

**Theme:** Business is Business

**Unit: 08:** Management and Efficiency

**Function:** Expressing complaints, Apologizing, Asking and answering questions, Making an interview

**References:** Getting through/ Personal support.

**Level:** 2AS

### **Content of the Unit**

**General aims:** to enable the pupil's to:

- \*Expressing complaints.
- \*Apologizing.
- \*Asking and answering questions.
- \*Making an interview

### **Language points:**

- \*Link words; to, in order to, so that, in order that.
- \*Present perfect with; yet, since, for, just, still.
- \*Present perfect continuous.

### **Pronunciation:**

- \*Sentence stress.
- \*Word stress.
- \*Sound spelling stress

### **Vocabulary:**

- \*Vocabulary related to business.
- \*Prefixes mis-, dis-, im-, in-, un-, mal-.
- \*Long and short vowel sounds.

### **Project:**

- Complaining a business portfolio.

Rubrics	Lesson Plan	Aims	T.A
<b>Think it over</b>	The teacher Go through the preview and brainstorm the project work.	-Pupils will have an idea about their project work.	15mn
<b>Words to say</b>	The teacher Interacts with his pupils using the pictures on page 159. The pupils will be introduced to the topic of the unit.	-This will be as a warm up for the new unit. -Pupils will know more about stress shift	15mn
<b>Discovering Language</b>	<b>Before you read p.160:</b> Look at the picture and answer the following questions. <b>Key:</b> a-The expression “handle with care” is written on packets/boxes containing (easily broken) fragile objects which are in transit. b-I think that she sells vases. c-She feels angry because the vases have been damaged in transit.	-Pupils will interpret the picture then answer the questions.	20mn
<b>As you Read</b>	<b>Task A, B, C, D p.160-161:</b> Read the letters A-D below and identify the one which the picture above best illustrates. <b>Key:</b> The letter which the picture p.160 best illustrates is letter C.	-Pupils answer the questions.	10mn
	<b>Task 02 p.161:</b> Read the letters above again and answer these questions? <b>Key:</b> A: The letters are business letters. They are written for business transaction.( There are other possible answers.) B: 1-order placement-D 2- letter of complaint-C 3- order/receipt of acknowledgement-B 4- advice of dispatch-A C: Chronological order in which the letters are sent: D- B-A-C	-Pupils will read letters and find the appropriate answer.	20mn
<b>After Reading</b>	<b>Grammar Desk p.162:</b> Read these sentences extracted from the letters and answer the questions? <b>Key:</b> a-The link words written in bold express purpose. b. All the main clauses are in the front/first part of the sentences and the subordinate ones in the second part (after the conjunctions written in bold). c-Sentence 4: The verb in the main clause is in the present continuous tense whereas that of the verb in the subordinate clause is in	-Pupils will read and answer questions related to previous task.  -Pupils will able to express purpose.	1h

<p><b>PRACTICE</b></p>	<p>the future tense.  Sentence 5: The verb in the main clause is in the future tense whereas the second verb is preceded by can.  d- The sentence which is acceptable is the following:  We would like our order to be processed promptly in order not to miss the summer sale.  This one is not acceptable.  We would like our order to be processed promptly not to miss the summer sale.  The teacher refer to grammar reference n 14 p.207  <b>Task 01 p.162:</b>  Write an introductory sentence to express the purpose of each of the subjects of the letters in the box?  <b>Key:</b>  <b>Possible answers</b>  a- Dear sir,  I am writing to congratulate you for the new born baby.  b- Dear sir,  I am writing to apologize for the offence.  c- Dear sir,  I am writing to apply for the job advertised in USA today.  d- Dear sir,  I am writing to enquire about the quotations for Spring and Summer clothing.  e- Dear sir,  I am faxing you information about the merger of our company with the Yamakachi Company.  <b>Task 02 p.162:</b>  Rewrite the sentences below using <b>so that</b> instead of the link words in bold type.  <b>Key:</b>  -a- Would you therefore please let us know about your wishes as soon as possible <b>so that</b> we can reserve the rooms you need.  -b- Please, place your order for our new range of products by 15 December <b>so that</b> you can benefit from the</p>	<p>-Pupils will practice the purpose expressions.</p> <p>-Pupils will able to use “so that”.</p>	<p>20mn</p> <p>20mn</p>
<p><b>Write it Right</b></p>	<p><b>Task 01 p.163:</b>  Imagine you are a group of foreign investors interested in opening business in Oran. Send a facsimile to your consulate to ask for information?  <b>Key:</b>  Brainstorm the layout before you set your students to task. The activity can be related to the area where your students live. The text below is not necessarily the one that your students will produce.  Dear Mr _____,  We are writing to ask for information about the city of Oran. We are a group of manufacturers of air conditioners from Leeds and we are interested in</p>	<p>-Pupils will be able to ask for information.  -Pupils will acquire new words related to business.  -Pupils will be able to write a</p>	<p>30mn</p>

