

Teacher Guide Introduction and Course Overview

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

This General Business English Pre-A1 level course is designed for learners with little or no prior knowledge of English. It focuses on building a basic foundation of workplace English through high-frequency words, simple phrases, and predictable communication patterns commonly used in entry-level professional contexts. Learners practice understanding and producing short, meaningful utterances related to introductions, routines, basic instructions, and simple workplace interactions. The emphasis is on confidence, comprehension, and functional use of English in familiar, real-life situations.

Course Structure and Total Learning Hours

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

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

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

Student Success and Onboarding

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

Many adult learners are returning to education after years away from formal learning environments. These onboarding lessons provide essential time to build trust, lower anxiety, and establish classroom routines. Students learn basic interaction patterns in English, understand expectations for participation, and start developing the study skills that will support them throughout the course. Establishing this foundation early significantly improves learner engagement, motivation, and long-term success.

Understanding the CEFR Framework

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

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

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

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

Materials and Resources

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

For centers that incorporate digital learning, students may use an English-learning platform that is accessible to Hebrew-speaking learners and aligned with CEFR levels. These platforms

typically provide structured practice in listening, speaking, reading, and/or vocabulary, and support independent, self-paced learning outside the classroom. Teachers should periodically review student engagement and progress on the digital tool and help learners connect their online practice to the language skills and communicative goals addressed in class.

Assessment and Progress

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

This assessment plays a role in three critical areas:

1. Grouping and Placement:

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

1. Formative Assessment:

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

2. Summative Assessment:

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

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

Adapting the Lessons

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

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

Final Note for Teachers

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

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

Course: General Business English (CEFR PRE-A1)

Audience: Adult learners with no or very limited prior knowledge of English, preparing for entry-level roles in the workforce.

Level: CEFR Pre-A1 (Beginner/Starter)

Goal: Enable learners to use basic English to introduce themselves, understand and use simple work-related phrases, and begin to function in basic workplace interactions.

Duration: 36 sessions × 3 hours (Total: 108 hours)

Unit and Project Overview

Unit	Title	Mini-Project
0	Student Success Introduction Unit	Personal Development Plan
1	Starting with English	"About Me" Poster
2	People and Jobs	Job Role Flashcards
3	Tools and Objects at Work	Label the Workplace
4	Daily Routines and Time	My Daily Schedule Chart
5	Simple Instructions and Requests	Workplace Instruction Role-Play
6	Places and Directions	Office Map and Directions
7	Work Talk: Greetings and Responses	Work Dialogue Skit
8	Final Project and Reflection	Personal Introduction + Reflection

Unit 0: Business English Success

Unit: Student Success Introduction

Theme: Building learner confidence, classroom language, and basic English study routines

CEFR Pre-A1 Goals:

- Can understand and use basic classroom instructions
- Can talk about name, country, and purpose for learning
- Can recognize useful learning tools and habits
- Can set simple language learning goals

Lesson 1: Welcome to Business English

CEFR Mapping: Pre-A1 – Can understand basic instructions and give personal information

Description:

Students learn classroom rules, greetings, and routines. They share names and where they're from.

Learning Outcomes:

- I can say my name and country
- I can follow classroom instructions (e.g., "Open your book")
- I can greet my teacher and classmates

Lesson 2: Why Are You Learning English?

CEFR Mapping: Pre-A1 – Can understand and give simple reasons

Description:

Learners talk about their motivation for learning Business English.

Learning Outcomes:

- 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

Lesson 3: My Daily Routine

CEFR Mapping: Pre-A1 – Can understand and talk about simple routines

Description:

Students reflect on their study routines and habits.

Learning Outcomes:

- 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

Lesson 4: My First Goal

CEFR Mapping: Pre-A1 – Can express simple plans and goals

Description:

Learners set a simple personal goal for learning English.

Learning Outcomes:

- I can say my English goal
- I can list simple strategies to help me learn
- I can understand how others learn English

Mini-Project: Personal Development Plan

Students share a personal English-learning goal, one learning strategy, and how often they will practice. Students read peers' ideas, practice saying them aloud, and give brief positive feedback using simple sentence frames.

