

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 B2 level course is designed for learners in supervisory or managerial roles who need to communicate effectively across a wide range of professional situations. The course strengthens learners' ability to handle complex customer interactions, lead discussions, write professional messages, and manage sensitive situations with clarity and diplomacy. Instruction emphasizes appropriate tone, flexibility, and confident professional communication.

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 B2)

Audience: Hospitality managers, supervisors, and department coordinators with upper-intermediate English

Level: B2 (Upper Intermediate)

Goal: Refine leadership communication, problem-solving, and service innovation through real-world hospitality tasks.

Duration: 36 sessions × 3 hours = 108 synchronous hours

Unit	Title	Mini-Project
0	Student Success Introduction	Personal Development Plan
1	Professional Communication in Leadership	Leadership Toolkit Simulation
2	Training and Onboarding Staff	Orientation Demo + Trainer's Guide Portfolio
3	Service Recovery and Conflict Management	Multi-Perspective Conflict Mediation + Resolution Flow
4	Leading Across Departments	Shift Handover Simulation + Cross-Department Communication Chart
5	Reporting and Analysis	Guest Satisfaction Report
6	Policies and Problem Solving	Policy Innovation Workshop + Proposal Pitch
7	Performance and Review Language	1:1 Review Simulation + Development Plan Creation
8	Final Project and Reflection	Hospitality Leadership Presentation

Unit 0: Student Success Introduction

Theme: Enhancing learning strategies and setting professional language goals

CEFR B2 Goals:

- Can understand the main ideas of complex texts on both concrete and abstract topics
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue

Lesson 1: Identifying Learning Styles and Strategies

CEFR Mapping: B2 – Can evaluate different learning approaches and select strategies most suited to their needs

Description:

Students explore various learning styles and identify personal preferences to optimize language acquisition.

Learning Outcomes:

- I can evaluate different learning approaches and select strategies most suited to my needs
- I can assess my learning style and adapt strategies accordingly
- I can set realistic language learning goals to support professional development

Lesson 2: Setting SMART Goals for Business English

CEFR Mapping: B2 – Learn to formulate Specific, Measurable, Achievable, Relevant, and Time-bound goals

Description:

Students learn to formulate Specific, Measurable, Achievable, Relevant, and Time-bound goals.

Learning Outcomes:

- I can create SMART goals tailored to my professional needs
- I can monitor and adjust my goals over time

Lesson 3: Time Management and Prioritization

CEFR Mapping: B2 – Can explain methods for organizing time and justifying prioritization in academic and professional settings

Description:

Students develop skills to manage time effectively and prioritize tasks in a business context.

Learning Outcomes:

- I can apply time management techniques to my studies and work
- I can prioritize tasks based on urgency and importance
- I can describe how I organize and justify my schedule in professional settings

Lesson 4: Tools I Use and Why

CEFR Mapping: B2 – Can describe and evaluate tools or systems used in the learning process, justifying choices with reasoning and examples

Description:

Students learn to evaluate progress and make necessary adjustments to learning plans.

Learning Outcomes:

- I can assess my progress towards language goals
- I can describe and evaluate learning tools I use
- I can justify my choice of tools and strategies using clear examples

Mini-Project: Personal Development Plan

Create a comprehensive personal development plan outlining:

- Learning strategies
 - SMART goals
 - Time management techniques
 - Reflection methods
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Unit 1: Professional Communication in Leadership

Theme: Leading teams and managing communication in supervisory roles

CEFR B2 Goals:

- Can describe their role and responsibilities clearly and formally
- Can discuss task priorities and manage staff workload
- Can give detailed, structured instructions
- Can lead short meetings or team discussions effectively

Lesson 1: Introducing Your Role and Team Professionally

CEFR Mapping: B2 – Can describe responsibilities and team structure in detail

Description: Students learn to formally introduce themselves, their role, and their team's functions to guests or staff.

Learning Outcomes:

- I can introduce my job title and key duties

- I can describe my team and how we work together
- I can speak confidently and clearly about leadership roles

Lesson 2: Discussing Workload and Priorities with Staff

CEFR Mapping: B2 – Can explain and negotiate task priorities and schedules

Description: Students practice reviewing staff schedules and redistributing tasks according to priority.

Learning Outcomes:

- I can suggest schedule changes politely
- I can use clear vocabulary to organize tasks
- I can explain why a task is urgent or important

Lesson 3: Giving Clear Instructions and Delegating Tasks

CEFR Mapping: B2 – Can give detailed, well-structured instructions

Description: Students learn the language of delegation and how to give detailed step-by-step instructions to staff.

