

Teacher Guide Introduction and Course Overview

This course is part of the Ministry of Labor's English for Work Program, developed in partnership with TALMA – The Israel Program for Excellence in English. The program supports adult learners in developing the English communication skills needed to participate confidently and effectively in today's workplaces.

This English for Hospitality and Management A2 level course is designed for learners who can handle basic communication in service-oriented environments. The course focuses on everyday language used in hospitality settings, including welcoming guests, handling simple requests, giving information, and responding politely to customers. Learners practice clear, friendly communication and develop confidence using English in predictable workplace interactions.

Course Structure and Total Learning Hours

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

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

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

Student Success and Onboarding

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

Many adult learners are returning to education after years away from formal learning environments. These onboarding lessons provide essential time to build trust, lower anxiety, and establish classroom routines. Students learn basic interaction patterns in English, understand

expectations for participation, and start developing the study skills that will support them throughout the course. Establishing this foundation early significantly improves learner engagement, motivation, and long-term success.

Understanding the CEFR Framework

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

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

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

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

Materials and Resources

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

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

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

Assessment and Progress

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

This assessment plays a role in three critical areas:

1. Grouping and Placement:

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

1. Formative Assessment:

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

2. Summative Assessment:

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

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

Adapting the Lessons

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

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

Final Note for Teachers

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

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

English for Hospitality & Management (CEFR A2)

Audience: Entry-level hotel, food service, and customer-facing staff

Level: A2 (Elementary)

Goal: Develop practical English for common interactions and routine tasks in hospitality environments.

Duration: 36 sessions × 3 hours = 108 Synchronous Hours

Unit	Title	Mini-Project
0	Student Success Introduction	Personal Development Plan
1	Welcoming Guests	Problem-Solving Scenario Cards: First Guest Interactions
2	Taking Reservations	Booking Roleplay + Policy Clarification Presentation
3	Describing Services and Amenities	Guest Info Guidebook + Visual Summary Poster
4	Food and Beverage	Table Service Simulation + Dietary Needs Challenge
5	Guest Requests and Problems	Conflict Mediation Roleplay + Incident Log Entry
6	Local Information	Collaborative City Guide + Directions Scavenger Hunt
7	Teamwork and Routine Tasks	Daily Task Chart + Shift Planning Simulation
8	Final Project and Reflection	Guest Interaction Portfolio + Learning Reflection Presentation

Unit 0 – Student Success Introduction

Unit: Succeeding in Business English

Theme: Developing ownership of the learning process through habits, strategies, reflection, and goal setting

CEFR A2 Goals:

- Can describe learning routines, strengths, and challenges
- Can follow and give basic study advice
- Can plan and explain short- and long-term English goals
- Can reflect on progress and study habits

Lesson 1: What Kind of Learner Are You?

CEFR Mapping: A2 – Can describe preferences and routines

Description:

Students explore their learning styles and reflect on how they prefer to study.

Learning Outcomes:

- I can describe how I learn best
- I can compare learning styles with a partner
- I can say what helps or doesn't help me

Lesson 2: Building Strong Habits

CEFR Mapping: A2 – Can describe routines and give suggestions

Description:

Learners identify good study habits and create a routine for their own learning.

Learning Outcomes:

- I can name 2–3 strong learning habits
- I can say how these habits help me
- I can make a plan to use one habit

Lesson 3: Setting SMART Goals

CEFR Mapping: A2 – Can express future intentions and plans

Description:

Students learn to create SMART goals (Specific, Measurable, Achievable, Relevant, Time-based) for English.

Learning Outcomes:

- I can name the parts of a SMART goal
- I can write a SMART goal about my English learning
- I can explain my SMART goal

Lesson 4: Recommending Learning Tools and Creating a Personal Development Plan

CEFR Mapping: A2

Description:

Learners explore and evaluate English-learning tools for professional use, recommend effective tools to others, and develop a personal development plan using SMART goals.

Can-Do Objectives:

- I can describe tools I use to learn English for work
- I can recommend a useful learning tool to others
- I can create a personal development plan with SMART goals

Mini-Project: Personal Development Plan

Students create a personal development plan that includes learning strategies, two SMART goals, time-management tools, and methods for evaluating progress. Students share selected goals and tools and give brief peer feedback.

