

English Language Teaching Framework

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

Course duration: 1 semester - 30 teaching hours

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 English at the B1 level according to the Common European Framework of Reference for Languages (CEFR), as confirmed by the KUE Language Centre placement test results.
- The course introduces and develops students' professional competence in their field of specialisation, i.e. law and business (e.g. professional development, contracts of employment).
- Throughout the course, students are expected to develop and improve both receptive skills, such as listening and reading, and productive skills – speaking and writing – by being exposed to articles, recordings, videos, podcasts and case studies set in a 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 critical manner.
- During the course, the teacher uses every opportunity to encourage discussion and communication, with strong emphasis on soft skills and business skills, such as presentations.
- Having completed the course, students should be able not only to comprehend concepts related to business and/or legal areas, but also to apply them throughout the entire process of communication, both oral and written.
- The course explores the following business writing genres: CV, cover letter, email and note-taking. Appropriate registers, formats and conventions are examined to ensure students' competence in communicating effectively in business contexts.
- The teacher plays the role of organiser, facilitator and counsellor throughout the teaching and learning process. However, final learning outcomes depend on students' individual work during the course, their willingness to learn and the sufficient time devoted to learning.
- If students' initial knowledge and skills prevent them from effective participation in the course and from achieving the intended learning outcomes at the B2+ level, it is their responsibility to bridge the gap in order to meet the requirements set.

<p>1. Aims of the course</p>	<ul style="list-style-type: none"> • To further develop students' language skills • To develop communicative competence in English • To improve the range of vocabulary related to the language aspects of the work of a commercial lawyer • To explore complex grammatical structures • To enable students to use English in academic,
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	<p>professional, business and legal settings</p> <ul style="list-style-type: none"> • To help students present their personal viewpoints in speech and writing in a clear and coherent manner in a range of situations typical of the study and practice of law • To stimulate self-directed learning strategies • To promote teamwork
2. The content of the course:	
Main topic areas	<p>Main topic areas</p> <ul style="list-style-type: none"> • Types of legal systems: common law vs. civil law; origins of law • Types of law • Legal professions • Law degree courses • Graduate recruitment programmes and internships • Careers and education in law • Expressions used in CVs and job interviews • Contracts of employment – basic provisions, options and solutions • Attending interviews • Business correspondence: cover letters and CVs – students are familiarised with layouts and levels of formality
Lexical and grammatical structures	<ul style="list-style-type: none"> • Tenses • Time markers and phrases typically associated with different tenses
Language functions / ability to communicate	<ul style="list-style-type: none"> • Giving short presentations summarising students' viewpoints on a given topic • Giving feedback to peers • Expressing opinions and presenting arguments • Written and oral analysis of business and legal texts and recordings • Analysing and selecting information • Using professional language connected with students' field of study • Giving advice, making suggestions and solving problems
Academic component	<ul style="list-style-type: none"> • Giving short presentations summarising students' viewpoints on a given topic

	<ul style="list-style-type: none"> • Giving feedback to peers • Expressing opinions and presenting arguments • Written and oral analysis of business and legal texts and recordings • Analysing and selecting information • Using professional language connected with students' field of study • Giving advice, making suggestions and solving problems
<p>3. Expected learning outcomes</p> <p>At the end of the course, students:</p> <p>A. know and understand the main ideas, facts and concepts included in the main topic areas of the course, as confirmed by the CUE Language Centre placement test results, and understand the relationships between the acquired knowledge and their field of specialisation;</p> <p>B. are able to interact with a degree of fluency and spontaneity expected at the B2+ level of English;</p> <p>C. are ready to participate actively in the business and legal environment, taking full responsibility for the 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 the areas covered during the course; • can understand and use legal vocabulary and expressions introduced during the course; • can differentiate between formal, semi-formal and informal styles.
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 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 the legal environment; • can select information and respond to questions about details, meaning or gist; • can understand telephone enquiries.
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

	<ul style="list-style-type: none"> • can write CV and a cover letter
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* this type of letter might be introduced this semester or in the sixth semester

Main course book:

Kreis-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, Unit 1
 Frost, Andrew. English Legal Professionals Oxford: Oxford University Press, Unit 2

Additional materials:

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

Schemes of work - intended learning outcomes

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 conversations between graduates discussing law courses offered in different countries.

Students can understand short presentations concerning a graduate recruitment programme.

READING

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

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

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 evaluate the advantages and disadvantages of various legal careers and working in law firms, and participate in reaching decisions 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 legal education, as well as discuss career options and choices.

Students can develop a clear argument, linking their ideas logically and supporting them with appropriate examples concerning legal careers and education.

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

WRITTEN PRODUCTION

Students can write short formal 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 with career choices and university education.

Students can produce stretches of language with a fairly even tempo; although they may hesitate while searching 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 interview questions.

READING

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

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

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

SPOKEN INTERACTION

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

Students can evaluate contracts of employment and participate in reaching decisions in formal or informal discussions.

Students can sustain their opinions by providing relevant explanations, arguments and comments about employment issues 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.

WRITTEN PRODUCTION

Students can write about careers and education in their CVs, even if complex concepts are somewhat simplified, 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 and 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 with contracts of employment.

Students can communicate with reasonable accuracy and correct mistakes that lead to misunderstandings.