

A2+



Business Partner

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



A2+

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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 a structured modular approach that gives the flexibility to 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 *Business travel*, *Choosing a business location*, *The working day*, *Teamwork in extreme situations* and *Developing a new product*. The integrated video-based Communications skills training programme develops learners' awareness of communication issues, including *Clarifying information*, *Dealing with a problem*, *Negotiating roles* and *Offering support to a colleague*. Business skills lessons offer practical training in functional business skills such as starting a meeting, presenting facts and figures, dealing with technical problems and managing questions.

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

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COURSE COMPONENTS

- Course Book with Digital Resources
- Course Book with MyEnglishLab
- Workbook
- Teacher's Resource Book with MyEnglishLab
- Presentation Tool
- Website: <http://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.

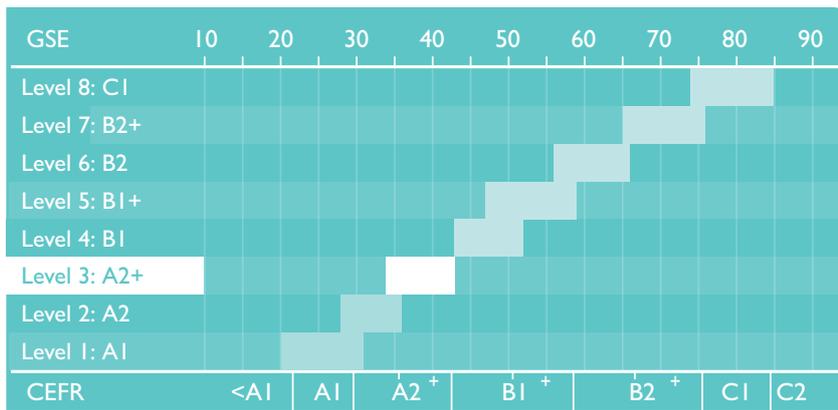
For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 _A)	North (2000) descriptor, adapted or edited
(N2007 _A)	North (2007) expanded set of C1 and C2 descriptors, adapted or edited
(P)	New Pearson English descriptor
(W _A)	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 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 Levels A1–C1 (20–85 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

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 Travelling For Work

GRAMMAR – Comparatives and superlatives • *can* and *could* to ask for information

VOCABULARY – Transport, accommodation and travel

FUNCTIONAL LANGUAGE – Making small talk • Explaining and solving IT problems • Phrases for writing an email

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.1	Listening	Can understand simple informal advice on a work-related situation. (P)	39	A2+ (36–42)	8
		<i>Can identify key details in a simple recorded dialogue or narrative. (P)</i>	39	A2+ (36–42)	8
		<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)	8
	Speaking	<i>Can give simple opinions using basic fixed expressions. (P)</i>	34	A2 (30–35)	8
		<i>Can ask for basic advice using simple language. (P)</i>	34	A2 (30–35)	9
		Can make and respond to suggestions. (C)	41	A2+ (36–42)	9
1.2	Listening	<i>Can identify key details in a simple recorded dialogue or narrative. (P)</i>	39	A2+ (36–42)	10
		Can identify specific events from short spoken descriptions. (W _A)	38	A2+ (36–42)	10
	Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	11
		Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	11
	Writing	<i>Can make simple comparisons between people, places or things. (P)</i>	36	A2+ (36–42)	11
	1.3	Listening	<i>Can make basic inferences in simple conversations on familiar everyday topics. (P)</i>	38	A2+ (36–42)
<i>Can follow a simple conversation or narrative about familiar, everyday activities. (P)</i>			37	A2+ (36–42)	12
Can extract key details from conversations between colleagues about familiar topics. (P)			44	B1 (43–50)	12

