

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 B2 level course is designed for learners who work independently in technical teams and engage in complex professional communication. The course strengthens learners' ability to contribute to technical discussions, explain systems and decisions, write detailed documentation, and collaborate with international stakeholders. Emphasis is placed on precision, clarity, and confident participation in advanced workplace interactions.

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.

Course: English for Software Professionals (CEFR B2)

Audience: Young professionals working in software or IT

Level: B2 (Upper-Intermediate)

Goal: Help learners express ideas with precision, lead technical conversations, and present confidently in a team or public setting

Duration: 36 sessions × 3 hours = 108 synchronous hours

Unit & Project Overview

Unit	Title	Mini-Project
0	Student Success Introduction	Personal Development Plan
1	Professional Identity in Tech	Portfolio Pitch Presentation
2	Advanced Team Communication	Communication Strategy Role-Play
3	Technical Writing and Documentation	How-To Article or API Guide
4	Presenting Systems and Architecture	System Diagram Walkthrough
5	Agile and Collaboration Skills	Sprint Planning Simulation
6	Debugging and Optimization	Issue Log + Fix Report
7	Job Interviews and Career Growth	Mock Interview + Self-Evaluation
8	Capstone Presentation	Final Talk + Live Feedback

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

Unit 1: Professional Identity in Tech

Theme: Describing professional background, skills, achievements, and goals with confidence and nuance

CEFR B2 Goals:

- Can describe their job, responsibilities, and experience clearly and in depth
- Can highlight strengths and reflect on professional growth
- Can compare roles, tools, or tech fields using well-developed language
- Can give a structured presentation with clear argumentation and examples

Lesson 1: Describing Your Role and Experience in Depth

CEFR Mapping: B2 – Can give clear, detailed descriptions of professional duties and work history

Description:

Students refine how they describe their current and past roles, emphasizing responsibilities, tools

used, and impact.

Learning Outcomes:

- I can describe my role in detail, including key tasks and tools
 - I can highlight results or contributions using “I was responsible for...”
 - I can present my work history in a structured way
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Lesson 2: Identifying and Articulating Strengths

CEFR Mapping: B2 – Can explain strengths and skills using specific examples

Description:

Students reflect on their strengths and achievements and practice expressing them confidently and credibly.

Learning Outcomes:

- I can identify my professional strengths and explain how I use them
 - I can say: “One of my strengths is...” and support it with an example
 - I can talk about challenges I’ve overcome
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Lesson 3: Comparing Roles, Tools, and Specializations

CEFR Mapping: B2 – Can compare alternatives and explain preferences using complex sentence structures

Description:

Students practice comparing professional paths (e.g., frontend vs backend), or tools/languages, explaining their preferences and reasoning.

Learning Outcomes:

- I can compare two tools or roles using advanced comparisons
 - I can express preferences and tradeoffs: “Although X is faster, Y is more scalable”
 - I can use linking language like “whereas,” “while,” and “on the other hand”
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Lesson 4: Creating a Portfolio Pitch

CEFR Mapping: B2 – Can give a clear, well-structured presentation highlighting relevant information

Description:

Students organize a short presentation about their portfolio or work history, selecting the most relevant examples and practicing delivery.

Learning Outcomes:

- I can structure a 3–5 minute presentation with a clear flow
 - I can emphasize key experiences and tailor them to an audience
 - I can answer follow-up questions with confidence
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Mini-Project: Portfolio Pitch Presentation

Students prepare and deliver a 3–5 minute portfolio presentation that includes:

- An introduction to their current role and experience
 - One or two detailed project examples
 - A reflection on strengths and goals
 - A Q&A session with peers or the instructor
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Unit 2: Advanced Team Communication

Theme: Leading and participating in complex professional communication scenarios: discussions, feedback, negotiation, and conflict resolution

CEFR B2 Goals:

- Can participate actively and spontaneously in meetings and discussions
- Can express and defend opinions clearly, and react diplomatically to others
- Can manage tone, intent, and clarity in digital communication
- Can adapt their communication style to suit different professional contexts

Lesson 1: Expressing Opinions and Reaching Consensus

CEFR Mapping: B2 – Can express viewpoints clearly and support them with reasoning

Description:

Students practice agreeing, disagreeing, and negotiating ideas in a team setting using clear, respectful, and persuasive language.

Learning Outcomes:

- I can express my opinion confidently and give reasons
 - I can agree or disagree politely and constructively
 - I can help the group reach a decision by summarizing options
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Lesson 2: Giving and Receiving Feedback

CEFR Mapping: B2 – Can give constructive feedback and respond to criticism appropriately

Description:

Students learn to provide helpful, specific feedback in both written and spoken forms and to receive feedback with openness and professionalism.

