

English Language Teaching Framework

General Business English Level B1+ Full time studies Second-cycle studies

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

Starting level: B1+

Target level: B2

Preliminary assumptions

- The course is based on the assumption that students who start their studies at B1+ level (according to the Common European Framework of Reference for Languages) mastered a foreign language as required in the program for lower level courses, or declare the adequate command of the language, based on their previous education.
- During the course students expand and develop their key language skills (speaking, reading, writing, and listening) by being exposed to articles, recordings, videos and case studies set in the business context.
- During the course the teacher uses every opportunity to encourage discussion and communication, with much emphasis being put on soft skills and business skills, such as taking part in meetings.
- The course develops students' professional competence in the fields of management, economy, production, takeovers, banking, market structure, taxation, corporate social responsibility, employment. The course is centered around competences necessary in a general work environment involving various activities enabling students to work in companies operating on the global market.
- During the course students will also develop language skills useful for academic purposes such as reading and understanding their study materials, analyzing various resources in a critical way, avoiding plagiarism while writing or speaking, keeping the standards of the academic communicative context.
- The course explores the following genres: memos, emails, letters, reports, minutes, as well as appropriate register and convention in order to enable students to use them appropriately in the business context.
- The teacher is an organizer of the teaching and learning process, a counselor and a facilitator; however, final learning outcomes depend on students' individual work during the course, their 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 B2 level, students should increase their workload significantly.
- After completing the course students can understand different terms connected with the discussed business topics, define and analyze issues outlined in texts or recordings, use appropriate language structures and tone to communicate ideas effectively either in writing or in speech, carry out their own research to expand their knowledge of the issues discussed, take responsibility for their future language and professional skills development.

<p>1. Aims of the course:</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • further improvement and development of all the language skills acquired on lower levels • expansion of vocabulary and lexical structures used in the business context
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	<ul style="list-style-type: none"> • enhancing grammatical structures used in the business context • development of business communication skills (soft skills) • acquisition of the ability to use English for academic and professional purposes • development of learning strategies and self-evaluation of student's language skills
2. The content of the course:	
Main topic areas	<p>Semester I</p> <ul style="list-style-type: none"> • Travel • Business organisation • Advertising • Business correspondence • Business ethics (optional) <p>Semester II</p> <ul style="list-style-type: none"> • Money and Finance • Cultures • International markets • Meetings • Business correspondence
Lexical and grammatical structures	<p>Semester I</p> <ul style="list-style-type: none"> • The future (going to, 'll, present continuous for fixed arrangements, present simple for schedules) • Noun combinations • Articles (definite, indefinite, zero) • Narrative tenses (past simple, past perfect, present perfect, past continuous) - optional • Travel words (British and American English) • Words and expressions to describe company structure • Words and expressions for talking about advertising • Words to describe illegal activity or unethical behaviour (optional) <p>Semester II</p> <ul style="list-style-type: none"> • Modal verbs for advice, obligation and necessity • Conditions (the first & second conditionals) • Words and expressions for talking about finance • Describing trends • Idioms for talking about business relationships • Words and expressions for talking about free trade • Taking parts in meetings – useful phrases for asking for and giving opinions, agreeing, disagreeing, and making suggestions
Language functions / ability to communicate	<ul style="list-style-type: none"> • talking about plans • talking about schedules and timetables • predicting future events • making phone calls • arranging meetings • introducing yourself and your company • talking about trends • talking about investment • giving advice • expressing necessity and lack of obligation

	<ul style="list-style-type: none"> • talking about globalisation • talking about free trade • negotiating • chairing and participating in meetings
Academic component	<ul style="list-style-type: none"> • expressing and justifying opinions • searching, analysing and selecting information • comparing data • presenting graphs and analysing data • summarizing an article • preparing and delivering a presentation • developing the skills connected with the academic environment of other countries – being sensitive to cultural differences • developing autonomy in learning • participating actively in class discussions
3. Expected learning outcomes. At the end of the course student: A. knows and understands the main ideas, facts and concepts included in the main topic areas of the course and possesses knowledge of his/ her field of specialization, B. is able to interact with a degree of fluency and spontaneity expected at B1 level of English, understand authentic radio/ TV programs, communicate with diverse audiences/ recipients C. is ready to actively participate in the business speaking environment, initiate conversation, give complex arguments regarding the topics covered in the course and justify them , take full responsibility for the documents he/ she writes and their results in the business context, actively participate in cross-cultural environment as well as assess his/ her own progress	
Speaking	At the end of the course student: <ul style="list-style-type: none"> • is able to express and discuss their opinions and points of view on the whole range of academic and professional topics related to business context in general and the areas covered during the course • is ready to participate in and chair business meetings, with the use of acquired vocabulary and lexical structures
Reading	At the end of the course student: <ul style="list-style-type: none"> • can analyse business texts in order to discuss their content and collect data in order to fulfil specific tasks
Listening	At the end of the course student: <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	At the end of the course student: <ul style="list-style-type: none"> • can use different business correspondence formats to communicate effectively in the business environment

Main course book(s):

Course Books:

David Cotton, David Falvey, Simon Kent - *Market Leader Intermediate 3rd Edition Extra Student Course Book with DVD-ROM*

David Cotton, David Falvey, Simon Kent - *Market Leader Intermediate 3rd Edition Extra Practice File with Audio CD*

Additional materials: Teachers' own materials (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 straightforward information about the development in the business travel market. Students can follow clear speech directed at them in business conversation.

