



CEFR C1

Business English - Advanced

High-Level Academic & Workplace English

C1

Syllabus • 12-week course • Version: 3.3

Course Descriptor

C1 Business English (Advanced)

CEFR ↔ C1 Business English Syllabus Mapping — Dorset College

Exit target: Cambridge BEC Higher (C1) / progression to C1 | Programme length: 12 weeks | Adult/Professional learners

CEFR Area	C1 Can Do (summary)	Syllabus Evidence (examples)	Typical Classroom Task	Assessment Evidence
Listening (Reception)	Can understand extended speech/lectures on abstract, complex business topics even when relationships are not explicitly signposted; can follow fast interaction (briefings, teleconferences), recognise hedging, implied stance, and register shifts.	Business Result Advanced: U3 briefings & forecasts; U4 crisis/risk listening + teleconference; U8 difficult-questions listening; U10 briefing + Q&A concerns; U11 conference-call agreement model; U12 persuasion model listening. Weeks 4, 8, 10–12 are especially listening-heavy.	Structured note-taking grids (stance/certainty; concern→ assurance; issue→ decision→ owner→ deadline); replay-for-phrase-capture (concessions/reframing); listening→ 60–90s executive oral relay.	In-class gist/detail + stance recognition; timed note-taking → oral relay (Weeks 4, 10, 11); Weekly Checkpoints include listening→ speaking summary; Mid-Course Test (Week 6) integrated listening→ decision→ email; End-of-Course Assessment (Week 12) listening→ speaking summary + linked writing.
Reading (Reception)	Can understand in detail long, complex business texts (case studies, leadership/CSR pieces, values/ethics statements); can follow argument including implicit attitude and nuance; can scan efficiently for salient detail and assumptions.	U1–U2 international working & careers texts (claim/ evidence focus); U4 risk/case reading with PEST classification; U9 CSR/ resources texts (claim–evidence–assumption); U10 leadership article; U11 values/ethics text (“values in practice”); U12 influence/persuasion text mined for argument structure.	Claim→ evidence→ assumption marking; executive summaries (3–4 lines); “risk questions” (what data is missing?); jigsaw dossiers (stakeholder texts → pooled synthesis); tone/register spotting (neutral vs persuasive).	Reading tasks with inference/assumption checks; short written syntheses (120–160 words) evidencing mediation; Weekly Checkpoints include reading→ writing links (brief/memo/email); Mid/End integrated assessments require text-based recommendations and evidence selection.
Spoken Interaction	Can express ideas fluently and spontaneously in professional contexts; can manage complex group interaction (chairing, clarifying, reformulating, hedging, inviting and building on contributions); can negotiate and reach agreement while handling sensitive issues diplomatically.	U4 teleconferencing + action closure; U5 conflict negotiation & reframing; U7 phone repair strategies; U8 difficult questions handling; U9 options meeting (positive lead/negative focus); U10 briefing Q&A with assurances; U11 reaching agreement + raising difficult points; U12 persuasion meeting with objections/concessions.	Role-based meetings (chair/ challenger/ summariser); teleconference simulations; negotiation with conditions /constraints; “difficult point” scenarios; objection-handling carousel; back-to-back phone tasks using repair toolkit; consensus summary drills (“decision + rationale + actions”).	Analytic speaking rubric (interactional management, pragmatics, precision) used in Weekly Checkpoints; Mid-Course Test includes meeting performance + follow-up email; End-of-Course Assessment + Mock Trinity ISE III collaborative task and interview interaction; audio samples kept for moderation.
Spoken Production	Can give clear, well-structured presentations/briefings on complex subjects, integrating sub-themes and developing points; can signal emphasis, concession and uncertainty naturally; can handle Q&A strategically and	U3 future-work briefings with calibrated certainty; U4 crisis briefings; U6 innovation pitch with stance/vagueness control; U8 impromptu briefings with Q&A strategies; U10 staff briefing with passive distancing; U12 persuasive pitch with discourse markers + objection handling.	2–3 minute briefings with fixed signposting frame (context→ key point→ implication→ recommendation); executive recaps (45–60s); Q&A under pressure (defer/ reframe/ commit); recorded rehearsal with self-review on cohesion and delivery.	Scheduled briefings/pitches within Weekly Checkpoints (notably Weeks 4, 8, 10, 12); Mid-Course Test includes spoken summary + recommendation; End-of-Course Assessment pitch/briefing + Q&A; rubric tracks organisation, development, stance control, response to

	maintain coherence under pressure.			questions, delivery/prosody.
Writing	Can write clear, well-structured reports, memos, proposals and persuasive emails with controlled cohesion and appropriate register; can support viewpoints with well-selected reasons/evidence and maintain a diplomatic, professional tone.	U3 change memo/FAQ; U4 action email + risk register/ response plan; U6 mini business case + executive summary; U7 training plan + follow-up email; U9 CSR/resource decision brief; U10 briefing memo + FAQs; U11 Code of Conduct/manager report + formal announcement; U12 proposal + executive summary using discourse markers.	Process writing (plan→ draft→ peer review); register editing (“tone surgery”); executive summaries; meeting notes→ action email; proposal writing with evidence/risk/mitigation lines; audience switch (board vs staff version).	Weekly Checkpoint writing outputs (action email/ memo/ brief); Mid-Course Test integrated read / listen → decide→ write; End-of-Course Assessment proposal email/report; portfolio sampling (2–3 texts) marked with C1 rubric (task fulfilment, cohesion, range/accuracy, register, source handling/mediation).
Mediation	Can act as mediator between sources and audiences: extract, select and reformulate significant ideas from long, complex spoken/written sources (incl. meeting talk), reconcile viewpoints, and maintain a neutral professional stance while adapting to audience needs.	Week 1 research briefing→ email; Week 4 CEO brief vs staff update from crisis input; Week 7 phone notes→ action plan; Week 8 Q&A→ action log/development plan; Week 9 CSR text + meeting→ board brief; Week 10 absent-team recap + action tracker; Week 11 conference-call→ manager report; Week 12 persuasion meeting→ board briefing + staff note.	Pyramid tasks (read/listen→ notes→ brief); meeting→ action email; audience-switch summaries; mixed-source synthesis into a recommendation; “what this means for you” staff-facing reformulation; neutral stance practice (facts vs interpretations).	Short written/ oral relays assessed for selection accuracy, coherence and stance-neutrality; explicit input→ output tasks embedded in Weekly Checkpoints; Mid/End integrated assessments with required input handling; Trinity ISE III practice includes listening→ speaking summary + reading→ writing link.
Linguistic Competence	Range & control: broad lexical repertoire (business collocation, persuasive/neutral registers); high grammatical accuracy with flexible discourse management (hedging, stance, cohesion, referencing); can use advanced structures for emphasis/formality (passive/reporting, inversion, reduced clauses) and manage prominence/intonation for nuance.	U4 reference clarity in teleconferences; U5 emphasis structures for priorities; U6 stance adverbs + controlled vagueness; U7 “future in the past” + phone repair chunks; U9 full range of conditionals; U10 passive/reporting for distancing; U11 participle clauses + inversion; U12 discourse markers for persuasive cohesion; pronunciation strand: chunking, diplomatic intonation, stress for emphasis across Weeks 4, 8, 10–12.	Language discovery→ controlled practice→ free task loops; “precision & nuance” clinics (hedging, concession, emphasis); collocation mining from unit texts; upgrade rewrites (overclaim→ credible claim; blunt→ tactful); prosody drills (chunking, prominence, polite insistence).	Use-of-English micro-quizzes (conditionals/ passives /inversion/ discourse markers); continuous vocabulary sampling via collocation checks; pronunciation checkpoints (stress/intonation for diplomacy) using recorded speaking; Week 12 language audit from pitch + written proposal (cohesion, register, accuracy).

Course Descriptor Overview

Course Level: CEFR C1 Business English course (core text: Business Result and Business English Certificate Higher for exam prep)

General course aims and objectives

Speaking (meetings, negotiations, presentations)

- Enable learners to manage complex interactions: chairing, clarifying, reformulating, hedging, conceding, summarising, and closing with actions.
- Develop persuasive, well-structured presentations with clear signposting, data commentary, and confident Q&A handling.
- Build pragmatic control to adapt message strength/tone for different audiences and cultures.

Listening (professional talk, meetings, interviews)

- Build robust note-taking for extended, fast business speech (briefings, panels, interviews).
- Train recognition of stance, implication, and register shifts; extract decisions, owners, timelines and risks.

Reading (reports, proposals, journalism, policy)

- Strengthen rapid scanning for salient detail; map claims to evidence and distinguish fact from inference.
- Synthesize across multiple sources (text + visual) into short, purpose-fit briefs.

Writing (emails, reports, proposals, policies)

- Produce clear, well-structured documents with accurate register, coherent development and precise recommendation language.
- Integrate sources/visuals appropriately (attribution, neutral tone) and manage concise executive summaries.

Mediation (reading/listening → brief)

- Select, condense and re-frame key ideas from long/complex inputs for specific audiences, maintaining a neutral, professional stance.
- Coordinate viewpoints (align, reconcile, or highlight trade-offs) to support decision-making.

Linguistic/Use of English

- Extend range of business lexis/collocation and idiomatic control (hedging, concession, emphasis).
- Maintain high grammatical accuracy with flexible information-packaging (inversion, clefts, reduced clauses, reporting passives; complex noun phrases).

Pronunciation & Prosody

- Control prominence/focus, chunking and rhythm to signal key points, contrasts and caveats; ensure clarity with names, numbers, dates and figures.
- Pluricultural/Professional Competence
- Adjust directness, mitigation and politeness strategies to stakeholder expectations; handle disagreement diplomatically; give/receive feedback constructively.

Minimum intended course learning outcomes:

By the end of this course successful students should be able to:

1. **Follow** extended briefings, meetings and interviews on complex business topics, identifying stance, nuance and implications; record accurate action notes.
2. **Read** long professional texts (reports, proposals, long-form journalism) and synthesize key arguments and data into concise executive summaries.
3. **Participate fluently** and spontaneously in complex interactions (negotiations/decision meetings), managing turns, reformulating for clarity, hedging or conceding where appropriate, and closing with agreed actions.
4. **Deliver clear, well-structured presentations** on complex subjects, integrating sub-themes, commenting on data, and handling probing Q&A.
5. **Write** coherent, well-structured business texts (reports/proposals/policy notes/emails) with appropriate register, precise recommendation language and consistent accuracy.
6. **Mediate information** from multiple sources (including visuals) into audience-appropriate briefs, maintaining neutrality and clarifying trade-offs/risks.
7. **Demonstrate** a broad and precise business lexical repertoire and advanced grammar choices (emphasis, concession, reduced structures) to express subtle meaning.
8. **Use pronunciation/prosody strategically** (focus, chunking, rhythm) to highlight key points and numbers clearly in meetings and presentations.
9. **Adapt communication** for multicultural business contexts, showing pragmatic sensitivity in giving feedback, disagreeing, refusing, or delivering “bad news”.
10. **Meet** the internal progression standard for C1: consistent C1 performance across integrated tasks (Listening/Reading/Writing/Speaking/Mediation) with strong professional register control

Notes: Each week should culminate in an authentic product (e.g., decision memo, executive summary, mini-presentation with Q&A, mediation brief) that doubles as assessment evidence against these outcomes.

Course Title: Business English Advanced	Student profile: Adults	Course length: 12 weeks	Course level: CEFR C1	Exit exam: Business English Certificate Higher
Entry requirements (e.g., Placement test)	❖ Dorset College Online Test: minimum 75/100 (or centre-equivalent), indicating a secure B2+ / entering C1 profile. ❖ CEFR evidence (screening tasks): learner consistently meets B2+ “can-dos” and shows clear C1 potential, for example: ❖ sustains a 7–8 min discussion on complex work topics, managing clarification/hedging; ❖ delivers a 2–3 min structured mini-presentation with data/commentary; ❖ writes a 180–220 word business text (report/proposal/email set) with clear organisation, register control and few local errors. ❖ Interview/diagnostic: short professional interview + impromptu mini-presentation (with one follow-up question) to check interactional control, discourse management and intelligibility. ❖ Writing sample (on intake): timed email/report responding to a brief (source text or data snippet) to verify planning, cohesion and register. ❖ Borderline admissions: allowed on a 1-week trial with targets; level confirmed after tutor review. ❖ Learner profile: adult/professional or pre-professional learners comfortable with current business themes (meetings, projects, finance/marketing, change, ethics).	Progression requirements (e.g., Achievement test results)	❖ Attendance & engagement: normally ≥ 85% (approved absences excepted); active participation in meetings/role-plays, presentations and mediation tasks. ❖ Achievement (end-of-course, CEFR-aligned): overall ≥ 75%, with no skill < 70% across Listening, Reading/Use of English, Writing, Speaking/Mediation. ❖ Continuous assessment: at least 4 formative and 2 summative classroom assessments averaged ≥ 75% (includes mediation relays and note-taking checks). ❖ Writing portfolio (C1 business genres): ○ Executive summary / data brief (170–220 words) showing clear overview → detail → implication structure; ○ Report or proposal (220–260 words) using appropriate recommendation language, concession/hedging and accurate source handling. ❖ Speaking benchmarks: ○ Presentation (4–5 min + Q&A) on a complex business topic with clear signposting and data commentary; ○ Interaction/meeting (8–10 min) evidencing chairing/turn-management, reformulation, concession and agreed actions. ❖ Mediation evidence: successful reading/listening → brief tasks (written 120–160 words or 60–90 s oral) demonstrating accurate selection, neutral stance and audience-appropriate reformulation. ❖ Pronunciation & prosody: comfortable intelligibility at C1—focus/prominence, chunking, numbers/dates clarity in meetings and talks. ❖ Tutor recommendation: programme team confirms exit decision, triangulating achievement data, portfolio evidence and classroom performance.	

Grammatical coverage		Lexical coverage		Phonological coverage	
Core Coverage (Business Result Advanced)	Cultural Context / Dorset Enrichment	Core Coverage (Business Result Advanced)	Cultural Context / Dorset Enrichment	Core Coverage (Business Result Advanced)	Cultural Context / Dorset Enrichment
Information-packaging for emphasis: clefts (What we need is...), inversion (Never have we...), fronting (More importantly, ...).	Executive briefings where leadership highlights priorities; board updates for Irish/EU subsidiaries; contrasting <i>legacy vs. new</i> processes in Dublin HQs.	Leadership & organisation: alignment, empowerment, accountability, culture fit, governance.	Irish multinationals & scale-ups; leadership caselets from <i>The Irish Times</i> Business/IDA Ireland features.	Prominence/focus for stance & contrast (focus shift for concessions, “old → new”).	Strategy/change talks: “We used to ...; Now we ...”; emphasising mitigations in risk updates.
Concession & contrast at C1: although/whereas/w hile; <i>even if / much as / albeit</i> ; concessive clauses and adverbials.	Risk/mitigation reports for Irish financial services; EU/regulatory trade-offs (e.g., GDPR compliance vs. speed to market).	Collaboration & networking: stakeholder, buy-in, matrix management, influence without authority.	Dublin tech hub cross-site collaboration; EU consortia/ERASMUS+ projects.	Chunking & pausing in presentations; rhetorical rhythm for lists and contrasts.	Board-style updates with 1–2–3 structures; investor-style pitches used locally.
Complex noun phrases & nominalisation (market-entry decision-making framework, cost-reduction initiative).	Tender documentation and policy summaries from Irish public sector/HEIs; IDA Ireland investment cases.	Strategy & competitiveness: USP, positioning, diversification, moat, scenario, portfolio.	Irish export strategy; agri-food/pharma clusters; tourism strategy.	Intonation for hedging vs. commitment (it might improve; we will proceed).	Stakeholder meetings where certainty must be calibrated (public announcements, client calls).
Reduced relatives & participle clauses (teams impacted → teams impacted by ; Having reviewed the data...).	Project post-mortems; internal change notes for multinationals operating in Ireland’s tech cluster.	Change & operations: transformation, roll-out, adoption curve, bottleneck, throughput, capacity.	Irish public-sector digital transformation; transport & logistics on the island of Ireland.	Linking & weak forms for fluent delivery; elision/assimilation in fast speech.	Media-style briefings; internal Q&A after town-halls.
Reporting (reporting verbs; reporting passives: <i>It has been agreed that...</i> ; <i>X is understood to...</i>).	Media/analyst coverage of Irish firms (earnings calls → internal staff updates).	Risk & compliance: exposure, appetite, mitigation, remediation, audit trail, whistleblowing.	GDPR case studies; Central Bank of Ireland risk communications.	Consonant clusters repair (strategy, strengths, prompts); schwa management in long words (competitiveness, sustainability).	Practice with Irish/English mixed proper nouns (place and company names).
		Corporate finance & KPIs: margin, runway, burn, capex/opex, EBITDA, variance, forecast.	Quarterly performance snapshots; start-up runway in Dublin eco-system.	Numbers & figures: currencies, ranges, ratios, decimals, large numbers; dates/times .	Financial updates for Irish/Euro contexts; KPI stand-ups; scheduling across time zones.
		Marketing & branding: segmentation, funnel,	Tourism campaigns; Irish F&B/retail brand caselets.	Names & acronyms clarity (spelling out; NATO alphabet when needed).	Client/vendor calls with international names; Irish place names pronounced clearly for visitors.

