

12 Week Module Plan: Using FLOW Speak's "Workforce Ready 2" Course

Theme: Employment

Level: Low Intermediate (B1)

Module Plan Overview

The goal of this module plan is to provide ESL teachers with a ready-to-use module plan that works in conjunction with the 12 week "Workforce Ready 2" FLOW Speak course.

The sections below are divided by weeks. Each section provides:

- The theme of the week
- The week's FLOW Speak lessons that are in the "Workforce Ready 2" course
- Suggested activities to do with your class that week

Introduction to FLOW Speak

FLOW Speak is an AI speaking tool built to give English learners more speaking practice. There are six different lesson types to help students build confidence and fluency.

FLOW Speak pairs well with teacher-led instruction. Teachers lead the way, while FLOW Speak provides the support for ongoing speaking practice during or after class.

Students can use the FLOW Speak mobile app (available for [Android](#) and [iOS](#)) or the [web application](#).

In order to take the "Workforce Ready 2" course, students will need a paid "Premium" account (starting from \$7.50/month). You can either purchase accounts for your students or they can purchase accounts for themselves.

You can learn more about the FLOW Speak platform at flowspeak.io/education or set up your class by registering at admin.flowspeak.io/register. After you create your organizational account, you will have access to additional resources and guides to support your class.

How to use the Workforce Ready 2 Course Module Plan

You can use this module plan with your class in whatever way works best for you. You might want to follow it week-by-week, or you might want to use this as a base and modify it to fit in with your existing plans. Be sure to supplement the activities and lessons as needed with scaffolding exercises that catch any learning needs specific to your students.

FLOW Speak lessons as homework or in-class activities?

Some teachers prefer to have their students do the week's FLOW Speak lessons as homework, and some prefer to do the lessons in-class.

As homework

Assign the weekly FLOW Speak lessons as homework for your students. If your class has grades, consider making completion of the lessons part of the grade. Additionally, we recommend you instruct your students to retry responses or retake the entire lesson until they can achieve an 80% or above average score. This encourages a good practice habit - repetition until you reach the goal.

If your class does not have grades, be sure to emphasize the importance of continuing the speaking practice after class to solidify what was covered in class.

As an in-class activity

If you prefer to have your students do the FLOW Speak lessons in-class, build time into your module plan for the activity. You can then help students as needed while they take the lessons. Teachers find using FLOW Speak at the start of class as a warm up or at the end of class can be helpful. The way you practice in class is often exactly how students will use FLOW Speak at home.

It is recommended that students bring headphones to complete the activities in class.

Course Details

The 12 week "Workforce Ready 2" course ...

Outcomes - by the end of this module plan, learners will be able to:

- Understand the hiring process at a new company
- Attend a job interview and behave professionally
- Express their skills and past work experience
- Ask for help with their workload
- Communicate with their manager and HR department
- Understand basic customer service functions
- Solve some work-related problems
- Give and receive feedback in a professional setting
- Make a career plan and understand the steps needed to get them there.

Week 1: Onboarding

Workforce Ready 2 Course: Week 1 Lessons

Lesson	Type	Level	Duration
You are greeting a new team member	Listening	Intermediate (B1.2)	2 minutes
Ask a coworker if she wants to get lunch	Listening	Intermediate (B1.1)	2 minutes
Great to be working with you	Expression	Intermediate (B1.1)	4 minutes
Responding to others opinions	Booster	Intermediate (B1.2)	5 minutes
Being onboarded at a new job	Conversation	Intermediate (B1.2)	7 minutes
First Day	AI Talk	Intermediate (B1.1 (5 minutes

Suggested Activities

Warm Up

In small groups, ask the students to describe their first day at their last job. Was it in their home country or their new country? Did they receive training on the first day? Were they able to ask their manager questions?

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

on board	I see your point	HR manager	policy
coworker	logical	onboarding process	benefits
behind on something	reasonable	zero-tolerance	comprehensive
polite	disagree	discrimination	responsibilities
it's a pleasure	approach	workplace	training

Welcoming Workplace

Ask your students to brainstorm what managers and supervisors can do to make a workplace welcoming to a new employee. Get the students to create a mind map on the board with their

ideas. For example, introduce the team, offer coffee, invite the employee to lunch, or provide clear instructions.

