



**University of Prizren “UkshinHoti”  
Faculty of Economics  
Program: International Management**

| <b>SYLLABUS</b>                  |          |   |                   |  |  |  |                |
|----------------------------------|----------|---|-------------------|--|--|--|----------------|
| <b>Level of studies</b>          |          | <b>Bachelor</b>                                   | <b>Program</b>    | <b>I A</b>   |  | <b>Academic year</b>   | <b>2019/20</b> |
| <b>SUBJECT</b>                   |          | <b>Business English</b>                           |                   |  |  |  |                |
| <b>Year</b>                      | <b>I</b> | <b>The status of Subject</b>                      | <b>Obligatory</b> | <b>Code</b>  |  | <b>ECT S credits</b>   | <b>5</b>       |
| <b>Semester</b>                  | <b>I</b> |   |                   |  |  |  |                |
| <b>Teaching weeks</b>            |          | 15  |                   | Teaching classes 60  |  | Lectures   | Exercises      |
|                                  |          |   |                   |  |  | <b>2</b>   | <b>2</b>       |
| <b>Teaching Methodology</b>      |          | Interactive lectures, seminar papers, discussions |                   |  |  |  |                |
| <b>Consultation</b>              |          |   |                   |  |  |  |                |
| <b>The teacher</b>               |          | <b>PhDc. Kadri Krasniqi</b>                       |                   | e-mail   |  | <a href="mailto:kadrikrasniqi2016@gmail.com">kadrikrasniqi2016@gmail.com</a> |                |
|                                  |          |   |                   | Tel.   |  | /  |                |
| <b>Assistant</b>                 |          | ElvirShtavica                                     |                   | e-mail   |  | /  |                |
|                                  |          |   |                   | Tel.   |  | /  |                |
| <b>The purpose of the course</b> |          |   |                   | <b>Expected learning outcomes</b>  |  |  |                |
| <b>OBJECTIVE</b>                 |          |   |                   | <p>The main objective of the course is to introduce students with the general language skills that will help them to communicate effectively in a wide range of formal and informal situations; to increase fluency and confidence in using English in professional contexts, and to enable participants to prioritize their own language learning needs.</p> <p>The course includes; communication strategies, meeting skills, and negotiation strategies. The vocabulary of the course is designed to develop participants' language and communication skills in a market leader context through variety of relevant topics.</p> |  |  |                |

| PROGRAM | Weeks      | Topic                    | Exercises  |
|---------|------------|--------------------------|--|
|         | Week - I   | PRESANTATION OF SYLLABUS | <ul style="list-style-type: none"> <li>- Course introduction</li> <li>- Students introduction</li> </ul>   |
|         | Week – II  | BRANDS                   | <p><b>Language review:</b> Present simple and present continuous</p> <p><b>Vocabulary:</b> Brands and marketing words and collocations</p> <p><b>Writing:</b>Editing – Replying to an email.</p> <p><b>Sound work:</b>The third person singular ending.</p>  |
|         | Week – III | TRAVEL                   | <p><b>Language review:</b> Future forms.</p> <p><b>Vocabulary:</b> Business travel words and phrases in context.</p> <p><b>Writing:</b> Writing an email and editing.</p> <p><b>Sound work:</b>Individual sounds - dark l.</p> <p><b>Connected speech:</b> disappearing sounds.</p> <p><b>Stress and intonation:</b> Wh. Questions.</p>                            |
|         | Week – IV  | CHANGE                   | <p><b>Language review:</b> Past simple and present perfect.</p> <p><b>Vocabulary:</b> Word building and focus on introducing or describing change.</p> <p><b>Writing:</b> Identifying function, an introduction to report writing and editing.</p> <p><b>Sound work:</b>Individual sounds - the schwa sound.</p> <p><b>Connected speech:</b> contracted forms.</p> |
|         | Week – V   | ORGANISATION             | <p><b>Language review:</b> Noun combinations.</p> <p><b>Vocabulary:</b> Focus on company organisation.</p> <p><b>Writing:</b>Completing an email, replying to an email and editing.</p> <p><b>Sound work:</b>Individual sounds-the letter u.</p> <p><b>Connected speech:</b> consonant-vowel links.</p> <p><b>Stress and intonation:</b> three syllable words.</p> |

