- **Course Title:** English for Software Engineering **(Student Success Introduction)**
- **CEFR Level:** B1
- **Lesson Number:** 1
- **Topic:** How Do I Learn Best?
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can describe how they prefer to learn
    - Can explain habits that help them study
    - Can write a short paragraph about their learning style

Materials

- Handouts / Worksheets:
    - Learning Styles Quiz
    - Sentence Practice
    - Pair Interview Worksheet
    - Writing Task – My Learning Style

- Audio/Video Files:
    - Visual, Auditory, and Kinesthetic Learning Styles

- Required Tech:
    - Whiteboard and markers
    - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
habit	something you do regularly	“I have a habit of studying every morning.”	N
strategy	a way or method to do something	“My strategy is to use flashcards.”	Y
improve	to make something better	“I want to improve my listening.”	Y
focus	to give attention to something	“I focus better when I study alone.”	Y
prefer	to like something more	“I prefer learning with music.”	N

Lesson Structure (PPP)

- Warm-Up Review (10 mins): Study Habit Charades
    - Step 1: Write 4–5 study habits on the board: reading, writing, listening, speaking, reviewing notes.
        - Say: “Today we’re going to act! One student acts out a study habit. No words. Your team will guess!”
    - Step 2: Model with one: Pretend to write. Ask: “What am I doing?” → Elicit: “You are writing.”
    - Step 3: Divide class into 2–3 groups. Each group sends one student to act, the group guesses aloud. Rotate.
    - Teacher can praise with quick feedback.

I. Presentation

- Vocabulary Introduction (10-15 mins):
    - Write the 5 key words on the board: habit, strategy, improve, focus, prefer.
        - Say each word, have students repeat 2–3 times.
    - Write example sentences on the board. Ex: “I focus better when I study at night.”
        - Ask students: “Can you give me your own sentence?” (E.g., “I prefer studying with music.”).
    - Correct gently and repeat the correct form.

- Grammar/Function Focus (10-15 mins):
    - How to Explain It to Students (in B1-friendly language):
        - “Now we’re going to practice speaking in the present simple to describe learning habits, but in a fun way! It’s called Popcorn. Here’s how it works:
            - One student will say a sentence like: ‘I usually study at night.’
            - Then they say ‘Popcorn, David!’ and choose another student.
            - That student says a new sentence, like: ‘She watches videos to learn.’
            - Then they say ‘Popcorn…’ and pick someone new.
            - You can use your real name or make it up. Ready?”
    - How to Run It (Step-by-Step):
        - Do 2–3 Examples with You and Volunteers to model the rhythm and idea. Be playful and supportive.
    - Begin the Game
        - Choose one confident student to start.
        - That student says a sentence and then “popcorns” another student.
        - Continue around the room until everyone has gone.
        - Offer Praise + Correction Supportively
        - Repeat correct models when needed.

        - Use positive reinforcement: thumbs up, claps, “Nice one!”
    - Optional Variations:
        - Let them use their own name, or workplace roles for personalization.
        - Hold up a flashcard (e.g., picture of a computer) to prompt a sentence using “He prefers learning on a computer.”
        - For quiet classes, prepare cards they can draw from if they don’t know who to popcorn.

- Mini-Lecture & Guided Discussion: What Are Learning Styles? (10-15 mins)
    - Step 1: Introduce the Concept
        - Write on the board: Visual, Auditory, Kinesthetic
        - Ask: “What do these mean? Can you guess? (Accept ideas, even if incorrect)
    - Step 2: Show Slide or Video
        - Use a short video or slide deck showing examples:
            - Visual = learning by seeing (pictures, charts, colors)
            - Auditory = learning by hearing (talking, music, discussion)
            - Kinesthetic = learning by doing (movement, hands-on)
    - Step 3: Students complete the Learning Styles Quiz (handout).
    - Students read the statements (checkbox style).
    - They tick what applies to them.
    - Teacher asks: “Which one are you?” and students share briefly in pairs.
    - **Materials:** Whiteboard and markers, projector, Learning Styles Quiz handout, Visual, Auditory, and Kinesthetic Learning Styles

II. Practice

- Controlled Practice Activities (gap fills, interviews) (5-10 mins)
    - Distribute worksheet. Students complete fill-in-the-blank sentences with study habit phrases “I learn best when…”, “My strategy is…”, “I want to improve…”
    - Review answers orally together. Encourage students to check with a partner.
    - **Materials:** Sentence Practice handout

[20-Minute Break]

- Pair Interviews: Learning Styles (5-10 mins)
    - Step 1:
        - Teacher models with a student:
            - A: “Hi, I’m Sara. I’m a kinesthetic learner. I learn by doing. What is your learning style?”
            - B: “I’m a visual learner. I focus when I see pictures.”
    - Step 2: Students interview partners.
        - Rotate partners once.
    - Teacher monitors, assists with vocabulary.

    - **Material:** Pair Interview handout
- Reflection (5 mins)
    - Ask students to share one thing they learned about their partner. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

III. Production

- Paragraph Writing: My Learning Style (15-20 mins)
    - Students respond to handout prompts, or teacher writes prompts on the whiteboard ("What is your learning style? What habits help you study? What would you like to improve?").
        - On handout, or in notebook, students write responses in a short paragraph (5-6 sentences).
        - Walk around to assist.
    - Peer Feedback: Give the class a simple checklist on board:
        - Did they identify their learning style?
        - Did they explain their habits?
        - Did they have an improvement goal?
            - Students review each other's work in pairs and offer positive feedback.
    - **Materials:** Writing Task - My Learning Style handout

- Error Correction and Recap (5 mins):
    - Go over 2-3 common errors heard during group work. Write corrected versions on the board. Practice correct versions together.

IV. Digital Tool Introduction - 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

- Vocabulary Review Game (5 mins)
    - Teacher says definition. Students shout the word.
    - Example: Teacher: "To make something better." Students: "Improve!"

- Self-Reflection (5 min)
    - Hand-out slips or paper, or have each student say aloud:

- Students write “Today I learned how to…” and “Now I can say…”
- Collect or students read aloud.

Optional Independent Practice

- Watch a short video on “How do you learn best?” (link provided)
- Write 5 sentences about your learning style

Notes for the Instructor

- Keep pace to stay within time limit
- Model all tasks briefly but clearly
- Recycle vocabulary during wrap-up

- **Course Title:** English for Software Engineering **(Student Success Introduction)**
- **CEFR Level:** B1
- **Lesson Number:** 2
- **Topic:** Setting SMART Language Goals
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe my short and long-term business goals.
    - I can write goals using SMART structure.
    - I can discuss plans for improving my English.

Materials

- Handouts / Worksheets:
    - SMART Goals
- Audio/Video Files:
    - How to Set SMART Goals: Goal Setting for Businesses)
- Required Tech:
    - Whiteboard and markers
    - Projector or screen

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
goal	something you want to achieve	“My goal is to improve my speaking skills.”	Y
SMART	Specific, Measurable, Achievable, Relevant, Time-bound	“I set SMART goals to be successful.”	Y
specific	clear and detailed	“My goal is specific: I want to learn 20 new words this week.”	N
measurable	easy to measure or check	“I can measure my progress by taking tests.”	Y
achievable	possible to do	“It’s achievable if I study every day.”	Y
relevant	related to my needs	“Improving business English is relevant to my job.”	Y

time-bound	having a deadline	“I want to reach my goal in three months.”	Y

Lesson Structure (PPP)

- Warm-Up Review (10-15 mins): How Do I Learn Best?
    - Step 1: Write on the board: “Learning Style, Study Habits, Improvement Goals”
        - Ask students to work in pairs to discuss: “What is your learning style?”, “What is one good habit that helps you study?”, “What do you want to improve in your English?”
    - Step 2: Give sentence starters on the board:
        - “My learning style is ___.”
        - “A good habit I have is ___.”
        - “I want to improve ___.”
    - Step 3: After 7–8 minutes, ask 3 pairs to share one answer with the class.
        - Model good pronunciation and sentence structure as they speak.
        - Encourage students: “Great! Remember, knowing how you learn will help you set good goals.”

I. Presentation

- Vocabulary Introduction (10-15 mins):
    - Use board to introduce 7 key vocabulary words (goal, SMART, specific, measurable, achievable, relevant, time-bound). Say each word, have students repeat 2–3 times.
    - Ask student volunteers to write the words in simple sentences on the board, and to suggest icons for the words. Example: “I can measure my progress with tests.”
    - Ask students to give their own example for each word. Example: “I want to learn twenty new words every month.”
    - Check understanding by asking concept questions:
        - “What does ‘time-bound’ mean?”
        - “Can a goal be achievable but not relevant? Why?”
- Grammar/Function Focus (10-15 mins):
    - Explain that today’s focus is on talking about future plans and intentions using “will” and “going to.”
        - Model the difference, and write model sentences on the board:
            - “I will study more vocabulary.” (decision made now)
            - “I’m going to take a speaking class.” (planned action)
    - Controlled practice:
        - Students complete sentence starters in notebooks or orally:
            - “I will ___ to improve my English.”
            - “I’m going to ___ next month.”
        - Use pair practice. Students ask and answer:

                - “What will you do?”
                - “What are you going to do?”
            - Offer Praise + Correction Supportively
            - Provide error correction by repeating correct versions.
            - Encourage students to use new vocabulary words in their sentences.

- Mini-Lecture & Guided Discussion: What Are SMART Goals? (10-15 mins)
    - Step 1: Introduce the Concept (play the SMART Goals video: How to Set SMART Goals: Goal Setting for Businesses
        - Explain each SMART element with simple examples on whiteboard:
            - Specific: “I want to learn 20 new business words.”
            - Measurable: “I will test myself every Friday.”
            - Achievable: “I can learn 20 words in a week.”
            - Relevant: “These words help me at work.”
            - Time-bound: “I will do this in one month.”
        - Show an example SMART goal on the board, or with printable handout (SMART Goals) and read aloud.
            - Ask: “Why is this goal good?” (Accept ideas, even if incorrect)
    - Step 2: Pair activity:
        - Students write 2-3 SMART goals about their English learning
            - Circulate and check for understanding.
            - Invite some students to share their goals with the class.
            - Provide positive feedback, model corrections gently, and prompt further discussion.
                - “What does ‘specific’ mean in your goal?”
                - “How can you make your goal measurable?”
                - “Is your goal achievable? Why or why not?”

II. Practice

- Controlled Practice Activities (20 mins)
    - Distribute goal-setting worksheet
        - Step 1: Students brainstorm ideas for short-term and long-term goals.
        - Step 2: Using sentence starters and vocabulary, write goals in SMART format.
        - Step 3: Pair work: Exchange goals and give feedback using prompts:
            - “Is your partner’s goal specific?”
            - “Can they measure their progress?”
        - Monitor and assist pairs with vocabulary, grammar, and pronunciation.
        - After pairs revise goals, some share with the whole class.

- Reflection (5 mins)

    - Individually, students write a short paragraph answering:
        - "What is my most important goal?"
        - "How will I achieve it?"
        - "What challenges might I face?"
    - Encourage use of target vocabulary and future tense structures:
        - "My most important goal is ___."
        - "I will achieve it by ___."
        - "The challenge might be ___."
    - Volunteers read paragraphs aloud.

[20-Minute Break]

III. Production

- Goal-Setting Interviews (20 mins)
    - In pairs, students interview each other about their goals using a question list. Write on board ("What is your short-term goal?", "How will you achieve it?", "What will you do if it is difficult?").
        - Model a sample interview with a volunteer to demonstrate flow and language.
        - Encourage follow-up questions for deeper conversation:
            - "Why is this goal important?"
            - "How often will you practice?"
    - Peer Feedback: Give the class a simple checklist:
        - Can I summarize my partner's goal?
        - Did they explain it clearly?
        - Did they make it SMART?

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

- Vocabulary Review Game (10 mins)
    - Word match or quiz using today's 7 key vocabulary words
        - Play a vocabulary quiz or matching game with target words.
- Self-Reflection (5 mins)
    - Hand-out slips of paper, or have each student respond to speaking prompt:
        - Students write or say "Today I learned how to…"
        - Collect or students read aloud.

Optional Independent Practice

- Write three SMART goals for English learning.
- Track your progress on these goals daily or weekly.

Notes for the Instructor

- Model all tasks clearly and slowly.
- Use repetition and drilling for vocabulary.
- Support weaker learners with sentence starters.
- Encourage detailed answers in speaking and writing.
- Praise all attempts to build confidence.

- **Course Title:** English for Software Engineering **(Student Success Introduction)**
- **CEFR Level:** B1
- **Lesson Number:** 3
- **Topic:** Tracking Your Progress
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe my study routine
    - I can talk about how my English has improved
    - I can reflect on progress using learning logs

Materials

- Handouts / Worksheets:
    - Student Learning Log

- Required Tech:
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
monitor	to observe or check something regularly	"I monitor my progress using a weekly checklist."	Y
outcome	the result of an action or process	"The outcome of daily practice is better fluency."	Y
adjust	to change slightly to improve something	"I adjusted my schedule to include more speaking time."	Y
record	to write down or keep track of information	"I record new vocabulary in my notebook."	N
pattern	a repeated or regular way in which something happens	"I noticed a pattern in my grammar mistakes."	N
reflection	careful thinking about what you have done or learned	"Reflection helps me understand what works in my study."	Y

Lesson Structure (PPP)

- Warm-Up Review (15 mins): SMART Goals Pair Activity
    - Step 1: SMART Goals Review (5 mins)
        - Say to students: “Last lesson, we talked about SMART goals — specific, measurable, achievable, relevant, and time-based. You each created your own short- and long-term language goals. Today, we’re going to focus on tracking your progress and describing your routines.”
        - Write the SMART acronym on board or show slide, and briefly review what each part means:
            - S = Specific
            - M = Measurable
            - A = Achievable
            - R = Relevant
            - T = Time-based
        - Ask students to volunteer or call on students to answer in one word or short phrases what each part means in their own words, and elicit examples (e.g., “Achievable means I can do it.”).
    - Step 2: Goal Review (7 mins)
        - Say: “Now, with your partner, share one of the SMART goals you wrote last class. Try to explain why it’s important and what actions you plan to take to reach it.”
        - Provide the following sentence frames on the board or screen:
            - One of my goals is to…
            - This goal is important because…
            - To reach this goal, I plan to…
        - Circulate and listen to pairs. Prompt students to use their notes from Lesson 2 if they can’t remember their goal.
    - Step 3: Class Debrief (3 mins)
        - Ask 2–3 students to share their SMART goal. Use follow-up questions like:
            - “How will you know you’re making progress?”
            - “What challenges might you face?”
        - Write good examples on the board.
    - Step 4: Transition to Lesson 3:
        - Say: “Great, now that we’ve reviewed your goals, it’s time to talk about how to track your progress and describe what you’re doing to reach those goals. Today we’ll also practice talking about your routines and how they’ve changed over time.”

I. Presentation

- Vocabulary Introduction (15 mins)

- Use the board to introduce six key vocabulary words: monitor, outcome, adjust, record, pattern, reflection:
  - Say each word clearly and have students repeat 2–3 times.
  - Write or show a quick visual or example for each to make the meanings concrete:
    - monitor – eye icon or graph screen (watch or check regularly)
    - outcome – checklist with result mark (final result or effect)
    - adjust – edit or settings icon (change something slightly)
    - record – notebook or app icon (write down or save information)
    - pattern – small chart showing a trend (something that repeats)
    - reflection – mirror or thought bubble icon (thinking about what worked)
- Ask students to connect each word to their own learning or work habits:
  - "Can anyone give a sentence using *monitor* in your learning or at work?"/"Which of these words connects to how you study or manage your tasks each week? How?"
  - For students who need more support, model sentence frames: "I monitor my progress using an app."/"I record my results in a notebook."/"I adjust my plan when I'm too busy."

- Grammar/Function Focus (15 mins):
  - Describe study/work habits and routine:
    - Practice using the *present simple* and *present perfect* to describe work habits and routines, the way we do in short team updates or stand-up meetings at the office. Each person will give a short status update about something they usually do at work and something they've done recently."
      - Example:
        - "I usually check my email in the morning."
        - "I have checked all my emails today."
  - Step 1: Set the scene
    - Tell students: "You're in a short team meeting. Each person gives a quick update about their daily or weekly tasks."
    - Optional: Assign roles to make it realistic (e.g., *Project Manager, Analyst, Team Lead, Marketing Assistant*).
  - Step 2: Model 2–3 Example:
    - Teacher: "I usually send reports every Friday."
    - Volunteer: "I have sent three reports this week."
    - Emphasize tone, clarity, and natural rhythm (avoid overly playful delivery).
  - Step 3: Begin the Round
    - Choose one confident student to start.
    - Each student says a present simple sentence about a routine work habit, then calls on another student to give a similar sentence in the present perfect.

        - Continue around the room until everyone has participated.
    - Offer Feedback & Reinforcement:
        - Correct gently and naturally: "Good, *I've sent three reports this week.*"
        - Use professional praise: "Nice update," "Clear summary," "That sounds realistic."
    - Optional Variations:
        - Use study prompts (e.g., "I have studied English three times this week." / "I've written three English emails today.").
        - For quieter groups, use a name list or draw cards to decide who speaks next instead of "popcorn."

- Mini-Lecture & Guided Discussion: Why Tracking Progress Matter (10-15 mins)
    - Step 1: Introduce the Concept
        - Say: "Tracking helps us know what's working and where we need to improve. If we don't track, we may repeat the same mistakes."
        - Ask: "What are the benefits of tracking your progress? Can you guess? (Accept ideas, even if incorrect)
    - Step 2: Gather ideas on the board. Guide students toward key benefits if not mentioned:

Benefit	**Why It Helps**
Motivation	Seeing improvement increases confidence
Accountability	Reminds you to stay on track with your goals
Personalization	Helps you adapt study techniques based on results
Focus	Keeps your learning goals clear and organized

II. Practice

- Controlled Practice Activities (Learning Log practice) (15 mins)
    - Distribute log template worksheet, or display digitally. Students complete log entries using these guided prompts. Ask students to write in full sentences using today's vocabulary if possible:
        - What did I study this week?
        - What helped me learn?
        - What didn't work well?
        - What do I want to do differently next week?
    - Prompt students by saying: "Think about your listening, speaking, reading, or writing; what stands out to you?"
- **Materials:** Student Learning Log handout

[20-Minute Break]

- Pair Interviews: Learning Log reflections (5 mins)
    - Pair students to share at least one reflection from their log.
    - Prompt them to ask follow-up questions like:
        - "What surprised you?"
        - "What would you change about your study habits?"
    - Students work in pairs. Rotate pairs after a few minutes to practice with a new person. Monitor and assist, offering help with pronunciation or missing vocabulary.
- Reflection (5 mins)
    - Ask students to share one thing they learned about their partner. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

III. Production

- Speaking Activity: Learning Interview Roleplay (25 mins)
    - In pairs, students respond to prompts. One is a podcast interviewer, the other a language learner.
        - Provide prompt cards, or write or display on the board ("What do you do to improve your English? How has your learning changed this year? What's your study routine like?").
        - Students switch roles when finished.

- Error Correction and Recap (5 mins):
    - Go over 2-3 common errors heard during group work. Write corrected versions on the board.
    - Choose 2–3 pairs to perform a short excerpt for the class.

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

- Vocabulary Review Game (5 mins)
    - Word match using today's 6 key vocabulary words
        - Call on students to define words or match definitions

- Self-Reflection (5 min)
    - Hand-out slips or paper, or have each student say aloud:
        - "Today I learned _____."
        - "One strategy I will try next week is _____."
        - "My study routine is changing because _____."

Optional Independent Practice

- Keep a daily learning log for one week.
- Prepare one highlight to share in the next lesson.

Notes for the Instructor

- Monitor language accuracy during role-play and Padlet posts.
- Provide differentiated log prompts as needed.
- Consider pairing stronger students with those who need more support.
- Reinforce Present Perfect in feedback moments ("You've really started to use new vocabulary!").

- **Course Title:** English for Software Engineering **(Student Success Introduction)**
- **CEFR Level:** B1
- **Lesson Number:** 4
- **Topic:** Overcoming Challenges
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - 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.

Materials

- Handouts / Worksheets:
    - Roleplay: Giving and Receiving Advice

- How To Overcome Challenges in Learning English (Tips & Tricks)

- Required Tech:
    - Whiteboard and markers
    - Sticky notes

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
obstacle	something that makes progress difficult	“Time was my biggest obstacle to studying daily.”	Y
barrier	a circumstance preventing progress	“Lack of resources is a major barrier to learning.”	Y
persistence	the quality of continuing despite difficulty	“Her persistence helped her succeed.”	Y
distraction	something that prevents concentration	“My phone is a common distraction when studying.”	N
solution	a way to solve a problem	“My solution was to join a speaking club.”	Y

Lesson Structure (PPP)

- Warm-Up Review (10 mins): Tracking Your Progress
    - Step 1: Keywords (5 mins)
        - Write these keywords on the board or display (track, goal, progress, routine).
            - Ask for volunteers or call on a student to give one word or short answer describing what each word means to them.
        - In pairs, students answer and discuss:
            - "What did you do this week to track your progress?"
            - "What strategy worked best?"
    - Step 2: Call on 2-3 volunteers to share their answers. (5 mins)
        - Prompt with:
            - "What did you use to track your learning?"
            - "Was it easy to follow your plan? Why or why not?"

I. Presentation

- Vocabulary Introduction (10 mins):
    - On the board to introduce 6 key vocabulary words (obstacle, barrier, persistence, strategy, distraction, solution). Say each word, have students repeat 2–3 times.
    - Display a simple visual or icon next to each word to support understanding:
        - obstacle – roadblock or mountain image ⛰️ (something that makes progress difficult)
        - barrier – wall or fence 🧱 (something that stops movement or communication)
        - persistence – person climbing stairs 🧗 (continuing even when it's hard)
        - strategy – chess piece or plan diagram ♟️ (a planned way to reach a goal)
        - distraction – phone or noise symbol 📳 (something that takes attention away)
        - solution – light bulb or puzzle piece 🧩 (the answer to a problem)
    - Write each word and a clear example sentence on the board:
        - *"A big obstacle in my learning is time."*
        - *"My strategy is to study early in the morning."*
        - *"Noise is a distraction when I read."*
    - Ask students to give their own example sentence for each word, linking to their workplace or study experience.

- Listening Activity (15 mins):
    - Introduce the video: Dealing with Learning Challenges (How To Overcome Challenges in Learning English (Tips & Tricks))
        - Explain that they'll listen for challenges and solutions.
        - Set two key questions:
            - "What challenge does each speaker describe?"

        - "How did they solve the problem?"
    - How to Run It (Step-by-Step):
        - First play-through for general understanding. Pairs discuss answers.
        - Second play-through students complete a chart, give example on the board:

Challenge	Solution

    - Follow-up Discussion Questions:
        - "Which strategy would you like to try?"
        - "Did anything surprise you?"

