

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** Pre-A1
- **Lesson Number:** 1
- **Topic:** Welcome to Business English
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:**
 - I can say my name and where I am from.
 - I can follow classroom instructions (e.g., “Open your book”).
 - I can greet my teacher and classmates.

Materials

- Handouts/Printables:
 - [Key Phrases Template](#)
 - [Matching Activity](#)
 - [Self-Reflection Sheet](#)
- Required Tech/Supplies:
 - Whiteboard and markers
 - Index cards

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
hello	A word to greet people	Hello, my name is Anna.	N
my name is	Words to say your name	My name is David.	N
I am from	Words to say your city or country	I am from Brazil.	N
open your book	Move your book to be open	Open your book to page five.	N
sit down	Move to sit in a chair	Sit down, please.	N
stand up	Move to stand on your feet	Stand up, please	N
listen	Use your ears	Listen to instructions.	N
repeat	Say again	Repeat after me...	N
raise your hand	Put your hand up	Raise your hand to answer the question.	N
come here	Walk to this place	Come here, please.	N

Lesson Structure (PPP)

- **Warm-Up / Review: Networking Practice (10–15 mins)**

Students practice introductions at work and learn each other's names. Model introductions and write on the board.

- Step 1: Teacher models introduction: "Hello, my name is ____."
- Step 2: Students repeat in pairs and then introduce themselves to 3 classmates.
- Step 3: Students stand in a circle and do a networking chain.

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Key phrases for greetings and introductions

- Step 1: Handout template for key phrases: "Hello," "My name is," "I am from."
- Step 2: Say each phrase aloud slowly and clearly. For example: "Repeat after me: My name is ____."
- Step 3: Ask students to write their name and city on the worksheet. Model: "My name is Sara. I am from Tel Aviv."
- Teacher Prompt: "Point to your name. Now say: 'My name is ____.' Now point to your city and say: 'I am from ____.'"
- **Materials:** Key phrases worksheet

- **Grammar/Function Focus (10–15 mins)** – Sentence frames for introductions

- Step 1: Write two frames on the board: "My name is ____." "I am from ____."
- Step 2: Point to a student's name card and say: "His name is Carlos. He says: 'My name is Carlos.'"
- Step 3: Students stand, say their name and city in complete sentences.
- Step 4: Practice again in pairs with support from the teacher. Circulate and correct gently.
- Teacher Prompt: "Good! Now let's try again with your partner. Say: 'Hello. My name is ____.'"
- **Materials:** Key phrases worksheet

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Common instructions in trainings or meetings

- Step 1: Use visuals to present 3–5 common professional instructions (e.g., "Please take a seat," "Open your file," "Let's begin," "Listen carefully"). Act out each instruction.
- Step 2: Read the Teacher Instructions Script. Say each instruction aloud, modeling clear pronunciation and tone.
- Step 3: Students respond with the appropriate action.
 - Example exchange:
Teacher: "What do you do when I say, 'Please take a seat?'"
Students: (sit down)
Teacher: "Good, please take a seat."

- Teacher Prompt: “Listen carefully. I say: ‘Open your file.’ What do you do? (students open their books or folders) Excellent, open it!”
- **Instructor Note:** If your group prefers a more formal or business-like environment, introduce these as **phrases used in training sessions or meetings** rather than classroom commands.
- **Materials:** Teacher Instructions Script

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Matching and speaking drills
 - Step 1: Give each student the matching worksheet with classroom instructions and corresponding images.
 - Step 2: Read each instruction aloud. Ask students to repeat, then draw a line to match.
 - Step 3: Listen-and-repeat activity: “Say: ‘Sit down.’ Now say: ‘Stand up.’”
 - Step 4: Students work in pairs and take turns saying and acting out a command.
 - Teacher Prompt: “Maria, say a classroom instruction. David, act it out!”
 - **Materials:** Matching worksheet

- **Reflection (10–15 mins)**
 - Step 1: Ask students to raise their hands and say one new word they learned today.
 - Step 2: Use a board to list their words under “Greeting Words” and “Classroom Phrases.”
 - Step 3: Have students copy one sentence.
 - Teacher Prompt: “What did you learn today? Can you say your name and where you are from?”
 - **Materials:** Board, notebook, pencils

[20-Minute Break]

III. Production (30–40 mins)

- **Partner Practice Dialogue (30–40 mins)** – Practice greetings and sharing personal info
 - Step 1: Refer back to the Key Phrases worksheet. Read the dialogue aloud while students follow.
 - Step 2: Model the conversation with a student: “Hello. My name is _____. I am from _____.”
 - Step 3: Students fill in blanks with their information and practice with a partner.
 - Step 4: After practice, ask for 2–3 pairs to perform for the class. Give feedback using gestures and positive reinforcement.
 - Teacher Prompt: “Speak slowly and clearly. Smile! Say: ‘Hello. My name is _____. I am from _____.’”
 - **Materials:** Key Phrases Worksheet

IV. Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually, for example:
 - Provide a tutorial on the digital tool and its functions
 - Show students how to login
 - Try different activities with teacher support

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Quick flashcard quiz: Show the card, and students say the word.
 - Memory game in pairs: match term to picture.
 - **Materials:** Flashcards, memory game cards
 - **Self-Reflection (7–10 mins)**
 - Ask: “Can you say your name and city? Can you follow instructions?”
 - Students circle or come to board and draw a happy/okay/sad face to reflect how confident they feel.
 - **Materials:** Self-reflection worksheet
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Optional Independent Practice

- Practice saying: “Hello, my name is ____” at home or record a short video.

Notes for the Instructor

- **Pacing Tip:** Repeat listening activities to reinforce understanding.
- **Corrections Tip:** Focus on clarity of pronunciation; model full phrases.
- **Differentiation:** Support lower learners with gestures and visuals. Pair stronger students with beginners.

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** Pre-A1
- **Lesson Number:** 2
- **Topic:** Why Are You Learning English?
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:**
 - I can say why I am learning English.
 - I can ask someone why they are learning English.
 - I can understand simple reasons related to work, family, and study.

Materials

- Handouts:
 - [Choral Repetition & Teacher Modeling](#)
 - [Match Sentences](#)
 - [Sentence Substitution Drill](#)
 - [Personal Sentence Writing](#)
 - [Mingling Survey](#)
 - [Student Dictation](#)

- Required Tech / Supplies:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
English	A language spoken around the world	I study English to talk to my boss.	N
learn	To get new knowledge or skills	I learn English every week.	N
job	Work you do to make money	I want a better job.	N
family	People who are related to you	I speak English with my family in Canada.	N
study	To go to school or take classes	I study English to go to college.	N

Lesson Structure (PPP)

- **Warm-Up / Review: Review of Greetings & Classroom Phrases (10–15 mins)**
Students review what they learned in Lesson 1 through a class mingle.
 - Step 1: Distribute name cards from last class.
 - Step 2: Students walk around and greet 3 classmates: “Hello. My name is _____. I am from _____.”

- Step 3: Ask: “Who remembers how to say ‘Sit down’? What does it mean?” Repeat with 3–5 classroom phrases.
- **Materials:** Name cards from Lesson 1

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Choral Repetition & Teacher Modeling
 - Teacher writes 3–4 sentences on board//handout:
 - I learn English for my job.
 - I learn English for my family.
 - I learn English for my studies.
 - I want to speak English at work.
 - I want to talk to my family in English.
 - I study English to go to school.
 - The teacher says each slowly, students repeat together.
 - The teacher highlights key words: job, family, studies.
 - **Materials:** Board and Choral Repetition & Teacher Modeling handout

- **Grammar/Function Focus (10–15 mins)** – Match Sentences
 - Students get a worksheet with two :
 - Column A:
 - I learn English for my ____.
 - I want to ____ .
 - I study English to ____.
 - Column B:
 - job
 - family
 - school
 - study
 - talk to my boss
 - talk to my family
 - go to college
 - Students draw lines to match .
 - The teacher checks with the group, reading aloud together.
 - **Materials:** Match Sentences handout

- **Guided Drill (10 mins)** – Sentence Substitution Drill
 - Step 1: Teacher gives sentence frame on board or from handout:
 - I learn English for my ____.
 - Step 2: Each student substitutes one word from the word bank:
 - job / family / studies / school.
 - Step 3: Teacher calls on individuals: “David?” → “I learn English for my job.”
 - Class repeats each student’s sentence.

- Optional variation: students can create their own reason using the “I want to ____” frame.
- **Materials:** Sentence Substitution handout

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Personal Sentence Writing (Interpersonal Speaking)
 - Step 1:
 - Partner A reads from the worksheet: “I learn English for my job.”
 - Partner B responds from the worksheet : “I learn English for my family.”
 - Step 3: They take turns asking: “Why do you learn English?” and answer with their worksheet sentence.
 - Step 4: Rotate pairs so students practice different sentences.
 - Teacher Prompt: “Point to the person who studies English for a job.”
 - **Materials:** Personal Sentence Writing handout

- **Student Dictation (15–20 mins)**
 - Step 1: Tape sentences (or write on board) around the classroom:
 - I learn English for my job.
 - I learn English for my family.
 - I learn English for my studies.
 - I want to speak English at work.
 - I want to talk to my family in English.
 - I study English to go to school.
 - Step 2: Students work in pairs:
 - One student goes to the board to read a sentence, and memorizes it, then goes back and dictates it to the partner.
 - Partner writes it down.
 - Swap roles.
 - Step 3: Repeat with 3–4 sentences each to fill 15–20 minutes.
 - Step 4: Check sentences aloud with the whole class.
 - **Materials:** Student Dictation handout

[20-Minute Break]

III. Production (30–40 mins)

- **Personal Sentence Writing (15 mins)** – Students complete sentence frame unguided
 - Step 1: In their notebook, students complete the frames. Write on board, or from handout:
 - I learn English for my _____.
 - I want to _____ because _____.
 - I study English to _____.
 - Optional for lower-level students: Teacher encourages simple sentences if needed (one phrase only).

- Step 2: Students practice reading their sentences quietly first, then with a partner.
 - The teacher provides support and checks grammar/pronunciation.
 - Students can add more if able (e.g., I learn English for my job and my family.).
- Step 3: Teacher walks around to support.
- **Mingling Survey (20–25 mins)**
 - Step 1:
 - Students walk around asking classmates questions from Mingling Survey worksheet:
 - “Do you learn English for your job?”
 - “Do you learn English for your family?”
 - “Do you learn English for your studies?”
 - Step 2: Classmates answer “Yes” or “No” and student writes ✓ or ✗ in grid.
 - At the end, the teacher asks: “Who learns English for a job?” etc. Students raise hands.
 - Optional: Students share one interesting answer with class.
 - **Materials:** Mingling Survey handout

IV. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
 - Teacher reviews each vocabulary word:
 - For example: Teacher says “Job.” Students raise their hands if they remember the meaning, and give personal examples.
- **Self-Reflection (7–10 mins)**
 - Ask: “Can you say why you learn English?”
 - Students share their answers with a partner, or the class.

Optional Independent Practice

- Interview a friend or family member: “Why do you speak English?” Share the answer in the next class.

Notes for the Instructor

- Students may write single words or short phrases if needed.
- Repeat sentences multiple times for auditory learners.
- Pair stronger learners with beginners for peer support.

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** Pre-A1
- **Lesson Number:** 3
- **Topic:** My Daily Routine
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:**
 - I can say simple daily routine actions (e.g., wake up, go to work).
 - I can describe my daily routine using basic time expressions.
 - I can ask someone about their routine.

Materials

- Required Tech / Supplies:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
wake up	To stop sleeping and get out of bed	I wake up at 6:30.	N
eat breakfast	To have your first meal in the morning	I eat breakfast at 7:00.	N
go to work	To leave home and start your job	I go to work at 8:00.	N
come home	To return to your house	I come home at 5:00.	N
go to bed	To lie down and sleep at night	I go to bed at 10:00.	N

Lesson Structure (PPP)

- **Warm-Up / Review: Sentence Chain – Why We Learn English (10–15 mins)**
Students practice the language from the last lesson by sharing their learning motivation.
 - Step 1: Teacher starts: “I learn English for my job.”
 - Step 2: Student 1 repeats and adds: “I learn English for my job. I learn English for my family.”
 - Step 3: Continue around the circle. Allow help and oral support.
 - Teacher prompts:
 - “Repeat after me: I learn English for my job.”
 - “Now add one more reason.”
 - “Good, now let’s talk about our daily routine.”

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Key verbs for daily routines
 - Step 1: Teacher writes new daily routine words on board one by one.

- Step 2: Teacher models: “Wake up. I wake up at 6:30.” Students repeat 2–3 times.
 - Step 3: Teacher asks individual students: “What time do you wake up?” Students answer with times (real or invented).
 - Drill with variations: teacher claps once for class to say a word; teacher calls on individuals.
 - Teacher Prompt: Say to individual students, and ask students to finish: ‘I wake up at ____.’
 - **Materials:** Whiteboard and markers
- **Grammar/Function Focus (10–15 mins)** – Time & Routine
 - Step 1: Teacher draws simple clocks on the board (6:30, 7:00, 8:00, 10:00).
 - Step 2: Next to each, the teacher writes a routine sentence (“I wake up at 6:30.”).
 - Students copy in notebooks and practice orally: “I eat breakfast at 7:00.”
 - Step 3: Quick Q&A: “What time do you... wake up? eat breakfast? go to bed?”
 - Students respond orally. The teacher prompts and corrects gently.
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Sample routine listening and comprehension
 - Step 1: Teacher reads aloud a short “day in the life” text slowly:
 - “I wake up at 7:00. I eat breakfast at 7:30. I go to work at 9:00. I come home at 5:00. I go to bed at 10:00.”
 - The teacher asks: “What time does he wake up?” “What does he do at 9:00?”
 - Students answer orally.
 - Step 2: Repeat listening 2–3 times with slightly faster speed and change the times.
 - **Materials:** Whiteboard and markers

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Sentence completion and drawing
 - Step 1:
 - Teacher gives sentence frames on board:
 - “I wake up at ____.”
 - “I eat breakfast at ____.”
 - “I go to work at ____.”
 - Step 2: Students copy and fill blanks orally with their own times in notebooks.
 - Step 3: Students pair and ask each other:
 - “What time do you wake up?” → “I wake up at 7:00.”
 - Continue for all verbs.
 - The teacher circulates, prompting slower students with modeled answers.
 - **Materials:** Whiteboard and markers
- **Reflection (10–15 mins)**
 - Step 1: Teacher asks “What’s one thing you do every day?”

- Step 2: Students write the activity and answer orally in complete sentences.
- Step 3: Share responses with group or have students write on board.
- Variation for stronger learners
 - Share their answer with a partner, then report. For example, “He goes to bed at 10:00.”
- **Materials:** Whiteboard and markers

[20-Minute Break]

III. Production (30–40 mins)

- **Partner Interview (30–40 mins) – Partner Q&A**
 - Step 1:
 - Teacher models an interview with a strong student:
 - T: “What time do you wake up?”
 - S: “I wake up at 7:00.”
 - Step 2: Students work in pairs asking all five routine questions.
 - Step 3:
 - After interviews, students report about their partner to class:
 - “She wakes up at 6:00. She goes to work at 8:00.”
 - Step 4: Teacher writes sentence starters on board to support.
 - **Materials:** Whiteboard and markers

IV. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up (15 mins)

- **Vocabulary Review Game (5–7 mins)**
 - The teacher says a time, and students respond with routine sentence.
 - Example:
 - Teacher: “10:00.”
 - Student: “I go to bed at 10:00.”
 - **Self-Reflection (7–10 mins)**
 - Ask: “What’s your favorite part of your day?”
 - Students say: “My favorite part of my day is…”
 - Go around class, one sentence each.
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Optional Independent Practice

- Create a paper or video “My Day” routine to share next class.

Notes for the Instructor

- **Pacing Tip:** Use short movement breaks between activities.
- **Corrections Tip:** Repeat sentences using student errors as gentle recasts.
- **Differentiation:** Allow students to use actions or native language for support during interviews.

- **Course Title:** General Business English (**Student Success Introduction**)
- **CEFR Level:** Pre-A1
- **Lesson Number:** 4
- **Topic:** My First Goal
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:**
 - I can say my English goal.
 - I can list simple strategies to help me learn.
 - I can understand how others learn English.

Materials

- Audio/Video Files:
 - Video clip of goal setting strategies ([ESL Lessons: Career Goals](#))
- Required Tech / Supplies:
 - Whiteboard and markers
 - Projector
 - Large sheets of paper
 - Sticky notes

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
goal	Something you want to do	My goal is to speak English at work.	Y
strategy	A way to do something better	My strategy is to listen to English songs.	N
listen	To hear and pay attention	I listen to English podcasts.	N
practice	To do something again and again to get better	I practice English with my friend.	Y
read	To look at and understand written words	I read English stories.	N

Lesson Structure (PPP)

- **Warm-Up / Review: Daily Routine Energizer (10–15 mins)**
Students act out daily routine verbs while classmates guess.
 - Step 1: Write key routine verbs on the board.
 - Step 2: Students act out daily routine verbs (review from Lesson 3).
 - Step 3: Class guesses: “Go to work!” / “Wake up!”
 - The teacher reinforces pronunciation on the board.

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Goal and learning strategy words
 - Step 1: Teacher writes Goal / Strategy / Listen / Practice / Read on the board.
 - Step 2: Teacher gives simple oral definitions and models examples:
 - “A goal is something you want to do. My goal is to speak English.”
 - “A strategy is a way to learn. I listen to songs. That is my strategy.”
 - Step 3: Students repeat each word aloud 2–3 times.
 - Step 4:
 - Teacher checks understanding:
 - “Which word means something you want? (Goal).”
 - “Which word means a way to do something? (Strategy).”
 - Instructor note: When giving examples of goals and strategies, use adult contexts (work, family, study). Keep sentences short and clear. “My goal is to speak English with my boss.” “My strategy is to listen to English podcasts.”

- **Grammar/Function Focus (10–15 mins)** – Using “I want to…” and “I ___ to learn English.”
 - Step 1: Write two sentence starters on board: “I want to ___” and “I ___ to learn English.”
 - Step 2: Teacher models: “I want to read. I read books to learn English.”
 - Step 3: Students practice completing the sentences orally with the teacher:
 - Teacher: “I want to…” (students finish)
 - Teacher: “I ___ to learn English.” (students finish).
 - Step 4: Practice in pairs and share with the class.
 - Teacher Prompt: “Say: ‘I want to read. I read books to learn English.’”

- **Mini-Lecture & Guided Discussion (10–15 mins)** – English Learners’ strategies around the world
 - Step 1: Play short video of English learners talking about their goals.
 - Step 2: Ask: “What strategy do you hear?” Write student answers on board.
 - Step 3: Discuss: “Do you do this? Do you like this idea?”
 - Step 4:
 - The teacher writes answers on board.
 - Students answer orally in short sentences.
 - Teacher Prompt: “She said, ‘I watch English movies.’ Do you do this too?”
 - **Materials:** Projector, video link of learner sharing strategies ([ESL Lessons: Career Goals](#))

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Matching goals and strategies
 - Step 1: Teacher says a goal aloud: “Speak English at work.”
 - Step 2: Students suggest a matching strategy: “Talk to friends in English.”
 - Step 3:
 - Pair work: Students practice full sentences:

- A: “My goal is to ____.”
- B: “My strategy is to ____.”
- Step 4: Teacher calls on pairs to share orally.

- **Reflection (10–15 mins)**

- Step 1: Write on board and students copy in notebook: “My English goal is ____.”
- Step 2: Add a strategy underneath: “I will ____ to learn English.”
- Step 3: Share in pairs and ask individual students to share with the class.
- Teacher Prompt: “What is your goal and strategy? Tell your partner.”

[20-Minute Break]

III. Production (30–40 mins)

- **Pair Dialogue: My Learning Plan (30–40 mins)** – Students talk about goals and strategies
 - Step 1: Teacher writes dialogue frame on board with blanks: “My name is _____. I want to _____. I _____ to learn English.”
 - Step 2: Model with one student. Ask another pair to model.
 - Step 3: Students complete dialogues and present to another pair or small group.
 - The teacher encourages full sentences and good pronunciation.

IV. Mini-Project: Sticky Note Wall – Personal Development Plan (45 mins)

Write headings “My Goal”, “My Strategies”, “How Often” on three large sheets of paper. Students write their goal, strategy, and how often on sticky notes and place them on the correct sheet of paper.

- Step 1:
 - On three large sheets of paper, the teacher writes 3 headings: “My Goal”, “My Strategies”, “How Often”.
- Step 2:
 - The teacher explains “You will write your goal, strategy, and how often on sticky notes and place them on the correct paper.
- Step 3:
 - Students write on their sticky notes using these sentence starters:
 - “My goal is to ____.”
 - “My strategy is to ____.”
 - “I will do this every day/once a week/twice a month etc.”
- Step 4: Students read peers’ posts, practice saying them aloud, and give short feedback (e.g., “Good goal!”).
- The teacher reads aloud a few examples to reinforce vocabulary.
- **Materials:** three large sheets of paper, sticky notes

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**

- The teacher says a definition orally, students respond with the word.
 - Example: “Something you want to do.” → Students: Goal.
 - **Self-Reflection (7–10 mins)**
 - The teacher writes: “My goal is ____.” and “I will ____ to learn English.”
 - Students say aloud, then write down their self-reflection.
 - Teacher prompts: “Read your goal. Students say: My goal is ____ . My strategy is ____.”
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Optional Independent Practice

- Try your strategy 3 times this week and write down what you did.

Notes for the Instructor

- **Pacing Tip:** Give extra time for mini-project planning and peer explanation.
- **Corrections Tip:** Focus on clear subject-verb use (e.g., “I listen,” not “I listening”).
- **Differentiation:** Use sentence starters for beginners. Encourage advanced students to add a third strategy.

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 1
- **Topic:** My Name and Where I'm From (Unit 1: Starting with English)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "My name is..." and "I am from..."
 - I can ask: "What is your name?"
 - I can write my name and country on a form
 - I can recognize words for names and countries

Materials

- Handouts / Worksheets: [Download them [at this link](#)]
 - [Name cards or sticky labels](#)
 - [World map](#)
 - [Simple worksheet with a form \(Name, Country\)](#)
- Audio/Video Files: [if applicable]
 - Video clip: "Simple introductions"
 - [What is your name?](https://www.youtube.com/watch?v=I_tRSrPru94) (https://www.youtube.com/watch?v=I_tRSrPru94)
 - [Where are you from?](https://www.youtube.com/watch?v=31y2Bq1RYQA) (https://www.youtube.com/watch?v=31y2Bq1RYQA)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
name	a word by which a person is known	"My name is Anna."	N
from	to show origin or location	"I am from Brazil."	N
What...?	to ask about someone's name	"What is your name?"	N
Where...?	To ask about someone's country/place of origin	"Where are you from?"	N

Lesson Structure (PPP)

- Warm-Up Icebreaker (10 - 15 mins)

- Step 1: Friendly Greeting and Teacher Introduction
 - As students enter the classroom, greet each one individually with a big smile.

Say: “Hello! My name is [Teacher’s Name].” Use clear gestures: Point to yourself when you say your name. Speak slowly and clearly, making eye contact to help students feel comfortable.
- Step 2: Introducing and Modeling the Question
 - Say to the class: “What is your name?”
 - Point to a student and repeat: “What is your name?”
 - If students seem unsure, model the answer:
 - Point to yourself and say: “My name is Anna.”
 - Point to a student and gently prompt them to reply: “My name is [Student’s Name].”
- Step 3: Whole-Class Participation
 - Go around the classroom, asking each student: “What is your name?”
 - Encourage each student to answer: “My name is [Student’s Name].”
 - If a student is shy or hesitant, say their name with a smile and encourage them to repeat after you.
 - Use positive reinforcement: “Great job, [Student’s Name]!” or “Well done!”
- Step 4: [Name cards or sticky labels](#)
 - Get students to write their names on the cards/labels.

I. Presentation (30–40 mins)

- Vocabulary Introduction (5 mins)
 - Write the following on the board:
 - name
 - country
 - from
 - Say each word clearly. Point to yourself and say, “My name is Anna.” Underline “name.”
 - [Show a world map](#). Point to your country and say, “I am from [Country].” Underline “country” and “from.”
 - Ask: “What is your country?” and answer: “My country is [Country].” (Model as needed.)
- Grammar/Function Focus (10 mins)
 - Write on the board:
 - “My name is ____.”
 - “I am from ____.”
 - “What is your name?”
 - Point to yourself and say, “My name is Anna. I am from Italy.”
 - Point to a student and say, “What is your name?”
 - Help the student answer: “My name is [Student’s Name].”
 - Repeat with 2–3 students, modeling each time.
 - Emphasize the word order and intonation.

- (Optional: Use color-coding or underline the key parts of the sentence.)
- Choral repetition: Have the whole class repeat each phrase several times.
- Individual practice: Ask different students to say their name and country.

- Model Dialogue / Video Clip (10 mins)
 - Write a simple dialogue on the board:

A: Hello! What is your name?
B: My name is Maria.
A: Where are you from?
B: I am from Spain.
 - Read the dialogue aloud, playing both roles. Use gestures and point to the map for "Spain."
 - Invite a confident student to read with you (Teacher = A, Student = B).
 - Switch roles and repeat with another student.
 - (Optional: Play a short video clip of two people introducing themselves, if available and suitable for Pre-A1.)
 - After watching/listening, ask simple questions:
 - "What is her name?"
 - "Where is she from?"

- Comprehension Questions (5-10 mins)
 - Check students' understanding of the target language: Point to a student and ask:
 - "What is your name?"
 - "Where are you from?"

For group practice, show a country flashcard and ask: "Who is from [Country]?" (Students raise hands or answer.) Use thumbs up/down or smiley/sad faces to check understanding.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion)
 - Step 1: Drilling: Choral repetition of "My name is ____." and "I am from ____."
 - Step 2. Pair practice: Students work in pairs. One asks, "What is your name?" The other answers, "My name is ____." Switch roles.
 - Step 3. Class mingling: Students walk around (or use breakout rooms online), ask at least three classmates, "What is your name?" and answer

[20-Minute Break]

III. Production (30–40 mins)

- Writing task (10 mins)
 - Give students a [simple form with "Name" and "Country."](#) Model filling in your own. Students complete the form for themselves.

- Communicative Task (e.g., small group role-play, job-related simulation) (10 mins)
 - Speaking circle: Each student stands and says, "My name is ___ and I am from ___." Class listens and applauds each introduction.
- Error Correction and Recap (10 mins):
 - Go over 3–4 common errors heard during group work. Write corrected versions on the board. Practice them chorally.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Review key phrases on the board. Quick round: Teacher asks, "What is your name?" Students answer in turn. Praise effort.
 - Self-reflection: "What did I learn today?" (5 mins)
 - Optional: Play a short song or video about introductions if time allows
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on numbers and letters (part of the same unit).
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch a short video about the alphabet:
<https://www.youtube.com/watch?v=fNRbpSKf0-Q>
 - Read numbers 1 to 20 (See under [lesson 2 folder](#))

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners
- Monitor pronunciation of key terms ("name," "from")
- Keep pace slow and use clear modeling

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 2
- **Topic:** Numbers, Alphabet and Spelling (Unit 1: Starting with English)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say and write numbers 1–20
 - I can spell my name using the alphabet
 - I can ask: "How do you spell...?"
 - I can read numbers 1–20

Materials

- Handouts / Worksheets: [Download them [at this link](#)]
 - [Number cards \(1–20\)](#)
 - [Alphabet chart](#)
 - [Matching Activity-Numbers Worksheet](#)
 - [Writing Task-Complete a Registration Form](#)
- Audio/Video Files: [if applicable]
 - [Alphabet song](#)
(https://www.youtube.com/watch?v=Toi4kM9qYhg&list=RDToi4kM9qYhg&start_radio=1)
 - [Audio of numbers 1–20](#)
(<https://www.youtube.com/watch?v=aqla6iYfyJ4>)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
spell	to spell a word	“How do you spell your name?”	N
number	to say numbers 1-20	“What number is this? Can you say numbers 1-20?”	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Ask 2–3 students, “What is your name?” and “Where are you from?” Praise answers.

- Numbers game
 - Hold up fingers or number cards (1–10), say each number, and have students repeat.
 - Pass a soft ball: Whoever catches must say a number (1–10). Continue until all students participate.

