

English Language Teaching Framework

General Business English 2 Level B2 First-cycle studies

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

Starting level: B2

Target level: B2+

Preliminary assumptions

- The course is aimed at students who have achieved level B2 of linguistic competence in English (according to the Common European Framework of Reference for Languages – CEFR).
- 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 behavioral competencies and management skills (giving feedback, making polite requests, dealing with objections, 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).
- The course fosters the development of students’ professional competence in diverse fields of business (recruitment, IT, quality and standards, project management, financial control, business ethics) 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: mailshots, sales letters/emails, letters/emails of enquiry and replies to enquiries. 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 counsellor and facilitator; 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>1. Aims of the course:</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • to further develop communicative competence in English • to expand vocabulary range and explore complex grammatical structures • to prepare students to use English proficiently in academic and professional settings • to develop students’ competence and autonomy in participating in complex, professional discourse, including the distinct and coherent presentation of personal standpoint in speech and writing
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	<ul style="list-style-type: none"> • to develop intercultural awareness and competence • to foster the development of self-directed, autonomous learning skills and lifelong learning strategies
2. The content of the course:	
Main topic areas	<p>Semester I</p> <ul style="list-style-type: none"> • Selling more • New Business <p>Semester II</p> <ul style="list-style-type: none"> • Financial Control • Fair trade
Lexical and grammatical structures	<p>Semester I</p> <ul style="list-style-type: none"> • Basic marketing terminology: marketing mix, sales promotion techniques, sales letters • Setting up a business: entrepreneurship, financing start-ups, types of financing, applying for funding • Negative questions • Question tags • Future continuous and future perfect <p>Semester II</p> <ul style="list-style-type: none"> • Basic financial terminology: accounting documents and categories, • Free trade vs. fair trade: advantages and disadvantages • Language of contracts • Corporate ethics, examples of unethical behaviour • Language of negotiation • Cause and effect linking devices • Expressing ability • Articles • Modal verbs to express obligation and permission
Language functions / ability to communicate	<ul style="list-style-type: none"> • Persuading customers • Dealing with customers' objections • Writing an effective sales letter • Talking about future plans • Reporting on company performance • Negotiating a compromise • Writing an enquiry, reply to an enquiry
Academic component	<ul style="list-style-type: none"> • Active participation in panel discussions on the topics studied • Functioning in situations typical for academic environment, e.g. discussion, presentation, speech • Finding , selecting and analysing information
3. Expected learning outcomes.	

At the end of the course student:	
<p>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,</p> <p>B. is able to interact with a degree of fluency and spontaneity expected at B2 level of English, which enables him/her to be understood without strain by native and non-native speakers, either in spoken or written English,</p> <p>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.</p>	
Speaking	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • knows and understands the rules of conducting efficient and meaningful conversations with various interlocutors in diverse situations, including multi-cultural environment • expresses and discusses opinions and points of view on the whole range of academic and business topics, specifically the ones covered during the course • is able to persuade potential customers and deal with their objections • is able to comment on company's performance analysing available data • is able to take part in negotiations run in English
Reading	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • can understand authentic business and academic texts, recognizing different registers, tones, attitudes and stylistic devices (formality, irony, sarcasm, metaphor etc.) • is able to analyse and synthesize information, draw conclusions and abstract meanings
Listening	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • is able to understand authentic recordings from English-speaking multicultural business environment, both with native and non-native speakers • is able to understand recordings from English-speaking business environment that are related to the studied topics
Writing	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • is able to write business documents which address the studied issues • is able to write business emails/letters which adequately address business issues as well as contribute to building successful business relationships • is aware of the impact business writing has in business communication and is ready to make decisions regarding style and register

Main course book(s):

Course Books:

J. Allison & J. Townend with P. Emmerson – The Business 2.0 B2 Upper-Intermediate, 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 – 15 hours of the semester)

LISTENING

Students can understand the main ideas of complex speech on topics related to social media marketing and marketing mix.

Students can understand in detail objections raised by a potential customer.

READING

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

Students can grasp the content and the significance of articles and reports on topics connected with marketing, sales techniques

SPOKEN INTERACTION

Students can take an active part in a conversation with a potential customer expressing clearly their points of view.

Students can find out and pass on detailed information about product or service reliably, face-to-face.

SPOKEN PRODUCTION

Students can develop a clear argument, linking their ideas logically and expanding and supporting their point of view with appropriate examples.

Students can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options in order to encourage or persuade a potential customer

WRITTEN PRODUCTION

Students can write a sales letter/email presenting persuasive arguments.

STRATEGIES

Students can help the development of a discussion by giving feedback, following up what people say.

Students can use standard phrases to discuss the studied topics, covering gaps in vocabulary and structure with paraphrases.

QUALITY OF LANGUAGE

Students can express themselves clearly talking about studied topics.

Students can reformulate ideas in different ways to ensure people understand exactly what they mean.

Part Two (16 – 30 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 general discussions on setting up a business and entrepreneurship.

Students can take questions from the audience after a presentation.

READING

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

Students can understand in general texts regarding financing start-ups, types of financing, applying for funding.

SPOKEN INTERACTION

Students can support their opinions in discussion on studied topics by providing relevant explanations, arguments and comments.

Students can understand and exchange complex information and advice relating to studied fields

SPOKEN PRODUCTION

Students can compare and evaluate solutions regarding funding start-ups.

Students can deal with questions from the audience after a presentation.

WRITTEN PRODUCTION

Students can write an effective company profile.

STRATEGIES

Students can intervene appropriately in discussion, using a variety of expressions to do so.

QUALITY OF LANGUAGE

Students can express themselves clearly having a sufficient range of vocabulary to discuss studied topics.

Semester 2 (30 hours)

Part One (1 – 15 hours of the semester)

LISTENING

Students can understand the main ideas of complex speech on topics related to financial control and accounting.

Students can follow presentations on company financial performance

READING

Students can read with a degree of independence, using dictionaries and other reference sources selectively when necessary, to locate relevant details.

Students can understand key aspects of reports on company performance.

SPOKEN INTERACTION

Students can understand and exchange complex information and advice relating to studied field. Students can help to negotiate a solution to a dispute.

SPOKEN PRODUCTION

Students can give a clear presentation on company performance, illustrated with relevant graphs, analysing cause and effect. Students can take part in a business negotiation aimed at reaching a satisfactory deal.

Students can develop an argument systematically, highlighting significant points and including supporting detail where necessary.

WRITTEN PRODUCTION

Students can use a range of language to express abstract ideas with appropriate highlighting of significant points.

STRATEGIES

Students can use standard phrases to discuss the studied topics, covering gaps in vocabulary and structure with paraphrases and alternative expressions.

QUALITY OF LANGUAGE

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

Part Two (16 - 30 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 general discussions on free and fair trade, or on ethical issues.

Students can understand in detail standard business negotiations.

READING

Students understand texts, articles and reports in which the writers express specific points of view.

Students can grasp the key concepts of contracts and legal agreements.

SPOKEN INTERACTION

Students can understand and exchange complex information relating to studied fields.

SPOKEN PRODUCTION

Students can explain and give examples of unethical behaviour. They can compare and evaluate the principles of fair trade and free trade.

WRITTEN PRODUCTION

Students can write documents to express abstract ideas as well as topical subjects, correcting most of their mistakes in the process.

Students can produce formal letters/emails requesting or communicating relevant information (enquiries and replies to enquiries)

STRATEGIES

Students can help the development of a discussion by giving feedback and following up what people say.

Students can intervene appropriately in discussion, using a variety of expressions to do so.

QUALITY OF LANGUAGE

Students can communicate fluently and spontaneously talking about studied issues.