

Photocopiable worksheets:

Contents and Teacher's notes

By Helena Gomm

| Worksheet | | Timing | Aim | Task |
|-----------|---------------------------------------|---------------|--|--|
| 01 | Visiting the warehouse | 30 minutes | To practise vocabulary associated with warehouses. | In pairs, take turns to give definitions for words and phrases missing from a partner's crossword grid. |
| 02 | Orders | 25 minutes | To review the language of placing and talking about orders. | In groups, join the two parts of sentences, or a sentence and a suitable response, in a dominoes-style activity. |
| 03 | Scheduling delivery | 25 minutes | To work as a team to review language from Unit 3 of the Student's Book. | In two teams, compete to win cards by answering three questions correctly. A referee in each team has the answers to the other team's questions. They have to get all three questions right to keep a card. |
| 04 | Picking, packing and inventory | 40 minutes | To read about examples of bad working conditions in warehouses. | Read and answer questions on two different accounts of companies who have been criticized over the working conditions in their warehouses. In pairs, tell each other about the texts and try to find five similarities and five differences. Then discuss customers boycotting these companies, and talk about their own experiences of poor working conditions. |
| 05 | Material handling | 25–30 minutes | To correct and complete sentences connected to handling materials. | Compete to identify mistakes and complete sentences in order to win squares on a grid. |
| 06 | Tracking shipments | 30 minutes | To discuss ways to overcome problems with shipment documentation. | Read a text on a company which is having difficulties with delayed shipments. Answer questions on the text in pairs, and then read what some of the staff see as the cause of the problem. Think of ways to address these causes, and discuss the best strategy to adopt. |
| 07 | Solving shipping problems | 30 minutes | To discuss ways of telling customers about delayed deliveries and produce a list of do's and don'ts. | Share good and bad experiences of deliveries. Read some replies to a question on an online forum about how best to tell customers about delays. Match the questions to the things the writers said, discuss which replies they agree with and write their own response. |
| 08 | Handling complaints | 40 minutes | To read about a delivery disaster and roleplay a complaint phone call. | Read two different versions of the same incident and ask each other questions about the information in their texts to find out the complete story. In pairs, identify several details from the texts. Then roleplay a telephone conversation between one of the music festival organizers and the boss of the delivery company. |

01 Visiting the warehouse

Timing

30 minutes

Aim

To practise vocabulary associated with warehouses.

Task

Pairs of students take turns to give definitions for words and phrases missing from a partner's crossword grid.

Preparation

Make one copy of the crossword grid for Student A and one copy of the grid for Student B for each pair of students in the class.

Procedure

- 1 Put the students in pairs and give each student either the Student A crossword grid or the Student B crossword grid. Tell them not to show their grids to each other. Explain that they each have a partially-completed crossword grid. The words or phrases they have in their grid are missing from their partner's grid. They mustn't tell each other these words. They have to give their partner clues to help them guess what they are. Demonstrate by drawing an empty nine-letter crossword grid on the board. Say to the students: *It's a noun for a building where goods are kept before they are distributed.* See if they can guess the answer (WAREHOUSE). Pre-teach *across* and *down* as ways of referring to crossword clues.
- 2 Give the students a few minutes to work alone to write clues for the words and phrases in their grids. With weaker classes, you could put all the Student As together and all the Student Bs together so they can work on their clues as a group.
- 3 In their pairs, Student A starts by asking Student B for a clue to a missing word, e.g. *What's 1 down?* Student B gives the clue, without mentioning the word itself, e.g. *It's a verb that means to select things, to choose and take things off a warehouse rack.* Where a word is hyphenated or the answer is a two-word phrase, Student B can give this information to Student A, including, if necessary, the number of letters in each word or part of a word. Student A works out the answer, gets confirmation from Student B and writes the answer in the grid. It is then Student B's turn to ask for a clue to a missing word.
- 4 When they have finished, they can compare their grids to make sure they have filled them in correctly.

02 Orders

Timing

25 minutes

Aim

To review the language of placing and talking about orders.

Task

Groups of students join two parts of a sentence, or a sentence and a suitable response, in a dominoes-style activity.

Preparation

Make one copy of the worksheet for each group of three or four students. Cut it into cards along the dotted lines to make dominoes. Make sure that each set of dominoes is well shuffled. The dominoes are in the correct order on the worksheet, so keep an intact copy for yourself as a reference.

Procedure

- 1 Divide the class into groups of three or four, and give each group a set of domino cards.
- 2 Explain that the students should match the right and left-hand sides of the domino cards to make either sentences or short dialogues. For some of the matches, the first half of the sentence is on the right-hand side of one domino and the second half of the sentence is on the left-hand side of another domino. For some of the matches, there are two sentences that go together. The students first put down the *Start* domino and should end up with a single line, running to the *Finish* domino.
- 3 Let your class do the activity for about 15 minutes, then ask them to stop. Check their answers. The winners are the group who linked most of the sentences.
- 4 As a follow-up activity, still in their groups, the students shuffle the cards and put them face down in a pile in front of them. They take turns to pick up a card and read out the text on the right-hand side. The student to the left each time then thinks of a suitable continuation to the sentence or a suitable response. This could be the one on the original cards or their own idea, so long as it makes sense. Circulate and monitor, adjudicating where necessary on the students' responses.