INSTRUCTOR'S HANDBOOK

Business English II

Teaching Career, Workplace, and Professional Communication

Quebec Competency-Based Approach · Summer Intensive Session

Fall 2026 Edition, aligned with the Nouvelles compétences ministerial program

Units 1 to 15 · Complete Lesson Notes

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Table of Contents

Table of Contents 2
Preface 9
The Competency-Based Approach: Teaching Framework 10
The Central Competency for This Course 10
What the CBA Means for Your Teaching 11
Differentiated Pathways 11
Course Map 11
Alignment with Ministerial Exit Profiles 12
The Learning Buddy System 13
Daily Real-World Language Contact 13
Diversified Interaction Structures 14
LESSON NOTES - Units 1 to 5: Know Your Value and Research a Real Employer 15
Units 1 to 5 at a Glance 15
Unit 1 - Course Orientation and the Value-Proposition Mindset 16
1.1 Why This Unit Matters - Competency Connection 16
1.2 Learning Objectives 16
1.3 Class Plan (3 hours) 16
1.4 Watch and Discuss 17
1.5 Show It, Not Tell It: Two Worked Examples 17
1.6 Grammar Preview: Verb Tenses for Professional Self-Introduction 18
1.7 Test Questions and Practice - Unit 1 18
Extension Activity: Quebec and Cameroon Context (Unit 1) 19
1.8 Teacher Notes - Unit 1 19
Unit 2 - Concession Sentences: Proving Your Value 20
2.1 Why This Unit Matters - Competency Connection 20
2.2 Learning Objectives 20

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2.3 Grammar Focus: Concession Clauses and Imperatives 20
A. Form 20
B. Common Errors - Correct These Immediately 20
2.4 Show It, Not Tell It: Worked Concession Sentences 21
2.5 In-Class Activity: The Value Proposition Canvas 21
2.6 Test Questions and Practice - Unit 2 21
Extension Activity: Quebec and Cameroon Context (Unit 2) 22
2.7 Homework - Unit 2 22
Unit 3 - Reading Strategies and Job-Market Research 23
3.1 Why This Unit Matters - Competency Connection 23
3.2 Learning Objectives 23
3.3 Reading Strategies - What Successful Readers Do 23
3.4 Grammar Focus: Modals of Possibility 23
3.5 Test Questions and Practice - Unit 3 (Reading Quiz 1, 15%) 24
3.5b Cross-Cultural Discussion 24
Extension Activity: Quebec and Cameroon Context (Unit 3) 24
3.6 Homework - Unit 3 25
Unit 4 - Listening Strategies and the Case for Hiring on Ability 26
4.1 Why This Unit Matters - Competency Connection 26
4.2 Learning Objectives 26
4.3 Listening Strategies 26
4.4 Watch and Discuss 26
4.5 Grammar Focus: Past Tenses and Reported Speech 27
4.6 Show It, Not Tell It: A Worked Two-Sentence Argument 27
4.7 Test Questions and Practice - Unit 4 27
4.6b Cross-Cultural Discussion, Continued 28
Extension Activity: Quebec and Cameroon Context (Unit 4) 28
4.8 Teacher Notes - Unit 4 28

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Unit 5 - Writing the Cover Letter 29
5.1 Why This Unit Matters - Competency Connection 29
5.2 Learning Objectives 29
5.3 The Six-Part Business Letter Format 29
5.4 Grammar Focus: Present Perfect for Relevant Experience 30
5.5 Show It, Not Tell It: Fully Annotated Model Letter 30
5.6 In-Class Activity: My Fit Analysis 31
5.7 Writing Exam: Cover Letter - Evaluation Criteria (10%) 31
Extension Activity: Quebec and Cameroon Context (Unit 5) 31
5.8 Teacher Notes - Unit 5 32
Appendix - Quick Reference for Units 1 to 5 33
A. Units 1 to 5 Summary Table 33
B. What “Communicating Effectively” Looks Like in Practice 33
C. Mixed Grammar Test - Units 1 to 5 33
External Connection Phase (Optional, Between Units 5 and 6) 35
Three Ways to Make the Connection Real 35
LESSON NOTES - Units 6 to 10: Apply for a Real Job and Analyse a Real Organisation 36
Units 6 to 10 at a Glance 36
Unit 6 - The Interview: The STAR Method 37
6.1 Why This Unit Matters - Competency Connection 37
6.2 Learning Objectives 37
6.3 Watch and Discuss 37
6.4 Grammar Focus: Narrative Past for STAR Answers 37
6.5 Show It, Not Tell It: A Fully Worked STAR Answer 38
6.6 Mock Interview: Full Details 38
6.7 Oral Exam: Mock Interview - Evaluation Criteria (10%) 39
Extension Activity: Quebec and Cameroon Context (Unit 6) 39
6.8 Teacher Notes - Unit 6 40

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Unit 7 - Formal Written Communication in the Workplace 41
7.1 Why This Unit Matters - Competency Connection 41
7.2 Learning Objectives 41
7.3 Grammar Focus: Modals of Request 41
7.4 Grammar Focus: The Passive Voice 41
7.5 Show It, Not Tell It: Three Model Openings 42
7.6 Writing Exam: Formal Correspondence - Evaluation Criteria (10%) 42
7.6b Peer Feedback: Two Stars and One Wish 42
Extension Activity: Quebec and Cameroon Context (Unit 7) 43
7.7 Homework - Unit 7 43
Unit 8 - The Oral Interview, Applied 44
8.1 Why This Unit Matters - Competency Connection 44
8.2 Learning Objectives 44
8.3 Grammar Focus: Indirect and Embedded Questions 44
8.4 Panel Interview: Full Details 45
8.5 Oral Exam: Panel Interview - Evaluation Criteria (10%) 45
Extension Activity: Quebec and Cameroon Context (Unit 8) 45
8.6 Teacher Notes - Unit 8 45
Unit 9 - Listening for Structure 47
9.1 Why This Unit Matters - Competency Connection 47
9.2 Learning Objectives 47
9.3 Grammar Focus: Noun Clauses for Reporting 47
9.4 In-Class Activity: Listening Strategy Worksheet 47
9.5 Test Questions and Practice - Unit 9 48
Extension Activity: Quebec and Cameroon Context (Unit 9) 48
9.6 Homework - Unit 9 48
Unit 10 - The Workplace Analysis Report 49
10.1 Why This Unit Matters - Competency Connection 49

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10.2 Learning Objectives 49
10.3 Grammar Focus: Comparatives and Superlatives 49
10.4 Listening Exam: Full Details (15%) 49
10.5 Show It, Not Tell It: A Model Report Paragraph 50
10.6 Report Outline 50
10.6b Cross-Cultural Comparison 50
10.6c Gallery Walk 51
10.7 Writing Component: Workplace Analysis Report - Evaluation Criteria 51
Extension Activity: Quebec and Cameroon Context (Unit 10) 51
10.8 Teacher Notes - Unit 10 51
Appendix - Quick Reference for Units 6 to 10 53
A. Units 6 to 10 Summary Table 53
B. Grammar Taught in Units 6 to 10: Quick Reference 53
C. Mixed Grammar Test - Units 6 to 10 53
LESSON NOTES - Units 11 to 15: Present Professionally on Your Research 55
Units 11 to 15: Overview and Final Evaluation Guide 55
Unit 11 - Conditionals for Recommendations; Portfolio Planning 57
11.1 Why This Unit Matters - Competency Connection 57
11.2 Learning Objectives 57
11.3 Grammar Focus: First and Second Conditional 57
11.4 Show It, Not Tell It: Worked Recommendation Sentences 58
11.5 In-Class Activity: Structured Conversation and Portfolio Outline 58
11.5b Circle of Voices 58
11.6 Test Questions and Practice - Unit 11 58
Extension Activity: Quebec and Cameroon Context (Unit 11) 59
11.7 Homework - Unit 11 59
Unit 12 - Comprehensive Review and Sentence Variety 60
12.1 Why This Unit Matters - Competency Connection 60

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12.2 Learning Objectives 60
12.3 Grammar Focus: Frequency Adverbs 60
12.4 Sentence Variety: Three Practical Techniques 60
12.5 Mixed Listening/Reading Quiz: Full Details (10%) 61
12.6 Test Questions and Practice - Unit 12 61
Extension Activity: Quebec and Cameroon Context (Unit 12) 61
12.7 Teacher Notes - Unit 12 62
Unit 13 - The Research Portfolio 63
13.1 Why This Unit Matters - Competency Connection 63
13.2 Learning Objectives 63
13.2b Choose Your Format 63
13.3 Show It, Not Tell It: A Fully Worked Persuasive Paragraph 64
13.3b Peer Feedback and Gallery Walk 64
13.4 Assessment Criteria 65
13.5 Teacher's Instructions for Exam Day 65
Extension Activity: Quebec and Cameroon Context (Unit 13) 65
13.6 Teacher Notes - Unit 13 66
Unit 14 - Final Presentations, Group 1 67
14.1 Why This Unit Matters - Competency Connection 67
14.2 Learning Objectives 67
14.2b Individual or Pair Presentation 67
14.3 Presentation Checklist 67
14.4 Class Plan 68
Extension Activity: Quebec and Cameroon Context (Unit 14) 68
14.5 Teacher Notes - Unit 14 68
Unit 15 - Final Presentations, Group 2, and Course Reflection 69
15.1 Why This Unit Matters - Competency Connection 69
15.2 Learning Objectives 69

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15.3 Final Speaking Exam: Evaluation Grid (10%) 69
15.4 Course Reflection 69
Extension Activity: Quebec and Cameroon Context (Unit 15) 70
15.5 Teacher Notes - Unit 15 70
Appendix - Quick Reference for Units 11 to 15 71
A. Units 11 to 15 Summary Table 71
B. Final Grade Composition 71
C. Mixed Grammar Test - Units 11 to 15 71
Appendix D: Common Classroom Challenges and Strategies 73
Appendix E: Student-Friendly Rubrics 73
E.1 Cover Letter Self-Check (Unit 5) 74
E.2 Interview Self-Check (Units 6 and 8) 74
E.3 Research Portfolio Self-Check (Unit 13) 74

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Preface

Teaching business English at the college level is about more than formal letters and interview scripts. It is about giving a student the language to be believed: by an employer reading a cover letter, by a panel across an interview table, by a reader of a workplace report, by an audience during a professional presentation. This handbook was built around that single idea, and every unit asks students to use English for a purpose a real employer, colleague, or client would recognise.

