

## Correlation table between Market Leader Pre-intermediate (3<sup>rd</sup> Edition) and English for Business Level 1 (CEFR A2/B1)

### English for Business Level 1

This qualification is intended for candidates who have achieved a sound basic understanding of English in a business context, equivalent to Council of Europe A1 (Breakthrough) level, gained either through previous learning or employment or both, and who have the ability to use the language at a basic functional level.

### CEFR Level A2

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### 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.

EFB Level 1 Assessment Objectives	Syllabus Topics	CEFR Description A2	CEFR Description B1	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>demonstrate understanding of simple business-related communications</li> <li>read, interpret and respond to simple business texts and data</li> <li>adapt simple forms of office correspondence and other data to produce completed formats such as charts, tables, booking forms and report forms</li> </ul>	<ul style="list-style-type: none"> <li>Composing a simple business letter or memo</li> <li>Basic business reading comprehension</li> <li>Business information processing</li> <li>Business text and data reformulation</li> </ul>	<p><b>Overall reading comprehension</b> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</p> <p>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p><b>Reading correspondence</b> Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics. Can understand short simple personal letters.</p>	<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 specific task. Can find and understand relevant information in everyday</p>	<p><b>Question 1</b> involves the composition of a letter or memo, based on given information. The content of the letter or memo should be between 150 and 200 words of simple business style communication dealing with such topics as:</p> <ul style="list-style-type: none"> <li>retail orders</li> <li>customer enquiries</li> <li>requests for information</li> <li>replies to complaints</li> <li>reminders about tasks in hand</li> <li>communications between work colleagues</li> </ul>	Unit1/p.13/Writ. Unit2/p.21/Writ. Unit3/p.29/Writ. UnitA/p.35/Writ. Unit4/p.43/Writ. Unit5/p.51/Writ. Unit6/p.59/Writ. UnitB/p.64/Writ. Unit8/p.81/Writ. Unit9/p.89/Writ. UnitC/p.93/Writ. Unit10/p.103/Writ. Unit11/p.111/Writ. UnitD/p.124/Writ.	<p>These tasks will give students the opportunity to practise writing in a variety of styles (e-mail, summary, letter, report, recommendation, etc.)</p> <p><i>Resource Bank – Writing in Teacher’s Book</i> provides a lot of exercises in writing business-related texts (pp. 204-215)</p>

<ul style="list-style-type: none"> <li>• write in continuous English simple business style letters and memos based on given information.</li> </ul>		<p><b>Reading for orientation</b> Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</p> <p><b>Reading for information and argument</b> Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p> <p><b>Reading instructions</b> Can understand simple instructions on equipment encountered in everyday life – such as a public telephone</p> <p><b>Overall written production</b> Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</p>	<p>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>Question 2</b> involves understanding and responding to a passage of business-related prose of about 300 words. The stimulus for the exercise will be:</p> <ul style="list-style-type: none"> <li>• a passage on a business-related topic in language appropriate to the level</li> <li>• a series of statements about the content and information in the passage. Candidates must identify whether the statements are true or false, and provide supporting evidence.</li> </ul>	<p>UnitA/p.35/Modals Unit5/p.47/Ex.C Unit8/p.77/Ex.C Unit9/p.84/Ex.C W.A.C.3/p.90/Ex.F Unit10/p.99/Ex.D Unit11/p.106/Ex.D Unit12/p.115/Ex.C</p>	<p><i>Text bank in Teacher's Book gives a lot of additional true/false activities (118-163)</i></p>

		<p><b>Creative writing</b>  Can write about everyday aspects of his/her environment, e.g. people, places, a job or study linked sentences.  Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.  Can write short, simple imaginary biographies and simple poems about people.</p>	<p><b>Reports and essays</b>  Can write short, simple essays on topic of interest.  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.</p>	<p><b>Question 3</b>  involves a 'read and think' comprehension test, based on some graphic or numerical display, requiring very short answers. The stimulus for the question will be data in the form of a table or a chart relating to, for example:</p> <ul style="list-style-type: none"> <li>• company car fleet hire charges</li> <li>• office accommodation agencies</li> <li>• conference facilities at an hotel</li> <li>• company branches and staffing details</li> </ul>	<p>Unit2/p.20/Case St.  Unit3/p.28/Case St.  Unit7/p.72/Case St.  Unit8/p.81/Case St.</p>	<p>In these activities students are not asked to provide any short written answer, however, they have to handle information based on some graphic or numerical display</p>
				<p><b>Question 4</b>  involves a 'read and write' reformulation task using data to complete forms or diagrams. The stimulus for the question will be selected from:</p> <ul style="list-style-type: none"> <li>• data or information in written notes</li> <li>• a conversation about a business related situation</li> <li>• a record of a telephone message or fax</li> </ul>	<p>Unit2/p.15/Ex.C  Unit2/p.16/Ex.B  Unit3/p.25/Ex.D  Unit5/p.47/Ex.D  Unit7/p.68/Ex.B  Unit9/p.84/Ex.B</p>	<p>Not all activities here will require students to complete forms. However, they might engage in reformulating data from different sources.</p>

