

BUSINESS COMMUNICATION

Syllabus

Course No.: MGT 205

Nature of the Course: Compulsory

Full Marks: 100

Pass Marks: 35

Lecture hour: 150

The Business Communication course contains two components:

- Business English, and
- Problem-solving Approach to Writing Skills. The weight age for the first component is 50% and the second component is 50%.

I. Business English

(50%)

The Course

This is a course in English for the workplace. It provides

- Clear learning aims, targeted to learners' needs
- The grammar, vocabulary, and functions necessary for learners to become operational in a range of professional and social situations
- A new approach to grammar which guides learners to work out rules of meaning and usage
- Strategies for effective vocabulary learning
- Authentic materials to reflect learners' needs and expectations.

Objectives

The course is for mature learners who

- Need English as a language of international communication in both professional and social contexts
- Need to review and build on the grammar they have already covered
- Need to develop fluency and accuracy
- Need to extend and develop their active and passive vocabulary
- Have limited time available for study
- Can develop strategies to enable them to take control of their own learning.

Contents

The course is organized around ten broad communicative units: Achievement, Motivation, Communication, The Future, Challenges, Psychology, Creativity, Image, Responsibility, and Security. Each unit begins with an agenda which gives details of the language to be studied in the unit. This is followed by four main parts: *Language focus*, *Wordpower*, *Skills focus*, and *Focus on functions*. There is a review unit after every two units.

Language focus presents and practices the target grammar in a context related to the general topic of the unit. It has four stages: an introductory activity, presentation of the target grammar in a realistic context, grammar analysis, and practice.

Wordpower presents and activates a lexical set or semantic field related to the topic of the unit. At the same time it introduces a variety of strategies for organizing and learning vocabulary effectively. It has two stages: introduction of topic-related vocabulary and a follow-up practice activity.

Skill focus has longer listening and reading texts, which provide exposure to the target grammar of the unit and develop listening, speaking, and reading skills. It has three stages:

a preview to introduce and stimulate interest in the topic, a task (s) to complete while reading or listening, and follow-up.

Focus on functions presents and practices basic key phrases which professionals need for socializing. There are two main stages: a range of possible exponents for students to identify, and controlled and then freer role-play.

There is a pocket book in the pouch at the back of the book and it is divided into two sections: *Grammar* and *Focus on functions*. These summarize the key language points from the book. The attached DVD-ROM includes video clips for every unit, with accompanying interactive exercises. The clips contain reports, interviews, and profiles that relate to the topic of the unit. The disc also has a selection of texts in the book accompanied by audio versions and dictations. These are linked to an interactive vocabulary list containing key words and phrases from the book. There are also grammar, vocabulary, and function practice activities.

Prescribed Book

Harding, Keith, and Adrian Wall work. *International Express: Student's Book Upper-Intermediate* (with Pocket Book and DVD-ROM). Oxford: OUP, 2007.

Suggested Teaching Method

It is strongly recommended that the teachers follow the ideas for teaching as given in the teacher's resource book. Students will be evaluated in terms of the skills presented in the prescribed book.

Reference Books

Wall work, Adrian. *International Express: Workbook Upper-Intermediate* (with student's CD). Oxford: OUP, 2007.

Appleby, Rachel, Heidi Grant, and Tracy Byrne. *International Express: Teacher's Resource Book Upper-Intermediate* (with video). Oxford: OUP, 2006.

Harding Keith, and Adrian Wall work. *International Express: Class CDs Upper Intermediate*. Oxford: OUP, 2007.

Oxford Advanced Learner's Dictionary of Current English. Eighth Edition. Oxford: OUP, 2010.

II. Problem-solving Approach to Writing Skills (50%)

The course concentrates on presenting the skills students need when they write in English in business situations. To listen, speak, read, or write, knowledge of English vocabulary and grammar is needed; but these aspects of language are not specific to business communication.

