

Teacher Guide Introduction and Course Overview

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

This English for Commerce and Logistics B1 level course is designed for learners who can manage routine professional communication and are ready to participate more actively in international trade contexts. The course develops spoken and written skills needed for coordinating shipments, discussing timelines, explaining procedures, and handling common issues related to orders and delivery. Learners practice clear communication, problem-solving, and collaboration using industry-relevant language and scenarios.

Course Structure and Total Learning Hours

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

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

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

Student Success and Onboarding

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

Many adult learners are returning to education after years away from formal learning environments. These onboarding lessons provide essential time to build trust, lower anxiety, and

establish classroom routines. Students learn basic interaction patterns in English, understand expectations for participation, and start developing the study skills that will support them throughout the course. Establishing this foundation early significantly improves learner engagement, motivation, and long-term success.

Understanding the CEFR Framework

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

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

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

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

Materials and Resources

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

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

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

Assessment and Progress

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

This assessment plays a role in three critical areas:

1. Grouping and Placement:

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

1. Formative Assessment:

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

2. Summative Assessment:

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

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

Adapting the Lessons

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

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

Final Note for Teachers

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

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

English for Commerce and Logistics (CEFR B1)

Audience: Mid-level employees in retail, transportation, and logistics roles (e.g., Customs Clerk, Freight Forwarder, Dispatch Coordinator, Warehouse Supervisor)

Level: B1 (Intermediate)

Goal: Strengthen functional English for independent work, customer service, reporting, and coordination.

Duration: 36 sessions × 3 hours = 108 synchronous hours

Unit	Title	Mini-Project
0	Student Success Introduction	Success Strategies Reflection and Goals Plan
1	Describing Work and Responsibilities	Onboarding Presentation
2	Managing Daily Operations and Solving Workflow Issues	Operations Briefing Simulation
3	Safety and Procedures at Work	Workplace Safety Briefing
4	Shipping, Inventory, and Stock Control	Inventory Tracking Dialogue
5	Customer Service and Email Communication	Customer or Colleague Request Email Reply
6	International Shipping	Shipping Plan Presentation
7	Internal Communication and Teamwork	Problem-Solving Role-Play – Team Conflict Resolution
8	Final Project and Reflection	Operations Review Simulation

Unit 0: Learning to Learn – Student Success Introduction

Theme: Building learner confidence, strategies for learning English effectively, and goal setting

CEFR B1 Goals:

- Can identify learning preferences and strategies
- Can describe habits, routines, and set language learning goals
- Can reflect on personal strengths and areas for improvement
- Can write structured plans using sequence markers

Lesson 1: How Do I Learn Best?

CEFR Mapping: B1 – Can understand the main points on familiar topics; can describe preferences and habits

Description:

Students reflect on their learning styles, habits, and English study history.

Learning Outcomes:

- I can describe how I prefer to learn
- I can explain habits that help me study
- I can write a short paragraph about my learning style

Lesson 2: Setting SMART Language Goals

CEFR Mapping: B1 – Can express plans, intentions, and future goals

Description:

Learners explore SMART goals and set personal objectives for learning Business English.

Learning Outcomes:

- I can describe my short- and long-term goals
- I can write goals using SMART structure
- I can discuss plans for improving my English

Lesson 3: Tracking Your Progress

CEFR Mapping: B1 – Can describe current routines and explain changes over time

Description:

Learners develop strategies to track and reflect on progress in English learning.

Learning Outcomes:

- I can describe my study routine
- I can talk about how my English has improved
- I can reflect on progress using learning logs

Lesson 4: Overcoming Challenges

CEFR Mapping: B1 – Can explain problems and ask for/give advice

Description:

Students identify language learning challenges and explore strategies to overcome them.

Learning Outcomes:

- I can describe a challenge and how I dealt with it
- I can ask for and give advice about studying English
- I can write a paragraph about learning difficulties and solutions

Mini-Project: Success Strategies Reflection and Goals Plan

Students create a reflection and goal-setting plan with:

- A personal learning strategy
- SMART goals for the course
- Challenges and planned solutions

Unit 1: Describing Work and Responsibilities

Theme: Describing their responsibilities, department functions, and changes in tasks.

