

# **GENERAL ECONOMIC ENGLISH SYLLABUS**

الإنجليزية الاقتصادية العامة

Anglais Économique Général

**Third Semester – Licence**

**Economics, Business and Management**

## 1. General Information

| Item                       | Description                                            |
|----------------------------|--------------------------------------------------------|
| Course Title               | General Economic English                               |
| French Title               | Anglais Économique Général                             |
| Arabic Title               | الإنجليزية الاقتصادية العامة                           |
| Semester                   | Third Semester                                         |
| Level                      | Undergraduate – Licence                                |
| Target Students            | Students of Economics, Business and Management         |
| Field                      | Economics, Commercial Sciences and Management Sciences |
| Recommended Language Level | B1                                                     |
| Course Type                | Fundamental / Complementary language course            |
| Duration                   | 15 weeks                                               |
| Teaching Language          | English                                                |
| Suggested Weekly Hours     | 1.5–2 hours                                            |
| Suggested Credits          | 1                                                      |
| Assessment                 | Continuous assessment and/or final examination         |

## 2. Course Rationale

General Economic English aims to develop students' general English language abilities through economic, commercial and managerial contexts. The course introduces students to fundamental economic vocabulary, basic economic concepts, business communication and authentic texts related to the national and international economy. It provides a gradual transition from General English to more specialized English for Economics, Business and Management.

The course emphasizes the four language skills:

- Reading
- Listening
- Speaking
- Writing

It also integrates grammar, vocabulary, pronunciation, communication strategies and basic economic terminology.

## 3. Needs Analysis

### 3.1. Target Students

- Third-semester Licence students in Economics.
- Students in Business and Management.
- Students in Commercial Sciences.
- Students in related fields such as Finance, Accounting and Marketing.

### 3.2. Linguistic Needs

- Understand basic economic vocabulary.
- Read short economic and business texts.
- Describe economic situations in English.

- Communicate in simple professional contexts.
- Express opinions about economic issues.
- Write short economic paragraphs.
- Interpret basic tables, charts and graphs.
- Present information clearly.

### 3.3. Academic and Professional Needs

- Understand economic news and reports.
- Explain fundamental economic concepts.
- Describe the activities of companies and institutions.
- Discuss markets, production and consumption.
- Understand basic international business terminology.
- Communicate in future academic and professional environments.

## 4. Prerequisites

- Basic knowledge of General English.
- An approximate A2 CEFR level.
- Elementary knowledge of economics or business.
- The ability to understand short English texts.
- Basic knowledge of English grammar.
- The ability to write simple sentences and paragraphs.

## Suggested Entry Test

| Component     | Content                                             |
|---------------|-----------------------------------------------------|
| Grammar       | Present and past tenses, articles, prepositions     |
| Vocabulary    | Everyday and basic economic vocabulary              |
| Reading       | A short text about an economic activity             |
| Writing       | A short paragraph about a company or economic issue |
| Communication | Introducing oneself and describing a field of study |

## 5. General Objective

The general objective of General Economic English is to enable students to acquire the linguistic, communicative and introductory economic vocabulary necessary to understand, discuss and describe basic economic, commercial and managerial issues in English. By the end of the course, students should be able to communicate more confidently in academic and professional situations related to Economics, Business and Management.

## 6. Targeted Competencies

### 6.1. Knowledge Competencies

- Recognize basic economic terminology.
- Understand fundamental economic concepts in English.
- Identify the main components of economic activities.

- Distinguish between common economic and business terms.
- Understand basic information about markets, firms and international trade.

## **6.2. Methodological Competencies**

- Read and understand short economic texts.
- Identify the main ideas and supporting details.
- Use economic vocabulary in context.
- Describe tables, charts and simple graphs.
- Write short summaries and economic paragraphs.
- Organize a short oral presentation.

## **6.3. Communication Competencies**

- Introduce themselves and their academic specialization.
- Explain basic economic concepts.
- Participate in simple economic discussions.
- Express opinions and provide reasons.
- Ask and answer questions.
- Describe economic changes and trends.
- Communicate in basic professional situations.

## **6.4. Digital and Collaborative Competencies**

- Use online dictionaries and language resources.
- Consult authentic economic materials.
- Prepare simple digital presentations.
- Work collaboratively on economic language tasks.
- Use digital tools to improve vocabulary and pronunciation.

## **7. Keywords**

General Economic English; Economics; Economic Terminology; Business Communication; Markets; Supply and Demand; Production; Consumption; Entrepreneurship; Finance; Banking; International Trade; Globalization; Economic Growth; Inflation; Unemployment; Economic Data; Graph Description; Professional Communication.

## **8. Detailed Course Content – 15 Weeks**

### **Week 1: Introduction to Economics and Economic English**

#### **Main Topics**

- What is economics?
- The importance of English in economics and business.
- Economics, business and management.
- The difference between economics, economic and economy.
- Microeconomics and macroeconomics.

## **Key Vocabulary**

Economy – Economics – Economic – Consumer – Producer – Resources – Scarcity – Goods – Services

## **Language Focus**

Present simple; basic definitions; subject–verb agreement; asking and answering basic questions.

## **Suggested Activities**

- Introduce yourself and your specialization.
- Match economic terms with definitions.
- Read a short text entitled “What Is Economics?”
- Write five sentences about economics.

## **Learning Outcome**

Students can define basic economic terms and explain why English is important in their field.

## **Week 2: Economic Agents and Economic Activities**

### **Main Topics**

- Households.
- Firms.
- Government.
- Banks and financial institutions.
- Economic activities and the circular flow of income.

## **Key Vocabulary**

Household – Firm – Government – Institution – Income – Expenditure – Consumption – Production – Investment – Saving – Employment – Economic activity

## **Language Focus**

Describing functions and roles; present simple; there is/there are; basic linking words.

## **Suggested Activities**

- Describe the role of households and firms.
- Complete a simple circular-flow diagram.
- Explain the relationship between consumers and producers.
- Prepare a short dialogue between a customer and a business.

## **Learning Outcome**

Students can describe the main economic agents and their activities.

## **Week 3: Scarcity, Choice and Opportunity Cost**

### **Main Topics**

- Scarcity of resources.
- Economic choices.
- Needs and wants.
- Opportunity cost.
- Decision-making.

### **Key Vocabulary**

Need – Want – Choice – Scarcity – Opportunity cost – Alternative – Benefit – Cost – Decision – Resource allocation

### **Language Focus**

Expressing choices; giving reasons; because, therefore, so and as a result; must, should and can.

### **Suggested Activities**

- Discuss limited resources in everyday life.
- Explain the opportunity cost of a decision.
- Complete a short economic case.
- Write a paragraph about a difficult economic choice.

### **Learning Outcome**

Students can explain scarcity and describe simple economic decisions.

## **Week 4: Supply, Demand and Markets**

### **Main Topics**

- The meaning of supply and demand.
- Buyers and sellers.
- Price and quantity.
- Market equilibrium.
- Factors affecting supply and demand.

### **Key Vocabulary**

Supply – Demand – Price – Quantity – Market – Buyer – Seller – Equilibrium – Competition – Shortage – Surplus

### **Language Focus**

Comparatives and superlatives; describing relationships; cause-and-effect expressions.

## **Suggested Activities**

- Interpret a simple supply-and-demand graph.
- Discuss why prices change.
- Complete sentences using economic vocabulary.
- Explain a shortage or surplus.

## **Learning Outcome**

Students can explain basic market mechanisms and describe changes in supply and demand.

## **Week 5: Production, Costs and Productivity**

### **Main Topics**

- Production processes.
- Factors of production.
- Labour and capital.
- Fixed and variable costs.
- Productivity and efficiency.
- Profit and revenue.

### **Key Vocabulary**

Production – Labour – Capital – Revenue – Cost – Profit – Productivity – Efficiency

### **Language Focus**

Describing processes; sequencing words; passive voice in simple contexts.

## **Suggested Activities**

- Describe how a product is manufactured.
- Distinguish fixed and variable costs.
- Calculate a simple profit.
- Explain how productivity can improve.

## **Learning Outcome**

Students can describe basic production processes and explain fundamental cost and productivity concepts.

## **Week 6: Firms, Entrepreneurship and Business Organizations**

### **Main Topics**

- The role of firms.
- Entrepreneurship.
- Small and medium-sized enterprises.
- Start-ups.

- Business organizations.
- Innovation and business development.

## **Key Vocabulary**

Entrepreneur – Entrepreneurship – Start-up – Company – Enterprise – SME – Innovation – Business plan – Manager – Employee – Shareholder – Competitiveness

## **Language Focus**

Describing a company; company profiles; possessive forms; present simple and basic business expressions.

## **Suggested Activities**

- Read a short company profile.
- Describe a local or international company.
- Identify the characteristics of an entrepreneur.
- Prepare a short presentation about a start-up.