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.3	Speaking	Can make and respond to suggestions. (C)	41	A2+ (36–42)	12
		Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	13
		Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	13
		Can use fixed expressions to keep a conversation going (e.g. 'I see.', 'right'). (CSE _A)	44	B1 (43–50)	13
		<i>Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)</i>	39	A2+ (36–42)	13
1.4	Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	14
		<i>Can follow the sequence of events in a short, simple dialogue or narrative. (P)</i>	37	A2+ (36–42)	14
		<i>Can extract key details from conversations between colleagues about familiar topics. (P)</i>	44	B1 (43–50)	14
	Speaking	Can make and respond to suggestions. (C)	41	A2+ (36–42)	14
		Can suggest possible solutions to a problem using simple language. (P)	47	B1 (43–50)	14–15
		Can describe how often a work-related problem has occurred using simple language. (P)	42	A2+ (36–42)	14–15
1.5	Reading	Can understand standard emails on work-related topics. (P)	44	B1 (43–50)	16
	Writing	Can write a simple email requesting work-related information. (P)	42	A2+ (36–42)	16
BW1	Reading	<i>Can identify specific information in simple letters, brochures and short articles. (C_A)</i>	37	A2+ (36–42)	88
	Listening	Can understand the key details of hotel, restaurant, and transport reservations. (P)	39	A2+ (36–42)	89
		<i>Can make basic inferences in simple conversations on familiar everyday topics. (P)</i>	38	A2+ (36–42)	89
		<i>Can understand simple work-related questions asked on phone calls. (P)</i>	39	A2+ (36–42)	89
	Speaking	Can make simple future arrangements and plans with reference to a diary or schedule. (P)	42	A2+ (36–42)	89
		<i>Can discuss what to do next using simple phrases. (C_A)</i>	41	A2+ (36–42)	89
		Can describe plans and arrangements. (C _A)	39	A2+ (36–42)	89
	Writing	Can write a simple email, giving details of work-related events or plans. (P)	47	B1 (43–50)	89

UNIT 2 Location

GRAMMAR – *enough* and *too* • Present continuous

VOCABULARY – Location

FUNCTIONAL LANGUAGE – Checking and clarifying • Opening a meeting, referring to the agenda and stating purpose • Abbreviations

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
2.1	Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	18
		Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	18
		<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)	18
	Speaking	<i>Can give simple opinions using basic fixed expressions. (P)</i>	34	A2 (30–35)	18
		Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	19
		Can make and respond to suggestions. (C)	41	A2+ (36–42)	19
2.2	Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	20
		Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	20
	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	21
	Writing	Can write a short review of a restaurant, movie, etc. using simple language. (P)	45	B1 (43–50)	21
2.3	Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	22
		Can recognise when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly. (P)	44	B1 (43–50)	22
		<i>Can make basic inferences in simple conversations on familiar everyday topics. (P)</i>	38	A2+ (36–42)	22
	Speaking	<i>Can explain what they like or dislike about something. (C)</i>	40	A2+ (36–42)	23
		<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	22–23

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
2.4	Listening	<i>Can follow the main points in a simple audio recording, if provided with written supporting material. (P)</i>	37	A2+ (36–42)	24
		Can identify the main points in a work-related meeting on a familiar topic. (P)	47	B1 (43–50)	24
	Reading	Can understand the main information in the agenda for a work-related meeting. (P)	47	B1 (43–50)	25
	Speaking	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	25
	Writing	Can write the agenda for a meeting on a work-related topic in a simple way. (P)	47	B1 (43–50)	25
2.5	Reading	<i>Can understand short, simple emails on work-related topics. (P)</i>	32	A2 (30–35)	26
	Writing	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	26
		Can write a simple email requesting work-related information. (P)	42	A2+ (36–42)	26
BW2	Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	90
		Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	90
	Reading	<i>Can identify specific information in simple letters, brochures and short articles. (C_A)</i>	37	A2+ (36–42)	90
	Speaking	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	91
		<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	90–91
		Can explain what they like or dislike about their job or workplace. (P)	41	A2+ (36–42)	91
	Writing	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	91

UNIT 3 Retail

GRAMMAR – Past simple and past continuous • Types of adverbs

VOCABULARY – Shops and the shopping experience

FUNCTIONAL LANGUAGE – Solving problems • Signposting a presentation • Phrases from a review

