

**English Language Teaching Framework**

**Business and Legal English 2 Level B2 Full time first-cycle studies**

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

**Starting level:** B2+

**Target level:** B2+

**Preliminary assumptions**

- The course assumes that students who study at the B2+ level have already mastered the English language at the B2 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, i.e. law and business (e.g., criminal law, real property law, contract law, litigation and arbitration, negotiations).
- 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 and negotiations.
- 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: emails, letters. Appropriate registers, formats and conventions are examined to ensure 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 and explore complex grammatical structures</li> <li>• To enable students to use English in academic, professional, business and legal settings</li> </ul>
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	<ul style="list-style-type: none"> <li>• To help present students' personal viewpoint in speech and writing in a clear and coherent manner</li> <li>• To stimulate self-education learning strategies</li> <li>• To promote teamwork</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>• Basics of criminal law</li> <li>• Punishment – key terms</li> <li>• White-collar crime: insider dealing, regulatory oversight</li> <li>• Identity theft</li> <li>• Real property law and real property investment law – instruments and parties</li> <li>• Purchasing property and tenancy agreements</li> <li>• Conveyancing</li> <li>• Business correspondence: letters and emails of enquiry and replies*, letter of advice, follow-up emails</li> </ul> <p><b>Semester II:</b></p> <ul style="list-style-type: none"> <li>• Basics of contract law</li> <li>• Conditions and warranties</li> <li>• Remedies for breach of contract</li> <li>• Contract clause</li> <li>• Conditions and warranties</li> <li>• Litigation, mediation and arbitration – key terms and phrases</li> <li>• How to avoid litigation</li> <li>• Cost of litigation</li> <li>• Business correspondence: emails of advice, letter of invitation*, letter of complaint and apology*</li> <li>• Business skills – negotiations: hints on negotiation techniques, sample negotiations, language of negotiations, case study of contract for sale</li> </ul>
<p>Lexical and grammatical structures</p>	<p><b>Semester I:</b></p> <ul style="list-style-type: none"> <li>• Adjectives and adverbs – prefixes, present and perfect participles, comparatives and superlatives, order, comparisons</li> <li>• Passive voice, passive to active, causative structures with have and get</li> <li>• Prepositions in the legal context</li> </ul> <p><b>Semester II:</b></p>

	<ul style="list-style-type: none"> <li>• Subjunctive after demand, recommend, it is essential/vital etc.,</li> <li>• Unreal past and past modals</li> <li>• Language of clarification and explanation</li> <li>• Prepositions in the legal context</li> <li>• Language of negotiations</li> </ul>
Language functions/ability to communicate	<ul style="list-style-type: none"> <li>• Talking about possibility</li> <li>• Distinguishing between formal and informal styles</li> <li>• Giving advice and expressing obligation</li> <li>• Talking about cause and effect</li> <li>• Giving short presentations on a legal issue</li> <li>• Negotiating</li> </ul>
Academic component	<ul style="list-style-type: none"> <li>• Reading for understanding and synthesising information from texts</li> <li>• Synthesising information from spoken sources</li> <li>• Writing letters, emails</li> <li>• Active participation in typical academic settings: discussions, negotiations.</li> <li>• Finding, selecting and presenting information</li> <li>• Developing autonomy in learning</li> </ul>
<p><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, aswell as understand relationships between acquired knowledge and their field of specialisation,  B. are able to interact with a degree of fluency and spontaneity expected at the B2 level of English,  C.is ready to participate in the business and legal environment actively, taking full responsibility for the spoken and written communication they produce and assessing their progress.</p>	
Speaking	<p><b>At the end of the course students:</b></p> <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 make and answer telephone enquiries</li> </ul>
Reading	<p><b>At the end of the course students:</b></p> <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 recognise the line of argument in the treatment of the issue presented in a written material</li> </ul>
Listening	<p><b>At the end of the course students:</b></p> <ul style="list-style-type: none"> <li>• can understand original lecture on key terms of contract law delivered by legal professionals</li> </ul>

	<ul style="list-style-type: none"> <li>• can select information and respond to questions about detail, meaning or gist</li> </ul>
Writing	<p><b>At the end of the course students:</b></p> <ul style="list-style-type: none"> <li>• can take notes while listening</li> <li>• can lay out business letters and emails</li> <li>• can write letters and emails of enquiry and replies; of advice, invitation; before action and replies, letters of complaint and apology*</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 white-collar crime delivered in a standard dialect, including information about quality and assessment of recorded presentations.  
 Students can understand oral presentations on identity theft.