- Mini-Lecture & Guided Discussion: Common Learning Challenges (15 mins)
    - Step 1: Introduce the concept
        - Write five categories on the board: Time, Confidence, Memory, Environment, Other.
            - Explain: "These are common areas where people face learning challenges — at work, in training, or in language study."
    - Step 2: Brainstorm in pairs or groups
        - Give each group a small set of sticky notes or slips of paper.
        - Ask students to write one challenge per note and place or tape it under the correct category on the board or wall.
            - Example prompts:
                - Time: "I don't have enough time to study after work."
                - Confidence: "I'm afraid to speak English in meetings."
                - Memory: "I forget new vocabulary quickly."
                - Environment: "My office is too noisy to concentrate."
                - Other: "I get distracted by my phone."
    - Step 3: Review and discuss as a class
        - Read a few examples from each category aloud.
        - Guide the discussion using questions such as:
            - "Which challenge is most common in our class?"
            - "Do you see any patterns?"
            - "What strategies could help overcome these challenges?"
    - Step 4: Conclude the discussion
        - Summarize main ideas on the board (for example: better scheduling, more practice time, study in quiet places).
        - Connect the discussion to upcoming lessons on learning strategies and personal development plans.

II. Practice

- Roleplay: Giving and Receiving Advice (15 mins)
    - Give each student the Roleplay: Giving and Receiving Advice worksheet, and explain the instructions.
        - Students work in pairs:
            - Student A explains the challenge.
            - Student B gives 2–3 pieces of advice using modals (should, could, might want to).
            - After 3–4 minutes, rotate pairs.
        - Display or write model sentence starters on the board:
            - “You might want to…”
            - “Maybe you could…”
            - “Have you tried…?”
            - “You should try…”

[20-Minute Break]

- Individual Writing Practice: Personal Challenge & Solution (10 mins)
    - Students respond to this prompt:
        - “Write about one challenge you’ve had learning English. What caused it? How did you deal with it or how do you plan to deal with it?”
            - Use at least two new vocabulary words
            - Write 4-5 full sentences
    - Optional: Peer exchange and give one helpful comment using modals. For example:
        - “You could explain the reason more clearly.”
        - “You might want to add another sentence.”
        - “You should check the verb tense here.”

- Reflection (5 mins)
    - Ask students to share one thing they “learned” about their partner in the roleplay. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

III. Production

- Fluency Activity: Help Me Out! (15 mins)
    - Students form two lines or two circles (facing each other):
        - Partner A describes a real or imaginary learning challenge.
        - Partner B gives advice using modal verbs.
        - After 2-3 minutes, rotate and repeat with a new partner.
    - Display or write challenge prompts on board:
        - “I always forget vocabulary.”
        - “I don’t understand fast speakers.”

        - "I'm too tired after work to study."
    - Before and during the activity, prompt students with:
        - "Let's give advice that's useful and realistic."
        - "Remember to use full sentences with modals."
- Error Correction and Recap (5 mins):
    - Go over 2-3 common errors heard during the activity. Write corrected versions on the board. Practice correct versions together.

IV. Mini-Project: Success Strategies & Goals Wall (45 mins)

- Step 1: Introduce the task
    - Explain that students will create a poster titled "Success Strategies & Goals Wall."
    - Frame the activity as building a professional "team knowledge base" or "learning playbook," where each participant contributes useful insights and goals.
- Step 2: Explain what to include
    - Each poster should have three clear sections written in complete sentences:
        - Personal Learning Strategy
            - Describe one method or habit that helps you learn English or work more effectively. Example: "I review new business vocabulary every morning before work."
        - Two SMART Goals
            - Write two goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. Example: "I will learn ten new business words every week for the next month."
        - One Challenge and Planned Solution
            - Describe a current challenge and explain how you plan to overcome it. Example: "Challenge: I often forget to study after work. Solution: I'll review my notes for ten minutes during my coffee break."
- Step 3: Support language variety
    - On the board, create a simple "Modal Variety Meter" to encourage alternatives to *should*:
        - could / might / can / have you tried… / one way to…
    - Remind students to use these modals when giving advice or writing solutions.
- Step 4: Create posters (30 mins)
    - Students create their posters individually or in pairs using paper or digital slides.
    - Remind them to use clear headings, full sentences, and organized sections.
    - Circulate and check that their goals connect to the SMART model.
- Step 5: Share and discuss (15 mins)
    - Display all posters around the room for a gallery walk.
    - Students read two or three others' posters and write one follow-up question or suggestion on a sticky note.
    - Discuss as a class:
        - "What common challenges did you notice?"

        - "Which strategies might help you the most?"
- **Materials:** Large paper or poster sheets, markers, sticky notes, tape.
- Teacher Prompts (throughout the activity)
    - "What do you want to achieve in the next month?"
    - "What strategy has helped you the most so far?"
    - "What might stop you from reaching your goal — and what could help?"
    - "How can we support each other in reaching our goals?"

V. Wrap-Up

- Vocabulary Review Game (5 mins)
    - Word match on board using today's 6 key vocabulary words
        - Call on students to define words or match definitions

- Self-Reflection (5 min)
    - Hand-out slips or paper, or have each student say aloud:
        - Students write:
            - "Today I learned…"
            - "One strategy I will use in my real life is…"
            - "A challenge I feel more ready for is…"
        - Collect or students read aloud.

Optional Independent Practice

- Watch the TED-Ed video "The Psychology of Self-Motivation" by Scott Geller (5:40 min): The psychology of self-motivation | Scott Geller | TEDxVirginiaTech

Notes for the Instructor

- Ensure activities stay within time to allow for the full mini-project.
- Model examples of giving advice using modals ("You could…", "You might want to…") during the Practice stage.
- Monitor pair and group work to check that learners are using functional language for describing challenges and offering advice.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 1
Topic: My Role and Responsibilities
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives: (Aligned with CEFR descriptors)

- I can describe my job title, daily tasks, and main responsibilities in detail.
- I can explain how my role fits into the team workflow.
- I can write a short, detailed paragraph describing my role and responsibilities.

Materials:

- Vocabulary handout with definitions and example sentences
- Reading text: *A Day in the Life of a Front-End Developer*
- Comprehension question sheet
  Sentence-building worksheet
- Job role cards for information gap activity

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
job	the work you do to earn money	*What is your job?*	N
role	the part you play in a company or team	*My role is to design websites.*	Y
task	a piece of work you must do	*One of my tasks is to test the app.*	Y
responsibility	something you must take care of at work	*My responsibility is to check for bugs.*	Y
team	a group of people working together	*I work in a small team of developers.*	Y
manager	the person who leads a team	*Our manager gives us new tasks.*	Y
project	planned work with a goal	*We are working on a big project now.*	Y
tool	something you use to do work (software or object)	*GitHub is an important tool for us.*	Y
problem	something that is not correct and needs fixing	*We had a problem with the login page.*	Y

solution	the answer to a problem	*The solution was to update the code.*	N

Lesson Structure (PPP)

Warm-Up Discussion (10 min)

- Teacher writes 2 questions on the board, tells students to think, pair, share:
    1. What is your current role or a role you know well?
    2. What are some daily tasks in that role?
- Students first think about their answers to themselves, then discuss their thoughts with a partner, finally sharing together as a class.
- Look for answers like: “I am a QA Automations Engineer, I make sure the website is working and if there is a problem I work to fix any issues we have.”

I. Presentation (50 minutes)

Vocabulary Introduction (15 min)

- Write vocabulary words on the board. Ask students if they recognize these words. If they do, ask them to give a definition or example sentence and write it next to the word.
- Example sentences:
    - *My main **responsibility** is to maintain the company’s website.*
    - *We **collaborate** with the design team every week.*

Listening/Reading Model (25 min)

- Teacher passes out A Day in the Life of a front-end developer
- Have students read it alone or in pairs
- Teacher reads the text aloud and records themselves reading it, sends the recording to the class group chat for students to re-listen to
- The teacher highlights vocabulary in context of the text
- Comprehension questions:
    1. What is this person’s job title?
    2. What are two of their responsibilities?
    3. Who do they collaborate with?

II. Practice (50 minutes)

Controlled Practice – Sentence Building (15 min)

- Teacher passes out Sentence Building Worksheet, Students use prompts to create sentences with new vocabulary:
    - My role is…
    - I collaborate with…
    - One thing I worked on recently was…

- Teacher checks for accurate use of vocabulary. And grammar (make sure students use Present Simple when talking about their job and the general work they do. Ex: “I write code.” Not “I am writing code”.

Information Gap Activity – Job Role Cards (20 min)

- Each student receives a different job role card with key facts about daily tasks, tools, and priorities.
- Students pair up and ask each other questions using target vocabulary.
    - Teacher writes on the board questions for students to ask:
        - What is your job?
        - What are some tasks you do everyday?
        - What tools do you use?

Writing Task – Short Paragraph (15 min)

- Students write a 4–5 sentence paragraph about their role (or an imagined one if unemployed)
- Teacher writes the required information on the board:
    - Job title
    - 2–3 responsibilities
    - A stakeholder they work with
    - A tool or process they use

Break – 20 minutes

III. Production (50 minutes)

Pair Work (20 min)

- Students present their paragraph from previous activity to a partner, advise students to try not to read their paragraph directly but instead to summarize what they wrote.
- Partner asks 1–2 follow-up questions using vocabulary (e.g., *What is your top priority?*).

Small Group Role-Play (20 min)

- In groups of 3, students simulate a “new team member introduction” meeting.
- Each person describes their role and responsibilities, and others ask clarifying questions (Students use the roles they are currently in or want to be in).
- Encourage natural use of vocabulary and follow-up phrases:
    - *Could you explain what you mean by…?*
      So your main priority is…?

Reflection & Feedback (10 min)

- Students share one new word or phrase they learned.
- Teacher gives feedback on pronunciation, accuracy, and vocabulary use.

IV. Wrap Up

Vocab Review

- Teacher says a vocabulary work
- Students respond with a sentence related to their jobs with the word

Optional Independent Practice / Extension

- Students write a paragraph about their job/work/company using at least 5 vocabulary words from the day.

Instructor's Notes

- If some students are not currently employed, allow them to choose a role from the provided job cards and imagine responsibilities.
- Emphasize complete sentence structure when describing roles and responsibilities. Many B1 learners will default to short answers—encourage fuller responses if possible.
- In the Production stage, remind students to ask follow-up questions to show interest and keep conversations going.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 2
Topic: My Background in Tech
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives: (Aligned with CEFR descriptors)

- Can describe educational and professional background with supporting details.
- Can use linking words (*after that*, *then*, *because*) to show sequence and give reasons.
- Can ask and answer questions about someone's background.

Materials:

- Vocabulary handout with definitions and example sentences
- Reading text: *From Student to Software Engineer*
- Comprehension question sheet
- Timeline worksheet for personal career path
- Interview question sheet

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops
- Highlighters (for students)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
study	to learn in school, university, or by yourself	*I studied computer science.*	N
university	a place where you can get a degree	*She went to university in Tel Aviv.*	N
degree	a paper you get when you finish university	*He has a degree in software engineering.*	Y
course	a set of lessons on a subject	*I took a course in web design.*	N
internship	short job for students to learn work skills	*I did an internship at a software company.*	Y
experience	the knowledge you get from doing something	*She has experience in testing software.*	Y
skill	something you can do well	*Coding is an important skill for engineers.*	Y

certificate	a paper that shows you finished a course	*I got a certificate in cloud computing.*	Y
goal	something you want to do or achieve	*My goal is to become a team leader.*	N
career	all the jobs you have in your life	*He wants a career in the tech industry.*	Y

Lesson Structure (PPP)

Review (10–15 mins)

- Ask students to work in pairs and to share the paragraph they wrote for Optional Independent Practice.
- Teacher go around and make gentle corrections and give positive feedback
- Ask if some students would like to share with the class, make sure to provide a lot of positive energy for any students who share with the whole class

Warm-up: Timeline Prompt (20 min)

- On the board, draw a sample career path timeline with key stages: education → first job → experience → reaching goals
- Ask students to brainstorm events that could appear on a tech professional's timeline.
    - Tech course
    - Learning a new programming language
    - Creating their first website / app / project

Personal Reflection

- Teacher writes questions on the board and students discuss in pairs *(give students time to discuss and if it seems like they are using the target language and largely on topic, allow for more time to speak to improve confidence in speaking):*
    1. How did you first get interested in technology?
    2. What was your first tech-related experience?
    3. Have you taken any courses or certifications in tech?

I. Presentation (30–40 mins)

Vocabulary Introduction (10–15 mins)

- Pass out the **vocabulary worksheet**
- Read the words to students, model pronunciation; students repeat each word
- If students seem comfortable with the vocabulary allow them to do the work by themselves or with a partner, if the class is struggling/unfamiliar with the vocabulary do it together as a class

Grammar/Function Focus (Optional – 10 mins)

- Review **past simple** for specific events that happened in the past, review regular verbs that add “ed” at the end and irregular verbs
- Write on the board a table with **regular and irregular:** read out a list of verbs and ask students which are regular and which are irregular. Ask students to come up and write the past tense version of each verb on the correct side of the table.
    - Regular: learn, study, code, check, start, end
    - Irregular: find, speak, teach, make, write, read
- Introduce linking expressions: first, next, *after that*, *then*, *because*, *later*.
    - Explain to students that we use these when telling stories and talking about things that have happened or will happen

Model Text (15 - 20 mins)

- Pass out the short text for students to read.
    - *Advise the students to get a highlighter and to highlight all the words they **do know** (this works as both a confidence booster as it is more optimistic task than highlighting words you don’t know and it gives them a chance to learn the words they didn’t highlight and then go back and highlight the words they now know.*
- Students read *From Student to Software Engineer*:
    - I studied computer science at university and earned my degree in 2019. During my studies, I completed a summer internship at a software company, which was my first real experience in the tech industry. After that, I specialized in mobile app development and achieved my first major milestone: launching an app that reached 10,000 downloads. I later earned a certification in project management and was promoted to team lead. The transition from student to professional wasn’t easy, but I enjoyed every step.

Comprehension Questions:

1. When did this person earn their degree?
2. What was their first experience in the tech industry?
3. What milestone did they achieve?
4. What certification did they earn?
5. What position were they promoted to?

II. Practice (30–40 mins)

Controlled Practice: Timeline worksheet (15 mins)

- Timeline Worksheet: Students complete their own career path timeline (real or imagined) with 4–5 events, using vocabulary from the lesson.

Pair Work – Interview Activity (15–20 mins)

- Students interview a partner using the interview question sheet.
- Questions include:
    - Where did you study?

    - Did you complete an internship?
    - What was your biggest career milestone?
    - Have you earned any certifications?

[20-Minute Break]

III. Production (30–40 mins)

Communicative Task – Small Group Storytelling (20 mins)

- In groups of 3–4, students share their career timelines and ask follow-up questions.
- Encourage natural use of linking expressions.

Peer Feedback (5–10 mins)

- Groups give positive feedback and one suggestion for improvement to each member.

Error Correction & Discussion (5–10 mins)

- Teacher highlights 3–4 common grammar or vocabulary errors heard during group work.
- Practice corrected sentences chorally.

IV. Wrap-Up (15 mins)

Review Vocabulary (5 mins)

- Quick recall game: Teacher says a definition, students shout the correct word.

Self-Reflection (5 mins)

- Students complete the sentence: “Today I learned how to…” or “Now I can…”.

Optional Independent Practice:

- Write a 120–150 word LinkedIn-style biography including:
    - Education and qualifications
    - First tech job or project
    - Major achievements
    - Current role and future goals

Notes for the Instructor

- Pair stronger and weaker students for the interview activity to promote peer learning.
- Encourage the use of past simple appropriately in storytelling.
- For students without tech experience, allow them to create a fictional background.
- Monitor for correct pronunciation of longer terms (*certification*, *specialize*, *promotion*).
- Push for linking expressions to improve flow and coherence in speaking.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 3
Topic: Comparing Team Roles
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives: (Aligned with CEFR descriptors)

- I can compare responsibilities of different team roles using comparative and descriptive language.
- I can explain how different roles contribute to a shared project.
- I can ask and answer questions about role responsibilities and preferences.

Materials:

- Vocabulary handout with definitions and example sentences
- Role description cards (developer, designer, QA, product owner, DevOps engineer, etc.)
- Comparison chart worksheet
- Gap-fill comparative sentence worksheet
- Speaking prompt cards for role-play

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
developer	a person who writes code for software	*The developer made the new feature.*	Y
designer	a person who makes how a website/app looks	*The designer worked on the app's layout.*	Y
tester (QA)	a person who checks for problems in software	*The tester found a big bug in the system.*	Y
product owner	the person who decides what to build first	*The product owner set the new goals.*	Y
support	help given to users or team members	*The support team answers customer questions.*	Y
leader	a person who guides or manages a team	*The team leader gave us our tasks.*	Y

compare	to look at two things and see what is the same/different	*We compared the new tool with the old one.*	N
different	not the same	*QA work is different from design work.*	N
similar	almost the same	*The two apps are similar, but one is faster.*	N
work together	to do something with other people	*The developer and tester work together on the project.*	Y

Lesson Structure (PPP)

Review (5 mins)

- Teacher says a definition from Lesson 2; students call out the word.

Warm up: Role-Responsibility (10 -15 mins)

- Ask students to call out jobs/roles they know the names of in the tech field such as: developer, designer, engineer, etc.
- Ask other students to explain what each role does

I. Presentation (30–40 mins)

Vocabulary Introduction (15 mins)

- Present the 10 new words using the table above.
- Model pronunciation; students repeat.
- Quick pair task: students create one original sentence with any 2 new words and share with the class.

Grammar/Function Focus – Comparatives & Role Descriptions (20 mins)

- Review how to compare using “more/less + adjective + than” and “-er + than” forms.
    - *Comparatives are grammar structures we use in English to compare two things.*
        - *Ex: January is cold**er 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”*
            - *Faster, harder, newer*
        - *use “more ___”with longer words like “difficult, creative, powerful”*
            - *More difficult, more creative, more powerful*
    - *If they want to compare things as equal, they can you “as_____as” ex: Java is as useful as Python.”*
- Have students practice comparing and contrasting different jobs:

- Ask each student to write at least 2 comparison sentences
- Provide an example: Engineers are more technical than designers.
- Designers are more artistic than engineers.

Model Dialogue / Listening (10–15 mins)

- Read a short exchange to the class (ask two strong students to read it with you):
  Product Owner: The developer is more involved in coding than in testing.
  QA Tester: Yes, but QA is more focused on finding problems than creating features.
  Developer: I agree. We work together to make sure the product is ready for release.
- Comprehension Questions:
  1. What does the developer focus on?
  2. What is QA's main focus?
  3. How do the roles work together?

II. Practice (30–40 mins)

Controlled Practice – Comparative Sentences Worksheet (15 mins)

- Students complete gap-fill sentences:
  - "The _____ is more focused on _____ than the _____."
  - "The designer is less involved in _____ than the developer."
- Pair-check answers.

Pair Work – Role Card Interviews (15–20 mins)

- Each student receives a role card (developer, QA, designer, etc.).
- Students interview each other about their roles, asking:
  - What do you do every day?
  - Which skills are most important?
  - What do you enjoy most?
- After interviews, students compare two roles they learned about using target language.

[20-Minute Break]

III. Production (30–40 mins)

Communicative Task – "Build the Dream Team" (20–25 mins)

1. Divide the class into groups of 3–4 students.
2. Tell them: *"Imagine your company is starting a new software project. You need to build the perfect team. Choose 4–5 key roles and explain how they work together."*
3. Project or distribute a list of possible roles (can be adapted based on class level).

Possible Roles (examples):

- Product Owner

- Project Manager
- Software Developer
- UX/UI Designer
- QA Tester
- DevOps Engineer
- Data Analyst
- Technical Writer
- Customer Support

Step 2 – Group Work (10–12 mins)

- Each group chooses **4–5 roles**.
- They complete the following tasks (teacher provides worksheet/slide or writes prompts on board):

Group Task Prompts:

1. **Choose roles**: Which 4–5 roles are most important for your project?
2. **Explain choices**: Why did you select these roles? What skills are needed?
3. **Compare responsibilities**: Who does what? Who works more closely with whom?
4. **Team structure**: How do these roles connect? Who leads? Who supports?

Encourage students to use comparative language:

- *"The product owner is more focused on strategy than the developer."*
- *"The QA tester works more closely with developers than with designers."*
- *"The project manager has broader responsibilities than the technical writer."*

Support for lower-level B1 learners:

- Teacher circulates with **sentence starters**:
  - *"We chose the ____ because…"*
  - *"The ____ works more closely with ____ than with ____."*
  - *"The ____ is more focused on ____ than on ____."*

Step 3 – Presentations (7–8 mins)

- Each group gives a **2–3 minute presentation** of their "dream team."
- Requirements:
  - Name the roles they chose.
  - Explain at least one reason for each choice.
  - Use at least **two comparative sentences**.
- Teacher/peers can ask 1–2 quick follow-up questions:
  - *"Why is that role more important than…?"*
  - *"Could your team work without a QA tester?"*

Step 4 – Feedback & Debrief (3–4 mins)

- Teacher highlights:
  - Good use of **comparative language**.
  - Clear explanations of role responsibilities.
  - Strong teamwork in presentation.
- Optional quick vote: *"Which team structure was most balanced?"*

Error Correction & Recap (5 mins)

- Teacher highlights common errors in comparative structures and corrects them on the board.

IV. Wrap-Up (15 mins)

Review Vocabulary (5 mins)

- Teacher calls out a job role; students say one responsibility using today's vocabulary.

Self-Reflection (5 mins)

- Students complete: "Today I learned that…" or "Now I can compare…"

Optional Independent Practice

- Write a 120-word paragraph comparing two roles in your company or industry, including at least 4 comparative sentences.

Notes for the Instructor

- Monitor closely during role card interviews to ensure students are using comparative forms correctly.
- Encourage extended answers in speaking tasks and avoid one-word responses.
- In "Build the Dream Team," guide groups to think about dependencies and collaboration between roles.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 4
Topic: Explaining Features and Processes
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives: (Aligned with CEFR descriptors)

- Can explain the function of a software feature in clear, simple English.
- Can describe a step-by-step process using sequence words (first, then, next, finally).
- Can give a short oral walkthrough of a feature or process.

Materials:

- Vocabulary handout (definitions + examples)
- Short reading: *How to Use Two-Factor Authentication*
- Sequencing words worksheet
- Role-play cards for explaining a feature
- Group task planning sheet (*Mini-Project*)

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen
- Student notebooks/laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
feature	a part of a product that does something	*The app has a new chat feature.*	Y
function	what something does or how it works	*The main function of this button is to save changes.*	Y
process	a series of steps to do something	*The login process is quick and easy.*	Y
step	one action in a process	*The first step is to open the app.*	N
user	a person who uses a product	*The user logs in with their email.*	Y
click	to press a button on a computer mouse	*Click on "Submit" to finish.*	N
option	a choice you can select	*This menu has three options.*	Y
screen	what you see on your computer or phone	*The home screen shows all the apps.*	N

error	a problem that stops something from working	*I got an error when I tried to log in.*	Y
update*	to change something to a newer version	*We updated the app last week.*	Y

Lesson Structure (PPP)

Review (10–15 mins) – Comparing Tools

- Teacher writes on the board:
  - Whatsapp vs. Email
- Students work in pairs to write 2-3 comparisons using the language from last lesson
  - ___er, more/less _____, as ____ as
- Go around the room and ask each pair to share at least 1 of their comparisons

Warm-Up:

- Ask students what they do on Monday mornings after they get to work, write on the board: first, then, next, finally
- Make sure students use the language to describe their work day

I. Presentation (30–40 mins)

Vocabulary Introduction (10–15 mins)

- Introduce today's 10 words with examples.
- Students repeat words, then in pairs create a short sentence about an app they know.

Grammar/Function Focus – Sequencing Words (10 mins)

- Teach: *first, then, next, after that, finally*.
- On the board: simple example (*How to log in*).
  - First, open a web browser on the computer.
  - Then, type the website you want to go to.
  - Next, click "log in" on the webpage.
  - Finally, type in your username and password and click the "log in" or "submit" button
- Students practice repeating the sequence in order, to themselves and then to a partner.

Model Text / Reading (10–15 mins)

- Pass out the short reading: *How to Use Two-Factor Authentication*
- Have students try to read it alone first and to highlight all the words they know/ everything they understand.
- Read the text together and ask students what words they don't know or what they do not understand from the text.
- Ask other students to explain if possible

- Go over the answers to the questions as a class
    - First, the user enters their password on the login screen.
    - Next, the system sends a code to their phone.
    - Then, the user types the code into the app.
    - Finally, the user can access their account.
    - This feature makes accounts safer.
- **Comprehension Questions:**
    1. What is the first step?
    2. What does the system send to the phone?
    3. What does the user do with the code?
    4. Why is this feature important?

II. Practice (30–40 mins)

Controlled Practice – Sequencing Worksheet (15 mins)

- Students put mixed-up steps in the correct order.
- Example: *Sign in* > *Download the update* > *Open the app* > *Click "Install"*.

Pair Work – Role-Play Cards (15–20 mins)

- Students receive a role card with a simple feature (resetting a password, sending an email, starting a video call).
- One student explains the feature step by step.
- The partner listens and asks one clarification question: *"What do I do after that?" (Teacher writes the question on the board for students to remember)*

[20-Minute Break]

III. Production (30–40 mins)

Communicative Task – Mini Project: Feature Walkthrough Presentation (20–25 mins)

- In groups of 3–4, students choose a common feature (sending a message, uploading a file, updating software).
- They prepare a step-by-step explanation using sequencing words and today's vocabulary.
- Groups present their walkthrough to the class (2–3 minutes each).

Peer Feedback (5–10 mins)

- After each presentation, one student from another group asks a follow-up question.

Error Correction & Recap (5 mins)

- Teacher highlights errors in vocabulary and sequencing language.

IV. Wrap-Up (15 mins)

Review Vocabulary (5 mins)

- Teacher says a definition, students say the word.

- Example: *“A part of a product that does something” → Feature.*

Self-Reflection (5 mins)

- Students complete: “Today I learned how to explain…”

Optional Independent Practice:

- Write a short step-by-step guide for a process you know well (e.g., installing an app, creating a new file, joining a Zoom call). Use sequencing words and at least 5 of today’s vocabulary words.

Notes for the Instructor

- Model sequencing carefully. B1 learners may know *first, then, next* but need practice using them smoothly.
- Keep features simple and familiar so students focus on English, not technical detail.
- Encourage use of gestures while explaining processes (e.g., “click here”) to support understanding.
- Pair weaker and stronger students for role-plays to build confidence.
- During presentations, remind students to speak in full sentences: *“First, the user clicks…”* instead of just *“First, click…”*.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 5
Topic: Meetings and Stand-Ups
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives:

- Can participate in a short daily stand-up meeting using clear English.
- Can give a brief update on tasks: what was done, what is in progress, and what problems exist.
- Can ask and answer simple follow-up questions in a meeting.

Materials

- Vocabulary handout
- Sample stand-up transcript
- Stand-up role cards
- Group planning sheet (mini-project)

Required Tech / Supplies:

- Whiteboard/markers or digital board

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
stand-up	a short daily team meeting	*We have a stand-up every morning.*	Y
agenda	the plan for a meeting	*The agenda has three points today.*	Y
update*	new information about work	*I gave an update on my project.*	Y
progress	how much work is finished	*Our team made good progress this week.*	Y
in progress	work that is not finished yet	*The testing is still in progress.*	Y
delay	when something takes longer than planned	*The project has a delay because of bugs.*	Y
stuck	unable to continue because of a problem	*I am stuck on the login issue.*	Y

block(er)	a problem that stops progress	*The main blocker is a missing file.*	Y
next step	the thing to do after this	*My next step is to test the update.*	Y
summary	a short report of the main ideas	*I wrote a summary of the meeting.*	Y

Lesson Structure (PPP)

Review (10 minutes):

- Ask students to get in small groups of 3-4 and share their Optional Independent Practice, step by step directions. Ideally, ask one student in each group to take out a phone or computer and follow the directions exactly to check for understanding and correctness.

Warm-Up (10–15 mins)

- Ask students to take the following verbs and make them into past, present progressive, and future and them make at least 3 sentences with some of them.
    - **Work** *(worked, working, will work)*
    - **Update** *(updated, updating, will update)*
    - **Try** *(tried, trying, will try)*

I. Presentation (30–40 mins)

Vocabulary Introduction (10–15 mins)

- Introduce the vocabulary words with example sentences
- Quick pair check:
    - *Students go in pairs and quiz each other*
    - *"What does 'stuck' mean? Give me an example."*

Model Dialogue (10 mins)

- Transcript of a short stand-up: Teacher reads with confident students:

    - **Manager:** Let's start with updates.
    - **Dev 1:** Yesterday I finished the login page. Today I am working on the signup page. I am stuck because I need help with the database.
    - **Dev 2:** Yesterday I tested the chat feature. Today I will write the report. No blockers.
    - **Dev 3:** Yesterday I worked on the design. Today I will fix the layout. Next step is to test on mobile.

- **Comprehension Questions (5 mins):**
    - **Answer questions in pairs and review as a whole class:**
    1. Who is stuck?
    2. Who has no blockers?
    3. What is the next step for Dev 3?

Grammar/Function Focus (10 mins)

- Sentence frames for stand-up updates:
    - Yesterday I…
    - Today I will…
    - I am stuck because…
    - My next step is…

Students repeat and fill in the sentence with their own ideas.

II. Practice (30–40 mins)

Controlled Practice – Fill-in Dialogue (15 mins)

Students complete missing parts of a stand-up dialogue using the vocabulary.

Pair Work – Stand-Up Simulation (15–20 mins)

- Each pair plays manager + team member.
- One gives an update using frames, the other asks 1 follow-up question:
    - *"What is the next step?"*
    - *"Why are you stuck?"*

[20-Minute Break]

III. Digital Tool (45 mins)

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

IV. Wrap-Up (15 mins)

- **Review Vocabulary:** Teacher says a definition, students give the word.
- **Self-Reflection:** Students write one sentence: *"Today I learned how to…"*

Optional Independent Practice

- Write a 6–8 sentence meeting summary of today's class stand-up. Use at least 5 vocabulary words.

Optional Independent Practice

- Watch a short YouTube video of an agile stand-up. Write down 3 phrases you understand.

Notes for the Instructor

- Keep stand-ups short and structured so students don’t feel lost.
- Provide plenty of sentence frames; many B1 learners struggle to build full sentences under pressure.
- Encourage students to use yesterday/today/next step structure to stay clear.
- Rotate roles in group work (manager vs team member) for variety.
- During production, focus on clear communication over perfect grammar.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 6
Topic: Tools, Apps, and Troubleshooting
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can name and describe common tools and apps I use for work.
- I can explain a simple technical problem clearly in English.
- I can role-play a troubleshooting support conversation using polite, simple language.

Materials
Handouts / Worksheets:

- Reading text: *IT Support Chat Transcript*
- Troubleshooting problem/solution cards (pair activity)
- Role-play instruction cards for support conversations
- Mini-project planning sheet

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
tool*	something you use to do work (software or object)	GitHub is a useful tool for developers.	Y
app	a program for phone or computer	I use a chat app at work.	Y
install	to put software on a device	I installed the update yesterday.	Y
uninstall	to remove software from a device	I had to uninstall the app.	Y
restart	to turn a computer/device off and on again	Please restart your computer.	Y
crash	when a program stops working suddenly	The app crashed during the test.	Y
bug	a problem in software	The tester found a bug in the code.	Y

fix	to repair or correct a problem	The update will fix the login issue.	Y
update*	to change to a newer version	We need to update the software.	Y
support*	help for users with problems	The support team answered quickly.	Y

Lesson Structure (PPP)

Review (5–10 mins)
Activity: Quick Recall Quiz

1. Write 5–6 definitions on the board (e.g., *"A problem in software"*).
2. Call on students one by one to answer with the word (*bug*).
3. For extra energy: divide class into two teams, award points for correct answers.
4. Correct pronunciation as needed. Drill chorally if several students mispronounce.

Example Definitions for Quiz:

- A program for phone or computer → *app*
- To put software on your device → *install*
- When a program suddenly stops when it shouldn't→ *crash*
- Help for users with problems → *support*
- Something that stops work because of an error in code → *bug*

Warm-Up (10–15 mins) – App Swap

1. Write two guiding questions on the board:
    - *"What apps or tools do you use most for work or study?"*
    - *"Have you ever had a problem with it?"*
2. Put students in pairs. Give them 5 minutes each to answer.
3. After pairs finish, invite 3–4 volunteers to share what their partner said.
4. Write apps mentioned on the board under categories: *Communication / Coding / Design*. Ask student where they believe the app they mentioned should go.

Tip: If answers are too short, prompt: *"What happened when the app crashed? How did you fix it?"*

I. Presentation (30–40 mins)

Vocabulary Introduction (10–15 mins)

1. Write all 10 target words on the board.
2. For each word:
    - Point to a word → ask students if they know the meaning / example sentence.
    - Give definition and example sentence if they do not

    - Ask a CCQ (concept check question). Example:
        - Word: *restart*. CCQ: *"Does restart mean turn off only? Or off and on again?"* (Answer: off and on again).
        - Does a bug only happen on apps? (No, it can occur on any technical software).
3. Pair practice: students make 2 new sentences each using a word. Monitor and correct.

Context Reading (10–15 mins)

Reading Text: IT Support Chat Transcript

- User: Hi, my app keeps crashing.
- Support: Did you restart your computer?
- User: Yes, but it didn't fix the problem.
- Support: Please uninstall and reinstall the app.
- User: Okay, I'll try.
- Support: Great. Let me know if the bug continues.

Instructions for the Teacher:

1. Hand out or project the transcript.
2. Students read silently (1–2 mins).
3. Ask student if there are any unfamiliar words/words they don't remember, go over as a class and ask other students to assist their fellow classmates.
4. Do a class role-play: teacher = Support, a volunteer = User. Read once aloud.
5. Have students do the role-play in pairs, each student should practice being User and Support.
6. Review comprehension questions as a class

Comprehension Questions (with answers):

1. What was the problem? → The app crashed.
2. What was the first suggestion? → Restart the computer.
3. What did the user try next? → Uninstall and reinstall.

Grammar/Function Focus (5–10 mins)

1. Write on the board four polite troubleshooting frames:
    - "Did you try restarting…?"
    - "Please install the update."
    - "Can you check…?"
    - "Let's try…"
2. Model each phrase aloud. Point out tone: *support should sound helpful, not bossy*.
3. Have students repeat chorally, then individually.
4. Quick practice: teacher says a problem, students answer with a polite troubleshooting phrase.
    - **List of Problems for Teacher to Use:**
        i. My computer is very slow.
        ii. The app crashes every time I open it.
        iii. I can't log in to my account.
        iv. My phone won't install the new version.

v. The screen freezes when I click “Save.”
vi. I can’t hear sound in the video call.
    1. ***Sample Exchange:***
       Teacher: “The app crashes every time I open it.”
       Student: “Did you try reinstalling it?”

II. Practice (30–40 mins)

Controlled Practice – Problem/Solution Cards (20 mins)

1. Put students into pairs.
2. Give each pair a set of cards (mix of Problems + Solutions).
3. Demonstrate with one student first in front of the class.
    - Teacher reads: *“The app crashes when I open it.”*
    - Student answers: *“Try reinstalling the app.”*
4. Students continue matching in pairs.
5. After 10 mins, ask 2–3 pairs to read one of their matches aloud.

Examples of Problem Cards (with Solutions):

- Problem: *“The app crashes when I open it.”* → Solution: *“Try reinstalling the app.”*
- Problem: *“My computer is very slow.”* → Solution: *“Restart and check for updates.”*
- Problem: *“I can’t log in.”* → Solution: *“Reset your password.”*
- Problem: *“The video call has no sound.”* → Solution: *“Check your microphone settings.”*
- Problem: *“The app won’t install.”* → Solution: *“Free some space and try again.”*

Pair Work – Troubleshooting Role-Play (15–20 mins)

1. On the board, write sample structure:
    - User: “My ___ is not working.”
    - Support: “Did you try ___?”
2. Student A = User (chooses a problem card).
3. Student B = Support (suggests 2–3 solutions).
4. Switch roles after 3–4 minutes.
5. Monitor, encourage full sentences. Write down strong examples for later feedback.

[20-Minute Break]

III. Production (30–40 mins)

Support Chat Role-Play (25–30 mins)

1. Put students in groups of 3–4.
2. Assign roles:
    - User = describes a problem (from card or real experience).
    - IT Support = responds with troubleshooting steps.
    - Observers = listen and write down 2 useful phrases.
3. Rotate roles every 5-7 minutes until all have tried User + Support.
4. After role-plays, ask observers to share useful expressions they heard.

5. Write best phrases on the board for the whole class.

IV. Wrap-Up (15 mins)

Review Game (5 mins)

- Teacher says a problem from the list (see Grammar/Function Focus list).
- Students shout possible solutions using target vocabulary.

Self-Reflection (5 mins)

- Students write one sentence: *"Today I learned how to say…"*
- Share with a partner.

Optional Independent Practice

- Write a 120–150 word **email to IT support** describing a problem with a tool or app.
- Use at least 5 target vocabulary words.

Notes for the Instructor

- Always model first before giving students cards/role-plays.
- Correct errors after the end of an exchange, not during, to keep conversations natural.
- During production, focus more on clarity and correct vocabulary than perfect grammar.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 7
Topic: Working in a Team
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- Can use basic teamwork vocabulary to describe roles and responsibilities.
- Can participate in a short team meeting using simple phrases.
- Can summarize key points from a team discussion.

Materials
Handouts / Worksheets:

- Vocabulary sheet
- Team meeting agenda sample
- Role-play instruction cards
- Group summary worksheet

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
team*	a group of people working together	Our team has five developers.	Y
role*	the job or task someone does	My role is testing the software.	Y
task*	a piece of work to do	My task today is writing code.	Y
responsibility*	something you must do	It's my responsibility to review code.	Y
goal*	something the team wants to achieve	Our goal is to finish the app this month.	Y
share	to give information or resources to others	I will share the link with the team.	Y

feedback	advice or opinion about work	The manager gave me feedback.	Y
agree	to have the same opinion	We agree the task is finished.	N
disagree	to not have the same opinion	I disagree, we still need to test it.	N
summary*	a short description of the main points	She wrote a summary of the meeting.	Y

Lesson Structure (PPP)
Review (5–10 mins)

1. Write on the board: “Have you had a tech problem recently? What was it and how did you fix it?”
2. Give students 5 minutes to think and write down their answers
3. Ask them to turn to a partner and share
4. Teacher walks around and listens, asks for specific students to share their story with the class.

Warm-Up (10–15 mins) – Teamwork Survey

1. Write three questions on the board:
    - *“Do you like working in a team or alone?”*
    - *“What is important for good teamwork?”*
    - *“What problems can happen in teams?”*
2. Put students in groups of 3. Each student answers and explains.
3. After 5–7 minutes, ask groups to share 1 interesting idea with the class.

I. Presentation (30–40 mins)

Vocabulary Introduction (10–15 mins)

1. Go through the vocabulary list on the handout.
2. For each word:
    - Say it aloud → students repeat.
    - Give the definition and an example.
    - Ask a Concept Checking Question. Example: *“If it is your responsibility, can you ignore it? (No)”*
3. Pair work: students write 2 new sentences with a word. Teacher monitors and corrects.

Context Reading (10–15 mins)
Reading Text: Sample Team Meeting Agenda

- Give students the agenda handout.
- Students read silently, then answer questions in pairs.

- Check answers together.

    - **Agenda – Team Meeting**

1. Share updates from each role
2. Discuss current tasks
3. Identify problems and solutions
4. Agree on next steps
5. Write a short summary

- **Comprehension Questions:**
    1. What is the first step in the meeting?
    2. What do they do after sharing updates?
    3. What is the last step?

Grammar/Function Focus (5–10 mins)

- **Useful Phrases for Meetings:**
    - "Let's start with updates."
    - "I agree / I disagree."
    - "What do you think?"
    - "Can you share your task?"
    - "The next step is…"

Instructions for Teacher:

1. Write all phrases on the board.
2. Drill them chorally and individually.
3. Teacher reads a situation, students answer using one of the phrases.
    a. **Situations to Use:**
        i. Team member suggests a new idea. (Students answer: *"I agree / I disagree."*)
        ii. Team leader asks for updates. (Students answer: *"Let's start with updates."*)
        iii. Team is finishing the meeting. (Students answer: *"The next step is…"*)

II. Practice (30–40 mins)

Controlled Practice – Team Meeting Role Cards (20 mins)

1. Give each student a **role card** (e.g., *developer, tester, manager*).
2. Role cards include a small task update (e.g., *Developer: You finished writing the login code.*).
3. Students sit in groups of 4. One acts as leader, others share updates.
4. Group must agree on next steps using the phrases from Grammar/Function Focus.
5. Rotate leaders so everyone practices.

Pair Work – Agree/Disagree Practice (15–20 mins)

1. Write 4 simple statements on the board:
    - *"Working alone is better than in a team."*

    - *“Feedback is always positive.”*
    - *“The leader should make all decisions.”*
    - *“Meetings are too long.”*
2. Students work in pairs. One reads the statement, the other answers with *“I agree”* or *“I disagree”* + explanation, encourage both students to discuss their opinions on the topic.
3. Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

Mock Team Meeting + Summary (25–30 mins)

1. Put students in groups of 4–5.
2. Give each group a **mock project topic** (e.g., *designing a new chat app feature*).
3. Groups hold a 10-minute meeting:
    - Each member gives an update.
    - Group discusses problems and solutions.
    - Group agrees on next steps.
    - One student writes a 3–4 sentence summary.
4. After meetings, groups share their summaries with the class.

IV. Wrap-Up (15 mins)

Review Game (5 mins):

- In pairs students quiz each other on the vocabulary word, one giving a definition the other giving the word.

Self-Reflection (5 mins)

- Students write: *“Today I learned how to say…”*
- Share with a partner.

Preview (5 mins)

- Tell students: *“Next lesson will be about Final Project and Reflection. You will give a presentation.”*

Optional Independent Practice

- Write a 120–150 word summary of a real or imagined team meeting.
- Include:
    1. Updates from at least 2 roles
    2. One problem and solution
    3. The next step

Notes for the Instructor

- Provide clear examples for each stage. Always model the role-play before students begin.

- Monitor carefully in group meetings, note down useful teamwork phrases and common errors.
- Encourage polite interaction (not just *“I disagree”* but *“I disagree because…”*).
- Keep timing strict for the mock meeting, students may talk too long.
- For weaker students, allow them to read directly from role cards or sentence frames.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 8
Topic: Writing Messages and Updates
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- Can write a clear message about a task, issue, or update.
- Can use common phrases for team communication.
- Can revise for clarity and tone before sending.

Materials

- Vocabulary worksheet: Common message and update phrases
- Reading handout: Sample Slack messages (good vs. unclear)
- Message rewriting activity sheet
- Slack simulation role-play cards
- Peer feedback form

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
update*	new information about a task	Here's a quick update on the project.	Y
issue	a problem or difficulty	We had an issue with the login system.	Y
blocked	unable to continue work	I am blocked until I get access.	Y
in progress*	currently being worked on	The design is in progress.	Y
clarification	an explanation to make something clear	I need clarification on the next step.	N
FYI (for your information)	a phrase to share useful info	FYI, the server will restart tonight.	Y

ASAP (as soon as possible)	very soon, quickly	Please review this ASAP.	N
tone	the style or feeling of writing	His message had a friendly tone.	N
clear	easy to understand	The update was short and clear.	N
revise	to check and improve writing	Revise your message before sending.	N

Lesson Structure (PPP)

Review (5–10 mins)

- Teacher asks students to share with a partner their Optional Independent Practice of writing up mock team meeting
- Ask one or two people to share with the class

Warm-Up (10–15 mins) – Message Check

- Teacher asks: *"When you write messages at work, what is important: speed, clarity, politeness, or something else?"*
- Students discuss in groups of 3.
- Groups share one idea each with the class.

I. Presentation (30–40 mins)

Vocabulary Introduction (10–15 mins)

- Go through **Vocabulary Worksheet: Common message and update phrases**.
- Teacher models pronunciation, gives short definitions, and examples.
- Students work in pairs to write 1 new message with one of the words (e.g., *"FYI, the test is in progress"*).

Reading Activity (15–20 mins)

- Distribute **Reading Handout: Sample Slack Messages (good vs. unclear)**.
- Students read two sample Slack updates:
    - **Example Messages:**
        1. *Unclear: "Stuck. Need help."*
        2. *Clear: "I'm blocked on the login task because I don't have database access. Can someone share it?"*
- Questions for students:
    1. Which message is clearer? Why?
    2. Which has a better tone?

3. What information is missing in the unclear message?

II. Practice (30–40 mins)

Message Rewriting (20 mins)

- Give students the **Message Rewriting Activity Sheet** with unclear messages.
- Students work in pairs to rewrite them to be clearer and more professional.
    - **Examples to Rewrite:**
        1. *"Not working, need fix."*
        2. *"Done."*
        3. *"Problem, can't continue."*
    - **Expected Rewrite Samples:**
        1. *"The login page is not working. Can someone check the bug?"*
        2. *"Task completed: updated the profile page layout."*
        3. *"I am blocked because the server is down. Can IT help?"*

Pair Work – Mini Messages (15–20 mins)

- Students receive **Slack Simulation Role-Play Cards**.
- One student = team member with an issue, one student = teammate responding.
- Each writes 2–3 short Slack-style messages, then performs them aloud (as if reading chat aloud).

[20-Minute Break]

III. Production (30–40 mins)

Mini-Project – Slack Simulation: Issue + Response (25–30 mins)

- Students work in pairs or small groups.
- Each group writes a simulated Slack conversation that includes:
    1. One team member reporting a task or issue
    2. A request for help or clarification
    3. Another teammate responding or giving instructions
- Groups then perform their chat aloud OR screen-share/write on board.
- Class uses **Peer Feedback Form** to give comments on *clarity, tone, vocabulary*.

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Students answer: *"What phrase will you use most in real work messages?"*
- Share in pairs, then 2–3 volunteers with class.

Optional Independent Practice

- Write 3 short messages (3–4 sentences each):
    1. A task update

    2. An issue you are blocked on
    3. A request for clarification
- Revise each message for clarity and tone before submitting.

Notes for the Instructor

- Remind students to keep messages short but complete (who, what, problem, next step).
- Watch out for tone—students may be too direct. Encourage polite forms: *"Can someone help…"* instead of *"Fix this now."*
- During the Slack simulation, encourage use of vocabulary words naturally.
- If students struggle, allow them to draft messages first on paper, then read aloud.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 9
Topic: Describing Tasks and Progress
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can describe task progress: *"I'm working on…", "I've finished…"*.
- I can say what needs to be done next.
- I can summarize a task in 2–3 sentences.

Materials

- Listening handout: Task update meeting transcript
- Pair role-play cards: Task updates
- Group activity sheet: Project board simulation

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
assign	to give someone a task	The manager assigned me to fix bug #240.	Y
deadline	the final date to finish a task	The deadline for the report is Friday.	Y
priority	the most important task	Fixing the login bug is our top priority.	Y
progress*	movement forward on a task	We've made good progress on the design.	N
pending	waiting to be done or decided	The feature is pending review.	Y
status	the current situation of a task	What's the status of the new release?	Y
milestone	an important stage in a project	Finishing the beta version was a big milestone.	Y

backlog	a list of tasks that still need to be done	The team has a backlog of 20 issues.	Y
assign to me	when a task is officially given to you	Please assign the database bug to me.	Y
next step*	what comes after in a task or project	The next step is user testing.	N

Lesson Structure (PPP)

Review (5–10 mins)
Task Charades

1. Teacher writes three phrases on the board: *"I'm working on…", "I've finished…", "The next step is…"*.
2. One student mimes a task (e.g., typing, coding, testing).
3. Class guesses using one of the phrases.

Warm-Up (10–15 mins) – Task Brainstorm

- Teacher asks: *"What kinds of tasks do you do at work?"*
- Students brainstorm in pairs (e.g., writing code, testing features, fixing bugs).
- Class shares ideas, teacher records them on the board.

I. Presentation (30–40 mins)

Listening Activity (15–20 mins)

- Distribute **Listening Handout: Task update meeting transcript**.
    - Transcript Example:
        - Manager: Let's start with updates.
        - Dev 1: I'm working on the payment feature. It's in progress.
        - Dev 2: I've finished testing the login page. The next step is design review.
        - Dev 3: I'm blocked because the API is delayed.
- **Comprehension Questions:**
    1. What is Dev 1 doing?
    2. What did Dev 2 finish?
    3. Why is Dev 3 blocked?

Useful Phrases for Task Updates (10–15 mins)

- Write on board:
    - "I'm working on…"
    - "I've finished…"
    - "It's in progress."
    - "I'm blocked because…"

    - "The next step is…"
- Teacher models, students repeat.
- Teacher gives an example task; students respond using one phrase.

II. Practice (30–40 mins)

Pair Role-Play – Task Updates (15–20 mins)

- Distribute **Pair Role-Play Cards**.
    - Examples:
        - You are testing the signup form. You are blocked because the server is down.
        - You finished the design for the homepage. The next step is feedback.
        - You are working on bug #243. It is in progress.
        - Student A gives an update.
        - Student B asks follow-up questions: *"What's the next step?"* / *"Why are you blocked?"*

Flashcard Game – Task Status (10 mins)

- Teacher hands out blank paper or flash cards for students to create Task Status Flashcard
- Teacher writes on the board: *finished, in progress, blocked, delayed*
- Students create a flashcard for each word
- Students work in pairs, one quickly holds up a card, the other quickly makes a sentence with it.
- Example: Flashcard = "blocked" → Student: *"I'm blocked because I need database access."*

[20-Minute Break]

III. Production (30–40 mins)

Group Project Simulation – Project Board Updates (25–30 mins)

- Distribute **Group Activity Sheet: Project board simulation**.
- Each group gets a project board with 5–6 sample tasks (e.g., *Build login page, Test payment system, Write user guide, Fix bug #120, Create design mockup*).
- Each student chooses 1–2 tasks and gives an update:
    - What they are working on
    - What they finished
    - What is blocked or delayed
    - The next step
- Group leader gives a **team summary**:
  "Our team has finished ____, is working on ____, and the next step is ____."

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Students answer: *"Which phrase will you use most at work this week?"*
- Share in pairs, then with class.

Preview (5 mins)

- Teacher says: *"Next lesson will focus on obstacles and delays. We will practice how to explain problems clearly."*

Optional Independent Practice

- Write a short **task update report** (80–100 words). Include:
    1. What you are working on
    2. What you finished
    3. Any problems
    4. The next step

Notes for the Instructor

- Encourage full sentences, not one-word answers.
- Monitor for tense errors (*I finish* vs. *I've finished*).
- Rotate speaking roles in the group project so everyone participates.
- For lower-level students, leave sentence frames visible:
    - *"I'm working on…"*
    - *"I've finished…"*
    - *"I'm blocked because…"*

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 10
Topic: Using Project Management Tools
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can describe how my team uses a project management tool.
- I can explain how tasks are organized or assigned.
- I can ask someone to update or check a task.

Materials

- Vocabulary worksheet: Project management tool language
- Reading handout: Sample project board (Trello/Jira/Asana)
- Role-play cards: Asking for updates/checking tasks
- Group activity sheet: Create a project board simulation
- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
assign*	to give someone a task	The manager assigned me a new bug.	Y
board	a visual space showing tasks	The project board has three columns.	Y
column	a vertical section in a board	The task is in the “In Progress” column.	Y
backlog*	a list of tasks not started yet	The backlog has 10 new issues.	Y
due date	the final day to finish a task	The due date for this feature is Friday.	Y
card	a single task item on a board	Please move the card to “Done.”	Y
workflow	the process of moving tasks forward	Our workflow has four steps: To Do, In Progress, Review, Done.	Y
assign to	to give a task to a person	Can you assign this card to me?	Y

update* (verb)	to change or add new information	Please update the task when it's complete.	Y
check (verb)	to look at a task or card for progress	Can you check the board for new tasks?	Y

Lesson Structure (PPP)
Review (5–10 mins)

- **Activity:** Quick Recall
    1. Teacher writes three terms from the last lesson (*deadline, milestone, pending*).
    2. Students in pairs explain what each word means and use it in a sentence.

Warm-Up (10–15 mins) – Tool Talk

- Teacher asks: *"What project management tools do you know? (Trello, Jira, Asana, GitHub Projects…?)"*
- Students share in groups of 3 how they use (or imagine using) them.
- Volunteers share with class. Teacher lists tools on board.

I. Presentation (30–40 mins)
Vocabulary Introduction (15–20 mins)

- Distribute **Vocabulary Worksheet: Project management tool language**.
- Teacher models pronunciation, explains with simple board sketches.
- Students in pairs make 1 sentence for each new term.

Reading Activity – Sample Project Board (15–20 mins)

- Distribute **Reading Handout: Sample project board** students work on it in pairs (To Do / In Progress / Review / Done).
- Students read short task descriptions on cards.
    - Example Cards:
        - "Fix login bug – assigned to Alex – due date: Thursday."
        - "Write API documentation – assigned to Maria – in progress."
        - "Design mockup – assigned to Chris – review pending."

    Questions:
    1. Which tasks are in progress?
    2. Who is assigned to the login bug?
    3. Which task is waiting for review?
    4. Which one has a due date?

II. Practice (30–40 mins)

Pair Role-Play – Asking for Updates (15–20 mins)

- Distribute **Role-Play Cards**.

Examples:

- *Ask your teammate to update the task "Fix login bug."*
- *Check if the "API documentation" card is finished.*
- *Assign "Design mockup" task to your partner.*
- Student A asks → Student B responds using target phrases (*"Yes, I'll update it now." / "It's assigned to me but not finished yet."*).

Whole-Class Speaking Game – Task Board Race (10–15 mins)

- Teacher shows flashcards with a task (*"Test signup form – due Friday"*).
- First student says: *"This task is in the backlog."*
- Next student adds: *"The task should be assigned to ___."*
- Continue until each part of task is described.

[20-Minute Break]

III. Digital Tool (45 mins)

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

IV. Wrap-Up (15 mins)

Reflection (10 mins)

- Students answer: *"How does your team (or you) organize tasks?"*
- Share in pairs, then with class.

Optional Independent Practice

- Write a short paragraph (100 words) describing how you use (or could use) a project management tool.
- Include:
    1. The name of the tool
    2. How tasks are organized
    3. How tasks are assigned
    4. How updates are given

Notes for the Instructor

- If students don't use these tools at work, frame activities as simulations.
- Monitor closely in group board simulation to ensure everyone uses target phrases (*assign, update, check, due date*).
- Encourage full sentences: *"Please assign this card to me"* instead of *"Assign me."*

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 11
Topic: Reporting Issues and Delays
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can report a delay or blocker and explain why.
- I can use phrases like *"We're waiting on…"* or *"This is taking longer because…"*.
- I can suggest new timelines or workarounds.

Materials

- Reading handout: Sample status updates with delays
- Stand-up speaking activity cards: Issue + Delay Scenarios
- Pair role-play cards: Reporting blockers
- Group activity sheet: Delay solutions brainstorming
- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
blocker*	something that stops you from finishing your task	A missing API key is a blocker for my task.	Y
delay*	when something takes longer	There's a delay in the release.	N
waiting on	depending on someone else	We're waiting on client feedback.	N
pushed back	moved to a later time/date	The deadline was pushed back to next week.	N
taking longer	slower than expected	This task is taking longer because of errors.	N
temporary	for a short time	We need a temporary workaround.	N
workaround	a quick solution to continue	Let's use a workaround until the bug is fixed.	Y
estimate	a guess about time needed	Can you estimate how long it will take?	N

reschedule	plan for a new time	We had to reschedule the demo.	N
risk	something that might cause problems later	There's a risk if testing is delayed again.	Y

Lesson Structure (PPP)

Review (5–10 mins)
"True or False – Delays"

1. Teacher reads sentences:
    a. *"A blocker means the task is finished."*
    b. *"A delay means the task is behind schedule."*
    c. *"A workaround is when the task goes as planned."*
2. Students call out "True" or "False."
3. Quick review of key delay words (*blocker, delay, workaround*).

Warm-Up (10–15 mins) – Delay Stories

- Students in pairs share: *"Think of a time a project was delayed. What was the reason?"*
- Share one example with class. Teacher notes common reasons on the board (*waiting on client, bugs, slow approvals*).

I. Presentation (30–40 mins)

Reading Activity – Sample Status Updates (15–20 mins)

- Have students work in pairs or small groups to complete **Reading Handout: Sample status updates with delays**.
    - Examples:
        - *"The login feature is delayed because we're waiting on the API team."*
        - *"Testing is taking longer than expected due to errors."*
        - *"The release has been pushed back to next week."*
    - **Comprehension Questions:**
        1. What is causing the delay?
        2. How is the reason explained?
        3. Was a new timeline suggested?

2. Useful Phrases for Reporting Delays (10–15 mins)

- Teacher writes on board:
    - "We're waiting on…"
    - "This is taking longer because…"
    - "The deadline has been pushed back to…"
    - "One workaround is to…"
    - "We should reschedule for…"

- Students repeat quietly to themselves to get used to saying the phrases, then practice in pairs by making one sentence for each phrase.

II. Practice (30–40 mins)

Stand-Up Speaking Activity – Issue + Delay Scenarios (15–20 mins)

- Distribute **Stand-Up Activity Cards** around the room. Each has a scenario (e.g., *"Your code is delayed because testing failed"*).
- Students walk around, pick a card, and explain their issue to a partner using the phrases.
- After 2 minutes, students switch partners and choose new cards.

Pair Role-Play – Reporting Blockers (20 mins)

- Students work in pairs practicing conversation with the vocabulary words
- Write Student A and B roles on the board:
    - *Student A: Report that your task is blocked because the client hasn't sent data.*
    - *Student B: Ask questions and suggest a new timeline or workaround.*
- After 10 minutes students switch roles.

[20-Minute Break]

III. Production (30–40 mins)

Group Activity – Delay Solutions Brainstorm (25–30 mins)

- Distribute **Group Activity Sheet: Delay solutions brainstorming**.
- Each group gets 3 sample delay problems.
- They must:
    1. Report the issue clearly.
    2. Explain the reason.
    3. Suggest a new timeline or workaround.
        - Example Problem: *"The design review is delayed because the manager is out of office."*
          Possible Solution: *"Let's reschedule for Monday or ask another manager to review."*
    4. Groups present their solutions to the class.

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Students answer: *"Which phrase for delays do you think you will use most often at work?"*
- Share in pairs, then with class.

Optional Independent Practice

- Write two short status updates (3–4 sentences each):

1. A task delayed because of a blocker.
2. A task pushed back with a new suggested timeline.

Notes for the Instructor

- Encourage students to give *full updates*, not one-word answers.
- Monitor the stand-up activity to make sure students switch partners often and use the target phrases.
- In the group brainstorming, push students to always include: issue + reason + solution.
- Correct tone: encourage polite, professional phrasing (*"We're waiting on the client"* instead of *"The client is late again"*).

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 12
Unit: 3 – Task Management and Updates
Topic: Giving and Receiving Updates
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can give a clear spoken update in a stand-up or meeting.
- I can write a short task update using clear formatting.
- I can ask for more detail or clarification if needed.

Materials

- Reading handout: Sample stand-up transcript
- Clarifying question cards
- Update writing practice sheet
- Mini-project sheet: Trello Task Report + Demo
- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
stand-up*	a short team meeting for updates	We start the day with a stand-up meeting.	Y
update*	new information about work	Here's an update on the design task.	Y
clarify	to explain more clearly	Can you clarify what you mean?	N
detail	specific information	I need more detail about the testing results.	N
walkthrough	a step-by-step explanation	I'll give you a quick walkthrough of the board.	Y
task owner	the person responsible for a task	Maria is the task owner for the login page.	Y
progress	movement toward completion	We've made progress on the signup flow.	Y

status*	the current state of a task	What's the status of bug #120?	Y
follow-up	an additional question after an update	I asked a follow-up question about the deadline.	N
oral update	a spoken report of work	Each person gave an oral update in the meeting.	N

Lesson Structure (PPP)

Review (5–10 mins)
Activity: "True or False – Delays"

1. Teacher reads sentences:
    a. *"A blocker means the task is finished."*
    b. *"A delay means the task is behind schedule."*
    c. *"A workaround is when the task goes as planned."*
    d. "An estimate is the exact amount of time a task will take."
    e. "A risk is something that could cause problems later."
2. Students call out "True" or "False."
3. Quick review of key delay words (*blocker, delay, workaround*).

Warm-Up (10–15 mins) – Update Swap

- Students walk around and give each other one short task update (real or imaginary).
- Partner must ask a follow-up clarification question.
- After 2–3 minutes, switch partners.

I. Presentation (30–40 mins)

Reading Activity – Sample Stand-Up Transcript (15–20 mins)

- Students work in small groups on role play **Reading Handout: Sample stand-up transcript**.
    - Transcript Example:
        - Manager: Let's start with updates.
        - Dev 1: Yesterday I finished the signup form. Today I'll start testing.
        - Blocker: I need database access.
        - Dev 2: Yesterday I wrote the API docs. Today I'll review bug #203. No blockers.
        - Dev 3: Yesterday I worked on design. Today I'll continue. The deadline is Friday.
    - **Comprehension Questions:**
        1. What did Dev 1 finish?
        2. Who had a blocker?

3. What is the deadline for design?

Useful Clarifying Phrases (10–15 mins)

- Teacher writes on board:
  - "Can you clarify what you mean by…?"
  - "When will it be done?"
  - "Who is responsible for this task?"
  - "What's the next step?"
  - "Can you give more detail?"
- Students repeat chorally.
- In pairs, one gives an update, the other asks a clarification question.

II. Practice (30–40 mins)

Clarification Question Cards (15–20 mins)

- Distribute **Clarifying Question Cards**. Each card has a question.
- Student A gives a quick update. Student B draws a card and asks the question.
- Switch roles.
  - **Sample Questions:**
    - *"When will it be finished?"*
    - *"Who is the task owner?"*
    - *"Is there a blocker?"*
    - *"What's the status right now?"*
    - *"What is the next step?"*

Writing Activity – Update Practice (15–20 mins)

- Distribute **Update Writing Practice Sheet**.
  - Examples:
    Unclear: *"Done."*
    Clear: *"Task completed: login page code is finished and tested. Next step: deploy to staging."*
- Student task: Rewrite 3 unclear updates into clear, professional ones.
  Then write one of their own.

[20-Minute Break]

III. Production (30–40 mins)

Mini-Project – Trello Task Report + Demo (25–30 mins)

- Distribute **Mini-Project Sheet: Trello Task Report + Demo**.
- Students (individually or in groups) create a mock Trello board (drawn on paper or using screenshots).
- Board must include:
  1. 3–5 tasks with statuses (*To Do, Doing, Done*)

2. One written update for each task (*"In progress – blocked by API access"*)
3. A short oral walkthrough of the board (2–3 minutes)

- After presenting, classmates ask at least 1 clarification question.

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Students answer: *"Do you prefer giving oral updates or written ones? Why?"*
- Share in pairs, then with class.

Preview (5 mins)

- Teacher says: *"Next lesson will be about managing risks and planning new timelines when things change."*

Optional Independent Practice

- Write two short updates (4–5 sentences each):
  1. An oral update (write as if you'll say it).
  2. A written update (clear, structured).

Notes for the Instructor

- Model clarification questions — students may default to just *"When?"*. Push for variety.
- During the Trello mini-project, circulate to check language use. Encourage complete updates: *task + status + next step/blocker*.
- For students with weaker writing skills, allow sentence starters: *"Task completed: ___"*, *"Currently in progress: ___"*.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 13
Topic: Describing a Feature or User Story
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can describe what a feature does and why it's useful.
- I can explain who uses it and how.
- I can give an example of a user need that the feature solves.

Materials

- Reading handout: Example user story + feature description
- Feature description cards
- Diagram handout: Simple app screenshots or mockups
- Group activity sheet: Feature pitch task
- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
feature*	a part of a product that does something	The app's new chat feature is very popular.	Y
user story	a short description of what a user needs	As a user, I want to reset my password easily.	Y
purpose	the reason something exists	The purpose of this feature is to improve security.	N
benefit	a good result or advantage	The benefit of this tool is faster communication.	N
function*	what something does	This button's function is to save your work.	Y
user need	something the user requires	A big user need is sharing files quickly.	Y
experience*	how the user feels when using a product	A clean design improves the user experience.	Y
example	a specific situation that shows an idea	For example, users need to search their messages.	N

solve	to fix a problem	This feature solves the problem of lost passwords.	N
useful	helpful, practical	Notifications are useful for staying updated.	N

Lesson Structure (PPP)

Review (10 mins)

- Ask students to share their Optional Independent Practice with a partner, let the partner read their written update and speak the spoken update to the partner.
- Partners provide feedback to each other.

Warm-Up (10–15 mins) – User Stories in Life

- Teacher asks: *"Think of an app you use every day. What is one feature you like? Why?"*
- Students share in pairs: *"I like the search feature because it helps me find old messages."*
- 2–3 volunteers share with class.

I. Presentation (30–40 mins)

Reading Activity – Example User Story + Feature (15–20 mins)

- Distribute **Reading Handout: Example user story + feature description**.
    - Example:
        - User story: *"As a user, I want to reset my password so I can log in again if I forget it."*
        - Feature: *Password reset link by email.*
        - Description: *This feature lets users create a new password quickly. It solves the problem of lost access and improves the user experience.*
    - **Comprehension Questions:**
        1. What is the user story?
        2. What is the feature?
        3. What user need does it solve?
        4. Why is it useful?

Useful Phrases for Describing Features (10–15 mins)

Step 1 – Connect to the Reading

- Return to the user story + feature description. Highlight sentences already using the target structures:
    - "This feature lets users create a new password quickly."
    - "It solves the problem of lost access."
    - "The benefit is improved user experience."
- Underline the phrases and write them on the board.

Step 2 – Phrase Bank with Context

- Teacher adds 2–3 more workplace-ready stems:
  - This feature allows users to…
  - The purpose of this feature is…
  - It solves the problem of…
  - The benefit for users is…
  - For example, users can…
  - Keep them visually grouped under "How to Describe Features."

Step 3 – Paired Drill (with Variation)

- Student A describes a feature using one or two of the phrases.
- Student B asks a follow-up: "Why is it useful?" / "What problem does it solve?" / "What's the benefit?"
- Switch roles.

Step 4 – Quick Professional Context Roleplay

- Set the scene: "You are explaining a new feature during a short stand-up update."
- In pairs, one student gives a one-sentence feature description, the other reacts with a short clarifying question.

II. Practice (30–40 mins)

Stand-Up Speaking – Feature Description Cards (15–20 mins)

- Distribute Feature Description Cards (e.g., *notifications, search bar, dark mode, file sharing, video call*).
- Students stand and walk around. Each meets a partner and explains the feature:
  - What it does
  - Why it's useful
  - Who uses it
- Switch partners after 2 minutes.

Diagram Activity – Explaining a Mockup (15–20 mins)

- Distribute **Diagram Handout: Simple app mockups** (could be login screen, settings page, chat window).
- In pairs, students choose one feature from the diagram and explain:
  - Function
  - Purpose
  - Benefit for the user

[20-Minute Break]

III. Production (30–40 mins)

Group Project – Feature Pitch Task (25–30 mins)

- Distribute **Group Activity Sheet: Feature pitch task**.
- Groups of 3–4 choose or invent a feature.

- They prepare a mini-pitch:
    1. Describe the feature
    2. Explain the purpose and benefit
    3. Give one real-life example of a user need
- Each group presents (2–3 minutes).
- **Example Pitch:**
  "Our feature is voice notes. The purpose is faster communication when you can't type. It solves the user need of sending messages while driving. The benefit is safety and convenience."

IV. Wrap-Up (15 mins)
Reflection Discussion (10 mins)

- Students answer: *"Which phrase for describing features will you use most at work?"*
- Share with a partner, then with class.

Optional Independent Practice

- Write a short feature description (4-5 sentences) for an app feature you know. Include:
    1. What it does
    2. Why it's useful
    3. An example of a user need it solves

Notes for the Instructor

- Push students to connect features to user needs, not just technical details.
- In stand-up activity, remind them to use the full sentence frames (*"The purpose of this feature is…"*).
- Encourage creativity in the group pitch — they can invent new features if they want.
- Provide scaffolding for weaker students (sentence starters, visuals).

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 14
Topic: Explaining How Something Works
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can explain a process in clear steps: *"First…, then…, finally…"*.
- I can describe input/output and flow using simple terms.
- I can support my explanation with a diagram or example.

Materials

- Reading handout: Example process explanation (login flow)
- Sequencing phrases cards
- Diagram handout: Simple flowcharts
- Group activity sheet: Explain a process task
- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
process*	a series of steps	The login process has three steps.	Y
step*	one action in a process	Entering your email is the first step.	Y
input	what you put into a system	The input is your username and password.	Y
output	the result of a process	The output is access to your account.	Y
flow	how things move from step to step	The flow goes from login to dashboard.	Y
sequence	the order of steps	The sequence is: open app → log in → use features.	Y
first	the beginning step	First, the user clicks "Login."	N
then	the next step	Then, they enter their password.	N

next	after that	Next, the system checks the data.	N
finally	the last step	Finally, the user enters the dashboard.	N

Lesson Structure (PPP)

Review (5–10 mins)
Activity: "What's the process?"

- Teacher names daily activities (*making coffee, buying a bus ticket, sending an email*). Students explain in 2–3 steps using *first, then, finally*.

Warm-Up (10–15 mins) – Life as a Process

- In pairs, students choose one real-life activity (*ordering food, logging into an app, paying online*).
- Each explains the steps quickly to a partner.
- 2–3 pairs share with class.

I. Presentation (30–40 mins)

Reading Activity – Example Process Explanation (15–20 mins)

- Distribute **Reading Handout: Login flow explanation**.
    - Example:
      "First, the user enters their email and password. Then, the system checks if the details are correct. If the input is correct, the user is logged in. Finally, the dashboard opens as the output."
    - **Comprehension Questions:**
        1. What is the input?
        2. What happens after the system checks the details?
        3. What is the output?

Useful Sequencing Phrases (10–15 mins)

- Teacher shows **Sequencing Phrases Cards**: *First, Next, Then, After that, Finally*.
- Students practice by ordering a simple example together: *making a sandwich, logging into Wi-Fi, sending a message*.

II. Practice (30–40 mins)
Pair Work – Process Walkthroughs (15–20 mins)

- Each pair receives a **Diagram Handout: Simple flowcharts** (e.g., *search function, online purchase, sending an email*).
- Student A explains the steps aloud using sequencing phrases.

- Student B listens and asks one follow-up question (*"What's the input?" / "What happens after that?"*).
- Switch roles.

Movement Activity – Sequencing Relay (15–20 mins)

- Teacher posts step cards for a process around the room (*Open app → Enter password → System checks → Dashboard loads*).
- Students in teams race to put steps in the correct order.
- Each team explains the process aloud using *first, then, finally*.

[20-Minute Break]

III. Production (30–40 mins)

Group Project – Explain a Process Task (25–30 mins)

- Distribute **Group Activity Sheet: Explain a process**.
- Groups choose or invent a process (e.g., *signing up for an app, posting a message, resetting a password, checking out in an online store*).
- Each group prepares:
    1. A diagram (drawn flowchart or steps list)
    2. A spoken explanation (2–3 minutes) using sequencing phrases
- Groups present to the class.

IV. Wrap-Up (15 mins)
Reflection Discussion (10 mins)

- Students answer: *"Which phrase helps you most to explain processes clearly?"*
- Share with a partner, then with class.

Optional Independent Practice

- Write a short process explanation (100–120 words) about one feature or task you know. Include:
    1. The input
    2. The steps in order
    3. The output

Notes for the Instructor

- Encourage diagrams + gestures to make explanations clear.
- Push students to use sequencing words instead of "and then… and then…" repeatedly.
- During presentations, monitor for accuracy with input/output vocabulary.
- For weaker students, give sentence starters (*"First, you… Next, the system…"*).

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 15
Topic: Presenting a Technical Decision
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can say why one option was better than another.
- I can explain a decision using *because, so, instead of*.
- I can give pros and cons in a simple format.

Materials

- Reading handout: Example technical decision explanation
- Pros and cons cards
- Comparison role-play cards
- Group activity sheet: Technical decision mini-presentation

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
decision	a choice made after thinking	The team made a decision to use Jira.	N
reason	the cause for something	The reason we chose Trello is simplicity.	N
compare*	to look at differences	We compared two frameworks before choosing.	Y
instead of	in place of something else	We used React instead of Angular.	Y
because	gives the reason	We chose this tool because it's free.	N
so	shows the result	The server was slow, so we upgraded it.	N
advantage	a positive point	An advantage of this tool is flexibility.	N

disadvantage	a negative point	A disadvantage is the high cost.	N
pro	an informal word for advantage	A pro is that it works offline.	N
con	an informal word for disadvantage	A con is that it takes longer.	N

Lesson Structure (PPP)

Review (5–10 mins)
Activity: "Which one do you prefer?"

- Teacher asks: *"Coffee or tea? Windows or Mac? WhatsApp or Telegram?"*
  Students answer with *because*: *"I prefer WhatsApp because it's easier to use."*

Warm-Up (10–15 mins) – Decisions in Tech

- Students in pairs discuss: *"What tools do you use at work or study? Why?"*
- Share a few examples with class. Teacher connects answers to "technical decisions."

I. Presentation (30–40 mins)

Reading Activity – Example Technical Decision (15–20 mins)

- Distribute **Reading Handout: Example decision explanation**.
  - Example:
    "We decided to use Trello instead of Jira because it is simpler for small teams. A pro is that it's easy to use. A con is that it doesn't have advanced reporting. We chose it so the team can work faster."
- **Comprehension Questions:**
  1. What was the decision?
  2. What was the reason?
  3. What was one pro?
  4. What was one con?
  5. What was the result?

Useful Phrases for Decisions (10–15 mins)

- Teacher writes on board:
  - "We chose ___ because ___."
  - "We decided to use ___ instead of ___."
  - "A pro is ___ / A con is ___."
  - "We picked ___ so ___."
- Students practice by filling in with everyday examples (apps and tools) Example:
  - "We chose Zoom because it is easier for clients to use."

- "We decided to use React instead of Angular because the team has more experience."
- "A pro of Google Meet is integration with Gmail; a con is lower recording quality."

II. Practice (30–40 mins)

Pros and Cons Speaking Activity(15–20 mins)

1. Teacher writes the names of some different tools on the board:
    a. React
    b. Angular
    c. Google Meet
    d. Zoom
    e. Figma
    f. Adobe XD
2. Students work in pairs discussing the pros and cons of each tool.
    a. Example: Zoom
        i. Pro - It's free to use and most people have used it before
        ii. Con - The meeting ends after 40 minutes with the free version

Comparison Role-Play (15–20 mins)

- Distribute **Comparison Role-Play Cards**.
    - Example:
        - Student A: You support using React.
        - Student B: You support using Angular.
        - Each gives reasons, then agree on one choice.

[20-Minute Break]

III. Digital Tool (45 mins)

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

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Students answer: *"What was the last decision you made at work/school? Why?"*
- Share in pairs, then 2–3 with class.

Optional Independent Practice

- Write a short decision report (4-5 sentences)
- Include:
    1. What was chosen

2. Why it was chosen (because/so/instead of)
3. One pro and one con

Notes for the Instructor

- Encourage balance: at least one pro + one con for each decision.
- Monitor role-plays for overuse of *because*; push students to also use *so* and *instead of*.
- During mini-presentations, give feedback on clarity and structure.
- Support weaker students with sentence frames and allow them to prepare notes.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 16
Topic: Visual Communication and Documentation
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can create simple visual materials to support a presentation.
- I can explain my visuals clearly and confidently.
- I can respond to a basic follow-up question about my explanation.

Materials

- Reading handout: Example feature explanation with visuals
- Visual aids cards (flowchart, slide, wireframe, diagram)
- Worksheet: Explain this visual (short practice tasks)
- Mini-project sheet: Feature Walkthrough Presentation

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
visual aid	an image, diagram, or slide that supports a talk	He used a chart as a visual aid.	N
flowchart	a diagram showing steps in order	The login process is shown in a flowchart.	Y
wireframe	a simple sketch of a webpage/app	The designer made a wireframe of the homepage.	Y
diagram	a picture that explains something	This diagram shows the database structure.	Y
slide	a page in a presentation	The first slide shows the project goals.	N
bullet points	short lines of text in a list	Use bullet points for clarity on slides.	N

screenshot	an image captured from a screen	Add a screenshot of the error message.	Y
walkthrough*	a step-by-step explanation	She gave a walkthrough of the signup process.	Y
scenario	a situation example	In this scenario, the user forgets their password.	N
design choice	the reason for creating something in a certain way	The dark mode was a design choice for usability.	Y

Lesson Structure (PPP)

Review (5–10 mins)
Activity: "Name that visual"

- Teacher shows pictures of slides, diagrams, flowcharts. Students call out the name.

Warm-Up (10–15 mins) – Visuals in Real Life

- Students in pairs answer: *"What visual do you use most: slides, charts, screenshots, or something else? Why?"*
- Share with class.

I. Presentation (30–40 mins)

Reading Activity – Example Feature with Visual (15–20 mins)

- Distribute **Reading Handout: Feature explanation with a simple diagram**.
    - Example:
      User story: "As a user, I want to save my progress so I can continue later."
      Feature: Auto-save
      Visual: Small flowchart → Write text → Auto-save icon appears → Data stored automatically
    - **Comprehension Questions:**
        1. What is the feature?
        2. What does the diagram show?
        3. Why is this feature useful?

Useful Phrases for Explaining Visuals (10–15 mins)

- Teacher writes on board:
    - "This diagram shows…"
    - "Here we can see…"
    - "The purpose of this visual is…"
    - "For example, in this scenario…"
    - "This design choice was made because…"

- In pairs: one student explains a simple visual (teacher shows), the other asks a follow-up question (*"Why was it designed this way?"*).

II. Practice (30–40 mins)

Visual Aids Cards – Small Explanations (15–20 mins)

- Distribute **Visual Aids Cards** (flowchart, slide, wireframe, diagram).
- Each student picks a card and gives a 1-minute explanation as if presenting:
  - What the visual shows
  - Why it's useful
- Partner asks one follow-up question.

Worksheet – Explain this Visual (15–20 mins)

- Distribute **Worksheet: Explain this visual** with 3 simple visuals (e.g., login flowchart, bullet-point slide, app wireframe).
- Students write 2–3 sentences explaining each.
- Then practice reading them aloud to a partner.

[20-Minute Break]

III. Production (30–40 mins)

Mini-Project – Feature Walkthrough Presentation (25–30 mins)

- Distribute **Mini-Project Sheet: Feature walkthrough presentation**.
- Students choose a feature (real or imagined).
- Prepare a short presentation (2–3 minutes) that includes:
  1. A user story or scenario
  2. A step-by-step explanation of how it works
  3. A visual aid (screenshot, slide, sketch, or diagram)
  4. One reason why the feature was designed that way
- Students present to class. Classmates ask one follow-up question after each presentation.

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Students answer: *"Which type of visual do you prefer to use? Why?"*
- Share in pairs, then with class.

Optional Independent Practice

- Create one visual aid (flowchart, slide, or wireframe) for a feature you know.
- Write 4–5 sentences explaining it.
- Be ready to share in the next class.

Notes for the Instructor

- Encourage simple visuals (boxes, arrows, bullet points) — not perfection.
- Emphasize connecting visuals to user needs and clear explanations.
- Monitor presentations to ensure students use the target phrases.
- Push students to answer follow-up questions with confidence, even short answers.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 17
Unit: 5 – Meetings and Stand-Ups
Topic: Participating in a Stand-Up Meeting
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can give a clear update on my current tasks.
- I can report blockers or delays using appropriate phrases.
- I can ask teammates what they are working on.

Materials

- Review worksheet: Spiral review – features & processes
- Reading handout: Sample stand-up transcript
- Stand-up speaking cards (Yesterday / Today / Blockers)
- Role-play cards: Stand-up participant roles
- Group activity sheet: Stand-up + meeting summary

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
stand-up*	a short daily meeting for updates	Our team has a stand-up every morning.	Y
update*	new information about a task	I gave an update about the API.	Y
blocker*	something stopping progress	A missing file is my blocker.	Y
delay*	when something takes longer	There's a delay because testing failed.	N
yesterday	the previous day	Yesterday I fixed bug #203.	N
today	the current day	Today I'm working on the signup form.	N
next step*	the action to do after this	The next step is testing.	N

progress*	movement toward finishing a task	We've made progress on the design.	N
action item	something agreed to do after a meeting	Writing the report is an action item.	Y
status*	the current situation of a task	What's the status of the login page?	Y

Lesson Structure (PPP)

Review (10–15 mins) – Spiral Review
Activity: Feature & Process Check-In

1. Distribute **Review Worksheet: features & processes**.
2. Each student gets 3 prompts that recycle Unit 4 content:
    - *"Describe one feature from your favorite app. Why is it useful?"*
    - *"Explain a process in 3 steps using 'First, Next, Finally.'"*
    - *"Give one technical decision your team might make. Use 'because / instead of / so.'"*
3. Students work in pairs to answer prompts orally.
4. Volunteers share answers with the class.

Warm-Up (10 mins) – What's a Stand-Up?

1. Teacher asks: *"Do you have daily meetings in your team or studies? What do you say?"*
2. Introduce the 3-part stand-up formula:
    - Yesterday → Today → Blockers.
3. Write on the board and model a quick example.

I. Presentation (30–40 mins)

Reading Activity – Sample Stand-Up Transcript (15–20 mins)

- Distribute **Reading Handout: Sample stand-up transcript**.
    - Transcript Example:
        - Manager: Let's start with updates.
        - Dev 1: Yesterday I finished the payment feature. Today I'll test the login page. Blocker: I'm waiting for design feedback.
        - Dev 2: Yesterday I tested the signup form. Today I'll work on bug #305. No blockers.
        - Dev 3: Yesterday I fixed bug #299. Today I'll write the report. The next step is review.
    - **Comprehension Questions:**
        1. What did Dev 1 do yesterday?
        2. What is Dev 2's task today?

3. Who has a blocker?
4. What is Dev 3's next step?

Useful Phrases for Stand-Ups (10–15 mins)

- Teacher writes on board:
  - "Yesterday I…"
  - "Today I…"
  - "I'm blocked because…"
  - "The next step is…"
  - "What's the status of…?"
- Students repeat chorally.
- In pairs: one gives a short update, the other asks a follow-up (*"What's the status of your task?"*).

II. Practice (30–40 mins)

Stand-Up Speaking Cards – Yesterday / Today / Blockers (15–20 mins)

- Distribute **Stand-Up Speaking Cards** with tasks (e.g., *Fix login bug, Test payment, Write documentation*).
- Students walk around the room. Each time they meet a new partner, they:
  - Give a 3-part update (Yesterday / Today / Blockers).
  - Ask their partner: *"What's the status of your task?"*
- Switch cards after each round.

Role-Play – Stand-Up Participant Roles (15–20 mins)

- Distribute **Role-Play Cards** (Developer, Tester, Designer, Manager).
- In groups of 4, simulate a stand-up.
- Each student gives their Yesterday / Today / Blockers update.
- Manager asks 1–2 follow-up questions.

[20-Minute Break]

III. Production (30–40 mins)

Group Project – Stand-Up + Meeting Summary (25–30 mins)

- Distribute **Group Activity Sheet: Stand-up + summary**.
- Groups of 4–5 simulate a full stand-up.
- After the meeting, one student writes a **summary of action items**.
  - **Example Action Items:**
- Fix bug #305 by Friday (Dev 2).
- Test login page after design feedback (Dev 1).
- Write report and send for review (Dev 3).
- Groups read their summary aloud to the class.

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Students answer: *"Which phrase is most useful for your real work?"*
- Share with a partner, then with class.

Optional Independent Practice

- Write a **short stand-up update** (4–5 sentences) including:
    a. Yesterday's task
    b. Today's task
    c. Any blocker
    d. The next step

Notes for the Instructor

- Spiral review is important — remind students how features, processes, and decisions connect to daily stand-ups.
- Keep updates short — max 30 seconds each in practice.
- Rotate partners frequently in the "walk-around" activity.
- In role-plays, ensure the "Manager" always asks follow-ups.
- Collect summaries from the group project if you want to give written feedback.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 18
Unit: 5 – Meetings and Stand-Ups
Topic: Clarifying and Following Up in Meetings
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can ask for clarification: *"Can you explain that again?"*
- I can rephrase or expand when asked to explain more.
- I can check my understanding before moving on.

Materials

- Reading handout: Meeting transcript with clarifications
- Clarification question cards
- Role-play cards: Meeting follow-ups
- Group activity sheet: Clarify & confirm

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
clarify*	make something clear	Can you clarify what you mean by "blocked"?	N
rephrase	say something in another way	Let me rephrase that: the task is delayed.	N
expand	give more detail	Could you expand on that point?	N
confirm	check if something is correct	Can I confirm the deadline is Friday?	N
check understanding	ask if everyone understood	Let's check understanding before moving on.	N
polite question	a respectful way to ask	Could you explain that again, please?	N

misunderstanding	when someone doesn't understand	There was a misunderstanding about the task.	N
helpful response	an answer that supports the listener	Sure, I'll give you more detail.	N
follow-up*	an extra question for detail	As a follow-up, when will it be ready?	N
summarize (word family: summary, Unit 2)	give a short version	Let me summarize the decision quickly.	N

Lesson Structure (PPP)

Review (10–15 mins) – Spiral Review
Activity: Stand-Up + Follow-Up

- **Teacher instructions:**
    1. Teacher writes on the board:
        - Describe one feature from your favorite app. Why is it useful? Provide example depending on student need/level. Example: "The search feature in whatsapp is useful because it helps me find old messages."
    2. Have students think-pair-share

Warm-Up (10 mins) – Misunderstanding Moments

- Students in pairs discuss: *"Have you ever not understood something in a meeting? What did you say?"*
- Teacher collects phrases on board: *"Sorry, can you explain again?"*, *"Could you clarify that?"*

I. Presentation (30–40 mins)

Vocabulary Intro (10 mins)

- Ask students to get into pairs and send the Vocabulary Table to the class group chat
- Student A: chooses a word and reads the definition
- Student B: reads the example sentence and then creates their own example sentence.
- Students switch roles after each word

Reading Activity – Meeting Transcript (15 mins)

- Distribute **Reading Handout: Transcript with Clarifications** and place students into groups of 3-4
- Students read the script together, each student taking role, then answer questions together

- Ask a group to volunteer to read through the script for the class and then ask for each groups answers to the questions.

Useful Phrases (10 mins)

- Write these phrases clearly on the board/slides:
  - *"Can you explain that again?"*
  - *"Could you clarify what you mean by ___?"*
  - *"Let me rephrase that…"*
  - *"Could you expand on that point?"*
  - *"Can I confirm ___?"*
  - *"So what you're saying is…"*
- Read each phrase aloud once, then have students repeat chorally (all together) for pronunciation.
- Briefly explain when to use each phrase:
  - *Asking for repetition* → "Can you explain that again?"
  - *Asking for details* → "Could you expand on that point?"
  - *Checking understanding* → "So what you're saying is…"
- Teacher models with a student volunteer:
  - Teacher: *"We finished most of the project, but there were some issues with the thing we used last week."* (vague update)
  - Student: *"Could you clarify what you mean by 'the thing we used'?"*
  - Teacher: *"I mean the new payment API we tested."*

  Instructions for students:
  1. Work in pairs.
  2. Partner A gives a **vague update** (see examples below).
  3. Partner B asks for clarification using **at least one phrase** from the board.
  4. Switch roles and try again with a new update.
- **Examples of vague updates (teacher provides on board):**
  - *"I had some problems with the system yesterday."*
  - *"The design isn't working properly."*
  - *"The new feature is kind of slow."*
  - *"We changed the setup, but it's not good."*
- **Expected Exchanges:**
  - A: *"I had some problems with the system yesterday."*
  - B: *"Could you expand on that point? Which system?"*
  - A: *"The login system was not accepting passwords."*
- **Optional Variation (if extra time): Hot Seat Game:** One student gives a vague update to the whole class. Different students ask clarification questions using phrases from the board.

II. Practice (30–40 mins)

Clarification Question Cards (15–20 mins)

- Distribute **Clarification Cards**.

- Student A gives an update.
- Student B draws a card and asks a question.
- Student A rephrases or expands.
- Switch roles.

Role-Play – Meeting Follow-Ups (15–20 mins)

- Groups of 3. Each has a **Role-Play Card**.
- Example:
  - Student A: Give an unclear update.
  - Student B: Ask a clarification.
  - Student C: Summarize what was understood.
- Rotate roles.

[20-Minute Break

III. Production (30–40 mins)

Group Task – Clarify & Confirm (25–30 mins)

- Distribute **Group Sheet** with 3 unclear updates.
- Groups must:
  - Ask clarification questions.
  - Rephrase or expand the information they gave
  - Confirm with a summary.
- Example update: *"The project is late."*
- Possible dialogue:
  - A: *"Could you clarify which part?"*
  - B: *"Let me rephrase: The design is complete, but testing is late."*
  - C: *"So what you're saying is: testing is behind schedule?"*

IV. Wrap-Up (10 mins)

Reflection Discussion (5-10 mins)

- Prompt: *"Which clarification phrase will be most useful for your real meetings?"*
- Share in pairs, then with class.

Optional Independent Practice

- Write 3 unclear updates (2–3 sentences each).
- Rewrite them to be clearer.

Notes for the Instructor

- Push students to rephrase, not just repeat.
- Encourage polite intonation when asking for clarification.
- During group task, listen for *clarify → expand → confirm* cycle.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 19
Unit: 5 – Meetings and Stand-Ups
Topic: Leading or Facilitating a Small Meeting
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can open and close a short meeting.
- I can introduce topics and ask for input.
- I can guide a basic discussion and summarize points.

Materials

- Reading handout: Sample meeting script
- Agenda cards
- Role-play cards: Meeting facilitator roles
- Group activity sheet: Run a short meeting

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
agenda*	a list of topics to discuss in a meeting	The agenda has three points.	N
facilitator	the person who leads a meeting	The facilitator keeps the meeting on track.	N
open a meeting	to begin officially	Let's open the meeting with our first topic.	N
close a meeting	to finish officially	I'd like to close the meeting now.	N
introduce (a topic)	to present a subject for discussion	Let me introduce the first agenda item.	N
input*	ideas or feedback from others	We need everyone's input on this decision.	N
guide (a discussion)	to direct how people talk in a meeting	The manager guided the discussion to stay focused.	N

keep time	to watch the clock during a meeting	The facilitator keeps time for each agenda point.	N
summarize*	to give the main points	Let me summarize what we agreed.	N
action items*	tasks decided in a meeting	Action items will be shared after the meeting.	Y

Lesson Structure (PPP)

Review (10–15 mins)

Activity: Clarify + Confirm Practice

1. Ask students to share one or two unclear phrases from their homework with a partner.
    - If students don't have the homework, provide some examples:
        - "The project is late."
        - "There is a bug."
        - "There's an issue with the update"
2. Students in pairs take turns clarifying, rephrasing, and summarizing.
3. After 7 minutes, ask 2–3 pairs to share examples with class.

- **Example:**
  Update: *"The project is late."*
  Partner A: *"Could you clarify which part is late?"*
  Partner B: *"Let me rephrase: The design is complete, but testing is late."*
  Partner A: *"So what you're saying is: testing is behind schedule?"*

Warm-Up (10 mins) – Good and Bad Meetings

- **Teacher instructions:**
    1. Ask: *"What makes a meeting good? What makes it bad?"*
    2. Write student ideas on the board (e.g., *clear agenda, too long, no decisions*).
    3. Tell the students: today we focus on leading meetings well.

