

English for Business

Level 4



Infopack

2009

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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?

A recommended reading list is included in the examination syllabus. This includes the following texts:

Business English Handbook (Advanced) by Emmerson Paul 2007 (Macmillan) ISBN-13: 978-1405086059

Collins Cobuild - Business Vocabulary in Practice 2004 ISBN-13:978-0007190232
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Elements of Business Writing by Gary Blake and Robert W Bly 2006. ISBN-13: 978-0020080954
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These books can be obtained from any bookseller or from the publisher.

What other support material is available?

Past Paper Packs are available free and can be downloaded from www.lcciq.com or requested from info@lcciq.com. Answer Packs are free and are available on request from info@lcciq.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@lcciq.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 4

Subject Code: 4041

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 (a)**Task**

Read the following article from 'Business Week' and answer the questions that follow it. Credit will be given for answering the questions in your own words and demonstrating comprehension, rather than quoting directly from the text.

OUT ONE DOOR - AND IN ANOTHER

Last July, Bank of America made one of those announcements that routinely come after a merger; it said it would slash some 9,000 to 10,000 management jobs to eliminate duplications arising from its pairing 2 years ago with Nations Bank. Since BofA is just now finishing those reductions, simple logic might lead to the conclusion that middle managers seeking employment need not apply. Well, not exactly.

Even as the door is slamming behind its "duplicate" managers, BofA has a "Help Wanted" sign hanging in its window. In fact, its careers' website lists dozens of open positions, many in middle management. Spokeswoman Kelly Hartis says the bank is hiring in areas where it sees the "biggest return for our dollar" – such divisions as asset management, technology and global corporate investment banking.

The company encourages axed employees to apply, Hartis adds, but it didn't consider retraining them for open positions instead of handing out pink slips. Given that the job cuts were meant to eliminate expenses (other than severance pay, of course) it didn't "make much sense to spend money on training," she explains.

Instead of retraining employees for growth areas of the business, many organisations simply toss them out and bring in workers who are ready-made for those jobs. "Companies aren't willing to evaluate each person and figure out what else they can do," says Jo Bennett at executive recruiters Battalia Winston in New York. In fact, she adds, when a displaced worker lands a job elsewhere in the company, it's usually because a manager rallies on their behalf. "It's pretty seat of the pants," she says.

That's because it's a lot easier to simply wave goodbye than offer a more human solution, and because once the layoff train leaves the station, there's no way to slow it down. In large reductions, affecting hundreds or thousands of employees, companies are often so preoccupied with trying to get people out the door smoothly - and legally - that they have little time to think about recycling them. "People have 'I'm just following orders' mentality, instead of stepping up and saying 'we could do this differently,'" says Colleen O'Neill, talent management practice leader at consulting firm William M Mercer.

Make or Buy

In many cases, moreover – just like the consumers they depend on - many companies prefer new to used. "It's a make-or-buy decision," says Lisa Lynch, former chief economist at the Labor Dept and a professor of international economic affairs. "Companies are weighing the costs of making a worker through retraining or buying someone who already has the skills. If there's a ready supply of folks (in the market place) compared to making an extensive investment of time and money to retrain that's going to be considered."

Retraining costs can vary widely, depending on what's required to prepare a worker for a different job. Overall, budgets for employee training have dipped in recent years: latest figures from the American Society for Training & Development show that the average US company spent \$677 per eligible worker on training last year, down from \$724 the previous year.

If a company is cutting back on employee development in good times, don't expect it to commit a large scale retraining effort when it hits a rough patch, experts say – even if it might be a cheaper alternative than doling out severance pay to thousands of workers. A typical severance package is one to 2 weeks' pay for every year of service, and it often includes such extras as career counselling and payment for unused vacation.

"Please DON'T Come"

A good example of both the traditional approach and what some experts would call a more enlightened one is Intel, which announced in March that it would trim its worldwide headcount by 5,000 this year. It "never has a freeze on hiring," says company spokesperson Chuck Mulloy. Indeed, while it has been widely reported that the chipmaker is offering new hires who haven't started yet "please don't come" packages – 2 months' salary plus any signing bonus that was originally guaranteed - it isn't giving this option to all prospective employees. "There are certain critical positions for which the talent pool isn't big enough," Mulloy says. "PhDs in material science or physics don't grow on trees."

QUESTION 1(a) CONTINUED**Eye-Opener**

Of course, even if a company offers to retrain downsizing victims and move them to other divisions, few might be willing to take the offer in a healthy economy. With 4.5% unemployment in the US some workers - particularly those with skills that are in high demand - might prefer to jump back into the job market rather than learn something new.

Helen Drinan, president of the Society for Human Resource Management, recalls what happened in 2007 when her then-employer, BankBoston, announced plans to cut 1,500 jobs following an acquisition. As the bank's executive Vice-President for Human resources, Drinan helped establish its first-ever training program to prepare displaced workers for vacant positions elsewhere in the organisation.

BankBoston's management even gave participants an easy out - if they didn't like what they were doing after 3 months of retraining, they could leave the bank and still collect their full severance pay. Despite the "fail-safe", less than 15% of the affected employees took the training. Those workers stuck with the bank after completing the program, but Drinan says the low turnout was an "eye opener" to senior management. The "uncertainty of doing something entirely different" even with the promise of severance if it didn't work out - dissuaded many workers from signing up, she contends.

