

Correlation table between Market Leader Advanced (3rd Edition) and English for Business Level 4 (CEFR C1/C2)

English for Business Level 4

This qualification is intended for candidates who have reached a standard of productive English usage which will create an extremely good impression of their language skills. There would be no need for close supervision and scrutiny of the English of a successful candidate at this level. Linguistic and stylistic errors of all types will be rare.

CEFR Level C1

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

CEFR Level C2

Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

EFB Level 4 Assessment Objectives	Syllabus Topics	CEFR Description C1	CEFR Description C2	ITEM TYPES	Unit / Page / Exercise	Comments
READING AND WRITING						
Candidates should show they can: <ul style="list-style-type: none"> extract and use relevant information from authentic written sources and employ a correct layout and textual structure in order to complete the given written task use structures, syntax and vocabulary both coherently and accurately demonstrate an extensive range of language 	1 Comprehension and response to a complex authentic text The text will be from a business source such as a business newspaper or journal. The writing task will be related to the article and may require the candidate to invent some further information according to the specified scenario.	Overall reading comprehension Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	OVERALL READING COMPREHENSION: Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	Question 1 will be in 2 parts. The first part will require the candidate to understand and respond to a lengthy (around 750 words) and complex authentic business text. Comprehension will be demonstrated through a variety of question types (e.g. sentence completion, true/false etc.). The second part of the question will require the production of a written text related to the article, within a given scenario	Unit1/p.8/Ex.C Unit3/p.24/Ex.B Unit4/p.38/Ex.A Unit5/p.46/Ex.C,D Unit6/p.54/Ex.B Unit7/p.68/Ex.C Unit8/p.76/Ex.B Unit10/p.98/Ex.B Unit11/p.106/Ex.B	The tasks here will engage students in reading comprehension <i>Text bank in Teacher's Book</i> might give some further practice in reading comprehension (pp.118-165)
				2 Composing business texts Based either on a scenario which will generate 2 contrasting business texts or on informal data which will generate a more formal report.		
	3 Business-related text and data conversion and	Reading for information and argument Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic	READING CORRESPONDENCE: Can understand any correspondence given the occasional use of a dictionary.			

	<p>reformulation A contextualised précis based on a text and a reformulated text from digital/graphical/numerical data</p> <p>4 Handling different genres/text types Based on the start of 2 contextualised texts to be completed in a style appropriate to the genre</p>	<p>life, identifying finer points of detail including attitudes and implied as well as stated opinions.</p> <p>Reading instructions Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.</p> <p>Overall written production Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</p> <p>Creative writing Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p>	<p>READING FOR ORIENTATION: Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p> <p>READING FOR INFORMATION AND ARGUMENT: Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.</p> <p>READING INSTRUCTIONS: Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.</p> <p>OVERALL WRITTEN PRODUCTION:</p>	<p>appropriate tone and style. The question type will be either: a single case study/scenario generating 2 pieces of business writing which will allow candidates to demonstrate their ability to write in contrasting styles (e.g. in a memo to a colleague and for a trade journal news item on the same topic), or: a formal report generated from a series of pieces of information written in an informal style</p> <p>Question 3 will be in 2 parts. The first part will require the candidate to reformulate information by way of a précis of a longer text, within a given scenario (e.g. to write an abstract of an article to put in an information bulletin). The second part will require the candidate to reformulate digital/graphical/numerical information into a written form (e.g. a management comment on the performance of a subsidiary company)</p>	<p>Unit2/p.21/Writ. Unit3/p.27/Ex.I Unit3/p.29/Writ. UnitA/p.33/Writ. Unit4/p.43/Writ. Unit5/p.49/Ex.I Unit6/p.57/Ex.I Unit6/p.59/Writ. UnitB/p.64/Writ. Unit7/p.73/Writ. Unit8/p.79/Ex.H Unit8/p.81/Writ. Unit9/p.89/Writ. Unit10/p.103/Writ. Unit11/p.111/Writ. Unit12/p.119/Writ. UnitD/p.124/Writ.</p> <p>Unit2/p.17/Ex.C Unit9/p.84/Ex.C Unit12/p.114/Ex.B Unit4/p.42/Task Unit9/p.88/Case St.</p>	<p>a variety of styles (e-mail, press release, letter, report, summary, recommendation, etc.)</p> <p><i>Resource Bank – Writing in Teacher’s Book</i> provides model answers for some of these activities (pp. 204-215)</p> <p>These tasks will engage students in a broad range of reformulation activities. <i>Case Study</i> tasks require handling visual information (graphs, tables)</p>
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		<p>Reports and essays Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	<p>Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</p> <p>CREATIVE WRITING: Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</p> <p>REPORTS AND ESSAYS: Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points. Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p>	<p>Question 4 will require the candidate to produce fluent and accurate written texts in a range of styles and genres. Candidates will be required to continue and complete 2 different texts appropriately from information given (e.g. a formal notice for exhibition on the office wall or an invitation to a company open recruitment meeting).</p>	<p>Unit5/p.51/Writ. Unit11/p.108/Ex.B Unit11/p.109/Ex.H UnitA/p.33/Writ.</p>	<p>The tasks here give practice in completing texts of different kinds</p>
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LISTENING						
<p>Candidates should show they can:</p> <ul style="list-style-type: none"> • understand standard speech encountered in work and everyday situations • understand factual information that they have listened to, such as instructions and directions, short talks, announcements, and news bulletins 	<p>Candidates will be tested for their competence in English within a general business and/or commercial context. The topics for the listening test are as follows:</p> <ul style="list-style-type: none"> • Personal information • Travel information • Work information • Business transactions • Instructions • Arrangements 	<p>Overall listening comprehension</p> <p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	<p>OVERALL LISTENING COMPREHENSION:</p> <p>Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</p> <p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p>	<p>Task 1</p> <p>Candidates listen to a conversation. They then read 2 questions about the conversation, both of which have 4 possible written answers (A, B, C, D), and choose the correct answers.</p>	<p>Unit1/p.6/Ex.B Unit1/p.7/Ex.D Unit2/p.14/Ex.C Unit7/p.70/Ex.C</p>	<p><i>Resource Bank – Listening in Teacher’s Book</i> provides additional listening activities (pp. 189-200)</p> <p>Not all activities here are <i>multiple choice</i> but they might give students practice in listening for detail.</p>
		<p>Understanding interaction between native speakers</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>Listening as a member of life audience</p> <p>Can follow most lectures, discussions and debates with relative ease.</p> <p>Listening to announcement and instructions</p> <p>Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.</p> <p>Can understand complex technical information, such as operating instructions,</p>	<p>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS:</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>Can keep up with an animated conversation between native speakers.</p> <p>LISTENING AS A MEMBER OF A LIVE AUDIENCE:</p> <p>Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</p> <p>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS:</p> <p>Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.</p> <p>Can understand complex technical information, such</p>	<p>Task 2</p> <p>Candidates listen to a monologue. They then read 2 questions about the monologue, both of which have 4 possible written answers (A, B, C, D), and choose the correct answers.</p>	<p>Unit2/p.15/Ex.E Unit3/p.22/Ex.B Unit3/p.23/Ex.F Unit3/p.23/Ex.G W.A.C./p.31/Ex.E Unit4/p.36/Ex.B Unit4/p.37/Ex.F Unit5/p.44/Ex.A Unit5/p.45/Ex.A Unit5/p.45/Ex.G Unit6/p.52/Ex.C Unit6/p.53/Ex.E W.A.C.2/p.60/Ex.B,C Unit7/p.66/Ex.B,C Unit8/p.75/Ex.C-E Unit9/p.82/Ex.B Unit9/p.86/Ex.B Unit10/p.97/Ex.D,E Unit11/p.105/Ex.F Unit12/p.113/Ex.D</p>	<p><i>Resource Bank – Listening in Teacher’s Book</i> provides additional listening activities (pp. 189-200)</p> <p>Not all activities here are <i>multiple choice</i> but they might give students practice in listening for detail.</p>

