

# English for Business Communication (8959)

Levels 1, 2 and 3  
Qualification Handbook

[www.cityandguilds.com](http://www.cityandguilds.com)  
June 2010  
Version 7.0



## **About City & Guilds**

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

## **City & Guilds Group**

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

## **Equal opportunities**

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

## **Copyright**

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (which can be found on the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

## **Publications**

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

## **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)20 7294 2800**

**F +44 (0)20 7294 2400**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

# English for Business Communication (8959)

Levels 1, 2 and 3  
Qualification Handbook



---

[www.cityandguilds.com](http://www.cityandguilds.com)  
June 2010  
Version 7.0

**City & Guilds**  
Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

# Contents

<b>1</b>	<b>International English Qualifications (IEQs)</b>	<b>7</b>
1.1	The English for Business Communications qualification handbook and other publications	7
1.2	Qualifications	8
1.3	Teaching qualifications	10
<b>2</b>	<b>English for Business Communications</b>	<b>11</b>
2.1	Introduction	11
2.2	Common European Framework of Reference for Languages	12
2.3	Qualification titles and Q Numbers	13
2.4	Descriptions of competence at each level	14
2.5	Centre approval and operating procedures	17
2.6	Format and features of the English for Business Communications suite of examinations	19
<b>3</b>	<b>Overview of Assessment for English for Business Communications</b>	<b>20</b>
3.1	Assessment of the EBC examination paper	20
3.2	City & Guilds Marking Examiners	21
<b>4</b>	<b>Syllabus</b>	<b>22</b>
4.1	Introduction	22
4.2	Level 1	23
4.3	Level 2	25
4.4	Level 3	27
	Grammar	29
	Functions	39
	Topics	55
	Text forms	74
<b>5</b>	<b>Level 1</b>	<b>75</b>
5.1	Aims and Objectives	75
5.2	Examination structure	76
5.3	Sample Paper	77
<b>6</b>	<b>Level 2</b>	<b>92</b>
6.1	Aims and Objectives	92
6.2	Examination structure	94
6.3	Sample Paper	94
<b>7</b>	<b>Level 3</b>	<b>113</b>
7.1	Aims and Objectives	113
7.2	Examination structure	115
7.3	Sample Paper	116

**City & Guilds**  
Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

# **1 International English Qualifications (IEQs)**

## **1.1 The English for Business Communications qualification handbook and other publications**

The English for Business Communications qualification handbook from City & Guilds provides a comprehensive introduction to the City & Guilds series of examinations in English for Business Communications.

The aim of this guide is to provide information and advice for all existing and potential teachers and candidates of the City & Guilds English for Business Communications examinations.

A separate qualification handbook has been produced for the Spoken English Test for Business qualification.

To find out more about our International English Qualifications (IEQs) visit:  
[www.cityandguilds.com/ieq](http://www.cityandguilds.com/ieq)

Other City & Guilds publications supporting the English for Business Communications qualifications include the following:

Sample tests – available on the website.

# 1 International English Qualifications (IEQs)

## 1.2 Qualifications

### **English for Business Communications (8959)**

English for Business Communication focuses on the candidate's ability to perform in real business situations through the medium of English. This qualification evaluates the understanding and writing of business communications in English. Level 1 requires candidates to understand and write simple letters, memos and faxes and complete WP templates. Level 2 involves the understanding of more complex business communications, writing letters, memos, mailshots, press releases, articles and informal reports. At level 3, candidates need to understand a wider range of business communications, write letters and memos in response to a wide range of situations and prepare agenda and minutes, notices, speeches, advertisements, articles, press releases, mailshots, formal invitations and analytical reports.

This range of examinations offers a practical approach to the testing of reading and writing at three levels:

- Level 1 (equivalent to A2 Waystage on the Common European Framework)
- Level 2 (equivalent to B2 Vantage on the Common European Framework)
- Level 3 (equivalent to C2 Mastery on the Common European Framework).

This qualification handbook covers all three levels.

### **Spoken English Test for Business (8981)**

The Spoken English Test (SETB) for Business is a qualification specifically developed for candidates who need to use spoken English in the workplace. This qualification is ideal for those who work in business in an English speaking country or in a multinational organisation which uses English for internal communications.

This range of examinations is available at three levels:

- Stage A (equivalent to A1 Breakthrough and A2 Waystage on the Common European Framework)
- Stage B (equivalent to B1 Threshold and B2 Vantage on the Common European Framework)
- Stage C (equivalent to C1 EOP and C2 Mastery on the Common European Framework).

A separate qualification handbook is available for SETB.

### **English for Office Skills (8960)**

The English for Office Skills qualification tests accuracy in the use and transcription of English, and the ability to perform office-related tasks in accordance with spoken or written instructions. These tests are suitable for those who need to carry out tasks in English where accuracy in writing and following instructions is important. Both levels involve the demonstration of accurate spelling and punctuation, writing down a spoken message, reading comprehension, knowledge of vocabulary and syntax and proofreading documents.

This range of examinations is available at two levels:

- Level 1
- Level 2.

A separate qualification handbook is available for English for Office Skills.

### **International ESOL (English for Speakers of Other Languages) (8984)**

This range of examinations offers a communicative approach to the testing of listening, reading and writing at six levels:

- Preliminary (equivalent to A1 Breakthrough on the Common European Framework)
- Access (equivalent to A2 Waystage on the Common European Framework)
- Achiever (equivalent to B1 Threshold on the Common European Framework)
- Communicator (equivalent to B2 Vantage on the Common European Framework)
- Expert (equivalent to C1 EOP on the Common European Framework)
- Mastery (equivalent to C2 Mastery on the Common European Framework).

A separate qualification handbook is available for International ESOL.

### **International Spoken ESOL (Spoken English for Speakers of Other Languages) (8985)**

This range of examinations complements the International ESOL series. It is a separately administered spoken examination and is available at the same levels as the International ESOL range.

A separate qualification handbook is available for International Spoken ESOL.

### **Young ESOL (English for Speakers of Other Languages – Young Candidates) (8962 and 8969)**

Young ESOL and Young Spoken ESOL are for candidates aged 8-13. The examinations are at the lower levels only.

# 1 International English Qualifications (IEQs)

## 1.3 Teaching qualifications

### **Access Certificate in English Language Teaching (ACE) (8575)**

The ACE certificate has been jointly developed with the Department of Language and Literary Studies in Education at Manchester University. The qualification is suitable for existing English language teachers who want to upgrade their skills, teachers who want to move into English language teaching, and newcomers to teaching who wish to gain an initial English language teaching qualification.

## 2 English for Business Communications

### 2.1 Introduction

#### Who are the City & Guilds English for Business Communications qualifications intended for?

- native or non-native speakers of English worldwide
- young people or adults attending an English course either in the UK or overseas
- students learning English as part of their school or college curriculum
- people needing English for their working life
- Candidates who require externally recognised certification of their levels in English
- those who are attending courses over a period and require a series of graded examinations which provide steps up in the ladder of proficiency
- Candidates attending short courses in English.

#### Why take City & Guilds English for Business Communications examinations?

Examinations are on demand – centres are in control of timetabling and can hold examinations whenever required. City & Guilds need two weeks' notice for the UK and Ireland and four weeks' overseas.

#### Integrity of total external assessment

Centres can be confident of quality and the maintenance of international standards.

#### Feedback reports

Unsuccessful candidates automatically receive a short feedback report designed to prepare them to re-take an examination.

#### Rapid certification

Results and certificates are issued within eight weeks.

#### Easy to run

Simple administration.

One examination covering two skill areas.

#### Relevance

Task-based questions.

Real-world context.

#### Levels

The levels chart below shows the three levels of the English for Business Communications examinations, the duration of each examination and the skills involved.

<b>Examination</b>	<b>Duration</b>	<b>Skills tested</b>
Level 1	1 ½ hours	Reading and Writing
Level 2	2 hours	Reading and Writing
Level 3	2 ½ hours	Reading and Writing

## 2 English for Business Communications

### 2.2 Common European Framework of Reference for Languages

The three levels of the English for Business Communications Examination are linked to those of the Common European Framework of Reference for Languages, developed by the Council of Europe. The comparative levels chart below shows how the levels relate to each other.

<b>City &amp; Guilds EBC Levels</b>	<b>Common European Framework</b>	<b>Equivalent UK national levels</b>
Level 1	A2 Waystage	Entry 2
Level 2	B2 Vantage	Level 1
Level 3	C2 Mastery	Level 3

## 2 English for Business Communications

### 2.3 Qualification titles and Q Numbers

The table below details the names of the City & Guilds levels alongside the full title of each English for Business Communications qualification as it appears on the certificate.

<b>English for Business Communications Examination</b>	<b>Title on Certificate</b>
Level 1	Level 1 Certificate in English for Business Communications (EBC)
Level 2	Level 2 Certificate in English for Business Communications (EBC)
Level 3	Level 3 Certificate in English for Business Communications (EBC)

## 2 English for Business Communications

### 2.4 Descriptions of competence at each level

City & Guilds qualification level	Suitable for	CEF Descriptor	City and Guilds EBC specific descriptor
<b>Level 1</b>	Clerical and administrative staff who have to read and draft routine communications in English according to clear Instructions.	<ul style="list-style-type: none"><li>• Can understand sentences and frequently-used expressions related to areas of most immediate relevance such as basic personal and family information, shopping, local geography, employment, education, training and social roles.</li><li>• Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters.</li><li>• Can engage in conversation to establish shared understanding about familiar topics.</li><li>• Can read, understand and obtain information from short documents, familiar sources, signs and symbols.</li><li>• Can write to communicate with some awareness of the intended audience.</li></ul>	<ul style="list-style-type: none"><li>• Can understand sentences and frequently used expressions related to business communication.</li><li>• Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters.</li><li>• Can read, understand and obtain information from short documents, familiar sources, signs and symbols.</li><li>• Can write documents such as letters, memoranda and faxes and complete word processing templates, to communicate with some awareness of the intended audience.</li></ul>

<b>City &amp; Guilds qualification level</b>	<b>Suitable for</b>	<b>CEF Descriptor</b>	<b>City and Guilds EBC specific descriptor</b>
<b>Level 2</b>	Staff who are expected to read a variety of communications in English and reply to them independently and in appropriate style.	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</li> <li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> <li>• Can adapt to take account of the listener(s), the context and the medium.</li> <li>• Can engage in discussion in familiar and unfamiliar situations making clear and relevant contributions.</li> <li>• Can obtain information from different sources.</li> <li>• Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options, varying length, format and style appropriate to purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex communication on both concrete and abstract topics, including technical business discussions.</li> <li>• Can adapt to take account of the target audience, the context and the medium.</li> <li>• Can obtain information from different sources.</li> <li>• Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options, varying length, format and style appropriate to purpose and audience.</li> </ul>

City & Guilds qualification level	Suitable for	CEF Descriptor	City and Guilds EBC specific descriptor
<b>Level 3</b>	Staff who are expected to read the full range of work related documents in English, including those that require complex replies, and to draft documents where choice and tone of expression may be critical to the success of the transaction.	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything heard or read.</li> <li>• Can summarise information from different spoken or written sources, reconstructing arguments and accounts in a coherent presentation.</li> <li>• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything read.</li> <li>• Can summarise information from different written sources, reconstructing arguments and accounts in a coherent presentation.</li> <li>• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</li> </ul>

## 2 English for Business Communications

### 2.5 Centre approval and operating procedures

Please refer to *Centre Guide – Delivering International Qualifications*. This publication provides step-by-step guidance on applying to become a City & Guilds centre, including examples of how you can show us that you will be able to meet our approval criteria. It includes copies of the appropriate forms with detailed guidance on how to complete them and where to send them.

**Centre approval** will enable you to conduct examinations. This is valid for a period of two years, subject to your ongoing compliance with our regulations, and will allow you to enter candidates for and conduct any type of examination. The approval procedures are quite straightforward. You will need to complete an *Application for centre approval*. This form includes a list of our approval criteria and you will be asked to provide information on how you satisfy/will be able to satisfy these criteria. For example, we need to know that you have safe or lockable steel cabinet and appropriate arrangements to ensure the security of all examination papers. Send the form to the relevant address found in: *Centre guide – Delivering International Qualifications*.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre to conduct a particular City & Guilds qualification or particular City & Guilds qualifications, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

#### **Operating procedures – general requirements**

All centres offering the City & Guilds English for Business Communications qualifications will have to meet the full requirements for the assessment procedures as detailed in this qualification handbook.

This includes the provision of:

- appropriately qualified staff to invigilate the examination
- facilities for assessments to be undertaken at appropriate times under conditions required by City & Guilds.

#### **Invigilation**

Centres will be expected to provide invigilators for the examination process. The invigilator will be responsible for the conduct and integrity of the examination. The person(s) undertaking this role will need to:

- be familiar with the content of the *City & Guilds conduct of examinations document*
- accurately observe the time allotted for the examination
- read out the 'rules to candidates' prior to commencement of the examination
- ensure that all examination scripts are collected immediately after the examination and handed to the person responsible for despatching them
- ensure compliance with all other regulations relating to the examination.

Invigilators ideally will not be involved in training the candidates. However, where this is unavoidable, the trainer will not be allowed to be the only invigilator involved for that examination.

## **Conduct and supervision of the examinations**

Centres **must** ensure the following:

- 1 Any information charts in rooms where assessments take place should be removed or covered if they would give help to candidates taking the assessments.
- 2 Once papers have been handed in they shall not be returned to the candidate.
3. Centres must provide appropriate levels of invigilation to ensure that candidates work unaided for the duration of the examination.
4. Candidates will not be permitted to remove question papers from the location in which the assessment is taking place, or to retain question papers.
5. Where, in the opinion of the invigilator, any candidate engages in any conduct during an examination that is deemed to have given him/her an unfair advantage, the candidate will be required to take an alternative paper.

## 2 English for Business Communications

### 2.6 Format and features of the English for Business Communications suite of examinations

The City & Guilds English for Business Communications examinations are a suite of qualifications in modern, written Business English. They are designed to meet the needs of present day organisations for fast and accurate communication in the international sphere. The test focuses on the candidate's ability to perform in real business situations through the medium of English.

Each assessment takes the form of an in-tray simulation. The candidate is placed in the role of an administrative or personal assistant in a commercial company. The examination paper consists of a selection of realistic documents, eg quotations, invoices, emails, reports – which the candidate has to deal with by drafting appropriate replies or by writing similar documents, eg letters, memos etc, in accordance with instructions. These are assessed according to how effective they are as written communications, eg whether the candidate has interpreted the source documents correctly, whether the replies convey the right message and whether they would achieve the desired results. Correct language is important, but the emphasis is on successful communication.

In recognition of the realistic nature of the examination tasks, candidates may use a monolingual (English-English) or bilingual dictionary in the examination.

Candidates may use a computer/word processor or typewriter to complete the examination tasks where possible. The Internet, calendars and calculators may also be used.

#### Three levels

The English for Business Communications examinations are offered at three levels.

<b>Level</b>	<b>Task</b>	<b>Task – candidate writes a:</b>	<b>Marks</b>
Level 1	1	Business letter	25
	2	Memorandum	25
	3	Fax	25
	4	Complete WP template	25
Level 2	1	Business letter	20
	2	Memorandum	20
	3	Circular letter or mailshot	20
	4	Article or press release	20
	5	Informal, informational report	20
Level 3	1	Minutes of a meeting	10
	2	Business letter	20
	3	Memorandum	20
	4	Article or press release or speech	20
	5	Circular letter or mailshot or advertisement or notice or formal invitation	10
	6	Informal, analytical report	20

## 3 Overview of Assessment for English for Business Communications

### 3.1 Assessment of the EBC examination paper

#### The EBC suite

The City & Guilds English for Business Communications suite of examinations is closely allied to the levels of the Common European Framework of Reference produced by the Council of Europe, details of which are available on [www.coe.int/lang](http://www.coe.int/lang).

English for Business Communications examinations are stringently assessed against the criteria as detailed in the syllabus. The grades awarded will be either **First Class Pass, Pass** or **Fail**.

A **First Class Pass** is awarded to candidates achieving 75% or more in the whole examination, provided they attempt all the tasks.

A **Pass** is awarded when the candidate achieves a total of 60 marks (60%).

A **Fail** is given when the candidate achieves a total of fewer than 60 marks (60%).

#### Reading and Writing

The candidate is assessed on the degree of success with which he or she completes the tasks.

- Marks are awarded for Layout and Content against paper-specific marking schemes.
- Layout is assessed for two (only) of the written tasks, a memo and a letter. Tasks assessed for layout are specified on the examination paper.
- Legibility is taken into account.
- Language is marked against performance criteria aligned to the descriptors of the CEFR. The candidate is judged on how well the performance in the test meets these criteria. Marks for Grammar, Spelling, Punctuation, Tone and Fluency are used to confirm the overall assessment.

#### Feedback reports

Unsuccessful candidates will automatically receive a short feedback report, consisting of performance codes, designed to prepare them to re-take an examination.

### 3 Overview of Assessment for English for Business Communications

#### 3.2 City & Guilds Marking Examiners

All Examiners are approved by City & Guilds and undergo rigorous and frequent training and moderation, to ensure that grades are awarded strictly in accordance with CEFR levels and City & Guilds examination requirements.

#### Performance codes

Candidates who fail to achieve 60% are advised of their areas of weakness by the following codes:

English for Business Communications				
8959-11-011 (Level 1)				
8959-12-012 (Level 2)				
8959-13-013 (Level 3)				
Performance Codes				
		Level 1	Level 2	Level 3
	Narrow fail	AA	AA	AA
	Insufficient work submitted	AB	AB	AB
	Failure to follow instructions	AC	AC	AC
	Questions misinterpreted	AI	AI	AI
	Communication weak	DJ	DJ	DJ
	Range of language limited	DK	DK	DK
	Language not appropriate to business content	DO	DO	DO
	Layout – memo	EE	EE	EE
	Layout – letter	EF	EF	EF
	Language – mechanics	EG	EG	EG
	Language – tone/fluency	EH	EH	EH
	Content – inappropriate	EI	EI	EI
	Content – incomplete	EJ	EJ	EJ
	Organisation	EK	EK	EK

## **4 Syllabus**

### 4.1 Introduction

The syllabus shows the standards which a learner must achieve to gain a pass in each of the three levels of the examination. For each level, the standards are shown for Reading and Writing. The standards must be read in conjunction with the sections showing the grammar tested at each level and the functions and topics used and tested at each level. These follow the set of standards for each level.

## 4 Syllabus

### 4.2 Level 1

#### Reading

The candidate will be able to:

- understand short simple narratives and descriptions, straightforward instructions, directions and explanations on familiar and work related topics
- recognise the different purposes of texts, both formal and informal, when purpose and intended audience is clear
- locate specific, predictable information in everyday short texts on familiar matters
- understand a simple line of argument simply expressed
- understand the main ideas and gist of simple letters and newspaper articles
- understand routine formal letters or other business correspondence on familiar topics
- understand everyday signs and notices.

#### Range

- recognise high frequency words and words with common spelling patterns in everyday business-related texts
- understand punctuation and capitalisation used in simple and compound sentences.

#### Register

- understand simple expressions conveying different levels of formality.

#### Text structure

- understand the organisational, lexical and grammatical features of short, simple texts
- understand a very limited range of cohesive devices
- identify the different purposes of short straightforward texts through layout conventions, common signs, symbols and cultural conventions.

#### Writing

The candidate will be able to:

- compose simple texts using the appropriate format with some awareness of the intended audience
- fill in a WP template with details recording information and with some awareness of the intended audience
- follow instructions to write a formal letter, memo or fax
- write formally about basic business activities
- write short texts using simple and compound sentences
- write a short sequence of simple explanations, instructions or directions
- express simple opinions clearly.

#### Mechanics

- spell correctly the majority of words used for common business purposes and familiar common words
- write with reasonable accuracy short words appropriate to the level
- use punctuation and capital letters correctly to show questions, commas in lists and proper nouns
- construct simple and compound sentences using basic structures.

**Range**

- use a limited range of vocabulary to deal with simple and familiar business topics and tasks.

**Organisation**

- use conventions to indicate formality or informality
- link a short sequence of simple sentences using basic linking words.

## 4 Syllabus

### 4.3 Level 2

#### Reading

The candidate will be able to:

- understand texts in different styles and purposes with a large degree of independence
- understand the main ideas in complex texts on both familiar and abstract topics
- understand the way meaning is built up in a range of texts
- locate specific information from different parts of a text or different texts
- understand feelings, opinions, warnings and conditions in both formal and informal text
- understand lengthy texts containing complex instructions or explanations
- understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints
- locate and understand information, ideas and opinions from longer, more specialised, sources in familiar contexts.

#### Range

- understand a broad range of vocabulary but may experience some difficulty with low frequency idioms
- understand texts which contain a broad range of grammatical structures.

#### Register

- understand the features of register in texts including those conveying emotion or dispute.

#### Text structure

- recognise how purpose is achieved in a range of texts including those containing images, graphical and tabular data
- understand a broad range of discourse markers including those expressing addition, cause and effect, contrast, sequence and time.

#### Writing

The candidate will be able to:

- write coherently on topics of business interest linking ideas appropriately and effectively
- write clear connected text describing people or events
- present an argument giving points for and against, supporting and evaluating different views
- write formal letters, memoranda, mailshots, reports and press releases/articles to fulfil a range of functions for practical purposes
- write descriptions of significant events, people or experiences.