- (i) In which areas are companies hiring and in which are they firing and why are they doing it at the same time? (3 marks)
- (ii) According to Jo Bennett, why do some workers get rehired and what do you understand by "it's pretty seat of the pants". (2 marks)
- (iii) Why, in general, does this system go unchallenged? (2 marks)
- (iv) Why do companies prefer to "buy" than "make"? Is it, in fact, cheaper, according to the writer? (3 marks)
- (v) What is significant about the general fall in training expenditure in this context? (2 marks)
- (vi) What is the "Please don't come" policy and how is it being applied? (2 marks)
- (vii) Why do some workers not want to be rehired? (1 mark)

QUESTION 1 (b)**Situation**

You are the Human Resources Manager of a company that is planning to make a number of employees in the support services sector redundant. You are convinced that the management has not sufficiently considered the possibility of redeployment of these staff. There are currently vacant positions in other parts of the company (such as Sales and Marketing).

Task

Write a memo to the Managing Director, making a brief case for further consideration of retraining and redeployment - using ideas from the text. Ask for a meeting to discuss this further.

(10 marks)

(Total 25 marks)

QUESTION 2**Situation**

You work as the professional assistant to the CEO of a medium-sized company. This new CEO has only been in the job about 3 months, after several changes of senior management, management structure and even CEOs during the previous year. One of the effects of this period of change and uncertainty that has been identified is a massive fall in staff morale and a huge loss of confidence by the employees in the business. This has been evidenced by a significant increase in staff turnover and a rise in absenteeism. There may also be growing discontent about employment terms and conditions that, it is feared, may eventually lead to industrial action. The current CEO is anxious to stop this slide before it gets any worse and has asked you to find out exactly what the problems are and how the situation can be improved. One of the things you did in order to achieve this was set up an on-line, anonymous discussion group, where employees could post their thoughts and opinions.

Task

Based on the following notes from the on-line discussion group, **write a report** for the CEO, which will be used as a basis for discussion at a forthcoming board meeting.

(Total 25 marks)

Contributor 1

Too many things are happening in the company (change of management, sale of buildings, new business expansion) which the staff aren't told about and the reason for which is not clear. We are never informed of anything even after it has happened. This breeds a spirit of turn up, clock on, clock off, go home.

Contributor 2

It is not only the management who don't care about us. In the old days, the staff used to look after each other more. But now that nobody knows how long anyone is going to stay in the organisation, it's everybody for themselves. There's a lot of competitiveness and aggression which is not good. There's no team spirit – witness the fact that we don't have any company sports teams anymore, I can remember a time when almost everybody turned out to support their friends in the inter-company competitions. Going out for a drink after work is now looked on with suspicion and unpleasantness, as though a secret club is being started.

Contributor 3

We have hardly any staff meetings anymore and when we do, they are just for the sake of it, there's no real authority in them; the management, if they bother to come, just nod and then do what they intended to do anyway. Also there is a climate of fear at the staff meetings. Nobody says what they really think for fear of losing favour with the bosses.

Contributor 4

I am not afraid to speak at the staff meetings – it's just that there's no point as nobody listens to you anyway - and it's true there's rarely any senior management there to listen.

Contributor 5

There should be some way – like this one now – where we can give feedback to management anonymously; everybody has their own axe to grind so it is too risky to point fingers without risking your job or certainly any prospect of promotion in the company.

Contributor 6

I don't only want to COMPLAIN about the managers, I have years of experience and knowledge which could be useful to them if only I had some power to make the decisions I know I am capable of. In another company I know of, they have department meetings where they have real power to decide budgets and spend money and even to recruit new people to the teams. And they make better decisions because they really know what is needed.

Contributor 7

Perhaps if we had department meetings as C.6 says, the managers wouldn't have to spend so much time locked up together discussing goodness knows what and we would see them actually doing some work. What about an open door policy, so that it's not only them looking at us when they choose to, we can look at them as well. Or get out of their offices more and see what we are doing. I haven't seen the new CEO on my floor of the building yet!

Contributor 8

Yes, the pay's okay, but how do you feel about the profit-sharing and bonuses being reserved for middle management and above? Who is it that earns the money and who is it that costs?

Contributor 9

I think everybody more or less agrees that the pay is average or better for the industry – but in no other way do people feel 'valued'. We used to have 'employee of the month' – a bit kitsch, I know, but you did at least feel someone was taking some notice of what you did. What about a company newsletter, part of which would recognise when people were doing useful, new and interesting stuff and it would just generally keep us better informed.

Contributor 10

It all comes down to all of us not having the first idea of where the company is going and why. They appoint inexperienced graduate trainees, when there are plenty of skilled people in the company who could 'fast-track' to management just as well. They down-size certain departments and expand others without a word of explanation why. Nobody can stay motivated when the whole culture of 'ask no questions, just follow orders' is rife within the management. I don't want to do the managers' jobs for them, but I am sick of being treated as though I don't have a brain, I'm just a machine that happens to breathe. It's no wonder we don't support each other anymore, we barely recognise each other as human beings.

QUESTION 3 (a)**Situation**

You work in London for an international firm of stock brokers whose head office is in Milan. The firm regularly uses the stock market research and recommendations service of Ebno MG (an American Investment Bank). The 'notes' they send are about which shares to buy, which to sell and which to hold. These are called upgrade (from sell to hold to buy) and downgrade (from buy to hold to sell) notes.

Task

You read the following news article in an English newspaper and you decide to **write a memo** to your Senior Investment Broker in Milan summarising its contents immediately, and respectfully suggesting some action should be taken.

Ebno MG reins in analysts

The independence of Ebno MG's stock market research is being questioned after analysts at the US investment bank were instructed to seek approval from corporate clients before publishing recommendations and ratings on the stocks of those clients.

