

- **Course Title:** English for Commerce & Logistics (**Student Success Introduction**)
  - **CEFR Level:** B1
  - **Lesson Number:** 1
  - **Topic:** How Do I Learn Best?
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - Can describe how they prefer to learn
    - Can explain habits that help them study
    - Can write a short paragraph about their learning style
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**Materials**

- Handouts / Worksheets:
  - [Learning Styles Quiz](#)
  - [Sentence Practice](#)
  - [Pair Interview Worksheet](#)
  - [Writing Task – My Learning Style](#)
- Audio/Video Files:
  - [Visual, Auditory, and Kinesthetic Learning Styles](#)
- Required Tech:
  - Whiteboard and markers
  - Projector

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
habit	something you do regularly	"I have a habit of studying every morning."	N
strategy	a way or method to do something	"My strategy is to use flashcards."	Y
improve	to make something better	"I want to improve my listening."	Y
focus	to give attention to something	"I focus better when I study alone."	Y
prefer	to like something more	"I prefer learning with music."	N

## Lesson Structure (PPP)

- Warm-Up Review (10 mins): Study Habit Charades
  - Step 1: Write 4–5 study habits on the board: reading, writing, listening, speaking, reviewing notes.
    - Say: “Today we’re going to act! One student acts out a study habit. No words. Your team will guess!”
  - Step 2: Model with one: Pretend to write. Ask: “What am I doing?” → Elicit: “You are writing.”
  - Step 3: Divide class into 2–3 groups. Each group sends one student to act, the group guesses aloud. Rotate.
  - Teacher can praise with quick feedback.

## I. Presentation

- Vocabulary Introduction (10-15 mins):
  - Write the 5 key words on the board: habit, strategy, improve, focus, prefer.
    - Say each word, have students repeat 2–3 times.
  - Write example sentences on the board. Ex: “I focus better when I study at night.”
    - Ask students: “Can you give me your own sentence?” (E.g., “I prefer studying with music.”).
  - Correct gently and repeat the correct form.
  
- Grammar/Function Focus (10-15 mins):
  - How to Explain It to Students (in B1-friendly language):
    - “Now we’re going to practice speaking in the present simple to describe learning habits, but in a fun way! It’s called Popcorn. Here’s how it works:
      - One student will say a sentence like: ‘I usually study at night.’
      - Then they say ‘Popcorn, David!’ and choose another student.
      - That student says a new sentence, like: ‘She watches videos to learn.’
      - Then they say ‘Popcorn...’ and pick someone new.
      - You can use your real name or make it up. Ready?”
  - How to Run It (Step-by-Step):
    - Do 2–3 Examples with You and Volunteers to model the rhythm and idea. Be playful and supportive.
  - Begin the Game
    - Choose one confident student to start.
    - That student says a sentence and then “popcorns” another student.
    - Continue around the room until everyone has gone.
    - Offer Praise + Correction Supportively
    - Repeat correct models when needed.
    - Use positive reinforcement: thumbs up, claps, “Nice one!”
  - Optional Variations:

- Let them use their own name, or workplace roles for personalization.
    - Hold up a flashcard (e.g., picture of a computer) to prompt a sentence using “He prefers learning on a computer.”
    - For quiet classes, prepare cards they can draw from if they don’t know who to popcorn.
- Mini-Lecture & Guided Discussion: What Are Learning Styles? (10-15 mins)
  - Step 1: Introduce the Concept
    - Write on the board: Visual, Auditory, Kinesthetic
    - Ask: “What do these mean? Can you guess? (Accept ideas, even if incorrect)”
  - Step 2: Show Slide or Video
    - Use a short video or slide deck showing examples:
      - Visual = learning by seeing (pictures, charts, colors)
      - Auditory = learning by hearing (talking, music, discussion)
      - Kinesthetic = learning by doing (movement, hands-on)
  - Step 3: Students complete the Learning Styles Quiz (handout).
  - Students read the statements (checkbox style).
  - They tick what applies to them.
  - Teacher asks: “Which one are you?” and students share briefly in pairs.
  - **Materials:** Whiteboard and markers, projector, Learning Styles Quiz handout, [Visual, Auditory, and Kinesthetic Learning Styles](#)

## II. Practice

- Controlled Practice Activities (gap fills, interviews) (5-10 mins)
  - Distribute worksheet. Students complete fill-in-the-blank sentences with study habit phrases “I learn best when...”, “My strategy is...”, “I want to improve...”
  - Review answers orally together. Encourage students to check with a partner.
  - **Materials:** Sentence Practice handout

### [20-Minute Break]

- Pair Interviews: Learning Styles (5-10 mins)
  - Step 1:
    - Teacher models with a student:
      - A: “Hi, I’m Sara. I’m a kinesthetic learner. I learn by doing. What is your learning style?”
      - B: “I’m a visual learner. I focus when I see pictures.”
  - Step 2: Students interview partners.
    - Rotate partners once.
  - Teacher monitors, assists with vocabulary.
  - **Material:** Pair Interview handout
- Reflection (5 mins)

- Ask students to share one thing they learned about their partner. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

### III. Production

- Paragraph Writing: My Learning Style (15-20 mins)
  - Students respond to handout prompts, or teacher writes prompts on the whiteboard ("What is your learning style? What habits help you study? What would you like to improve?").
    - On handout, or in notebook, students write responses in a short paragraph (5-6 sentences).
    - Walk around to assist.
  - Peer Feedback: Give the class a simple checklist on board:
    - Did they identify their learning style?
    - Did they explain their habits?
    - Did they have an improvement goal?
      - Students review each other's work in pairs and offer positive feedback.
  - **Materials:** Writing Task - My Learning Style handout
- Error Correction and Recap (5 mins):
  - Go over 2-3 common errors heard during group work. Write corrected versions on the board. Practice correct versions together.

### IV. Digital Tool Introduction - 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

- Vocabulary Review Game (5 mins)
  - Teacher says definition. Students shout the word.
  - Example: Teacher: "To make something better." Students: "Improve!"
- Self-Reflection (5 min)
  - Hand-out slips or paper, or have each student say aloud:
    - Students write "Today I learned how to..." and "Now I can say..."
    - Collect or students read aloud.

### **Optional Independent Practice**

- Watch a short video on “How do you learn best?” (link provided)
- Write 5 sentences about your learning style

### **Notes for the Instructor**

- Keep pace to stay within time limit
- Model all tasks briefly but clearly
- Recycle vocabulary during wrap-up

- **Course Title:** English for Commerce & Logistics (**Student Success Introduction**)
  - **CEFR Level:** B1
  - **Lesson Number:** 2
  - **Topic:** Setting SMART Language Goals
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe my short and long-term business goals.
    - I can write goals using SMART structure.
    - I can discuss plans for improving my English.
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**Materials**

- Handouts / Worksheets:
  - [SMART Goals](#)
- Audio/Video Files:
  - [How to Set SMART Goals: Goal Setting for Businesses](#)
- Required Tech:
  - Whiteboard and markers
  - Projector or screen

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
goal	something you want to achieve	“My goal is to improve my speaking skills.”	Y
SMART	Specific, Measurable, Achievable, Relevant, Time-bound	“I set SMART goals to be successful.”	Y
specific	clear and detailed	“My goal is specific: I want to learn 20 new words this week.”	N
measurable	easy to measure or check	“I can measure my progress by taking tests.”	Y
achievable	possible to do	“It’s achievable if I study every day.”	Y
relevant	related to my needs	“Improving business English is relevant to my job.”	Y

time-bound	having a deadline	"I want to reach my goal in three months."	Y
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### Lesson Structure (PPP)

- Warm-Up Review (10-15 mins): How Do I Learn Best?
  - Step 1: Write on the board: "Learning Style, Study Habits, Improvement Goals"
    - Ask students to work in pairs to discuss: "What is your learning style?", "What is one good habit that helps you study?", "What do you want to improve in your English?"
  - Step 2: Give sentence starters on the board:
    - "My learning style is \_\_\_\_."
    - "A good habit I have is \_\_\_\_."
    - "I want to improve \_\_\_\_."
  - Step 3: After 7–8 minutes, ask 3 pairs to share one answer with the class.
    - Model good pronunciation and sentence structure as they speak.
    - Encourage students: "Great! Remember, knowing how you learn will help you set good goals."

### I. Presentation

- Vocabulary Introduction (10-15 mins):
  - Use board to introduce 7 key vocabulary words (goal, SMART, specific, measurable, achievable, relevant, time-bound). Say each word, have students repeat 2–3 times.
  - Ask student volunteers to write the words in simple sentences on the board, and to suggest icons for the words. Example: "I can measure my progress with tests."
  - Ask students to give their own example for each word. Example: "I want to learn twenty new words every month."
  - Check understanding by asking concept questions:
    - "What does 'time-bound' mean?"
    - "Can a goal be achievable but not relevant? Why?"
- Grammar/Function Focus (10-15 mins):
  - Explain that today's focus is on talking about future plans and intentions using "will" and "going to."
    - Model the difference, and write model sentences on the board:
      - "I will study more vocabulary." (decision made now)
      - "I'm going to take a speaking class." (planned action)
  - Controlled practice:
    - Students complete sentence starters in notebooks or orally:
      - "I will \_\_\_\_ to improve my English."
      - "I'm going to \_\_\_\_ next month."
    - Use pair practice. Students ask and answer:

- “What will you do?”
    - “What are you going to do?”
  - Offer Praise + Correction Supportively
  - Provide error correction by repeating correct versions.
  - Encourage students to use new vocabulary words in their sentences.
  
- Mini-Lecture & Guided Discussion: What Are SMART Goals? (10-15 mins)
  - Step 1: Introduce the Concept (play the SMART Goals video: [How to Set SMART Goals: Goal Setting for Businesses](#))
    - Explain each SMART element with simple examples on whiteboard:
      - Specific: “I want to learn 20 new business words.”
      - Measurable: “I will test myself every Friday.”
      - Achievable: “I can learn 20 words in a week.”
      - Relevant: “These words help me at work.”
      - Time-bound: “I will do this in one month.”
    - Show an example SMART goal on the board, or with printable handout ([SMART Goals](#)) and read aloud.
      - Ask: “Why is this goal good?” (Accept ideas, even if incorrect)
  - Step 2: Pair activity:
    - Students write 2-3 SMART goals about their English learning
      - Circulate and check for understanding.
      - Invite some students to share their goals with the class.
      - Provide positive feedback, model corrections gently, and prompt further discussion.
        - “What does ‘specific’ mean in your goal?”
        - “How can you make your goal measurable?”
        - “Is your goal achievable? Why or why not?”

## II. Practice

- Controlled Practice Activities (20 mins)
  - Distribute goal-setting worksheet
    - Step 1: Students brainstorm ideas for short-term and long-term goals.
    - Step 2: Using sentence starters and vocabulary, write goals in SMART format.
    - Step 3: Pair work: Exchange goals and give feedback using prompts:
      - “Is your partner’s goal specific?”
      - “Can they measure their progress?”
    - Monitor and assist pairs with vocabulary, grammar, and pronunciation.
    - After pairs revise goals, some share with the whole class.
  
- Reflection (5 mins)

- Individually, students write a short paragraph answering:
  - “What is my most important goal?”
  - “How will I achieve it?”
  - “What challenges might I face?”
- Encourage use of target vocabulary and future tense structures:
  - “My most important goal is \_\_\_\_.”
  - “I will achieve it by \_\_\_\_.”
  - “The challenge might be \_\_\_\_.”
- Volunteers read paragraphs aloud.

### **[20-Minute Break]**

### **III. Production**

- Goal-Setting Interviews (20 mins)
  - In pairs, students interview each other about their goals using a question list. Write on board (“What is your short-term goal?”, “How will you achieve it?”, “What will you do if it is difficult?”).
    - Model a sample interview with a volunteer to demonstrate flow and language.
    - Encourage follow-up questions for deeper conversation:
      - “Why is this goal important?”
      - “How often will you practice?”
  - Peer Feedback: Give the class a simple checklist:
    - Can I summarize my partner’s goal?
    - Did they explain it clearly?
    - Did they make it SMART?

### **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**

- Vocabulary Review Game (10 mins)
  - Word match or quiz using today’s 7 key vocabulary words
    - Play a vocabulary quiz or matching game with target words.
- Self-Reflection (5 mins)
  - Hand-out slips of paper, or have each student respond to speaking prompt:
    - Students write or say “Today I learned how to...”
    - Collect or students read aloud.

### **Optional Independent Practice**

- Write three SMART goals for English learning.
- Track your progress on these goals daily or weekly.

### **Notes for the Instructor**

- Model all tasks clearly and slowly.
- Use repetition and drilling for vocabulary.
- Support weaker learners with sentence starters.
- Encourage detailed answers in speaking and writing.
- Praise all attempts to build confidence.

- **Course Title:** English for Commerce & Logistics (**Student Success Introduction**)
  - **CEFR Level:** B1
  - **Lesson Number:** 3
  - **Topic:** Tracking Your Progress
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe my study routine
    - I can talk about how my English has improved
    - I can reflect on progress using learning logs
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**Materials**

- Handouts / Worksheets:
  - [Student Learning Log](#)
- Required Tech:
  - Whiteboard and markers

**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
monitor	to observe or check something regularly	"I monitor my progress using a weekly checklist."	Y
outcome	the result of an action or process	"The outcome of daily practice is better fluency."	Y
adjust	to change slightly to improve something	"I adjusted my schedule to include more speaking time."	Y
record	to write down or keep track of information	"I record new vocabulary in my notebook."	N
pattern	a repeated or regular way in which something happens	"I noticed a pattern in my grammar mistakes."	N
reflection	careful thinking about what you have done or learned	"Reflection helps me understand what works in my study."	Y

## Lesson Structure (PPP)

- Warm-Up Review (15 mins): SMART Goals Pair Activity
  - Step 1: SMART Goals Review (5 mins)
    - Say to students: “Last lesson, we talked about SMART goals — specific, measurable, achievable, relevant, and time-based. You each created your own short- and long-term language goals. Today, we’re going to focus on tracking your progress and describing your routines.”
    - Write the SMART acronym on board or show slide, and briefly review what each part means:
      - S = Specific
      - M = Measurable
      - A = Achievable
      - R = Relevant
      - T = Time-based
    - Ask students to volunteer or call on students to answer in one word or short phrases what each part means in their own words, and elicit examples (e.g., “Achievable means I can do it.”).
  - Step 2: Goal Review (7 mins)
    - Say: “Now, with your partner, share one of the SMART goals you wrote last class. Try to explain why it’s important and what actions you plan to take to reach it.”
    - Provide the following sentence frames on the board or screen:
      - One of my goals is to...
      - This goal is important because...
      - To reach this goal, I plan to...
    - Circulate and listen to pairs. Prompt students to use their notes from Lesson 2 if they can’t remember their goal.
  - Step 3: Class Debrief (3 mins)
    - Ask 2–3 students to share their SMART goal. Use follow-up questions like:
      - “How will you know you’re making progress?”
      - “What challenges might you face?”
    - Write good examples on the board.
  - Step 4: Transition to Lesson 3:
    - Say: “Great, now that we’ve reviewed your goals, it’s time to talk about how to track your progress and describe what you’re doing to reach those goals. Today we’ll also practice talking about your routines and how they’ve changed over time.”

## I. Presentation

- Vocabulary Introduction (15 mins)

- Use the board to introduce six key vocabulary words: monitor, outcome, adjust, record, pattern, reflection:
  - Say each word clearly and have students repeat 2–3 times.
  - Write or show a quick visual or example for each to make the meanings concrete:
    - monitor – eye icon or graph screen (watch or check regularly)
    - outcome – checklist with result mark (final result or effect)
    - adjust – edit or settings icon (change something slightly)
    - record – notebook or app icon (write down or save information)
    - pattern – small chart showing a trend (something that repeats)
    - reflection – mirror or thought bubble icon (thinking about what worked)
- Ask students to connect each word to their own learning or work habits:
  - “Can anyone give a sentence using *monitor* in your learning or at work?”/“Which of these words connects to how you study or manage your tasks each week? How?”
  - For students who need more support, model sentence frames: “I monitor my progress using an app.”/“I record my results in a notebook.”/“I adjust my plan when I’m too busy.”
- Grammar/Function Focus (15 mins):
  - Describe study/work habits and routine:
    - Practice using the *present simple* and *present perfect* to describe work habits and routines, the way we do in short team updates or stand-up meetings at the office. Each person will give a short status update about something they usually do at work and something they’ve done recently.
      - Example:
        - “I usually check my email in the morning.”
        - “I have checked all my emails today.”
  - Step 1: Set the scene
    - Tell students: “You’re in a short team meeting. Each person gives a quick update about their daily or weekly tasks.”
    - Optional: Assign roles to make it realistic (e.g., *Project Manager, Analyst, Team Lead, Marketing Assistant*).
  - Step 2: Model 2–3 Example:
    - Teacher: “I usually send reports every Friday.”
    - Volunteer: “I have sent three reports this week.”
    - Emphasize tone, clarity, and natural rhythm (avoid overly playful delivery).
  - Step 3: Begin the Round
    - Choose one confident student to start.
    - Each student says a present simple sentence about a routine work habit, then calls on another student to give a similar sentence in the present perfect.
    - Continue around the room until everyone has participated.
  - Offer Feedback & Reinforcement:

- Correct gently and naturally: “Good, *I’ve sent three reports this week.*”
    - Use professional praise: “Nice update,” “Clear summary,” “That sounds realistic.”
  - Optional Variations:
    - Use study prompts (e.g., “I have studied English three times this week.” / “I’ve written three English emails today.”).
    - For quieter groups, use a name list or draw cards to decide who speaks next instead of “popcorn.”
- Mini-Lecture & Guided Discussion: Why Tracking Progress Matter (10-15 mins)
  - Step 1: Introduce the Concept
    - Say: “Tracking helps us know what’s working and where we need to improve. If we don’t track, we may repeat the same mistakes.”
    - Ask: “What are the benefits of tracking your progress? Can you guess? (Accept ideas, even if incorrect)
  - Step 2: Gather ideas on the board. Guide students toward key benefits if not mentioned:

Benefit	Why It Helps
Motivation	Seeing improvement increases confidence
Accountability	Reminds you to stay on track with your goals
Personalization	Helps you adapt study techniques based on results
Focus	Keeps your learning goals clear and organized

**II. Practice**

- Controlled Practice Activities (Learning Log practice) (15 mins)

- Distribute log template worksheet, or display digitally. Students complete log entries using these guided prompts. Ask students to write in full sentences using today's vocabulary if possible:
  - What did I study this week?
  - What helped me learn?
  - What didn't work well?
  - What do I want to do differently next week?
- Prompt students by saying: "Think about your listening, speaking, reading, or writing; what stands out to you?"
- **Materials:** Student Learning Log handout

### [20-Minute Break]

- Pair Interviews: Learning Log reflections (5 mins)
  - Pair students to share at least one reflection from their log.
  - Prompt them to ask follow-up questions like:
    - "What surprised you?"
    - "What would you change about your study habits?"
  - Students work in pairs. Rotate pairs after a few minutes to practice with a new person. Monitor and assist, offering help with pronunciation or missing vocabulary.
- Reflection (5 mins)
  - Ask students to share one thing they learned about their partner. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

### III. Production

- Speaking Activity: Learning Interview Roleplay (25 mins)
  - In pairs, students respond to prompts. One is a podcast interviewer, the other a language learner.
    - Provide prompt cards, or write or display on the board ("What do you do to improve your English? How has your learning changed this year? What's your study routine like?").
    - Students switch roles when finished.
- Error Correction and Recap (5 mins):
  - Go over 2-3 common errors heard during group work. Write corrected versions on the board.
  - Choose 2–3 pairs to perform a short excerpt for the class.

### 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

- Vocabulary Review Game (5 mins)
    - Word match using today's 6 key vocabulary words
      - Call on students to define words or match definitions
  - Self-Reflection (5 min)
    - Hand-out slips or paper, or have each student say aloud:
      - "Today I learned \_\_\_\_\_."
      - "One strategy I will try next week is \_\_\_\_\_."
      - "My study routine is changing because \_\_\_\_\_."
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## Optional Independent Practice

- Keep a daily learning log for one week.
- Prepare one highlight to share in the next lesson.

## Notes for the Instructor

- Monitor language accuracy during role-play and Padlet posts.
- Provide differentiated log prompts as needed.
- Consider pairing stronger students with those who need more support.
- Reinforce Present Perfect in feedback moments ("You've really started to use new vocabulary!").

- **Course Title:** English for Commerce & Logistics (**Student Success Introduction**)
  - **CEFR Level:** B1
  - **Lesson Number:** 4
  - **Topic:** Overcoming Challenges
  - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe a challenge and how I dealt with it.
    - I can ask for and give advice about studying English.
    - I can write a paragraph about learning difficulties and solutions.
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**Materials**

- Handouts / Worksheets:
  - [Roleplay: Giving and Receiving Advice](#)
- [How To Overcome Challenges in Learning English \(Tips & Tricks\)](#)
- Required Tech:
  - Whiteboard and markers
  - Sticky notes







**Vocabulary**

Term	Definition	Example Sentence	Profession-Specific (Y/N)
obstacle	something that makes progress difficult	“Time was my biggest obstacle to studying daily.”	Y
barrier	a circumstance preventing progress	“Lack of resources is a major barrier to learning.”	Y
persistence	the quality of continuing despite difficulty	“Her persistence helped her succeed.”	Y
distraction	something that prevents concentration	“My phone is a common distraction when studying.”	N
solution	a way to solve a problem	“My solution was to join a speaking club.”	Y

## Lesson Structure (PPP)

- Warm-Up Review (10 mins): Tracking Your Progress
  - Step 1: Keywords (5 mins)
    - Write these keywords on the board or display (track, goal, progress, routine).
      - Ask for volunteers or call on a student to give one word or short answer describing what each word means to them.
    - In pairs, students answer and discuss:
      - “What did you do this week to track your progress?”
      - “What strategy worked best?”
  - Step 2: Call on 2-3 volunteers to share their answers. (5 mins)
    - Prompt with:
      - “What did you use to track your learning?”
      - “Was it easy to follow your plan? Why or why not?”

## I. Presentation

- Vocabulary Introduction (10 mins):
  - On the board to introduce 6 key vocabulary words (obstacle, barrier, persistence, strategy, distraction, solution). Say each word, have students repeat 2–3 times.
  - Display a simple visual or icon next to each word to support understanding:
    - obstacle – roadblock or mountain image  (something that makes progress difficult)
    - barrier – wall or fence  (something that stops movement or communication)
    - persistence – person climbing stairs  (continuing even when it’s hard)
    - strategy – chess piece or plan diagram  (a planned way to reach a goal)
    - distraction – phone or noise symbol  (something that takes attention away)
    - solution – light bulb or puzzle piece  (the answer to a problem)
  - Write each word and a clear example sentence on the board:
    - “A big obstacle in my learning is time.”
    - “My strategy is to study early in the morning.”
    - “Noise is a distraction when I read.”
  - Ask students to give their own example sentence for each word, linking to their workplace or study experience.
- Listening Activity (15 mins):
  - Introduce the video: Dealing with Learning Challenges ([How To Overcome Challenges in Learning English \(Tips & Tricks\)](#))
    - Explain that they’ll listen for challenges and solutions.
    - Set two key questions:
      - “What challenge does each speaker describe?”
      - “How did they solve the problem?”
  - How to Run It (Step-by-Step):
    - First play-through for general understanding. Pairs discuss answers.

- Second play-through students complete a chart, give example on the board:

Challenge	Solution

- Follow-up Discussion Questions:
  - “Which strategy would you like to try?”
  - “Did anything surprise you?”
- Mini-Lecture & Guided Discussion: Common Learning Challenges (15 mins)
  - Step 1: Introduce the concept
    - Write five categories on the board: Time, Confidence, Memory, Environment, Other.
      - Explain: “These are common areas where people face learning challenges — at work, in training, or in language study.”
  - Step 2: Brainstorm in pairs or groups
    - Give each group a small set of sticky notes or slips of paper.
    - Ask students to write one challenge per note and place or tape it under the correct category on the board or wall.
      - Example prompts:
        - Time: “I don’t have enough time to study after work.”
        - Confidence: “I’m afraid to speak English in meetings.”
        - Memory: “I forget new vocabulary quickly.”
        - Environment: “My office is too noisy to concentrate.”
        - Other: “I get distracted by my phone.”
  - Step 3: Review and discuss as a class
    - Read a few examples from each category aloud.
    - Guide the discussion using questions such as:
      - “Which challenge is most common in our class?”
      - “Do you see any patterns?”
      - “What strategies could help overcome these challenges?”
  - Step 4: Conclude the discussion
    - Summarize main ideas on the board (for example: better scheduling, more practice time, study in quiet places).
    - Connect the discussion to upcoming lessons on learning strategies and personal development plans.

## II. Practice

- Roleplay: Giving and Receiving Advice (15 mins)

- Give each student the Roleplay: Giving and Receiving Advice worksheet, and explain the instructions.
  - Students work in pairs:
    - Student A explains the challenge.
    - Student B gives 2–3 pieces of advice using modals (should, could, might want to).
    - After 3–4 minutes, rotate pairs.
  - Display or write model sentence starters on the board:
    - “You might want to...”
    - “Maybe you could...”
    - “Have you tried...?”
    - “You should try...”

### **[20-Minute Break]**

- Individual Writing Practice: Personal Challenge & Solution (10 mins)
  - Students respond to this prompt:
    - “Write about one challenge you’ve had learning English. What caused it? How did you deal with it or how do you plan to deal with it?”
      - Use at least two new vocabulary words
      - Write 4-5 full sentences
  - Optional: Peer exchange and give one helpful comment using modals. For example:
    - “You could explain the reason more clearly.”
    - “You might want to add another sentence.”
    - “You should check the verb tense here.”
- Reflection (5 mins)
  - Ask students to share one thing they “learned” about their partner in the roleplay. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

### **III. Production**

- Fluency Activity: Help Me Out! (15 mins)
  - Students form two lines or two circles (facing each other):
    - Partner A describes a real or imaginary learning challenge.
    - Partner B gives advice using modal verbs.
    - After 2-3 minutes, rotate and repeat with a new partner.
  - Display or write challenge prompts on board:
    - “I always forget vocabulary.”
    - “I don’t understand fast speakers.”
    - “I’m too tired after work to study.”
  - Before and during the activity, prompt students with:
    - “Let’s give advice that’s useful and realistic.”

- “Remember to use full sentences with modals.”
- Error Correction and Recap (5 mins):
  - Go over 2-3 common errors heard during the activity. Write corrected versions on the board. Practice correct versions together.

#### IV. Mini-Project: Success Strategies & Goals Wall (45 mins)

- Step 1: Introduce the task
  - Explain that students will create a poster titled “Success Strategies & Goals Wall.”
  - Frame the activity as building a professional “team knowledge base” or “learning playbook,” where each participant contributes useful insights and goals.
- Step 2: Explain what to include
  - Each poster should have three clear sections written in complete sentences:
    - Personal Learning Strategy
      - Describe one method or habit that helps you learn English or work more effectively. Example: “I review new business vocabulary every morning before work.”
    - Two SMART Goals
      - Write two goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. Example: “I will learn ten new business words every week for the next month.”
    - One Challenge and Planned Solution
      - Describe a current challenge and explain how you plan to overcome it. Example: “Challenge: I often forget to study after work. Solution: I’ll review my notes for ten minutes during my coffee break.”
- Step 3: Support language variety
  - On the board, create a simple “Modal Variety Meter” to encourage alternatives to *should*:
    - could / might / can / have you tried... / one way to...
  - Remind students to use these modals when giving advice or writing solutions.
- Step 4: Create posters (30 mins)
  - Students create their posters individually or in pairs using paper or digital slides.
  - Remind them to use clear headings, full sentences, and organized sections.
  - Circulate and check that their goals connect to the SMART model.
- Step 5: Share and discuss (15 mins)
  - Display all posters around the room for a gallery walk.
  - Students read two or three others’ posters and write one follow-up question or suggestion on a sticky note.
  - Discuss as a class:
    - “What common challenges did you notice?”
    - “Which strategies might help you the most?”
- **Materials:** Large paper or poster sheets, markers, sticky notes, tape.
- Teacher Prompts (throughout the activity)
  - “What do you want to achieve in the next month?”
  - “What strategy has helped you the most so far?”

- “What might stop you from reaching your goal — and what could help?”
- “How can we support each other in reaching our goals?”

## V. Wrap-Up

- Vocabulary Review Game (5 mins)
    - Word match on board using today’s 6 key vocabulary words
      - Call on students to define words or match definitions
  - Self-Reflection (5 min)
    - Hand-out slips or paper, or have each student say aloud:
      - Students write:
        - “Today I learned...”
        - “One strategy I will use in my real life is...”
        - “A challenge I feel more ready for is...”
      - Collect or students read aloud.
- 

## Optional Independent Practice

- Watch the TED-Ed video “The Psychology of Self-Motivation” by Scott Geller (5:40 min): [The psychology of self-motivation | Scott Geller | TEDxVirginiaTech](#)

## Notes for the Instructor

- Ensure activities stay within time to allow for the full mini-project.
- Model examples of giving advice using modals (“You could...”, “You might want to...”) during the Practice stage.
- Monitor pair and group work to check that learners are using functional language for describing challenges and offering advice.

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 1**
  - **Lesson Number: 1**
  - **Topic: Talking about Work Responsibilities**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe my job title and department
    - I can talk about my daily and weekly responsibilities
    - I can explain how my role fits into the company's overall operations
    - I can use common verbs for job tasks (e.g., handle, coordinate, oversee)
    - I can start and respond to informal workplace conversations with colleagues (i.e., small talk)
    - I can introduce myself and my role during a team meeting or site visit
    - I can explain which tools or systems I use for daily tasks
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Day in a Life](#) - x number of students  
(Note: Select the most appropriate "Day in the Life" story - from the four available roles - based on your students' jobs.)  
[Day in a life - teacher's version](#) - Just for your reference
  - [Work Responsibilities Practice Activities](#) - x number of students
  - [My Responsibilities](#) - x number of students
  - [Department Fair](#) - CUT OUT - there are 5 cards, one per group. Print the handout single-sided and cut the cards
- Audio/Video Files: [if applicable]
- Required Tech / Supplies:

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>handle</b>	take care of a task, problem, or responsibility	I handle customer orders every morning.	N
<b>manage</b>	be in charge of people, projects, or processes	I manage a small team in the delivery department.	N

<b>oversee</b>	supervise and make sure work is done correctly	I oversee the loading process at the warehouse.	N
<b>coordinate</b>	organize activities or people so things run smoothly	I coordinate with suppliers to schedule deliveries.	N
<b>be responsible for</b>	have the duty to do or check something	I am responsible for updating the inventory system.	N
<b>report to</b>	give updates or be accountable to a manager or supervisor	I report to the warehouse manager at the end of each shift.	N
<b>collaborate with</b>	work together with colleagues or departments	I collaborate with the transport team to solve delays.	Y
<b>support</b>	help someone or another department with their work	Our team supports the quality department with inspections.	Y
<b>schedule (verb)</b>	arrange times for activities, tasks, or meetings	I schedule weekly staff meetings for my department.	Y
<b>update (verb)</b>	bring information or systems to the newest status	I update the system after each shipment.	Y
<b>track (verb)</b>	follow the progress or location of something	I track deliveries using the company's software.	N
<b>process (verb)</b>	deal with paperwork, requests, or items officially	I process customer returns and replacement requests.	N
<b>monitor (verb)</b>	regularly check and watch progress, performance, or a situation	I monitor stock levels to avoid shortages.	N

### Lesson Structure (PPP)

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

- Step 1: Ask students: *"What do you usually say when someone asks about your job?"*

Elicit:

- My title/job/ my department
- The name of my company
- What I do there/ my responsibilities

- Step 2: Ask them: “*What questions can you use when you want to ask someone about those things?*” Elicit/ Teach/Write on the board:
  - What do you do? (Note: avoid using “what’s your job?” to get them to speak naturally, like a native English speaker)
  - Where do you work?
  - What’s your role?”
- Step 3: Model a brief introduction with a student: *Hi! My name is X, I’m a teacher. What do you do?*
- Step 4: Pair up the class and have them practice introductions. Ask them to start by introducing themselves and then ask each other about their jobs.

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

- Step 1: Give students the *Day in the Life* text and ask them to read it individually. Tell them to underline all the action verbs that describe responsibilities.
- Step 2: Ask them to compare in pairs which verbs they underlined.
- Step 3: Elicit the underlined verbs as a class and write them on the board. Point out that most sentences use the present simple because they describe routines and responsibilities.
- Step 4: Give quick oral definitions and ask students to guess which verb matches:
  - to deal with a task or problem → **handle**
  - to be in charge of people, projects, or processes → **manage**
  - to supervise and make sure work is done correctly → **oversee**
  - to organize activities or people so things run smoothly → **coordinate (with)**
  - to have the duty to do or check something → **be responsible for**
  - to give updates or be accountable to a manager → **report to**
  - to work together with colleagues or departments → **collaborate (with)**
  - to help someone or another department with their work → **support**
  - to arrange times for activities, tasks, or meetings → **schedule**
  - to bring information or systems to the newest status → **update**
  - to follow the progress or location of something → **track**
  - to deal with paperwork, requests, or items officially → **process**
  - to regularly check and watch progress, performance, or a situation → **monitor**
- Step 5: Divide the class into two teams (or more, if the group is large). Tell them you will ask questions based on the text, and the first team to answer correctly will get a point.
  - What does the person **handle**?
  - Who or what does the person **manage**?
  - Which area or tasks does the person **oversee**?
  - Who does the person **coordinate with**?
  - What is the person **responsible for**?
  - Who does the person **report to**?
  - Who does the person **collaborate with**?

- Who does the person **support**?
- What meetings or activities does the person **schedule**?
- What does the person **update**?
- What deliveries or items does the person **track**?
- What documents does the person **process**?
- What does the person **monitor** regularly?

## II. Practice (30-40 min)

- Controlled Practice Activities
  - Step 1: Distribute the *Work Responsibilities Practice Activities* handout
  - Step 2: Read the instructions for the first 3 exercises.
    - Gap fill using word bank
    - Dialogue completion using word bank
    - Error correction
  - Step 3: Review answers as a class (see answer key below)

## Answer Key

### Task 1 - Gap-fill

1 handle	8 support
2 manage	9 schedule
3 oversee	10 update
4 coordinate with	11 track
5 be responsible for	12 process
6 report to	13 monitor
7 collaborate with	

### Task 2 - Dialogues (sample answers)

- Who do you **report** to? / I **report** to the operations director
- Which documents do you **process**? / I **process** import declarations
- Who do you **collaborate with** on urgent shipments? / I **collaborate with** the quality team and suppliers
- What do you **update** every evening before you leave? / I **update** the system and **track** deliveries
- What do you **do** at your site during the night shift? / I **monitor** safety checks every hour
  - (Alternative last pair: what do you **oversee** ... / I **oversee** safety checks ...)

### Task 3 - Error correction

- 1) I report **to** the warehouse manager.
- 2) I am responsible **for updating** the database.
- 3) I collaborate **with** the delivery department.

- 4) I coordinate **with** suppliers about the schedule.
- 5) I oversee **the** packing team.
- 6) I **track** the deliveries every day.
- 7) I process **the** paperwork after lunch.
- 8) I manage **the** documents for each order.

- Monitor & support with language prompts

### [20-Minute Break]

- **Small Talk Practice (5-10 min) - Reentry Activity (after the break)**
  - Step 1: Write 2-3 small talk questions from the Small Talk Bank on the board (e.g., “How’s your day so far?”, “Is it busy today?”, “How was your weekend?”).
  - Step 2: Model a quick exchange with a student.  
T: “How’s your day so far?”  
S: “Pretty good, thanks. A little busy.”
  - Step 3: Ask students: “What other short answers can you give?” Elicit 2-3 responses and write them under the question.
  - Step 4: Pair practice: students stand up pair with a partner and ask/answer 2-3 questions. *Encourage short, natural replies (one sentence).*
  - Step 5: Switch partners and repeat. Do a few rounds but keep the exercise short as a whole.
  - Step 6: Debrief: Ask, “Which questions are good for small talk at work?” Circle the best ones on the board as a “Small Talk Bank.”

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

- **Activity 1 - My responsibilities (10-15 min)**
  - Step 1: Hand out *My Responsibilities* (they have to list tasks and tools they use in their jobs)
  - Step 2: Once they complete, share with a partner
- **Activity 2 - Department Fair (25-30 min)**
  - Step 1: Tell students the situation: “Today is a recruitment day at the company. Each department has a stand where they explain what they do. You will represent a department and introduce your responsibilities.”
  - Step 2: Write the task on the board:
    - Introduce your department
    - Describe what it is responsible for
    - Explain how it supports the company - *Write an example: “By moving goods, we make sure our customers get their products.” (Other ideas: solving problems, keeping quality high, preparing documents, etc.)*
  - Step 3: Assign or let students choose departments (e.g., Warehouse, Delivery, Quality, Customs, Sales) and give the appropriate cue card from *Department Fair*

- Step 4: Give students 5 minutes to prepare a short introduction. Tell them they must use at least 5 target verbs (e.g., handle, manage, oversee, coordinate with, report to).
  - Step 5: Set up the classroom like a “fair.” Half of the class stands by their “department stand,” the other half visits as “recruits.”
  - Step 6: Visitors go around and ask questions (e.g., Who do you report to? What do you coordinate with? What do you handle?). Representatives answer using their notes.
  - Step 7: After 6-7 minutes, switch roles: visitors become department reps, reps become visitors.
  - Step 8: Wrap up as a group. Ask: “Which verbs did you hear most? Any other observations?”
- Peer feedback using simple rubrics (They can say these orally or jot them down on a slip of paper):
    - “I liked when you explained how you \_\_\_\_\_.”
    - “Next time, try to add more about \_\_\_\_\_.”
  - Error correction & discussion
    - Students might want more detail on the differences between:
      - *track* = *follow movement/location* → “I track shipments.”
      - *oversee* = *supervise people/processes* → “I oversee the packing team.”
      - *monitor* = *check regularly and keep under control* → “I monitor quality results.”
    - Collocation use - using wrong prepositions (e.g., collaborating from - instead of with; responsible to - instead of for, etc.)
    - Forgetting to use the -ing to describe their responsibilities (e.g., I’m responsible for schedule the weekly shift - instead of schedulING)
    - Others, as heard throughout the class

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

- **Job Circle Challenge**

- Step 1: Name a job role (e.g., customs clerk).
- Step 2: Student A gives one correct responsibility in a full sentence using today’s verbs (“A customs clerk processes import documents.”).
- Step 3: Name a new job (e.g., warehouse supervisor). Student B continues with a new responsibility.
- Step 4: Continue around the class, alternating job roles to keep it varied (warehouse, delivery, quality, sales, etc.).

Rules:

- 1) No repeating the same verb twice in a row.
- 2) If a student is stuck, they can “ask the group” for help.

Below is a list of potential roles - with sample activities, in case your students need help.  
*Try to use the roles that match your students based on today's activities.*

**Warehouse Supervisor**

- A warehouse supervisor **oversees** the loading area.
- A warehouse supervisor **coordinates with** the delivery department.
- A warehouse supervisor is **responsible for updating** the system after shipments.

**Delivery Supervisor**

- A delivery supervisor **schedules** drivers and routes.
- A delivery supervisor **tracks** shipments during the day.
- A delivery supervisor **reports to** the logistics manager.

**Quality Inspector / Quality Manager**

- A quality manager **monitors** product quality.
- A quality inspector **collaborates with** the warehouse team during checks.
- A quality manager is **responsible for** safety inspections.

**Customs Clerk**

- A customs clerk **processes** import and export declarations.
- A customs clerk **updates** the system with shipment details.
- A customs clerk **coordinates with** customs officers.

**Freight Forwarder**

- A freight forwarder **handles** bookings for clients.
- A freight forwarder **manages** shipment documents.
- A freight forwarder **reports to** the branch manager.

**Sales Representative**

- A sales representative **handles** customer orders.
- A sales representative **supports** clients with product information.
- A sales representative **collaborates with** the logistics team to arrange shipments.

**Logistics Analyst**

- A logistics analyst **monitors** delivery performance.
- A logistics analyst **updates** reports for managers.
- A logistics analyst is **responsible for analyzing** shipment data.

**Operations Manager**

- An operations manager **oversees** several departments.

- An operations manager **manages** warehouse and delivery teams.
  - An operations manager **coordinates with** sales and logistics.
  
  - Self-reflection: "What did I learn today?"
    - I can describe my job title and department
    - I can talk about my daily and weekly responsibilities
    - I can explain how my role fits into the company's overall operations
    - I can use common verbs for job tasks (e.g., handle, coordinate, oversee)
    - I can start and respond to informal workplace conversations with colleagues (i.e., small talk)
    - I can introduce myself and my role during a team meeting or site visit
    - I can explain which tools or systems I use for daily tasks
- 

## Optional Independent Practice

### 1) Small talk practice with a colleague/friend

- Choose 2-3 small talk questions (*How's your day? Is it busy? What are you working on?*).
- Ask them to try the questions with a friend, family member, or colleague — even if they answer in Hebrew.

### 2) Role rehearsal (self-practice)

- At home, students record a short introduction about their job (30-60 seconds).
- They should include: job title, department, 3 responsibilities, 1 tool/system, and who they report to.
- They can listen back and check if they used the target verbs.

## Notes for the Instructor

- The handout *Department Fair* has to be cut
- Adapt according to learner levels and profession - **Select the most appropriate "Day in the Life" story - from the four available roles - based on your students' jobs.**
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
- **CEFR Level: B1**
- **Unit Number: 1**
- **Lesson Number: 2**
- **Topic: Describing Department Functions**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can explain how each department contributes to overall operations
  - I can give examples of interdepartmental communication in my role
  - I can name the key jobs in at least three departments in a company
  - I can explain how different departments work together
  - I can use department-related vocabulary accurately
  - I can describe the roles of colleagues I interact with in other departments
  - I can explain how my department interacts with others during a project or shipment
  - I can describe who to contact in another department for different tasks

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Department Responsibilities](#) - CUT OUT into separate slips
  - [Interview Prompts](#) - x number of students
  - [Department Challenges](#) - slides to project for the wrap-up activity
  
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board /Markers / **Projector**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>department</b>	a part of a company with a special job	The sales department brings in new customers.	N
<b>operations</b>	daily activities to run the company	Our operations team makes sure shipments are on time.	Y
<b>logistics</b>	planning and moving goods	Logistics handles transport and delivery of products.	Y
<b>procurement</b>	buying goods and services for the company	Procurement orders materials from suppliers.	Y

<b>sales</b>	selling the company's products or services	The sales team is working on a big contract.	Y
<b>marketing</b>	promoting products and services	Marketing creates campaigns to attract customers.	Y
<b>finance</b>	managing money, budgets, and accounts	The finance department prepares the yearly budget.	Y
<b>HR (Human Resources)</b>	managing employees, hiring, and training	HR supports managers with employee issues.	Y
<b>IT (Information Technology)</b>	managing computers and systems	IT set up my laptop on my first day.	Y
<b>customer service</b>	helping customers with questions or problems	Customer service deals with complaints quickly.	Y
<b>quality assurance (QA)</b>	checking products meet company standards	QA tests the goods before they are shipped.	Y
<b>compliance</b>	making sure the company follows laws and rules	Compliance checks that we respect safety regulations.	Y
<b>support</b>	help another person or department	The IT team supports employees with technical problems.	Y
<b>coordinate</b>	work with others to organize tasks	We coordinate with HR to plan staff training.	Y
<b>collaborate with</b>	work together with another person or department	We collaborate with marketing on new projects.	Y

**Lesson Structure (PPP)**

● **Warm-Up (15 min):**

- Step 1: Write 5-6 verbs from Lesson 1 on the board (examples: handle, coordinate, oversee, support, manage, check).
- Step 2: Ask students to work in pairs. Each student chooses 2 verbs and makes a short example sentence about their own job.

- Step 3: Invite 3-4 students to share their sentences with the class.
- Step 4: Read out 6 short workplace problems (examples: “My computer doesn’t work,” “We need new uniforms,” “A customer is angry,” “The budget is not clear,” “We have to send 200 boxes today,” “We want to promote our new service”).
- Step 5: Students guess which department should solve the problem and explain why. They use one of the verbs from the board in their answer. Example: “IT handles computers.” “HR supports employees.”
- Step 6: Ask students: In your company, which departments do you work with the most? Write 2-3 answers on the board.

## I. Presentation (30-40 min)

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

- Step 1: Write the names of 6-8 departments on the board (examples: logistics, procurement, sales, marketing, finance, HR, IT, customer service).
- Step 2: Tell students they will play a guessing game. One student will get a card with a department function. The others must guess the department.
- Step 3: Give one student a card with a responsibility (example: “buys materials for the company”) from *Department Responsibilities*. The student reads the sentence aloud.
- Step 4: The class guesses the department. Example: “That is procurement.”
- Step 5: Repeat with several cards so different students read.
- Step 6: After each guess, add the department name and function to the board in a simple chart.
- Step 7: When all cards are finished, read the chart together. Students repeat the department name and function aloud.
- Step 8: Ask 2-3 quick questions: Which department works with suppliers? Which department manages money? Which department helps customers?

### ● Grammar/Function Focus (10-15 min)

#### “Be responsible for”

#### Department + [3rd person]

- Step 1: Write two example sentences on the board:
  - a) The finance department is responsible for budgets.
  - b) The marketing department promotes our products.
- Step 2: Underline “is responsible for” in the first sentence and “promotes” in the second. Ask: Which words explain the function?
- Step 3: Elicit the pattern: “is responsible for + noun or -ing” (example: responsible for money / responsible for checking).
- Step 4: Elicit the second pattern: “Department + verb (3rd person).” Example: Finance manages, HR supports, IT fixes.
- Step 5: Write 3-4 additional examples on the board with different departments and ask students to identify the pattern used.
- Step 6: Ask students to make one sentence with “is responsible for” and one sentence with “Department + verb” about their own company or a company they know.

- Step 7: Invite 3-4 students to share their examples with the class.
- **Model Dialogue (10-15 min)**
  - Read to the class:
    - Yael: I need to get new gloves for my team. Where do I order them?
    - Oren: That goes through procurement. They are responsible for buying equipment.
    - Yael: Okay. And we also have a problem with the delivery truck. Who should I talk to?
    - Oren: Logistics handles trucks and shipments.
    - Yael: One more thing—the customer complained about a late delivery yesterday.
    - Oren: Customer service deals with complaints. They will contact the customer directly.
    - Yael: Perfect, thanks.
- **Comprehension Questions (5-10 min)**
  - Which department is responsible for buying gloves?
  - Who handles the delivery truck problem?
  - Which department deals with customer complaints?
  - What did the customer complain about?

## II. Practice (30-40 min)

- **Activity 1 - Back-to-Back Pairs (10-15 min)**
  - Step 1: Students sit back-to-back with a partner.
  - Step 2: Student A says the name of a department.
  - Step 3: Student B makes a full sentence using one of the two patterns (“is responsible for ...” / “Department + verb ...”).
  - Step 4: Switch roles after 3-4 turns.
  - Step 5: Continue until each pair has used 6-8 departments.
- **Activity 2 - Missing Word (5-10 min)**
  - Step 1: Say a sentence with a missing department. Example: “The \_\_\_ department manages money.”
  - Step 2: Students call out the missing word.
  - Step 3: Ask one student to say the full sentence aloud.
  - Step 4: Continue with 8-10 sentences using different functions.
- **Activity 3 - Reformulation Challenge (5-10 min)**
  - Step 1: Say a sentence with one pattern. Example: “HR is responsible for training staff.”
  - Step 2: Students must reformulate the sentence using the other pattern: “HR trains staff.”
  - Step 3: Continue with 6-8 examples, alternating patterns.
  - Step 4: Ask individual students to give both versions aloud.
- **Activity 4 - Department Chains (5-10 min)**

- Step 1: One student starts with a sentence: “Finance manages budgets.”
  - Step 2: Next student adds another: “Marketing promotes products.”
  - Step 3: Continue around the group until all departments are mentioned.
  - Step 4: If a department is repeated, the student must give a new detail. Example: “Finance is responsible for reports.”
  - Step 5: Run 2-3 chains so each student contributes more than once.
- Monitor & support with language prompts

## [20-Minute Break]

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

- Communicative Task
  - Step 1: Tell students they will create a network map of how departments in a company work together.
  - Step 2: Ask each student to write short notes about their department, two other departments they work with, and one example of collaboration or a solved problem.
  - Step 3: Put students in pairs. Student A interviews Student B using the *Interview Prompts*.
  - Step 4: Student B answers with full sentences using “is responsible for” or “Department + verb.”
  - Step 5: Switch roles. Student A now answers, and Student B asks the questions.
  - Step 6: After both finish, each pair draws or describes a simple network map showing the connections between departments.
  - Step 7: Pairs share their network map with another pair or with the class.
  - Step 8: While listening, partners give short feedback: one strength and one suggestion using the phrases “I liked when you...” and “Next time, try to...”
- Error correction & discussion
  - Correct use of:
    - **“Be responsible for”** - He IS responsible for, I AM responsible for
    - **Department + [3rd person]** - Finance workS on reports

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

- **Department Challenge**
  - Step 1: Divide the class into small teams.
  - Step 2: Explain that each team will answer questions about departments and how they work together.
  - Step 3: Project *Department Challenge*. Ask one question aloud. Give teams 20-30 seconds to discuss their answer.
  - Step 4: Invite one team to answer. Award 1 point for a correct or strong answer.
  - Step 5: Continue with 6-8 questions. Keep the pace quick.
  - Step 6: At the end, count the points and announce the winning team.

### Sample Questions with Answers

1. Which two departments usually work together during a shipment? Explain why.  
Answer: Logistics and operations work together. Logistics handles the transport, and operations manages the workflow.
  2. A customer is angry because the delivery is late. Which departments are involved in solving this, and what do they do?  
Answer: Customer service talks to the customer, and logistics checks the delivery.
  3. Create a sentence using “is responsible for” about QA.  
Answer: QA is responsible for checking that products meet standards.
  4. Create a sentence using “Finance + verb” in the present simple.  
Answer: Finance manages budgets and payments.
  5. You need to train 20 new workers. Which department do you contact, and how will they support you?  
Answer: I contact HR. HR is responsible for training new employees.
  6. Which department do you work with most in your role? Give one example of communication.  
Answer: I work with procurement. They send me updates about materials.
  7. Who is the point of contact if there is a computer problem, and why is this important?  
Answer: IT is the point of contact. It is important because IT fixes systems quickly.
  8. Imagine a new project starts. Which three departments should collaborate first, and why?  
Answer: Sales, marketing, and finance should collaborate. Sales knows the clients, marketing promotes the project, and finance approves the budget.
- Self-reflection: “What did I learn today?”
    - I can explain how each department contributes to overall operations
    - I can give examples of interdepartmental communication in my role
    - I can name the key jobs in at least three departments in a company
    - I can explain how different departments work together
    - I can use department-related vocabulary accurately
    - I can describe the roles of colleagues I interact with in other departments
    - I can explain how my department interacts with others during a project or shipment
    - I can describe who to contact in another department for different tasks

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### Optional Independent Practice

- Choose **one department** from your company (or a company you know well). Write a short paragraph (5-6 sentences) describing:
  - What the department is responsible for.
  - What typical tasks it manages.
  - Which other departments it works with and why.
  - One example of a recent change, problem, or project involving that department.

