions:**

1. Divide students into pairs or small groups. Give each group one **Tool Comparison Card**:

**Example Card: Zoom vs. Skype**

Feature	Zoom	Skype
Speed	fast	slower
Interface	simple	confusing
Popularity	more used	less used
Reliability	high	medium

2. Provide sentence starters:
  - “Zoom is faster than Skype.”
  - “Skype is less popular than Zoom.”
  - “I prefer \_\_\_ because \_\_\_.”
3. Each group prepares 3–4 sentences and practices saying them aloud.

**III. Production**

**Mini-Presentations (20 minutes)**

1. Each group chooses 2 tools they know.
2. Fill out the **Comparison Sheet**:
  - List 3 features or functions
  - Write 2 comparison sentences
  - Write 1 preference sentence
3. Students present to the class (or in small groups):  
 “We compared Google Docs and Notion. Google Docs is easier to learn, but Notion is more flexible. We prefer Google Docs because it’s better for teams.”

**IV. Wrap-Up**

**Game: “This or That?”**

1. Teacher says two tools:

- “Slack or Teams?”
  - “Google Sheets or Excel?”
  - “Zoom or Meet?”
2. Students move to a side of the room or raise hands to show their choice.
  3. Volunteers explain their answer using:
    - “[Tool A] is more [adjective] than [Tool B].”
    - “I prefer \_\_\_ because \_\_\_.”

### **Optional Independent Practice**

**Prompt:** Write a short comparison paragraph.

- Choose two tools you use or know
- Write 5–6 sentences comparing them
- Use at least 3 different comparative adjectives
- Include one “I prefer...” sentence

### **Example:**

I use both Notion and Trello. Notion is more flexible and more powerful. Trello is simpler and easier for new users. I think Trello is faster. I prefer Notion because I can use it for everything.

### **Notes for Instructor**

- Support lower-level students with sentence frames and adjective charts.
- Encourage students to give reasons, not just comparisons.
- Keep examples tech-related but flexible to your group’s experience.
- Visuals (charts and cards) help clarify abstract adjective use.

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 23

**Topic:** Describing How Something Works

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** (*Aligned with CEFR descriptors*)

- I can describe a basic process with 3–4 step
- I can use sequence words like *first, next, then, finally*
- I can explain how to do something in an app

**Materials**

- [Vocabulary + definition matching worksheet](#)
- [Step-ordering activity cards \(e.g., how to log in, how to share a file\)](#)
- [Sentence frame cards for describing a process](#)
- [App function cards for guided group activity](#)
- [Blank process-writing template for student use](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific
Finally*	used to show the last step	Finally, check your email for confirmation.	N
Login*	the action of entering your username and password	You need to login before using the app.	Y
Share*	to send a file, link, or message to another person	You can share the document with your team.	Y
Create*	to make a new account, file, or item	Create a new task in the project board.	Y
Upload*	to send a file from your device to a system or app	Upload the image before publishing your post.	Y
Account	your personal profile or login identity in a system	You need to create an account to use the app.	Y
Settings	the place where you control app or account options	Go to settings to change your password.	Y
Password	a secret word or phrase to access an account	Don't share your password with anyone.	Y

Button*	a clickable area on a screen that performs an action	Click the blue button to continue.	Y
Confirm*	to check or agree something is correct	Confirm your email before you log in.	Y

## Lesson Structure (PPP)

### Review (10 minutes)

1. Teacher writes two tool names on the board (e.g., Notion vs. Trello).
2. Ask students:
  - “Which tool is easier?”
  - “Which one do you prefer and why?”
3. In pairs, students write and read aloud:
  - One comparison sentence
  - One preference sentence
4. Recap key vocabulary: *easier, better, more useful, simpler, faster*.

### Warm-Up (10 minutes)

1. Ask: “What’s something you do every day with your phone or computer?”
2. On the board, model an example:
  - “To check my email: First, I open Gmail. Next, I log in. Then, I click inbox. Finally, I read my messages.”
3. Students pair up and list 3–4 steps for a daily action.

## I. Presentation

### Sequence Words Introduction (10 minutes)

Target Words:

first, next, then, after that, finally

1. Write the words on the board in order.
2. Read a model aloud:
 

“First, I open the app. Next, I click ‘Login’. Then I enter my password. Finally, I click ‘Submit’.”
3. Emphasize use of simple present for instructions: *click, enter, go to*, etc.

### Process Structure (15 minutes)

1. Write a simple process: “How to create an account”
2. Ask students to help you build it step by step:
  - First: go to the website
  - Next: click “Sign up”
  - Then: enter your information
  - Finally: click “Create Account”

3. Provide sentence frames on the board:

- “First, I \_\_\_\_\_.”
- “Then, you \_\_\_\_\_.”
- “After that, \_\_\_\_\_.”
- “Finally, \_\_\_\_\_.”

## II. Practice (30 minutes)

### Match Steps to a Tool (15 minutes)

1. Give students a mixed list of steps from a common process (e.g., logging in, starting a Zoom call).
2. Students reorder them using sequence words.

#### Example:

Mixed Steps:

- Click “Start Meeting”
- Enter your password
- Open the Zoom app
- Click “Sign In”

Correct Order:

- First, open the Zoom app.
- Next, click “Sign In”.
- Then, enter your password.
- Finally, click “Start Meeting”.

Ask a few different students to share their order with the class.

### Sentence Frame Pair Practice (15 minutes)

1. Provide short process prompts:
  - “How to send a file”
  - “How to change your password”
  - “How to leave a comment”
2. Students work in pairs and take turns using sentence frames to describe the steps aloud.

## Break – 20 minutes

## II. Practice (30 minutes)

### Tool Cards + Instruction Builder

Instructions:

1. Put students into groups
2. Give each group a **Tool Card** (e.g., Google Docs, Trello, Slack).
3. Assign a function:
  - “How to share a document”
  - “How to create a task”
  - “How to post in a chat”

4. Students write 3–5 steps using the structure:
  - “First, open...”
  - “Next, click...”
  - “Then...”
  - “Finally...”
5. Groups present to the class giving a short introduction of what their task was and then the steps
  - Each student must say one step aloud when presenting.

### III. Production (20 minutes)

#### Write and Explain: "How-To" Task

1. Students choose an app they know.
2. Write a short how-to paragraph (4–5 steps).
3. Read the paragraph aloud to a partner.

#### Example:

“To upload a file in Google Drive: First, open the app. Next, click the ‘+ New’ button. Then, select ‘File Upload’. After that, choose your file. Finally, check that it’s saved.”

