



Course Information					
Code:	ENG53001	Course:	ENGLISH FOR BUSINESS		
Coordination Area / Program:	DIRECCION DE BILINGUAL PROGRAM			Mode: Presencial	
Credits: 04	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: 128
	H.Teoria	64	0	64	
	H.Práctica	0	0	0	
	H.Laboratorio	0	0	0	
Period: 2024-02	Start date and end of period: del 19/08/2024 al 08/12/2024				
Career: ADMINISTRACIÓN - ADMINISTRACIÓN DE LA SALUD - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ADMINISTRACIÓN Y EMPRENDIMIENTO - ADMINISTRACIÓN Y FINANZAS CORPORATIVAS - ADMINISTRACIÓN Y GESTIÓN AMBIENTAL - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - INGENIERÍA EMPRESARIAL - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INTERNATIONAL BUSINESS - MARKETING - RELACIONES INTERNACIONALES					

Course Pre-requisites		
Code	Course - Credits	Career
FC-IDI ENG06	ENGLISH VI	ADM. DE LA SALUD - COMUNICACIONES - ING. LOG & TRANSPORTE - ADM. HOTELERA - GASTR. GEST. REST. - ADM. TURISMO - ING. EMPRESARIAL
FC-IDI ENG05	ENGLISH V	ADMINISTRACION
FC-IDI ENG04	ENGLISH IV	GEST. AMBIENTAL EMP. - ADMINISTRACION - ECO. NEG. INT. - ADM-GEST-AMBIENT - ADM&FINCORP - ECONOMIA - DERECHO - RELAC. INTERNACIONALES - MARKETING - ECO. Y FINANZAS - INTERN. BUSINESS - ADM. Y EMPRENDIMIENTO
FC-IDI ENG04	ENGLISH IV	GEST. AMBIENTAL EMP. - ADMINISTRACION - ECO. NEG. INT. - ADM-GEST-AMBIENT - ADM&FINCORP - ECONOMIA - RELAC. INTERNACIONALES - DERECHO - MARKETING - ECO. Y FINANZAS - INTERN. BUSINESS - ADM. Y EMPRENDIMIENTO

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
LAVALLE TERRY, ALABEL	ALAVALLE@USIL.EDU.PE		

Instructors
You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers .

Course Overview
English for business is a course that corresponds to the area of specialized studies, of a theoretical nature, based on the communicative approach. Contributes to the development of bilingual communication competence. Its purpose is to recognize and apply the terminology used for effective communication in business contexts. It includes topics related to the four skills measured in the teaching and learning of the English language: written comprehension, listening comprehension, written expression and oral expression. The creditable product is the final project.

Competencias Profesionales y/o Generales			
Carrera/Programa	Sigla/ Denominación de la Competencia	Nivel de la competencia	Aprendizajes esperados

ADMINISTRACIÓN Y FINANZAS CORPORATIVAS	CG2: Comunicación Bilingüe	N3 Communicates effectively in English using the four linguistic skills - listening comprehension, reading comprehension, oral production and written production with sufficient fluency and naturalness for personal, academic and professional performance at an international level.	<ul style="list-style-type: none"> • Argue and justify speeches and conferences and follow lines of argument, as long as the topic is relatively well known. • Infers and interprets articles and reports related to contemporary problems, in which the authors adopt a particular attitude or point of view. • Develop and construct descriptions on a range of topics related to a topic of personal interest. • Prepare and paraphrase written texts on a wide range of topics related to a personal interest. • Demonstrates and develops a grammatical and lexical linguistic range to create clear descriptions, expresses points of view and develops arguments using sentence structures.
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General Course Result	Unit Result
At the end of the course, the student prepares a final project, considering the skills of reading comprehension and oral production with responsibility, ethics and critical sense.	1. At the end of the unit, the student analyzes and understands the main ideas of texts, considering both concrete and abstract topics of a business and business nature with responsibility and ethics.
	2. At the end of the unit, the student compares and contrasts diverse situations and discusses to achieve a consensus with fluency and precision, taking into consideration diverse topics with a critical sense and opinion.
	3. At the end of the unit, demonstrate a linguistic, grammatical and lexical range to develop clear descriptions, express points of view and make an Oral Presentation considering sentence structures with responsibility, a critical sense and opinion.

Development of activities		
Unit Result 1: <i>At the end of the unit, the student analyzes and understands the main ideas of texts, considering both concrete and abstract topics of a business and business nature with responsibility and ethics.</i>		
Session 1: <i>At the end of the session, the student solves a written evaluation with reading comprehension, grammar and vocabulary exercises considering active and passive voice in the different grammatical tenses with responsibility.</i>	Semana 1 a 4	
Learning Activities	Contents	Evidence
Defines the business environment. Identify internal and external factors that can affect the business	THE BUSINESS ENVIRONMENT. Definition. Internal and external factors. CULTURE IN THE	Evaluación 1: UOE + Reading (Evaluación sumativa)

environment. Identify cultural problems when companies decide to internationalize through written and oral texts. Use key vocabulary to describe cultural issues that arise from reading. Identify and use key vocabulary to describe organizational culture. Develop reading comprehension strategies at a global and specific level. Identify and use the passive voice in context.	WORKPLACE. Hofstede's cultural dimensions. MOTIVATION. Herzberg's theory of motivation and hygiene. Vocabulary: terms about motivation and demotivation	
Session 2: <i>At the end of the session, the student solves a written evaluation with reading comprehension, grammar and vocabulary exercises considering 'modal verbs' with ethical management and honesty.</i>		Semana 5 a 7
Learning Activities	Contents	Evidence
Identify and use vocabulary related to management topics. Identify the main ideas and specific information of texts written in directing styles. Defines the three basic levels of organizational structures through auditory and written input. Use collocations related to organizational structures. Recognize and use modal verbs to speculate about specific work situations. Identify and use prefixes to form nouns. Discuss the advantages and disadvantages of working as a team.	MANAGEMENT STYLES Direction styles. Organizations and their structures. Vocabulary: Colloquiums used in organizational structures. TEAM BUILDING Creation of effective work teams. Vocabulary: Prefixes of nouns. Grammar: Modal verbs used in speculation/deduction in present and past. Article: "Recipes to create an effective team." Article: "How to motivate the sales team.	Evaluación 2: UoE + Reading (Evaluación sumativa)
Unit Result 2: <i>At the end of the unit, the student compares and contrasts diverse situations and discusses to achieve a consensus with fluency and precision, taking into consideration diverse topics with a critical sense and opinion.</i>		
Session 3: <i>The student performs an oral evaluation on different topics of interest, considering the grammar and vocabulary carried out in the session with critical thinking and collaborative work.</i>		Semana 8 a 10
Learning Activities	Contents	Evidence
Defines what supply chain management (SCM) is. Identifies the functions, objectives, and decision-making phases of the supply chain. Discusses issues related to SCM and makes decisions for a specific case. Develop reading skills to infer implicit details. Develop listening skills based on an oral text of a business nature. Differentiate and use types of conditionals 0, 1 and 2 in business contexts. Develop oral expression: debate on decision making in SCM based on a specific case study Identify, analyze and use key terms related to international marketing. Develop reading strategies from a business text.	SUPPLY CHAIN MANAGEMENT Definition: SCM and Logistics. Functions involved in the supply chain. Oral and written texts about the phases and decision making in SCM. Grammar: Conditionals of type 0, 1 and 2. Phrases with compound nouns. MARKETING STRATEGY AND INTERNATIONAL MARKETING Definition. Vocabulary: noun associations. Oral and written texts in the context of international marketing	Oral presentation in groups. (Formative evaluation).
Session 4: <i>The student performs an oral evaluation on different topics of interest, considering the grammar and vocabulary carried out in the session with responsibility and collaborative work.</i>		Semana 11 a 14
Learning Activities	Contents	Evidence

<p>Identify the related vocabulary according to the claims. Develop listening skills through commercial audio. Identify and use idiomatic expressions used in the customer service field. Develop reading skills through a commercial text. Develop oral expression: debate. Analyze and use word associations related to crisis vocabulary in context. Develop oral and written comprehension skills: extraction of global and specific information. Do a role play. Use the third conditional to express imaginary situations from the past in business contexts. Identify the main sources of financing for an entrepreneur. Develop oral expression: prepare and present an elevator pitch based on a recently created company. Define what entrepreneurship is. Recognizes the key ideas related to entrepreneurship based on oral and written texts.</p>	<p>CUSTOMER SERVICE Vocabulary: claims and complaints. Audio text on how to deal with the most common customer complaints. Reading: "Customer service is changing the world." CRISIS MANAGEMENT Vocabulary: Crisis management Oral comprehension: Crisis management. Reading: Examples of crisis management Grammar: Use of the 3rd conditional in context. FINANCE Criteria and sources of business investment. Vocabulary: terminology in the context of new business investments. ENTREPRENEURSHIP Oral and written texts: presenting new business ideas: elevator pitch.</p>	<p>Oral presentation in groups. (Formative evaluation).</p>
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Unit Result 3: *At the end of the unit, demonstrate a linguistic, grammatical and lexical range to develop clear descriptions, express points of view and make an Oral Presentation considering sentence structures with responsibility, a critical sense and opinion.*

Session 5: *At the end of the session, the student demonstrates a linguistic, grammatical and lexical range to develop clear descriptions, express points of view and develop arguments considering the use of sentence structures, through an oral presentation, with responsibility, critical thinking and ethics.*

Semana 15 a 16

Learning Activities	Contents	Evidence
<p>Review the main concepts and linguistic forms seen in previous weeks. Make your oral presentation based on a business idea and worked collaboratively.</p>	<p>Revision: Grammar, vocabulary</p>	<p>Creditable product: Presentation of a project</p>

Methodology

The course will be developed based on the following methodologies: The course will be developed based on the following methodologies: The course will be developed based on the following methodologies: Flipped Classroom, Project Based Learning, Collaborative Learning, Content Learning, Participatory Learning. Flipped Classroom, in which students review content. Collaborative learning will be used during the sessions as part of the acquisition of 21st century skills, in turn it will be used during the Assignments and Final Project. Content learning will be used as students acquire grammatical and vocabulary knowledge of the English language. Participatory learning will be used during all sessions, this being of vital importance to develop oral production skills. An eclectic methodology is used that allows the student to develop oral and written production skills. These methodologies favor the development of the course.

Assessment System

Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.

The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.

Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	70%			
Promedio de Evaluaciones	100%			
Evaluación 1	25%		Semana 4	No
Evaluación 2	25%		Semana 7	No
Evaluación 3	25%		Semana 11	No
Evaluación 4	25%		Semana 14	No
Evaluación Final	30%	Creditable product.	Semana 16	No

Attendance Policy	
Total Percentage Absences Permitted	30%
<p>Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p>	

Basic Required Reading
<p>[1] Chacon, Louis (1981). <i>Bilingual business grammar. Gramatica comercial biling_e..</i> (First Edition). South-Western Publishing.</p> <p>[2] Cotton, David. (2016). <i>Market leader : Upper intermedaite : business english course book /.</i> (3rd ed.). Pearson,.</p> <p>[3] Cotton, David (1993). <i>Business class /.</i> (First Edition). Nelson,.</p>

References Supplementary
<p>[1] Handford, Michae (2011). <i>Business advantage. Student's book. Upper-intermediate /.</i> (First Edition). Cambridge University Press,.</p>

Prepared by:	Approved by:	Validated by:
CRUZ BARRERA, ZOILA ROSAURA /	BERNAL SANTOS, ROSARIO JAZMIN	Office of Curriculum Development
Date: 17/07/2024	Date: 17/07/2024	Date: 18/07/2024