

**English Language Teaching Framework**

***General Business English 1 Level B1 First-cycle studies***

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

**Starting level:** B1

**Target level:** B1+

**Preliminary assumptions**

- The course is based on the assumption that students who start their studies at B1 level (according to the Common European Framework of Reference for Languages) have mastered the English language as required in the programme for lower level courses, or declare the adequate command of it, based on their previous education.
- The course is centered around competencies necessary in a general work environment, involving various activities enabling students to build and maintain successful working relationships, develop behavioural competencies and management skills (assertiveness, time management, change management, conflict handling, decision making etc.)
- During the course students expand and develop their key language skills: speaking, reading, writing and listening.
- The course incorporates linguistic skills imperative for successful functioning in an academic environment as well as academic skills (academic component).
- Thanks to the choice of learning materials, the course also fosters the development of students' professional competence in diverse fields of business (company structure, recruitment, management, logistics, corporate image, CSR ) with the specific focus on their specialization area.
- After completing the course students should not only understand the concepts related to business areas included in the syllabus, but also be able to implement these in their process of active and creative communication, both oral and written.
- The course explores the following business writing genres: CV, cover letter, email. Appropriate registers, formats and conventions are examined to ensure the students' competence in communicating effectively in business contexts.
- The teacher organises the whole teaching and learning process, playing the role of a counselor and facilitator; the final learning outcomes also 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 effectively participating in the course to achieve the intended learning outcomes at level B2, 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 communicative competence in English</li> <li>• to expand vocabulary range and explore complex grammatical structures</li> <li>• to prepare students to use English proficiently in academic and professional settings</li> <li>• to develop students' competence and autonomy in participating in complex, professional discourse, including the distinct and coherent</li> </ul>
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	<p>presentation of personal standpoint in speech and writing</p> <ul style="list-style-type: none"> <li>• to develop intercultural awareness and competence</li> <li>• to foster the development of self-directed, autonomous learning skills and lifelong learning strategies</li> </ul>
<b>2. The content of the course:</b>	
Main topic areas	<p><b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• Basic company concepts</li> <li>• Corporate culture</li> <li>• Customer service</li> </ul> <p><b>Semester 2</b></p> <ul style="list-style-type: none"> <li>• Products and packaging design</li> <li>• Career choices</li> </ul>
Lexical and grammatical structures	<p><b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• past simple</li> <li>• past continuous</li> <li>• past perfect</li> <li>• prepositions</li> <li>• asking 'yes/no' questions</li> <li>• Wh-questions</li> <li>• giving instructions and advice</li> <li>• describing work organization and responsibility</li> <li>• vocabulary of employment</li> <li>• work placement/work experience/internship</li> <li>• adjectives describing staff's behaviour</li> <li>• practicing vocabulary and expressions for describing problems and dealing with customer service</li> <li>• adjectives describing positive and negative emotions</li> </ul> <p><b>Semester 2</b></p> <ul style="list-style-type: none"> <li>• articles</li> <li>• defining and non-defining relative clauses</li> <li>• noun combinations</li> <li>• tenses</li> <li>• stages of product development</li> <li>• product dimensions</li> <li>• compound adjectives</li> <li>• answering job interview questions</li> <li>• collocations for careers and employment, personal skills and qualities</li> </ul>
Language functions / ability to communicate	<ul style="list-style-type: none"> <li>• talking about the past, expressing present and past habits, experiences</li> <li>• writing a CV and a cover letter</li> <li>• describing problems and dealing with customer service</li> <li>• describing positive and negative emotions</li> <li>• describing problems with equipment</li> <li>• giving instructions</li> </ul>

	<ul style="list-style-type: none"> <li>• answering job interview questions</li> <li>• expressing opinions and feelings</li> <li>• delivering a business presentation</li> </ul>
Academic component	<ul style="list-style-type: none"> <li>• searching, analyzing and selecting information</li> <li>• active listening</li> <li>• drawing conclusions</li> <li>• developing autonomy in learning</li> <li>• participating actively in class discussions</li> </ul>
<b>3. Expected learning outcomes.</b>  <b>At the end of the course student:</b> A. knows and understands the main ideas, facts and concepts included in the main topic areas of the course, along with distinguishing relationships between acquired knowledge and his/her field of specialisation, B. is able to interact with a degree of fluency and spontaneity expected at B1 level of English, which enables him/her to be understood without strain by native and non-native speakers, either in spoken or written English, C. is ready to actively participate in the business speaking environment, 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 knows how to:</b> <ul style="list-style-type: none"> <li>• refer correctly to the present, future and the past</li> <li>• give advice, instructions</li> <li>• use appropriate grammar structures in diplomatic language</li> <li>• interrogate interlocutors in business-like environment</li> <li>• take part in job interviews run in English</li> <li>• share experiences of an internship</li> <li>• discuss cultural problems in the workplace</li> <li>• make a telephone complaint</li> <li>• give a well-structured presentation on topics related to their field of study</li> <li>• initiate conversation</li> <li>• interact with customers</li> <li>• use body language in various forms of interactions</li> <li>• use adequate language interactions with colleagues and superiors</li> <li>• assess his/her own progress</li> </ul>
Reading	<b>At the end of the course student:</b> <ul style="list-style-type: none"> <li>• understands business and academic texts</li> <li>• scans longer texts in order to locate desired information, and gather information from different parts of the text, or from different texts in order to fulfil a specific task</li> <li>• is able to find and understand relevant information in everyday material, such as letters, brochures and short official documents</li> </ul>
Listening	<b>At the end of the course student:</b> <ul style="list-style-type: none"> <li>• is able to understand authentic recordings from English-speaking multicultural business environment, both with native and non-native speakers</li> </ul>

Writing	<p><b>At the end of the course student knows the rules and is able to:</b></p> <ul style="list-style-type: none"> <li>• write business letters / e-mails</li> <li>• write a letter / e-mail of enquiry</li> <li>• write a letter/email of complaint</li> <li>• write a letter/email of apology in reply to a customer complaint.</li> <li>• is ready to apply for a job with an adequate CV and cover letter/ e-mail</li> <li>• is aware of the impact business writing has in business communication and is ready to make decisions regarding style and register</li> </ul>
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**Main course book(s):**

**Course Books:**

**John Allison with Paul Emerson - *The Business 2.0 B1 + Intermediate , Student's Book*, Macmillan 2013**

**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 (1-10 hours of the semester)**

**LISTENING**

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including problems experienced with work placements.

Students can understand the main points of discussion on creating unwritten rules in an organization.

Students can understand conversations concerning mistakes that supervisors and their students make.

**READING**

Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

Students can grasp the content and the significance linked with creating unwritten rules in an organization.

Students can understand the main points in short newspaper and magazine articles about company culture.

**SPOKEN INTERACTION**

Students can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Students can help to solve practical problems, saying what they think and asking others what they think about difficulties related to work placements.

Students can ask for an follow advice.

**SPOKEN PRODUCTION**

Students can relate the main content of texts they have read.

Students can briefly explain and justify opinions concerning avoiding unwritten rules in an organization.  
Students can summarize information and arguments from a number of sources, such as reports, discussions, interviews, presentations, etc.

#### WRITTEN PRODUCTION

Students can write a placement report.

Students can write simple texts about their work experience or events.

Students can write a standard formal letter/ email requesting or communicating relevant information, following a template.

#### STRATEGIES

Students can use standard phrases to describe, clarify or elaborate.

#### QUALITY OF LANGUAGE

Students know enough vocabulary to talk about work placements and company structure.

Students can express themselves reasonably accurately in familiar, predictable situations.

### **Part Two (1-10 hours of the semester)**

#### LISTENING

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including company structure, organigram and outsourcing call centers.

Students can understand the main points of discussion on outsourcing call centers and cloud computing.

#### READING

Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

Students can grasp the content and the significance connected with the issue of outsourcing.

#### SPOKEN INTERACTION

Students can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Students can help to solve practical problems, saying what they think and asking others what they think about difficulties related to new technology used in domestic or outsourced call centers.

Students can ask for and follow advice.

#### SPOKEN PRODUCTION

Students can relate the main content of texts they have read.

Students can briefly explain and justify opinions concerning company structure.

#### WRITTEN PRODUCTION

Students can draw an organigram of the company structure.

#### STRATEGIES

Students can use standard phrases to describe, clarify or elaborate.

## QUALITY OF LANGUAGE

Students know enough vocabulary to talk about company structure, organigram and outsourcing centers. Students can express themselves reasonably accurately in familiar, predictable situations.

### **Part THREE (1-10 hours of the semester)**

#### LISTENING

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including helpline conversations, customer support and giving instructions on the phone. Students can give clearly spoken, straightforward instructions on the phone.

#### READING

Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards. Students can grasp the content and the significance linked with creating unwritten rules in an organization. Students can understand the main points in short newspaper and magazine articles about company culture.

#### SPOKEN INTERACTION

Students can help to solve practical problems, saying what they think and asking others what they think on the telephone. Students can manage unexpected things that could happen by providing relevant explanations, advice and instructions.

#### SPOKEN PRODUCTION

Students can make requests and give instructions on the phone. Students can deal with and handle problems on the phone.

#### WRITTEN PRODUCTION

Students can write short, comprehensible connected texts on familiar subjects e.g. "golden rules" of customer service. Students can write a letter of enquiry, a letter/email of complaint, a letter/email of apology in reply to a customer complaint.

#### STRATEGIES

Students can use standard phrases, antonyms, synonyms, phrasal verbs and collocations to describe problems on the telephone.

## QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary when expressing themselves on customer support.

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

#### **Part One (1-15 hours of the semester)**

#### LISTENING

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including the importance of packaging, protection, transport and display of the products.

Students can understand simple technical information, specifications, features and benefits of a product.

#### READING

Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

Students can grasp the content and the significance connected with packaging and over-packaging of products.

Students can understand the main points in short newspaper and magazine articles about the new phenomenon of “wrap-rage.”

#### SPOKEN INTERACTION

Students can relate the main content of texts they have read.

Students can briefly explain and justify opinions concerning avoiding unnecessary packaging.

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

Students can take part in discussion on advantages and disadvantages of cross-functional task forces.

#### SPOKEN PRODUCTION

Students can describe the dimension of objects.

Students can give well-structured presentations of a product.

Students can provide feedback on their peers presentations.

#### WRITTEN PRODUCTION

Students can describe a product relating to its features and benefits to the customer.

Students can write notes.

#### STRATEGIES

Students can use standard phrases and collocations to describe products and packaging.

Students can use standard phrases to deliver a presentation, covering gaps in vocabulary and structure with paraphrases.

#### QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary when expressing themselves on matters connected to products and packaging.

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

#### LISTENING

Students can understand the main ideas of clear standard speech on concrete topics delivered in a standard dialect, including career choices and review meetings.

Students can understand conversations concerning high-fliers and concerns.

Students can understand conversations including useful expressions for answering job interview questions.

#### READING

Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

Students can grasp the content and the significance connected with choosing a career.

Students can understand the main points in short newspaper and magazine articles about careers, personal skills and qualities.

#### SPOKEN INTERACTION

Students can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest like careers and employment.

Students can help to solve practical problems, saying what they think and asking others what they think about difficulties related to choosing the right career.

Students can take an active part in conversation dealing with difficult career choices.

Students can roleplay an interview for a job.

#### SPOKEN PRODUCTION

Students can help to solve practical problems, saying what they think and asking others what they think about difficulties related to job interviews.

#### WRITTEN PRODUCTION

Students can write a standard formal CV and a cover letter in an appropriate style.

#### STRATEGIES

Students can use standard phrases to describe, clarify or elaborate.

#### QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves.