

- **Course Title:** English for Commerce and Logistics (**Student Success Introduction**)
- **CEFR Level:** A2
- **Lesson Number:** 1
- **Topic:** What Kind of Learner Are You?
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can describe how I learn best.
  - I can compare learning styles with a partner.
  - I can say what helps or doesn't help me.

**Materials**

- Handouts:
  - [Learning Style Vocabulary](#)
  - [Learning Style Checklist](#)
  - [Partner Interview](#)
- Required Tech / Supplies:
  - Whiteboard and markers

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
visual	Related to seeing or reading	I am a visual learner. I like to read and watch videos.	N
auditory	Related to hearing	I learn best when I listen to podcasts.	N
kinesthetic	Related to moving and doing	I remember better when I write or move.	N
strategy	A plan or method to reach a goal	My strategy is to study 10 minutes every morning.	Y
focus	Concentration on a task	I need a quiet place to focus.	Y

**Lesson Structure (PPP)**

- **Warm-Up / Review: Learning Routine (10–15 mins)**
  - Step 1: Write on board: "I learn by..." and "I usually..."
  - Step 2: Students turn to a partner and say two sentences using these prompts.
  - Step 3: Volunteers share with class. Teacher records variety of strategies on board.
  - Teacher Prompt: "What do you do to learn English? Do you watch videos? Listen to music?"
  - **Materials:** Whiteboard and markers

## I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Learning style vocabulary
  - Step 1: Distribute handout or write “Visual / Auditory / Kinesthetic / Strategy / Focus” on the board.
    - Give oral examples, and refer to visuals on handout:
      - “Visual: I read. I look at pictures.”
      - “Auditory: I listen to podcasts.”
      - “Kinesthetic: I move or write.”
      - “Strategy: A plan. My strategy is to study every day.”
      - “Focus: To concentrate. I need a quiet place to focus.”
      - Students repeat after the teacher.
  - Step 2:
    - Teacher asks comprehension checks:
      - “If you like to listen, are you auditory or kinesthetic?”
      - “If you read a book, what kind of learner are you?”
  - Teacher Prompt: “If you like to read, what kind of learner are you?”
  - **Materials:** Whiteboard and markers, Learning Style Vocabulary handout
  
- **Grammar/Function Focus (10–15 mins)** – Using “I learn best when...” and “I prefer to...”
  - Step 1: Model several examples using sentence frames:
    - “I learn best when I listen to English music.”
    - “I prefer to study in the evening.”
  - Step 2: Using the sentence frames, students write three sentences with their preferences.
  - Step 3: Pair-share to compare answers.
  - Teacher Prompt: “Say: ‘I learn best when I \_\_\_\_.’ Ask: ‘What about you?’”
  - **Materials:** Whiteboard and markers
  
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Exploring learning preferences
  - Step 1:
    - Teacher says: “Some people learn by reading. Some by listening. Some by doing.”
    - Write three columns on board: Visual / Auditory / Kinesthetic.
    - Students suggest activities for each type; teacher writes on board.
  - Step 2:
    - Pair discussion: “What type are you? Why?”
  - Teacher Prompt: “She says she listens to songs. Is she visual or auditory?”
  - **Materials:** Whiteboard and markers

## II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Learning Style Checklist
  - Step 1: Students complete checklist of habits and preferences.

- Step 2: Count totals for each category and circle the one with the most checks.
- Step 3: Write two sentences: “I am a \_\_\_ learner. I like to \_\_\_.”
- Teacher Prompt: “Look at your list. What kind of learner are you?”
- **Materials:** Learning Style Checklist handout

- **Reflection (10–15 mins)**

- Step 1: Share your learning style on the whiteboard using sentence starters: “I am a \_\_\_ learner. I like to \_\_\_.”
- Step 2: Read classmates’ responses/posts and like or comment on two.
- Step 3: Discuss one new idea you saw.
- Teacher Prompt: “What did you learn from a classmate’s post?”

**[20-Minute Break]**

**III. Production (30–40 mins)**

- **Partner Interview & Report (30–40 mins)**

- Step 1: Students use interview sheet to ask a partner about their learning style.
- Step 2: Fill in answers and write 2–3 summary sentences.
- Step 3: Share your partner’s learning style with a group.
- Teacher Prompt: “Ask your partner: ‘How do you learn best?’ Then say: ‘She learns best when she \_\_\_.’”
- **Materials:** Partner Interview handout

**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)**

- Volunteer challenge: orally describe a learner type, and class guesses it

- **Self-Reflection (7–10 mins)**

- Students answer: “What kind of learner are you?” “What will you try next week?”
  - Write on a strip of paper and give it to the teacher
  - **Materials:** strip of paper
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### Optional Independent Practice

- Observe your learning this week. Write 3 things that help you.
- Use Quizlet at home to review new words.

### Notes for the Instructor

- **Pacing Tip:** Use a timer during Padlet and interview segments to stay on track.
- **Corrections Tip:** Encourage use of full sentence frames. Recast one-word answers into full thoughts.
- **Differentiation:** Pair students with different styles to promote reflection. Use translated terms or images if needed.

- **Course Title:** English for Commerce and Logistics (**Student Success Introduction**)
- **CEFR Level:** A2
- **Lesson Number:** 2
- **Topic:** Building Strong Habits
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can name 2–3 strong learning habits.
  - I can say how these habits help me.
  - I can make a plan to use one habit.

**Materials**

- Handouts:
  - [Habit Brainstorm Chart](#)
  - [Habit Planning Template](#)
- Audio/Video Files:
  - [How a student changed her study habits by setting goals and managing time | Yana Savitsky | TEDxLFHS](#)
- Required Tech / Supplies:
  - Whiteboard and markers
  - Projector

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
habit	Something you do often or every day	Studying at night is a good habit.	N
routine	The usual way you do things each day	My routine is to study before work.	N
improve	To get better at something	I want to improve my writing.	Y
consistent	Doing something the same way every time	I am consistent—I practice speaking every day.	Y
plan	A list of actions to reach a goal	I have a plan to learn 10 new words this week.	Y

**Lesson Structure (PPP)**

- **Warm-Up / Review: Review of Learning Styles (10–15 mins)**  
*Students recall their learning styles and share one example.*
  - Step 1: Ask students: “What kind of learner are you?” Write answers on board.
  - Step 2: Prompt students to recall one thing that helps them.

- Step 3: In pairs: “I am a \_\_\_ learner. I learn by \_\_\_.”
- Teacher Prompt: “Tell your partner one way you like to learn.”
- **Materials:** Whiteboard and markers

## I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Habits and Learning Routines
  - Step 1: Write vocabulary words on the board: Habit, Routine, Improve, Consistent, Plan.
  - Step 2: Say each word, have students repeat.
  - Step 3: Students write one example sentence for each word in their notebook:
    - Habit: I read one English work email every day. (example)
    - Routine: \_\_\_\_\_
    - Improve: \_\_\_\_\_
    - Consistent: \_\_\_\_\_
    - Plan: \_\_\_\_\_
  - Teacher Prompt: “Which word means doing something every day?”
  - **Materials:** Whiteboard and markers
  
- **Grammar/Function Focus (10–15 mins)** – Talking about frequency (always, usually, sometimes)
  - Step 1: Write sentence frames on the board, and give a few examples aloud:
    - I always join one English Zoom call each week. (example)
    - I usually \_\_\_
    - I sometimes \_\_\_
  - Step 2: Students complete 3–4 sentences with their own routines.
  - Step 3: Pair-share with a partner; check for complete sentences.
    - Example: “I always write my weekly task list in English.”
    - Ask your partner: “What do you usually do?”
  - **Materials:** Whiteboard and markers
  
- **Mini-Lecture & Guided Discussion (10–15 mins)** – Why habits matter
  - Step 1: Show short video clip of a student describing their habits.
  - Step 2: Ask: “What habits do they use? How does it help?”
  - Step 3: Students discuss: “What is one strong habit you want to try?”
  - Teacher Prompt: “Do you want to try this? Why or why not?”
  - **Materials:** Projector, [How a student changed her study habits by setting goals and managing time | Yana Savitsky | TEDxLFHS](#)

## II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Habit Brainstorm Chart
  - Step 1: Students receive a handout with list of strong habits.
  - Step 2: Circle 3 they already do and 2 they want to try.

- Step 3: Write TWO full sentences: “I already \_\_\_\_.” “I want to \_\_\_\_.”
- Teacher Prompt: “What habit do you do now? What do you want to try?”
- **Materials:** Habit Brainstorm Chart handout

- **Reflection (10–15 mins)**

- Step 1: Students share their new habit with a partner.
- Step 2: Discuss: “Why did you choose this habit?”
- Teacher Prompt: “Read your partner’s habit. Ask: ‘Why is it helpful?’”
- **Materials:** Habit Brainstorm Chart handout

**[20-Minute Break]**

**III. Production (30–40 mins)**

- **Habit Plan Presentation (30–40 mins)** – Create a habit plan
  - Step 1: Use template to write: What habit, how often, and why.
  - Step 2: Present to a small group.
  - Teacher Prompt: “Say: ‘My habit is \_\_\_\_ . I will do it \_\_\_\_ because \_\_\_\_.’”
  - **Materials:** Habit Planning Template 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)**
  - Oral quiz on board: teacher says word, students give definition and example.
    - Example:
      - Teacher says “Routine,” students respond: “The usual way I do things each day. My routine is to study before work.”
- **Self-Reflection (7–10 mins)**
  - Write: “What habit will you try this week? How will it help you?”
  - Share with partner or small group

**Optional Independent Practice**

- Try your new habit every day this week. Track with a checklist.

**Notes for the Instructor**

- **Pacing Tip:** Keep brainstorming short and visual to maintain energy.
- **Corrections Tip:** Model complete answers; guide use of frequency words.
- **Differentiation:** Offer sentence frames and visual aids for lower-level learners.

- **Course Title:** English for Commerce and Logistics (**Student Success Introduction**)
- **CEFR Level:** A2
- **Lesson Number:** 3
- **Topic:** Setting SMART Goals
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can name the parts of a SMART goal.
  - I can write a SMART goal about my English learning.
  - I can explain my SMART goal.

**Materials**

- Handouts:
  - [SMART Goal Framework Chart](#)
  - [SMART Goal Planning Sheet](#)
  - [Sorting Worksheet](#)
- Audio/Video Files:
  - [How to Set SMART Goals | Goal Setting for Students](#)
- Required Tech / Supplies:
  - Whiteboard and markers
  - Projector

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
specific	Clear and exact	I want to learn 20 new words.	Y
measurable	Can be counted or checked	I will take a quiz to see my score.	Y
achievable	Can be reached with effort	I can study for 10 minutes a day..	Y
relevant	Connected to my goal	Speaking better helps my job.	Y
time-bound	Has a deadline or end date	I will finish my goal in 2 weeks.	Y

**Lesson Structure (PPP)**

- **Warm-Up / Review: Review of Strong Learning Habits (10–15 mins)**  
*Students recall learning habits they discussed and practiced.*
  - Step 1: Ask: “What habit did you try this week?”
  - Step 2: Students share in pairs and write one habit on the board.
  - Step 3: Class reads list and discusses: “Which habit helped the most?”

- Teacher Prompt: “Did your habit help you study? Why or why not?”
- **Materials:** Whiteboard and markers

## I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – SMART goal terms
  - Step 1: Write each term and definition on the board: **Specific, Measurable, Achievable, Relevant, Time-bound.**
  - Step 2: Students match example sentences (provided on the handout) to each SMART term in writing.
  - Step 3: After checking answers, ask guiding questions to help students explain **why** each example fits the term.
    - Teacher Prompts:
      - “Why is this goal *Specific*?”
      - “How can we *measure* this goal?”
      - “Is this goal *Achievable*? Why or why not?”
  - Step 4: Emphasize understanding, not just labeling.
  - Teacher Note: Some students may identify the correct category without full understanding. Take a moment to highlight **why** a goal is or isn’t SMART by discussing real examples from their work or study context.
  
- **Grammar/Function Focus (10–15 mins)** – Goal-setting sentence frames
  - Step 1: Present examples: “My goal is to \_\_\_ by \_\_\_.”
  - Step 2: Students complete 3 goals using sentence starters.
  - Step 3: Peer feedback: check for SMART parts in each goal.
  - Teacher Prompt: “Is this goal SMART? What’s missing?”
  - **Materials:** SMART Goal Planning handout
  
- **Mini-Lecture & Guided Discussion (10–15 mins)** – What makes a goal SMART?
  - Step 1: Play video explaining SMART goals.
  - Step 2: Students write in their notebooks: one example goal per letter.
  - Step 3: Discuss in groups: “What makes a goal not SMART?”
  - Teacher Prompt: “What is a SMART goal you’ve had before?”
  - **Materials:** Projector, [How to Set SMART Goals | Goal Setting for Students](#)

## II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – SMART goal sorting activity
  - Step 1: Students receive mixed goal statements.
  - Step 2: Sort goals into SMART and Not SMART columns.
  - Step 3: Rewrite one “not SMART” goal to improve it.
  - Teacher Prompt: “Why is this not SMART? How can we fix it?”
  - **Materials:** SMART Goal Sorting handout

- **Reflection (10–15 mins)**
  - Step 1: Write one SMART goal for the week.
  - Step 2: Comment on a classmate’s goal: “That’s achievable!”
  - Teacher Prompt: “Which SMART part is strongest in your goal?”

### [20-Minute Break]

### III. Production (30–40 mins)

- **Goal Presentation (30–40 mins)** – Share and explain your SMART goal
  - Step 1: Fill out SMART Goal Planning Sheet with a full goal.
  - Step 2: Practice saying goal to a partner using full sentences.
  - Step 3: Join small groups and explain: “My goal is... It is SMART because...”
  - Teacher Prompt: “Use all 5 parts. Say why your goal is SMART.”
  - **Materials:** SMART Goal Planning 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)**
  - Oral quiz: “What does the ‘M’ in SMART mean?”
  - Students respond aloud or write answers on board.
- **Self-Reflection (7–10 mins)**
  - Students write: “What will help me reach my goal?”
  - Share one idea aloud or in pairs.

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### Optional Independent Practice

- Review your SMART goal each day. Check your progress.

### Notes for the Instructor

- **Pacing Tip:** Keep sorting activity moving, use timers for transitions.
- **Corrections Tip:** Check that students don’t confuse “specific” with “simple.”
- **Differentiation:** Give weaker students sentence models; allow stronger students to set multiple goals.

- **Course Title:** English for Commerce and Logistics (**Student Success Introduction**)
- **CEFR Level:** A2
- **Lesson Number:** 4
- **Topic:** Recommending Learning Tools and Creating a Personal Development Plan
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can describe tools I use to learn English for work.
  - I can recommend a useful learning tool to others.
  - I can create a personal development plan with SMART goals.

### Materials

- Handouts:
  - [Tool Evaluation Matrix Part 1](#)
  - [Tool Evaluation Matrix Part 2](#)
  - [Tool Recommendation Pitch – Planning Form](#)
  - [Mini-Project: Personal Development Plan](#)
- Audio/Video Files:
  - [The Best Language Learning Apps \(Reviewed & Ranked\)](#)
- Required Tech / Supplies:
  - Whiteboard
  - Markers
  - Printed or digital handouts

### Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
platform	A digital system or website used for work or learning	I use an online platform to practice business English.	Y
feature	A function or option that helps users do something	The best feature of this app is the automatic feedback on writing.	Y
recommend	To suggest something as useful or effective	I recommend Grammarly because it improves my professional emails.	Y
evaluate	To look at something carefully and decide how good or useful it is	We will evaluate different learning tools before choosing one.	Y
feedback	Information or comments that help you improve	My tutor gives me feedback on my pronunciation every week.	Y
efficient	Doing something well without wasting time or effort	Using this platform is an efficient way to learn vocabulary.	Y

relevant	Connected or important to your work or learning goal	The lessons on this website are relevant to my business communication needs.	Y
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### Lesson Structure (PPP)

- **Warm-Up / Review: Review of SMART Goals (10–15 mins)**

Students recall and discuss the SMART goals they wrote in Lesson 3.

- Step 1: Ask: “What was one SMART goal you wrote last time?”
- Step 2: Students share in pairs: “My goal was to improve my email writing.”
- Step 3: Volunteers share with class.
- Teacher Prompt: “Does your goal include all five SMART parts?”
- **Materials:** Whiteboard and markers

### I. Presentation (40–45 mins)

- **Vocabulary Introduction (10 mins) – Learning Tools for English**

- Step 1: Write 4–5 examples of learning platforms on the board (Quizlet, Grammarly, YouTube, Duolingo, BBC Learning English).
- Step 2: Match tool names to their features and purposes (grammar, listening, business vocabulary).
- Step 3: Practice pronunciation and example sentences.
- **Teacher Prompt:** “Which platform do you use most often? What feature helps you learn efficiently?”
- **Materials:** Whiteboard and markers

- **Video Introduction (10 mins) – Digital Tools for Learning English**

- Step 1: Play a short video ([The Best Language Learning Apps \(Reviewed & Ranked\)](#)) introducing language-learning platforms (2–3 minutes).
- Step 2: Students take notes while watching: “What tools do they mention?” “What skills do they help with?”
- Step 3: Brief class discussion: “Which of these tools could help you with business English?”
- Teacher Prompt: “Which platform seems most relevant to your goals?”

- **Grammar / Function Focus (10–15 mins) – Giving Recommendations**

- Step 1: Model structure: “I recommend \_\_\_ because it helps me \_\_\_.”
- Step 2: Elicit short examples: “I recommend YouGlish because it shows real pronunciation examples.”
- Step 3: Controlled practice in pairs:
  - Student A: “What tool do you recommend?”
  - Student B: “I recommend Grammarly because it checks my business writing.”
- Teacher Prompt: “Use full sentences when giving your recommendation.”

- **Mini-Lecture & Guided Discussion (10–15 mins) – Evaluating Learning Tools**
  - Step 1: Model how to evaluate a learning tool (purpose, best feature, relevance to business English).
  - Step 2: Ask students: “What makes a learning tool efficient and relevant for professionals?”
  - Step 3: Discuss in pairs, then collect ideas on the board.
  - Teacher Prompt: “Which tool gives the most useful feedback? Why?”

## II. Practice (40 mins)

- **Controlled Activity 1 – Tool Evaluation Matrix (20 mins)**
  - Step 1: Distribute the Tool Evaluation Matrix handout.
  - Step 2: Students list one tool they use to learn English and complete the table (purpose, favorite feature, rating, why).
  - Step 3: Students share and compare in pairs.
  - Teacher Prompt: “Which platform do you recommend? Why?”
  - Instructor Note: Encourage students to explain why a tool is effective, not just tick boxes.
  - **Materials:** Tool Evaluation Matrix Parts 1 & 2 handouts
  
- **Controlled Activity 2 – Tool Recommendation Pitch (20 mins)**
  - Step 1: Distribute the Tool Recommendation Pitch – Planning Form.
  - Step 2: Students prepare a short 1-minute pitch recommending one tool.
  - Step 3: Partners listen and write one follow-up question.
    - Example:
      - Presenter: “My tool is Grammarly. It helps professionals check their writing.”
      - Listener: “Would you recommend it for beginners?”
  - Teacher Prompt: “Say your idea clearly: ‘I recommend \_\_\_\_\_. It is for \_\_\_\_\_.’”
  - **Materials:** Pitch Planning handout

## [20-Minute Break]

## III. Production (45 mins)

- **Mini-Project: Personal Development Plan**
  - Step 1: Explain: “Now you will make your personal development plan. Use what you learned in Lessons 1–4.”
  - Step 2: Distribute the Personal Development Plan Template.
  - Students complete:
    - Learning Strategies (What helps you learn)
    - SMART Goals (2 goals for English learning)
    - Time Management Tools (apps, calendars)
    - Evaluation Methods (how to measure progress)

- Step 3: Pair Work – Students exchange plans and give feedback using Partner Questions.
- Step 4: Volunteers share one goal or tool with the class.
- Teacher Prompt: “Which goal is most relevant to your work? Why?”
- **Materials:** Mini-Project Personal Development Plan handout

#### IV. Wrap-Up (15 mins)

- **Reflection (7–8 mins)**
  - Step 1: Students write: “The most efficient tool for me is \_\_\_\_\_. It helps me improve \_\_\_\_\_.”
  - Step 2: Share with a partner.
  - Teacher Prompt: “Ask your partner: ‘Why do you recommend that tool?’”
- **Vocabulary Review (7–8 mins)**
  - Step 1: Quick review game – teacher reads definitions, students say the word.
  - Step 2: Match vocabulary words to example sentences on the board.
  - **Materials:** Whiteboard and markers

#### Optional Independent Practice

- Try using one new English learning platform this week.
- Write 2–3 sentences about how it helps you learn and share at the start of next class.

#### Notes for the Instructor

- **Pacing Tip:** Allow extra time for the video discussion and Mini-Project sharing.
- **Correction Tip:** Focus on full-sentence recommendations and correct use of “because.”
- **Differentiation:**
  - Stronger students: expand their pitch to include pros and cons.
  - Lower-level students: use sentence frames (“I recommend \_\_\_\_ because \_\_\_\_\_.”).
- **Reflection Note:** Remind students that the goal is not only to identify a tool, but to evaluate why it is efficient and relevant for their professional learning needs.

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 1**
  - **Lesson Number: 1**
  - **Topic: Describing your role in the Supply Chain Process**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:**
    - Can describe what I do at work each day using simple verbs (like pack, check, deliver)
    - Can describe who I report to and who I work with
    - Can name the stages of the Supply Chain Process
    - Can name the part of the Supply Chain I work in
    - Can explain which department handles which task
    - Can describe whom to talk to if there is a problem with a delivery/order
    - Can write 2-3 sentences about my job and the work I do as part of the Supply Chain process
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**Materials**

- Handouts / Worksheets:
  - [Who Am I at Work](#)
  - [Bingo Card - Work Edition](#)
  - [Bingo Card - Everyday Life Edition](#)
  - [Who Handles It](#)
  - [About My Job](#)
  - [Matching Cards \[ CUT OUT \]](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board and Markers

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
to be responsible for	To have a duty to do something	I'm responsible for checking the deliveries.	N
to pack	To put items into a box or container	They pack the products before delivery.	N
package	A box or container with things inside	The package is ready for delivery.	Y
to check	To look at something carefully to see if it is	We check each item before we pack it.	N

	correct		
to deliver	To bring a product to a place	The driver delivers packages every day.	Y
delivery	The act of bringing a product to someone	Our next delivery is at 3 p.m.	Y
to report to	To work under someone and give them updates	I report to the Warehouse Manager.	N
supply chain	The steps to move a product to the customer	She works in the Supply Chain department.	Y
supplier	A person or company that sells and sends things to another company.	Our supplier sends us new boxes every week.	Y
warehouse	A large building where things are stored	The boxes are still in the warehouse.	Y
to receive	To get something that is sent to you	We receive new products every day.	N
dispatcher	A person who organizes and sends out deliveries	The dispatcher gives instructions to the drivers.	Y

**Support/Extension Vocabulary**

procurement/ purchasing	The process of buying products or materials ( <i>also the name of the department responsible for this process</i> ).	Procurement is responsible for buying new materials.	Y
responsibility	Something you must do as part of your job	Packing orders is one of my responsibilities.	N
job description	A list of tasks and responsibilities for a job	The job description says you need to work weekends.	N
department	A part of a company	I work in the Delivery	N

	where people do one kind of work	department. We deliver packages to our customers.	
to prepare	To get something ready	They prepare the boxes for delivery.	N

### Lesson Structure (PPP)

- **Warm-Up - Two truths and a lie (10-15 min)** - Each person in the group will tell three stories, of which one is a lie. The group has to guess which is the lie. Since this is the first class, it is a fun and light way to get them started speaking.
  - Step 1: Model the game
    - Tell them your name and share three sentences about your (fake) job in logistics.
      - "Hi! My name is \_\_\_\_\_.
      - I once delivered a package to a goat farm.
      - I packed 300 boxes in one hour.
      - I drive a delivery truck in Haifa."
    - Ask students to guess which is a lie. Then tell them the answer (since it is a fake job, you decide which is the lie!).
  - Step 2: Game prep:
    - Tell the students that now they will be the ones sharing stories about their work or life
    - Write sample sentence starters on the board:
      - "I work in a warehouse / office / store."
      - "I check packages / pack boxes / talk to drivers."
      - "Once, I delivered something strange..."
      - "I don't like packing boxes!"
      - "I once made a big mistake at work..."
    - Tell students the stories can be funny, strange, or surprising
    - Ask them to take a few minutes to write three short sentences about themselves.
    - Remind them that one needs to be fake.
  - Step 3: Play the game:
    - Invite each student to tell their stories and have the class guess which is the lie. *(If the class is large, then divide them into pairs or groups of 3)*

### I. Presentation (30-40 min)

- **Vocabulary Introduction (10-15 min)**
  - Step 1: Distribute handout "Who Am I at Work"
  - Step 2: Read each clue and ask students to guess and write their answers
  - Step 3: Once you have finished reading all the clues, ask students to share their answers and provide them with the correct answers.
    - Clues and Answers:
      - I give instructions to drivers. I tell them where to go. Who am I?  
*Dispatcher*

- I put products into boxes. What do I do?  
*I pack*
- I am a box with something inside. What am I?  
*A package*
- I take packages to customers. What do I do?  
*I deliver*
- I am a big building where you keep products. What am I?  
*A warehouse*
- I am part of a company. People in my group do the same kind of work.  
What am I?  
*A department*
- I give updates to my manager. I work under him/her. What do I do?  
*I report to him/her*
- I am part of your job — something you must do every day. What am I?  
*A responsibility*
- I sell things to your company - Who am I?  
*A supplier*
  
- **Grammar Focus - Present Simple (10-15 min)**
  - Step 1 - Write on the board
    - I check the boxes
    - You report to the manager
    - She/He packs the boxes
    - We work in the warehouse
    - The drivers deliver packages
  - Step 2: Highlight:
    - In the Present Simple, we add an “s” for he/she/it:
      - She pack**S** boxes / She does not pack boxes/ Does she pack boxes?
      - He check**S** inventory/ He does not check inventory/ Does he check inventory?
      - It move**S** fast / It does not move fast/ Does it move fast?
    - *“We use the Present Simple to talk about jobs we do every day.”*
  - Step 3 - Play Bingo Game
    - Distribute: *Bingo Card - Work Edition OR Bingo Card Everyday Life Edition* (choose *Everyday* if participants are not yet working in Logistics)
    - Explain the game:
      - *“You need to stand up and talk to your classmates. Ask them the questions on the card like... (Read a couple of examples from the card). If someone says “Yes, I do” or “Yes, she/he does”, write their name in the box. Try to get a full row — 5 boxes across. Say “Bingo!” when you finish!*
    - Play the game until someone calls out Bingo!
  
- **Model Dialogue (15 min)**

- Step 1: Distribute *Who Handles It?*
- Step 2: Divide the class in pairs and ask them to:
  - Read the dialogue aloud
  - Switch roles and read again
  - Then answer the questions together
- **Comprehension Questions (5 min)**
  - Ask the class what the steps of the Supply Chain are
  - Ask what each department does

## II. Practice (30-40 min)

- **About my Job (10-15 min)**
  - Step 1: Distribute *About my Job* and explain the activity: "Work in pairs. Ask and answer the questions. Use the words in the table."
    - *Note: If the students are not working in Logistics currently, ask them to make up answers*
  - Step 2: While students work, monitor and help with vocabulary as needed
  - Step 3: Ask students to share with the class what their partner does and which department they are in.
- **Matching Cards (15-20 min)**

*(Teacher preparation: print and cut the set of game cards - Note: they will work in groups of 3, so print a set per group based on the number of groups you will have in the class - the original handout is the answer key - mix the cards before handing out the sets)*

  - Step 1: Divide the class into groups of 3
  - Step 2: Hand out the card sets to each group
  - Step 3: Inform the students that each set has cards representing various departments, jobs, and responsibilities. Their task is to match one per category to create a group of 3 cards. There are 5 groups in each set.

## [20-Minute Break]

## III. Production (30-40 min)

- **Guess My Job - 20 questions (15-20 min)**

*(Note: the activity can be done as a class or in pairs, depending on the number of students)*

  - Step 1: Write the jobs discussed in class today on the board and ask the class to tell you one responsibility the job has.
    - Warehouse Worker → packs and checks goods
    - Dispatcher → gives instructions to drivers
    - Driver → delivers packages
    - Customer Service Agent → talks to customers
    - Procurement Assistant → orders materials
    - Inventory Clerk → checks stock
  - Step 2: Ask each student to pick one of the jobs but to keep it a secret

- Step 3: Explain the game - You need to guess what your classmate's job is. You have up to 20 "yes/no" questions you can ask in order to guess what they do
- Step 4: Give a few examples of a yes/no question: "Do you work in the Delivery Department?" "Do you talk to drivers?" "Do you pack boxes?" "Do you report to the warehouse manager?"
- **Job Interview Role-Play (10-15 min)**
  - Step 1: Pair students up. One is the interviewer, the other is the candidate applying for a job (from the jobs they just practiced guessing). Then they will switch roles.
  - Step 2: Tell them the interviewer needs to ask simple questions like: "What is your job?" "What do you do at work?" "Do you like your job?" "Who do you report to?" that the candidate needs to answer
- **Peer feedback (5 min)**
  - After the role play, ask the students to give each other feedback:
    - Did they use the job names and responsibilities correctly?
    - Did they answer the questions well?
    - Were they polite and friendly?
- **Error correction (5 min)**
  - Go over 3-4 common errors heard during the lesson today.
    - For example, mistakes using Present Simple:
      - He doesn't works hard (incorrect) / He doesn't work hard (correct)
      - Do your manager use the machine? (incorrect) / Does your manager use the machine (correct) - many times, students hear YOU in "your manager" and assume they need to use the form for YOU instead of he/she.
  - Write corrected versions on the board
  - Practice pronunciation if necessary
    - For example, the word dispatcher might be difficult

#### **IV. Wrap-Up (15 min)**

- Step 1: Ask them to write 2-3 short sentences about their job (or a job of their choice), including one of their main responsibilities, who they report to, and what part of the Supply Chain Process they are in.
- Step 2: Ask them to share with a peer and ask for peer correction if needed.
- Step 3: Ask them to turn them in for you to review.
- Step 4: Self-reflection: Ask them to think about what they learned today.
  - Can describe what I do at work each day using simple verbs (like pack, check, deliver)
  - Can describe who I report to and who I work with
  - Can name the stages of the Supply Chain Process
  - Can name the part of the Supply Chain I work in
  - Can explain which department handles which task
  - Can describe whom to talk to if there is a problem with a delivery/order

- Can write 2-3 sentences about my job and the work I do as part of the Supply Chain process
  - Step 5: Ask some of them to share
- 

### **Optional Independent Practice**


- Create a table of the Supply Chain process, listing the names of the departments and the jobs for each part of the process. Bonus points: include the key responsibilities of each department.

### **Notes for the Instructor**

- *Matching Cards - (Teacher preparation: print and cut the set of game cards - Note: they will work in groups of 3, so print a set per group based on the number of groups you will have in the class - the original handout is the answer key - mix the cards before handing out the sets)*
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in the Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 1**
  - **Lesson Number: 2**
  - **Topic: Tasks and Routines**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can describe what I do at work every day and every week
    - Can say when I do these tasks using time expressions like “in the morning” and “on Tuesdays”
    - Can talk about how often I do these activities
    - Can complete a simple job form with basic details about the work I completed
- 

**Materials**

- Handouts / Worksheets:
  - Vocabulary Visuals - to be prepared by the teacher (see instructions in the vocabulary section of the lesson plan below)
  - [Vocabulary List - Handout](#)
  - [Listening Comprehension - True or False](#)
  - [Vocabulary Matching Exercise](#)
- Audio/Video Files:
  - Audio File:  Hey Ben can you help.m4a
- Required Tech / Supplies: Markers/Board/Computer/ Speakers

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
update (V/N)	To change or add new information (V)	I update the delivery form every day.	N
	New information or changes (N)	I give my manager an update every morning.	
to scan	To use a machine to read a barcode or a document	I scan the boxes before I load the truck.	Y
to track	To follow where a delivery is	You can track your package online.	Y
responsibility (review)	Something you must do as part of your job	Packing orders is one of my responsibilities.	N

department (review)	A part of a company where people do one kind of work	I work in the Delivery department. We deliver packages to our customers.	N
job description	A list of tasks and responsibilities for a job	The job description says you need to work weekends.	N
order (V/N)	A request to buy something (N) To ask for something (V)	I placed an order for new tools. (N) We order parts weekly. (V)	Y
load/unload	To put items in or take them off a vehicle	They load the truck early in the morning and unload it in the evening.	Y
to prepare (review)	To get something ready	They prepare the boxes for delivery.	N
to bring	To take something with you to another place	I bring the boxes to the delivery area.	N

**Support/Extension Vocabulary**

item	One thing in a group of things or packages.	The box has 10 items.	Y
barcode	A code with black lines or numbers on a product	Every box has a barcode with the item number.	Y
tracking number	A number used to follow the location of a delivery	Please enter your tracking number to see the status of your order.	Y

**Lesson Structure (PPP)**

- **Warm-Up: Vocabulary Review (15 min)**
  - Step 1: Divide the team into small teams (no more than 4 per group)
  - Step 2: Draw a table with three columns: Jobs, Departments, Responsibilities on the board
  - Step 3: Ask each team to copy the table on a piece of paper (one per team)

- Step 4: Tell the students they have 5-6 minutes to come up with as many words as they can remember for each of the columns (without looking at the notes from the last lesson!).
  - *Scoring: Each word or phrase will give them a point. Each unique word (i.e., one not used by another team) will add an extra point.*
- Step 5: Once time is up, ask one of the teams to read their words for the first category. The other teams listen and say “have it!” if they also have that word on their list. For each unique word, the team gets an extra point (teams will self-score). Then repeat the process for the other two categories, selecting a different team each time.

## I. Presentation (30-40 min)

- **Vocabulary Introduction - Show & Match (15-20 min)**
  - Step 1: Display or distribute vocabulary visuals (one per word)
    - Teacher Preparation: Prepare visuals or icons (either real or projected on screen or cards) that represent the words for this lesson. Suggested visuals:
      - Update - A worker writing or typing on a form with a pencil or on a computer.
      - Scan - A barcode scanner on a box.
      - Track - A computer screen showing delivery progress or a GPS map.
      - Responsibility - A checklist with items and a person checking one of them.
      - Department - Office signs or labels: "Delivery", "Warehouse", etc.
      - Job Description - A document or sheet titled "Job Description".
      - Order - A person pointing at a list or using a phone to order.
      - Load - Someone lifting boxes into a truck.
      - Unload - A worker taking boxes out of a truck.
      - Prepare - A person putting items into a box with tape.
      - Bring - A person walking and carrying a box toward a door.
  - Step 2: Elicit guesses: “Which picture shows to scan?” “Which one is unload?” and so on. As you go through each image, match the right word on the board.
  - Step 3: Once all words are matched, hand out the vocabulary list and review each definition. Review examples for verbs only, you can skim the nouns.
- **Grammar/Function Focus - Time Expressions and Frequency (10-15 min)**
  - Step 1: Draw a horizontal line on the board. Label the left end “Always” and the right one “Never” - Add “Usually” towards the left end and “Sometimes” near the right end.
  - Step 2: Say:
    - “I always brush my teeth. I do it every day.”
    - “I usually walk to work. But when it rains, I take the bus.”
    - “I eat at a restaurant sometimes. Maybe once or twice a month.”
    - “I never work on weekends. I work on Sunday, on Monday, on Tuesday, on Wednesday, and on Thursday, but never on the weekend!”
  - Step 3: Ask different students:
    - How often do you: eat at a restaurant? Walk to work?, etc.
- **Model Dialogue and Comprehension Questions (10-15 min)**

- Step 1: Play the audio clip for this dialogue \*once\*
  - Anna: Hey Ben, can you help me prepare the boxes for today's delivery?
  - Ben: Sure! I already scanned the labels and loaded five packages onto the truck.
  - Anna: Great. I'll update the delivery form now.
  - Ben: By the way, we need to track that big order from yesterday. The customer just called.
  - Anna: Right, that's your responsibility, isn't it?
  - Ben: Yes, I checked it this morning. The package is still in the warehouse.
  - Anna: Okay. Please update the form and tell the Customer Service department.
  - Ben: No problem. That's part of my job description, anyway.
- Step 2: Hand out *Listening Comprehension - True or False*
- Step 3: Play the audio one more time for students to answer the questions. Answer Key:
  - Ben has already scanned and loaded five packages. T
  - Anna asks Ben to update the delivery form. F  
(She says she will update the form.)
  - The customer called about a missing order. T
  - The missing package is already delivered. F  
(Ben says the package is still in the warehouse.)
  - Ben says the problem is not his responsibility. F  
(He agrees it's his responsibility and handles it.)
  - Anna tells Ben to speak to the Customer Service department. T
  - Ben says this task is part of his job description. T

## II. Practice (30-40 min)

### ● Vocabulary Matching (5-10 min)

- Ask students to complete the *Vocabulary Matching Exercise* and then review as a class
  1. A part of a company that does one type of work - Department
  2. To use a machine to read a barcode - Scanner
  3. To follow the location or progress of something - Tracking
  4. Something you must do as part of your job - Responsibility
  5. To get something ready - Prepare
  6. A list of tasks and responsibilities for a job - Job description
  7. To add or change information - Update
  8. A request for goods or services - Order
  9. To put items into a truck or container - Upload

### ● Interview a partner (15-20 min)

- Step 1: Divide the class into pairs and tell them they will interview each other
- Step 2: Write the following prompts on the board to help them:
  - What do you do at work? (*If not working, ask them to choose a job*)
  - When do you...? (*pack, load, prepare, etc.*)
  - How often do you...?
- Step 3: Monitor & support as needed

**[20-Minute Break]**

**III. Production (30-40 min)**

- **About my job:**
  - **Writing task (10-15 min)**
    - Step 1: Tell the class to write about their jobs
    - Step 2: Write these prompts on the board, and give them examples verbally
      - Job name (e.g., Warehouse Assistant)
      - Department (e.g., Delivery Department)
      - 3-5 key tasks I do (e.g., pack, scan, etc.)
      - When I do them (e.g., in the morning, on Mondays, etc.)
      - How often I do them (e.g., every day, once a week, etc.)
  - **Present and Share (10-15 min)**
    - In pairs or small groups, students present their job - prompt them to speak full sentences (e.g., I work as a warehouse assistant, I check deliveries every morning, on Tuesdays I update the list, I usually pack boxes in the afternoon)
- Peer feedback using simple rubrics
  - Write the rubrics on the board (see below)
  - Ask them to give each other feedback
    - My partner ...
      - used different time expressions
      - explained what he/she does at work on different days/times
- Error correction & discussion
  - Correct present simple mistakes (e.g., *she work at the warehouse* - incorrect (correct- works), *he is load boxes* - incorrect (correct- he loads boxes)
  - Correct prepositions mistakes (e.g., on the morning - incorrect (correct - in the morning), in Monday - incorrect (correct - on Monday), etc.)

