

English for Business

Level 3



Infopack

2009

www.lcciiq.com
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FAQS (Frequently Asked Questions)

WHO is LCCI and what are LCCI IQs?

LCCI IQ stands for London Chamber of Commerce and Industry International Qualifications. The London Chamber of Commerce and Industry (LCCI) was established in 1887 and LCCI examinations offered by the London Chamber of Commerce and Industry Examinations Board (LCCIEB). In 2003 the LCCIEB merged with an Online Assessment company to create Education Development International (EDI) who now deliver London Chamber of Commerce and Industry International Qualifications (LCCI IQ) through a network of over 4000 registered LCCI IQ centres in 100 countries worldwide. In Germany over 30,000 people take LCCI IQ exams every year through a network of over 200 official LCCI IQ Examinations Centres. The LCCI IQ range of business-related qualifications are trusted and valued by employers worldwide and recognised by universities and professional bodies.

WHAT is English for Business?

The LCCI "English for Business" exam is a practical, task-based examination offered at 5 levels from elementary to advanced and is aligned to the Common European Framework. The qualification consists of a compulsory written examination and optional Speaking and Listening Tests.

WHY choose the LCCI English for Business qualification?

The LCCI English for Business Certificate enjoys a high level of recognition from employers worldwide. Companies in Germany which use and/or recognise English for Business include ABB, Audi, BMW, Bosch, C&A, Deutsche Bank, Ruhrkohle, RWE, Siemens, Sparkasse, Thyssen, Unilever. This high recognition by employers had led to the English for Business Certificate becoming a compulsory component in many Business English courses funded by the Employment Office (Agentur für Arbeit). In November 2007 the magazine **Stiftung Warentest** published its Test Spezial Sprachen Lernen and the opening line of the Business English section stated **"Ein Zertifikat in Wirtschaftsendlisch von der Londoner Handelskammer macht sich gut im Job."** This article has been reproduced and can be obtained free of charge from info@lcciiq.com. Furthermore a certificate in English for Business Level 3 is recognised by a large number of universities as proof of English Language Level for entry purposes.

WHERE can I take the English for Business qualification?

LCCI IQ exams are held in official examinations centres. Worldwide there are over 4,000 Examinations Centres for London Chamber of Commerce and Industry International Qualifications. In Germany there are over 200 Centres which include language schools, business schools, training institutes, management academies, technical colleges, companies, Volkshochschulen and universities. A complete list is published on our website www.lcciiq.com. For details of Centres in other countries contact info@lcciiq.com.

WHEN can I take the English for Business qualification?

English for Business is offered on the worldwide "Series" dates in April, June and November – see www.lcciiq.com. In addition to this EFB is offered On Demand*; the exam dates are totally flexible. This means it is suitable for any course at any time. When you and your candidates are ready, so are we. Registration for On Demand exams is 4 weeks before the exam date.

* An administration (OD) fee is charged for this with the exception of the "Zusatzqualifikation Englisch" offer where no OD fee is charged.

HOW MUCH does the English for Business Qualification cost?

Current prices for all LCCI International Qualifications are published on www.lcciiq.com or will be emailed to you on request. If your pupils are 18 or under they are entitled to a reduced price as part of the LCCI "Zusatzqualifikation Englisch" Offer. Please contact info@lcciiq.com requesting the "Zusatzqualifikation Englisch" Information Pack.

Is there a recommended book?

Yes. The LCCIEB together with the German publisher Logophon Verlag GmbH in Mainz has published a Series of Examination Preparation Books entitled "How to Pass English for Business". The details are:

TITLE	AUTHOR	Publisher	ISBN
How to Pass English for Business Preliminary Level	Mellor, Davison	Logophon/LCCIEB	3-922514-27-8
How to Pass English for Business Level 1	Mellor, Davison	Logophon/LCCIEB	3-922514-28-6
How to Pass English for Business Level 2	Mellor, Davison	Logophon/LCCIEB	3-922514-29-4
How to Pass English for Business Level 3	Mellor, Davison	Logophon/LCCIEB	3-922514-32-4

These books are available from bookshops, internet booksellers or direct from the publisher:

Logophon Verlag GmbH
 Alte Gärtnerei 2, 55128 Mainz
 Tel: 06131 / 71645 Fax: 06131 / 72596
 Email: verlag@logophon.de Website: www.logophon.de

What other support material is available?

Past Paper Packs are available free and can be downloaded from www.lcciiq.com or requested from info@lcciiq.com. Answer Packs are free and are available on request from info@lcciiq.com.

What is involved in the English for Business written exam?

The English for Business exam consists of a compulsory written exam as follows;

ENGLISH FOR BUSINESS COMPULSORY WRITTEN EXAM OVERVIEW					
	Preliminary	Level 1	Level 2	Level 3	Level 4
Length	1 hour 30 mins	2 hours	2 hours 30 mins	3 hours	3 hours
Tasks	<ul style="list-style-type: none"> • Multiple-Choice • Short Answers • True-False • Long Answers • Message Writing 	<ul style="list-style-type: none"> • Memo • Letter • Short Answers • True-False • Form-Filling 	<ul style="list-style-type: none"> • Memo • Letter • Leaflet • Article • Report • Notice • List 	<ul style="list-style-type: none"> • Letter • Report • Reading Comprehension • Message Writing 	<ul style="list-style-type: none"> • Letter • Memo • Summary • Graph Analysis • Reading Comprehension • Writing Task
Format	3 sections. ALL questions must be answered.	4 questions. ALL questions must be answered.	3 questions. Question 1 has 3 options, only <u>one</u> of which must be answered. Question 2 & 3 are compulsory.	4 questions. ALL questions must be answered.	4 questions. ALL questions must be answered.
Structure	Section A (Picture) Multiple-choice Short Answers (35 marks) Section B (Dialogue) True-False questions Long Answers (35 marks) Section C (Writing) Eg Memo / Email / Telephone message (30 marks)	Q1 Letter or Memo (30 marks) Q2 True-False (30 Marks) Q3 Short Answers (20 Marks) Q4 Forms & Diagrams (20 Marks)	Q1 Memo, Leaflet, Article, Report, or Notice (40 Marks) Q2 Letter (30 Marks) Q3 List (or task from Question 1) (30 Marks)	Q1 Letter (25 Marks) Q2 Report (25 Marks) Q3 Reading Comp (25 Marks) Q4 Memo (25 Marks)	Q1 Reading Comp Memo (25 Marks) Q2 Report (25 marks) Q3 Writing Task Graph Analysis (25 Marks) Q4 Writing Tasks using keywords, eg advert, article (25 Marks)
Dates	On Demand* and Series	On Demand* and Series	On Demand* and Series	On Demand* and Series	On Demand* and Series
CEF	A1-A2	A2-B1	B1-B2	B2-C1	C1-C2
Price**	95 Euros	96 Euros	98 Euros	104 Euros	115 Euros

* An administration (OD) fee is charged for this with the exception of the "Zusatzqualifikation Englisch" offer where no OD fee is charged.

