



Spoken English for Industry & Commerce

Preliminary Level

Information Pack

Contents: Sample Paper
 Syllabus

SPOKEN ENGLISH FOR INDUSTRY AND COMMERCE (SEFIC)

PRELIMINARY LEVEL

SAMPLE PAPER

SECTION A: GENERAL CONVERSATION

Introductory conversation including personal history, work and interests of candidate.

SECTION B: LISTENING COMPREHENSION

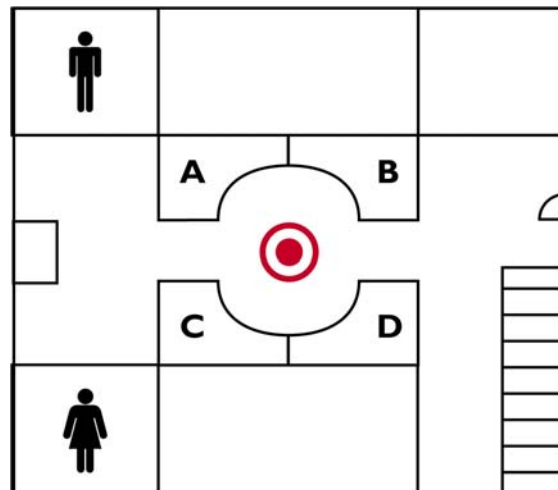
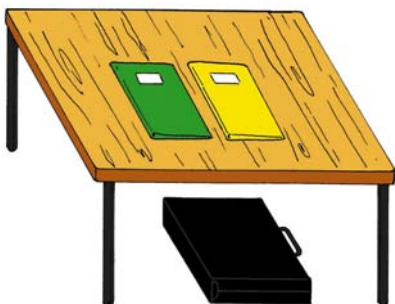
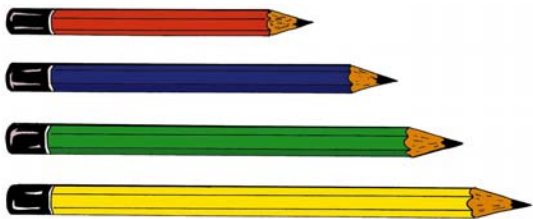
Instructions

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) a book/magazine/newspaper, b) a selection of notes and coins, and c) a watch or clock

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



Commands and questions

(using materials supplied by examiner)

- What is the time?
- What is the date today?
- Please open the book/magazine/newspaper at page...
- Please spell Mr/Miss/Mrs/Ms (surname)
- Please write this number (2 digits)
- Please give me (pence and pounds)
- How much is that? (place a **different** amount in front of candidate)

(using the Command Sheet)

- Please show me something red/blue
- Please show me something round/square
- Please show me something made of wood/glass
- Please show me the first/last train to London
- What time is the first/last train from Brussels?
- Which is the largest/smallest pencil?
- What is on/under the table? / next to the red van?

(examiner to indicate start point (red circle) on the floor plan)

- You are here, facing the phone/door;
- go straight on; turn right/left. Where are you now?

Testing

- Time
- Date
- Verbs/Number
- Verbs/Spelling
- Verbs/Number
- Transactions
- Transactions