**Notes for the Instructor**

- The handout "*Department Responsibilities*" needs to be cut into separate slips.
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 1**
  - **Lesson Number: 3**
  - **Topic: Explaining changes in schedules or roles**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can explain a change in my work schedule or role and say why it happened
    - I can use expressions like “due to,” “because of,” and “as a result of”
    - I can talk about changes that affect team members or deadlines
    - I can respond professionally to last-minute changes in schedules or responsibilities
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Vocabulary](#) - slides
  - [Practice Activities](#) x number of students
  - [Status Meeting Simulation Cards](#) - CUT OUT (into 6 cards)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers / **Projector**

**Vocabulary**

Word	Definition	Example sentence	Profession-Specific (Y/N)
<b>due to</b>	because of (more formal)	The truck was late due to heavy traffic.	N
<b>as a result of</b>	as a consequence	Two workers were sick. As a result of this, we had to stay late.	N
<b>therefore</b>	for that reason	The driver was absent, therefore we needed a replacement.	N
<b>swap shifts</b>	exchange work times with someone	I swapped shifts with Daniel on Friday.	Y
<b>cover for</b>	do another person’s work temporarily	Can you cover for Lior tomorrow?	Y
<b>call in sick</b>	phone work to say you are sick	Two people called in sick today.	Y

<b>overtime</b>	extra hours worked	We had to do overtime because the truck arrived late.	Y
<b>replacement</b>	a person who takes someone's place	We found a replacement for the night shift.	Y
<b>take over</b>	start doing another person's job	She will take over the shipment report.	N
<b>delay</b>	when something happens later than planned	The delivery has a two-hour delay.	Y
<b>reschedule</b>	plan for a new time	We need to reschedule the meeting.	Y
<b>adjust</b>	make a small change	We must adjust the schedule after the holiday.	Y
<b>backlog</b>	work that has built up and is waiting	We have a backlog of orders because the system was down.	Y
<b>short-staffed</b>	not enough workers	We are short-staffed this week because of vacations.	Y

### Lesson Structure (PPP)

- **Warm-Up (15 min) - Common Problems at Work**

- Step 1: Say: At work, plans sometimes change. Let's think about common problems that can cause changes.
- Step 2: Write on the board two examples: A truck is late, A worker calls in sick.
- Step 3: Ask: What other problems can change the schedule or roles? Collect 4-5 more ideas (system error, customer order change, traffic, machine breakdown, inspection).
- Step 4: Tell students: Choose one problem from the list. In pairs, discuss: What happened? How does it change the schedule or roles? Whose job is most affected by this problem?"
- Step 5: Invite 2-3 pairs to share short answers.

Here are some ideas in case they get stuck:

1. A truck is late → We must wait / the delivery is delayed
2. A worker calls in sick → Another worker must cover / take over
3. A machine breaks down → Production stops / the schedule changes
4. Traffic is very heavy → The driver arrives late / deliveries are delayed
5. A customer changes an order → We must adjust the plan / reschedule tasks
6. A system error stops work → We cannot process orders / backlog builds up

7. An inspection is scheduled → The team must prepare / some tasks are postponed

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

- Step 1: Say: At work, schedules and roles often change.
- Step 2: Write on the board: Two workers were sick. We had to stay late. Ask: Which part is the cause? Which part is the effect? Introduce *due to*, *as a result of*, *therefore*. Write example sentences:
  - We stayed late due to two sick workers.
  - We stayed late as a result of two sick workers.
  - Two workers were sick. Therefore, we stayed late.

Do a quick comprehension check: *Is traffic the reason if we say due to traffic? (Yes). Do we use as a result of to show cause or effect? (Cause). Does therefore introduce the result or the reason? Result).*

- Step 3: Present schedule and role change vocabulary from *Vocabulary* (slide 1): swap shifts, cover for, call in sick, overtime, replacement, take over. Give short examples:
  - I cannot work Friday. I ask David to work Friday, and I work Sunday. → swap shifts
  - Maria is sick. I do her work tomorrow. → cover for
  - Daniel phoned the manager. He is not coming today because he is sick. → call in sick
  - The truck arrived late. We worked two extra hours. → overtime
  - One worker is absent. Another person comes to do the job. → replacement
  - David usually writes the shipment report. Today Sarah writes it. → take over

Do a quick comprehension check: *If I cover for someone, do I do my job or their job? (Their job). If I take over a task, do I start doing it or stop doing it? (Start doing it).*

- Step 4: Present effects on work vocabulary using *Vocabulary* (slide 2): delay, reschedule, adjust, backlog, short-staffed. Give short examples:
  - The truck is late. The delivery is not on time. → delay
  - The meeting was Monday. Now it is Wednesday. → reschedule
  - We change the plan a little. → adjust
  - Orders are not finished. They are waiting. → backlog
  - Three people are on vacation. There are not enough workers. → short-staffed
 Ask CCQs: If there is a backlog, is the work finished? (No). If we are short-staffed, do we have enough workers? (No).
- Step 5: Say short situations and ask students to give the word. Example prompts: Daniel phoned to say he is sick → call in sick. We need to move the meeting from Monday to Thursday → reschedule. We had to stay two more hours yesterday → overtime. Too many orders are waiting → backlog.

### II. Practice (30-40 min)

Distribute *Practice Activities* and review the handout with the class:

- **Activity 1 - Match the Situations (10-15 min)**
  - Step 1: Tell students: Look at the 8 situations on your handout.
  - Step 2: Point to the wordbank. Say: Choose the best word for each situation.
  - Step 3: Students work individually first, then compare in pairs.
  - Step 4: Check as a class. Ask: Why did you choose this word? Accept short explanations.
  
- **Activity 2 - Sentence Completion (5-10 min)**
  - Step 1: Tell students: Complete the sentences with a word from the box.
  - Step 2: Remind them that more than one answer may be possible.
  - Step 3: Students work alone, then check in pairs.
  - Step 4: Write correct answers on the board. Underline the connector or vocabulary word.
  
- **Activity 3 - Mini-Dialogues (10-15 min)**
  - Step 1: Tell students: Work with a partner. Complete the dialogues using words from the mini wordbanks.
  - Step 2: Students take turns reading A and B.
  - Step 3: After two minutes, say: Change partners and practice again with new dialogues.
  - Step 4: Monitor and correct gently. Take 2-3 pairs to read aloud for the class.
  
- **Activity 4 - Sorting Game (10-15 min) - *Optional activity***
  - Step 1: Write the 14 target words in random order on the board or slide.
  - Step 2: Draw three columns: Connectors / Schedule & Role Changes / Effects on Work
  - Step 3: Students work in small groups to sort the words into the correct category.
  - Step 4: Check together and ask: Why does this word belong in this category?
  
- **Activity 5 - Quickfire Q&A (5-10 min) - *Optional activity***
  - Step 1: Keep the wordbank visible on the board.
  - Step 2: Provide situations and ask students to shout out the appropriate word. Model the first example below.
  - Step 3: Call on different students for each question. Keep the pace quick.
    - *"The truck was stuck in traffic. The delivery was late."* → delay
    - *"I cannot work Friday. David works Friday, I work Sunday."* → swap shifts
    - *"We had to work two extra hours yesterday."* → overtime
    - *"Orders are waiting and not finished."* → backlog
    - *"Three workers are on vacation. We don't have enough people."* → short-staffed
    - *"The meeting was Monday. Now it is Wednesday."* → reschedule
    - *"Maria is sick. I will do her work tomorrow."* → cover for
    - *"Two workers were sick... we had to stay late." What connector fits?* → as a result of
    - *"The driver was absent. Another worker replaced him."* → replacement
    - *"The delivery was late \_\_\_ heavy traffic." What connector fits?* → due to
    - *"David usually writes the shipment report. Today Sarah writes it."* → take over

- “The system went down. Orders could not be processed.” What connector fits?  
→ therefore
  - “Daniel phoned the manager to say he is sick.” → call in sick
  - “We changed the plan a little bit.” → adjust
- Monitor & support with language prompts

## [20-Minute Break]

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

- **Status Meeting Simulation (30 minutes)**
  - **Step 1 - Set the task.** Say: Imagine you are supervisors in a short status meeting. You must explain any staffing or scheduling problems, provide reasons, and agree on changes to the plan.
  - **Step 2 - Assign scenario cards.** Give each group a scenario card from *Status Meeting Simulation Cards* with 1-2 problems. Example: Two workers called in sick, and a truck was delayed. Each group gets a different card.
  - **Step 3 - Group preparation.** Students discuss in groups and prepare answers:
    - What is the problem?
    - Why did it happen? (use cause-and-effect connectors)
    - What are the consequences? (delay, backlog, short-staffed, overtime, etc.)
    - What adjustments will you make? (cover for, reschedule, swap shifts, take over, etc.)

**Write these four guiding questions on the board for support.**
  - **Step 4 - Status meeting role-play.** Groups role-play their status meeting.
    - One student acts as “meeting chair.”
    - Others present problems and suggestions.

**Encourage use of target phrases and circulate, noting good use and gaps.**
  - **Step 5 - Reporting back** One speaker from each group gives a short “status update” to the whole class (1-2 sentences per problem and adjustment).
- Peer feedback using simple rubrics
  - My partner explained the problem clearly
  - My partner gave a reason using due to / as a result of / therefore
  - My partner suggested a realistic adjustment (cover for, reschedule, take over, etc.)
- Error correction & discussion
  - As noted throughout the lesson - especially the use of connectors (however, etc.)

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

- **Status Meeting Summary**
  - Ask students to write a brief meeting summary (e.g. what were the problems and the solutions proposed)
- Self-reflection: Which words did you use today? Which were most useful?

- I can explain a change in my work schedule or role and say why it happened
  - I can use expressions like “due to,” “because of,” and “as a result of”
  - I can talk about changes that affect team members or deadlines
  - I can respond professionally to last-minute changes in schedules or responsibilities
- 

### **Optional Independent Practice**

Write a 4-6 sentence cause and effect chain:

- *“The truck was delayed due to traffic.”*
- *“As a result, the delivery was late.”*
- *“Therefore, the customer complained.”*
- *“As a result of the complaint, we had to adjust the plan.”*

### **Notes for the Instructor**

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- The handout *Status Meeting Simulation Cards* has 6 cards that need to be cut out. There are also sample answers for you, in case the students get stuck.
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
- **CEFR Level: B1**
- **Unit Number: 1**
- **Lesson Number: 4**
- **Topic: Talking about priorities and workloads**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can list and explain my current work priorities
  - I can justify why some tasks are more urgent than others
  - I can describe how I organize my time and workload
  - I can use time management phrases like “tight deadline,” “high priority,” and “multitasking”
  - I can explain how changing priorities affect my schedule or team
  - I can compare priorities across different departments or shifts

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Task Cards - Sorting](#) - CUT OUT - x of copies depends on number of groups - Small classes → give each group all the cards / Larger classes → each group gets 7
  - [Weekly Planning Meeting](#) - x number of students
  - [Onboarding Presentation Checklist](#) - x number of students (or you can project on the board)
- Required Tech / Supplies: Board/Markers/ Projector (optional)

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>deadline</b>	the date or time when something must be finished	The report deadline is Friday afternoon.	Y
<b>workload</b>	the total amount of work you have to do	My workload is heavy this week because two colleagues are on vacation.	Y
<b>multitasking</b>	doing several things at the same time	She is good at multitasking when the warehouse gets busy.	N

<b>urgent</b>	very important and needs immediate attention	Tracking this order is urgent because the customer is waiting.	Y
<b>important</b>	necessary or valuable, but not always urgent	It's important to update the system, but it can wait until tomorrow.	N
<b>pending</b>	waiting to be completed	We still have three pending deliveries from last week.	N
<b>critical</b>	absolutely necessary or essential	The safety checks are critical for the loading process.	Y
<b>backlog</b>	unfinished work that has built up	We need extra staff to clear the backlog of shipments.	Y
<b>reschedule</b>	change the time of a planned task or meeting	Let's reschedule the meeting for next Tuesday.	Y
<b>postpone</b>	to delay something so it happens later	The manager decided to postpone the training until next month.	Y
<b>resources</b>	people, equipment, or money needed for a task	We don't have enough resources to finish the project on time.	Y
<b>assign</b>	to give a task or responsibility to someone	The supervisor will assign the new order to the morning team.	Y
<b>progress</b>	how much of a task or project is completed	We are making good progress on the new warehouse layout.	Y

### Lesson Structure (PPP)

- **Warm up (15 min) - Task Sorting by priority**

- Step 1: Set the context. Tell students: "At work, we often need to decide which tasks are urgent, which are important but can wait, and which are less important. Let's practice with some examples."
- Step 2: Divide the class into small groups and distribute cards from *Task Cards - Sorting*
  - Small classes → give each group all the cards / Larger classes → each group gets 7 cards from the full set randomly assigned.

- Step 3: Write the words Urgent / Important but not urgent / Can wait on the board.
- Step 4: Ask students to place each card into one of the three categories. *Note: at this point the should use their own knowledge and contextual clues, without your input on new vocabulary.*
- Step 5: Ask for a few examples of tasks in each pile and ask them to explain why they put that task in that specific pile. *Note: Accept different answers and don't correct.*
- Step 6: Explain that now they will learn some useful words to explain these choices more clearly.

## I. Presentation (30-40 min)

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

- Step 1: Board/display all target words (deadline, workload, critical, urgent, backlog, pending, reschedule, postpone, resources, assign, progress).
- Step 2: Take each task card that includes a new word. Read the task and then give the definition + short example sentence *found on the vocabulary table on the first page of this lesson.*
- Step 3: Ask students to look at their sorted piles again and explain 1-2 of their choices using the new vocabulary. Example: *"We put safety training in 'Can wait' because it was postponed."*

### ● Function Focus (5-10 min)

- Step 1: Tell students that now they will learn useful phrases to explain priorities and workloads.
- Step 2: Write or display the target phrases and then read each aloud:
  - "I need to focus on \_\_\_ first."
  - "This task takes priority because \_\_\_."
  - "We are under pressure to finish \_\_\_."
  - "We postponed \_\_\_ until \_\_\_."
  - "We don't have enough resources to \_\_\_."
  - "We are making progress on \_\_\_."
- Step 3: Give one example for each phrase using a familiar task card.  
Example: *"I need to focus on the report first."*
- Step 4: Invite students to offer one more example per phrase (using their own card or job context).

### ● Model Dialogue (5-10 min)

- Step 1: Read the *Weekly Planning Meeting* handout with a student.
- Step 2: Distribute the handout to the students.
- Step 3: Ask them to read on their own and highlight the words that are common in their jobs.
- Step 4: Ask volunteers to share a few of the words and when they hear them (e.g., meetings with their manager, weekly meetings, etc.).

- **Comprehension Questions (5 min)**

Here are some comprehension questions you can ask to verify the students fully understand the new words:

**Deadline**

- If the deadline is Friday, can I finish on Monday? (No)
- Do I need to finish before or after Friday? (Before)

**Workload**

- If I have a heavy workload, am I busy? (Yes)
- If I have a light workload, do I have a lot of free time? (Yes)

**Critical**

- If a problem is critical, can we ignore it? (No)
- Do we need to fix it quickly? (Yes)

**Urgent**

- Is urgent usually about time? (Yes)
- If something is urgent, can I wait until next week? (No)

**Backlog**

- Is a backlog work we already finished? (No)
- Is a backlog work we still need to do? (Yes)

**Pending**

- Are pending deliveries complete? (No)
- Are they waiting? (Yes)

**Reschedule**

- If we reschedule a meeting, do we cancel it forever? (No)
- Do we change the time? (Yes)

**Postpone**

- If we postpone training, will it still happen? (Yes)
- Will it happen now or later? (Later)

**Resources**

- Are resources only money? (No)
- Can resources be people or equipment? (Yes)

**Assign**

- If a manager assigns me a task, do I choose it myself? (No)
- Does the manager give me the task? (Yes)

## Progress

- If we make progress, do we finish more or less of the work? (More)
- If there is no progress, is the work moving forward? (No)

## II. Practice (30-40 min)

### ● Activity 1 - Role-Play with Task Cards (15-20 min)

- Step 1: Students work in groups of 3-4. One student is the Supervisor and the others are Team Members.
- Step 2: The Supervisor picks 3-4 task cards and sets and shares the priorities (must use at least 3 target words) for the team
- Step 3: Team members ask clarifying questions (“Do you mean...?”, “What exactly...?”, “So, the priority is...?”).
- Step 4: Rotate so each student is Supervisor once.

Note: Circulate and prompt use of: *“We postponed... / We are under pressure to finish... / This task takes priority because...”*

### ● Activity 2 - “Urgent or Can Wait?” Decision Drill (5-10 min)

- Step 1: Show or read a task card.
- Step 2: Students need to call out: *Urgent / Important but not urgent / Can wait.*
- Step 3: Ask one or two volunteers to justify (e.g., *“We put it as urgent because it has a deadline.” “It can wait because it was postponed.”*)
- Step 4: Repeat quickly with 8-10 cards in 10 minutes.

*Optional twist: if groups disagree, they must convince each other using functional phrases.*

### ● Activity 3 - Micro-Meetings (10-15 min)

- Step 1: Pair students and give them 2 random task cards.
- Step 2: They run a 1-minute “Weekly Planning Meeting”:
  - Supervisor sets 2 priorities
  - Team Member asks at least one clarifying question
  - They must use 2 functional phrases.
- Step 3: Switch partners and repeat with new cards.

- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

### ● Short Onboarding Presentation - Unit’s mini-project

- Step 1: Tell students: *“Now you will prepare a short onboarding presentation for a new employee in your department. Your goal is to explain your role, your responsibilities, and how you set priorities. Imagine you are welcoming someone new to the team.”*

- Step 2: Show or Distribute the *Onboarding Presentation Checklist* Handout - Review items and answer questions.
  - Introduce yourself and your role
  - Describe your main responsibilities
    - Explain how your department supports the company
  - Give an example of your typical schedule or workload
  - Use at least 3 vocabulary words from today (deadline, backlog, assign, etc.)
  - Use at least 2 functional phrases (“This task takes priority...”, “We are under pressure to finish...”)
  - Show how changing priorities affect your schedule/team
- Step 3: Students work individually (or in pairs if needed for confidence).
  - Tell them to write bullet points only — no full sentences).
  - Encourage them to underline where they will use new vocabulary and functional phrases.
  - Check they are weaving in at least some project/schedule management terms (milestone, timeline, assign, progress, resources).
- Step 4: Students present in small groups. Each student gives a **2-3 minute presentation** as if speaking to a new hire. *Circulate and take note of “best examples” from student presentations.*
- Step 5: Listeners take notes on:
  - 1 strength they heard
  - 1 suggestion for improvement
- **Peer feedback:** After all group members present, peers give short feedback:
  - “I liked when you used...”
  - “Next time, try to...”
- **Error correction & discussion**
  - Comparative/Superlative errors - (e.g., “This task is more important ~~from~~ THAN that”)
  - Others as needed

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

- **Whole-class reflection:**
  - *Which phrases were easiest to use today?*
  - *Which ones will be useful in your real job?*
- **Self-reflection:** “What did I learn today?”
  - I can list and explain my current work priorities
  - I can justify why some tasks are more urgent than others
  - I can describe how I organize my time and workload
  - I can use time management phrases like “tight deadline,” “high priority,” and “multitasking”
  - I can explain how changing priorities affect my schedule or team

- I can compare priorities across different departments or shifts
- 

### Optional Independent Practice

- Ask students to review the vocabulary from this lesson and identify a few words they want to start using.
- Tell them to write sentences they might use in their job
- Tell students to try to use these during the week and/or to note when others use them.

### Notes for the Instructor

- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage
- *Task Cards - Sorting* handout has to be CUT OUT - x of copies of each set of cards depends on number of students in the class: Small classes → give each group all the cards / Larger classes → each group gets 6 - **Notes: 1) the last page of the handout is only for you. 2) might want to print a couple of extra sets since they will be used by the students through the class (they might write on them, etc.).**

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 2**
  - **Lesson Number: 5**
  - **Topic: Coordinating Daily Schedules and Responsibilities**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can assign tasks to colleagues using polite and direct language
    - I can confirm that the instructions were understood
    - I can ask about a colleague's availability and responsibilities
    - I can use phrases like “Can you handle...?”, “You’ll be in charge of...”, “Are you free at...?”
    - I can confirm instructions and respond with “OK, just to confirm...”
    - I can explain task responsibilities during a handover or shift briefing
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Coordination Dialogue](#) x number of students
  - [Coordination Practice Activities](#) x number of students
  - [Morning Coordination Meeting - Situation Cards](#) - there are 8 situations for groups of 3-4 students
  - [Morning Coordination Meeting - Team Role Cards](#) - x number of groups
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>assign (review)</b>	to give someone a specific task or responsibility	The manager assigned me to handle the morning deliveries.	N
<b>coordinate</b>	to organize people or activities so that they work well together	We need to coordinate with the delivery team to avoid delays.	N
<b>task (review)</b>	a specific piece of work that needs to be done	Each driver has a different task for the shift.	N

<b>update</b>	to give new information about a situation	Please update the team on the status of the shipment.	Y
<b>follow up</b>	to check progress or make sure something was completed	I'll follow up with the supplier to confirm the documents.	N
<b>issue</b>	a problem or situation that needs attention	There's an issue with the customs paperwork.	Y
<b>handle</b>	to deal with or manage a situation	Can you handle the urgent orders while I'm in the meeting?	N
<b>report</b>	to give information about something that happened	She reported the missing items to her supervisor.	Y
<b>confirm</b>	to check and make sure something is correct	Can you confirm if the truck left the warehouse?	N
<b>delay</b>	when something happens later than expected	The shipment was delayed due to traffic.	Y
<b>urgent (review)</b>	very important and needing immediate action	Please handle this urgent order first.	Y
<b>deadline (review)</b>	the final time or date when something must be completed	We need to finish the loading before the 3 p.m. deadline.	N
<b>progress (review)</b>	improvement or movement towards completing something	The team made good progress on the delivery plan.	N
<b>next steps</b>	the actions that follow in order to continue a process	Let's agree on the next steps before we finish the meeting.	N

### Lesson Structure (PPP)

- **Warm-Up (15 min) - "Morning Check-in"**
  - Step 1: Write on the board: "Morning Check-in" and three columns:

- *Tasks I'm working on*
  - *People I need to contact*
  - *Possible issues or delays*
- Step 2: Each student writes a short note under each column - based on their real job or an imagined logistics role.  
Examples:
  - Tasks: "Prepare shipment report"
  - People: "Check with driver about route"
  - Issues: "Delivery from Ashdod delayed"
- Step 3: In pairs, students discuss:
  - What's most urgent today?
  - Who needs to coordinate with whom?
  - What could cause problems or delays?
- Step 4: Invite 2-3 students to summarize their partner's situation:  
*"Maya said she needs to check with the warehouse team because one delivery is late."*

## I. Presentation (30-40 min)

### ● Vocabulary Introduction (20-25 min)

- Step 1: Distribute *Coordination Dialogue* and ask for volunteers to read it
- Step 2: Students read silently and think about answers to the questions on the handout
- Step 3: Elicit answers to the questions:

#### **General understanding questions:**

1. What problem did Oren report to Lina?  
*(The morning truck was delayed by about an hour.)*
2. How did the delay affect the schedule?  
*(The packing team started late and they're 40 minutes behind.)*
3. What solution did Oren find?  
*(He rescheduled the deliveries and assigned Daniel to coordinate with dispatch.)*

#### **Specific / vocabulary-related questions:**

4. What does "assigned Daniel" mean?  
*(Oren gave Daniel a task or responsibility.)*
5. What does Lina want Oren to "follow up" on?  
*(Check again later to see if the deliveries are still delayed.)*
6. What kind of "update" does Lina expect?  
*(She wants to know if they're back on schedule or still behind.)*
7. What does Oren mean by "report progress"?  
*(Share information about how the work is going.)*
8. When is their next "deadline"?  
*(10 a.m. for the morning route.)*
9. What are their "next steps"?  
*(To meet again at 2 p.m. and review the afternoon plan.)*

- Step 4: Ask students to circle the new words using the handout's word bank
- Step 5: Elicit meanings and ask them for examples from their job (*use the Vocabulary Chart above for definitions and sample sentences if the students get stuck*).

Example flow:

- *assign* → "When a manager gives someone a task. Example: I assign drivers to different routes."
- *coordinate* → "To organize or make sure people work together smoothly."
- *handle* → "To deal with a problem or responsibility."
- *update* → "To share new information about a situation."
- *follow up* → "To check again later to make sure something was done."
- *progress* → "How much work is completed."

- **Pronunciation and Word Form Awareness (10-15 min)**

(Target words: coordinate, confirm, update, report, delay, urgent, progress)

- Step 1: Write the seven words on the board.
- Step 2: Model each word naturally and emphasize the stressed syllable.  
Students repeat:
  - *We need to COordinate with dispatch.*
  - *Can you CONfirm the delivery time?*
  - *Please UPdate the driver list.*
  - *She'll rePORT any problems to the team.*
  - *The truck was deLAYed again.*
  - *It's URgent — handle it first.*
  - *The team made good PROgress this week.*
- Step 3: Write these pairs on the board:
  - report / report
  - update / update
  - delay / delay
  - progress / progress
- Step 4: Explain that these could be verbs or nouns based on the context. Give one example for each form and elicit if it's a noun or a verb.

Examples:

- *Please rePORT the issue to your manager.* → verb
- *I sent the rePORT this morning.* → noun
- *Can you UPdate the schedule?* → verb
- *Thanks for the UPdate.* → noun
- *The truck was deLAYed.* → verb
- *There's a deLAY in customs.* → noun
- *We're proGRESSing well this week.* → verb
- *The team made good PROgress.* → noun (*note different pronunciation*)

### Optional

- Step 5: Pair students. They take turns saying one short sentence using any of the words from the board (*confirm, update, report, delay, urgent, coordinate, progress*). Their partner repeats or gives a short reply. Examples:
  - *Can you CONFIRM the truck number? Yes, it's 428.*
  - *Please UPDate the schedule. Sure, I'll do it now.*
  - *There's a deLAY because of traffic. Okay, I'll rePORT it to the manager.*
- Step 6: Ask students to write their own examples for each pair of words (V/N) from step 3 and review with a peer

## II. Practice (30-40 min)

Distribute *Coordination Practice Activities*

### ● Activity 1 - Choose the Correct Word (5-10 min)

- Step 1: Review and explain the activity
- Step 2: Students work individually.
- Step 3: Review as a class.

Answer key:

1. follow up
2. coordinate
3. confirm
4. delayed
5. handle / deadline

### ● Activity 2 - Say it better (5-10 min)

- Step 4: Review and explain the activity
- Step 5: Read one example aloud and model the transformation:  
*I'll check with the driver later → I'll **follow up** with the driver later.*
- Step 6: Students work in pairs to rewrite each sentence using one of the target words.
- Step 7: Ask pairs to share a few examples.

**Sample answers:** (Accept variations as long as the vocabulary is correct and used in context.)

1. I'll check with the driver later. → I'll **follow up** with the driver later.
2. Can you tell me if the truck left? → Can you **confirm** if the truck left?
3. I gave Daniel a new job today. → I **assigned** Daniel a new task today.
4. The project is going well. → We're making good **progress** on the project.
5. The customer needs this immediately. → It's **urgent** — please handle it first.

- Step 8: Write on the board:
  - "Can you handle ...?"
  - "You'll be in charge of ..."
  - "Are you free at ...?"
  - "OK, just to confirm ..."

### ● Activity 3 - Clarifying Instructions (5-10 min)

- Step 9: Have students work in pairs. One gives a short instruction using one of the phrases. Partner repeats or confirms it. They swap roles after 3-4 examples

**Example:**

A: *Can you handle the returns today?*

B: *OK, just to confirm, I'm calling the clients, right?*

- **Activity 4 - Mini dialogues (10-15 min)**

- Step 10: Work in pairs
- Step 11: Demonstrate one example with a volunteer:
  - Student (A): *The 9 a.m. truck hasn't left.*
  - Teacher (B): *I'll **report** the **delay** to Lina.*
- Step 12: After the pair work, ask one or two pairs to perform a dialogue for the class.

**Answer Key (sample responses):**

1. A: The delivery team is waiting for instructions.  
B: I'll **assign** Daniel to send an **update** to everyone.
2. A: You haven't heard from the customs office yet.  
B: I'll **follow up** with them after lunch.
3. A: The 9 a.m. truck hasn't left.  
B: I'll **report** the **delay** to Lina.
4. A: The packaging team finished early.  
B: That's great **progress** - let's plan the **next steps**.
5. A: The warehouse has two urgent orders.  
B: I'll **handle** the first one and **coordinate** the second with dispatch.

**Optional**

- Step 13: Elicit answers for the **Quick review** exercise (5-10 min)
  1. The shipment will be late → **delay**
  2. You need to give someone a new responsibility → **assign**
  3. The team needs to check again after the meeting → **follow up**
  4. You finished part of the job → **progress**
  5. You must tell someone it's very important → **urgent**
- Monitor & support with language prompts/pronunciation

**[20-Minute Break]**

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

- **Morning Coordination Meeting Simulation**

- Step 1: Tell students: *Imagine it's 9 a.m. You're part of a logistics team starting your shift. You need to review tasks, give quick updates, and discuss one problem before the day starts.*
- Step 2: Divide students into small groups of 3-4
- Step 3: Give each group a short "situation card" from *Morning Coordination Meeting - Situation Cards* and then a copy of *Morning Coordination Meeting - Team Role Cards*

- Step 4: Each group reads its card and prepares their short coordination discussion. They should decide:
  - what the issue is
  - what actions to take
  - who will do what
  - what the next steps are
- Step 5: Tell them they also need to decide:
  - the roles they will play (from *Morning Coordination Meeting - Team Role Cards*)
  - what information each person gives
  - what actions and next steps they'll agree on
- Step 6: Each group holds their short "morning coordination meeting". They should (*write the following on the board*)
  1. Greet the team and describe the current situation.
  2. Give updates and confirm what's already done.
  3. Assign tasks or coordinate next actions.
  4. Report any progress or problems.
  5. Agree on next steps.
  6. Have a quick review of what they decided (e.g., *OK, just to confirm — I'll contact dispatch, and you'll update the client*)
- Step 7: After each group finishes their "Morning Coordination Meeting," tell them: *Now prepare a short report for the class - imagine you're updating your manager on what was decided in the meeting.*
- Step 8: Each group nominates one speaker to summarize in **3-5 sentences** (*Write these on the board*):
  - What the main **issue** was
  - What actions they **assigned or coordinated**
  - What they **confirmed or followed up** on
  - What the **next steps** are

**Example:**  
*We discussed a delay in Route 3. The team assigned Daniel to contact dispatch and confirm the new delivery time. We'll follow up after lunch and send an update to the client. Next steps: check progress at 1 p.m.*
- Step 9: After each short report, ask peers to give quick feedback:
  1. Did they use coordination vocabulary correctly? What words did you hear? (*e.g., assign, update, confirm, follow up, report, next steps, delay, urgent*)
  2. Did they explain the situation and next steps clearly? (*easy to follow, logical actions, clear sequence*)
- Error correction & discussion
  - Pronunciation of key words - see things to watch out for on the table below.
  - **Avoid over-correction.** Focus on intelligibility - These are critical words for this level.

Word	Common Mistake	How to Correct / Model
<b>coordinate</b> /kou-'ɔ:r-di-n eɪt/	<i>ko-dinait, ko-OR-di-neyt</i> → missing /ɔ:r/ or wrong stress	Emphasize <b>OR</b> , smooth rhythm: <i>We need to CO-ordinate with dispatch.</i>
<b>confirm</b> /kən-'fɜ:rm/	<i>con-fer, con-form</i> → missing /m/ or wrong vowel	Stress 2nd syllable; short /ɜ:/: <i>Please con-FIRM the delivery.</i>
<b>update</b> /'ʌp-deɪt/	<i>up-uh-date</i> or stress on <i>date</i>	Say it in one beat: <b>UP-date</b> ; no extra vowel before /p/.
<b>report</b> /rɪ-'pɔ:rt/	<i>RE-port, ree-port</i> → wrong stress or vowel	Stress last syllable: <i>She'll re-PORT the issue.</i>
<b>delay</b> /di-'leɪ/	<i>dee-lay</i> → extra vowel after /d/	One short /ɪ/, stress 2nd syllable: <i>The truck was de-LAYed.</i>
<b>urgent</b> /'ɜ:r-dʒənt/	<i>ur-zent, ur-jen</i> → /z/ or dropped /t/	Stress <b>UR</b> , soft /ʒ/, close with /t/: <i>It's UR-gent — handle it first.</i>

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

- Discussion in small groups:
  - *In your team, who usually gives updates or assigns tasks? How do you coordinate during delays or changes?*
  
- Self-reflection: “What did I learn today?”
  - I can assign tasks to colleagues using polite and direct language
  - I can confirm that the instructions were understood
  - I can ask about a colleague's availability and responsibilities
  - I can use phrases like “Can you handle...?”, “You’ll be in charge of...”, “Are you free at...?”
  - I can confirm instructions and respond with “OK, just to confirm...”
  - I can explain task responsibilities during a handover or shift briefing

#### Optional Independent Practice

- Write one short work situation that includes at least four of the new words.  
Example:  
There’s a delay in the morning shipment, so I’ll follow up with the driver and update the team.

**Notes for the Instructor**

- In *Morning Coordination Meeting - Situation Cards* - there are 8 situations. The class will be divided into small groups (3-5 students per group) - Need to cut out cards and distribute one to each group. Pick what would be most relevant based on the professions in the class.
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 2**
  - **Lesson Number: 6**
  - **Topic: Handling Scheduling Conflicts and Task Priorities**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can explain which task is most urgent and why
    - I can ask to reschedule or suggest alternatives politely
    - I can use language like “This needs to come first because...”, “Can we push this to later?”
    - I can resolve conflicts between tasks or schedules by proposing alternatives
    - I can explain why a task must take priority based on customer needs or deadlines
    - I can outline team responsibilities after agreeing on schedule changes
    - I can use phrases like “Just to be clear, you’ll handle...”
    - I can summarize agreements and next steps to avoid confusion
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Word Bank](#) - x number of students
  - [Dialogue](#) - x number of students
  - [Gap Fill](#) - x number of students
  - [Problems and Solutions](#) - x number of pairs
  - [Morning Brief Simulation](#) - x number of groups (of 4 students)
  - [Incident Cards](#) - number of copies depends on the size of the class - CUT OUT (see instructions under the Teacher’s notes at the end of the lesson plan.)
- Audio Files:
  - [Dialogue](#) - mp4
- Required Tech / Supplies: Board/Markers / **Speaker**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>conflict</b>	a situation when two or more tasks or schedules happen at the same time	There’s a conflict between the frozen goods and the electronics loading.	N

<b>reschedule</b>	to move a task or meeting to a different time	Can we reschedule the electronics loading for later?	N
<b>postpone</b>	to delay something until a later time or date	We'll have to postpone the safety check until next week.	N
<b>priority (review)</b>	something that is more important or urgent than other tasks	The frozen goods are our top priority this morning.	N
<b>overlap</b>	when two tasks or time slots happen at the same time	The two loading teams overlap during the morning shift.	N
<b>available slot (review)</b>	a free or open time in the schedule	The only available slot is after 9:30 a.m.	N
<b>alternative</b>	a different option or solution	Let's look for an alternative plan that works for both teams.	N
<b>adjust</b>	to change slightly to fit a new situation	We'll adjust the loading schedule to avoid delays.	N
<b>come first</b>	to be more important or urgent than other things	The frozen goods come first because they must stay cold.	N
<b>fit in</b>	to find time for something in a busy schedule	Can we fit in the electronics before the shift change?	N
<b>clarify (review)</b>	to make sure something is fully understood	Let's clarify who will confirm the new time.	N
<b>confirm (review)</b>	to check and make sure something is correct or agreed	Please confirm the new loading time with the team lead.	N
<b>compromise</b>	to find a middle solution between two sides	We can compromise and move one delivery to 9:30.	N

<b>double-check</b>	to review or confirm again to avoid mistakes	Please double-check the final loading plan before we post it.	N
<b>follow up</b>	to check again after a discussion or task	I'll follow up with the team lead later today.	Y

**Lesson Structure (PPP)**

● **Warm-Up (15 min):**

- Step 1: Write on the board: “You have three urgent tasks, but time for only two.”
- Step 2: Ask: “What kinds of problems can this cause at work?” (collect 3-4 ideas)
- Step 3: Take a poll: “Who usually decides priorities in your team?” / “How do you solve conflicts?”
- Step 4: In pairs, students list two situations when they had schedule or task conflicts at work.
- Step 5: Ask 2-3 volunteers to share. Write key words on the board (e.g. meeting, deadline, customer, shift).

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

● Vocabulary Introduction (30-40 min)

- Step 1: Set the context: Two supervisors, Amir and Lidia, are reviewing tomorrow's loading plan in the warehouse office. Play the *Dialogue* mp4 file twice
- Step 2: After listening, ask:
  - What was the main problem?
  - What tasks were in conflict?
  - What ideas did they discuss to solve it?
  - What was their final plan?
  - Who will do what next?

*Elicit short answers to ensure understanding of the situation before focusing on language.*
- Step 3 : Give students a printed version of the *Dialogue* and the *Word Bank* handout.
- Step 4: Ask them to read both and underline any words or phrases from the Word Bank that they can find in the dialogue (for example conflict, postpone, adjust, come first, fit in, clarify, confirm, follow up).
- Step 5: In pairs, students compare what they marked and decide what each phrase is *used for* in the dialogue - for example, to describe a problem, to suggest a change, to explain importance, or to confirm an action.
- Step 6: Write four columns on the board:  
A - Conflicts/Problems B - Rescheduling C - Priorities D - Clarifying/Confirming.
- Step 7: Elicit phrases for each
- Step 8: Ask guiding meaning questions:
  - If two tasks happen at the same time, what is that? (a conflict)

- When we move something to a later time, what do we do? (postpone / reschedule)
- What phrase means “most important”? (come first / priority)
- How do they make sure everyone understands the plan? (clarify / confirm / follow up)
- Step 9: Clarify similar meanings and forms using examples from the Word Bank.
  - postpone = delay to later    reschedule = change the time
  - adjust = make a small change    fit in = add to a busy plan
  - find a solution / resolve a conflict = fix the problem
  - follow up = check again later
- Step 10: Review and clarify the meaning and function of the vocabulary using guided questions from the dialogue:

### **A. Talking about conflicts and problems**

Ask:

- When Amir says “That’s a conflict,” what does he mean? (Two tasks happen at the same time)
- Does “conflict” always mean an argument? (No, it can mean a schedule problem)
- What do they do to solve it? (They look for an alternative / compromise)

Board phrases: *a conflict / find a solution / reach a compromise*

### **B. Rescheduling and adjusting plans**

Ask:

- What time did they consider postponing the electronics load to? (9:30)
- Why wasn’t that possible? (Driver had another route at 9:15)
- What did they decide instead? (Adjust the schedule and prepare earlier)
- What does “adjust” mean here - big change or small change? (Small, flexible change)

Clarify again if needed:

*postpone = delay to later*

*reschedule = change time (earlier or later)*

*adjust = small change in the plan*

*fit in = add to a busy schedule*

### **C. Setting and explaining priorities**

Ask:

- Which load came first? Why? (Frozen goods - temperature control)
- What phrase did they use? (“come first”)
- What does “come first” mean in your work? (Most important or urgent)

### **D. Clarifying and confirming next steps**

Ask:

- How do they make sure everyone understands the plan? (They confirm and clarify responsibilities)
- Who will follow up with the night shift? (Lidia)
- Who will confirm with the quality team? (Lidia)

- Who will update the plan? (Amir)
- Why do they say “Just to clarify”? (To check understanding before closing the discussion)

Clarify and model tone:

*Let’s clarify...*

*Just to be clear...*

*Can you confirm...?*

*I’ll follow up later today.*

*Please double-check the schedule.*

- Step 11: Practice stress and rhythm for key words:
  - conFLICT (verb) vs CONflict (noun)
  - postPONE - stress on the second syllable
  - conFIRM - final /m/ sound
  - sched-u-le /'skedʒu:l/
- Step 12: Quick drill: students repeat phrases with natural intonation
  - “Can we reschedule for later?”
  - “Let’s double-check before we send it.”
  - “Just to clarify, you’ll handle the quality check?”
- Step 13: Wrap up section by asking: Which of these phrases do you already use at work? Which are new for you? Collect two or three responses

## II. Practice (30-40 min)

### ● Activity 1 - Gap Fill (15-20 min)

- Step 1: Handout *Gap Fill* and ask students to complete the exercise.
- Step 2: Review answers as a class. Answer Key:
  - Conflict
  - Overlap
  - Adjust
  - Move / postpone
  - Comes first
  - Adjust
  - Check
  - Follow up
  - Confirm
  - Find a solution

### ● Activity 2 - Pair work (10-15 min)

- Step 1: Divide students into pairs. Give Partner A the slip with *problems* and Partner B the slip with *responses* (cut from *Problems and Solutions*)
- Step 2: Tell them that the responses are scrambled, so they need to listen carefully and decide which answer fits best for each situation.
- Step 3: Partner A reads one problem aloud. Partner B listens, looks at the response list, and chooses the best match by saying only the letter.

Example:

A: "Two workers are assigned to the same shift."

B: "I think that's D - That's a conflict. We need to adjust the schedule."

- Step 4: Partner A confirms if it sounds logical.
- Step 5: After 3 or 4 rounds, partners switch sheets. Now Partner B reads the *problems* and Partner A finds the correct *responses*.
- Step 6: When all pairs finish, review together.
  - Answer key: 1d 2a 3c 4f 5g 6b 7e
- Monitor & support with language prompts

## [20-Minute Break]

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

#### ● Morning Operations Brief Simulation

- Step 1: Divide the class into groups of 4
- Step 2: Tell students: "You're part of the Morning Operations Team in the Delivery Department. Your team needs to review the shift plan for today, handle a few unexpected problems, and make sure everything runs on time. You'll discuss, decide, and confirm who will do what. At the end, each team will report their final plan."
- Step 3: Distribute *Morning Brief Simulation*.
- Step 4: Review with them their staff, trucks, and tasks for the day. *Make sure they understand who each person is and what equipment they have.*
- Step 5: Tell each team they need to assign roles:
  - Supervisor (leads discussion and final decisions)
  - Scheduler (writes on the Shift Board)
  - Operations Rep (monitors trucks, tasks, dock use)
  - HR/Team Coordinator (checks staff availability, training)
- Step 6: Give teams a few minutes to study the schedule
- Step 7: Give each team 3 or 4 *Incident Cards* face down. Tell them: "Each card describes a real problem your team must solve. Read one card at a time, discuss as a group, and update your schedule."  
*Remind them to:*
  - identify the problem ("That's a conflict between the inspection and maintenance")
  - suggest a change ("Can we move it to 11:00?")
  - explain priority ("The frozen goods come first because of temperature control")
  - confirm next steps ("Just to be clear, I'll contact HR and you'll update the plan")
- Step 8: Once teams finish their first cards, give each team one new card (curveball). Say: "New update from management - something has changed. Read your new card and adjust your plan again."

#### Optional

- Step 9: Report-back. Ask each Supervisor to give a short team report (about 1 minute):
  - What conflicts did you solve?

- What changes did you make?
- Which task came first and why?
- Who will handle what next?
- Peer feedback using simple rubrics
  - The team used polite and clear scheduling language (e.g., “Can we postpone...?”, “Let’s adjust...”, “Just to clarify...”)
  - The team summarized next steps clearly and confirmed responsibilities (“So you’ll handle...”, “I’ll follow up...”)
- Error correction & discussion - As needed

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

- Ask the class:
  - Which expressions were easiest or most useful today?
  - Which situations were most realistic for your work?
  - What could you do differently next time to make the meeting smoother?
- Self-reflection: “What did I learn today?”
  - I can explain which task is most urgent and why
  - I can ask to reschedule or suggest alternatives politely
  - I can use language like “This needs to come first because...”, “Can we push this to later?”
  - I can resolve conflicts between tasks or schedules by proposing alternatives
  - I can explain why a task must take priority based on customer needs or deadlines
  - I can outline team responsibilities after agreeing on schedule changes
  - I can use phrases like “Just to be clear, you’ll handle...”
  - I can summarize agreements and next steps to avoid confusion

#### Optional Independent Practice

Think about a real situation at your workplace (or imagine one) where there was a **scheduling conflict or change in priorities**. Write **5-6 short sentences** describing:

1. What the problem was
2. What changes were needed
3. Which task came first and why
4. How you clarified responsibilities
5. What the final result was

Use at least three of the expressions from today’s lesson

**Notes for the Instructor**

- *Incident Cards* - Needs to be CUT OUT into separate slips - print enough copies so you have enough slips for the simulation. Each group of 4 students should get 3 slips to begin with and another 3 during the simulation
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 2**
  - **Lesson Number: 7**
  - **Topic: Identifying an Escalating Operational Issues**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe a delay, absence, or error clearly
    - I can ask for guidance using polite escalation language
    - I can report a problem using phrases like “There’s an issue with...”, “I recommend escalating this to...”
    - I can clarify responsibilities after an issue is reported
    - I can explain why a problem needs to be escalated and who should be informed
    - I can summarize a reported issue clearly for a supervisor or team lead
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [What Could Go Wrong - Images](#) - slides
  - [What Could Go Wrong](#) - document
  - [Operational Issues Vocabulary](#) x number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers / **Projector**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>issue (review)</b>	a problem or situation that needs attention	We have an issue with the delivery schedule today.	Y
<b>delay (review)</b>	when something happens later than planned	The shipment was delayed because of heavy traffic.	Y
<b>error</b>	a mistake in data, documentation, or process	There’s an error in the packing list.	Y
<b>missing</b>	not present or not found	Two boxes are missing from the delivery.	Y
<b>absent</b>	not at work or not available	The warehouse clerk is absent this morning.	Y

<b>unavailable</b>	not able to be contacted or used	The forklift is unavailable due to maintenance.	Y
<b>escalate</b>	to report a problem to a higher level	Please escalate this to the shift supervisor.	Y
<b>affect / impact</b>	to cause a change or influence something	The driver's absence will impact the afternoon schedule.	N
<b>cause</b>	the reason why something happens	What caused the error in the shipment?	Y
<b>solution</b>	a way to fix a problem	We need a quick solution before the next truck arrives.	Y
<b>follow up</b>	to check the progress or result of something	Can you follow up with the supplier about this?	Y
<b>inform / notify</b>	to tell someone officially about something	Please inform the client about the delay.	Y
<b>recommend</b>	to suggest what should be done	I recommend escalating this to the operations manager.	Y
<b>in progress</b>	currently being worked on	The repair is already in progress.	Y
<b>resolved</b>	problem finished or fixed	The system error has been resolved.	Y
<b>confirm understanding</b>	to check that someone received and understood the message	Can you confirm you understood the instructions?	Y
<b>report (verb)</b>	to give information about an issue	You should report the missing items to the supervisor.	Y

### Lesson Structure (PPP)

- **Warm-Up (15 min) - What Could Go Wrong?**
  - Step 1: Show *What Could Go Wrong - Images*
  - Step 2: Go through each (there are 6 images) and ask something like: *What could be wrong? What might be the problem here? Why do you think the supervisor looks*

worried? Who might he be talking to? - see the document *What Could Go Wrong* for more prompt ideas

- Step 3: Elicit short ideas and note useful words or phrases on the board (e.g., issue, problem, delay, missing, damaged, error / mistake, broken, absent, late, escalate, report, inform / tell, fix / solve)

## I. Presentation (30-40 min)

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

- Step 1: Say: *We already have some common problems here. Let's add a few useful words and expressions we use when we report or escalate these issues.*  
Add or highlight: *issue, escalate, cause, solution, resolved, follow up, inform, recommend, report.*
- Step 2: Use short, clear examples and have students repeat after you.
  - *There's an issue with the morning delivery.*
  - *We need to escalate this to the supervisor.*
  - *The cause of the delay is a missing document.*
  - *The problem was resolved yesterday.*
  - *Please follow up with the driver.*
  - *I recommend informing the client later.*
- Step 3: Ask quick comprehension questions:
  - "If we escalate a problem, do we tell someone with more or less authority?" (*More*)
  - "If a problem is resolved, is it finished?" (*Yes*)
  - "When we follow up, do we check again later?" (*Yes*)
  - "What do we mean by 'cause'?" (*Reason for the problem*)
- Step 4: Write two categories on the board:

#### **Describing the issue / Escalating or reporting the issue**

- Step 5: Elicit examples for each, adding functional phrases as students guess.
- Step 6: Complete the lists as needed:

#### **Describing the issue**

- There's an issue with ...
- We have a delay with ...
- Two packages are missing.
- The driver is absent.
- The system isn't working.

#### **Escalating or reporting**

- Can you advise what to do next?
- Who should I report this to?
- I recommend escalating this to ...
- Should we inform the client?
- Let's follow up later.

- Step 7: Model brief call-and-response examples with the class:  
Teacher: *The shipment is delayed.*  
Student: *You should report it to the supervisor.*  
Teacher: *Good. That's how we escalate an issue.*

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

- Step 1: Distribute *Operational Issues Vocabulary*.
- Step 2: Read the dialogue with a student (or ask for 2 volunteers)
- Step 3: Pair up students to review the new vocabulary and answer the comprehension questions. Check responses as a class.

**Optional**

- Step 4: Ask them to underline the phrases in the dialogue that report the problem, ask for help or next steps, confirm understanding. Check responses as a class.

## II. Practice (20-30 min)

- **Activity 1 - What's the Issue? (10-15 min)**

- Step 1: Tell students they will hear short situations and must identify what kind of issue it is.
- Step 2: Read aloud one situation at a time:
  - The truck hasn't left yet. It's already 10:30.
  - The client says one box is not in the shipment.
  - The driver didn't come to work today.
  - The computer shows the wrong delivery address.
  - The customs document is not in the folder.
  - The forklift stopped working during loading.
- Step 3: Students say the issue using one word or short phrase: delay, missing, absent, error, missing document, broken.
- Step 4: Ask: Who should they tell? Elicit short answers: the supervisor, the operations office, the team leader. Model full sentences: They should report it to the supervisor.
- Step 5: Repeat a few prompts quickly for extra speaking practice.

- **Activity 2 - Report It Correctly (10-15 min)**

- Step 1: Say: Now we'll practice reporting and responding to problems using the same phrases from the board.
- Step 2: Keep students in pairs. Assign Student A as worker and Student B as supervisor.
- Step 3: Write or display the phrase banks:
  - Reporting
    - There's an issue with...
    - We have a delay with...
    - The driver is absent.
    - The system isn't working.
    - Two boxes are missing.
  - Responding

- Thanks for reporting that.
- I recommend escalating this to...
- Can you check what caused it?
- Should we inform the client?
- Let's follow up later.
- Step 4: Read a situation aloud (see list below). Student A reports the issue using one phrase from the bank. Student B chooses one appropriate response. And then both decide what are the next steps: *You'll contact operations. I'll check the files.*
- Step 5: Give a new situation and have students switch roles.