### IV. Wrap-Up (10 minutes)

#### Review:

1. Teacher shouts out a vocabulary word, students shout out the meaning.

#### Optional Independent Practice

**Task:** Write a short "How to..." paragraph for something you do on your computer or phone.

#### Requirements:

- 4–6 steps
- Use of *first*, *next*, *then*, *after that*, *finally*
- Example: “How to send a calendar invite”

#### Notes for Instructor

- Model each speaking activities with a partner or strong student first.
- Encourage students to gesture or act out steps during speaking.

**CEFR Level:** A2

**Lesson Number:** 24

**Topic:** What Users Can and Can't Do

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** (Aligned with CEFR descriptors)

- I can say what users can or can't do in a tool
- I can describe options or limitations
- I can answer questions like: "Can users upload videos?" – "No, only images"

**Materials**

- [Vocabulary word chart \(with definitions and example sentences\)](#)
- [Can/can't tool permission matching worksheet](#)
- [Question-and-answer speaking strips \(Yes/No with "can" and "can't"\)](#)
- [Tool role cards for pair speaking](#)
- [Mini-project preparation worksheet](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
can	used to show what is possible or allowed	You can share your screen in Zoom.	N
can't	used to show what is not possible or not allowed	You can't record in the free version of Zoom.	N
permission	the ability to do something, usually with approval	You need permission to edit this document.	Y
feature*	a part of a tool or app that does something specific	This app has a chat feature.	Y
upload*	to send a file to a website or app	You can upload videos to this platform.	Y
download*	to save something from a website to your computer or phone	You can't download files without an account.	Y
access	the ability to open or use something	Only team members can access the shared folder.	Y
guest	a user who doesn't have a full account	Guests can view the page, but they can't edit it.	Y

version*	a specific type or level of a software or app	You can't use that tool in the free version.	Y
upgrade	to get a better or paid version of something	You need to upgrade to use all the features.	Y

## Lesson Structure (PPP)

### Review (15 minutes)

1. Ask: "What steps do you take to share a document in Google Drive?"
2. Have students write or say:  
"First, I open Drive. Then, I choose the file..."
3. Ask: "What vocabulary did we use to describe how apps work?"
4. Review key terms: login, share, upload, create, settings

### Warm-Up (10 minutes)

1. Write on the board:
  - o "You can send messages in Slack."
  - o "You can't record meetings in the free version of Zoom."
2. Ask students: "What can you do in WhatsApp?" "What can't you do?"
3. Elicit 2–3 examples from class and write them on the board using "can" and "can't".

## I. Presentation

### Grammar Focus: Can / Can't (10 minutes)

1. Write on board:
  - o  You can + base verb → You can upload files.
  - o  You can't + base verb → You can't edit this document.
2. Emphasize the structure:  
Subject + can/can't + verb
3. Explain to students that in English you cannot say "I can to..."

### Use in Tech Context (15 minutes)

1. Show 3 example tools (Google Docs, Zoom, Trello)
2. Ask:
  - o "Can users leave comments?"
  - o "Can users record a meeting in free Zoom?"
  - o "Can users move a task card in Trello?"
3. Teach how to give short answers:
  - o "Yes, they can." / "No, they can't."
  - o Add extra info: "No, only paid users can."

## II. Practice (30 minutes)

**Matching Activity: Tool Permissions (15 minutes)**

- Match each action to whether it is allowed in the tool.

Example (Google Meet):

Action	Can or Can't?
Start a meeting	Can
Record in free version	Can't
Share screen	Can
Add background effects	Can
Mute another person	Can't (in free)

Students complete this in pairs and write full sentences:

“You can start a meeting.”

“You can't record unless you have a paid account.”

**Yes/No Questions Practice (15 minutes)**

1. Provide question strips such as:
  - “Can users upload videos in free Canva?”
  - “Can you change your background in Meet?”
  - “Can guests edit documents in Google Docs?”
2. Students ask and answer in pairs using:
 

“Yes, they can.” / “No, they can't.”

“No, only the owner can.”

**Break – 20 minutes**

**II. Practice (30 minutes)**

**Can/Can't Role Cards**

1. Students receive role cards describing different tools and what users can or can't do.
2. In pairs, they must “teach” the other person how the tool works using “can” and “can't.”

**Example Role Card: Zoom (Free)**

- You can: host meetings, use chat, screen share
- You can't: record meetings, use breakout rooms
- Extra: only 40 minutes for group meetings

**Speaking Output Example:**

“In Zoom, you can screen share and chat. You can't record meetings unless you upgrade.”

**III. Production (20 minutes)**

### Mini-Project: Tool Comparison Talk

1. Students choose two tools they know (Trello vs. Asana, Meet vs. Zoom).
2. They prepare a short talk including:
  - Features of each
  - 1 feature explained in 3–4 steps
  - 1 comparison using “X is more... than Y”
  - 1 “can/can’t” statement per tool
  - A final sentence: “I prefer \_\_\_ because \_\_\_”

Speaking Prompt Example:

“Trello and Asana both let you create tasks. In Trello, you can move cards. In Asana, you can assign deadlines. Trello is more visual. I prefer Trello because it’s easier to use.”

### IV. Wrap-Up (10 minutes)

#### Quick Review Quiz

Teacher says a feature. Students say which tools:

- “Can you record meetings in the free version?”
- “Can you edit a document in View-Only mode?”
- “Can you use voice chat in Trello?”

Students answer:

“No, you can’t.”

“Yes, but only if...”

“It depends on...”

#### Optional Independent Practice

- Prompt:
  - Choose one app or tool you use. Write 6–7 sentences using “can” and “can’t” to explain what users can do.
- Example:
  - “In Canva, you can create designs and upload images. You can share your work. You can’t download in high resolution without Pro. You can’t use all templates in the free version. I like it because it’s easy to use.”

#### Notes for Instructor

- Be sure to model both “can” and “can’t” structures several times orally before writing.
- Focus on clarity and fluency — grammar accuracy can be gently corrected during speaking.
- Encourage students to give extra detail in their responses: not just “yes/no” but full examples.
- For lower-level students, allow use of native language during pair prep for the mini-project.
- Make sure to correct if students use “Can to”

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 25

**Topic:** Giving Opinions and Suggestions

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** (Aligned with CEFR descriptors)

- I can say: “I think we should...” / “Let’s try this too!”
- I can share their opinion and give a reason
- I can ask someone else’s opinion

**Materials:**

- [Vocabulary matching worksheet](#)
- [Polite suggestions sentence strip cards](#)
- [Agree/disagree opinion flashcards](#)
- [Group problem cards for brainstorming](#)
- [Discussion role cards](#)
- [Mini-project worksheet: Suggest a Tool](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
opinion	what someone thinks or believes	In my opinion, this design is clearer.	N
suggestion	an idea for what someone could do	I have a suggestion: Let’s use Google Sheets.	N
let’s	short for “let us,” used to make a suggestion	Let’s try a different layout.	N
we could	used to suggest a possible idea	We could move this task to next week.	N
I think	a phrase to introduce an opinion	I think we need more examples.	N
I agree	expression to show you feel the same	I agree with you — it’s a better option.	N
I’m not sure	polite way to show you don’t completely agree	I’m not sure that will work.	N
how about	a phrase to give another idea	How about using a different font?	N

maybe	a word used to soften a suggestion	Maybe we should start with a smaller project.	N
what do you think	question used to ask for someone's opinion	What do you think about this idea?	N

**Review (15 minutes)**

1. Write two tool names on the board (e.g., Slack vs. Zoom).
2. Ask: "What can you do in Zoom?" / "What can't you do in Slack?"
3. Review: "You can share your screen." / "You can't use breakout rooms."
4. In pairs, students say two things each: one "can" and one "can't" sentence.

**Warm-Up (10 minutes)**

1. Write two options on the board:  
"Trello or Notion?"
2. Ask: "Which do you prefer? Why?"
3. Elicit answers with:
  - "I think Trello is easier."
  - "Let's try Notion."
  - "How about using both?"

**I. Presentation (25 minutes)**

**Target Language Intro (10 minutes)**

Teach sentence frames:

- "I think we should..."
- "Let's..."
- "We could..."
- "Maybe we should..."
- "What do you think?"
- "I agree" / "I'm not sure"

Write examples on the board and have students repeat chorally and individually.

**Vocabulary Matching (15 minutes)**

1. Hand out the vocabulary matching worksheet (see below).
2. Students match each term to its definition and sentence.
3. Review together with student volunteers reading aloud.

**II. Practice (30 minutes)**

**Sentence Strip Matching Game (15 minutes)**

1. Distribute strips with sentence halves:
  - "Let's..." / "...try a new file-sharing tool."

- “We could...” / “...move the deadline.”
  - “What do you think...” / “...about adding comments?”
2. Students walk around, find their match, and say their sentence aloud.
  3. Repeat twice with different strips.

### **Agree/Disagree Speaking Cards (15 minutes)**

1. Give each student a card with an opinion:
  - “We should have more meetings.”
  - “Email is better than Slack.”
2. Students take turns reading their card aloud.
3. Classmates respond:
  - “I agree because...”
  - “I’m not sure. Maybe we could...”
  - “How about trying something else?”

### **Break – 20 minutes**

### **III. Digital Tool (45 minutes)**

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

### **Wrap-Up (10 minutes)**

Quickfire Circle: “I Think...” Round

Instructions:

1. Go around the room. Each student must give:
  - 1 opinion
  - 1 suggestion
  - 1 question for someone else

Use:

- “I think...”
- “Let’s...”
- “What do you think?”

### **Optional Independent Practice**

Write 6–7 sentences suggesting a new tool for your team. Include:

- 1 suggestion with “Let’s...”
- 1 idea with “We could...”
- 2 reasons
- 1 opinion
- 1 question for your team

**Example:**

Let's try using Notion for our next project. We could use it to organize our tasks and documents. It's flexible and easy to use. I think it's better than Trello. What do you think?

**Notes for Instructor:**

- Encourage natural speaking rather than reading word-for-word. Remind students that hesitating or pausing is okay during teamwork conversations.
- During speaking tasks, monitor groups closely to ensure turn-taking and that students are practicing polite forms like "I agree," "I'm not sure," and "Do you mean...?"

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 26

**Topic:** Clarifying and Confirming

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** (Aligned with CEFR descriptors)

- I can ask someone to repeat or explain
- I can check if they understood: “So, we are meeting at 2?”
- I can help a teammate understand their idea

**Materials:**

- [Vocabulary matching worksheet](#)
- [Clarification phrase matching strips](#)
- [Short dialogue gap-fill worksheet](#)
- [Speaking cards with unclear messages](#)
- [“Fix the Misunderstanding” role cards](#)
- [Group discussion scenarios](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific
clarify	to make something easier to understand	Can you clarify what you mean by "dashboard"?	Y
confirm*	to check that something is correct or agreed	I just want to confirm—are we using Trello for this?	Y
repeat	to say something again	Could you repeat that, please?	N
explain	to describe something clearly	Let me explain the feature step-by-step.	Y
question*	something you ask when you need information	I have a question about the last task.	N
understand	to know the meaning of something	I don't understand how to upload the file.	Y
misunderstanding	when someone does not understand something correctly	Sorry, I think there was a misunderstanding.	N

Do you mean...?	used to check the meaning of what someone said	Do you mean the file is missing?	N
Can you say that again?	polite request to hear something repeated	Can you say that again, please?	N
So, ...?	short way to check or confirm understanding	So, we're meeting at 3, right?	N

### Lesson Structure (PPP)

#### Review (15 minutes)

1. Write on the board:
  - "I think we should..."
  - "Let's..."
  - "What do you think?"
2. Ask students to work in pairs:
  - Share 1 opinion and 1 suggestion about tools they used recently.
  - Ask: "What do you think?"
3. Ask a few students to report what their partner suggested.

#### Warm-Up (10 minutes)

1. Say something quickly but unclear (e.g., "We'll meet after upload at 10ish.")
2. Ask: "Was that clear?" "What should you say if you didn't understand?"
3. Elicit: "Can you say that again?", "Do you mean...?", "Sorry, what?"

### I. Presentation

#### Introduce Useful Phrases (10 minutes)

Write on board and explain:

- "Can you say that again, please?"
- "Do you mean we are starting now?"
- "I'm not sure I understand."
- "Can you explain that?"
- "So, we need to upload it today?"
- "Let me clarify..."

Practice chorally, then individually.

#### Vocabulary Matching Worksheet (15 minutes)

- Have students work in pairs to complete the worksheet and then review it as a class

### II. Practice (30 minutes)

### Phrase Matching Strips (15 minutes)

- Cut strips of:
  - Clarifying phrase beginnings: “Can you...”, “Do you...”, “So...”
  - Sentence endings: “...repeat that?”, “...mean I need to share it?”, “...we meet at 2?”
- Students walk around to find the match. Practice reading aloud together.

### B. Dialogue Gap-Fill (15 minutes)

- Provide a short conversation with missing clarification phrases.

#### Example:

**A:** We'll use the new repo after the push.

**B:** \_\_\_\_\_ (ask for clarification)

**A:** I mean we'll start using it after I upload the code.

**B:** \_\_\_\_\_ (confirm understanding)

Answers:

“Do you mean the GitHub repo?”

“So, you'll push the code first?”

### Break – 20 minutes

## II. Practice (30 minutes)

### Fix the Misunderstanding Cards

Instructions:

- Hand out role cards:
  - Student A says a confusing sentence.
  - Student B must clarify, confirm, and respond.

#### Example Role Card:

**Student A:** “We'll sync the sprint after the check-in unless the brief changes.”

**Student B:** Must respond with:

- “Sorry, I didn't get that.”
- “Do you mean...?”
- “So we're meeting after the check-in?”

Rotate pairs every 5 minutes.

## III. Production (20 minutes)

### Group Speaking Activity: Clear or Confusing?

- In groups, students read short task messages that are intentionally vague or unclear.
- They must:
  - Ask clarifying questions
  - Restate what they understand
  - Use at least 3 target phrases

**Example Message:**

“Please get that ready by end of day, and don’t forget the last thing.”

**Possible Clarification:**

“Do you mean the client’s report?”

“Can you explain what the last thing is?”

**IV. Wrap-Up (10 minutes)**

**Quick Drill: Confirm or Clarify**

Teacher reads a statement. Students respond with a clarification or confirmation.

Examples:

- “We’ll skip the review.”  
→ “Do you mean no review today?”
- “They’re sending the link.”  
→ “So, we just need to check email?”

**Optional Independent Practice**

Write a short email to your teammate. Include:

- 1 unclear instruction
- 1 polite clarification
- 1 confirmation question

**Example:**

Email: “Can you handle that thing for me by tomorrow?”

Reply: “Can you clarify which task you mean? Do you mean the status update? So, you need it by tomorrow morning?”

**Instructors Notes:**

- During the gap-fill and roleplay activities, model one full exchange with a confident student or assistant before the class begins their own.
- Monitor carefully during pair work and group speaking — listen for overuse of “What?” or silence. Offer support by pointing to sentence frames on the board.
- If students hesitate, prompt with partial questions: “Do you mean...?”, “So we should...?”
- Encourage students to respond to each other, not just to the teacher. For example, if a student hears a confusing idea from a classmate, guide them to ask, “Can you explain that again?”

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 27

**Topic:** Agreeing and Disagreeing Politely

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** (*Aligned with CEFR descriptors*)

- I can say: “I agree” / “That’s a good idea”
- I can disagree politely: “I’m not sure about that because...”
- I can explain their point of view clearly

**Materials**

- [Vocabulary matching worksheet](#)
- [Sentence strip activity \(agree/disagree cards\)](#)
- [Discussion prompt cards \(partner and group use\)](#)
- [Role cards for small group decision-making](#)
- [Optional Independent Practice writing prompt sheet](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
agree	to feel the same about an idea	I agree that we should change the design.	N
disagree	to have a different opinion	I disagree—I think Zoom is better.	N
I’m not sure*	a polite way to show hesitation or disagreement	I’m not sure that’s the best option.	N
I think...*	a phrase to introduce your opinion	I think Figma is more flexible than Canva.	N
because	used to give a reason	I prefer Notion because it’s more organized.	N
that’s a good idea	expression used to agree politely	That’s a good idea—let’s test it.	N
I see what you mean	phrase to show understanding	I see what you mean, but I think we need another option.	N
I understand, but...	polite disagreement with acknowledgment	I understand, but I think we need more time.	N

I agree to a point	polite way to partly agree	I agree to a point, but I'm worried about the budget.	N
point of view	someone's opinion or perspective	From my point of view, this tool is better for teams.	N

### Lesson Structure (PPP)

#### Review (15 minutes)

- Write on the board:
  - “Do you mean...?”
  - “Can you say that again?”
  - “Let me confirm...”
- In pairs, students give each other simple unclear instructions and respond using clarification phrases.

#### Warm-Up (10 minutes)

- Write on the board:  
“We should only meet online.”
- Ask: “Who agrees? Who disagrees?”
- Model polite responses:
  - “I agree because it saves time.”
  - “I'm not sure. I like face-to-face meetings.”
  - “From my point of view, a mix is best.”

### I. Presentation

#### Introduce Useful Phrases (10 minutes)

- Teach and drill the following expressions:

##### Agreeing:

- I agree.
- That's a good idea.
- I see what you mean.
- I agree to a point.

##### Disagreeing:

- I'm not sure about that.
- I understand, but...
- I disagree because...
- From my point of view...

- Have students repeat after you and then in pairs.

#### Vocabulary Matching Worksheet (15 minutes)

- Use the vocabulary chart and worksheet provided.
- Students match each word to a definition and an example.
- Review aloud with volunteers reading sample sentences.

## II. Practice (30 minutes)

### Sentence Strip Matching (15 minutes)

1. Hand out pre-cut sentence halves.
  - Start: "I agree..." / "I'm not sure..." / "I understand, but..."
  - End: "...because it saves time." / "...we don't have enough data."
2. Students walk around, find a partner with a matching half, and read their full sentence aloud.

### Agree/Disagree Prompt Pairs (15 minutes)

1. Give each pair a statement:
  - "We should stop using email."
  - "Notion is better than Trello."
  - "Every team needs daily meetings."
2. One student shares an opinion; the other responds using a polite agreement or disagreement phrase and explains why.

## Break – 20 minutes

## II. Practice (30 minutes)

### Small Group Task: Decision-Making with Roles

1. Assign each group a task:  
"Choose one tool for your next team project."
2. Give each student a **role card**:
  - You prefer Slack
  - You prefer Zoom
  - You prefer Notion
  - You want something new
  - You're unsure
3. Each student must:
  - Share an opinion
  - Agree/disagree politely with someone
  - Ask for someone's point of view

## III. Production

### Open Discussion: What Do You Think? (20 mins)

1. Give each group 2 statements:
  - "Deadlines should be flexible."
  - "We should always test before launch."
  - "Design is more important than code."
  - "AI tools make teamwork better."
2. Each student must:

- Share a personal opinion
- Respond to another person
- Use “I agree,” “I’m not sure,” or “From my point of view...”

Encourage them to support opinions with “because...”

#### **IV. Wrap-Up (10 minutes)**

##### **Quick Debate Game:**

Teacher reads statements aloud. Students stand up if they agree, sit if they disagree.

For each round, call on one person from each side to say:

- “I agree because...”
- “I’m not sure because...”
- “From my point of view...”

##### **Optional Independent Practice**

Write a short paragraph (6–7 sentences) giving your opinion about a team tool or work method.

