

Correlation table between Market Leader Upper Intermediate (3rd Edition) and English for Business Level 3 (CEFR B2/C1)

English for Business Level 3

This qualification is intended for candidates who have achieved a sound understanding of English in a business context, equivalent to Council of Europe B1 (Threshold) level, gained either through previous learning or employment or both.

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.

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.

EFB Level 3 Assessment Objectives	Syllabus Topics	CEFR Description B2	CEFR Description C1	ITEM TYPES	Unit / Page / Exercise	Comments
READING AND WRITING						
Candidates should show they can: <ul style="list-style-type: none"> •employ techniques for handling, displaying, and interpreting information on a range of common business practices •display a range of appropriate tones and styles suitable for a variety of common business contexts •display an advanced ability relative to the: <ul style="list-style-type: none"> - layout of business 	1 Composing a business letter The stimulus for the letter will be: <ul style="list-style-type: none"> -an incoming letter/employer's instructions or both -rubric information giving data on which to base the reply -an indication of the required tone 2 Drafting an internal company report <ul style="list-style-type: none"> - based on raw data given in the form of graphs, notes, press cuttings, charts, 	Overall reading comprehension 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. Reading correspondence Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	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. Reading correspondence Can understand any correspondence given the occasional use of a dictionary. Reading for orientation no descriptor available. Reading for information and argument Can understand in detail a	Question 1 involves the composition of a letter, the stimulus for which will be an incoming letter, or the employer's instructions, or both. The rubric will include data on which a reply might be based and an indication of the tone required	Unit1/p.13/Writ. Unit3/p.29/Writ. W.A.C.1/p.31/Ex.G UnitA/p.35/Writ. Unit4/p.43/Writ. UnitB/p.63/Writ. Unit8/p.81/Writ. UnitC/p.94/Writ. Unit11/p.111/Writ.	These tasks will give students the opportunity to practise writing in the styles represented in EFB Level 3 <i>Resource Bank – Writing in Teacher's Book</i> provides model answers for some of these activities (pp. 204-215)
				Question 2 involves the drafting of an internal report based on raw data given in the	Unit6/p.59/Writ. Unit7/p.73/Writ. Unit10/p.103/Writ. Unit12/p.119/Writ.	<i>Resource Bank – Writing in Teacher's Book</i> provides model

