

## **Teacher Guide Introduction and Course Overview**

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

This English for Software Engineering B1 level course is designed for learners who can participate in routine technical discussions and collaborate with colleagues in English. The course develops language skills for explaining processes, discussing features or issues, writing short technical messages, and participating in team meetings. Learners practice communicating ideas clearly and responding appropriately in professional development environments.

### **Course Structure and Total Learning Hours**

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

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

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

### **Student Success and Onboarding**

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

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

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

## Understanding the CEFR Framework

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

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

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

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

## Materials and Resources

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

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

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

## **Assessment and Progress**

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

This assessment plays a role in three critical areas:

### **1. Grouping and Placement:**

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

### **1. Formative Assessment:**

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

### **2. Summative Assessment:**

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

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

## **Adapting the Lessons**

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

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

## **Final Note for Teachers**

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

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

# English for Tech Foundations (CEFR B1)

**Audience:** Young professionals in tech

**Level:** B1 (Intermediate)

**Goal:** Help learners confidently communicate in a development team, describe tasks and processes in detail, and collaborate in professional settings using English.

**Duration:** 32 sessions × 3 hours

Unit	Title	Mini-Project
0	Student Success Introduction	Success Strategies Reflections and Goal Plan
1	Roles, Backgrounds, and Tech Journeys	Tech Story Slide Presentation
2	Team Communication and Workflow	Slack Simulation – Issue + Response
3	Task Management and Updates	Trello Task Report + Demo
4	Explaining Features and Processes	Feature Walkthrough Presentation
5	Meetings and Stand-Ups	Mock Stand-Up + Summary Report
6	Code and Collaboration	Pull Request Role-Play
7	Problem Solving and Debugging	Bug Report + Suggested Fix
8	Career Growth and Presentations	Final Presentation + Live Q&A

## Unit 0: Learning to Learn – Student Success Introduction

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

### CEFR B1 Goals:

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

### Lesson 1: How Do I Learn Best?

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

**Description:**

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

**Learning Outcomes:**

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

**Lesson 2: Setting SMART Language Goals**

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

**Description:**

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

**Learning Outcomes:**

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

**Lesson 3: Tracking Your Progress**

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

**Description:**

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

**Learning Outcomes:**

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

**Lesson 4: Overcoming Challenges**

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

**Description:**

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

**Learning Outcomes:**

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

## **Mini-Project: Success Strategies Reflection and Goals Plan**

Students create a reflection and goal-setting plan with:

- A personal learning strategy
  - SMART goals for the course
  - Challenges and planned solutions
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## **Unit 1: Roles, Backgrounds, and Tech Journeys**

**Theme:** Describing personal and professional background in tech, team roles, and career paths.

### **CEFR B1 Goals:**

- Can describe personal background, work experience, and current role in detail.
  - Can talk about career paths using past, present, and future forms.
  - Can describe responsibilities and how roles interact in a team.
  - Can prepare and deliver a short structured presentation.
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### **Lesson 1: My Role and Responsibilities**

**CEFR Mapping:** B1 – Can describe a job in detail and explain responsibilities.

#### **Description:**

Students learn to describe their job title, daily tasks, and responsibilities in full sentences, including tools, processes, and how they interact with their team.

#### **Learning Outcomes:**

- I can say what my current role is and what I do every day.
- I can describe how my role fits into the overall workflow.
- I can write a paragraph about my professional responsibilities.

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## **Lesson 2: My Background in Tech**

**CEFR Mapping:** B1 – Can describe educational and professional background with supporting details.

**Description:**

Students talk about how they entered tech, what they studied, and previous jobs or training, using narrative tenses and linking expressions to give a clear sequence of events.

**Learning Outcomes:**

- I can describe my educational and professional journey.
- I can use linking words like “after that,” “then,” and “because.”
- I can ask and answer questions about someone’s background.

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## **Lesson 3: Comparing Team Roles**

**CEFR Mapping:** B1 – Can compare people and describe role differences clearly.

**Description:**

Students compare different tech roles and explain how they work together in a team. They practice describing the relationships and dependencies between roles.

**Learning Outcomes:**

- I can compare responsibilities of two team members.
- I can explain how different roles contribute to a project.
- I can say who I work most closely with and why.

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## **Lesson 4: My Career Path – Past, Present, and Future**

**CEFR Mapping:** B1 – Can describe plans and ambitions and reflect on career development.

**Description:**

Students reflect on their career so far and describe their future goals using appropriate tenses and a clear structure.

**Learning Outcomes:**

- I can talk about my tech career using past, present, and future forms.
- I can explain why I chose my current path.