**IV. Wrap-Up (15 min)**

**Write your schedule** - students write a simple schedule

- Step 1: Draw a table on the board with the days of the week (columns) and hours (rows).
- Step 2: Fill in a few cells (Sunday 9:00 - Load packages, Tuesday 10:00 Update list, etc.).
- Step 3: Ask students to do the same in their notebooks, using the verbs from the lesson. Explain they don't need to fill in the whole week, just their ongoing routines
- Step 4: in pairs, they review their schedules.
- Step 5: Each student presents to the class what their teammate does every week (e.g., in the mornings, he prepares the boxes, etc.)
- Self-reflection: "What did I learn today?"
  - Can describe what I do at work every day and every week

- Can say when I do these tasks using time expressions like “in the morning” and “on Tuesdays”
  - Can talk about how often I do these activities
  - Can complete a simple job form with basic details about the work I completed
- 

### **Optional Independent Practice**

- Write a paragraph about their weekly routine (based on the work they did earlier).

### **Notes for the Instructor**

- Vocabulary Visuals - to be prepared by the teacher (see instructions in the vocabulary section of the lesson plan)
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 1**
- **Lesson Number: 3**
- **Topic: Understanding Team Roles and Interactions**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can ask my coworkers what they do at work
  - Can say who I work with and what they do
  - Can start a conversation with my coworkers
  - Can write a few sentences about what my coworkers do

**Materials**

- Handouts / Worksheets:
  - [Match jobs and tasks](#)
  - [Job Talk](#)
  - [Job Cards](#) [CUT-OUT]
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
item (review)	One thing in a group of things or packages.	The box has 10 items.	Y
barcode (review)	A code with black lines or numbers on a product	Every box has a barcode with the item number.	Y
tracking number (review)	A number used to follow the location of a delivery	Please enter your tracking number to see the status of your order.	Y
goods	Things that are made and sold, like food, clothes, or machines.	The goods are in the warehouse until delivery.	Y
stock	The product that a company has and keeps in the	We check the stock every day to see what we need to order.	Y

	warehouse or store		
inventory	A list of goods in stock	We check the inventory every day.	Y
to ship	To send goods by truck, ship, or plane	We ship products to Europe every week.	Y
store (v/n)	To keep something in a special place for future use. (v) A place where you can buy things. (n)	I store my winter clothes in a big box during summer. I can buy a printer at the computer store.	N
to keep	To have something and not give it away or throw it away.	You can keep my book. I want you to read it.	N
to pick	To choose something from a group of things.	I want to pick the movie this weekend.	N

### Support/Extension Vocabulary

raw materials	Basic materials used to make products.	We use wood as the raw material to make furniture.	Y
shipment	Goods that are being sent somewhere.	The shipment will arrive on Monday.	Y
shipping department	The part of a company that sends out products to customers.	The Shipping Department gets very busy around the holidays, they have a lot of packages to send.	Y
equipment	The tools or things you need for a specific activity or job.	“The doctor has a lot of equipment in his office to help sick people.”	N

### Lesson Structure (PPP)

- **Warm-Up - Match the job with the task (10-15 min)**
  - Step 1: Distribute *Handout - Match jobs and tasks* and read the instructions to the class.
  - Step 2: Give students a few minutes to answer on their own
  - Step 3: Read the jobs and solicit answers from the students. Answer key:
    - 1 - E

- 2 - H
- 3 - F
- 4 - C
- 5 - A
- 6 - B
- 7 - D
- 8 - H
- 9 - I
- Step 4: Ask students to turn to a partner and choose two jobs from the list and say what they do at work

*Note: This warm-up revisits key vocabulary from Lessons 1 and 2 (jobs + daily tasks).*

### **I. Presentation (30-40 min)**

- **Vocabulary Introduction - Job Talk (20-25 min)** *Students learn the meaning of the new words by talking to their classmates about their jobs.*
  - Step 1: Quickly set the task and model (5-10 min). Write these questions on the board:
    - “What do you do at work?”
    - “What does [word] mean?”
    - “Who uses this word?”
  - Step 2: Below them write:
    - Word, What does it mean? Who uses it?
  - Step 3: Hand out the *Job Talk* to all students.
  - Step 4: Distribute a *Job Card* to each student (or pair, if needed).
  - Step 5: Explain the task:
    - “Each of you has a short description of a person’s job. It includes 2 or 3 new words from today’s lesson.
    - Your job is to walk around the room, talk to your classmates, and listen carefully. When you hear a new word, ask what it means and who uses it.
    - Then write it in your table.”
  - Step 6: Model one quick exchange with a student:
    - T: “What do you do at work?”
    - S: “I check tracking numbers and shipments.”
    - T: “What is a tracking number?”
    - S: “It’s a code to follow the shipment.”
  - Step 7: Write on the board: tracking number - code to follow shipments - delivery coordinator.
  - Step 8: Have students walk around and interview each other (5-10 min). *Encourage the use of complete sentences and clarification questions.*
  - Step 9: Once complete, review the vocabulary as a class (5-10 min). Ask:
    - “Who found this word?”
    - “Who can explain what it means?”
    - “Which job uses it?”
- **Grammar/Function Focus: Present Simple (5 min)**

- Step 1: Write on the board:
  - I check the inventory.
  - He ships the goods.
  - She picks items for the order.
- Step 2: Emphasize they need to add an “S” when talking about he/she/it

## II. Practice (30-40 min) - “Mini Role Plays - Help a New Hire”

- Step 1: Divide the class into pairs (*or small groups if a large class*)
- Step 2: Tell students: “You are helping a new employee understand what people do in your department.”
- Step 3: Tell students they need to write 5-6 sentences using today’s job titles and task verbs to tell him about the team. Example: “This is Oren. He is a delivery driver. He picks up goods and delivers them to customers.”
  - Before they begin, remind them to use third-person present simple (‘She prepares orders’, ‘He checks inventory’) in their sentences.”
- Step 4: Once done, have each group present to the class.

## [20-Minute Break]

## III. Production (30-40 min)

- **Small Talk with coworkers (25-30 min)**
  - Step 1: Model a small talk conversation with two students
 

**Teacher talks to Student 1:** Hi! Busy morning! What are you working on today?  
 S1: {Answers}  
 T: Do you need help with these boxes?  
 S1: {answers}  
 T: By the way, did you meet Alon?  
 S2: Hi! I’m Alon, the new dispatcher. I will tell you where to deliver these packages.  
 S1: Great! Thanks!
  - Step 2: Ask each of the students to pick a job.
  - Step 3: Divide them into groups of 3 and ask them to stand up.
  - Step 4: Now ask them to imagine meeting a teammate in the break room. The 3 of them need to have some small talk.
  - Step 5: After 3-5 minutes, ask the students to change groups and practice with new people. *You can ask them to rotate one more time based on how smoothly the conversations go, or more, if you have a large class.*
- Peer feedback using simple rubrics
  - My partner asked me good questions to have a conversation
  - My partner could tell me what his/her coworker does
- Error correction & discussion
  - Review Present Simple “s” errors (like in the previous class)

- Talk about what was easy/hard about the conversations

#### **IV. Wrap-Up (15 min)**

- Go around the room asking students:
    - “Who do you work with?”
    - “What do they do?”
  - Self-reflection:
    - What new phrase did I learn today?
    - How do I feel about small talk now?
    - What did I learn today?
      - Can ask my coworkers what they do at work
      - Can say who I work with and what they do
      - Can start a conversation with my coworkers
      - Can write a few sentences about what my coworkers do
- 

#### **Optional Independent Practice**

- Write a short paragraph describing your team and what each person does.

#### **Notes for the Instructor**

- Job Cards - need to be cut out
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in the Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 1**
  - **Lesson Number: 4**
  - **Topic: Tools and Equipment in Logistics**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can name the workplace tools and equipment I use in my job
    - Can describe what each tool is used for
    - Can match tools to tasks and jobs
    - Can make a polite request
    - Can write a few sentences about the tools and equipment I use to do my work
- 

**Materials**

- Handouts:
  - [Task Cards](#) - CUT OUT
  - [Tool Cards](#) - CUT OUT
  - [Complete Cards - Tasks and Tools](#)
  - [Handout Polite Requests Dialogue](#)
  - [Polite Requests Role Play Cards](#) - CUT OUT (number of sets based on class size)
  - [Job Description Template](#)
  - [Warehouse Quiz](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board, markers, buzzer (if you want one for the Quiz game)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
to lift	To move something up from a lower place	Can you lift this box? It's heavy!	Y
forklift	A small machine that lifts and moves heavy pallets	The worker drives a forklift in the warehouse.	Y
hand truck	A tool with two wheels to move heavy boxes	Use the hand truck to move the big box.	Y
pallet	A flat wooden or plastic base to carry goods	The boxes are on a pallet.	Y

scanner	A tool that reads barcodes on boxes	I scan the label with the scanner.	Y
box cutter	A small knife to open boxes	Be careful with the box cutter you can hurt yourself.	Y
tape	Sticky material to close or fix boxes	We need more tape to close the last box.	Y
label	A sticker with information about the item	The label says this box goes to Tel Aviv.	Y
to carry	To hold something and move it to another place	I can carry that box for you.	Y
safety vest	A bright vest to help people see you easily	My safety vest is orange and very bright.	Y

### Support/Extension Vocabulary

clipboard	A hard board to write on when standing or walking	I keep the list on the clipboard.	N
measuring tape	A flexible tool to check the size or length of things	Use the measuring tape to check the box size.	N
cart	A tool with four wheels to move many small things	Put the boxes on the cart.	N
marker	A thick pen for writing on boxes or labels	I write the code on the box with a marker.	N

### Lesson Structure (PPP)

- Warm-Up: Meeting a new co-worker (10-15 min)**  
*This activity reinforces key vocabulary and structures from Lessons 1-3, including jobs, tasks, and team roles*

- Step 1: Model a short conversation with a student:
  - T: Hi! My name is {Name}. What is your name?
  - S: My name is {Name}
  - T: Nice to meet you. What department are you from?
  - S: From the {Name} department - prompt them to ask you about your job (not to ask the department, to ask about the job so as to make it a natural conversation)
  - T: I'm an inventory clerk. I work in the warehouse, and I store items. What about you? What do you do?
  - S: I'm a {job}. I {task}
  - T: Great. Nice to meet you. Have a nice day!
- Step 2: Divide them into pairs.
- Step 3: Ask them to meet each other and to make sure to use complete sentences to answer questions about their job (real or imaginary).

## I. Presentation (30-40 min)

- **Vocabulary Introduction (15-20 min)** - Match each task with the correct tool or equipment card. Using *Tasks Cards* and *Tool Cards*
  - Step 1: Give each student task cards and tool/equipment cards (**not** matching) - *Determine the number of cards to give each student based on the size of the class (e.g., if you have a large class, just give out one card to each student; if you have a small class, each student will get several cards)*
  - Step 2: Explain to the students that they need to find the right tool to perform their tasks. In order to find the right tool they need to:
    - Walk around the room asking other students if they can help them:
      - "I need to.... Do you have something that can help me?"
      - Each time they find a tool for their task they get to keep the card (*if the class is large, the pair with the matching cards, stays together*).
  - Step 3: Once the tools for all the cards have been matched, hand out *Complete Cards - Tools and Equipment* and review as a group.
- **Polite Requests (15-20 min)**
  - Step 1: Write these polite request categories on the board
    - Asking to borrow, asking for help, asking to learn, offering help, and asking permission
  - Step 2: Elicit ideas from the students about what they could say under each category.
    - Guide them towards: "Could I borrow...?", "Could you help me...?", "Could you teach me how to...?", "Can I help you...?", "Is it okay if I use/do...?"
    - Write target phrases on the board
  - Step 3: Walk around the room asking the students some of these questions and have them answer "Yes, you can" and "No, I'm sorry". Make sure to model please and thank you.
  - Step 4: *Handout Polite Requests Dialogue*
  - Step 5: Ask for 2 volunteers to read the dialogue
  - Step 6: Solicit answers to the questions at the bottom of the dialogue from the class.

## II. Practice (30-40 min)

- **Polite Requests RolePlay (10-15 min)**
  - Step 1: Divide the class into pairs or small groups
  - Step 2: Distribute a set of cards to each group - *Polite Requests Role Cards*
  - Step 3: Explain that each student will take turns picking a card. They need to read the situation and make a polite request to their partner.
  - Step 4: Walk around the room to listen and identify any mistakes to be discussed later in the lesson.
  
- **Warehouse Whiz: The Quick Quiz! (15-20 min)**
  - Step 1: Set up teams & explain rules:
    - Divide the class into 2-3 teams. Have them sit together and encourage them to choose a team name (e.g., "The Lift Team," "The Scanner Squad," "The Label Crew").
    - Explain the "bursting" rule: When you read a question, the first team to "burst" (e.g., tap their table loudly, use a buzzer) gets the chance to answer.
    - Emphasize that teams must wait for the whole question to be read before bursting.
    - Scoring: Award 1 point for each correct answer. If a team answers incorrectly, another team gets a chance to "burst" and answer.
  - Step 2: Play the Game
    - Use the *Warehouse Quiz* to facilitate the game
    - Announce the category (e.g., "Category: Tool ID!").
    - Read a question clearly.
    - Wait for a team to "burst" and call on them.
    - Award points for correct answers and keep score on the board.
    - Move quickly from question to question to maintain energy.
  - Step 3: Wrap-up & Announce Winner
    - Total the scores and announce the winning team. Congratulate all participants.

## [20-Minute Break]

## III. Production (30-40 min) - Job Description (UNIT 1- MINI PROJECT)

- Students write their job description using the *Job Description Template* (20-25 min)
  - Step 1: Hand out the template and review each section to ensure the students understand what it covers.
  - Step 2: After they finish their work, students exchange descriptions with a partner and answer questions as needed.
  
- Peer feedback using simple rubrics
  - My partner's job description was clear
  - I understood what this job does

- Error correction & discussion
  - Listen for correct usage of vocabulary and polite requests to correct as needed.

#### IV. Wrap-Up (15 min)

- Advice for a new employee
  - Step 1: Introduce the Scenario:
    - Say: "Imagine a new person started work in our warehouse/logistics company today. They are very new and don't know much. They need our help!"
    - Ask: "What important advice can you give them regarding the tasks, tools, and people they will be working with?"
    - Write "Advice for a New Employee" on the board.
  - Step 2: Brainstorm Advice Types:
    - Elicit a few initial ideas from students to get them started. Guide them towards using both vocabulary and polite phrases.
    - Examples you can provide if needed:
      - "Always use the **hand truck** for heavy boxes."
      - "Remember to **scan** every **package**."
      - "If you need **tape**, you can ask, 'Could I **borrow** your **tape**, please?'"
      - "If you see someone struggling to **lift** something, you can ask, 'Can I **help** you with that?'"
      - "You should ask someone to **teach** you how to drive the **forklift**."
  - Step 3: Individual/Pair Formulation
    - Ask each student (or pair, if easier) to think of **1-2 pieces of advice** they would give the new employee.
    - Encourage them to write down their advice quickly, focusing on using the target vocabulary and polite request structures.
  - Step 4: Share with the class
    - Go around the room and ask each student (or a few students from each team, if you used teams) to share one piece of advice they came up with.
- Self-reflection:
  - "Can I explain my responsibilities and the tools I use?"

#### Optional Independent Practice

- Create a list of tools they use in their work
- Create a summary chart of tools used by each job

#### Notes for the Instructor

- There are 3 sets of cards that need to be cut out - see instructions under the worksheet list
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 2**
- **Lesson Number: 5**
- **Topic: Work Schedules and Time**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can say when I start and finish work
  - Can talk about break times
  - Can describe what my day looks like
  - Can write a short daily schedule using times and tasks

**Materials**

- Handouts / Worksheets:
  - [Workday Puzzle](#) - CUT OUT
  - [Prepositions with Time](#)
  - [Multiple Choice: Prepositions of Time](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
arrive	to get to work or a place	I arrive at work at 7:00.	N
leave	to go away from a place	I leave the warehouse at 4:30.	N
have (a break)	to take a short rest during work	We have a break at 10:00.	N
help	to assist someone with a task	I help my team with the orders.	N
clean	to make an area or object tidy	I clean my work area after lunch.	N
organize	to arrange things in order	I organize the packages on the shelf.	N
prepare	to get something ready	I prepare the delivery boxes before the driver comes.	N

move	to take something from one place to another	We move the goods to Zone C.	N
wait	to stop and do nothing until something happens	We wait for the forklift before we load the truck.	N
finish	to complete a task or end work	I finish my shift at 5:00.	N

### Lesson Structure (PPP)

- **Warm-Up: One day, One word (5-10 min)**

- Step 1: Explain that everyone will share one word that describes something important they do or think about "in a typical workday" or "on a busy day" or "at work."
- Step 2: Model it: You go first. For example: *"For me, a word about my workday is 'organize.' I organize everything!"*
- Step 3: Go around the room. Have each student share one word, along with the reason they chose it, and write the word on the board. Encourage them to think about verbs or nouns related to their daily tasks or the general feeling of their workday (e.g., "drive," "pack," "customer," "computer," "team," "busy").

### I. Presentation (30-40 min)

- **Vocabulary Introduction - Timeline (15-20 min)**

- Step 1: Draw a horizontal line on the board and draw vertical lines with the times mentioned in the story below.
- Step 2: Read the story while acting out the verbs and adding them at the appropriate time.

**"Maria arrives at work at 7:00** (write "arrive at work" under 7:00). **She helps her team organize packages** (write "help organize packages" in the time slot between 7:00 and 10:00). **At 10:00, they have a break** (write "have a break" under 10:00). **Then, Maria prepares the delivery boxes** (write "prepare boxes" in the time slot between 10:00 and 12:30). **She has lunch with friends at 1230** (write "have lunch" under 12:30) **After lunch, she waits for the forklift, and then moves the boxes to Area C** (write "wait" and "move boxes" in time slot between 12:30 and 4:30) **At 4:30 she cleans her work area** (write "clean" under 4:30), **and finishes work at 5:00.** (write "finish work" under 5)."

- Step 3: Read the story again, pointing to the timeline as you do.
- Step 4: Ask students to tell you when they:
  - Arrive at work
  - Have a break
  - Eat lunch
  - Finish work

- etc.

- Grammar/Function Focus: **IN/ON/AT review (15-20 min)**
  - Step 1: Draw an upside-down pyramid on the board (i.e., the base is at the top of the drawing and the tip is at the bottom) and divide it into 3 segments.
  - Step 2: Explain that an easy way to remember when to use In/On/At is to think about the length of time.
  - Step 3: Write “IN” at the top of the pyramid (i.e., the widest segment) and explain that we use IN for the longer periods of time, like months and years, and also for expressions like “in the morning, in the afternoon, etc.” Then, continue to the middle segment of the pyramid and write "ON". Explain that we use ON for dates, holidays, and the days of the week. Finally, write “AT” at the bottom and explain that we use AT for specific times of day like 9, 8:45 (mention the time doesn’t have to be exact, like 5 o’clock), AT lunch, AT midnight, etc.).
  - Step 4: Give a few examples: Our lesson starts AT 11:00 am, the lesson is ON Tuesdays, this course will end IN August. I was born IN December, IN the winter. I drink coffee IN the morning but never AT night, etc.
  - Step 5: Hand out *Prepositions with Time* and review as a class.
  - Step 6: Go around the room asking people when their birthday is, when they started working at the company, etc. *Keep it simple so it takes no more than 5 minutes or so.*

## II. Practice (30-40 min)

- **Prepositions of time - Multiple Choice Exercise (10-15 min)**
  - Step 1: Distribute the handout and ask students to fill it in
  - Step 2: Once done, check as a class.

Answer Key:

1. c) at
2. b) on
3. a) in
4. b) in / at
5. b) on
6. a) in
7. c) at
8. b) on
9. a) in
10. b) on
11. c) at
12. b) on

- **Workday Puzzle (15-20 min)**
  - Step 1: Divide students into pairs or small groups and tell them they need to help a new employee organize their workday.
  - Step 2: Give each group a set of the Workday Puzzle sentences cut out and **shuffled**. Tell them each sentence describes part of the employee’s day.

- Step 3: Ask students to read the sentences and choose a time for each activity between 7:00 and 17:00. Tell them that once they agree on the order, they should draw a timeline and write the activities in the correct order.
  - Step 4: Ask one pair/group to read their recommended routine aloud using complete sentences. If another pair/group has a different timing for that activity, they should say so and explain why they believe it should be done at a different time (e.g., "He needs to move the boxes in the morning to get them ready for shipping in the afternoon," etc.)
- Monitor & support with language prompts

### III. Production (30-40 min)

- **Peer interview - What's your day like? (25-30 min)**

- Step 1: Tell the students the managers want people to know each other better and ask them to create employee profiles to publish on the company's website. So they will interview each other.
- Step 2: Brainstorm and write on the board some questions based on today's vocabulary. Examples:
  - "What time do you **arrive at** work?"
  - "What do you do **in the morning**?"
  - "When do you **have lunch**?"
  - "Do you work **on Fridays**?"
  - "What time do you **finish work at**?"
  - "What do you usually do **in the evening**?"
  - "When do you have your break?"
  - "Do you work late **at night** sometimes?"
- Step 3: Ask them to interview each other and to take notes so they can write about their partner
- Step 4: Once they finish, ask them to write a brief profile about their partner
- Step 5: Ask them to share the profile they wrote with their partner

- Peer feedback using simple rubrics
  - My partner described their daily routine
  - My partner used in/at/on correctly
  - I understand what my partner's daily routine is at work
- Error correction & discussion  
Correct In/At/On mistakes

### [20-Minute Break]

### IV. Wrap-Up (15 min)

- **Interview highlights** - (5-10 min)

Ask for 3-5 volunteers to quickly share one interesting thing they learned about their partner's schedule or one key sentence from the profile they wrote. Example: "My partner, [Name], usually *arrives at work at 8:00 AM.*" or "He *has lunch in the cafeteria at noon.*"

- **Review the In/At/On pyramid** from the Presentation section - (5-10 min)
  
  - Self-reflection: "What did I learn today?" (5-10 min)
    - Can talk about my workday
    - Can say when I start and finish work
    - Can talk about break times
    - Can describe what my day looks like
    - Can write a short daily schedule using times and tasks
- 

### **Optional Independent Practice**

- Practice prepositions of time
  - Google **in/at/on** interactive exercises with answers - (a good option is <https://test-english.com/grammar-points/a1/at-in-on-prepositions-time/> )

### **Notes for the Instructor**

- The *Workday Puzzle* needs to be cut out
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 2**
- **Lesson Number: 6**
- **Topic: Asking and Answering About Availability**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can ask when someone is free or busy
  - Can answer questions about my schedule
  - Can express preferences about my schedule
  - Can write my weekly availability on a schedule

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [What's My Workday](#) - CUT OUT (Note: the workday activity slips are paired - there are a total of 10 pairs - if you have less than 20 students make sure you distribute the corresponding pairs so students can find their partner)
  - [Dialogue](#) x 2 (one for you and one for a student that will read along with you)
  - [Schedule True or False](#)
  - [Schedule Matching](#)
  - [Schedule Vocabulary Practice](#)
  - [Weekly Schedule](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board - RED and GREEN markers

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
free	Not busy; having time to do something	I'm free on Tuesday afternoon.	N
busy	Having things to do; not available	She's busy every morning.	N
schedule	A plan of days and times for work or activities	My schedule is full on Thursday.	N
available	Ready and able to do something; not busy	Are you available at 10 a.m.?	N
meeting	A time when people	We have a meeting at 3	N

	come together to talk about work	o'clock.	
break	A short time to rest during work	I have a break at 11:00.	N
shift	A set time when a worker is at work	My shift starts at 6:00 in the morning.	Y
early	Before the usual or expected time	I prefer to start work early.	N
late	After the usual or expected time	He always works late on Fridays.	N
prefer	To like one thing more than another	I prefer working in the afternoon.	N
routine	The usual things you do every day or every week, often at the same time	My morning routine is to prepare orders in the morning, and have a break at 10:00.	N

### Lesson Structure (PPP)

- **Warm-Up: What's my workday? (15 min)**
  - Step 1: Write on the board the following:
    - Do you arrive at work at \_\_\_\_?
    - Do you help in the warehouse?
    - When do you have a break?
    - What do you prepare?
  - Step 2: Ask these questions to a couple of students and respond appropriately:
    - I think we have the same routine!
    - My routine is similar to yours.
  - Step 3: Give each student a paper slip with an activity from *What's My Workday* (Note: the workday activity slips are paired - there are a total of 10 pairs - if you have less than 20 students make sure you distribute the corresponding pairs so students can find their partner)
  - Step 4: Tell students:
    - To walk around and ask classmates questions to find someone with a similar routine.
    - To sit together once they find a match and practice talking about their routines.
    - To prepare to share what they and their partner do!
  - Step 5: Ask students to share their routines with the class

### I. Presentation (30-40 min)

- **Vocabulary Introduction (15-20 min)**

- Step 1: Draw a simple weekly schedule on the board and tell the class: “This is my schedule” - write the word “schedule” on top of the chart
- Step 2: Slowly fill the schedule like this:
  - Say “I have coffee around 9 every morning. That’s my routine” - draw coffee cups on the schedule. Then write the word “Routine” on the side of the board and draw a cup of coffee next to it and write 9:00 underneath.
  - Say “I eat lunch at 12:00 every day. I have a lunch break from 12 to 1.” and write “Break” at that time on the schedule and circle with red
  - Say “I have a meeting with my manager at 10 on Monday” - write “Meeting” on that slot and circle with red
  - Say “I have to take my son to the doctor on Wednesday, so I have to leave work early” - Write “Leave early” on the appropriate slot and circle with red
  - Say “On Thursday, I need to make deliveries from 2 to 4” - write “Busy” on the appropriate slot and circle with red.
  - *Walk a few meters from the board and contemplate the schedule...*
  - Say “my colleague wants me to help him at 10 on Monday, but I’m not available” - pointing at the “meeting” slot on Monday - write the words “available / not available” on the side of the board (underline with green and red)
  - Say “I prefer to meet in the afternoon because I’m free” pointing at the blank afternoon slot on Monday - write the words “free/busy” on the side of the board (underline with green and red)
- **Comprehension Questions (5-10 min)**

Ask the class questions about your schedule:

  - Am I available Sunday morning around 11?
  - Am I busy on Monday morning at 10?
  - Do I prefer to have a coffee break in the morning or afternoon?
  - Am I available for a meeting on Wednesday afternoon?
  - When do I usually have a lunch break?
- **Dialogue and questions (10-15 min)**
  - Step 1: Ask a student to read along with you from *Dialogue*. Your student will read Alex.
    - **Alex:** Hey Ben, I was wondering if you're **free** sometime this week for a quick **meeting** about the new project.
    - **Ben:** Let me see my **schedule**. Hmm, Monday **morning** is completely **busy** for me, I have a long **shift** starting at 7 AM.
    - **Alex:** No worries. How about Tuesday **afternoon**? I know you usually have your **break** around 3 PM.
    - **Ben:** Yes, that's right! After my **break** on Tuesday **afternoon**, I'm actually **available**. I **prefer** to get things done before it gets too **late** in the day.
    - **Alex:** Perfect! Would 4 PM work for you? We can have a quick 30-minute meeting.
    - **Ben:** 4 PM sounds great. I can probably finish my work a little **early**.
    - **Alex:** Excellent! See you Tuesday at 4 PM then.

- Step 2 - Read the dialogue again
- Step 3 - Ask the class:
  - Is Ben available for a meeting on Monday morning? *NO*
  - What time does Ben usually have his break on Tuesday? *Around 3 PM*
  - Does Ben prefer to have meetings in the morning or afternoon? *In the afternoon - he prefers to get work done in the morning*
  - What time is their meeting scheduled for on Tuesday? *4PM*

## II. Practice (30-40 min)

### ● Schedule True or False (10-15 min)

- Step 1: Distribute *Schedule True or False*
- Step 2: Ask students to complete the handout
- Step 3: Debrief as a class - Answer key:
  - 1-T
  - 2-F
  - 3-F
  - 4-T
  - 5-T
  - 6-F
  - 7-T
  - 8-T
  - 9-F
  - 10-F

### ● Schedule Matching (10-15 min)

- Step 1: Distribute *Schedule Matching*
- Step 2: Tell students they need to manage the schedules of two busy workers: Hana and Tomer
- Step 3: Tell them to work together to answer questions about their schedule
- Step 4: Review as a group once done
 

Answer key:

  - Tuesday morning - both free
  - Thursday morning - both busy
  - Tomer's break - Tuesday afternoon
  - No, Hana is not available Thursday morning (she has a meeting)
  - Best time to meet - Tuesday morning or Thursday afternoon

### ● Vocabulary Practice (15-20 min)

- Step 1: Distribute *Schedule Vocabulary Practice* and explain both exercises (complete the sentences and match terms/definitions)
- Step 2: Ask students to complete with a partner
- Step 3: Review as a class. Answer key:

### Activity 1: Complete the Sentences

1. I check my **schedule** every Sunday to plan my week.
2. Sorry, I can't meet on Friday. I'm completely **busy**.
3. Let's have a quick **meeting** at 11 AM to discuss this.
4. I usually take a short **break** at 1 PM to eat lunch.
5. My work **shift** is from 9 to 5.
6. Are you **available** for a call tomorrow **morning**? (or **afternoon**)
7. She doesn't like working **late** nights.
8. I **prefer** to start work **early** because I'm more productive then.
9. If your calendar has a green checkmark, it means you are **free**.
10. The **afternoon** is usually the time between noon and evening.

### Activity 2: Match the Words

1. **Schedule** - G. My weekly plan
2. **Busy** - I. Not free
3. **Break** - J. A time to relax
4. **Shift** - C. My work hours
5. **Meeting** - D. A time to talk with others
6. **Prefer** - B. To like one thing more
7. **Morning** - F. From dawn to noon
8. **Afternoon** - L. From noon to evening
9. **Late** - K. After the usual time
10. **Early** - E. Before the usual time
11. **Available** - H. Ready to do something
12. **Free** - A. Not busy

- Monitor & support with language prompts

### [20-Minute Break]

### III. Production (30-40 min)

- **My Schedule (30-40 min)**
  - Step 1: Distribute *Weekly Schedule*
  - Step 2: Ask students to add 5-6 things to their schedule
  - Step 3: While they are writing, write on the board:
    - "Are you free on Thursday at 2?"
    - "No, I'm busy then. How about Friday?"
    - "Great, I prefer Friday! Let's meet Friday at 3."
  - Step 4: Tell them to ask other students about their schedules (e.g., "Are you free on...? Are you available this Tuesday, etc.?"). The goal is to schedule 3 different meetings and find 3-4 partners for a shared work shift.
  - Step 5: Review "results" as a group
- Peer feedback using simple rubrics
  - My partner asked questions clearly to learn when I was available for a meeting

- My partner answered clearly when I asked when he/she was available.
- Error correction & discussion
  - Review pronunciation challenges (“available” “schedule” “early” - etc)
  - Others as needed

#### **IV. Wrap-Up - Schedule swap (10-15 min)**

- Step 1: Pair up students (*with a new partner - not someone they worked with during the “My Schedule” activity*).
- Step 2: Ask them to give their completed weekly schedule to their partner.
- Step 3: Ask partners take 1-2 minutes to read and ask clarifying questions about the schedule.
- Step 4: Ask each student to present their partner’s schedule using full sentences. *Encourage them to use target vocabulary (e.g., available, break, busy, prefer).*
- Step 5: Give them an example: *“This is Alex’s schedule. He is busy on Monday morning. He prefers to meet in the afternoon. He has a break at 11:00.”*
- Self-reflection:
  - Can ask when someone is free or busy
  - Can answer questions about my schedule
  - Can express preferences about my schedule
  - Can write my weekly availability on a schedule

#### **Optional Independent Practice**

- Write an exchange of messages trying to schedule a meeting with a co-worker
  - Use at least 5 vocabulary words from the lesson (e.g., free, busy, available, prefer, meeting, schedule).
  - Use full sentences with time expressions (e.g., on Monday morning, at 4:00, from 1 to 3)
  - Keep each message 3-5 sentences long

#### **Notes for the Instructor**

- *What’s My Workday - CUT OUT (Note: the workday activity slips are paired - there are a total of 10 pairs - if you have less than 20 students make sure you distribute the corresponding pairs so students can find their partner)*
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in the Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 2**
- **Lesson Number: 7**
- **Topic: Understanding Schedules and Rotations**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can understand a simple shift schedule
  - Can explain my weekly schedule
  - Can request changes to my schedule
  - Can explain the reasons for requesting changes to my schedule

**Materials**

- Handouts / Worksheets:
  - [Find Someone Who](#)
  - [Shifts Vocabulary](#)
  - [Shift Schedule](#)
  - [Dialogue Shifts Vocabulary](#)
  - [Schedule Swap Cards](#) - CUT OUT - *(There are 6 sample cards; make more as needed).*
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
shift rotation	a system where workers change shifts regularly	We have a shift rotation every two weeks.	Y
day shift	the work time during the day	I usually work the day shift from 8:00 to 16:00.	Y
night shift	the work time during the night	He is on the night shift this week.	Y
double shift	working two full shifts in one day	She worked a double shift yesterday.	Y
supervisor	the person in charge of a team or shift	I need to ask my supervisor for a schedule change.	N
change (a shift)	to move your work	Can I change my shift on	N

	hours to a different time	Friday?	
cover (a shift)	to work someone else's shift temporarily	Can you cover my shift tomorrow?	<b>Y</b>
switch (shifts)	to exchange shifts with a colleague	Let's switch shifts next Monday.	<b>Y</b>
schedule request	a formal way to ask to change your work schedule	I sent a schedule request to work fewer evenings.	<b>Y</b>
reason	the explanation for a request or change	My reason is I have a family event that day.	<b>N</b>
overtime	time worked after regular hours	We get extra pay for working overtime.	<b>Y</b>

### Lesson Structure (PPP)

- **Warm-Up: Find Someone Who (10-15 min)**

- Step 1: Tell students they need to learn more about their classmates' schedules {real or imaginary} and distribute the handout *Find Someone Who*
- Step 2: Explain they need to walk around the room and ask each other questions to find someone who fits the sentence.
- Step 3: Model a couple of examples:
  - {Student's Name}, are you free on Monday morning?
  - {Student's Name}, could we meet on Wednesday afternoon?
- Step 4: Once students get a chance to fill out their worksheets, have a quick class check

### I. Presentation (30-40 min)

- **Vocabulary Introduction (10-15 min)**

- Step 1: Distribute handout *Shift Vocabulary*
- Step 2: Go around the room asking each student to read a card and the example.
- Step 3: Elicit from the class what they think the word means and then clarify as needed

- **Model Dialogue (15-20 min)**

- Step 1: Distribute *Dialogues Shift Vocabulary*
- Step 2: Ask different volunteers to read the dialogues
- Step 3: After each dialogue, ask comprehension questions as follows

### Dialogue 1: Talking to a Supervisor

1. Why does the worker want to change their double shift?  
→ *Because they are tired and have a family event.*
2. Who might switch shifts with the worker?  
→ *Maybe Lina.*

### Dialogue 2: Talking to a Colleague

1. What kind of shift is Moran working this week?  
→ *He is working the night shift all week.*
2. Why did Alon do overtime yesterday?  
→ *To help Lina.*

### Dialogue 3: Requesting a Schedule Change

1. Why does the worker want to change their weekend shift?  
→ *Because they already worked both Saturday and Sunday last week.*
2. What new shift will the worker take in place of it?  
→ *A night shift on Friday (by switching with someone).*

### Overall Comprehension Questions:

- a. Is the night shift in the morning? No
- b. If you have the night shift, do you work at night or during the day? At night
- c. If you work overtime, do you work more or less than usual? More
- d. Do you work overtime if you finish early? No
- e. If you have a double shift, do you work one shift or two shifts? Two
- f. Is a double shift short or long? Long
- g. If you switch shifts, do you work the same shift or change with someone? Change
- h. If you switch shifts, do both people change their shifts? Yes
- i. If you cover a shift, do you work your shift or someone else's shift? Someone else's
- j. If you cover a shift, is the other person working or not working? Not working
- k. Do you always work the same shift in a rotation? No
- l. Do shifts change every week in a rotation? Yes
- m. Does a schedule tell you when you work? Yes
- n. Is a schedule a person? No

## II. Practice (30-40 min)

- **Shift Schedule (20-25 minutes)**
  - Step 1: Distribute the handout *Shift Schedule*
  - Step 2: Ask the students to work with a partner to answer the questions
  - Step 3: Review as a class
    - Clue 1: "This person doesn't work on Wednesday." - **Ali**

- Clue 2: "This person works two night shifts and two day shifts." - **Ali**
- Clue 3: "This person is free on Thursday." - **Eva**
- Clue 4: "This person works a night shift on Wednesday." - **Yoni**
- Clue 5: "This person works two consecutive day shifts."
  - **Eva** (Tuesday & Wednesday) and **Yoni** (Monday & Tuesday)
- Clue 6: "This person is off on Sunday." - **Yoni**

- **Schedule Swap Cards (10-15 min)**

- Step 1: Give each student a small weekly schedule card (cut out from *Schedule Swap Cards*)
- Step 2: Tell the students to notice that some of them have problems with their shifts.
- Step 3: Tell them to move around the room and speak with classmates to find someone to switch shifts or cover a shift. If both students agree, they write down the change.

Encourage use of key phrases like:

- "Can we switch shifts on Thursday?"
- "Can you cover my night shift? I have a family event."
- "I worked a double shift yesterday. I need a day off."
- Step 4: Once they are done ask volunteers to share:
  - Who they switched shifts with
  - The reason for the change
  - If they are happy with their new schedule

**Optional Extension:** Assign a few students as "supervisors" who must approve changes. This adds realism and gives students a chance to practice:

- "Can I request a schedule change?"
- "Can I take Thursday off and work Sunday instead?"
- Monitor & support with language prompts

**[20-Minute Break]**

**III. Production (30-40 min)**

- **Mini-Writing Task (10 minutes)**

- Step 1: Ask students to imagine they need to change one of their shifts.
- Step 2: Write a short WhatsApp message (2-3 sentences) to their supervisor.
- Step 3: Write this example on the board:
 

*Hi [Supervisor's Name],*  
*I can't work the night shift on Wednesday.*  
*Can I switch to Thursday instead?*
- Step 4: Have students exchange messages with a partner and read them aloud. *Keep it short and practical. The goal is to make writing explicit without turning it into a long task.*

- **Shift Request Roleplay (15-20 min)**

- Step 1: Ask students to create a simple weekly schedule (Sun-Thu) for themselves with 3-4 shifts filled in (day/night/double/off). Ask them to also think of an imaginary conflict (e.g., a wedding, an exam, feeling sick, a transportation issue).
- Step 2: While they are thinking about their conflict, write on the board:
  - Can you cover my shift on [day]?
  - Can we switch shifts?
  - I can't work [day] because...
- Step 3: Divide students into pairs or groups of 3 (worker, colleague and supervisor).
- Step 4: Ask students to role-play requesting changes. When one of the students requests a change, the other plays the role of a colleague or supervisor, who can approve, decline, or suggest alternatives.
- Step 5: Tell them to swap roles and repeat.
- Step 6: Ask them to write 3-5 sentences about what happened:
  - What the request was
  - What the other person said
  - The final result
- Step 7: Write on the board these sentence frames:
  1. I asked **[name]** to change my shift on **[day]**.
  2. My reason was: **[reason]**
  3. **[He / She]** said **yes / no / maybe**.
  4. We decided to **[switch shifts / cover for each other / ask the supervisor]**.
  5. I think it was a **[good / fair / helpful]** solution.