I. Presentation (30–40 mins)

- Vocabulary Introduction (15 mins)
 - Numbers 1-20
 - Write numbers 1–20 on the board. Say each number, students repeat.
 - Use gestures and visuals (e.g., hold up fingers, point to objects) to support understanding
 - Connect numbers to real-life contexts. Ask simple, interactive questions (Students respond with a number):
 - “How many fingers?” (Hold up fingers)
 - What is your apartment number?
 - How many children (or brothers and sisters) do you have?
 - What is your bus number?
 - What is your phone number?
 - Alphabet and Spelling Focus
 - Display alphabet chart. Say the letters A–Z slowly, students repeat in chorus.
 - Tie the alphabet to student names.
 - Say your name and spell it aloud: “A-N-N-A.”
 - Write “How do you spell...?” on the board. Say: “How do you spell your name?”
 - Model: “My name is Anna. A-N-N-A.”
 - Ask: “How do you spell your name?” to a student. Support as they spell.
 - Choral repetition: Class spells “Anna,” then other simple names.
 - Alternatively you can tie the alphabet to common tools (e.g., “B is for broom”, “C is for computer”, “P is for pen”).
- Audio / Video Practice (5 mins)
 - Play an [Alphabet song](#). Students sing along.
 - Play [Audio of numbers 1–20](#). Students listen and repeat.
- Model Dialogue (10 mins)
 - Write on the board:
 - A: “What is your name?”
 - B: “My name is Maria.”
 - A: “How do you spell Maria?”
 - B: “M-A-R-I-A.”
 - Pair Practice with Substitutions

- Pair students up (A and B roles).
 - Ask students to practice the dialogue with their partner.
 - Encourage substitutions to personalize:
 - For example, students replace “Maria” with their own names or classmates’ names.
 - Practice spelling different names aloud.
 - Circulate and assist pairs as needed.
- Comprehension Questions (5-10 mins)
 - Number Recognition with Real-World Images
 - Show students images of house numbers, office doors, or bus numbers (use printed photos, slides, or flashcards).
 - Ask: “What number is this?” Students answer aloud.
 - For extra practice, point to a number in the classroom (e.g., on a clock or calendar) and ask the same question.
 - Letter and Word Identification with Signage
 - Display images of real-world signs (e.g., EXIT, BUS STOP, OFFICE, or street signs).
 - Point to a letter on the sign and ask: “What letter is this?”
 - Optionally, ask: “Can you spell this word?” or “What does this sign mean?”

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Number Drills: Choral repetition of numbers 1–20. Individual practice around the room.
 - Alphabet Drills: Choral repetition of A–Z. Point to random letters, students say the letter.
 - Pair Practice: In pairs, students ask and answer: “What is your name?” “How do you spell your name?” Switch roles.
 - [Matching Activity Worksheet: Match number cards to written numbers.](#)

[20-Minute Break]

III. Production (30–40 mins)

- Writing task (10 mins)
 - [Complete a Registration Form](#): Students complete a basic registration form that includes their Name, Phone Number, Email.
- Communicative Task (e.g., small group role-play, job-related simulation) (10 mins)
 - “At the Reception” Role-Play:
 - Briefly explain the context: “You are visiting an office or hotel. At the reception desk, you need to give your name and phone number.”
 - Model the dialogue: Choose two students (or role-play yourself with a student) to demonstrate:

- Receptionist: “Good morning! What’s your name?”
- Visitor: “My name is [student’s name].”
- Receptionist: “How do you spell that?”
- Visitor: “[Spells name letter by letter]”
- Receptionist: “What’s your phone number?”
- Visitor: “[Says phone number]”
- Divide students into pairs or small groups.
 - Assign roles: one student is the receptionist, the other is the visitor.
 - Students perform the role-play, taking turns so everyone practices both roles.
 - Encourage them to stand up and use gestures (e.g., pretend to write down information, make eye contact).
 - Encourage students to use their real names and phone numbers, or make up details for extra practice.
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky numbers/letters.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher says a number or letter, students say it back.
 - Review: “How do you spell your name?” Students answer.
- Self-reflection: Ask: “What new words did you learn today?” or “Can you say numbers 1–20?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on greetings (part of the same unit).
 - Homework: Watch a video about numbers/alphabet, practice writing numbers 1–20, and spelling their name.

Optional Independent Practice

- Homework / Practice / For next class:
 - Listen to the alphabet song at home.
 - Practice writing and saying numbers 1–20.

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners
- Monitor pronunciation of numbers and letters
- Keep pace slow, use clear modeling and encourage peer support

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 3
- **Topic:** Saying hello and goodbye (Unit 1: Starting with English)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "Hello," "Goodbye," "How are you?"
 - I can respond: "Fine, thank you"
 - I can use greetings in a simple role-play
 - I can recognize familiar greetings and write simple greetings

Materials

- Handouts / Worksheets: [Download them [at this link](#)]
 - [Icebreaker Activity - Find Someone Who](#)
 - [Reading Activity - Greetings and polite phrases worksheet](#)
 - [Gap Fill - Dialogue exercise](#)
 - [Flashcards: Hello, Goodbye, How are you?, Fine, thank you](#)
(<https://www.esleschool.com/greetings-introductions/> Select 'Flashcards')
- Audio/Video Files: [if applicable]
 - [Short greetings video or audio clips](#) (<https://www.esleschool.com/greetings-introductions/> Select Video)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
hello/ hi good morning/ good afternoon/ good evening	to greet someone	"Hello, how are you?"	N
good bye/ bye/ see you	to farewell someone	"Good bye, see you tomorrow."	N
fine / great/ okay/ not bad/ tired	to respond to the question "How are you?"	"Fine, thank you" "I'm great." "I'm okay." "Not bad." "I'm tired."	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Greet each student individually: "Hello!" or "Good morning!"
 - Review Icebreaker activity: "Find Someone Who". Hand out a [sheet on "Find someone who..."](#) that include grids with the following prompts:
 - ...can say a number from 1–10
 - ...can spell their name
 - ...can say the number of children in their family

Students move around and ask each other simple questions: "What is your name?" / "How do you spell it?" / "Say a number." They mark a ✓ when they find someone who can do it

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Write greetings on the board: Hello, Hi, Good morning, Good afternoon, Good evening.
 - Model pronunciation. Students repeat in chorus and individually.
 - Write farewells: Goodbye, Bye, See you. Model and repeat.
 - Introduce: "How are you?" and model responses: "Fine, thank you." "OK." "Good."
 - Use flashcards to reinforce meaning and pronunciation.
- Listening / Audio Practice (5 mins)
 - Play a short audio or video of people greeting and saying goodbye. [Short greetings video or audio clips](#) (<https://www.esleschool.com/greetings-introductions/> Select Video)
 - Students listen and identify the phrases they hear.
- Model Dialogue (10 mins)
 - Write on the board:
 - A: Hello!
 - B: Hi!
 - A: How are you?
 - B: Fine, thank you.
 - A: Goodbye!
 - B: Bye!
 - Teacher models the dialogue with a student, then switches roles.
 - Choral repetition of each line.
- Reading and Comprehension Questions (5-10 mins)
 - [Reading Activity - Greetings and polite phrases worksheet](#): Students take turns to read a line. Check pronunciation.
 - Ask: "What does this mean?"

- Elicit and drill correct responses.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Greetings Drill: Choral and individual repetition of greetings and farewells.
 - [Gap Fill - Dialogue exercise](#): Complete short dialogues with missing greetings or responses.
 - Pair Practice: In pairs, students greet each other, ask “How are you?”, and say goodbye. Switch partners after each round.

[20-Minute Break]

III. Production (30–40 mins)

- “First Day at Work” Role-Play Task (10-15 mins)
 - Scenario: Students are meeting a new coworker for the first time.
 - Instructions: In pairs, each student imagines they are at work.
 - They greet each other: “Hello! How are you?”
 - Respond politely: “I’m fine, thank you. And you?”
 - End the interaction: “Nice to meet you” / “Goodbye!”
 - ➔ Optional prop: Simple name tags or workplace badges.
 - ➔ Optional task card: Include workplace context: “You are in the break room. This is a new coworker.”
- “Clock-in Greeting Game” Activity (10 mins)
 - Scenario: Students are “clocking in” at work and must greet the person before or after them.
 - Instructions: Line up or stand in a circle (or in order by name tags).
 - Student A: “Good morning, [Name]! How are you?”
 - Student B: “I’m fine, thank you! Good morning, [Name]!” (and so on)
 - ➔ Optional twist: They respond using different polite responses: “I’m okay.” / “I’m great.” / “Not bad.”
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words or phrases

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher says a greeting or farewell, students respond appropriately.
- Self-reflection: Ask: “What new words did you learn today?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on English in the classroom (part of the same unit).

- Homework: Practice greetings and farewells with a family member or friend; listen to a greetings song or video.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - [Watch a greetings video at home](https://www.youtube.com/watch?v=hBVequEEoAQ). (https://www.youtube.com/watch?v=hBVequEEoAQ)
 - Practice greeting and saying goodbye to classmates before the next lesson.

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners
- Monitor pronunciation and encourage full-sentence responses
- Keep pace slow, use clear modeling and encourage peer support

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** PRE A1
 - **Lesson Number:** 4
 - **Topic:** Classroom English (Unit 1: Starting with English)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can understand and read simple phrases: “Open your book,” “Repeat after me”
 - I can ask and write simple phrases: “Can you help me?”
 - I can follow 3 classroom instructions
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Classroom instructions worksheet 1](#)
 - [Classroom instructions worksheet 2](#)
- Audio/Video Files:
 - [Short video of classroom instructions](#)
(<https://www.youtube.com/watch?v=bA2eWaiWzbM>)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Colored pens, paper, and glue for poster project

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
open	to start or make accessible	“Open your book, please.”	N
close	to shut	“Close your book.”	N
repeat	to say again	“Repeat after me.”	N
help	to give assistance	“Can you help me?”	N

listen	to pay attention to sound	"Listen to the teacher."	N
stand up	to rise from a seat	"Stand up, please."	N
sit down	to take a seat	"Sit down, please."	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Speed Greeting Circle (3-4 mins)
 - Have students stand in a circle or move around the room.
 - Call out a greeting phrase from the last lesson (e.g., "Hello! How are you?").
 - Students quickly pair up, greet each other using the phrase, and respond enthusiastically.
 - After 10-15 seconds, signal them to switch partners and repeat with the same or a different phrase.
 - Encourage big smiles, eye contact, and expressive voices to build energy.
 - Memory Share & Pass (3-4 mins)
 - Ask each student to think of one thing they remember from the last lesson.
 - Using a soft ball or beanbag, start by tossing it to a student and say, "Tell us one thing you remember."
 - That student shares their memory, then tosses the ball to another student, who does the same.
 - Keep the pace lively and encourage brief but clear answers.
 - Celebrate interesting or funny memories with quick positive feedback.
 - Introduce lesson topic: "Today, we learn instructions for the classroom."

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Warm-up: Simon Says
 - Start with a quick game of "Simon Says" using the target instructions:
 - "Simon says, stand up!"
 - "Simon says, open your book!"
 - "Sit down!" (If you don't say "Simon says," see who follows!)
 - Visuals & Gestures

- Gap Fill: Complete [Classroom instructions worksheet 2](#) with missing instructions or responses.
- Pair Practice: In pairs, one student gives an instruction, the other follows it. Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- Role-Play Task (10-15 mins)
 - In pairs or small groups, students act out a simple classroom scene:
 - One student is the teacher, the other is the student.
 - Use objects for support, to encourage students to perform.
 - Write an example dialogue on the board:
 - A: Hi, please sit down.
 - B: (sits down)
 - A: Do you have a pen?
 - B: Sure. Here it is.
 - A: Can you help me with the exercise?
 - B: Yes, of course. Open your book on page 3.
 - A: (opens book)
- Mini Project: “About Me” Poster (15-20 mins)
 - Instructions:
 - Students create a poster titled “About Me.” (If it seems silly to the adult students, the teacher can frame this as a “Personal Profile Sheet” or “Desk Name Card.”)
 - Use standard copy paper or construction paper with pencils / markers / crayons.
 - Include: Name, Country, Age, Favourite polite phrase (e.g., “Thank you,” “Please”).
 - Use labels and full-sentence captions (e.g., “My name is Ali.” “I am from Morocco.” “I am 27 years old.” “My favourite polite phrase is ‘Thank you.’”)
 - Presentations:
 - Students present their posters to the class.
 - Encourage classmates to listen and ask simple questions (e.g., “What is your name?”).
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words or phrases

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher says an instruction, students act it out.
 - Ask students: “Can you ask for help?”

- Self-reflection: Ask: “What new words did you learn today?” Students share one instruction they can now follow. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on naming common jobs and describing what people do (Unit 2: People and Jobs).
 - Homework: Practice classroom instructions at home with a family member. Create a list of 3 instructions you can say in English.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice classroom instructions with a friend or family member.

Notes for the Instructor

- Provide positive feedback during the “About Me” poster presentations
- Encourage repetition and visual cues for low-literacy learners
- Monitor pronunciation and encourage full-sentence responses
- Keep pace slow, use clear modeling and encourage peer support

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 5
- **Topic:** People at Work (Unit 2: People and Jobs)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can name jobs: manager, cleaner, driver, etc.
 - I can complete sentence frames: “He is a...” / “She works as a...”
 - I can match job names to pictures
 - I can read short job descriptions aloud

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Icebreaker Activity: Find someone who](#)
 - [Images of Jobs and Occupations](#)
 - [Worksheet: Jobs and occupations](#)
 - [Jobs Flashcards Set 1](#)
 - [Jobs Flashcards Set 2](#)
- Audio/Video Files: [if applicable]
 - [Short video of people at work \(e.g., “A manager works in an office.”\)](#)
<https://www.youtube.com/watch?v=yzLh9Y9oOmA>
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
manager	person who leads a team	“He is a manager.”	Y
cleaner	person who cleans	“She works as a cleaner.”	Y
driver	person who drives vehicles	“He is a driver.”	Y

teacher	person who teaches	“She is a teacher.”	Y
doctor	person who helps sick people	“He is a doctor.”	Y
nurse	person who helps doctors	“She is a nurse.”	Y
works as	has a job as	“She works as a cleaner.”	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Review Icebreaker activity: “Find Someone Who”. Hand out a [sheet on “Find someone who...”](#) that include grids with the following prompts:
 - ...can say a number from 1–10
 - ...can say a greeting in English
 - ...can give a classroom instruction
 - ...can spell his/her name

Students move around and ask each other simple questions: “Can you say a greeting in English?” / “Can you give a classroom instruction” / “Say a number” / “How do you spell your name” They mark a ✓ when they find someone who can do it.

- Icebreaker Job Charades: Explain the Game:

“We’re going to play a guessing game about jobs!”

 - Model First:

Act out a job (e.g., pretend to drive a bus or type on a computer) without speaking. Let students guess in their own language or English.
 - Student Participation:
 - i. Invite volunteers to come up and act out a job they know (could be a family member’s job or a famous job).
 - ii. The rest of the class guesses the job—first in their own language, then try to say it in English.
 - iii. If needed, help with translation or pronunciation.
 - Connect to Lesson: After a few rounds, say:

“Great job! Today, we’re going to learn more about jobs and people at work.”

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Show different [images of jobs and occupations](#): manager, cleaner, driver, teacher, doctor, nurse.
 - Model pronunciation. Students repeat in chorus and individually.
 - Write sentence frames on the board. Students learn to make similar sentences with the remaining jobs and occupations from the images.
 - “He is a manager.”
 - “She works as a cleaner.”

- Listening / Audio Practice (5 mins)
 - Play a [video of people at work \(e.g., “A manager works in an office.”\)](#)
 - Students listen, then practice sentence frames and pronunciation.

- Model Dialogue (10 mins)
 - Dialogue with Props or Pictures
 - Bring in simple props (e.g., a toy car for a driver, a cloth for a cleaner) or use job flashcards.
 - Hold up a prop or picture and model the dialogue with a student:
 - A: (holding up driver prop) “What is he?”
 - B: “He is a driver.”
 - A: (holding up cleaner prop) “What does she do?”
 - B: “She works as a cleaner.”
 - Choral Repetition with Actions: Have the class repeat each line, but add a simple action for each job (e.g., pretend to drive, pretend to clean).

- Comprehension Questions (5-10 mins)
 - Show different [images of jobs and occupations](#) and ask: “What is he/she?”
 - Elicit and drill correct responses.

II. Production (30–40 mins)

- Find your Match and Role-Play Task (10-15 mins)
 - Give each student [a job flashcard](#) (half with job titles, half with job descriptions).
 - Students mingle, asking and answering using the dialogue until they find their match:
 - “What is he?” “He is a driver.”
 - “What does she do?” “She works as a cleaner.”
 - Pair Practice with Role Play
 - In pairs, students take turns picking a job card and using the dialogue.
 - Encourage them to switch roles and try different jobs.

- Reading Aloud (15-20 mins)

- Students read short job descriptions aloud (<https://learnenglishkids.britishcouncil.org/read-write/writing-practice/level-2-writing/jobs#comments> under 'Reading Text' section).
 - Pre-Reading Warm-Up (2–3 mins)
 - Show a few key words from the text on the board (e.g., “cleaner,” “drives,” “office”) with visuals.
 - Ask: “What do you think this job is?” or “Where does this person work?”
 - Model the Reading (2–3 mins)
 - Read the first job description aloud slowly with clear pronunciation.
 - Point to each word as you read. Emphasize natural intonation.
 - Ask students to listen first, then repeat after you line by line (choral repetition).
 - Guided Practice in Pairs or Small Groups (5–7 mins)
 - Give each pair or small group one short job description (printouts or slides).
 - Students take turns reading the sentences aloud to each other.
 - Partners help correct pronunciation and give encouragement.
 - The teacher circulates and supports as needed.
 - Optional Reading Comprehension Check (3–5 mins)
 - After each reading, ask:
 - “What is the job?”
 - “Where does he/she work?”
 - “What does he/she do?”
 - Students can circle the answers or say them aloud.
 - Whole-Class Wrap-Up (3–5 mins)
 - Invite a few volunteers to read one full sentence to the class.
 - Use positive feedback: “Good reading!” “Nice pronunciation!” “Say it again with a strong voice.”
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write the correct forms on the board.
 - Choral practice of tricky words or phrases

(If time, complete the below practice activities)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Job Drill: Choral and individual repetition of job names and sentence frames.
 - Matching Activity [Worksheet: Jobs and occupations](#): Match job names to pictures.
 - Gap Fill [Worksheet: Jobs and occupations](#): Complete sentence frames with job names.
 - Pair Practice: In pairs, students ask and answer about jobs using the sentence frames.

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher shows a job picture, students say the job name and sentence.
 - Ask students: “Can you name three jobs?”
 - Self-reflection: Ask: “What new words did you learn today?” Students share one job they can now describe. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on describing what people do at work (part of the same unit).
 - Homework: Practice job names and sentence frames with a family member or friend. Draw or find a picture of a job and write a simple sentence about it.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice job names and sentence frames at home.
 - Watch the [video about jobs](https://www.youtube.com/watch?v=yzLh9Y9oOmA) at home. <https://www.youtube.com/watch?v=yzLh9Y9oOmA>

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during role-play and reading activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 6
- **Topic:** What They Do (Unit 2: People and Jobs)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say and write simple actions related to jobs: “He cleans.” / “She helps.”
 - I can describe one job in one sentence.
 - I can act out a job and guess jobs acted by others.

Materials

- Handouts / Worksheets: (Download [at this link](#))
 - [Job Matching Worksheet](#)
 - [Reading Activity: Short Job Action Descriptions](#)
- Audio/Video Files: [if applicable]
 - [Short video of people doing job actions \(e.g., “A cleaner cleans the office.”\)](https://www.youtube.com/watch?v=ugsRzHMIF2o)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clean	to make something free of dirt	“He cleans the office.”	Y
help	to give assistance	“She helps sick people.”	Y
drive	to operate a vehicle	“He drives the ambulance.”	Y
teach	to give lessons	“She teaches the students.”	Y

manage	to be in charge of	"He manages a team."	Y
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Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Picture Relay
 - Setup: Show job pictures ([use flashcards from lesson 5](#)) one by one.
 - Activity: Instead of just saying the job name, students form a quick relay line.
 - The first student sees the picture and says:
"He is a driver." (or "She is a teacher," etc.)
 - Then they tag the next student, who sees the next picture and repeats the process.
 - Action Guessing Game
 - Instructions: Ask a volunteer to come to the front and silently act out a job-related action (e.g., sweeping, typing, driving).
 - The rest of the class guesses by asking:
"What does he/she do?" or "Is he/she a cleaner?"
 - The actor can nod or shake their head to confirm.
 - Rotate several volunteers to keep it dynamic.
 - Introduce the Lesson Topic
 - Gather students' attention and say:
"Great guessing! Today, we learn about what people do at work."
 - Write the sentence on the board and have students repeat it chorally with gestures (point to self for "we," mime working for "work").

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Show pictures of people doing job actions (e.g., a cleaner cleaning). (from [Jobs and Occupations flashcards](#) from lesson 5)
 - Model and drill action verbs: "clean," "help," "drive," etc.
 - Write sentence frames on the board:
 - "He cleans."
 - "She helps."
 - Students repeat in chorus and individually.
- Listening / Audio Practice (5 mins)
 - Play a [short video of people doing job actions \(e.g., "A cleaner cleans the office."\)](#)
 - Students listen and point to the correct picture.
- Model Dialogue (15-20 mins)

- Act It Out with Props or Gestures
 - Use simple props (like a cloth for cleaning, a notebook for helping) or just big gestures.
 - Model the dialogue with a student, acting out each job as you speak.
 - A: (mimes cleaning) “What does he do?”
 - B: “He cleans.”
 - A: (mimes helping) “What does she do?”
 - B: “She helps.”
- Choral Repetition with Movement
 - Have the class repeat each line, but everyone must do the matching action (cleaning, helping) as they speak.
- Pair Role-Play with Personalization
 - In pairs, students choose a job or action.
 - They act out the job and use the dialogue, switching roles after each turn.
 - Encourage creativity: students can invent actions for new jobs.

II. Practice (30–40 mins)

- Controlled Practice Activities:
 - Action Picture Pass
 - Instructions: Give each student or small group a different action picture.
 - Activity: Students take turns holding up their picture and asking a classmate: “What does he/she do?”
 - The classmate answers: “He/She [cleans/helps/drives/etc.]”
 - Rotate pictures so everyone gets a turn asking and answering.
 - Stand Up, Sit Down
 - Instructions: Show a picture and say a job sentence (sometimes correct, sometimes incorrect).
 - Activity: If the sentence matches the picture, students stand up. If not, they sit down.
 - Example: (Hold up a picture of a driver) “He cleans.” (Students sit.)
“He drives.” (Students stand.)

[20-Minute Break]

III. Production (30–40 mins)

- Matching Exercise (20-25 mins)
 - Explain the [Job Matching Worksheet](#) and new words.
 - Students complete the worksheet, choosing the job that best matches the definition.
- Reading and Writing Exercise (10 mins)

- [Reading Activity: Short Job Action Descriptions](#). Students read short job action descriptions aloud
- Encourage correct pronunciation and intonation.
- In pairs, students think about the name of the job that relates to the job action sentence.
- Brainstorm as a class on the name of the job and how to write it correctly.
- Encourage correct spelling of job name letters by reviewing the alphabet.
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words or phrases

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher shows an action picture, students say the action and a sentence.
 - Ask students: “Can you say three actions?”
 - Ask: “Can you describe one job in one sentence?”
 - Self-reflection: Ask: “What new words did you learn today?” Students share one job they can now describe. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on workplace locations (part of the same unit).
 - Homework: Practice action verbs and sentence frames at home. Draw or find a picture of a job action and write a simple sentence about it.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice action verbs and sentence frames at home.
 - [Watch again the video about people at work.](https://www.youtube.com/watch?v=ugsRzHMIF2o)

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during role-play, reading and writing activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 7
- **Topic:** Where They Work (Unit 2: People and Jobs)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say and write: “He works in a shop.”
 - I can name, read and write places like office, hotel, school.
 - I can ask: “Where does she work?”

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Workplace picture cards \(office, hotel, school, shop, hospital, restaurant\)](#)
 - [Comprehension Questions Jobs and Workplaces worksheet](#)
 - [Sentence Frame Worksheet](#) (“He works in a bakery.”)
 - [Jobs Matching Worksheet](#)
 - [Visual chart](#)
- Audio/Video Files:
 - [Short job and workplace description](#)
https://www.youtube.com/watch?v=2k-90uHFEGs
 - [Short video of people talking about where they work](#) (Homework)
https://www.youtube.com/watch?v=0x1WRY4fvz4
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Flashcards or images of workplaces and people at work

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
office	place for business work	“He works in an office.”	Y
hotel	place for guests to stay	“She works in a hotel.”	Y
school	place for teaching and learning	“He works in a school.”	Y

shop	place for buying things	“She works in a shop.”	Y
hospital	place for sick people	“He works in a hospital.”	Y
restaurant	place for eating food	“She works in a restaurant.”	Y
works in	has a job at	“He works in a shop.”	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick Review: Job Charades! Game
 - Teacher shows job action pictures from previous lesson. Instead of just saying the job, students act it out for the class! Can classmates guess?
For example: If you see a picture of someone cleaning, act it out. Then say, “He cleans. He is a cleaner.”
 - Icebreaker: Job Detective
 - Teacher describes a job with an action, and students guess who it is:
“She teaches students every day. Who is she?”
(Students answer: “She is a teacher!”)
Now, students try! Think of a job and an action, and let your classmates guess.
 - Introduce Lesson Topic: Where Do They Work?
 - Today, we’re going on a journey to discover where people do their jobs.
 - Let’s imagine: Where does a chef work? Where does a doctor work?
By the end of today’s lesson, you’ll be able to tell me not just what jobs people do, but also where they do them!

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Show pictures of workplaces (office, hotel, school, shop, hospital, restaurant). Use the [Workplace picture cards](#)
 - Model and drill workplace vocabulary.
 - Write sentence frames on the board:
 - “He works in a shop.”
 - “She works in a school.”

- Students repeat in chorus and individually.
 - Here is a [visual chart](#) to show the correlation between Job - Action - Location. Use it to help students make connections between job and action - chef - cooks food - in a restaurant.
 - Charades: Assign students different workplace roles. One student acts out a job at a workplace (e.g., pretending to teach at a school), while others guess using the target sentence frame: "She works in a school. She is a teacher."
- Listening / Audio Practice (5 mins)
 - Play a video of people talking about where they work - [short job and workplace description](#).
 - Students listen and write down the job and workplace they recognise.
- Model Dialogue: Let's Be Job Interviewers! (10 mins)
 - Step 1: Set the Scene
 - Tell students:
"Imagine you are reporters interviewing people about their jobs. You will ask where they work and they will answer."
 - Step 2: Write Dialogue on the Board
 - Write the dialogue clearly:
 - A: Where does she work?
 - B: She works in a hotel.
 - A: Where does he work?
 - B: He works in a hospital.
 - Step 3: Teacher-Student Role Play
 - Model the dialogue with one confident student, using expressive voices and gestures. Then switch roles to keep it lively.
 - Step 4: Partner Practice with a Twist
 - Pair up students.
 - One student is the interviewer (A), the other is the worker (B).
 - Give each pair a workplace.
 - Student A asks, "Where does he/she work?"
 - Student B answers using the sentence frame, matching the workplace.
 - Then switch roles and repeat.
- Comprehension Questions (5-10 mins)
 - Use the [Comprehension Questions Jobs and Workplaces worksheet](#) with action pictures and ask: "Where does he/she work?"
 - Elicit and drill correct responses.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):.

- Matching Activity- [Jobs Matching Worksheet](#): Match jobs to workplaces (e.g., teacher – school, nurse – hospital).
- Gap Fill - [Sentence Frame Worksheet](#): Complete sentence frames with workplaces.