Onboarding

In small groups, ask your students to discuss these five important parts of onboarding at a new job and put them in order from the first to the last thing a new employee should do on their first day.

1. Coworker introductions
2. HR paperwork
3. Log into their company computer
4. Learn how to perform daily tasks
5. Tour the building

Good Onboarding or Bad Onboarding

Play the video [Good vs Bad Onboarding](#) video from the “[Being onboarded at a new job](#)” FLOW Speak Lesson. Pause the video after each scene to allow students to write notes. Ask them to write down what makes one company a bad onboarder and what makes the other one good. After the video, get the students to share their responses.

Introduce FLOW Speak

Introduce FLOW Speak to your students so they know what it is and how it can help them. Spend some time to have everyone create their account. Do a lesson together so learners get comfortable using the platform.

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week one lessons in the On Vacation course.

Week 2: Job Interviews

Workforce Ready 2 Course: Week 2 Lessons

Lesson	Type	Level	Duration
New team member's first day	Listening	Intermediate (B1.2)	2 minutes
What interests you about this company?	Bite	Intermediate (B1.2)	3 minutes
Job responsibilities	Expression	Intermediate (B1.2)	4 minutes
Clarifying the role	Booster	Intermediate (B1.2)	5 minutes
Why should we hire you?	Conversation	Intermediate (B1.1)	4 minutes
Job Interview	AI Talk	Intermediate (B1.1)	5 minutes

Suggested Activities

Warm Up

Ask the students to write a mind map on the board of different ways they can ask for clarification if they don't understand the instructions. For example: "Could you repeat that please?"

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

department	innovation	specify	strengths
marketing	manage	precise	weaknesses
sales	projects	technical	enthusiasm
executive	clarify	communication	motivated
account	entail	collaboration	deadlines

Finding an Interesting Job

Give your students 5-10 minutes to search an online job board like Indeed to find a job they think is interesting. Then ask each student to share with the class the job title and one or two things that they found interesting in the job description.

Clarifying Questions

Teach your students some semi-formal to formal clarification strategies. For example: “Excuse me, could you explain...” or “I’m sorry, I’m not sure I understand. Could you clarify what you mean by...”

Then, divide the class into small groups. Ask them to practice giving instructions and asking for clarification. You can give the students specific speaking prompts or let them use their creativity. For example, students may want to use classroom activities as a topic. They could give instructions like: “We take a fifteen-minute break during the class” and their classmate might ask “Could you please clarify what time the break is?”

Job Interview

Give students a list of possible interactions or actions during a job interview. Then, ask the students to organize these interactions into three columns: Bad, Good, and Best.

Some examples of actions could be:

- Arrive on time / late / early
- Wear a t-shirt and jeans
- Wear dress pants and dress shirt
- Answer your phone during the interview
- Talk about politics in the interview
- Send a thank-you email after the interview

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week two lessons in the On Vacation course.

Week 3: Work Experience

Workforce Ready 2 Course: Week 3 Lessons

Lesson	Type	Level	Duration
Work assignments	Listening	Intermediate (B1.1)	2 minutes
A co-worker is asking you for help	Bite	Intermediate (B1.1)	3 minutes
Team player	Expression	Intermediate (B1.1)	4 minutes
Anything I can do to help?	Expression	Intermediate (B1.1)	4 minutes
Describing previous work experiences	Conversation	Intermediate (B1.2)	5 minutes
What's your background?	AI Talk	Intermediate (B1.2)	5 minutes

Suggested Activities

Warm Up

Ask your students to do a list of five assignments in the classroom. For example, they must write one paragraph about their weekend; hole-punch their paper and place it in their binder; trade paragraphs with another student; write their name on their paper; and pick up their blank worksheet from the teacher's desk. Verbally ask (if the students can take notes) or write these tasks on the board. Give the students the tasks in no particular order.

Once the students complete the five tasks, ask them what order they completed the tasks in and why. This will introduce them to the idea of organizing and prioritizing tasks independently.

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

client	team player	contribute	customer service
customer	position	transferable skills	prioritize
budget	previous roles	job post	instructions
quality control	work experience	job description	difficult situations
well-versed	professional background	administrative assistant	effectively

Assisting a Coworker

Introduce the phrases “anything I can do to help?” and “I’m sorry, I’m not well-versed in this. You should ask _____” to your students. To practice these phrases, get the students using them in familiar contexts (e.g., classroom-related vocabulary).