- Peer feedback using simple rubrics

- My partner asked politely to change a shift.
- My partner explained the reason clearly.
- My partner responded politely (yes/no/suggestion).
- My partner used vocabulary from the lesson.

- Error correction & discussion

#### IV. Wrap-Up (15 min)

- **Correct or Incorrect?**

- Step 1: Divide the class into pairs
- Step 2: Tell them you will read sentences, and they need to decide if they are correct or incorrect
- Step 3: Write on the board the numbers 1-10 in a column (i.e., ten rows)
- Step 4: Ask students to do the same on a piece of paper and to write correct or incorrect next to the number as you read the sentences
- Step 5: Read each sentence below one at a time, twice if needed, and wait for them to decide if they are correct or incorrect
- Step 6: Elicit responses and correct as needed
- Step 7: Move on to the next question

**Correct or incorrect questions:**

1. You can work a double shift in only 2 hours. ❌
  2. A shift rotation means your schedule changes each week. ✅
  3. If you work overtime, you finish early. ❌
  4. A day shift usually starts in the morning. ✅
  5. You switch shifts by agreeing with a colleague to change work times. ✅
  6. A supervisor can help with your schedule. ✅
  7. A schedule request is when you ask to change your work hours. ✅
  8. Night shifts start at 8:00 a.m. ❌
  9. "It's okay to ask your supervisor, 'Can I change my shift?' when you need to?" ✅
  10. If you're free, you don't have a shift. ✅
- Self-reflection:
    - Can understand a simple shift schedule
    - Can explain my weekly schedule
    - Can request changes to my schedule
    - Can explain the reasons for requesting changes to my schedule
- 

**Optional Independent Practice**

Write a short email to a supervisor asking to change a shift. **Include:**

- Your current shift
- Your request (day/time)
- A polite reason
- A thank you

**Notes for the Instructor**

- *Schedule Swap Cards* - need to be CUT OUT - (There are 6 sample cards; make more as needed).
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 2**
- **Lesson Number: 8**
- **Topic: Explaining and Comparing Weekly Schedules**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can ask about a coworker’s schedule and when they start or finish work
  - Can compare my schedule with a coworker’s
  - Can describe the differences between work schedules
  - Can explain a schedule to a new employee using simple language
  - Can ask and answer questions about a weekly schedule

**Materials**

- Handouts / Worksheets:
  - [Polite Phrases for Schedule Changes](#)
  - [Scenarios for polite change requests](#) - CUT OUT
  - [Shift Detective](#) - CUT OUT - need to make an extra copy of the schedules’ page and cut up the 5 cards to give to different students (cut enough for each student or pair)
  - [Blank weekly schedule template](#)
  - [After Class Practice](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
availability	The times when a person is free or able to work	Please check your availability before we schedule.	N
handover	A message or update from one shift to the next	Write a short handover before the next shift starts.	Y
compare	To look at two or more things to see how they are similar or different	We compared our schedules and saw we both work night shifts.	N

responsible for (review)	In charge of a task or duty	Dana is responsible for checking inventory.	N
similar	Almost the same in some way	Our schedules are similar; we both work mornings.	N
different	Not the same	My schedule is different. I work at night, she works the day shift.	N
shift supervisor	The person in charge of a shift	Ask the shift supervisor if there's a problem.	Y

### Lesson Structure (PPP)

- **Warm-Up: Same or Different (10-12 min)**

- **Step 1:** Ask students to create a simple 5-column table (Sun-Thu) and to write their shift info or availability (real or imaginary) on each day (e.g., *day shift, night shift, off, free, meeting, busy*)
- **Step 2:** Write 3-4 comparison questions on the board:
  - "What time do you start on Monday?"
  - "Do you have a break on Tuesday?"
  - "Are you free on Wednesday?"
  - "Do you work the same shift every day?"
- **Step 3:** Pair students and ask them to take turns asking and answering the questions. Ask them to look for what is the same and what is not in their schedules.
- **Step 4:** After 4-5 minutes, ask a few students to share what they discovered out loud. Write a few of the comparisons on the board (*don't erase them, you will use them in the vocabulary introduction section*)
  - Encourage use of:
    - "We both..."
    - "I start at \_\_\_\_, but she starts at \_\_\_\_."
    - "He is free on Thursday. I'm not."

### I. Presentation (30-40 min)

- **Vocabulary Introduction (5-10 min)**

- Step 1: Review the comparisons written on the board and say: "Let's compare the schedules. Let's see what we can learn by looking at them together."
- Step 2: Look at the examples and pick something similar and something different and say something like: "{student 1}'s schedule is similar to {student 2} - They both {X}" Then do the same with something different.

- Step 3: Mention a few more comparisons to clearly introduce the terms: **compare, similar, and different.**
- **Function Focus - Polite Phrases (5-10 min)**
  - Step 1: Distribute *Polite Phrases for Schedule Changes*
  - Step 2: Ask each student to read a line
- **Model Dialogue (5-10 min)**
  - Step 3: Read the dialogue on the second page of the handout
  - Step 4: Ask students to read and write answers to the questions
  - Step 5: Review answers as a class
- **Comprehension Questions (5-10 min)**
  - What does *availability* mean?
  - Who is the *shift supervisor* in your team?
  - If you are *responsible for packing boxes*, what do you do?
  - What is a *handover note*? When do you write it?
  - Are your shifts *similar* or *different* to your partner's shifts?
  - What can you say if you want to switch a shift with a coworker?
  - What can you say if you cannot cover someone's shift?
  - Which polite phrase means "thank you" after someone helps you?
  - How can you ask for time off in a polite way?

## II. Practice (30-40 min)

- **Polite Requests (10-15 min)**
  - Divide the class into pairs and give each a scenario (slips from the *Scenarios for polite change requests* handout) - walk around the room to monitor and note any difficulties/mistakes to highlight at the end of the class.
- **Shift Detective (25-30 min)**

### Set-up

- Step 1: Post the full weekly schedule chart (5 schedules section from *Shift Detective*) on the board.
- Step 2: Explain that each student or pair will receive one secret schedule card.
- Step 3: Tell them the goal is to ask questions and decide who has which schedule.

**Distribute Schedules** - Need to make an extra copy of the schedules' page and cut up the 5 schedules (cards) to give to different students (cut enough cards for each student or pair)

- Step 4: Hand out one secret schedule card to each student or pair.  
Remind students not to show their card to others.

### Play the Game

- Students walk around and ask yes/no questions to their classmates.

- They fill in their Clue Sheet with the answers they hear.
- Sample questions:
  - “Do you work on Tuesday?”
  - “Do you have a night shift?”
  - “Are you free on Friday?”
  - “Do you work a double shift?”

### Make Your Guess

- Students complete the Your Guesses table:
  - 1) Match each classmate to one of the posted schedules (A-E).
  - 2) Write a short reason (e.g., “She works nights, so she must be B).
  - 3) Check Guess and reveal who had which schedule
- Monitor & support with language prompts

### [20-Minute Break]

## III. Production (30-40 min) - Create Team Schedule + Handover (Unit’s mini-project)

### Part A - Create the Schedule (10-15 min)

- **Set the Task**
  - Step 1: Tell students: “You are a shift planning team. You need to make a weekly schedule for your team.”
- **Group Work - Create the Schedule**
  - Step 2: Divide class into small groups (3-4 students).
  - Step 3: Distribute the *Blank weekly schedule template*
  - Step 4: Tell students to:
    - write the shifts for 3-4 workers
    - write a fair schedule (no one works every day or all nights)
    - use polite phrases to **discuss shifts**
    - consider team member **availability, preferences, or responsibilities**

### Part B - Write a Handover Note (10-15 min)

- Step 1: Say: “Now you are going to write a handover note. This is what one looks like.”
- Step 2: Write on the board:
 

“We packed all Zone A orders. Please check the inventory in Zone B.”  
“Eva is responsible for checking labels. Ask her if needed.”
- Step 3: Give students a small scenario:
 

“You just finished Wednesday’s day shift. What did your team do? What should the night shift do next?”
- Step 4: Tell the class to write a 2-3 sentence note using your model.  
*Encourage use of vocabulary: responsible, check, finish, etc.*

**Part C: Present** (5-10 min)

- Step 1: Ask each group to prepare to present their schedule and explain their handover note (e.g., “Tomer works the night shift on Monday. Moran .... ” “This is our handover note: Please finish loading boxes and label pallet C.”)
- Step 2: Write on the board the peer feedback rubrics:
  - The group explained their schedule clearly
  - They used vocabulary like shift, availability, responsible
  - Their handover note was clear and short (2-3 sentences)
- Step 3: Have each group present and then hear feedback from the other groups
- Error correction & discussion
  - Use of polite phrases, pronunciation, and any other corrections needed from the activities in the class.

**IV. Wrap-Up - Shift Role Memory Chain (8-10 min)**

- Step 1: Form a circle. Have the class stand or sit in a circle (or remain seated in a round if space is limited). Tell students: “We are going to make a memory chain using shift vocabulary. Each person adds a sentence about a shift and repeats what the last person said.”
- Step 2: Start the chain. You begin by saying a simple sentence:  
“On Monday, I worked the night shift and checked inventory.” Turn to the student on your right and tell them should repeat what you said and add a task of their own. “On Monday, I worked the night shift and checked inventory. On Tuesday, I packed orders and wrote a handover note
- Step 3: Students continue the chain. Go around the circle. Each student must:
  - Repeat all previous sentences (or the last 1-2, depending on level)
  - Add theirs using words from the lesson
- Step 4: Continue until everyone has participated  
*Encourage students to use:*
  - 1) Shift types (day shift, night shift, double shift) and
  - 2) Lesson vocabulary (handover, responsible, availability, schedule)*If students forget, guide them gently*
- Self-reflection:
  - Can ask about a coworker’s schedule and when they start or finish work
  - Can compare my schedule with a coworker’s
  - Can describe the differences between work schedules

**Optional Independent Practice**

- Ask students to write two short messages a Shift Change Request + Handover Note
- Hand them the *After Class Practice* handout

**Notes for the Instructor**

- *Scenarios for polite change requests - need to be CUT OUT*
- *Shift Detective - need to be CUT OUT - need to make an extra copy of the schedules' page and cut up the 5 cards to give to different students (cut enough for each student or pair)*
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in the Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 3**
  - **Lesson Number: 9**
  - **Topic: Following Instructions in the Workplace**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can follow short written or spoken instructions
    - Can ask someone to repeat or explain an instruction
    - Can write notes to confirm understanding using phrases like “Thanks - I will check,” and “Noted.”
    - Can explain where something is located
    - Can give a spoken instruction or write a brief note
- 

**Materials**

- Handouts / Worksheets:
  - [Safety Situations](#)
  - [Guiding Questions](#) ( teacher only)
  - [Warehouse Drawing](#) (teacher only)
  - [Safety Dialogue Worksheet](#)
  - [Warehouse Prepositions Worksheet](#)
  - [Safety Sentences](#)
  - [Warehouse Safety Poster](#)
  - [Warehouse Safety Poster Worksheet](#)
  - [Match the Safety Rule](#) - homework
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board / Projector

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
take (review)	to move something to a different place	Take the form to the supervisor.	N
put (review)	to place something somewhere	Put the boxes on the shelf.	N
press	to push a button or switch	Press the green button to start the machine.	N
lift	to raise something up	Lift the box with both hands.	N

(review)			
move (review)	to take something from one place to another	Move the pallet to Zone B.	N
carry (review)	to hold something and take it somewhere	Carry the box to the delivery area.	N
organize (review)	to arrange things in order	Organize the boxes by size.	N
turn off	to stop a machine or light	Turn off the machine before you clean it.	N
follow (review)	to do what instructions or signs say	Follow the safety steps one at a time.	N
instruction	something that tells you what to do	Read the instruction before you start.	N
bulletin board	a board where you put important notices	Check the bulletin board for new rules.	Y
fire extinguisher	something used to stop small fires	There is a fire extinguisher near the wall.	Y
location	a place or position	The tools are at the new location.	N
direction	the way to go or move	Follow the directions to the exit.	N
ladder	something with steps that you use to go up or down	<i>He uses a ladder to fix the light.</i>	Y

### Lesson Structure (PPP)

- **Warm-Up: What should I do? (10-15 min)**
  - Step 1: Distribute *Safety Situations*
  - Step 2: Ask the class to describe what they see. Point to each picture one by one. For each, ask:
    - “What is the person doing?”
    - “What is the situation?”

- Step 3: Ask guiding questions from *Guiding Questions*  
*Use the guiding questions for each picture to help students think about appropriate safety actions.*
- Step 4: Write sentence starters on the board  
Write:
  - You should...
  - You must...
  - You have to...
- Step 5: Model sample sentences for 1 Picture. Give students a few examples for Picture 1 (also in *Guiding Questions*), using the modals, picture clues as well some pantomimes (if needed to emphasize should/must, etc.)
- Step 6: Put students in pairs. Each pair chooses 2 pictures and says at least 2 instructions for each one, using the modals.
- Step 7: Ask 2-3 pairs to share one sentence per picture aloud. Reinforce correct sentence structure and modal use.

## I. Presentation (30-40 min)

- Vocabulary Introduction

### **Safety Verbs (10-15 min)**

- Step 1: Write on the board “follow, take, put, press, lift, move, carry, organize, turn off”
- Step 2: Use simple visuals or mime to elicit meaning. Ask: “*What does this mean?*” or give examples
- Step 3: Ask students to match the verbs to the 4 safety picture scenes used in the warm-up. Example: “*Which verb goes with the man using the ladder?*” → “*use*” or “*check*”

### **Picture 1: Wet Floor with Caution Sign**

#### **Relevant Verbs:**

- **put** → *Put the yellow sign on the floor.*
- **move** → *Move the cart away from the wet area.*
- **organize** → *Organize the area to prevent accidents.*

### **Picture 2: Lifting a Heavy Box**

#### **Relevant Verbs:**

- **lift** → *Lift the box with your knees, not your back.*
- **carry** → *Carry the box to the shelf.*
- **take** → *Take the box from the delivery area.*

### **Picture 3: Electrical Panel**

#### **Relevant Verbs:**

- **press** → Press the red emergency button.
- **turn off** → Turn off the power before opening the panel.
- **follow** → Follow the lockout/tagout procedure.

### Picture 4: Climbing a Ladder

#### Relevant Verbs:

- **follow** → Follow the ladder safety steps.
- **take** → Take one step at a time.
- **put** → Put the ladder on a flat surface.

#### A) Key Phrases for Understanding Safety Instructions (5-10 min)

- *Noted.*
- *I will check.*
- *Please repeat.*
- *Step by step.*
- *One at a time.*
- Step 1: Present each phrase with example context:
  - *“You must wear gloves.” - “Noted.”*
  - *“Please clean the area.” - “I will check.”*
  - *“Please repeat. I didn’t hear.”*
- Step 2: Ask comprehension questions:
  - *“What does ‘noted’ mean?” → (I heard you. OK.)*
  - *“When do we say ‘Please repeat’?” → (If we don’t understand)*
- Step 3: Give 3-4 instructions, asking students to respond with appropriate phrases.
  - Examples:
    - Instruction:** “Please clean the area before you leave.”  
➤ **Student Response:** *Noted.*
    - Instruction:** “Check the machine for problems.”  
➤ **Student Response:** *I will check.*
    - Instruction:** “Let’s lift the boxes slowly and carefully.”  
➤ **Student Response:** *Step by step.*
    - Instruction:** “Only one person can go into the room at a time.”  
➤ **Student Response:** *One at a time.*

#### B) Prepositions of Place (10-15 min)

- Step 1: Write on the board: “next to, between, under, on top of, in front of, behind, near”
- Step 2: Demonstrate some of the prepositions with the help of two volunteers (e.g., stand between both students and say “I’m standing BETWEEN {Student’s name} and {Student’s name}”)
- Step 3: Project on the board the *Warehouse Drawing*
- Step 4: Ask different questions and elicit answers. Keep asking until all prepositions are covered. Help the students as needed.

- For example: “Where is box A?” Elicit answer (e.g., “on top of the shelf.”).
  - Box A is on top of the shelf.
  - Box C is between Box B and the edge of the shelf.
  - Box D is in front of the ladder.
  - Box E is next to Box F.
  - Box F is near the small cabinet.
  - The fire extinguisher is behind the ladder.
  - The bulletin board is between the cabinet and the shelf.

- **Model Dialogue (10-15 min)**

- Step 1: Ask a volunteer to read with you the dialogue in the *Safety Dialogue Worksheet*
- Step 2: Distribute the handout and ask students to answer the questions in pairs
- Step 3: Review as a class
- 1. **What must Omar check every morning?**  
→ The fire extinguisher.
- 2. **Where is the fire extinguisher?**  
→ Next to the ladder.
- 3. **Why should Omar not put boxes in front of the bulletin board?**  
→ Because workers need to see the safety signs.
- 4. **What does Sami say about using the ladder?**  
→ Omar must go one step at a time / step by step.
- 5. **What should Omar do if he doesn’t understand a direction or location?**  
→ He should ask Sami or check the signs.
- 6. **Where is the machine?**  
→ Behind the cabinet.
- 7. **What must Omar do before cleaning the machine?**  
→ Turn it off.
- 8. **What safety phrases does Omar use in the dialogue?**  
→ *Noted, I will check, Please repeat, Step by step, One at a time* (implied), *Got it*

## II. Practice (30-40 min)

- **Safety Instructions (5-10 min)**
  - Step 1: Read aloud 3-4 short safety instructions that include a verb, preposition, and/or phrase and ask students to demonstrate them
    - Examples: “Put the box on top of the shelf.”, “Check the fire extinguisher behind the door.”
  - Step 2: Pair up students and ask them to take turns reading and acting out the instructions on the dialogue they just read.
- **Prepositions (5-10 min)**
  - Step 1: Distribute *Warehouse Prepositions Worksheet* and ask students to complete it in pairs.
  - Step 2: Review as a class. Answer key above in the presentation section.
- **Sentence Reordering (10-15 min)**
  - Step 1: Distribute *Safety Sentences*

- Step 2: Explain they need to reorder the sentences and give them an example from the answers below
  1. You must check the fire extinguisher every morning.
  2. You must put the sign in front of the machine.
  3. You should never put a box under the ladder.
  4. You must check the bulletin board between the door and the cabinet.
  5. You must move the box on top of the shelf.
  6. You should wear gloves when cleaning the machine near the cabinet.
- Monitor & support with language prompts

**[20-Minute Break]**

**III. Production (30-40 min)**

- **Write a Safety Poster (25-30 min)**
  - Step 1: Put students in pairs. Tell them they need to write a safety poster for new workers.
  - Step 2: On the board, write sentence starters such as:
    - You must...
    - You should...
    - Don't put...
    - Always check...
  - Step 3: Distribute the *Warehouse Safety Poster Worksheet* and *Warehouse Safety Poster*
  - Step 4: Students write 3-4 safety rules using modal verbs, prepositions of place, and lesson vocabulary.
  - Step 5: Pairs exchange posters with another team and check for modals and prepositions.
  - Step 6: Optional: Display the posters or do a gallery walk.
- Peer feedback using simple rubrics
  - My partner used:
    - 2-3 safety instructions
    - must / should
    - a preposition of place (under, next to, etc.)
- Error correction & discussion
  - Correct must ~~to~~ clean - should ~~to~~ lift as needed
  - Wrong use of prepositions of place
  - Other mistakes heard throughout the class as needed

**IV. Wrap-Up (15 min)**

- Ask students to take turns giving the instructions/responding appropriately to each of the safety rules they wrote in their poster.

- Self-reflection:
    - Can follow a short instruction
    - Can ask someone to repeat or explain an instruction
    - Can explain where something is located
    - Can give an instruction
- 

### **Optional Independent Practice**

- Hand out *Match the Safety Rule*. Explain they need to match 6 illustrated tasks with written instructions and then rewrite two of the instructions using “must” or “should.”

### **Notes for the Instructor**

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 3**
  - **Lesson Number: 10**
  - **Topic:** Asking for clarification at work
  - **Lesson Duration:** 3 hours (1hr20 - break 20min - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can ask short questions to confirm details
    - Can use polite questions to check understanding, like: “So just to check...” and “Did I understand it correctly? ”
    - Can use polite expressions to ask someone to repeat or explain
    - Can understand short workplace instructions
    - Can respond when someone asks me for clarification
    - Can write a short note asking for clarification
- 

**Materials**

- Handouts / Worksheets:
  - [Clarification Matching](#)
  - [Clarification Phrase Discovery from Dialogue](#)
  - [Clarification Cue Cards - Team Challenge](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board - NEED A BIG ROOM (class will need to move around)

**Vocabulary**

<b>Term</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
instruction (review)	a direction or order about how to do something	Please read the instructions before starting the task.	N
step	one part of a task or process	The first step is to check the delivery list.	N
repeat	say something again	Sorry, can you repeat that?	N
explain	make something clear or easy to understand	Can you explain how to label the boxes?	N

understand	know the meaning of something	I don't understand the last part of the task.	N
clarify	make something less confusing	Can I clarify the schedule with you?	N
confirm	check that something is correct	Let me confirm the delivery location.	N
correct (adj.)	right; without mistakes	Is this the correct form to use?	N
confused	not sure what to do or understand	I'm confused about which boxes to move.	N
mistake	something that is wrong or not correct	I made a mistake with the labels on the boxes	N

### Lesson Structure (PPP)

- Warm-Up: **“What Did You Say?” Quick Quiz (15 min)**
  - Step 1: Say “In the workplace, we don’t always hear instructions clearly. Let’s practice what happens when that happens.”
  - Step 2: Ask students to number six rows in their notebooks (from 1-6).
  - Step 3: Tell them you will read six short instructions. Their job is to write down what they *think* they hear.
  - Step 4: Read each unclear instruction aloud once. Read each one naturally but unclearly — mumble, speak quickly, or drop words. Do not repeat them.

#### Sample unclear instructions:

- “Can y’just move boxes section A... after... thing’s done?”
  - “Put the [mumble] on [mumble] shelf.”
  - “Take five of the... no, wait... bring them to... back room.”
  - “After lunch break, clean... and label... uh... the last shipment.”
  - “Don’t forget safety... gloves before... thing.”
  - “Scan... and then fill out the... form in the red folder.”
- Step 5: Ask a few students what they wrote. Expect confusion. Then ask: “What can we say if we don’t understand something clearly?” - Try to elicit some phrases.
  - Step 6: Write 2-3 polite clarification phrases on the board:
    - “Sorry, can you repeat that?”,
    - “Did I hear that right?”,
    - “Could you explain that again?”)

## I. Presentation (30-40 min)

- **Clarify the meaning (5-10 min)**

- Step 1: Hand out *Clarification Matching*.
- Step 2: Ask students to work with a partner and match each word with its definition using the sample sentences as a clue.
- Step 3: Go over the answers

- **Polite Clarification (15-20 min)**

- Step 1: Say “At work, we often need to check or confirm instructions. Let’s look at a short dialogue and find polite phrases
- Step 2: Distribute the *Clarification Phrase Discovery from Dialogue* worksheet to students.
- Step 3: Students read the dialogue with a partner. One reads Worker A’s lines, the other reads Worker B’s lines. Ask them to underline polite clarification phrases (e.g., phrases that ask for clarification or check instructions).
- Step 5: Elicit and list useful phrases on the board:
  - “Sorry, what’s that last part?”
  - “Just to check…”
  - “Do you mean…?”
  - “Did I understand this right…?”
- Step 6: Encourage students to copy them into their notebooks or add them to a class phrase bank.
- Step 7: Say: “Now that you’ve read the dialogue and underlined polite clarification phrases, let’s practice writing your own. Look at two of the things Worker B asks. Imagine how you would ask the same questions in your own words.”
- Step 8: Give an example on the board:
  - From the dialogue: “Do you mean the boxes with the red labels?”
  - New version: “You mean the red label boxes, right?”
- Step 9: Students choose 2 clarification questions from the dialogue and rewrite them using their own polite phrasing.
- Step 10: Check a few examples as a class (Ask a few students to read theirs aloud or write one of their versions on the board).

- **Comprehension Questions (5 min)**

- **Which word means “to make something clear or easy to understand”?**  
(Expected answer: *explain*)
- **What is a polite way to ask someone to say something again?**  
(Expected answers: “Sorry, can you repeat that?”, “What was that last part?”)
- **In the dialogue, why did Worker B say: “Just to check — the blue boxes, right?”**  
(Expected answer: *To confirm the instruction and avoid mistakes.*)
- **What should you do if you don’t understand a task at work?**  
(Expected answer: *Ask politely for clarification using phrases like “Can you explain that?” or “Did I understand this right?”*)

## II. Practice (30-40 min)

- **Clarify and confirm Relay - Round 1**

- Step 1: Divide the class into two teams. Have each team form a line on opposite sides of the classroom. The first student in each line is the “supervisor,” and the second is the “worker.”
- Step 2: Whisper or quietly read a short workplace instruction to each “supervisor.”  
Examples:
  - Bring the red boxes to the back room.
  - After lunch, clean the floor near Section A.
  - Scan the items and label them.
- Step 3: The supervisor repeats the instruction to their teammate (the worker) using a clear sentence.
- Step 4: The worker must ask at least one polite clarification question before repeating the full instruction.  
Examples:
  - Sorry, what’s that last part?
  - Just to check — did you say Section A?
  - Do you mean scan before labeling?
- Step 5: If the student uses a correct clarification phrase and restates the instruction accurately, award one point to the team.
- Step 6: The pair moves to the back of the line, and the next two students step forward. Repeat with a new instruction.
- Step 7: Once each pair has participated, have them switch roles.

- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

- **Clarify and confirm Relay - Round 2**

- Step 1: Continue the relay format. This time, the supervisor must create their own short workplace instruction.
- Step 2: The supervisor tells the instruction to the worker using clear language.
- Step 3: The worker must ask a polite clarification question and confirm the instruction by repeating it back.
- Step 4: If the exchange is successful (includes a clarification phrase and correct repetition), award a point.
- Step 5: Rotate pairs and continue until all students have participated.

- Peer feedback using simple rubrics
  - My partner used 2-3 clarification phrases
  - My partner confirmed the instructions I gave him/her
- Error correction & discussion

- Which phrases sound more natural to you?

#### IV. Digital Tool (45 min)

- 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.

#### V. Wrap-Up

- **Clarification Cue Card Team Competition (10-15 min)**
  - Step 1: Divide the class into two teams  
Label the teams Team A and Team B. Arrange them on opposite sides of the room if possible. Each team will take turns giving instructions and responding with clarification questions.
  - Step 2: Explain the task: “This is a team competition. One team will read a workplace instruction. The other team must ask a polite question to clarify it. If the question is polite, clear, and relevant, they win a point.”
  - Step 3: Play the game:
    - **Round 1 - Team A gives the instruction**  
Choose one student from Team A to read a cue card from the *Clarification Cue Cards - Team Challenge* aloud to Team B.
    - **Team B responds**  
Any student from Team B can respond with a polite clarification question.  
Example:
      - “Just to check — do you mean before or after the break?”
      - “Sorry, which shelf did you say?”
 Award **1 point** if the question is correct and polite.
    - **Round 2 - Switch roles**  
Choose a new student from Team B to read a different cue card aloud. Team A now responds with a clarification question. Award 1 point if correct.
    - **Repeat for 6-8 rounds**  
Alternate between teams each round. Try to give different students a chance to read and respond.
  - Step 4: Tally points and declare a winner  
The team with the most points at the end of the game wins.

**Optional:** Award a bonus point for especially natural or well-phrased clarification questions.

- Self-reflection:
    - Can understand short workplace instructions
    - Can respond when someone asks me for clarification
    - Can use polite expressions to ask someone to repeat or explain
-

### **Optional Independent Practice**

- Write a Clarification Note - Write a short message or note asking for clarification about a task at work. Use one or two polite phrases from today's lesson.  
Example: Hi, just to check — should I clean the tools before putting them away? Thanks!

### **Notes for the Instructor**

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 3**
- **Lesson Number: 11**
- **Topic: Understanding Safety Signs**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can understand basic safety signs and instructions
  - Can name the safety equipment used in my workplace
  - Can use phrases like “Watch out!” and “Be careful with...” to warn someone
  - Can explain what is unsafe using simple phrases like “too heavy” or “wet floor”

### Materials

- Handouts / Worksheets: [Links or attachments]
  - [Safety Signs Links](#): **Select and download appropriate signs based on the students’ profession using the links in this file**
  - [Safety Warning Vocabulary Matching](#)
  - [Dialogue: In the Warehouse](#)
  - [Warehouse Dialogue Gap-Fill](#)
  - [Role Play Cards: Quick Warnings](#)
  - [Warehouse Hazard Scenes](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

### Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
helmet (review)	Hard hat that protects your head	<i>You must wear a helmet in the warehouse.</i>	Y
gloves (review)	Clothing for your hands to protect them	<i>Wear gloves when moving heavy boxes.</i>	Y
goggles (review)	Special glasses that protect your eyes	<i>Use goggles when working with chemicals.</i>	Y
fire extinguisher (review)	Tool used to stop small fires	<i>There is a fire extinguisher on the wall.</i>	Y

mask	Something you wear over your mouth and nose	<i>Wear a mask when cleaning with a strong spray.</i>	Y
safety shoes	Strong shoes that protect your feet	<i>Safety shoes are important in the warehouse.</i>	Y
slippery floor	The floor is wet, and you can fall easily	<i>Be careful — slippery floor!</i>	Y
no entry	You cannot go in this place	<i>This door says “No entry.” Use the other one.</i>	N
high voltage	There is strong electricity, and it is dangerous	<i>Don’t touch the wires — high voltage!</i>	N
first aid	Basic medical help for small injuries	<i>You can find the first aid kit near the office.</i>	N
emergency exit	A special door to use when there is a fire or emergency	<i>Go to the emergency exit quickly!</i>	N
danger	Something is very unsafe	<i>There is danger near the machines. Stay back.</i>	N
injury	A problem with your body after an accident	<i>He has a hand injury from the machine.</i>	N

### Lesson Structure (PPP)

- **Warm-Up (15 min):**
  - Step 1: Show safety signs to your students (project on screen or print and cut out). (TEACHER PREP - Download from the links in this file [CL-A2-U3L11 - Safety\\_Signs\\_Links.docx](#))
  - Step 2: For each one, ask:
    - What do you think this sign means?
    - Where might you see it?
    - Is it giving a warning, telling you to do something, or stopping you?
  - Step 3: Categorize the signs with the class, explaining that some signs are:
    - **Warnings** (dangerous conditions — yellow triangles)
    - **Prohibited** (what you *can't* do — red circles)
    - **Mandatory** (what you *must* do — blue circles)
    - **Emergency** (what to do in a fire — green rectangles)

- Step 4: Check familiar words - Ask: "Do you already know any of these?" and write a couple of guesses on the board

## I. Presentation (30-40 min)

- **Vocabulary and functional language (15-20 min)**

- Step 1: Write two columns on the board: "Warning Phrases" and "Explanation Phrases."
- Step 2: Present 5 examples:
  - Watch out! / The floor is wet
  - Be careful! / The box is too heavy
  - Be careful with that. / It's very hot
  - Don't touch that! / That's high voltage
  - That's dangerous. / You need to wear gloves
- Step 3: Model pronunciation, then drill as a class.
- Step 4: Distribute the *Safety Warning Vocabulary Matching* - Students see five pictures (e.g., slippery floor, lifting a box, exposed wires) and match each to a warning phrase and explanation.
- Step 5: Check work in pairs.

- **Dialogue (10-15 min)**

- Step 1: Review two short model dialogues on the board. Example:
  - A: Watch out! The floor is wet.
  - B: Oh! Thanks.
  - A: Don't touch that - it's dangerous.
  - B: OK, I'll be careful.
- Step 2: Read *Dialogue - In the Warehouse*
- Step 3: Ask students to answer the dialogue questions

## II. Practice (30-40 min)

- **Dialogue gap fill (15-20 min)**

- Step 1: Distribute the *Warehouse Dialogue Gap-Fill Worksheet*. Explain that they must complete the missing parts of a workplace conversation using words from the box.
- Step 2: Students work individually or in pairs to complete the dialogue.
- Step 3: Check the answers together.
- Step 4: Ask one or two pairs to read the completed dialogue aloud. Optionally, review the meaning of any difficult phrases.

- **Role play (10-15 min)**

- Step 1: Write on the board:
  - Watch out! The \_\_\_\_\_ is \_\_\_\_\_
  - Be \_\_\_\_\_ with that. Is \_\_\_\_\_
  - Don't touch that! Is \_\_\_\_\_
  - That's dangerous. Wear \_\_\_\_\_
- Step 2: Put students in pairs. Give each pair a set of *Role Play Cards: Quick Warnings*. Each card includes a small safety issue and a short prompt.
- Step 3: One student plays the **Worker** who is about to make a mistake or ignore a rule. The other student gives a **short warning and explanation**.

- Step 4: Students switch roles for each new card. Encourage them to use full sentences and 1-2 phrases from the lesson.
- **Listening and writing practice (10-15 min) - *Optional activity based on timing***
  - Step 1: Put students in pairs. One student is the listener and the other is the writer
  - Step 2: Tell the students that you will read six short warning sentences. Explain that the listener needs to listen carefully and repeat the sentence to their partner. The writer needs to write it down. Then they will check and ask for clarification if needed.
  - Step 3: After 3 sentences, students switch roles.
  - Step 4: Read the following sentences:
    - Please don't block the emergency exit.
    - You must wear a mask near this machine.
    - The fire extinguisher is missing from the wall.
    - High voltage — only trained workers may enter.
    - Enter this area with gloves and safety shoes.
    - Use goggles when cutting metal.
  - Step 5: After all 6 are written, review each sentence together and ask volunteers to read aloud.
- Monitor & support with language prompts

### [20-Minute Break]

### III. Production (30-40 min)

- **Warehouse Safety Review (25-30 min)**
  - Step 1: Put students in pairs. One is the Supervisor, and one is the Worker.
  - Step 2: Give each pair a scene card from *Warehouse Hazard Scenes* that features a warehouse setting that has 2-3 safety problems.
  - Step 3: Students review the scene and prepare a short role-play using the language from the lesson. The Supervisor must warn the Worker and explain what is wrong. The Worker must respond and say what they will do.
  - Step 4: Encourage students to use at least three warning or explanation phrases (e.g., "Be careful!", "That's dangerous.", "You need to use gloves.").
  - Step 5: Pairs perform their role-play. You can ask 1-2 pairs to present in front of the class or rotate roles and repeat with a new scene.
- Peer feedback using simple rubrics
  - My partner used correct safety vocabulary (e.g., *emergency exit, gloves*)
  - My partner explained what was wrong (e.g., *The floor is wet.*)
  - My partner's response was appropriate (e.g., *OK, I will fix it.*)

### Error correction & discussion

- Ensure the right equipment and safety warnings are used

### IV. Wrap-Up (15 min)

- Step 1: Tell students to choose one safety sign, one warning phrase, and one piece of safety equipment from today's lesson.
  - Step 2: Ask each student to say or write one sentence using all three.
  - Step 3: Give them an example:
    - "Be careful! The floor is wet. You need to wear safety shoes."
  - Step 4: Ask students to share their sentence with the class
- Self-reflection:
    - Can understand basic safety signs and instructions
    - Can name the safety equipment used in my workplace
    - Can use phrases like "Watch out!" and "Be careful with..." to warn someone
    - Can explain what is unsafe using simple phrases like "too heavy" or "wet floor"

### **Optional Independent Practice**

- Give the students a short scene with a safety problem (from one of the class activities) and ask them to write the problems and the safety warnings they would give in that situation.

### **Notes for the Instructor**

- Need to identify the safety signs most relevant to your students, usually PPE (Personal Protective Equipment), then download images from the links in this file  
[w CL-A2-U3L11 - Safety\\_Signs\\_Links.docx](#) - These will be used in the warm-up activity
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 3**
- **Lesson Number: 12**
- **Topic: Reporting Safety Incidents**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can describe a basic safety reporting procedure
  - Can use first, next, then, and finally
  - Can tell a supervisor what happened and what I did
  - Can complete an incident report form with basic information.
  - Can ask for help or clarification in case of an emergency

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [What Happened](#)
  - [Past Simple Gap Fill](#)
  - [Safety Role Play Cards](#) x number of student pairs
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
incident	A problem or accident at work	There was an incident in the warehouse today.	Y
report (v)	To tell someone about a problem or event	I reported the spill to my supervisor.	N
safety rule	A rule to keep people safe	Always follow safety rules at work.	Y
injured	Hurt or hurt someone	He was injured when the box fell.	N
clean up	To remove dirt or mess	We cleaned up the broken glass carefully.	N

slip	To slide and lose balance	I slipped on the wet floor but was okay.	N
fall	To drop down suddenly	A box fell from the shelf.	N
hurt	To cause pain or injury	She hurt her arm in the accident.	N
ask for help	To request assistance	I asked for help after I saw the accident.	N
explain	To say why or how something happened	I explained what I saw to my supervisor.	N
spill	Water or other wet things where they shouldn't be.	There was a spill of water on the floor near the door.	N

### Lesson Structure (PPP)

- **Warm-Up: Talking about incidents (15-20 min)**

- Step 1: Divide students into small groups (3-4 people).
- Step 2: Give them simple guiding questions to discuss:
  - Have you ever seen or heard about a workplace accident or problem?
  - What happened?
  - Who did you tell?
  - How did you explain it?

*Encourage them to try using simple sequencing words (first, next, then, finally)*

- Step 3: Each group briefly shares a story with the class.

