

Teacher Guide Introduction and Course Overview

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

This English for Software Engineering A2 level course is designed for learners who use English in basic technical and team-based contexts. The course focuses on essential language for understanding instructions, describing simple technical tasks, and communicating about daily work routines. Learners practice basic spoken and written communication commonly used in development teams, with an emphasis on clarity and comprehension.

Course Structure and Total Learning Hours

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

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

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

Student Success and Onboarding

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

Many adult learners are returning to education after years away from formal learning environments. These onboarding lessons provide essential time to build trust, lower anxiety, and establish classroom routines. Students learn basic interaction patterns in English, understand

expectations for participation, and start developing the study skills that will support them throughout the course. Establishing this foundation early significantly improves learner engagement, motivation, and long-term success.

Understanding the CEFR Framework

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

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

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

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

Materials and Resources

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

For centers that incorporate digital learning, students may use an English-learning platform that is accessible to Hebrew-speaking learners and aligned with CEFR levels. These platforms typically provide structured practice in listening, speaking, reading, and/or vocabulary, and support independent, self-paced learning outside the classroom. Teachers should periodically

review student engagement and progress on the digital tool and help learners connect their online practice to the language skills and communicative goals addressed in class.

Assessment and Progress

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

This assessment plays a role in three critical areas:

1. Grouping and Placement:

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

1. Formative Assessment:

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

2. Summative Assessment:

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

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

Adapting the Lessons

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

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

Final Note for Teachers

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

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

English for Software Engineering (CEFR A2)

Audience: Young professionals in tech

Level: A2 (Elementary)

Goal: Enable learners to participate in simple workplace communication, describe tasks and tools in more detail, and handle common digital work situations in English

Duration: 36 sessions × 3 hours = 108 synchronous hours

Unit	Title	Mini-Project
0	Student Success Introduction	Professional Development Plan
1	Working in Tech – Who We Are	Tech Bio Presentation
2	Tools, Apps, and Troubleshooting	Support Chat Role-Play
3	Time, Schedules, and Meetings	Team Meeting Agenda Presentation
4	Files, Folders, and Organization	How-To File Organization Guide
5	Projects and Task Progress	Mini Project Board + Status Update
6	Understanding Software	Tool Comparison Talk
7	Working in a Team	Mock Team Meeting + Summary
8	Final Project and Reflection	Final Presentation + Written Summary

Unit 0 – Student Success Introduction

Unit: Succeeding in Business English

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

CEFR A2 Goals:

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

Lesson 1: What Kind of Learner Are You?

CEFR Mapping: A2 – Can describe preferences and routines

Description:

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

Learning Outcomes:

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

Lesson 2: Building Strong Habits

CEFR Mapping: A2 – Can describe routines and give suggestions

Description:

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

Learning Outcomes:

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

Lesson 3: Setting SMART Goals

CEFR Mapping: A2 – Can express future intentions and plans

Description:

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

Learning Outcomes:

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

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

CEFR Mapping: A2

Description:

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

Can-Do Objectives:

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

Mini-Project: Personal Development Plan

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

Unit 1: Working in Tech – Who We Are

Theme: Introductions, jobs, tools, and team roles in the tech world

CEFR A2 Goals:

- Can introduce themselves and describe their job and responsibilities
- Can describe people they work with and what they do
- Can give reasons and simple comparisons

- Can write short, connected sentences about familiar topics

Lesson 1: Describing Your Job and Team

CEFR Mapping: A2 – Can describe in simple terms their job and the jobs of people they work with

Description:

Students learn to talk about their role and their team in more detail. They use simple phrases to describe their daily tasks and who they work with.

Learning Outcomes:

- 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 team

Lesson 2: Talking About Your Path into Tech

CEFR Mapping: A2 – Can give simple reasons for actions and decisions

Description:

Students practice explaining how and why they entered the tech field. They use basic connectors like “because” to give short personal stories.

Learning Outcomes:

- 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
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Lesson 3: Comparing Tech Roles

CEFR Mapping: A2 – Can compare two people or things using simple comparative forms

Description:

Students learn to compare common tech jobs using adjectives like easier, more creative, or faster. They practice describing preferences.

Learning Outcomes:

- 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

Lesson 4: Tools I Use and Why

CEFR Mapping: A2 – Can describe objects and say what they are used for

Description:

Students describe the tools and apps they use regularly at work, and explain what they use them for and why they like them.

Learning Outcomes:

- 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

Mini-Project: Tech Bio Presentation

Students write and present a short tech biography (4–5 sentences) that includes:

- Their job and one responsibility
- One team member and what they do
- A tool they use and why
- A comparison or preference (e.g., “I prefer Zoom because...”)

Unit 2: Tools, Apps, and Troubleshooting

Theme: Describing tools and digital platforms, giving and receiving help with tech problems

CEFR A2 Goals:

- Can describe how to use familiar tools and applications
- Can explain simple tech problems and solutions
- Can make polite requests and respond appropriately
- Can give and follow short, clear instructions

Lesson 1: Describing Tools and Features

CEFR Mapping: A2 – Can describe everyday tools and their features in simple terms

Description:

Students practice describing common tools and software features, including what each tool is for and how they use it.

Learning Outcomes:

- 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

Lesson 2: Common Problems and Errors

CEFR Mapping: A2 – Can describe simple problems and ask for help

Description:

Students learn to talk about problems using basic tech vocabulary. They practice short phrases like “It doesn’t work” and “I get an error.”

Learning Outcomes:

- 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: “Did this happen to you?”

Lesson 3: Asking for Help Politely

CEFR Mapping: A2 – Can make simple polite requests

Description:

Students practice making and responding to polite requests for help, using phrases like “Can you help me with...” and “Could you show me how to...”

Learning Outcomes:

- 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 use follow-ups like “What should I do?” or “Where do I click?”

Lesson 4: Giving Simple Instructions with Reasons

CEFR Mapping: A2 – Can give basic instructions and say why something should be done

Description:

Students practice giving step-by-step instructions with basic reasons: “Click here because it opens the form.”

Learning Outcomes:

- 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, finally

Mini-Project: Support Chat Role-Play

Students work in pairs: one has a tech problem, the other helps. The conversation must include:

- A description of the problem
- A polite request for help
- Step-by-step instructions
- A simple reason for each step

Unit 3: Time, Schedules, and Meetings

Theme: Managing time, making schedules, and participating in meetings

CEFR A2 Goals:

- Can describe daily and weekly routines using time expressions
- Can suggest and confirm meeting times
- Can talk about future plans using “going to”
- Can participate in simple structured meetings

Lesson 1: Daily and Weekly Tech Routines

CEFR Mapping: A2 – Can describe regular routines and scheduled events

Description:

Students review time expressions and describe their typical workday and week in more detail.

Learning Outcomes:

- 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

Lesson 2: Scheduling Meetings

CEFR Mapping: A2 – Can suggest and confirm times and dates

Description:

Students learn to suggest meeting times, respond to invitations, and confirm or reschedule using polite phrases.

Learning Outcomes:

- I can suggest a meeting time: “How about Monday at 10?”
- I can respond: “That works” / “I’m not available then”
- I can reschedule a meeting politely

Lesson 3: Talking About Plans and Deadlines

CEFR Mapping: A2 – Can talk about plans using “going to” and express urgency

Description:

Students practice talking about upcoming work using “going to” and basic phrases for deadlines and urgency.

Learning Outcomes:

- I can say what I am going to do this week
- I can talk about project deadlines: “We need to finish by Friday”
- I can ask about others’ plans

Lesson 4: Describing Time Conflicts or Preferences

CEFR Mapping: A2 – Can express time preferences and explain availability

Description:

Students learn how to explain when they are free or busy and express time preferences for meetings or tasks.

Learning Outcomes:

- 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

Mini-Project: Team Meeting Agenda Presentation

Students create and present a simple team meeting agenda that includes:

- Tasks and deadlines for the week
- One scheduling conflict or change
- One future plan using "going to"
- One time preference and reason

Unit 4: Files, Folders, and Organization

Theme: Talking about file types, digital organization, and explaining where things are saved or found

CEFR A2 Goals:

- Can describe common file types and folder structures
- Can explain where a file is and how to organize documents
- Can give simple instructions for saving and finding files
- Can use sequence words and prepositions of place

Lesson 1: Describing File Types and Uses

CEFR Mapping: A2 – Can describe everyday objects and what they are used for

Description:

Students learn vocabulary for common file types (PDF, doc, jpg, zip) and describe what they are used for at work.

