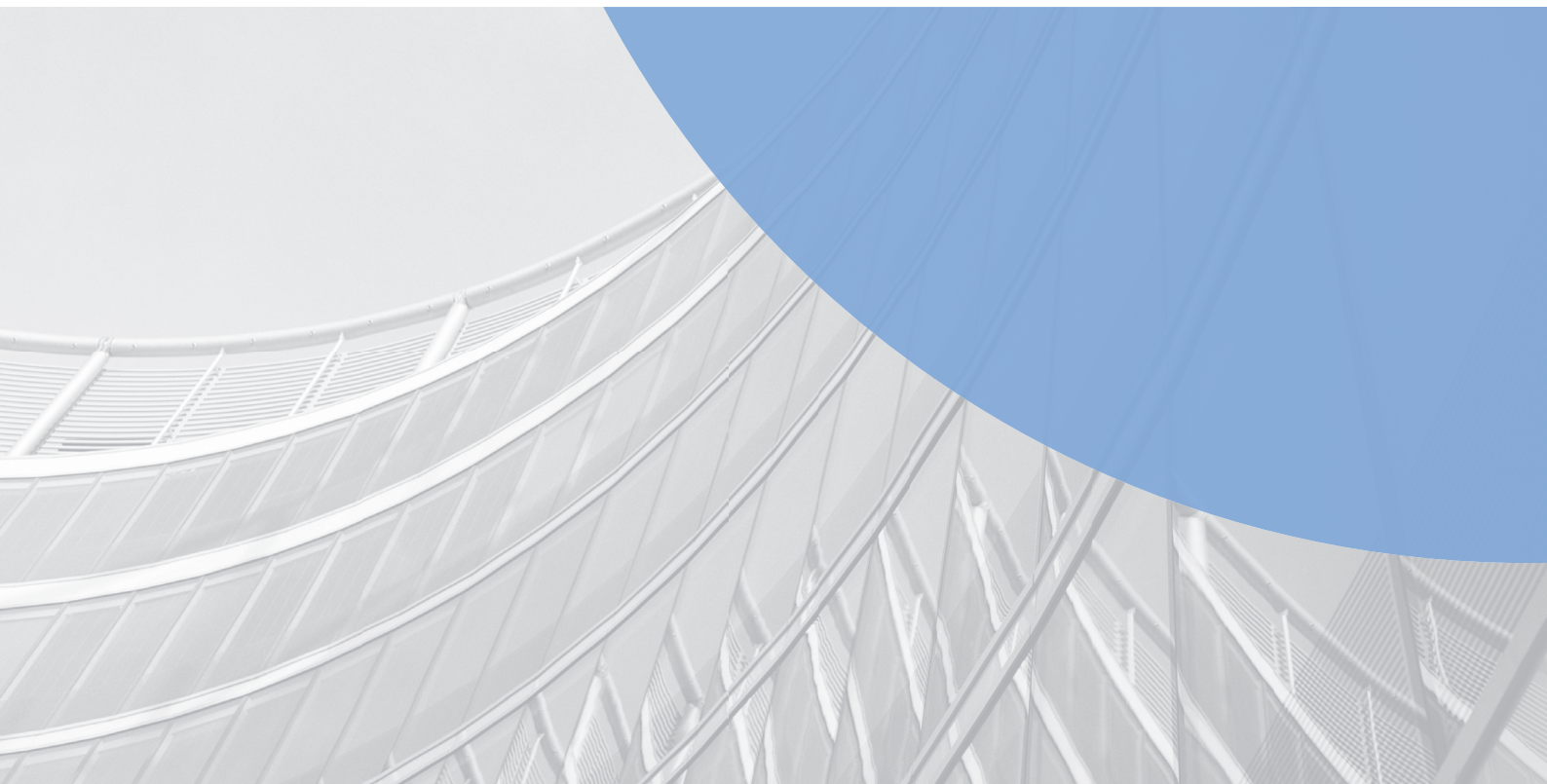


**A1**



# **Business Partner**

ALIGNMENT WITH THE GLOBAL SCALE OF ENGLISH  
AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE



A1



# Business Partner

*Business Partner* is an innovative business English course fully aligned to the Global Scale of English (GSE) and the Common European Framework of Reference (CEFR).

This new eight-level business English course is for learners and professionals who want to communicate effectively in English in the workplace. *Business Partner* allows for personalization of the learning experience with activities that focus on specific needs and learning outcomes.

