

**COURSE DATA****Data Subject**

<b>Code</b>	35875
<b>Name</b>	Business english II
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1314 - Degree in International Business	Faculty of Economics	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1314 - Degree in International Business	1 - Modern language for business II (English)	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
ANDREU BESO, JOSE VTE.	155 - English and German

**SUMMARY**

This subject is compulsory and is offered in the second semester. It continues in the second year with a third level (Business English III) within the International Business degree. The course is designed for students to learn and practice the various skills needed (writing, reading, speaking and listening) for international communication in the field of business. Subsequently, with the subject Business English III, students can focus and expand their knowledge of specialised English by completing more specific tasks which are considered essential for professional communication in this field. Being a first-year course, its contents are introductory, offering students a global perspective of the various areas (communication skills and cultural aspects) covering communication in the field of international business. The methodology is communicative, based on multiple tasks designed for practicing comprehension and expression, both oral and written, in business environments.

Currently, mastery of the English language in professional fields has become an essential element to work effectively and to succeed in the international business market. The course is designed: (a) for students to improve and develop the knowledge acquired in the subject Business English I, (b) to acquire and learn English terms, notions and professional skills from other subjects of their degree, and (c) to progressively acquire the upper-intermediate (B2 according to CEFR) level of English and an optimal degree of



specialisation in communication for international business, both of these elements being necessary for students' professional future.

In addition to developing the skills needed for effective communication in English for international business, the students will develop other essential skills for both their subsequent training, within the degree and their future careers, such as:

Develop their knowledge of variation in professional communication, at geographical, contextual, socio-linguistic and intercultural levels.

Develop their ability to make decisions and solve complex communication situations.

Develop their ability to search, analyse and synthesise texts and documentation from various sources.

Develop their ability to produce and express original, creative and innovative in English ideas.

Improve their ability to work together and improve their performance, both through group and autonomous work.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Prior knowledge corresponding to first and second years of bachillerato in the fields of humanities or social sciences are assumed. Specifically, to successfully face this subject, it is desirable that the student has a basic level of English. Therefore, it is desirable that the student has a basic knowledge level (B1 of the CEFR) of the English language, as the starting level is intermediate (B1) knowledge of the language.

## OUTCOMES

## LEARNING OUTCOMES

The expected learning outcomes in the course "Business English II" are:

- Recognition of cultural and social diversity.
- Familiarity with the diverse cultures of the Anglophone countries and their linguistic varieties.
- Recognition of the peculiarities of speech appropriate to various specific communicative situations developed in the context of international business in English.



- Knowledge and use of specialized vocabulary in English at the intermediate level.
- Management of communication skills in English.
- Written communication in socio-cultural and professional contexts within the field of business and economics in an international environment.
- Oral communication in English in socio-cultural and professional contexts in the field of business and economics in an international environment.

## DESCRIPTION OF CONTENTS

### 1. Job qualities. Selling

Vocabulary: Describing jobs  
Grammar: Comparatives and superlatives  
Written comprehension: 'The worst job in the world?' 'Truths and myths about selling'  
Oral comprehension: Selling  
Oral production: Comparing jobs. A sales conversation  
Written production: A sales proposal

### 2. Training. Showing you're listening

Vocabulary: Linking phrases  
Grammar: -ing forms and infinitives  
Written comprehension: 'Training courses' 'The importance of listening'  
Oral comprehension: Assessing training needs. Good and bad listeners. Responding to a letter of complaint.  
Oral production: Giving reasons for and against. Discussing training needs. Showing you're listening  
Written production: A letter of complaint

### 3. Branding. Getting through

Vocabulary: Telephone words  
Grammar: Relative clauses  
Written comprehension: 'Sensory branding' 'Writing a marketing email' 'Chinese luxury obsession'  
Oral comprehension: Automated voicemail systems  
Oral production: Marketing through the senses. Making phone calls  
Written production: Correcting and checking

**4. Management. Solving problems**

Vocabulary: Managing projects. Cause and result

Grammar: Conditionals

Written comprehension: 'How Jay Chou manages success'

Oral comprehension: Problems and solutions

Oral production: Ranking skills. Case study. Discussing problems

Written production: A report on a meeting. An email

**5. Ethical economics. Discussing trends**

Vocabulary: Financial and trade terms. Energy sources. Describing trends

Grammar: Articles

Written comprehension: 'How ethical is the economics of drinking coffee?' 'Investing in green energy'

Oral comprehension: Fairtrade. Reasons for trends

Oral production: The economics of your country. Giving reasons and benefits. Discussing trends

Written production: A proposal

**6. Business law. Handling questions**

Vocabulary: Legal terms.

Grammar: Indirect questions and tags

Written comprehension: 'Business law' 'Press releases'

Oral comprehension: A colour problem. Difficult questions

Oral production: Responding to questions

Written production: A press release

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Laboratory practices	30,00	100
Theory classes	15,00	100
Classroom practices	15,00	100
Development of group work	20,00	0
Development of individual work	15,00	0
Study and independent work	20,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	5,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	10,00	0
<b>TOTAL</b>	<b>150,00</b>	



## TEACHING METHODOLOGY

The methodology applied will mainly be communicative and participative seeking to promote the students' operative and expressive effectiveness throughout the different specific professional tasks presented during the course. If necessary, and depending on the students' pragmatic level of business English, other complementary instructional activities might be inter-changed to repair existing grammatical or linguistic deficiencies in order to help the group improve their formal competence together with their overall communicative performance.

