

**A2**



# **Business Partner**

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



A2

# 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, *Working Day*, *How we started*, *Away on business*, *Industry future*, and *Skills and experience*. The integrated video-based Communications skills training programme develops learners' awareness of communication issues, including *Talking about your job and routine*, *Agreeing contract details*, *Technical problems*, *Our products and services* and *The job interview*. Business skills lessons offer practical training in functional business skills such as scheduling meetings, placing an order, completing a timeline, travel arrangements, organising a conference, presentations and job interviews.

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.

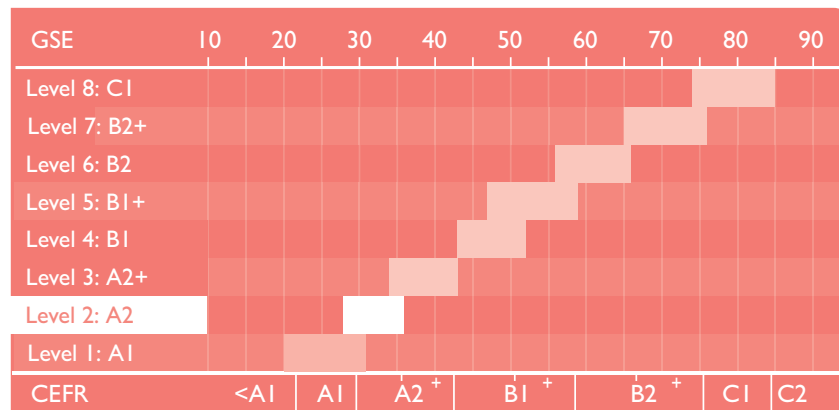
In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of Business Partner is designed to provide multiple touchpoints from which a learner 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

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 Working Day

**GRAMMAR** – Facts and routines • Questions

**VOCABULARY** – Jobs and tasks • Work tasks and activities

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.1	Listening	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	9
		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)	9
	Speaking	Can answer simple questions about habits and routines. (P)	30	A2 (30–35)	8
		<i>Can give basic information to introduce themselves in work-related situations (name, job, etc). (P)</i>	30	A2 (30–35)	9
		Can describe their daily routines in a simple way. (P)	31	A2 (30–35)	9
		<i>Can describe a work routine using simple language. (P)</i>	37	A2+ (36–42)	9
1.2	Listening	Can understand information related to people's daily routines. (P)	32	A2 (30–35)	11
		<i>Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)</i>	33	A2 (30–35)	11
	Speaking	<i>Can communicate in routine tasks requiring simple, direct exchanges of information. (C<sub>A</sub>)</i>	30	A2 (30–35)	10
	Reading	Can understand a simple work schedule. (P)	30	A2 (30–35)	11
		Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	11
	Writing	Can write simple sentences about what they and other people do. (C <sub>A</sub> )	30	A2 (30–35)	11
		Can write simple plans and arrangements on a calendar or in a diary. (CSE <sub>A</sub> )	31	A2 (30–35)	11
1.3	Speaking	<i>Can communicate in routine tasks requiring simple, direct exchanges of information. (C<sub>A</sub>)</i>	36	A2+ (36–42)	12
		Can answer simple questions in a face-to-face survey. (P)	34	A2 (30–35)	12
		Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	12

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.4	Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	12
		<i>Can understand basic opinions expressed in simple language in short texts. (P)</i>	37	A2+ (36–42)	12
		<i>Can understand simple phrases related to familiar, everyday activities. (P)</i>	30	A2 (30–35)	12
		<i>Can understand short, simple texts about everyday activities. (P)</i>	31	A2 (30–35)	12
	Writing	Can write simple sentences about what they and other people do. (CA)	30	A2 (30–35)	13
	Listening	Can understand basic information about someone when introduced to them using simple language. (P)	30	A2 (30–35)	14
		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)	14
	Speaking	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	15
		<i>Can respond politely when introduced to someone, using a few basic fixed expressions. (P)</i>	31	A2 (30–35)	15
		Can give basic information to introduce themselves in work-related situations (name, job, etc). (P)	30	A2 (30–35)	15
BW1	Speaking	<i>Can make an appointment on the phone. (P)</i>	42	A2+ (36–42)	16
		Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	16
		Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	16
		Can give basic information to introduce themselves in work-related situations (name, job, etc). (P)	30	A2 (30–35)	16
	Reading	<i>Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)</i>	31	A2 (30–35)	16
		Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	16