*Write or highlight any sequencing words used by students. Model or introduce sequencing words if students don't use them naturally.*

### I. Presentation (30-40 min)

- **Vocabulary and Past Simple Presentation (**

- Step 1: Distribute the *Safety Incident Report* handout
- Step 2: Read it aloud slowly and clearly, emphasizing sequencing words (first, next, then, finally) and past simple verbs.
- Step 3: Write these verbs in two columns on the board: base form / past simple form:
  - walk / walked
  - see / saw
  - slip / slipped

- fall / fell
- hurt / hurt
- tell / told
- clean / cleaned
- Step 4: Use gestures or mime to illustrate the meaning of each verb.
- Step 5: For each verb, say the base form and have students repeat chorally. Then say the past simple form and have students repeat chorally.
- Step 6: Show example sentences from the report using the past simple form of each verb.
- Step 7: Point out which verbs are regular and which are irregular.
  - Regular verbs: walk / walked, slip / slipped, clean / cleaned
  - Irregular verbs: see / saw, fall / fell, hurt / hurt, tell / told
- Step 8: Explain the pronunciation of the -ed ending for regular past-tense verbs. Explain that -ed can be pronounced three ways:
  - /t/ sound — after unvoiced consonants such as /k/, /p/, /s/, /f/, /ʃ/  
Examples: walked /wɔ:kt/, slipped /slɪpt/, watched /wɒtʃt/
  - /d/ sound — after voiced sounds such as vowels, /b/, /g/, /v/, /z/, /m/, /n/, /l/, /r/  
Examples: cleaned /kli:nd/, called /kɔ:ld/, played /pleɪd/
  - /ɪd/ sound — after /t/ or /d/ sounds  
Examples: wanted /'wɒntɪd/, decided /dɪ'saɪdɪd/

*Use verbs from the lesson to demonstrate each pronunciation type. Have students repeat each verb form aloud, paying close attention to the ending sounds.*

- Step 9: Briefly explain the Past Simple structure:
  - Write the sentence formula clearly on the board:  
**Subject + past tense verb + more information**
  - Explain each part simply:  
**Subject:** Who did the action? (I, you, he, she, we, they)  
**Past tense verb:** The action that happened in the past (e.g., walked, saw, slipped)  
**More information:** Who/what the action was done to, or extra information (e.g., the hallway, the water, my arm)
  - Use simple example sentences from the report to show this structure in context:
    - “I walked in the hallway.”  
Subject = I    Past verb = walked    more info = in the hallway
    - “I slipped on the water.”  
Subject = I    Past verb = slipped    more info = on the water

*Emphasize that the past simple tells about actions that happened and finished in the past. If helpful, contrast with the present simple briefly: Present: “I walk in the hallway.”*

(now or regularly) Past: “I walked in the hallway.” (already happened)

- Step 10: Write the sequencing words **first, next, then, finally** on the board. Explain that these words show the order of events. Say each word and have students repeat chorally.
- Step 11: Outline the sequence of events of the story on the board:
  - First, walked in the hallway
  - Next, saw some water / did not have time
  - Then, slipped/ fell / hurt arm
  - Finally, told my supervisor
  - After that, cleaned up the water
- Comprehension Questions:
  1. **What happened first in the safety incident report?**  
First, John walked in the hallway near the storage room.
  2. **Where did the incident happen?**  
The incident happened in the warehouse hallway near the storage room.
  3. **What did John hurt in the accident?**  
John hurt his left arm and felt pain in his shoulder.
  4. **Who did John tell about the incident?**  
John told his supervisor about the incident.
  5. **What did they do to prevent others from slipping?**  
They cleaned up the water to prevent others from slipping.
  6. **What sequencing words does the report use to show the order of events?**  
The report uses the sequencing words first, next, then, finally, and after that.
  7. **Is “walked” a regular or irregular verb? How can you tell?**  
“Walked” is a regular verb because it ends with the -ed suffix.

## II. Practice (30-40 min)

- **What happened? (10-15 min)**
  - Step 1: Divide the class into pairs or small groups
  - Step 2: Distribute slips of paper cut out from the *What Happened* handout (a slip of paper per step)
  - Step 3: Tell students they have to piece the story together using the sequence phrases to help them
  - Step 4: Read the story to the class for them to check their answers
    - Last week, Maria was working in the warehouse. First, she walked to the delivery area. Next, she saw a box on the floor. Then, she slipped on some oil and fell down. She hurt her ankle and felt pain. Finally, she told her supervisor what happened. After that, they cleaned the oil spill to keep everyone safe.
- **Gap Fill (5-10 min)**
  - Step 1: Distribute *Past Simple Gap Fill*
  - Step 2: Ask students to complete and peer check it
  - Step 3: Review as a group. Write the verbs on the board to verify spelling

Answer Key:

1. First, Carlos walked into the warehouse early in the morning.
  2. Next, he didn't see a spill near the door.
  3. Then, he slipped on the spill and fell hard.
  4. He hurt his back and could not stand up right away.
  5. Finally, he told his supervisor about the accident.
  6. After that, they cleaned the spill
- **Reporting a Safety Incident Role-play (10-15 min)**
    - Step 1: Put students in pairs and distribute the *Safety Role Cards* — one student as Carlos (Worker), the other as Supervisor.
    - Step 2: Students do the role-play. Then, change roles (if time permits)
  - Monitor & support with language prompts

## [20-Minute Break]

### III. Production (30-40 min)

- Unit's Mini-project: "Safety Brief and Incident Report"
  - Step 1: Divide the class into small groups
  - Step 2: Tell students they need to think about a task in their workplace.
  - Step 3: Write on the board what they should consider:
    - The task
    - 2-3 rules safety rules to follow
    - Instructions related to the task
  - Step 4: Tell them to think about a real or fictional safety incident related to that task and to write an Incident Report.
  - Step 5: Write on the board what the incident report should include:
    - What happened
    - When it happened
    - Where it happened
    - Who was there
    - What they did - (using first, then, finally)
    - Any other information
  - Step 6: Optional: role-play with a prompt like: "Tell your supervisor what happened when a box fell in the hallway."
- Peer feedback using simple rubrics
  - My partner used sequencing words and past simple verbs correctly
  - My partner's explanation and report were clear and included the important information
- Error correction & discussion

- Review issues with past simple:
  - I did want (correct: I wanted)
  - I didn't wanted (correct: I didn't want)
  - Any irregular verbs mistakes

#### **IV. Wrap-Up (15 min)** *(Only if you have time after all the previous activities)*

- **Incident report - Story swap**

- Step 1: Put students in pairs. Ask each student to think of a brief safety incident story from their own experience or imagination (2-3 sentences)
- Step 2: Students take turns telling their partner their story using sequencing words and past simple verbs
- Step 3: After listening, the partner summarizes the story back using sequencing words
- Step 4: Swap roles (time permitting)

- **Self-reflection: "What did I learn today?"**

- Can describe a basic safety reporting procedure
  - Can tell a supervisor what happened and what I did
  - Can complete an incident report form with basic information.
  - Can ask for help or clarification in case of an emergency
- 

#### **Optional Independent Practice**

- Write down one of the stories from the last exercise (or any other story from today) using first, then, etc.

#### **Notes for the Instructor**

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 4**
  - **Lesson Number: 13**
  - **Topic: Describing Packages and Creating a Packing List**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can describe the type, size, and content of a package
    - Can describe the size, shape, and weight of a package using simple adjectives
    - Can use measurement terms such as length and width
    - Can explain how many items are in a box or order
    - Can ask someone to check a quantity (e.g., 'Can you count how many?')
    - Can write a basic Inventory Packing List with item details and quantities
- 

**Materials**

- Handouts / Worksheets:
  - [Vocabulary Worksheet](#)
  - [Dialogue](#)
  - [Vocabulary Match](#)
  - [Role Play](#) x number of pairs
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board
  - **For vocabulary activities:**
    - A few numbered boxes/packages of different sizes, shapes, and weights - Alternatively, use images printed or projected. See details below in the Presentation section
    - **Measuring tape** (if possible, to measure boxes)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
package (review)	A box or container for goods	The package is heavy.	Y
pack (review)	To put items into a box or container	We need to pack these items carefully.	Y
contents	What is inside a package	The contents of the box are clothes.	N

size	How big or small something is	What is the size of the package?	N
weight	How heavy something is	The weight of the box is 5 kilograms.	N
length	How long something is	The length of the package is 30 centimeters.	N
width	How wide something is	The width of the package is 20 centimeters.	N
height	How tall something is	The height of the box is 15 centimeters.	N
shape	The form of an object (round, square, etc.)	The package has a square shape.	N
quantity	The number of items	The quantity is 50 units.	N
heavy	Something that weighs a lot	This box is heavy.	N
light	Something that doesn't weigh much	This package is light.	N

### Lesson Structure (PPP)

- **Warm-Up (15 min)**

- Step 1: Write a few package-related adjectives or nouns (e.g., small, heavy, box, round).
- Step 2: Ask students to quickly say or shout out related words or phrases. For example, if you say "heavy," students might say "weight," "big box," or "hard to lift."
- Step 3: Go around the class and encourage short phrases or simple sentences using the words.

### I. Presentation (30-40 min)

- **Vocabulary Introduction**

- **What do you see? (10-15 min)**

- Step 1: Place numbered boxes of different sizes and shapes on a table before the class.
- Step 2: Pick one box at a time and ask students questions such as:
  - This is a big package. What is its size? What is its shape?
  - Use simple questions: "Is this package heavy or light?" "How many items do you think are inside?"
- Step 3: Ask questions using length, width, height: "How long is it?" "What is the height of the box?" - Have students guess and then check with actual measurements or your info.

- Step 4: Practice comparative adjectives: “Is the package heavier or lighter than your book?”

### What’s the word? (15-20 min)

**NOTE:** For this activity, you need visuals (images or slides) illustrating packages, packing, measurements, and packing lists

- Step 1: Tell students that you will read sentences with missing words that they need to guess.
- Step 2: Read the sentences below and follow the instructions for each sentence.  
Example:

**Show** the first visual: e.g., a big, heavy package.

**Read** the sentence slowly, pausing at the blank: “The package is very \_\_\_\_\_.”

**Ask:** “What word fits here? Is it heavy or light?”

**Elicit** student responses.

**Say:** “The correct word is ‘heavy.’ Repeat after me: heavy.”

**Model:** “The package is very heavy.”

1. **Show** visual: a person packing items into a box.  
**Read:** “She needs to \_\_\_\_\_ the items carefully.”  
**Ask:** “What is she doing? Is it ‘pack’ or ‘move’?”  
**Elicit** student responses.  
**Say:** “The correct word is ‘pack.’ Repeat: pack.”  
**Model:** “She needs to pack the items carefully.”
2. **Show** visual: a square box.  
**Read:** “The box has a square \_\_\_\_\_.”  
**Ask:** “What part of the box is this? Shape or size?”  
**Elicit** student responses.  
**Say:** “The word is ‘shape.’ Repeat: shape.”  
**Model:** “The box has a square shape.”
3. **Show** visual: measuring tape beside a box.  
**Read:** “What is the \_\_\_\_\_ of this package?”  
**Ask:** “Are we asking about weight or size?”  
**Elicit** student responses.  
**Say:** “The word is ‘size.’ Repeat: size.”  
**Model:** “What is the size of this package?”
4. **Show** visual: ruler measuring box length.  
**Read:** “The \_\_\_\_\_ of the package is 30 centimeters.”  
**Ask:** “Are we talking about length, width, or height?”  
**Elicit** student responses.  
**Say:** “The word is ‘length.’ Repeat: length.”

**Model:** “The length of the package is 30 centimeters.”

5. **Show** visual: ruler measuring box height.

**Read:** “The \_\_\_\_\_ of the box is 15 centimeters.”

**Ask:** “Is this length, width, or height?”

**Elicit** student responses.

**Say:** “The word is ‘height.’ Repeat: height.”

**Model:** “The height of the box is 15 centimeters.”

6. **Show** visual: ruler measuring box width.

**Read:** “The \_\_\_\_\_ of the package is 20 centimeters.”

**Ask:** “Is this length, width, or height?”

**Elicit** student responses.

**Say:** “The word is ‘width.’ Repeat: width.”

**Model:** “The width of the package is 20 centimeters.”

7. **Show** visual: open box with items inside.

**Read:** “The package contains many \_\_\_\_\_.”

**Ask:** “Are we looking for ‘items’ or ‘size’?”

**Elicit** student responses.

**Say:** “The word is ‘items.’ Repeat: items.”

**Model:** “The package contains many items.”

- Step 3: Hand out the *Vocabulary Worksheet*
- Step 4: Review - Point to each visual and ask individual students to say the missing word or use it in a short sentence. Example: “What is this? What word did we learn for it?”

● **Grammar/Function Focus - Comparatives/Superlatives (10-15 min)**

- Step 1: Write the following examples on the board one at a time, elicit and explain:

big | bigger | biggest |

- This box is bigger than that one.
- This is the biggest package here.

small | smaller | smallest |

- The small box is smaller than the medium one.
- This is the smallest package in the order.

heavy | heavier | heaviest |

- This box is heavier than the other.
- This is the heaviest package on the pallet.

important | more important | most important |

- This package is more important than the rest.

- This is the most important package today.

- **Model Dialogue (15-20 min)**

- Step 1: Distribute *Dialogue*
- Step 2: Ask for volunteers to read
- Step 3: Ask students to answer the questions in the handout
- Step 4: Review as a class
  - Words that describe **size**: small, bigger, big
  - Words that describe **weight**: light, heavier, heaviest
  - Words that describe **shape**: square, round
  - Word that means **to put items into boxes**: pack
  - Words that tell us about the **number of items**: items, 20, 50, quantity (implied)

## II. Practice (30-40 min)

- **Matching (10-15 min)**

- Step 1: Handout *Vocabulary Match*
- Step 2: Read the instructions to the students
- Step 3: Students complete the task
- Step 4: Review answers as a class (see vocabulary chart at the beginning of the lesson for answer key)

- **Role Play (15-20 min)**

- Step 1: Pair students
- Step 2: Distribute Role-play Cards from *Role Play*
- Step 3: Students practice

- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

- **Communicative Task - Warehouse Stock Check Simulation**

- Step 1: Pair students. Tell them they are going to play a simulation of a stock check.
- Step 2: Ask them to each pick a role (Worker or Supervisor)
- Step 3: Give instructions as follows:
  - **Worker**: Imagine you are doing a stock check in a warehouse. Write a list of **5 packages** you found. For each package, include:
    - Size (small, medium, large)
    - Weight (light, heavy)
    - Shape (square, round, etc.)
    - Contents (what's inside)
    - Quantity (number of items)
    - Dimensions (length, width, height — approximate)

- **Supervisor:**

- Ask the worker questions to learn about all the packages. Use questions like:
  - “What size is the first package?”
  - “Is it heavier or lighter than the second package?”
  - “What shape is it?”
  - “How many items does it contain?”
  - “What are the dimensions?”
- Step 4: Ask them to switch roles after 15 minutes. The Supervisor becomes the Worker and creates their own list.

*Encourage the use of full sentences and vocabulary such as size, weight, shape, contents, quantity, length, width, and height. Support with prompts if students get stuck.*

- Peer feedback using simple rubrics
  - My partner was able to describe his/her packages clearly.
  - My partner used new words like size, weight, shape, and quantity.
  - My partner used comparatives or simple sentences to compare packages.
- Error correction & discussion
  - Pay attention to comparative/superlative errors
    - More heavier (correct: heavier)
    - Heavier from (correct: heavier than)
    - Most tallest (correct: tallest)
    - Etc.
  - Correct pronunciation. Especially for length, width, and height

#### IV. Wrap-Up (15 min)

- Step 1: Students stand in a circle.
- Step 2: Ask a student to say a short sentence describing a package using vocabulary from the lesson (e.g., “The package is small and light.”).
- Step 3: Ask the next student to repeat the previous sentence and add a new sentence about a different package or aspect (e.g., “The package is small and light. The box is heavy and big.”).
- Step 4: Have them continue around the circle with each student repeating the chain and adding their own sentence.

*If someone forgets or hesitates too long, the chain restarts with that student or a volunteer.*

- Self-reflection:
    - Can describe the size, shape, and weight of a package using simple adjectives
    - Can use measurement terms such as length and width
    - Can ask someone to check a quantity (e.g., ‘Can you count how many?’)
-

**Optional Independent Practice**

- Write an Inventory Packing List with all appropriate details for 5 boxes

**Notes for the Instructor**

- For the What's the word? activity in the vocabulary presentation section, you need visuals (images or slides) illustrating packages, packing, measurements, and packing lists
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 4**
  - **Lesson Number: 14**
  - **Topic: Giving and Following Location Directions**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can understand basic verbs in delivery tasks (e.g., load, move, bring)
    - Can understand basic location instructions
    - Can say where to put or pick up something
    - Can give short instructions for placing or moving boxes
    - Can provide someone with directions
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Warehouse Floorplan](#) (slide)
  - [Where do I take it? dialogue](#)
  - [Direction Cards](#)
  - [Warehouse Floor Plans](#) (3 different designs)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board /**Projector**
  - **Ideally:** A big classroom and masking tape
  - **If not available then:** a token (coin, dice, or anything that can be used as a “pawn”) for each student

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
put	To move something and place it somewhere	Please put the box on the shelf.	N
pick up	To take something from a place	Can you pick up the package from aisle 3?	N
place	To put something carefully in a spot	Place the pallet near the loading dock.	N
take	To carry something from one place to another	Take the box to the front of the warehouse.	N

inside	In a room or building	The tools are inside the storage room.	N
outside	Not in a building; in the open air	The truck is outside the warehouse.	N
aisle	A path between shelves or rows	The boxes are in aisle 5.	Y
straight ahead	Go forward in a straight line	Walk straight ahead to the loading area.	N
turn (left/right)	To move left or right when walking or driving	Turn right after the office.	N
across from	On the other side, facing something	The office is across from the storage room.	N
storage room	A room where things are kept and saved	The boxes are in the storage room.	Y
loading dock	A place where trucks load and unload goods	The truck is at the loading dock	Y

### Lesson Structure (PPP)

- **Warm-Up: Where is it? (15 min)**

- Step 1: Project *Warehouse Floorplan* on the board
- Step 2: Point to a spot on the layout and ask:
  - “Where should I put the package?”
  - *See other ideas below*
- Step 3: Students answer using short phrases with vocabulary they already know (e.g., “On the shelf,” “In aisle 3,” “Near the loading dock.”)
- Step 4: Ask students to give you simple instructions (e.g., “Put the box on the shelf,” or “Pick up the package from aisle 2.”) *Encourage volunteers to come up and point to locations while saying the phrases*

- Here are some ideas for step 2:

- Where is the box?
- Where should I put the package?
- Can you put the box on the shelf?
- Pick up the package from aisle 2.
- Where do I find aisle 1?
- Is the loading dock inside or outside?
- Where is the storage room?
- Should I put the package near the loading dock?

- Take the box from the bin.
- Turn left after the office.

## I. Presentation (30-40 min)

### ● Vocabulary Introduction (15-20 min)

- Step 1 - Point to key areas on the floor map you drew as you say, for example:
  - “This is the loading dock.”
  - “Here is the storage room.”
  - “This is an aisle.”
  - “We are standing inside the warehouse.”
  - “The truck is outside.”
- Step 2: Do the same for directions:
  - (*Point forward or walk a few steps forward on the floor map*)  
“If I start here and go this way in a line... I go **straight ahead**.”  
“Look at the map. If you are at the entrance, and you go straight ahead, where do you arrive?”
  - (*Turn your body or hand left/right while tracing the path on the floor map*)  
“Now, I walk straight, then I **turn left**. What do I see?”  
“Let’s all turn our hands left. Now right. Good!”
  - (*Point to two things facing each other*)  
“This is the storage room. This is the office. They are **across from** each other.”  
“Across from means... here, and directly here.  
Can you show me two places that are across from each other on the map?”
- Step 3: Use a box or object to act out the key verbs:
  - “I pick up the box.”
  - “I place it on the shelf.”
  - “I put it in the bin.”
  - “I take it to the storage room.”
- Step 4: Ask: “What did I do?” or “Where did I put the box?”
- Step 5: Check Understanding. Ask students yes/no or this/that questions:
  - “Is the shelf inside or outside?”
  - “Did I put the box or pick it up?”
  - “Where is the loading dock?” (Point to 2 options.)
  - “Did I turn left or turn right?”

### ● Model Dialogue (10-15 min)

- Step 1: Ask two students to read - *Where do I take it*
- Step 2: Divide the class into pairs
- Step 3: Distribute the handout to the whole class. Ask the students to read and answer the questions.
- Step 4: Review as a class

- **Where does Yossi need to take the small box?**  
→ *To the storage room.*
- **What two directions does Noa give to find the storage room?**  
→ *Go straight ahead, then turn right.*
- **Is the box placed on the shelf?**  
→ *No, Noa tells him to put it inside, near the door.*
- **Where should Yossi put the box inside the storage room?**  
→ *Near the door, inside the storage room.*
- **Where does the second box go?**  
→ *To aisle 3.*
- **Is aisle 3 inside or outside the storage room?**  
→ *Outside the storage room.*
- **What is across from the loading dock?**  
→ *The storage room.*

## II. Practice (30-40 min)

- **Direction Cards**
  - Step 1: Distribute *Direction Cards* and one of the *Warehouse Floor Plans*
  - Step 2: One student reads the directions on the cards out loud - one at a time
  - Step 3: The other student listens and: repeats the instruction, and points to the location on their warehouse floor plan
  - Step 4: Switch roles
  - Step 5: Debrief as a group and discuss which instructions were easy/hard, etc.
  
- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

Option 1 (if you have a large classroom)

- Step 1: During the break, draw a floor map on the floor with the masking tape ( if you have a large class, draw two) - label the office, loading dock and storage room with a piece of paper.
- Step 2: If needed, divide the class into 2 groups
- Step 3: Place 2 students at one end of the floor plan and the rest at different locations on the floormap.
- Step 4: To begin the game: Student A tells the Student B: "Pick up this box and bring it to Aisle 5." Student B does, then turns to Student C and gives him/her the directions to follow in the warehouse to come and pick up the box. Now it is Student C's turn to do the same with the next student - Students can give location directions and instructions. The idea is to mobilize each student to follow and give instructions/directions.
- Step 5: Play the game for 30 minutes (doing a second round if time allows)

Option 2 (if you have a small classroom)

- Step 1: Divide the team into small groups.
  - Step 2: Give each team member a token (such as a coin, dice, or any other object that can be used as a “pawn”).
  - Step 3: Ask them to use one of the floor plans as a game board or draw a new one.
  - Step 4: Each player needs to place their token in different places on the board.
  - Step 5: Play the game - Student A tells Student B: “Pick up this box and bring it to Aisle 5.” Student B moves the token on the map and physically demonstrates the direction given (i.e., pick up a box), then turns to Student C and gives him/her the directions to follow in the warehouse to come and pick up the box. Now it is Student C’s turn to do the same with the next student - Students can give location directions and instructions. The idea is for each student to follow and give instructions/directions.
  - Step 6: Play the game for 30 minutes (doing a second round if time allows)
- Peer feedback using simple rubrics
    - **Did my partner give clear and correct directions?**  
- Yes / No / Sometimes
    - **Did my partner use the new vocabulary (verbs and location words)?**  
- Yes / No / A few words only
    - **Was it easy to understand and follow my partner’s instructions?**  
- Yes / No / Some parts were confusing
  - Error correction & discussion  
As needed, based on class observations regarding giving and following instructions and directions

**IV. Wrap-Up (15 min)**

- Step 1: Divide class into pairs or small groups
  - Step 2: Each student writes **one clear instruction sentence** and reads it to their partner **without showing it** (e.g., “Pick up the small box and place it on the shelf inside the storage room.”)
  - Step 3: The partner listens carefully and must either:
    - **Draw** the scene or route on a mini warehouse sketch (if you’ve given them one), or
    - **Say it back** in their own words: “You said to go straight ahead and turn left to the storage room.”
  - Step 4: Switch roles and repeat
- Self-reflection: “What did I learn today?”
    - Can understand basic location instructions
    - Can say where to put or pick up something

- Can give short instructions for placing or moving boxes
- 

### **Optional Independent Practice**

- Draw a simple warehouse layout at home (5-6 areas: storage room, loading dock, aisle, office, shelves, etc.).
- Write 4-5 short sentences giving directions using vocabulary from class.
  - Example: "Pick up the box in aisle 1 and take it to the storage room."

### **Notes for the Instructor**

- Ideally, this lesson should be held in a big room. **If not available, then:** have a token (coin, dice, or anything that can be used as a "pawn") for each student
- There are 2 options for the Production activity based on the size of the classroom. They each have different preparation. See instructions in the Production section
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 4**
  - **Lesson Number: 15**
  - **Topic: Talking about Inventory and Stock Levels**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can understand and use basic digital terms like scan and update
    - Can say if an item is in stock, out of stock, or low
    - Can describe how many items are left
    - Can report basic inventory information to a coworker or supervisor
    - Can write a simple note about stock availability
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Inventory Match](#) - NEED TO ADD VISUALS AND CUT OUT CARDS
  - Vocabulary cards - NEED TO PREPARE - prepare large word cards for each new vocabulary term (in stock, out of stock, low stock, check stock, enter data, update, scan, error, inventory check, quantity).
  - [Dialogue - Stock Report](#)
  - [Inventory Worksheet](#)
  - [Stock Detective](#)
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
in stock	available; items are in the warehouse or store	We have 12 laptops in stock.	Y
out of stock	not available; all items are gone	Sorry, the gloves are out of stock.	Y
low stock	only a few items are left	We have low stock for safety vests.	Y
check stock	look to see what items are available or missing	Please check stock before making a new order.	Y

enter (data)	to write information into a computer or system	Enter the quantity in the inventory system.	N
update (the system) (review)	to change or add new information in a system	I update the stock list every morning.	N
scan (a barcode) (review)	to use a scanner to read the item info	Scan the item before putting it on the shelf.	Y
error	a mistake or problem in the system	There is an error in the inventory numbers.	N
inventory check	a process to count and confirm all stock items	We do an inventory check every Friday.	Y
quantity	the number of items	What is the quantity of pens left in stock?	N

### Lesson Structure (PPP)

- **Warm-Up: Match game (15 min)**

- Step 1: Divide the class into 2 groups (or more if you have a large class)
- Step 2: Give each team a set of photos (use image ideas from *Inventory Match* to create the images)
- Step 3: Call out a definition, function, or description (cut out from *Inventory Match*) to each team at a time, and each team must correctly identify the photo and must also say a full sentence using the correct word to get a point.

For example:

- “This is where trucks load goods” → students lift *loading dock*)
- “The boxes are on the loading dock.”

*If the team makes a mistake, the other team gets a chance to answer and score a point.*

- Step 4: Announce the winner

### I. Presentation (30-40 min)

- **Vocabulary Introduction (15-20 min)**

- Step 1: Place each vocabulary card in a different area of the room (taped to walls or on the floor).
- Step 2: Introduce each word with a short example or scenario and model pronunciation.
- Step 3: Say a clue, definition, or example sentence — students need to walk to the correct vocabulary card. Examples:
  - “We have only 2 helmets left.” → Low Stock

- “The computer shows the wrong number.” → Error
    - “There are no gloves in the warehouse.” → Out of Stock
    - “There are 100 boxes in the warehouse.” → In Stock
    - “Please write the number into the computer system.” → Enter Data
    - “Count the items in the warehouse to make sure the list is correct.” → Inventory Check
    - “Use the scanner to read the barcode.” → Scan
    - “The number of safety vests is wrong. Please change it in the system.” → Update
    - “We have 50 safety vests.” → Quantity
    - “Look at the system to see how many items we have.” → Check Stock
  - Step 4: Ask 2-3 volunteers to take turns giving clues while classmates move to the correct card.
- **Grammar/Function Focus - Stock Status Update Chain (5-10 min)**
    - Step 1: On the board, write a simple stock list with 6 items and their quantities/status (some in stock, some low stock, some out of stock). For example:
      - Gloves - 4
      - Helmets - 0
      - Measuring tapes - 2
      - Goggles - 15
      - Etc.
    - Step 2: Model each target phrase with items from the list:
      - “We have \_\_\_ (number + item) in stock.”
      - “We are out of \_\_\_.”
      - “We have low stock on \_\_\_.”

*Have students repeat each phrase chorally and individually.*
    - Step 3: Begin a chain drill: Student A reports on one item to Student B, Student B reports on another item to Student C, and so on until all students have spoken.
    - Step 4: Change some numbers/statuses mid-activity and repeat the chain drill to simulate updated inventory.
  - **Model Dialogue & Comprehension Questions (5-10 min)**
    - Step 1: Distribute - *Dialogue - Stock Report*
    - Step 2: Pair students and ask them to read the dialogue and answer the questions
    - Step 3: Review answers as a group
      - Helmets
      - Safety vests
      - Update the system and enter the new quantities
      - The system says there are 10 gloves, but they are out of stock
      - This afternoon
      - 3
      - Error

## II. Practice (30-40 min)

- **Correct/Incorrect (5-10 min)**
  - Step 1: Write the following sentences on the board:
    - A. We are out of helmets.
    - B. We have low stock on vests.
    - C. Please update the system.
    1. There are 10 helmets in the warehouse.
    2. There are 2 vests left.
    3. You do not need to change the information on the computer.
  - Step 2: Ask students to write them in their notebooks and to decide if statements 1-3 are correct or incorrect.
  - Step 3: Review as a group
- **Gap Fill - Worksheet work (10-15 min)**
  - Step 1: Pair students
  - Step 2: Distribute *Inventory Worksheet*
  - Step 3: Students work on Activity 1 - Gap fill
  - Step 3: Review answers as a class. Answer key:
    - in stock
    - error
    - enter
    - out
    - check stock
    - low stock
    - update
    - inventory check
    - quantity
    - scan
- **Role-Play (10-15 min)**
  - Walk around as students perform the role-play (Activity 2 on the worksheet)
- Monitor & support with language prompts

**[20-Minute Break]**

**III. Production (30-40 min)**

- **Stock Check Role-play**
  - Step 1: Write a stock list on the board, including item, quantity, and status (in stock, out of stock, low stock) - write about 10 items
  - Step 2: Pair up students. One student is the checker, the other is the supervisor.

- Step 3: The checker uses the stock list on the board to give a stock report. The supervisor needs to respond with actions to take. They should switch roles after 4-5 items.
- Sample prompts to model for them:
  - Checker Prompts:
    - “We have \_\_\_ (number + item) in stock.”
    - “We are out of \_\_\_.”
    - “We have low stock on \_\_\_.”
    - “There’s an error with the \_\_\_ — the system says \_\_\_, but we have \_\_\_.”
    - “We need to update the system for the \_\_\_.”

#### Supervisor Prompts

- “Please update the system.”
  - “Enter the new quantity.”
  - “Do an inventory check.”
  - “Order more \_\_\_.”
  - “Scan the items before you put them on the shelf.”
  - “Thank you — I’ll take care of it.”
- Peer feedback using simple rubrics
  - My partner named the correct stock levels
  - My partner used 5 new words from this lesson
- Error correction & discussion
  - As observed in class

#### IV. Digital Tool (45 min)

- 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.

#### V. Wrap-Up (15 min)

- **Inventory Detective**
  - Step 1: Put students into pairs.
  - Step 2: Give each student an *Inventory Detective* slip
  - Step 3: Tell Student 1 to read their mystery reports aloud, filling in the missing information with logical guesses (numbers, items, actions). Student 2 listens and responds with an action or comment (e.g., “OK, I’ll order more gloves.”).
  - Step 4: Switch roles for the second report.
- Self-reflection: “What did I learn today?”
  - Can understand and use basic digital terms like scan and update
  - Can say if an item is in stock, out of stock, or low
  - Can describe how many items are left

- Can report basic inventory information to a coworker or supervisor
  - Can write a simple note about stock availability
- 

### **Optional Independent Practice**

- Students write a short “update email” for a supervisor using today’s functional language.

### **Notes for the Instructor**

- **There is significant prep work for this lesson:**
  - Inventory Match - NEED TO ADD VISUALS AND CUT OUT CARDS
  - Vocabulary cards - NEED TO PREPARE large word cards for each new vocabulary term (in stock, out of stock, low stock, check stock, enter data, update, scan, error, inventory check, quantity).
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 4**
- **Lesson Number: 16**
- **Topic: Reporting Missing or Damaged Items**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can explain if something is wrong with a delivery (e.g., missing, broken, late)
  - Can ask whom to talk to if there is a delivery problem
  - Can report the issue clearly to a coworker or supervisor
  - Can fill out a form reporting damages or returns
  - Can suggest a simple solution or the next step
  - Can use polite language when giving bad news

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Vocabulary Flashcards](#) - *NEED TO CREATE* - This file includes image suggestions for each target term.
  - [What's wrong with the Delivery](#)
  - [Polite Phrases and Dialogue](#)
  - [Problem Match](#) - *NEED TO CUT OUT*
  - [Delivery Report](#)
  - [Call Slips](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board/ **Projector**

**Vocabulary**

<b>Term</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
missing	not present when it should be	Two boxes are missing from the delivery.	N
damaged (review)	broken or not in good condition	The package is damaged.	N
broken	not working or in pieces	The screen is broken.	N
late delivery	a delivery that arrives after the expected time	We had a late delivery yesterday.	Y
wrong item	an item that is not the one ordered	We received the wrong item.	N

replacement	a new item given instead of a broken or missing one	We need a replacement for the damaged box.	Y
refund	money returned for something you paid for	The customer asked for a refund.	Y
return (verb)	to send something back	We must return the damaged goods.	Y
next step	the action to take after this	The next step is to contact the supplier.	N

### Lesson Structure (PPP)

- **Warm-Up - Delivery Update Call (15-20 min)**

*This activity builds on existing vocabulary, adding a few new terms serving as a bridge to the presentation section)*

**Vocabulary Review (5-10 min)**

- Step 1: Write stock status words (*in stock, out of stock, low stock, order, delivery*) on the board.
- Step 2: Pair students and ask them to write three sentences about the current status of stock on different items in their workplace (or an imaginary one).
- Step 3: Pretend to be on the phone and call individual students, asking 4 stock status questions (this will be a review of the previous vocabulary):
  - **Order 1:** *Do we have safety helmets?*
  - **Order 2:** *Are the safety vests in stock?*
  - **Order 3:** *Do we have enough gloves for today's shift?*
  - **Order 4:** *Is the order for boxes ready for delivery?*

**New Vocabulary (soft intro) (5-10 min)**

- Step 1: Share a few problems and ask comprehension questions:
  - **Order 5:** The printer arrived, but the screen is **broken**.  
*Question:* Can we use the printer?
  - **Order 6:** The customer says two chairs are **missing** from their delivery.  
*Question:* Did the customer receive all the chairs?
  - **Order 7:** The boxes were a **late delivery**.  
*Question:* Did the boxes arrive on time?
  - **Order 8:** We received the **wrong item**. We ordered blue jackets, but black jackets arrived.  
*Question:* Did we get the correct item?
  - **Order 9:** The laptop is **damaged**. It does not turn on.  
*Question:* Is the laptop in good condition?

- **Order 10:** The customer wants to **return** the goods and get a **refund**.  
*Question:* Does the customer want to keep the goods? What do they want instead?

*Keep the pace brisk so it feels like quick phone updates, not a slow Q&A.*

## I. Presentation (30-40 min)

### ● Vocabulary Presentation (15-20 min)

- Step 1: Show one image card from *Vocabulary Flashcards* (missing / damaged / broken / late delivery / wrong item / replacement / refund / return / next step / “I’m sorry, but...” / “Unfortunately,”).
- Step 2: Elicit meaning (“What do you see?” “Is there a problem?”).
- Step 3: Reveal the word/phrase; choral repeat, then 2-3 individual repeats.
- Step 4: Give a short definition (from the Vocabulary chart above)
- Step 5: Give one example sentence (also from the chart above); students repeat once.
- Step 6: Ask a quick question (e.g., “If it’s damaged, is it OK? Yes/No?”).
- Step 7: Repeat Steps 1-6 for the remaining cards.

### ● Function focus: Polite Bad-News Phrases (5-10 min)

- Step 1: Write 3 blunt sentences on the board (e.g., “Two boxes are missing.” “The delivery was late.” “The chairs are wrong.”).
- Step 2: Ask, “How can we say this politely?”
- Step 3: Write and explain the openers: “I’m sorry, but ...” and “Unfortunately, ...”.
- Step 4: Ask students to copy the sentences and convert each blunt sentence into a polite sentence
- Step 5: Ask 3-4 volunteers to say their sentence aloud.
- Step 6: Run a quick substitution drill: you say a problem; the class responds with a full polite sentence.

### ● Model Dialogue (5-10 min)

- Step 1: Set the task: “Listen for the problem and the next step.”
- Step 2: Read the Dana-Avi dialogue once from *Polite Phrases and Dialogue*, and students just listen. ***Don’t hand out the document yet.***
- Step 3: Ask: “What is the problem?” “What is the next step?” (2-3 answers).
- Step 4: Show the text; read it again while students underline target words/phrases (e.g., wrong item, late delivery, replacement, return, refund, next step; “I’m sorry, but...”, “Unfortunately,”).
- Step 5: Ask two students to read the dialogue aloud.
- Step 6: Ask the comprehension questions

### ● Comprehension Questions (5-10 min)

- Step 1: Show 2-3 delivery notes/images from earlier.

- Step 2: For each, ask: “What’s the problem?” (target word), “How can you say it politely?” (use opener), “What’s the next step?” (replacement / return & refund / contact supplier).
- Step 3: Reformulate and board a mini flow: Problem → Polite sentence → Action/Next step.

## II. Practice (30-40 min)

### ● Problem Match (5-10 min)

- Step 1: Put students in pairs.
- Step 2: Give each pair mixed slips from three sets (CUT OUT from *Problem Match*)
  - Set A: Short delivery note problems (e.g., *Two helmets are missing. / The printer is broken, etc.*).
  - Set B: Target vocabulary words (e.g., *missing, damaged, broken, etc.*).
  - Set C: Polite sentence starters
- Step 3: Students match each problem with the correct vocabulary term and polite starter.
- Step 4: Check answers as a class.

### ● Delivery Report Gap-Fill (10-15 min)

- Step 1: Give each student a *Delivery Report* worksheet with 4 short delivery report forms
- Step 2: Each form has 1-2 blanks for missing vocabulary or polite openers.
- Step 3: Students complete the blanks individually.
- Step 4: Compare answers with a classmate.
- Step 5: Check answers together; read out each completed form as a class.

### ● Mini Call and Response (10-15 min) - Use *Call Slips*

- Step 1: Give Partner A a problem slip with:
  - Problem statement (*The printer screen is broken.*)
  - Polite opener (*I’m sorry, but...*)
  - Action (*Ask for a replacement.*)
- Step 2: Partner A reports the problem aloud using the polite opener and vocabulary.
- Step 3: Partner B responds with the fixed action on the slip (*I’ll contact the supplier.*)
- Step 4: Swap roles and repeat with a new slip.

- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

### ● Unit Mini-Project: “Inventory & Issue Report Simulation”

- Step 1: Divide the class into small groups.
- Step 2: Tell students they will simulate a basic stock check and write a report for the issues they find.
- Step 3: Write on the board:
  - Select four inventory items

- Complete a Stock & Package Record Form with:
      - item name
      - type
      - size/weight
      - quantity
      - location (aisle/bin)
      - availability (in stock, low, or missing).
    - Write a short report regarding missing, broken, or low items
    - Suggest what to do for each problem
  - Step 4: Role-play reporting the findings to a supervisor. (time permitting)
- Peer feedback using simple rubrics
  - My partner described 2 items correctly
  - My partner reported 2 items that were missing or broken
  - My partner suggested what to do for the 2 problems
- Error correction & discussion
  - Walk around and note any vocabulary mistakes, pronunciation, etc.