[20-Minute Break]

III. Production (30–40 mins)

- Role-Play Task: “Guess My Job!” (10-15 mins)
 - Step 1. Set the Scene
 - Tell students:
“You are at a big party where people from many different jobs are meeting for the first time. Let’s find out where everyone works!”
 - Step 2. Give Each Pair a Secret Job Card
 - Use cards with pictures or names of jobs (e.g., nurse, chef, teacher, shop assistant) from [Lesson 5 Jobs Flashcards](#).
 - Each student draws a card but keeps it secret from their partner.
 - Step 3. Play “Guess My Job”
 - Student A asks: “Where does she/he work?”
 - Student B gives a clue using the sentence frame: “She works in a hospital.”
 - Student A tries to guess the job: “Is she a nurse?”
 - If correct, switch roles and repeat with new cards.
 - Step 4. Add a Challenge: “Find Your Match”
 - After a few rounds, have students stand up and mingle around the room.
 - Each student asks others, “Where do you work?” and answers using their secret job.
 - When they find someone with the same workplace (e.g., both work in a restaurant), they shout, “Match!” and sit together.
 - Step 5. Fun Wrap-Up: “Who Works Where?”
 - Invite a few pairs to perform their dialogues for the class.
 - The class guesses the job and workplace together.
- Writing (10-15 mins)
 - Each student is given a picture of a person at a workplace (e.g., a teacher at a school, a waiter at a restaurant).
 - Students write one sentence about where the person works: “She works in a school.”
 - After writing, students swap papers and read what their classmates have written.
 - Optionally, students can guess the job based on the workplace before looking at the picture.
- Reading Aloud with Word Games (10 mins)
 - Students play some word games to practise jobs vocabulary.
<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/jobs-1#comments>
 - <https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/jobs-2>
 - Encourage correct pronunciation and intonation.

- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words or phrases

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher shows a workplace picture, students say a sentence.
 - Ask students: “Can you say three workplaces?”
 - Ask: “Can you say where someone works?”
 - Self-reflection: Ask: “What new words did you learn today?” Students share one workplace they can now describe. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on reviewing jobs and workplace locations. (part of the same unit).
 - Homework: Practice workplace vocabulary and sentence frames at home. Draw or find a picture of a workplace and write a simple sentence about it.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice workplace vocabulary and sentence frames at home.
 - Watch a video about people at work: [Short video of people talking about where they work](https://www.youtube.com/watch?v=0x1WRY4fvz4) <https://www.youtube.com/watch?v=0x1WRY4fvz4>

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during role-play, reading and writing activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** PRE A1
 - **Lesson Number:** 8
 - **Topic:** Job Review and Role Cards (Unit 2: People and Jobs)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe 2 jobs using pictures.
 - I can complete a simple job flashcard.
 - I can ask and answer: “What does he do?”
 - I can complete a mini-project: Job Role Flashcards – create, describe, and present job role flashcards with workplace details.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Job words and workplace words](#)
 - [Job and Workplace Worksheet](#)
 - [Blank flashcards for job role mini-project x 2](#)
- Audio/Video Files: [if applicable]
 - [Short video of people describing their jobs and workplaces](#)
<https://www.youtube.com/watch?v=MBQzFv7orCo>
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Colored pens or pencils for flashcard creation

Vocabulary

Review vocabulary from Unit 2 (People and Jobs) in the course:

Lesson	Title
5	People at Work
6	What They Do
7	Where They Work

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick Review: “Guess the Workplace!”
 - Show a workplace picture, but cover part of it or show it for just 2 seconds.
 - Ask: “Where is this?”

- Students guess and then use the sentence frame:
"She works in a hotel."
- Give points for correct answers!
- Icebreaker: "Who Am I?"
 - Secretly tape a job card to each student's back (or hand them out face-down).
 - Students walk around, asking each other:
"What's your name?"
"Where are you from?"
"How are you?"
"Where do you work?"
The other student answers using the job and workplace:
"I work in a school."
 - Each student tries to guess their job:
"Am I a teacher?"
 - Celebrate when students find out who they are!
- Introduce Lesson Topic: "Let's Create Our Own Job Role Cards!"
 - Today, we're going to be artists and job experts!
 - Explain: "We'll review jobs and workplaces, then everyone will make their own job role card to share with the class!"

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Use [the Jobs Flashcards from lesson 5](#) for this activity.
 - 1. "Whisper & Pass" Warm-Up (3 mins)
 - Arrange students in small groups or pairs.
 - Whisper a sentence to the first student (e.g., "She works in a hospital."). That student whispers it to the next, and so on.
 - The last student says it aloud.
 - Then show the matching flashcard (e.g., nurse/hospital). Were they right?
 - Do 2–3 rounds to add energy and curiosity.
 - 2. Interactive Matching Race (3–4 mins)
 - Mix up [job words and workplace words](#) (on slips/cards).
 - Distribute cards randomly to students.
 - Challenge: "Find your match!"
 - → "I am a nurse." "I work in a hospital."
 - When matched, students say the complete sentence together:
 - → "She is a nurse. She works in a hospital."
 - 3. Sentence Challenge with Choice (5–6 mins)
 - Show 2–3 example sentence frames on the board:
 - "He is a __. He works in a __."
 - "She is a __. She helps __."

- Hand out slips with job + workplace pairs OR let students choose their own.
 - Students:
 - Fill in one frame (on mini-whiteboards or in notebooks)
 - Share with a partner or aloud
 - Bonus: Act it out while the partner guesses
 - Extension (If time allows or as a fast finisher task):
 - "Make It Personal": Ask students to choose a job they or a family member does and make a sentence about it.
 - → "My sister is a cleaner. She works in a hotel."
- Listening / Audio Practice (5 mins)
 - Play a [short video of people describing their jobs and workplaces](#).
 - Students listen and write down the job and workplace they recognise.
- Model Dialogue (10 mins)
 - Write on the board:
 - A: What does he do?
 - B: He is a cleaner. He cleans the office.
 - A: Where does she work?
 - B: She works in a hospital. She is a nurse.
 - Teacher models the dialogue with a student. Choral repetition of each line.
 - Dialogue Building and Substitution
 - Write the dialogue lines on the board, but jumbled up. Ask pairs to reorder them correctly before practicing.
 - Once students are comfortable, challenge them to substitute key information (e.g., change "cleaner" to "teacher," "office" to "school") and perform their new versions
- Comprehension (5-10 mins)
 - Think-Pair-Share Activity
 - Based on the Model Dialogue (above), ask students to *think* of a new job or workplace, *pair* up, and create a similar dialogue using the new context.
 - Then, have pairs *share* their dialogues with the class.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - [Job and Workplace Worksheet](#): Choose the correct answer and match jobs to workplaces (e.g., teacher – school, nurse – hospital).
 - "Find the Mistake" Sentence Fixing
 - Purpose: Strengthen sentence accuracy through error analysis.
 - Instructions:

- Prepare 6–8 incorrect sentences on slips or slides (some grammar, some vocabulary):
 - ✘ “She works in a teacher.”
 - ✘ “He is a hospital.”
 - ✘ “He work in a school.”
- Students work in pairs to:
 - Identify the mistake
 - Correct it using a sentence frame
 - Say the corrected sentence aloud
- Controlled Speaking Game – “Sentence Building Dice”
 - Purpose: Structured, scaffolded sentence creation with repetition.
 - Instructions:
 - Provide students with two dice or spinners:
 - Die 1: Job (driver, teacher, nurse, manager, etc.)
 - Die 2: Workplace (school, hospital, office, restaurant)
 - Students roll both dice and build a full sentence using the correct frame:
 - “He is a driver. He works in a restaurant.” → (class laughs) → “Wait! That doesn’t match!” → Fix it!
 - Add a twist by including a third option (e.g., an action verb) for more complexity.

[20-Minute Break]

III. Production (30–40 mins)

- Job Role Flashcards Mini-Project (20-25 mins)
 - Instructions:
 - Students work in pairs.
 - Each pair receives at least two blank flashcards. (Download the [Blank flashcards for job role mini-project x 2](#))
 - Each student writes a sentence about a job and its workplace on their flashcard (e.g., “He is a driver. He works in a bus station.”).
 - Students expand by describing the job’s workplace (e.g., “He drives the bus. He works in a bus station.”).
 - Students take turns asking questions and describing the job role’s flashcard.
 - Role-Play Setup – “Mini Job Fair” (10–15 mins)
 - Make the classroom into a small job fair or speed interview setup.
 - Instructions:
 - Students take turns standing or sitting at their “booth” (with their flashcard).
 - Peers walk around (or rotate in pairs) and ask:
 - “What is your job?”
 - “Where do you work?”
 - “What do you do?”
 - The presenter answers using their flashcard and extra details.

- Optional: The listener guesses the job, fills out a short “job fair visitor sheet,” or “chooses one job they would like to try.”
- Reflection Wrap-Up (3–5 mins)
 - Ask students:
 - “Which job did you like the most?”
 - “What new job did you learn today?”
 - “Which job is like someone in your family?”

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher shows a job and workplace picture, students say a sentence.
 - Ask students: “Can you describe two jobs?”
 - Ask: “Can you say where someone works?”
 - Self-reflection: Ask: “What new words did you learn today?” Students share one job and workplace they can now describe. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on tools and objects at work (Unit 3).
 - Homework: Practice job and workplace vocabulary and sentence frames at home. Draw or find a picture of a job and workplace and write a simple sentence about it.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice job and workplace vocabulary and sentence frames at home.
 - [Watch a video about people at work.](https://www.youtube.com/watch?v=EYeWA8_TITY) https://www.youtube.com/watch?v=EYeWA8_TITY

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during mini-project, role-play, reading, and writing activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 9
- **Topic:** Common Workplace Items (Unit 3: Tools and Objects at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can name 5 workplace tools (e.g., phone, broom, computer).
 - I can say: “This is a phone.”
 - I can match tools to jobs.
 - I can write short sentences about tools using frames.

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Job picture cards](#) (cleaner, office worker, manager, teacher, delivery person, etc.)
- Audio/Video Files: [if applicable]
 - [Video of types of tools used in the workplace](#)
https://www.youtube.com/watch?v=TDWoMnIWM0E
 - [Video of people naming and describing tools at work](#)
https://www.youtube.com/watch?v=MfRMbt-v5SQ
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Bring different tools and objects (phone, broom, computer, pen, key, box, chair, table, stapler, scissors, etc.)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
phone	tool for calling people	“This is a phone.”	N
broom	tool for cleaning floors	“This is a broom.”	Y
computer	tool for work and email	“This is a computer.”	N
pen	tool for writing	“This is a pen.”	N

key	tool for opening doors	"This is a key."	N
box	object for holding things	"This is a box."	N
chair	object for sitting	"This is a chair."	N
table	object for working on	"This is a table."	N
stapler	tool for joining papers	"This is a stapler."	N
scissors	tool for cutting	"These are scissors."	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick review: Job Picture Card Game: "Who Am I?"
 - How to Play:
 - Hold a job picture card behind your back or on your forehead (so you can't see it, but students can).
 - Students give you clues about the job without saying the job name. For example:
 - "He drives a bus."
 - "She helps sick people."
 - You guess: "Am I a driver?"
 - Students cheer when you're correct!
 - Variation:
 - Let students take turns holding the card and guessing.
 - Sentence Relay
 - Divide the class into two teams.
 - Show a job card to the first student in each team.
 - They race to the board and write a sentence: "He is a driver."
 - The next student gets a new card and continues.
 - The team with the most correct sentences wins!
 - Icebreaker: What's This?
 - Pass the Object
 - Pass a tool (e.g., pen) around the circle while music plays.

- When the music stops, the student holding the object must say, “This is a pen,” or answer your question: “What is this?”
- Introduce Lesson Topic
 - Show a collection of tools and objects (real or pictures).
 - Ask: “Where do we use these? Who uses them?”
 - Elicit responses and write key vocabulary on the board.
 - Announce that: “Today, we learn about tools and objects at work!”

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Show & Mime: Hold up the tool and say, “This is a hammer.” Mime hammering.
 - Encourage students to repeat the word and copy your action.
 - Write on Board:
 - “This is a _____.”
 - Fill-in-the-Blank Relay:
 - Pass a tool around the class. The student holding it must say the sentence:
 - “This is a stapler.”
 - Peer Practice:
 - In pairs, students take turns picking a tool and making a sentence for their partner to repeat or guess.
- Listening / Audio Practice (5 mins)
 - Play 2 videos: People name and describe tools.
 - [Video of types of tools used in the workplace](https://www.youtube.com/watch?v=TDWoMnIWM0E)
https://www.youtube.com/watch?v=TDWoMnIWM0E
 - [Video of people naming and describing tools at work](https://www.youtube.com/watch?v=MfRMbt-v5SQ)
https://www.youtube.com/watch?v=MfRMbt-v5SQ
 - Ask students to name 2 tools they heard in the videos.
- Model Dialogue (10 mins)
 - Write on the board:
 - A: What is this?
 - B: This is a phone.
 - The teacher models the dialogue with a student, then switches roles.
 - Pair Work with a Twist: “Find Someone Who...”
 - After modeling the dialogue, give each student a list of objects (or ask them to think of three items they have).
 - Students mingle, approach classmates, and use the dialogue:
 - A: What is this?
 - B: This is a [keychain].
 - They must find someone with each item on their list.

- Comprehension Questions (5-10 mins)
 - Hot Potato Game:
 - Pass a tool around the circle while music plays.
 - When the music stops, the student holding the tool must answer what is the tool they are holding up.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Matching Activity: Write on the board a set of different tools and jobs. In their notebook, students have to match the tools to jobs (e.g., broom – cleaner, computer – office worker).
 - Gap Fill: Write sentences with tool names (“This is a ____.”). Teacher to write on the board.
 - Pair Practice: In pairs, students ask and answer about tools using the sentence frame. Sentence frame (“This is a ____.” / “A ____ is for ____.”). Sentence Frame Extension: Students use “A ____ is for ____.” (e.g., “A broom is for cleaning.”)

[20-Minute Break]

III. Production (30–40 mins)

- Role-Play Scenario (20 mins)
 - Set up a scenario: “You are new at your workplace. You don’t know what some objects are called.”
 - In pairs, one student pretends to be new and asks about unfamiliar objects, while the other answers.
 - Encourage natural follow-up questions:
 - A: What is this?
 - B: This is a badge.
 - A: What do you use it for?
 - B: To enter the building.
- Writing (15 mins)
 - Instructions:
 - Students work in pairs.
 - Each student picks a tool and writes a sentence: “This is a stapler.”
 - Students expand: “A stapler is for joining papers.”
 - Students match their tool to a job (e.g., stapler – office worker).
 - Students write their sentences clearly.
 - The teacher checks spelling and sentence structure.
- Reading Aloud (5 mins)
 - Students read their tool sentences aloud to the class.
 - Encourage correct pronunciation.
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.

- Choral practice of tricky words.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher shows a tool picture, students say: "This is a ____."
 - Ask: "Can you name five workplace tools?"
 - Ask: "What is a broom for?"
 - Self-reflection: Ask: "What new words did you learn today?" Students share one tool and what it is for. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on functions of tools and objects at work (part of the same unit).
 - Homework: Practice tool vocabulary and sentences at home. Draw or find a picture of a workplace tool and write a simple sentence about it.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice tool vocabulary and sentence frames at home.
 - Watch again the videos about tools at work.
 - Write 3 sentences about tools you use at work or at home.

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during activities .

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 10
- **Topic:** What Is It For? (Unit 3: Tools and Objects at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: “We use it to clean/type.”
 - I can describe 3 tools with actions.
 - I can complete a simple sentence: “This is for...”

Materials

- Handouts / Worksheets: [Download [from this link](#)]
 - [Tool and action pictures](#) (More examples could include, broom-clean, computer-type, pen-write, scissors-cut, phone-call, key-open, stapler-join, box-carry, chair-sit, table-work)
- Audio/Video Files:
 - [Video describing what tools are for](#) (e.g., “A broom is for cleaning.”)
<https://www.youtube.com/watch?app=desktop&v=xomr5H9OByg>
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Bring different tools and objects (phone, broom, computer, pen, key, box, chair, table, stapler, scissors, etc.)

Vocabulary

Term*	Definition	Example Sentence	Profession-Specific (Y/N)
broom	tool for cleaning floors	“We use it to clean.”	Y
computer	tool for work and email	“We use it to type.”	N
pen	tool for writing	“We use it to write.”	N
phone	tool for calling people	“We use it to call.”	N

scissors	tool for cutting	"We use them to cut."	N
key	tool for opening doors	"We use it to open doors."	N
stapler	tool for joining papers	"We use it to join papers."	N
box	object for holding things	"We use it to carry things."	N
chair	object for sitting	"We use it to sit."	N
table	object for working on	"We use it to work."	N

*Review words

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Personalized Greeting Chain: Instead of greeting each student one by one, start a "greeting chain":
 - Greet the first student: "Hello, [Name]! How are you?"
 - That student then greets the next person, and so on, until everyone has participated.
 - Tool Relay Review
 - Place tools around the room.
 - Divide the class into small teams.
 - Call out a tool. The first team to pick up (or point to) the correct tool and say, "This is a [broom]," gets a point.
 - For extra challenge, ask them to use the sentence in context: "This is a broom. I use it to clean."
 - Introduce Lesson Topic with a Challenge
 - Show a mystery tool or picture and ask: "Who knows what this is for?"
 - Let students guess or discuss in small groups.
 - Announce that: "Today, we learn what tools are for!"

I. Presentation (30–40 mins)

- Vocabulary and Function Introduction (10 mins)
 - Show tools/ action pictures. [[Tool and action pictures](#) (More examples could include, broom-clean, computer-type, pen-write, scissors-cut, phone-call, key-open, stapler-join, box-carry, chair-sit, table-work)]
 - Model and drill tool vocabulary and actions (e.g., clean, type, write, cut, call).
 - Write sentence frames on the board:
 - “This is for ____.”
 - “We use it to ____.”
 - Students repeat in chorus and individually.
 - Then, students are given words of tools and actions and are asked to write similar sentence frames.

- Listening / Audio Practice (5 mins)
 - [Video describing what tools are for](#) (e.g., “A broom is for cleaning.”)
<https://www.youtube.com/watch?app=desktop&v=xomr5H9OByg>
 - Students listen and practice pronunciation.

- Model Dialogue (10 mins)
 - Write on the board:
 - A: What is this for?
 - B: This is for cleaning. / We use it to clean.
 - The teacher models the dialogue with a student, then switches roles.
 - Role-Play: Workplace Scenario
 - Set up a simple “workplace” (office, workshop) in the classroom with various tools
 - In pairs, one student is a new employee, the other is a trainer.
 - The new employee asks about different tools:
 - “What is this for?”
 - The trainer answers in context.

- Reading Practice (5-10 mins)
 - Write on the board short texts: Simple sentences about tools and their uses (e.g., “A pen is for writing.” “We use a phone to call.”)
 - Students read sentences aloud individually and in pairs.
 - The teacher checks pronunciation and understanding.

II. Production (30–40 mins)

- Tools and Jobs Exercise (15-20 mins)
 - Instructions:
 - Students work in pairs or small groups.
 - Each group receives blank paper cards.
 - Each student picks a tool, draws or finds a picture, and writes two sentences:

- “This is for ____.”
 - “We use it to ____.”
 - Students share their cards and match them to action cards or job cards.
- Writing Focus:
 - Students write clearly on their flashcards.
 - The teacher checks spelling and sentence structure.
- Presentation:
 - Students present their paper cards to the class, saying the tool and what it is for.
- Peer Interview Activity: “Who Uses It?” (10 mins)
 - Purpose: Practice question formation and job-function recall
 - Instructions:
 - After the presentations, students mingle or work in pairs with their cards.
 - They ask:
 - “Who uses this?”
 - “What do they use it for?”
 - Their partner answers using the sentence structures:
 - “A builder uses it. He uses it to build walls.”
 - Students switch cards and repeat with new partners.
- Error Correction and Recap (5 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and frames.

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher shows a tool picture, students say: “This is for ____.” or “We use it to ____.”
 - Ask: “Can you describe three tools with actions?”
- Self-reflection: Ask: “What new words or actions did you learn today?” Students share one tool and its action. (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on categorizing common objects at work (part of the same unit).
 - Homework: Practice tool and action sentences at home. Draw or find a picture of a workplace tool and write two sentences: “This is for ____.” and “We use it to ____.”

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice tool and action vocabulary and sentence frames at home.
 - Watch again the video about how people use tools at work.
 - Write 3 sentences about what you use tools for at home or work.

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Support students during reading and writing practice; model correct letter formation and spacing.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities .

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 11
- **Topic:** Sorting Tools (Unit 3: Tools and Objects at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can group tools by place (office/store).
 - I can ask: “Do you use this at work?”
 - I can sort pictures or realia by category.

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Short reading texts: Simple sentences about where tools are used](#)
 - Matching Worksheet: [Jobs and Places Pictures](#)
 - Gap Fill Worksheet: [Jobs Places: Who Works Where?](#)
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Sticky notes
 - Blank paper cards
 - Flashcards or images of tools and jobs (For revisions, can also [use those from Lessons 8 - 10](#))
 - Different tools and objects (same as Lesson 10)

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
office*	place for business work	“I work in an office.”	N
store	place for selling things	“I work in a store.”	N

office* = review word

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Review the alphabet by associating each letter with a tool and practice simple sentences about where the tool is used: Show tools from last lesson.

- Students say a sentence about where the tool is used, practicing the structure: “This is a [tool]. It starts with the letter [letter]. I use it in the [place].”
- Quick review: “What’s in the Place?” Brainstorm
 - Show a picture of a place (e.g., office).
 - In small groups, students brainstorm all the tools they think are used there and write them on sticky notes.
 - Groups stick their notes on the board under the correct place.
 - Review as a class: “In the office, we use a stapler, a computer, a phone...”
- Icebreaker: “Mystery Place” Guessing Game
 - The teacher describes a place without naming it: “In this place, you use a stethoscope and a thermometer.”
 - Students guess: “Hospital!”
 - Follow up: “What tools do you use in a hospital?” Students respond.
- Introduce lesson topic: “Today, we learn how to sort tools by place.”

I. Presentation (30–40 mins)

- Vocabulary and Sorting Introduction (10 mins)
 - Show tools
 - Model and drill tool and place vocabulary.
 - Write sentence frames on the board:
 - “Do you use this at work?”
 - “I use this in the _____.”
 - Students repeat in chorus and individually.
 - Sorting Race
 - Place tool cards and place cards (e.g., office, kitchen, store, hospital) on the board or tables.
 - Divide the class into small teams.
 - Give each team a set of tool cards.
 - Teams race to sort the tools under the correct place heading.
 - After sorting, each team uses the sentence frame to present:
 - “I use this in the kitchen.”
 - “We use this in the store.”
- Model Dialogue and Role Play: “Do You Use This at Work?” (15 mins)
 - Write on the board:
 - A: Do you use this at work?
 - B: Yes, I use this in the office. / No, I use this at home.
 - The teacher models the dialogue with a student, then switches roles.
 - Role Play: “Do You Use This at Work?”
 - 1. Set the Scene: Workplace Simulation
 - Arrange the classroom to resemble a workplace (e.g., desks as offices, tables as a workshop, etc.).
 - Place various tool or object cards (or real items) around the room.

- 2. Assign Roles
 - Give each student a simple “job card” (e.g., office worker, cleaner, chef, nurse).
 - Each role has a set of typical tools they might use.
 - 3. Role Play Instructions
 - In pairs, one student is the “new employee” and the other is the “experienced worker.”
 - The new employee picks up a tool or card and asks:
 - “Do you use this at work?”
 - The experienced worker responds using the sentence frame:
 - “Yes, I use this in the office.”
 - “No, I use this at home.”
 - (Or, “No, I use this in the kitchen,” etc.)
 - 4. Switch Roles & Tools
 - After a few exchanges, students switch roles and/or job cards and repeat the activity with different tools.
- Reading Practice (5-10 mins)
 - Distribute [short reading texts: Simple sentences about where tools are used](#) (e.g., “A pen is used in the office.” “A box is used in the store.”)
 - Students read sentences aloud individually and in pairs.
 - The teacher checks pronunciation and understanding.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Matching Worksheet [Jobs and Places Pictures](#): Match each job to the correct place, and write a tool each job uses.
 - Gap Fill Worksheet: [Jobs Places: Who Works Where?](#) Complete sentences with places (“The waitress works in the restaurant. She uses a tray”). Teacher to assist generate words on the board to help students complete the sentences.

[20-Minute Break]

III. Production (30–40 mins)

- Categorizing Exercise (20-25 mins)
 - Instructions:
 - Students work in pairs or small groups.
 - Each group receives blank paper cards and a set of tool/place cards. [use flashcards images from Lessons 8 - 10](#)
 - Each student picks a tool, draws or finds a picture, and writes two sentences:
 - “Do you use this at work?”

- “I use this in the ____.”
 - Students sort their cards into groups by place (office/store/etc.).
 - Writing Focus:
 - Students write clearly on their flashcards.
 - The teacher checks spelling and sentence structure.
 - Presentation:
 - Students present their sorted groups to the class, saying the tool and where it is used.
- “Where Am I?” Speaking Game (10 mins)
 - Purpose: Reinforce vocabulary and place/tool associations in a fun way
 - Instructions:
 - Each group keeps their tool/place card sets.
 - One student picks a tool and gives 2 clues:
 - “I use this at work. I use it in a hospital.”
 - (Class guesses: “Are you a nurse?” “Is it a thermometer?”)
 - Students take turns guessing and using full sentences to confirm or correct:
 - “No, it is not a thermometer. It is a stethoscope.”
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and frames.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher shows a tool picture, students say: “I use this in the ____.”
 - Ask: “Can you group tools by place?”
- Self-reflection: Ask: “What new words or actions did you learn today?” Students share one tool and where it is used. (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will review vocabulary for describing tools and objects at work. (part of the same unit).
 - Homework: Practice sorting and writing tool/place sentences at home. Draw or find a picture of a workplace tool and write: “I use this in the ____.”

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice sorting tool and place vocabulary at home.
 - Watch a video about tools in different workplaces.
 - Write 3 sentences about where you use tools at home or work.

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Support students during reading and writing practice; model correct letter formation and spacing.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities .

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 12
- **Topic:** Object Vocabulary Review (Unit 3: Tools and Objects at Work)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can complete a vocabulary worksheet.
 - I can describe a tool to a partner.
 - I can play a simple game using item words.

Materials

- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Bring different tools and objects (phone, broom, computer, pen, key, box, chair, table, stapler, scissors, etc.)

Vocabulary

Review vocabulary from:

Lesson	Title
9	Common Workplace Items
10	What Is It For?

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Review Relay: "Tool Toss": Stand in a circle with students.
 - Toss a soft ball or beanbag to a student while holding up a tool card or a real tool.
 - The student who catches the ball must say:
 - "This is a [broom]. I use it in the [store]."
 - That student then tosses the ball to another classmate, and you show a new tool.
 - Continue until everyone has participated.
 - Charades: "Act It Out!"
 - One student acts out using a tool (e.g., sweeping, typing).
 - The class guesses:
 - "This is a broom. You use it in the store."
 - Rotate so several students get a turn.
 - Introduce the Lesson with a Challenge
 - Show a mystery tool or object and ask:

- “Who can describe this tool and where you use it?”
- Encourage students to use full sentences and descriptive language.

I. Presentation (30–40 mins)

- Vocabulary Review (10 mins)
 - Pair & Share Descriptions
 - Give each pair of students a few tool/object cards.
 - Each student takes a turn describing an item to their partner using the frame.
 - Partners listen and then ask a follow-up question (e.g., “Where do you use it?” or “Do you use it every day?”).
 - Ask students to think of a tool/object they use at work.
 - Each student shares.
- Model Dialogue / Listening & Speaking Practice (15 mins)
 - Set the Stage: Real Objects or Cards
 - Bring a variety of real tools/objects: Place them in a basket or on a table at the front of the class.
 - “Sorting” Task:
 - Ask students to prioritize items and then to sort items, by asking the following questions:
 - “Which tool is most useful at work? Least useful? Why?”
 - “Sort tools by where you use them: school, office, outdoors.”
 - Pair Work: “Object Exchange”
 - Give each pair an object or card.
 - Students take turns asking and answering using the dialogue:
 - A: What is this?
 - B: This is a [object]. I use it to [function].
 - After a minute, pairs swap objects with another pair and continue.
 - Guess the Object (Listening Focus)
 - One student describes an object without showing it:
 - “This is small. I use it to write.”
 - The class guesses: “Is it a pen?”
 - The student reveals the object and uses the full sentence: “Yes, this is a pen. I use it to write.”

