

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 Commerce and Logistics B2 level course is designed for learners who can operate independently in professional trade and logistics environments. The course strengthens learners' ability to negotiate, participate in meetings, write detailed professional correspondence, and manage complex supply-chain communication. Emphasis is placed on precision, professional tone, and effective interaction with international partners and stakeholders.

Course Structure and Total Learning Hours

Each course includes 160 hours of learning. Of these, 110 hours are guided instruction, delivered in person or remotely, and 50 hours are independent practice completed outside of class.

The recommended method for completing the 50 independent hours is through a digital learning tool that supports regular review, spaced repetition, and additional exposure to English beyond the classroom. However, if technology access is limited, students may complete the independent practice activities included at the end of each lesson. These short tasks reinforce vocabulary, grammar, and communicative functions taught in class, and can be submitted to the teacher for feedback.

Courses are structured into 32 lessons across eight thematic units, and each lesson follows a three-hour format balancing presentation, guided practice, and communicative activities. Every fifth lesson includes a dedicated digital learning session, during which the teacher guides students in using the selected digital tool, establishing effective independent learning habits. This blended approach builds digital literacy and encourages consistent practice essential for language development.

Student Success and Onboarding

There is a series of four initial lessons in each course that function as Student Success sessions designed to ease learners into the program. Instead of beginning immediately with technical or workplace content, these sessions focus on how to learn a language, how to study independently, and how to use the digital tool (when applicable).

Many adult learners are returning to education after years away from formal learning environments. These onboarding lessons provide essential time to build trust, lower anxiety, and

establish classroom routines. Students learn basic interaction patterns in English, understand expectations for participation, and start developing the study skills that will support them throughout the course. Establishing this foundation early significantly improves learner engagement, motivation, and long-term success.

Understanding the CEFR Framework

All courses are aligned with the Common European Framework of Reference for Languages (CEFR), the international standard for describing and assessing language ability. The CEFR focuses on real-world communication across listening, speaking, reading, and writing, rather than on grammar alone. It provides a clear way to understand what learners can do at each stage of their development.

The Ministry of Labor’s English for Work Program includes courses ranging from Pre-A1 to B2.

- **Pre-A1** learners are true beginners who can recognize and use simple words and phrases, respond to very familiar language, and engage in highly supported exchanges.
- **A1 and A2** learners can communicate in short, routine interactions, describe aspects of their work and daily life, follow simple instructions, and express basic needs and ideas.
- **B1** learners can handle more complex workplace communication, including short explanations, basic problem-solving, and interactions requiring some flexibility.
- **B2** learners can participate independently in meetings, understand standard professional texts, express opinions clearly, and communicate effectively in a wide range of workplace situations.

To make these expectations concrete, each unit and lesson includes “Can-Do” statements written in accessible language. These statements highlight what successful communication looks like at each level and help teachers and learners track progress throughout the course.

Materials and Resources

All required materials are included within the lesson plans themselves. Teachers will find handouts, vocabulary lists, dialogues, role cards, activity sheets, and multimedia resources (when applicable), with direct links to each printable or digital file. Teachers do not need to source additional materials, though they are encouraged to bring in authentic examples from their own workplaces or local contexts to enhance relevance and engagement.

For centers that incorporate digital learning, students may use an English-learning platform that is accessible to Hebrew-speaking learners and aligned with CEFR levels. These platforms typically provide structured practice in listening, speaking, reading, and/or vocabulary, and support independent, self-paced learning outside the classroom. Teachers should periodically

review student engagement and progress on the digital tool and help learners connect their online practice to the language skills and communicative goals addressed in class.

Assessment and Progress

Assessment is an integral part of both instruction and student progress. To ensure consistency and reliability across providers, each center should use a research-based, CEFR-aligned assessment, such as Speak Now, at key stages throughout the program.

This assessment plays a role in three critical areas:

1. Grouping and Placement:

Before the course begins, the assessment should be used to place learners into groups that match their CEFR level. This ensures that instruction is appropriately challenging and supportive.

1. Formative Assessment:

Throughout the course, the tool can be used periodically to help teachers identify learners' strengths and areas needing more support. These results guide instructional decisions, pacing, and differentiation, allowing teachers to tailor lessons to the needs of their group.

2. Summative Assessment:

At the end of the course, the assessment provides a clear picture of each learner's progress and helps evaluate the overall effectiveness of the program. Summative data supports continuous improvement and ensures accountability to CEFR standards.

