

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 Hospitality and Management B1 level course is designed for learners who regularly interact with customers and colleagues in English. The course develops communication skills for managing service situations, addressing guest concerns, coordinating with team members, and explaining policies or procedures. Learners practice spoken and written communication with an emphasis on professionalism, problem-solving, and customer experience.

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 Hospitality & Management (CEFR B1)

Audience: Front desk staff, experienced servers, and hospitality professionals with moderate English proficiency

Level: B1 (Intermediate)

Goal: Strengthen spoken and written communication skills for independent guest handling, teamwork, and digital interactions.

Duration: 36 sessions × 3 hours = 108 synchronous hours

Unit	Title	Mini-Project
0	Student Success Introduction	Success Strategies Reflections & Goal Plan
1	Building Guest Relationships	Guest Interaction Simulation + Feedback Response Planning
2	Handling Bookings and Changes	Booking Policy Scenario + Group Resolution Exercise
3	Upselling and Offering Services	Sales Strategy Roleplay + Service Comparison Chart
4	Handling Complaints Professionally	Conflict Mediation Case + Complaint Resolution Action Plan
5	Cultural Awareness in Hospitality	Cultural Conflict Cards + Team Presentation: Best Practices
6	Workplace Writing and Reporting	Incident Report Portfolio + Hotel Communication Flowchart
7	Internal Team Communication	Team Meeting Simulation + Peer Feedback Rubric
8	Final Simulation and Portfolio	Guest Service Scenario Presentation + Professional Reflection Journal

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: Building Guest Relationships

Theme: Personalized guest communication and rapport-building

CEFR B1 Goals:

- Can make polite conversation and initiate interaction with guests
- Can describe services and facilities in a professional tone
- Can ask about guest needs and preferences
- Can invite feedback and respond appropriately

Lesson 1: Making Small Talk and Engaging with Guests

CEFR Mapping: B1 – Can maintain simple face-to-face conversations on familiar topics

Description: Students practice making small talk in a friendly, professional manner to build rapport with guests.

Learning Outcomes:

- I can start and maintain friendly conversations with guests

- I can ask open-ended questions to learn about guest preferences
- I can use polite phrases to engage in natural conversation

Lesson 2: Describing Your Hotel/Property Professionally

CEFR Mapping: B1 – Can give detailed descriptions of familiar places and services

Description: Students learn to describe the hotel's features and surroundings using clear and persuasive language.

Learning Outcomes:

- I can describe the property using professional and appealing language
- I can highlight key services that match guest interests
- I can speak confidently about hotel facilities

Lesson 3: Asking Guests About Preferences

CEFR Mapping: B1 – Can ask for and respond to guest preferences using a variety of question forms

Description: Students practice asking about room, dining, and service preferences using structured, polite language.

Learning Outcomes:

- I can ask questions about guest needs clearly
- I can offer suggestions based on preferences
- I can confirm preferences using polite responses

Lesson 4: Inviting Feedback and Handling Comments

CEFR Mapping: B1 – Can respond to feedback and ask follow-up questions politely

Description: Students learn how to encourage guest feedback and respond constructively.

Learning Outcomes:

- I can ask guests for feedback using polite phrases
- I can thank them and acknowledge comments
- I can respond to suggestions or concerns clearly

Mini-Project: Guest Interaction Simulation + Feedback Response Planning

Students participate in a guest interaction simulation, managing greetings, guest preferences, and feedback collection. Then they create a short written or spoken plan for responding to guest comments constructively.

Unit 2: Handling Bookings and Changes

Theme: Managing reservations, changes, and guest requests

CEFR B1 Goals:

- Can confirm, change, or cancel bookings through different channels
- Can clarify guest needs in writing and over the phone
- Can handle overbooking and special requests professionally
- Can use polite, formal expressions for written and verbal interaction

Lesson 5: Confirming and Changing Reservations

CEFR Mapping: B1 – Can explain booking details and make changes to a reservation clearly

Description: Students learn to confirm, change, or cancel bookings through phone or email using appropriate language.

Learning Outcomes:

- I can confirm guest reservations clearly and politely
- I can explain changes or cancellations
- I can check guest understanding and respond accurately

Lesson 6: Clarifying Guest Requests in Writing

CEFR Mapping: B1 – Can respond to guest messages and clarify details using formal written English

Description: Students practice replying to guest emails and writing polite clarifying questions.

