

English Language Teaching Framework

General Business English 2 Level B1 First-cycle studies

Course duration: 2 semesters - 60 teaching hours (2 x 30)

Starting level: B1+

Target level: B2

Preliminary assumptions

- The course is aimed at students who successfully completed Course 1 in General Business English, level B1+.
- The course is centered around competencies necessary in a general work environment, involving various activities enabling students to build and maintain successful working relationships, develop behavioural competencies and management skills (active listening, managing and communicating in a crisis, leading the team, decision making etc.)
- During the course students expand and develop their key language skills: speaking, reading, writing and listening.
- The course incorporates linguistic skills imperative for successful functioning in an academic environment as well as academic skills (academic component).
- The course develops students' professional competence in diverse fields of business (marketing, crisis management, finance, investment, trade) with the specific focus on their specialization area.
- After completing the course students should not only understand the concepts related to business areas included in the syllabus, but also be able to implement these in their process of active and creative communication, both oral and written.
- The course explores the following business writing genres: memorandum, letter of complaint, letter of apology, circular letter. Appropriate registers, formats and conventions are examined to ensure the students' competence in communicating effectively in business contexts.
- The teacher organises the whole teaching and learning process, playing the role of a counsellor and facilitator; the final learning outcomes also depend on students' individual work during the course, their willingness to learn and sufficient time devoted to learning.
- If students' initial knowledge and skills prevent them from effectively participating in the course to achieve the intended learning outcomes at level B1+, it is their responsibility to bridge the gap to meet the requirements set.

<p>1. Aims of the course:</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • to further develop communicative competence in English • to expand vocabulary range and explore complex grammatical structures • to prepare students to use English proficiently in academic and professional settings • to develop students' competence and autonomy in participating in complex, professional discourse, including the distinct and coherent presentation of personal standpoint in speech and writing • to develop intercultural awareness and competence • to foster the development of self-directed,
--------------------------------------	---

	autonomous learning skills and lifelong learning strategies
2. The content of the course:	
Main topic areas	<p>Semester I</p> <ul style="list-style-type: none"> • On-line and off-line sales • Corporate Social Responsibility <p>Semester II</p> <ul style="list-style-type: none"> • Mergers and Acquisitions
Lexical and grammatical structures	<p>Semester I</p> <ul style="list-style-type: none"> • Conditional sentences • Passive voice • Reported speech – rewriting the sentences using reported speech • e-tailing • Collocations with the following words: order, price, discount, benefits, details, proposal, negotiation, deposit, fee, costs, deadline, compromise • Ethical behaviour and performance • Collocations (extracts from a guide to corporate social responsibility) <p>Semester II</p> <ul style="list-style-type: none"> • Expressing likelihood • Prepositions • Presenting graphs, pie charts, bar charts, etc • Expressing cause and effect • Expressing degrees of change: verb + adverb; adjective + noun • International deals and payments collocations • Words used in business transactions
Language functions / ability to communicate	<ul style="list-style-type: none"> • Negotiating • Leading and participating in meetings • Expressing plans and predictions • Hypothesizing and expressing probability • Making proposals
Academic component	<ul style="list-style-type: none"> • Presenting graphs and analyzing data • Searching, analyzing and selecting information • Developing autonomy in learning • Active participation in class discussions connected with students' fields of studies
3. Expected learning outcomes:	
<p>At the end of the course student:</p> <p>A. knows and understands the main ideas, facts and concepts included in the main topic areas of the course, along with distinguishing relationships between acquired knowledge and his/her field of specialisation,</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 the business speaking environment, taking full responsibility for spoken and written communication he/she produces and assessing his/her progress.</p>	

Speaking	<p>At the end of the course student knows how:</p> <ul style="list-style-type: none"> • to give advice, instructions • to use appropriate grammar structures in diplomatic language • to interrogate interlocutors in business-like environment • to carry out negotiations • to participate in a meeting • to initiate conversation • to give arguments • to participate actively in business and business-like context
Reading	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • understands business and academic texts • scans longer texts in order to locate desired information, and gather information from different parts of the text, or from different texts in order to fulfil a specific task • is able to find and understand relevant information in everyday material, such as letters, brochures and short official documents
Listening	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • is able to understand authentic recordings from English-speaking multicultural business environment, both with native and non-native speakers
Writing	<p>At the end of the course student knows the rules and is able to</p> <ul style="list-style-type: none"> • write letters/emails of enquiry • write answers to a letters/emails of enquiry • write requests for catalogues, price lists, etc • write a CV/resume • write cover letters • write letters/emails of apology • write business e-mails/ letters

Main course book(s):

Course books:

John Allison with Paul Emerson - *The Business 2.0 B1 + Intermediate , Student's Book, Macmillan 2013*

Additional materials:

Teachers' own materials based on available resources, comprising information about their sources and copyrights

Schemes of work - intended learning outcomes

Semester 1 (30 hours)

Part One (1-10 hours of the semester)

LISTENING

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including problems experienced with the future of retailing and social media marketing.

Students can understand the main points of discussion on social media and shopping.

Students can understand conversations concerning questions in a survey on social media and shopping habits.

READING

Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

Students can grasp the content and the significance connected with the future of retailing and social media marketing.

Students can understand the main points in short newspaper and magazine articles about e-commerce.

SPOKEN INTERACTION

Students can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Students can help to solve practical problems, saying what they think and asking others what they think about difficulties related to completing a questionnaire on social media and shopping.

Students can give or seek personal opinions on shopping habits and preferences, find out and pass on factual information.

SPOKEN PRODUCTION

Students can relate the main content of texts they have read.

Students can briefly explain and justify opinions concerning differences between shopping in a bricks-and-mortar store or online.

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

WRITTEN PRODUCTION

Students can write questions for a survey on social media and shopping.

Students can write simple texts about their experience or events.

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

STRATEGIES

Students can use standard phrases to describe, clarify or elaborate.

QUALITY OF LANGUAGE

Students know enough vocabulary to talk about retailing and social media marketing.

Students can express themselves reasonably accurately in familiar, predictable situations.

Part Two (1-10 hours of the semester)

LISTENING

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including negotiating and retailing.

Students can understand the main points of discussion on bargaining, compromising, making offers, proposing a compromise, making deals.

READING

Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

Students can grasp the content and the significance connected with the issue of negotiating and bargaining.

SPOKEN INTERACTION

Students can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Students can help to solve practical problems, saying what they think and asking others what they think about difficulties related to reaching an agreement in negotiation with someone.

Students can negotiate a list of responsibilities.

SPOKEN PRODUCTION

Students can relate the main content of texts they have read.

Students can negotiate a deal.

WRITTEN PRODUCTION

Students can write a letter/email of complaint, a letter/email of apology in reply to a customer complaint.

STRATEGIES

Students can use standard phrases to recommend, reformulate, compromise, describe, clarify or elaborate.

QUALITY OF LANGUAGE

Students know enough vocabulary to negotiate a deal.

Students can express themselves reasonably accurately in familiar, predictable situations.

Part THREE (1-10 hours of the semester)

LISTENING

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including corporate social responsibility, ethical behaviour and social performance.

Students can understand the main points of discussion on successful chain of ethical cafes.

READING

Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

Students can grasp the content and the significance connected with CSR and sustainable development.

Students can understand the main points in short newspaper and magazine articles about elastic ethics and social performance.

SPOKEN INTERACTION

Students can help to solve practical problems, saying what they think and asking others what they think about companies who want to be ethical and demonstrate corporate social responsibility.
Students can role-play a meeting between angry stakeholders and a company spokesperson.

SPOKEN PRODUCTION

Students can relate the main content of short texts they have read.
Students can briefly explain and justify their opinions on social performance and CSR.

WRITTEN PRODUCTION

Students can write a list of guidelines for departments and companies who want to be ethical.
Students can write a short summary of the discussion.

STRATEGIES

Students can use standard phrases, antonyms, synonyms, phrasal verbs and collocations to describe CSR.

QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary when expressing themselves on matters connected to corporate social responsibility.

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can understand straightforward information about mergers and acquisitions, identifying both general messages and specific details, provided people speak clearly in a familiar accent.
Students can generally follow the main points of extended discussion around them about mergers and graphs.
Students can understand information in stock market reports, if they are delivered in clear standard speech.

READING

Students can understand the main points in straightforward texts on arguments for and against mergers and acquisitions.

SPOKEN INTERACTION

Students can express their opinions on abstract topics like mergers and acquisitions, and ask other people what they think. Students can explain why mergers and acquisitions might be a problem.
Students can express degree of change, using verbs + adverbs and adjectives + nouns.
Students can make predictions and plans.

SPOKEN PRODUCTION

Students can present graphs, pie charts, bar charts and describe changing trends.
Students can develop an argument well enough to be followed without difficulty most of the time.
Students can express future arrangements, likelihood and hopes for the future.

WRITTEN PRODUCTION

Students can write a standard formal letter relating to placing and acknowledging orders, following a template.

STRATEGIES

Students can join in a discussion on mergers and acquisitions, using a suitable phrase to do so.

QUALITY OF LANGUAGE

Students have a sufficient range of language to describe graphs and to express their thoughts on abstract topics, such as mergers and acquisitions.

Part Two (1-15 hours of the semester)

LISTENING

Students can understand straightforward information about export and credits insurance, identifying both general messages and specific details, provided people speak clearly in a familiar accent.

Students can generally follow the main points of extended discussion about export issues and negotiations, if people talk clearly.

READING

Students can understand the main points in straightforward texts on export.

SPOKEN INTERACTION

Students can make an effective use of prepositions.

Students can start negotiations and can help to keep them going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.

SPOKEN PRODUCTION

Students can develop an argument well enough to be followed without difficulty most of the time.

WRITTEN PRODUCTION

Students can write a standard formal letters/emails concerning requests and reminders.

STRATEGIES

Students can join in a discussion on export and international deals, using suitable phrases to do so.

Students can sum up what has been said in order to help the discussion to move forward.

QUALITY OF LANGUAGE

Students have a sufficient range of language to express their thoughts on abstract topics, such as export and international deals.

Students can express themselves relatively easily when talking freely and keep the conversation going effectively without help, despite occasional pauses to plan and correct what they are saying.