*Business Partner* offers a balanced mix of language and skills, with real-life business stories provided through authentic videos on business topics such as, *Welcoming a visitor*, *A progress meeting*, *Problems at work*, *An office move*, *Paying suppliers* and *Making cars at the Morgan Motor Company*. The integrated video-based Communications skills training programme develops learners' awareness of communication issues, including *Organising meetings*, *Making and responding to suggestions*, *Small talk at work* and *Giving feedback*. Business skills lessons offer practical training in functional business skills such as arranging meetings by email and telephone, dealing with problems, comparing quotes, invoicing and paying suppliers.

Learners have the opportunity to evaluate their progress step by step against the Global Scale of English Learning Objectives for Professional English.

Published 2020

## COURSE COMPONENTS

- Course Book with Digital Resources
- Course Book with MyEnglishLab
- Workbook
- Teacher's Resource Book with MyEnglishLab
- Presentation tool
- Website: [pearsonELT.com/businesspartner](https://pearsonELT.com/businesspartner)

## The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts. .

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In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of Business Partner is designed to provide multiple touchpoints from which a learner can explore the possibilities of use of any given language skill. From conversations in the workplace, to negotiation and presentation skills, learners are given a variety of opportunities to improve their agility and fluency with the various skills.

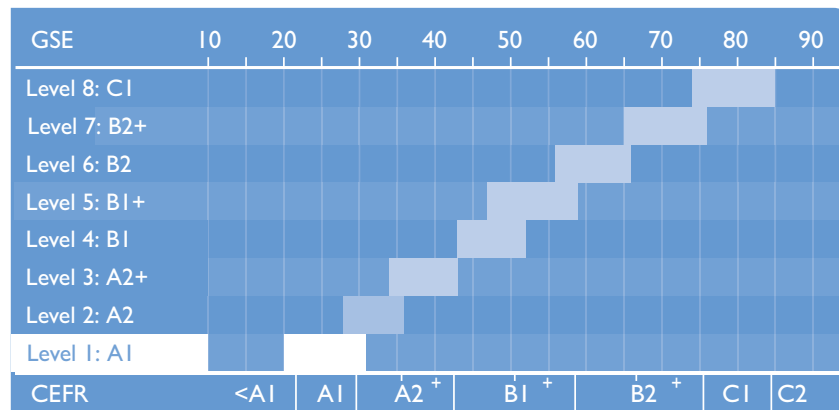
For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(E <sub>A</sub> )	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(N2007 <sub>A</sub> )	North (2007) expanded set of C1 and C2 descriptors, adapted or edited
(P)	New Pearson English descriptor
(W <sub>A</sub> )	WIDA ELD Standards (2012), adapted or edited

*[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]*

Visit [english.com/gse](https://english.com/gse) to learn more about the Global Scale of English.

*Business Partner* is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to B2+ (48-75 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



Learn more about the Global Scale of English at [english.com/gse](https://english.com/gse)

The unit tables on the following pages list the main learning objectives presented in each lesson. Those that appear in italics are associated with support activities that build up to a larger lesson outcome, or indicate an additional skill which is significant in terms of overall learning, though it is not the primary skills focus targeted in the lesson.

## UNIT 1 Welcome

**GRAMMAR** – Introductions • Describing your company

**VOCABULARY** – Countries and nationalities • Personal details

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.1	Listening	<i>Can recognise simple informal greetings. (P)</i>	10	<A1 (10–21)	8
		Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	26	A1 (22–29)	9
		Can recognise basic information when people introduce themselves in work-related situations (name, job, etc). (P)	(28)	A1 (22–29)	9
		<i>Can understand basic factual statements. (P)</i>	26	A1 (22–29)	9
	Speaking	Can introduce themselves using a basic phrase (e.g. 'My name's ...'). (P)	21	<A1 (10–21)	9
		Can introduce themselves in a basic way, giving some information about where they live, their family etc. (CSEA)	22	A1 (22–29)	9
		<i>Can recognise and say the name of their own country, nationality and language. (P)</i>	12	<A1 (10–21)	9
		<i>Can give key information to introduce themselves (e.g. name, age, where they are from). (P)</i>	26	A1 (22–29)	9
1.2	Listening	<i>Can understand basic personal details if given carefully and slowly. (P)</i>	21	<A1 (10–21)	10
		Can identify a caller's name and phone number from a short, simple telephone conversation. (P)	29	A1 (22–29)	11
		<i>Can understand cardinal numbers from 1 to 2. (P)</i>	10	<A1 (10–21)	11
		Can understand questions addressed carefully and slowly. (CA)	23	A1 (22–29)	11

