

English Language Teaching Framework

General Business English 1 Level B2 First-cycle studies

Course duration: 2 semesters - 30 teaching hours

Starting level: B2

Target level: B2+

Preliminary assumptions

- The course is aimed at students who have achieved level B2 of linguistic competence in English (according to the Common European Framework of Reference for Languages – CEFR).
- The course is centered around competencies necessary in a general work environment, involving various activities enabling students to build and maintain successful working relationships, develop behavioral competencies and management skills (giving feedback, making polite requests, dealing with objections, etc.).
- During the course students expand and develop their key language skills: speaking, reading, writing, and listening.
- The course incorporates linguistic skills imperative for successful functioning in an academic environment as well as academic skills (academic component).
- The course fosters the development of students’ professional competence in diverse fields of business (recruitment, quality and standards) with the specific focus on their specialization area.
- After completing the course students should not only understand the concepts related to business areas included in the syllabus, but also be able to implement these in their process of active and creative communication, both oral and written.
- The course explores the following business writing genres: cover letters, internal emails, business emails: complaints, replies to complaints/apologies. Appropriate registers, formats and conventions are examined to ensure the students’ competence in communicating effectively in business contexts.
- The teacher organises the whole teaching and learning process, playing the role of a counsellor and facilitator; final learning outcomes also 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 effectively participating in the course to achieve the intended learning outcomes at level B2+, 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 communicative competence in English • to expand vocabulary range and explore complex grammatical structures • to prepare students to use English proficiently in academic and professional settings • to develop students’ competence and autonomy in participating in complex, professional discourse, including the distinct and coherent presentation of personal standpoint in speech and writing • to develop intercultural awareness and
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	<p>competence</p> <ul style="list-style-type: none"> to foster the development of self-directed, autonomous learning skills and lifelong learning strategies
2. The content of the course:	
Main topic areas	<p>Year I</p> <ul style="list-style-type: none"> Business organization Building a career Quality
Lexical and grammatical structures	<p>Year I</p> <ul style="list-style-type: none"> Basic business terminology: types of business, business sectors, business models, company departments Education and career: financing education, applying for jobs, attending job interviews Quality: concepts, definitions, jobs related to quality control Revision of tenses Revision of conditionals Passives Causative „have“
Language functions / ability to communicate	<ul style="list-style-type: none"> Talking about own career Preparing job application documents Attending job interviews Writing internal emails, a complaint, an apology
Academic component	<ul style="list-style-type: none"> Active participation in panel discussions on the topics studied Functioning in situations typical for academic environment, e.g. discussion, presentation, speech Finding, selecting and analyzing information
3. Expected learning outcomes.	
At the end of the course student:	
<p>A. knows and understands the main ideas, facts and concepts included in the main topic areas of the course, along with distinguishing relationships between acquired knowledge and his/her field of specialisation,</p> <p>B. is able to interact with a degree of fluency and spontaneity expected at B2 level of English, which enables him/her to be understood without strain by native and non-native speakers, either in spoken or written English,</p> <p>C. is ready to actively participate in the business speaking environment, taking full responsibility for spoken and written communication he/she produces and assessing his/her progress.</p>	
Speaking	<p>At the end of the course student:</p> <ul style="list-style-type: none"> knows and understands the rules of conducting efficient and meaningful conversations with various interlocutors in diverse situations, including multi-cultural environment expresses and discusses opinions and points of

	<p>view on the whole range of academic and business topics, specifically the ones covered during the course</p> <ul style="list-style-type: none"> • is able to take part in a job interview run in English
Reading	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • can understand authentic business and academic texts, recognizing different registers, tones, attitudes and stylistic devices (formality, irony, sarcasm, metaphor etc.) • is able to analyse and synthesize information, draw conclusions and abstract meanings
Listening	<p>At the end of the course student:</p> <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 • is able to understand recordings from English-speaking business environment that are related to the studied topics
Writing	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • is able to apply for a job writing adequate CV and cover letter. • is able to write business documents which address the studied issues is able to write business emails which adequately address business issues as well as contribute to building successful business relationships • is aware of the impact business writing has in business communication and is ready to make decisions regarding style and register

Main course book(s):

Course Books:

J. Allison & J. Townend with P. Emmerson – The Business 2.0 B2 Upper-Intermediate, Macmillan, 2013

Additional materials:

Teachers' own materials based on available resources, comprising information about their sources and copyrights.