### Situations

1. The truck is still waiting at the gate.
  2. The delivery for City Center is already one hour late.
  3. The driver can't be reached by phone.
  4. Two boxes are missing from the shipment.
  5. The customs document is not in the file.
  6. The forklift isn't working.
  7. The system shows an error message when you try to print the label.
  8. The client called to report damaged goods.
  9. The morning shift didn't send the packing list.
  10. The quality control report is incomplete.
  11. A pallet fell and a few boxes were broken.
  12. The operations manager is absent today.
  13. The barcode scanner battery is dead.
  14. A delivery driver went to the wrong address.
  15. The loading dock is blocked by another truck.
- **Activity 3 - Who Says It (5-10 min)**
    - Step 1: Explain: I will read a sentence. Decide if it sounds like something a worker says or something a supervisor says.
    - Step 2: Read the sentences:
      - There's an issue with the shipment.
      - Can you check the cause of the error?
      - I recommend escalating this.
      - I already followed up with the driver.
      - Let's inform the client after we confirm.
    - Step 3: After each sentence, students call out "worker" or "supervisor."
    - Step 4: Repeat the correct phrase together with natural intonation.

### Optional

- **Activity 4 - Quick Pair Review**
  - Step 1: Students face a partner. One gives a problem word or phrase such as delay, missing, error, damaged, absent.

- Step 2: The partner replies with a full reporting sentence using target language.  
Example: There's an issue with the documents. I recommend escalating this to the office.
  - Step 3: Switch roles and continue with new problems.
- Monitor & support with language prompts

## [20-Minute Break]

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

- Step 1: Tell students: Now you'll work in small teams. Each team will receive or hear a short workplace situation. Your task is to decide what the problem is, who should be informed, and how to report or escalate it.
- Step 2: Give one situation to each group:
  - The morning delivery truck is still waiting at the gate.
  - The client received two damaged boxes.
  - The barcode scanner stopped working during loading.
  - The driver didn't show up for the afternoon shift.
  - The packing list for one order is missing.
  - The system shows an error with today's shipment number.
- Step 3: Students discuss and agree on:
  - what the issue is (delay, damaged, missing, absent, error)
  - what actions to take (report, escalate, follow up)
  - what phrases to use.
  - why this issue should be escalated - what could happen if no one acts?
- Step 4: Each team prepares a short role play. One student plays the person reporting the issue, the other plays the supervisor or department head. They must include:
  - a clear description of the issue,
  - one escalation phrase (I recommend escalating this to... / Should we inform...?),
  - one confirmation or follow-up phrase (Got it. I'll report back / Let's follow up later).
- Step 5: Teams perform their short dialogues for another pair or in front of the class.
- Step 6: Give short peer feedback after each performance:
  - Was the issue clear?
  - Did they use escalation and confirmation phrases correctly?
- Step 7: As a group, students summarize one issue they discussed:

*Example: There was a delay because the driver was absent. We escalated it to operations, and they'll send a replacement.*

- Step 8: Ask reflection questions: How did you decide when to escalate? Which phrases helped you sound clear and professional?
- Error correction as needed

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

- Escalation Chain
    - Step 1: Tell students: Let's review the full process from identifying a problem to resolving it. We'll do this as a short speaking chain.
    - Step 2: Keep students in groups of four or five. The first student starts with a problem. Example: There's an issue with the morning delivery.
    - Step 3: Each next student adds one action using target language, building a logical sequence Examples:
      - I'll report it to the supervisor.
      - The supervisor will escalate it to operations.
      - Operations will inform the client.
      - The issue will be resolved this afternoon.
      - We'll follow up tomorrow to confirm.
    - Step 4: After one full chain, start a new one with a different problem. Encourage clear pronunciation and smooth use of escalation or reporting verbs.
    - Step 5: Finish by asking reflection questions:
      - How did your team decide when to escalate?
      - Which phrases helped make the communication clear?
      - What's one phrase you want to remember for work?
  
  - Self-reflection: "What did I learn today?"
    - I can describe a delay, absence, or error clearly
    - I can ask for guidance using polite escalation language
    - I can report a problem using phrases like "There's an issue with...", "I recommend escalating this to..."
    - I can clarify responsibilities after an issue is reported
    - I can explain why a problem needs to be escalated and who should be informed
    - I can summarize a reported issue clearly for a supervisor or team lead
- 

#### Optional Independent Practice

Choose a real or imagined workplace issue and write a brief paragraph:

1. Describe the issue.
2. Say what caused it.
3. Explain who should be informed.
4. Suggest how to resolve or escalate it.
5. Write one follow-up action.

Example:

There's an issue with today's shipment. The cause is a missing customs form. I reported it to the supervisor. He will escalate it to the operations office. I'll follow up tomorrow morning.

**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: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 2**
  - **Lesson Number: 8**
  - **Topic: Providing Updates on Workflow and Deliveries**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can summarize completed tasks and what's pending
    - I can use structured phrases like "So far we've...", "The issue is now resolved...", "We're still waiting for..."
    - I can communicate agreed-upon next steps and note them in a task log or system
    - I can deliver a structured spoken or written update about a task or shipment status
    - I can respond to questions or follow-up requests after giving an update
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Morning Update](#) x number of students
  - [Shipment Status Cards](#) x number of pairs
  - [Simulation Cards](#) x number of teams (each set has 7 roles)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition / Use	Example Sentence	Profession-Specific (Y/N)
<b>so far</b>	up to this moment	So far, we've finished the morning deliveries.	N
<b>on track</b>	progressing as planned	All shipments are on track for dispatch today.	Y
<b>behind schedule</b>	delayed compared to plan	We're behind schedule due to a missing document.	Y
<b>ahead of schedule</b>	faster than expected	Customs cleared the cargo ahead of schedule.	Y
<b>pending (review)</b>	waiting to be done or approved	Two delivery notes are still pending signature.	Y

<b>resolved</b>	problem successfully handled	The issue with Truck 4 has been resolved.	N
<b>in progress (review)</b>	currently being done	The warehouse audit is still in progress.	Y
<b>update</b>	latest information on a task	Here's a quick update on the inventory check.	Y
<b>status</b>	current condition or progress	Can you share the status of the evening shift?	Y
<b>issue (review)</b>	a problem affecting progress	There's an issue with the barcode system.	N
<b>catch up</b>	reach the expected level after a delay	We'll add one more team to catch up on deliveries.	N
<b>due</b>	expected or scheduled to happen	The shipment is due tomorrow morning.	Y
<b>ETA (Estimated Time of Arrival)</b>	expected arrival time	The driver reported an ETA of 16:45.	Y
<b>smoothly</b>	without problems or delays	Everything is running smoothly this morning.	N
<b>report (review)</b>	to give information officially	Please report the delivery completion in the system.	Y
<b>delay (review)</b>	when something happens later than planned	There's a short delay because of a system update.	Y
<b>urgent (review)</b>	needing immediate attention	This update is urgent - the client is waiting.	Y
<b>next steps (review)</b>	agreed future actions	Next steps: confirm documents and notify the client.	N

### Lesson Structure (PPP)

- **Warm-Up (15 min) - What's Done/What's Pending?**
  - Step 1: On the board, draw three columns: Task / Status / Comment.
  - Step 2: Write 5-6 sample logistics tasks such as:

- Load Truck 4
  - Send customs documents
  - Update delivery log
  - Report missing items
  - Replace damaged label
  - Confirm next steps with client
- Step 3: Ask students how they can describe the status of each task. Elicit and write known words (pending, in progress, urgent, delay, issue, report, next steps) under “Status.”
- Step 4: Quickly review their meanings:
  - pending = waiting to be done
  - in progress = still happening
  - urgent = needs immediate attention
  - delay = later than expected
  - issue = problem or difficulty
- Step 5: Divide the class into pairs or small groups. Each group chooses 2-3 tasks and decides which are done, in progress, or pending, explaining why. Encourage them to use the review vocabulary. Example:
  - The report is still pending because the system was slow.
  - The customs document is in progress - there was an issue with the form.
  - The truck left already, so that task is completed.
- Step 6: After 2-3 minutes, collect a few examples and reformulate them using Present Perfect. Example:
  - The truck left already → The truck has left already.
  - It's completed → We've completed loading.
- Step 7: Write on the board: “We've + past participle = action connected to now.”
- Step 8: Ask:
  - Did it happen in the past? (Yes)
  - Is it important now? (Yes)

## I. Presentation (30-40 min)

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

- Step 1: Distribute *Morning Update* and read the dialogue with a student
- Step 2: After the first reading, ask gist questions: What are they talking about? Are things going smoothly or not?
- Step 3: Ask 2 volunteers to read the dialogue again.
- Step 4: Ask comprehension questions:
  - Which trucks are finished? (2 and 3)
  - Which one is still in progress? (Truck 4)
  - What happened with the customs paperwork? (There was a short delay, but the agent has approved the documents.)
  - What caused one truck to be behind schedule? (Traffic near the port.)

- Has the warehouse team finished the stock check? (Yes, they've already finished.)
    - Has Lidia updated the delivery log? (Not yet.)
    - What are the next steps? (Print delivery notes, update the system, send a report to QA.)
  - Step 5: Ask students to underline or highlight in the text all phrases showing *progress or timing*: *so far, still in progress, has just approved, on track, behind schedule, catch up, already, not yet, smoothly, next steps*.
  - Step 6: Ask: Which tense do we see in most of these sentences? (Present Perfect.)
  - Step 7: Write four sample sentences on the board, taken directly from the dialogue:
    - We've finished loading Trucks 2 and 3.
    - The agent has just approved the documents.
    - The drivers have reported their ETAs.
    - I haven't updated the delivery log yet.
  - Step 8: Elicit: Are these actions finished or still important now? (They're connected to now.)
- **Grammar Focus - Present Perfect (10-15 min)**
    - Step 1: Keep the four sentences from the dialogue visible.
    - Step 2: Ask students to identify the auxiliary (have/has) and the past participle.
    - Step 3: Ask which time markers appear (so far, just, yet, already).
    - Step 4: Write the pattern chart on the board:
      - Affirmative - have/has + V3
      - Negative - haven't/hasn't + V3
      - Question - Have/Has + subject + V3 ?
    - Step 5: Ask:
      - In "The agent has just approved the documents," is the approval finished? (Yes.)
      - In "I haven't updated the delivery log yet," is it done? (No.)
      - Do we know exactly when it happened? (No.)
      - Is it relevant now? (Yes.)
    - Step 6: Contrast two lines from the conversation in different tenses:
      - Past Simple:** There was a delay earlier.
      - Present Perfect:** The agent has approved the documents.
    - Step 7: Ask: Which one tells us a specific past event? (The first) Which shows a current result? (The second)
    - Step 8: List the most common time expressions from the dialogue and board examples: so far, already, yet, still, just.
    - Step 9: Summarize meaning orally:
      - Present Perfect = shows what has been done or not done so far, with importance now.
  - **Putting it all together (10-15 min):**
    - Step 1: Write on the board/Display the lesson's vocabulary:

- **New:** so far, on track, behind schedule, ahead of schedule, resolved, catch up, due, ETA, smoothly
  - **Review:** pending, issue, report, delay, urgent, next steps, in progress
- Step 2: Ask students to locate the new terms or ideas in the Amir-Lidia dialogue. Elicit examples directly from the text:
  - so far → “So far, we’ve finished loading Trucks 2 and 3.”
  - on track / behind schedule → “Two trucks are on track, one is behind schedule.”
  - catch up → “We can catch up later if the unloading team starts on time.”
  - resolved → “Please report once it’s resolved.”
  - ETA → “Have the drivers reported their ETAs?”
  - smoothly → “Everything has gone smoothly so far.”
- Step 3: Group the terms with the class into three functional categories and write them on the board.
  - **Time and progress:** so far, on track, behind schedule, ahead of schedule, due, ETA
  - **Problem and solution:** resolved, catch up, delay, issue, urgent
  - **Workflow process:** pending, in progress, report, next steps, smoothly
- Step 4: Model or elicit one example for each group using Present Perfect, connecting back to the dialogue
  - Time and progress:** So far, we’ve finished three shipments.
  - Problem and solution:** We’ve resolved the issue with Truck 4.
  - Workflow process:** Everything has gone smoothly this morning.
- Step 5: Write the update pattern on the board:
  - Status phrase + Present Perfect + short detail
  - Examples:
    - So far, we’ve finished loading Trucks 2 and 3.
    - The drivers have reported their ETAs.
    - I haven’t updated the delivery log yet.
- Step 6: Say: We use Present Perfect with progress phrases to give clear, concise updates about what has been done, what is still pending, and what comes next.

## II. Practice (30-40 min)

### ● Reporting Update

- Step 1: Explain that students will now practice giving short updates to a colleague, just like in a real operations briefing. Tell them each person will have a card with **part of the shipment information**, and they’ll need to exchange details to complete a shared log. Tell them they should use phrases such as *so far*, *still in progress*, *on track*, *behind schedule*, *resolved*, *has/have + past participle*.
- Step 2: Pair students and give each student a *Shipment Status Card (A or B)*. *Make sure partners have complementary cards.*
- Step 3: Clarify that students should ask and answer using Present Perfect and status vocabulary, not just give short answers. Model the task and say for example:

**Shipment 2 - Steel rods**

A: What's the status of the steel rods?

B: They've been delivered. Everything has gone smoothly.

A: Excellent - the client is still waiting for confirmation, so I'll update them now.

B: Good idea. Then that shipment is fully completed.

- Step 4: Pairs work together. Each asks for the missing information in their table and fills it in as their partner answers.
- Step 5: As they work, monitor and note language use, focusing on:
  - correct use of have/has
  - time expressions (so far, yet, already, still)
  - status vocabulary (on track, behind schedule, resolved, pending, in progress, etc.)

*If needed, write reminders on the board (sentence starters):*

  - So far, we've...
  - We haven't... yet.
  - Everything has gone...
  - It's still in progress.
  - The issue has been resolved.
- Step 6: Ask for a few pairs to give short oral updates to the class as if reporting to a supervisor.  
Example:
  - So far, we've completed five shipments. One is behind schedule due to a paperwork delay, but it should be resolved by this afternoon.
  - The drivers have already confirmed all ETAs, and everything is running smoothly.
- Step 7: Ask students individually to write one short paragraph (3-4 sentences) summarizing their final update for the day.  
Example:
 

"So far, we've completed all morning shipments. One order is still pending because the documents haven't been received yet. We've already updated the system and notified the client."
- Step 8: Collect or monitor quickly to ensure correct use of structure and vocabulary.

- Monitor & support with language prompts

**[20-Minute Break]**

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

- **Unit's Mini-Project: Operations Briefing Simulation**
  - Step 1: Explain that students will now simulate a short **operations briefing**. Each small group will represent a shift team reporting to a supervisor. Their task is to summarize current progress, issues, and next steps using professional update language. *Remind them:*
    - Use Present Perfect for completed or ongoing actions.

- Include clear status phrases (so far, on track, behind schedule, resolved, pending, etc.).
- Step 2: Divide students into small groups of 4-5. Assign one **Supervisor** and 3-4 **Team Members** per group. Each Team Member receives a short “team card” from *Simulation Cards* describing their area (warehouse, delivery, customs, QA, etc.) and their tasks/orders. They need to be ready to report status
- Step 3: Give students time to prepare their short spoken update (4-6 sentences).
- Step 4: Write sentence starters on the board:
  - So far, we’ve...
  - We’ve already...
  - We haven’t... yet.
  - There’s been a small delay with...
  - The issue has been resolved.
  - Next steps are to...
- Step 5: Circulate and help with phrasing, ensuring everyone uses at least one new vocabulary term and one Present Perfect sentence.
- Step 6: Each group conducts its briefing:
  - The Supervisor calls on each Team Member to give their update and can ask one or two short follow-up questions (“Has the team finished loading?”, “Is it still behind schedule?”).
  - Team Members respond briefly, maintaining clarity and professional tone.

*Encourage Supervisors to summarize after all reports: “Thank you, everyone. So far, we’ve completed most of the morning tasks. Only the port delivery is still pending.”*
- **Peer Feedback:** After the simulation, each group gives quick peer feedback on:
  1. Clarity of updates
  2. Use of status vocabulary
  3. Correct use of Present Perfect
- **Error correction & discussion**
  - Review has (she/he/it) vs have + V3
  - Mention any errors noted throughout the lesson.
  - Emphasize that these short updates are exactly what’s used in daily shift briefings or team meetings.
  - Highlight good update examples from different groups:
    - “We’ve just approved all the documents.”
    - “Everything has gone smoothly this morning.”
    - “The shipment hasn’t arrived yet but it’s on track.”

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

- Emphasize that these short updates are exactly what’s used in daily shift briefings or team meetings.

- Highlight good update examples from different groups:
    - “We’ve just approved all the documents.”
    - “Everything has gone smoothly this morning.”
    - “The shipment hasn’t arrived yet but it’s on track.”
  - Self-reflection: “What did I learn today?”
    - I can summarize completed tasks and what’s pending
    - I can use structured phrases like “So far we’ve...”, “The issue is now resolved...”, “We’re still waiting for...”
    - I can communicate agreed-upon next steps and note them in a task log or system
    - I can deliver a structured spoken or written update about a task or shipment status
    - I can respond to questions or follow-up requests after giving an update
- 

### **Optional Independent Practice**

- Using the status cards or imaginary orders, write a status log.
  - Make it informative but concise

### **Notes for the Instructor**

- In the Presentation Section - under “**putting it all together**” you need to decide if the vocabulary will be displayed or written on the board for this part of the lesson. If displayed, the categorization should be on another slide
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Lesson Number: 9**
  - **Unit Number: 3**
  - **Topic: Explaining Emergency Procedures**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe basic emergency procedures (e.g., fire drill, first aid)
    - I can use sequence language like “first,” “then,” “after that”
    - I can explain where to go or who to contact in an emergency
    - I can follow and give instructions for common workplace emergencies
    - I can explain the purpose of key safety procedures to new employees
    - I can use phrases like “You should leave the building” or “You must call the supervisor”
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Warehouse Hazards Scenes](#) - to display in class
  - [Warehouse Hazards Scenes Debrief](#) - for teacher’s reference
  - [Warehouse Hazards Dialogues](#) x number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers/ **Projector**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>emergency</b>	A sudden, dangerous situation that needs quick action	In case of an emergency, call the supervisor immediately.	Y
<b>evacuate</b>	To leave a place quickly because it is not safe	We had to evacuate the warehouse during the fire alarm.	Y
<b>assembly point</b>	A safe area where everyone meets after an evacuation	After the alarm, go straight to the assembly point outside the main gate.	Y
<b>emergency exit</b>	A special door used only to leave quickly in an emergency	The emergency exit is at the end of the corridor.	Y

<b>fire drill</b>	A practice activity to learn what to do during a fire	We have a fire drill every three months.	Y
<b>first aid kit</b>	A small box with medical supplies for treating injuries	The first aid kit is next to the supervisor's desk.	Y
<b>fire extinguisher</b>	A device used to put out small fires	Do not use the fire extinguisher unless you are trained.	Y
<b>alarm</b>	A loud sound or signal that warns of danger	When you hear the alarm, stop work and leave the area.	Y
<b>incident</b>	An event or situation, especially one that causes damage or injury	Report any safety incident to your supervisor immediately.	Y
<b>injury</b>	Physical harm to someone's body	The worker had a minor injury and received first aid.	Y
<b>emergency contact</b>	The person or number to call for help	Check that your emergency contact number is up to date.	Y
<b>report (an incident)</b>	To tell a supervisor or manager about an accident or danger	Please report any incident immediately.	Y
<b>procedure</b>	The correct steps to follow in a specific situation	Make sure you know the emergency procedure for your area.	Y

**Lesson Structure (PPP)**

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

- Step 1: Ask:
  - "Has anything unexpected or dangerous ever happened at your workplace?"
  - "What did people do?"

*Encourage short answers using known words (fire alarm, machine problem, someone got hurt, supervisor, safety sign).*

- Step 2: Show the first image from *Warehouse Hazards Scenes*
- Step 3: Say: "Look at this picture. What's dangerous here?"
- Step 4: Students call out or discuss in pairs, using vocabulary they already know (e.g., *live wire, not using gloves when handling dangerous materials, pedestrian walking too close to the forklift in use, etc.*).

- Step 5: Briefly recap their answers and connect to the idea: “When there’s danger, we need clear **emergency procedures**.”
- Step 6: Say: “Today we’ll learn what to do when an emergency happens - step by step.”
- Step 7: Write on the board: *fire, evacuation, injury, alarm* and ask: “Which one sounds most serious? Why?”

## I. Presentation (30-40 min)

### ● Vocabulary Introduction (20-25 min)

- Step 1: Display the other 2 photos in *Warehouse Hazards Scenes* and ask: “What’s happening in each picture?” Elicit 2-3 short answers (single words or phrases).
- Step 2: Say: “Let’s look carefully at the photos. What dangerous situations can you see?” (Fire extinguisher is blocked by the bin, worker can’t see, water spill, etc.) What could happen? Give students **1 minute** to observe silently, then discuss in pairs (**set timer for 2 min**).
- Step 3: Review **only the main risks** with the class and present the vocabulary using *Warehouse Hazards Scenes Debrief*. Write each new word clearly on the board.
- Step 4: Briefly review by asking comprehension questions, See examples:
  - *Do we act fast or slowly in an **emergency**? → Fast*
  - *Is an **incident** something planned or unexpected? → Unexpected*
  - *Does an **injury** happen to a person or a machine? → A person*
  - *Do we use the **first aid kit** to fix people or equipment? → People*
  - *Do we use a **fire extinguisher** for small or big fires? → Small*
  - *When we hear the **alarm**, do we keep working or stop? → Stop*
  - *Can we block the **emergency exit** with boxes? → No*
  - *After we **evacuate**, do we wait inside or outside? → Outside*
  - *Is a **fire drill** real or just for practice? → For practice*
  - *Do we **evacuate** when it’s safe or dangerous? → Dangerous*
  - *When we **report an incident**, do we tell a friend or a supervisor? → Supervisor*
  - *Is a **procedure** one step or a set of steps? → A set of steps*
  - *Is your **emergency contact** someone from work or family/friends? → Family/friends*
- Step 5: Point again to each scenario and ask quick matching questions:
  - “Which scenario shows a potential **injury**?” (A)
  - “Which scenario is a problem with **fire safety**?” (C)
  - “Which scenario breaks the **safety procedure**?” (B and C)

*As students respond, reinforce each answer with a full sentence:  
“Yes, in Scenario B the worker doesn’t follow the safety procedure.”*
- Step 6: Ask: “What if there’s a fire? What’s the first step?”  
Elicit: *Press the alarm.*  
Continue: “Then what?” → *Evacuate the area.*  
“After that?” → *Go to the assembly point.*  
“Finally?” → *Wait for instructions or report what happened.*
- Step 7: Write their sequence on the board, labeling each with *first, then, after that, finally*.

- **Functional Focus: “must / should” for Safety Rules (5-10 min)**
  - Step 1: Write two model sentences on the board:
    - *You must leave the building immediately.*
    - *You should call the supervisor.*
  - Step 2: Ask: “Which one sounds stronger?” → Elicit: *must = rule / should = good advice.*
  - Step 3: Explain: “We use **must** for rules in safety procedures, and **should** for recommendations.”
  - Step 4: Add one *must not* example:
    - *You must not block the emergency exit.*
  - Step 5: Write the following sentences and ask students to decide: *Must, Should, or Must not?*
    - “\_\_\_\_\_ wear your safety shoes.”
    - “\_\_\_\_\_ report the incident right away.”
    - “\_\_\_\_\_ use the elevator during a fire.”
    - “\_\_\_\_\_ check that the emergency exit is clear.”
  - Step 6: Elicit answers and correct as a group. *Keep corrections brief, don’t over explain.*
- **Model Dialogue (10-15 min):**
  - Step 1: Distribute *Warehouse Hazards Dialogues* and ask for volunteers to read them one at a time
  - Step 2: Ask them to work in pairs to answer the comprehension questions. Refer them to the vocabulary box at the bottom of the handout. Answer key:

### **Dialogue 1 - The Spill and Fall Accident**

1. In this situation, why is it called an **incident** and not just a small mistake?  
→ Because someone was hurt and it needs to be officially reported.
2. The worker says Daniel has a “minor **injury**.” What does *minor* tell us about the injury?  
→ It’s small or not serious.
3. Why does the supervisor tell the worker to use the **first aid kit** instead of waiting for help?  
→ Because quick first aid can prevent the injury from getting worse.
4. The supervisor mentions checking the **emergency exit** and **fire extinguisher**. Why are these part of the safety **procedure** even if no fire happened?  
→ Because they must stay clear and ready in any emergency.
5. When the worker says, “I’ll **report** the incident,” what does this verb mean in the company’s context?  
→ To officially tell the supervisor or write the details in the system.
6. Why is reminding the team about the **procedure** an important final step?  
→ It helps prevent future incidents and keeps safety fresh in everyone’s mind.

## Dialogue 2 - The Unsafe Reach

1. Why does the supervisor call this a **near miss** instead of an **incident**?  
→ Because no one was injured, but it could have become an incident.
2. What kind of **injury** could happen in this situation?  
→ A fall, broken arm, or back injury.
3. When the supervisor says “Safety always comes first,” what company **procedure** is he referring to?  
→ The rule about using proper equipment like ladders instead of chairs.
4. The worker asks, “Should I **report** this?” Why is the answer **yes** even if nothing happened?  
→ Because unsafe behavior still needs to be recorded and corrected.
5. If this happens again, what should workers do **first** according to the procedure?  
→ Stop the unsafe action and inform the supervisor.
6. What does the supervisor want the worker to do **after** reporting the situation?  
→ Remind others to follow the safety procedure.

## II. Practice (30-40 min)

- Step 1: Write 5 short workplace situations on the board (one at a time):
  - a) A worker cuts his hand while opening a box.
  - b) The fire extinguisher is blocked by packages.
  - c) You hear the alarm during your shift.
  - d) A co-worker is standing on a chair to reach a shelf.
  - e) A delivery area has water on the floor.

For each, ask:

- “What type of **incident** is this?”
  - “What should you do **first**?”
  - What **safety rule/procedure** applies?
  - “Who should you **report** it to?”
- Step 2: Students answer verbally in pairs or small groups using target words (*incident, injury, first aid kit, emergency exit, fire extinguisher, evacuate, procedure, report*).
- **Fix the mistake**
    - Step 1: Write or display 5 incorrect sentences (situations):
      - a) “After that, we press the alarm before we see any danger.”
      - b) “If someone gets an injury, ignore it and keep working.”
      - c) “During a fire drill, we wait inside until it’s safe.”
      - d) “A blocked emergency exit is not a big problem.”
      - e) “We only report incidents when someone dies.”
    - Step 2: Students discuss in pairs: *What’s wrong? How should we correct it? Why do we need this safety rule/procedure?*

- Step 3: Elicit and correct together, using full sentences:
  - “If someone gets an injury, stop work and report it to make sure the supervisor knows about it and nobody else gets injured”*
  - “During a fire drill, we leave the building immediately to be safe.”*
- Pair work: Role-play using target language
  - Step 1: Keep the hazard scenarios visible (spill and fall, unsafe reach, blocked extinguisher).
  - Step 2: Each pair chooses one scenario and acts it out spontaneously using sequencing language and 5+ target words.
    - Example:
      - “First, check if anyone has an injury. Then, bring the first aid kit. After that, report the incident and block the area.”*
  - Step 3: Switch roles and scenarios.
- Monitor & support with language prompts
  - *Monitor for range and accuracy of vocabulary (incident, injury, report, procedure, evacuate, emergency exit, assembly point).*

## [20-Minute Break]

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

- **Safety Chain (10-15 min)**
  - Step 1: On the board, write: emergency - incident - injury - first aid kit - report - procedure - evacuate - alarm - emergency exit - fire extinguisher - assembly point - fire drill
  - Step 2: Divide the class into teams (3-4 students per team).
  - Step 3: Say: “Each team is part of the warehouse safety committee. I’ll describe an emergency, and you must give the correct steps - using our safety words and sequencing language.”
  - Step 4: Give short prompts, one per team. (see examples below)
  - Step 5: Each team must say a 3-4-step response using sequencing words (*First, Then, After that, Finally*) and at least two target words.

Examples:

- “A worker cuts his hand.”
- “The fire alarm rings during your shift.”
- “Someone blocks the emergency exit.”

Example response:

*First, bring the first aid kit. Then, report the incident. After that, clean the area. Finally, remind the team of the procedure.*

→ 1 point for correct sequencing + 1 point for accurate vocabulary.

- **Chain Reaction (10-15 min)**
  - Step 1: A student in a team starts a chain by giving the first step of a procedure: “First, press the alarm.”
  - Step 2: The next teammate continues: “Then, everyone evacuates the area.”
  - Step 3: The rest of the team follows, one at a time (e.g., “After that, we meet at the assembly point.” “Finally, the supervisor reports the incident.”)

→ Each complete, logical chain = 2 points.

*If a student repeats a word or breaks the sequence, the chain stops and the other team continues from the last correct step. Stop once one team completes **2 successful chains**, or energy drops (this is a fast, high-focus activity).*

- Peer feedback using simple rubrics
  - My partner used sequencing words correctly
  - My partner used 5 new safety words
  - My partner’s safety procedure was clear and with logical steps
- Error correction & discussion
  - Notice correct use of sequencing terms

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

- **Discussion:**
  - Step 1: Ask: “Which emergency step is most important in your workplace and why?”  
“Which rules are the most important in your workplace?”
  - Step 2: Students share one “must” and one “should” sentence from real experience.
- Self-reflection: “What did I learn today?”
  - I can describe basic emergency procedures (e.g., fire drill, first aid)
  - I can use sequence language like “first,” “then,” “after that”
  - I can explain where to go or who to contact in an emergency
  - I can follow and give instructions for common workplace emergencies
  - I can explain the purpose of key safety procedures to new employees
  - I can use phrases like “You should leave the building” or “You must call the supervisor”

#### Optional Independent Practice

- “Write a short email to your supervisor explaining what happened during a small warehouse incident (spill, blocked exit, etc.).” - Use: incident, report, procedure, injury, first aid kit, must, should.

*Example: Yesterday there was a small incident. A worker slipped near the loading area. We used the first aid kit and reported it. The area must stay dry and safe.*

**Notes for the Instructor**

- This is a content rich, critical lesson. When time is tight, reduce the **number of examples**, not the **number of concepts**
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 3**
  - **Lesson Number: 10**
  - **Topic: Reporting Hazards or Incidents**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can report a safety issue or incident at work
    - I can describe what happened and where
    - I can suggest a solution or request support
    - I can use language such as “There’s a spill,” “It looks dangerous,” “Can you report this?”
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Warehouse Incidents](#) - slides to display in class
  - [Dialogue Reporting Hazards](#) - x number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers/ **projector**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>hazard</b>	something that can cause harm or danger	A loose cable on the floor is a serious hazard.	Y
<b>unsafe condition</b>	a situation that might cause an accident	Please report any unsafe conditions immediately.	Y
<b>leak</b>	when gas or liquid escapes from a container or pipe	There’s a leak near the storage area.	Y
<b>damaged/ broken</b>	not in good condition; needs repair	The ladder is damaged. It shouldn’t be used.	Y
<b>slippery</b>	difficult to walk on because it’s wet or oily	The floor is slippery after cleaning.	Y
<b>blocked</b>	not allowing movement or access	The emergency exit is blocked by pallets.	Y

<b>loose</b>	not fixed firmly; can move easily	That wire is loose, someone could trip.	Y
<b>near miss</b>	an event that almost caused an accident	Yesterday we had a near miss with a forklift.	Y
<b>safety check / inspection</b>	a review to make sure everything is safe	We do a safety check before each shift.	Y
<b>maintenance</b>	repair and upkeep work	Maintenance is fixing the damaged door.	Y
<b>warning / alert</b>	message about possible danger	We received a safety alert about the new chemical.	Y

**Lesson Structure (PPP)**

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

- Step 1: Show the first slide in *Warehouse Incidents* (In the image, two warehouse workers are in a messy, unsafe area. Shelves have partially collapsed, boxes and products are scattered on the floor, and a forklift is nearby. One worker appears injured while the other is helping or checking on him. The area is full of hazards - slippery surfaces, blocked pathways, and damaged equipment.)
- Step 2: Ask:
  - What do you see?
  - What happened here?
  - Is it safe? Why or why not?
- Step 3: Students brainstorm hazard words they already know - capture them on the board

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

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

- Step 1: Show different areas of the image on the first slide of *Warehouse Incidents* as you introduce the vocabulary using the ideas below (elicit/teach and write on the board)

<b>Vocabulary</b>	<b>Possible Use / Example in the Scene</b>
hazard	There are many hazards here - boxes, cables, and sharp objects.
unsafe condition	The shelving is broken - it's an unsafe condition.
broken / damaged	The rack is damaged.
slippery	The floor looks slippery from the spill.

blocked	The path to the exit is blocked by boxes.
leak	There's a small leak from one of the containers.
loose	The cable on the floor is loose - someone could trip.
near miss	It could have been worse - it was almost a serious accident.
maintenance	Maintenance needs to fix the shelves.
safety check / inspection	A safety inspection should be done before reopening the area.
warning / alert	We need to post a safety alert to prevent others from entering.

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

- Write the functions on the board and give examples orally:
  - **Reporting a hazard** - "There's a spill on the floor." / "There's a leak near the storage area."
  - **Describing location** - "It's next to the forklift." / "It's near the exit."
  - **Describing seriousness** - "It looks dangerous." / "Someone could get hurt."
  - **Suggesting action** - "We should stop work until it's safe." / "Let's call maintenance."
  - **Requesting help** - "Can you report this?" / "Could you get the first aid kit?"

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

- Step 1: Distribute *Dialogue Reporting Hazards*
- Step 2: Read with a volunteer
- Step 3: Ask students to work in pairs to read the dialogue out loud and answer the questions. Answer key:
  - 1) What kind of problem does Amir report? A leaking container that caused a spill - a hazard near the forklift zone.
  - 2) Where exactly is the hazard? In front of the orange forklift, next to the lower shelf.
  - 3) What makes the area dangerous? the floor is slippery, there's a loose cable, and boxes are blocking the emergency exit.
  - 4) What actions does Lidia decide to take? She decides to call maintenance, put up a warning sign, and stop work in that area.
  - 5) Who will call maintenance? Amir will call maintenance and tell everyone to stay clear.
  - 6) Find three words in the dialogue that describe unsafe conditions. (Possible answers: slippery, loose, damaged, blocked)
  - 7) What word means "something that can cause harm"? (hazard)

- 8) How does Amir start his report? (“There’s a hazard near the forklift zone.”)
- 9) What polite question does he use to suggest a solution? (“Should we call maintenance?”)
- 10) What phrase does Lidia use to confirm immediate action? (“We need to take action right away.”)
- 11) What expression shows appreciation for correct behavior? (“You did the right thing reporting it.”)
- Step 4: Ask the students to identify the phrases in the dialogue that show the different functions - see answer key below:
  - **Reporting a hazard** - “There’s a hazard near the forklift zone.” / “One of the containers is leaking.
  - **Describing location** - “Just in front of the orange forklift, next to the lower shelf”.
  - **Describing seriousness** - “The floor is really slippery.” / “Someone could trip.”
  - **Suggesting action** - “Should we call maintenance?” / “We need to take action right away.”
  - **Requesting help / escalation** - “Report it to maintenance.” / “I’ll put up a warning sign.”
- **Comprehension Questions (5 min)**
  - Ask a few comprehension questions from the examples below. *Pick appropriate ones based on the discussion so far and only when the meaning is still unclear.*

**hazard**

- Is a hazard safe or dangerous? (Dangerous)
- Can a hazard cause an accident? (Yes)
- Should you report a hazard? (Yes)

**unsafe condition**

- Is everything okay in an unsafe condition? (No)
- Can someone get hurt? (Yes)
- Should you keep working or stop and report? (Stop and report)

**leak**

- Is something coming out when there’s a leak? (Yes)
- Is it air, water, or gas that escapes? (Could be any)
- Is it good for safety? (No)

**broken / damaged**

- Can you use something that is broken? (No)
- Does it need to be fixed? (Yes)
- Is it safe to use? (No)

**slippery**

- If something is slippery, can you walk safely? (No)

- Can you fall easily? (Yes)
- Is it usually dry or wet? (Wet)

**blocked**

- If an exit is blocked, can you go through? (No)
- Is that safe in an emergency? (No)

**loose**

- If a cable is loose, is it tight? (No)
- Can someone trip over it? (Yes)
- Should you leave it or fix it? (Fix it)

**near miss**

- Did an accident actually happen? (No)
- Was it almost an accident? (Yes)

**safety check / inspection**

- Is a safety check before or after an accident? (Before)
- What's the purpose — to find problems or to cause problems? (Find problems)

**maintenance**

- Who fixes broken equipment? (Maintenance team)
- Do they make things safe again? (Yes)

**warning / alert**

- Is a warning about something safe or dangerous? (Dangerous)
- Should you ignore a warning? (No)
- Should you be careful? (Yes)

**II. Practice (30-40 min)**

● **Spot the Hazards (10-15 min)**

- Step 1: Project an image from *Warehouse Incidents*
- Step 2: Say: "Look carefully. What problems or dangers can you see?"
- Step 3: Model with one example: "I see a **spill** on the floor. The floor is **slippery**. It's a **hazard**."
- Step 4: Write on the board the frame and the example below:  
**There's a [hazard]. It's [adjective]. It's near [location].**  
(e.g., *There's a leak. It's slippery. It's near the forklift.*)
- Step 5: Elicit 1-2 more examples from students and write them under the frame.
- Step 6: Write **sentence starters** on the board:
  - There's a ...
  - It looks ...
  - It's near / next to / behind ...
  - It's dangerous because ...

- Step 7: Model:
  - “There’s a broken shelf. It’s unsafe. It’s behind the entrance.”
  - “There are boxes blocking the exit. It’s dangerous. They are next to the door.”
- Step 8: In pairs, students need to identify **at least two hazards** in the image and use the frames to describe them aloud. *Encourage them to include **location** and **risk** each time.*  
For example:
  - A: “There’s a leak on the floor.”
  - B: “Yes, it’s slippery. Someone could fall.”
- **Reporting Hazards (15-20 min)**
  - Step 1: Say: “Now that we found the hazards, let’s make short Safety Check Notes, like what maintenance or safety teams use.”
  - Step 2: Write 4 columns on the board:
    - Hazard
    - Location
    - Risk/Problem
    - Action Needed
  - Step 3: Model one example together on the board (using the image):  
For example
    - **Hazard:** Spill
    - **Location:** Near the forklift
    - **Risk:** Slippery floor — someone could fall
    - **Action Needed:** Call maintenance, clean the area
  - Step 4: Read it aloud using full sentences:  
“There’s a spill near the forklift. The floor is slippery. Someone could fall. We should call maintenance to clean it.”
  - Step 5: Divide students into groups of 3-4 and project another image from *Warehouse Incidents* (or the last slide and ask them to pick one of the 4 images on it)
  - Step 6: Ask them to identify **three hazards** in the image
  - Step 7: Write the following sentence starters on the board:
    - **Hazard:** There’s a / There are ...
    - **Location:** It’s near / behind / in front of ...
    - **Risk / Problem:** It’s unsafe because ... / Someone could ...
    - **Action Needed:** We should ... / Call ... / Stop work until ...
  - Step 8: Ask the teams to fill in the table based on the hazards they found
  - Step 9: Ask a group to share **a report** orally. For example: “There’s a damaged shelf in the corner. It’s unsafe because boxes could fall again. We should replace it.”
- Monitor & support with language prompts

**[20-Minute Break]**

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

- **Communicative Task - Reporting the accident**
  - Step 1: Re-show the warehouse accident image (Slide 1 from *Warehouse Incidents*).
  - Step 2: Say: “Now imagine you are at work. You arrive just after this accident happens. One worker is hurt, and you must report what happened.”
  - Step 3: Model report:
    - Employee: “There’s been an accident near the forklift. A box fell from the shelf and hit Daniel’s arm.”
    - Supervisor: “Is he okay? What caused it?”
    - Employee: “The shelf was damaged. It’s unsafe. We should stop work until maintenance checks it.”
  - Step 4: Write on the board:
    1. Report (incident/hazard)
    2. Describe (what/where)
    3. Explain (risk/seriousness)
    4. Suggest (action/solution)
    5. Request (help/escalation)
    6. Confirm (understanding/next steps)
  - Step 5: Pair students
    - Employee = the person who saw the accident
    - Supervisor = the person receiving the report
  - Step 6: Project **situation prompts** (last slide of *Warehouse Incidents* - see list below) and assign one to each pair.
 

**Situation Prompts:**

    - Oil leaked from a container - the floor is slippery and one worker fell.
    - A damaged shelf collapsed and blocked the exit.
    - A cable near the forklift is loose - someone tripped.
    - A small fire started in the packaging area - no one is hurt.
    - Boxes fell from the top rack and one worker hurt his arm.
  - Step 7: Pairs act out the situation using full sentences. *Encourage natural, fluent reporting - not reading.*
  - Step 8: After 2-3 minutes per pair, switch roles and repeat with a new situation.
  - Step 9: Pick one or two situations and write a short log entry
  
- Peer feedback using simple rubrics
  - My partner described what happened clearly
  - My partner used 5 new words from the safety vocabulary
  - My partner suggested a clear action or solution
  
- Error correction & discussion
  - *There’s a...* → singular hazard
  - *There are...* → plural items
  - *We should...* / *We need to...* → suggest actions

#### 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: Write on the board:
    - I can report a safety issue or incident at work
    - I can describe what happened and where
    - I can suggest a solution or request support
  - Step 2: Ask students:
    - “Which one was easiest for you today?”
    - “Which one do you want to practice more?”
  - Step 3: Take a quick show of hands
  - Step 4: If there is consensus and time, practice some more - if not, encourage them to do the optional independent practice
- 

#### Optional Independent Practice

- Write a short **incident report** about what happened in the picture/ an imaginary situation.

Example: “There was an accident in the warehouse. A shelf collapsed, and one worker was injured. The floor was slippery because of a leak. The area was closed until maintenance fixed the problem.”

#### 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: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 3**
  - **Lesson Number: 11**
  - **Topic: Giving Instructions with Sequencing Language**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can give clear instructions for using tools or completing tasks
    - I can use connectors like “first,” “next,” “finally”
    - I can check for understanding using polite questions
    - I can follow instructions given by someone else
    - I can use polite reminders and warnings when others are not following safety rules
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Dialogue - Procedures](#) x number of students
  - [Procedure Role Play Cards](#)
  - [Real Situation Cards](#)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>step / procedure</b>	A single part of a process or sequence of actions	Follow each step carefully in the safety procedure.	Y
<b>follow (instructions)</b>	To do something according to given directions	Please follow the supervisor’s instructions during the drill.	Y
<b>check / make sure</b>	To verify that something is correct or safe	Make sure the tool is off before you clean it.	Y
<b>plug in</b>	To connect a machine or device to electricity	Plug in the machine before you start the test.	Y

<b>turn on</b>	To start or activate a device	Turn on the light to check the area.	Y
<b>turn off</b>	To stop or deactivate a device	Turn off the conveyor before maintenance.	Y
<b>shut down</b>	To completely stop or power off a system	Shut down the computer at the end of your shift.	Y
<b>PPE (Personal Protective Equipment)</b>	Equipment worn to protect the body from injury	Always wear the required PPE when entering the loading area.	Y
<b>put on</b>	To wear protective equipment or clothing	Put on your gloves before handling chemicals.	Y
<b>take off (PPE)</b>	To remove protective equipment	Take off your gloves only after cleaning the tools.	Y
<b>warning / reminder</b>	A polite alert about a possible danger or rule	Just a reminder — you must wear your safety glasses here.	Y
<b>be careful / watch out</b>	Phrases to warn someone to act safely	Be careful when you lift that box.	Y

### Lesson Structure (PPP)

- Warm-Up (15 min) - **How do you make it?**
  - Step 1: On the board, write examples of tasks that require instructions:
    - Make a sandwich
    - Make coffee or tea
    - Cook pasta
    - Send an email
    - Take a selfie
  - Step 2: Ask:
    - *How can you explain how to do one of these? (e.g., need to break it down into steps to give instructions)*
    - *Do you usually explain step by step or all at once?*
    - *When we give instructions, do we usually use action verbs? (Yes)*
    - *Do we speak in present or past tense? (Present)*

- Step 3: Pair students up and ask them to pick one of the examples and have one explain to the other how to do the task. Then switch roles and topic.
  - Student A explains the steps clearly.
  - Student B listens and asks one clarification question (e.g., “So first I take the bread?”, “Do I need sugar?”).
- Step 4: Ask a few students to summarize their partner’s explanation  
*Monitor and note examples of sequencing words students already use naturally (first, then, after that...).*

## I. Presentation (30-40 min)

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

- Step 1: Ask a few quick questions:
  - *When do you usually give or receive instructions during your day?*
  - *What can go wrong if instructions aren’t clear or complete?*  
*Elicit examples (confusion, delays, safety issues, returns, mistakes).*
- Step 2: Write the words on the board as you introduce them in context. Use short, realistic examples relevant to their environments. Here are some examples for warehouse work:

#### Operational actions

- **plug in** - *Plug in the scale before you start weighing the boxes.*
- **turn on** - *Turn on the label printer before the first shipment.*
- **turn off** - *Turn off the lights when you finish in the storage area.*
- **shut down** - *Shut down the system completely after the last delivery.*
- **check / make sure** - *Make sure all barcodes are scanned before printing the shipping list*
- **follow (instructions)** - *Please follow the customs procedure exactly.*

#### Safety and reminders

- **PPE (Personal Protective Equipment)** - *Everyone must wear PPE in the loading zone.*
- **put on / take off** - *Put on your vest and gloves before entering. Take them off only after you finish.*
- **warning / reminder** - *This is a reminder to keep aisles clear at all times.*
- **be careful / watch out** - *Be careful with that pallet - it’s heavy.*

*After every few, check meaning naturally:*

- If you shut down a system, can you still use it? (No.)
- Is PPE a rule or an item? (Item - protective clothing.)  
Is a reminder polite or strict? (Polite.)
- When we say “make sure,” are we asking or confirming? (Confirming.)

- Step 3: Clarify meaning. Write three mini-pairs of verbs/phrases on the board:
  - **turn off / shut down**
  - **check / make sure**
  - **reminder / warning**
- Step 4: Ask: “Do these mean the same thing at work, or is there a small difference?”
- Step 5: Let students discuss in pairs for 2 minutes, then share examples.
- Step 6: Guide them toward these distinctions through elicitation and clarification:
  - **Turn off** means to stop or deactivate something temporarily - you can turn it on again soon.
  - **Shut down** means to close it completely, usually at the end of the day or process.  
Example: *Turn off the monitor when you leave for lunch; shut down the system at the end of your shift.*
  - **Check** means to look at or test something once.  
**Make sure** means to confirm that it's correct or complete.  
Example: *Check the address before printing the label. Make sure it's correct before you send the package.*
  - **Reminder** is a polite, neutral way to repeat information or rules.  
**Warning** is stronger — used when there's a possible risk or a serious mistake.  
Example: *This is a reminder to keep the aisle clear. This is a warning - the floor is wet and slippery.*
- Grammar/Function Focus - **Giving Instructions** (target phrases for your reference - they will be taught through the dialogue)
  - Please remind them to...
  - Go over the steps with them.
  - First..., then..., after that..., finally...
  - Make sure they... / They should...
  - Remind them to... / Be careful with...
  - Got it
- Model Dialogue - **Cleaning and Safety Procedure After a Shift (15-20 min)**
  - Step 1: Distribute the *Dialogue* and read with a student (or 2 volunteers)
  - Step 2: Pair students and ask them to read out loud and answer the vocabulary discovery.
  - Step 3: Review as a class and write target vocabulary on the board.  
Answer key:
    - **Purpose and clarity**
      - *How does Amir make sure his message is clear and complete — does he explain everything at once, or step by step?*  
→ (step by step.)
    - **Structure**

- *How does he show the order of actions? What helps the listener follow the process easily?*  
→ (Leads to noticing sequencing language: *first, then, after that, finally.*)
  - **Tone and professionalism**
    - *How does Amir keep his tone polite and respectful, even though he's giving instructions?*  
→ (Leads to noticing phrases like *Please remind them to..., Make sure they..., They should....*)
  - **Emphasis and responsibility**
    - *What expressions does he use to make sure people actually follow the instructions, not just hear them?*  
→ (Highlights *Make sure..., Remind them to..., They should....*)
  - **Safety and awareness**
    - *How does Amir include safety or caution in his message?*  
→ (Leads to *Be careful with..., Put on PPE....*)
  - **Confirmation and understanding**
    - *At the end, how do we know Sara understood the instructions correctly?*  
→ (Noticing confirmation phrase *Got it.*)
- **Comprehension Questions**
  - **What's the difference between *turn off* and *shut down* when we talk about equipment or systems at work?**  
→ *"Turn off" means to stop something temporarily, for a short time; "shut down" means to close it completely, usually at the end of a process or shift.*
  - **What do sequencing words like *first, then, after that, and finally* show when someone gives instructions?**  
→ *They show the correct order of steps and help the listener follow the process clearly and safely.*
  - **Which expressions in the dialogue show reminders or safety awareness rather than direct commands?**  
→ *Expressions like "Remind them to...", "Be careful with...", and "This is a reminder to..." sound polite but still stress safety and attention.*
  - **How does the phrase '*Got it*' help keep communication clear and efficient between colleagues?**  
→ *It confirms understanding quickly - it tells the speaker that the listener understood and will follow the instructions.*

## II. Practice (30-40 min)

Controlled Practice Activities (gap fills, matching, sentence completion)

- **Activity 1- Rephrase unclear instructions (10-15 min)**

- Step 1: Say: Work with your partner to rewrite each one using the phrases and verbs we've learned.
- Step 2: Write these sentences on the board:
  - Don't forget to clean the table
  - Check everything again
  - Stop the machine and go home
  - Use your gloves
  - Close all programs when you're done
- Step 3: Model the first sentence:
  - How can we say 'Don't forget to clean the table' more clearly and politely?"
    - Elicit ideas:
      - *Please remind the team to clean the table before leaving.*
      - *Make sure the area is clean before you leave.*
- Step 4: Write one or two improved versions on the board and underline key phrases:  
**Please remind... / Make sure... / before you...**
- Step 5: Pair students to the same for the rest of the sentences.
- Step 6: Write on the board to remind them to use:
  - a polite and professional tone
  - sequencing words if needed (*first, then, finally*)
  - correct verbs (*turn off, shut down, put on, make sure, be careful*)

**Answer key (samples):**

1. *Please remind the team to clean the table before leaving.*
  2. *Make sure all items are scanned before you print the list.*
  3. *First, turn off the machine; then shut down the system completely.*
  4. *Put on your gloves before handling the materials.*
  5. *Finally, shut down all programs before you log out.*
- Step 7: Quick class check: invite 2-3 examples and discuss which sound clearest or most natural at work.
- **Activity 2 - Order the steps (10-15 min)**
    - Step 1: Say: Here are some work procedures, but the steps are mixed.
    - Step 2: Write or display the following:
      - Procedure A - End of shift**
        - a. Turn off the lights.
        - b. Check that the area is clean.
        - c. Shut down the system.
        - d. Plug in the devices to charge.