Learning Outcomes:

- 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

Lesson 2: Organizing Files and Folders

CEFR Mapping: A2 – Can describe the location of things using prepositions

Description:

Students practice describing digital folder structures and explaining where files are saved using prepositions like "in," "under," and "next to."

Learning Outcomes:

- 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

Lesson 3: Giving Instructions for Saving and Finding Files

CEFR Mapping: A2 – Can give basic instructions and directions

Description:

Students practice giving and following simple instructions about where and how to save or find files.

Learning Outcomes:

- I can give simple steps to save or find a file: "Click here, then open this folder"
- I can use sequence words: "First... next... then..."
- I can ask for help: "Where is the document saved?"

Lesson 4: Explaining File Names and Versions

CEFR Mapping: A2 – Can explain short processes and describe things using basic detail

Description:

Students learn to explain how and why file names and version numbers are used. They practice simple naming conventions.

Learning Outcomes:

- 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

Mini-Project: How-To File Organization Guide

Students create a short written and/or visual guide that explains how to organize and find files. The guide includes:

- At least three file types and what they are used for
- A simple folder structure with prepositions of place
- Step-by-step instructions for saving or finding a file
- An example of a good file name with explanation

Unit 5: Projects and Task Progress

Theme: Describing project work, tracking task progress, and explaining responsibilities

CEFR A2 Goals:

- Can describe tasks they are doing or have done
- Can say what others are doing in a project
- Can give simple updates about project status
- Can express future plans using “going to”

Lesson 1: What Is a Tech Project?

CEFR Mapping: A2 – Can describe simple projects and goals using present and future forms

Description:

Students learn to describe the purpose of a project and its basic structure. They use “going to” to talk about what the project will achieve.

Learning Outcomes:

- 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?”

Lesson 2: Tools for Tracking Progress

CEFR Mapping: A2 – Can describe how tools are used in a task

Description:

Students learn to describe tools like Trello or Google Sheets for organizing tasks and tracking progress.

Learning Outcomes:

- 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

Lesson 3: Describing Who Does What

CEFR Mapping: A2 – Can describe people’s roles and responsibilities in a group

Description:

Students describe each team member’s responsibility in a group project using present simple and job-related vocabulary.

Learning Outcomes:

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

Lesson 4: Giving Simple Project Updates

CEFR Mapping: A2 – Can report progress and basic problems in a structured way

Description:

Students practice giving short updates using present and past tenses and language for delays or problems.

Learning Outcomes:

- 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

Mini-Project: Mini Project Board + Status Update

Students work in small teams or individually to create a simple task board and give a short status update that includes:

- What the project is
- Tasks assigned to people
- One tool being used
- A short oral update using past and future tenses

Unit 6: Understanding Software

Theme: Talking about apps and platforms, explaining functions and preferences

CEFR A2 Goals:

- Can describe how tools and apps work in simple terms
- Can compare two things using basic comparative forms
- Can express preferences and give reasons
- Can explain what users can or can’t do with an app

Lesson 1: Talking About App Features

CEFR Mapping: A2 – Can describe basic functions and features of everyday applications

Description:

Students learn vocabulary to describe features of common software (e.g., login, chat, upload). They practice saying what the app can do.

Learning Outcomes:

- 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?”

Lesson 2: Comparing Two Tools

CEFR Mapping: A2 – Can compare two tools or services using simple comparative structures

Description:

Students practice comparing tools using adjectives like faster, easier, better, and explain why they prefer one.

Learning Outcomes:

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

Lesson 3: Describing How Something Works

CEFR Mapping: A2 – Can give simple explanations of how a tool or system functions

Description:

Students describe basic workflows like logging in, creating an account, or sharing a document, using sequence and function language.

