

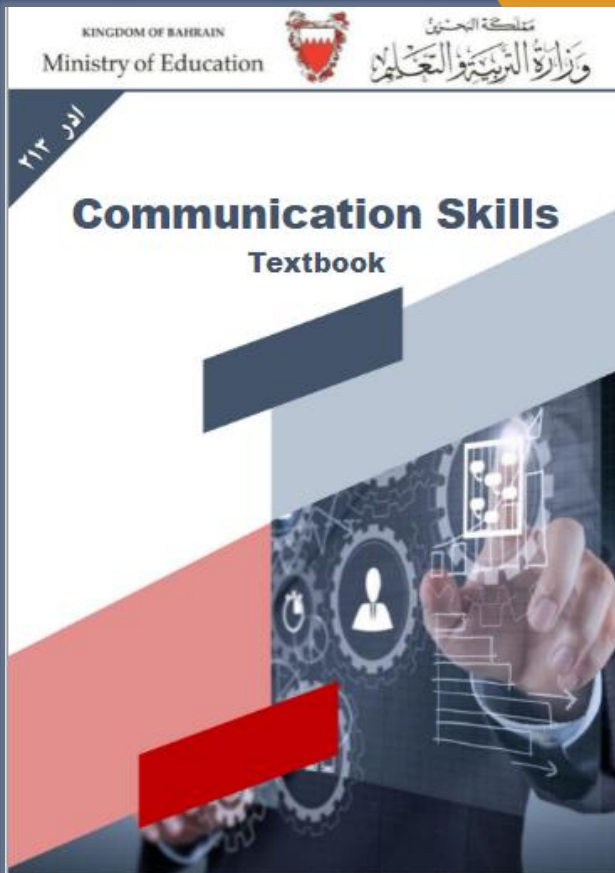
KINGDOM OF BAHRAIN

Ministry of Education



مَمْلَكَة الْبَحْرَيْن  
وَزَارَة التَّرْبِيَة وَالتَّعْلِيم

# Communication Skills Teacher's Guide





# **Communicaiton Skills**

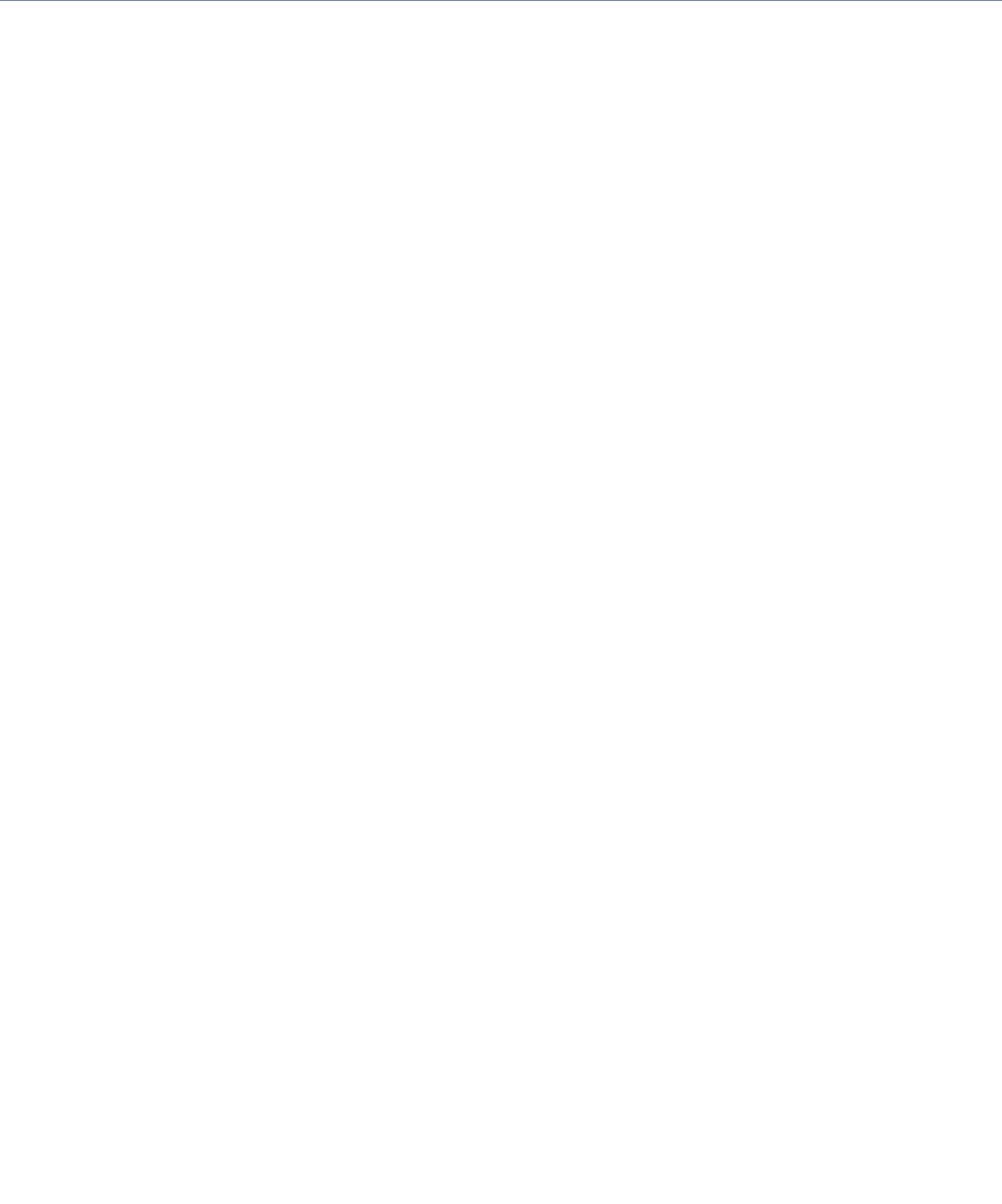
## **Teacher's Guide**





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# Vission



Building a distinguished, creative, innovative and pioneering generation qualified to lead the business sector and capable of interacting positively to keep pace with the requirements of the labor market.

# Mission



The Commercial Track contributes to creating a sustainable learning environment that qualifies distinguished graduates in terms of knowledge, skill and professional qualification in the administrative, accounting, economic, financial and entrepreneurial fields in a way that supports their abilities to give, innovate and create for the needs of the labor market in the various sectors of production and services locally, regionally and internationally.



# Introduction

This guide has been designed for teachers to standardize the tracks of the commercial subjects and to help them implementing the student's book proficiently.

The Communication Skills (الدر ٢١٣) teacher's guide is an aid to enlighten the philosophy and dimensions of the curriculum. It helps achieving its goals and implementing the planned curriculum with an outstanding performance. The guide is oriented to the use of active strategies in achieving learning standards and outcomes.

The role of the teacher is complementary and a key role in the classroom to assume the responsibility of teaching and learning. It focuses on deepening the awareness of concepts, relationships and theories in order to realize them and employ them in all fields in life.

The **first part** of this guide deals with general guidelines for the use of the student's book and the dimensions of building the Commercial Education curriculum and its philosophy. It provides practical examples of the curriculum to enhance the skills of the twenty-first century, concepts of innovation and entrepreneurship, concepts of sustainable development, concepts of citizenship, and the use of technology in the curriculum. It also provides professional and ethical guidelines for the teacher and views the textbook's map, the ways to reinforce citizenship concepts, the strategies for developing skills of systematic explanation, the analysis and problem solving techniques with illustrations from the curriculum, and the ways to motivate learners. The second part of the guide contains methods of assessment, means and resources for teaching business courses and lesson structures.

This guide also focuses on how to perform each lesson in the student's book, describes the learning outcomes of the lesson, and allocates the time given for the lesson implementation. It provides an analysis of the content of the lesson, as well, by mentioning the aspects of learning in it, and suggests tools and teaching aids that can be used for carrying out the lesson.

As we present this guide for teachers to assist them in performing an outstanding teaching while they are carrying out the curriculum of (Communication Skills Section), we affirm the teacher's freedom to add and modify to teach creatively. We hope that the desired benefit of this guide will be achieved as it was planned and endeavored in order to facilitate the effort of teachers with a deeper vision and a more comprehensive picture.

### **Preparation Team**



**Theoretical Framework  
for  
Teacher's Guide**

# Importance of the Guide

Within the framework of the Ministry of Education in the Kingdom of Bahrain's endeavor to develop a national curriculum that adopts national standards of international quality, taking into account the skills of the twenty-first century and continuous innovation in the fields of education, the Directorate of Curricula is working hard to facilitate the task of teachers in rationalizing their performance and developing their competencies, by preparing guides for all subjects in line with the general framework of the national curricula.

This guide aims, in general, to assist teachers in developing learners' innovation skills, providing them with twenty-first century skills, strengthening their personalities with concepts of citizenship, consolidating sustainable development topics. It works on linking specialization lessons with other lessons in the context to ensure integration between the various subjects in order to achieve integration between them through a specialized team by linking the lessons objectives with its content and activities.

# Aims of the Guide

This guide is just an outline for what we want to achieve, leaving teachers free to their creativity in activating the contents of the student's book with the help of this guide. We also count on teachers' ability to modify and develop the contents of this guide and link them to the learner's environment based on their accumulated experiences and creativity.

This guide specifically aims to achieve the following:

- ▶ Organizing the content of the lesson, and managing time effectively.
- ▶ Clarifying the objectives of each lesson, outcomes and performance standards.
- ▶ Enhancing the idea of linking exams and class activities with lesson outcomes.
- ▶ Helping teachers to know the solutions of the activities and exercises provided.
- ▶ Linking the contents of the lessons and activities to the appropriate learning strategies.
- ▶ Determining the learning aids and techniques that are appropriate for each lesson, and how to use them in each part of it.

- ▶ Demonstrating the target learning skills for each lesson.
  - ▶ Explaining the steps the teacher is expected to follow in each lesson.
  - ▶ Providing appropriate, temporary evaluation methods at a specific time.
  - ▶ Familiarizing teachers with the needs of the Bahraini student, and the psychological and mental characteristics of learners in general.
  - ▶ Reminding teachers of intelligence patterns and strategies in order to develop their abilities.
  - ▶ Helping teachers develop skills of systematic thinking, analysis and problem solving.
  - ▶ Helping teachers to encourage and motivate learners.
  - ▶ Introducing the themes of the curriculum, and explaining its philosophical and educational foundations.
-

# Integrating 21<sup>st</sup> Century Skills

The **Partnership for Twenty-first Century Skills** organization defines these skills as: “The set of skills necessary for success and work in the twenty-first century, such as **learning and innovation skills, digital literacy skills, and career and life skills.**” It is also defined as: "a set of skills that workers in various work environments need to be effective, productive, and creative members, in addition to their mastery of the knowledge content necessary to achieve success.

From the above, the education of twenty-first century skills can be defined as: preparing the student according to the needs and requirements of the twenty-first century by developing skills such as creativity, critical thinking, problem solving, communication, and cooperation.

In light of the constant changes taking place in the local and global communities, determining the skills required for the learner has become essential in order to reach an individual who is able to work with the requirements of the later stages of his graduation from school, whether it is related to continuing his higher education or engaging in the labor market. Thus, this framework of the commercial track focuses on developing the educational outcomes, by relying on the skills of the twenty-first century. These skills are considered as a starting point for the framework’s fields and standards, so that the educational process produces individuals with supportive academic and life skills who are able to adapt, compete and face challenges. These skills aim to unify the vision and the

language in relation to what is expected of students when they complete the different educational stages. They play an important role in reducing the gap between the educational outcomes and the labor market requirements. The followings are the skills of the twenty-first century, as shown in Figure (1):

**1. Critical Thinking (التفكير الناقد):**

The ability of Commercial Science students to analyze economic and accounting issues logically, think independently, deal with economic issues and administrative as well as accounting information responsibly, and develop the ability to evaluate and achieve all that without bias.

**2. Communication and Teamwork (التواصل والعمل الجماعي):**

The ability of Commercial Science students to interact and communicate opinions and ideas efficiently, and to master the skills of clarifying the idea using oral, written and non-verbal communication skills with multicultural student groups. It is also the ability to negotiate, discuss and persuade, and master the skills of cooperation with others to plan and implement small projects.

**3. Creativity and Problem Solving (الإبداع وحلُّ المشكلات):**

The ability of Commercial Science students to break out of stereotypes to face reality; By invoking new solutions, using unfamiliar resources, employing commercial science and skills to learn how to solve problems, and making judgments through research and analysis.

**4. Leadership and Decision Making (القيادة وصنع القرار):**

Mastering Commercial Science students leadership skills by using problem-solving and personal skills to raise the level of others' ability to influence and direct the team to achieve a common business project.



## **5. Local and International Citizenship (المواطنة المحلية والعالمية):**

The ability of students of Commercial Sciences to direct their knowledge, behavior and values responsibly, in a manner that enhances the convergence of ideas between the various components of society, raises their awareness of global challenges, increases their contributions to building and developing their country. It is also the students' ability to root the practices of environmental sustainability and social justice, and to contribute to the formation of positive attitudes towards global economic problems, and the acceptance of others in a way that increases global cultural convergence.

## **6. Initiative (الريادة والمبادرة):**

The ability of students of Commercial Sciences to self-manage productively, pursue personal goals with strong determination and high motivation, and master the process of goal setting and time management by working independently and by setting priorities in Commercial Science projects to achieve and clarify learners' initiatives. It is also the ability of the students to take the initiative in proposing and dealing with occasional problems, and to make constructive suggestions.

## **7. Digital Literacy (الثقافة التكنولوجية):**

The ability of Commercial Science students to use technology and its tools effectively to create, access, manage, implement, criticize and disseminate information. It is also the ability to apply digital technology effectively by using it as a tool used by learners in researching economic and administrative issues.

## **8. Global Awareness (التمكن اللغوي):**

The ability of students of Commercial Sciences to intellectual excellence and literary and scientific production in a manner that enhances the values of belonging, cultural heritage, and national identity, by using the mother tongue, in addition to

communicating efficiently in more than one language, such as, English in accounting, financial, banking and administrative courses.



Figure (1): 21<sup>st</sup> Century Skills

# Teaching & Learning Strategies

Teaching and learning strategies are a method of activating the classroom according to several criteria, perhaps the most important of which is the teaching situation. They are also the means, tools and procedures that the teacher uses to help him in his task. Moreover, these strategies represent the general atmosphere in the classroom that helps to reach in an orderly and sequential manner to acceptable educational outcomes in light of the available possibilities. In short, these strategies are the advance planning and plan followed by the teacher to achieve an educational goal.

The Commercial track employs a set of modern strategies in learning that suit the age group of secondary education students and the specificity of some subjects and the school environment. These strategies include the following:

## **Collaborative Learning Strategy (استراتيجية التعلم التعاوني):**

Divide the students into groups, each homogeneous group according to his abilities, taking into account the different intelligences of the students. These groups consist of 4 to 6 students per group depending on the capacity and number of students in the class. The roles are distributed to the group democratically to organize the work and use the time appropriately. The group leader, reader, writer, rapporteur and observer are identified in each group, and a task is assigned to them, such as they analyze the samples of cover letters in Simulation Office Project subject, for example (مهر ٣١٣).

### **Dialogue and Discussion Strategy (استراتيجية الحوار والمناقشة):**

It depends on structured dialogues to exchange views and ideas alongside with the interaction of students' experiences that enhance some activities, stimulate students mentally, and develop critical thinking skills. Teachers bring up main ideas about the lesson through questions and discussion encouraging students to express their opinions, such as discussing the effect of communication barriers in Communication Skills subject (در ٢١٣).

### **Think-Pair-Share Strategy (استراتيجية فكر-زواج-شارك):**

Think-Pair-Share (TPS) strategy is one of the innovative strategies derived from cooperative learning. Teacher gives students a question that they must consider alone and then discuss it with a neighbor before settling on a final answer. This is a great way to motivate students and promote higher-level of thinking. Even though the activity is called think-"PAIR"-share, many instructors use it for pairs and small groups as well (three or four students). Often each group discussion is followed up with a larger classroom discussion. Some think-pair-share activities are short, such as "**quick-response think-pair-share**" and sometimes the activities may be longer and more involved, "**extended think-pair-share.**" The instructor can use the student responses as a basis for discussion, to motivate a lecture segment, and to obtain feedback about what students know or think of. It is easy to incorporate more than one think-pair-share activity in a class period.

#### **Steps and tips for using think-pair-share**

1. Ask a question. Be aware that open-ended questions are more likely to generate more discussion and higher order thinking. A think-pair-share can take a short time (three minutes) or can be longer, depending on the question or the task and the class size, as well.

2. Give students a minute to two more (for complicated questions) to discuss the question and work out the answer.
3. Ask students to get together in pairs or in groups of three to four students. If movement among students is required, then allow them to move. If the instructor definitely wants to stick with pairs of students, but have an odd number of students, then allow each group to include three students. It's important to have small groups so that each student can talk.
4. Ask for responses from the pairs or the groups. Indicate time for those responses and for the class discussion as well to address the question.

This strategy can be used in most of Office Management courses, such as, discussing the importance of organizing the human resources of any organization in “Introduction to Office Management” subject (در ١١١).

### **Survey Strategy (استراتيجية الاستقصاء):**

The investigation strategy is raised at its different levels, according to the levels of the students, through questions and discussions. That strategy provoke students through the use of critical thinking in real or simulated educational situations through which the student acquires new knowledge, such as explaining the types of communication methods and the advantages and disadvantages of each type in “Communication Skills” subject (در ٢١٣).

### **Brainstorming Strategy (استراتيجية العصف الذهني):**

Learners share and record questions, ideas and examples that come to mind (without judgment or censure) about a central idea, topic or problem. Brainstorming is often presented visually by using colorful posters that can be created by learners in small groups and presented to the rest of the class.

### **Critical Thinking Strategy (استراتيجية التفكير الناقد):**

Critical thinking focuses on mental processes that go beyond apparent matters to study things in depth, and this requires the learner to reconsider many of his previous practices. When the learner practice this skill, he formulates knowledge in an authentic way and interacts with it with the highest degree of effectiveness, and then formulates new experiences and new expectations in which he transcends the experience presented to him. In this way, the student's thinking can be creative and informed. Dealing with laws related to injuries, vacations, and incentives for workers in the course of labor law is a good example of that. Critical thinking includes a wide range of skills, the most important of which are:

1. Distinguishing between facts that can be proven or verifiable and between claims or self-claims.
2. Distinguishing between allegations and reasons related to the topic, and those that are inserted into the topic and are not related to it.
3. Determining the credibility of information sources and references.
4. Identifying ambiguous allegations or evidence.
5. Identifying the similarities and differences between two positions or two ideas on an issue.
6. Applying previously learned problem-solving skills.
7. Identifying inconsistencies or inconsistencies in the process of inference from the introduction or facts, and determining the strength of the proof or claim.

### **E-Learning Strategy (استراتيجية التعلم الإلكتروني):**

E-learning is defined as “the use of multimedia like the Internet, radio, video films, television and other resources in the educational learning process. The sources of

knowledge and science available to students these days are diverse and plentiful, and they can be accessed in easy and attractive ways, without relying on the teacher. Therefore, the teacher's role is no longer limited to communicating information only. It is much more than that. He became responsible for building the personality of the student as a researcher, thinker, critic and an independent individual who can access information and self-expand his horizons.

### **Role-Playing Strategy (استراتيجية اللعب بالأدوار):**

Learners act out or perform a particular role in order to explore and dramatize the thoughts, feelings, and experiences of another person in a simulated situation.

- The role-play can be conducted between two learners, a small group or as a whole class led by the teacher.
- The role-play can be performed and presented to the whole class, where other learners can be invited to make comment and analysis on the content.
- Some role-plays can be simple, but it can also include learners' own development and interpretation of a given scenario.

Such strategy you can use in playing role of a candidate who called for a job interview in “Simulation Office” project (مهر ٣١٣) and “Communication Skills” course (ادر ٣١٢).

# Evaluation Methods

Evaluation represents one of the most important modern approaches to the development of education, through which the impact of all that has been planned and implemented in terms of teaching and learning processes, and its strengths and weaknesses, is identified. It helps in suggesting solutions that contribute to emphasizing and strengthening strengths, and avoiding and addressing weaknesses in the teaching and learning process.

## **Definition of Evaluation:**

Educational evaluation is a systematic process based on scientific and practical foundations, aimed at issuing an accurate and objective judgment on the inputs and outputs of any educational system, and then identifying the strengths and weaknesses in each of them in preparation for taking the appropriate decisions for any reform, and to improve the learner's performance.

Evaluation in the educational process includes several elements, the most important of which are: evaluating the curriculum, with its various elements (objectives - content - teaching and learning strategies - evaluation), evaluating the teacher, and evaluating the outcomes of the curriculum.

The curriculum can be evaluated by the change it made on the student's behavior cognitively, mentally, emotionally and skillfully from a specific level to another desirable level, expressed by the curriculum objectives.



## Purposes of Evaluation:

The evaluation is characterized by a comprehensive view of the components of the educational process and also searches for the reasons that lead to its weakness or strength through this comprehensive view. However, the purpose of the evaluation focus on the partial components of the educational and educational process, but in the end, it links these particles to form a general and comprehensive judgment on the learning and educational process as a whole. The purposes of the evaluation in general are:

1. Defining the weaknesses and strengths of students' learning, and determining the direction in which their general cognitive, social, and psychological development is going, ... etc.
2. The evaluation reveals to us the extent to which the learning and educational goals set in advance have been achieved, and the aspects that need to be developed, modified or changed in these goals.
3. Evaluation reveals the strengths or weaknesses of the teacher, the curriculum, teaching methods, and other specific means that are used or served in the teaching and learning process.
4. Evaluation is an important part and an essential process in the planning, organization and implementation of all programs. It is the bridge that provides the opportunity to cross the distance between reality and the set goals.
5. Evaluation is a necessary way to test principles of working with individuals, groups and societies; to ensure the validity of those principles.
6. Providing information on the degree to which a program has achieved its objectives by clarifying the shortcomings and strengths, and providing feedback on those aspects.
7. Informing administrators and policy makers of the unexpected results of program implementation, whether negative or positive, so that policy makers have sufficient justification for changing or canceling programs.

8. Providing information on the level of general satisfaction with the results of the program and the degree of support provided to it.
9. Evaluation focuses more on improving a service than on evaluating whether or not the service is worth keeping.

## Types of Evaluation:

Evaluation can be classified into:

### 1. Diagnostic Evaluation:

It is concerned with identifying the learning difficulties or weakness of pupils during teaching. It tries to locate or discover the specific area of weakness of a pupil in a given course and tries to provide remedial measure.

**N.E. Gronlund** says “..... formative evaluation provides first-aid treatment for simple learning problems whereas diagnostic evaluation searches for the underlying causes of those problems that do not respond to first-aid treatment.”

When the teacher finds that even after the use of various alternative methods, techniques and corrective prescriptions, and the student still faces learning difficulties, then the teacher recourse to a detailed diagnosis through specifically designed tests called ‘diagnostic tests’.

Diagnosis can be made by employing observational techniques, too. In case of necessity, the services of psychological and medical specialists can be used for diagnosing serious learning difficulties.

## 2. Formative Evaluation:

Formative evaluation is used to monitor the learning progress of students during the period of teaching. Its main purpose is to provide continuous feedback to both teachers and students concerning learning successes and failures while teaching is in process.

Feedback to students in terms of providing reinforcement of successful learning and identifies the specific learning problems that need correction. Feedback to teachers in terms of providing information for modifying instructions and for prescribing group and individual remedial work.

Formative evaluation helps teachers to ascertain the students' progress from time to time. At the end of a topic, unit, segment or a chapter, teachers can evaluate the learning outcomes, and based on that they modify their methods, techniques and devices of teaching to provide better learning experiences.

Teachers can even modify the teaching objectives, if necessary. In other words, formative evaluation provides feedback to the teacher. The teacher can know which aspects of the learning task were mastered by students and which aspects were not. Formative evaluation helps the teacher to assess the relevance and appropriateness of the learning experiences provided and to assess instantly how far the goals are being fulfilled.

Thus, it aims to improve teaching and learning. Formative evaluation also provides feedback to students. The student knows his learning progress from time to time. Thus, formative evaluation motivates the students for better learning. As such, it helps the teacher

to take appropriate remedial actions. “The idea of generating information to be used for revising or improving educational practices is the core concept of formative evaluation.”

It is concerned with the process of development of learning. In the sense, evaluation is concerned, not only with the appraisal of the achievement, but also with its improvement.

Education is a continuous process. Therefore, evaluation and development must go hand in hand. The evaluation has to take place in every possible situation or activity and throughout the period of formal education of a student.

**Cronback** is the first educationist, who gave the best argument for formative evaluation. According to him, the greatest service evaluation can perform is to identify aspects of the course where education is desirable. Thus, this type of evaluation is an essential tool to provide feedback to the learners for improvement of their self-learning and to the teachers for improvement of their methodologies of teaching, nature of the educational materials, etc.

It is a positive evaluation because of its attempt to create desirable learning goals and tools for achieving such goals. Formative evaluation is generally concerned with the internal agent of evaluation, like participation of the learner in the learning process.

**The functions of formative evaluation are:**

**(a) Diagnosing:**

Diagnosing is concerned with determining the most appropriate method or educational materials conducive to learning.

**(b) Placement:**

Placement is concerned with finding out the position of an individual in the curriculum from which he has to start learning.

**(c) Monitoring:**

Monitoring is concerned with keeping track of the day-to-day progress of the learners and to point out changes necessary in the methods of teaching, educational strategies, etc.

**Characteristics of Formative Evaluation:**

**The characteristics of formative evaluation are as follows:**

3. It is an integral part of the learning process.
4. It occurs, frequently, during the course of teaching.
5. Its results are made immediately known to the learners.
6. It may sometime take form of teacher observation only.
7. It reinforces learning of the students.
8. It pinpoints difficulties that are being faced by a weak learner.
9. The results cannot be used for grading or placement purposes.
10. It helps in the modification of the educational strategies including method of teaching, immediately.
11. It motivates learners, as it provides them with knowledge of progress made by them.
12. It looks at the role of evaluation as a process.
13. It is generally a teacher-made test.

14. It does not take much time to be constructed.

**Examples:**

- i. Monthly tests.
- ii. Class tests.
- iii. Periodical assessment.
- iv. Teacher's observation, etc.

### 3. Summative Evaluation:

Summative evaluation is undertaken at the end of a course of teaching to know to what extent the objectives previously fixed have been accomplished. In other words, it is the evaluation of students' achievement at the end of a course.

The main purpose of the summative evaluation is to assign grades to the students. It indicates the degree to which the students have mastered the course content. It helps to judge the appropriateness of educational objectives. Summative evaluation is generally the work of standardized tests.

It compares one course with another. The approaches of summative evaluation imply some sort of final comparison of one item or criteria against another. It has the risk of making negative effects.

This type of evaluation might classify a particular student as weak, for example, and cause him or her frustration.

To sum up, we can say that formative assessment tests are conducted at regular and frequent intervals during the course; Whereas, summative assessment tests are given at the end of a course or at the end of a fairly long period.

The experiences gained by the student in Commercial Science courses at the secondary level are evaluated by:

- ▶ **Structured observation:** It is intended to observe the student's behavior in different educational situations, such as classroom discipline, cooperation with colleagues, and academic behavior.
- ▶ **Projects:** Commercial Science projects contribute to the development of students' abilities and skills to get ideas to engage in the market and achieve sustainable development goals.
- ▶ **Reports:** Reports in Commercial Science courses deal with various topics, such as commenting on an activity, addressing an accounting, economic or commercial problems, expressing an opinion on a contemporary economic issue, or analyzing the financial statements of a company for a commercial project.
- ▶ **Short exams.**
- ▶ **Student's Portfolio:** It is a purposeful and organized collection of the student's work and achievements related to the course, during a specified period, for the purpose of documenting his learning process and evaluating his performance.

What is meant by student achievement is all that he undertakes of assignments, editorial work, and various performances during and outside the class. It is also his production and contributions to individual and group activities and projects, which he is assigned to in the various fields of the subject, in addition to his initiatives related to the development of his learning in a particular field. The file is divided as follows:

1. **Applications:** The oral or written activities that are given to the student with the intention of evaluating a formative assessment in parts of the course, it is applied mainly during or at the end of the educational situation, or in the form of a home job.
2. **Quizzes:** Written questions that are given to students during the educational situation, in a short period of time (10-15 minutes) to evaluate what students have mastered in a particular part of the course.
3. **Reports:** Written works prepared by the student, between 200 to 300 words (one to two pages). Examples of reports that students can prepare in Commercial Science are: commenting on a field visit, a lecture, a movie, a computer program, or a radio or television program.
4. **Research papers:** These are studies prepared by the student on his own, in which he uses his experience in writing the research. It reflects his personal effort. Student should write around 1000 words (5-8 pages) in topics, such as:
  - Expressing an opinion on a contemporary economic issue.
  - Addressing an economic problem.
  - Analyzing the financial statements of a project.
5. **Projects:** These are organized and integrated works prepared by the student individually or with the participation of a number of his fellow students. Examples of projects in Business courses are:
  - Recording a radio or a television program.
  - A field study for a commercial project.
  - Designing a business website.



# Lesson Plan for Communication Skills

Lesson plans include all you need to know in order to, successfully, teach using the new course book and the other materials. They provide guidance for dealing with the activities in the course book and workbook, as well as teacher-mediated activities.

A lesson plan is a teacher's detailed description of the lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the ability and proficiency of the teacher, subject being covered, and the needs of the students. There might be requirements assigned by the school regarding the plan, as well. A lesson plan is the teacher's guide for running a particular lesson, and it includes the objectives (what the students are supposed to learn), how the objectives will be reached (the method, procedure of teaching) and a way of measuring the achievement of the objectives (test, worksheets, homework.. etc.).

Every teacher is required to prepare a lesson plan because this is considered as a guide for the lesson. Lesson planning is important because it gives the teacher a concrete direction of what he/she wants to address for that day. Research has shown that students' learning is correlated to teachers' planning. One major explanation is that when the plan is ready, teachers can focus on its implementation. When teachers do not have to think about what they need to do next, they are able to focus more on the lesson. Lesson planning is important because it helps teachers ensure that the day-to-day activities which take place in their classrooms, are providing students with an adequate level of long-term progress toward the objectives outlined in their scope and sequence, as well as their individual

education plans when necessary. An effective lesson plan includes several elements, such as learning objectives, quality questions, materials and activities. It is important to have the learning objectives stated clearly, because those should drive the development and implementation of all activities in the classroom. Quality questions are important to be listed in the plan to direct the students over the period of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than memorization and simple comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets or not. Lesson planning is an essential part of the teaching process that changes over time as teachers gain more hands-on experience.

### **The Importance of Lesson Planning:**

Educators, unanimously, agreed that lesson planning is of extreme importance, and it is a step that must be done carefully in order to achieve success, because:

1. Through lesson planning the subject is organized properly.
2. It keeps the teacher free from the faults of thoughtless teaching.
3. It provides learners with a proper atmosphere for learning.
4. It provides teachers with a clear idea about when they start evaluation and when they should proceed to the next lesson.
5. Lesson plans help in organizing teaching and save time.
6. Lesson plans allow teachers to apply appropriate strategies.
7. Teachers will be more ready and confident while teaching the lesson with planning.

### **Steps to Write a Lesson Plan:**

Lesson plans contain a number of common elements to support you, as a teacher, in understanding the lesson objectives, and adapting your practice to suit learners' needs.

The nature of lesson planning differs in form and content depending on the type of plan to be created (annual - quarterly - unit of study - class). A lesson plan is a brief theoretical document for what is to be implemented in the classroom. It is useful for teachers to take into account the following steps when writing their lesson plans:

1. The lesson plan is important, so writing the information down is very important, to keep track of what the teacher and learner have accomplished.
2. **Resources, applications and software:** The teacher determines the type of resource and software used in implementing the lesson, such as the whiteboard, the interactive board, worksheets, presentations, and other things.
3. **Citizenship Values (Value Activated):** The teacher defines the values should be gained from the lesson.
4. **Engaging Starters (Getting Started):**
  - It is the main entry point for accessing any class, and it is useful to differentiate between it and the assessment of tribal learning, as its implementation is feasible and falls under the incentive preparation. However, building new experience is based strongly on recalling the previous experience of the learners, and this is often accomplished in building economic and accounting concepts. Further, in cases where two outcomes are linked to each other, or the decree's achievement has not been completed in the previous quota, as it is not always necessary - to have a close connection between two successive topics.
  - It is necessary that the introductory activity to be attractive, closely related to the topic discussed, and it is desirable that the learner be an active participant in it. Example: Students acting out a dialogue, showing a clip from a movie, news from a local newspaper ... etc.
5. **Learning Objectives:** Objectives should be stated clearly and the can be taken from header of the lesson in the textbook.

6. **Duration:** It is important for the teacher to set a time for each activity in class to ensure that all lesson objectives are covered. Managing time in class is one of the most important characteristics of a successful teacher.

**7. Procedures and Teaching Aids:**

- ***The teacher's role:*** In this field, teachers write briefly all the instructions, initiatives and activities they will assign to learners.

- ***The role of the learner (the student):*** In this field, teachers write all the responses, activities and initiatives that learner are expected to do.

8. **Evaluation for the sake of learning:** In this field, teachers write the evaluation methods and tools they will use to evaluate learning in the class.

9. **Conclusion of the lesson:** It is a planned activity that all students carry out at the end of the lesson to summarize what they have learned, return to the lesson objectives, reflect on what they have achieved, and think about how they worked. The conclusion of the lesson is important for the student as it helps him remember what has been learned, connects the student to the lesson objectives, and enhances the student's motivation and sense of achievement. It is important for the teacher as it helps him evaluate student learning, leads him to plan for further and deeper learning, and gives him an opportunity to reflect on the effectiveness of the teaching process.

10. **A contemplative pause:** It is necessary for the teacher to set apart for notes in his planning that he can use in recording the new situations he faces, or the difficulties and obstacles that prevented the achievement of goals. It also determines whether the objectives have been successfully achieved, or the lesson requires a change in the teaching strategy, the type of activities, or that it needs more reinforcement and remedial activities.

11. **Assessment methods for learning:** This field specifies the methods of assessment to assess learning, such as feedback, questions, self-assessment, or peer assessment ... etc.

12. **Skills of the 21st century:** The teacher defines the skills of the 21st century that should be covered in the implementation of the lesson.
13. **Teaching and learning strategies:** The teacher defines the strategy/ies used in the lesson.
14. **Strategies for differentiated instruction:** The teacher defines strategies for differentiated instruction that should be used in the classroom.
-

## Lesson plan template:

<b>Subject/code</b>			
<b>Class</b>			
<b>Day</b>			
<b>Date</b>			
<b>period</b>			

<b>Topic:</b>	<b>Chapter:</b>
---------------	-----------------









<b>Sources and Resources</b>	<input type="checkbox"/> Textbook <input type="checkbox"/> Whiteboard <input type="checkbox"/> Worksheet <input type="checkbox"/> Colored papers <input type="checkbox"/> Presentation <input type="checkbox"/> Other: .....
<b>Link between subjects</b>	
<b>Value Activated</b>	

<b>Engaging Starters</b>	
<b>Time</b>	

Time	Educational Objectives	Teaching and Learning Strategies	Procedures	Assessment for Learning

<b>Lesson Closer</b>	
<b>Time</b>	

<b>Supporting Students</b>	
<b>Enrichment Activities</b>	
<b>Challenging Question</b>	
<b>Meditative Pause</b>	<input type="checkbox"/> Objectives are Successfully Accomplished <input type="checkbox"/> The lesson requires a change of the teaching strategy <input type="checkbox"/> The lesson needs to change the type of activities <input type="checkbox"/> Other: .....

