

Photocopiable worksheets:

Contents and Teacher's notes

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Worksheet		Timing	Aim	Task
01	Planning procurement strategy	15 minutes	To reconstruct words and match them with gapped sentences in a bingo-style activity.	Complete words with missing letters in bingo grids. Then listen to gapped sentences and cross out any words that fit the gaps.
02	Managing suppliers	30 minutes	To form collocations and use them to make sentences.	Play a game of pelmanism. The students can keep the cards they turn over if they form a collocation and if they can use them in a sentence.
03	Planning distribution strategy	40 minutes	To read about examples of supply chain problems that got worse.	Read and answer questions on two different stories about companies who experienced an initial problem with their supply chain, which then 'snowballed' out of control. In pairs, tell each other their stories and try to find three similarities and three differences.
04	Making strategic choices	25 minutes	To work as a team to review language from Unit 4 of the Student's Book.	In two teams, compete to win cards by answering three questions correctly.
05	Global supply chains	30 minutes	To match collocations from Unit 5 of the Student's Book.	In small groups, compete to match collocations on dominoes and then make sentences using the collocations.
06	Reverse logistics and returns	30 minutes	To roleplay situations and guess missing words.	Perform a roleplay where students are forbidden from using certain words. The rest of the class have gapped sentences which they have to complete with the words they think the roleplayers are avoiding.
07	Improving performance	40 minutes	To identify the problem in a series of situations, discuss possible solutions and present findings to the class.	In pairs, read out roleplays for the class to identify a situation and a problem. In groups, choose one of the situations and discuss possible solutions. These are then presented to the class.
08	Going green	40 minutes	To identify words to do with environmentally friendly practices from definitions.	In pairs, take turns to give definitions for expressions connected to 'going green', and write the answers in a grid. Letters in shaded boxes in the grid then reveal a hidden environmental message.

01 Planning procurement strategy

Procurement bingo

Timing

15 minutes

Aim

To reconstruct words and match them with gapped sentences in a bingo-style activity.

Task

In groups, the students complete words with missing letters in bingo grids. They then listen to gapped sentences and cross out any of their words that fit the gaps.

Preparation

Make two copies of the worksheet. Cut one into four separate bingo cards along the dotted lines and keep the other one intact.

Procedure

- 1 Divide the class into four equal-sized groups, and give each group a bingo card. Keep the complete set of all the bingo cards for your reference. Tell them to ignore the numbers on the cards – these are for your reference when you are checking answers later.
- 2 Explain that the words on their cards are all from Unit 1 of the Student's Book. Working in their groups, the students complete these words with the missing letters. They are not allowed to use a dictionary or refer back to the Student's Book. Allow them about five minutes to do this. Monitor the groups; if they make a spelling mistake, tell them that they have made a mistake, but *don't* correct the mistake.
- 3 Tell the students that you are now going to read out some sentences. Each sentence will have a word missing. In their groups, they should decide what that word is, then see if that word is on their bingo card. If they think it is, they should tick the box in which the word appears.
- 4 Select the sentences below at random. You can either just choose them at random, or you can write the numbers 1–32 on scraps of paper, mix them up and draw these at random to determine which sentence to read. If you are choosing the sentences at random, put a tick next to each sentence that you read out so that you don't repeat it. Read each sentence out twice at normal speed, leaving a gap or making a pre-agreed noise where there is a word in **bold**. Allow the students a few seconds between each sentence to discuss what they think the missing word is and to see if it is on their card. If they think it is, they tick that box on their bingo card. While they are doing this, cross the word off the relevant bingo card in your set so that you know which team should have the answer.
- 5 The first group to tick all their boxes shouts out *Bingo!* Stop the activity and check their card; if you have been crossing off the words on the cards yourself, you should already know if they were right to shout *Bingo!* They have won if (a) they have ticked the words off correctly, and (b) if their spelling of the completed words is correct. If they have made a mistake, the winner will then be the team that has ticked the most boxes correctly and used correct spelling.

These are the sentences to read out in random order. They are numbered for ease of checking, but don't read them out in numerical order. The answers are in **bold** – do not read these words out.

- 1 When a particular component is very important, it is a good idea to find at least one **back-up** supplier.
- 2 Something with a high supply risk and little added value is called a **bottleneck** item.
- 3 With products that are not critical, you can adopt a **just-in-time** strategy when you place orders.
- 4 When there is a supply problem, some companies like to **over-order** a product to make sure they have enough.
- 5 **Shipping** goods is slower than sending them by air freight, but it is a lot cheaper.
- 6 Some companies keep a **safety** stock of components that are difficult to source so that they don't run out.
- 7 If lots of companies are trying to buy products from the same supplier, there may be a problem with **availability**.
- 8 Companies take out **insurance** so that they receive money if their goods arrive damaged.
- 9 The place where stock is kept until it is needed is called a **warehouse**.
- 10 Before placing an order, it is sensible to ask the supplier to send a **sample** so that you can check that it is exactly what you want.
- 11 Items which are used to build a final product are called **components**.
- 12 When something is risky, a good **contingency** plan will help you if the worst comes to the worst.
- 13 It is dangerous to **underestimate** the risk factors in any undertaking.
- 14 You should always take into **account** the things that can go wrong with a delivery.
- 15 It is important to make a sales **forecast** so that you can work out whether manufacturing something will be cost-effective.
- 16 Having only one supplier is risky. It is much better to **diversify** and identify other companies which could supply the product.
- 17 Something that a company can get from a number of different suppliers, and so can more easily negotiate a cheaper price on, is called a **leverage** item.
- 18 Something that a company can only get from one supplier and which has a large effect on the price of the finished product is called a **strategic** item.
- 19 The act of obtaining or buying goods and services is known as **procurement**.
- 20 When goods are shipped long distances across the world, there may sometimes be **delivery** problems.
- 21 Something that a company needs for the production process which is easy to get and only has a small effect on the price of the finished product is called a **non-critical** item.
- 22 Companies which provide components to manufacturers are called **suppliers**.
- 23 A company which makes a product is called a **manufacturer**.
- 24 When suppliers want to be paid for their products, they send an **invoice**.
- 25 Sometimes it is possible to ask a supplier to **stagger** a delivery so the goods don't all arrive at the same time.
- 26 Limited **financial** risk means that you are unlikely to lose much money.
- 27 If you don't like a supplier's first quotation, you can sometimes ask for a **revised** quotation.
- 28 If you place a large order, it is common to get a **discount**, which means you don't pay the full price.
- 29 When a delivery is urgent, you can sometimes get the goods delivered **direct** from the factory.
- 30 Before you place an order, you ask for a **quotation** so you can see how much you will have to pay.
- 31 Suppliers need **advance** warning if you want to change the size of your order or get them to stagger the delivery.
- 32 To succeed in a market where there are lots of companies producing the same goods as you, your prices need to be **competitive**.

02 Managing suppliers

Collocation pelmanism

Timing

30 minutes

Aim

To form collocations and use them to make sentences.

Task

In groups, the students play a game of pelmanism. They can keep the cards they turn over if they form a collocation and if the student can use them in a sentence.

Preparation

Make one copy of the worksheet (cut into separate cards and jumbled) for each group of four to six students. Keep an intact copy for yourself for reference and to act as an answer sheet.

Procedure

- 1 Put the students into groups, and give each group a set of jumbled cards in a face down pile. Tell them to lay the cards out (face down) on the table in front of them.
- 2 Explain that the words on these cards form collocations from Unit 2 of the Student's Book. The students take turns to choose two cards and turn them over. If they form a collocation and the student who turned them over can make a sentence using the collocation, the student wins those cards and removes them from the set. The same student then has another turn. If the two cards do not form a collocation or if the student is unable to make a sentence using the collocation, they are put back in the same place as before, face down. It is then the next student's turn. If the students are not sure if a collocation is valid or not, they can ask you to adjudicate (they may come up with valid collocations which are not on the answer sheet, e.g. *business management*, *business plan*, *key supplier*). You may also need to adjudicate on their sentences. Note: there are two cards with *record*. One collocates with *track* and the other with *credit*.
- 3 The winner is the student who wins the most cards. Because the students may have come up with valid collocations that aren't reflected in the answer sheet, the game may end with some unmatched cards being left on the table. If this is the case, you could have a second game in which each student or team has a set of cards placed face up in front of them. The students compete to be the first to match all the cards in their set.