Objectives

The main objectives of the course are to enable students to

- Put ideas in order
- Group ideas into paragraphs
- Write apt introduction and conclusion
- Show relationship between ideas
- Present attitude clearly
- Edit out irrelevant materials
- Punctuate correctly

Contents

With an eye to the kinds of writing students in business are mostly in need of doing, the contents of the course are listed below:

- Informal letters

- Formal Letters
- Reports
- Brochures and guides
- Articles
- Instructions
- Writing a story
- Business letters and memos

Prescribed Book

Coe, Norman, Robin Rycroft, and Pauline Ernest. *Writing Skills: a problem-solving approach*. Cambridge: CUP, 1983.

Suggested Teaching Method

Students learn a lot by working together in groups to solve a problem or make a decision. Learners should share their knowledge, compare their opinions, and discuss their ideas in small groups. The instructions for each exercise in both the textbooks include suggestions about ways of working with the material, and the teachers can adopt or adapt those suggestions according to their own ideas and circumstances. A number of ideas for teaching are also given in the teacher's manual. Students will be evaluated in terms of the skills presented in the books.

Reference Books

Oxford Advanced Learner's Dictionary of Current English. Eighth Edition. Oxford: OUP, 2010.

Coe, Norman, and Robin Rycroft. *Writing Skills: a problem-solving approach*. Teacher's Book.

Cambridge: CUP, 1983. Leech, G.N., and Jan Svartvik. *A Communicative Grammar of English*. Third Edition. London: Longman, 2002.

Evaluation Paper

The *Business Communication* course contains two components:

- I. Business English, and
- II. Problem-solving Approach to Writing Skills. The weight age for the first component is 50% and the second component is 50%.

Prescribed Books

Harding, Keith, and Adrian Wallwork. *International Express: Student's Book Upper-Intermediate* (with Pocket Book and DVD-ROM). Oxford: OUP, 2007.

Coe, Norman, Robin Rycroft, and Pauline Ernest. *Writing Skills: a problem-solving approach*. Cambridge: CUP, 1983.

Evaluation

- ↳ Questions will be set covering all the prescribed books.
- ↳ The questions will be of three broad types:

1. **Comprehensive/Analytical type**. 2 questions each of 15 marks (3 questions will be given): [2x15 = 30]
 - The questions may be on Comprehension (listening scripts can also be used from International Express)
 - OR
 - Any long answer or essay type question based on the textbooks.

2. **Descriptive/Short answer type:** 5 questions each of 10 marks (6 questions will be given): [5x10 = 50]
- The questions from *International Express* will be selected from language focus, word power, skills focus, and focus on functions; and from *Writing Skills* on formal and informal letters, reports, brochures and guides, articles, instructions, paragraphs, selection and ordering, text comparison, text based on conversation or on visual information writing a story, and business letters and memos.
3. **Brief / Objective type:** 10 questions each of 2 marks (12 questions will be given): [2x10 = 20]
- The questions from *International Skills* will be selected from the grammar and functional English sections of the Pocket Book as well as from other sections of the book like language focus, word power, skills focus and focus on functions. Questions from *Writing Skills* will be selected from punctuation, scrambled sentences, linking words and attitude words, reporting words, and other types of exercise.

The distribution of questions will be as follows:

1. **Comprehensive/Analytical type:**
 - one question from *International Express*
 - one question from *Writing Skills*
 - one question from *International Express* and/or *Writing Skills*
2. **Descriptive/Short answer type:**
 - Three questions from *International Express*
 - Three questions from *Writing Skills*
3. **Brief/Objective type:**
 - Six questions from *International Express*
 - Six questions from *Writing Skills*

A model question paper is given below, but it is to be borne in mind that it does not aim to be exhaustive and it is just one of the many kinds of question papers that may be framed for the exam.

Model Question - 2071

Time: 3 hours

Candidates are expected to answer the questions in their own words as far as practicable. The figures in the margin indicate full marks.

Answer all the questions.

- Answer any **TWO** of the following: [15 marks each]
- a. Think about your country over the past five years, what it is like now, and how it might change in the next five years. Include the following topics in your essay.
 - lifestyles and the standard of living
 - the economy
 - the government
 - relations with other countries
 - b. Report the various stages of a labour dispute, from early discontent through to a satisfactory solution.