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Class Survey Activity
 - Use the “What do you use at work?” idea as a mini-survey:
 - Students walk around and ask 3 classmates:
 - “What tool do you use at work?”
 - They record responses, then report back:
 - “Three people use a broom. One person uses a computer.”

- “Object Relay” Activity
 - In small teams, students race to describe tools one by one — each turn must use a different function verb.

[20-Minute Break]

III. Production (40–50 mins)

- Mini-Project: Label the Workplace (30-40 mins)
 - Instructions:
 - Students choose two tools or objects in the workplace.
 - Each student prepares a short talk:
 - Simple description of the tool/object.
 - Simple explanation of what it is used for (e.g., “This is a chair. I use it to sit.”).
 - Students can draw or use pictures and label them (writing).
 - Students write two sentences per tool/object:
 - “This is a _____. I use it to _____.”
 - Gallery Walk and Peer Quiz Activity
 - Instructions:
 - Students display their labeled tools/objects around the room (on tables or walls).
 - In pairs, they walk around, choose a peer’s card, and ask:
 - “What is this?”
 - “What do you use it for?”
 - The student who made the card answers using their sentence.
 - Students present their labeled tools/objects to the class, reading their sentences aloud.
 - Encourage correct pronunciation and intonation.
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and frames.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher shows a tool picture, students describe it using the frame: “This is a _____. I use it to _____.”
- Self-reflection: Ask: “What new words or actions did you learn today?” Students share one tool and what it is used for. (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on daily routines and telling the time (Unit 4).
 - Homework: Practice describing tools at home. Draw or find a picture of a workplace tool or object and write: “This is a _____. I use it to _____.” Prepare to share your sentences next class.

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice describing tools and objects at home.
 - Write 3 sentences about tools/objects you use at home or work.

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Support students during reading and writing practice; model correct letter formation and spacing.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 13
- **Topic:** My Workday (Unit 4: Daily Routines and Time)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "I start at 8." / "I finish at 5."
 - I can name 3 daily tasks.
 - I can write a simple routine.

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Daily routine worksheet](#)
 - [Daily routine \(with time\) worksheet](#)
 - [Clock images for time practice](#)
- Video:
 - [People describing their workday routines](https://www.youtube.com/watch?v=kePBvNotYy4) (e.g., "I start at 8. I check emails. I finish at 5.")
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Blank paper cards for routine chart exercise

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
start	to begin work	"I start at 8."	N
finish	to end work	"I finish at 5."	N
check	to look at something	"I check emails."	Y
clean*	to make clean	"I clean the office."	Y

drive	to operate a vehicle	"I drive to work."	Y
lunch	meal in the middle of day	"I have lunch at 12."	N
routine	things you do every day	"My routine is simple."	N

*clean = review word

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick Review: "Describe & Pass"
 - Sit or stand in a circle.
 - Show a tool/object card to the first student.
 - The student describes it: "This is a pen. I use it to write."
 - That student passes the card to the next person, who describes a new card..
 - Icebreaker: "Line Up by Start Time"
 - Ask: "What time do you start work?"
 - Students answer, then line up in order from earliest to latest start time.
 - As they line up, each says: "I start work at 7:00." (etc.)
 - Introduce the Topic
 - Say: "Today, we talk about our daily routines and times."
 - Ask: "Who starts work the earliest? Who starts the latest?"

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Write words: start, finish, check emails, drive, clean, have lunch, etc.
 - Model and drill vocabulary.
 - Introduce time expressions: "at 8," "at 12," "at 5."
 - Practice saying: "I start at 8." "I finish at 5." "I have lunch at 12."
 - Action Charades
 - Assign each vocabulary word/phrase (start, finish, check emails, drive, clean, have lunch) to a student or group.
 - Students mime the action while the class guesses:
 - "Check emails!"
 - "Drive!"
 - After guessing, everyone repeats the word/phrase together.

- Time Match-Up
 - Write on the board different times (“at 8,” “at 12,” “at 5”) and action sentences.
 - Students have to match (e.g., “I have lunch at 12.”) and say sentences.
 - Introduce examples of jobs and their start times (use jobs that were taught in previous lessons, e.g. the chef starts work at _)

- Listening / Audio Practice (5 mins)
 - Video: [People describing their workday routines](https://www.youtube.com/watch?v=kePBvNotYy4) (e.g., “I start at 8. I check emails. I finish at 5.”) <https://www.youtube.com/watch?v=kePBvNotYy4>
 - Students listen and write the words/sentences they recognise.

- Model Dialogue (10 mins)
 - Write on the board:
 - A: What time do you start?
 - B: I start at 8.
 - A: What do you do in the morning?
 - B: I check emails.
 - A: What time do you finish?
 - B: I finish at 5.
 - Teacher models the dialogue with a student, then switches roles.
 - Pair Practice
 - In pairs, students ask and answer (Teacher to write a number of sentences/questions options on the board):
 - “What time do you start?”
 - “I start at 8.”
 - “What time do you have lunch?”
 - “I have lunch at 12.”
 - Rotate partners after one minute for more speaking practice.

- Reading Practice (5-10 mins)
 - Write a short text on the board: “I start at 8. I drive to work. I have lunch at 12. I finish at 5.”
 - Students read sentences aloud individually and in pairs.
 - The teacher checks pronunciation and understanding.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Students write their daily schedule, using the sentence frame (“I start at _____. I finish at _____. I _____ at _____.”)
 - [Daily routine worksheet](#) / [Daily routine \(with time\) worksheet](#)/ [Clock images for time practice](#): Teacher explains the worksheets and assists students to complete them.

[20-Minute Break]

III. Production (30–40 mins)

- Exercise: My Work Routine Chart (20-25 mins)
 - Instructions:
 - Students work in pairs or small groups.
 - Each group receives blank paper cards.
 - Each student creates their workday routine by:
 - Selecting at least 3 daily tasks (start work, check emails, have lunch, etc.)
 - Writing the time next to each task (e.g., "8:00", "12:00", "5:00")
 - Writing a complete sentence for each: "I start at 8." "I have lunch at 12." "I finish at 5."
 - Students organize their cards in chronological order (morning to evening).
 - Writing focus:
 - Students write clearly on their schedule template.
 - Teacher checks spelling, time format, and sentence structure.
 - Focus on correct use of "at" with times.
 - Presentation:
 - Students present their daily work routines to the class.
 - Each student must say at least 3 sentences about their workday.
 - Example: "I start at 8. I check emails at 9. I have lunch at 12. I finish at 5."
- "My Day vs. Their Day" – Partner Sharing (10 mins)
 - Instructions:
 - Students work in pairs. Each reads their routine aloud to a partner.
 - The partner must respond with:
 - "Me too." or "I start at 9, not 8."
 - Then students switch.
 - Optional Extension: Each student presents their partner's day:
 - "Avi starts at 8. He checks email at 9. He has lunch at 1."
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and time expressions.
 - Review sentence structure: "I [action] at [time]."

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher says a time or task, students respond with a full sentence ("I finish at 5." / "I have lunch at 12.")
- Self-reflection: Ask: "What new words or times did you learn today?" Students share one new routine or time. (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on learning the days of the week (part of the same unit).

- Homework: Write 3 sentences about your routine using “I start at...”, “I...at...”, “I finish at...”. Practice saying them aloud.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice saying your routine with a friend or family member.
 - Watch a video about daily routines in English:
<https://www.youtube.com/watch?v=L31ExXwlsVc>

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Support students during reading and writing practice; model correct letter formation and spacing.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities .

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 14
- **Topic:** Days and Time Words (Unit 4: Daily Routines and Time)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can name days of the week.
 - I can say: "on Monday," "at 7:00"
 - I can order routine events by day.

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Days of the week worksheet \(matching, gap fill, sequencing\)](#)
 - [Weekly schedule template](#)
 - [Short reading texts: Simple weekly routines](#)
- Video
 - [People describing their weekly routines](#)
<https://www.youtube.com/watch?v=TAmFU0iU5Y0>
- Required Tech / Supplies:
 - Whiteboard and markers (frontal/in-person lesson)
 - Calendar for visual support

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Sunday	first day of the week	"I work on Sunday"	N
Monday	second day of work week	"Monday is my busy day."	N
Tuesday	third day of work week	"I have a meeting on Tuesday."	N
Wednesday	fourth day of work week	"On Wednesday, I call clients."	N

Thursday	fifth day of work week	"I finish early on Thursday."	N
Friday	sixth day of work week	"Friday is my free day."	N
Saturday	seventh day of the week/ Shabbat / day of rest	"I don't work on Saturday."	N
on	preposition used with days	"I work on Monday."	N
at	preposition used with time	"I start at 8:00."	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick Review: "Daily Routine Chain"
 - Ask one student: "What time do you start work?"
 - That student answers, then asks the next student the same question.
 - Continue around the room, creating a quick speaking chain.
 - Icebreaker: "Days of the Week Toss"
 - Toss a soft ball to a student and ask, "What day is it today?"
 - The student answers ("Today is Monday") and tosses the ball to another student, who repeats with a different day if possible ("Tomorrow is Tuesday" or "Yesterday was Sunday").
 - Introduce Lesson Topic
 - "Today, we learn about days of the week and time words."
 - Ask: "Who works on Friday? Who has Saturday off? What do you do on Saturday" (Show hands for a quick poll.)

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Days of the Week Chant
 - Write the days on the board.

- Lead the class in a rhythmic chant or clap-along to practice pronunciation and stress:
“*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday!*”
 - Repeat several times, speeding up gradually to build energy and focus on stress.
 - “When Do You?” Interview
 - Pair students up.
 - Give them sentence frames to ask and answer:
 - “On which day do you work?”
 - “On Monday, I work.”
 - “What time do you start work?”
 - “At 7:00, I start work.”
 - Encourage them to switch partners after a few minutes.
 - Preposition Practice with a Calendar
 - Show a large calendar or draw a simple one on the board.
 - Point to a day and say: “On Monday,” then point to a time and say: “At 7:00.”
 - Have students repeat chorally and individually.
 - Ask volunteers to come up and point to a day/time and say a sentence.
 - Quick Quiz Game: “When Is It?”
 - Call out an activity or job.
 - Students respond quickly using the frames:
 - “When do you work?” → “On Tuesday.”
 - “What time do you start?” → “At 8:00.”
- Listening / Audio Practice (5 mins)
 - Play video: [People describing their weekly routines](#)
 - Comprehension: Have students share what they heard about the people in the video.
 - Students think about their own weekly schedule: (“On Monday, I work. On Tuesday, I study English.”) and share with the class.
- Model Dialogue and Role Play with Real Schedules (10 mins)
 - Role Play with Real Schedules
 - Write a simple weekly schedule on the board.
 - In pairs, students use the dialogue to ask and answer about their schedules:
 - A: What do you do on Monday?
 - B: On Monday, I work.
 - A: What time do you start?
 - B: I start at 8:00.
 - Find Someone Who...
 - Give students a checklist:
 - “Find someone who works on Monday.”
 - “Find someone who starts at 7:00.”
 - Students mingle, use the dialogue, and write classmates’ names next to each item.
 - Dialogue Circle

- Sit in a circle.
 - One student asks their neighbor the first question; the neighbor answers and asks the next student, and so on.
 - Continue around the circle, changing the day or time each round.
- Reading Practice (5-10 mins)
 - Distribute [short reading texts: Simple weekly routines](#): "On Monday, I work. On Tuesday, I have a meeting. On Wednesday, I call clients."
 - Students read sentences aloud individually and in pairs.
 - The teacher checks pronunciation and understanding.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - [Days of the week worksheet](#): Students complete the worksheet (writing).
 - Calendar Practice: Point to days on a calendar. Students say: "Monday," "Tuesday," etc.
 - Pair Practice: In pairs, students ask and answer about their weekly routines using sentence frames ("What do you do on Monday?" "On Monday, I work.")
 - Listening Game: Teacher says a day, students point to the correct day on the calendar.

[20-Minute Break]

III. Production (30–40 mins)

- Exercise: Weekly Schedule (20-25 mins)
 - Instructions:
 - Students work in pairs or small groups.
 - Each group receives a blank [weekly schedule template](#).
 - Each student creates their weekly routine by:
 - Writing at least one activity for each day of the week
 - Writing the time next to each activity (e.g., "8:00", "12:00", "5:00")
 - Writing a complete sentence for each: "On Monday, I work at 9:00." "On Tuesday, I have a meeting at 10:00."
 - Students organize their activities in chronological order by day.
 - Writing focus:
 - Students write clearly on their schedule template.
 - The teacher checks the spelling of days, time format, and sentence structure.
 - Focus on correct use of "on" with days and "at" with times.
 - Presentation:
 - Students present their weekly schedules to the class.
 - Each student must say at least 3 sentences about their week.
 - Example: "On Monday, I work. On Wednesday, I study English. On Friday, I finish at 4:00."

- Routine Guessing Game (10 mins)
 - Instructions:
 - Students do not write their name on their routine chart.
 - The teacher or student collects and redistributes the cards randomly.
 - One student reads the routine aloud. The rest of the class guesses who it belongs to.
 - Other students listen and identify similarities in schedules.
- Error Correction and Recap (10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and time expressions.
 - Review sentence structure: "On [day], I [action] at [time]."

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher says a day, students respond with a full sentence ("On Monday, I work.")
 - Days of the week in order: Students recite days in sequence.
 - Self-reflection: Ask: "What new words or times did you learn today?" Students share one new day or time expression. (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on talking about time (part of the same unit).
 - Homework: Write 5 sentences about your weekly routine using "On [day], I..." Practice saying them aloud.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice saying days of the week with a friend or family member.
 - Create a simple weekly calendar at home.
 - Watch a video about days of the week in English.
<https://www.youtube.com/watch?v=83dIVLODZYs>

Notes for the Instructor

- Encourage repetition and visual cues for low-literacy learners.
- Monitor pronunciation of days of the week (especially "Wednesday" and "Thursday").
- Support students during reading and writing practice; model correct spelling of days.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 15
- **Topic:** Talking about time (Unit 4: Daily Routines and Time)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can ask: "What time is it?"
 - I can say: "It is 3 o'clock"
 - I can match times to pictures

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Time Flashcards-Exercise](#)
 - [Clock template](#)
- Video
 - [Telling time](https://www.youtube.com/watch?v=fq2tRfHu5s8) https://www.youtube.com/watch?v=fq2tRfHu5s8
- Required Tech / Supplies:
 - Whiteboard and markers
 - Classroom clock or bring a clock
 - Blank paper for poster creation

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Time	measurement of hours and minutes	"What time is it?"	N
o'clock	used to say the exact hour	"It is 3 o'clock."	N
clock	device that shows time	"Look at the clock."	N
hour	60 minutes	"One hour has 60 minutes."	N

minute	60 seconds	"Wait one minute, please."	N
morning	early part of the day	"I wake up in the morning."	N
afternoon	middle part of the day	"I eat lunch in the afternoon."	N
evening	later part of the day	"I go home in the evening."	N
Numbers 1–12	used to tell time (hours)	"It is 7 o'clock."	N
work*	to have a job or do tasks	"I work at 9 o'clock."	N
eat	to consume food	"I eat lunch at 12 o'clock."	N
at*	preposition used with time	"I start at 8:00."	N

*work / at = review words

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick Review: Days & Activities
 - Ask: "What day is it today?"
 - Then, ask a few students: "What do you do on [today]?"
 - Encourage short, real answers: "I work." "I study English." "I rest."
 - Icebreaker: Time Line-Up
 - Ask: "What time do you wake up?"
 - Each student says their time: "I wake up at 6:30."
 - Students then stand in a line from earliest to latest wake-up time.

- Have a few students say the time for their neighbor: "She wakes up at 7:00."
- Introduce Lesson Topic: "Today, we learn how to ask and tell the time."
 - Point to a clock (real or drawn) and ask: "What time is it now?" ([Clock template](#))

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Clock Flashcard Game
 - Show a clock flashcard ([Time Flashcards](#) / [Clock Images for Time Practice](#)) and ask, "What time is it?"
 - The first student to answer ("It is 3 o'clock!") gets a point or a round of applause.
 - Rotate quickly through several times to keep the pace lively.
 - Introduce daily activities: "At 7 o'clock, I wake up." "At 8 o'clock, I go to work."
 - Connect Action and Time:
 - In pairs, students take turns asking and answering:
 - "What time do you wake up?"
 - "I wake up at 6 o'clock."
 - Encourage them to ask about different daily activities (go to work, have lunch, go home).
- Listening / Audio Practice (5 mins)
 - Play a video about telling time in English: [Telling time](#)
 - Students listen and identify the times they hear.
- Role based dialogue (10 mins)
 - Set the scenario: "You are a doctor. Your shift starts at 6.
 - Partner: Ask what time they start work and why.
 - The teacher models the dialogue with a student, then switches roles.
 - In pairs, students perform the dialogue.
- Clock Corners Activity (10 mins)
 - Post four clock faces in corners of the room (e.g., 7:00, 9:00, 12:00, 5:00).
 - The teacher says an activity (e.g., "I go to work"), and students run to the clock they think matches it.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Matching Activity and Gap Fill - [Time Flashcards-Exercise](#): Students match clock faces with written times and pictures of daily activities. Complete sentences with the correct time or activity.
 - Writing Task
 - Students write 3–5 sentences about their daily routine using times (e.g., "At 7 o'clock, I wake up. At 8 o'clock, I go to work.>").

- The teacher checks spelling and sentence structure.
- “My Schedule” mini-poster and Partner Interview:
 - At the end of the writing task, have students create a “My Schedule” mini-poster (visual (clock faces) + 3–5 sentences).
- Then: Walk around and interview a partner about their day.

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher says a time, students respond with a full sentence ("It is 5 o'clock.").
 - Review: "How do you ask the time?" "How do you answer?" Students answer.
- Self-reflection: "What new words did you learn today?" or "Can you tell the time in English?" (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on describing a simple daily schedule.
 - Homework: Write 5 sentences about your daily routine using times. Practice asking and telling the time with a friend or family member.

Optional Independent Practice

- Homework / Practice / For next class:
 - [Watch a video about telling time in English.](https://www.youtube.com/watch?v=fMf42wyOulE)
 - Practice writing and saying times at home.

Notes for the Instructor

- Use repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 16
- **Topic:** Schedule Sharing (Unit 4: Daily Routines and Time)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can present a basic daily plan
 - I can listen to others and understand one detail
 - I can answer: "When do you...?"

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Sample Daily Schedule](#)
 - [Bingo Board Sheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Colored pencils
 - Large paper for schedule charts

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
schedule	a plan for your day or week	"This is my schedule."	N
start*	to begin something	"I start work at 8 o'clock."	N
finish*	to end something	"I finish work at 5 o'clock."	N
day	24 hours, from morning to night	"Today is Monday."	N

week	7 days	"There are 7 days in a week."	N
Sunday-Saturday*	days of the week	"On Sunday, I go to work."	N
when	question word for time	"When do you eat breakfast?"	N

*start/ finish/ Sunday - Saturday = review words

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick Review: Time & Activities
 - Hold up a clock flashcard or point to a time on the board.
 - Ask: "What time is it?"
 - Next, ask: "What do you do at [that time]?"
 - Call on a few students for quick, real-life answers:
 - "At 7 o'clock, I eat breakfast."
 - "At 8 o'clock, I go to work."
 - Icebreaker: "Day & Activity Chain"
 - Ask: "What day is it today?"
 - Then, ask: "What do you do on [that day]?"
 - After a student answers, they ask the next student about another day: "What do you do on Sunday?"
 - Keep the chain moving quickly around the room.
 - Introduce Lesson Topic: "Today, we will talk about our daily schedule."
 - Ask: "Who has the busiest day? Who has the most free time?" (Show of hands or quick discussion.)

I. Presentation (30–40 mins)

- Vocabulary Introduction (15 mins)
 - Write on board: "When do you...?" and "I start... / I finish..."
 - Revise days of the week. Model: "On Monday, I start work at 8 o'clock. I finish at 5 o'clock."
 - Show a [sample daily schedule chart](#).
 - Point to a day and time, and ask:
 - "When does he/she start work?"

- Bingo board and schedule sharing:
 - Give each student a [Bingo Board Sheet](#) with times or days.
 - Teacher reads sentences:
 - “Ana starts work at 8 o’clock.”
 - “I don’t work on Sunday.”
 - “He finishes work at 5 o’clock.”
 - “Thursday is her busy day.”
 - “Tom starts work at 10 o’clock.”
 - “Jane has meetings on Wednesday.”
 - Students listen and mark off matching times/days they hear.
- Find Someone Who...Activity (10 mins)
 - Give prompts:
 - “Find someone who starts work at 7 o’clock.”
 - “Find someone who finishes at 6 o’clock.”
 - Students mingle, ask and answer using the target language, and write names next to each prompt.
- Role Play: “Busy Day at Work” (10 mins)
 - Write on the board the scenario:
 - “You are a bus driver. You start at 6. You eat at 12. You finish at 3.”
 - In groups, students act out their day using learned sentence frames.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Matching Activity: Teacher writes on the board different days and activities. Students match days of the week to activities (e.g., Monday – work, Saturday – rest).
 - Gap Fill: Complete a sentence: "On [day], I [action] at [time]."
 - Pair Practice: In pairs, students ask and answer: "When do you...?" and respond with "I [action] at [time]."
 - Listening Game: Teacher says a day and time, students point to the correct words on the board.

[20-Minute Break]

III. Production (30–40 mins)

- Mini Project: “Partner Schedule Interview + Poster” (25-30 mins)
 - Students create a visual schedule—but for a partner, not themselves.
 - Steps:
 - Interview a partner using:
 - “What time do you start work on Monday?” / “What do you do on Saturday?”
 - Fill in a weekly schedule for your partner.
 - Add small drawings or icons.

- Present their partner's schedule to a group or the class.
- Memory Game: "Who Said What"? (5-10 mins)
 - After group presentations, teacher quizzes students:
 - "Who starts work at 8?"
 - "Whose schedule includes lunch at 1?"
- Error Correction and Recap (5 - 10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and time expressions.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, "When do you start work?" Students answer.
 - Review: "How do you say the days of the week?" Students answer together.
 - Self-reflection: "What new words did you learn today?" or "Can you talk about your schedule in English?" (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on following and giving basic instructions at work (Unit 5)
 - Homework: Complete your daily schedule chart at home. Practice asking and answering "When do you...?" with a friend or family member.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch a [video about daily routines](https://www.youtube.com/watch?app=desktop&v=hzzc1VSwuIg) in English.
 - Practice saying the days of the week and talking about your schedule at home.

Notes for the Instructor

- Use repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 17
- **Topic:** Basic Instructions (Unit 5: Simple Instructions and Requests)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can understand: "Stand up," "Go here," "Take this"
 - I can match instructions to actions
 - I can respond to simple commands
 - I can recognize commands on cards: "Open the door", "Go to the office"

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Instructions Pictures](#)
 - [Instructions Cards](#)
 - [Instructions worksheet](#)
- Video
 - [video with basic instructions \(e.g., "Stand up", "Sit down", "Open the door"\)](https://www.youtube.com/watch?v=rfPX9oNj-Ww).
https://www.youtube.com/watch?v=rfPX9oNj-Ww
- Required Tech / Supplies:
 - Whiteboard and markers
 - Black papers for activity
 - Sticky notes

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
stand	to be on your feet	"Stand up."	N
sit	to rest on your bottom	"Sit down."	N
go	to move from one place to another	"Go to the office."	N

take	to pick up or receive something	"Take this."	N
open*	to make something not closed	"Open the door."	N
close*	to shut something	"Close the window."	N
here	in this place	"Go here."	N
door	a way to enter or leave a room	"Open the door."	N

open / close = review words

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Work Routines
 - Pair Activity:
In pairs, ask and answer:
"When do you start work?"
Encourage learners to use full sentences (e.g., "I start work at 8:00 AM.").
 - Group Sharing:
After pairs finish, each group member shares one interesting or unusual work start time they heard.
Example: "Maria starts work at 4:00 AM because she works at a bakery!"
 - Follow-Up Questions:
As a class, discuss:
 - Who starts work the earliest?
 - Who starts work the latest?
 - Why do people start work at different times?
 - Icebreaker: Real-Life Instructions
 - Each student writes a simple instruction they use at work (e.g., "Send the report," "Log in to the system").
 - Collect and mix up the instructions. Students draw one and act it out or give it to a partner to follow.
 - Lesson Introduction

- Ask: *“Why are clear instructions important at work?”*
Write answers on the board. Guide students to ideas such as:
 - Avoiding mistakes
 - Saving time
 - Keeping everyone safe
- State the goal: *“Today, we’ll practice giving and following simple instructions to make our communication more effective.”*

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Command Charades
 - Write the commands on the board: *Stand up, Sit down, Go here, Take this, Open the door, Go to the office.*
 - Split the class into small groups.
 - One student from each group draws a command (or is assigned one) and acts it out silently.
 - The group guesses the command and says it aloud.
 - Command Relay
 - The teacher gives a command to one student, who performs it and then gives a new command (from the board) to another student.
 - Continue the chain until everyone has participated.
 - Real-Life Connection
 - Ask students: *“Where might you hear these commands at work or in daily life?”*
 - Briefly discuss and share examples.
- Listening / Audio Practice (5 mins)
 - Play a short [video with basic instructions \(e.g., “Stand up”, “Sit down”, “Open the door”\)](#).
 - Students listen and write down instructions they recognise. Then, students share and practice correct pronunciation.
- Model Dialogue (15-20 mins)
 - Step 1. Real-World Role Play
 - Write the dialogue on the board, but set the scene:
“Imagine you’re at work and your manager is giving you instructions.”
 - Step 2. Pair Practice with Personalization
 - In pairs, students take turns being “A” (the manager) and “B” (the employee), using the model but also adding their own workplace instructions from earlier (e.g., “Send this email,” “Bring the file,” etc.).
 - Encourage students to use props (a notebook, a pen, etc.) to make it more realistic.
 - Step 3. Quick Feedback and Switch
 - After each pair practices, have them swap roles and try again with different instructions.

- Invite a few pairs to perform their version for the class.
 - Step 4. Reflect
 - Ask: “How did it feel to give and follow instructions? Was anything unclear?”
 - Briefly discuss how clear communication helps at work.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Matching Activity - [Instructions Cards](#) Worksheet: Match instruction cards to pictures or actions.
 - Gap Fill - [Instructions Pictures](#) Worksheet: Complete sentences: “_____ the door.” (Students write: Open)
 - Sentence completion - [Instructions worksheet](#): Fill the blank and multiple choice questions.

[20-Minute Break]

III. Production (30–40 mins)

- Gallery Walk and Peer Reading (25 mins)
 - 1. Brainstorm Warm-Up
 - Start with a quick brainstorm:
Ask, “What instructions do you hear at work or at home?”
Write examples on the board (e.g., “Sit down,” “Turn on the light,” “Check your email”).
 - 2. Create and Illustrate
 - Each student writes 3–5 simple instructions.
 - Encourage creativity:
 - Students can draw a small picture or use stickers next to each instruction to show the action.
 - Provide a sheet with common action stickers or icons if available.
 - 3. Tape all instructions (with drawings) around the room.
 - Students walk around, read others’ instructions, and try to follow them (e.g., if they see “Clap your hands,” they clap).
 - Afterward, students return to their seats and choose their favorite instruction from the gallery to read aloud to the class.
- Reading Activity (15 mins)
 - 1. Warm-Up
 - Write these workplace actions on the board (or give printed slips):
 - Stand up.
 - Sit down.
 - Open the door.
 - Close the window.
 - Pick up the pen.

- Read each instruction aloud while students follow along. Have students repeat each instruction.
 - 2. Reading Instructions
 - Give each group a set of cards or slips with simple written instructions (one per slip), for example:
 - “Stand up.”
 - “Pick up your bag.”
 - “Walk to the door.”
 - “Wave your hand.”
 - “Sit down.”
 - Ask one student in each group to read a card quietly (alone or with a partner), then show it to the rest of the group. The group reads the instruction together and then does the action.
 - 3. Sequence Reading & Acting
 - Now, give cards with two-step written instructions, e.g.:
 - “Stand up and clap your hands.”
 - “Pick up the pen and sit down.”
 - Have students read the card together. As a group, follow both instructions in the order written.
 - 4. Confirmation Speaking
 - After each sequence, prompt students to say and act out what they are doing:
 - “I am standing up and clapping my hands.”
 - “I am picking up the pen and sitting down.”
- Error Correction and Recap (5 - 10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and time expressions.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “What does ‘Stand up’ mean?” Students answer and demonstrate.
 - Review: “How do you say ‘Open the door’ in English?” Students answer together.
- Self-reflection: “What new words did you learn today?” “Can you give a simple instruction in English?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on making simple requests (part of the same unit)
 - Homework: Practice giving and following simple instructions at home. Make a list of 3 instructions and try them with a friend or family member.