Modal shades for evaluation & inference (<i>may well, is likely to, can't have, needn't have</i>). Conditionals incl. mixed and inverted conditionals (<i>Had we launched earlier, ...</i>). Linking & discourse markers (however, moreover, that said, on balance, in light of). Ellipsis & substitution in minutes and emails (<i>If not, then we...</i>). Passive range incl. process, agent-avoidance, and impersonal style (<i>It is recommended that...</i>). Verb patterns at C1; article/determiner precision in professional register.	Forecasts in quarterly updates; tourism/hospitality seasonality & capacity planning.	conversion, retention, churn, brand equity.		Word stress in long Latinate business lexis; compound stress (market <i>share</i>, product <i>launch</i>). Contrastive stress to handle objections and concessions (That's a fair concern, however...). Telephone & remote-meeting prosody (turn-taking cues, polite interruption).	Real brochures/reports from Irish agencies; stress-repair in presentations.
	Scenario planning for exports to EU/UK/US; FX/interest-rate "what-ifs" for SMEs.	Data/analytics: baseline, benchmark, outlier, correlation vs. causation, statistically significant.	Higher-ed dashboards; public datasets (CSO Ireland) → internal briefs.		Objection-handling clinics in sales/service role-plays.
	Policy memos for campus/college partnerships; stakeholder updates balancing pros/cons.	Innovation & product: MVP, pivot, roadmap, backlog, sprint, user story, adoption.	Local incubators/accelerators ; <i>start-up to scale-up</i> narratives.		
	Minutes/action logs for cross-functional meetings with partner colleges/companies.	Ethics & CSR/ESG: conflict of interest, greenwashing, due diligence, stewardship.	Irish sustainability/ESG reporting; EU Corporate Sustainability Reporting Directive (CSRD).		Hybrid meetings with multinational teams; escalation calls for service recovery.
	SOPs and compliance communications (HSE regulations; Central Bank of Ireland notices).	HR/Talent: succession, performance management, upskilling, workforce planning.	Skills challenges in Irish hospitality/tech; apprenticeship pathways.		
	Investor relations summaries; apprenticeship/skills programme documents.	Negotiation & procurement: RFP/RFQ, BATNA, trade-off, concession, service-level.	Vendor management with Irish suppliers; public procurement norms.		
		Customer experience & service recovery: escalation, goodwill gesture, service credit.	Hospitality/tourism cases; service scripts for complaints in Irish contexts.		
		Word-building & phraseology: nominalisations (implementation, compliance), collocations, binomials (<i>pros and cons</i>), fixed business bundles (<i>as a matter of urgency</i>).	Local business press corpus building (headline → collocation harvest).		

Dorset College – C1 Business English (CEFR) - 12-Week Syllabus Overview
Course length: 12 weeks | Exit target: CEFR C1 / C1+ → readiness for Trinity ISE III

Week	Topics / Context	Grammar Focus	Vocabulary / Lexis	Functions (C1/C1+ Can-dos)	Assessment / Exam Focus
1	Cross-cultural connections & working internationally (Business Result Advanced SB Unit 1, pp. 6–13)	Tenses review (precision across past/ present/ future in reporting and updates)	Cross-cultural experiences; collocations for international working; describing impressions	• Report back on research findings, clearly distinguishing personal observation vs third-party information. • Express doubt, caution, and persuasion appropriately in discussion, adjusting strength of stance. • Introduce self professionally to a group, adapting content and tone to audience and context (C1+). • Manage rapport and maintain interaction in multicultural settings, using repair strategies smoothly.	Weekly Checkpoint (Fri). Revise & Check: Practice file 1 (SB pp. 102–103) + Progress test (teacher resources). Trinity practice: interview-style self-introduction + listening→ speaking summary of research update.
2	Career paths & talent strategy (patchwork/gig careers) (SB Unit 2, pp. 14–21)	Expressing attitudes to the past (modals + perfect; 3rd/mixed conditionals; hindsight)	Career development; multi-word verbs; professional growth phrases	• Evaluate past decisions and their consequences using nuanced hindsight language. • Manage a discussion: put forward ideas tactfully, interrupt appropriately, and handle digressions. • Build and defend an opinion on career models with evidence/examples and respond to counterpoints (C1+). • Give a short structured talk on career development opportunities with clear signposting.	Weekly Checkpoint (Fri). Revise & Check: Practice file 2 (SB pp. 104–105) + Progress test (teacher resources). Trinity practice: topic mini-talk (career choices) + reading→ writing link (short advisory email).
3	Organizational change & future working practices (SB Unit 3, pp. 22–29)	Speculating about future changes (future forms; degrees of certainty; time reference)	Working practices; efficiency/change collocations; forecasting language	• Deliver a formal presentation on future working practices, explaining specialist terms accessibly (C1+). • Signal structure clearly and reference earlier/later points while maintaining audience comprehension. • Show understanding and respond empathetically to workplace concerns with practical solutions. • Make well-calibrated predictions, hedging appropriately and stating assumptions.	Weekly Checkpoint (Fri). Revise & Check: Practice file 3 (SB pp. 106–107) + Progress test (teacher resources). Trinity practice: listening→ speaking summary (predictions) + Q&A handling.
4	Risk management & crisis response (teleconferencing)	Referencing using pronouns (it/	Corporate crisis; risk attitudes; PEST analysis lexis;	• Participate in and moderate a teleconference, keeping to agenda and managing participant behaviour (C1+).	Weekly Checkpoint (Fri). Revise & Check: Practice file 4 (SB pp. 108–109) +

	(SB Unit 4, pp. 30–37)	this/ that for clarity; managing reference in discussion)	teleconference language	• Express reservations precisely and negotiate meaning through checking and reformulating. • Summarise consensus and action points succinctly, using clear reference language. • Evaluate business risks and propose mitigation strategies with rationale.	Progress test (teacher resources). Trinity practice: collaborative problem-solving (risk scenario) + speaking summary of teleconference outcomes.
5	Team roles & conflict management (negotiation) (SB Unit 5, pp. 38–45)	Adding emphasis (clefting, fronting, fixed phrases; emphasis for negotiation)	Belbin roles; team relationships; conflict language; feedback responses	• Manage conflict by clarifying facts, expressing concerns diplomatically, and negotiating workable compromises (C1+). • Use emphasis strategically to highlight priorities and frame proposals without escalating tension. • Give and respond to feedback constructively, challenging points appropriately when needed. • Facilitate collaborative problem-solving, keeping outcomes action-focused.	Weekly Checkpoint (Fri). Revise & Check: Practice file 5 (SB pp. 110–111) + Progress test (teacher resources). Trinity practice: collaborative task (resolve workplace conflict) + short follow-up email confirming actions.
6	Innovation, progress & idea generation + mid-course consolidation (SB Unit 6, pp. 46–53)	Using adverbs to qualify attitudes (stance, softening, emphasis; adverb positioning)	Success factors; innovation language; brainstorming phrases; vague language	• Lead and participate in brainstorming, proposing, clarifying, building on, and evaluating ideas with nuanced stance (C1+). • Calibrate persuasion and criticism using stance adverbs and appropriate mitigation. • Use controlled vagueness strategically when detail is unavailable, without losing credibility. • Synthesize discussion into a feasible plan with criteria and next steps.	Mid-Course Test (Fri) (integrated skills). Revise & Check: Units 1–6 consolidation + Practice files 1–6 review (SB pp. 102–113). Trinity practice: collaborative problem-solving + listening→ speaking summary + brief written action plan.
7	Learning culture & communication strategies (on the phone) (SB Unit 7, pp. 54–61)	The future in the past (planned/ expected/ obliged intentions; excuses vs explanations)	Learning organizations; training/learning lexis; phone clarification and repair	• Handle complex phone interaction by checking facts, clarifying meaning, and repairing misunderstandings smoothly (C1+). • Discuss organizational learning strategies, weighing pros/cons and proposing blended solutions. • Explain changes to plans using “future in the past” structures with appropriate pragmatic effect • Manage digressions and return to main thread tactfully in spoken interaction.	Weekly Checkpoint (Fri). Revise & Check: Practice file 7 (SB pp. 114–115) + Progress test (teacher resources). Trinity practice: interview skills + listening→ speaking summary (phone exchange) + short written follow-up.

8	Performance & impromptu presentations (difficult questions) (SB Unit 8, pp. 62–69)	Using questions (rhetorical, tags, leading; challenging/ prompting; buying thinking time)	Performance expectations; appraisal language; impromptu briefing phrases	• Deliver an impromptu presentation: set context, highlight key points, and respond to challenges confidently (C1+). • Handle difficult questions strategically (refuse, defer, distance, or reframe) while maintaining rapport. • Use questioning to steer discussion, probe assumptions, and keep interaction productive • Summarise key points and commit to clear follow-up actions.	Weekly Checkpoint (Fri). Revise & Check: Practice file 8 (SB pp. 116–117) + Progress test (teacher resources). Trinity practice: topic mini-talk (performance) + collaborative task (agree measures) + Q&A.
9	CSR, resources & strategic options (misunderstandings) (SB Unit 9, pp. 70–77)	Using conditionals (zero–mixed; feasibility, regret, consequences; assumptions)	CSR vocabulary; resources/ROI; strategy options language; misunderstanding repair	• Discuss strategic options using conditional structures to test feasibility and consequences (C1+). • Evaluate CSR projects with cost–benefit framing and stakeholder impact reasoning. • Deal with misunderstandings diplomatically, adjusting directness to context and culture. • Drive a group to a decision, summarising rationale and outlining contingencies.	Weekly Checkpoint (Fri). Revise & Check: Practice file 9 (SB pp. 118–119) + Progress test (teacher resources). Trinity practice: collaborative problem-solving (strategy choice) + reading→ writing link (brief recommendation).
10	Leadership styles & briefings (buy-in and concerns) (SB Unit 10, pp. 78–85)	Using the passive (distancing, formality; reporting decisions; passive patterns)	Leadership qualities; briefing language; assurances and responding to concerns	• Give a briefing on change, distancing appropriately and focusing on benefits while addressing concerns (C1+). • Ask for and provide assurances tactfully; respond to objections with balanced reassurance and realism. • Express personal views clearly yet diplomatically, adapting to hierarchy and culture. • Maintain coherence and authority in extended interaction and Q&A.	Weekly Checkpoint (Fri). Revise & Check: Practice file 10 (SB pp. 120–121) + Progress test (teacher resources). Trinity practice: interview skills + listening→ speaking summary (briefing) + short action email.
11	Values, ethics & reaching agreement (formal register) (SB Unit 11, pp. 86–93)	Participle clauses; inversion for emphasis/ formality (formal stance;	Corporate values; brand/cultural values; agreement and difficult points	• Reach agreement in complex negotiations, raising difficult points and managing face sensitively (C1+). • Use formal, emphatic language to frame priorities and propose solutions without antagonising others. • Articulate and defend values-based positions, acknowledging competing viewpoints and implications.	Weekly Checkpoint (Fri). Revise & Check: Practice file 11 (SB pp. 122–123) + Progress test (teacher resources). Trinity practice: collaborative task (agreement) + reading→

		concise structuring)		• Synthesize discussion into a clear decision statement with conditions and next steps.	writing link (formal email/memo).
12	Persuasion & influence + end-of-course consolidation (SB Unit 12, pp. 94–101)	Discourse markers (cohesion in persuasion; structuring arguments; signposting)	Persuasion and influence; selling an idea; compliments (giving/responding)	• Persuade effectively in professional contexts, structuring arguments with clear discourse markers and evidence (C1/C1+). • Sell an idea while anticipating objections and responding with nuanced reframing and concessions (C1+). • Manage interpersonal language: give/ respond to compliments appropriately and maintain professional rapport. • Integrate input-to-output: synthesize reading/ listening into a coherent spoken position and written proposal.	End-of-Course Assessment (Fri) + Mock Trinity. Revise & Check: Units 7–12 consolidation + Practice files 7–12 review (SB pp. 114–125) + teacher progress tests as needed. Trinity practice: Mock ISE III flow (interview + topic mini-talk + collaborative task + listening→ speaking summary + reading→ writing link).

Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR aligned ‘Can-do statements’
Week 1: Domain: Occupational (working internationally) • Context: Cross-cultural connections, working abroad, professional introductions, sharing research findings (Business Result Advanced U1, SB pp. 6–13)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-1 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Professional networking and introductions; sustaining and steering interaction; turn-taking; rapport-building; clarification and repair; appropriate formality in multicultural contexts.	“Global networking” mingle (rotate roles: host/visitor/new colleague); guided follow-up questioning (deepen topic without over-personalising); problem–solution micro-dialogues: “cultural misunderstanding → repair → next step”.	• Initiate, sustain, and close professional conversations fluently, adjusting register to relationship and setting (C1). • Use a wide range of follow-up questions and responses to develop interaction and build rapport without dominating (C1+). • Handle misunderstandings tactfully, reformulating and checking meaning without interrupting flow (C1). • Signal stance politely (agreement/reservation) and manage sensitive topics diplomatically in multicultural talk (C1+).	Unit 1 core (SB pp. 6–13): use discussion prompts as networking “stations”; recycle functional language for introductions/rapport. Teacher tip: set “cultural comfort rules” (safe topics vs sensitive topics) and a “repair toolkit” (clarify/rephrase/check) for all speaking tasks. Revise & Check: end-of-week role-play repeat with new roles + self/peer feedback checklist (fluency, diplomacy, repair).
Spoken Production	Short professional briefings; reporting research findings; presenting observations vs evidence; signposting; summarising outcomes clearly.	2–3 minute “international profile” talk (role + region + current priorities); “mini-briefing” from a short reading/research task; present a cultural tip for new colleagues (“do/don’t + why”).	• Deliver a concise, well-structured briefing with clear signposting and prioritised key points (C1). • Present findings from research, distinguishing evidence from personal opinion and indicating degree of certainty (C1+). • Summarise outcomes and propose next steps clearly and persuasively (C1).	Unit 1 speaking tasks (SB pp. 6–13): use as the base for briefings and structured mini-talks. Teacher tip: add a simple presentation frame: <i>context → key finding → implication → recommendation</i> .
Written Interaction	Professional emails/messages to international colleagues; requesting/confirming information; polite tone; appropriate	Email chain: introduce yourself to a new international contact → request info → respond with clarification questions; “tone shift” rewrite (more formal/less formal).	• Write clear, professional messages to international colleagues that achieve purpose while maintaining a diplomatic tone (C1). • Request clarification precisely (what/why/by when), using tactful phrasing that preserves rapport (C1+).	Unit 1 writing extension: convert spoken networking outcomes into short follow-up emails (SB pp. 6–13). Teacher tip: create a reusable “international email micro-template” (greeting → context → request → timeline → thanks).

	level of formality; responding diplomatically.		Adapt formality and directness appropriately to context and intercultural expectations (C1).	
Written Production	Producing short professional profiles; concise summaries of research; structured notes for briefings; accuracy and cohesion.	Write: 120–180 word professional profile (international-facing); produce a one-page “country/market briefing note” (headings + bullets); create a short “welcome pack” paragraph for visitors.	- Produce a clear, cohesive profile/briefing text using appropriate tone, structure, and lexical precision (C1). - Summarise key information succinctly, highlighting relevance for a business reader (C1+). - Use headings/bullets effectively to improve readability and actionability (C1).	Unit 1 outputs: briefings/profiles built from Unit 1 themes (SB pp. 6–13). Teacher tip: model “high-density writing”: fewer adjectives, more concrete detail (who/what/impact).
Reception – Oral (Listening)	Understanding extended discussion about international work; identifying viewpoints, implications, and speaker attitude; note-taking for summary/response.	Listening note grid: <i>main point / evidence / implication / action</i> ; “stance spotting” (certainty vs caution); listening → 60-second spoken summary for a colleague.	- Follow extended spoken input on workplace experiences and extract key arguments and implications (C1). - Identify attitude and degree of certainty (hedging, emphasis) and interpret speaker intent accurately (C1+). - Take structured notes that support a clear spoken/written summary (C1).	Unit 1 listening work (SB pp. 6–13): use as input for summaries/briefings. Teacher tip: train “number + name + decision” note-taking for international meetings.
Reception – Reading	Reading for gist/detail in professional texts about international work; extracting collocations; distinguishing facts from claims; rapid scanning for key details.	Read-and-mine: highlight collocations useful for international working; “claim/evidence” marking; produce a 3-line executive summary.	- Understand complex texts on professional topics and identify key claims, supporting points, and assumptions (C1). - Extract and reuse high-value lexis/collocations accurately in speaking/writing (C1+). - Produce an executive-style summary that preserves meaning while reducing detail (C1+).	Unit 1 reading tasks (SB pp. 6–13): turn into executive summaries and vocabulary mining. Teacher tip: keep a “Unit 1 collocation wall” for reuse in Week 2 presentations/emails.
Linguistic Competence	Precise tense choice for reporting and updates; lexical range for international contexts; register control; discourse	“Tense precision clinic” (reporting experiences, current projects, future plans); discourse marker practice (however/whereas/overall/in	- Use tense and aspect precisely to report experience, current priorities, and future plans with minimal ambiguity (C1). - Use discourse markers to create coherent, nuanced arguments and comparisons (C1+).	Unit 1 language focus (SB pp. 6–13): recycle target language through rephrasing and upgrade tasks. Practice file 1: controlled consolidation (SB pp. 102–103).