## **Learning Outcome**

Students can describe firms, entrepreneurs and basic business activities.

## **Week 7: Money, Banking and Financial Institutions**

### **Main Topics**

- The functions of money.
- Commercial banks.
- Central banks.
- Bank accounts.
- Loans and deposits.
- Interest rates.
- Credit and saving.

## **Key Vocabulary**

Money – Currency – Bank – Central bank – Commercial bank – Account – Deposit – Loan – Credit – Interest rate – Saving – Borrower – Lender

## **Language Focus**

Numbers and percentages; explaining functions; asking for and giving financial information; modal verbs.

## **Suggested Activities**

- Describe the functions of money.
- Complete a banking vocabulary exercise.
- Role-play: customer and bank employee.

- Explain the difference between saving and borrowing.

## **Learning Outcome**

Students can explain basic banking concepts and communicate in simple banking situations.

## **Week 8: Inflation, Unemployment and the Labour Market**

### **Main Topics**

- Inflation and purchasing power.
- Unemployment.
- Employment.
- Wages and salaries.
- The labour market.
- Causes and consequences of inflation and unemployment.

### **Key Vocabulary**

Inflation – Deflation – Unemployment – Employment – Labour market – Wage – Salary – Purchasing power – Consumer price index – Job seeker – Workforce – Economic crisis

### **Language Focus**

Cause and effect; explaining consequences; modal verbs and probability; linking expressions.

### **Suggested Activities**

- Read a short text about inflation.
- Discuss the causes of unemployment.
- Explain the effects of rising prices.
- Write a short paragraph about a labour-market problem.

## **Learning Outcome**

Students can describe inflation, unemployment and their basic economic consequences.

## **Week 9: Economic Growth and Development**

### **Main Topics**

- Economic growth.
- Gross Domestic Product.
- Economic development.
- Living standards.
- Poverty and inequality.
- Human development.
- Productivity and investment.

## **Key Vocabulary**

Economic growth – Economic development – GDP – National income – Living standards – Poverty – Inequality – Investment – Infrastructure – Human development – Productivity

## **Language Focus**

Describing change; present perfect in appropriate contexts; expressions of increase and decrease.

## **Suggested Activities**

- Explain the difference between growth and development.
- Read a short text about GDP.
- Interpret a simple economic indicator.
- Discuss factors influencing development.

## **Learning Outcome**

Students can describe basic indicators of economic growth and development.

## **Week 10: International Trade and Globalization**

### **Main Topics**

- International trade.
- Imports and exports.
- Trade balance.
- Comparative advantage.
- Globalization.
- Trade barriers.
- International markets.

## **Key Vocabulary**

Import – Export – Trade – Globalization – Tariff – Quota – Trade balance – Trade partner – International market – Comparative advantage – Trade agreement – Competitiveness

## **Language Focus**

Comparing countries and markets; expressing advantages and disadvantages; cause-and-effect structures; formal discussion expressions.

## **Suggested Activities**

- Explain the difference between imports and exports.
- Discuss the advantages of international trade.
- Interpret a simple trade-balance table.
- Debate: Does globalization benefit all countries?

## **Learning Outcome**

Students can discuss basic international trade and globalization issues.

## **Week 11: International Business and Multinational Companies**

### **Main Topics**

- International business.
- Multinational companies.
- Foreign markets.
- Internationalization.
- Cultural differences.
- Business communication across countries.
- Foreign direct investment.

### **Key Vocabulary**

Multinational company – Internationalization – Foreign market – Foreign direct investment – Headquarters – Subsidiary – Global strategy – International customer – Business partner – Cultural differences – Market entry

### **Language Focus**

Formal and informal communication; describing business activities; making suggestions; expressing agreement and disagreement.

### **Suggested Activities**

- Analyze a simplified multinational-company profile.
- Discuss the challenges of entering a foreign market.
- Role-play a meeting between international business partners.
- Present a company operating in several countries.

## **Learning Outcome**

Students can describe basic international business activities and discuss cross-cultural communication.

## **Week 12: Marketing, Consumers and Business Communication**

### **Main Topics**

- Marketing and the market.
- Consumers and customer needs.
- Products and services.
- Branding.
- Pricing.
- Promotion.
- Consumer behaviour.

- Digital marketing.

## **Key Vocabulary**

Marketing – Consumer – Customer – Product – Service – Brand – Price – Promotion – Advertising – Market segment – Customer needs – Consumer behaviour

## **Language Focus**

Describing products and services; persuasive language; adjectives for products; giving opinions and recommendations.

## **Suggested Activities**

- Describe a product.
- Analyze a simple advertisement.
- Identify a target consumer.
- Prepare a short promotional message.
- Discuss the importance of customer satisfaction.

## **Learning Outcome**

Students can use basic marketing vocabulary and communicate about products, consumers and business promotion.

## **Week 13: Economic Data, Tables, Charts and Graphs**

### **Main Topics**

- Reading economic tables.
- Bar charts.
- Line graphs.
- Pie charts.
- Percentages.
- Economic indicators.
- Trends and fluctuations.

### **Key Vocabulary**

Data – Figure – Percentage – Rate – Average – Increase – Decrease – Rise – Fall – Growth – Decline – Fluctuation – Remain stable

### **Language Focus**

Describing trends; comparative structures; approximation; numerical expressions.

### **Suggested Activities**

- Describe a line graph showing inflation.

- Interpret a table about employment.
- Compare two economic indicators.
- Write a short paragraph describing a chart.

## **Learning Outcome**

Students can understand and describe basic economic data in English.

## **Week 14: Economic Communication and Presentation Skills**

### **Main Topics**

- Preparing a short economic presentation.
- Introducing a topic.
- Organizing ideas.
- Explaining economic information.
- Expressing opinions.
- Agreeing and disagreeing.
- Asking and answering questions.

### **Key Vocabulary**

Presentation – Topic – Purpose – Introduction – Main point – Evidence – Conclusion – Question – Opinion – Agreement – Disagreement

### **Language Focus**

Signposting expressions; formal presentation language; question-and-answer strategies.

### **Suggested Activities**

- Prepare a 3–5-minute presentation on inflation, unemployment, growth, entrepreneurship, trade, globalization, digital economy, marketing or sustainable development.

## **Learning Outcome**

Students can organize and deliver a short presentation on a basic economic topic.

## **Week 15: Comprehensive Revision and Integrated Economic English**

### **Main Topics**

- Revision of economic vocabulary.
- Review of grammar.
- Reading comprehension.
- Listening comprehension.
- Speaking activities.
- Writing activities.
- Graph interpretation.

- Economic communication.

## Key Vocabulary

Revision of all terminology covered during the semester.

## Language Focus

Integrated revision of grammar, vocabulary and communication strategies.

## Suggested Activities

- Identify the main economic concepts.
- Explain important vocabulary.
- Interpret supplied data.
- Discuss an economic issue.
- Write a short conclusion.
- Present findings orally.

## Learning Outcome

Students can integrate the vocabulary, language skills and communication strategies acquired throughout the semester.

## 9. Language and Grammar Component

| Topic                      | Language Focus                           |
|----------------------------|------------------------------------------|
| Introduction to Economics  | Present simple and definitions           |
| Economic Agents            | Describing functions                     |
| Scarcity and Choice        | Modals and reasons                       |
| Supply and Demand          | Comparatives and cause/effect            |
| Production                 | Sequencing and passive voice             |
| Firms and Entrepreneurship | Company descriptions                     |
| Banking                    | Numbers, quantities and percentages      |
| Inflation and Unemployment | Cause-and-effect expressions             |
| Economic Growth            | Language of change                       |
| International Trade        | Comparisons                              |
| International Business     | Formal communication                     |
| Marketing                  | Descriptive and persuasive language      |
| Economic Data              | Graph and trend description              |
| Presentations              | Signposting and presentation expressions |
| Revision                   | Integrated language practice             |

## 10. Teaching and Learning Methodology

The course should adopt a communicative, task-based and content-based approach, using economics and business as contexts for language learning.

## Communicative Language Teaching

- Students use English to communicate about economic and professional situations.

## Task-Based Learning

- Students complete tasks such as interpreting a graph, describing a company, explaining inflation and presenting an economic problem.

## Content-Based Instruction

- Economic topics are used to develop vocabulary, grammar and communication skills.

## Case-Based Learning

- Students analyze short cases involving companies, consumers, markets, entrepreneurship and international trade.

## Collaborative Learning

- Students work in pairs and groups to solve language exercises, discuss economic problems, prepare presentations and exchange feedback.

## Digital Learning

- Students may use online dictionaries, educational videos, economic websites, digital presentations, online quizzes and pronunciation tools.

## 11. Suggested Teaching Materials

- Simplified economic articles.
- Short business reports.
- Company profiles.
- Economic graphs and tables.
- Advertisements.
- Economic news extracts.
- Short videos.
- Interviews.
- Financial and commercial documents.
- Authentic materials adapted to students' language level.

## 12. Assessment

The assessment system should be adapted to the official university regulations.

### Suggested Continuous Assessment

| Assessment Component                   | Suggested Weight |
|----------------------------------------|------------------|
| Vocabulary and grammar activities      | 10%              |
| Reading and listening comprehension    | 10%              |
| Participation and classroom activities | 5%               |
| Oral presentation                      | 10%              |
| Written assignment                     | 5%               |

|       |     |
|-------|-----|
| Total | 40% |
|-------|-----|

## Suggested Final Examination

| Component                     | Suggested Weight |
|-------------------------------|------------------|
| Economic vocabulary           | 15%              |
| Reading comprehension         | 15%              |
| Grammar in context            | 10%              |
| Graph or table interpretation | 10%              |
| Short writing task            | 10%              |
| Total                         | 60%              |

## 13. Bloom's Taxonomy

| Bloom's Level | Expected Student Performance                             |
|---------------|----------------------------------------------------------|
| Remembering   | Recall and recognize economic vocabulary.                |
| Understanding | Explain basic economic concepts in English.              |
| Applying      | Use economic terminology in sentences and dialogues.     |
| Analyzing     | Analyze short economic texts, tables and graphs.         |
| Evaluating    | Express and justify opinions about economic issues.      |
| Creating      | Prepare a short economic presentation or written report. |

## 14. Exit Competencies

- Understand fundamental economic vocabulary.
- Read short economic and business texts.
- Identify key ideas and supporting details.
- Describe basic economic processes.
- Explain simple economic concepts.
- Discuss markets, production and consumption.
- Describe economic trends and data.
- Write short economic paragraphs.
- Participate in basic professional conversations.
- Prepare and deliver a short presentation.
- Use English more confidently in Economics, Business and Management contexts.

## 15. References

- CORE Econ Team. (2023). The Economy 2.0: Microeconomics. CORE Econ. <https://www.core-econ.org>
- CORE Econ Team. (2023). The Economy 2.0: Macroeconomics. CORE Econ. <https://www.core-econ.org>
- CORE Econ Team. (2023). Doing Economics: A practical introduction to economics. CORE Econ. <https://www.core-econ.org>
- McKenzie, I. (2023). English for Business Studies resources. Cambridge University Press.
- Mascull, B. (2023). Business Vocabulary in Use: Intermediate (4th ed.). Cambridge University Press.
- Parkinson, D. (2020). Oxford Business English Dictionary for Learners of English (2nd ed.). Oxford University Press.
- Jones, L. (2022). New International Business English: Communication skills in English for business purposes. Cambridge University Press.

- Cambridge University Press. (2024). Cambridge English for business and economics: Digital learning resources. Cambridge University Press.
- International Monetary Fund. (2024). World Economic Outlook. IMF. <https://www.imf.org/en/Publications/WEO>
- World Bank. (2024). World Development Report. World Bank. <https://www.worldbank.org>
- Organisation for Economic Co-operation and Development. (2024). OECD Economic Outlook. OECD Publishing. <https://www.oecd.org/economic-outlook/>
- United Nations Conference on Trade and Development. (2024). Trade and Development Report. United Nations. <https://unctad.org>
- MacKenzie, I. (2010). English for Business Studies (3rd ed.). Cambridge University Press.
- Cotton, D., Falvey, D., & Kent, S. Market Leader. Pearson Education.
- Emmerson, P. (2009). Business Vocabulary Builder. Macmillan Education.
- Murphy, R. (2019). English Grammar in Use (5th ed.). Cambridge University Press.
- Dudley-Evans, T., & St John, M. J. (1998). Developments in English for Specific Purposes: A Multi-Disciplinary Approach. Cambridge University Press.

## Course Structure

| Section          | Content                                                           |
|------------------|-------------------------------------------------------------------|
| Course Title     | General Economic English                                          |
| Semester         | Third Semester                                                    |
| Target Group     | Economics, Business and Management students                       |
| Duration         | 15 weeks                                                          |
| Main Orientation | General English through economic contexts                         |
| Language Level   | B1                                                                |
| Main Skills      | Reading, listening, speaking and writing                          |
| Economic Topics  | Markets, production, firms, banking, trade, growth and marketing  |
| Methodology      | Communicative, task-based and content-based learning              |
| Final Competency | Communicating about basic economic and business issues in English |