In a memorandum circulated to Ebno MG analysts last week, Paul Harvey, head of equity research, said he must personally sign off all changes in the analysts' investment recommendations. In addition, the memo further sets out rules, described as "mandatory", requiring analysts to seek out comments from both the companies concerned and the relevant investment banker at Ebno MG, before publishing the research.

Mr Harvey then says: "If the company requests changes to the research note, the analyst has a responsibility to incorporate the changes requested or communicate clearly why the changes cannot be made."

In a further effort to ensure nothing slips through the net without being reviewed by corporate financiers, Ebno MG requires that the banker of the client concerned e-mails approval to the publishing department prior to release of the research note.

The attempt by Ebno MG to discipline its analysts will ring alarm bells among fund managers and investors. Concern is mounting over the integrity of research published by large investment banks where the main driver of business is not selling shares to investors but fees from their corporate clients for advice on mergers and takeovers. One anonymous source said, "It is a bit like a judicial system where the accused decides the outcome!"

The urgent language of Paul Harvey's memo and its tone suggest that the firm is seeking to rein in its research team at a time when investment banking revenues are drying up. Mr Harvey acknowledges the difficulties of a bear market in his memo, thus: "Downgrade recommendation notes obviously attract more attention than upgrade notes and we need to reflect this in our procedures."

Write the memo.

(12½ marks)

QUESTION 3 (b)

Situation

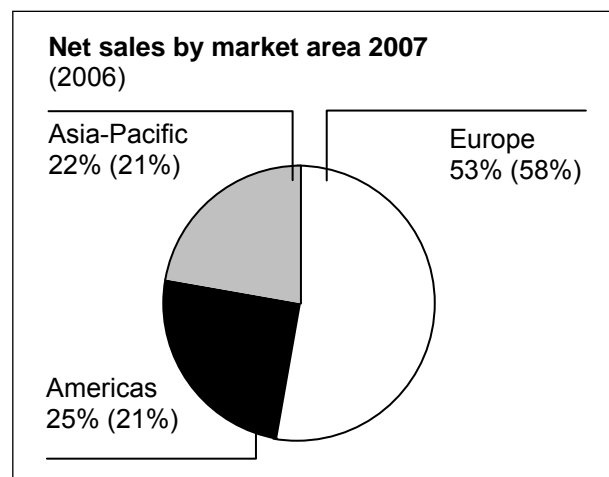
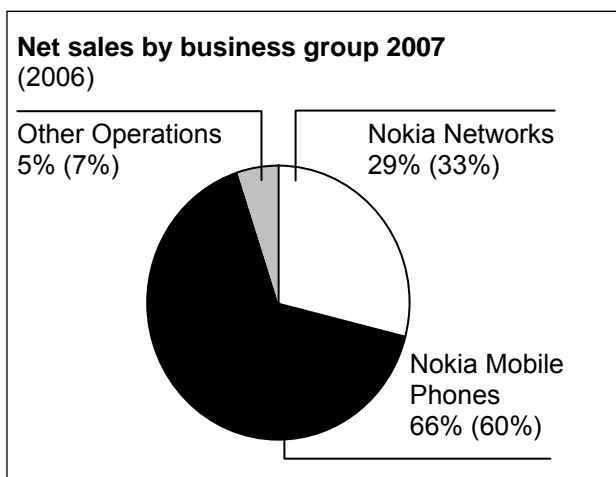
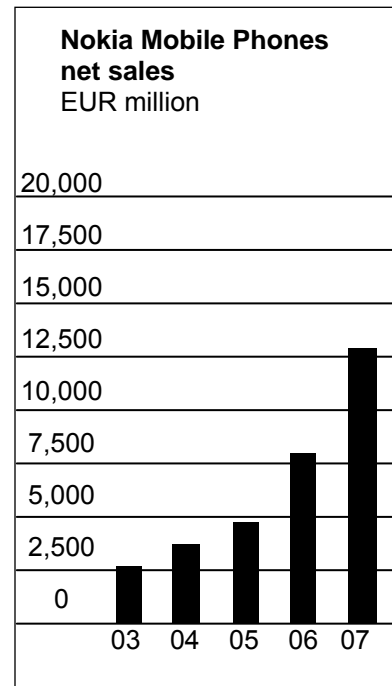
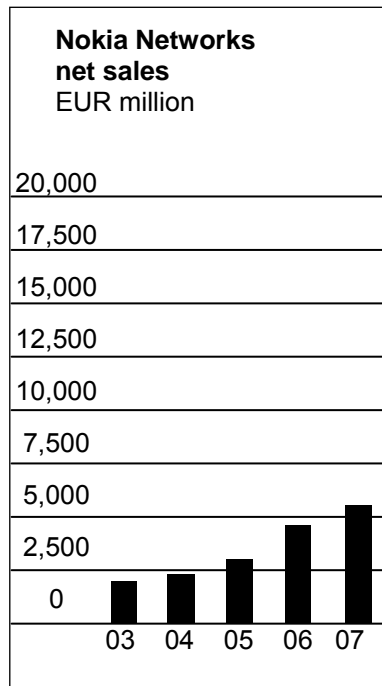
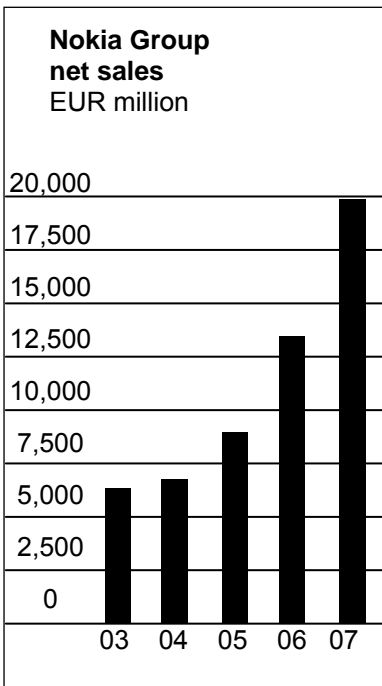
You work for the Business Information Unit of a major company and you are **writing a briefing paper** on the technology and communication industry. One section is on the comparative performance of different product groups from the same company and a second is on the performance of those products within different geographical markets.