- Colour
- Shape
- Material
- Adjectives
- Time
- Comparatives
- Prepositions

- Directions

SECTION C: PICTURE DESCRIPTION

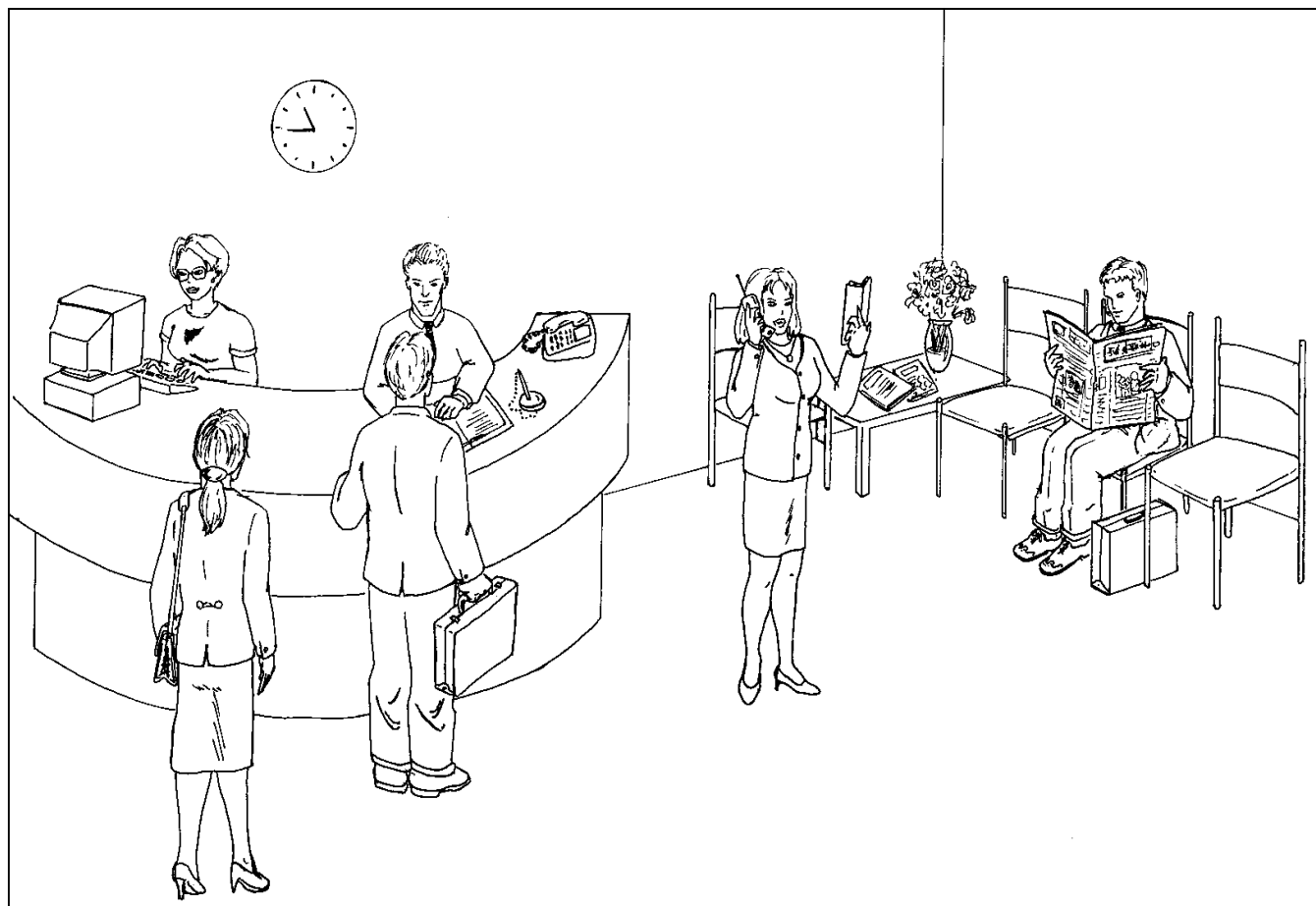
Instructions

EXAMINER to:

- give the candidate the picture to study (allow 1 minute maximum)
- ask a minimum of 5 and a maximum of 8 questions
- clearly indicate the people and items referred to in the questions

CANDIDATE to:

- study the picture
- answer the questions



Questions

- 1 How many people are there in this picture? ((*There are*) 6)
- 2 How many people are waiting at the desk? (2 (*people*))
- 3 Why are they waiting at the desk? (*eg to speak to the receptionist*)
- 4 Where is the computer? (*On the desk*)
- 5 Who is using the computer? (*The woman/woman/receptionist*)
- 6 What time is it? (*1045/quarter to eleven*)
- 7 Where are the flowers? (*In the vase/on the table*)
- 8 What is next to the chairs? (*A table*)
- 9 What is this man doing? ((*He's*) *reading a newspaper*)
- 10 What is this woman doing? ((*She's*) *telephoning/making a phone call*)
- 11 Why (is she using her phone)? (*Any plausible response eg, to contact a colleague*)