## UNIT 2 Doing Business

**GRAMMAR** – Things you can and can't count • *can/can't* • Saying something exists

**VOCABULARY** – Order and deliveries • An order by phone

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
	Speaking	<i>Can talk about orders or deliveries using a few fixed expressions and given help with vocabulary. (P)</i>	41	A2+ (36–42)	18
		Can ask simple questions about quantities and amounts. (P)	33	A2 (30–35)	19
2.2	Listening	Can understand simple work-related questions asked on phone calls. (P)	39	A2+ (36–42)	20
	Speaking	Can talk about orders or deliveries using a few fixed expressions and given help with vocabulary. (P)	41	A2+ (36–42)	20
		Can conduct very simple B transactions using basic language. (P)	30	A2 (30–35)	21
		Can make simple purchases by stating what is wanted and asking for the price. (C)	31	A2 (30–35)	21
		Can answer simple questions on the phone using fixed expressions. (P)	34	A2 (30–35)	21
2.3	Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	22
		Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	22
	Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	23
		Can write a simple email/letter in response to a request for information. (P)	39	A2+ (36–42)	23
2.4	Listening	Can recognise simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly. (P)	37	A2+ (36–42)	24
		<i>Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)</i>	30	A2 (30–35)	24

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
BW2	Speaking	Can conduct very simple B transactions using basic language. (P)	30	A2 (30–35)	25
		Can make simple arrangements to meet or do something (P)	36	A2+ (36–42)	25
		Can ask for and provide everyday goods and services. (C)	35	A2 (30–35)	25
	Speaking	Can conduct very simple B transactions using basic language. (P)	30	A2 (30–35)	26
		Can make simple arrangements to meet or do something (P)	36	A2+ (36–42)	26
		<i>Can answer simple work-related questions on the phone using fixed expressions. (P)</i>	40	A2+ (36–42)	26
		<i>Can say a range of basic numbers, quantities and prices. (C<sub>A</sub>)</i>	20	<A1 (10–21)	26
	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	26
		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
	Writing	<i>Can write a simple email/letter in response to a request for information. (P)</i>	39	A2+ (36–42)	26



## UNIT 3 Changes

**GRAMMAR** – Talking about the past (1) • Giving instructions • Talking about the past (2)

**VOCABULARY** – A company's story • Email phrases

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
3.1	Listening	<i>Can get the gist of short, simple stories if told slowly and clearly. (P)</i>	37	A2+ (36–42)	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
	Speaking	Can talk about their life (eg. family, home, job), using simple language. (P)	34	A2 (30–35)	29
		<i>Can make simple references to the past using 'was/were'. (P)</i>	33	A2 (30–35)	29
		<i>Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)</i>	36	A2+ (36–42)	29
		Can talk about past events or experiences, using simple language (P)	38	A2+ (36–42)	29
		Can answer simple questions about work experience or education using simple language. (P)	40	A2+ (36–42)	29
3.2	Listening	Can recognise basic factual information about times and dates. (P)	27	A1 (22–29)	30
		Can understand simple requests or instructions to carry out concrete work-related tasks. (P)	34	A2 (30–35)	31
	Speaking	<i>Can express general preferences using basic fixed expressions. (P)</i>	34	A2 (30–35)	30
	Reading	Can follow a simple series of written instructions to carry out a task. (P)	35	A2 (30–35)	31
	Writing	<i>Can use appropriate openings and endings in simple informal emails. (P)</i>	40	A2+ (36–42)	30
		Can write very short, basic directions. (P)	32	A2 (30–35)	31
3.3	Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	32
		Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	32
	Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	33
		Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	33

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
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
		<i>Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)</i>	33	A2 (30–35)	34
		Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	34
		Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	34
	Speaking	<i>Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)</i>	35	A2 (30–35)	34
		<i>Can make simple references to the past using 'was/were'. (P)</i>	33	A2 (30–35)	35
		Can talk about past events or experiences, using simple language (P)	38	A2+ (36–42)	35
BW3	Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	36
		Can talk about past events or experiences, using simple language (P)	38	A2+ (36–42)	36
		Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	36
	Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	36
		Can follow a basic sequence of events in a simple text on a familiar topic. (P)	36	A2+ (36–42)	36
	Writing	<i>Can write basic instructions with a simple list of points. (P)</i>	39	A2+ (36–42)	36
		Can write a simple work-related email/letter expressing thanks. (P)	41	A2+ (36–42)	36

## UNIT 4 Travelling For Work

**GRAMMAR** – Talking about arrangements • *will/won't* • Things happening now • Making suggestions

**VOCABULARY** – Travel arrangements • Airports and train stations

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
		Can understand key information about arrangements in simple dialogues spoken slowly and clearly. (P)	32	A2 (30–35)	39
	Speaking	Can make simple future arrangements and plans with reference to a diary or schedule. (P)	42	A2+ (36–42)	39
4.2	Listening	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	30	A2 (30–35)	41
		Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	41
	Reading	<i>Can understand short, simple messages about when and where to meet. (P)</i>	28	A1 (22–29)	41
	Writing	<i>Can write short, simple notes, emails and postings to friends. (N2000A)</i>	28	A1 (22–29)	41
4.3	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	42
	Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	42

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
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
		<i>Can understand specific information in a short, simple phone call. (P)</i>	36	A2+ (36–42)	44
		<i>Can understand enough to respond to direct requests expressed slowly and clearly. (C<sub>A</sub>)</i>	37	A2+ (36–42)	45
	Speaking	Can answer simple questions on the phone using fixed expressions. (P)	34	A2 (30–35)	45
		Can ask for repetition or clarification on the phone in a simple way. (P)	35	A2 (30–35)	45
		<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	45
BW4	Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	46
		Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	30	A2 (30–35)	46
	Speaking	<i>Can answer simple questions on the phone using fixed expressions. (P)</i>	34	A2 (30–35)	46
		Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36–42)	46
	Reading	<i>Can understand short, simple emails on work-related topics. (P)</i>	32	A2 (30–35)	46
		Can read a simple text and extract factual details. (P)	35	A2 (30–35)	46
		<i>Can understand short, simple messages on postcards, emails and social networks. (C<sub>A</sub>)</i>	31	A2 (30–35)	46
	Writing	Can write short, simple notes, emails and messages relating to everyday matters. (C <sub>A</sub> )	38	A2+ (36–42)	46