<b>Skills of the 21<sup>st</sup> century</b>	 <b>Critical Thinking</b> <input type="checkbox"/>	 <b>Communication &amp; Teamwork</b> <input type="checkbox"/>	 <b>Creativity &amp; Problem Solving</b> <input type="checkbox"/>	 <b>Leadership &amp; Decision Making</b> <input type="checkbox"/>
	 <b>Local &amp; International Citizenship</b> <input type="checkbox"/>	 <b>Initiative</b> <input type="checkbox"/>	 <b>Digital Literacy</b> <input type="checkbox"/>	 <b>Global Awareness</b> <input type="checkbox"/>

<b>Strategy Used</b>	
<b>Learning Patterns</b>	



# **Practical Framework for Teacher's Guide**



KINGDOM OF BAHRAIN

Ministry of Education



مَمْلَكَة البَحْرَيْن  
وَزَارَة التَّرْبِيَة وَالتَّعْلِيم

الدراسات  
الاجتماعية

# Communication Skills

## Teacher's Guide



## **Aims & Objectives**

**At the end of the course, students should be able to:**

- ▶ understand communication in the business context.
- ▶ develop an awareness of the importance of effective communication.
- ▶ compose business correspondences effectively.
- ▶ use spoken English effectively in a business situation.
- ▶ know the importance of the telephone as a means of communication.
- ▶ understand meetings as means of communication.

## Course Outline

### الخطة الزمنية للمقرر مهارات الاتصال

المسار	المساق	رمز المساق	عدد الساعات المعتمدة	نوع المساق	المتطلبات السابقة	الفصل
توحيد المسارات	Communication Skills	ادر٢١٣	٢	اختياري ملزم	-	٤

الملاحظات	الدرجة	التقويم التكويني		عدد الأسابيع	الصفحات	الموضوعات المقررة	الوحدة		
		المعدل	النوع						
	متوسط أعلى وقفتين ١٢×	١٠	اختبار تحريري	1	11-17	Communication Process	١		
				1	18-23	Communication Channels			
				1	24-29	Organization Communication			
				١٠	اختبار تحريري	1	33-38	Methods of Written Communication	٢
						1	39-44	Business Letter	
						1	45-55	Other Written Methods	
		١٠	اختبار تحريري	1	59-62	Oral Communication in the Workplace	3		
				1	63-68	Methods of Face-to-Face Communication			
				1	69-76	Telephone communication			
		١٠	اختبار تحريري	1	80-84	Types of Meetings	4		
				1	85-91	Meeting Documents			
				1	92-98	Stages of a Meeting			

الملاحظات	الدرجة	التقويم التكويني		عدد الأسابيع	الصفحات	الموضوعات المقررة	الوحدة
		النوع	المعدل				
		-		٢		مراجعة عامة للمقرر	
	٥	أداء عملي [نشاط صفي] (Stages of Meeting) يلخصه مجموعة من الطلبة من (٤-٦ طاب) كما هو مرفق في الصفحة التالية)					
	٨	٢	الانضباط			ملاحظة السلوك الطلابي	
		٢	التعاون مع الزملاء				
		٤	السلوك الأكاديمي				
	٥	ملف أعمال الطالب (كراسة التدريبات)					
	٣٠	المجموع					

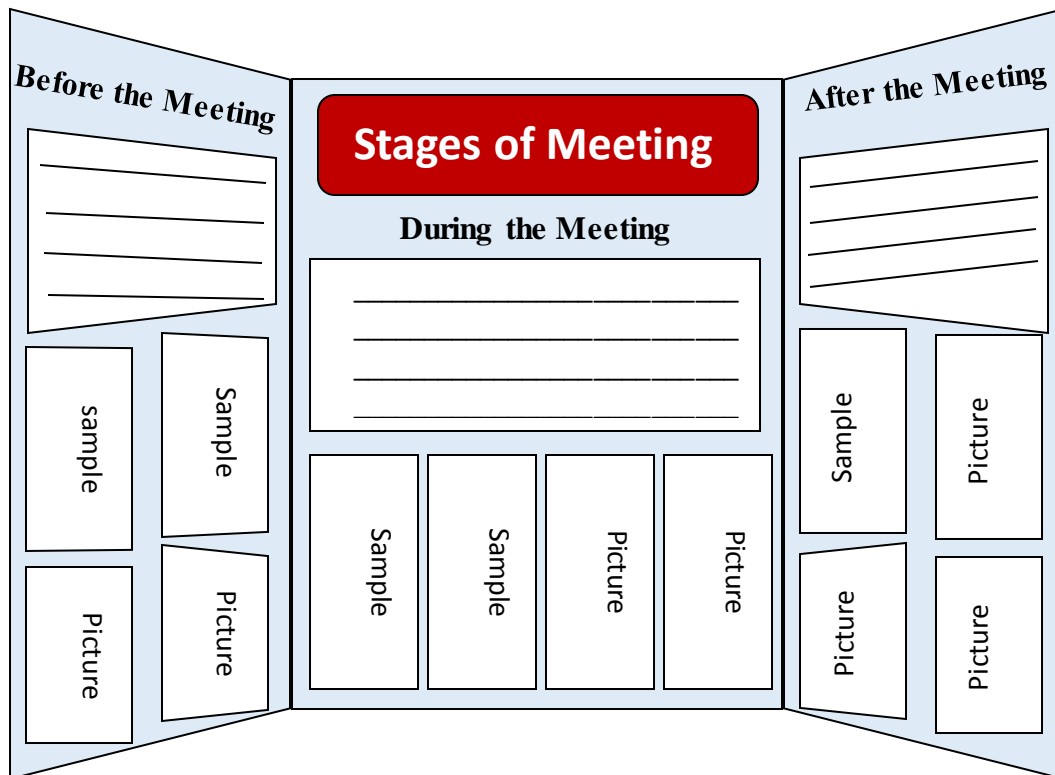
- الطبعة المعتمدة: الطبعة الأولى ٢٠٢٠م.
- امتحان المنتصف: من صفحة 11 إلى صفحة 56 (Chapter 1 & 2).

# Report Display Board

ادر ۲۱۳

## Guidelines for the report display board:

- ▶ Title the display board by STAGES OF MEETING. And each section by follow – Before, During and After the Meeting.
- ▶ Write a general description of stages of conducting a meeting.
- ▶ Explain each stage by using some samples of (agenda, notice and minutes), and some pictures of each title.
- ▶ Your project display board should be like the figure shown below.



## LESSON 1

### Communication Process



#### Overview

##### Outcomes:

By the end of the lesson, students will be able to:

- define effective communication.
- draw the communication process.
- differentiate between one-way and two-way communication.
- memories the purpose of communication.
- understand how communication barriers can arise, and how they can be reduced or removed.

##### Materials:

Text book pages 11-17

Dictionaries

Glossary – text book page 30

Work Book pages 6-11

#### Model Lessons



##### Teaching Strategies:

- Collaborative Learning Strategy
- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the subject Introduction to Office Management (ادرس ۱۱۱).

##### Vocabulary:

- Communication
- One-way communication
- Two-way communication
- Barriers

## Starter

- Ask students to read the Getting Started (engaging starters) activity in page 12.
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher will finally follow up with the students by displaying the topic through the slide show.

Communication in Business | Lesson 1.1

### 1.1 Communication Process

#### Getting Started

People in business exchange information all the time. For example:

- A manager gives instructions to employees.
- A customer places an order.
- A sales manager may telephone the production manager to ask if a customer order is ready.

Look at the communication example below and answer the questions:

**A team meeting**




Figure 1.1.1 A team meeting

► Identify the sender, receiver(s), and the message in the above example of communication.

**Introduction:**

Between getting up in the morning and going to bed at night, you communicate with many people, using different communication methods. You speak to your family members over breakfast, chat to your friends on the way to school, listen and speak to teachers, text friends, listen to television news, read newspapers and much more.

Businesses also communicate with many individuals and groups. Like you, they use many different methods to communicate their messages. They also receive messages. In this lesson, you will study the importance of effective communication to businesses and the purposes of it. You will also learn about those things that might prevent effective communication. These are known as barriers to communication.

12

## Answer

Sender: Manager

Receiver(s): Staff/salesperson

Message: "We have to increase sales this month. Every person who meets his/her sales target will get a bonus of BD100".

## Learning Objective:

The student should be able to recognize the meaning of communication within 10 minutes based on the activity.

- The teacher will display a question regarding the first objective.
- Search the internet for optical illusions to use in this lesson, being careful to choose appropriate pictures.
- Show one or more of these images and lead a discussion on what people “see” state that when we see things, some people may “perceive” them differently. It is the same with communication. We may be communicating with people, and they may perceive something different from what we are saying thus the message is misunderstood.

## Sample Question:

Communication defined as \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_ exchanging \_\_\_\_\_, opinions or ideas through written, \_\_\_\_\_ or visual means or any combination of the three.

- The teacher will then follow up by displaying the right answer in the slide show and will provide feedback to the answers.



**Strategy Used:** Critical Thinking – discussion.

**Learning Patterns:** Visual – Auditory – Kinesthetic.

**The student should be able to outline the communication process within 15 minutes based on the activity.**

- The teacher will display a question regarding the second objective.
- As you discuss the five parts of the communication process, be sure to make connections to figure on page 14: Sender, Receiver, Message Content, Message Channel, and feedback. Distribute graphic organizer: The Communication Process and allow students to take notes.
- During discussion, remind students to consider:
  - Who will receive the message? ·
  - What message they want to send? ·
  - How they should send the message? ·
  - What factors are involved when sending the message?
- Ask students to open workbook page 8 and read question 4/(b).
- In pairs, give students two or three minutes to think and write down the answer in draft paper.
- Draw a communication process, and choose one pair to answer a part of the process. Ask other pairs if they agree with the answer.

**Activity (1.1.1) – page 14:**

- Ask students to open textbook page 14 and read activity (1.1.1).
- In pairs, give students two or three minutes to think and write down the answer in workbook page 10.
- Draw a communication process, and choose one pair to answer a part of the process. Ask other pairs if they agree with the answer.

**Answer**

Sender: Teacher  
 Receiver(s): Students  
 Message: Lesson Topic "Communication Process".  
 Channel: PowerPoint presentation – white board – paper – pen – book.  
 Feedback: students' answers.  
 Noise: light – noise (students' own answers)



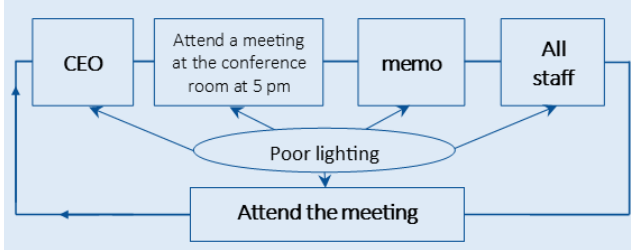
**Strategy Used:** Critical Thinking - Think-Pair-Share

**Learning Patterns:** Visual – Auditory - Kinesthetic

**The student should be able to differentiate between one-way and two-way communication within 15 minutes based on the activity.**

The teacher will display a picture on page 14 and will discuss with the students about the differences between One-way Communication and Two-way Communication and write on table all students answers.

**Answer**





Communication in Business | Lesson 1.1

Figure 1.1.2 Communication Process

**Activity (1.1.1)**

▶ With your partner, draw the communication process that took place during the lesson, and then identify its parts and all possible channels that were used.

**Important Points (1.1.1)**

▶ Noise is the unplanned distortion or interference during the communication process that results in the receiver getting a different message than the sender sends. In addition, it may occur in any of the steps in the communication process.

**One-way and Two-way Communication:**

When choosing to communicate effectively, there will be a need to decide whether the purpose will just be sending information (one-way communication) or whether a feedback will be needed (two-way communication). One-way communication is useful for:

- ▶ Clarifying or reminding.
- ▶ Giving instructions.
- ▶ Providing information.

Figure 1.1.3 The difference between one-way and two-way communication

The advantage of one-way communication is that it is faster and less expensive than two-way communication. The difference is summarized in Table 1.1.1.

14

The student should memories the purpose of Communication within 10 minutes based on the activity.

Communication in Business | Lesson 1.1

One-way Communication	Two-way Communication
The person receiving the message cannot reply to it.	The person receiving the message can give a feedback.
Sender Receiver	Sender Receiver
A manager gives instructions but the employees cannot confirm that they have understood the message.	Both the sender and the receiver are involved in the communication.
Mistakes are possible as there is no feedback.	Feedback allows both to check that the message has been received and understood.
Examples: notice boards, posters, web pages, signs.	Examples: meetings, telephone, video conferencing.

Table 1.1.1 The Difference of One-way and Two-way Communication

**Activity (1.1.2)**

Look at these examples of different types of business communication, and write whether it is a one-way or a two-way communication:

- ▶ A fire safety notice. \_\_\_\_\_
- ▶ A complaint from a customer about a faulty product he/she has bought. \_\_\_\_\_
- ▶ A sales order from a customer. \_\_\_\_\_
- ▶ A company website. \_\_\_\_\_

**Purpose of Communication:**

Effective communication is vital for the efficient running of a business. Problems will arise if instructions are not clear and goods are delivered to the wrong address. What will happen to employees if they don't understand instructions? The purposes of communication are stated in Figure 1.1.3.

Figure 1.1.4 The purposes of communication

15

### Activity (1.1.2) – page 15:

- Ask students to open textbook page 15 and read activity (1.1.2).
- In pairs, give students two or three minutes to think and write down the answer in workbook page 10.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer.

### Answer

- One-way communication
- Two-way communication.
- Two-way communication.
- One-way communication



**Strategy Used:** Critical Thinking - Think-Pair-Share  
**Learning Patterns:** Visual – Auditory - Kinesthetic

The teacher should explain the purpose of communication on page 15 in the textbook. And explain the reason of effective communication for a business as follow:

Effective communication means that the correct message has been sent using an appropriate method, received and understood. This is important, for many reasons:

- The right products are made or jobs done, so less time and resources are wasted.
- Correct decisions are taken. Wrong decisions can lead to inefficiency and lower profitability.

- Motivation improves. Employees feel valued, so less likely to leave.
- Maintaining business image: customer dissatisfaction could mean fewer sales.
- Better coordination: for example, suppliers want to know when materials are needed. Lenders want to be kept informed about financial requirements.
- The teacher will display a question regarding the second objective.

### Activity (1.1.3) – page 16:

- Ask students to open textbook page 16 and read activity (1.1.3).
- In pairs, give students two or three minutes to think and write down the answer in workbook page 11.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer.

### Answer

- To persuade customer
- To evaluate a new employee
- To meet human and cultural needs
- To motivate employee



**Strategy Used:** Critical Thinking - Think-Pair-Share

**Learning Patterns:** Visual – Auditory - Kinesthetic

The student should be able to understand how communication barriers can arise, and how they can be reduced or removed within 20 minutes based on the activity.

Communication in Business | Lesson 1.1

**Activity (1.1.3)**

With your partner, write three reasons which make communication vital for the efficient running of a business other than illustrated in Figure 1.1.3, and then report back to your class on what you have found out.

- ▶ Provide information.
- ▶ Give instructions to an employee.
- ▶ .....
- ▶ .....

**Barriers to Communication:**

Every step in the communication process is necessary for effective and good communication. Blocked steps become barriers. The common barriers to effective communication are listed below:

- ▶ Information overload.
- ▶ Poor listening skills.
- ▶ Difficult language: Use of jargon or terms, which are too technical, should be avoided.
- ▶ Difference in belief, style, and society (culture).
- ▶ Physical and environmental barriers (uncomfortable place, unhygienic room, background noise, poor lighting, an environment that is too hot or cold).
- ▶ Lack of feedback.
- ▶ Selecting wrong channels.

**Overcoming Barriers:**

Because communication is so important in an organization, there are attempts to improve communication effectiveness. The list below contains some of the techniques that help communicate effectively:

16

Teacher explain the meaning of communication barriers as follow:

For communication to be effective, the receiver has to receive and understand the message sent. If any part of the process break down, this barrier will stop the message from getting through as intended.

- The sender – wrong message sent, speaking too quickly.
- The message itself – too much information, inappropriate language used.
- The method of communication used – technical problems.
- The receiver – not listening or receives unclear message.

**Barriers to communication: any factor which causes a breakdown in communication.**



Develop the values of good citizenship that are based on respect and acceptance of others, and acceptance of pluralism and diversity in society.

The teacher will display a question regarding the fifth objective.

Communication in Business | Lesson 1.1 Date: \_\_\_\_\_

**Q7: Reorder the following procedures for the communication process:**

- The receiver gives his/her feedback and expresses his/her reaction.
- The sender uses a certain channel.
- The sender has a message.
- Many kinds of barriers interfere with the communication.
- The sender is sending his message.
- The receiver had the message.

**Q8: In the table below, there are some barriers in the problems listed below. Mention the barriers and how you can overcome these barriers.**

Barrier	Problem	Methods to overcome it
	Language, which is too difficult, is used. The receiver may not understand 'Jargon' or technical terms.	
	The message is too long and contains too much details which prevent the main points to be understood.	
	The wrong channel is used, so the message is not received on time.	
	An important message was put on the notice board which most people can't see.	
	The receiver might not be paying attention.	