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
3.1	Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	28
		Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	28
		<i>Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)</i>	31	A2 (30–35)	29
	Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	29
	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	28
		Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	29
		Can describe habits and routines. (C _A)	38	A2+ (36–42)	29
		Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	29
	Writing	<i>Can write simple lists as part of a work-related task. (P)</i>	40	A2+ (36–42)	29
	3.2	Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)
Can follow the sequence of events in a short, simple dialogue or narrative. (P)			37	A2+ (36–42)	30
Can identify specific events from short spoken descriptions. (W _A)			38	A2+ (36–42)	30
Speaking		Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	31
Writing		Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	31
3.3		Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)		37	A2+ (36–42)	32
	Can identify specific events from short spoken descriptions. (W _A)		38	A2+ (36–42)	32
	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	32–33
		<i>Can explain what they like or dislike about something. (C)</i>	40	A2+ (36–42)	33

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
3.4	Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	34
		Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	34
		<i>Can extract the key details from a presentation if delivered slowly and clearly. (P)</i>	47	B1 (43–50)	34
	Speaking	Can use basic discourse markers to structure a short presentation. (P)	45	B1 (43–50)	35
		<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	35
3.5	Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	36
BW3	Reading	<i>Can identify specific information in simple letters, brochures and short articles. (CA)</i>	37	A2+ (36–42)	92
		<i>Can identify specific information in a simple factual text. (P)</i>	39	A2+ (36–42)	92
	Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	92
	Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	93
		<i>Can follow the main points in a simple audio recording aimed at a general audience. (P)</i>	43	B1 (43–50)	93
	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	93

UNIT 4 Working Patterns

GRAMMAR – Present perfect simple • Prepositions of time

VOCABULARY – Describing jobs and contracts

FUNCTIONAL LANGUAGE – Facilitating a decision-making meeting • Rescheduling appointments on the phone • Phrases for confirming, inviting questions, thanking, apologising and concluding in an email

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
4.1	Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	38–39
		Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	38–39
	Speaking	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	39
		Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	39
		Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	39
		Can ask what an employee likes or dislikes about their job. (P)	40	A2+ (36–42)	39
		Can ask what an employee likes or dislikes about their job or workplace. (P)	41	A2+ (36–42)	39
		Can explain what they like or dislike about their job or workplace. (P)	41	A2+ (36–42)	39
4.2	Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	40
		Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	40
		Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	40
	Speaking	Can give a short, basic description of events and activities. (C)	42	A2+ (36–42)	40–41
		<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	40
4.3	Listening	<i>Can make basic inferences in simple conversations on familiar everyday topics. (P)</i>	38	A2+ (36–42)	42
		<i>Can follow a simple conversation or narrative about familiar, everyday activities. (P)</i>	37	A2+ (36–42)	42
		Can extract key details from conversations between colleagues about familiar topics. (P)	44	B1 (43–50)	42

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
4.3	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	42–43
		Can summarise the main ideas in a meeting using simple language. (P)	50	B1 (43–50)	43
		Can present a conclusion in a meeting using simple language. (P)	50	B1 (43–50)	43
4.4	Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	44
		Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	44
	Writing	<i>Can write short, simple notes, emails and messages relating to everyday matters. (CA)</i>	38	A2+ (36–42)	44
	Speaking	<i>Can make an appointment on the phone. (P)</i>	42	A2+ (36–42)	45
4.5	Reading	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	46
		<i>Can understand standard emails on work-related topics. (P)</i>	44	B1 (43–50)	46
	Writing	Can reply to a work-related email confirming arrangements. (P)	46	B1 (43–50)	46
BW4	Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	94
		Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	94
		Can recognise when speakers agree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	94
		Can recognise when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	94
	Speaking	Can describe habits and routines. (CA)	38	A2+ (36–42)	94
		Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	94
	Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	94
		Can write a simple email/letter in response to a request for information. (P)	39	A2+ (36–42)	94
		Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSEA)	42	A2+ (36–42)	94

UNIT 5 Money

GRAMMAR – First conditional • *because, so, so that*

VOCABULARY – Money • Collocations

FUNCTIONAL LANGUAGE – Agreeing on team roles in meetings • Quoting figures in presentations • Reasons, explanations, enclosures, conclusions

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
5.1	Listening	<i>Can follow the main points in a simple audio recording aimed at a general audience. (P)</i>	43	B1 (43–50)	48
		<i>Can identify key details in a simple recorded dialogue or narrative. (P)</i>	39	A2+ (36–42)	48
5.2	Listening	<i>Can follow the main points in a simple audio recording aimed at a general audience. (P)</i>	43	B1 (43–50)	50
		<i>Can identify key details in a simple recorded dialogue or narrative. (P)</i>	39	A2+ (36–42)	50
5.3	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	52
		<i>Can give or seek personal views and opinions in discussing topics of interest. (C)</i>	46	B1 (43–50)	53
5.4	Listening	<i>Can follow the main points in a simple audio recording aimed at a general audience. (P)</i>	43	B1 (43–50)	54
		<i>Can identify key details in a simple recorded dialogue or narrative. (P)</i>	39	A2+ (36–42)	54
	Speaking	<i>Can use basic discourse markers to structure a short presentation. (P)</i>	45	B1 (43–50)	55
		<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	55
5.5	Reading	<i>Can identify specific information in simple letters, brochures and short articles. (C_A)</i>	37	A2+ (36–42)	56
	Writing	<i>Can write a basic formal email/letter requesting information. (P)</i>	46	B1 (43–50)	56
		<i>Can write a simple work-related email/letter to someone outside their company. (P)</i>	45	B1 (43–50)	56

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
BW5	Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	96–97
		Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	96–97
	Reading	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	96
		Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	96
BW5	Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	97
		Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	97
		Can make and respond to suggestions. (C)	41	A2+ (36–42)	97
	Writing	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	97
		Can write a simple email/letter in response to a request for information. (P)	39	A2+ (36–42)	97

UNIT 6 Teamwork

GRAMMAR – Pronouns with *some-* and *every-* • Linking words for sequence

VOCABULARY – Teamwork • Word building - verbs and nouns

FUNCTIONAL LANGUAGE – Encouraging and motivating • Supporting, building on and questioning ideas • Making requests

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
6.1	Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	58
		Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	58
	Reading	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	59
	Speaking	Can describe skills and abilities using simple language. (P)	33	A2 (30–35)	59
	Writing	Can write simple sentences about personal skills. (P)	33	A2 (30–35)	59
6.2	Reading	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	60
		Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	60
	Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	61
	Writing	<i>Can make simple comparisons between people, places or things. (P)</i>	36	A2+ (36–42)	61
6.3	Listening	<i>Can follow a simple conversation or narrative about familiar, everyday activities. (P)</i>	37	A2+ (36–42)	62
		Can extract key details from conversations between colleagues about familiar topics. (P)	44	B1 (43–50)	62
	Speaking	Can make and respond to suggestions. (C)	41	A2+ (36–42)	62
		Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	63
		Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)	42	A2+ (36–42)	63
	<i>Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)</i>	39	A2+ (36–42)	63	

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
6.4	Listening	<i>Can follow the main points in a simple audio recording aimed at a general audience. (P)</i>	43	B1 (43–50)	64
		<i>Can identify key details in a simple recorded dialogue or narrative. (P)</i>	39	A2+ (36–42)	64
	Reading	<i>Can make basic inferences from simple information in a short text. (P)</i>	38	A2+ (36–42)	64
		<i>Can understand standard emails on work-related topics. (P)</i>	44	B1 (43–50)	65
	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	65
6.5	Writing	<i>Can write basic instructions with a simple list of points. (P)</i>	39	A2+ (36–42)	66
		<i>Can write a simple email requesting work-related information. (P)</i>	42	A2+ (36–42)	66
BW6	Listening	<i>Can identify key details in a simple recorded dialogue or narrative. (P)</i>	39	A2+ (36–42)	98–99
		<i>Can understand standard speech on familiar matters, with some repetition or reformulation. (C_A)</i>	38	A2+ (36–42)	98
	Reading	<i>Can identify specific information in simple letters, brochures and short articles. (C_A)</i>	37	A2+ (36–42)	98–99
		<i>Can identify specific information in a simple factual text. (P)</i>	39	A2+ (36–42)	98–99
	Speaking	<i>Can ask and answer questions about basic plans and intentions. (P)</i>	38	A2+ (36–42)	99
		<i>Can discuss what to do next using simple phrases. (C_A)</i>	41	A2+ (36–42)	99
		<i>Can describe plans and arrangements. (C_A)</i>	39	A2+ (36–42)	99
		<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	99

UNIT 7 Moving Forward

GRAMMAR – *can, have to, need to* • *wh-* questions

VOCABULARY – Research and development

FUNCTIONAL LANGUAGE – Explaining a procedure clearly and effectively • Signalling and dealing with technical problems • Language used in slides

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
7.1	Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	68
		Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)	43	B1 (43–50)	68
	Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	68–69
		Can make and respond to suggestions. (C)	41	A2+ (36–42)	68–69
		Can describe what something is used for, using basic fixed expressions. (P)	37	A2+ (36–42)	69
7.2	Reading	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	70
		Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	70
		Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	70
	Speaking	<i>Can convey simple relevant information emphasising the most important point.</i> (C _A)	45	B1 (43–50)	71
		Can make and respond to suggestions. (C)	41	A2+ (36–42)	71
	Writing	Can describe the sequence in a process when writing a simple text, using common discourse markers. (P)	47	B1 (43–50)	71
	7.3	Listening	Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)	43	B1 (43–50)
<i>Can identify key details in a simple recorded dialogue or narrative.</i> (P)			39	A2+ (36–42)	72
Speaking		Can make and respond to suggestions. (C)	41	A2+ (36–42)	72–73
7.4	Listening	<i>Can identify key details in a simple recorded dialogue or narrative.</i> (P)	39	A2+ (36–42)	74
		Can understand standard speech on familiar matters, with some repetition or reformulation. (C _A)	38	A2+ (36–42)	74
	Speaking	Can make and respond to suggestions. (C)	41	A2+ (36–42)	75

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
7.5	Listening	<i>Can identify key details in a simple recorded dialogue or narrative. (P)</i>	39	A2+ (36–42)	76
		<i>Can understand standard speech on familiar matters, with some repetition or reformulation. (C_A)</i>	38	A2+ (36–42)	76
BW7	Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	100–101
		Can recognise when speakers agree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	100–101
		Can recognise when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	100–101
	Reading	<i>Can identify specific information in simple letters, brochures and short articles. (C_A)</i>	37	A2+ (36–42)	100
		<i>Can identify specific information in a simple factual text. (P)</i>	39	A2+ (36–42)	100–101
	Speaking	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	101
		Can discuss what to do next using simple phrases. (C _A)	41	A2+ (36–42)	101
		Can describe plans and arrangements. (C _A)	39	A2+ (36–42)	101
		Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	101
	Writing	<i>Can write a simple email, giving details of work-related events or plans. (P)</i>	47	B1 (43–50)	101

UNIT 8 Green Solutions

GRAMMAR – *should* and *could* for advice and suggestions • Future forms

VOCABULARY – The environment

FUNCTIONAL LANGUAGE – Giving and receiving feedback • Managing a Q&A session • Language for giving an update

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
8.1	Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	78
	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	78
		Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	79
8.2	Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	80
		Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	80
	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	80
	Writing	Can make basic informal suggestions in writing. (P)	42	A2+ (36–42)	81
8.3	Listening	Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)	43	B1 (43–50)	82
		Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	82
	Speaking	<i>Can make and respond to suggestions. (C)</i>	41	A2+ (36–42)	82–83
8.4	Listening	<i>Can follow the main points in a simple audio recording, if provided with written supporting material. (P)</i>	37	A2+ (36–42)	84
		Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	84
	Speaking	Can use basic discourse markers to structure a short presentation. (P)	45	B1 (43–50)	85
		Can make and respond to suggestions. (C)	41	A2+ (36–42)	85
8.5	Reading	<i>Can make basic inferences from simple information in a short text. (P)</i>	38	A2+ (36–42)	86
	Writing	Can write a description of a future event or activity. (P)	46	B1 (43–50)	86
		Can write a simple email, giving details of work-related events or plans. (P)	47	B1 (43–50)	86

LESSON(S)	SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
BW8	Reading	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	102
		Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	102
	Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	103
		Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	103
	Speaking	<i>Can use basic discourse markers to structure a short presentation. (P)</i>	45	B1 (43–50)	103
		Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	103
		Can make and respond to suggestions. (C)	41	A2+ (36–42)	103

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 Partner*. All of these Mediation descriptors are © Council of Europe, 2018.

UNIT 1 Travelling For Work

LESSON(S)	SKILL	CEFR CAN-DO STATEMENT(S)	GSE LEVEL	CEFR LEVEL	PAGE(S)
1.3	Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	42	A2+ (36–42)	13
BW1	Writing	Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated.	33	A2 (30–35)	89
		Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)	89
		Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.	40	A2+ (36–42)	89

UNIT 2 Location

LESSON(S)	SKILL	CEFR CAN-DO STATEMENT(S)	GSE LEVEL	CEFR LEVEL	PAGE(S)
2.3, BW2	Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	42	A2+ (36-42)	23, 91
		Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables.	40	A2+ (36-42)	91
2.3	Writing	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.	46	B1 (43-50)	22

UNIT 3 Retail

LESSON(S)	SKILL	CEFR CAN-DO STATEMENT(S)	GSE LEVEL	CEFR LEVEL	PAGE(S)
3.3, BW3	Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	42	A2+ (36-42)	33
		Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.	38	A2+ (36-42)	33, 93
		Can make suggestions in a simple way in order to move the discussion forward.	35	A2 (30-35)	93

UNIT 4 Working Patterns

LESSON(S)	SKILL	CEFR CAN-DO STATEMENT(S)	GSE LEVEL	CEFR LEVEL	PAGE(S)
4.3, BW4	Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	42	A2+ (36-42)	43
		Can ask what somebody thinks of a certain idea.	35	A2 (30-35)	43
		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)	94
		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 that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	42	A2+ (36-42)	94

UNIT 5 Money

LESSON(S)	SKILL	CEFR CAN-DO STATEMENT(S)	GSE LEVEL	CEFR LEVEL	PAGE(S)
5.3, BW5	Speaking	Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.	40	A2+ (36-42)	52
		Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	42	A2+ (36-42)	53
		Can make suggestions in a simple way in order to move the discussion forward.	35	A2 (30-35)	97
BW5	Writing	Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.	46	B1 (43-50)	96

UNIT 6 Teamwork

LESSON(S)	SKILL	CEFR CAN-DO STATEMENT(S)	GSE LEVEL	CEFR LEVEL	PAGE(S)
6.3, BW6	Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	42	A2+ (36-42)	63, 99
		Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	49	B1 (43-50)	63
		Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.	38	A2+ (36-42)	99

UNIT 7 Moving Forward

LESSON(S)	SKILL	CEFR CAN-DO STATEMENT(S)	GSE LEVEL	CEFR LEVEL	PAGE(S)
7.3, BW7	Speaking	Can give simple, clear instructions to organise an activity.	48	B1 (43–50)	73
		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)	101
7.3	Speaking/ Writing	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.	32	A2 (30–35)	73
BW7	Writing	Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.	46	B1 (43–50)	100

UNIT 8 Green Solutions

LESSON(S)	SKILL	CEFR CAN-DO STATEMENT(S)	GSE LEVEL	CEFR LEVEL	PAGE(S)
8.3, BW8	Speaking	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	42	A2+ (36-42)	83, 103
		Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.	40	A2+ (36-42)	82
		Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.	37	A2+ (36-42)	103
BW8	Writing	Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.	46	B1 (43-50)	103

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A2+



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ALIGNMENT WITH THE GLOBAL SCALE OF ENGLISH
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