I. Presentation (30–40 mins)

Vocabulary Intro (10 mins)

- Teacher writes vocabulary words on the board
- Students work in pairs using their phones/computers to find the definitions and write example sentences together

Reading Activity – Sample Meeting Script (15 mins)

- Distribute **Reading Handout: Meeting Script**.
- Ask students to work in small groups, read the script together and answer the questions

- Ask one group to read for the class and answer the questions

Useful Phrases (15 mins)

- Introduce Phrases, On the board:
  - Opening: *"Let's open the meeting…"*
  - Introducing: *"Our first agenda item is…"*
  - Asking for input: *"What do you think about…?"*
  - Guiding: *"Let's stay on topic…"*
  - Summarizing: *"So the main point is…"*
  - Closing: *"Let's close the meeting…"*
- Read aloud once → students repeat chorally for pronunciation.
- **Model Example**

  Teacher + 1 student demonstrate a mini-dialogue:
  A: *"Let's open the meeting."*
  B: *"Our first agenda item is testing delays."*
  A: *"What do you think about the new deadline?"*
  B: *"Let's stay on topic—just the testing."*
  A: *"So the main point is we need more time."*
  B: *"Let's close the meeting."*
- **Pair Practice (10-15 mins)**

1. Work in pairs.
2. Student A = chairperson, Student B = participant.
3. Use **all six phrases** in a short role-play meeting.
4. Switch roles and try again with a new agenda item.

- **Sample agenda items (teacher provides):**
  - "The project deadline"
  - "Choosing a tool for collaboration"
  - "Bug fixing priorities"

II. Practice (30–35 mins)

Role-Play – Meeting Facilitator Roles

- Groups of 4. One student = facilitator, others = team members.
- Distribute **Role-Play Cards** with scenarios.
- Example Scenario: *Weekly check-in → agenda: 1) testing update, 2) client feedback, 3) next steps.*
- Facilitator opens, introduces, keeps time, and summarizes at the end.
- Rotate facilitators for practice.

[20-Minute Break]

III. Production (30–40 mins)

Group Project – Run a Short Meeting (25–30 mins)

- Distribute **Group Activity Sheet**
- Groups of 4–5 run a mock 10-minute meeting.
- Each group must:
    1. Choose 2–3 agenda items.
    2. One student acts as facilitator.
    3. Keep time and guide discussion.
    4. End with a summary and action items.
- Each group presents their meeting results (summary + action items) to the class.

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Students answer: *"Which role do you prefer: facilitator or participant? Why?"*
- Share in pairs, then class.

Optional Independent Practice

- Write a short meeting plan (6–8 sentences).
- Include:
    1. Meeting purpose
    2. 2–3 agenda items
    3. How you will open, guide, and close the meeting

Notes for the Instructor

- Emphasize short, structured meetings — not long discussions.
- Encourage facilitators to use agenda + time phrases clearly.
- During role-plays, monitor that facilitators: open → introduce topics → guide → summarize → close.
- Give feedback on both language and leadership skills.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 20
Unit: 5 – Meetings and Stand-Ups
Topic: Writing Meeting Notes or Summaries
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can write a meeting summary with 3–4 key points.
- I can list action items clearly.
- I can format notes for easy reference.

Materials

- Reading handout: Example meeting notes
- Action item practice cards
- Mini-project sheet: Mock stand-up + summary report

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops
  some vocabulary will be recycled to give students a chance to remember it and use it in natural speech more easily

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
notes	short writing about key points	I wrote notes during the meeting.	N
summary*	a short version of the main ideas	The summary shows what decisions were made.	N
bullet points*	short listed items in notes	The summary uses bullet points for clarity.	N
action items*	tasks to be done after the meeting	Action items were shared with the team.	Y
outcome	the result of a discussion or meeting	The outcome was to delay the release.	N
decision*	a choice made in the meeting	The decision was to hire a new tester.	N
responsible	the person who must do something	Ana is responsible for the presentation.	N

deadline*	the final date to finish something	The deadline for bug fixes is Friday.	Y
format	the way information is organized	Notes should use a clear format.	N
key point	an important idea	The key point was that testing is not finished.	N

Lesson Structure (PPP)

Review (5-10 mins) – Spiral Review

Activity: Facilitator Phrases Recap

- Ask students to work in small groups of 3-4 to list out the phrases they remember from last class for opening a meeting, one student is leading the meeting and asking for updates from the other students. Example phrases from last class:
    1. Opening: *"Let's open the meeting…"*
    2. Introducing: *"Our first agenda item is…"*
    3. Asking for input: *"What do you think about…?"*
    4. Guiding: *"Let's stay on topic…"*

Warm-Up (10 mins) – Why Notes Matter

- Teacher asks: *"Why are meeting notes important?"*
- Students give answers as a class, teacher writes 3-4 key reasons on the board (*so we remember, for absent team members, to track deadlines*).

I. Presentation (30–40 mins)

Vocabulary Intro (10 mins)

- Teacher sends vocabulary table to class group chat
- Students work in pairs creating a Quizlet flashcard set of the vocabulary words
- Teacher: advise students that this is a great way to practice and learn new vocabulary words

Reading Activity – Example Meeting Notes (15–20 mins)

- Distribute **Reading Handout: Example notes**.
- Students work in small teams to read and answer questions together
- After, teacher asks students what the useful phrases are from the notes so you can understand them

Useful Phrases for Notes (10–15 mins)

- On the board:
    - *"Key points"*

    - *“Decision”*
    - *“Action item”*
    - *“Responsible”*
    - *“Deadline”*
- Practice writing notes:
    - Teacher gives a **short oral update** (1–2 sentences).
    - Students listen and write **2–3 bullet points** using today’s phrases.
- Share answers as a class. Teacher highlights good examples.

Example Oral Update (teacher reads):

“The design team finished the first draft of the homepage. The team agreed to review it next week. David will collect feedback from users by Wednesday.”

Expected Student Notes:

- **Key point:** Homepage draft finished.
- **Decision:** Review next week.
- **Action item:** Collect feedback.
- **Responsible:** David.
- **Deadline:** Wednesday.

III. Production (30–40 mins)

Mini-Project – Mock Stand-Up + Summary Report (25–30 mins)

- Distribute **Mini-Project Sheet**.
- Groups of 4–5 simulate a stand-up meeting:
    1. Each student gives a brief update (Yesterday/Today/Blockers).
    2. Each asks or answers one clarification question.
    3. One student acts as note-taker and writes a summary with:
        - 3–4 key points
        - Action items (who + deadline)
- Afterward, groups share their written summaries with the class.

Example Summary Report:

- Alex: Finished signup testing, working on bug #310 – deadline Friday
- Maria: Draft of report complete, needs review – deadline Monday
- Chris: Blocked by missing client feedback
- Decision: Release pushed to Tuesday

[20-Minute Break]

III. Digital Tool (45 mins)

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

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Prompt: *"Which is harder for you: giving updates or writing summaries? Why?"*
- Students discuss in pairs, then share with class.

Optional Independent Practice

- Write meeting notes for an imaginary stand-up.
- Include:
    1. At least 3 updates
    2. 2 action items with deadlines
    3. 1 blocker

Notes for the Instructor

- Emphasize brevity: bullet points only, no full sentences.
- During the mini-project, rotate note-takers so everyone practices.
- Encourage groups to compare summaries for consistency.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 21
Unit: 6 – Code and Collaboration
Topic: Describing Code Changes
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can say what a change does and why it was made.
- I can describe a file, section, or line of code.
- I can use phrases like *"I updated this to…"* or *"This fixes…"*.

Materials

- Spiral review worksheet: Meeting notes → summaries → action items
- Reading handout: Example commit explanation
- Blank Flash Cards
- Pair role-play cards: Code changes (what + why)
- Group activity sheet: Explain and present a code change

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
commit	a saved change in version control	I made a commit to add comments.	Y
update*	to change something to a new version	I updated this function to fix errors.	Y
fix*	to correct a problem	This fixes bug #210.	Y
add	to include something new	I added a check for empty passwords.	Y
remove	to delete something	We removed unused imports.	Y
change	a modification in code	This change improves performance.	Y
file*	a unit of code saved separately	The change is in the login.js file.	Y

section	part of a file or program	I updated the header section of the code.	Y
line	one row of code	This line was updated to fix the error.	Y
purpose*	the reason why something is done	The purpose of this change is better security.	N

Lesson Structure (PPP)

Review (10–15 mins)

Activity: Meeting Notes → Clear Summary

- **Teacher instructions:**
    1. Distribute **Messy Notes Review Worksheet** with 3 short "messy" notes from a meeting.
    2. Students rewrite them into clear bullet-point summaries.
    3. Share answers with a partner, then with class.

Example:

Messy: *"Talked about bug. Mark maybe fix it soon. Release later."*

Clear:

- Bug fix → Mark → this week
- Release delayed

Warm-Up (10 mins) – Talking About Code

- Teacher asks: *"When you explain code to your team, what words or phrases do you use most often?"*
- Write answers on the board (*add, fix, update, remove, bug, function*).
- Introduce: Today's lesson = using English to describe small code changes.

I. Presentation (30–40 mins)

Vocabulary Intro (10 mins)

- Teacher projects vocabulary table on the board
- Put students into pairs/small groups and give each group a vocabulary word
- Give 5 minutes for each group to write a good example sentence for the word
- Ask each group to send a voice memo to the group chat of their example sentence
- Tell the class they can review these example sentences at home as listening/speaking practice

Reading Activity – Example Commit Explanation (15–20 mins)

- Distribute **Reading Handout**.

- Commit message: *"Fix login bug by checking empty password field."*
  Explanation: *"I updated the login function to check if the password is empty. This fixes the issue where users could log in with no password. I also removed old debug lines from the file."*
- **Comprehension Questions:**

1. What function was updated?
2. What problem does this fix?
3. What was removed?
4. Why is the change useful?

Useful Phrases (10–15 mins)

- Teacher writes on the board:
  - "I updated this to…"
  - "This fixes…"
  - "We added a…"
  - "I removed…"
  - "The purpose of this change is…"
- Students practice in pairs: teacher gives a fake change (*"Added search bar"*), students explain:
  "We added a search bar so users can find items."

II. Practice (30–40 mins)

Vocabulary Card Game – Describing Code Changes (15–20 mins)

- Distribute Flash cards and tell students to make their own vocabulary cards with them (*add, update, fix, remove, commit*).
- Students in pairs pick a card and make a sentence about a change.
- Example: Card = *remove* → Student says: *"We removed old comments to clean up the code."*
- *Optional competition: Who can use all 5 verbs correctly in 2 minutes*

Role-Play – What & Why (15–20 mins)

- Distribute **Role-Play Cards**.
- Example Card:
  - Change: *Added "Forgot Password" button*
  - Student A: Explains what the change is
  - Student B: Asks *"Why was it added?"*
  - Student A: Explains the purpose
- Rotate roles and cards.

[20-Minute Break]

III. Production (30–40 mins)

Group Project – Explain and Present a Code Change (25–30 mins)

- Distribute **Group Activity Sheet**.
- Groups of 3–4 choose a small code change (provided or made up).
- Each group must:
    1. Write a short commit message.
    2. Write 2–3 sentences explaining what the change does and why.
    3. Present to class orally.

Example Output:

- Commit: *"Add coupon code field to checkout."*
- Explanation: *"We added a coupon field to the checkout page. This allows users to apply discounts. The purpose of the change is to improve user experience."*

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Prompt: *"Which is harder: writing commit messages or explaining changes out loud? Why?"*
- Share in pairs, then class.

Optional Independent Practice

- Write two commit messages and short explanations (2–3 sentences each).
- Example: *"Update search function for faster results. This change uses caching to improve performance."*

Notes for the Instructor

- Spiral review reinforces connections between meetings (Unit 5) and explaining changes (Unit 6).
- Keep code examples high-level and simple. Focus on the language, not the syntax.
- Encourage full sentences when explaining changes.
- During presentations, monitor for correct use of purpose phrases (*This fixes… / I updated this to…*).

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 22
Unit: 6 – Code and Collaboration
Topic: Giving and Receiving Feedback in Code Reviews
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can give helpful feedback like *"Could we simplify this?"*.
- I can respond to feedback professionally.
- I can suggest improvements using *"Maybe we can…"* or *"What if…"*.

Materials

- Spiral review worksheet: Describing code changes
- Reading handout: Sample code review comments
- Vocabulary cards: Polite feedback expressions
- Pair role-play cards: Feedback and response
- Group activity sheet: Code review simulation

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
feedback*	comments to help improve work	The manager gave feedback on the code.	N
suggestion	an idea for improvement	I have a suggestion to rename this variable.	N
clarify*	to explain more clearly	Could you clarify what this function does?	N
simplify	to make easier or shorter	Could we simplify this loop?	Y
alternative	another way of doing something	What if we use a different function as an alternative?	N
polite	showing respect when speaking	Always give polite feedback in a review.	N

constructive	helpful and positive	The feedback was constructive, not negative.	N
agree*	to say yes or accept	I agree, this change makes sense.	N
disagree*	to not accept	I disagree, but maybe we can try another way.	N
improvement	something that makes code better	This refactor is an improvement to readability.	Y

Lesson Structure (PPP)

Review (10–15 mins) – Spiral Review

Activity: From Code Change → Purpose → Short Explanation

1. Distribute **Spiral Review Worksheet** with 3 commit messages.
2. Complete the first as a whole class
3. Students write 1–2 sentences explaining each change and its purpose.
4. Share with a partner, then 2–3 examples with class.

   Example Prompt:

   Commit: *"Remove unused imports from login.js"*

   → *"We removed unused imports. The purpose is to clean the file and improve Readability."*

   Example Output

   - *We added a search bar so users can find items easily.*
   - *We removed unused CSS to clean the code and improve performance.*
   - *This fixes an error when invalid cards are entered, so checkout works correctly.*

Warm-Up (10 mins) – Good Feedback, Bad Feedback

- **Teacher asks:** *"What's the difference between good and bad feedback in a review?"*
- Students brainstorm in pairs and then share with the class(good = polite, clear, specific; bad = rude, vague).
- Ask students for examples of good and bad feedback
- Teacher writes examples on board.

I. Presentation (30–40 mins)

Vocabulary Intro (10 mins)

- Write vocabulary words on the board
- Ask students to come up and write definitions for the words they know
- Make corrections for any definitions given
- Review words students don't recognize

Reading Activity – Sample Code Review Comments (15–20 mins)

- Distribute **Reading Handout**.
- Tell students they will be working in pairs: one person reads the example comment, the other will describe what the comment means in different words, then answering the comprehension questions together.
- Do the first one as a class:
    - *"Could you clarify what this function does?"*
    - *This comment is asking for clarification about the function.*

Useful Phrases for Feedback (10–15 mins)

- Teacher asks the students: What phrases do we use when giving feedback?
- Write them on the board:
    - Giving feedback: *"Could we…?"*, *"Maybe we can…"*, *"What if we…?" "I was thinking we might…"*
    - Responding: *"Thanks, that makes sense."*, *"I agree, I'll change it."*, *"I see your point, but maybe we keep it this way."*
- Pairs practice: one person gives an idea of a change to make to an app they use, the other gives feedback, the first person responds. Then switch roles.
    - Example:
      Student A: What if we make Instagram videos better by making it possible to link videos?
      Student B: I agree, that will make it much easier to find videos in a series, I'll change it.

II. Practice (30–40 mins)

Role-Play – Feedback and Response (15–20 mins)

- Distribute **Role-Play Cards**.
- Tell students they will be doing a role play, encourage them to get into new pairings
- One student will read the example issue with the code, the other student will give a suggestion for how to improve it, and the first student will read the response.
- Teacher scaffolds one of the cards with a strong student:
    - Example Card:
        - Code: *Variable named "x"*
        - Student A: *"Maybe we can rename this variable for clarity."*
        - Student B: *"Great idea, I'll change it to userCount."*
- Rotate roles/cards.

Vocabulary Cards – Polite Feedback (15–20 mins)

- Distribute **Feedback Vocabulary Cards** (*clarify, simplify, improvement, suggestion, alternative*).
- Students make sentences in code review style, partner responds to their feedback
- Do the first one as a class:
    - Example: Card = *simplify* → *"Could we simplify this function?"*

- "I understand where you're coming from, but I think we should keep it how it is for now, let's circle back to that at a later date."

[20-Minute Break]

III. Production (30–40 mins)

Step 1 – Setup

- Put students into groups of 3–4.
- Distribute the **Group Activity Sheet** with 3 short code snippets or plain-language code descriptions.
  - Each group member will take turns being the "author" of one snippet.
- On the board, write the roles and responsibilities:
  - **Author**: Explains the code change.
  - **Reviewers**: Give at least one positive comment and one suggestion.
  - **Author**: Responds politely to all feedback.

Step 2 – Role Play in Groups (15–18 mins)

Each group works through 3 code snippets.

Example Snippets:

1. *Added a long if-statement with many conditions.*
   - Feedback: *"Could we simplify this by using a loop?"*
   - Response: *"Good idea, I'll try to refactor it."*
2. *Function with no comments/documentation.*
   - Feedback: *"Maybe add comments to explain the logic."*
   - Response: *"Thanks, I'll write clearer comments."*
3. *Variable names are very short (x, y, z).*
   - Feedback: *"Could we rename these to something more descriptive?"*
   - Response: *"Yes, that will make the code easier to read."*

Teacher Notes:

- Encourage use of polite feedback language:
  - Positive: *"I liked how you…" / "It's good that you…"*
  - Suggestion: *"Maybe improve by…" / "Could we simplify by…?"*
- Encourage polite responses:
  - *"Thanks, that's helpful."*
  - *"Good idea, I'll try that."*

Step 3 – Group Presentations (5–7 mins)

- Each group chooses one snippet they worked on.
- The "author" explains their code change.
- The reviewers give feedback (1 positive, 1 suggestion).
- The author responds politely.
- Keep presentations short (1–2 minutes each).

Step 4 – Debrief (3–4 mins)

Teacher Feedback:

- Highlight strong examples of:

- **Clear explanations** (“The code checks user input before saving”).
- **Constructive suggestions** (“Could we make this reusable as a function?”).
- **Polite responses** (“Thanks, I’ll try to improve readability”).

Optional class reflection: *“Which kind of feedback is easier to give—positive comments or suggestions?”*

IV. Wrap-Up (10 mins)

Reflection Discussion

- Prompt: *“Which feedback phrase do you think is most useful for your real code reviews?”* Share in pairs, then class.
- Ask students to quiz each other on the vocabulary words from today to make sure they remember each meaning

Optional Independent Practice

- Write 3 short code review comments for imaginary changes:
  1. Ask for clarification.
  2. Suggest an improvement.
  3. Give positive feedback.

Notes for the Instructor

- Spiral review connects Unit 5 (summarizing/action items) and Unit 6 (explaining code).
- Emphasize *tone*: polite and constructive feedback, never rude.
- In role-plays, monitor responses to ensure students don’t just agree but can also politely disagree.
- During simulation, encourage variety: one positive, one suggestion, one clarification.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 23
Topic: Writing Commit Messages and Pull Request Summaries
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can write a commit message like *"Refactored login flow."*
- I can explain a change in 1–2 sentences.
- I can use standard verbs: *fix, update, remove, add*.

Materials

- Review worksheet: Giving and responding to feedback
- Reading handout: Examples of commit messages + PR summaries
- Vocabulary cards: Standard commit verbs
- Worksheet: Improve unclear commit messages
- Group activity sheet: Write a PR summary

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
commit message	a short note explaining a code change	The commit message was "Fix signup error."	Y
pull request (PR)	a request to merge code into main branch	I opened a pull request for the new feature.	Y
fix*	to correct a bug or issue	Commit: "Fix checkout bug."	Y
update*	to improve or change something	Commit: "Update UI for profile page."	Y
add*	to include something new	Commit: "Add search function."	Y
remove*	to delete something unnecessary	Commit: "Remove unused imports."	Y
refactor	to rewrite code for clarity/performance	Commit: "Refactor login flow."	Y

summary*	a short explanation of main points	The PR summary explains why the change is needed.	N
description	details about what was done	The PR description shows what files were changed.	N
concise	short and clear	Commit messages should be concise.	N

Lesson Structure (PPP)

Review (10 mins)

Activity: Feedback

- Ask students which feedback phrases they remember from the last week and if they used any at work recently.
- Write phrases on the board and remind students to use phrases with a polite tone

Warm-Up (10 mins) – Bad vs. Good Commit Messages

- Ask students if they are familiar with “commit messages” and allow any students time to explain to the class what they are, if no students volunteer, explain: *a commit message describes what problem your changes solve and how it solves them*
- Explain to students that every company has their own style and preference for how to write commit messages, but we will practice one popular way of writing them
- Allow students the opportunity to adapt their commit messages to their job’s preferences and encourage them to share with the class
- Write on board:
    - Bad: *“Changed password issue”*
    - Good: *“Fix login error on empty password”*
- Ask: *“Which one is better? Why?”*
- Students discuss in pairs.
- Highlight: *good commit messages are short, specific, and use standard verbs.*

I. Presentation (30–40 mins)

Vocabulary Intro (10 mins)

- Send vocabulary table to the class group chat
- Have students review the words alone and then work in pairs
- Student A reads the example sentence to Student B
- Student B describes the meaning of the vocabulary based on the sentence

Reading Activity – Commit & PR Examples

- Students learn the difference between a commit message and a pull request (PR) summary, while also noticing the language patterns used in each. This builds their reading skills and prepares them to write short, professional messages about code changes.
    1. Teacher gives each student/group a **Reading Handout** with examples of commit messages and one PR summary.
    2. Teacher explains:
        - **Commit message** = a short note about *one change* in the code. (Usually 1 line)
        - **PR summary** = a short paragraph describing *what was changed and why*.
    3. Students read the examples on the handout:

    Commit Messages:
    - *"Fix bug in checkout flow by validating card number."*
    - *"Add search filter to product page."*
    - *"Remove unused CSS from profile page."*

    Pull Request (PR) Summary:
- *"This PR updates the checkout flow. It adds validation for card numbers and removes old test code. The purpose is to prevent failed payments."*

    4. Students answer questions in pairs/small groups (written or orally):
        - **Which examples are commit messages?**
          → The short one-line updates (Fix bug… / Add search filter… / Remove unused CSS…).
        - **Which example is a PR summary?**
          → The longer paragraph (*This PR updates…*).
        - **What verbs are used in the commits?**
          → *Fix, Add, Remove.*
          (Teacher highlights that commits often start with strong action verbs).
        - **What purpose is given in the PR summary?**
          → *The purpose is to prevent failed payments.*
    5. Teacher asks:
        - *"What is the main difference between a commit and a PR summary?"*
          → Commit = short, specific; PR summary = bigger picture, includes reasons.
        - *"What do you notice about the verbs?"*
          → They are clear, direct, in base form (*Fix, Add, Remove*).

Useful Patterns (15-20 mins)

- Teacher writes on the board:
    - *Commit = Verb + Object → "Fix login bug"*
    - *PR Summary = What + Why → "This PR updates the search. It improves performance by caching results."*
- Students practice by writing one commit + one PR summary for teacher's example:
    - Example: *"Added dark mode option."*
    - Commit: *"Add dark mode option"*

- PR: *"This PR adds dark mode to settings so users can reduce eye strain."*

II. Practice (30–40 mins)

Vocabulary Cards – Standard Commit Verbs (15–20 mins)

- Distribute **Verb Cards** (*fix, add, update, remove, refactor*).
- Students in pairs: draw a card and write a commit message.
- Example: Card = *remove* → *"Remove debug logs from login.js."*

Worksheet – Improve Unclear Commit Messages (15–20 mins)

- Distribute **Worksheet** with bad commit messages.
- Students rewrite them clearly.

Examples:

- Bad: *"Changed stuff in checkout"* → Good: *"Fix checkout bug on expired cards."*
- Bad: *"Did something with search"* → Good: *"Add search filter by price."*

[20-Minute Break]

III. Production (30–40 mins)

- Put students in groups of 3-4
- Distribute **Group Activity Sheet** with short "changes" list.
- Groups write:
  1. 2–3 commit messages.
  2. A short PR summary (3–4 sentences) explaining what + why.
- Groups present to class.

Example Input:

- Added language option in settings
- Fixed bug with login timeout
- Removed old API endpoint

Example Output:

- Commit 1: *"Add language option in settings."*
- Commit 2: *"Fix login timeout bug."*
- Commit 3: *"Remove old API endpoint."*
- PR Summary: *"This PR adds a language option, fixes login timeout, and removes an unused API. These changes improve usability and reduce errors."*

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Prompt: *"Do you prefer writing commit messages or PR summaries? Why?"*
- Students share in pairs, then class.
- Tell students to bring a sample of their own project/code for next lesson

Optional Independent Practice

- Write 3 commit messages and 1 pull request summary for imaginary code changes of your choice.
- Example: *“Add email validation to signup. Remove unused import in user.js. Update UI for profile page. PR: This PR adds email validation, updates the profile UI, and removes unused code for clarity.”*

Notes for the Instructor

- Spiral review connects feedback → commits logically.
- Stress conciseness: no long sentences in commit messages.
- Encourage consistency with verbs: *fix, add, update, remove, refactor.*
- In group project, check that summaries explain **purpose**, not just **what**.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 24
Unit: 6 – Code and Collaboration
Topic: Discussing Code in Team Conversations
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Learning Outcomes:

- I can explain what a code block does in simple terms.
- I can ask questions like *"Why did we use this function?"*
- I can answer with reasoning: *"Because it's more efficient."*

Materials:

- Students need their own laptop/tablet/phone to share code
- Reading handout: Example team code conversation

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
function*	a block of code that does something	This function checks the password.	Y
efficient	doing something quickly and well	This code is more efficient than the old version.	N
clear*	easy to read or understand	The new function is clear and simple.	N
reason*	the explanation for something	The reason for this change is better performance.	N
check (understand)	to confirm something is correct	Can I check if this variable is global?	N
explain	to make something clear	Can you explain why we used this library?	N
choice	a decision between options	The choice of database affects speed.	N
review	to look at something carefully	Let's review the code before merging.	Y

improvement	something that makes it better	The refactor is an improvement to readability.	N
agree*	to say yes or accept	I agree, this solution is simpler.	N

Lesson Structure (PPP)

Review (10–15 mins)

- Live **Quizlet** review of the last vocabulary words
- Ask students to share the commit messages they wrote for homework

Warm-Up (10 mins) – Code Talk Brainstorm

- In pairs, students discuss: *"What questions do you usually ask about teammates' code?"*
- Teacher writes answers on the board (*Why did you…? Could we…? What if…?*).
- Introduce today's goal: practicing these conversations in English.

I. Presentation (30–40 mins)

Vocabulary Intro (10 mins)

- Teacher projects vocabulary table on the board
- Students work alone writing at least 5 sentences including at least 1 vocabulary word each
- Students send their sentences to the class group chat so students can review them at home for practice

Reading/Listening – Realistic Code Chat (15–20 mins)

- Students read (or listen to teacher read aloud) a short Slack-style chat log:

Example Chat:

A: Why did you use a loop here?
B: Because it's more efficient than repeating lines.
A: Could we use a built-in function?
B: Maybe, but this way is clearer.

- Students highlight the *question*, underline the *answer*, and circle the *reason*.

Useful Phrases Practice (10–15 mins)

- Teacher displays phrases on screen:
  - Asking: *"Why did you…?", "Could we…?", "What if…?"*
  - Responding: *"Because it's…", "Maybe, but…", "The reason is…"*
- Students practice with their own recent code:
  - A asks: *"Why did you use X?"*
  - B answers with reasoning.

II. Practice (30–40 mins)

Digital "Hot Seat" (15–20 mins)

- Students open a recent piece of their own code (on phone/laptop) or pseudocode or example snippets from online (code is not important focus on language use)
- Pair work: Partner A = "reviewer," Partner B = "author."
- Reviewer asks 2 questions about the code.
- Author explains reasoning.
- Switch roles.

Live Chat Simulation (15–20 mins)

- Teacher sets up a **shared Google Doc or Slack-style channel**.
- Students simulate a real-time code discussion in English:
  - Ask at least 1 *Why/What if* question.
  - Give 1 suggestion.
  - Respond with reasoning.
- Teacher monitors live typing, correcting phrasing in real time.

[20-Minute Break]

III. Production (30–40 mins)

Mini-Project – Pull Request Role-Play (25–30 mins)

- In pairs, students use GitHub/GitLab (or Google Docs if simpler) to simulate a PR.
- Roles:
  1. Author: explains the change in 2–3 sentences.
  2. Reviewer: asks 1–2 questions + gives 1 improvement.
  3. Author: responds politely with reasoning.
  4. Both: write a final 2–3 sentence PR summary in English.
- Teacher goes around to listen to each pair
- Ask one or two pairs to share with the class

IV. Wrap-Up (15 mins)

Reflection (10 mins)

- Prompt: *"Do you prefer explaining your own code or reviewing someone else's code? Why?"*
- Discuss in small groups.

Optional Independent Practice

- Choose one small change from your recent work.
- Write:
  1. A commit message
  2. A 2–3 sentence PR summary
  3. One possible reviewer comment and your response

Notes for the Instructor

- Use digital tools (Kahoot, Google Docs, Slack, GitHub) whenever possible to mimic real team collaboration.
- Emphasize short, polite exchanges, avoid long technical lectures.
- In Hot Seat, remind students they don't need perfect code, just clear *English explanation*.
- Pull Request Role-Play should feel realistic, encourage students to use code they actually wrote if possible.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 25
Unit: 7 – Problem Solving and Debugging
Topic: Describing a Bug or Issue
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can describe what the problem is and when it happens.
- I can explain what I expected and what actually happened.
- I can give enough detail for someone else to reproduce the bug.

Materials

- Bug Report Google Form
- Realistic Bug Report Template
- Quizlet
- Shared Google Doc for short posts

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
bug*	an error or problem in software	We found a bug in the checkout page.	Y
issue*	another word for a problem	This issue stops users from logging in.	Y
reproduce	to make the bug happen again	Can you reproduce the bug on your device?	Y
expected behavior	what should happen	Expected: user logs in after clicking “Login.”	Y
actual behavior	what really happens	Actual: page refreshes but nothing happens.	Y
error message	text shown when something goes wrong	The error message says “Invalid input.”	Y
crash*	when software stops working suddenly	The app crashes when I press “Save.”	Y

step*	an action you take	Step 1: Open the app. Step 2: Enter username.	N
detail*	small but important information	Include details like browser version.	N
affect	to cause a change or problem	The bug affects all Android users.	Y

Lesson Structure (PPP)

Review (10–15 mins)
Activity: Review Group Project

- Students review their group project from last lesson in their groups
- Review dialogue from last lesson and discuss if they've used the words/phrases since the last lesson

Warm-Up (10 mins) – Talking About Problems

- Teacher asks: *"What bugs or issues have you seen recently in apps or websites?"*
- Students share examples in small groups, then post one example each in a shared class chat.
- Teacher highlights good use of *expected vs. actual behavior* language:
    - When students write or present bug reports, they need to clearly show the difference between:
        - **Expected behavior** → what *should* happen if the software works correctly.
        - **Actual behavior** → what *really* happened when they tested it.
        - **Example – Login Bug**
            - **Expected:** *User logs in and goes to the dashboard.*
            - **Actual:** *Nothing happens when clicking "Login."*
              The teacher would highlight:
                - Good use of *clear, simple verbs* ("logs in," "nothing happens").
                - Correct contrast between *expected* vs. *actual*.

I. Presentation (30–40 mins)

Vocabulary Intro (10 mins)

- Send vocabulary list to class group chat
- Have students stand up and walk around the class, talking to each other
- Each time students start talking in a pair: Student A chooses a vocab word, Student B makes a sentence with the word, then switch to new pairs

Example Bug Report (Projected or Shared Doc, 15–20 mins)

- Teacher projects a **bug report google form**(GitHub/Jira style).
- Fill it out as a class, asking for students to volunteer the answers they think are best

Useful Phrases (10–15 mins)

- Teacher projects key headings:
  - *Steps to reproduce:*
  - *Expected behavior:*
  - *Actual behavior:*
  - *Error message:*
- Students practice in pairs using a simple example:
  - Bug: *Calculator app crashes when dividing by zero.*
  - Reported as: *Steps → Open app → Enter "5 ÷ 0" → Press "=". Expected → Error message. Actual → App crashes.*

II. Practice (30–40 mins)

Vocabulary Practice (15–20 mins, Quizlet/Kahoot)

- Students play **Quizlet Live** on phones/laptops with today's vocabulary.
- Bonus task: type one original sentence using the word in a bug-report style.

Role-Play: Reporter & Developer (15–20 mins, Screen Prompts)

- Teacher projects bug scenarios one at a time.
- Example: *Shopping cart does not update after adding item.*
- Pair roles:
  - Student A (Reporter): describes steps, expected, actual.
  - Student B (Developer): asks clarifying questions (*Which browser? Always or sometimes?*).
- Switch roles with the next prompt.

[20-Minute Break]

III. Digital Tool (45 mins)

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

IV. Wrap-Up (15 mins)

Reflection (10 mins, Slack/Discord Style)

- Each student posts in class channel:
  "Bug: ____ → Expected: ____ → Actual: ____."
- Teacher gives quick feedback on clarity and language.

Optional Independent Practice

- Write a bug report (real or imaginary) using the template provided in class.
- Submit via Google Form / shared doc.

Notes for the Instructor

- Keep activities interactive and tool-based, not worksheet-based.
- Monitor role-plays closely to ensure students are practicing *expected vs. actual behavior* correctly.
- Use real bug examples if possible — students engage more when the bugs are realistic.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 26
Unit: 7 – Problem Solving and Debugging
Topic: Asking for Help and Troubleshooting Together
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can ask for help: *"I've tried X, but it still isn't working."*
- I can suggest steps to try: *"Let's check the console logs."*
- I can work with a partner to isolate the problem.

Materials

- Quizlet
- Mentimeter for sharing "help requests"
- Optional: students' own laptops/code samples

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
ask for help	to request support	I asked for help because the test kept failing.	N
suggest	to give an idea	Can I suggest checking the console logs?	N
try (a step)	to attempt a solution	Let's try restarting the server.	N
isolate (a problem)	to find the specific cause	We isolated the problem to the login function.	Y
step*	one action in a process	First step: check the error logs.	N
log (console log)	record of events/errors in code	The console log shows a missing file error.	Y
restart*	to stop and start again	Try restarting the app and see if it works.	Y
collaborate	to work together	We collaborated to fix the bug.	N

error*	something that went wrong	The error shows “undefined variable.”	Y
check*	to look at or verify	Let’s check if the API is running.	N

Lesson Structure (PPP)

Review (10–15 mins) Bug Reports → Requests for Help

- Teacher projects 2–3 bug reports that students created from last lesson.
- Students rewrite each as a help request in the format:
  - *“I’ve tried X, but it still isn’t working. The error says Y.”*
- Quick share in pairs, then 2–3 volunteers read aloud.

Warm-Up (10 mins) – When Do You Ask for Help?

- Have students discuss in pairs: *“Do you usually try to fix things alone or ask for help quickly?”*
- Share in class.
- Transition: Today = language for asking for help politely + troubleshooting together.

I. Presentation (30–40 mins)

Vocab Intro (10 mins):

- Send **Quizlet** link to class group chat and have students quiz each other in pairs using the flash cards

Example Dialogue (Mentor & Developer, 15–20 mins)

- Teacher projects this conversation and tells students to work in pairs reading the dialogue and then answering questions

Dev A: I’ve tried restarting the server, but it still isn’t working.
Dev B: Did you check the console logs?
Dev A: Yes, it says “missing token.”
Dev B: Let’s isolate the problem. Maybe the API key is wrong.
Dev A: Good idea, I’ll check that next.

Comprehension Questions (write on board or project):

1. What help request did Dev A make?
2. What step did Dev B suggest?
3. What error was found?
4. How did they decide the next step?

II. Practice (30–40 mins)

Troubleshooting Wall (15–20 mins)

- Teacher sets up a **Mentimeter wall** and projects QR code for students to share on

- Students post short requests for help (real or imaginary).
    - Example: *"I've tried refreshing, but the error is still there. Can you help?"*
- Class reads them and suggests solutions.

Pair Debugging Role-Play (15–20 mins)

- Teacher projects bug scenarios one at a time.
    - *App crashes when uploading a large file.*
    - *Website crashes when client logs in*
    - *The dashboard takes over 30 seconds to open.*
    - *Clicking "Help" goes to a 404 error page.*
    - *The app crashes when saving a new document.*
    - *Shopping cart shows the wrong price total.*
    - *Contact form submits even if required fields are empty.*
- Student A = Reporter: asks for help.
- Student B = Partner: suggests steps, asks clarifying questions.
- Switch roles for the next scenario.

[20-Minute Break]

III. Production (30–40 mins)

Group Simulation – Debugging Together (25–30 mins)

- Groups of 3–4 choose a bug scenario that they've experienced
- Task: simulate a troubleshooting session:
    1. One student reports the bug with *expected vs. actual behavior*.
    2. Others ask for details, suggest steps, check possible causes.
    3. As a group, they agree on the most likely fix.
- Groups summarize their process in 3–4 steps on the board/ shared Google Doc.
- Teacher walks around the room and provides feedback to each group based on simulated discussion and google doc

Example Output for doc:

- Bug: Login form shows "undefined variable."
- Steps tried: restart server, clear cache.
- Next step: check database connection.

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Prompt: *"Do you prefer fixing problems alone or with a team? Why?"*
- Pairs discuss, then class shares.

Optional Independent Practice

- Write a short help request from your own work (real or imagined).
- Include: what you tried, what error you saw, and what you need help with.

Notes for the Instructor

- Encourage students to use their own code examples for authenticity.
- Monitor role-plays to ensure polite help requests and clear suggestions.
- During group simulation, emphasize collaboration language i.e. “we” (*let’s check, maybe we can, what if we try*…).

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 27
Unit: 7 – Problem Solving and Debugging
Topic: Proposing and Evaluating Solutions
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can say: *"We could try updating the dependency."*
- I can compare options: *"This one is faster, but less flexible."*
- I can explain why I chose a certain solution.

Materials

- Mentimeter
- Slides or shared doc with bug scenarios - students create their own
- Students' own laptops/phones for brainstorming + solution notes

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
solution*	an answer to a problem	We need a solution for the login bug.	N
option*	a choice or alternative	One option is to restart the server.	N
dependency	external software your project uses	We updated a dependency to fix the issue.	Y
approach	a way of doing something	Another approach is to refactor the function.	N
fix*	to correct a problem	This fix solves the crash.	Y
pro*	an advantage of something	The pro is that it's fast.	N
con*	a disadvantage of something	The con is that it costs more memory.	N
compare*	to look at differences	Let's compare both solutions.	N

choose*	to pick one option	We chose this fix because it was simpler.	N
flexible	easy to change or adapt	This solution is slower but more flexible.	N

Lesson Structure (PPP)

Review (10–15 mins) – Group Project Review

- Students get into groups from last lesson group project
- Review google doc together and collaborative phrases to use in the scenario
- Encourage students to look back at Quizlet form last lesson to review vocabulary words and phrases.

Warm-Up (10 mins) – How Do You Solve Problems?

- Students discuss as a class or in groups: *"When you find a bug, what's your first step? Do you try one fix or compare options?"*
- Share 2–3 answers as a class.

I. Presentation (30–40 mins)

Vocabulary (10-15 min) (most words in this lesson are repeated from previous lessons):

- Teacher writes new vocabulary words on the board with definitions
- Puts students into 3-4 groups
- Reads the definition of a vocab word (that isn't new to the class) outloud to the class
- First student to shout out the correct word gets a point for their team
- Extra point if a student provides a good example sentence using the word

Example Dialogue and Comparisons Review (25–30 mins)

- Project dialogue on screen
- Read together as a class
- Ask two confident students to read together for the class
- Ask students which words/phrases are used for comparison *(faster, but less flexible; slower but cleaner)*
- Remind students how to compare correctly in English
    - Put "er" at the end of short words instead of "more"
    - Put "more" before long adjectives
    - Put "less" in front of all adjectives
    - Use "as _____ as" to describe things as the same level
- Answer questions together as a class

Dev A: We could try updating the dependency.
Dev B: Another option is to rewrite the function.
Dev A: Updating is faster, but less flexible.

Dev B: True, rewriting is slower, but cleaner in the long run.
Dev A: Let's choose updating for now and plan to rewrite later.

Comprehension Questions:

1. What two solutions were proposed?
2. What was the pro of updating?
3. What was the con of rewriting?
4. Which option did they choose and why?

II. Practice (30–40 mins)

Pair Brainstorm – 2 Solutions per Bug (15–20 mins)

- Teacher writes on the board a bug scenario: *"Search results are wrong."*
- Work as a class to think of two solutions with pros and cons for each
- Example:
  - Solution 1: *Fix database query (pro = fast, con = may miss edge cases).*
  - Solution 2: *Refactor search logic (pro = more flexible, con = slower).*

Class Poll: Mentimeter (15–20 mins)

- Each pair submits their preferred solution and reason using full sentences.
- Class votes on which is "best."
- Teacher debriefs: highlight good use of *pros/cons language*.

[20-Minute Break]

III. Production (30–40 mins)

Group Project – Decision Matrix (25–30 mins)

- Groups of 3–4 receive a bug scenario (medium/hard difficulty).
- Tell students they must:
  1. Propose at least 2 solutions.
  2. List pros/cons.
  3. Choose one and explain why.
- Groups record answers in a shared Google Doc/Sheet (decision matrix).
- Bug Scenarios
  1. Data Loss: After refresh, user's draft message disappears.
  2. File Upload: Upload fails for files larger than 5MB.
  3. Security Bug: Users can log in without email confirmation.
  4. Payment Problem: Checkout freezes after clicking "Pay."
  5. API Error: API request returns 500 error when fetching profile info.
  6. Styling Issue: CSS doesn't load on Firefox, layout looks broken.

Example Scenario (provide to students before they begin): *Checkout payment fails.*

- Solution 1: Update payment API → pro: reliable, con: time-consuming.

- Solution 2: Add quick patch to current API → pro: fast, con: temporary.
- Decision: Choose Solution 1 because it's stable long-term.

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Prompt: *"Do you usually prefer quick fixes or long-term solutions? Why?"*
- Pairs discuss, then class shares.

Optional Independent Practice

- Write two possible solutions for a bug you've seen.
- Compare them with one sentence each (pro/con).
- Example: *"Solution 1: Restart server (pro = fast, con = temporary). Solution 2: Update config file (pro = permanent, con = needs testing)."*

Notes for the Instructor

- Keep the focus on comparing options, not just proposing.
- Encourage clear "because…" reasons when students choose solutions.
- If time is short, skip the poll and just do group decision-sharing.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 28
Unit: 7 – Problem Solving and Debugging
Topic: Writing and Presenting a Bug Report
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can write a clear bug report using structured fields.
- I can describe what caused the issue and how to fix it.
- I can present my report and take one question about it.

Materials

- Example bug report (Google Doc) - students create
- Students' laptops/phones for writing and presenting their own reports

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
bug report*	a document describing a software problem	I submitted a bug report about the crash.	Y
reproduce*	to make the bug happen again	Can you reproduce the bug on your device?	Y
cause	the reason something happens	The cause of the bug was a missing variable.	N
fix*	a solution to the bug	The fix was to update the dependency.	Y
summary*	a short explanation	The summary of the issue was one sentence long.	N
screenshot*	a picture of the screen	The screenshot shows the error message.	N
snippet	a small piece of code	I attached a snippet to show the problem.	Y
present	to share information clearly	I presented my report to the team.	N

feedback*	comments to help improve something	I gave feedback on my partner's bug report.	N
structured	organized in clear parts	The report should be structured: title, steps, expected, actual.	N

Lesson Structure (PPP)

Review (10–15 mins) – From Solution → Bug Report Update
Activity:

- Teacher shows 2 solutions from last lesson's decision matrix.
- Students, in pairs, rewrite them as part of a bug report "fix" section.
- Example:
  - Solution: *"Update payment API."*
  - Bug report update: *"Suggested fix: Update payment API because it is more stable and reliable long-term."*

Warm-Up (10 mins) – Why Reports Matter

- Teacher asks: *"What happens if bug reports are unclear or missing details?"*
- Think - Pair - Share → *hard to reproduce, wastes time, team confusion.*
- Teacher: Today we'll practice writing clear structured reports *and* presenting them.

I. Presentation (30–40 mins)

Reading Example Bug Report (15–20 mins)

- Project or share this sample to the class, students read and answer questions in pairs:
  Bug Report Example (GitHub style):
  - **Title:** Login page crashes on submit
  - **Steps to reproduce:**
    - Go to login page
    - Enter valid username + password
    - Click "Submit"
  - **Expected behavior:** User is logged in and redirected to dashboard
  - **Actual behavior:** App crashes with error "undefined token"
  - **Suggested fix:** Add null check for token before redirect

Comprehension Questions (class discussion):

1. What is the bug?
2. What steps reproduce it?
3. What should happen vs. what actually happens?
4. What fix is suggested?

II. Practice (30–40 mins)

Useful Phrases

- Teacher Projects Bug Title (e.g., *"Login button does not work"*).
- Pairs create sentences:
  - Partner A → writes **Expected behavior**.
  - Partner B → writes **Actual behavior**.
- Share examples as a class.

Optional: one pair adds a **Suggested fix** and presents it orally using useful phrases on the board:

- *"The issue happens when…"*
- *"The cause seems to be…"*
- *"The fix is to…"*
- Writing: *"Steps to reproduce…", "Expected behavior…", "Actual behavior…", "Suggested fix…"*
- Presenting: *"The issue happens when…", "The cause seems to be…", "The fix is to…"*
- Students practice: Teacher gives a bug title → pairs create one *Expected vs. Actual* sentence.

  Bug Titles (with example answers):

  1. Login Button Does Not Work
  - Expected behavior: *The user logs in and goes to the dashboard.*
  - Actual behavior: *Nothing happens when the button is clicked.*
  - Suggested fix: *Add an event listener for the login button.*
  - Presenting phrase: *"The issue happens when users click login on Chrome."*

  2. Profile Picture Upload Rotates
  - Expected behavior: *The uploaded picture shows in the correct orientation.*
  - Actual behavior: *The picture rotates 90° after upload.*
  - Suggested fix: *Check EXIF data and adjust image orientation automatically.*
  - Presenting phrase: *"The cause seems to be the way images are saved from phones."*

  3. Search Bar Shows No Results
  - Expected behavior: *Typing "shirt" shows a list of products.*
  - Actual behavior: *"No results found" appears, even though products exist.*
  - Suggested fix: *Update search index or check query parameters.*
  - Presenting phrase: *"The fix is to rebuild the search index."*

  4. Checkout Freezes on Payment
  - Expected behavior: *Payment is processed and confirmation page appears.*
  - Actual behavior: *The page freezes after clicking "Pay."*
  - Suggested fix: *Add loading state and check API response handling.*
  - Presenting phrase**:** *"The issue happens when customers pay with PayPal."*

  5. Notifications Sent Twice
  - Expected behavior: *One email notification is sent.*
  - Actual behavior: *Two identical emails are sent every time.*
  - Suggested fix: *Prevent duplicate triggers in notification service.*
  - Presenting phrase: *"The cause seems to be a duplicated cron job."*

[20-Minute Break]

III. Production (30–40 mins)

Mini-Project – Bug Report + Suggested Fix (25–30 mins)

- Each student writes a **structured bug report** in a Google Doc.
- Must include:
    1. Description of the bug
    2. Steps to reproduce
    3. Expected vs. actual behavior
    4. Suggested fix (with 1–2 reasons)
    5. (Optional) Screenshot or code snippet
- Then, in pairs or groups of 3:
    1. Student presents their bug report in 2 minutes.
    2. Partner/group asks 1 question.
        - Ex: does this happen on all browsers?
        - What causes this error?
    3. Student responds politely.

Example Bug Report

Description of the bug:

The “Reset Password” email is not sent to users after they click “Forgot Password.”

Steps to reproduce:

1. Go to the login page.
2. Click “Forgot Password.”
3. Enter a registered email address.
4. Click “Send Reset Link.”

Expected behavior:

User receives a password reset email within 1–2 minutes.

Actual behavior:

No email is received. Nothing happens on the screen except the form disappears.

Suggested fix (with reasons):

- Check the email service integration in production. It may not be connected correctly.
- Add a confirmation message on the page (“Email sent to your inbox”) so users know the request was processed.

(Optional) Screenshot/Code Snippet:

(Example placeholder — “Screenshot shows login page after clicking ‘Send Reset Link,’ no confirmation message appears.”)

Sample Role-Play (for presentation stage)

- **Student A (Reporter):**

  “The issue happens when users try to reset their password. The expected behavior is that they receive an email. The actual behavior is that no email arrives. The fix is to check the email service connection and add a confirmation message for the user.”

- **Student B (Developer):**
  "Does this happen for all users or only some?"
- **Student A (Reporter):**
  "So far it happens for all users we tested. Thanks for asking — I'll add that to the report."

IV. Wrap-Up (10 mins)

Reflection Discussion

- Prompt: *"Which was harder: writing the bug report or presenting it? Why?"*
- Pairs discuss, then share with class.

Optional Independent Practice

- Write one full bug report from your own work or imagination.
- Include all fields (title, steps, expected, actual, suggested fix).
- Bring it to the next lesson to share in pairs.

Notes for the Instructor

- Keep writing practice digital (Google Doc/Form or GitHub template).
- Focus feedback on *clarity* + *structure*, not technical correctness.
- During presentations, monitor if students:
  1. Use complete structured fields.
  2. Explain fixes with reasons.
  3. Answer at least one question.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 29
Unit: 8 – Career Growth and Presentations
Topic: Planning a Presentation
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Learning Outcomes:

- I can select a topic I'm confident talking about.
- I can organize key points in a logical order.
- I can prepare notes or slides to support my talk.

Materials:

- Google Doc/Slides for topic brainstorming - students create
- Optional note-taking template (digital or paper) with intro/body/conclusion sections
- Students' laptops/phones for preparing notes or slides

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
presentation	a talk to explain an idea or project	I gave a presentation about our workflow.	N
introduction	the beginning of a presentation	The introduction explains the topic.	N
body	the main part of a presentation	The body includes the key points.	N
conclusion	the ending or summary	The conclusion repeats the main message.	N
key point*	the most important idea	My key point was about teamwork.	N
organize	to put in a logical order	I organized my slides into three parts.	N
note*	a short piece of information to remember	I used notes to prepare my talk.	N

slide*	a page in a presentation	Each slide has one key idea.	N
topic	the subject of a presentation	My topic is task management tools.	N
structure	the way something is arranged	A good structure has an introduction, body, and conclusion.	N

Lesson Structure (PPP)

Review (10–15 mins) From Bug Report → Stand-Up
Activity:

- Teacher projects a bug report from Unit 7.
- Students, in pairs, rewrite it as a short spoken stand-up update.
- Example:
    - Bug Report: *App crashes when uploading large files.*
    - Stand-up version: *"We found a crash when uploading large files. The cause is memory limits. We suggest optimizing file handling."*

Warm-Up (10 mins) – When Do Engineers Present?

- Teacher asks: *"In your job, when do engineers give presentations?"*
- Brainstorm examples: demos, sprint reviews, onboarding, conferences.
- Transition: *"Today we'll learn how to plan and structure our own short presentations."*

I. Presentation (30 mins)

Vocabulary and Useful Phrases
Example Presentation Structure (15 mins)

- Teacher asks the class, what should a presentation include?
  3-slide model presentation:
    - Slide 1 → Introduction: *"Today I will talk about our task management tool."*
    - Slide 2 → Body: *"Three points: features, problems, improvements."*
    - Slide 3 → Conclusion: *"In summary, the tool helps us stay on track."*

Useful Phrases (10–15 mins)

- Teacher introduces useful phrases to use during presentations:
    - Introduction: *"Today I will talk about…" / "My topic is…"*
    - Body: *"First… Next… Finally…" / "The key point is…"*
    - Conclusion: *"In summary…" / "To conclude…"*
    - Students practice in pairs: give a 1-minute talk on a project they are working on at work/school using intro, body, conclusion.

II. Practice (30–40 mins)

Topic Brainstorming (15–20 mins)

- Students add possible topics to a shared Google Doc or Padlet wall.
- Examples:
  - *"A project I worked on"*
  - *"How our team uses Trello/Jira"*
  - *"A tool I like"*
- Each student chooses one topic they feel confident about.

Outline Key Points (15–20 mins)

- Teacher instructs students to create their own google doc for note-taking with 3 parts:
  - Introduction
  - Body (3 points)
  - Conclusion
- Students write a quick outline for their talk.
- Example:
  - Intro: *"My topic is using Jira."*
  - Body: *"1. How we use it, 2. Problems, 3. Benefits."*
  - Conclusion: *"It helps us manage tasks better."*

[20-Minute Break]

III. Production (30–40 mins)

Mini-Project – Presentation Planning (25–30 mins)

- Each student prepares either 3 slides in Google Slides or a structured note outline.
- Requirements:
  - Introduction → Topic sentence
  - Body → 2–3 key points
  - Conclusion → 1–2 summary sentences
- Students present a 2-minute preview of their plan in groups of 3–4.
- Group feedback: Is the structure clear? Is the order logical?
  - Ensure each student receives one positive comment and one constructive suggestion

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Prompt: *"What part of planning a presentation is hardest for you: choosing a topic, organizing points, or writing sentences?"*
- Students discuss in pairs, then share highlights.

Optional Independent Practice

- Write a draft outline of your chosen presentation:
    - Topic
    - Introduction sentence
    - 3 key points in the body
    - Short conclusion
- Bring notes or slides to the next lesson.

Notes for the Instructor

- Keep today's focus on structure and clarity, not polished delivery.
- Allow freedom in topic choice — confidence matters more than complexity.
- Encourage peer feedback that focuses on clarity and logical order.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 30
Unit: 8 – Career Growth and Presentations
Topic: Writing a Speaker Script or Outline
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can write bullet points or a short paragraph to support my talk.
- I can use linking expressions like *"First…," "Then…," "Finally…"*.
- I can practice pronunciation and timing while rehearsing.

Materials:

- Sample presentation script/excerpt (model text) - in lesson plan
- Optional: shared Google Doc for drafting and peer review
- Timer app/stopwatch for rehearsal practice

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
outline	a plan of main ideas for a talk	My outline has three main points.	N
script	full written text of a presentation	I wrote a script for my introduction.	N
bullet point*	a short note in a list	Each slide has three bullet points.	N
transition	a phrase to move between ideas	The transition from intro to body is "Now let's look at…"	N
linking expression	a phrase that connects ideas	I used "First… Then… Finally…" in my talk.	N
rehearse	to practice speaking before presenting	I rehearsed my talk two times.	N
timing	controlling how long a part of speech takes	Good timing keeps the talk under 5 minutes.	N

emphasize	to show that something is important	I emphasized teamwork in my conclusion.	N
phrase	a small group of words	The phrase “to sum up” is used for conclusions.	N
audience	people who listen to a presentation	I practiced speaking to the audience clearly.	N

Lesson Structure (PPP)

Review (10–15 mins) – Spiral Review: Outlines from Lesson 29
Activity:

- Students look back at their Lesson 29 presentation outlines.
- In pairs, they briefly summarize their chosen topic using only their outline (no full sentences).
- Teacher highlights good use of clear structure.

Warm-Up (10 mins) – Notes vs. Scripts

- Teacher asks: *“Do you prefer reading a script or just speaking with notes?”*
- Short group discussion → pros and cons of each.
- Transition: *“Today we’ll learn how to create useful notes or short scripts that support, not replace your presentation.”*

I. Presentation (30–40 mins)

Model Example (15–20 mins)

- Teacher reads a short script excerpt for a presentation introduction:

Script Example:

- *“Good afternoon, today I will talk about our team’s use of Trello. First, I’ll explain what Trello is. Then, I’ll describe how we use it. Finally, I’ll share one improvement we made.”*

Ask students:

Comprehension Questions:

1. What is the topic?
2. Which linking expressions are used?
3. How many points will be covered?

Useful Phrases & Linking Expressions (10–15 mins)

- Teacher sends a list of linking expressions to the class group chat:
  - *First… / Next… / Then… / Finally…*
  - *In summary… / To conclude…*
  - *The key point is…*
- Students practice inserting transitions into a mini-outline about a hobby or tool.

II. Practice (30–40 mins)

Writing a Mini-Script (15–20 mins)

- Students take their outline from previous lesson.
- They write either bullet points or a short script paragraph for their introduction + first key point.
- Pairs exchange and check: *Is it clear? Are transitions included?*

Timing & Rehearsal Practice (15–20 mins)

- Using a timer app/stopwatch, students rehearse their script aloud.
- Each student speaks for 1 minute using their notes/script.
- Partner gives feedback on clarity and timing.

[20-Minute Break]

III. Digital Tool (45 mins)

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

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Prompt: *"Which do you find more helpful: full sentences or bullet points? Why?"*
- Discuss in pairs, then class.

Optional Independent Practice

- Write a full script or detailed outline for your presentation (intro + 2–3 key points + conclusion).
- Rehearse once at home using a timer.

Notes for the Instructor

- Emphasize that scripts/notes support speaking but should not be read word-for-word.
- Encourage students to use linking expressions to guide the audience.
- During rehearsal, focus feedback on timing and clarity, not perfect grammar.
- Monitor peer review to ensure feedback is constructive.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 31
Unit: 8 – Career Growth and Presentations
Topic: Rehearsal + Peer Feedback
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can give feedback using *"You were clear when…"* and *"Maybe improve…"*.
- I can revise my talk based on feedback.
- I can answer follow-up questions from a peer.

Materials:

- Peer feedback checklist/handout (clarity, content, delivery)
- Timer app/stopwatch for presentation rehearsal
- Students' outlines/scripts from Lesson 30
- Optional: shared Google Doc for recording peer feedback

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student notebooks or laptops

Vocabulary

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
feedback*	advice or comments to improve something	My partner gave me feedback on my talk.	N
clear*	easy to understand	Your introduction was very clear.	N
improve	to make something better	Maybe improve your timing.	N
revise*	to change or edit something	I revised my script after feedback.	N
delivery	how you speak and present	His delivery was confident and smooth.	N
gesture*	hand or body movement when speaking	Use gestures to emphasize key points.	N
voice	the sound you make when speaking	Speak with a strong voice so everyone hears you.	N

eye contact	looking at the audience when speaking	Make eye contact to connect with listeners.	N
follow-up question	a question asked after the main talk	I answered a follow-up question about my project.	N
constructive*	helpful and positive	She gave constructive feedback instead of criticism.	N

Lesson Structure (PPP)

Review (10–15 mins) – Notes/Outlines from Lesson 30

- Students exchange their Lesson 30 outlines/scripts.
- Partner underlines one strong point and one area to improve.
- Share a few examples aloud as a class.

Warm-Up (10 mins) – Feedback Experiences

- Teacher asks: *"Have you ever given or received feedback in English? How did it feel?"*
- Brief discussion in small groups.
- Transition: *"Today we'll practice rehearsing our talks and giving constructive feedback."*

I. Presentation (30–40 mins)

Model Feedback Dialogue (15–20 mins)

- Teacher projects example:

A: Your introduction was clear.
B: Thanks!
A: Maybe improve your eye contact.
B: Good idea, I'll practice that.

Comprehension Questions:

1. What feedback was positive?
2. What feedback suggested improvement?
3. How did the speaker respond?

Useful Feedback Phrases (10–15 mins)

- Positive: *"You were clear when…" / "I liked how you…"*
- Improvement: *"Maybe improve…" / "Try speaking more slowly."*
- Response: *"Thanks, I'll work on that."* / *"That's helpful."*
- Pairs practice by giving feedback on a **1-minute mini-talk** (topic = hobby/tool).

II. Practice (30–40 mins)

Rehearsal Round 1 (15–20 mins)

- Students rehearse their **full talk** (3–4 minutes) in pairs.
- Partner uses a **feedback checklist** (clarity, content, delivery).

- After talk, partner gives **2 positives + 1 suggestion**.

Rehearsal Round 2 (15–20 mins)

- Switch roles.
- Speakers must answer one follow-up question from their partner.
- Teacher circulates, noting examples of good feedback language.

[20-Minute Break]

III. Production (30–40 mins)

Group Feedback Workshop (25–30 mins)

- Students form groups of 3–4.
- Each student presents a **short version** of their talk (2 minutes).
- Group gives feedback using the formula:
  - *Positive:* "You were clear when…"
  - *Suggestion:* "Maybe improve…"
- Each speaker responds and writes one revision note in their script/outline.

IV. Wrap-Up (15 mins)

Reflection Discussion (10 mins)

- Prompt: *"What feedback was most useful for you today? What will you revise for next time?"*
- Discuss in pairs, then share highlights.

Preview (5 mins)

- Teacher: *"Next lesson we'll focus on final delivery and presenting full presentations."*

Optional Independent Practice

- Revise your script/outline using today's peer feedback.
- Practice your full talk once at home, focusing on **delivery improvements** (voice, eye contact, timing).

Notes for the Instructor

- Encourage **balanced feedback**: at least one positive + one suggestion.
- Remind students to be **constructive and polite**.
- Use timing tools to keep rehearsals realistic.
- Monitor follow-up Q&A to check students' ability to **respond naturally**.

Course Title: English for Software Engineering
CEFR Level: B1
Lesson Number: 32
Unit: 8 – Career Growth and Presentations
Topic: Final Presentations + Reflection
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives (Aligned with CEFR descriptors):

- I can present confidently for 3–5 minutes.
- I can answer 1–2 follow-up questions about my topic.
- I can describe one thing I improved during the course and one goal for the future.

Materials:

- Students' slides or notes prepared in previous lessons
- Timer/stopwatch to manage presentation time
- Peer feedback forms (optional, simple positives/suggestions)
    - One thing you did well
    - One thing to improve
- Reflection worksheet or shared doc

Required Tech / Supplies:

- Whiteboard and markers
- Projector or screen (if using video)
- Student Presentations

Lesson Structure (PPP)

Review (10–15 mins) – Spiral Review: Rehearsal Notes

Activity:

- Students look back at their Lesson 31 peer feedback notes.
- In pairs, they share *one thing they improved* and *one thing they still want to focus on* before presenting.

Warm-Up (10 mins) – Presentation Confidence

- Teacher asks: *"What makes a presentation confident?"*
- Brainstorm qualities: clear voice, eye contact, good structure, visuals.
- Transition: *"Today we'll give our final presentations and reflect on what we learned."*

I. Presentation (30–40 mins)

Teacher Model (5–10 mins)

- Teacher gives a **short 2-minute demo presentation** (on a simple topic like "How I organize my work").
- Include: introduction, body (2 points), conclusion, and take 1 peer question.

Discussion of Model (5 mins)

- Ask: What made the presentation clear? How was the Q&A handled?

Preparation Time (10–15 mins)

- Students have final **5–10 minutes to check slides/notes**.
- Teacher reminds: *Intro → Body → Conclusion → Reflection → Q&A.*

II. Practice/Production (60–70 mins)

Final Presentations (3–5 minutes each)

- Students deliver their final presentations in front of the class.
- Each presentation includes:
    1. Topic introduction
    2. Explanation of project/process/workflow
    3. Optional visual support (slide, diagram, screenshot)
    4. Reflection on growth/learning
    5. Short Q&A (1–2 questions from peers or teacher)

Peer Role:

- Listen and ask 1 follow-up question.
- Optionally fill in peer feedback form:
    - Positive: *"You were clear when…"*
    - Suggestion: *"Maybe improve by…"*

III. Wrap-Up (15 mins)

Reflection Activity (10 mins)

- Students complete a **Reflection Worksheet or shared doc**:
    - One improvement I made during this course is…
    - One goal I have for the future is…
- Optional: share reflections in pairs or small groups.

Closing Discussion (5 mins)

- Teacher thanks students and highlights their **progress across the course**.
- Invite students to keep practicing presentations in real work settings.

Optional Independent Practice

- Write a short **personal reflection paragraph** (5–6 sentences):
    - *What was your biggest success in this course?*
    - *What is your next English goal?*

Notes for the Instructor

- Manage time carefully: 3–5 minutes per student + Q&A.
- Keep atmosphere supportive and positive — final presentations should feel like a celebration of progress.
- If group is large, consider splitting into smaller groups for presentations.
- During reflection, highlight how presentation skills apply directly to workplace contexts.

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&ouid=118059093709259566991&rtpof=true&sd=true

Master Vocabulary File - B1 Software Engineering

UNIT 1

Lesson 1

- job
- role
- task
- responsibility
- team
- manager
- project
- tool
- problem
- solution

Lesson 2

- study
- university
- degree
- course
- internship
- experience
- skill
- certificate
- goal
- career

Lesson 3

- developer
- designer
- tester (QA)
- product owner
- support
- leader
- compare
- different
- similar
- work together

Lesson 4

- feature
- function
- process
- step
- user
- click
- option
- screen
- error
- update

UNIT 2

Lesson 5

- stand-up
- agenda
- update*
- progress
- in progress
- delay
- stuck
- block(er)
- next step
- summary

Lesson 6

- tool*
- app
- install
- uninstall
- restart
- crash
- bug
- fix
- update*
- support*

Lesson 7

- team*
- role*
- task*
- responsibility*
- goal*
- share

- feedback
- agree
- disagree
- summary*

Lesson 8

- update*
- issue
- blocked
- in progress*
- clarification
- FYI (for your information)
- ASAP (as soon as possible)
- tone
- clear
- revise

UNIT 3

Lesson 9

- assign
- deadline
- priority
- progress*
- pending
- status
- milestone
- backlog
- assign to me
- next step*

Lesson 10

- assign*
- board
- column
- backlog*
- due date
- card
- workflow
- assign to
- update*
- check (verb)

Lesson 11

- blocker*
- delay*
- waiting on
- pushed back
- taking longer
- temporary
- workaround
- estimate
- reschedule
- risk

Lesson 12

- stand-up*
- update*
- clarify
- detail
- walkthrough
- task owner
- progress*
- status*
- follow-up
- oral update

UNIT 4

Lesson 13

- feature*
- user story
- purpose
- benefit
- function*
- user need
- experience*
- example
- solve
- useful

Lesson 14

- process*
- step*
- input
- output
- flow

- sequence
- first
- then
- next
- finally

Lesson 15

- decision
- reason
- compare*
- instead of
- because
- so
- advantage
- disadvantage
- pro
- con

Lesson 16

- visual aid
- flowchart
- wireframe
- diagram
- slide
- bullet points
- screenshot
- walkthrough*
- scenario
- design choice

UNIT 5

Lesson 17

- stand-up*
- update*
- blocker*
- delay*
- yesterday
- today
- next step*
- progress*
- action item
- status*

Lesson 18

- clarify*
- rephrase
- expand
- confirm
- check understanding
- polite question
- misunderstanding
- helpful response
- follow-up*
- summarize*

Lesson 19

- agenda*
- facilitator
- open a meeting
- close a meeting
- introduce (a topic)
- input*
- guide (a discussion)
- keep time
- summarize*
- action items*

Lesson 20

- notes
- summary*
- bullet points*
- action items*
- outcome
- decision*
- responsible
- deadline*
- format
- key point

UNIT 6

Lesson 21

- commit
- update*
- fix*
- add
- remove

- change
- file
- section
- line
- purpose*

Lesson 22

- feedback*
- suggestion
- clarify*
- simplify
- alternative
- polite
- constructive
- agree*
- disagree*
- improvement

Lesson 23

- commit message
- pull request (PR)
- fix*
- update*
- add*
- remove*
- refactor
- summary*
- description
- concise

Lesson 24

- function*
- efficient
- clear*
- reason*
- check*
- explain
- choice
- review
- improvement*
- agree*

UNIT 7

Lesson 25

- bug*
- issue*
- reproduce
- expected behavior
- actual behavior
- error message
- crash*
- step*
- detail*
- affect

Lesson 26

- ask for help
- suggest
- try (a step)
- isolate (a problem)
- step*
- log (console log)
- restart*
- collaborate
- error*
- check*

Lesson 27

- solution*
- option*
- dependency
- approach
- fix*
- pro*
- con*
- compare*
- choose*
- flexible

Lesson 28

- bug report*
- reproduce*
- cause
- fix*
- summary*

- screenshot*
- snippet
- present
- feedback*
- structured

UNIT 8

Lesson 29

- presentation
- introduction
- body
- conclusion
- key point*
- organize
- note*
- slide*
- topic
- structure

Lesson 30

- outline
- script
- bullet point*
- transition
- linking expression
- rehearse
- timing
- emphasize
- phrase
- audience

Lesson 31

- feedback*
- clear*
- improve
- revise*
- delivery
- gesture*
- voice
- eye contact
- follow-up question
- constructive*

Lesson 32

Review - No new words