

### **Course Breakdown**

This is designed to contain 2 Courses at the same time; ie daily conversational English with Grammar in Addition to Business English.

### **Course Duration:**

Teaching (Online)	Duration	Practice (Presentation)	Miscellaneous Activities
For Each Unit	1 month	PowerPoints, Videos, Audios, Authentic Texts, Role Plays with Native Speakers	

### **Course Objectives:**

The aim of this course is to enable the student to gain required language abilities and competences in order to achieve the end of CEFR A2 level descriptors and get ready for B1 Course.

The CEFR A2 level descriptors are shown below:

Reception		Production	
Listening	Reading	Writing	Speaking

English	<ul style="list-style-type: none"><li>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li><li>I can catch the main point in short, clear, simple messages and announcements.</li></ul>	<ul style="list-style-type: none"><li>I can read very short, simple texts.</li><li>I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</li></ul>	<ul style="list-style-type: none"><li>I can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</li></ul>	<ul style="list-style-type: none"><li>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</li></ul>
Business English	Designed to bridge the gap between classroom English and real-world business communication, this course covers a range of common business contexts. This is not a			

	grammar course. Each unit contains a PowerPoint lesson, Key Concepts PDF and a supplementary activity sheet, and aims to provide extensive speaking practice. The two PDF files per unit help to consolidate the language and skills covered in the PowerPoint, and homework. Each lesson should take around one hour, with flexibility to extend to up to two hours. The course uses British English. An overview of each of the units is provided below.
--	--

### **Course Outcomes**

As the descriptors above reflect a more general profile of an A2 level learner, it is obviously necessary to narrow down the described competences in the assessment process into communicative language activities and competences in which the learner performance exhibits the language competences they have developed during the course in a task-based context. Therefore, the following learning outcomes have been defined, each of which corresponds to a communicative language activity or competence described in the CEFR A2 level. At the end of this course, students will be able to:

- follow and generally understand short, simple, slow and clear conversations between other people.
- understand the essential information in short audio-media recordings.
- understand short texts dealing with everyday topics.
- create a brief written description of a person including physical appearance, personality, daily and leisure activities using basic, concrete vocabulary and simple phrases and sentences with basic connectors.
- describe everyday aspects of their environment e.g. people, places, a job or study experience.
- give very short, basic descriptions of events, past activities and personal experiences (
- describe everyday aspects of people, places, experiences, events, activities, habits, likes and dislikes.
- give simple factual information on everyday topics and activities.
- explain their opinions, likes and preferences making simple direct comparisons.
- give a short, rehearsed presentation on everyday topics.
- use sufficient vocabulary about everyday topics.
- use simple structures correctly - still with mistakes but with clear meaning.

## Course Plan

Course Name	Competency	Daily English	Business English	Functional English
<b>Unit 1: Personal Information &amp; Everyday Routines (Review &amp; Expansion)</b>	<b>Listening</b>	Short conversations about daily life.	- TED Talks on global trade. - Business news clips (BBC, Bloomberg).	<b><u>PERSONAL ENVIRONMENT</u></b> -Asking for and giving personal information -Describing where one lives (accommodation, area etc) -Asking and answering questions for confirmation, information, identification -Describing people, places, things -Correcting information -Explaining routines -Narrating and describing past, present and future events -Comparing things, people -Reporting facts, actions <ul style="list-style-type: none"> <li>stating facts, actions</li> <li>giving descriptions and specifications.</li> </ul>
	<b>Reading</b>	Simple personal stories and emails.	- Articles on global agricultural trade trends. - Sample company profiles from competitors.	
	<b>Writing</b>	Writing a paragraph about a typical day.	- Formal email structure (subject lines, greetings, closings). - Writing a company profile.	
	<b>Speaking</b>	Talking about habits and preferences	Self-introductions in business contexts (e.g., conferences, meetings). - Key phrases: "Our company specializes in...", "Our key	