Mini-Project: Short Onboarding Presentation - Students prepare a short onboarding presentation for a new employee joining their team or department. In the presentation, they introduce their role, describe their main responsibilities, explain how their department supports the company, and give examples of their typical schedule and priorities.

CEFR B1 Goals:

- Can describe their job and main responsibilities using appropriate vocabulary
- Can have conversations such as small talk, to introduce themselves, and others
- Can explain the role and function of different departments in the company
- Can describe changes in work schedules and task assignments
- Can discuss and justify priorities in a typical workday or project

Lesson 1: Talking About Work Responsibilities

CEFR Mapping: B1 - Can describe their job and responsibilities in detail and explain how their role contributes to the organization.

Description:

Students learn to describe their position, daily tasks, and collaborative activities using key verbs and job-related expressions.

Learning Outcomes:

- I can describe my job title and department
- I can talk about my daily and weekly responsibilities
- I can explain how my role fits into the company's overall operations
- I can use common verbs for job tasks (e.g., handle, coordinate, oversee)
- I can start and respond to informal workplace conversations with colleagues (i.e., small talk)
- I can introduce myself and my role during a team meeting or site visit
- I can explain which tools or systems I use for daily tasks

Lesson 2: Describing Department Functions

CEFR Mapping: B1 - Can describe the role of different departments and how they support company operations.

Description:

Students learn to identify and describe various departments, their functions, and how they interact within the organization.

Learning Outcomes:

- I can explain how each department contributes to overall operations
- I can give examples of interdepartmental communication in my role
- I can name the key jobs in at least three departments in a company
- I can explain how different departments work together
- I can use department-related vocabulary accurately
- I can describe the roles of colleagues I interact with in other departments
- I can explain how my department interacts with others during a project or shipment
- I can describe who to contact in another department for different tasks

Lesson 3: Explaining Changes in Schedules or Roles

CEFR Mapping: B1 - Can explain changes to work schedules or roles and give reasons for these changes.

Description:

Students learn to talk about changes in work plans, using expressions to indicate cause and effect, and practice adapting to new situations.

Learning Outcomes:

- I can explain a change in my work schedule or role and say why it happened
- I can use expressions like “due to,” “because of,” and “as a result of”
- I can talk about changes that affect team members or deadlines
- I can respond professionally to last-minute changes in schedules or responsibilities”

Lesson 4: Talking About Priorities and Workload

CEFR Mapping: B1 - Can talk about daily or weekly work priorities and explain how they manage their workload.

Description:

Students learn to discuss which tasks are urgent or important, how they prioritize them, and how they manage multiple responsibilities.

Learning Outcomes:

- I can list and explain my current work priorities
- I can justify why some tasks are more urgent than others
- I can describe how I organize my time and workload
- I can use time management phrases like “tight deadline,” “high priority,” and “multitasking”
- I can explain how changing priorities affect my schedule or team
- I can compare priorities across different departments or shifts

Unit 2: Managing Daily Operations and Solving Workflow Issues**Theme:**

Developing the language skills needed to coordinate daily workflows, assign or track tasks, communicate schedule updates, and handle problems across logistics roles.

Mini-Project:

Operations Briefing Simulation – Students assume various mid-level roles (e.g., customs clerk, dispatcher, freight forwarder, warehouse supervisor). They plan a shift or delivery day,

assign tasks or track progress, and role-play handling unexpected issues (e.g., delays, absences, missing documents). They practice escalation, polite clarification, and update reporting.

CEFR B1 Goals:

- Can explain task responsibilities and coordinate schedules with colleagues
- Can identify and respond to common workflow problems
- Can ask for clarification and escalate issues appropriately
- Can deliver concise updates and confirm next steps in spoken or written form

Lesson 5: Coordinating Daily Schedules and Responsibilities

CEFR Mapping: B1 - Can coordinate tasks and confirm schedules with colleagues

Description:

Students practice assigning or confirming tasks at the beginning of the shift or day. Focus is on clear instructions, checking availability, and confirming responsibilities. Useful for warehouse supervisors, dispatchers, and freight forwarders.