Unit 1: Starting with English (Lessons 1- 4)

Theme: Introducing yourself, using greetings, numbers and classroom language

CEFR Pre-A1 Goals:

- Can introduce themselves using memorized phrases.
- Can recognize familiar words and simple phrases on signs and labels.
- Can write simple isolated words and short phrases (e.g., name, country)

Lesson 1: My Name and Where I'm From

CEFR Mapping: Pre-A1 – Can introduce themselves using memorized phrases.

Description:

Students understand simple personal information when other people introduce themselves and practice presenting themselves and writing about themselves.

Learning Outcomes:

- 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

Lesson 2: Numbers, Alphabet, and Spelling

CEFR Mapping: Pre-A1 – Can recognize and say numbers and letters

Description:

Students practice saying and writing numbers and spelling their name.

Learning Outcomes:

- I can say and write numbers 1–20
- I can spell my name using the alphabet
- I can ask: "How do you spell...?"

Lesson 3: Saying Hello and Goodbye

CEFR Mapping: Pre-A1 – Can use basic greetings and polite phrases

Description:

Students practice simple conversations using basic greetings and polite phrases.

Learning Outcomes:

- I can say: "Hello," "Goodbye," "How are you?"
- I can respond: "Fine, thank you"
- I can use greetings in a simple role-play

Lesson 4: Classroom English

CEFR Mapping: Pre-A1 – Can understand and respond to simple instructions

Description:

Students learn useful instructions in the classroom.

Learning Outcomes:

- I can understand: "Open your book," "Repeat after me"
- I can ask: "Can you help me?"
- I can follow 3 classroom instructions

Mini-Project: "About Me" Poster

Students create and present a simple "About Me" that includes labels and full-sentence captions:

- Name
- Country
- Age
- Favourite polite phrase

Unit 2: People and Jobs (Lessons 5–8)

Theme: Naming common jobs and describing what people do

CEFR Goals:

- Can name common jobs and describe what people do
- Can understand simple job words when supported by pictures
- Can write simple phrases about jobs with visual support

Lesson 5: People at Work

CEFR Mapping: Pre-A1 – Can recognize and say job titles

Description:

Students learn job titles and make simple sentences to describe occupations.

Learning Outcomes:

- I can name jobs like manager, cleaner, driver
- 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

Lesson 6: What They Do

CEFR Mapping: Pre-A1 – Can describe simple actions related to jobs

Description:

Students describe jobs in simple sentences.

Learning Outcomes:

- I can say simple actions: "He cleans" / "She helps"
- I can describe one job in one sentence
- I can act out a job and guess jobs acted by others

Lesson 7: Where They Work

CEFR Mapping: Pre-A1 – Can say simple workplace locations

Description:

Students learn workplace locations and practice simple sentences related to jobs.

Learning Outcomes:

- I can say: "He works in a shop"
- I can name places like office, hotel, school
- I can ask: "Where does she work?"

Lesson 8: Job Review and Role Cards

CEFR Mapping: Pre-A1 – Can use short phrases to describe jobs

Description:

Students practice vocabulary to describe jobs and workplace locations.

Learning Outcomes:

- I can describe 2 jobs using pictures
- I can complete a simple job flashcard
- I can ask and answer: "What does he do?"

Mini-Project: Job Role Flashcards

Students work in pairs taking turns in asking questions and describing a job role's flashcard:

- At least two flashcards each (one written sentence each)
- Each student to expand by describing the job's workplace
- After the activity, students present their flashcards to the class, summarizing what they learned

Unit 3: Tools and Objects at Work (Lessons 9–12)

Theme: Identifying tools and describing their function

CEFR Goals:

- Can name common workplace tools and materials and describe basic use
- Can identify familiar object words and match them to visuals
- Can write short sentences to describe tools using frames

Lesson 9: Common Workplace Items

CEFR Mapping: Pre-A1 – Can name and point to familiar objects

Description:

Students learn vocabulary for workplace tools.

Learning Outcomes:

- I can name 5 workplace tools (phone, broom, computer)
- I can say: "This is a phone"
- I can match tools to jobs

Lesson 10: What Is It For?