- I can describe what I want to learn or do next.
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### **Mini-Project: Tech Story Slide Presentation**

Students prepare a 3–5 slide presentation with:

- Their current role and daily responsibilities.
- A short summary of their tech journey.
- One team role they collaborate with and why.
- A sentence or two about their future goals.

Each student presents to a partner or small group and answers at least two follow-up questions.

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## **Unit 2: Team Communication and Workflow**

**Theme:** Communicating effectively with teammates through tools and daily routines.

### **CEFR B1 Goals:**

- Can take part in conversations about work routines, tasks, and problems.
  - Can make and respond to requests and suggestions.
  - Can describe a typical workflow using sequencing language.
  - Can use polite, natural expressions in professional written messages.
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### **Lesson 1: Describing Your Team's Workflow**

**CEFR Mapping:** B1 – Can describe a process or routine in some detail.

#### **Description:**

Students describe their team's development workflow (e.g., Agile, Kanban, CI/CD) using sequencing language and familiar tools.

#### **Learning Outcomes:**

- I can describe the steps my team follows for a task or sprint.
  - I can use time/order expressions like “First we... then we...”.
  - I can explain which tools we use and why.
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## **Lesson 2: Making Requests and Giving Instructions**

**CEFR Mapping:** B1 – Can make and respond to requests and give instructions politely.

### **Description:**

Students practice giving instructions and making polite requests via email or chat, focusing on tone, clarity, and structure.

### **Learning Outcomes:**

- I can give clear instructions in a professional way.
  - I can make requests using “Could you...?” / “Would you mind...?”.
  - I can respond with polite agreement or alternatives.
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## **Lesson 3: Handling Questions and Clarifications**

**CEFR Mapping:** B1 – Can ask for and give clarification using appropriate expressions.

### **Description:**

Students practice asking for more information and checking understanding in meetings, calls, or chat, with useful expressions.

### **Learning Outcomes:**

- I can ask follow-up questions like “Do you mean...?”.
  - I can clarify my meaning or explain it another way.
  - I can confirm understanding: “So just to check...”.
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## **Lesson 4: Writing Messages and Updates**

**CEFR Mapping:** B1 – Can write short connected messages and summaries on work-related topics.

### **Description:**

Students practice writing updates in chat or email form, summarizing a task or issue in professional but clear language.

## Learning Outcomes:

- I can write a clear message about a task, issue, or update.
  - I can use common phrases for team communication.
  - I can revise for clarity and tone before sending.
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## Mini-Project: Slack Simulation – Issue + Response

Each student writes a simulated Slack conversation in pairs or small groups that includes:

- One team member reporting a task or issue.
- A request for help or clarification.
- Another teammate giving instructions or responding.

Students perform or screen-share their conversation and receive peer feedback on tone and clarity.

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# Unit 3: Task Management and Updates

**Theme:** Managing and reporting tasks using common tools and team practices.

## CEFR B1 Goals:

- Can describe the status of a task or project in detail.
  - Can explain what has been completed and what still needs to be done.
  - Can talk about obstacles and delays using appropriate expressions.
  - Can understand and use language related to task tracking systems.
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## Lesson 1: Describing Tasks and Progress

**CEFR Mapping:** B1 – Can describe the status of a project or task using appropriate vocabulary.

### Description:

Students practice reporting what they're working on, what's done, and what's next, using common project-tracking language.

**Learning Outcomes:**

- 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.
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**Lesson 2: Using Project Management Tools**

**CEFR Mapping:** B1 – Can describe how and why tools are used for collaboration.

**Description:**

Students explore tools like Trello, Jira, or Asana and practice describing how they organize tasks and team workflows.

**Learning Outcomes:**

- 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.
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**Lesson 3: Reporting Issues and Delays**

**CEFR Mapping:** B1 – Can explain problems, reasons for delays, and propose new timelines.

**Description:**

Students learn language for reporting blockers or delays in work, including how to explain reasons and suggest next steps.

**Learning Outcomes:**

- 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.
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**Lesson 4: Giving and Receiving Updates**

**CEFR Mapping:** B1 – Can give structured oral or written updates and ask for clarification.

**Description:**

Students practice giving updates in both spoken and written formats, and asking clarifying questions about team status reports.

