- **Course Title:** English for Commerce and Logistics **(Student Success Introductions)**
- **CEFR Level:** B2
- **Lesson Number:** 1
- **Topic:** Identifying Learning Styles and Strategies
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can evaluate different learning approaches and select strategies most suited to my needs.
  - I can assess my learning style and adapt strategies accordingly.
  - I can set realistic language learning goals to support professional development.

Materials

- Handouts:
  - Strategy Reflection
  - Weekly Planner Template

- Audio/Video Files:
  - Short video: "What's Your Learning Style?" (Visual, Auditory, and Kinesthetic Learning Styles)

- Required Tech / Supplies:
  - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
learning style	An individual's preferred way of acquiring and processing information	My learning style is visual—I remember things best with images.	N
strategy	A plan of action designed to achieve a specific goal	Using flashcards is one strategy I use to memorize vocabulary.	Y
reflect	To think carefully about something	It's important to reflect on your progress every few weeks.	Y
goal-setting	The process of identifying something you want to achieve and planning how	Effective goal-setting helps improve your motivation.	Y
adaptability	The ability to change your approach based on new conditions	Adaptability is essential when learning a new skill.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Introduction to Learning Styles and Strategies (10–15 mins)**
  - Step 1: Context hook (3–5 mins)
    - Begin with a short professional scenario:
      "Imagine your company offers a new online English training program. Some employees prefer watching videos, others like doing quizzes, and some want live discussions. Which approach would you choose?"
    - Ask a few volunteers to explain their choice and why it fits their learning preferences.
  - Step 2: Brainstorm (5 mins)
    - On the board, write three columns labeled: *Visual*, *Auditory*, *Kinesthetic / Practical.*
    - Elicit examples of workplace learning activities that fit each style:
      - Visual: "Reading slides or infographics."
      - Auditory: "Listening to podcasts or webinars."
      - Kinesthetic: "Practicing role-plays or using real tools."
        - Add a few of your own to balance ideas.
  - Step 3: Pair discussion (5 mins)
    - Students discuss in pairs: "How do you prefer to learn at work?," "What strategies help you remember or apply new skills?"
    - Ask one or two pairs to share their answers with the class.
  - Step 4: Transition
    - Summarize: "In this lesson, we'll look at how identifying your learning style can help you choose effective strategies and set clear, realistic goals for your professional English development."
  - **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)** – Students are introduced to five core vocabulary terms related to learning and strategy.
  - Step 1: Write all five terms on the board: learning style, strategy, reflect, goal-setting, adaptability.
    - Ask: "Which of these words do you already use in your work or study life?"
    - Additional teacher prompt: "In your last training, did you use goal setting? Have you ever had to be adaptable at work?"
  - Step 2: Pair-share: Students choose one word they know well, then explain it with a personal example.

- **Grammar/Function Focus (10 mins)** – Focus on phrases for describing habits and preferences (e.g., "I tend to...", "I usually...", "I'm more of a...").

- Step 1: Write structures on board.
- Step 2: Model examples: "I tend to remember things better when I draw them."
- Step 3: Students orally create and write 2 sentences about their study habits.
- Step 4: Share with a partner.

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Teacher introduces the concept of learning styles and facilitates discussion.
  - Step 1: Introduce 3 learning styles orally: Visual, Auditory, Kinesthetic.
    - Ask guiding questions:
      - “Which type do you think you are?”
      - “Can you be more than one?”
  - Step 2: Play short video: What’s Your Learning Style? (Visual, Auditory, and Kinesthetic Learning Styles)
  - Step 3: Class Discussion: “Which ideas from the video did you connect with?”
  - Step 4: Students critique the learning styles
    - Teacher writes critique sentence stems on the board:
      - “This model is useful when…but weak when…,” “A limitation is…,” “On balance…”
      - 1-2 learners share aloud using hedging language
  - **Materials:** Whiteboard and markers, projector

II. Practice (30–40 mins)

1. **Controlled Activities (20 mins)** – Strategy Reflection
   a. Step 1: Students complete a checklist of strategies that match their learning style.
   b. Step 2: Students list two concrete behaviors tied to their style:
      - Students share with their partner “I’ll know it helps if….”
   c. Step 3: Match 3 strategies to business-related language tasks (e.g., presentations, writing emails).
   d. Step 4: Peer-pair discussion: "Which strategy would help you most with English at work?"
   e. **Materials:** Strategy Reflection Handout

2. **Reflection (10–15 mins)**
   a. Step 1:
      - Oral journal prompt:
        - “What is one new strategy you will try this week and why?”
        - Volunteers share aloud.
   b. Teacher prompts discussion: “Why is it important to reflect on your learning habits regularly?”

[20-Minute Break]

III. Production (30–40 mins)

- **Scenario-Based Planning Task (30–40 mins)** – Create a 1-month language study plan for a professional assignment.
  - Step 1: Present scenario: "You are preparing for an English-speaking work project in one month."
  - Step 2: Students form small groups and use a weekly planner to outline their strategy-based study plan. Students include:
    - time, method, and expected outcomes
  - Step 3: Language Bank Upgrade
    - Post a “Language Upgrade Bank” on the board and explain that students should integrate at least one expression from each section into their discussions and presentations.
      - Hedging: tend to, broadly, in many cases, arguably
      - Contrast: whereas, even though, however
      - Recommendation: I’d recommend, more effective than
    - Briefly model how to use them in a professional way:
      - “In many cases, group study is more effective than working alone.”
      - “I’d recommend focusing on presentation skills rather than grammar drills.”
      - “Visual learners tend to remember new terms faster.”
  - Step 4: Groups present and explain their plan.
  - Teacher prompts: "What would you do differently if you had more time?" "Which activity will be most helpful?"
- **Materials:** Weekly Planner Template

IV. Digital Tool (45 mins)

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

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
  - Oral quiz: Call out definitions; students respond with the correct term.
  - Ask: “Can you use one new word in a sentence related to your work?”

- **Self-Reflection (8–10 mins)**
  - Step 1: Ask students to write bullet point answers to:
    - "What did I learn about myself today?"
    - "What will I try differently this week?"
  - Step 2: Pair-share and discuss, then 2-3 volunteers present their answers.
  - Teacher note: Focus on improving clarity and upgraded lexis..

Optional Independent Practice

- Choose one new learning strategy from today's lesson and try it twice this week.
- Keep a log or voice memo describing what you did and how it helped.

Notes for the Instructor

- Pacing: Adjust vocabulary and discussion time based on class engagement.
- Corrections: Focus on modeling correct usage rather than interrupting fluency.
- Differentiation: Allow choice in strategy tasks; visual learners may draw plans, auditory learners may explain aloud.
- Encourage: students to revisit strategies in future lessons and compare effectiveness.

- **Course Title:** English for Commerce and Logistics **(Student Success Introductions)**
- **CEFR Level:** B2
- **Lesson Number:** 2
- **Topic:** Setting SMART Goals for Business English
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can create SMART goals tailored to my professional needs.
  - I can monitor and adjust my goals over time.

Materials

- Handouts:
  - SMART Goal Baseline

- Audio/Video Files:
  - Sample video on goal setting in the workplace (How to Set SMART Goals: Goal Setting for Businesses)

- Required Tech / Supplies:
  - Whiteboard and markers
  - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
SMART Goal	A goal that is Specific, Measurable, Achievable, Relevant, and Time-bound	My SMART goal is to improve my email writing by the end of June.	Y
milestone	A significant stage or event in a process or project	Reaching 100 new clients is a major milestone in our campaign.	Y
progress	Forward or onward movement toward a goal	I track my progress weekly to stay motivated.	Y
accountability	The quality of being responsible for your actions or decisions	Having a study partner helps with accountability.	Y
prioritize	To arrange or deal with in order of importance	I prioritize urgent tasks first each morning.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Review of Previous Lesson (10–15 mins)**
  Students revisit their identified learning strategies and share updates on how they tried them.
  - Step 1: Ask: "Which learning strategy have you tried since the last class?" List on the board.
  - Step 2: Pair up and describe what worked or didn't work.
  - Step 3: Distribute a quick reflection form to jot down insights (1–2 sentences).
  - Step 4: Teacher prompts: "Did your strategy help with your English at work this week?"
  - **Materials:** Reflection form previous lesson's learning strategies handout

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)** – Students explore five goal-setting and planning terms.
  - Step 1: Write vocabulary terms on the board. Ask: "Have you seen these in a work or school setting?"
  - Step 2: Model pronunciation and usage. Students repeat and write personal examples.
  - Step 3: Pair-share to compare sentences.
  - **Materials:** Whiteboard and markers

- **Grammar/Function Focus (10 mins)** – Practice language for making and evaluating goals (e.g., "I plan to...", "My goal is to...", "I will track...").
  - Step 1: Write sample goal-setting phrases on the board.
  - Step 2: Ask students to build complete SMART goal sentences.
  - Step 3: Partner practice.
  - **Materials:** Whiteboard and markers

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Explanation of SMART framework with real-life examples.
  - Step 1: Introduce SMART acronym orally: Specific, Measurable, Achievable, Relevant, Time-bound.
  - Step 2: Play short video: SMART Goals in Business (How to Set SMART Goals: Goal Setting for Businesses)
    - Discussion prompts:
      - "Which part of SMART is hardest for you?"
      - "Why is it important to set measurable goals?"
  - Step 3: SMART debate prompt
    - The teacher asks "Is SMART always ideal for language learning? What's missing?"
      - Students discuss in pairs or small groups, then do a quick class share
      - Optional: add "E = Evaluate" and "R = Readjust" making SMART into SMARTER

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – SMART Goal Baseline
    - Step 1: Students brainstorm a business English goal and apply the SMART framework to it.
    - Step 2: When students write their SMART goals, require a measurement line. For example:
        - "Baseline: I can write 120 words in 10 minutes. Target: 180 words in 10 minutes by end of month."
        - Teacher tell students "Your goal must include both your current baseline and your target result."
    - Step 2: Peer review goals using a checklist.
    - Step 3: Revise based on feedback.
    - **Materials:** SMART Goal Baseline Worksheet

- **Reflection (10–15 mins)**
    - Step 1: Students write about a personal or professional goal they've achieved and what helped.
    - Step 2: Teacher prompts: "How can you stay motivated over time?"

[20-Minute Break]

III. Production (30–40 mins)

- **Goal Coaching Role-Play (30–40 mins)** – Students practice advising one another on goal setting.
    - Step 1: Model and critique a full SMART goal
        - Teacher presents a full SMART goal with numbers and date on the board. Example:
            - "My SMART goal: I will increase my business email accuracy from 62% to 80% in six weeks by practicing twice a week with a peer."
        - Student pairs critique using these questions: "What's strong? What could we improve?"
    - Step 2: In pairs, one student is the "coach," the other is the "learner."
        - Role-play conversation prompts:
            - "What is your goal?"
            - "Why is it important?"
            - "How will you track your progress?"
        - Switch roles and repeat.
    - Step 3:
        - Class debrief: Discuss differences and lessons learned.
        - Role-play prompts can be written on the board:

- “Describe your goal”
- “Explain why it matters”
- “How will you measure success?”

IV. Digital Tool (45 mins)

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

V.. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
  - Step 1: Write scrambled SMART goal terms on the board; students unscramble orally.
  - Ask: “Use one new word in a sentence about your work goal.”

- **Self-Reflection (8–10 mins)**
  - Step 1: Write response to: "What is one SMART goal you want to achieve by the end of this course?"
  - Step 2: Pair-share and record goals in notebook or on classroom board.

Optional Independent Practice

- Submit an update or brief video reflection before Lesson 4.

Notes for the Instructor

- Pacing tip: Allow students more time to revise goals if needed.
- Differentiation: Advanced learners can write multiple SMART goals; others can work from guided templates.
- Encourage accountability partners within the class to check in on each other’s progress.

- **Course Title:** English for Commerce and Logistics   **(Student Success Introductions)**
- **CEFR Level:** B2
- **Lesson Number:** 3
- **Topic:** Time Management and Prioritization
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can apply time management techniques to my studies and work.
    - I can prioritize tasks based on urgency and importance.
    - I can describe how I organize and justify my schedule in professional settings.

Materials

- Handouts:
    - Role-Play: Team Planning Scenario
    - Eisenhower Matrix Template
    - Applying the Eisenhower Matrix

- Audio/Video Files:
    - Video: The Eisenhower matrix: How to manage your tasks with EISENHOWER

- Required Tech / Supplies:
    - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
prioritize	To arrange tasks in order of importance	I prioritize urgent emails before working on reports.	Y
deadline	A time or date by which something must be completed	My deadline for submitting the proposal is Friday at noon.	Y
schedule	A plan that gives expected times for activities or events	I follow a weekly schedule to manage meetings and tasks.	Y
procrastinate	To delay doing something that should be done	I sometimes procrastinate when a task feels overwhelming.	N
time-blocking	A productivity technique that divides your day into blocks for tasks	I use time-blocking to ensure I focus on one thing at a time.	Y

Lesson Structure (PPP)

- **Warm-Up: Review of SMART Goals (10–15 mins)**
    - Step 1: Ask students to retrieve their SMART Goal Baseline worksheets.
    - Step 2: In pairs, students review each other's goals and discuss:
        - "Was your goal realistic?"
        - "What time-based actions did you include?"
    - Step 3: Elicit from the class what challenges they might face in achieving their goals.
    - Step 4: Transition into today's topic by asking: "What do you need in order to meet your goals? How do you manage your time?"
    - **Materials:** SMART Goal Baseline handout from previous lesson

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Students learn five key vocabulary terms related to scheduling and prioritization.
    - Step 1: Write terms on the board.
    - Step 2: Provide definitions, example sentences, and ask students to give their own work-related examples.
    - Step 3: Ask students: "Which of these is most important for your success at work? Rank them from 1-5."
        - Students work in pairs to justify their answers: "I think deadline is #1 because…"

- **Grammar/Function Focus: Explaining Schedules and Justifying Priorities (10–15 mins)** – Students learn how to explain what they're doing and why.
    - Step 1: Write example: "I'm working on the client proposal first because it's due tomorrow."
    - Step 2: Highlight use of time references (e.g., "first," "after," "by Friday") and cause/effect connectors (e.g., "because," "so that").
    - Step 3: Practice orally: Students explain what they'll do this week and why, using these phrases.
    - Teacher prompt: "Tell your partner about 2 things on your to-do list this week. Why are they important?"

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Students learn about different time management frameworks, focusing on the Eisenhower Matrix.

- Step 1: Show video [The Eisenhower matrix: How to manage your tasks with EISENHOWER]
- Step 2: Distribute Eisenhower Matrix template. Teacher explains each quadrant with workplace examples.
- Step 3: Class discussion: "What types of tasks are usually urgent but not important?"
- Step 4: Lead into Practice section: "Let's apply this to your own workday."
- **Materials:** Eisenhower Matrix Template, projector

II. Practice (30–40 mins)

- **Controlled Activities (15 mins)** – Students apply prioritization to sample business tasks.
  - Step 1: Distribute the Applying Eisenhower Matrix worksheet with workplace-specific tasks (e.g., "Prepare monthly report," "Answer client email," "Update project tracker," "Reply to project manager,").
  - Step 2: In pairs, students place each task into their Eisenhower Matrix Template.
  - Step 3: Ask students to compare choices with another group and justify placement.
  - Teacher prompt: "Why did you put that in 'Urgent/Not Important'?"
    - Emphasize: "How would this play out at work?"
  - **Materials:** Applying Eisenhower Matrix handout, Eisenhower Matrix Template

- **Deeper Debate on Prioritization: Justify & Anticipate Consequences (5 mins)**
  - Teacher prompts: "Why did you put this task in Urgent/Not Important?," "What happens if you delay it?," "Who is affected?"
  - Teacher collects 2-3 examples on the board to show how prioritization impacts outcomes and stakeholders, not just "boxes."

- **Reflection (10–15 mins)** – Students apply prioritization to their own weekly goals.
  - Step 1: Students complete a blank matrix using personal or professional tasks.
  - Step 2: In pairs, share 1–2 surprising insights: "What did you realize about your priorities?"
  - Step 3: Whole group check-in: "What's one thing you can delegate this week?"
  - **Materials:** Student blank matrix grid ([Eisenhower Matrix])

[20-Minute Break]

III. Production (30–40 mins)

- **Role-Play: Team Planning Scenario (30–40 mins)** – Students simulate a team meeting where they must schedule and assign tasks.
  - Step 1: Provide a scenario: "Your team has 5 major tasks and a deadline in 3 days. Prioritize and delegate as a group."

- Step 2: In groups of 3–4, students decide task order and assign responsibilities.
- Step 3: Each group presents its plan and explains reasoning.
- Teacher prompt: “How did you decide which task to do first?”
- **Materials:** Role-play Team Planning handout

IV. Digital Tool (45 mins)

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

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
    - Game: “This or That?” Teacher reads a sentence, Students respond orally by saying the correct word from two options you provide:
        - Example: “Delaying a task because it’s boring. Is this procrastinate or schedule?”
    - Teacher confirms the correct answer and provides a short explanation if needed.
    - Read the following prompts to continue the review:
        - “Organizing tasks in order of importance. Is this prioritize or ignore?”
        - “A goal that is Specific, Measurable, Achievable, Relevant, and Time-bound. Is this a SMART goal or random goal?”
        - “The quality of being responsible for your actions. Is this accountability or flexibility?”
        - “A significant stage or event in a project. Is this a milestone or detour?”
        - “Forward or onward movement toward a goal. Is this progress or delay?”
    - Teacher tips:
        - Encourage fast oral responses to keep the pace lively.
        - Ask students to use the word in a short sentence after confirming the answer.
        - Randomly call on different students to keep everyone engaged.

- **Self-Reflection (7–10 mins)**
    - Prompt students to write:
        - “What’s one change I can make to improve how I manage my time?”
        - “What’s a task I often treat as urgent but isn’t really important?”
    - Optional share with partner

Optional Independent Practice

- Try time-blocking one full day this week using Google Calendar or your preferred app.
- Bring a screenshot or summary to next class.
- Optional: Track how long common work tasks actually take.

Notes for the Instructor

- **Pacing Tip:** Keep controlled activities brisk to leave enough time for role-play and digital work.
- **Corrections Tip:** Focus corrections on functional language (e.g., justifications using "because," "so that," etc.).
- **Differentiation:** For students needing support, pre-fill part of the prioritization grid. For advanced learners, have them add unexpected workplace interruptions and re-prioritize.

- **Course Title:** English for Commerce and Logistics **(Student Success Introductions)**
- **CEFR Level:** B2
- **Lesson Number:** 4
- **Topic:** Tools I Use and Why
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can assess my progress towards language goals.
    - I can describe and evaluate learning tools I use.
    - I can justify my choice of tools and strategies using clear examples.

Materials

- Handouts:
    - Tool Evaluation Matrix Part
    - Tool Recommendation
    - Personal Development Plan

- Audio/Video Files:
    - Digital Learning Apps Video: I Tried 47 AI Language Learning Tools. These Are The Top 10 Best

- Required Tech / Supplies:
    - Whiteboard and markers
    - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
platform	A digital system or service designed for a specific function	I use this platform to manage my language learning and track progress.	Y
feature	A specific function or capability of a tool	One useful feature is real-time feedback on my writing.	Y
evaluate	To assess quality, effectiveness, or value using criteria	I evaluate learning tools based on usability and results.	Y

usability	How easy and efficient a tool is to use	The usability of this app makes it practical for daily work use.	Y
effectiveness	How well something produces the intended result	This tool is effective because it improves accuracy over time.	Y
criterion / criteria	A standard used to judge or evaluate something	One key criterion for me is how well the tool supports professional writing.	Y
recommend	To suggest something as suitable based on evaluation	I recommend this tool because it integrates well with my workflow.	Y
progress	Improvement measured over time	I can clearly see my progress by reviewing weekly reports.	Y

Lesson Structure (PPP)

- Warm-Up / Review: Review of Prioritization and Time Tools (10–15 mins)
  - Step 1: Ask: "What tools or systems did you identify as helpful in your learning last time?" Write student responses on the board.
  - Step 2: Distribute a short 5-question review worksheet based on Lesson 4 (see worksheet link). Example: “What tool helps you track your goals?”
  - Step 3: Pair-share: Students compare answers and explain choices.
  - Step 4: Teacher asks: "Have you tried using any new tools this week?" Encourage brief class discussion.

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Evaluating and Describing Tools
  - Step 1: Vocabulary focus (4-5 mins)
    - Write the eight vocabulary words on the board.
    - Encourage students to suggest quick workplace-based examples. Reformulate and extend their ideas to model accurate usage.
    - Use guiding questions instead of definitions to encourage deeper thinking:
      - Platform vs. feature – what’s the difference?
      - Usability – what makes one tool “easy to use”?
      - Evaluate – how would you evaluate a new business tool or software?
  - Step 2: Mini-task (5 mins)

        - In pairs, students choose one business tool they both use (for example: Slack, Asana, Microsoft Teams etc.). Each pair creates 2–3 sentences using at least three of the target vocabulary words.
            - Example: “The platform I use most is Slack. The usability is very high, and my favorite feature is creating private channels. I evaluate project updates every day.”
            - Pairs share their examples briefly with the class.
    - **Materials:** Whiteboard and markers

- **Grammar/Function Focus (10–15 mins)** – Describing purpose and justification (e.g., "I use X because..." / "This tool helps me... by...")
    - Step 1: Write and model a few sentence stems on board.
    - Step 2: Students complete 3 sentences in notebooks about their own tools.
        - Example: “I use Quizlet because it helps me remember new words by reviewing daily.”
    - Step 3: Pair up to practice describing tools out loud.
    - **Materials:** Whiteboard and markers

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Explore categories of tools (e.g., flashcard apps, video platforms, group messaging) and how they support learning.
    - Step 1: Show video for 7-8min (I Tried 47 AI Language Learning Tools. These Are The Top 10 Best)
    - Step 2: Ask: “Which of these have you used? What’s your favorite feature?”
    - Step 3: Discuss: “Do you prefer digital or analog tools? Why?”

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Tool Evaluation Matrix
    - Step 1: Distribute a printed Tool Evaluation Matrix with columns: Tool, Purpose, Favorite, Feature, Rating (1–5), and Why?
    - Step 2: Students complete the grid for 2–3 tools they use.
    - Step 3:
        - Pair-share answers:
            - “Which tool would you recommend to a friend and why?”
    - **Materials:** Tool Evaluation Matrix

- **Reflection (10–15 mins)**
    - Step 1:
        - Write: “Which tool has helped your English most this year? How do you know?”
    - Step 2: Volunteers share reflections with the class.
    - Teacher prompt: “How do you evaluate your progress using this tool?”

[20-Minute Break]

III. Production (30–40 mins)

- **Tool Recommendation Pitch (30–40 mins)** – Students compare language learning tools, and present a short tool recommendation.
    - Step 1: Students complete a planning form (What is the tool? Who is it for? Why is it effective?).
        - Additional requirement: students must include at least one evaluation criterion (effectiveness, usability, feature, etc.)
    - Step 2: Teacher model
        - Model a recommendation using one tool. Example:
            - "Today I'm recommending Grammarly, a language platform for professionals who write frequently. It's effective because it gives real-time feedback and tracks accuracy over time. I've evaluated it based on usability and adaptability, and it integrates easily with email and Word documents. For these reasons, I think it's a valuable tool for workplace communication."
    - Step 3: Present to a partner or small group.
    - Step 4: Listeners write 1 follow-up question for the speaker.
    - Teacher prompt: "What makes a tool worth recommending?"
    - **Materials:** Tool Recommendation Handout

IV. Mini-Project: Personal Development Plan (30–40 mins)

- **Personal Development Plan Project** – Students synthesize all learning from Unit 1 to create a detailed, personalized learning plan.
    - Step 1: Distribute planning worksheet with four sections: Learning Strategies, SMART Goals, Time Management Tools, and Evaluation Methods.
    - Step 2: Students complete the plan based on what they've learned in Lessons 1–4.
    - Step 3: Pair-share for feedback: "Does your plan match your learning style and goals?"
    - Step 4: Volunteers present highlights of their plan to the class.
    - Teacher prompt: "What do you think will be the hardest part of sticking to your plan? How will you stay on track?"
    - **Materials:** Personal Development Plan

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
    - Matching game on board: terms and definitions
    - Optional: write a sentence using 2 words
    - **Materials:** Whiteboard and markers

- **Self-Reflection (7–10 mins)**
  - Write: “What tool will I start (or continue) using and how will I track my results?”
  - Share one response with a partner.

Optional Independent Practice

- Choose a tool you haven’t used before. Try it 2–3 times this week.
- Complete a short reflection or record an audio message on your experience.

Notes for the Instructor

- **Pacing Tip:** Monitor time during pitch prep to ensure students have enough time to share.
- **Corrections Tip:** Encourage clarity when describing tools (watch out for overuse of vague terms like “thing” or “stuff”).
- **Differentiation:** Offer lower-level students a sentence frame bank for pitches; encourage advanced learners to compare multiple tools.

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 5
- **Topic:** Describing Complex Workflows and Schedules
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe multi-step logistics workflows using appropriate sequencing language
    - I can explain the purpose and timing of tasks.
    - I can describe changes or delays in schedules.
    - I can use linking words to connect ideas logically.
    - I can clarify workflow steps to a team member.

Materials

- **Handouts / Worksheets:**
    - End-to-End Workflow Narrative
    - Schedule Change Scenarios
    - Workflow Clarification Prompts

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
process orchestration	coordination of multiple operational steps	Process orchestration keeps daily operations aligned.	Y
temporal sequencing	logical order of tasks over time	Temporal sequencing prevents delays in dispatch.	Y
operational cadence	rhythm and pace of operations	The operational cadence increases before cut-off times.	Y
execution constraint	limitation affecting task timing	System access is an execution constraint.	Y
workflow alignment	coordination of tasks across teams	Workflow alignment reduced handover errors.	Y
schedule deviation	change from a planned timeline	A schedule deviation impacted delivery times.	Y
interdependency mapping	identifying task dependencies	Interdependency mapping highlights bottlenecks.	Y

time-bound deliverable	output due within a fixed timeframe	Each shift has a time-bound deliverable.	Y

Lesson Structure (PPP)

- **Warm-Up: Workflow Recall and Clarification (10–15 mins)**
    - Step 1: Ask students to think about a typical workday and choose one workflow they are involved in.
    - Step 2: Ask students to write brief notes listing 4–5 steps of that workflow in order.
    - Step 3: Put students in pairs and ask Student A to explain the workflow orally.
    - Step 4: Ask Student B to ask two clarification questions focused on order or timing.
    - Step 5: Switch roles and repeat.
    - Step 6: Ask 2–3 students to share one clarification question that improved understanding.

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
    - Step 1: Distribute the End-to-End Workflow Narrative.
    - Step 2: Ask students to read the text and underline words or phrases that show sequence, timing, or coordination.
    - Step 3: Write the vocabulary items on the board and review definitions and example sentences.
    - Step 4: Ask students to identify which vocabulary items relate to *order*, *timing*, or *constraints*.

- **Workflow Analysis (15–25 mins)**
    - Step 1: Draw a simple workflow timeline on the board.
    - Step 2: Ask students to help place key steps from the narrative onto the timeline.
    - Step 3: Ask students where dependencies exist and what happens if one step is delayed.
    - Step 4: Ask students to identify one point where a schedule deviation could occur and discuss its impact.

II. Practice (30–40 mins)

- **Sequencing and Logic Check**
    - Step 1: Distribute Workflow Sequencing Cards.
    - Step 2: Put students in small groups and ask them to arrange the steps in the correct order.
    - Step 3: Ask each group to explain why their sequence makes sense operationally.

- **Clarification and Reformulation**
  - Step 1: Distribute Workflow Clarification Prompts.
  - Step 2: Ask students to explain one workflow step using clear sequencing language.
  - Step 3: Ask partners to request clarification or reformulation if something is unclear.
  - Step 4: Ask students to revise their explanation once based on feedback.

[20-Minute Break]

III. Production (30–40 mins)

- **Operational Workflow Briefing**
  - Step 1: Distribute the Schedule Change Scenarios.
  - Step 2: Tell students they will explain a workflow to a colleague when a schedule change has occurred.
  - Step 3: Put students in pairs and assign roles: Supervisor and Team Member.
  - Step 4: Ask the Supervisor to explain the workflow, including the change or delay.
  - Step 5: Ask the Team Member to ask at least three clarification questions.
  - Step 6: Switch roles and repeat with a new scenario.

