

Sample Material

C1

Business Partner

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

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Sample

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Business Partner

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

This new eight-level business English course is for learners and professionals who want to communicate effectively in English in the workplace. *Business Partner* allows for personalization of the learning experience with 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, *Innovation, Life cycle, Finance and investment, Customer engagement* and *Mindset*. The integrated video-based Communications skills training programme develops learners' awareness of communication issues, including *Pitching your ideas, Challenging facts politely, Presenting research ideas, Business networking* and *Handling a performance review*. Business skills lessons offer practical training in functional business skills such as presentation techniques, conducting effective meetings, reporting and planning, building relationships on trust, mediating conflict and action learning.

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.

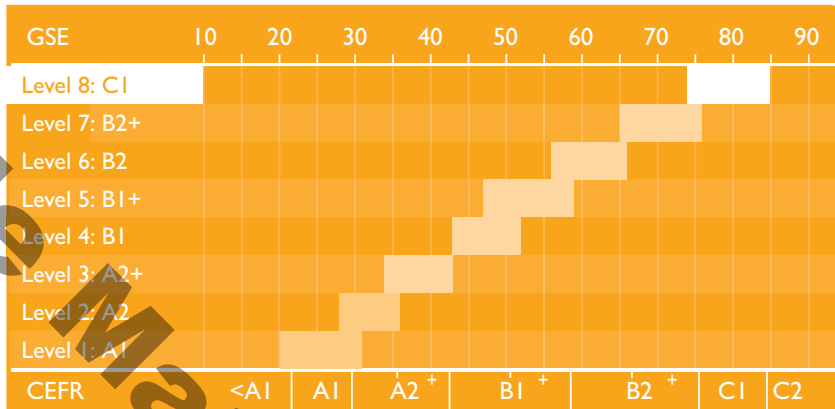
In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of *Business Partner* is designed to provide multiple touchpoints from which a learner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

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

Business Partner is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to 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](https://www.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.

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UNIT 1 Innovation

GRAMMAR – Articles: *a/an, the*, no article • Substitution of nouns and noun phrases

VOCABULARY – Innovation

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.1	Listening	Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	8
	Speaking	<i>Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C_A)</i>	70	B2+ (67–75)	9
		Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	9
		Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	9
1.2	Reading	Can get the gist of specialised articles and technical texts outside their field. (C _A)	74	B2+ (67–75)	10
		<i>Can understand definitions of technical terms presented in a linguistically complex academic text. (P)</i>	75	B2+ (67–75)	10
	Writing	<i>Can check and correct spelling, punctuation and grammar mistakes in long written texts. (P)</i>	72	B2+ (67–75)	11
		<i>Can describe reactions to different work-related scenarios in detail. (P)</i>	69	B2+ (67–75)	11
1.3	Listening	Can critically evaluate the effectiveness and appropriateness of a presentation. (P)	77	C1 (76–84)	13
	Speaking	Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)	74	B2+ (67–75)	13
		Can make a clear strong argument during a formal discussion. (C _A)	74	B2+ (67–75)	13
		Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	13
1.4	Listening	<i>Can recognise rhetorical questions in a linguistically complex presentation or lecture. (P)</i>	75	B2+ (67–75)	14
	Speaking	Can make an effective introduction and opening to a presentation. (P)	60	B2 (59–66)	15
		Can make an effective summary and conclusion to a presentation. (P)	65	B2 (59–66)	15
		<i>Can compare and evaluate different ideas using a range of linguistic devices. (P)</i>	70	B2+ (67–75)	15

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.5	Writing	Can write a detailed structured report on work-related topics. (P)	70	B2+ (67-75)	16
		Can structure longer complex texts using a range of cohesive devices. (P)	74	B2+ (67-75)	16
		<i>Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (C_A)</i>	85	C2 (85-90)	16
		Can correct structural errors in someone else's written report. (P)	76	C1 (76-84)	16
BW1	Listening	Can follow presentations on abstract and complex topics outside their field of interest. (P)	79	C1 (76-84)	88
	Speaking	Can participate in discussions using linguistically complex language to compare, contrast and summarise information. (P)	80	C1 (76-84)	88
		Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+ (67-75)	88
	Reading	<i>Can synthesise information from different sources in order to give a written or oral summary. (P)</i>	69	B2+ (67-75)	88
	Writing	Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007 _A)	81	C1 (76-84)	88

