English Division

Course Syllabus

Course Code: IKB07

Course Title: ***English for Business Communication 1 (B1 – B2)***

Subject Specification: Third semester students who completed and passed the subjects of GE1 and GE2. EBC1 material and content starts students at Business English at B1 Level of the CEFR and progresses to entry level B2. The recommended guided and self-study hours for completion of B1 level is 80 – 100.

Course Overview: This subject introduces students to and develops their skills in reading and writing simple business communications in English. Students will have an appreciation of email, letter-writing and short reports be able to communicate in writing for simple, practical needs using the appropriate tone. They will be able to demonstrate the ability to understand simple business communications, to respond to them clearly and concisely, and to extract information from a range of simple, non-textual sources. They will also demonstrate an understanding of simple internal and external business communications, e.g. letters, written and recorded telephone messages, and emails, complete or extract explicit information from business documents. At this level a student will communicate messages of enquiry, invitation, ordering and informing about business related information. Throughout the course students will use listening and speaking skills to support their business writing.

On successful completion of this subject, students will continue to EBC2 and higher level business document preparation.

Course Objectives: Students are expected to achieve the following:

LISTENING

- understand clearly articulated standard speech, follow short conversations both formal and informal in a range of familiar situations understanding gist, context, feelings, opinions and relationships
- understand straightforward narratives, sequences, instructions, directions and explanations
- identify the function of short utterances
- follow the main points, speakers, purposes and attitudes in an extended discussion
- extract and reproduce key information from announcements and media broadcasts on a range of familiar topics

Phonological features

- recognise stress and intonation in order to follow discourse
- recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation

Range

- understand key grammatical forms used in familiar and less familiar contexts and situations
- understand high frequency vocabulary and expressions relating to familiar and less familiar topics
- understand gist
- understand the main ideas in straightforward announcements, conversations and discussions on familiar and less familiar topics
- understand detail
- extract key information from announcements, conversations and discussions on familiar and less familiar topics

READING

A student will be able to:

- understand short simple narratives and descriptions, straightforward instructions, directions and explanations on familiar and work related topics
- recognise the different purposes of texts, both formal and informal, when purpose and intended audience is clear
- locate specific, predictable information in everyday short texts on familiar matters
- understand a simple line of argument simply expressed
- understand the main ideas and gist of simple letters and newspaper articles
- understand routine formal letters or other business correspondence on familiar topics
- understand everyday signs and notices

Range

- recognise high frequency words and words with common spelling patterns in everyday business-related texts
- understand punctuation and capitalisation used in simple and compound sentences

Register

- understand simple expressions conveying different levels of formality

Text structure

- understand the organisational, lexical and grammatical features of short, simple texts
- understand a limited range of cohesive devices
- identify the different purposes of short straightforward texts through layout conventions, common signs, symbols and cultural conventions

WRITING

A student will be able to:

- compose simple texts using the appropriate format with some awareness of the intended audience
- fill in a WP template with details recording information and with some awareness of the intended audience
- follow instructions to write a formal letter, memo or fax
- write formally about basic business activities
- write short texts using simple and compound sentences
- write a short sequence of simple explanations, instructions or directions
- express simple opinions clearly

Mechanics

- spell correctly the majority of words used for common business purposes and familiar common words
- write with reasonable accuracy short words appropriate to the level
- use punctuation and capital letters correctly to show questions, commas in lists and proper nouns
- construct simple and compound sentences using basic structures

Range
- use a limited range of vocabulary to deal with simple and familiar business topics and tasks.

Organisation
- use conventions to indicate formality or informality
- link a short sequence of simple sentences using basic linking words.

SPEAKING

The student will be able to:
- interact competently if not always accurately in everyday situation
- communicate personal information, opinions and ideas and respond to those of others
- communicate in a variety of social situations using an appropriate range of functional language
- exchange information, feelings and opinions to perform a task
- narrate, describe, explain and express opinions in extended speech related to familiar contexts
- contribute points to a simple discussion

Pronunciation
- pronounce the sounds of English sufficiently well to be generally understood and show a fair control of stress and intonation patterns

Accuracy
- display a good control of basic grammatical structures without impeding errors when dealing with familiar topics

Range
- display an adequate range of vocabulary and expression to deal with familiar situations and topics
- narrate using past tenses

Register
- adopt a degree of formality appropriate to familiar circumstances
- use appropriate phrases in familiar situations such as greeting and leave-taking

Fluency
- initiate and follow the norms of turn-taking, prompt and manage the discourse with a degree of independence
- connect descriptions, narratives and descriptions in simple ways
- speak without undue hesitation unless searching for information, vocabulary or when reformulating

Subject Method:

The course consists of student-driven individual, group or class activities, presentations, assignments and paper submission. It is expected that every student will regularly attend classes and actively participate in class activities and discussions.

