

English Language Teaching Framework

Business and Legal English 3 Level B2 Full time studies First-cycle studies

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

Starting level: B2+

Target level: C1

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., company law, types of business, mergers and acquisitions, international law and comparative 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 meetings.
- 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 entire process of communication, both oral and written.
- The course explores the following business writing genres: letter and email of complaint and apology, letter requesting information, enquiry, replies to request and enquiry, 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 entire 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>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 • To enable students to use English in academic, professional, business and legal settings • To help present students’ personal viewpoint in speech and writing in a clear and coherent manner • To stimulate self-education learning strategies • To promote teamwork • To enable students to chair and participate in meetings
<p>2. The content of the course:</p>	
<p>Main topic areas</p>	<p>Semester I:</p> <ul style="list-style-type: none"> • Company law – who does what in company law • Different types of business structures and their legal aspects • Company liability • Basic documents required when establishing a company: company statute • Mergers and acquisitions – key concepts, risks and opportunities, defence strategies, etc <p>Semester II:</p> <ul style="list-style-type: none"> • Business correspondence: reviewing letters/ emails of enquiry, complaint and apology, assertive writing, letters threatening legal action, letters before action, letters of advice • International law – public and private international law, conflicts of law, treaties , conventions and agreements • Explaining legal terms to non-lawyers • Discourse markers for text cohesion • Chairing and participating in meetings: agreeing/ disagreeing, debating, recommending actions, etc • Comparative law: explaining, comparing and contrasting • Asset protection – presenting complicated information in a clear way, advising on asset protection and summarising options

	<ul style="list-style-type: none"> • Exam revision module: review of the concepts and vocabulary related to various areas of law
Lexical and grammatical structures	<p>Semester I</p> <ul style="list-style-type: none"> • Vocabulary related to company law and types of business • Vocabulary related to the theme of mergers and acquisitions • Consolidation of the following structures: giving advice, making recommendations, explaining, enumerating/sequencing, verb-noun phrases common when starting a company <p>Semester II</p> <ul style="list-style-type: none"> • Inversion and emphasis in formal English • Prepositions and prefixes • Discourse markers • Review and consolidation: Tenses, Passive Voice, Conditional Sentences, Future Time Clauses
Language functions / ability to communicate	<ul style="list-style-type: none"> • Language of meetings • Participating in meeting • Chairing meetings • Summarising students' viewpoints on a given topic • Giving feedback to peers • Expressing opinions and presenting arguments • Agreeing and disagreeing • Written and oral analysis of business and legal texts and recordings • Analysing and selecting information • Using professional language connected with students' field of studies • Giving advice, suggesting and solving problems • Explaining, comparing and contrasting • Explaining legal terms to non-lawyers
Academic component	<ul style="list-style-type: none"> • Reading for understanding and synthesising information from texts • Writing letters, emails • Active participation in typical academic settings: discussions, meetings, debating • Finding, selecting and presenting information • Analysing information contained in diagrams • Developing autonomy in learning
<p>1. Expected learning outcomes At the end of the course students:</p>	

<p>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 results as well as understand relationships between acquired knowledge and their field of specialization,</p> <p>B. are able to interact with a degree of fluency and spontaneity expected at the B2 level of English, which enables them to be understood without strain by native and non-native speakers, either in spoken or written English,</p> <p>C. are ready to participate in the business and legal environment, taking responsibility for spoken and written communication they produce and assessing their progress.</p>	
Speaking	<p>At the end of the course students:</p> <ul style="list-style-type: none"> • can express and discuss ideas on a range of professional topics related to the business and legal context in areas covered during the course • can understand, define and use legal vocabulary and expressions introduced during the course • chair and actively participate in meetings • can differentiate between formal, semi-formal and informal letters
Reading	<p>At the end of the course students:</p> <ul style="list-style-type: none"> • can read, analyse and understand business and legal texts • can comment on the information provided • can recognise the line of argument in the treatment of the issue presented in a written material
Listening	<p>At the end of the course students:</p> <ul style="list-style-type: none"> • can understand original interviews with experts working in legal and business environment • can select information and respond to questions about detail, meaning or gist
Writing	<p>At the end of the course students:</p> <ul style="list-style-type: none"> • can take notes while listening • can lay out business letters and emails <p>can write: letters requesting information/advice and replies; letters of complaint and apology (revision); follow-up letters, letters summarising options</p> <ul style="list-style-type: none"> • can use assertive language

Main course book(s):

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 for Legal Professionals Oxford:
Oxford University Press (unit 1, 5 and 6)

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 discussions about company law and types of business.