Unit 1: Welcoming Guests

Theme: First interactions and basic guest communication

CEFR A2 Goals:

- Can greet people and introduce themselves
- Can ask for and give basic personal information
- Can describe locations and directions in simple terms

Lesson 1: Saying Hello and Introducing Yourself

CEFR Mapping: A2 – Can introduce themselves and greet others in familiar situations

Description: Students practice polite greetings and self-introductions. They learn key phrases for asking and answering simple personal questions.

Learning Outcomes:

- I can say hello and introduce myself politely
- I can ask and answer basic questions (e.g., name, country)
- I can describe where I work

Lesson 2: Asking for and Giving Basic Guest Information

CEFR Mapping: A2 – Can ask and answer simple questions about personal details

Description: Students roleplay asking for a guest's name, contact details, and booking information. They learn to listen and record key data correctly.

- I can ask for a guest's name and booking details
- I can write or record simple guest information
- I can respond to basic questions politely

Lesson 3: Explaining Hotel Layout and Room Locations

CEFR Mapping: A2 – Can describe the position of objects and places using simple phrases

Description: Students learn to describe locations using prepositions and give basic directions within a hotel.

Learning Outcomes:

- I can explain where the lobby, restaurant, and rooms are
- I can use prepositions like "next to," "across from," "on the right"
- I can guide guests using simple directions

Lesson 4: Simple Roleplay: First Guest Interaction

CEFR Mapping: A2 – Can act out simple interactions involving greetings and questions

Description: Students bring together greetings, introductions, and directions in a full roleplay scenario at reception.

Learning Outcomes:

- I can simulate a basic front desk conversation
- I can ask and answer about check-in details
- I can use key expressions from earlier lessons

Mini-Project: Problem-Solving Scenario Cards - First Guest Interactions

Students act out a front-desk check-in with greetings, introductions, and directions using scenario cards that introduce unexpected guest needs or requests.

Unit 2: Taking Reservations

Theme: Booking and confirming accommodation

CEFR A2 Goals:

- Can take and confirm basic reservations
- Can ask about preferences and provide check-in details
- Can use polite phrases to clarify information

Lesson 5: Asking About Room Preferences

Description: Students learn to ask about and respond to preferences for room type, bed size, and special needs.

Learning Outcomes:

- I can ask a guest what kind of room they want
- I can describe options simply: "We have a double or twin room"
- I can respond politely to guest choices

Lesson 6: Taking a Reservation by Phone

Description: Students practice telephone etiquette and note-taking while taking a reservation.

Learning Outcomes:

- I can answer the phone and speak clearly
- I can ask for guest details and confirm information
- I can write down a phone reservation

Lesson 7: Confirming a Reservation in Person

Description: Students roleplay confirming reservations at the front desk, reviewing names, dates, and room types.

Learning Outcomes:

- I can confirm names, dates, and details politely
- I can repeat information clearly and check for accuracy
- I can thank the guest for confirming

Lesson 8: Explaining Check-In and Check-Out Times

Description: Students learn to describe and explain check-in/check-out procedures using time

expressions.

Learning Outcomes:

- I can say when check-in and check-out times are
- I can explain late check-out policies simply
- I can answer guest questions about timing

Mini-Project: Booking Roleplay + Policy Clarification Presentation

Students perform a roleplay taking and confirming a guest reservation and then create a short visual or oral presentation explaining booking policies.

Unit 3: Describing Services and Amenities

Theme: Informing guests about hotel features

CEFR A2 Goals:

- Can describe hotel services and facilities
- Can explain room types and policies
- Can give details about dining and wellness options

Lesson 9: Talking About Hotel Facilities

Description: Students learn to describe hotel features like pools, business centers, and lounges using simple phrases.

Learning Outcomes:

- I can name key facilities in a hotel
- I can say where they are and when they open
- I can ask a guest if they want to use a facility

Lesson 10: Describing Room Types and Services

Description: Students practice describing different room options, services (Wi-Fi, laundry), and

how to book them.

