



Spoken English for Industry & Commerce

Level 2

Information Pack

Contents: Sample Paper
 Syllabus

SPOKEN ENGLISH FOR INDUSTRY AND COMMERCE (SEFIC)



SECOND LEVEL

SAMPLE PAPER

SECTION A: GENERAL CONVERSATION

Introductory conversation including work-related topics. No sample material.

SECTION B: PICTURE SEQUENCE

Instructions

EXAMINER to:

- give the candidate the picture sequence to study (allow 1 minute maximum)
- check and/or explain the words **late** and **delay**
- ask a minimum of 6 and a maximum of 10 questions (questions must include a minimum of 3 testing tense usage and must cover both past and future tenses)
- select questions testing any key areas not covered in candidate's description

CANDIDATE to:

- **briefly** describe the picture sequence
- answer subsequent examiner questions, taking care to use appropriate tenses

LATE FOR A MEETING



Questions

Picture 1

- 1 Where is the woman going? *(Into the airport)*
- 2 Why is she at the airport? *(To catch a plane)*
- 3 How do you think she has travelled to the airport? *(By taxi/car/airport bus. She took a taxi)*
- 4 What is she about to do? *(Go into the airport building)*
- 5 Do you think she is going on holiday? Why not? *(No, because she is carrying a briefcase)**

Picture 2

- 6 Where is she now? *(At the check-in desk)**
- 7 What is the problem? *(Her flight is delayed)*
- 8 What will the woman do now? *(She will go to the lounge/make a phone call)*
- 9 Is she going to board the plane? Why not? *(No, because it is delayed)*
- 10 Why do you think the plane is delayed? *(Because of bad weather/a problem with the plane)**

Picture 3

- 11 What is the woman doing? *(making a phone call/phoning)*
- 12 Who is she phoning? Why? *(Her company /To explain that her flight is delayed)*
- 13 What do you think she is saying? *(I'm sorry but I will be late/the flight is delayed)***
- 14 What was the man doing when she phoned? *(He was working/eating a sandwich)*
- 15 What will the man do next? *(He will inform his colleague)*

Picture 4

- 16 Where is the man going now? *(To speak to his colleague)*
- 17 Why has he left his desk? *(To tell his colleague about the phone call)*
- 18 What is he saying to his colleague? *(Mrs X has phoned; she has been delayed)**
- 19 Is he eating his sandwich? *(No, he has left it on his desk)*

Picture 5

- 20 What has she just done? *(She has been to a shop/she has bought a paper)*
- 21 Why did she go into this shop? *(To buy a paper)*
- 22 What will she do next? *(She will read her paper/go to the cafe)*

Picture 6

- 23 What is the woman going to do? *(She is going to drink her coffee/read her paper)*
- 24 What did she do inside the cafeteria? *(She bought a cup of coffee)*
- 25 Is she still worried? Why not? *(No. Because she has phoned her colleague)**

* Good answers as possible credit/distinction indicators

** Inclusion of an expression conveying apology as credit/distinction indicator

SECTION C: PATH-FINDING

Instructions

EXAMINER to:

- give the candidate the map to study (allow 30 seconds approximately)
- explain procedure and check/ explain the words **conference**, **delegate** and **conservatory**
- play the introduction on the tape; stop the tape and check with the candidate that the sound level and quality is acceptable
- stop the tape after the first reading of the text and tell the candidate to study the map again
- play the second reading of the text
- ask a minimum of 6 and a maximum of 10 questions (one path-finding question to be included)
- take in all notes made by the candidate

CANDIDATE to:

- study the map; listen to the tape and make notes
- answer the questions, using any notes made and the map for preference

Tape script

The conference director is speaking to the delegates who have arrived at the conference centre.

‘Good afternoon. A very warm welcome to the Astoria Conference Centre. We are pleased to welcome delegates from so many countries, in particular colleagues from Romania and Turkey who are joining us for the first time.

You are invited to join us in the conservatory for drinks at 7.30 this evening. Tonight dinner will be served at 8.30 in the dining room next to the conservatory. For the rest of the week dinner will be served at 8 o'clock each evening. Breakfast and lunch will be available in the conservatory each day at the times given in your delegate information pack. These meals will be self service.

Would delegates presenting papers, please submit materials for photocopying to the secretary's office by midday tomorrow. The delegates from Poland are asked to see Mrs Muller in the Finance Office before dinner this evening. The office will be open until 7 pm.

There is a change to the published programme. On Thursday, the session to be given by Doctor Bugitti will start at 2.30, not 1.30 as previously indicated. This is to allow time for a longer discussion session on Thursday morning. If any delegates from last year would be willing to act as group leaders at this discussion session, please could they see me afterwards. I will be in my office.

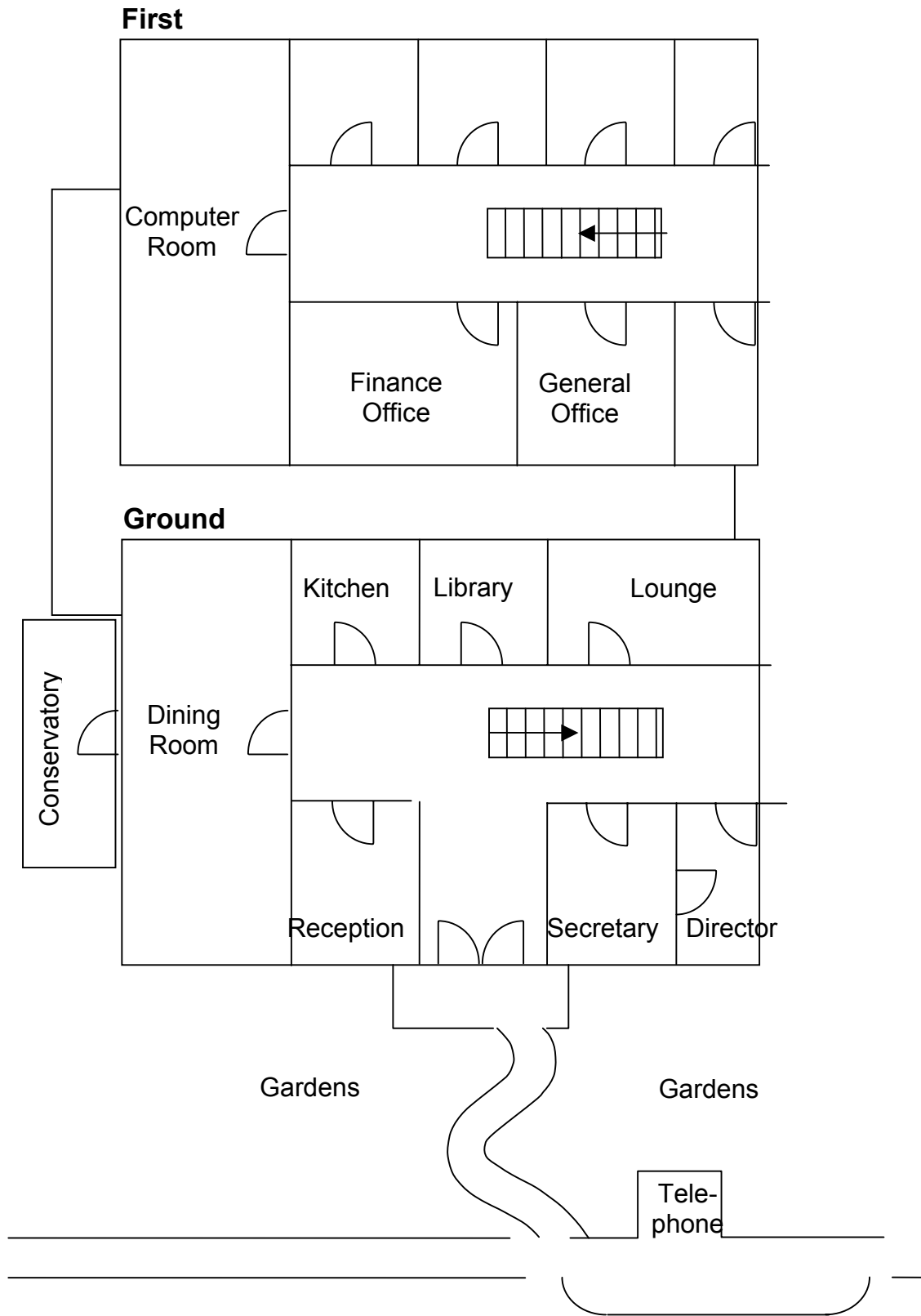
You are welcome to use the computer room throughout the week. If you need any assistance, a member of the IT staff will be available every morning till 11.30.

Please note that on Friday, the coach taking us on the excursion will leave from the bottom of the hill, just opposite the telephone box. Please bring some warm clothing as the weather is changeable at this time of year.

Finally, we do hope you will find the conference interesting and enjoyable. If you have any questions, do please contact any of the staff. For questions concerning accommodation, the staff at the reception will be happy to help. I look forward to seeing you this evening.’

(335 words approximately)

PLAN OF A CONFERENCE CENTRE



Questions

- 1 Who is speaking? *(The conference director)*
- 2 Why does he mention Romania and Turkey? *(Delegates from these countries are attending for the first time)**
- 3 What is happening at 7.30 this evening? Where? *(Drinks are served. In the conservatory)*
- 4 Is dinner served at the same time all week? *(No, it is served at 8 o'clock for the rest of the Week)*
- 5 Where do delegates go for breakfast? *(The conservatory)*
- 6 Will lunch be served to delegates? *(No, it is self service)*
- 7 What time is breakfast/lunch served? *(The times are in the delegate information pack)**
- 8 What must be given into the secretary's office by midday tomorrow? *(materials for photocopying)*
- 9 What are the Polish delegates asked to do? *(See Mrs Muller)*
- 10 When will the finance office close this evening? *(7 pm)*
- 11 Which day is Doctor Bugitti presenting his paper? At what time? *(Thursday 2.30 pm)*
- 12 Why has this time been changed? *(To allow time for a longer discussion session on Thursday morning)**
- 13 You are attending the conference for the first time. Could you act as a team leader? *(No, because the director asks for delegates from last year)**
- 14 You are in the computer room immediately after this talk. Another delegate wants to see the Director. Give her directions. *(Go out of the computer room and down the stairs to the ground floor. At the bottom of the stairs, turn (immediately) left, go past the secretary's office and the director's office is on the right)*
- 15 If you need help in the computer room who can you ask? *(A member of the IT staff)*
- 16 When are they available? *(Every morning till 11.30)*
- 17 Which day is the excursion? *(Friday)*
- 18 Where must you go to get on the coach? *(The bottom of the hill, opposite the telephone box)*
- 19 Why do you think the coach is leaving this place? *(Because the road/drive into the Conference from Centre is too narrow /It is not possible for the coach to come into the Conference Centre)**
- 20 At breakfast time another delegate asks you how to get to the coach pick up point. Give him directions. *(Go through the dining room; go past the door to Reception. Then turn right and continue to the front door. Go out of the building and follow the path/drive to the road. Turn left and continue on to the telephone box. The coach pick up point is opposite.)*
- 21 The radiator in your room is not working. Who should you contact? *(The staff at the reception)**
- 22 You are outside the main entrance to the building when another delegate asks how to get to the Finance Office. Give him directions. *(top of the stairs, turn right. Go past the general office and the finance office is on your left)*

*Good answers as possible credit/distinction indicators

SECTION D: READING COMPREHENSION

Instructions

EXAMINER to:

- give candidate candidate cue card below to study (maximum 30 seconds)
- ask a minimum of 6 and a maximum of 10 questions

CANDIDATE to:

- answer questions referring to the printed sheet

CANDIDATE CUE CARD

Unrepeatable offer from Talknet

For a limited period

FREE DAYTIME CALLS!



We are offering free national and local calls between 7am and 7pm weekdays*

Do you need to stay in touch all day long? Simply connect to **Talknet** before

17 November 1999 and for a monthly charge of £59** it will be free to talk, arrange, book, co-ordinate and do business on your mobile phone all day long.



- ⊕ one year's insurance
- ⊕ leather carry case
- ⊕ itemised bills

Contact one of the **Talknet** sales team on 0345 794322 to take advantage of this fantastic offer. Hurrv! Don't miss this incredible opportunity.

Get connected with *Talknet*

* Subject to the Talknet Fair Use Policy. For details of what makes a local call, please see our "Find out more" brochure.

** This price only available when you pay by direct debit.

Questions

- 1 What is this advertisement about? *(mobile phones/a mobile phone offer)*
- 2 How long does the offer last? *(for a limited period/the advertisement doesn't say)*
- 3 What is the special offer? *(free daytime/weekday calls 7am to 7 pm)*
- 4 Do you have to pay for long distance calls? *(No, national calls are free between 7am and 7pm)*
- 5 You work in London and make a lot of calls to your company head office in Amsterdam. Does this offer interest you? Why (not)? *(No, because international calls are not free)*
- 6 How can you find out what is a local call? *(By looking in the 'Find out more' brochure)*
- 7 Is the offer of interest to someone who needs to use a mobile phone at weekends? Why (not)? *(No, because calls are not free at weekends)*
- 8 Can you give an example of a business activity you can carry out with the mobile phone, according to the advertisement? *(You can talk, arrange, book, co-ordinate and do business)**
- 9 Why do they offer free insurance in this offer? *(In case you lose your phone/your phone is stolen)*
- 10 Why are itemised bills useful? *(Because you know how much each call costs)*
- 11 If you order this mobile phone on Thursday or Friday, when will it be delivered? *(Friday/Saturday - or possibly the following Monday)*
- 12 At what price is this special offer available? *(£59 per month)*
- 13 For this offer, can you pay by cash? *(No, you must pay by direct debit)*

**Paraphrasing or offer of examples as possible credit/distinction indicator*

SECTION E: DISCUSSION

Instructions

EXAMINER to:

- begin the discussion, leading on from the written material of Section D
- ask questions providing the candidate with the opportunity to express preferences and opinions
- respond to candidate's utterances in such a way as to sustain a conversation of up to 5 minutes

CANDIDATE to:

- express personal preferences, using a limited range of adjectives to express evaluations and opinion

Questions

(to initiate discussion)

- 1 Do you have a mobile phone? Do you find it useful?
- 2 What are the advantages of communicating by mobile phone?
- 3 And the disadvantages?
- 4 What other means do you use to communicate at work?
- 5 What are the advantages/disadvantages of these?
- 6 Do you think it is a good idea to forbid the use of mobile phones in restaurants/trains?

Extended Syllabus

Spoken English For Industry and Commerce

Second Level

Aim

The aim of this examination is to test the candidate's speaking and listening skills in English in understanding routine work or business-related information and/or instructions in order to act upon these or respond appropriately when required in producing a range of language which will be clearly understood by a listener.

Objectives

A successful candidate will be able to:

- interact in a range of routine work or business-related communications without particular problems arising from any limitations in producing or understanding grammar or vocabulary
- understand texts consisting mainly of high-frequency, every day or job-related language
- connect phrases and sentences in a simple way to describe work or business-related objects and events.

Target audience

This qualification is intended for candidates who have achieved a sound understanding of work or business-related English and a working competence in interacting (speaking and listening) with English speakers in a work or business context. Candidates would be expected to be at the Council of Europe's Threshold Level or the National Standards (NVQ) Level 2.

Candidate progression

SEFIC Second Level is a suitable progression from SEFIC First Level. Successful candidates may go on to take SEFIC Third Level and further progress can be made up to the Fourth Level of this qualification. Each of these builds on the previous one and provides a consistent extension to the levels of skill and knowledge developed at the previous level. Successful candidates may also attempt LCCIEB's written examination at the same level, English For Business (EFB) Second Level.

Guide to assessment

Syllabus topics

- 1 Routine social language within a business context
- 2 Routine jobs and roles in a work context
- 3 Routine work or business-related information, instructions and directions
- 4 Routine office or place-of-work problems

In addition candidates will be expected to demonstrate a level of linguistic competence as outlined in syllabus topics 5 to 9.

Coverage of syllabus topics in examinations

The examination will consist of 5 sections. Section A will concentrate on syllabus topics 1 and 2, Section B on topics 2 and 4, Section C on topic 3, Section D on topic 3 and Section E on topic 1.

Candidates should note that, while each section of the examination will concentrate on testing the syllabus topics indicated, because of the communicative nature of the activities language from other topics may also be included in addition to the one(s) indicated.

Examination format

Candidates will be assessed by means of a 30-minute, one-to-one interview with an LCCIEB SEFIC examiner. The interview will consist of 5 sections:

- **Section A (5 minutes)** will be an introductory conversation, including work-related topics.
- **Section B (5 minutes)** will be a description of an extended sequence of drawn pictures (supplied by the Board) depicting 'a problem' and assessing the candidate's ability to relate the events in time and modify tenses and adverbials accordingly.
- **Section C (10 minutes)** will be a listening comprehension task which will also test path finding skills. The candidate will study a map or diagram (based on a work situation) and listen twice to a taped announcement. The subsequent questions asked by the examiner will assess the candidate's ability to understand spoken information and apply it to path finding tasks. At least one question asked will require the candidate, using the map or diagram, to provide directions to a destination.
- **Section D (5 minutes)** will be a reading comprehension task using written information or realia. The candidate will be given a written document (eg an advertisement or an announcement) and be expected to answer questions relating to it.
- **Section E (5 minutes)** will be a discussion, initiated by the examiner and based on the document for section D, to assess the candidate's ability to express preferences, opinions, agreement/disagreement and evaluation.

Candidate answer guidance

As the purpose of this examination is to assess oral communication, candidates will be expected to use the structures and responses appropriate to spoken discourse. This means, for example, that candidates are not expected to answer questions using full sentences unless this would be necessary in natural speech. However, as one of the main purposes of Section B is to test tense usage, candidates should ensure that their responses provide sufficient evidence of verb manipulation, and in general candidates should look for opportunities to display their mastery of more complex grammatical structures such as the conditional tense, connectors and sequencing. At this level it is expected that the candidate will begin to display a basic sense of appropriacy of language depending on context and throughout the examination the Examiner will be assessing the candidate's ability to adopt an appropriate tone as well as to successfully interact.

Recommended reading list and support material

Title	Publisher	ISBN Code
How to Pass SEFIC Threshold Level Student's Book (Second Level)	LCCIEB	3-922514-34-0
How to Pass SEFIC Threshold Level Teacher's Book (Second Level)	LCCIEB	3-922514-40-5
How to Pass SEFIC Threshold Level Cassette (Second Level)	LCCIEB	3-922514-41-3
How to Pass SEFIC Threshold Level Picture Book (Second Level)	LCCIEB	3-922514-42-1

Please note the SEFIC 'Threshold' examination changed its name to SEFIC 'Second Level' on 1 January 1999. Centres and candidates should be assured that the How to Pass SEFIC Threshold materials can be used as preparation materials for the new SEFIC Second Level examination. A new edition of the How to Pass materials reflecting the change of name is forthcoming.

Syllabus topics and Items covered

1 Routine social language within a business context

Candidates must be able to:

- 1.1 Ask and respond appropriately to a range of predictable, social questions
- 1.2 Exchange factual information relating to work and personal circumstances
- 1.3 Express attitude, opinion and evaluation, using a restricted range of expressions

2 Routine jobs and roles in a work context

Candidates must be able to:

- 2.1 Ask and answer predictable questions on work roles, and responsibilities
- 2.3 Explain predictable work (or work-related) tasks and routines

3 Routine work or business-related information, instructions and directions

Candidates must be able to:

- 3.1 Understand routine, work-related information (written or spoken)
- 3.2 Understand a range of predictable work-related instructions (written and spoken)
- 3.3 Understand and provide directions to a destination
- 3.4 Provide simple information on familiar products and systems

4 Routine office or place-of-work problems

Candidates must be able to:

- 4.1 Describe a routine problem
- 4.2 Seek advice to remedy a routine problem

5 Linguistic competence (structures)

Candidates must be able to:

- 5.1 Use and recognise the following verb forms:
 - 5.1.1 the passive form of the simple present (eg *letters are sent first class*)
 - 5.1.2 the passive form of the present continuous (eg *letters are being sent first class*)
 - 5.1.3 the past continuous (eg *I was phoning*)
 - 5.1.4 the past perfect (eg *He had told us to start the meeting without him*)
 - 5.1.5 the future expressed with *intend to* and *about to* (eg *She is about to buy a ticket*)
 - 5.1.6 the modals *could*, *shall* and *should* (eg *He could phone tomorrow*)
- 5.2 Recognise the following verb forms:
 - 5.2.1 the past perfect continuous (eg *I have been working on your report*)
 - 5.2.2 the modals *have to*, *ought to*, *would* and *could* in indirect speech (eg *She said the report would be ready next week*)
- 5.3 Use and recognise the adjectives *quite* and *rather* (eg *The work is quite interesting*)
- 5.4 Recognise the adjective *the same as* (eg *The price is the same as before*)
- 5.5 Recognise and use the following pronouns:
 - 5.5.1 the indefinite pronouns *someone* and *nobody* (eg *Someone will meet you at reception*)
 - 5.5.2 the relative pronoun *whom* (eg *To whom must I report?*)
- 5.6 Recognise the following pronouns:
 - 5.6.1 the indefinite pronouns *each* and *both* (eg *Are they both the same price?*)
 - 5.6.2 the relative pronoun *whose* (eg *The person whose computer is being repaired...*)
- 5.7 Recognise and use the quantifier *much* (eg *There is not much work at the moment*)

- 5.8 Recognise and use a range of interrogatives. (At Second Level candidates must be able to select the correct question form and follow it with the correct word order most of the time)
- 5.9 Recognise and use the following conditionals:
 - 5.9.1 The first conditional (present tense in the *if* clause, *will* or the imperative in the main clause (eg *If you contact them tomorrow, they will confirm the reservation*))
 - 5.9.2 The second conditional (past tense in the *if* clause, *would* in the main clause (eg *If I wanted to change jobs, I would need further qualifications*))
- 5.10 Recognise the third conditional (past perfect in the *if* clause, *would* + perfect in the main clause (eg *If you had moved to Paris, would you have continued your studies?*))
- 5.11 Recognise and use the gerund (eg *Working in this company is very interesting* or *I like starting work early*)

6 Linguistic competence (concepts)

- 6.1 Understand and use the following concepts expressing space:
 - 6.1.1 distance (eg *The distance from...to...is..*)
 - 6.1.2 directions
 - 6.1.2.1 prepositions *across, along, off, away, from, at* (eg *Turn right at the end of the corridor*)
 - 6.1.2.2 verbs: *carry, pull, push, put*
- 6.2 Understand the following concepts expressing space:
 - 6.2.1 prepositions *up, down, towards, for* (eg *I'm leaving for Paris tomorrow*)
- 6.3 Understand and use the following concepts for expressing time: (Candidates should be able to express past and future using a range of expressions appropriate to Second Level)
 - 6.3.1 quarter/past/to (eg *It's five past/quarter past/half past/3pm*)
 - 6.3.2 divisions of time *moment, second, minute, quarter of an hour, half an hour, century*
 - 6.3.3 start and finish
 - 6.3.4 sequence and simultaneousness: *first, then, at the same time*
 - 6.3.5 frequency (eg *once/twice a... daily, weekly, monthly, hardly ever, rarely*)
 - 6.3.6 duration (eg *during my lifetime, I have lived here since 1980, The journey takes three hours*)
- 6.4 Understand the following concepts for expressing time:
 - 6.4.1 *noon, midnight*
 - 6.4.2 start and finish *to end*
 - 6.4.3 sequence and simultaneousness: *next, later on, in the end when, while* +subordinate clause, *as soon as* + subordinate clause
 - 6.4.4 frequency *seldom, once, every day*
- 6.5 Understand and use the following concepts for expressing number and quantity:
 - 6.5.1 number
 - 6.5.1.1 singular and plural
 - 6.5.1.2 cardinal numbers
 - 6.5.1.3 ordinal numbers
 - 6.5.2 quantity
 - 6.5.2.1 half:(eg *half of it, the other half*)
 - 6.5.2.2 at least (eg *It costs at least £5*)

- 6.6 Understand and use the following concepts for expressing quality:
- 6.6.1 dimension
 - 6.6.1.1 size: *large, tall*
 - 6.6.1.2 temperature: *cool, heat, boil, freeze, degree, zero, twenty degrees below zero*
 - 6.6.2 texture: *rough*
 - 6.6.3 colour: *dull, bright*
 - 6.6.4 material: *glass, silk, material*
- 6.7 Understand the following concepts for expressing quality:
- 6.7.1 dimension - size: *narrow*
 - 6.7.2 texture: *smooth, weak*
 - 6.7.3 material: *cotton, wooden, woollen*
- 6.8 Understand and use a limited range of adjectives and expressions for expressing evaluation and opinion: *high/low price, quality: poor, excellent, fine, nice, well, true, should/ought (not), fail/succeed; failure/success, normal/strange*
- 6.9 Understand the following concepts for expressing evaluation: *I'm against/I cannot accept, correct/incorrect; false, successful/unsuccessful, useless, unimportant, hard (ie difficult)*

7 Linguistic competence (vocabulary)

Candidates must be able to:

- 7.1 Recognise and use the following biographical details:
- 7.1.1 identify oneself using: first name, family name, initials, familiar name (eg *Please call me Tony*)
 - 7.1.2 address and business contact details + *to call, ring up*
 - 7.1.3 *date, place, birthday, male/female, unmarried, single, divorced, separated, widowed, foreign, foreigner*
 - 7.1.4 names of extended family members, including *aunt, uncle, cousin, grandfather, grandchild*
 - 7.1.5 individual character and disposition: *nice, good, bad, (un)pleasant, quiet, active, lazy, (un)intelligent, (un)generous*
 - 7.1.6 physical characteristics: *tall, short, fat, thin, slim, pretty, beautiful, plain, ugly, dark(haired), fair(haired), bald*
- 7.2 Recognise and use the following expressions for socialising:
- 7.2.1 general: *How are you keeping?/I'm much better, thank you, introducing (eg May I introduce you...? I'd like you to meet...), leave taking (informal) 'Bye*
 - 7.2.2 an extended range of expressions for discussing weather (eg *climate, weather, sunshine, mist, thunderstorm, gale*)
 - 7.2.3 personal preferences (eg *is all right but... is better/more*)
 - 7.2.4 hobbies and interests (eg *DIY, fishing, gardening*)
 - 7.2.5 entertainment genres (eg *comedy, drama, quiz*)
 - 7.2.6 equipment (eg *cassette, walkman, video, CD*)
 - 7.2.7 intellectual and artistic pursuits (eg *read, study, learn*)
 - 7.2.8 types of books (eg *biography, detective story, novel*)
 - 7.2.9 sports (eg *racing, riding, swimming, win, beat, lose, draw*)
 - 7.2.10 club membership (eg *club, member, meeting*)
 - 7.2.11 government and politics: (eg *government, parliament, president, king/queen, (prime) minister, election, vote, political party, right/left wing*)
 - 7.2.12 current affairs (eg *crime and justice, war/peace, pollution, poverty, welfare, privatisation*)
- 7.3 Recognise the following expressions for socialising:
- 7.3.1 making suggestions (eg *Will you join us for lunch? / Shall we expect you at six? / Why don't you come and see us tonight?*)

- 7.4 Recognise and use the following expressions for entertaining visitors:
- 7.4.1 *concert, musical, ballet, seat, cabaret, night-club*
 - 7.4.2 arrangements (eg *we have seats in row eight/I'll get the tickets*)
 - 7.4.3 spare time (eg *spare time, leisure, go out, take a break*)
- 7.5 Recognise the following expressions for entertaining visitors:
- 7.5.1 *performance, ticket/booking office, afternoon/evening row, cloakroom, emergency exit*
 - 7.5.2 making suggestions (see 7.3)
- 7.6 Recognise and use the following expressions for company premises and personal accommodation:
- 7.6.1 general (eg *office, warehouse, (un)furnished, to rent, vacant, to let, for sale*)
 - 7.6.2 furniture and furnishings (eg *screen, desk, workspace, cupboard, lighting, shelves*)
 - 7.6.3 cost (eg *It is £150 per week/£40 per square metre*)
 - 7.6.4 amenities (eg *coffee machine, WC, kitchen facilities, basement*)
 - 7.6.5 region (eg *industrial, rural/urban, well-located*)
 - 7.6.6 hotels (eg *full/half board, bed and breakfast, reservation, register, registration form, reception, check out, receipt, cheque, pay cash, credit card*)
 - 7.6.7 instructions/regulations (eg *Press the button for the fourth floor / Push/pull the door open / In case of fire*)
- 7.7 Recognise the following expressions for company premises and personal accommodation:
- 7.7.1 cost: (eg *water/maintenance is included in the rent*)
- 7.8 Recognise and use the following expressions for travel:
- 7.8.1 general and public travel: *porter, locker, coach driver, taxi rank, plane, airport, airline terminal, information office/desk, enquiries, check in, boarding pass, flight, charter flight, gate, security (check) board, business/tourist class, arrival, departure, lost property office, delay, delayed, refreshments, railway(station) platform, connection, timetable, ferry, ship, frontier, border, customs*
 - 7.8.2 private transport: *car, lorry/truck, van, motor bike/bicycle, hire, rent, street, main road, motorway, bridge, crossing, corner, traffic lights, speed, speed limit, safe/dangerous, map, + road signs, cross now, exit, give way, keep left, keep right, no parking, no waiting, one way, stop, turn left, turn right*
 - 7.8.3 locations and directions (see 6.1)
 - 7.8.4 money and exchange: *traveller's cheques, Do you take..?/ I want to change 500 dollars*
- 7.9 Recognise the following expressions for travel: *cabin, immigration control, level crossing, roundabout, safety belt, pedestrian*
- 7.10 Recognise and use the following expressions for food and drink:
- 7.10.1 eating and drinking out (eg *snack bar, coffee-shop, bar, canteen, self-service, waiter/waitress / What's the starter/main course, dessert?*)
 - 7.10.2 ways of preparing food (eg *boil, fry, grill, roast, mix, peel*)
- 7.11 Recognise the following expressions for food and drink service: *charge, tip, take-away / Have you decided yet?*
- 7.12 Recognise and use the following expressions for money and purchasing: *sales/purchasing department, (place/cancel) order, change (eg I want to change my order / It's not the right amount/quantity), spend, special rate/discount, cash price, credit*
- 7.13 Recognise the following expression for money and purchasing: *to/a package*
- 7.14 Recognise and use the following expressions for the workplace:

- 7.14.1 general: (eg *occupation, profession, businessman/woman, civil servant, salesman/woman, secretary, tradesman, typist, office worker, clerk, firm, company*)
- 7.14.2 relationships at work: (eg *employer, employee, manager, officer, co-ordinator, team leader*)
- 7.14.3 daily routines (eg *spare time, start/stop work, break, day(s) off (we get two days off a week), on strike, unemployment, social security/benefit, income, salary, wages, pension, grant, allowance*)
- 7.14.4 prospects (eg *learn about, study towards, qualify as, train/apply for*)

8 Linguistic competence (communicative skills)

Candidates must be able to:

- 8.1 In social contexts:
 - 8.1.1 ask and answer a limited range of polite, social questions
 - 8.1.2 exchange factual information relating to work and personal circumstance
- 8.2 In everyday life:
 - 8.2.1 elicit and provide predictable information about directions
 - 8.2.2 ask for advice and express simple opinions on a limited range of topics
 - 8.2.3 clarify and confirm others' everyday requirements
 - 8.2.4 read routine public notices
- 8.3 At work:
 - 8.3.1 take part in routine meetings with question and answer exchanges
 - 8.3.2 ask and answer questions about work roles, responsibilities and business requirements
 - 8.3.3 provide simple information about products and systems
 - 8.3.4 make travel arrangements
 - 8.3.5 describe the symptoms of a fault or breakdown and ask for advice to remedy simple problems
 - 8.3.6 provide short reports on problems or complaints
 - 8.3.7 read routine:
 - 8.3.7.1 regulations and instructions
 - 8.3.7.2 messages relaying information or requests
 - 8.3.7.3 announcements eg details of visits or vacancies
 - 8.3.7.4 straightforward advertisements

9 Linguistic competence (functions)

Candidates must be able to recognise and use the following:

- 9.1 Expressing wishes/hopes (eg *I wish I could* or *I hope I can*)
- 9.2 Discussing preferences (eg *Which do you prefer?*), expressing opinions (eg *In my opinion; I think we should, might..*), asking someone's opinion (eg *What do you think?; What is your opinion/view?*)
- 9.3 Apologising (eg *I/we (do) apologise, beg your pardon; Excuse me*)
- 9.4 Expressing gratitude (eg *Thank you so much/very much (indeed); Many thanks; It was most kind of you to ; It was very good/nice of you to..*)
- 9.5 Expressing pleasure (eg *That's lovely/wonderful/great; I'm very pleased/glad; I'm delighted*)
- 9.6 Expressing surprise (eg *I am surprised to hear....; I find that very surprising*)
- 9.7 Expressing regret (eg *What a shame; What a pity; I'm so sorry that..*)
- 9.8 Expressing anger/dissatisfaction (with goods or services) (eg *This...is broken; I'm not happy with...; This is not right*)
- 9.9 Expressing agreement/disagreement:
 - 9.9.1 general (eg *I (quite) agree /That's right; That's correct; Indeed; Exactly*)
 - 9.9.2 agreement with a positive statement (eg *Yes, finding a job is difficult; Of course, I think so*)

- 9.9.3 agreement with a negative statement (eg *No, it's not easy to make the right contacts; You're right, it's not easy*)
- 9.9.4 disagreement with a positive statement (eg *I don't agree; That's not right; Certainly not; I don't think so*)
- 9.9.5 disagreement with a negative statement (eg *It is possible to find a buyer; I'm sorry but it is..*)
- 9.10 Communication repair:
 - 9.10.1 general (eg *Sorry, what did you say your name was? / What does ...mean? / What do you mean by..? / Could you explain that, please?*)
 - 9.10.2 restating (eg *I said../I said that...; What I said was..*)
- 9.11 Telephone expressions (eg *Could you put me through to...? / Extension...please / Hold the line/Just a moment, please / Are you still there? / Can you hear me?*)
- 9.12 Expressing anticipation (eg *I'm looking forward to meeting you*)