**READING**

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

Students can read about white-collar crime, including insider dealing and market abuse, using dictionaries and other reference sources when necessary.

**SPOKEN INTERACTION**

Students can actively participate in discussions of different crimes and offences.  
 Students can evaluate and give feedback on their peers' presentations.

**SPOKEN PRODUCTION**

Students can deliver a presentation on common forms of identity theft and address questions and concerns a law firm's clients might have.

Students can use a number of cause-and-effect expressions to explain changes in white-collar crime and the effect of white-collar crime on society .

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on matters concerning criminal law.

#### WRITTEN PRODUCTION

Students can write standard letters and emails of enquiry and replies following a template.

Students can write a letter of advice.

#### STRATEGIES

Students can use standard phrases to describe issues concerning criminal law.

#### QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to confidently discuss crime by using relevant terminology.

Students can use the language of presentations with ease.

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

#### LISTENING

Students can understand oral presentations on real property law.

Students can understand the main ideas of telephone enquiries about tenancy agreements and buy-to-let.

#### READING

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

Students can rapidly grasp the scope and the significance of real property law and real property investment law as well as of instruments and people.

Students can read and comprehend draft tenancy agreements.

#### SPOKEN INTERACTION

Students can take an active part in a telephone conversation, clearly expressing their points of view or ideas and handle enquiries about real estate.

#### SPOKEN PRODUCTION

Students can stress important information by using emphasising techniques.

#### WRITTEN PRODUCTION

Students can write formal follow-up emails.

#### STRATEGIES

Students can use standard phrases to describe white-collar crime and identity theft, covering gaps in vocabulary and structure with paraphrases.

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 aspects of real property.

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

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

#### LISTENING

Students can understand the main ideas of complex speech on concrete topics delivered in a standard dialect, including topics concerning contract law.

Students can comprehend conversations about aspects of a contract relating to conditions and warranties.

#### 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 significance of contract clauses and excerpts from law textbooks on topics connected with contract law.

Students can understand the structure and content of emails of advice between a law firm and a client.

#### SPOKEN INTERACTION

Students can actively participate in a conversation about breach of contract by providing relevant explanations. Students can discuss the meaning of legal terminology.

Students can ask for clarification and give clear explanation about remedies for breach of contract.

#### SPOKEN PRODUCTION

Students can give clear, detailed descriptions covering a wide range of subjects, linking their ideas logically and expanding and supporting their points with appropriate examples concerning contract law.

Students can summarise information on and arguments from a number of sources, such as law textbooks, conversations, contracts, etc.

#### WRITTEN PRODUCTION

Students can write well laid-out emails of advice.

#### STRATEGIES

Students can use standard phrases to discuss legal matters concerning contract law.

#### QUALITY OF LANGUAGE

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

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.

Students can distinguish between formal and informal styles.

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

#### LISTENING

Students can actively listen to the opposite number in a negotiation and react adequately.

Students can understand the main ideas of a presentation on arbitration law delivered by a non-native speaker.

Students can understand in detail issues behind a dispute arising from a potentially unfair dismissal as discussed during an interview.

#### READING

Students can read and appreciate the importance of adequate negotiating strategies.

Students can rapidly grasp the content and the significance of articles, letters and texts on topics connected with litigation and arbitration.

#### SPOKEN INTERACTION

Students can actively engage in formal business negotiations using language of negotiations.

Students can ask questions on peers' presentations on selected aspects of litigation or arbitration with effective turn-taking.

#### SPOKEN PRODUCTION

Students can develop a clear argument during formal business negotiations, linking their ideas logically and expanding and supporting their points with appropriate explanations.

Students can hold a short talk about an aspect of litigation or arbitration in the domestic jurisdiction, confidently employing relevant terminology.

Students can actively engage in a lawyer-client interview, taking turns to ask and answer questions.

#### WRITTEN PRODUCTION

Students can write a letter before action and a reply and be able to choose the correct degree of formality.

Students can draft a letter of invitation. Students can write letters of complaint referring to breaches of contract.

#### STRATEGIES

Students can use standard phrases to discuss litigation and arbitration 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 litigation and arbitration.

Students are aware of the formality of legal correspondence.

Students can use the correct quality of language to establish facts and encourage focus on facts.