Learning Outcomes:

- I can delegate tasks using polite but firm language
- I can explain steps in order using sequencing phrases
- I can confirm that staff understand what to do

Lesson 4: Facilitating Short Team Discussions

CEFR Mapping: B2 – Can lead and moderate short discussions on work-related topics

Description: Students practice leading short team briefings or check-ins and keeping discussions focused and inclusive.

Learning Outcomes:

- I can open a discussion and introduce a topic
- I can encourage team members to speak
- I can summarize discussion points and next steps

Mini-Project: Leadership Toolkit Simulation

Students collaborate to design a leadership toolkit that includes task delegation templates, a team briefing checklist, and tone guidelines. They then roleplay a supervisor's staff update meeting using these tools.

Unit 2: Training and Onboarding Staff

Theme: Supporting and guiding new employees through orientation and coaching

CEFR B2 Goals:

- Can explain job roles and responsibilities clearly
- Can model appropriate service language for others to follow
- Can give constructive feedback in training situations
- Can facilitate orientation processes for new hires

Lesson 5: Describing Job Roles and Expectations

CEFR Mapping: B2 – Can describe professional responsibilities and daily tasks in detail

Description: Students learn to explain various job roles and performance expectations during onboarding.

Learning Outcomes:

- I can describe staff roles and duties clearly
- I can explain performance standards and policies
- I can respond to questions about responsibilities

Lesson 6: Modeling Service Language for New Staff

CEFR Mapping: B2 – Can demonstrate and explain appropriate language for guest interaction

Description: Students practice using service-oriented language and showing how to handle different types of guest situations.

Learning Outcomes:

- I can demonstrate appropriate service expressions
- I can explain how to use polite and professional tone
- I can give examples for handling guest situations

Lesson 7: Giving Constructive Feedback

CEFR Mapping: B2 – Can give feedback that balances positive and corrective language

Description: Students practice giving feedback to trainees, focusing on behavior, tone, and service quality.

Learning Outcomes:

- I can give feedback using respectful and supportive language
- I can describe what was done well and what to improve
- I can respond to feedback questions constructively

Lesson 8: Roleplay – New Employee Orientation

CEFR Mapping: B2 – Can roleplay onboarding scenarios and demonstrate guiding new staff

Description: Students simulate new employee orientation, explaining policies, tasks, and service standards.

Learning Outcomes:

- I can guide a new hire through the onboarding process
- I can explain key procedures and expectations
- I can answer onboarding questions confidently

Mini-Project: Orientation Demo + Trainer’s Guide Portfolio

In small groups, students deliver a segment of a new employee orientation. They also compile a portfolio with trainer resources such as welcome scripts, service language models, and job role summaries.

Unit 3: Service Recovery and Conflict Management

Theme: Responding to service issues and resolving guest and staff conflicts professionally

CEFR B2 Goals:

- Can understand guest complaints in detail and empathize appropriately
- Can apologize and reassure using professional tone and vocabulary

- Can use diplomatic strategies to resolve misunderstandings
- Can document and follow up on incidents effectively

Lesson 9: Listening to Guest Complaints in Detail

CEFR Mapping: B2 – Can understand extended speech and identify key details in complaints

Description: Students practice listening to complex guest complaints and identifying key issues.

Learning Outcomes:

- I can listen to and summarize a guest complaint accurately
- I can identify root causes of service issues
- I can show empathy and understanding through my response

Lesson 10: Apologizing and Reassuring Professionally

CEFR Mapping: B2 – Can use formal and appropriate language for apology and reassurance

Description: Students learn to apologize sincerely and reassure guests using confident, respectful tone.

Learning Outcomes:

- I can offer sincere apologies using professional language
- I can reassure guests and explain corrective actions
- I can manage emotional tone and stay calm under pressure

Lesson 11: Resolving Misunderstandings with Diplomacy

CEFR Mapping: B2 – Can resolve conflict through clear, polite, and diplomatic language

Description: Students roleplay handling sensitive situations and resolving conflicts between guests or team members.

Learning Outcomes:

- I can defuse tense situations with diplomatic phrasing
- I can negotiate and offer compromises effectively
- I can keep communication calm and respectful

Lesson 12: Writing a Follow-Up Email After a Complaint

CEFR Mapping: B2 – Can write a clear, polite, and structured follow-up message

Description: Students write formal follow-up emails that summarize issues and actions taken

after a complaint.

Learning Outcomes:

- I can write structured complaint follow-up emails
- I can explain what action was taken and thank the guest
- I can offer additional support if needed

Mini-Project: Multi-Perspective Conflict Mediation + Resolution Flow

Students receive a service conflict scenario and take turns mediating between guest and staff perspectives. They then build a visual flow outlining the resolution process and decision points.

Unit 4: Leading Across Departments

Theme: Coordinating with multiple departments and managing communication handovers

CEFR B2 Goals:

- Can communicate effectively across departmental lines
- Can summarize incidents or requests for team meetings or reports
- Can document and update internal systems clearly
- Can manage shift handovers professionally

Lesson 13: Reporting to Other Departments Clearly

CEFR Mapping: B2 – Can explain guest needs and staff issues clearly to colleagues

Description: Students practice reporting room, maintenance, or guest concerns to other departments.

Learning Outcomes:

- I can describe guest issues to the right department
- I can use clear, concise summaries to explain needs
- I can ensure the right people receive the right information

Lesson 14: Discussing Guest Issues in Team Meetings

CEFR Mapping: B2 – Can raise and respond to issues in formal staff meetings

Description: Students roleplay raising guest concerns in team briefings or supervisor meetings.

Learning Outcomes:

- I can bring up guest service issues during meetings
- I can propose solutions and get team feedback
- I can explain guest history or concerns clearly

Lesson 15: Updating Digital Logs or Internal Systems

CEFR Mapping: B2 – Can enter accurate and professional updates in internal systems

Description: Students practice updating shift logs, guest notes, and internal communication platforms.

Learning Outcomes:

- I can log incidents using neutral and professional tone
- I can write clear updates others can act on
- I can avoid unclear or emotional language in logs

Lesson 16: Creating a Shift Summary Report

CEFR Mapping: B2 – Can write structured and informative shift summaries

Description: Students write brief handover notes or reports summarizing events and pending issues.

Learning Outcomes:

- I can summarize a shift clearly in writing
- I can organize notes into categories (guests, issues, requests)
- I can include actions completed and items needing follow-up

Mini-Project: Shift Handover Simulation + Cross-Department Communication Chart

Students simulate a complete shift handover including spoken reporting and digital log entry. As a follow-up, they design a chart showing how different departments exchange critical information.

Unit 5: Reporting and Analysis

Theme: Using guest data and reporting tools to support service improvement

CEFR B2 Goals:

- Can understand and interpret feedback and survey results
- Can summarize trends in writing
- Can present findings clearly in meetings
- Can make recommendations based on data

Lesson 17: Reviewing Survey and Feedback Data

CEFR Mapping: B2 – Can interpret guest feedback and extract key points

Description: Students learn to review survey data and guest feedback forms to identify trends and issues.

Learning Outcomes:

- I can read and summarize feedback from guests
- I can recognize recurring comments or complaints
- I can discuss trends and their meaning

Lesson 18: Writing Short Reports Using Guest Trends

CEFR Mapping: B2 – Can write clear short reports summarizing service trends

Description: Students write reports based on guest satisfaction data and trends.

Learning Outcomes:

- I can describe service trends in a report
- I can write with clarity and professionalism
- I can organize ideas with headings and data examples

Lesson 19: Presenting Key Points in a Meeting

CEFR Mapping: B2 – Can summarize and present information confidently in a meeting

Description: Students prepare to present their report findings in a formal or team meeting.

Learning Outcomes:

- I can summarize data clearly and confidently
- I can answer questions about service trends
- I can recommend follow-up actions

Lesson 20: Recommending Actions Based on Results

CEFR Mapping: B2 – Can make thoughtful suggestions for improvement based on evidence

Description: Students practice proposing service improvements based on guest feedback and internal reports.

Learning Outcomes:

- I can make recommendations based on feedback
- I can explain how improvements will help service
- I can discuss ideas respectfully and persuasively

Mini-Project: Guest Satisfaction Report

Students review sample feedback data, identify key trends, and write a short report summarizing findings. They include recommendations and reflect on how data-driven decisions can improve service.

Unit 6: Policies and Problem Solving

Theme: Implementing policies effectively and developing solutions for recurring service challenges

CEFR B2 Goals:

- Can explain policies and procedures clearly to staff and guests
- Can identify and analyze recurring service problems
- Can propose solutions using evidence and reasoning
- Can communicate policy changes and improvements professionally

Lesson 21: Explaining Policies and Procedures to Staff

CEFR Mapping: B2 -- Can explain complex rules and procedures using clear, structured language

Description: Students learn to communicate hotel policies, safety procedures, and service standards to team members.

Learning Outcomes:

- I can explain policies using clear and logical structure
- I can give reasons why policies exist and how they help
- I can answer questions about procedures confidently

Lesson 22: Identifying and Analyzing Service Problems

CEFR Mapping: B2 -- Can analyze situations and identify root causes of problems

Description: Students practice recognizing patterns in service issues and analyzing their underlying causes.

