



# Spoken English for Industry & Commerce

*First Level*

## Information Pack

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                 Syllabus

# SPOKEN ENGLISH FOR INDUSTRY AND COMMERCE (SEFIC)



## FIRST LEVEL

### SAMPLE PAPER

### SECTION A: GENERAL CONVERSATION

Introductory conversation including work-related topics of a general nature. No sample material.

### SECTION B: LISTENING COMPREHENSION

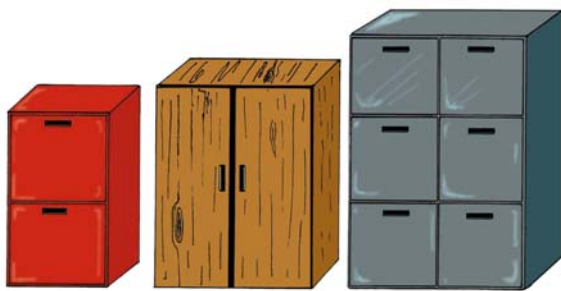
#### Instructions

EXAMINER to:

- test the candidate's comprehension in each of the areas outlined, using the pictures below plus the following objects provided by the examiner:
  - a book/magazine/newspaper, and
  - a selection of notes and coins

CANDIDATE to:

- have a blank sheet of paper for the Spelling and Number test
- demonstrate comprehension by responding appropriately to the examiner's instructions and questions



LONDON	1715	1750	1920
PARIS	2125	2155	2320



LONDON	1710	1750	1915
PARIS	1920	1955	2115



♂	35	36	37	38	39	
31	32	33		34		
23	24	25		26	27	♀
22	21			28	29	30

## Commands and questions

### **(Using materials supplied by examiner)**

Please give me (sum of money including pounds and pence exceeding £2) .....

I buy a drink for £1.90. What is the change (*from above sum*)?

Please pick up (different sum of money).

Could you put the money in front of/behind your pen/book/assessment form?

What time did you arrive/will you leave?

What is the date of your birthday/ an event familiar to the candidate (*eg Christmas*)?

## Testing

Transactions

Transactions

Verb/Prepositions

Possessives

Time

Dates

I am going to tell you the details of a client and I would like you to write them down:

The name of the contact person is (*Mr/Dr/Miss/Mrs/Ms + first name and family name*)... Spelling

The company name is (*minimum 10 letters plus "limited" or "corporation"*).....

And the phone number is (*12 digits maximum*).....

Numbers

### **(Using the Command Sheet)**

Please could you show me something which is dark green?

Colour

Please could you show me something which is rectangular/oval/triangular?

Shape

Please could you show me a bottle of water/beer/wine?

Quantifiers

Which is the shortest bottle/cabinet?

Dimension

What is in the tallest/smallest/middle bottle?

Dimension

What do you think the (*cabinet/bottle*) is made of?

Material

Please could you show me the fastest/slowest train/plane to Paris?

Comparatives

What time does the 1750 train/plane from London arrive in Paris?

Time

I want to arrive in Paris before 9.30 pm, which train must I take?

Time

Here are the prices for a single journey to Paris by plane and by train (examiner to supply two prices and ask the candidate to write them down)

Which is the cheapest/most expensive?

Comparatives

### **You are here (examiner to indicate a starting point on the map)**

Go straight on, take the second turning on the left and it is the first room on the right.

Directions

Is it near/far?

Distance

Can you show me a room which is bigger/smaller than Room ...?

Comparatives

What is opposite Room ...?

Prepositions

How do I get to the restaurant?\*

Directions

*\*credit/distinction indicators*

# SECTION C: WORLD OF WORK

## Instructions

EXAMINER to:

- ask the candidate to describe their job (or, for those candidates not in work, the job of one of the characters on the pictures below)
- ask a minimum of 1 question from each of the **Key points** sections

CANDIDATE to:

- describe their job (or the job of one of the characters on the sheet provided)
- respond to the examiner questions

### Key points:

*Occupation and job title*

*Place of work*

*Working hours*

*Daily routines*

*Very simple qualitative evaluation of job*

**What is your job/What do you do?**

What is your job title?