<p>documentation</p> <ul style="list-style-type: none"> - correctness for a given requirement - communicative impact <p>•assume a business role in a given scenario in order to perform a particular task on behalf of an employer</p> <p>•transfer and reformulate information based on a given business scenario</p> <p>•display imagination, originality and knowledge of business issues in fulfilling the role required by the scenario</p> <p>•employ suitable linguistic forms used for business requirements so as to:</p> <ul style="list-style-type: none"> - be sufficiently accurate in English to understand and express specialised business related concepts - be able to understand and use common idiomatic forms as used in a business context - be able to understand subtleties of details and meaning in English material presented to them - make limited use of the one dictionary allowed during the 	<p>tables etc</p> <ul style="list-style-type: none"> - requiring the selection and collation of the data - supplementing the given data in order to conform to the instructions given <p>3 Business-related text comprehension</p> <p>The candidate will be required to read a passage which might be:</p> <ul style="list-style-type: none"> - a press article or extract from a business journal - a company report or circular letter - some other form of business communication <p>4 Business-related text and data conversion and reformulation</p> <p>The candidate is given information input in one form (e.g. text of a phone call) and has to reformulate this information in, usually, two other forms e.g. a fax or a company notice.</p>	<p>Reading for orientation</p> <p>Can scan quickly through long and complex texts, locating relevant details.</p> <p>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</p> <p>Can obtain information, ideas and options from highly specialised sources within his/her field.</p> <p>Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</p> <p>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p> <p>Reading instructions</p> <p>Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.</p> <p>Overall written production</p> <p>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>Creative writing</p> <p>Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear</p>	<p>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</p> <p>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>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</p> <p>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>Reports and essays</p> <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p>	<p>form of graphs, notes, press cuttings, charts, tables, etc. Candidates will have to understand, select, collate and, if necessary, supplement this data in order to write the report in the light of the instructions given.</p> <p>Question 3</p> <p>involves a comprehension task in which candidates will be asked to show an understanding of information given for a defined purpose. This might be a press article, an extract from a business journal, a company report, a circular letter, a tender, or some other form of business reading matter, with which candidates should be familiar at this stage</p>	<p>Unit3/p.24/Ex.D Unit5/p.46/Ex.C Unit6/p.54/Ex.C W.A.C.2/p.60/Ex.C Unit7/p.68/Ex.B Unit8/p.76/Ex.D Unit9/p.84/Ex.D Unit10/p.98/Ex.B Unit11/p.106/Ex.C Unit12/p.114/Ex.C</p>	<p>answers for these activities (pp. 204-215)</p> <p><i>Text bank in Teacher's Book</i> might give some additional practice in understanding a business-related text (114-161)</p> <p>Not all tasks are based on <i>question/answer</i> activity but they give practice in reading comprehension.</p>
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<p>examination</p> <ul style="list-style-type: none"> display an awareness of the impact of new technology and innovative business ideas and practices on the nature and forms of communication. 		<p>connected text, and following established conventions of the 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.</p> <p>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.</p>				
				<p>Question 4 is a conversion task involving the reformulation of a message for some defined purpose. Thus candidates may be required to produce a memo from a fax, letter or computer printout; or an abstract from an article; or a summary of a phone call for discussion; or a fax from a company notice, employer's instructions, etc.</p>	<p>Unit4/p.38/Ex.A Unit4/p.40/Ex.B Unit10/p.98/Ex.C Unit11/p.111/Writ.</p>	<p>Not all tasks here will require students to produce a text but they are forced to engage in reformulation activity.</p>

LISTENING						
<p>Candidates should show they can:</p> <ul style="list-style-type: none"> • understand standard speech encountered in work and everyday situations, including factual information, 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 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>Overall listening comprehension 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. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	<p>Task 1 Candidates listen to a recorded question, which has three recorded responses (A, B, C) and candidates choose the appropriate response.</p>	UnitC/p.93/Skills	This task is not based on listening material but it gives practice in matching questions and answers.
		<p>Understanding interaction between native speakers 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>Listening as a member of a live audience Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p>	<p>Understanding interaction between native speakers 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 Can follow most lectures, discussions and debates with relative ease.</p> <p>Listening to announcement and instructions Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</p> <p>Listening to audio media and recordings Can understand a wide range of recorded and broadcast</p>	<p>Task 2 (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>		

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.

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"> • discuss orally, business-related topics 	<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 a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</p> <p>Sustained monologue: describing experience Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p>Sustained monologue: putting a case (e.g. in a debate) 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>Public announcements 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>Addressing audiences 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</p>	<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.</p> <p>Addressing audiences: Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</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.</p> <p>Part 2 requires the candidate to participate in a discussion of the topic selected by the examiner.</p>	<p>Unit5/p.44/Ex.A,C Unit5/p.45/Ex.C Unit7/p.68/Ex.A Unit1/p.6/Ex.A-D Unit1/p.7/Ex.E Unit1/p.8/Ex.G Unit2/p.14/Ex.A-C Unit2/p.15/Ex.D Unit2/p.17/Ex.E Unit4/p.38/Ex.E Unit7/p.66/Ex.A-C Unit7/p.67/Ex.E Unit7/p.69/Ex.G Unit8/p.74/Ex.C Unit8/p.76/Ex.F Unit9/p.82/Ex.A-D Unit9/p.83/Ex.C Unit10/p.96/Ex.B Unit10/p.101/Ex.E Unit11/p.104/Ex.D</p>	<p>With these activities students might engage in discussing topics from the exam syllabus.</p>

		<p>members of the audience often 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>	<p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>			
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*W.A.C. – Working across Cultures