Alongside formal assessments, everyday classroom tasks—such as role-plays, short written tasks, functional dialogues, and unit-based simulations—offer ongoing opportunities for learners to demonstrate their growing abilities in real-world contexts.

Adapting the Lessons

The lesson plans are meant to serve as flexible frameworks, not rigid scripts. Teachers are encouraged to personalize examples, modify activities, adjust pacing, and integrate authentic workplace materials when appropriate. Any adaptation is welcome as long as the core learning objectives and Can-Do statements remain central.

The ultimate goal is to help learners communicate confidently and meaningfully. Teachers play a key role in creating an environment where students are willing to take risks, practice English, and build skills that will support their careers.

Final Note for Teachers

These materials were designed to support you in delivering high-quality, CEFR-aligned English instruction that responds to the needs of adult learners. Your professional judgment, creativity, and experience play a central role in creating meaningful learning experiences and supporting learner confidence and progress.

Use this guide and the accompanying lesson materials as a foundation, adapting them thoughtfully to your learners, context, and teaching environment. Through consistent practice, clear objectives, and a focus on real-world communication, this course aims to support both immediate workplace needs and long-term language development.

English for Commerce and Logistics (CEFR B2)

Audience: Supervisors, managers, logistics coordinators, delivery leads, and quality assurance professionals

Level: B2 (Upper Intermediate)

Goal: Develop confident English communication skills for managing teams, coordinating logistics operations, reporting data, resolving issues, and professional collaboration in an international logistics environment.

Duration: 36 sessions × 3 hours = 108 synchronous lessons

Unit	Title	Mini-Project
0	Student Success Introduction	Personal Development Plan
1	Managing Tasks and Priorities	Daily Operations Brief
2	Supervising Staff and Training	Performance Assessment Discussion
3	International Logistics and Shipping Coordination	
4	Inventory and Quality Assurance	Inventory and QA Summary
5	Customer and Partner Communication	Client Email Chain
6	Documenting and Reporting Logistics Performance	Weekly Performance Report Presentation
7	Leading Meetings and Briefings	Stand-Up Meeting Roleplay
8	Final Project and Reflection	Logistics Leadership Case Study

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: Managing Tasks and Priorities

Theme: Describing complex workflows, prioritizing tasks, and coordinating multiple teams

Mini-Project: *Daily Operations Brief*

Students prepare a structured briefing on daily logistics operations, explaining task priorities, workflow steps, and coordination challenges.

CEFR B2 Goals:

- Can describe detailed workflows and explain the reasoning behind task prioritization
- Can communicate effectively with multiple teams to coordinate work
- Can handle interruptions and adjust priorities fluently
- Can deliver short, clear operational briefs in English

Lesson 1: Describing Complex Workflows and Schedules

CEFR Mapping: B2 – Can explain complex processes and schedules clearly

Description:

Students learn to explain multi-step workflows and schedules with appropriate sequencing and

linking language, emphasizing clarity and coherence.

Learning Outcomes:

- I can describe multi-step logistics workflows using appropriate sequencing language
- I can explain the purpose and timing of tasks
- I can describe changes or delays in schedules
- I can use linking words to connect ideas logically
- I can clarify workflow steps to a team member

Lesson 2: Prioritizing Tasks and Explaining Reasoning

CEFR Mapping: B2 – Can justify task prioritization decisions clearly

Description:

Students practice identifying priorities and explaining their choices using cohesive language and supporting arguments.

Learning Outcomes:

- I can identify urgent and important tasks
- I can explain why some tasks take priority over others
- I can use expressions like “because,” “due to,” and “as a result” to support reasoning
- I can discuss how to handle conflicting priorities
- I can defend my prioritization choices in a discussion

Lesson 3: Managing Interruptions and Reprioritizing

CEFR Mapping: B2 – Can adapt plans and explain changes under pressure

Description:

Students learn strategies to handle unexpected interruptions, adjust priorities, and communicate these changes clearly to others.

Learning Outcomes:

- I can describe typical workplace interruptions
- I can explain how I adjust priorities when interrupted
- I can use modals to suggest possible solutions
- I can negotiate new deadlines or task assignments
- I can stay calm and clear when handling unexpected changes

Lesson 4: Coordinating with Multiple Teams

CEFR Mapping: B2 – Can communicate coordination details effectively across teams

Description:

Students develop language skills to explain roles, report progress, and collaborate efficiently with different teams.

Learning Outcomes:

- I can explain team roles and responsibilities
- I can organize information to share with different groups
- I can check understanding and confirm agreements
- I can report progress or issues to multiple stakeholders
- I can facilitate smooth cross-team collaboration

Unit 2: Supervising Staff and Training

Theme: Managing task assignments, staff development, and performance communication

Mini-Project: *Performance Assessment Discussion*

Students simulate a short performance discussion with a team member. They provide structured feedback using clear, supportive language, highlighting key strengths and identifying one or two areas for improvement. They also offer practical suggestions for development and practice in responding to questions or concerns from employees.

CEFR B2 Goals:

- Can explain tasks and expectations to team members
- Can evaluate task performance and provide development-focused feedback
- Can give constructive feedback and recognize achievements
- Can describe performance issues sensitively and clearly
- Can suggest development steps in a supportive tone

Lesson 5: Setting Expectations and Delegating Tasks

CEFR Mapping: B2 – Can explain tasks, priorities, and expectations clearly

Description:

Students learn to assign tasks with sufficient detail, clarify responsibilities, and ensure that team members understand expectations and deadlines.

Learning Outcomes:

- I can set task expectations and delegate responsibilities effectively
- I can clarify how tasks should be completed and why
- I can clarify who is responsible for each step and expected outcomes
- I can check understanding using appropriate follow-up questions
- I can confirm deadlines and expectations with confidence
- I can use sequencing and modal verbs to describe procedures

Lesson 6: Monitoring Progress and Giving Feedback

CEFR Mapping: B2 – Can give supportive feedback on performance and track progress

Description:

Students practice giving feedback on task completion and work habits using polite, professional language while encouraging accountability.

Learning Outcomes:

- I can evaluate work performance using specific criteria
- I can give balanced feedback on performance and outcomes
- I can use polite phrases to give praise or suggest improvements
- I can express concern without sounding critical
- I can ask questions to understand staff challenges or concerns
- I can identify trends in performance over time

Lesson 7: Explaining Safety Procedures and Best Practices

CEFR Mapping: B2 – Can explain technical or safety procedures clearly and formally.

Description:

Students learn to explain safety instructions or routine procedures in a way that is clear, consistent, and adapted to the listener's role.

Learning Outcomes:

- I can explain safety procedures step by step
- I can justify safety procedures with reference to risks and compliance standards
- I can adjust my language for someone new or unfamiliar with the task
- I can check if someone has understood or needs clarification
- I can use conditionals and passive structures to explain risks

Lesson 8: Conducting a Performance Discussion

CEFR Mapping: B2 – Can participate in structured discussions about performance and development

Description:

Students practice providing structured feedback, discussing strengths and areas for development, and managing responses in a brief review-style discussion.

Learning Outcomes:

- I can explain strengths and achievements with clear examples
- I can raise concerns using tactful and supportive language
- I can co-create a development plan based on feedback
- I can respond professionally to resistance or questions
- I can manage emotional responses and guide the conversation back to objectives
- I can close the discussion by summarizing and motivating

Unit 3: International Logistics and Shipping Coordination

Theme: Planning and managing international shipments, coordinating with global procurement and carriers, and handling shipping documents and problems.

Mini-Project: International Logistics Simulation

Description: Students work in groups to analyze and manage an international logistics case. They compare shipping methods, coordinate with procurement and carriers, complete simplified documents, and present their plan with customer/procurement updates. Deliverables include: Shipment plan (method + justification), Simplified shipping document, Short customer/procurement update (based on a teacher-provided disruption), 3–4 minute oral presentation.

CEFR B2 Goals:

- Can compare and justify international shipping options.
- Can plan and explain shipment schedules with reasons.
- Can complete and check simplified international shipping documents.
- Can give structured updates and explanations to global partners.
- Can negotiate solutions to problems in international shipping.

Lesson 9 - Comparing and Planning International Shipments

CEFR Mapping: B2 - Can compare international shipping options and justify a shipment plan clearly to colleagues or customers.

Description:

Students analyze different shipping options and create an international shipment plan, balancing cost, speed, and customer requirements.

Learning Outcomes:

- I can compare international shipping methods and explain pros and cons.
- I can justify my choice to colleagues or customers.
- I can prepare a simple international shipment plan and explain it clearly.
- I can discuss trade-offs between speed, cost, and reliability.

Lesson 10 - Coordinating with Global Procurement and Carriers

CEFR Mapping: B2 - Can coordinate logistics with multiple stakeholders, clarify responsibilities, and confirm agreements clearly in professional communication.

Description:

Students practice coordinating logistics with procurement teams and carriers, assigning responsibilities, and confirming agreements.

Learning Outcomes:

- I can clarify logistics responsibilities with global partners.
- I can confirm shipment schedules and next steps with carriers.
- I can negotiate priorities when there are conflicts.
- I can summarize agreements clearly in spoken or written form.

Lesson 11 - Working with International Shipping Documents

CEFR Mapping: B2 - Can complete, check, and explain key international shipping documents clearly in a professional context.

Description:

Students learn to complete and explain simplified versions of professional shipping documents (bill of lading, commercial invoice, packing list).

Learning Outcomes:

- I can explain the purpose of key shipping documents.
- I can complete and check simplified international shipping documents.
- I can identify and correct missing or incorrect details.
- I can explain document details clearly to a customer or carrier.

Lesson 12 – Handling International Shipping Problems

CEFR Mapping: B2 - I can handle international shipping disruptions by explaining the issue clearly, proposing solutions, and negotiating next steps in a professional manner.

Description: Students practice handling international shipping disruptions such as customs holds, port delays, or damaged cargo, using polite and professional communication.

Learning Outcomes:

- I can explain the cause of a shipping problem clearly.
- I can apologize politely and give reasons for a disruption.
- I can suggest practical alternatives or next steps.
- I can negotiate politely with a customer or carrier to agree on a solution.

Unit 4: Inventory and Quality Assurance

Theme: Inspection procedures, defect identification, stock data communication, and short QA report writing

Mini-Project: *Inventory & QA Summary*

Students write a concise QA report summarizing inspection findings, defects, and stock status.

CEFR B2 Goals:

- Can deliver structured procedural briefings and clarify compliance steps
- Can identify and report defects accurately
- Can communicate stock and inventory data precisely
- Can write short professional QA reports

Lesson 13: Describing Inspection Procedures

CEFR Mapping: B2 – Can explain detailed procedures clearly

Description:

Students practice describing inspection processes step-by-step using clear and formal language.

Learning Outcomes:

- I can list and describe inspection steps in order
- I can explain tools or standards used
- I can describe expected results and tolerances

- I can use passive voice for processes
- I can check understanding and clarify points

Lesson 14: Identifying Defects and Reporting Issues

CEFR Mapping: B2 – Can describe defects clearly and formally

Description:

Students learn to identify different defect types and write reports detailing issues and suggested corrective actions.

Learning Outcomes:

- I can describe different types of defects accurately
- I can use precise vocabulary to report problems
- I can report quality issues using data-supported language
- I can suggest corrective actions politely
- I can write clear notes or reports on defects
- I can escalate recurring problems and recommend immediate actions

Lesson 15: Communicating Stock and Inventory Data

CEFR Mapping: B2 – Can describe quantities, movements, and stock status

Description:

Students practice communicating stock levels, movements, and discrepancies, using charts or tables to support explanations.

Learning Outcomes:

- I can report stock levels using numerical expressions
- I can explain stock movements and replenishment
- I can describe discrepancies or shortages
- I can use charts or tables to support explanations
- I can communicate inventory status in meetings or reports

Lesson 16: Writing Short QA Reports

CEFR Mapping: B2 – Can write concise, structured professional reports

Description:

Students practice organizing information logically and using formal language to write clear QA reports.

Learning Outcomes:

- I can organize information logically in a report
- I can write clear introductions and conclusions
- I can summarize key findings and recommendations
- I can use formal language and appropriate tone
- I can edit and proofread reports for clarity

Unit 5: Customer and Partner Communication

Theme: Handling client complaints, confirming orders, clarifying terms, and follow-up communication

Mini-Project: *Client Email Chain*

Students compose formal emails in response to complaints, confirm changes, and clarify delivery terms.

CEFR B2 Goals:

- Can respond politely and professionally to client complaints
- Can confirm and explain orders or contract changes clearly
- Can clarify terms and conditions effectively
- Can write professional follow-up summaries and action plans

Lesson 17: Responding to Client Complaints Formally

CEFR Mapping: B2 – Can handle complaints using diplomatic and professional language

Description:

Students learn to respond to client complaints professionally, apologizing appropriately and offering solutions.

Learning Outcomes:

- I can acknowledge client concerns politely
- I can apologize appropriately
- I can explain steps being taken to resolve issues
- I can offer alternative solutions or compensation
- I can close the communication positively

Lesson 18: Confirming and Explaining Orders or Changes

CEFR Mapping: B2 – Can confirm details and explain changes clearly

Description:

Students practice summarizing order details and explaining changes or delays clearly to clients.

Learning Outcomes:

- I can summarize order details accurately
- I can explain reasons for changes or delays
- I can confirm delivery times or specifications
- I can use clear, formal language suitable for clients
- I can handle client questions or requests professionally

Lesson 19: Negotiating Agreements and Solutions

CEFR Mapping: B2 – Can negotiate terms and reach mutually acceptable agreements

Description:

Students practice negotiation language and strategies to handle common logistics scenarios, such as delivery terms, deadlines, and resolving disagreements professionally.

Learning Outcomes:

- I can express my position clearly and politely during negotiations
- I can propose compromises and alternatives effectively
- I can frame trade-offs and alternatives using neutral, professional language
- I can respond to objections and counteroffers tactfully
- I can use persuasive language without sounding aggressive
- I can formalize negotiated outcomes and confirm alignment

Lesson 20: Writing a Follow-Up Summary or Action Plan

CEFR Mapping: B2 – Can write clear follow-up communications with action points

Description:

Students practice writing clear summaries of meetings or communications, including next steps and deadlines.

Learning Outcomes:

- I can summarize meeting or communication outcomes
- I can list agreed actions and deadlines clearly
- I can use formal, polite language for clients and partners
- I can encourage cooperation and confirm next steps
- I can proofread and edit emails for clarity and tone

Unit 6: Documenting and Reporting Logistics Performance

Theme: Describing logistics metrics, analyzing outcomes, and proposing improvements

Mini-Project: *Weekly Performance Report Presentation*

Students analyze sample logistics data and prepare a clear report summarizing key performance indicators, delays, and recommendations for improvement.

CEFR B2 Goals:

- Can describe logistics metrics and trends clearly
- Can summarize and interpret performance data effectively
- Can explain causes for delays or inconsistencies
- Can propose practical recommendations in clear language

Lesson 21: Reporting Logistics Performance and Exceptions

CEFR Mapping: B2 – Can describe trends, exceptions, and outcomes using clear structure and vocabulary

Description:

Students learn to explain key performance indicators, highlight exceptions, and describe outcomes logically in both spoken and written form.

Learning Outcomes:

- I can define key KPIs and explain their significance
- I can describe trends and unusual performance results
- I can explain causes and effects using linking words
- I can present clear updates on progress and exceptions
- I can use formal language suitable for reports and meetings

Lesson 22: Describing Delays and Task Completion

CEFR Mapping: B2 – Can summarize project status and explain reasons for delays clearly

Description:

Students practice describing task completion status, reasons for delays, and their impacts on logistics operations.

Learning Outcomes:

- I can report whether tasks were completed on time or delayed
- I can explain reasons for delays with supporting details
- I can describe the impact of delays on overall schedules
- I can use passive voice and logical connectors for clarity
- I can communicate status updates clearly to stakeholders

Lesson 23: Communicating Recommendations and Project Adjustments

CEFR Mapping: B2 – Can make practical suggestions and explain project-related changes

Description:

Students develop skills to recommend improvements, explain adjustments, and communicate changes effectively in written and spoken formats.

Learning Outcomes:

- I can justify changes to timelines, resources, or procedures using operational data
- I can justify recommendations clearly with supporting reasons
- I can explain changes to schedules or processes politely
- I can use project management vocabulary to discuss plans
- I can communicate project risks and propose mitigation strategies

Lesson 24: Summarizing and Presenting a Performance Report

CEFR Mapping: B2 – Can summarize and present findings logically and clearly

Description:

Students prepare and deliver a short presentation summarizing performance data, conclusions, and suggested actions.

Learning Outcomes:

- I can summarize key points from performance reports
- I can organize information logically for presentation

- I can use clear and effective language for delivery
- I can respond to questions confidently and politely
- I can create supporting materials such as slides or handouts

Unit 7: Leading Meetings and Briefings

Theme: Leading structured meetings, managing feedback, and coordinating follow-ups

Mini-Project: *Stand-Up Meeting Roleplay*

Students simulate a stand-up meeting, presenting operational updates, managing team feedback, and assigning next steps.

CEFR B2 Goals:

- Can open and lead professional meetings confidently
- Can summarize and present updates clearly
- Can respond appropriately to questions and feedback
- Can close meetings with clear action points

Lesson 25: Opening and Structuring a Logistics Meeting

CEFR Mapping: B2 – Can introduce and organize meetings clearly and effectively

Description:

Students practice opening meetings, stating objectives, and outlining agendas to ensure clarity and focus.

Learning Outcomes:

- I can greet participants and state the meeting's purpose
- I can outline agenda items clearly
- I can manage time and keep the meeting on track
- I can signal transitions between topics smoothly
- I can encourage participation politely

Lesson 26: Presenting Operational Updates

CEFR Mapping: B2 – Can summarize logistics updates fluently and clearly

Description:

Students develop language to describe current operations, highlight successes or issues, and prioritize information for diverse audiences.

Learning Outcomes:

- I can describe current status of deliveries or projects
- I can emphasize key points and urgent issues
- I can organize information clearly for listeners
- I can use signposting language to guide the audience
- I can adjust my language for different levels of understanding

Lesson 27: Handling Staff Questions and Feedback

CEFR Mapping: B2 – Can respond to questions and manage informal feedback effectively

Description:

Students practice encouraging questions, clarifying misunderstandings, and managing feedback or minor disagreements diplomatically.

Learning Outcomes:

- I can invite questions and comments professionally
- I can answer questions clearly and patiently
- I can rephrase or explain points when needed
- I can manage differing opinions calmly
- I can confirm understanding and agreement

Lesson 28: Closing Meetings with Next Steps

CEFR Mapping: B2 – Can summarize meeting conclusions and assign tasks clearly

Description:

Students learn to conclude meetings by summarizing key points, assigning responsibilities, and confirming deadlines with politeness.

Learning Outcomes:

- I can summarize the main agreements and decisions
- I can assign tasks and clarify deadlines clearly
- I can check for participant understanding
- I can motivate the team with encouraging language
- I can write or say a clear meeting summary

Unit 8: Final Project and Reflection

Theme: Applying communication skills in a team simulation and reflecting on learning progress

Mini-Project: *Logistics Leadership Case Study*

Students work collaboratively on a logistics scenario, plan solutions, and deliver a final presentation, followed by reflection and peer feedback.

CEFR B2 Goals:

- Can collaborate and communicate effectively in teams
- Can contribute to problem-solving and decision-making
- Can prepare and deliver structured presentations confidently
- Can reflect on personal language development and give peer feedback

Lesson 29: Reviewing Key Language and Communication Tools

CEFR Mapping: B2 – Can recall and use a variety of workplace phrases and vocabulary

Description:

Students review useful vocabulary and expressions for meetings, reports, and instructions to prepare for the final project.

Learning Outcomes:

- I can recall key functional phrases for workplace communication
- I can use expressions for updates, meetings, and reports confidently
- I can check and confirm understanding in discussions
- I can prepare phrases for effective introductions
- I can practice polite and professional language for presentations
- I can evaluate which language strategies are most effective in logistics meetings or feedback sessions

Lesson 30: Problem Scenario and Team Planning

CEFR Mapping: B2 – Can participate actively in team planning and discussions

Description:

Students analyze a logistics problem, propose solutions, assign roles, and agree on a plan collaboratively.

Learning Outcomes:

- I can identify main issues in a logistics scenario
- I can suggest practical solutions and alternatives
- I can negotiate roles and responsibilities politely

- I can express agreement, disagreement, and suggestions clearly
- I can reach consensus through effective discussion

Lesson 31: Presenting the Final Project

CEFR Mapping: B2 – Can deliver clear, structured presentations with appropriate support

Description:

Students present their team's case study, explaining analysis, actions taken, and results using visuals or notes.

Learning Outcomes:

- I can introduce the project and key points clearly
- I can explain processes and decisions in detail
- I can coordinate speaking roles with team members
- I can use visual aids effectively to support points
- I can answer audience questions politely and confidently

Lesson 32: Reflecting on Learning and Giving Peer Feedback

CEFR Mapping: B2 – Can describe personal progress and provide constructive feedback

Description:

Students reflect on their learning journey, discuss improvements, and provide respectful feedback to peers.

Learning Outcomes:

- I can describe my language progress with examples
- I can identify strengths and areas to improve
- I can give positive, constructive feedback to classmates
- I can accept feedback and respond appropriately
- I can set personal goals for future development