- c. Write, giving reasons, what would you do in the following situation? You have a brilliant idea which you tell your colleagues. One of these colleagues presents your idea to your boss without acknowledging that it was your idea.

OR

Give instructions for someone who is going to look after your garden or your pet. The instructions and explanations should be clear and simple, and they should take into account different circumstances that might arise. Also write a suitable introduction and a suitable conclusion.

Answer any **FIVE** of the following:

[10 marks each]

- Write about a supermarket that you know well. Include some facts about the company, and details of any recent trends and changes.
- Rewrite these sentences to make them more concise:
 - It is necessary that you take every precaution when preparing to bungee jumping.
 - An examination of the accident area was made by the police.
 - It is not impossible that he could have done it.
 - Helping the reader to understand what has been written is basically pretty important.
 - Achieving a high level of precision when writing is a skill that takes time to acquire.
- How far do differences in behaviour relate to national characteristics?
- Write a letter to your friend explaining why you and your family cannot accept an invitation.
- Write a paragraph on how to make coffee or tea.
- Write a memo to all the staff of a large company, suggesting ways of economizing on the use of paper and electricity in the office.

Answer any **TEN** of the following:

[2 marks each]

- Complete the sentences:
 - If it hadn't rained, more people ____.
 - If you work hard, you ____ a promotion.
- Write **two** sentences expressing appreciation.
- Complete the sentences using appropriate linking words:
 - You could pay by direct debit. ____ the payment can be made by cash.
 - It is six weeks since we put in our order. ____ we receive the goods by the end of this week, we will be forced to cancel.
- Complete the sentences with **one** of the words in brackets:
 - Could you tell me how to get to your office? (actually, possibly)
 - I wanted to ask you a couple of things. (just, possibly)
- Match the words *brand* and *image* with the definitions below:
 - A type of product or groups of products sold using a particular name, which is often the name of the company that produces them.
 - The impression that a person, an organization, or a product, etc. gives to other people or to the public.
- Decide which countries you are going to be visiting and write down the itinerary/schedule for the week.
- Change the following into reported speech: You walk straight down this road until you get to a big church on the left,' said Angela. 'Then you turn right, walk along for about a hundred yards, and you'll see the post office on the left.'
- Put in an apostrophe where one is necessary in the following sentences:
 - Johns brothers wife went to the grocers for us.
 - This car can't be my parents because theirs is quite old.

- i. Put an appropriate word or phrase in the following sentences to bring out the relationship between the parts:
- Late at night buses and trains can be dangerous. ____, if you want to avoid trouble, take a taxi.
 - The tour will include visits to several places of interest, ____, the Patan Museum and the Krishna Temple.
- j. Put the following sentences in the right order:
- To start with, make sure that everything is switched off.
 - It is also a good idea at this point to check that the gas cylinder isn't empty
 - Lighting a calor gas heater is easy and safe if you follow these simple instructions.
 - Now, turn the tap on the top of the gas cylinder to ON.
- k. Suggest suitable punctuation for the following sentences
- The garden was decorated with coloured lamps the house itself was adorned with paper chains.
 - They made two important decisions the oldest houses would be pulled down the more recent ones would be repaired
- l. Complete the following passage using the words and phrases given:
- (1) ____ the film we meet a young man who is obviously unhappy. We follow the man through various experiences which gradually change his picture of himself, although (2) ____ they do not make him happier. But (3) ____, he meets a young girl, and he falls in love with her. Unfortunately, I can't tell you what happens right (4) ____ because I fell asleep before it finished.
- In the beginning of, First in, At the beginning of
 - firstly, at the beginning, at first
 - at the end, lastly, at last
 - at last, finally, at the end

TU Exam - 2072

1. Answer any TWO of the following: [2×15=30]
- Write a report on the progress of a difficult but important journey that you have made recently.
 - Write an email to your immediate boss making suggestions for some changes (better lighting, larger desks, latest electronic gadgets, etc.) in your workplace. Try to put everything in a positive light.
 - Write a newspaper article on the advantages and disadvantages of downloading films and music vs. buying from shops.
- Or,
- Write a letter complaining about smoking public places. Give as many reasons as possible against it and suggest remedies.
2. Write any FIVE of the following: [5×10=50]
- Write clear instructions to prepare one of your favourite recipes which is often enjoyed in your family.
 - Write a story of a visit you paid to someone who has been admitted to hospital after being injured in the earthquake disaster.
 - Write a letter to a friend describing your new course of study in BBS.

