

WEEK 1 — WELCOME TO ENGLISH FOR CREATIVE BUSINESS

From English Learning to Professional Communication

Metro Station 1 — Workplace Communication Builder

“English is not only something you learn. It is something you use to connect, collaborate, create value, and build opportunities.”

1. WELCOME TO THE COURSE

Welcome to **English for Creative Business**.

This course is designed to help you use English in **realistic creative-business and professional situations**. You will not study English only to remember vocabulary, grammar rules, or business expressions. You will learn how to **use English to communicate meaning, work with people, solve problems, present ideas, and create professional value**.

Throughout the course, you will develop the four essential language skills:

 **LISTEN** →  **SPEAK** →  **READ** →  **WRITE**

But these four skills are only the beginning.

You will apply them to real professional communication:

 **COMMUNICATE** →  **COLLABORATE** →  **ACT** →  **CREATE VALUE** → 
CREATE OPPORTUNITY

The course therefore connects language learning with the communication capabilities required in creative and digital business environments.

The Big Course Question

“How can I use English to communicate effectively and create value in the creative business world?”

WELCOME TO THE COURSE 🖐️

English for Creative Business

This course is designed to help you use English in realistic creative-business and professional situations. You will not study English only to remember vocabulary, grammar rules, or business expressions. You will learn how to use English to communicate meaning, work with people, solve problems, present ideas, and create professional value.

- Practical Real-World Use
- Creative Business Focus
- Professional Communication Skills

THE FOUR ESSENTIAL LANGUAGE SKILLS

LISTEN → SPEAK → READ → WRITE

★ But these four skills are only the beginning.

YOU WILL APPLY THEM TO REAL PROFESSIONAL COMMUNICATION

COMMUNICATE → COLLABORATE → ACT → CREATE VALUE → CREATE OPPORTUNITY

✓ The course therefore connects language learning with the communication capabilities required in creative and digital business environments.

THE BIG COURSE QUESTION

“How can I use English to communicate effectively and create value in the creative business world?”

COMMUNICATE with Confidence | COLLABORATE with Others | SOLVE PROBLEMS Creatively | PRESENT IDEAS Powerfully | CREATE VALUE and Opportunities

2. WHY ARE WE LEARNING ENGLISH FOR CREATIVE BUSINESS? 🎯

Imagine that you have an excellent business idea.

You understand the problem.

You have designed a creative solution.

You know that your idea could create value.

But then you need to:

- explain the idea to your team;
- ask a customer what they need;
- write an email to a client;
- coordinate a meeting;
- present your proposal;
- discuss different opinions;
- negotiate a project;
- understand an agreement; or
- apply for a professional opportunity.

At that moment, **communication becomes part of your professional capability.**

That is why this course is not simply about English.

It is about what you can **do with English.**

**The Value-Creation Logic
ENGLISH**

↓

COMMUNICATION

↓

UNDERSTANDING

↓

COLLABORATION

↓

ACTION

↓

PROFESSIONAL VALUE

↓

OPPORTUNITY

Learning Message

“Do not learn English only to know English. Learn English so you can do something meaningful with it.”

The course objectives similarly combine integrated English-language development with practical business communication and professional application.



3. WHAT WILL YOU BE ABLE TO DO?

By the end of the course, the goal is not for you to say:

 **“I studied Business English.”**

The goal is for you to say:

 **“I can use English effectively in professional situations.”**

You will progressively develop the ability to:

 **UNDERSTAND** information and people



 **COMMUNICATE** ideas clearly



 **EXCHANGE** information with others



 **INTERACT** professionally in digital environments



 **ORGANIZE** communication into action



 **COLLABORATE** with people



 **PRESENT** ideas and work



 **NEGOTIATE** professionally



 **COMMUNICATE YOUR VALUE**



 **CREATE OPPORTUNITIES**

The formal learning outcomes likewise emphasize choosing and applying appropriate English, selecting communication approaches for different situations, presenting work, solving communication problems flexibly, and using English-language information to create value.



4. YOUR 15-WEEK METRO JOURNEY 🚆

Think of this course as a **Metro Journey**.

Every week is a station.

At every station, you build a new capability.

Each capability connects to the next one.

By the end of the journey, the individual skills become an integrated **professional communication capability**.

FOUNDATION — BUILD YOUR COMMUNICATION CORE

WEEK 1 — 🗨️ WORKPLACE COMMUNICATION BUILDER

Understand how effective professional communication works.

↓

WEEK 2 — 👂 ACTIVE LISTENING BUILDER

Listen for meaning, information, and action.

↓

WEEK 3 — 🗣️ CLEAR SPEAKING BUILDER

Express ideas clearly and appropriately.

↓

WEEK 4 — 📖 WORKPLACE READING BUILDER

Find, understand, and use important information.

↓

WEEK 5 — 🖋️ BUSINESS WRITING BUILDER

Turn ideas and information into clear written communication.

APPLICATION — USE ENGLISH TO GET WORK DONE

WEEK 6 — 🎯 PURPOSE & DRIVE BUILDER

Know what you want to achieve and communicate your determination.

↓

WEEK 7 — 🧩 BUSINESS PLAN BUILDER

Turn your goal into a business plan and explain it.

↓

WEEK 8 — 🤝 INFORMATION EXCHANGE BUILDER

Ask, answer, clarify, and confirm information.

↓

WEEK 9 — 💻 DIGITAL COMMUNICATION BUILDER

Communicate professionally in digital environments.

↓

WEEK 10 — 📧 BUSINESS EMAIL BUILDER

Write clear professional emails that lead to action.

PROFESSIONAL PERFORMANCE — TURN COMMUNICATION INTO VALUE

WEEK 11 — 📅 SCHEDULE COORDINATION BUILDER

Coordinate people, appointments, and time professionally.

↓

WEEK 12 — 📋 INFORMATION-TO-ACTION BUILDER

Capture information and turn it into organized work.

↓

WEEK 13 — 🤝 MEETING COLLABORATION BUILDER

Turn group discussion into shared decisions and action.

↓

WEEK 14 — 🎤 PRESENTATION & DEMONSTRATION BUILDER

Turn ideas and work into audience impact.

↓

WEEK 15 — 📁 PROFESSIONAL OPPORTUNITY BUILDER

Use professional communication to negotiate, understand agreements, communicate your value, and create opportunities.

The sequence reflects the progression of communication topics established in the course plan.



5. THE BIG COURSE CAPABILITY MAP

The entire journey can be remembered through one simple sequence:

**COMMUNICATE → UNDERSTAND → EXPRESS → APPLY → COLLABORATE →
CREATE VALUE → ADVANCE**

Or, from Week 1 to the professional destination:

 **COMMUNICATION**



 **UNDERSTANDING**



 **EXPRESSION**



 **INFORMATION**



 **WRITING**



 **PURPOSE**



 **PLANNING**



 **EXCHANGE**



 **DIGITAL COMMUNICATION**



 **PROFESSIONAL ACTION**



 **COORDINATION**



 **ORGANIZATION**



 **COLLABORATION**



 **PRESENTATION**



 **PROFESSIONAL OPPORTUNITY**

Final Destination

 **PROFESSIONAL COMMUNICATION CAPABILITY**



6. HOW WILL YOU LEARN?

You Learn by Doing

This is not a course in which the teacher speaks for four hours while students only listen and take notes.

You will learn through:

DISCOVER

What is happening?

↓

UNDERSTAND

Why does it matter?

↓

TRY

Can I do it?

↓

COMMUNICATE

Can another person understand me?

↓

CREATE

Can I use the skill to produce something useful?