specifications for familiar products and services.

Listening to audio media and recordings

Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.

as operating instructions, specifications for familiar products and services.

LISTENING TO AUDIO MEDIA AND RECORDINGS

Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.

SPEAKING

<p>Candidates should show they can:</p> <ul style="list-style-type: none"> • give a clear, detailed oral presentation on a business-related subject • express themselves orally in a discussion on business-related or professional matters 	<p>Candidates will be tested for their competence in English within a general business and/or commercial context. The topics for the oral test are as follows:</p> <ul style="list-style-type: none"> • Earning a living • Production and sale of goods • Trade • Money • Transport • Communications • Education • Travel and tourism 	<p>Overall oral production Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p> <p>Sustained monologue: Describing experience Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p> <p>Sustained monologue: Putting a case (e.g. in a debate) Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</p> <p>Public announcements: Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely. Addressing audiences: Can give a clear, well-structured presentation of a complex subject, expanding and supporting</p>	<p>Overall oral production Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>SUSTAINED MONOLOGUE: Describing experience Can give clear, smoothly flowing, elaborate and often memorable descriptions</p> <p>ADDRESSING AUDIENCES: Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning.</p>	<p>Part 1 consists of a warm up conversation during which the candidate will be asked about, e.g. study, work ambitions for the future. Part 2 requires the candidate to participate in a discussion of the topic selected by the examiner.</p>	<p>Unit2/p.14/Ex.A,D Unit2/p.15/Ex.I Unit4/p.36/Ex.A Unit4/p.37/Ex.D,G Unit4/p.38/Ex.C,F Unit5/p.44/Ex.B Unit5/p.48/Ex.A Unit6/p.52/Ex.A Unit6/p.53/Ex.G,H Unit6/p.55/Ex.F Unit7/p.66/Ex.A Unit7/p.69/Ex.G Unit9/p.82/Ex.A Unit9/p.84/Ex.A Unit9/p.85/Ex.G Unit9/p.86/Ex.A Unit10/p.97/Ex.B Unit10/p.97/Ex.G Unit10/p.99/Ex.G Unit11/p.104/Ex.A Unit11/p.105/Ex.G Unit11/p.107/Ex.G Unit12/p.112/Ex.A Unit12/p.113/Ex.F Unit12/p.114/Ex.B W.A.C.4/p.121/Ex.F</p>	<p>With these activities students might engage in discussing topics from the exam syllabus.</p>
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		points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.				
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***W.A.C.** – Working across cultures