LSPR
The Leading Graduate School of Communication & Business

English Division

Course Syllabus

Subject Code: IKB08

Subject Title: EBC II : Advanced Business English Skills

Subject Specification: Fourth semester students who completed and passed the subject of EBC1 at A2/B1 Level of the CEFR (Common European Framework for Languages). EBC2 material and content takes the students into B1/B2 Level of the CEFR. The recommended guided and self-study hours for completion of B2 level is 80 – 100.

Subject Overview: This subject continues from EBC1 to develop fourth semester students' skills and abilities to listen, read, write and speak on more complex business communications in English. It provides students at B1/B2 Level of the CEFR with business knowledge and development enabling them to:

Understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialization

Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party

Adapt to take account of the listener(s), the context and the medium

Engage in familiar and unfamiliar situations making clear and relevant contributions

Obtain information from different sources

Communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options, varying length, format and style appropriate to purpose and audience

At the end of this subject, students will take an international English examination in listening, reading, writing and speaking.

Subject Objectives: Students are expected to achieve the following:

SPEAKING

- 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

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

READING

The student will be able to:

- understand texts in different styles and purposes with a large degree of independence
- understand the main ideas in complex texts on both familiar and abstract topics
- understand the way meaning is built up in a range of texts
- locate specific information from different parts of a text or different texts
- understand feelings, opinions, warnings and conditions in both formal and informal text
- understand lengthy texts containing complex instructions or explanations
- understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints
- locate and understand information, ideas and opinions from longer, more specialised, sources in familiar contexts

Range

- understand a broad range of vocabulary but may experience some difficulty with low frequency idioms
- understand texts which contain a broad range of grammatical structures

Register

- understand the features of register in texts including those conveying emotion or dispute

Text structure

- recognise how purpose is achieved in a range of texts including those containing images, graphical and tabular data
- understand a broad range of discourse markers including those expressing addition, cause and effect, contrast, sequence and time

WRITING

The student will be able to:

- write coherently on topics of business interest linking ideas appropriately and effectively
- write clear connected text describing people or events
- present an argument giving points for and against, supporting and evaluating different views
- write formal letters, memoranda, mailshots, reports and press releases/articles to fulfill a range of functions for practical purposes
- write descriptions of significant events, people or experiences

Mechanics

- use correct punctuation in formal writing to enhance meaning
- correctly spell words used in work, study and daily life
- control grammar to communicate effectively, although errors may occur when complex structures are attempted

Range

- use words and expressions appropriate to topic and purpose of the writing
- adjust register in familiar contexts to suit purpose and readership

Organisation

- use a range of linking words effectively to show clearly the relationship between ideas
- paragraph appropriately

- reproduce conventional features of common types of text

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 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	:	Process that Info!
Session 2	:	Let's Describe
Session 3	:	Compare and Contrast
Session 4	:	What's the Process?
Session 5	:	Which Company?
Session 6	:	Report the Location
Session 7	:	Review

Mid – Test Examination

Session 8	:	Get that Letter Right
Session 9	:	Internal, Internal!
Session 10	:	Problems, Causes, Consequences
Session 11	:	Complaining and Apologising
Session 12	:	Review and Recommend
Session 13	:	Comparing Options and Recommending
Session 14	:	Time to Examine

Final – Examination

International English examination

Grading System:

Fewer errors are expected to be made by a student in EBC2 than in EBC1. Errors have a greater effect on the success of the message, e.g. a press release 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
4	Message conveyed effectively and fluently with appropriate tone

	Fully and appropriately addresses all content points satisfying the demands of the task, with good expansion & support Excellent command of a broad repertoire of vocabulary on business topics. No serious errors. Cohesive & coherent text appropriately using a full range of linguistic devices.
3	Message conveyed effectively but tone/fluency slightly off-key Mainly satisfies the demands of the task, covering most content points fully and effectively Good range of vocabulary on business topics. Accuracy is high. Errors don't impede communication Cohesive & coherent text appropriately using a range of linguistic devices
2	Message barely conveyed and/or organization/tone/fluency weak 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
1	Some information conveyed but little evidence of organization/tone/fluency Responds to some content points effectively, partially satisfying the demands of the task, with little expansion A limited range of intermediate business vocabulary, some errors when expressing unfamiliar or complex topics makes understanding difficult Attempts to use linguistic devices though not always consistently
0	Barely comprehensible/insufficient message conveyed/message obscured Does not satisfy the demands of the task, responding to only one or none of the content points appropriately **OR** off topic Only a rudimentary range of vocabulary used. many errors, often difficult to follow Lacks cohesion and/or uses linguistic devices inappropriately. Text almost impossible to follow

Layout & Content – see specific writing task marking scheme

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	20%
Assignments & Reports/Presentations	30%
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:

90-100	A	4.00
95-89.99	A-	3.70
80-84.99	B+	3.30
78-79.99	B	3.00
70-74.99	B-	2.70
70-74.99	C+	2.30
65-69.99	C	2.00
50-59.99	C-	1.70
40-49.99	D	1.00
< 40	E	0

Scheme of Work:

Session	Title/Topic	Discussion Area	Activities
I	Process that Info!	1. Course introduction 2. Presentation of tables & charts	1. Discussion 2. Reading practice 3. Quiz (Google Form) 4. Review of wrong answers (focus on capitalization, spelling, instructions)
II	Let's Describe	1. Understanding graphs, tables & charts	1. Discussion 2. Label examples of visual information 3. Identifying important information 4. Describing the information presented 5. Compare & contrast different information
III	Compare and Contrast	1. Different features of visual information	1. Discussion 2. Using synonyms to avoid repetition 3. Changing the form of a word 4. Paraphrasing 5. Noun or number final 's' 6. Accurately describe numbers **Coursework 1**
IV	What's the Process?	1. Understanding a diagram	1. Discussion

			2. Coherence & cohesion 3. Active vs Passive Voice 4. Sequencers **Coursework 2**
V	Which Company?	1. Informal short reports to compare	1. Discussion 2. Vocabulary building 3. Review of comparatives 4. Speaking 5. Writing a short report about 2 companies
VI	Report the Location	1. Informal short reports choosing a location & reporting decision	1. Discussion 2. Comparing 3. Making decisions 4. Writing a report
VII	Review	1. Review of weaker areas including: grammar, vocabulary, structures	1. Practice activities
Mid-test			
VIII	Get that Letter Right!	1. Introduce a Company 2. Review layout and structure 3. Paragraph structure	1. Discussion 2. Learn formal ways to refer to or describe a company and its activities 3. Use emotive language 4. Write a letter introducing a company
IX	Internal, Internal	1. Memorandum Writing 2. Advising action	1. Discussion 2. Structure a short memo 2. Introduce the reason for a memo 3. Tell the reader what action is required 4. Write a memo
X	Problems, Causes, Consequences	1. Memorandum Writing 2. Identifying problems and causes 3. Make future recommendations	1. Discussion 2. Linking words or phrases 3. Summarise problems and consequences 4. Write a memo **Coursework 3**
XI	Review and Recommend	1. Writing reviews and recommending products or services	1. Discussion 2. Adjective + noun combinations 3. Collocations 4. Writing a review and recommending
XII	Complaining and Aplogising	1. Format and structure of complaint and apology communication	1. Structure of complaint and apology 2. Revise and extend use and understanding of -ly adverbs 3. Add emphasis 4. Write a complaint and apology

			Coursework 4
XIII	Options and Recommending	1. Making comparisons 2. Make recommendations 3. Review email writing	1. Introduce the reason for writing 2. Contrast ideas 3. Add supporting information 4. Explain the results of something 5. Make a recommendation 6. Categories of linking words
XIV	Time to Examine	1. Review 2. Presentation of international exam	1. Quiz 2. Presentation
Final Test			

Scheme of Work Supplementary Online Material:

Session	Title/Topic	Activities
I	Process that Info!	1. Reading to extract information practice task 2. Business punctuation review 3. Comparative adjectives 4. Introduction to passive form
II	Let's Describe	1. Reading to extract information practice task 2. Synonyms practice 3. Language for describing trends 4. Present Perfect 5. Review comparatives 6. Superlatives
III	Compare and Contrast	1. Listening 2. Sequencers 3. Active vs Passive Voice
IV	What's the Process?	1. Vocabulary building 2. Reading 3. Listening
V	Which Company?	1. Vocabulary building 2. Listening comprehension – Locations 3. Review comparatives & superlatives 4. Reporting verbs
VI	Report the Location	1. Formal expressions to present findings 2. Passive Voice Review 3. Reading Comprehension – A Report
VII	Review	1. Practice activities
VIII	Get that Letter Right!	1. Internal messages and abbreviations 2. Formal vs Informal Language 3. Write a note
IX	Internal, Internal	1. Reading about problems 2. Linking words 3. Vocabulary building
X	Problems, Causes, Consequences	1. Adjective + noun combinations 2. Collocations 3. Tense Review
XI	Review and Recommend	1. Listening comprehension – Customer Service 2. Reading – Dealing with Complaints 3. Vocabulary building 4. Adverbs

XII	Complaining and Apologising	1. Categories of linking words 2. Reading Comprehension – Emails 3. Listening Comprehension - Op
XIII	Options and Recommending	1. Tense Review 2. A/an and the – review 3. Vocabulary building
XIV	Time to Examine	1. Listening Practice 2. Reading Practice 3. Grammar Practice

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 Business English resources, Pearson Market Leader, British Council Learn English, Linguahouse Business English, Lecturer authentic material

Prepared by:



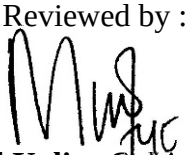
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