UNIT 2 Life Cycle

GRAMMAR – Additional passive structures • Ellipsis

VOCABULARY – Circular economies

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
2.1	Listening	Can follow presentations on abstract and complex topics outside their field of interest. (P)	79	C1 (76–84)	18
		Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	18
	Speaking	<i>Can contribute to a group discussion using linguistically complex language. (P)</i>	79	C1 (76–84)	19
		Can contribute ideas in a panel discussion using linguistically complex language. (P)	78	C1 (76–84)	19
2.2	Listening	Can understand most of a linguistically complex podcast. (P)	78	C1 (76–84)	20
		<i>Can follow a group discussion on complex, unfamiliar topics. (CA)</i>	76	C1 (76–84)	20
	Speaking	Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)	74	B2+ (67–75)	21
	Writing	<i>Can make detailed notes of the key action points from feedback. (P)</i>	66	B2 (59–66)	21
2.3	Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	23
		<i>Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)</i>	81	C1 (76–84)	23
	Speaking	Can reformulate what they want to say during a conversation or discussion using linguistically complex language. (N2000A)	80	C1 (76–84)	23
		Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	23
2.4	Listening	Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	24
	Speaking	Can put forward a smoothly flowing and logical structured argument, highlighting significant points. (P)	73	B2+ (67–75)	25
		<i>Can describe a business proposal in detail. (P)</i>	71	B2+ (67–75)	25
		Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)	74	B2+ (67–75)	25
		<i>Can compare and evaluate different ideas using a range of linguistic devices. (P)</i>	70	B2+ (67–75)	25
		Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	25

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
2.5	Writing	Can write detailed minutes of a meeting. (P)	73	B2+ (67–75)	26
BW2	Listening	<i>Can follow presentations on abstract and complex topics outside their field of interest. (P)</i>	79	C1 (76–84)	90
		Can infer opinions in a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	90
		Can identify a speaker's point of view in a linguistically complex presentation or lecture in their field of specialisation. (P)	76	C1 (76–84)	90
	Speaking	<i>Can discuss the information presented in a complex diagram or visual information. (P)</i>	71	B2+ (67–75)	91
		Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	91
		Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)	76	C1 (76–84)	91
	Reading	<i>Can evaluate evidence presented in a linguistically complex argumentative text. (P)</i>	80	C1 (76–84)	90
	Writing	<i>Can write a plan of action detailing a problem, how it will be fixed, and by when. (P)</i>	67	B2+ (67–75)	91

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UNIT 3 Finance and Investments

GRAMMAR – Expressing attitudes to the future • Modal verbs: possibility

VOCABULARY – Finance and investment

LESSON	SKILL	LEARNING OBJECTIVE	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
		<i>Can evaluate the strength of a speaker's assumptions in a linguistically complex presentation or lecture. (P)</i>	80	C1 (76–84)	29
	Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	29
		Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	29
		Can make a linguistically complex business presentation with the help of notes. (P)	76	C1 (76–84)	29
3.2	Listening	Can follow the main points in a linguistically complex interview, if provided with written supporting material. (P)	69	B2+ (67–75)	30
	Writing	Can develop a written case to persuade others about the advantages or disadvantages of a course of action. (P)	73	B2+ (67–75)	31
		<i>Can describe reactions to different work-related scenarios in detail. (P)</i>	69	B2+ (67–75)	31
3.3	Listening	Can evaluate the strength of a speaker's source materials used to make a point in a presentation or discussion. (P)	76	C1 (76–84)	33
	Speaking	Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	33
		<i>Can successfully challenge points made during a presentation. (P)</i>	70	B2+ (67–75)	33
		Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	33
3.4	Listening	Can understand a course of action suggested during a negotiation. (P)	67	B2+ (67–75)	34
	Speaking	Can propose a range of different options in a complex negotiation. (P)	81	C1 (76–84)	34
		<i>Can compare and evaluate different ideas using a range of linguistic devices. (P)</i>	70	B2+ (67–75)	34

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
3.5	Writing	Can write internal communications about a company's financial status. (P)	72	B2+ (67-75)	36
		<i>Can write a detailed structured report on work-related topics. (P)</i>	70	B2+ (67-75)	36
		<i>Can correct structural errors in someone else's written report. (P)</i>	76	C1 (76-84)	36
BW3	Listening	Can understand the details in a linguistically complex audio recording. (P)	82	C1 (76-84)	93
	Speaking	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+ (67-75)	92
		Can participate in discussions using linguistically complex language to compare, contrast and summarise information. (P)	80	C1 (76-84)	93
	Writing	Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (CJA)	85	C2 (85-90)	93

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UNIT 4 Disruptors

GRAMMAR – Hypothesising • Emphasis using inversion and fronting

VOCABULARY – Travel arrangements • Airports and train stations

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
4.1	Listening	Can follow a group discussion on complex, unfamiliar topics. (CA)	76	C1 (76–84)	38
		Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)	83	C1 (76–84)	38
	Speaking	<i>Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)</i>	76	C1 (76–84)	39
		<i>Can provide clarification of a complex point in a discussion using reformulation and paraphrase. (P)</i>	76	C1 (76–84)	39
		Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)	76	C1 (76–84)	39
		<i>Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)</i>	76	C1 (76–84)	39
		Can contribute ideas in a panel discussion using linguistically complex language. (P)	78	C1 (76–84)	39
		Can evaluate arguments in a debate or discussion and justify the evaluation. (P)	73	B2+ (67–75)	39
4.2	Reading	Can understand complex arguments in newspaper articles. (P)	79	C1 (76–84)	40
		Can distinguish between facts and opinions in linguistically complex written proposals. (P)	77	C1 (76–84)	40
	Speaking	Can justify a point of view using linguistically complex language. (P)	77	C1 (76–84)	41
		Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	41
	Writing	Can write a review of a product or service using linguistically complex language. (P)	79	C1 (76–84)	41
4.3	Listening	Can follow a group discussion on complex, unfamiliar topics. (CA)	76	C1 (76–84)	43
	Speaking	Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	43
		Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	43

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
4.4	Listening	Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	44
	Speaking	Can conduct a job interview, interacting authoritatively, developing points fluently, and managing interjections. (C _A)	79	C1 (76–84)	45
		Can present their ideas with precision and respond to complex lines of argument convincingly. (C _A)	70	B2+ (67–75)	45
		<i>Can exchange complex information on a wide range of matters related to their work. (C_A)</i>	74	B2+ (67–75)	45
		Can give a detailed account of a complex subject, ending with a clear conclusion. (C _{J_A})	78	C1 (76–84)	45
		Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	45
		Can write a detailed work-related report outlining issues and problems. (P)	69	B2+ (67–75)	46
4.5	Writing	Can write a detailed structured report on work-related topics. (P)	70	B2+ (67–75)	46
		<i>Can structure longer complex texts using a range of cohesive devices. (P)</i>	74	B2+ (67–75)	46
		<i>Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (C_{J_A})</i>	85	C2 (85–90)	46
		<i>Can systematically develop an argument giving the reasons for or against a point of view. (P)</i>	67	B2+ (67–75)	46
		<i>Can correct structural errors in someone else's written report. (P)</i>	76	C1 (76–84)	46

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)	
BW4	Listening	Can understand most of a linguistically complex podcast. (P)	78	C1 (76–84)	94	
		<i>Can understand the details in a linguistically complex audio recording. (P)</i>	82	C1 (76–84)	94	
		<i>Can understand an extended hypothetical argumentation in a linguistically complex discussion. (P)</i>	83	C1 (76–84)	94	
	Speaking	Can comment in detail on the content of a linguistically complex radio programme or podcast in which people describe reactions or opinions. (P)	84	C1 (76–84)	94	
		Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	95	
		Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	95	
		Can present detailed, evidence-based arguments during work-related meetings. (P)	76	C1 (76–84)	95	
		<i>Can summarise orally information from different spoken sources, reconstructing arguments to present the overall result. (CA)</i>	76	C1 (76–84)	95	
		<i>Can provide clarification of a complex point in a discussion using reformulation and paraphrase. (P)</i>	76	C1 (76–84)	95	
		<i>Can conclude a discursive argument using a range of linguistic devices. (P)</i>	78	C1 (76–84)	95	
		Can give a detailed account of a complex subject, ending with a clear conclusion. (CJA)	78	C1 (76–84)	95	
		Writing	Can summarise information from a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	95

UNIT 5 Customer Engagement

GRAMMAR – Participle clauses • Groups of adjectives and gradable adjectives

VOCABULARY – Influencing customer behaviour

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
5.1	Listening	Can recognise the use of persuasive language in a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	48
		<i>Can follow films employing a considerable degree of slang and idiomatic usage. (C)</i>	80	C1 (76–84)	48
		Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	48
		<i>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)</i>	83	C1 (76–84)	48
	Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	49
		<i>Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)</i>	76	C1 (76–84)	49
		Can give a detailed account of a complex subject, ending with a clear conclusion. (CJA)	78	C1 (76–84)	49
		Can describe a business proposal in detail. (P)	71	B2+ (67–75)	49
5.2	Speaking	Can participate in linguistically complex discussions about attitudes and opinions. (P)	79	C1 (76–84)	51
	Reading	Can understand complex arguments in newspaper articles. (P)	79	C1 (76–84)	50
		Can evaluate evidence presented in a linguistically complex argumentative text. (P)	80	C1 (76–84)	50
		Can identify inferred meaning in a linguistically complex text. (P)	79	C1 (76–84)	50
5.3	Listening	Can critically evaluate the effectiveness and appropriateness of a presentation. (P)	77	C1 (76–84)	53
		<i>Can understand nuances of meaning in a linguistically complex presentation or lecture. (P)</i>	82	C1 (76–84)	53
		<i>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)</i>	83	C1 (76–84)	53
	Speaking	Can effectively discuss the meaning and implications of research data. (P)	78	C1 (76–84)	53
		Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	53
	Reading	<i>Can extract key details from quantitative data in complex business documents. (P)</i>	74	B2+ (67–75)	52

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
5.4	Listening	Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	54
		<i>Can follow a work-related discussion between fluent speakers. (P)</i>	73	B2+ (67–75)	54
	Speaking	Can propose a range of different options in a complex negotiation. (P)	81	C1 (76–84)	55
		<i>Can switch between formal and informal language during a work-related discussion to build rapport. (P)</i>	74	B2+ (67–75)	55
5.5	Writing	Can write promotional materials using descriptive language to advertise a product or service. (P)	70	B2+ (67–75)	56
		Can write work-related materials using persuasive language. (P)	72	B2+ (67–75)	56
		<i>Can give detailed written feedback on the effectiveness of a piece of work-related correspondence. (P)</i>	73	B2+ (67–75)	56
BW5	Listening	Can follow a group discussion on complex, unfamiliar topics. (CA)	76	C1 (76–84)	96
		<i>Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. (CA)</i>	88	C2 (85–90)	96
		Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	96
	Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	97
		<i>Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)</i>	79	C1 (76–84)	97
		Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	97
		Can give a detailed account of a complex subject, ending with a clear conclusion. (CJA)	78	C1 (76–84)	97
		<i>Can summarise group discussions on a wide range of linguistically complex topics. (P)</i>	83	C1 (76–84)	97
	Reading	<i>Can get the gist of specialised articles and technical texts outside their field. (CJA)</i>	74	B2+ (67–75)	97
	Writing	<i>Can take full notes on points made during meetings on a wide range of work-related topics. (P)</i>	76	C1 (76–84)	96

