

**English Language Teaching Framework**  
**Business and Legal English 2 Level B2 Full- time full-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 studying 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), as confirmed by the KUE Language Centre placement results.
- The course introduces and develops students' professional competence in their field of specialisation, i.e. law and business (e.g. criminal law, real property law, contract law, litigation and arbitration, presentations and negotiations).
- 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 much emphasis placed on soft skills and business skills, such as presentations and negotiations.
- 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 process of communication, both oral and written.
- The course explores the following business writing genres: emails and 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 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 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 C1 level, it is their responsibility to bridge the gap in order 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 competence 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</li> </ul>
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	<p>and legal settings</p> <ul style="list-style-type: none"> <li>• To help students present their personal viewpoints in speech and writing in a clear and coherent manner</li> <li>• To stimulate self-directed 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>Main topic areas</b></p> <p><b>Semester I:</b></p> <ul style="list-style-type: none"> <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>• Business correspondence: letter threatening legal action</li> <li>• Basics of criminal law</li> <li>• Punishment – key terms</li> <li>• Criminal procedure</li> <li>• White-collar crime: insider dealing, regulatory oversight</li> <li>• Identity theft</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 clauses</li> <li>• Real property: purchasing property and tenancy agreements</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: letter of complaint and apology, letter before action</li> <li>• Business skills – negotiations: negotiation techniques, sample negotiations, language of negotiations, case study of a contract for sale</li> </ul>
<p>Lexical and grammatical structures</p>	<p><b>Semester I:</b></p> <ul style="list-style-type: none"> <li>• Conditionals (all types) plus past modals</li> <li>• Direct and indirect questions</li> <li>• Passive voice (active to passive and passive to active), causative structures with <i>have</i> and <i>get</i></li> <li>• Prepositions in the legal context</li> <li>• Language of presentations</li> </ul>

	<p><b>Semester II:</b></p> <ul style="list-style-type: none"> <li>• Subjunctive after <i>demand, recommend, it is essential/vital, etc.</i></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 and emails</li> <li>• Active participation in typical academic settings: discussions and negotiations</li> <li>• Finding, selecting and presenting information</li> <li>• Developing autonomy in learning</li> </ul>
<p><b>3.Expected learning outcomes</b></p> <p><b>At the end of the course students:</b></p> <p>A. Know and understand the main ideas, facts and concepts included in the main topic areas of the course, as well as understand the relationships between acquired knowledge and their field of specialisation.</p> <p>B. Are able to interact with a degree of fluency and spontaneity expected at the C1 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><b>At the end of the course students:</b></p> <ul style="list-style-type: none"> <li>• Can give presentations and express and discuss ideas on a range of professional topics related to the business and legal context in the areas covered during the course.</li> <li>• Can understand and use legal vocabulary and expressions introduced during the course.</li> <li>• Can advise a client on legal procedures and interpret contract clauses.</li> <li>• Can participate in professional negotiations.</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 an issue presented in 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 lectures on key terms of contract law delivered by legal professionals.</li> <li>• Can select information and respond to questions about</li> </ul>

	detail, meaning or gist.
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 correctly.</li> <li>• Can write letters before action, letters of complaint and apology, and related professional correspondence.</li> </ul>

**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 delivered in a standard dialect, including information about the quality and assessment of recorded presentations.

**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 discussions 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 and presentations.

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 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 may hesitate while searching for expressions, there are few noticeably long pauses when delivering short presentations.

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

### **LISTENING**

Students can understand the main ideas of discussions on legal issues involved in tort and criminal cases and the procedural history of these cases, delivered in a standard dialect, including issues related to copyright.

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 significance of news, articles and reports on topics connected with tort and criminal law as presented in case notes.

### **SPOKEN INTERACTION**

Students can take an active part in conversations about cases, facts, procedural history, rulings 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 different crimes and how to respond to allegations, linking their ideas logically and supporting them with appropriate examples.

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

### **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.

## **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 high 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 exchanged between a law firm and a client.

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 handling enquiries about real estate, sales and purchase contracts.

Students can actively participate in conversations about breach of contract by providing relevant explanations.

Students can discuss the meaning of legal terminology.

Students can ask for clarification and provide clear explanations regarding 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 related to contract law.

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

### **WRITTEN PRODUCTION**

Students can write well-laid-out emails of advice.

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

### **LISTENING**

Students can actively listen to the other party in a negotiation and respond appropriately.

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

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

### **READING**

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

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

### **SPOKEN INTERACTION**

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

Students can ask questions following their peers' presentations on selected aspects of litigation or arbitration, demonstrating 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 deliver a short talk on an aspect of litigation or arbitration within the domestic jurisdiction, confidently employing relevant terminology.

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

**WRITTEN PRODUCTION**

Students can write a letter before action and a reply, selecting the appropriate degree of formality.

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 through paraphrasing.

**QUALITY OF LANGUAGE**

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

Students demonstrate awareness of the appropriate level of formality in legal correspondence.

Students can use appropriate language to establish facts and maintain a focus on factual information.