

Correlation table between Market Leader Elementary(3rd Edition) and English for Business Preliminary Level (CEFR A1/A2)

English for Business Preliminary Level

This qualification is intended for candidates who have achieved a fundamental understanding of English in a business context and who have the ability to use the language in a practical way at a very basic level.

CEFR Level A1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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.

EFB Preliminary Level Assessment Objectives	Syllabus Topics	CEFR Description A1	CEFR Description A2	ITEM TYPES	Unit / Page / Exercise	Comments
READING AND WRITING						
Candidates should show they can: <ul style="list-style-type: none"> identify relevant data, facts, and instructions appropriately from simple texts take any action necessary from the stimulus material refer to a dictionary or other reference material to 	<ul style="list-style-type: none"> Basic office or place of work descriptions Basic jobs and roles in a work context Basic social language within a business context Basic work or business-related instructions and directions 	Overall reading comprehension Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Overall reading comprehension Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	Section A will contain a picture of an office or other workplace setting and candidates will be given 15 'tick box' type questions carrying 1 mark each and 10 short answer questions carrying 2 marks each, on what is happening in the picture, to demonstrate use of key structures and concepts		<i>Vocabulary</i> sections in each unit will help students to deal with key structures and concepts
		Reading correspondence Can understand short, simple messages on postcards.	Reading correspondence Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics. Can understand short			
		Reading for orientation Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.				

<p>clarify and confirm meaning</p> <ul style="list-style-type: none"> produce basic and formulaic text reasonably accurately using basic structures and conventions convey the meaning of the written material to enable the reader to understand the message. 	<ul style="list-style-type: none"> Simple numerical information Standard business or work-related messages 	<p>Reading for information and argument Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p> <p>Reading instructions Can follow short, simple written directions (e.g. to go from X to Y).</p> <p>Overall written production Can write simple isolated phrases and sentences.</p> <p>Creative writing Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</p>	<p>simple personal letters.</p> <p>Reading for orientation 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>Reading for information and argument Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p> <p>Reading instructions Can understand simple instructions on equipment encountered in everyday life – such as a public telephone</p> <p>Overall written production Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</p> <p>Creative writing 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.</p>	<p>Section B will contain a 2person dialogue of about 10 exchanges to provide a reading comprehension exercise. Candidates will be given 11 questions carrying 1 mark each, with true or false answers, and 8 questions carrying 3 marks each requiring longer answers in full sentences.</p> <p>Section C will use the dialogue in Section B as a basis for a piece of productive writing. This will be the completion of a document provided (e.g. a telephone message or memo) which candidates will use to present selected information to a third party mentioned in the dialogue. Candidates will also be provided with some additional numerical data which they will be expected to consult in order to complete the exercise (e.g. a price list or timetable).</p>	<p>Unit1/p.9/Ex.B Unit2/p.16/Ex.C Unit2/p.16/Ex.D Unit5/p.46/Ex.D Unit6/p.54/Ex.D Unit6/p.56/Ex.B Unit10/p.100/Ex.C Unit11/p.108/Ex.C Unit12/p.116/Ex.C</p> <p>Unit1/p.13/Writ. Unit2/p.21/Writ. Unit3/p.29/Writ. Unit4/p.43/Writ. Unit5/p.51/Writ. Unit6/p.55/Ex.C Unit6/p.58/Ex.E Unit6/p.59/Writ. Unit7/p.67/Ex.B Unit7/p.73/Writ. Unit8/p.81/Writ. Unit9/p.83/Ex.D Unit9/p.86/Ex.G Unit9/p.89/Writ. Unitc/p.94/Writ. Unit10/p.103/Writ. Unit11/p.111/Writ. Unit12/p.116/Ex.D Unit12/p.119/Writ. UnitD/p.124/Writ. UnitA/p.35/Writ. UnitB/p.64/Writ.</p>	<p><i>Text bank in Teacher's Book</i> gives a lot of additional <i>true/false</i> activities (pp. 132-156)</p> <p>These tasks will give students the opportunity to practise productive writing in a variety of styles (e-mail, summary, letter profile etc.)</p> <p><i>Resource Bank – Writing in Teacher's Book</i> provides a lot of exercises in writing short, business-related texts (pp. 189-200)</p>
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Can write short, simple
imaginary biographies and
simple poems about people.

LISTENING						
<p>Candidates should show they can:</p> <ul style="list-style-type: none"> • demonstrate understanding of simple business-related enquiries, conversations, and announcements 	<ul style="list-style-type: none"> • Personal information • Travel information • Work information • Business transactions • Instructions • Arrangements 	<p>Overall listening comprehension Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</p> <p>Listening to announcements and instructions Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</p>	<p>Overall listening comprehension 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>Understanding interaction between native speakers Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.</p> <p>Listening to announcements and instructions 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>Listening to audio media and recordings Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.</p>	<p>Task 1 (13 questions). Candidates listen to same question three times, with three different answers to that question. They have to choose the correct answer (A or B or C)</p>	Unit1/p.11/Ex.F Unit2/p.20/Ex.A,B,C Unit4/p.38/Ex.B,C Unit7/p.68/Ex.E Unit7/p.70/Ex.B,C Unit11/p.109/Ex.E Unit12/p.114/Ex.B,C UnitD/p.122/Skills UnitA/p.32/Quest. UnitB/p.62/Skills	Not all activities here are based on listening material. However, they give students practice in matching questions and answers.
				<p>Task 2 (12 questions). Candidates listen to a short conversation or announcement. They then read a question about what they have heard, with 4 possible answers marked A, B, C or D. They have to choose the correct answer.</p>	Unit1/p.6/Ex.C Unit3/p.22/Ex.B Unit3/p.27/Ex.C Unit4/p.42/Ex.A Unit5/p.45/Ex.E Unit5/p.47/Ex.B Unit5/p.49/Ex.B Unit6/p.53/Ex.C Unit6/p.58/Ex.A Unit8/p.75/Ex.A,B Unit8/p.80/Ex.A Unit11/p.106/Ex.A,B,C	<p><i>Resource Bank – Listening in Teacher’s Book</i> provides a lot of <i>multiple choice</i> listening activities in the format similar to EFB Listening (pp. 175-186)</p> <p>Not all activities here are <i>multiple choice</i> but they might give students practice in listening for detail.</p>

SPEAKING

<p>Candidates should show they can:</p> <ul style="list-style-type: none"> • provide appropriate oral responses to questions on familiar, personal matters • answer appropriate questions based on a series of pictures. 	<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 produce simple mainly isolated phrases about people and places.</p> <p>Sustained monologue: describing experience Can describe him / herself, what he/she does and where he/she lives.</p> <p>Addressing audiences Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</p>	<p>Overall oral production 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>Sustained monologue: describing experience 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>Addressing audiences Can give a short, rehearsed presentation on a topic 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</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>Unit2/p.17/Ex.F Unit2/p.18/Ex.B Unit2/p.20/Ex.E,F,G Unit3/p.24/Ex.F Unit6/p.58/Ex.D Unit7/p.66/Ex.B Unit7/p.67/Ex.D Unit10/p.99/Ex.G Unit11/p.105/Ex.D Unit12/p.115/Ex.D Unit12/p.117/Ex.C W.A.C.4/p.120/Ex.A</p> <p>Unit2/p.14/Ex.A Unit3/p.22/Ex.C Unit4/p.36/Ex.A,B Unit4/p.38/Ex.D Unit5/p.46/Ex.A,E Unit6/p.52/Ex.D,E Unit6/p.53/Ex.D Unit6/p.56/Ex.A Unit6/p.57/Ex.E Unit6/p.59/Task W.A.C.2/p.61/Ex.C2 Unit8/p.75/Ex.E Unit8/p.78/Ex.A Unit10/p.97/Ex.D Unit10/p.98/Ex.G Unit10/p.100/Ex.E Unit10/p.102/Ex.E Unit10/p.103/Task Unit11/p.109/Ex.F Unit12/p.112/Ex.D Unit12/p.113/Ex.C</p>	<p>With these activities students might engage in discussing topics from the exam syllabus.</p>
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			follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.			
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*W.A.C. – Working across cultures