|  |                    |                     |  |
|--|--------------------|---------------------|--|
|  | <b>Week – VI</b>   | <b>ADVERTISING</b>  | <p><b>Language review:</b> Using articles.</p> <p><b>Vocabulary:</b> Advertising words and collocations.</p> <p><b>Writing:</b> Completing a letter, replying to a letter, generalising and editing.</p> <p><b>Sound work:</b> Individual sounds-contrasting(əʊ) and(ɑʊ).</p> <p><b>Connected speech:</b> linking r.                      <b>Stress and intonation:</b> lists.</p>   |
|  | <b>Week – VII</b>  | <b>MONEY</b>        | <p><b>Language review:</b> Describing trends.</p> <p><b>Vocabulary:</b> Finance words and collocations.</p> <p><b>Writing:</b> Linking words and editing.</p> <p><b>Sound work:</b> Weak forms and saying the data.</p>  |
|  | <b>Week – VIII</b> | <b>MIDTERM TEST</b> |  |
|  | <b>Week – IX</b>   | <b>CULTURES</b>     | <p><b>Language review:</b> Modals.</p> <p><b>Vocabulary:</b> Focus on idioms.</p> <p><b>Writing:</b> Unscrambling texts, completing a letter and editing.</p> <p><b>Sound work:</b> Individual sounds-silent letters.</p> <p><b>Connected speech:</b> weak forms of have to.</p> <p><b>Stress and intonation:</b> highlighting.</p>  |
|  | <b>Week – X</b>    | <b>EMPLOMENT</b>    | <p><b>Language review:</b> Question forms. Indirect questions.</p> <p><b>Vocabulary:</b> Employment and collocations.</p> <p><b>Writing:</b> Completing a job advertisement, sequencing a letter of application and editing. <b>Sound work:</b> Individual sounds - the ending –tion, -ssion or -sion.</p> <p><b>Connected speech:</b> consonant - vowel links.</p> <p><b>Stress and intonation:</b> showing interest.</p> |

|   |                    |                              |   |
|---|--------------------|------------------------------|---|
|   | <b>Week – XI</b>   | <b>INTERNATIONAL MARKETS</b> | <p><b>Language review:</b> Conditional sentences.</p> <p><b>Vocabulary:</b> Trade words and collocations.</p> <p><b>Writing:</b> Completing a letter. Correcting a letter and editing.</p> <p><b>Sound work:</b> Individual sounds-the letter a.</p> <p><b>Connected speech:</b> contracted forms.</p> <p><b>Stress and intonation:</b> conditional sentences.</p>    |
|   | <b>Week – XII</b>  | <b>ETHICS</b>                | <p><b>Language review:</b> Tense review. <b>Vocabulary:</b> Ethics words and collocations.</p> <p><b>Writing:</b> Linking words, sequencing an email and editing. <b>Sound work:</b> the sound (ʌ). <b>Connected speech:</b> weak forms of was and were.</p> <p><b>Stress and intonation:</b> question tags.</p>  |
|   | <b>Week – XIII</b> | <b>LEADERSHIP</b>            | <p><b>Language review:</b> Relative pronouns. Defining and non - defining relative clauses.</p> <p><b>Vocabulary:</b> Leadership words in context.</p> <p><b>Writing:</b> Formal or Informal language and editing. <b>Connected speech:</b> consonant-vowel links. <b>Stress and intonation:</b> Identifying stressed syllables.</p>                                  |
|   | <b>Week – XIV</b>  | <b>COMPETITION</b>           | <p><b>Language review:</b> Modals.</p> <p><b>Vocabulary:</b> Competition words and collocations.</p> <p><b>Writing:</b> Paraphrasing. Matching and sequencing and editing.</p> <p><b>Sound work:</b> Individual sounds-contrasting (ɔː) and (əʊ).</p> <p><b>Connected speech:</b> contracted forms.</p> <p><b>Stress and intonation:</b> identifying word stress.</p> |
|   | <b>Week – XV</b>   | <b>REVISION</b>              | <p><b>Language focus:</b> Relative clauses.</p> <p><b>Vocabulary:</b> Words to describe character</p> <p><b>Reading/Listening:</b> Profile of a leading chief executive. <b>Further Practice:</b> Discuss the qualities of good leadership</p>  |
| <b>FINAL EXAM</b> (time and date to be announced) |                    |                              |   |

|                                    |   |
|------------------------------------|---|
| LEARNING OUTCOMES                  | <p>Upon the successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>- Expand professional vocabulary.</li> <li>- Communicate with greater confidence.</li> <li>- Speak more accurately and fluently.</li> <li>- Improve written English through various exercises, and</li> <li>- Socialize and network with greater confidence as well as work successfully in a cross-cultural environment.</li> </ul>  |
| READING MATERIALS<br>or LITERATURE | <ol style="list-style-type: none"> <li>1. David Cotton, David Falvey, Simon Kent. (2012). <b>Market Leader-Business English</b>, Student's Book. Longman: England (<b>obligative</b>) <b>Intermediate</b></li> <li>2. John Rogers. (2012). <b>Market Leader-Business English</b>, Practice File. Longman: England (<b>obligative</b>) <b>Intermediate</b></li> <li>3. Dictionary: Pauli Qesku. FjaloriAnglisht – Shqip</li> <li>4. Dictionary: Oxford Advanced Learner's Dictionary</li> </ol>  |
| TEACHING METHODOLOGY               | <p>Each week consists of 3 academic hours classes. One cooperative teaching hour and the other two will be realized in the framework of language exercises.</p> <ul style="list-style-type: none"> <li>• Lectures will be interactive, with students expected to come to class prepared to discuss questions on the contents listed in the course syllabus based on readings assigned each week.</li> <li>• Students are expected to complete the tasks that derive from lectures and to contribute in weekly assignments (reading assignments, writing task summaries, critical reviews, participation in class discussions and debates as well as taking part in group work and role playing).</li> <li>• All these common techniques will enable them to earn the credits allocated for the course, as well as to ensure the accomplishment of course objectives.</li> </ul> |

|  |   |              |                      |               |
|--|---|--------------|----------------------|---------------|
| <b>EVALUATION</b>                                  |   |              |                      |               |
|  | <b>Evaluation methods</b>   |              | <b>Grading scale</b> | <b>Grades</b> |
|  | Midterm Test  | 20 %         | 91% - 100%           | 10            |
|  | Active participation during lectures and exercises  | 10%          | 81% - 90%            | 9             |
|  |   |              | 71% - 80%            | 8             |
|  | Attendance and homework   | 10 %         | 61% - 70%            | 7             |
|  | Final exam  | 60 %         | 51% - 60%            | 6             |
|  |   |              | 50% - 0%             | 5             |
| <b>Total</b>                                       |   | <b>100 %</b> |                      |               |
| <b>ACADEMIC POLICIES and STUDENTS' OBLIGATIONS</b> | <ul style="list-style-type: none"> <li>- Absence will affect the final grade. The policy is straightforward: If you are absent or negligent, you are responsible for what you have missed.</li> <li>- Students are required to respect the schedule of lectures and be attentive during the lessons.</li> <li>- It is mandatory to have books, when in lessons.</li> <li>- Students must be active and cooperative because the book assigned for the course requires interactive learning and as such seeks continuous collaboration and interaction between teachers, students, books, and technology equipments.</li> <li>- The cooperative environment during the lectures and exercises is primary demand in achieving the objectives and goals set forth in this syllabus.</li> <li>- No usage of phones during the classes and tests/final exam.</li> <li>- Finally yet importantly, full respect for universally recognized academic policies and standards (The Bologna System).</li> </ul> |              |                      |               |