- d. Rewrite the following sentence to make them more precise.
- The Oxford Stunt Factory is based in Oxford. The Oxford Stunt Factory started in the 1980s. It organizes a variety of adrenaline sports.
 - The shop sold items that did not come under any particular category.
 - All the equipment was checked by the staff before a jump.
 - It is necessary that you take every precaution when preparing to bungee jump.
 - Bungee ropes are made of elastic material.
- e. Complete the following email inserting the definite article (the) or indefinite article (a, an) in the blanks:

Dear Diego,

It was good to talk last week. I have just arrived in Hong Kong and it is taking me _____ while to used to _____ time of difference. I keep waking up in _____ middle of _____ night! Many years ago I used to live here so I know my way around and fortunately I can speak _____ Chinese. I had _____ lunch yesterday at one of manager and _____ dancer. Anyway, everything is okay.

Yours

Bill

- f. Complete the following sentences with a suitable heart expression given in the box. [10]

faint-hearted, heart-stopping, heart attack, heart surgery, by heart, heartbroken, to set her heart, misses a beat, heartrending, heartthrob
--

- He was rushed to hospital after having a _____.
 - He ran the marathon despite having just recovered from _____.
 - When you stand at the top of the platform waiting a jump, your heart _____.
 - Bungee jumping is not for the _____.
 - He was _____ after someone stole his iPod.
 - She had _____ on doing a bungee jump on her birthday.
 - She knew all her friends' phone numbers _____.
 - There was _____ moment when the sky diver's parachute failed to open.
 - The condition of the earthquake victims in Bir Hospital was _____.
 - Lauren is so fine. What a _____!
3. Answer any TEN of the following. [10×2=20]
- Change the following into reported speech:
 - 'There's no doubt about it, madam,' said the store manager. 'We never make mistakes'.
 - 'I'm afraid that the Council cannot treat your case as urgent,' the letter said.
 - Rewrite the following sentences replacing the small letters with capital letters:
 - the british prime minister met the german foreign minister for talks.
 - is lake geneva near mont blanc?
 - Put the verbs in brackets into an appropriate form:
 - When (have) your first English lesson?
 - Do you ever (think) about changing your job?
 - Insert an apostrophe in the following sentences wherever necessary:
 - What's the sense in saying it's Jack's?
 - Two wrongs don't make a right.

- e. Match the words/phrases given in column A with their formal and in B with their informal meanings:

A	B
return	look for
search	get back to
contact	given in
surrender	get in touch

- f. Choose the most appropriate word in phrase from among the options given in brackets:
- Everybody takes part in the dancing, _____ everybody except the musicians.
(in other words, or rather, namely, for instance)
 - The town's traditional handicrafts depend on two materials, _____ leather and silk.
(e.g. such as, in other words, viz)
- g. Choose the correct italicized form of the verb to complete the sentences:
- What did he ban the people to *do/form* doing?
 - What were people forced to *do/doing*?
- h. Complete the following sentences using about, into or through:
- Certain formalities *have* to be gone _____ before you can emigrate.
 - How should I go _____ finding a job?
- i. Fill in the blanks by choosing the correct linking words* from among the options given in brackets:
- We are writing to you _____ clarify certain confused points.
(to, in order to, so as to, for)
 - Our reply has been delayed _____ the recent postal strike.
(by, for, owing to, because of)
- j. Convert these active sentences into the passive.
- They hired him last year.
 - She had already built it.
- k. Write synonyms for each of the following verbs:
(i) pardon (ii) investigate (iii) arrive (iv) allow
- l. Underline the stressed syllable in the following words:
(i) environment (ii) economy (iii) permanent (iv) maintain