Must include:

- 1 sentence with “I agree...”
- 1 sentence with “I’m not sure...” or “I disagree...”
- 2 reasons
- “From my point of view...”
- “That’s a good idea” or “I see what you mean”

##### **Example:**

I agree that using Zoom is easy. It’s fast and doesn’t need much setup. But I’m not sure it works well for longer meetings. From my point of view, Meet is better because it integrates with other tools. I see what you mean about the quality, but I still prefer Meet.

##### **Notes for Instructor:**

- Make sure to model the correct tone of voice when agreeing or disagreeing politely.
- Encourage students to give a reason each time they agree or disagree

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 28

**Topic:** Talking About Teamwork Experiences

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** *(Aligned with CEFR descriptors)*

- I can say what they did in a past team project
- I can describe how the team worked together
- I can write a short paragraph about their teamwork experience

**Materials**

- [Vocabulary chart and matching worksheet](#)
- [“Past team actions” timeline cards](#)
- [Team experience interview sheet](#)
- [Group meeting role cards](#)
- [Mini-project summary templates](#)
- [Spinner wheel for oral storytelling](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific
worked	did tasks as part of a job or project (past of "work")	We worked on a mobile app last year.	N
helped	gave assistance to someone (past of "help")	I helped my teammate fix a bug.	N
planned	made a plan or schedule (past of "plan")	We planned the entire project before starting.	N
tested	checked if something works (past of "test")	The QA team tested the login system.	Y
joined	became part of a team or group (past of "join")	I joined the frontend team last month.	N
shared	gave others access to something (past of "share")	She shared the file on Google Drive.	N
finished	completed something (past of "finish")	We finished the design phase last week.	N
solved	found a solution to a problem (past of "solve")	We solved the performance issue together.	Y

discussed	talked about ideas (past of "discuss")	We discussed the layout options in our meeting.	N
collaborated	worked together on a task	Our team collaborated well to meet the deadline.	Y

## Lesson Structure (PPP)

### Review (15 minutes)

- Write 3 prompts on the board:
  - “Slack is better than email.”
  - “We don’t need deadlines.”
  - “Design is more important than speed.”
- In pairs, students take turns agreeing or disagreeing politely:
  - “I agree because...”
  - “I’m not sure... Maybe...”
  - “I see what you mean, but...”
- Ask a few students to report what their partner said.

### Warm-Up (10 minutes)

- Write: *project, team, deadline, presentation* on the board.
- Ask: “Have you ever worked on a team project?”  
→ “What did you do?” (Encourage past tense: worked, helped, finished...)
- List 3–4 answers on the board using simple past forms.

## I. Presentation

### Review Past Tense Forms (10 minutes)

- Present common regular and irregular past tense verbs using the vocabulary list.
- Write examples on the board:
  - “I helped the designer.”
  - “She tested the page.”
  - “We discussed the problem.”

Students chorally repeat 5–6 sample sentences.

### Vocabulary Matching Worksheet (15 minutes)

- Pass out vocabulary worksheet and have students work alone or in pairs. Review as a class.

## II. Practice (30 minutes)

### Timeline Sorting Activity (15 minutes)

1. Hand out action cards (e.g., “planned the project,” “tested the feature,” “gave a presentation”).
2. Students work in groups to place actions in a realistic project timeline:
  - First: \_\_
  - Then: \_\_
  - After that: \_\_
  - Finally: \_\_
3. Students explain their order using past tense:
  - “First, we planned the app. Then, we designed it.”

### **Interview Activity (15 minutes)**

1. Each student receives a **Team Experience Interview Sheet**.
2. Students interview 1–2 classmates using questions like:
  - “What project did you work on?”
  - “What did your team do?”
  - “What did *you* do?”
  - “Did you enjoy working in a team? Why or why not?”
3. Students write 2–3 sentences summarizing their partner’s experience.

### **Break – 20 minutes**

## **II. Practice (30 minutes)**

### **Spinner Game (15 minutes)**

1. Use online spinner tool with prompts:
  - “Talk about a time you solved a problem.”
  - “Describe a team you worked with.”
  - “What did you finish last?”
  - “Did you test something?”
  - “Did you help someone?”
2. Choose a student, spin, and ask the student to share 2–3 sentences in past tense.

### **Team Reflection Writing (15 minutes)**

1. Give students a writing prompt:
  - “Describe a team project you worked on.”
  - “What did you do?”
  - “How did the team work together?”
  - “What went well?”
2. Students write 4–5 sentences in past tense. Encourage use of vocabulary.

## **III. Production**

### **Mini-Project: Mock Team Meeting + Summary (20 minutes)**

1. In groups of 3–4, students conduct a mock “retrospective meeting.”

2. Each group must:
  - Share 1 past team experience per student
  - Make 1 suggestion: “Let’s test earlier next time.”
  - Include 1 clarification/follow-up: “Do you mean test the login?”
  - Include 1 agreement or disagreement: “I agree. That worked well.” / “I’m not sure about that...”
3. One student presents the summary:  
“We decided to use shorter meetings and test earlier.”

#### **IV. Wrap-Up (10 minutes)**

##### **Quick Speaking Chain:**

1. Teacher starts: “Last year, I worked on a website.”
2. The next student adds: “I helped design the logo.”
3. Continue around the room, building a group memory chain using past tense.

##### **Optional Independent Practice**

- Write a short paragraph (6–7 sentences) about a time you worked on a team project.
- Include:
  - 3–4 verbs in the past tense
  - 1 sentence about your task
  - 1 sentence about what the team did
  - 1 opinion about the experience

##### **Example:**

Last year, I worked on a website team at school. I helped design the main page. The team planned everything together and finished on time. We discussed all ideas before building. I liked working in a team because we solved problems faster.

##### **Notes for Instructor:**

- Remind students to use past tense when speaking about what they already did and future tense when talking about what they will be working on next
- Review simple past tense and especially useful irregular verbs

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 29

**Topic:** Planning Your Final Presentation

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** (*Aligned with CEFR descriptors*)

- Can choose a topic for their presentation
- Can organize ideas in a clear order
- Can write an outline or short script for a short talk

**Materials**

- [Vocabulary chart and matching worksheet](#)
- [Example presentation structure handout](#)
- [Presentation topic brainstorm sheet](#)
- [Presentation outline worksheet](#)
- [Speaking template \(optional: sentence starters\)](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
presentation	a spoken explanation of a topic	I'm giving a presentation about teamwork.	N
topic	the subject or idea you are talking about	My topic is how our team used Trello.	N
outline	a plan or structure for writing or speaking	I wrote an outline with an introduction, body, and end.	N
introduction	the beginning of a talk that says what it's about	In my introduction, I'll say what project I worked on.	N
body	the middle part with details and examples	In the body, I'll describe what I did.	N
ending	the last part that gives a summary or final thought	I'll end my talk with what I learned.	N
organize	to put ideas or things in a good order	I organized my points in three parts.	N
main idea	the most important point	My main idea is that communication helps teamwork.	N

script	a full written version of what you will say	I wrote a script for my presentation.	N
prepare	to get ready for something	I need time to prepare my final talk.	N

### Lesson Structure (PPP)

#### Review (15 minutes)

1. Write on the board:
  - “I worked on...”
  - “We finished...”
  - “I helped with...”
2. Ask students to share one sentence each about their team project.
  - Encourage use of past tense.
  - Model full sentence if needed: “I worked on a website and helped test the login.”

#### Warm-Up (10 minutes)

1. Ask: “Have you ever given a presentation before?”
2. Write these 3 parts on the board:
  - Introduction
  - Body
  - Ending
3. Ask students:
  - “What can you say in the introduction?” (e.g., My name is... Today I’ll talk about...)
  - “What goes in the body?”
  - “How can you end a presentation?”

Elicit 1–2 sample phrases for each section and write them on the board.

4. Tell students they will be giving a short presentation at the end of this course and they will begin working on it today.

### I. Presentation

#### Teach Key Vocabulary (20 minutes)

1. Introduce the 10 vocabulary words.
2. Write each on the board with a simple example.
3. Choral repetition, then student pairs quiz each other with definitions.
4. Handout **Vocabulary Matching Worksheet**, student do alone or in pairs and then review as a whole class

#### Presentation Structure Handout (15 minutes)

1. Hand out an **example outline structure:**

- **Introduction:** name, topic, reason for choice
  - **Body:** 2–3 main points (e.g., what I did, what I learned)
  - **Ending:** summary and reflection
2. Read a short model script together. Example:
- Hi, my name is Tamar. Today I'll talk about my teamwork experience. I worked on a team to design a website. I helped test the login system and solve a bug. Our team collaborated well and finished on time. I learned that clear communication is very important. Thank you!

Ask students: "Where is the introduction? The body? The ending?"

## II. Practice (30 minutes)

### Topic Brainstorming Sheet (15 minutes)

1. Give each student a brainstorm handout with prompts:
  - A project I liked
  - A tool I learned to use
  - A teamwork experience
  - A skill I improved
2. Students write short notes next to each one.
3. Then choose 1 topic for their final presentation.

### Organizing Ideas Worksheet (15 minutes)

1. Hand out the **Outline Planner** with these 3 boxes:
  - **Introduction:**  
What's your name?  
What's your topic? Why did you choose it?
  - **Body:**  
What did you do in this project?  
What tools did you use?  
What did the team do?
  - **Ending:**  
What did you learn?  
How do you feel about it?
2. Students complete the worksheet individually with teacher support.

## Break – 20 minutes

## II. Practice (30 minutes)

### Practice Sharing Outlines in Pairs

1. Pair students and ask each to speak using their outline.
  - Emphasize: "Just use notes — not full sentences."
2. Listener should ask 1 follow-up question:
  - "What tool did you use?"

- “Why did you choose that project?”
- 3. Then switch roles. Monitor and support.

### **Script Option (Optional – 15 min)**

For students who need support:

- Let them start writing a full draft of their presentation.
- Use sentence starters like:
  - “My name is...”
  - “I’m going to talk about...”
  - “One think I learned is...”

### **III. Production (20 minutes)**

#### **Group Speaking Practice: Mini Presentations**

1. In groups of 3–4, each student gives a **1-minute preview** of their talk.
2. Others listen and write:
  - 1 thing they learned
  - 1 follow-up question
3. Rotate speakers. Encourage polite questions:
  - “Can you tell me more about the teamwork?”
  - “How did the tool help?”

### **IV. Wrap-Up (10 minutes)**

#### **Class Reflection:**

1. Ask: “What’s hard about planning a presentation?”
2. Ask: “What makes a good ending?”
3. Invite 2–3 students to share one sentence they will use in their talk.

#### **Optional Independent Practice**

Student begin writing their full presentation draft using the structure:

- Introduction: name + topic + reason
- Body: describe what you did, how you worked, what tools you used
- Ending: reflection or what you learned

#### **Notes for Instructor:**

- Make sure to explain to the students that this is a small project/presentation, just a few minutes and that it is for their sake to practice the language they’ve learned in the course so they can see how far they’ve come
- Remind students of correct use of present simple, progressive, past simple, and future use and how they may use it in their projects

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 30

**Topic:** Writing a Short Project Summary

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** (*Aligned with CEFR descriptors*)

- Can describe their role and what they did in the project
- Can write a paragraph with simple connectors
- Can explain why they chose their topic

**Materials**

- [Vocabulary + connector matching worksheet](#)
- [Sentence connector cards \(“and,” “but,” “because”\)](#)
- [Student model paragraph handout](#)
- [Project summary planning sheet](#)
- [Writing frame with sentence starters](#)
- [Peer feedback checklist](#)
- [Optional Independent Practice revision prompt](#)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific
role	your job or responsibility in a group	My role was to test the app.	N
task*	a specific thing you need to do	I had the task of designing the login page.	N
summary	a short version that includes only the main ideas	I wrote a short summary of our team project.	N
experience	something you did or lived through	I had a great experience working with my team.	N
because*	explains a reason	I chose this project because I learned a lot.	N
and	connects similar ideas	I worked on the design and helped with testing.	N
but	shows contrast	We finished the project, but we had some problems.	N

## Lesson Structure (PPP)

### Review (15 minutes)

1. Ask:
  - “What is your topic?”
  - “What are 2 things you did in the project?”
2. On the board, write:
  - “I worked on...”
  - “I helped with...”
  - “I chose this project because...”
3. Students complete the sentences orally in pairs.

### Warm-Up (10 minutes)

1. Write these 3 words on the board: **and**, **but**, **because**
2. Give example sentences:
  - “I worked on the frontend **and** the backend.”
  - “We finished the app, **but** it had bugs.”
  - “I chose this project **because** I like design.”
3. Ask students to create one sentence for each with a partner.

## I. Presentation

### Teach and Practice Vocabulary (10 minutes)

1. Review the 10 vocabulary terms from the chart. Read them aloud and have students repeat. Provide definitions and example sentences.
2. Have students quiz each other on definitions.
3. Elicit sentences using: role, task, summary, because, and but.
4. Hand out **Vocabulary Matching Worksheet** students complete alone or in pairs and review as a class

### Connector Matching Worksheet (15 minutes)

1. Give students a list of sentence halves.
2. They must match beginning and ending using **and**, **but**, **because**.

#### Examples:

- I helped write the code **and**...
- We tested the app, **but**...
- I chose this project **because**...

Review as a class.

## II. Practice (30 minutes)

### Reading a **Model Project Summary** (15 minutes)

1. Provide the model paragraph (see below).
2. Students read and underline:

- the connector words
  - past tense verbs
  - present tense verbs
3. Discuss together:
- “Where is the reason?”
  - “Where is the contrast?”
  - “Is it clear and easy to read?”

**Model Paragraph:**

I worked on a website project with two classmates. My role was to organize the homepage and test the images. We used Trello and Figma to plan everything, and the team worked very well. I chose this project because I like designing and I wanted to learn more about teamwork. We had some problems with deadlines, but we finished on time. It was a great experience.

**Planning Sheet – Project Summary Outline (15 minutes)**

Give students the planning sheet with these sections:

1. What was the project?
2. What was your role?
3. What tools did you use?
4. What happened (any problems/successes)?
5. Why did you choose this project?

**Break – 20 minutes**

**II. Practice (30 minutes)**

**Writing with Support (20 minutes)**

1. Distribute a writing frame or sentence starter sheet.

**Frame:**

- My project was about \_\_\_\_\_.
  - I worked on \_\_\_\_\_ and helped with \_\_\_\_\_.
  - We used \_\_\_\_\_ because \_\_\_\_\_.
  - We had some problems, but \_\_\_\_\_.
  - I chose this topic because \_\_\_\_\_.
  - It was a \_\_\_\_\_ experience.
2. Students write their own paragraph using ideas from their planning sheet.

**Peer Feedback (10 minutes)**

1. Give students a **Peer Review Checklist:**
2. Students go through their project with their partners
3. Partners give feedback

- ✓ Does it use **and**, **but**, and **because**?
- ✓ Does it describe their role and task clearly?
- ✓ Is the paragraph easy to follow?

### III. Production

#### Independent Writing and Editing (20 minutes)

1. Students revise their paragraph based on peer feedback.
2. Encourage them to add one more sentence or example if they finish early.
3. Ask for volunteers to read theirs aloud at the end.

### IV. Wrap-Up

#### Group Share: (10 minutes)

1. Students read one favorite sentence from their paragraph.
2. Ask:
  - “What was difficult about writing this?”
  - “How can we connect ideas better?”

#### Optional Independent Practice

Revise your paragraph. Make it your final version to use in your presentation. Try to use:

- At least 2 different connectors
- Both past and present tense
- A clear reason why you chose the project

#### Notes for Instructor:

- Model correct use of connectors throughout the lesson
- Remind students to use different tenses in their project
- Send students the link to the class quizlet to review the vocabulary words they've learned over the course and include some in the project

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 31

**Topic:** Practice Presentation + Peer Feedback

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** (*Aligned with CEFR descriptors*)

- Can present their talk to a partner or group
- Can give feedback using simple expressions
- Can improve their talk using peer suggestions

**Materials**

- [Peer feedback checklist](#)
- [Presentation evaluation expressions sheet](#)
- [Sentence cards for feedback practice](#)
- [Presentation improvement log](#)

**Review (15 minutes)**

**Objective:** Review content and structure from U8L1 and U8L2 (presentation and summary writing).

1. On the board, write:
  - Introduction
  - Body
  - Ending
2. Ask students to say one thing they included in each part of their presentation.
3. Review feedback phrases:
  - “Speak slower.”
  - “That was clear.”
  - “Try again with more detail.”

**Warm-Up (10 minutes)**

**Objective:** Practice giving feedback with sentence frames.

1. Hand out or display **sentence starters:**
  - “I liked...”
  - “Maybe try to...”
  - “That was clear.”
  - “Can you slow down a little?”
  - “Great job on...”
2. In pairs, one student shares 2 sentences from their presentation, and the partner gives one piece of feedback using a frame.

**I. Presentation**

**Rehearsal Instructions and Modeling (10 minutes)**

1. Model a short “bad” and “good” version of a 30-second talk.
2. For bad:

- Stand still and don't use body language or inflection while speaking
- Look at notes and avoid eye contact with audience
- 3. For good:
  - Show confidence, use body language and careful inflection
  - Make eye contact with students and look at notes only briefly
- 4. Ask students:
  - What was the difference?
  - Was it too fast? Was it organized? Was it easy to hear?
- 5. Write the improvement tips on the board:
  - Speak slowly and clearly
  - Make eye contact
  - Use your outline
  - Use past and present tense correctly

### **Introduce Peer Feedback Checklist (15 minutes)**

#### **Checklist Items:**

- ✓ The speaker gave an introduction
- ✓ The speaker gave at least 2 details in the body
- ✓ The speaker used **and**, **but**, or **because**
- ✓ I could understand the speaker
- ✓ The speaker had a clear ending
- ✓ The speaker used past and present tense
- ✓ I gave 1 suggestion to my partner

Have students ask questions about anything they don't understand on the checklist.

## **II. Practice (30 minutes)**

### **Pair Practice Round 1 (15 minutes)**

1. Students rehearse their full talk with a partner.
2. Partner listens carefully and fills in the feedback checklist.
3. After the talk, they share:
  - 1 thing they liked
  - 1 suggestion

Encourage positive, specific feedback:

- "You had a strong ending."
- "Maybe speak a little slower next time."

### **Pair Practice Round 2 (15 minutes)**

1. Students switch partners.
2. Repeat the same process with new feedback.
3. Student receiving feedback writes notes in their **Presentation Improvement Log** (just a small space with: "What I want to change...").

## **Break – 20 minutes**

### III. Production (30 minutes)

#### Small Group Presentations (20 minutes)

1. Form groups of 3–4. Each student gives their full talk to the group.
2. After each talk:
  - The group gives 2 positive comments
  - One person gives a suggestion
  - Everyone writes one note about something they liked
3. Use a timer to keep talks under 2 minutes each.

#### Self-Reflection (10 minutes)

1. Distribute a short self-reflection form:
  - What went well in your presentation?
  - What was hard?
  - What did someone suggest that you want to change?

### III. Production (20 minutes)

#### Rehearsal Round 3 (Optional – If time allows)

Students do a final rehearsal round with a peer or small group using all feedback.

Encourage students to make small improvements:

- Add 1 more example
- Slow down in one section
- Clarify their ending

#### Wrap-Up (10 minutes)

##### Class Discussion:

1. “What did you learn from giving feedback?”
2. “What was easy or difficult about speaking?”
3. “Are you ready for the final presentation?”

#### Optional Independent Practice

- Update your final presentation based on today’s feedback.
- Practice it once at home using your outline or script.
- Optional: Record yourself and listen.

#### Notes for Instructor:

- Provide sentence starters/structures and vocabulary from previous lessons that could be helpful for students presentations
- Remind students to use the correct tense: present simple, progressive, past, and future in their presentations
- When listening to students practice give them different ideas for how to say things more fluently if they are having trouble

**Course Title:** English for Software Engineering

**CEFR Level:** A2

**Lesson Number:** 32

**Topic:** Final Presentation and Reflection

**Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)

**Can-Do Objectives:** (*Aligned with CEFR descriptors*)

- Can give a short presentation about their topic
- Can answer one or two simple questions
- Can say what they learned and what they want to learn next

**Materials**

- [Final Presentation Rubric \(for teacher and optional peer use\)](#)
- [Student Self-Reflection Sheet](#)
- [Audience Questions Worksheet](#)

**Warm-Up (10 minutes)**

**Two-Sentence Practice Round**

1. Ask students to turn to a partner and say:
  - 1 sentence about their project
  - 1 sentence about what they learned
2. Example:

“My project was about testing a login page. I learned how to solve bugs with my team.”

**Presentations (1hr 30 minutes)**

1. Pass out **question prompt sheet** for students to use while watching presentations.
2. Each student gives a 2–3 minute presentation.
  - Must include: description, short summary, reason/preference, and visual aid.
  - After the talk, 1–2 classmates ask questions (from their Audience Question Sheet).
  - Teacher grades each presentation using the **Presentation Rubric**
3. Encourage classmates to write short notes or compliments.

**Suggested Question Prompts for Listeners:**

- “Why did you choose this topic?”
- “What was your role?”
- “What tool did you use the most?”
- “What was the biggest challenge?”

**Break (20 minutes)**

**Wrap-Up and Reflection (30 minutes)**

**Self-Reflection Sheet (15 minutes)**

- Hand out the Self-Reflection Sheet. Students complete individually.

**Reflection Questions:**

1. What did you learn about working on a team?
2. What was easy about your presentation?
3. What was difficult?
4. What feedback did you get during practice?
5. What do you want to learn next?

### **Group Sharing (10 minutes)**

- In small groups, students share one thing from their reflection:
  - “I learned how to give a presentation.”
  - “Next, I want to learn more about tools like GitHub.”

### **Notes for Instructor:**

- Give some time at the end for goodbyes, for teacher and students
- Suggest to students that they create social groups to continue their language learning
- After their presentations give students positive feedback

### **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)

## Master Vocabulary File – A2 English for Software Engineering

### UNIT 1

#### Lesson 1

- developer
- engineer
- tester
- company
- project
- responsibility
- task
- client
- product
- team

#### Lesson 2

- study
- degree
- training
- skill
- tool
- software
- hardware
- learn
- university
- course

#### Lesson 3

- support agent
- product manager
- data analyst
- technical
- creative
- easier
- harder
- organized
- prefer
- compare

#### Lesson 4

- use
- tool\*
- calendar

- document
- schedule
- organize
- plan
- upload
- download
- edit

### UNIT 2

#### Lesson 5

- feature
- app
- platform
- build
- create
- maintain
- repository
- update
- upload\*
- open

#### Lesson 6

- error
- crash
- bug
- frozen
- doesn't work
- slow
- lost
- connection
- loading
- restart

#### Lesson 7

- help desk
- support
- question
- answer
- fix
- problem

- instructions
- button
- screen
- keyboard

### Lesson 8

- step
- sign in
- restart\*
- select
- check
- choose
- preview
- reset
- next
- finally

## UNIT 3

### Lesson 9

- daily
- weekly
- usually
- sometimes
- rarely
- never
- meeting
- break
- plan\*
- reminder

### Lesson 10

- schedule\* (v)
- available
- reschedule
- confirm
- join
- time slot
- calendar\*
- invite
- reply
- cancel

### Lesson 11

- deadline
- urgent
- finish
- complete
- project\*
- report
- ready
- team\*
- next week
- test

### Lesson 12

- conflict
- preference
- prefer\*
- overlap
- move (v)
- change (n/v)
- reason
- flexible
- reschedule\*
- double-booked

## UNIT 4

### Lesson 13

- file
- folder
- format
- PDF
- DOC
- JPG
- ZIP
- attachment
- upload\*
- download\*

### Lesson 14

- subfolder
- organize\*
- structure
- directory
- storage

- location
- inside
- next to
- under
- between

### Lesson 15

- save
- find
- path
- folder name
- search
- click
- open\*
- desktop
- recent
- shortcut

### Lesson 16

- version
- draft\*
- final
- filename
- convention
- revision
- duplicate
- overwrite
- confusing
- clear name

## UNIT 5

### Lesson 17

- project\*
- goal
- deadline\*
- client\*
- launch
- develop
- check\*
- group
- tool\*
- steps

### Lesson 18

- assign
- track
- organize\*
- card
- column
- board
- update\*
- feature\*
- calendar\*

### Lesson 19

- QA engineer
- UX writer
- team lead
- frontend engineer
- support agent\*
- check\*
- write
- help
- build\*
- lead

### Lesson 20

- finished
- behind schedule
- on track
- delay
- stuck
- completed
- fix\*
- next step
- need more time
- going to

## UNIT 6

### Lesson 21

- login
- upload\*
- chat
- share
- comment
- profile

- notification
- menu
- video call
- download\*

### Lesson 22

- fast
- easy
- good
- useful
- flexible
- powerful
- popular
- reliable
- simple
- cheap

### Lesson 23

- finally\*
- login\*
- share\*
- create\*
- upload\*
- account
- settings
- password
- button\*
- confirm\*

### Lesson 24

- can
- can't
- permission
- feature\*
- upload\*
- download\*
- access
- guest
- version\*
- upgrade

## UNIT 7

### Lesson 25

- opinion
- suggestion
- let's
- we could
- I think
- I agree
- I'm not sure
- how about
- maybe
- what do you think

### Lesson 26

- clarify
- confirm\*
- repeat
- explain
- question\*
- understand
- misunderstanding
- Do you mean...?
- Can you say that again?
- So, ...?

### Lesson 27

- agree
- disagree
- I'm not sure\*
- I think...\*
- because
- that's a good idea
- I see what you mean
- I understand, but...
- I agree to a point
- point of view

### Lesson 28

- worked
- helped
- planned

- tested
- joined
- shared
- finished\*
- solved
- discussed
- collaborated

## UNIT 8

### Lesson 29

- presentation
- topic
- outline
- introduction
- body
- ending
- organize
- main idea
- script
- prepare

### Lesson 30

- role
- task\*
- summary
- experience
- because\*
- and
- but