**Who do you work for?**

Where do you work?

**What hours do you work?**

Do you work the same hours every day?

**Can you describe a typical day at work?**

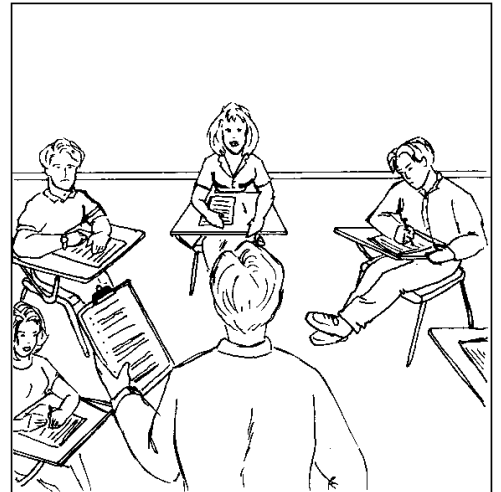
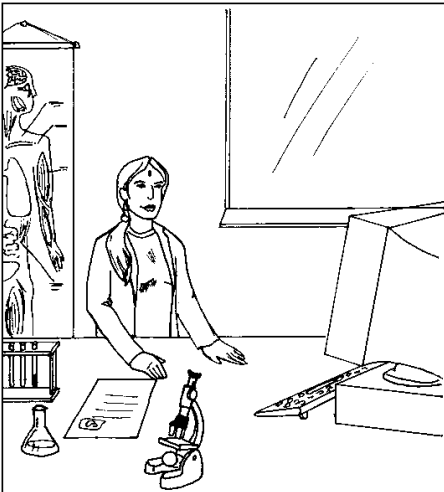
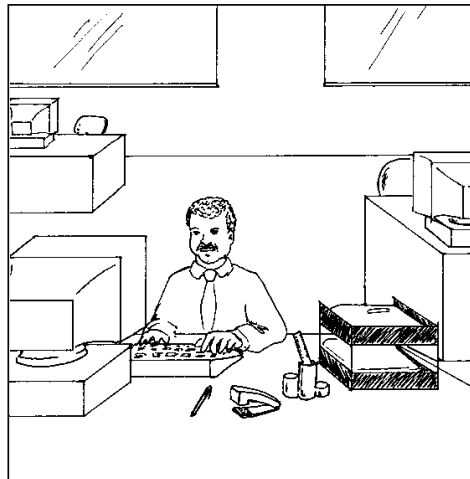
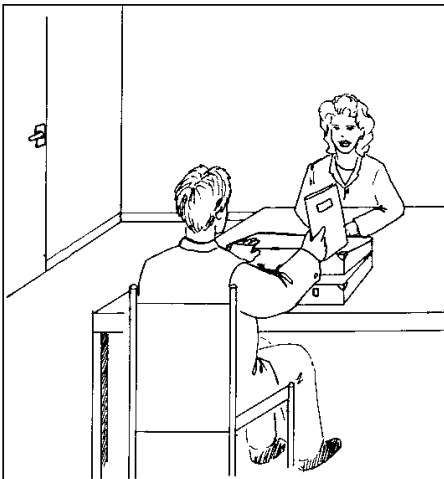
Is each day the same?\*

**Do you like your job?**

What do you like/dislike about it?\*

Is your job interesting?\*

*\*credit/distinction indicators (eg the use of adverbials sometimes and usually in discussing routines, and more elaborate descriptors in job evaluation)*



## SECTION D: PICTURE DESCRIPTION

### Instructions

EXAMINER to:

- give the candidate a picture to study (allow 1 minute maximum)
- ask a minimum of 6 and a maximum of 10 questions

