B2+ Business Partner

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

Pearson

GSE
Global Scale of English

Business
Partner

B2+

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 *Types of market research, How can bosses develop staff?, Experiences of secondments abroad, Managing earthquake risk* and *The idle man.* The integrated video-based Communication skills training programme develops learners' awareness of communication issues, including *The needs of a new client, Changing an agreement, Presentation styles, Dealing with conflict,* and *Influencing a decision*. Business skills lessons offer practical training in functional business skills such as collaboration, challenging conversations, presentations, analysing risk and maintaining relationships.

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

Published 2019

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:
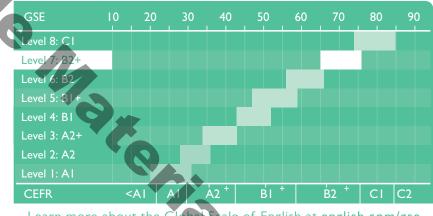
(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C$_A$)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(E$_A$)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000$_A$)	North (2000) descriptor, 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.

GSE	10	20	30	40	50	60	70	80	90
Level 8: C1									
Level 7: B2+									
Level 6: B2									
Level 5: B1+									
Level 4: B1									
Level 3: A2+									
Level 2: A2									
Level 1: A1									
CEFR		<A1	A1	A2 $^+$	B1 $^+$		B2 $^+$	C1	C2

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 Market Research

GRAMMAR – Question tags • Reporting verb patterns

VOCABULARY – Terms in market research

FUNCTIONAL LANGUAGE – Using leading and open questions to effect • Responding to questions during a presentation • Summarising findings of a report or survey

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
1.1	Listening	*Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)*	69	B2+ (67–75)	8
		Can follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material. (P)	67	B2+ (67–75)	8
		Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	8
	Speaking	Can give clear presentations highlighting significant points with relevant supporting detail. (C_A)	70	B2+ (67–75)	9
		Can answer questions in a survey using linguistically complex language. (P)	74	B2+ (67–75)	9
		Can give a presentation about a product or service offered by a company or institution. (P)	68	B2+ (67–75)	9
	Writing	Can prepare a linguistically complex questionnaire in order to gather data. (P)	74	B2+ (67–75)	9
1.2	Listening	Can follow a discussion in which speakers use some idiomatic language. (C_A)	68	B2+ (67–75)	10
		Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (CJ_A)	65	B2 (59–66)	10
	Speaking	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C_A)	61	B2 (59–66)	11
1.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	12
	Speaking	*Can evaluate the advantages and disadvantages of different options during a discussion. (P)*	64	B2 (59–66)	12

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
1.3		*Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C$_A$)*	70	B2+ (67–75)	13
		Can give detailed feedback about someone's performance on a familiar task or project. (P)	67	B2+ (67–75)	13
		Can ask open-ended questions to better understand the specific details of a problem. (P)	60	B2 (59–66)	13
		Can adjust the precision of questions in order to obtain more detailed information. (P)	69	B2+ (67–75)	13
1.4	Listening	Can evaluate hypothetical proposals in a presentation or lecture. (P)	73	B2+ (67–75)	14
		Can recognise the speaker's point of view in a structured presentation. (P)	63	B2 (59–66)	14
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	14
	Speaking	Can respond to follow-up questions at a presentation. (P)	67	B2+ (67–75)	14–15
		Can give reasons and explanations for their opinions using linguistically complex language. (P)	78	C1 (76–84)	15
		Can ask detailed follow-up questions at a presentation. (P)	69	B2+ (67–75)	15
		Can successfully challenge points made during a presentation. (P)	70	B2+ (67–75)	15
		Can recommend particular actions at the end of a presentation. (P)	63	B2 (59–66)	15
1.5	Reading	Can extract key details from a complex business report in their field. (C$_A$)	69	B2+ (67–75)	16
	Writing	Can write an effective and informative summary. (P)	67	B2+ (67–75)	16
		Can summarise relevant data or research in support of an argument. (P)	69	B2+ (67–75)	16