On these lines, each unit is divided into three parts or sessions. First, in a lecture, the unit topic, contents and main concepts will be introduced (following the structure included in section 7 of this guide). Secondly, in a more participatory session, the unit contents will be applied through a series of activities designed to make students develop the communicative skills in English implied or related to the topic of the unit. Finally, in a group-working session students will practice, both individually and in teams, diverse communicative tasks characteristic of current international business environments (e.g. writing professional documents, searching for data, dealing with case studies and participating in interactive contexts such as debates, negotiations and meetings).

In addition to this, classroom work students will have to dedicate several hours of independent work to each unit (e.g. elaborating assignments, reports, homework activities and exams).

## EVALUATION

The subject of "Business English II" offers two learning and assessment modalities, among which the student must choose. Students will be assessed based on the following aspects, according to the chosen modality:

- **Option A:** Continuous assessment modality: participation and involvement in the teaching and learning process, problem solving, preparation of assignments and oral presentations and tests. Passing by following this type of assessment (ie, having passed all the tests related to the evaluation and performed all work, oral presentations and relevant activities) means students don't need to sit the final written test, since there will be written and oral tests throughout the semester.

- **Option B:** Final assessment modality: sitting a final written test in the official date of examination, which will consist of theoretical and practical questions. This final written test is only mandatory for those students following the final assessment modality (option B) or those who fail continuous assessment (Option A), and passing this test, in such cases, will be an essential condition for passing the subject. There will also be an oral exam through videoconference.

In "Business English II", according to the aforementioned assessment modalities, the overall assessment is broken down as follows:





- **Option A:** continuous assessment modality:

- 30% of the overall mark is the evaluation of work and group projects, attendance and participation.
- 60% of the overall mark corresponds to the performance of individual written and oral tests throughout the course.
- 10% of the overall mark corresponds to oral presentations.

- **Option B:** final assessment modality:

The student will sit a final test in the official date and the grade will be 70% of the mark obtained, i.e., the highest score you can get is 7 out of 10 (as the 30% corresponding to continuous assessment tasks will not be taken into account). There will also be an oral exam through videoconference.

**Cheating on an exam or plagiarizing the written work of others is considered a very serious offense and will not be tolerated in this course.**

## REFERENCES

### Basic

- John Hughes; Paul Dummett; Helen Stephenson; Rolf Cook; Mara Pedretti; Colin Benn (2019) 2nd Edition, 'Success with Business B2 Vantage, Intermediate'. National Geographic. ISBN: 9781473772458

### Additional

- Allinson, J. et al. (2008). The Business (Upper Intermediate). Oxford: Macmillan.
- Book-Hart, G. (2006). Business Benchmark (Upper-Intermediate). Cambridge: Cambridge University Press.
- Corbalis, T. (2009). English for Management Studies. Reading: Garnet Education.
- Cotton, D., Galvey, D. & Kent, S. (2005). Market Leader ( Upper Intermediate Business English). Harlow: Longman.
- Diccionario Español-Inglés/ Inglés -Español. Collins (2000). Barcelonal: Grijalbo.
- Emmerson, P. (2009). Business Vocabulary Builder. MacMillan.
- Foley, M. & D. Hall (2012). My Grammar Lab (Intermediate-Upper- Intermediate). Harlow: Pearson.
- Mackenzied, I. (2006). Professional English in Use. Finance. Cambridge: Cambridge University Press.
- Oxford Business English Dictionary. Oxford: Oxford University Press.



- Strutt, P. (2010). Market Leader. Essential Business Grammar and Usage. London: Pearson. Longman.
- Powell, M.; Clarke, S.; Allison, J.; Pegg, E.; de Chazal, E. (2014). In Company 3.0., Intermediate (B1+). Oxford: MacMillan Education. ISBN (Student's Book Pack): 978-0-230-45523-8.

## ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

### HYBRID LEARNING MODE (BLENDED)

#### 1. Contents

The contents initially included in the teaching guide are maintained.

#### 2. Workload and teaching schedule

The marking criteria of the different activities that make up the workload in ECTS credits from the original teaching guide stays the same: **THERE ARE NO CHANGES WITH RESPECT TO THE ORIGINAL TEACHING GUIDE.**

#### 3. Methodology

The modality of classes for students will depend on the social and health conditions and the restrictions established by the competent authorities.

In the case of **online teaching**, classes will be given by videoconference, preferably synchronous, using Blackboard Collaborate, Teams, Skype or the tool that the lecturer considers appropriate to optimize the student's teaching-learning process during the scheduled program sessions, **which remain the same days and times.**

In the case of **blended teaching**, the students will have to access the classroom in alternate weeks according to the initial of their last name (A-M or L-Z). The classes will be broadcast so that the students will have face-to-face teaching one week, and the next week they will follow the classes in streaming.

#### 4. Assessment

The model to be followed will be the one according to the published regulations at the time:

ATTENDANCE MODEL:

Face-to-face exam. Assessment tests for academic work. Online oral exam.



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**HYBRID MODEL:**

50% face-to-face exam in class. Assessment tests for academic work. Online oral exam.

**NON-ATTENDANCE MODEL (special circumstances):**

Online examination: objective tests via AV. Assessment tests for academic work. Oral exam via videoconference.

**5. Bibliography**

The recommended bibliography is maintained because it is accessible.

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