Optional Independent Practice

- Homework / Practice / For next class:
 - [Watch a video about giving and following simple instructions in English.](https://www.youtube.com/watch?v=LLvGYEjutWo)
 - Practice saying and acting out commands at home.

Notes for the Instructor

- Use repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** PRE A1
 - **Lesson Number:** 18
 - **Topic:** Asking for Help (Unit 5: Simple Instructions and Requests)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "Can you help me?"
 - I can ask politely for something
 - I can act out a help situation
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Asking for Help Worksheet](#)
 - [Simple Requests Worksheet](#)
 - [Reading Activity](#)
- Video
 - [Ways to ask for help](https://www.youtube.com/watch?v=J2t1Ncy6Yg0) https://www.youtube.com/watch?v=J2t1Ncy6Yg0
- Required Tech / Supplies:
 - Whiteboard and markers
 - Sticky notes

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
help	to give assistance	"Can you help me?"	N
need	to require something	"I need help."	N
pass	to give something to someone	"Can you pass the pen?"	N
repeat	to say something again	"Can you repeat, please?"	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Action Challenge (Pairs or Small Groups)
 - Take turns asking and answering:
 - “Can you stand up?”
 - “Can you open the door?”
 - “Can you pick up the book?”
 - If the answer is “yes,” the person must do the action.
 - Rotate roles so everyone asks and answers.
 - Vocabulary Twist: Add a twist by including review topics:
 - People and Jobs: “Can you be the teacher?” “Can you act like a chef?”
 - Tools and Objects at Work: “Can you show me a pen?” “Can you hold the stapler?”
 - Daily Routines and Time: “Can you show me what you do at 9 AM?” “Can you pretend to drink coffee?”
 - Simple Instructions and Requests: “Can you write your name?” “Can you please sit down?”
 - Places and Directions: “Can you point to the door?” “Can you walk to the window?”
 - Set a timer for 2 minutes and see how many actions each pair or group can complete. Celebrate the most creative or enthusiastic group!
 - Icebreaker: Help Chain Game (Whole Class)
 - Start by saying, “Can you help me? Please pass the pen.”
 - The student who receives the pen asks the next person for help with a different classroom object or action:
 - “Can you help me? Please hand me the notebook.”
 - “Can you help me? Please open the window.”
 - Encourage using vocabulary from the review topics:
 - Jobs: “Can you help me? Please act like a manager.”
 - Tools/Objects: “Can you help me? Please show me the scissors.”
 - Routines/Time: “Can you help me? Please show me what you do at lunchtime.”
 - Places/Directions: “Can you help me? Please walk to the board.”
 - Lesson Introduction
 - Ask: “Why is it important to ask for help at work?”
 - Encourage students to share ideas (e.g., to learn, to stay safe, to do a better job).
 - State: “Today, we’ll practice useful ways to ask for help.”

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Step 1. Real-Life Scenarios

- Write the phrases on the board:
 - “Can you help me?”*
 - “Please help me.”*
 - “Thank you for your help.”*
 - “Can you open the door?”*
 - “Can you pass the pen?”*
 - Step 2. Role Play in Pairs
 - In pairs, students take turns making requests using the phrases and real objects in the classroom (e.g., actually passing a pen, opening a window).
 - Encourage natural responses: “Of course, here you go!” or “No problem.”
 - Step 3. Quickfire Practice
 - The teacher calls out a situation (e.g., “You need a pen,” “You want the door open”).
 - Students quickly choose and say the appropriate phrase, then act it out with a partner.
 - Step 4. Workplace Connection
 - Ask: “Where could you use these phrases at work?”
 - Invite a few students to share examples from their jobs.
- Listening / Audio Practice (5 mins)
 - [Play a short video on how to ask for help](https://www.youtube.com/watch?v=J2t1Ncy6Yg0)
<https://www.youtube.com/watch?v=J2t1Ncy6Yg0>
 - Students listen and write their preferred way in their notebook/handout.
- Model Dialogue and Workplace Role Play (15-20 mins)
 - Write on the board:
 - A: Can you help me, please?
 - B: Yes, I can help you.
 - A: Can you open the door?
 - B: Yes, here you are.
 - The teacher models the dialogue with a student.
 - Workplace Role Play
 - Set the scene: “Imagine you’re at work and need help from a colleague.”
 - In pairs, students use the model dialogue, but personalize it with real workplace tasks (e.g., “Can you help me with the printer?” “Can you send this email?”).
 - “Help Desk” Rotation
 - One student is the “help desk.” Others approach and ask for help using the phrases on the board.
 - Rotate roles so everyone practices asking and responding.
 - Realistic Responses
 - Encourage students to respond naturally: “Sure, I can help!” or “Of course, let me do that.”
 - Quick Reflection

- Ask: “How did it feel to ask for and offer help? When do you use these phrases at work?”

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Matching Activity - [Simple Requests Worksheet](#): Match the sentences to pictures.
 - Gap Fill - [Asking for Help Worksheet](#): Complete the dialogue / Complete sentences about the picture
 - Reading Aloud - [Reading Activity](#)
 - Students read the short text aloud
 - Pre-Reading Warm-Up
 - Show a few key words from the text on the board with visuals.
 - Ask questions: “What do you think about Alex?”
 - Model the Reading
 - Read the first sentence aloud slowly with clear pronunciation.
 - Point to each word as you read. Emphasize natural intonation.
 - Ask students to listen first, then repeat after you line by line (choral repetition).
 - Guided Practice in Pairs or Small Groups
 - Give each pair or small group one sentence.
 - Students take turns reading the sentence aloud to each other.
 - Partners help correct pronunciation and give encouragement.
 - Teacher circulates and supports as needed.
 - Whole-Class Wrap-Up
 - Invite a few volunteers to read one full sentence to the class, and explain what it means.
 - Use positive feedback: “Good reading!” “Nice pronunciation!” “Say it again with a strong voice.”

[20-Minute Break]

III. Production (30–40 mins)

- Real-Life Request Brainstorm (30-35 mins)
 - 1. Prompt: Ask students, “What requests do you make at work or at home?”
 - Board Examples: Write a few on the board (e.g., “Can you help me?”, “Can you show me?”, “Can you call me?”).
 - 2. Creative Request Cards
 - Write & Illustrate:
Each student writes 3–5 simple requests on sticky notes.
 - Visuals:
Encourage them to draw a picture or use stickers for each request (e.g., a pen for “Can you pass the pen?”).

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 19
- **Topic:** Polite Words at Work (Unit 5: Simple Instructions and Requests)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "Please," "Thank you," and "Excuse me"
 - I can use polite words in a role-play
 - I can listen for polite phrases in a dialogue
 - I can write polite phrases: "Please help me." / "Thank you"

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Polite words matching exercises](#) x 2
 - [Polite words worksheet](#)
- Video
 - [Video with polite phrases](#) (e.g., "Excuse me, can I ask a question?", "Thank you for your help.") <https://www.youtube.com/watch?v=QWBwCoecvkM>
- Required Tech / Supplies:
 - Whiteboard and markers
 - Sticky notes

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
please	polite word for making a request	"Please help me."	N
thank you	polite word to show appreciation	"Thank you for your help."	N
excuse me	polite phrase to get attention or apologize	"Excuse me, may I ask a question?"	N
sorry	polite word to apologize	"Sorry, I am late."	N

help*	to give assistance	"Can you help me, please?"	N
may I	polite way to ask permission	"May I come in?"	N
you're welcome	polite response to "thank you"	"You're welcome."	N

*help = review word

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Friendly Networking
 - As students arrive, greet each one and encourage them to greet a classmate using, "Hello! How are you today?"
 - Students mingle and greet at least two people, practicing small talk.
 - Quick Review: Help Desk Challenge
 - In small groups, students take turns asking, "How do you ask for help at work?"
 - Each person demonstrates a polite way to ask for help, using phrases from previous lessons.
 - Icebreaker: Politeness Relay
 - The teacher starts by saying, "Excuse me, can I have a pen, please?" and hands a pen to a student.
 - That student must then use a different polite request (e.g., "Could you please pass the notebook?") with another classmate, who responds and acts.
 - Continue until everyone has participated.
 - Introduce the Lesson Topic
 - Ask: "Why do you think polite words are important at work?"
 - Briefly discuss, then announce: "Today, we'll learn how to use polite words and requests at work to build good relationships."

I. Presentation (30–40 mins)

- Vocabulary Introduction (10 mins)
 - Real-Life Scenarios
 - Write the phrases on the board:
Please, Thank you, Excuse me, Sorry, May I, You're welcome.
 - Briefly explain when and why each phrase is used at work (e.g., "Excuse me" to get attention, "Sorry" for mistakes).
 - Quickfire Challenge

- Teacher calls out a workplace situation (“You bump into someone,” “You need to interrupt a meeting,” etc.).
 - Students quickly choose and say the most polite phrase for that situation.
 - Group Reflection
 - Ask: “Which polite words do you use most at work? Are there any you’d like to use more?”
- Listening / Audio Practice (5 mins)
 - Play [video with polite phrases](#)
 - Students listen and write their favorite polite phrase in their notebook/handout.
- Model Dialogue (10 mins)
 - Write on the board:
 - A: Excuse me, can you help me, please?
 - B: Yes, I can help you.
 - A: Thank you.
 - B: You’re welcome.
 - The teacher models the dialogue with a student, then switches roles.
 - Polite Phrase Speed-Dating
 - Pair students up. One student chooses a phrase and uses it in a real-life work situation (e.g., “Excuse me, may I ask a question?”).
 - The partner responds appropriately (“Of course!” or “You’re welcome!”).
 - After 1 minute, switch partners and repeat with a new phrase and scenario.
- Reading Practice (10 mins)
 - 1. Interactive Sentence Reveal
 - Write each sentence (“Please help me.”, “Thank you.”, “Excuse me, may I ask a question?”) on separate strips of paper or slides.
 - Dramatically reveal each one, asking students to guess the meaning or situation before reading.
 - 2. Choral and Echo Reading
 - First, read each sentence aloud with energy and a gesture (e.g., hand raised for “Excuse me...”).
 - Students repeat together (choral reading).
 - Next, students echo your reading in pairs, taking turns.
 - 3. Role-Play Mini-Scenes
 - Assign simple roles: Student A is in trouble, Student B is a helper.
 - Student A reads: “Please help me.”
 - Student B responds: “Of course!” or “How can I help?”
 - Rotate roles and sentences so everyone practices each phrase in context.
 - 4. Find Your Match
 - Give each student a card with one sentence or a matching response (e.g., “Thank you.” and “You’re welcome!”).
 - Students walk around, reading their card aloud, and find their match.

- 5. Pronunciation Challenge
 - The teacher models tricky words (“excuse,” “question”).
 - Students repeat, clap, or tap the rhythm of the sentence.
 - For fun, have a “pronunciation champion” round where students volunteer to read with their best clear voice.
- 6. Quick Comprehension Check
 - Ask: “When do you say ‘Please help me?’” “When do you say ‘Thank you?’”
 - Encourage students to give examples from work or daily life.

II. Practice (30–40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Matching Activity - [Polite words matching exercises](#) x 2: Match polite phrases to pictures or situations.
 - Gap Fill - [Polite words worksheet](#): Look at the pictures and select which polite phrase you should use. Read the sentence and decide which polite phrase/greeting to use.

[20-Minute Break]

III. Production (30–40 mins)

- Polite Phrase Gallery Walk (Writing & Reading – 20 mins)
 - Task: Each student writes 3–5 polite phrases they might use at work on colorful cards or sticky notes (e.g., “Could you please help me?”, “Thank you for your support.”).
 - Gallery Walk: Post the phrases around the room. Students walk around, read the phrases, and vote (with stickers or check marks) for the most useful or best-phrased ones.
 - Share: Volunteers read their favorite phrase aloud and explain when they would use it at work.
- Workplace Role-Play Carousel (Speaking & Listening – 15 mins)
 - Set Up: In small groups, assign each group a common workplace scenario (e.g., asking for help with a task, apologizing for being late, thanking a colleague).
 - Role-Play: Each group creates a short dialogue using polite phrases and acts it out for the class.
 - Rotate: Groups rotate scenarios and try new roles, ensuring everyone practices different situations.
 - Peer Feedback: After each role-play, classmates give positive feedback and suggest even more polite alternatives.
- Live Correction & Recap (5–10 mins)
 - Spotlight Errors: The teacher notes common pronunciation or grammar mistakes during activities and writes them on the board.
 - Choral Practice: The class repeats tricky words or phrases together, focusing on clear pronunciation.

- Quick Recap: End with a rapid-fire round—students call out polite phrases they remember, and the class repeats them together.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: “How do you respond to ‘thank you’?” Students answer together.
 - Self-reflection: “What polite words did you learn today?” “Can you use polite words in English?” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on giving and following instructions (part of the same unit)
 - Homework: Practice using polite words at home. Make a list of 3 polite phrases and try them with a friend or family member.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Review the [video about using polite words in English](https://www.youtube.com/watch?v=QWBwCoecvKM) shown in class.
 - Practice saying and acting out polite phrases at home.

Notes for the Instructor

- Use repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 20
- **Topic:** Instruction Practice (Unit 5: Simple Instructions and Requests)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can follow 2–3 instructions in a row
 - I can give simple instructions to a classmate
 - I can ask: "Can you do that again?"

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Instructions Matching Activity](#)
 - [Gap Fill Activity](#)
 - [Reading Activity](#)
 - Review Instruction cards (download from [lesson 17](#))
 - Review Polite words (download from [lesson 19](#))
- Video
 - [Instructions at work](https://www.youtube.com/watch?v=E2O9SiGzL6w). <https://www.youtube.com/watch?v=E2O9SiGzL6w>
- Required Tech / Supplies:
 - Whiteboard and markers
 - Blank paper cards for mini-project

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
instruction	a direction or order	"Follow this instruction."	Y
follow	to do as someone says	"Please follow me."	N
give	to present or offer something	"Give me the pen."	N

pass	to give something to someone	"Pass the paper."	N
again	one more time	"Can you do that again?"	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick Review: Real-Life Scenarios
 - In pairs, students ask each other: "When do you say 'please' and 'thank you' at work?"
 - Each person shares a real example and acts it out (e.g., "Please send me the report." "Thank you!").
 - Instruction Chain Game
 - The teacher starts: "Stand up, please."
 - The first student follows the instruction, then gives a new polite instruction to another classmate (e.g., "Pass me your notebook, please.").
 - Continue the chain until everyone has participated, using "please" in every instruction.
 - Lesson Introduction: Workplace Connection
 - Ask: "Why is it important to give and follow instructions politely at work?"
 - Briefly discuss, then announce: "Today, we'll practice how to give and follow instructions clearly and politely."

I. Presentation (30–40 mins)

- Vocabulary Review (10 mins)
 - Write on the board: "Stand up", "Sit down", "Open the door", "Close the window", "Pass the paper", "Please", "Thank you", "Excuse me", "Can you do that again?"
 - The teacher models each instruction and polite word with an action; students repeat and copy the action.
 - Revise: Teacher says two instructions in a row, students act or respond.
 - Workplace Simulation
 - Write the phrases on the board:
Stand up, Sit down, Open the door, Close the window, Pass the paper, Please, Thank you, Excuse me, Can you do that again?
 - Briefly discuss: "Where might you hear these at work?"
 - Polite Chain

- In a circle, one student gives an instruction using “please” (e.g., “Pass the paper, please”).
 - The next student responds (“Thank you!” or “Excuse me, can you do that again?”), then gives a new instruction to another classmate.
 - Continue until everyone has participated.
 - Quick Reflection
 - Ask: “Which polite phrases do you use most at work? Which do you want to practice more?”
- Listening / Audio Practice (5 mins)
 - [Play a video with instructions at work](https://www.youtube.com/watch?v=E2O9SiGzL6w). <https://www.youtube.com/watch?v=E2O9SiGzL6w>
 - Students listen and note the words they understand. Teacher to provide clarifications where needed.
- Model Dialogue (10 mins)
 - Write on the board:
 - A: Stand up, please.
 - B: [Student stands up]
 - A: Open the door.
 - B: [Student pretends to open the door]
 - A: Can you do that again?
 - B: [Student repeats action]
 - The teacher models the dialogue with a student.
 - Instruction Challenge
 - Pairs take turns giving each other a sequence of polite instructions using the phrases on the board.
 - The “B” partner must follow the instructions and, if asked, repeat the action.
 - Encourage students to use props (a notebook, a pen, a door, etc.) for realism.
 - Mix & Match
 - Shuffle slips of paper with different instructions and polite phrases.
 - Each pair draws three and creates a mini-dialogue, then acts it out for another pair or the class.
 - Peer Feedback
 - After each mini-dialogue, classmates give positive feedback and suggest alternate polite phrases to use.

II. Practice (15 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - [Instructions Matching Activity](#): Match instruction cards to pictures or actions.
 - [Gap Fill Activity](#): Complete sentences: “_____ the door.” (Students write: Open)
 - Reading Aloud - [Reading Activity](#)
 - In pairs, students read the dialogue aloud

- Pre-Reading Warm-Up
- Show a few key words from the text on the board with visuals.
- Model the Reading
 - Read the first sentence aloud slowly with clear pronunciation.
 - Point to each word as you read. Emphasize natural intonation.
 - Ask students to listen first, then repeat after you line by line (choral repetition).
- Guided Practice in Pairs or Small Groups
 - Give each pair or small group one sentence.
 - Students take turns reading the sentence aloud to each other.
 - Partners help correct pronunciation and give encouragement.
 - The teacher circulates and supports as needed.
- Whole-Class Wrap-Up
 - Invite a few volunteers to read one full sentence to the class, and explain what it means.
 - Use positive feedback: “Good reading!” “Nice pronunciation!” “Say it again with a strong voice.”

[20-Minute Break]

III. Production (30 mins)

- Mini-Project: Workplace Instruction Role-Play (30 mins)
 - Set the scene: “Imagine you’re at work and your colleague is showing you how to do something.”
 - Preparation: Students work in small groups. Each group receives paper cards. Students personalize it with real workplace tasks (e.g., “Turn on the projector, please.” “Can you do that again?”):
 - At least two workplace instructions
 - At least two polite words
 - At least two questions
 - Role-Play: Groups practice their scripts, then perform for the class.
- Speaking and Listening (10 mins)
 - In small groups, students take turns giving instructions and asking questions.
 - Other students listen, follow instructions, and respond politely.
- Error Correction and Recap (5 - 10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and time expressions.

IV. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “How do you ask someone to repeat?” Students answer together.
 - Self-reflection: “What new words did you learn today?” “Can you give an instruction in English?” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on naming workplace areas and giving directions. (Unit 6 Places and Directions)
 - Homework: Practice giving and following instructions at home. Make a list of 3 instructions and try them with a friend or family member.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Review the video played in class: [Instructions at work](https://www.youtube.com/watch?v=E2O9SiGzL6w).
<https://www.youtube.com/watch?v=E2O9SiGzL6w>
 - Practice saying and acting out instructions at home.

Notes for the Instructor

- Use repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 21
- **Topic:** Workplace Places (Unit 6: Places and Directions)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can name rooms: office, kitchen, store, restroom
 - I can say: "The restroom is next to the office"
 - I can label a simple map

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Ice breaker Activity: Find Someone Who](#)
 - [Room name and pictures cards](#)
 - [Office Map Worksheet](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Objects in the workplace (e.g., mug, pen, cleaning spray)
 - Large paper for map drawing

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
office*	a room where people work	"I work in the office."	Y
kitchen	a room for preparing food	"The kitchen is next to the store."	Y
store*	a place to keep things or buy items	"The store is near the kitchen."	Y
restroom	a room with a toilet and sink	"The restroom is next to the office."	Y

next to	beside; at the side of	"The office is next to the kitchen."	N
map	a drawing that shows where places are	"Label the rooms on the map."	N
label	to write the name of something on it	"Label the kitchen on the map."	N
room	a part of a building with walls and a door	"This is the meeting room."	Y

*office / store = review words

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Icebreaker activity: "Find Someone Who". Hand out a [sheet on "Find someone who..."](#) that include grids with the following prompts:
 - ...can say a polite word
 - ...can give an instruction at work
 - ...can say the time when he/she starts work
 - ...can say a tool that he/she uses at work

Students move around and ask each other simple questions: "Can you ask a question using a polite word?" / "Can you give an instruction at work?" / "At what time do you start work?" / "What tool do you use at work". They mark a ✓ when they find someone who can do it

- My home: Ask students to think of places in their house/apartment or workplace .
 - Call out the name of a room or place (e.g., "kitchen," "office," "reception").
 - Introduce Topic: "Today, we'll learn the names of rooms and places at work—and use them in real-life situations!"

I. Presentation (30–40 mins)

- Vocabulary Introduction (15 mins)
 - Show printed photos of workplace rooms - [Room name and pictures cards](#)
 - Students match photos to room name cards - [Room name and pictures cards](#)
 - Use a "mystery bag" with objects (e.g., mug, pen, cleaning spray). Students guess which room each belongs to and explain why.

- Visual Discovery (Photos of Workplace Rooms):
 - Show real or printed photos of different workplace rooms (e.g., kitchen, meeting room, reception, storage).
 - Group activity: In small groups, students look at the photos.
 - Task: Each group discusses and writes down what they think each room is called and what activities happen there.
 - Class check: Groups share their answers. The teacher confirms room names, writes them on the board, and models pronunciation.
- Mystery Bag Game (Object Association):
 - Prepare a “mystery bag” filled with common workplace objects (e.g., mug, pen, cleaning spray, stapler, phone).
 - Activity: One by one, students reach into the bag, pull out an object (without looking), and show it to the class.
 - Guessing and Reasoning: The class guesses which room the object belongs to and explains why. For example:
 - *“A mug is usually in the kitchen because people drink coffee there.”*
 - *“Cleaning spray is in the storage room because it’s used for cleaning.”*
 - Follow-up: Encourage students to use full sentences and prepositions (e.g., “The stapler is on the desk in the office.”).
- Language Focus:
 - Highlight and practice useful phrases and prepositions for describing locations:
 - “in the kitchen,” “on the desk,” “next to the printer,” etc.
 - Model pronunciation and ask students to repeat.
- Optional Extension (Movement):
 - If space allows, students walk to different parts of the classroom to “act out” where each item would be found, reinforcing vocabulary with movement and context.
- Reading Activity on Model Dialogue: Asking for Directions at Work (15-20 mins)
 - 1. Introduce the Situation
 - Write on the board (or show on a handout)
Situation: You are new at work. You need to find the restroom, kitchen, and meeting room.
 - Read the situation together with the class.
 - 2. Read the Model Dialogue
 - Write or give students the short dialogue:
 - A: Where is the restroom?
 - B: The restroom is next to the office.
 - Read each line aloud and have students repeat.
 - Ask students to read the dialogue with a partner, swapping roles.
 - 3. Expanded Dialogue
 - Write or hand out an expanded dialogue:
 - A: Excuse me, could you tell me where the restroom is?
 - B: Sure. The restroom is next to the office, just down the hall.

- Read the dialogue together.
 - Students practice reading it in pairs.
- 4. Reading for Meaning
 - List locations on the board or provide a matching activity:
 - The kitchen
 - The meeting room
 - The manager's office
 - Ask students:
Read: Where is the kitchen?
Find/Read: The kitchen is next to the meeting room.
 - Students match places to locations or underline the correct place in a list.
- 5. Pair Reading and Roleplay
 - Give students these sample prompts to read:
 - Where is the kitchen?
 - Could you tell me how to get to the meeting room?
 - Is the break area near here?
 - In pairs, one student reads a question from the list, the other reads an answer from a provided answer key or makes a simple answer (using reading cards if needed).
 - Swap roles and repeat with different locations.
- 6. Confirm Understanding (Optional)
 - After reading, ask:
 - What does "next to the office" mean? (Point to a picture or map if possible.)
 - Is the restroom on this floor? (Students read the answer.)

II. Practice (30- 40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Matching Relay: In teams, students race to match room name cards to pictures - [Room name and pictures cards](#).
 - Gap Fill: Teacher writes on the board. Students have to complete sentences: "The _____ is next to the office." (Students write: restroom)
 - [Office Map Worksheet](#): Students write sentences about what they see on the map. (e.g. The office 5 is next to the kitchen)

[20-Minute Break]

III. Production (30 - 40 mins)

- Workplace Map Design (15 mins)
 - 1. Group Creative Challenge
 - Divide students into small groups (3–4 per group).
 - Give each group a large sheet of paper, colored markers, and stickers.

- Task: Design a simple map of a workplace (choose: office, kitchen, store, or another familiar place).
 - Labeling: Groups label each room clearly (e.g., Office, Restroom, Kitchen, Storage).
 - Sentence Writing: For each room, write a sentence about its location using prepositions (e.g., “The kitchen is next to the office.” “The restroom is opposite the store.”).
 - Fun Element: Each group invents and adds one “fun” or unusual room (e.g., “The Relax Room is between the office and the kitchen.”).
 - Mystery Room: Optionally, groups can add a “mystery room” and write clues for the class to guess.
 - 2. Encourage Creativity
 - Suggest using colors, symbols, or small objects for extra engagement.
 - Groups can name their workplace and decorate the map.
- Speaking and Listening (15 mins)
 - 1. Group Presentations
 - Each group presents their map to the class.
 - Members take turns describing where each room is:
“The meeting room is next to the kitchen.”
“The coffee corner is in front of the office.”
 - 2. Interactive Q&A
 - After each presentation, classmates ask questions:
“Where is the restroom?”
“Is the storage room near the kitchen?”
 - Presenters answer using target structures:
“The restroom is beside the office.”
“Yes, the storage room is next to the kitchen.”
 - 3. Guess the Mystery Room
 - If using a mystery room, classmates listen to clues and guess:
“It’s between the kitchen and the office. What is it?”
- Error Correction and Recap (5 - 10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and room names

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “Where is the kitchen?” Students answer and point to the map.
- Self-reflection: “Can you name three rooms at work?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on asking for directions. (Unit 6 Places and Directions)
 - Homework: Draw a simple map of your home or workplace and label three rooms.

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice saying and writing room names at home.
 - Use a free online map tool (e.g., Google Maps) to find and label places in your city.

Notes for the Instructor

- Use repetition and visual cues for low-literacy learners.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 22
- **Topic:** Asking for Directions (Unit 6: Places and Directions)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "Where is the...?"
 - I can understand simple responses
 - I can follow a map to a room

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Picture of an office map](#)
 - [Directions word pictures](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Sticky notes

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
where	question word to ask about a place	"Where is the office?"	N
left	direction to your left side	"Turn left at the kitchen."	N
right	direction to your right side	"Turn right at the store."	N
straight	not turning, in one direction	"Go straight to the restroom."	N
next to	beside; at the side of	"The store is next to the kitchen."	N

near	close to	"The office is near the restroom."	N
map*	a drawing that shows where places are	"Follow the map to the kitchen."	N
directions	instructions to help you find a place	"Can you give me directions?"	N
go	to move from one place to another	"Go to the office."	N
turn	to change direction	"Turn left at the corner."	N
office*	a room where people work	"Where is the office?"	Y
kitchen*	a room for preparing food	"Where is the kitchen?"	Y
restroom*	a room with a toilet and sink	"Where is the restroom?"	Y
store*	a place to keep things or buy items	"Where is the store?"	Y

*map/ office/ kitchen/ restroom/ store = review words

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - 1. Room Name Flashcard Relay
 - Flashcard Showdown:
Hold up flashcards or pictures of rooms (office, kitchen, store, restroom).

Students call out the name as quickly as they can—add friendly competition by awarding a point for the fastest correct answer.

- **Pass & Say:**

Pass the flashcards around the room.

When a student receives a card, they say the room name and then give a quick mime or gesture (e.g., pretend to type for “office,” pretend to cook for “kitchen”).

The next student must repeat the gesture and say the room name before passing it on.

- **2. Map Pointing & Movement Game**

- **Interactive Map:**

Draw a simple map of a workplace on the board with labeled rooms.