A student workbook or worksheets accompanies the course.

Online supplementary study material which reflects course topics and/or other topic areas for language development are provided. The supplementary material is to increase the number of study hours from 1.5 to 2.5/3.0 hours per week. For students who successfully complete the supplementary online study material, an e-certificate will be issued at the end of semester to highlight the additional study completed by the student.

Each week will focus on a topic and one or more of the following skills: listening, reading, writing and speaking. Improvement of grammar skills, new grammar skills and vocabulary building will also be integrated.

For some weeks authentic materials such as videos, audio recordings, news-papers, letters, and articles may be used.

Every week will build upon the syllabus and work towards the Final Exam.

Teacher lesson plan and PowerPoint are prepared for each week's teaching materials to provide a standard teaching method across the subject.

Subject Overview:

Session 1	:	Introductions
Session 2	:	Let's Find Out – Making Enquiries/Inquiries
Session 3	:	Business Skills – Reading & Writing
Session 4	:	What Do We Need?
Session 5	:	Business Skills – Listening & Writing
Session 6	:	Let's Arrange
Session 7	:	Organising a Conference – A Case Study

Mid – Test Examination

Session 8	:	Mid-test Review/Business Skills - Speaking
Session 9	:	Let's Compare
Session 10	:	Business Skills – Reading & Writing
Session 11	:	What's the Process?
Session 12	:	Business Skills – Listening & Writing
Session 13	:	The Business Letter
Session 14	:	Business Skills - Speaking

Final - Examination

Grading System:

More errors are expected to be made by a student in EBC1 than in EBC2. Errors have a greater effect on the success of the messages for EBC2, e.g.

a press re-lease or mailshot with many errors in grammar, spelling & punctuation as well as incorrect tone and weak fluency, would give a poor impression of the company and thus not achieve its purpose.

Grading is based on a set of rubrics for all writing tasks. These are aligned with the CEF can do statements.

Students receive an abridged copy of the marking rubrics at the beginning of the course.

Marking Rubrics:

Listening and Reading

- Marks are awarded for Listening and Reading Sections.
- Listening and Reading questions are marked against paper-specific marking schemes.

Writing

- Marks are awarded for the closed writing tasks against paper-specific marking schemes.
- The free-writing sections are marked against criteria aligned to the descriptors of the CEFR. These criteria are Layout (if applicable), Content, Grammar, Spelling & Punctuation (includes range of vocabulary), Tone and Fluency

	Grammar	**Spelling and punctuation**
4	Broad range of Grammar used with clarity, assurance and precision. The signatory would be happy to send this communication without amendment.	Few if any errors – none of which are significant. The signatory would be happy to send this communication without amendment.
3	Grammar appropriate to level and mostly accurate, with no impeding errors. Few if any errors need to be corrected before this communication could be sent.	Accuracy is high. Few if any Spelling/Punctuation errors need to be corrected before the communication could be sent. Errors do not impede communication.
2	Adequate range of Grammar used with no impeding errors – could be sent out after amendments were made.	Quite a lot of Spelling&/Punctuation errors but they do not impede communication – could be sent out after amendments were made.
1	Relatively narrow range of Grammar used with some impeding errors. A re-write would be necessary before this could be sent.	Frequent errors make message difficult to follow. A re-write would be necessary before this could be sent.
0	Only a rudimentary range of Grammar used. Many errors, often difficult to follow. Could not be sent.	No work submitted or Spelling & Punctuation errors make the text almost impossible to follow.

Tone & Fluency	
7	Message conveyed effectively and fluently with appropriate tone Responds to all content points fully and effectively Excellent range of of vocabulary on business topics. No serious errors. Cohesive & coherent text appropriately using a full range of linguistic devices.
6	Message conveyed effectively but tone/fluency could be improved Responds to most content points fully and effectively Good range of vocabulary on business topics. Cohesive & coherent text appropriately using a range of linguistic devices
	Message conveyed but organization/tone/fluency could be improved