**LISTENING**

<p><b>Candidates should show they can:</b></p> <ul style="list-style-type: none"> <li>• demonstrate understanding of simple business-related enquiries</li> <li>• demonstrate understanding of short, simple business-related conversations</li> <li>• demonstrate understanding of short, simple business-related announcements</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 phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p> <p><b>Understanding interaction between native speakers</b> Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.</p> <p><b>Listening to announcements and instructions</b> Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.</p> <p><b>Listening to audio media and recordings</b> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.</p>	<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>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>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><b>Task 2</b> (20 questions). Candidates listen to short conversations and announcements. They then read a question about the conversation or announcement, which has four possible responses (A, B, C, D), and choose the appropriate response.</p>	<p>Unit1/p.10/Ex.A,B W.A.C.2/p.31/Ex.D Unit6/p.57/Ex.E UnitB/p.63/Skills UnitB/p.64/Skills Unit8/p.76/Ex.B UnitC/p.93/Quest. UnitD/p.122/Skills</p> <p>Unit1/p.11/Ex.E Unit2/p.16/Ex.A Unit2/p.16/Ex.B Unit2/p.19/Ex.C Unit3/p.24/Ex.B Unit3/p.27/Ex.C Unit4/p.37/Ex.C Unit4/p.41/Ex.D Unit5/p.46/Ex.D Unit6/p.54/Ex.C Unit8/p.76/Ex.B Unit8/p.79/Ex.A Unit9/p.84/Ex.A,B Unit10/p.98/Ex.B,C Unit11/p.106/Ex.B,C Unit11/p.109/Ex.C Unit12/p.114/Ex.F Unit12/p.117/Ex.B</p>	<p>Not all activities here are based on listening material. However, they give students practice in matching questions and answers.</p> <p><i>Resource Bank – Listening in Teacher’s Book</i> provides a lot of <i>multiple choice</i> listening activities (pp. 189-201)</p> <p>Not all activities here are <i>multiple choice</i> but they might give students practice in listening for detail.</p>
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SPEAKING						
<p><b>Candidates should show they can:</b></p> <ul style="list-style-type: none"> <li>provide appropriate oral responses to questions on familiar, personal 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 give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</p>	<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>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>Unit1/p.6/Ex.A Unit1/p.9/Ex.E Unit2/p.14/Ex.A,B Unit2/p.15/Ex.E Unit2/p.16/Ex.E Unit4/p.36/Ex.B Unit5/p.44/Ex.B,C Unit8/p.74/Ex.D</p>	
		<p><b>Sustained monologue: describing experience</b> Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic description of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something. Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.</p> <p><b>Public announcements</b> Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.</p> <p><b>Addressing audiences</b> Can give a short, rehearsed presentation on a topic</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</p>	<p><b>Part 2</b> requires the candidate to participate in a discussion of the topic selected by the examiner.</p>	<p>Unit2/p.17/Ex.E Unit3/p.23/Ex.D Unit4/p.38/Ex.E Unit4/p.43/Task Unit5/p.46/Ex.G Unit5/p.47/Ex.E Unit5/p.49/Ex.E Unit5/p.51/Task Unit6/p.53/Ex.G Unit6/p.54/Ex.E W.A.C./p.61/Ex.D Unit7/p.67/Ex.E Unit7/p.69/Ex.E Unit7/p.72/Task Unit8/p.76/Ex.A Unit8/p.81/Task Unit9/p.82/Ex.C Unit10/p.96/Ex.A,B,C Unit11/p.108/Ex.D Unit12/p.112/Ex.A,B,C</p>	<p>With these activities students might engage in discussing topics from the exam syllabus.</p>

		<p>pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans, actions.          Can cope with a limited number of straightforward follow up questions.          Can give a short, rehearsed, basic presentation on a familiar subject.          Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>	<p>a familiar topic within his/her field which is clear 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>			
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\*W.A.C. – Working across cultures