<b>Say it Loud and clear</b>	<p>opening a business in Oran. Would you please send us information about the following:</p> <p>a. working hours b. languages spoken c. working force ...</p> <p>Thank you in advance for any information you can provide us with. We look forward to receiving your reply. Yours faithfully, Air and Co.,</p> <p><b><u>Task 02 p.163:</u></b> <b><u>Pair work:</u></b> now imagine you are working at the consulate. Write a draft reply to the letter of inquiry that your partner has written in task 01. <b><u>Key:</u></b> The activity can be related to the area where your students live.</p> <p><b><u>Task 01 p.164:</u></b> Listen to your teacher reading the sentences. Each time s/he reads a sentence, underline the word which is stressed most? <b><u>Key:</u></b> You can put stress on the words starting either from the beginning or from the end of the sentence. The focus is on the shift of stress at the sentence level. a-June b-Algiers c-business d- going e-you See the key to activity two below.</p> <p><b><u>Task 02 p.164:</u></b> <b><u>Pair work:</u></b> answer the questions above correcting your partner as in the short dialogue below? <b><u>Key:</u></b> The focus is on corrective stress. <b>You:</b> Are you going on a business trip to Algiers in <u>June</u>? <b>Your partner:</b> No, I'm going on a business trip to Algiers in <u>July</u>. <b>You:</b> Are you going on a business trip to <u>Algiers</u> in June? <b>Your partner:</b> No, I'm going on a business trip to <u>Oran</u> in July <b>You:</b> Are you going on a <u>business</u> trip to Algiers in June? <b>Your partner:</b> No, I'm going on a <u>holiday</u> trip to <u>Oran</u> in July <b>You:</b> Are <u>you</u> going on a business trip to Algiers in June? <b>Your partner:</b> No, <u>Mary</u> is going on a business trip to <u>Oran</u> in July.</p> <p><b><u>Task 03 p.164:</u></b> Listen to your teacher, then discuss with him spelling sounds links in English. Learn the poem by heart. <b><u>Key:</u></b> The teacher will discuss with his pupils.</p>	<p>facsimile.</p> <p>-Pupils will be able to write a letter of reply. -Pupils will interact with their classmates.</p> <p>-Pupils will listen to the teacher.</p> <p>-Pupils will identify the words the most stressed.</p> <p>-Pupils will interact with their class mates.</p> <p>-To discuss the spelling sound links in English.</p>	<p>15mn</p> <p>20mn</p> <p>20h</p> <p>20mn</p>
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<p><b>Working with words</b></p>	<p><b>Task 01 p.165:</b> Use the prefixes in the box to form new words out of the underlined words. Then replace the underlined words with the new words. <b>Key:</b> Memo The employees of the company are <b>dissatisfied</b> with their working conditions. Some of them complain about <b>mistreatment</b> and <b>malpractice</b> while others say that the wages are <b>unfair</b> and that the managers are <b>insensitive</b> to their feelings. The present organization of our company is not efficient. It is time to <b>rearrange</b> and <b>reorganize</b> it so as to <b>re-establish</b> good labour relations. It is <b>impossible</b> to improve production and productivity if the policy of wages is not reconsidered.</p> <p><b>Task 02 p.165:</b> Check the meaning of the words in your dictionary and use them to write a profit and loss statement and a balance sheet. <b>Key:</b> Students will write their own Profit and Loss statements and Balance Sheets. If necessary they can get help from their accountancy teacher.</p>	<p>-Pupils will practice the use of prefixes like dis-, in-, re-.....</p> <p>-Pupils will check some words meanings.</p> <p>-pupils will be able to write a profit and loss statement.</p>	<p>15mn</p> <p>10mn</p>
<p><b>Listening and Speaking</b></p>	<p><b>Task 01 p.166:</b> Read the short texts below and answer the following questions? <b>Key:</b> a-advertisement b-in newspapers and magazines c-The short texts on the lefthand side of the page are 'work wanted' ads; the text on the righthand side is a firm offer of recruitment (situations vacant).</p> <p><b>Task 02 p.166:</b> Listen to your teacher stimulates a dialogue and say of which advertisement in task 01 the speakers are talking. <b>Key:</b> 2-The speakers are talking about the advert on the righthand side of the page. (offer of recruitment/situations vacant)</p> <p><b>Task 03 p.166:</b> Listen to your teacher again and take notes. Then synthesise and summarize the dialogue in your own words. <b>Key:</b> Pupils will listen and summarize the dialogue Make sure your students use their own words in giving their summaries. They are supposed to identify the situation, the actors and the problem.</p>	<p>-pupils will be able to write a balance sheet.</p> <p>-Pupils will read the text and answer the questions.</p> <p>-Pupils listen to the teacher and predict the answer.</p> <p>-Pupils willlisten and take notes to summarize the dialogue.</p>	<p>15mn</p> <p>20mn</p> <p>15mn</p>

