Business English II

Frequently Asked Questions

1. How many exam items are included in the question bank?

The bank is designed to provide **150 to 200 exam items across three parts**, covering grammar, vocabulary, reading, listening, writing, speaking, and mixed or integrative tasks.

2. How is the question bank organized?

It follows the course's **15-unit structure** and is divided into three main parts:

Part 1: Units 1 to 5, Know Your Value and Research a Real Employer

Part 2: Units 6 to 10, Apply for a Real Job and Analyse a Real Organisation

Part 3: Units 11 to 15, Present Professionally on Your Research

A cross-bank section then provides mixed and integrative tasks.

3. What types of exam materials are included?

The bank includes:

Grammar questions

Vocabulary questions

Reading comprehension

Listening comprehension

Guided writing

Essay prompts

Cover-letter tasks

Formal correspondence

Research portfolio tasks

Job interview questions

Panel interview tasks

Oral interaction

Final speaking tasks

Mixed grammar tests

Mixed listening and reading tasks

Marking guides and evaluation criteria

4. Are the reading texts original?

Yes. The reading texts are **original compositions prepared for this course**. They are not reproductions of third-party copyrighted texts.

5. What are the reading texts about?

The texts address professional and career-related topics connected to the units, including:

1. Why qualified graduates do not always apply
2. Skills versus job titles
3. Business letter structure
4. The STAR method
5. Passive voice in professional writing
6. Panel interview strategies
7. Professional recommendations
8. Research portfolios

6. Where are the reading texts set?

The bank uses material drawn from or set in **Quebec, elsewhere in Canada, Asia, Europe, and the Americas more broadly**, in keeping with the stated scope of the course.

7. Are the reading texts connected to specific units?

Yes. Each reading text is linked to a specific unit and is traceable to the relevant learning objectives and evaluation criteria.

8. What listening materials are included?

The bank includes listening activities connected to the course units, including material on:

a. Product-market fit
b. Communicating professional value
c. Self-introduction
d. The STAR method
e. Panel interviews
f. Structured note-taking
g. Final presentations

9. Are the listening activities linked to the course content?

Yes. Every listening activity is connected to a specific unit and serves the relevant language or competency objective.

10. Are external listening sources identified?

Yes. **Appendix C** provides the listening clip links, while the relevant listening sections identify the activities and their unit connections.

11. What grammar is covered in Part 1?

Units 1 to 5 cover:

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1. Verb tenses for professional self-introduction
2. Concession clauses
3. Imperatives
4. Modals of possibility
5. Past tenses
6. Reported speech
7. Present perfect
8. Formal register

12. What grammar is covered in Part 2?

Units 6 to 10 cover:

a. Narrative past for STAR answers
b. Modals of request
c. Passive voice
d. Indirect and embedded questions
e. Noun clauses
f. Reported statements
g. Comparatives and superlatives

13. What grammar is covered in Part 3?

Units 11 to 15 cover:

a. First conditional
b. Second conditional
c. Frequency adverbs
d. Sentence variety
e. Combined concession and conditional structures
f. Spoken grammar consolidation

14. How is vocabulary assessed?

Each three-unit block contains a dedicated vocabulary section and marking guide. Vocabulary is connected to the professional and career-development contexts of the course.

15. What kinds of writing tasks are included?

The bank includes guided writing, value proposition writing, cover letters, peer-feedback write-ups, formal correspondence, workplace analysis, research portfolio writing, recommendations, and reflection writing.

16. Are essay questions included?

Yes. Essay prompts are distributed across all three parts. They include argumentative, analytical, reflective, and course-related extended writing tasks.

17. Is the cover letter an assessed task?

Yes. The **Unit 5 Cover Letter** is a graded production component worth **10%** of the final grade.

18. Is formal correspondence assessed?

Yes. The **Unit 7 Formal Correspondence** assessment is worth **10%**.

19. Is the research portfolio assessed?

Yes. The **Unit 13 Research Portfolio** is a graded production component worth **10%**.

20. What oral assessments are included?

The bank supports several forms of oral performance, including:

1. Mock interviews
2. Panel interviews
3. Oral interaction
4. Final speaking tasks
5. Presentation-related activities

22. What is the target competency?

The target competency is:

To communicate effectively in English in professional, workplace, and career-development contexts.

25. What cross-curricular competencies are addressed?

The bank identifies four:

i. Critical judgment
ii. Autonomy
iii. Organisation
iv. Communication

26. Does the bank provide differentiated pathways?

Yes. Every section includes adaptation notes for three pathways:

1. **Foundation:** sentence frames, fixed vocabulary, shorter question sets, word banks, and guided writing.
2. **Intermediate:** a given structure with self-chosen content and examples under standard exam conditions.
3. **Advanced / Mastery:** independent production, open-ended tasks, longer texts, greater analytical depth, and fewer or no scaffolds.

27. Why are differentiated pathways included?

They allow the same course competency to be assessed through appropriately adapted levels of support while maintaining the overall course structure.

28. What is the Progression Portfolio Principle?

The bank evaluates not only the quality of selected writing tasks but also **growth from earlier work**. The cover letter, formal correspondence, and research portfolio include a **Progression Note** referring to previous student work.

30. Are the questions traceable to the course?

Yes. The bank states that every question, reading text, listening activity, and marking guide is traceable to a **specific unit, learning objective, and evaluation criterion** in the Instructor's Handbook and Student Companion .

32. Does the question bank introduce content outside the course?

The stated design principle is no. The bank is intended to remain within the scope of the two source documents.

33. Are marking guides included?

Yes. Each major section includes marking guidance, and writing and speaking tasks use the official evaluation grids from the Instructor's Handbook.

34. Are complete answer keys provided?

Yes, but the bank uses two levels of marking support. Representative items receive detailed guidance, including correct answers, partial credit, common errors, pathway adjustments, and competency alignment. Remaining items use compact answer keys with unit and competency tags.

35. Does the bank include competency tags?

Yes. Questions and tasks can be connected to their relevant unit and competency requirements, making it easier to verify alignment and assemble assessments.

36. What is included in the appendices?

The appendices provide:

a. **Appendix A:** Question Bank Summary
b. **Appendix B:** Reading Text Sources
c. **Appendix C:** Listening Clip Links
d. **Appendix D:** Essay Prompt Bank
e. **Appendix E:** Oral Exam Question Bank
f. **Appendix F:** Pathway Adaptation Guide
g. **Appendix G:** Competency Alignment Summary
h. **Appendix H:** Formatting and Administration Notes

37. Can instructors use the bank for different exam versions?

Yes. Because the bank contains multiple questions and tasks across each unit, instructors can select and combine items while maintaining alignment with the course objectives and evaluation criteria.

38. Does the bank include mixed or integrative assessment?

Yes. The **Cross-Bank Section: Mixed and Integrative Tasks** allows skills and language from different units to be brought together rather than assessed only in isolation.

39. How does the bank support the progression from learning to assessment?

The three-part structure follows the development of the course:

Part 1: Students identify their value and research a real employer.

Part 2: Students apply for a real job and analyse a real organisation.

Part 3: Students present professionally on their research.

The assessment tasks therefore become increasingly integrated and independent as the course progresses.

40. What is the main purpose of the question bank?

The question bank provides a **complete, traceable, competency-aligned assessment resource** for the 15-unit Business English II course. It brings together questions, original reading texts, listening activities, writing and speaking tasks, answer keys, evaluation grids, differentiated pathways, and competency alignment in one resource.

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Prepared by: Didimus Zencha Ayeseh