UNIT 6 The Business of Tourism

GRAMMAR – Review of past tenses and discourse markers • *if* and alternatives

VOCABULARY – Tourism and hospitality

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
6.1	Listening	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67–75)	58
	Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	59
		Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	59
		<i>Can clarify points they are trying to make in an academic discussion, using linguistically complex language. (W_A)</i>	88	C2 (85–90)	59
6.2	Reading	Can understand complex arguments in newspaper articles. (P)	79	C1 (76–84)	60
	Writing	Can structure longer complex texts using a range of cohesive devices. (P)	74	B2+ (67–75)	61
		<i>Can use a range of verb tenses to convey nuances of meaning in an academic text. (P)</i>	74	B2+ (67–75)	61
		<i>Can write a research report including detailed analysis and evaluation of own and others' work on the topic of investigation. (C_A)</i>	89	C2 (85–90)	61
6.3	Listening	Can follow an animated conversation between two fluent speakers. (C _A)	74	B2+ (67–75)	63
		Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	63
	Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	63
		Can participate in a fast-paced conversation with fluent speakers. (C _A)	80	C1 (76–84)	63
		Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	63

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
6.4	Listening	Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)	83	C1 (76–84)	64
		Can understand stories being told by a fluent speaker using colloquial language. (P)	79	C1 (76–84)	64
		<i>Can understand the use of irony to emphasise a speaker's meaning. (P)</i>	72	B2+ (67–75)	64
		<i>Can identify analogies and metaphors used to support a position in a linguistically complex presentation or lecture. (P)</i>	81	C1 (76–84)	64
	Speaking	<i>Can narrate a story in detail, giving relevant information about feelings and reactions. (P)</i>	67	B2+ (67–75)	65
		Can tell a detailed anecdote using linguistically complex language. (P)	81	C1 (76–84)	65
6.5	Writing	<i>Can write clear and precise emails intended to create rapport and put the addressee at ease. (CA)</i>	68	B2+ (67–75)	66
		Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (CJA)	85	C2 (85–90)	66
		Can respond in writing to other people's arguments in an appropriate style. (N2007A)	68	B2+ (67–75)	66
		<i>Can switch between formal and informal styles in email as needed during negotiations. (P)</i>	72	B2+ (67–75)	66
		<i>Can give detailed written feedback on the effectiveness of a piece of work-related correspondence. (P)</i>	73	B2+ (67–75)	66
BW6	Listening	Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)	83	C1 (76–84)	98
		<i>Can critically evaluate the effectiveness of slides or other visual materials that accompany a linguistically complex presentation or lecture. (P)</i>	78	C1 (76–84)	98
		<i>Can follow a work-related discussion between fluent speakers. (P)</i>	73	B2+ (67–75)	99
		Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76–84)	99
	Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	99
	Writing	Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007A)	81	C1 (76–84)	99

UNIT 7 Managing Conflict

GRAMMAR – Hedging and tentative language • Prepositions and prepositional phrases

VOCABULARY – Conflict in the workplace

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
7.1	Listening	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67–75)	68
		<i>Can follow films employing a considerable degree of slang and idiomatic usage. (C)</i>	80	C1 (76–84)	68
		<i>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)</i>	83	C1 (76–84)	68
	Speaking	Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	69
		<i>Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)</i>	79	C1 (76–84)	69
		Can describe the results and consequences of a specific action taken by an employee. (P)	67	B2+ (67–75)	69
		<i>Can ask questions politely in difficult situations or on emotional or controversial topics. (P)</i>	68	B2+ (67–75)	69
		Can adjust the precision of questions in order to obtain more detailed information. (P)	69	B2+ (67–75)	69
		Can answer questions in a survey using linguistically complex language. (P)	74	B2+ (67–75)	69
		<i>Can discuss findings from a research study. (P)</i>	71	B2+ (67–75)	69
		Can summarise group discussions on a wide range of linguistically complex topics. (P)	83	C1 (76–84)	69
		<i>Can give detailed advice on a wide range of subjects using linguistically complex language. (P)</i>	85	C2 (85–90)	69
		<i>Can make proposals to resolve conflicts in complex negotiations. (P)</i>	81	C1 (76–84)	69

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
7.2	Listening	Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67-75)	70
		Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)	81	C1 (76-84)	70
		<i>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)</i>	83	C1 (76-84)	70
	Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76-84)	71
		Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76-84)	71
		<i>Can convey finer shades of meaning precisely by accurately using a wide range of modification devices. (N2000_A)</i>	87	C2 (85-90)	71
		<i>Can use a range of hedging techniques to express doubt in a linguistically complex academic presentation or discussion. (P)</i>	79	C1 (76-84)	71
	<i>Can use linguistic devices such as hedging to reduce the impact that bad news will have on the recipient. (P)</i>	75	B2+ (67-75)	71	
7.3	Listening	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)	83	C1 (76-84)	73
		<i>Can follow films employing a considerable degree of slang and idiomatic usage. (C)</i>	80	C1 (76-84)	73
	Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76-84)	72
		Can ask questions politely in difficult situations or on emotional or controversial topics. (P)	68	B2+ (67-75)	72
		Can give detailed advice on a wide range of subjects using linguistically complex language. (P)	85	C2 (85-90)	73
		Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67-75)	73

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
7.4	Listening	Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67-75)	74
		Can recognise a speaker's feelings or attitude in linguistically complex speech. (P)	81	C1 (76-84)	74
	Speaking	Can rephrase controversial statements into more neutral language. (P)	77	C1 (76-84)	75
		<i>Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident). (CA)</i>	73	B2+ (67-75)	75
		Can make proposals to resolve conflicts in complex negotiations. (P)	81	C1 (76-84)	75
7.5	Writing	<i>Can write a detailed report of work-related events. (P)</i>	69	B2+ (67-75)	76
		<i>Can write a detailed structured report on work-related topics. (P)</i>	70	B2+ (67-75)	76
		<i>Can develop a written case to persuade others about the advantages or disadvantages of a course of action. (P)</i>	73	B2+ (67-75)	76
		Can write linguistically complex and logically structured reports and articles. (CJA)	85	C2 (85-90)	76
		Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (CJA)	85	C2 (85-90)	76
		Can correct structural errors in someone else's written report. (P)	76	C1 (76-84)	76
BW7	Listening	<i>Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)</i>	81	C1 (76-84)	100
	Speaking	Can present detailed, evidence-based arguments during work-related meetings. (P)	76	C1 (76-84)	101
	Reading	<i>Can extract key details from quantitative data in complex business documents. (P)</i>	74	B2+ (67-75)	100
		<i>Can understand complex technical work-related documents in detail. (P)</i>	79	C1 (76-84)	101
	Writing	<i>Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007A)</i>	81	C1 (76-84)	101

UNIT 8 Mindset

GRAMMAR – Verb patterns (1) • Verb patterns (2)

VOCABULARY – The growth mindset

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
8.1	Listening	Can infer opinions in a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	78
		Can recognise a speaker's feelings or attitude in linguistically complex speech. (P)	81	C1 (76–84)	78
		<i>Can understand nuances of meaning in a linguistically complex presentation or lecture. (P)</i>	82	C1 (76–84)	78
		Can understand implied or unstated meanings in a linguistically complex presentation or lecture. (P)	84	C1 (76–84)	78
	Speaking	Can answer questions about abstract topics clearly and in detail. (C _A)	76	C1 (76–84)	79
		<i>Can give a detailed account of a complex subject, ending with a clear conclusion. (C_A)</i>	78	C1 (76–84)	79
		<i>Can reformulate what they want to say during a conversation or discussion using linguistically complex language. (N2000_A)</i>	80	C1 (76–84)	79
		Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (C _A)	72	B2+ (67–75)	79
	Writing	Can summarise findings in a work-related report using appropriate language and style. (P)	68	B2+ (67–75)	79
8.2	Listening	Can infer opinions in a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	80
		Can follow presentations on abstract and complex topics outside their field of interest. (P)	79	C1 (76–84)	80
		<i>Can understand most of a linguistically complex podcast. (P)</i>	78	C1 (76–84)	80
	Speaking	Can comment in detail on the content of a linguistically complex radio programme or podcast in which people describe reactions or opinions. (P)	84	C1 (76–84)	80