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
BW1	Listening	Can understand summaries of data or research used to support an extended argument. (P)	69	B2+ (67–75)	89
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	89
	Reading	Can extract key details from a complex business report in their field. (C$_A$)	69	B2+ (67–75)	89
	Speaking	*Can describe conclusions they have drawn from graphs and charts, using linguistically complex language. (P)*	75	B2+ (67–75)	88
		Can plan what is to be said and the means to say it, considering the effect on the recipient. (C$_A$)	64	B2 (59–66)	89
BW1		Can express ideas in a discussion or presentation using an appropriate tone and register. (P)	65	B2 (59–66)	89
		Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)	74	B2+ (67–75)	89
		Can adjust the precision of questions in order to obtain more detailed information. (P)	69	B2+ (67–75)	89
	Writing	Can write an effective and informative summary. (P)	67	B2+ (67–75)	89

UNIT 2 Give And Take

GRAMMAR – Cleft sentences · Future perfect simple and continuous

VOCABULARY – Giving back

FUNCTIONAL LANGUAGE – Renegotiation of an agreement · Promoting collaboration · Formal and less formal phrases for requirements and reasons

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
2.1	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	18
		Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	18
		Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	18
	Speaking	*Can compare and evaluate different ideas using a range of linguistic devices. (P)*	70	B2+ (67–75)	19
		Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	19
		Can encourage agreement during group discussions by indicating the areas where people have the same opinion. (P)	68	B2+ (67–75)	19
	Writing	Can write clear and organised guidelines for the workplace. (P)	68	B2+ (67–75)	19
2.2	Reading	Can identify the main topic and related ideas in a linguistically complex text. (P)	68	B2+ (67–75)	20
		Can recognise contrasting arguments in structured, discursive text. (P)	68	B2+ (67–75)	20
	Speaking	Can participate in linguistically complex discussions about attitudes and opinions. (P)	79	C1 (76–84)	21
2.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	22
	Speaking	*Can evaluate the advantages and disadvantages of different options during a discussion. (P)*	64	B2 (59–66)	22
		Can propose a range of different options in a complex negotiation. (P)	81	C1 (76–84)	23
		Can present a negotiating proposal in detail. (P)	75	B2+ (67–75)	23
		Can participate in on-going dialogue during a negotiation. (P)	69	B2+ (67–75)	23

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
2.4	Listening	Can recognise the speaker's point of view in a structured presentation. (P)	63	B2 (59–66)	24
		Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	24
	Speaking	Can encourage discussion by inviting others to join in, say what they think, etc. (C_A)	62	B2 (59–66)	25
		Can manage the participants in a fast-moving discussion to keep it on course. (P)	81	C1 (76–84)	25
		Can lead a discussion so that the group is able to make a decision. (P)	69	B2+ (67–75)	25
		Can politely intervene to prevent someone from dominating a group discussion. (P)	68	B2+ (67–75)	25
		Can encourage agreement during group discussions by indicating the areas where people have the same opinion. (P)	68	B2+ (67–75)	25
		Can encourage agreement in meetings using fixed expressions. (P)	59	B2 (59–66)	25
2.5	Reading	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics. (P)	64	B2 (59–66)	26
	Writing	Can write clear explanations of what an individual or team must do in order to receive specific rewards. (P)	67	B2+ (67–75)	26

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
BW2	Listening	Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	90
		Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	91
	Reading	*Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C_A)*	66	B2 (59–66)	90
	Speaking	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+ (67–75)	90
		Can discuss the information presented in a complex diagram or visual information. (P)	71	B2+ (67–75)	91
		Can justify and sustain views clearly by providing relevant explanations and arguments. (C_A)	60	B2 (59–66)	91
		Can speculate about the causes of an issue or problem. (C_A)	67	B2+ (67–75)	91
		Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C_A)	70	B2+ (67–75)	91
		Can precisely express the potential consequences of actions or events. (P)	69	B2+ (67–75)	91
		Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)	64	B2 (59–66)	91
		Can express general concern about a work-related issue (e.g. project completion, deadlines). (P)	62	B2 (59–66)	91
		Can express varying degrees of certainty about a recommended course of action during a discussion. (P)	68	B2+ (67–75)	91
	Writing	*Can take full notes on points made during meetings on a wide range of work-related topics. (P)*	76	C1 (76–84)	91
		Can write clear and organised guidelines for the workplace. (P)	68	B2+ (67–75)	91