CEFR Mapping: Pre-A1 – Can describe basic functions of objects

Description:

Students practice vocabulary to describe objects, forming simple sentences.

Learning Outcomes:

- 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..."

Lesson 11: Sorting Tools

CEFR Mapping: Pre-A1 – Can categorize common objects

Description:

Students learn to categorize objects at work and ask simple questions.

Learning Outcomes:

- 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

Lesson 12: Object Vocabulary Review

CEFR Mapping: Pre-A1 – Can review and use vocabulary with support

Description:

Students review vocabulary learned and practice describing tools and objects at work.

Learning Outcomes:

- I can complete a vocabulary worksheet

- I can describe a tool to a partner
- I can play a simple game using item words

Mini-Project: Label the Workplace

Students choose two tools and objects in the workplace and prepare a short talk with simple sentences that includes:

- Simple description of the tool/ object
- Simple explanation of what it is used for

Unit 4: Daily Routines and Time (Lessons 13–16)

Theme: Talking about routines and telling time

CEFR Goals:

- Can describe simple routines and use basic time expressions
- Can recognise days and times in short texts (e.g., timetables)
- Can fill in basic time and routine words on a chart or schedule

Lesson 13: My Workday

CEFR Mapping: Pre-A1 – Can describe simple routines

Description:

Students learn to describe their daily routine.

Learning Outcomes:

- I can say: "I start at 8" / "I finish at 5"
- I can name 3 daily tasks
- I can write a simple routine

Lesson 14: Days and Time Words

CEFR Mapping: Pre-A1 – Can use days and times with support

Description:

Students learn and practice the days of the week.

Learning Outcomes:

- I can name days of the week

- I can say: "on Monday," "at 7:00"
- I can order routine events by day

Lesson 15: Talking About Time

CEFR Mapping: Pre-A1 – Can understand and say basic time expressions

Description:

Students learn and practice basic time expressions.

Learning Outcomes:

- I can ask: "What time is it?"
- I can say: "It is 3 o'clock"
- I can match times to pictures

Lesson 16: Schedule Sharing

CEFR Mapping: Pre-A1 – Can share basic information about a schedule

Description:

Students practice describing a simple daily schedule.

Learning Outcomes:

- I can present a basic daily plan
- I can listen to others and understand one detail
- I can answer: "When do you...?"

Mini-Project: My Daily Schedule Chart

Students create and present a simple chart about their daily schedule that includes:

- Days of the week
- Time
- Action words such as 'I start', 'I finish'

Unit 5: Simple Instructions and Requests (Lessons 17–20)

Theme: Following and giving basic instructions at work

CEFR Goals:

- Can follow short, simple instructions and make polite requests
- Can recognize common instructions (e.g. signs, posters)
- Can copy or write polite requests and commands

Lesson 17: Basic Instructions

CEFR Mapping: Pre-A1 – Can follow simple directions

Description:

Students learn to say simple commands and to respond to simple directions

Learning Outcomes:

- 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"

Lesson 18: Asking for Help

CEFR Mapping: Pre-A1 – Can make simple requests

Description:

Students practice making simple requests.

Learning Outcomes:

- I can say: "Can you help me?"
- I can ask politely for something
- I can act out a help situation

Lesson 19: Polite Words at Work

CEFR Mapping: Pre-A1 – Can use polite phrases in context

Description:

Students practice using polite words.

Learning Outcomes:

- 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"

Lesson 20: Instruction Practice

CEFR Mapping: Pre-A1 – Can follow and give very short instructions

Description:

Students practice giving and following instructions.

Learning Outcomes:

- 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?"

Mini-Project: Workplace Instruction Role-Play

Students work in small groups to role-play a scenario with script cards that includes:

- At least two workplace instructions.
- At least two polite words.
- At least two questions.

Unit 6: Places and Directions (Lessons 21–24)

Theme: Naming workplace areas and giving directions.

CEFR Goals:

- Can ask for and give very basic directions
- Can recognize room names and follow arrows/maps with labels
- Can write simple location or direction words with support

Lesson 21: Workplace Places

CEFR Mapping: Pre-A1 – Can identify common rooms or areas

Description:

Students learn vocabulary for common work rooms and areas.

