

## Syllabus and Schemes of work

University of Economics Language Centre  
English Language Teaching Framework



### **General Business English 1 Level B2 First-cycle studies**

**Duration: 60 hours**

**Starting level: B2**

**Target level: B2+/C1**

### **Rationale for the syllabus**

This course aims to help students develop the proficiency needed to succeed in today's workplace by focusing on the development of professional oral and written communication skills. In this course, students will learn and practice effective communication in English while modeling real-life business situations in the work environment. Students will be asked to practice what they learn with a variety of in-class exercises, formal oral presentations, and written assignments. The course develops students' autonomy by asking them to reflect on how they are learning by suggesting different ways of recording new vocabulary, taking account of different learning styles and preferences, finding opportunities to use the target language outside the class (teachers ask students to communicate in the target language when sending them emails or messages via the Moodle platform, during office hours) reflecting on strengths and weaknesses, and study skills.

## Syllabus

### **Preliminary assumptions**

- The course is aimed at pre-work students who have not learnt Business English before.
- The course is based on the assumption that students who start their studies at B2 level, have mastered the English language at B1 level according to the Common European Framework of Reference for Languages (CEFR), which is confirmed by the CUE Language Centre placement test results.
- During the course students expand and develop their key language skills: speaking, reading, writing and listening.
- The course develops language skills useful for academic purposes, such as reading and understanding their study materials, analyzing various resources in a critical way.
- The course is centered around competences necessary in a general work environment involving various activities enabling students to work in small and big companies.
- The teacher is an organizer of the teaching process, a counselor and a facilitator; however, final learning outcomes depend on students' individual work during the course, willingness to learn as well as sufficient time devoted to learning.
- If students' initial knowledge and skills prevent them from effective participation in the course to achieve the intended learning outcomes at a given level, students should increase their workload significantly.

<b>1. Aims of the course and its duration</b>	<b>Aims of the course:</b> <ul style="list-style-type: none"><li>• to develop students' communicative competence in English</li><li>• to expand students' knowledge of Business English vocabulary and relevant grammar structures</li><li>• to prepare students to use the acquired language skills in academic and work contexts</li><li>• to enable students to produce clear and coherent spoken and written messages in a variety of business contexts</li></ul> <b>Course duration:</b> 2 semesters - 60 teaching hours(2 x 30)
<b>2. The content of the course:</b>	

<ul style="list-style-type: none"> <li>• <b>Main topic areas</b></li> </ul>	<p>Semester I</p> <ul style="list-style-type: none"> <li>• Business organization</li> <li>• Building a career</li> <li>• Information</li> </ul> <p>Semester II</p> <ul style="list-style-type: none"> <li>• Quality</li> <li>• Feedback</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Lexical and grammatical structures</b></li> </ul>	<p>Semester I</p> <ul style="list-style-type: none"> <li>• Basic business terminology: types of business, business sectors, business models, company departments</li> <li>• Education and career: financing education, applying for jobs, attending job interviews</li> <li>• IT: vocabulary related to hardware, computer problems</li> <li>• Telephoning: formal, informal expressions</li> <li>• Revision of tenses</li> <li>• Revision of conditionals</li> <li>• Comparisons</li> <li>• Indirect questions</li> </ul> <p>Semester II</p> <ul style="list-style-type: none"> <li>• Quality: concepts, definitions, jobs related to quality control</li> <li>• Managing projects and teams: project stages, roles in teams, personality types, giving feedback</li> <li>• Language of presentation</li> <li>• Reported speech</li> <li>• Passive</li> <li>• Causative <i>have</i></li> <li>• Past modals to express speculation and regret</li> </ul>
<p><b>Language functions / ability to communicate</b></p>	<ul style="list-style-type: none"> <li>• Talking about own career</li> <li>• Preparing job application documents</li> <li>• Attending job interviews</li> <li>• Making and dealing with requests</li> <li>• Making phone calls</li> <li>• Delivering a presentation</li> <li>• Giving feedback</li> <li>• Writing a memo, an enquiry, a reply to enquiry, a complaint, an apology</li> </ul>
<p><b>Academic component</b></p>	<ul style="list-style-type: none"> <li>○ Active participation in panel discussions on the topics studied</li> <li>○ Functioning in situations typical for academic environment, e.g. discussion, presentation, speech</li> <li>○ Finding , selecting and analyzing information</li> </ul>
<p><b>3. Expected learning outcomes</b>  <b>At the end of the course student:</b></p> <p>A. knows and understands the main ideas, facts and concepts included in the main topic areas of the course,</p> <p>B. is able to interact with a degree of fluency and spontaneity expected at B2 level of English which enables him/her to be understood without strain by native and non-native speakers, either in spoken or written English,</p> <p>C. is ready to actively participate in English-speaking business environment, taking full responsibility for spoken and written communication he/she produces and assessing his/her progress.</p>	
<ul style="list-style-type: none"> <li>• <b>Speaking</b></li> </ul>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- is able to express and discuss opinions on business topics covered in the course</li> <li>- is able to give and justify complex arguments regarding the</li> </ul>