UNIT 3 Money Matters

GRAMMAR – Phrasal verbs · Participle clauses

VOCABULARY – Personal banking

FUNCTIONAL LANGUAGE – Fact-based and emotion-based presentations · Defending ideas and describing consequences · Useful phrases for a letter of complaint

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
3.1	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	28
		Can understand most TV news and current affairs programmes. (C)	72	B2+ (67–75)	28
	Speaking	Can effectively use research data in support of an argument. (P)	70	B2+ (67–75)	29
		Can give clear presentations highlighting significant points with relevant supporting detail. (C$_A$)	70	B2+ (67–75)	29
		Can give detailed answers to questions in a face-to-face survey. (P)	61	B2 (59–66)	29
		Can justify points made during a presentation by referring to information in graphs and charts. (P)	68	B2+ (67–75)	29
3.2	Listening	Can follow chronological sequences in extended informal speech at natural speed. (P)	65	B2 (59–66)	30
	Speaking	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	30
		Can tell a detailed anecdote using linguistically complex language. (P)	81	C1 (76–84)	31
	Writing	*Can convey information and ideas on abstract and concrete topics. (C$_A$)*	70	B2+ (67–75)	31
3.3	Listening	*Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)*	71	B2+ (67–75)	32
		Can evaluate the effectiveness of a selected speaking style in a presentation or lecture to support a point of view. (P)	74	B2+ (67–75)	32
		Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	32
	Speaking	*Can evaluate the advantages and disadvantages of different options during a discussion. (P)*	64	B2 (59–66)	32
		Can express ideas in a discussion or presentation using an appropriate tone and register. (P)	65	B2 (59–66)	33

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
3.3		Can shift between formal and informal registers as and when required. (P)	72	B2+ (67–75)	33
		Can give detailed feedback about someone's performance on a familiar task or project. (P)	67	B2+ (67–75)	33
	Writing	*Can adapt the language and organisation of a project communication to the needs of different audiences. (P)*	76	C1 (76–84)	33
3.4	Listening	Can recognise the speaker's point of view in a structured presentation. (P)	63	B2 (59–66)	34
	Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (C$_A$)	60	B2 (59–66)	35
		Can give a detailed response to a counter-argument presented by someone else during a discussion. (N2007$_A$)	74	B2+ (67–75)	35
		Can recommend a course of action, giving reasons. (P)	62	B2 (59–66)	35
		Can give reasons and explanations for their opinions using linguistically complex language. (P)	78	C1 (76–84)	35
		Can precisely express the potential consequences of actions or events. (P)	69	B2+ (67–75)	35
		Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	35
		Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	35
		Can successfully challenge points made during a presentation. (P)	70	B2+ (67–75)	35
3.5	Reading	Can understand complex, detailed correspondence, with occasional support from a dictionary. (C$_A$)	70	B2+ (67–75)	36
	Writing	Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome. (P)	67	B2+ (67–75)	36

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
BW3	Reading	*Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C$_A$)*	66	B2 (59–66)	92
		Can interpret the main message from complex diagrams and visual information. (P)	62	B2 (59–66)	92
		Can get the gist of specialised articles and technical texts outside their field. (CJ$_A$)	74	B2+ (67–75)	92
		Can extract key details from an article on a business-related topic. (P)	63	B2 (59–66)	93
	Listening	*Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)*	69	B2+ (67–75)	93
		Can understand summaries of data or research used to support an extended argument. (P)	69	B2+ (67–75)	93
	Speaking	Can initiate, maintain and end discourse naturally with effective turn-taking. (C$_A$)	68	B2+ (67–75)	93
		Can lead a meeting about a product or service offered by a company or institution. (P)	72	B2+ (67–75)	93
		Can summarise the conclusions at the end of a meeting. (P)	65	B2 (59–66)	93

UNIT 4 Challenges

GRAMMAR – Perfect aspect · Compound nouns and adjectives

VOCABULARY – Collocations: the environment

FUNCTIONAL LANGUAGE – Managing challenging negotiations · Managing challenging conversations · Recommendations

