

## KAUFMANN INTERNATIONAL CERTIFICATE: B2+

### (Including Cultural Components & an Introduction to the Local Working Environment)

<ul style="list-style-type: none"> <li>Overall course objectives are formulated through <b>MIPLOs</b> (Minimum Intended Programme Learning Outcomes). These are learning outcomes i.e. statements of what any learner who completes the programme will be able to do and are based on the relevant CEFR (Common European Framework of Reference for Languages) level.</li> </ul>		
<ul style="list-style-type: none"> <li>These overall course objectives have been broken down into weekly <b>MIMLOs</b> (Minimum Intended Module Learning Outcomes). These are formulated as “Can do” statements, which lay out what students will be able to do by the end of each module. All MIMLOs have been mapped onto the MIPLOs to ensure that there is coherence and that the overall course objectives can be achieved.</li> </ul>		
<ul style="list-style-type: none"> <li>Students undertake a guided self-study project in the afternoons, as well as two “company visits” during the course, both of which contribute to the overall course aims.</li> </ul>		
<h3>MIPLOs</h3> <p>By the end of the course learners...</p>		
<b>1</b>	<p>Communicative Skills and Strategies (receptive skills)</p>	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation.</p> <p>Can scan quickly through long and complex texts, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.</p> <p>Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p>

		Can understand the speaker's point of view on topics that are of current interest or that relate to their specialised field, provided that the talk is delivered in standard spoken language.
2	Communicative Skills and Strategies (productive skills)	<p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p> <p>Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions.</p>
3	Business Communication Strategies	<p>Can write non-routine professional letters, emails, memos, notes and other professional correspondences using appropriate structure and conventions, provided these are restricted to matters of fact.</p> <p>Can quickly identify the content and relevance of reports, memos, emails, news items, talks etc on a wide range of professional topics, deciding whether closer study is worthwhile.</p> <p>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options, then take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either themselves or the audience.</p> <p>Can, in a group discussion of a professional nature, articulate and evaluate the merit of different ideas, identify problems, and propose and justify solutions.</p>
4	Communicative Language Strategies –	Can, in intercultural encounters, demonstrate appreciation of perspectives other than their own normal worldview, and express themselves in a way appropriate to the context.

	<b>Intercultural Skills and Awareness</b>	<p>Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.</p> <p>Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.</p> <p>Can deal with ambiguity in cross-cultural communication and express their reactions constructively and culturally appropriately in order to bring clarity.</p>
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## **Course Materials**

Materials for the course are created in house, purposely tailored to the KIC programme objectives, drawing on a wide range of existing high quality coursebooks and lessons. Teachers have access to all original materials used to create the course content, as well as a large selection of supplementary materials (including the extensive school library of resources and access to a number of high-quality online resources) which teachers may use where required to meet the varying needs of students and groups as they present themselves.

Some of the materials, resources and sources available to teachers are listed below:

- *Success with BEC: Higher*. Summertown Publishing Ltd, Oxford, 2008.
- *ESL Brains*. <https://eslbrains.com/>
- *Lingua House*. <https://www.linguahouse.com/en-GB/>
- *One Stop English*. <https://www.onestopenglish.com/>
- *To be added*.

**Lesson 1: "Introduction," "Working Life"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	general workplace vocabulary
<b>Speaking</b>	about working life, career goals, hopes and fears for the course
<b>Reading</b>	about young workers and the perception of young people in the workforce
<b>Listening</b>	choosing the right career
<b>Writing</b>	a career action plan

**Can Do Statements (MIMLOs):**

**I can...**

- A. Speaking:** explain what my priorities are in choosing a career and justify my choices in a group setting. (2, 3)
- B. Writing:** write a career plan, outlining goals, strengths, and anticipated problems and solutions. (2)

**Lesson 2: "Communication in the Workplace"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	verbs of office communication
<b>Speaking</b>	about avoiding miscommunication; effective customer service and support
<b>Reading</b>	technology and communication
<b>Listening</b>	communication and active listening

**Can Do Statements (MIMLOs):**

**I can...**

- A. Listening:** predict why particular key words and phrases will be mentioned in a video about miscommunication, then subsequently assess if those predictions were correct. (1)
- B. Vocabulary/Speaking:** compare and contrast various business communication methods using topic-related vocabulary, assessing how comfortable I am in using each method. (2)

**Lesson 3: "Building a Good Company"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	traits of good companies, word transformations
<b>Speaking</b>	about what makes a good workplace
<b>Listening</b>	building a company people want to work for
<b>Writing</b>	a company manifesto

**Can Do Statements (MIMLOs):**

**I can...**

- A. Speaking:** formulate principles by which a company might operate and justify those same principles in a group setting. (2, 3)
- B. Vocabulary/Grammar:** employ the correct form of select business terms using context in sentences relating to companies and corporate life. (2, 3)

**Lesson 4: "Email Communication"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	professional correspondence by email
<b>Speaking</b>	about important considerations when sending emails in a professional context
<b>Reading</b>	email correspondence
<b>Writing</b>	emails

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Reading:** differentiate between various levels of formality of register observed in a series of emails. (1, 3, 4)
- B. **Writing:** write emails in a professional register arranging appointments and rescheduling them as necessary. (2, 3, 4)

**Lesson 5: "Salaryman"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	"karoshi" culture in Japan
<b>Speaking</b>	about work culture; protection of workers; relaxation techniques
<b>Reading</b>	"karoshi" culture in Japan
<b>Listening</b>	documentary film trailer "Salaryman"

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Reading:** employ scanning to identify key pieces of information in a complex article about a culture which isn't my own. (1, 3, 4)
- B. **Speaking:** justify an appropriate relaxation technique to alleviate particular work stresses. (2, 3)

**Lesson 6: "Supply and Demand"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	collocations relating to supply and demand
<b>Speaking</b>	just-in-time & just-in-case systems; supply and demand
<b>Reading</b>	an article about Toyota
<b>Listening</b>	a video about Toyota and just-in-time production

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Vocabulary/Speaking:** argue why a given system of production is superior using appropriate collocations in the context of supply chains. (2, 3)
- B. **Listening/Reading:** predict the content of a video on the topic of supply chains then subsequently assess if my predictions were correct. (1)

**Lesson 7: "Project Management"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	soft skills; project management
<b>Speaking</b>	project management; project work role play
<b>Listening</b>	a conversation about project management
<b>Writing</b>	an email about project management

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Writing:** devise good project management practices, then write a professional email proposing and justifying those same practices. (2, 3, 4)
- B. **Listening:** identify whether or not a speaker expressed a given statement during a conversation about project management. (1, 3)

**Lesson 8: "Advertising"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	types of advertising and marketing
<b>Speaking</b>	effective advertising, personal relationship with adverts
<b>Listening</b>	famous advertisements; an interview about marketing
<b>Writing</b>	a market analysis report

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Writing:** write a market report based on market analysis conducted in a group setting. (2, 3)
- B. **Speaking:** undertake market analysis in a group setting, outlining key considerations and then presenting them to an audience.  
(2, 3)

**Lesson 9: "Passive Income"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	passive income
<b>Speaking</b>	passive income; work-life balance
<b>Listening</b>	vending machines as a business idea
<b>Writing</b>	notes on a business idea

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Speaking/Writing:** assess the strengths of given business ideas, choosing one as the strongest and justifying my choice in a group setting. (2, 3)
- B. **Listening:** take brief but precise factual notes while listening to a speaker discussing their business, despite the speaker having a strong regional accent. (1, 3, 4)

**Lesson 10: "Giving a Presentation"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	language of presentations
<b>Speaking</b>	good practice for presentations; types of presentations; elevator pitches
<b>Reading</b>	elevator pitch
<b>Listening</b>	Common Mistakes to Avoid During a Virtual Presentation

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Listening:** predict the opinions of a speaker discussing public speaking in a professional context, then subsequently assess if my predictions were correct. (1)
- B. **Speaking:** devise and deliver an "elevator pitch" for a product/service in a group setting. (2, 3, 4)

**Lesson 11: "Bargaining and Negotiation"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Vocabulary</b>	language of negotiation
<b>Speaking</b>	bargaining, negotiation, bartering;
<b>Listening</b>	video about asking for a raise

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Listening/Speaking:** compare and contrast my opinions with those of a business personality, having accurately identified the business personality's opinions beforehand. (1, 2)
- B. **Vocabulary/Speaking:** employ the language of negotiation to negotiate, bargain and barter efficiently and accurately. (2, 3, 4)

**Lesson 12: "Irish Culture 1: Traditional Irish Food"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Reading</b>	the Great Irish Famine
<b>Speaking</b>	food and culture; the famine
<b>Vocabulary</b>	types of potato dishes

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Reading/Speaking:** justify why I consider particular factual statements in a text to be important in the context of famine and colonialism. (1, 2, 4)
- B. **Speaking:** assess the characteristics and merits of my home country's food culture and make detailed, meaningful comparisons with a second country. (2, 4)

**Lesson 13: "Irish Culture 2: Gaeilge"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Reading</b>	a conversation in Connemara
<b>Speaking</b>	importance of language
<b>Vocabulary</b>	words and phrases in Irish
<b>Listening</b>	a poem in Irish; a documentary about Irish

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Reading:** identify correctly translations for phrases which are written in a language I don't speak, in a bilingual text, using the English-language context surrounding the foreign-language phrases. (1, 3, 4)
- B. **Speaking:** argue a position on the topic of preserving native languages in a group setting, justifying my statements and responding to challenges as necessary. (2, 3, 4)

**Lesson 14: "Irish Culture 3: Hurling and Mythology"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Reading</b>	Cú Chulainn
<b>Speaking</b>	hurling; sports and culture; features of sport; mythology
<b>Vocabulary</b>	rules and characteristics of hurling
<b>Listening</b>	Why Irish hurling is the fastest game on grass

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Reading/Grammar:** complete a text with missing information by requesting, using appropriate question structure, the appropriate information from a partner who has access to it. (1, 2)
- B. **Listening:** make brief but precise factual notes while listening to a speaker with a strong regional accent discussing a sport with which I am unfamiliar. (1, 3)

**Lesson 15: "Irish Culture 4: Music and Culture"**

Development of English language skills, build confidence in language use with reference to socio-cultural aspects and the professional environment. In this module, particular focus is given to:

<b>Speaking</b>	music and culture; music preferences
<b>Vocabulary</b>	Irish traditional instruments
<b>Listening</b>	The Galway Shawl

**Can Do Statements (MIMLOs):**

**I can...**

- A. **Vocabulary/Speaking:** compare and contrast Irish traditional instruments with traditional instruments from my home country. (2, 3, 4)
- B. **Speaking:** justify in a group setting the items I consider to be essential if I were to be marooned on a desert island. (2, 3)