#### IV. Wrap-Up (15 min)

- **Pass the Problem**
  - Step 1: Arrange students in a circle or around tables.
  - Step 2: Call out a delivery problem (e.g., *two chairs missing / printer broken / order late*).
  - Step 3: Give a student an object to hold, like a pen or something similar. The student holding the object must quickly say a full, polite sentence using the target vocabulary (e.g., *"I'm sorry, but two chairs are missing."*).
  - Step 4: They then pass the object to another student, and the teacher calls a new problem.
  - Step 5: If a student hesitates for more than 5 seconds, they pass the object
  - Step 6: Continue until everyone has spoken at least twice.
- Self-reflection: "What did I learn today?"
  - Can explain if something is wrong with a delivery (e.g., missing, broken, late)
  - Can ask whom to talk to if there is a delivery problem
  - Can report the issue clearly to a coworker or supervisor
  - Can fill out a form reporting damages or returns
  - Can suggest a simple solution or the next step
  - Can use polite language when giving bad news

#### Optional Independent Practice

- Students should pick 4 items and make a report on status and problems. Alternatively, they can repeat the mini-project tasks individually.

**Notes for the Instructor**

- *Vocabulary Flashcards* - *NEED TO CREATE* (This file includes image suggestions for each target term).
- *Problem Match* - *NEED TO CUT OUT*
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 5**
  - **Lesson Number: 17**
  - **Topic: Greeting customers and identifying needs**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can greet a customer politely
    - Can ask simple questions to understand what the customer needs
    - Can respond to common customer questions
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Customer Call 1](#)
  - [Customer Call 2](#)
  - [Phone Phrases](#)
  - [Phone Call Gap-Fill](#)
  - [Customer Call 3](#)
  - [Customer Call Flow](#) (CUT-OUT)
- Audio/Video Files:
- Required Tech / Supplies: Markers/Board / **Projector**

**Vocabulary**

Term	Definition	Sample Sentence	Profession-Specific (Y/N)
greeting	a polite hello at the start of a call	Good morning, this is Avi from Customer Support.	N
department (review)	a part of a company with a specific function	You've reached the Delivery Department.	N
customer request	something a customer asks for	I have a request to change my delivery date.	Y
issue	a problem that needs solving	We have an issue with the latest shipment.	N
details	more information	Can you give me the details of your order?	N
solution	the answer to a problem	We have a solution to fix the delay.	N

transfer (a call)	to connect a call to another person or department	I will transfer your call to our billing team.	Y
hold	to pause a call while the customer waits	Please hold while I check your order.	N
confirmation	a message that says something is correct or will happen.	I will send you a confirmation by email.	Y
follow-up	contact again later to check progress	We will follow up with you tomorrow.	N
customer	A person who buys a product	The customers really like the new perfume. It is selling fast.	Y

### Lesson Structure (PPP)

- **Warm-Up: “Customer Problem Quick Draw” (5-10 min)**

- Step 1: Write review words on the board (from Unit 4) — *damaged, out of stock, missing, delayed, wrong item, delivered late, broken, lost.*
- Step 2: Explain the game: You will describe a short customer problem using simple language, but you will NOT say the exact vocabulary word.
- Step 3: Model one example. Say: “The box arrived, but the corner is broken.” → Students guess: *damaged.*
- Step 4: Run quick rounds - The first student/team to guess the correct word gets 1 point.
  - **damaged** - “The package arrived, but the box is not in good condition.”
  - **out of stock** - “The customer wants this item, but the warehouse has zero. We need to wait for new stock.”
  - **missing** - “We ordered 20 items, but there are only 18 in the box.”
  - **delayed** - “The shipment was supposed to arrive today, but it will come tomorrow instead.”
  - **wrong item** - “The customer ordered blue shirts, but they received black jackets.”
  - **delivered late** - “The courier arrived three hours after the delivery time.”
  - **broken** - “The item does not work”
  - **lost** - “We sent the package, but it never arrived at the customer’s address.”
- Step 4: Switch to student-led clues:
  - A student gets a word from you (quietly whispered or written on a piece of paper) and describes it to the class without saying the word. Examples:
    - Word: damaged
      - Student might say: “The box looks bad. The corner is broken and there is a hole.”
    - Word: out of stock

- Student might say: “We don’t have this product in the warehouse. We must order more.”
- Word: missing
  - Student might say: “We ordered 12 chairs, but only 10 are in the box.”
    - Class guesses the word. Do a few rounds.
- Step 5: Ask students about their experience: “Which of these problems have you seen or heard at work?”

## I. Presentation (30-40 min)

### ● Vocabulary Introduction (15-20 min)

- Step 1: Project the *Customer Call 1* transcript on the screen.
- Step 2: Read the dialogue aloud once at natural speed.
- Step 3: Have students read it silently and write the **bold** words in their notebooks
- Step 4: Go through the **bold** words one by one. For each word, ask a guiding question (you can use the examples at the end of the presentation section below). Elicit answers from students and confirm the meaning
  - Example: For **department**, ask “If this person works in Delivery, what is their department?”
- Step 5: Write the correct definition on the board next to the **bold** word.
- Step 6: Read Lior’s first line and introduce the word “Greetings” by writing it on the board saying: “Lior started with a greeting” and read the line again.
- Step 7: Ask if they can think of other greetings.
- Step 8: Drill pronunciation of greeting and each **bold** word (choral → individual repetition).

### ● Function Focus: Handling a Customer Call (10-15 min)

- Step 1: On the board, write the 4 stages of a customer support call: **Greeting, Finding the Need, Solving the Problem, Closing the Call**.
- Step 2: Tell students that these 4 stages help customer service agents keep calls clear and polite.
- Step 3: Under each stage, write 1-2 example **phone phrases** from *Phone Phrases*:
  - **Greeting** - “Good morning, this is [name] from [department].”
  - **Finding the Need** - “Can you give me the details, please?”
  - **Solving the Problem** - “Please hold while I check your order.”
  - **Closing the Call** - “I will send you a confirmation by email.”
- Step 4: Point out where the **bold** vocabulary words from the previous activity fit in each stage (e.g., **department** and **greeting** in Stage 1, **details** in Stage 2).
- Step 5: Model each stage by reading the example phrase aloud and using natural intonation.
- Step 6: Have students repeat the phrases after you (choral).

### ● Model Dialogue: Customer Service Call (5-10 min)

- Step 1: Tell students they will hear a full customer service call that uses the 4 stages and the **bold** vocabulary words they learned earlier.
- Step 2: Play the role of both the **Agent** and **Customer** and read the *Customer Call 2* dialogue once at a natural speed while students just listen.
- Step 3: Hand out *Customer Call 2* to the class
- Step 4: Read the dialogue a second time, more slowly, repeating the **bold** words as you say them.
- Step 5: Ask students to read and identify which stage of the call each part belongs to (*Greeting, Finding the Need, Solving the Problem, Closing the Call*).

- **Comprehension Questions (5 min)**

- Which word means “the part of a company, like Delivery or Sales”? (**department**)
- Which word means “a problem”? (**issue**)
- Which word means “more information”? (**details**)
- Which word means “something a customer asks for”? (**customer request**)
- Which word means “not there when it should be”? (**missing**)
- Which word means “wait on the phone”? (**hold**)
- Which word means “the answer to a problem”? (**solution**)
- Which word means “send the call to another person or department”? (**transfer**)
- Which word means “a message to say something is correct or will happen”? (**confirmation**)
- Which word means “contact someone later to check progress”? (**follow-up**)

## II. Practice (30-40 min)

- **Call Flow Ordering (5-10 min)**

- Step 1: Give each pair a set of *Customer Call Flow Order* lines (cut into strips).
- Step 2: Explain that the lines are from a customer service call, but they are in the wrong order.
- Step 3: Students work in pairs to arrange the lines into the correct call flow: Greeting → Finding the Need → Solving the Problem → Closing the Call.
- Step 4: When ready, pairs compare their order with another pair.
- Step 5: Check answers as a class and read the full call aloud together.

- **Phone Call Gap-Fill Drill (10-15 min)**

- Step 1: Give students a *Phone Call Gap-Fill* worksheet with 10 short customer service sentences, each missing a word
- Step 2: Students complete the sentences using the correct word from the word bank.
- Step 3: Students check answers in pairs.
- Step 4: Students take turns reading sentences aloud to their partner.
- Step 5: Monitor and note pronunciation and stress of key words to discuss in the Production Stage

- **Role Play: “Script with Gaps” (10-15 min)**

- Step 1: Give each pair *Customer Call 3* (it has some words missing)

- Step 2: Assign roles: Agent and Customer.
  - Step 3: Students read the script aloud, filling in the missing words as they go.
  - Step 4: When finished, swap roles
  - Step 5: Check the answers together as a class, clarifying any tricky words.
- Monitor & support with language prompts

### [20-Minute Break]

### III. Production (30-40 min)

- Communicative Task
  - Step 1: Ask the students to write down questions or issues about an imaginary order.
  - Step 2: Divide students into groups of 3.
  - Step 3: Ask them to role-play a phone conversation.
    - One will be the customer service agent  
write on the board for them: 1) start with a polite **greeting**, 2) ask **questions** to understand the customer's needs, and 3) give a **solution** and a **closing**).
    - One will be the customer with the question or problem
    - One will be the supervisor, who will suggest a solution to the agent
    - Then they will switch roles.
  - Step 4: Once they are all done. Ask a group or two of advanced students to model to the class  
*Remind students to use full sentences and polite phone language*
- Peer feedback using simple rubrics
  - My partner used polite phone sentences
  - My partner used 3 new words in our conversation
  - My partner understood what my issue was
- Error correction & discussion
  - Note any pronunciation mistakes
  - Talk about polite phone language and why it is important

### IV. Wrap-Up (15 min)

#### Call phrase Speed Challenge

- **Set-up:**
  - Step 1: Divide class into 2-3 teams.
  - Step 2: On the board, draw 3 columns: **Greeting, Questions, Responses**
    - Each column starts with 1 example phrase from today's lesson (e.g., Good morning, this is [name] from the Delivery Department; Could you tell me what the problem is?; I will send you a confirmation by email
- **How to Play:**
  1. Teams take turns.

2. You will call out one of the 3 categories (e.g., “Questions”).
  3. The team has **10 seconds** to give a correct phrase for that function.
  4. If correct, they get 1 point; if not, the next team can “steal” the point.
  5. Rotate through columns, sometimes calling them in quick succession to keep the pace high.
- **Rules:**
    - No repeating exact phrases.
    - Variations are allowed (*Can you give me the details? / Could you tell me the details?*).

Self-reflection:

- I can greet a customer politely
  - I can ask simple questions to understand what the customer needs
  - I can respond to common customer questions
- 

### **Optional Independent Practice**

- Write a dialogue about a customer calling a company with a problem. Add as much detail to the customer's and the agent's questions and answers as you can.

### **Notes for the Instructor**

- For the warm-up, in step 4, students get words they need to define without using the actual word. You can whisper the word to the individual student or prepare slips of paper/cards with the words ahead of time; if based on their proficiency, they might need to read it, not just hear it.
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 5**
  - **Lesson Number: 18**
  - **Topic: Asking and answering questions on the phone**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can write down basic caller information (name, number, request)
    - Can ask someone to wait or hold on
    - Can ask and give simple information
    - Can give short, polite answers to questions about products or orders
    - Can say when something will be ready or delivered using simple time phrases
    - Can write down a basic phone message
    - Can leave a simple message for a colleague when they are not available
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Phone Charades Cards](#) (CUT OUT)
  - [Vocabulary](#) x number of students
  - [Phone Phrases](#) x number of students
  - [Phrases Match](#) (CUT OUT) x number of pairs
  - [Receiver Slips](#) - (CUT OUT FIRST PAGE ONLY) x number of pairs
  - [Office Call Challenge](#) x number of teams (don't print double-sided)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
extension number	a short phone number inside a company	Please call me on extension number 245.	N
voicemail	a system for leaving recorded messages	I left the details on his voicemail.	N
urgent	needing to be done quickly	This request is urgent.	N
available (review)	free to speak or ready to help	The manager is available now.	N

available time	a time when someone can talk or meet	The technician's available time is 3 p.m.	N
take a message	to write down information from a caller for someone else	I can take a message for the warehouse manager.	N
pass on (a message)	to give someone the information you received	I will pass on the message to the driver	N
delivery date	the day something will be delivered	The delivery date is next Tuesday.	Y
busy signal	a sound that means the line is in use	I got a busy signal when I called.	N
confirm	to say something is correct or will happen	I can confirm the delivery date.	N

### Lesson Structure (PPP)

#### Warm-Up (15 min) - Charades:

- **Set-up:**
  - Step 1: Explain to students that they will play a guessing game called Phone Charades. They will act out a phone situation from a card without speaking, and their team must guess in English what the situation is.
  - Step 2: Divide the class into 2-3 teams. Give each team a name and a score space on the board.
  - Step 3: Place the *Phone Charades Cards* (cut out) face down in a pile at the front of the class.
- **Play the Game**
  - Step 4: Invite the first player from Team 1 to come to the front and take the top card without showing it to anyone.
  - Step 5: The player mimes the phone situation using gestures and expressions only (no speaking or mouthing words). They can pretend to hold a phone, point to objects, look at a watch, show a calendar, or act out other clues.
  - Step 6: The player's team has 30 seconds to guess the situation in English. They must use a polite request or question format, not just say a single word.
  - Step 7: If the team guesses correctly within the time limit, they get 1 point. If not, the other team gets one chance to guess and win the point.

- Step 8: Rotate to the next team's player and repeat with a new card. Continue until all players have had at least one turn or until the cards are finished.
- Step 9: The team with the most points at the end wins.

## I. Presentation (30-40 min)

- **Taking and Leaving Messages (10-15 min)**

- Step 1: Tell students that today's lesson is about taking and leaving basic phone messages.
- Step 2: Show a simple picture of a workplace phone and message pad. Ask 2-3 quick questions: "Who here answers the phone at work?" "What do you usually ask first?" "What information do you write down?"
- Step 3: Handout *Vocabulary* and read each word, divided into three groups:
  - a) Call handling (extension number, transfer, voicemail, busy signal, confirm)
  - b) Availability/time (urgent, available, available time, delivery date)
  - c) Message actions (take a message, pass on)
- Step 4: Ask students to take turns reading a term and its definition, along with the example sentence
- Step 5: Model the pronunciation of each term. Students repeat chorally and individually. Correct any difficult sounds

- **Present the functional phrases grouped by call flow (5-10 min)**

- A. Greeting & Asking to Wait
- B. Taking Caller Information
- C. Giving Basic Information
- D. Leaving or Taking a Message

Step 1: Hand out *Phone Phrases*. Model pronunciation for each.

- **Model Dialogue - Taking a Message (5-10 min)**

- Step 1: Read the dialogue with a student

**Caller:** Good afternoon. Can I speak to the delivery manager, please?

**Receiver:** Good afternoon. One moment, please... I'm sorry, she is not available right now.

**Caller:** Okay. Can I leave a message?

**Receiver:** Of course. Can I have your name and phone number, please?

**Caller:** Yes, my name is Alex Green. My number is 555-4321.

**Receiver:** Thank you. What is your request?

**Caller:** Please confirm the delivery date for order 356.

**Receiver:** I will pass on your message to the manager. She will call you back this afternoon.

**Caller:** Thank you. Goodbye.

**Receiver:** Goodbye.

- Step 2 - Read again and ask students to take notes of important information as they hear it
- Step 3: Ask True or False questions
  - The caller wants to speak to the warehouse supervisor. *False - delivery manager*
  - The delivery manager is available when the caller phones. *False - he is not available*
  - The caller's request is to confirm a delivery date. *True*
  - The receiver promises to call the customer back personally. *False - the delivery manager will call*

- **Comprehension Questions (5 min)**

Step 1: Use these mini situations to check understanding of the new vocabulary. Students call out the matching term or phrase.

**Scenario 1:** *You call a number and hear a repeating beep. What is that?*

→ **busy signal**

**Scenario 2:** *You need to connect the caller to another department. What do you do?*

→ **transfer (a call)**

**Scenario 3:** *The manager can speak to the caller now. How do you say this?*

→ **available / The manager is available now.**

**Scenario 4:** *You write down a message for your colleague. What is that called?*

→ **take a message**

**Scenario 5:** *You tell a caller that their order will arrive next Monday. Which phrase do you use?*

→ **The delivery will be on [day/time]**

**Scenario 6:** *You want to ask for the caller's phone number. How do you ask?*

→ **What's your phone number?**

## II. Practice (30-40 min)

- **Phrase Match & Meaning Check (5-10 min)**

- Step 1: Put students in pairs.
- Step 2: Give each pair two sets of cards from *Phrases Match* — one set has functional phrases, the other set has their meanings (in bold).
- Step 3: Explain that they need to match each phrase to the correct meaning.
- Step 4: Model one example on the board: "Could you hold on, please?" → "Ask the caller to wait."
- Step 5: Give them time to complete the matches.
- Step 6: When finished, check answers together as a class. (see the Answer Key on the last page of the handout)

- **Fastest Answer Wins (5-10 min)**

- Step 1: Divide the class into small teams (2-4 students per team).
- Step 2: Give each team a set of *Receiver Slip* cards (Lesson 18 functional phrases).
- Step 3: Keep the Caller Card page (2nd page of the file) for yourself.
- Step 4: Explain the rules (see below)
- Step 5: Play until you have used most or all of the Caller Cards.
- Step 6: Keep score on the board and announce the winning team at the end.

**Game Rules:**

- You will read a Caller Card aloud.
  - Teams search their Receiver Slips for the best matching response.
  - The first team to hold up the correct slip gets 1 point.
  - You will confirm the answer, and they will repeat the correct phrase together.
- **Message Slip Listening Task (10-15 min)**
    - Step 1: Ask students to write 3 blank message slips with fields for: Name, Phone Number, Request, and Time.
    - Step 2: Tell them they will hear short phone calls and must fill in the slip with the information they hear.
    - Step 3: Read the first call at a normal speed (see call scripts below)
    - Step 4: Read the same call a second time for them to check the details.
    - Step 5: Students compare answers with a partner.
    - Step 6: Elicit answers from the class and write them on the board.
    - Step 7: Repeat this process with 2-3 additional short calls.

Call Scripts:

- Call 1: Hi, this is Maria from Green Logistics. My number is 555-9812. Please tell John I need the delivery date for order 112.
  - Call 2: Hello, my name is Peter Brown. My number is 555-7764. Please tell Sarah the order for boxes is urgent.
  - Call 3: Hi, this is Anna. My number is 555-3049. Please confirm if the product we ordered is in stock.
- Monitor & support with language prompts

**[20-Minute Break]**

**III. Production (30-40 min) - The Office Call Game**

- Students role-play as callers and office staff in a busy workplace, taking and leaving messages, transferring calls, and giving basic delivery/product information.

**Important: After you do the setup, model one round from beginning to end for the class before they get started on their own**

**Setup**

- Arrange the class in small teams of 3-4.
- Each team has:
  - A copy of the file *Office Call Challenge* (1st page with caller cards and the 2nd page with front desk cards)
  - Paper to write messages
  - The vocabulary and phrase handouts from lesson 17 and this lesson
- Assign Roles:
  - In each team, one person is the **Front Desk Worker** (they receive the Front desk page of the Office Call handout), one is the **Caller** (they receive the Caller page of the Office Call handout), and others can be **Team Members** who might receive a transferred call.
  - Tell the students roles rotate after each call, so everyone plays each role at least twice.

## How to Play

### Caller Prepares

- Caller selects a Caller Scenario from the list and reads it silently.
- Caller thinks about what to say, using Lesson 17 vocabulary for the problem/request.
- Before making the call, caller tells the team which number they picked

### Caller Makes the Call

- Caller phones the Front Desk (*pretend to ring*)
- Front Desk Worker greets, asks for information, and based on the call number either:
  - Gives the answer directly (delivery date, product status, etc.)
  - Transfers the call to another team member.
  - Takes a message if the right person is unavailable.
- If needed, the Front Desk Worker writes a **real message slip** with the caller's info and request.
- The Front Desk also keeps a call (log) list with the info from each call for the Supervisor.
  - Model on the board for the Front Desk what should be on the call log:
    - Customer X called about Y. I did Z

### Front Desk Passes On the Message (if appropriate)

- Front Desk Worker gives the message slip to the right team member, who must call the customer back and respond using the correct functional phrases.
- Peer feedback using simple rubrics
  - My partner used clear and polite phrases to answer the caller.
  - My partner gave the correct information or action for the situation.
  - My partner spoke clearly and was easy to understand.
- Error correction & discussion
  - Polite language and correct terms used as needed

## IV. Wrap-Up (15 min)

- **Call Phrase Speed Round**
  - **Step 1:** Have all students stand in a circle.

- **Step 2:** Explain the game: “I will tell each one of you a short phone situation. You need to respond with a polite phrase that fits the situation. Then I will give a new situation to the next student, and so on.”
- **Step 3:** Give the first situation from the list below to Student 1 (e.g., “The caller wants to speak to the warehouse supervisor, but she’s not in the office.”).
- **Step 4:** Student 1 gives one polite, short phrase (e.g., “She’s not available right now. Can I take a message?”).
- **Step 5:** Move quickly to the next student with a new situation from the list
- **Step 6:** Continue until each student has responded at least once.
- **Step 7:** If time allows, do a second round where students must use **a different phrase** from the first round.
  - The caller wants to speak to the warehouse supervisor, but she’s not in the office.
  - You need to transfer the call to the delivery department.
  - The caller asks when their order will be ready.
  - The caller is giving you their phone number.
  - The caller’s line is breaking up, and you need to ask them to repeat.
  - You need to tell the caller the delivery will be tomorrow morning.
  - The caller has an urgent request.
  - You need to ask the caller to wait while you check the information.
  - The caller asks if the product is in stock.
  - You need to say the person they want is in a meeting.
  - The caller asks when the driver will arrive.
- Self-reflection: “What did I learn today?”
  - Can write down basic caller information (name, number, request)
  - Can ask someone to wait or hold on
  - Can give short, polite answers to questions about products or orders
  - Can say when something will be ready or delivered using simple time phrases
  - Can leave a simple message for a colleague when they are not available

### Optional Independent Practice

- Phone Message Log
 

Ask students to keep a simple “phone message log” for 2-3 days before the next lesson. Whenever they get a real or imaginary work call, they write down:

  1. Date & time of call
  2. Caller’s name & number
  3. Request or question
  4. What action they took (answered, transferred, took a message)

### Notes for the Instructor

- There are three different handouts that need to be cut out - see the resources list above

- There are three pages in the handout *Phrases Match*. The first two pages are for the game and need to be cut out. There are different cards on each page, one for each set (see the game's instructions above). The last page is for you; it has the answer key.
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 5**
- **Lesson Number: 19**
- **Topic: Handling Complaints and Offering Solutions**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can listen to a complaint and respond politely
  - Can apologize politely to a customer and offer help
  - Can explain that I will tell a supervisor or check something
  - Can suggest a solution using simple language

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Handling Complaints Dialogue](#)
  - [Handling Complaints Phone Phrases](#)
  - [Handling Complaints Matching](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

<b>Term</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
complaint	a statement that something is wrong	We received a complaint about a damaged package.	Y
apologize	to say you are sorry	I apologize for the late delivery.	N
apology	the words you say to show you are sorry	She gave an apology for the mistake.	N
damaged	broken	The product arrived damaged.	Y
incorrect	not right	The address on the box was incorrect.	N
delay	when something happens later than expected	There was a delay in shipping.	Y
replace	to give something new instead of the old one	We will replace the damaged box.	N

replacement	a new item given instead of the old one	The customer asked for a replacement.	Y
frustrated	feeling upset because something is not working well	The customer was frustrated about the late delivery.	N
frustrating	making someone feel upset or annoyed	Waiting a long time for the order was frustrating.	N
refund	money given back to the customer	You will receive a refund in 3 days.	Y

### Lesson Structure (PPP)

- **Warm-Up - Customer Call Relay (15 min)**

- Step 1: Divide into Teams (2-3 groups). Each team lines up or sits together.
- Step 2: Explain the game: “Each team will receive a customer problem. You are the employees. One by one, you will build the phone call together. Each student must add one short, polite response to the same situation.”

NOTE: *each scenario is played by the whole team, in relay form (one student after the other), and then the following scenario is played by the next team, and so on.*

- Step 3 - Begin the game by reading a customer scenario. Examples:
  - **Late Delivery**  
“The delivery was supposed to arrive yesterday. The customer is upset.”
  - **Damaged Package**  
“The customer says the box is broken.”
  - **Wrong Address**  
“The order went to the incorrect address. The customer is calling.”
  - **Missing Item**  
“The customer says one item is not in the package.”
  - **Schedule Confusion**  
“The customer doesn’t understand the delivery schedule.”
  - **Wants a Supervisor**  
“The customer asks to speak with a supervisor.”
  - **Delay in Response**  
“The customer says they sent an email last week, but nobody answered.”
  - **Refund Request**  
“The customer wants their money back for the order.”
- Step 4 - The **first student** of the first team gives a short, polite employee response (e.g., “I’m sorry to hear that.”). Then the **next student** continues as the same employee,

adding another short, relevant phrase (e.g., “*I will check the order for you.*”). The “call” builds as each team member adds one sentence. Each student in the team must add something short and relevant.

- Step 5: After the first team plays, highlight good phrases and suggest improvements.
- Step 6: Continue the game until all teams have had the opportunity to play at least one scenario

## I. Presentation (30-40 min)

### ● Model Dialogue (5-10 min)

- Step 1: Read the *Handling Complaints Dialogue* aloud with one student. You play the customer, the student plays the employee. Students only listen.
- Step 2: Distribute *Handling Complaints Dialogue* and read it again, this time, students follow the script.
- Step 3: Ask two or three comprehension questions, for example: Was the package damaged? Did the customer ask for a refund?
- Step 4: In pairs, students answer: What is the problem? What is the solution?

### ● Vocabulary Introduction (5-10 min)

- Step 1: Students underline words they do not know in the dialogue.
- Step 2: Collect these words on the board: complaint, apologize, apology, damaged, incorrect, delay, replace, replacement, refund, frustrated, frustrating.
- Step 3: Explain the meaning with short examples, images, or gestures.
- Step 4: Give one simple sentence for each word. Students repeat.
- Step 5: Drill pronunciation of difficult words such as apologize and replacement.

### ● Functional Language - Phone phrase framework (5-10 min)

- Step 1: On the board, write four steps: Listening and showing understanding → Apologizing and offering help → Suggesting a solution → Confirming next steps.
- Step 2: Ask students to find phrases in the dialogue that fit each step. Write them under the steps.
- Step 3: Read the phrases aloud, students repeat after you.
- Step 4: Do a short demo: You act as the customer with a simple complaint, and then you act as the employee using one phrase from each step to show the flow of a polite call. Point to each step on the board as you answer:
  - (customer): Hello, my package arrived broken.
  - (employee, Step 1 - Listening and showing understanding): I'm sorry to hear about the problem.
  - (employee, Step 2 - Apologizing and offering help): I apologize for the damage. Let's see how we can fix this.
  - (employee, Step 3 - Suggesting a solution): We can send you a replacement right away.
  - (employee, Step 4 - Confirming next steps): You will receive an email confirmation today.

- **Comprehension Questions (5 min)**

1. If a package is **damaged**, is it new and perfect, or is it broken?
2. If a customer asks for a **refund**, do they want their money back, or do they want a new product?
3. If an address is **incorrect**, is it right or not right?
4. If there is a **delay**, does something happen on time or later than expected?
5. If a company offers a **replacement**, do they fix the old item or give a new one?

## II. Practice (30-40 min)

- **Vocabulary Quiz (5-10 min)**

- Step 1: Write the vocabulary words on the board: complaint, apologize, apology, damaged, incorrect, delay, replace, replacement, refund, frustrated, frustrating.
- Step 2: Say a definition or a short clue (use the vocabulary table above for reference). Students call out the correct word.
- Step 3: Say a sentence aloud with one word missing (use the vocabulary table above for reference). For example: "The product was \_\_\_\_\_ when it arrived." Students call out the missing word (damaged).
- Step 4: Continue around the class until all words have been practiced several times.
- Step 5: Erase two or three words from the board and repeat the activity to check recall

- **Customer Problems Role Play (10-15 min)**

- Step 1: Write 3-4 simple customer problems on the board:
  - The package is broken.
  - The delivery is late.
  - The address is wrong.
  - The customer wants their money back.
- Step 2: Tell students they will practice answering as employees using today's vocabulary and phone phrases.
- Step 3: Model one round with a strong student:
  - Teacher: The delivery is late.
  - Student: I apologize for the delay.
- Step 4: Put students in pairs. Distribute *Handling Complaints Phone Phrases*.
- Step 5: One student reads the customer problem, the other gives one short employee response (not just from the handout).
- Step 6: After each round, students switch roles.
- Step 7: Monitor and write a few good examples on the board to reinforce correct use.

- **Choosing the appropriate response (5-10 min)**

- Step 1: Distribute *Handling Complaints Matching*
- Step 2: Tell students to find an appropriate response to the customer problems (could be more than one per problem)
- Step 3: Review as a class

**[20-Minute Break]**

### III. Production (30-40 min)

- **Complaint Story Chain**

- Step 1: Tell students: “We will make a story together about a complaint. One student is the customer, the next is the employee, then the next is the customer again. You take turns until the problem is solved.”
- Step 2: Model (step from one side to the other as you change roles to make it funnier)
  - Customer: My delivery is two days late.
  - Employee: I’m sorry to hear about the problem. I apologize for the delay.
  - Customer: I’m frustrated. I really need this order today.
  - Employee: I understand. We can send you a replacement right away.
  - Customer: Thank you. That will help.
  - Employee: You will receive an email confirmation today.
- Step 3: Put students in groups of 4-6. Each group starts with a different problem starter. For example:
  - My package arrived damaged
  - I got the wrong product
  - The address was incorrect
  - I want my money back
  - The order is not what I asked for
- Step 4: In groups, students take turns adding one line as the customer or employee. The roles must alternate: customer → employee → customer → employee, until the complaint is solved.
- Step 5: After the groups work on one or more problems, stop them.

*If time - Ask each group to share their finished story chain with the class by acting it out.*

- Peer feedback using simple rubrics
  - My partner used polite phrases when answering the customer.
  - My partner’s solution was clear and easy to understand.
  - My partner used four new words correctly.
- Error correction & discussion
  - Give short feedback on the use of vocabulary and polite phrases. Highlight examples of good apologies and clear solutions.

### IV. Wrap-Up (15 min)

- **Complaint Bingo**

- Step 1: Draw a 3×3 Bingo card on the board. (see examples below)
- Step 2: Explain the game. Tell students: “One student is the customer and faces the board. The other student is the employee and sits with their back to the board. The customer has a problem. If the employee behaves or uses a phrase that matches a square, the customer can cross it out. The first to get three in a row shouts “Bingo.”
- Step 3: Ask the “employees” to turn their back to the board. Write a complaint prompt for the “customer.” Example: “The package is broken.”

- Step 4: Customer starts the game and tells the problem. Employee responds as needed
- Step 5: Customer checks the board. If the employee behaves or uses a phrase that matches, the square is crossed off.
- Step 6: After two or three complaints, students switch roles.
- Step 7: Continue until a pair gets three in a row.

Bingo Card - first round

Listen politely	"I'm sorry"	Offers a replacement
"I will check"	Use "complaint/apology"	Offers a refund
"I will tell my supervisor"	Use "frustrated/frustrating"	"You will get an email confirmation"

Bingo Card - second round

"I'm sorry to hear about the problem"	Apologizes for a delay or damage	"Let's see how we can fix this"
Uses "damaged/incorrect/delay"	"Thank you for telling me"	"We can send that again today"
"I will check with my supervisor"	Uses "replacement/refund"	"You will receive an email"

- Self-reflection: "What did I learn today?"
  - Can listen to a complaint and respond politely
  - Can apologize politely to a customer and offer help
  - Can explain that I will tell a supervisor or check something
  - Can suggest a solution using simple language

**Optional Independent Practice**

Write a short "customer call log."

- Write 4-5 lines of a mini complaint conversation (customer + employee).
- It must include at least: one apology, one "I will check/tell my supervisor," and one solution.  
Example:  
Customer: My package is damaged.  
Employee: I'm sorry to hear that. I will tell my supervisor. We can send a replacement today.

**Notes for the Instructor**

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 5**
  - **Lesson Number: 20**
  - **Topic: Clarifying and Confirming Information**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can ask someone to repeat information
    - Can confirm details during a phone call
    - Can end a phone call politely
    - Can write notes while confirming details
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Clarifying Dialogue](#) x number of students
  - [Delivery Check](#) x number of pairs (CUT OUT CARDS)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
repeat	to say again	Could you repeat the address, please?	N
confirm	to make sure something is correct	Let me confirm your order details.	N
detail	a small piece of information	Please check the delivery details.	N
spell	to say the letters of a word	Can you spell your last name for me?	N
note	a short piece of written information	I will write a note about your request.	N
correct	right or true	The address is correct.	N
wrong	not right	The phone number is wrong.	N

address	the place where someone lives or works	Please confirm your address.	N
delivery date (review)	the day something will arrive	The delivery date is next Monday.	Y

## Lesson Structure (PPP)

- **Warm-Up: Telephone (15 min)**

- Step 1: Tell the students: “We will play Telephone. I whisper a customer message to the first student. They whisper to the next, and it goes around the group. The last student says it aloud. Let’s see if it matches the original!”
- Step 2: Ask students to stand up (in a line or form a circle)
- Step 3: Whisper a short message to the first student. They pass it to the next student, and so on until the last person, who says it aloud. Compare the final message to the original.
- Step 4: Tell them that for the next rounds, they can use a clarifying phrase if they don’t understand. Write on the board:
  - *Could you repeat that, please?*
  - *Can you spell the name?*
  - *Can you confirm the number?*
- Step 5: Divide the group into 2 teams. Whisper the same message to both teams. Start with a short message (e.g., “*Good morning, the delivery is on Sunday at 10.*”). See which team gets it closer to the original message.
- Step 6: You can also make it into a speed competition.
- Step 7: Play several rounds, moving to longer messages with more details that include: delivery dates, addresses, phone numbers, names, and workplace details (e.g., “*I’m sorry, the truck from Tel Aviv will arrive late, at 7:30.*”). See list below for ideas:
  - Good morning, the delivery is on Sunday at 10.
  - The truck from Tel Aviv will leave at 7:30.
  - I apologize, the order number for Mr. Levi is 6135.
  - Please confirm: the boxes go to Haifa Port on Wednesday.
  - The office is at 25 Dizengoff Street, Floor 4.
  - The phone number is 03-658-4421.
  - The driver’s name is Shira Moresin. She brings two red chairs.
  - Excuse me, the delivery date is Monday, not Tuesday.
  - The warehouse in Holon opens at 7:45.
  - I’m sorry, the customer’s address is 14 Herzl Street, Jerusalem.

## I. Presentation (30-40 min)

- **Vocabulary Introduction (10-15 min)**

- Step 1: Write the new vocabulary on the board: repeat, confirm, detail, spell, note, correct, wrong, address, delivery date.

- Step 2: Say each word and have students repeat
- Step 3: Give a short definition and an example sentence for each word (see table above)
- Step 4: Check meaning by asking some of the following questions:

repeat

- Do I say the sentence one time or two times? (Two times)
- If I say it again, do I repeat? (Yes)

confirm

- If I confirm the address, do I check it? (Yes)
- Do I guess? (No)

detail

- Is a detail big or small information? (Small)
- If I check the order number, is that a detail? (Yes)

spell

- If I spell "Levi," do I say the letters? (Yes)
- Do I say the whole word only once? (No)

note

- If I write something small to remember, is it a note? (Yes)
- Is a note long like a book? (No)

correct

- If the phone number is right, is it correct? (Yes)
- If the address is wrong, is it correct? (No)

wrong

- If the delivery date is not right, is it wrong? (Yes)
- Is "wrong" the same as "correct"? (No)

address

- Is an address the place where someone lives or works? (Yes)
- If I say "25 Herzl Street," is that an address? (Yes)

delivery date

- Is the delivery date the day the package will come? (Yes)
- If the truck arrives next Monday, is that the delivery date? (Yes)

- **Function Focus - Clarifying (5-10 min)**

- Step 1: Write clarifying phrases on the board:
  - Could you repeat that, please?
  - Could you spell that, please?
  - Could you confirm the number or address?

- I'm sorry, I didn't catch that.
  - Step 2: Model each phrase and have students repeat together and individually.
- **Model Dialogue (5-10 min)**
  - Step 1: Read the dialogue (see below) while students listen
  - Step 2: Distribute *Clarifying Dialogue*
  - Step 3: Read the dialogue again. Students underline vocabulary and clarifying phrases.
  - Step 4: Students practice the dialogue in pairs.
  - Step 5: Students switch roles and read the dialogue again.

Customer: Good morning, I'd like to confirm my delivery.

Agent: Sure, could you give me the address?

Customer: Yes, it's 25 Herzl Street.

Agent: Sorry, could you spell that?

Customer: H-E-R-Z-L.

Agent: Thank you. And the delivery date is Tuesday?

Customer: No, that's wrong. It's Wednesday.

Agent: Great, I'll make a note. The address is correct and the delivery date is Wednesday.

## II. Practice (25-30 min)

- **Delivery Check** - (The cards from this activity are from *Delivery Check*)
  - Step 1: Pair students: Student A is the Delivery Driver, and Student B is the Customer.
  - Step 2: Give Student A one of the Delivery Forms. Tell them:
    - Some information is already filled in (but could be wrong)
    - Some information is missing (needs to be asked)
  - Step 3: Give Student B the matching Customer Info Card with the full, correct delivery details.
  - Step 4: Student A asks questions to confirm and complete the delivery form. Write on the board: "Could you confirm the ... ?" "I'm sorry, I didn't catch that. Could you repeat it?" "Could you spell the name, please?"
  - Step 5: Student B answers using the information on their card. They may speak naturally, quickly, or with some unclear parts (on purpose), so Student A is encouraged to clarify.
  - Step 6: When Student A finishes the form, they read back all the details to confirm:
 

"So, I have an order for Mr. Ben Harel, 12 Herzl Street, Tel Aviv. Delivery date: Tuesday morning. Phone: 054-329-8772. Is that correct?"
  - Step 7: Students switch roles with a new form and card.
- Monitor & support with language prompts

## [20-Minute Break]

### III. Production (30-40 min)

- Communicative Task (e.g., small group role-play, job-related simulation)
  - **Unit's Mini-Project: "Sample Call Script"**
    - Step 1: Divide students into pairs or groups of 3.
    - Step 2: Tell students they need to create and role-play a phone call script for one of the following workplace scenarios: receiving an order, answering a question about delivery, or responding to a complaint.
    - Step 3: Tell them they must include: a polite greeting, asking and answering simple questions, clarifying information, and ending the call appropriately. *Write these as bullet points on the board*
    - Step 4: Once finished, teams role-play their script
- Peer feedback using simple rubrics
  - My partner used polite questions to ask for missing or unclear information
  - My partner asked at least 2 clarifying questions.
  - My partner used vocabulary words like address, phone number, or delivery date.
- Error correction & discussion
  - As heard in the class

### IV. Digital Tool (45 min)

- 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.

