

English Language Teaching Framework
General Business English 2 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 successfully completed Course 1 in General Business English and Legal English, level B1.
- The course introduces and develops students' professional competence in their field of specialization, that is law and business (e.g. CSR, environmental law, contract law, contract clauses, mergers and acquisitions).
- 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 negotiations.
- 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: letters of complaint, letters of apology. 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 counselor 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 participating 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
-------------------------------------	--

	<ul style="list-style-type: none"> • To enable students to use English in academic, professional, legal and business settings. • 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	Semester I: <ul style="list-style-type: none"> • Contracts Law and torts • Negotiations : structure, language Semester II: <ul style="list-style-type: none"> • Commercial Law • Public Economic Law
Lexical and grammatical structures	Semester I <ul style="list-style-type: none"> • Types of contracts • Types of clauses • Torts Semester II <ul style="list-style-type: none"> • Business Entities • Commercial Companies Code
Language functions / ability to communicate	<ul style="list-style-type: none"> • Participating in negotiations • Expressing opinions and presenting arguments • Analyzing and selecting information • Paraphrasing • Definitions and synonyms / antonyms • Analyzing a legal opinion
Academic component	<ul style="list-style-type: none"> • Reading for understanding and synthesizing information from texts • Writing: letter of apology, letter of complaint • Active participation in typical academic settings: discussions, presentation • Finding, selecting and presenting information • Analyzing visuals: grids, pie charts, tables • Developing autonomy in learning
3. Expected learning outcomes At the end of the course student: A. knows and understands the main ideas, facts and concepts that are included in the main topic areas of the course, as well as understands relationships between acquired knowledge and his/her field of specialization, 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 and non-native speakers, either in spoken or written English,	

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 knowledge.	
Speaking	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • can use business vocabulary referring to contract law and tort • can negotiate basic terms and conditions
Reading	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • can read, analyze 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 write letters / emails of complaint and letters / emails of apology

Main course book(s):

Course Books:

Halina Sierocka *Legal English Niezbędnik przyszłego prawnika*, C.H.Beck.

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 complex speech on concrete and abstract topics delivered in a standard dialect, including discussions on Corporate social responsibility. Students can understand interviews and discussions concerning ethical behaviour and social performance.

READING

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

Students can rapidly grasp the content and the significance of news, articles and reports on topics connected with contracts, conflicts of interest and ethical principles.

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 evaluate cases of employee misconduct in a company and participate in reaching a decision in formal or informal discussion.

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

SPOKEN PRODUCTION

Students can actively participate in negotiations, using appropriate style and register.

Students can develop a clear argument, linking my ideas logically and expanding and supporting their points with appropriate examples concerning recent changes and developments in their attitude to CSR.

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

WRITTEN PRODUCTION

Students can write a letter / email of complaint

STRATEGIES

Students can use standard phrases to describe visual aids, 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 matters connected to legal provisions in environmental law regulations.

Students can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for expressions, there are few long pauses when delivering short presentation of visuals.

Semester II (20 hours)

LISTENING

Students can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including a lecture about contract drafting.

Students can understand interviews and discussions concerning the importance of language when drafting a contract. Students can understand interviews and discussions concerning business performance.

READING

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

Students can rapidly grasp the content and the significance of news, articles and reports on topics connected with pros and cons of taking over a business.

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 evaluate the likelihood of an event taking place in the future, and participate in reaching a decision in formal or informal discussion.

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

SPOKEN PRODUCTION

Students can take an active part in conversation dealing with the regulations of making a contract enforceable and potential difficulties resulting from non-adherence to standard provisions

WRITTEN PRODUCTION

Students can write a letter of apology.

STRATEGIES

Students can use standard phrases to describe professional skills in chairing and participating in negotiations.

QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on matters connected to important guidelines in drafting a contract.