↓

FEEDBACK

What worked? What should improve?

↓

REFLECT

What have I learned about my capability?

↓

IMPROVE

Can I do it better next time?

This is consistent with the course's emphasis on cooperative learning, problem-based learning, practice, pair and group work, presentations, online learning, and active student participation.

HOW WILL YOU LEARN?

YOU LEARN BY DOING

This is **not** a course in which the teacher speaks for four hours while students only listen and take notes.

IN THIS COURSE

YOU ARE AN ACTIVE LEARNER!

- ✓ Ask questions
- ✓ Share ideas
- ✓ Practice and try
- ✓ Work with others
- ✓ Solve real problems
- ✓ Present and create
- ✓ Get feedback
- ✓ Improve every day

YOU WILL LEARN THROUGH:

- ACTIVE PARTICIPATION**
You speak, listen, and take part.
- PAIR & GROUP WORK**
You learn from your classmates.
- PROBLEM-BASED LEARNING**
You solve real communication problems.
- ONLINE & DIGITAL LEARNING**
You use digital tools anytime, anywhere.
- PRESENTATIONS**
You share ideas and build confidence.
- FEEDBACK**
You receive and give useful feedback.
- PRACTICE**
You practice again to improve.

- 1 DISCOVER**
What is happening?
- 2 UNDERSTAND**
Why does it matter?
- 3 TRY**
Can I do it?
- 4 COMMUNICATE**
Can another person understand me?
- 5 CREATE**
Can I use the skill to produce something useful?
- 6 FEEDBACK**
What worked? What should improve?
- 7 REFLECT**
What have I learned about my capability?
- 8 IMPROVE**
Can I do it better next time?

THIS PROCESS HELPS YOU...

- Build real communication skills
- Work confidently with others
- Use English in real situations
- Create value with your ideas
- Open doors to opportunities

YOUR GOAL

BECOME A CONFIDENT PROFESSIONAL COMMUNICATOR

LEARN. PRACTICE. IMPROVE. REPEAT. GROW.

Every step moves you closer to your professional destination.

Listen Actively
 Speak Clearly
 Read for Meaning
 Write Effectively
 Think Critically
 Collaborate Respectfully
 Create Value and Impact
 Lead Your Future

7. WHAT WILL YOU CREATE?

Every week, you will create **evidence of learning**.

Instead of asking only:

“What do I know?”

we will also ask:

“What can I do?”

Your evidence may include:

-  **Communication Cards**
-  **Dialogue Performances**
-  **Professional Messages**
-  **Schedules**
-  **Work Plans**
-  **Meeting Performances**
-  **Presentations**
-  **Professional Application Materials**
-  **Peer Feedback**
-  **Metro Passports**

Over time, these become evidence of your developing professional communication capability.

WHAT WILL YOU CREATE?

Every week, you will create **evidence of learning**.

 *Your work is more than an assignment.
It is the evidence of your capability.*

INSTEAD OF ASKING ONLY:

“What do I know?”

↓

WE WILL ALSO ASK:

“What can I do?”



YOUR EVIDENCE OF LEARNING MAY INCLUDE:

1 COMMUNICATION CARDS  Capture key ideas, vocabulary, and useful expressions.	2 DIALOGUE PERFORMANCES  Practice real conversations and demonstrate your communication.	3 PROFESSIONAL MESSAGES  Write clear messages, emails, and inquiries for real situations.	4 SCHEDULES  Plan appointments, deadlines, and activities professionally.	5 WORK PLANS  Organize tasks and steps clearly to achieve your goals.
6 MEETING PERFORMANCES  Participate in meetings, share ideas, and reach decisions together.	7 PRESENTATIONS  Present ideas, projects, and solutions with confidence.	8 PROFESSIONAL APPLICATION MATERIALS  Prepare materials to apply for jobs and professional opportunities.	9 PEER FEEDBACK  Give and receive feedback to help yourself and your classmates grow.	10 METRO PASSPORTS  Collect your learning journey and celebrate your progress.

OVER TIME, THESE EVIDENCES BECOME...


Build Knowledge


Develop Skills


Apply in Real Situations


Showcase Your Capability


Create Professional Value

BUILD YOUR PORTFOLIO. SHOW YOUR CAPABILITY.

CREATE YOUR FUTURE.



8. HOW WILL YOUR LEARNING BE ASSESSED?

Assessment is part of the learning process.

The course places strong emphasis on **formative assessment**, which means that your participation, practice, performance, feedback, and improvement matter throughout the semester.

The official assessment structure allocates **80% to formative assessment** and **20% to summative assessment**. Formative assessment includes pair work and presentations, group work and presentations, and participation in group activities.

The Student-Friendly Assessment Logic

PARTICIPATE



PRACTICE



PERFORM



GET FEEDBACK



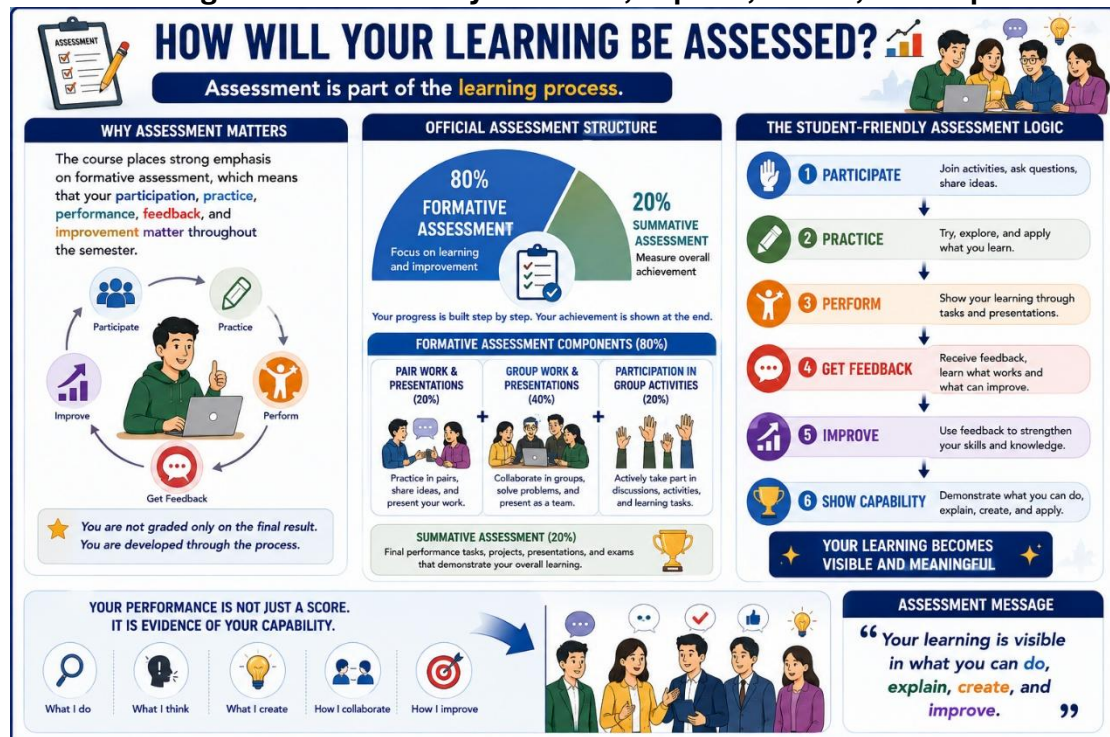
IMPROVE



SHOW CAPABILITY

Assessment Message

“Your learning is visible in what you can do, explain, create, and improve.”



9. OUR LEARNING AGREEMENT

You do not need perfect English to begin.

You need the willingness to **use English**.

Five Agreements for Our Learning Community

1. TRY

Use English even when you are unsure.

2. PARTICIPATE

Communication capability develops through participation.

3. RESPECT

Listen to different ideas, experiences, and communication styles.

4. SUPPORT

Help your classmates learn and improve.

5. GROW

Use feedback to become better than you were before.

The original course guidance likewise emphasizes participation and the creation of a supportive environment where students can experiment with English while building confidence and competence.

Our Class Message

“Mistakes are part of learning. Communication grows through practice.”



You do not need perfect English to begin.
You need the willingness to use English.



OUR LEARNING AGREEMENT



We are a learning community.
We learn, support, and grow together.

FIVE AGREEMENTS FOR OUR LEARNING COMMUNITY

1 TRY 

Use English even when you are unsure.



2 PARTICIPATE 

Communication capability develops through participation.



3 RESPECT 

Listen to different ideas, experiences, and communication styles.



4 SUPPORT 

Help your classmates learn and improve.



5 GROW 

Use feedback to become better than you were before.





We create a safe and supportive environment where everyone feels comfortable to experiment, communicate, and improve.

☒ Be kind.
 ☒ Be open.
 ☒ Be better together.

OUR CLASS MESSAGE

“Mistakes are part of learning.
Communication grows through practice.”



Together, we build confidence, develop skills, and create our future.



Our agreements are not rules. They are commitments we make to help everyone learn and succeed.

10. COURSE ORIENTATION ACTIVITY — MY METRO

DESTINATION

Before beginning Station 1, students should first understand **where they want this journey to take them.**

Mission

Look at the 15 Metro Stations.

Choose:

ONE STRENGTH

A communication capability you already feel comfortable with.

“I think I can...”

ONE GROWTH AREA

A capability you want to improve.

“I want to improve...”

ONE EXCITING STATION

A capability you are especially interested in learning.

“I am excited to learn...”

ONE DESTINATION

Something you hope English will help you do in the future.

“In the future, I want to use English to...”

Pair Exchange

Tell a partner:

“My professional destination is...”

“One communication skill I already have is...”

“One capability I want to develop is...”

“English can help me because...”

Student Output

 **My Professional Communication Journey Card**



COURSE ORIENTATION ACTIVITY – MY METRO DESTINATION



Before beginning Station 1, students should first understand
where they want this journey to take them.

15 METRO STATIONS — YOUR LEARNING JOURNEY

FOUNDATION  Build Your Communication Core	1	Workplace Communication Builder
	2	Active Listening Builder
	3	Clear Speaking Builder
	4	Workplace Reading Builder
	5	Business Writing Builder
APPLICATION  Use English to Get Work Done	6	Purpose & Drive Builder
	7	Business Plan Builder
	8	Information Exchange Builder
	9	Digital Communication Builder
	10	Business Email Builder
PROFESSIONAL PERFORMANCE  Turn Communication into Value	11	Schedule Coordination Builder
	12	Information-to-Action Builder
	13	Meeting Collaboration Builder
	14	Presentation & Demonstration Builder
	15	Professional Opportunity Builder

MISSION

Look at the 15 Metro Stations.
Choose:

ONE STRENGTH

A communication capability you already feel comfortable with.
"I think I can..."

ONE GROWTH AREA

A capability you want to improve.
"I want to improve..."

ONE EXCITING STATION

A capability you are especially interested in learning.
"I am excited to learn..."

ONE DESTINATION

Something you hope English will help you do in the future.
"In the future, I want to use English to..."

PAIR EXCHANGE

Tell a partner:

"My professional destination is..."

"One communication skill I already have is..."

"One capability I want to develop is..."

"English can help me because..."

Listen. Share. Respect. Learn together.
Your destination matters!

STUDENT OUTPUT

My Professional Communication Journey Card

NAME: _____ DATE: _____

ONE STRENGTH — I think I can...

ONE GROWTH AREA — I want to improve...

ONE EXCITING STATION — I am excited to learn...

ONE DESTINATION — In the future, I want to use English to...

My Metro Journey. My Future.

11. NOW ENTER METRO STATION 1

After students understand the course, its destination, and their role in the learning journey, they are ready to begin the first capability.

WEEK 1 — WORKPLACE COMMUNICATION BUILDER

Foundations of Workplace Communication

The source identifies four central areas for Week 1: the importance of effective communication in creative business, communication styles and professional contexts, personal communication goals, and course orientation.

Weekly Capability

“I can communicate a simple idea clearly, choose an appropriate communication approach for the situation, and identify how I want to improve as a professional communicator.”

Student-Friendly Version

“I know what I want to say, who I am talking to, and how I should communicate.”



12. WEEK 1 BIG IDEA 💡

Communication Turns Ideas into Action

Creative business begins with ideas.

But an idea inside your mind cannot create much value by itself.

You need communication to help other people:

UNDERSTAND IT

↓

RESPOND TO IT

↓

IMPROVE IT

↓

SUPPORT IT

↓

ACT ON IT

Therefore:

IDEA → COMMUNICATION → SHARED UNDERSTANDING → ACTION → VALUE

Week 1 Learning Message

“A good idea becomes valuable when other people can understand it.”

This reflects the source's treatment of communication as a bridge between creative ideas and tangible outcomes.



13. WHY DOES COMMUNICATION MATTER?

For creative-business professionals, communication helps us:

TURN IDEAS INTO REALITY

Explain what exists in our minds.

WORK WITH OTHERS

Exchange information and coordinate activities.

BUILD RELATIONSHIPS

Create trust with colleagues, clients, and stakeholders.

WORK DIGITALLY

Communicate through email, messaging, platforms, and virtual meetings.

PRESENT VALUE

Help other people understand why an idea, product, project, or solution matters. These functions reflect the Week 1 discussion of ideas, teamwork, stakeholder relationships, digital communication, and presenting ideas confidently.

Key Message

“Creative people create ideas. Professional communicators help other people understand their value.”



14. HOW DOES COMMUNICATION WORK?

Communication is not simply:

“I speak. You listen.”

Professional communication is an exchange.

Simple Communication Process

IDEA

↓

ENCODE

Turn the idea into words, images, or signals.

↓

MESSAGE

↓

CHANNEL

Speaking, email, chat, presentation, video, etc.

↓

 RECEIVE

↓

 DECODE

The receiver interprets the message.

↓

 MEANING

↓

 FEEDBACK

But something can interfere:

 NOISE

Noise may include:

- unclear language;
- missing information;
- assumptions;
- distractions;
- technical problems;
- cultural differences;
- different interpretations; or
- poor listening.

The source introduces communication as a transactional process involving encoding, decoding, shared meaning, and possible noise.

Golden Rule

“What I say is not always the same as what another person understands.”

HOW DOES COMMUNICATION WORK?



Communication is not simply:
“I speak. You listen.”



Professional communication
is an **exchange**.

SIMPLE COMMUNICATION PROCESS



Communication is a two-way exchange
to create **shared understanding**.



NOISE

But something
can interfere:



Noise may include:

-  unclear language
-  missing information
-  assumptions
-  distractions
-  technical problems
-  cultural differences
-  different interpretations
-  poor listening

Noise can reduce clarity,
change meaning,
and cause misunderstanding.



“ What I say is not always
the same as what another person **understands**. ”



≠



15. COMMUNICATION IS MORE THAN WORDS

Professional communication can vary across several dimensions.

DIRECT ↔ INDIRECT

“Please send the file by 3 p.m.”

versus

“Would it be possible to send the file this afternoon?”

FORMAL ↔ INFORMAL

“Dear Ms. Anna, Thank you for your message.”

versus

“Hi Anna! Thanks!”

VERBAL ↔ NONVERBAL

Words communicate.

But so do:

voice · facial expression · eye contact · posture · gestures

WRITTEN ↔ ORAL

Written communication creates a record.

Oral communication allows immediate interaction.

VISUAL ↔ AUDITORY

Sometimes a diagram communicates better than a paragraph.

Sometimes an explanation works better than an image.

These communication-style dimensions are introduced directly in the Week 1 material.

COMMUNICATION IS MORE THAN WORDS

Professional communication can vary across several dimensions.

DIRECT ↔ INDIRECT



"Please send the file by 3 p.m."

versus



"Would it be possible to send the file this afternoon?"

Direct communication is clear and straightforward. Indirect communication is more polite and considerate.

FORMAL ↔ INFORMAL



"Dear Ms. Anna, Thank you for your message."

versus



"Hi Anna! Thanks!"

Formal communication is appropriate in professional and official situations. Informal communication is casual and friendly.

VERBAL ↔ NONVERBAL



Words communicate.

versus

But so do:

Voice

Facial Expression

Eye Contact

Posture

Gestures

Nonverbal communication can support, enhance, repeat, or even contradict what we say.

WRITTEN ↔ ORAL



Written communication creates a record.

- Emails
- Reports
- Documents
- Messages

versus



Oral communication allows immediate interaction.

- Conversation
- Phone calls
- Meetings
- Presentations

Use the right form for the purpose, audience, and situation.

VISUAL ↔ AUDITORY

Sometimes a diagram communicates better than a paragraph.



versus

Sometimes an explanation works better than an image.



Good communicators choose the best way to express ideas so that the message is understood clearly.

★ Great communicators use the **RIGHT WORDS**, the **RIGHT WAY**, for the **RIGHT PERSON**.

16. THE POWER OF CONTEXT

There is no single communication style that is always correct.

A good communicator asks:

“What is appropriate for this situation?”

Consider one idea:

“The design needs to be changed.”

With a Close Teammate

“I think we should change this part.”

With a Client

“We would recommend revising this section to improve clarity.”

During a Presentation

“Based on the feedback, we identified an opportunity to improve the design.”

The core idea is similar.

The communication changes because the:

AUDIENCE changes

PURPOSE changes

CONTEXT changes

The Week 1 source identifies team communication, client communication, presentations, networking, digital environments, and intercultural situations as different professional contexts.

Learning Message

“Professional communication is adaptive communication.”



17. WEEK 1 LEARNING LOGIC

The entire week can now be summarized through one student-friendly sequence:

IDEA



AUDIENCE

Who am I communicating with?



PURPOSE

Why am I communicating?



MESSAGE

What do I need to communicate?



STYLE

How should I communicate it?



CHANNEL

Which method should I use?



RESPONSE

How did the other person respond?



ADAPT

What should I change?



SHARED UNDERSTANDING



ACTION

Metro Learning Message

Know Your Audience. Know Your Purpose. Make Your Message Clear. Create Understanding.



18. ACTIVITY 0 — COMMUNICATION DETECTIVE

Mission

Discover what makes communication clear or unclear.

Students compare four messages:

Message A

“Send it.”

Message B

“Please send me the final poster.”

Message C

“Please send me the final poster by 4 p.m. today.”

Message D

“Hi May, could you please send me the final poster by 4 p.m. today? We need it for tomorrow’s client presentation. Thank you.”

Students investigate:

WHO? — Who is receiving the message?

WHAT? — What needs to happen?

WHY? — Why is it needed?

WHEN? — When is it needed?

HOW CLEAR? — Can the receiver act?

Mini Challenge

“Which message is easiest to act on—and why?”

Student Output



Communication Detective Card

Learning Message

“Better communication gives people the information they need to understand and act.”



ACTIVITY 0 – COMMUNICATION DETECTIVE



MISSION

 Discover what makes communication clear or unclear.

Students compare four messages:

MESSAGE A

"Send it."



MESSAGE B

"Please send me the final poster."



MESSAGE C

"Please send me the final poster by 4 p.m. today."



MESSAGE D

"Hi May, could you please send me the final poster by 4 p.m. today? We need it for tomorrow's client presentation. Thank you."



Students investigate:

	MESSAGE A	MESSAGE B	MESSAGE C	MESSAGE D
 WHO? — Who is receiving the message?	 Unclear	 Somewhat clear	 Clear	 Very clear
 WHAT? — What needs to happen?	 Unclear	 Clear	 Very clear	 Very clear
 WHY? — Why is it needed?	 Unclear	 Unclear	 Somewhat clear	 Very clear
 WHEN? — When is it needed?	 Unclear	 Unclear	 Clear	 Very clear
 HOW CLEAR? — Can the receiver act?	 Cannot act	 Can act, but needs more info	 Can act	 Easy to act immediately

MINI CHALLENGE

"Which message is easiest to act on—and why?"



Message D is easiest to act on because it is:

-  Specific about **WHO** 
-  Clear about **WHAT** 
-  Explains **WHY** 
-  Gives a clear **WHEN** 
-  Polite and complete, so the receiver can act right away

STUDENT OUTPUT


COMMUNICATION DETECTIVE CARD


✓ My choice: Message _____

✓ Why I chose it: _____

✓ One way I can improve my messages: _____

LEARNING MESSAGE

“Better communication gives people the information they need to **understand** and **act**.”



 →
  →
  →
 

CLEAR MESSAGE
UNDERSTANDING
ACTION
RESULTS

19. ACTIVITY 1 — MESSAGE RESCUE

Mission

Transform unclear messages into useful workplace communication.

Weak Message

“Do the presentation soon.”

Students ask:

Do what?

Which presentation?

For whom?

By when?

Why?

Then rescue the message:

“Please prepare the first five slides for our marketing presentation and send them to the team by 5 p.m. today.”

Message Formula

ACTION + OBJECT + CONTEXT + TIME

Student Output



Message Rescue Card



ACTIVITY 1 – MESSAGE RESCUE



MISSION



Transform unclear messages into useful workplace communication.

WEAK MESSAGE

"Do the presentation soon."



STUDENTS ASK:

 Do what?
 Which presentation?
 For whom?
 By when?
 Why?



THEN RESCUE THE MESSAGE:

"Please prepare the first five slides for our marketing presentation and send them to the team by 5 p.m. today."



MESSAGE FORMULA


ACTION

+


OBJECT

+


CONTEXT

+


TIME

STUDENT OUTPUT


MESSAGE RESCUE CARD

 Weak Message I Found: _____

 What Was Missing? _____

 My Rescued (Improved) Message: _____

 Why This Message Is Better: _____



GOOD COMMUNICATION SAVES TIME, PREVENTS MISTAKES, AND GETS RESULTS!



CLEAR MESSAGE
UNDERSTANDING
ACTION
SUCCESS

20. ACTIVITY 2 — SAME MESSAGE, DIFFERENT PEOPLE

Mission

Adapt communication to different audiences.

Situation

You cannot attend tomorrow's meeting.

Communicate this to:



A Close Friend



A Classmate



A Project Team Leader



A Client

Students compare:

WORDS

TONE

FORMALITY

DETAIL

CHANNEL

Big Question

“Why should the same information be communicated differently?”

Student Output



Audience Adaptation Card

Learning Message

“The message should fit the audience and situation.”



ACTIVITY 2 – SAME MESSAGE, DIFFERENT PEOPLE



MISSION



Adapt communication to different audiences.



SITUATION

You cannot attend tomorrow's meeting.

Communicate this to:

A CLOSE FRIEND



Hey! I can't make the meeting tomorrow. Something came up. Sorry! 😊

A CLASSMATE



Hi! I won't be able to attend tomorrow's meeting because I have another class. Thanks! 😊

A PROJECT TEAM LEADER



Good morning. I'm unable to attend tomorrow's meeting due to a prior commitment. I will share my update in advance. Please let me know if anything is needed.

A CLIENT



Dear Ms. Anna, I'm sorry, but I won't be able to attend tomorrow's meeting. Would it be possible to reschedule, or shall I send my updates in advance? Thank you.

STUDENTS COMPARE:

	WORDS	TONE	FORMALITY	DETAIL	CHANNEL
A CLOSE FRIEND	Short, casual, very simple	Friendly, relaxed	Very informal	Minimal information	Chat / Message (instant)
A CLASSMATE	Simple, polite	Friendly, respectful	Informal	Basic reason included	Chat / Group message
A PROJECT TEAM LEADER	Clear, concise, professional	Respectful, responsible	Formal	Reason + offer to support	Email / Chat (official)
A CLIENT	Polite, complete, professional	Polite, considerate	Very formal	Reason + options + next step	Email (official)

BIG QUESTION



“Why should the same information be communicated differently?”



STUDENT OUTPUT



AUDIENCE ADAPTATION CARD

Audience: _____
My Message (Adapted): _____
Tone: _____
Channel I Will Use: _____
Why I Chose This Approach: _____

LEARNING MESSAGE

“The message should fit the audience and situation.”



KNOW YOUR AUDIENCE

CONSIDER THE SITUATION

ADAPT YOUR MESSAGE

COMMUNICATE EFFECTIVELY

21. ACTIVITY 3 — CHOOSE THE CHANNEL

Mission

Choose an appropriate communication channel.

Students receive workplace situations.

Situation A

An urgent change to today's meeting.

Situation B

Sending a formal project proposal.

Situation C

Resolving a complicated disagreement.

Situation D

Giving a quick project update.

Choose:

 **CHAT**

 **EMAIL**

 **CALL**

 **MEETING**

Students explain:

“I would use _____ because _____.”

Channel Formula

MESSAGE + URGENCY + COMPLEXITY + AUDIENCE → CHANNEL

Student Output

 **Channel Decision Card**



ACTIVITY 3 – CHOOSE THE CHANNEL



MISSION  Choose an appropriate communication channel.

 Students receive workplace situations.

SITUATION A

An urgent change to today's meeting.



The meeting time has changed to 2 p.m. Please inform everyone now.

SITUATION B

Sending a formal project proposal.



We need to submit the proposal to our client for review.

SITUATION C

Resolving a complicated disagreement.



We have different views and need to find the best solution together.

SITUATION D

Giving a quick project update.



Share a short update about the project progress.

Choose:



CHAT



EMAIL



CALL



MEETING



Students explain:

“I would use _____ because _____.”

Channel Formula



MESSAGE
What do I need to communicate?

+



URGENCY
How quickly does it need attention?

+



COMPLEXITY
How complicated is the situation?

+



AUDIENCE
Who is the receiver?

→



CHANNEL
Which channel fits best?

STUDENT OUTPUT



CHANNEL DECISION CARD

Situation: _____

My Chosen Channel: _____

Why I Chose It: _____



- ☒ Right message
- ☒ Right channel
- ☒ Right audience
- ☒ Better results!

22. ACTIVITY 4 — COMMUNICATION STYLE SWITCH

Mission

Discover how language changes according to context.

Base message:

“I disagree with this idea.”

Students create different versions.

DIRECT

“I don't think this idea will work.”

PROFESSIONAL

“I understand the idea, but I have a concern about...”

FORMAL

“I would like to suggest an alternative approach.”

DIGITAL CHAT

“Good point. Could we also consider another option?”

Big Question

“Which version is best for which situation?”

Student Output

 **Communication Style Card**

Learning Message

“Good communication is not only correct. It is appropriate.”



ACTIVITY 4 – COMMUNICATION STYLE SWITCH

MISSION



Discover how language changes according to context.



BASE MESSAGE: “I disagree with this idea.”

 Students create different versions.

DIRECT	PROFESSIONAL	FORMAL	DIGITAL CHAT
  I don't think this idea will work.	  I understand the idea, but I have a concern about...”	  I would like to suggest an alternative approach.	  Good point. Could we also consider another option?
Use when: • You need to be clear and direct. • The relationship is close and informal.	Use when: • You want to express a concern respectfully. • You want to maintain a positive relationship.	Use when: • You communicate in official or formal situations. • You write or speak in a structured setting.	Use when: • You chat or message in real time. • You want to sound friendly and collaborative.

?

BIG QUESTION



“Which version is best for which situation?”



STUDENT OUTPUT



COMMUNICATION STYLE CARD

Base Message: _____

Situation / Context: _____

My Version: _____

Why I chose this style: _____

LEARNING MESSAGE

“

Good communication is not only *correct*. It is *appropriate*. ”

”



UNDERSTAND THE CONTEXT



CHOOSE THE RIGHT STYLE



SPEAK OR WRITE CLEARLY



BUILD BETTER RELATIONSHIPS



Different style. Same respect. Same goal: understanding.



23. ACTIVITY 5 — COMMUNICATION NOISE GAME

Mission

Experience how meaning can change during communication.

Student A receives a simple creative-business idea.

STUDENT A

sees the original idea

↓

explains it to

↓

STUDENT B

↓

explains it to

↓

STUDENT C

↓

draws or explains

↓

FINAL IDEA

Compare:

ORIGINAL IDEA ↔ FINAL IDEA

Students identify the noise:

Unclear Words

Missing Information

Assumptions

Poor Listening

Different Interpretation

Distraction

Student Output

 **Communication Noise Map**

Learning Message

“Communication succeeds when meaning—not only words—reaches the other person.”

ACTIVITY 5 – COMMUNICATION NOISE GAME

MISSION  Experience how meaning can change during communication.

 Student A receives a simple creative-business idea.

STUDENT A
sees the original idea

 →  → 

explains it to

STUDENT B

 →  → 

explains it to

STUDENT C

 →  → 

draws or explains

FINAL IDEA

 →  → 

Compare:

ORIGINAL IDEA

 →  → 

FINAL IDEA

 →  → 

Students identify the **noise**:

 **Unclear Words**
Some words were not clear.

 **Missing Information**
Important details were left out.

 **Assumptions**
People filled in gaps with their own ideas.

 **Poor Listening**
Not all parts of the message were heard or understood.

 **Different Interpretation**
People understood it in different ways.

 **Distraction**
Distractions caused loss of focus.

 Noise can change the meaning—even if no one intends to do it!

STUDENT OUTPUT

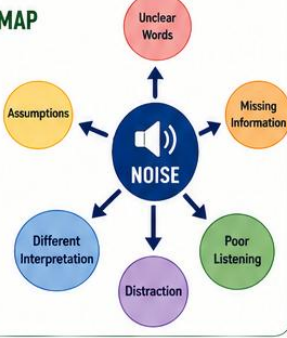
 **COMMUNICATION NOISE MAP**

 Original Idea: _____

 Final Idea: _____

 Biggest Noise(s) I Found: _____

 How We Can Improve Next Time: _____



LEARNING MESSAGE

“Communication succeeds when **meaning**—not only words—reaches the other person.”