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.2	Speaking	<i>Can say the letters of the alphabet. (P)</i>	11	<A1 (10–21)	10
		<i>Can ask for and give a phone number. (P)</i>	17	<A1 (10–21)	11
		<i>Can ask for the spelling of a word, or for a word to be written down. (P)</i>	22	A1 (22–29)	11
		<i>Can read out phone numbers. (P)</i>	13	<A1 (10–21)	11
		<i>Can give very limited personal information using basic fixed expressions. (C<sub>A</sub>)</i>	16	<A1 (10–21)	11
		<i>Can use brief, everyday expressions to ask for and give personal details. (C<sub>A</sub>)</i>	32	A2 (30–35)	11
	Reading	<i>Can recognise cardinal numbers from 11–100. (P)</i>	22	A1 (22–29)	11
		<i>Can extract personal details in a limited way. (P)</i>	30	A2 (30–35)	11
	Writing	<i>Can complete simple forms with basic personal details. (C<sub>A</sub>)</i>	23	A1 (22–29)	10
1.3	Listening	<i>Can follow speech which is very slow and carefully articulated, with long pauses. (C<sub>A</sub>)</i>	25	A1 (22–29)	12
		<i>Can understand basic factual statements. (P)</i>	26	A1 (22–29)	12
	Reading	<i>Can understand simple descriptions of places. (P)</i>	27	A1 (22–29)	12
1.4	Listening	<i>Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)</i>	30	A2 (30–35)	14
		<i>Can understand questions addressed carefully and slowly. (C<sub>A</sub>)</i>	23	A1 (22–29)	14
		<i>Can understand basic factual statements. (P)</i>	26	A1 (22–29)	14
		<i>Can understand basic personal details if given carefully and slowly. (P)</i>	21	<A1 (10–21)	14
		<i>Can recognise simple formal greetings. (P)</i>	13	<A1 (10–21)	14
		<i>Can understand basic information about someone when introduced to them using simple language. (P)</i>	30	A2 (30–35)	14

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.4	Speaking	Can accept offers using basic fixed expressions. (P)	27	A1 (22–29)	15
		Can make offers using basic fixed expressions. (P)	32	A2 (30–35)	15
		Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)	30	A2 (30–35)	15
		Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you'). (P)	21	<A1 (10–21)	15
		Can give basic information to introduce themselves in work-related situations (name, job, etc). (P)	30	A2 (30–35)	15
BW1	Speaking	Can give basic information to introduce themselves in work-related situations (name, job, etc). (P)	30	A2 (30–35)	16
		Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (P)	28	A1 (22–29)	16
		<i>Can ask for the spelling of a word, or for a word to be written down. (P)</i>	22	A1 (22–29)	16
		Can make offers using basic fixed expressions. (P)	32	A2 (30–35)	16
		Can accept offers using basic fixed expressions. (P)	27	A1 (22–29)	16
		Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you'). (P)	21	<A1 (10–21)	16
		Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	26	A1 (22–29)	16
		Can introduce people using simple language. (P)	29	A1 (22–29)	16
		Can ask someone what their nationality is. (P)	13	<A1 (10–21)	16
		<i>Can recognise and say the name of their own country, nationality and language. (P)</i>	12	<A1 (10–21)	16
	Writing	Can complete simple forms with basic personal details. (CA)	23	A1 (22–29)	16

## UNIT 2 Work

**GRAMMAR** – Talking about work • Talking about routines

**VOCABULARY** – The work we do • What companies do

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
2.1	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	19
		Can recognise basic information when people introduce themselves in work-related situations (name, job, etc). (P)	28	A1 (22–29)	19
	Speaking	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	26	A1 (22–29)	19
2.2	Listening	Can recognise basic information when people introduce themselves in work-related situations (name, job, etc). (P)	28	A1 (22–29)	21
		Can read a simple text and extract factual details. (P)	35	A2 (30–35)	21
	Reading	Can understand short, simple texts about everyday activities. (P)	31	A2 (30–35)	21
		Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	21
2.3	Writing	Can write short, basic descriptions of everyday activities, given a model. (P)	33	A2 (30–35)	21
	Reading	Can understand short, simple texts about everyday activities. (P)	31	A2 (30–35)	22
	Speaking	Can answer simple questions about their daily activities or routines, given a model. (P)	29	A1 (22–29)	23
2.4	Writing	Can write simple sentences about someone's life and routines. (P)	28	A1 (22–29)	23
		Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	24
	Listening	Can recognise simple, fixed expressions used in small talk. (P)	(33)	A2 (30–35)	25
2.5	Speaking	Can make small talk using simple language, given a model. (P)	(34)	A2 (30–35)	25



LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
BW2	Listening	<i>Can understand basic factual statements. (P)</i>	26	A1 (22–29)	26
		Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	28	A1 (22–29)	26
		Can understand questions addressed carefully and slowly. (CA)	23	A1 (22–29)	26
		Can recognise basic information when people introduce themselves in work-related situations (name, job, etc). (P)	(28)	A1 (22–29)	26
	Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	26
	Speaking	Can make small talk using simple language, given a model. (P)	(34)	A2 (30–35)	26
		Can answer simple questions about their daily activities or routines, given a model. (P)	29	A1 (22–29)	26
		Can describe a job in a basic way, given a model. (P)	(34)	A2 (30–35)	26

## UNIT 3 What? When? Where?

**GRAMMAR** – Talking about ability and possibility • Talking about the past

**VOCABULARY** – Months and seasons • Ordinal numbers and dates

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
3.1	Listening	Can distinguish between 'can' and 'can't'. (P)	24	A1 (22–29)	28
		Can understand the time of day when expressed to within five minutes. (P)	23	A1 (22–29)	29
		Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	29
		Can understand information related to people's daily routines. (P)	32	A2 (30–35)	29
	Speaking	Can describe a job in a basic way, given a model. (P)	(34)	A2 (30–35)	29
		Can answer simple questions about their daily activities or routines, given a model. (P)	29	A1 (22–29)	29
		Can describe their daily routines in a simple way. (P)	31	A2 (30–35)	29
3.2	Listening	Can understand basic factual statements. (P)	26	A1 (22–29)	30
		Can recognise basic factual information about times and dates. (P)	(27)	A1 (22–29)	30
		Can understand ordinal numbers from 1 to 100. (P)	20	<A1 (10–21)	30
		Can understand simple requests or instructions to carry out concrete work-related tasks. (P)	34	A2 (30–35)	31
	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	31
	Speaking	<i>Can express general preferences using basic fixed expressions. (P)</i>	34	A2 (30–35)	30
		Can give dates using standard formats (day and month). (P)	27	A1 (22–29)	30
		Can agree to simple requests using a few basic fixed expressions. (P)	28	A1 (22–29)	31
		<i>Can give basic information to introduce themselves in work-related situations (name, job, etc.). (P)</i>	30	A2 (30–35)	31

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
3.3	Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	32
		Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	33
3.4	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	34
BW3	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	36
	Speaking	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	36
		<i>Can make offers using basic fixed expressions. (P)</i>	32	A2 (30–35)	36
		<i>Can accept offers using basic fixed expressions. (P)</i>	27	A1 (22–29)	36
		Can agree to simple requests using a few basic fixed expressions. (P)	28	A1 (22–29)	36
		Can answer simple questions on the phone using fixed expressions. (P)	34	A2 (30–35)	36

## UNIT 4 Problems and Solutions

**GRAMMAR** – Talking about the past • Using negatives in the past • Asking questions about the past

**VOCABULARY** – Past irregular verbs • Solutions

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
4.1	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	39
	Speaking	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	39
4.2	Speaking	Can answer simple questions on the phone using fixed expressions. (P)	34	A2 (30–35)	41
4.3	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	42
4.4	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	44
	Speaking	Can make and accept a simple apology. (P)	31	A2 (30–35)	45
		<i>Can accept offers using basic fixed expressions. (P)</i>	27	A1 (22–29)	45
		Can make offers using basic fixed expressions. (P)	32	A2 (30–35)	45
		<i>Can decline offers using basic fixed expressions. (P)</i>	33	A2 (30–35)	45
BW4	Speaking	Can answer simple questions on the phone using fixed expressions. (P)	34	A2 (30–35)	46
	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	46