Learning Outcomes:

- I can give specific, balanced feedback using frameworks like “What worked / What to improve”
 - I can respond to feedback without becoming defensive
 - I can revise my message or task based on feedback
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Lesson 3: Communication Channels and Tone

CEFR Mapping: B2 – Can manage tone and intent in various communication modes

Description:

Students compare tone and clarity in emails, chats, and calls, and practice adjusting their message to suit each one.

Learning Outcomes:

- I can choose the right tool for different types of messages

- I can adjust tone depending on the recipient and context
 - I can revise a message for clarity, politeness, or directness
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Lesson 4: Handling Disagreements and Tension

CEFR Mapping: B2 – Can handle conflict calmly and diplomatically

Description:

Students practice expressing concerns, setting boundaries, and managing difficult interactions respectfully and professionally.

Learning Outcomes:

- I can describe a disagreement without blaming others
 - I can express concerns using softening language: “I’m wondering if…”
 - I can suggest a compromise or solution diplomatically
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Mini-Project: Communication Strategy Role-Play

Students work in groups to plan and perform a simulated communication scenario that includes:

- A disagreement about a team decision
- Two roles with conflicting opinions
- A structured conversation leading to compromise or decision

Each student reflects on tone, outcome, and communication choices.

Unit 3: Technical Writing and Documentation

Theme: Writing clear, precise, and user-oriented documentation, instructions, and reports

CEFR B2 Goals:

- Can write clear, detailed texts on a wide range of work-related topics
- Can adapt writing for different audiences (e.g., users vs. developers)

- Can structure written content logically with appropriate formatting
 - Can explain how to perform technical tasks in writing
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Lesson 1: Writing Clear Technical Instructions

CEFR Mapping: B2 – Can write clear and detailed step-by-step procedures

Description:

Students practice writing how-to guides or procedures that explain tasks like setup, configuration, or feature use.

Learning Outcomes:

- I can write clear step-by-step instructions
 - I can use sequencing and conditional phrases (“if..., then...”)
 - I can anticipate and address common user issues
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Lesson 2: Documenting Code and APIs

CEFR Mapping: B2 – Can summarize technical functionality for peer or user consumption

Description:

Students write or revise documentation for code snippets, functions, or APIs, including purpose, input/output, and examples.

Learning Outcomes:

- I can describe what a piece of code does using concise language
 - I can explain parameters and expected outcomes
 - I can format a short code documentation entry properly
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Lesson 3: Writing for Non-Technical Users

CEFR Mapping: B2 – Can simplify complex ideas for a general audience

Description:

Students practice rephrasing or simplifying technical content for non-specialist readers, such as

clients, support staff, or end users.

Learning Outcomes:

- I can rewrite technical explanations in plain English
 - I can choose simpler words without changing meaning
 - I can adjust tone and vocabulary for my audience
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Lesson 4: Formatting and Visual Support

CEFR Mapping: B2 – Can structure written content logically and support it visually

Description:

Students enhance their technical writing with headings, bullet points, diagrams, and visuals to improve usability and readability.

Learning Outcomes:

- I can format a guide or article with clear visual hierarchy
 - I can include screenshots, code blocks, or diagrams appropriately
 - I can organize written content for readability and scanability
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Mini-Project: How-To Article or API Guide

Each student selects a process, task, or function they know well and creates one of the following:

- A how-to article aimed at users or new team members
- A concise, well-formatted API or function documentation entry

Projects should include headings, step-by-step structure, visuals or code blocks, and attention to audience tone.

Unit 4: Presenting Systems and Architecture

Theme: Explaining how technical systems work using simple language, structured explanations, and comparisons

CEFR B2 Goals:

- Can describe complex systems or workflows using clear and structured language
 - Can use visual aids (diagrams, flowcharts, schematics) to support explanation
 - Can explain relationships between components and justify architectural decisions
 - Can use formal and semi-formal presentation language fluently
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Lesson 1: Describing a System or Architecture

CEFR Mapping: B2 – Can explain how something works in detail, using technical vocabulary

Description:

Students learn to describe systems they use or work on in simple language.

Learning Outcomes:

- I can describe components of a system and how they interact
 - I can use terms like “module,” “endpoint,” “service,” and “database”
 - I can explain the purpose of each part in a logical order
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Lesson 2: Using Diagrams and Visuals

CEFR Mapping: B2 – Can use diagrams and visuals to support structured technical explanations

Description:

Students create and present diagrams (e.g., flowcharts, system architecture, database schema) to help explain a system.

Learning Outcomes:

- Explain complex or technical ideas using clear, simple language
 - Use analogies and examples to make explanations clearer
 - Check comprehension and restate ideas using paraphrasing
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Lesson 3: Explaining Relationships and Dependencies

CEFR Mapping: B2 – Can describe complex relationships using cause-effect and conditionals

Description:

Students describe how parts of a system depend on one another and what happens when something changes or fails.