Task

From the information below **write the 2 sections** giving an overview of the Nokia Communications Group (a Finnish technology company) in relation to these 2 issues. Include any comparison with the previous year and any trends over 5 years.

(12½ marks)

(Total 25 marks)



QUESTION 4

On the basis of the 2 following opening extracts, and according to the instructions accompanying them, continue and complete each extract in an appropriate way. The list of key words should be used for guidance; some or all of the words may, but do not have to be, included in the text.

Question 4 (a)**Situation**

You are a journalist for a trade journal in the marketing industry. You receive information in the form of a press release of the appointment of a new Marketing Director, Kate Higgs, at a major supermarket chain (Frankco's). You know that the new woman is highly thought of in the marketing industry and her appointment to the supermarket will be seen as good news for them. They have recently suffered severe image problems related to media coverage of some cases of 'out-of-date' food being sold in the stores and a more general loss of brand identity in their competition with other supermarkets.

Task

Write a news article. Include:

- Kate Higgs's career history
- details about the supermarket sector
- her future strategy.

Key words:

specific responsibility/quit last company/brand identity/fierce price competition/scandal/regain customer confidence/strategy

Invent any further content you need.

(Heading)

Former Marketing Director for United Carpet Stores, Kate Higgs, has been appointed Marketing Director of

(12½ marks)

Question 4 (b)**Situation**

You work in the Marketing Department of an insurance company.

Task

Write a promotional letter to a potential client advertising the car insurance services of your company.

Include:

- a letter layout
- examples of how your service is better than the competition
- any extra benefits you can offer
- an incentive to sign now
- contact details

Key words:

compare quotes/premiums/cover/no-claims discount/extra benefits/extra services/incentives/freephone number

Dear Ms Simson,

A while ago, you told us that your motor insurance would be due for renewal this month. We believe.....

(12½ marks)

(Total 25 marks)

English for Business Level 4 Sample Examination Paper Answers

DISTINCTION MARK 75%
CREDIT MARK 60%
PASS MARK 50%

TOTAL 100 MARKS

QUESTION 1(a) Sample Answers

- (i) Companies are in general downsizing middle management to reduce costs (1 mark) and hiring in the areas in their company in which they make the highest profits (1 mark). They are doing it at the same time because they have no policy of redeploying from one department to another. (1 mark)
- (ii) A worker who is being made redundant may be redeployed if an individual manager notices and takes an interest in him/her (1 mark). "Seat of the pants" is an idiom meaning there is no plan or forethought about the actions. (1 mark)
- (iii) Because those who are asked to undertake the redundancy programme are following instructions from their superiors, rather than thinking out and speaking up against it (1 mark). There is an implication that they are frightened for their own jobs as well (1 mark).
- (iv) Because the worker being redeployed has to be retrained, which costs time and money (1 mark). There may be people with the skills readily available outside the company (1 mark). It may in fact not be cheaper, as the writer states that severance pay and other costs may add up to more than retraining (1 mark).
- (v) The general attitude is to reduce training costs at the moment, even when the situation is good (1 mark). Since this is the case, companies are unlikely to consider spending money on retraining when the situation is bad (1 mark).
- (vi) New recruits who have not yet started work, but who have been offered a contract are being paid compensation not to start their new jobs. (1 mark)
This is not happening in areas where the skills are very specialised or scarce. (1 mark)
- (vii) They do not want to learn to do a different job. (1 mark)

(15 marks)

QUESTION 1(b) Sample Answer

To: John Smith, Managing Director
From: Your Name, Human Resources Manager
Date: Today's Date
Subject: Redeployment of redundant staff

Following the recent announcement of redundancies within the company I am writing to you to ask you to consider the possibility of retraining and redeployment of those whose positions will be abolished. Although I am aware that the company is attempting to reduce training costs during this difficult economic period, and that the clear case for redundancies in certain areas has been made, it is apparent that there are areas of the company which require further staff. Indeed as you know, we are currently advertising vacancies in Sales and Marketing, for example.

May I suggest that the current policy of directing expenditure towards severance and associated payments of those being made redundant may eventually be more expensive than the costs of retraining these staff and thus is less efficient even in purely financial terms. Equally, it would appear that the costs of the redundancies in terms of loss of staff morale and other long term intangible factors are higher than currently estimated.

I would be glad to meet you at a time convenient to you to discuss the potential for retraining and redeployment within the company.

Thank you.

QUESTION 1 (b)**Allocation of Marks**

Successful task completion (according to question instruction - a sendable memo) (1 mark)

Layout (as memo, paragraphs etc.) (1 mark)

Coherent, accurate use of structure and syntax (2 marks)

Coherent, accurate use of lexis (2 marks)

Range of language used: style (choice of vocabulary and structures to express respect as to a superior; but assertive, reasoned statement of opinion). (2 marks)

Range of language used: vocabulary - wide range and appropriate selection for professional context. (2 marks)

(10 marks)

QUESTION 2 Sample Answer

To: John Smith, CEO
 From: Your Name, Professional Assistant
 Date: Today's Date
Subject: Feedback on employees' perceptions of XY Company

This report has been compiled to provide a record and analysis of the current state of staff morale and confidence in the business in XY company. It is based on data and comments posted to an on-line discussion forum during the week of 20-27 November 2001. The posters remained anonymous by this process. The intention is also to evaluate any useful ideas that come from the staff to improve the current situation.