** Price valid for exams taken between 1 October 2008 and 30 September 2009

What about the Speaking and Listening Tests?

Candidates may, in addition to the written exam, also register for a Speaking Test and/or Listening Test. The Speaking Test lasts between 11 minutes at Preliminary through to 18 minutes at level 4 and consists of general conversation followed by questions based on a picture or topic sheet. The Listening Test lasts approximately 20 minutes at all levels and is multiple-choice. A free Infopack for each test is available from info@lcciiq.com.

Below is an overview of the Speaking Test.

OPTIONAL SPEAKING TEST					
	Preliminary	Level 1	Level 2	Level 3	Level 4
Length	Preparation 5 mins Warm-up 2 mins <u>Test 4 mins</u> Total 11 mins	Preparation 5 mins Warm-up 2 mins <u>Test 5 mins</u> Total 12 mins	Preparation 5 mins Warm-up 2 mins <u>Test 6 mins</u> Total 13 mins	Preparation 5 mins Warm-up 2 mins <u>Test 8 mins</u> Total 15 mins	Preparation 5 mins Warm-up 2 mins <u>Test 10 mins</u> Total 17 mins
Tasks	<ul style="list-style-type: none"> • General Conversation • Questions and answers based on a picture 	<ul style="list-style-type: none"> • General Conversation • Questions and answers based on a picture 	<ul style="list-style-type: none"> • General Conversation • Questions and answers based on a topic sheet 	<ul style="list-style-type: none"> • General Conversation • Questions and answers based on a topic sheet 	<ul style="list-style-type: none"> • General Conversation • Questions and answers based on a topic sheet
Price**	17 Euros	17 Euros	17 Euros	17 Euros	17 Euros

** Price valid for exams taken between 1 October 2008 and 30 September 2009

Below is an overview of the Listening Test.

OPTIONAL LISTENING TEST					
	Preliminary	Level 1	Level 2	Level 3	Level 4
Length	20 mins	20 mins	25 mins	25 mins	30 mins
Tasks	Multiple-choice Part 1: Question and 3 Answers. Choose the correct answer. Part 2a: Conversation and Comprehension Question Part 2b: Monologue and Comprehension Question	Multiple-choice Part 1: Question and 3 Answers. Choose the correct answer. Part 2a: Conversation and Comprehension Question Part 2b: Monologue and Comprehension Question	Multiple-choice Part 1: Question and 3 Answers. Choose the correct answer. Part 2a: Conversation and Comprehension Question Part 2b: Monologue and Comprehension Question	Multiple-choice Part 1: Question and 3 Answers. Choose the correct answer. Part 2a: Conversation and Comprehension Question Part 2b: Monologue and Comprehension Question	Multiple-choice Part 1: Conversation and 2 questions. Choose the correct answer. Part 2: Monologue and 2 questions. Choose the correct answer.
Price**	17 Euros	17 Euros	17 Euros	17 Euros	17 Euros

** Price valid for exams taken between 1 October 2008 and 30 September 2009

How long before I get my exam results?

All exam scripts are forwarded to the UK to be marked by a team of professional markers. Results and Certificates are usually issued 4 weeks after the date of exam and at the latest 6 weeks after the exam date provided that all exam material was returned to LCCI IQ below on the day of the exam.

Who do I contact for more information?

Find your local LCCI IQ Centre at www.lcciiq.com or contact us:

Germany, Austria, Switzerland, Czech Republic, Slovakia LCCI International Qualifications Platanenstr. 5, 07549 Gera, Germany Tel: +49-365 / 7 38 85 19 Fax: +49-365 / 7 38 85 36 Email: info@lcciiq.com Website: www.lcciiq.com	Rest of World Education Development International International House Siskin Parkway East Middlemarch Business Park Coventry. CV3 4PE. England Tel: +44 (0) 8707 202909 Email: customerservice@ediplc.com Website: www.ediplc.com
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Sample Examination

ENGLISH FOR BUSINESS

Level 3

Subject Code: 3041

Time Allowed: **3 hours**

INSTRUCTIONS FOR CANDIDATES

- Answer **all 4** questions.
- All questions carry equal marks.
- All answers should be correctly numbered, but do not need to be in numerical order.
- Adequate and appropriate communication is more important than a particular number of words.
- Check your work carefully.
- You may use an English or bilingual dictionary.

QUESTION 1

Situation

You are employed by *Maxi Building Services*, a small company that provides construction services to individuals and other companies. You work as an Administrative Assistant to the Manager of the company, Mr Nils Lindahl.

This morning, Mr Lindahl said this to you:

“I’ve just had a phone call from Valerie Vanhoof, the Head Teacher of Park View School. She told me how pleased she was with the work we did for her when we built the extension to the school’s science block. It’s always nice when we are praised for our work. It’s good to know that we have a satisfied customer as they’re likely to come back to us if they have any more work to do.

“I’m pleased to say that we get a lot of this type of feedback these days as it shows that we’re doing our jobs properly. But we seem to receive most of these comments verbally. If people wrote to us we could use the letters in our publicity material. I think this is called ‘endorsement’.

“I have to say, however, Mrs Vanhoof has been very helpful. She has agreed to write to us but she also said that she would include anything we wished to suggest in her letter – she was so pleased with what we did for the school.

“I’d like you to write to Mrs Vanhoof to thank her for her offer, and make a few suggestions on what she could include in the letter. Ask Paulo Marques, who deals with our publicity, what Mrs Vanhoof should say. Please make it very clear just how grateful we are”.

You seek the advice of Paulo Marques, the company’s Marketing Manager, who says this to you:

“I like the sound of this. As Nils knows, we do receive some letters from grateful customers and we can use these in our advertising, providing we get the agreement of the person who wrote the letter, of course. That is crucial.

“Most of the letters praise the quality of the work we do. We do employ a lot of experienced staff, so maybe we should expect this. But it would be helpful to us if the Head Teacher could say that we provide good value for money. Maybe she could mention how friendly our staff were, or something like that. I’m not sure if we finished the work at the school earlier than expected, but if we did she could mention that. Could you check on this, please.

