

Sample Material

B2

# Business Partner

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

© Pearson 2023



**Sample Material © Pearson 2023**

Sample

B2

# 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 *Financial crises*, *Training and development*, *Business culture*, *Employee performance* and *Time management*. The integrated video-based Communication skills training programme develops learners' awareness of communication issues, including *building relationships*, *giving feedback*, *managing bad news*, and *mentoring*. Business skills lessons offer practical training in functional business skills such as *presentations*, *negotiations*, *meeting facilitation*, and *brainstorming*.

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

Published 2018

## Course Components

- Course Book with Digital Resources
- Course Book with MyEnglishLab
- Workbook
- Teacher's Resource Book with MyEnglishLab
- Active Teach
- 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 <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(E <sub>A</sub> )	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(N2007 <sub>A</sub> )	North (2007) expanded set of C1 and C2 descriptors, adapted or edited
(P)	New Pearson English descriptor
(W <sub>A</sub> )	WIDA ELD Standards (2012), adapted or edited

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

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

*Business Partner* is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR A1 to 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 <sup>+</sup>	B1 <sup>+</sup>	B2 <sup>+</sup>	C1	C2		

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.

Sample Material © Pearson 2023

## UNIT 1 Corporate culture

**Grammar:** Future Continuous and Future Perfect Simple; Phrases with *be*

**Vocabulary:** Elements of corporate culture

**Functional language:** Building trust; Self-presentation; Structuring a company news blog

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.1	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	8
		Can understand the advantages and disadvantages of different options during a discussion. (P)	64	B2 (59–66)	8
	Speaking	<i>Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (C<sub>A</sub>)</i>	60	B2 (59–66)	9
		Can give a simple presentation on a work-related topic. (P)	51	B1+ (51–58)	9
1.2	Reading	Can scan a long text or a set of related texts in order to find specific information. (C <sub>A</sub> )	63	B2 (59–66)	10
1.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	12
	Speaking	Can maintain rapport during a negotiation using personal pronouns of inclusion (i.e. 'we' vs. 'I, you'). (P)	58	B1+ (51–58)	12
		<i>Can justify and sustain views clearly by providing relevant explanations and arguments. (C<sub>A</sub>)</i>	60	B2 (59–66)	12
		Can encourage agreement during group discussions by indicating the areas where people have the same opinion. (P)	68	B2+ (67–75)	13
		<i>Can maintain rapport during a negotiation using personal pronouns of inclusion (i.e. 'we' vs. 'I, you'). (P)</i>	58	B1+ (51–58)	13
		Can encourage agreement in meetings using fixed expressions. (P)	59	B2 (59–66)	13
1.4	Speaking	Can give a short, rehearsed talk or presentation on a familiar topic. (C <sub>A</sub> )	53	B1+ (51–58)	15

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
1.5	Reading	<i>Can extract key details from a company blog or article. (P)</i>	53	B1+ (51–58)	16
	Writing	<i>Can organise a work-related email to emphasise the main point. (P)</i>	59	B2 (59–66)	16
		<i>Can use appropriate outlines to organise ideas. (P)</i>	58	B1+ (51–58)	16
BW1	Listening	<i>Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)</i>	59	B2 (59–66)	88
		<i>Can understand problem and solution relationships in informal conversation. (P)</i>	58	B1+ (51–58)	88
	Speaking	<i>Can recognise that a speaker is expressing concerns in a formal discussion. (P)</i>	60	B2 (59–66)	88
		<i>Can discuss a plan of action for dealing with a work-related task. (P)</i>	59	B2 (59–66)	89
		<i>Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (C<sub>1</sub>)</i>	60	B2 (59–66)	89
	Writing	<i>Can write a simple business proposal with supporting details. (P)</i>	59	B2 (59–66)	89

© Pearson 2023

## UNIT 2 Training and development

**Grammar:** Modals in the passive voice; Linking words for reasons and purpose

**Vocabulary:** Training and development

**Functional language:** Exchanging ideas; Facilitating a discussion; Requests and reasons

LESSON	SKILL	LEARNING OBJECTIVE	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 understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C <sub>A</sub> )	65	B2 (59–66)	18
	Speaking	<i>Can justify and sustain views clearly by providing relevant explanations and arguments. (C<sub>A</sub>)</i>	60	B2 (59–66)	19
2.2	Listening	Can understand cause and effect relationships in informal conversation at natural speed. (P)	65	B2 (59–66)	20
		Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C <sub>A</sub> )	65	B2 (59–66)	20
	Speaking	<i>Can describe in detail why they agree or disagree with a suggested work-related change. (P)</i>	64	B2 (59–66)	21
2.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	22
		Speaking	<i>Can justify and sustain views clearly by providing relevant explanations and arguments. (C<sub>A</sub>)</i>	60	B2 (59–66)
	Speaking	Can politely interject while someone else is speaking during a work-related meeting. (P)	62	B2 (59–66)	23
	Speaking	Can encourage decision-making in meetings using fixed expressions. (P)	60	B2 (59–66)	23
	Speaking	Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)	64	B2 (59–66)	23

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
2.4	Listening	Can extract the key details from discussions in meetings conducted in clear, standard speech. (P)	57	B1+ (51–58)	24
	Speaking	Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)	64	B2 (59–66)	24, 25
2.5	Reading	<i>Can infer the meaning of words from context in work-related documents on familiar topics. (P)</i>	59	B2 (59–66)	26
	Writing	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	26
		Can support a main idea with examples and reasons. (P)	57	B1+ (51–58)	26
BW2	Reading	<i>Can scan a long text or a set of related texts in order to find specific information. (CA)</i>	63	B2 (59–66)	90
	Listening	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)	59	B2 (59–66)	90
	Reading	Can interpret the main message from complex diagrams and visual information. (P)	62	B2 (59–66)	90
	Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (CA)	60	B2 (59–66)	91
		<i>Can ask open-ended questions to better understand the specific details of a problem. (P)</i>	60	B2 (59–66)	91
		<i>Can respond to clearly expressed questions on a presentation they have given. (CA)</i>	61	B2 (59–66)	91

## UNIT 3 Finance

**Grammar:** Expressing certainty and probability; Position of adverbs and adverbial phrases; Articles – *a/an, the*, no article

**Vocabulary:** Finance and economic crises

**Functional language:** Responding to bad news; Asking for clarification and paraphrasing; Useful phrases for annual report summaries

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 follow changes of topic in factual TV news items and form an idea of the main content. (C)</i>	61	B2 (59–66)	28
	Speaking	<i>Can bring relevant personal experiences into a conversation to illustrate a point. (P)</i>	60	B2 (59–66)	29
		Can collate information from several written sources and summarise the ideas orally. (CA)	57	B1+ (51–58)	29
3.2	Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	30
	Speaking	<i>Can describe in detail why they agree or disagree with a suggested work-related change. (P)</i>	64	B2 (59–66)	31
3.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	32
		<i>Can extract the key details from discussions in meetings conducted in clear, standard speech. (P)</i>	57	B1+ (51–58)	32
	Speaking	<i>Can bring relevant personal experiences into a conversation to illustrate a point. (P)</i>	60	B2 (59–66)	32
		Can politely interject while someone else is speaking during a work-related meeting. (P)	62	B2 (59–66)	33
		Can adjust their tone of voice to express empathy when delivering bad news to a colleague or client. (P)	63	B2 (59–66)	33

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
3.4	Listening	Can understand the details of a complex telephone order for goods or services. (P)	68	B2+ (67–75)	34
	Speaking	Can clarify information and check understanding on the phone. (P)	54	B1+ (51–58)	35
3.5	Reading	<i>Can infer the meaning of words from context in work-related documents on familiar topics. (P)</i>	59	B2 (59–66)	36
	Writing	Can write a short analysis of a business trend in their own professional field. (P)	62	B2 (59–66)	36
		Can support a main idea with examples and reasons. (P)	57	B1+ (51–58)	36
BW3	Listening	<i>Can extract the key details from discussions in meetings conducted in clear, standard speech. (P)</i>	57	B1+ (51–58)	92
		Can distinguish between relevant and irrelevant content in extended informal speech. (P)	60	B2 (59–66)	92
	Speaking	Can explain information in detail in graphs and charts. (P)	66	B2 (59–66)	92
		Can evaluate the advantages and disadvantages of different options during a discussion. (P)	64	B2 (59–66)	93
		<i>Can justify the reasons for a particular decision or course of action. (P)</i>	62	B2 (59–66)	93
	Writing	<i>Can write a simple summary of the decisions made in a meeting. (P)</i>	58	B1+ (51–58)	93