## UNIT 5 Office Day to Day

**GRAMMAR** – Talking about things happening now • Talking about future arrangements

**VOCABULARY** – Word pairs

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
5.1	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	49
	Reading	Can understand a few simple phrases related to familiar, everyday activities. (P)	28	A1 (22–29)	48
	Speaking	<i>Can answer simple questions about their daily activities or routines, given a model. (P)</i>	28	A1 (22–29)	48
		Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	49
	Writing	<i>Can write simple sentences about someone's work and duties. (P)</i>	31	A2 (30–35)	49
5.2	Listening	Can understand key information about arrangements in simple dialogues spoken slowly and clearly. (P)	(32)	A2 (30–35)	50
		Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)	(34)	A2 (30–35)	50
5.3	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	52
5.4	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	54
	Speaking	Can make and accept a simple apology. (P)	31	A2 (30–35)	55
		Can ask for help using basic fixed expressions. (P)	27	A1 (22–29)	55
		<i>Can make offers using basic fixed expressions. (P)</i>	32	A2 (30–35)	55
		<i>Can decline offers using basic fixed expressions. (P)</i>	33	A2 (30–35)	55
		<i>Can accept offers using basic fixed expressions. (P)</i>	27	A1 (22–29)	55

## UNIT 6 An Office Move

**GRAMMAR** – Comparing two things • Making proposals with *if*

**VOCABULARY** – Descriptions • Orders

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
6.1	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	59
	Speaking	<i>Can talk about familiar topics using a few basic words and phrases. (P)</i>	30	A2 (30–35)	59
	Reading	Can understand simple descriptions of places. (P)	27	A1 (22–29)	58
6.2	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	60
	Writing	Can write basic sentences describing everyday objects (e.g. colour, size), given a model. (P)	26	A1 (22–29)	60
6.3	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	62
		<i>Can read and understand simple prices. (P)</i>	12	<A1 (10–21)	62
6.4	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	64
		Can recognise a few key words or phrases in a simple presentation. (P)	29	A1 (22–29)	65
	Speaking	Can talk about familiar topics using a few basic words and phrases. (P)	30	A2 (30–35)	65
BW6	Listening	Can recognise a few key words or phrases in a simple presentation. (P)	29	A1 (22–29)	66
	Speaking	Can use brief, everyday expressions to describe wants and needs, and request information. (CA)	28	A1 (22–29)	66
	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	66

## UNIT 7 Procedures

**GRAMMAR** – Talking about obligations • Instructions

**VOCABULARY** – Describing a procedure • Descriptions

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
7.1	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	69
	Reading	<i>Can read and understand simple prices. (P)</i>	12	<A1 (10–21)	70
7.2	Listening	<i>Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)</i>	26	A1 (22–29)	71
	Speaking	Can initiate and respond to simple statements on very familiar topics. (C <sub>A</sub> )	30	A2 (30–35)	71
7.3	Reading	Can follow simple instructions to carry out a straightforward task. (P)	29	A1 (22–29)	72
7.4	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	74
	Speaking	<i>Can initiate and respond to simple statements on very familiar topics. (C<sub>A</sub>)</i>	30	A2 (30–35)	75
BW7	Reading	Can follow simple instructions to carry out a straightforward task. (P)	29	A1 (22–29)	76
		Can understand simple notes. (P)	32	A2 (30–35)	76
	Speaking	Can initiate and respond to simple statements on very familiar topics. (C <sub>A</sub> )	30	A2 (30–35)	76
		Can initiate and respond to simple statements on very familiar topics. (C <sub>A</sub> )	30	A2 (30–35)	76

## UNIT 8 Managing Projects

**GRAMMAR** – Revision of the present • Revision of the past • Revision of the future

**VOCABULARY** – Production • Saving money

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
8.1	Listening	Can recognise basic time words (e.g. days, months) in simple phrases or sentences. (P)	19	<A1 (10–21)	79
		Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	79
	Speaking	Can conduct very simple business transactions using basic language. (P)	30	A2 (30–35)	79
		Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)	33	A2 (30–35)	79
8.2	Reading	<i>Can understand short, simple messages on postcards, emails and social networks. (CA)</i>	31	A2 (30–35)	80
	Writing	Can write about a past event or activity in a very basic way (e.g. I went...). (P)	(35)	A2 (30–35)	81
8.3	Writing	<i>Can write simple sentences about someone's work and duties. (P)</i>	31	A2 (30–35)	82
	Reading	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	82
8.4	Listening	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)	30	A2 (30–35)	84
	Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	85
BW8	Reading	Can understand basic factual statements relating to pictures or simple texts. (P)	29	A1 (22–29)	86
		Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	86
	Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	86



## Mediation in Business Partner

In 2018, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new Can Do statements to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true (and included in the new CEFR descriptors), but the term is used more broadly here to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new. It is a common part of everyday language use - making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts - with the reader summarising, paraphrasing or interpreting the information for a different audience.