**Procedure B - Before using the forklift**

- a. Make sure the battery is full.
  - b. Put on your PPE.
  - c. Turn on the power.
  - d. Check the brakes.
- Step 3: Tell students to work in pairs to put them in the correct order, then read them aloud using sequencing words.  
Example:  
*First, shut down the system. Then check the area. After that, plug in the devices, and finally turn off the lights.*
  - Step 4: Brief class feedback: highlight clarity and correct sequencing.
- **Activity 3 - Mini-briefing roleplay (10-15 min)**
    - Step 1: Divide the class into pairs or small groups
    - Step 2: Say: “You will do a role play and give a short end-of-shift or start-of-task briefings using the new language. Use at least three verbs or phrases from today’s lesson and sequencing words.”
    - Step 3: Model: *First, make sure all forms are uploaded. Then shut down the system and plug in the scanner. Finally, remind the team to put on their PPE when they clean the area.*
    - Step 4: Distribute role cards (pick the most appropriate ones based on the students’ professions) from *Procedures role play cards*
    - Step 5: Student A needs to give clear step-by-step instructions and student B listens, repeats key actions, and confirms understanding. **If time:** Switch roles after 2-3 minutes.
  - Monitor & support with language prompts

**[20-Minute Break]**

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

- Communicative Task - **Responding to real world situations**
  - Step 1: Explain that they will give, adjust, and clarify instructions in realistic workplace situations, using sequencing language, polite functional phrases, and safety reminders
  - Step 2: Pair or group students and hand out role cards from *Real Situations Cards (Each card describes a professional context plus a short challenge or change that requires adapting the procedure, not just listing steps)*.
  - Step 3: Pairs or trios decide what instructions to give, in what order, and how to phrase them clearly.
- Peer feedback using simple rubrics
  - My partner gave clear instructions that were easy to follow

- My partner used sequencing words (first, then, after that, finally)
- My partner used a polite and professional tone
- Error correction & discussion - as needed based on class exercises

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

- Class discussion
    - Have you ever been in a situation where the instructions were unclear? How did you handle it?
    - What is the hardest thing about giving instructions?
    - What phrases will be most helpful in your job?
  - Self-reflection: "What did I learn today?"
    - I can give clear instructions for using tools or completing tasks
    - I can use connectors like "first," "next," "finally"
    - I can check for understanding using polite questions
    - I can follow instructions given by someone else
    - I can use polite reminders and warnings when others are not following safety rules
- 

#### Optional Independent Practice

- Write or record a procedure with 4-6 clear steps using sequencing words and at least one safety phrase.  
→ Example: *First, check that the system is off. Then unplug the device. After that, clean the surface carefully. Finally, make sure everything is dry before you start again.*

#### Notes for the Instructor

- There are 2 files with 6 cards each - make sure you have enough cards for each student
- There are activities where you can choose to write on the board or display the information for the students - if so, you need to create slides and ensure you have a projector in the class
- In the Presentation section, focus on **noticing**, not full mastery. **If running long:** trim vocabulary examples, **not** the dialogue.
- Adapt according to learner levels and profession (the simulation cards are varied so you can select them according to profession)
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 3**
  - **Lesson Number: 12**
  - **Topic: Describing Safety Signs, Tools, and Workplace Systems**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe key safety signs and what they mean
    - I can explain safety rules clearly and politely to coworkers
    - I can describe how to follow a simple work procedure or system
    - I can give clear spoken and written explanations of steps or rules
    - I can use respectful language such as “Please remember to...” or “It’s important to...”
    - I can use phrases such as: “This sign means no access without a helmet,” This is hazardous/flammable,” “Tools must be returned to the storage cabinet after use,” and “In case of fire, follow the green exit signs.”
    - I can complete or explain a basic safety checklist
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Safety Vocabulary](#) - x number of students
  - [Safety Sign Ideas for Warm-up](#) - **provided as a reference, it has no images**
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition / Meaning	Example Sentence	Profession-Specific (Y/N)
<b>Mandatory sign</b>	Blue sign showing something you <i>must</i> do	This sign means you must wear safety shoes.	Y
<b>Prohibition sign</b>	Red circle showing something you <i>must not</i> do	The prohibition sign means no smoking.	Y
<b>Warning sign</b>	Yellow triangle showing possible danger	The warning sign means “Caution - forklifts operating.”	Y
<b>Authorized personnel only</b>	Only people with permission can enter	This area is for authorized personnel only.	Y

<b>Protective equipment (PPE) (review)</b>	Safety gear like gloves, goggles, helmets	Always wear PPE in the loading area.	Y
<b>Tool cabinet / storage rack</b>	Place where tools are kept	Please return all tools to the storage rack after use.	Y
<b>Tag / label</b>	Card or sticker identifying an item	Each box has a label with its contents.	N
<b>Check-out / sign-out system</b>	System for recording borrowed tools or equipment	Use the sign-out sheet before taking any tool.	Y
<b>Maintenance log</b>	Record of inspections or repairs	Write the repair date in the maintenance log.	Y
<b>Safety checklist</b>	List to confirm all safety steps are complete	Complete the safety checklist before starting work.	Y
<b>Handle with care</b>	Instruction to move something gently	These parts are fragile - handle with care.	Y
<b>Flammable</b>	Easily catches fire	Keep flammable materials away from heat.	Y
<b>Hazardous (review)</b>	Dangerous or harmful	Hazardous substances must be stored safely.	Y
<b>Fire extinguisher (review)</b>	Device used to put out fires	Check that the fire extinguisher is in place and not expired.	Y
<b>No access / restricted area</b>	Area not open to everyone	The lab is a restricted area - you can't enter without PPE.	Y

### Category of Safety Signs

Category	Color / Shape	Function / Meaning	Example Signs	Typical Language
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Mandatory	Blue circle	Shows what you <i>must do</i>	Wear helmet, Use gloves	"You must wear..."
Prohibition	Red circle with diagonal line	Shows what you <i>must not do</i>	No smoking, No entry	"Do not..." / "No access"
Warning	Yellow triangle	Warns about danger or risk	Slippery floor, High voltage	"Caution..." / "Warning..."
Emergency / Safe Condition	Green rectangle or square	Shows safe exits or first aid	Emergency exit, First aid, Assembly point	"Exit" / "First aid"

### Lesson Structure (PPP)

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

- Step 1: Show 6-8 pictures of common safety signs (mix of mandatory, prohibition, warning, and emergency). See *Safety Signs Ideas for Warm Up* file for suggestions of images to look for. *Note: Make sure to label the images you curate 1-8 to make step 4 easier.*
- Step 2: Ask:
  - "What do you think this sign means?"
  - "Where can you see this sign at work?"

*Accept short answers (e.g., "Wear helmet," "No smoking," "Exit").*
- Step 3: Write four columns on the board: **Mandatory / Prohibition / Warning / Emergency.**
- Step 4: Students place each sign into a category (pointing or calling out answers).
- Step 5: Ask:
  - "Which of these signs do you see most often at your workplace?"
  - "Are there any special safety signs in your area?"

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

- Vocabulary Introduction:
  - Step 1: Distribute *Safety Vocabulary*
  - Step 2: In pairs, students assign the terms to the following categories - write them on the board:
    - Signs and messages
    - Tools and equipment
    - Systems and documents
    - Actions and Instructions
  - Step 3: Guide students with the prompts (right column on the table below)
  - Step 4: Debrief: check quickly, eliciting justification ("Why did you put *maintenance log* under systems?").

Category	Example Vocabulary	Prompt / Focus Question
<b>Signs and Messages</b>	mandatory sign, prohibition sign, warning sign, no access, hazardous, flammable	“Which items communicate information or warnings visually?”
<b>Tools and Equipment</b>	PPE, tool cabinet, fire extinguisher	“Which items are physical safety objects?”
<b>Systems and Documents</b>	check-out system, maintenance log, safety checklist	“Which items involve recording or following procedures?”
<b>Actions and Instructions</b>	handle with care, report (a hazard)	“Which ones describe what people must <i>do</i> ?”

- Step 5: Students choose a category and select 3-4 terms. For each one they discuss with their partner:
  - *Where can you find it?*
  - *What is it for?*
  - *Why is it important for safety or efficiency?*

Example answers:

*Fire extinguisher - near the main exit - used to put out small fires.*

*Maintenance log - in the tool room - used to record inspections.*

*Warning sign - near forklifts - shows danger area.*

- Step 6: Write sentence starters on the board:
  - It's used to...
  - It helps workers...
  - You can find it...
  - It shows / means...
- Step 7: Students write a full sentence per item using these frames.

Example answers:

*It's used to record safety checks.*

*It shows that only authorized staff can enter.*

*It helps workers remember to wear gloves.*

- Step 8: Each pair reads one or two sentences aloud.

## II. Practice (30-40 min)

### ● Activity 1- Explain the Sign (10-15 min)

- Step 1: Display or hand out 6-8 unlabeled safety sign images (same set from warm-up).
- Step 2: Working in pairs, each student chooses one sign secretly.
- Step 3: They need to describe it using full sentences and polite language, without saying the name and to indicate meaning and reason.
- Step 4: Write on the board:

- *This sign means...*
- *It shows that you must / must not...*
- *It's important because...*
- *Please remember to...*

**Example:**

A: *This sign means you must wear a helmet. It's important because objects may fall from above.*

B: *Is it the blue helmet sign?*

● **Activity 2 - Explain the System or Rule (10-15 min)**

- Step 1: Write on the board:  
check-out system - maintenance log - safety checklist - tool cabinet - PPE rules
- Step 2: Each pair selects one item. Student A plays an experienced employee explaining how it works. Student B plays a new employee listening and asking one clarification question.
- Step 3: Write on the board:
  - It's used to...
  - It helps us...
  - Please remember to...
  - It's important to...
  - You can find it...
- Step 4: Model - "maintenance log"  
A: It's used to record when each tool is checked. Please remember to sign it after every inspection.  
B: Okay, and where can I find it?  
A: It's next to the tool cabinet, on the clipboard.
- Step 5: Monitor and note good examples of polite, clear explanations.
- Step 6: After pairs finish, ask for 2-3 short examples to share with the class

● **Activity 3 - Safety Briefing Chain (10-15 min)**

- Step 1: Divide students into groups of 3-4. Each group chooses one workplace area (e.g., loading dock, storage room, chemical zone, office).
- Step 2: Each student selects one safety item related to that area
- Step 3: Model a short chain for the class:  
"First, please remember to wear your helmet in this area. It's important because objects may fall. Next, check the warning sign—it means flammable materials. Finally, return all tools to the cabinet after use."
- Step 4: Write on the board:
  - Please remember to...
  - It's important because...
  - Make sure you...
  - You must / You must not...

- Step 5: Students take turns giving a **15-20 second explanation** about their item, continuing the “briefing chain.”
  - Step 6: After each group finishes, ask:
    - Which expressions made the instructions clear?
    - Did everyone include a polite reminder or safety reason?
  - Step 7: Briefly highlight one or two strong examples
- Monitor & support with language prompts

## [20-Minute Break]

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

- **Unit 3 Mini-Project: Workplace Safety Briefing**
  - Step 1: Set the context: Explain that students will act as experienced employees or supervisors giving a short safety briefing to new team members. The goal: to communicate safety procedures, signs, and tool rules clearly and politely.
  - Step 2: Ask: “What topics should a safety briefing include?” Elicit ideas and list on the board (e.g., emergency exits, fire extinguisher use, PPE rules, tool storage, reporting hazards).
  - Step 3: Divide students into small groups (3-4 people) and assign or let them choose roles (e.g., *supervisor, new employee, observer*).
  - Step 4: Each group prepares a 2-3 minute briefing covering at least three safety areas from the list on the board.
  - Step 5: Students plan and prepare a short talk including (write on the board):
    - A short introduction (Welcome to the team / Today I’ll explain...)
    - 3-4 clear points about safety rules, tools, or systems
    - Use of sequencing and safety language (first, next, after that, finally / must / should / make sure / please remember to...)
    - At least one safety sign or tool reference (e.g., fire extinguisher, warning sign, PPE, tool cabinet)
    - A polite reminder or warning (e.g., *Please remember to wear your helmet at all times.*)

**Note:** Encourage use of notes or visuals (pictures of signs/tools).
  - Step 6: Each group delivers its Safety Briefing Simulation in front of the class. Audience members act as *new employees* - they: Listen actively and ask one clarifying or follow-up question per presentation (e.g., “Where is the fire extinguisher located?” / “What should we do first?”)
- Peer feedback using simple rubrics
  - After each briefing, peers give feedback using a **2-point checklist**:
    - The speaker used clear sequencing and safety vocabulary
    - The instructions and signs were easy to understand

- Error correction & discussion
  - *What made the best briefings clear and effective?*
  - Remind them: *“It’s used to…” not “It used for”*

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

- Safety Checklist Review
  - Step 1: Write or project a Safety checklist with 4-5 items (see sample below)
  - Step 2: Ask students:
    - Which items are complete?
    - What should workers do next for the *X* items?
    - How would you ask them to do it?

*Elicit short answers: “They should clean the PPE,” “Please remember to clean and store your PPE.”*

Item	Checked (✓/X)
Fire extinguisher in place	✓
PPE available and clean	X
Emergency exit clear	✓
Tools returned to cabinet	X
Maintenance log updated	✓

- Self-reflection: “What did I learn today?”
  - I can describe safety signs and what they mean
  - I can explain safety rules clearly and politely
  - I can give step-by-step instructions for safety tasks
  - I can report hazards or explain emergency procedures

**Optional Independent Practice**

- Take photos of **3 safety signs or systems** at their real workplace. They will explain what each one means and what action workers must take to another student.

**Notes for the Instructor**

- The file *Safety Signs Ideas for Warm Up* is **provided as a reference, it has no images**. Once you have the images (either printed or on a slide to project) make sure to label them 1-8.
- Adapt according to learner levels and profession
- Use visual aids and realia where possible

- Emphasize error correction in Production stage
  - **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 4**
  - **Lesson Number: 13**
  - **Topic: Talking About Deliveries and Delays**
  - **Lesson Duration:** 3 hours (1hr20 - break 20min - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can ask about and confirm delivery times
    - I can explain how a delivery delay occurred and who is affected
    - I can inform a customer or colleague about a delay
    - I can use expressions like “We’re expecting it by...,” “It’s running late because...”
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Delivery Status Dialogue](#) x number of students
  - [Deliveries and Delays Practice](#) x number of students
  - [Delivery Update Cards](#) - x number of pairs
  - [Delivery Summary Reports](#) - there are 9 deliveries listed on the file - each group of 4 should get 3 deliveries
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>delivery</b>	The act of bringing goods to a place or customer.	The delivery is scheduled for Thursday morning.	Y
<b>shipment</b>	A group of goods sent together from one place to another.	This shipment includes all the new electronics for our client.	Y
<b>supplier</b>	A company or person that provides goods to another business.	Our main supplier confirmed the order yesterday.	Y
<b>tracking number</b>	A unique code used to check the location or status of a delivery.	You can use the tracking number to see where the package is.	Y

<b>estimated arrival</b>	The expected date or time something will arrive.	The estimated arrival is next Tuesday.	Y
<b>delay</b>	When something arrives or happens later than planned.	The truck was stuck in traffic, causing a short delay.	Y
<b>schedule</b> (noun)	A plan that shows when things should happen.	The delivery schedule is very tight this week.	Y
<b>dispatch</b>	To send goods or vehicles to a destination.	We usually dispatch orders before 4 p.m.	Y
<b>on time</b>	Happening at the planned or correct time.	The morning delivery arrived on time.	Y
<b>running late</b>	Arriving or happening later than expected.	The driver is running late due to heavy rain.	Y
<b>expected</b>	Planned or likely to happen.	The parts are expected by the end of the week.	N
<b>transport issue</b>	A problem related to moving goods from one place to another.	The delay was caused by a transport issue at the port.	Y
<b>confirmation</b>	An official statement that something has been arranged or received.	We're still waiting for confirmation from the supplier.	Y

### Lesson Structure (PPP)

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

- Step 1: Say: "Imagine you're waiting for an important delivery at work — it's 3 p.m., and it hasn't arrived yet. What do you do first?"
- Step 2: Elicit short answers (e.g., call the driver / check the tracking number / inform the customer / ask the supplier / wait a bit).
- Step 3: Write key words on the board as students respond.
- Step 4: Ask additional questions:
  - "What information do you usually need before a delivery arrives?" (date, time, tracking number, confirmation, etc.)
  - "When a delivery is late, who do you usually need to inform?" (customer, dispatcher, manager, etc.)
- Step 5: Pair students and say: "You work in a delivery company. Think of 2-3 typical updates or problems you handle in your job."

- Step 6: Pairs list them quickly (e.g., wrong address, late truck, waiting for confirmation)
- Step 7: Write student words/phrases under three headings:
  - **Delivery on time** (e.g., The client received the order this morning. The driver confirmed the delivery. The goods reached the warehouse on time)
  - **Delivery late** (e.g., The driver is running late. The truck was stuck in traffic. There's a delay at the border. The shipment left the warehouse too late. The supplier sent it one day late).
  - **Delivery problem** (e.g., The tracking number isn't working. There's a transport issue at the port. We didn't get confirmation from the supplier. The wrong shipment was dispatched. The goods are damaged or missing)

*As you write, circle or underline any words that match or relate to today's key terms (delivery, delay, shipment, confirmation, supplier, etc.).*

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

- Vocabulary Introduction
  - Step 1: Write on the board:
    - Delivery
    - Supplier
    - Warehouse
    - Delay
    - Tracking number
  - Step 2: Ask: "What do you think the conversation we are going to hear will be about?"
  - Step 3: Students guess
  - Step 4: Tell students to listen carefully for these words during the dialogue
  - Step 5: Ask two volunteers to read *Delivery Status Dialogue*
  - Step 6: Once they finish, ask:
    - "Which delivery words did you notice in the conversation?"
    - "What was happening when people used those words?"
  - Step 7: Write on the board: shipment - delivery - supplier - tracking number - delay - dispatch - warehouse - confirmation - estimated arrival - transport issue
  - Step 8: Distribute *Delivery Status Dialogue*
  - Step 9: Ask pairs to read out loud and underline the highlighted words from the board in their printed dialogue.
  - Step 10: Ask them to answer the questions on the handout
  - Step 11: Review as a class - read the sentence from the dialogue, ask the question and elicit answers.
    1. There's been a short delay on the way - **What exactly does a delay mean here?** (The delivery is arriving later than planned because of a problem.)
    2. There was a transport issue near the port - **What kind of issue was this, and how did it affect the delivery?** (A road closure or accident that slowed the truck down.)

3. The supplier confirmed that everything else is fine - **What is the role of the supplier?** (They're the company providing or sending the goods.)
  4. The driver is back on schedule - **What does being "on schedule" tell us about the delivery now?** (It's moving according to the planned or expected time again.)
  5. What's the new estimated arrival time? - **What does "estimated arrival" refer to?** (The expected delivery time after the delay.)
  6. Could you please inform them and apologize for the delay? - **Why is a confirmation important after giving this kind of message?** (It shows that the information has been received and understood by everyone involved.)
- Step 12: Ask them to now answer the functional section and write which phrases are used to:
    - **Ask about status** (*Do you have an update on...? / When is the new estimated arrival?*)
    - **Confirm / report:** (*The truck left the warehouse at 9:30. / The driver is back on schedule now.*)
    - **Explain delay:** (*There was a transport issue near the port. / The driver had to take a longer route.*)
    - **Apologize and reassure:** (*Please inform the customer and apologize for the delay. / We expect the delivery this afternoon.*)

## II. Practice (30-40 min)

- **Activity 1 - Complete the Delivery Updates (10-15 min)**
  - Step 1: Distribute *Deliveries and Delays Practice*
  - Step 2: Ask the students to work individually and complete the short gap-fill exercise and then check in pairs
  - Step 3: Review together by asking volunteers to read each sentence aloud.
- **Activity 2 - Status Sort and Explain (5-10 min)**
  - Step 1: Ask them to continue on to the next exercise to sort the updates based on their delivery status
  - Step 2: Review quickly as a class
- **Activity 3 - Delivery Update Pair Cards (12-15 min)**
  - Step 1: Using one of the cards from *Delivery Update Cards*, model an example:  
*Card:* The truck left the warehouse late because of heavy rain.  
*Update:* "The delivery is running late because of heavy rain. It's expected to arrive at 4 p.m."
  - Step 2: Explain:  
 Partner A gives an update using at least two target words.  
 Partner B asks one follow-up question.  
 Switch roles after each card - Use 2 cards per student
  - Step 3: Distribute the cards and have pairs use the 3-step structure:

- **Status:** on time / running late / delayed
  - **Reason:** because of / due to ...
  - **Next step:** expected time / confirmation / update
- Monitor & support with language prompts

## [20-Minute Break]

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

- **Delivery Status Simulation**
  - Step 1: Set the context: Say: "You work in a logistics team responsible for several deliveries today. Some are on time, some are delayed, and some have problems. Each group will handle two or three deliveries, check their status, and prepare short updates to share with the rest of the team."
  - Step 2: Divide the class into teams of 4 (students can double up on roles if the groups are smaller) and assign (or let them pick) roles:
    - **Team Lead** - summarizes the situation and coordinates updates
    - **Warehouse / Dispatch Coordinator** - provides information about the goods and location.
    - **Supplier Contact** - provides information from the supplier side.
    - **Customer Service Rep** - prepares the written update for the client or manager.
  - Step 3: Write on the board the update format:
    - Current status
    - Cause
    - Expected next step
    - Optional: apology or reassurance
  - Step 4: Distribute 3 deliveries from the file *Delivery Summary Reports* to each group
  - Step 5: Each group discusses their assigned deliveries and prepares short spoken updates. Example: "Delivery #1 is running late because of a transport issue near the port. It's now expected to arrive at 2 p.m. The supplier confirmed the delay this morning."
  - Step 6: The Customer Service Rep (or another chosen student) writes one short email or message per delivery (3-4 sentences). Example:  
*Good afternoon. The electronics shipment for client DML is delayed due to a transport issue near the port. The new estimated arrival time is 2 p.m. The supplier has confirmed the update. We'll notify you once the goods arrive.*
  - Step 7: Groups present one delivery update orally and read one written update.
  - Step 8: Peers listen and check if:
    - the oral update includes: Status, Reason, Next step.
    - the written update offers a clear explanation and next steps in a polite and professional manner
  - Step 9: Ask for one quick piece of peer feedback per presentation.
- Error correction & discussion
  - Ensure the right verb tenses are used

- Present Simple (fact) - The truck is stuck in traffic
- Present Progressive (current activity) - The warehouse staff is loading the crates
- Past Simple - (event finished in the past) The truck left the warehouse later than expected
- Present Perfect - (event that occurred in the past without a specific time noted) The customer has confirmed delivery

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

- **Group reflection**
  - Step 1: Ask each group:
    - “Which delivery was the easiest to report?” Why?
    - “Which one was most difficult to explain?” Why?
    - “What words or phrases helped you give clear updates?”
  - Step 2: Elicit short answers and write useful expressions on the board (e.g., *running late due to...*, *expected arrival...*, *we apologize for the delay*).
  
- **Self-reflection:** “What did I learn today?”
  - I can ask about and confirm delivery times
  - I can explain how a delivery delay occurred and who is affected
  - I can inform a customer or colleague about a delay
  - I can use expressions like “We’re expecting it by...,” “It’s running late because...”

#### Optional Independent Practice

- Write a short **delivery update email** to a customer or supervisor about one of the day’s deliveries. Use your own scenario or choose one from the simulation.

#### Notes for the Instructor

- There are 9 deliveries listed in the file *Delivery Summary Reports* - each group of 4 should get 3 deliveries
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 4**
  - **Lesson Number: 14**
  - **Topic: Confirming Orders and Quantities**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can confirm the quantity and type of items ordered
    - I can ask polite questions to clarify missing or wrong items
    - I can confirm order accuracy during a phone or in-person conversation
    - I can report missing or incorrect items using polite and specific language
    - I can use order-related language such as “units,” “per item,” “shipment”
    - I can write or say the short confirmation of an order
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Confirming Orders Dialogue](#) x number of students
  - [Confirming and Clarifying](#) - slides to display
  - [Order Check Cards](#) - x number of pairs
  - [Order Verification Sheet](#) x number of pairs
  - [Audit Report](#) - x number of small groups
- Audio:
  - [Confirming Orders Dialogue](#) - MP3
- Required Tech / Supplies: Board/Markers/ **Speaker/ Projector**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>order confirmation</b> (review)	a message or document that verifies an order has been received and accepted	We received the order confirmation for 250 boxes of paper.	Y
<b>quantity</b>	the number or amount of something	Please check if the quantity matches what we ordered.	Y
<b>item</b>	a single product or unit in an order	The first item on the list is out of stock.	Y
<b>unit</b>	a single measurable item in a shipment	Each unit costs \$15 per item.	Y

<b>per item</b>	used to express the price or amount for one product	The delivery fee is \$2 per item.	Y
<b>shipment</b> (review)	goods or cargo that are sent together	The shipment includes both the old and new models.	Y
<b>batch</b>	a group of items produced or sent together	The second batch will be ready next week.	Y
<b>incomplete</b>	missing some parts or items	The delivery was incomplete - three boxes were missing.	N
<b>wrong item</b>	an incorrect product sent instead of the one ordered	We received the wrong item - it's a smaller size.	Y
<b>replacement</b> (review)	a new item sent instead of a wrong or damaged one	We'll send a replacement for the damaged goods today.	Y
<b>double-check</b>	to verify something carefully again	Could you double-check the quantity before we confirm the order?	N
<b>backorder</b>	an item that cannot be delivered now because it's out of stock	Two of the items are on backorder until next week.	Y
<b>clarify</b>	to make something clear or confirm understanding	I'd like to clarify if the total includes the extra packaging.	N
<b>accurate</b>	correct and without mistakes	The quantities are accurate according to the invoice.	N
<b>confirm</b> (review)	to verify that something is correct	I'd like to confirm we ordered 15 large units, not 50.	N

### Lesson Structure (PPP)

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

- Step 1: Ask: "Have you ever received the wrong item or quantity in a delivery?"
- Step 2: Encourage students to share a quick real example from work or online shopping.
- Step 3: Ask:
  - What happened?
  - How did you solve it?

- Did you need to contact anyone?
- Elicit and note familiar words from previous lessons.*
- Step 4: On the board, create two quick columns **Deliveries / Problems or Solutions**
  - Step 5: Ask: “What words do we already know about deliveries or problems?”
  - Step 6: Write the words under the right columns as students recall from memory terms like *delivery, delay, missing, damaged, replacement, shipment, confirm, order, dispatch*.
  - Step 7: Ask guiding questions to connect to today’s topic:
    - What do you usually do when you receive a shipment at work?
    - How do you check if the order is correct?
    - Who do you contact if something is wrong?

## I. Presentation (30-40 min)

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

- Step 1: Write on the board the following order:
  - 10 boxes of gloves - received 8
  - 8 bottles of cleaner - received 8
  - 5 safety helmets - received 5 safety goggles
- Step 2: Ask guiding questions to elicit key words for all ordered items.  
Example:
  - What should we do before we send delivery confirmation? (Double-check the order)
  - Is the first delivery correct or wrong? (Wrong item or wrong quantity?)
  - How many are missing? (2 boxes)
  - So the order is complete or incomplete? (Incomplete)
- Step 3: As students respond, write on the board: **missing, incomplete, wrong item, double-check, confirm.**
- Step 4: Add a second round with new examples that highlight the rest of the target vocabulary: **unit, item, batch, shipment, accurate, clarify.** See sentence examples below. After each short example, write the new word with a simple definition on the board:
  - **unit** - one single piece
  - **item** - one product in an order
  - **batch** - a group sent together
  - **shipment** - all the goods sent at one time
  - **accurate** - correct and without mistakes
  - **clarify** - make something clear

*Sentence examples for the exercise:* Write or say each sentence .

- Each unit costs \$12. Ask: “Does unit mean one piece or the whole order?” (one piece)
- We ordered 20 units of the same product. Ask: “If we order 20 units, how many pieces do we get?” (20 pieces.)

- This order has five items: gloves, helmets, vests, boots, and masks. Ask: “What does item mean here?” (Each different product in the order)
- The first batch was delivered on Monday. Ask: “Does batch mean one item or a group of items?” (A group of items.)
- The shipment left the warehouse this morning. Ask: “What does shipment mean - one item or all goods sent together?” (All goods sent together.)
- The report is accurate - all numbers match. Ask: “If something is accurate, is it correct or wrong?” (Correct.)
- I’d like to clarify the model number before we confirm the order. Ask: “Do we clarify when we are sure or when we are not sure?” (When we are not sure.)

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

- Step 1: Play *Confirming Orders Dialogue* (MP3)
- Step 2: Hand out *Confirming Orders Dialogue*. Ask students to read out loud with a classmate and to answer the questions below the dialogue
- Step 3: Review answers as a class
  - What problems do Eric and Kim discuss? What actions do they take to solve them? Problem 1: Wrong quantity on invoice (200 vs 220 units)/ Problem 2: Incomplete shipment (damaged batch) / Action: Clarify quantity, confirm delivery date, replace missing items
  - Which words refer to **numbers or amounts**? (*quantity, unit*)
  - Which words refer to **groups or deliveries**? (*batch, shipment*)
  - Which words describe **actions to check or correct information**? (*clarify, confirm, double-check*)
  - Which words describe **accuracy or problems**? (*accurate, incomplete, replacement*)
  - Examples for *clarifying* information and *confirming* information.
    - Clarifying: “I need to clarify one point.” introduces a possible error politely.
    - Confirming: “Could you please confirm the delivery date?” Verifies accuracy before closing.
    - Polite request forms (Could you please..., I just wanted to make sure..., Let me double-check...).

## II. Practice (30-40 min)

- **Activity 1: Order Check Pair Cards (10-15 min)**

- Step 1: Review key functional phrases using *Confirming and Clarifying* (slide 1)
- Step 2: Pair up students
- Step 3: Distribute *Order Check Cards (A/B pairs)*

Example - Order 1

*Student A - Order Summary:*

Product: Safety Helmets | Quantity: 150 units | Batch: 12A | Delivery: Thursday

*Student B - Delivery Report:*

Product: Safety Helmets | Quantity: 120 units | Batch: 12B | Delivery: Thursday

- Step 4: Students work in pairs to identify and discuss the differences using at least one clarifying and one confirming phrase.

Example Exchange:

A: "Could you clarify the quantity for the helmets?"

B: "Sure, it says 120 units here. Is that accurate?"

A: "Thanks, so the correct number is 150. I'll update that."

- Step 5: Switch roles after two or three orders.

- **Activity 2 - Incomplete Shipment Challenge (10-15min)**

- Step 1: Review key functional phrases for reporting and follow-up using *Confirming and Clarifying* (slide 2)
- Step 2: Write three short shipment update notes on the board:
  - "Shipment #204 - 180 vests delivered, 20 missing."
  - "Batch 5 arrived without labels."
  - "Wrong item sent: gloves instead of helmets."
- Step 3: In pairs, students choose one situation and role-play a short call between a logistics worker and supplier. They must include **at least three** target words and **two** functional phrases. Example:
  - A: "Hi, this is Eric from Metro Logistics. One batch of gloves arrived incomplete."
  - B: "Could you clarify what's missing?"
  - A: "Ten units weren't delivered."
  - B: "Thanks, I'll confirm the replacement with the warehouse."
- Step 4: Ask 2 pairs to share one sample call. Write strong examples of polite phrasing on the board.

- **Activity 3 - Accuracy Audit (10-15 min)**

- Step 1: Review key functional phrases for writing about confirmations and clarifications using *Confirming and Clarifying* (slide 3)
- Step 2: Give each student an *Order Verification Sheet* (pick one of the pages for each student. They do not work in pairs.)
- Step 3: Students work individually and review what needs clarification and what is ready to confirm
- Step 4: Students prepare one written and one short spoken confirmation statement per issue. Example:
  - Written: "Please clarify if the 12 missing units will be shipped separately."
  - Spoken: "We confirm the shipment for gloves is complete and accurate."

- Step 5: Students review their sentences with a peer that will give them feedback: Does it sound polite and natural? Does it use clarify / confirm / accurate / shipment vocabulary correctly?
  - Step 6: Ask for a couple of examples to share with the class
- Monitor & support with language prompts

## [20-Minute Break]

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

- Communicative Task - **Audit meeting simulation**
  - Step 1: Set the stage. Say: You work in the logistics department. Your team is checking delivery records before sending final confirmations to suppliers. Some orders look fine, others have problems. You will need to discuss them, and decide what to do.
  - Step 2: Show slide 4 from *Confirming and Clarifying* and model a discussion.
  - Step 3: Show slide 1 from *Confirming and Clarifying* and review the functional language. Leave it open for the simulation
  - Step 4: Divide class into groups of 3. Assign the following roles. They will rotate roles after each order:
    - **Reader** (reads the order line)
    - **Partner 1** (asks a question)
    - **Partner 2** (responds and decides: confirm or clarify)
  - Step 5: Give an *Audit Report* to each group
  - Step 6: Groups review all orders. They need to:
    - Note their decisions - **Confirm** (The data matches and is complete). **Clarify** (There's a difference, error, or missing information).
    - Prepare to share one order they **confirmed** (give the reason) and one order they marked to **clarify** (explain the issue).
  - Step 7: Each group shares
- Peer feedback using simple rubrics
  - My partner spoke clearly and made it easy to follow the order details.
  - My partner used the correct phrases for clarifying and confirming.
  - My partner sounded polite and professional (used please, thank you, could you).
- Error correction & discussion - as needed

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

- Quick group reflection.
  - Step 1: Ask each group
    - "Which order was easiest to confirm?"
    - "Which one caused the most confusion?"
    - "What phrases helped your team stay polite and professional?"

- Step 2: Write 2-3 good examples on the board (e.g., Could you clarify the correct quantity? / We confirm that shipment as complete.).
  - Self-reflection: “What did I learn today?”
    - I can confirm the quantity and type of items ordered
    - I can ask polite questions to clarify missing or wrong items
    - I can confirm order accuracy during a phone or in-person conversation
    - I can report missing or incorrect items using polite and specific language
    - I can use order-related language such as “units,” “per item,” “shipment”
    - I can write or say the short confirmation of an order
- 

### Optional Independent Practice

- Write a short email requesting a clarification for one of the orders from today’s lesson or an imaginary one

### Notes for the Instructor

- In the presentation section, the vocabulary takes priority; the dialogue reinforces and contextualizes it.
- There are two *Order Verification Sheets* in the file for convenience - students get only one page each - they work individually to complete the exercises. **The sheets do not match, there is no pair work.**
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 4**
  - **Lesson Number: 15**
  - **Topic: Explaining Inventory Systems**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe the system we use to track stock or products
    - I can explain what happens when stock is added or removed
    - I can use vocabulary like “barcode,” “SKU,” “manual entry,” “low stock alert”
    - I can answer questions about how items are stored or where they are located
    - I can describe how digital systems help us manage inventory
    - I can explain how stock tracking tools support inventory accuracy
    - I can answer common questions about item location and availability
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Inventory Systems Vocabulary](#) - x number of students
  - [Inventory Systems Dialogue](#) - x number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>inventory system</b>	The method or software used to track goods in and out of storage.	Our inventory system updates automatically when we scan an item.	Y
<b>database</b>	A digital file where product and stock information is stored.	All product data is saved in our central database.	Y
<b>record / log (v)</b>	To enter or write information into the system.	We log each delivery as soon as it arrives.	Y
<b>manual entry</b>	Typing data by hand instead of scanning.	If the barcode doesn't work, we do a manual entry.	Y

<b>real-time update</b>	An automatic change that happens immediately.	The stock count shows real-time updates after every scan.	Y
<b>SKU (Stock Keeping Unit)</b>	A unique number that identifies each product.	Each product has its own SKU for easy tracking.	Y
<b>barcode</b>	A printed code that can be scanned to record item movement.	The scanner reads the barcode to update the count.	Y
<b>low-stock alert</b>	A warning that quantity is too low.	The system sends a low-stock alert when levels drop.	Y
<b>reorder point</b>	The quantity level that triggers a new order.	We place an order when we reach the reorder point.	Y
<b>stock check</b>	A regular check to confirm inventory accuracy.	We do a stock check each week to verify quantities.	Y
<b>storage bin / shelf</b>	A specific space where goods are stored.	Each SKU has its own storage bin in the warehouse.	Y
<b>warehouse management system (WMS)</b>	Software used to organize storage and track goods.	Our WMS shows where every item is located.	Y
<b>inventory accuracy</b>	How close system records are to the real count.	Inventory accuracy is 98 percent this quarter.	Y
<b>discrepancy</b>	A difference between recorded and actual stock.	We found a discrepancy between the system and the count.	Y

### Lesson Structure (PPP)

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

- Step 1: Ask: How do we know if an order can be shipped?
- Step 2: Elicit answers using vocabulary from Lesson 14: *check stock, verify quantity, confirm availability, update the order, replacement, refund.*
- Step 3: Ask: When you confirm an order, where do you check the stock? What happens if the product is missing or low?

- Step 4: Collect quick answers and note key ideas: *system, warehouse, database, barcode, alert*.
- Step 5: Write two columns on the board:  
*Order Process* and underneath: *confirm order, update details, replacement, refund*.  
*Inventory System*, leave blank for now
- Step 6: In pairs, students discuss for one minute:  
“How does your company know when stock is low or missing?”
- Step 7: Collect 3-4 ideas to lead into today’s vocabulary: *barcode, WMS, low-stock alert, manual entry*.

## I. Presentation (30-40 min)

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

- Step 1: Write 6 words on the board:  
*barcode, stock in, discrepancy, WMS, manual entry, low-stock alert*.
- Step 2: In pairs, students guess meanings and discuss where they’ve seen them.
- Step 3: Ask: Which ones are part of your daily work? Which ones connect to confirming or updating orders?
- Step 4: Do a quick check:
  - If there’s a discrepancy, is the record correct? → *No*.
  - When does the system send a low-stock alert? → *When quantity is too low*.
  - If you do a manual entry, do you use a scanner? → *No*.
- Step 5: Distribute *Vocabulary*
- Step 6: and ask students in pairs to sort vocabulary into 3 categories (write them on the board):
  - *System / Tools*: (barcode, WMS, SKU, database)
  - *Movements*: (stock in/out, record, manual entry)
  - *Accuracy & Checks*: (stock check, discrepancy, inventory accuracy)

### ● Model Dialogue (10-15 min)

- Step 1: Tell students they’ll read or listen to a short conversation between two colleagues who are checking inventory in their system.
- Step 2: Write the two names on the board: Lidia (Supervisor) and Amir (Inventory Clerk).
- Step 3: Read the *Inventory Systems Dialogue* aloud once. Students listen for the main idea.
- Step 4: Ask: *What are they talking about?* (How they track and update stock in the system.)
- Step 5: Distribute or project the dialogue and have students read it in pairs, alternating roles.
- Step 6: Ask comprehension questions:
  - What items are they talking about? (Printer paper, packing tape, labels, safety gloves.)

- Which actions does Amir take in the system? (Records stock, checks alerts, updates database, corrects data.)
- If there's a discrepancy, are the numbers the same? (*No.*)
- What caused the discrepancies? (Data entry mistakes.)
- What changed with the safety gloves? (The SKU code.)
- How does the system help them manage stock? (It shows alerts, updates automatically, tracks items.)

## II. Practice (30-40 min)

### ● Activity 1: Guess the word (10-15 min)

- Step 1: Tell students: You'll describe one word from the vocabulary list without saying it. Your partner will guess which one it is.
- Step 2: Write three clue types on the board for guidance:
  - a. Use** - What it's for  
(*We use it to... / It helps us to...*)
  - b. System action** - What it does  
(*The system shows... / It sends... / It updates...*)
  - c. Example** - Give a short workplace situation  
(*For example, when an order arrives... / when stock is missing...*)
- Step 3: Model an example on the board:
  - "It's a number that identifies each product in the system." *SKU*
- Step 4: In pairs, Student A chooses a word from the list and gives one or two short clues Student B guesses the word. Then they switch roles.  
*If pairs struggle with abstract terms, point to a few helpful hints: "Think: is it a tool? a process? a system action?"*  
Optional:
- Step 5: Ask students to mark three terms they find most useful or new.

### ● Activity 2: Correct or Incorrect? (5-10 min - speed check)

- Step 1: Tell students you will read short statements about inventory systems for them to decide if each one is correct or incorrect. (See list below)
- Step 2: Read each at a time giving students time to think if they are C/I
- Step 3: Elicit the answer and correct as needed  
Sentences:
  - The SKU is used to measure the weight of each product. (I)
  - We do a manual entry when the scanner fails. (C)
  - The WMS helps organize item locations. (C)
  - A discrepancy means the system and physical count are the same. (I)
  - A stock check helps us confirm quantities. (C)
  - The barcode shows product information. (C)

### ● Activity 3: Mini Role-Play: Checking Stock in the System (10-15 min)

- Step 1: Write on the board:
    - Role A:** Warehouse Supervisor (needs to confirm whether certain items are available before shipping)
    - Role B:** Inventory Clerk (checks the inventory system and gives short spoken updates).
  - Step 2: Write on the board sentence frames under each role:
    - A: Can you check if we have any...? How many do we have left? Should we reorder?
    - B: Let me check... The system shows... We still have X units in stock... We need to reorder / check the warehouse.
  - Step 3: Model one quick exchange:
    - A: "Can you check if we still have safety gloves in stock?"
    - B: "The system shows a low-stock alert. We need to reorder soon."
    - A: "Ok, please record that in the system."
  - Step 4: Provide 4-5 sample prompts on the board or slips for Role A to ask about.  
Examples: Packing boxes, Printer paper, Spare parts, Labels, Cleaning supplies
  - Step 5: Role B uses vocabulary and phrases from the lesson to reply, using at least two key terms.
  - Step 6: After 2-3 minutes, have students switch roles and repeat with new items.  
Optional:
  - Step 7: Quick feedback round: ask pairs to share one interesting or realistic exchange.
- Monitor & support with language prompts

## [20-Minute Break]

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

- Communicative Task - **New Warehouse Employee - Orientation**
  - Step 1: Tell students they will imagine that a new employee has just joined the warehouse. Their task is to explain how the inventory system works and show how items are tracked, stored, and updated.
  - Step 2: Review helpful language frames on the board:
    - We use (a barcode / the WMS / manual entry) to...
    - The system shows (stock in / stock out / low-stock alert / discrepancy).
    - When new stock arrives, we...
    - When stock leaves, we...
    - Each SKU has a bin or shelf number in the system.
    - If something is missing, we...
    - It's important to (record / update / check / reorder).
  - Step 3: Model a short example:
 

"Welcome! I'll show you how we track inventory here. We use a WMS that updates automatically when we scan the barcode. When new stock arrives, we record it as *stock in*. When it's shipped, the system shows *stock out*. Each product has a storage bin

- number, so you can find it easily. If the numbers don't match, we check for a discrepancy and correct it.”
- Step 4: Pair up students.
    - Student A - Experienced worker (explains the system).
    - Student B - New employee (asks questions).
  - Step 5: Write on the board some questions the new employee could ask:
    - How do we record new stock when it arrives?
    - What happens when something leaves the warehouse?
    - How do I know where an item is stored?
    - How can I check if an item is still available?
    - What should I do if I see a low-stock alert?
    - How do we correct a discrepancy?
    - Who updates the system?
  - Step 6: Give pairs 5-6 minutes for their orientation talk. Student A explains/Student B listens actively and asks at least three questions.
  - Step 7: Switch roles and repeat with a new “new employee.”
  - Step 8: Each student notes one thing their partner explained clearly and one suggestion for improvement.
- Peer feedback using simple rubrics
    - My partner explained the system steps clearly
    - My partner used at least 3 new terms correctly (e.g., discrepancy, barcode, manual entry)
  - Error correction & discussion (as needed)

#### **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)**

- Self-reflection: “What did I learn today?”
    - I can describe the system we use to track stock or products
    - I can explain what happens when stock is added or removed
    - I can use vocabulary like “barcode,” “SKU,” “manual entry,” “low stock alert”
    - I can answer questions about how items are stored or where they are located
    - I can describe how digital systems help us manage inventory
    - I can explain how stock tracking tools support inventory accuracy
    - I can answer common questions about item location and availability
-

**Optional Independent Practice**

- Ask a colleague how they check or record stock in their company's system and share a short summary next class.

**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: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 4**
  - **Lesson Number: 16**
  - **Topic: Discussing Stock Issues and Solutions**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe inventory-related issues
    - I can suggest possible solutions (e.g., reordering, rescheduling)
    - I can use expressions like “out of stock,” “unexpected delay,” “wrong item sent”
    - I can explain the impact of stock issues on delivery timelines and customer satisfaction
    - I can propose realistic solutions to stock issues based on procedures
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Dialogue - Explaining Issues](#) x per number of students
  - [Stock Scenarios Cards](#) x per group of 4 students - CUT OUT
  - [Stock Vocabulary Cards](#) x per group of 4 students - CUT OUT
  - [Mini-Project Scenarios](#) - there are 8 scenarios (make sure you have one per pair or small group) - CUT OUT
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>overstock</b>	When there is more inventory than needed	We had to move extra boxes to storage because of overstock.	Y
<b>shortage</b>	When there is not enough stock available	The shortage of parts delayed customer orders.	Y
<b>out of stock</b>	Not available for sale or delivery	That item is out of stock until next week.	Y
<b>back order</b>	An order waiting for items that are out of stock	We still have ten items on back order from last month.	Y
<b>reorder</b>	To order goods again after running out	We need to reorder the missing parts today.	Y

<b>restock</b>	To add new items to replace sold or used stock	The warehouse team will restock shelves this afternoon.	Y
<b>backlog</b>	A buildup of uncompleted work or orders	There's a backlog of shipments waiting to be processed.	Y
<b>reschedule</b>	To change the planned time for delivery or shipment	We had to reschedule the delivery due to low stock.	N
<b>replacement</b>	A new item sent instead of a damaged or incorrect one	We'll send a replacement for the missing package.	Y
<b>refund</b>	Money returned to a customer after a problem or return	The client asked for a refund because the items arrived late.	Y
<b>supply chain</b>	The system of suppliers, production, and transport used to deliver goods	A delay in the supply chain affected all our orders.	Y
<b>customer satisfaction</b>	How happy customers are with a company's service	Stock issues can affect customer satisfaction and future sales.	Y

### Lesson Structure (PPP)

- **Warm-Up (15 min): Stockroom Challenge**
  - Step 1: Tell students: "You work in a warehouse. Today, your team found several problems in the stockroom."
  - Step 2: Write on the board:
    - too many boxes
    - missing items
    - delayed delivery
    - customers waiting
  - Step 3: What kind of problems do you see here? (e.g., missing, damaged, late, problem, delay, wrong item, etc.)
  - Step 5: Say "These are stock problems"
  - Step 4: Pair students Each pair writes one possible reason for a stock problem and one simple solution. Examples:
    - *Reason: The supplier is late.*
    - *Solution: Call and reschedule the delivery.*

- Step 5: Invite 2-3 pairs to share.
- Step 6: Circle key words from their ideas that appear in the new vocabulary (*shortage, overstock, reorder, refund, etc.*).

## I. Presentation (30-40 min)

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

- Step 1: Say: "The warehouse is having stock problems again."
- Step 2: Ask: "What kind of problems can happen with stock?" (e.g. missing items, too many boxes, wrong products, late deliveries)
- Step 3: Introduce new terms. Organize the board into three columns and label them PROBLEMS - ACTIONS - CUSTOMER SOLUTIONS.
- Step 4: Introduce the words in groups and add them to the correct column.

### **Group 1 - Stock Quantity Problems (overstock, shortage, out of stock)**

Explain that these describe when there is too much or too little stock.

Circle the word "stock"

Check meaning and pronunciation.

### **Group 2 - Flow and Supply Problems (back order, backlog, supply chain)**

Explain that these describe problems with the movement or process, not the quantity.

Ask: "Which of these are about delays?" (back order, backlog).

### **Group 3 - Actions to Fix the Problem (reorder, restock, reschedule)**

Explain that these are verbs that show what we do to solve stock issues.

Highlight the prefix "re-" (meaning again).

Elicit short examples: "We can reorder from another supplier," "They restock every Friday."

### **Group 4 - Customer-Facing Solutions (replacement, refund, customer satisfaction)**

Explain that these involve communication or service to the customer.

Ask: "Which of these include contact with the customer?" (refund, replacement)

- Step 5: Check understanding:
  - overstock** - Do we have too much or too little? (Too much)
  - shortage** - Is there enough stock? (No)
  - out of stock** - Can customers buy it now? (No)
  - back order** - Is the item available now or later? (Later)
  - backlog** - Are the orders finished or waiting? (Waiting)
  - supply chain** - Does it include transport and suppliers? (Yes)
  - reorder** - Do we order for the first time or again? (Again)
  - restock** - Do we add new items or remove them? (Add)
  - reschedule** - Do we keep the same time or change it? (Change it)
  - replacement** - Is it the same item or a new one for the same order? (New one)
  - refund** - Does the company give money back or send a new product? (Money back)

**customer satisfaction** - Is this about products or about how happy customers are?  
(How happy they are)

- Step 6: Show 6-8 short example situations on the board or slides.
- Step 7: Students work in pairs to decide which vocabulary term matches each situation.

Examples:

- The customer can't buy the item because it's not available (out of stock)
- There are 200 extra boxes no one ordered (overstock)
- We sent the damaged item again to the client (replacement)
- Too many pending shipments waiting to be processed (backlog)
- The delivery date needs to change because the truck broke down (reschedule)
- Customers are waiting for products that haven't arrived yet (back order)
- The supplier didn't send enough items to complete the order (shortage)
- The warehouse is adding new items after running out last week (restock)

- **Model Dialogue: Explaining the Issue and Suggesting a Solution (15-20 min)**

- Step 1: Display or read the *Dialogue - Explaining Issues*
- Step 2: Comprehension check. Ask:
  - What is the main problem? (shortage of spare parts)
  - What caused the problem? (disruption in the supply chain)
  - What is affected? (customer orders and deliveries)
  - What solutions do they suggest? (reorder, reschedule, refund, replacement)
  - What will Amir do next? (update the customers and contact the supplier)
- Step 3: Highlight functional phrases. Write on the board:
  - We could reorder...
  - It might be better to...
  - Let's restock from...
  - We can offer a replacement or refund
  - One option is to check the supply chain
  - To improve customer satisfaction, we should update clients early.

## II. Practice (30-40 min)

- **Activity 1 - Stock Problem Race (15-20 min)**

- Step 1: Divide students into small groups of three or four. Give each group the *Stock Scenario Cards*.
- Step 2: Each group picks a different situation and identifies the correct vocabulary term from today's lesson. Example: "There are 500 extra units in the warehouse." (overstock)
- Step 3: Groups say a short possible solution using a functional phrase from the lesson. Example: "We could move some boxes to another warehouse."
- Step 4: Give one point for the correct term and one extra point for a realistic solution.
- Step 5: Groups pick different situations each time until all have been covered.
- Step 6: Briefly review the most interesting or creative solutions as a class.