5	Responds to some content points fully and effectively Generally good control of vocabulary on business topics Cohesive & coherent text adequately using a range of linguistic devices
4	Most of message conveyed but organization/tone/fluency poor Responds to some content points effectively Good control of elementary business vocabulary - some errors when expressing unfamiliar or complex topics Cohesive & coherent text generally using a range of linguistic devices adequately
3	Barely comprehensible/insufficient message conveyed/message obscured Responds to some content points but not consistently/effectively Some control of elementary vocabulary, major errors when expressing unfamiliar or complex topics Attempts to use linguistic devices though not always consistent
2	A total re-write would be necessary before this could be sent Responds to few content points and not consistently/effectively Narrow repertoire of vocabulary. Frequent errors make message difficult to follow Lacks cohesion and/or uses linguistic devices inappropriately
1	Very little material produced. What there is would need a total rewrite Responds to one or none of the content points appropriately Very basic repertoire of vocabulary, suitable for everyday situations only Lacks cohesion and uses linguistic devices inappropriately
0	No work submitted No content points addressed Very limited range of vocabulary – unsuitable for business communications No evidence of cohesion or appropriate use of linguistic devices

Speaking

Fluency (and interaction)
This refers to the student's ability to speak comprehensibly at a reasonable speed, structure ideas in a coherent way and to keep the conversation going. A certain amount of hesitation is to be expected at lower levels, and responses to the questions will be shorter. At higher levels, it is expected that the student will produce longer, more natural sounding and more detailed responses, and that they will need less prompting from the interlocutor to keep talking.

Lexis (Vocabulary)
This refers to the range and accuracy of the student's vocabulary. At lower levels, the focus will be on the student's ability to use the vocabulary at his/her disposal to communicate the intended meaning. This may include effective use of paraphrasing and circumlocution. As the levels increase, the student's vocabulary should be increasingly precise and they should need to rely less on paraphrasing and circumlocution.

Grammar
This refers to the range and accuracy of grammatical structures (e.g. word order, tense, agreement, verb patterns). It is expected that students at higher levels should be able to use basic structures more accurately than those at lower levels. At higher levels, students should also be attempting to use more complex structures where it would be natural to use them.

Pronunciation
This refers to the student's production and use of individual sounds, word stress, sentence stress, rhythm and intonation. It is not necessary for students to sound like a native speaker. The main consideration is comprehensibility and how far the student's pronunciation problems interfere with

communication or place strain upon the listener. This strain is expected to decrease as the levels increase.

Fluency

4	Can communicate spontaneously, showing remarkable fluency and ease of expression throughout.
3	Can communicate spontaneously, often showing remarkable fluency and ease of expression even in longer complex stretches of speech.
2	Can interact with a degree of fluency and spontaneity that enables regular interaction with native speakers without imposing strain on either party.
1	The student needs prompting, and there may be hesitations and false starts. He/she makes only brief statements, and is unable to speak at length about any topics. Some students may have a reasonable speed of delivery, but the listener has some difficulty in following the student's argument.

Lexis

4	Accuracy and range of vocabulary extremely high.
3	Very few lexical gaps or inaccuracies.
2	Has a good range of vocabulary though lexical gaps can still cause problems. Lexical accuracy is generally high though some confusion and incorrect word choice does occur without hindering communication.
1	There is regular misuse of words, and significant amounts of circumlocution to make up for a lack of precise vocabulary. This makes it difficult for the student to develop the topic to any depth.

Grammar

4	Excellent grammatical control and range.
3	Very good grammatical control. Errors almost non-existent.
2	Good grammatical control; occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect
1	Basic grammatical errors are frequent enough to cause irritation or strain in the listener, and may impede communication on occasion.

Pronunciation

4	Appropriate use of pronunciation, stress and intonation.
3	Only minor errors of pronunciation, stress and intonation.
2	Has acquired a clear, natural, pronunciation and intonation although some errors persist. Native language interference insufficient to cause strain.
1	Pronunciation errors will place strain on the listener. This may on occasion result in misunderstandings.

Subject Evaluation: As a general rule, students are evaluated based on the following criteria:

Final Examinations	50%
Mid-term Examinations	25%

Assignments & Reports/Presentations	25%
Attendance	0%
TOTAL	100%

Evaluation elements are stated in quantitative forms, ranging from 0 to 100. Course grades on the student's result card (KHS) are stated as alphabetical symbol with the following qualification:

GRADE:

A	90 - 100
A-	85 < 89.90
B+	80 < 84.90
B	75 < 79.90
B-	70 < 74.90
C+	65 < 69.90
C	60 < 64.90

< 60 FAIL

Scheme of Work

Session	Title/Topic	Discussion Area	Activities
I	Introductions	1. Introductions - Who are you? 2. What is Business English? 3. Introduction to EBC1 – The three As - Scheme of Work in Brief - EBC1 scoring & grading criteria – How to be the best! 4. Google Classroom 5. A personal profile	1. Presentation 2. Speaking 3. Writing a personal profile
II	Let's Find Out	1. Informal & formal Business English 2. Making requests 3. Email structure	1. Presentation Reading formal & informal email 3. Identify useful phrases for informal & formal requests 4. Simple Present & modals of request 5. Changing informal to formal structures
III	Business Skills – Reading & Writing	1. Short real-world notices, messages, etc. 2. Paraphrase	1. Presentation 2. Writing the same message in different ways 3. Function of messages 4. Writing a formal email of request for product information
IV	What Do We Need?	1. Orders for products or services 2. Polite phrases 3. Methods of delivery 4. Adjectives	1. Presentation 2. Listening for useful language 2. Reading for useful language 3. Phrase identification & noting