Learning Outcomes:

- I can identify recurring problems in guest service
- I can analyze what causes service breakdowns
- I can discuss problems objectively and professionally

Lesson 23: Proposing Solutions and Improvements

CEFR Mapping: B2 -- Can present well-reasoned proposals with supporting evidence

Description: Students develop and present solutions to common hospitality challenges using persuasive language.

Learning Outcomes:

- I can propose practical solutions to service problems
- I can explain benefits and potential challenges of changes
- I can use persuasive language to support my recommendations

Lesson 24: Communicating Policy Changes to Teams

CEFR Mapping: B2 -- Can announce and explain changes using appropriate tone and clarity

Description: Students practice announcing policy updates and procedural changes to staff teams.

Learning Outcomes:

- I can announce policy changes clearly and positively
- I can explain how changes will improve service
- I can address staff concerns about new procedures

Mini-Project: Service Improvement Proposal

Students identify a recurring service challenge, analyze its causes, and create a written

proposal with recommended solutions. They present their proposal to the class as if addressing management.

Unit 7: Performance and Review Language

Theme: Conducting performance evaluations and professional development conversations

CEFR B2 Goals:

- Can lead structured performance reviews
- Can give formal and informal feedback using appropriate tone
- Can discuss professional goals and growth opportunities
- Can document and report performance outcomes clearly

Lesson 25: Leading a 1:1 Performance Check-In

CEFR Mapping: B2 – Can facilitate performance conversations respectfully and clearly

Description: Students learn to conduct 1:1 performance check-ins using goal-based frameworks.

Learning Outcomes:

- I can lead a structured check-in using professional language
- I can review goals and progress with a staff member
- I can listen actively and summarize feedback

Lesson 26: Giving Formal and Informal Feedback

CEFR Mapping: B2 – Can provide feedback using varied tone and formality

Description: Students practice giving feedback in a range of scenarios, including quick feedback and formal reviews.

Learning Outcomes:

- I can give clear and supportive feedback
- I can adapt my tone for different contexts
- I can balance positive and developmental feedback

Lesson 27: Discussing Goals and Growth Opportunities

CEFR Mapping: B2 – Can discuss future plans and motivation in a supportive way

Description: Students roleplay conversations about goals, promotions, and development plans.

Learning Outcomes:

- I can ask about staff goals and interests
- I can suggest development opportunities
- I can motivate staff through constructive dialogue

Lesson 28: Documenting Performance Outcomes

CEFR Mapping: B2 – Can write objective and concise performance summaries

Description: Students learn to complete simple performance documentation and end-of-shift notes.

Learning Outcomes:

- I can write short summaries of performance check-ins
- I can document strengths and areas for improvement
- I can maintain a professional and neutral tone

Mini-Project: 1:1 Review Simulation + Development Plan Creation

Students conduct a performance review simulation including feedback and goal discussion.

Each student writes a development plan for the “employee” based on the conversation.

Unit 8: Final Project and Reflection

Theme: Applying communication skills through review and simulation

CEFR B2 Goals:

- Can reflect on language development and communication confidence
- Can apply a range of functional language in real-world tasks
- Can participate in complex roleplays involving leadership communication
- Can present insights, strategies, and feedback professionally

Lesson 29: Reflecting on Management Language Growth

CEFR Mapping: B2 – Can reflect on learning and progress using appropriate vocabulary

Description: Students discuss their learning journey and identify key areas of progress.

Learning Outcomes:

- I can describe areas where I've improved
- I can identify useful strategies for learning
- I can speak positively about language growth

Lesson 30: Hospitality Leadership Scenario Simulation

CEFR Mapping: B2 – Can manage complex guest and staff interactions in simulation

Description: Students participate in roleplays that combine several course skills in a leadership context.

Learning Outcomes:

- I can demonstrate leadership communication in context
- I can manage team and guest needs simultaneously
- I can stay composed and professional in simulation

Lesson 31: Peer Feedback and Personal Reflection

CEFR Mapping: B2 – Can give and receive peer feedback constructively

Description: Students reflect on simulations, give peer feedback, and identify strengths and areas to grow.

Learning Outcomes:

- I can give and receive feedback using respectful language
- I can reflect on my performance clearly
- I can identify specific strategies for improvement

Lesson 32: Final Presentation – Strategy for Staff or Guest Communication

CEFR Mapping: B2 – Can present structured ideas and strategies in a confident manner

Description: Students present their communication strategies in a final 3–5 minute talk.

Learning Outcomes:

- I can structure a professional presentation
- I can speak confidently about workplace communication

- I can summarize key points and strategies clearly

Mini-Project: Hospitality Leadership Presentation

Students compile samples from their course work into a leadership communication portfolio. As a capstone, they present a real-world hospitality challenge and propose a communication-based strategy for resolving it.