CANDIDATE to:

- study the picture
- answer the questions

### A BUSINESS PRESENTATION



### Questions

- 1 Where are these people?  
(In a meeting/conference (room))
- 2 Why are they in this room?  
(For a meeting; they are having a meeting)
- 3 What are they doing?  
(Listening to the woman speaking)
- 4 What is the woman on the right doing?  
(She is talking/giving a presentation)
- 5 Why are some people looking at her?  
(Because she is talking/explaining..)
- 6 What do you think she is talking about?  
(ABC Cola/the company/profits/performance)\*
- 7 What is the man with glasses/ the man on the left doing?  
(Writing/listening/drinking)
- 8 Why is the member of staff giving the bottle to the man?  
(Because his bottle is empty/he is thirsty)\*
- 9 What do you think he will do with the empty bottle?  
(He will take it away)
- 10 What happened at 10 o'clock?  
(The meeting started)
- 11 How long will the meeting last?  
(2 and a half hours)
- 12 How long is it till the meeting ends?  
(1 hour 50 minutes)
- 13 Why is the woman removing the coffee cups?  
(Because they have finished the coffee break)\*
- 14 What will she do with them when she has left the room?  
(She will take them to the kitchen)\*
- 15 What will the people do when the meeting has finished?  
(They will have lunch/go back to their offices)\*

\* credit/distinction indicators

## SECTION E: ROLE-PLAY

### Instructions

(The picture from Section D to be retained by the candidate)

EXAMINER to:

- explain the procedure, referring to the picture for Section D
- give the candidate the cue card to study and check that the candidate understands the details (allow up to 1 minute)
- initiate and guide the dialogue

CANDIDATE to:

- study the cue card
- respond as indicated on the cue card

### CANDIDATE CUE CARD: A LOST ITEM

- You work for ABC Cola and attended the business presentation this morning.
- At lunch time you discover that you do not have your pen/calculator/diary (choose one).
- You return to the presentation room to try and find it.
- This afternoon you are going on a visit to the new factory.
- The examiner will be a person already in the presentation room.

### DIALOGUE

- EXAMINER Hello. Do come in. Are you here for the afternoon presentation?
- CANDIDATE No, I left my pen/calculator/diary here this morning.
- EXAMINER This morning? Which presentation was that?
- CANDIDATE The ABC Cola presentation.
- EXAMINER Ah, that was organised by my colleague. She has gone to meet a client at the airport. Perhaps I can help. Can you describe the pen/calculator/ diary?
- CANDIDATE (appropriate description to include colour, size, material, with prompt questions from examiner if necessary)\*
- EXAMINER And where exactly did you leave it? Where were you sitting?
- CANDIDATE (appropriate answer, to include left/right and next/beside with reference to person(s) in picture for Section D)
- EXAMINER What time did you leave the room?
- CANDIDATE (suitable response for time frame dictated by picture for Section D)
- EXAMINER I'm going to check with the catering staff. Can I take a note of your name? Can you spell that for me?
- CANDIDATE (title, first name and family name to be spelt)
- EXAMINER Do you have a contact phone number?
- CANDIDATE (candidate provides any plausible phone number)
- EXAMINER I'll phone you later this afternoon. Is that all right?
- CANDIDATE (response to indicate that s/he will not be there with a reason)\*\*
- EXAMINER (If necessary, continuing questioning to establish phone call time)
- CANDIDATE All right, I'll call you then (or other suitable finish)
- CANDIDATE (Any appropriate leave-taking with indication of thanks/gratitude)

\* Full and comprehensible description offered with as little or no prompting as possible  
credit/distinction Indicator

\*\*Offer of information regarding alternative availability or suggesting alternative time as  
possible credit /distinction Indicator

# Extended Syllabus

## Spoken English For Industry and Commerce (SEFIC) First Level

### Aim

The aim of this examination is to test the candidate's speaking and listening skills in English in:

- understanding simple work or business-related information and/or instructions in order to act upon these or respond appropriately when required
- producing a restricted range of simple language which is sufficiently accurate and clear to be understood by a listener.

