

## Correlation table between Market Leader Intermediate (3<sup>rd</sup> Edition) and English for Business Level 2 (CEFR B1/B2)

### English for Business Level 2

This qualification is intended for candidates who have achieved a sound understanding of English in a business context, equivalent to Council of Europe A2 (Waystage) level, gained either through previous learning or employment or both, and who are able to communicate in a familiar business situation effectively, and with only minimal assistance or supervision.

### CEFR Level B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans

### CEFR Level B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

EFB Level 2 Assessment Objectives	Syllabus Topics	CEFR Description B1	CEFR Description B2	ITEM TYPES	Unit / Page / Exercise	Comments
<b>READING AND WRITING</b>						
<p><b>Candidates should show they can:</b></p> <ul style="list-style-type: none"> <li>respond adequately to given stimulus information and instruction</li> <li>select appropriately from the information provided to produce a balanced, relevant message</li> </ul>	<ul style="list-style-type: none"> <li>Business letters</li> <li>Company leaflets</li> <li>Business reports</li> <li>Business-related articles</li> <li>Lists and/or structured notes</li> <li>Memos</li> <li>Company notices</li> </ul>	<p><b>Overall reading comprehension</b> Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</p> <p><b>Reading correspondence</b> Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</p> <p><b>Reading for orientation</b> Can scan longer texts in order to locate desired information, and gathered information from different parts of a text, or from different texts in order to fulfill a</p>	<p><b>Overall reading comprehension</b> Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</p> <p><b>Reading correspondence</b> Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</p> <p><b>Reading for orientation</b> Can scan quickly through long</p>	<p><b>Question 1</b> involves an extended writing task requiring candidates to produce: a memorandum, an article, a report, etc, on a choice of role-related topics drawn from business and economic life. Candidates have to answer 1 question from a choice of 3.</p>	<p>Unit1/p.13/Writ. Unit2/p.21/Writ. Unit3/p.29/Writ. UnitA/p.33/Writ. Unit4/p.43/Writ. Unit5/p.51/Writ. Unit6/p.59/Writ. UnitB/p.63/Writ. Unit7/p.73/Writ. Unit8/p.81/Writ. Unit9/p.89/Writ. UnitC/p.94/Writ. Unit10/p.103/Writ. Unit11/p.111/Writ. Unit12/p.119/Writ</p>	<p>These tasks will give students the opportunity to practise writing in a variety of styles (e-mail, summary, letter, report, recommendation, minutes, etc.)</p> <p><i>Resource Bank – Writing in Teacher’s Book</i> provides model answers for some of these activities (pp. 204-215)</p>

<ul style="list-style-type: none"> <li>• write business communication in a variety of forms including: a memo, a leaflet, a notice, a report, an article, a letter</li> <li>• summarise from a passage / passages of text to produce, for example, a list or structured notes</li> <li>• use a suitable layout for the form of communication used</li> <li>• write with appropriate levels of clarity, relevance, economy, logic, accuracy</li> <li>• expand, reduce, rewrite, reassemble elements of text for a requested purpose</li> <li>• omit irrelevant information</li> <li>• use a suitable tone</li> </ul>		<p>specific task. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p><b>Reading for information and argument</b> Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognise significant points in straightforward newspaper articles on familiar subjects.</p> <p><b>Reading instructions</b> Can understand clearly written, straightforward instructions for a piece of equipment. Can understand regulations, for example safety, when expressed in simple language.</p> <p><b>Overall written production</b> Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p><b>Creative writing</b> Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.</p> <p><b>Reports and essays</b> Can write short, simple essays on topic of interest.</p>	<p>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><b>Reading for information and argument</b> Can obtain information, ideas and options from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p> <p><b>Reading instructions</b> Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.</p> <p><b>Overall written production</b> Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</p> <p><b>Creative writing</b> Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the</p>	<p><b>Question 2</b> involves a letter writing task, where the stimulus is in the form of an incoming business letter</p> <p><b>Question 3</b> is a reformulation task requiring candidates to expand, reduce or selectively rewrite a passage of English for some defined purpose within a given role. Candidates will be offered tasks that will draw on their ability to make notes, or reassemble elements of a text for a specific purpose, which will be stated.</p>	<p>UnitC/p.92/Writ.</p> <p>Unit1/p.8/Ex.C Unit2/p.16/Ex.B Unit4/p.38/Ex.B Unit6/p.54/Ex.B Unit7/p.69/Ex.D Unit9/p.84/Ex.A Unit11/p.106/Ex.D</p>	<p><i>Text bank in Teacher's Book</i> might give some additional practice in making note or reassembling elements of a text (114-161)</p>
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Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.  
Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.

genre concerned.  
Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.  
Can write a review of a film, book or play.