READING

Students can read about types of business entity and articles concerning formation of companies with a large degree of independence, using dictionaries and other reference sources selectively when needed.

Students can rapidly grasp the content and the significance of news, articles and reports on topics concerning the setting up of a company.

SPOKEN INTERACTION

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

Students can evaluate the advantages and disadvantages of different types of business entities 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, especially concerning the topic of company formation and respecting the rule of law.

SPOKEN PRODUCTION

Students can present a topical issue in a critical manner and weigh up the advantages and disadvantages of corporation.

Students can give clear, detailed descriptions of different legal issues concerning company statutes.

Students can summarise information and arguments from a number of sources, such as reports, discussions, interviews, presentations on company law and business entities.

WRITTEN PRODUCTION

Students can write at length about the ways of setting up a company, even though complex concepts may be oversimplified, and can correct many of their mistakes in the process.

STRATEGIES

Students can use standard phrases to describe issues concerning new businesses.

Students can generally cover 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 with company law and types of business entities. 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, concerning mergers and acquisitions.

Students can understand discussions on key concepts concerning acquisition risks and opportunities and discussions about candidates for acquisition.

READING

Students can read magazine quotations 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 formal or informal news, articles and reports on topics connected with mergers, acquisitions and company valuation.

Students can understand the main points in formal Letters of Intent, articles of association and an acquisition procedure.

SPOKEN INTERACTION

Students can take an active part in conversation on the pros and cons of taking over a business and methods of financing a takeover, clearly expressing their points of view, ideas or feelings naturally with effective turn-taking.

SPOKEN PRODUCTION

Students can develop a clear argument about acquisitions, linking their ideas logically and expanding and supporting their points with appropriate examples.

Students can summarise information and arguments from sources such as newspaper articles and magazines.

WRITTEN PRODUCTION

Students can write clear descriptions on the basic ideas behind acquisitions.

Students can confidently use assertive language in letters/ emails of complaint and apology.

STRATEGIES

Students can use standard phrases to describe mergers and acquisitions, 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 mergers and acquisitions.

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can understand discussions involving labour policies in the EU and amicable dispute solutions delivered in a standard dialect.

Students can understand the main ideas of complex speech on concrete and abstract topics delivered

in a standard dialect, including discussions about cases involving the laws of more than one jurisdiction.

READING

Students can rapidly grasp the differences between three branches of international law (public, private and supranational).

SPOKEN INTERACTION

Students can take an active part in a debate around labour relations, clearly presenting and defending their arguments, and disagreeing with rival view.

Relying on a case analysis, students can sustain their opinions in discussion by providing relevant explanations, arguments and comments, especially concerning a breach of law.

SPOKEN PRODUCTION

Students can use selected prepositions and prefixes to discuss aspects of international law.

Students can give clear definitions of different legal concept concerning international law.

Students can summarise information and arguments on international law derived from a number of sources, such as conversations, readings, discussions, lectures .

WRITTEN PRODUCTION

Students can write a follow-up letter summarising an interview and advising on the best course of action while drawing on their previous writing practice.

STRATEGIES

Students can use standard phrases to discuss typical issues involved in international law.

Students can use paraphrasing when faced with gaps in vocabulary and structure.

QUALITY OF LANGUAGE

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

Part Two (1-15 hours of the semester)

LISTENING

Students can understand a discussion on the changing impact of differences among legal systems delivered in a standard dialect.

Students can understand discussions on various categories of legal concepts and issues involved in their translation between languages.

Students can comprehend the main ideas of a discussion on legal concepts, including equity and its evolution over time.

READING

Students can read about comparative law and a drive towards harmonisation and globalisation of laws and enforcement of judgements with a large degree of independence, using dictionaries and other reference sources selectively when needed.

Students can revise the concepts of civil law, common law and the major differences between the two systems.

SPOKEN INTERACTION

Students can take an active part in discussion on legal systems around the world, clearly expressing their points of view, ideas or feelings naturally with effective turn-taking.

SPOKEN PRODUCTION

Students can develop a clear argument about asset protection, linking their ideas logically through use of discourse markers.

Students can discuss aspects of jurisdiction and explain them to partners, using comparison and contrast.

WRITTEN PRODUCTION

Students can write a letter summarising options, using discourse markers, comparing and contrasting.

Students can confidently use legal and business language in various letters and emails.

STRATEGIES

Students can use standard phrases to discuss comparative law and expand on selected issues.

Students can use discourse makers for text cohesion.

QUALITY OF LANGUAGE

Students possess a sufficient linguistic awareness to discuss aspects of comparative law without circumlocution.