“She could say how much she appreciates our 5 year guarantee and anything else she wants to add that would be useful. I wouldn’t like to restrict her to our suggestions.”

You check the company records and this is an extract from these.

Park View School, Eastern Avenue, Metrovia (telephone number: 00731 842967). Head Teacher Mrs V Vanhoof. Work carried out to school buildings – extension to Block J (Science Block) including new roof. Estimated completion date – 4th April. Actual completion date – 5th April. One day lost due to bad weather in late March.

Task

Write the letter to Mrs Vanhoof as requested. You can assume that your company’s headed paper is used.

(25 marks)

QUESTION 2**Situation**

You are employed in the offices of *Makalele Stores*, a large department store in your area. The store sells a large range of products and attracts customers from a wide area. The store has invested in creating a substantial website which has proved popular with customers and has increased the store's turnover.

The Sales and Marketing Department carries out regular and substantial research on who is visiting the website and how the best service can be provided for new and existing customers. However, the Human Resources Manager, Mr Claude Chaumont, is concerned that staff do not appear to visit the website, and in some cases seem unaware that it exists.

Mr Chaumont says this to you:

"It does seem a shame that we have a wonderful website which has been such a success for customers, but staff don't seem to visit it. At least, we don't think they do – that's what I'd like you find out. Please do a bit of research for us to see if our feeling is true and that staff tend not to visit the website. It would be helpful if you could find out any reasons for this and you could also have a word with Miss Meyer, the Marketing Manager, who is responsible for managing the website. She might have some ideas about staff usage.

"I would like you then to write a report on staff usage of the website. Please feel free to offer any conclusions or make recommendations."

The results of your research are as follows:

Percentage of staff who have visited the website in the last six months

	<u>Number of visits in last 6 months</u>				
	<u>None</u>	<u>1-5</u>	<u>5-10</u>	<u>10-20</u>	<u>More than 20</u>
Staff under 30 years of age	4	27	13	16	40
Staff over 30 years of age	35	24	17	14	10
All staff	25	26	16	15	18

Typical comments from staff

"Website? What website?" (Mrs G)

"Oh yes. It's a great way of keeping up to do date with what the store is offering. It helps me do my job." (Mr P)

"No. I wouldn't dream of visiting the website. When I get home I just want to forget all about Makalele Stores until the next day." (Miss J)

"Don't forget, staff are also customers. I buy many items from the store, so it's very useful to visit the website outside the store's opening hours." (Ms F)

"I often visit it. I like to look at the pictures of the department so I can try to spot my friends from the staff." (Mr K)

"I would visit more if there was something especially for staff. We do get a printed staff newspaper but it's pretty tedious – just lists of who's retired etc. It would be much better if this was posted on the website. The information could be changed more regularly." (Mrs T)

...continued on next page

Question 2 continued

From an Interview with Miss Meyer, Marketing Manager

“You must remember that the website was created for customers. It wasn’t really intended for staff, so the fact that any staff members visit it is very encouraging.

“If there is a need for a staff section of the website we could certainly produce one, although we would need to liaise with the people in Human Resources. I know only too well that the staff newsletter is very dreary – the format hasn’t changed for about 20 years! We could create a dedicated part of the website for staff. We could even give a password for staff only if there’s anything we don’t want customers to see.

“It’s not up to me to talk about staff development – that’s your job in Human Resources, but I would certainly hope staff visit the website simply to find out more about us and our products. It might reduce the need for staff training events, which could save us a bit of money.”

Task

Write the report as requested. You can use any appropriate style.

(25 marks)

QUESTION 3

Situation

You are employed by a small manufacturing company which is hoping to increase the sales of its product. You recently attended a conference on Sales and Marketing where you heard a presentation on the topic of “add-ons” given by a prominent business expert, Mr Martin Cheeseman. The draft of Mr Cheeseman’s talk appears below.

You believe that this concept is relevant to your organisation and you are about to promote the ideas to your staff. Read the draft and answer the questions that follow to show that you have fully understood the ideas given.

Ladies and Gentlemen.

You have come here today to hear me tell you something about “add-ons”. Let me explain to you very simply what I mean by this. Think of the time you want to have something to eat. You go into a café and ask for a basic item, say a sandwich. The person serving you then asks “Would you like anything with that? A salad or French fries perhaps?” You realise this would add to your meal and you are then asked, “and would you like anything to drink?” You say “No thanks” but you are told “we have tea, coffee, fruit juice, coke or just water”, so you say “all right, I’ll have an orange juice.” Isn’t this wonderful? You’ve enjoyed your meal and the shop or café has increased its sales. Everyone’s happy.

You return to work to find that a customer has given your company a large order for your products. You are very grateful for this and process the order immediately. Now, I’m sure you have grasped my point. In the shop or café, you were happy to accept “add-ons” but you did not take the opportunity to offer your customer the same service. Why not? Sales are the lifeblood of any business so you must always take the opportunity to maximise these. Your customers will appreciate the service, just as you did in the café. They will gain a superior outcome of the purchase and trust you in future to offer further advice and guidance. If they genuinely do not want anything other than this basic product (which, I have to say, is rare) they will tell you and you should then not alienate them by pursuing further sales. If you did they could find this irritating and you risk losing your basic sale.

I heard you say that it’s not as simple as I’m making out. It’s easy to “add-on” a drink to a meal, but less easy to “add-on” to a sophisticated product. Are you sure? Most purchases have the scope for “add-ons”. When I bought shoes I was asked if I needed polish. When I purchased my video camera I was asked if I needed a case, an instruction book or tapes. When I bought kitchen equipment I was asked if I wanted to buy an insurance policy on the products.

Question 3 continued

It need not be a totally different product. If your customer shows interest in a basic standard product, why not offer the more modern sophisticated version?

Of course, we should not confuse this with selling your customers a totally different product. If in your café experience, you had been asked “Would you like a television, a car or a pair of trousers?”, you would have found this very strange and almost certainly refused.

Basically you should keep in mind that every time someone makes a purchase from your organisation you have the opportunity to increase the size of the purchase. Your aim is to secure the optimum benefit of the purchase for both yourself and your customer.

In fact, this is more than an aim; it is your responsibility to introduce your customer to all the alternatives they have when making a purchase. In most cases they will not have recognised these as alternatives and will be pleased to cooperate. Always keep in the front of your mind that if your customers do not make these purchases from you, where will they go to do this? To another company, of course. So by accepting the policy of “add-ons” you are increasing your own company’s business and depriving your rivals of custom. Isn’t that a splendid idea?

Thank you.

Task

Using the information answer **in your own words as far as possible** the questions that follow.

- a. Describe what is meant by the term “add-on”. (3 marks)
- b. What does Mr Cheeseman mean when he describes sales as “the lifeblood of a business”? (3 marks)
- c. Why is it likely that your customer will be grateful for receiving an “add-on” product? (2 marks)
- d. What might happen if you attempt to sell an “add-on” product to a customer who genuinely only requires one basic product? (3 marks)
- e. Why does an add-on product not have to be a totally different product to that requested by a customer? (2 marks)
- f. What is likely to happen if you attempt to sell a totally unconnected product as an “add-on”? (2 marks)
- g. What is meant by the sentence “Your aim is to secure the optimum benefit of the purchase for both yourself and the customer”? (sixth paragraph) (4 marks)
- h. In the last paragraph, what does Mr Cheeseman suggest the customer is likely to do if you miss the opportunity to sell an “add-on” product? (2 marks)
- i. Give an example from your own experience of a product that could be sold as an “add-on” to another product, giving reasons for your answer. (4 marks)

(Total 25 marks)

QUESTION 4

Situation

You are employed in the office of the *Grand Central Hotel* in your area. This morning the Manager of the hotel, Mr Bruno Marinelli, said this to you:

“There’s a bit of a problem, I’m afraid. Please keep this to yourself – it’s important that only the senior staff know this – we’ve failed our inspection from the Fire Department! I should say there’s no immediate risk or danger. We’ve corrected some of the problems immediately; it wasn’t sensible of us to keep fire doors locked when Inspectors were around! But one problem is that the alarm system isn’t sensitive enough to detect very small fires. Fortunately, I’ve been able to contact the company that installed the alarm, *Rausman Brothers*, and they can come and do the necessary work in two days’ time.

“It should only take a day to do the work, but on 14th June the alarms are likely to go off all the time. This will be a nuisance for all concerned, staff and guests, but we’ll all have to ignore the alarm for this day.

“I’d like you to send a memo to all staff explaining what is happening. Don’t tell them about the inspection failure, of course, but let them know about the alarm being repaired. We will be working as usual on the day so, if there happens to be a real fire (let’s all hope there isn’t), all staff will have to raise the alarm as best they can and make sure everyone leaves the building. Stress that this is for one day only and everything will be back to normal on 15th June.

“We’d better let the guests know what is happening. I’d like you to prepare a notice that we can put in each occupied bedroom and on the notice boards. Just let them know what is happening on 14th June and tell them politely to ignore the alarm. Try to reassure them that, if there is a real fire, we’ll get them out of the building.”

Task

- a. **Write a memo** to send to all members of staff. (15 marks)
- b. **Draft a notice**, as requested. (10 marks)

(Total 25 marks)

English for Business Level 3 Sample Examination Paper Answers

DISTINCTION MARK 75%

CREDIT MARK 60%

PASS MARK 50%

TOTAL 100 MARKS

QUESTION 1 Sample Answer

Mrs Valerie Vanhoof
Headteacher
Park View School
Eastern Avenue
Metrovia

Today's Date

Dear Mrs Vanhoof

Work carried out by Maxi Building Services.

We were delighted to hear that you were very pleased with the work at your school that our company carried out recently. It is always satisfying for us to receive favourable comments from satisfied customers.

As Mr Lindahl mentioned when he spoke to you, it is very helpful for our company if you would be so good as to let us have your comments in writing. We can then add this to the endorsements we use in our advertising. Of course, we require your permission for us to do this and I would be grateful if you could indicate this.

We would be pleased to receive any favourable comments you wish to make but Mr Lindahl told me that you would be happy to incorporate our suggestions. If this is the case, we would be very grateful if you could stress that we provided excellent value for the money you paid. It is particularly good if a small company like ours can stress that our terms are very favourable. I believe you were impressed by the friendliness of our staff and the good value 5 year guarantee we provide. It would be helpful to us if you can mention these points, but please feel free to emphasise any other favourable aspects of our service.

I hope we can have the pleasure of providing our service for you in the future.

Yours sincerely

Your Name
Administrative Assistant

Question 1 Allocation of Marks

- **Layout (5 marks):** Business letter conventions used appropriately and consistently: Date, salutation in agreement with close, correct name and position of sender / name and address of recipient.
- **Mechanical accuracy (4 marks):** Punctuation, grammar, spelling, syntax.
- **Lexis (5 marks):** Range and fluency. A wide range of vocabulary is used, and structures and forms are appropriate to this level. The text reads fluently and adopts a suitable grateful tone. No irrelevant material is given (eg the "early" finish)
- **Content (11 marks):** Relevant points should be raised accurately and appropriately.

Total 25 marks

QUESTION 2 Sample Answer

To: M Claude Chaumont
From: A Candidate
Date: Today's Date ...
Subject: Report on Staff Usage of Website

Current Staff visits to the website

At present, 25% of staff have never visited the website during the last 6 months, although most younger staff (under 30) have made such a visit. Staff in this category tend to make more visits; 40% have made more than 20 visits. Only 12% of staff over 30 have made more than 20 visits, compared to 18% of all staff.

Staff comments

- There are staff who are not aware that the website exists.
- Other staff would prefer not to have contact with Makalele Stores once they have gone home.
- Staff are also customers and can use the website for information purposes.
- Some staff enjoy visits, purely for interest sake or to assist them in their jobs.
- Comments have been made that the website is aimed at customers, with little interest for staff.
- It is widely accepted that the staff newsletter might serve a useful purpose but it is not an enjoyable read. There have been suggestions that this could be incorporated into the website.

Recommendations

- Part of the website should be dedicated to staff affairs and updated regularly. This could supplement or replace the existing newsletter.
- This dedicated staff section could be accessed only by staff through the use of a password.
- All staff should be reminded of the website, what it contains, and how it could be accessed. This could be done through newsletters and information sheets.
- One or more computers should be made available in the staff room so staff can access the website. This could also be used for training purposes.
- If staff are encouraged to visit the website more often, then product training could be reduced.

