

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 B2 level course is designed for learners who can communicate effectively in most professional situations and are ready to operate with greater independence and nuance in English. The course strengthens learners' ability to participate in complex discussions, contribute to meetings, write clear and well-structured professional texts, and present ideas persuasively. Instruction emphasizes precision, appropriateness of tone, and flexible language use, enabling learners to navigate a wide range of workplace interactions with confidence and professionalism.

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: General Business English (CEFR B2)

Audience: Young professionals in tech

Level: B2 (Upper-Intermediate)

Goal: Equip learners with advanced business English skills to confidently participate in complex workplace interactions, such as presentations, negotiations, problem-solving discussions, intercultural communication, and strategic planning

Duration: 36 sessions × 3 hours = 108 synchronous hours

Unit and Project Overview

Unit	Title	Mini-Project
0	Student Success Introduction	Personal Development Plan
1	Effective Business Communication	Simulated Business Meeting
2	Advanced Presentation Skills	Business Presentation Delivery
3	Negotiation & Persuasion	Negotiation Role-Play
4	Leadership & Management Communication	Leadership Scenario Response
5	Workplace Problem Solving & Decision Making	Problem-Solving Workshop
6	Business Trends & Innovation	Business Innovation Pitch
7	Cross-Cultural Business Communication	Cultural Briefing Presentation
8	Professional Business Writing & Reporting	Executive Summary Report

Unit 0: Student Success Introduction: Business English Success

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: Effective Business Communication

Theme: Mastering professional communication in various business contexts

CEFR B2 Goals:

- Can understand extended speech and lectures and follow complex lines of argument.
- Can interact with a degree of fluency and spontaneity.
- Can present clear, detailed descriptions on a wide range of subjects.

Lesson 1: Professional Email Writing

CEFR Mapping: B2 – Can write formal emails on a wide range of professional topics, using appropriate register and tone and structuring arguments clearly

Description:

Students learn the structure, tone, and etiquette of professional emails.

Learning Outcomes:

- I can compose clear and concise professional emails.
- I can use appropriate tone and language for various email contexts.

Lesson 2: Effective Telephone Communication

CEFR Mapping: B2 – Can conduct professional telephone conversations fluently, using clear language to handle inquiries and clarify information

Description:

Students develop skills for clear and professional telephone conversations.

Learning Outcomes:

- I can conduct business calls confidently.
- I can handle inquiries and provide information over the phone.

Lesson 3: Meeting Participation and Note-Taking

CEFR Mapping: B2 – Can actively participate in business meetings, ask relevant questions, and summarize key points accurately in note form

Description:

Students enhance abilities to participate in meetings and take effective notes.

Learning Outcomes:

- I can contribute to meetings with relevant points.
- I can take organized and useful meeting notes.

Lesson 4: Non-Verbal Communication in Business

CEFR Mapping: B2 – Can analyze and interpret body language and non-verbal signals in multicultural professional contexts

Description:

Students understand the role of body language and other non-verbal cues in professional settings.

Learning Outcomes:

- I can interpret and use non-verbal communication effectively.
- I can align my body language with verbal messages.

Mini-Project: Simulated Business Meeting

Participate in a simulated business meeting, demonstrating:

- Effective communication
- Note-taking
- Non-verbal skills

Unit 2: Advanced Presentation Skills

Theme: Delivering impactful presentations in professional environments

CEFR B2 Goals:

- Can give clear, detailed descriptions and presentations on complex subjects.
- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Lesson 1: Structuring a Compelling Presentation

CEFR Mapping: B2 – Can organize complex ideas clearly and logically in a structured oral presentation

Description:

Students learn to organize content for maximum impact.

Learning Outcomes:

- I can structure presentations with clear introductions, bodies, and conclusions.
- I can use signposting language to guide the audience.

Lesson 2: Designing Effective Visual Aids

CEFR Mapping: B2 – Can integrate visuals effectively into spoken presentations to support and enhance key points

Description:

Students explore tools and techniques for creating supportive visual materials.

Learning Outcomes:

- I can design slides that enhance understanding.
- I can integrate visuals seamlessly into my presentation.

Lesson 3: Engaging the Audience

CEFR Mapping: B2 – Can maintain audience attention by adapting tone and style, using examples, and involving listeners through questions

Description:

Students develop strategies to maintain audience interest and encourage interaction.

Learning Outcomes:

- I can use rhetorical questions and anecdotes effectively.
- I can adapt my delivery based on audience feedback.

Lesson 4: Handling Q&A Sessions

CEFR Mapping: B2 – Can respond to questions in detail, clarify ambiguities, and defend viewpoints under pressure

Description:

Students prepare for and manage question-and-answer segments confidently.

Learning Outcomes:

- I can respond to questions thoughtfully and accurately.
- I can maintain composure under challenging inquiries.

Mini-Project: Business Presentation Delivery

Students deliver a professional presentation on a business topic, incorporating:

- structured content
- visual aids
- audience engagement
- Q&A session

Unit 3: Negotiation and Persuasion

Theme: Enhancing skills for successful negotiations and persuasive communication

CEFR B2 Goals:

- Can express and respond to complex ideas and arguments.
- Can negotiate and reach agreements in professional contexts.

Lesson 1: Principles of Effective Negotiation

CEFR Mapping: B2 – Can engage in negotiations, expressing needs and interests clearly and identifying shared goals

Description:

Students understand the fundamentals of negotiation, including preparation and strategy.

Learning Outcomes:

- I can prepare for negotiations with clear objectives.
- I can identify mutual interests and potential compromises.

Lesson 2: Language of Persuasion

CEFR Mapping: B2 – Can use persuasive language structures and rhetorical devices to influence opinions and drive agreement

Description:

Students learn phrases and structures to persuade and influence effectively.

Learning Outcomes:

- I can use persuasive language to support my position.
- I can counter opposing arguments diplomatically.

Lesson 3: Cultural Considerations in Negotiation

CEFR Mapping: B2 – Can compare and adapt negotiation strategies to different cultural expectations and norms

Description:

Students explore how cultural differences impact negotiation styles and expectations.

Learning Outcomes:

- I can recognize and adapt to cultural nuances in negotiations.
- I can avoid misunderstandings arising from cultural differences.

Lesson 4: Closing Deals and Agreements

CEFR Mapping: B2 – Can summarize and formalize negotiated agreements using appropriate business language and formats

Description:

Students develop skills to conclude negotiations and formalize agreements.

Learning Outcomes:

- I can summarize agreements clearly.
- I can draft concise and accurate agreement documents.

Mini-Project: Negotiation Role-Play

Students engage in a simulated negotiation scenario, applying:

- Persuasive language
- Cultural awareness
- Agreement formalization

Unit 4: Leadership and Management Communication

Theme: Developing communication skills essential for leadership and management roles

CEFR B2 Goals:

- Can communicate effectively in managerial contexts.
- Can provide clear instructions and feedback.

Lesson 1: Communicating Vision and Goals

CEFR Mapping: B2 – Can communicate a business vision or strategic objective persuasively, using formal and motivating language

Description:

Learn to articulate organizational vision and objectives compellingly.

Learning Outcomes:

- I can convey vision statements that inspire and motivate.
- I can align team goals with organizational objectives.

Lesson 2: Delegating Tasks Effectively

CEFR Mapping: B2 – Can give clear instructions and justify decisions when assigning responsibilities in team settings

Description:

Students develop skills to assign tasks clearly and appropriately.

Learning Outcomes:

- I can delegate responsibilities based on team members' strengths.
- I can provide necessary resources and support for delegated tasks

Lesson 3: Providing Constructive Feedback

CEFR Mapping: B2 – Can give constructive feedback in a structured and supportive manner, and respond appropriately to criticism

Description:

Students learn techniques for delivering feedback that promotes growth.

Learning Outcomes:

- I can give feedback that is specific, actionable, and empathetic.
- I can receive feedback openly and use it for improvement.

Lesson 4: Managing Difficult Conversations

CEFR Mapping: B2 – Can handle difficult conversations sensitively, using tactful language to express disagreement or address conflict

Description:

Students prepare for challenging discussions, such as performance issues or conflicts.

Learning Outcomes:

- I can handle disagreements professionally and tactfully.
- I can use diplomatic language to address conflicts or sensitive issues.

Mini-Project: Manage a Team Scenario

Students act as team leaders in a simulated tech project, practicing communication for task management:

- Assign tasks to “team members” using clear language
- Monitor task progress and give constructive feedback
- Conduct a short team briefing and feedback session
- Write a summary report of team performance and next steps

Unit 5: Workplace Problem Solving and Decision-Making

Theme: Applying critical thinking and communication skills to resolve workplace challenges

CEFR B2 Goals:

- Can develop arguments to support or refute a point of view.
- Can describe problems and propose practical solutions.
- Can explain the advantages and disadvantages of different options.

Lesson 1: Identifying and Describing Problems

CEFR Mapping: B2 – Can clearly describe a workplace issue, outlining the background and relevant details

Description:

Students practice clearly describing workplace issues using structured language.

Learning Outcomes:

- I can describe a workplace problem clearly and with relevant details.
- I can use formal vocabulary to explain situations and outcomes.

Lesson 2: Analyzing Causes and Effects

CEFR Mapping: B2 – Can explain causal relationships and discuss the short- and long-term effects of business decisions

Description:

Students explore root causes of problems and analyze potential consequences.

Learning Outcomes:

- I can use cause-and-effect language to explain issues.
- I can connect ideas logically to describe processes and outcomes.

Lesson 3: Proposing and Evaluating Solutions

CEFR Mapping: B2 – Can propose and justify solutions to workplace problems, evaluating pros and cons using complex language

Description:

Students learn to suggest, justify, and compare different solutions.

Learning Outcomes:

- I can propose realistic solutions and justify my choices.
- I can weigh pros and cons using comparative structures.

Lesson 4: Making Collaborative Decisions

CEFR Mapping: B2 – Can participate in structured discussions to reach consensus and defend a group decision

Description:

Students practice making decisions in group settings through discussion and consensus.

Learning Outcomes:

- I can participate in decision-making discussions.
- I can express agreement and disagreement politely and constructively.

Mini-Project: Problem-Solving Workshop

Students work in small groups to collaboratively identify a workplace issue:

- Propose multiple solutions
- Evaluate them

- Present a final recommendation with rationale

Unit 6: Business Trends and Innovation

Theme: Discussing market trends, digital transformation, and innovations in business

CEFR B2 Goals:

- Can follow extended speech on abstract and complex topics
- Can express opinions on contemporary issues and support them with examples
- Can describe current trends and predict future developments

Lesson 1: Describing Trends and Data

CEFR Mapping: B2 – Can describe and interpret statistical data and trends using precise vocabulary and comparative structures

Description:

Students use charts and data to describe changes and trends in business.

Learning Outcomes:

- I can describe upward, downward, and stable trends using business vocabulary.
- I can interpret basic data in charts and graphs.

Lesson 2: Talking About Digital Transformation

CEFR Mapping: B2 – Can explain the impact of digital innovations on business processes using technical vocabulary and structured arguments

Description:

Students discuss how digital technologies are reshaping workplaces and business models.

Learning Outcomes:

- I can explain how technology has changed how we work.
- I can describe tools or innovations that have improved efficiency.

Lesson 3: Analyzing Case Studies of Innovation

CEFR Mapping: B2 – Can summarize case studies and identify factors contributing to business success or failure

Description:

Students read and discuss real-world examples of successful innovations.

Learning Outcomes:

- I can summarize a business innovation story.
- I can identify what made the innovation successful.

Lesson 4: Predicting Future Business Trends

CEFR Mapping: B2 – Can make informed predictions about future developments using modals and hedging expressions

Description:

Students practice using future tenses and language for predictions.

Learning Outcomes:

- I can express informed predictions about business developments.
- I can use hedging language (e.g., “might,” “is likely to”) to qualify opinions.

Mini-Project: Business Innovation Pitch

Each student researches a new business trend or innovation and:

- Pitch it as a worthwhile investment
- Use data and future predictions to support your position

Unit 7: Cross-Cultural Business Communication

Theme: Developing intercultural competence and effective communication in international workplaces

CEFR B2 Goals:

- Can interact with fluency and appropriateness in culturally diverse situations.
- Can compare cultural norms and practices in professional settings.
- Can adapt communication strategies for intercultural understanding.

Lesson 1: Understanding Cultural Norms and Values

CEFR Mapping: B2 – Can describe how cultural values influence professional behavior and communication styles

Description:

Students Explore how cultural values affect business behaviors and expectations.

Learning Outcomes:

- I can describe cultural dimensions (e.g., individualism vs. collectivism).
- I can identify how values shape communication styles.

Lesson 2: Business Etiquette Around the World

CEFR Mapping: B2 – Can compare professional customs in various cultures and adapt behavior accordingly

Description:

Students learn about etiquette differences in greetings, meetings, and negotiations.

Learning Outcomes:

- I can describe dos and don'ts in global business settings.
- I can adjust my behavior based on the cultural context.

Lesson 3: Language and Tone in Intercultural Communication

CEFR Mapping: B2 – Can adjust tone and register to suit formal and intercultural communication contexts, avoiding ambiguity

Description:

Students practice polite, diplomatic language for sensitive or high-context environments.

Learning Outcomes:

- I can use appropriate language for formal intercultural emails or conversations.
- I can avoid miscommunication through tone and clarification strategies.

Lesson 4: Managing Misunderstandings and Building Rapport

CEFR Mapping: B2 – Can recognize cultural misunderstandings and repair communication breakdowns sensitively

Description:

Students identify causes of intercultural misunderstandings and practice repairing them.

Learning Outcomes:

- I can recognize misunderstandings and respond with empathy.
- I can build rapport with international colleagues.

Mini-Project: Cultural Briefing Presentation

Each student prepares a presentation about how to conduct business effectively with a specific culture:

- Communication styles
- Etiquette
- Potential challenges

Unit 8: Professional Business Writing & Reporting

Theme: Developing clear, structured, and context-appropriate written communication for professional business contexts

CEFR B2 Goals:

- Can switch between formal, semi-formal, and informal styles in professional writing.
- Can structure and organize written business communication clearly and logically.
- Can write data-based summaries, recommendations, and action items using appropriate professional language.

Lesson 1: Formal vs. Informal Register in Business Writing

CEFR Mapping: B2 – Can adapt written language to suit audience, purpose, and level of formality

Description:

Students examine differences between formal, semi-formal, and informal register in business writing and practice rewriting workplace communication to fit different audiences and contexts.

Learning Outcomes:

- I can switch between formal, semi-formal, and informal styles in professional writing.
- I can recognize the register needed for different audiences.
- I can rewrite workplace communication to fit the context.

Lesson 2: Structuring Business Reports

CEFR Mapping: B2 – Can produce clear, well-structured texts using appropriate organizational patterns

Description:

Students learn how to structure business reports using headings, bullet points, and logical paragraphing to clearly present information and recommendations.

Learning Outcomes:

- I can write a clear report with headings, bullet points, and recommendations.
- I can structure written communication to highlight significant points.
- I can organize and connect ideas in logical written paragraphs.

Lesson 3: Writing Data Commentary and Summaries

CEFR Mapping: B2 – Can describe and interpret data, trends, and key information in written form

Description:

Students practice writing data commentary and summaries by describing trends, comparisons, and key insights from charts, graphs, and case data.

Learning Outcomes:

- I can describe trends, comparisons, and key insights from charts, graphs, or case data.
- I can write short summaries and commentary based on data.
- I can use appropriate lexis to discuss significant business changes or results.

Lesson 4: Recommendations & Action Items

CEFR Mapping: B2 – Can present reasoned recommendations and proposals clearly and persuasively in writing

Description:

Students develop skills for writing professional recommendations and action items using persuasive language and evidence-based justification.

Learning Outcomes:

- I can write a clear recommendation section with justifications.
- I can use persuasive and action-oriented language in writing.
- I can present structured suggestions linked to evidence.

Mini-Project: Executive Summary Business Report

Each student writes an executive summary business report based on a case study or workplace challenge, including:

- Structured report sections
- Data commentary and summaries
- Clear recommendations and action items