- **Activity 2 - Inventory Dominoes (15-20 min)**

- Step 1: Students stay in the same groups. Make sure each group keeps all the scenario cards from Activity 1.
- Step 2: Give them the *Stock Vocabulary Cards* showing the target words. They need to place the cards face down in two piles: scenario cards and vocabulary cards.
- Step 3: The first player picks a scenario card, reads it aloud, and tries to find the correct matching term. If correct, they keep the pair and explain the meaning in one short sentence.
- Step 4: The next player continues. Groups continue matching all the pairs like dominoes.
- Step 5: Once finished, ask each group to organize their matches into three categories on the table: Problems - Actions - Customer Solutions.
- Step 6: Review together and check understanding of any confusing terms.

- Monitor & support with language prompts

**[20-Minute Break]**

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

- **Communicative Task - Unit's Mini-Project: Inventory Tracking Dialogue**

- Step 1: Tell students: "You'll now simulate a real conversation about an inventory issue." *Remind them that the goal is to explain a stock problem clearly and suggest polite, realistic solutions*
- Step 2: Review useful language. Keep the word bank visible on the board:
  - Vocabulary: overstock, shortage, out of stock, back order, backlog, reschedule, restock, reorder, replacement, refund, supply chain, customer satisfaction
  - Functional phrases: We could..., It might be better to..., Let's..., One option is to..., We can offer..., To improve customer satisfaction, we should...
- Step 3: Divide students into pairs or small groups.
  - Role A - Warehouse Worker or Supervisor
  - Role B - Customer or Colleague from another department (Sales, Delivery, or Customer Service)
- Step 4: Give each pair a short scenario from *Mini-Project Scenarios*.
- Step 5: Prepare the dialogue. Each pair discusses and writes a short conversation (6-8 exchanges). Their dialogue should include (write on the board):
  - stock problem
  - reason or cause of the problem
  - possible solution(s)
  - polite phrase(s)
- Step 6: Give students 5-7 minutes to practice their dialogue aloud.
- Step 7: Invite pairs to perform for the class or for another pair.
- Step 8: After each performance, classmates give short feedback:
  - Was the problem clear?

- Did they use at least two target words?
  - Did they offer a realistic solution?
  - Was the language polite and professional?
- Error correction & discussion - as needed

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

- Discussion:
  - “What vocabulary was most useful?”
  - “What kinds of problems are most common in your workplace?”
  - “How can these expressions help you in real inventory or delivery situations?”
- Self-reflection: “What did I learn today?”
  - I can describe inventory-related issues
  - I can suggest possible solutions (e.g., reordering, rescheduling)
  - I can use expressions like “out of stock,” “unexpected delay,” “wrong item sent”
  - I can explain the impact of stock issues on delivery timelines and customer satisfaction
  - I can propose realistic solutions to stock issues based on procedures

#### Optional Independent Practice

- Write a short internal message or email (4-5 sentences) to a colleague explaining a stock problem and suggesting one or two solutions.

#### Notes for the Instructor

- There are three handouts that need to be cut out:
  - *Stock Scenarios Cards* x per group of 4 students - CUT OUT
  - *Stock Vocabulary Cards* x per group of 4 students - CUT OUT
  - *Mini-Project Scenarios* - there are 8 scenarios (make sure you have one per pair or small group) - CUT OUT
- The practice activities use the same scenarios, the mini project uses different ones (they have more info than the practice ones and are formatted differently to make them easy to recognize)
- There are some activities that require writing on the board or displaying information. Decide which is more convenient for you.
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 5**
  - **Lesson Number: 17**
  - **Topic: Answering Questions About Products or Services**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can respond to basic questions about services or procedures
    - I can explain product or service options clearly and politely
    - I can ask polite follow-up questions to clarify the request I can use phrases like “Let me check that for you” or “Could you give me more details?”
    - I can refer customers to another team or department when needed
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Question and Inquiries Vocabulary](#) - x number of students
  - [Practice Role Play](#) - x of pairs
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>inquiry</b>	a question asking for information	We received an inquiry about our delivery times.	Y
<b>request</b>	an act of asking for something	I'll check if we can complete your request today.	N
<b>option</b>	one of several possible choices	We have two delivery options: standard or express.	N
<b>feature</b>	a specific part or quality of a product or service	One useful feature of this system is real-time tracking.	Y
<b>confirm (review)</b>	to check and make sure something is correct	Let me confirm your order details before shipping.	N
<b>clarify</b>	to make something clear or easy to understand	Could you clarify which shipment you're referring to?	N

<b>refer</b>	to send someone to another person or department	I'll refer your question to our technical team.	N
<b>handle (review)</b>	to take care of or manage something	The customer service team handles all online orders.	N
<b>process (v)</b>	to complete a series of steps for a request	We'll process your refund within three business days.	Y
<b>specification</b>	a detailed description of how something should be or what it includes	Could you send me the size and color specifications?	Y
<b>support team</b>	the group that helps customers solve issues	Please contact our support team for assistance.	N
<b>follow up (review)</b>	to check again later or give more information	I'll follow up once I have an update from the warehouse.	N
<b>department (review)</b>	a specific section of a company	You may need to contact the billing department.	N
<b>availability (review)</b>	the state of being ready or possible to use	I'll confirm the product's availability with our warehouse.	N
<b>in stock (review)</b>	available and ready to sell	That item is currently in stock.	Y

### Lesson Structure (PPP)

- **Warm-Up (15 min): Customer Q&A Brainstorm**

- Step 1: Ask: what kind of questions do customers usually ask have about products or services? Elicit examples:
  - Do you have this item in stock?
  - What are the delivery options?
  - Can I return this product?
  - How long does it take?
- Step 2: Brainstorm in pairs common customer questions they receive at work. *Monitor and note useful vocabulary on the board (e.g., available, delivery date, price, service, replacement).*
- Step 3: Elicit a few examples and write them in two columns on the board: *Customer Question | Type of Information Needed*  
Example:
  - "Do you have this item in stock?" *Availability*

- “What are your delivery options?” *Procedure / Service Details*

## I. Presentation (30-40 min)

### ● Vocabulary Introduction (10-15 min)

- Step 1: Hand out *Question and Inquiries Vocabulary* and review a couple of words at a time. *Make sure to include the sentences examples.*
- Step 2: Tell students you will read a sentence and they need to decide if it is true or false and read the following sentences:
  - A **product** is something a company sells, like an item or good. (True)
  - A **service** is physical, like a box or package. (False)
  - An **option** means only one possible choice. (False)
  - A **feature** describes something special about a product. (True)
  - A **procedure** means the usual or correct way to do something. (True)
  - A **policy** is made by customers to help companies. (False)
  - If something is **available**, it can be used or bought now. (True)
  - **Customer support** means the team that sells products to new clients. (False)
  - A **follow-up** happens before the first contact with a customer. (False)

### ● Grammar/Function Focus (15-20 min)

- Step 1: Say: Read the phrases on your handout. Each one can be used in a different type of customer interaction. Choose two phrases that sound **formal** and two that sound **neutral or informal**.
- Step 2: Students discuss in pairs which situations each might fit.
- Step 3: Ask:
  - “Which phrase would you use in an email?” (e.g., *I’ll double-check and get back to you.*)
  - “Which could you say on the phone or face-to-face?” (e.g., *Let me check that for you.*)
- Step 4: Write a few examples under the headings *Email tone* and *Spoken tone* on the board.
- Step 5: Tell them they will listen to two versions of an answer and they need to decide which is more appropriate for a customer conversation. *Ask for a show of hands or quick explanation.*
- Step 6: Read the sentences below and after each ask them to tell you why option B is better (e.g., more respectful/polite, good customer service, helpful, tone, clarity, professional, etc.)
  - a) “Wait, I don’t know.” b) “Let me check that for you.”
  - a) “You need to call someone else.” b) “I’ll transfer you to the delivery department.”
  - a) “What’s your problem?” b) “Could you give me more details?”
  - a) “We can’t do that.” b) “I’ll double-check and get back to you.”
  - a) “That’s not my job.” b) “You can contact customer support for that issue.”

- Step 7: Read a few customer exchanges (see examples below) and after each ask students to think about how would the customer probably feel (Satisfied, confused, annoyed). Then ask why the second answer is the most appropriate (clear and professional)

Examples (pick a few):

A: "Can you tell me if this product is available?"

B1: "No idea."

B2: "Let me check that for you."

→ Customer impression: B1 = annoyed, B2 = satisfied

A: "How long does delivery take?"

B1: "Depends, I guess."

B2: "It usually takes two to three days."

→ Customer impression: B1 = confused, B2 = satisfied

A: "I didn't get a confirmation email."

B1: "Then check your spam folder."

B2: "I'll double-check your order and get back to you."

→ Customer impression: B1 = annoyed, B2 = satisfied

A: "Who can help me with installation?"

B1: "Not me."

B2: "You can contact customer support for that issue."

→ Customer impression: B1 = annoyed, B2 = satisfied

A: "I'd like to know the difference between the two options."

B1: "It's written there."

B2: "Just to clarify, do you mean the standard or the express option?"

→ Customer impression: B1 = confused, B2 = satisfied

A: "Can I return this product?"

B1: "Probably not."

B2: "Sure, our return policy allows replacements within seven days."

→ Customer impression: B1 = annoyed, B2 = satisfied

A: "The price seems different from last week."

B1: "That's how it is."

B2: "I believe the price changed recently, but let me confirm for you."

→ Customer impression: B1 = annoyed, B2 = satisfied

A: "Do you have this model in blue?"

B1: "Only black." B2: "The blue one is out of stock, but we can offer the black

model right now.”

→ Customer impression: B1 = neutral or slightly annoyed, B2 = satisfied

A: “Who can approve this discount?”

B1: “No one here.”

B2: “I’ll transfer you to the billing department. They can help with discounts.”

→ Customer impression: B1 = annoyed, B2 = satisfied

A: “Could you explain how the warranty works?”

B1: “It’s complicated.”

B2: “Sure, the warranty covers repairs for one year. Would you like me to send the details?”

→ Customer impression: B1 = confused, B2 = satisfied

## II. Practice (30-40 min)

### ● Activity 1 - Polite Substitution (10-15 min)

- Step 1: Write informal or impolite sentences on the board (see samples below)
- Step 2: Tell students: “These replies don’t sound professional. Say a better version using one of the polite phrases from your handout.”
- Step 3: Students work in pairs to select from their handout
- Step 4: Review as a class

Examples:

1. “Wait, I’ll see.”
2. “You must call someone else.”
3. “I don’t know.”
4. “What do you want?”
5. “That’s not my area.”

Expected answers:

1. Let me check that for you.
2. I’ll transfer you to the delivery department.
3. I’ll double-check and get back to you.
4. Could you give me more details?
5. You can contact customer support for that issue.

### ● Activity 2 - Listen and Respond (5-10 min)

- Step 1: Say a few sentences (see examples below). Students respond orally using one suitable phrase from their handout.

Examples:

1. Do you deliver on weekends?
2. I’m not sure which plan is faster.
3. I need help with installation.

4. Can I get a refund?
5. Who handles late deliveries?

Expected answers

1. Let me check that for you.
2. Just to clarify, do you mean the standard or the express option?
3. You can contact customer support for that issue.
4. Our return policy allows replacements within seven days.
5. I'll transfer you to the delivery department.

- **Pair work: Role-play using target language (10-15 min)**
  - Step 1: Pair up students, hand out *Practice Role Play* and review the instructions together with the class (one plays the customer, the other the company representative, etc.)
- Monitor & support with language prompts

**[20-Minute Break]**

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

- Communicative Task
  - Step 1: Explain they will simulate a customer/ representative interaction
  - Step 2: Brainstorm on the board product and services the customer could be interested in
  - Step 3: Divide class in half. Have each half sit facing the other. Now ask them to turn around so they are sitting back to back. One half will play the customer, the other the representative.
  - Step 4: Ask the customer to pick a product / service and “call” the company. The representative needs to answer their questions/inquiries appropriately. *They can have their handouts if you think they will need them*
  - Step 5: After a few minutes ask the customer line to switch one seat to the right and work with a different representative and repeat the process
  - Step 6: Repeat about 4 exchanges and then switch roles to have another 4 exchanges *If they want, they can “transfer” them to the next student and continue the same conversation*
- Peer feedback using simple rubrics
  - My partner’s answer was polite and professional
  - My partner’s answer was clear
- Error correction & discussion
  - Discuss importance of tone and language choice for proving good customer service

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

- Step 1: Ask: “What made the best conversations work well?” Elicit answers such as *clear tone*, *polite language*, *follow-up questions*, *helping attitude*. Write a few key ideas on the board.
  - Step 2: Ask students to rate their own performance from 1-3 for each:
    - I was polite and professional.
    - I used phrases from the handout naturally.
    - I kept the conversation clear and positive.
  - Step 3: Ask the students to share one phrase they found most useful or natural in their work.
  - Self-reflection: “What did I learn today?”
    - I can respond to basic questions about services or procedures
    - I can explain product or service options clearly and politely
    - I can ask polite follow-up questions to clarify the request I can use phrases like “Let me check that for you” or “Could you give me more details?”
    - I can refer customers to another team or department when needed
- 

#### Optional Independent Practice

- Choose one of their customer-representative exchanges from the simulation and write a short version of it (6-8 lines). Make sure to include the phrases the representative used.

#### 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: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 5**
  - **Lesson Number: 18**
  - **Topic: Giving Updates or Apologies Politely**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can give polite and accurate updates about customer requests or internal tasks
    - I can give progress updates and explain changes to service timelines
    - I can apologize and take responsibility politely
    - I can explain delays or next steps using phrases like “We’re working on it” or “It should be ready by...”
    - I can manage expectations professionally
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Practice Activities - Updates and Apologies](#) - x per number of students
  - [Simulation Activities - Updates and Apologies](#) - x per number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>progress update</b>	Short report about how a task or project is advancing	I’d like to give you a quick progress update on the delivery schedule.	N
<b>resolve</b>	To fix or settle a problem	Our maintenance team resolved the issue this morning.	N
<b>inconvenience</b>	Something that causes trouble or delay	We apologize for the inconvenience caused by the late delivery.	Y
<b>ahead of schedule</b>	Earlier than planned	The quality check finished ahead of schedule.	N

<b>behind schedule</b>	Later than planned	We're a bit behind schedule because of customs delays.	N
<b>next steps</b>	The following planned actions	The next steps are to confirm delivery and send the invoice.	N
<b>follow up (on)</b>	To check progress or contact again	I'll follow up with the supplier and let you know.	N
<b>Service Level Agreement (SLA)</b>	A formal agreement that defines the expected service level between two parties - can be external (with a client) or internal (between departments)	The SLA requires us to respond to support tickets within two hours.	Y
<b>escalate (an issue)</b>	To raise a problem to a higher level of authority	If it's not resolved by noon, please escalate the issue to the manager.	N
<b>commitment</b>	A promise or responsibility to do something	We're doing our best to meet our delivery commitment.	Y
<b>timeframe</b>	The period when something is expected to happen	The updated timeframe for completion is next Tuesday.	N
<b>compensation</b>	Something given to make up for a problem or loss	The company offered compensation for the damaged goods.	Y
<b>update (review)</b>	New or recent information about something	We'll send you an update once the shipment leaves the port.	Y
<b>delay (review)</b>	When something happens later than expected	We apologize for the delay due to heavy rain.	Y

<b>status (review)</b>	The current situation or condition of something	The current status of your order is “in preparation.”	Y
<b>issue (review)</b>	A problem or difficulty	There’s a small issue with the new shipment, but we’re fixing it.	N

**Lesson Structure (PPP)**

● **Warm-Up (15 min):**

- Step 1: Divide the class into pairs or small groups
- Step 2: Write three example messages on the board:
  - *Shipment #204 still not visible in the tracking system.*
  - *Client asks if we can move the inspection earlier.*
  - *The truck arrived, but two boxes are damaged.*
- Step 3: Say: “These are messages your team might receive during the day. Decide what to say back - short, polite, professional.”
- Step 4: Each pair or small group chooses **two messages** (from the board).  
*Encourage using polite verbs and softeners: let me check / I’ll confirm / we’re checking / it should be ready / we’ll contact you shortly.*

Example answers:

1. *Thank you for letting us know. We’re checking the tracking system and will update you shortly.*
  2. *Let me check with the inspection team and confirm the new time.*
  3. *We’ve informed the warehouse team and will send a quick update once replacement boxes are ready.*
- Step 5: Invite a few pairs to read one of their replies aloud. After each, ask classmates:
    - “Does it sound polite?” (Yes/No)
    - “Is it clear what happens next?” (Yes/No)
  - Step 6: Write strong sample sentences on the board to keep as models for later stages.

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

- Vocabulary Introduction
  - Step 1: Model dialogue - (Read aloud twice or play a recording.)

**Dialogue - Customer Call**

**Customer:** Hello, this is Yair from FastTrack Ltd. Any update on Order 562?

**Representative:** Hi Yair, thank you for your patience. We’re currently experiencing a short delay because of a system update.

**Customer:** Oh, I see. When do you think it’ll be ready?

**Representative:** It should be ready by tomorrow morning. I’ll follow up once the system shows “complete.”

**Customer:** Okay, thanks for letting me know.

**Representative:** We apologize for the inconvenience, and we appreciate your understanding.

- Step 2: Ask:
  - What caused the delay? (System update)
  - When will the order be ready? (Tomorrow morning)
  - What phrases did the representative use to sound polite? (Thank you for your patience / It should be ready by... / We apologize for the inconvenience / We appreciate your understanding)
- Step 3: Underline or display the following from the dialogue:  
*update, delay (review), inconvenience, follow up, ready by..., thank you for your patience, we're working on it, appreciate your understanding.*
- Step 4: Briefly elicit or clarify meaning:
  - Does "follow up" mean to forget or to check again? (To check again.)
  - If something is "ahead of schedule," is it early or late? (Early.)
  - What does SLA mean? (Service Level Agreement - internal or external promise for service standards.)
- Step 5: Write partial sentences and elicit completions from students:
  - We're currently experiencing... (a short delay due to the system update.)
  - It should be ready by... (tomorrow morning.)
  - Thank you for... (your patience.)
  - We apologize for... (the inconvenience.)
- Step 6: Say or project these short lines (mix polite and impolite versions):
  - Wait, it's not ready yet.
  - We're sorry for the delay and appreciate your patience.
  - I told you we'll send it soon.
  - Let me check and give you an update this afternoon.
- Step 7: Ask pairs to identify the professional / polite sentences (2 and 4).
- Step 8: Ask: "Why are these better?" Expected answers: show empathy, clear next steps, polite tone.
- Step 9: Write or project these samples:
  1. *Good news - the quality check finished ahead of schedule.*
  2. *We're still behind schedule because the parts arrived late.*
  3. *Next steps: confirm payment and schedule pick-up.*
  4. *According to our SLA, response time must be under two hours.*
  5. *We offered a small discount as compensation for the delay.*
  6. *Please escalate this to the warehouse manager if not fixed by 3 p.m.*
  7. *We appreciate your commitment to meeting the new timeframe.*
- Step 10: Ask:
  - Which messages show good news? (1)
  - Which ones show a problem? (2, 6)

- Which words are new or useful for your work? (elicit and underline: ahead of schedule, behind schedule, next steps, SLA, compensation, escalate, commitment, timeframe)
- Step 11: Clarify meaning briefly
  - *ahead of schedule* - earlier than planned
  - *behind schedule* - later than planned
  - *next steps* - following actions
  - *SLA (Service Level Agreement)* - internal or external service standard
  - *compensation* - something given to make up for a problem
  - *escalate (an issue)* - send a problem to higher authority
  - *commitment* - promise or responsibility
  - *timeframe* - expected period of completion
- Step 12: Ask:
  - If something is *behind schedule*, is it early or late? (Late.)
  - Can an *SLA* exist between departments inside one company? (Yes.)
  - If we *escalate* an issue, do we solve it ourselves? (No, we pass it up.)
- Step 13: Call out definitions or examples; students shout or write the matching term.

## II. Practice (30-40 min)

- **Activity 1 - Quick Update Drill (10-15 min)**
  - Step 1: Distribute *Practice Activities - Updates and Apologies* and review the instructions for the first activity (e.g, provide updates to short situation using the new functional phrases).
  - Step 2: Model first an example:
 

The shipment will arrive two hours late.  
Expected: *We're currently experiencing a short delay, but it should be ready by this afternoon.*
  - Step 3: Students work in pairs. They switch after two examples.
  - Step 4: Elicit a few examples
- **Activity 2 - Polite or Not? (5-10 min)**
  - Step 1: Read instructions to activity 2. Students need to decide which sentence sounds more professional. *Do not analyze every sentence. Focus on patterns (empathy, verbs, next steps).* Answer key:
    1. We're currently experiencing a short delay due to the system update. **(Polite)**
    2. Thank you for your patience while we finalize the delivery. **(Polite)**
    3. I'll follow up once the inspection report is complete. **(Polite)**
    4. That's not my problem. **(Rude)**
    5. You'll just have to wait. **(Rude)**
    6. The updated timeframe for delivery is tomorrow afternoon. **(Professional/Neutral)**
    7. I told you already, it's not ready. **(Rude)**
    8. Talk to someone else about that. **(Rude)**

9. You should check the system yourself. **(Rude)**
  10. Let me check with the warehouse and get back to you shortly. **(Polite)**
  11. It's delayed again, sorry. **(Rude)**
  12. We're working on it now and expect to finish by the end of the day. **(Polite)**
  13. I understand your concern and will look into it right away. **(Polite)**
  14. We're sorry for the inconvenience and appreciate your understanding. **(Polite)**
  15. We'll make sure this doesn't happen again. **(Polite)**
  16. No idea when that will happen. **(Rude)**
  17. The team completed the shipment ahead of schedule. **(Polite)**
  18. I'll transfer your request to the right department. **(Polite)**
  19. We'll fix it when we can. **(Rude)**
  20. The system is back online, and all updates are complete. **(Polite)**
- Step 2: Review as a class and discuss what makes the sentences polite. (e.g., polite verbs, empathy, clear next steps, builds trust, etc.)

- **Activity 3 - Role Simulation (10-15 min)**

- Step 1: Explain activity 3: students need to simulate a short workplace update call. One student = company representative, the other = customer or colleague.
- Step 2: Each pair chooses a scenario from the practice handout and reviews the functional phrases listed in activity 1
- Step 3: Representatives give a short update and, if needed, a polite apology using today's language. Customer/ Colleague asks one follow-up question. Switch roles with a new scenario after 3 minutes.
- Step 4: Collect one or two strong examples for brief whole-class feedback.
- Step 5: Ask: "Which phrases help you sound polite even when the news isn't good?" (Expected: *We apologize for the inconvenience / Thank you for your patience / It should be ready by...*)

- Monitor & support with language prompts

**[20-Minute Break]**

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

- **Activity 1 - Situation Swap (15-20 min)**

- Step 1: Hand out *Simulation Activities - Updates and Apologies*. Tell students they will create short spoken updates or apologies based on workplace situations. Each update should include:
  - the reason for the situation (delay, change, or problem)
  - one time expression or timeframe
  - one polite phrase from the lesson

- Step 2: Pair students and ask them to pick a scenario. Allow 2-3 minutes to prepare individually. *Encourage use of target expressions such as:*  
*We're currently experiencing... / It should be ready by... / Thank you for your patience / We apologize for the inconvenience / I'll follow up once...*
  - Step 3: Students present their update to a partner (or small group). Listeners take short notes and rate clarity and tone (clear / unclear, polite / not polite).
  - Step 4: After one round, students switch partners and repeat the task with a new situation. *Encourage variety in phrasing and tone.*
  - Step 5: Whole-class feedback. Ask:
    - Which phrases made the updates sound most natural or professional?
    - What made an apology sound sincere?*Highlight good examples on the board.*
- **Activity 2 - Update and Apology Call Simulation (10-15 min)**
    - Step 1: Explain that students will now simulate short workplace calls. Student A is the company representative; Student B is the customer, supplier, or internal colleague.
    - Step 2: Each pair picks a situation from *Simulation Activities - Updates and Apologies*. Student A gives a short 30-45 second update or apology; Student B listens and asks one follow-up question. *Encourage inclusion of both factual information and polite expressions (for example: We're sorry for the delay / It should be ready by / We appreciate your understanding / I'll make sure it doesn't happen again).*
    - Step 3: After 3-4 minutes, students switch roles and use a new situation.
    - Step 4: Whole-class feedback. Ask:
      - Did the representative give both information and empathy?
      - Was the message clear and polite?
      - What phrases sounded especially effective or natural?
  - Error correction & discussion - as needed

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

- **Update Challenge**
  - Step 1: Say: "Let's see who can give the most professional and understanding update!"
  - Step 2: Write 4-5 short workplace situations on the board, for example:
    - Delivery delayed due to weather
    - Missing item in an order
    - Internal system down
    - Client waiting for confirmation
    - Order completed earlier than expected
  - Step 3: Explain scoring - Each pair or small group gives a one-sentence update or apology for each situation. Score as follows (the class can help decide) 1-3 points based on: clear message, understanding, professional
  - Step 4: Model example. Say: "Delivery delayed due to weather."  
Example response: "Unfortunately, the truck was delayed because of heavy rain, but it

- should arrive by this evening. Thank you for your patience.” Ask: “Is it clear?” (Yes) “Is it polite?” (Yes) “Does it show understanding?” (Yes - 3 points)
- Step 5: Groups take turns giving their sentences.  
*Keep the pace fast—one situation every 30-40 seconds.*  
*Award quick points and note standout phrases on the board.*
  - Step 6: Debrief. Ask:
    - What phrases helped you sound most understanding?  
(Expected: We apologize for the inconvenience / Thank you for your patience / We appreciate your understanding)
    - How does showing understanding help when giving updates?  
(Expected: It keeps communication positive and professional.)
  - Self-reflection: “What did I learn today?”
    - I can give polite and accurate updates about customer requests or internal tasks
    - I can give progress updates and explain changes to service timelines
    - I can apologize and take responsibility politely
    - I can explain delays or next steps using phrases like “We’re working on it” or “It should be ready by...”
    - I can manage expectations professionally
- 

### Optional Independent Practice

- Write a short update email (3-4 sentences) about one of the situations discussed today and use at least two polite phrases from the lesson.

### Notes for the Instructor

- In the practice section, you can shorten Activity 2 if you are short on time by reading fewer sentences and keep Activity 3 intact.
- When a step says “write on the board” you can always have slides instead
- For the short dialogue in the Vocabulary section you can create a sound clip using <https://www.narakeet.com/app/text-to-audio>
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
- **CEFR Level: B1**
- **Unit Number: 5**
- **Lesson Number: 19**
- **Topic: Explaining Policies and Offering Solutions**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can explain a policy or procedure in a clear and professional manner
  - I can acknowledge the other person’s concern while guiding the conversation toward a solution
  - I can focus on what is possible and offer reasonable alternatives
  - I can respond calmly and clearly to questions or concerns
  - I can use expressions such as: *“What we usually do in this situation is...,” “One possible solution is...,” “I understand your concern — let me check what can be done,” “We’ll do our best to find a way forward,”* and *“Thank you for your patience — I’ll follow up shortly.”*

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Policies and Solutions Vocabulary](#) - x number of students
  - [Scenarios - Policies and Solutions](#) - x number of pairs
  - [Sample emails](#) - slides to display
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers/ **Projector**

**Vocabulary**

Term / Phrase	Definition	Example sentence	Profession-Specific (Y/N)
<b>policy</b>	company rule for handling cases	Our policy allows reshipment if the item is reported damaged within 14 days.	Y
<b>procedure (review)</b>	steps staff must follow	The procedure is to open a case, attach photos, and notify dispatch.	Y
<b>documentation</b>	proof or required forms	Please upload the documentation: photos, packing list, and the delivery note.	Y

<b>option</b>	one possible choice	Your options are to reshipe the missing carton or consolidate it with tomorrow's load.	N
<b>solution</b>	a plan that fixes the issue	One solution is to add the pallet to the next consolidated shipment.	N
<b>fee</b>	handling or service charge	There is a handling fee for rebooking after the cutoff.	Y
<b>waive</b>	remove a fee or rule for someone	We can waive the handling fee this time due to the carrier delay.	Y
<b>partial refund</b>	credit for part of the cost	We can issue a partial refund for the extra freight you paid.	Y
<b>replacement (review)</b>	sending a new unit instead	We can send a replacement unit in today's last-mile run.	Y
<b>escalate (review)</b>	move the case to a higher approver	If needed, I can escalate this to the logistics manager.	Y
<b>follow up (review)</b>	contact again with the result	I'll follow up with tracking once the rebooked shipment is confirmed.	N

Expansion terms

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example sentence</b>	<b>Profession-Specific (Y/N)</b>
<b>exception</b>	a one-time approval beyond the usual rule	We can grant a one-time exception because customs held the load.	
<b>verification</b>	the check we do before approving	We need verification from receiving to confirm the short shipment.	
<b>compliance</b>	following rules like safety, customs, or warranty	Any option must be in compliance with export regulations.	

## Lesson Structure (PPP)

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

- Step 1: Write or say: What is most difficult for you right now — showing understanding, explaining the company rules or steps, or offering options?
- Step 2: Students discuss in pairs
- Step 3: Regroup and ask for tips and language:
  - to show understanding (e.g., I understand the concern, etc.);
  - For talking about rules and steps - *if the word policy comes up, naturally use it, if not teach it later on* - (e.g., “Our procedure is...” or “Our policy is...”)
  - Offering options (e.g., always give two choices: “One option is... Another option is...”)

## I. Presentation (30-40 min)

- Vocabulary Introduction

- Step 1: Say imagine a customer calls with a delivery problem. What problem could that be?
- Step 2: Demonstrate a quick conversation with a strong student or do it by yourself.
  - Customer (student): The delivery was incomplete - one carton is missing.
  - The rep (you): I understand the situation. Let me check our **procedure**.
  - Customer: Okay, what happens next?
  - The rep: Our **policy** is to open a ticket and request **documentation** - usually a photo of the delivery note. One **option** is to send a **replacement** and **waive** the shipping **fee**, or if that’s not possible, we can issue a **partial refund**. I’ll **escalate** if needed and **follow up** once it’s confirmed.
- Step 3: Ask was my response professional? What words did you hear me say to the customer? *Write the new terms on the board as they notice them.*
- Step 4: Point to each term on the board and elicit quick guesses about their meaning using guiding questions (see below). Once you finish the words they recalled, add the rest of the words you mentioned and do the same.
  - **policy** - Is that a rule or an action? (Rule)
  - **procedure** - Is that what we *do* or what we *believe*? (Do)
  - **documentation** - What do we usually need as documentation? (Photos, forms, delivery note)
  - **option** - When something goes wrong, how many options do we try to give? (Two)
  - **replacement** - What do we send? (A new item)
  - **partial refund** - Is it all the money or part of it? (Part)
  - **follow up** - Do we contact again later? (Yes)
  - **(shipping) fee** - Who pays it? (The customer)
  - **waive (the fee)** - What happens to the fee then? (It’s removed)
  - **escalate** - Do we move the issue higher or lower? (Higher)
- Step 5: Hand out *Policies and Solutions Vocabulary* and give students a few minutes to read on their own.

- Step 6: Read a short situation aloud from the list below. Ask students to call out the best word from today's lesson. *Do it quickly - one example every few seconds. Repeat 2-3 times so the rhythm builds*
  - You explain the company rule to a client. **Policy**
  - You describe the exact steps the team must follow. **Procedure**
  - The customer sends photos of a damaged carton. **Documentation**
  - You offer two ways to solve the issue. **Option**
  - You find a way to fix the delay. **Solution**
  - You send a new item to replace the damaged one. **Replacement**
  - There is an extra charge for returns. **Fee**
  - You decide not to charge that fee this time. **Waive**
  - You refund part of the shipping cost but not all of it. **Partial refund**
  - The customer asks to speak with your supervisor. **Escalate**
  - You contact the customer again with the final update. **Follow up**
- Grammar/Function Focus
  - Step 1: Refer students to the Phrase Bank section of the handout and ask students to read out loud alternatively
  - Step 2: Ask them to review the phrases and mark on their handout the ones they could use most naturally
  - Step 3: Emphasize the four steps (1 - Understanding, 2 - Rules / Steps, 3 - Options / Solutions and 4 - Follow-up / Next steps) are critical

## II. Practice (30-40 min)

- **Activity 1: Rules and Solutions Game (10-15 min)**
  - Step 1: Draw three columns on the board (or project): **Understanding | Rules/Steps | Options/Solutions**
  - Step 2: Write 2-3 examples in each as reminders (e.g., "I understand your concern." / "Our procedure is to..." / "One possible solution is...").
  - Step 3: Divide class into two or three teams.
  - Step 4: Read a short customer situation aloud. Examples:
    - The customer reports a missing pallet.
    - The receiver was charged a handling fee by mistake.
    - The delivery was late because of heavy rain.
    - The customer asks to speak to your supervisor.
    - The wrong product was shipped.
  - Step 5: A member of the first team provides a correct sentence for the **Understanding** column, another teammate for the **Rules/Steps** column and a third student for the **Options/Solutions** column. Score the answers: correct use of vocabulary (1 point) and polite tone (1 point).
  - Step 6: Continue with a new situation and another team (about 3-4 situations total).
- **Activity 2: Solutions Role-Play (15-20 min)**

- Step 1: Pair up students
    - Student A = Customer / Partner / Internal Client
    - Student B = Logistics Representative
  - Step 2: Distribute short scenario cards (or project them) from *Scenarios - Policies and Solutions*
  - Step 3: Refer them to the frame on board:
 

**Understanding → Rules/Steps → Options/Solutions → Follow-up**
  - Step 4: Model one quick example
    - “I understand your concern about the damaged shipment.  
Our procedure is to review the photos first.  
One possible solution is to send a replacement today or a partial refund.  
I’ll follow up once the replacement is confirmed.”
  - Step 5: Pair practice difference scenarios, switching roles.
 

*Encourage them to use at least two target vocabulary words and one functional phrase.*
- Monitor & support with language prompts

**[20-Minute Break]**

**III. Production (20-30 min)**

- **Communicative Activity: Card Chain**
  - Step 1: Divide class in small groups (4-5 students) and hand each group a set of **word cards** (one per core term - see instructions on the notes at the end of the lesson). Each team has to shuffle them and place them face down in the center.
  - Step 2: Say: “Your team will create a chain story about one shipment issue- for example, a damaged pallet or a missing carton. Each person adds one short sentence using a new word from the stack. Together, your story should sound like a real customer case.”
  - Step 3: Model an example.
 

**Student 1 (card: policy):** I understand the issue. Our **policy** is to report any damage within 24 hours.

**Student 2 (card: documentation):** The customer sent **documentation** — two photos of the damaged box.

**Student 3 (card: solution):** One possible **solution** is to send a replacement.

**Student 4 (card: follow up):** I’ll **follow up** with the tracking once it’s confirmed.
  - Step 4: Play the game - the first student draws a card and starts the “case.” Each next student draws a new card and adds one logical sentence to continue the situation. When all cards are used (or after 10-12 minutes), the story ends. *Remind them that every new line must connect naturally to the story and use the vocabulary word correctly. Also, encourage them to keep the flow professional — like a spoken log between colleagues, not random sentences.*
- Peer feedback using simple rubrics
  - My partner used new words correctly

- My partner used the **understanding** → **rules/steps** → **solution** → **follow-up** flow.
- Error correction & discussion - as needed

#### IV. Email Essentials (15-20 min)

- Step 1: Say: Today you've been handling these situations in conversation. Let's see how the same structure appears in short customer or partner emails. The goal isn't to learn how to write emails — it's to make them clearer, more professional, and faster to read.
- Step 2: Refer students to the four familiar steps on the board: 1 Understanding 2 Rules/Steps 3 Options/Solutions 4 Follow-up
- Step 3: Project *Model Emails* (slide 1)

Subject: Update on Delayed Shipment - Next Steps

*Hi Rita,*

*I understand the situation with the delayed truck.*

*Our procedure is to review the driver's log and confirm the next available slot.*

*One possible solution is to send the remaining pallets on tomorrow's route.*

*Please confirm if that works for you. I'll follow up with the new ETA once dispatch approves.*

*Best regards,*

*Noam Ben-Ari | Export Operations*

- Step 4: Ask: Which line shows understanding? (line 3)  
Where do you see the rule or step? (line 4)  
Where are the options or next step? (lines 5-6)
- Step 5: In pairs, ask students to analyze the email's:
  - tone and identify the polite openings (I understand..., Please confirm..., I'll follow up...)
  - structure: short sentences, and logical flow (understanding, rule, solution, next step)
- Step 6: Ask: Is the message clear even without long explanations? (Yes) Does it sound polite but decisive? (Yes) Does it end with a clear action? (Yes)
- Step 7: Show slide 2 in *Model emails*:

*Subject: Customer Complaint - Damaged Goods*

*Hi Yael,*

*The items were damaged in transit. Send photos and we'll decide what to do.*

*According to company policy, claims after 7 days are not accepted.*

*Let me know if you still want the goods replaced.*

*Thanks,*

*Eyal*

- Step 8: Ask students to discuss: How does this email sound to the customer? How could we improve tone or structure using today's four-step model?  
Expected reflections: Add an understanding line (I understand your concern about the damaged

goods.). Clarify the rule politely (Our policy is to review claims within 7 days.). Offer an option (One possible solution is to replace the damaged units this week.). Add follow-up (I'll follow up once the photos are reviewed.)

- Step 9: Ask them to rewrite the email and for a volunteer to read their improved version aloud.
- Step 10: Show slide 3 (email exercise) from *Model Emails and* ask students to work individually to write a sample email (see instructions on the slide).
- Step 11: Pairs exchange emails and tick boxes: Understanding line present [ ] Rule/Step clear [ ] Realistic option [ ] Clear next step [ ] Polite tone [ ]
- Step 12: Ask a couple of volunteers to read their short email aloud.

## V. Wrap-Up (15 min)

- Self-reflection: "What did I learn today?"
  - I can explain a policy or procedure in a clear and professional manner
  - I can acknowledge the other person's concern while guiding the conversation toward a solution
  - I can focus on what is possible and offer reasonable alternatives
  - I can respond calmly and clearly to questions or concerns
  - I can use expressions such as: "*What we usually do in this situation is...*," "*One possible solution is...*," "*I understand your concern — let me check what can be done,*" "*We'll do our best to find a way forward,*" and "*Thank you for your patience — I'll follow up shortly.*"

## Optional Independent Practice

- Write another email following the structure used in the lesson today: Understanding - Rules/Steps - Options/Solutions - Follow-up

## Notes for the Instructor

- For the production activity Card Chain you need to prepare a set of **11 word cards** (one per core term): policy, procedure, documentation, option, solution, replacement, fee, waive, partial refund, escalate, follow up. The game will be played in groups of 4-5 students, so have enough sets for each group in the class.
- The section on Email Essentials is a preparation for the next lesson - lesson 20
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
- **CEFR Level: B1**
- **Unit Number: 5**
- **Lesson Number: 20**
- **Topic: Responding to Customer or Colleague Emails Professionally**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can write clear and structured replies to customer or colleague emails
  - I can acknowledge concerns and respond with empathy in a written message
  - I can choose a language that is polite and appropriate to the situation
  - I can give polite updates and suggest next steps or solutions
  - I can use expressions such as: *“In response to your question...,” “Here is a quick update on...,” “Please let me know if you’d like to discuss this further” and “Please feel free to reach out with any other questions”*
  - I can adjust the tone of an email depending on the relationship with the recipient (internal vs. external)
  - I can tailor email responses for internal colleagues versus external customers
  - I can write follow-up emails if a response is delayed

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Useful Email Phrases Bank](#) - x number of students
  - [Professional Emails](#) - slides presentation to use in class
  - [Emailing - Practice Activities](#) - x number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers/ **Projector**

**Vocabulary**

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
<b>attachment</b>	a file or document sent with an email	<i>The invoice is included as an attachment.</i>	N
<b>inquiry</b>	a question or request for information	<i>We received your inquiry about the delivery date.</i>	Y
<b>concern</b>	a problem or issue that needs attention	<i>Thank you for sharing your concern about the delay.</i>	Y

<b>clarification</b>	extra detail or explanation to make something clear	<i>Could you provide clarification on the shipment quantity?</i>	N
<b>update (review)</b>	new or latest information	<i>Here's an update on your order status.</i>	Y
<b>issue (review)</b>	a problem that needs to be solved	<i>We are working to resolve the issue as soon as possible.</i>	Y
<b>request (review)</b>	something someone asks for	<i>We handled your request for a replacement.</i>	Y
<b>response</b>	an answer to a message or question	<i>Thank you for your quick response.</i>	N
<b>reply</b>	to answer an email or message	<i>I'll reply to the customer once I have the details.</i>	N
<b>solution (review)</b>	a way to fix a problem	<i>Our proposed solution is to resend the shipment.</i>	N
<b>regarding</b>	about / related to a topic	<i>I'm writing regarding your recent order.</i>	N
<b>get back to</b>	to contact or respond later	<i>I'll get back to you once I have an update.</i>	N

### Lesson Structure (PPP)

- **Warm-Up (15 min): Email Situations Around the Workplace**

- Step 1: Ask students how many emails they usually write in English each week. Elicit a few short answers and note common purposes (update, request, question, problem, confirmation).
- Step 2: Write on the board:
  - internal - colleagues or other departments
  - external - customers, suppliers, or partners
- Step 3: Ask: Who do you email most often in English - internal or external contacts? Elicit examples for each.
- Step 4: Ask pairs to discuss:
  - What makes a good professional email?
  - What makes a bad one?
- Step 5: After 2-3 minutes, collect ideas on the board (clear subject, polite tone, short paragraphs, etc.).

## I. Presentation (30-40 min)

### • Vocabulary Introduction (10-15 min)

- Step 1: Tell students you will be looking at sentences from actual emails and show them slide 1 in the *Professional Emails* Presentation to introduce the lesson's vocabulary.
- Step 2: Read one sentence at a time and ask the students to guess what the word in bold means. Then ask a comprehension question (or two if needed). See list below.
- Step 3: Repeat with the sentences on slide 2.
  1. *Thank you for your **inquiry** about the new shipment schedule.*
    - Is "inquiry" a question or an answer? (a question)
    - Who makes an inquiry - the customer or the company? (the customer)
  2. *Please check the **attachment** for the full product list.*
    - Is the attachment inside the email text or added as a file? (added as a file)
    - Can you download or open it? (yes)
  3. *We understand your **concern** about the delay and are reviewing it.*
    - Does "concern" mean something positive or a problem? (a problem)
    - Who has the concern - the customer or the company? (the customer)
  4. *Could you send some **clarification** about the quantities in the order?*
    - If I ask for clarification, do I need more details or fewer details? (more details)
    - Was the first message clear or not clear enough? (not clear enough)
  5. *Here's a short **update** on the delivery status.*
    - Is this new information or old information? (new information)
    - Does an update usually come before or after something changes? (after)
  6. *We are working to solve the **issue** with the wrong labels.*
    - Does "issue" mean everything is fine or there's a problem? (there's a problem)
    - Can we solve an issue? (yes)
  7. *Your **request** for replacement items has been approved.*
    - Who makes a request - the sender or the receiver? (the sender)
    - Does "request" mean "ask for something"? (yes)
  8. *Thank you for your quick **response** to our email.*
    - Is "response" similar to "answer"? (yes)
    - Who responds - the sender or the receiver? (the receiver)
  9. *I'll **reply** to the customer once I have more details.*
    - Does "reply" mean to write first or to answer back? (to answer back)
    - Is it spoken or written here? (written)
  10. *Our proposed **solution** is to send a partial refund.*
    - Does "solution" mean a problem or a way to fix it? (a way to fix it)
    - Who provides the solution - the company or the customer? (the company)
  11. *I'm writing **regarding** your delivery on October 10.*
    - Does "regarding" mean "about" or "without"? (about)
    - Where does it usually appear - at the start or end of an email? (start)
  12. *I'll **get back to you** after I check with the warehouse.*
    - Does "get back to" mean to reply now or later? (later)
    - Is it formal or neutral language? (neutral)

- **Writing Emails (5-10 min)**
  - Step 1: Show slide 3 of the *Professional Emails* presentation and tell them the two emails deliver the same message but in different ways.
  - Step 2: Ask students to read both carefully and compare them.
  - Step 3: In pairs or small groups, ask students to discuss the differences. Write on the board: “tone, structure, sentences style” to help them focus.
  - Step 4: Once they get a chance to think, ask them:
    - How is the **tone** different? (formal, polite, respectful, neutral, too strong)
    - How is the **structure** different? (greeting, body, closing, paragraph flow)
    - How are the **sentences** different? (short commands vs. complete polite sentences)
  - Step 5: Ask them:
    - What kinds of **phrases** or **connectors** appear in Email B but not in A?
    - Which email would you prefer to send to a *customer*? Which one to a *colleague*? Why?
    - What impression does each email give about the sender?
  
- **Email Best Practices (5-10 min)**
  - Step 1: After collecting students’ ideas from the comparison task, tell them: “Let’s look at a few professional email habits that make communication faster and clearer.”
  - Step 2: Show slide 4 and read each point aloud slowly. After every few points, pause for short examples or comments (see a couple of ideas below). Repeat with slide 5.
    - “Who can share a good subject line they used this week?”
    - “What happens if you forget to name your attachment?”
  - Step 3: Ask pairs to choose two tips they think are most important for **external emails** and two for **internal emails**.
  - Step 4: Discuss as a class and highlight differences (external = more formal; internal = shorter, faster).
  - Step 5: Summarize: “Professional emails aren’t only polite - they are also organized, complete, and respectful. The language shows tone, structure, and awareness of the reader. Next, we’ll explore key phrases that make this easier to do.”
  
- **Key Email Phrases (5-10 min)**
  - Step 1: Tell students: “Now that we’ve looked at what makes an email professional, let’s focus on the expressions that help us sound polite, clear, and confident.”
  - Step 2: Distribute the *Useful Email Phrases Bank* handout and ask students to read silently for one minute and underline 2-3 phrases they already use at work.
  - Step 3: Read through the handout together, section by section. After each group of phrases, pause briefly to clarify meaning or usage.

## II. Practice (30-40 min)

- **Activity 1 - Adjusting Tone: Internal or External? (15-20 min)**

- Step 1: Distribute *Emailing Practice Activities* and tell students to work on the first activity. Explain each item has three replies: one rude, one suitable for internal, one suitable for external. Their job is to label each and justify the choice.
- Step 2: Students work individually to determine which is Rude, Internal, External for each item and write a short reason.
- Step 3: In pairs they compare choices and reasons. If they disagree, each partner gives one sentence of evidence from the reply.
- Step 4: Whole-class check. Elicit answers quickly (see answer key below) and ask the class: “What word or phrase showed tone?” Note useful markers on the board (please, thank you, apologies, attach language, empathy lines).
- Step 5: Choose one “internal” reply and ask: “How would you upgrade this to external?” Take one improved sample on the board.
- Step 6: Ask a few reflection questions:
  - **What specific words or phrases made a reply sound external vs. internal?**
    - External: *Thank you for your message, please find attached, we understand your concern, apologies for the delay, we’ll update you shortly.*
    - Internal: *Sure thing, sending it now, I’ll check with the team, understood.*
    - Rude: *Not my fault, check your email, I was busy.*
  - **Where did you see empathy or understanding?**
    - *We understand your concern...*
    - *Thank you for noticing the issue...*
    - *Apologies for the delay in replying...*
  - **Which structural details signaled professionalism (opening, reference line, closing)?**
    - Clear opening (thanks, purpose stated).
    - Complete sentences instead of fragments.
    - Polite closing such as *Let me know if you need anything else* or *Best regards*.
    - Proper punctuation and capital letters.
  - **If you had to send the “internal” reply to a client, what two changes would you make?**
    - Add a greeting and a polite closing line.
    - Replace short or informal phrases (*Sure thing* → *Certainly / Of course*).
    - Add empathy or explanation if there’s an issue.
    - Check spelling and full sentence structure.
  - **How does brevity affect tone? When is shorter acceptable, and when not?**
    - Shorter is fine for colleagues when there’s trust and shared context.
    - For clients or partners, short replies can seem rude or careless.
    - External emails need full sentences and polite framing; internal can be direct if time-sensitive.

### **Answer Key**

1: Rude - C, Internal - B, External - A

2: Rude - C, Internal - B, External - A

3: Rude - B, Internal - C, External - A

4: Rude - A, Internal - C, External - B

5: Rude - C, Internal - B, External - A

● **Activity 2: Choosing the Best Phrase (10-15 min)**

- Step 1: Explain that in Activity 2, they will read short email replies with three possible phrases each. All options are grammatically correct — they must decide which one fits best in tone and level of formality. Emphasize they need to determine:
  - Who is the reader (customer or colleague)?
  - What is the goal (inform, apologize, request, offer help)?
  - What tone sounds most natural and polite for that situation?
- Step 2: Students complete the handout individually. They circle their choice (A, B, or C) and write one short reason explaining why it fits best.
- Step 3: Check in pairs and justify differences.
- Step 4: Class check, review answers together. For each item, ask:
  - Which reader is it for (internal or external)?
  - What makes the correct phrase sound more polite or professional?

**Optional**

- Step 5: Ask students to check pages 2 and 3 from the *Email Phrases Bank* handout (they already have it from the presentation section) and highlight a few useful word families or collocations

**Answer Key**

1 - A 2 - A 3 - B 4 - A 5 - C 6 - B

**[20-Minute Break]**

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

● **Unit's Mini-Project: Customer or Colleague Request Email Reply**

- Step 1: Tell students: "You'll write a short professional email reply to an email message. Decide first if it's from a customer or a colleague, because that changes your tone and word choice. Your reply should include:
  - a polite opening and reference to the message
  - a clear answer or update
  - one next step or offer to help
  - a closing line with polite phrasing."
- Step 2: Write the checklist on the board:  
**Opening → Main Answer → Next Step → Closing Line**
- Step 3: Show students slide 6 from the *Professional Emails* presentation and tell them to pick a message to reply to.
- Step 4: Students write a full reply email (5-7 sentences). Remind them to:
  - use **2-3 target vocabulary words** (e.g., concern, update, clarification, solution)

- include **1-2 functional phrases** (e.g., *In response to your message...*, *Please find attached...*, *We understand your concern...*)
    - check tone: internal = shorter and direct; external = complete and formal.
  - Step 5: Students exchange emails with a partner. Each partner reads the other's message and gives short feedback using these three prompts:
    - Is the tone polite and suitable for the situation?
    - Is the message complete and easy to follow?
    - Does it include a clear next step or offer to help?
  - Step 6: Elicit sample emails to read aloud (an internal and an external one). Ask:
    - Which phrases worked well?
    - How did the tone change depending on the audience?
    - Was the message clear and professional?
  - Step 7: Ask students to self-assess:
    - Which part of my email sounded most natural?
    - What would I improve next time (tone, clarity, structure)?
- Error correction as needed

#### 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) - Writing a Follow-Up Email

- Step 1: Tell students: "Now imagine you sent your email, but the person hasn't replied. How can you follow up politely?"
  - Step 2: Ask them to refer to the *Email Phrases Bank* handout and choose the phrase that would be a good follow up to their previous email.
  - Step 3: Students need to write an email with:
    - a polite reference to the earlier message (*I'm following up on...*)
    - a short reason for following up (*We need the update to finalize the shipment.*)
    - a courteous close (*Please let me know if there's any news.*)
  - Step 4: Pair share. Partners read each other's follow-ups aloud and comment on tone:
    - Does it sound patient and respectful?
    - Is the purpose clear and polite?
- Self-reflection: "What did I learn today?"
    - I can write clear and polite email replies to customers and colleagues.
    - I can show understanding and empathy when responding to problems or concerns.
    - I can choose the right tone and expressions for internal and external emails.
    - I can give polite updates and suggest next steps or solutions.
    - I can use professional email phrases like *In response to your question...* and *Please feel free to reach out with any other questions.*

- I can write a polite follow-up email if someone doesn't reply.
- 

### **Optional Independent Practice**

- Write an email chain (or pick a real one) and practice writing a colleague's request, your reply email and a follow up email.

### **Notes for the Instructor**

- For the warm-up: If your students are not currently writing emails in English, ask them to imagine the emails someone in their position would write
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
- **CEFR Level: B1**
- **Unit Number: 6**
- **Lesson Number: 21**
- **Topic: Comparing and Choosing Shipping Methods**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can compare shipping methods using cost, speed, and type of goods.
  - I can explain trade-offs (fast but expensive, cheap but slow).
  - I can justify a shipping choice to a customer or partner.
  - I can use phrases to recommend an option politely.

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Shipping Methods](#) - image to display
  - [Shipping Recommendation Dialogue](#) - x number of students
  - [Recommending Shipping Methods](#) - x number of pairs
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers / **Projector**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>shipping method</b>	the way goods are sent from one place to another	We need to choose the best shipping method for this order.	Y
<b>air freight</b>	shipping goods by airplane	Air freight is faster but more expensive than sea freight.	Y
<b>sea freight</b>	shipping goods by ship	Sea freight is cheaper for large quantities but takes longer.	Y
<b>courier service</b>	a company or person that delivers packages	We use a courier service for small, local shipments.	Y

<b>freight forwarder</b>	a company that organizes and manages international shipments for clients	The freight forwarder will take care of customs and delivery arrangements.	Y
<b>consolidate (verb)</b>	to combine smaller shipments into one larger one	We can consolidate several orders to reduce shipping costs.	Y
<b>cargo (review)</b>	goods carried by ship, plane, or truck	The cargo includes electronic parts and spare equipment.	Y
<b>transit time</b>	how long it takes for a shipment to arrive	The transit time by sea is about two weeks.	Y
<b>cost-effective</b>	giving good value for the money	Sea freight is more cost-effective for heavy goods.	Y
<b>customs clearance</b>	the process of checking goods before they enter a country	Customs clearance sometimes causes short delays.	Y
<b>insurance (review)</b>	protection against loss or damage during shipping	We always include insurance for valuable shipments.	Y
<b>documentation (review)</b>	official papers needed for shipping	The documentation must be completed before customs inspection.	Y
<b>estimated delivery date</b>	the day we expect the goods to arrive	The estimated delivery date is next Monday.	Y
<b>shipment tracking</b>	checking where goods are during delivery	Shipment tracking helps customers know when to expect their order.	Y

**Lesson Structure (PPP)**

● **Warm-Up (15 min):**

- Step 1: Ask: “If you need to send a product overseas, what factors do you consider before choosing a shipping method?”
- Step 2: Elicit short answers and list them on the board under Speed, Cost, Type of goods, Reliability, Customer request, etc.
- Step 3: Follow up with 1-2 short pair questions (display or say aloud):

- What kind of goods do you usually ship or receive at work/home?
- Have you ever had a shipment delayed? What happened?
- Do you usually prefer fast delivery or lower cost? Why?

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

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

- Step 1: Show the image on *Shipping Methods* and ask:
  - How do these goods travel?
  - Which one is faster / cheaper / safer?
  - (Brief oral recall of *delivery* and *cargo* from earlier units.)
- Step 2: Present core terms on board / slides with 2 columns:

Transport Type	Key Terms
Air freight	fast, expensive, urgent goods
Sea freight	slow, cheap, large cargo
Courier service	very fast, small packages
Freight forwarder	arranges shipping and paperwork
Consolidate	combine small shipments
Transit time	how long delivery takes
Cost-effective	good value for money
Customs clearance	border inspection process
Insurance (review)	protection against loss
Documentation (review)	official shipping papers

- Step 3: Clarify meanings by giving short examples and asking questions:
  - *We consolidated orders to save money.*
  - *Customs clearance can delay delivery.*
  - *Sea freight is more cost-effective than air.*
  - *Is air freight usually cheap? (No.)*
  - *If we consolidate orders, do we make one big shipment or many small ones? (One big.)*
  - *What is best for urgent shipments? (Air freight)*
  - *Which takes the longest time? (Sea freight)*
  - *Who manages shipping and paperwork? (Freight forwarder)*

- Grammar/Function Focus - **Comparing and Recommending Shipping Methods (10-15 min)**
  - Step 1: Write three sentences about shipping options on the board:
    - Air freight is faster than sea freight.
    - Sea freight is cheaper than air freight.
    - Courier service is the most expensive option.
  - Step 2: Ask: Which one shows a comparison between two? (first two) Which one shows the “top” or “extreme” level? (last one)
  - Step 3: Highlight the patterns they can see in the sentences and then write on the board:
    - Comparative:** + *-er / more* + *adjective* + *than*
    - Superlative:** + *the* + *-est / the most* + *adjective*
  - Step 4: Write on the board:
    - faster → fast + -er
    - cheaper → cheap + -er
    - more reliable → use “more” with long adjectives
    - the most expensive → “the most” + long adjective
  - Step 5: Ask:
    - Do we use “than” after comparatives? (Yes)
    - Do we use “the” before superlatives? (Yes)
    - Can we say “more cheaper”? (No)
  - Step 6: Present polite recommendation structures (focus on form). Write (or display) on the board:
    - I’d recommend air freight for urgent deliveries.
    - You could choose sea freight to save costs.
    - It depends on the cargo type and delivery time.
  - Step 7: Ask:
    - Does “I’d recommend” sound polite or direct? (Polite)
    - What does “It depends on...” mean? (The choice changes with the situation.)
  - Step 8: Highlight grammar patterns:
    - I’d recommend + noun / -ing form
    - You could / might + verb
    - It depends on + noun
- **Model Dialogue (5-10 min)**
  - Step 1: Give students *Shipping Recommendations Dialogue* and ask them to **underline** all comparative phrases (e.g., *faster than*, *cheaper than*) and **circle** all recommendation expressions (e.g. *I’d recommend*, *You could*, *It depends on*).
  - Step 2: Check together on the board — group words under two headings:
    - **Comparing:** faster, cheaper, cost-effective, than, but
    - **Recommending:** I’d recommend, It depends on, You could
  - Step 3: Ask:
    - Which option did they finally choose? Why?

- How did Rami sound polite when giving advice?

**II. Practice (30-40 min)**

- **Activity 1: Compare and suggest (10-15 min)**

- Step 1: Provide or project a short table:

Method	Speed	Cost	Best for
Air freight	Fast	High	Urgent goods
Sea freight	Slow	Low	Heavy cargo
Courier service	Very fast	Very high	Small parcels

- Step 2: Students work in pairs to create 3-4 comparative sentences. Model a couple of examples:
  - Air freight is faster than sea freight, but more expensive.
  - I'd recommend sea freight because it's more cost-effective.
  - Courier service is the most suitable for small packages.
- Step 3: Ask a few students to share their best "recommendation sentence." Give quick feedback on form and tone.

**Optional extension:** Have students add a reason using *because / so / that's why*.

- **Activity 2: Shipping Method Match-Up (Vocabulary Focus) - (5-10 min)**

- Step 1: Give or project short situation cards (or read aloud).
- Step 2: In pairs, students match each situation with the best shipping method and explain their choice using one new term.
- Step 3: Ask pairs to read one of their sentences aloud (e.g., "We recommend courier service because it's faster." "Sea freight is more cost-effective for heavy goods."). *Give short feedback, focusing on correct use of vocab + comparative form.*

**Example situations:**

1. The order is urgent and small.
2. The goods are heavy and not time-sensitive.
3. You have three small orders for the same destination.
4. The customer wants low cost but safe delivery.
5. There is sensitive cargo that needs insurance and tracking.

**Expected answers:**

1. Courier service - very fast, small parcels.
2. Sea freight - cost-effective for heavy cargo.
3. Consolidate - combine orders into one shipment.
4. Sea freight - cheaper, reliable.

5. Air freight - faster, secure, includes insurance.

● **Activity 3: Controlled Role Play - Shipping Advice Simulation (10-15 min)**

- Step 1: Assign roles in pairs:
  - **Student A = Customer** - describes the shipment needs.
  - **Student B = Logistics representative** - recommends and explains.
- Step 2: Write or display prompts for customers to choose from:
  - Shipping electronics - urgent delivery.
  - Sending furniture - heavy items, not urgent.
  - Exporting small boxes - need tracking and insurance.
  - Delivering samples to 5 clients - small parcels.
- Step 3: Model one example exchange:
 

**A:** We need to send some furniture to Italy. It's not urgent.  
**B:** I'd recommend sea freight. It's cheaper and more cost-effective for heavy cargo.
- Step 4: Pairs switch roles after each round (4-5 minutes). *Monitor and note errors for later*

**[20-Minute Break]**

**III. Production (20-25 min)**

● **Shipping Plan Simulation**

- Step 1: Explain: "You will now act as logistics specialists. Each pair will pick a shipping request from a customer. Your task is to choose the most suitable shipping method and justify your decision."
- Step 2: Distribute *Recommending Shipping Methods*
- Step 3: Students pick a request from the chart in the handout, discuss and prepare short notes including: The shipping method they chose, reasons for their choice, one functional phrase from today's lesson and one comparative or superlative structure
- Step 4: Each pair gives a 1-minute briefing to the class (or to another pair acting as the "customer"). They need to state the situation, compare options briefly and give their recommendation politely
- Step 5: After each mini-presentation, peers provide feedback:
  - Was the recommendation clear and polite?
  - Did they use correct comparison language?
  - Did they justify their choice with appropriate vocabulary?

**Example presentation:**

"For the electronics shipment to Japan, we compared air and sea freight. Air freight is faster but more expensive. Because the goods are high-value and urgent, we'd recommend air freight with full insurance. The estimated delivery time is three days."

- Error correction & discussion: Correct comparative/superlative mistakes (e.g., no -more faster, no-cheaper thEn, no- most cheapest, etc)

#### 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: “If you had to ship *your company’s main product* abroad, which method would you choose and why?”
    - Step 2: Students answer briefly in one sentence using a comparative or functional phrase. Examples:
      - *I’d choose air freight because it’s faster than sea freight.*
      - *Sea freight is more cost-effective for heavy goods.*
  - Self-reflection: “What did I learn today?”
    - I can compare shipping methods using cost, speed, and type of goods.
    - I can explain trade-offs (fast but expensive, cheap but slow).
    - I can justify a shipping choice to a customer or partner.
    - I can use phrases to recommend an option politely.
- 

#### Optional Independent Practice

- Write a short email to the customer summarizing a shipment recommendation (from the simulation or an imaginary one)

#### Notes for the Instructor

- For some of the activities throughout the lesson, you can choose between writing on the board or creating slides to display the required text
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 6**
  - **Lesson Number: 22**
  - **Topic: Explaining and Checking Shipping Documents**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can explain what a basic shipping document is used for.
    - I can check a simplified shipping document for mistakes.
    - I can describe what information is missing or incorrect.
    - I can explain document details clearly to a customer or carrier.
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Checking a Shipping Document - Dialogue](#) - x number of students
  - [Reporting Problems with Documentation](#) - x number of students
  - [Find and Fix the Errors](#) - x number of pairs
  - [Document Issue Cards](#) x 1 with slips that need to be CUT OUT
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>shipping document</b>	a paper or digital file used to record and confirm shipment details	Please check that all shipping documents are complete before dispatch.	Y
<b>packing list</b>	a document that shows all the items included in a shipment	The packing list shows the quantity and description of each product.	Y
<b>bill of lading (B/L)</b>	a legal document that confirms the carrier received the goods for transport	The carrier signs the bill of lading when they pick up the shipment.	Y
<b>commercial invoice</b>	a document that lists the goods and their value for customs and payment	Customs will need the commercial invoice to clear the shipment.	Y

<b>consignee</b>	the person or company that receives the goods	The consignee must check the delivery when it arrives.	Y
<b>shipper</b>	the person or company sending the goods	The shipper prepares all documents before the pickup.	Y
<b>carrier</b>	the company that transports the goods	The carrier is responsible for delivering the shipment on time.	Y
<b>quantity</b> <i>(review)</i>	the number of items included in an order	Please confirm that the quantity matches the packing list.	Y
<b>description of goods</b>	details about what the products are	The description of goods says “metal parts for machinery.”	Y
<b>value</b>	the price or total worth of the shipment	The declared value must match the commercial invoice.	Y
<b>weight</b> <i>(review)</i>	how heavy the goods are	The total weight is 560 kilograms according to the document.	Y
<b>signature</b>	a written name that shows approval or confirmation	The document needs the driver’s signature before dispatch.	Y
<b>missing information</b>	details that are not written or included	The consignee address is missing on this document.	Y
<b>incorrect entry</b>	a mistake or wrong detail in a document	There is an incorrect entry in the shipment quantity.	Y
<b>verify (verb)</b>	to check that something is correct or accurate	Please verify the customer name and address on the form.	Y
<b>complete (verb)</b>	to fill in all the missing parts of a document	Complete the packing list before printing.	Y

<b>confirm (verb)</b> <i>(review)</i>	to make sure something is true or correct	Can you confirm that the invoice amount is correct?	Y
<b>attached (adjective)</b> <i>(review)</i>	included or joined to an email or document	The packing list is attached to the email.	Y
<b>stamp (noun)</b>	an official mark or seal used to show approval	The document needs the company stamp before shipping.	Y
<b>reference number</b>	a code or number used to identify a shipment	Please write the reference number on all shipping papers.	Y

### Lesson Structure (PPP)

- **Warm-Up (15 min): The Missing Shipment**

- Step 1: Say: “A customer calls and says their shipment didn’t arrive. You check the system - the goods were sent two weeks ago. The shipment is missing. Let’s think: what could have gone wrong?”
- Step 2: Students work in pairs and list 3-4 possible reasons.
- Step 3: After 2-3 minutes, collect ideas on the board.  
*(Expected: wrong address, missing document, delay at customs, driver mistake, etc.)*
- Step 4: Circle ideas related to paperwork (e.g., wrong invoice, missing signature, document not attached). Ask:
  - Which documents might cause these problems?  
*(Expected: packing list, commercial invoice, bill of lading.)*
  - Who usually checks them?  
*(Expected: shipper, carrier, or customs.)*

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

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

- Step 1: Start by saying: “When we send goods internationally, we use different documents. Each one has a specific purpose. Let’s look at the most common ones.”
- Step 2: Write or project three main documents (ideally ones used in their company):
  - **Packing list** - shows what’s inside the shipment.
  - **Commercial invoice** - shows prices and value for customs and payment.
  - **Bill of lading (B/L)** - confirms the carrier received the goods for transport.
- Step 3: Ask:
  - Does the packing list show prices? (No)
  - Who signs the bill of lading? (The carrier)
  - Why is the commercial invoice important? (For customs and payment.)
- Step 4: Present the next group of words and short examples:

- **shipper** - the person or company sending the goods.
  - **consignee** - the person or company receiving the goods.
  - **carrier** - the company that transports the goods.
  - **signature** - a written name showing approval or confirmation.
  - **reference number** - a code used to identify the shipment.
- Step 5: Check understanding:
  - Who signs the documents, the shipper or the carrier? (Usually both.)
  - Why do we need a reference number? (To find or track the shipment.)
- Step 6: Next, introduce terms for checking and correcting documents:
  - **verify** - check that something is correct.
  - **complete** - fill in all missing parts.
  - **missing information** - details not written or included.
  - **incorrect entry** - a mistake or wrong detail.
- Step 7: Model short examples:
  - Please verify the customer name.
  - The quantity is missing on this form.
  - There's an incorrect entry in the shipment number.
- Step 8: Check understanding:
  - If information is missing, is it written? (No.)
  - If you verify something, do you check it or ignore it? (Check it.)
- **Model Dialogue (5-10 min):**
  - Step 1: Read *Checking a Shipping Document* dialogue with one of the students (or see notes below if you want to create a recording).
  - Step 2: Distribute the handout with the dialogue to the class
  - Step 3: Ask:
    - Which phrases show **checking or confirming**?  
(verify, confirm, double-check, make sure)
    - Which ones show **explaining or correcting**?  
(missing, complete, corrected version, add)
    - Which ones show **follow-up actions**?  
(send the updated version, update everything, let me know, attached below)

## II. Practice (30-40 min)

- **Activity 1 - Complete the Sentence (5-10 min)**
  - Step 1: Hand out *Shipping Documentation Practice* and tell students they need to complete each sentence with a word from the list.
  - Step 2: Students work individually for 3-4 minutes, then compare answers with a partner
  - Step 3: Check answers as a class.

### Answer Key:

1 confirm 2 missing 3 send 4 verify 5 add 6 complete 7 double-check  
8 reference number 9 make a note 10 updated version

- **Activity 2 - Mini Role-Play: Check and Respond (10-15 min)**

- Step 1: Write the following interaction pattern on the board:  
A - Report a problem B - Respond politely with a solution.
- Step 2: Model one example:  
A: The packing list is missing the customer address.  
B: Thanks, I'll complete that now and send the updated version.
- Step 3: Divide into pairs.  
Partner A = Warehouse Coordinator Partner B = Customer Service Rep.
- Step 4: Give students *Reporting Problems with Documentation*.
- Step 5: Students practice 3-4 short exchanges, switching roles after each one.
- Step 6: Monitor for polite tone and accuracy.  
*If students struggle, pause and write a few complete examples on the board for quick repetition.*
- Step 7: Ask 2-3 pairs to perform one exchange for the class.
- Step 8: After each, ask: "Did they report the issue clearly?" "Was the response polite?"  
Give quick feedback and highlight good phrases on the board..  
After each, ask: "Did they report the issue clearly?" "Was the response polite?" Give quick feedback and highlight good phrases on the board.

- **Activity 3 - Find and Fix the Errors (10-15 min)**

- Step 1: Tell students they will work in pairs to make sure the shipping documents are correct.
- Step 2: Distribute *Find and Fix the Errors - Make sure each student gets only one page either Worksheet A or Worksheet B*.
- Step 3: Tell them: "Each worksheet shows a shipment document. They look the same, but there are some small differences. Don't show your paper to your partner. Ask questions to find what's different."
- Step 4: Model one example on the board:  
A: The shipment date on my invoice is October 3. Can you verify what you have?  
B: Mine says October 2. That's incorrect - I'll make a note and send the updated version.
- Step 5: Students work in pairs for 5-7 minutes, speaking only. *Encourage checking the phrases in their handout every time they ask or answer.*
- Step 6: After the discussion, they compare papers visually and correct the document together.

**Answer key:**

1. Consignee spelling (TechOne / TechOn)
2. Reference number (present vs. missing)
3. Shipment date (Oct 3 vs. Oct 2)
4. Number of boxes (48 vs. 42)
5. Total weight (1,240 kg vs. missing)
6. Item description (machinery vs. machines)
7. Signature (missing vs. signed)

### Suggested answers

“The reference number is missing on my version.” “Mine says 48 boxes; can you confirm that?”  
 “Your version shows October 2 — that’s incorrect.” “The total weight is missing; I’ll complete it now.” “The carrier still needs to sign the document.”

- **Language to monitor:**

- Checking: Can you verify ...? Could you confirm ...? Let’s double-check ...
- Reporting: It’s missing / It’s incorrect / There’s an error in ...
- Correcting: I’ll complete it / I’ll add it / I’ll send the updated version / I’ll make a note.

### [20-Minute Break]

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

- **Communicative Task - Document Detective Game**

- Step 1: Introduce the game by saying: “Now that you know how to check and correct shipping documents, let’s play *Document Detective!* Each card shows a document problem. Your team must explain what’s wrong, how to verify the details, and what action you’ll take to fix it.”
- Step 2: Write on the board:  

**Explain - Check - Correct**
- Step 3: Say: “You must use at least three target phrases in your answer.” and quickly elicit or display key phrases:
  - *It’s missing...*
  - *Could you confirm...?*
  - *Let’s double-check...*
  - *I’ll complete that now.*
  - *I’ll send the updated version.*
  - *I’ll make a note of that.*
- Step 4: Divide class into teams of 3-4 students
- Step 5: Tell them each group will get a card for each round of the game. They have to read it, discuss the issue, and come up with a short spoken answer.
- Step 6: Model one round with a student. Read one of the cards:
  - **Card:** “The commercial invoice is missing the value, and the bill of lading has no signature.”
  - **Model response:**  
 “The commercial invoice is missing the total value — I’ll complete that and resend the updated version. The bill of lading doesn’t have a signature yet, so I’ll ask the carrier to sign before dispatch.”
- Step 7: Distribute one card from *Document Issue Cards* per team for the first round.
- Step 8: Teams take turns reading their card and giving their spoken response.
- Step 9: Award up to 4 points per round: Clear explanation (1) Correct vocabulary (1) Polite functional language (1) Realistic action or correction (1)

- Step 10: Write scores on the board after each round.
  - Step 11: Give each team a new problem after every round, or rotate cards clockwise between teams. *Encourage teamwork and varied phrasing in later rounds.*
  - Step 12: After 4-5 rounds, total the points and announce the winning team.
- Peer feedback using simple rubrics
    - The team explained the problem clearly and logically.
    - The team used the right words for documents and details (invoice, packing list, signature, etc.).
    - The team used polite and professional phrases (Could you confirm... / I'll send the updated version...).
    - The action or correction was practical and makes sense at work.
  - Error correction & discussion
    - B/L - Bill of Lading (not - Landing) - *incidentally, in the US "BOL" is more common than B/L*
    - Others as noted throughout the lesson.

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

- Step 1: Ask: "Why is it important to verify shipping documents carefully before sending them?"
  - Step 2: Elicit short answers and guide discussion toward key points:
    - To avoid customs delays or fines
    - To prevent lost or wrong deliveries
    - To keep accurate records
    - To maintain customer trust
  - Step 3: Say: "Today we learned many useful phrases for checking and correcting documents. Think of all the problems we practiced — missing data, wrong numbers, no signatures. Which phrase do you think would help you prevent or fix most of those problems at work?"
  - Step 4: Give students a minute to think and share examples aloud.  
(Expected: *Could you confirm...? / Let's double-check that. / It's missing... / I'll send the updated version. / I'll make a note and correct it.*)
  - Step 5: Ask and take a vote: "So — which phrase would you say **saves the most shipments?**"
- Self-reflection: "What did I learn today?"
    - I can explain what a basic shipping document is used for.
    - I can check a simplified shipping document for mistakes.
    - I can describe what information is missing or incorrect.
    - I can explain document details clearly to a customer or carrier.
-

### **Optional Independent Practice**

- Write a short professional email (5-7 lines) to a customer or partner explaining a document correction. Include:
  - What was missing or incorrect
  - How you verified or fixed it
  - What action you are taking next

### **Notes for the Instructor**

- In the Practice section, if you are pressed for time, shorten Activity 2 demos, not Activity 3.
- If you want to create a recording of the dialogue instead of just reading with a student, you can use: <https://www.narakeet.com/app/text-to-audio>
- The handout *Document Issue Cards* has slips that need to be CUT OUT for the production game
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 6**
  - **Lesson Number: 23**
  - **Topic: Professional Shipping Updates**
  - **Lesson Duration:** 3 hours (1hr20 - break 20min - 1hr20)
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can confirm shipment details with a customer or carrier.
    - I can politely request updates from a partner.
    - I can give a clear, structured shipping update by phone.
    - I can write a short, professional shipping update email.
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Shipping Updates Dialogue](#) - x number of students
  - [Shipping Updates Fill in the Blank](#) - x number of students
  - [Shipment Update Call](#) - x number of students
  - [Simulation Shipment Update](#) - x number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>shipment status</b>	the current condition or progress of a shipment	<i>The customer asked for an update on the shipment status.</i>	Y
<b>ETA (Estimated Time of Arrival) (review)</b>	the expected date and time a shipment will reach its destination	<i>The ETA for your order is November 4th.</i>	Y
<b>tracking number (review)</b>	a unique code used to follow a shipment's progress	<i>Please share the tracking number so I can check the delivery status.</i>	Y
<b>in transit</b>	currently being transported from one place to another	<i>The goods are in transit and should arrive soon.</i>	Y

<b>delayed (review)</b>	arriving or completed later than planned	<i>The shipment was delayed due to customs inspection.</i>	Y
<b>on schedule</b>	progressing according to plan or expected timing	<i>The delivery is on schedule for next Tuesday.</i>	Y
<b>shipment confirmation (review)</b>	message or document verifying that goods have been shipped	<i>We received your shipment confirmation yesterday.</i>	Y
<b>dispatch (review)</b>	the act of sending goods out for delivery	<i>The order was dispatched this morning.</i>	Y
<b>customs clearance</b>	the official approval allowing goods to enter or leave a country	<i>The delay was caused by customs clearance procedures.</i>	Y
<b>carrier (review)</b>	the company responsible for transporting goods	<i>We'll contact the carrier to verify the delivery date.</i>	Y
<b>consignee</b>	the person or company receiving the shipment	<i>Please confirm the consignee's full name and address.</i>	Y
<b>update (noun/verb) (review)</b>	(n.) new information (v.) to give or receive the latest information	<i>Let me give you a quick update on your order. I need to update that in the computer.</i>	Y
<b>confirm (verb) (review)</b>	to verify or make sure something is correct	<i>Could you confirm if the goods left the port yesterday?</i>	Y
<b>follow up (verb) (review)</b>	to check or take further action on something	<i>I'll follow up with the carrier and get back to you shortly.</i>	Y

### Lesson Structure (PPP)

- **Warm-Up (15 min): What's the Status?**

- Step 1: Say: Customers always want to know the status of their shipment. What are the most common answers?
- Step 2: Brainstorm and write the target words on the board:
  - Preparing for dispatch

- In transit
  - Delayed
  - Delivered
- Step 3: In pairs students brainstorm:
  - *What might cause a delay?*
  - *What information would you include in a shipment update?*
- Step 4: Invite 2-3 pairs to share one idea each and write useful words like: *customs, traffic, weather, ETA, tracking number, etc.*).

## I. Presentation (30-40 min)

### ● Vocabulary Introduction

- Step 1: Write or show each status with one sample sentence:
  - **Preparing for dispatch** - *The order is ready and will be shipped later today.*
  - **In transit** - *The goods are in transit to the customer.*
  - **Delayed** - *The shipment was delayed due to customs clearance.*
  - **Delivered** - *The package was delivered this morning.*
- Step 2: Ask quick comprehension questions:
  - *Which status shows there's a problem?*
  - *Which status means it's moving?*
  - *Which status means everything is complete?*
  - *Which status means the shipment hasn't left yet?*
- Step 3: Read aloud short examples and ask: *Which status fits?*
  - *The order is packed and waiting for pickup.* → **Preparing for dispatch**
  - *The truck left the warehouse yesterday.* → **In transit**
  - *The goods are held at customs.* → **Delayed**
  - *The customer confirmed receipt.* → **Delivered**

### ● Functional focus and model dialogue:

- Step 1: Say: *"Now, let's see how we use these statuses when giving real shipment updates."*
- Step 2: Read *Shipping Updates Dialogue* with a student.
- Step 3: Hand out the dialogue and ask them to read with a partner and identify:

1) *Phrases Lina used to give an updates*

→ *I'm calling to give you a quick update on your shipment.*

→ *The current status is in transit and on schedule.*

2) *Phrases Mr. Patel used to ask questions*

→ *What's the current status?*

→ *Was it dispatched on time?*

3) *Phrases that discuss next steps*

→ *Please let me know once the goods are delivered.*

→ *I'll follow up as soon as they arrive.*

- Step 4: Solicit answers and clarify as needed
- Step 5: Check that students hear and can reproduce the polite, professional register.
- Step 6: Write different versions on the board and check understanding:
  - "Tell me the status." (too direct)
  - "Give me an update now." (impolite)
  - "Could you please confirm the current status?" (polite)
- Step 7: Ask:
  - Which version sounds better for a customer?" (polite)
  - What makes a statement polite? (Highlight please, modals like could/would)
- Step 8: Say: "In customer updates, we can also use *softeners* - small words that make our message sound polite and less direct." and write examples on the board: Just, a quick, might / could (instead of will / can), perhaps / maybe, a bit, I wanted to (instead of I'm calling to)
  - I just wanted to give you a quick update on your shipment.
  - It's a bit delayed due to customs clearance.
- Step 9: Say : "Softening words help you stay clear but sound polite - they show professionalism without being too formal or cold."

**II. Practice (30-40 min)**

● **Activity 1 - Quick Response Game "Status Snap!" (5-10 min)**

- Step 1: Say 6-8 short sentences that describe a shipment situation. *Say each line quickly;*
- Step 2: *Students respond aloud:* Preparing for dispatch / In transit / Delayed / Delivered (these should still be on the board from previous activities)

Example sentences:

- *The goods are still in the warehouse, packed and ready.* → Preparing for dispatch
- *The customer just signed the delivery note.* → Delivered
- *The truck left the port an hour ago.* → In transit
- *The container is waiting at customs.* → Delayed
- *The order was shipped on Monday and should arrive today.* → In transit
- *The warehouse is preparing the export documents.* → Preparing for dispatch
- *The courier reported heavy traffic.* → Delayed
- *The shipment reached the client this morning.* → Delivered

● **Activity 2 - Mini-Dialogue Completion (5-10 min)**

- Step 1: Hand out *Shipping Updates Fill in the Blank.*
- Step 2: Students fill in missing parts using today's vocabulary and functional phrases.
- Step 3: Review as a class

- **Activity 3: Guided Role Play “Shipment Update Call” (15-20 min)**
  - Step 1: Say: “Now we’ll practice short shipment update calls.”
  - Step 2: Pair up students and hand out *Shipment Update Call*.
  - Step 3: Explain they need to pick a shipment at a time and take turns as customers and logistics representatives to discuss the status.
  
- Monitor & support with language prompts

**[20-Minute Break]**

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

- **Shipment Update Simulation**
  - Step 1: Say: “You’ll now simulate real customer communication. Each pair will handle a few shipment cases — first as phone calls, then as a follow-up email. You’ll decide what information to share, how to phrase it politely, and how to show responsibility.”
  - Step 2: Write the 3 focus points on the board:
    - **Status** - What’s happening?
    - **Cause / Detail** - Why? What’s next?
    - **Tone** - Polite, clear, and professional.
  - Step 3: Hand out *Simulation- Shipment Update*.
  - Step 4: Students pick one shipment at a time and then plan what to say with bullet points, not full sentences
  - Step 5: Students perform the call. They then switch roles and pick another shipment - Each pair should complete 4 calls (1.5 - 2 minute calls)
  - Step 6: Once they complete their calls, they pick a call to write a brief update email.
  
- Peer feedback using simple rubrics  
Students exchange emails. Tell them to check for:
  - clear structure (status-reason-next step),
  - polite tone (softeners/modals)
  - professional closing
  
- Error correction & discussion - as needed
  - Correct use of *status language*
  - Polite tone and softeners
  - Clear structure (Status → Cause → Next Step)

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

- Step 1: Ask students to form groups of 3- 4 and briefly discuss:
  - Which phrase helped you sound most professional today?
  - Which situation was the most challenging? Why?
  - How did you make your update sound polite even with bad news?

- Step 2: Ask one volunteer per group to share one strong phrase or tip.
  - Step 3: Write their examples on the board under “Phrases that Worked Well.”  
(e.g., *It’s a bit delayed due to customs clearance.*, *Please let us know once it’s delivered.*, *We’ll follow up as soon as it arrives.*)
  - Self-reflection: “What did I learn today?”
    - I can confirm shipment details with a customer or carrier.
    - I can politely request updates from a partner.
    - I can give a clear, structured shipping update by phone.
    - I can write a short, professional shipping update email.
- 

### **Optional Independent Practice**

- Choose one of today’s shipment situations and write a short email update (3-4 sentences). Then, record yourself giving the same update by phone.

### **Notes for the Instructor**

- You can use [www.narakeet.com](http://www.narakeet.com) to record the dialogue in the Vocabulary Introduction section and play it in class instead of reading it.
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 6**
  - **Lesson Number: 24**
  - **Topic: Problem-Solving with Customers**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can apologize formally for a shipment problem.
    - I can explain clearly why a problem happened.
    - I can suggest simple solutions or alternatives.
    - I can negotiate politely with a customer to agree on next steps.
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Problem Solving Dialogues](#) x number of students
  - [Match and Connect](#) x number of students
  - [Problem Cards](#) x number of pairs
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>apology</b>	a statement saying you are sorry for a problem	The company sent an apology for the damaged goods.	Y
<b>inconvenience</b>	a problem or difficulty that causes extra effort or time	We regret the inconvenience this delay caused.	Y
<b>cause</b>	the reason something happens	The cause of the delay was a customs inspection.	Y
<b>damage</b> ( <i>review</i> )	physical harm that makes something less useful or valuable	The damage was reported to the shipping department.	Y

<b>refund</b> (review)	money returned to a customer after a problem	The customer received a refund for the broken items.	Y
<b>replacement</b> (review)	a new item given instead of a damaged or missing one	We sent a replacement the next day.	Y
<b>solution</b> (review)	a way to fix a problem or difficulty	We need a quick solution for the shipping issue.	N
<b>responsibility</b> (review)	the duty to deal with or fix something	It's our responsibility to resolve the issue quickly.	N
<b>customs</b> (review)	the government office that checks imported or exported goods	The shipment was delayed at customs.	Y
<b>inspection</b>	the act of carefully checking something	The boxes went through a safety inspection.	Y

### Lesson Structure (PPP)

- **Warm-Up (15 min) - “Problem Match”** (Recycling Vocabulary from Lesson 16 - Discussing Stock Issues and Solutions)
  - Step 1: Write the following problem words on the board:  
*missing, damaged, broken, wrong item, late delivery, refund, replacement, return*
  - Step 2: Say short situation prompts and ask students to call out the correct word. *Keep it moving fast.* Do a couple of rounds. Situations for each word:
    - The customer says the machine doesn't start. → **broken**
    - The truck arrived two days after the deadline. → **late delivery**
    - Please arrange pickup for the products we're returning. → **return**
    - Several bottles were cracked inside the package. → **damaged**
    - The customer ordered blue shirts but got red ones. → **wrong item**
    - One item wasn't included in the delivery. → **missing**
    - We're sending a new box to replace the damaged one. → **replacement**
    - The customer wants their money back. → **refund**
    - The carton was wet and torn when it arrived. → **damaged**
    - One screen is completely cracked. → **broken**
    - The customer complained the order came late. → **late delivery**
    - Accounting processed a payment return for the order. → **refund**
    - The box arrived open and some goods are not there. → **missing**
    - We received size L instead of size M. → **wrong item**
    - The customer is sending the wrong items back. → **return**
    - The customer asked for a new unit instead of a refund. → **replacement**

## I. Presentation (30-40 min)

- Vocabulary Introduction
  - Step 1: Say: Say: “Now that we remember the common problems, let’s focus on how to talk to customers when they happen — how to apologize, explain, and offer solutions.”
  - Step 2: Write on the board: **Apologize - Explain - Offer a Solution.**
  - Step 3: Elicit quick student examples under each heading.
  
- Function Focus: **Polite Problem-Solving** (introduced through model dialogues)
  - Step 1: Divide students into pairs. Give each pair printed copies of *Problem Solving Dialogues*
  - Step 2: Ask students to read both dialogues and underline any phrases used to apologize, explain, or offer a solution.
  - Step 3: Write the three headings on the board: Apologize / Explain / Offer a Solution.
  - Step 4: Students copy the headings into their notebooks and list the phrases they find under each category.
  - Step 5: Monitor and assist. If needed, write a few sample phrases on the board to guide them (e.g., We apologize for..., It looks like..., We can send...).
  - Step 6: Check together each category as a class (see phrases below)
  - Step 7: Ask: What do the phrases for apologizing have in common? Elicit answers such as: They are polite and formal, they show empathy, and they often use *sorry* or *apologize*.
  - Step 8: Ask: What do the phrases for explaining have in common? Elicit answers such as: They are short and to the point, they give a clear reason, and they often start with *It seems*, *It looks like*, or *The issue was caused by*.
  - Step 9: Ask: What do the phrases for offering solutions have in common? Elicit answers such as: They sound polite, they give options, and they use *can* to show possibility, not pressure.

### Phrases from the dialogues:

#### Apologizing

- I’m very sorry to hear that.
- We apologize for the inconvenience.
- Please accept our apology for the delay.

#### Explaining

- It seems the damage was caused by rough handling during transport.
- It looks like the shipment was held at customs for additional inspection.

#### Offering Solutions

- We can send a replacement shipment right away.
- We can offer a partial refund.
- Would that be acceptable to you?

- We can send the missing boxes today by express courier.
- We can issue a partial refund if you prefer.
- We'll arrange that right away.
- We'll make sure this doesn't happen again.

## II. Practice (30-40 min)

### ● Activity 1 - Match and Connect (10-15 min)

- Step 1: Explain: "You need to match each customer problem with one apology, one explanation, and one solution."
- Step 2: Hand out *Match and Connect*. Each row has three columns:
  - Column A - Customer Problem
  - Column B - Apology / Explanation Choices
  - Column C - Possible Solution
- Step 3: Students complete the worksheet and check their answers with a partner
- Step 4: Do a quick class review
 

Answer Key:

1-f-m  
2-c-l  
3-b-j  
4-a-k  
5-d-n  
6-e-i
- Step 5: After checking, students choose two complete sets and read them aloud in pairs as short role plays.

### ● Activity 2 - Customer calls (15-20 min)

- Step 1: Say: "Now you'll practice short customer interactions using the phrases from the dialogue page. Remember, you need to use one phrase to apologize, one to explain, and one to offer a solution."
- Step 2: Write on the board:  
Apologize → Explain → Offer a Solution
- Step 3: Hand out *Problem Cards*.
- Step 4: Explain: One student plays the *customer* and reads the card. The other plays the *representative* and responds using all three functions (apology - explanation - solution). After each card, switch roles and move to the next situation.
- Step 5: Ask two or three pairs to perform one example for the class. After each, ask:
  - What was the problem?
  - Which phrases did they use to apologize, explain, and offer a solution?

- Monitor & support with language prompts

## [20-Minute Break]

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

- Communicative Task

- **Unit's Mini Project: Shipping Plan Presentation**

- Step 1: Display or write the instructions on the board:  
Design and present a simple shipping plan for an international order. Include:
  - details about the order and its destination
  - the shipping method and reason for your choice
  - a simplified document (packing list, customs form, or order summary)
  - a short customer update email that explains your plan clearly and politely.
- Step 2: Review examples of polite language they can include in their update, such as:
  - We'll make sure your shipment arrives on time.
  - The order is ready for dispatch.
  - Thank you for your patience and cooperation.
  - If any delay occurs, we'll notify you immediately.
- Step 3: Divide students into pairs or small groups.
- Step 4: Each group picks an order and destination, designs their shipping plan, and writes the short customer update email.
- Step 5: Groups prepare a short oral presentation (2-3 minutes) describing their proposed Shipping Plan.
- Step 6: Listeners act as customers and ask short follow-up questions about possible issues (see examples below). Presenters listen carefully and respond using phrases from this lesson to apologize, explain, or offer a solution.  
Examples:
  - What happens if the shipment is delayed at customs?
  - What if the boxes arrive damaged?
  - What if part of the order is missing?
- Step 7: Groups review their emails to ensure potential questions from customers are addressed
- Step 8: Each group read their final email to the class

- Peer feedback using simple rubrics

- The presentation and email were clear, polite, and easy to understand.
- The group used professional language to answer customer questions and explain possible issues.
- The update email included useful details and showed how the team would prevent or solve problems.

- Error correction & discussion - as needed - especially around tone and language choices

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

- **Silly Complaints Game**

- Step 1: Write on the board: Apologize - Explain - Offer a Solution.

- Step 2: Tell students they will each hear a customer complain from you and they will take turns answering with the 3 step structure. Remind them their job is to be polite and professional at all times. (*Surprise them with the fact the complaints will be silly!*)
  - Step 3: Give the first (silly) complain to the first student. Keep going until all students/pairs get a chance to practice. Examples:
    - My package was full of popcorn.
    - The box keeps making strange noises.
    - The shipment arrived with a birthday candle inside.
    - The label says “urgent,” but it came by camel.
    - The order smells like onions.
    - The customer name on the package is my dog.
    - My order came one year early.
  - Step 4: Ask: “Which team sounded the most polite and professional?” End with short class applause.
- 
- Self-reflection: “What did I learn today?”
    - I can apologize formally for a shipment problem.
    - I can explain clearly why a problem happened.
    - I can suggest simple solutions or alternatives.
    - I can negotiate politely with a customer to agree on next steps.
- 

### **Optional Independent Practice**

- Write a quick email to your manager telling them about the silliest complaint from today and how you handled the situation. Describe the complaint, what you said to the customer, and how it was resolved.

### **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: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 7**
  - **Lesson Number: 25**
  - **Topic: Sharing Suggestions and Feedback**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can share my ideas or suggestions politely
    - I can give positive and constructive feedback
    - I can ask for clarification or more details
    - I can use expressions like “I think we could try...,” “What do you think about...?” and “Thanks for your feedback.”
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Suggestions and Feedback](#) - x number of students
  - [Practice Suggestions and Feedback](#) - x number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example sentence	Profession-Specific (Y/N)
<b>suggestion</b>	an idea or plan for someone to consider	I have a suggestion for improving the packing process.	N
<b>feedback</b>	comments or opinions about someone’s work or performance	We give feedback after each project to help the team improve.	N
<b>constructive</b>	helpful and aimed at improvement	She gave me constructive feedback about my presentation.	N
<b>opinion</b>	a personal view or belief about something	In my opinion, we should update the procedure.	N

<b>improvement</b>	a change that makes something better	We've seen a big improvement in delivery times.	N
<b>comment</b>	a short statement giving an opinion or reaction	His comment helped us fix the issue quickly.	N
<b>performance</b>	how well someone does their job	The manager praised our team's performance this quarter.	N
<b>progress (review)</b>	movement or development toward a goal	Let's review our progress on the new system.	N
<b>teamwork</b>	the combined effort of people working together	Good teamwork helps us solve problems faster.	N
<b>respect</b>	polite and considerate behavior toward others	We always share opinions with respect.	N

### Lesson Structure (PPP)

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

- Step 1: Ask the class "How do you usually share ideas or feedback at work?"
- Step 2: Write a few answers on the board (in meetings, by email, in chat groups, face to face).
- Step 3: Ask follow-up questions: Do you find it easy or difficult to give feedback to colleagues or managers?" "Why?" Encourage short one-sentence answers.

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

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

- Step 1: Draw two columns on the board: Positive Feedback / Constructive Feedback.
- Step 2: Share these examples:
  - Positive - You did a great job organizing the shipment.
  - Constructive - Maybe we could prepare the labels earlier next time.
- Step 3: Ask what makes feedback constructive? (It is actionable)
- Step 4: Write on the board two examples:
  - *The report wasn't good.*
  - *The report could be clearer if you add a short summary at the end.*
- Step 5: Say: Constructive feedback means feedback that helps someone improve. It is actionable and specific. Often includes a suggestion.
- Step 6: Ask: What phrases can we use to make a suggestion? Elicit a few and write on the board or display the target ones:

- I think we could...
  - Maybe we should...
  - What if we...?
  - You might want to...
  - It would be better to...
  - Have you considered...?
  - Thanks for your feedback.
  - That's a good point.
- Step 7: Ask:
  - Which phrase sounds more polite, "We must change this" or "We could change this"? (We could.)
  - Which phrase invites another person's opinion? ("What if we...?")
- Step 8: Write two examples on the board:
  - You need to send the report earlier.
  - Maybe you could send the report a bit earlier next time.
- Step 9: Ask: Which one sounds more respectful? Why? (The second one, because it uses maybe + could.)
- Step 10: Say: "When someone gives us feedback, we can show understanding — or ask for more details if we're not sure what they mean."
- Step 11: Write on the board:
  - Could you explain what you mean by...?
  - Could you give me an example?
  - So, you mean...?
  - Do you think I should...?
  - Thanks for your feedback.
- Step 12: Ask: "Which of these are questions for clarification?" (First four.)
- Step 13: Model a short example on the board:
 

A: Maybe we should prepare the report earlier next time.  
B: Could you explain what you mean by 'earlier'?
- **Model Dialogue (10-15 min)**
  - Step 1: Give each student a copy of *Suggestions and Feedback*.
  - Step 2: Read the dialogue aloud with one volunteer or two strong students. Encourage natural intonation.
  - Step 3: Students answer the follow-up questions in pairs (Part B of the handout). Allow 3-4 minutes.
  - Step 4: Check answers as a class. Write useful phrases on the board as students mention them
    - "What problem are Anna and Ben discussing?" (The delivery took longer than usual.)
    - "What suggestions do they make to solve it?" (Prepare paperwork earlier, print forms after lunch, check orders in advance, call drivers if late.)

- “How do they keep the conversation polite and positive?” (They use modals like could or might, focus on solutions, agree with each other.)
  - Step 5: Read each phrase (part C of the handout) from the list aloud and ask students to repeat. Emphasize polite intonation and soft tone.
- **Comprehension Questions (5-10 min)**
  - What makes feedback constructive?
    - (It is specific, actionable, and helps the person improve. It focuses on solutions, not blame.)
  - Which modal verbs make suggestions sound softer and more polite?
    - (Could, might, and should).

## II. Practice (25-30 min)

Controlled Practice Activities:

- Step 1: Distribute *Practice - Suggestions and Feedback (with 4 activities)*
  - Step 2: Explain that they will practice identifying and using polite feedback and suggestions.
- **Activity 1 - Choosing Polite Suggestions (5-10 min)**
  - Step 1: Read the first situation aloud as an example. Ask: “Which sounds more polite and professional?” (b - Maybe we could remind the team before the deadline.)
  - Step 2: Ask students to complete the rest individually, then check in pairs.
  - Step 3: Review answers as a class. After each one, ask: “Why is this one better?” (It’s softer, more polite, focuses on action, not blame.)
- **Activity 2 - Make it more Polite (5-10 min)**
  - Step 1: Demonstrate the first example on the board. Write:
    - Direct: You didn’t check the orders carefully.
    - Polite: Maybe we could double-check the orders before sending.
  - Step 2: Students rewrite the remaining sentences using at least one of the helpful phrases. Allow 4-5 minutes.
  - Step 3: Monitor and note strong examples.
  - Step 4: Ask pairs to compare answers and read one or two aloud. Confirm correct use of modals and polite tone.
- **Activity 3 - Clarifying Feedback (5-10 min)**
  - Step 1: Review the five clarification questions from the presentation.
  - Step 2: Model one short example with a student. (see examples in the handout)
  - Step 3: Pairs take turns: one gives feedback, the other asks for clarification politely. They then switch roles.
- **Activity 4 - Choose the Best Response (explain but assign as homework)**

- Step 1: Explain that more than one answer may sound acceptable, but students should choose the most constructive and respectful.
- Step 2: Read the first exchange aloud and model the correct tone.

- **Activity 5 - Short Role Play: Giving Feedback Politely (5-10 min)**

- Step 1: Explain that students will now practice giving feedback
- Step 2: Pair students and assign a situation to them (see ideas below)
- Step 3: Remind them: “You must use at least two polite suggestion phrases from the list”
- Step 4: Model one short exchange with a volunteer:

A: I noticed the report had a few small mistakes.

B: Oh, really?

A: Maybe we could review it together before sending next time.

B: Good idea, thanks.

- Step 5: Give pairs 3-4 minutes to practice their dialogue. Walk around and listen for correct tone and phrasing.

**Situations:**

1. Your colleague often forgets to update the shared spreadsheet.
2. The report your teammate sent has some small mistakes.
3. The meeting started late because one person didn't check the time.
4. The customer emails from your team are too long and unclear.
5. The packing list was printed too late for dispatch.

- Monitor & support with language prompt

**[20-Minute Break]**

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

- **Communicative Task - Team Feedback Simulation**

- Step 1: Explain that students will now simulate a short team discussion. Each small group (3-4 people) will receive a scenario where a work process has a small problem. Their task is to share suggestions and feedback to agree on one improvement.
- Step 2: Divide the class into small groups and give one scenario to each group:
  - The morning shift always finishes late.
  - The weekly reports often include small mistakes.
  - Customer emails take too long to answer.
  - The warehouse is not clean at the end of the day.
  - Deliveries are sometimes delayed because paperwork is incomplete.
- Step 3: Ask each group to read their situation and take two minutes to think individually of one or two polite suggestions using the target phrases.
- Step 4: Students take turns sharing their ideas in a short group discussion. Remind them to use:

- at least **one polite suggestion phrases** (I think we could..., What if we..., Maybe we should...)
  - **one clarification question**, if possible.
  - a response with short feedback (That's a good point. / I see what you mean. / Thanks for your idea.)
- Step 5: After 5-6 minutes, each group chooses one final improvement idea they all agree on.
- Step 6: Each group presents their short summary to the class (problem + best suggestion). Example: "Our group discussed the warehouse cleaning problem. We think we could create a short checklist and remind the team before the shift ends."
- Peer feedback using simple rubrics
  - The group gave clear and realistic suggestions to improve the situation
  - They used polite and constructive feedback language (e.g., *Maybe we could...*, *What if we...*, *That's a good point.*).
  - The tone sounded respectful and cooperative.
- Error correction & discussion - as needed, especially correct use of modals

#### 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) - Being direct vs polite

- Step 1: Write on the board: *Direct - Polite - Indirect*.  
Ask: "Where do you think most Israelis usually are on this line?" (Expected answers - Direct or very direct.)
- Step 2: Ask: "When can being direct be a strength at work?"  
(Example answers - saves time, shows honesty, makes decisions faster.)
- Step 3: Ask: "When can it cause problems?"  
(Example answers - can sound rude or aggressive to non-Israelis, may hurt teamwork, may damage trust with international partners.)
- Step 4: Say: "In international or multicultural teams, we often need to adjust our communication style." Ask: "What can we do to sound clear but still polite?"  
(Example answers - use softeners like *maybe* or *I think we could*, listen before responding, thank people for feedback.)
- Step 5: Pair up students for 2 minutes to discuss:
  - "How direct are you at work?"
  - "Do you ever change your tone or language when you speak to non-Israeli colleagues or customers?"
- Step 6: Invite a few students to share one reflection with the class.