Question 2 Allocation of Marks

- **Layout and Presentation (4 marks):** Ideas are grouped into sections with suitable headings / ease of reference / all content relevant / consistency of language
- **Mechanical Accuracy (3 marks):** grammar, spelling, punctuation, syntax.
- **Vocabulary (3 marks):** Range and fluency. A wide vocabulary is used, the text reads fluently, original language is used. Marks awarded 0-3 depending on how far this is achieved.
- **Content (15 marks):** A large amount of material is given, so candidates are rewarded for selection of relevant points as follows.
 - 5 marks: Sensible selection of interpretation of statistics including who visits website most often / least often.
 - 5 marks: Conversion of staff comments into at least 5 separate points (eg as in model answer)
 - 5 marks: Consistent and sensible recommendation given – at least 3 separate recommendations.

Total 25 marks

QUESTION 3 Sample Answers

- (a) An “add-on” is a product that is sold to complement or enhance another product which is purchased.
- (b) “Lifeblood” flows through the body; the body could not exist without this. Sales pay a similar part in the life of a business. Without sales the business would not exist.
- (c) The customer gains a better outcome than the original intended purchase would have given and gains a trust in the seller.
- (d) The customer will insist that he / she does not want any “add-ons” and if you persist he / she could become annoyed and possibly even cancel the original sale.
- (e) The product can be a more sophisticated or advanced version of an existing product.
- (f) The customer will be puzzled or confused and is unlikely to consider a purchase.
- (g) What you must strive to do is make sure that both yourself and the customer gain the maximum advantage from the purchase transaction.
- (h) The customer will take his / her business to a rival company.
- (i) When I purchased a computer recently, I was asked if I required many add-ons such as a printer, a scanner, games, software, connecting wires, anti-virus software, and other items were mentioned such as instruction manuals and insurance.

Question 3 Allocation of marks

The question should allow the candidates to demonstrate their understanding of the content which should, as far as possible, be expressed in their own words. Any previous knowledge of the subjects by candidates should not give them any advantage.

Total 25 marks

QUESTION 4 (a) Sample Answer**MEMO**

To: All Staff
 From: Your Name
 Date: Today's Date
 Subject: Repairs to Fire Alarm

IMPORTANT

Please note that during the day of 14th June the electrical contractors, Rausman Brothers, will be carrying out repairs and maintenance to the fire alarm system. This will necessitate the alarm being tested on many occasions during the day. **FOR THIS DAY ONLY** please ignore the alarm whenever you hear it.

In the unlikely event of your detecting a fire or if one is reported to you please cooperate with all other members of staff in announcing the emergency in every way possible, and assist all staff and guests to evacuate the building following the normal procedures.

Guests will be advised of the fire alarm repairs but please offer any assistance or reassurance to anyone who appears to be concerned when hearing the alarm.

Your assistance is greatly appreciated.

Question 4 (a) Allocation of marks

- **Layout (2 marks):** for correct memo layout (to – all staff, from candidate or manager, appropriate date, subject heading)
- **Style and Tone (3 marks):** The style should be concise and clear. The instructions should be unambiguous but should not cause any alarm or anxiety. No irrelevant information should be given. Marks 0-3 available depending on how far this is achieved.
- **Mechanical Accuracy (2 marks):** Grammar, spelling, punctuation, syntax.
- **Content (8 marks):** The following points should be mentioned correctly and appropriately (1 mark per point)
 - During day of (date)
 - Maintenance and repair to fire alarm
 - Alarm regularly tested
 - Will be heard all day – ignore it
 - If you detect a fire - work with other staff to evacuate building
 - Guests told of fire alarm repairs
 - Thanks for assistance.

Total 15 marks

QUESTION 4 (b): Sample Answer

FIRE ALARM REPAIRS

Please note that on 14th June essential repairs and maintenance will be carried out to the fire alarm systems. During the day the contractors will need to test the alarm at regular intervals. We are very sorry for any disturbance this will cause, but please

DO NOT FOLLOW THE EMERGENCY PROCEDURES IF YOU HEAR THE ALARM ON 14TH JUNE

In the extremely unlikely event of there being a fire on 14th June please follow staff instructions to evacuate the building following the procedures shown in the notice in each guest bedroom or public room.

We are sorry for any inconvenience caused and thank you for your assistance.

Bruno Marinelli
(Manager)

Question 4 (b) Allocation of marks

- **Layout (1 mark):** good use of headings / space
- **Style and Tone (2 marks):** guests clearly informed of issue without alarming staff.
- **Mechanics (2 marks):** grammar, spelling, punctuation, syntax.
- **Content (5 marks):** The following points should be mentioned correctly and appropriately.
 - Fire alarm maintenance on date
 - If hear alarm – ignore it
 - Staff will tell you if it is real fire
 - Follow all procedures as indicated
 - Apologise for inconvenience

Total 10 marks

Examination Syllabus

The English for Business Level 3 qualification is intended for candidates who have achieved a sound understanding of English in a business context, equivalent to Council of Europe B1/B2* level, gained either through previous learning or employment or both. This qualification is intended for candidates who have reached a standard in English usage which will enable them to write acceptable English without employer embarrassment, and who now wish to

- gain a recognised English qualification at the equivalent of Council of Europe B2/C1* level
- progress to LCCI IQ Level 4 in English for Business at the equivalent of Council of Europe C1/C2* level.

Level 4 is the highest level of this qualification. Each level builds on the previous one and provides a consistent extension to the levels of skill and knowledge developed at the previous level.

* The lower CEF level relates to a “pass” grade; the higher CEF level relates to a “credit” or “distinction” grade, ie a Level 3 pass = CEF B2; credit / distinction = CEF C1.

Structure of the qualification

This qualification consists of a compulsory written examination and optional Speaking and Listening Tests. The LCCI IQ Level 3 Certificate in English for Business will be awarded to candidates who successfully complete the written examination. Candidates who take and pass the optional Speaking and/or Listening Test will have this included on the certificate.

Aims

The aims of this qualification are to enable candidates to develop their ability to:

- understand and write English used in a variety of ways within a range of business contexts
- employ appropriate business formats and styles to produce a range of business documents for different audiences and purposes
- understand spoken and recorded Business English at the defined level
- participate in conversations and discussions
- make an oral presentation on a business-related topic.

Assessment Objectives

The examination will assess the candidate's ability to:

Reading and Writing

- 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:
 - layout of business documentation
 - correctness for a given requirement
 - communicative impact
- assume a business role in a given scenario in order to perform a particular task on behalf of an employer
- transfer and reformulate information based on a given business scenario
- display imagination, originality and knowledge of business issues in fulfilling the role required by the scenario
- employ suitable linguistic forms used for business requirements so as to:
 - 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 examination
- display an awareness of the impact of new technology and innovative business ideas and practices on the nature and forms of communication.

