

English Language Teaching Framework

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

Course duration: 2 semesters - 36 teaching hours (2 x 18)

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.
- 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.
- 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.

<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"> • Advertising • Money and Finance • Business correspondence <p>Semester II</p> <ul style="list-style-type: none"> • Cultures • International markets • Business correspondence
Lexical and grammatical structures	<p>Semester I</p> <ul style="list-style-type: none"> • Articles (definite, indefinite, zero) • Narrative tenses (past simple, past perfect, present perfect, past continuous) - optional • Words and expressions to describe company structure • Words and expressions for talking about advertising • Words and expressions for talking about finance • Describing trends <p>Semester II</p> <ul style="list-style-type: none"> • Modal verbs for advice, obligation and necessity • Conditions (the first & second conditionals) • 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 trends • talking about investment • giving advice • expressing necessity and lack of obligation • talking about globalisation • talking about free trade • negotiating • arranging, chairing and participating in meetings
Academic component	<ul style="list-style-type: none"> • expressing and justifying opinions • searching, analyzing and selecting information • comparing data • presenting graphs and analyzing 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 specialisation,

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">• can 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">• is ready to 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">• can 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">• is able to 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 based on available resources comprising information about their sources and copyrights

Schemes of work - intended learning outcomes

Semester 1 (18 hours)

Part One (1-9 hours of the semester)

LISTENING

Students can generally understand and follow the main points of extended discussion on managing investment.

Students can understand straightforward information about companies and investment.

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.

Part Two (1-9 hours of the semester)

LISTENING

Students can understand straightforward information about advertising and how it works.

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

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.

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, provided they can use a dictionary.

SPOKEN INTERACTION

Students can express their opinions on abstract topics like marketing and advertising.

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 and products, 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.

STRATEGIES

Students can join in a discussion on advertising, 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 as well as everyday topics, such as advertising, marketing, presentation.

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 (18 hours)

Part One (1-9 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.

READING

Students can understand basic idiomatic expressions connected with business communication.

Students can understand the main points in straightforward texts on the importance of cultural awareness in business.

SPOKEN INTERACTION

Students can express advice, obligation and necessity.

Students can start a conversation on cultural differences 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 cultural differences, describe their reactions to them and ask other people what they think.

SPOKEN PRODUCTION

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

WRITTEN PRODUCTION

Students can write a summary report.

STRATEGIES

Students can join in a discussion on 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.

Part Two (1-9 hours of the semester)

LISTENING

Students can understand straightforward information about international trade, 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 the main points in straightforward texts on international trade.

SPOKEN INTERACTION

Students can start a conversation on 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 free trade and international markets, describe their reactions to them and ask other people what they think.

SPOKEN PRODUCTION

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

WRITTEN PRODUCTION

Students can write an e-mail summarizing a meeting.

STRATEGIES

Students can join in a discussion on international trade, 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 international trade.