

English Language Teaching Framework

Business and Legal English 3 Level B2 Full- time studies 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 English 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. company law, types of business, mergers and acquisitions, international law).
- Throughout the course, students are expected to develop and improve both receptive skills (listening and reading) and productive skills (speaking and writing) by being exposed to articles, recordings, videos, podcasts, and case studies set in business and legal contexts.
- 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.
- The teacher uses every opportunity to encourage discussion and communication, placing strong emphasis on soft skills and business skills, such as participating in and chairing meetings.
- Upon completion of the course, students should be able not only to comprehend concepts related to business and/or legal areas but also to apply them effectively in both oral and written communication.
- The course explores the following business writing genres: letters and emails of complaint and apology; letters requesting information; enquiries; replies to requests and enquiries; and note-taking. Appropriate registers, formats, and conventions are examined to ensure students' competence in communicating effectively in business contexts.
- The teacher acts as an organiser, facilitator, and counsellor throughout the teaching and learning process. However, final learning outcomes depend on students' individual work, their willingness to learn, and the time devoted to independent study.
- If students' initial knowledge and skills prevent them from participating effectively in the course and achieving the intended learning outcomes at the C1 level, it is their responsibility to bridge the gap and meet the requirements set.

<p>1. Aims of the course</p>	<ul style="list-style-type: none"> • Aims of the course: • To further develop students' language skills • To develop communicative competence in English • To expand vocabulary range and explore complex grammatical structures
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	<ul style="list-style-type: none"> • To enable students to use English in academic, professional, business, and legal settings • To help students present their viewpoints in speech and writing in a clear and coherent manner • To stimulate independent learning strategies • To promote teamwork • To enable students to chair and participate effectively 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 – roles and responsibilities in company law • Different types of business structures and their legal aspects • Company formation and liability • Basic documents required when establishing a company: company statutes, articles of association • Mergers and acquisitions – key concepts, risks and opportunities, defence strategies, etc. • Business correspondence: letters/emails of advice • Explaining legal terms to non-lawyers <p>Semester II</p> <ul style="list-style-type: none"> • International law – public and private international law, conflicts of law, treaties, conventions, and agreements • Inversion and emphasis in formal English • Chairing and participating in meetings (mediation/arbitration): agreeing/disagreeing, debating, recommending actions • Summarising students' viewpoints on a given topic • Giving feedback to peers • Expressing opinions and presenting arguments • Agreeing and disagreeing • Exam revision module: review of concepts and vocabulary related to various areas of law • Business correspondence: reviewing letters/emails of complaint and apology; assertive writing; letters threatening legal action; letters before action; letters of advice

<p>Lexical and grammatical structures</p>	<p>Semester I</p> <ul style="list-style-type: none"> • Vocabulary related to company law and types of business • Vocabulary related to mergers and acquisitions • Consolidation of structures: giving advice, making recommendations, explaining, enumerating/sequencing, verb–noun collocations commonly used when establishing a company <p>Semester II</p> <ul style="list-style-type: none"> • Vocabulary related to key aspects of international law • Inversion and emphasis in formal English • Prepositions and prefixes • Discourse markers • Review and consolidation: tenses, passive voice, conditional sentences, modal verbs
<p>Language functions / ability to communicate</p>	<ul style="list-style-type: none"> • Language of meetings • Participating in meetings • Chairing meetings • Summarising 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 study • Giving advice, making suggestions, and solving problems • Explaining, comparing, and contrasting • Explaining legal terms to non-lawyers
<p>Academic component</p>	<ul style="list-style-type: none"> • Reading for understanding and synthesising information from texts • Writing letters and emails • Active participation in academic settings: discussions, meetings, debates • Finding, selecting, and presenting information • Analysing information contained in diagrams • Developing learner autonomy
<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 KUE 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 C1 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 business and legal contexts covered during the course • Can understand, define, and use legal vocabulary and expressions introduced during the course • Can 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 written materials
Listening	<p>At the end of the course students:</p> <ul style="list-style-type: none"> • Can understand authentic interviews with experts working in legal and business environments • Can select information and respond to questions about detail, meaning, and gist
Writing	<p>At the end of the course students:</p> <ul style="list-style-type: none"> • Can take notes while listening • Can structure and format business letters and emails correctly • Can write letters requesting information or advice and replies; letters of complaint and apology (revision); follow-up letters; and letters summarising options • Can use assertive language appropriately

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**

Frost, Andrew. English for Legal Professionals Oxford: Oxford University Press (unit 1, 5)

Other Recommended Books: Allison, J. Appleby, R. de Chazal E. - The Business B2 - Upper-Intermediate Coursebook, Macmillan

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 entities and articles concerning the formation of companies with a high degree of independence, using dictionaries and other reference sources selectively when needed.

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

SPOKEN INTERACTION

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

Students can evaluate the advantages and disadvantages of different types of business entities and participate in decision-making in both formal and informal discussions.

Students can sustain their opinions in discussions by providing relevant explanations, arguments, and comments, especially concerning company formation and respect for the rule of law.

SPOKEN PRODUCTION

Students can present a topical issue critically and weigh up the advantages and disadvantages of a corporation.

Students can give clear and detailed descriptions of various legal issues concerning company statutes.

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

WRITTEN PRODUCTION

Students can write at length about ways of setting up a company, even if complex concepts are occasionally oversimplified, and can correct many of their mistakes during the writing process.

STRATEGIES

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

Students can generally compensate for 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 connected with company law and types of business entities. 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 concerning mergers and acquisitions.

Students can understand discussions of key concepts related to acquisition risks and opportunities, as well as discussions about potential acquisition targets.

READING

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

Students can rapidly grasp the content and significance of formal and informal news, articles, and reports on topics connected with mergers, acquisitions, and company valuation.

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

SPOKEN INTERACTION

Students can take an active part in conversations about the advantages and disadvantages of taking over a business and methods of financing a takeover, clearly expressing their points of view, ideas, or feelings naturally and using effective turn-taking strategies.

SPOKEN PRODUCTION

Students can develop a clear argument about acquisitions, linking ideas logically and expanding and supporting 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 of 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 and compensate for 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 mergers and acquisitions.

Semester 2 (30 hours)

Part One (1–15 hours of the semester)

LISTENING

Students can understand discussions involving various international legal issues 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 the three branches of international law (public, private, and supranational).

SPOKEN INTERACTION

Students can take an active part in debates on international legal issues, clearly presenting and

defending their arguments and disagreeing with opposing views.

Drawing on case analysis, students can sustain their opinions in discussions by providing relevant explanations, arguments, and comments, especially concerning breaches 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 concepts concerning international law.

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

WRITTEN PRODUCTION

Students can write a follow-up letter summarising an interview and advising on the best course of action, 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 their 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 may hesitate while searching for expressions, there are few noticeably long pauses.

Part Two (1–15 hours of the semester)

LISTENING

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

READING

Students can read about different legal issues, the globalisation of law, and the enforcement of judgments with a high degree of independence, using dictionaries and other reference sources selectively when needed.

SPOKEN INTERACTION

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

SPOKEN PRODUCTION

Students can develop a clear argument about a selected legal issue, linking ideas logically through the use of discourse markers.

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

WRITTEN PRODUCTION

Students can write a letter summarising options, using discourse markers and appropriate comparison and contrast.

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

STRATEGIES

Students can use standard phrases to discuss legal issues and expand on selected topics.

Students can use discourse markers for textual cohesion.

QUALITY OF LANGUAGE

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