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
4.1	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	38
		Can understand TV documentaries, interviews, plays and most films in standard speech. (C_A)	64	B2 (59–66)	38
	Speaking	Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	39
		Can give clear presentations highlighting significant points with relevant supporting detail. (CA)	70	B2+ (67–75)	39
		Can describe the details of problem-solution relationships using a range of linguistic devices. (P)	76	C1 (76–84)	39
		Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)	74	B2+ (67–75)	39
4.2	Reading	Can identify the main topic and related ideas in a linguistically complex text. (P)	68	B2+ (67–75)	40
		Can get the gist of specialised articles and technical texts outside their field. (CJ_A)	74	B2+ (67–75)	40
		Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	40
	Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C_A)	64	B2 (59–66)	41
	Writing	Can write a detailed, reasoned argument for or against a case. (N2007_A)	72	B2+ (67–75)	41
4.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	42
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	42
	Speaking	*Can evaluate the advantages and disadvantages of different options during a discussion. (P)*	64	B2 (59–66)	42

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
4.3		Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C$_A$)	70	B2+ (67–75)	42
		Can propose a range of different options in a complex negotiation. (P)	81	C1 (76–84)	43
		Can make proposals to resolve conflicts in complex negotiations. (P)	81	C1 (76–84)	43
		Can encourage agreement during group discussions by indicating the areas where people have the same opinion. (P)	68	B2+ (67–75)	43
		Can discuss a plan of action for dealing with a work-related task. (P)	59	B2 (59–66)	43
4.4	Listening	Can follow an animated conversation between two fluent speakers. (C$_A$)	74	B2+ (67–75)	44
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	44
	Speaking	*Can effectively and appropriately challenge ideas in an academic discussion. (P)*	75	B2+ (67–75)	44
		Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)	76	C1 (76–84)	44
		Can give a detailed response to a counter-argument presented by someone else during a discussion. (N2007$_A$)	74	B2+ (67–75)	44
		Can comment tactfully on other people's contributions to a discussion. (W$_A$)	69	B2+ (67–75)	44
		Can outline an issue or problem clearly. (C$_A$)	66	B2 (59–66)	44
		Can make a clear strong argument during a formal discussion. (C$_A$)	74	B2+ (67–75)	44
		Can plan what is to be said and the means to say it, considering the effect on the recipient. (C$_A$)	64	B2 (59–66)	44
		Can respond politely and in detail to hostile questions. (C$_A$)	71	B2+ (67–75)	44
		Can make proposals to resolve conflicts in complex negotiations. (P)	81	C1 (76–84)	44

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
	Reading	Can infer meaning from contextual clues in an official document or report. (P)	68	B2+ (67–75)	46
	Writing	Can write a structured report analysing advantages and disadvantages of a situation and recommending action. (P)	70	B2+ (67–75)	46
		Can summarise relevant data or research in support of an argument. (P)	69	B2+ (67–75)	46
BW4	Listening	*Can critically evaluate the effectiveness of slides or other visual materials that accompany a linguistically complex presentation or lecture. (P)*	78	C1 (76–84)	94
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	94
		Can recognise indirect disagreement expressed through modifiers used during a negotiation. (P)	67	B2+ (67–75)	94
	Speaking	Can give clear presentations highlighting significant points with relevant supporting detail. (C$_A$)	70	B2+ (67–75)	94
		Can describe a business proposal in detail. (P)	71	B2+ (67–75)	94
		Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)	74	B2+ (67–75)	94
		Can discuss the information presented in a complex diagram or visual information. (P)	71	B2+ (67–75)	95

UNIT 5 Global Mobility

GRAMMAR – Inversion · Past perfect continuous

VOCABULARY – Relocation and secondment

FUNCTIONAL LANGUAGE – Talking about performance · Developing a convincing argument · Describing an experience in a blog post

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
5.1	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	48
		Can recognise that a speaker has summarised ideas in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	48
		Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	48
		Can understand main points and check comprehension by using contextual clues. (C$_A$)	64	B2 (59–66)	48
	Writing	*Can respond effectively to emails requesting work-related information. (P)*	60	B2 (59–66)	49
	Speaking	*Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)*	74	B2+ (67–75)	49
		Can negotiate different cultural perspectives in a discussion. (W$_A$)	71	B2+ (67–75)	49
		Can give reasons and explanations for their opinions using linguistically complex language. (P)	78	C1 (76–84)	49
		Can express varying degrees of certainty about a recommended course of action during a discussion. (P)	68	B2+ (67–75)	49
5.2	Reading	Can identify the main line of argument in a linguistically complex academic text. (P)	75	B2+ (67–75)	50
		Can recognise contrasting ideas in a linguistically complex academic text when signalled by discourse markers. (P)	69	B2+ (67–75)	51
	Speaking	Can adjust to the changes of direction, style and emphasis normally found in conversation. (C)	67	B2+ (67–75)	51
5.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	52
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	52

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
5.3	Speaking	*Can evaluate the advantages and disadvantages of different options during a discussion. (P)*	64	B2 (59–66)	52
		Can give detailed feedback about someone's performance on a familiar task or project. (P)	67	B2+ (67–75)	53
		Can explain in detail the criteria used to evaluate someone's job performance. (P)	73	B2+ (67–75)	53
5.4	Listening	Can recognise the use of persuasive language in a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	54
	Speaking	*Can evaluate the advantages and disadvantages of different options during a discussion. (P)*	64	B2 (59–66)	54
		Can present their ideas with precision and respond to complex lines of argument convincingly. (C$_A$)	70	B2+ (67–75)	55
		Can put forward a smoothly flowing and logical structured argument, highlighting significant points. (P)	73	B2+ (67–75)	55
		Can develop a clear argument with supporting subsidiary points and relevant examples. (C$_A$)	66	B2 (59–66)	55
		Can give clear presentations highlighting significant points with relevant supporting detail. (C$_A$)	70	B2+ (67–75)	55
		Can use persuasive language to convince others to agree with their recommended course of action during discussion. (P)	74	B2+ (67–75)	55
5.5	Writing	Can write about feelings and the personal significance of experiences in detail. (C$_A$)	67	B2+ (67–75)	56
		Can comment in writing on work-related news and events in some detail. (P)	69	B2+ (67–75)	56

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
BW5	Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	96
		Can evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion. (P)	74	B2+ (67–75)	97
		Can understand the advantages and disadvantages of different options during a discussion. (P)	64	B2 (59–66)	97
		Can recognise that a speaker is expressing concerns in a formal discussion. (P)	60	B2 (59–66)	97
		Can understand a course of action suggested during a negotiation. (P)	67	B2+ (67–75)	97
	Speaking	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+ (67–75)	96
		Can present a counter-argument to an opinion offered during a negotiation. (P)	70	B2+ (67–75)	97
		Can participate in on-going dialogue during a negotiation. (P)	69	B2+ (67–75)	97
		Can confirm mutual understanding at the end of a negotiation by restating in detail what has been agreed to. (P)	70	B2+ (67–75)	97
		Can express an opening position in a negotiation so that the objectives and priorities are clear. (P)	68	B2+ (67–75)	97
	Writing	Can write an effective and informative summary. (P)	67	B2+ (67–75)	97
		Can write a detailed summary of work-related information. (P)	73	B2+ (67–75)	97

UNIT 6 Alliances

GRAMMAR – Past modals · Different ways of expressing the future

VOCABULARY – Alliances and acquisitions

FUNCTIONAL LANGUAGE – Diffusing conflict · Analysing and learning from mistakes · Useful structures and phrases for reports

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
6.1	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	58
		Can understand main points and check comprehension by using contextual clues. (C_A)	64	B2 (59–66)	58
	Speaking	*Can evaluate the advantages and disadvantages of different options during a discussion. (P)*	64	B2 (59–66)	59
		Can give clear presentations highlighting significant points with relevant supporting detail. (C_A)	70	B2+ (67–75)	59
		Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	59
	Writing	*Can take notes while researching an unfamiliar topic. (P)*	68	B2+ (67–75)	59
6.2	Listening	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	60
		Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	60
	Speaking	*Can describe the personal significance of events and experiences in detail. (C_A)*	63	B2 (59–66)	61
		Can outline an issue or problem clearly. (C_A)	66	B2 (59–66)	61

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
6.3	Listening	*Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (C$_A$)*	71	B2+ (67–75)	62
		Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	62
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	62
	Speaking	*Can express views clearly and evaluate hypothetical proposals in informal discussions. (C$_A$)*	64	B2 (59–66)	62
		Can discuss options and possible actions. (P)	59	B2 (59–66)	63
		Can ask open-ended questions to better understand the specific details of a problem. (P)	60	B2 (59–66)	63
		Can encourage agreement during group discussions by indicating the areas where people have the same opinion. (P)	68	B2+ (67–75)	63
		Can propose action to be taken to resolve a conflict in a simple negotiation using fixed expressions. (P)	64	B2 (59–66)	63
6.4	Listening	Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	64
	Speaking	*Can recommend a course of action, giving reasons. (P)*	62	B2 (59–66)	65
		Can outline an issue or problem clearly. (C$_A$)	66	B2 (59–66)	65
		Can precisely express the potential consequences of actions or events. (P)	69	B2+ (67–75)	65
		Can talk about personal experiences in detail using linguistically complex language. (P)	72	B2+ (67–75)	65
		Can talk in detail about choices that have been significant or life changing using linguistically complex language. (P)	73	B2+ (67–75)	65

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
6.5	Reading	Can infer meaning from contextual clues in an official document or report. (P)	68	B2+ (67–75)	66
	Writing	*Can express themselves fluently in writing, adapting the level of formality to the context. (P)*	77	C1 (76–84)	66
		Can write a structured report analysing advantages and disadvantages of a situation and recommending action. (P)	70	B2+ (67–75)	66
		Can write a report summarising business plans and strategies. (P)	69	B2+ (67–75)	66
		Can write a plan of action detailing a problem, how it will be fixed, and by when. (P)	67	B2+ (67–75)	66
		Can write a detailed work-related report outlining issues and problems. (P)	69	B2+ (67–75)	66
BW6	Listening	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	98–99
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	98
	Reading	Can understand differences and similarities between points of view in extended texts. (CJ_A)	67	B2+ (67–75)	99
	Speaking	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+ (67–75)	99
		Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (C_A)	60	B2 (59–66)	99
		Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C_A)	70	B2+ (67–75)	99
		Can precisely express the potential consequences of actions or events. (P)	69	B2+ (67–75)	99
		Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	99
	Writing	Can write a simple SWOT analysis. (P)	60	B2 (59–66)	98–99
		Can write a detailed summary of work-related information. (P)	73	B2+ (67–75)	99

UNIT 7 Risk

GRAMMAR – Second, third and mixed conditionals · Alternatives to *if*

VOCABULARY – Managing and minimising risk

FUNCTIONAL LANGUAGE – Talking about risk · Analysing risks · Useful phrases for an accident report

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
7.1	Listening	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67–75)	68
		Can understand main points and check comprehension by using contextual clues. (C$_A$)	64	B2 (59–66)	68
	Speaking	*Can give a progress report including key milestones and highlighting risks. (P)*	76	C1 (76–84)	69
		Can give a clear, detailed spoken description of how to carry out a procedure. (C)	63	B2 (59–66)	69
		Can give clear presentations highlighting significant points with relevant supporting detail. (C$_A$)	70	B2+ (67–75)	69
7.2	Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	70
		Can get the gist of specialised articles and technical texts outside their field. (CJ$_A$)	74	B2+ (67–75)	70
		Can extract key details from an article on a business-related topic. (P)	63	B2 (59–66)	71
	Speaking	*Can compare and evaluate different ideas using a range of linguistic devices. (P)*	70	B2+ (67–75)	71
		Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)	64	B2 (59–66)	71
7.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	72
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	72
	Speaking	*Can express views clearly and evaluate hypothetical proposals in informal discussions. (C$_A$)*	64	B2 (59–66)	72
		Can give a progress report including key milestones and highlighting risks. (P)	76	C1 (76–84)	73
		Can give detailed opinions during work-related meetings if provided with sufficient background information. (P)	66	B2 (59–66)	73

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
7.4	Listening	Can recognise that a speaker is expressing concerns in a formal discussion. (P)	60	B2 (59–66)	74
	Speaking	*Can explain information in detail in graphs and charts. (P)*	66	B2 (59–66)	74
		Can precisely express the potential consequences of actions or events. (P)	69	B2+ (67–75)	75
		Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	75
		Can give a progress report including key milestones and highlighting risks.	76	C1 (76–84)	75
7.5	Reading	Can infer meaning from contextual clues in an official document or report. (P)	68	B2+ (67–75)	76
	Writing	*Can write a detailed structured report on work-related topics. (P)*	70	B2+ (67–75)	76
		Can write a detailed work-related report outlining issues and problems. (P)	69	B2+ (67–75)	76
BW7	Reading	Can synthesise information from different sources in order to give a written or oral summary. (P)	69	B2+ (67–75)	100
		Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C$_A$)	66	B2 (59–66)	101
	Listening	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	101
		Can understand most of a linguistically complex podcast. (P)	78	C1 (76–84)	101
	Speaking	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+ (67–75)	101
		Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)	76	C1 (76–84)	101
	Writing	Can write a detailed summary of work-related information. (P)	73	B2+ (67–75)	101
		Can comment in writing on work-related news and events in some detail. (P)	69	B2+ (67–75)	101

UNIT 8 Decisions

GRAMMAR – *to* + infinitive, or *-ing* form · Ways to avoid repeating words

VOCABULARY – Decisions

FUNCTIONAL LANGUAGE – Fact-based and emotion-based approaches to decision-making · Relationship-oriented decision-making · Describing a decision, potential problems and next steps

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
8.1	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	78
		Can understand most TV news and current affairs programmes. (C)	72	B2+ (67–75)	78
	Speaking	Can evaluate arguments in a debate or discussion and justify the evaluation. (P)	73	B2+ (67–75)	79
		Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)	74	B2+ (67–75)	79
		Can summarise relevant data or research in support of an argument in a debate or discussion. (P)	73	B2+ (67–75)	79
8.2	Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	80
		Can understand the main points of complex academic/professional presentations. (C$_A$)	72	B2+ (67–75)	80
	Writing	Can give advice, including reasons. (P)	61	B2 (59–66)	81
		Can give a structured written explanation of a problem. (C$_A$)	65	B2 (59–66)	81
		Can develop a written case to persuade others about the advantages or disadvantages of a course of action. (P)	73	B2+ (67–75)	81
8.3	Listening	*Can distinguish between fact and opinion in informal discussion at natural speed. (P)*	66	B2 (59–66)	82
		Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (C$_A$)	71	B2+ (67–75)	82
		Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	82
	Speaking	*Can express views clearly and evaluate hypothetical proposals in informal discussions. (C$_A$)*	64	B2 (59–66)	82
		Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+ (67–75)	83

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
8.3		Can express attitudes using linguistically complex language. (P)	75	B2+ (67–75)	83
		Can manage discussions to ensure that they are based on facts and evidence rather than speculation. (P)	75	B2+ (67–75)	83
		Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	83
8.4	Listening	*Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (CJ$_A$)*	65	B2 (59–66)	84
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	84
	Speaking	*Can shift between formal and informal registers as and when required. (P)*	72	B2+ (67–75)	85
		Can evaluate arguments in a debate or discussion and justify the evaluation. (P)	73	B2+ (67–75)	85
		Can ask questions politely in difficult situations or on emotional or controversial topics. (P)	68	B2+ (67–75)	85
8.5	Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	86
	Writing	Can write a letter of complaint with appropriate register, structure and conventions. (P)	65	B2 (59–66)	86
		Can adopt a level of formality appropriate to the circumstances. (N2000)	66	B2 (59–66)	86
		Can employ high-level vocabulary and structures to enhance impact in written correspondence. (N2007$_A$)	84	C1 (76–84)	86
BW8	Reading	Can get the gist of specialised articles and technical texts outside their field. (CJ$_A$)	74	B2+ (67–75)	102
		Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67–75)	103
		Can understand in detail the agenda for a work-related meeting. (P)	62	B2 (59–66)	103
	Listening	Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (C$_A$)	71	B2+ (67–75)	103
		Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	103
		Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	103
	Speaking	Can make a clear strong argument during a formal discussion. (C$_A$)	74	B2+ (67–75)	103

LESSON(S)	SKILL	GSE LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
BW8		*Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)*	74	B2+ (67–75)	103
		Can link a logical series of ideas leading to a suggested conclusion in a presentation. (P)	68	B2+ (67–75)	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 Market Research

LESSON(S)	SKILL	CEFR CAN-DO STATEMENTS	GSE LEVEL	CEFR LEVEL	PAGE(S)
1.3, BW1	Speaking	Can ask questions to stimulate discussion on how to organise collaborative work.	62	B2 (59–66)	12
		Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	13, 88, 89
		Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.	71	B2+ (67–75)	89
		Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	79	C1 (76–84)	89
BW1	Writing	Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.	54	B1+ (51–58)	89
		Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest.	72	B2+ (67–75)	89

