

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. setting up a business, types of companies, mergers and acquisitions, types of contracts).
- ✓ 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 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 complaint and apology, letters of intent, letters 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>1.Aims of the course</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • to further develop students' language skills • to develop communicative competencies in English • to improve vocabulary range and explore complex grammatical structures • to enable students to use English in academic, professional, business and legal settings • to help present students' personal viewpoint in speech and writing in a clear and coherent manner • to stimulate self-education learning strategies • to promote team work
<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: legal aspects of setting up a business, types of business structures, roles in company management • Business documents required to establish the company • Business alliances: mergers and acquisitions • Business correspondence – letter of advice <p>Semester II</p> <ul style="list-style-type: none"> • Contract law: types of contracts, contract clauses, legal terms and conditions • Contractual disputes • Criminal law: the purpose of criminal law, types of offences and types of punishments • Criminal procedures • Business correspondence – review • Chairing and participating in business meetings
<p>➤ Lexical and grammatical structures</p>	<p>Semester I</p> <ul style="list-style-type: none"> • Vocabulary related to mergers and takeovers (defence against hostile takeovers), legal terms related to takeovers • Verb and noun combinations • Giving advice and recommendations • Giving reasons • Business correspondence: letter of advice <p>Semester II</p> <ul style="list-style-type: none"> • Present and past participles to make sentences more compact in documents • Expressions used in contracts (clauses, parts of contracts, etc.) • Inverted conditionals used in contracts • Language of allegations, assumptions and accusations

	<ul style="list-style-type: none"> • Negative prefixes • Language of meetings
➤ Language functions / ability to communicate	<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
➤ Academic component	<ul style="list-style-type: none"> • Reading for understanding and synthesizing information from texts • Active participation in typical academic settings: discussions, meetings. • Finding, selecting and presenting information • Developing autonomy in learning
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	At the end of the course student: <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 business and legal vocabulary and expressions introduced during the course
➤ Reading	At the end of the course student: <ul style="list-style-type: none"> - can read, analyse and understand business and legal texts - can comment on the information provided - can recognize the line of argument in the treatment of the issue presented in a written material
➤ Listening	At the end of the course student: <ul style="list-style-type: none"> - can understand original interviews with experts working in business and legal environment - can select information and respond to questions about details, meaning or gist
➤ Writing	At the end of the course student: <ul style="list-style-type: none"> - can take notes while listening - can write letters of advice - can differentiate between formal, semi-formal and informal letters - can create an agenda of a meeting and write well -structured action minutes

Main course book: A. Krois – Lindner, M. Firth: *Introduction to International Legal English* : Cambridge University Press

Supplementary materials:

- 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 instructions and advice related to establishing a company.

Students can understand a wide range of technical expressions connected with company procedures used in takeovers.

Students can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly, e.g. planning an acquisition.

READING

Students understand the content of basic documents required to establish the company as well as the specific vocabulary related to types of companies and setting up businesses.

Students can understand texts related to business alliances and legal documents used in mergers and acquisitions.

SPOKEN INTERACTION

Students can actively participate in conversations on various types of businesses discussing their advantages and disadvantages and documents needed to establish a company.

Students can participate easily and appropriately in conversations while discussing business and/legal issues such as M&A procedures and financing takeovers.

Students can express their opinions fluently, following their points of view, presenting arguments 'for' and 'against'.

SPOKEN PRODUCTION

Students can put together information from different sources and relate it in a coherent summary, e.g. while reading and discussing the issue of forming a company or discussing the reasons for concluding various types of business alliances.

Students can give an elaborate description or account of a topic of relevance, integrating themes, developing particular points and concluding appropriately.

WRITTEN PRODUCTION

Students can write about the ways of setting up a company giving detailed examples of documents needed to establish one.

Students are able to produce letters/e-mails of advice.

STRATEGIES

Students can use a variety of appropriate expressions to introduce their remarks related to various topics, e.g. establishing companies or types of businesses.

Students can monitor their speech and writing to correct mistakes they make.

QUALITY OF LANGUAGE

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

Students can communicate fluently and spontaneously using vocabulary related to law and business.

Students can focus their attention effectively on how they formulate things to use a broader range of vocabulary.

Semester 2 (30 hours)

LISTENING

Students can identify contractual disputes while listening to interviews between a client and a contract lawyer.

Students can understand recorded conversations/presentations focusing on terms and conditions of various contracts and remedies for breach of contract.

Students can understand conversations related to the subject of criminal law.

READING

Students can understand both the general and detailed content of lengthy texts, and locate relevant details.

Students can go through contracts of sale without much effort to identify their main terms and conditions.

Students can understand the language of different types of contracts in which opinions, viewpoints and connections are discussed, recognizing contradictions, inconsistencies, or illogical arguments.

Students can understand vocabulary related to various types of offences/crimes and punishments for those

SPOKEN INTERACTION

Students can easily 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.

Students can formulate convincing arguments and respond to questions, comments and complex counter arguments fluently, spontaneously and appropriately, especially while participating and chairing business meetings.

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.

Students can 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.

Students can write various business/legal letters/emails bearing in mind the layout and formality of the language.

Students can write action minutes following a business meeting.

STRATEGIES

Students can interact naturally, using non-verbal and intonational cues with almost no effort.

Students can edit their written work to achieve better effects.

Students can use a variety of legal and business expressions to introduce their remarks and/or counter arguments.

QUALITY OF LANGUAGE

Students can overcome gaps in their vocabulary with alternatives, which means that they possess a broad range of vocabulary and a good command of language.

Students can express themselves fluently and spontaneously, almost effortlessly while discussing business and/or legal issues.

Students can use the language flexibly and effectively for both social and occupational purposes.