The staff's comments fell into four main areas:

- Managers and management style
- Communications between staff and management
- Perceptions of how far staff are valued
- Team spirit within the staff

Managers and Management Style

It is clear that the role and effectiveness of management activity is not clearly understood or appreciated by the staff. Managers are perceived to be insufficiently visible in the daily life of the company and too often unavailable or involved in lengthy meetings, the purpose of which is not clear to the rest of the staff. It was suggested that managers should adopt an open door policy, where they were visible in their offices throughout the working day. It is possible that staff would appreciate it if managers took time to simply walk around the departments more in order to gain a clearer idea of what is happening at desk level.

Communications

Coupled with this, there is a widespread feeling of ignorance of the company's overall strategy and objectives. It is likely that this comes from a lack of effective communication from management to staff. It would appear that staff feel underinformed and underconsulted.

There was a high level of dissatisfaction with staff meetings – both that there was an insufficient number of them and that there was insufficient opportunity for staff to express their opinions at them. This was variously ascribed to the fact that the managers do not attend such meetings regularly or that they do not appear to be listening to what the staff are saying. Another possible source of the problem is that members of staff are not sufficiently confident (to the point of fearing for their positions within the company) to question or criticise management decisions openly.

One suggestion was that departmental meetings would be a more effective arena for discussion. It was also suggested that it might be possible to delegate real management power to these meetings in certain areas such as budgeting and expenditure.

A further useful idea was to produce a regular company newspaper that would enable management to communicate with workers in an informative and general way. A publication sent to all staff would alleviate fears of individual criticism. Similarly there was a request for a channel such as the on-line discussion forum where staff could express themselves anonymously to management without fear of negative response and censure.

Continued...

Perceptions of how far staff are valued

It was surprising that there were few negative comments about the pay and conditions at the company directly; there was even one comment that salaries were average and above for the industry. However, there was also one expression of grievance that the profit-sharing and bonus scheme has not been extended to all levels within the company.

In stark contrast to this, however, there was a very widespread perception that staff are not sufficiently valued in other ways for their hard work, intelligence and effort. This is obviously critically linked to the issues of management style and communications outlined above. Mention was made of the former 'Employee of the Month' scheme: without returning to this, it was generally felt that a greater appreciation of the staff should be demonstrated by the management. It is possible that a company newsletter would also be an appropriate channel for this. Equally, the extension of profit-sharing and bonuses to all levels of staff would act as an expression of the company's appreciation of hard work and success.

Team Spirit

Some of the contributors comments were directed at the deterioration of relations within the staff themselves and the suspicion, negative competition and insecurity which the recent period of change and uncertainty within the company has bred.

It was suggested that symptomatic of this decline in team spirit was the lack of company sports teams and inter-company competition. One possibility would be to encourage and fund the reintroduction of these events. Other opinions suggested that socialising outside the office now had a negative image of power groups and in-fighting. It might also be possible to fund and host some general social events in order to foster a better social atmosphere at department and company level.

Conclusion

The on-line discussion forum was clearly successful in offering the opportunity to staff to air grievances and express opinions. In itself, it is to be hoped that this has begun to improve the negative feelings towards management and the lack of trust that exists at all levels within the organisation.

Therefore, at this stage, it would appear important that serious consideration is given to some of the useful suggestions that have been made, for example, the company newsletter, a restructuring of the staff meetings and the introduction of company sports and social events. It is also evident that the staff expects a formal response from management to this exercise in order to demonstrate that management are listening to the staff.

I will be present at the meeting and available to answer any further questions you may have in relation to this consultation project.

Allocation of marks

Successful task completion (according to question instruction, eg clear structure, clearly identified issues, conclusion etc.) (6 marks)

Extraction and use of relevant information (categorisation of information and summary of recommendation - in any appropriate way) (6 marks)

Appropriate layout and textual structure (report layout, paragraphs and headings, bullet points etc) (3 marks)

Coherent, accurate use of structures (1 mark)

Coherent, accurate use of syntax (2 marks)

Coherent, accurate use of vocabulary (2 marks)

Range of language used – style: semi-formal for an internal report, using evaluating, opinion and recommending language (3 marks)

Range of language used – vocabulary: wide range and appropriate selection of vocabulary (2 marks)

(Total 25 marks)

QUESTION 3 (a)**Allocation of marks**

Successful task completion (according to question instruction - a sendable memo giving a summary of article and suggestion of action) (3 marks)

Extraction and use of relevant information (the situation at Ebno and implications of it) (3 marks)

Layout (as memo) (1 mark)

Coherent, accurate use of structure (½ mark)

Coherent, accurate use of syntax (½ mark)

Coherent, accurate use of lexis (½ mark)

Range of language used - vocabulary and style: serious, semi-formal/formal and respectful to a superior working in a different country. (1 mark)

Range of language used - functional language for opinion and requests (respectful - as to a senior, quite formal forms for making a polite suggestion) (2 marks)

(12½ marks)

Question 3 (a) Sample Answer

To: Carmela Di Clemente - Senior Investment Broker
 From: Your Name - Investment Broker
 Date: Today's Date
 Subject: Ebno MG's stock recommendations

I was very concerned to read in yesterday's edition of Business Journal a news article strongly questioning the integrity of Ebno MG and the reliability of their stock market research and recommendations.

It appears that a memo has been leaked from the Head of Equity Research requiring that, if the company concerned is a corporate client of Ebno MG, the analysts are to submit any stock upgrade or downgrade recommendation relating to the company to the company itself and their investment banker at Ebno for comment. The analysts are then to liaise with the company directly to discuss incorporation of any changes to the recommendation. Finally, the notes have to be approved by the Head of Equity Research and the relevant investment banker at Ebno will e-mail authorisation for publication.

Such a highly-controlled set of checks on the analyst's opinion obviously suggests that Ebno is more concerned not to upset its corporate clients than to give impartial investment advice.

If this is true, it would appear that Ebno are not an unbiased source of stock market research and we should therefore perhaps consider changes in this area. I look forward to hearing if you have any comments on this.

I will keep you informed of developments and would be happy to talk to you about this further.

QUESTION 3 (b)**Allocation of marks**

Successful task completion (according to the question instruction, a publishable account of comparative performance of different product groups and performance of those products in different geographical areas) (3 marks)

Extraction and use of relevant information (focusing on changes in size and proportions - eg increased contribution of Mobile Phones to Group sales) (3 marks)

Appropriate layout and textual structure (plain text and paragraphing or other appropriate) (1 mark)

Coherent, accurate use of structures (½ mark)

Coherent, accurate use of syntax (½ mark)

Coherent, accurate use of vocabulary (1½ marks)

Range of language used - style: formal, factual, information giving (1½ marks)

Range of language used - wide vocabulary for reporting and evaluating trends. (1½ marks)

(12½ marks)

Question 3 (b) Sample Answer

Nokia Communications Group

Product Diversity

Nokia is highly concentrated in two main areas. The two major product groups are Nokia Networks and Nokia Mobile Phones. These account for 95% of the entire group net sales, up from 93% in 2006. Nokia Networks sales have grown over the last five years from approximately 2,000m EUR in 2003 up to around 3,000m EUR in 2005 to well over 5,000m EUR in 2007. Networks sales account for 29% of total Nokia Group sales. This is a slightly lower percentage than the previous year's of 33%.

Whilst the sales of Networks products is making a slightly decreased contribution to total revenue, 66% of the total sales revenue comes from sales of Mobile Phones - this proportion is up from 60% in 2006. Overall, sales of mobile phones have rocketed since 2003. In 2003 Group sales revenue stood at 5,500m EUR, about a quarter of which came from networks and a third of which came from mobile phones. However, although Network sales have grown steadily over the last five years, Mobile Phone sales have increased five times. This compares with Group sales revenues which have increased by around 3.5 times in the same period. Thus Mobile phone sales are outstripping the increase in revenue of the Group as a whole. The sharpest increase in this product group was from around 7,600m EUR in 2006 to 12,600m EUR in 2007 - a 40% rise.

Geographical Diversity

Nokia is still primarily focused on Europe as its major market area. A total of 53% of income comes from there. Since this a slight drop from 58% in the previous year, it would appear that Nokia is beginning to push into the rest of the world. Outside of Europe the rest of the market is almost equally divided between the Americas and Asia-Pacific with 25% and 21% of net sales respectively.

QUESTION 4 (a)

Allocation of marks

Successful task completion (according to the question instruction, ie a news article, giving information and details, comment and forward looking) (3 marks)

Extraction and use of relevant information (the key points to include) (3 marks)

Appropriate layout and textual structure (headline, paragraphing) (1 mark)

Coherent, accurate use of structures (1 mark)

Coherent, accurate use of syntax (1 mark)

Coherent, accurate use of vocabulary (1 mark)

Range of language used - style: direct, clear and news providing (1 mark)

Range of language used - vocabulary and structure: use of passives. Technical vocabulary and typical collocations for marketing. (1½ marks)

(12½ marks)

Question 4(a) Sample Answer

United Carpets Director Joins Frankco's.

Former marketing director for United Carpet Stores, Kate Higgs, has been appointed marketing director of the beleaguered supermarket chain, Frankco's, with specific responsibility for brand identity and customer relations.

She quit United Carpets after the resignation last autumn of Chief Executive George Hardy, which came after the acquisition of the carpet company by French group Tapis Sinclair.

Higgs will spearhead the development of clearer brand identity for Frankco's who are suffering from the fierce price-cutting battle which has raged amongst the supermarket giants in the last 12 months. She is reckoned to believe that it is time for a slow-down in this battle and a return to more civilised market competition based on quality and brand identification, leading to customer loyalty and greater profits.

What the company is not saying is that her biggest task will be to deal with the loss of customer confidence in the wake of the 'stale food' scandal which hit Frankco's at the beginning of the year - to do this she is looking at appointing new creative and media agencies for Frankco's.

QUESTION 4 (b)**Allocation of marks**

Successful task completion (according to the question instruction, ie a personal promotional, appealing sounding, letter about insurance services.) (3 marks)

Extraction and use of relevant information (benefits offered, discounts, contact details etc.) (3 marks)

Appropriate layout and textual structure (letter layout and paragraphing) (1 mark)

Coherent, accurate use of structures (1 mark)

Coherent, accurate use of syntax (1 mark)

Coherent, accurate use of vocabulary (1 mark)

Range of language used - style: a personal-sounding message - use of semi-formal/informal conversational language (1 mark)

Range of language used - vocabulary: technical and general (1½ marks)

(12½ marks)

Question 4 (b) Sample Answer

Ana Insurance
44 Axe Le Crosse
Chester
Cheshire
C4 1JL

Jane Simson
75 Onely Road
Ilford
Essex
IGI IPL

Today's Date

Dear Ms Simson

A while ago, you told us that your motor insurance would be due for renewal this month. We believe we may be able to offer you a far better deal than your current insurer and would like to give you the opportunity to compare our quote. On average our premiums are 13% less than our nearest competitor for similar cover.

In addition to the competitive premiums with up to 70% no-claims discount, we also include as standard the kind of benefits that many insurers charge extra for, such as discounts on Accident and Breakdown services and up to 30 days' free motoring abroad cover.

Look at our enclosed leaflet to find out many more of the reasons why you won't regret switching to Ana Car Insurance. We are one of the world's largest insurance groups trusted by over 40 million customers worldwide.

Plus you'll automatically receive a £10 Store Voucher with our compliments, when you take out Ana Car Insurance.

To find out how much you could be saving on motor insurance, call us free on 08457 26262. We are open 8 am - 9 pm every day.

Yours sincerely

Your Name
Vehicle Insurance Consultant

Examination Syllabus

The English for Business Level 4 qualification is intended for candidates who have reached a standard of productive English usage which will create an extremely good impression of their language skills and who now wish to

- gain a recognised English qualification at the equivalent of Council of Europe C1/C2* level

* *The lower CEF level relates to a “pass” grade; the higher CEF level relates to a “credit” or “distinction” grade, ie a Level 4 pass = CEF C1; credit / distinction = CEF C2.*

Level 4 is the highest level of this qualification. This examination will test at a higher level the linguistic skills and business knowledge tested at Level 3. The techniques for handling, displaying, interpreting, transferring and reformulating information already introduced at the previous levels will be invoked for more advanced tasks. There should be no need for close supervision and scrutiny of the English of a successful candidate at this level. Linguistic and stylistic errors of all types will be rare.

Structure of the qualification

This qualification consists of a compulsory written examination and optional Speaking and Listening Tests. The LCCI IQ Level 4 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 authentic business texts
- write English in a wide variety of ways within an extensive range of business contexts.
- listen and understand business-related material such as conversations, announcements, short talks, and news bulletins.
- give clear, detailed oral descriptions and presentations on complex subjects
- express themselves orally in a clear and appropriate style on business or professional matters.

Assessment Objectives

The examination will assess the candidate’s ability to:

Reading and Writing

- extract and use relevant information from authentic written sources and employ a correct layout and textual structure in order to complete the given written task
- use structures, syntax and vocabulary both coherently and accurately
- demonstrate an extensive range of language

Speaking

- give a clear, detailed oral presentation on a business-related subject
- express themselves orally in a discussion on business-related or professional matters

Listening

- understand standard speech encountered in work and everyday situations
- understand factual information that they have listened to, such as instructions and directions, short talks, announcements, and news bulletins

All modes

- use appropriately and accurately the notions, functions and grammatical exponents listed in the linguistic syllabus

Syllabus Topics

Reading and Writing

- 1 Reading and comprehending an authentic text and producing a piece of business writing related to this.
- 2 Writing business texts from given information.
- 3 Reformulating and reformatting texts from one text type to another – specifically text to précis and digital/graphical/numerical information to text.
- 4 Extending and producing completed texts in a range of contrasting genres.

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

There will be 4 compulsory questions corresponding to the 4 syllabus topics listed. The time allowance for the examination is 3 hours. There are 4 compulsory questions as follows:

- **Question 1** will be in 2 parts. The first part will require the candidate to understand and respond to a lengthy (around 750 words) and complex authentic business text. Comprehension will be demonstrated through a variety of question types (eg sentence completion, true/false etc.). The second part of the question will require the production of a written text related to the article, within a given scenario
- **Question 2** will require the candidate to produce business texts in the appropriate tone and style. The question type will be either:
 - a single case study/scenario generating 2 pieces of business writing which will allow candidates to demonstrate their ability to write in contrasting styles (eg in a memo to a colleague and for a trade journal news item on the same topic), or:
 - a formal report generated from a series of pieces of information written in an informal style.

- **Question 3** will be in 2 parts.
 - The first part will require the candidate to reformulate information by way of a précis of a longer text, within a given scenario (eg to write an abstract of an article to put in an information bulletin).
 - The second part will require the candidate to reformulate digital / graphical / numerical information into a written form (eg a management comment on the performance of a subsidiary company).
- **Question 4** will require the candidate to produce fluent and accurate written texts in a range of styles and genres. Candidates will be required to continue and complete 2 different texts appropriately from information given (eg a formal notice for exhibition on the office wall or an invitation to a company open recruitment meeting).

Speaking – optional

Candidates will be assessed by a 17 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 30 minutes. The test comprises 15 listening passages, each with two multiple-choice questions. There is one mark for each question. There are 2 types of tasks:

- Task 1. Candidates listen to a conversation. They then read 2 questions about the conversation, both of which have 4 possible written answers (A, B, C, D) and choose the correct answers.
- Task 2. Candidates listen to a monologue. They then read 2 questions about the monologue, both of which have 4 possible written answers (A, B, C, D) and choose the correct answers.

Candidate Answer Guidance

Answer Formats for the Reading and Writing Test

Candidates will be required to answer the questions in the format prescribed to the standard of English outlined above. All answers should take full account of the given context and be fully appropriate for that context and any associated scenario. The texts produced should be as concise as is appropriate for these contexts and scenarios. Where the length of the required text is not clear from the task itself, guidance as to approximate word number will be given in the question. In the reading comprehension (question 1 part A) understanding should be signalled in the most economic means possible, eg incomplete sentences, figures, single words, diagrams etc.

The answers to the questions should be wholly adequate in practical business terms in the sense that they achieve the purpose of the communication and successfully complete the task required by being linguistically and structurally clear and by including all essential information whilst excluding all irrelevant information.