SECTION D: DIALOGUE

Instructions

EXAMINER to:

- explain the procedure, referring to the picture for Section C and pointing out the characters: "I am this man" (point to the man behind reception). "You are this man/woman." (pointing to an appropriate visitor at the reception desk)
- give the candidate the cue card to study and check that the candidate understands the cue card details (allow up to 1 minute)
- initiate and guide dialogue using the script below

CANDIDATE to:

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

CANDIDATE CUE CARD

Here is a page from your diary:

SEPTEMBER

14 Monday	Thursday 17
15 Tuesday	Friday 18
	1050 Mr Martin Taylor
	(Marketing Department)
16 Wednesday	Saturday 19
Week 38	Sunday 20

Dialogue

- EXAMINER Good morning
- CANDIDATE **Good morning** (or suitable greeting)
- EXAMINER May I help you? (*for stronger candidates*) Do you have an appointment?/Who do you wish to see?)
- CANDIDATE (I would like to see) **Mr Taylor**
- EXAMINER Is that Mr Peter Taylor in the Personnel Department?
- CANDIDATE No, Mr Martin Taylor **in Marketing**.*
- EXAMINER Ah yes, here it is. What is your name, please?
- CANDIDATE (**gives name**)
- EXAMINER How do you spell that?
- CANDIDATE (to give **correct spelling of first and second names**)
- EXAMINER And your company?
- CANDIDATE (candidate to give **name of real or fictitious company**)*
- EXAMINER What time is your appointment with Mr Taylor?
- CANDIDATE **Ten fifty/Ten to eleven**
- EXAMINER Mr Taylor is with another client at the moment. Can I get you something to drink?
- CANDIDATE (**suitable response**)*
- (EXAMINER Would you like tea or coffee?)
- (CANDIDATE (**suitable response**))
- EXAMINER I'll tell Mr Taylor you are here. Would you like to take a seat over there?
- CANDIDATE **Yes, thank you** (or suitable response)

* *credit/distinction indicators*

Extended Syllabus

Spoken English For Industry and Commerce (SEFIC) Preliminary Level

Aim

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

- understanding basic and highly predictable work or business-related information and/or instructions in order to act upon these or respond appropriately when required
- producing basic, formulaic speech of a predictable nature which is sufficiently accurate and clear to be understood by a sympathetic listener.

Objectives

A successful candidate will be able to:

- recognise familiar words and basic phrases concerning immediate personal and predictable information requirements, expressed in very simple language within a business context
- use a limited range of basic vocabulary, grammatical structures and formulaic functional language within a business context
- combine these 2 abilities to take part in basic spoken exchanges within a predictable work or business context.

Target audience

This qualification is intended for candidates who have achieved a very fundamental understanding of work or business-related English and an initial 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 (forthcoming) Breakthrough Level or the UK National Standards (NVQ) (forthcoming) Entry Level.

Candidate progression

Successful candidates may go on to take the First Level of the LCCIEB Spoken English For Industry and Commerce (SEFIC) qualification 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 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) Preliminary Level.

Guide to assessment

Syllabus topics

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

The examination will consist of 4 sections. Section A will concentrate on syllabus topic 1, Section B on topics 3 and 5, Section C on topics 2 and 4, and Section D 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 20 minute one-to-one interview with an LCCIEB SEFIC examiner. The interview will consist of 4 sections:

- **Section A (5 minutes)** will be a general conversation on predictable topics such as personal history, work, interests. The language content will be restricted to the structures, concepts and content prescribed for the level.
- **Section B (5 minutes)** will be a listening comprehension task with the candidate responding to simple, spoken, work-related instructions and directions given by the examiner. The candidate will demonstrate comprehension by successfully completing the tasks. Some questions will be included to ensure the candidate can differentiate between instructions and question forms.
- **Section C (5 minutes)** will be a picture description where the candidate will answer questions based on a previously unseen, drawn picture (with a business context), supplied by the Board. The purpose is to test vocabulary and verb usage.
- **Section D (5 minutes)** will be a dialogue in which the candidate will take part in a brief, structured, transactional dialogue leading from the picture and continuing within the same business context established in Section C. The dialogue will be led by the examiner and the candidate will use a cue card supplied by the Board.