	markers for coherence.	practice); reformulation drills to soften/strengthen stance.	• Select lexis/register appropriate for international professional contexts and self-correct effectively (C1).	
Mediation	Relaying and synthesising information; summarising for third parties; converting sources into actionable briefings; adapting to audience needs.	“Brief your manager”: summarise an article/listening + recommendation; convert a discussion into an email + action points; create a short “visitor briefing” from mixed inputs.	• Synthesize information from multiple sources into a clear, audience-appropriate briefing with recommendations (C1+). • Relay key points accurately while prioritising what is relevant for decisions and actions (C1). • Transform input (reading/listening) into concise written outputs (email/brief) without loss of key meaning (C1+).	Unit 1 integrated skills: use readings/listenings as input → brief/email output (SB pp. 6–13). Teacher tip: require an “action line” in every mediation task (<i>So we should... by... because...</i>).
Pluricultural Competence	Intercultural awareness in professional settings: directness, small talk norms, hierarchy, meeting etiquette; avoiding stereotyping; respectful curiosity.	“Cultural scenarios” cards (titles/first names, punctuality, interruptions, feedback style); agree class “global meeting norms”; practise culturally sensitive small talk and exit strategies.	• Adapt communication style (directness, formality, small talk) to intercultural contexts while remaining authentic and professional (C1). • Manage sensitive cultural moments respectfully, using curiosity and clarification rather than assumptions (C1+). • Demonstrate inclusive behaviours in multicultural interaction (inviting quieter voices, checking shared understanding) (C1+).	Unit 1 theme: build a teacher-led “international etiquette” mini-lesson tied to unit discussions (SB pp. 6–13). Teacher tip: avoid “country stereotypes” —focus on <i>workplace culture</i> and <i>individual preferences</i> ; use “In my experience...” framing.
Pronunciation (strand)	Intonation for diplomacy; stress and chunking for clear briefings; pronunciation of names/places; clarity with numbers/dates/time zones.	“Diplomatic intonation” drills (softening vs firmness); briefing rehearsal with chunking and pausing; time-zone scheduling practice with confirmation checks.	• Use intonation and stress to sound appropriately diplomatic (agreement, reservation, polite challenge) (C1). • Improve comprehensibility in extended turns by chunking information and signalling structure clearly (C1+). • Communicate critical details (names, dates, times, time zones) clearly and confirm accuracy (C1).	Unit 1 speaking tasks: embed micro-pronunciation feedback (pause, stress, clarity) during briefings (SB pp. 6–13).
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-	Weekly Checkpoint (Fri): networking role-play + research briefing + follow-up	• Sustain extended interaction in interview-style questions, giving nuanced, well-supported answers (C1).	Revise & Check (end of week): recycle Unit 1 lexis/structures via a timed “brief → Q&A → email”

	touch): interview, topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	email. Trinity practice: interview-style “international experience” questions + listening→ speaking summary of a short briefing + reading→ writing (short professional email response).	• Deliver a structured topic mini-talk with clear signposting and handle follow-up questions confidently (C1+). • Summarise input accurately and produce a coherent linked written output (C1+).	cycle; Practice file 1 (SB pp. 102–103) for consolidation; optional Unit 1 progress test/ photocopyables (Teacher’s Book resources).
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Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR aligned ‘Can-do statements’

Week 2: Domain: Occupational (careers & HR) • Context: Patchwork careers, employability, career decisions etc

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-2 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Career-focused discussion; handling sensitive topics tactfully; advising and responding to advice; managing turn-taking; probing and clarifying; tactful disagreement.	“Career clinic” role-plays (mentor/mentee): clarify goals → explore options → agree next steps; panel discussion: patchwork careers (pros/cons, evidence); interruption & turn-management practice (polite entry, holding the floor, returning to point).	• Handle extended career discussions fluently, using probing questions to uncover needs, constraints, and priorities (C1). • Give and respond to advice tactfully, adapting directness to relationship and context (C1+). • Manage sensitive topics (salary, job security, redundancy) diplomatically, maintaining rapport (C1). • Summarise and reframe others’ points accurately to move discussion toward decisions (C1+).	Unit 2 core speaking/discussion tasks (SB pp. 14–21) as the base for “career clinic” role-plays. Cultural suggestion: discuss norms of self-promotion and discussing salary/job changes across cultures; agree class “safe language” (hedging, softeners, respectful curiosity).
Spoken Production	Structured mini-talks; presenting a career narrative; evaluating decisions; expressing nuanced regret/relief; signposting and coherence.	2–3 minute “career story” (turning points + learning + next step); “what I’d do differently” reflection using modals perfect; short briefing: “How to stay employable in a patchwork career”.	• Deliver a coherent career narrative with clear structure, highlighting key decisions and learning points (C1). • Express nuanced attitudes to past decisions (regret/relief/critique) using appropriate modal and conditional structures (C1+). • Present recommendations on employability with evidence/examples and clear signposting (C1+).	Unit 2 speaking prompts (SB pp. 14–21) + teacher-provided timing frame (<i>context</i> → <i>turning point</i> → <i>learning</i> → <i>next step</i>). Optional: record mini-talks for self-review (cohesion, stance, range).
Written Interaction	Professional messaging for mentoring/HR contexts; tactful requests; clarifying expectations; responding to proposals with nuance.	Email chain: request mentoring/support → respond with conditions/options → confirm agreed plan; rewrite task: overly direct messages → diplomatic alternatives.	• Write tactful professional messages requesting support or proposing a plan, with clear purpose and respectful tone (C1). • Respond to requests by setting conditions and boundaries politely while maintaining goodwill (C1+). • Ask for clarification precisely (criteria, timelines, expectations) without sounding confrontational (C1).	Unit 2 follow-up writing extension: convert mentoring role-play outcomes into a short email chain (SB pp. 14–21). Teacher tip: add a reusable “mentoring email” micro-template (ask → context → options → next step).
Written Production	CV/profile style writing; concise professional summaries; action plans; coherence and lexical precision.	Write: 150–200 word professional profile (strengths + evidence + direction); produce a “career development plan” (goals, skills gaps, actions, timeline); short reflective paragraph on a decision.	• Produce a concise professional profile using evidence and relevant detail rather than vague claims (C1+). • Write a clear action plan with prioritised steps, timelines, and measurable outcomes (C1). • Summarise experience and learning succinctly in a formal, coherent style (C1).	Unit 2 theme tasks (SB pp. 14–21) → written outputs (profile + plan). Optional: teacher model “good vs vague” profile sentences; students upgrade their own drafts.

Reception – Oral (Listening)	Understanding extended workplace talk about career decisions; identifying stance and implied meaning; extracting reasons and consequences; note-taking for summary.	Listening grid: <i>decision</i> → <i>reason</i> → <i>consequence</i> → <i>emotion/stance</i> ; “implied meaning” spotting (hedges, understatement); listening → 60-second briefing to partner.	- Follow detailed spoken accounts of career paths and identify reasons, consequences, and speaker stance accurately (C1). - Interpret hedging/understatement and infer implied meaning where relevant (C1+). - Take structured notes that support an accurate summary and recommendation (C1).	Unit 2 listening tasks (SB pp. 14–21) used as input for briefings and advisory recommendations. Teacher tip: train “stance notes” (certainty, emotion, evaluation) not just facts.
Reception – Reading	Reading for argument structure; identifying assumptions and evidence; extracting high-value lexis (career/HR); summarising efficiently.	Read-and-mine: highlight claims vs evidence; infer meaning from context for career lexis; write a 3-line executive summary + one critique question.	- Understand complex reading texts on career trends and identify assumptions, evidence, and implications (C1). - Extract and reuse key collocations accurately in speaking/writing (C1+). - Produce a concise executive summary that preserves meaning and nuance (C1+).	Unit 2 reading (SB pp. 14–21): use for executive summary + discussion stimulus. Optional: add a short authentic job ad/profile for “scan + critique” (teacher-supplied).
Linguistic Competence	Precision for attitudes to the past (modals + perfect); third/mixed conditionals; controlled emphasis/hedging; multi-word verbs and collocations in career contexts.	“Hindsight upgrade” drills (should/might/could have...; if I’d..., I would...); mixed conditional practice for present consequences; multi-word verb collocation sorting (career/HR).	- Use complex structures to express hindsight and consequences with high accuracy (modals perfect; mixed/3rd conditionals) (C1/C1+). - Hedge and qualify statements to match evidence and avoid overclaiming (C1). - Use career/HR lexis and multi-word verbs precisely and appropriately in professional contexts (C1).	Unit 2 language focus (SB pp. 14–21) for controlled practice + upgrade tasks. Practice file 2 for consolidation (SB pp. 104–105).
Mediation	Synthesising information into advice; relaying a colleague’s situation; turning input into an action plan; audience-sensitive reformulation.	“Manager brief”: summarise a colleague’s career goals + recommended plan; transform listening/reading into a mentoring action plan; “plain English” rephrase of complex HR advice.	- Synthesize information from discussion/listening/reading into clear, actionable career advice tailored to an audience (C1+). - Relay another person’s situation accurately while protecting confidentiality and prioritising relevance (C1). - Convert complex input into a structured plan with clear next steps and rationale (C1+).	Unit 2 inputs → outputs: use unit texts/listenings as the source material for advice briefs and action plans (SB pp. 14–21). Teacher tip: require an “action + rationale” line in every mediation output (<i>Do X because...</i>).
Pluricultural Competence	Awareness of cultural norms in career talk (self-promotion, job-hopping, hierarchy, discussing salary); inclusive mentoring approaches; avoiding stereotypes.	“Cultural comfort map” (what’s easy/hard to discuss); practise culturally sensitive questioning; scenario cards: direct vs indirect feedback in mentoring; agree inclusive ground rules.	- Adapt advising style and question directness to suit intercultural expectations while staying clear and respectful (C1). - Discuss career choices without stereotyping, using evidence and “in my experience” framing (C1+). - Handle differences in attitudes to job changes, hierarchy, and salary tactfully (C1).	Unit 2 discussion themes provide natural entry points for culture work (SB pp. 14–21). Teacher tip: focus on workplace/organisational culture rather than “national

				rules”; model respectful curiosity and neutral language.
Pronunciation (strand)	Clear delivery of longer turns; stress/intonation for nuance (regret/contrast); rhythm in complex conditionals; intelligibility in multi-word verbs.	“Contrast & nuance” drills (not X, but Y; what I <i>should</i> have done...); chunking practice for complex sentences; role-play feedback on tone and clarity.	• Use stress and intonation to express nuanced evaluation (regret, contrast, emphasis) without sounding abrupt (C1). • Maintain clarity in complex sentences by chunking and pacing appropriately (C1+). • Improve intelligibility of multi-word verbs and connected speech in fast interaction (C1).	Unit 2 speaking tasks: embed micro-feedback on chunking, emphasis, and diplomatic tone (SB pp. 14–21).
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-touch): interview, topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	Weekly Checkpoint (Fri): mentoring role-play + career mini-talk + follow-up email/action plan. Trinity practice: interview questions on career decisions; topic mini-talk (key career turning point); collaborative task (agree a development plan); listening→ speaking summary + reading→ writing (short advisory email).	• Sustain an interview-style discussion with nuanced, well-supported answers and controlled language (C1). • Deliver a structured mini-talk and handle follow-up questions confidently, clarifying and refining points (C1+). • Link input to output by summarising information and producing a coherent advisory email/plan (C1+).	Revise & Check (end of week): recycle Unit 2 structures (hindsight/conditionals) through a timed “mini-talk → Q&A → advisory email” cycle. Practice file 2 (SB pp. 104–105) for consolidation; optional Unit 2 progress test/ photocopyables (Teacher’s Book resources).

Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR aligned ‘Can-do statements’
Week 3: Domain: Occupational (change & future of work) • Context: Organisational change, future working practices, forecasting, responding to concerns (Business Result Advanced U3, SB pp. 22–29)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-3 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Managing change discussions; negotiating viewpoints; responding empathetically; clarifying assumptions; agreeing actions; turn management in meetings.	“Change forum” meeting: propose a change → handle concerns → agree mitigations; “assumption check” drill (What are we assuming? What evidence?); stakeholder role cards (HR/ops/IT/finance) to force perspective shifts.	• Sustain an extended discussion on workplace change, balancing diplomacy with clarity and purpose (C1). • Probe assumptions, ask for evidence, and challenge interpretations tactfully (C1+). • Respond to concerns empathetically while keeping the interaction solution-focused (C1). • Build consensus and summarise decisions, responsibilities, and next steps precisely (C1+).	Unit 3 core discussion sequence (SB pp. 22–29): use unit prompts as a “change forum” agenda. Teacher tip: assign meeting roles (chair/timekeeper/summariser) and require an end-of-task “decision statement + actions”. Revise & Check: re-run the meeting with swapped roles and new constraints for fluency + control.
Spoken Production	Presenting future plans and forecasts; signposting; explaining rationale and implications; calibrating certainty; persuasive but balanced tone.	2–3 min briefing: “Future working practice proposal” (context → plan → impact → support); “forecast talk” with certainty ladder (likely/might/unlikely); Q&A handling with bridging (“What I can say at this stage is...”).	• Deliver a clear, well-structured presentation on future working practices, explaining implications and rationale (C1). • Make forecasts with accurately calibrated certainty, explicitly stating assumptions and conditions (C1+). • Handle challenging questions by clarifying scope, reframing, and keeping coherence under pressure (C1+).	Unit 3 presentation-style speaking tasks (SB pp. 22–29): use as the base for briefings + Q&A. Teacher tip: use a simple signposting frame: <i>overview</i> → <i>key drivers</i> → <i>implications</i> → <i>recommendation</i> .
Written Interaction	Communicating change (emails/memos); requesting feedback; responding to resistance; negotiating timelines; maintaining an appropriate tone.	Email chain: announce change → invite feedback → respond to concerns; “tone surgery” rewrite (too blunt/too vague → professional and empathetic); clarification requests about timelines/support.	• Write clear change communications that explain what/why/how, anticipate concerns, and invite feedback appropriately (C1). • Respond to objections diplomatically, offering reassurance where justified and proposing workable next steps (C1+). • Negotiate timelines and resources in writing, setting boundaries and conditions tactfully (C1+).	Unit 3 writing extension (teacher-led): convert spoken proposals into a short memo + Q&A email sequence (SB pp. 22–29). Teacher tip: build a reusable “change comms checklist”: purpose, impact, support, timeline, feedback channel.

Written Production	Producing a short change plan; structured report writing; forecasting language; risk/mitigation; cohesion and reader-friendly formatting.	Write a one-page change plan (goals, timeline, risks, mitigations, comms plan); produce an FAQ (5 questions + answers); write a short forecast paragraph with hedging and assumptions.	• Produce a concise, coherent change plan document with prioritised actions, risks, and mitigations (C1). • Write audience-friendly FAQs that address concerns with clear, tactful language (C1+). • Use forecasting language precisely, hedging appropriately and signalling assumptions (C1+).	Unit 3 outputs (SB pp. 22–29): adapt unit themes into a one-page change plan + FAQ. Teacher tip: require headings and “action verbs” for readability (Implement / Support / Review).
Reception – Oral (Listening)	Understanding proposals and reactions; identifying stance and degree of certainty; extracting actions; note-taking for summaries and follow-up.	Listening grid: <i>proposal / rationale / risks / certainty / actions</i> ; “stance spotting” (hedges vs strong claims); listening → 60-sec spoken summary + recommendation.	• Follow detailed spoken input on change proposals, identifying viewpoints, rationale, and implied concerns (C1). • Interpret degree of certainty and recognise hedging/qualification accurately (C1+). • Take structured notes that support a clear summary and actionable follow-up (C1).	Unit 3 listening work (SB pp. 22–29): use as input for summaries and action-point writing. Teacher tip: train “certainty notes” alongside facts (e.g., <i>likely / possible / ruled out</i>).
Reception – Reading	Reading for argument structure; identifying evidence and assumptions; extracting collocations for change/future work; summarising succinctly.	Read-and-mine: mark claim/evidence/assumption; collocation harvesting (drive change, roll out, resistance); write a 3-line executive summary + one “risk question”.	• Understand complex texts on future work and identify the structure of argumentation and key assumptions (C1). • Extract and reuse high-value collocations accurately in speaking/writing (C1+). • Produce concise executive summaries that preserve nuance and key implications (C1+).	Unit 3 reading tasks (SB pp. 22–29): use for executive summary practice and collocation bank building. Teacher tip: keep a “change collocations” list to reuse in Weeks 4–6.
Linguistic Competence	Future forms for forecasting; modalised certainty; time reference; hedging and stance; coherence markers for proposals.	“Certainty ladder” drills (will / is bound to / is likely to / may / might); time reference accuracy tasks; discourse marker practice (overall, in practice, that said, consequently); reformulation to soften claims.	• Use a wide range of future and modal forms to express prediction, intention, and probability precisely (C1/C1+). • Control hedging and stance to match evidence and avoid overstatement (C1+). • Use discourse markers to structure complex arguments coherently and persuasively (C1).	Unit 3 language focus (SB pp. 22–29) + Practice file 3 (SB pp. 106–107) for consolidation.
Mediation	Synthesising proposals and feedback; relaying decisions to different audiences; converting input to action lists; simplifying complex points without loss.	“Brief different audiences”: staff-facing vs leadership-facing summary; convert listening/reading into an action plan (who/what/when/why); produce a short “what this means for you” message.	• Synthesize information from multiple sources into a clear, audience-appropriate briefing with recommendations (C1+). • Relay decisions and rationale accurately, prioritising what is relevant for the receiver (C1).	Unit 3 integrated task (teacher-led): reading/listening → meeting → staff memo + action log (SB pp. 22–29). Teacher tip: require every mediation output to include <i>impact + action + timeline</i> .

			• Transform input into actionable outputs (action list/brief) while maintaining accuracy and nuance (C1+).	
Pluricultural Competence	Organisational culture differences in change (top-down vs consultative); directness and critique norms; inclusion in decision-making.	“Culture of change” scenarios: hierarchical vs flat teams; practise inviting dissent safely; language for respectful critique; agree “meeting norms” for multinational teams.	• Adapt communication style to differing organisational cultures while maintaining professionalism and clarity (C1). • Express criticism and disagreement constructively and respectfully, protecting face in multicultural contexts (C1+). • Use inclusive strategies to involve quieter voices and check shared understanding (C1+).	Unit 3 culture add-on (teacher-led): link change communication to workplace culture and consultation norms (SB pp. 22–29). Teacher tip: model “respectful challenge” stems (e.g., <i>I can see the logic, but...</i>).
Pronunciation (strand)	Intonation for caution/certainty; stress for emphasis in forecasts; chunking and pausing in briefings; clarity with dates/timelines.	“Forecast delivery” rehearsal (likely/might/bound to) with intonation; chunking practice for long sentences; timeline/date clarity drills (by/within/over the next...).	• Use intonation and stress to signal certainty vs caution appropriately in forecasts (C1). • Maintain clarity and authority in extended turns through chunking, pausing, and emphasis (C1+). • Communicate timelines and deadlines clearly and check understanding when needed (C1).	Unit 3 speaking tasks (SB pp. 22–29): embed micro-feedback on pacing, emphasis, and timeline clarity during briefings/Q&A.
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-touch): interview, topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	Weekly Checkpoint (Fri): change proposal briefing + meeting negotiation + staff memo/FAQ. Trinity practice: interview Qs on change experience; topic mini-talk (future work practice); collaborative task (agree rollout + mitigations); listening→ speaking summary; reading→ writing (short memo/email).	• Sustain interview-style interaction with nuanced, well-supported answers and controlled stance (C1). • Deliver a structured mini-talk and handle follow-up questions fluently and strategically (C1+). • Integrate input to output: summarise listening/reading and produce a coherent written message (C1+).	Revise & Check (end of week): timed cycle <i>brief</i> → <i>Q&A</i> → <i>memo</i> using Unit 3 language; Practice file 3 (SB pp. 106–107) for consolidation; optional Unit 3 progress test/photocopiables (Teacher’s Book resources).

Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR aligned ‘Can-do statements’
Week 4: Domain: Occupational (risk & crisis management) • Context: Risk assessment, crisis response, teleconferencing, reaching decisions under pressure (Business Result Advanced U4, SB pp. 30–37)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-4 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Teleconferencing; chairing and turn management; clarifying and checking reference; negotiating priorities; handling disagreement diplomatically; agreeing action points.	Teleconference simulation (chair + stakeholders): assess risk scenario → agree response plan; “interruption & repair” drills (polite entry, holding floor, returning to agenda); “reference check” activity (what does <i>this/that/it</i> refer to?).	• Participate confidently in a teleconference, managing turn-taking and keeping interaction goal-focused (C1). • Clarify meaning and reference efficiently, reformulating without disrupting flow (C1+). • Challenge ideas tactfully, negotiate priorities, and steer discussion towards a decision (C1+). • Summarise consensus and confirm actions, owners and timelines precisely (C1).	Unit 4 teleconferencing focus + risk discussion tasks (SB pp. 34–36). Teacher tip: assign rotating roles (chair/timekeeper/summariser) and require a 4-line “decision + actions” close to each teleconference.
Spoken Production	Crisis briefings; presenting risk assessments; signposting; calibrating certainty; explaining rationale and mitigations; concise executive summaries.	2-minute crisis briefing (what happened → impact → immediate actions → next update); “risk pitch” (top 3 risks + mitigation); mini-presentations using PEST headings.	• Deliver a clear crisis update with measured tone, prioritised detail, and explicit next steps (C1+). • Present a risk assessment logically, explaining rationale and mitigation strategies (C1). • Calibrate certainty and avoid overclaiming by stating assumptions and evidence (C1+).	Unit 4 risk/ corporate crisis tasks (SB pp. 30–33) + PEST-style structuring from Unit 4 activities (SB pp. 32–33).
Written Interaction	Follow-up emails after calls/teleconferences; requesting confirmation; coordinating tasks; diplomatic tone under pressure.	Write the post-call email: actions/owners/deadlines + requests for confirmation; reply chain with updates; “tone surgery” rewrite (remove blame; keep urgency).	• Write concise follow-up emails that record decisions and request confirmation without ambiguity (C1). • Maintain a diplomatic, non-blaming tone while communicating urgency and responsibility (C1+). • Ask targeted clarification questions and confirm timelines and dependencies precisely (C1).	Unit 4 output extension: teleconference → action email + task tracker (SB pp. 34–36). Teacher tip: use a fixed template: <i>Decision / Actions / Owners / Deadlines / Risks / Next check-in</i> .

Written Production	Producing a risk register; short crisis plan; action logs; clear cohesion using referencing and linkers.	Create a mini risk register (risk/ likelihood /impact/ mitigation/ owner); write a one-page crisis response plan; produce meeting minutes extract (3 decisions + actions).	• Produce structured risk documentation that is clear, actionable, and proportionate to audience needs (C1+). • Write a coherent crisis response plan with logically ordered steps and contingencies (C1). • Use referencing and cohesion effectively to avoid repetition and maintain clarity (C1+).	Unit 4 risk language + scenario (SB pp. 30–33) used to populate a simple risk register and response plan. Practice File 4 (SB pp. 108–109) for controlled language review (by unit).
Reception – Oral (Listening)	Following teleconference talk; identifying stance, risk appetite, and priorities; extracting decisions and action points; listening for implied meaning and mitigation.	Listen to a crisis/teleconference extract: complete action grid (issue/ decision /action/ owner/ deadline); “stance spotting” (cautious vs confident); replay short sections to capture key wording.	• Follow fast, extended interaction and identify each speaker’s priorities and risk stance (C1). • Extract decisions and action points accurately, even when information is dense or implicit (C1+). • Summarise key outcomes and propose a sensible next step based on what was agreed (C1).	Unit 4 listening tasks (SB pp. 34–36): use as input for action-point writing and briefings. Teacher tip: train “numbers + owners + deadlines” capture to reduce missed details.
Reception – Reading	Reading risk/case texts; scanning for key facts; evaluating evidence and assumptions; identifying implications; extracting collocations for risk/crisis.	Read a risk case; highlight triggers/impacts/mitigations ; classify information under PEST headings; write a 3-line executive summary + 1 critical question.	• Understand complex case-style texts and identify key risks, assumptions, and implications (C1). • Extract and reuse high-value risk/cost/impact collocations accurately (C1+). • Evaluate the strength of recommendations by identifying missing evidence or uncertainties (C1+).	Unit 4 reading/casework (SB pp. 30–33) + follow-up PEST classification task (SB pp. 32–33).
Linguistic Competence	Clear referencing (it/this/that/these); cohesion markers; precision in risk language (likelihood/impact); mitigation and escalation phrasing; register under pressure.	“Reference clarity” drills (replace vague pronouns; add clear nouns); cohesion upgrade (therefore/ however/that said); rephrase blame into neutral reporting; risk adjective–noun collocations.	• Use reference language precisely to keep discourse clear in fast-paced meetings and briefings (C1+). • Use cohesive devices to structure arguments and summaries without sounding scripted (C1). • Use nuanced risk language to express likelihood, impact, and mitigation accurately (C1+).	Unit 4 language focus: referencing for clarity (SB pp. 36–37) + targeted rewrite tasks from Unit 4 scenarios (SB pp. 30–36).

Mediation	Synthesising risk information for different audiences; relaying decisions; converting discussion into actionable outputs; simplifying technical language without loss.	“Brief the CEO” (90 sec + 5 bullets); “staff update” (plain English summary + reassurance); convert teleconference notes into a risk register + action email.	• Synthesize information from multiple inputs into a clear, audience-appropriate briefing with recommendations (C1+). • Relay decisions and rationale accurately, prioritising what matters for the receiver (C1). • Transform spoken discussion into precise written actions and risk controls (C1+).	Unit 4 integrated chain: case → teleconference → CEO briefing + staff update + action email (SB pp. 30–36). Teacher tip: require one “confidence line” in outputs (what we know / what we don’t / what we’ll confirm).
Pluricultural Competence	Cross-cultural teleconference norms; differing risk appetites; directness in crisis talk; hierarchy and decision authority; inclusive participation in remote settings.	“Global call norms” mini-lesson (interrupting, silence, decisions); scenario: headquarters vs regional office risk priorities; practise inclusive chairing (invite input, summarise, check agreement).	• Adapt interaction style to multicultural remote meetings, balancing clarity, politeness, and efficiency (C1). • Manage disagreement about risk and priorities respectfully, protecting face while remaining explicit (C1+). • Chair inclusively, ensuring quieter voices contribute and confirming shared understanding (C1+).	Unit 4 teleconference context (SB pp. 34–36) as a springboard for “global meeting norms”. Teacher tip: agree class conventions for remote turn-taking (names, summaries, confirmation checks).
Pronunciation (strand)	Intonation for diplomacy under pressure; clarity in action language (deadlines/owners); stress and chunking for concise briefings; names and acronyms.	“Crisis briefing delivery” rehearsal (pace, pausing, emphasis); deadline clarity drills; intonation practice for polite challenge; acronym pronunciation and “spell it out” checks.	• Maintain clear, authoritative delivery in briefings through chunking, pausing and controlled emphasis (C1+). • Use intonation to sound diplomatic when challenging or escalating issues (C1). • Communicate critical details (names, acronyms, dates) clearly and verify accuracy (C1).	Unit 4 speaking tasks (SB pp. 34–36): embed micro-feedback on pace, emphasis, and clarity of actions during teleconferences/briefings.
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-touch): interview, topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	Weekly Checkpoint (Fri): teleconference role-play + action email + short crisis briefing. Trinity practice: interview questions on risk/crisis experience; topic mini-talk (top risks in my sector); collaborative problem-solving (agree	• Sustain interview-style discussion with nuanced, well-supported answers and controlled stance (C1). • Deliver a structured mini-talk and handle follow-up questions strategically (C1+). • Integrate input to output: summarise and produce a coherent written memo/action email (C1+).	Revise & Check (end of week): timed cycle <i>briefing</i> → <i>teleconference</i> → <i>action email</i> using Unit 4 language (SB pp. 30–37). Practice file 4 (SB pp. 108–109) for consolidation; optional Unit 4 progress test/

		response plan); listening→ speaking summary (call outcomes); reading→ writing (brief follow-up memo).		photocopiables (Teacher's Book resources).
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Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR aligned ‘Can-do statements’
Week 5: Domain: Occupational (teams & negotiation) • Context: Team roles, managing conflict, negotiating solutions, giving/receiving feedback (Business Result Advanced U5, SB pp. 38–45)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-5 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Negotiation and conflict management; managing disagreement; active listening and reframing; consensus-building; chairing short problem-solving meetings; maintaining rapport under pressure.	Conflict scenario negotiation (team roles clash): clarify issue → explore options → agree compromise; “reframe” drills (turn blame into needs); rotating chair role to manage agenda + outcomes.	• Manage conflict by clarifying facts, acknowledging perspectives, and negotiating workable compromises without escalating tension (C1+). • Reframe emotive statements into neutral, solution-focused language while keeping meaning (C1+). • Build consensus by summarising positions and proposing balanced options with clear criteria (C1). • Keep interaction controlled and respectful, using repair strategies and appropriate diplomacy (C1).	Unit 5 negotiation/teams tasks + Key expressions (SB pp. 42–44). Cultural suggestion: compare expectations around direct feedback vs face-saving; practise “soft challenge” stems and respectful turn-taking in multinational teams. Revise & Check: repeat scenario with new roles and tighter constraints (time/budget).
Spoken Production	Presenting a position; giving a structured argument; using emphasis to highlight priorities; summarising agreements and next steps.	2-minute “position statement” (what I want/why/what I can offer); mini-briefing: “team roles in our project” (strengths/risks); end-of-meeting summary (decisions + actions).	• Deliver a clear, structured position statement with persuasive reasoning and appropriate emphasis (C1). • Explain team dynamics using precise language, linking roles to outcomes and risks (C1+). • Summarise agreements and action points succinctly and unambiguously for implementation (C1).	Unit 5 focus on team roles + negotiation outcomes (SB pp. 38–45) used to frame briefings and summaries.
Written Interaction	Written negotiation follow-up; documenting agreements; diplomatic tone; clarifying responsibilities; responding to disagreement professionally.	Write post-meeting email: decisions/actions/deadlines; reply with a concern and proposed adjustment; “tone surgery” task (remove blame, keep firmness).	• Write clear follow-up emails that record agreements, responsibilities and timelines precisely (C1). • Raise concerns in writing diplomatically and propose alternatives that preserve the relationship (C1+). • Clarify ambiguity and confirm conditions without sounding confrontational (C1).	Unit 5 output extension: negotiation → action email + action log template (SB pp. 42–44).

Written Production	Producing concise minutes/action logs; writing a short conflict-resolution plan; coherent cohesion with emphasis structures.	Create a 1-page “resolution plan” (issue → causes → options → agreement → follow-up); write a short “team charter” paragraph (behaviours, communication norms, escalation).	• Produce a coherent written plan for resolving conflict with clear steps and responsibilities (C1+). • Write concise documentation (minutes/action logs) that others can implement without clarification (C1). • Use emphasis and cohesion strategically to highlight priorities and commitments (C1+).	Unit 5 language focus: adding emphasis supports writing clarity and priority framing (SB pp. 44–45).
Reception – Oral (Listening)	Understanding negotiation talk and feedback; identifying underlying interests; recognising mitigation/face-saving strategies; capturing actions.	Listen to a negotiation/feedback exchange; complete “positions vs interests” grid; identify softeners and emphasis; extract final agreement and actions.	• Follow complex negotiation talk and identify both stated positions and underlying interests (C1+). • Recognise mitigation strategies and interpret what is implied but not said directly (C1). • Extract decisions and action points accurately for follow-up.	Unit 5 listening / speaking models (SB pp. 42–44) used for analysis of mitigation and outcome language.
Reception – Reading	Reading for interpersonal meaning; extracting role/behaviour language; identifying causes and solutions; summarising concisely.	Read team roles text/case; match behaviours to outcomes; identify conflict triggers and solutions; write a 3-line executive summary + action recommendation.	• Understand complex texts on team roles and extract implications for performance and communication (C1). • Identify causes of conflict and evaluate solution options with clear criteria (C1+). • Summarise key points concisely and propose actionable recommendations.	Unit 5 reading + roles framework (SB pp. 38–41) as input for summaries and recommendations.
Linguistic Competence	Emphasis structures (clefting/fronting); negotiation lexis; softening and precision; discourse markers for structured argument; feedback language.	“Emphasis upgrade” rewrites (What matters is... / It’s X that...); collocation building (address concerns, reach a compromise); reformulate direct criticism into constructive feedback.	• Use emphasis structures accurately to highlight priorities and frame proposals persuasively (C1/C1+). • Use a wide range of negotiation and feedback language with precision and appropriate register (C1). • Maintain coherent argumentation using advanced discourse markers and signposting (C1+).	Unit 5 Language at work: adding emphasis (SB pp. 44–45) + Practice file 5 (SB pp. 110–111) for consolidation (by unit).
Mediation	Relaying conflict details neutrally; synthesising multiple viewpoints;	“Brief HR/manager”: neutral summary + options; convert negotiation notes into a	• Synthesize viewpoints from a conflict discussion into a neutral briefing with options and recommendations (C1+).	Unit 5 integrated chain: role-play negotiation → HR

	turning discussion into an action plan; adapting for different audiences.	resolution plan + action log; write a “team update” message (what changed, what to do).	• Transform spoken negotiation outcomes into clear, actionable written outputs (C1). • Adapt tone and level of detail to audience (team vs HR vs senior management) while preserving accuracy (C1+).	brief + team update + action log (SB pp. 42–45).
Pluricultural Competence	Cross-cultural norms in feedback, disagreement, hierarchy, and saving face; inclusive participation; negotiation styles (direct vs indirect).	“Feedback across cultures” scenarios; practise hierarchy-sensitive language (challenge up vs peer); agree team norms for respectful disagreement and escalation.	• Adapt feedback and disagreement strategies to culturally diverse workplaces, protecting face while staying clear (C1+). • Recognise differences in negotiation style and adjust directness/formality appropriately (C1). • Facilitate inclusive discussion so different voices contribute and consensus is genuine (C1+).	Unit 5 culture add-on: link Belbin/team roles to workplace culture and expectations; use scenarios to practise softeners and inclusive chairing (SB pp. 38–45).
Pronunciation (strand)	Intonation for diplomacy; stress for emphasis structures; pacing in negotiation; clarity in key action language (deadlines/owners).	“Diplomatic challenge” intonation drills; practice clefting/ fronting with natural stress; negotiation rehearsal with pacing + pauses; action-point clarity drill.	• Use intonation and stress to sound firm but diplomatic in negotiation and feedback (C1). • Deliver emphasised statements naturally without sounding exaggerated (C1+). • Communicate action points clearly and check understanding.	Unit 5 speaking tasks: embed micro-feedback on stress/intonation when using emphasis and softeners (SB pp. 42–45).
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-touch): interview, topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	Weekly Checkpoint (Fri): conflict negotiation + decision summary + action email/resolution plan. Trinity practice: interview questions on teamwork/conflict; topic mini-talk (effective teams); collaborative task (resolve a dispute and agree actions); listening→ speaking summary; reading→ writing (follow-up memo).	• Sustain interview-style interaction with nuanced, well-supported answers and controlled stance (C1). • Deliver a structured mini-talk and handle follow-up questions strategically (C1+). • Integrate input to output: summarise and produce coherent written follow-up (C1+).	Revise & Check (end of week): timed cycle <i>negotiation</i> → <i>summary</i> → <i>action email</i> using Unit 5 language (SB pp. 38–45). Practice file 5 (SB pp. 110–111) for consolidation; optional Unit 5 progress test/ photocopyables (Teacher’s Book resources).

Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR aligned ‘Can-do statements’
Week 6: Domain: Occupational (innovation & decision-making) • Context: Innovation and progress, idea generation, evaluating proposals, stance and vagueness + mid-course consolidation (Business Result Advanced U6, SB pp. 46–53)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-6 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Brainstorming and evaluating ideas; managing discussion; building on others' contributions; tactful challenge; agreeing criteria; reaching decisions.	“Innovation sprint” (teams propose 3 ideas → shortlist → decide); “Yes, and / Yes, but” reframing with stance adverbs; chair-led decision meeting (criteria: feasibility, ROI, risk, timeline).	• Lead and participate in brainstorming, building on others' ideas and encouraging contributions while keeping focus (C1+). • Evaluate proposals critically yet diplomatically, using nuanced stance and mitigation (C1+). • Negotiate criteria and reach a decision, summarising rationale, trade-offs and next steps precisely (C1). • Manage digressions and return to the main thread smoothly in fast-moving discussion (C1).	Unit 6 core discussion + innovation tasks (SB pp. 46–53) used for the “innovation sprint”. Teacher tip: require each team to present a <i>decision statement</i> (choice + criteria + next step). Revise & Check: run a second sprint with swapped roles and new constraints (budget/time).
Spoken Production	Pitching ideas; signposting; persuasive but balanced tone; acknowledging uncertainty; using controlled vagueness strategically.	2–3 min pitch: problem → solution → benefits → risks → next step; “elevator pitch” (60 seconds) with peer rubric; “vagueness challenge” (answer questions when details unknown without sounding evasive).	• Deliver a persuasive, well-structured pitch with clear signposting and a strong value proposition (C1). • Qualify claims appropriately, signalling uncertainty and stating assumptions without losing credibility (C1+). • Use controlled vagueness strategically (e.g., approximate figures, broad timelines) when detail is unavailable, while remaining precise about next steps (C1+).	Unit 6 speaking/pitch prompts (SB pp. 46–53). Teacher tip: add a fixed pitch frame: <i>context</i> → <i>value</i> → <i>evidence</i> → <i>risk</i> → <i>ask</i> .
Written Interaction	Emailing to propose an idea; responding with questions and conditions; negotiating adjustments; maintaining professional tone.	Proposal email chain: send idea → receive sceptical questions → reply with evidence and mitigations; “tone surgery” rewrite to remove overpromising; confirm next steps and responsibilities.	• Write persuasive proposal emails that are clear, concise and appropriately qualified (C1+). • Respond to questions with relevant detail and negotiate conditions/timelines tactfully (C1). • Avoid overclaiming by using accurate hedging and transparent assumptions (C1+).	Unit 6 output extension: pitch → proposal email + follow-up Q&A chain (SB pp. 46–53).

Written Production	Producing a short proposal/business case; structured argument; risk/mitigation; cohesive use of stance adverbs and linkers.	Write a one-page mini business case (overview, benefits, costs, risks, mitigations, timeline); produce a short “executive summary” (80–100 words); create an action plan table (owner/deadline).	• Produce a concise business case that balances persuasion with realism and clear risk mitigation (C1+). • Write an executive summary that foregrounds key value and decision points without unnecessary detail (C1+). • Present actions and responsibilities clearly so others can implement them immediately (C1).	Unit 6 language and tasks (SB pp. 46–53) used to build the mini business case. Practice file 6 (by unit) for controlled consolidation (SB pp. 112–113).
Reception – Oral (Listening)	Understanding innovation discussions/pitches; identifying rationale and evidence; tracking stance and hedging; extracting decisions and actions.	Listen to a proposal discussion; complete grid (idea/ benefits/ risks/ evidence/ decision); stance spotting (softening vs strong claims); listening → 60-sec summary + recommendation.	• Follow extended spoken discussion of proposals and identify rationale, evidence and implications accurately (C1). • Interpret hedging and stance markers to judge certainty and commitment (C1+). • Summarise key points and the decision reached, including next steps and responsibilities (C1).	Unit 6 listening tasks (SB pp. 46–53) as input for summaries and action-point writing. Teacher tip: focus on “what was decided” vs “what was suggested”.
Reception – Reading	Reading innovation texts/cases; extracting high-value lexis; evaluating feasibility; identifying assumptions and missing information.	Read-and-mine: highlight claims vs evidence; identify assumptions; write a “risk question list” (5 questions); collocation harvesting (drive innovation, scale up, roll out).	• Understand complex texts on innovation and evaluate feasibility by identifying assumptions and missing data (C1+). • Extract and reuse sophisticated lexis/collocations accurately in discussion and writing (C1). • Produce a concise written critique that is constructive and evidence-oriented (C1+).	Unit 6 reading (SB pp. 46–53) used for evaluation and vocabulary mining. Teacher tip: keep a shared “evidence questions” checklist for Weeks 7–12.
Linguistic Competence	Stance adverbs (positioning, softening, emphasis); adverb placement; language of persuasion vs caution; vague language for approximation; coherence markers.	“Stance adverb” drills (frankly, broadly, arguably, essentially, realistically...); adverb position correction tasks; rewrite overconfident claims with hedging; practise controlled vagueness	• Use stance adverbs flexibly and accurately to qualify opinions and manage interpersonal impact (C1+). • Control adverb placement and cohesion to keep complex arguments clear and natural (C1). • Balance persuasive language with appropriate caution and transparency about uncertainty (C1+).	Unit 6 language focus (stance adverbs / controlled vagueness) (SB pp. 52–53). Practice file 6 for consolidation (SB pp. 112–113).

		(roughly/around/in the region of).		
Mediation	Synthesising ideas from multiple sources; summarising discussions for others; converting talk into written plans; adapting to audience.	“Board briefing”: synthesise team proposals into shortlist + recommendation; convert listening/reading into a business-case outline; write a staff-facing summary (“what this means for you”).	• Synthesize multiple proposals into a coherent recommendation, prioritising criteria and evidence (C1+). • Transform spoken discussion into clear written outputs (business case/action plan) without losing nuance (C1). • Adapt message to audience, balancing transparency and persuasion appropriately (C1+).	Unit 6 integrated chain: reading/listening → innovation sprint → board brief + proposal email (SB pp. 46–53).
Pluricultural Competence	Cross-cultural brainstorming/decision styles; directness in critique; tolerance for uncertainty; inclusive idea generation; avoiding dominance.	“Innovation culture” scenarios (high vs low power distance meetings); practise inclusive facilitation (invite/ limit turns); compare approaches to risk and uncertainty across workplaces; agree team norms.	• Adapt brainstorming and critique style for multicultural teams, using face-saving strategies while staying clear (C1+). • Use inclusive facilitation strategies so all voices contribute and decisions are accepted (C1). • Recognise different tolerances for uncertainty and adjust how claims and timelines are framed (C1+).	Unit 6 discussion tasks provide the context for culture work (SB pp. 46–53). Teacher tip: set “one-idea-per-person” first round + “build-on” rule to prevent dominance.
Pronunciation (strand)	Persuasive delivery; stress for stance adverbs and key benefits; chunking; pace control; intonation for tactful challenge.	“Pitch clinic”: contrastive stress (not X but Y); practise stance adverbs with natural stress; rehearsal cycles with pacing feedback; intonation on polite challenge and hedged claims.	• Deliver pitches with clear emphasis and controlled pace, improving audience comprehension (C1). • Use stress and intonation to express nuanced stance (caution, confidence, challenge) appropriately (C1+). • Maintain intelligibility in longer turns through chunking and pausing (C1).	Unit 6 speaking tasks: embed micro-feedback during pitch rehearsal (SB pp. 46–53).
Exam Focus	Mid-course consolidation + integrated assessment + Trinity ISE III light-touch practice.	Mid-course review stations (Units 1–6): networking, mentoring advice, change briefings, teleconference risk,	• Integrate skills to evaluate options, reach decisions, and communicate outcomes clearly and professionally (C1/C1+). • Handle interview-style questions with nuanced, well-supported answers and controlled stance (C1).	Mid-Course Test (Fri) (integrated skills). Revise & Check (Units 1–6): targeted remedial + student-choice consolidation; recycle key

		conflict negotiation, innovation pitches; integrated task: read a short case → discuss → decide → write proposal email.	• Collaborate to solve a practical problem and summarise outcomes and actions precisely (C1+).	expressions and discourse markers across U1–U6. Practice files 1–6 review (SB pp. 102–113). Trinity practice: collaborative problem-solving + listening → speaking summary + reading → writing link (proposal email).
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Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR-aligned ‘Can-do statements’

Week 7: Domain: Occupational (learning & development) • Context: Training and learning cultures, communication strategies on the phone, intentions/unfulfilled intentions (“future in the past”), expressing dissatisfaction tactfully (Business Result Advanced U7 “Learning”, SB pp. 54–61)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-7 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Workplace phone interaction; clarifying, checking, and reformulating; managing turn-taking without visual cues; maintaining rapport while being direct/efficient.	Back-to-back phone role-plays (no eye contact): plan next year’s training needs; “clarify & confirm” ladder (rephrase / check / summarise); repetition for emphasis (“What I mean is... / It’s not that...”) to make a point clearly.	• Manage extended phone interactions fluently, clarifying and reformulating to avoid misunderstanding without interrupting flow (C1+). • Use repetition strategically to reinforce meaning and manage delicate moments (C1). • Summarise mid-call to align understanding and close with precise next steps (C1+). • Maintain rapport while negotiating constraints (budget, resources, expertise) and timelines (C1).	U7 Business communication: Communication strategies (phone) (SB pp. 54–61). Teacher guidance: use the unit’s categorised clarification expressions and repetition strategy in monitored calls.
Spoken Production	Explaining training needs; giving reasoned recommendations; presenting options (in-house vs external trainers); calibrated certainty and accountability.	2-minute briefing: “Training priorities for next year” (needs → options → recommendation); “pros/cons pitch” comparing training approaches; micro-summary after a call (30–45 seconds).	• Deliver a concise, well-structured briefing that prioritises training needs and justifies recommendations (C1). • Compare options (job-specific vs generic; top-down vs bottom-up) using clear criteria and implications (C1+). • Present recommendations with calibrated certainty and transparent assumptions (C1+).	U7 Working with words: learning/training approaches + collocations (SB pp. 54–61). Teacher note: the unit focuses on “learning organisations” and contrasting training models/approaches.
Written Interaction	Internal emails: proposing training solutions;	Follow-up email after the phone call: decisions + actions + dates; clarification	• Write clear follow-up emails that capture decisions, responsibilities and timelines precisely (C1).	U7 Business communication follow-up: phone role-play →

	confirming phone decisions; requesting clarification; diplomatic tone (no blame, clear accountability).	request email (missing details/ costs/ providers); “tone surgery” task: soften while staying explicit.	• Request clarification tactfully and efficiently, specifying what is needed and why (C1+). • Maintain a professional, non-blaming tone when discussing capability gaps or constraints (C1).	email confirmation using unit language (SB pp. 54–61).
Written Production	Producing a training plan summary; action log; structured proposal (blended learning); concise, reader-friendly formatting.	Write a one-page training plan: goals, audience, delivery (internal/ external/ blended), costs, timeline; produce a short “training rationale” paragraph for managers; action log (owner/deadline/status).	• Produce a coherent training plan document that is actionable and audience-appropriate (C1). • Summarise complex options into a clear written recommendation with risks/mitigations (C1+). • Use headings/bullets to improve clarity and implementability (C1).	U7 Talking point: Learning by sharing (within SB pp. 54–61) as input for a blended-learning plan/task.
Reception – Oral (Listening)	Following phone exchanges; extracting decisions, constraints, and implied concerns; recognising clarification and repetition moves; note-taking for accurate follow-up.	Listen to training-planning calls; complete an action grid (issue/ decision/ action/ owner/ deadline); identify clarification phrases used; listening → 60-sec spoken summary.	• Follow detailed phone interaction and extract key decisions and action points accurately (C1). • Identify where meaning is checked/repared and interpret implied concerns (C1+). • Produce an accurate spoken summary suitable for briefing a colleague (C1).	U7 Business communication listening + clarification strategy focus (SB pp. 54–61).
Reception – Reading	Reading about training/learning organisations; identifying arguments and assumptions; extracting high-value lexis;	Read the “learning organisation” text; mark claim/evidence/assumption; collocation mining (development plan, skills deficit, shared vision); produce a 3-line executive	• Understand and evaluate a complex text on training strategy, identifying arguments, assumptions and implications (C1+). • Extract and reuse high-value collocations accurately in speaking/writing (C1). • Produce a concise executive summary that supports decision-making (C1+).	U7 Working with words (learning organisations) + TB expansion questions/activities (SB pp. 54–61; TB Unit 7).

	summarising for decision-making.	summary + 1 critical question.		
Linguistic Competence	Future in the past (intentions, planned actions, unfulfilled intentions); precision in phone “repair” language; register control (firm vs diplomatic).	“Intention vs outcome” transformations (was going to / was due to / was meant to / would); controlled practice of clarification categories; rewrite direct statements into diplomatically explicit versions.	• Use “future in the past” structures accurately to describe intentions and unfulfilled plans in workplace contexts (C1). • Control a wide range of clarification and repair language to prevent misunderstanding (C1+). • Adjust register and directness to context while remaining precise about actions and responsibilities (C1+).	U7 Language at work: The future in the past (SB pp. 54–61). Further practice: Practice file 7 (SB pp. 114–115).
Mediation	Relaying and synthesising: phone call → action plan; summarising for absent stakeholders; adapting message (HR vs managers vs staff).	“Brief HR/manager”: 90-sec summary + 5 bullet actions; convert call notes into an email + action log; write a short staff-facing update (what’s changing in training and why).	• Synthesise information from phone discussion and reading/listening into a clear, actionable briefing with recommendations (C1+). • Transform spoken outcomes into accurate written actions and responsibilities without loss of nuance (C1). • Adapt content and tone to audience while preserving key meaning and intent (C1+).	U7 integrated chain: text/listening → phone role-play → briefing + email + action log (SB pp. 54–61).
Pluricultural Competence	Intercultural expectations in phone communication (directness, small talk, personal space/comfort topics); avoiding stereotypes; repairing misunderstandings respectfully.	“Culture question” discussion: direct vs indirect preferences and what counts as “too blunt”; scenario cards: disagreement with a senior vs peer; reflective debrief on misunderstanding triggers and repairs.	• Adapt directness and politeness strategies to culturally diverse business contexts while staying clear (C1). • Manage misunderstandings respectfully, using clarification and repair rather than assumptions (C1+). • Demonstrate awareness that comfort norms (e.g., personal space topics, boundaries) vary, avoiding stereotyping (C1).	U7 culture question guidance (TB): prompts discussion of cultural differences and warns against stereotypes; links communication issues to misunderstanding risk.

Pronunciation (strand)	Intelligibility on the phone: stress on key words, clear chunking, repetition for emphasis, and correction of common lexical slips; confident delivery of “repair” phrases.	“Phone clarity clinic”: mark stress in key expressions; micro-rehearsals of repair language (pause + stress + rephrase); repeat role-play with pronunciation feedback from observer.	• Maintain clear, confident phone delivery through chunking, stress and controlled repetition (C1). • Use pronunciation (stress/intonation) to signal clarification, emphasis and polite insistence appropriately (C1+). • Self-monitor and correct slips without losing fluency (C1).	TB Unit 7 suggests marking stress and noticing correct word choice in communication-strategy phrases (use in pronunciation feedback loops).
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-touch): interview, topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	Weekly Checkpoint (Fri): training-strategy phone role-play + action email + short training-plan summary. Trinity practice: interview questions on learning/training at work; topic mini-talk (best training model and why); collaborative task (agree training plan under constraints); listening→ speaking summary (call outcomes); reading→ writing (short recommendation email).	• Sustain interview-style interaction with nuanced, well-supported answers (C1). • Deliver a structured mini-talk and handle follow-up questions strategically (C1+). • Collaborate to reach a decision and summarise outcomes precisely; link input to output in a coherent written recommendation (C1+).	Revise & Check (end of week): recycle U7 training lexis + phone repair strategies + “future in the past”; repeat phone task with new constraints. Practice file 7: p.114 (Working with words) and p.115 (Business communication/Language at work consolidation). Optional teacher resources: Unit 7 photocopiable worksheets + progress/speaking test (Online practice).

Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR-aligned ‘Can-do statements’
Week 8: Domain: Occupational (performance & appraisal) • Context: Employer–employee expectations, impromptu briefings, handling difficult questions, questioning strategies (Business Result Advanced U8 “Performance”, SB pp. 62–69)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-8 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Managing demanding interaction in meetings/ interviews/ appraisals; turn-taking; challenging tactfully; buying time; maintaining rapport under pressure.	“Difficult questions carousel”: students rotate roles (speaker/ audience/ observer) and practise challenge–response sequences; Q&A after impromptu updates; observer tracks strategies used (delay / admit / refuse / distance / answer).	• Handle challenging questions calmly and strategically, maintaining coherence and professional rapport (C1+). • Challenge or check facts tactfully (e.g., assumptions, missing evidence) and follow up to clarify implications (C1). • Use turn-management moves to hold the floor, return to key points, and close exchanges clearly (C1+). • Rephrase and repair smoothly when under pressure, without losing fluency (C1).	Practically speaking: Dealing with difficult questions (SB pp. 68–69): strategies + listening tick task + phrase noting. Teacher extra activity: prompt discussion on difficult questions across contexts (interviews/meetings/exams) to generate authentic question bank.
Spoken Production	Impromptu presentations/briefings; signposting; prioritising information; highlighting key points; handling interruption and challenge.	Impromptu briefing (2 minutes, no prep): update senior management on a project; add “highlighting key points” language; second run with interruptions/ questions; optional recording for self-review.	• Deliver a clear impromptu briefing with a concise context, prioritised key points, and a confident close (C1+). • Highlight and revisit main points, signalling structure even with minimal preparation (C1). • Respond constructively to interruptions/challenges and commit to follow-up action when detail is unavailable (C1+).	Business communication: Giving an impromptu presentation (Ovanta briefing) (SB pp. 65–66) + Key expressions bank. Teacher tip: record briefings and analyse fillers + alternatives to improve fluency.
Written Interaction	Diplomatic email follow-up after a briefing/appraisal; clarifying expectations; responding to challenging questions in writing;	Write follow-up email: recap briefing + actions + timeline; respond to a difficult stakeholder question by email (refuse/limit scope tactfully + offer next step); peer-edit for tone and precision.	• Write concise follow-up messages that capture key points, actions, and timelines without ambiguity (C1). • Respond diplomatically to challenging questions in writing, setting boundaries and offering workable next steps (C1+). • Adjust tone appropriately for hierarchy and sensitivity (performance-related messaging) (C1).	U8 follow-up writing extension (teacher-led): briefing → action email + “FAQ reply” practice using U8 strategy language (SB pp. 65–69).

	maintaining a firm-but-polite tone.			
Written Production	Producing appraisal-style documentation: performance summary, development plan, measures/targets; cohesion and precision.	Write a short performance summary (strengths + evidence + development focus); produce a development plan (2–3 measures + timeline + support); write a “questions I’d ask in an appraisal” list.	• Produce a clear, evidence-led performance summary and development plan with specific measures and timelines (C1+). • Use precise language to describe behaviours, outcomes, and improvement measures without overgeneralising (C1). • Formulate probing but appropriate appraisal questions that elicit useful information (C1+).	Working with words: Employer–employee expectations + phrase work (SB pp. 62–64). Talking point: Rethinking annual performance reviews (SB pp. 64–65).
Reception – Oral (Listening)	Listening to briefings and Q&A; identifying stance, hedging, and commitments; extracting action points; recognising avoidance/refusal strategies.	Listen and tick strategies used; note exact phrases used for refusal/delay/distance; complete an “actions & promises” grid; listening → 60-sec spoken summary.	• Follow extended workplace interaction and identify what is said explicitly vs what is avoided or deferred (C1+). • Extract commitments and action points accurately, including who will do what by when (C1). • Recognise pragmatic strategies (refusal/deferral/distance) and interpret intent appropriately (C1+).	Practically speaking listening sequence (SB pp. 68–69): strategies + phrase capture.
Reception – Reading	Reading for implications in performance/appraisal texts; extracting collocations and value statements; identifying assumptions and criteria.	Read company “values/expectations” texts; extract collocations (provide opportunities, build rapport, strive for...); identify implied expectations (what they value); write a 3-line executive summary of “what they want”.	• Understand and interpret employer/employee expectation texts, identifying stated and implied priorities (C1). • Extract and reuse high-value collocations accurately in speaking/writing (C1+). • Summarise key expectations succinctly for decision-making (C1+).	Working with words phrase sets + listening support (SB pp. 62–64).
Linguistic Competence	Question functions and forms for pressure situations: prompting, checking facts, challenging, previewing, buying time; rhetorical	Categorise questions by function; transform direct challenges into tactful alternatives; practise “buying time” stems; create a personal “question	• Use a wide range of question forms strategically to manage interaction (prompt, challenge, check facts, preview, buy time) (C1+). • Calibrate directness and tone in questions to suit hierarchy and context (C1).	Language at work: Using questions (SB p.67) + Grammar reference Unit 8 (SB p.130). Teacher note: use “line manager interrupts with questions” role-play to consolidate.

	questions; tags; statement-questions.	toolkit” for meetings/appraisals.	• Maintain accuracy and naturalness when using tags, statement-questions and rhetorical questions (C1+).	
Mediation	Summarising appraisal/briefing outcomes for others; converting Q&A into actions; simplifying sensitive feedback into constructive next steps.	“Brief HR” task: summarise discussion + proposed measures; convert Q&A notes into an action log; write a short “support plan” message to an employee (clear, respectful, actionable).	• Synthesize interaction outcomes into a clear, audience-appropriate summary with actions and rationale (C1+). • Transform spoken Q&A into precise written follow-up (actions/measures/timelines) without losing nuance (C1). • Reformulate sensitive feedback into constructive, implementable next steps (C1+).	U8 chain: impromptu briefing + difficult questions → action log + development plan (SB pp. 65–69).
Pluricultural Competence	Cultural norms around direct questions, privacy boundaries, saving face in appraisals; acceptable ways to refuse; power distance and questioning “upwards”.	Culture question discussion: what’s “too direct” in different settings; practise refusal/deferral that keeps face; role-plays: challenging a senior vs a peer; debrief on impact.	• Adapt questioning style to intercultural expectations while maintaining clarity and professionalism (C1). • Refuse or limit an answer appropriately, using culturally acceptable phrasing and offering follow-up options (C1+). • Manage face-sensitive appraisal talk respectfully, avoiding judgemental language (C1).	Teacher Culture Question + model refusal phrases (e.g., “I’d rather not answer that, if you don’t mind...” for Western Europe contexts (TB Unit 8).
Pronunciation (strand)	Fluency under pressure: managing fillers; chunking and stress for signposting; intonation for refusal/deferral without sounding evasive; clarity in key “toolkit” phrases.	Record-and-review: identify overused fillers; replace with functional fillers (thinking time / clarifying / giving examples); rehearse “highlighting main points” phrases with stress and pausing.	• Maintain fluent delivery under pressure by using functional fillers and controlled pausing rather than blocking (C1+). • Use stress and chunking to make impromptu briefings easy to follow (C1). • Use intonation to refuse/deflect questions politely without sounding defensive (C1+).	Teacher extension: analyse fillers and practise alternatives by function; rehearse “highlight main points” expressions (TB Unit 8).
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-touch): interview,	Weekly Checkpoint (Fri): impromptu briefing + difficult-questions handling + written follow-up (action	• Sustain interview-style interaction and handle probing questions with confident, nuanced responses (C1/C1+).	Revise & Check (end of week): timed cycle <i>briefing</i> → <i>Q&A</i> → <i>action email</i> using U8 language and

	topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	email/development plan). Trinity practice: interview questions on performance/expectations; topic mini-talk (effective performance review); collaborative task (agree measures and support plan); listening→ speaking summary; reading→ writing (short formal follow-up).	• Deliver a structured mini-talk and manage follow-up questions strategically (C1+). • Collaborate to agree measures and next steps; summarise and produce a coherent linked written output (C1+).	question toolkit (SB pp. 65–69). Practice file 8: further work (SB pp. 116–117). Optional teacher resources: Unit 8 Working with words / Business communication / Language at work worksheets + Progress & Speaking tests (Online practice).
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Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR-aligned ‘Can-do statements’
Week 9: Domain: Occupational (resources & CSR) • Context: Corporate Social Responsibility, evaluating options, feasibility meetings, conditionals for consequences and recommendations, dealing with misunderstandings (Business Result Advanced U9
“Resources”, SB pp. 70–77)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-9 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Feasibility meetings; evaluating options and trade-offs; clarifying assumptions; tactful challenge; chairing moves (steering/ summarising); reaching decisions.	“Floralope decision meeting” simulation: decide on IT investment and expansion; roles include positive lead vs sceptical voice; agenda-based discussion (human/ financial/ physical resources, timescale).	• Lead or contribute to a feasibility discussion, weighing options against resources, risk and timelines (C1+). • Challenge assumptions and request evidence tactfully while maintaining professional rapport (C1). • Manage turn-taking and steer the group to a decision, summarising rationale and action points precisely (C1+). • Signal degrees of certainty and contingency (what depends on what) naturally in discussion (C1).	Business communication – Discussing options (meeting extracts + role behaviours + Key expressions) (SB pp. 72–75).
Spoken Production	Presenting a CSR proposal / resource plan; structured recommendations; balancing stakeholder perspectives; concise executive summaries.	2–3 minute “CSR investment pitch”: propose one project and justify with ROI/ reputation/ viability; “stakeholder lens” summary (employees/ customers/ shareholders); 60-second executive recap after the meeting.	• Present a clear, persuasive proposal, balancing financial and reputational considerations with evidence and caveats (C1+). • Summarise complex options succinctly for senior decision-makers, highlighting trade-offs and risks (C1). • Integrate stakeholder impacts into recommendations and anticipate objections convincingly (C1+).	Working with words – CSR vocabulary + project discussion tasks (SB pp. 70–72).
Written Interaction	Professional follow-up after meetings; clarifying conditions; requesting evidence; diplomatic tone in disagreement; confirming decisions and responsibilities.	Write a post-meeting email: decisions/ actions/ deadlines + questions for missing evidence (cost-benefit, feasibility, reporting); reply chain with conditions/alternatives.	• Write precise follow-up communication that records decisions, responsibilities and deadlines without ambiguity (C1). • Request clarification/evidence tactfully and efficiently, specifying what is needed and why (C1+). • Negotiate conditions in writing (provided/as long as/unless) while maintaining a collaborative tone (C1+).	Business communication output: meeting → action email using Key expressions and the meeting agenda structure (SB pp. 72–75).

Written Production	Producing a mini business case; CSR/resource brief; risk/mitigation notes; clear structure and cohesion.	Write a one-page “CSR/resource decision brief” (context, options, criteria, recommendation, risks, next step); add a short “evidence request” section (what data is needed).	• Produce a concise business-style brief that supports decision-making with criteria, evidence needs and a justified recommendation (C1+). • Write in a neutral, accountable tone that separates facts, assumptions and proposals clearly (C1). • Use structured formatting (headings/bullets) to make complex content usable quickly (C1).	Working with words + project tasks as content source (SB pp. 70–72) and Business communication context (SB pp. 72–75).
Reception – Oral (Listening)	Following meeting extracts and CSR viewpoints; identifying stance and criteria; extracting evidence requirements; note-taking for actions/briefings.	Listen to CSR viewpoints and meeting extracts; complete grid (stance/criteria/ evidence required); note leadership behaviours (positive lead vs negative focus).	• Follow dense spoken input and extract key arguments, criteria, and evidence requirements accurately (C1). • Identify speaker stance and infer priorities (risk appetite, ROI focus, reputation focus) from language choices (C1+). • Produce a clear spoken summary and propose next steps based on what was agreed (C1).	CSR listening + meeting extracts (SB pp. 70–75).
Reception – Reading	Reading CSR/resource texts for argument and evidence; identifying assumptions; extracting high-value lexis/ collocations; summarising.	Read CSR case/article; mark claim/ evidence/ assumption; collocation mining (sustainable development, track record, critical success factor); write a 3-line executive summary + one “risk question”.	• Understand and evaluate complex CSR/resource texts, identifying assumptions and implications for strategy (C1+). • Extract and reuse sophisticated CSR/resource collocations accurately (C1). • Summarise arguments succinctly for a business audience while preserving nuance (C1+).	Working with words – CSR article + vocabulary (SB pp. 70–72) + optional TB dictionary/collocation extension.
Linguistic Competence	Conditionals across time (zero–mixed) for facts, predictions, suggestions, regret and present effects; conditional linkers (provided/ as long as/unless); accuracy under pressure.	“Conditional function mapping” (fact/ prediction/ suggestion/ regret/ present effect); controlled transformations from meeting extracts; extend to personalised company scenarios and consequences.	• Use a full range of conditional forms flexibly to discuss feasibility, consequences and recommendations with high accuracy (C1/C1+). • Choose conditional structures to match function (predict, suggest, regret, evaluate present effect) and explain choices when asked (C1+). • Use conditional linkers (provided/as long as/unless) to set clear constraints in negotiations (C1).	Language at work – Using conditionals (SB p.75) + Grammar reference Unit 9 (SB p.131) + Practice file 9 (SB p.119).
Mediation	Synthesising CSR/resource information	“Brief the board”: 90-sec summary + 5 bullet actions;	• Synthesize information from reading/listening and meetings into a clear, audience-appropriate	Integrated chain: CSR text/listening (SB pp. 70–

	into recommendations; relaying meeting outcomes; converting mixed input into actionable outputs; audience adaptation.	transform meeting notes into a decision brief; create a staff-facing summary (“what this means + what changes”).	recommendation with evidence needs and next steps (C1+). • Relay decisions and rationale accurately, prioritising what is relevant for the receiver (C1). • Transform spoken outcomes into precise written actions and responsibilities without loss of nuance (C1+).	72) → options meeting (SB pp. 72–75) → brief + email outputs.
Pluricultural Competence	Directness vs indirectness in correcting misunderstandings; face-saving strategies; culturally sensitive correction in meetings; avoiding stereotypes.	“Direct vs less direct” phrase sorting; role-play misunderstandings with different hierarchy/ culture settings; class culture question discussion on directness preferences.	• Correct misunderstandings in a meeting using an appropriate level of directness for the relationship and cultural context (C1). • Use face-saving strategies to clarify meaning while maintaining rapport and credibility (C1+). • Demonstrate awareness of cultural preferences without stereotyping, using respectful, evidence-based discussion (C1).	Culture question + Practically speaking – Dealing with misunderstandings (SB p.76) + TB guidance on direct/indirect tendencies (handle sensitively).
Pronunciation (strand)	Intonation for politeness vs bluntness in corrections; stress to signal softening; clarity in conditional clauses; controlled emphasis in disagreement.	Intonation clinic: direct vs less direct misunderstanding phrases; “polite insistence” drills; conditionals in rapid discussion (chunking and stress).	• Use intonation to soften corrections and manage face appropriately in misunderstandings (C1+). • Maintain clarity in complex conditional sentences through chunking, stress and pacing (C1). • Self-correct pronunciation/word choice without losing fluency in fast interaction (C1).	Practically speaking listening + phrase practice (SB p.76) with TB focus on intonation and politeness.
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-touch): interview, topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	Weekly Checkpoint (Fri): CSR project evaluation + options meeting + decision brief/email + misunderstanding repair role-play. Trinity practice: interview questions on CSR/ resource decisions; topic mini-talk (best CSR investment and why);	• Sustain interview-style interaction with nuanced, well-supported answers and calibrated stance (C1). • Collaborate to solve a complex problem, negotiate constraints with conditionals, and summarise outcomes precisely (C1+). • Integrate input to output: summarise listening/reading and produce a coherent written recommendation (C1+).	Revise & Check (end of week): recycle U9 CSR lexis + Key expressions for discussing options + full range of conditionals + misunderstanding phrases; repeat the meeting with swapped roles and new constraints. Practice file

		collaborative task (agree investment plan under constraints); listening→ speaking summary (meeting outcome); reading→ writing (short recommendation email/brief).		9: p.118 (Working with words) and p.119 (Business communication/Language at work).
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Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR-aligned ‘Can-do statements’
Week 10: Domain: Occupational (leadership & briefings) • Context: Leadership styles, briefing staff for buy-in, responding to concerns, using the passive to distance and depersonalise, expressing personal views (Business Result Advanced U10 “Leadership”, SB pp. 78–85)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-10 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Leading/chairing discussion; Q&A after a briefing; asking for/ giving assurances; managing concerns; maintaining authority with rapport; negotiation of practical constraints.	“Nordica briefing meeting” role-play: brief → Q&A → deal with concerns; concern–assurance drills (pairwork: express concern + ask for assurance; respond positively); observers track chairing moves and buy-in language.	• Manage a challenging Q&A by acknowledging concerns, clarifying implications, and offering realistic assurances without overpromising (C1+). • Keep interaction purposeful: invite questions, manage interruptions, and steer discussion to agreed next steps (C1+). • Negotiate constraints (timing, workload, budgets) diplomatically and confirm responsibilities precisely (C1). • Maintain authority while keeping rapport, using tactful language and repair strategies smoothly (C1).	Business communication – Giving a briefing (Nordica e-banking briefing + techniques for buy-in) (SB pp. 81–82). Assurances practice (concern → positive response) (SB p.82). TB guidance on handling concerns & reassuring tone (Unit 10).
Spoken Production	Briefing staff on change; signposting; benefit framing; depersonalising decisions; calibrated certainty; executive-style summaries.	2–3 minute staff briefing: “potentially unpopular change” (announce decisions → benefits → involvement → next steps); second run with “difficult question” prompts; 45-sec “executive recap” at end.	• Deliver a well-structured briefing with clear signposting and persuasive benefit framing (C1). • Distance decisions appropriately (passive/reporting structures) to depersonalise sensitive content while remaining accountable (C1+). • Anticipate objections and respond with balanced reassurance and practical solutions (C1+). • Summarise key messages and actions succinctly for implementation (C1).	Business communication – briefing model + expression capture (SB pp. 81–82). TB: briefing language focuses on distancing + involvement + benefits (Unit 10).
Written Interaction	Follow-up emails after a briefing; clarifying concerns; requesting confirmation;	Write post-briefing email: summary + actions + deadlines + “what we still need to confirm”; reply as staff with	• Write clear follow-up communication that records decisions, actions, owners, and timelines unambiguously (C1).	TB extension: briefing → email → concerns → response chain (Unit 10). Useful phrases (for

	professional, non-blaming tone; setting boundaries/next steps.	concerns; write manager response addressing concerns and confirming support.	• Address concerns diplomatically in writing, acknowledging risks and offering workable mitigations (C1+). • Request confirmation and missing information precisely without sounding accusatory (C1).	opinion/softening) referenced by TB (SB Useful phrases pp. 134–136).
Written Production	Writing a briefing memo; action log; short “FAQs” document; neutral tone and cohesion using passive/reporting structures.	Produce a one-page “briefing memo” for staff; action log (issue/action/owner/deadline); mini FAQ (5 questions) based on likely concerns.	• Produce concise, reader-friendly documentation that supports implementation (memo + actions + FAQs) (C1+). • Use neutral, professional wording that separates facts/decisions/assumptions clearly (C1). • Use cohesive devices and reference accurately to avoid ambiguity in complex messages (C1+).	Business communication scenario materials for memo/action outputs (SB pp. 81–82). Language at work: passive patterns suitable for formal memos (SB p.83).
Reception – Oral (Listening)	Listening to briefings and Q&A; extracting techniques for buy-in; identifying concerns and reassurance moves; note-taking for actions.	Listen: briefing part 1 (identify benefits + involvement techniques); listen: Q&A part 2 (list concerns + how they are handled); complete “concern → response → action” grid; spoken summary to partner.	• Follow dense briefing talk and extract key benefits, commitments, and action points accurately (C1). • Identify and interpret reassurance strategies and tone shifts (acknowledge → reframe → commit) (C1+). • Produce an accurate summary of concerns raised and agreed follow-up actions (C1).	Business communication listening sequence (briefing + Q&A) (SB pp. 81–82). TB notes on concerns raised and reassuring response (Unit 10).
Reception – Reading	Reading leadership texts; extracting collocations for leadership qualities; interpreting implied leadership styles; summarising and evaluating advice.	Read leadership coach article; extract leadership-quality lexis and collocations; write a 3-line executive summary + one critical question; compare leadership styles across workplaces.	• Understand and evaluate a complex text on leadership practice, identifying key claims and implications (C1). • Extract and reuse high-value leadership lexis accurately in discussion and writing (C1+). • Summarise advice succinctly and relate it to a real workplace context with appropriate caveats (C1+).	Working with words – leadership styles article + lexis (SB pp. 78–80). Culture question on leadership norms (SB p.80).
Linguistic Competence	Passive voice for distancing/formality; reporting structures (It has been agreed/proposed...); selecting passive	Passive transformation clinic (active → passive; choose best subject); “depersonalise the bad news” rewrites; controlled practice with model sentences;	• Use a range of passive/reporting structures to distance decisions appropriately and maintain formal tone (C1+). • Choose passive patterns strategically to foreground relevant information and manage accountability (C1).	Language at work – Using the passive (forms, purpose, patterns + grammar reference) (SB p.83; Grammar ref p.132).

	subject (It... / We've been told...); register control for sensitive messages.	quick accuracy checks in briefing scripts.	• Maintain high grammatical control under pressure (briefing + Q&A) and self-correct smoothly (C1+).	Further practice: Practice file 10 (SB p.120–121).
Mediation	Synthesising a briefing for absent colleagues; converting Q&A into actions; adapting for different audiences (staff vs senior management).	“Brief the absent team”: 90-sec spoken recap + 6-bullet email; convert notes into action tracker; produce two versions of summary (staff-facing vs board-facing).	• Synthesize briefing + Q&A content into a clear, audience-appropriate summary with prioritised actions and timelines (C1+). • Transform spoken interaction into precise written follow-up without losing nuance (C1). • Adjust tone and detail appropriately for different stakeholders while preserving meaning (C1+).	Nordica briefing context + agenda supports mediation outputs (SB pp. 81–82). TB emphasis on depersonalising and dealing with concerns (Unit 10).
Pluricultural Competence	Leadership norms across cultures (hierarchy, consultation, challenging authority); culturally appropriate ways to express concerns and ask for assurance; inclusive leadership behaviour.	Culture question discussion: challenging authority; “leadership norms” comparison; role-play with different hierarchy cultures; inclusive chairing practice (invite quieter voices, summarise, confirm).	• Adapt briefing and leadership style (directness, consultation, authority) to intercultural expectations while staying clear (C1). • Express concerns and ask for reassurance in culturally appropriate ways without losing precision (C1+). • Demonstrate inclusive leadership behaviours in discussion and decision-making (C1+).	Culture question on leadership and challenging authority (SB p.80). TB notes: leadership styles vary by nationality/organisation; address sensitively (Unit 10).
Pronunciation (strand)	Confident briefing delivery: chunking, stress, and pace; intonation for reassurance vs firmness; clarity of dates/numbers; reducing monotone in formal talk.	“Briefing delivery clinic”: mark stress in key expressions; rehearse reassurance lines with intonation; Q&A rehearsal focusing on calm pacing; clarity drills for deadlines (“30th of September...”).	• Maintain authoritative delivery through chunking and controlled pace in extended turns (C1+). • Use intonation to sound reassuring yet firm when addressing concerns (C1). • Communicate critical details (deadlines, figures) clearly and confirm accuracy when needed (C1).	Model briefing sentences and deadline language within passive practice (SB p.83) + monitored rehearsal in Business communication tasks (SB pp. 81–82).
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-touch): interview,	Weekly Checkpoint (Fri): leadership discussion + staff briefing (passive) + Q&A concerns + follow-up	• Sustain interview-style interaction with nuanced, well-supported answers and calibrated stance (C1).	Revise & Check (end of week): recycle U10 Key expressions for briefings + passive/reporting

	topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	email/memo. Trinity practice: interview Qs on leadership experiences; topic mini-talk (effective leadership style); collaborative task (agree how to implement a change + handle concerns); listening→ speaking summary (briefing); reading→ writing (brief memo/email).	• Deliver a structured mini-talk/briefing and handle follow-up questions strategically (C1+). • Integrate input to output: summarise listening/reading and produce a coherent written follow-up (C1+).	structures + reassurance language; repeat role-plays with new “concern cards.” Practice file 10 (SB pp. 120–121). Optional teacher resources: Unit 10 Working with words / Business communication / Language at work photocopyables + progress/speaking tests (Online practice).
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Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR-aligned ‘Can-do statements’
Week 11: Domain: Occupational (values, ethics & agreement) • Context: Discussing company values, reaching agreement in formal register, raising difficult points tactfully, using participle clauses and inversion for emphasis/formality (Business Result Advanced U11 “Values”, SB pp. 86–93)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-11 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Formal negotiation; reaching agreement; managing face and rapport; handling disagreement; chairing/turn management; confirming outcomes.	Conference-call problem-solving: evaluate proposals, negotiate a compromise, agree actions; “agreement ladder” practice (tentative → firm agreement); rotate chair role to drive closure.	• Reach agreement in complex workplace discussions, balancing firmness with diplomacy and maintaining rapport (C1+). • Manage turn-taking and steer the group toward a decision, summarising rationale and conditions precisely (C1+). • Signal degrees of willingness to compromise and confirm final agreement clearly (C1). • Handle pushback without escalation, reframing and proposing workable alternatives (C1+).	Business communication: Reaching agreement (SB p.89) for staged conference-call language + Key expressions. Teacher’s Book (Unit 11): prompts using Business communication p.89 as support during the meeting task. Photocopiable worksheet (Unit 11 Business communication) + Unit 11 Progress test & Speaking test from Online practice (teacher resources).
Spoken Production	Presenting values frameworks; justifying choices; formal emphasis; structured argument; concise decision statements.	“Values pitch”: present 5 company values + what each means in practice; deliver a 60-sec “decision statement” after negotiation (what we agreed + why + next step).	• Present and justify a set of company values clearly, explaining how they translate into behaviour and decisions (C1). • Deliver concise decision statements using formal, emphatic language where appropriate (C1+). • Explain trade-offs and defend priorities with clear criteria and evidence (C1+).	Starting point + Working with words (TATA) for vocabulary and discussion lead-in (SB pp. 86–88). Teacher’s Book (Unit 11): suggests researching values of a well-known company in advance; students interpret “what values mean in practice.” Extension: students present and justify decisions to the class; peers comment on reasoning and clarity (TB Unit 11 task notes).
Written Interaction	Formal emails/memos raising sensitive issues; responding to complaints; clarifying	Email chain: raise a delicate issue → response → negotiate a solution; “tone surgery” rewrite (too blunt →	• Write tactful but explicit messages raising sensitive issues, using appropriate mitigation and clarity (C1+). • Respond to difficult points professionally, acknowledging concerns and proposing workable resolutions (C1).	Practically speaking: Raising a difficult point (SB p.91) for phrase bank + role-play set-ups. Useful phrases for extension/revision (SB p.136). Teacher tip: add “set the meeting first” micro-task (email/message to arrange a

	misunderstandings; professional tone with face-saving strategies.	tactful but explicit); confirm final agreement and responsibilities.	• Confirm agreements and conditions in writing to prevent ambiguity (C1+).	private talk before raising the issue) – aligns with TB guidance on appropriacy of time/place.
Written Production	Code of Conduct framework; formal announcements; concise reporting; structured documentation (values + procedures + compliance checks).	Produce a one-page Code of Conduct framework (values + standards + how checked); write a short formal announcement (policy reminder) using inversion/participle clauses; minutes extract (3 decisions + actions).	• Produce clear, structured formal documentation (values/framework/announcement) suitable for staff communication (C1+). • Write concise reports summarising decisions, standards and follow-up measures (C1). • Use emphasis/formality strategically (inversion/participle clauses) to strengthen clarity and tone (C1+).	TB Unit 11 writing extension: report to manager with 3 sections (values, Code of Conduct, checking acceptance/understanding). Language at work output task as model for formal style (SB p.91). Practice file 11 (SB pp. 122–123) for controlled consolidation before final written output.
Reception – Oral (Listening)	Understanding negotiation dynamics; identifying compromise level; catching agreement language; inferring stance and priorities; extracting decisions.	Listen to final part of conference call; identify solution and compare; note exact agreement expressions; complete “who compromises/how much” grid.	• Follow dense negotiation talk and identify stance, compromise signals, and the final agreed solution (C1). • Extract specific language used to agree and record it accurately for reuse (C1+). • Summarise outcomes and action points clearly for follow-up (C1).	Business communication listening (conference-call agreement model) (SB p.89) → immediate recycle into role-play. Teacher’s Book (Unit 11): instructs learners to use Business communication p.89 during the meeting if they need support. Online practice: use the unit audio in LMS + quick replay for phrase capture (teacher resources described).
Reception – Reading	Reading about company values/ethics; identifying claims vs practice; extracting collocations; evaluating implications for reputation and trust.	Read values/ethics text; mark “stated value” vs “behaviour in practice”; collocation mining; write a 3-line executive summary + one “risk question”.	• Understand and evaluate texts on corporate values, distinguishing stated principles from practical implementation (C1+). • Extract and reuse sophisticated values/ethics lexis accurately in speaking/writing (C1). • Produce succinct executive summaries highlighting implications for reputation and culture (C1+).	Working with words (TATA) + discussion questions (SB pp. 86–88) as the core reading/values input. Teacher’s Book (Unit 11): suggests comparing company self-description vs independent sources (two-group research task). Optional (teacher-selected web reading): bring two short contrasting sources (company “values”

				page vs independent report) for claim/evidence comparison (fits TB approach).
Linguistic Competence	Participle clauses for concision; inversion for emphasis/formality; cohesive reference and formal linkers; accuracy in formal register.	Transform and rewrite tasks: create participle clauses; rewrite statements using inversion (At no time / Under no circumstances / Not only...); produce a formal announcement script.	• Use participle clauses accurately to create concise, formal phrasing without losing clarity (C1+). • Use inversion to add emphasis/formality appropriately and accurately in workplace statements (C1+). • Maintain high grammatical control and self-correct smoothly in formal spoken/written outputs (C1).	Language at work: Participle clauses & inversion (emphasis/formality) (SB p.91). Grammar reference (SB pp. 126–133; Unit 11 grammar reference p.132). Practice file 11 (SB pp. 122–123) for controlled accuracy work before production.
Mediation	Summarising values decisions for others; turning negotiation into actions; adapting for staff vs management; simplifying sensitive issues without distortion.	“Brief your manager”: 90-sec summary + 6-bullet action list; convert conference-call notes into an email + action log; produce a staff-facing “what changes/why” message.	• Synthesize meeting outcomes into a clear, audience-appropriate briefing with rationale, conditions and next steps (C1+). • Transform spoken negotiation into precise written follow-up without losing nuance (C1). • Adapt tone and detail for different stakeholders while preserving meaning (C1+).	TB Unit 11 task pathway: meeting to agree values + Code of Conduct framework + presenting/justifying decisions; then produce manager report (3 sections). Communication activities (back of SB) can be used to structure role allocations/information sets (SB pp. 137–143).
Pluricultural Competence	Cultural expectations around harmony vs directness; raising difficult points respectfully; whistle-blowing norms; avoiding stereotyping while discussing ethics.	Culture comparison: “group harmony vs individual performance” in negotiation; practise direct vs less direct “difficult point” stems; short debate: pros/risks of whistle-blowing	• Adapt directness when raising difficult points to suit relationship and cultural expectations while staying clear (C1). • Protect face in sensitive discussions (ethics, complaints) using respectful mitigation strategies (C1+). • Discuss whistle-blowing and values without stereotyping, using evidence-led reasoning (C1).	Talking point: Blowing the whistle (Unit 11) for ethics discussion + decision-making consequences. Teacher’s Book (Unit 11): suggests researching whistle-blowing scandals and discussing consequences for employee/company; includes “pre-work learners” prompts.

		with respectful language rules.		
Pronunciation (strand)	Polite intonation when raising difficult points; stress for emphatic/formal structures; clarity in extended negotiation turns; avoiding “flat” formal delivery.	Intonation clinic: apologetic/respectful tone in difficult points; stress/pausing in inversion structures; rehearsal cycles (raise point → respond → agree) with feedback.	• Use intonation to sound respectful and tactful when raising sensitive issues (C1). • Produce emphatic/formal structures intelligibly with appropriate stress and pacing (C1+). • Maintain intelligibility and composure in extended negotiation turns and self-correct without losing flow (C1).	TB Unit 11 pronunciation focus: mark stress in adverb + adjective combinations and check in dictionaries; use as a short pronunciation clinic. Communication activities pages for paired explanations using unit lexis (Student A/B info: SB pp. 137 & 142 referenced in TB).
Exam Focus	Weekly Checkpoint + integrated Trinity ISE III practice (light-touch): interview, topic mini-talk, collaborative task, listening→ speaking summary, reading→ writing link.	Weekly Checkpoint (Fri): values meeting + agreement conference-call role-play + “difficult point” role-play + formal follow-up email/announcement. Trinity practice: interview Qs on ethics/values; topic mini-talk (values in practice); collaborative task (agree a code of conduct + resolve a difficult issue); listening→ speaking summary; reading→ writing (formal memo/email).	• Sustain interview-style discussion with nuanced, well-supported answers and controlled formality (C1). • Collaborate to solve a complex interpersonal/ethical problem and reach agreement, summarising outcomes precisely (C1+). • Integrate input to output: summarise listening/reading and produce a coherent formal written follow-up (C1+).	Revise & Check (end of week): recycle (1) agreement Key expressions (SB p.89), (2) raising difficult points (SB p.91), (3) participle clauses/inversion (SB p.91) through a timed cycle <i>call</i> → <i>decision statement</i> → <i>memo/email</i> . Practice file 11 (SB pp. 122–123) + Grammar reference (SB p.132) + Useful phrases (SB p.136) for consolidation. Optional: Unit 11 Progress test & Speaking test + photocopyables from Online practice (teacher resources).

Business English – C1 Syllabus and Learning Outcomes expressed through weekly CEFR-aligned ‘Can-do statements’
Week 12: Domain: Occupational (persuasion & influence) • Context: Persuading and influencing, selling an idea, managing objections, professional rapport (compliments), discourse markers for cohesion + end-of-course consolidation (Business Result Advanced U12 “Influence”, SB pp. 94–101)

Skill / Microskill	Communicative language activities & competences	Specific activities	The learner can... (C1 Week-12 can-dos)	Suggested / optional material (by Unit)
Spoken Interaction	Persuasive interaction; managing objections; negotiating outcomes; turn management; repairing misunderstandings; maintaining rapport and professional politeness.	“Influence meeting” role-play: sell an idea to a sceptical stakeholder; objection-handling carousel (cost/ risk/ timing/ priority); “bridge and reframe” practice (acknowledge → reframe → propose next step).	• Persuade effectively in professional discussion, adapting arguments to stakeholder priorities and evidence (C1/C1+). • Anticipate and handle objections tactfully, using concessions and reframing without losing clarity (C1+). • Manage interaction strategically (hold floor, invite response, summarise agreement) while maintaining rapport (C1). • Reach workable agreements by negotiating trade-offs and confirming actions precisely (C1+).	Business communication (core): persuasion/influence models + role-play + Key expressions (SB pp. 98–99). Teacher guidance: run the role-play twice (Round 1 outcome; Round 2 language focus: concessions/reframing/closing). Optional teacher resource: photocopiable “Business communication” worksheet + unit audio scripts (Teacher’s Book/Online practice).
Spoken Production	Selling an idea; structured argument; signposting; evidence-based persuasion; calibrated certainty; confident closing.	2–3 minute pitch: propose an initiative and “sell” it to management; structured argument practice using discourse markers; quick “executive recap” (45 seconds) after Q&A.	• Deliver a persuasive, well-structured pitch using clear signposting and evidence (C1+). • Develop an argument coherently, linking points and counterpoints using discourse markers naturally (C1). • Adjust strength of claims to evidence, signalling uncertainty appropriately where needed (C1+). • Conclude with a clear call to action and agreed next steps (C1).	Unit 12 pitch pathway: build from unit reading/ideas → pitch → Q&A → recap (SB pp. 94–99). Teacher tip: require a fixed close: “ <i>So, my recommendation is... / The next step is... / I’ll follow up by...</i> ” and assess delivery against it. Optional: record pitches for self-review (cohesion markers + handling objections).
Written Interaction	Persuasive emails; responding to objections in writing; negotiating conditions; professional tone and rapport.	Proposal email chain: propose → receive objections/ questions → reply with evidence and concessions; confirm agreement and	• Write persuasive emails that are concise, audience-focused and appropriately qualified (C1+). • Respond to objections tactfully in writing, using concessions and reframing while keeping purpose clear (C1).	Business communication output: convert the pitch/role-play into a proposal email + objection-response chain (SB pp. 98–99). Teacher scaffolds: (1) subject-line options; (2) 5-line structure: context → ask → evidence → concession → next

		timelines; peer edit for clarity and tone.	• Confirm agreements and conditions precisely to avoid later misunderstanding (C1+).	step. Optional: include “tone switch” task (internal vs external recipient) using the same content.
Written Production	Writing a short business proposal; executive summary; coherent argumentation with discourse markers; clarity and concision.	Write a one-page mini proposal (overview, rationale, evidence, risks/mitigation, next step); add 80–100 word executive summary; write a short “stakeholder impact” paragraph.	• Produce a concise proposal that balances persuasion with credibility, including risks and mitigations (C1+). • Write an executive summary that foregrounds decision points and value quickly (C1). • Use cohesive devices and discourse markers to create clear, natural flow in formal writing (C1+).	Language at work (core): discourse markers for structuring arguments (SB pp. 100–101). Teacher tip: force “evidence lines” (numbers/benchmarks/examples) + “risk/mitigation line” in every proposal. Practice support: Practice file 12 (SB pp. 124–125) before the final proposal write-up.
Reception – Oral (Listening)	Following persuasive talk and negotiation; identifying rhetorical strategies; extracting key claims and evidence; note-taking for summaries and action.	Listen to persuasion model; identify argument structure (claim → evidence → concession → close); note discourse markers; listening → 60-sec summary + recommended response.	• Follow extended persuasive interaction and identify the structure of argumentation and key evidence (C1). • Recognise rhetorical moves (concession, reframing, emphasis) and interpret speaker intent (C1+). • Summarise key points and propose a reasoned response/decision (C1+).	Listening focus: persuasion model in Business communication (SB pp. 98–99) → phrase capture → immediate reuse in role-play. Teacher move: replay short segments to capture “concession + pivot” phrases and discourse markers; keep a shared class phrase bank.
Reception – Reading	Reading persuasive texts (proposals, opinion pieces); extracting argument structure; evaluating evidence; mining collocations for influence and persuasion.	Read influence text; mark claim/ evidence/ assumption; extract persuasion collocations; write a 3-line executive summary + one “objection question”.	• Understand and evaluate persuasive texts, distinguishing evidence from assertion and identifying missing information (C1+). • Extract and reuse high-value persuasion language and collocations accurately (C1). • Summarise arguments succinctly for decision-making, preserving nuance (C1+).	Working with words / reading core: Unit 12 input + lexis mining (SB pp. 94–96). Teacher extension: add a short authentic “proposal excerpt” (1 page) and run claim/evidence/assumption marking as a comparison task.
Linguistic Competence	Discourse markers (addition/ contrast/ result/ concession); persuasive stance language; hedging; clarity and cohesion;	Discourse-marker sorting + rewrite tasks; “overclaim → credible claim” rewriting; build a persuasion phrase	• Use a wide range of discourse markers to structure spoken and written arguments smoothly and naturally (C1+). • Balance persuasive language with credibility through appropriate hedging and transparent assumptions (C1).	Language at work (core): discourse marker sets + controlled rewriting (SB pp. 100–101). Practice file 12: consolidation + accuracy checks (SB pp. 124–125). Teacher tip: keep a “marker

	lexical precision for influence contexts.	bank (concession, reframing, closing).	• Maintain high grammatical control and lexical precision in extended persuasion tasks (C1+).	menu” on the board and require 6–8 markers in the final pitch/proposal.
Mediation	Synthesising viewpoints and evidence into recommendations; relaying decisions; converting discussion into written proposals/action plans; audience adaptation.	“Board briefing”: synthesise discussion into a recommendation; convert listening/reading into a proposal summary; write a staff-facing note explaining decision and next steps.	• Synthesize multiple viewpoints and evidence into a coherent recommendation tailored to audience needs (C1+). • Transform spoken input into precise written outputs (proposal/email/action plan) without losing nuance (C1). • Adapt tone and detail for different stakeholders while preserving meaning and intent (C1+).	Unit 12 chain: reading (pp. 94–96) → persuasion meeting (pp. 98–99) → board briefing + staff note outputs (pp. 100–101). Teacher support: give two audience briefs (Board vs Staff) so learners must change tone/detail, not content.
Pluricultural Competence	Persuasion styles across cultures (directness, emotional appeal vs data); compliment norms; face-saving in disagreement; respectful influence.	Compare persuasion norms (data-led vs relationship-led); practise “compliment + response” in professional contexts; scenario: influencing a senior in a high power-distance culture.	• Adapt persuasive style (directness, evidence type, politeness) to intercultural expectations while staying credible (C1+). • Use professional compliments appropriately and respond without awkwardness, maintaining rapport (C1). • Influence and disagree respectfully, protecting face and relationships in multicultural settings (C1+).	Practically speaking (core): Compliments (giving/responding) for rapport-building language (SB p.97). Teacher extension: “same message, different culture” task: rewrite the pitch opening/close for a more formal/higher power-distance audience.
Pronunciation (strand)	Confident persuasive delivery; stress and pacing for emphasis; intonation for concession/reframing; avoiding monotone in formal talk.	“Pitch clinic”: mark stress in key points and discourse markers; practise concessive intonation (“That said...”, “Even so...”); rehearsal with feedback (clarity, pace, impact).	• Maintain authoritative persuasive delivery through chunking, pausing and controlled emphasis (C1+). • Use intonation to signal concession and reframing while maintaining rapport (C1). • Self-monitor and adjust delivery for impact and clarity in extended turns (C1+).	Teacher routine: 3 micro-rehearsals (20–30 seconds each): opening hook, concession + pivot, closing ask; peer feedback on pace/ stress/ intonation. Use unit phrases: rehearse Key expressions from pp. 98–99 with stress marking.
Exam Focus	End-of-course consolidation + integrated assessment + Mock Trinity ISE III	End-of-course review stations (U7–U12): phone strategy, difficult questions, conditionals/ misunderstandings,	• Integrate listening/reading input into coherent spoken summaries and evidence-based recommendations (C1/C1+). • Handle Trinity-style interview and collaborative task confidently, sustaining interaction and negotiating outcomes (C1+).	End-of-Course Assessment (Fri) + Mock Trinity.Revise & Check (Units 7–12): targeted remedial + student-choice consolidation; recycle course “Key expressions” banks; re-run best-performing speaking task as confidence

		briefing/passive, values/agreement, persuasion/discourse markers; Mock Trinity flow: interview → topic mini-talk → collaborative task → reading→ writing link; integrated exam task: read a short text → discuss → write proposal email.	• Produce a linked writing output (email/proposal) that is cohesive, formal and audience-focused (C1+).	builder.Unit 12 consolidation pack: (1) discourse markers pp. 100–101, (2) persuasion role-play pp. 98–99, (3) compliments p.97, (4) Practice file 12 pp. 124–125. Trinity practice: Mock ISE III flow (interview + topic talk + collaborative task + listening→ speaking summary + reading→ writing link).
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Appendix 1 - Assessment Strategy (Business English C1 – Advanced)

1. Overview

- CEFR alignment. All tasks map to C1 descriptors across Reception, Interaction, Production, Mediation, and Linguistic/Phonological Control (e.g., fluent, well-structured speech; source-based writing; stance detection; audience-fit mediation).
- Construct validity. Assessments sample the taught syllabus Units 1–12 (Business Result 2e Advanced), including typical business genres (briefings, emails, proposals, action reports, pitches, meetings). Teacher's Book progress materials support standardised design.
- Reliability & moderation. Shared task specs + common analytic rubrics (C1) with one pre-mid and one post-final moderation checkpoint per cycle.
- Transparency & inclusion. Week-1 handout with can-do list, assessment calendar, and model scripts/audio; tasks use familiar workplace domains and allow reasonable alternative output modes (e.g., slide or memo) where appropriate.

2. Assessment Components

Component	Weight	Format	When	Notes
Formative classroom assessment	–	Observation checklists; mini-tasks (role-plays, micro-presentations, mediation relays, pronunciation spot-checks)	Weekly	Not graded; logged for feedback against weekly C1 can-dos (e.g., chairing, summarising, data commentary).
Progress Test 1	20%	Integrated skills (Listening, Reading, Use-of-English, Writing, Speaking)	Week 6	Covers Units 1–6 ; use TB progress materials as blueprint.
Progress Test 2	20%	As above	Week 12	Covers Units 7–12 ; may include domain items from Units 7–12 (finance, ops, innovation, CSR, persuasion).
Continuous written tasks	15%	Portfolio: 2 genre pieces + 1 source-based synthesis (180–240 words each)	Wks 4, 8, 11	Examples: proposal/executive summary, data commentary, position paper ; marked with C1 writing rubric (task, organisation/cohesion, range/accuracy, register, source handling).
Continuous oral tasks	15%	Assessed speaking: briefing/pitch (3–4 min + Q&A), decision-meeting chair, press/CSR brief	Wks 5, 7, 11	CEFR-linked oral rubric (interactional management, discourse organisation, range/accuracy, intelligibility/prosody, pragmatics). Audio captured for moderation.

3. Assessment Cycle

- Week 1: Diagnostic snapshot + learner goals; pronunciation baseline (prominence/chunking) in a short pitch.
- Weeks 1–5: Ongoing formative checks (meeting turns, email clarity, mediation briefs).
- Week 6: Progress Test 1; individual action plans issued within 1 week.
- Weeks 7–11: Portfolio build (written/oral); targeted clinics (hedging, concession, nominalisation, numbers clarity).
- Week 12: Progress Test 2 + Final Integrated Assessment; end-of-course conferencing

4. Recording & Evidence

- Tracker. Central sheet logging all component scores, attendance, and feedback notes.
- Rubrics. CEFR-aligned C1 rubrics for Writing/ Speaking/ Listening/ Reading, including criteria for mediation and phonological control (focus, rhythm, linking, clarity of numbers).
- Samples & moderation. Keep two anonymised samples per class per major task (audio/scripts) for cross-marking at mid and end.
- Integrity. Log any irregularities; retain notes/scripts where feasible.

5. Feedback & Progression

- Turnaround. Written/oral feedback within 1 week of Progress/Continuous tasks; quick oral feedback for formative work.
- Actionable targets. After each major check: 2 strengths + 1 priority target (language/skills/pronunciation).
- Secure C1 ($\geq 75\%$ overall; no skill $< 70\%$): course completed successfully; recommend external benchmarking (e.g., Trinity ISE III speaking/integ. skills or BEC Higher if chosen).
- Borderline C1 (65–74%): case review (attendance, portfolio, tutor recommendation) → may progress with a support plan.
- Below C1 ($< 65\%$): advised further consolidation at late B2+/early C1 with targeted goals.
- Attendance expectation: normally $\geq 85\%$ (college policy) to validate progression

6. Task bank (illustrative, mapped to Units)

- Chair & decide (U10 Leadership), results briefing / data commentary (U7 Finance), incident update / risk memo (U6 Risk), ops process note (U8 Operations), innovation pitch + concept note (U9), CSR press brief / position paper (U11), persuasive pitch + exec summary (U12). These mirror the SB/TB communicative outcomes, ensuring constructive alignment of teaching → assessment.

7. Rubric anchors (C1, teacher shorthand)

- Speaking/Interaction: manages turn-taking, qualifies claims precisely, handles challenge, sustains coherent discourse, intelligible prosody.
- Writing: task fulfilment with clear stance & structure; cohesive signalling; broad lexical/grammatical range with high accuracy; appropriate register; accurate source handling (where applicable).
- Listening/Reading: extracts gist & fine detail; recognises stance/implication; scans efficiently; integrates information for mediation.