- **Point & Move:**

Say a room name (e.g., “restroom”).

Instead of just pointing, invite a student to come up, walk to the map, and touch or “walk” their finger from one room to another, narrating:

“I am going from the office to the restroom.”

- **Simon Says Variation:**

Play “Simon Says” with the map:

“Simon says, point to the kitchen!”

“Simon says, walk to the store!”

If you don’t say “Simon says,” students shouldn’t move—add laughter and energy!

- **3. Topic Introduction**

- **Real-Life Connection:**

Ask, “Have you ever needed to find a room at work or in a building? How did you ask?”

Let a few students share quick stories or gestures.

- **Set the Scene:**

“Today, we’ll learn how to ask for and understand directions at work—so you’ll always know where to go!”

I. Presentation (30–40 mins)

- **Vocabulary Introduction (20 mins)**

- Show a picture of a workplace map ([Picture of an office map](#))

Ask:

- “What do you see in this picture?”

- “Where is the office? Where is the kitchen?”

This encourages students to start thinking about places and directions.

- Ask students:

- “Have you ever asked, ‘Where is the restroom?’”

- “How do you ask for help when you don’t know where to go?”
Write the question on the board: “Where is the...?”
Model the question and have students repeat it chorally.
 - Use a Short Anecdote or Real-Life Context
Tell a brief, relatable story:
“Yesterday, I was new at work. I wanted to find the kitchen. I asked my friend, ‘Where is the kitchen?’ She said, ‘Go straight and turn left.’ Then I found it!”
Ask students: “Have you ever asked for directions at work or somewhere else?”
 - Introduce the Lesson Objective Clearly. Say:
“Today, we will learn how to ask for directions at work. We will practice saying ‘Where is the...?’ and understanding simple answers. We will also use maps to find rooms.”
- Model Dialogue (15-20 mins)
 - Write on the board:
 - A: Where is the restroom?
 - B: Go straight and turn left. The restroom is next to the office.
 - Show direction words. Students practice saying each word.
 - Students practice in pairs the above model dialogue, swapping roles and using different rooms.
 - Add a “Find Someone Who...” task: Each student must ask three classmates for directions to different rooms.

II. Practice (30- 40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Writing Task: Writing directions for a new colleague
 - Write short, clear directions to help the new colleague find one or two locations in your workplace.
 - Guidelines:
 - Use phrases like:
 - *Go straight*
 - *Turn left/right*
 - *Next to*
 - *At the end of the hall*
 - Keep sentences simple and clear.
 - Example:
“To get to the break room, go straight from the reception. Turn right at the kitchen. The break room is next to the restrooms.”
 - Human Map Relay Activity:
 - Use your classroom as the “office map.” Assign different areas as office locations: kitchen, HR office, meeting room, etc. (Use signs or sticky notes if needed.)
 - How to Play:
 - Divide the class into teams.

- One member from each team draws a direction card (e.g., “Turn left at the kitchen, then go straight to the HR office”).
- They must walk the path in the classroom, narrating their steps aloud (“I’m turning left at the kitchen…”).
- If correct, the next teammate goes. First team to finish wins!

[20-Minute Break]

III. Production (30 - 40 mins)

- Office Navigator - Giving Directions at work activity (20 mins)
 - Practice using direction words (go straight, turn left, turn right, etc.) in realistic workplace situations.
 - A simple floor plan of an office (projected or drawn on the board). Include rooms like:
 - Reception
 - HR office
 - Meeting rooms
 - Break room
 - Manager’s office
 - Restrooms
 - Copy room
 - Kitchen
 - Instructions
 - 1. Set the Scene:
Explain: “Imagine you are helping a new colleague find their way around the office.”
 - 2. Pair Up:
Students work in pairs. One is the New Employee (asks for directions), the other is the Office Guide (gives directions using the map).
 - 3. Practice the Dialogue:
The New Employee asks:
 - “Excuse me, where is the [destination]?”
 - The Office Guide responds using direction words:
 - “Go straight past the reception, then turn left at the copy room. The HR office is on your right.”
 - “Walk down the hall, turn right at the kitchen, and the meeting room is at the end.”
 - 4. Switch Roles and Locations:
 - After each round, swap roles and choose a new destination.
- Writing and Reading (10 mins)
 - Students write 3–5 sentences giving directions from one room to another.
 - Students read their sentences aloud to a partner or the class.
- Error Correction and Recap (5 - 10 mins):

- Note common pronunciation or spelling errors. Write correct forms on the board.
- Choral practice of tricky words and room names

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “How do you ask for directions?” Students answer: “Where is the...?”
 - Self-reflection: “What new words did you learn today?” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practising giving directions. (Unit 6 Places and Directions)
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice asking and giving directions at home or with a friend.
 - Use a free online map tool (e.g., Google Maps) to practice reading and following directions.

Notes for the Instructor

- Encourage students to personalize activities with their real workplace experiences.
- Use peer teaching: students explain answers to each other.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** PRE A1
 - **Lesson Number:** 23
 - **Topic:** Giving Directions (Unit 6: Places and Directions)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can read map labels and location phrases.
 - I can say: "Turn right," "Go straight."
 - I can give 2-step directions using a map.
 - I can ask: "Is it near...?"
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Matching Worksheet - Giving Directions](#)
 - [Reading exercise -matching questions with answers](#)
 - [Map reading exercise](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Large blank papers
 - Sticky notes, colored pencils

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
turn right	change direction to the right	"Turn right at the kitchen."	N
turn left	change direction to the left	"Turn left at the store."	N
go straight	continue without turning	"Go straight to the office."	N
at the end	at the last part of something (hall, etc.)	"The copy room is at the end of the hall."	N

past	go by or beyond something	"Go past the kitchen."	N
label	write the name of something on it	"Label the rooms on the map."	N
is it near	question to ask if something is close	"Is it near the kitchen?"	N

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Direction Charades: Teacher and students act out "turn right," "turn left," "go straight," etc.
 - Write direction phrases on slips of paper
Divide the class into two teams (or play as one group if the class is small).
 - One student comes to the front, draws a card, and silently acts out the direction for the class (no speaking or writing allowed).
 - The rest of the class (or the other team) guesses the direction phrase in English (e.g., "Turn left!").
 - The student who guesses correctly comes up next.
 - Introduce Topic: "Today, we will learn how to give directions at work. You will practice saying things like 'Turn right,' 'Go straight,' and giving 2-step directions!"

I. Presentation (30–40 mins)

- Vocabulary Introduction (20 mins)
 - Draw on the board an office map.
 - Introduce and model direction words with gestures and arrows: "turn right," "turn left," "go straight," "at the end," "past," "near."
 - Have students repeat and act out each phrase.
 - Place sticky notes with direction words on the map as you introduce them.
 - Read short directions:
 - "Go straight, then turn right at the kitchen."
 - "Turn left at the store, the restroom is at the end."
 - Students take turns to follow the path on the board with a colored marker.
- Model Dialogue - Directions Practice (15-20 mins)
 - 1. Interactive Dialogue Demo

- Write on the board:
 - A: How do I get to the meeting room?
 - B: Go straight, then turn left. The meeting room is near the break room.
 - A: Is it near the kitchen?
 - B: Yes, it is.
- Act out the dialogue with a student, using big gestures and walking around the classroom as if following directions.
- Use props (e.g., a sign labeled “Meeting Room” or “Kitchen”) and place them around the room for a visual, real-world feel.
- 2. Pair Practice with Movement
 - Students work in pairs. They use the classroom as their “workplace” map
 - One student asks for directions, the other gives them, using the model dialogue but changing the destination each time (e.g., “How do I get to the restroom?”).
 - The “traveler” walks or points to the correct spot as they follow the directions.
- 3. Role Swap & Challenge
 - After each round, students swap roles.
 - Challenge: Each time, use a different room or add an extra step (e.g., “Go straight, turn right, then go upstairs.”).
- 4. Fun Variation: Secret Destination
 - Write different room names on slips of paper. Each “A” draws a slip and asks about that room. “B” gives directions without showing the map, and “A” must guess if they arrived at the right place.
- 5. Quick Share
 - Invite a few pairs to perform their dialogue for the class, using big gestures and clear voices.
 - Give positive feedback for creativity, clarity, and teamwork.

II. Practice (30- 40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - [Matching Worksheet - Giving Directions](#): Match directions to pictures.
 - [Reading exercise -matching questions with answers](#)
 - [Map reading exercise](#): Students work in pairs to read, and follow the directions on the map with a colored pen.

[20-Minute Break]

III. Production (30 - 40 mins)

- Map challenge activity (30 mins)
 - Map Dictation (Listening & Writing)
 - Give students large blank papers each. The teacher gives oral directions:
 - “Draw a kitchen next to the office.”
 - “Label the restroom near the store.”

- Students listen and add the correct labels or drawings to their map.
 - After several instructions, compare maps as a group and discuss any differences
 - Find the Place (Reading & Speaking)
 - Give students written directions:
 - “Go straight, then turn right at the kitchen. Where are you?”
 - Students follow the directions on their map and say the final location aloud.
 - Pairs can take turns reading directions and checking each other’s answers.
 - Map Relay (Speaking & Listening)
 - Place large maps or map cards around the classroom.
 - Divide students into teams. One student from each team listens to a direction from the teacher or a teammate and races to point to or label the correct place on the map.
 - Rotate roles so everyone practices giving and following directions.
 - Create Your Own Challenge (Writing & Speaking)
 - In pairs or small groups, students write 2-step directions using vocabulary from the lesson.
 - Groups swap directions and follow them on their maps, then discuss if they reached the correct place.
- Error Correction and Recap (5 - 10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and room names

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “Can you give directions to a room?”
 - Self-reflection: “What new words did you learn today?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practising describing simple workplace locations on a map. (Unit 6 Places and Directions)

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice giving directions with a friend or family member.
 - Use Google Maps to practice reading and following directions in English.

Notes for the Instructor

- Encourage students to personalize activities with their real workplace experiences.
- Use peer teaching: students explain answers to each other.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.

- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** PRE A1
 - **Lesson Number:** 24
 - **Topic:** Map Practice (Unit 6: Places and Directions)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe a simple workplace map.
 - I can ask and answer location questions.
 - I can complete a map-based mini-project.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Room name bingo](#)
 - [Gap Fill Exercise on Workplace Locations](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Large blank papers for map drawing
 - Sticky notes, colored pencils

Vocabulary

Review vocabulary from Unit 6 (Places and Directions) in the course:

Lesson	Title
21	Workplace Places
22	Asking for Directions
23	Giving Directions

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Room Name Bingo:
 - Give each student [a bingo card](#) with room names.
 - Teacher prepares and calls out a set of clues
 - “This is where you work at your desk.” (office)
 - “You cook and eat here.” (kitchen)
 - “You buy or keep supplies here.” (store)
 - “You go here when you need a break.” (restroom)
 - Call out clues one at a time, slowly and clearly.
 - Students mark the correct square if they have it.

- Encourage students to say the room name aloud when they cover it to practice speaking.
 - The first student to cover a full row, column, or diagonal shouts “Bingo!”
- Introduce Topic: “Today, we will practice describing and asking about places on a map. You will label a map and give directions to your classmates!”

I. Presentation (30–40 mins)

- Vocabulary Review (20 mins)
 - Draw on the board an office map.
 - Review map and location words: office, kitchen, store, restroom, next to, near, at the end, between, label, where.
 - Students repeat and use sticky notes to label places on the board map.
 - Teacher models: “The kitchen is next to the office. Where is the restroom?”
 - Students take turn to ask for and give directions, by giving oral descriptions:
 - The restroom is next to the office
- Model Dialogue - Directions Practice (15-20 mins)
 - 1. Live Demonstration with Props
 - Write on the board:
 - A: Where is the kitchen?
 - B: The kitchen is near the store.
 - A: Is the restroom next to the office?
 - B: Yes, it is.
 - Act out the dialogue with a student, using classroom objects or printed signs (e.g., “Kitchen,” “Store,” “Office,” “Restroom”) placed around the room.
 - Walk to the correct “room” as you speak, using gestures and pointing for extra clarity.
 - 2. Pair Practice with Mini-Maps
 - Students draw a simple, colorful “workplace map” (in pairs).
 - Students take turns being A and B, asking and answering about different rooms using the model dialogue.
 - Encourage them to point to the rooms on the map as they speak.
 - 3. Movement Challenge
 - After practicing with maps, have pairs stand up and use the classroom as their “workplace.”
 - When student A asks, “Where is the kitchen?” student B points or walks to the spot in the classroom where the “kitchen” would be.
 - Switch roles and repeat with new rooms.
 - 4. Mystery Room Game
 - Give each student a secret room card.
 - Student A asks, “Where is the ___?” Student B answers, but A must guess which room B is describing based on the clues.

- 5. Performance Time
 - Invite a few pairs to perform their dialogue for the class, using big gestures and acting out the locations.
 - Applaud creativity, clear speaking, and teamwork.

II. Practice (30- 40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Reading activity: Match the room to its description:
 - 1. Show students all the room names and descriptions on sticky notes.
Read each word and sentence together as a class (point to each word as you read).
 - Room names:
 - Office
 - Kitchen
 - Store
 - Restroom
 - meeting room
 - break room
 - Descriptions:
 - You eat here.
 - You work here.
 - It is next to the office.
 - You rest here.
 - You have meetings here.
 - You wash your hands here.
 - 2. Reading & Matching Activity:
 - Spread all the sticky notes face up on a table (both room names and descriptions).
 - In turns, each student reads a room name out loud and then reads the descriptions to find a match.
Example:
Student picks “kitchen”, reads: “kitchen”. Then looks for “You eat here.”
 - When the student finds a match, they put the two cards together and read the sentence out loud:
“Kitchen – You eat here.”
 - Other students listen and check if the reading and matching are correct.
 - 3. Confirmation & Repetition:
 - Once a match is made, ask the student (or the class) to repeat the full sentence for more practice.
 - Encourage reading aloud twice, switching roles if working in pairs.
 - 4. Review All Pairs:
 - After all cards are matched, have the class read out each matched pair together, for example:

- “Restroom – You wash your hands here.”
- “Meeting room – You have meetings here.”
- [Gap Fill Exercise on Workplace Locations](#): Complete sentences.

[20-Minute Break]

III. Production (30 - 40 mins)

- Mini-Project: Create & Explore Your Office Map (20 mins)
 - 1. Design Your Office Space
 - Materials: Each team or individual receives a large sheet of paper, colored markers, and optional stickers.
 - Task: Draw a simple, easy-to-read map of an office or workplace. Encourage creativity—students can add fun rooms like a coffee corner, lounge, or garden.
 - Labeling: Clearly label each room in English (e.g., Office, Kitchen, Store, Restroom, Meeting Room).
 - 2. Describe Your Map
 - Writing: Under or beside the map, write 2–3 sentences describing where rooms are located.
 - Examples:
 - “The kitchen is between the office and the store.”
 - “The restroom is at the end of the hall.”
 - “The meeting room is next to the kitchen.”
 - 3. Map Swap & Question Time
 - Exchange: Teams or individuals swap maps with another group.
 - Q&A: Using their partner’s map, students ask and answer questions:
 - “Where is the store?”
 - “Is the kitchen near the office?”
 - “What is next to the restroom?”
 - Encourage: Use full sentences in answers (e.g., “Yes, the kitchen is next to the office.”).
 - Speaking & Listening Showcase (10 mins)
 - Present: Each team or individual stands and presents their map, describing at least two locations.
 - Interactive Questions: After each presentation, classmates ask follow-up questions using “Where is...?” or “Is it near...?”
 - Active Listening: Encourage presenters to answer in complete sentences and use gestures to point to the map.
 - Error Correction & Recap (5–10 mins)
 - Spot & Share: Teacher notes common pronunciation or spelling mistakes during activities.
 - Board Review: Write tricky words and correct sentences on the board for everyone to see.

- Choral Practice: Lead the class in repeating room names and key phrases together, using hand motions to reinforce meaning.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “Can you ask where a room is?”
 - Self-reflection: “What new words did you learn today?” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practising simple greetings and responses at work. (Unit 7 Work Talk - Greetings and Responses)
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch a short video about asking for and giving directions - pay attention to polite words and greetings: <https://www.youtube.com/watch?v=DPYJQSA-x50>

Notes for the Instructor

- Encourage students to personalize activities with their real workplace experiences.
- Use peer teaching: students explain answers to each other.
- Monitor pronunciation and encourage full-sentence responses.
- Keep pace slow, use clear modeling, and encourage peer support.
- Provide positive feedback during all activities.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 25
- **Topic:** Greetings and Responses (Unit 7: Work Talk - Greetings and Responses)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "Good morning," "Nice to meet you"
 - I can respond with: "Nice to meet you too"
 - I can practice greetings with a partner

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Icebreaker Activity: Find Someone Who](#)
 - [Matching exercise - Greeting and Farewells Worksheet](#)
 - [Gap Fill Exercise - Greetings and Responses Worksheet](#)
- Video
 - [Video with basic greetings](#)
<https://www.youtube.com/watch?v=fl8EsEXS59w>
- Required Tech / Supplies:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Good morning*	polite greeting used in the morning	"Good morning, Sam."	N
Good afternoon*	polite greeting used after midday	"Good afternoon, Maria."	N
Hello*	general greeting	"Hello, John."	N
Hi*	informal greeting	"Hi, Anna."	N

Nice to meet you	polite phrase for meeting someone new	"Nice to meet you."	N
Nice to meet you too	polite response to "Nice to meet you"	"Nice to meet you too."	N
How are you?	question to ask about someone's well-being	"How are you?"	N
I'm fine, thank you	polite response to "How are you?"	"I'm fine, thank you."	N
Goodbye*	polite way to say farewell	"Goodbye, see you tomorrow."	N
See you	informal farewell	"See you later!"	N

*Good morning/ Good afternoon/ Hello/ Hi/ Goodbye = review words

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - [Icebreaker Activity: Find Someone Who](#). Hand out a sheet on "Find someone who..." that include grids with the following prompts:
 - ...can name a workplace location
 - ...can ask for direction
 - ...can give a direction
 - ...can say a tool that he/she uses at work
- Students move around and ask each other simple questions: "Can you name a workplace location?" / "Can you ask for directions?" / "Can you give directions?" / "What tool do you use at work". They mark a ✓ when they find someone who can do it
- Connect with Real Life (Anecdote or Personal Story)
 - Begin with a short, simple story:
 - *"Yesterday, I started work and saw a new person. I smiled and said, 'Good morning!' She said, 'Good morning! Nice to meet you.' I felt happy because we used English greetings."*

- Ask students:
 - “Have you ever greeted someone at work in English?”
 - “What did you say?”
- Introduce Topic: “Today, we will learn how to greet people and respond politely at work. We will practice saying ‘Good morning,’ ‘Nice to meet you,’ and more.”

I. Presentation (30–40 mins)

- Vocabulary Introduction (20 mins)
 - Write greetings and responses on the board: Good morning, Hello, Nice to meet you, How are you?, Goodbye, etc.
 - The teacher models each phrase with gestures and intonation; students repeat chorally and individually.
 - Write on the board and read short dialogues:
 - “Good morning!” “Good morning!”
 - “Hello, I’m Maria.” “Hi, I’m John. Nice to meet you.” “Nice to meet you too.”
 - Students listen and write the correct greeting in their notebook.
 - Real Life Scenario:
 - Set the scene: “You’re meeting someone new at a job interview”
 - Students role-play using the greetings in this context
 - Encourage natural gestures (handshakes, smiles) and intonation.
- Listening / Audio Practice (5 mins)
 - Play [video with basic greetings](#)
 - Students listen and write their favorite greeting in their notebook/handout.
- Reading Activity: Greetings at Work (10 mins)
 - 1. Read the Model Dialogue
 - Write or show the following dialogue on the board or in a handout:
 - A: Good morning!
 - B: Good morning!
 - A: I’m Anna. Nice to meet you.
 - B: Nice to meet you too.
 - The teacher reads the dialogue aloud, pointing to each word.
 - Students listen and then read the dialogue aloud together.
 - Students take turns reading each part with a partner, swapping roles.
 - 2. Reading and Creating Your Own Dialogue
 - Show a list of simple greetings on the board or on a handout:
 - Good morning!
 - Hello!
 - How are you?
 - I’m fine, thank you.
 - Nice to meet you.

- Nice to meet you too.
- In pairs or small groups, students read these greetings and choose at least three to create their own short dialogue by arranging or copying the sentences.
Example (students may write/read):
A: Hello!
B: Good morning!
A: How are you?
B: I'm fine, thank you.
- Students practice reading their new dialogue together several times.
- 3. Reading Performance
 - Each pair or group reads their dialogue aloud to the class.
 - Encourage the class to follow along by reading the same lines together.
- 4. Reflection & Favorite Greetings
 - Ask: "Which greeting do you use most at work?"
 - Students read and say their favorite greeting.
 - Write favorite greetings on the board.
 - As a class, read all the greetings aloud together.

II. Practice (30- 35 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - [Matching exercise - Greeting and Farewells Worksheet](#): Drag and drop the correct greetings and unscramble the words.
 - [Gap Fill Exercise - Greetings and Responses Worksheet](#):
 - Complete the greetings
 - Complete the conversation
 - When do you say what
 - Put the conversation in order

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, "What are the different ways to greet someone in English?" Students answer and demonstrate. "What do you say when you meet someone new?" Students practice together.
 - Self-reflection: "What new words did you learn today?" (5 mins)

- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on small talk at work. (Unit 7 Work Talk - Greetings and Responses)
 - Homework: Greet a friend or family member in English and write down the greeting and response.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice greetings and farewells at home or with a friend.
 - Watch [a video about greetings in English](https://www.youtube.com/watch?v=B875gLnHSpw) and note new phrases:
<https://www.youtube.com/watch?v=B875gLnHSpw>

Notes for the Instructor

- Use real-life scenarios and role-plays to make greetings meaningful.
- Encourage students to personalize greetings (use their real names and situations).
- Support peer teaching and gentle correction.
- Provide positive feedback and celebrate participation

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 26
- **Topic:** Small Talk at Work (Unit 7: Work Talk - Greetings and Responses)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can ask: "How are you?" and answer: "I'm fine."
 - I can say 2–3 polite things in a dialogue.
 - I can role-play a short small-talk conversation.

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Greetings bingo](#)
 - [Matching Exercise - Small Talk](#)
 - [Gap Fill Worksheet - Small Talk](#)
- Video
 - [video with a simple small talk conversation:](#)
<https://www.youtube.com/watch?v=B875gLnHSpw>
- Required Tech / Supplies:
 - Whiteboard and markers

Vocabulary

Term*	Definition	Example Sentence	Profession-Specific (Y/N)
How are you?	a polite question about someone's feelings	"How are you?"	N
I'm fine	a polite answer to "How are you?"	"I'm fine, thank you."	N
And you?	a polite way to ask the same question back	"I'm fine, thank you. And you?"	N
Good morning	polite greeting used in the morning	"Good morning, Sam."	N

Nice to meet you	polite phrase for meeting someone new	"Nice to meet you."	N
Nice to meet you too	polite response to "Nice to meet you"	"Nice to meet you too."	N
Goodbye	polite way to say farewell	"Goodbye, see you tomorrow."	N
See you	informal farewell	"See you later!"	N

*review words

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick Review:
 - In pairs, students greet each other using phrases from last class ("Good morning").
 - Teacher asks: "What do you say when you meet someone new?" Students answer and demonstrate.
 - Warm up [Greetings bingo](#):
 - Provide students with a bingo sheet with different greetings and responses (e.g., "Good morning," "Hello," "How are you?").
 - As you say each phrase, students mark the matching phrase on their card.
 - First to get a line shouts "Bingo!"
 - Introduce Topic:
 - Ask: "Do you talk to people at work in English? What do you say?"
 - "Today, we will learn how to make small talk at work. We will ask and answer 'How are you?' and use polite phrases in short conversations."

I. Presentation (30–40 mins)

- Vocabulary Introduction (20 mins)
 - Introduce Key Small Talk Phrases
 - Write these phrases clearly on the board:
 - Greetings:
 - Good morning.
 - Hello!

- Nice to meet you.
 - Goodbye.
 - Small talk questions and responses:
 - How are you?
 - I'm fine, thank you.
 - And you?
 - What's your name?
 - My name is _____.
 - Where are you from?
 - I'm from _____.
 - Do you like this city?
 - Yes, I do. / No, I don't.
 - Teacher Modeling with Gestures and Intonation
 - Say each phrase slowly and clearly, using facial expressions and body language.
 - For example, smile when saying "Nice to meet you," or wave when saying "Goodbye."
 - Encourage students to listen carefully and repeat chorally, then individually.
- Listening / Audio Practice (5 mins)
 - Play [video with a simple small talk conversation](https://www.youtube.com/watch?v=B875gLnHSpw):
<https://www.youtube.com/watch?v=B875gLnHSpw>
 - Students listen and write their favorite greeting in their notebook/handout.
- Reading and Speaking Activity: Model Dialogue + Small Talk (10 mins)
 - 1. Read the Model Dialogue (5 mins)
 - Write or provide the dialogue on the board or on a handout:
 - Text
 - Teacher: Good morning! How are you?
 - Student: I'm fine, thank you. And you?
 - Teacher: I'm good, thanks. What's your name?
 - Student: My name is [Student's Name].
 - Teacher reads the whole dialogue aloud, pointing to each word or phrase.
 - Students read the dialogue aloud together, then in pairs, swapping roles.
 - Model clear pronunciation and stress simple phrases.
 - 2. Reading Small Talk Questions
 - Write or show these questions clearly on the board or handout:
 - Do you like coffee or tea?
 - What is your favorite color?
 - Do you have children?
 - What day is today?
 - Is it hot or cold today?
 - Students read each question aloud chorally.
 - Optionally, point to key words as the class reads (e.g., coffee, tea, color, children, day, hot, cold).

- 3. Pair Reading and Practice
 - In pairs, students take turns reading a question aloud and then asking their partner.
 - The partner responds with a short answer, reading if written, or speaking.
 - Examples for short answers to support reading:
 - I like coffee.
 - My favorite color is blue.
 - Yes, I have children.
 - Today is Monday.
 - It is hot today.
 - Encourage students to read both questions and answers aloud.
- 4. Extension (Optional)
 - Write or provide a short printable sheet with the dialogue and questions for students to take home.
 - Add matching activities with questions and answers for additional reading practice.

II. Practice (30- 40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - [Matching Exercise - Small Talk](#): Look at the situations in the pictures and match the correct sentence for each conversation.
 - [Gap Fill Worksheet - Small Talk](#): Listen and complete the conversations with the correct phrase.
The audio (if needed) can be accessed here:
<https://www.liveworksheets.com/worksheet/en/english-second-language-esl/77190>

[20-Minute Break]

III. Production (30 - 40 mins)

- Workplace Small Talk Role-Play (30 mins)
 - Step 1: Set the Scene
 - Explain to students:
"You are at work. It's the beginning of the day. You meet a new colleague in the office kitchen or at the elevator. You want to greet them and have a short, polite conversation."
 - Step 2: Useful Workplace Small Talk Phrases
 - Write these on the board for students to use:
 - Good morning!
 - How are you?
 - I'm fine, thank you. And you?

- Nice to meet you.
- What's your name?
- My name is _____.
- Where do you work?
- I work in [department].
- How long have you worked here?
- I've worked here for [time].
- Do you like working here?
- Yes, I do. / It's nice.
- Step 3: Group Work
 - Instructions:
 - In pairs or small groups, write a short workplace conversation using at least three polite phrases from the list.
 - Encourage students to imagine they are meeting for the first time at work.
- Step 4: Model Example
 - Teacher models a sample dialogue:
 - *A: Good morning!*
 - *B: Good morning!*
 - *A: How are you?*
 - *B: I'm fine, thank you. And you?*
 - *A: I'm good, thank you. Are you new here?*
 - *B: Yes, I am. My name is Maria.*
 - *A: Nice to meet you, Maria. I'm John.*
 - *B: Nice to meet you too, John.*
 - *A: Which department do you work in?*
 - *B: I work in accounting.*
- Step 5: Practice and Perform
 - Groups practice their dialogues, focusing on polite intonation and gestures (smile, handshake, etc.).
 - Each group performs for the class.
- Step 6: Feedback & Reflection
 - After each performance, ask the class:
 - "What polite phrases did you hear?"
 - "How did they greet each other?"
 - Give positive feedback and encourage everyone to use these phrases at work.
- Error Correction and Recap (5 - 10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and polite expressions.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)

- Quick round: Teacher asks, “How do you ask someone about their day in English?” Students answer and demonstrate.
 - Self-reflection: “What new words did you learn today?” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practicing more simple interactions at work (Unit 7 Work Talk - Greetings and Responses)
 - Homework: Make small talk with a friend or family member in English and write down the conversation.
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Optional Independent Practice

- Homework / Practice / For next class:
 - Practice small talk at home or with a friend.