Candidate answer guidance

As the purpose of this examination is to assess oral communication, candidates will be expected to respond appropriately in conversation.

This means that candidates are not expected to respond in full sentences unless this would be necessary in natural speech. It also means that in each section the candidate's ability to successfully interact will be rewarded in addition to linguistic accuracy; for example in a basic information exchange, while candidates are expected to select the correct question form (*When? Where? Why? What? or Who?*), errors in ensuing word order will be accepted.

Related to this, candidates should note that an over-ambitious use of language leading to communicative difficulties may be penalised.

Recommended reading list and support material

Title	Publisher	ISBN Code
How to Pass SEFIC Preliminary Level Student's Book	LCCIEB	3-922514-33-2
How to Pass SEFIC Preliminary Level Teacher's Book	LCCIEB	3-922514-37-5
How to Pass SEFIC Preliminary Level Cassette	LCCIEB	3-922514-38-3
How to Pass SEFIC Preliminary Level Picture Book	LCCIEB	3-922514-39-1

Syllabus Topics and Items Covered

1 Basic social language within a business context.

Candidates must be able to:

- 1.1 Exchange basic greetings and goodbyes in a business context
- 1.2 Elicit and provide basic personal information
- 1.3 Respond appropriately to invitations
- 1.4 Express gratitude in a business context

2 Basic jobs and roles in a work context.

Candidates must be able to:

- 2.1 Name basic job titles and work relationships
- 2.2 Name and understand basic work tasks and routines

3 Basic work or business-related instructions and directions.

Candidates must be able to:

- 3.1 Understand basic work-related instructions
- 3.2 Understand basic directions to a destination

4 Basic office or place of work descriptions.

Candidates must be able to:

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

5 Basic numerical information

Candidates must be able to:

- 5.1 Understand basic 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 for common, basic verbs:
 - 6.1.1 the simple present and present continuous tenses eg *I work, I am working*
 - 6.1.2 the simple past tense eg *I worked*
 - 6.1.3 the simple future tense expressed by the present + time marker eg *I'm working next week*
 - 6.1.4 simple imperatives eg *please open the door*
- 6.2 Recognise the following verb forms for common, basic verbs:
 - 6.2.1 the present perfect form *I have worked*
 - 6.2.2 the future expressed with *will* and *going to*
 - 6.2.3 more complex imperatives eg *please bring me that file*
 - 6.2.4 the modals *can, may, would, must* and *will*
- 6.3 Recognise and use the following types of adjectives:
 - 6.3.1 possessive adjectives eg *my, his, her*
 - 6.3.2 demonstrative adjectives *this* and *that*
 - 6.3.3 the descriptive adjective *very*
- 6.4 Recognise a range of descriptive, comparative and superlative adjectives eg *little/much(better), big/small(er)(est), more expensive, most expensive*
- 6.5 Recognise and use the locative adverbs *here* and *there*
- 6.6 Recognise a range of further locative adverbs eg *inside, outside, near, far*
- 6.7 Recognise and use the simple possessive pronouns *my, your, his, her, its, our*
- 6.8 Recognise the following pronoun forms:
 - 6.8.1 possessive pronouns (eg *mine, yours, his, hers, ours, theirs,..'s*)
 - 6.8.2 indefinite pronouns *anyone, something, anything, nothing* and *everything*
 - 6.8.3 relative pronouns *who, which* and *that*

- 6.9 Recognise and use the following determiners:
 - 6.9.1 singular demonstratives *this* and *that*
 - 6.9.2 simple quantifiers *many* and *some*
 - 6.9.3 basic count words (eg *a bottle of, a piece of, a cup of*)
- 6.10 Recognise the following determiners:
 - 6.10.1 the definite and indefinite articles *a* and *the*
 - 6.10.2 plural demonstratives *these* and *those*
 - 6.10.3 a range of quantifiers (eg *a bit, a few, any, more, most, no, half*)
- 6.11 Ask and respond to Yes/No questions
- 6.12 Recognise and use the interrogatives *When? Where? Why? What? and Who?*
- 6.13 Recognise further interrogatives (eg *How far/much/long? Which? Whose?*)