Play a game where the students must pass a soft ball or similar object around the classroom. When they receive the ball, they must ask the person to their left a question. They can either ask for help or they can offer help. For example, “What time is lunch?” or “Where can I find a pencil sharpener?” Once the two students complete the exchange, the student with the ball should pass it randomly to another student.

Past Work Experience

Facilitate productive conversations about past work experience to prepare your students for job interviews. Use the classroom activity “Past Work Experience” to inform students about transferable skills, related work experience, and selecting which job postings they should apply to. Find the activity [here](#).

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week three lessons in the On Vacation course.

Week 4: Managing Workload

Workforce Ready 2 Course: Week 4 Lessons

Lesson	Type	Level	Duration
Project checklist	Listening	Intermediate (B1.1)	2 minutes
Ask a coworker	Listening	Intermediate (B1.1)	2 minutes
I'd be happy to help	Expression	Intermediate (B1.1)	4 minutes
Help me understand	Booster	Intermediate (B1.1)	5 minutes
Speaking with co-workers about a problem	Conversation	Intermediate (B1.1)	6 minutes
Tasks at work	AI Talk	Intermediate (B1.1)	5 minutes

Suggested Activities

Warm Up

Ask your students to share how they manage tasks in their lives. This could include at school, at work, or at home. What tools do they use to remember homework, appointments, what groceries to buy, etc. Some examples include calendars, reminders, and lists. Students may also want to share specific apps like Notes, Todoist, or Notion.

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

checklist	explain	opinion	organize
finalize	elaborate	workflow	stay on track
presentation	details	strategy	urgent
market research	information	on your plate	progress
happy to help	statement	workload	work-related tasks

Asking for/Offering Help

Introduce common phrases to ask for help, such as “Would you mind...” or “Could you please...” Then, share common expressions to offer help, such as “Anything I can do...” and “Let me know if...”

Once your students are comfortable with these expressions and able to complete them for different requests independently, play a game of bingo. Students will get a Bingo card. Make sure there is the same number of squares as there are students. You can leave the squares blank or fill them. If the squares are blank, students must simply ask their classmates to help them by filling a square with their name.

If you'd like to add another layer to the activity, fill the squares with a description that relates to each one of the students, for example, "Birthday in May" or "Works in a restaurant". Make sure to choose information that the students have shared publicly in the class. Then the students must ask for help for a specific square, "Excuse me, would you mind signing the "Birthday in may" square for me."

Work Assignments

Give your students a group project. An example for the project is a group presentation about the typical educational requirements and skills for a specific job, like mechanic or chef. In groups of 3 or 4, students must submit a plan that shows what responsibilities each student will have for the project. For example:

- Research - Student A
- Writing - Student B
- PowerPoint (Visuals) - Student C
- Presenting - Student A, B, and C

You can ask your students to complete this group project or just focus on the collaboration needed for the planning process.

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week four lessons in the On Vacation course.

Week 5: Dealing with Customers

Workforce Ready 2 Course: Week 5 Lessons

Lesson	Type	Level	Duration
How to answer the phone	Bite	Intermediate (B1.1)	3 minutes
Here's what I can offer instead	Expression	Intermediate (B1.1)	4 minutes
Frustrated customer	Booster	Intermediate (B1.2)	5 minutes
Restaurant service: Answering the phone	Conversation	Intermediate (B1.1)	5 minutes
Restaurant service: Taking orders	Conversation	Intermediate (B1.1)	5 minutes
Customer complaints about the slow internet	AI Talk	Intermediate (B2.1)	5 minutes

Suggested Activities

Warm Up

Split the class into small groups. Ask each group to make a list of times that they were frustrated with a business (for example: trying to return an item, waiting on hold with a billing company, etc.). Ask each group to share their list and why it made them frustrated. Then, focus on one or two experiences and ask the students how the company could fix the problem.

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

offer	unacceptable	How can I help you?	escalate
instead	complain	What can I do for you today?	resolution
solution	assistance	reservation	refund
unsatisfied	frustrated	kids menu	credit
dissatisfaction	situation	kids meal	upgrade

Customer Service

Introduce common customer service phrases like: “How can I help you?”, “What can I do for you today?”, and “Is there anything else you need?”