Learning Outcomes:

- I can assign tasks to colleagues using polite and direct language
- I can confirm that the instructions were understood
- I can ask about a colleague's availability and responsibilities
- I can use phrases like "Can you handle...?", "You'll be in charge of...", "Are you free at...?"
- I can confirm instructions and respond with "OK, just to confirm..."
- I can explain task responsibilities during a handover or shift briefing

Lesson 6: Handling Scheduling Conflicts and Task Priorities

CEFR Mapping: B1 - Can explain task priorities and resolve scheduling conflicts

Description:

Students learn to explain urgent tasks, negotiate changes, and politely resolve conflicts. Includes practice with priority-setting phrases and clarifying expectations.

Learning Outcomes:

- I can explain which task is most urgent and why

- I can ask to reschedule or suggest alternatives politely
- I can use language like “This needs to come first because...”, “Can we push this to later?”
- I can resolve conflicts between tasks or schedules by proposing alternatives
- I can explain why a task must take priority based on customer needs or deadlines
- I can outline team responsibilities after agreeing on schedule changes
- I can use phrases like “Just to be clear, you’ll handle...”
- I can summarize agreements and next steps to avoid confusion

Lesson 7: Identifying and Escalating Operational Issues

CEFR Mapping: B1 - Can identify common issues and communicate them clearly to supervisors or partners

Description:

Students learn to describe problems (e.g., missing documents, delays, absent drivers) and escalate appropriately. Practice includes language for asking for support and confirming understanding.

Learning Outcomes:

- I can describe a delay, absence, or error clearly
- I can ask for guidance using polite escalation language
- I can report a problem using phrases like “There’s an issue with...”, “I recommend escalating this to...”
- I can clarify responsibilities after an issue is reported
- I can explain why a problem needs to be escalated and who should be informed
- I can summarize a reported issue clearly for a supervisor or team lead

Lesson 8: Providing Updates on Workflow and Deliveries

CEFR Mapping: B1 - Can give brief, structured updates on task or shipment progress

Description:

Students learn to give status updates on shipments, shift progress, customs documentation, or inventory. They practice giving short, spoken briefings and writing written updates (email or log entry). Activities focus on clarity, sequence, and professional tone.

Learning Outcomes:

- I can summarize completed tasks and what’s pending

- I can use structured phrases like “So far we’ve...”, “The issue is now resolved...”, “We’re still waiting for...”
- I can communicate agreed-upon next steps and note them in a task log or system
- I can deliver a structured spoken or written update about a task or shipment status
- I can respond to questions or follow-up requests after giving an update

Unit 3: Safety and Procedures at Work

Theme: Communicating clearly about safety procedures, hazards, and instructions in the workplace.

Mini-Project: Workplace Safety Briefing - Students prepare and deliver a short safety briefing for new employees. The briefing includes emergency procedures, essential safety signs, safe tool use, and storage rules. Students take turns giving clear spoken explanations, using sequencing and safety vocabulary. Peers can ask questions or provide feedback as part of the simulation.

CEFR B1 Goals:

- Can explain emergency and safety procedures
- Can report hazards or accidents clearly
- Can give step-by-step instructions for safety tasks
- Can describe safety signs, tools, and storage practices

Lesson 9: Explaining Emergency Procedures

CEFR Mapping: B1 - Can describe what to do in emergencies at work.

Description:

Students learn to explain steps to take during emergencies (fire, injury, evacuation) using sequencing language.

Learning Outcomes:

- I can describe basic emergency procedures (e.g., fire drill, first aid)
- I can use sequence language like “first,” “then,” “after that”
- I can explain where to go or who to contact in an emergency
- I can follow and give instructions for common workplace emergencies
- I can explain the purpose of key safety procedures to new employees
- I can use phrases like “You should leave the building” or “You must call the supervisor”

Lesson 10: Reporting Hazards or Accidents

CEFR Mapping: B1 - Can report unsafe conditions or accidents clearly and respectfully.

Description:

Students learn how to report a hazard or accident, describe what happened, and suggest actions.