Learning Outcomes:

- I can explain types of rooms (single, double, suite)
- I can describe basic services clearly
- I can answer guest questions about options

Lesson 11: Giving Information About Breakfast or Gym

Description: Students learn to describe breakfast hours, locations, menu basics, and gym access policies.

Learning Outcomes:

- I can say where and when breakfast is served
- I can explain how to access the gym
- I can answer simple questions about food and fitness

Lesson 12: Describing Policies (e.g., No Smoking, Pets)

Description: Students review common hotel rules and learn polite, clear ways to explain them to guests.

Learning Outcomes:

- I can say "No smoking" or "Pets not allowed" politely
- I can explain why a rule exists
- I can ask if the guest has questions

Mini-Project: Hotel Welcome Video Script & Performance

Students work in small groups to create and perform a short "hotel welcome video" for new guests. Their script must include a polite greeting, at least two hotel policies (e.g., no smoking, pets not allowed, quiet hours) with reasons, and an invitation for guest questions. Groups rehearse, then perform for the class, practicing clear, polite delivery and professional body language.

Unit 4: Food and Beverage

Theme: Restaurant and bar interaction

CEFR A2 Goals:

- Can describe a dining area and menu items
- Can take and give basic food and drink orders
- Can handle simple guest requests and dietary needs

Lesson 13: Introducing the Restaurant/Bar

Description: Students learn to describe the location, atmosphere, and hours of hotel dining facilities.

Learning Outcomes:

- I can say where the restaurant is and when it's open
- I can describe the type of food or drink served
- I can invite guests to visit politely

Lesson 14: Taking Simple Food Orders

Description: Students roleplay taking basic orders and confirming them using short expressions.

Learning Outcomes:

- I can take an order and write it down
- I can confirm choices politely
- I can thank the guest for their order

Lesson 15: Describing Dishes and Beverages

Description: Students learn useful adjectives for food and drink and practice describing menu items clearly.

Learning Outcomes:

- I can describe dishes: "This is spicy," "It's sweet"

- I can answer guest questions about the menu
- I can recommend an item politely

Lesson 16: Handling Basic Dietary Needs

Description: Students learn to understand and respond to basic dietary restrictions using simple language.

Learning Outcomes:

- I can ask: "Do you have allergies?"
- I can say: "This has nuts" or "It's gluten-free"
- I can help the guest choose something suitable

Mini-Project: Table Service Simulation + Dietary Needs Challenge

In small groups, students simulate meal service with at least one dietary request, then reflect on the challenge and their language used.

Unit 5: Guest Requests and Problems

Theme: Handling questions and complaints

CEFR A2 Goals:

- Can respond to common requests
- Can apologize and offer help
- Can describe basic problems clearly

Lesson 17: Responding to Guest Requests (e.g. Towels)

Description: Students learn key phrases to respond to requests quickly and politely.

Learning Outcomes:

- I can say: "I'll bring it right away"
- I can ask: "What do you need?"

- I can confirm what the guest asked for

Lesson 18: Apologizing and Offering Help

Description: Students practice polite apologies and helpful responses to minor problems.

Learning Outcomes:

- I can say: "I'm sorry for the problem"
- I can offer help: "Would you like a new room?"
- I can reassure the guest politely

Lesson 19: Describing Simple Problems (e.g. No Hot Water)

Description: Students describe basic problems using past and present tenses, focusing on clarity.

Learning Outcomes:

- I can say: "The shower doesn't work"
- I can explain when a problem started
- I can report the issue to maintenance

Lesson 20: Asking a Supervisor for Support

Description: Students practice reporting guest issues to supervisors using clear and polite language.

Learning Outcomes:

- I can report a problem clearly
- I can ask my manager for help
- I can explain what I did to assist the guest

Mini-Project: Supervisor Solutions Board

Students work in small teams to take real-world guest problems, report them to a supervisor and create a short "case file" showing the problem, the escalation decision, and the solution — using all target vocabulary.

Unit 6: Local Information

Theme: Recommending activities and guiding guests

CEFR A2 Goals:

- Can suggest places and give directions
- Can describe public transport options
- Can explain how to get to nearby locations

Lesson 21: Recommending Nearby Attractions

Description: Students learn to describe nearby tourist spots and why they are interesting.