Learning Outcomes:

- Use conditional structures like *“If X happens, then Y will...”*
 - Explain basic dependencies in systems, workflows, or tasks
 - Clearly explain cause, effect, and consequences
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Lesson 4: Justifying Technical Decisions

CEFR Mapping: B2 – Can explain and justify choices using argumentation and comparison

Description:

Students practice giving structured reasoning for architectural or system design decisions, including trade-offs.

Learning Outcomes:

- I can explain why we used one solution over another
 - I can compare options using terms like “more scalable,” “less secure,” or “easier to maintain”
 - I can support my argument with real examples or expected results
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Mini-Project: System Diagram Walkthrough

Each student selects a system (real or fictional) and prepares a short presentation (3–5 minutes) that includes:

- A diagram showing key components and how they work together
 - An explanation of system flow, relationships, or dependencies
 - One or more design choices with justification
 - A short Q&A with peers
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Unit 5: Agile and Collaboration Skills

Theme: Participating actively in Agile practices, team planning, retrospectives, and collaborative decision-making

CEFR B2 Goals:

- Can take an active role in Agile ceremonies and team discussions
 - Can summarize, assign, and negotiate work during sprint planning
 - Can reflect on work process and suggest improvements
 - Can facilitate group discussions and summarize group decisions
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Lesson 1: Sprint Planning and Task Assignment

CEFR Mapping: B2 – Can collaborate in group decision-making and planning

Description:

Students learn how to discuss tasks, set priorities, and negotiate responsibility during sprint planning sessions.

Learning Outcomes:

- I can describe tasks and estimate effort
 - I can negotiate and assign responsibilities politely
 - I can suggest priorities based on deadlines or importance
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Lesson 2: Running and Participating in Retrospectives

CEFR Mapping: B2 – Can reflect on group work and suggest improvements constructively

Description:

Students practice giving feedback on what went well, what could be improved, and how to move forward after a sprint.

Learning Outcomes:

- I can give positive and constructive feedback
- I can suggest process changes using diplomatic language

- I can summarize group reflections clearly
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Lesson 3: Facilitating Collaboration and Decision-Making

CEFR Mapping: B2 – Can lead or facilitate discussions to reach a decision

Description:

Students take on the role of facilitator to lead short planning or problem-solving meetings, practicing group language and time management.

Learning Outcomes:

- I can guide a team discussion and keep it on track
 - I can summarize and confirm a group decision
 - I can involve quiet members and manage time effectively
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Lesson 4: Agile Tools and Documentation

CEFR Mapping: B2 – Can describe how tools are used to support Agile workflows

Description:

Students describe how they use tools like Jira, Confluence, or Notion to track progress and document team work.

Learning Outcomes:

- I can explain how tasks are tracked and updated
 - I can describe how information is documented and shared
 - I can respond to tool-related questions or issues
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Mini-Project: Sprint Planning Simulation

In teams, students run a mock sprint planning session that includes:

- Reviewing user stories or task cards
- Assigning responsibilities and estimating effort

- Documenting decisions and summarizing the sprint plan

One student acts as the facilitator and leads the session.

Unit 6: Debugging and Optimization

Theme: Describing bugs, identifying root causes, and explaining performance improvements

CEFR B2 Goals:

- Can explain complex problems and how they were diagnosed
 - Can describe changes that improved performance, security, or user experience
 - Can use technical evidence to support explanations
 - Can describe the implications of errors and how they were resolved
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Lesson 1: Describing and Reproducing Complex Bugs

CEFR Mapping: B2 – Can describe technical problems clearly, using structured reasoning

Description:

Students learn how to describe hard-to-track bugs, including symptoms, steps to reproduce, and initial observations.

Learning Outcomes:

- I can describe an issue with context, steps, and outcomes
 - I can use technical language like “stack trace,” “intermittent,” or “reproduce”
 - I can summarize what makes the bug complex
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Lesson 2: Explaining Root Causes

CEFR Mapping: B2 – Can explain the causes of problems using technical language

Description:

Students explore the concept of root cause analysis and practice explaining bugs or system failures in terms of underlying issues.

Learning Outcomes:

- I can explain what caused the bug and how I found it
 - I can describe the chain of events that led to an error
 - I can respond to follow-up questions about the cause
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Lesson 3: Optimization and Improvements

CEFR Mapping: B2 – Can describe changes that improved performance or reliability

Description:

Students describe technical improvements made to code, systems, or UI, and explain why they mattered.