**Learning Outcomes:**

- 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.
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**Mini-Project: Trello Task Report + Demo**

Each student or group creates a mock Trello board (or screenshot) that includes:

- 3–5 tasks with clear statuses (e.g., To Do, Doing, Done).
  - One update for each task using real progress language.
  - A short oral walkthrough of the board with explanations and updates.
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## **Unit 4: Explaining Features and Processes**

**Theme:** Describing software features, user stories, and how systems work.

**CEFR B1 Goals:**

- Can describe how something works using clear, logical steps.
  - Can explain software features and give real-life examples.
  - Can talk about technical decisions and reasons in simple terms.
  - Can use visual aids (diagrams/slides) to support explanations.
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**Lesson 1: Describing a Feature or User Story**

**CEFR Mapping:** B1 – Can describe product features in detail and link them to user needs.

**Description:**

Students learn how to describe the purpose of a feature or user story and relate it to the user experience.

**Learning Outcomes:**

- 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.
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**Lesson 2: Explaining How Something Works**

**CEFR Mapping:** B1 – Can explain a simple technical process step-by-step.

**Description:**

Students learn to describe how a feature or system works using sequencing expressions, visuals, and simplified language.

**Learning Outcomes:**

- 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.
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**Lesson 3: Presenting a Technical Decision**

**CEFR Mapping:** B1 – Can explain reasons for a choice or decision in work settings.

**Description:**

Students practice giving a short talk on why a specific tool, design, or structure was chosen, using cause/effect and comparison language.

**Learning Outcomes:**

- I can say why one option was better than another.
  - I can explain a decision using “because,” “so,” and “instead of.”
  - I can give pros and cons in a simple format.
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## **Lesson 4: Visual Communication and Documentation**

**CEFR Mapping:** B1 – Can use visuals (slides, charts, diagrams) to support communication.

### **Description:**

Students create simple visuals (flowcharts, bullet-pointed slides, wireframes) to accompany explanations of a feature or system.

### **Learning Outcomes:**

- 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.
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### **Mini-Project: Feature Walkthrough Presentation**

Each student chooses a simple feature (from a site, app, or their own work) and prepares a short presentation that includes:

- A user story or real-life scenario.
  - A step-by-step explanation of how it works.
  - A visual aid (screenshot, slide, sketch, or diagram).
  - One reason why the feature was designed that way.
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## **Unit 5: Meetings and Stand-Ups**

**Theme:** Participating in team meetings, daily stand-ups, and discussions.

### **CEFR B1 Goals:**

- Can take part in structured meetings and provide relevant input.
- Can describe progress, blockers, and plans clearly.
- Can summarize meeting points and action items.
- Can ask and answer questions about project status and priorities.

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### **Lesson 1: Participating in a Stand-Up Meeting**

**CEFR Mapping:** B1 – Can take part in routine workplace discussions.

**Description:**

Students learn and practice the standard structure of a stand-up: what they did, what they're doing, and any blockers.

**Learning Outcomes:**

- 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.

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### **Lesson 2: Clarifying and Following Up in Meetings**

**CEFR Mapping:** B1 – Can ask for clarification and respond to follow-up questions.

**Description:**

Students learn how to ask and answer clarification questions politely and helpfully during meetings.

**Learning Outcomes:**

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

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### **Lesson 3: Leading or Facilitating a Small Meeting**

**CEFR Mapping:** B1 – Can manage a short structured meeting with familiar topics.

**Description:**

Students practice leading short meetings, including introducing agenda items, keeping time, and summarizing discussions.

**Learning Outcomes:**

- 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.
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#### **Lesson 4: Writing Meeting Notes or Summaries**

**CEFR Mapping:** B1 – Can write short summaries of meetings or conversations.

**Description:**

Students write brief notes or summaries of meeting outcomes and tasks using bullet points and simple formatting.

**Learning Outcomes:**

- I can write a meeting summary with 3–4 key points.
  - I can list action items clearly.
  - I can format notes for easy reference.
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#### **Mini-Project: Mock Stand-Up + Summary Report**

Students take turns simulating a daily stand-up meeting in small groups. Each student:

- Gives a brief verbal update.
  - Asks or answers at least one clarification question.
  - Writes a short summary afterward with key updates and blockers.
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## **Unit 6: Code and Collaboration**

**Theme:** Communicating around code reviews, version control, and collaborative workflows.

**CEFR B1 Goals:**

- Can describe what a piece of code or change does in simple terms.
- Can ask and respond to questions in a code review.
- Can write short, polite commit messages or pull request summaries.

- Can express concerns or suggestions in a constructive way.
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### **Lesson 1: Describing Code Changes**

**CEFR Mapping:** B1 – Can explain what they or others did using past tenses and purpose expressions.

**Description:**

Students practice explaining small code changes or improvements, using appropriate language for context and purpose.

**Learning Outcomes:**

- 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...”.
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### **Lesson 2: Giving and Receiving Feedback in Code Reviews**

**CEFR Mapping:** B1 – Can make and respond to constructive suggestions.

**Description:**

Students learn to write and respond to code review comments in a polite, supportive tone, using expressions for clarity, agreement, or alternatives.

**Learning Outcomes:**

- 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...”.
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### **Lesson 3: Writing Commit Messages and Pull Request Summaries**

**CEFR Mapping:** B1 – Can write short messages summarizing work or updates.

**Description:**

Students practice writing clear, informative commit messages and short pull request descriptions that explain what was changed and why.

**Learning Outcomes:**

- 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.
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#### **Lesson 4: Discussing Code in Team Conversations**

**CEFR Mapping:** B1 – Can discuss specific tasks or technical points using domain vocabulary.

**Description:**

Students simulate informal technical conversations where they ask questions, explain choices, and check understanding around small pieces of code.

**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”.
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#### **Mini-Project: Pull Request Role-Play**

Students pair up. One submits a fictional pull request and explains it. The other reviews and gives feedback. Together, they:

- Write a 2–3 sentence summary of the change.
  - Comment on at least one improvement.
  - Respond to the review and agree on a final version.
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## **Unit 7: Problem Solving and Debugging**

**Theme:** Identifying, describing, and resolving bugs or issues in a collaborative environment.

**CEFR B1 Goals:**

- Can describe a problem and how it was found in detail.

- Can suggest solutions and compare options.
  - Can explain steps taken to fix an issue.
  - Can ask and answer questions about problems and troubleshooting.
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### **Lesson 1: Describing a Bug or Issue**

**CEFR Mapping:** B1 – Can describe problems in processes or systems clearly.

**Description:**

Students learn to describe a bug they encountered using specific, factual language (what happened, when, expected vs. actual behavior).

**Learning Outcomes:**

- 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.
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### **Lesson 2: Asking for Help and Troubleshooting Together**

**CEFR Mapping:** B1 – Can request help and collaborate on problem-solving.

**Description:**

Students practice asking for help and offering suggestions in pair programming or team debugging scenarios.

**Learning Outcomes:**

- 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.
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### **Lesson 3: Proposing and Evaluating Solutions**

**CEFR Mapping:** B1 – Can suggest possible solutions and discuss pros/cons.

**Description:**

Students learn to explain fixes and compare possible approaches using basic decision-making and technical vocabulary.

### **Learning Outcomes:**

- 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.
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### **Lesson 4: Writing and Presenting a Bug Report**

**CEFR Mapping:** B1 – Can write short, clear summaries of technical issues.

#### **Description:**

Students practice writing bug reports in structured format and presenting them briefly to a teammate or team lead.

### **Learning Outcomes:**

- 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.
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### **Mini-Project: Bug Report + Suggested Fix**

Each student writes a short bug report that includes:

- Description of the bug.
- Steps to reproduce it.
- Screenshot or code snippet (optional).
- A suggested fix with 1–2 reasons.

Then they present it to a partner or small group and receive feedback.

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## **Unit 8: Career Growth and Presentations**

**Theme:** Reflecting on progress, presenting ideas, and discussing future career development.

## **CEFR B1 Goals:**

- Can give a short prepared presentation on a familiar topic.
  - Can describe professional goals and learning experiences.
  - Can express opinions and answer questions in a structured way.
  - Can reflect on personal progress and future development plans.
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### **Lesson 1: Planning a Presentation**

**CEFR Mapping:** B1 – Can organize content for a short talk clearly.

**Description:**

Students choose a topic (e.g., a project, workflow, or tool) and plan a short presentation with a clear structure: introduction, body, conclusion.

**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.
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### **Lesson 2: Writing a Speaker Script or Outline**

**CEFR Mapping:** B1 – Can write notes or scripts to support spoken presentations.

**Description:**

Students write a short outline or partial script for their talk using appropriate transitions and technical vocabulary.

**Learning Outcomes:**

- 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.
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### **Lesson 3: Rehearsal + Peer Feedback**

**CEFR Mapping:** B1 – Can give and receive feedback to improve a spoken task.

**Description:**

Students rehearse their talks in pairs or groups and give each other structured feedback on clarity, content, and delivery.

**Learning Outcomes:**

- 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.
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### **Lesson 4: Final Presentations + Reflection**

**CEFR Mapping:** B1 – Can give a short, structured presentation and reflect on learning.

**Description:**

Students deliver their final presentations and participate in a short Q&A session, then reflect in writing or discussion on what they learned.

**Learning Outcomes:**

- 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.
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### **Mini-Project: Final Presentation + Live Q&A**

Each student delivers a 3–5 minute presentation that includes:

- A real or fictional project, process, or workflow.
- An explanation using visuals (optional).
- A short reflection on growth or learning.
- A short Q&A with peers or instructor.

