BUSINESS ENGLISH I



Instructor's Handbook, Lesson Notes

This handbook provides complete week-by-week teaching content for Business English I, a competency-based course preparing students for advanced workplace communication. Framed around Quebec's action-oriented ESL/ALS approach, each of the fifteen weeks pairs authentic business tasks, letters, meetings, interviews, and telephone calls, with worked examples, in-class exercises, homework, and differentiation guidance. The course weaves in intercultural competency, ethical digital and AI literacy, plurilingualism, and a student self-assessment portfolio throughout.

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BUSINESS ENGLISH I

Instructor's Handbook: Lesson Notes

Weeks 1 to 15 | Competency-Based, Action-Oriented Approach

Aligned with Quebec's new ESL/ALS ministerial devis (approche actionnelle)

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Preface

Business English I develops students' ability to communicate effectively in common professional situations. Students learn to use essential forms of business correspondence and workplace communication, with increasing accuracy and independence. By the end of the course, students should be able to understand a business situation, select an appropriate written or spoken response, and communicate it clearly with limited support. This handbook is grounded in Quebec's renewed ministerial approach to second-language teaching at the college level, the action-oriented approach (l'approche actionnelle). Rather than practising grammar and vocabulary in isolation, students in this course complete authentic workplace mandates, tasks (tâches) that mobilize several elements of competency at once and are evaluated against clear performance criteria (critères de performance), in the same way a real employee's work would be judged. Every graded task in this handbook is written as a workplace mandate rather than a classroom exercise, and instructors are encouraged to keep that framing alive in how they introduce each activity.

The course target competency, drawn from the official course outline, is EJ79: to communicate using forms of discourse appropriate to business administration. Section 1 of this handbook (The Action-Oriented, Competency-Based Approach) breaks this target competency into five workable elements of competency, each paired with sample performance criteria, and maps them onto the fifteen-week evaluation calendar.

This handbook combines curriculum planning, language pedagogy, classroom practice, and assessment in a single resource, following the same format used in the Cégep handbooks by the same author. Each week follows a consistent structure: why the week matters in relation to the target competency, learning objectives, core content with worked examples, in-class exercises, homework, and teacher notes offering guidance on adapting the lesson to different student needs.

A Note on This Document: This document contains the complete week-by-week Lesson Notes (Weeks 1 to 15) only. Three companion documents are intended to accompany it: an Instructor Teaching Guide (methodology, assessment philosophy, and classroom management guidance), a Student Companion Manual (a learner-facing version of the reference material, examples, and practice), and a full Course Outline formatted for institutional and student distribution. These companion documents are prepared as separate deliverables and are not duplicated here.

This handbook draws its content and case-study scenarios from Quebec workplaces and Quebec-based employers wherever possible, so that the English practised here is the English students are most likely to use immediately after graduation, whether in a bilingual Montreal office, a Quebec City firm, or a regional business. Teachers working in other contexts are encouraged to adapt the company names and scenarios while keeping the underlying task types and grammar sequencing intact.