## UNIT 4 Digital business

**Grammar:** Zero, First and Second conditionals; Linkers; Noun phrases to replace verb phrases

**Vocabulary:** Digital business and technology

**Functional language:** Keeping a meeting on track; Reaching agreement in a negotiation; Useful phrases for business proposals

LESSON	SKILL	LEARNING OBJECTIVE	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
		<i>Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C<sub>A</sub>)</i>	65	B2 (59–66)	38
	Speaking	<i>Can justify and sustain views clearly by providing relevant explanations and arguments. (C<sub>A</sub>)</i>	60	B2 (59–66)	39
		<i>Can present a summary of a straightforward business proposal. (P)</i>	60	B2 (59–66)	39
4.2	Listening	Can understand specialised vocabulary used in presentations or discussions within their field. (P)	66	B2 (59–66)	40
	Speaking	<i>Can clearly and concisely describe a product or a service within their field. (N2007A)</i>	63	B2 (59–66)	41
	Writing	<i>Can write instructions on how to use a device or product. (P)</i>	56	B1+ (51–58)	41
4.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	42
		<i>Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C<sub>A</sub>)</i>	65	B2 (59–66)	42
	Speaking	<i>Can justify and sustain views clearly by providing relevant explanations and arguments. (C<sub>A</sub>)</i>	60	B2 (59–66)	42
		Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (C <sub>A</sub> )	65	B2 (59–66)	43
		Can respond to interruptions in a meeting using fixed expressions. (P)	54	B1+ (51–58)	43
		Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (C <sub>A</sub> )	65	B2 (59–66)	43

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
4.4	Listening	Can understand a course of action suggested during a negotiation. (P)	67	B2+ (67–75)	44
	Speaking	Can encourage decision-making in meetings using fixed expressions. (P)	60	B2 (59–66)	45
		Can suggest solutions to problems and explain why they would work. (P)	60	B2 (59–66)	45
4.5	Writing	<i>Can check and correct spelling, punctuation and grammar mistakes in long written texts. (P)</i>	72	B2+ (67–75)	46
		Can clearly signal problem and solution relationships in structured text. (P)	62	B2 (59–66)	46
		Can write a simple business proposal with supporting details. (P)	59	B2 (59–66)	46
BW4	Reading	<i>Can scan a long text or a set of related texts in order to find specific information. (CA)</i>	63	B2 (59–66)	94
		Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (CA)	59	B2 (59–66)	94
	Speaking	Can give the advantages and disadvantages of various options on a topical issue. (CA)	60	B2 (59–66)	94
	Listening	Can understand in detail work-related phone messages. (P)	61	B2 (59–66)	95
BW4	Speaking	<i>Can describe future plans and intentions in detail, giving degrees of probability. (P)</i>	60	B2 (59–66)	95
BW4	Writing	<i>Can write a brief standard report conveying factual information, stating reasons for actions. (CA)</i>	61	B2 (59–66)	95

## UNIT 5 Performance

**Grammar:** Linking words and concessive clauses; Phrasal verbs

**Vocabulary:** Rewarding performance

**Functional language:** Responding to challenging feedback, Leading and participating in review meetings; Positive comments and constructive criticism

LESSON	SKILL	LEARNING OBJECTIVE	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 the speaker's point of view in a structured presentation. (P)	63	B2 (59–66)	48
	Speaking	<i>Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (C<sub>A</sub>)</i>	60	B2 (59–66)	49
	Writing	<i>Can write a simple summary of the decisions made in a meeting. (P)</i>	58	B1+ (51–58)	49
5.2	Reading	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (C <sub>A</sub> )	59	B2 (59–66)	50, 51
		Can scan a long text or a set of related texts in order to find specific information. (C <sub>A</sub> )	63	B2 (59–66)	50
	Speaking	<i>Can show interest and appreciation in conversation using a range of expressions. (P)</i>	60	B2 (59–66)	51
5.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	52
	Speaking	<i>Can justify and sustain views clearly by providing relevant explanations and arguments. (C<sub>A</sub>)</i>	60	B2 (59–66)	52
		Can give detailed feedback about someone's performance on a familiar task or project. (P)	67	B2+ (67–75)	53

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
5.4	Listening	Can extract the key details from discussions in meetings conducted in clear, standard speech. (P)	57	B1+ (51–58)	54
	Speaking	Can give a detailed update on a work-related project. (P)	67	B2+ (67–75)	54
		Can describe the personal significance of events and experiences in detail. (CA)	63	B2 (59–66)	54
5.5	Reading	<i>Can infer the meaning of words from context in work-related documents on familiar topics. (P)</i>	59	B2 (59–66)	56
		Can understand written feedback about what they are doing well and what they need to improve on in their job performance. (P)	56	B1+ (51–58)	56
	Writing	Can write a summary of the decisions and action items identified during a meeting. (P)	66	B2 (59–66)	56
BW5	Listening	<i>Can extract the key details from discussions in meetings conducted in clear, standard speech. (P)</i>	57	B1+ (51–58)	96
		Can identify details that support a point of view when taking part in a general discussion. (P)	59	B2 (59–66)	96
		Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)	59	B2 (59–66)	96
	Speaking	Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	96
		<i>Can develop a clear argument with supporting subsidiary points and relevant examples. (CA)</i>	66	B2 (59–66)	96

## UNIT 6 Ethics

**Grammar:** Third conditional; Linking words for causes and results

**Vocabulary:** Business ethics

**Functional language:** Voicing and responding to concerns; Selling a product or service; Recent news, current news and future plans

LESSON	SKILL	LEARNING OBJECTIVE	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
		<i>Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C<sub>A</sub>)</i>	65	B2 (59–66)	58
	Speaking	<i>Can give detailed answers to questions in a face-to-face survey. (P)</i>	61	B2 (59–66)	59
	Writing	<i>Can write a structured text clearly signalling main points and supporting details. (P)</i>	62	B2 (59–66)	59
6.2	Listening	Can understand main points and check comprehension by using contextual clues. (C <sub>A</sub> )	64	B2 (59–66)	60
		Can recognise when examples are being given in a structured presentation on an unfamiliar topic. (P)	61	B2 (59–66)	60
	Speaking	<i>Can talk about possibilities in the past with precision. (P)</i>	60	B2 (59–66)	61
6.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	62
		Can recognise that a speaker is expressing concerns in a formal discussion. (P)	60	B2 (59–66)	62
	Speaking	<i>Can justify and sustain views clearly by providing relevant explanations and arguments. (C<sub>A</sub>)</i>	60	B2 (59–66)	62
		Can express specific concerns about a work-related issue. (P)	59	B2 (59–66)	63
	Listening	Can recognise that a speaker is expressing concerns in a formal discussion. (P)	60	B2 (59–66)	63

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
6.4	Listening	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)	59	B2 (59–66)	64
	Speaking	Can describe objects, possessions and products in detail, including their characteristics and special features. (P)	59	B2 (59–66)	64
		Can clearly and concisely describe a product or a service within their field. (N2007A)	63	B2 (59–66)	65
6.5	Reading	<i>Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics. (P)</i>	64	B2 (59–66)	66
	Writing	Can express news and views effectively in writing and relate to those of others. (C)	65	B2 (59–66)	66
BW6	Reading	<i>Can scan a long text or a set of related texts in order to find specific information. (CA)</i>	63	B2 (59–66)	98
	Listening	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	98
		Can extract the main points from news items, etc. with opinions, arguments and discussion. (CA)	65	B2 (59–66)	98
	Speaking	Can give the advantages and disadvantages of various options on a topical issue. (CA)	60	B2 (59–66)	98
		<i>Can discuss options and possible actions. (P)</i>	59	B2 (59–66)	98

## UNIT 7 Time management

**Grammar:** Adverbials and time expressions; Prepositions of time

**Vocabulary:** Managing time

**Functional language:** Discussing priorities; Dealing with difficulties in negotiations; Problems, reasons and required action

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
7.1	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	68
		<i>Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)</i>	59	B2 (59–66)	68
	Speaking	<i>Can bring relevant personal experiences into a conversation to illustrate a point. (P)</i>	60	B2 (59–66)	69
		Can justify and sustain views clearly by providing relevant explanations and arguments. (CA)	60	B2 (59–66)	69
7.2	Reading	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	70
		Can extract key details from an article on a business-related topic. (P)	63	B2 (59–66)	70
		Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	70
	Speaking	<i>Can ask questions about challenges someone may be facing in their job. (P)</i>	61	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
		<i>Can recognise that a speaker is expressing concerns in a formal discussion. (P)</i>	60	B2 (59–66)	72
	Speaking	<i>Can bring relevant personal experiences into a conversation to illustrate a point. (P)</i>	60	B2 (59–66)	72
		Can ask for a detailed update on a work-related project. (P)	65	B2 (59–66)	73