This Instructor's Handbook supports the delivery of Business English II, a college-level English course for career and workplace communication. It follows the competency-based approach used across Quebec colleges, and it has been rebuilt to align with the new ministerial program, referred to here as the Nouvelles compétences approach, as presented on the Ensemble pour la réussite platform. Four shifts from that program run through every unit: progression is assessed alongside performance, three pathways replace one uniform standard, tasks are authentic rather than classroom-only, and the course is organised so a teacher can adapt its order to local realities.

Unlike a manual that lists activities in sequence, this handbook combines curriculum planning, language pedagogy, classroom practice, and assessment in one resource. Every unit follows the same structure: why the unit matters, what students will be able to do, a full class plan or grammar focus with worked models, boxed test questions with an answer key, an extension activity rooted in Quebec and Cameroon contexts, and closing teacher notes or homework. Grammar is never taught as an isolated rule; it is introduced exactly where a student needs it to complete that unit's real task.

Assessment follows a double-threshold model. Production, speaking and writing, and Reception, listening and reading, are each worth a share of the final grade and each must independently reach 60%. A strong interview cannot compensate for a failed listening exam, and a strong listening score cannot compensate for a cover letter that never reaches a passing standard. Within the Production evaluations, a Progression Portfolio principle is built into the marking criteria: three major writing tasks (the cover letter, the formal correspondence exam, and the research portfolio) are graded partly on how far a student's writing has developed since the previous piece, not only on the piece in isolation.

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Special attention has been given to sequencing. Weeks 1 and 2 open with a mindset borrowed from entrepreneurship, knowing your own value before asking anyone to buy it, because this is the same thinking a job seeker needs before writing a single sentence to an employer. From there, the course moves through research, formal writing, interviewing, workplace analysis, and finally professional presentation, so that by Unit 15 a student has produced a complete, real job-search and workplace-analysis portfolio rather than fifteen disconnected exercises.

This handbook may be adapted freely. Local employers, real postings, and community organisations, in the South West Region of Cameroon, in Quebec, or wherever a class is taught, should replace the placeholder examples whenever a more relevant one is available. The pedagogical backbone, one authentic task per module, growth tracked over three checkpoints, and differentiated pathways for every learner, should remain intact.

The Competency-Based Approach: Teaching Framework

All teaching in this course follows a Competency-Based Approach (CBA), in keeping with the principles of the Quebec college English curriculum and the Nouvelles compétences ministerial program. Every lesson, activity, and evaluation builds toward one integrated competency. Skills are never taught in isolation; a reading task becomes the source for a report, which becomes the evidence for an interview answer.

At a Glance: Target Competency: To communicate effectively in English in professional, workplace, and career-development contexts.

The Central Competency for This Course

“To communicate effectively in English in professional, workplace, and career-development contexts.” This competency has two dimensions. Both must be developed, and both must independently pass a 60% threshold.

Dimension	What Students Do	Weight
PRODUCTION	Speaking and writing: producing clear, purposeful, well-organised English for a real professional audience	60%

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Dimension	What Students Do	Weight
RECEPTION	Listening and reading: demonstrating understanding of authentic workplace and career-related English	40%

What the CBA Means for Your Teaching

- **Integration:** a reading task becomes the source for a report; a report becomes the evidence for a presentation.
- **Authenticity:** real job postings, real organisations, and real audio clips replace invented exercises wherever possible.
- **Progression over performance:** the cover letter, the formal correspondence exam, and the research portfolio are marked partly on growth since the previous piece, not on the single piece alone.
- **Differentiated pathways:** a short Unit 1 diagnostic places each student on a Foundation, Intermediate, or Advanced pathway, revisited at each major checkpoint.
- **Double-Threshold Rule:** Production must reach 60% AND Reception must reach 60% independently. The overall course grade must also reach 60%. A strong interview mark cannot save a student who fails the listening exam.

Differentiated Pathways

Pathway	What it looks like in practice
Foundation	Templated production: sentence frames, fixed vocabulary, a shorter interview question set.
Intermediate	A given structure, self-chosen content and examples.
Advanced / Mastery	Fully independent production; Mastery students present without notes and mentor a Foundation-pathway partner.

Course Map

Part	Units	Authentic Task	Output

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