Business style language appropriate to the text and question-type should be used at all times. This should be correct in formal terms (eg using correct grammar and punctuation) and appropriate in terms of the business role or occasion described (eg displaying tact or expressing disappointment). Marks will be awarded for the task achievement and linguistic content of the written texts and not assessed for the business knowledge of the candidate.

Pass Mark Information and Mark Allocation

Reading and Writing

Pass	50%
Credit	60%
Distinction	75%

A positive marking approach is used except where candidates extensively and inappropriately 'lift' language from the text used as the basis for questions in the examination paper. All questions carry equal marks.

A typical weighting of marks for a complete examination is shown below.

Question 1

Part a - Comprehension Task (15%)

An average of 6 questions will be asked with a total mark value of 15 marks. For this part of the examination answers may also be provided in the form of incomplete sentences, figures, diagrams, charts etc if appropriate.

Part b - Written text related to the article (10%)

- | | |
|---|---------|
| • Extraction and use of relevant information/layout/task completion | 2 marks |
| • Coherent, accurate use of structure and vocabulary | 4 marks |
| • Breadth and range of language used | 4 marks |

Questions 2, 3 and 4 (25% each)

- | | |
|---|----------|
| • Extraction and use of relevant information/layout/task completion | 15 marks |
| • Coherent, accurate use of structure and vocabulary | 5 marks |
| • Breadth and range of language used | 5 marks |

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

Business English Handbook (Advanced) by Emmerson Paul 2007 (Macmillan) ISBN-13: 978-1405086059
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Collins Cobuild - Business Vocabulary in Practice 2004 ISBN-13:978-0007190232

Elements of Business Writing by Gary Blake and Robert W Bly 2006. ISBN-13: 978-0020080954

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.lcciiq.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@lcciiq.com. Both the Speaking Test Infopack and the Listening Test Infopack include sample questions on CD.

Syllabus Topics and Learning Outcomes

1 Comprehension and response to a complex authentic text

The text will be from a business source such as a business newspaper or journal. The writing task will be related to the article and may require the candidate to invent some further information according to the specified scenario.

Candidates must be able to:

- 1.1 Demonstrate a factual understanding of the text by answering comprehension questions.
- 1.2 Demonstrate an ability to identify ambiguity, argument, opinion and persuasive devices in the text.
- 1.3 Demonstrate an ability to infer the writer's meaning by reading between the lines.
- 1.4 Write a text based on the information in the passage and appropriate to a specified scenario, including all necessary information from the article.
- 1.5 Employ correct and stylistically appropriate language in the satisfactory completion of the task.

2 Composing business texts

Based either on a scenario which will generate 2 contrasting business texts or on informal data which will generate a more formal report.

Candidates must be able to:

- 2.1 Compose a full range of business correspondence using appropriate business conventions (i.e. layout etc) to a standard suitable for mailing or distribution.
- 2.2 Compose a report, using appropriate layout, conventions, and clear organisation of information
- 2.3 Describe accounts of events, cause and effect, assessments of data and evaluation of information within these contexts
- 2.4 Handle different content types, such as giving instructions and directions, making proposals and suggestions and argumentation
- 2.5 Employ correct and stylistically appropriate language for both the report and other business correspondence.

3 Business-related text and data conversion and reformulation

A contextualised precis based on a text and a reformulated text from digital/graphical/numerical data

Candidates must be able to:

- 3.1 Select relevant information from the text or other data
- 3.2 Collate and express such information concisely, clearly and unambiguously
- 3.3 Adopt an appropriate tone and format for the specified context
- 3.4 Draw on a basic understanding of relevant business issues and practices to enhance the effectiveness of the texts produced.
- 3.5 Employ correct and stylistically appropriate language in the satisfactory completion of the task

4 Handling different genres/text types

Based on the start of 2 contextualised texts to be completed in a style appropriate to the genre

Candidates must be able to:

- 4.1 Recognise and identify the reader/writer relationship from the given context and the initial part of the text
- 4.2 Adopt an appropriate tone and style for this genre
- 4.3 Complete the task satisfactorily for the purpose according to the information supplied
- 4.4 Supply invented content appropriately to the texts as required.

5 Linguistic Competence(Structures)

Candidates must be able to:

- 5.1 Understand and use an unrestricted range of structures.

6 Linguistic Competence (Functions)

Candidates must be able to:

- 6.1 Use a full range of appropriate language to carry out an unrestricted range of functional purposes:
For example:
 - to give descriptive accounts of events and statements of cause and effect;
 - to give an assessment and evaluation of information;
 - to give instructions and directions;
 - to make proposals, suggestions, arguments for action etc.

7 Linguistic Competence (Vocabulary)

Candidates must be able to:

- 7.1 Understand and use an extensive range of vocabulary and other lexical items both on general topics (eg making arrangements, current affairs etc. and on all usual business topics (eg company and management practices, financial terminology, production practices etc)
- 7.2 Understand and use a wide range of idiomatic forms used in business eg business idioms and business collocations

8 Linguistic Competence (Style)

Candidates must be able to:

- 8.1 Select appropriate grammatical structures and lexical items for use in a full range of business styles – formal and less formal, standard and colloquial.

9 Listening competence

Candidates must be able to demonstrate their ability to:

- 9.1 Understand enough to follow extended speech on abstract and complex topics even when it is not clearly structured and when relationships are only implied and signalled explicitly.
- 9.2 Recognise a wide range of idiomatic expressions and colloquialisms, and appreciate shifts of register.
- 9.3 Understand complex technical information and distorted public announcements.
- 9.4 Follow most talks, discussions or debates with relative ease.
- 9.5 Understand a wide range of broadcast material, including implicit attitudes and relationships between speakers.

**For more information about
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