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
7.4	Listening	Can recognise indirect disagreement expressed through modifiers used during a negotiation. (P)	67	B2+ (67–75)	74
	Speaking	Can propose action to be taken to resolve a conflict in a simple negotiation using fixed expressions. (P)	64	B2 (59–66)	75
	Reading	Can understand factual details in work-related emails. (P)	56	B1+ (51–58)	75
7.5	Reading	<i>Can infer the meaning of words from context in work-related documents on familiar topics. (P)</i>	59	B2 (59–66)	76
	Writing	Can write a brief standard report conveying factual information, stating reasons for actions. (C <sub>A</sub> )	61	B2 (59–66)	76
		Can support a main idea with examples and reasons. (P)	57	B1+ (51–58)	76
BW 7	Listening	<i>Can understand in detail work-related phone messages. (P)</i>	61	B2 (59–66)	100
	Speaking	Can recommend a course of action, giving reasons. (P)	62	B2 (59–66)	100
		Can discuss details of a work-related task (e.g. deadlines, specifications). (P)	59	B2 (59–66)	100
	Writing	Can write an effective and informative summary. (P)	67	B2+ (67–75)	100

## UNIT 8 Change

**Grammar:** Reported speech and reporting verbs; Passive voice with reporting verbs

**Vocabulary:** Change management

**Functional language:** Coaching and mentoring; Leading a brainstorming session: Useful phrases for a press release

LESSON	SKILL	LEARNING OBJECTIVE	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
		<i>Can follow a wide range of factual and creative texts and summarise themes and opinions. (CA)</i>	70	B2+ (67–75)	78
	Speaking	Can describe their reasons for resisting a change. (P)	61	B2 (59–66)	79
		<i>Can express understanding about someone's reaction to change. (P)</i>	61	B2 (59–66)	79
		<i>Can describe in detail why they agree or disagree with a suggested work-related change. (P)</i>	64	B2 (59–66)	79
8.2	Listening	Can understand main points and check comprehension by using contextual clues. (CA)	64	B2 (59–66)	80
		Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (CA)	65	B2 (59–66)	80
	Speaking	<i>Can describe the personal significance of events and experiences in detail. (CA)</i>	63	B2 (59–66)	81
		<i>Can narrate a story in detail, giving relevant information about feelings and reactions. (P)</i>	67	B2+ (67–75)	81

LESSON	SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
8.3	Listening	Can extract specific details from a TV programme on a work-related topic. (P)	65	B2 (59–66)	82
	Speaking	<i>Can justify and sustain views clearly by providing relevant explanations and arguments. (CA)</i>	60	B2 (59–66)	82
		Can ask open-ended questions to better understand the specific details of a problem. (P)	60	B2 (59–66)	83
		Can give advice on a wide range of subjects. (P)	66	B2 (59–66)	83
		<i>Can give detailed feedback about someone's performance on a familiar task or project. (P)</i>	67	B2+ (67–75)	83
8.4	Speaking	Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)	64	B2 (59–66)	85
		Can lead a discussion so that the group is able to make a decision. (P)	69	B2+ (67–75)	85
		Can evaluate the advantages and disadvantages of different options during a discussion. (P)	64	B2 (59–66)	85
		Can encourage discussion by inviting others to join in, say what they think, etc. (CA)	62	B2 (59–66)	85
		8.5	Writing	<i>Can check and correct spelling, punctuation and grammar mistakes in long written texts. (P)</i>	72
Can write a detailed summary of work-related information. (P)	73	B2+ (67–75)		86	
BW 8	Reading	<i>Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)</i>	66	B2 (59–66)	102
	Listening	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)	59	B2 (59–66)	103
	Speaking	Can give detailed opinions during work-related meetings if provided with sufficient background information. (P)	66	B2 (59–66)	103
		<i>Can recommend a course of action, giving reasons. (P)</i>	62	B2 (59–66)	103
		<i>Can report the opinions of others. (P)</i>	58	B1+ (51–58)	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](http://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.

**Sample Material © Pearson 2023**

Sample Material

B2

# Business Partner

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

© Pearson 2023