

**English Language Teaching Framework**

**Business and Legal English 1 Level B2 Full time studies First-cycle studies**

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

**Starting level:** B2

**Target level:** B2+

**Preliminary assumptions**

- The course is based on the assumption that students who study at the B2 level have already mastered the English language at the B1 level according to the Common European Framework of Reference for Languages (CEFR), confirmed by the CUE Language Centre placement results.
- The course introduces and develops students' professional competence in their field of specialization, that is law and business (e.g. professional development, contracts of employment, commercial law and tort law).
- 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 analysing 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 to 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, email, taking notes. 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 B2 level, it is their responsibility to bridge the gap to meet the requirements set.

<p><b>1. Aims of the course</b></p>	<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>• To further develop students' language skills</li> <li>• To develop communicative competencies in English</li> <li>• To improve vocabulary range of the language-related aspects of the work of a commercial lawyer</li> <li>• To explore complex grammatical structures</li> <li>• To enable students to use English in academic, professional, business and legal settings</li> <li>• To help present students' personal viewpoint in speech and writing in a clear and coherent manner</li> </ul>
-------------------------------------	--

	<p>in a range of situations typical of the study of law and the practice of law</p> <ul style="list-style-type: none"> <li>• To stimulate self-education learning strategies</li> <li>• To promote team work</li> </ul>
<p><b>2. The content of the course:</b></p>	
<p>Main topic areas</p>	<p><b>Semester I</b></p> <ul style="list-style-type: none"> <li>• Types of legal professions</li> <li>• Law degree courses</li> <li>• Graduate recruitment programmes and internships</li> <li>• Careers and education in law</li> <li>• Expressions used in CVs and in job interviews</li> <li>• Contracts of employment – basic provisions, options and solutions</li> <li>• Attending interviews</li> <li>• Business correspondence: cover letters, CVs- students are familiarised with layouts and levels of formality</li> </ul> <p><b>Semester II</b></p> <ul style="list-style-type: none"> <li>• Commercial law – basic terms: fields, institutions and concepts</li> <li>• Profile of a commercial lawyer</li> <li>• Presentations – structure, language, visual aids, body language, handling questions (presentations on legal issues)</li> <li>• Tort law – key terms</li> <li>• Reporting procedural history – interpreting case notes</li> <li>• Lawyer-client interviews</li> <li>• Frivolous lawsuits</li> <li>• Business correspondence: letter threatening legal action*</li> </ul>
<p>Lexical and grammatical structures</p>	<p><b>Semester I</b></p> <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Time markers and phrases typically associated with different tenses</li> <li>• Comparative and superlative forms</li> </ul> <p><b>Semester II:</b></p> <ul style="list-style-type: none"> <li>• Conditionals (all types)</li> <li>• Direct and indirect questions</li> <li>• Asking for information</li> <li>• Language of presentations</li> </ul>
<p>Language functions / ability to communicate</p>	<ul style="list-style-type: none"> <li>• Giving short presentations summarising students' viewpoints on a given topic</li> <li>• Giving feedback to peers</li> <li>• Expressing opinions and presenting arguments</li> <li>• Written and oral analysis of business and legal texts and recordings</li> <li>• Analysing and selecting information</li> </ul>

	<ul style="list-style-type: none"> <li>• Using professional language connected with students' field of studies</li> <li>• Giving advice, suggesting and solving problems</li> </ul>
Academic component	<ul style="list-style-type: none"> <li>• Reading for understanding and synthesising information from texts</li> <li>• Writing letters, emails</li> <li>• Active participation in typical academic settings: discussions, presentations.</li> <li>• Finding, selecting and presenting information</li> <li>• Analysing information contained in legal documents</li> <li>• Developing autonomy in learning</li> </ul>
<b>3. Expected learning outcomes</b> <b>At the end of the course students:</b> A. know and understand the main ideas, facts and concepts that are included in the main topic areas of the course, confirmed by the CUE Language Centre placement test results as well as understand relationships between acquired knowledge and their field of specialization, B. are able to interact with a degree of fluency and spontaneity expected at the B2 level of English, C. are ready to participate in the business and legal environment actively, taking full responsibility for spoken and written communication they produce and assessing their progress.	
Speaking	<b>At the end of the course students:</b> <ul style="list-style-type: none"> <li>• can express and discuss ideas on a range of professional topics related to the business and legal context in areas covered during the course</li> <li>• can understand and use legal vocabulary and expressions introduced during the course</li> <li>• can deliver presentations using acquired vocabulary and lexical structures</li> <li>• can differentiate between formal, semi-formal and informal styles</li> </ul>
Reading	<b>At the end of the course students:</b> <ul style="list-style-type: none"> <li>• can read, analyse and understand business and legal texts</li> <li>• can comment on the information provided</li> <li>• can recognize the line of argument in the treatment of the issue presented in a written material</li> </ul>
Listening	<b>At the end of the course students:</b> <ul style="list-style-type: none"> <li>• can understand original interviews with experts working in the legal environment</li> <li>• can select information and respond to questions about details, meaning or gist</li> <li>• can understand telephone enquiries</li> </ul>
Writing	<b>At the end of the course students:</b> <ul style="list-style-type: none"> <li>• can take notes while listening</li> <li>• can lay out business letters and emails</li> </ul>

	<ul style="list-style-type: none"> <li>• can write CV and a cover letter</li> <li>• can a letter threatening legal action</li> </ul>
--	--

\* this type of letter might be introduced this semester or in the sixth semester

**Main course book:** Krois-Lindner, A., Firth M., **Translegal Introduction to International Legal English, A course for classroom or self-study use, Cambridge University Press**

**Other Recommended Books:** Allison, J. Appleby, R. de Chazal E. - *The Business B2 - Upper-Intermediate Coursebook*, Macmillan  
 Frost, Andrew. *English Legal Professionals* Oxford: Oxford University Press

**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 (1-15 hours of the semester)**

**LISTENING**

Students can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including a conversation between graduates discussing the law courses offered in different countries.