## UNIT 5 Organising

**GRAMMAR** – Talking about intentions • Invitations with *would* and *want*

**VOCABULARY** – Organising an exhibition • Leaving a message

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
		Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36–42)	49
	Speaking	Can talk about plans for the near future in a simple way. (P)	39	A2+ (36–42)	49
	Reading	Can understand short, simple texts about everyday activities. (P)	30	A2 (30–35)	48
5.2	Listening	<i>Can extract key factual information such as prices, times and dates from a recorded phone message. (P)</i>	35	A2 (30–35)	50
		Can understand the main information in a simple work-related phone message. (P)	37	A2+ (36–42)	50
	Speaking	Can take simple phone messages using fixed expressions. (P)	38	A2+ (36–42)	50
		Can leave simple phone messages using fixed expressions. (P)	36	A2+ (36–42)	50
		<i>Can answer simple questions on the phone using fixed expressions. (P)</i>	34	A2 (30–35)	51
		Can introduce themselves on the phone and close a simple call. (P)	33	A2 (30–35)	51
5.3	Reading	Can understand short, simple messages about when and where to meet. (P)	28	A1 (22–29)	52
		Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	52
	Writing	Can write a simple email issuing a work-related invitation. (P)	40	A2+ (36–42)	53
		<i>Can write a simple email accepting a work-related invitation. (P)</i>	40	A2+ (36–42)	53
		Can write a basic email/letter accepting or declining an invitation. (P)	41	A2+ (36–42)	53
		<i>Can write short, simple notes, emails and messages relating to everyday matters. (C<sub>A</sub>)</i>	38	A2+ (36–42)	53

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
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
		Can recognise simple, fixed expressions used in small talk. (P)	33	A2 (30–35)	54
		Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	32	A2 (30–35)	54
		Can follow short, simple social exchanges. (P)	33	A2 (30–35)	54
		Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	54
	Speaking	Can make small talk using simple language, given a model. (P)	34	A2 (30–35)	55
		Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	55
		Can express agreement using simple fixed expressions. (P)	32	A2 (30–35)	55
		<i>Can ask and answer questions about what they do at work and in their free time. (C)</i>	35	A2 (30–35)	55
BW5	Speaking	Can talk about plans for the near future in a simple way. (P)	39	A2+ (36–42)	56
		Can make small talk using simple language, given a model. (P)	34	A2 (30–35)	56
		<i>Can give simple opinions using basic fixed expressions. (P)</i>	34	A2 (30–35)	56
	Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	56
		Can write a simple email issuing a work-related invitation. (P)	40	A2+ (36–42)	56

## UNIT 6 PRODUCTS

**GRAMMAR** – Speculating about the future • Describing production

**VOCABULARY** – Technology and the environment • Helping with a problem

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
		Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	59
		Can recognise some basic fixed expressions to describe products or services, given help with vocabulary. (P)	34	A2 (30–35)	59
	Speaking	Can make simple predictions about the future. (P)	42	A2+ (36–42)	59
	Reading	Can identify key information in short, simple factual texts from the headings and pictures. (P)	35	A2 (30–35)	59
6.2	Listening	<i>Can understand simple work-related questions asked on phone calls. (P)</i>	39	A2+ (36–42)	60
		Can understand specific information in a short, simple phone call. (P)	36	A2+ (36–42)	60
	Speaking	Can answer simple questions on the phone using fixed expressions. (P)	34	A2 (30–35)	61
		Can talk about orders or deliveries using a few fixed expressions and given help with vocabulary. (P)	41	A2+ (36–42)	61
6.3	Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	62
		<i>Can understand simple details in simple informational texts (blogs, websites, catalogues, etc.). (P)</i>	39	A2+ (36–42)	62
	Writing	Can write a description of a simple everyday process (e.g. a recipe). (P)	38	A2+ (36–42)	63
6.4	Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	64
		Can understand simple, factual information in a work-related video. (P)	40	A2+ (36–42)	65

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
BW6	Speaking	Can conduct very simple B transactions using basic language. (P)	30	A2 (30–35)	65
		Can talk about orders or deliveries using a few fixed expressions and given help with vocabulary. (P)	41	A2+ (36–42)	65
	Reading	<i>Can understand simple details in simple informational texts (blogs, websites, catalogues, etc.). (P)</i>	39	A2+ (36–42)	66
		Can read a simple text and extract factual details. (P)	35	A2 (30–35)	66
	Speaking	Can conduct very simple B transactions using basic language. (P)	30	A2 (30–35)	66
		Can talk about orders or deliveries using a few fixed expressions and given help with vocabulary. (P)	41	A2+ (36–42)	66