- **Peer Feedback**
  - Step 1: Ask students to give each other feedback on clarity, sequencing, and use of linking language.

IV. Wrap-Up (10–15 mins)

- **Review/Self-Reflection**
  - Step 1: Ask students to write 3–4 sentences explaining a workflow they work with regularly.
  - Step 2: Ask students to share their explanation with a partner and make one improvement.
  - Step 3: Self-reflection using the Can-Do statements:
    - I can describe multi-step logistics workflows using appropriate sequencing language
    - I can explain the purpose and timing of tasks
    - I can describe changes or delays in schedules
    - I can use linking words to connect ideas logically
    - I can clarify workflow steps to a team member

Optional Independent Practice

- Write a short operational workflow explanation from your workplace, including one dependency and one possible delay.

Notes for the Instructor

- Encourage full explanations rather than lists
- Focus feedback on sequencing, timing, and clarity
- Use real workplace examples whenever possible
- Reinforce clarification as a professional communication skill

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 6
- **Topic:** Prioritizing Tasks and Explaining Reasoning
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can identify urgent and important tasks
  - I can explain why some tasks take priority over others
  - I can use expressions like "because," "due to," and "as a result" to support reasoning
  - I can discuss how to handle conflicting priorities
  - I can defend my prioritization choices in a discussion

Materials

- **Handouts / Worksheets:**
  - Shift Task Overview
  - Priority Ranking Grid
  - Conflicting Priorities Scenarios
  - Decision Justification Prompts

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
urgency classification	system for identifying time-critical tasks	The supervisor reviewed the urgency classification.	Y
priority threshold	point at which a task requires immediate action	The issue crossed the priority threshold.	Y
operational consequence	result of a decision on workflow or output	Delays have serious operational consequences.	Y
resource constraint	limitation in staff, time, or capacity	Staffing shortages are a resource constraint.	Y
decision rationale	clear explanation supporting a decision	She explained the decision rationale clearly.	Y
competing demand	situation where tasks require the same resources	Competing demands slowed dispatch.	Y
risk exposure	likelihood of negative outcomes	Late inspection increases risk exposure.	Y

escalation trigger	condition requiring higher-level involvement	Missed deadlines act as escalation triggers.	Y

Lesson Structure (PPP)

- **Warm-Up: Workflow Review → Priority Focus (10–15 mins)**
  - Step 1: Ask students to think back to Lesson 1 and choose one workflow they explained.
  - Step 2: Ask students to write the workflow steps again, but this time mark which step they would protect first if time was limited.
  - Step 3: Put students in pairs and ask Student A to explain which step they prioritized and why.
  - Step 4: Ask Student B to ask one clarification question about impact or risk.
  - Step 5: Switch roles and repeat.
  - Step 6: Ask 2–3 students to share which types of steps are usually prioritized and why.

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Distribute the Shift Task Overview.
  - Step 2: Ask students to read the task list and highlight tasks they believe are urgent
  - Step 3: Write the vocabulary items on the board and review definitions and example sentences.
  - Step 4: Ask students to match each vocabulary term to one task on the handout.

- **Framing Priority Decisions (15–25 mins)**
  - Step 1: Ask students to compare two tasks from the overview and decide which should be completed first.
  - Step 2: Ask students to explain their choice using "because," "due to," or "as a result."
  - Step 3: Write selected student explanations on the board and underline cause-and-effect language.
  - Step 4: Ask students how unclear prioritization could affect other teams, deadlines, or customers.

II. Practice (30–40 mins)

- **Individual Ranking and Pair Alignment**
  - Step 1: Distribute the Priority Ranking Grid.
  - Step 2: Ask students to rank tasks individually from highest to lowest priority.
  - Step 3: Put students in pairs and ask them to compare rankings and justify differences.

- **Small-Group Decision Defense**
  - Step 1: Combine pairs into groups of four.
  - Step 2: Ask each pair to present their top two priorities and decision rationale.
  - Step 3: Ask the other pair to challenge the decisions using questions about risk exposure

or resource constraints.
    - Step 4: Ask the presenting pair to defend or revise their priorities.

- **Conflicting Priority Resolution**
    - Step 8: Distribute the Conflicting Priorities Scenarios.
    - Step 9: Ask groups to identify competing demands in the scenario.
    - Step 10: Ask groups to agree on a priority order and explain how they would manage the conflict.

[20-Minute Break]

III. Production (30–40 mins)

- **Priority Decision Meeting**
    - Step 1: Tell students they will simulate a short operations decision meeting.
    - Step 2: Put students in groups of three and assign roles: Operations Lead, Logistics Coordinator, Quality or Compliance Representative.
    - Step 3: Ask groups to review one scenario and identify urgent and important tasks.
    - Step 4: Ask groups to agree on a final priority order and prepare justifications for each decision.
    - Step 5: Ask one group member to present the prioritization plan.
    - Step 6: Ask other groups to challenge the plan professionally.
    - Step 7: Ask the presenting group to respond and defend their prioritization choices.

- **Reflection and Adjustment**
    - Step 1: Ask groups to identify one decision they would change after feedback.
    - Step 2: Ask groups to reformulate that decision using clearer cause-and-effect language.

- **Wrap-Up (10–15 mins)**
    - Step 1: Ask students to write one sentence explaining how they decide what to prioritize at work.
    - Step 2: Ask students to share their sentence with a partner and improve clarity.
    - Step 3: Self-reflection using the Can-Do statements:
        - I can identify urgent and important tasks
        - I can explain why some tasks take priority over others
        - I can use expressions like “because,” “due to,” and “as a result” to support reasoning
        - I can discuss how to handle conflicting priorities
        - I can defend my prioritization choices in a discussion

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Optional Independent Practice

- Write a short explanation of a real prioritization decision you made at work, including the reason and the operational consequence.

Notes for the Instructor

- Encourage students to justify decisions, not just state them
- Allow professional disagreement and challenge
- Reinforce cause-and-effect language throughout
- Focus feedback on logic, clarity, and operational reasoning

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 7
- **Topic:** Managing Interruptions and Reprioritizing
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can describe typical workplace interruptions
    - I can explain how I adjust priorities when interrupted
    - I can use modals to suggest possible solutions
    - I can negotiate new deadlines or task assignments
    - I can stay calm and clear when handling unexpected changes

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Materials

- **Handouts / Worksheets:**
    - Interruption Log
    - Reprioritization Matrix
    - Deadline Adjustment Scenarios
    - Solution Options

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession-Specific (Y/N)**
operational disruption	unexpected event affecting workflow	The system outage caused an operational disruption.	Y
priority realignment	reordering tasks after change	Priority realignment was required after the delay.	Y
contingency action	planned response to disruption	The team followed a contingency action.	Y
deadline flexibility	ability to adjust timeframes	Some deliveries allow deadline flexibility.	Y
capacity reallocation	shifting staff or resources	Capacity reallocation reduced backlog.	Y
solution feasibility	practicality of a proposed solution	We assessed solution feasibility quickly.	Y
impact mitigation	reducing negative consequences	Impact mitigation limited delays.	Y
temporary suspension	short-term pause in operations	Loading entered temporary suspension.	Y

Lesson Structure (PPP)

- **Warm-Up: From Priorities to Interruptions (10–15 mins)**
  - Step 1: Ask students to think back to Lesson 2 and write down one task they ranked as high priority.
  - Step 2: Ask students to imagine that a task is interrupted unexpectedly.
  - Step 3: Put students in pairs and ask Student A to explain what the interruption is and why it matters.
  - Step 4: Ask Student B to suggest one immediate response.
  - Step 5: Switch roles and repeat.
  - Step 6: Ask 2–3 students to share which types of interruptions are hardest to manage and why.

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Distribute the Interruption Log.
  - Step 2: Ask students to read the entries and identify what interrupted operations.
  - Step 3: Write the vocabulary items on the board and review definitions and example sentences.
  - Step 4: Ask students to match each vocabulary term to one interruption in the log.

- **Reprioritization Framing (15–25 mins)**
  - Step 1: Draw a simple "before / after interruption" task list on the board.
  - Step 2: Ask students to help reorder tasks after an interruption occurs.
  - Step 3: Ask students which tasks must move and which can stay the same.
  - Step 4: Ask students how poor reprioritization could affect safety, quality, or delivery.

II. Practice (30–40 mins)

- **Interruption Analysis**
  - Step 1: Distribute the Reprioritization Matrix.
  - Step 2: Ask students to work individually and place tasks into the matrix after an interruption.
  - Step 3: Put students in pairs and ask them to compare decisions and explain differences.

- **Modal-Based Solution Building**
  - Step 1: Distribute the Solution Option Cards.
  - Step 2: Ask students to choose two possible responses to an interruption.
  - Step 3: Ask students to explain their choices using modals (e.g., *could*, *might*, *should*).
  - Step 4: Ask partners to question solution feasibility or impact.

- **Deadline Adjustment Practice**
  - Step 1: Distribute the Deadline Adjustment Scenarios.
  - Step 2: Ask students to decide whether deadlines should be kept, moved, or renegotiated.
  - Step 3: Ask students to explain their decision and propose an adjustment if needed.

[20-Minute Break]

III. Production (30–40 mins)

- **Interruption Response Briefing**
  - Step 1: Tell students they will simulate a short briefing after an unexpected disruption.
  - Step 2: Put students in groups of three and assign roles: Operations Lead, Team Supervisor, Client or Partner Representative.
  - Step 3: Ask groups to review one disruption scenario and identify key impacts.
  - Step 4: Ask groups to agree on a revised task order and one solution strategy.
  - Step 5: Ask the Operations Lead to present the revised plan.
  - Step 6: Ask the Client or Partner Representative to question deadlines or outcomes.
  - Step 7: Ask the group to respond calmly and adjust the plan if needed.

- **Feedback and Improvement**
  - Step 1: Ask groups to identify one response that worked well and one that could be improved.
  - Step 2: Ask groups to reformulate one explanation to make it clearer or more professional.

- **Wrap-Up (10–15 mins)**
  - Step 1: Ask students to write one sentence describing how they stay calm during interruptions.
  - Step 2: Ask students to share with a partner and refine clarity.
  - Step 3: Self-reflection using the Can-Do statements:
    - I can describe typical workplace interruptions
    - I can explain how I adjust priorities when interrupted
    - I can use modals to suggest possible solutions
    - I can negotiate new deadlines or task assignments
    - I can stay calm and clear when handling unexpected changes

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Optional Independent Practice

- Write a short description of a real interruption you experienced at work and how you handled it.

Notes for the Instructor

- Encourage realistic workplace examples
- Reinforce calm, professional language under pressure
- Push students to justify adjustments clearly
- Focus feedback on clarity, tone, and solution logic

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 8
- **Topic:** Coordinating with Multiple Teams
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can explain team roles and responsibilities
  - I can organize information to share with different groups
  - I can check understanding and confirm agreements
  - I can report progress or issues to multiple stakeholders
  - I can facilitate smooth cross-team collaboration

Materials

- **Handouts / Worksheets:**
  - Cross-Team Operations Case
  - Team Roles and Responsibilities Sheet
  - Stakeholder Information Filter
  - Daily Operations Brief Template

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
role delineation	clear definition of responsibilities	Role delineation prevents task overlap.	Y
stakeholder alignment	shared understanding across teams	Alignment reduced coordination errors.	Y
information filtration	selecting only relevant details	Filtration prevents overload.	Y
coordination dependency	reliance between teams	Dependency delayed dispatch.	Y
progress escalation	reporting issues upward	Escalation was required after the delay.	Y
handover clarity	clear transfer of responsibility	Clarity reduced mistakes.	Y
status visibility	transparency of progress	Visibility improved decision-making.	Y
collaboration breakdown	failure in cross-team coordination	Breakdown caused rework.	Y

Lesson Structure (PPP)

- **Warm-Up: From Interruptions to Coordination (10–15 mins)**
  - Step 1: Ask students to think back to Lesson 3 and write down one interruption that required involving another team.
  - Step 2: Ask students to note which team was involved and what information had to be shared.
  - Step 3: Put students in pairs and ask Student A to explain the situation and the coordination challenge.
  - Step 4: Ask Student B to ask one clarification question to check understanding.
  - Step 5: Switch roles and repeat.
  - Step 6: Ask 2–3 students to share what made coordination effective or ineffective.

I. Presentation (30–40 mins)

- **Roles, Responsibilities, and Information Ownership (15–20 mins)**
  - Step 1: Distribute the Team Roles and Responsibilities Sheet.
  - Step 2: Ask students to identify all teams involved in the Cross-Team Operations Case.
  - Step 3: Ask students to match tasks and responsibilities to the correct team.
  - Step 4: Review answers as a class and clarify overlaps, gaps, or unclear ownership.

- **Coordination Flow and Risk Points (15–20 mins)**
  - Step 1: Draw a simplified cross-team workflow on the board.
  - Step 2: Ask students to identify where handovers occur between teams.
  - Step 3: Ask students where coordination dependencies exist and why they matter.
  - Step 4: Ask students what could happen if information is missing or unclear at each handover.

II. Practice (30–40 mins)

- **Information Filtering and Targeting**
  - Step 1: Distribute the Stakeholder Information Filter.
  - Step 2: Ask students to decide what information each team needs to receive and what details are unnecessary.
  - Step 3: Put students in pairs and compare decisions, focusing on relevance and clarity.

- **Confirmation and Agreement Checks**
  - Step 1: Ask students to practice short update exchanges in pairs using filtered information.
  - Step 2: Ask listeners to confirm understanding or request clarification.
  - Step 3: Ask speakers to reformulate unclear updates.

- **Progress and Issue Reporting**
  - Step 1: Ask students to practice reporting one progress update and one issue from the case.
  - Step 2: Ask partners to identify whether the update is clear, complete, and actionable.

[20-Minute Break]

III. Production – Mini-Project: Daily Operations Brief (30–40 mins)

- **Planning the Brief**
  - Step 1: Distribute the Daily Operations Brief Template.
  - Step 2: Put students in groups of four and assign roles (operations, warehouse, transport, quality).
  - Step 3: Ask groups to analyze the Cross-Team Operations Case and agree on key priorities, risks, and coordination points.

- **Rehearsal and Refinement**
  - Step 1: Ask groups to rehearse the briefing informally within the group.
  - Step 2: Ask group members to give feedback on clarity, structure, and missing information.
  - Step 3: Ask groups to revise their brief based on feedback.

- **Delivery and Stakeholder Challenge**
  - Step 1: Ask one group member to deliver the Daily Operations Brief to the class.
  - Step 2: Ask other groups to act as stakeholders and ask clarification or challenge questions.
  - Step 3: Ask the presenting group to respond and confirm final agreements.

- **Wrap-Up (10–15 mins)**
  - Step 1: Ask students to write one sentence describing what makes cross-team coordination successful.
  - Step 2: Ask students to share with a partner and refine clarity.
  - Step 3: Self-reflection using the Can-Do statements:
  - I can explain team roles and responsibilities
  - I can organize information to share with different groups
  - I can check understanding and confirm agreements
  - I can report progress or issues to multiple stakeholders
  - I can facilitate smooth cross-team collaboration

Optional Independent Practice

- Write a short summary of a real coordination situation at work, including the teams involved, the information shared, and one improvement you would make.

Notes for the Instructor

- Treat this lesson as the capstone for Unit 1
- Allow productive challenge during the mini-project
- Emphasize clarity, relevance, and confirmation
- Use the Daily Operations Brief as formative assessment

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 9
- **Topic:** Setting Expectations and Delegating Tasks
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can set task expectations and delegate responsibilities effectively
    - I can clarify how tasks should be completed and why
    - I can clarify who is responsible for each step and expected outcomes
    - I can check understanding using appropriate follow-up questions
    - I can confirm deadlines and expectations with confidence
    - I can use sequencing and modal verbs to describe procedures

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Materials

- **Handouts / Worksheets:**
    - Delegation Briefs
    - Responsibility Mapping Sheet
    - Understanding Check Prompts
    - Task Delegation Roles

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
task specification	detailed description of required work	The task specification was unclear.	Y
responsibility assignment	formal allocation of ownership	Responsibility assignment prevents confusion.	Y
execution standard	expected level of task completion	The execution standard was agreed in advance.	Y
procedural sequence	ordered steps for completing a task	Follow the procedural sequence carefully.	Y
deadline confirmation	explicit agreement on timeframes	Deadline confirmation avoids misunderstandings.	Y
accountability point	moment where responsibility is checked	Each phase has an accountability point.	Y
modal framing	use of modals to express obligation or possibility	Modal framing softened the instruction.	Y

expectation alignment	shared understanding of outcomes	Alignment reduced follow-up issues.	Y

Lesson Structure (PPP)

- **Warm-Up (10–15 mins)**

From Coordination to Delegation

  - Step 1: Ask students to think back to Unit 1 and write down one situation where coordination failed because expectations were unclear.
  - Step 2: Ask students to identify what was missing (task detail, responsibility, deadline, or confirmation).
  - Step 3: Put students in pairs and ask Student A to explain the situation.
  - Step 4: Ask Student B to ask one follow-up question that *should* have been asked at the start.
  - Step 5: Switch roles and repeat.
  - Step 6: Ask 2–3 students to share what type of clarification prevents most problems.

I. Presentation (30–40 mins)

- **Delegation Language and Structure (15–20 mins)**
  - Step 1: Distribute the Delegation Briefs.
  - Step 2: Ask students to read one brief and underline task details, steps, and deadlines.
  - Step 3: Write the vocabulary items on the board and review definitions and example sentences.
  - Step 4: Ask students which information must be included when delegating a task.

- **Clarifying Responsibility and Outcomes (15–20 mins)**
  - Step 1: Write a sample task on the board.
  - Step 2: Ask students to identify who owns each step and what the expected outcome is.
  - Step 3: Ask students how unclear responsibility affects performance.
  - Step 4: Ask students which modal verbs are appropriate for instructions versus suggestions.

II. Practice (30–40 mins)

- **Responsibility Mapping**
  - Step 1: Distribute the Responsibility Mapping Sheet.
  - Step 2: Ask students to work individually to assign steps, owners, and outcomes for a task.
  - Step 3: Put students in pairs and compare decisions, explaining differences.

- **Understanding Checks and Confirmation**

- Step 1: Distribute the Understanding Check Prompts.
- Step 2: Ask students to practice delegating a task orally using modal framing.
- Step 3: Ask listeners to use follow-up questions to confirm understanding.
- Step 4: Ask speakers to restate expectations based on feedback.

[20-Minute Break]

III. Production (30–40 mins)

- **Task Delegation Conversation**
  - Step 1: Distribute the Task Delegation Role Cards.
  - Step 2: Put students in pairs and assign roles: Supervisor and Team Member.
  - Step 3: Ask the Supervisor to delegate a task clearly, including steps, ownership, and deadlines.
  - Step 4: Ask the Team Member to ask clarification questions and confirm understanding.
  - Step 5: Switch roles and repeat with a new task.

- **Peer Feedback**
  - Step 1: Ask students to give feedback on clarity, tone, and completeness.
  - Step 2: Ask students to repeat one instruction more clearly.

- **Wrap-Up (10–15 mins)**
  - Step 1: Ask students to write one sentence describing what makes delegation effective.
  - Step 2: Ask students to share with a partner and refine clarity.
  - Step 3: Self-reflection using the Can-Do statements:
    - I can set task expectations and delegate responsibilities effectively
    - I can clarify how tasks should be completed and why
    - I can clarify who is responsible for each step and expected outcomes
    - I can check understanding using appropriate follow-up questions
    - I can confirm deadlines and expectations with confidence
    - I can use sequencing and modal verbs to describe procedures

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Optional Independent Practice

- Write a short task delegation message you would give to a team member, including steps, responsibility, and deadline.

Notes for the Instructor

- Push learners to be explicit, not polite-vague
- Reinforce follow-up questions as a leadership skill
- Monitor modal use for tone (instruction vs suggestion)
- Keep tasks realistic and supervisory in scop

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 10
- **Topic:** Monitoring Progress and Giving Feedback
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can evaluate work performance using specific criteria
    - I can give balanced feedback on performance and outcomes
    - I can use polite phrases to give praise or suggest improvements
    - I can express concern without sounding critical
    - I can ask questions to understand staff challenges or concerns
    - I can identify trends in performance over time

Materials

- **Handouts / Worksheets:**
    - Performance Snapshot Reports
    - Evaluation Criteria Matrix
    - Feedback Language Bank
    - Progress Review Timeline
    - Feedback Roles

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
performance indicator	measurable sign of work quality	Accuracy is a key performance indicator.	Y
output consistency	stability of results over time	Output consistency has improved this month.	Y
development gap	area needing improvement	Time management remains a development gap.	Y
behavioral pattern	repeated way of working	A late-start pattern emerged.	Y
constructive framing	improvement-focused wording	Framing reduced defensiveness.	Y
feedback balance	mix of strengths and concerns	Balance increases engagement.	Y
concern signaling	diplomatic expression of issues	Concern signaling kept the tone professional.	Y

trend recognition	identifying change over time	Trend recognition supports fair evaluation.	Y

Lesson Structure (PPP)

- **Warm-Up: Reframing Completion as Performance (10–15 mins)**
  - Step 1: Ask students to recall one task they delegated in Lesson 5 and write down the original expectation, not the outcome. Emphasize that expectations are the reference point for evaluation.
  - Step 2: Ask students to imagine that the same task was completed three times over a one-month period. Explain that supervisors rarely evaluate performance based on a single data point.
  - Step 3: In pairs, have Student A describe what remained consistent and what changed across the three completions, focusing on observable results rather than explanations.
  - Step 4: Have Student B ask clarification questions designed to surface evidence, not intent. Prompt with questions such as:
    - "When did this change first appear?"
    - "What data supports that conclusion?"
  - Step 5: Reverse roles and repeat the process.
  - Step 6: Debrief as a group by eliciting responses to the question:
    - "Why is feedback based on a single incident often perceived as unfair?"

I. Presentation (30–40 mins)

- **Establishing What Counts as Performance Evidence (15–20 mins)**
  - Step 1: Distribute the **Performance Snapshot Report** and instruct students to read it as if they are preparing for a formal review discussion. Clarify that their role is to evaluate performance, not personality.
  - Step 2: Ask students to annotate the text by underlining factual information, circling measurable outcomes, and ignoring any implied judgments.
  - Step 3: Facilitate a brief plenary discussion to elicit what students identified as legitimate performance evidence. Write examples on the board and distinguish clearly between *data* and *interpretation*.
  - Step 4: Introduce the concept of evaluation criteria by explaining that professional feedback relies on predefined standards rather than personal impressions.
  - Step 5: Present the **Evaluation Criteria Matrix** and walk students through its structure. Model one completed row aloud, explicitly linking evidence from the report to a criterion and an evaluative decision.
  - Step 6: Ask students to complete the remaining rows individually, reinforcing the expectation that every judgment must be supported by observable evidence.

- **Differentiating Observation from Judgment (15–20 mins)**
  - Step 1: Present paired statements on the board—one judgmental, one

evidence-based—and ask students to analyze how each would be received in a professional context.
    - Step 2: Lead a short discussion on the risks of judgmental language, particularly in supervisory relationships, and its impact on trust and defensiveness.
    - Step 3: Ask students to reformulate judgmental statements into neutral, evidence-based alternatives. Model the process explicitly, narrating your reasoning as you reformulate one example.
    - Step 4: Conclude the segment by reinforcing that neutral language does not weaken authority; it strengthens credibility and accountability.

II. Practice (30–40 mins)

- **Identifying Performance Trends Over Time (15 mins)**
    - Step 1: Distribute the **Progress Review Timeline** and explain that performance evaluation gains meaning only when viewed longitudinally.
    - Step 2: Ask students to plot the data from the Performance Snapshot Report across the timeline.
    - Step 3: Instruct students to classify the resulting pattern (improving, inconsistent, declining) and prepare to justify their classification using evidence.
    - Step 4: Have students compare interpretations in pairs, challenging each other to defend conclusions with specific data points rather than general impressions.

- **Constructing Balanced Feedback (15 mins)**
    - Step 1: Introduce the **Feedback Language Bank** and explain its purpose: to help supervisors maintain a constructive tone while addressing performance gaps.
    - Step 2: Ask students to draft three components of feedback based on the data:
        - one strength supported by evidence
        - one area for improvement
        - one development-oriented suggestion
    - Step 3: In pairs, have students review each other's feedback, focusing on balance, clarity, and professional tone. Encourage revision where feedback feels vague or overly critical.

- **Diagnosing Underlying Challenges (10 mins)**
    - Step 1: Ask students to write three open-ended questions designed to understand obstacles or constraints affecting performance.
    - Step 2: Role-play brief exchanges in which one student answers defensively or vaguely, requiring the other to refine or deepen their questioning.

[20-Minute Break]

III. Production (30–40 mins)

- **Extended Performance Review Simulation**
  - Step 1: Distribute the **Feedback Role Cards** and frame the task as a structured performance discussion rather than a casual conversation.
  - Step 2: Give students preparation time to organize their feedback using the evaluation matrix, timeline, and drafted feedback statements.
  - Step 3: Instruct supervisors to deliver feedback following a clear progression: evidence → impact → development.
  - Step 4: Have employees respond with questions, explanations, or resistance, reflecting realistic workplace dynamics.
  - Step 5: Require supervisors to acknowledge concerns, maintain composure, and redirect the discussion toward objectives and next steps.
  - Step 6: Pause the interaction briefly to allow reflection, then resume to reinforce adjustment and repair strategies.
  - Step 7: Switch roles and repeat with a new scenario.

- **Wrap-Up (10–15 mins)**
  - Step 1: Ask students to complete the sentence in writing:
    - "Evidence-based feedback improves performance because…"
  - Step 2: Facilitate peer sharing and refinement, encouraging precise language.
  - Step 3: Guide students through self-reflection using the Can-Do statements.

Notes for the Instructor

- Position this lesson as leadership and communication training, not language practice
- Allow time for discomfort and reflection during feedback simulations
- Emphasize evidence, structure, and tone over fluency
- Reinforce that professional feedback is a skill developed through repetition

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 11
- **Topic:** Explaining Safety Procedures and Best Practices
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can explain safety procedures step by step
  - I can justify safety procedures with reference to risks and compliance standards
  - I can adjust my language for someone new or unfamiliar with the task
  - I can check if someone has understood or needs clarification
  - I can use conditionals and passive structures to explain risks

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Materials

- **Handouts / Worksheets:**
  - Safety Procedure Brief
  - Risk–Procedure Mapping Sheet
  - Understanding Check Prompts
  - Safety Briefing Role Cards

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
procedural compliance	adherence to required procedures	Compliance is mandatory during loading.	Y
risk exposure	likelihood of harm or loss	Incorrect stacking increases risk exposure.	Y
mandatory control	required safety action	Helmets are a mandatory control.	Y
operational hazard	source of potential harm	Wet floors are an operational hazard.	Y
incident prevention	actions taken to avoid accidents	Training supports incident prevention.	Y
standard operating condition	approved state for operations	Work begins only under standard conditions.	Y
non-compliance consequence	result of failing to follow rules	Non-compliance leads to suspension.	Y

procedural deviation	departure from approved steps	Deviations must be reported immediately.	Y

Lesson Structure (PPP)

- **Warm-Up (10–15 mins)**

From Feedback to Risk Awareness

  - Step 1: Ask students to recall a situation where feedback was given **after** a mistake occurred. Then ask them to consider how the situation would differ if the mistake involved safety rather than performance.
  - Step 2: Ask students to write down one task in their workplace where mistakes could cause injury, damage, or serious delay.
  - Step 3: In pairs, Student A explains the task and what could go wrong. Student B listens and identifies the risk involved.
  - Step 4: Student B asks clarification questions focused on consequences rather than blame. Write and model examples on the board:
    - "What could happen if this step is skipped?"
    - "Who could be affected if this goes wrong?"
    - "What is the most serious risk here?"
  - Step 5: Switch roles.
  - Step 6: Debrief by asking:
    - "Why does safety communication require more precision than performance feedback?"
      Summarize key ideas on the board (risk, responsibility, compliance).

I. Presentation (30–40 mins)

- **Understanding Safety Procedures as Structured Communication (15–20 mins)**
  - Step 1: Distribute the **Safety Procedure Brief** and instruct students to read it individually. Explain that the purpose is not memorization, but understanding **why** each step exists:
    - **Excerpt from the Safety Procedure Brief:**
      1. Equipment must be inspected before operation.
      2. Protective gear must be worn at all times.
      3. Loads must be secured before movement.
      4. Any irregularity must be reported immediately.
  - Step 2: Ask students to underline each procedural step and circle any language that signals obligation or restriction.
  - Step 3: As a class, elicit the steps in order and write them on the board. Emphasize that safety procedures rely on **sequencing** and **non-negotiable actions**.
  - Step 4: Explain that procedures are written to reduce risk exposure, not to limit autonomy.
  - Step 5: Ask students to identify which risks each step is designed to control.

- **Justifying Procedures Using Risk and Compliance Logic (15–20 mins)**

- Step 1: Distribute the **Risk–Procedure Mapping Sheet** and review its structure.
- Step 2: Model one completed row aloud, for example:
  "Protective gear must be worn → Risk: head or hand injury → Rationale: prevents injury and meets safety regulations."
- Step 3: Ask students to complete the table individually.
- Step 4: Elicit examples and ask:
  "How does explaining the risk change how the instruction is received?"
- Step 5: Highlight the use of passive structures and conditionals in formal safety language. Write examples on the board:
  - "If procedures are not followed, operations may be suspended."
  - "Equipment must be inspected before it is used."

II. Practice (30–40 mins)

- **Adapting Safety Language for New Staff (15–20 mins)**
  - Step 1: Ask students to imagine they are explaining the same procedure to a new employee on their first day.
  - Step 2: Ask students to rewrite one procedural step using clearer, more explicit language:
    - Model an example:
      Original: "Secure the load."
      Adapted: "Before moving the load, make sure it is secured with straps so it cannot shift."
  - Step 3: In pairs, students compare explanations and discuss which version is clearer and why.
  - Step 4: Ask students to identify what information new staff need that experienced staff do not (e.g., reasons, risks, consequences).

Checking Understanding Without Confrontation (15–20 mins)

- Step 1: Distribute the **Understanding Check Prompts** and write examples on the board:
  - "Can you explain the steps back to me before you start?"
  - "What should you do if something looks unsafe?"
  - "At which point would you stop the process?"
- Step 2: Students practice short exchanges where one explains a procedure and the other checks understanding using these prompts.
- Step 3: Ask students to reformulate any questions that sound accusatory. Model:
  - Instead of "Why didn't you follow the rule?" → "What made this step difficult to follow?"

[20-Minute Break]

III. Production (30–40 mins)

Formal Safety Briefing Simulation

- Step 1: Distribute the **Safety Briefing Role Cards** and frame the task as a mandatory safety briefing.
- Step 2: Give students preparation time to organize their explanation using:
  - step-by-step procedure
  - risk justification
  - compliance language
- Step 3: The speaker delivers the safety briefing clearly and formally.
- Step 4: The listener asks clarification questions or raises hypothetical risks. Provide and model examples on the board:
  - “What should I do if the equipment fails during this step?”
  - “What happens if someone skips this part because they are in a hurry?”
  - “If the conditions are not safe, who should be informed?”
- Step 5: The speaker responds using conditionals and passive structures. Model responses:
  - “If the equipment fails, the process must be stopped immediately.”
  - “If this step is skipped, the load may become unstable.”
- Step 6: Pause briefly to allow reflection, then continue the briefing.
- Step 7: Switch roles and repeat with a different scenario.

- **Wrap-Up (10–15 mins)**
  - Step 1: Ask students to write one sentence completing:
    - “Safety procedures must be explained clearly because…”
  - Step 2: Peer share and refinement.
  - Step 3: Self-reflection using the Can-Do statements:
    - I can explain safety procedures step by step
    - I can justify safety procedures with reference to risks and compliance standards
    - I can adjust my language for someone new or unfamiliar with the task
    - I can check if someone has understood or needs clarification
    - I can use conditionals and passive structures to explain risks

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Optional Independent Practice

- Write a short safety instruction for a task in your workplace, including one risk and one compliance consequence.

Notes for the Instructor

- Maintain a formal, authoritative tone
- Reinforce that safety language is non-negotiable
- Push learners to justify instructions, not just state them
- Treat misunderstanding as a system issue, not a personal failure

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 12
- **Topic:** Conducting a Performance Discussion
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can explain strengths and achievements with clear examples
    - I can raise concerns using tactful and supportive language
    - I can co-create a development plan based on feedback
    - I can respond professionally to resistance or questions
    - I can manage emotional responses and guide the conversation back to objectives
    - I can close the discussion by summarizing and motivating

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Materials

- **Handouts / Worksheets:**
    - Performance Profile
    - Feedback Structuring Guide
    - Development Planning Worksheet
    - Performance Discussions

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
achievement articulation	clear explanation of success	Articulation reinforces recognition.	Y
performance concern	area requiring improvement	Accuracy remains a concern.	Y
development objective	goal for skill growth	A training objective was agreed.	Y
collaborative planning	joint creation of next steps	Planning increases commitment.	Y
resistance management	handling pushback professionally	Calm management reduced tension.	Y
emotional regulation	control of reactions	Regulation kept discussion productive.	Y
alignment recap	summary of agreements	Recap clarified expectations.	Y

motivational closure	positive end to discussion	Closure reinforced engagement.	Y

Lesson Structure (PPP)

- **Warm-Up: From Feedback to Formal Discussion (10–15 mins)**
  - Step 1: Ask students to reflect silently on Lessons 5–7 and write down three elements that must be present in a *professional* performance discussion (e.g., evidence, tone, clarity, next steps).
  - Step 2: In pairs, students compare lists and agree on the three most critical elements.
  - Step 3: As a class, elicit responses and write a consolidated list on the board. Summarize by stating:
    - "A performance discussion is not a conversation. It is a structured management process."
  - Step 4: Explain that today's lesson will integrate delegation, feedback, and safety-style clarity into one sustained discussion.

I. Presentation (30–40 mins)

- **Structuring the Performance Discussion (15–20 mins)**
  - Step 1: Distribute the **Feedback Structuring Guide** and ask students to read it carefully.
    - **Structure shown and explained to students:**
      1. Opening and purpose
      2. Strengths and achievements
      3. Performance concerns
      4. Employee response
      5. Development planning
      6. Summary and closure
  - Step 2: Walk through each stage orally, explaining the *managerial purpose* of each section.
  - Step 3: Emphasize that skipping stages leads to confusion, defensiveness, or lack of commitment.
  - Step 4: Ask students to identify which stages feel easiest and which feel most challenging, and why.

- **Using Evidence and Examples Effectively (15–20 mins)**
  - Step 1: Distribute the **Performance Profile**.
    - Excerpt from the Performance Profile:
      - Task completion rate improved by 15%
      - Two late submissions in the past month
      - Positive client feedback on communication
      - Safety procedure followed inconsistently
  - Step 2: Ask students to underline achievements and circle concerns.

- Step 3: Model how to introduce strengths using examples:
  - "One clear strength this quarter was your communication with clients, particularly during delivery delays."
- Step 4: Ask students to draft one achievement statement and one concern statement using evidence.

II. Practice (30–40 mins)

- **Raising Concerns Tactfully (15–20 mins)**
  - Step 1: Ask students to review their concern statements and identify any wording that could sound accusatory.
  - Step 2: Write paired examples on the board:
    - "You don't follow procedures."
    - "There were two instances where procedures were not followed."
  - Step 3: Ask students to reformulate their own statements to match the second model.
  - Step 4: In pairs, students practice delivering concern statements while maintaining a calm, neutral tone.

- **Responding to Resistance and Questions (15–20 mins)**
  - Step 1: Introduce the idea that resistance is a normal part of performance discussions.
  - Step 2: Write example employee responses on the board:
    - "I don't agree with that assessment."
    - "I wasn't given enough support."
    - "That situation was out of my control."
  - Step 3: Model supervisor responses:
    - "I understand your point. Let's look at the data together."
    - "Tell me more about what support was missing."
    - "I'd like to focus on what we can change going forward."
  - Step 4: Students practice short exchanges using these models.

[20-Minute Break]

III. Production – Mini-Project: Performance Assessment Discussion (30–40 mins)

- **Full Performance Discussion Simulation**
  - Step 1: Distribute the **Performance Discussion Role Cards** and explain that this is a *complete* discussion from opening to closure.
  - Step 2: Give students preparation time to organize:
    - evidence
    - strengths
    - concerns
    - development ideas
  - Step 3: The supervisor opens the discussion, clearly stating purpose and structure.

  - Step 4: Strengths and achievements are discussed using examples.
  - Step 5: Concerns are raised tactfully and supported with evidence.
  - Step 6: The employee responds with questions or resistance.
  - Step 7: Supervisor manages emotions, acknowledges responses, and redirects toward objectives.
  - Step 8: Both parties co-create a development plan using the **Development Planning Worksheet**, including:
    - one skill focus
    - one action
    - one timeline
  - Step 9: Supervisor closes the discussion with a summary and motivating statement.
  - Step 10: Switch roles and repeat with a new profile if time allows.

- **Wrap-Up (10–15 mins)**
  - Step 1: Ask students to write one sentence completing:
    - "A successful performance discussion ends with…"
  - Step 2: Peer share and refinement.
  - Step 3: Self-reflection using the Can-Do statements:
    - I can explain strengths and achievements with clear examples
    - I can raise concerns using tactful and supportive language
    - I can co-create a development plan based on feedback
    - I can respond professionally to resistance or questions
    - I can manage emotional responses and guide the conversation back to objectives
    - I can close the discussion by summarizing and motivating

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Optional Independent Practice

- Write a brief outline for a real performance discussion you expect to conduct in the next three months.

Notes for the Instructor

- Treat this lesson as leadership rehearsal, not language practice
- Allow full discussions to unfold without rushing
- Reinforce structure as protection, not restriction
- Emphasize calm authority and clarity

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 13
- **Topic:** Comparing and Planning International Shipments
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can compare international shipping methods and explain pros and cons.
    - I can justify my choice to colleagues or customers.
    - I can prepare a simple international shipment plan and explain it clearly.
    - I can discuss trade-offs between speed, cost, and reliability.

Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Shipping Options Overview
    - Customer Requirement Brief
    - Shipment Planning Record

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession-Specific (Y/N)**
transport modality	the method used to move goods internationally	Air freight is the fastest transport modality for urgent shipments.	Y
transit duration	the total time goods spend in transit	The transit duration is estimated at nine days.	Y
freight capacity	the maximum volume or weight a carrier can transport	Sea freight offers greater freight capacity than air.	Y
routing constraint	a limitation that affects the shipment route	Weather conditions created routing constraints.	Y
service reliability	the consistency of on-time delivery	Service reliability is critical for medical equipment.	Y
cost exposure	the risk of increased or variable shipping costs	Fuel surcharges increase cost exposure.	Y

shipment configuration	the way goods are organized and packed for transport	The shipment configuration affects handling and loading time.	Y
delivery commitment	the agreed delivery terms or timeline	The delivery commitment was confirmed with the customer.	Y

Lesson Structure (PPP)

- **Warm-Up: Activating Decision-Making Language (10–15 mins)**
  - Step 1: On the board, write the heading **"What makes a shipment decision successful?"**
    - Tell students:
      - "Think about your own work or a situation you know."
  - Step 2: Elicit answers and write them on the board as students respond (e.g., on time, low cost, no damage, customer satisfaction).
  - Step 3: Draw an arrow on the board and label it **Domestic** → **International** and ask:
    - "When a shipment becomes international, which of these factors become more complex or risky?"
  - Step 4: Circle or underline answers such as time, risk, coordination, reliability.
  - Step 5: Say clearly:
    - "Today we will practice explaining *why* one international shipping option is chosen over another, using professional language."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10–15 mins)**
  - Step 1: On the board, draw three columns and label them: **Speed | Cost | Reliability**
  - Step 2: Ask students:
    - "What kinds of shipment decisions affect speed?"
    - "What usually affects cost?"
    - "What affects reliability?"
    - Write a few general ideas on the board.
  - Step 3: Give students the **Word Bank – Lesson 9**. Say:
    - "These are the professional terms we will use today to explain shipment decisions clearly."
  - Step 4: Ask students to look at the Word Bank and decide which terms relate most closely to **Speed**, **Cost**, or **Reliability**:
    - Elicit answers and write each term into the correct column on the board.
  - Step 5: Clarify meaning by asking contrast questions, for example:

    - "If transit duration is reduced, what usually happens to cost exposure?"
      Elicit answers and reformulate them using Word Bank language.

- **Grammar / Function Focus: Explaining Trade-Offs Professionally (10–15 mins)**
  - Step 1: On the board, write the heading “Professional Justification”. Under it, write the following sentence frames:
    - “Compared to ___, this option offers ___.”
    - “We selected ___ because ___.”
    - “The main trade-off is between ___ and ___.”
  - Step 2: Model a complete explanation aloud while writing it on the board:
    - “We selected air freight because the transit duration meets the delivery commitment, although cost exposure is higher.”
  - Step 3: Ask students “Why does this explanation sound professional?”, then elicit ideas such as clarity, logic, transparency, and reasoning.

- **Model Dialogue / Video Clip (5–10 mins)**
  - Step 1: Give students a printed version of the dialogue and the **Word Bank**.
  - Step 2: **Model Dialogue:**
    - Logistics Lead:
      “Why wasn’t sea freight selected for this shipment?”
    - Procurement Partner:
      “Although sea freight offers higher freight capacity, the transit duration would exceed the delivery commitment.”
    - Logistics Lead:
      “So what was prioritized instead?”
    - Procurement Partner:
      “Service reliability was prioritized due to the product type.”
  - Step 3: Read once with students following silently, then again with two students reading aloud.

- **Comprehension Questions (5 mins)**
  - Ask orally and write short answers on the board:
    - Which shipping option was rejected?
    - What was the key reason?
    - Which Word Bank terms support the explanation?

II. Practice (30–40 mins)

Controlled Practice Activities (15–20 mins)

  - Step 1: On the board, write two incomplete sentences:
    - “This option improves ___ but increases ___.”
    - “The main limitation is ___.”
  - Step 2: Ask students to complete the sentences individually using terms from the **Word Bank**.
  - Step 3: Elicit responses and write strong examples on the board, correcting inaccurate or

vague language.

- **Pair Work: Role-Play Using Target Language (10–15 mins)**
  - Step 1: Distribute the **Customer Requirement Brief**.
    - Scenario excerpt students see:
      - Delivery required within 9 days
      - Product: fragile electronics
      - Budget sensitivity: medium
      - Priority: reliability over cost
  - Step 2: Assign roles: Logistics Lead and Customer Stakeholder.
  - Step 3: Logistics Lead proposes a shipment option using at least four Word Bank terms.
    - Customer Stakeholder asks one challenge question, such as:
      - "How does this affect cost exposure?"
      - "What happens if transit duration increases?"
  - Step 4: Switch roles and repeat.

- **Monitor & Support with Language Prompts (ongoing)**
  - Prompt students to replace general words ("fast," "cheap," "better") with Word Bank terms.
  - Reformulate unclear explanations aloud for the class.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: International Shipment Decision Meeting**
  - Step 1: On the board, write the heading "Shipment Plan Briefing".
  - Step 2: In groups, students agree on one shipment option and record it on the **Shipment Planning Record**.
  - Step 3: Each group prepares and delivers a 3–4 minute oral briefing explaining:
    - the chosen transport modality
    - the main justification
    - one clear trade-off
    - the delivery commitment

- **Peer Feedback Using Simple Rubrics (5–10 mins)**
  - Step 1: On the board, write three feedback questions:
    1. Was the shipment choice explained clearly?
    2. Were trade-offs justified logically?
    3. Was professional vocabulary used accurately?
  - Step 2: After each briefing, invite 1–2 students to answer one question orally.

- **Error Correction & Discussion (10–15 mins)**

- Step 1: Write 4–5 anonymized sentences heard during Production on the board, including typical issues such as:
  - vague reasoning
  - incorrect collocations
  - missing trade-off language
- Step 2: Ask students to identify what is unclear or incorrect in each sentence.
- Step 3: Elicit improved versions and write them next to the originals, highlighting:
  - clearer justification
  - more precise vocabulary
  - stronger professional tone
- Step 4: Briefly summarize common improvement points for professional shipment explanations.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Point to the Word Bank and ask students to choose **two terms** they feel confident using now. Ask them to explain how they would use each term in a real shipment discussion.
  - Step 2: Revisit each Can-Do objective aloud and ask students to give a quick example for one of them.

- **Self-Reflection: "What did I learn today?"**
  - Step 1: Ask students to answer orally or in writing:
    - "What is one thing you now do differently when explaining a shipment decision?"
    - "Which trade-off is hardest to explain clearly, and why?"
  - Step 2: Invite 2–3 students to share.

Optional Independent Practice

- Write a short professional explanation (5–6 sentences) comparing two international shipping options, clearly explaining one trade-off and using at least four Word Bank terms.

Notes for the Instructor

- Keep the board central to reasoning and reformulation
- Push explanation and justification, not description
- Treat vocabulary as professional terminology, not ESL vocabulary
- Maintain a meeting-room, decision-making tone

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 14
- **Topic:** Coordinating with Global Procurement and Carriers
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can clarify logistics responsibilities with global partners.
    - I can confirm shipment schedules and next steps with carriers.
    - I can negotiate priorities when there are conflicts.
    - I can summarize agreements clearly in spoken or written form.

Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Global Coordination Scenario
    - Responsibility & Timeline Record
    - Agreement Summary Template
- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
responsibility allocation	the assignment of ownership for specific tasks	Responsibility allocation must be clear across teams.	Y
handoff point	the moment when responsibility transfers between parties	Customs clearance is a key handoff point.	Y
operational dependency	a task that cannot proceed without another being completed	Booking depends on document approval.	Y
timeline alignment	agreement on timing between multiple parties	Timeline alignment reduced shipment delays.	Y
capacity limitation	a restriction on available transport space or resources	Carrier capacity limitations affected scheduling.	Y

priority conflict	a situation where urgent tasks compete	A priority conflict delayed confirmation.	Y
commitment confirmation	formal acknowledgment of an agreed action or schedule	Commitment confirmation was sent by the carrier.	Y
agreement recap	a summary of decisions made during coordination	The agreement recap clarified next steps.	Y

Lesson Structure (PPP)

- **Warm-Up: From Shipment Choice to Shipment Coordination (10–15 mins)**
  - Step 1: On the board, write:
    - "What happens after the shipment method is chosen?" Ask students to brainstorm tasks that follow a decision (booking, documentation, scheduling, confirmations). Write responses.
  - Step 2: Circle items that require another team or external partner.
    - Ask: "Which of these tasks fail most often when coordination is unclear?"
  - Step 3: Say clearly: "Today we focus on clarifying responsibilities and confirming next steps so shipments move forward without confusion."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10–15 mins)**
  - Step 1: On the board, write three headings:
    - Who owns it? When does it happen? What does it depend on?
  - Step 2: Ask students to suggest examples from their experience. Write short phrases.
  - Step 3: Give students the **Word Bank – Lesson 10**. Say: "These terms help us describe coordination clearly and professionally."
  - Step 4: Ask students to place Word Bank terms under the three headings verbally. Write them on the board as they respond.
  - Step 5: Clarify meaning through scenario questions, for example:
    - "If customs clearance is delayed, which operational dependency is affected?"
    - Reformulate answers using Word Bank terms.

- **Grammar / Function Focus: Clarifying Responsibility and Sequence (10–15 mins)**
  - Step 1: On the board, write functional frames:
    - "___ is responsible for ___."
    - "Once ___ is completed, ___ will…"
    - "This step depends on ___."
  - Step 2: Model a multi-step explanation aloud while writing it live:

        - "Procurement is responsible for confirming supplier readiness. Once readiness is confirmed, the carrier books capacity. Documentation depends on the final schedule."
    - Step 3: Ask students why this sequencing prevents errors. Elicit clarity, accountability, predictability.

- **Model Dialogue / Video Clip (5–10 mins)**
    - Step 1: Give students a printed version of the dialogue and the **Word Bank**.
        - **Model Dialogue:**
            - Logistics Coordinator:
              "Who is responsible for confirming the vessel schedule?"
            - Carrier Representative:
              "We are responsible for confirmation, but it depends on capacity availability."
            - Logistics Coordinator:
              "Once that's confirmed, what is the next step?"
            - Carrier Representative:
              "We will send a commitment confirmation and notify procurement."

- **Comprehension Questions (5 mins)**
        - Ask orally:
            - What is the handoff point in this dialogue?
            - Which dependency is mentioned?
            - How is responsibility made explicit?

II. Practice (30–40 mins)

- **Controlled Practice Activities (15–20 mins)**
    - Step 1: On the board, write incomplete coordination statements:
        - "___ is responsible for ___."
        - "This step depends on ___."
        - "Once ___ is confirmed, ___ will…"
    - Step 2: Students complete the statements individually using the **Word Bank**.
    - Step 3: Elicit answers and write improved versions on the board, correcting vague ownership or timing.

- **Pair Work: Role-Play Using Target Language (10–15 mins)**
    - Step 1: Distribute the **Global Coordination Scenario**. Scenario excerpt:
        - Supplier ready date uncertain
        - Carrier capacity limited next week
        - Documentation deadline approaching
    - Step 2: Assign roles: Logistics Lead and Global Partner (procurement or carrier).
    - Step 3: Logistics Lead clarifies responsibilities and timelines using at least four Word

Bank terms. Partner raises one priority conflict or constraint.
    - Step 4: Switch roles and repeat.

- **Monitor & Support with Language Prompts (ongoing)**
    - Prompt explicit ownership (“who does what”)
    - Reformulate unclear sequencing aloud for the class

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Coordination Alignment Meeting**
    - Step 1: On the board, write: “Confirm Responsibilities and Next Steps”
    - Step 2: In small groups, students review the scenario and agree on:
        - responsibility allocation
        - key dependencies
        - confirmed next steps
            - They record outcomes on the **Responsibility & Timeline Record**.
    - Step 3: Each group delivers a 3–4 minute coordination update, including:
        - who owns each task
        - handoff points
        - one resolved priority conflict

- **Peer Feedback Using Simple Rubrics (5–10 mins)**
    - Step 1: On the board, write:
        - Were responsibilities clear?
        - Were dependencies explained?
        - Was the agreement summarized effectively?
            - Students give brief oral feedback.

- **Error Correction & Discussion (10–15 mins)**
    - Step 1: Write 4–5 anonymized coordination statements heard during Production.
    - Step 2: Ask students:
        - What is unclear?
        - Who owns this step?
        - What dependency is missing?
    - Step 3: Elicit improved versions and write them next to the originals.
    - Step 4: Summarize key coordination principles verbally; clear ownership, clear sequence, clear confirmation.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**

- Step 1: Ask students to choose two Word Bank terms and explain how they would use them in a real coordination meeting.
- Step 2: Revisit each Can-Do objective and ask for a concrete example from today's lesson.

- **Self-Reflection: "What did I learn today?"**
  - Step 1: Ask students:
    - "Which coordination step is easiest to overlook?"
    - "What language helps prevent misunderstandings?"
  - Step 2: Invite 2–3 students to share.

Optional Independent Practice

- Write a short coordination summary (5–6 sentences) confirming responsibilities, dependencies, and next steps for an international shipment.

Notes for the Instructor

- Treat coordination as risk management
- Insist on explicit ownership language
- Use the board to surface gaps and assumptions
- Maintain a professional, meeting-room tone

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 15
- **Topic:** Working with International Shipping Documents
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can explain the purpose of key shipping documents.
  - I can complete and check simplified international shipping documents.
  - I can identify and correct missing or incorrect details.
  - I can explain document details clearly to a customer or carrier.

Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Simplified Bill of Lading (BL)
  - Simplified Commercial Invoice
  - Simplified Packing List
  - Document Check Log

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
bill of lading	a transport document issued by the carrier	The bill of lading was issued after loading.	Y
commercial invoice	a document detailing the value and sale of goods	Customs requested the commercial invoice.	Y
packing list	an itemized list of shipment contents	The packing list shows carton quantities.	Y
consignee	the party receiving the shipment	The consignee address was incorrect.	Y
shipper	the party sending the goods	The shipper must sign the documents.	Y
declared value	the stated value of goods for customs purposes	Declared value affects import duties.	Y
gross weight	total weight including packaging	Gross weight must match the packing list.	Y

document discrepancy	an error or mismatch between shipping documents	A document discrepancy caused a delay.	Y

Lesson Structure (PPP)

- **Warm-Up: From Coordination to Documentation (10–15 mins)**
  - Step 1: On the board, write: "What documents move a shipment forward?"
    - Ask students to brainstorm any shipping documents they know. Write responses without correction.
  - Step 2: Circle documents that are required before customs clearance.
    - Ask students "What happens if these documents are incorrect or incomplete?"
  - Step 3: Summarize verbally: "Today we focus on understanding, completing, and checking documents that control international shipments."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10–15 mins)**
  - Step 1: On the board, draw three columns and label them: Document | Purpose | Key Information
  - Step 2: Give students the **Word Bank – Lesson 11**.
  - Step 3: Ask students to match Word Bank terms to the "Document" column verbally. Write them on the board.
  - Step 4: Elicit the purpose of each document and write short phrases in the second column. Example: Bill of lading → proof of shipment / transport contract
  - Step 5: Ask students which document would be used to check value, quantity, or recipient. Add notes in the third column.

- **Grammar / Function Focus: Explaining and Checking Information (10–15 mins)**
  - Step 1: On the board, write explanation frames:
    1. "This document shows ___."
    2. "The purpose of this document is to ___."
    3. "There is an issue with ___ because ___."
  - Step 2: Model an explanation aloud while writing it: "The commercial invoice shows the declared value, which customs uses to calculate duties."
  - Step 3: Ask students why this explanation would be useful for a customer or carrier. Elicit clarity and transparency.

- **Model Dialogue / Video Clip (5–10 mins)**
  - Step 1: Give students the printed dialogue and the **Word Bank**:
    - **Model Dialogue:**
      - Carrier Agent:
        "There is a document discrepancy on the bill of lading."

- Logistics Coordinator:
  "What information is incorrect?"
- Carrier Agent:
  "The consignee name does not match the commercial invoice."
- Logistics Coordinator:
  "Understood. I will request a corrected document from the shipper."

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - Which document has the error?
    - What is the discrepancy?
    - What action is taken next?

II. Practice (30–40 mins)

- **Controlled Practice Activities (15–20 mins)**
  - Step 1: Distribute the **Simplified Bill of Lading**.
  - Step 2: Ask students to work individually and underline:
    - shipper
    - consignee
    - gross weight
  - Step 3: On the board, write: "What information must always be checked?"
    - Elicit answers and list them.
  - Step 4: Distribute the **Simplified Commercial Invoice** and **Packing List**.
  - Step 5: Ask students to compare documents and identify one mismatch or missing detail.

- **Pair Work: Role-Play Using Target Language (10–15 mins)**
  - Step 1: Assign roles: Logistics Coordinator and Carrier / Customer.
  - Step 2: Logistics Coordinator explains one document and identifies one issue using Word Bank language.
    - Example prompt on board:
      - "There is a discrepancy with ___ because ___."
  - Step 3: Switch roles.

- **Monitor & Support with Language Prompts (ongoing)**
  - Prompt use of document-specific terms
  - Reformulate vague explanations aloud

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Document Review Meeting**

- ○ Step 1: On the board, write: "Document Check and Explanation"
- ○ Step 2: In small groups, students review a set of documents and record issues on the **Document Check Log**.
- ○ Step 3: Groups prepare a 3–4 minute update explaining:
    - ■ which documents were checked
    - ■ what information was confirmed
    - ■ any discrepancies identified

- **Peer Feedback Using Simple Rubrics (5–10 mins)**
    - ○ Step 1: On the board, write:
        - ■ Was the document purpose explained clearly?
        - ■ Were discrepancies identified precisely?
        - ■ Was professional vocabulary used accurately?
            - ○ Students give oral feedback.

- **Error Correction & Discussion (10–15 mins)**
    - ○ Step 1: Write 4–5 anonymized explanation sentences on the board.
    - ○ Step 2: Ask students:
        - ■ What is unclear?
        - ■ Which document term should be used instead?
    - ○ Step 3: Elicit improved versions and highlight precision.
    - ○ Step 4: Summarize key document-checking principles verbally.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
    - ○ Step 1: Ask students to choose two Word Bank terms and explain where they appear on a shipping document.
    - ○ Step 2: Review each Can-Do objective and ask students to give a concrete example from today.

- **Self-Reflection: "What did I learn today?"**
    - ○ Step 1: Ask:
        - ■ "Which document do you feel most confident explaining?"
        - ■ "What detail is easiest to miss when checking documents?"
    - ○ Step 2: Invite 2–3 students to share.

Optional Independent Practice

- Write a short explanation (5–6 sentences) describing the purpose of one shipping document and one common error that can occur.

Notes for the Instructor

- Emphasize documents as risk-control tools
- Push precise terminology over general language
- Use the board to map document relationships
- Maintain a professional, compliance-focused tone

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 16
- **Topic:** Handling International Shipping Problems
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can explain the cause of a shipping problem clearly.
  - I can apologize politely and give reasons for a disruption.
  - I can suggest practical alternatives or next steps.
  - I can negotiate politely with a customer or carrier to agree on a solution.

Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Disruption Scenario Cards
  - Customer / Procurement Update Template
  - Mini-Project Logistics Case File

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
customs hold	a delay caused by customs inspection or review	The shipment is under customs hold.	Y
port congestion	overcrowding that slows port operations	Port congestion delayed unloading.	Y
damaged cargo	goods that arrive in poor condition	Damaged cargo was reported on arrival.	Y
root cause	the main underlying reason for a problem	The root cause was missing documentation.	Y
corrective action	a step taken to resolve an issue	Corrective action was taken immediately.	Y
mitigation option	an alternative to reduce negative impact	Rerouting is a mitigation option.	Y
revised timeline	an updated delivery schedule	A revised timeline was shared with the customer.	Y
service recovery	actions taken to restore customer trust	Service recovery is required after delays.	Y

Lesson Structure (PPP)

- **Warm-Up: Introducing Disruptions as a Professional Reality (10–15 mins)**
  - Step 1: On the board, write the heading: "When shipments do not go as planned…"
    Ask students: "What types of problems can occur even when planning is strong?"
    - Elicit examples (customs delays, port congestion, damage, documentation issues) and list them.
  - Step 2: Circle problems involving **external actors** (customs, ports, carriers).
    Ask: "Which of these problems is hardest to explain to a customer or partner, and why?"
  - Step 3: Conclude verbally: "Today we focus on professional communication during disruptions, not on blame."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10–15 mins)**
  - Step 1: On the board, draw three columns and label them: **Problem | Cause | Response**
  - Step 2: Ask students to suggest words or phrases they already know for each column.
  - Step 3: Give students the **Word Bank – Lesson 12**.
  - Step 4: Ask students to match Word Bank terms orally to the three columns. Write them in place as they respond.
  - Step 5: Clarify meaning with scenario questions, for example: "If a shipment is under customs hold, what corrective action might follow?"

- **Grammar / Function Focus: Explaining Problems and Offering Solutions (10–15 mins)**
  - Step 1: On the board, write functional frames:
    - "The delay was caused by ___."
    - "The root cause appears to be ___."
    - "As a corrective action, we have ___."
    - "We propose ___ as a mitigation option."
  - Step 2: Model a complete explanation aloud while writing it: "The delay was caused by a customs hold. The root cause appears to be missing documentation. As a corrective action, we submitted revised documents and issued a revised timeline."
  - Step 3: Ask students why this explanation helps maintain trust. Elicit clarity, transparency, professionalism.

- **Model Dialogue / Video Clip (5–10 mins)**
  - Step 1: Give students the printed dialogue and the **Word Bank**.
    - **Model Dialogue:**
      - Customer:
        "We were expecting delivery today. What happened?"
      - Logistics Coordinator:
        "I apologize for the delay. The shipment is currently under customs hold due to a documentation issue."

- Customer:
  "When can we expect delivery?"
- Logistics Coordinator:
  "We have taken corrective action and issued a revised timeline. We will update you within 24 hours."

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What is the disruption?
    - How is the cause explained?
    - What solution is proposed?

II. Practice (30–40 mins)

- **Controlled Practice Activities (15–20 mins)**
  - Step 1: On the board, write incomplete sentences:
    - "The issue occurred because ___."
    - "The root cause was ___."
    - "The next step will be ___."
  - Step 2: Students complete the sentences individually using the **Word Bank**.
  - Step 3: Elicit responses and improve phrasing on the board, focusing on neutral, professional tone.

- **Pair Work: Role-Play Using Target Language (10–15 mins)**
  - Step 1: Distribute **Disruption Scenario Cards**.
    - Scenario examples:
      - Customs hold due to missing invoice
      - Port congestion delaying unloading
      - Damaged cargo discovered on arrival
  - Step 2: Assign roles: Logistics Coordinator and Customer or Carrier.
  - Step 3: Coordinator explains the issue, apologizes, and proposes a solution using at least four Word Bank terms.
  - Step 4: Switch roles and repeat.

- **Monitor & Support with Language Prompts (ongoing)**
  - Prompt cause-and-effect clarity
  - Reformulate emotional or vague language into neutral professional phrasing

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Disruption Management Update**

- Step 1: On the board, write the sequence: **Explain → Reassure → Resolve**
- Step 2: In small groups, students prepare a 3–4 minute spoken update explaining:
  - the problem
  - the root cause
  - corrective action
  - revised timeline

- **Peer Feedback Using Simple Rubrics (5–10 mins)**
  - Step 1: On the board, write:
    - Was the explanation clear and calm?
    - Were solutions realistic?
    - Was professional vocabulary used accurately?

- **Error Correction & Discussion (10–15 mins)**
  - Step 1: Write 4–5 anonymized sentences heard during Production.
  - Step 2: Ask students:
    - What sounds unclear or too emotional?
    - How can this be improved?
  - Step 3: Elicit improved versions and highlight effective phrasing.

- **Mini-Project: International Logistics Simulation (40 mins)**
  - **Purpose (Explain to Students)**
    - Step 1: Say clearly: "You will now manage a complete international logistics case, from shipment planning to handling a disruption. This simulates a real coordination meeting."
      - Write on the board: **Plan → Document → Disrupt → Update**
  - **Task Setup**
    - Step 2: Distribute the **Mini-Project Logistics Case File**.
      - Explain that each group must prepare three deliverables:
        - **Shipment Plan**
          - shipping method
          - justification (speed, cost, reliability)
        - **Document Reference**
          - identify one key shipping document
          - explain its purpose
          - mention one possible risk or error
        - **Customer / Procurement Update**
          - explain the disruption
          - give the root cause
          - describe corrective action
          - propose next steps
  - **Preparation Phase**

- Step 3: Groups review their case and divide speaking roles (e.g., logistics lead, customer-facing coordinator).
- Step 4: Teacher circulates and checks:
  - use of vocabulary from Lessons 9–12
  - clarity of explanation
  - logical sequencing

- **Presentations**
  - Step 1: Each group delivers a **3–4 minute oral presentation** covering all three deliverables.
  - Step 2: After each presentation, ask one clarifying question as the “customer” or “partner” to test response handling.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask students to name **one phrase or structure** they would use in a real disruption conversation.
  - Step 2: Review each Can-Do objective and ask for a concrete example from the Mini-Project.

- **Self-Reflection: “What did I learn today?”**
  - Step 1: Ask students:
    1. “What helped keep the conversation professional during a disruption?”
    2. “What language helps maintain trust when problems occur?”
  - Step 2: Invite 2–3 students to share.

Optional Independent Practice

- Write a short professional update (5–6 sentences) explaining a shipping disruption, including cause, corrective action, and next steps.

Notes for the Instructor

- Emphasize calm, factual communication
- Separate explanation from apology
- Reinforce solution-oriented language
- Treat disruptions as leadership moments

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 17
- **Topic:** Describing Inspection Procedures
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can list and describe inspection steps in order
  - I can explain tools or standards used
  - I can describe expected results and tolerances
  - I can use passive voice for processes
  - I can check understanding and clarify points

Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Inspection Procedure Overview
  - Inspection Checklist Extract
  - Procedure Clarification Prompts
- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
inspection sequence	ordered steps in an inspection	The inspection sequence must be followed strictly.	Y
acceptance criteria	conditions required for approval	The item met the acceptance criteria.	Y
tolerance range	acceptable level of variation	Measurements were within tolerance range.	Y
nonconformity	failure to meet requirements	A nonconformity was identified.	Y
calibration status	condition of measuring tools	Calibration status must be verified.	Y
visual verification	inspection by sight	Visual verification revealed damage.	Y
sampling method	approach for selecting items	A random sampling method was applied.	Y
inspection record	documented inspection results	The inspection record was completed.	Y

Lesson Structure (PPP)

- **Warm-Up: From Logistics Flow to Quality Control (10–15 mins)**
  - Step 1: On the board, write the heading: **“What happens before goods are approved for release?”** Ask students to brainstorm actions (checking, measuring, testing, recording). Write responses without correction.
  - Step 2: Ask: “Which of these actions must follow a strict order, and why?” Circle answers related to **order, standards, and accuracy**.
  - Step 3: Say clearly: “Today we focus on explaining inspection procedures clearly and professionally, especially to colleagues, auditors, or supervisors.”

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10–15 mins)**
  - Step 1: On the board, draw three columns and label them: **Step | Tool / Standard | Result**
  - Step 2: Ask students to suggest examples for each column based on experience. Write short phrases.
  - Step 3: Give students the **Word Bank – Lesson 13**.
  - Step 4: Ask students to match Word Bank terms orally to the three columns. Write them in place as they respond.
  - Step 5: Clarify meaning using scenario questions, for example: “If measurements fall outside tolerance range, what does that indicate?”

- **Grammar / Function Focus: Using the Passive Voice for Procedures (10–15 mins)**
  - Step 1: On the board, write two sentences:
    - “The inspector checks the measurements.”
    - “The measurements are checked.”
  - Step 2: Ask students which sentence sounds more formal and procedural, and why.
  - Step 3: Write the structure on the board: **Subject + be + past participle**
  - Step 4: Model a full procedural description aloud while writing it: “First, the calibration status is verified. Next, visual verification is performed. Finally, results are recorded in the inspection record.”

- **Model Dialogue / Video Clip (5–10 mins)**
  - Step 1: Give students a printed version of the dialogue and the **Word Bank**.
    - **Model Dialogue:**
      - QA Supervisor:
        “Can you explain the inspection sequence?”
      - Inspector:
        “First, the equipment is checked for calibration. Then, visual verification is

performed. Measurements are taken and compared against the tolerance range."
- QA Supervisor:
  "How are the results documented?"
- Inspector:
  "They are recorded in the inspection record."

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What is checked first?
    - Which tools or standards are mentioned?
    - How are results documented?

II. Practice (30–40 mins)

- **Controlled Practice Activities (15–20 mins)**
  - Step 1: On the board, write and complete passive sentences:
    - "Calibration status is ___ before inspection."
    - "Measurements are compared against ___."
    - "Any nonconformity is ___."
  - Step 2: Students complete the sentences individually using the **Word Bank**.
  - Step 3: Elicit answers and correct form and word choice on the board.

- **Pair Work: Role-Play Using Target Language (10–15 mins)**
  - Step 1: Distribute the **Inspection Checklist Extract**.
    - **Checklist excerpt students see:**
      1. Verify calibration status
      2. Perform visual verification
      3. Measure dimensions
      4. Record results
  - Step 2: Assign roles: **Inspector** and **Supervisor**.
  - Step 3: Inspector explains the inspection procedure step-by-step using passive voice and at least **four Word Bank terms**. Supervisor asks one clarification question using prompts, such as: "How is nonconformity identified?" and "What happens if results are outside tolerance range?"
  - Step 4: Switch roles.

- **Monitor & Support with Language Prompts (ongoing)**
  - Prompt correct passive structures
  - Reformulate informal language into formal procedural phrasing

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Inspection Procedure Briefing**
  - Step 1: On the board, write: **“Inspection Procedure Briefing”**
  - Step 2: In small groups, students prepare a **3–4 minute spoken briefing** explaining:
    - inspection sequence
    - tools or standards used
    - expected results
    - how findings are recorded

- **Peer Feedback Using Simple Rubrics (5–10 mins)**
  - Step 1: On the board, write:
    - Was the procedure explained clearly and in order?
    - Was passive voice used appropriately?
    - Was professional vocabulary accurate?

- **Error Correction & Discussion (10–15 mins)**
  - Step 1: Write 4–5 anonymized procedural sentences heard during Production.
  - Step 2: Ask students to identify:
    - incorrect verb forms
    - missing steps
    - unclear standards
  - Step 3: Elicit corrected versions and highlight strong examples.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask students to select two Word Bank terms and explain where they appear in a real inspection.
  - Step 2: Review each Can-Do objective and ask for a concrete example from today.
  - Step 3: Ask: “Which inspection step is hardest to explain clearly?” and “Why is passive voice useful in procedures?”
  - Step 4: Invite 2–3 students to share.

Optional Independent Practice

- Write a short inspection procedure (5–6 sentences) describing one quality check, using passive voice and at least four Word Bank terms.

Notes for the Instructor

- Emphasize accuracy and order
- Insist on passive voice for procedures

- Treat inspections as compliance-critical communication
- Maintain a formal, audit-ready tone

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 18
- **Topic:** Identifying Defects and Reporting Issues
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can describe different types of defects accurately
  - I can use precise vocabulary to report problems
  - I can report quality issues using data-supported language
  - I can suggest corrective actions politely
  - I can write clear notes or reports on defects
  - I can escalate recurring problems and recommend immediate actions

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Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Inspection Results Recap
  - Defect Report Extracts
  - Defect Analysis & Action Table
  - Corrective Action Language Prompts

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession-Specific (Y/N)**
surface imperfection	visible flaw affecting appearance	A surface imperfection was identified on the casing.	Y
dimensional deviation	measurement outside specified limits	The component shows dimensional deviation.	Y
functional failure	inability to perform intended function	Testing revealed functional failure.	Y
severity classification	level of impact of a defect	The defect received a high severity classification.	Y
repeat occurrence	issue appearing more than once	This is a repeat occurrence across batches.	Y
containment measure	immediate action to limit impact	A containment measure was implemented.	Y
root analysis	investigation of underlying cause	Root analysis is required to prevent recurrence.	Y

escalation threshold	point requiring higher-level action	The issue exceeded the escalation threshold.	Y

Lesson Structure (PPP)

- **Warm-Up: Inspection Results and Non-Acceptable Findings (10–15 mins)**
  - Step 1: On the board, write the heading: "Inspection Results: Acceptable or Not?"
    - Ask students:
      - "In the last lesson, what happens after an inspection is completed?"
        - Elicit answers such as: results recorded, items approved or rejected, nonconformities identified. Write key phrases on the board.
  - Step 2: Ask students to recall key language from the previous lesson by prompting with questions:
    - "What do we call the conditions a product must meet?"
    - "What term do we use for acceptable variation?"
      - Elicit acceptance criteria and tolerance range and write them on the board.
  - Step 3: Say clearly: "If inspection results fall outside acceptance criteria or tolerance range, we move from inspection to defect reporting." Underline defect reporting on the board.
  - Step 4: Ask "What kind of language do we need when something is not acceptable?"
    - Elicit responses such as precise, neutral, data-based, and professional. Briefly reinforce that this language is essential in QA communication.

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10–15 mins)**
  - Step 1: On the board, draw a four-column framework: **Finding | Description | Impact | Action.** Explain: "This is the thinking structure behind professional defect reporting."
  - Step 2: Give students the **Vocabulary – Lesson 14** handout.
  - Step 3: Introduce each term in contrast, not isolation. Ask: "What is the difference between a surface imperfection and a functional failure?"
  - Step 4: Continue with contrast questions:
    - "Which defect affects appearance but not performance?"
    - "Which defect requires immediate escalation?"
  - Step 5: Summarize verbally: "These terms allow us to describe defects clearly without emotional or vague language."

- **Grammar / Function Focus: Neutral, Data-Supported Defect Reporting (10–15 mins)**
  - Step 1: On the board, write two sentences:
    - "This product is bad."
    - "A dimensional deviation was identified during inspection."
  - Step 2: Ask students: "Which sentence would you include in a QA report, and why?"

- Step 3: Write reporting frames on the board:
  - "___ was identified during inspection."
  - "The defect affects ___."
  - "This issue meets the criteria for ___."
- Step 4: Model a full QA-style sentence aloud while writing it: "A functional failure was identified during testing and meets the escalation threshold."

- **Model Dialogue / Video Clip (5–10 mins)**
  - Step 1: Give students the printed dialogue and the **Vocabulary** handout.
    - **Model Dialogue:**
      - Inspector:
        "A surface imperfection was identified during visual inspection."
      - QA Lead:
        "Does it affect functionality or only appearance?"
      - Inspector:
        "It does not affect function, but it is a repeat occurrence."
      - QA Lead:
        "Then initiate a containment measure and begin root analysis."

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What type of defect is described?
    - How is severity implied?
    - What action is recommended?

II. Practice (30–40 mins)

- **Controlled Practice Activities (15–20 mins)**
  - Step 1: Distribute **Inspection Results Recap**.
  - Step 2: On the board, write: "Rewrite professionally"
  - Step 3: Students rewrite the statements using Vocabulary and reporting frames.
  - Step 4: Elicit responses and reformulate on the board, focusing on clarity and tone.

- **Pair Work: Role-Play Using Target Language (10–15 mins)**
  - Step 1: Distribute **Defect Report Extracts** with vague language.
  - Step 2: Assign roles: Inspector and QA Supervisor.
  - Step 3: Inspector explains the defect precisely using at least four vocabulary items. Supervisor asks follow-up questions such as:
    - "Is this a repeat occurrence?"
    - "Does it meet the escalation threshold?"
  - Step 4: Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Defect Review & Escalation Meeting**
  - Step 1: On the board, write the sequence: **Identify → Classify → Respond → Escalate**
  - Step 2: In small groups, students complete the **Defect Analysis & Action Table**.
  - Step 3: Groups prepare a 3–4 minute spoken report covering:
    - defect type
    - severity classification
    - containment measure
    - recommendation (including escalation if needed)

- **Peer Feedback Using Simple Rubrics (5–10 mins)**
  - Step 1: On the board, write:
    - Was the defect clearly identified?
    - Was severity justified?
    - Was the response appropriate?
      - Students give brief oral feedback.

- **Error Correction & Discussion (10–15 mins)**
  - Step 1: Write 4–5 anonymized defect descriptions heard during Production.
  - Step 2: Ask students to identify:
    - vague wording
    - missing severity indicators
    - unclear escalation logic
  - Step 3: Elicit improved versions and explain *why* they are better.
  - Step 4: Summarize key principles verbally, for example: precision, neutrality, traceability.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask students to choose two vocabulary terms and explain:
    - when they would use them
    - what decision they help support
  - Step 2: Review each Can-Do objective and ask for a concrete example from today.

- **Self-Reflection: "What did I learn today?"**
  - Step 1: Ask:
    - "What makes defect reporting difficult?"
    - "What language helps keep discussions professional?"
  - Step 2: Invite 2–3 students to share.

Optional Independent Practice

- Write a short defect note (5–6 sentences) describing a defect, its severity, and the recommended action, using at least four vocabulary items.

Notes for the Instructor

- Keep linking back to inspection language from Lesson 13
- Emphasize precision over judgment
- Treat defect reporting as risk communication
- Maintain a formal QA tone

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 19
- **Topic:** Communicating Stock and Inventory Data
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can report stock levels using numerical expressions
    - I can explain stock movements and replenishment
    - I can describe discrepancies or shortages
    - I can use charts or tables to support explanations
    - I can communicate inventory status in meetings or reports

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Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Inventory Snapshot Table
    - Stock Movement Log
    - Inventory Status Prompts

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
on-hand quantity	current amount available in stock	The on-hand quantity is 1,250 units.	Y
reorder threshold	stock level triggering replenishment	We reached the reorder threshold.	Y
stock variance	difference between recorded and actual stock	A stock variance was identified.	Y
inbound movement	goods entering inventory	Inbound movement increased this week.	Y
outbound movement	goods leaving inventory	Outbound movement exceeded forecasts.	Y
allocation status	portion of stock already assigned	Allocation status limits availability.	Y
cycle count	partial inventory check	A cycle count was conducted yesterday.	Y
inventory adjustment	correction to stock records	An inventory adjustment was required.	Y

Lesson Structure (PPP)

- **Warm-Up (10–15 mins)**

Defects, Actions, and Stock Impact

  - Step 1: On the board, write the heading: “After a defect is identified, what happens to the stock?” Ask students to recall actions from Lesson 14 (containment, escalation, rejection, rework). Write responses.
  - Step 2: Ask follow-up questions to guide recall:
    - “What happens to defective units in the system?”
    - “Do they remain in stock?”
  - Step 3: Say clearly: “Today we focus on how inventory data changes and how we communicate those changes clearly.”

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10–15 mins)**
  - Step 1: On the board, draw a simple inventory dashboard with headings: **Stock Level | Movement | Status.** Explain verbally: “This is the information managers expect when discussing inventory.”
  - Step 2: Ask students to suggest numbers or terms they already use (units, pallets, quantities). Write examples.
  - Step 3: Give students the **Vocabulary – Lesson 15** handout.
  - Step 4: Introduce vocabulary by placing each term into the dashboard framework. For example:
    1. Ask: “Where would on-hand quantity appear?”
    2. “Which term explains why stock is unavailable even if it exists?”
  - Step 5: Clarify meaning using scenario questions, for example: “If outbound movement is higher than inbound movement, what happens to on-hand quantity?”

- **Grammar / Function Focus: Describing Data, Change, and Discrepancy (10–15 mins)**
  - Step 1: On the board, write two sentences:
    - “We have less stock.”
    - “On-hand quantity decreased due to higher outbound movement.”
  - Step 2: Ask students which sentence is clearer in a meeting and why.
  - Step 3: Write functional frames on the board:
    - “On-hand quantity stands at ___.”
    - “Stock levels increased/decreased due to ___.”
    - “A variance was identified during ___.”
  - Step 4: Model a full inventory update aloud and write it: “On-hand quantity stands at 1,250 units. Outbound movement exceeded inbound movement, and a stock variance was identified during the cycle count.”

- **Model Dialogue / Video Clip (5–10 mins)**
  - Give students the printed dialogue and the **Vocabulary** handout.
    - **Model Dialogue:**
      - Inventory Manager:
        "Can you update us on current stock levels?"
      - Coordinator:
        "On-hand quantity stands at 1,250 units. We reached the reorder threshold yesterday."
      - Inventory Manager:
        "Was there any discrepancy?"
      - Coordinator:
        "Yes, a stock variance was identified during the cycle count, and an inventory adjustment was made."

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What is the current stock level?
    - What triggered replenishment?
    - How was the discrepancy handled?

II. Practice (30–40 mins)

- **Controlled Practice Activities (15–20 mins)**
  - Step 1: Distribute the **Inventory Snapshot Table**.
  - Step 2: On the board, write: "Describe the situation clearly."
  - Step 3: Students write 3–4 sentences describing the inventory status using Vocabulary and functional frames.
  - Step 4: Elicit responses and refine wording on the board, focusing on clarity and precision.

- **Pair Work: Role-Play Using Target Language (10–15 mins)**
  - Step 1: Distribute the **Stock Movement Log**.
  - Step 2: Assign roles: Inventory Coordinator and Operations Manager.
  - Step 3: Coordinator explains:
    - stock level
    - recent movements
    - any variance or adjustment
      - Manager asks clarification questions such as: "Have we reached the reorder threshold?" and "How does allocation status affect availability?"
  - Step 4: Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Inventory Status Briefing**
  - Step 1: On the board, write the structure: **Status → Movement → Risk**
  - Step 2: In small groups, students prepare a **3–4 minute spoken inventory update** based on combined data from the handouts.
  - Step 3: Require inclusion of:
    - current stock level
    - one movement trend
    - one potential risk (shortage or overstock)

- **Peer Feedback Using Simple Rubrics (5–10 mins)**
  - On the board, write:
    - Was the data explained clearly?
    - Were numbers easy to follow?
    - Was the risk communicated effectively?

- **Error Correction & Discussion (10–15 mins)**
  - Step 1: Write 4–5 anonymized inventory statements heard during Production.
  - Step 2: Ask students to identify:
    - unclear references
    - missing numerical detail
    - confusing cause-and-effect
  - Step 3: Elicit improved versions and explain why they are clearer for decision-making.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask students to select two vocabulary terms and explain how they would use them in a real inventory meeting.
  - Step 2: Review each Can-Do objective and ask for one example from today's tasks.

- **Self-Reflection: "What did I learn today?"**
  - Step 1: Ask "What makes inventory data difficult to communicate?" and "What language helps avoid misunderstandings?"
  - Step 2: Invite 2–3 students to share.

Optional Independent Practice

- Write a short inventory update (5–6 sentences) reporting current stock, recent movements, and one potential issue.

Notes for the Instructor

- Emphasize numerical clarity and structure
- Treat inventory updates as decision-critical communication
- Reinforce neutral, data-driven language
- Link inventory data back to QA decisions

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 20
- **Topic:** Writing Short QA Reports
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can organize information logically in a report
  - I can write clear introductions and conclusions
  - I can summarize key findings and recommendations
  - I can use formal language and appropriate tone
  - I can edit and proofread reports for clarity

Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - QA Report Model (Short)
  - QA Report Template
  - Inspection, Defect, and Inventory Summary Sheet
  - Editing & Proofreading Checklist

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
executive summary	brief overview of key points	The executive summary outlines key findings.	Y
inspection outcome	result of a quality inspection	Inspection outcomes were documented.	Y
quality deviation	departure from quality standards	A quality deviation was identified.	Y
inventory status	current condition of stock	Inventory status was reviewed.	Y
corrective recommendation	proposed action to fix an issue	A corrective recommendation was issued.	Y
supporting evidence	data backing a conclusion	Supporting evidence was included.	Y
report conclusion	final summary and next steps	The report conclusion confirms actions.	Y

formal register	professional writing tone	A formal register is required.	Y

Lesson Structure (PPP)

- **Warm-Up: From Operational Updates to Written Reporting (10–15 mins)**
  - Step 1: On the board, write the heading **"When do we write QA reports?".** Ask students to recall situations from previous lessons:
    - after inspections
    - after defect identification
    - after inventory discrepancies
  - Step 2: Ask follow-up questions:
    - "Who reads QA reports?"
    - "What decisions depend on them?"
      - Elicit answers such as managers, auditors, customers, regulators.
  - Step 3: Say clearly "Today we move from spoken updates to a written QA report that combines inspection results, defects, and inventory status."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10–15 mins)**
  - Step 1: On the board, draw a simple report outline **Introduction** → **Findings** → **Evidence** → **Recommendation** → **Conclusion.** Explain "This is the logic of a short professional QA report."
  - Step 2: Give students the **Vocabulary – Lesson 16** handout.
  - Step 3: Introduce each term by placing it into the outline. For example:
    - Ask: "Where would an executive summary appear?"
    - "Which section includes supporting evidence?"
  - Step 4: Clarify distinctions verbally, for example "A corrective recommendation is not the same as describing a defect. One explains what happened; the other explains what should happen next."

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

Formal Report Language and Structure

  - Step 1: On the board, write two versions of a sentence:
    - "We found problems and fixed them."
    - "A quality deviation was identified, and corrective action was implemented."
  - Step 2: Ask students which sentence fits a QA report and why.
  - Step 3: Write reporting frames on the board:
    - "This report summarizes ___."
    - "Inspection outcomes indicate ___."
    - "Based on the findings, it is recommended that ___."
  - Step 4: Model a short introduction aloud and write it "This report summarizes inspection

outcomes, identified quality deviations, and current inventory status."

- **Model Dialogue / Video Clip (5–10 mins)**
  - Step 1: Give students the **QA Report Model (Short)**. Ask them to read silently and underline:
    1. formal phrases
    2. passive structures
    3. recommendation language
  - Step 2: Elicit examples and write selected phrases on the board.

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What is the purpose of the report?
    - What information is included?
    - How does the report end?

II. Practice (30–40 mins)

- **Controlled Practice Activities (15–20 mins)**
  - Step 1: Distribute the **Inspection, Defect, and Inventory Summary Sheet**.
  - Step 2: On the board, write: **"From notes to report language"**
  - Step 3: Students rewrite bullet-point notes into full QA-style sentences using reporting frames and vocabulary.
  - Step 4: Elicit answers and refine wording on the board, focusing on:
    - clarity
    - formal register
    - logical sequencing

- **Pair Work: Role-Play Using Target Language (10–15 mins)**
  - Step 1: Assign roles **QA Analyst** and **Operations Manager**.
  - Step 2: Analyst explains verbally what will appear in the written report:
    - inspection outcomes
    - defects
    - inventory status
      - Manager asks clarification questions such as:
        - "What evidence supports this?"
        - "What action do you recommend?"
  - Step 3: Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Drafting a QA Report**
  - Step 1: On the board, write **"Clear – Complete – Professional"**
  - Step 2: Distribute the **QA Report Template**.
  - Step 3: Individually or in pairs, students draft a **short QA report (150–200 words)** that includes:
    - brief introduction
    - inspection outcomes
    - identified defects
    - inventory status
    - corrective recommendation
    - conclusion

- **Peer Feedback Using Simple Rubrics (5–10 mins)**
  - Step 1: Distribute the **Editing & Proofreading Checklist**.
  - Step 2: Students exchange drafts and check for:
    - clarity of structure
    - formal register
    - completeness of information

- **Error Correction & Discussion (10–15 mins)**
  - Step 1: Write anonymized excerpts from drafts on the board.
  - Step 2: Ask students to identify:
    - unclear phrasing
    - missing links between findings and recommendations
    - informal tone
  - Step 3: Elicit improved versions and explain why they are stronger.

- **Mini-Project: Inventory & QA Summary (40 mins)**
  - **Purpose (Explain to Students)**
    - Step 1: Say clearly "You will now produce a final Inventory & QA Summary. This is the type of report used to inform management decisions."
      - Write on the board **Inspect** → **Identify** → **Assess** → **Recommend**
  - **Task Instructions**
    - Step 2: Students use their drafted report and revise it into a **final Mini-Project submission**. The report must:
      - summarize inspection findings
      - describe defects clearly
      - report inventory status
      - include one corrective recommendation
    - Step 3: Teacher circulates and support students

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask students to identify **one sentence** from their report that best reflects professional QA writing.
  - Step 2: Review each Can-Do objective and ask for an example from their report.

- **Self-Reflection: “What did I learn today?”**
  - Step 1: Ask “What is hardest about writing QA reports?” and “What makes a report useful for decision-makers?”
  - Step 2: Invite 2–3 students to share.

Optional Independent Practice

- Revise your QA report based on feedback and submit a final clean version.

Notes for the Instructor

- Emphasize structure over creativity
- Treat QA reports as operational documents
- Reinforce links between data and recommendations
- Maintain professional, audit-ready tone

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 21
- **Topic:** Responding to Client Complaints Formally
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can acknowledge client concerns politely
    - I can apologize appropriately
    - I can explain steps being taken to resolve issues
    - I can offer alternative solutions or compensation
    - I can close the communication positively

Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Client Complaint Scenarios (Low / Medium / High Impact)
    - Complaint Response Framework
    - Response Evaluation Criteria
- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
acknowledgement	formal recognition of a concern	We acknowledge receipt of your message.	Y
formal apology	professional expression of regret	Please accept our formal apology.	Y
service disruption	interruption to agreed service	The delay resulted from a service disruption.	Y
corrective step	action taken to address an issue	Corrective steps are underway.	Y
alternative arrangement	substitute solution offered	An alternative arrangement is proposed.	Y
goodwill gesture	action to preserve the relationship	A goodwill gesture has been approved.	Y
client assurance	statement restoring confidence	We would like to offer our assurance.	Y

positive closure	constructive ending of communication	We look forward to continued cooperation.	Y

Lesson Structure (PPP)

- **Warm-Up: Complaints as Commercial Communication (10–15 mins)**
  - Step 1: Ask students to recall situations from previous units where communication quality affected outcomes (delays, defects, inventory discrepancies).
  - Step 2: Ask guiding questions:
    - "When a client complains, what are they really worried about?"
    - "Which complaints are small operationally but high-risk commercially?"
  - Step 3: Say "Today's focus is how professional language manages risk, not just how problems are explained."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Present the five-stage structure verbally, "**Acknowledge** → **Apologize** → **Explain** → **Resolve** → **Close".** Ask:
    - "Why does acknowledgement come before explanation?"
    - "What happens if we move too quickly to solutions?"
  - Step 2: Distribute **Vocabulary – Lesson 17**.
  - Step 3: For each term, ask intent-based questions
    1. "What does *formal apology* communicate that *sorry* does not?"
    2. "Why do companies prefer *service disruption* over *mistake*?"

- **Grammar / Function Focus: Managing Responsibility and Tone (15 mins)**
  - Step 1: Present three alternatives orally:
    - "This is our fault."
    - "We made a mistake."
    - "The delay was caused by a service disruption."
    - Ask "Which sentence is safest in a client-facing message?" and "Which sentence keeps the discussion professional?"
  - Step 2: Elicit principles
    - indirectness
    - neutrality
    - focus on action, not blame
  - Step 3: Introduce functional frames
    - "We regret that ___."
    - "The matter has been escalated to ___."
    - "Measures have been implemented to ___."
  - Step 4: Model a complete sentence "We regret that the service disruption affected your delivery schedule. The matter has been escalated to our operations team."

- **Model Text Analysis (10-15 mins)**
  - Step 1: Present the following response for analysis:
    - "Thank you for bringing this matter to our attention.
      Please accept our formal apology for the inconvenience caused by the delay.
      The issue resulted from a service disruption and has been escalated internally.
      Corrective steps are currently being implemented.
      We appreciate your patience and look forward to continued cooperation."
  - Step 2: Ask students to identify:
    - acknowledgement language
    - apology
    - explanation
    - reassurance
    - closure

II. Practice (30–40 mins)

- **Controlled Practice (20 mins)**
  - Step 1: Present weak or risky statements verbally, such as:
    - "Sorry, we were late."
    - "We will try to do better."
  - Step 2: Ask: "How would you reformulate this for a formal client email?"
    - Students propose alternatives orally. Refine responses collaboratively until they reach professional quality.
  - Step 3: Distribute **Complaint Response Framework** and ask students to rewrite two statements individually.

- **Pair Work: Structured Oral Responses (15 mins)**
  - Step 1: Assign each pair a complaint scenario of differing severity.
  - Step 2: One student responds orally as the company representative. The partner challenges with questions such as:
    - "What steps are being taken now?"
    - "How can we be confident this will not recur?"
  - Step 3: Switch roles and repeat.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: High-Impact Complaint Response**
  - Step 1: Present a high-risk complaint involving contractual or reputational impact.
  - Step 2: Before writing, ask students to discuss:
    - the main commercial risk

- the tone required
- statements that should be avoided
- Step 3: Students write a **180–220 word formal response** including:
  - acknowledgement
  - formal apology
  - explanation
  - corrective steps
  - positive closure

- **Peer Feedback (10 mins)**
  - Students exchange drafts and evaluate:
    - tone and professionalism
    - clarity of actions
    - effectiveness of reassurance and closure

- **Error Correction & Discussion (10 mins)**
  - Select representative excerpts and guide students to:
    - identify risk
    - refine tone
    - improve clarity

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask "Which phrase today best balances professionalism and reassurance?"
  - Step 2: Review each Can-Do objective with reference to the written task.

- **Self-Reflection**
  - Step 3: Ask "What kind of language will you avoid in client emails going forward?"

Optional Independent Practice

- Revise today's response for a more senior client or external partner.

Notes for the Instructor

- Maintain professional distance in language
- Push justification of phrasing choices
- Reinforce complaint responses as strategic communication

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 22
- **Topic:** Confirming and Explaining Orders or Changes
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can summarize order details accurately
  - I can explain reasons for changes or delays
  - I can confirm delivery times or specifications
  - I can use clear, formal language suitable for clients
  - I can handle client questions or requests professionally

Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Order Confirmation Email Set
  - Order Change Log
  - Client Clarification Prompts
  - Confirmation Email Writing Template

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession-Specific (Y/N)**
order specification	detailed description of an order	The order specification was updated.	Y
revised delivery date	updated delivery timeline	The revised delivery date is June 18.	Y
amended quantity	changed number of units	The amended quantity was approved.	Y
change request	formal request to modify an order	We received a change request yesterday.	Y
order confirmation	written verification of order details	Please find the order confirmation attached.	Y
processing delay	slowdown during handling	A processing delay occurred.	Y
impact assessment	evaluation of consequences	An impact assessment was completed.	Y

client approval	confirmation from client	Client approval is required before shipment.	Y

Lesson Structure (PPP)

- **Warm-Up: From Complaint Response to Order Accuracy (10–15 mins)**
  - Step 1: Ask students to recall the previous lesson and answer orally "After a complaint is resolved, what usually happens next with the order?" and "Why is confirming details after a problem especially important?"
  - Step 2: Ask "What risks exist if order details are unclear or incorrect?"
  - Step 3: Say clearly "Today we focus on confirming orders and explaining changes in a way that prevents future problems."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Present verbally the three communication goals: **Accuracy – Transparency – Confirmation**
  - Step 2: Distribute **Vocabulary – Lesson 18**.
  - Step 3: For each term, ask targeted questions:
    3. "Which term confirms facts?"
    4. "Which term explains change?"
    5. "Which term requires client action?"
  - Step 4: Provide spoken examples using vocabulary:
    - "The order specification was updated to reflect the amended quantity."
    - "The revised delivery date is subject to client approval."

- **Grammar / Function Focus: Explaining Change Without Creating Conflict (15 mins)**
  - Step 1: Present two explanations orally:
    - "We changed the delivery date."
    - "Due to a processing delay, the delivery date has been revised."
      - Ask "Which explanation sounds more professional?" and "Which one reduces blame?"
  - Step 2: Introduce functional structures:
    - "Due to ___, ___ has been revised."
    - "As requested, we have updated ___."
    - "Please confirm your approval of ___."
  - Step 3: Model a full explanation, "Due to a processing delay, the delivery date has been revised to June 18. Please confirm your approval so we may proceed."

- **Model Text Analysis (10 mins)**
  - Step 1: Distribute **Order Confirmation Email – Amended Order**.
  - Step 2: Ask students to identify and underline:

- confirmed details
- explained changes
- required client action

- Step 3: Discuss “Why is the approval request placed at the end and not the beginning?”

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What exactly changed in the order?
    - What reason is given?
    - What must the client do next?

II. Practice (30–40 mins)

- **Controlled Practice (20 mins)**
  - Step 1: Distribute **Order Change Log**.
  - Step 2: Students work individually to convert log notes into full sentences.
  - Step 3: Elicit student sentences and refine wording collectively.

- **Pair Work: Client Clarification Exchange (15 mins)**
  - Step 4: Distribute **Client Clarification Prompts**.
  - Step 5: Assign roles:
    - Client (asks for clarification)
    - Company Representative (confirms details)
      - Client questions include:
        - “Can you confirm the revised delivery date?”
        - “What impact does this change have on pricing?”
  - Step 6: Switch roles and repeat.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Writing a Confirmation Email**
  - Step 1: Present a scenario involving:
    - order change
    - revised delivery date
    - client concern about impact
  - Step 2: Ask students orally:
    - “What must be confirmed?”
    - “What must be explained?”
    - “What must the client approve?”
  - Step 3: Students write a **180–220 word confirmation email** including:
    - order summary

- explanation of change
- impact assessment
- request for client approval

- **Peer Feedback (10 mins)**
  - Students review using criteria:
    - clarity of confirmation
    - tone and professionalism
    - completeness of information

- **Error Correction & Discussion (10 mins)**
  - Select representative excerpts and ask:
    - “What could be misunderstood here?”
    - “How can this be clearer or safer?”

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask “Which phrase today prevents misunderstanding most effectively?”
  - Step 2: Review Can-Do objectives with reference to written work.

- **Self-Reflection**
  - Step 3: Ask “What makes confirming changes harder than responding to complaints?”

Optional Independent Practice

- Rewrite today’s email for a more complex order involving multiple changes.

Notes for the Instructor

- Emphasize confirmation over explanation
- Insist on clarity and completeness
- Treat order confirmation as risk prevention

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 23
- **Topic:** Negotiating Agreements and Solutions
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can express my position clearly and politely during negotiations
  - I can propose compromises and alternatives effectively
  - I can frame trade-offs and alternatives using neutral, professional language
  - I can respond to objections and counteroffers tactfully
  - I can use persuasive language without sounding aggressive
  - I can formalize negotiated outcomes and confirm alignment

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Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Negotiation Scenario Set
  - Position & Trade-Off Planning Sheet
  - Negotiation Outcome Summary Template

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession-Specific (Y/N)**
counteroffer	alternative proposal in negotiation	We would like to submit a counteroffer.	Y
trade-off	balance between two priorities	This option involves a cost–time trade-off.	Y
mutually acceptable	agreed by all parties	We aim for a mutually acceptable solution.	Y
non-negotiable	cannot be changed	The deadline is non-negotiable.	Y
conditional approval	approval with conditions	Conditional approval was granted.	Y
commercial impact	effect on business results	The change has commercial impact.	Y
revised terms	updated agreement conditions	The revised terms are attached.	Y

final alignment	confirmed agreement	Let's confirm final alignment.	Y

Lesson Structure (PPP)

- **Warm-Up: From Confirmation to Negotiation (10–15 mins)**
  - Step 1: Ask students: "In the previous lesson, when do we ask for client approval?"
  - Step 2: Follow up with "What happens when the client does not agree with the proposal?"
  - Step 3: Ask "Which is harder: confirming details or negotiating changes? Why?"

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Present three negotiation realities verbally:
    - limited flexibility
    - competing priorities
    - relationship management
  - Step 2: Distribute **Vocabulary – Lesson 19**.
  - Step 3: For each term, ask applied questions:
    - "When do we make a counteroffer instead of accepting?"
    - "What makes something non-negotiable?"
    - "Why do we highlight commercial impact?"
  - Step 4: Model short professional statements:
    - "This option involves a cost–time trade-off."
    - "The deadline is non-negotiable due to regulatory requirements."

- **Grammar / Function Focus: Softening Disagreement and Proposing Alternatives (15 mins)**
  - Step 1: Present pairs of statements orally:
    - "We can't do that."
    - "That option may not be feasible, but we can propose an alternative."
      - Ask "Which maintains the relationship?" and "Which invites discussion?"
  - Step 2: Introduce functional frames:
    - "While ___, we can ___."
    - "If ___, then ___."
    - "We could consider ___ provided that ___."
  - Step 3: Model a complete negotiation sentence, for example: "While the original deadline is non-negotiable, we can propose an alternative delivery schedule."

- **Model Dialogue (10 mins)**
  - Step 1: Read aloud the following dialogue:

    - Client: "We need delivery by Friday at no additional cost."

- Company: “We understand the urgency. While Friday delivery is challenging, we can offer an alternative shipment on Monday with priority handling.”
  - Step 2: Ask students:
    - “What is being rejected?”
    - “What is being offered instead?”
    - “Why does this response remain professional?”

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What is the counteroffer?
    - What condition limits flexibility?
    - How is the relationship protected?

II. Practice (30–40 mins)

- **Controlled Practice (20 mins)**
  - Step 1: Distribute **Position & Trade-Off Planning Sheet**.
  - Step 2: Students read short negotiation situations and identify:
    - their position
    - non-negotiables
    - possible trade-offs
  - Step 3: Students write **two alternative proposals** per scenario using target language.
  - Step 4: Elicit responses and refine wording collectively.

- **Pair Work: Structured Negotiation Rounds (15 mins)**
  - Step 5: Assign roles:
    - Company Representative
    - Client / Partner
  - Step 6: Round 1: Client presents demand.
    - Company responds with:
      - acknowledgement
      - limitation
      - counteroffer
  - Step 7: Round 2: Client objects or counters.
    - Company responds using conditional or trade-off language.
  - Step 8: Switch roles with a new scenario.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Multi-Issue Negotiation**
  - Step 1: Present a complex scenario involving:

    - delivery timeline
    - pricing impact
    - service scope
  - Step 2: Students prepare individually:
    - one firm position
    - one flexible position
    - one proposed trade-off
  - Step 3: Students negotiate in pairs for 10–12 minutes.
  - Step 4: Each pair completes a **Negotiation Outcome Summary** including:
    - agreed terms
    - conditions
    - unresolved points

- **Peer Feedback (10 mins)**
  - Students exchange summaries and evaluate:
    - clarity of outcomes
    - professionalism of language
    - balance between firmness and flexibility

- **Error Correction & Discussion (10 mins)**
  - Select negotiation excerpts and ask:
    - "What sounds too aggressive?"
    - "What could be misunderstood?"
    - "How can this be reframed?"

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask "Which phrase today helped you say 'no' professionally?"
  - Step 2: Review each Can-Do objective with examples from negotiations.

- **Self-Reflection**
  - Step 3: Ask "What negotiation language feels most natural to you now?"

Optional Independent Practice
- Rewrite your negotiation outcome as a short confirmation email.

Notes for the Instructor
- Insist on justification, not agreement
- Push conditional and trade-off language
- Reinforce negotiation as collaborative problem-solving

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 24
- **Topic:** Writing a Follow-Up Summary or Action Plan
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can summarize meeting or communication outcomes
    - I can list agreed actions and deadlines clearly
    - I can use formal, polite language for clients and partners
    - I can encourage cooperation and confirm next steps
    - I can proofread and edit emails for clarity and tone

Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Follow-Up Email Structure Guide
    - Action Plan Table
    - Email Review Checklist
    - Client Email Chain Scenario File

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
follow-up	continued communication after an exchange	This email is a follow-up to our discussion.	Y
agreed action	confirmed next step	The agreed action is outlined below.	Y
responsible party	person or team in charge	The responsible party is the logistics team.	Y
target date	planned completion date	The target date is May 12.	Y
outstanding item	unresolved issue	One outstanding item remains.	Y
confirmation of understanding	check of alignment	Please confirm your understanding.	Y
next steps	upcoming actions	The next steps are listed below.	Y

formal closing	professional ending	We appreciate your continued cooperation.	Y

Lesson Structure (PPP)

- **Warm-Up: From Negotiation to Documentation (10–15 mins)**
  - Step 1: Ask students "In the previous lesson, what happens after a negotiation ends?"
  - Step 2: Ask "What risks exist if agreements are not clearly documented in writing?"
    - Elicit: misunderstandings, disputes, delays, loss of trust.
  - Step 3: State "Today we focus on writing follow-up emails that lock in agreements and guide next actions."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Present verbally the three purposes of a follow-up email:
    1. record decisions
    2. assign responsibility
    3. confirm deadlines
  - Step 2: Distribute **Vocabulary – Lesson 20**.
  - Step 3: Ask applied questions:
    - "Which term assigns responsibility?"
    - "Which term signals unresolved work?"
    - "Which term asks the client to respond?"
  - Step 4: Model sentences:
    - "The agreed action is to dispatch replacement units by May 12."
    - "Please confirm your understanding of the next steps."

- **Grammar / Function Focus (15 mins)**
  - Step 1: Present two summaries orally:
    - "We talked about delivery and agreed on some things."
    - "We agreed to revise the delivery schedule and dispatch replacement units by May 12."
      - Ask:
        - "Which summary is clear and actionable?"
        - "Which one creates risk?"
  - Step 2: Present functional structures:
    - "As discussed, ___."
    - "The agreed actions are as follows:"
    - "Please confirm your understanding of ___."
  - Step 3: Model a structured paragraph aloud.

- **Model Text Analysis (10 mins)**

- Step 1: Distribute a **sample follow-up email**.
- Step 2: Ask students to underline:
  - summary of discussion
  - actions
  - deadlines
  - confirmation request

- **Comprehension Questions (5 mins)**
  - Ask:
    - What decisions were confirmed?
    - Who is responsible?
    - What is the client asked to do?

II. Practice (30–40 mins)

- **Controlled Practice (20 mins)**
  - Step 1: Distribute **Action Plan Table**.
  - Step 2: Students convert notes into full sentences.
  - Step 3: Elicit and refine student responses.

- **Pair Work: Clarification and Confirmation (15 mins)**
  - Step 1: One student reads a short follow-up paragraph aloud.
  - Step 2: The partner asks clarification questions:
    - "Who is responsible for this?"
    - "Is the deadline clear?"
  - Step 6: Students revise based on feedback.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Writing a Standalone Follow-Up Email**
  - Step 1: Present a short scenario involving:
    - a completed negotiation
    - agreed changes
    - pending actions
  - Step 2: Ask students:
    1. "What must be summarized?"
    2. "What actions must be listed?"
    3. "What confirmation is required?"
  - Step 3: Students write a **standalone follow-up email** (150–180 words) that:
    - summarizes outcomes
    - lists actions and deadlines

        - assigns responsibility
        - requests confirmation

- **Peer Feedback (10 mins)**
    - Students review emails using the **Email Review Checklist**.

- **Error Correction & Discussion (10 mins)**
    - Select representative excerpts and refine them collaboratively.

- **Mini-Project: Client Email Chain Simulation (30–40 mins)**
    - Step 1: Distribute the **Client Email Chain Scenario File**, including:
        - initial client complaint
        - internal resolution decision
        - negotiated changes
    - Step 2: Explain that students will complete a **three-email sequence**:
        - Complaint response
        - Confirmation of changes
        - Final follow-up summary
    - Step 3: Review expectations:
        - consistent tone across emails
        - accurate information flow
        - professional escalation and closure
    - Step 4: Students draft the **final follow-up email** (180–220 words) that:
        - summarizes the entire exchange
        - lists final actions and deadlines
        - assigns responsibility
        - confirms alignment

- **Mini-Project Sharing**
    - Students exchange email chains and review:
        - coherence across messages
        - clarity of responsibilities
        - tone consistency

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
    - Step 1: Ask “Which phrase today best ensures alignment with a client?”
    - Step 2: Review Can-Do objectives with reference to student work.

- **Self-Reflection**
    - Ask “How does a follow-up email protect both the company and the client?” Invite brief responses.

Optional Independent Practice

- Revise the **final follow-up email** from today's lesson to meet a higher professional standard by completing the following:
    - Increase clarity by breaking long sentences into shorter, more direct statements.
    - Strengthen responsibility assignment by clearly naming the responsible party for each action.
    - Add one sentence that reinforces cooperation or partnership (e.g., appreciation, reassurance, or availability for follow-up).

Notes for the Instructor

- Emphasize that follow-up emails function as **operational records**, not informal messages.
- Push students to avoid vague language such as *"we discussed"* or *"some changes"* and replace it with concrete actions and deadlines.
- Encourage consistent terminology across the entire email chain to prevent misunderstandings.
- During error correction, focus on:
    - unclear responsibility assignment
    - missing deadlines
    - tone that is either too informal or overly defensive

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 25
- **Topic:** Reporting Logistics Performance and Exceptions
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can define key KPIs and explain their significance
  - I can describe trends and unusual performance results
  - I can explain causes and effects using linking words
  - I can present clear updates on progress and exceptions
  - I can use formal language suitable for reports and meetings

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Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Sample Logistics KPI Snapshot
  - Performance Trend Analysis Table
  - Exception Reporting Prompts

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
key performance indicator (KPI)	measurable value showing performance	On-time delivery is a key performance indicator.	Y
on-time delivery rate	percentage delivered as scheduled	The on-time delivery rate improved this week.	Y
exception	result outside the expected range	There was an exception on Route C.	Y
performance trend	pattern of results over time	The performance trend remained stable.	Y
variance	difference from expected result	There was a variance in processing time.	Y
root cause	underlying reason for an issue	The root cause was staff shortage.	Y
operational outcome	result of operational activity	The operational outcome met expectations.	Y
reporting period	time covered by a report	This reporting period covers one week.	Y

Lesson Structure (PPP)

- **Warm-Up: From Client Communication to Performance Reporting (10–15 mins)**
    - Step 1: Ask students to recall the previous unit and respond orally:
        - "What do managers usually review after client communication and order confirmation are completed?"
        - Elicit responses such as performance results, delivery data, KPIs, and internal reports.
    - Step 2: Ask follow-up questions:
        - "Why is internal performance reporting just as important as external communication?"
        - "What risks exist if performance problems are not reported clearly?"
        - Elicit ideas such as poor decision-making, repeated delays, and lack of accountability.
    - Step 3: Say clearly "Today we focus on explaining logistics performance clearly, including when results are not as expected."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
    - Step 1: Ask students "When management asks for a performance update, what information do they expect?"
    - Step 2: Give students **Vocabulary – Lesson 21**.
    - Step 3: For each term, ask applied questions:
        - "Which KPI would senior management focus on first?"
        - "Why do we report exceptions separately from overall results?"
    - Step 4: Model spoken examples:
        - "The on-time delivery rate reached 96 percent during this reporting period."
        - "There was a variance in processing time due to staffing shortages."

- **Grammar / Function Focus (15 mins)**
    - Step 1: Present two statements orally:
        - "Delivery was late."
        - "Delivery was late due to a staffing shortage."
            - Ask students:
                - "Which statement is more useful in a report?"
                - "Which one helps management understand what to fix?"
    - Step 2: Introduce linking structures for cause and effect:
        1. "due to ___"
        2. "as a result of ___"
        3. "which led to ___"
    - Step 3: Model a complete explanation, for example, "There was a variance in processing

time due to equipment maintenance, which led to delayed dispatch on Tuesday."

- **Model Text Analysis (10 mins)**
  - Step 1: Distribute **Sample Logistics KPI Snapshot**.
  - Step 2: Ask students to underline:
    - KPIs
    - trends
    - exceptions
  - Step 3: Ask "Why are exceptions highlighted instead of hidden inside averages?"

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - Which KPI improved this week?
    - Which KPI declined?
    - What was the reported root cause?

II. Practice (30–40 mins)

- **Controlled Practice: Interpreting KPI Data (15 mins)**
  - Step 1: Distribute the **Performance Trend Analysis Table** showing three KPIs across two reporting periods.
  - Step 2: Tell students "You will convert data into professional report sentences. Each sentence must include the KPI name, the trend, and the reporting period."
  - Step 3: Model one example orally, "Order accuracy increased from 97 percent to 99 percent during this reporting period."
  - Step 4: Students write one sentence per KPI individually.
  - Step 5: Elicit responses and refine wording for precision and tone.

- **Explaining Exceptions with Cause and Effect (10–15 mins)**
  - Step 1: Distribute **Exception Reporting Prompts** describing operational issues (e.g., late dispatch, backlog, system downtime).
  - Step 2: Tell students "Your explanation must answer three questions: What happened? Why did it happen? What was the outcome?"
  - Step 3: Model an example orally, "There was a variance in processing time due to system maintenance, which led to delayed dispatch on Wednesday."
  - Step 4: Students prepare one explanation in writing.
  - Step 5: Elicit explanations orally and check clarity and formality.

- **Pair Work: Clarifying Performance Updates (10 mins)**
  - Step 1: Put students in pairs.
  - Step 2: Student A reads one KPI sentence and one exception explanation aloud. Student B asks clarification questions such as:
    - "What caused this variance?"

        - "Did this affect customer deliveries?"
        - "Was this a one-time issue or a trend?"
    - Step 3: Student A answers using complete sentences and linking language.
    - Step 4: Switch roles and repeat.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Weekly Performance Update Briefing**
    - Step 1: Present the scenario, "You are reporting weekly logistics performance to an operations manager."
    - Step 2: Tell students their update must include four elements:
        1. Overview of the reporting period
        2. One positive performance trend
        3. One exception or issue
        4. One explanation of cause and operational impact
    - Step 3: Ask preparation questions:
        - "Which KPI shows improvement?"
        - "Which KPI shows a problem?"
        - "What caused the issue?"
        - "What was the impact?"
    - Step 4: Students prepare brief notes individually using the KPI Snapshot and earlier work.

- **Delivery and Question Handling (15 mins)**
    - Step 1: Students deliver a **2–3 minute spoken update** in small groups.
    - Step 2: Listeners prepare and ask **one clarification question** per speaker, such as:
        - "What was the root cause?"
        - "Is corrective action required?"
    - Step 3: Speakers respond using KPI vocabulary and cause–effect language.

- **Error Correction & Discussion (10 mins)**
    - Step 1: Identify common issues heard, such as vague trends or missing causes.
    - Step 2: Reformulate selected student sentences together, focusing on clarity and precision.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
    - Step 1: Ask "Which KPI is hardest to explain clearly, and why?"
    - Step 2: Review each Can-Do objective using examples from student briefings.

- **Self-Reflection**

- Ask "What makes a performance update useful instead of just informative?", and invite brief responses.

Optional Independent Practice

- Write a short paragraph summarizing one KPI trend and one exception from today's data using formal report language.

Notes for the Instructor

- Emphasize explanation over listing numbers
- Push students to explain causes and impacts
- Reinforce consistent terminology and formal tone

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 26
- **Topic:** Describing Delays and Task Completion
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can report whether tasks were completed on time or delayed
  - I can explain reasons for delays with supporting details
  - I can describe the impact of delays on overall schedules
  - I can use passive voice and logical connectors for clarity
  - I can communicate status updates clearly to stakeholders

Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Weekly Task Status Sheet
  - Delay Cause Cards
  - Status Update Framework

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession-Specific (Y/N)**
task completion	finishing assigned work	Task completion was delayed.	Y
on schedule	finished as planned	The task was completed on schedule.	Y
behind schedule	later than planned	The shipment is behind schedule.	Y
delay	reason for delay	The delay was caused by equipment failure.	Y
revised timeline	updated schedule	A revised timeline has been issued.	Y
operational impact	effect on operations	The delay had limited operational impact.	Y
dependency	task relying on another	This task depends on supplier approval.	Y

status update	report on progress	Please provide a status update.	Y

Lesson Structure (PPP)

- **Warm-Up: From Performance Results to Task Status (10–15 mins)**
  - Step 1: Ask students to recall Lesson 21 and respond orally:
    - "When a KPI shows a problem, what is the next question management asks?"
  - Step 2: Ask "Is a delay always a serious problem? Why or why not?" Elicit ideas such as buffer time, low impact vs. high impact.
  - Step 3: Say clearly, "Today we focus on reporting task completion and delays clearly, including reasons and impact."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Ask students "What information must a good status update always include?" Elicit: task name, status, timing, reason, impact.
  - Step 2: Distribute **Vocabulary – Lesson 22**.
  - Step 3: Ask applied questions:
    - "Which term indicates no problem?"
    - "Which term signals risk?"
    - "Which term explains why one task affects another?"
  - Step 4: Model spoken examples:
    - "The task was completed on schedule."
    - "The shipment is behind schedule due to a supplier delay."

- **Grammar / Function Focus: Using Passive Voice for Neutral Reporting (15 mins)**
  - Step 1: Present two versions orally:
    - "We delayed the task."
    - "The task was delayed."
      - Ask:
        - "Which sounds more neutral?"
        - "Which is more appropriate for reporting to stakeholders?"
  - Step 2: Introduce passive structures:
    - "was completed"
    - "was delayed"
    - "has been rescheduled"
  - Step 3: Model a full sentence, for example, "The inspection was delayed due to equipment maintenance, which affected the delivery timeline."

- **Model Text Analysis (10 mins)**
  - Step 1: Distribute a **sample written status update**.

- Step 2: Ask students to underline:
    1. task status
    2. timing reference
    3. cause
    4. impact
- Step 3: Ask “Why is the impact mentioned even if it is small?”

- **Comprehension Questions (5 mins)**
    - Ask orally:
        - Was the task completed on time?
        - What caused the delay?
        - What was the impact on the overall schedule?

II. Practice (30–40 mins)

- **Controlled Practice: Reporting Task Status (15 mins)**
    - Step 1: Distribute the **Weekly Task Status Sheet**.
    - Step 2: Tell students “You will convert task data into clear status update sentences.”
    - Step 3: Model one example orally:
        - “Task A was completed on schedule. Task B is behind schedule due to supplier delays.”
    - Step 4: Students write one sentence per task.
    - Step 5: Elicit responses and refine for clarity and neutrality.

- **Explaining Delays with Supporting Details (10–15 mins)**
    - Step 1: Distribute **Delay Cause** handout.
    - Step 2: Students select one card from the handout and explain:
        - what was delayed
        - why
        - how it affected other tasks
    - Step 3: Model an example orally:
        - “The dispatch was delayed due to system downtime, which affected order processing.”
    - Step 4: Students prepare and deliver explanations.

- **Pair Work: Status Update Q&A (10 mins)**
    - Step 1: Put students in pairs.
    - Step 2: Student A gives a short status update. Student B asks clarification questions such as:
        - “What caused the delay?”
        - “Does this affect the final delivery date?”
        - “Is a revised timeline available?”
    - Step 3: Switch roles and repeat.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Stakeholder Status Briefing**
  - Step 1: Present the scenario "You are updating stakeholders on task completion and delays during a weekly meeting."
  - Step 2: Students prepare a **2–3 minute spoken update** including:
    - completed tasks
    - delayed tasks
    - reasons
    - impact on schedule
  - Step 3: Provide this example opening, "This week, most tasks were completed on schedule. However, there were two delays affecting the delivery timeline."

- **Follow-Up Questions and Responses (10–15 mins)**
  - Step 1: Listeners ask questions such as:
    - "What dependencies caused this delay?"
    - "Is corrective action in place?"
  - Step 2: Speakers respond using neutral, professional language.

- **Error Correction & Discussion (10 mins)**
  - Step 1: Identify common issues such as:
    - active voice assigning blame
    - missing impact explanations
  - Step 2: Reformulate responses together.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask "Which phrase today helped you explain delays most clearly?"
  - Step 2: Review Can-Do objectives using student examples.

- **Self-Reflection**
  - Ask "What makes a delay explanation acceptable to stakeholders?" Invite brief responses.

Optional Independent Practice

- Write a short written status update for one delayed task, including cause and impact.

Notes for the Instructor

- Emphasize neutral reporting tone
- Push explanation of impact, not excuses
- Reinforce passive voice and connectors

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 27
- **Topic:** Communicating Recommendations and Project Adjustments
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can justify changes to timelines, resources, or procedures using operational data
  - I can justify recommendations clearly with supporting reasons
  - I can explain changes to schedules or processes politely
  - I can use project management vocabulary to discuss plans
  - I can communicate project risks and propose mitigation strategies

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Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Performance Issue Briefs
  - Recommendation Planning Grid
  - Stakeholder Question Cards

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
proposed course of action	a formally suggested plan	The proposed course of action addresses staffing gaps.	Y
operational adjustment	a planned change to operations	An operational adjustment is required this quarter.	Y
capacity allocation	assignment of available capacity	Capacity allocation must be reviewed.	Y
risk exposure level	degree of operational risk	The risk exposure level has increased.	Y
risk reduction plan	structured plan to lower risk	A risk reduction plan was approved.	Y
timeline restructuring	reorganization of task timing	Timeline restructuring is necessary.	Y
execution constraint	limitation affecting implementation	Budget limits are execution constraints.	Y
rationale	formal explanation for a decision	The rationale is based on performance data.	Y

Lesson Structure (PPP)

- **Warm-Up: From Reporting Problems to Proposing Solutions (10–15 mins)**
  - Step 1: Ask students to recall Lessons 21–22 and answer orally:
    - "When performance problems or delays are identified, what does management expect next?"
    - Elicit responses such as recommendations, corrective actions, adjustments.
  - Step 2: Ask follow-up questions to activate recall and application:
    - "Why is it not enough to only explain what went wrong?"
    - "What happens if recommendations are weak or unclear?"
  - Step 3: Say clearly "Today we focus on proposing changes professionally and justifying them using operational reasoning and data."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Ask students "What makes a recommendation acceptable to management stakeholders?" Elicit ideas such as data-based reasoning, feasibility, risk reduction.
  - Step 2: Give students **Vocabulary – Lesson 23**.
  - Step 3: For each term, ask applied questions:
    - "Which term relates directly to risk?"
    - "Which term focuses on planning rather than reporting?"
    - "Which term explains limits on what can be changed?"
  - Step 4: Model spoken examples clearly:
    - "Our recommendation is to adjust resource allocation to reduce risk exposure."
    - "A mitigation strategy is required due to operational constraints."

- **Grammar / Function Focus: Justifying Recommendations Clearly and Politely (15 mins)**
  - Step 1: Say two versions aloud:
    - "We should change the schedule."
    - "We recommend revising the schedule due to recurring delays."
      - Ask students:
        - "Which sounds more professional?"
        - "Which provides justification?"
  - Step 2: Present and drill sentence frames:
    - "We recommend ___ due to ___."
    - "Based on the data, an adjustment to ___ is required."
    - "To reduce risk exposure, we propose ___."
  - Step 3: Ask students to complete the frames orally with their own ideas.

- **Model Text Analysis (10 mins)**
  - Step 1: Distribute a **short written recommendation paragraph**.

- Step 2: Ask students to underline:
  - the recommendation
  - the justification
  - the risk or impact
- Step 3: Ask comprehension questions:
  - “What change is being proposed?”
  - “What data supports this recommendation?”
  - “What risk is being addressed?”

II. Practice (30–40 mins)

- **Controlled Practice: Writing Justified Recommendations (15 mins)**
  - Step 1: Distribute **Performance Issue Briefs**.
  - Step 2: Tell students “You will write one professional recommendation for each issue using the sentence frames.”
  - Step 3: Model one example orally, “Due to repeated processing delays, we recommend revising the workflow to improve efficiency.”
  - Step 4: Students write recommendations individually.
  - Step 5: Elicit responses and refine wording together, focusing on justification and tone.

- **Guided Recall and Reformulation (10–15 mins)**
  - Step 1: Read short problem statements aloud from the briefs.
  - Step 2: Students respond orally using a **different sentence frame each time**, for example:
    - “We recommend ___ due to ___.”
    - “To mitigate risk, we propose ___.”
    - “Based on performance data, an adjustment to ___ is required.”
  - Step 3: Ask follow-up questions:
    - “What risk does this address?”
    - “What constraint limits this recommendation?”

- **Pair Work: Recommendation Defense (10 mins)**
  - Step 1: Put students in pairs.
  - Step 2: Student A presents a recommendation. Student B challenges using prepared questions, such as:
    - “What data supports this?”
    - “What risks remain?”
    - “What constraints affect implementation?”
  - Step 3: Student A responds using justification language.
  - Step 4: Switch roles and repeat.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Operational Adjustment Proposal**
  - Step 1: Distribute the scenario**.** Give each student one **Performance Issue Brief**. Explain clearly:
    - "You are going to prepare and present a short proposal recommending an operational adjustment based on this issue."
    - Confirm understanding by asking: "Are you reporting a problem, or proposing a solution?" (Expected answer: proposing a solution)
  - Step 2: Explain the required structure**.** Tell students their proposal must include **four parts**, in this order:
    - Problem summary
    - Recommendation
    - Justification
    - Mitigation strategy
      - Say explicitly "You must include all four parts. Do not skip the justification."
  - Step 3: Model the task orally**.** Give one complete model example:
    - "Based on recent performance data, there have been repeated delays in outbound processing. We recommend adjusting the staffing schedule during peak hours. This recommendation is justified by a consistent increase in processing time during late shifts. As a mitigation strategy, cross-training staff will reduce dependency on a single team."
      - Ask:
        - "Which sentence is the recommendation?"
        - "Which sentence explains the reason?"
  - Step 4: Student preparation. Students prepare notes individually (not full scripts). Requirements:
    - Length: **2–3 minutes spoken**
    - Use **at least three vocabulary items**
    - Use **at least two sentence frames**

- **Presentation and Question Handling**
  - Step 1: Student presentations
    - Students work in groups of 3–4.
    - Each student presents their proposal without interruption.
  - Step 2: Structured questioning by listeners
    - Each listener asks **one question**, choosing from the following:
      - "What data supports this recommendation?"
      - "What risk does this change reduce?"
      - "What happens if this adjustment is not made?"
      - "What constraints could affect implementation?"
  - Step 3: Speaker responses

- Presenters answer using complete sentences and justification language.
- Sentence support if needed:
  1. "This recommendation is based on…"
  2. "The primary risk addressed is…"
  3. "If no change is made, the likely impact is…"

- **Error Correction & Discussion (10 mins)**
  - Step 1: Summarize common strengths and issues heard.
  - Step 2: Say one weak example aloud (anonymized), such as:
    - "We should change the schedule because it's not working."
      - Ask the class to reformulate it professionally, and elicit and confirm a stronger version.

IV. Wrap-Up (15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask "Which sentence frame helped you justify a recommendation most effectively?"
  - Step 2: Review each Can-Do objective using student examples.

- **Self-Reflection**
  - Ask "What makes a recommendation convincing to management?" Invite brief responses.

Optional Independent Practice

- Rewrite one recommendation from today's lesson as a short written proposal for senior management.

Notes for the Instructor
- Push justification before recommendation
- Encourage varied sentence framing
- Reinforce recommendations as operational decisions

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 28
- **Topic:** Summarizing and Presenting a Performance Report
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can summarize key points from performance reports
    - I can organize information logically for presentation
    - I can use clear and effective language for delivery
    - I can respond to questions confidently and politely
    - I can create supporting materials such as slides or handouts

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Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Weekly Logistics Performance Data Set
    - Performance Report Structure Template
    - Stakeholder Question Bank

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
service measure	operational result used for evaluation	One service measure declined this week.	Y
pattern over time	repeated behavior across periods	A pattern over time is emerging.	Y
operational anomaly	unexpected or irregular result	One operational anomaly affected delivery.	Y
delay driver	primary factor causing delay	Weather was the main delay driver.	Y
underlying cause	deeper reason for an issue	The underlying cause was mislabeling.	Y
corrective step	specific action taken to fix an issue	A corrective step was implemented.	Y
proposed action	suggested improvement	The proposed action improves efficiency.	Y
forward actions	upcoming operational steps	Forward actions were agreed upon.	Y

Lesson Structure (PPP)

- **Warm-Up: From Recommendations to Reporting Decisions (10–15 mins)**
    - Step 1: Ask students to recall Lesson 23:
      "What usually happens after recommendations are made in a logistics operation?" Elicit reporting outcomes, documenting decisions, presenting updates.
    - Step 2: Ask recall-and-application questions:
        - "Who needs these reports?"
        - "What happens if reports are unclear or poorly structured?"
    - Step 3: Say clearly "Today you will practice summarizing performance data and presenting it clearly to stakeholders."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
    - Step 1: Ask students "What information do managers expect in a weekly performance report?" Elicit KPIs, delays, causes, actions.
    - Step 2: Distribute **Vocabulary – Lesson 24**.
    - Step 3: Ask focused questions:
        - "Which terms describe measurement?"
        - "Which terms explain problems?"
        - "Which terms focus on action?"
    - Step 4: Model spoken examples:
        - "One key performance indicator improved this week."
        - "There was one exception caused by customs delays."

- **Grammar / Function Focus: Structuring a Clear Spoken Report (15 mins)**
    - Step 1: Say aloud this simple report structure, "This report covers overall performance, key issues, and recommendations."
    - Step 2: Introduce reporting sentence frames:
        - "Overall performance this week shows…"
        - "One significant delay occurred due to…"
        - "The root cause appears to be…"
        - "To address this, we recommend…"
    - Step 3: Ask students to complete frames orally using general logistics examples.

- **Model Report Analysis (10 mins)**
    - Step 1: Read aloud a **short sample performance report**.
    - Step 2: Ask students to identify:
        - KPI
        - delay
        - cause

    - recommendation
  - Step 3: Ask comprehension questions:
    - “What was the main issue?”
    - “What action was suggested?”

II. Practice (30–40 mins)

- **Controlled Practice: Organizing Performance Information (15 mins)**
  - Step 1: Distribute the **Weekly Logistics Performance Data Set**.
  - Step 2: Tell students “You will organize this data into a short report using the structure provided.”
  - Step 3: Using the **Performance Report Structure Template**, students write:
    - one sentence summarizing KPIs
    - one sentence describing a delay or exception
    - one sentence explaining the cause
  - Step 4: Elicit responses and refine wording for clarity and accuracy.

- **Guided Recall and Reformulation (10–15 mins)**
  - Step 1: Read individual data points aloud.
  - Step 2: Students reformulate them into professional reporting language, for example:
    - “Delivery accuracy was 94%.” to “Delivery accuracy remained stable at 94% this week.”
  - Step 3: Ask follow-up questions:
    - “What does this number indicate?”
    - “Is this acceptable performance?”

- **Pair Work: Report Rehearsal (10 mins)**
  - Step 1: Students work in pairs.
  - Step 2: Student A delivers a 1-minute report summary. Student B listens and checks:
    - logical structure
    - clarity
    - use of vocabulary
  - Step 3: Switch roles.

[20-Minute Break]

III. Production (25–30 mins)

- **Communicative Task: Stakeholder Performance Update**
  - Step 1: Explain clearly “You will now deliver a short spoken update as if you are reporting to management.”
  - Step 2: Each student prepares a **2-minute spoken update** including:
    - one KPI

        - one delay or exception
        - one cause
    - Step 3: Model this opening example, “This week’s performance remained stable overall, with one exception affecting outbound delivery.”
    - Step 4: Students present in small groups (3–4).
    - Step 5: After each update, listeners ask **one clarification question**, such as:
        1. “What caused the delay?”
        2. “Does this affect next week’s schedule?”

- **Error Correction & Discussion (5–10 mins)**
    - Address common issues heard:
        - unclear structure
        - missing causes
        - vague language
            - Reformulate examples together.

- **Mini-Project: Weekly Performance Report Presentation (20–25 mins)**
    - Step 1: Explain the mini-project clearly. Tell students “You will now prepare and present a complete weekly performance report based on the data provided.” Confirm understanding by asking:
        - “Is this a summary or a detailed explanation?”
          (Expected answer: summary with explanation)
    - Step 2: Explain required components**.** Each presentation must include **all of the following**, in order:
        - Overall performance summary
        - Key performance indicators
        - Delays or exceptions
        - Causes
        - Recommendations for improvement
            - Say explicitly “All five elements must be included.”

    - Step 3: Model a complete example orally
        - “This week’s overall performance was stable, with on-time delivery at 95%. One exception involved delayed customs clearance. The root cause was incomplete documentation. To prevent recurrence, we recommend improving document checks before dispatch.”

    - Step 4: Student preparation (individual or pairs)
        - Students prepare notes using the **Performance Report Structure Template**. Requirements:
            - Length: **3–4 minutes spoken**
            - Use **at least four vocabulary items**
            - Use **at least three reporting sentence frames**

- Step 5: Students present in small groups.
- Step 6: Listeners ask **two questions** using the **Stakeholder Question Bank**, such as:
  - "What corrective action is planned?"
  - "How will this improve performance?"
    - Presenters respond professionally.

IV. Wrap-Up (10–15 mins)

Review Vocabulary and Objectives

- Step 1: Ask "Which reporting phrase helped you organize information most clearly?"
- Step 2: Review Can-Do objectives using student examples.

Self-Reflection

- Ask students "What makes a performance report useful for decision-makers?", and invite brief responses.

Optional Independent Practice

- Rewrite today's spoken report as a one-page written weekly performance summary.

Notes for the Instructor

- Reinforce logical sequencing over detail
- Emphasize explanation, not raw data
- Encourage confident, neutral delivery

- **CEFR Level:** B2
- **Lesson Number:** 29
- **Topic:** Opening and Structuring a Logistics Meeting
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can greet participants and state the meeting's purpose
  - I can outline agenda items clearly
  - I can manage time and keep the meeting on track
  - I can signal transitions between topics smoothly
  - I can encourage participation politely

Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Meeting Opening Models
  - Agenda Structuring Worksheet
  - Meeting Language Practice Prompts

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
meeting objective	main goal of the meeting	The meeting objective is to review delivery performance.	Y
agenda item	topic listed for discussion	The first agenda item is project status.	Y
time allocation	planned amount of time	We have a ten-minute time allocation for this topic.	Y
discussion window	limited time for discussion	Let's keep this within the discussion window.	Y
transition phrase	expression used to move topics	Let's move on to the next point.	Y
participant input	contribution from attendees	I welcome participant input.	Y
meeting flow	progression of meeting	This structure improves meeting flow.	Y
facilitator role	role guiding the meeting	As facilitator, I'll keep us on time.	Y

Lesson Structure (PPP)

- **Warm-Up: From Performance Reporting to Meeting Leadership (10–15 mins)**
  - Step 1: Ask students to recall Unit 6 and respond orally to "In the last unit, you presented performance data. Where does this usually happen?" Elicit meetings, briefings, reviews, updates.
  - Step 2: Ask follow-up questions:
    - "What problems happen when meetings are poorly structured?"
    - "What happens when objectives are unclear?"
  - Step 3: Say clearly "Today you will practice opening and structuring meetings so information is clear, focused, and on time."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Ask students "What does a meeting leader need to control at the start of a meeting?" Elicit purpose, agenda, time, participation.
  - Step 2: Distribute **Vocabulary – Lesson 25**.
  - Step 3: Ask applied questions:
    - "Which term refers to the reason for the meeting?"
    - "Which term helps control time?"
    - "Which term helps move between topics?"
  - Step 4: Model spoken examples clearly:
    - "The meeting objective today is to review delivery delays."
    - "We've allocated ten minutes for this agenda item."

- **Grammar / Function Focus: Structuring an Opening Clearly and Politely (15 mins)**
  - Step 1: Present this model opening aloud, "Good morning, everyone. Thank you for joining. The objective of today's meeting is to review operational updates and agree on next steps. We have three agenda items and about 30 minutes for discussion."
  - Step 2: Highlight functional components orally:
    - greeting
    - purpose
    - agenda overview
    - time reference
  - Step 3: Present sentence frames explicitly:
    - "The objective of today's meeting is to…"
    - "We'll begin with…, then move on to…"
    - "We've allocated ___ minutes for this item."
      - Students repeat selected frames aloud.

- **Model Text Analysis (10 mins)**

- Step 1: Distribute **Meeting Opening Models**.
- Step 2: Ask students to underline:
  - the meeting objective
  - agenda items
  - time signals
- Step 3: Ask comprehension questions:
  - “What is the main purpose of this meeting?”
  - “How does the speaker signal time limits?”

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What is the first agenda item?
    - How is time managed?
    - How is participation encouraged?

II. Practice (30–40 mins)

- **Controlled Practice: Structuring an Opening (15 mins)**
  - Step 1: Distribute the **Agenda Structuring Worksheet**.
  - Step 2: Students receive a logistics scenario (e.g., delivery delays, staffing update).
  - Step 3: Students write:
    1. one sentence stating the meeting objective
    2. three agenda items
    3. one time reference
  - Step 4: Elicit examples and refine clarity and tone.

- **Guided Recall and Reformulation (10–15 mins)**
  - Step 1: Read short prompts aloud, such as, “You have a 20-minute meeting about warehouse staffing.”
  - Step 2: Students respond orally using sentence frames:
    - “The objective of today’s meeting is…”
    - “We’ll begin with…”
  - Step 3: Ask follow-up questions:
    - “Is the objective clear?”
    - “Is the agenda realistic?”

- **Pair Work: Facilitator Practice (10 mins)**
  - Step 1: Students work in pairs.
  - Step 2: Student A acts as meeting facilitator and delivers a 1-minute opening. Student B listens and checks:
    - clarity
    - structure
    - tone

- Step 3: Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Leading a Meeting Opening**
    - Step 1: Explain clearly "You will now lead the opening of a short logistics meeting."
    - Step 2: Each student prepares a **2-minute meeting opening** including:
        - greeting
        - meeting objective
        - agenda overview
        - time signal
        - invitation for participation
    - Step 3: Model an example opening aloud.
    - Step 4: Students deliver openings in small groups (3–4).

- **Listener Questions and Responses (10–15 mins)**
    - Step 1: After each opening, listeners ask one question, such as:
        - "How long will the meeting last?"
        - "Can we add another agenda item?"
    - Step 2: Facilitator responds politely, for example, "We'll note that for later if time allows."

- **Error Correction & Discussion (10 mins)**
    - Step 1: Address common issues:
        - unclear objectives
        - missing time references
        - informal tone
            - Reformulate examples together.

IV. Wrap-Up (10–15 mins)

- **Review Vocabulary and Objectives**
    - Step 1: Ask "Which phrase helped you structure the meeting most clearly?"
    - Step 2: Review Can-Do objectives using student examples.

- **Self-Reflection**
    - Ask students "What makes a meeting opening effective for busy teams?" Invite brief responses.

Optional Independent Practice

- Write a short meeting opening for a real meeting you lead or attend.

Notes for the Instructor

- Emphasize clarity and control
- Reinforce polite facilitation language
- Keep focus on structure, not content

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 30
- **Topic:** Presenting Operational Updates
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can describe current status of deliveries or projects
    - I can emphasize key points and urgent issues
    - I can organize information clearly for listeners
    - I can use signposting language to guide the audience
    - I can adjust my language for different levels of understanding

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Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Operational Update Models
    - Update Structuring Worksheet
    - Listening & Clarity Checklist

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
current status	present situation	The current status is on schedule.	Y
operational priority	most important task	Safety is our top operational priority.	Y
bottleneck	point causing delay	Customs clearance is a bottleneck.	Y
exception item	issue outside normal process	There is one exception item to report.	Y
key takeaway	main message	The key takeaway is improved efficiency.	Y
status indicator	signal of progress	Green indicates on-track delivery.	Y

time-sensitive	needing quick action	This is time-sensitive information.	Y
audience alignment	adjusting for listeners	Adjust language for audience alignment.	Y

Lesson Structure (PPP)

- **Warm-Up: From Meeting Structure to Meeting Content (10–15 mins)**
  - Step 1: Ask students to recall Lesson 25:
    - "What did you include when opening a meeting?"
    - Elicit the objective, agenda, timing.
  - Step 2: Ask follow-up questions:
    - "Once the meeting starts, what information do people expect next?"
    - "What happens if updates are unclear or too detailed?"
  - Step 3: Say explicitly "Today you will practice delivering **clear, structured operational updates** that decision-makers can follow easily."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Ask students "When you give an update, what types of information are most critical?" Elicit: status, problems, priorities, next steps.
  - Step 2: Distribute **Vocabulary – Lesson 26**.
  - Step 3: Read aloud selected terms and model usage:
    - "There is one exception item to flag."
    - "This issue is time-sensitive."
  - Step 4: Ask applied comprehension questions:
    - "Which term would you use for a delay?"
    - "Which term helps focus the listener?"

- **Grammar / Function Focus: Signposting and Emphasis in Spoken Updates (15 mins)**
  - Step 1: Present a model update aloud, "Currently, deliveries are on schedule. However, there is one exception item involving customs clearance. The key takeaway is that no customer impact is expected."
  - Step 2: Highlight signposting expressions:
    - currently
    - however
    - the key takeaway is
  - Step 3: Provide sentence frames, and students practice orally with provided prompts:
    - "Currently, ___ is ___."
    - "One issue to highlight is ___."
    - "The key takeaway is ___."

- **Model Text Analysis (10 mins)**
  - Step 1: Distribute **Operational Update Models**.
  - Step 2: Ask students to underline:
    - status information
    - problem indicators
    - emphasis phrases
  - Step 3: Ask comprehension questions:
    - “What is the main issue?”
    - “What information is emphasized?”

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What is the current status?
    - Is there an urgent issue?
    - What should listeners remember most?

II. Practice (30–40 mins)

- **Controlled Practice: Update Structuring (15 mins)**
  - Step 1: Distribute **Update Structuring Worksheet**.
  - Step 2: Students receive short logistics scenarios (e.g., delayed shipment, staffing shortage).
  - Step 3: Students write a 4–5 sentence operational update including:
    - current status
    - one issue or exception
    - priority or takeaway
  - Step 4: Review selected examples together.

- **Guided Recall & Oral Reformulation (10–15 mins)**
  - Step 1: Say short prompts aloud, begin with this example: “There is a warehouse delay due to equipment failure.”
  - Step 2: Students reformulate using signposting:
    - “Currently…”
    - “However…”
    - “The key takeaway is…”
  - Step 3: Ask “Which version is clearer for managers?”

Pair Practice: Listener Alignment (10 mins)

  - Step 1: Students work in pairs.
  - Step 2: Student A delivers an update. Student B interrupts once with a clarification request, such as:
    - “Is this urgent?”

        - "Does this affect customers?"
    - Step 3: Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Operational Briefing**
    - Step 1: Explain clearly "You will now present a short operational update as part of a meeting."
    - Step 2: Each student prepares a 2–3 minute update including:
        - status overview
        - one operational priority
        - one exception or risk
        - clear takeaway
    - Step 3: Provide a spoken model before students begin.
    - Step 4: Students present in small groups.

- **Peer Feedback (10–15 mins)**
    - Step 1: Distribute **Listening & Clarity Checklist**.
    - Step 2: Listeners evaluate:
        - clarity
        - organization
        - emphasis
    - Step 3: One listener gives verbal feedback using:
        - "One thing that was clear…"
        - "One place you could be more specific…"

- **Error Correction & Discussion (10 mins)**
    - Address issues such as:
        - unclear emphasis
        - missing signposting
        - overloading details
            - Model improved versions orally.

IV. Wrap-Up (10–15 mins)

- **Review Vocabulary and Objectives**
    - Step 1: Ask "Which phrases helped you guide the listener best?"
    - Step 2: Review Can-Do objectives using student examples.

- **Self-Reflection**
    - Ask students "What makes an update useful for decision-makers?"

Invite short responses.

Optional Independent Practice

- Prepare a written operational update (5–6 sentences) for a real or imagined meeting.

Notes for the Instructor

- Keep focus on clarity over detail
- Reinforce signposting and emphasis
- Encourage professional tone throughout

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 31
- **Topic:** Handling Staff Questions and Feedback
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can invite questions and comments professionally
  - I can answer questions clearly and patiently
  - I can rephrase or explain points when needed
  - I can manage differing opinions calmly
  - I can confirm understanding and agreement

Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Question & Response Models
  - Clarification & Rephrasing Worksheet
  - Feedback Response Scenarios

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession-Specific (Y/N)**
clarifying question	question to check meaning	Let me ask a clarifying question.	Y
restated point	idea expressed again differently	I'll make a restated point.	Y
misinterpretation	incorrect understanding	There was a misinterpretation of the update.	Y
constructive input	helpful feedback	Thank you for the constructive input.	Y
alternative viewpoint	different perspective	That's an alternative viewpoint.	Y

calm acknowledgment	neutral response to feedback	I want to offer calm acknowledgement.	Y
alignment check	confirmation of agreement	Let's do an alignment check.	Y
shared understanding	common agreement	We need shared understanding.	Y

Lesson Structure (PPP)

- **Warm-Up: From Delivering Updates to Responding to Questions (10–15 mins)**
  - Step 1: Ask students to recall Lesson 26:
    - "When you give an update, what questions do people usually ask?" Elicit deadlines, impact, priorities, risks.
  - Step 2: Ask follow-up questions:
    - "What happens if questions are ignored or handled poorly?"
    - "What happens if feedback turns into disagreement?"
  - Step 3: Say explicitly "Today you will practice **handling questions and feedback professionally**, even when opinions differ."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Ask students "When someone asks a question in a meeting, what is your responsibility as the speaker?" Elicit these answers:
    - clarify, respond calmly, and confirm understanding
  - Step 2: Distribute **Vocabulary – Lesson 27**.
  - Step 3: Model usage orally:
    - "That's a good clarifying question."
    - "Let me restate the point more clearly."
  - Step 4: Ask applied questions:
    - "Which term helps when someone misunderstands?"
    - "Which term helps manage disagreement?"

- **Grammar / Function Focus: Responding, Rephrasing, and Managing Feedback (15 mins)**
  - Step 1: Present model exchanges aloud:
    - A: "Does this delay affect all shipments?"
      B: "That's a good question. Let me clarify. Only outbound orders are affected."
    - A: "I don't agree with that priority."
      B: "I understand your alternative viewpoint. Let me explain the reasoning."
  - Step 2: Highlight functional language:
    - acknowledgment ("That's a good question…")
    - rephrasing ("Let me clarify…")

- calm response ("I understand your concern…")
  - Step 3: Provide sentence frames:
    - "Let me clarify that point."
    - "I may not have explained that clearly."
    - "I understand the concern; however…"
      - Students repeat selected frames aloud.

- **Model Text Analysis (10 mins)**
  - Step 1: Distribute **Question & Response Models**.
  - Step 2: Ask students to underline:
    - clarifying questions
    - restated points
    - calm acknowledgments
  - Step 3: Ask comprehension questions:

    - "What caused the confusion?"
    - "How did the speaker resolve it?"

- **Comprehension Questions (5 mins)**
    - Ask orally:
      - What question was asked?
      - How was it clarified?
      - Was agreement confirmed?

II. Practice (30–40 mins)

- **Controlled Practice: Clarification and Rephrasing (15 mins)**
  - Step 1: Distribute **Clarification & Rephrasing Worksheet**.
  - Step 2: Students read short statements that could cause confusion.
    - Example: "The shipment may be delayed."
  - Step 3: Students write:
    - one clarifying question
    - one restated explanation
  - Step 4: Review selected answers together.

- **Guided Oral Practice: Managing Feedback (10–15 mins)**
  - Step 1: Read feedback statements aloud:
    - "I think this priority is wrong."
    - "This timeline seems unrealistic."
  - Step 2: Students respond orally using sentence frames:
    - "I understand your concern. Let me explain…"
    - "That's an alternative viewpoint. The reason is…"
  - Step 3: Ask "Which response sounds calm and professional?"

- **Pair Practice: Alignment Checks (10 mins)**
  - Step 1: Students work in pairs.
  - Step 2: Student A presents a short update. Student B asks one clarifying question and gives one piece of feedback.
  - Step 3: Student A responds and finishes with:
    - “Are we aligned on this?” or
    - “Does that address your concern?”
      - Switch roles.

[20-Minute Break]

III. Production (30–40 mins)
Communicative Task: Managing Questions in a Meeting

  - Step 1: Explain clearly “You will now manage questions and feedback as part of a meeting discussion.”
  - Step 2: Each student prepares:
    - one update statement
    - two likely questions or challenges
  - Step 3: In small groups, one student presents while others ask questions or raise alternative viewpoints.
  - Step 4: The speaker must:
    - acknowledge
    - clarify or rephrase
    - check alignment

- **Peer Feedback (10–15 mins)**
  - Step 5: Listeners note:
    - clarity of responses
    - calm tone
    - confirmation of understanding
  - Step 6: One listener gives brief verbal feedback:
    - “One response that worked well…”
    - “One moment that could be clearer…”

- **Error Correction & Discussion (10 mins)**
  - Step 7: Address issues such as:
    - defensive tone
    - incomplete clarification
    - missing alignment checks
      - Model improved responses aloud.

IV. Wrap-Up (10–15 mins)

- **Review Vocabulary and Objectives**
    - Step 1: Ask “Which phrases helped you stay calm and clear?”
    - Step 2: Review Can-Do objectives with student examples.

Self-Reflection

- Ask students “How can handling questions well improve meeting outcomes?” Invite short responses.

Optional Independent Practice

- Write three questions and three professional responses you might hear in a real meeting.

Notes for the Instructor

- Reinforce calm acknowledgment
- Encourage clarification over defense
- Focus on shared understanding

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 32
- **Topic:** Closing Meetings with Next Steps
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can summarize the main agreements and decisions
    - I can assign tasks and clarify deadlines clearly
    - I can check for participant understanding
    - I can motivate the team with encouraging language
    - I can write or say a clear meeting summary

Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Meeting Closure Models
    - Action Points Worksheet
    - Stand-Up Meeting Role Cards

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession -Specific (Y/N)**
key decision	final agreed outcome	One key decision was approved.	Y
assigned responsibility	task formally given	This is your assigned responsibility.	Y
delivery deadline	required completion time	The delivery deadline is Friday.	Y
follow-up item	task needing later action	This remains a follow-up item.	Y
confirmation check	check for understanding	Let's do a confirmation check.	Y
closing remark	final meeting statement	I'll end with a closing remark.	Y
team alignment	shared agreement	We have team alignment.	Y
meeting summary	brief recap	I'll send a meeting summary.	Y

Lesson Structure (PPP)

- **Warm-Up: From Handling Questions to Closing Meetings (10–15 mins)**
  - Step 1: Ask students to recall Lesson 27:
    - “What usually happens at the end of a meeting after questions and feedback?”
  - Step 2: Ask follow-up questions:
    - “What problems happen when meetings end without clear next steps?”
    - “How does this affect operations?”
  - Step 3: Say explicitly “Today you will practice **closing meetings clearly and professionally**, and then apply everything in a stand-up meeting simulation.”

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Ask students “What information must be absolutely clear before a meeting ends?”
  - Step 2: Distribute **Vocabulary – Lesson 28**.
  - Step 3: Model usage orally:
    - “One key decision is to delay dispatch by 24 hours.”
    - “Let’s do a confirmation check before we close.”
  - Step 4: Ask applied questions:
    - “Which term refers to tasks after the meeting?”
    - “Which term checks understanding?”

- **Grammar / Function Focus: Summarizing, Assigning, and Confirming (15 mins)**
  - Step 1: Present a model closing aloud, “To summarize, we agreed to reroute the shipment. Ahmed will handle the carrier update by noon. The delivery deadline remains Friday. Before we close, does everyone agree with these next steps?”
  - Step 2: Highlight functional elements:
    - summary phrase
    - task assignment
    - deadline
    - confirmation
  - Step 3: Provide sentence frames:
    - “To summarize, we decided to…”
    - “___ will be responsible for…”
    - “Can I confirm we’re aligned on…?”
      - Students repeat selected frames aloud.

- **Model Text Analysis (10 mins)**
  - Step 1: Distribute **Meeting Closure Models**.
  - Step 2: Ask students to underline:
    - key decisions

        - assigned responsibilities
        - confirmation checks
    - Step 3: Ask comprehension questions:
        - “What decision was made?”
        - “Who is responsible?”
        - “How is understanding confirmed?”

- **Comprehension Questions (5 mins)**
    - Ask orally:
        - What are the next steps?
        - Who is responsible?
        - When is the deadline?

II. Practice (30–40 mins)

- **Controlled Practice: Action Point Writing (15 mins)**
    - Step 1: Distribute **Action Points Worksheet**.
    - Step 2: Students read a short meeting scenario.
    - Step 3: Students write:
        - one summary sentence
        - two action points with names
        - one deadline
    - Step 4: Review examples together, refining clarity.

- **Guided Oral Practice: Closing Statements (10–15 mins)**
    - Step 1: Read this prompt aloud, “We need to confirm tasks after a delivery delay.”
    - Step 2: Students respond orally using sentence frames.
    - Step 3: Ask:
        - “Is anything unclear?”
        - “Is responsibility specific enough?”

- **Pair Practice: Confirmation Checks (10 mins)**
    - Step 1: Students work in pairs.
    - Step 2: Student A delivers a closing summary. Student B responds with a clarification question if needed.
    - Step 3: Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Closing a Logistics Meeting**
    - Step 1: Explain clearly “You will now close a short logistics meeting.”

- Step 2: Each student prepares:
    - a brief summary
    - task assignments
    - deadlines
    - confirmation question
- Step 3: Students perform in small groups.

- **Peer Feedback (10–15 mins)**
  - Step 1: Listeners note:
    1. clarity
    2. completeness
    3. confirmation
  - Step 2: One listener gives verbal feedback.

- **Error Correction & Discussion (10 mins)**
  - Address the issues below, and model improved examples orally.
    1. vague task assignment
    2. missing deadlines
    3. weak confirmation checks

- **MINI-PROJECT: Stand-Up Meeting Simulation (25–30 mins)**
  - Step 1: Explain clearly "You will now conduct a **stand-up meeting**, combining everything from Lessons 25–28."
  - Step 2: Divide students into groups of 4–5.
  - Step 3: Assign roles using **Stand-Up Meeting handout**:
    - facilitator
    - operations lead
    - delivery coordinator
    - quality or support representative
  - Step 4: Each group conducts a **5–6 minute stand-up meeting** including:
    - opening and agenda
    - operational updates
    - questions and feedback
    - closing summary with next steps
  - Step 5: Rotate roles if time allows.
  - Step 6: After each meeting, ask observers:
    - "What worked well?"
    - "What could be clearer next time?"

IV. Wrap-Up (10–15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask "Which phrases helped you close meetings clearly?"

- Step 2: Review Can-Do objectives using examples from the mini-project.

- **Self-Reflection**
  - Ask students "How can strong meeting closure improve team performance?" Invite short responses.

Optional Independent Practice

- Write a short meeting summary email (5–6 sentences) based on today's stand-up meeting.

Notes for the Instructor

- Ensure all voices are included
- Reinforce specificity in task assignment
- Keep meetings concise and structured

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 33
- **Topic:** Reviewing Key Language and Communication Tools
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can recall key functional phrases for workplace communication
  - I can use expressions for updates, meetings, and reports confidently
  - I can check and confirm understanding in discussions
  - I can prepare phrases for effective introductions
  - I can practice polite and professional language for presentations
  - I can evaluate which language strategies are most effective in logistics meetings or feedback sessions

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Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Communication Function Sorting Sheet
  - Integrated Language Recall Tasks
  - Presentation Language Planning Sheet

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession-Specific (Y/N)**
opening signal	phrase that starts communication	Let me begin with a brief overview.	Y
progress marker	phrase indicating status	At this stage, we have completed…	Y
issue flag	phrase highlighting a problem	One issue to flag is…	Y
clarification check	phrase confirming understanding	Does that align with expectations?	Y
handover phrase	phrase passing to another speaker	I'll hand this over to…	Y
emphasis cue	phrase highlighting importance	The key point to note is…	Y

closure signal	phrase ending communication	To conclude, our next steps are…	Y
professional softener	phrase reducing directness	We may want to consider…	Y

Lesson Structure (PPP)

- **Warm-Up: Reviewing Meeting Leadership Language (10–15 mins)**
  - Step 1: Ask students to recall Unit 7:
    - "What types of language did you use to lead meetings and briefings?"
    - Elicit these categories: opening, updating, handling questions, closing.
  - Step 2: Ask applied questions:
    - "Which phrases helped you sound confident?"
    - "Which phrases helped manage people, not just information?"
  - Step 3: State clearly "Today you will **organize, refine, and strategically reuse** professional language in preparation for the final project."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Distribute **Vocabulary – Lesson 29**.
  - Step 2: Ask students to scan the list and answer orally:
    - "Which phrases open communication?"
    - "Which phrases manage interaction?"
    - "Which phrases help close communication?"
  - Step 3: Model selected phrases aloud in context:
    - "At this stage, we have completed the inspection."
    - "One issue to flag is a customs delay."
  - Step 4: Ask concept-checking questions:
    - "Which phrase reduces directness?"
    - "Which phrase prepares the listener for a key point?"

- **Grammar / Function Focus: Choosing Language Based on Purpose (15 mins)**
  - Step 1: Present three short spoken examples:
    1. Example A (update):
       "At this stage, the shipment is on schedule."
    2. Example B (feedback):
       "We may want to consider adjusting the timeline."
    3. Example C (closure):
       "To conclude, we'll confirm responsibilities by end of day."
  - Step 2: Ask students:
    - "What is the purpose of each example?"

        - "Why would different language be inappropriate here?"
    - Step 3: Present functional sentence frames:
        - "At this stage, ___."
        - "One issue to flag is ___."
        - "To conclude, we will ___."
            - Students repeat and substitute content orally.

- **Model Text Analysis (5–10 mins)**
    - Step 1: Distribute **Integrated Language Recall Tasks**.
    - Step 2: Students underline:
        - opening signals
        - progress markers
        - closure signals
    - Step 3: Ask "How does the speaker guide the listener through the message?"

- **Comprehension Questions (5 mins)**
    - Ask orally:
        - What is the main purpose of this message?
        - Where does the speaker emphasize importance?
        - How is understanding checked?

II. Practice (30–40 mins)

- **Controlled Practice: Function Sorting (15 mins)**
    - Step 1: Distribute **Communication Function Sorting Sheet**.
    - Step 2: Students categorize phrases into:
        - opening
        - updating
        - clarifying
        - closing
    - Step 3: Review together, discussing *why* phrases fit certain functions.

- **Guided Recall & Reformulation (10–15 mins)**
    - Step 1: Read functional prompts aloud:
        - "You need to highlight a problem politely."
        - "You are passing to another speaker."
    - Step 2: Students respond orally using vocabulary and sentence frames.
    - Step 3: Ask "Which option sounds most professional? Why?"

- **Pair Practice: Language Strategy Selection (10 mins)**
    - Step 1: Students work in pairs.
    - Step 2: Each pair receives a short workplace situation and selects:
        - one opening signal

        - one emphasis cue
        - one closure signal
    - Step 3: Pairs read their constructed message aloud.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Integrated Language Use**
    - Step 1: Explain clearly, “You will deliver a short professional message using multiple communication tools.”
    - Step 2: Each student prepares a **2–3 minute spoken message** including:
        1. opening signal
        2. progress marker
        3. issue flag (if relevant)
        4. clarification check
        5. closure signal
    - Step 3: Students deliver messages in small groups.

- **Peer Feedback (10–15 mins)**
    - Listeners identify:
        - which tools were used
        - where clarity was strongest
        - where another tool could improve the message
            - Listeners give verbal feedback.

- **Error Correction & Discussion (10 mins)**
    - Address issues such as:
        - overuse of one phrase
        - missing closure
        - unclear emphasis
            - Reformulate examples with the class.

IV. Wrap-Up (10–15 mins)

- **Review Vocabulary and Objectives**
    - Step 1: Ask “Which language tools will be most useful for the final case study?”
    - Step 2: Review Can-Do objectives with student examples.

- **Self-Reflection**
    - Ask students “Which communication strategies have you improved most during this course?”

Optional Independent Practice

- Prepare a **personal language toolkit**, and select 6–8 phrases you plan to use in the final project and explain why.

Notes for the Instructor

- Emphasize strategic choice of language
- Reinforce flexibility, not memorization
- Prepare students mentally for collaborative case work

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 34
- **Topic:** Problem Scenario and Team Planning
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can identify main issues in a logistics scenario
    - I can suggest practical solutions and alternatives
    - I can negotiate roles and responsibilities politely
    - I can express agreement, disagreement, and suggestions clearly
    - I can reach consensus through effective discussion

Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Logistics Scenario Brief
    - Issue Analysis Worksheet
    - Team Planning & Role Assignment Sheet

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
core issue	main underlying problem	The core issue is delayed customs clearance.	Y
operational constraint	limiting operational factor	Staffing is an operational constraint.	Y
feasible solution	realistic option	This is a feasible solution.	Y
alternative approach	different possible method	An alternative approach may reduce risk.	Y
role allocation	assignment of responsibilities	Role allocation must be agreed.	Y
decision rationale	reason for decision	The decision rationale is cost reduction.	Y

consensus point	agreed position	We reached a consensus point.	Y
planning assumption	condition accepted as true	Our planning assumption is stable demand.	Y

Lesson Structure (PPP)

- **Warm-Up: From Language Tools to Team Planning (10–15 mins)**
  - Step 1: Ask students to recall Lesson 29:
    - "What language tools helped you structure professional communication?" Elicit opening signals, clarification checks, softeners, and closure signals.
  - Step 2: Ask applied questions:
    - "Which tools help most when people disagree?"
    - "Which tools help reach agreement?"
  - Step 3: State clearly "Today you will **apply these language tools** to analyze a logistics problem and plan solutions as a team."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Ask students "When a logistics problem occurs, what is the first thing a team must do?" Elicit identify issue, constraints, options.
  - Step 2: Distribute **Vocabulary – Lesson 30**.
  - Step 3: Model usage orally:
    - "The core issue is supplier delays."
    - "This solution is feasible given current resources."
  - Step 4: Ask comprehension questions:
    - "Which term explains limitations?"
    - "Which term explains why a decision was made?"

- **Grammar / Function Focus: Suggesting, Evaluating, and Negotiating (15 mins)**
  - Step 1: Present spoken models. Suggestion:
    - "We could consider an alternative approach."
    - Evaluation: "This is feasible, but there is a capacity limit."
    - Negotiation: "I see your point; however, I'm concerned about timelines."
  - Step 2: Highlight functions:
    - proposing
    - evaluating
    - negotiating
  - Step 3: Provide sentence frames:
    - "One feasible solution could be…"
    - "An alternative approach would be…"

- "I understand your view; however…"
  - Students practice orally with prompts.

- **Model Text Analysis (5–10 mins)**
  - Step 1: Distribute **Logistics Scenario Brief**.
  - Step 2: Ask students to underline:
    - problem description
    - constraints
    - decision requirements
  - Step 3: Ask comprehension questions:
    - "What is the core issue?"
    - "What constraints are mentioned?"

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What problem must be solved?
    - What limits the solution?
    - What decisions are required?

II. Practice (30–40 mins)

- **Controlled Practice: Issue Identification (15 mins)**
  - Step 1: Distribute **Issue Analysis Worksheet**.
  - Step 2: Students identify:
    - core issue
    - two operational constraints
    - one planning assumption
  - Step 3: Review selected answers together, refining accuracy.

- **Guided Discussion: Solution Comparison (10–15 mins)**
  - Step 1: Present two possible solutions orally.
  - Step 2: Ask students to discuss:
    - "Which is more feasible?"
    - "What trade-offs exist?"
      - Students must use vocabulary and sentence frames.

- **Pair Practice: Role Negotiation (10 mins)**
  - Step 1: Students work in pairs. Each pair negotiates:
    - role allocation
    - responsibility boundaries
  - Step 2: Students practice polite disagreement and consensus-building.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Team Planning Discussion**
  - Step 1: Explain clearly “You will now plan a response to the logistics scenario as a team.”
  - Step 2: In groups students will:
    - identify the core issue
    - agree on a feasible solution
    - assign roles
    - document decision rationale
  - Step 3: Each group prepares a **3–4 minute planning summary**.
  - Step 4: Groups present summaries to another group.

- **Peer Feedback (10–15 mins)**
  - Listeners evaluate:
    - clarity of problem identification
    - logic of solution
    - quality of negotiation
      - One peer gives verbal feedback.

- **Error Correction & Discussion (10 mins)**
  - Address:
    - vague solutions
    - weak justification
    - unclear role allocation
      - Model improved language aloud.

IV. Wrap-Up (10–15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask “Which phrases helped you reach agreement today?”
  - Step 2: Review Can-Do objectives using student examples.

- **Self-Reflection**
  - Ask students “How did language choice affect teamwork today?”

Optional Independent Practice

- Prepare notes outlining your preferred solution and justification for the case study.

Notes for the Instructor

- Encourage balanced participation
- Focus on justification, not speed
- Reinforce respectful negotiation

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 35
- **Topic:** Presenting the Final Project
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
  - I can introduce the project and key points clearly
  - I can explain processes and decisions in detail
  - I can coordinate speaking roles with team members
  - I can use visual aids effectively to support points
  - I can answer audience questions politely and confidently

Materials

- **Handouts / Worksheets:**
  - Vocabulary Practice
  - Presentation Structure Guide
  - Audience Question Prompts
  - Peer Feedback Rubric (Presentation)

- **Required Tech / Supplies:**
  - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
presentation objective	purpose of the presentation	The presentation objective is to propose a solution.	Y
speaking sequence	order of speakers	The speaking sequence is clearly defined.	Y
supporting visual	chart or table aiding explanation	This supporting visual shows delivery delays.	Y
transition handoff	verbal move to next speaker	I'll make a transition handoff to Maria.	Y
key insight	important finding	One key insight is reduced lead time.	Y

evidence reference	data supporting a claim	This evidence reference comes from the report.	Y
audience inquiry	question from listeners	We'll address audience inquiries at the end.	Y
confident delivery	clear, controlled speaking	Confident delivery builds trust.	Y

Lesson Structure (PPP)

- **Warm-Up: From Team Planning to Public Delivery (10–15 mins)**
  - Step 1: Ask students to recall Lesson 30, "What decisions did your team agree on?"
  - Step 2: Ask follow-up questions:
    - "What makes a team presentation effective?"
    - "What causes presentations to lose clarity?"
  - Step 3: State clearly "Today you will practice **presenting your case study clearly as a team**, using structured language and coordinated delivery."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Ask students "What must be clear before you start presenting?" Elicit objective, roles, and structure.
  - Step 2: Distribute **Vocabulary – Lesson 31**.
  - Step 3: Model usage aloud:
    - "The presentation objective today is…"
    - "I'll make a transition handoff to…"
  - Step 4: Ask applied questions:
    - "Which term refers to speaker order?"
    - "Which term supports explanations with data?"

- **Grammar / Function Focus: Introducing, Transitioning, and Explaining (15 mins)**
  - Step 1: Present a spoken model:
    - "Today we'll present our logistics case study. I'll begin with the background and key issue. Then I'll hand over to Daniel, who will explain our proposed solution."
  - Step 2: Highlight functions:
    - introduction
    - transition
    - explanation
  - Step 3: Provide sentence frames:
    - "The objective of this presentation is…"

- "I'll now hand over to…"
- "As shown in this visual…"
  - Students practice orally.

- **Model Text Analysis (5–10 mins)**
  - Step 1: Distribute **Presentation Structure Guide**.
  - Step 2: Students underline:
    - opening statements
    - transitions
    - references to visuals
  - Step 3: Ask "How does the speaker guide the audience?"

- **Comprehension Questions (5 mins)**
  - Ask orally:
    - What is the presentation objective?
    - Who speaks next?
    - How is evidence introduced?

II. Practice (30–40 mins)

- **Controlled Practice: Structuring a Team Presentation (15 mins)**
  - Step 1: Students work in teams. Each team defines:
    - presentation objective
    - speaking sequence
    - visuals needed
  - Step 2: Teams write short speaking notes using sentence frames.

- **Guided Oral Practice: Transitions and Handoffs (10–15 mins)**
  - Step 1: Students practice transitions aloud:
    - "I'll now hand over to…"
    - "As shown in this chart…"
  - Step 2: Teacher listens and refines tone and clarity.

- **Pair Practice: Anticipating Questions (10 mins)**
  - Step 1: Distribute **Audience Question Prompts**.
  - Step 2: One student asks a question; the other answers using:
    - calm acknowledgment
    - evidence reference

Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Team Presentation Rehearsal**
  - Step 1: Explain clearly "You will now rehearse your full team presentation."
  - Step 2: Each team delivers a **4–5 minute rehearsal**:
    - introduction
    - explanation of decisions
    - reference to visuals
    - coordinated transitions
  - Step 3: One other team observes and takes notes.

- **Peer Feedback (10–15 mins)**
  - Step 1: Distribute **Peer Feedback Rubric**.
  - Step 2: Observers give structured feedback on:
    - clarity
    - teamwork
    - confidence
      - One strength and one suggestion per team.

- **Error Correction & Discussion (10 mins)**
  - Address issues such as:
    - unclear transitions
    - uneven speaking time
    - weak evidence references
      - Model improved examples aloud.

IV. Wrap-Up (10–15 mins)

- **Review Vocabulary and Objectives**
  - Step 1: Ask "Which phrases helped your team sound coordinated?"
  - Step 2: Review Can-Do objectives using examples from rehearsals.

- **Self-Reflection**
  - Ask students "What will you focus on improving before the final presentation?"

Optional Independent Practice

- Refine personal speaking notes and transitions for the final delivery.

Notes for the Instructor

- Encourage equal participation
- Reinforce clarity over complexity
- Prepare students for reflection and feedback in Lesson 32

- **Course Title:** Commerce and Logistics
- **CEFR Level:** B2
- **Lesson Number:** 36
- **Topic:** Reflecting on Learning and Giving Peer Feedback
- **Lesson Duration:** 3 hours (1hr20 – break 20mins – 1hr20)
- **Can-Do Objectives:**
    - I can describe my language progress with examples
    - I can identify strengths and areas to improve
    - I can give positive, constructive feedback to classmates
    - I can accept feedback and respond appropriately
    - I can set personal goals for future development

Materials

- **Handouts / Worksheets:**
    - Vocabulary Practice
    - Self-Reflection Framework
    - Peer Feedback Sentence Bank
    - Personal Development Action Plan

- **Required Tech / Supplies:**
    - Whiteboard and markers

Vocabulary

Term	**Definition**	**Example Sentence**	**Profession-Specific (Y/N)**
learning outcome awareness	understanding what was learned	I have stronger learning outcome awareness now.	Y
communication strength	area of effective performance	Clear summarizing is a communication strength.	Y
development gap	skill needing improvement	Handling objections remains a development gap.	Y
evidence-based feedback	feedback supported by examples	I'll give evidence-based feedback.	Y
reflective insight	thoughtful understanding	I gained a reflective insight this unit.	Y
constructive framing	positive feedback structure	Use constructive framing when giving feedback.	Y

professional response	calm reply to feedback	Thank you—that's helpful feedback.	Y
forward objective	future goal	My forward objective is clearer briefings.	Y

Lesson Structure (PPP)

- **Warm-Up: From Final Delivery to Professional Reflection (10–15 mins)**
  - Step 1: Ask students to recall Lesson 31:
    - "What part of your final presentation felt strongest?"
  - Step 2: Ask follow-up questions:
    - "What part felt most challenging?"
    - "What feedback surprised you?"
  - Step 3: State clearly "Today you will **analyze your performance, give structured peer feedback, and define professional next steps**."

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)**
  - Step 1: Ask students "When professionals reflect on performance, what do they focus on?" Elicit strengths, gaps, evidence, and improvement.
  - Step 2: Distribute **Vocabulary – Lesson 32**.
  - Step 3: Model usage aloud:
    - "One communication strength was…"
    - "A development gap I noticed was…"
  - Step 4: Ask applied questions:
    - "Which term focuses on future goals?"
    - "Which term ensures feedback is specific?"

- **Grammar / Function Focus: Reflecting, Evaluating, and Responding (15 mins)**
  - Step 1: Present model reflection statements:
    - "Overall, my communication improved, especially in structuring updates."
    - "One development gap is responding to resistance calmly."
    - "My forward objective is to improve negotiation language."
  - Step 2: Present model feedback exchange:
    - "One strength was your clear closing summary."
    - "Thank you—that's useful feedback."
  - Step 3: Provide sentence frames, and ask students to practice orally:
    - "One area I improved is…"
    - "One area to develop further is…"
    - "Thank you for the feedback—I'll work on that."

- **Model Text Analysis (10-15 mins)**
    - Step 1: Distribute **Self-Reflection Framework**.
    - Step 2: Students underline:
        - evidence references
        - reflective insights
        - forward objectives
    - Step 3: Ask "What makes this reflection professional, not personal?"

II. Practice (30–40 mins)

- **Controlled Practice: Guided Self-Reflection (15 mins)**
    - Step 1: Students complete the **Self-Reflection Framework** individually. They must include:
        - two communication strengths
        - one development gap
        - one reflective insight
    - Step 2: Teacher circulates and checks clarity and tone.

- **Guided Pair Practice: Giving Feedback (10–15 mins)**
    - Step 1: Distribute **Peer Feedback Sentence Bank**.
    - Step 2: Students exchange reflections in pairs. Each student gives:
        - one evidence-based strength
        - one development suggestion

- **Practice: Receiving Feedback Professionally (10 mins)**
    - Students respond orally using:
        - acknowledgment
        - appreciation
        - forward objective
            - Switch roles.

[20-Minute Break]

III. Production (30–40 mins)

- **Communicative Task: Reflection & Feedback Roundtable**
    - Step 1: Explain clearly to students that "You will now discuss performance and feedback in small professional groups."
    - Step 2: In groups of four, each student shares one reflective insight, and peers give one piece of evidence-based feedback.
    - Step 3: Each speaker responds professionally.

- **Peer Feedback Summary (10–15 mins)**

    - Step 1: Groups identify:
        - one common strength
        - one common development area
    - Step 2: Groups report findings briefly.

- **Error Correction & Discussion (10 mins)**
    - Step 1: Address issues such as:
        - vague feedback
        - emotional responses
        - unclear goals
            - Model improved versions aloud.

IV. Wrap-Up (10–15 mins)

- **Review Vocabulary and Objectives**
    - Step 1: Ask "Which reflection phrases felt most useful professionally?"
    - Step 2: Review Can-Do objectives using student examples.

- **Self-Reflection & Closure**
    - Students complete **Personal Development Action Plan**, including:
        - one short-term goal
        - one long-term objective
        - one communication habit to practice
            - Invite volunteers to share.

Certificate of Completion

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

Use the certificate template provided. Click File —> Make a Copy, then you will be able to edit your own. Before printing or sending digitally, update the following fields and then send as a PDF:
- Number of hours completed
- Name of the course provider
- Student's full name

Distribute certificates promptly to recognize students' achievement.

Link to certificate template - [Certificate]

Optional Independent Practice

- Write a one-page professional reflection summarizing:

- key gains
- remaining gaps
- next steps

Notes for the Instructor

- Maintain professional tone throughout
- Reinforce evidence-based feedback
- Emphasize reflection as a leadership skill

B2 Vocabulary List Commerce and Logistics

UNIT 1: Managing Tasks and Priorities

Word Group 5: Describing Complex Workflows and Schedules

Term	Definition	Example Sentence	Profession-Specific (Y/N)
process orchestration	coordination of multiple operational steps	Process orchestration keeps daily operations aligned.	Y
temporal sequencing	logical order of tasks over time	Temporal sequencing prevents delays in dispatch.	Y
operational cadence	rhythm and pace of operations	The operational cadence increases before cut-off times.	Y
execution constraint	limitation affecting task timing	System access is an execution constraint.	Y
workflow alignment	coordination of tasks across teams	Workflow alignment reduced handover errors.	Y
schedule deviation	change from a planned timeline	A schedule deviation impacted delivery times.	Y
interdependency mapping	identifying task dependencies	Interdependency mapping highlights bottlenecks.	Y
time-bound deliverable	output due within a fixed timeframe	Each shift has a time-bound deliverable.	Y

Word Group 6: Prioritizing Tasks and Explaining Reasoning

Term	Definition	Example Sentence	Profession-Specific (Y/N)
urgency classification	system for identifying time-critical tasks	The supervisor reviewed the urgency classification.	Y
priority threshold	point at which a task requires immediate action	The issue crossed the priority threshold.	Y

operational consequence	result of a decision on workflow or output	Delays have serious operational consequences.	Y
resource constraint	limitation in staff, time, or capacity	Staffing shortages are a resource constraint.	Y
decision rationale	clear explanation supporting a decision	She explained the decision rationale clearly.	Y
competing demand	situation where tasks require the same resources	Competing demands slowed dispatch.	Y
risk exposure	likelihood of negative outcomes	Late inspection increases risk exposure.	Y
escalation trigger	condition requiring higher-level involvement	Missed deadlines act as escalation triggers.	Y

Word Group 7: Managing Interruptions and Reprioritizing

Term	Definition	Example Sentence	Profession-Specific (Y/N)
operational disruption	unexpected event affecting workflow	The system outage caused an operational disruption.	Y
priority realignment	reordering tasks after change	Priority realignment was required after the delay.	Y
contingency action	planned response to disruption	The team followed a contingency action.	Y
deadline flexibility	ability to adjust timeframes	Some deliveries allow deadline flexibility.	Y
capacity reallocation	shifting staff or resources	Capacity reallocation reduced backlog.	Y
solution feasibility	practicality of a proposed solution	We assessed solution feasibility quickly.	Y
impact mitigation	reducing negative consequences	Impact mitigation limited delays.	Y
temporary suspension	short-term pause in operations	Loading entered temporary suspension.	Y

Word Group 8: Coordinating with Multiple Teams

Term	Definition	Example Sentence	Profession-Specific (Y/N)
role delineation	clear definition of responsibilities	Role delineation prevents task overlap.	Y
stakeholder alignment	shared understanding across teams	Alignment reduced coordination errors.	Y
information filtration	selecting only relevant details	Filtration prevents overload.	Y
coordination dependency	reliance between teams	Dependency delayed dispatch.	Y
progress escalation	reporting issues upward	Escalation was required after the delay.	Y
handover clarity	clear transfer of responsibility	Clarity reduced mistakes.	Y
status visibility	transparency of progress	Visibility improved decision-making.	Y
collaboration breakdown	failure in cross-team coordination	Breakdown caused rework.	Y

UNIT 2: Supervising Staff and Training

Word Group 9: Setting Expectations and Delegating Tasks

Term	Definition	Example Sentence	Profession-Specific (Y/N)
task specification	detailed description of required work	The task specification was unclear.	Y
responsibility assignment	formal allocation of ownership	Responsibility assignment prevents confusion.	Y
execution standard	expected level of task completion	The execution standard was agreed in advance.	Y
procedural sequence	ordered steps for completing a task	Follow the procedural sequence carefully.	Y

deadline confirmation	explicit agreement on timeframes	Deadline confirmation avoids misunderstandings.	Y
accountability point	moment where responsibility is checked	Each phase has an accountability point.	Y
modal framing	use of modals to express obligation or possibility	Modal framing softened the instruction.	Y
expectation alignment	shared understanding of outcomes	Alignment reduced follow-up issues.	Y

Word Group 10: Monitoring Progress and Giving Feedback

Term	Definition	Example Sentence	Profession-Specific (Y/N)
performance indicator	measurable sign of work quality	Accuracy is a key performance indicator.	Y
output consistency	stability of results over time	Output consistency has improved this month.	Y
development gap	area needing improvement	Time management remains a development gap.	Y
behavioral pattern	repeated way of working	A late-start pattern emerged.	Y
constructive framing	improvement-focused wording	Framing reduced defensiveness.	Y
feedback balance	mix of strengths and concerns	Balance increases engagement.	Y
concern signaling	diplomatic expression of issues	Concern signaling kept the tone professional.	Y
trend recognition	identifying change over time	Trend recognition supports fair evaluation.	Y

Word Group 11: Explaining Safety Procedures and Best Practices

Term	Definition	Example Sentence	Profession-Specific (Y/N)
procedural compliance	adherence to required procedures	Compliance is mandatory during loading.	Y

risk exposure	likelihood of harm or loss	Incorrect stacking increases risk exposure.	Y
mandatory control	required safety action	Helmets are a mandatory control.	Y
operational hazard	source of potential harm	Wet floors are an operational hazard.	Y
incident prevention	actions taken to avoid accidents	Training supports incident prevention.	Y
standard operating condition	approved state for operations	Work begins only under standard conditions.	Y
non-compliance consequence	result of failing to follow rules	Non-compliance leads to suspension.	Y
procedural deviation	departure from approved steps	Deviations must be reported immediately.	Y

Word Group 12: Conducting a Performance Discussion

Term	Definition	Example Sentence	Profession-Specific (Y/N)
achievement articulation	clear explanation of success	Articulation reinforces recognition.	Y
performance concern	area requiring improvement	Accuracy remains a concern.	Y
development objective	goal for skill growth	A training objective was agreed.	Y
collaborative planning	joint creation of next steps	Planning increases commitment.	Y
resistance management	handling pushback professionally	Calm management reduced tension.	Y
emotional regulation	control of reactions	Regulation kept discussion productive.	Y
alignment recap	summary of agreements	Recap clarified expectations.	Y
motivational closure	positive end to discussion	Closure reinforced engagement.	Y

UNIT 3: International Logistics and Shipping Coordination

Word Group 13: Comparing and Planning International Shipments

Term	Definition	Example Sentence	Profession-Specific (Y/N)
transport modality	the method used to move goods internationally	Air freight is the fastest transport modality for urgent shipments.	Y
transit duration	the total time goods spend in transit	The transit duration is estimated at nine days.	Y
freight capacity	the maximum volume or weight a carrier can transport	Sea freight offers greater freight capacity than air.	Y
routing constraint	a limitation that affects the shipment route	Weather conditions created routing constraints.	Y
service reliability	the consistency of on-time delivery	Service reliability is critical for medical equipment.	Y
cost exposure	the risk of increased or variable shipping costs	Fuel surcharges increase cost exposure.	Y
shipment configuration	the way goods are organized and packed for transport	The shipment configuration affects handling and loading time.	Y
delivery commitment	the agreed delivery terms or timeline	The delivery commitment was confirmed with the customer.	Y

Word Group 14: Coordinating with Global Procurement and Carriers

Term	Definition	Example Sentence	Profession-Specific (Y/N)
responsibility allocation	the assignment of ownership for specific tasks	Responsibility allocation must be clear across teams.	Y
handoff point	the moment when responsibility transfers between parties	Customs clearance is a key handoff point.	Y

operational dependency	a task that cannot proceed without another being completed	Booking depends on document approval.	Y
timeline alignment	agreement on timing between multiple parties	Timeline alignment reduced shipment delays.	Y
capacity limitation	a restriction on available transport space or resources	Carrier capacity limitations affected scheduling.	Y
priority conflict	a situation where urgent tasks compete	A priority conflict delayed confirmation.	Y
commitment confirmation	formal acknowledgment of an agreed action or schedule	Commitment confirmation was sent by the carrier.	Y
agreement recap	a summary of decisions made during coordination	The agreement recap clarified next steps.	Y

Word Group 15: Working with International Shipping Documents

Term	Definition	Example Sentence	Profession-Specific (Y/N)
bill of lading	a transport document issued by the carrier	The bill of lading was issued after loading.	Y
commercial invoice	a document detailing the value and sale of goods	Customs requested the commercial invoice.	Y
packing list	an itemized list of shipment contents	The packing list shows carton quantities.	Y
consignee	the party receiving the shipment	The consignee address was incorrect.	Y
shipper	the party sending the goods	The shipper must sign the documents.	Y
declared value	the stated value of goods for customs purposes	Declared value affects import duties.	Y
gross weight	total weight including packaging	Gross weight must match the packing list.	Y
document discrepancy	an error or mismatch between shipping documents	A document discrepancy caused a delay.	Y

Word Group 16: Handling International Shipping Problems

Term	Definition	Example Sentence	Profession-Specific (Y/N)
customs hold	a delay caused by customs inspection or review	The shipment is under customs hold.	Y
port congestion	overcrowding that slows port operations	Port congestion delayed unloading.	Y
damaged cargo	goods that arrive in poor condition	Damaged cargo was reported on arrival.	Y
root cause	the main underlying reason for a problem	The root cause was missing documentation.	Y
corrective action	a step taken to resolve an issue	Corrective action was taken immediately.	Y
mitigation option	an alternative to reduce negative impact	Rerouting is a mitigation option.	Y
revised timeline	an updated delivery schedule	A revised timeline was shared with the customer.	Y
service recovery	actions taken to restore customer trust	Service recovery is required after delays.	Y

UNIT 4: Inventory and Quality Assurance

Word Group 17: Describing Inspection Procedures

Term	Definition	Example Sentence	Profession-Specific (Y/N)
inspection sequence	ordered steps in an inspection	The inspection sequence must be followed strictly.	Y
acceptance criteria	conditions required for approval	The item met the acceptance criteria.	Y
tolerance range	acceptable level of variation	Measurements were within tolerance range.	Y
nonconformity	failure to meet requirements	A nonconformity was identified.	Y
calibration status	condition of measuring tools	Calibration status must be verified.	Y
visual verification	inspection by sight	Visual verification revealed damage.	Y
sampling method	approach for selecting items	A random sampling method was applied.	Y
inspection record	documented inspection results	The inspection record was completed.	Y

Word Group 18: Identifying Defects and Reporting Issues

Term	Definition	Example Sentence	Profession-Specific (Y/N)
surface imperfection	visible flaw affecting appearance	A surface imperfection was identified on the casing.	Y
dimensional deviation	measurement outside specified limits	The component shows dimensional deviation.	Y
functional failure	inability to perform intended function	Testing revealed functional failure.	Y
severity classification	level of impact of a defect	The defect received a high severity classification.	Y
repeat occurrence	issue appearing more than once	This is a repeat occurrence across batches.	Y
containment measure	immediate action to limit impact	A containment measure was implemented.	Y
root analysis	investigation of underlying cause	Root analysis is required to prevent recurrence.	Y
escalation threshold	point requiring higher-level action	The issue exceeded the escalation threshold.	Y

Word Group 19: Communicating Stock and Inventory Data

Term	Definition	Example Sentence	Profession-Specific (Y/N)
on-hand quantity	current amount available in stock	The on-hand quantity is 1,250 units.	Y
reorder threshold	stock level triggering replenishment	We reached the reorder threshold.	Y

stock variance	difference between recorded and actual stock	A stock variance was identified.	Y
inbound movement	goods entering inventory	Inbound movement increased this week.	Y
outbound movement	goods leaving inventory	Outbound movement exceeded forecasts.	Y
allocation status	portion of stock already assigned	Allocation status limits availability.	Y
cycle count	partial inventory check	A cycle count was conducted yesterday.	Y
inventory adjustment	correction to stock records	An inventory adjustment was required.	Y

Word Group 20: Writing Short QA Reports

Term	Definition	Example Sentence	Profession-Specific (Y/N)
executive summary	brief overview of key points	The executive summary outlines key findings.	Y
inspection outcome	result of a quality inspection	Inspection outcomes were documented.	Y
quality deviation	departure from quality standards	A quality deviation was identified.	Y
inventory status	current condition of stock	Inventory status was reviewed.	Y
corrective recommendation	proposed action to fix an issue	A corrective recommendation was issued.	Y
supporting evidence	data backing a conclusion	Supporting evidence was included.	Y
report conclusion	final summary and next steps	The report conclusion confirms actions.	Y
formal register	professional writing tone	A formal register is required.	Y

UNIT 5: Customer and Partner Communication

Word Group 21: Responding to Client Complaints Formally

Term	Definition	Example Sentence	Profession-Specific (Y/N)
acknowledgement	formal recognition of a concern	We acknowledge receipt of your message.	Y
formal apology	professional expression of regret	Please accept our formal apology.	Y
service disruption	interruption to agreed service	The delay resulted from a service disruption.	Y
corrective step	action taken to address an issue	Corrective steps are underway.	Y
alternative arrangement	substitute solution offered	An alternative arrangement is proposed.	Y
goodwill gesture	action to preserve the relationship	A goodwill gesture has been approved.	Y
client assurance	statement restoring confidence	We would like to offer our assurance.	Y
positive closure	constructive ending of communication	We look forward to continued cooperation.	Y

Word Group 22: Confirming and Explaining Orders or Changes

Term	Definition	Example Sentence	Profession-Specific (Y/N)
order specification	detailed description of an order	The order specification was updated.	Y
revised delivery date	updated delivery timeline	The revised delivery date is June 18.	Y
amended quantity	changed number of units	The amended quantity was approved.	Y
change request	formal request to modify an order	We received a change request yesterday.	Y
order confirmation	written verification of order details	Please find the order confirmation attached.	Y
processing delay	slowdown during handling	A processing delay occurred.	Y
impact assessment	evaluation of consequences	An impact assessment was completed.	Y
client approval	confirmation from client	Client approval is required before shipment.	Y

Word Group 23: Negotiating Agreements and Solutions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
counteroffer	alternative proposal in negotiation	We would like to submit a counteroffer.	Y
trade-off	balance between two priorities	This option involves a cost–time trade-off.	Y
mutually acceptable	agreed by all parties	We aim for a mutually acceptable solution.	Y
non-negotiable	cannot be changed	The deadline is non-negotiable.	Y
conditional approval	approval with conditions	Conditional approval was granted.	Y
commercial impact	effect on business results	The change has commercial impact.	Y
revised terms	updated agreement conditions	The revised terms are attached.	Y
final alignment	confirmed agreement	Let's confirm final alignment.	Y

Word Group 24: Writing a Follow-Up Summary or Action Plan

Term	Definition	Example Sentence	Profession-Specific (Y/N)
follow-up	continued communication after an exchange	This email is a follow-up to our discussion.	Y
agreed action	confirmed next step	The agreed action is outlined below.	Y
responsible party	person or team in charge	The responsible party is the logistics team.	Y
target date	planned completion date	The target date is May 12.	Y

outstanding item	unresolved issue	One outstanding item remains.	Y
confirmation of understanding	check of alignment	Please confirm your understanding.	Y
next steps	upcoming actions	The next steps are listed below.	Y
formal closing	professional ending	We appreciate your continued cooperation.	Y

UNIT 6: Documenting and Reporting Logistics Performance

Word Group 25: Reporting Logistics Performance and Exceptions

Term	Definition	Example Sentence	Profession-Specific (Y/N)
key performance indicator (KPI)	measurable value showing performance	On-time delivery is a key performance indicator.	Y
on-time delivery rate	percentage delivered as scheduled	The on-time delivery rate improved this week.	Y
exception	result outside the expected range	There was an exception on Route C.	Y
performance trend	pattern of results over time	The performance trend remained stable.	Y
variance	difference from expected result	There was a variance in processing time.	Y
root cause	underlying reason for an issue	The root cause was staff shortage.	Y
operational outcome	result of operational activity	The operational outcome met expectations.	Y
reporting period	time covered by a report	This reporting period covers one week.	Y

Word Group 26: Describing Delays and Task Completion

Term	Definition	Example Sentence	Profession-Specific (Y/N)

task completion	finishing assigned work	Task completion was delayed.	Y
on schedule	finished as planned	The task was completed on schedule.	Y
behind schedule	later than planned	The shipment is behind schedule.	Y
delay	reason for delay	The delay was caused by equipment failure.	Y
revised timeline	updated schedule	A revised timeline has been issued.	Y
operational impact	effect on operations	The delay had limited operational impact.	Y
dependency	task relying on another	This task depends on supplier approval.	Y
status update	report on progress	Please provide a status update.	Y

Word Group 27: Communicating Recommendations and Project Adjustments

Term	Definition	Example Sentence	Profession-Specific (Y/N)
proposed course of action	a formally suggested plan	The proposed course of action addresses staffing gaps.	Y
operational adjustment	a planned change to operations	An operational adjustment is required this quarter.	Y
capacity allocation	assignment of available capacity	Capacity allocation must be reviewed.	Y
risk exposure level	degree of operational risk	The risk exposure level has increased.	Y
risk reduction plan	structured plan to lower risk	A risk reduction plan was approved.	Y
timeline restructuring	reorganization of task timing	Timeline restructuring is necessary.	Y
execution constraint	limitation affecting implementation	Budget limits are execution constraints.	Y
rationale	formal explanation for a decision	The rationale is based on performance data.	Y

Word Group 28: Summarizing and Presenting a Performance Report

Term	Definition	Example Sentence	Profession-Specific (Y/N)
service measure	operational result used for evaluation	One service measure declined this week.	Y
pattern over time	repeated behavior across periods	A pattern over time is emerging.	Y
operational anomaly	unexpected or irregular result	One operational anomaly affected delivery.	Y
delay driver	primary factor causing delay	Weather was the main delay driver.	Y
underlying cause	deeper reason for an issue	The underlying cause was mislabeling.	Y
corrective step	specific action taken to fix an issue	A corrective step was implemented.	Y
proposed action	suggested improvement	The proposed action improves efficiency.	Y
forward actions	upcoming operational steps	Forward actions were agreed upon.	Y

UNIT 7: Leading Meetings and Briefings

Word Group 29: Opening and Structuring a Logistics Meeting

Term	Definition	Example Sentence	Profession-Specific (Y/N)
meeting objective	main goal of the meeting	The meeting objective is to review delivery performance.	Y
agenda item	topic listed for discussion	The first agenda item is project status.	Y
time allocation	planned amount of time	We have a ten-minute time allocation for this topic.	Y
discussion window	limited time for discussion	Let’s keep this within the discussion window.	Y
transition phrase	expression used to move topics	Let’s move on to the next point.	Y

participant input	contribution from attendees	I welcome participant input.	Y
meeting flow	progression of meeting	This structure improves meeting flow.	Y
facilitator role	role guiding the meeting	As facilitator, I'll keep us on time.	Y

Word Group 30: Presenting Operational Updates

Term	Definition	Example Sentence	Profession-Specific (Y/N)
current status	present situation	The current status is on schedule.	Y
operational priority	most important task	Safety is our top operational priority.	Y
bottleneck	point causing delay	Customs clearance is a bottleneck.	Y
exception item	issue outside normal process	There is one exception item to report.	Y
key takeaway	main message	The key takeaway is improved efficiency.	Y
status indicator	signal of progress	Green indicates on-track delivery.	Y
time-sensitive	needing quick action	This is time-sensitive information.	Y
audience alignment	adjusting for listeners	Adjust language for audience alignment.	Y

Word Group 31: Handling Staff Questions and Feedback

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clarifying question	question to check meaning	Let me ask a clarifying question.	Y
restated point	idea expressed again differently	I'll make a restated point.	Y

misinterpretation	incorrect understanding	There was a misinterpretation of the update.	Y
constructive input	helpful feedback	Thank you for the constructive input.	Y
alternative viewpoint	different perspective	That's an alternative viewpoint.	Y
calm acknowledgment	neutral response to feedback	I want to offer calm acknowledgment.	Y
alignment check	confirmation of agreement	Let's do an alignment check.	Y
shared understanding	common agreement	We need shared understanding.	Y

Word Group 32: Closing Meetings and Next Steps

Term	Definition	Example Sentence	Profession-Specific (Y/N)
key decision	final agreed outcome	One key decision was approved.	Y
assigned responsibility	task formally given	This is your assigned responsibility.	Y
delivery deadline	required completion time	The delivery deadline is Friday.	Y
follow-up item	task needing later action	This remains a follow-up item.	Y
confirmation check	check for understanding	Let's do a confirmation check.	Y
closing remark	final meeting statement	I'll end with a closing remark.	Y
team alignment	shared agreement	We have team alignment.	Y
meeting summary	brief recap	I'll send a meeting summary.	Y

UNIT 8: Final Project and Reflection

Word Group 33: Reviewing Key Language and Communication Tools

Term	Definition	Example Sentence	Profession-Specific (Y/N)

opening signal	phrase that starts communication	Let me begin with a brief overview.	Y
progress marker	phrase indicating status	At this stage, we have completed…	Y
issue flag	phrase highlighting a problem	One issue to flag is…	Y
clarification check	phrase confirming understanding	Does that align with expectations?	Y
handover phrase	phrase passing to another speaker	I'll hand this over to…	Y
emphasis cue	phrase highlighting importance	The key point to note is…	Y
closure signal	phrase ending communication	To conclude, our next steps are…	Y
professional softener	phrase reducing directness	We may want to consider…	Y

Word Group 34: Problem Scenario and Team Planning

Term	Definition	Example Sentence	Profession-Specific (Y/N)
core issue	main underlying problem	The core issue is delayed customs clearance.	Y
operational constraint	limiting operational factor	Staffing is an operational constraint.	Y
feasible solution	realistic option	This is a feasible solution.	Y
alternative approach	different possible method	An alternative approach may reduce risk.	Y
role allocation	assignment of responsibilities	Role allocation must be agreed.	Y
decision rationale	reason for decision	The decision rationale is cost reduction.	Y
consensus point	agreed position	We reached a consensus point.	Y
planning assumption	condition accepted as true	Our planning assumption is stable demand.	Y

Word Group 35: Presenting the Final Project

Term	Definition	Example Sentence	Profession-Specific (Y/N)
presentation objective	purpose of the presentation	The presentation objective is to propose a solution.	Y
speaking sequence	order of speakers	The speaking sequence is clearly defined.	Y
supporting visual	chart or table aiding explanation	This supporting visual shows delivery delays.	Y
transition handoff	verbal move to next speaker	I'll make a transition handoff to Maria.	Y
key insight	important finding	One key insight is reduced lead time.	Y
evidence reference	data supporting a claim	This evidence reference comes from the report.	Y
audience inquiry	question from listeners	We'll address audience inquiries at the end.	Y
confident delivery	clear, controlled speaking	Confident delivery builds trust.	Y

Word Group 36: Reflecting on Learning and Giving Peer Feedback

Term	Definition	Example Sentence	Profession-Specific (Y/N)
learning outcome awareness	understanding what was learned	I have stronger learning outcome awareness now.	Y
communication strength	area of effective performance	Clear summarizing is a communication strength.	Y
development gap	skill needing improvement	Handling objections remains a development gap.	Y
evidence-based feedback	feedback supported by examples	I'll give evidence-based feedback.	Y
reflective insight	thoughtful understanding	I gained a reflective insight into this unit.	Y

constructive framing	positive feedback structure	Use constructive framing when giving feedback.	Y
professional response	calm reply to feedback	Thank you—that's helpful feedback.	Y
forward objective	future goal	My forward objective is clearer briefings.	Y