Learning Outcomes:

- I can describe how I improved speed, usability, or reliability
 - I can compare performance before and after a fix
 - I can use terms like “load time,” “latency,” “resource usage”
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Lesson 4: Writing and Presenting Technical Fixes

CEFR Mapping: B2 – Can describe processes and solutions in a structured, professional way

Description:

Students practice writing structured fix reports or change logs, and presenting a technical improvement to a team.

Learning Outcomes:

- I can write a short report or ticket comment describing what was fixed
 - I can explain the steps and tools used in the fix
 - I can answer clarifying questions from teammates
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Mini-Project: Issue Log + Fix Report

Students write and present a structured bug or issue report that includes:

- Description of the problem
- Root cause explanation
- Fix implemented (or proposed)
- Evidence of improvement (before/after, logs, or metrics)

Then they present the fix in small groups with brief Q&A.

Unit 7: Job Interviews and Career Growth

Theme: Preparing for interviews, describing growth, and planning next career steps

CEFR B2 Goals:

- Can answer interview questions with detail and confidence
 - Can reflect on strengths, weaknesses, and growth
 - Can describe career goals and next steps
 - Can evaluate communication performance critically
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Lesson 1: Common Interview Questions in Tech

CEFR Mapping: B2 – Can respond to predictable interview questions clearly

Description:

Students practice structured answers to common questions.

Learning Outcomes:

- I can answer “Tell me about yourself” in detail
 - I can describe a project or experience clearly
 - I can explain challenges and solutions I handled
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Lesson 2: Talking About Strengths and Weaknesses

CEFR Mapping: B2 – Can reflect critically on personal skills

Description:

Students practice balanced responses about strengths and growth areas.

Learning Outcomes:

- I can describe strengths with supporting examples
 - I can describe weaknesses with strategies to improve
 - I can speak confidently about professional growth
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Lesson 3: Answering Scenario-Based Questions

CEFR Mapping: B2 – Can handle hypothetical and problem-solving interview questions

Description:

Students role-play answering scenario questions (STAR method).

Learning Outcomes:

- I can structure answers with Situation–Task–Action–Result
 - I can explain reasoning in problem-solving
 - I can adapt examples to show relevant skills
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Lesson 4: Reflecting on Career Growth

CEFR Mapping: B2 – Can discuss career goals and self-evaluate

Description:

Students reflect on career progress and set goals.

Learning Outcomes:

- I can describe progress in skills and roles
 - I can set short- and long-term goals
 - I can describe what I want to learn next
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Mini-Project: Mock Interview + Self-Evaluation

Students complete a mock interview and then write a self-evaluation of their performance.

Unit 8: Capstone Presentation

Theme: Synthesizing course content into a confident, professional presentation with live feedback
CEFR B2 Goals:

- Can give a clear, detailed presentation on a work-related topic
 - Can structure spoken content effectively and adapt to the audience
 - Can handle follow-up questions and clarify responses
 - Can reflect critically on their own communication and progress
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Lesson 1: Selecting a Capstone Topic

CEFR Mapping: B2 – Can select and organize information relevant to their audience

Description:

Students choose a topic from the course (project, workflow, system, improvement) and plan its structure based on audience and context.

Learning Outcomes:

- I can choose a relevant, clear topic with enough depth
 - I can outline my talk using logical sections
 - I can adapt my message for a tech or mixed audience
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Lesson 2: Building the Presentation

CEFR Mapping: B2 – Can prepare and structure a professional presentation

Description:

Students build visuals (slides, diagrams, charts) and rehearse transitions, tone, and timing for clarity and confidence.

Learning Outcomes:

- I can support my points with examples and visuals
 - I can use transition language fluently: “Let’s move on to...”, “To summarize...”
 - I can keep the presentation clear and on time
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Lesson 3: Rehearsal + Peer Feedback

CEFR Mapping: B2 – Can evaluate others and revise based on feedback

Description:

Students rehearse their presentations in pairs or small groups, and give each other constructive feedback on clarity, content, and delivery.

Learning Outcomes:

- I can present confidently with minimal notes
 - I can give and receive helpful, specific feedback
 - I can revise my talk to improve clarity or flow
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Lesson 4: Final Presentation + Reflection

CEFR Mapping: B2 – Can deliver a prepared talk and reflect on performance

Description:

Students give their final capstone talk to the class and answer questions, followed by reflection on their learning and growth.

Learning Outcomes:

- I can deliver a structured, confident 5–7 minute talk
 - I can respond to 2–3 follow-up questions clearly
 - I can describe how I’ve improved and what I still want to learn
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Mini-Project: Final Talk + Live Feedback

Each student delivers a final capstone presentation that includes:

- A topic from their work (project, decision, tool, or process)
- A visual aid (diagram, slide deck, or live demo)
- Structured explanation and conclusion
- Follow-up Q&A from peers and instructor

Students complete a short reflection and set one goal for future communication growth.