- Step 7: Conclude by saying: “Being direct can be very effective, but when we add polite phrases and a positive tone, our message becomes easier for others to accept and act on.”
  - Self-reflection: “What did I learn today?”
    - I can share my ideas or suggestions politely
    - I can give positive and constructive feedback
    - I can ask for clarification or more details
    - I can use expressions like “I think we could try...,” “What do you think about...?” and “Thanks for your feedback.”
- 

### **Optional Independent Practice**

- Complete Activity 4 - Choose the Best Response (*from the handout*)

### **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: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 7**
  - **Lesson Number: 26**
  - **Topic: Discussing Team Goals and Offering Support**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can explain team goals and tasks clearly
    - I can offer help and ask how I can support others
    - I can use language such as “Let’s work together to...,” “How can I help with...?” and “We need to meet this deadline.”
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Team Goals Dialogue](#) x number of students
  - [Board Game](#) x number of students
  - [Goal Meeting Simulation](#) x number of small teams
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example sentence	Profession-Specific (Y/N)
<b>goal</b>	something you want to achieve	Our main goal is to reduce delivery delays.	N
<b>target</b>	a number or result you try to achieve	We met our sales target for this month.	N
<b>deadline (review)</b>	the final date when something must be completed	The deadline for this report is Friday.	N
<b>responsibility (review)</b>	something that you must do as part of your job	Checking the stock levels is my responsibility.	N
<b>support</b>	help or assistance given to someone	The supervisor offered support with the new software.	N

<b>collaboration</b>	working together to reach a shared goal	The project was successful thanks to strong collaboration.	N
<b>task (review)</b>	a piece of work that needs to be done	Each team member has a different task today.	N
<b>contribution</b>	something that someone gives or does to help	Everyone's contribution is important for the project.	N
<b>motivation</b>	the reason why someone works hard or with interest	Recognition is a great way to increase motivation.	N
<b>KPI - Key Performance Indicator (extension)</b>	a measurable indicator that shows how well a person or team is achieving goals	One of our main KPIs is on-time delivery	N

**Lesson Structure (PPP)**

- **Warm-Up (15 min): Team Challenge**

- Step 1: Divide the class into small teams (3-4 students). Explain that each team will think of goals people might have at work — for the team or for themselves.
- Step 2: Write two examples on the board:
  - Our goal is to reduce delivery delays.
  - My goal is to learn the new system faster.
- Step 3: Ask students for one or two more examples.
- Step 4: Ask:
  - Is a goal something we already did or something we want to do? (want to do)
  - Can a goal be for one person or for a team? (both)
- Step 5: Give each team 2-3 minutes to write three or four realistic team goals for their chosen department/team. *Encourage both real and imagined ideas.*
- Step 6: When time's up, teams read their list aloud. Give one point for each clear and realistic goal using the structure "Our goal is to + verb." Write two or three good examples on the board.
- Step 7: Ask: Which goals are similar across teams? Which goals sound most achievable?

**I. Presentation (25-30 min)**

- Vocabulary Introduction through Model Dialogue
  - Step 1: Play or read *Team Goals Dialogue* once naturally.
  - Step 2: Ask:
    - What is their main goal? (finish the delivery schedule by Friday)

- When Anna says “I can help with that,” is she offering or asking for help? (offering)
  - Why do they want to check the work together at the end? (to make sure it’s correct)
- Step 3: Hand out the dialogue and ask pairs to read the dialogue aloud twice, switching roles.
- Step 4: Ask:
  - What is their **goal** for the week? (to finish the delivery schedule)
  - What is their **deadline**? (Friday)
  - Who is **responsible** for checking the shipment numbers? (Ben)
  - Is that **task** completed? (no)
  - What is their **target** for finishing the work? (to complete the schedule by Friday / 100% ready for the manager)
  - What is Anna’s **contribution** to the task? (she checks the orders from Monday and Tuesday) - *If students struggle with contribution, clarify: “When we talk about your contribution, we mean what part you do to help the team reach the goal.”*
  - Why does Ben say “It’s always easier when we **support** each other”? (because teamwork helps them finish faster)
  - When Anna says “That way, we can make sure everything’s correct,” what does *that way* mean? (it explains the result or reason for checking together)
  - What is Anna’s **motivation** to help Ben (so the team can meet their deadline)
  - Is their **goal** personal or shared? (shared)
  - How do they show **collaboration**? (they divide the work and review it together)
- Step 5: Ask pairs to choose one small goal from their own work (for example: finish a report, update inventory, or organize the delivery plan).
- Step 6: Write target phrases on the board:
  - We need to + verb
  - Let’s + verb
  - I can help with + noun
  - That way we can + verb
- Step 7: Each pair writes **two short sentences** using the target phrases.  
Examples:
  - We need to finish the report by Thursday.
  - Let’s check the data together before sending it.
  - I can help with the updates.
  - That way we can avoid mistakes.
- Step 8: After a few minutes, ask 2-3 pairs to read their sentences aloud. Give quick feedback on correct use of *We need to...*, *Let’s...*, and *I can help with....*

## II. Practice (30-40 min)

- Controlled Practice Activities - **Board Game (15-20 min)**

- Step 1: Divide students into teams of 2-3. Distribute the *Board Game* handout to each student.
  - Step 2: Explain that each box describes a situation from work. Their job is to guess the word that fits.
  - Step 3: Pick a box number for the first team. They need to read the clue and brainstorm potential words that fit the situation. They get two tries to get it right, if not, it goes to the next team to guess. *If they can't guess correctly - tell them the answer*
  - Step 4: Confirm the correct term. Example: We must finish this report by Friday: deadline. Write the word on the board, give them the definition and a sample sentence (from the vocabulary chart above).
  - Step 5: Continue with all boxes.
  - Step 6: Once all words are revealed, review them on the board. Students repeat each term aloud after you.
  - Step 7: Play a short review round. Say a definition or example aloud, and teams call out the correct term. Examples:
    - Something you want to achieve → goal.
    - Helping a teammate with a report → support.
    - The reason people work hard → motivation.
  - Step 8: Wrap up by asking:
    - Which of these words describe what a good team does?
    - Which describe what you personally do?

**Answer key:**

    - 1 - deadline
    - 2 - contribution
    - 3 - support
    - 4 - responsibility
    - 5 - motivation
    - 6 - collaboration
    - 7 - goal
    - 8 - target
    - 9 - task
- **Pair work: Role-play using target language (10-15 min)**
    - Step 1: Display or write the target phrases on the board:
      - We need to + verb
      - Let's + verb
      - I can help with + noun
      - That way we can + verb
    - Step 2: Display or hand out short situation slips. Examples:
      - A coworker has too many tasks today.
      - The team must finish a delivery report by Friday.
      - A new employee needs help learning the process.
      - A colleague is waiting for data from another department.

- Step 3: Students work in pairs. Partner A reads the situation and offers help using one of the target phrases. Partner B replies appropriately. Example:  
A: We need to finish the report by Friday. I can help with the data part.  
B: Thanks! That way we can finish faster.
  - Step 4: Monitor and correct gently, focusing on accuracy of the target forms and natural tone.
  - Step 5: After 2-3 minutes, change situations so each pair practices at least three.
  - Step 6: Ask for one or two short demonstrations with confident pairs. Give quick feedback on polite tone and correct phrase use.
- Monitor & support with language prompts

### [20-Minute Break]

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

- Communicative Task - **Goal Setting Meeting Simulation**
  - Step 1: Divide students into small groups (3-4). Explain that each group represents a team in a logistics or operations department. Their task is to plan one short-term goal for the week.
  - Step 2: Give each group a copy of *Goal Setting Meeting*
  - Step 3: Groups work on the activity. *Circulate and note good examples or errors for feedback.*
  - Step 4: After about 10 minutes, each group presents their team plan briefly (1-2 minutes) to the class.
  - Step 5: Debrief. Ask:
    - Which goals sounded most realistic?
    - Which teams showed the best collaboration language?
    - Why is offering support important in your job?
- Peer feedback using simple rubrics
  - Their goal was clear and realistic.
  - They used good teamwork phrases.
  - They explained how they can support each other.
- Error correction & discussion - as needed

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

- Quick reflection in pairs:
  - Step 1: Ask: What helps a team reach its goals? How can people show support at work?
  - Step 2: Ask a few volunteers to share their answers. Highlight one or two strong examples of teamwork language.
- Self-reflection: "What did I learn today?"

- I can explain team goals and tasks clearly
  - I can offer help and ask how I can support others
  - I can use language such as “Let’s work together to...,” “How can I help with...?” and “We need to meet this deadline.”
- 

### **Optional Independent Practice**

- Write a few sentences about their personal or team goals in their job (or an imaginary team) using the vocabulary from 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: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 7**
  - **Lesson Number: 27**
  - **Topic: Clarifying Misunderstandings**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can recognize signs of misunderstanding and ask for clarification politely
    - I can explain my point of view clearly if misunderstood
    - I can restate instructions or opinions in different ways to avoid confusion
    - I can use phrases like “Could you please explain that again?” “I’m not sure I understand,” and “Do you mean that...?”
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Misunderstandings](#) x per number of students
  - [Lost in Communication](#) x 3 (one for each team + you)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example sentence	Profession-Specific (Y/N)
<b>misunderstanding</b>	a situation when someone doesn't understand something correctly	There was a misunderstanding about the delivery date.	N
<b>clarification</b>	an explanation that makes something clear	I asked for clarification about the new procedure.	N
<b>confusion</b>	a lack of understanding or order	The delay caused confusion among the drivers.	N
<b>miscommunication</b>	a failure to share information clearly	The problem happened because of miscommunication.	N

<b>explanation (review)</b>	a statement that makes something easier to understand	Thank you for your clear explanation of the issue.	N
<b>instruction (review)</b>	information about what to do	Please read the safety instructions carefully.	N
<b>detail (review)</b>	a small piece of information	We missed one detail in the order form.	N
<b>confirmation (review)</b>	proof or agreement that something is correct	We received confirmation of the shipment.	N
<b>summary</b>	a short statement of the main points	He gave a quick summary of the meeting for the team.	N

### Lesson Structure (PPP)

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

- Step 1: Ask: “In which situations at work can messages get mixed up?” Elicit examples from previous units: schedule changes, shipment updates, safety instructions, customer emails, etc.
- Step 2: In pairs, students describe one real or imagined situation when a misunderstanding happened at work and how it was solved. Prompt: “What caused the problem?” / “How did you fix it?”
- Step 3: Ask for 2-3 volunteers to share stories. Highlight common themes (unclear information, assumptions, lack of detail).
- Step 4: Ask: “What can we do when we don’t understand something?”  
Collect ideas briefly but *do not yet teach the phrases*

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

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

- Step 1: Introduce a short scenario. Read or project:

**Dana:** I thought we were meeting at 3.

**Eitan:** Oh, I said 3 *UK time*, not local time.

**Dana:** Oh, I see. There was a misunderstanding. Thanks for the clarification.

- Step 2: Ask: “What happened here?” (They misunderstood the meeting time.) Elicit that Dana *misunderstood* and Eitan *clarified*.
- Step 3: Write the two key words on the board: misunderstanding and clarification.
- Step 4: Ask: What do these words mean here? Who gave the clarification? (Eitan) Who had the misunderstanding? (Dana)
- Step 5: Write the short definitions next to them:

- misunderstanding - when someone doesn't understand correctly
    - clarification - an explanation that makes something clear
  - Step 6: Say: Sometimes we use other words for similar situations. Add:
    - miscommunication - when people don't share information clearly
    - confusion - a lack of understanding or order
  - Step 7: Say or show sentences one by one (see list below). After each, ask: What's the problem in this sentence? or How could we fix it?
    - **There was a misunderstanding about the delivery date.**  
Problem: People didn't understand the correct date.  
How to fix it: Confirm the exact delivery date in writing or in a message.
    - **I asked for clarification about the new procedure.**  
Problem: The procedure wasn't clear.  
How to fix it: Give or request a detailed explanation of the new steps.
    - **The delay caused confusion among the drivers.**  
Problem: The drivers didn't know what was happening or what to do next.  
How to fix it: Send clear updates or instructions about the delay.
    - **The problem happened because of miscommunication.**  
Problem: Information wasn't shared correctly or completely.  
How to fix it: Communicate clearly and confirm messages were received.
  - Step 8: Briefly remind review words:
    - explanation - makes something easier to understand
    - instruction - information about what to do
    - confirmation - proof something is correct
    - detail - a small piece of information
  - Step 9: Ask: Which of these help avoid misunderstandings? (All of them.)
  - Step 10: Return to the first dialogue. Ask: What could Dana say before Eitan explained?  
Elicit and write on the board:
    - Could you please explain that again?
    - I'm not sure I understand.
    - Do you mean that we're meeting at 3 UK time?
- **Model Dialogue (5-10 min)**
  - Step 1: Read or project:
 

Tomer: I heard the delivery is on Thursday. Is that right?  
Dana: Actually, it's scheduled for Wednesday morning. There was a misunderstanding in the last message.  
Tomer: Oh, I see. Thanks for the clarification.  
Dana: No problem. I'll send a quick update so everyone has the correct date.
  - Step 2: Ask:
    - What was the misunderstanding? (The delivery date - Tomer thought it was Thursday, but it's actually Wednesday.)
    - How does Dana correct the misunderstanding? (She explains the correct date and offers to send an update.)

- What phrase does Tomer use to show he understood? (“Oh, I see. Thanks for the clarification.”)
- What action does Dana take to avoid more confusion? (She plans to send a quick update.)

## II. Practice (30-40 min)

- **Activity 1: Fix the Communication Problem (15-20 min)**
  - Step 1: Distribute handout *Misunderstanding*
  - Step 2: Students work in pairs to discuss each situation. Explain they need to decide:
    - What went wrong in the communication? (something wasn’t clear, message missing, lack of detail, etc.)
    - How can we fix it? (clarify, confirm, explain again, give more details, send an update, etc.)
  - Step 3: Check answers as a group and elicit short responses:
    1. The message was unclear or sent differently; fix by sending one clear instruction to everyone.
    2. The address wasn’t clear; fix by confirming the exact location.
    3. The night shift didn’t get the message; fix by updating all shifts and confirming receipt.
    4. The price explanation was too short; fix by explaining again and giving more detail.
  - Step 4: Ask a few reflection questions:
    - Which of these situations have you experienced at work?
    - What’s the best way to avoid these problems in the future?
  
- **Activity 2: Role-play - Clarify and Restate (10-15 min)**
  - Step 1: Review the instructions for the second activity in the handout:
    - Student A: will read a short unclear statement from the list
    - Student B: needs to ask for clarification using one of the polite phrases (Could you please explain that again?, I’m not sure I understand, Do you mean that...?)
    - Student A then restates their message more clearly.  
Example:  
A: Let’s send it later.  
B: I’m not sure I understand. Do you mean today or tomorrow?  
A: Tomorrow morning, after the inspection.
    - Switch roles and repeat with new unclear statements.
  
- Monitor & support with language prompts

## [20-Minute Break]

## III. Production (30-40 min)

- Communicative Task - “**Lost in Communication**”
  - Step 1: Divide the class into two groups (Team A and Team B).
  - Step 2: Give each team a copy of *Lost in Communication*.

- Step 3: Teams take turns reading one unclear instruction aloud as if they were the manager. *Each statement leaves out key details (who, when, what, or how).*
- Step 4: The *other* team acts as the receiving team (the workers). They must ask 1-2 polite clarification questions using the target phrases (Could you please explain that again?/ I'm not sure I understand./ Do you mean that...?)
- Step 5: The team that gave the unclear instruction (the manager) invents reasonable details in response to those questions.
- Step 6: The receiving team (the workers) then restates the message clearly and completely.

Example:

**Team A:** Move the boxes as usual.

Team B starts asking clarification questions politely:

**Team B (student 1):** I'm not sure I understand. Do you mean all the boxes or just the new shipment?

**Team A:** Just the new shipment that arrived this morning.

**Team B (student 2):** Could you please explain where we should move them?

**Team A:** To the storage area next to the loading dock.

Team B restates the instruction clearly:

**Team B:** So, move the new boxes from this morning's delivery to the storage area next to the loading dock.

- Step 7: Award points:
  - 1 point for polite phrasing of a clarification question
  - 1 point for a realistic or specific clarification response
  - 1 point for a clear and complete restatement
- Step 8: Switch roles and repeat with a new instruction card.  
Continue until all cards are used.
- Step 9: Wrap-up discussion:
  - Which unclear instruction caused the most confusion?
  - What kinds of questions helped make the message clear fastest?
- Peer feedback using simple rubrics
  - After the final round, ask teams to give short peer feedback to another team.
    - They asked for clarification politely.
    - Their restatements were clear and complete.
    - They worked well together to solve the misunderstanding.
- Error correction & discussion - as needed

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

- Step 1: Ask: When was the last time you needed to ask for clarification at work?
  - Step 2: Invite a few volunteers to share short answers.
  - Step 3: Ask: “How does clear communication help teamwork?” (e.g., It avoids mistakes, saves time, keeps relationships positive)
  
  - Self-reflection: “What did I learn today?”
    - I can recognize signs of misunderstanding and ask for clarification politely
    - I can explain my point of view clearly if misunderstood
    - I can restate instructions or opinions in different ways to avoid confusion
    - I can use phrases like “Could you please explain that again?” “I’m not sure I understand,” and “Do you mean that...?”
- 

#### Optional Independent Practice

- Ask students to write a short note or short dialogue based on a real or imagined misunderstanding at work. It should include:
  - What went wrong in the communication
  - A polite clarification question
  - A clear restatement of the correct information

#### Notes for the Instructor

- Choose if you want to use the board or create slides to display the new vocabulary and other exercises in the lesson
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
- **CEFR Level: B1**
- **Unit Number: 7**
- **Lesson Number: 28**
- **Topic: Participating in Team Meetings and Resolving Conflicts**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can give short updates and ask relevant questions
  - I can express agreement or disagreement respectfully
  - I can help find a compromise or solution during conflicts
  - I can use expressions such as “I see your point, but...,” “Let’s find a way to...,” “How about we try...?” “I see what you’re saying,” “Let’s agree to revisit this”
  - I can identify when to resolve a conflict myself or involve a supervisor
  - I can organize information clearly and include action points
  - I can use phrases like “Following our discussion...” or “Next steps include...”
  - I can document team decisions and assigned tasks after a meeting”
  - I can summarize meeting discussions for absent team members

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Meetings and Conflict Vocabulary](#) x number of students
  - [Handling Conflict Politely](#) x number of students
  - [Practice Activities Meetings and Conflict](#) x number of students
  - [Team Conflict Resolution Simulation](#) x number of students
  - [Simulation Cards](#) - CUT OUT (there are 6 cards in the file)
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers

**Vocabulary**

Term / Phrase	Definition	Example sentence	Profession-Specific (Y/N)
<b>update (review)</b>	new information or report on progress	Please give a quick update on your department.	N
<b>agenda</b>	a list of topics to be discussed	The manager sent the meeting agenda in advance.	N

<b>conflict</b>	a disagreement or argument between people	The conflict started because of a scheduling mistake.	N
<b>resolution</b>	finding a solution to a problem or conflict	They reached a resolution after discussing both sides.	N
<b>compromise</b>	an agreement where both sides give up something	We found a good compromise that works for everyone.	N
<b>disagreement</b>	a difference of opinion	There was a small disagreement about priorities.	N
<b>solution (review)</b>	an answer to a problem	The team suggested a simple solution.	N
<b>action item</b>	a specific task decided in a meeting	We listed all the action items for next week.	N
<b>next steps (review)</b>	the planned actions or decisions that will happen after a discussion or meeting	At the end of the meeting, we agreed on the next steps for improving the process.	N
<b>summary</b>	a short review of what was discussed	She wrote a short summary of the meeting decisions.	N

### Lesson Structure (PPP)

- **Warm-Up (15 min):**
  - Step 1: Ask a few open questions:
    - When do you usually have team meetings?
    - What happens in a short team meeting?
    - What helps a meeting run smoothly?
  - Step 2: Elicit 2-3 quick ideas on the board (e.g., *clear agenda, good communication, short updates*).
  - Step 3: Pair discussion. Ask students to discuss: *What problems sometimes happen in meetings?* (e.g., people talk too long, someone interrupts, there's a disagreement, no clear next steps).
  - Step 4: Quick share. Take 2-3 answers and highlight key words that link to today's topic: *conflict, compromise, resolution, summary*.

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

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

- Step 1: Say: “You’ll read a short part of a team meeting about deliveries. Listen and try to notice any useful words connected to meetings or teamwork.” Explain: “Don’t try to understand every word - just focus on key expressions you might hear in your own meetings.”
- Step 2: Distribute *Meetings and Conflict Vocabulary*.
- Step 3: Ask students to underline or highlight all words that sound like meeting or teamwork vocabulary as they hear the dialogue.
- Step 4: Read the meeting aloud (or play an audio recording if available).
- Step 5: Elicit responses and write them on the board: *agenda, update, conflict, resolution, compromise, action items, next steps, summary*.
- Step 6: Guided group meaning check. For each word, ask what they think it means, accept 1-2 guesses, confirm the correct idea, and finish with a comprehension question. *Keep the rhythm fast, confirm pronunciation as needed.* Move briskly down the list:
  - **agenda** - list of topics for a meeting  
Q: Before or after the meeting? (before)
  - **update** - new information or progress report  
Q: Old or new information? (new)
  - **conflict** - disagreement between people or teams  
Q: Do people agree or disagree? (disagree)
  - **resolution** - how a problem is solved  
Q: After a resolution, is the problem open or closed? (closed)
  - **compromise** - both sides give something up  
Q: Does everyone get everything they want? (no)
  - **action item** - a task decided in a meeting  
Q: Do you do it during or after the meeting? (after)
  - **next steps** - future actions or plans  
Q: When do we plan them? (at the end of the meeting)
  - **summary** - short review of what was discussed  
Q: Write it before or after the meeting? (after)
- Step 7: Students complete the matching task on the handout to confirm meaning. *Monitor and help with meaning or pronunciation as needed.*
- Step 8: Review answers as a group

Meaning	Word
---------	------

a disagreement between people	conflict
something you decide to do after the meeting	action item
both sides give up something to agree	compromise
the topics to discuss	agenda
new information or progress report	update
how a problem was solved	resolution
short review of what was discussed	summary
future actions or plans	next steps

- Step 9: Students discuss the reflection questions in pairs:
  - Which of these words do you use in your real meetings?
  - Which one is new for you?
  - Which one do you hear most often at work?

- **Functional Focus: Solving Conflict (10-15 min)**

- Step 1: Say “Two team members disagree about who should prepare the delivery report.”
- Step 2: Ask: “What can they say to stay polite and find a solution?”
- Step 3: Take one or two spontaneous ideas.
- Step 4: Distribute and review *Handling Conflict Politely*.
- Step 5: Model a few exchanges and drill tone: calm, cooperative, not defensive.  
Example:  
A: I think we should send the report before lunch.  
B: I see your point, but maybe the data won't be ready. How about we try 2 p.m.?
- Step 5: Pairs practice two or three lines each, swapping functions: one gives an opinion, the other disagrees or suggests a solution.

## II. Practice (30-40 min)

- **Activity 1: Pair Role-Play: Solving Small Conflicts (10-15 min)**

- Step 1: Hand out *Practice Activities Meetings and Conflict*
- Explain the task: Each pair creates a 3-turn dialogue (about 1 minute) using at least two polite-conflict phrases:
  - expressing an opinion (*I think we should...*)
  - disagreeing politely (*I see your point, but...*)
  - suggesting a solution (*How about we try...*)
  - closing positively (*That sounds fair.*)
- Step 4: Model one example with a confident student.

A: I think we should send the report this morning.  
 B: I see your point, but the data isn't complete yet.  
 A: How about we send it after lunch instead?

- Step 5: Pairs practice (3-4 min). *Circulate and monitor for tone and structure.*
- Step 6: Have pairs **switch partners** and choose a new scenario.
- Step 7: Repeat for 3-4 minutes to increase fluency.
- Step 8: Quick reflection. Ask:
  - "Which phrase helped you most to stay polite?"
  - "Was it easy to find a solution?"*Take 1-2 short comments.*

● **Activity 2: Sorting Task: Before / During / After the Meeting (5- 10 min)**

- Step 1: Write the three headings on the board: *Before - During - After the meeting.*
- Step 2: Students work in pairs to sort the words and write them in the handout: agenda, update, conflict, resolution, compromise, action item, next steps, summary.
  - **Before:** agenda
  - **During:** update, conflict, resolution, compromise
  - **After:** action item, next steps, summary
- Step 3: Elicit answers and ask:
  - "Why is *agenda* before the meeting?"
  - "What usually comes after the meeting?"

**Activity 3 - Quick Team Challenge (5-10 min)**

- Step 1: Divide class into two teams. Explain: "I'll describe a situation. Your team calls out the correct word."
- Step 2: Read the clues quickly. Give 1 point per correct answer; keep score on the board.

We use this list to start a meeting.	<b>agenda</b>
This is new information about progress or results.	<b>update</b>
Two people can't agree on how to do something.	<b>conflict</b>
The problem is solved after discussion.	<b>resolution</b>
Both sides give up something so they can agree.	<b>compromise</b>
A task decided during the meeting that someone must do later.	<b>action item</b>
Future actions we agreed to take.	<b>next steps</b>
A short written review of what was discussed and decided.	<b>summary</b>

A quick progress report you share during a meeting.	<b>update</b> (repeat for variation)
This comes <i>before</i> a meeting and helps everyone prepare.	<b>agenda</b>
This happens <i>after</i> a conflict — everyone is satisfied.	<b>resolution</b>
The result of a team discussion when both sides meet halfway.	<b>compromise</b>

- Monitor & support with language prompts

**[20-Minute Break]**

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

- Communicative Task - **Unit’s Mini-Project: Team Conflict Resolution**
  - Step 1: Say: “You’ll now simulate a short meeting. Two colleagues disagree about a work process or task. Your goal is to find a realistic solution and agree on next steps.”
  - Step 2: Hand out the simulation instructions - *Team Conflict Resolution Simulation*
  - Step 3: Assign a scenario from *Simulation Cards*. Explain each card includes the scenario and each person’s position in the matter.
  - Step 4: Pairs read the instructions and plan their conversation.
  - Step 5: Encourage them to include at least three functional phrases from the lesson.
  - Step 6: Pairs perform their meeting and get peer feedback at the end (*see below*).
  - Step 7: Students write a short **meeting summary** to their manager (*there is an email example in their handout*)

- Peer-Feedback:

After each performance, classmates give feedback to the pair:

1. Did they explain the problem and their opinions clearly?
2. Did they stay respectful when disagreeing?
3. Did they reach a realistic compromise or resolution?
4. Did they agree on clear action items or next steps

- Error correction & discussion - as needed

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

- Ask:
  - What helped you solve the conflict?
  - Which phrases or strategies felt natural?

- How can this help in your real meetings?
  - Self-reflection: “What did I learn today?”
    - I can give short updates and ask relevant questions
    - I can express agreement or disagreement respectfully
    - I can help find a compromise or solution during conflicts
    - I can use expressions such as “I see your point, but...,” “Let’s find a way to...,” “How about we try...?” “I see what you’re saying,” “Let’s agree to revisit this”
    - I can identify when to resolve a conflict myself or involve a supervisor
    - I can organize information clearly and include action points
    - I can use phrases like “Following our discussion...” or “Next steps include...”
    - I can document team decisions and assigned tasks after a meeting”
    - I can summarize meeting discussions for absent team members
- 

### Optional Independent Practice

- During your next real meeting (in English or Hebrew), note **3 useful phrases** you hear that help people:
  - give opinions
  - disagree politely
  - suggest solutions
  - summarize decisions

Then write 3-4 sentences after the meeting:

- What was the situation?
- Which phrases were most effective?
- Which ones could you try next time?

### Notes for the Instructor

- *Simulation Cards* - needs to be cut out so, each pair gets a scenario. There are 6 scenarios in the file and students will work in pairs. If you have a large class you might need to print extras.
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
- **CEFR Level: B1**
- **Unit Number: 8**
- **Lesson Number: 29**
- **Topic: Preparing to Present a Workplace Challenge or Task**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can select a work-related communication situation that I am confident describing
  - I can plan my talk using a clear beginning, middle, and end
  - I can organize my ideas with linking words like “first,” “then,” “finally”
  - I can choose key phrases I’ve learned that fit my chosen situation
  - I can prepare notes or prompts to support my talk

**Materials**

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

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>structure</b>	the way parts of something are organized	The structure of my talk is simple: problem, action, result.	N
<b>message</b>	the main idea you want to communicate	My message is that teamwork improved our delivery time.	N
<b>outline</b>	a short plan showing the main ideas	I made an outline before I started writing my notes.	N
<b>key point</b>	an important idea to include	One key point is that we reduced delivery errors.	N
<b>bullet point</b>	a small dot (•) used to list ideas clearly; also means a short, clear statement that	I wrote a few bullet points for the meeting to remember the main ideas.	N

	summarizes a main idea or key point		
<b>summary</b>	a short description of the main information	I'll give a short summary of the steps we took.	N
<b>sequence</b>	the order in which things happen	The correct sequence is receive, check, and store the goods.	N
<b>topic</b>	the subject you want to talk about	My topic is improving shift communication.	N
<b>visual</b>	a picture, chart, or table that supports your talk	This visual shows the number of late shipments.	N
<b>note / notes</b>	short written reminders of what to say	I used short notes to stay on track.	N
<b>time limit</b>	the maximum time allowed	Try to keep your talk within the time limit.	N
<b>comment</b>	a short remark or opinion	My team leader made a comment about my update.	N
<b>challenge</b>	a difficult situation that requires effort or problem-solving	We face many challenges in delivery planning, especially during busy weeks.	N

### Lesson Structure (PPP)

- **Warm-Up (15 min): Connecting to Real Work Situations**

- Step 1: Write on the board: tasks - problems - situations at work. Explain that today's lesson will help learners choose one real or typical situation from their job to talk about later.
- Step 2: Ask students to think about their daily work and make a short list under each heading:
- Step 3: Remind them: Tasks: things you do every day or every week, Problems: things that sometimes go wrong, Situations: moments when you need to communicate or make a decision.
- Step 4: In pairs, students share 2-3 examples and explain briefly what happens in each. *Encourage short answers using present simple or past simple (examples: I check all the incoming orders every morning. Last week we had a missing package, so I called the supplier.*

- Step 5: Collect a few examples on the board and circle those that could become good short talks later.
- Step 6: Tell them to look at their lists and ask: “Which of these are easy to explain?” “Which one shows how you solved something?”
- Step 7: Tell them to keep in mind that later on they will pick one of them to tell the class about it.

## I. Presentation (30-40 min)

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

- Step 1: Say: “Now we’re going to move around. Each of you will get a card with a word or a short example connected to planning a talk.”
- Step 2: Give each student one card. Some will get terms, the others definitions/examples (e.g., structure - beginning, middle, end / message - main idea you want to share).
- Step 3: Explain they need to stand, move around, and find their partner - the person whose card matches theirs. When they think they’ve found it, they read it aloud together.
- Step 4: Confirm matches quickly, correcting pronunciation and meaning as needed.
- Step 5: Build a “Talk Plan Wall” . Ask pairs to tape their cards under three headings:
  - Planning words (outline, structure, topic)
  - Content words (message, key point, summary)
  - Support words (visual, note, time limit, comment, sequence)
- Step 6: Briefly check understanding by asking why each word belongs there.

### ● Model Dialogue (15-20 min)

- Step 1: Tell students they will listen to a short dialogue between a supervisor and two team members.
- Step 2: Read *Dialogue* aloud slowly or play the recording twice.
- Step 3: Ask students what they understood in general. Elicit short answers such as: it’s about preparing short talks at work, sharing ideas, and learning from each other.
- Step 4: Give students the printed text and have them read it again silently.
- Step 5: Ask comprehension questions and check answers together:
  - Why are they preparing short talks? (to learn from each other)
  - What kind of situations should they choose? (real situations from work)
  - How long should each talk be? (about three minutes)
  - What advice does Eli give? (pick key messages, use clear structure, keep it simple)
- Step 6: Ask students to complete the True/False exercise in their handout and review answers a a group. Answer key: 1.F 2. T 3. T 4. F 5. T 6. F 7. T 8. T
- Step 7: Ask students to underline the parts of the dialogue where Eli gives advice or instructions.
- Step 8: Tell them: “Let’s check that we really understand what Eli wanted the team to do.” Explain they will explain them **in their own words**.
- Step 9: Read or project the following sentences one by one:

- *Pick a real situation.*
- *Everyone deals with different situations, and sharing ideas helps the whole team work better.*
- *It's more like explaining what happened, what you did, and what we can learn from it.*
- *Make sure to pick your key messages and structure your presentation so everyone can follow.*
- *Keep it simple and clear.*
- Step 10: After each sentence, ask: "What does Eli mean by that?". Elicit short answers and paraphrases in simple English. Examples:
  - "Talk about something that really happened at work."
  - "He means sharing ideas helps the team improve."
  - "He wants them to organize their talk so it's easy to understand."
- Step 11: Ask: "Which of Eli's sentences gives you the best advice for your own talk?"
- Step 12: Have a few students share their choice and reason.

## II. Practice (30-40 min)

- Planning and Organizing a Short Talk
  - Step 1: Write on the board: *problem - action - result*.
  - Step 2: Explain that this simple structure helps organize a short talk about a work situation. Say: "We'll practice using today's words to plan a short talk using this structure."
  - Step 2: Give students a short example on the board:
    - Problem - We had a delay with a shipment.
    - Action - I called the customer and found a new truck.
    - Result - The order arrived the same day.
  - Step 3: Model how to say it using linking words: "First there was a delay. Then I called the customer. Finally, the shipment arrived the same day."
  - Step 4: Ask students to identify which parts are the structure, key message, and summary. (Expected answers: structure- problem, action, result - key message: how the delay was solved, summary: the result.)
  - Step 5: Write or display three mini-scenarios. Examples:
    - A box arrived damaged.
    - The truck broke down on the way to a delivery.
    - A new worker joined the shift and needed help.
  - Step 6: Students choose one and fill in short notes for problem, action, and result.
  - Step 7: Students work in pairs to say their short talk using their notes.
  - Step 8: Each partner listens and answers one question: "What was the key message?"
  - Step 9: Ask two or three volunteers to share their version with the class.
  - Step 10: After each, ask quick questions:
    - Was the structure clear?
    - What was the key message?
    - Was the explanation simple and easy to follow?

- Step 11: Write examples of useful language from the activity on the board. Include linking words students used (first, then, finally), clear sequence expressions (after that, in the end), and short, simple sentences that made their talk easy to follow.
  - Step 12: Briefly highlight how these choices help make the structure and message clearer.
- Monitor & support with language prompts

## **[20-Minute Break]**

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

- Communicative Task
  - Step 1: Tell students they will now create a short outline for their own talk about a real work situation.
  - Step 2: Say: “Next lesson you will practice how to give a short talk. Now is the time to plan what to talk about, organize your ideas, and write short notes or bullet points.”
  - Step 3: Ask students to choose one real or typical situation from their work. Give them some starting points to spark ideas: a late or missing shipment, a damaged package, a schedule problem or shift change, a customer request or complaint, a process they improved.
  - Step 4: Write the structure on the board:
    - What happened (the challenge or problem)
    - What you did (your action or decision)
    - What result or learning came from it
  - Step 5: Ask students to write 3-5 bullet points for each part with short notes, not with full sentences.
  - Step 6: Remind students that using short linking words, especially those that show order, helps make their talk clear and easy to follow.
  - Step 7: Elicit sequencing examples from the class and write them on the board as they call them out. Expected answers: *first, then, after that, next, finally*.
  - Step 8: Write one short example to model how they connect ideas: *First there was a delay. Then I called the customer. Finally, the order arrived the same day.*
  - Step 9: Students work on planning their talk. Monitor and support while they write.
  - Step 10: Remind them to review their notes and check themselves:
    - What is your main message?
    - Which point do you want your team to remember?
    - Is your structure clear?
  - Step 11: Pair students to read their notes to each other and give short comments:
    - Is the structure clear?
    - Is the message easy to understand?
    - What part could be shorter or clearer?
  - Step 12: Ask for a few volunteers to share their outline with the class.

- Step 13: Highlight good examples of clear structure, sequence, and vocabulary from today's lesson.
- Step 14: Tell students to keep their outline since they will use it to give their next lesson.
- Error correction & discussion

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

- Step 1: Ask students to look at their outline or bullet points. Say: "Take one minute to read your notes. Check if your talk has a clear structure: what happened, what you did, and what the result was."
  - Step 2: Ask two or three reflection questions:
    - Was it easy or difficult to organize your ideas?
    - Which part of your talk feels strongest?
    - Which part could be clearer?
  - Step 3: On the board, write three short prompts and ask students to complete them aloud or in pairs:
    - 1) My main message is...
    - 2) The part I want people to remember is...
    - 3) One word that helped me today is...
- 

#### **Optional Independent Practice**

- Review your notes and start thinking about what you want to present and how

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

- For the dialogue section you can create a recording (instead of reading it) by using <https://www.narakeet.com/create/ttsmp3.html>
- Whenever you see "write on the board" you can choose to display a slide instead
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
- **CEFR Level: B1**
- **Unit Number: 8**
- **Lesson Number: 30**
- **Topic: Deliver a short presentation or report**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can deliver a clear and organized update about a task, issue, or routine
  - I can explain what happened, what I did, and what the result was
  - I can use job-related vocabulary from earlier units
  - I can answer simple follow-up questions politely
  - I can respond when I don't understand a question (e.g., "Could you repeat that?")

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [You are next! - Dialogue](#) x number of students
  - [Phrases for Short Presentations](#) x number of students
  - [Coach Handout](#) x number of students
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers / **post it notes** / **paper to make a big poster**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>speaker</b>	the person who gives a presentation	The speaker explained the delivery schedule clearly.	N
<b>audience</b>	the people who listen to a presentation	The audience asked several good questions.	N
<b>slide</b>	a page or screen in a presentation	Each slide should show one main idea.	N
<b>introduction</b>	the beginning of a presentation	In the introduction, say what your topic is.	N
<b>conclusion</b>	the final part that summarizes key points	End your presentation with a short conclusion.	N

<b>eye contact</b>	looking at people when you speak	Good eye contact helps the audience stay focused.	N
<b>body language</b>	how you move and use your hands or face when speaking	Positive body language makes your talk stronger.	N
<b>delivery</b>	the way you speak and organize your message	Her delivery was clear and professional.	N
<b>confidence</b>	feeling sure of yourself and not nervous	He spoke with confidence and a smile.	N

### Lesson Structure (PPP)

- **Warm-Up (15 min): Silly Presentations**

- Step 1: Tell students: “We’ll start with something fun. The goal isn’t to be perfect — it’s to speak clearly, smile, and make your classmates interested.”
- Step 2: Say: “I will give you a topic and you need to give a brief presentation. Let me demonstrate:
  - Today, I’ll explain why Sundays should be illegal. First, no one is ready to work. Second, the weekend feels too short. Finally, productivity starts only on Monday. Thank you!” (*Keep tone light and confident to model delivery style.*)
- Step 3: Each student draws or chooses one topic. Here is a potential list:
  - The best food in the world
  - How to survive a traffic jam
  - The perfect coffee break
  - Why cats (or dogs) make the best employees
  - How to pack a suitcase in 10 seconds
  - The story of my lost pen
- Step 4: Give them 1 minute to prepare short notes (3 key points or ideas).
- Step 5: Divide into pairs or trios. Each student presents for about 30-45 seconds while others listen and smile/support.
- Step 6: After each mini presentation, listeners give one quick positive comment:
  - “Good energy!”
  - “Clear structure!”
  - “Nice eye contact!”

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

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

- Step 1: Ask (one question at a time):
  - “What helped you feel relaxed when you spoke?”
  - “What made a speaker interesting or easy to follow?”
  - “What made it challenging to understand some of the presentations?”

- Step 2: Write student answers on the board in simple words they already know (e.g., smile, speak clearly, look at people, use hands, stand straight, not too fast, organize ideas, short sentences, be calm, etc.)
  - Step 3: Present the new words relating them to what they said or adding some more context. Examples:
    - *Smile, be calm* → gives you **confidence**
    - *Speak clearly, not too fast* → that's part of your **delivery**
    - *Look at people* → good **eye contact**
    - *Use hands, stand straight* → good **body language**
    - *Say what you will talk about* → that's your **introduction**
    - *End with the main message* → that's your **conclusion**
    - *The people who listen* → are your **audience**
    - *The person who speaks* → is the **speaker**
    - *One page of a presentation* → it's a **slide**
  - Step 4: Ask: "So what helps a presentation go well?" Elicit: *Good delivery, confidence, eye contact, body language.*
- **Comprehension Questions (5-10 min)** - *Pick a handful from the list*
    - Is the **speaker** the person who talks or listens? (Talks)
    - Is the **audience** talking or listening? (Listening)
    - Is a **slide** on paper or on the screen? (On the screen)
    - Is the **introduction** at the beginning or the end? (Beginning)
    - Is the **conclusion** the start or the finish? (Finish)
    - When you make **eye contact**, do you look at your notes or at people? (At people)
    - Do you use **body language** with words or with your body? (Body)
    - Is **delivery** about what you say or how you say it? (How you say it)
    - Can practice help you have more **confidence**? (Yes)
  - **Grammar/Function Focus (5-10 min)**
    - Step 1: Say: "Now that we know **how to present**, let's talk about **what to say** when giving a short update at work."
    - Step 2: Ask: "In your job, when might you need to give a short update or report?"  
Expected answers: *team meeting, daily briefing, safety talk, customer call.*
    - Step 3: Ask: "What do you say to get started? How do you finish?"
    - Step 4: Write on the board target phrases as they come up and group them by the phrase groups (see below).
    - Step 5: Add the rest of the groups and give them some examples
      - Starting - *I'd like to give a quick update on... / Today I'll talk about...*
      - Explaining what happened - *Last week we had an issue with...*
      - Explaining what you did - *We checked / worked with / decided to...*
      - Explaining the result or next step - *As a result... / The next step is...*
      - Finishing - *That's my short update. / Any questions?*
      - Responding - *That's a good question. / Could you repeat that?*

- Step 6: Model one short mini-update using the phrases:  
“I’d like to give a quick update on last week’s shipment delay.  
The problem started when the truck arrived late.  
We contacted the driver and adjusted the schedule.  
As a result, all deliveries went out on time.  
That’s my short update — any questions?”
- Step 7: Hand out *Phrases for Short Presentations* and ask students to read and highlight the phrases that will come most naturally to them

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

- Step 1: Read or play *You are Next - Dialogue*
- Step 2: Distribute the handout and tell students to circle the advice Avi gave Dana.

## II. Practice (30-40 min)

- **Presenter’s Tip Cards (15-20 min)**

- Step 1: Ask: “What advice did Avi give Dana before her presentation?” Elicit examples:
  - “Have some water.”
  - “Keep good eye contact.”
  - “Use open body language.”
  - “Smile — it’s a friendly audience.”
- Step 2: Say: “Those are great tips! Now let’s create more tips like these using the new words from the dialogue.”
- Step 3: Write or show the new words: speaker - audience - slide - introduction - conclusion - eye contact - body language - delivery - confidence
- Step 4: Write a couple of sample tips on the board:
  - Confidence - Take a deep breath before you start speaking.
  - *Slides - Keep only short points on each slide.*
- Step 5: Working in pairs, each pair chooses 3-4 words and writes one short tip for each. *Encourage short, clear advice (1 line each).* Examples:
  - Audience - Look at them, not the screen.
  - Body language - Stand straight and smile.
  - Introduction - Say your name and topic first.
  - Conclusion - Thank the audience at the end.
- Step 6: Each pair reads one of their tips aloud.
- Step 7: Ask students to write their best tip on a post it note and place on a poster with the title “**Tips for a Good Presentation.**” - Encourage students to come by at the break and take a photo of all the tips.
- Step 7: Ask: “Which tips will help you the most when you speak?” *Encourage short personal responses* (e.g., Eye contact helps me stay focused. I need to practice my delivery).

- **Pair work: Role-play using target language (15-20 min)**

- Step 1: Say: “Now you’ll rehearse the presentation you prepared last time. This is your chance to practice your delivery before giving it to the class.” Emphasize: “Focus on how you speak - not just the words. Think about your confidence, body language, and eye contact.”
  - Step 2: Choose one confident volunteer (or do a short model yourself) to show a strong delivery: clear voice, calm pace, smiling and eye contact, short, organized sentences.
  - Step 3: Briefly ask the class: “What made that delivery effective?” (Write 2-3 ideas on the board.)
  - Step 4: Students work in pairs.  
Partner A presents their talk using their notes and phrase handout for support.  
Partner B listens and acts as a *coach* and gives feedback at the end of the presentation using *Coach Handout*
  - Step 5: Partners change roles so both can rehearse and receive feedback.
- Monitor & support with language prompts

## [20-Minute Break]

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

- Communicative Task - **Presentations**
  - Step 1: Say: “Now it’s time for your real presentation. Imagine this is a short team meeting. Each of you will share your update clearly and confidently.” Remind them: “Use your notes, the phrase handout, and the delivery tips.”
  - Step 2: On the board, write:
    - Clear **structure** (Start - Explain - Result - Close)
    - Good **delivery** (voice, pace, pronunciation)
    - Visible **confidence** (eye contact, body language, smile)
    - Respond politely to **questions**
  - Step 3: Tell the students to listen carefully to their peers and prepare a follow up question to ask the speaker and a positive comment about their delivery.
  - Step 4: Tell them how they will present. Depending on class size:
    - For small groups - each student presents to the class (1-2 minutes each).
    - For large groups - divide into teams of 4-5; each team presents while others act as the *audience*.
  - Step 5: Students present, one at a time. After each talk:
    - A peer asks a short question (using polite forms: *Could you explain that again? What was the result?*).
    - The speaker answers briefly using phrases such as *That’s a good question / As a result... / We plan to...*
- **Optional**
  - Step 6: After the Q&A, ask the audience for one or two positive comments (focus on **delivery**, not grammar).

- Error correction & discussion - as needed

#### 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)

- **Class reflection**
  - Step 1: Ask: “What helped you feel confident today?” “Which delivery tip will you keep using in real meetings?”
  - Step 2: Summarize final takeaways on the board: *Confidence - Clear structure - Calm pace - Friendly tone - Practice helps!*
- **Self-reflection:** “What did I learn today?”
  - I can deliver a clear and organized update about a task, issue, or routine
  - I can explain what happened, what I did, and what the result was
  - I can use job-related vocabulary from earlier units
  - I can answer simple follow-up questions politely
  - I can respond when I don’t understand a question (e.g., “Could you repeat that?”)

#### Optional Independent Practice

- Step 1: Say: “For homework, you’ll write short reflection notes about your presentation.
- Step 2: Explain the goal: “You don’t need to write full paragraphs now. Just short, clear sentences that describe what you said and how it went.”
- Step 3: Write the prompts on the board or share digitally
  - What was your topic?
  - What were your main points?
  - What went well when you spoke?
  - What was difficult for you?
  - What advice did your partner give you?
  - What will you improve next time?
- Step 4: Model an example:
  - *My topic was the new delivery schedule. I explained why we changed it and how it helps the drivers. My delivery was clear, but I was a little nervous. My partner said to slow down and smile more. Next time, I’ll practice my opening sentence.*

### Notes for the Instructor

- For the dialogue section you can create a recording (instead of reading it) by using <https://www.narakeet.com/create/ttsmp3.html>
- Whenever you see “write on the board” you can choose to display a slide instead
- As part of the Practice activities, students will use post it notes to place on a poster titled: “**Tips for a Good Presentation.**” You need to bring a large paper for the poster that you can roll back and bring to the next class. If you want, you can type all the notes and bring them as a handout the next class
- For the the Optional Practice you might want to create a digital version of the prompts, especially if you have a large class
- Adapt according to learner levels and profession
- Use visual aids and realia where possible
- Emphasize error correction in Production stage

- **Course Title: Commerce and Logistics**
  - **CEFR Level: B1**
  - **Unit Number: 8**
  - **Lesson Number: 31**
  - **Topic: Writing a Follow-up or Summary Message**
  - **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
  - **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can write task summaries or customer responses that reflect real-world work scenarios.
    - I can use a polite, professional tone depending on the audience
    - I can report what happened and what action was taken
    - I can highlight results or next steps
    - I can revise my message to improve clarity or formality
- 

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Updates - Vocabulary](#) - x number of students
  - [Follow up emails](#) - slides to project
  - [Follow up emails - Analysis](#) - a copy for you
- Audio/Video Files: [if applicable]
- Required Tech / Supplies: Board/Markers/ **Projector**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>inform</b>	to tell someone about something officially	Please inform the customer that the new delivery date is confirmed.	N
<b>document</b> (verb)	to record details in writing for future reference	We document all safety checks in the monthly log.	N
<b>monitor</b>	to regularly check or observe a process or result	The supervisor will monitor delivery times this week.	N
<b>follow-up</b> (review)	an action or message done after an initial task or meeting	I'll send a follow-up email with the updated plan.	N

<b>progress</b> (review)	improvement or movement toward a goal	The team made good progress on the new schedule.	N
<b>expectations</b>	things that people believe or hope will happen	It's important to set clear expectations for each department.	N
<b>summary</b> (review)	a short version of the main points	Please write a brief summary of the meeting.	N
<b>next steps</b> (review)	the actions to take after a discussion or meeting	Let's agree on the next steps before we finish.	N
<b>decision</b> (review)	a choice made after considering information	The manager made a quick decision about the delivery route.	N
<b>record</b> (noun/verb)	a written or digital note of information	We keep a record of all customer complaints. / Please record the details in the system.	N
<b>responsibility</b> (review)	something a person is in charge of doing	Checking inventory is part of my responsibility.	N
<b>deadline</b> (review)	the final time or date when something must be completed	The team met the deadline for the monthly report.	N
<b>update</b> (noun/verb) (review)	most recent information about a situation or progress	I'll send you an update after the next delivery. Please update the report with the new shipment data.	N

### Lesson Structure (PPP)

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

- Step 1: Say: "Last lesson, you presented a short talk about a work issue or problem."  
Ask:
  - What did you talk about?
  - What solution or action did you suggest?
- Step 2: Students share briefly in pairs - 2-3 minutes.
- Step 3: Ask: Why is it important to write a follow-up message after presenting and issue?

- Step 4: Capture their ideas on the board  
Expected answers: to document what was discussed or decided, to inform a manager or team about results, to make responsibilities clear, to show progress or next steps
- Step 5: Summarize on the board  
**Follow-up = short written record of what happened + what we'll do next**
- Step 6: Ask:
  - Who should write to after your presentation? (supervisor, team, customer)
  - Should the tone be casual or professional? (professional/polite)
  - What should the message include? Elicit and write on the board:  
*issue, action, result, next step*

## I. Presentation (30-40 min)

### ● Vocabulary Introduction (20-25 min)

- Step 1: Ask: What words or phrases help make follow-up messages clear and polite?
- Step 2: Write students' ideas on the board (e.g., *inform, progress, next steps, decision*).
- Step 3: Divide students into pairs and distribute *Updates Vocabulary*
- Step 4: Explain they need to guess the meaning of the words in bold.
- Step 5: Review as a class - Answer Key: 1B, 2I, 3A, 4G, 5E, 6J, 7D, 8H, 9F, 10C
- Step 6: Say: "These are all useful words for follow-up messages. Let's decide which ones describe actions, results, or future plans."
- Step 7: Ask them to sort the words into 3 categories: Reporting | Results | Next Steps
- Step 8: Review as a class: **Reporting:** *inform, document, monitor, update*  
**Results:** *progress, decision, summary* **Next Steps:** *next steps, deadline, responsibility*
- Step 8: Summarize: "These words will help us explain what we did, what happened, and what we'll do next."

### ● Evaluating Sample Emails (5-10 min)

- Step 1: Show slide 1 from *Follow up Emails* and ask for volunteers to read the emails out loud
- Step 2: In pairs, students evaluate them:
  - What is the purpose of each message?
  - What is missing or unclear?
  - What is the tone (informal/formal)?
  - Which one is harder to read? Why?
- Step 3: Review as a class. Elicit the answers - see *Follow up Emails - Analysis for the Answer Key*.
- Step 4: Summarize:
  - A: too informal, missing information such as results/next steps
  - B: too long, hard to follow
- Step 5: Transition by saying: "Let's look now at a third email"

## II. Practice (30-40 min)

### ● Activity 1: Analyze a model follow up message (10-15 min)

- Step 1: Project slide 2 from *Follow up Emails* and ask for a volunteer to read it out loud
- Step 2: Ask:
  - Who is this message for? (the supervisor)
  - What is the purpose? (to summarize what was presented and what will happen next)
  - How is the tone? (polite, clear, professional)
- Step 3: Write on the board:  
**Reporting → Results → Next Steps → Closing**
- Step 4: Explain: “This structure helps the reader understand what happened, what changed, and what comes next.”
- Step 5: Highlight examples of each section and guide students to find examples from the model. *See Follow up Emails - Analysis for the Answer Key.*
- Step 6: Now ask:
  - What makes this message polite? (*phrases like ‘please let me know,’ indirect and respectful tone*)
  - What makes it clear? (*short sentences, logical order, clear verbs like update, monitor, record*)
  - Is it too long? (*no, just a few sentences but complete*)
- Step 7: Summarize on the board and ask the students to write in their notebook
  1. Keep it short and polite.
  2. Include Reporting + Results + Next Steps.
  3. Use clear, factual sentences.
- **Activity 2: Plan your message (10-15 min)**
  - Step 1: Say: “Now you’ll plan your own follow-up message based on the issue you presented in our last lesson.”
  - Step 2: Ask students to think about five points before writing:
    1. Who are you writing to? (supervisor, team, or customer)
    2. Why are you writing? (to give an update after your presentation)
    3. What happened or what action was taken?
    4. What is the result or current situation?
    5. What is the next step?
  - Step 3: Give them 3-4 minutes to jot short notes for each point. Remind them: “*You’re only planning ideas, not full sentences yet.*”

**[20-Minute Break]**

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

- Communicative Task - **Write your final follow-up message**
  - Step 1: Say: “Now you’ll write your own professional follow-up message about the issue you presented in our last lesson.”
  - Step 2: Remind them:
    - Start with a clear purpose (*Following my presentation on Monday...*)

- Include **Reporting** → **Results** → **Next Steps** → **Closing**
  - Use short, factual sentences and polite tone
  - Target length: 8-10 lines
  - Review when you are done to check for flow, grammar and spelling
- Step 3: Students write individually
- Step 4: Students exchange messages with a partner. They read carefully and give one or two comments.
- Step 5: Write the checklist on the board:
  - Structure is clear (Reporting → Results → Next Steps → Closing)
  - Tone is polite and professional
  - Message is easy to follow (short, logical sentences)
  - Spelling and grammar are correct
- Step 6: Model quick feedback comments:
  - Good flow
  - Add a clear next step
  - Nice tone
  - shorten the opening sentence
- Step 7: Give pairs 5-7 minutes to exchange feedback.
- Step 8: Student update as needed.
- Step 9: Ask them to do a final check for:
  - Does each paragraph have one main idea?
  - Does it sound polite and confident?
  - Would you send this to your manager or client as is?
- Step 10: Ask 2-3 volunteers to read their final message aloud and elicit quick class comments on clarity or tone.

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

- Step 1: Ask: What makes a good follow-up message?
- Step 2: Elicit 3-4 short student responses and summarize key points aloud:
  1. Short and polite
  2. Clear structure: Reporting → Results → Next Steps → Closing
  3. Professional tone, not too formal or too casual
- Step 3: Ask reflection questions:
  - Which part was easiest to write?
  - Which part was hardest? Why?
  - What will help you going forward?
- Self-reflection: “What did I learn today?”
  - I can write task summaries or customer responses that reflect real-world work scenarios.
  - I can use a polite, professional tone depending on the audience
  - I can report what happened and what action was taken
  - I can highlight results or next steps
  - I can revise my message to improve clarity or formality

### **Optional Independent Practice**

- Write a new version of your message for a different audience (e.g., an **internal** message for your team, an **external** message for a customer, etc.) and adjust the tone, formality, and details accordingly.

### **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: Commerce and Logistics**
- **CEFR Level: B1**
- **Unit Number: 8**
- **Lesson Number: 32**
- **Topic: Reflecting on Communication Growth and Future Goals**
- **Lesson Duration: 3 hours (1hr20 - break 20min - 1hr20)**
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can describe my communication strengths and where I feel more confident
  - I can explain a situation where my English helped me succeed
  - I can identify common challenges I still face (e.g., speaking on the phone)
  - I can write 2-3 specific goals for improving my communication
  - I can give constructive feedback to my peers using polite language

**Materials**

- Handouts / Worksheets: [Links or attachments]
  - [Self Assessment](#) 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: Board/Markers/ **Poster paper (1 per group)/ Sticky notes (x3 per student)**

**Vocabulary**

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
<b>progress</b> <i>(review)</i>	improvement over time	I made a lot of progress in writing clear emails.	N
<b>goal</b> <i>(review)</i>	something you want to achieve	My next goal is to speak more confidently in meetings.	N
<b>challenge</b>	something that is difficult or needs effort	My main challenge is using formal language on the phone.	N
<b>strength</b>	something you are good at	One of my strengths is explaining procedures clearly.	N
<b>improve / improvement</b> <i>(review)</i>	to make better / progress made	I improved my ability to give updates in English.	N

<b>confidence (review)</b>	belief in your own ability	I now have more confidence speaking with clients.	N
<b>useful (review)</b>	helpful or practical	The phrases for follow-up emails were very useful.	N
<b>proud of</b>	happy about what you achieved	I'm proud of how much my vocabulary has grown.	N
<b>reflect / reflection</b>	to think carefully about something	Today we'll reflect on what we learned this term.	N
<b>next steps (review)</b>	what to do after finishing something	Let's talk about our next steps to keep practicing English.	N

**Lesson Structure (PPP)**

- **Warm-up (15 min)**

- Step 1: Tell them today they will have a chance to review what they have learned in the course
- Step 2: Write on the board the name of the units and remind them what mini-projects they completed

Unit	Title	Mini-Project
1	Describing Work and Responsibilities	Onboarding Presentation
2	Managing Daily Operations and Solving Workflow Issues	Operations Briefing Simulation
3	Safety and Procedures at Work	Workplace Safety Briefing
4	Shipping, Inventory, and Stock Control	Inventory Tracking Dialogue
5	Customer Service and Email Communication	Customer or Colleague Request Email Reply
6	International Shipping	Shipping Plan Presentation
7	Internal Communication and Teamwork	Problem-Solving Role-Play - Team Conflict Resolution
8	Final Project and Reflection	Operations Review Simulation

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

- Vocabulary Introduction
  - Step 1: Introduce the idea of reflection. Say: “Today we’ll look back at how much progress we’ve made.”
  - Step 2: Ask: “Why is reflection important after completing a course or project?” (Expected: To see improvement, recognize effort, plan next steps.)
  - Step 3: Ask: “What words or phrases we can use to describe our progress and future goals?”
  - Step 4: Elicit words from the Vocabulary list (see above) and write them on the board as they mention them. Add other terms from the list as needed and explain their meaning by using the example sentences also on the table above.
  - Step 5: Write or display self-reflection sentences on the board:
    - *I made a lot of progress in explaining problems clearly.*
    - *My main challenge is using the right tone in emails.*
    - *I’m proud of how much my confidence has improved.*
  - Step 6: Ask students to think quietly for one minute about two things:
    1. What progress have you made since the start of this course?
    2. What is one challenge you still have?
  - Step 7: Then, pair up and share using the new words. *Encourage them to use full sentences (e.g., One of my strengths is..., My next goal is...).*
  - Step 8: Walk around and note examples of good expressions or clear reflection sentences.
  - Step 9: After pairs finish, write a few strong examples on the board to highlight effective phrasing.
  - Step 10: Whole class recap. Ask:
    - What kind of progress did many of you mention?
    - What challenges were common?
  - Step 11: Briefly summarize on the board (e.g., *writing clearly, using polite phrases, understanding meetings*).

## II. Practice (30-40 min)

- Controlled Practice Activities
  - Step 1: Write on the board the sentence stems below:
    - I made a lot of progress in \_\_\_\_\_ .
    - My biggest challenge is \_\_\_\_\_ .
    - One of my strengths is \_\_\_\_\_ .
    - I’m proud of \_\_\_\_\_ .
    - My next goal is \_\_\_\_\_ .
  - Step 2: Model two examples:
    - *I made a lot of progress in giving short presentations in English.*
    - *My next goal is to use more formal language when I write to customers.*
  - Step 3: Students work in pairs. Partner A reads one stem aloud and completes it; Partner B asks a short follow-up question (e.g., *How did you improve that? / Why is that a challenge?*). Then they switch roles for the next stem.

- Step 4: Monitor and support:
  - Listen for correct use of target vocabulary (progress, challenge, goal, strength, proud of).
  - Write a few good examples on the board.
- Step 5: Ask volunteers to share one sentence they felt represented real improvement.  
*Highlight variety of answers (speaking, writing, confidence, teamwork).*

**[5 minutes break] (see note below)**

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

● **Activity 1: Personal Reflection (10-15 min)**

- Step 1: Tell them now you want them to reflect on the specific areas the course covered and assess their progress.
- Step 2: Hand out the *Self-assessment* Checklist
- Step 3: Students mark ✓ (confident) or ! (need practice) and write a short example for each item.
- Step 4: Small-group discussion - share one strength and one challenge.
- Step 5: Whole-class reflection: Which skills were easiest? Which were hardest?

● **Activity 2: Top 5 Insights or Takeaways (25-30 min)**

- Step 1: Groups of 3-4 create a list titled “*Top 5 Professional English Skills We Developed.*”
- Step 2: Brainstorm 5 most useful or favorite skills, vocabulary, or phrases.
- Step 3: Write a short poster with brief examples.
- Step 4: Gallery walk - students read others’ lists and add one sticky note comment each (e.g., “Same here!” “Good one.” “I agree.” “Me too!” “Totally!” “Important!”, etc.)
- Step 5: Debrief: Which skills appeared often? Which were unique?

**IV. Wrap-Up (30-35 min)**

● **Goal Setting**

- Step 1: Write on the board:
  - *My next goal in English is...*
  - *My strength is...*
  - *My challenge is...*
  - *One way I will practice is...*
  - *My first step to meet my goals is to...*
- Step 2: Students complete their statements in writing.
- Step 3: Partners give feedback to make goals specific and realistic.
- Step 4: Students write final goals on sticky notes and post them on a “Goal Wall.”
- Step 5: Discuss:
  - What types of goals are most common? (e.g., speaking, writing, confidence, accuracy)
  - What are good example of first steps?

**V. Closing & Celebration (15-20 min)**

- Step 1: Circle share - each student says: *One thing I'm proud of is...*
  - Step 2: Celebrate completion (certificates, applause, photos if allowed).
  - Step 3: Share suggestions for continued learning (apps, podcasts, short reading).
  - Step 4: Closing messages
- 

**Notes for the Instructor**

- Give them a quick break before they start the assessment. 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' achievement.
- 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 B1 - Vocabulary

### Lesson 1 – Talking about Work Responsibilities

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
handle	take care of a task, problem, or responsibility	I handle customer orders every morning.	N
manage	be in charge of people, projects, or processes	I manage a small team in the delivery department.	N
oversee	supervise and make sure work is done correctly	I oversee the loading process at the warehouse.	N
coordinate	organize activities or people so things run smoothly	I coordinate with suppliers to schedule deliveries.	N
be responsible for	have the duty to do or check something	I am responsible for updating the inventory system.	N
report to	give updates or be accountable to a manager or supervisor	I report to the warehouse manager at the end of each shift.	N
collaborate with	work together with colleagues or departments	I collaborate with the transport team to solve delays.	Y
support	help someone or another department with their work	Our team supports the quality department with inspections.	Y

schedule (verb)	arrange times for activities, tasks, or meetings	I schedule weekly staff meetings for my department.	Y
update (verb)	bring information or systems to the newest status	I update the system after each shipment.	Y
track (verb)	follow the progress or location of something	I track deliveries using the company's software.	N
process (verb)	deal with paperwork, requests, or items officially	I process customer returns and replacement requests.	N
monitor (verb)	regularly check and watch progress, performance, or a situation	I monitor stock levels to avoid shortages.	N

## Lesson 2 – Describing Department Functions

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
department	a part of a company with a special job	The sales department brings in new customers.	N
operations	daily activities to run the company	Our operations team makes sure shipments are on time.	Y
logistics	planning and moving goods	Logistics handles transport and delivery of products.	Y

procurement	buying goods and services for the company	Procurement orders materials from suppliers.	Y
sales	selling the company's products or services	The sales team is working on a big contract.	Y
marketing	promoting products and services	Marketing creates campaigns to attract customers.	Y
finance	managing money, budgets, and accounts	The finance department prepares the yearly budget.	Y
HR (Human Resources)	managing employees, hiring, and training	HR supports managers with employee issues.	Y
IT (Information Technology)	managing computers and systems	IT set up my laptop on my first day.	Y
customer service	helping customers with questions or problems	Customer service deals with complaints quickly.	Y
quality assurance (QA)	checking products meet company standards	QA tests the goods before they are shipped.	Y
compliance	making sure the company follows laws and rules	Compliance checks that we respect safety regulations.	Y
support	help another person or department	The IT team supports employees with technical problems.	Y

coordinate	work with others to organize tasks	We coordinate with HR to plan staff training.	Y
collaborate with	work together with another person or department	We collaborate with marketing on new projects.	Y

### Lesson 3 – Explaining changes in schedules or roles

Term / Phrase	Definition	Example sentence	Profession-Specific (Y/N)
due to	because of (more formal)	The truck was late due to heavy traffic.	N
as a result of	as a consequence	Two workers were sick. As a result of this, we had to stay late.	N
therefore	for that reason	The driver was absent, therefore we needed a replacement.	N
swap shifts	exchange work times with someone	I swapped shifts with Daniel on Friday.	Y
cover for	do another person's work temporarily	Can you cover for Lior tomorrow?	Y
call in sick	phone work to say you are sick	Two people called in sick today.	Y
overtime	extra hours worked	We had to do overtime because the truck arrived late.	Y

replacement	a person who takes someone's place	We found a replacement for the night shift.	Y
take over	start doing another person's job	She will take over the shipment report.	N
delay	when something happens later than planned	The delivery has a two-hour delay.	Y
reschedule	plan for a new time	We need to reschedule the meeting.	Y
adjust	make a small change	We must adjust the schedule after the holiday.	Y
backlog	work that has built up and is waiting	We have a backlog of orders because the system was down.	Y
short-staffed	not enough workers	We are short-staffed this week because of vacations.	Y

#### Lesson 4 – Talking about priorities and workloads

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
deadline	the date or time when something must be finished	The report deadline is Friday afternoon.	Y

workload	the total amount of work you have to do	My workload is heavy this week because two colleagues are on vacation.	Y
multitasking	doing several things at the same time	She is good at multitasking when the warehouse gets busy.	N
urgent	very important and needs immediate attention	Tracking this order is urgent because the customer is waiting.	Y
important	necessary or valuable, but not always urgent	It's important to update the system, but it can wait until tomorrow.	N
pending	waiting to be completed	We still have three pending deliveries from last week.	N
critical	absolutely necessary or essential	The safety checks are critical for the loading process.	Y
backlog	unfinished work that has built up	We need extra staff to clear the backlog of shipments.	Y
reschedule	change the time of a planned task or meeting	Let's reschedule the meeting for next Tuesday.	Y
postpone	to delay something so it happens later	The manager decided to postpone the training until next month.	Y

resources	people, equipment, or money needed for a task	We don't have enough resources to finish the project on time.	Y
assign	to give a task or responsibility to someone	The supervisor will assign the new order to the morning team.	Y
progress	how much of a task or project is completed	We are making good progress on the new warehouse layout.	Y

### Lesson 5 – Coordinating Daily Schedules and Responsibilities

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
assign (review)	to give someone a specific task or responsibility	The manager assigned me to handle the morning deliveries.	N
coordinate	to organize people or activities so that they work well together	We need to coordinate with the delivery team to avoid delays.	N
task (review)	a specific piece of work that needs to be done	Each driver has a different task for the shift.	N
update	to give new information about a situation	Please update the team on the status of the shipment.	Y

follow up	to check progress or make sure something was completed	I'll follow up with the supplier to confirm the documents.	N
issue	a problem or situation that needs attention	There's an issue with the customs paperwork.	Y
handle	to deal with or manage a situation	Can you handle the urgent orders while I'm in the meeting?	N
report	to give information about something that happened	She reported the missing items to her supervisor.	Y
confirm	to check and make sure something is correct	Can you confirm if the truck left the warehouse?	N
delay	when something happens later than expected	The shipment was delayed due to traffic.	Y
urgent (review)	very important and needing immediate action	Please handle this urgent order first.	Y
deadline (review)	the final time or date when something must be completed	We need to finish the loading before the 3 p.m. deadline.	N
progress (review)	improvement or movement towards completing something	The team made good progress on the delivery plan.	N
next steps	the actions that follow in order to continue a process	Let's agree on the next steps before we finish the meeting.	N

## Lesson 6 – Handling Scheduling Conflicts and Task Priorities

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
conflict	a situation when two or more tasks or schedules happen at the same time	There's a conflict between the frozen goods and the electronics loading.	N
reschedule	to move a task or meeting to a different time	Can we reschedule the electronics loading for later?	N
postpone	to delay something until a later time or date	We'll have to postpone the safety check until next week.	N
priority (review)	something that is more important or urgent than other tasks	The frozen goods are our top priority this morning.	N
overlap	when two tasks or time slots happen at the same time	The two loading teams overlap during the morning shift.	N
available slot (review)	a free or open time in the schedule	The only available slot is after 9:30 a.m.	N
alternative	a different option or solution	Let's look for an alternative plan that works for both teams.	N
adjust	to change slightly to fit a new situation	We'll adjust the loading schedule to avoid delays.	N

come first	to be more important or urgent than other things	The frozen goods come first because they must stay cold.	N
fit in	to find time for something in a busy schedule	Can we fit in the electronics before the shift change?	N
clarify (review)	to make sure something is fully understood	Let's clarify who will confirm the new time.	N
confirm (review)	to check and make sure something is correct or agreed	Please confirm the new loading time with the team lead.	N
compromise	to find a middle solution between two sides	We can compromise and move one delivery to 9:30.	N
double-check	to review or confirm again to avoid mistakes	Please double-check the final loading plan before we post it.	N
follow up	to check again after a discussion or task	I'll follow up with the team lead later today.	Y

## Lesson 7 – Identifying and Escalating Operational Issues

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
issue (review)	a problem or situation that needs attention	We have an issue with the delivery schedule today.	Y

delay (review)	when something happens later than planned	The shipment was delayed because of heavy traffic.	Y
error	a mistake in data, documentation, or process	There's an error in the packing list.	Y
missing	not present or not found	Two boxes are missing from the delivery.	Y
absent	not at work or not available	The warehouse clerk is absent this morning.	Y
unavailable	not able to be contacted or used	The forklift is unavailable due to maintenance.	Y
escalate	to report a problem to a higher level	Please escalate this to the shift supervisor.	Y
affect / impact	to cause a change or influence something	The driver's absence will impact the afternoon schedule.	N
cause	the reason why something happens	What caused the error in the shipment?	Y
solution	a way to fix a problem	We need a quick solution before the next truck arrives.	Y
follow up	to check the progress or result of something	Can you follow up with the supplier about this?	Y

inform / notify	to tell someone officially about something	Please inform the client about the delay.	Y
recommend	to suggest what should be done	I recommend escalating this to the operations manager.	Y
in progress	currently being worked on	The repair is already in progress.	Y
resolved	problem finished or fixed	The system error has been resolved.	Y
confirm understanding	to check that someone received and understood the message	Can you confirm you understood the instructions?	Y
report (verb)	to give information about an issue	You should report the missing items to the supervisor.	Y

### Lesson 8 – Providing Updates on Workflow and Deliveries

Term / Phrase	Definition / Use	Example Sentence	Profession-Specific (Y/N)
so far	up to this moment	So far, we've finished the morning deliveries.	N
on track	progressing as planned	All shipments are on track for dispatch today.	Y
behind schedule	delayed compared to plan	We're behind schedule due to a missing document.	Y

ahead of schedule	faster than expected	Customs cleared the cargo ahead of schedule.	Y
pending (review)	waiting to be done or approved	Two delivery notes are still pending signature.	Y
resolved	problem successfully handled	The issue with Truck 4 has been resolved.	N
in progress (review)	currently being done	The warehouse audit is still in progress.	Y
update	latest information on a task	Here's a quick update on the inventory check.	Y
status	current condition or progress	Can you share the status of the evening shift?	Y
issue (review)	a problem affecting progress	There's an issue with the barcode system.	N
catch up	reach the expected level after a delay	We'll add one more team to catch up on deliveries.	N
due	expected or scheduled to happen	The shipment is due tomorrow morning.	Y
ETA (Estimated Time of Arrival)	expected arrival time	The driver reported an ETA of 16:45.	Y
smoothly	without problems or delays	Everything is running smoothly this morning.	N

report (review)	to give information officially	Please report the delivery completion in the system.	Y
delay (review)	when something happens later than planned	There's a short delay because of a system update.	Y
urgent (review)	needing immediate attention	This update is urgent - the client is waiting.	Y
next steps (review)	agreed future actions	Next steps: confirm documents and notify the client.	N

## Lesson 9 – Explaining Emergency Procedures

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
emergency	A sudden, dangerous situation that needs quick action	In case of an emergency, call the supervisor immediately.	Y
evacuate	To leave a place quickly because it is not safe	We had to evacuate the warehouse during the fire alarm.	Y
assembly point	A safe area where everyone meets after an evacuation	After the alarm, go straight to the assembly point outside the main gate.	Y

emergency exit	A special door used only to leave quickly in an emergency	The emergency exit is at the end of the corridor.	Y
fire drill	A practice activity to learn what to do during a fire	We have a fire drill every three months.	Y
first aid kit	A small box with medical supplies for treating injuries	The first aid kit is next to the supervisor's desk.	Y
fire extinguisher	A device used to put out small fires	Do not use the fire extinguisher unless you are trained.	Y
alarm	A loud sound or signal that warns of danger	When you hear the alarm, stop work and leave the area.	Y
incident	An event or situation, especially one that causes damage or injury	Report any safety incident to your supervisor immediately.	Y
injury	Physical harm to someone's body	The worker had a minor injury and received first aid.	Y
emergency contact	The person or number to call for help	Check that your emergency contact number is up to date.	Y
report (an incident)	To tell a supervisor or manager about an accident or danger	Please report any incident immediately.	Y
procedure	The correct steps to follow in a specific situation	Make sure you know the emergency procedure for your area.	Y

## Lesson 10 – Reporting Hazards or Incidents

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
hazard	something that can cause harm or danger	A loose cable on the floor is a serious hazard.	Y
unsafe condition	a situation that might cause an accident	Please report any unsafe conditions immediately.	Y
leak	when gas or liquid escapes from a container or pipe	There's a leak near the storage area.	Y
damaged/ broken	not in good condition; needs repair	The ladder is damaged. It shouldn't be used.	Y
slippery	difficult to walk on because it's wet or oily	The floor is slippery after cleaning.	Y
blocked	not allowing movement or access	The emergency exit is blocked by pallets.	Y
loose	not fixed firmly; can move easily	That wire is loose, someone could trip.	Y
near miss	an event that almost caused an accident	Yesterday we had a near miss with a forklift.	Y
safety check / inspection	a review to make sure everything is safe	We do a safety check before each shift.	Y

maintenance	repair and upkeep work	Maintenance is fixing the damaged door.	Y
warning / alert	message about possible danger	We received a safety alert about the new chemical.	Y

### Lesson 11 – Giving Instructions with Sequencing Language

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
step / procedure	A single part of a process or sequence of actions	Follow each step carefully in the safety procedure.	Y
follow (instructions)	To do something according to given directions	Please follow the supervisor's instructions during the drill.	Y
check / make sure	To verify that something is correct or safe	Make sure the tool is off before you clean it.	Y
plug in	To connect a machine or device to electricity	Plug in the machine before you start the test.	Y
turn on	To start or activate a device	Turn on the light to check the area.	Y
turn off	To stop or deactivate a device	Turn off the conveyor before maintenance.	Y
shut down	To completely stop or power off a system	Shut down the computer at the end of your shift.	Y

PPE (Personal Protective Equipment)	Equipment worn to protect the body from injury	Always wear the required PPE when entering the loading area.	Y
put on	To wear protective equipment or clothing	Put on your gloves before handling chemicals.	Y
take off (PPE)	To remove protective equipment	Take off your gloves only after cleaning the tools.	Y
warning / reminder	A polite alert about a possible danger or rule	Just a reminder — you must wear your safety glasses here.	Y
be careful / watch out	Phrases to warn someone to act safely	Be careful when you lift that box.	Y

## Lesson 12 – Describing Safety Signs, Tools, and Workplace Systems

<b>Term / Phrase</b>	<b>Definition / Meaning</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
Mandatory sign	Blue sign showing something you must do	This sign means you must wear safety shoes.	Y
Prohibition sign	Red circle showing something you must not do	The prohibition sign means no smoking.	Y
Warning sign	Yellow triangle showing possible danger	The warning sign means “Caution - forklifts operating.”	Y

Authorized personnel only	Only people with permission can enter	This area is for authorized personnel only.	Y
Protective equipment (PPE) (review)	Safety gear like gloves, goggles, helmets	Always wear PPE in the loading area.	Y
Tool cabinet / storage rack	Place where tools are kept	Please return all tools to the storage rack after use.	Y
Tag / label	Card or sticker identifying an item	Each box has a label with its contents.	N
Check-out / sign-out system	System for recording borrowed tools or equipment	Use the sign-out sheet before taking any tool.	Y
Maintenance log	Record of inspections or repairs	Write the repair date in the maintenance log.	Y
Safety checklist	List to confirm all safety steps are complete	Complete the safety checklist before starting work.	Y
Handle with care	Instruction to move something gently	These parts are fragile - handle with care.	Y
Flammable	Easily catches fire	Keep flammable materials away from heat.	Y
Hazardous (review)	Dangerous or harmful	Hazardous substances must be stored safely.	Y
Fire extinguisher (review)	Device used to put out fires	Check that the fire extinguisher is in	Y

		place and not expired.	
No access / restricted area	Area not open to everyone	The lab is a restricted area - you can't enter without PPE.	Y

### Lesson 13 – Talking About Deliveries and Delays

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
delivery	The act of bringing goods to a place or customer.	The delivery is scheduled for Thursday morning.	Y
shipment	A group of goods sent together from one place to another.	This shipment includes all the new electronics for our client.	Y
supplier	A company or person that provides goods to another business.	Our main supplier confirmed the order yesterday.	Y
tracking number	A unique code used to check the location or status of a delivery.	You can use the tracking number to see where the package is.	Y
estimated arrival	The expected date or time something will arrive.	The estimated arrival is next Tuesday.	Y
delay	When something arrives or happens later than planned.	The truck was stuck in traffic, causing a short delay.	Y

schedule (noun)	A plan that shows when things should happen.	The delivery schedule is very tight this week.	Y
dispatch	To send goods or vehicles to a destination.	We usually dispatch orders before 4 p.m.	Y
on time	Happening at the planned or correct time.	The morning delivery arrived on time.	Y
running late	Arriving or happening later than expected.	The driver is running late due to heavy rain.	Y
expected	Planned or likely to happen.	The parts are expected by the end of the week.	N
transport issue	A problem related to moving goods from one place to another.	The delay was caused by a transport issue at the port.	Y
confirmation	An official statement that something has been arranged or received.	We're still waiting for confirmation from the supplier.	Y

## Lesson 14 – Confirming Orders and Quantities

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
order confirmation (review)	a message or document that verifies an order has been received and accepted	We received the order confirmation for 250 boxes of paper.	Y

quantity	the number or amount of something	Please check if the quantity matches what we ordered.	Y
item	a single product or unit in an order	The first item on the list is out of stock.	Y
unit	a single measurable item in a shipment	Each unit costs \$15 per item.	Y
per item	used to express the price or amount for one product	The delivery fee is \$2 per item.	Y
shipment (review)	goods or cargo that are sent together	The shipment includes both the old and new models.	Y
batch	a group of items produced or sent together	The second batch will be ready next week.	Y
incomplete	missing some parts or items	The delivery was incomplete - three boxes were missing.	N
wrong item	an incorrect product sent instead of the one ordered	We received the wrong item - it's a smaller size.	Y
replacement (review)	a new item sent instead of a wrong or damaged one	We'll send a replacement for the damaged goods today.	Y
double-check	to verify something carefully again	Could you double-check the quantity before we confirm the order?	N

backorder	an item that cannot be delivered now because it's out of stock	Two of the items are on backorder until next week.	Y
clarify	to make something clear or confirm understanding	I'd like to clarify if the total includes the extra packaging.	N
accurate	correct and without mistakes	The quantities are accurate according to the invoice.	N
confirm (review)	to verify that something is correct	I'd like to confirm we ordered 15 large units, not 50.	N

## Lesson 15 – Explaining Inventory Systems

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
inventory system	The method or software used to track goods in and out of storage.	Our inventory system updates automatically when we scan an item.	Y
database	A digital file where product and stock information is stored.	All product data is saved in our central database.	Y
record / log (v)	To enter or write information into the system.	We log each delivery as soon as it arrives.	Y
manual entry	Typing data by hand instead of scanning.	If the barcode doesn't work, we do a manual entry.	Y

real-time update	An automatic change that happens immediately.	The stock count shows real-time updates after every scan.	Y
SKU (Stock Keeping Unit)	A unique number that identifies each product.	Each product has its own SKU for easy tracking.	Y
barcode	A printed code that can be scanned to record item movement.	The scanner reads the barcode to update the count.	Y
low-stock alert	A warning that quantity is too low.	The system sends a low-stock alert when levels drop.	Y
reorder point	The quantity level that triggers a new order.	We place an order when we reach the reorder point.	Y
stock check	A regular check to confirm inventory accuracy.	We do a stock check each week to verify quantities.	Y
storage bin / shelf	A specific space where goods are stored.	Each SKU has its own storage bin in the warehouse.	Y
warehouse management system (WMS)	Software used to organize storage and track goods.	Our WMS shows where every item is located.	Y
inventory accuracy	How close system records are to the real count.	Inventory accuracy is 98 percent this quarter.	Y
discrepancy	A difference between recorded and actual stock.	We found a discrepancy between the system and the count.	Y

## Lesson 16 – Discussing Stock Issues and Solutions

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
overstock	When there is more inventory than needed	We had to move extra boxes to storage because of overstock.	Y
shortage	When there is not enough stock available	The shortage of parts delayed customer orders.	Y
out of stock	Not available for sale or delivery	That item is out of stock until next week.	Y
back order	An order waiting for items that are out of stock	We still have ten items on back order from last month.	Y
reorder	To order goods again after running out	We need to reorder the missing parts today.	Y
restock	To add new items to replace sold or used stock	The warehouse team will restock shelves this afternoon.	Y
backlog	A buildup of uncompleted work or orders	There's a backlog of shipments waiting to be processed.	Y
reschedule	To change the planned time for delivery or shipment	We had to reschedule the delivery due to low stock.	N

replacement	A new item sent instead of a damaged or incorrect one	We'll send a replacement for the missing package.	Y
refund	Money returned to a customer after a problem or return	The client asked for a refund because the items arrived late.	Y
supply chain	The system of suppliers, production, and transport used to deliver goods	A delay in the supply chain affected all our orders.	Y
customer satisfaction	How happy customers are with a company's service	Stock issues can affect customer satisfaction and future sales.	Y

### Lesson 17 – Answering Questions About Products or Services

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
inquiry	a question asking for information	We received an inquiry about our delivery times.	Y
request	an act of asking for something	I'll check if we can complete your request today.	N
option	one of several possible choices	We have two delivery options: standard or express.	N

feature	a specific part or quality of a product or service	One useful feature of this system is real-time tracking.	Y
confirm (review)	to check and make sure something is correct	Let me confirm your order details before shipping.	N
clarify	to make something clear or easy to understand	Could you clarify which shipment you're referring to?	N
refer	to send someone to another person or department	I'll refer your question to our technical team.	N
handle (review)	to take care of or manage something	The customer service team handles all online orders.	N
process (v)	to complete a series of steps for a request	We'll process your refund within three business days.	Y
specification	a detailed description of how something should be or what it includes	Could you send me the size and color specifications?	Y
support team	the group that helps customers solve issues	Please contact our support team for assistance.	N
follow up (review)	to check again later or give more information	I'll follow up once I have an update from the warehouse.	N
department (review)	a specific section of a company	You may need to contact the billing department.	N

availability (review)	the state of being ready or possible to use	I'll confirm the product's availability with our warehouse.	N
in stock (review)	available and ready to sell	That item is currently in stock.	Y

### Lesson 18 – Giving Updates or Apologies Politely

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
progress update	Short report about how a task or project is advancing	I'd like to give you a quick progress update on the delivery schedule.	N
resolve	To fix or settle a problem	Our maintenance team resolved the issue this morning.	N
inconvenience	Something that causes trouble or delay	We apologize for the inconvenience caused by the late delivery.	Y
ahead of schedule	Earlier than planned	The quality check finished ahead of schedule.	N
behind schedule	Later than planned	We're a bit behind schedule because of customs delays.	N
next steps	The following planned actions	The next steps are to confirm delivery and send the invoice.	N

follow up (on)	To check progress or contact again	I'll follow up with the supplier and let you know.	N
Service Level Agreement (SLA)	A formal agreement that defines the expected service level between two parties - can be external (with a client) or internal (between departments)	The SLA requires us to respond to support tickets within two hours.	Y
escalate (an issue)	To raise a problem to a higher level of authority	If it's not resolved by noon, please escalate the issue to the manager.	N
commitment	A promise or responsibility to do something	We're doing our best to meet our delivery commitment.	Y
timeframe	The period when something is expected to happen	The updated timeframe for completion is next Tuesday.	N
compensation	Something given to make up for a problem or loss	The company offered compensation for the damaged goods.	Y
update (review)	New or recent information about something	We'll send you an update once the shipment leaves the port.	Y
delay (review)	When something happens later than expected	We apologize for the delay due to heavy rain.	Y

status (review)	The current situation or condition of something	The current status of your order is “in preparation.”	Y
issue (review)	A problem or difficulty	There’s a small issue with the new shipment, but we’re fixing it.	N

### Lesson 19 – Explaining Policies and Offering Solutions

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example sentence</b>	<b>Profession-Specific (Y/N)</b>
policy	company rule for handling cases	Our policy allows reshipment if the item is reported damaged within 14 days.	Y
procedure (review)	steps staff must follow	The procedure is to open a case, attach photos, and notify dispatch.	Y
documentation	proof or required forms	Please upload the documentation: photos, packing list, and the delivery note.	Y
option	one possible choice	Your options are to reship the missing carton or consolidate it with tomorrow’s load.	N
solution	a plan that fixes the issue	One solution is to add the pallet to the	N

		next consolidated shipment.	
fee	handling or service charge	There is a handling fee for rebooking after the cutoff.	Y
waive	remove a fee or rule for someone	We can waive the handling fee this time due to the carrier delay.	Y
partial refund	credit for part of the cost	We can issue a partial refund for the extra freight you paid.	Y
replacement (review)	sending a new unit instead	We can send a replacement unit in today's last-mile run.	Y
escalate (review)	move the case to a higher approver	If needed, I can escalate this to the logistics manager.	Y
follow up (review)	contact again with the result	I'll follow up with tracking once the rebooked shipment is confirmed.	N

Expansion terms

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example sentence</b>	<b>Profession-Specific (Y/N)</b>
exception	a one-time approval beyond the usual rule	We can grant a one-time exception because customs held the load.	
verification	the check we do before approving	We need verification from receiving to confirm the short shipment.	

compliance	following rules like safety, customs, or warranty	Any option must be in compliance with export regulations.	
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## Lesson 20 – Responding to Customer or Colleague Emails Professionally

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
attachment	a file or document sent with an email	The invoice is included as an attachment.	N
inquiry	a question or request for information	We received your inquiry about the delivery date.	Y
concern	a problem or issue that needs attention	Thank you for sharing your concern about the delay.	Y
clarification	extra detail or explanation to make something clear	Could you provide clarification on the shipment quantity?	N
update (review)	new or latest information	Here's an update on your order status.	Y
issue (review)	a problem that needs to be solved	We are working to resolve the issue as soon as possible.	Y
request (review)	something someone asks for	We handled your request for a replacement.	Y
response	an answer to a message or question	Thank you for your quick response.	N

reply	to answer an email or message	I'll reply to the customer once I have the details.	N
solution (review)	a way to fix a problem	Our proposed solution is to resend the shipment.	N
regarding	about / related to a topic	I'm writing regarding your recent order.	N
get back to	to contact or respond later	I'll get back to you once I have an update.	N

## Lesson 21 – Comparing and Choosing Shipping Methods

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
shipping method	the way goods are sent from one place to another	We need to choose the best shipping method for this order.	Y
air freight	shipping goods by airplane	Air freight is faster but more expensive than sea freight.	Y
sea freight	shipping goods by ship	Sea freight is cheaper for large quantities but takes longer.	Y
courier service	a company or person that delivers packages	We use a courier service for small, local shipments.	Y

freight forwarder	a company that organizes and manages international shipments for clients	The freight forwarder will take care of customs and delivery arrangements.	Y
consolidate (verb)	to combine smaller shipments into one larger one	We can consolidate several orders to reduce shipping costs.	Y
cargo (review)	goods carried by ship, plane, or truck	The cargo includes electronic parts and spare equipment.	Y
transit time	how long it takes for a shipment to arrive	The transit time by sea is about two weeks.	Y
cost-effective	giving good value for the money	Sea freight is more cost-effective for heavy goods.	Y
customs clearance	the process of checking goods before they enter a country	Customs clearance sometimes causes short delays.	Y
insurance (review)	protection against loss or damage during shipping	We always include insurance for valuable shipments.	Y
documentation (review)	official papers needed for shipping	The documentation must be completed before customs inspection.	Y
estimated delivery date	the day we expect the goods to arrive	The estimated delivery date is next Monday.	Y

shipment tracking	checking where goods are during delivery	Shipment tracking helps customers know when to expect their order.	Y
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## Lesson 22 – Explaining and Checking Shipping Documents

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
shipping document	a paper or digital file used to record and confirm shipment details	Please check that all shipping documents are complete before dispatch.	Y
packing list	a document that shows all the items included in a shipment	The packing list shows the quantity and description of each product.	Y
bill of lading (B/L)	a legal document that confirms the carrier received the goods for transport	The carrier signs the bill of lading when they pick up the shipment.	Y
commercial invoice	a document that lists the goods and their value for customs and payment	Customs will need the commercial invoice to clear the shipment.	Y
consignee	the person or company that receives the goods	The consignee must check the delivery when it arrives.	Y
shipper	the person or company sending the goods	The shipper prepares all documents before the pickup.	Y

carrier	the company that transports the goods	The carrier is responsible for delivering the shipment on time.	Y
quantity (review)	the number of items included in an order	Please confirm that the quantity matches the packing list.	Y
description of goods	details about what the products are	The description of goods says "metal parts for machinery."	Y
value	the price or total worth of the shipment	The declared value must match the commercial invoice.	Y
weight (review)	how heavy the goods are	The total weight is 560 kilograms according to the document.	Y
signature	a written name that shows approval or confirmation	The document needs the driver's signature before dispatch.	Y
missing information	details that are not written or included	The consignee address is missing on this document.	Y
incorrect entry	a mistake or wrong detail in a document	There is an incorrect entry in the shipment quantity.	Y
verify (verb)	to check that something is correct or accurate	Please verify the customer name and address on the form.	Y

complete (verb)	to fill in all the missing parts of a document	Complete the packing list before printing.	Y
confirm (verb) (review)	to make sure something is true or correct	Can you confirm that the invoice amount is correct?	Y
attached (adjective) (review)	included or joined to an email or document	The packing list is attached to the email.	Y
stamp (noun)	an official mark or seal used to show approval	The document needs the company stamp before shipping.	Y
reference number	a code or number used to identify a shipment	Please write the reference number on all shipping papers.	Y

### Lesson 23 – Professional Shipping Updates

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
shipment status	the current condition or progress of a shipment	The customer asked for an update on the shipment status.	Y
ETA (Estimated Time of Arrival) (review)	the expected date and time a shipment will reach its destination	The ETA for your order is November 4th.	Y
tracking number (review)	a unique code used to follow a shipment's progress	Please share the tracking number so I can check the delivery status.	Y

in transit	currently being transported from one place to another	The goods are in transit and should arrive soon.	Y
delayed (review)	arriving or completed later than planned	The shipment was delayed due to customs inspection.	Y
on schedule	progressing according to plan or expected timing	The delivery is on schedule for next Tuesday.	Y
shipment confirmation (review)	message or document verifying that goods have been shipped	We received your shipment confirmation yesterday.	Y
dispatch (review)	the act of sending goods out for delivery	The order was dispatched this morning.	Y
customs clearance	the official approval allowing goods to enter or leave a country	The delay was caused by customs clearance procedures.	Y
carrier (review)	the company responsible for transporting goods	We'll contact the carrier to verify the delivery date.	Y
consignee	the person or company receiving the shipment	Please confirm the consignee's full name and address.	Y
update (noun/verb) (review)	(n.) new information (v.) to give or receive the latest information	Let me give you a quick update on your order. I need to update that in the computer.	Y
confirm (verb) (review)	to verify or make sure something is correct	Could you confirm if the goods left the port yesterday?	Y

follow up (verb) (review)	to check or take further action on something	I'll follow up with the carrier and get back to you shortly.	Y
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## Lesson 24 – Problem-Solving with Customers

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
apology	a statement saying you are sorry for a problem	The company sent an apology for the damaged goods.	Y
inconvenience	a problem or difficulty that causes extra effort or time	We regret the inconvenience this delay caused.	Y
cause	the reason something happens	The cause of the delay was a customs inspection.	Y
damage (review)	physical harm that makes something less useful or valuable	The damage was reported to the shipping department.	Y
refund (review)	money returned to a customer after a problem	The customer received a refund for the broken items.	Y
replacement (review)	a new item given instead of a damaged or missing one	We sent a replacement the next day.	Y
solution (review)	a way to fix a problem or difficulty	We need a quick solution for the shipping issue.	N

responsibility (review)	the duty to deal with or fix something	It's our responsibility to resolve the issue quickly.	N
customs (review)	the government office that checks imported or exported goods	The shipment was delayed at customs.	Y
inspection	the act of carefully checking something	The boxes went through a safety inspection.	Y

## Lesson 25 – Sharing Suggestions and Feedback

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example sentence</b>	<b>Profession-Specific (Y/N)</b>
suggestion	an idea or plan for someone to consider	I have a suggestion for improving the packing process.	N
feedback	comments or opinions about someone's work or performance	We give feedback after each project to help the team improve.	N
constructive	helpful and aimed at improvement	She gave me constructive feedback about my presentation.	N
opinion	a personal view or belief about something	In my opinion, we should update the procedure.	N
improvement	a change that makes something better	We've seen a big improvement in delivery times.	N

comment	a short statement giving an opinion or reaction	His comment helped us fix the issue quickly.	N
performance	how well someone does their job	The manager praised our team's performance this quarter.	N
progress (review)	movement or development toward a goal	Let's review our progress on the new system.	N
teamwork	the combined effort of people working together	Good teamwork helps us solve problems faster.	N
respect	polite and considerate behavior toward others	We always share opinions with respect.	N

### Lesson 26 – Discussing Team Goals and Offering Support

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example sentence</b>	<b>Profession-Specific (Y/N)</b>
goal	something you want to achieve	Our main goal is to reduce delivery delays.	N
target	a number or result you try to achieve	We met our sales target for this month.	N
deadline (review)	the final date when something must be completed	The deadline for this report is Friday.	N

responsibility (review)	something that you must do as part of your job	Checking the stock levels is my responsibility.	N
support	help or assistance given to someone	The supervisor offered support with the new software.	N
collaboration	working together to reach a shared goal	The project was successful thanks to strong collaboration.	N
task (review)	a piece of work that needs to be done	Each team member has a different task today.	N
contribution	something that someone gives or does to help	Everyone's contribution is important for the project.	N
motivation	the reason why someone works hard or with interest	Recognition is a great way to increase motivation.	N
KPI - Key Performance Indicator (extension)	a measurable indicator that shows how well a person or team is achieving goals	One of our main KPIs is on-time delivery	N

## Lesson 27 – Clarifying Misunderstandings

Term / Phrase	Definition	Example sentence	Profession-Specific (Y/N)
misunderstanding	a situation when someone doesn't understand something correctly	There was a misunderstanding about the delivery date.	N

clarification	an explanation that makes something clear	I asked for clarification about the new procedure.	N
confusion	a lack of understanding or order	The delay caused confusion among the drivers.	N
miscommunication	a failure to share information clearly	The problem happened because of miscommunication.	N
explanation (review)	a statement that makes something easier to understand	Thank you for your clear explanation of the issue.	N
instruction (review)	information about what to do	Please read the safety instructions carefully.	N
detail (review)	a small piece of information	We missed one detail in the order form.	N
confirmation (review)	proof or agreement that something is correct	We received confirmation of the shipment.	N
summary	a short statement of the main points	He gave a quick summary of the meeting for the team.	N

## Lesson 28 – Participating in Team Meetings and Resolving Conflicts

Term / Phrase	Definition	Example sentence	Profession-Specific (Y/N)
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update (review)	new information or report on progress	Please give a quick update on your department.	Y
agenda	a list of topics to be discussed	The manager sent the meeting agenda in advance.	N
conflict	a disagreement or argument between people	The conflict started because of a scheduling mistake.	N
resolution	finding a solution to a problem or conflict	They reached a resolution after discussing both sides.	N
compromise	an agreement where both sides give up something	We found a good compromise that works for everyone.	N
disagreement	a difference of opinion	There was a small disagreement about priorities.	N
solution (review)	an answer to a problem	The team suggested a simple solution.	N
action item	a specific task decided in a meeting	We listed all the action items for next week.	N
next steps (review)	the planned actions or decisions that will happen after a discussion or meeting	At the end of the meeting, we agreed on the next steps for improving the process.	N
summary	a short review of what was discussed	She wrote a short summary of the meeting decisions.	N

## Lesson 29 – Preparing to Present a Workplace Challenge or Task

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
structure	the way parts of something are organized	The structure of my talk is simple: problem, action, result.	N
message	the main idea you want to communicate	My message is that teamwork improved our delivery time.	N
outline	a short plan showing the main ideas	I made an outline before I started writing my notes.	N
key point	an important idea to include	One key point is that we reduced delivery errors.	N
bullet point	a small dot (•) used to list ideas clearly; also means a short, clear statement that summarizes a main idea or key point	I wrote a few bullet points for the meeting to remember the main ideas.	N
summary	a short description of the main information	I'll give a short summary of the steps we took.	N
sequence	the order in which things happen	The correct sequence is receive, check, and store the goods.	N
topic	the subject you want to talk about	My topic is improving shift communication.	N

visual	a picture, chart, or table that supports your talk	This visual shows the number of late shipments.	N
note / notes	short written reminders of what to say	I used short notes to stay on track.	N
time limit	the maximum time allowed	Try to keep your talk within the time limit.	N
comment	a short remark or opinion	My team leader made a comment about my update.	N
challenge	a difficult situation that requires effort or problem-solving	We face many challenges in delivery planning, especially during busy weeks.	N

### Lesson 30 – Delivering a Short Presentation or Report

<b>Term / Phrase</b>	<b>Definition</b>	<b>Example Sentence</b>	<b>Profession-Specific (Y/N)</b>
speaker	the person who gives a presentation	The speaker explained the delivery schedule clearly.	N
audience	the people who listen to a presentation	The audience asked several good questions.	N
slide	a page or screen in a presentation	Each slide should show one main idea.	N

introduction	the beginning of a presentation	In the introduction, say what your topic is.	N
conclusion	the final part that summarizes key points	End your presentation with a short conclusion.	N
eye contact	looking at people when you speak	Good eye contact helps the audience stay focused.	N
body language	how you move and use your hands or face when speaking	Positive body language makes your talk stronger.	N
delivery	the way you speak and organize your message	Her delivery was clear and professional.	N
confidence	feeling sure of yourself and not nervous	He spoke with confidence and a smile.	N

### Lesson 31 – Writing a Follow-up or Summary Message

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
inform	to tell someone about something officially	Please inform the customer that the new delivery date is confirmed.	N
document (verb)	to record details in writing for future reference	We document all safety checks in the monthly log.	N

monitor	to regularly check or observe a process or result	The supervisor will monitor delivery times this week.	N
follow-up (review)	an action or message done after an initial task or meeting	I'll send a follow-up email with the updated plan.	N
progress (review)	improvement or movement toward a goal	The team made good progress on the new schedule.	N
expectations	things that people believe or hope will happen	It's important to set clear expectations for each department.	N
summary (review)	a short version of the main points	Please write a brief summary of the meeting.	N
next steps (review)	the actions to take after a discussion or meeting	Let's agree on the next steps before we finish.	N
decision (review)	a choice made after considering information	The manager made a quick decision about the delivery route.	N
record (noun/verb)	a written or digital note of information	We keep a record of all customer complaints. / Please record the details in the system.	N
responsibility (review)	something a person is in charge of doing	Checking inventory is part of my responsibility.	N

deadline (review)	the final time or date when something must be completed	The team met the deadline for the monthly report.	N
update (noun/verb) (review)	most recent information about a situation or progress	I'll send you an update after the next delivery. Please update the report with the new shipment data.	N

### Lesson 32 – Reflecting on Communication Growth and Future Goals

Term / Phrase	Definition	Example Sentence	Profession-Specific (Y/N)
progress (review)	improvement over time	I made a lot of progress in writing clear emails.	N
goal (review)	something you want to achieve	My next goal is to speak more confidently in meetings.	N
challenge	something that is difficult or needs effort	My main challenge is using formal language on the phone.	N
strength	something you are good at	One of my strengths is explaining procedures clearly.	N
improve / improvement (review)	to make better / progress made	I improved my ability to give updates in English.	N
confidence (review)	belief in your own ability	I now have more confidence	N

		speaking with clients.	
useful (review)	helpful or practical	The phrases for follow-up emails were very useful.	N
proud of	happy about what you achieved	I'm proud of how much my vocabulary has grown.	N
reflect / reflection	to think carefully about something	Today we'll reflect on what we learned this term.	N
next steps (review)	what to do after finishing something	Let's talk about our next steps to keep practicing English.	N