### Objectives

A successful candidate will be able to:

- recognise and understand high frequency vocabulary and basic phrases concerning immediate personal and predictable information requirements within a work context, expressed in simple language
- use familiar vocabulary and phrases with a sufficient degree of articulation to be understood in a basic, familiar work or business-related context
- combine these 2 abilities to take part in straightforward communication events within a predictable work or business context.

### Target audience

This qualification is intended for candidates who have achieved a basic understanding of work or business-related English and a competence in basic interaction (speaking and listening) with English-speakers in a work or business context. Candidates would be expected to be at the Council of Europe's Waystage Level or the UK National Standards (NVQ) Level 1.

### Candidate progression

This qualification is intended for those who have progressed beyond the standard of SEFIC Preliminary Level. It can serve as a 'bridging' course for those who wish to progress to SEFIC Second Level and further progress can be made up to the Fourth Level of this qualification.

Successful candidates may also attempt LCCIEB's written examination at the same level, English For Business (EFB) First Level.

### Guide to assessment

#### Syllabus Topics

- 1 Simple social language within a business context
- 2 Simple jobs and roles in a work context
- 3 Simple work or business-related instructions and directions
- 4 Simple office or place of work descriptions
- 5 Simple numerical information

In addition candidates will be expected to demonstrate a level of linguistic competence as outlined in syllabus topics 6 to 10.

### Coverage of syllabus topics in examinations

The examination will consist of 5 sections. Section A will concentrate on syllabus topic 1, Section B on topics 3 and 5, Section C on topic 2, Section D on topics 2 and 4 and Section E on topics 1 and 2. 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 25-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 of a general nature.
- **Section B** (5 minutes) will be a listening comprehension task, with the candidate responding to spoken instructions given by the examiner. The instructions given and the responses expected will be of a more complex nature than Preliminary Level and will reflect the structures and concepts of First Level. Some questions will be included to ensure the candidate can clearly differentiate between instructions and question forms.
- **Section C** (5 minutes) will deal with the world of work. The candidate, prompted by examiner questions, will provide information about his/her job and place of work. For candidates not in employment a drawn picture (supplied by the Board) depicting characters in a range of fields of work will be used. The candidate will choose one of the characters and be asked to talk about their job and place of work.
- **Section D** (5 minutes) will be a picture description where the candidate will answer questions on a previously unseen, drawn picture (within a business setting). The purpose is to test vocabulary and tenses.
- **Section E** (5 minutes) will be a role play, building on the situation depicted in the picture for Section D. The exchanges will be more 'open ended' and less 'scripted' than at Preliminary level, so that the candidate can demonstrate an ability to take part in a straightforward communication event. The candidate will be given a cue card supplied by the Board, outlining the task.

### **Candidate answer guidance**

As the purpose of this examination is to assess oral communication, candidates will be expected to use the structures and responses appropriately in conversation. This means that candidates are not expected to answer questions using full sentences unless this would be necessary in natural speech. While the candidate's language will generally be limited to a neutral register, the beginnings of an awareness of appropriateness (in terms of degrees of formality, for example) are expected. Related to this, in assessing the candidate's performance in each section, the ability to successfully interact will be assessed.

### **Recommended reading list and support material**

How to Pass SEFIC First Level

## Syllabus topic and Items covered

### 1 Simple social language within a business context

Candidates must be able to:

- 1.1 Exchange greetings, goodbyes and simple, predictable, social information
- 1.2 Elicit and provide simple personal information
- 1.3 Make and respond appropriately to predictable invitations
- 1.4 Express gratitude in a business context
- 1.5 Express attitude, opinion and evaluation, using a restricted range of expressions

### 2 Simple jobs and roles in a work context

Candidates must be able to:

- 2.1 Explain basic job titles and work relationships
- 2.2 Explain highly-predictable work tasks and routines

### 3 Simple work or business-related instructions and directions

Candidates must be able to:

- 3.1 Understand straightforward work-related instructions
- 3.2 Understand simple directions to a destination
- 3.3 Give basic directions to a destination

### 4 Simple office or place of work descriptions

Candidates must be able to:

- 4.1 Name and describe basic office furniture and equipment
- 4.2 Understand and describe a basic office or place of work layout

### 5 Simple numerical information

Candidates must be able to:

- 5.1 Understand and provide simple numerical information  
(eg a phone number or appointment time)

### 6 Linguistic competence (structures)

Candidates must be able to:

- 6.1 Use and recognise the following verb forms:
  - 6.1.1 the simple present and present continuous (eg *I work, I am working*)
  - 6.1.2 the simple past and present perfect (eg *I worked, I have worked*)
  - 6.1.3 the future: expressed with *will* and *going to*
  - 6.1.4 the future expressed with present + time marker  
(eg *I'm meeting him tomorrow*)
  - 6.1.5 imperatives (eg *Please bring me that file*)
  - 6.1.6 the modals *can, may, would, must* and *will* (eg *Would you like?*)
- 6.2 Recognise the following verb forms:
  - 6.2.1 the passive forms of the simple present and continuous tenses  
(eg *Letters are sent/being sent first class*)
  - 6.2.2 the past continuous (eg *I was working*)
  - 6.2.3 the passive form of the simple past (eg *The file was sent*)
  - 6.2.4 the past perfect (eg *He had phoned*)
  - 6.2.5 the modals *could, shall* and *should*
- 6.3 Recognise and use the following types of adjectives:
  - 6.3.1 the possessive adjectives (eg *For my job..., In our company*)
  - 6.3.2 the demonstrative adjectives (eg *I chose this job because ...*)
  - 6.3.3 the descriptive adjectives, comparatives and superlatives  
(eg *The work is very tiring/The food is more expensive*)

- 6.4 Recognise the more complex descriptive adjectives *quite* and *rather*
- 6.5 Recognise and use the locative adverbs *here*, *there*, *anywhere* and *inside*
- 6.6 Recognise the locative adverb *nowhere* (eg *There is nowhere to eat*)
- 6.7 Recognise and use the following types of pronouns:
  - 6.7.1 possessive pronouns (eg *The calculator is mine / Yours is on the desk*)
  - 6.7.2 indefinite pronouns *anyone*, *something*, *anything* and *nothing* (eg *I would like something to eat*)
  - 6.7.3 the relative pronoun *who* and simple clauses with *that* (eg *The man who is talking... / The work that I do...*)
- 6.8 Recognise the indefinite pronouns *somebody* and *nobody* (eg *Somebody will contact you this afternoon*)
- 6.9 Recognise the relative pronoun *whom* (eg *To whom should he go to?*)
- 6.10 Recognise and use the determiners *a* and *the*
  - 6.11 Recognise and use the demonstratives *this*, *that*, *these* and *those* (eg *Take these files with you*)
- 6.12 Recognise and use the quantifiers *a lot of*, *some of*, *a few/little*, *many*, *more*, *most*, *no*, *some*, *half*, *all* and the count words *a bottle of* and *a piece of*
- 6.13 Recognise the quantifiers *enough* and *much*
- 6.14 Ask and respond to Yes/No questions
- 6.15 Recognise and use the interrogatives *when*, *where*, *why*, *what*, *how far*, *how much* and *how many*
- 6.16 Recognise and use the following subordinate clauses *if*, *that*, *because*, *where* and *when*

## 7 Linguistic competence (concepts)

Candidates must be able to:

- 7.1 Understand and use the following ways of expressing existence:
  - 7.1.1 existence/non existence (eg *There is/Is there..?/ There isn't any...*)
  - 7.1.2 availability/non-availability (eg *There's no/there isn't any ...*)
  - 7.1.3 presence/absence (eg *(not) here*, *(not there)*, *away*)
- 7.2 Understand the following way of expressing occurrence/non-occurrence (eg *(not) happen*)
- 7.3 Understand and use the following ways of expressing spatial relationships:
  - 7.3.1 geographical location *north*, *south*, *east* and *west*
  - 7.3.2 distance (eg *near/far*, *100 metres away*)
  - 7.3.3 directions (eg *left/right*, *straight on*, *back*) plus prepositions *up/down*, *in/out*, *into*, *away*, *back*, *from*, *into*, *past*, *through*, *to* plus verbs *take*, *bring*, *follow*, *send*, *turn*
- 7.4 Understand the following ways of expressing direction:
  - 7.4.1 preposition *across*
  - 7.4.2 verbs *carry*, *pull*, *push* and *put*
- 7.5 Express past and future time within the limits of the tense range at this level, plus understand and use the following ways of expressing time:
  - 7.5.1 dates
  - 7.5.2 days of week
  - 7.5.3 months of the year
  - 7.5.4 names of the seasons
  - 7.5.5 to be early/late (eg *I will be late for the meeting*)
  - 7.5.6 time (eg *It's three o'clock*)
  - 7.5.7 divisions of time *day*, *week*, *month*, *year*, *morning*, *afternoon*, *evening*, *weekend*, *holidays*

- 7.5.8 sequence and simultaneousness (eg *first, then, at the same time*)
- 7.5.9 start and finish (eg *I work from 9 to/till 5*)
- 7.5.10 frequency (eg *always, never, sometimes, (not)often, on Mondays, every Monday, once a week*)
- 7.6 Understand the following ways of expressing time:
  - 7.6.1 am/pm (eg *It's 3pm*)
  - 7.6.2 frequency (eg *once/twice, weekly/monthly*)
  - 7.6.3 duration (eg *during the week / I have worked here since 1997 / The journey takes three hours*)
- 7.7 Understand and use the following ways of expressing number and quantity:
  - 7.7.1 number:
    - 7.7.1.1 singular and plural
    - 7.7.1.2 cardinal numbers up to four digits
    - 7.7.1.3 ordinal numbers (up to two digits)
    - 7.7.1.4 approximation (eg *It's about £10*)
  - 7.7.2 quantity (eg *a piece, a bottle, a glass of*)
- 7.8 Understand and use the following ways of expressing quality:
  - 7.8.1 shape (eg *rectangle, oval*)
  - 7.8.2 dimension using adjectives to describe:
    - 7.8.2.1 size (eg *high/low, tall/short*)
    - 7.8.2.2 length (eg *centimetre, metre, kilometre*)
    - 7.8.2.3 weight (eg *gram, kilo, ton, heavy, light*)
    - 7.8.2.4 volume:(eg *half a litre*)
    - 7.8.2.5 temperature (eg *warm*)
  - 7.8.3 texture (eg *hard, soft, strong*)
  - 7.8.4 colour (eg *pink, dark brown, light grey*)
  - 7.8.5 material (eg *nylon, paper, gold, silver, made of wool*)
  - 7.8.6 age (eg *new, old*)
- 7.9 Understand the following ways of expressing quality:
  - 7.9.1 dimension/size (eg *What size is that jacket?*)
  - 7.9.2 temperature (eg *temperature, degree, zero*)
- 7.10 Understand and use a limited number of adjectives for expressing evaluation and opinion (eg *cheap/expensive, good/bad, right/wrong, easy/difficult, better/worse, enough/not enough*)

## 8 Linguistic competence (vocabulary)

Candidates must be able to:

- 8.1 Recognise and use the following biographical details:
  - 8.1.1 first name, surname and title plus the spelling of names etc
  - 8.1.2 address and location details (eg *I live at number twenty/ in a street / near a park*) plus phone numbers; *to phone*
  - 8.1.3 place/date of birth (eg *I was born in (place, country) on (date)*) plus origin and nationality (eg *I am from Denmark*)
  - 8.1.4 marital status (eg *married, single, engaged, divorced*)
  - 8.1.5 names of immediate family members (eg *son, daughter, mother, father, brother, sister*)
- 8.2 Recognise and use simple terms of socialising:
  - 8.2.1 greetings (eg *Hello, good morning/ afternoon/evening; How are you?*)

- 8.2.2 addressing using an appropriate form of address (eg *Doctor/Mr/Mrs/Miss + name/first name*)
- 8.2.3 introducing another person with *This is ...*
- 8.2.4 taking leave (eg *Goodbye/ goodnight/I'll see you tomorrow/ next week*)
- 8.2.5 talking about weather using the present and future (eg *It's raining, It will be fine tomorrow*)
- 8.2.6 personal likes and dislikes:
  - 8.2.6.1 hobbies and interests (eg *computers, sports, music*)
  - 8.2.6.2 entertainment (eg *I play tennis, I like to watch television*)
  - 8.2.6.3 holidays (eg *visit, tourist, foreign (country)*)
- 8.3 Recognise and use simple terms for making social arrangements:
  - 8.3.1 to be free (eg *I'm free at six o'clock*)
  - 8.3.2 entertainment (eg *cinema, theatre, show, party*)
  - 8.3.3 inviting (eg *Would you like to..?/What about...?*)
  - 8.3.4 making suggestions (eg *Shall we...? We could.... What about..?*)
  - 8.3.5 accepting an invitation (eg *That'll be very nice; All right*)
  - 8.3.6 declining an invitation (eg *I'm sorry, I'm afraid I can't*)
  - 8.3.7 arranging (eg *I'd like to make an appointment/to visit*)
- 8.4 Recognise and use simple terms connected with accommodation:
  - 8.4.1 types of accommodation (eg *house; apartment/flat, room*)
  - 8.4.2 names of rooms (eg *dining room, hall, study*)
  - 8.4.3 floors (eg *first floor, upstairs, downstairs, ground floor*)
  - 8.4.4 architectural features (eg *lift, stairs*)
  - 8.4.5 furniture (eg *desk, filing cabinet, carpet*)
  - 8.4.6 services (eg *gas, electricity, water, off/on, turn off/on*)
  - 8.4.7 amenities (eg *bath, shower, garage*)
  - 8.4.8 region/locality (eg *forest, hill, lake, river*)
  - 8.4.9 accommodation (eg *guest house, hotel, single/double room*) plus *to book; (room) key* and *Can I have the bill, please?*)
- 8.5 Recognise and use simple terms connected with travel:
  - 8.5.1 luggage (eg *bag, suitcase, passport, visa, driving licence, insurance*)
  - 8.5.2 asking for instructions (eg *How do I get to..?*)
  - 8.5.3 giving simple instructions (eg *You take the.../You have to change at...)*
  - 8.5.4 arrangements (eg *a single/return to..., I always travel first/second class*)
- 8.6 Recognise and use simple terms connected with food and drink:
  - 8.6.1 meals (eg *dinner, supper, snack*)
  - 8.6.2 types of food (eg *meat, fish, vegetarian, fresh vegetables, fruit, (alcoholic/non-alcoholic) drinks*)
  - 8.6.3 offering and accepting food using (eg *Would you like some/a...?/ I'd like some/a...*)
  - 8.6.4 eating and drinking out (eg *cafe, bar, menu, set meal, bill, receipt*)
- 8.7 Recognise and use simple terms connected with transactions:
  - 8.7.1 *buy, sell, pay for, money and deal*
  - 8.7.2 prices (eg *including tax, price per...*)
  - 8.7.3 names of major national currencies (eg *dollar, yen*)
- 8.8 Recognise and use simple terms connected with the workplace:
  - 8.8.1 organisations (eg *company, college, government office, hospital*)
  - 8.8.2 names of places of work (eg *office, factory, workshop, department*)