**Workbook: Question 8– page 9:**

- Ask students to open workbook page 9 and read question 8.
- In groups, give students two or three minutes to think and write down the answer in workbook page 9.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer.

**Answer**

**Problem 1:** Language, which is too difficult, is used. The receiver may not understand 'Jargon' or technical terms.

**Barrier:** Difficult language.

**Methods to overcome it:**

- Use a simple and an understandable language.
- Avoid technical terms.

**Problem 2:** The message is too long and contains too much detail, which prevent the main points to be understood.

**Barrier:** Information overload.

**Methods to overcome it:** Avoid information overload. The message should be clear and brief.

**Problem 3:** The wrong channel is used, so the message is not received on time.

**Barrier:** Timing / wrong channel.

**Methods to overcome it:** Choose method that allows for quick response, for example, text, and phone.

**Problem 4:** An important message was put on the notice board which most people can't see.

**Barrier:** Selecting wrong channel.

**Methods to overcome it:** Select a proper channel, my pass an e-mail or a memo.

**Problem 5:** The receiver might not be paying attention.

**Barrier:** Receiver not listening / poor listening skills.

**Methods to overcome it:**

- Keep message simple and clear.
- Ask for feedback.



**Strategy Used:** Critical Thinking - Collaborative Learning

**Learning Patterns:** Visual – Auditory - Kinesthetic

### Lesson Closure

- Review terms, definitions, and objectives.
- Questions and Answers:
  1. What are the purposes of communication?
  2. Why is two-way communication effective?
  3. As you were participating in the class activities, what distractions occurred that interrupted your listening?
  4. When communication is considered to be effective?
- Teacher may test student understanding with the lesson quiz.

## LESSON 2

### Communication Channels



#### Overview

##### Outcomes:

By the end of the lesson, students will be able to:

- describe the various channels of communication used in the office.
- give example of visual channels of communication.
- give example of nonverbal channels of communication.

##### Materials:

- Text book pages 18-23
- Dictionaries
- Glossary – text book page 30
- Work Book pages 12-16

#### Model Lessons



##### Teaching Strategies:

- Brainstorming Strategy
- Collaborative Learning Strategy
- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the previous lesson (communication process).

##### Vocabulary:

- Written communication.
- Oral communication.
- Visual communication.
- Nonverbal communication.
- Social media communication.



## Starter

- Ask students to read the Getting Started (engaging starters) activity in page 19.
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher will finally follow up with the students by displaying the topic through the slide show.

Communication in Business | Lesson 1.2

### 1.2 Communication Channels

#### Getting Started

Businesses use a variety of methods to communicate information. For example, communication might be face-to-face or written. Information can be sent by e-mail or by postal system. Look at the examples below and suggest suitable methods of communication for each of the following cases:

**Case 1:** A business wants to inform a customer that an order will be delayed because an item is out of stock.

**Case 2:** An employee has to be informed that they have been promoted to a senior position and will be entitled to a higher pay.

**Case 3:** A worker needs permission from a supervisor to finish work 15 minutes early to take her daughter for a hospital appointment.

Figure 1.2.1 Examples of Communication in Business

**Introduction:**

A communication media is simply "how" your message is sent to the receiver, and it is often referred to as the communication channel. Let's take a look at some of the different types of *communication Channels* available.

**Communication Channels:**

Choosing the right channel to communicate your message is just as important as the message itself. If you use the wrong channel, your message may never get through to the receiver or may be misunderstood.

When deciding which of the communication channel would be best for your message, you should take into consideration:

- ▶ Will it meet the business objectives?

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## Learning Objective:

**The student should be able to describe the various channels of communication used in the office within 10 minutes based on the activity.**

Communication in Business | Lesson 1.2

- ▶ Who is the target receiver?
- ▶ How much will it cost?
- ▶ How quickly does a message need to be transmitted?
- ▶ Does a record need to be kept?

A message may be sent in one or more of the following ways as shown in Figure (1.2.2).

**Oral Communication**  
 The use of spoken words in conversation, giving instructions, meetings, radio and telephone.

**Written Communication**  
 The use of written words in letters, e-mails, memos, faxes, reports, and agenda/minutes of a meeting etc.

**Visual Communication**  
 The use of poster, films, videos, charts, graphs, and advertisements.

**Nonverbal Communication**  
 The use of personal sense as nodding, facial expressions, and gestures.

Figure 1.2.2: Communication Channel

1. Oral Communication:
 

Oral Communication: see Lesson 4.1, page 71.

Oral messages are messages communicated using spoken language.
2. Written Communication:
 

Written Communication: see Lesson 2.1, page 33.

There are many forms of written communication: letters, memos, reports, notices, faxes, e-mails, agendas, minutes and so on.
3. Visual Communication:
 

Any image that is used to communicate an idea, whether it is a sign, poster, drawing, photograph, chart, diagram, table or television advertisement, can be included in the field of visual communications.

**Visual Communication (1.2.1)**
  - ▶ Visual communication is the conveyance of ideas and information in forms that can be read or looked upon.

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The teacher will display a question regarding the first objective.

### Sample Question:

Noora owns a small fabric business. As fashion is always changing, Noora knows it is important to communicate with her customers.

Explain two methods of communication Noora might use.

## Answer

Picture 1: A telephone call

Picture 2: Letter of Promotion

Picture 3: Face-to-face communication

### Sample Answer:

**Method 1:** E-mail, as Noora can include pictures of sample fabrics so her customers can see what the choices are.

**Method 2:** Phone, so Noora can call to notify customers straightaway when the new designs are available.

After that, the teacher write down all possible answer of students and let them to classify them in each group.

Explain the four parts of the communication channels, and to ensure that each method has different uses. Most methods can be used for both internal and external communication.

### Tip

Verbal, written and visual are categories not methods of communication. If you are asked to identify a method, name a specific example such as email – letter – telephone call.

### Tip

Methods are useful for different purposes. Choosing the right method to use in a given situation is vital for effective communication.



**Strategy Used:** Critical Thinking - Collaborative Learning

**Learning Patterns:** Visual – Auditory - Kinesthetic

The student should be able to give example of visual channels of communication within 15 minutes based on the activity.

- The teacher will display a question regarding the second objective.
- Search the internet for examples of poster, chart, diagram, table or an advertisement to use in this lesson, being careful to choose appropriate pictures.
- In pairs, give students two or three minutes to think and write down a definition to visual communication.



**Strategy Used:** Critical Thinking - Collaborative Learning

**Learning Patterns:** Visual – Auditory - Kinesthetic

The student should be able to give example of nonverbal channels of communication within 15 minutes based on the activity.

Running dictation (pairs). Text gives a brief definition of nonverbal communication.

Teacher gives instructions without speaking through gesture and mime.

### Text:

*Nonverbal communication is the unspoken communication that goes on in every face-to-face encounter with another human being. It tells you their true*

feelings towards you and how well your words are being received. 90% of our message is communicated nonverbally, and only 10% is actual words.

Elicit ‘nonverbal communication’ from the preceding text. Students brainstorm terms onto the whiteboard, teacher adds missing key items. A brief discussion on the importance of nonverbal communication.

4. Nonverbal Communication:

Gestures touch, and eye contact (or lack of eye contact) are some aspects of nonverbal communication that can vary significantly depending on a person's cultural background. The following Figure (1.2.3) shows an explanation and examples of nonverbal communication.

**Nonverbal Communication (1.2.2)**  
 ▶ A process of communication through sending and receiving wordless messages.

**Activity (1.2.1)**  
 "It's not what you say, it's how you say it."  
 ▶ Do you agree with the above statement? Discuss with your colleague during the session.

Figure 1.2.3: Types of Nonverbal Communication

### Activity (1.2.2) – page 22:

- Ask students to open the textbook on page 22 and read activity (1.2.2).
- In pairs, give the students two or three minutes to think and write down the answer in the workbook page 16.

- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.

### Answer

- Happy / success
- Arguing
- Upset - frustrated
- Not believing – doubting of what you say
- Students' own answer
- Body language is an important element of communication in the workplace. Improving manager ability to read, understand and interpret body language will increase his communication competency.



**Strategy Used:** Critical Thinking - Think-Pair-Share

**Learning Patterns:** Visual – Auditory - Kinesthetic



Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

### Lesson Closure

- Review key terms, definitions, and objectives.
- Questions and Answers:
  1. What are the four types of communication channel?
  2. Give examples of visual communication.
  3. Give examples of nonverbal communication.



### **Activity (1.2.3) – page 23:**

- Ask students to open the textbook page 23 and read activity (1.2.3).
- In pairs, give the students two or three minutes to think and write down the answer in workbook on page 16.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.

### **Answers**

- Oral: meeting – telephone call - interview – video conferencing.
  - Written: report – fax – letter – e-mail.
  - Visual: diagram – poster – graph – diagram.
  - Nonverbal: eye contact – appearance – time – gestures.
- 
- The teacher may test the student's understanding with a lesson quiz.

## LESSON 3

### Organizational Communication



#### Overview

##### Outcomes:

By the end of the lesson, the students will be able to:

- explain what an organizational communication means.
- differentiate between internal and external communication.
- categorize the formal and informal communication in an organization.
- compare between the different types of formal communication.

##### Materials:

- The text book pages 24-29
- Dictionaries
- Glossary – the text book page 30
- The work book pages 17-26

#### Model Lessons



##### Teaching Strategies:

- Brainstorming Strategy
- Think-Pair-Share Strategy
- Collaborative Learning Strategy

##### 21<sup>st</sup> Century Skills:

- **Communication and collaboration:** reinforce the importance of team building and collaboration with others.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the previous lesson (communication process), and OP111 (Levels of Administration).

##### Vocabulary:

- Organizational communication
- Internal communication
- External communication
- Formal communication

## Starter

- Ask the students to read the Getting Started (engaging starters) activity on page 25.
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher will finally follow up with the students by displaying the topic through the slide show.

Communication in Business | Lesson 1.3

### 1.3 Organizational Communication

#### Getting Started

An organization is a composite of many individuals working together towards its growth. They are constantly interacting with each other and with people outside the organization.


- ▶ In groups, draw the organization chart of your school. Use your chart to decide who are the people inside your school that communicate with each other?
- ▶ Does your school communicate with people from the outside? If yes, mention them.

**Introduction:**

If you have ever had a job, you are likely to understand that there are different ways to communicate with colleagues and employers. This lesson describes the role of organizational communication in the workplace while defining terms such as downward, upward, horizontal and informal communication.

**Organizational Communication:**

Organizational communication, or the *sharing of organizational information*, remains a vital and critical tool when trying to create and maintain a competitive advantage. Without organizational communication, it would be extremely difficult to know what an organization stands for, why it exists, who its customers are, how work is completed, who has authority over others and so on. See Figure (1.3.1) for types of organisational communication.



**Organizational Communication (1.3.1)**

- ▶ A system of pathways through which messages flow among people who comprise the organization. (who communicates with whom?).

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## Answer

1. The students' own answer
2. Yes, some departments of the Ministry of Education - Ministry of Health – Parents - cleaning companies ... etc.

## Learning Objective:

The students should be able to explain what an organization communication means within 10 minutes.

- The teacher will display a question regarding the first objective.
- Show the students an example of an organization chart to use in this lesson, and make sure to choose appropriate picture.
- Ask the students to show the pathway of messages from each level of management.
- In pairs, give students two or three minutes to think and write down the answers.
- The teacher will finally follow up with the students by displaying the topic through the slide show.



**Strategy Used:** Critical Thinking - Think-Pair-Share

**Learning Patterns:** Visual – Auditory - Kinesthetic



Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

The students should be able to differentiate between internal and external communication within 15 minutes based on the activity.

- First, ask the students to write what they think the internal communication means to a business.
- Then, ask if they have any ideas about the external communication.

- Draw on the board or display on slide a shape or symbol representing a company. Then draw an arrow down to the left with a shape representing “Internal” and one down to the right for “External”.
- Ask for the student's responses to what types of communication are internal and external and record each under the correct columns.

Communication in Business | Lesson 1.3

Figure 1.3.1: The Organizational Communication

**Internal and External Communication:**

There are two types of communication businesses are concerned with: internal and external.

1. **Internal communication** is when messages are sent between people working in the same organization. Examples include:

- ▶ A manager giving a verbal warning to a subordinate for poor punctuality.
- ▶ A report sent from a sales manager to a purchase manager.

2. **External communication** includes those communications between organizational members and external parties such as customers, manufacturers, shareholders, investors and the general public. Some of the main examples of external communication are:

- ▶ Orders for goods from suppliers.
- ▶ Sending information to customers about prices and delivery times.
- ▶ Advertising goods or services.

Figure 1.3.2 shows the differences between internal and external communication.

Figure 1.3.2: The Difference between Internal & External Communication

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### Activity (1.3.1) – page 27:

- Ask the students to open the textbook on page 27 and read activity (1.3.1).
- In pairs, give students two or three minutes to think and write down the answer in the workbook on page 22.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer.

### Answer

- Internal communication
- External communication
- External communication
- Internal communication

### Workbook: Question 4 – page 20:

- Ask the students to open workbook page 20 and read question 4 first table.
- In pairs, give students two or three minutes to think and write down the answers in the workbook.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer.

### Answers

Points of difference	Internal communication	External communication
Purpose	When messages sent between people working in the same organization.	Maintaining relationship with external parties
Types	Formal and informal	No classification
Receiver	Staff at same origination	customers, manufacturers, shareholders, investors and the general public
examples	A report is sent from a sales manager to a purchase manager.	Orders for goods from suppliers.



**Strategy Used:** Critical Thinking - Think-Pair-Share  
**Learning Patterns:** Visual – Auditory - Kinesthetic

The students should be able to categorize the formal and informal communication in an organization within 15 minutes based on the activity.

Communication in Business | Lesson 1.3


**Activity (1.3.1)**

The table below sets out the types of communication used by Aradous Tread Company. Complete this table by identifying whether the method of communication is internal or external:


Example	Internal/External
▶ An e-mail is sent by the manager to Aradous Tread Company's employees about the new data protection rules.	
▶ Aradous Tread does a telephone survey with the company customers.	
▶ Aradous Tread's accounting manager has a meeting with ABC Bank.	
▶ A monthly newsletter is posted to all employees.	

**Formal and Informal Communication:**

**Formal communication** takes place when the official channel of communication is used within an organization. Examples of formal communication are letters, memos, faxes, official meetings and reports ...etc.



**Informal communication** is the transition of information through non-official channels within the organization. Waiting to use the photocopier, a conversation during the break, or chatting at a social event are examples of an informal communication.



**The Direction of Formal Communications:**

A typical organizational chart for a business is shown below in Figure 1.3.5. Look at the arrows, they indicate the direction of communication.

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- The teacher will display a question regarding the third objective.
- Display two pictures of formal and informal communication in a business, be careful to choose appropriate picture.
- Ask the students to figure out the difference between the two pictures.
- In pairs, give the students two or three minutes to think and write down the answer.
- The teacher will finally follow up with the students by displaying the topic through the slide show.

### Workbook: Question 4 – page 20:

- Ask the students to open workbook on page 20 and read question 4 second table.
- In pairs, give the students two or three minutes to think and write down the answers in the workbook.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.

### Answer

Points of difference	Formal communication	Informal communication
Definition	<b>Formal communication</b> takes place when the official channel of communication is used within an organization.	<b>Informal communication</b> is the transition of information through non-official channels within the organization.
Information flow	Information can flow only upward, downward, and horizontal.	Information flows freely to all direction
Formality	Formal	Informal
Evidence	It have documentary evidence	It has no documentary evidence
Cost	Expensive	Less expensive
Speed	It is slow and time consuming	It is fast and d time saving
Examples	letters, memos, faxes, official meetings and reports ...etc.	Waiting to use the e photocopier



**Strategy Used:** Critical Thinking - Think-Pair-Share

**Learning Patterns:** Visual – Auditory - Kinesthetic

The students should be able to compare between the difference types of formal communication in 15 minutes.

The teacher displays a question regarding the fourth objective.

- Display the picture on page 29 that shows the direction of formal communication.
- Ask the students to figure out the difference between the red, green, and yellow arrows.
- In pairs, give students two or three minutes to think and write down the answers.
- The teacher will finally follow up with the students by displaying the topic through the slide show.

### Activity (1.3.2) – page 29:

- Ask students to open textbook page 29 and read activity (1.3.2).
- In pairs, give students two or three minutes to think and write down the answer in workbook page 22.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer.

Communication in Business | Lesson 1.3

Figure 1.3.6: The Direction of Formal Communications

**Activity (1.3.2)**

Read the information given carefully, and then answer the questions below:

Sales were below the target at the ABC Retail Store. The Sales Manager (Mrs. Amal Ali) was very concerned about this. She decided to write to all staff, to warn them of the problem of falling sales and how jobs were now at risk. In the memo she asked for ideas on how to increase sales. Staff were asked to confirm that they had received the memo and inform her if they had any good ideas.

- ▶ Who is the sender of information in the above case? \_\_\_\_\_
- ▶ What is meant by downward communication? (Use an example from the case above) \_\_\_\_\_
- ▶ What is the communication channel that has been used? \_\_\_\_\_
- ▶ Who is the receiver of the message? \_\_\_\_\_
- ▶ Did the communication involve feedback?  Yes  No

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### Answer

- Mrs. Amal Ali / Sales Manager
- Downward communication is when messages are sent from managers to subordinates. As an example from the case a memo from sales manager to all staff.
- Memo
- All staff of sales department.
- Yes, the manager asked to confirm that they received the memo and inform her if they had any good ideas.



**Strategy Used:** Critical Thinking – Discussion



**Learning Patterns:** Visual –  
Auditory - Kinesthetic



Developing the values of good citizenship that are based on respect and love of work and teamwork in society.

### Lesson Closure

- Review terms, definitions, and objectives.
- Questions and Answers:
  1. What are the four types of formal communication?
  2. Give examples of internal communication.
  3. Give examples of informal communication.