UNIT 2 Give And Take

LESSON(S)	SKILL	CEFR CAN-DO STATEMENTS	GSE LEVEL	CEFR LEVEL	PAGE(S)
2.3, BW2	Speaking	Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	73	B2+ (67–75)	22, 23, 91
		Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	23, 91

UNIT 3 Money Matters

LESSON(S)	SKILL	CEFR CAN-DO STATEMENTS	GSE LEVEL	CEFR LEVEL	PAGE(S)
3.3, BW3	Speaking	Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	73	B2+ (67–75)	32
		Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2 (59–66)	32, 33
		Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense.	68	B2+ (67–75)	33, 93
		Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.	76	C1 (76–84)	92
		Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	64	B2 (59–66)	93
		Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution.	69	B2+ (67–75)	93

UNIT 4 Challenges

LESSON(S)	SKILL	CEFR CAN-DO STATEMENTS	GSE LEVEL	CEFR LEVEL	PAGE(S)
4.3, BW4	Speaking	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	64	B2 (59–66)	42
		Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution.	69	B2+ (67–75)	42, 43
		Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.	76	C1 (76–84)	43
		Can encourage members of a group to describe and elaborate on their thinking.	67	B2+ (67–75)	43
		Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.	66	B2 (59–66)	94
		Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.	70	B2+ (67–75)	95
		Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.	66	B2 (59–66)	95
BW4	Writing	Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.	73	B2+ (67–75)	95
		Can interpret and present clearly and reliably in writing (in Language B) the salient, relevant points contained in complex diagrams and other visually organised data (with text in Language A) on complex academic or professional topics.	76	C1 (76–84)	95

UNIT 5 Global Mobility

LESSON(S)	SKILL	CEFR CAN-DO STATEMENTS	GSE LEVEL	CEFR LEVEL	PAGE(S)
5.3, BW5	Speaking	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.	66	B2 (59–66)	52
		Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.	71	B2+ (67–75)	53, 97
BW5	Writing	Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).	66	B2 (59–66)	96
		Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	66	B2 (59–66)	97
		Can select relevant, detailed information and arguments on complex, abstract topics from multiple oral sources (e.g. lectures, podcasts, formal discussions, debates, interviews), provided the delivery is at normal speed.	80	C1 (76–84)	97

UNIT 6 Alliances

LESSON(S)	SKILL	CEFR CAN-DO STATEMENTS	GSE LEVEL	CEFR LEVEL	PAGE(S)
6.3, BW6	Speaking	Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals.	75	B2+ (67–75)	64
		Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.	67	B2+ (67–75)	64, 99
		Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.	65	B2 (59–66)	64, 98
		Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59–66)	99
		Can use persuasive language to suggest that parties in disagreement shift towards a new position.	76	C1 (76–84)	99
		Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.	67	B2+ (67–75)	99
6.3	Writing	Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	66	B2 (59–66)	63

UNIT 7 Risk

LESSON(S)	SKILL	CEFR CAN-DO STATEMENTS	GSE LEVEL	CEFR LEVEL	PAGE(S)
7.3, BW7	Speaking	Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A).	60	B2 (59–66)	72
		Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.	67	B2+ (67–75)	73
		Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.	73	B2+ (67–75)	101
		Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.	63	B2 (59–66)	101
7.3	Speaking/ Writing	Can make a complicated issue easier to understand by presenting the components of the argument separately.	72	B2+ (67–75)	73
		Can make the content of a text on a subject in his/her fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.	71	B2+ (67–75)	73

UNIT 8 Decisions

LESSON(S)	SKILL	CEFR CAN-DO STATEMENTS	GSE LEVEL	CEFR LEVEL	PAGE(S)
8.3, BW8	Speaking	Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).	66	B2 (59–66)	82
		Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.	65	B2 (59–66)	83
		Can use persuasive language to suggest that parties in disagreement shift towards a new position.	76	C1 (76–84)	83
		Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.	73	B2+ (67–75)	83
		Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context.	71	B2+ (67–75)	103
BW8	Writing	Can summarise in writing (in Language B) the main content of well-structured but propositionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest.	74	B2+ (67–75)	103

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 www.wida.us

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.

Business Partner

B2+

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