Learning Outcomes:

- I can report a safety issue or incident at work
- I can describe what happened and where
- I can suggest a solution or request support
- I can use language such as “There’s a spill,” “It looks dangerous,” “Can you report this?”

Lesson 11: Giving Instructions with Sequencing Language

CEFR Mapping: B1 - Can give clear instructions for everyday tasks using sequencing words.

Description:

Students practice giving clear, step-by-step instructions for workplace processes.

Learning Outcomes:

- I can give clear instructions for using tools or completing tasks
- I can use connectors like “first,” “next,” “finally”
- I can check for understanding using polite questions
- I can follow instructions given by someone else
- I can use polite reminders and warnings when others are not following safety rules

Lesson 12: Describing Safety Signs, Tools, and Workplace Systems

CEFR Mapping: B1 - Can describe systems and procedures at work and explain simple safety instructions or signage.

Description:

Students learn to describe and explain key workplace tools, safety signs, and organizational systems relevant to their environment (e.g., emergency exits, storage procedures, equipment check-outs, or document handling systems).

Learning Outcomes:

- I can describe key safety signs and what they mean
- I can explain safety rules clearly and politely to coworkers
- I can describe how to follow a simple work procedure or system
- I can give clear spoken and written explanations of steps or rules

- I can use respectful language such as “Please remember to...” or “It’s important to...”
- I can use phrases such as: “This sign means no access without a helmet,” “This is hazardous/flammable,” “Tools must be returned to the storage cabinet after use,” and “In case of fire, follow the green exit signs.”
- I can complete or explain a basic safety checklist

Unit 4: Shipping, Inventory, and Stock Control

Theme: Managing deliveries, tracking inventory, and communicating clearly about stock and supply issues.

Mini-Project: Inventory Tracking Dialogue - Students role-play a conversation between a warehouse worker and a colleague or customer about an inventory issue. They use polite, problem-solving language to explain the issue and offer possible solutions based on their understanding of stock tracking or delivery status.

CEFR B1 Goals:

- Can talk about deliveries, delays, and logistics updates
- Can confirm or adjust order details
- Can describe inventory systems or tracking methods
- Can discuss problems related to stock or supply

Lesson 13: Talking About Deliveries and Delays

CEFR Mapping: B1 - Can talk about delivery schedules and explain or respond to delays.

Description:

Students practice confirming delivery dates, reporting delays, and managing expectations using polite and clear workplace language.

Learning Outcomes:

- I can ask about and confirm delivery times
- I can explain how a delivery delay occurred and who is affected
- I can inform a customer or colleague about a delay
- I can use expressions like “We’re expecting it by...,” “It’s running late because...”

Lesson 14: Confirming Orders and Quantities

CEFR Mapping: B1 - Can confirm or clarify product types and quantities in an order.

Description:

Students learn how to verify and confirm order details, request clarifications, and report and handle incorrect or incomplete orders.

Learning Outcomes:

- I can confirm the quantity and type of items ordered
- I can ask polite questions to clarify missing or wrong items
- I can confirm order accuracy during a phone or in-person conversation
- I can report missing or incorrect items using polite and specific language
- I can use order-related language such as “units,” “per item,” “shipment”
- I can write or say the short confirmation of an order

Lesson 15: Explaining Inventory Systems

CEFR Mapping: B1 - Can describe how inventory is recorded and tracked.

Description:

Students learn how to explain how their workplace tracks inventory, using simple systems and keywords.

Learning Outcomes:

- I can describe the system we use to track stock or products
- I can explain what happens when stock is added or removed
- I can use vocabulary like “barcode,” “SKU,” “manual entry,” “low stock alert”
- I can answer questions about how items are stored or where they are located
- I can describe how digital systems help us manage inventory
- I can explain how stock tracking tools support inventory accuracy
- I can answer common questions about item location and availability

Lesson 16: Discussing Stock Issues and Solutions

CEFR Mapping: B1 - Can explain stock problems and suggest possible solutions.

Description: Students learn to identify and explain issues such as overstock, shortages, and incorrect shipments.

Learning Outcomes:

- I can describe inventory-related issues
- I can suggest possible solutions (e.g., reordering, rescheduling)

- I can use expressions like “out of stock,” “unexpected delay,” “wrong item sent”
- I can explain the impact of stock issues on delivery timelines and customer satisfaction
- I can propose realistic solutions to stock issues based on procedures

Unit 5: Customer Service and Email Communication

Theme: Communicating effectively with internal and external customers by answering questions, managing requests, resolving problems, and writing clear, professional emails.

Mini-Project: Customer or Colleague Request Email Reply - Students read a brief request from a customer or internal colleague (such as inquiring about a delivery, requesting a document, or reporting an issue). They write a polite, professional email response that includes a clear answer, suggested next steps, and appropriate expressions, such as clarifying information, offering help, or apologizing when needed.

CEFR B1 Goals:

- Can answer customer or colleague inquiries clearly
- Can give polite updates or explanations
- Can clarify misunderstandings and check for understanding
- Can write professional emails to answer questions

Lesson 17: Answering Questions About Products or Services

CEFR Mapping: B1 - Can respond to basic inquiries clearly and helpfully.

Description:

Students learn how to answer common questions about services, processes, or tools, and ask clarifying questions when needed.

Learning Outcomes:

- I can respond to basic questions about services or procedures
- I can explain product or service options clearly and politely
- I can ask polite follow-up questions to clarify the request
- I can use phrases like “Let me check that for you” or “Could you give me more details?”
- I can refer customers to another team or department when needed

Lesson 18: Giving Updates or Apologies Professionally

CEFR Mapping: B1 - Can provide short status updates or apologize when something goes wrong.

Description:

Students practice giving brief updates, sharing both good and bad news, and apologizing respectfully and professionally.

Learning Outcomes:

- I can give polite and accurate updates about customer requests or internal tasks
- I can give progress updates and explain changes to service timelines
- I can apologize and take responsibility politely
- I can explain delays or next steps using phrases like “We’re working on it” or “It should be ready by...”
- I can manage expectations professionally

Lesson 19: Explaining Policies and Offering Solutions

CEFR Mapping: B1 - Can explain company guidelines and offer alternatives or solutions clearly and politely.

Description:

Students learn how to explain company policies and procedures clearly. They practice responding to requests or concerns in a way that maintains professionalism while focusing on finding practical solutions.

Learning Outcomes:

- I can explain a policy or procedure in a clear and professional manner
- I can acknowledge the other person’s concern while guiding the conversation toward a solution
- I can focus on what is possible and offer reasonable alternatives
- I can respond calmly and clearly to questions or concerns
- I can use expressions such as: *“What we usually do in this situation is...,” “One possible solution is...,” “I understand your concern — let me check what can be done,” “We’ll do our best to find a way forward,”* and *“Thank you for your patience — I’ll follow up shortly.”*

Lesson 20: Responding to Customer or Colleague Emails Professionally

CEFR Mapping: B1 - Can respond to customer or colleague requests in writing using clear, polite, and structured language.

Description:

Students learn to respond to emails from internal or external contacts. They practice acknowledging messages, answering questions, giving updates, and offering solutions using structured, polite, and workplace-appropriate language.

Learning Outcomes:

- I can write clear and structured replies to customer or colleague emails
- I can acknowledge concerns and respond with empathy in a written message
- I can choose a language that is polite and appropriate to the situation
- I can give polite updates and suggest next steps or solutions
- I can use expressions such as: *"In response to your question..."*, *"Here is a quick update on..."*, *"Please let me know if you'd like to discuss this further"* and *"Please feel free to reach out with any other questions"*
- I can adjust the tone of an email depending on the relationship with the recipient (internal vs. external)
- I can tailor email responses for internal colleagues versus external customers
- I can write follow-up emails if a response is delayed

Unit 6: International Shipping

Theme: Managing international shipments, shipping documents, and professional communication with customers and carriers.

Mini-Project: Shipping Plan Presentation – Students design a simple shipping plan for an international order, including method, simplified document, and customer update email. They present and justify their choices.

CEFR B1 Goals:

- Can compare and justify shipping methods in context.
- Can explain the purpose of and check simplified shipping documents.
- Can give structured, professional shipment updates by phone or email.
- Can handle shipment problems by apologizing, explaining causes, and suggesting solutions to customers.

Lesson 21 – Comparing and Choosing Shipping Methods

CEFR Mapping: B1- Can compare shipping methods and recommend an appropriate option by explaining basic trade-offs politely.

Description:

Students practice comparing and justifying international shipping methods with reasons such as speed, cost, and cargo type. They role-play advising a customer on options.

Learning Outcomes:

- I can compare shipping methods using cost, speed, and type of goods.
- I can explain trade-offs (fast but expensive, cheap but slow).
- I can justify a shipping choice to a customer or partner.
- I can use phrases to recommend an option politely.

Lesson 22 – Explaining and Checking Shipping Documents

CEFR Mapping: B1- Can explain the purpose of basic shipping documents and identify simple errors or missing information.

Description:

Students learn how to explain the purpose of simplified international shipping documents (packing list, bill of lading, commercial invoice) to customers and check them for errors or missing details.

Learning Outcomes:

- I can explain what a basic shipping document is used for.
- I can check a simplified shipping document for mistakes.
- I can describe what information is missing or incorrect.
- I can explain document details clearly to a customer or carrier.

Lesson 23 – Professional Shipping Updates

CEFR Mapping: B1 - Can give clear, polite shipping updates and confirm details by phone or email.

Description:

Students practice giving professional, customer-facing updates about international shipments by phone and email. Focus is on structuring updates and using polite, professional register.

Learning Outcomes:

- I can confirm shipment details with a customer or carrier.
- I can politely request updates from a partner.
- I can give a clear, structured shipping update by phone.
- I can write a short, professional shipping update email.

Lesson 24 – Problem-Solving with Customers

CEFR Mapping: B1 - I can deal with routine shipment problems by apologizing, explaining the cause, and agreeing on next steps.

Description:

Students practice handling shipment problems such as customs delays, damage, or missing items. They role-play apologizing, explaining causes, and negotiating simple solutions with customers.

Learning Outcomes:

- I can apologize formally for a shipment problem.
- I can explain clearly why a problem happened.
- I can suggest simple solutions or alternatives.
- I can negotiate politely with a customer to agree on next steps.

Unit 7: Internal Communication and Teamwork

Theme: Building practical communication skills for teamwork, including giving and receiving feedback, clarifying misunderstandings, and resolving conflicts to support a positive and productive work environment.

Mini-Project: Problem-Solving Role-Play – Team Conflict Resolution

Students role-play a scenario where two team members disagree about a work process or task. They practice expressing their opinions clearly, listening actively, and collaboratively finding a compromise or solution.

CEFR B1 Goals:

- Can share suggestions and feedback respectfully
- Can discuss team goals and offer support
- Can clarify misunderstandings to avoid confusion
- Can participate constructively in brief team discussions and conflict resolution

Lesson 25: Sharing Suggestions and Feedback

CEFR Mapping: B1 - Can give and receive feedback politely and constructively.

Description:

Students practice expressing opinions and suggestions clearly and respectfully. They also learn

phrases to accept or ask for feedback.

Learning Outcomes:

- I can share my ideas or suggestions politely
- I can give positive and constructive feedback
- I can ask for clarification or more details
- I can use expressions like “I think we could try...,” “What do you think about...?” and “Thanks for your feedback.”

Lesson 26: Discussing Team Goals and Offering Support

CEFR Mapping: B1 - Can talk about team objectives and offer help or support to colleagues.

Description:

Students discuss common team goals and practice ways to encourage and support coworkers.

Learning Outcomes:

- I can explain team goals and tasks clearly
- I can offer help and ask how I can support others
- I can use language such as “Let’s work together to...,” “How can I help with...?” and “We need to meet this deadline.”

Lesson 27: Clarifying Misunderstandings

CEFR Mapping: B1 - Can identify and resolve communication misunderstandings politely.

Description:

Students learn how to recognize when there is confusion or misunderstanding and practice polite clarification techniques.

Learning Outcomes:

- I can recognize signs of misunderstanding and ask for clarification politely
- I can explain my point of view clearly if misunderstood
- “I can restate instructions or opinions in different ways to avoid confusion
- I can use phrases like “Could you please explain that again?” “I’m not sure I understand,” and “Do you mean that...?”

Lesson 28: Participating in Team Meetings and Solving Conflicts

CEFR Mapping: B1 - Can take part in short team meetings, express opinions, and help resolve conflicts.

Description:

Students practice participating in brief meetings by sharing updates, asking questions, and handling disagreements professionally through role-playing conflict resolution based on different scenarios.

Learning Outcomes:

- I can give short updates and ask relevant questions
- I can express agreement or disagreement respectfully
- I can help find a compromise or solution during conflicts
- I can use expressions such as “I see your point, but...,” “Let’s find a way to...,” “How about we try...?” “I see what you’re saying,” “Let’s agree to revisit this”
- I can identify when to resolve a conflict myself or involve a supervisor
- I can organize information clearly and include action points
- I can use phrases like “Following our discussion...” or “Next steps include...”
- I can document team decisions and assigned tasks after a meeting”
- I can summarize meeting discussions for absent team members

Unit 8: Final Task and Review

Theme:

Bringing together communication skills through realistic workplace simulations and personal reflection. Learners complete a multi-stage task based on their role (e.g., dispatch coordinator, customs clerk) and reflect on their development as professional English users.

Mini-Project: Operations Review Simulation – Each learner selects a typical communication challenge from their job role (e.g., reporting a shipping delay, leading a handover, responding to a customer complaint). They prepare a short oral presentation explaining how they handled it (or would handle it), submit a follow-up message or log entry, and participate in a reflective discussion.

Lesson 29: Preparing to Present a Workplace Challenge or Task

CEFR Mapping: B1 - Can plan and organize ideas for a short, structured oral presentation about a familiar situation.

Description

Learners select a real or typical workplace situation (e.g., coordinating a delivery, resolving a complaint, or handing over a shift) to prepare a short presentation. They plan their ideas, practice structuring their message, and identify useful phrases from earlier units.

Learning Outcomes:

- I can select a work-related communication situation that I am confident describing
- I can plan my talk using a clear beginning, middle, and end
- I can organize my ideas with linking words like “first,” “then,” “finally”
- I can choose key phrases I’ve learned that fit my chosen situation
- I can make my talk easy to follow using a clear structure and simple language.

Lesson 30: Delivering a Short Presentation or Report

CEFR Mapping: B1 - Can give a clear, prepared presentation on a familiar topic and respond to questions.

Description:

Learners deliver a brief presentation based on their prepared workplace scenario, utilizing job-relevant vocabulary and effective communication strategies. Scenarios may include reporting an issue, briefing a team, or handling a customer inquiry. Peers ask follow-up questions to simulate real interaction.

Learning Outcomes:

- I can deliver a clear and organized update about a task, issue, or routine
- I can explain what happened, what I did, and what the result was
- I can use job-related vocabulary from earlier units
- I can answer simple follow-up questions politely
- I can respond when I don’t understand a question (e.g., “Could you repeat that?”)

Lesson 31: Writing a Follow-Up or Summary Message

CEFR Mapping: B1 - Can write a short, structured message or report describing an event, task, or update.

Description:

Learners write a brief follow-up message based on their project (e.g., an email to a supervisor, a summary for a team, or a logbook entry). They focus on clarity, tone, structure, and appropriate use of language.

Learning Outcomes:

- I can write task summaries or customer responses that reflect real-world work scenarios.
- I can use a polite, professional tone depending on the audience
- I can report what happened and what action was taken
- I can highlight results or next steps
- I can revise my message to improve clarity or formality

Lesson 32: Reflecting on Communication Growth and Future Goals

CEFR Mapping: B1 - Can reflect on learning experiences and describe areas for future improvement.

Description:

Learners review their progress across the course by discussing moments when they communicated well and areas where they still struggle. They create a short reflection plan to guide future practice at work.

Learning Outcomes:

- I can describe my communication strengths and where I feel more confident
- I can explain a situation where my English helped me succeed
- I can identify common challenges I still face (e.g., speaking on the phone)
- I can write 2–3 specific goals for improving my communication
- I can give constructive feedback to my peers using polite language