### Workbook: Question 3 – page 19:

- Ask students to open workbook page 19 and read question 3.
- In pairs, give students two or three minutes to think and write down the answers in the workbook.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer.

### Answers

1. Upward communication
  2. Informal communication
  3. Internal communication
  4. External communication
  5. Downward communication
  6. Horizontal communication
- Teacher may test student understanding with the lesson quiz.

## LESSON 4

### Methods of Written Communication



#### Overview

##### Outcomes:

By the end of the lesson, students will be able to:

- list the methods of written communication.
- identify the parts of a memorandum.

##### Materials:

- Text book pages 33-38
- Dictionaries
- Glossary – text book page 56
- Work Book pages 28-33

##### Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

##### 21<sup>st</sup> Century Skills:

- **Communication and collaboration:** reinforce the important of team building and collaboration with others.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

#### Model Lessons



##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the pervious lesson (Written communication).

##### Vocabulary:

- Memorandum
- Enclosure
- Reference initials



## Starter


- Ask the students to read the Getting Started (engaging starters) activity in page 34.
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher will finally follow up with the students by displaying the topic through the slide show.

Written Communication | Lesson 2.1

### 2.1 Methods of Written Communication

#### Getting Started

Businesses communicate written information using a variety of methods.



Explain which communication channel you would use, and why, for each of the following situations:

- ▶ An invitation to all employees to a family fun day.
- ▶ A reminder to heads of departments about a meeting in two days' time.
- ▶ A customer who has not yet paid for goods supplied two months ago.
- ▶ A record of the discussions that take place at the monthly board meeting.
- ▶ Employees need to be told that safety goggles must be worn at all times in the paint-spraying area.

**Introduction:**

Your role in a business setting involves writing messages to internal and external receivers. Those messages create a lasting and positive impression on the receiver.

The same elements of the communication process are present in written communication. Their importance and their effects on communication do not change. However, their forms do change. The most obvious change is in the channel itself. For written communication, the channel is a form of print channel. Some of the most common methods of written communication in a business setting are discussed in this chapter.

**Written Communication:**

**Written Communication (2.1.1)**

- ▶ Written communication involves any type of messages that makes use of written words.

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## Answers

1. Notice board / email
2. Memo / email
3. Letter
4. Meeting Agenda
5. Notice board

## Learning Objective:

The student should be able to list the methods of a written communication within 10 minutes based on the activity.

Written Communication | Lesson 2.1

Written forms of communication provide a permanent record of a message and can be looked at more than once to check understanding. The main forms of written communication that are used by businesses include:

- ▶ Memorandum.
- ▶ Business Letter.
- ▶ E-mail.
- ▶ Noticeboard.
- ▶ Agenda & minutes of meeting.
- ▶ Report.
- ▶ Forms.
- ▶ Job description.
- ▶ Advertisements.
- ▶ Company magazine.

Agenda & minutes: see Lesson 4.2, pages 97 & 98.

Forms: see Lesson 2.3, page 50.

Job description: see Lesson 2.3, page 71.

The benefits and limitations of the written communication are outlined in Table 2.1.1.

Benefits	Limitations
▶ Provides a permanent record.	▶ No personal contact.
▶ Can be used by the receiver more than once, to check understanding.	▶ Feedback is slower.
▶ Can be sent to many receivers.	▶ Might not be understood because the language is too complex, or the message is too long.
▶ The message cannot be changed.	▶ Time-consuming for both sender and receiver.

Table 2.1.1: Benefits and limitations of written communication

#### Activity (2.1.1)

- ▶ Note and/or ask permission to collect examples of different written and visual communications used in your school. For example, these may include notices, posters, letters, and reports. For each one, identify what it is communicating and why you think the method used was chosen.

**Memorandum:**

Memorandums are used to pass on information or instruction within an organization, for example a message from the human resource manager to the operations manager about the date and time for job interviews.

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- The teacher displays a question regarding the first objective.
- Show the student samples of memo, letter, agenda, report, and notice board to use in this lesson, make sure to choose appropriate samples.
- Ask the students to write down all possible other examples of written communication in business.
- In pairs, give the students two or three minutes to think and write down the answers.
- The teacher finally follows up with the students by displaying the topic through the slide show.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

**The students should be able to identify the parts of a memorandum within 15 minutes based on the activity.**

- The teacher displays a question regarding the second objective.
- Ask the students to fill in the memo.
- In pairs, give the students two or three minutes to think and write down the answers.
- The teacher finally follows up with the students by displaying the topic through the slide show.

Written Communication | Lesson 2.1

### Parts of a Memorandum

The diagram shows a memorandum from ABC Company. The parts are labeled as follows:

- Title:** MEMORANDUM
- Headings:** TO : Jassim Ahmed, Accountant; FROM : Khalid Juma, Purchasing Manager; CC : Ali Mohammed, Budget Manager; DATE : 28 September 20--; SUBJECT : New Computer Systems
- Body:** It was agreed at a recent Board Meeting to purchase 10 new computers. I enclose a copy of the quotation for this equipment and it comes to BD 5,250. Can you please give me an authorization code so that I can place this order.
- Enclosure:** Enc.
- Reference Initials:** MMA

Figure 2.1.1: Parts of a Memorandum

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### Sample Question:

You work in the Administration Department. Your Manager asked you today to prepare and send a memo to all Staff to inform them that the meeting is scheduled on 16 May 20--, at 5:00 p.m. in the Conference Room No. 2. The meeting will discuss the new insurance policy.

NOTE that a copy of this memo is to be send to General Manager.

### Sample Answer:

MEMORANDUM	
TO	: All Staff
FROM	: Administration Manager
CC	: General Manager
DATE	: Lesson's Date
SUBJECT	: Department Meeting

please be informed of our meeting, scheduled on 16 May 20--, at 5:00 p.m. in the Conference Room No. 2. The meeting will discuss the new insurance policy.

### Workbook: Question 5 – page 31:

- Ask the students to open the workbook on page 31 and read question 5.
- In pairs, give the students two or three minutes to think and write down the answers in the workbook.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer.

### Answers

1. Managing Director
2. Head of Departments
3. Preparation Required
4. Internal
5. Enclosure
6. General Manager



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

### Lesson Closure

- Review terms, definitions, and objectives.
- Questions and Answers:
  1. Give six examples of written communication.
  2. What are the advantages of written communication?
  3. What are the parts of Memo?
  4. What does CC stand for?
- The teacher may test student understanding with the lesson quiz.

**Q: Read the following question and fill in the memo below:**

You work in the Administration Department. Your Manager asked you today to prepare and send a memo to All Staff to tell them the following: please be informed that our meeting is scheduled on 16 May 20--, at 5:00 p.m. in the Conference Room No. 2. The meeting will discuss the new insurance policy.

*NOTE* that a copy of this memo is to be send to the General Manager.

---

# MEMORANDUM

**TO** : .....

**FROM** : .....

**COPY** : .....

**DATE** : .....

**SUBJECT** : .....

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## LESSON 5

### Business Letter



#### Overview

##### Outcomes:

By the end of the lesson, the students will be able to:

- mention the uses of letter in business.
- identify the elements of a business letter.
- List the types of business letter.
- differentiate between a letter and a memo within 15 minutes based on the activity.

##### Materials:

- Text book pages 39-44
- Dictionaries
- Glossary – text book page 56
- Work book pages 34-38

#### Model Lessons



##### Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforcing system thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the previous lesson (written communication).

##### Vocabulary:

- Business letter
- Letterhead
- Addressee
- Salutation
- Complementary close

## Starter

- Ask the students to read the Getting Started (engaging starters) activity on page 40.
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher will finally follow up with the students by displaying the topic through the slide show.

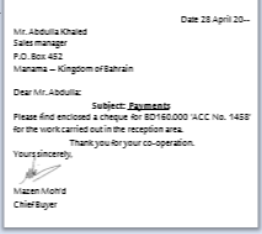
Written Communication | Lesson 2.2

### 2.2 Business Letters

#### Getting Started

Read the given document and answer the following questions:

- ▶ What does the document represent?
- ▶ Could you identify its parts?
- ▶ Is the message in the document an example of internal or external communication?
- ▶ Outline the advantages of using a letter as a means of communication in this case.



**Introduction:**

Letters are used for either internal or external communication. They are flexible because they can be sent to a variety of different people such as customers, employees and suppliers. Letters can also be used for confidential information and provide a record of the communication.

**Tips (2.2.1)**

Letters can be a means of a formal written communication. They are used in the following situations:

- ▶ Communication with organizations and people outside the organization, e.g. letters to suppliers to complain about poor services, responding to customers' complaints, or writing to government officials on matters of concern;
- ▶ Formal communication within an organization, e.g. letters of arranging and confirming meetings, promotion, and pay rises, etc.

**Parts of a Business Letter:**

There are different parts or sections of a good business letter. Usually a business letter is divided into four main sections: heading, salutation, body and closing. Each of these

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## Answers

1. Letter
2. Students' own answers
3. External
4. Students' own answers

### Learning Objective:

- The student should be able to mention the uses of a letter in business within 5 minutes based on the activity.
- The teacher displays a question regarding the first objective.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher finally follows up with the students by displaying the topic through the slide show.

### Sample Question:

Find the error and correct the sentences below:

1. Informal communication within the organization, e.g. send a memo to suppliers to complain about poor services.
2. A memo of promotion to an employee within the organization.

### Sample Answer:

1. **Formal** communication within the organization, e.g. send a **letter** to suppliers to complain about poor services.
2. A **letter** of promotion to an employee within the organization.



**Strategy Used:** Critical Thinking – Discussion

## Learning Patterns: Visual – Auditory - Kinesthetic



Developing the values of good citizenship that are based on respect and love of work and teamwork in society.

The students should be able to identify the elements of a business letter within 15 minutes based on the activity.

Written Communication | Lesson 2.2

### Parts of a Business Letter:



<b>Letterhead</b>	 <b>ABC Company</b> Email: abcoffice@hotmail.com PO Box 2555 • Phone: 17555555 • Fax: 17555552 Manama • Kingdom of Bahrain
<b>Reference</b>	→ Ref: HM/DI/2047
<b>Date</b>	→ 18 March, 20--
<b>Recipient's Address</b>	Mr. Nasser Jassim Purchase Manager XYZ Company PO Box 2546 Manama – Kingdom of Bahrain
<b>Subject</b>	→ Subject: <u>Quotation of our Products</u>
<b>Salutation</b>	→ Dear Mr. Nasser:
<b>Body</b>	<b>Opening Par.</b> Thank you for your letter of 19 February enquiring about our new range of multi-purpose filing cabinets.
	<b>Middle Par.</b> I confirm that these can be fitted with pull-out racks to hold computer print-outs and special sections for disk storage. Delivery is usually within ten days of receipt of order.
	<b>Closing Par.</b> I have pleasure in enclosing a copy of our latest catalogue and price list. Should you require any further details, please do not hesitate to contact me.
<b>Complimentary Close</b>	→ Yours sincerely,
<b>Signature</b>	
<b>Name &amp; Job Title</b>	Hashem Mohammed Sales Manager
<b>Enclosure</b>	→ Enc. <ul style="list-style-type: none"> <li>○ Catalogue</li> <li>○ Price List</li> </ul>
<b>Carbon Copy</b>	→ c.c. <ul style="list-style-type: none"> <li>○ Chief Executive Officer</li> </ul>

Figure 2.2.1: Parts of a Business Letter

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- The teacher displays a question regarding the second objective.

- Ask the students to mention the parts of a business letter you display in the slide show.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (5 minutes).
- The teacher finally follows up with the students by displaying the topic through the slide show.

### Workbook: Question 1 – page 35:

- Ask the students to open the workbook on page 35 and read question 1.
- In pairs, give the students two or three minutes to think and write down the answers in the workbook.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.

### Answers

1. Required Furniture
2. faithfully
3. The Al Amari Trading wish to purchase office desk and chairs for their Isa Town office from Manama Furniture.
4. Letterhead
5. Manama Furniture
6. Reference
7. Tables 150×80 and swivel chairs



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic



**The students should be able to list the types of business letter within 10 minutes based on the activity.**

- The teacher displays a question regarding the third objective.
- Show the students an example of business letter from the internet to use in this lesson, be careful to choose the appropriate examples.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher finally follows up with the students by displaying the topic through the slide show

**The students should be able to differentiate between a letter and a memo within 10 minutes based on the activity.**

- The teacher will display a question regarding the fourth objective.
- In pairs, students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher will finally follow up with the students by displaying the topic through the slide show.

**Sample Question:**

**Find the errors and correct the sentences below:**

1. The memo is an oral message to communicate.
2. The memo used to pass on information outside an organization.

3. The memo is usually long and covers many subjects.
4. The memo requires a signature at the end of the message.

**Sample Answer:**

1. Memo is a **written** message to communicate.
2. Memo is used to pass on information **inside** an organization.
3. **The Letter** is usually long and covers many subjects.
4. The **letter** requires a signature at the end of the message.

**Workbook: Question 5 – page 36:**

- Ask the students to open the workbook page 36 and read question 5.
- In pairs, give the students two or three minutes to think and write down the answers in the workbook.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.

**Answers**

Difference	Memo	Business letter
Usage (where)	Inside	Outside
Length	Short	Long
salutation	Not required	Must have
Complimentary close	Not required	Must have
Signature	Not required	Must have
Envelope	Not required	Must have



Stamp	Not required	Must have
-------	--------------	-----------



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

### Lesson Closure

- Review key terms, definitions, and objectives.
- Questions and Answers:
  1. Give five examples of business letter.
  2. Mention five parts of business letter.
  3. What does Enc stands for?
- The teacher may test the student's understanding with a lesson quiz.

## LESSON 6

### Other Written Methods



#### Overview

##### Outcomes:

By the end of the lesson, students will be able to:

- write an e-mail.
- differentiate between formal and informal reports.
- understand the use of forms in business.
- use a job description.
- discuss the uses of notice board.

##### Materials:

- Text book pages 45-55
- Dictionaries
- Glossary – text book page 56
- Work book, pages 39-48

#### Model Lessons



##### Teaching Strategies:

- Critical Thinking Strategy
- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the previous lesson (written communication) SIM313 (Job Description & Notice Board).

##### Vocabulary:

- E-mail
- Report
- Findings
- Recommendations
- Forms
- Job description

## Starter

- Ask the students to read the Getting Started (engaging starters) activity on page 46.
- The students should first think and then write down the answers by themselves.
- Later, the students correct their answers by themselves.
- The teacher finally follows up with the students by displaying the topic through the slide show.

Written Communication | Lesson 2.3

### 2.3 Other Types of Written Communication

#### Getting Started


MBD is a successful insurance business. It has three branches with 200 employees across country A. The managing director wants to improve internal communication by introducing new technology into these branches. He says, "Customers complain about the slow service. memos never reach me; documents are everywhere and many part-time employees complain they don't know what is happening and what jobs they should do."

- ▶ Define 'internal communication'.
- ▶ Explain two possible reasons why MBD might want to improve communication.
- ▶ Explain ways in which new technology can help improve communication at MBD.
- ▶ How can MBD explain the job for part-time employees?

**Introduction:**

Written communication is very common in business situations, so it is important for everyone in an organization, from the employee to the chief executive officer, to develop effective written communication skills. In this lesson, we will discuss the other types of written communication and the main parts of each one of them.

**E-mail:**



Electronic mail (E-mail) is one of the most common methods of electronic communication. It allows businesses and individuals to communicate by sending texts or images instantly via Internet. E-mails can be used to send letters, memos, reports, photographs, videos, sounds, other images ... etc., even when people are not there to receive them. An example of e-mail window is shown in Figure 2.3.1 with its main parts.

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## Answer

1. Internal Communication is the interaction between people inside the business.

2. Because customers complain about slow service and that memo never reaches the managing director
3. by using e-mails, and video calls
4. by training – write the instructions on notice board.

## Learning Objective:

- The student should be able to write an e-mail within 5 minutes based on the activity.

Written Communication | Lesson 2.3

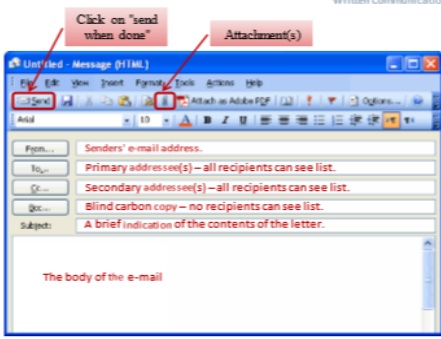


Figure 2.3.1: Parts of an E-mail

**Activity (2.3.1)**

Use your answer in activity (2.1.2) and e-mail it to your instructor.

**Reports:**

Reports are used to communicate important information in a formal manner. They may be short, or complex and detailed. However, reports should be brief and carefully structured and presented. Reports can contain numerical data and graphics. The main disadvantage of reports is that they take time to research and write.

**Report(2.3.1)**

A report is a document that is prepared to give the results of an investigation. There are two types of reports: Formal and informal.

The informal report, may be presented in a memo form under an appropriate subject heading, and with subheadings which are considered necessary as well (see Figure 2.3.2):

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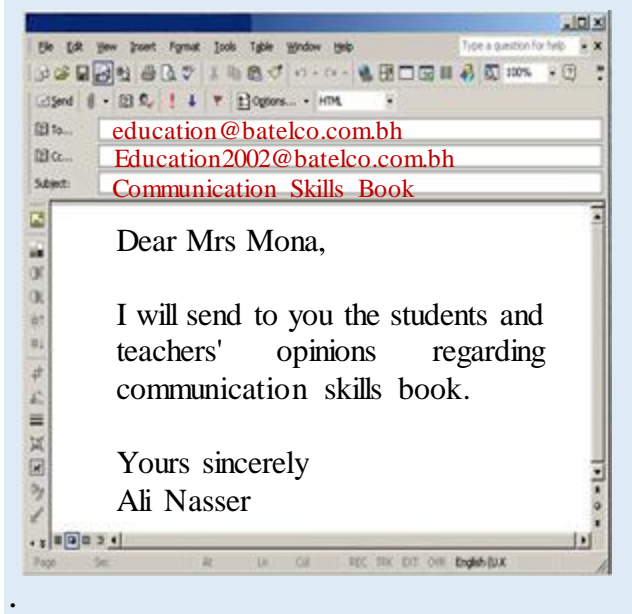
- The teacher displays a question regarding the first objective.

## Workbook: Question 3 – page 40:

- Ask the students to open the workbook on page 40 and read question 3.

- In pairs, give the students two or three minutes to think and write down the answers in the workbook.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.
- The teacher finally follows up with the students by displaying the topic through the slide show.

**Answer:**



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

**The students should be able to differentiate between formal and informal reports within 15 minutes based on the activity.**

- The teacher displays a question regarding the second objective.
- Show the students two types of report by using the sample in the textbook on page 48 and 49.
- Ask the students to find the difference between the two samples.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (5 minutes).
- The teacher finally follows up with the students by displaying the topic through the slide show.

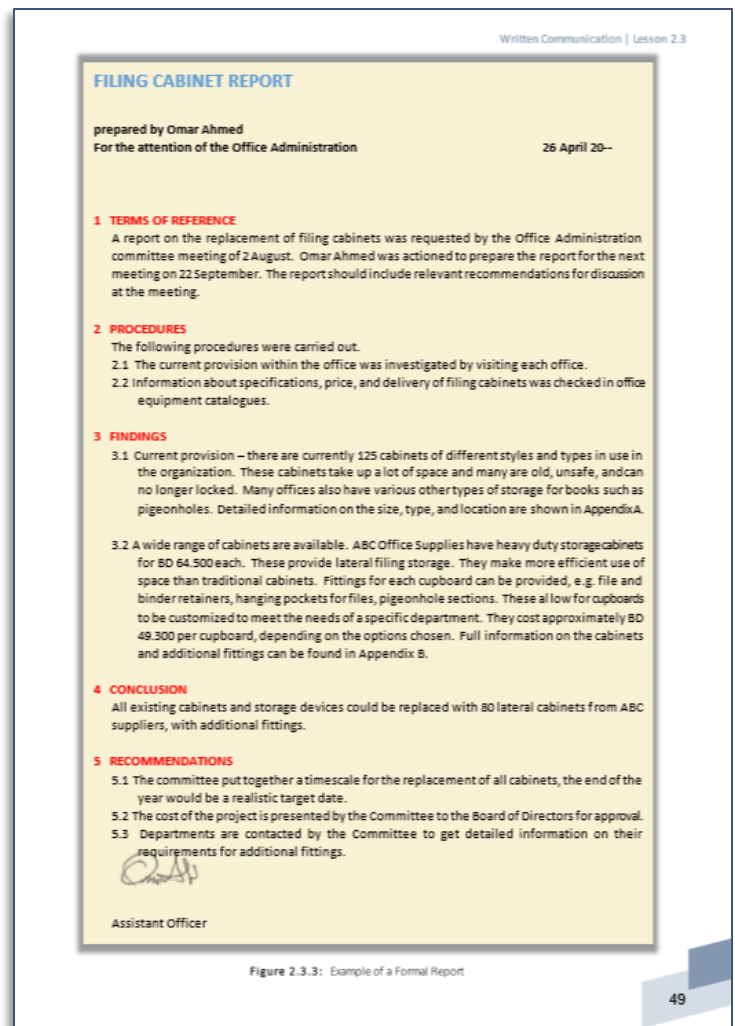


Figure 2.3.3: Example of a Formal Report

**Sample Question:**

Find the difference between formal and informal report in the table below:

Difference	Formal Report	Informal Report
Reader		
Form		
Length		
Cost		
Title		
Contents page		

**Sample Answer:**

Difference	Formal Report	Informal Report
Reader	Often external or within an organization	Often internal
Form	Text	Memo, letter or email
Length	Long	short
Cost	Expensive	Inexpensive
Title	Usually on a separate title page	Appears as a subject line in memo heading
Contents page	Yes	None



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic



Developing the values of good citizenship that are based on respect and love of work and teamwork in society.

The students should be able to understand the use of forms in business within 15 minutes based on the activity.

- The teacher will display a question regarding the third objective.

**Workbook: Question 8 – page 45:**

- Ask the students to open the workbook page 45 and read question 8.
- In pairs, give students two or three minutes to think and write down the answers in the workbook.
- Choose one pair of students to answer the question. Ask the other pairs if they agree with the answer.
- The teacher finally follows up with the students by displaying the topic through the slide show.

**Answer**

Compu Centre  
Diplomatic Area  
Phone: 17555333 – Fax: 17555333  
P.O. Box: 5655  
Manama - Kingdom of Bahrain

**Invoice**

Sent to: XYZ Company  
P.O. Box: 2873  
Isa Town—Kingdom of Bahrain

Location	Order No.	Order Date	Invoice No.	Invoice Date
Isa Town	2134	2 days before	BA 2333	Lesson Date

S. No. Items	Item Details	Quantity	Unit Price		Total Price	
			BO	File	BO	File
TOS 009	Laptop Computer	12	190	000	2280	000
MA 234	Computer Table	22	40	000	880	000
CH 435	Chair	16	25	000	400	000
<b>Total Price</b>					<b>3560.000</b>	
<b>6% Discount</b>					<b>213.600</b>	
<b>Net Amount Due</b>					<b>3346.400</b>	

Yousif Abdulla  
Signature



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns: Visual – Auditory - Kinesthetic**

The students should be able to use a job description within 15 minutes based on the activity.

Written Communication | Lesson 2.3

**Activity (2.3.3)**

With your colleagues, discuss the parts of application form presented in Figure 2.3.6.

**Job description:**


A job description is a written document that provides all the details about what a job involves. It is usually prepared by the human resource department with input from the manager of the department which has the vacancy. It will be sent to anyone interested in applying for the job and should help to attract the best applicants for the job. A job description needs to include:

- ▶ Job title - for example, Accounting Clerk.
- ▶ The main duties of the job - for example, recording of financial transactions and the handling of financial information.
- ▶ The department the job is in, such as the finance department or production department.
- ▶ Responsibilities – what the job holder is responsible for supervising/managing.
- ▶ Accountability - who the job holder reports to.
- ▶ Working conditions, hours and wages or salary.
- ▶ The name and location of the business organization.
- ▶ An example of a simple job description is shown in Figure 2.3.7.

**Activity (2.3.4)**

Look at the people in the photographs. For each one, discuss and write down:

- ▶ the job you think the person has.
- ▶ the key tasks and activities you think the person will perform.
- ▶ the skills and qualities that the person doing the job should have.



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- The teacher displays a question regarding the fourth objective.
- Show the students a sample of a job description in the textbook on page 54 figure (2.3.7).
- Ask the students to identify the elements of a job description.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (5 minutes).

- The teacher finally follows up with the students by displaying the topic through the slide show.



**Strategy Used: Critical Thinking – Discussion**

**Learning Patterns: Visual – Auditory - Kinesthetic**

The students should be able to discuss the uses of the notice board within 10 minutes based on the activity.

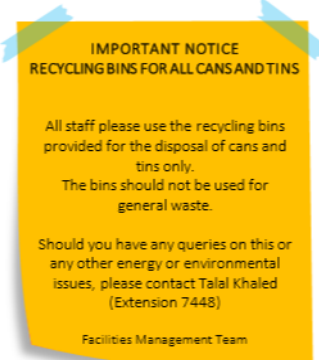
Written Communication | Lesson 2.3

**Notice Board:**

A notice is normally used to display factual information which is open to anyone to read, such as health and safety regulations, training courses, or work celebrations and parties. Notices are normally displayed in prominent places. An example of notice board is shown in Figure 2.3.8.

**Tips (2.3.2)**

Notices provide a cheap way of communicating the same information to a large number of people but they may not be read, or may be ignored.



**IMPORTANT NOTICE**  
**RECYCLING BINS FOR ALL CANS AND TINS**

All staff please use the recycling bins provided for the disposal of cans and tins only. The bins should not be used for general waste.

Should you have any queries on this or any other energy or environmental issues, please contact Talal Khaled (Extension 7448)

Facilities Management Team

Figure 2.3.8: Example of a Notice Board

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- The teacher displays a question regarding the fifth objective.
- Show the students a sample of a notice board in the textbook on page 55 figure (2.3.8).



- Ask the students to list the uses of the notice board.
- In pairs, students should first think and then write down the answers by themselves within a specific time limit (5 minutes).
- The teacher finally follows up with the students by displaying the topic through the slide show.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

4. (        ) The fastest method of exchanging digital messages is notice board.
5. (        ) Job description is a document that is used to determine the duties of a job and the qualifications required to perform it.

- The teacher may test the students understanding with a lesson quiz.

### Lesson Closure

- Review terms, definitions, and objectives.
- Questions: ·

**State whether the following sentences are true or false:**

1. (        ) The format of a report is usually determined by the audience, information and purpose.
2. (        ) The main purpose of a job description is to show clearly what is expected from an employer.
3. (        ) Notices provide a cheap way of communicating the same information to a large number of people but they may not be read, or may be ignored.

## LESSON 7

### Oral Communication in the Workplace



#### Overview

##### Outcomes:

By the end of the lesson, the students will be able to:

- define the term "oral communication".
- recognize the advantages and disadvantages of oral communication.
- list the purpose of oral communication.

##### Materials:

- Text book pages 59-62
- Dictionaries
- Glossary – text book page 77
- Work Book pages 54-58

#### Model Lessons



##### Teaching Strategies:

- Critical Thinking Strategy
- Dialogue and Discussion Strategy
- Collaborative Learning Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforcing systems thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforcing the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the previous lesson (oral communication).

##### Vocabulary:

- Oral communication
- Listening
- Hearing



## Starter

- Ask the students to read the Getting Started (engaging starters) activity on page 60.
- The students should first think and then write down the answers by themselves.
- Later, the students correct their answers by themselves.
- The teacher finally follows up with the students by displaying the topic through the slide show.

Oral Communication | Lesson 3.1

### 3.1 Oral Communication in the Workplace

#### Getting Started

The following situations occur every day in business. All of them involve communication. Imagine you are a manager of the company in the situations below. In each case identify and write down:

- ▶ Who do you need to communicate with?
- ▶ Why you need to communicate with them?
- ▶ What information do you need to communicate?
- ▶ What is the best way of communicating the information to them?

Some new fire-fighting equipment has been installed in the company. How would you make sure that other managers and employees know how to use it in case of an emergency?

You take an important phone call for a work colleague who has gone out for lunch. You need to leave shortly for a meeting and it is unlikely that your colleague will return before you go. How would you make sure that your colleague gets the message?

**Introduction:**

Oral communication is the process of expressing information or ideas by word of mouth. Learn more about the types and benefits of oral communication, and find out how you can improve your own oral communication abilities.

**Oral Communication Defined:**

It is the exchange of ideas or information by spoken words in a business setting; it can take place between two people or within groups at every level of every kind of organization.

Oral communication involves the skills of listening and speaking, both of which are essential if messages are to be successfully conveyed and received.

**Tips (3.1.1)**

- ▶ Successful communication cannot occur if listening is poor.
- ▶ Like the communication process as a whole, the listening process is subject to barriers, such as distraction, aggressiveness.

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## Answers

### Situation (A):

1. Manager & employee.
2. To give instructions.

3. Some new fire-fighting equipment has been installed in the company and the employees must know how to use fire-fighting equipment in case of an emergency.
4. Presentation.

### Situation (B):

1. Work colleague.
2. to pass messages.
3. received an important phone call for a work colleague who went out for lunch.
4. Telephone message sheet.

### Learning Objective:

The students should be able to define the term "oral communication" within 10 minutes based on the activity.

- The teacher displays a question regarding the first objective.
- The students should first think and then write down the answers by themselves in a paper.
- Later, the students will correct their answers by themselves.

### Sample Question:

\_\_\_\_\_ communication is the exchange of ideas or \_\_\_\_\_ by \_\_\_\_\_ words in a business setting; it can take place between \_\_\_\_\_ people or within \_\_\_\_\_ at every level of every kind of organization.

- The teacher then follows up by displaying the right answer in the slide show and will provide feedback to the answers.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

The students should be able to recognize the advantages and disadvantages of oral communication within 15 minutes based on the activity.

Oral Communication | Lesson 3.1  
The advantages and disadvantages of oral communication are outlined in Table 3.1.1.

Advantages	Disadvantages
▶ Information can be quickly sent.	▶ A record of message may not be kept.
▶ Allows immediate feedback.	▶ In a meeting, some people may not listened.
▶ Can use body language/gestures to support message.	▶ Negative body language may create a barrier.
▶ Allow you to give same messages to many people at the same time.	▶ Face-to-face meetings are not always possible.

Table 3.1.1: Advantages and disadvantages of oral communication

**Activity (3.1.2)**  
▶ Observe two people in conversation in such a way that they will be unaware of you. How many barriers can you see operating in the listening process? Identify them and explain why they are barriers.

**Purpose of Oral Communication:**  
Generally speaking, people talk to each other at work to get a job done. But there are other reasons, such as:

- ▶ To get information we need and give information that others need.
- ▶ We use persuasion to influence others to feel certain emotions and attitudes or to do certain things.
- ▶ To reduce conflicts, solve problems, make decisions.
- ▶ Sell customers and/or deal with their complaints.
- ▶ To motivate people.

**Activity (3.1.3)**  
▶ Make a list of reasons or purposes which make you communicate with other students.  
▶ Present these reasons to your class for discussion.

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- The teacher displays a question regarding the second objective.
- The students should first think and then write down the answers by themselves in a paper.
- Later, the students correct their answers by themselves.

**Sample Question:**

Find the error and correct the sentences below:

1. In oral communication information sent slowly.
2. A record of the oral communication may kept.
3. You cannot use body language/gestures to support your messages in oral communication.
4. In oral communication, you cannot give same messages to many people.

**Sample Answer:**

1. In oral communication, information is sent **quickly**.
2. A record of the oral communication may **not be** kept.
3. You **can** use body language/gestures to support your messages in oral communication.
4. In oral communication, you **can** give same messages to many people.

- The teacher then follows up by displaying the right answer in the slide show and provides feedback to the answers.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic



Developing the values of good citizenship that are based on respect and love of work and teamwork in society.

**The students should be able to list the purpose of oral communication within 15 minutes based on the activity.**

- The teacher displays a question regarding the third objective.
- Show the students videos/pictures of oral communication that shows its different purposes of it; make sure to choose the appropriate examples.
- In pairs, give students two or three minutes to think and write down the answers in the paper.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.
- The teacher will finally follow up with the students by displaying the topic through the slide show.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

### **Lesson Closure**

- Review the key terms, definitions, and objectives.
- Questions and Answers:
  1. Give examples of oral communication in the workplace.
  2. What are the advantages and disadvantages of oral communication?
  3. List the purpose of oral communication.
- The teacher may test student understanding with the lesson quiz.

## LESSON 8

### Methods of Face-to-Face Communication



#### Overview

##### Outcomes:

By the end of the lesson, students will be able to:

- describe the strategies for a successful face-to-face communication.
- use effective face-to-face communication in presentations and interviews.

##### Materials:

- Text book pages 59-62
- Dictionaries
- Glossary – text book page 77
- Work Book pages 54-58

#### Model Lessons



##### Teaching Strategies:

- Critical Thinking Strategy
- Collaborative Learning Strategy
- Dialogue and Discussion Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the previous lesson (oral communication).

##### Vocabulary:

- Presentation
- Interview

## Starter

- Ask the students to read the Getting Started (engaging starters) activity in page 64.
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher finally follows up with the students by displaying the topic through the slide show.

Oral Communication | Lesson 3.2

### 3.2 Methods of Face-to-Face Communication

#### Getting Started



Watch the above video carefully and then answer the following questions:

- ▶ What type of communication can you see in the video?
- ▶ What is the communication method His Royal Highness Prince Salman bin Hamad Al Khalifa, the Crown Prince and Prime Minister of Bahrain used in the video?
- ▶ What are the different forms of oral communication in the previous video?

**Introduction:**

In face-to-face communication both the sender and the receiver can communicate in a direct manner, and can discuss and argue on all the relevant points. It also helps the listener in getting to know more about the intentions of the sender by studying his/her body language and eye contact patterns.

**Spoken communication in Practice:**



"You should know what you have to communicate, or what question you wish to ask (idea). You should always have a clear idea of what you want in exchange to achieve (outcome). Then you have to find the best words to express the content of your communication (expression). Whenever you talk to someone or a group of people, observe their

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## Answer

### Situation (A):

1. oral communication
2. presentation
3. interview and personation

## Learning Objective:

The student should be able to describe strategies for a successful face-to-face communication within 10 minutes based on the activity.

- The teacher displays a question regarding the first objective.
- The students should first think and then write down the answers by themselves in a paper.
- Later, the students correct their answers by themselves.
- The teacher then follows up by displaying the right answer in the slide show and provides feedback to the answers.

### Sample Question:

Order the stages of face-to-face communication as follow:

- watching your reaction
- defining the idea to be conveyed
- expressing the idea
- thinking about the desired outcome

### Answer:

1. defining the idea to be conveyed,
2. thinking about the desired outcome,
3. expressing the idea,
4. watching your reaction



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

The students should be able to use effective face-to-face communication in presentations and interviews within 15 minutes based on the activity.

Oral Communication | Lesson 3.2

reactions (feedback). After you have made a point, your listener will usually respond to it (reply). In doing so, he or she will repeat all the stages:

- ▶ defining the idea to be conveyed,
- ▶ thinking about the desired outcome,
- ▶ expressing the idea,
- ▶ watching your reaction.

**Tips (3.2.1)**

Whenever you are communicating face-to-face, you *give and receive* information in three ways:

- ▶ Through the words you hear and speak.
- ▶ Through your tone of voice.
- ▶ By body language (frowning, smiling, eye contacts ... etc).

**Activity (3.2.1)**

- ▶ Make a list of the ways you could communicate with someone using spoken words.

**Methods of Face-to-Face Communication:**


There are several methods of face-to-face communication such as presentations, interviews, meetings and over the phone. In this chapter presentation, interview, and over the phone are discussed in detail. Whereas meeting will be discussed in chapter 4.

Over the phone: see Lesson 3.3, page 68.

**1. Presentation:**

It is the modern, business equivalent of the formal lecture, in which one person talks to a group of people about a topic of business interest. As it is formal, a presentation has to be prepared and delivered with considerable care. To prepare for your presentation you need to:

- ▶ prepare your materials. Your speech should contain three main parts:



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- The teacher displays a question regarding the second objective the first part "presentation".
- The students should first think and then write down the answers by themselves in a paper.
- Later, the students correct their answers by themselves.
- The teacher then follows up by displaying the right answer in the slide show and provides feedback to the answers.

**Sample Question:**

1. What preparations do you need for a personation?
2. Mention 3 questions you should ask yourself when you practice for a presentation?

- The teacher displays a question regarding the second objective the second part "interview".
- In a table in the center of the classroom, arrange the various picture cards of what to wear for a job interview (cut from magazines or printed from the Internet and placed on index cards). Also include samples of their resumes, completed job applications and the Job Interview Questions that have been cut apart.
- As the teacher begins, allow the students to observe and handle the displayed items.
- Ask the following questions:
  - What do all of these items have in common?
  - Randomly hold up items and allow for short discussions regarding their use/purpose.
  - Collectively, what purpose do these items serve?
- Write the noun JOB INTERVIEW on the board. Have the students brainstorm its definition and the information they feel is needed to have a successful interview experience.
- The teacher then follows up by displaying the right answer in the slide

show and provides feedback to the answers.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic



Developing the values of good citizenship that are based on respect and love of work and teamwork in society.

### Lesson Closure

- Review terms, definitions, and objectives.
- Questions and Answers:
  1. Mention 3 questions you should ask yourself when you practice for a presentation.
  2. What are the new technology methods for a presentation?
  3. State three pieces of information that can be sent and received in a face-to-face communication.
- The teacher may test the students understanding with a lesson quiz.



## LESSON 9

### Telephone Communication



#### Overview

##### Outcomes:

By the end of the lesson, the students will be able to:

- recognize the importance of the telephone in business.
- clarify when to call.
- describe the proper techniques for receiving and relaying messages by telephone.
- describe how to take a complete telephone message.

##### Materials:

- Text book pages 69-76
- Dictionaries
- Glossary – text book page 77
- Work Book pages 62-70

#### Model Lessons



##### Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforce learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the pervious lesson (oral communication).

##### Vocabulary:

- Telephonist
- Caller
- Etiquette
- Message sheet



## Starter

- Ask the students to read the Getting Started (engaging starters) activity on page 70.
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher finally follows up with the students by displaying the topic through the slide show.

Oral Communication | Lesson 3.3

### 3.3 Telephone Communications

#### Getting Started

Amal is a telephonist. It was a very busy day. She must write a report, answer the phone while her manager is in the meeting and file the documents. She received 10 calls with different messages for her manager, some calls were urgent. One phone call conversation was the following:

Amal: "Hello, yes? We are very busy, call later. Bye".

Her boss Mr. Rashid came to her after the meeting and asked her if there were any telephone messages. She remembers only 4 messages.

- ▶ What is Amal's job?
- ▶ What are the mistakes that Amal did?
- ▶ What suggestions would you give to Amal to overcome her mistakes?

**Introduction:**

The telephone is vital to any business. Employees at every level, depend on the telephone to contact their business. One recent study indicated that the telephone is the communication channel preferred by business managers. In this lesson, we will examine the telephone as a means of communication in a business setting.

**The Importance of Telephone:**

The fixed telephone (or landline), mobile telephone and also tablets and computers are vital pieces of equipment in modern businesses. They allow managers and employees within an organization to talk to each other, to their customers, to suppliers and to other organizations, almost anywhere in the world and at any time of the day. The cost of equipment and calls can be expensive but they save on time and money when compared to other forms of communication.

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## Answers

1. Telephonist
2. She did not write down the telephone messages for her manager, and when she answered the phone, she did not answer

promptly with her organization's standard greeting and she did not identify herself or her department.

1. Organize her work,
2. Take notes for telephone calls.
3. Practice on how to answer the phone in business.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic



Developing the values of good citizenship that are based on respect and love of work and teamwork in the society.

## Learning Objective:

**The student should be able to recognize the importance of the telephone in a business in 5 minutes based on the activity.**

- The teacher displays a question regarding the first objective.
- In pairs, students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher finally follows up with the students by displaying the topic through the slide show.

## Activity (3.3.1) – page 71:

- Ask the students to open the textbook on page 71 and read activity (3.3.1).

- In pairs, give the students two or three minutes to think and write down the answer in the workbook on page 69.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.

### Answer

*Advantages of the telephone in business setting:*

1. a very fast communication channel.
2. Direct, person-to-person communication system
3. fast and cheap communication channel
4. Calls can be received on automatically operated telephone answering service in 24h/7days a week.

*Disadvantages of the telephone in business setting:*

1. The contract made by telephone is difficult to prove in court.
2. It may be used for the personal purposes of the employees, and supervision here is necessary.
3. lack of body language.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

The students should be able to clarify when to call within 10 minutes based on the activity.

- The teacher displays a question regarding the second objective.

- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher finally follows up with the students by displaying the topic through the slide show.

Oral Communication | Lesson 3.3

**Activity (3.3.1)**

▶ In groups, decide what are the main advantages and disadvantages of the telephone in a business setting.

**When to Call:**

Like any other tools, the telephone is only effective when it is used in the right situation. The following table shows examples of different situations in which the use of telephone can be suitable or unsuitable:

Suitable	Unsuitable
▶ Speed is important.	▶ The subject is highly confidential.
▶ You need to discuss something with someone and cannot do so in person.	▶ Full written record of an exchange is needed.
▶ To discuss documents in details but holding a meeting is impossible.	▶ The subject is complicated and needs to be considered carefully and at some length by the other person.

Table 3.3.1: When to use a telephone call

**Tips (3.3.1)**

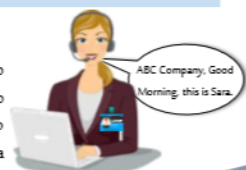
▶ Some situations demand a combination of a telephone call and a letter. The most usual practice is to send a letter of confirmation following the call, to provide a record of what has been said or agreed on.

**Activity (3.3.2)**

▶ Think of other situations in which a telephone is invaluable and other situations in which it is not suitable.

**Telephone Etiquette:**

Telephonist or Telephone Operate or is a person who receives telephone calls in an office. His/Her job is to answer all the telephone calls and transfer them to extensions that are requested by callers. A caller is a person who calls from outside.



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### Sample Question:

Decide whether the following situations are suitable or unsuitable when using the telephone:

1. ( ) The subject is highly confidential.
2. ( ) Speed is important.
3. ( ) The subject is complicated.

4. ( ) A full written record of an exchange is needed.
5. ( ) Want to discuss something with someone and cannot do so in person.
6. ( ) Discuss a document in details but a meeting is impossible.

**Sample Answer:**

1. (Unsuitable) The subject is highly confidential.
2. (Suitable) Speed is important.
3. (Unsuitable) The subject is complicated.
4. (Unsuitable) A full written record of an exchange is needed.
5. (Suitable) Want to discuss something with someone and cannot do so in person.
6. (Suitable) Discuss a document in details but a meeting is impossible.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

The students should be able to describe the proper techniques for receiving and relaying messages by telephone in 10 minutes based on the activity.

- The teacher displays a question regarding the third objective.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (5 minutes).

- The teacher finally follows up with the students by displaying the topic on the slide show.

Oral Communication | Lesson 3.3

Good telephone manners are an essential and a very important part of a telephone operator's job. He/She should always be polite and helpful to the callers, because he/she is the first link between the caller and the office or the business.

Telephone etiquette relates to the correct way to answer the telephone in a business environment. The main points to note are given in the table 3.3.2.

Receiving a call	Making a Call
▶ Answer promptly with your organization's standard greeting, and identify yourself or your department.	▶ Check you know the reason for making the call.
▶ Sound pleasant and cheerful and listen carefully.	▶ Write down the information you must give or find out.
▶ Have a pen and notepad to hand.	▶ Introduce yourself and explain why you are calling.
▶ Write down the name of the caller, the person they want to speak to and the reason for their call.	▶ Do not use slang or jargon such as 'OK' or 'Bye'.
▶ If you cannot help, pass the call to a colleague or take a message.	▶ Do not gabble. Ask the other person to slow down if they speak too quickly.
▶ Ask the caller to spell their name if it is unusual.	▶ Ask people to spell unusual words.
▶ Check you have the caller's number before you ring off.	▶ Say figures in pairs as they are easier to understand, for example, 12-78-97, not 127-897.
▶ Say 'Thank you for calling' at the end of the call.	▶ If you mishear something, never say 'What?' Say 'Sorry, could you please repeat that?'.
▶ Pass any message on promptly.	▶ Write down the information you receive.

Table 3.3.2: Telephone etiquette when you are receiving or making a call

**Tips (3.3.2)**

- ▶ If a wrong number is dialed, do not cut off the call. Apologize for your mistake and then end the phone call.

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**Answer**

1. Thank you for calling, how may I help you?
2. It is a little difficult to hear you. Can you speak a little louder please?
3. thank you for calling, I will pass your message to Mr. Isa Ameen.
4. May I put you on hold please?
5. .... Company, Good Morning, this is (name)?
6. May I speak to Mr. Ali Ahmed, please?
7. Thank you for calling.

8. Thank you for calling ....  
Company/office.

The students should be able to describe how to take a complete telephone message within 15 minutes based on the activity.


Oral Communication | Lesson 3.3

**Activity (3.3.3)**

- Find out what standard telephone greeting is in your school office. Then listen to those used by other organizations.
- Prepare a list of TEN guidelines that should be followed when answering telephone calls.

**Taking Messages:**

Do not leave telephone messages to memory. It is not possible for anyone to remember all the details from all the callers. All messages should be written down on a printed form or on a sheet for each message as shown in Figure 3.3.1.



It is important to deliver the message as soon as possible and maintain confidentiality with all messages. Either turn the message over or fold them in half, so there is no danger that they can be read by other staff or visitors. The message sheets used in offices has the following details of the caller:

- Caller's name (get the correct spelling), company/department and number.
- Name of person for whom the message was left.
- Date and time.
- Action to be taken (i.e., "Please Call," "Will call back," or "URGENT").
- Message in short.
- Name of the person who received the call.

**Important Points (3.3.3)**

A significant proportion of business calls involves the leaving and receiving of messages. Many times problems arise with this seemingly simple process. These problems include:

- the message is not delivered to the appropriate person,
- the message is incomplete or incorrect,
- the message is delivered too late,
- the message is misplaced,
- the message is confusing.

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- The teacher displays a question regarding the fourth objective.
- Ask the students to mention the parts of a telephone message sheet that you display on the slide show.
- In pairs, students should first think and then write down the answers by themselves within a specific time limit (2 minutes).

- The teacher finally follows up with the students by displaying the topic on the slide show.

### Workbook: Question 8 – page 66:

- Ask students to open workbook page 66 and read question 8.
- In pairs, give the students two or three minutes to think and write down the answers in the workbook.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.
- The teacher finally follows up with the students by displaying the topic on the slide show.

### Answers

- ✗
- ✗
- ✓
- ✓
- ✗
- ✗
- ✓



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

### Lesson Closure

- Review the key terms, definitions, and objectives.
- Questions and Answers:
  - Do not leave messages in the memory. Why?
  - Think of situations in which a telephone is suitable and other in which it is unsuitable.

3. What to do in the following situations:

a) At 10:00 am Sara from the University of Bahrain answered a phone call.

b) If the person required by the caller is not available in his office.

- The teacher may test student understanding with a lesson quiz.

## LESSON 10

### Types of Meeting



#### Overview

##### Outcomes:

By the end of the lesson, students will be able to:

- define the term "meeting".
- compare between the types of meetings.
- identify the conditions of a valid meeting.

##### Materials:

- Text book pages 80-84
- Dictionaries
- Glossary – text book page 99
- Work book pages 76-79

#### Model Lessons



##### Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the previous lesson (oral communication).

##### Vocabulary:

- Meeting
- Formal
- Informal
- Electronic meeting
- Quorum



## Starter

- Ask the students to read the Getting Started (engaging starters) activity in page 81.
- The students should first think and then write down the answers by themselves.
- Later, the students correct their answers by themselves.
- The teacher will finally follow up with the students by displaying the topic on the slide show.

Business Meeting | Lesson 4.1

### 4.1 Types of Meeting

#### Getting Started



Watch the above video carefully and then answer the following questions:

- ▶ Who was the person responsible for managing and controlling the meeting held in the video?
- ▶ How did the members of the meeting know about the time and place of the meeting?
- ▶ What aids have been used in this meeting to contact overseas members?
- ▶ Is this type of meeting formal or informal?

**Introduction:**

If you work for a company, you will most certainly be required to attend meetings. You may be required to attend daily, weekly, or monthly meetings. Depending on your position in the company, your entire day may be filled with them. When meetings are planned well and run correctly, they can be very productive. When they are not, they can be a waste of time and an annoyance.

**Meetings Defined:**

Meetings take place when two or more people come together to discuss one or more topics for the following purposes:

- ▶ to share information
- ▶ to make decisions
- ▶ to evaluate ideas
- ▶ to create a document
- ▶ to develop plans
- ▶ to motivate members



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## Answer

1. His Highness Shaikh Nasser bin Hamad Al Khalifa.
2. by sending an invitation.
3. Microsoft teams or video conference.
4. formal.



Developing the values of good citizenship that are based on respect and love of work and teamwork in society.

## Learning Objective:

- The student should be able to define the term "meeting" within 10 minutes based on the activity.
- The teacher displays a question regarding the first objective.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher will finally follow up with the students by displaying the topic through the slide show.

## Sample Question:

..... take place when ..... or ..... people come together to discuss one or ..... topics.

## Activity (4.1.1) – page 82:

- Ask the students to open the textbook on page 82 and read activity (4.1.1).
- In pairs, give students two or three minutes to think and write down the answer in workbook page 78.
- Choose one pair of the students to answer a question. Ask other pairs if they agree with the answer.

## Answers

Meetings take place when two or more people come together to discuss one or more topics for the following purposes:

1. to share information
2. to make decisions
3. to evaluate ideas



**Strategy Used:** Critical Thinking – Discussion  
**Learning Patterns:** Visual – Auditory - Kinesthetic

The students should be able to compare between the types of meetings within 10 minutes based on the activity.

Business Meeting | Lesson 4.1

**Activity (4.1.1)**

- Define a 'meeting'.
- State THREE reasons why meetings are held.

**Types of Meetings:**

Business meetings can be formal or informal. The difference between the two, and the different types of formal and informal meetings, are summarized below.

**1. FORMAL MEETINGS:** meetings are conducted according to specific, predetermined which can include:

- the frequency with which the meeting should be held, whether annually, monthly and so on.
- the amount of advance notice that must be given.
- the number of persons that must be present (the quorum).
- the level of documentation that is needed, such as minutes, and written notice.
- the purpose of the meeting.
- the agenda.

Quorum: see Lesson 4.1, page 80.

The following are examples of formal meetings:

- General Meeting.
- Annual General Meeting (AGM).
- Extraordinary general meeting (EGM).
- Board Meeting and Committee Meeting.
- Statutory Meeting (between company and its shareholders).

These meetings will always have a notice, an agenda, and minutes.

**2. INFORMAL MEETINGS:** are usually easier to arrange as there are no formal rules to follow, except those devised by the organization itself. Some meetings are held on a regular basis, such as a weekly departmental meeting to discuss new developments. Others are held for a particular purpose or to solve an urgent problem.

- The teacher displays a question regarding the second objective.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (5 minutes).

- The teacher finally follows up with the students by displaying the topic through the slide show.

**Activity (4.1.2) – page 83:**

- Ask the students to open the textbook on page 83 and read activity (4.1.2).
- In pairs, give students two or three minutes to think and write down the answer in the workbook page 79.
- Choose one pair of the students to answer a question. Ask other pairs if they agree with the answer.

**Answer**

Elements of difference	Formal Meeting	Informal Meeting
When conducted	Timing are set	Happens anytime and anywhere
President (chair)	The president conducts the meeting	No president is required
Secretary	Secretary takes notes	No need for a secretary to take notes
Minutes	Must be prepared	May not be prepared
Agenda	Must be sent	May not be sent
Examples	General meeting/AGM	Staff meeting – departmental meeting



**Strategy Used:** Critical Thinking – Discussion  
**Learning Patterns:** Visual – Auditory - Kinesthetic



**The students should be able to identify the conditions of a valid meeting within 10 minutes based on the activity.**

Business Meeting | Lesson 4.1

**Validity of Meeting:**

For a formal business meeting to be valid (legal) (see Figure 4.1.1), the following conditions must be met:

- ▶ A notice must be sent to all participants. This means that notices, or any way of communication to call someone to attend a meeting – must be sent in advance (1 to 2 weeks before the meeting).
- ▶ The availability of both the chairperson (a person who is responsible for managing, directing and controlling the meeting), and the quorum (the minimum number of participant (members), as specified by the regulations, that must be present at a meeting to make it valid).