			4. Speaking 5. Ordering adjectives 6. Small group writing to place an order
V	Business Skills - Listening & Writing	1. Importance of Listening 2. Quotations	1. Identifying the type of detail listening for 2. Answering True/False listening focusing on the type of detail 3. Listening practice with picture, graph, chart, short sentence or phrase the conversation or monologue 4. Identifying information on a quotation **5.** Paired writing – placing an order **Coursework 1 - assigned**
VI	Let's Arrange	1. Invitations 2. Language for invitations	1. Presentation 2. Pair work – inviting orally 2. Listening for invitation phrases 3. Reading an invitation to identify useful language & identifying paragraph purpose 4. completing a gap fill invitation
VII	Organising a Conference – Case Study	1. Corporate entertaining 2. Mid-test instructions	1. Reading background information 2. Listening for detail – note taking 3. Discussion 4. presenting ideas 5. Writing an invitation 6. Presentation – mid-test instructions
Mid-test			
VIII	Mid-test Review – Business Skills - Speaking	1. Common errors in mid-test & how to improve 2. Speaking about me – likes, dislikes, habits, routines, preferences	1. Presentation 2. Listening to 2 speaking candidates to identify good & bad areas 3. How to prepare to talk about themselves 4. Speaking practice 5. Student speaking demonstrations
IX	Let's Compare	1. The reasons for a report 2. Comparatives & Superlatives review 3. Vocabulary extension	1. Discussion 2. Identifying what is important when making a choice 3. Reading – identify structure, style, format & language

			4. Extracting relevant information 5. Writing practice – a comparative report
X	Business Skills – Reading & Writing	1. Comprehension of factual material; skimming and scanning skills 2. Interpreting visual information 3. Locate detailed factual information 4. Reporting visual information	1. Presentation 2. Match questions to an appropriate part of the text, labelled A–H 3. Match eight graphs or charts (or one or more graphics with eight distinct elements) and five questions 4. Informative taken from a leaflet or a newspaper or magazine article & 6 questions 5. Writing practice – writing a comparative report
XI	What's The Process?	1. Diagram of a process 2. Language to describe a process 3. Simple passive	1. Presentation 2. Gap fill 3. Sequencers 4. Speaking – describing student registration process 5. Changing simple present active to passive
XII	Business Skills – Listening & Writing	1. Listening for gist and for specific information 2. Review language from week 11	1. Presentation 2. Identifying paraphrase 3. Practice listening 4. Listening for gist quiz **5.** Pair work – writing a process report using language from week 11 **Coursework 2 - assigned**
XIII	The Business Letter	1. Purpose, structure, layout of business letter 2. Paragraph function	1. Gap fill 2. Identifying the main purpose of paragraphs 3. Individual writing task – letter of application
XIV	Business Skills - Speaking	1. Speaking about a topic 2. Preparing to speak – making notes, preparing a structure 3. Language review of weeks 1 – 13 4. Final Test instructions	1. Presentation 2. Listening to 2 different levels of speakers & identifying good & bad areas 3. Structuring a free speaking talk 4. Speaking practice – peer assessment
Final Test			

Midterm Paper Guidelines: Material from both guided sessions and online supplementary self-study material.

Reading, grammar and writing will have a minimum of 6 different tasks.

The mid-test will consist of listening, reading, grammar and writing sections which will test students' language competency of week 1 – 7 materials.

A speaking section for the mid-test has been planned for 2020/2021 academic year and will depend on the capabilities of the new LMS system being introduced in September 2020.

Final Paper Guidelines:

All material covered in both guided sessions and online supplementary self-study material.

Reading, grammar and writing will have a minimum of 6 types.

The final test will consist of listening, reading, grammar and writing sections which will test students' language competency of week 1 – 14 materials.

A speaking section for the final test has been planned for 2020/2021 academic year and will depend on the capabilities of the new LMS system being introduced in September 2020.

References:

City & Guilds English for Business Communication handbook and past exam papers, LCCI English for Business and past exam papers, Cambridge Preliminary Business English resources, Pearson Market Leader, British Council Learn English, Linguahouse Business English, IELTS General, Lecturer authentic material

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