			markets include..."	
	Vocabulary	Describing routines, hobbies, and daily activities.	- commodities, supply chain, import/export regulations, fiscal year	
	Grammar	Present simple vs. present continuous, adverbs of frequency, question forms (open and closed).	-Daily Business activities (Present simple)	
	Activity	Pair interviews about daily routines.	Role-Play: - Introducing your company to a potential client.	
	Assessment	Recorded self-introduction & graded email response.		
Unit 2: Describing Places, People, and Activities // Business Meetings & Financial Terminology	Listening	Descriptions of cities and people	- Earnings call recordings	<b><u>EXPRESSING THOUGHTS, FEELINGS AND ATTITUDES</u></b> -Expressing and asking about agreement or disagreement -Denying something -Expressing agreement reluctantly or with reservations -Conceding, demurring -Expressing views and feelings with reasons -Asserting and asking about knowledge or ignorance of something or someone -Stating whether a person, thing or action is remembered or forgotten -Enquiring of someone else whether a person,
	Reading	Articles about famous cities and cultural events.	- Case study: A trade deal negotiation.	
	Writing	Describing a favorite place.	- Meeting minutes & action items. - Summarizing financial reports.	
	Speaking	Comparing places and people.	- Phrases for leading meetings ("Let's circle back to..." , "The bottom line is...").	
	Vocabulary	Describing cities, weather, physical appearances, and	balance sheet, cash	

		clothing.	flow, gross margin, tariffs	thing or action is remembered or forgotten -Stating and asking about degrees of probability -Expressing, denying or asking about necessity (including logical deduction) -Starting and asking about one's certainty or uncertainty of something
	Grammar	Past simple (regular and irregular verbs), time expressions (yesterday, last week, etc.), modal verbs (can, must).		
	Activity	Create a travel poster for a favorite destination.	Role-Play: - Presenting quarterly financial results to stakeholders.	
	Assessment	- Simulated meeting with feedback on clarity & fluency.		
Unit 3: Travel & Transportation // Negotiation & Contract Language	Listening	Travel announcements and conversations.	- Podcast: Negotiation Ninja, London School; The Art of Negotiation	-Reminding someone to do something -Expressing doubt, incredulity, bewilderment -Hypothesizing -Speculating -Stating and asking about one's ability or inability to do something -Stating and enquiring about one's obligation (or lack of) to do something -Seeking, granting or denying permission -Stating and asking about the permissibility of doing something -Expressing and asking about wishes, hopes, expectations -Expressing and asking about wants, desires, needs -Stating and asking about intention -Stating, responding to and asking about preference
	Reading	Travel brochures and itineraries.	- Sample contracts (INCOTERMS) . - Harvard Business Review negotiation case studies.	
	Speaking	Asking for and giving directions, talking about past trips	- Persuasive language ("We can offer...", "Our terms are...").	
	Vocabulary	Transport types, travel phrases, directions.	FOB, CIF, force majeure, arbitration	
	Grammar	Comparatives and superlatives, prepositions of place, past continuous		
	Activity	Role-play asking for travel information.	Role-Play:	

			- Negotiating a shipment deal with a supplier.	-Expressing and asking about likes and dislikes, with reasons -Expressing and asking about (dis) pleasure, (un)happiness -Expressing and asking about satisfaction or dissatisfaction -Expressing disappointment -Expressing gratitude -Expressing and asking about interest or lack of it -Expressing surprise or lack of it Expressing and asking about fear, anxiety -Giving reassurance -Expressing regret, sympathy, condolence -Expressing fellow-feeling, empathy -Expressing and asking about pain, anguish, suffering -Expressing relief -Expressing indifference -Expressing fatigue, resignation -Offering and accepting an apology -Granting forgiveness -Expressing and asking about approval, appreciation or disapproval -Expressing moral obligation -Expressing regret -Accepting, attaching or denying blame for something.
	<b>Assessment</b>	- Mock negotiation scored on clarity & persuasion		
<b>Unit 4: Hobbies, Leisure, and Simple Past Experiences</b>	<b>Listening</b>	Narratives about leisure activities.	Listening: - Webinar: Commodity Market Trends.	<b><u>MAKING THINGS HAPPEN</u></b> -Responding to a request --Requesting something, or requesting someone to do something
	<b>Reading</b>	Blogs and short	Reading:	