**Quorum (4.1.1)**

- ▶ Quorum is the required minimum number of members needed to have a meeting.
- ▶ It must be held in accordance with the rules and regulations of the organization.

**Activity (4.1.3)**

- ▶ During the break, the president of AXY International Group saw some of the department's managers down the stairs. He informed them that he would like to hold a meeting the next day and asked them to inform the other managers of that meeting.
- ▶ Do you think that this meeting is valid? Justify your answer.

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- The teacher will display a question regarding the third objective.
- In pairs, students should first think and then write down the answers by themselves within a specific time limit (5 minutes).
- The teacher finally follows up with the students by displaying the topic through the slide show.

**Activity (4.1.3) – page 84:**

- Ask the students to open the textbook on page 84 and read activity (4.1.3).

- In pairs, give students two or three minutes to think and write down the answer in the workbook page 79.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.

**Answers**

The meeting are not valid because:

1. a notice must be sent to all participants.
2. held according to rules and regulations.
3. availability of chairperson and quorum.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

**Lesson Closure**

- Review the key terms, definitions, and objectives.
- Questions and Answers:
  1. Why do people conduct meetings?
  2. What are the conditions of a valid meeting?
  3. State three types of formal meetings.
- The teacher may test students understanding with the lesson quiz.

## LESSON 11

### Meeting Documents



#### Overview

##### Outcomes:

By the end of the lesson, students will be able to:

- describe the main parts of a notice.
- write an agenda.
- understand the use of minutes.

##### Materials:

- Text book pages 85-91
- Dictionaries
- Glossary – text book page 99
- Work Book pages 80-85

#### Model Lessons



##### Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforcing systems thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforcing the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the previous lesson (oral communication).

##### Vocabulary:

- Notice
- Agenda
- Minutes

## Starter

- Ask students to read the Getting Started (engaging starters) activity in page 86.
- The students should first think and then write down the answers by themselves.
- Later, the students correct their answers by themselves.
- The teacher finally follows up with the students by displaying the topic on the slide show.

4. the place of meeting – the day, date and time – type of meeting – the participant name.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic



Developing the values of good citizenship that are based on respect and love of work and teamwork in society.

Business Meeting | Lesson 4.2

### 4.2 Meeting Documents

#### Getting Started

Read the advertisement which was published in one of the newspapers:

- ▶ What do you think the advertisement represent?
- ▶ Who is the sender and receiver of the advertisement?
- ▶ When should you send this document?
- ▶ What are the important things that you should consider in this advertisement?

**ABC LIMITED**

**Notice**

Notice is hereby given that the 22<sup>nd</sup> Annual General meeting of ABC LTD. will be held at Awal hall in Gulf Hotel on MONDAY, 20<sup>th</sup> MAY, 20--, at 10:00 a.m. to transact the business set out in the notice convening the Annual General Meeting which will be sent to the Share Holders along with the explanatory statement under section 21 of Companies Act 2001.

For, ABC LIMITED

**Introduction:**  
Organizing a meeting can be a monumental task in the workplace, and it requires several documents that will be discussed in this lesson.

**Meeting Documents:**  
The documents used for a *formal meeting* include the following:

**1. Notice:**  
It is any form of communication sent to the members of the meeting, to inform them of the time, date and location of a meeting. (see Figure 4.2.1)

**Tips (4.2.1)**  
A notice is to inform the participants about the meeting, and it could be in one of the following forms:

- ▶ Written or typed advance notice
- ▶ Press notice
- ▶ Bill posting
- ▶ Door-to-door handbills
- ▶ A notice boards
- ▶ Broadcasting

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## Learning Objective:

The student should be able to describe the main parts of a notice within 15 minutes based on the activity.

Business Meeting | Lesson 4.2

**NOTICE OF MEETING**

A meeting of the company's Social and Welfare Committee will take place in the Committee Room on Wednesday 7 May at 10:30 a.m. Items to be included on the agenda should be sent to the secretary to arrive no later than 5:00 p.m. on Wednesday 16 April 20--.

Mariam Moh'd  
Secretary

7 April 20--

Enc: Minutes of meeting of 5 March 20--

Figure (4.2.1): Meeting Notice

All notice forms must contain certain basic information, namely:

- ▶ The venue.
- ▶ The day, date and time of the meeting.
- ▶ The details of any special business to be transacted.
- ▶ The type of meeting, e.g. public, committee.
- ▶ The date of the notice.
- ▶ The convener's name.

**2. Agenda:**  
An agenda is usually distributed to a meeting's participants prior the meeting, so that they will be aware of the subjects to be discussed, and are able to prepare for the meeting accordingly.

An agenda is usually headed with the date, time and location of the meeting, followed by a series of points outlining the order of the meeting. Some items on the agenda are fixed and some appear only for particular meetings.

A typical agenda contains the following fixed items:

- ▶ Welcome/open meeting.

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## Answer

1. Notice of a meeting.
2. sender: ABC Limited – receiver: Share Holders.
3. before the meeting.

- The teacher will display a question regarding the first objective.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher will finally follow up with the students by displaying the topic through the slide show.

### Workbook: Question 2 – page 81:

- Ask the students to open the workbook on page 81 and read question 2.
- In pairs, give the students two or three minutes to think and write down the answers in the workbook.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.
- The teacher finally follows up with the students by displaying the topic on the slide show.

### Answer

- The venue.
- The day, date and time of the meeting.
- The details of any special business to be transacted.
- The type of meeting, e.g. public, committee.
- The date of the notice.
- The convener's name.



**Strategy Used:** Critical Thinking – Discussion  
**Learning Patterns:** Visual – Auditory - Kinesthetic

### The student should be able to write an agenda within 15 minutes based on the activity.

Business Meeting | Lesson 4.2

- ▶ Apologies for absence.
- ▶ Approve minutes of the previous meeting.
- ▶ Matters arising from the previous meeting.
- ▶ A list of specific points to be discussed – this section is where the bulk of the discussion in the meeting usually takes place.
- ▶ Any other business (AOB) – allowing a participant to raise another point for discussion.
- ▶ Arrange/announce details of the next meeting.

**AGENDA**

For a meeting of the Social and Welfare Committee to be held in the Committee Room on Wednesday 7 May at 10:30 a.m.

1. Apologies for absence.
2. Minutes of the last meeting.
3. Matters arising from the last meeting.
4. Correspondence.
5. Report from recreational fund treasurer.
6. Staff medical insurance scheme.
7. Any other business.
8. Date of next meeting.

Mariam Moh'd  
Secretary

22 April 20--

Figure (4.2.2): Meeting Agenda

**Activity (4.2.1)**

- ▶ Prepare a notice and an agenda for a meeting.
- ▶ Present your notice and agenda to your class for discussion.

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- The teacher displays a question regarding the second objective.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (5 minutes).
- The teacher finally follow up with the students by displaying the topic through the slide show.

### Workbook: Question 7 – page 82:

- Ask the students to open the workbook on page 82 and read question 7.

- In pairs, give students two or three minutes to think and write down the answers in the workbook.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.
- The teacher will finally follow up with the students by displaying the topic through the slide show.

## Answer

### AWAL SECONDARY SCHOOL

#### NOTICE OF MEETING

The Monthly Teachers' Meeting will be held on 21<sup>st</sup> May 20—at 9:00 am in the Main Hall of the school.

#### AGENDA

1. Welcome/open meeting.
2. Apologies for the absence.
3. Minutes of the last meeting.
4. Matters arising from the previous meeting.
5. Reports of the final exam.
6. The students' grades.
7. The end term exams.
8. Any other business.
9. Date and time of the next meeting.

Date: lesson date

Mariam Jassim

## Council Secretary



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

**The students should be able to understand the use of minutes within 15 minutes based on the activity.**

Business Meeting | Lesson 4.2

### 3. Minutes:

The minutes are used to document all proceedings, from the start of the meeting to its conclusion. They are a permanent record of the decisions and activities of the organization. The minutes are vital because they:

- ▶ provide a full record of the discussion at the meeting.
- ▶ identify the actions taken or that should be taken, and by whom.
- ▶ record whether the goals have been achieved.
- ▶ assist in planning future meetings.

The minutes must contain:

- ▶ date, time and venue of the meeting.
- ▶ name of all attendees.
- ▶ apologies for absences, if given.
- ▶ name of the chairperson.
- ▶ purpose of the meeting.
- ▶ issues being discussed, usually in the order indicated on the agenda.
- ▶ decisions taken.
- ▶ date, time, venue and purpose of the next meeting.

**Tips (4.2.2)**

- ▶ Minutes should simply record and not interpret in any way.
- ▶ Record only the factual basis of the points raised.

**Important Points (4.2.1)**

- ▶ Minutes should be written in the past tense. You must also use the third person (which means you never write 'I', 'you', or 'we'). For example, you would not write 'we are deciding' but 'it was decided'.

**Activity (4.2.2)**

- ▶ You prepared a notice and an agenda in activity (4.2.1).
- ▶ Write the minutes of the meeting.

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- The teacher displays a question regarding the third objective.
- Ask the students to open page 90 of the textbook, and read Figure (4.2.3).
- Ask the students to describe the main part of minute.

- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (5 minutes).
- The teacher will finally follow up with the students by displaying the topic through the slide show.



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

### Lesson Closure

- Review the key terms, definitions, and objectives.
- Questions and Answers:
  1. What are the ways for calling someone for a meeting?
  2. Who prepared the agenda?
  3. What are the fixed items of the agenda?
  4. What are the main parts of meeting minutes

### Challenge Question:

Compare between the agenda and the minutes of the meeting according to the following:

Points of Difference	Agenda	Minutes
Definition	A list of the topics to be discussed in the meeting	It is a written record of all the issues that were discussed

		in the meeting.
Prepared by	The Chairperson with the help of the secretary	Secretary with approved of the chairperson
Sent before or after meeting	Before	After
Length (brief or in details)	Brief	In details

- The teacher may test the student understanding with a lesson quiz.



## LESSON 12

### Stages of a Meeting



#### Overview

##### Outcomes:

By the end of the lesson, students will be able to:

- discuss how to conduct each stage of business meetings.
- list the roles in relation to meetings.

##### Materials:

- Text book pages 93-98
- Dictionaries
- Glossary – text book page 99
- Work Book pages 86-90

#### Model Lessons



##### Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

##### 21<sup>st</sup> Century Skills:

- **Critical thinking and problem solving:** Reinforcing systems thinking and the interconnectedness of listening, speaking, reading and writing in English.
- **Global awareness:** reinforcing the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

##### Value Activated:

- The sense of belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

##### Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the previous lesson (oral communication).

##### Vocabulary:

- Chairperson
- Participant (member)
- Vote

## Starter


- Ask the students to read the Getting Started (engaging starters) activity in page 93.
- The students should first think and then write down the answers by themselves.
- Later, the students correct their answers by themselves.
- The teacher finally follow up with the students by displaying the topic through the slide show.

Business Meeting | Lesson 4.3

### 4.3 Stages of a Meeting

#### Getting Started

Imagine you were a secretary in ABC Company and your manager required you to prepare for a meeting. Your manager Mr. Salman Ahmed asked you to arrange a board of director meeting next week inviting all department managers.



- ▶ List some tasks that have to be completed before the meeting.
- ▶ List some tasks that must be done on the day of the meeting.
- ▶ State some of the procedures that are done after the meeting.
- ▶ What documents will you need to send to the participants before the meeting?
- ▶ What documents should you send after the meeting?

**Introduction:**

A few key elements should be considered when planning for a productive meeting. Organizing an effective meeting is an important task that involves preparing, conducting and contributing valuable ideas, resources and information in order to be successful.

**Stages of a Meeting:**

As it is shown in figure (4.3.1), a successful meeting requires work in advance, continued effort throughout the meeting, and a final follow-up and review.

**STAGE 1: Before the Meeting:**

Much of the success of any meeting depends on the preparations for it. Good planning includes:

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## Answers

1. The students' own answers.
2. The students' own answers.
3. notice & agenda.
4. minutes.



Developing the values of good citizenship that are based on respect and love of work and teamwork in society.


## Learning Objective:

The student should be able to discuss how to conduct each stage of business meetings within 15 minutes based on the activity.

Business Meeting | Lesson 4.3

### 1. Determining the purpose of the meeting:

Every meeting should have a clear purpose. Determining whether the purpose is to define a problem, seek solution, share information, or exchange feelings about an issue helps to determine the type of meeting to hold, who should participate, and other important factors.



**Before the Meeting**

**PREPARING**

- Objectives
- Participants
- Time
- Place
- Notice
- Agenda

**During the Meeting**

**CONDUCTING**

- Greeting participants
- Attendees
- Signed & approved last meeting minutes
- Last meeting matters
- Direct meeting
- Final comments
- Closing the meeting

**After the Meeting**

**FOLLOW UP**

- Check the notes.
- Write the minutes.
- Follow-up
- Evaluate

Figure (4.3.1): Stages of a Meeting

### 2. Selecting the participants:

The only participants who should be invited are those whose attendance is really necessary and who can contribute to the achievement of the objectives.

### 3. Choosing the time:

The selection of the meeting time is very important. The first consideration should be given to the availability of the chairperson and enough time for adequate preparations.

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- The teacher displays a question regarding the first objective.
- Write the following questions on the board.
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (2 minutes).



- The teacher will finally follow up with the students by displaying the topic through the slide show.

**Sample Question:**

- Have you ever planned, arranged or managed a meeting?
- What does each of these tasks involve?
- What is the most difficult part of each task?
- How tightly does the chairperson need to control the meeting?

**Suggested Answers:**

- Planning a meeting involves deciding whether a meeting needs to take place or not, how it should take place (e.g. face to face, by teleconference), where and when it should take place, who needs to attend, how long it should last, what it should achieve, how much preparation each participant should do beforehand, etc.
- Arranging a meeting involves informing the participants about the purpose of and background of the meeting, persuading them (or their bosses) the meeting importance, negotiating the time and venue, making sure everyone knows how to prepare, etc.

**Workbook: Question 8 – page 89:**

- Ask the students to open the workbook on page 89 and read question 8.

- In pairs, give the students two or three minutes to think and write down the answers in the workbook.
- Choose one pair of students to answer a question. Ask other pairs if they agree with the answer.
- The teacher finally follows up with the students by displaying the topic through the slide show.

Answer			
Situation	Before	During	After
1. Writing the minutes.			✓
2. Greeting participants.		✓	
3. Selecting the venue.	✓		
4. Sending a notice.	✓		
5. Follow up.			✓
6. Closing the meeting.		✓	
7. Preparing Agenda.	✓		
8. Evaluating the meeting.			✓
9. Choosing the time.	✓		
10. Selecting participants.	✓		
11. Checking the notes made by secretary.			✓
12. Presenting final comments.		✓	
13. Directing the meeting.		✓	



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

The students should be able to list the roles in relation to meetings within 10 minutes based on the activity.

Business Meeting | Lesson 4.3

**Tips (4.3.1)**

Here are some ways in which a participant can help in running a productive meeting:

- ▶ Arrive on time.
- ▶ Be well prepared.
- ▶ Stay on the subject.
- ▶ Do not cause problems for the chairperson.
- ▶ Listen to the ideas of others.
- ▶ Help the chairperson control the meeting.
- ▶ Pay attention.
- ▶ Avoid side conversation.

**STAGE 3: After the meeting:**

After the meeting is over, the chairperson has several issues to consider:

- Check the notes made by the secretary before the final minutes are written.
- Follow up to see that the appropriate actions are taken.
- Evaluate the meeting.

**Activity (4.3.2)**

- ▶ Attend a meeting (at your school, local company or the parliament) and compare the procedures and roles in such a meeting with what you have learnt in this chapter.

**Roles in a Meeting:**

There are two important roles within a meeting, the meeting chairperson and the secretary. The other roles are for the members, which are all the participants of the meeting. In this section, we will discuss the role of the following:

**Chairperson:**

A good chairperson makes all the difference to the running of the meeting, the amount of business it gets through, the atmosphere that prevails and the ease with which the secretary can prepare for the event. Ideally, a chairperson is nominated because of his/her expertise and skill in managing people.

- The teacher displays a question regarding the second objective.
- Write the following questions on the board
- In pairs, the students should first think and then write down the answers by themselves within a specific time limit (5 minutes).
- The teacher will finally follow up with the students by displaying the topic through the slide show.

**Sample Question:**

Duties & Responsibilities	Chair	Secretary	Both
1. Prepare an agenda.			
2. Supervise voting procedures.			
3. Send out the notice of the meeting.			
4. End the meeting on time.			
5. Check that a room is available for the meeting.			
6. Make travel arrangement if necessary.			
7. Following the agenda.			
8. Record all details during the meeting.			
9. Starting the meeting on time.			
10. Circulate any documents for the meeting.			

**Answers:**

Duties & Responsibilities	Chair	Secretary	Both
11. Prepare an agenda.			✓
12. Supervise voting procedures.	✓		

13. Send out the notice of the meeting.		✓	
14. End the meeting on time.	✓		
15. Check that a room is available for the meeting.		✓	
16. Make travel arrangement if necessary.		✓	
17. Following the agenda.	✓		
18. Record all details during the meeting.		✓	
19. Starting the meeting on time.	✓		
20. Circulate any documents for the meeting.		✓	



**Strategy Used:** Critical Thinking – Discussion

**Learning Patterns:** Visual – Auditory - Kinesthetic

### Lesson Closure

- Review the key terms, definitions, and objectives.
- Questions and Answers:
  1. List 3 responsibilities of the chairperson of the meeting.
  2. List 3 responsibilities of the secretary of the meeting.
  3. There are several things to be prepared when planning a meeting. Mention them.