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
8.3	Listening	<i>Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)</i>	81	C1 (76–84)	83
		<i>Can follow an animated conversation between two fluent speakers. (CA)</i>	74	B2+ (67–75)	83
	Speaking	Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	83
		<i>Can participate in linguistically complex discussions about attitudes and opinions. (P)</i>	79	C1 (76–84)	83
		Can adjust tone or language to build rapport in situations where there may be an unequal power dynamic. (P)	78	C1 (76–84)	83
		Can present detailed, evidence-based arguments during work-related meetings. (P)	76	C1 (76–84)	83
		Can encourage employees using motivational language. (P)	71	B2+ (67–75)	83
		<i>Can participate in a fast-paced conversation with fluent speakers. (CA)</i>	80	C1 (76–84)	83
		<i>Can compare and evaluate different ideas using a range of linguistic devices. (P)</i>	70	B2+ (67–75)	83
8.4	Listening	Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. (CA)	88	C2 (85–90)	84
		Can follow a work-related discussion between fluent speakers. (P)	73	B2+ (67–75)	84
		Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	84
	Speaking	Can manage the participants in a fast-moving discussion to keep it on course. (P)	81	C1 (76–84)	85
		Can summarise group discussions on a wide range of linguistically complex topics. (P)	83	C1 (76–84)	85
8.5	Writing	Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (CJA)	85	C2 (85–90)	86
		Can employ high-level vocabulary and structures to enhance impact in written correspondence. (N2007A)	84	C1 (76–84)	86

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
BW8	Listening	Can follow a group discussion on complex, unfamiliar topics. (C _A)	76	C1 (76–84)	102
	Speaking	Can summarise relevant data or research in support of an argument in a debate or discussion. (P)	73	B2+ (67–75)	102
		Can present detailed, evidence-based arguments during work-related meetings. (P)	76	C1 (76–84)	103
		Can describe the details of problem-solution relationships using a range of linguistic devices. (P)	76	C1 (76–84)	103
		<i>Can contribute to a group discussion using linguistically complex language. (P)</i>	79	C1 (76–84)	103
		Can participate in extended, detailed professional discussions and meetings with confidence. (P)	80	C1 (76–84)	103
		Reading	Can compare the presentation of a key concept in different texts by different authors using different styles of writing. (P)	79	C1 (76–84)
	Writing	Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader. (C _A)	85	C2 (85–90)	103
		<i>Can write linguistically complex and logically structured reports and articles. (C_A)</i>	85	C2 (85–90)	103
		Can employ high-level vocabulary and structures to enhance impact in written correspondence. (N2007 _A)	84	C1 (76–84)	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: 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 Innovation

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
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)	1.1	9
	Can summarise (in Language B) discussion (in Language A) on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.	76	C1 (76–84)	1.2	11
	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways.	79	C1 (76–84)	1.3	13
	Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	66	B2 (59–66)	1.4	15
	Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A).	80	C1 (76–84)	BW1	89
	<i>Can exploit information and arguments from a complex text (in Language A) to discuss a topic (in Language B), glossing with evaluative comments, adding his/her opinion, etc.</i>	80	C1 (76–84)	BW1	89

UNIT 2 Life Cycle

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	<i>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.</i>	71	B2+ (67–75)	2.1	19
	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways.	79	C1 (76–84)	2.1	19
	Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward.	72	B2+ (67–75)	2.2	21
	Can act as a mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity, offering advice and support, and heading off misunderstandings.	76	C1 (76–84)	2.3	23
	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)	2.4, BW2	25, 91
	Can explain (in Language B) the attitude or opinion expressed in a source text (in Language A) on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original.	81	C1 (76–84)	BW2	90
	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)	BW2	91
Writing	Can relay in writing the significant point(s) contained in formal correspondence (in Language A).	65	B2 (59–66)	BW2	90