Users will notice that many of the CEFR descriptors for Mediation contain “Language A” and “Language B”, eg.

*Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).*

Mediation will often occur in situations involving speakers of different languages. However, where communication is taking place completely in English, then Language A and Language B will both refer to English. In such cases, users can remove the parts in brackets.

For more information about Mediation and to access the full set of new descriptors, go to:  
<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

The following tables provide an overview of the Mediation descriptors that are covered in each unit of Business Partners. All of these Mediation descriptors are © Council of Europe, 2018.

## UNIT 1 Welcome

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can facilitate an intercultural exchange by showing a welcoming attitude and interest with simple expressions and non-verbal signals, by inviting others to contribute, and by indicating whether he/she understands when addressed directly.	74	A1 (22–29)	1.1	9
	Can communicate (in Language B) other people's personal details and very simple, predictable information (in Language A), provided other people help with formulation.	74	A1 (22–29)	BW1	16
Writing	Can list (in Language B) names, numbers, prices and very simple information of immediate interest in oral texts (in Language A), provided the articulation is very slow and clear, with repetition.	71	A1 (22–29)	1.2	11

## UNIT 2 Work

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can communicate (in Language B) other people's personal details and very simple, predictable information (in Language A), provided other people help with formulation.	74	A1 (22–29)	2.1	19
	<i>Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (in Language A).</i>	74	A1 (22–29)	BW2	26
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	81	A2 (30–35)	BW2	26
Writing	Can list (in Language B) names, numbers, prices and very simple information from texts (in Language A) that are of immediate interest, that are composed in very simple language and contain illustrations.	59	<A1 (10–21)	2.2	21

## UNIT 3 What? When? Where?

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can communicate (in Language B) the main point of what is said (in Language A) in predictable everyday situations, conveying back and forth information about personal wants and needs, provided other people help with formulation.	84	A2 (30–35)	3.2	30
	Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.	74	A1 (22–29)	3.4	35
	Can express an idea and ask what others think, using very simple expressions, provided he/she can prepare in advance.	74	A1 (22–29)	3.4, BW3	35, 36

## UNIT 4 Problems and Solutions

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can repeat the main point of a simple message on an everyday subject, using different words/signs to help someone else understand it.	81	A2 (30–35)	4.2	41
	Can communicate (in Language B) other people's personal details and very simple, predictable information (in Language A), provided other people help with formulation.	74	A1 (22–29)	4.2	41
	Can express an idea and ask what others think, using very simple expressions, provided he/she can prepare in advance.	74	A1 (22–29)	BW4	46

## UNIT 5 Office Day to Day

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (delivered in Language A).	74	A1 (22–29)	5.2, BW5	51, 56
	<i>Can make suggestions in a simple way.</i>	84	A2 (30–35)	5.4	55
Writing	Can list (in Language B) specific information contained in simple texts (in Language A) on everyday subjects of immediate interest or need.	79	A2 (30–35)	5.3, BW5	53, 56

## UNIT 6 An Office Move

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make suggestions in a simple way.	84	A2 (30–35)	6.1	59
Writing	Can list (in Language B) names, numbers, prices and very simple information of immediate interest in oral texts (in Language A), provided the articulation is very slow and clear, with repetition.	71	A1 (22–29)	6.2	61

## UNIT 7 Procedures

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	<i>Can relay (in Language B) in a simple way a series of short, simple instructions provided the original (in Language A) is clearly and slowly articulated.</i>	84	A2 (30–35)	7.1	69
	Can make suggestions in a simple way.	84	A2 (30–35)	7.2, 7.4	71, 75
	Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.	74	A1 (22–29)	BW7	76
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	81	A2 (30–35)	BW7	76



## UNIT 8 Managing Projects

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	<i>Can convey (in Language B) the main point(s) contained in clearly structured, short, simple texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words/signs from other languages) in order to do so.</i>	84	A2 (30–35)	8.4	85
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	81	A2 (30–35)	8.4, BW8	85, 86
	Can express an idea and ask what others think, using very simple expressions, provided he/she can prepare in advance.	74	A1 (22–29)	BW8	86

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**A1**



# **Business Partner**

ALIGNMENT WITH THE GLOBAL SCALE OF ENGLISH  
AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE