

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 General Business English B1 level course is designed for learners who can manage routine workplace communication and are ready to engage more actively in professional contexts. The course focuses on developing clear spoken and written communication for common business situations, including meetings, workplace discussions, email correspondence, and basic presentations. Learners practice expressing opinions, explaining ideas, asking for clarification, and responding appropriately in professional interactions, with an emphasis on accuracy, fluency, and confidence.

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.

General Business English (CEFR B1)

Audience: Young professionals in tech

Level: B1 (Intermediate)

Goal: Help learners build functional business communication skills in English for everyday professional situations, including email writing, meetings, team collaboration, and career development

Duration: 36 sessions × 3 hours = 108 synchronous lessons

Unit	Title	Mini-Project
0	Business English Success	Success Strategies Reflection & Goals Plan
1	Communicating Professionally	Workplace Conversation Role-Plays
2	Meetings & Time Management	Team Meeting Simulation
3	Writing at Work	Polished Email & Memo Portfolio
4	Presentations & Speaking Skills	Mini Presentation on a Business Topic
5	Problem Solving & Decision Making	Case Study & Group Problem Solving
6	Working in a Team	Mock Team Task and Summary Report
7	Negotiation & Decision Making	Negotiation Role-Play
8	Final Project and Reflection	Final Business Presentation

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

Unit 1: Communicating Professionally

Theme: Developing effective workplace communication skills

CEFR B1 Goals:

- Can engage in conversations on familiar work-related topics
- Can understand and use common workplace expressions
- Can write simple connected texts on topics that are familiar

Lesson 1: Workplace Small Talk

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

Description:

Students practice initiating and maintaining small talk in professional settings.

Learning Outcomes:

- I can start and maintain short, polite conversations at work.
- I can use natural expressions to connect with colleagues.
- I can close a conversation professionally and appropriately.

Lesson 2: Active Listening Skills

CEFR Mapping: B1 – Can understand the main points of clear standard speech on familiar matters

Description:

Students develop active listening techniques to improve understanding in conversations.

Learning Outcomes:

- I can show understanding during conversations by using active listening strategies.
- I can respond appropriately to colleagues to show attention and interest.
- I can use clarifying and confirming questions in a professional discussion.

Lesson 3: Giving and Receiving Feedback

CEFR Mapping: B1 – Can express opinions and respond to others in discussions

Description:

Students learn how to give constructive feedback and respond appropriately.

Learning Outcomes:

- I can give constructive feedback in a polite and professional way.
- I can respond positively to feedback from others.
- I can use language for suggestions and improvement in workplace discussions.

Lesson 4: Handling Difficult Conversations

CEFR Mapping: B1 – Can deal with most situations likely to arise in the workplace

Description:

Students practice strategies for managing challenging conversations professionally.

Learning Outcomes:

- I can express disagreement or criticism politely in a professional context.
- I can use language for resolving problems or misunderstandings at work.
- I can plan and take part in a short roleplay that demonstrates effective communication in a difficult conversation.

Mini-Project: Workplace Conversation Role-Plays

Students perform structured role-plays simulating various workplace communication scenarios using strategies learned in class:

- Choose a workplace scenario (e.g., feedback session, conflict, small talk)
- Write and rehearse a short dialogue
- Perform the role-play in pairs or groups
- Reflect on strengths and areas for improvement in communication

Unit 2: Meetings and Time Management

Theme: Participating effectively in meetings and managing time

CEFR B1 Goals:

- Can understand and use common expressions related to meetings and scheduling
- Can take part in routine meetings on familiar topics
- Can manage time and prioritize tasks effectively

Lesson 1: Scheduling Meetings

CEFR Mapping: B1 – Can make and respond to arrangements

Description:

Students learn how to schedule meetings and discuss availability.

Learning Outcomes:

- I can suggest meeting times and dates clearly and politely.
- I can confirm or reschedule meetings using appropriate language.
- I can check availability and agree on meeting details in professional conversations.

Lesson 2: Participating in Meetings

CEFR Mapping: B1 – Can express opinions and make suggestions in meetings

Description:

Students practice contributing to meetings and expressing ideas clearly.

Learning Outcomes:

- I can participate actively in work meetings using clear and polite language.
- I can ask for clarification and confirm understanding during discussions.
- I can agree and disagree appropriately and contribute my opinion.

Lesson 3: Taking Meeting Notes

CEFR Mapping: B1 – Can take notes during meetings on familiar topics

Description:

Students develop note-taking skills to capture key points from meetings.

Learning Outcomes:

- I can identify main ideas in discussions.
- I can write concise meeting notes.
- I can summarize meeting outcomes clearly.

Lesson 4: Time Management Strategies

CEFR Mapping: B1 – Can describe routines and time-related activities

Description:

Students explore techniques for managing time and prioritizing tasks.

Learning Outcomes:

- I can describe my daily and weekly work priorities.
- I can explain and discuss strategies for managing time effectively.
- I can plan and present a short time-management strategy as part of a team.

Mini-Project: Time-Management Plan

Students work in small groups to create a short Time-Management Plan to improve your team's productivity.

- Tasks and deadlines for the week
- One scheduling conflict or change
- One future plan using "going to"
- One time preference and reason

Unit 3: Writing at Work

Theme: Developing professional writing skills for workplace communication

CEFR B1 Goals:

- Can write simple connected texts on familiar topics
- Can write emails, reports, and summaries with appropriate structure
- Can use formal and informal language appropriately

Lesson 1: Writing Professional Emails

CEFR Mapping: B1 – Can write simple reports and summaries

Description:

Students practice writing short reports and summarizing information.

Learning Outcomes:

- I can identify the parts and structure of a professional email.
- I can write clear and polite business emails using the correct tone and format.
- I can respond appropriately to different workplace email situations.

Lesson 2: Writing Reports and Summaries

CEFR Mapping: B1 – Can write short, structured texts on familiar workplace topics

Description:

Students learn to understand the basic structure and purpose of short business reports and summaries.

Learning Outcomes:

- I can identify the purpose and structure of a short business report.
- I can write short, clear summaries of information or meetings.
- I can organize ideas logically using linking words and headings.

Lesson 3: Writing Memos and Notices

CEFR Mapping: B1 – Can write memos and notices conveying routine information

Description:

Students learn to write internal communications such as memos and notices.

Learning Outcomes:

- I can identify the purpose and structure of short workplace memos and notices.
- I can write clear, polite, and professional internal messages.
- I can use correct tone and format for written communication inside a company.

Lesson 4: Editing and Proofreading

CEFR Mapping: B1 – Can revise and correct written texts

Description:

Students develop skills to edit and proofread their writing for clarity and accuracy.

Learning Outcomes:

- I can review and correct written work for grammar, punctuation, and tone.
- I can edit reports, emails, and memos for clarity and accuracy.
- I can produce a polished final draft suitable for professional communication.

Mini-Project: Polished Email and Memo Portfolio

Students compile a professional writing portfolio to showcase their ability to communicate effectively in writing at work:

- Write and revise two workplace emails (e.g., requesting information, responding to a complaint)
- Draft a short memo conveying instructions or updates
- Include a one-paragraph report or summary based on a meeting or article
- Edit and proofread all documents for clarity, tone, and grammar

Unit 4: Presentations and Speaking Skills

Theme: Enhancing public speaking and presentation abilities

CEFR B1 Goals:

- Can give prepared presentations on familiar topics
- Can use appropriate language and visuals to support ideas
- Can handle questions and feedback during presentations

Lesson 1: Planning a Presentation

CEFR Mapping: B1 – Can plan and organize a short presentation

Description:

Students learn how to structure a short presentation with a clear introduction, main points, and conclusion.

Learning Outcomes:

- I can plan a short presentation using a clear structure and main points.
- I can choose key ideas and supporting details relevant to my audience.
- I can write and organize notes or outlines to prepare for speaking.

Lesson 2: Using Visual Aids

CEFR Mapping: B1 – Can use visuals to support spoken information

Description:

Students practice integrating visual aids such as slides and charts into their presentations.

Learning Outcomes:

- I can identify and describe common types of visual support used in business presentations.
- I can select appropriate visuals to strengthen key messages.
- I can explain charts, figures, and images clearly to an audience.

Lesson 3: Delivering a Presentation

CEFR Mapping: B1 – Can deliver a clear and coherent presentation

Description:

Students focus on delivery techniques, including voice modulation and body language.

Learning Outcomes:

- I can speak clearly and confidently when presenting familiar business topics.
- I can use body language, voice, and pacing to keep the audience engaged.
- I can handle brief transitions and signpost ideas effectively during a presentation.

Lesson 4: Handling Q&A Sessions

CEFR Mapping: B1 – Can respond to questions and feedback

Description:

Students practice answering questions and responding to feedback during presentations.

Learning Outcomes:

- I can respond clearly and politely to audience questions.
- I can ask for clarification or more information during a presentation.
- I can use expressions to agree, disagree, or defer a question professionally.

Mini-Project: Mini Presentation on a Business Topic

Students create and deliver a short business-related presentation demonstrating speaking and visual communication skills:

- Choose a familiar business-related topic (e.g., remote work, a new product or idea, team communication)
- Plan and organize the presentation with a clear structure (introduction, main points, conclusion)
- Deliver the presentation confidently and respond to 1–2 audience questions

Unit 5: Problem Solving and Decision-Making

Theme: Developing critical thinking skills for workplace challenges

CEFR B1 Goals:

Can identify problems and propose solutions
Can participate in decision-making discussions
Can evaluate options and justify choices

Lesson 1: Identifying Problems and Causes

CEFR Mapping: B1 – Can recognize and describe simple workplace problems

Description:

Students learn to identify workplace problems, describe their causes, and ask clarifying questions. The lesson focuses on expressing challenges clearly and recognizing why they occur.

Learning Outcomes:

- I can describe a problem clearly and give background details
- I can explain possible causes of a problem
- I can ask and answer questions to confirm understanding

Lesson 2: Brainstorming Solutions

CEFR Mapping: B1 – Can suggest possible solutions to problems

Description:

Students practice generating and discussing solutions in a group context.

Learning Outcomes:

- I can suggest different ways to solve a problem
- I can build on others' ideas respectfully
- I can use phrases to propose and discuss options

Lesson 3: Evaluating Options and Making Decisions

CEFR Mapping: B1 – Can compare options and make simple evaluations

Description:

Students evaluate pros and cons and justify a decision.

Learning Outcomes:

- I can compare two or more possible solutions to a problem.
- I can explain why one option is better than another.
- I can use language to evaluate and justify a decision.

Lesson 4: Communicating Solutions Clearly

CEFR Mapping: B1 – Can explain decisions and plans clearly to others

Description:

Students present chosen solutions and explain their reasoning.

Learning Outcomes:

- I can explain my solution in clear steps

- I can give reasons for my decision
- I can respond to questions about my choice

Mini-Project: Case Study and Group Problem Solving

Students collaborate to analyze a workplace problem and present a team solution:

- Read and discuss a brief workplace scenario
- Identify the main problem and propose possible solutions
- Evaluate the pros and cons of each option
- Present and justify the chosen solution in a short group presentation

Unit 6: Working in a Team

Theme: Collaboration, team roles, and workplace dynamics

CEFR B1 Goals:

- Can describe team roles and responsibilities
- Can collaborate effectively in group tasks
- Can resolve simple conflicts and reach agreements

Lesson 1: Understanding Team Roles

CEFR Mapping: B1 – Can describe roles and responsibilities in a group

Description:

Students learn about different team roles and how they contribute to success.

Learning Outcomes:

- I can describe various roles in a team
- I can talk about my strengths and team contributions
- I can ask others about their roles and responsibilities

Lesson 2: Collaborating on a Task

CEFR Mapping: B1 – Can work together on familiar tasks

Description:

Students practice planning and executing a task collaboratively.

Learning Outcomes:

- I can plan and complete a short task with others.
- I can use polite language to suggest, agree, and disagree.
- I can delegate tasks and confirm shared responsibilities.

Lesson 3: Solving Team Conflicts

CEFR Mapping: B1 – Can explain problems and seek resolution

Description:

Students learn conflict resolution vocabulary and strategies.

Learning Outcomes:

- I can describe common causes of conflict at work
- I can use polite language to express disagreement.
- I can suggest solutions and help others reach agreement.

Lesson 4: Reaching Agreement

CEFR Mapping: B1 – Can negotiate and reach agreement in discussions

Description:

Students practice expressing opinions and finding common ground.

Learning Outcomes:

- I can summarize team ideas and help the group reach agreement
- I can use polite language to confirm and finalize decisions.
- I can present a short summary of a team discussion.