- 8.8.3 job titles/names of occupations (eg *Managing Director, officer, PA*)
- 8.8.4 relationships at work (eg *colleague, boss, team member, contact*)
- 8.8.5 office items (eg *notepad, report, form*)
- 8.8.6 daily routines (working hours) (eg *I usually work from 9.30 to 5.15 / I have lunch/coffee at.../ I earn...a month*)
- 8.9 Recognise and use simple terms connected with receiving and placing orders (within the limits of this level):
  - 8.9.1 cardinal and ordinal numbers
  - 8.9.2 quantity
  - 8.9.3 prices
  - 8.9.4 dates
  - 8.9.5 availability
- 8.10 Recognise and use simple terms connected with familiar products:
  - 8.10.1 names of products of candidate's own organisation
  - 8.10.2 key features
  - 8.10.3 common problems and faults, symptoms and remedies
  - 8.10.4 step-by-step instructions for operating known equipment

## 9 Linguistic competence (communicative skills)

Candidates must be able to:

- 9.1 On a social level:
  - 9.1.1 make and respond to simple greetings
  - 9.1.2 introduce self and respond to introductions
  - 9.1.3 ask and respond to simple questions about own and others' countries
  - 9.1.4 exchange simple social information eg about family and home
- 9.2 In everyday life:
  - 9.2.1 ask and respond to simple questions concerning everyday needs
  - 9.2.2 ask for simple directions and advice
- 9.3 At work:
  - 9.3.1 ask and answer simple questions about:
    - 9.3.1.1 standard information (eg prices)
    - 9.3.1.2 directions to a specified location
    - 9.3.1.3 information within own field (eg *What voltage is it?*)
    - 9.3.1.4 own and others' business background
    - 9.3.1.5 business activities (eg *Yes, we make ...*)
- 9.4 Regarding attitudes, opinions and evaluation:
  - 9.4.1 express sentiments using simple terms and phrases  
(eg *I prefer tea, I like tennis, That's nice, That's (not) OK*)

## 10 Linguistic competence (functions)

Candidates must be able to recognise and use simple ways of expressing:

- 10.1 Desires (eg *I'd like (to)..I want (to)...*) and negative desires (eg *I don't want to..*) plus enquiring about desires (eg *What would you like to do?*)
- 10.2 Preferences (eg *I ('d) prefer, I'd rather..than. I'd rather not...*)
- 10.3 Apologies (eg *Sorry, I'm very/so sorry*)
- 10.4 Gratitude and pleasure (eg *Thank you very much, That's very kind of you,...was very nice/pleasant, I liked...very much*)
- 10.5 Social conventions:
  - 10.5.1 greetings (informal) (eg *Hello*), (formal)  
(eg *Good morning/ afternoon/evening*)
  - 10.5.2 a response to a greeting (eg *I'm very well, thank you; I'm fine, thank you (and) how are you?*)

- 10.5.3 an address to a customer or member of the general public  
(eg *Excuse me* (formal) *Sir, Madam*)
- 10.5.4 leave taking (informal) (eg *Goodbye, See you later*) (formal)  
(eg *Good morning/afternoon/night, I'll see you tomorrow/next week*)
- 10.6 Communication repair (eg *Sorry, I didn't understand that / Can you say that again, please? / Sorry, when/where/how/why... / Sorry, what is...? / Did you say...? / Can you spell that, please? / Can you write that down for me please? / I don't know how to say it / Can you speak more slowly, please?*)
- 10.7 Telephone expressions (eg *Hello, this is (name) speaking / I'd like to speak to... / I'll call back later/this afternoon/tomorrow*)