## UNIT 7 Competition

**GRAMMAR** – Comparing (1) • comparatives • Comparing (2) • superlatives

**VOCABULARY** – Product qualities • Fees

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
7.1	Listening	Can recognise some basic fixed expressions to describe products or services, given help with vocabulary. (P)	34	A2 (30–35)	68
		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 understand the general meaning of short, simple informational material and descriptions if there is visual support. (C<sub>A</sub>)</i>	34	A2 (30–35)	68
	Speaking	<i>Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)</i>	35	A2 (30–35)	68
		Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	69
7.2	Listening	Can understand specific information in a short, simple phone call. (P)	36	A2+ (36–42)	71
	Speaking	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	71
7.3	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	72
	Writing	Can make simple comparisons between people, places or things. (P)	36	A2+ (36–42)	73
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
		Can recognise a few key words or phrases in a simple presentation. (P)	29	A1 (22–29)	74
		Can recognise some basic fixed expressions to describe products or services, given help with vocabulary. (P)	34	A2 (30–35)	74
BW7	Speaking	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	76
	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	76

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
	Writing	<i>Can use appropriate openings and endings in simple informal emails. (P)</i>	40	A2+ (36–42)	76
		<i>Can make simple comparisons between people, places or things. (P)</i>	36	A2+ (36–42)	76
		<i>Can write a simple email/letter in response to a request for information. (P)</i>	39	A2+ (36–42)	76

## UNIT 8 Jobs

**GRAMMAR** – Talking about experience • Talking about experiences and completed past events

**VOCABULARY** – Skills and personal qualities • Job requirements

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
8.1	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)	79
		Can understand simple, factual information in a work-related video. (P)	40	A2+ (36–42)	79
	Speaking	<i>Can describe skills and abilities using simple language. (P)</i>	33	A2 (30–35)	79
		Can answer simple questions about work experience or education using simple language. (P)	40	A2+ (36–42)	79
	Writing	Can write simple sentences about personal skills. (P)	33	A2 (30–35)	78
8.2	Listening	<i>Can understand specific information in a short, simple phone call. (P)</i>	36	A2+ (36–42)	81
		<i>Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)</i>	32	A2 (30–35)	81
		Can understand simple information about work activities. (P)	34	A2 (30–35)	81
	Speaking	Can describe skills and abilities using simple language. (P)	33	A2 (30–35)	81
		Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	81
		<i>Can give simple opinions using basic fixed expressions. (P)</i>	34	A2 (30–35)	81
		Can answer simple questions about work experience or education using simple language. (P)	40	A2+ (36–42)	81
	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	80
8.3	Reading	Can understand a short, simple professional profile. (P)	41	A2+ (36–42)	82
		Can identify basic personal details about someone on website profiles, B cards etc. (P)	32	A2 (30–35)	82

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
8.4	Writing	Can write simple sentences about personal skills. (P)	33	A2 (30–35)	83
		<i>Can write basic personal details for a website profile, B card, etc. (P)</i>	34	A2 (30–35)	83
	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
		Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	84
		Can understand simple, factual information in a work-related video. (P)	40	A2+ (36–42)	84
		<i>Can understand the main points of a short, informal interview on a familiar topic. (P)</i>	41	A2+ (36–42)	84
	Speaking	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	85
		Can describe skills and abilities using simple language. (P)	33	A2 (30–35)	85
		Can ask about someone's work experience or education using simple language. (P)	41	A2+ (36–42)	85
		Can answer simple questions about work experience or education using simple language. (P)	40	A2+ (36–42)	85
BW8	Speaking	Can describe skills and abilities using simple language. (P)	33	A2 (30–35)	86
		Can ask about someone's work experience or education using simple language. (P)	41	A2+ (36–42)	86
		Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	86
		Can answer simple questions about work experience or education using simple language. (P)	40	A2+ (36–42)	86
		Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	86
		<i>Can give simple reasons to explain preferences, given a model. (P)</i>	39	A2+ (36–42)	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 Working Day

