

**English Language Teaching Framework**

**Business and Legal English 3 Level C1 Full time studies Long-cycle studies**

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

**Starting level:** C1+

**Target level:** C1+

**Preliminary assumptions:**

- ✓ The course is based on the assumption that students successfully completed Course 2 in Business and Legal English, level C1.
- ✓ The course introduces and develops students' professional competence in their field of specialization, that is law and business (e.g. managing crisis, managing risk, protecting IP rights, types of contracts, criminal 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 develop language skills needed for academic purposes, such as reading, understanding and analyzing different materials and resources in a diagnostic way.
- ✓ During the course the teacher uses every opportunity to encourage discussions and communication, with much emphasis put on soft skills and business skills, such as participation in business 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 whole process of communication, both oral and written.
- ✓ The course explores the following business writing genres: letters/emails of advice. 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 counselor of the whole process of teaching and learning. However, final learning outcomes depend on students' individual work during the course and their willingness to devote sufficient time to the process of learning.
- ✓ If students' initial knowledge and skills prevent them from effective participation in the course to achieve the intended learning outcomes at the C1+ level, it is their responsibility to bridge the gap 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 competencies 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 and legal settings</li> <li>• to help present students' personal viewpoint in speech and writing in a clear and coherent manner</li> <li>• to stimulate self-education learning strategies</li> <li>• to promote team work</li> </ul>
<p><b>2.The content of the course:</b></p>	
<p>➤ Main topic areas</p>	<p><b>Semester I</b></p> <ul style="list-style-type: none"> <li>• Managing risk</li> <li>• Managing crisis/communicating in a crisis</li> <li>• Protecting intellectual property/remedies for infringement</li> <li>• Business correspondence: legal memo, email/ letter of advice</li> <li>• Chairing and participating in business meetings</li> </ul> <p><b>Semester II</b></p> <ul style="list-style-type: none"> <li>• Contract law: types of contracts, contract clauses, legal terms and conditions</li> <li>• Criminal law: the purpose of criminal law, types of offences and types of punishments</li> <li>• Criminal procedures</li> <li>• Business correspondence – review</li> </ul>
<p>➤ Lexical and grammatical structures</p>	<p><b>Semester I</b></p> <ul style="list-style-type: none"> <li>• Perspective and stance expressions (ways of expressing opinion, attitude and evaluation through stance adverbials and prepositional phrases)</li> <li>• Crisis communication strategies</li> <li>• Vocabulary related to e-crimes/cybercrimes</li> <li>• Copyright, intellectual property protection, remedies for infringement</li> <li>• Giving advice and recommendations</li> <li>• Language of meetings</li> <li>• Business correspondence: legal memo, letter/e-mail of advice</li> </ul> <p><b>Semester II</b></p> <ul style="list-style-type: none"> <li>• Expressions used in contracts (clauses, parts of contracts, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Vocabulary related to types of crimes, types of punishments, criminal procedure</li> <li>• Language of allegations, assumptions and accusations</li> <li>• Negative prefixes</li> </ul>
➤ Language functions / ability to communicate	<ul style="list-style-type: none"> <li>• Giving feedback to peers</li> <li>• Expressing opinions and presenting arguments</li> <li>• Written and oral analysis of business and legal texts and recordings</li> <li>• Analysing and selecting information</li> </ul>
➤ Academic component	<ul style="list-style-type: none"> <li>• Reading for understanding and synthesizing information from texts</li> <li>• Active participation in typical academic settings: discussions, meetings.</li> <li>• Finding, selecting and presenting information</li> <li>• Developing autonomy in learning</li> </ul>

### 3.Expected learning outcomes:

#### At the end of the course student:

A. knows and understands the main ideas, facts and concepts that are included in the main topic areas of the course, as well as understands relationships between acquired knowledge and his/her field of specialization,

B. is able to interact with a degree of fluency and spontaneity expected at the C1+ level of English,

C. is ready to participate in the business and legal environment actively, taking full responsibility for spoken and written communication he/she produces and assessing his/her progress.

➤ Speaking	<b>At the end of the course student:</b> <ul style="list-style-type: none"> <li>- 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</li> <li>- can understand and use business and legal vocabulary and expressions introduced during the course</li> </ul>
➤ Reading	<b>At the end of the course student:</b> <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 recognize the line of argument presented in text</li> </ul>
➤ Listening	<b>At the end of the course student:</b> <ul style="list-style-type: none"> <li>- can understand conversations/interviews/presentations related to legal matters</li> <li>- can select information and respond to questions about details, meaning or gist</li> </ul>
➤ Writing	<b>At the end of the course student:</b> <ul style="list-style-type: none"> <li>- can take notes while listening</li> <li>- can write letters/e-mails of advice</li> <li>- can differentiate between formal, semi-formal and informal styles of writing</li> <li>- can create an agenda of a meeting and write well -structured action minutes</li> </ul>

### **Course books and supplementary materials:**

- A. Krois – Lindner, M. Firth: *Introduction to International Legal English* : Cambridge University Press
- J. Allison, R. Appleby, E. de Chazal: *The Business 2.0 C1 Advanced*: Macmillan
- A. Frost: *English for Legal Professionals*: Oxford University Press
- A. Krois-Lindner and TransLegal: *International Legal English*: Cambridge University Press
- Teacher’s own materials based on available resources, comprising information about their sources and copyrights.

### **Schemes of work - intended learning outcomes**

#### **Semester 1 (30 hours)**

#### **LISTENING**

##### **Students can:**

- understand explanations and advice related to identifying and mitigating business risks, thus developing the ability to interpret organisational responses to potential threats.
- follow discussions on crisis scenarios and communication strategies, which enables them to recognise how decisions evolve under pressure.
- comprehend presentations on intellectual property protection and remedies for infringement, so as to identify appropriate legal actions and their implications.

#### **READING**

##### **Students can:**

- interpret texts on risk-management frameworks and crisis-communication plans, thereby gaining insight into how organisations prepare for emergencies.
- analyse documents related to copyright, trademarks or patents in order to understand key legal concepts and their practical application.
- understand vocabulary related to cybercrimes and digital threats
- read and evaluate legal memos and letters of advice, thus recognising tone, structure, and communicative purpose.
- comprehend articles on copyright litigation and copyrights agreements.

#### **SPOKEN INTERACTION**

##### **Students can:**

- participate in discussions on risk assessment and crisis scenarios, articulating cause-and-effect relationships and proposing appropriate responses.
- engage in conversations on intellectual property protection
- chair or participate in business meetings effectively, in turn guiding discussions, clarifying points, and summarising decisions.

## **SPOKEN PRODUCTION**

### **Students can:**

- summarise information from various sources on crisis communication, risk management, or IP protection, presenting coherent and well-structured overviews.
- provide clear recommendations in professional contexts, so as to communicate reasoning and expected outcomes effectively.

## **WRITTEN PRODUCTION**

### **Students can:**

- produce letters/emails of advice, demonstrating command of structure, tone, and professional register.
- draft meeting-related documents such as agenda, minutes or follow-up emails, so as to ensure clear communication of decisions and next steps.

## **STRATEGIES**

### **Students can:**

- monitor and edit their speech and writing, thus improving accuracy, coherence, and stylistic appropriateness.
- use various language functions appropriately when participating in business meetings
- correct their oral and/or written mistakes on their own or with some help of the teacher.

## **QUALITY OF LANGUAGE**

### **Students can:**

- produce well-structured speech and writing linking their ideas into a coherent text.
- formulate statements in a very precise manner using technical expressions fluently and appropriately.
- demonstrate control over tone and register, so as to meet the expectations of communication in business/legal context

## **Semester 2 (30 hours)**

### **LISTENING**

#### **Students can:**

- identify contractual disputes while listening to interviews between a client and a lawyer.
- understand recorded conversations/presentations focusing on contract clauses, terms and conditions, and remedies for breach of contract.
- follow conversations related to the subject of criminal law (criminal offences, types of punishments, etc.)

## **READING**

### **Students can:**

- analyse and comprehend contracts of sale and other agreements to identify their main terms and conditions.
- read and understand texts related to various types of offences/crimes and punishments for those
- understand the language of different types of contracts in which opinions, viewpoints and connections are discussed, recognizing contradictions, inconsistencies, or illogical arguments.
- recognise inconsistencies or illogical arguments in legal documents, thereby evaluating the coherence and validity of legal reasoning.

## **SPOKEN INTERACTION**

### **Students can:**

- participate in a pair/group discussion, fluently expressing their views, arguments concerning various contracts and contractual disputes as well as various aspects of criminal law.
- formulate convincing arguments and respond to questions, comments and complex counter arguments fluently, spontaneously and appropriately, especially while participating and chairing business meetings.
- use language of allegations, assumptions, and accusations accurately.

## **SPOKEN PRODUCTION**

### **Students can:**

- summarise orally information from different sources, selecting the most relevant ideas, and reconstructing arguments in a coherent presentation of a topic.
- make clear conclusions after meetings.

## **WRITTEN PRODUCTION**

### **Students can:**

- produce well-structured business correspondence with a high degree of grammatical correctness and appropriate vocabulary style and register.
- write various business/legal letters/emails bearing in mind the layout and formality of the language.
- write action minutes following a business meeting.

## **STRATEGIES**

### **Students can:**

- interact naturally, using non-verbal and intonational cues with almost no effort.
- edit their written work to achieve better effects.
- use a variety of legal and business expressions to introduce their remarks and/or counter arguments.

## **QUALITY OF LANGUAGE**

### **Students can:**

- overcome vocabulary gaps with alternatives demonstrating their broad range of vocabulary and a good command of language.
- express themselves fluently and spontaneously, almost effortlessly while discussing business and/or legal issues.
- use language flexibly and effectively for both social and occupational purposes..