// <b>Business Presentations &amp; Market Analysis</b>		articles about hobbies.	- FAO global crop reports. - Analyst reports on grain prices.	-Inviting someone to do something -Accepting or declining an offer or invitation -Giving instructions or orders -Giving and asking for advice -Responding to or rejecting advice, with reasons -Warning others to be careful or to stop doing something
	<b>Speaking</b>	Talking about past experiences and hobbies.	Speaking: - Structuring presentations ("Today, I'll cover...", "To summarize...") .	-Offering and requesting assistance -Insisting politely -Persuading someone to do something -Suggesting a course of action
	<b>Vocabulary</b>	Leisure activities, sports, and past experiences	Market volatility, yield forecasts, trade surplus	-Asking for, responding to, agreeing to or rejecting suggestions with reason/alternative -Making and agreeing plans and arrangements -Encouraging someone to do something -Reaching a compromise -Negotiating a result
	<b>Grammar</b>	Simple past vs. past continuous, conjunctions (and, but, because).		
	<b>Activity</b>	Storytelling using photo prompts.	Role-Play: - Presenting a market expansion plan to investors.	
	<b>Assessment</b>	Assessment: - 5-minute recorded presentation with feedback.		
<b>Unit 5: Work, Studies, and Future Plans // Advanced Email &amp; Cross-Cultural Communication</b>	<b>Listening</b>	Job interviews and career-related conversations.	- Podcast: Global Business Culture	<b><u>MAKING THINGS HAPPEN 2</u></b> -Prohibiting someone from doing something -Making a complaint -Refusing to do something, expressing defiance -Pleading with someone to do something. -Confirming one's own or another's understanding -Asking someone to repeat all or part of something Asking someone to speak more slowly
	<b>Reading</b>	Job advertisements and study plans.	Harvard Business Review on cross-cultural negotiations.	
	<b>Speaking</b>	Talking about future plans and career goals	- Diplomatic phrasing ("I'd appreciate your feedback...").	
	<b>Vocabulary</b>	Jobs, workplaces, and education.	counteroffer, pro forma invoice, LC	

			(Letter of Credit	Asking for help in finding words or phrases -Asking for and giving the spelling and meaning of words
	Grammar	Future forms (will, going to), modal verbs for advice (should, must).		-Counting and using numbers -Asking for and telling people the time, day, date -Interrupting politely
	Activity	Role-play a job interview.	Role-Play: - Responding to a client complaint.	-Objecting, protesting -Exemplifying or emphasising a point -Classifying, generalising, defining something -Encouraging another speaker to continue -Indicating a wish to continue or finish speaking -Summing up -Taking leave -Observing telephone conventions -Observing letter-writing conventions.
	Assessment	- Email response graded on tone & clarity.		
Unit 6: Health, Emergencies, and Social Situations	Listening	Conversations at the doctor's office		<b><u>SOCIAL CONTACT</u></b> -Getting someone's attention -Greeting people and responding to greetings -Expressing thanks
	Reading	Health-related articles.		-Addressing somebody -Making and responding to formal and informal introductions
	Speaking	Asking for and giving advice		-Opening, closing a formal or informal conversation -Congratulating someone -Praising someone -Paying someone a compliment -Asking someone's opinion -Making someone feel welcome -Giving and responding to constructive criticism
	Grammar	Imperative s, modals for suggestion s (can, could), conditional sentences (first conditional ).		
	Vocabulary	Health issues,		



		remedies, and social phrases		<ul style="list-style-type: none"><li>• _____ indicating lack of understanding</li><li>• _____ giving _____ and asking for clarification, explanation or definition of something</li></ul>
	<b>Writing</b>	Writing advice for a common health problem		
	<b>Activity</b>	Role-play a doctor-patient conversation.		