7 Linguistic competence (concepts)

Candidates must be able to:

- 7.1 Understand and use the following ways of expressing existence:
 - 7.1.1 expressing existence *there is/ls there..?*
 - 7.1.2 expressing presence and absence (*not*) *here, (not) there*
- 7.2 Understand non-existence *there isn't any...*
- 7.3 Understand and use the following ways of expressing space:
 - 7.3.1 geographical location *north, south, east* and *west*
 - 7.3.2 directions *left/right*
 - 7.3.3 prepositions *up/down, in/out* and *into*
- 7.4 Understand the following ways of expressing space:
 - 7.4.1 distance *near/far*
 - 7.4.2 direction *straight on, back*
 - 7.4.3 verbs *bring, follow, send, carry, turn*
- 7.5 Express time (present, past and future within the limits of the given verb range)
- 7.6 Understand and use the following ways of expressing time:
 - 7.6.1 dates
 - 7.6.2 days of week
 - 7.6.3 months of the year
 - 7.6.4 names of the seasons
 - 7.6.5 time *It's three o'clock*
 - 7.6.6 divisions of time *day, week, month, year, morning, afternoon, evening*
 - 7.6.7 start and finish *I work from 9 to 5*
 - 7.6.8 frequency *always, never*
- 7.7 Understand the following ways of expressing time:
 - 7.7.1 to be early/late
 - 7.7.2 *am* and *pm* forms
 - 7.7.3 the term *holidays*
 - 7.7.4 sequence *first, then*
 - 7.7.5 expressions of frequency
eg *sometimes, (not) often, on Mondays, every Monday, once a week*
- 7.8 Understand and use the following ways of expressing number and quantity:
 - 7.8.1 singular and plural countables (eg *computer(s)*)
 - 7.8.2 cardinal numbers (up to four digits)
 - 7.8.3 quantity (eg *a bottle/cup of...*)
- 7.9 Understand the following ways of expressing number and quantity:
 - 7.9.1 singular and plural uncountables (eg *money*)
 - 7.9.2 ordinal numbers (up to two digits)
 - 7.9.3 approximations (eg *It's about...*)
- 7.10 Understand and use the following ways of expressing quality:
 - 7.10.1 shape (eg *round, square*)

- 7.10.2 dimension:
 - 7.10.2.1 size (eg *big, small*)
 - 7.10.2.2 length (eg *metre, kilometre*)
 - 7.10.2.3 weight (eg *gram, kilo, ton*)
 - 7.10.2.4 volume (eg *litre*)
- 7.10.3 temperature (eg *cold, hot*)
- 7.10.4 colour (eg *blue, black, red*)
- 7.10.5 material (eg *leather, wood, plastic, metal*)
- 7.10.6 age (eg *new, old*)
- 7.11 Understand the following ways of expressing quality:
 - 7.11.1 *light/dark (grey)*
 - 7.11.2 *made of wool/wood*
- 7.12 Understand and use a very limited range of adjectives to express evaluation and opinion (eg *cheap/expensive, good/bad, easy/difficult*)
- 7.13 Understand some basic comparative forms (eg *better/worse*)

8 Linguistic competence (vocabulary)

Candidates must be able to:

- 8.1 Recognise and use the following personal and biographical details:
 - 8.1.1 first name and surname
 - 8.1.2 title (eg *Mr, Mrs, Miss, Ms*)
 - 8.1.3 the spelling of their name, using the correct letters of the alphabet
 - 8.1.4 their address, phone number, location (eg *town, village*)
 - 8.1.5 their nationality
 - 8.1.6 their marital status (eg *married, not married*)
 - 8.1.7 the names of immediate family members (eg *husband, wife, child/ren*)
- 8.2 Recognise and use the following basic terms of socialising:
 - 8.2.3 greetings (eg *Hello, Good morning/afternoon, How are you?*)
 - 8.2.4 the use an appropriate form of address (eg *Mr/Mrs/Miss+name/first name*)
 - 8.2.5 the introduction of another person using *This is...*
 - 8.2.6 leave taking using *Goodbye*
 - 8.2.7 talking about the weather, using a very limited range of expressions (eg *It's hot/cold/wet*)
 - 8.2.8 expressing personal likes and dislikes using *I like/I don't like...*
- 8.3 Recognise and use the following basic terms of making social arrangements:
 - 8.3.1 a limited range of relevant vocabulary (eg *cinema, party*)
 - 8.3.2 issuing an invitation using *Would you like to..?*
 - 8.3.3 accepting an invitation using *Thank you; yes, please*
 - 8.3.4 declining an invitation using *No, thank you*
- 8.4 Recognise and use the following terms connected with accommodation:
 - 8.4.1 types of accommodation (eg *house; apartment/flat, room*)
 - 8.4.2 basic names of rooms (eg *bathroom, kitchen, bedroom*)
 - 8.4.3 basic names for basic architectural features (eg *window, door, garden*)
 - 8.4.4 types of basic furniture (eg *chair, table, bed*)
 - 8.4.5 names of basic services (eg *telephone, water, gas, electricity*)
- 8.5 Recognise and use the following terms connected with travel:
 - 8.5.1 modes of travel (eg *by air/train/bus*)
 - 8.5.2 related vocabulary (eg *bag, passport, visa*)
 - 8.5.3 location using *north, south, east and west*
 - 8.5.4 directions using *left/right*, and prepositions *up/down, in/out, to/from, into*
- 8.6 Recognise the direction *straight on*
- 8.7 Recognise and use the following terms connected with food and drink:
 - 8.7.1 names of main meals (eg *breakfast, lunch, dinner*)

- 8.7.2 names of main types of foods (eg *meat, vegetables, fruit*)
- 8.7.3 accepting food and drink using *I'd like some/a...*
- 8.7.4 basic terms connected with eating out (eg *restaurant, cafe, menu, bill*)
- 8.8 Recognise and use the following basic vocabulary of the workplace:
 - 8.8.1 names of organisations (eg *company, college*)
 - 8.8.2 places of work (eg *office, factory, department*)
 - 8.8.3 job titles/names of occupations (eg *manager, secretary, assistant*)
 - 8.8.4 relationships at work (eg *team, boss*)
 - 8.8.5 office items (eg *pen, calculator, file*)
 - 8.8.6 daily routines
 - 8.8.6.1 (working hours) *I work from 9 to 5*
 - 8.8.6.2 *I come to work / go home at...*
- 8.9 Recognise and use a limited range of vocabulary relating to transactions:
 - 8.9.1 *buy, sell*
 - 8.9.2 relevant national currencies
 - 8.9.3 the name of the product(s) or service(s) of their own organisation
 - 8.9.4 *products, services*

9 Linguistic competence (communicative skills)

Candidates must be able to:

- 9.1 On a social level:
 - 9.1.1 make and respond to basic greetings
 - 9.1.2 introduce self and respond to introductions
 - 9.1.3 ask and respond to basic questions about basic personal information
- 9.2 In everyday life:
 - 9.2.1 ask and respond to basic questions concerning everyday needs
 - 9.2.2 understand basic expressions concerning everyday needs
- 9.3 At work:
 - 9.3.1 make and respond to requests to be given things
 - 9.3.2 ask and respond to basic questions involving numerical information, (eg prices and quantities)
 - 9.3.3 ask and respond to questions concerning times, dates and weekdays
 - 9.3.4 ask for and understand basic directions and instructions concerning predictable work procedures

10 Linguistic competence (functions)

Candidates must be able to recognise and use basic, formulaic ways of expressing:

- 10.1 The social conventions of appropriate address, greeting and leave taking
- 10.2 Ways of expressing wants (eg *I want to/I'd like to...*)
- 10.3 Ways of enquiring about wants (eg *Do you want to...?*)
- 10.4 Ways of expressing gratitude (eg *Thank you (very much)*)
- 10.5 Ways of apologising (eg *(Very) sorry*)
- 10.6 The simplest forms of communication repair
(eg *Sorry, can you repeat that/speak more slowly, please*)