Schemes of Work – intended learning outcomes

Year I Semester 1 (30 hours)

Part One (1 – 15 hours of the semester)

LISTENING

Students can understand the main ideas of complex speech on topics related to education and its funding.
 Students can understand in detail job interview questions.
 Students can understand interviews and discussions concerning career stages.

READING

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

Students can grasp the content and the significance of news, articles and reports on topics connected with types of business, business sectors, business models, company departments

Students can understand the standard documents used in the recruitment process (CV, cover e-mail).

SPOKEN INTERACTION

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

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

SPOKEN PRODUCTION

Students can develop a clear argument, linking their ideas logically and expanding and supporting their point of view with appropriate examples at a job interview

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

WRITTEN PRODUCTION

Students can write their job application documents.

Students can write a standard formal email requesting or communicating relevant information, following a template.

STRATEGIES

Students can use standard phrases to discuss the studied topics, 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 studied topics.

Students can produce stretches of language with a fairly even tempo; although they can be hesitant searching for expressions.

Part Two (16 – 30 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 general discussions on quality.

Students can understand their interlocutors in a group discussion.

READING

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

Students can grasp the content and the significance of news, articles and reports on topics connected with quality standards and their implications.

Students can understand correspondence relating to quality (complaints and apologies).

SPOKEN INTERACTION

Students can find out and pass on detailed information reliably, face-to-face and on the phone, asking follow up questions and getting clarification or elaboration when necessary.

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

SPOKEN PRODUCTION

Students can compare and evaluate solutions.

Students can make requests and react to them appropriately.

WRITTEN PRODUCTION

Students can write internal emails regarding complaints and dealing with complaints.

STRATEGIES

Students can overcome 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 studied issues

Semester 2 (30 hours)

Part One (1 – 15 hours of the semester)

LISTENING

Students can understand the main ideas of complex speech on topics related to quality.

Students can follow presentations, even if their organisation and language are both complex.

READING

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

Students can grasp the content and the significance of news, articles and reports on topics connected with quality standards and their implications.

Students can understand correspondence relating to quality (complaints and apologies).

SPOKEN INTERACTION

Students can understand and exchange complex information and advice relating to fields with which they have some familiarity, including coaching.

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

SPOKEN PRODUCTION

Students can give clear, well-developed, detailed descriptions on a range of subjects related to the studied topics, expanding and supporting their ideas.

Students can develop an argument systematically, highlighting significant points and including supporting detail where necessary

WRITTEN PRODUCTION

Students can write a standard formal/neutral email of complaint and respond to a complaint in an appropriate style (apology).

STRATEGIES

Students can use standard phrases to discuss the studied topics, 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 studied topics.

Students can produce stretches of language with a fairly even tempo; although they can be hesitant searching for expressions.

Part Two (16 - 30 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 general discussions on managing people and projects. Students can follow a specific discussion e.g. performance appraisal

READING

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

Students can grasp the content and the significance of texts, articles and reports on topics connected with managing people and projects

SPOKEN INTERACTION

Students can understand and exchange complex information and advice relating to fields with which they have some familiarity, including coaching.

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

SPOKEN PRODUCTION

Students can give clear, well-developed, detailed descriptions on a range of subjects related to the studied topics, expanding and supporting their ideas.

Students can develop an argument systematically, highlighting significant points and including supporting detail where necessary.

WRITTEN PRODUCTION

Students can write documents to express abstract ideas as well as topical subjects, correcting most of their mistakes in the process.

STRATEGIES

Students can help the development of a discussion by giving feedback and following up what people say.

QUALITY OF LANGUAGE

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

Students can use a variety of linking words efficiently to mark clearly the relationships between ideas.