Speaking

- discuss orally, business-related topics.

Listening

- understand standard speech encountered in work and everyday situations, including factual information, such as instructions and directions, short talks, announcements, and news bulletins.

Syllabus Topics

Reading and Writing

- 1 Composing a business letter
- 2 Drafting an internal company report
- 3 Business-related text comprehension
- 4 Business-related text and data conversion and reformulation

There will be 4 compulsory questions corresponding to the 4 syllabus topics listed above. Each question carries equal marks. For a full breakdown of these topics, refer to syllabus topics 1 to 4 and the associated learning outcomes that are shown later in this document.

Speaking

The English for Business Speaking Test is a test of English with a commercial and business focus, so candidates will be tested for their competence in English within a general business and/or commercial context. The topics for the speaking test are as follows:

- 1 Earning a living
- 2 Production and sale of goods
- 3 Trade
- 4 Money
- 5 Transport
- 6 Communications
- 7 Education
- 8 Travel and tourism

Candidates will be expected to demonstrate a level of linguistic competence as outlined in syllabus topics 5 to 8 and the associated learning outcomes that are shown later in this document.

Listening

The English for Business Listening Test is a test of English with a commercial and business focus, so candidates will be tested for their competence in a general business and / or commercial context. The topics for the listening test are as follows:

- 1 Personal information
- 2 Travel information
- 3 Work information
- 4 Business transactions
- 5 Instructions
- 6 Arrangements

Candidates will be expected to demonstrate a level of listening competence as outlined in syllabus topic 9 and the associated learning outcomes that are shown later in this document.

Use of Dictionaries

Candidates are allowed to take one dictionary into the Reading and Writing examination which may be either English or foreign language/English; candidates make the choice entirely at their own risk. Poor quality dictionaries may be misleading and, if they frequently have recourse to them, candidates will lose time looking up words. Dictionaries are not allowed in the Speaking or Listening Tests.

Assessment

Reading and Writing – compulsory

Candidates will be assessed via a 3-hour examination consisting of 4 questions as follows:

- **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
- **Question 2** involves the drafting of an internal report based on raw data given in the 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.
- **Question 3** 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
- **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.

Speaking – optional

Candidates will be assessed by a 15 minute examination including 5 minutes preparation time. The examination consists of 2 parts. There are four criteria – fluency, lexis, grammar and pronunciation – and candidates will be assessed on their performance in both parts. The assessment tasks are as follows:

- Part 1 consists of a warm up conversation during which the candidate will be asked about, eg. study, work ambitions for the future.
- Part 2 requires the candidate to participate in a discussion of the topic selected by the examiner

Listening – optional

Candidates will be assessed via a listening test lasting about 25 minutes. The test comprises 30 short listening tasks, each with a multiple-choice question. There is one mark for each question. There are 2 types of tasks:

- Task 1 (10 questions). Candidates listen to a question three times. Each time the question is followed by a different answer. Candidates have to choose the correct answer (A or B or C).
- Task 2 (20 questions). Candidates listen to a short conversation or announcement. They then read a question about the conversation or announcement, which has 4 possible answers (A, B, C, D) and choose the correct answer.

Candidate Answer Guidance

Answer Formats for the Reading and Writing Test

This examination will test at a higher level the linguistic skills and business knowledge tested at Level 2. The techniques for handling, displaying, interpreting, transferring and reformulating information already introduced at the previous levels will be invoked for more advanced tasks. It is assumed that there will be no need for as great a level of close supervision and scrutiny as that required at the lower levels, and that successful candidates will, apart from occasional stylistic errors and slips, be able to carry out successfully all the linguistic tasks an employer might set.

In Question 1 the candidate's letter must be 'mailable' and hence must be correctly laid out, linguistically accurate and appropriate in tone and content.

In Question 2 the report must be clear, well-organised and logically paragraphed and – where appropriate – numbered. The language must be correct and stylistically appropriate, so that the report will be fit for internal distribution. The rubric will give guidance on the form and content required.

Question 3 is not only a test of factual understanding but also a test of candidates' understanding of argument, bias, persuasive devices and internal organisation. Their comprehension should be signalled by the most economic means available, eg incomplete sentences, figures, single words, diagrams, organisation trees, etc.

The task in Question 4 is to ensure that a message received in one form is transmitted in another form. This will involve reducing lengthy messages, expanding fragmentary messages, completing inadequate messages, or selecting from redundant messages. In transferring the data from one form to the other the candidate must adopt the appropriate format and tone.

Candidates' English will be expected to be correct in formal terms in relation to grammar, punctuation and spelling together with the conventions governing general usage. Each question requires an answer that is:

- correct in formal terms (unless instructed otherwise) regarding:
 - grammar, punctuation, spelling, layout
 - good non-literary business communication
- appropriate in terms of:
 - adopting an imagined business role if requested
 - fitness for the occasion and any social role required
 - displaying firmness, politeness, persuasiveness, tact etc
- adequate in practical business terms in the sense that:
 - the purpose of the communication is achieved
 - the task is successfully completed
 - the correct format is chosen
 - essential matters are included
 - irrelevant information is excluded
 - order, clarity, balance and relevance are evident

Marks will be awarded differently for content, tone, style, layout, correctness and communicative impact, according to the nature of the various tasks. Candidates will be assigned an office role within a scenario and provided with ample data on which to base an adequate answer. Nevertheless, there will be scope for the display of imagination, originality and business background in fulfilling the role and developing the scenario.

Candidates' English should be sufficiently accurate, specialised, and idiomatic for them to detect subtleties of detail and meaning in English material presented to them, and to express such subtleties when they write.

Candidates will be required to exercise their judgement on matters of appropriacy and adequacy. They should be able to grasp a total situation from the fragments presented to them and respond linguistically in a way that would benefit their business.

Where possible candidates should avoid copying whole phrases or sentences from the examination paper.

Pass Mark Information and Mark Allocation

Reading and Writing

Pass	50%
Credit	60%
Distinction	75%

A typical weighting of marks for a complete written is shown below. (All questions carry equal marks. Percentage allocations of marks for each question is shown in brackets where applicable)

Question 1 The business letter (25 marks)

- Layout (20%)
- Content (40%)
- Style and impression (20%)
- Mechanical accuracy (20%)

Question 2 The report (25 marks)

- Organisation and presentation of content (40%)
- Format (20%)
- Layout and mechanical accuracy (40%)

Question 3 Comprehension task (25 marks)

- Candidates are required to read a passage, adopt a role and answer questions
- An average of 10 questions may be asked, the mark value of which may vary according to depth and difficulty of specific points in the text or gained from information across the text
- Language correctness may not necessarily be a significant factor in answers which may be signalled in incomplete sentences, figures, diagrams, charts etc

Question 4 Conversion task (25 marks)

- Normally this question requires the production of 2 mutually dependent tasks based on the same scenario
- The allocation of marks for both tasks may differ according to the degree of difficulty and the input required for, typically:
 - content (45%)
 - language and tone (45%)
 - layout (10%)

Speaking

Marks are awarded for: fluency, lexis, grammar and pronunciation with 4 possible marks available for each criterion (i.e. F = Fail, P = Pass, C = Credit, D = Distinction). An overall grade is then awarded as follows:

FAIL	two or more criteria scored at fail level.
PASS	minimum of three criteria scored at pass level (or higher) but failing to meet credit/distinction requirements.
CREDIT	minimum of three criteria scored at credit level plus one at pass (or higher) but failing to meet distinction requirements.
DISTINCTION	minimum of three criteria scored at distinction level plus one at credit.

The weighting of marks for a complete speaking test is:

• fluency	25%
• lexical range and accuracy	25%
• grammatical range and accuracy	25%
• pronunciation	25%
TOTAL	100%

Listening

One mark is awarded for each correct answer.

Pass	15 – 17 marks
Credit	18 – 22 marks
Distinction	23 > marks

Varieties of English

Candidates may use any of the main varieties of English (British, North American, and Australasian) in their answers as long as candidates are consistent in the variety they use.

Guided Learning Hours

140-160 Guided Learning Hours (GLHs) should provide a suitable course duration for an 'average' candidate at this level. This figure includes direct contact hours as well as other time when candidates' work is being supervised by teachers. Ultimately, however, it is the responsibility of training centres to determine the appropriate course duration based on their candidates' ability and level of existing knowledge. Please note; the number of GLHs can vary significantly from one training centre to another

Recommended Reading List and Support Material

Recommended Reading

Title	Author	Publisher	ISBN Code
How to Pass English for Business Level 3	Mellor & Davison	Logophon & LCCIEB	3-922514-32-4

Additional Support Material

To familiarise themselves with the layout and presentation of the reading and writing examination, candidates are recommended to refer to the Past Paper Packs and corresponding Answers Packs available free from www.lcciq.com. For the listening and speaking tests, candidates and teachers are recommended to refer to the EFB Speaking Test Infopack and the EFB Listening Test Infopack which is free and can be obtained from info@lcciq.com. Both the Speaking Test Infopack and the Listening Test Infopack include sample questions on CD.

Syllabus Topics and Learning Outcomes

1 Composing a business letter

The stimulus for the letter will be:

- an incoming letter/employer's instructions or both
- rubric information giving data on which to base the reply
- an indication of the required tone

Candidates must be able to:

- 1.1 Compose a letter on the basis of given data with a particular aim or instruction in view
- 1.2 Adopt the correct tone for the particular purpose
- 1.3 Employ consistent business letter conventions regarding:
 - 1.3.1 layout, address, salutation, complimentary close etc
 - 1.3.2 conventions of business letter language
- 1.4 Offer complete language correctness and mechanical accuracy
- 1.5 Display a range and fluency of business vocabulary and structures appropriate to this level
- 1.6 Display coherence and cohesion to ensure fluent reading
- 1.7 Provide adequate paragraphing
- 1.8 Avoid repeated and overt copying of information supplied in the rubric
- 1.9 Ensure the length of the letter is adequate for the stated purpose
- 1.10 Ensure that the finished letter is mailable

2 Drafting an internal company report

- based on raw data given in the form of graphs, notes, press cuttings, charts, tables etc
- requiring the selection and collation of the data
- supplementing the given data in order to conform to the instructions given

Candidates must be able to:

- 2.1 Demonstrate the purpose of the report by writing in a clear and well-organised manner
- 2.2 Add invented content to the report if required to do so
- 2.3 Organise the report material in an appropriate fashion rather than merely copying from the input
- 2.4 Observe the standard conventions for report writing determined by the purpose of the report and the nature of the information given
- 2.5 Organise the information content in relation to headings, paragraphs and indentation
- 2.6 Number logically the paragraphs and sections of the report
- 2.7 Employ correct and stylistically appropriate, matter-of-fact language which is usually neutral and factual
- 2.8 Meet the requirements of internal distribution of the report within the firm

3 Business-related text comprehension

The candidate will be required to read a passage which might be:

- a press article or extract from a business journal
- a company report or circular letter
- some other form of business communication

Candidates must be able to:

- 3.1 Ensure that the meaning of the passage is fully understood before answering the questions
- 3.2 Demonstrate a factual understanding of the passage
- 3.3 Detect and handle argument, bias and persuasive devices evident
- 3.4 Reply to questions and instructions by employing the most suitable economic means available. This may be in the form of incomplete sentences, figures, single words, diagrams, organisation charts, etc
- 3.5 Be aware of the fact that answers may not be found consecutively in the text
- 3.6 Answer questions by seeking information from across the whole text
- 3.7 Avoid lifting the wording of the passage to provide answers, except where this is essential

4 Business-related text and data conversion and reformulation

The candidate is given information input in one form (eg text of a phone call) and has to reformulate this information in, usually, two other forms eg a fax or a company notice.

Candidates must be able to compose:

- 4.1 A *memorandum* from, say, a fax, letter or computer printout
- 4.2 An *abstract* from an article
- 4.3 A *summary* of a phone call or discussion
- 4.4 A *fax* from a company notice or employer's instructions
- 4.5 *Notes* from written or spoken information
- 4.6 A *notice*, correctly presented
- 4.7 *Messages*, suitably styled, for various purposes
- 4.8 A *list* or *guidelines* from a text

The candidate must ensure:

- 4.9 That, in transferring the data, an appropriate format and tone are adopted
- 4.10 That the message received in one form is transmitted in the required form. This may involve:
 - 4.10.1 reducing lengthy messages without loss of information
 - 4.10.2 expanding fragmentary messages
 - 4.10.3 completing inadequate messages
 - 4.10.4 selecting from redundant messages

5 Linguistic competence (structures)

Candidates must be able to use:

- 5.1 Subordinate clauses (eg *The report, as you said, was ...*)
- 5.2 Introductory adverbials expressing:
 - 5.2.1 attitude (eg *frankly, honestly*)
 - 5.2.2 declarative sentences (eg *naturally, obviously*)
 - 5.2.3 defining a viewpoint (eg *theoretically speaking*)
 - 5.2.4 argument structure (eg *nevertheless, otherwise*)
- 5.3 The anaphoric use of pronouns; using pronouns, possessives, proadverbials *there, then* and the verb *do* when referring back (eg *His manager lived there long before he did*)

6 Linguistic competence (concepts)

Candidates must be able to express:

- 6.1 (Non) existence (eg *to destroy, to create, to occur, to discover*)
- 6.2 Location:
 - 6.2.1 nouns (eg *place/position*)
 - 6.2.2 verbs (eg *to be situated/arranged*)
 - 6.2.3 relative position – preposition (eg *at the back of*), adverbs *below, at the side*
- 6.3 Distance (eg *remote*)
- 6.4 Motion (eg *to flow, to come along*)
- 6.5 Direction:
 - 6.5.1 destination (eg *is there a direct route?*)
 - 6.5.2 adverbs (eg *backwards/clockwise*)
 - 6.5.3 prepositions (eg *up, down, towards*)
- 6.6 Arrangement (eg *pattern, set*)
- 6.7 Dimension:
 - 6.7.1 size (eg *enormous/tiny*)
 - 6.7.2 verbs (eg *to become, to get bigger*)
 - 6.7.3 weight (eg *load, weigh*)
 - 6.7.4 volume (eg *content, to contain*)
 - 6.7.5 nouns (eg *depth, length*)
- 6.8 Time:
 - 6.8.1 indications (eg *whenever*)
 - 6.8.2 duration:
 - prepositions (eg *throughout*)
 - verbs (eg *to continue*)
 - adverbs (eg *always, for good*)
 - 6.8.3 sequence (eg *next, later on*)
 - 6.8.4 simultaneousness (eg *meanwhile, while + sub-clause*)
 - 6.8.5 future reference (eg *soon*)
 - 6.8.6 past reference (eg *recent(ly)*)
 - 6.8.7 speed (eg *rapid(ly)*)
 - 6.8.8 frequency (eg *occasional(ly), weekly*)
 - 6.8.9 continuity (eg *to carry on*)
 - 6.8.10 performance/intermittence (eg *permanent(ly), sporadic(ally)*)
 - 6.8.11 commencement/end (eg *to begin, finish*)
- 6.9 Number:
 - 6.9.1 fractions (eg *It's half of what we ordered*)
 - 6.9.2 minus/plus (eg *It's minus 5 degrees*)
 - 6.9.3 negative/positive
- 6.10 Quantity:
 - 6.10.1 determiners (eg *less, least*)
 - 6.10.2 percent/sum/total
 - 6.10.3 to add/to subtract/to multiply/ to divide
- 6.11 Degree (eg *somewhat more expensive /hardly a bargain*)

6.12 Quality:

6.12.1 shape:

- adjectives (eg *circular, crooked*)
- nouns (eg *circle, curve*)

6.12.2 visibility:

- nouns (eg *glance, darkness*)
- adjectives (eg *blind, invisible*)

6.12.3 audibility (eg *silence, silent*)

6.12.4 taste (eg *flavour*)

6.12.5 smell (eg *odour, perfume*)

6.12.6 texture (eg *smooth, rough*)

6.12.7 age:

- adjectives (eg *elderly, mature*)
- nouns (eg *adolescent, maturity*)
- generation (eg *to be under, over age*)

6.12.8 physical condition (eg *in good shape*)

6.12.9 material (eg *aluminium, concrete*)

6.12.10 genuineness (eg *false, imitation*)

6.13 Evaluation:

6.13.1 quality:

- adjectives (eg *perfect, poor, outstanding*)
- verbs (eg *to deteriorate, improve*)
- adverbs (eg *badly, excellently*)

6.13.2 acceptability (eg *it's just/not quite what I wanted*) also a range of adjectives (eg *(in)correct, (un)successful, (ab)normal, (un)usual, complex, particular, special*)

6.13.3 expressions of opinion (eg *I'm against / I cannot accept... / It's useless*)

7 Linguistic competence (vocabulary)

Candidates must be able to use vocabulary in the following areas:

7.1 Identification of people, roles and relationships:

7.1.1 appearance, personality, character and skills of people

7.1.2 group descriptions (eg *work teams and personnel/business networks*)

7.2 Personal interests:

7.2.1 hobbies, entertainment, sport, mass media

7.2.2 social discussions on current affairs, books, personal views and preferences

7.3 Travel:

7.3.1 types of travel/modes of transport for business and personal use

7.3.2 description/analysis of journeys

7.4 Business accommodation – exchanging views on:

7.4.1 types of premises, furnishings, layout/design, running costs

7.4.2 regional analysis of communication facilities for business

7.5 Making deals:

7.5.1 prices, payments, exchange rates, discounts, terms and conditions, negotiating prices, quantities

7.6 The workplace:

7.6.1 job descriptions, pay, hours of work, holidays, length of notice, task descriptions, routines

7.6.2 health, safety, security regulations, accident reports

7.6.3 operating instructions for equipment - faults, symptoms, remedies

7.6.4 technical assessments and proposals

7.6.5 prospects and the social life within the organisation

8 Linguistic competence (functions)

Candidates must be able to express:

8.1 Opinions (eg *(personally) I think you should ...*)

8.2 (Dis)agreement:

- strong (eg *exactly/definitely*)
- reluctant (eg *I suppose so*)
- with reservation (eg *that may be so/perhaps so*)
- strong disagreement (eg *nonsense!*)
- weak disagreement (eg *I'm not so sure*)

8.3 Communication repair:

8.3.1 *Did you mean ...?*

8.3.2 requesting clarification (eg *what is ... (exactly)?*)

8.3.3 correcting (eg *let me start/say that again*)

9 Listening competence

Candidates must be able to demonstrate their ability to:

- 9.1 Understand the main ideas of complex speech on both concrete and abstract topics, including technical discussions in his / her field of specialism.
- 9.2 Follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of speech is signposted by explicit markers.
- 9.3 Understand standard spoken English, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.
- 9.4 Understand announcements and messages spoken at normal speed.
- 9.5 Follow the essentials of complex reports and presentations.
- 9.6 Understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify viewpoints and attitudes as well as the information content.

**For more information about
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