Learning Outcomes:

- I can describe a basic process with 3–4 steps
- I can use: first, next, then, finally
- I can explain how to do something in an app

Lesson 4: What Users Can and Can't Do

CEFR Mapping: A2 – Can express ability and limitations using “can” and “can't”

Description:

Students learn to describe permissions and limitations in software: what is allowed, what is possible, and what is restricted.

Learning Outcomes:

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

Mini-Project: Tool Comparison Talk

Students choose two tools (e.g., Trello vs. Asana, Google Meet vs. Zoom) and prepare a short talk that includes:

- Features of each
- One short explanation of how a feature works
- A comparison using “X is more... than Y”
- A personal preference with a reason

Unit 7: Working in a Team

Theme: Communicating effectively with teammates in common work situations

CEFR A2 Goals:

- Can express opinions and suggestions politely
- Can agree and disagree using simple expressions
- Can clarify meaning and confirm understanding
- Can describe past teamwork experiences

Lesson 1: Giving Opinions and Suggestions

CEFR Mapping: A2 – Can express opinions and make simple suggestions in conversation

Description:

Students learn to make polite suggestions using “Let’s,” “We could,” and to express personal opinions with reasons.

Learning Outcomes:

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

Lesson 2: Clarifying and Confirming

CEFR Mapping: A2 – Can ask for and give clarification in simple terms

Description:

Students practice phrases like “Do you mean...?” and “Can you say that again?” to confirm understanding and ask follow-up questions.

Learning Outcomes:

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

Lesson 3: Agreeing and Disagreeing Politely

CEFR Mapping: A2 – Can agree or disagree using polite expressions

Description:

Students practice expressing agreement and disagreement using polite forms and simple explanations.

Learning Outcomes:

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

Lesson 4: Talking About Teamwork Experiences

CEFR Mapping: A2 – Can describe experiences from the past using simple past

Description:

Students talk about a project they worked on, what they did, and how the team worked together.

Learning Outcomes:

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

Mini-Project: Mock Team Meeting + Summary

Students work in small groups to run a short mock meeting that includes:

- At least one suggestion and response
- One clarification or follow-up
- One point of agreement or disagreement
- A short summary by one student: “We decided to...”

Unit 8: Final Project and Reflection

Theme: Reviewing learning, presenting a project, and reflecting on progress

CEFR A2 Goals:

- Can give a short prepared presentation on a familiar topic
- Can write short connected paragraphs about personal experience
- Can answer basic questions about their work or project
- Can express feelings and opinions about learning progress

Lesson 1: Planning Your Final Presentation

CEFR Mapping: A2 – Can plan and organize content for a short talk

Description:

Students choose what to present from the course and organize their content using a basic structure: introduction, body, and ending.

Learning Outcomes:

- I can choose a topic for my presentation
- I can organize my ideas in a clear order
- I can write an outline or short script

Lesson 2: Writing a Short Project Summary

CEFR Mapping: A2 – Can write a short paragraph about a familiar topic using simple connectors

Description:

Students write a short summary of their final project or tech experience using present and past tense and linkers like “and,” “but,” and “because.”

Learning Outcomes:

- I can describe my role and what I did in the project
- I can write a paragraph with simple connectors
- I can explain why I chose this topic

Lesson 3: Practice Presentation + Peer Feedback

CEFR Mapping: A2 – Can practice and improve a talk based on simple feedback

Description:

Students rehearse their talk in pairs or groups and give short, helpful feedback to each other on language and clarity.

Learning Outcomes:

- I can present to a partner or group
- I can give feedback: “Speak slower” / “That was clear”
- I can improve my talk using peer suggestions

Lesson 4: Final Presentation and Reflection

CEFR Mapping: A2 – Can deliver a short prepared presentation and answer basic questions

Description:

Students deliver their final presentations and answer 1–2 simple questions. They reflect on what they learned during the course.

Learning Outcomes:

- I can give a short presentation about my topic

- I can answer one or two simple questions
- I can say what I learned and what I want to learn next

Mini-Project: Final Presentation + Written Summary

Each student prepares and delivers a short talk (2–3 minutes) with a visual (slide or poster) that includes:

- A description of their project, tool, or team experience
- A short summary paragraph
- At least one reason or preference
- Answers to at least one classmate's question