UNIT 3 Finance and Investments

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can summarise (in Language B) discussion (in Language A) on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.	76	C1 (76–84)	3.1	29
	Can adapt his/her language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it.	82	C1 (76–84)	3.1	29
	Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.	79	C1 (76–84)	3.3	33
	Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate a detailed understanding of each party's requirements for an agreement.	76	C1 (76–84)	3.4	35
	<i>Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.</i>	70	B2+ (67–75)	3.4	35
	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)	BW3	93
Writing	Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	66	B2 (59–66)	3.2	30

UNIT 4 Disruptors

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	<i>Can develop the interaction and tactfully help steer it towards a conclusion.</i>	80	C1 (76–84)	4.1	39
	Can organise and manage collaborative group work efficiently.	73	B2+ (67–75)	4.1	39
	Can build on people's ideas and link them into coherent lines of thinking.	66	B2 (59–66)	4.3	43
	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)	4.3, BW4	43, 95
	Can summarise, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.	87	C2 (85–90)	4.4	45
	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)	BW4	95
Writing	Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	66	B2 (59–66)	4.4	45

UNIT 5 Customer Engagement

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	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)	5.1	49
	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)	5.3	53
	<i>Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support.</i>	85	C2 (85–90)	5.4	55
	<i>Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.</i>	71	B2+ (67–75)	5.4	55
	Can develop the interaction and tactfully help steer it towards a conclusion.	80	C1 (76–84)	5.4	55
	Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward.	72	B2+ (67–75)	BW5	97
Writing	Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.	80	C1 (76–84)	BW5	96

UNIT 6 The Business of Tourism

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward.	72	B2+ (67–75)	6.1	59
	Can develop the interaction and tactfully help steer it towards a conclusion.	80	C1 (76–84)	6.3	63
	<i>Can describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations).</i>	78	C1 (76–84)	6.4	65
	<i>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</i>	76	C1 (76–84)	BW6	98
	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)	BW6	99

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UNIT 7 Managing Conflict

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can summarise, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.	87	C2 (85–90)	7.1	69
	<i>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.</i>	79	C1 (76–84)	7.3	73
	<i>Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.</i>	75	B2+ (67–75)	7.3	73
	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 offence.	75	B2+ (67–75)	7.4	75
	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)	7.4	75
	Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.	65	B2 (59–66)	7.4	75
	<i>Can guide a sensitive discussion effectively, identifying nuances and undercurrents.</i>	85	C2 (85–90)	7.4	75
	Can summarise clearly in well-structured language (in Language B) the main points made in complex texts (in Language A) in fields of specialisation other than his/her own, although he/she may occasionally check particular technical concepts.	76	C1 (76–84)	BW7	101
	<i>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.</i>	67	B2+ (67–75)	BW7	101

UNIT 8 Mindset

SKILL	CEFR CAN-DO STATEMENTS	GSE	CEFR	LESSON(S)	PAGE(S)
Speaking	Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward.	72	B2+ (67–75)	8.3, BW8	83, 103
	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)	8.3, BW8	83, 103
	<i>Can guide a sensitive discussion effectively, identifying nuances and undercurrents.</i>	85	C2 (85–90)	8.3	83
	<i>Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support.</i>	85	C2 (85–90)	8.4	85
	Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.	75	B2+ (67–75)	8.4	85
	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)	8.4	85
	Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).	68	B2+ (67–75)	8.4	85
	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)	BW8	103
Writing	<i>Can select relevant, detailed information and arguments on complex, abstract topics from multiple oral sources (e.g. lectures, podcasts, formal discussions and debates, interviews), provided the delivery is at normal speed.</i>	80	C1 (76–84)	8.1	79

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Sample Material

C1

Business Partner

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

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