<p><b>Your Turn</b></p>	<p><b>Task 01 p.167:</b> The teacher explains the tip box before moving on to the tasks in this rubric. <b>Pair work :</b> act out dialogues using yes-no questions using the clues in the box. Make comments and give further information each time you answer? <b>Key:</b> The example in the textbook will serve as a model. <b>Task 02 p.168:</b> Study the dialogue sample below and act out snippets of it to rehearse for a job interview? <b>Key:</b> Illustrate the difference between the present perfect simple and the present perfect continuous. Then make the students play the snippets of the dialogue as indicated in the instruction.</p>	<p>-Pupils will interact with each other. -Pupils will be able to make comments and give information.</p> <p>-Pupils will interact and act out snippets.</p> <p>-Pupils will be able to ask for a job.</p>	<p>10mn</p> <p>15mn</p> <p>15mn</p>
<p><b>Write it up</b></p>	<p><b>Task 01 p.168:</b> Put the verbs between brackets in the following report on a company personnel into the present perfect simple or the present perfect continuous. Insert already, yet, still, just where appropriate. <b>Key:</b> <b>Rashid:</b> He <b>has been working</b> in the sales department for two months, and he <b>has</b> already <b>mastered</b> all the selling techniques. <b>Omar:</b> He <b>has been working</b> for six months, but he <b>has not got</b> the list of all workers in his shift yet. <b>Rashid:</b> She <b>has been directing</b> a research project since January last year, and she still <b>hasn't completed</b> it. <b>Omar:</b> She <b>has been training</b> to become manager since 2005, and she <b>has</b> just only <b>got</b> the appointment to the position. <b>Task 02 p.168:</b> Use the information on the page 169 to write an annual report for a company of your choice? <b>Key:</b> Before setting the Pupils to task, check that they know the vocabulary included on page 169. The graphs can help you illustrate the meaning and the use of the words needed for writing an annual report. The production has increased steadily from 650,000 to over 1 million packets of pasta. The number of accidents has fallen sharply from 20 to 2. Absenteeism has fallen to the lowest point. ... (The students will give figures to support their statements) ( If necessary refer to SE1 book to have ideas about how graphs can be read.)</p>	<p>-Pupils will use the present perfect, and the present perfect continuous.</p> <p>-Pupils will be able to write an annual report.</p>	<p>20h</p> <p>1h</p>

<b>Reading and writing</b>	<p><b><u>Task 02 p.170:</u></b> Look at the picture and the graph and say what each of them represents?</p> <p><b><u>Key:</u></b> Don't check all the answers at this stage. - The picture represents the American women who helped in the war effort in World War II by working outside their homes. - The graph represents the growth in the number of firms owned by women in the late 1980s and 1990s.</p>	-Pupils will guess the appropriate answers.	20mn
	<p><b><u>Task 02 p.170:</u></b> Check the guesses you have not checked in activity one.</p> <p><b><u>Task 03 p.171:</u></b> <b>Pair work:</b> read the text again and answer the questions below. Then, practise asking and answering them?</p>	-Pupils will check their answers to task 01.	10mn
	<p><b><u>Key:</u></b> There are many possible answers. a- American women went to work outside the home during World War II in order to/so that they might help in the war effort. b- They continued to work after the war in order to/in order that they might/ contribute to the rebuilding of their country's economy. c- In the 1960's many of them preferred to stay at home to take care of their children. d- Their husbands bought them cars so that they could drive their children to school. e- They supplied them with washing machines and cookers to help them spend less time on housework. f- They furnished them with TV sets in order to prevent them from being bored during their free time.</p>	-Pupils will discuss their answers.	20mn
	<p><b><u>Task 04 p.171:</u></b> The teacher explains the tip box before moving on to the task. Read the information in the tip box. Then deduce/infer the central idea developed in each of the paragraphs of the text above.</p>	-	10mn
<b>Write it out</b>	<p><b><u>Key:</u></b> <b>Paragraph 1:</b> World War II gave American women the opportunity to work outside their homes. <b>Paragraph 2:</b> The decrease in the number of working women in the 60's and 70's. was caused by economic prosperity. <b>Paragraph 3:</b> American women worked outside again in the late 1970s and 1980s because of economic crisis.</p>	-Pupils will deduce the general ideas.	20mn
	<p><b><u>Task 01 p.172:</u></b> Rewrite the sentences of the text on page 171 which contain the link words so that, in order that using in order to/ so as to/ and to. Look to the example</p>	-Pupils will understand more the use of link words.	20mn

	<p><b><u>Key:</u></b>  <b><u>Possible answers</u></b>  a- After the war, American women continued to work side by side with American men for sometime <b>in order</b> that they might contribute to the building of their country's economy . After the war, American women continued to work side by side with American men in order to contribute to the building of their country's economy.  b- Many of them preferred staying at home <b>so that</b> they could take care of their children.  - Many of them preferred staying at home <b>so as to</b> take care of their children.  c-They highly salaried husbands bought them cars <b>so that</b> they could drive their children to school and back.  - They highly salaried husbands bought them cars <b>in order</b> to drive their children to school and back.  d- They also supplied them with brand new washing machines and cookers <b>so that</b> they would spend less time on housework.  -They also supplied them with brand new washing machines and cookers <b>so as</b> to spend less time on housework.  e -They furnished them with TV sets <b>so that</b> they might not feel bored during their free time.  -They furnished them with TV sets <b>so as</b> not to feel bored during their free time.  <b><u>Task 02 p.172:</u></b>  Re-write the sentences below using the link words and the modals in the box instead of the link words.  <b><u>Key:</u></b>  There are other possible transformations.  a - She took more than forty word-processing lessons in order to have a job promotion.  -She took more than forty word-processing lessons so that she could have a job promotion.  b- The government refuses to increase the wages so as not to cause inflation.  - The government refuses to increase the wages in order that they may not cause inflation.  c- In order to increase the sales, the company recruited an expert in marketing.  - The company recruited an expert in marketing so that the sales would increase.  d- To protect the local industry, the government imposed new tariffs on imports.  - The government imposed new tariffs on imports in order that the local Industry could be protected.  e- In order not to disappoint private exporters, the government will lower the duties.  - The government will lower the duties so that private exporters may not be disappointed.</p>	<p>-Pupils will express purpose.</p> <p>-Pupils will be able to use link words and modals.</p> <p>-Pupils will practise more sentences about purpose.</p>	<p>1h</p> <p>20mn</p>
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	<p><b><u>Task 03 p.173:</u></b>  The teacher explains the tip box on page 173.  Write a confidential report using link words such as: so that/ in order that and modals might/would/could.</p> <p><b><u>Key:</u></b>  Confidential report</p> <p><b><u>Introduction:</u></b>  The purpose of this report is to evaluate the performance of Leila Derradj, Production Manager of Autocar, during the year 2005. The report details the decisions that Leila Derradj took month by month in several areas.</p> <p><b><u>Findings:</u></b>  Leila Derradj was appointed on 2 January, 2005 so that she would help increase production.  In February, she re-organized the department so as to have more control on the staff and the work to be done.  In March, she introduced break time for workers on the assembly line so that they could improve production. She introduced also a flexible time scheme for female employees of the company. In April, she put suggestion boxes in order that workers might give their opinion on the company. On June, she held a meeting with the workers so that they could participate in decision-making. Finally she introduced new items in work contract for workers...</p> <p><b><u>Conclusion:</u></b>  Leila Derradj's decisions have led to a new management style. The annual turnover has increased steadily. There has been a peak in productivity and sales have increased considerably which has made profits reach a sharp rise. I therefore strongly recommend to maintain Miss Leila Derraj in her position as production manager of <i>Autocar</i>.</p>	<p>-Pupils will write a confidential report.</p> <p>-Pupils will use what has he learned through this file like the link ords..</p>	<p>10mn</p> <p>1h</p>
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