Ask the students to brainstorm where they have heard these phrases before (for example, while shopping, at a restaurant, at a hotel, etc.).

Solving a Customer’s Problem

Either using items from the warm up or with a prepared list of prompts, split the class into small groups and assign each group two or three problems that a customer might have. Try to give each group distinct scenarios from different workplaces.

Some examples include:

- A customer wants to return an item, but doesn’t have a receipt.
- A customer got the wrong order at a restaurant.
- A customer missed their package delivery.
- A customer is having difficulties with their Internet connection.

Angry Customers

Sometimes there is no way to solve the customer’s problem. Instead, discuss some de-escalation techniques that customer service employees can use.

Start by asking the students what they should do if a customer is angry and yelling in the store. After some discussion and brainstorming, introduce a few de-escalation techniques such as staying calm, expressing empathy or understanding, setting limits, providing options, and knowing when to get help from other staff or security.

Once students have a good understanding of de-escalation, use the prompts from the previous activity to try a role play exercise in which students take turns being angry customers and calm employees.

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week five lessons in the On Vacation course.

Week 6: Speaking to HR

Workforce Ready 2 Course: Week 6 Lessons

Lesson	Type	Level	Duration
Timesheets	Listening	Intermediate (B1.1)	2 minutes
Setting a meeting to talk about a raise	Bite	Intermediate (B1.1)	3 minutes
Zero-Tolerance	Expression	Intermediate (B2.1)	4 minutes
Human Resources	Expression	Intermediate (B2.1)	4 minutes
Filing a complaint with a supervisor	Conversation	Intermediate (B1.2)	6 minutes
HR Meeting	AI Talk	Intermediate (B1.2)	5 minutes

Suggested Activities

Warm Up

Ask the students to share their experience starting a new job. Did they have to sign any paperwork? What kinds of documents did they sign? Who did they speak to? Did they have to share any certificates or degrees with the company? Have a short, guided discussion about the onboarding process with HR.

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

timesheet	overtime	strict	verify
calculate	raise	Human Resources	register
accuracy	promote	uncomfortable	formal
double-check	hire	situation	complaint
processed	fire	attention	resolve

Legal Requirements

In small groups, ask your students to research the legal minimum employment standards for breaks, shift length, and overtime in your location. These may be federal, provincial or state laws.

Once the students are done researching, debrief together. Students should become familiar with minimum standards for payment, hours of work, overtime, vacation, and termination of employment after this activity.

Completing a timesheet

Ask your students to fill out a paper timesheet. Give them a separate paper with their shifts listed. Ask them to include the breaks that they should receive in each shift based on the research in the prior activity. Encourage them to ask you questions as needed, as if you are an HR representative.

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week six lessons in the On Vacation course.

Week 7: Taking a Sick Day

Workforce Ready 2 Course: Week 7 Lessons

Lesson	Type	Level	Duration
I think I'm sick	Bite	Intermediate (B1.2)	3 minutes
I feel terrible	Expression	Intermediate (B1.2)	4 minutes
Sore throat	Expression	Intermediate (B1.2)	4 minutes
Verifying the details	Booster	Beginner (A2.2)	5 minutes
Making a routine doctor's appointment	Conversation	Beginner (A2.1)	7 minutes
What are your symptoms	AI Talk	Intermediate (B1.2)	5 minutes

Suggested Activities

Warm Up

Create a mind map on the white board to brainstorm some reasons why an employee might need to take time off. For example: illness, a sick family member, vacation, or a childcare issue.

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

fever	be coming down with	symptoms	rest up
headache	feel terrible	health card	hydrate
emotionally	sore throat	available	medical attention
physically	confirm	healthcare provider	doctor's note
flu / influenza	appointment	evaluation	recover

Calling In Sick

Split your class into pairs. Ask the students to work together to write a short dialogue of a conversation between a supervisor and an employee. The employee is calling their supervisor to tell them that they are too sick to come into work. They could give some symptoms like "I have a headache/fever/cough" or "I think I have the flu. The supervisor might suggest going to the doctor or ask for a doctor's note.

After the students have prepared and practiced their dialogues, ask them to present them to the class.