### V. Wrap-Up (15 min)

- **Short Script Rewrite**
    - Students pick one of the *Delivery Check* scenarios (used earlier in the practice activity) and rewrite it as a short phone dialogue. They must include:
      - A greeting
      - At least 2 clarifying questions
      - Vocabulary from the lesson
      - A polite ending
  - Self-reflection: "What did I learn today?"
    - Can ask someone to repeat information
    - Can confirm details during a phone call
    - Can end a phone call politely
    - Can write notes while confirming details
-

### Optional Independent Practice

- Write 4-5 short sentences about a time *you* (or someone at work) needed to clarify information. Use **at least 3 words** from this lesson (like *address, repeat, correct, note, delivery date*) and **1-2 polite clarifying questions**. **Example:**

*Yesterday, I called a customer. The phone number was wrong.*

*I said, "Could you repeat the number, please?"*

*The address was also not correct. I asked, "Can you confirm it?"*

*Now I have the correct delivery date. I made a note.*

### Notes for the Instructor

- See note on handout list above - cut outs are needed for *Delivery Check*
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 6**
  - **Lesson Number: 21**
  - **Topic: Shipping Methods and Types of Shipments**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can name common shipping methods (sea, air, road, rail).
    - Can say if a shipment is domestic or international.
    - Can say who sends and who receives a shipment (shipper, consignee).
    - Can give a simple reason for choosing a shipping method.
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Shipping Methods](#) x 1 to project in class
  - [Shipping Methods Dialogue](#) x of students
  - [Shipping Cards](#) - x number of pairs (CUT OUT)
  - [Controlled Role Play Cards](#) x number of pairs (CUT OUT all cards for each pair)
  - [Production Role Play Cards](#) x number of groups of 3
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board / **Projector**

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
shipment	goods that are sent from one place to another	The shipment will arrive next week.	Y
shipper	person or company sending goods	The shipper booked the transport.	Y
consignee	person or company receiving goods	The consignee is in New York.	Y
cargo	The goods that a ship, plane, or truck carries.	The cargo is full of valuable items like cars	Y
freight	goods carried by ship, plane, truck, or train	The freight will go by sea.	Y

sea freight	goods sent by ship	Sea freight is cheaper for large items.	Y
air freight	goods sent by airplane	Air freight is faster but more expensive.	Y
road freight	goods sent by truck	Road freight is common for local deliveries.	Y
rail freight	goods sent by train	Rail freight is used for heavy cargo	Y
domestic	inside the same country	This is a domestic shipment.	N
international	between countries	We have an international order to send.	N

### Lesson Structure (PPP)

- **Warm-Up: From Warehouse to Shipping (15 min)**

- Step 1: Tell students: “We worked inside the warehouse. Today we are going to move goods *outside* the warehouse to other places — in our city, in our country, and even to other countries.”
- Step 2: On the board, write: *put, pick up, place, take, inside, outside, aisle, straight ahead, turn left/right, across from, storage room, loading dock.*
- Step 3: Elicit short instructions for each (e.g., “Put the boxes in the storage room.” “Go straight ahead to the loading dock.”).
- Step 4: **Transition to shipping** - Draw a quick sketch: warehouse → truck → port → airplane.
- Step 5: Ask: “After the goods leave the loading dock, where do they go?” Elicit answers (truck, ship, airplane, etc.).
- Step 6: Write: *sea freight, air freight, road freight, rail freight* (no definitions yet).
- Step 7: Students guess in pairs what each means.
- Step 8: Take a few guesses, then say they will learn the correct words in today’s lesson.

### I. Presentation (30-40 min)

- **Vocabulary Introduction (10-15 min)**

- Step 1: Show *Shipping Methods* and introduce **freight, sea freight, air freight, road freight, and rail freight**.
- Step 2: Say the word and have students repeat. Write it on the board with a short definition.
- Step 3: Introduce “**shipper**” and “**consignee**”
- Step 4: Draw a quick map to show **domestic vs. international** shipment (same country vs. different countries)

- Step 5: Drill pronunciation and meaning using choral repetition.
- **Function Focus - Expressing Choice and Reason (5-10 min)**
  - Step 1: On the board, write two examples:
    - “We choose air freight because it is fast.”
    - “Sea freight is better for heavy cargo.”
  - Step 2: Highlight **because** → and explain it gives the reason.
  - Step 3: Elicit from students: “*Air freight is ...?*” (fast). “*Sea freight is ...?*” (cheap).
  - Step 4: Show a simple comparison:
    - “Air freight is faster than sea freight.”
    - “Sea freight is cheaper than air freight.”
- **Model Dialogue (10-15 min)**
  - Step 1: Read *Shipping Methods Dialogue with a student*
  - Step 2: Distribute it to the class and have them answer the questions in pairs
  - Step 3: Review answers as a class. Answer Key:
    - A. True or False**
      1. False (It is clothes, not shoes.)
      2. True
      3. True
      4. False (Road freight is only for domestic shipments.)
      5. True
      6. False (They choose air freight.)
    - B. Short Answers**
      1. Green Fashion Ltd.
      2. Four weeks.
      3. Because it is only for domestic shipments.
      4. Because the customer wants the shipment quickly.
      5. A packing list.
- **Comprehension Questions (5-10 min)**

*Choose 4 or 5 from the list below:*

  - If I send a box to another city in my country, is it domestic or international?
  - Is sea freight usually fast or slow? (*slow*) Do we use a ship or an airplane? (*ship*)
  - Is air freight usually fast or slow? (*fast*) Is it cheap or expensive? (*expensive*)
  - With road freight do the goods travel by truck or airplane? (*truck*) and with rail freight? (train)
  - Can rail carry heavy items? (*yes*)
  - Tel Aviv → Haifa. Domestic or international? (*domestic*)
  - Israel → Germany. Domestic or international? (*international*)
  - Is the shipper the sender or the receiver? (*sender*)
  - If I send a box to you, am I the shipper? (*yes*)
  - Is the consignee the sender or the receiver? (*receiver*)
  - If you get the box, are you the consignee? (*yes*)

- Does freight mean “the goods we carry” or “the person who carries them”? (*the goods we carry*)

## II. Practice (30-40 min)

### ● Vocabulary Match (10-15 min)

- Step 1: Pair up students and give them a set of **picture cards** (e.g., a truck, an airplane, a cargo ship, a train). CUT from *Shipping Cards*
- Step 2: Give them **sentence cards** with simple shipment scenarios (e.g., “From China to Israel in 3 days,” “From Tel Aviv to Haifa - 20 boxes”). Also CUT from *Shipping Cards*
- Step 3: Students match each scenario to the best shipping method card.
- Step 4: Students write sentences to explain their choices for each scenario (e.g., “Sea freight is better because it is cheaper.”)
- Step 5: Check answers as a class and briefly discuss why each method fits.

### ● Role-play using target language (15-20 min)

- Step 1: Tell students: “Now you will practice choosing a shipping method. One student is the shipper, the other is the colleague. You will use the information on your cards to make a decision.”
- Step 2: Distribute a set of cards cut from *Controlled Role Play Cards*
- Step 3: Students pick roles (Shipper or Colleague) and pick the appropriate card.
- Step 3: Explain roles:
  - *Shipper* starts: “We need to send ... The consignee is ...”
  - *Colleague* suggests shipping methods using the information given.
  - Together, they decide which method to use and give a reason (because ...)
- Step 4: Model a short example with one strong student or act it out yourself. Keep it short and simple.
- Step 5: Students read their cards and complete the conversation.
- Step 6: Students change roles and repeat the activity with a new shipment scenario.

- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

### ● Communicative Task - Customer Negotiation

- Step 1: Tell the class they will now practice choosing a shipping method with a customer. Explain that in this activity they must agree together as a group of three: the shipper, the colleague, and the customer.
- Step 2: Put students into groups of three. Assign roles or let them choose: one shipper, one colleague, one customer.
- Step 3: Give each group a set of role cards from *Production Role Play Cards*. The shipper card has the shipment details. The colleague card gives phrases to suggest methods. The customer card explains the customer’s main need (fast, cheap, safe, etc.).

- Step 4: The shipper starts the conversation: “We need to send ... The consignee is ...” The colleague suggests shipping methods using phrases from the card. The customer asks questions and explains their priority.
  - Step 5: The group continues the role play until they agree on one shipping method. They must give a reason: “We choose \_\_\_ because \_\_\_.” Encourage them to use comparatives if possible.
  - Step 6: After finishing, each group writes a short report (2-3 sentences) about their decision. Example: “We choose air freight because it is faster than sea freight. The customer wanted quick delivery.”
  - Step 7: Ask each group to present their decision to the class. Write good examples on the board and briefly correct mistakes.
- Peer feedback using simple rubrics
    - My partner used 3 new words from the shipping vocabulary
    - My partner gave a clear reason using because or a comparison (faster, cheaper, better).
    - My partner spoke in complete sentences and was easy to understand.
  - Error correction & discussion
    - Superlatives and Comparatives
      - More cheaper (correct: Cheaper)
      - Most cheap (correct: Cheapest)

#### IV. Wrap-Up (15 min)

- Review vocabulary and objectives
  - Step 1: Tell students you will say a short shipment situation. They must quickly call out the best shipping method.
  - Step 2: Give an example from the list below and then start the game
  - Step 3: After each answer ask a student to tell you why the given method is best (e.g., “We choose sea freight because it is cheaper.” or “Air freight is faster than sea freight.”)
    1. 100 boxes to Japan, urgent → Air freight
    2. Very heavy machines, not urgent, to the USA → Sea freight
    3. 20 boxes from Haifa to Tel Aviv → Road freight
    4. Steel parts, heavy, Ashdod to Haifa → Rail freight
    5. 50 boxes of shoes to London, need in 3 days → Air freight
    6. 2 containers of furniture to Brazil, low budget → Sea freight
    7. 10 pallets of drinks from Tel Aviv to Eilat → Road freight
    8. 5 tons of coal from Haifa to Ashdod → Rail freight
    9. Fresh fruit to Germany, must be fast → Air freight
    10. Big machine parts to China, can wait 2 months → Sea freight
    11. 15 boxes of books to Jerusalem → Road freight
    12. Heavy steel pipes, not urgent, from Ashdod to Haifa → Rail freight
- Self-reflection: “What did I learn today?”
  - Can name common shipping methods (sea, air, road, rail).

- Can say if a shipment is domestic or international.
  - Can say who sends and who receives a shipment (shipper, consignee).
  - Can give a simple reason for choosing a shipping method.
- 

### **Optional Independent Practice**

- Think of three real shipments you have received or sent in the past (online orders, supermarket delivery, package from family, etc.) and write 3-4 short sentences about each one (e.g., I received a package from China. It came by air freight because it was urgent).

### **Notes for the Instructor**

- There is significant prework needed. Several worksheets need to be cut out - check worksheets section above
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 6**
- **Lesson Number: 22**
- **Topic: Shipping Documents and Packing Details**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can name common shipping documents (packing list, bill of lading)
  - Can match documents to their use.
  - Can understand basic shipping labels (fragile, this side up).
  - Can complete a simple packing list with size, weight, and quantity.

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Vocabulary](#) x number of students
  - [Dialogue](#) x number of students
  - [Gap Fill](#) x number of students
  - [Shipment Details Cards](#) x number of pairs - NEEDS CUTTING
  - [Shipping Chain Simulation Cards](#) x number of groups of 5 - NEEDS CUTTING
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
bill of lading	paper showing goods, sender, and receiver	The bill of lading has the shipment details.	Y
shipment	goods that are sent together	The shipment arrives next Monday.	Y
dispatch	to send goods on their way	We will dispatch the goods tomorrow.	Y
carton	a box made of strong paper	The shirts are packed in a large carton.	Y
crate	a large wooden box for shipping	The machine is in a wooden crate.	Y

fragile	easy to break	This box is fragile. Please handle carefully.	Y
this side up	shows which way to keep the box	Keep the package this side up.	Y
destination	the place the goods are going to	The destination is London.	Y
origin	the place the goods come from	The origin is China.	Y
quantity (review)	Number of items	The quantity is 15 pieces	N
weight (review)	How heavy something is	The weight is 20 kilos	N
size (review)	How big something is	The size is 50 by 40 cm	N

### Lesson Structure (PPP)

- **Warm-Up (15 min)** - *(Reactivate key review vocabulary for shipping)*
  - Step 1: Write 8 review words randomly on the board:
    - pallet, shipment, dispatch, consignee, shipper, label, size, weight, quantity
  - Step 2: Divide class into two teams
  - Step 3: Explain you will read definitions and a representative from each team has to come and mark the right word
  - Step 4: Read a definition from the list (in random order):
    - **pallet** → a flat wooden base for moving goods
    - **shipment** → goods that are sent together
    - **dispatch** → to send goods on their way
    - **consignee** → the person receiving the goods
    - **shipper** → the person or company sending the goods
    - **label** → a small piece of paper with information
    - **size** → how big something is
    - **weight** → how heavy something is
    - **quantity** → number of items
  - **Step 5:** The student must also say a full sentence with the word (e.g., “The consignee is in Paris.”).
  - **Step 6:** Continue until all words are covered.

### I. Presentation (30-40 min)

- **Vocabulary Introduction (15-20 min)**

- Step 1: Write a mixed list of review + new words on the board (no categories yet and write them randomly):
  - Old (review): pallet, label, shipment, consignee, shipper, dispatch
  - New: bill of lading, packing list, fragile, this side up, size, weight, quantity, carton, crate
- Step 2: In pairs, students guess meanings and try to sort the words into categories: Documents, Labels, Containers
- Step 3: Elicit answers and write the organized version on the board (see whole list below)
- Step 4: Distribute *Vocabulary* and ask students to take turns reading the definitions and example sentences for the **new words**
- Step 5: Ask “Which of these do you use/have you seen in your work?” → short discussion.

**Documents (or things listed in them)**

- bill of lading (new)
- packing list (new)
- shipment (review)
- consignee (review)
- shipper (review)
- dispatch (review)
- destination (new)
- origin (new)

**Labels**

- fragile (new)
- this side up (new)
- label (review)

**Containers / Details**

- carton (new)
- crate (new)
- pallet (review)
- size (new)
- weight (new)
- quantity (new)

- **Function Focus - Polite checking questions and full-sentence answers (5-10 min)**

- Step 1: Read the following Q&As to the class (*pretend to be on the phone and switch sides as you answer the questions*)
  - Can you confirm the total weight of the shipment? → The total weight is 200 kilos.
  - Could you check the destination for me? → The destination is Italy.
  - Can you tell me where the goods are coming from? → The goods are coming from Spain.

- Step 2: Write on the left side of the board:
  - Can you confirm?
  - Can you tell me?
  - Can you check?
- Step 3: On the other side of the board write:
  - Shipment Details: 20 crates of computers, fragile, total weight 600 kilos, origin China, destination London, shipper: Tech Factory, consignee: Computer Store Ltd.
- Step 4: Demonstrate three exchanges using the starters + the shipment details on the board.
  - Example: “Can you confirm the total weight of the shipment?” “The total weight is 600 kilos”.

- **Model Dialogue (5-10 min)**

- Distribute and read *Dialogue*

- **Comprehension Questions - (5 min)**

- What document shows the sender, receiver, and shipment details?
- What document lists the size, weight, and quantity of goods?
- What does “fragile” mean on a box?
- What does “this side up” tell you to do with a box?

## II. Practice (30-40 min)

- **Gap Fill (10-15 min)**

- Step 1: Distribute *Gap Fill* and ask students to complete
- Step 2: Review answers as a class. Answer Key:

Clerk: Hello, Logistics Department. How can I help you?

Manager: Can you confirm the total **weight** of the shipment?

Clerk: The total **weight** is 250 kilos.

Manager: Could you check the **destination** for me?

Clerk: The **destination** is Paris.

Manager: Can you tell me the **origin** of the shipment?

Clerk: The **origin** is Madrid.

Manager: And how many **crates** are listed on the packing list?

Clerk: There are 15 **crates**.

Manager: Thank you. Please mark the boxes as **fragile** and **this side up**.

Clerk: Of course, I will add the labels.

- **Role-play (10-15 min)**
  - Step 1: Put students in pairs. One student is the **Clerk** (has the shipment details), the other is the **Manager** (has the questions).
  - Step 2: Distribute the set of cards from *Shipment Details Cards*
  - Step 3: Tell them the clerks need to ask questions with complete sentences to give the information about the shipment.
  - Step 4: After the first role play, they switch roles for the next scenario
  
- Monitor & support with language prompts

**[20-Minute Break]**

**III. Production (30-40 min)**

- **Shipping Chain Simulation**
  - Step 1: Divide the class into groups of 4-5 students. assign each student a role: Shipper, Clerk, Customs Officer, Delivery Manager, Consignee. (*If needed, assign 2 roles to the same student to ensure the chain is complete.*)
  - Step 2: From *Shipping Chain Simulation Card*, give the Shipper a shipment card with all the details of the goods. Give the other students their role cards
  - Step 3: The Clerk begins by asking the Shipper questions about size, weight, and quantity in order to complete the packing list. The Shipper answers in full sentences.
  - Step 4: The Customs Officer then asks questions about the origin, destination, shipper, and consignee. The Clerk responds based on the information already collected.
  - Step 5: The Delivery Manager asks the Shipper questions about the labels (fragile, this side up) to confirm how the shipment should be handled.
  - Step 6: The Consignee listens to all the information and then summarizes the shipment aloud to the group, for example: "The shipment is 20 boxes, from China to London, weight 600 kilos, labels fragile and this side up. The consignee is Computer Store Ltd."
  - Step 7: If time allows, use the second shipment card and have students swap roles.
  
- Peer feedback using simple rubrics
  - My partner used polite language:
    - "Can you confirm...?", "Can you check...?", "Can you tell me...?"
  - My partner answered in full sentences using the new words
  - My partner gave clear information regarding the shipment
  
- Error correction & discussion
  - Vocabulary - Bill of Lading (not - of Landing) -
    - For teacher: The word "**lading**" comes from the Old English word *hladan*, which means "to load" or "to burden." It specifically refers to the loading of cargo onto a ship. Therefore, a **bill of lading** is literally a "**list of the things that have been loaded,**" specifically for a shipment. This document serves as a receipt for the goods, a contract for their transport, and a document of title, representing

ownership of the cargo. The practice of using such a document for shipping can be traced back to the 14th century, evolving with the growth of international trade.

- Pronunciation - Consignee, weight, fragile, etc.
- Any other errors heard during the class

#### **IV. Wrap-Up (15 min)**

- **Discussion:**
    - Which shipping document is more useful for your work: the packing list or the bill of lading? Why?
    - How important are labels like “fragile” or “this side up” in your company?
    - What information is most often checked or confirmed in real shipments?
    - Which polite question form did you find easiest to use? Which was more difficult?
    - How can you use this lesson’s language in your daily tasks?
  - **Self-reflection: “What did I learn today?”**
    - Can name common shipping documents (packing list, bill of lading)
    - Can match documents to their use.
    - Can understand basic shipping labels (fragile, this side up).
    - Can complete a simple packing list with size, weight, and quantity.
- 

#### **Optional Independent Practice**

- Write a short dialogue (5-6 lines) between a Clerk and a Customs Officer checking the shipment documents.

#### **Notes for the Instructor**

- There are worksheets in this lesson that need cutting (see instructions in the materials section)
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in the Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 6**
- **Lesson Number: 23**
- **Topic: Asking and Giving Shipping Information**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can ask when a shipment will arrive.
  - Can confirm simple shipping details (date, place, contents).
  - Can give a short update about a shipment.
  - Can write a short message about a shipment.

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Shipping Info Gap Fill](#) x number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board / **DICE** (x number of pairs)

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
update	new information	I have an update on your shipment.	N
estimated	guessed or expected time/date	The estimated arrival is Tuesday.	Y
expected	planned or likely to happen	The delivery is expected tomorrow.	N
contents	things inside a box or package	The contents are electronic parts.	Y
receive	get something that is sent	We will receive the shipment on Friday.	N
arrival	the act of coming to a place	The arrival is at 10 a.m.	N
delay	something happens later than planned	There is a delay with the shipment.	N

ready	prepared for use or collection	Your order is ready for shipping.	N
shipped	already sent	The order was shipped yesterday.	Y
on time	at the planned time	The truck arrived on time.	N

### Lesson Structure (PPP)

- **Warm-Up - Shipment Questions (15 min)**

- Step 1: Pair students - Student A imagines they are sending something (choose a method from last lesson: air, sea, road, rail). Student B asks two questions about the shipment using phrases they know (from last lesson: delivery, delivery date, tracking number, confirm). Example:
  - A: "100 boxes to Japan by air."
  - B: "Can you confirm the delivery date?" / "Do you have the tracking number?"
- Step 2: After 2-3 minutes, switch roles.













### I. Presentation (30-40 min)

- **Vocabulary Introduction (15-20 min)**

**The Life of a Shipment:**

Step 1: Mime the following story (acting out the vocabulary for this lesson). You first "mime" the specific clue. Then, say the sentence that contains the new word, and last, ask a comprehension question. Like this:

- 🧑 (Pretend to pick up items and put them carefully into a box)  
**"These are the contents."**  
 👉 "Are contents the box itself or the things inside the box?"
- 🧑 (Close the box, rub hands, big smile, thumbs up, pat the box proudly)  
**"Now the order is ready."**  
 👉 "If the order is ready, can we ship it?"
- 🧑 (Push the box forward onto an "invisible truck," wave goodbye)  
**"The order was shipped!"**  
 👉 "If something was shipped yesterday, is it still here or already sent?"
- 🧑 (Point to watch, nod, point to the door as if waiting)  
**"The shipment is expected this afternoon."**  
 👉 "If a shipment is expected this afternoon, will it probably come or not?"

-  (Shrug shoulders, “maybe” hands, point to two different times on an imaginary clock)  
**“The estimated arrival is between 2 and 3 p.m.”**  
 “When something is estimated, do we know the exact time or only a guess?”
  -  (Point to watch, then gesture to the door, smiling as if something has come)  
**“It is time for the arrival of the delivery.”**  
 “Does arrival mean coming to a place or leaving a place?”
  -  (Tap watch, smile, big thumbs up)  
**“Good news — the delivery is on time!”**  
 “If a delivery is on time, is it late?”
  -  (Look at watch, sigh, push hand forward as if “later”)  
**“Oh no, the delivery has a delay.”**  
 “If there is a delay, is the delivery early or late?”
  -  (Hold out hands, mime taking the package from someone, smile happily)  
**“We received the shipment.”**  
 “If you receive a package, do you send it or get it?”
  -  (Pretend to read a message/email, then raise your head and share with the class)  
**“Here is an update on the shipment.”**  
 “Is an update old information or new information?”
- **Grammar/Function Focus - Present Perfect for Shipment Status (5-10 min)**
    - Step 1: Write the following phrases (passive voice) on the board:
      - The order has been shipped.
      - The package has been received.
      - The delivery has been delayed.
      - The shipment status has been updated.
    - Step 2: Say: “We use this form to show the status now because of a past action.” *Don’t get into other uses of the present perfect.*
    - Step 3: Contrast once with Past Simple for clarity. Write on the board:
      - It was shipped yesterday. (when)
      - It has been shipped. (status now)
  - **Model Dialogue- Shipping Update (5-10 min)**
    - Step 1: Read the following dialogue with a student.
 

**Customer:** Hello, I’d like an **update** on my shipment.  
**Clerk:** Of course. Can I have your order number, please?  
**Customer:** Yes, it’s 4589. What are the **contents** of the order in your system?  
**Clerk:** The contents are electronic parts.  
**Customer:** Thank you. Has the order been sent?  
**Clerk:** Yes, the order **has been shipped**.

**Customer:** Great. When is the **arrival**?

**Clerk:** The **estimated arrival** is Tuesday.

**Customer:** Is it **expected** to be **on time**?

**Clerk:** There is a small problem. The delivery **has been delayed** by one day.

**Customer:** Oh, I see. So when will we **receive** it?

**Clerk:** You will **receive** it on Wednesday morning.

**Customer:** Thanks for the **update**.

- Step 2: Ask:
  - **What is the customer asking for?**  
→ An update on the shipment.
  - **Has the order been shipped?**  
→ Yes, the order has been shipped.
  - **Is the delivery on time?**  
→ No, it has been delayed by one day.
  - **When will the customer receive the shipment?**  
→ On Wednesday morning.

## II. Practice (30-40 min)

- **Gap Fill (10-15 min)**

- Step 1: Pair students and distribute *Shipping Info Gap Fill*
- Step 2: Once finished, review answers as a class (see completed dialogue above)

- **Pair work: Delivery Update Dice (15-20 min)**

- Step 1: Write 6 possible “status phrases” on the board:
  - The order has been shipped.
  - The order has been delayed.
  - The package is ready.
  - The estimated arrival is Monday.
  - The delivery is expected tomorrow.
  - You will receive it today.
- Step 2: In pairs (same or new), students take turns being the customer and the clerk.  
Customer asks: “What is the update on my order?”  
Clerk rolls the dice → must answer using the phrase that matches the number.  
Customer then asks a follow-up question from the list used in class (e.g., When is the arrival? Is it on time?).

- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

- **Human Shipment Chain**

- Step 1 - Setup - Tell students: *“We will create a shipment story together. After speaking, you will also write a short message to update a customer.”*
  - Step 2 - Write the shipment stages on the board:
    - Contents
    - Ready
    - Shipped
    - Expected
    - Estimated
    - Arrival
    - On time / Delayed
    - Received
    - Update
  - Step 3: Students perform the chain aloud in sequence, building a full shipment storyline. Ask them to add **details** (such as items, numbers, destinations, dates, and reasons). *If you have a large class, you could have two chains. Example:*
    - Student 1 begins: *“The contents are 200 phones for Berlin.”*
    - Student 2 continues: *“The order is ready and packed.”*
    - Student 3: *“The order has been shipped by truck.”*
    - Student 4: *“The shipment is expected tomorrow.”*

And so on until the last student gives the update.
  - Step 4: Run through the chain at least once.
  - Step 5: After the chain is complete, students work in pairs to write a short customer update (3-4 sentences) summarizing the shipment story they just built. Read the following example:
 

*“Your order of 200 phones is ready and has been shipped by truck. The shipment was expected on Tuesday, but it has been delayed. The new estimated arrival is Wednesday morning.”*
  - Step 6: If time allows, a few students read their messages aloud. And the class compares: Which ones were clear? Which gave all the key details?
- Peer feedback using simple rubrics
    - My partner used new words correctly
    - My partner’s message included enough details to understand the shipment status
  - Error correction & discussion
    - Present perfect mistakes:
      - Has vs have: the shipment have been delivered (correct: has),
      - V3/participle: The order has ship (correct: shipped)
    - Discussion: which of these phrases do you hear at work? Which are the most useful, why?

#### IV. Wrap-Up (15 min)

- Step 1 - Write 5-6 shipment situations on the board. Examples:
  - 100 boxes of clothes - ship date yesterday

- 50 laptops - expected tomorrow
  - 200 chairs - delayed 2 days
  - 20 phones - estimated arrival Friday
  - 10 printers - received today
  - Step 2 - In pairs, students pick a situation and create one clear update sentence for a customer. Example: "The order of 50 laptops has been shipped. It is expected tomorrow." - *Each pair must use at least one Present Perfect passive form.*
  - Step 3 - Pairs quickly read their best sentence aloud.
- 
- Self-reflection: "What did I learn today?"
    - Can ask when a shipment will arrive.
    - Can confirm simple shipping details (date, place, contents).
    - Can give a short update about a shipment.
    - Can write a short message about a shipment.
- 

### **Optional Independent Practice**

- "Tracking Page Rewrite" - Teacher gives a short, sample "tracking page" text- example;
  - "Order 9982: The order has been shipped. The contents are office chairs. Estimated arrival: Thursday. The delivery has been delayed one day."
- Students rewrite this as a WhatsApp/email message to their manager in their own words (3-4 sentences).

### **Notes for the Instructor**

- Note this lesson requires special materials (see above)
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 6**
- **Lesson Number: 24**
- **Topic: Delays and Tracking Updates**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can understand simple tracking updates (in transit, out for delivery, delayed).
  - Can explain where a shipment is.
  - Can say why a shipment is late (traffic, weather, customs).
  - Can give a new estimated delivery date politely.

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - *A [Day in a life of a Shipping Clerk](#) x number of students*
  - *[Status Check Role Cards](#) x number of students*
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
in transit	moving from one place to another	The package is in transit to the city.	Y
out for delivery	the driver is bringing it today	Your order is out for delivery.	Y
on schedule	planned to arrive on time	The delivery is on schedule.	Y
customs	government check of goods from other countries	The shipment is at customs.	Y
hold (review)	stop something for a short time	The package is on hold at the warehouse.	N
estimated time (review)	planned time for arrival	The estimated time is 3:00 p.m.	Y

traffic	many cars that slow down travel	The truck is late because of traffic.	N
weather	sun, rain, snow, wind, etc.	Bad weather delayed the flight.	N
arrive	get to a place	The shipment will arrive tomorrow.	N
status	the current situation or condition	What is the status of my shipment?	Y

### Lesson Structure (PPP)

- **Warm-Up: Customer Quick Calls (15 min)**
  - Step 1: Pair up students. One will be the Clerk, the other will be the Customer.
  - Step 2: Call up a scenario. Examples:
    - “The order has been shipped.”
    - “The delivery has been delayed by one day.”
    - “The estimated arrival is Friday.”
  - Step 3: Student A = Clerk → gives a short update. (e.g., Order 765 has been shipped)  
Student B = Customer → must ask one extra question (e.g., “What are the contents?” or “When will we receive it?”).
  - Step 4: After 1-2 minutes, say “New update!” and give another status.

### I. Presentation (30-40 min)

- **Vocabulary Introduction - A Day in the Life of a Shipping Clerk (15-20 min)**
  - Step 1: Ask: “When you check a package, what words do you see? In transit? Out for delivery? On schedule?” Collect ideas.
  - Step 2: Tell the students you are going to tell them about a day in the life of a Shipping Clerk and read the dialogues from *A Day in the Life of a Shipping Clerk*
  - Step 3: Write new terms on the board as they appear: in transit, arrive, estimated time, out for delivery, on schedule, hold, customs, weather, traffic, status. Elicit meaning, confirm with simple definitions/examples.
  - Step 4: Hand out the dialogues and ask students to answer the comprehension questions
  
- **Function Focus: Asking About Shipment Status (10-15 min)**
  - Step 1: On the board, write the 3 model questions + answers from the dialogues:
    - What is the status? → It is on schedule.
    - Where is the shipment? → It is in transit.
    - When will it arrive? → It will arrive tomorrow at 3 p.m.
  - Step 2: Say: “Look at these examples from our clerk conversations. These are the polite questions customers ask, and the short answers clerks give.”

- Step 3: Circle the question word and then circle “is” and “will” in the questions. Underline the answers: on schedule / in transit / tomorrow.
- Step 4: Check understanding by asking:
  - “What verb do we use in these questions?” (is/will)
  - Do we use long answers or short answers?” (short answers with be)
  - “Is this polite or rude?” (polite)
- Step 5: Choral drilling. Ask: What is the status? Class answers together: It is in transit.
- Step 6: Change the answer word each time: on hold / at customs / out for delivery / on schedule.
- Step 7: Repeat with: Where is the shipment? / When will it arrive?

## II. Practice (30-40 min)

- **Tracking Updates Role Card Activity**

- Step 1: Explain they will practice giving and asking about shipment updates, like a real customer and clerk.
- Step 2: Divide students into pairs. Give “Customer Cards” to one student, “Clerk Cards” to the other (from *Status Check Role Cards*)
- Step 3: Students role-play:
  - Customer Card shows: Order number + a question to ask
  - Clerk Card shows: Order number + Status + reason + estimated time
  - Customer asks, Clerk answers politely using target vocabulary.
  - Switch cards and repeat with a new pair.

- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

**Plan and Share a Shipment (Unit’s Mini Project)** - Students work in small groups to plan a simple shipment and present it.

- **Project Setup and Instructions (5 min)**

- Step 1: Divide the class into small groups
- Step 2: Briefly explain the task and write the deliverables checklist on the board:
  - Product and destination
  - Shipping method and reason
  - Completed packing list (size, weight, quantity)
  - Short update message
  - 1-2 minute oral presentation

- **Group Planning and Preparation (15-20 min)**

- Groups complete their shipment plan, draft their short update message, and plan their oral presentation. *Remind groups to rehearse briefly before presenting.*

- **Group Presentations (10 min)**

- Each group presents for about **1-1.5 minutes**.
- Peer feedback using simple rubrics
  - My partner used shipment vocabulary correctly
    - (Example: in transit, out for delivery, on schedule, status, customs, etc.)
  - My partner gave a clear update about the shipment
    - (Explained where it is, if there is a problem, or the estimated time.)
- Error correction & discussion

#### IV. Wrap-Up (15 min)

- Review vocabulary and objectives - **Unit Vocabulary Review**
  - Step 1: Tell the class they need to guess the word based on the clue you will give
  - Step 2: Read the clues below
  - Step 3: Students answer - *manage the class so nobody monopolizes answering - consider asking questions to different students.*
  - Step 4: If you have strong students, you can ask them to give review clues

### Teacher Clue Sheet - Unit 6 Wrap-Up Game

#### Shipping Methods (Lesson 21)

- “The shipment is going by airplane.” → **air freight**
- “The shipment is going by ship.” → **sea freight**
- “The shipment is going by truck.” → **road freight**
- “The shipment is going by train.” → **rail freight**

#### Shipping Information (Lesson 22)

- “It is a box you send.” → **package**
- “How heavy is it?” → **weight**
- “Is it big or small?” → **size**
- “How many boxes are there?” → **quantity**

#### Explaining Problems (Lesson 23)

- “The package is broken.” → **damaged**
- “The package is not there.” → **missing**
- “It went to the wrong place.” → **wrong address**
- “Say again if it is correct.” → **confirm**

#### Tracking & Updates (Lesson 24)

- “The shipment is moving to another city.” → **in transit**

- “The driver has it now and will bring it today.” → **out for delivery**
  - “It will arrive at the planned time.” → **on schedule**
  - “It is stopped for a short time.” → **on hold**
  - “People at the border are checking it.” → **customs**
  - “The planned time for arrival.” → **estimated time**
  - “Too many cars, everything is slow.” → **traffic**
  - “Rain or snow makes it late.” → **weather**
  - “What is happening now.” → **status**
  - “Get to the place.” → **arrive**
- 
- Self-reflection: “What did I learn today?”
    - I can understand simple tracking updates (in transit, out for delivery, delayed).
    - I can explain where a shipment is.
    - I can say why a shipment is late (traffic, weather, customs).
    - I can give a new estimated delivery date politely.
- 

### Optional Independent Practice

- Students track a *real* or *imaginary* package for 3 days outside class. They need to:
  1. Choose something to track (real order from Amazon, local delivery app, or an imaginary shipment).
  2. Each day, write one short English update using target vocabulary (e.g., “*Day 1: The package is in transit.*” / “*Day 2: It is on hold at customs.*” / “*Day 3: It will arrive tomorrow at 10 a.m.*”).
  3. Bring their log to the next class (or post it on a shared board if you use digital tools).

### Notes for the Instructor

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 7**
  - **Lesson Number: 25**
  - **Topic: Polite Requests - Speaking and Writing at Work**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can ask for help using polite language
    - Can use polite phrases like “Please let me know,” and “Thanks for your help.”
    - Can understand a simple request
    - Can respond to a request politely (e.g., “Sure,” “Sorry, I can’t right now”)
    - Can respond when someone asks me for something
    - Can respond to a request with a short written reply
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Polite Requests](#) x number of students
  - [Morning in the Warehouse](#) x number of students
  - [Situations](#) x 2-3 copies (based on number of students) - CUT OUTS
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
request	asking for something	I make a request for more boxes.	N
help (review)	support from someone	Can you give me help with this package?	N
message	short written note	I sent a message to my supervisor.	N
reply	answer to a message	He gave a reply to my question.	N
note	very short written message	She left a note on my desk.	N
confirm (review)	check that something is correct	Please confirm the delivery time.	N
response	what you say or write back	Her response was “Yes, I can help.”	N

## Lesson Structure (PPP)

- **Warm-Up (15 min)**

- Step 1: Pair students and give them the handout *Polite Requests*
- Step 2: Students read the requests and decide which are polite and which are too direct
- Step 3: Students do the same for the correct addressee card (coworker or supervisor)
- Step 4: Pairs compare answers and discuss why one version is more polite than the other
- Step 5: Check answers together as a class and highlight how polite language changes depending on who you speak to

## I. Presentation (30-40 min)

- **Vocabulary Introduction - Morning in the Warehouse**

- Step 1: Read the dialogue *Morning in the Warehouse* aloud while students listen
- Step 2: Distribute the handout and put students in pairs to read the dialogue again. Have them swap roles.
- Step 3: Ask comprehension questions to check understanding:
  - What does the Supervisor ask Alon to do in the written note?
  - How does the Supervisor close the note politely?
  - What does the Supervisor ask Miriam to check?
  - How does Miriam respond to the Supervisor's request?
  - What problem does Miriam report later?
  - What does the Supervisor want Alon to do before he leaves?
  - How does Alon answer the Supervisor at the end?
- Step 4: Ask the following questions to focus on politeness and register:
  - In the note, why does the Supervisor write "Thanks for your help"? Is that polite or direct? (Polite)
  - When Miriam answers, "Sure, no problem," is that polite or rude? (Polite)
  - If Alon only said "Okay," without "I'll do it," would that be clear enough? (No, too short)
  - Can we say "Sorry, I can't right now" at work? (Yes, if we explain or give another option)
  - Is "Please let me know before you leave today" more polite than "Tell me before you leave today"? (Yes)
  - Do coworkers usually use "please" and "thanks" with each other all the time? (Not always, sometimes just direct)
  - Can we use polite closing phrases like "I'll get back to you" in spoken English, or only in writing? (Both)
- Step 5: Ask students to underline examples of polite requests and direct requests in the dialogue. Pairs compare answers
- Step 6: Check together as a class

## II. Practice (30-40 min)

- Step 1: Explain to the students that you will make a request and they need to determine if it is something they would say to a supervisor or a coworker. They need to shout the answer.
- Step 2: Start making requests (see Section A below for ideas) and have students answer. Give them 5-6 requests.
- Step 3: Tell them that now you will make a direct request. They need to change it into a polite request and give a short response. Model an example:  
 "Give me your update."  
 Students: "Can you give me your update?" → "Sure." / "Sorry, I can't right now."
- Step 4: Continue with 5-6 examples from Section B below, asking them to mix positive and negative replies.
- Step 5: Pair up students. Tell them you will make a request. One of them has to identify if it is polite or direct, and the other has to change it to the other form.
- Step 6: Make the requests and then check answers as a class.
- Step 7: Switch roles after each turn. Do 6-8 examples.
- Step 8: Written task: Choose a polite request for the last exchange and ask students to write it down. They need to add one polite closing phrase to make it sound more professional (e.g., "Please let me know," "Thanks for your help," "I'll get back to you").
- Step 9: Check in pairs, then as a class.

### List of requests

(D - direct / P - polite / S - supervisor / C - coworker)

#### Section A - For Steps 1 & 2- (Supervisor or Coworker?)

1. Close the warehouse door. → D / C
2. Please close the warehouse door. → P / C or S
3. I need the delivery schedule now. → D / C
4. Can you send me the delivery schedule soon? → P / S
5. Help me with this box. → D / C
6. Can you give me a hand with this box? → P / C
7. Check the pallets. → D / C
8. Could you check the pallets, please? → P / S

#### Section B - For Steps 3 & 4 (Convert Direct ↔ Polite)

9. Give me your update before lunch. → D / C
10. Can you give me your update before lunch? → P / S
11. Move these packages to the loading dock. → D / C
12. Can you move these packages to the loading dock? → P / S
13. Turn off the lights. → D / C
14. Please turn off the lights. → P / C or S
15. Could you confirm the driver's arrival time? → P / S

**[20-Minute Break]**

### III. Production (30-40 min)

- Communicative Task

- Step 1: On one side of the board write:

- Can you...?
- Please...
- Give me...
- Help me with...
  
- Please let me know
- Thanks for your help

On the other side write:

- Sure
- Okay, no problem
- Sorry, I can't right now

- Step 2: Put students in pairs or trios. Tell them you will give one simple situation. They must act it out using one request (30-40 seconds).
- Step 3: Give a situation (from the Stage 1 list in *Situations*) to the first pair and have them make the appropriate request (e.g., the window is open /can you close the window?) Do 3-4 situations with different pairs (see list of situations below)
- Step 4: Put students into groups of three or four. Assign roles of supervisor, worker A, and worker B (worker C if needed)
- Step 5: Give each group one mini-scene prompt (from the Stage 2 list in *Situations*). Tell them they must prepare a short role-play with a polite request from the supervisor and at least one direct request between workers. *Remind students that when someone makes a request, they must also give a short response. Examples: "Sure." "Okay, no problem." "Sorry, not now."* Each group must include a spoken response in their scene. Give them 5-7 minutes to prepare
- Step 6: Groups act out their mini-scenes for the class (or in parallel if space is limited). Each scene should take 2-3 minutes
- Step 7: After all the performances, ask the class which requests were polite and which were direct. Give short feedback and highlight correct usage.

- Peer feedback using simple rubrics

- Students listen and give feedback with these 3 questions:

- Did the supervisor use polite requests?
- Did the workers use direct requests?
- Did the workers give a natural response to at least one request?
- Was the response natural?

- Error correction & discussion

#### IV. Digital Tool (45 min)

- 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.

#### V. Wrap-Up (15 min)

- Review vocabulary and objectives
  - Step 1: Ask students: At work, when do you use polite requests? When do you use direct requests?
  - Step 2: Collect a few examples on the board (coworker vs supervisor).
  - Step 3: Do the same for polite closing phrases (“Please let me know,” “Thanks for your help”).
  - Step 4: Ask students for examples of polite responses they can use (e.g., “Sure,” “Okay, no problem,” “Sorry, I can’t right now”).
  - Step 5: Review one or two target phrases as a group. Ask students to repeat them aloud
  - Step 6: End with one fast whole-class drill: give them a situation, students shout the request and a short response in the correct style (polite or direct)
- Self-reflection: “What did I learn today?”
  - Can ask for help using polite language
  - Can use polite phrases like “Please let me know,” and “Thanks for your help.”
  - Can understand a simple request
  - Can respond to a request politely (e.g., “Sure,” “Sorry, I can’t right now”)
  - Can respond when someone asks me for something
  - Can respond to a request with a short written reply

#### Optional Independent Practice

- Step 1: Ask students to write 3 polite requests they might use with a supervisor and 3 direct requests they might use with a coworker
- Step 2: Ask students to also write 3 short written replies to common workplace requests (e.g., “Sure, I’ll send it soon. Thanks for your help.” / “Okay, I’ll do it” / “Sorry, I can’t right now. I’ll get back to you.”)
- Step 3: Tell them to bring their lists to the next class. At the beginning of the next lesson, pairs exchange lists and act them out quickly

#### Notes for the Instructor

- There are a few scenarios in *Situations*. Review the production activity description and determine how many copies you need based on the class size.
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 7**
  - **Lesson Number: 26**
  - **Topic: Talking to a supervisor or dispatcher**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can say what I am doing or have finished
    - Can ask short, polite questions (e.g., “What should I do next?”)
    - Can report a minor issue or delay to my supervisor or dispatcher
    - Can ask for help or clarification in a polite way
    - Can write a short update to my supervisor in a message or note
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Task Update](#)
  - [Practice Activities](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
update (review)	new information	I give an update to my supervisor.	N
progress	how much work is done	The progress is slow today.	N
issue	a small problem	We have an issue with the machine.	N
delay	something late	There is a delay with the truck.	N
clarification	more explanation	I ask for clarification about the schedule.	N
instruction	direction on what to do	The dispatcher gives an instruction.	N
task	a piece of work	My task is to check the boxes.	N

completion	when something is finished	The completion of the job was on time.	N
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### Lesson Structure (PPP)

- **Warm-up (15 min) - Version A (if students did the optional practice from Lesson 25)**
  - Step 1: Ask students to take out the short notes/messages they wrote for Lesson 25 (e.g., “Please let me know,” “Thanks for your help”).
  - Step 2: In pairs, students exchange their notes and respond with a short workplace-style update (e.g., “I finished the order,” “There is a delay”).
  - Step 3: Listen for polite forms, and write 2-3 good examples on the board.
  - Step 4: Quick group check: Ask, “What is polite? What is short and clear?”

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- **Warm-up (15 min) - Version B (if most students didn’t do the optional practice from Lesson 25)**
  - Step 1: Write on the board: “What are you doing?” / “What should I do next?” / “Is there a problem?”
  - Step 2: Students stand in two lines facing each other. Line A asks one of the questions, Line B answers with a short update (e.g., “I am loading boxes,” “I finished task A,” “There is a small delay”).
  - Step 3: Students switch roles and repeat with a new partner.
  - Step 4: Whole class recap. Highlight clear updates and polite forms.

### I. Presentation (30-40 min)

#### Vocabulary Introduction

- **New words (10-15 min)**
  - Step 1: Show each word with its definition and example (on slides or cards). See list on table above
  - Step 2: Students repeat each word chorally.
  - Step 3: Ask comprehension questions:
    - Is an update old information or new information?
    - Do we talk about progress at the start or during work?
    - Is an issue a big problem or a small problem?
    - Is a delay early or later?
    - Do I need clarification when I understand or when I don’t understand?
    - Who gives instructions — a supervisor or a worker?
    - Is a task one job or many jobs?
    - Do we say completion at the start or at the end?
  - Step 4: Quick recognition check: Call out a definition, students shout the word.
    - “When something is late” → delay
    - “New information” → update
    - “Small problem” → issue

- **Dialogue (10 min)**
  - Step 1: Read the dialogue once, students just listen.
 

**Worker:** Hi, I finished the packing task. Here is an update: there is a delay with the truck.

**Supervisor:** Okay, thanks for the update. What is the progress on the labeling task?

**Worker:** The labeling task is near completion, but we have an issue with the machine.

**Supervisor:** I see. Do you need clarification about the instructions?

**Worker:** Yes, can you give me clarification on the next step?

**Supervisor:** Sure. Please follow this instruction: call the dispatcher and report the delay.

**Worker:** Okay. I will call the dispatcher now.
  - Step 2: Handout *Task Update*
  - Step 3: Read the dialogue again, students repeat chorally.
  - Step 4: Ask comprehension questions:
    - What task did the worker finish?
    - What is the update about the truck?
    - What is the progress on the labeling task?
    - What issue is there?
    - Who gives the instructions?
    - What does the supervisor tell the worker to do?
  
- **Written Message (10-15 min)**
  - Step 1: Read the written message (found on *Task Update*)
 

*Update: The packing task is finished. The progress on the labeling task is slow, and it is not yet at completion. We have an issue with the machine and a delay with the truck. Can you give me clarification on the instructions for the next step?bb*
  - Step 2: Read the message again, students repeat key sentences.
  - Step 3: Ask comprehension questions:
    - What task is finished?
    - What is the progress on the labeling task?
    - What problems are there?
    - What does the worker ask at the end?
  - Step 4: Students underline target vocabulary in the message.
  - Step 5: Students read the message in pairs as if sending it in a voice note.

## II. Practice (30-40 min)

Hand students *Practice Activities*

- **Fill-in-the-Blanks (5-10 min)**
  - Step 1: Explain the first activity in the handout.
  - Step 2: Students fill in the blanks individually.
  - Step 3: Students check their answers in pairs.
  - Step 4: Read the correct sentences with the class.

Answer key:

Hi, I finished the packing **task**.  
 Here is an **update**: there is a **delay** with the truck.  
 What is the **progress** on the labeling **task**?  
 The labeling task is near **completion**.  
 We have an **issue** with the machine.  
 Do you need **clarification** about the **instructions**?

- **Matching (5-10 min)** (in the same handout)
  - Step 1: Students match words with meanings individually.
  - Step 3: Students check answers in pairs.
  - Step 4: Confirm the correct matches quickly with the class
  - Optional: Step 5: Students make one extra sentence with any of the words.

Answer key:

update → d. new information  
 progress → e. how much work is done  
 issue → h. a small problem  
 delay → g. something late  
 clarification → a. more explanation  
 instruction → f. direction on what to do  
 task → c. a piece of work  
 completion → b. when something is finished

- **Short Role-Play (10-15 min)**
  - Step 1: Read the prompts and the sample exchanges (in the same handout)

**Worker**

1. Give an **update** about a task (finished, progress, issue, or delay).
2. Ask one polite question (e.g., “What should I do next?” or “Can you give me clarification?”).

**Supervisor**

1. Ask about the **progress** of a task.
2. Give one short **instruction** (e.g., “Please call the dispatcher,” “Check the boxes,” “Write a note”).

**Sample Exchange 1**

Worker: Here is an **update**: the packing task is at completion. Can you give me clarification about the next step?

Supervisor: Good. What is the **progress** on the labeling task? Please check the boxes in aisle 3.

**Sample Exchange 2**

Worker: I have an **issue** with the machine. There is also a **delay** with the truck. What

should I do next?

Supervisor: Okay. Thanks for the update. Please call the dispatcher.

- Step 2: Ask students to work in pairs. One is the worker, the other is the supervisor.
- Step 3: Students read the prompts and practice the mini role-play, keeping to the structure.
- Step 4: If there is time, students switch roles and repeat the process.

## [20-Minute Break]

### III. Production (30-40 min)

- **Freer Role-Play (10-15 min)**

- Step 1: Write these prompts on the board:

**Worker**

1. Give an **update** about any task you choose (e.g., packing, labeling, delivery, machine check).
2. Report one **issue** or **delay**.
3. Ask one polite question (e.g., “What should I do next?” / “Can you give me clarification?”).

**Supervisor**

1. Ask about the **progress** of the task.
2. Give one **instruction** using workplace language.
3. Use one polite response (e.g., “Thanks for the update,” “I understand”).

- Step 2: Read the prompts aloud once.
- Step 3: Give students 2 minutes to plan their sentences.
- Step 4: Students work in pairs and act out the conversation.
- Step 5: Students switch roles and repeat with a different task or issue.
- Step 6: Ask 1-2 pairs to perform for the class.

- **Short Written Update (5-10 min)**

- Step 1: Write this task on the board:  
*Write a short message to your supervisor. Include:*
  - one **update** (finished, progress, or completion)
  - one **issue** or **delay**
  - one polite **question** for clarification or next steps
- Step 2: Read the task aloud.
- Step 3: Students write 2-3 sentences as if sending a WhatsApp message.
- Step 4: Students exchange messages in pairs and check:
  - Does it include an update?
  - Does it report an issue or delay?
  - Does it ask a polite question?

- Step 5: Read 2-3 strong examples aloud to the class.
- Peer feedback using simple rubrics
  - My partner's update was easy to understand.
  - My partner's message was short and clear.
  - My partner was polite:
    - The worker used one polite question.
    - The supervisor used one polite response.
- Error correction & discussion
  - Emphasize that an "issue" is a problem - Israelis tend to use it as a catch-all word when they want to address something with their supervisor that might not be really a problem.
  - When and how do you give updates like this at work? (meeting / WhatsApp / phone / supervisor)
  - Why is it important to report an issue early? (avoid problems / get help / save time)

#### IV. Wrap-Up (15 min)

- Step 1: Say to the class: "Let's practice fast updates."
- Step 2: Ask quick-fire questions one by one around the room:
  - What is your task?
  - What is the progress?
  - Is there an issue or delay?
  - What should you do next?
- Step 3: Students answer with short, clear updates using today's vocabulary.
- Step 4: End with a whole-class reflection: Ask, "What polite question can you ask your supervisor?" Students call out examples.
- Self-reflection: "What did I learn today?"
  - Can say what I am doing or have finished
  - Can ask short, polite questions (e.g., "What should I do next?")
  - Can report a minor issue or delay to my supervisor or dispatcher
  - Can ask for help or clarification in a polite way
  - Can write a short update to my supervisor in a message or note

#### Optional Independent Practice

- Step 1: Write this homework on the board:  
*Write a short WhatsApp-style update to your supervisor. Include one finished task, one issue or delay, and one polite question.*
- Step 2: Say: "Your message should be 2-3 sentences."
- Step 3: Ask students to bring their messages to the next lesson to share in pairs.

#### Notes for the Instructor

- The Warm-up has two options based on the optional practice from Lesson 25: A - if students **completed it** , B - if they **did not.**"
- Clarify vocabulary use:
  - Issue = a problem (avoid using it as a general word for "topic").
  - Clarification → use natural phrases like "ask for clarification" or "give clarification" (not "make clarification").
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 7**
  - **Lesson Number: 27**
  - **Topic: Making Suggestions to Coworkers**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can suggest a different way to do something
    - Can say if I agree or disagree politely
    - Can respond to a coworker's idea
    - Can use *let's*, *how about*, and *maybe we can* to make suggestions
    - Can write a short suggestion to a coworker in a message or note
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Suggestions Match Race Cards](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
suggestion	an idea for what to do	He made the suggestion to move the boxes.	N
idea	a thought or plan	She has a good idea for the task.	N
solution	the way to fix a problem	We need a solution for the late delivery.	N
agreement	when people say yes together	The team makes an agreement.	N
disagreement	when people do not say yes	There is a disagreement about the plan.	N
teamwork	working together	Teamwork helps us finish faster.	N
option	a possible choice	We have two options for the delivery.	N
decision	the final choice	The manager makes the decision.	N

## Lesson Structure (PPP)

- **Warm-Up (15 min):**
  - Step 1: Write 3-4 short workplace problems from Lesson 26 on the board, for example: “The boxes are still in the warehouse,” “The driver is late,” “The computer isn’t working”
  - Step 2: Put students in pairs
  - Step 3: Tell pairs to choose one problem and explain it in their own words (no solutions yet)
  - Step 4: Ask a few pairs to share with the class
  - Step 5: Ask the class which problem is the most urgent
  - Step 6: Elicit potential solutions and write on the board target phrases if they come up naturally (e.g., maybe we could, etc.)

## I. Presentation (30-40 min)

- **Vocabulary Introduction (10-15 min)**
  - Step 1: Write the 8 words on the board: suggestion, idea, solution, agreement, disagreement, teamwork, option, decision
  - Step 2: Say each word out loud, ask students to repeat together
  - Step 3: Give a short definition or example for each word, for example:
    - suggestion = a way to say what we can do
    - idea = a thought about something
    - solution = the answer to a problem
    - agreement = when people think the same
    - disagreement = when people think different
    - teamwork = working together as a group
    - option = a choice we can make
    - decision = the final choice we make
  - Step 4: Check meaning:
    - Is a solution before or after a problem? (after)
    - Is an agreement when people say yes or no together? (yes)
    - Is teamwork one person or many people? (many)
    - Is a decision before or after the options? (after)
  - Step 5: Write two short example sentences on the board:
    - “That’s a good suggestion”
    - “We need to make a decision.”
  - Step 6: Underline the vocabulary words
  - Step 7: Ask students to copy the vocabulary into their notebooks and draw a small symbol for each word (e.g., lightbulb for idea, two hands together for teamwork, checkmark for decision)
- **Function Focus: Making Suggestions (10-15 min)**
  - Step 1: Write one problem on the board: “The driver is late.”
  - Step 2: Ask: What can we do? Let students give ideas in their own words

- Step 3: Say: In English, we use a phrase to make a suggestion. Write on the board: "Maybe we can \_\_\_\_." Leave a blank.
  - Step 4: Ask: What can we put in the blank? Elicit: call him → complete: "Maybe we can call him."
  - Step 5: Repeat with a new problem:
    - "The boxes are still in the warehouse."
    - Write: "Let's \_\_\_\_." Leave a blank.
    - Elicit: move them → complete: "Let's move them now."
  - Step 6: Repeat with another problem:
    - "The computer isn't working."
    - Write: "How about \_\_\_\_?" Leave a blank.
    - Elicit: using another computer → complete: "How about using another computer?"
  - Step 7: Circle the three suggestion frames: "Let's... / Maybe we can... / How about...?"
  - Step 8: Drill the three suggestion phrases with choral repetition
  - Step 9: Teach responses by writing: "Good idea / I'm not sure / That could work" under the problems
  - Step 10: Say each response out loud, ask students to repeat together
  - Step 11: Check understanding:
    - Can I say "let's" when I am alone? (No)
    - Which phrase shows strong agreement? (Good idea / That could work)
    - Which phrase shows not full agreement? (I'm not sure)
- **Model Dialogue (5-10 min)**
    - Step 1: Read the following dialogues to the class:
 

Dana: The boxes are still in the warehouse.  
Alon: Let's move them to the loading dock now.  
Dana: Good idea.

Alon: The driver is late again.  
Dana: Maybe we can call him.  
Alon: I'm not sure. He usually doesn't answer.  
Dana: How about sending a message?  
Alon: That could work.
    - Step 2: Read again one at a time and ask students:
      - What is the first problem? (The boxes are still in the warehouse)
      - What does Alon suggest? (Move them to the loading dock)
      - Does Dana agree? (Yes)
      - How do you know? (Because she says "Good idea")
      - What is the second problem? (The driver is late)
      - What suggestion does Dana give first? (Call him)
      - Does Alon agree? (No, he isn't sure)

- What other suggestion does Dana give? (Send a message)
- Does Alon agree with this idea? (Yes)
- How do you know? (He says *that could work*)

## II. Practice (30-40 min)

- **Suggestion Match Race (5-10 min)**
  - Step 1: Put students in pairs or small groups.
  - Step 2: Give each group a set of mixed *Suggestions Match Race Cards*
  - Step 3: Tell students they must race to match each suggestion with a logical response.
  - Step 4: The first group to finish raises their hand. Check their matches with the class.
  - Step 5: After checking, ask each group to read aloud one matched pair with correct intonation.
  
- **Role-play using target language (12-15 min)**
  - Step 1: Write on the right side of the board the frames:
    - “Let’s... / Maybe we can... / How about...?”
    - “Good idea / I’m not sure / That could work”
  - Step 2: On the left side Write 3 short workplace problems on the board:
    - the printer is out of paper
    - the shelves are too full
    - One of the pallets is broken
  - Step 3: Put students in pairs. Assign:
    - Student A = the worker with the problem
    - Student B = the coworker giving suggestions
  - Step 4: Student A reads one problem from the board aloud
  - Step 5: Student B must make a suggestion using one of the frames
  - Step 6: Student A must answer using one of the responses
  - Step 7: Switch roles and repeat with another problem
  - Step 8: Continue until both students have practiced all three problems in both roles
  
- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

- **Suggestion Circle Game (10-15 min)**
  - Step 1: Write 5-6 new workplace problems on the board:
    - the forklift is low on fuel
    - the shelves are messy
    - the order papers are missing
    - the break room is dirty
    - the boxes are blocking the exit
    - the delivery is too heavy for one person
  - Step 2: Put students in small groups

- Step 3: One student reads a problem from the board
  - Step 4: The next student must make a suggestion using one of the target phrases: “Let’s... / Maybe we can... / How about...?”
  - Step 5: The next student must respond with one of the response phrases: “Good idea / I’m not sure / That could work”
  - Step 6: Continue until 3-4 suggestions and responses are made for the same problem
  - Step 7: Change the problem and start again with the next student
- **Written Simulation (10-15 min)**
    - Step 1: Put students in pairs
    - Step 2: Give each pair a scenario card with a workplace issue, for example:
      - The labels are missing on an urgent shipment.
      - The delivery van is already full, but more boxes are waiting.
      - The computer system is very slow today.
      - The scanner stopped working during inventory.
      - The shelves in the warehouse are too full.
      - The forklift is low on fuel before a big delivery.
      - The break room is messy and dirty.
      - The boxes are blocking the emergency exit.
    - Step 3: Tell students to write a short message or note to a coworker with 2-3 suggestions using “Let’s... / Maybe we can... / How about...?”
    - Step 4: Ask pairs to exchange their notes with another pair
    - Step 5: Each pair reads the note they received and writes short responses under each suggestion: “Good idea / I’m not sure / That could work”
    - Step 6: Ask a few pairs to read aloud one suggestion and one response from their exchange
  - Peer feedback using simple rubrics
    - My partner used a correct suggestion phrases (Let’s / Maybe we can / How about)
    - My parter wrote a clear and simple suggestion related to the problem
    - My partner responded politely to the suggestions (Good idea / I’m not sure / That could work)
  - Error correction & discussion

#### **IV. Wrap-Up (15 min)**

- Step 1: Ask students to think back to all the problems they saw today
- Step 2: Tell each student to choose one problem they liked best.
- Step 3: Ask them to write one suggestion for that problem in their notebook using “Let’s / Maybe we can / How about.”
- Step 4: Then tell them to write one short, polite response under it.
- Step 5: Put students in small groups. Each student reads their suggestion + response aloud.

- Step 6: Group members give quick feedback: Was the suggestion clear? Was the response polite?
  - Step 7: Each group chooses the best suggestion from their table and writes it on the board.
  - Step 8: Read the suggestions on the board together. Ask: Which ones are most useful for real work? Which ones sound the most polite?
  - Step 9: Circle or star 2-3 top suggestions as “Today’s Best Ideas.”
- Self-reflection: “What did I learn today?”
    - Can suggest a different way to do something
    - Can say if I agree or disagree politely
    - Can respond to a coworker’s idea
    - Can use *let’s*, *how about*, and *maybe we can* to make suggestions
    - Can write a short suggestion to a coworker in a message or note
- 

### **Optional Independent Practice**

- Write a short note to a coworker about one problem you had at work this week (real or imagined). Use at least two suggestions (Let’s / Maybe we can / How about) and one polite response.

### **Notes for the Instructor**

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 7**
- **Lesson Number: 28**
- **Topic: Talking about work problems with the team**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can describe a small problem at work
  - Can say how it affects my task
  - Can talk with a coworker about a work problem and ask for help or ideas
  - Can explain what I think we should do next

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [What's the problem?](#)
  - [Vocabulary](#) x per student
  - [Talking about problems - Practice](#) - x per student
- Audio/Video Files: [if applicable]
- Required Tech / Supplies:
  - Markers/Board
  - **A large sheet of paper or poster paper** (x number of groups for the mini-project)
  - **Sticky notes** for wrap-up

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
problem	something wrong	There is a problem with the order.	N
mistake	something done wrong	There is a mistake in the report.	N
confusion	not understanding clearly	There is confusion about the schedule.	N
support	help from others	I ask my coworker for support.	N
feedback	comments to improve	The supervisor gives me feedback.	N
next step (review)	the action after this	What is the next step for the delivery?	N

discussion	talking together	We have a discussion about the problem.	N
solution (review)	the way to fix a problem	The solution is to call the customer.	N

### Lesson Structure (PPP)

- **Warm-Up - What's wrong with the picture? (15 min)**

- Step 1: Show *What's the problem?* (e.g., broken pallet, blocked aisle, missing label, spilled box).
- Step 2: Ask: *"What's the problem?"* → students describe in short sentences.
  - Example: *"The box is broken."* / *"The aisle is blocked."*
- Step 3: Do a quick brainstorm → write key words on the board (e.g., broken, missing, wrong, problem, late, etc.).
- Step 4: Ask students to write these in their notebooks

### I. Presentation (30-40 min)

- Vocabulary Introduction

#### Introducing Problems (10-15 min)

- Step 1: Show the same problem pictures from the warm-up. Point to one and say: The aisle is blocked. Add: We can also say: There is a problem with the aisle.
- Step 2: Write on the board: There is a problem with \_\_\_\_.
- Step 3: Drill with 2-3 pictures (students say full sentences).
- Step 4: Extend sentences to explain what is wrong. Show a picture and elicit: There is a problem with the pallet. It is broken.
- Step 5: Write on the board: There is a problem with \_\_\_\_ . It is \_\_\_\_ (broken / missing / late / heavy).
- Step 6: Drill short substitutions: The pallet is broken. The label is missing. The truck is late. The boxes are heavy.
- Step 7: Check meaning with quick questions:
  - If the label is missing, is it on the package? (No)
  - If the scanner is broken, can you use it? (No)

#### Explaining Effects (5-10 min)

- Step 8: Model how to explain the effect.
  - Say: There is a problem with the scanner. I can't print the labels.
  - Write on the board: I can't + action.
  - Give another model: There is a problem with the truck. I can't send the boxes today.
- Step 9: Students repeat chorally.
- Step 10: Ask: What happens when something is broken or missing? What can't you do? Elicit 2-3 more examples from students and write them on the board.

### **Suggesting Solutions (10-15 min)**

- Step 11: Model a solution.
  - Say: There is a problem with the aisle. We should move the boxes.
  - Write on the board: We should + action.
- Step 12: Add two more examples: We should call IT support. / We should print a new label.
- Step 13: Students repeat chorally.
- Step 14: Display the short dialogue:
 

Dana: There is a problem with the scanner.  
Alon: Oh no. Can you finish the task?  
Dana: No, I can't print the labels.  
Alon: Hmm... We should call IT support.
- Step 15: Read the dialogue once. Ask comprehension questions:
  - What is the problem? (Scanner)
  - What can Dana not do? (Print labels)
  - What should they do? (Call IT)
- Step 16: Class repeats each line chorally.
- Step 17: On the board, summarize the three steps:
  - Problem: There is a problem with \_\_\_\_
  - Effect: I can't \_\_\_\_
  - Next step: We should \_\_\_\_
- Step 18: Ask: When you have a problem at work, what 3 things can you say?
- Step 19: Students chorus the three structures together.

### **II. Practice (30-40 min)**

- Distribute *Talking about problems - Practice*
  - Step 1: Review the worksheet with the students.
    - Problem Effect Matching: they need to draw lines to match each problem with the correct effect.
    - Fill in the blanks: they need to complete the sentences with the correct word from the word bank.
    - Make Sentences: they need to write sentences based on the problems and descriptions given. They need to write full sentences using the frame. Example: There is a problem with the scanner. It is broken.
  - Step 2: Review answers as a class
  - Step 3: Explain the last exercise on the worksheet:
    - Mini-Dialogues: they work with a peer to write the mini-dialogues using the frame and the prompts showing problem, effect, and solution. Then they act out the dialogues.
  - Step 4: Monitor & support. If time, ask for volunteers to read a couple of dialogues

### **[20-Minute Break]**

### **III. Production (30-40 min)**

- **Unit's Mini-Project: Team Talk Poster** - Students create a simple poster with useful workplace communication phrases, such as how to ask for help, give an update, or make a suggestion. They include 2-3 sample sentences labeled with the person to whom each phrase is used (coworker, supervisor, dispatcher).
  - Step 1: Tell students they will work in small groups to create a poster. The poster will show useful phrases for communication at work.
  - Step 2: Show an example on the board. Draw three columns labeled 'Coworker,' 'Supervisor,' and 'Dispatcher.' Write one phrase under each. For example:
    - coworker → can you help me with this box?
    - supervisor → I finished the task
    - dispatcher → the truck is late.
  - Step 3: Give each group a large sheet of paper or poster paper.
  - Step 4: Ask groups to draw the three columns: coworker, supervisor, dispatcher.
  - Step 5: Write the following prompts on the board:

What to say to:

- coworker → can you ... ? / I finished ...
- supervisor → there is a problem ... / the next step is ...
- dispatcher → the truck is ... / we should ...

Remember

problem → effect → solution / next step

- Step 6: Groups need to choose at least two phrases for each column. They write the phrase and one or two sample sentences.
  - Step 7: Circulate and check that phrases are clear and polite.
  - Step 8: Each group posts its poster on the wall.
  - Step 9: Students walk around and read other posters. Ask them to pick one new phrase they like.
- Peer feedback using simple rubrics  
Give feedback to one or two groups:
    - Clarity - the poster is easy to read and understand.
    - Content - the group used two useful phrases.
  - Error correction & discussion
    - Polite vs direct phrases - and use for each role.
    - Correct sentence frames from posters as needed
    - Ask: Which phrases are most useful for your job? Which phrases will you try to use this week?

**IV. Wrap-Up (15 min)**

- Review vocabulary and objectives
  - Step 1: Write three categories on the board: requests, updates, problems/solutions.
  - Step 2: Ask students to work in pairs and think of one good phrase from each category.

- Step 3: Pairs write their 3 phrases on sticky notes (or small slips of paper).
  - Step 4: Collect and post them on the board under the three categories.
  - Step 5: As a class, read through them quickly and ask: Which phrases are most useful for you at work? Which ones will you try to use this week?
- 
- Self-reflection: “What did I learn today?”
    - Can describe a small problem at work
    - Can say how it affects my task
    - Can talk with a coworker about a work problem and ask for help or ideas
    - Can explain what I think we should do next
- 

### **Optional Independent Practice**

- Write up a list of the phrases that you want to use this week and:
  - Think ahead about the situations you could use them
  - Listen carefully to others in those situations that might use those phrases

### **Notes for the Instructor**

- There are special supplies required for this lesson - check out the materials section above
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 8**
- **Lesson Number: 29**
- **Topic: Simulation Task Preparation and Role Assignment**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can choose a workplace task I feel confident doing
  - Can make notes about what I want to say
  - Can plan and prepare with my group
  - Can review the vocabulary and expressions I need

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Simulation Planning Sheet](#) x per student
  - [Task Cards](#) - make several copies to have in case multiple groups select the same task
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

**Course Summary (for reference only)**

Unit	Topics	Key Vocabulary	Key Functions
Roles and Routines	Describing roles, responsibilities and tools	Barcode, Box cutter, Cart, Clipboard, Delivery, Department, Dispatcher, Forklift, Inventory, Label, Pallet, Responsibility, Safety vest, Schedule, Supervisor, Task, Warehouse, Worker.	Asking to borrow, asking for help, asking to learn, offering help, and asking permission
Work Schedules and Times	Talking about shift schedules, availability, preferences	Arrive, Break, Cover a shift, Day shift, Early shift, Leave, Night shift, Overtime, Rotation, Schedule, Shift, Start time.	Asking to change shifts
Workplace Instructions and Safety	Following instructions, understanding safety signs and procedures, asking for clarification, and reporting workplace incidents.	Clean up, Danger, Emergency exit, Equipment, Fire extinguisher, Follow, Gloves, Goggles, Hard hat, Instruction, Report, Rule, Safe, Safety, Sign, Spill, Stop, Take, Use, Warning, Wear.	Asking for clarification Confirm instructions Warning phrases (e.g, watch out, be careful, etc.)
Moving Goods and	Describing packages and	Aisle, Box, Contents,	Talking about stock

Packages	items, using measurement vocabulary, filling documents, reporting issues, and proposing solutions.	Loading dock, Pack, Package, Quantity, Shape, Size, Storage room, Weight.	Giving directions Giving Bad News Politely
Customer Service and Phone Communication	Responding to customer and coworker requests, handling complaints, and using clear, polite phone communication.	Answer, Call back, Confirm, Customer, Department, Extension, Feedback, Greeting, Hold (on the line), Leave a message, Message, Mistake, Phone, Polite, Problem, Repeat, Spell, Support, Wrong number.	Polite phone language to identify needs, answer questions, and take a message
Shipping	Learning basic shipping terms and documents.	Address, Carrier, Customs, Delivery date, Delay, In transit, Out for delivery, Receiver, Shipment, Shipper, Tracking number, Truck.	Asking and giving shipment information Checking on Status
Communication at Work	Making requests, giving updates, reporting issues, and giving feedback to coworkers and supervisors.	Confusion, Discussion, Feedback, Help, Mistake, Next step, Problem, Request, Solution, Support.	Asking for help, Responding to requests, Giving updates, Making suggestions Talking about problems

### Lesson Structure (PPP)

- Warm-up:
  - Mention the next few lessons are the last 4 in the course and explain to them they will do a final mini-project:

#### **“Workplace Simulation and Feedback”**

Students complete a simulation activity that involves tasks from Units 1-7 (e.g., taking a phone message, giving a short update, reporting a delivery issue).

### I. Presentation

#### ● Vocabulary Review (40 min)

4 rounds to make it dynamic - *Use the topics column above to remind students about some of the topics in the categories if they get stuck.*

#### **Round 1 (~ 10 min)**

- Step 1: Divide the class into teams.
- Step 2: Give them the instructions: each team has to write as many words as they can in 2-3 minutes for each category. Scoring: 1 point per correct word, 2 points if no other team wrote it.

- Step 3: Call out Categories one at a time: (Units 1-3):
  - *Jobs and Roles* (Unit 1) → e.g., supervisor, warehouse, dispatcher, task
  - *Work Schedules* (Unit 2) → e.g., night shift, overtime, cover a shift
  - *Safety and Instructions* (Unit 3) → e.g., fire extinguisher, goggles, follow, warning
- Step 4: Once all categories are finished, the teams take turns reading all their words for a given category. If another team came up with the same word, they say, “we have that.”
- Step 5: Each team self-scores, and the winner can be announced

### Round 2 (~ 8 min)

- Step 1: Ask students to stand in a circle
- Step 2: Call out a theme (see list of categories for this game below)
- Step 3: Each student must say one word in 5 seconds or sit down. No repeats!
- Step 4: Last one standing wins the game!

Categories for this round:

- *Packages & Goods* (Unit 4) → e.g., package, contents, storage room, aisle
- *Customer Service on the Phone* (Unit 5) → e.g. greeting, call back, wrong number, polite
- *Shipping & Tracking* (Unit 6) → e.g., customs, tracking number, delay, delivery date

### Round 3 (~ 10 min)

- Step 1: Tell the students this time, the category is not just a word, but a **function** (what you do in English). Each student/team needs to give a phrase that matches.
- Step 2: Call out the functions:

Categories (Unit 7 + functions from the course):

- *Making a Request* → e.g., “Can you help me?” / “Could you repeat that?”
- *Reporting a Problem* → e.g., “There is a mistake in the delivery.” / “We have a safety issue.”
- *Giving Feedback* → e.g., “Good job with the report.” / “Next time, speak more clearly.”

### Round 4 (~8 min)

- Step 1: Write “Word Wall” on the board
- Step 2: Tell the class you want to hear as many words as they can remember.
- Step 3: The whole class shouts out words and phrases from *any unit*, and you write them fast on the board.
- Step 4: After a few minutes (decide based on how engaged students are), step back and tell everyone to admire all they have learned

## II. Practice (20 min)

- Introducing the Simulation

- Step 1: Explain: “Next lessons, you will do a real workplace simulation with tasks from Units 1-7. That means: you will act like you are at work.
  - You will use English to do real tasks we studied — like reporting a problem, calling a customer, giving an update, or asking for a schedule change.
  - Each of you will have a role: supervisor, worker, customer, dispatcher.
  - You will work in groups.”
- Step 2: Write on the board:
  - Possible tasks**
  - Incident Report
  - Delivery/Shipment Update
  - Explaining to a Customer
  - Workplace Safety Talk
  - Shift Handover
  - Stock or Equipment Problem
- Step 3: Model a mini-example with a student (30 sec role-play):
  - “Hello, this is the warehouse. There is a problem with the delivery.”
  - Student: “What happened?”
  - “The truck is late. It will arrive at 3:00.”
  - Student: “Thank you for the update.”
- Step 4: Ask comprehension questions:
  - “What was my task?” “What information did I give?”
- Step 5: Elicit and write a mini language bank on the board under four headings:
  - Openings = “Hello, this is...”, “Good morning...”,
  - Information = time, place, order number
  - Polite phrases = “Could you repeat that?”, “Please note...”,
  - Next steps = “I will send an email.” “Please call back at...”.

## [20-Minute Break]

### III. Production (40-45 min)

- Picking up a task:
  - Step 1: Students look at the possible tasks listed on the board and each pick one they feel confident with.
  - Step 2: Students write the key vocabulary for their task in their notebooks
- Group organization:
  - Step 1: Put students into groups by tasks
  - Step 2: They review their vocabulary together
  - Step 3: Hand out the *Task card* to each group. They need to assign roles
  - Step 4: Hand out *Simulation Planning Sheet* - Students need to complete individually
  - Step 5: Each student reads aloud their planning notes to the group
  - Step 6: The group needs to come to an agreement on the order of speaking (who starts, who responds, who closes)
  - Step 7: Ask students to practice the opening lines of their role (e.g., “Hello, this is...”, “I need to report...”)

*Circulate and listen, check if students are using correct role language, give short corrections (ongoing)*

- Peer feedback:
  - My partner said their role clearly (I am the dispatcher...)
  - My partner said their first line for their task (I need to report a problem... I want to ask for a schedule change...)
  - My partner's opening was clear and polite (Hello, this is... Good morning...)

#### **IV. Wrap-Up (15 min)**

- Step 1: Write three headings on the board: Role / Task / Phrase.
  - Step 2: Go group by group: each group shares one opening line they plan to use in the simulation.
  - Step 3: Highlight strong examples on the board so everyone sees a mini “bank” of openings.
  - Step 4: End with a quick pair reflection: “Tell your partner one phrase you will definitely use in the simulation.”
  
  - Self-reflection: “What did I learn today?”
    - Can choose a workplace task I feel confident doing
    - Can make notes about what I want to say
    - Can plan and prepare with my group
    - Can review the vocabulary and expressions I need
- 

#### **Optional Independent Practice**

- Review planning notes and practice things their role might say

#### **Notes for the Instructor**

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 8**
  - **Lesson Number: 30**
  - **Topic: Workplace Simulation (Part 1)**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can take part in a short workplace simulation and give clear details about a task or problem.
    - Can communicate clearly in a workplace role-play
    - Can respond to simple questions and follow instructions during a workplace exchange.
    - Can work in a group to prepare and complete a workplace simulation in English.
- 

### Materials

- Handouts / Worksheets: [Links or attachments]
  - [Simulation Feedback](#) x per student
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

### Lesson Structure (PPP)

- **Warm-Up (15 min):**
  - Step 1: Divide the class into pairs.
  - Step 2: On the board, write the 3 headings: **Report / Update / Request.**
  - Step 3: Say a short workplace *situation*, but not in sentence form — just keywords  
Example: “*Boxes / broken / aisle 4*”
  - Step 4: Model what it could look like based on the different categories:
    - Report: *The boxes in aisle 4 are broken*
    - Update: *We need more boxes in aisle 4*
    - Request: *Can you bring some boxes to aisle 4, please?*
  - Step 5: Give the class a new situation and a category (see sample ideas below). Rotate through 6-8 examples quickly so it feels like a game
    - *Need / check / delivery date.* → “Make a **Request.**”  
“*Can you check the delivery date?*”
    - *Boxes / missing / warehouse*” → **Make a Report.**  
• “*The boxes are missing in the warehouse.*”
    - “*Order / late / customer waiting*” → **Make an Update.**  
• “*The order is late and the customer is waiting.*”
    - “*Machine / not working / packing area*” → **Make a Report.**  
• “*The machine is not working in the packing area.*”
    - “*Need / someone / clean spill*” → **Make a Request.**  
• “*Can you send someone to clean the spill?*”

- “Delivery / arrived / 9 a.m.” → **Make an Update.**
  - “The delivery arrived at 9 a.m.”
- “Need / confirm / shipping address” → **Make a Request.**
  - “Can you confirm the shipping address?”

### I. Presentation (15 min)

- Step 1: On the board, make a **Phrase Bank** with 3 columns:
  - **Starting:** *I want to report... / I need to update you... / I have a question about...*
  - **During:** *The problem is... / The next step is... / Can you confirm...?*
  - **Closing:** *That’s all for now. / Thank you for your support. / Please let me know if...*
- Step 2: Do a **mini-demo** with a student volunteer (30-45 seconds).
 

**Warehouse Worker:** Hello. I want to report an accident.  
**Shift Supervisor:** Okay, what happened?  
**Warehouse Worker:** A box fell in aisle 3 this morning. It broke open and the items are on the floor.  
**Shift Supervisor:** Who was there?  
**Warehouse Worker:** I saw it, and Maria helped me pick up the items. Can you tell me the next step?  
**Shift Supervisor:** Yes. Please write an incident report and call maintenance.  
**Warehouse Worker:** Okay, I will do that. Thank you.
- Step 3: Ask the class: *What was the opening? What details did you hear? What question was asked? How did they close the conversation?*
- Step 4: Remind students: *“In your simulation, you need to include an opening, details, at least one question/answer, and a closing.”*

### II. Practice (30 min)

- Step 1: Divide into the task groups from the previous lesson. Say: “Look at your planning sheet and task card. Review your roles and your notes, especially your opening line and main details.”
- Step 2: Ask the groups to choose 2-3 useful sentences from the Phrase Bank on the board and copy them into their planning sheet. *Circulate to help them adapt phrases to their task.*
- Step 3: Tell the groups to practice their whole simulation quietly at their tables. Remind them: “Include opening, details, one question, and a closing.” *Circulate, listen, and give quick corrections.*
- Step 4: Interrupt groups during rehearsal with a curveball question:
  - Incident Report: Who saw it happen?
  - Delivery Update: When will the delivery arrive?
  - Customer Call: Can you confirm the delivery date?
  - Safety Check: Who is responsible to fix it?
  - Shift Handover: When should the task be finished?
  - Warehouse Issue: How many items are missing?

Groups must respond in role. After each drill, remind them: “In the real simulation, you may get an unexpected question.”

- Step 5: Groups run through their simulation one more time, making adjustments from the curveball drills. *Encourage them to practice smooth turn-taking and avoid reading directly from notes. Notes are allowed for planning, but they should speak without reading (prompt cards ok)*

## [20-Minute Break]

### III. Production (30 min)

#### Performances

- Step 1: Assign the order of the groups. Ask for volunteers or draw lots so everyone knows when they will perform.
- Step 2: Tell students that each group will receive feedback from another group. (e.g., Group 1 performs, Group 2 observes, Group 3 observes, etc.). Inform them that each observer group fills out one rubric together. Hand out: *Simulation Feedback*
- Step 3: The group performs their full simulation in front of the class. Keep each simulation to about 5-7 minutes.
- Step 4: After the performance, the observer group will give feedback: one positive comment and one suggestion. *Add one quick comment yourself.*
- Step 5: Continue until all groups have performed. *If the class is large, limit each performance to 5 minutes*

### IV. Digital Tool (45 min)

- 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.

### V. Wrap-Up (15 min)

- Step 1: Ask students to look back at their group performance today. Say: “Think of one thing your group did well, and one thing you want to improve next time.” *Give them one minute to think.*
  - Step 2: Call on a few groups to share their answers briefly. Write 3-4 useful phrases or strategies on the board (for example: “We included details,” “We need a stronger closing”).
  - Step 3: Summarize the common strengths and areas for improvement. Say: “Next class you will do the simulation again, but with more details and new challenges. You will also get unexpected questions, so be ready to respond.”
  - Step 4: End by reminding them of the structure: “Remember: opening, details, question and answer, closing. This is what we will practice again.”
- Self-reflection: “What did I learn today?”

- Can take part in a short workplace simulation and give clear details about a task or problem.
  - Can communicate clearly in a workplace role-play
  - Can respond to simple questions and follow instructions during a workplace exchange.
  - Can work in a group to prepare and complete a workplace simulation in English.
- 

### **Optional Independent Practice**

- Write a short **message** (not a full email) to your **supervisor** about what happened in your simulation. Include: what the problem or situation was, what you did, and what happened next.

### **Notes for the Instructor**

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
  - **CEFR Level: A2**
  - **Unit Number: 8**
  - **Lesson Number: 31**
  - **Topic: Simulation Part 2 and Peer Feedback**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can give helpful feedback to a partner
    - Can listen to feedback and use it to improve
    - Can identify what went well and what I can do better
- 

### Materials

- Handouts / Worksheets: [Links or attachments]
  - [Peer Feedback Checklist](#) x per student
  - [What if?](#) x 1 (for you)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Markers/Board

### Lesson Structure

- **Warm-Up (10 min):**
  - Step 1: Write on the board: “I liked when you... / Good job with... / Next time, try to...”
  - Step 2: In pairs, students practice giving one piece of simple workplace feedback about easy tasks (e.g., “Good job with your clear report”).
  - Step 3: Switch partners once to repeat with a new example.
  - Step 4: Ask 2-3 volunteers to share their examples with the whole class.

#### I. Presentation (10-15 min)

- Step 1: Review the board phrases and elicit meaning:
  - When do we say “Good job with...”? (positive feedback)
  - What does “Next time, try to...” mean? (suggestion for improvement)
- Step 2: Model 2 short examples using natural tone and rhythm.
- Step 3: Students personalize one example.
- Step 4: Check comprehension:
  - Are we talking about something that already happened or something in the future?
  - Is this polite or direct?

#### II. Practice (60 min)

- **Round 1 Simulation (~ 6-7 min per group)**
  - Step 1: Groups repeat their simulation task from Lesson 30
  - Step 2: Ask them to consider the feedback they received and to expand slightly, adding one new detail or example not included last time.

- Step 3: Observers use the *Peer Feedback Checklist* to take notes and prepare to give feedback by noting one strength and one suggestion.
- **Feedback Round 1 (~4-5 per group)**
  - Step 1: After the run, the observers meet for 1-2 minutes and agree on a short **team debrief** (one strength + one suggestion).
  - Step 3: The review team shares this debrief aloud, using the board phrases (“I liked when you... / Good job with... / Next time, try to...”).
  - Step 4: If time allows, each observer adds one extra short spoken comment (optional, not required).
  - Step 4: The performing group notes down one thing to keep and one thing to change.
  - Step 5: Move directly to the next group’s simulation + feedback.

### [20-Minute Break]

### III. Production (~70-80 min)

- **Round 2 Simulation - Role Rotation (~8-9 min per group)**
  - Step 1: Groups repeat the same task, swapping roles (worker ↔ supervisor).
  - Step 2: As each group finishes their simulation, ask them a question from *What if...?*
  - Step 4: The group replays just one short part of their simulation (1-2 turns each) with the curveball twist added.
- **Feedback Round 2 (~3-4 min per group)**
  - Step 1: Observers take notes during the simulation, focusing on how clearly the group performed (opening, details, answer, closing).
  - Step 2: After the run, the observers act as “supervisors,” giving feedback: one positive point and one directive for improvement.
  - Step 3: They deliver the feedback in workplace language, using the board starters: “I liked when you... / Good job with... / Next time, try to...”
  - Step 4: The performing group responds as workers would, with a short reflection: “Next time, we will try to...”
- **Round 3: Mini-Challenge - Curveball Run (~6-7 min per group)**
  - Step 1: Say: “Now we will do a short replay only (2-3 turns each), focus on the key moment of your original task”
  - Step 2: Choose Group 1 and confirm roles
  - Step 3: Start the short replay (no notes while speaking)
  - Step 4: After 2-3 turns, interrupt with one curveball from the *What if? Handout*
  - Step 5: Signal “continue” and let the group handle the twist for ~30-60 seconds
  - Step 6: If handled quickly, add a second curveball of a different type (detail request, comprehension check, emotion, or constraint)
  - Step 7: Stop after ~2 minutes total and run a micro-debrief: performers say one line each, starting with “Next time, we will try to...”
  - Step 8: Observers give two quick comments using the board phrases (one positive, one suggestion) and tick the communication checklist
  - Step 9: Rotate to the next group and repeat Steps 4-8 with a different curveball type than the previous group

#### IV. Wrap-up (15 min)

- Step 1: Each student writes two lists in their notebook: “Keep Doing” and “Do Better.”
  - Step 2: In pairs, students share one item from each list.
  - Step 3: Whole-class reflection framed as a workplace debrief: ask “What was clear today?” and “What do we need to improve next time?”
  - Step 4: Write 3-4 student answers on the board under “Keep Doing” and “Do Better.”
  
  - Self-reflection: “What did I learn today?”
    - Can give helpful feedback to a partner
    - Can listen to feedback and use it to improve
    - Can identify what went well and what I can do better
- 

#### Optional Independent Practice

- Feedback Journal
  - Ask students to write **four short sentences** in their notebooks using the target feedback language from class. Two about things they did well (“I liked when I...” / “I did a good job with...”) and two about things they want to improve (“Next time, I will try to...”)

#### Notes for the Instructor

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: English for Commerce and Logistics**
- **CEFR Level: A2**
- **Unit Number: 8**
- **Lesson Number: 32**
- **Topic: Final Reflection and Next Steps**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - Can describe what I learned in this course
  - Can talk about my strengths and challenges in English
  - Can set goals for continuing to learn English

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Final self-assessment checklist](#) x per student
  - *Course Certificate* x personalized per student (See instructions and link in the Instructor Notes below)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies:
  - Markers/Board
  - Large sheet or poster paper (x groups of 3-4 students)
  - Sticky notes (x 5 per student)

**Lesson Structure**

- **Warm-Up and Looking Back (30 min)**
  - Step 1: Write on the board: “At the start of the course, I could...” / “Now I can...”
  - Step 2: Students brainstorm in pairs examples of what they couldn’t do before but can do now (e.g., talk about schedules, describe packages, make polite requests)
  - Step 3: Share in a quick class round (“Now I can...” statements).

Optional support: Write on the board the list of unit titles/mini-projects as prompts:

Title	Mini-Project
Roles and Tasks	Job Description
Work Schedules and Times	Shift Schedule and Handover Note
Workplace Instructions and Safety	Safety Brief and Incident Report
Moving Goods and Packages	Inventory & Issue Report
Customer Service and Phone Communication	Sample Call Script
Shipping	Shipment Plan
Communication at Work	Team Talk Poster

## I. Presentation - Self-Assessment & Reflection (40 min)

- Step 1: Give students a *Final Self-Assessment Checklist* (with “I can...” statements from the course goals).
- Step 2: Tell them to mark (✓) for things they know and (!) for things that are still hard. Tell them to also write one example sentence or situation for each. Give examples:
  - I can request a schedule change and give a simple reason.
    - ✓ “Can I change shifts on Friday? I have a doctor’s appointment.”
    - or
    - ! “I don’t always know how to explain my reason in English.”
- Step 3: Once finished, divide the class into small groups to compare results and discuss
- Step 4: Whole-class share: Ask students to share one thing from the checklist that felt **easy to learn** and one thing that still feels **difficult**.

**[5 minutes break] (see note below)**

## II. Practice - Top 5 List Creation (35 min)

- Step 1: Put students in small groups of 3-4
- Step 2: Write on the board “Top 5 Things We Learned in This Course”
- Step 3: Tell groups to make a list of their five most useful or favorite things they learned (could be vocabulary, phrases, activities, or skills). Give them some examples:
  - “Heavy, light, big, small - now I can talk about packages!”
  - “Don’t forget your helmet!”
  - “Day shift, night shift, overtime - I can explain my schedule.”
  - “Could you please help me?” - a phrase I will use a lot.
  - “Aisle 3, loading dock - now I know where things are.”
- Step 4: Ask each group to choose one student to write their list on a large sheet or poster paper, decorate it with simple drawings or symbols, and give it a title
- Step 5: When finished, ask groups to put their posters on the wall/table
- Step 6: Give each student 3 stickers or sticky notes and tell them to walk around, read the lists, and add a mark to the ideas they also liked or agreed with
- Step 7: After the gallery walk, ask groups to sit down
- Step 8: Ask a few volunteers to share one item from their list that got a lot of marks
- Step 9: Lead a short whole-class discussion: Which things appeared on many lists? Which were surprising or unique?
- Step 10: Congratulate the class on their shared learning and highlight the variety of useful skills they developed

## III. Production - Next Steps & Goal Setting (35 min)

- Step 1: On the board, write “My next goal in English is...” as a title and underneath write:
  - My strength is...
  - My challenge is...

- My next goal is...
    - One way I can practice is...
  - Step 2: Students write their own and then share with a partner
  - Step 3: Ask students to write their goals on a sticky note
  - Step 4: Draw a tree on the board and have students place their goal sticky notes on it.
  - Step 5: Take photos of the students' "goal tree"
- **Wrap-up & Closing (30 min)**
    - Step 1: Class circle: each student shares one sentence: "One thing I am proud of is..."
    - Step 2: Short thank-you/celebration (certificates, photos (if permitted), applause).
    - Step 3: Share some apps, resources, and practice ideas. Encourage them to keep on learning
    - Step 4: Thank them for participating in the course and tell them how proud you are of their progress

### Notes for the Instructor

- Give them a quick break before the practice section. Save the rest of the time for the certificate awards and celebration.
- **Certificate of Completion:** At the end of the course, students who complete the final feedback form and the 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' achievements.
- Link to the certificate template -  
[https://docs.google.com/document/d/1drLQHfULCfOoN9HtrAZiu\\_WJC5wy\\_NZ/edit?usp=sharing&oid=118059093709259566991&rtpof=true&sd=true](https://docs.google.com/document/d/1drLQHfULCfOoN9HtrAZiu_WJC5wy_NZ/edit?usp=sharing&oid=118059093709259566991&rtpof=true&sd=true)

**Commerce and Logistics A2 - Vocabulary**

Unit 1 - Vocabulary

Lesson 1

Term	Definition	Example Sentence	Profession-Specific (Y/N)
to be responsible for	To have a duty to do something	I'm responsible for checking the deliveries.	N
to pack	To put items into a box or container	They pack the products before delivery.	N
package	A box or container with things inside	The package is ready for delivery.	Y
to check	To look at something carefully to see if it is correct	We check each item before we pack it.	N
to deliver	To bring a product to a place	The driver delivers packages every day.	Y
delivery	The act of bringing a product to someone	Our next delivery is at 3 p.m.	Y
to report to	To work under someone and give them updates	I report to the Warehouse Manager.	N
supply chain	The steps to move a product to the customer	She works in the Supply Chain department.	Y
supplier	A person or company that sells and sends things to another company.	Our supplier sends us new boxes every week.	Y
warehouse	A large building where things are stored	The boxes are still in the warehouse.	Y
to receive	To get something that is sent to you	We receive new products every day.	N
dispatcher	A person who organizes and sends out deliveries	The dispatcher gives instructions to the drivers.	Y

Support/Extension Vocabulary

procurement/	The process of buying	Procurement is responsible	Y
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purchasing	products or materials (also the name of the department responsible for this process).	for buying new materials.	
responsibility	Something you must do as part of your job	Packing orders is one of my responsibilities.	N
job description	A list of tasks and responsibilities for a job	The job description says you need to work weekends.	N
department	A part of a company where people do one kind of work	I work in the Delivery department. We deliver packages to our customers.	N
to prepare	To get something ready	They prepare the boxes for delivery.	N

Lesson 2

Term	Definition	Example Sentence	Profession-Specific (Y/N)
update (V/N)	To change or add new information (V)	I update the delivery form every day.	N
	New information or changes (N)	I give my manager an update every morning.	
to scan	To use a machine to read a barcode or a document	I scan the boxes before I load the truck.	Y
to track	To follow where a delivery is	You can track your package online.	Y
responsibility (review)	Something you must do as part of your job	Packing orders is one of my responsibilities.	N
department (review)	A part of a company where people do one kind of work	I work in the Delivery department. We deliver packages to our customers.	N
job description	A list of tasks and responsibilities for a job	The job description says you need to work	N

		weekends.	
order (V/N)	A request to buy something (N) To ask for something (V)	I placed an order for new tools. (N) We order parts weekly. (V)	Y
to load/unload	To put items in or take them off a vehicle	They load the truck early in the morning and unload it in the evening.	Y
to prepare (review)	To get something ready	They prepare the boxes for delivery.	N
to bring	To take something with you to another place	I bring the boxes to the delivery area.	N

Support/Extension Vocabulary

item	One thing in a group of things or packages.	The box has 10 items.	Y
barcode	A code with black lines or numbers on a product	Every box has a barcode with the item number.	Y
tracking number	A number used to follow the location of a delivery	Please enter your tracking number to see the status of your order.	Y

Lesson 3

Term	Definition	Example Sentence	Profession-Specific (Y/N)
item (review)	One thing in a group of things or packages.	The box has 10 items.	Y
barcode (review)	A code with black lines or numbers on a product	Every box has a barcode with the item number.	Y
tracking number (review)	A number used to follow the location of a delivery	Please enter your tracking number to see the status of your order.	Y
goods	Things that are made and sold, like food, clothes, or machines.	The goods are in the warehouse until delivery.	Y
stock	The product that a company has and keeps in the warehouse or store	We check the stock every day to see what we need to order.	Y
inventory	A list of goods in stock	We check the inventory every day.	Y
to ship	To send goods by truck, ship, or plane	We ship products to Europe every week.	Y
store (V/N)	To keep something in a special place for future use. (V) A place where you can buy things. (N)	I store my winter clothes in a big box during summer. I can buy a printer at the computer store.	N
to keep	To have something and not give it away or throw it away.	You can keep my book. I want you to read it.	N
to pick	To choose something from a group of things.	I want to pick the movie this weekend.	N

Support/Extension Vocabulary

raw materials	Basic materials used to make products	We use wood as the raw material to make furniture.	Y
shipment	Goods that are being sent somewhere	The shipment will arrive on Monday.	Y
shipping department	The part of a company that sends out products to customers	The Shipping Department gets very busy around the holidays, they have a lot of packages to send.	Y
equipment	The tools or things you need for a specific activity or job.	The doctor has a lot of equipment in his office to help sick people.	N

Lesson 4

Term	Definition	Example Sentence	Profession-Specific (Y/N)
to lift	To move something up from a lower place	Can you lift this box? It's heavy!	Y
forklift	A small machine that lifts and moves heavy pallets	The worker drives a forklift in the warehouse.	Y
hand truck	A tool with two wheels to move heavy boxes	Use the hand truck to move the big box.	Y
pallet	A flat wooden or plastic base to carry goods	The boxes are on a pallet.	Y
scanner	A tool that reads barcodes on boxes	I scan the label with the scanner.	Y
box cutter	A small knife to open boxes	Be careful with the box cutter you can hurt yourself.	Y
tape	Sticky material to close or fix boxes	We need more tape to close the last box.	Y
label	A sticker with information about the item	The label says this box goes to Tel Aviv.	Y

to carry	To hold something and move it to another place	I can carry that box for you.	Y
safety vest	A bright vest to help people see you easily	My safety vest is bright orange.	Y

Support/Extension Vocabulary

clipboard	A hard board to write on when standing or walking	I keep the list on the clipboard.	N
measuring tape	A flexible tool to check the size or length of things	Use the measuring tape to check the box size.	N
cart	A tool with four wheels to move many small things	Put the boxes on the cart.	N
marker	A thick pen for writing on boxes or labels	I write the code on the box with a marker.	N

Unit 2 Vocabulary

Lesson 5

Term	Definition	Example Sentence	Profession-Specific (Y/N)
arrive	to get to work or a place	I arrive at work at 7:00.	N
leave	to go away from a place	I leave the warehouse at 4:30.	N
have (a break)	to take a short rest during work	We have a break at 10:00.	N
help	to assist someone with a task	I help my team with the orders.	N
clean	to make an area or object tidy	I clean my work area after lunch.	N
organize	to arrange things in order	I organize the packages on the shelf.	N

prepare	to get something ready	I prepare the delivery boxes before the driver comes.	N
move	to take something from one place to another	We move the goods to Zone C.	N
wait	to stop and do nothing until something happens	We wait for the forklift before we load the truck.	N
finish	to complete a task or end work	I finish my shift at 5:00.	N

Lesson 6

Term	Definition	Example Sentence	Profession-Specific (Y/N)
free	Not busy; having time to do something	I'm free on Tuesday afternoon.	N
busy	Having things to do; not available	She's busy every morning.	N
schedule	A plan of days and times for work or activities	My schedule is full on Thursday.	N
available	Ready and able to do something; not busy	Are you available at 10 a.m.?	N
meeting	A time when people come together to talk about work	We have a meeting at 3 o'clock.	N
break	A short time to rest during work	I have a break at 11:00.	N
shift	A set time when a worker is at work	My shift starts at 6:00 in the morning.	Y
early	Before the usual or expected time	I prefer to start work early.	N
late	After the usual or expected time	He always works late on Fridays.	N
prefer	To like one thing more than another	I prefer working in the afternoon.	N
routine	The usual things you do	My morning routine is to	N

	every day or every week, often at the same time	prepare orders in the morning, and have a break at 10:00.	
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Lesson 7

Term	Definition	Example Sentence	Profession-Specific (Y/N)
shift rotation	a system where workers change shifts regularly	We have a shift rotation every two weeks.	Y
day shift	the work time during the day	I usually work the day shift from 8:00 to 16:00.	Y
night shift	the work time during the night	He is on the night shift this week.	Y
double shift	working two full shifts in one day	She worked a double shift yesterday.	Y
supervisor	the person in charge of a team or shift	I need to ask my supervisor for a schedule change.	N
change (a shift)	to move your work hours to a different time	Can I change my shift on Friday?	N
cover (a shift)	to work someone else's shift temporarily	Can you cover my shift tomorrow?	Y
switch (shifts)	to exchange shifts with a colleague	Let's switch shifts next Monday.	Y
schedule request	a formal way to ask to change your work schedule	I sent a schedule request to work fewer evenings.	Y
reason	the explanation for a request or change	My reason is I have a family event that day.	N
overtime	time worked after regular hours	We get extra pay for working overtime.	Y

Lesson 8

Term	Definition	Example Sentence	Profession-Specific (Y/N)
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availability	The times when a person is free or able to work	Please check your availability before we schedule.	N
handover	A message or update from one shift to the next	Write a short handover before the next shift starts.	Y
compare	To look at two or more things to see how they are similar or different	We compared our schedules and saw we both work night shifts.	N
responsible for (review)	In charge of a task or duty	Dana is responsible for checking inventory.	N
similar	Almost the same in some way	Our schedules are similar — we both work mornings.	N
different	Not the same	My schedule is different. I work at night, she works the day shift.	N
shift supervisor	The person in charge of a shift	Ask the shift supervisor if there's a problem.	Y

### Unit 3 Vocabulary

#### Lesson 9

Term	Definition	Example Sentence	Profession-Specific (Y/N)
take (review)	to move something to a different place	Take the form to the supervisor.	N
put (review)	to place something somewhere	Put the boxes on the shelf.	N
press	to push a button or switch	Press the green button to start the machine.	N
lift (review)	to raise something up	Lift the box with both hands.	N

move (review)	to take something from one place to another	Move the pallet to Zone B.	N
carry (review)	to hold something and take it somewhere	Carry the box to the delivery area.	N
organize (review)	to arrange things in order	Organize the boxes by size.	N
turn off	to stop a machine or light	Turn off the machine before you clean it.	Y
follow (review)	to do what instructions tell you to do	Follow the safety steps one at a time.	N
instruction	something that tells you what to do	Read the instructions before you start.	N
bulletin board	a board where you put important notices	Check the bulletin board for new rules.	N
fire extinguisher	something used to stop small fires	There is a fire extinguisher near the wall.	N
location	a place or position	The tools are at the new location.	N
direction	the way to go or move	Follow the directions to the exit.	N
ladder	something with steps that you use to go up or down	He uses a ladder to fix the light.	N

Lesson 10

Term	Definition	Example Sentence	Profession-Specific (Y/N)
instruction (review)	a direction or order about how to do something	Please read the instructions before starting the task.	N
step	one part of a task or process	The first step is to check the delivery list.	N
repeat	say something again	Sorry, can you repeat that?	N

explain	make something clear or easy to understand	Can you explain how to label the boxes?	N
understand	know the meaning of something	I don't understand the last part of the task.	N
clarify	make something less confusing	Can I clarify the schedule with you?	N
confirm	check that something is correct	Let me confirm the delivery location.	N
correct (adj.)	right; without mistakes	Is this the correct form to use?	N
confused	not sure what to do or understand	I'm confused about which boxes to move.	N
mistake	something that is wrong or not correct	I made a mistake with the labels on the boxes	N

Lesson 11

Term	Definition	Example Sentence	Profession-Specific (Y/N)
helmet (review)	Hard hat that protects your head	You must wear a helmet in the warehouse.	Y
gloves (review)	Clothing for your hands to protect them	Wear gloves when moving heavy boxes.	Y
goggles (review)	Special glasses that protect your eyes	Use goggles when working with chemicals.	Y
fire extinguisher (review)	Tool used to stop small fires	There is a fire extinguisher on the wall.	Y
mask	Something you wear over your mouth and nose	Wear a mask when cleaning with a strong spray.	Y

safety shoes	Strong shoes that protect your feet	Safety shoes are important in the warehouse.	Y
slippery floor	The floor is wet, and you can fall easily	Be careful — slippery floor!	Y
no entry	You cannot go in this place	This door says “No entry.” Use the other one.	N
high voltage	There is strong electricity, and it is dangerous	Don’t touch the wires — high voltage!	N
first aid	Basic medical help for small injuries	You can find the first aid kit near the office.	N
emergency exit	A special door to use when there is a fire or emergency	Go to the emergency exit quickly!	N
danger	Something is very unsafe	There is danger near the machines. Stay back.	N
injury	A problem with your body after an accident	He has a hand injury from the machine.	N

Lesson 12

Term	Definition	Example Sentence	Profession-Specific (Y/N)
incident	A problem or accident at work	There was an incident in the warehouse today.	Y
report (verb)	To tell someone about a problem or event	I reported the spill to my supervisor.	N
safety rule	A rule to keep people safe	Always follow safety rules at work.	Y
injured	Hurt or hurt someone	He was injured when the box fell.	N
clean up	To remove dirt or mess	We cleaned up the broken glass carefully.	N

slip	To slide and lose balance	I slipped on the wet floor but was okay.	N
fall	To drop down suddenly	A box fell from the shelf.	N
hurt	To cause pain or injury	She hurt her arm in the accident.	N
ask for help	To request assistance	I asked for help after I saw the accident.	N
explain	To say why or how something happened	I explained what I saw to my supervisor.	N
spill	Water or other wet things where they shouldn't be.	There was a spill of water on the floor near the door.	N

Unit 4 Vocabulary

Lesson 13

Term	Definition	Example Sentence	Profession-Specific (Y/N)
package (review)	A box or container for goods	The package is heavy.	Y
pack (review)	To put items into a box or container	We need to pack these items carefully.	Y
contents	What is inside a package	The contents of the box are clothes.	N
size	How big or small something is	What is the size of the package?	N
weight	How heavy something is	The weight of the box is 5 kilograms.	N
length	How long something is	The length of the package is 30 centimeters.	N

width	How wide something is	The width of the package is 20 centimeters.	N
height	How tall something is	The height of the box is 15 centimeters.	N
shape	The form of an object (round, square, etc.)	The package has a square shape.	N
quantity	The number of items	The quantity is 50 units.	N
heavy	Something that weighs a lot	This box is heavy.	N
light	Something that doesn't weigh much	This package is light.	N

Lesson 14

Term	Definition	Example Sentence	Profession-Specific (Y/N)
put	To move something and place it somewhere	Please put the box on the shelf.	N
pick up	To take something from a place	Can you pick up the package from aisle 3?	N
place	To put something carefully in a spot	Place the pallet near the loading dock.	N
take	To carry something from one place to another	Take the box to the front of the warehouse.	N
inside	In a room or building	The tools are inside the storage room.	N
outside	Not in a building; in the open air	The truck is outside the warehouse.	N
aisle	A path between shelves or rows	The boxes are in aisle 5.	Y
straight ahead	Go forward in a straight line	Walk straight ahead to the loading area.	N

turn (left/right)	To move left or right when walking or driving	Turn right after the office.	N
across from	On the other side, facing something	The office is across from the storage room.	N
storage room	A room where things are kept and saved	The boxes are in the storage room.	Y
loading dock	A place where trucks load and unload goods	The truck is at the loading dock	Y

Lesson 15

Term	Definition	Example Sentence	Profession-Specific (Y/N)
in stock	available; items are in the warehouse or store	We have 12 laptops in stock.	Y
out of stock	not available; all items are gone	Sorry, the gloves are out of stock.	Y
low stock	only a few items are left	We have low stock for safety vests.	Y
check stock	look to see what items are available or missing	Please check stock before making a new order.	Y
enter (data)	to write information into a computer or system	Enter the quantity in the inventory system.	N
update (the system) (review)	to change or add new information in a system	I update the stock list every morning.	N
scan (a barcode) (review)	to use a scanner to read the item info	Scan the item before putting it on the shelf.	Y
error	a mistake or problem in the system	There is an error in the inventory numbers.	N
inventory check	a process to count and confirm all stock items	We do an inventory check every Friday.	Y

quantity	the number of items	What is the quantity of pens left in stock?	N
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Lesson 16

Term	Definition	Example Sentence	Profession-Specific (Y/N)
missing	not present when it should be	Two boxes are missing from the delivery.	N
damaged (review)	broken or not in good condition	The package is damaged.	N
broken	not working or in pieces	The screen is broken.	N
late delivery	a delivery that arrives after the expected time	We had a late delivery yesterday.	Y
wrong item	an item that is not the one ordered	We received the wrong item.	N
replacement	a new item given instead of a broken or missing one	We need a replacement for the damaged box.	Y
refund	money returned for something you paid for	The customer asked for a refund.	Y
return (verb)	to send something back	We must return the damaged goods.	Y
next step	the action to take after this	The next step is to contact the supplier.	N

Unit 5 Vocabulary

Lesson 17

Term	Definition	Sample Sentence	Profession-Specific (Y/N)
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greeting	a polite hello at the start of a call	Good morning, this is Avi from Customer Support.	N
department (review)	a part of a company with a specific function	You've reached the Delivery Department.	N
customer request	something a customer asks for	I have a request to change my delivery date.	Y
issue	a problem that needs solving	We have an issue with the latest shipment.	N
details	more information	Can you give me the details of your order?	N
solution	the answer to a problem	We have a solution to fix the delay.	N
transfer (a call)	to connect a call to another person or department	I will transfer your call to our billing team.	Y
hold	to pause a call while the customer waits	Please hold while I check your order.	N
confirmation	a message that says something is correct or will happen.	I will send you a confirmation by email.	Y
follow-up	contact again later to check progress	We will follow up with you tomorrow.	N
customer	A person who buys a product	The customers really like the new perfume. It is selling fast.	Y

## Lesson 18

### Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
extension number	a short phone number inside a company	Please call me on extension number 245.	N

voicemail	a system for leaving recorded messages	I left the details on his voicemail.	N
urgent	needing to be done quickly	This request is urgent.	N
available (review)	free to speak or ready to help	The manager is available now.	N
available time	a time when someone can talk or meet	The technician's available time is 3 p.m.	N
take a message	to write down information from a caller for someone else	I can take a message for the warehouse manager.	N
pass on (a message)	to give someone the information you received	I will pass on the message to the driver	N
delivery date	the day something will be delivered	The delivery date is next Tuesday.	Y
busy signal	a sound that means the line is in use	I got a busy signal when I called.	N
confirm	to say something is correct or will happen	I can confirm the delivery date.	N

Lesson 19

Term	Definition	Example Sentence	Profession-Specific (Y/N)
complaint	a statement that something is wrong	We received a complaint about a damaged package.	Y
apologize	to say you are sorry	I apologize for the late delivery.	N
apology	the words you say to show you are sorry	She gave an apology for the mistake.	N
damaged	broken	The product arrived damaged.	Y

incorrect	not right	The address on the box was incorrect.	N
delay	when something happens later than expected	There was a delay in shipping.	Y
replace	to give something new instead of the old one	We will replace the damaged box.	N
replacement	a new item given instead of the old one	The customer asked for a replacement.	Y
frustrated	feeling upset because something is not working well	The customer was frustrated about the late delivery.	N
frustrating	making someone feel upset or annoyed	Waiting a long time for the order was frustrating.	N
refund	money given back to the customer	You will receive a refund in 3 days.	Y

Lesson 20

Term	Definition	Example Sentence	Profession-Specific (Y/N)
repeat	to say again	Could you repeat the address, please?	N
confirm	to make sure something is correct	Let me confirm your order details.	N
detail	a small piece of information	Please check the delivery details.	N
spell	to say the letters of a word	Can you spell your last name for me?	N
note	a short piece of written information	I will write a note about your request.	N
correct	right or true	The address is correct.	N

wrong	not right	The phone number is wrong.	N
address	the place where someone lives or works	Please confirm your address.	N
delivery date (review)	the day something will arrive	The delivery date is next Monday.	Y

Unit 6 Vocabulary

Lesson 21

Term	Definition	Example Sentence	Profession-Specific (Y/N)
shipment	goods that are sent from one place to another	The shipment will arrive next week.	Y
shipper	person or company sending goods	The shipper booked the transport.	Y
consignee	person or company receiving goods	The consignee is in New York.	Y
cargo	The goods that a ship, plane, or truck carries.	The cargo is full of valuable items like cars	Y
freight	goods carried by ship, plane, truck, or train	The freight will go by sea.	Y
sea freight	goods sent by ship	Sea freight is cheaper for large items.	Y
air freight	goods sent by airplane	Air freight is faster but more expensive.	Y
road freight	goods sent by truck	Road freight is common for local deliveries.	Y
rail freight	goods sent by train	Rail freight is used for heavy cargo	Y
domestic	inside the same country	This is a domestic shipment.	N

international	between countries	We have an international order to send.	N
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Lesson 22

Term	Definition	Example Sentence	Profession-Specific (Y/N)
bill of lading	paper showing goods, sender, and receiver	The bill of lading has the shipment details.	Y
shipment	goods that are sent together	The shipment arrives next Monday.	Y
dispatch	to send goods on their way	We will dispatch the goods tomorrow.	Y
carton	a box made of strong paper	The shirts are packed in a large carton.	Y
crate	a large wooden box for shipping	The machine is in a wooden crate.	Y
fragile	easy to break	This box is fragile. Please handle carefully.	Y
this side up	shows which way to keep the box	Keep the package this side up.	Y
destination	the place the goods are going to	The destination is London.	Y
origin	the place the goods come from	The origin is China.	Y
quantity (review)	Number of items	The quantity is 15 pieces	N
weight (review)	How heavy something is	The weight is 20 kilos	N
size (review)	How big something is	The size is 50 by 40 cm	N

Lesson 23

Term	Definition	Example Sentence	Profession-Specific (Y/N)
update	new information	I have an update on your shipment.	N
estimated	guessed or expected time/date	The estimated arrival is Tuesday.	Y
expected	planned or likely to happen	The delivery is expected tomorrow.	N
contents	things inside a box or package	The contents are electronic parts.	Y
receive	get something that is sent	We will receive the shipment on Friday.	N
arrival	the act of coming to a place	The arrival is at 10 a.m.	N
delay	something happens later than planned	There is a delay with the shipment.	N
ready	prepared for use or collection	Your order is ready for shipping.	N
shipped	already sent	The order was shipped yesterday.	Y
on time	at the planned time	The truck arrived on time.	N

Lesson 24

Term	Definition	Example Sentence	Profession-Specific (Y/N)
in transit	moving from one place to another	The package is in transit to the city.	Y

out for delivery	the driver is bringing it today	Your order is out for delivery.	Y
on schedule	planned to arrive on time	The delivery is on schedule.	Y
customs	government check of goods from other countries	The shipment is at customs.	Y
hold (review)	stop something for a short time	The package is on hold at the warehouse.	N
estimated time (review)	planned time for arrival	The estimated time is 3:00 p.m.	Y
traffic	many cars that slow down travel	The truck is late because of traffic.	N
weather	sun, rain, snow, wind, etc.	Bad weather delayed the flight.	N
arrive (review)	get to a place	The shipment will arrive tomorrow.	N
status	the current situation or condition	What is the status of my shipment?	Y

Unit 7 Vocabulary

Lesson 25

Term	Definition	Example Sentence	Profession-Specific (Y/N)
request	asking for something	I make a request for more boxes.	N
help (review)	support from someone	Can you give me help with this package?	N
message	short written note	I sent a message to my supervisor.	N

reply	answer to a message	He gave a reply to my question.	N
note	very short written message	She left a note on my desk.	N
confirm (review)	check that something is correct	Please confirm the delivery time.	N
response	what you say or write back	Her response was "Yes, I can help."	N

Lesson 26

Term	Definition	Example Sentence	Profession-Specific (Y/N)
update (review)	new information	I give an update to my supervisor.	N
progress	how much work is done	The progress is slow today.	N
issue	a small problem	We have an issue with the machine.	N
delay	something late	There is a delay with the truck.	N
clarification	more explanation	I ask for clarification about the schedule.	N
instruction	direction on what to do	The dispatcher gives an instruction.	N
task	a piece of work	My task is to check the boxes.	N
completion	when something is finished	The completion of the job was on time.	N

Lesson 27

Term	Definition	Example Sentence	Profession-Specific (Y/N)
suggestion	an idea for what to do	He made the suggestion to move the boxes.	N
idea	a thought or plan	She has a good idea for the task.	N
solution	the way to fix a problem	We need a solution for the late delivery.	N
agreement	when people say yes together	The team makes an agreement.	N
disagreement	when people do not say yes	There is a disagreement about the plan.	N
teamwork	working together	Teamwork helps us finish faster.	N
option	a possible choice	We have two options for the delivery.	N
decision	the final choice	The manager makes the decision.	N

Lesson 28

Term	Definition	Example Sentence	Profession-Specific (Y/N)
problem	something wrong	There is a problem with the order.	N
mistake	something done wrong	There is a mistake in the report.	N
confusion	not understanding clearly	There is confusion about the schedule.	N
support	help from others	I ask my coworker for support.	N

feedback	comments to improve	The supervisor gives me feedback.	N
next step (review)	the action after this	What is the next step for the delivery?	N
discussion	talking together	We have a discussion about the problem.	N
solution (review)	the way to fix a problem	The solution is to call the customer.	N

*Note - there is no new vocabulary introduced in Unit 8*