SPEAK CLEARLY


LISTEN CAREFULLY


CHECK UNDERSTANDING


SHARE MEANING

 Good communicators protect meaning from getting lost. ❤️

24. ACTIVITY 6 — MY COMMUNICATION MIRROR

Mission

Discover your current communication capability.

I Feel Confident When I...

- ☐ speak English
- ☐ listen to English
- ☐ write messages
- ☐ read information
- ☐ work in teams
- ☐ talk to new people
- ☐ present ideas
- ☐ ask questions
- ☐ give feedback

My Strength

“I am good at...”

My Challenge

“I want to improve...”

My Evidence

“I know this because...”

Student Output

 **Communication Self-Assessment**



ACTIVITY 6 – MY COMMUNICATION MIRROR



MISSION



Discover your current communication capability.

I FEEL CONFIDENT WHEN I...


☐ speak English


☐ listen to English


☐ write messages


☐ read information


☐ work in teams


☐ talk to new people


☐ present ideas


☐ ask questions


☐ give feedback

★ MY STRENGTH

“I am good at...”



🚩 MY CHALLENGE

“I want to improve...”



🔍 MY EVIDENCE

“I know this because...”



STUDENT OUTPUT



COMMUNICATION SELF-ASSESSMENT

Name: _____

Date: _____

Today I learned...

 Reflection Summary

★ My Strength: _____

🚩 My Challenge: _____

🔍 My Evidence: _____



Good communication starts with knowing yourself.



25. ACTIVITY 7 — MY SMART COMMUNICATION GOAL

The Week 1 material specifically introduces personal communication goals through the SMART approach.

Mission

Turn a general wish into an achievable learning goal.

S — SPECIFIC

What exactly will I improve?

M — MEASURABLE

How will I know?

A — ACHIEVABLE

Can I realistically do it?

R — RELEVANT

Why does it matter?

T — TIME-BOUND

When will I achieve it?

Too Vague

 “I want to speak English better.”

SMART Goal

 “I will speak English for at least one minute during every group activity for the next four weeks.”

Student Output

 **My Communication Goal Card**



ACTIVITY 7 – MY SMART COMMUNICATION GOAL

MISSION  Turn a general wish into an achievable learning goal.

S – SPECIFIC

M – MEASURABLE

A – ACHIEVABLE

R – RELEVANT

T – TIME-BOUND



What exactly will I improve?





How will I know?





Can I realistically do it?





Why does it matter?





When will I achieve it?



✗
TOO VAGUE



?

“I want to speak English better.”

✓
SMART GOAL



“I will speak English for at least **one minute** during every group activity for the next **four weeks**.”

STUDENT OUTPUT



MY COMMUNICATION GOAL CARD

My Communication Area: _____
(e.g., speaking, listening, writing, presenting, teamwork)

 Date: _____



S – SPECIFIC

M – MEASURABLE

A – ACHIEVABLE

R – RELEVANT

T – TIME-BOUND



What exactly will I improve?



How will I know?



Can I realistically do it?



Why does it matter?



When will I achieve it?



MY SMART GOAL (Put it all together)



 Small steps lead to big communication success! 

26. ACTIVITY 8 — CREATIVE BUSINESS COMMUNICATION CHALLENGE

Mission

Communicate one idea to different audiences.

Each team receives a simple creative-business idea:

-  **Campus Coffee Delivery**
-  **Student Marketplace App**
-  **Eco-Friendly Packaging**
-  **Digital Event Platform**
-  **Local Food Brand**
-  **AI Study Assistant**

Teams explain the same idea to:

 **FRIEND**

Explain the idea simply.

 **CUSTOMER**

Explain the benefit.

 **INVESTOR**

Explain the business value.

Students discover:

ONE IDEA + DIFFERENT AUDIENCE = DIFFERENT COMMUNICATION

Student Output

 **Audience Communication Map**



ACTIVITY 8 – CREATIVE BUSINESS COMMUNICATION CHALLENGE



MISSION

Communicate one idea to different audiences.

EACH TEAM RECEIVES A SIMPLE CREATIVE-BUSINESS IDEA:

1

Campus
Coffee
Delivery

2

Student
Marketplace
App

3

Eco-Friendly
Packaging

4

Digital
Event
Platform

5

Local
Food
Brand

6

AI Study
Assistant

TEAMS EXPLAIN THE SAME IDEA TO:

FRIEND

Explain the idea simply.

FOCUS:

Easy to understand
Fun and relatable

CUSTOMER

Explain the benefit.

FOCUS:

Solves a problem
Makes life better

INVESTOR

Explain the business value.

FOCUS:

Market opportunity
Growth and return

STUDENTS
DISCOVER:

ONE IDEA + DIFFERENT AUDIENCE =
DIFFERENT COMMUNICATION

...

STUDENT OUTPUT

AUDIENCE COMMUNICATION MAP

OUR IDEA

Write or draw
your idea here.

FRIEND
(Explain simply)

Key Message: _____

Key Words / Phrases: _____

CUSTOMER
(Explain the benefit)

Key Message: _____

Key Words / Phrases: _____

INVESTOR
(Explain the business value)

Key Message: _____

Key Words / Phrases: _____

Team Name: _____

Idea: _____

WHAT WE LEARNED: _____

Good communicators know their audience and create understanding.

27. ACTIVITY 9 — 60-SECOND COMMUNICATION MISSION



Final Individual Mission

Each student introduces themselves through a simple professional communication performance.

20 Seconds — WHO I AM

“My name is...”

“I am interested in...”

20 Seconds — MY CREATIVE INTEREST

“I am interested in... because...”

20 Seconds — MY COMMUNICATION GOAL

“This semester, I want to improve...”

Performance Rules

Clarity • Message • Structure • Connection • Confidence

Student Output

60-Second Communication Performance



ACTIVITY 9 –

60-SECOND COMMUNICATION MISSION





FINAL INDIVIDUAL MISSION

Each student introduces themselves through a simple professional communication performance.





20
SECONDS

1 WHO I AM

- "My name is..."
- "I am interested in..."





20
SECONDS

2 MY CREATIVE INTEREST

- "I am interested in... because..."





20
SECONDS

3 MY COMMUNICATION GOAL

- "This semester, I want to improve..."



PERFORMANCE RULES



Clarity



Message



Structure



Connection



Confidence

STUDENT OUTPUT

60-SECOND COMMUNICATION PERFORMANCE

Date: _____

SELF-CHECK LIST	
	Was my message clear? ☆☆☆☆☆
	Did I share my key message? ☆☆☆☆☆
	Was my structure easy to follow? ☆☆☆☆☆
	Did I connect with my audience? ☆☆☆☆☆
	Did I speak with confidence? ☆☆☆☆☆
What I did well: _____	
What I will improve next time: _____	

MY 60-SECOND RECORDING



● REC



MY KEY TAKEAWAY





Speak with purpose. Connect with people. Create opportunities. ❤️

28. PEER FEEDBACK — 2 STARS + 1 STEP ★ ★ 👣

★ STAR 1 — CLARITY

“One thing I understood clearly was...”

★ STAR 2 — CONNECTION

“One thing that helped me connect with your message was...”

👣 ONE NEXT STEP

“One thing you could improve next time is...”

Feedback Rule

Kind. Specific. Useful. Respectful.



PEER FEEDBACK —



2 STARS + 1 STEP





Give feedback that helps your classmate grow as a better communicator.





★ STAR 1 — CLARITY

“One thing I understood clearly was...”