Students can understand short presentations concerning a graduate recruitment programme.

**READING**

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

Students can rapidly grasp the content and the significance of various course descriptions and graduate recruitment programmes.

**SPOKEN INTERACTION**

Students can take an active part in conversation, expressing clearly their points of view, ideas or feelings with effective turn-taking.

Students can evaluate advantages and disadvantages of various careers in law, working in law firms, and participate in reaching a decision in formal or informal discussions concerning career and educational choices.

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

**SPOKEN PRODUCTION**

Students can present a topical issue in a critical manner and weigh up the advantages and disadvantages of law education, as well as discuss career options and choices.

Students can develop a clear argument, linking their ideas logically and expanding and supporting their points with appropriate examples concerning issues related to legal careers and education.

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

#### WRITTEN PRODUCTION

Students can write formal short emails requesting information.

#### STRATEGIES

Students can use standard phrases to describe legal careers and education, 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 career choices as well as topics related to university education.

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

### **Part Two (1-15 hours of the semester)**

#### LISTENING

Students can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect.

Students can understand in detail conversations about different aspects of contracts of employment.

Students can understand job interviews, including job interview questions.

#### READING

Students can understand the main points in formal and informal CVs.

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

Students can rapidly grasp the content and the significance of specific sections of contracts of employment and of formal letters concerning contracts of employment.

#### SPOKEN INTERACTION

Students can take an active part in conversations related to violation of job contracts and employment law, clearly expressing their points of view, ideas or feelings with effective turn-taking.

Students can evaluate contracts of employment, 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 about the problems of employment and contracts.

#### SPOKEN PRODUCTION

Students can give clear, detailed descriptions of contracts of employment using formal vocabulary.

Students can summarise and paraphrase information from basic contracts.

Students can develop a clear argument concerning possible options and solutions for employment contracts, linking their ideas logically and expanding and supporting their points with appropriate examples.

#### WRITTEN PRODUCTION

Students can write about careers and education in their CVs, even though complex concepts may be oversimplified, and can correct many of their mistakes in the process. Students can produce effective cover letters and applications using standard formats and language.

#### STRATEGIES

Students can generally cover gaps in legal/formal vocabulary and structure with informal paraphrases.

## QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on matters connected to contracts of employment.

Students can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.

## **Semester 2 (30 hours)**

### **Part One (1-15 hours of the semester)**

#### LISTENING

Students can understand the main ideas of complex speech on a profile of a commercial lawyer delivered in a standard dialect, including information about quality and the assessment of recorded presentations.

#### READING

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

Students can rapidly grasp the content and the significance of news, articles and reports on topics connected with commercial law internship.

#### SPOKEN INTERACTION

Students can take an active part in conversation, clearly expressing their points of view, ideas or feelings with effective turn-taking.

Students can sustain their opinions in discussion about legal issues and oral presentations by providing relevant explanations, arguments and comments.

#### SPOKEN PRODUCTION

Students can give clear, detailed descriptions on a wide range of subjects through formal oral presentations on legal issues, linking their ideas logically and expanding and supporting their points with appropriate examples.

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

Students can provide feedback on their peers' presentations.

#### WRITTEN PRODUCTION

Students can write clear texts for visual aids/slides.

#### STRATEGIES

Students can use standard phrases to deliver a presentation, covering gaps in vocabulary and structure with paraphrases.

Students can use passive constructions in the description of the procedural history.

## QUALITY OF LANGUAGE

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

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

### **Part Two (1-15 hours of the semester)**

#### LISTENING

Students can understand the main ideas of a discussion on the topic of legal issues involved in frivolous cases

and the procedural history of these cases, delivered in a standard dialect, including dealing with problems related to copyrights.

Students can understand in detail what is said in a student lawyer-client interview in a law clinic.

#### READING

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

Students can rapidly grasp the content and the significance of news, articles and reports on topics connected with tort law as presented in case notes.

#### SPOKEN INTERACTION

Students can take an active part in conversations about cases, facts, procedural history, ruling and reasoning, clearly expressing their points of view, ideas or feelings with effective turn-taking.

#### SPOKEN PRODUCTION

Students can use different ways of asking for information using direct and indirect forms, modal verbs and conditional structures.

Students can develop a clear argument about defamation and how to respond to allegations, linking their ideas logically and expanding and supporting their points with appropriate examples.

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

#### WRITTEN PRODUCTION

Students can draft a letter threatening legal action and a reply to a demand letter defending or denying the allegations made.

#### STRATEGIES

Students can use standard phrases to describe tort law issues, 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 concerning tort law issues.