Learning Outcomes:

- I can name rooms: office, kitchen, store, restroom
- I can say: "The restroom is next to the office"
- I can label a simple map

Lesson 22: Asking for Directions

CEFR Mapping: Pre-A1 – Can ask basic questions about locations

Description:

Students practice asking for directions using simple vocabulary about workplace places.

Learning Outcomes:

- I can say: "Where is the...?"
- I can understand simple responses
- I can follow a map to a room

Lesson 23: Giving Directions

CEFR Mapping: Pre-A1 – Can give short, familiar directions

Description:

Students practice giving directions.

Learning Outcomes:

- 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...?"

Lesson 24: Map Practice

CEFR Mapping: Pre-A1 – Can follow and give very short directions with support

Description:

Students practice describing simple workplace locations on a map.

Learning Outcomes:

- I can describe a simple workplace map
- I can ask and answer location questions
- I can complete a map-based task

Mini-Project: Office Map and Directions

Students work in small teams or individually to label an office map and give a short written direction:

- What are the names of the workplaces
- Where are they located

Unit 7: Work Talk – Greetings and Responses (Lessons 25–28)

Theme: Making small talk and polite conversation

CEFR Goals:

- Can use and respond to common greetings and short questions
- Can read simple dialogues and recognize polite phrases
- Can write a short, rehearsed dialogue using familiar expressions

Lesson 25: Greetings and Responses

CEFR Mapping: Pre-A1 – Can use memorized greetings and farewells

Description:

Students practice simple greetings and responses.

Learning Outcomes:

- 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

Lesson 26: Small Talk at Work

CEFR Mapping: Pre-A1 – Can make very simple small talk

Description:

Students practice making short conversations.

Learning Outcomes:

- 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

Lesson 27: At the Office or Store

CEFR Mapping: Pre-A1 – Can interact briefly in familiar contexts

Description:

Students practice simple interactions at work.

Learning Outcomes:

- 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?"

Lesson 28: Dialogue Practice

CEFR Mapping: Pre-A1 – Can participate in short structured dialogues

Description:

Students practice vocabulary learned and participate in a simple work dialogue.

Learning Outcomes:

- 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

Mini-Project: Work Dialogue Skit

Students work in pairs to create and role-play a work dialogue skit (written and practiced in pairs) that includes:

- Greetings
- Small talk
- Responding to work-related questions

Unit 8: Final Project and Reflection (Lessons 29–32)

Theme: Reviewing learning, presenting a project, and reflecting on progress

CEFR Goals:

- Can present short rehearsed speech and respond to simple questions
- Can review familiar vocabulary and understand short project rubrics
- Can write a short paragraph with name, job, tool, and reflection

Lesson 29: Vocabulary Review

CEFR Mapping: Pre-A1 – Can recognize and recall learned vocabulary

Description:

Students review vocabulary learned.

Learning Outcomes:

- I can say 5 new words from each unit
- I can play a matching or memory game
- I can write 3 job-related words

Lesson 30: Speaking Practice

CEFR Mapping: Pre-A1 – Can say short rehearsed phrases

Description:

Students practice vocabulary learned to describe their job and workplace tools and objects.

Learning Outcomes:

- 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

Lesson 31: Writing Practice

CEFR Mapping: Pre-A1 – Can write simple phrases or sentences with support

Description:

Students produce a written piece about the vocabulary learned.

Learning Outcomes:

- 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

Lesson 32: Final Presentations

CEFR Mapping: Pre-A1 – Can give a very short prepared presentation

Description:

Students deliver their final presentations and answer 1–2 simple questions. They reflect on what they learned during the course.

Learning Outcomes:

- I can give a short talk: name, job, routine, tool
- I can listen and ask one question to a peer
- I can reflect on what I liked in this course

Mini-Project: Personal Introduction + Reflection

Each student prepares and delivers a short personal introduction (written + oral, 2–3 minutes) that includes:

- A presentation about themselves: name, job, routine, tool
- Answers to at least two classmates' questions
- Simple reflection about what they learned during the course