READING

Students can understand the main points in straightforward texts on business travelling. Students can identify the main conclusions in business texts.

SPOKEN INTERACTION

Students can express their opinions on abstract topics like attitudes to travelling and choosing a hotel, describe their reactions to various business problems and ask other people what they think. Students can compare and contrast alternatives, discuss what to do, where to go, etc. Students can make routine telephone calls, e.g. to arrange a meeting.

SPOKEN PRODUCTION

Students can develop an argument well enough to be followed without difficulty most of the time. Students can summarise non-routine information on familiar subjects from various sources and present it to others.

WRITTEN PRODUCTION

Students can write a summary of various business texts. Students can write letters and emails of apology.

STRATEGIES

Students can paraphrase if they forget a word or if they are not understood. Students can correct their mistakes when they are helped to see the mistake.

QUALITY OF LANGUAGE

Students have a sufficient range of language to describe future plans and to express their thoughts on abstract topics such as business trips. Students can use uncomplicated language to interact in a wide range of situations, such as telephone conversations, solving problems, arranging a meeting.

Part Two (1-10 hours of the semester)

LISTENING

Students can understand information in interviews and other recorded, factual texts, if they are delivered in clear standard speech.

Students can follow everyday conversations and take active part in them.
Students can understand straightforward information about company organization.

READING

Students can look quickly through simple, factual texts in magazines, and identify information that might be of practical use to me.

Students can understand the main points in straightforward texts on company organization and company relocation.

SPOKEN INTERACTION

Students can express their opinions on abstract topics like company structure and workplace, and ask other people what they think.

Students can compare and contrast alternatives.

SPOKEN PRODUCTION

Students can express their feelings about their workplace, company structure, potential relocation destinations, and explain why they felt that way.

WRITTEN PRODUCTION

Students can write a formal email to a CEO about their opinion, including arguments.

STRATEGIES

Students can join in a discussion on a business topic, 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 can explain the main points relating to an idea, problem, or argument with reasonable precision.

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.

Part THREE (1-10 hours of the semester)

LISTENING

Students can understand straightforward information about advertising and how it works as well as business ethics.

Students can generally follow the main points of extended discussion about advertising campaigns and ethical business.

Students can understand information in instructions, if they are delivered in clear standard speech.

READING

Students can understand the main points in straightforward texts on advertising campaigns and ethical business.

Students can look quickly through simple, factual texts in magazines, brochures or on a website, and identify information that might be of practical use to them.

Students can understand the main points in short, clear, articles relating to advertising and ethics, provided they can use a dictionary.

SPOKEN INTERACTION

Students can express their opinions on abstract topics like marketing, advertising and business ethics.
Students can give practical instructions on how to prepare a presentation, organize an advertising campaign and solve a problem. Students can make an effective presentation.

SPOKEN PRODUCTION

Students can describe an advertising campaign, making the main points clear.
Students can express their feelings about advertisements, products and ethical dilemmas, and explain why they felt that way.
Students can give a prepared presentation and answer clear questions

WRITTEN PRODUCTION

Students can write a detailed description of a meeting, including decisions and arguments made.
Students can write a short report of a meeting.

STRATEGIES

Students can join in a discussion on advertising and ethics, 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 describe unusual and predictable situations and to express their thoughts on abstract and everyday topics, e.g. advertising, marketing, presentations, ethical business.
Students can explain the main points relating to an idea, problem, or argument with reasonable precision.
Students can use connecting words to link sentences into a coherent sequence.

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can generally understand and follow the main points of discussion on managing investment.
Students can understand straightforward information about companies, investment and international meetings.

READING

Students can understand basic financial terms.
Students can read simplified versions of business articles, with little use of a dictionary.

SPOKEN INTERACTION

Students can start a conversation on money and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
Students can express their opinions on abstract topics like investment, money and international business.
Students can compare and contrast alternatives, discuss what to do, where to go, etc.

SPOKEN PRODUCTION

Students can describe trends in sales. Students can describe a product and prepare a sales pitch.

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

WRITTEN PRODUCTION

Students can write an email describing decisions made during a meeting.

STRATEGIES

Students can join in a discussion on investment, using a suitable phrase to do so.

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

Students can paraphrase sentences if they are not understood.

QUALITY OF LANGUAGE

Students have a sufficient range of language to express themselves easily when talking about investment and international meetings.

Part Two (1-15 hours of the semester)

LISTENING

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

Students can understand interviews and discussions on negotiation.

READING

Students can understand basic idiomatic expressions connected with business communication.

Students can understand the main points in texts on cultural differences and international trade.

SPOKEN INTERACTION

Students can express advice, obligation and necessity.

Students can start a conversation on cultural differences and international trade and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.

Students can express their opinions on abstract topics like culture shock and free trade, describe their reactions to them and ask other people what they think.

SPOKEN PRODUCTION

Students can express their feelings about cultural differences and international trade, and explain why they felt that way.

WRITTEN PRODUCTION

Students can write a summary report.

STRATEGIES

Students can join in a discussion on international trade and culture, 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 topics relating to culture and international trade.