	<p>studied topics</p> <ul style="list-style-type: none"> <li>- is able to communicate with various audiences using appropriate language</li> <li>- is able to take part in a job interview run in English</li> <li>- is able to give presentations on topics of interest</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Reading</b></li> </ul>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- is able to understand texts related to the studied topics</li> <li>- is able to analyse and synthesize information, draw conclusions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Listening</b></li> </ul>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- is able to understand recordings from English-speaking business environment that are related to the studied topics</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Writing</b></li> </ul>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- is able to apply for a job writing adequate CV and cover letter</li> <li>- is able to write business documents which address the studied issues</li> </ul>

**Main course book(s):**

<b>Course book:</b>	<b>J. Allison &amp; J. Townend with P. Emmerson – <i>The Business 2.0 B2 Upper-Intermediate - Student's Book</i>, Macmillan, 2013</b>
<b>Additional materials:</b>	<b>Teachers' own materials based on available resources, comprising information about their sources and copyrights.</b>

**Schemes of work - intended learning outcomes**

**Semester 1 (30 hours)**

**Part One (1-15 hours of the semester)**

**LISTENING**

Students can understand the main ideas of complex speech on topics related to education and its funding.

Students can understand in detail job interview questions.

Students can understand interviews and discussions concerning career stages.

**READING**

Students can read with a degree of independence, using dictionaries and other reference sources selectively when necessary.

Students can grasp the content and the significance of news, articles and reports on topics connected with types of business, business sectors, business models, company departments

Students can understand the standard documents used in the recruitment process (CV, cover letter).

**SPOKEN INTERACTION**

Students can take an active part in conversation, expressing clearly their points of view, ideas or feelings naturally with effective turn-taking.

Students can sustain their opinions in discussion by providing relevant explanations, arguments and comments.

**SPOKEN PRODUCTION**

Students can develop a clear argument, linking their ideas logically and expanding and supporting their point of view with appropriate examples at a job interview

Students can summarise information and arguments from a number of sources, such as reports, discussions, interviews, articles, etc.

**WRITTEN PRODUCTION**

Students can write their job application documents.

Students can write a standard formal letter/ email requesting or communicating relevant information, following a template.

#### STRATEGIES

Students can use standard phrases to discuss the studied topics, covering gaps in vocabulary and structure with paraphrases.

#### QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on studied topics.

Students can produce stretches of language with a fairly even tempo; although they can be hesitant searching for expressions.

### **Part Two (1-15 hours of the semester)**

#### LISTENING

Students can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including general discussions on using IT in modern work environment.

Students can understand their interlocutors on the telephone.

#### READING

Students can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.

Students can grasp the content and the significance of news, articles and reports on topics connected with the role of IT.

#### SPOKEN INTERACTION

Students can find out and pass on detailed information reliably, face-to-face and on the phone, asking follow up questions and getting clarification or elaboration when necessary.

Students can sustain their opinions in discussion by providing relevant explanations, arguments and comments.

#### SPOKEN PRODUCTION

Students can compare and evaluate solutions.

Students can make requests and react to them appropriately.

#### WRITTEN PRODUCTION

Students can write memos regarding basic in-company issues.

#### STRATEGIES

Students can overcome gaps in vocabulary and structure with paraphrases.

#### QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on studied issues.

### **Semester 2 (30 hours)**

#### **Part One (1-15 hours of the semester)**

#### LISTENING

Students can understand the main ideas of complex speech on topics related to quality.

Students can follow presentations, even if their organisation and language are both complex.

#### READING

Students can read with a degree of independence, using dictionaries and other reference sources selectively when necessary.

Students can grasp the content and the significance of news, articles and reports on topics connected with quality standards and their implications.

Students can understand correspondence relating to quality (complaints and apologies).

#### SPOKEN INTERACTION

Students can react to a presentation by asking questions and expressing their ideas and opinions clearly, precisely and convincingly.

#### SPOKEN PRODUCTION

Students can give a clear, well-structured presentation, with highlighting of significant points and can answer questions about the content.

#### WRITTEN PRODUCTION

Students can write a standard formal letter/email of complaint and respond to a complaint in an appropriate style (apology).

#### STRATEGIES

Students can use standard phrases to discuss the studied topics, covering gaps in vocabulary and structure with paraphrases.

#### QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on studied topics.

Students can produce stretches of language with a fairly even tempo; although they can be hesitant searching for expressions.

### **Part Two (1-15 hours of the semester)**

#### LISTENING

Students can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including general discussions on managing people and projects.

Students can follow a specific discussion e.g. performance appraisal

#### READING

Students can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.

Students can grasp the content and the significance of texts, articles and reports on topics connected with managing people and projects.

#### SPOKEN INTERACTION

Students can understand and exchange complex information and advice relating to fields with which they have some familiarity, including coaching.

Students can sustain their opinions in discussion by providing relevant explanations, arguments and comments.

#### SPOKEN PRODUCTION

Students can give clear, well-developed, detailed descriptions on a range of subjects related to the studied topics, expanding and supporting their ideas.

Students can develop an argument systematically, highlighting significant points and including supporting detail where necessary.

#### WRITTEN PRODUCTION

Students can write documents to express abstract ideas as well as topical subjects, correcting most of their mistakes in the process.

#### STRATEGIES

Students can help the development of a discussion by giving feedback and following up what people say.

#### QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on studied issues.

Students can use a variety of linking words efficiently to mark clearly the relationships between ideas.