Mini-Project: Mock Team Task and Summary Report

Students work in small teams to complete a simulated workplace task, then write and present a summary of their collaboration:

- Plan and carry out a collaborative task (e.g., organizing a team-building event or solving a simple project challenge)
- Assign and describe team roles and responsibilities
- Resolve a simulated conflict or obstacle as part of the task
- Write a brief team summary report and present the outcomes to the class

Unit 7: Negotiation and Decision-Making

Theme: Developing confidence and professionalism in workplace negotiations

CEFR B1 Goals:

Can prepare for and participate in short workplace negotiations.

Can make and respond to offers or suggestions politely.

Can agree and disagree diplomatically.

Can summarize and confirm decisions clearly.

Lesson 1: Preparing to Negotiate

CEFR Mapping: B1 – Can express goals, interests, and needs in professional contexts.

Description:

Students learn how to prepare for a negotiation by identifying their goals, understanding the other party's needs, and planning strategies to reach mutual agreement.

Learning Outcomes:

- I can describe what I want to achieve in a negotiation.
- I can ask polite clarification questions.
- I can plan key points and strategies for discussion.

Lesson 2: Making and Responding to Offers

CEFR Mapping: B1 – Can make proposals and respond with alternative suggestions.

Description:

Students practice making offers and counteroffers using polite and persuasive expressions while keeping a professional tone.

Learning Outcomes:

- I can make and respond to offers politely.
- I can explain reasons for accepting or declining an offer.
- I can use expressions to suggest compromises.

Lesson 3: Reaching Agreement

CEFR Mapping: B1 – Can confirm understanding and reach a simple agreement in conversation.

Description:

Students practice confirming terms, summarizing points of agreement, and maintaining positive relationships in professional negotiations.

Learning Outcomes:

- I can confirm understanding and reach agreement in a negotiation.
- I can summarize the final terms of an agreement clearly.
- I can close a negotiation using polite and professional language.

Lesson 4: Mini-Project – Negotiation Role-Play

CEFR Mapping: B1 – Can take part in a simple negotiation to reach a practical solution.

Description:

Students prepare and conduct a role-play negotiation scenario in pairs or small groups, practicing offers, counteroffers, and agreement strategies.

Learning Outcomes:

- I can participate in a short negotiation and reach an agreement.
- I can apply language for offers, counteroffers, and confirming terms.
- I can summarize and present the final outcome clearly and professionally.

Mini-Project: Negotiation Simulation

- Students work in pairs or small groups to simulate a business negotiation (e.g., supplier contract, project proposal, scheduling).
- They prepare goals, offers, counteroffers, and finalize an agreement.
- Each team presents a brief negotiation summary to the class.

Unit 8: Final Project and Reflection

Theme: Integrating all skills through project-based application and self-reflection

CEFR B1 Goals:

- Can apply workplace communication skills in an integrated project
- Can reflect on personal growth and language development
- Can give structured feedback to others

Lesson 1: Project Briefing and Planning

CEFR Mapping: B1 – Can develop and organize a project plan

Description:

Students choose a business-related topic and outline their final project.

Learning Outcomes:

- I can identify and describe a realistic workplace-related project goal.
- I can organize project tasks, roles, and timelines effectively.
- I can plan how to present and evaluate my final project.

Lesson 2: Development and Rehearsal

CEFR Mapping: B1 – Can rehearse and refine a presentation

Description:

Students prepare visuals, practice delivery, and receive peer feedback.

Learning Outcomes:

- I can create clear and professional project materials.
- I can use language for presenting and explaining project ideas.
- I can rehearse and refine my presentation with feedback.

Lesson 3: Final Project Presentations and Feedback

CEFR Mapping: B1 – Can deliver a short, prepared presentation on a familiar topic

Description:

Students deliver their final projects in a formal setting.

Learning Outcomes:

- I can present my project clearly and confidently.
- I can respond to simple questions about my project.
- I can give and receive professional feedback on presentations.

Mini-Project: Final Business Presentation

Students compile a portfolio of their best work throughout the course and deliver a final presentation showcasing their progress and professional communication skills:

- Select 3–5 key assignments to revise and include in a portfolio
- Write a reflection on their growth and learning goals
- Prepare and deliver a 5-minute presentation summarizing their development
- Provide feedback to peers and respond to questions

Lesson 4: Reflection, Portfolio, and Next Steps

CEFR Mapping: B1 – Can describe achievements and future learning goals

Description:

Students reflect on their progress, challenges, and next steps.

Learning Outcomes:

- I can describe what I learned in this course
- I can identify areas for improvement
- I can set goals for continuing my learning