Asking for a Doctor's Note

Make the students find a new partner. Ask them to role play as a doctor and a patient. The doctor must ask questions while the patient explains their symptoms and asks for a doctor's note to provide to their supervisor.

Give the students around 10 minutes to practice and make notes. Then, match up two pairs together and ask them to evaluate the other pair's conversation. Circulate and give feedback as needed.

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week seven lessons in the On Vacation course.

Week 8: Trouble at Work

Workforce Ready 2 Course: Week 8 Lessons

Lesson	Type	Level	Duration
Delivery details	Listening	Intermediate (B1.1)	2 minutes
A Rough Day at Work	Bite	Intermediate (B1.1)	3 minutes
Working Overtime	Expression	Intermediate (B1.1)	4 minutes
New company policy	Booster	Intermediate (B1.2)	5 minutes
Trouble at work	Conversation	Intermediate (B1.2)	8 minutes
Stress Management	AI Talk	Intermediate (B2.1)	4 minutes

Suggested Activities

Warm Up

Ask the students if they have ever been stressed at work. What did they do to help with the stress? Did anything make them feel better? Did their supervisor or manager help in any way?

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

delivery	shifts	virtual	performance review
shipment	remote	announce	concerns
inventory	back to office	transition	confidential
dispatch	in-person	flexible	stressful
nervous	face-to-face	hybrid	overwhelmed

Advice About a Mistake at Work

Tell the students that their best friend is upset about making a mistake at work. For example, they didn't think their presentation went well, or they accidentally sent an email to their boss without an attachment. They are feeling embarrassed or discouraged.

Brainstorm as a class what they could say to make their friend feel better. If your students have lots of ideas, try giving them a few different scenarios. If time permits, allow them to practice these sayings in pairs or small groups.

New Workplace Policy

Tell the students that their classroom is now their workplace. There is a new classroom policy (for example, no chewing gum, no food or drink, students later than 5 minutes cannot attend, etc.). Choose a policy that is intentionally rigid and harsh -- ideally something that contradicts normal classroom behavior for your students. Encourage students to express their confusion or dislike of the policy.

Then, express the idea of feedback. Give students the ability to explain why they dislike the new policy. Push back against their arguments until you can find a compromise. For example, if the policy is no food or drinks in the classroom, perhaps the compromise is no food, but water and coffee or tea are okay.

Encourage a respectful, productive and professional debate amongst the students. Gently provide guidance if the debate gets too intense or aggressive. Remind students that the ability to express themselves professionally will help them to get what they want.

Share Your Opinion: Remote, Hybrid, or Onsite Work

Discuss the idea of remote work. Have any of the students worked remotely before? What was their job? Once students are all familiar with the concept of remote work, use these guiding questions to facilitate a discussion. Encourage the students to respond to one another.

- Would you like to work remotely? Why or why not?
- Do you think remote workers are as productive as in-person employees?
- What kinds of jobs can/should be remote?
- What kinds of jobs cannot be remote?
- Is hybrid work a good compromise between remote and onsite work?

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week eight lessons in the On Vacation course.

Week 9: Solving Customer's Problems

Workforce Ready 2 Course: Week 9 Lessons

Lesson	Type	Level	Duration
A customer's urgent request	Bite	Intermediate (B1.1)	3 minutes
Let me look into this	Expression	Intermediate (B1.1)	4 minutes
Please hold	Expression	Intermediate (B1.1)	5 minutes
Hotel Desk: Giving Recommendations	Conversation	Intermediate (B1.1)	5 minutes
Hotel Desk: Check-In Trouble	Conversation	Intermediate (B1.1)	5 minutes
Customer Service - Information Desk	AI Talk	Intermediate (B1.1)	5 minutes

Suggested Activities

Warm Up

Ask students to create a list of "Dos and Don'ts" for customer service representatives on the whiteboard. Some examples include:

Do

- Speak kindly to the customer
- Express empathy
- Use polite words

Don't

- Hang up on a customer
- Get angry
- Curse or use impolite language

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

urgent request	One moment please	recommendation	hospitality
Let me look into this	I'll be right back	suggest	first impressions
on hold	Hold on, please	system	amenities
brief	transfer	booking number	check-in / check-out
familiar	quarter / quarterly	email confirmation	look up

Customer Call

Working in pairs, ask the students to write their own dialogue of a conversation between a customer service representative and the caller. After they complete and practice the dialogue, ask them to present the conversation to the class. Give the students a relevant topic based on their interests and experience.

Some example topics could include:

- Calling about an error on a phone bill
- Calling a business about a problem with a delivery
- Calling reception to discuss a problem with the hotel room
- Calling a credit card company about an unfamiliar charge
- Calling to reschedule an appointment due to a conflict

Giving Hotel Guests Advice

Split the class into groups of 3 or 4. Then, ask each group of students to research restaurants, activities, transportation, and landmarks in a specific destination. Then, each group must practice giving advice to the teacher as if they are working at a hotel and the instructor is a hotel guest. Possible destinations could include:

- | | | |
|----------|-----------------|-----------------|
| • London | • Auckland | • San Francisco |
| • Dublin | • Toronto | • Vancouver |
| • Sydney | • New York City | • Kingston |

Solving a Check-In Problem

Give the students an example problem such as “The hotel guest has given you their name, but you can’t find their reservation.” Ask them how they should solve this problem. For example, they could ask for the spelling of the name, to see a piece of ID, or for the confirmation number. Let multiple students offer answers. You may want to create a list of mindmap of the responses.

Then, add a follow up problem such as “You checked their ID and found their booking. You tell the guest they have booked a Queen Room Suite. The guest says they booked a King Suite.” Again ask the students to brainstorm possible ways to fix the guest’s problem.

This activity can also be done in small groups.

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week nine lessons in the On Vacation course.

Week 10: Receiving Feedback

Workforce Ready 2 Course: Week 10 Lessons

Lesson	Type	Level	Duration
Responding to Feedback	Listening	Intermediate (B1.1)	2 minutes
Negative feedback	Bite	Beginner (A2.1)	3 minutes
Appreciate	Expression	Intermediate (B1.1)	4 minutes
There's room for improvement	Booster	Intermediate (B2.1)	5 minutes
Speaking to your supervisor about work responsibilities	Conversation	Intermediate (B1.1)	6 minutes
Giving and taking feedback	AI Talk	Intermediate (B2.1)	5 minutes

Suggested Activities

Warm Up

Ask students to stand up from their desk and designate one side of the classroom as positive and the other as negative. Then, read a list of possible feedback for employees. For each item ask the students to move to the side of the room that represents the kind of feedback you've given. For example, "You did an excellent job on the report" is positive feedback.

For any items that have a split opinion, ask your students to share why they think the feedback is positive or negative. You may need to introduce the idea of "constructive criticism," or feedback given with the intention of improving an employee's skills versus negative feedback.

Example feedback:

- Thank you for your hard work.
- I noticed your proactive approach to this assignment.
- I've noticed that you've been submitting reports late.
- Your initiative in taking on this extra task was really impressive.
- I appreciate your hard work, but I noticed some gaps in the research.
- I think you would benefit from attending a workshop on time management.

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

several	appreciate	adjustments	positive feedback
good points	recognize	polished	criticism
consider	colleague	graphics	Constructive criticism
feedback	improve	time management	encouragement
updates	room for improvement	priorities	correction

Giving Feedback

Discuss with your students the importance of feedback. Ask if they have received feedback in their current jobs (if they're working). Then, ask if the feedback they receive at their current job is different from the feedback they received in their previous country. Explain that the way we give feedback is cultural.

Introduce the idea of a "feedback sandwich." Write out on the board an example of a feedback sandwich at work. For example, "Thanks for your hard work on this project, we really appreciate it. I noticed that you struggled to meet some of the deadlines. Next time, please communicate with the team if you need extra time. I'm sure that this will make the next project even smoother." Then discuss what the intent of the comment was (i.e., to ask for more timely communication, not that the employee did well). Show the students the structure of a feedback sandwich and explain why many western countries use this approach, such as to maintain positivity, avoid confrontation, or focus on encouragement to motivate employees.

Now ask the students to write their own feedback sandwich and read it to the class.

Accepting Feedback

Now it is time for learners to practice accepting feedback. This is especially important for constructive feedback. Students may use phrases like "Okay, I understand. I will work on my communication." Also encourage students to ask questions if they don't understand what the feedback means.

Go around the room and give each student a piece of example feedback. Listen to their response and provide guidance as needed. Remind the students that this isn't real feedback and if possible, make it as fictional as possible. For example, give feedback on a quarterly report, a customer call, or a client meeting.

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week ten lessons in the On Vacation course.

Week 11: Moving

Workforce Ready 2 Course: Week 11 Lessons

Lesson	Type	Level	Duration
Nope, not that one	Listening	Intermediate (B1.2)	2 minutes
Apartment Tour	Listening	Intermediate (B1.2)	2 minutes
I'm looking for	Expression	Intermediate (B1.1)	4 minutes
What do you think?	Expression	Intermediate (B1.1)	4 minutes
I don't like this apartment	Conversation	Intermediate (B1.2)	5 minutes
Looking for an apartment	AI Talk	Intermediate (B1.2)	5 minutes

Suggested Activities

Warm Up

Ask your students if they have ever moved for a new job -- or if they move first and then look for a job. Discuss the most important factors in finding a new place to live including budget, location, and quality of the space.

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

disappointed	What do you think?	realtor	bathroom
neighborhood	opinion	living room	balcony
online listing	How do you feel about...?	dining room	negotiate
apartment tour	natural light	kitchen	designated
I'm looking for	cramped	bedroom	visitor spots

Sharing an Opinion

Using an online listing site, ask your students to share their opinions on different rental properties in your area. Look at the price and the pictures and encourage students to state what they like and don't like about the location. Ask them using phrases like "What do you think about ...?" and "How do you feel about ...?" Students should answer using phrases like "I like the natural light, but the kitchen looks a little cramped."

You may wish to ask students to complete some of the FLOW Speak lessons for this week to expand their vocabulary and encourage questions from students.

Applying Filters

Ask your students to write down what they are looking for in an apartment, for example, what is their maximum budget; what neighborhoods do they like; and how many bedrooms and bathrooms do they need? Then, show the students how to apply filters to their online search to narrow the results and find a home quicker.

Tenant Rights (Optional)

If your class has time, organize a research assignment for your students to search up tenant rights and laws in your location. Important examples include whether there are any rent increase caps, how much notice is needed to give the tenant in case of eviction, and what to do if a tenant needs to break a lease agreement. Ask the students to present the results of their research and answer any questions they may have.

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week eleven lessons in the On Vacation course.

Week 12: Career Growth

Workforce Ready 2 Course: Week 12 Lessons

Lesson	Type	Level	Duration
Team-building	Listening	Intermediate (B1.1)	2 minutes
Career growth	Bite	Intermediate (B1.1)	3 minutes
Moving up the ladder	Expression	Intermediate (B2.1)	4 minutes
Great idea!	Booster	Intermediate (B1.1)	5 minutes
Speaking with a mentor about your career path	Conversation	Intermediate (B1.1)	7 minutes
Career Goals	AI Talk	Intermediate (B1.1)	5 minutes

Suggested Activities

Warm Up

Ask students to write down their current career goal (what job do they want to have this year). Then, ask them what job they want to have in five years. Finally, ask them to write down any steps they know they need to take to reach their five-year goal.

Vocabulary Builder

Teach the vocabulary below. Activities could include brainstorming, labelling photos or diagrams, watching videos, using flashcards, or playing games.

team work	advancing	mentor	next steps
team-building	Moving up the ladder	interests	guidance
LinkedIn	Great idea	passions	professional groups
managerial	That's brilliant	career path	potential
salary	Good thinking	career goals	opportunities

Making a Career Plan

Now that students have brainstormed their dream job, ask them to research the qualifications of that job (could use a job board site like LinkedIn or Indeed). Ask them to make two columns, one with the skills and qualifications they already have and another with the qualifications they still need to earn. The second column is a roadmap to their goals. If the students are comfortable, ask them to share their career goals with the class.

Finding a Mentor

Ask your students if any of them have a mentor. Share some of the places that they might be able to find mentors, such as through professional organizations or memberships in their field, through immigrant support organizations, or student support services. Ask your students to plan two or three places they can sign up for to start networking and find a mentor.

Changing Plans

Changing your career plan is a normal evolution of the career process. Remind your students that their five-year plan is not set in stone. They should periodically reflect on it and make updates as they feel fit.

FLOW Speak Lessons

Either in-class or as homework, ask your students to complete the week twelve lessons in the On Vacation course.