



## Tronc Commun Littéraire

### Module 1 : Anglais

#### **Course Introduction :**

English has become the widespread language of business. This course is designed to help students communicate their ideas effectively using English in business situations. Through this course, students will learn vocabulary, grammar and business communication skills that they can use to express their thoughts clearly and confidently to other English speakers.

#### **Objectives of the course :**

The purpose of this course is to prepare students for a career in business.

The course combines some of the most stimulating recent ideas from the works of business with a strongly task – based approach. Role – plays and case studies are regular features of each unit. Throughout the course, students are encouraged to use their own experience and opinions in order to maximise involvement and learning.

#### **Course description :**

Common Core literature students will have to study four hours and a half of English weekly during two terms. Each term will last approximately 17 weeks during which students are introduced and taught four essential strands : reading, listening, speaking and writing.

#### **Tests and grading :**

Students will be given four tests during the school year ( one test every mid – term). The whole test is out of 20. The test is composed of three to four sections : Reading for comprehension,



Units	Contents	Expected Skills	Hours
<b>Unit 1 Career</b>	<b>Starting up</b> : Discuss ideas about careers.	- Students talk about their level of ambition and say what makes for a successful career.	
	<b>Vocabulary</b> : Career moves	- Students look at typical word combinations and verbs used with career.	
	<b>Reading</b> : Tenways to improve your career.	- Scanning the text for specific information.	
	<b>Listening</b> : Improving your career.	- Listening for specific information (the best ways to improve one's career)	
	<b>Language</b> : Modals 1 : Ability, requests and offers.	- Students look at modals used for ability, requests and offers (can – could and would) and do exercises based around a job interview.	
	<b>Skills</b> : Telephoning : making contact	- Students listen to some calls and learn how to get through to who they want to speak to, leave messages, etc.	
	<b>Case study</b> : Fast track inc	- Students choose the right candidate for an internal promotion within an international training company.	



Units	Contents	Expected Skills	Hours
<b>Unit 2 Selling online</b>	<b>Starting up</b> : traditional shopping versus buying online.	- Introducing students to the subject of online sales and to gauge their knowledge of, and interest in the subject.	
	<b>Vocabulary</b> : Shopping online.	- Students work on words related to buying selling.	
	<b>Listening</b> : Multi – channel retail.	- Student listen to the head of E – Commerce of agros talk about how to succeed in online selling.	
	<b>Reading</b> : Worry for retailers	- Students read an article about the impact that online shopping has had on traditional retailing. - Matching words with their definitions, skimming the text for general idea, and scanning the text for specific details.	
	<b>Language</b> : Modals 2 : must, need to, have to, should.	- Students apply modals for obligation, necessity and prohibition in the context of rules for an online book club and in an interview.	
	<b>Skills</b> : Negotiating : reaching agreement.	- Students discuss tips for successful negotiating, listen to a negotiation and then role play one themselves.	
	<b>Case study</b> : lifetime holidays	- A traditional package holiday company wants to team up with an online business. Students role play negotiations between the two companies, then write up the outcome of the meeting in the form of a letter.	



Units	Contents	Expected Skills	Hours
<b>Unit 3 Companies</b>	<b>Starting up :</b>	<ul style="list-style-type: none"> <li>- Students talk about the type of company they would most like to work for.</li> </ul>	
	<b>Vocabulary :</b> describing company.	<ul style="list-style-type: none"> <li>- Students look at vocabulary used to describe companies and that is used in company reports to describe performance.</li> </ul>	
	<b>Listening :</b> A successful company.	<ul style="list-style-type: none"> <li>- Students listen for gist and for specific details.</li> </ul>	
	<b>Reading :</b> the world most respected companies.	<ul style="list-style-type: none"> <li>- Students do information – gap exercises with the results of an FT survey, then read articles on either TOYOTA or MICROSOFT and swap information</li> </ul>	
	<b>Language :</b> Present simple and present continuous	<ul style="list-style-type: none"> <li>- Comparing and contrasting the two tenses.</li> </ul>	
	<b>Skills :</b> Presenting your company	<ul style="list-style-type: none"> <li>- Students look at some advice for making presentations, listen to a presentation about a fashion company and then make a presentation about a company they invent.</li> </ul>	
	<b>Case study :</b> Valentino chocolates.	<ul style="list-style-type: none"> <li>- A maker of fine chocolates is in difficulty.</li> <li>- Students propose a strategy for revival and growth, then write a proposal document to the CEO of Valentino.</li> </ul>	



<b>Unit 4 Great ideas</b>	<b>Starting up :</b>	- Students talk about how new ideas are found and nurtured.	
	<b>Vocabulary :</b> Verb and noun combinations.	- Students look at and use typical verb and noun combinations in relation to new ideas, opportunities, etc, and hear them used in context.	
	<b>Listening :</b> The innovation works.	- Students listen to a description of a place designed to encourage innovation, and opinions or new ideas. They listen for gist and for specific details.	
	<b>Reading :</b> Three great ideas.	- Students read about three good ideas and exchange information about them.	
	<b>Language :</b> Past simple and past continuous.	- Students compare and contrast the two tenses, then use them in the context of an article about the inventor of post-it notes.	
	<b>Skills :</b> Successful meetings.	- Students look at what makes for successful meetings and listen to a meeting in progress. They then study meetings language.	
	<b>Case study :</b> Fabtek.	- Students representing a firm and suggest new products using the material and discuss they can be marketed. - Then create a report to recommend one of the products chosen.	



<b>Unit 5 Stress</b>	<b>Starting up :</b>	- Students discuss stressful situations and way of relaxing.	
	<b>Listening :</b> Dealing with stress.	- Listening for specific details : completing notes, answering questions and choosing the correct answers.	
	<b>Reading :</b> A career change.	- Students read about a professional who chose to change to a less stressful job. They read for gist, specific details, and deal with verb – noun collocations.	
	<b>Vocabulary :</b> Stress in the workplace.	- Students look a stress – related vocabulary.	
	<b>Discussion :</b> Stressful jobs.	- Students compare stress levels in different jobs.	
	<b>Language :</b> Past simple and present perfect.	- Students compare and contrast the two tenses using the correct tense with the correct time expressions.	
	<b>Skills :</b> Participating in discussions.	- Students listen to members of a personnel department talking about ways of improving the staff's health and then use these expressions in and their context.	
	<b>Case study :</b> Genova vending machines.	- Students analyse and tackle problems of stress and low morale in the human resources department of a company that has recently merged with a other. Then they write a report giving recommendations for reducing stress.	