Learning Outcomes:

- I can suggest a place to visit
- I can say: "It's popular because..."
- I can ask what the guest is interested in

Lesson 22: Giving Basic Directions

Description: Students practice using clear phrases and maps to give directions on foot or by vehicle.

Learning Outcomes:

- I can say: "Go straight," "Turn left"
- I can use landmarks to guide someone
- I can answer: "How do I get to the museum?"

Lesson 23: Describing Public Transportation Options

Description: Students learn vocabulary for buses, trains, taxis, and how to explain them to a guest.

Learning Outcomes:

- I can say: "Take bus number 5"

- I can explain: "It's 3 stops from here"
- I can answer basic transport questions

Lesson 24: Explaining How to Get to Common Locations

Description: Students use prior skills to give multi-step directions to common places like the airport or station.

Learning Outcomes:

- I can say how to reach a place using 2–3 steps
- I can describe the journey clearly
- I can help guests plan their route

Mini-Project: Collaborative City Guide + Directions Scavenger Hunt

Working in teams, students build a short guide of 3–5 local spots with map references. Then, they complete a directions challenge in pairs.

Unit 7: Teamwork and Routine Tasks

Theme: Workplace coordination and responsibilities

CEFR A2 Goals:

- Can describe work routines and schedules
- Can communicate with coworkers
- Can report to a supervisor in simple terms

Lesson 25: Talking About Work Schedules

Description: Students practice discussing shifts, working hours, and availability.

Learning Outcomes:

- I can say: "I work mornings on weekdays"
- I can describe a weekly schedule
- I can ask coworkers about their hours

Lesson 26: Describing Cleaning and Housekeeping Tasks

Description: Students learn vocabulary and phrases to describe routine cleaning and preparation duties.

Learning Outcomes:

- I can say: "I clean the bathrooms at 10"
- I can describe my daily tasks clearly
- I can explain what needs to be done next

Lesson 27: Communicating with Coworkers

Description: Students roleplay short conversations about work, asking and answering common questions.

Learning Outcomes:

- I can say: "Can you help me with this?"
- I can give short replies: "Sure," "In 5 minutes"
- I can check understanding politely

Lesson 28: Reporting to a Supervisor

Description: Students practice reporting work progress and problems to supervisors.

Learning Outcomes:

- I can say: "The rooms are ready"
- I can explain if a task is finished or delayed
- I can ask for instructions politely

Mini-Project: Shift Planning Simulation + Task Prioritization Chart

Students simulate a daily team briefing, assign housekeeping or service tasks, and create a visual plan for organizing work efficiently.

Unit 8: Final Project and Reflection

Theme: Reviewing and presenting course learnings

CEFR A2 Goals:

- Can review key vocabulary and phrases
- Can act out guest interactions
- Can present and reflect on learning experience

Lesson 29: Review of Vocabulary and Expressions

Description: Students review words, expressions, and key phrases from all previous units.

Learning Outcomes:

- I can match words to meanings
- I can say and write useful expressions clearly
- I can ask and answer review questions

Lesson 30: Guest Interaction Roleplay Practice

Description: Students pair up and practice full guest service interactions using course content.

Learning Outcomes:

- I can use language from earlier units correctly
- I can complete a realistic roleplay conversation
- I can respond naturally in hospitality situations

Lesson 31: Final Speaking Task Preparation

Description: Students choose a task or situation to present and prepare notes and key points.

Learning Outcomes:

- I can choose what to present and why
- I can write notes for my talk
- I can explain my task to a partner

Lesson 32: Final Presentation and Feedback Session

Description: Students deliver their final presentation and receive feedback from peers and teacher.

Learning Outcomes:

- I can give a short talk about my learning
- I can answer 1–2 questions
- I can say what I liked and what I want to learn next

Mini-Project: Guest Interaction Portfolio + Learning Reflection Presentation

Students compile examples of phrases, dialogs, and tasks from the course into a mini-portfolio and give a short presentation reflecting on their progress.