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.	25	A1 (22–29)	1.1, 1.4	9, 15
	Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (delivered in Language A).	25	A1 (22–29)	1.2	11
	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.	32	A2 (30–35)	1.3, BW1	12, 16
	Can communicate (in Language B) the overall sense of what is said (in Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided this is articulated clearly and that he/she can ask for repetition and clarification.	42	A2+ (36–42)	BW1	16
Writing	<i>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.</i>	22	A1 (22–29)	1.2	11

## UNIT 2 Doing Business

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	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.	32	A2 (30–35)	2.1, 2.4, BW2	19, 25, 26
	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.	37	A2+ (36–42)	2.2	21
Writing	Can relay in writing (in Language B) specific information contained in short simple informational texts (in Language A), provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+ (36–42)	BW2	26

## UNIT 3 Changes

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.	25	A1 (22–29)	3.1	29
	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.	35	A2 (30–35)	3.4	35
	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.	32	A2 (30–35)	BW3	36
Writing	Can list (in Language B) specific information contained in simple texts (in Language A) on everyday subjects of immediate interest or need.	30	A2 (30–35)	3.3, BW3	31, 36



## UNIT 4 Travelling For Work

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	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.	32	A2 (30–35)	4.1, BW4	38, 46
	<i>Can make simple remarks and pose occasional questions to indicate that he/she is following.</i>	33	A2 (30–35)	4.4	45
Writing	Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A), provided they are clearly and slowly articulated.	33	A2 (30–35)	4.2	41

## UNIT 5 Organising

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can express an idea and ask what others think, using very simple expressions, provided he/she can prepare in advance.	25	A1 (22–29)	5.1	49
	Can repeat the main point of a simple message on an everyday subject, using different words/signs to help someone else understand it.	32	A2 (30–35)	5.2	51
	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.	25	A1 (22–29)	5.4	55
	Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (delivered in Language A).	25	A1 (22–29)	BW5	56
	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.	32	A2 (30–35)	BW5	56

## UNIT 6 Products

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make suggestions in a simple way.	35	A2 (30–35)	6.2	61
	<i>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.</i>	32	A2 (30–35)	6.4, BW6	65, 66
	<i>Can make simple remarks and pose occasional questions to indicate that he/she is following.</i>	33	A2 (30–35)	BW6	66
Writing	<i>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.</i>	22	A1 (22–29)	6.4	64

## UNIT 7 Competition

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	<i>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.</i>	32	A2 (30–35)	7.1	69
Writing	Can take simple notes at a presentation/ demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	32	A2 (30–35)	BW7	76
	Can use simple language to render (in Language B) very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.	35	A2 (30–35)	BW7	76

## UNIT 8 Jobs

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can make suggestions in a simple way.	35	A2 (30–35)	8.2	81
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+ (36–42)	8.4, BW8	85, 86
	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.	35	A2 (30–35)	BW8	86
	Can express an idea and ask what others think, using very simple expressions, provided he/she can prepare in advance.	25	A1 (22–29)	BW8	86
	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.	32	A2 (30–35)	BW8	86

## References

- Board of Regents of the University of Wisconsin System (2012), Amplification of The English Language Development Standards KINDERGARTEN–GRADE 12 (“WIDA ELD Standards”). Retrieved 27.11.2017 from [wida.wisc.edu](http://wida.wisc.edu)
- Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- North, B. (2000) *The Development of a Common Framework Scale of Language Proficiency*. New York: Peter Lang.
- Schneider, G., North, B. (1999) „In anderen Sprachen kann ich . . .“ *Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit*. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.
- Schneider, G., North, B. (2000) *Fremdsprachen können – was heißt das?* Chur / Zürich: Rüegger.

**A2**



# **Business Partner**

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