Learning Outcomes:

- I can write clear and polite clarification emails
- I can summarize and confirm guest requests in writing
- I can respond to questions using appropriate formal tone

Lesson 7: Dealing with Overbookings or Special Requests

CEFR Mapping: B1 – Can offer alternatives and explain situations diplomatically

Description: Students roleplay dealing with booking issues like full occupancy or special needs.

Learning Outcomes:

- I can explain problems clearly (e.g., no availability)
- I can offer alternative options professionally
- I can stay calm and courteous during difficult conversations

Lesson 8: Phone/Email Etiquette for Reservations

CEFR Mapping: B1 – Can use appropriate phone and email phrases for hospitality

Description: Students compare and practice appropriate language for handling bookings via phone and email.

Learning Outcomes:

- I can answer and end a reservation call professionally
- I can use polite email structures for confirmation
- I can write and say appropriate greetings and closings

Mini-Project: Booking Policy Scenario + Group Resolution Exercise

Students act out a booking-related issue (e.g., double-booking or late change) and work in small groups to propose a fair solution using the hotel's policies. They present and justify their decisions to the class.

Unit 3: Upselling and Offering Services

Theme: Promoting value-added services and upgrades

CEFR B1 Goals:

- Can make service recommendations in a persuasive but polite way
- Can explain costs and benefits clearly and confidently
- Can describe promotions and offers using specific details
- Can handle questions or hesitations about price and packages

Lesson 9: Recommending Hotel Services or Products

CEFR Mapping: B1 – Can make suggestions and give reasons clearly and politely

Description: Students practice making helpful recommendations to guests using persuasive but respectful language.

Learning Outcomes:

- I can suggest a service or upgrade to a guest
- I can explain why it might be useful or enjoyable
- I can ask if the guest is interested politely

Lesson 10: Explaining Costs and Benefits

CEFR Mapping: B1 – Can explain the pros and cons of an option using basic comparison structures

Description: Students learn to present the benefits of a service and its cost clearly and confidently.

Learning Outcomes:

- I can explain what the service includes
- I can compare basic options or packages
- I can describe why a service is good value

Lesson 11: Handling Questions About Prices and Packages

CEFR Mapping: B1 – Can answer questions and clarify terms related to price or offers

Description: Students practice responding to questions about special deals, package inclusions, and service fees.

Learning Outcomes:

- I can explain what's included in a price or offer
- I can respond to guest concerns or confusion about cost
- I can clarify optional charges and extras

Lesson 12: Practice Dialogue – Service Suggestion

CEFR Mapping: B1 – Can engage in a short roleplay offering and explaining an upgrade

Description: Students use all previous skills to create a short dialogue that includes suggesting

and explaining an upgrade.

Learning Outcomes:

- I can recommend a service and give a reason
- I can describe price and benefits clearly
- I can respond to guest reactions in a professional way

Mini-Project: Sales Strategy Roleplay + Service Comparison Chart

Students develop a comparison chart for upselling different services or upgrades. Then, they roleplay a sales pitch to a guest, explaining features and handling objections.

Unit 4: Handling Complaints Professionally

Theme: Responding to guest complaints with professionalism and empathy

CEFR B1 Goals:

- Can recognize, acknowledge, and respond to guest dissatisfaction
- Can apologize and offer compensation when appropriate
- Can remain calm and respectful during challenging interactions
- Can escalate issues to management using clear language

Lesson 13: Listening and Acknowledging Guest Issues

CEFR Mapping: B1 – Can listen actively and show understanding during guest complaints

Description: Students learn active listening techniques and polite phrases to acknowledge complaints.

Learning Outcomes:

- I can listen without interrupting and show I understand
- I can restate the problem to confirm understanding
- I can use phrases like "I understand" and "I'm sorry to hear that"

Lesson 14: Offering Solutions and Compensation

CEFR Mapping: B1 – Can offer solutions and alternatives to address problems

Description: Students practice offering appropriate solutions and reasonable compensation for

guest issues.

Learning Outcomes:

- I can suggest helpful actions to resolve a complaint
- I can explain available compensation or service recovery steps
- I can confirm guest satisfaction after a resolution

Lesson 15: Apologizing and Staying Calm

CEFR Mapping: B1 – Can apologize sincerely and manage tone in tense situations

Description: Students learn to stay calm under pressure, apologize sincerely, and manage emotional tone.

Learning Outcomes:

- I can apologize in a professional and sincere way
- I can remain calm and polite even if a guest is upset
- I can defuse tension with respectful language

Lesson 16: Escalating to Management When Needed

CEFR Mapping: B1 – Can explain issues to a supervisor clearly and concisely

Description: Students practice reporting serious issues to a manager using clear, factual descriptions.

Learning Outcomes:

- I can describe the issue clearly to a supervisor
- I can summarize what actions I took
- I can ask for manager support when necessary

Mini-Project: Conflict Mediation Case + Complaint Resolution Action Plan

Students receive a guest complaint scenario. They roleplay a complaint mediation, create an action plan for resolution, and reflect on how to maintain professionalism under pressure.

Unit 5: Cultural Awareness in Hospitality

Theme: Navigating cultural differences in hospitality interactions

CEFR B1 Goals:

- Can describe different cultural preferences and behaviors
- Can adapt tone, gestures, and word choice for different guests
- Can avoid and explain misunderstandings politely
- Can present and explain hotel policies with cultural sensitivity

Lesson 17: Discussing Guest Backgrounds and Preferences

CEFR Mapping: B1 – Can ask about and describe background and habits politely

Description: Students learn how to ask about cultural preferences and discuss guest expectations in a respectful way.

Learning Outcomes:

- I can ask about where a guest is from and their preferences
- I can talk about differences in routines or customs
- I can show interest and respect in my tone

Lesson 18: Adapting Tone and Body Language

CEFR Mapping: B1 – Can adjust communication style for formal and informal contexts

Description: Students observe and practice using tone, volume, and gestures appropriately in intercultural situations.

Learning Outcomes:

- I can recognize differences in body language
- I can use respectful tone and posture with all guests
- I can adjust my behavior to avoid miscommunication

Lesson 19: Avoiding Cultural Misunderstandings

CEFR Mapping: B1 – Can avoid and explain small misunderstandings in simple language

Description: Students identify common cultural misunderstandings and practice explaining them calmly and clearly.

Learning Outcomes:

- I can notice if a guest feels uncomfortable
- I can explain misunderstandings politely
- I can ask questions to clarify a situation

Lesson 20: Explaining Hotel Policies Cross-Culturally

CEFR Mapping: B1 – Can explain rules and policies using simple, respectful language

Description: Students practice explaining hotel rules in ways that are polite, clear, and culturally aware.

Learning Outcomes:

- I can explain policies like dress code or quiet hours clearly
- I can give reasons for rules in a respectful way
- I can answer guest questions about rules kindly

Mini-Project: Cultural Conflict Cards + Team Presentation: Best Practices

Each group works with a cultural misunderstanding scenario and identifies possible missteps. They then create a short team presentation proposing communication strategies to avoid such issues in real-world hospitality settings.

Unit 6: Workplace Writing and Reporting

Theme: Writing for workplace communication and documentation

CEFR B1 Goals:

- Can complete reports, forms, and shift notes clearly
- Can write incident summaries and follow-up notes
- Can use digital or printed reporting tools with guidance
- Can describe facts using past and present tenses

Lesson 21: Writing Guest Reports and Shift Notes

CEFR Mapping: B1 – Can write brief reports and updates on familiar matters

Description: Students learn to describe shift events, guest needs, and basic reports clearly.

Learning Outcomes:

- I can write what happened during my shift
- I can record guest needs in writing
- I can use simple past tense to describe actions

Lesson 22: Completing Forms and Checklists

CEFR Mapping: B1 – Can complete basic workplace forms and checklists accurately

Description: Students fill in common hospitality forms with personal, time, and service details.

Learning Outcomes:

- I can complete forms with accurate details
- I can use checklists to track room or task status
- I can ask for help if I don't understand a form

Lesson 23: Reporting Incidents and Lost Items

CEFR Mapping: B1 – Can write about problems and follow-up actions in a clear format

Description: Students practice writing about lost items or minor incidents and reporting to a supervisor.

Learning Outcomes:

- I can write a short report of a lost item
- I can describe what happened and what I did
- I can report an issue clearly and calmly

Lesson 24: Using Hotel Management Systems (Intro)

CEFR Mapping: B1 – Can navigate basic digital tools and enter information correctly

Description: Students are introduced to simple digital input screens and booking logs.

Learning Outcomes:

- I can enter guest information in a booking system
- I can review and update task status digitally
- I can understand and follow system steps

Mini-Project: Incident Report Portfolio + Hotel Communication Flowchart

Students write a series of short incident reports based on workplace scenarios, then design a visual flowchart showing how guest-related information travels between departments in the hotel.

Unit 7: Internal Team Communication

Theme: Effective communication among hospitality teams

CEFR B1 Goals:

- Can follow and give work-related instructions clearly
- Can participate in informal team meetings
- Can discuss scheduling and task sharing
- Can give polite feedback to coworkers

Lesson 25: Giving and Responding to Work Instructions

CEFR Mapping: B1 – Can understand and give clear, step-by-step instructions

Description: Students roleplay giving and receiving instructions on routine and emergency tasks.

Learning Outcomes:

- I can give clear instructions using action verbs
- I can confirm that I understood the instructions
- I can ask for clarification if needed

Lesson 26: Participating in Staff Meetings

CEFR Mapping: B1 – Can contribute to short discussions on familiar workplace issues

Description: Students practice using language for opinions, agreements, and questions in team meetings.

Learning Outcomes:

- I can share an idea or concern in a meeting
- I can ask others for their opinion

- I can agree or disagree politely

Lesson 27: Discussing Schedules and Task Distribution

CEFR Mapping: B1 – Can talk about time, shifts, and job duties clearly

Description: Students learn vocabulary and sentence structures for planning shifts and coordinating responsibilities.

Learning Outcomes:

- I can talk about my work schedule
- I can explain when and how tasks should be done
- I can negotiate and adjust work timing politely

Lesson 28: Giving Constructive Feedback to Colleagues

CEFR Mapping: B1 – Can give simple feedback and suggestions tactfully

Description: Students learn how to offer respectful suggestions and encouragement to coworkers.

Learning Outcomes:

- I can give positive and corrective feedback politely
- I can express appreciation and suggestions clearly
- I can respond to feedback with openness

Mini-Project: Team Meeting Simulation + Peer Feedback Rubric

Students run a simulated team meeting, assigning shifts and giving peer feedback. Each group uses a rubric to evaluate communication, clarity, and effectiveness of the meeting leaders.

Unit 8: Final Simulation and Portfolio

Theme: Integration and reflection on communication skills

CEFR B1 Goals:

- Can apply key skills from the course in realistic situations

- Can reflect on their strengths and areas for growth
- Can present and review language and communication tools learned

Lesson 29: Service Recovery Scenario Practice

CEFR Mapping: B1 – Can handle a realistic interaction involving problem-solving and communication

Description: Students roleplay a situation involving a service mistake and use skills to resolve it.

Learning Outcomes:

- I can recognize and confirm a guest problem
- I can respond using respectful, confident language
- I can show responsibility and follow-up actions

Lesson 30: Group Hotel Case Study

CEFR Mapping: B1 – Can collaborate on and present a short case study project

Description: Students work in groups to review a hotel's situation and propose service improvements.

Learning Outcomes:

- I can share ideas in a group setting
- I can present part of a group report or proposal
- I can ask and answer questions about a group project

Lesson 31: Vocabulary and Writing Review

CEFR Mapping: B1 – Can use learned language accurately in writing and short explanations

Description: Students revisit key vocabulary and write sample dialogues, summaries, and checklists.

Learning Outcomes:

- I can use key vocabulary for guest interaction and teamwork
- I can complete short writing tasks clearly
- I can check my writing for errors

Lesson 32: Final Presentation – Service Challenge & Reflection

CEFR Mapping: B1 – Can give a short talk on a familiar topic with some detail

Description: Students prepare a short presentation reflecting on their learning and solving a service scenario.

Learning Outcomes:

- I can describe what I've learned in the course
- I can talk about a challenge and how I solved it
- I can answer 1–2 follow-up questions politely

Mini-Project: Guest Service Scenario Presentation + Professional Reflection Journal

Students compile a portfolio of writing and speaking tasks from the course. They present one realistic guest service scenario they handled and reflect on their development over the course.