**Reports and essays**

Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.  
Can evaluate different ideas or solutions to a problem.  
Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.  
Can synthesise information and arguments from a number of sources.

LISTENING						
<p><b>Candidates should show they can:</b></p> <ul style="list-style-type: none"> <li>• demonstrate understanding of clear standard speech encountered in work and everyday situations, including clear straightforward factual information, such as instructions and directions, short talks, announcements, and news bulletins.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal information</li> <li>• Travel information</li> <li>• Work information</li> <li>• Business transactions</li> <li>• Instructions</li> <li>• Arrangements</li> </ul>	<p><b>Overall listening comprehension</b> Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p>	<p><b>Overall listening comprehension</b> Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</p>	<p><b>Task 1</b> (10 questions). Candidates listen to a recorded question, which has three recorded responses (A, B, C) and candidates choose the appropriate response.</p>	<p>UnitA/p.35/Ex.2 Unit7/p.71/Ex.E</p>	<p>Not all activities here are based on listening material. However, they give students practice in matching questions and answers.</p>
		<p><b>Understanding interaction between native speakers</b> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</p> <p><b>Listening to announcements and instructions</b> Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.</p> <p><b>Listening to audio media and recordings</b> Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p>	<p><b>Understanding interaction between native speakers</b> Can keep up with an animated conversation between native speakers. Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p><b>Listening as a member of a live audience</b> Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p>	<p><b>Task 2</b> (20 questions). Candidates listen to a short conversation or announcement. They then read a question about what they have heard, with 4 possible answers (A, B, C, D). They have to choose the correct answer.</p>	<p>Unit1/p.11/Ex.B Unit2/p.16/Ex.B Unit3/p.26/Ex.B W.A.C./p.30/Ex.E Unit4/p.40/Ex.B,C Unit4/p.40/Ex.D Unit4/p.41/Ex.D Unit5/p.47/Ex.A Unit6/p.54/Ex.B W.A.C./p.60/Ex.F Unit7/p.67/Ex.C Unit8/p.77/Ex.C Unit9/p.83/Ex.D Unit9/p.87/Ex.B Unit10/p.99/Ex.A Unit10/p.105/Ex.C Unit12/p.112/Ex.B,C</p>	<p><i>Resource Bank – Listening in Teacher's Book</i> provides additional listening activities (pp. 188-199)</p> <p>Not all activities here are <i>multiple choice</i> but they might give students practice in listening for detail.</p>

**Listening to announcements and instructions**

Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

**Listening to audio media and recordings**

Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.

Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.

SPEAKING						
<p><b>Candidates should show they can:</b></p> <ul style="list-style-type: none"> <li>• provide appropriate oral responses to questions on personal or work/study matters</li> <li>• express an opinion and discuss a topic orally</li> </ul>	<ul style="list-style-type: none"> <li>• Earning a living</li> <li>• Production and sale of goods</li> <li>• Trade</li> <li>• Money</li> <li>• Transport</li> <li>• Communications</li> <li>• Education</li> <li>• Travel and tourism</li> </ul>	<p><b>Overall oral production</b> Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p> <p><b>Sustained monologue: describing experience</b> Can give straightforward description on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.</p> <p><b>Sustained monologue: putting a case (e.g. in a debate)</b> Can briefly give reasons and explanations for opinions, plans and actions.</p> <p><b>Public announcements</b> Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.</p> <p><b>Addressing audiences</b> Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear</p>	<p><b>Overall oral production</b> Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</p> <p><b>Sustained monologue: describing experience</b> Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p><b>Sustained monologue: putting a case (e.g. in a debate)</b> Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can develop an argument well enough to be followed without difficulty most of the time.</p> <p><b>Public announcements</b> Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.</p> <p><b>Addressing audiences</b> Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience often</p>	<p><b>Part 1</b> consists of a warm up conversation during which the candidate will be asked about, e.g. study, work ambitions for the future.</p> <p><b>Part 2</b> requires the candidate to participate in a discussion of the topic selected by the examiner.</p>	<p>Unit12/p.113/Ex.D Unit1/p.7/Ex.C Unit2/p.14/Ex.A Unit3/p.23/Ex.D Unit4/p.36/Ex.A,B Unit4/p.39/Ex.E Unit6/p.52/Ex.A,B Unit6/p.53/Ex.F Unit6/p.55/Ex.E Unit8/p.74/Ex.A,B,C Unit9/p.82/Ex.B,C,D Unit9/p.87/Ex.D Unit10/p.96/Ex.A,B,C Unit10/p.97/Ex.E Unit11/p.104/Ex.A,B Unit11/p.105/Ex.F</p>	<p>With these activities students might engage in discussing topics from the exam syllabus.</p>

		<p>enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>	<p>showing remarkable fluency and ease of expression. Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p>			
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\*W.A.C. – Working across Cultures