

English Language Teaching Framework
General Business English 1 Level B1/B2 Part time studies

Course duration: 2 semesters - 40 teaching hours (2 x 20)

Starting level: B1/B2

Target level: B2+

Preliminary assumptions

- The course is based on the assumption that students who study at the B1 level, have already mastered the English language at the A2 level according to the Common European Framework of Reference for Languages (CEFR), confirmed by the CUE Language Centre placement test results.
- The course introduces and develops students' professional competence in their field of specialization, that is law and business (e.g. types of companies, company management, types of employment, corporate culture).
- During the whole course students are expected to develop and improve, both receptive skills, such as listening and reading, and productive ones - speaking and writing by being exposed to articles, recordings, videos, podcasts and case studies set in business and legal context.
- During the course students also develop language skills needed for academic purposes, such as reading, understanding and analyzing different materials and resources in a diagnostic way.
- During the course the teacher uses every opportunity to encourage discussion and communication, with much emphasis put on soft skills and business skills, such as presentations.
- Having completed the course students should be able not only to comprehend the concepts related business and/or legal areas, but also to apply them in the whole process of communication, both oral and written.
- The course explores the following business writing genres: CV, cover letter, e-mails. Appropriate registers, formats and conventions are examined to ensure the students' competence in communicating effectively in business contexts.
- The teacher plays the role of an organizer, facilitator and a counsellor of the whole process of teaching and learning. However, final learning outcomes 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 effective participation in the course to achieve the intended learning outcomes at the B1 level 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 students' language skills • To develop communicative competencies in English • To improve vocabulary range and explore complex grammatical structures
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	<ul style="list-style-type: none"> • To enable students to use English in academic, professional, business and legal environment • To help present student's personal viewpoint in speech and writing in a clear and coherent manner • To stimulate self-education learning strategies • To promote team work
2. The content of the course:	
Main topic areas	<p>Semester I</p> <ul style="list-style-type: none"> • Employment Law • Alternative Dispute Resolution <p>Semester II</p> <ul style="list-style-type: none"> • Intellectual Property • Presentations: structure, language
Lexical and grammatical structures	<p>Semester I</p> <ul style="list-style-type: none"> • Employment agreement • Accidents at work • The mediation process • Labour and employment problems • Language of presentations. <p>Semester II</p> <ul style="list-style-type: none"> • Copyright • Industrial Property Law • Giving short presentations summarizing students' viewpoints on a given topic
Language functions / ability to communicate	<ul style="list-style-type: none"> • Giving feedback to peers • Expressing opinions and presenting arguments • Analyzing and selecting information • Using professional language connected with students' field of studies • Clarifying • Resolving disputes
Academic component	<ul style="list-style-type: none"> • Reading for understanding and synthesizing information from texts • Writing letters, emails: letter / email of enquiry, letter / email of advice • Active participation in typical academic settings: discussions, presentation • Finding, selecting and presenting information • Developing autonomy in learning
3. Expected learning outcomes At the end of the course student:	

<p>A. knows and understands the main ideas, facts and concepts that are included in the main topic areas of the course, confirmed by the CUE Language Centre placement results as well as understands relationships between acquired knowledge and his/her field of specialization,</p> <p>B. is able to interact with a degree of fluency and spontaneity expected at the B1 level of English, which enables him/her to be understood without strain by native or non-native speakers, either in spoken or written English,</p> <p>C. is ready to participate in the business and legal environment, taking responsibility for spoken and written communication he/she produces and assessing his/her progress.</p>	
Speaking	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • can enumerate and describe different professions connected with legal environment • can role play the introductory session of a mediation • can discuss the conflict of interests between customers, shareholders, the community and stakeholders
Reading	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • can read, analyse and understand business and legal texts • can comment on the information provided • can understand the description of facts, events in formal letters and/or do • can recognize the line of argument in the treatment of the issue presented in a written material
Listening	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • can understand interviews with experts working in business and legal environment • can select information and respond to questions about detail, meaning or gist
Writing	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • can lay out business letters and emails: email of enquiry, email of advice.

Main course book(s):

Course Books:

Halina Sierocka Legal English Niezbędnik przyszłego prawnika

Additional materials:

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

Schemes of work - intended learning outcomes

Semester I (20 hours)

LISTENING

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including problems experienced with types of company, company structure, organigram. Students can understand the main points of discussion on advantages and disadvantages of a company.

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 types of companies and the differences between them.

SPOKEN INTERACTION

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

Students can help to solve practical problems, saying what their opinion is and asking others what they think about important aspects of a particular type of a company. Students can ask for and follow advice.

Students can take an active part in conversation dealing with employment law issues.

Students can roleplay a mediation concerning a workplace dispute.

SPOKEN PRODUCTION

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

Students can briefly explain and justify opinions concerning types of company.

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

WRITTEN PRODUCTION

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 on a certain topic.

QUALITY OF LANGUAGE

Students are familiar with appropriate vocabulary to talk about types of company and the key differences between these types. Students can express themselves reasonably accurately in familiar, predictable situations.

Semester II (20 hours)

LISTENING

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including description of stages in the mediation process.

Students can understand conversations concerning work and employment law.

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 importance of the mediation process. Students can understand the main points in short newspaper and magazine articles about work environment disputes.

SPOKEN INTERACTION

Students can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest like careers and employment.
Students can help to solve practical problems, saying what they think and asking others what they think about difficulties related to work environment.

SPOKEN PRODUCTION

Students can help to solve practical problems, saying what they think and asking others what they think about difficulties related to employment law disputes. Student can roleplay a mediation dispute.

WRITTEN PRODUCTION

Students can write a letter/ an email of advice to a client.

STRATEGIES

Students can use standard phrases to describe, clarify or elaborate on topics connected with employment disputes and labour law.

QUALITY OF LANGUAGE

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