★ STAR 2 — CONNECTION

“One thing that helped me connect with your message was...”





★ ONE NEXT STEP

“One thing you could improve next time is...”



★ FEEDBACK RULE ★



KIND.
Be positive and supportive.



SPECIFIC.
Give clear examples from your classmate's performance.



USEFUL.
Offer suggestions that help your classmate improve.



RESPECTFUL.
Listen with respect and value every effort.



Great feedback builds strong communicators! ★

EN4cBiz | WK1- WELCOME TO ENGLISH FOR CREATIVE BUSINESS | Asst. Prof. Phorramatpanyaprat Tongprasong, Ph.D., FHEA UKPSF

29. THINK BEFORE YOU COMMUNICATE — 6A CHECK

Before communicating professionally, ask six questions.

6A	Student Question
 Audience	Who am I communicating with?
 Aim	What do I want to achieve?
 Action	What should the receiver understand or do?
 Approach	What style and tone should I use?
 Avenue	Which communication channel should I choose?
 Adapt	Did they understand, and what should I change?

6A Formula

**AUDIENCE + AIM + ACTION + APPROACH + AVENUE + ADAPT
= EFFECTIVE COMMUNICATION**

Golden Rule

“Do not communicate only to send information. Communicate to create understanding.”



THINK BEFORE YOU COMMUNICATE – 6A CHECK

Before communicating professionally, ask **six questions**.



6A	STUDENT QUESTION
 AUDIENCE	Who am I communicating with?
 AIM	What do I want to achieve?
 ACTION	What should the receiver understand or do?
 APPROACH	What style and tone should I use?
 AVENUE	Which communication channel should I choose?
 ADAPT	Did they understand, and what should I change?

6A FORMULA

 +
  +
  +
  +
  +
 

EFFECTIVE COMMUNICATION

GOLDEN RULE



“ Do not communicate only to send information.
Communicate to **create understanding**. ”



 Think first

 Speak with purpose

 Connect with people

 Create impact

30. FOUR-HOUR LEARNING JOURNEY

Time	Learning Activity	Student Output
10 min	 Welcome to English for Creative Business	Course Mission
15 min	 Discover the 15-Station Metro Journey	Course Journey Map
15 min	 My Metro Destination	Professional Communication Journey Card
10 min	 Enter Metro Station 1	Week 1 Mission
15 min	 Communication Detective	Communication Detective Card
20 min	 Message Rescue	Message Rescue Card
20 min	 Same Message, Different People	Audience Adaptation Card
15 min	 Choose the Channel	Channel Decision Card
10 min	 Break	—
15 min	 Communication Style Switch	Communication Style Card
20 min	 Communication Noise Game	Communication Noise Map
15 min	 Communication Mirror	Self-Assessment
20 min	 SMART Communication Goal	Communication Goal Card
25 min	 Creative Business Communication Challenge	Audience Communication Map
20 min	 60-Second Communication Mission	Individual Performance
5 min	 Metro Passport & Exit Ticket	Week 1 Reflection
240 min	Total Learning Journey	Workplace Communication Portfolio

The emphasis on active performance, collaboration, practice, and feedback is consistent with the learning approaches specified for the course.



FOUR-HOUR LEARNING JOURNEY

Your 15-Station Metro Adventure in Professional Communication



Time	Station	Icon	Learning Activity	Icon	Student Output
10 min	1		Welcome to English for Creative Business		Course Mission
15 min	2		Discover the 15-Station Metro Journey		Course Journey Map
15 min	3		My Metro Destination		Professional Communication Journey Card
10 min	4		Enter Metro Station 1		Week 1 Mission
15 min	5		Communication Detective		Communication Detective Card
20 min	6		Message Rescue		Message Rescue Card
20 min	7		Same Message, Different People		Audience Adaptation Card
15 min	8		Choose the Channel		Channel Decision Card
10 min	—		Break	—	—
15 min	9		Communication Style Switch		Communication Style Card
20 min	10		Communication Noise Game		Communication Noise Map
15 min	11		Communication Mirror		Self-Assessment
20 min	12		SMART Communication Goal		Communication Goal Card
25 min	13		Creative Business Communication Challenge		Audience Communication Map
20 min	14		60-Second Communication Mission		Individual Performance
5 min	15		Metro Passport & Exit Ticket		Week 1 Reflection

240 min

Total Learning Journey



Workplace Communication Portfolio

 ACTIVE PERFORMANCE
 COLLABORATION
 PRACTICE
 FEEDBACK

Every station builds your skills.
Every skill drives your future.

31. METRO PASSPORT — STATION 1

Self-Check: I CAN...

Capability	Not Yet	Almost	Yes!
Explain why communication matters	☐	☐	★
Identify my audience	☐	☐	★
Identify my communication purpose	☐	☐	★
Communicate a simple idea clearly	☐	☐	★
Recognize formal and informal communication	☐	☐	★
Recognize verbal and nonverbal communication	☐	☐	★
Adapt a message for different people	☐	☐	★
Choose an appropriate communication channel	☐	☐	★
Recognize communication noise	☐	☐	★
Give simple constructive feedback	☐	☐	★
Identify my communication strengths	☐	☐	★
Identify an area for improvement	☐	☐	★
Create a SMART communication goal	☐	☐	★
Use English to communicate a meaningful message	☐	☐	★

Capability Badge



WORKPLACE COMMUNICATION BUILDER



METRO PASSPORT

STATION 1



★ YOUR JOURNEY TO BECOME AN EFFECTIVE COMMUNICATOR STARTS HERE! ★

Self-Check: I CAN...	Capability	Not Yet	Almost	Yes!
1  Explain why communication matters		☐	☐	
2  Identify my audience		☐	☐	
3  Identify my communication purpose		☐	☐	
4  Communicate a simple idea clearly		☐	☐	
5  Recognize formal and informal communication		☐	☐	
6  Recognize verbal and nonverbal communication		☐	☐	
7  Adapt a message for different people		☐	☐	
8  Choose an appropriate communication channel		☐	☐	
9  Recognize communication noise		☐	☐	
10  Give simple constructive feedback		☐	☐	
11  Identify my communication strengths		☐	☐	
12  Identify an area for improvement		☐	☐	
13  Create a SMART communication goal		☐	☐	
14  Use English to communicate a meaningful message		☐	☐	
15  Share my ideas with confidence		☐	☐	



Capability Badge

WORKPLACE COMMUNICATION BUILDER



Every small step today builds your communication success tomorrow. ❤️

32. EVIDENCE OF LEARNING

Week 1 should establish from the beginning that evidence of learning means **evidence of capability**.

Evidence	Capability Demonstrated
 Professional Communication Journey Card	Identify personal learning direction
 Communication Detective Card	Recognize effective communication
 Message Rescue Card	Improve message clarity
 Audience Adaptation Card	Adapt communication to audience
 Channel Decision Card	Select an appropriate channel
 Communication Style Card	Adapt communication style
 Communication Noise Map	Recognize barriers to understanding
 Communication Self-Assessment	Reflect on personal capability
 Communication Goal Card	Set a SMART development goal
 Audience Communication Map	Communicate one idea to different audiences
 60-Second Performance	Communicate a meaningful personal message

When All Pieces Come Together:

MY WORKPLACE COMMUNICATION PORTFOLIO

Evidence of what I can understand, communicate, adapt, and improve—not simply what I can remember.

This performance-oriented approach also fits the course's strong formative-assessment emphasis.



EVIDENCE OF LEARNING



Week 1 should establish from the beginning that **evidence of learning** means **evidence of capability**.

	EVIDENCE		CAPABILITY DEMONSTRATED
	Professional Communication Journey Card	→	 Identify personal learning direction
	Communication Detective Card	→	 Recognize effective communication
	Message Rescue Card	→	 Improve message clarity
	Audience Adaptation Card	→	 Adapt communication to audience
	Channel Decision Card	→	 Select an appropriate channel
	Communication Style Card	→	 Adapt communication style
	Communication Noise Map	→	 Recognize barriers to understanding
	Communication Self-Assessment	→	 Reflect on personal capability
	Communication Goal Card	→	 Set a SMART development goal
	Audience Communication Map	→	 Communicate one idea to different audiences
	60-Second Performance	→	 Communicate a meaningful personal message

When All Pieces Come Together:



MY WORKPLACE COMMUNICATION PORTFOLIO



 Evidence of what I can **understand, communicate, adapt, and improve**—not simply what I can remember.





This **performance-oriented** approach also fits the course's strong **formative-assessment** emphasis.



33. WEEK 1 CAPABILITY MAP

WEEK 1

WORKPLACE COMMUNICATION BUILDER

IDEA



AUDIENCE



PURPOSE



MESSAGE



STYLE



CHANNEL



RESPONSE



ADAPT



SHARED UNDERSTANDING



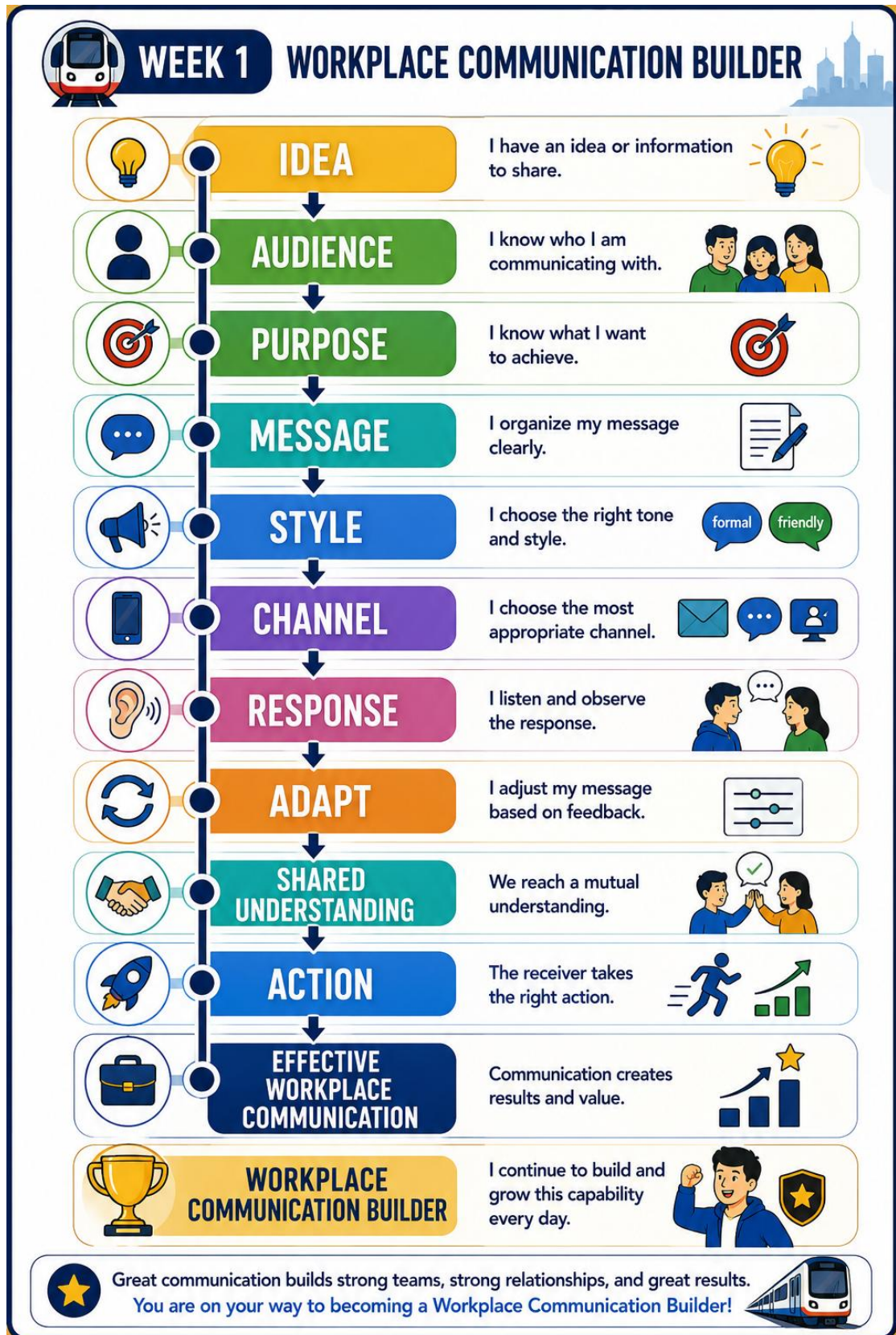
ACTION



EFFECTIVE WORKPLACE COMMUNICATION



WORKPLACE COMMUNICATION BUILDER



34. FINAL MESSAGE

“Good communication is not about using difficult English. It is about helping another person understand what matters.”

Metro Station 1

Know Your Audience.

Know Your Purpose.

Make Your Message Clear.

Create Understanding.



Station 1 Completed — WORKPLACE COMMUNICATION BUILDER



FINAL MESSAGE



“ Good communication is not about using difficult English. It is about helping another person understand what matters. ”



Metro Station 1



- 

Know Your Audience.


- 

Know Your Purpose.


- 

Make Your Message Clear.


- 

Create Understanding.







Station 1 Completed —

WORKPLACE COMMUNICATION BUILDER





BE KIND
in your words.



LISTEN
with attention.



SPEAK
with purpose.



BUILD
understanding.

Communicate. Understand. Achieve Together.

35. THE JOURNEY BEGINS

Week 1 should leave every first-year student with one important realization:

“I am not here only to study English. I am here to learn how to use English.”

From this first station, the journey develops progressively:

 **COMMUNICATE**



 **UNDERSTAND**



 **EXPRESS**



 **INTERPRET**



 **WRITE**



 **APPLY**



 **COLLABORATE**



 **PRESENT**



 **CREATE VALUE**



 **CREATE OPPORTUNITY**

WELCOME ABOARD. 

Your Professional Communication Journey Starts Here.



THE JOURNEY BEGINS

WEEK 1

Week 1 should leave every first-year student with one important realization:

“ I am not here only to study English.
I am here to learn how to use English.”

From this first station, the journey **develops progressively**:

	1	COMMUNICATE	Share ideas clearly and appropriately.	
	2	UNDERSTAND	Listen actively and grasp meaning.	
	3	EXPRESS	Speak with confidence and clarity.	
	4	INTERPRET	Analyze messages and draw meaning.	
	5	WRITE	Organize thoughts and write effectively.	
	6	APPLY	Use English in real situations.	
	7	COLLABORATE	Work together and build strong connections.	
	8	PRESENT	Deliver ideas with impact.	
	9	CREATE VALUE	Turn ideas into solutions that matter.	
	10	CREATE OPPORTUNITY	Open doors for your future and the world.	



STATION

1

WELCOME ABOARD.

Your Professional Communication Journey **Starts Here.**

 BUILD SKILLS

 GAIN CONFIDENCE

 CREATE IMPACT

 SHAPE YOUR FUTURE.