

**English Language Teaching Framework**

**Business and Legal English 1 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 aimed at students who have achieved B2 level of linguistic competence in English (according to the Common European Framework of Reference for Languages -CEFR).
- ✓ The course introduces and develops students' professional competence in their field of specialization, that is law and business (e.g. professional development, types of legal professions, contracts of employment, tort 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 also 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 discussion and communication, with much emphasis put on soft skills and business skills, such as presentations.
- ✓ 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: CV, cover letter, email, taking notes. 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, their willingness to learn and sufficient time devoted to 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>• Career in law: areas of law: legal professions, persons in court, documents in court, legalese</li> <li>• Tort law: categories of tort, tort of negligence, tortious liability, case notes</li> <li>• Business correspondence – e-mails: layout, register (formal, semi-formal, informal)</li> </ul> <p><b>Semester II</b></p> <ul style="list-style-type: none"> <li>• Professional development: behavioural competencies, personal qualities, setting goals</li> <li>• Employment law: contracts of employment –basic provisions, options and solutions</li> <li>• Business correspondence – letters: layout, register (formal, semi-formal, informal), CV and cover letters</li> <li>• Presentations – structure, language, visual aids, body language, handling questions</li> </ul>
<p>➤ Lexical and grammatical structures</p>	<p><b>Semester I</b></p> <ul style="list-style-type: none"> <li>• Tenses, aspects and voice</li> <li>• Asking for information</li> <li>• Legalese (legal Latin)</li> <li>• Initial lawyer -client interview</li> </ul> <p><b>Semester II</b></p> <ul style="list-style-type: none"> <li>• Personal qualities - adjectives</li> <li>• Modal verbs (obligation, permission, possibility)</li> <li>• Collocations: employment contracts</li> <li>• Language of presentations</li> <li>• Formal and informal style in business correspondence</li> </ul>

<ul style="list-style-type: none"> <li>➤ Language functions / ability to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Giving short presentations summarising students' viewpoints on a given topic</li> <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> <li>• Using professional language connected with students' field of studies</li> <li>• Giving advice, suggesting and solving problems</li> </ul>
<ul style="list-style-type: none"> <li>➤ Academic component</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for understanding and synthesizing information from texts</li> <li>• Writing letters, emails</li> <li>• Active participation in typical academic settings: discussions, presentations.</li> <li>• Finding, selecting and presenting information</li> <li>• Analysing information contained in diagrams</li> <li>• Developing autonomy in learning</li> </ul>
<p><b>1.Expected learning outcomes</b></p> <p><b>At the end of the course student:</b></p> <p><b>A.</b> 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,</p> <p><b>B.</b> is able to interact with a degree of fluency and spontaneity expected at the C1 level of English,</p> <p><b>C.</b> 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.</p>	
<ul style="list-style-type: none"> <li>➤ Speaking</li> </ul>	<p><b>At the end of the course student:</b></p> <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> <li>- can deliver presentations using acquired vocabulary and lexical structures</li> </ul>
<ul style="list-style-type: none"> <li>➤ Reading</li> </ul>	<p><b>At the end of the course student:</b></p> <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 in the treatment of the issue presented in a written material</li> </ul>
<ul style="list-style-type: none"> <li>➤ Listening</li> </ul>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- can understand original interviews with experts working in legal environment</li> </ul>
<ul style="list-style-type: none"> <li>➤ Writing</li> </ul>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- can select information and respond to questions about detail, meaning or gist</li> <li>- can take notes while listening</li> <li>- can lay out business letters and emails</li> <li>- can write CV, cover letters and e-mails</li> </ul>

- can differentiate between formal, semi-formal and informal letters
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**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 the main ideas of complex speech on concrete and complex topics related to types of law, legal education, legal professions.

Students can easily understand and follow complex interactions and debates concerning the law of tort.

**READING**

Students can scan relatively quickly texts within the business and/or legal field and assess their relevance to their needs. They can understand complex texts regarding types of law, legal professions.

Students can understand the concept of tort law and categories of torts. They can understand case notes.

Students can understand the main points in formal and informal business letters/ emails.

**SPOKEN INTERACTION**

Students can take active part in conversations, expressing clearly their points of view, ideas or feelings naturally with effective turn-taking.

Students can sustain their opinions in discussions by providing relevant explanations, arguments and comments.

They practise asking questions, e.g., during a lawyer-client interview,

### **SPOKEN PRODUCTION**

Students can give clear, detailed descriptions of types of law, categories of torts, types of legal professions and basic legal documents.

### **WRITTEN PRODUCTION**

Students can write well-structured e-mails which show a high degree of grammatical correctness and varying vocabulary and style depending on the addressee.

### **STRATEGIES**

Students can intervene appropriately in discussions, using a variety of appropriate business and/or legal expressions as well as written assignments covering gaps in vocabulary and structure with paraphrases.

They can monitor their speech and writing to correct slips and mistakes that they make.

### **QUALITY OF LANGUAGE**

Students have a sufficient range of legal and business vocabulary to avoid everyday expressions and make their language more professional when expressing themselves on matters connected legal issues.

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

### **LISTENING**

Students can understand the main ideas of complex speech on concrete and complex topics including discussions and interviews on employment contracts.

Students can easily understand and follow complex interactions in a group discussion and debate concerning personal development or behavioural competencies.

### **READING**

Students can understand a wide range of a lengthy, complex business texts regarding career development. They can understand complex legal and/or business texts where stated opinions and implied points of view are discussed.

Students can understand the content and the significance of employment contracts.

### **SPOKEN INTERACTION**

Students can express themselves fluently adopting a level of formality appropriate to circumstances and their relationship to the person they are talking to, while they are, e.g. discussing some clauses of employment contracts.

They practise asking questions and getting clarification on the phone while drafting employment contracts with a lawyer. Students are also able to discuss some options and solutions for employment contracts.

Students can carry on a discussion and/or express their own opinions on personal and career development and behavioural competencies.

Students can set goals by means of SMART criteria in e. g. project management and personal development.

### **SPOKEN PRODUCTION**

Students can summarise orally long, demanding texts, concerning, e.g. terms and conditions of an employment contract and solutions to possible problems with employment contracts.

Students can deliver a clear presentation of a product/a company etc. with the use of appropriate legal and/or business lexis, visual aids and other technological devices.

### **WRITTEN PRODUCTION**

Students can produce a CV and cover letter, bearing in mind differences between formality and informality of the language and a layout of business correspondence.

### **STRATEGIES**

Students can interact naturally, grasping and using non-verbal and intonational cues without much effort.

Students can quickly substitute an equivalent term for a word they cannot recall in both speaking and writing activities.

Students can use fluently a variety of appropriate expressions to introduce their remarks.

### **QUALITY OF LANGUAGE**

Students can produce clear, well-structured speech and writing, showing control over ways of developing what they want to say in order to link their ideas into smoothly flowing, coherent text, e. g. while delivering a presentation.