Notes for the Instructor

- Use real-life scenarios and role-plays to make greetings meaningful.
- Encourage students to personalize conversations (use their real names and situations).
- Support peer teaching and gentle correction.
- Provide positive feedback and celebrate participation

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 27
- **Topic:** At the Office or Store (Unit 7: Work Talk - Greetings and Responses)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say: "Can I help you?" / "I need help."
 - I can answer a simple work-related question.
 - I can ask: "Do you want a bag?"

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Dialogue Strips Worksheet - Ask for help in the grocery store speech bubbles](#)
 - [Matching Worksheet - Offering help and asking for help](#)
 - [Gap Fill Worksheet - Conversation at work](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Sticky notes, colored pencils
 - Large paper for group activities

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Can I help you?	Offer to assist someone	"Can I help you?"	N
I need help	Expression to ask for assistance	"I need help, please."	N
Do you want a bag?	Offer to provide a bag (store context)	"Do you want a bag?"	Y
Yes, please	Polite way to accept help or an offer	"Yes, please."	N

No, thank you	Polite way to refuse help or an offer	"No, thank you."	N
Question	Asking for information	"Can I ask a question?"	N
Answer	Giving information in response to a question	"The restroom is over there."	N
Customer	Person buying something in a store	"The customer needs help."	Y
Colleague	Person you work with	"My colleague is in the office."	Y

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Friendly Greetings Card Walk
 - Teacher writes simple greetings and small talk phrases on sticky notes and place them:
 - "Good morning!"
 - "Hello, how are you?"
 - "Nice to see you!"
 - "How's your day?"
 - "Can I help you?"
 - "I need help."
 - "Do you want a bag?"
 - Instructions:
 - Students walk around, pick a sticky note, and find a partner.
 - Each student greets their partner using a phrase from their card.
 - Partners reply with a suitable answer (e.g., "I'm fine, thank you!" or "Yes, please.").
 - After one exchange, students swap sticky notes and find a new partner.
 - Icebreaker Game: "Find Someone Who..."
 - Give each student sticky notes.
 - Students need to:
 - Find someone who says "Good morning!"

- Find someone who needs help.
- Find someone who wants a bag.
- Students walk around, greet classmates, and ask questions. They write the classmate's name next to each prompt.
- Introduce Topic
 - Say: "Today, we will practice simple conversations for the office or store. You will learn to greet people, offer help, ask for help, and answer questions."

I. Presentation (30–40 mins)

- Vocabulary Introduction (20 mins)
 - Set the Scene
 - Teacher says:
"Imagine you are at work. Maybe you work in an office, or in a store. You talk to people every day! Let's learn some useful phrases you can use."
 - Write and Model Key Phrases
 - Write these on the board:
 - Can I help you? (*Smile, open hand as if offering help*)
 - I need help. (*Raise hand, look a little worried or confused*)
 - Do you want a bag? (*Hold up a pretend bag*)
 - Yes, please. (*Nod, smile*)
 - No, thank you. (*Shake head gently, smile*)
 - Act out each phrase with big gestures and clear facial expressions. For example:
 - Pretend to be a shop worker offering a bag.
 - Pretend to be a customer needing help with a computer or finding something.
 - Choral and Individual Repetition
 - Have the whole class repeat each phrase together (chorally).
 - Then, ask individual students to say the phrases, using gestures.
 - Pair Practice: Mini Role-Plays
 - Instructions:
 - Put students in pairs.
 - Give each pair a simple scenario (examples below).
 - Students act out the phrases, using gestures and props (real or imaginary).
 - Scenario Examples:
 - Store:
 - A: "Can I help you?"
 - B: "Yes, I need help."
 - A: "Do you want a bag?"
 - B: "Yes, please." / "No, thank you."
 - Office:
 - A: "Can I help you?"

- B: "I need help with my computer."
 - A: "Yes, I can help you."
 - Encourage students to use their own names.
 - Bring in real props if possible (a bag, a pen, a folder) to make it even more realistic

- Listening Practice (5 mins)
 - Set the Context: Tell the students:
"Now, I will read a short conversation between two people at work. Listen carefully to the greetings and small talk."
 - Read the Conversation Aloud
 - Read a simple dialogue slowly and clearly twice. For example:
 - Person A: "Good morning! Can I help you?"
 - Person B: "Good morning! Yes, please. I need help."
 - Person A: "How can I help you?"
 - Person B: "Can I have a bag, please?"
 - Person A: "Sure."
 - Person B: "Thank you".
 - Person A: "You're welcome. Have a nice day!"
 - Person B: "Thanks! You too!"
 - Student Task
 - Ask students to listen carefully.
 - After listening, students write down their favorite greeting or phrase from the conversation in their notebook.
 - Repeat & Check
 - Read the conversation one more time.
 - Ask a few students to share their favorite greeting or phrase aloud.
 - Write their answers on the board to reinforce vocabulary.

- Model Dialogue: Workplace Edition (15-20 mins)
 - Set the Scene: "Let's imagine you are at work in an office. Maybe you are helping a colleague or a visitor. These are some things you might say."
 - Write and Act Out the Dialogue. Write on the board:
 - A: Can I help you?
 - B: Yes, I need help with the printer.
 - A: Do you want a bag for your papers?
 - B: No, thank you.
 - Teacher models the dialogue with gestures and props (hold some papers, point to a pretend printer, offer a pretend bag).
 - Practice with Personalization
 - Pairs Practice: Students work in pairs. Each takes turns being A and B.
 - Encourage Creativity: Students change the object or problem in the dialogue to something real from their work or daily life. For example:
 - "I need help with my computer."

- “I need help with these files.”
 - “Do you want a folder for your documents?”
- Use Props: If possible, give students real or pretend office items (folders, pens, papers) to make it more fun.
- Quick Sharing
 - After practicing, ask a few pairs to perform their version for the class.
 - Give positive feedback: “Great job, you sound like real office workers!”
- Bonus Challenge
 - Write extra helpful phrases on the board:
 - “Can I help you with anything else?”
 - “Thank you for your help!”
 - Invite students to add these to their dialogues.

II. Practice (30- 40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - [Dialogue Strips Worksheet - Ask for help in the grocery store speech bubbles](#): Students work in pairs to write sentences in the dialogue. Students check correct answers as a whole group.
 - [Matching Worksheet - Offering help and asking for help](#): Read, Classify and Write in the correct category.
 - [Gap Fill Worksheet - Conversation at work](#): Students complete the conversation about asking help at work by choosing the correct word from the word bank.

[20-Minute Break]

III. Production (30 - 40 mins)

- Store Worker Role-Play (30 mins)
 - Scenario
 - Each pair or small group chooses a store worker situation, such as:
 - “A customer asks for help finding the milk.”
 - “A customer wants to buy something and needs a bag.”
 - “A customer asks about prices.”
 - “A customer needs help at the checkout.”
 - Write a Short Dialogue
 - Students write a short conversation using at least three key phrases from the lesson, like:
 - “Can I help you?”
 - “I need help.” (for when they ask a coworker)
 - “Do you want a bag?”
 - “Yes, please.”
 - “No, thank you.”

- Example Dialogue:
 - Worker A: “Can I help you?”
 - Customer (Worker B): “Yes, please. I need help finding the bread.”
 - Worker A: “The bread is over here. Do you want a bag?”
 - Customer: “Yes, please. Thank you!”
- Practice and Perform
 - Students practice their dialogues in pairs, taking turns being the store worker and the customer.
 - Use props like bags, pretend products, or price tags to make it realistic.
 - Groups perform their dialogues for the class.
- Store Worker Walk and Talk Activity (10 mins)
 - Students stand up and walk around the classroom.
 - Each student takes turns being the store worker and the customer.
 - Store workers greet customers and offer help using phrases from the lesson, such as:
 - “Hello! Can I help you?”
 - “Do you want a bag?”
 - “Do you need help finding something?”
 - Customers respond with simple answers:
 - “Yes, please. I need help with the milk.”
 - “No, thank you.”
 - “Yes, I want a bag, please.”
 - After each exchange, students switch roles and find a new partner.
 - Encourage Good Communication:
 - Remind students to use polite greetings and clear, friendly voices.
 - Use gestures and smiles to make the conversation feel real.
- Store Worker Sentences Writing Practice (10 mins)
 - Students write 3–5 simple sentences as if they are store workers.
Example sentences:
 - “Can I help you?”
 - “Do you want a bag?”
 - “The bread is over there.”
 - “Yes, please.”
 - “No, thank you.”
 - “Have a nice day!”
- Reading Aloud:
 - Students pair up and take turns reading their sentences to each other.
 - Volunteers can read their sentences to the whole class for extra practice.
- Error Correction and Recap (5 - 10 mins):
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and polite expressions.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “How do you offer help at work?” Students answer and demonstrate.
 - Self-reflection: “What new words did you learn today?” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practicing dialogue about the vocabulary learned (Unit 7 Work Talk - Greetings and Responses)
 - Homework: Practice offering and asking for help at home or work. Write a short conversation using today’s phrases.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice offering and asking for help with a friend or family member.

Notes for the Instructor

- Use real-life scenarios and role-plays to make greetings meaningful.
- Encourage students to personalize conversations (use their real names and situations).
- Support peer teaching and gentle correction.
- Provide positive feedback and celebrate participation

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** PRE A1
 - **Lesson Number:** 28
 - **Topic:** Dialogue Practice (Unit 7: Work Talk - Greetings and Responses)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can practice a short script with a partner.
 - I can answer 1–2 questions politely.
 - I can write a 4-line conversation using learned phrases.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Phrase Bingo Game](#)
 - [Matching Role Play Exercise between a Customer and a Shop Assistant.](#)
 - [Gap Fill Worksheet Greetings and Useful Phrases](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Sticky notes, colored pencils
 - Large paper for group activities

Vocabulary

Review vocabulary from Unit 7 (Work Talk: Greetings and Responses) in the course:

Lesson	Title
25	Greetings and Responses
26	Small Talk at Work
27	At the Office or Store

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Friendly Greetings Relay
 - In pairs:
 - Students stand in two lines facing each other.
 - The first pair steps forward, greets each other (“Good morning! How are you?”), and gives a simple response (“I’m good, thank you!”).
 - After their exchange, they move to the back of the line, and the next pair steps forward.
 - This keeps everyone moving, speaking, and smiling!
 - “Help at Work” Lightning Round

- Teacher asks:
“What do you say when you need help at work?”
Students quickly raise their hands and answer using phrases they know:
 - “Can you help me, please?”
 - “Where is the printer?”
 - “I need help with this form.”
- Encourage quick, simple answers—the goal is to build confidence and fluency.
- Dialogue Walk: Find & Speak
 - Set up:
Place sticky notes around the classroom with different phrases related to:
 - Greetings (“Hello!” “Good afternoon!”)
 - Requests (“Can you show me the office?” “Please wait here.”)
 - Directions (“Go straight.” “Turn left.” “The manager’s office is upstairs.”)
 - Responses (“Yes, of course.” “No problem.” “Thank you!”)
 - Activity:
Students walk around, pick a card, and find a partner.
Each student uses their card in a short, real-life exchange. For example:
 - A: “Can you help me find the break room?”
 - B: “Yes, go straight and turn right.”
 After each exchange, students swap cards and find a new partner.
- Introduce the Topic: Real Work Conversations
 - Teacher says:
“Today, we will use all our phrases to practice real conversations at work! We will greet each other, give instructions, ask for help, and give directions. At the end, you will write and act out a short work dialogue with a partner. Let’s get ready to talk like real coworkers!”

I. Presentation (30–40 mins)

- Vocabulary & Phrase Review (10 mins)
 - Phrase Bingo Game:
 - Preparation:
 - Create Bingo cards with the target phrases (one phrase per square):
Good morning | Hello | How are you? | Can I help you? | I need help | Do you want a bag? | Yes, please | No, thank you | Goodbye
 - How to Play:
 - Give each student a Bingo card and some markers (coins, paper bits, etc.).
 - The teacher calls out a phrase using gestures and intonation (e.g., waves and says, “Good morning!”).
 - If students have the phrase on their card, they cover it.
 - The first student to cover a full row or column shouts “Bingo!”
- Listening Practice: “Stand Up If You Hear It!” (10 mins)

- 1. Preparation
 - Write the target phrases on the board or give each student a handout with the phrases:
 - Good morning!
 - How are you?
 - Can I help you?
 - I need help.
 - Do you want a bag?
 - Yes, please.
 - No, thank you.
 - Goodbye!
 - 2. Activity Instructions
 - Explain the Game:

“I will read a short workplace conversation. When you hear a phrase from the list, stand up! Then, sit down again and listen for the next phrase.”
 - Read the Dialogue Aloud:

(Read slowly and clearly, pausing after each line.)

 - “Good morning! How are you?”
 - “I’m fine, thank you. Can I help you?”
 - “Yes, I need help with these papers.”
 - “No problem! Do you want a bag?”
 - “No, thank you. Goodbye!”
 - Optional Variation:
 - Instead of standing up, students can raise their hand or hold up a sticky note with the phrase they hear.
 - Quick Review:
 - After reading, ask students which phrases they heard.
 - Write the phrases on the board as students call them out.
 - Pair Check:
 - In pairs, students quickly compare which phrases they noticed.
 - 3. Wrap-Up
 - Praise the group for their listening skills.
 - Ask a few students to say one phrase they remember from the activity.
- Model Dialogue: Workplace Scenario (15-20 mins)
 - 1. Real-Life Role Descriptions
 - Prepare simple “role descriptions” for students. For example:
 - Customer: Needs help with the printer, finding the meeting room, or carrying boxes.
 - Worker: Offers help, gives directions, or solves problems.
 - 2. Script on the Board
 - Write and act out the sample script:
 - A: Good morning!
 - B: Good morning! How are you?

A: I'm fine, thank you. Can I help you?

B: Yes, I need help with the printer.

- 3. Interactive Pair Practice
 - Step 1: Students pair up and pick a role description (or invent their own workplace problem).
 - Step 2: Each pair personalizes the dialogue:
 - Change names: "Good morning, Maria!" "Good morning, David!"
 - Change the problem: "I need help with the coffee machine." "I need help finding the meeting room."
 - Add a farewell: "Thank you, goodbye!" "See you later!"
- 4. Speed Networking
 - After practicing, students switch partners and repeat with a new scenario or problem.
 - Encourage them to try different greetings ("Hello!" "Hi!"), problems, and farewells.
- 5. Bonus Challenge
 - Invite a few pairs to perform their favorite version for the class.
 - Give positive feedback for clear speaking, realistic problems, and polite farewells.

II. Practice (30- 40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - [Matching Role Play Exercise between a Customer and a Shop Assistant](#). Match correct phrases to complete the dialogue.
 - [Gap Fill Worksheet Greetings and Useful Phrases](#). Complete the phrases into the correct place.

[20-Minute Break]

III. Production (30 - 40 mins)

- Mini-Project: Work Dialogue Skit (30 mins)
 - Planning (10 mins)
 - Objective:

Students create a short, realistic workplace conversation in pairs.
 - Instructions:
 - Each pair Skit Planning Sheet with these prompts:
 - Greeting: (e.g., "Good morning!")
 - Small Talk: (e.g., "How are you?" "I'm fine, thank you.")
 - Work-Related Question: (e.g., "Can I help you?" "Do you want a bag?" "Where is the meeting room?")
 - Polite Response or Farewell: (e.g., "Yes, please." "No, thank you." "Goodbye!" "Have a nice day!")
 - Encourage pairs to personalize their skit:
 - Use their real names or make up names.

- Choose a real workplace problem (e.g., help with the printer, finding an office, needing a bag at the checkout).
 - Add a farewell or thank you at the end.
 - Example Brainstorm:
 - A: “Good morning, Anna!”
 - B: “Good morning, Sam! How are you?”
 - A: “I’m good, thank you. Can I help you?”
 - B: “Yes, I need help with the computer.”
 - A: “No problem! I can help you.”
 - B: “Thank you!”
 - A: “You’re welcome. Have a nice day!”
- 2. Writing (5–7 mins)
 - Instructions:
 - Pairs write their dialogue on the planning sheet.
 - Teacher circulates, helping with spelling, grammar, and phrase choices.
 - Remind students to keep it simple and clear (4–6 lines is perfect).
- 3. Practice & Performance (8–10 mins)
 - Instructions:
 - Pairs practice their skit quietly together, focusing on:
 - Clear pronunciation
 - Using gestures and props (e.g., bag, paper, pen, folder, or even a phone)
 - Making eye contact and smiling
 - When ready, pairs perform their skit for the class.
 - Encourage everyone to listen respectfully and clap after each performance.
- 4. Peer Feedback (5 mins)
 - Instructions:
 - After each skit, classmates give positive feedback.
Teacher can model simple phrases:
 - “Great job!”
 - “Nice greeting!”
 - “Good speaking!”
 - “Very polite!”
 - “I liked your smile/gesture/thank you!”
 - Optionally, students can vote for “Best Greeting,” “Best Small Talk,” or “Most Helpful Worker” for fun.
- 5. Wrap-Up
 - Praise the class for their effort and teamwork.
 - Remind students that these are real conversations they can use at work every day.
 - Optionally, display the written skits on a classroom board or collect them for a class booklet.
- Error Correction and Recap (5–10 mins)
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and polite expressions.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “How do you start a work conversation in English?” Students answer and demonstrate.
 - Self-reflection: “What new words did you learn today?” (5 mins)
 - Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on reviewing the vocabulary learned (Unit 8 Final Project and Reflection)
 - Homework: Review and practice vocabulary phrases from Units 1-3.
-

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice short work dialogues at home or with a friend.

Notes for the Instructor

- Use real-life scenarios and role-plays to make greetings meaningful.
- Encourage students to personalize conversations (use their real names and situations).
- Support peer teaching and gentle correction.
- Provide positive feedback and celebrate participation

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** PRE A1
 - **Lesson Number:** 29
 - **Topic:** Vocabulary Review (Unit 8: Final Project and Reflection)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say 5 new words from each unit.
 - I can play a matching or memory game.
 - I can write 3 job-related words.
-

Materials

- Handouts / Worksheets: [Download [at this link](#)]
 - [Reading Activity](#)
- Required Tech / Supplies:
 - Whiteboard and markers
 - Sticky notes, colored pencils
 - Large paper for group activities

Vocabulary

Review vocabulary from the below Units:

1	Starting with English
2	People and Jobs
3	Tools and Objects at Work

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Quick Review: “What’s My Job/Tool?”
 - Instructions: The teacher acts out or describes a job, person, or tool from previous units without saying the word.
 - Example: Pretend to write (students guess: “pen”).
 - Say: “I help sick people in the hospital” (students guess: “nurse”).
 - Mime typing at a desk (students guess: “office”).
 - Students call out the word or use it in a simple sentence:
 - “It’s a pen.”
 - “She is a nurse.”
 - “I work in an office.”
 - Vocabulary Relay: “Team Board Race”

- Instructions:
 - Divide the class into two or three teams.
 - Each team lines up in front of the board.
 - The teacher calls out a topic: “People,” “Jobs,” or “Tools.”
 - The first student from each team runs to the board and writes one word from that topic (e.g., “doctor,” “computer,” “manager”).
 - The next student adds a new word, and so on.
 - Continue for 2–3 rounds with different topics.
 - Celebrate all teams for participation and teamwork!
- Introduce Topic:

“Today, we will review all the words we learned about people, jobs, and tools at work. We will also review numbers, the alphabet and spelling.”

I. Presentation (30–40 mins)

- Vocabulary Review: Numbers 1 - 20 at work(10 mins)
 - Workplace Numbers Walk
 - Setup:

Write numbers 1–20 on slips of paper and tape them around the classroom or place them on desks.

Prepare a short list of workplace items or tasks that use numbers, such as:

 - Office numbers (Room 5, Desk 12)
 - Quantity (10 pens, 3 computers)
 - Time (Meeting at 9, Lunch at 12)
 - Orders (5 sandwiches, 7 coffees)
 - Activity: Find and Say
 - Instructions: Number Hunt:
 - Call out a workplace scenario, e.g., “Go to the number for the meeting room!”
 - Students walk to the number you say (e.g., “Find number 9!”).
 - When they arrive, ask: “What number is this?”
 - Students answer: “This is number 9.”
 - Workplace Sentences:
 - Once at the number, ask a student to use it in a workplace sentence:
 - “I work in room 9.”
 - “We need 9 pens.”
 - “The meeting is at 9 o’clock.”
 - Encourage students to help each other with ideas.
 - Pronunciation Practice:
 - As a group, repeat the number and sentence for clear pronunciation.
 - Group Review
 - Write numbers 1–20 on the board.

- As a class, count together and say a workplace example for a few numbers.

- Listening Practice: The Alphabet at work (5 - 10 mins)
 - Write the alphabet letters A to Z on the board in a large, clear row.
 - Next to each letter, write one simple workplace word that starts with that letter (or as many letters as you want to cover), for example:
 - A – apron
 - B – bag
 - C – computer
 - D – desk
 - M – mop
 - O – office
 - Activity: Listen and Point
 - Instructions: Teacher reads aloud a word or short sentence:
 - “Bag”
 - “Desk”
 - “Office”
 - “Apron”
 - “Mop”
 - “Computer”
 - “The cleaner uses a mop.”
 - Students listen carefully and point to the correct letter on the board.
For example, when the teacher says “Bag,” students point to the letter B on the board.
 - Variation:
 - The teacher says a letter aloud (e.g., “C”).
 - Students say a workplace word that starts with that letter (e.g., “Computer,” “Chair”).
 - Group Practice:
 - Call out a few letters and have the whole class say the word together.
 - Or ask individual students to say a word starting with the letter.
 - Wrap-Up
 - Review the alphabet row on the board together, pronouncing each letter and its word clearly.
 - Encourage students to say the words aloud with you.

- “Find Your Match” Mingling Activity (15-20 mins)
 - Step 1: Teacher Models the Dialogue
Write and act out the dialogue on the board:
 - A: What is your job?
 - B: I am a cleaner. I use a mop.

- A: Do you work in an office?
B: No, I work in a school.
- Step 2: Prepare Job, Tool, and Location sticky notes (Optional, or just a list on the board)
 - Jobs: cleaner, nurse, cook, driver, teacher, cashier
 - Tools: mop, computer, pan, bus, pen, cash register
 - Locations: school, hospital, restaurant, bus, office, shop
 - Step 3: Mingle & Match
 - Each student secretly chooses (or is assigned) a job, tool, and location from the list.
 - Students stand up and walk around the classroom.
 - They greet a classmate and use the model dialogue, but personalize it:
 - A: What is your job?
 - B: I am a cook. I use a pan.
 - A: Do you work in a restaurant?
 - B: Yes, I work in a restaurant.
 - After finishing, students switch partners and repeat with new information.
 - Step 4: Group Share
 - After a few rounds, ask for volunteers to perform their favorite exchange for the class.
 - Give positive feedback for clear speaking and creativity.
 - Bonus Challenge:
 - See if students can find someone with the same job, tool, or location as them!

II. Practice (30- 40 mins)

- Controlled Practice Activity:
 - Reading Aloud - [Reading Activity Text](#)
 - Students read the short text aloud
 - Pre-Reading Warm-Up (2–3 mins)
 - Show a few key words from the text on the board (e.g., “builders,” “hammers) with visuals.
 - Ask: “What do you think this job is?” or “Where does this person work?”
 - Model the Reading
 - Read the first sentence aloud slowly with clear pronunciation.
 - Point to each word as you read. Emphasize natural intonation.
 - Ask students to listen first, then repeat after you line by line (choral repetition).
 - Guided Practice in Pairs or Small Groups
 - Give each pair or small group one sentence.
 - Students take turns reading the sentence aloud to each other.
 - Partners help correct pronunciation and give encouragement.
 - The teacher circulates and supports as needed.
 - Whole-Class Wrap-Up

- Invite a few volunteers to read one full sentence to the class, and explain what it means.
- Use positive feedback: “Good reading!” “Nice pronunciation!” “Say it again with a strong voice.”

[20-Minute Break]

III. Production (30 - 40 mins)

- My Job and Tools (20 mins)
 - Students write a short paragraph (3–4 sentences) about themselves using the vocabulary:
 - “My name is _____. I am a _____. I use a _____ at work.”
 - “I work in a _____. My colleague is a _____. We use a _____.”
 - Speaking:
 - In pairs, students read their paragraph to a partner.
 - Partners listen and ask one simple question (e.g., “Do you use a pen at work?”).
- Group Game: Vocabulary Charades (10 mins)
 - One student acts out a job or tool (e.g., “cleaner,” “computer”) without speaking.
 - The class guesses the word and uses it in a sentence.
- Error Correction and Recap (5–10 mins)
 - Note common pronunciation or spelling errors. Write correct forms on the board.
 - Choral practice of tricky words and job/tool names.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “Can you say one word from each unit?” Students answer and demonstrate.
 - Self-reflection: “What new words did you remember today?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on practicing vocabulary learned to describe their job and workplace tools and objects. (Unit 8 Final Project and Reflection)
 - Homework: Write a list of 5 words from each unit (Starting with English, People and Jobs, Tools and Objects at Work).

Optional Independent Practice

- Homework / Practice / For next class:
 - Watch a [video about jobs and tools](https://www.youtube.com/watch?v=ugsRzHMIF2o) and write down new words.
<https://www.youtube.com/watch?v=ugsRzHMIF2o>

Notes for the Instructor

- Use real-life scenarios and role-plays to make greetings meaningful.
- Encourage students to personalize conversations (use their real names and situations).
- Support peer teaching and gentle correction.
- Provide positive feedback and celebrate participation

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
- **CEFR Level:** PRE A1
- **Lesson Number:** 30
- **Topic:** Speaking Practice (Unit 8: Final Project and Reflection)
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can say 3 sentences about my job.
 - I can describe a tool or task I learned.
 - I can speak in front of the class for 30 seconds.

Materials

- Required Tech / Supplies:
 - Whiteboard and markers
 - Sticky notes, colored pencils
 - Large paper for group activities

Vocabulary

Review vocabulary from the below Units:

4	Daily Routines and Time
5	Simple Instructions and Requests
6	Places and Directions

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Routine Charades:
 - The teacher or a student acts out a daily routine (e.g., “make coffee,” “go to work,” “check emails”). Class guesses the action and says the time (e.g., “You check emails at 9.”).
 - Instruction Simon Says:
 - Play “Simon Says” using simple instructions (“Stand up,” “Open your book,” “Go to the door.”).
 - Students follow the instructions.
 - Directions Relay:
 - Teacher gives verbal directions aloud to the whole group, such as “Go to the kitchen and touch the table” or “Go to the office and stand by the door.”
 - Students then follow the directions and say the place or action aloud once they complete the task.

- You can vary the directions by including different rooms or locations in the classroom, or by incorporating actions (e.g., “Walk to the restroom and clap your hands”).
- To add a relay element, divide students into teams. One student from each team listens to the direction, completes the task, then returns to tag the next teammate who will listen to the next direction.
- Increase difficulty by giving two-step or multi-step directions (e.g., “Go to the kitchen, touch the table, then go to the store”).
- Introduce Topic:
“Today, we will practice speaking about our jobs, tools, and tasks. You will say sentences and speak in front of the class!”

I. Presentation (30–40 mins)

- Vocabulary and Sentence Frames Reviews (15-20 mins)
 - Write the target vocabulary on the board: job, tool, task, routine, morning, instruction, request, office, kitchen, direction.
 - Model 3-sentence introductions:
 - “My name is Ana. I am a cleaner. I use a mop at work.”
 - “I work in an office. I use a computer. My task is to answer emails.”
 - “I am a cook. I use a pan. My task is to make lunch.”
 - “I am a driver. I drive a bus. I start work in the morning.”
 - Sentence Frame Mixer
 - Write several sentence frames on the board, such as:
 - “I am a _____. My main task is _____. I usually work in the _____.”
 - “In the morning, I _____. I use a _____ to _____.”
 - Write questions such as:
 - “Do you work in an office?”
 - “What tool do you use at work?”
 - Students mingle and share their answers with as many classmates as possible, practicing both asking and answering.
- Job Fair Activity (15-20 mins)
 - Introduce and Model:
 - Write the dialogue on the board, but personalize it:
 - A: What is your job?
 - B: I am a [job]. I use a [tool] and a [tool].
 - A: What is your main task?
 - B: My main task is to [task].
 - Act out the dialogue, using your own or a student’s real job as an example.
 - Pair Interviews:
 - Students pair up and interview each other using the model, but they must use their real jobs or a job they would like to have.

- Encourage them to add details: “I use a computer and a phone,” “My main task is to help customers,” etc.
- Find Someone Who... Extension:
 - After pairs finish, students stand and circulate, interviewing at least two more classmates. They take notes on each person’s job, tools, and tasks.
 - Optional: Give a simple worksheet or ask them to remember and report back.
- Report Back:
 - Ask a few students to share something interesting they learned about a classmate’s job, tools, or tasks.

II. Production (30- 40 mins)

- My Job and Tools Presentation (25-30 mins)
 - 1. Preparation (5 mins)
 - Prompt: Ask students to think about their current job, a previous job, or a job they would like to have.
 - Sentence Frames on Board:
 - “My name is _____. I am a _____. I use a _____ at work. My main task is _____.”
 - Brainstorm: In small groups, students brainstorm possible jobs, tools, and tasks, helping each other with vocabulary.
 - 2. Drafting & Peer Practice (10 mins)
 - Each student writes 3–4 sentences about their job, a tool they use, and a daily task.
 - In pairs, students read their sentences aloud and give each other feedback on:
 - Pronunciation
 - Clarity
 - Use of vocabulary
 - Encourage partners to ask follow-up questions to help each other expand their sentences (e.g., “What do you use the tool for?” “How often do you do this task?”).
 - 3. Interactive Presentations (10–15 mins)
 - Gallery Walk (Optional Variation):
 - Instead of standing in front of the class, students write their sentences on large paper or sticky notes and post them around the room.
 - Students walk around, read each other’s presentations, and write one follow-up question or comment on each.
 - Oral Presentations:
 - Each student presents to the class (aim for 30 seconds).
 - After each presentation, invite 1–2 classmates to ask a follow-up question (e.g., “What time do you start work?” “Where is your office?” “What do you like about your job?”).
 - Encourage the presenter to answer in a complete sentence.
 - 4. Active Listening & Engagement

- Give students a listening task: as they listen, they write down the name, job, and one tool for at least three classmates.
 - After all presentations, students share something interesting they learned about a classmate.
 - 5. Reflection (2–3 mins)
 - In small groups or as a class, discuss:
 - What new jobs or tools did you learn about today?
 - Was anything surprising or interesting?
 - How does your job compare to a classmate's?
- Error Correction and Recap (5–10 mins)
 - The teacher notes common errors and models correct pronunciation or sentence structure on the board.
 - Choral repetition of tricky words and phrases.

[20-Minute Break]

III. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “Can you speak about your job?” Students answer and demonstrate.
 - Self-reflection: “What new words did you remember today?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will focus on writing vocabulary learned (Unit 8 Final Project and Reflection)
 - Homework: Practice your 3-sentence speech at home and write one extra sentence about a tool or task.

Optional Independent Practice

- Homework / Practice / For next class:
 - Record yourself saying your 3 sentences and listen for pronunciation.

Notes for the Instructor

- Use real-life props or visuals to support understanding.
- Encourage students to personalize their sentences with real information.

- Support peer teaching and gentle correction.
- Provide positive feedback and celebrate participation.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** PRE A1
 - **Lesson Number:** 31
 - **Topic:** Writing Practice (Unit 8: Final Project and Reflection)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can write: "My name is..." and "I work in a..."
 - I can write 3–5 sentences about my work.
 - I can check my writing with a partner.
 - I can complete a sentence checklist.
-

Materials

- Required Tech / Supplies:
 - Whiteboard and markers
 - Sticky notes, colored pencils
 - Large paper for group activities

Vocabulary

Review vocabulary from the below Units:

2	People and Jobs
4	Daily Routines and Time
7	Wolk Talk: Greetings and Responses

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Numbers & Alphabet Relay
 - Teacher calls out a number (1–20); students write it on the board
 - Alphabet Race: In teams, students race to write the alphabet A–Z on the board, one letter at a time.
 - Guess the Job:
 - One student describes a job without saying the job title (e.g., "I help children learn. I work in a school.>").
 - The rest of the class guesses the job.
 - Group Discussion: "The Right Person for the Job"
 - Present statements or scenarios (e.g., "This job is good for someone who likes helping people").

- Groups discuss and agree on which job fits each statement, justifying their choices.
 - Introduce Topic:

“Today, we will practice writing about ourselves, our work, and what we do. You will write sentences and check your work with a partner!”

I. Presentation (30–40 mins)

- Vocabulary Review (15-20 mins)
 - Workplace Dictation Challenge
 - Dictate a short list of common workplace items or names, spelling each out using the alphabet.
 - Dictate numbers as office numbers, times, or employee IDs.
 - Students write what they hear, then check answers in pairs.
 - Team “Alphabet & Numbers” Meeting
 - Divide into small groups. Each group creates a short workplace announcement (e.g., “The meeting is at 10:00 in office 5”).
 - Each person must contribute by spelling a word or saying a number 1-20.
 - Groups present their announcements to the class.
- Alphabet and Number Hunt (15-20 mins)
 - Students write on 2 sticky notes:
 - On one sticky note: a workplace-related word (from the vocabulary lists for Units 2, 4 and 7)
 - On the another sticky note: a number (1-20)
 - Post sticky notes around the room.
 - Students circulate, find a word and number, and report back using a full sentence:

“I found the word ‘colleague’—C-O-L-L-E-A-G-U-E—in the kitchen.”

“I found the number twelve on the office door.”

II. Practice (30- 40 mins)

- Controlled Practice Activities (gap fills, matching, sentence completion):
 - Sentence Building:

Use prompts to build sentences (Teacher to write prompts on the board):

“I am a _____. I work in a _____. I use a _____.”
 - Gap Fill:

Complete: “My name is _____. I work in a _____. My job is _____.”
 - Peer Writing Check:

In pairs, students exchange their sentences, using a simple checklist:

 - Did you write your name?
 - Did you write your job?
 - Did you write where you work?
 - Did you use a tool word?

- Did you write the time?
- Alphabet & Numbers Practice:
Write the alphabet and numbers 1–20 in order

[20-Minute Break]

III. Production (30 - 40 mins)

- My Work Writing Piece (20 mins)
 - Preparation:
Students brainstorm and write 3–5 sentences about themselves:
 - “My name is _____. I am a _____. I work in a _____. I use a _____. I start at ___ o’clock.”
 - Peer Review:
Exchange writing with a partner. Use a checklist to review and give feedback.
 - Writing Gallery:
Students write their sentences on large paper or sticky notes and display them around the room.
 - Reading & Commenting:
Students walk around, read classmates’ work, and write one positive comment or question.
- Speaking & Listening (10 mins)
 - In pairs or small groups, students read their writing aloud.
 - Partners listen and ask one follow-up question (“What time do you start work?” “What tool do you use?”).
- Error Correction and Recap (5–10 mins)
 - The teacher notes common errors and models correct spelling or sentence structure on the board.
 - Choral repetition of tricky words and phrases.

IV. Wrap-Up (15 mins)

- Review vocabulary and objectives (5 mins)
 - Quick round: Teacher asks, “Can you write your name and job in English?” Students answer and show their writing.
 - Self-reflection: “What new words did you remember today?” (5 mins)
- Preview of Next Class + Assignment (5 mins)
 - Tell students the next lesson will be on the final project and presentation (Unit 8 Final Project and Reflection)

Optional Independent Practice

- Homework / Practice / For next class:
 - Practice writing numbers and the alphabet at home.
 - Write a short paragraph about your daily routine and job.

Notes for the Instructor

- Use real-life props or visuals to support understanding.
- Encourage students to personalize their sentences with real information.
- Support peer teaching and gentle correction.
- Provide positive feedback and celebrate participation.

Lesson prepared by Elisabeth Perrin

- **Course Title:** General Business English
 - **CEFR Level:** PRE A1
 - **Lesson Number:** 32
 - **Topic:** Final presentations (Unit 8: Final Project and Reflection)
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can give a short talk: my name, job, routine, and tool.
 - I can listen and ask one question to a peer.
 - I can reflect on what I liked about this course.
-

Materials

- Required Tech / Supplies:
 - Whiteboard and markers
 - Paper or index cards for final presentations

Vocabulary

Review vocabulary from the units in the course:

Unit	Title
1	Starting with English
2	People and Jobs
3	Tools and Objects at Work
4	Daily Routines and Time
5	Simple Instructions and Requests
6	Places and Directions
7	Work Talk: Greetings and Responses

Lesson Structure (PPP)

- Warm-Up - Review and icebreaker (10 - 15 mins)
 - Community Wall:
 - As students enter, give each a sticky note or piece of paper. Ask them to write one thing they've learned or enjoyed in the course and stick it to a "Community Wall" in the classroom.
 - Take a few minutes to read some aloud and celebrate progress.
 - Alphabet & Numbers Buzz:

- The teacher announces a letter or number. Students quickly think of a word or phrase from the course related to that letter/number (e.g., “N” for nurse, “10” for “ten pens”).
 - To add excitement, make it a competition: divide students into teams and award points for correct answers.
 - People/Jobs Charades with a Twist:
 - Students choose a random job from a hat to act out, but must also perform a simple action that person does (e.g., “teacher” – pretending to write on a board)
 - For an extra challenge, require classmates to guess both the job and the action in a full sentence (“She is a nurse. She is giving medicine.”).
 - Introduce Final Lesson Topic: *“Today, you will give a short talk about yourself, listen to your classmates, ask questions, and share what you learned and enjoyed most in this course.”*

I. Presentation (30–40 mins)

- Vocabulary and Presentation Planner (15 - 20 mins)
 - Review and write on the board: name, job, routine, tool, place, direction, help, question, like, learnt.
 - Teacher models a personal introduction:
“My name is Maria. I am a cleaner. I work in an office. My routine is to check emails in the morning. I use a mop and a pen every day. I learnt new words and I like my class.”
 - Students repeat sentences chorally and individually.
 - Students fill in a short planner about themselves for their talk.
- Listening Practice (15 - 20 mins)
 - Teacher plays/reads two short learner-style presentations (covering all course themes):
 - “Hello, my name is Lee. I am a nurse. I work in a hospital. In the morning, I help my colleague and use a computer.”
 - “My name is Amir. I am a teacher. I go to school at 8 o’clock. I use a pen and a bag.”
 - Class discusses: “What did you hear?”

II. Practice (30- 40 mins)

- Controlled Practice Activities:
 - Peer Check and Feedback:
 - Students complete their sentences for their talk (Name, job, workplace, tool(s), routine, what they learnt/liked).
 - In pairs, students read their presentations aloud.
The listener asks 1–2 follow-up questions (e.g., “What time do you start work?” “Where do you buy your tools?” “How do you get to work?”).
 - Switch Roles:
Partners swap and repeat

- Peer Feedback:

Pairs use a checklist to give feedback:

- Did the speaker say their name and job?
- Did they mention a routine and a tool?
- Did they use a greeting, direction, number, or alphabet word?
- Did they share what they liked and learnt?
- Give one compliment and one suggestion.

[20-Minute Break]

III. Production (30 - 40 mins)

- Mini-Project: Personal Presentation & Reflection
 - Preparation
 - Students finalise their 2–3 minute talk—bullet points or full sentences—on paper or index cards.
 - Final Presentations
 - Setting the Stage:
Arrange chairs in a semi-circle or “stage” area. Play soft background music as students prepare.
 - Presentation Order:
Draw names from a hat or let students volunteer. Applause greets each speaker.
 - Presentation Content:
 - Each student presents to the class, including:
 - Name
 - Job & workplace
 - Tool(s) they use
 - Daily routine
 - What they liked about the course
 - What they learnt
 - Answers to 2 questions from classmates (see below)
 - Visual Aid (Optional):
Students can bring a prop, draw a picture, or use a digital slide to make their talk more memorable.
 - Listening & Peer Questions
 - Active Listening Task:
While each student presents, listeners write down one question for the speaker. Provide a question bank (e.g., “What time do you start work?” “How do you use your tool?” “Where is your workplace?”) for support.
 - Question Time:
 - After each presentation, the class asks their questions. The speaker answers at least two.

- Teacher supports by rephrasing or prompting if needed (“Can you tell us more about your routine?”).
- Positive Feedback:

After the Q&A, the teacher gives specific, positive feedback (e.g., “Great use of the word ‘thermometer!’” “You spoke clearly!”).

Classmates can also give a quick compliment (“I liked your story about your routine!”).
- Celebration
 - Group Applause:

After each presentation—or all at the end—the class gives a big round of applause.

Consider a “standing ovation” for extra fun!
- Memory Sharing:
 - In a circle, each student says one word that describes how they feel now (e.g., “proud,” “happy,” “excited”).

IV. Wrap-Up (15 mins)

- Reflection and Closing:
 - In pairs, students ask each other:
 - “*What did you learn?*” and “*What was your favorite part?*”
 - Each shares one sentence:
 - “*I learned _____.*”
 - “*My favorite part was _____.*”
 - Group Share:
 - Teacher invites a few volunteers to share their answers with the class.
- Teacher’s Closing:
 - Briefly highlight the group’s progress, thank everyone, and encourage them to keep learning and practicing English.
- Optional Extras:
 - Group photo (with permission) to remember the class.
 - Challenge: Use your introduction with a colleague or friend this week.
 - Next Steps: Write down three new things you want to learn in English (can be homework or a quick class activity).

Optional Independent Practice

- Practice:
 - Record your presentation at home and watch it.
 - Teach your introduction to a friend or family member.

Notes for the Instructor

- Help students build confidence by scaffolding presentations and supporting them with prompts.
- Keep the atmosphere supportive and low-stress: focus on positive feedback and participation.
- Encourage active listening and simple peer questioning.
- Connect each activity to prior course units for maximum review and consolidation.
- Celebrate students' achievements and highlight progress since Lesson 1.

Lesson prepared by Elisabeth Perrin

Certificate of Completion

At the end of the course, students who complete the final feedback form and end-of-course CEFR assessment will receive a Certificate of Completion.

Use the certificate template provided. Click File → Make a Copy, then you will be able to edit your own. Before printing or sending digitally, update the following fields and then send as a PDF:

- Number of hours completed
- Name of the course provider
- Student's full name

Distribute certificates promptly to recognize students' achievement.

Link to certificate template -

https://docs.google.com/document/d/1drLQHfULCfOoN9HtrAZiu__WJC5wy_NZ/edit?usp=sharing&ouid=118059093709259566991&rtpof=true&sd=true

PRE A1 Vocab List General Business English

UNIT 1: Starting with English

Word Group 1: My name and where I'm from

Term	Definition	Example Sentence	Profession-Specific (Y/N)
name	a word by which a person is known	"My name is Anna."	N
from	to show origin or location	"I am from Brazil."	N
What...?	to ask about someone's name	"What is your name?"	N
Where...?	To ask about someone's country/place of origin	"Where are you from?"	N

Word Group 2: Numbers, alphabet and spelling

Term	Definition	Example Sentence	Profession-Specific (Y/N)
spell	to spell a word	"How do you spell your name?"	N
number	to say numbers 1-20	"What number is this? Can you say numbers 1-20?"	N

Word Group 3: Saying hello and goodbye

Term	Definition	Example Sentence	Profession-Specific (Y/N)
hello/ hi good morning/ good afternoon/ good evening	to greet someone	"Hello, how are you?"	N
good bye/ bye/ see you	to farewell someone	"Good bye, see you tomorrow."	N

fine / great/ okay/ not bad/ tired	to respond to the question "How are you?"	"Fine, thank you" "I'm great." "I'm okay." "Not bad." "I'm tired."	N
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Word Group 4: Classroom English

Term	Definition	Example Sentence	Profession-Specific (Y/N)
open	to start or make accessible	"Open your book, please."	N
close	to shut	"Close your book."	N
repeat	to say again	"Repeat after me."	N
help	to give assistance	"Can you help me?"	N
listen	to pay attention to sound	"Listen to the teacher."	N
stand up	to rise from a seat	"Stand up, please."	N
sit down	to take a seat	"Sit down, please."	N

UNIT 2: People and Jobs

Word Group 5: People at Work

Term	Definition	Example Sentence	Profession-Specific (Y/N)
manager	person who leads a team	"He is a manager."	Y
cleaner	person who cleans	"She works as a cleaner."	Y
driver	person who drives vehicles	"He is a driver."	Y
teacher	person who teaches	"She is a teacher."	Y
doctor	person who helps sick people	"He is a doctor."	Y
nurse	person who helps doctors	"She is a nurse."	Y
works as	has a job as	"She works as a cleaner."	N

Word Group 6: What They Do

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clean	to make something free of dirt	"He cleans the office."	Y
help	to give assistance	"She helps sick people."	Y
drive	to operate a vehicle	"He drives the ambulance."	Y
teach	to give lessons	"She teaches the students."	Y
manage	to be in charge of	"He manages a team."	Y

Word Group 7: Where They Work

office	place for business work	"He works in an office."	Y
hotel	place for guests to stay	"She works in a hotel."	Y
school	place for teaching and learning	"He works in a school."	Y
shop	place for buying things	"She works in a shop."	Y
hospital	place for sick people	"He works in a hospital."	Y

restaurant	place for eating food	“She works in a restaurant.”	Y
works in	has a job at	“He works in a shop.”	N

Word Group 8: Job Review and Role Cards

Review vocabulary from Unit 2 (People and Jobs) in the course:

Lesson	Title
5	People at Work
6	What They Do
7	Where They Work

UNIT 3: Tools and Objects at Work

Word Group 9: Common Workplace Items

Term	Definition	Example Sentence	Profession-Specific (Y/N)
phone	tool for calling people	“This is a phone.”	N
broom	tool for cleaning floors	“This is a broom.”	Y
computer	tool for work and email	“This is a computer.”	N
pen	tool for writing	“This is a pen.”	N
key	tool for opening doors	“This is a key.”	N

box	object for holding things	"This is a box."	N
chair	object for sitting	"This is a chair."	N
table	object for working on	"This is a table."	N
stapler	tool for joining papers	"This is a stapler."	N
scissors	tool for cutting	"These are scissors."	N

Word Group 10: What Is It For?

Term*	Definition	Example Sentence	Profession-Specific (Y/N)
broom	tool for cleaning floors	"We use it to clean."	Y
computer	tool for work and email	"We use it to type."	N
pen	tool for writing	"We use it to write."	N
phone	tool for calling people	"We use it to call."	N
scissors	tool for cutting	"We use them to cut."	N
key	tool for opening doors	"We use it to open doors."	N

stapler	tool for joining papers	“We use it to join papers.”	N
box	object for holding things	“We use it to carry things.”	N
chair	object for sitting	“We use it to sit.”	N
table	object for working on	“We use it to work.”	N

*Review words

Word Group 11: Sorting Tools

Term	Definition	Example Sentence	Profession-Specific (Y/N)
office*	place for business work	“I work in an office.”	N
store	place for selling things	“I work in a store.”	N

office* = review word

Word Group 12: Object Vocabulary Review

Review vocabulary from:

Lesson	Title
9	Common Workplace Items
10	What Is It For?

UNIT 4: Daily Routines and Time

Word Group 13: My Workday

Term	Definition	Example Sentence	Profession-Specific (Y/N)
start	to begin work	"I start at 8."	N
finish	to end work	"I finish at 5."	N
check	to look at something	"I check emails."	Y
clean*	to make clean	"I clean the office."	Y
drive	to operate a vehicle	"I drive to work."	Y
lunch	meal in the middle of day	"I have lunch at 12."	N
routine	things you do every day	"My routine is simple."	N

*clean = review word

Word Group 14: Days and Time Words

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Sunday	first day of the week	"I work on Sunday"	N

Monday	second day of work week	"Monday is my busy day."	N
Tuesday	third day of work week	"I have a meeting on Tuesday."	N
Wednesday	fourth day of work week	"On Wednesday, I call clients."	N
Thursday	fifth day of work week	"I finish early on Thursday."	N
Friday	sixth day of work week	"Friday is my free day."	N
Saturday	seventh day of the week/ Shabbat / day of rest	"I don't work on Saturday."	N
on	preposition used with days	"I work on Monday."	N
at	preposition used with time	"I start at 8:00."	N

Word Group 15: Talking about Time

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Time	measurement of hours and minutes	"What time is it?"	N

o'clock	used to say the exact hour	"It is 3 o'clock."	N
clock	device that shows time	"Look at the clock."	N
hour	60 minutes	"One hour has 60 minutes."	N
minute	60 seconds	"Wait one minute, please."	N
morning	early part of the day	"I wake up in the morning."	N
afternoon	middle part of the day	"I eat lunch in the afternoon."	N
evening	later part of the day	"I go home in the evening."	N
Numbers 1–12	used to tell time (hours)	"It is 7 o'clock."	N
work*	to have a job or do tasks	"I work at 9 o'clock."	N
eat	to consume food	"I eat lunch at 12 o'clock."	N
at*	preposition used with time	"I start at 8:00."	N

*work / at = review words

Word Group 16: Schedule Sharing

Term	Definition	Example Sentence	Profession-Specific (Y/N)
schedule	a plan for your day or week	"This is my schedule."	N
start*	to begin something	"I start work at 8 o'clock."	N
finish*	to end something	"I finish work at 5 o'clock."	N
day	24 hours, from morning to night	"Today is Monday."	N
week	7 days	"There are 7 days in a week."	N
Sunday-Saturday*	days of the week	"On Sunday, I go to work."	N
when	question word for time	"When do you eat breakfast?"	N

*start/ finish/ Sunday - Saturday = review words

UNIT 5: Simple Instructions and Requests

Word Group 17: Basic Instructions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
stand	to be on your feet	"Stand up."	N
sit	to rest on your bottom	"Sit down."	N
go	to move from one place to another	"Go to the office."	N
take	to pick up or receive something	"Take this."	N
open*	to make something not closed	"Open the door."	N
close*	to shut something	"Close the window."	N
here	in this place	"Go here."	N
door	a way to enter or leave a room	"Open the door."	N

open / close = review words

Word Group 18: Asking for Help

Term	Definition	Example Sentence	Profession-Specific (Y/N)
help	to give assistance	"Can you help me?"	N

need	to require something	"I need help."	N
pass	to give something to someone	"Can you pass the pen?"	N
repeat	to say something again	"Can you repeat, please?"	N

Word Group 19: Polite Words at Work

Term	Definition	Example Sentence	Profession-Specific (Y/N)
please	polite word for making a request	"Please help me."	N
thank you	polite word to show appreciation	"Thank you for your help."	N
excuse me	polite phrase to get attention or apologize	"Excuse me, may I ask a question?"	N
sorry	polite word to apologize	"Sorry, I am late."	N
help*	to give assistance	"Can you help me, please?"	N
may I	polite way to ask permission	"May I come in?"	N
you're welcome	polite response to "thank you"	"You're welcome."	N

*help = review word

Word Group 20: Instruction Practice

Term	Definition	Example Sentence	Profession-Specific (Y/N)
instruction	a direction or order	"Follow this instruction."	Y
follow	to do as someone says	"Please follow me."	N
give	to present or offer something	"Give me the pen."	N
pass	to give something to someone	"Pass the paper."	N
again	one more time	"Can you do that again?"	N

UNIT 6: Places and Directions

Word Group 21: Workplace Places

Term	Definition	Example Sentence	Profession-Specific (Y/N)
office*	a room where people work	"I work in the office."	Y
kitchen	a room for preparing food	"The kitchen is next to the store."	Y

store*	a place to keep things or buy items	"The store is near the kitchen."	Y
restroom	a room with a toilet and sink	"The restroom is next to the office."	Y
next to	beside; at the side of	"The office is next to the kitchen."	N
map	a drawing that shows where places are	"Label the rooms on the map."	N
label	to write the name of something on it	"Label the kitchen on the map."	N
room	a part of a building with walls and a door	"This is the meeting room."	Y

*office / store = review words

Word Group 22: Asking for Directions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
where	question word to ask about a place	"Where is the office?"	N
left	direction to your left side	"Turn left at the kitchen."	N
right	direction to your right side	"Turn right at the store."	N

straight	not turning, in one direction	"Go straight to the restroom."	N
next to	beside; at the side of	"The store is next to the kitchen."	N
near	close to	"The office is near the restroom."	N
map*	a drawing that shows where places are	"Follow the map to the kitchen."	N
directions	instructions to help you find a place	"Can you give me directions?"	N
go	to move from one place to another	"Go to the office."	N
turn	to change direction	"Turn left at the corner."	N
office*	a room where people work	"Where is the office?"	Y
kitchen*	a room for preparing food	"Where is the kitchen?"	Y
restroom*	a room with a toilet and sink	"Where is the restroom?"	Y

store*	a place to keep things or buy items	"Where is the store?"	Y
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*map/ office/ kitchen/ restroom/ store = review words

Word Group 23: Giving Directions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
turn right	change direction to the right	"Turn right at the kitchen."	N
turn left	change direction to the left	"Turn left at the store."	N
go straight	continue without turning	"Go straight to the office."	N
at the end	at the last part of something (hall, etc.)	"The copy room is at the end of the hall."	N
past	go by or beyond something	"Go past the kitchen."	N
label	write the name of something on it	"Label the rooms on the map."	N
is it near	question to ask if something is close	"Is it near the kitchen?"	N

Word Group 24: Map Practice

Review vocabulary from Unit 6 (Places and Directions) in the course:

Lesson	Title
21	Workplace Places
22	Asking for Directions
23	Giving Directions

UNIT 7: Work Talk - Greetings and Responses

Word Group 25: Greetings and Responses

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Good morning*	polite greeting used in the morning	"Good morning, Sam."	N
Good afternoon*	polite greeting used after midday	"Good afternoon, Maria."	N
Hello*	general greeting	"Hello, John."	N
Hi*	informal greeting	"Hi, Anna."	N
Nice to meet you	polite phrase for meeting someone new	"Nice to meet you."	N
Nice to meet you too	polite response to "Nice to meet you"	"Nice to meet you too."	N
How are you?	question to ask about someone's well-being	"How are you?"	N
I'm fine, thank you	polite response to "How are you?"	"I'm fine, thank you."	N

Goodbye*	polite way to say farewell	"Goodbye, see you tomorrow."	N
See you	informal farewell	"See you later!"	N

*Good morning/ Good afternoon/ Hello/ Hi/ Goodbye = review words

Word Group 26: Small Talk at Work

Term*	Definition	Example Sentence	Profession-Specific (Y/N)
How are you?	a polite question about someone's feelings	"How are you?"	N
I'm fine	a polite answer to "How are you?"	"I'm fine, thank you."	N
And you?	a polite way to ask the same question back	"I'm fine, thank you. And you?"	N
Good morning	polite greeting used in the morning	"Good morning, Sam."	N
Nice to meet you	polite phrase for meeting someone new	"Nice to meet you."	N
Nice to meet you too	polite response to "Nice to meet you"	"Nice to meet you too."	N
Goodbye	polite way to say farewell	"Goodbye, see you tomorrow."	N

See you	informal farewell	"See you later!"	N
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*review words

Word Group 27: At the Office or Store

Term	Definition	Example Sentence	Profession-Specific (Y/N)
Can I help you?	Offer to assist someone	"Can I help you?"	N
I need help	Expression to ask for assistance	"I need help, please."	N
Do you want a bag?	Offer to provide a bag (store context)	"Do you want a bag?"	Y
Yes, please	Polite way to accept help or an offer	"Yes, please."	N
No, thank you	Polite way to refuse help or an offer	"No, thank you."	N
Question	Asking for information	"Can I ask a question?"	N
Answer	Giving information in response to a question	"The restroom is over there."	N
Customer	Person buying something in a store	"The customer needs help."	Y
Colleague	Person you work with	"My colleague is in the office."	Y

Word Group 28: Dialogue Practice

Review vocabulary from Unit 7 (Work Talk: Greetings and Responses) in the course:

Lesson	Title
25	Greetings and Responses
26	Small Talk at Work
27	At the Office or Store