UK

SYLLABUS 2026-2027

Business English (U3 S6)

MODULE SPECIFICATION

Module Code	2627_LNG_01_EN_013
Campus	Oxford
Department(s)	English as a Foreign Language
Level / Semester	Undergraduate Year 3 (U3); Equivalent to FHEQ level 6 Semester 05
Language of Instruction	English
Teaching Method	☒ In-person (face-to-face) ☐ Distance learning (live online) ☐ e-Learning (asynchronous) ☐ Hybrid: _____
Pre-requisite(s)?	None
ECTS *Reminder: 1 ECTS = between 20 and 30hr- student workload*	4
Equivalent FHEQ credits	8
Study Hours	100 hours which comprise of 30 directed learning and 70 independent learning/assessment hours

MODULE DESCRIPTION

Module Aims	This practical, employment-focused module equips students with the language and communication skills required for recruitment and human resources contexts. Through speaking, writing, and reading tasks such as job interviews, video CVs, and cover letters, students practise functional grammar structures and vocabulary relevant to the workplace. The module also supports professional fluency through idiomatic language, argument identification, statement evaluation, understanding of business and marketing terminology, and simulation

	of authentic recruitment scenarios.
Teaching Arrangement	Students will engage in interactive workshops, peer reviews, and individual presentations, culminating in a video CV and job interview simulation. TOEIC, TOEFL, or IELTS preparation is included where relevant. The module will be delivered as 9 classes of 3 hours taught weekly over the 10-week semester.
Learning Outcomes	By the end of this module, students should be able to: 1. Design and produce professional CVs and cover letters, demonstrating grammatical accuracy and precise vocabulary use, and perform confidently in job interviews, using appropriate language, tone, and interpersonal strategies. 2. Demonstrate mastery and understanding of vocabulary related to HR, recruitment, and job satisfaction, including interpreting business and marketing terms from an article. 3. Appropriately apply complex grammatical structures, including conditions and "used to" expressions within professional contexts. 4. Analyse and interpret written and spoken business materials, employing advanced reading skills, such as inferring meaning, deconstructing arguments, and paraphrasing complex ideas, to support critical engagement with authentic texts. 5. Interpret idiomatic and figurative expressions accurately within professional communication. 6. Prepare for standardised English proficiency tests. 7. Identify and critically assess an author's main argument and evaluate statements for accuracy, reliability, and bias drawing on textual evidence to substantiate interpretations.
Competency Goals *(Knowledge, expertise and interpersonal skills)*	PGE_U_CG01 - Manage teams
	PGE_U_CG02 - Communicate effectively
	PGE_U_CG03 - Develop intercultural understanding
Alignment with Programme Learning Goals	PGE_U_CG01 – Communicate effectively in multicultural teams
	PGE_U_CG03 – Solve problems and make informed decisions in business contexts
	PGE_U_CG06 – Operate in a globalised and multicultural environment
	PGE_U_CG02 – Communicate effectively in professional contexts
	PGE_U_SG02 – Demonstrate proficiency in professional communication

Last reviewed: 18/08/2026

	PGE_U_KG01 – Demonstrate analytical and critical thinking skills
	PGE_U_CG04 – Demonstrate intercultural and international awareness

SESSION TOPICS / MODULE SCHEDULE

(Please note, a session/sequence may be more than one scheduled class)

Session 1: Vocabulary Focus - Recruitment and Job Satisfaction

Content:

- Introduction to HR and recruitment terminology
- Exploring job satisfaction factors
- Vocabulary: roles, contracts, working conditions
- Understanding job specifications and candidate profiles:
    - Job descriptions, person specifications, and transferable skills
    - Matching candidates to job requirements

Assignments:

- Vocabulary matching and sentence-building tasks
- Compare candidate CVs to job specs

Session 2: Reading and Comprehension Skills

Content:

- Identify an author's main argument in written work
- Evaluate statements for accuracy/reliability, using contextual evidence
- Understand meaning of business/marketing terms from an article
- Apply reading skills

Session 3: Writing CVs (Resumés)

Content:

- Content and structure of a CV
- Focus on achievements, experience, and layout

Assignments:

- Draft personal CV for peer feedback

Session 4: Writing Cover Letters

Content:

- Linking motivation to job roles
- Tone, register, and layout

Assignments:

- Write a tailored cover letter for a real or mock job

Session 5: Grammar Focus – Conditionals, "Used To", and Adaptability in Work Contexts

Content:

- First, second, third, and mixed conditionals
- Hypothetical workplace situations
- "Used to"/ "be used to"/ "get used to"/ "will have to get used to"
- Adapting to new roles and environments

Last reviewed: 18/08/2026

Assignments:

- Grammar worksheet
- Write a short personal reflection using target structures

Session 6: Video CV – Planning and Delivery

Content:

- How to structure a short personal pitch
- Presentation skills, language and visual clarity

Assignments:

- Draft script and storyboard
- Continuous assessment – video CV (3 minutes)

Session 7: Job Interviews – Techniques and Role Play

Content:

- Common interview formats and questions
- STAR method and situational responses

Assignments:

- Prepare for interview simulation
- Continuous assessment – job interview/job fair

Session 8: Workplace Challenges and Idioms

Content:

- Responding to pressure, conflict, and criticism
- Workplace idioms: “pull rank”, “at each other's throats”, etc.
- Interpreting idiomatic/figurative phrases in a professional context

Assignments:

- Dialogue practice using idioms
- (*Optional*) Continuous assessment – teacher's choice task

Session 9: Review and Grammar/Vocabulary Test

Content:

- Vocabulary games and grammar recap
- Focused TOIEC/IELTS task (if applicable)

Assignments:

- Continuous assessment – grammar + vocabulary test on Moodle (40 questions)
- Self-assessment reflection

KEY TEXTS

1. Emmerson, P. (2013) *Email English*. 2nd edn. Macmillan Education.

SUPPLEMENTARY TEXTS

1. Doyle, A. (2022) *How to write a cover letter for a Job*, *The Balance*. Available at: https://www.thebalancemoney.com/get-your-cover-letter-noticed-2060153.

Last reviewed: 18/08/2026

2. Gallo, A. (2020) *How to nail a job interview - remotely*, *Harvard Business Review*. Available at: https://hbr.org/2020/06/how-to-nail-a-job-interview-remotely.
3. Goleman, D. (1999) *Working with emotional intelligence*. Bloomsbury Publishing.

MODES OF ASSESSMENT

Continuous Assessment (40%)	Grammar + vocabulary test	10%
	Video CV	10%
	Job Interview / Job fair simulation	10%
	Teacher's choice (writing task)	10%
Final Assessment (60%)	Written exam	

MODULE DESIGN TEAM

- Author: *Duncan Jamieson*
- Reviewer: *Michael Surguy*
- External Reviewer: *Martin Jenkins*

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