#### Mechanics

- use correct punctuation in formal writing to enhance meaning
- correctly spell words used in work, study and daily life
- control grammar to communicate effectively, although errors may occur when complex structures are attempted.

**Range**

- use words and expressions appropriate to topic and purpose of the writing
- adjust register in familiar contexts to suit purpose and readership.

**Organisation**

- use a range of linking words effectively to show clearly the relationship between ideas
- paragraph appropriately
- reproduce conventional features of common types of text.

## 4 Syllabus

### 4.4 Level 3

#### Reading

The candidate will be able to:

- understand with ease virtually all types of authentic written texts of different purposes and style and those dense in complex structures
- understand the main ideas of all forms of written language, including lengthy abstract, structurally or linguistically complex texts or highly idiomatic, literary and non-literary writing on a wide range of professional, academic and social topics
- gather specific information from different parts of a text or from different tasks and texts
- understand descriptions and narratives in which language is used to create different sophisticated and subtle effects
- understand lengthy texts containing complex instructions or explanations on specialist subjects
- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied opinions, and follow complex lines of reasoning.

#### Range

- lexical features hardly ever impede understanding
- understand almost all grammatical structures and features.

#### Register

- understand subtleties in the use of register across a wide range of situations even those involving tact and diplomacy.

#### Text structure

- recognise how textual features are used to achieve purposes in texts including those containing images, graphical and tabular data
- understand the different ways in which meaning is built up in abstract, structurally or linguistically complex texts
- understand a full range of discourse markers adapted to context and register.

#### Writing

The candidate will be able to:

- write well-structured texts on complex or abstract subjects
- write clear, smoothly flowing, complex minutes, formal letters, memoranda, articles, press releases, speeches, mailshots, advertisements, notices, formal invitations or reports in styles fully appropriate to purpose and target readership
- describe or narrate in an assured, natural manner maintaining consistently the style appropriate to purpose
- develop cogent and smoothly flowing arguments.

#### Mechanics

- use all punctuation marks accurately and effectively
- spell correctly words used in more specialised contexts such as business, academic and international affairs
- maintain consistent control of complex grammatical structures.

**Range**

- use a very wide range of vocabulary demonstrating ability to distinguish between finer shades of meaning
- use idioms appropriately and naturally
- use a full range of structures to achieve different styles and purposes
- consistently use appropriate register in a wide range of contexts including those requiring sensitive and tactful responses.

**Organisation**

- use a wide range of linguistic devices to create coherent and cohesive writing
- structure texts logically using linguistic markers to enable the reader to understand significant points.

## Grammar

### SENTENCE STRUCTURE

CEF LEVEL	A1	A2: as A1 and in addition	B1: as A2 and in addition
<b>EBC LEVEL</b>		<b>LEVEL 1</b>	
Simple sentences	<ul style="list-style-type: none"> <li>word order in simple statements: subject-verb- object/adverb/adjective/ prepositional phrase</li> <li>word order in instructions</li> <li>word order in questions</li> <li>there is/are + noun</li> </ul>	<ul style="list-style-type: none"> <li><i>there was/were</i></li> </ul>	<ul style="list-style-type: none"> <li><i>there has/have been</i></li> <li><i>there will be/there is going to be</i></li> </ul>
Compound sentences		<ul style="list-style-type: none"> <li>use of the conjunctions <i>and/but/or</i></li> <li>word order subject-verb-(object) (+and/but/or) +subject-verb-(object)</li> </ul>	
Complex sentences		<ul style="list-style-type: none"> <li>clauses of: time with <i>when, before, after, reason because, result so</i></li> <li>noun clause with <i>that</i></li> </ul>	<ul style="list-style-type: none"> <li>word order in complex sentences</li> <li>complex sentences with one subordinate clause</li> <li>defining relative clauses with <i>who, which, that</i></li> <li>clause as subject/object</li> </ul>

## SENTENCE STRUCTURE

CEF LEVEL	B2: as B1 and in addition	C1: as B2 and in addition	C2: as C1 and in addition
EBC LEVEL	LEVEL 2		LEVEL 3
Simple, compound and complex sentences with subordinate clauses	<ul style="list-style-type: none"> <li>word order in sentences with more than one subordinate clause</li> <li>there had been</li> <li>use of common conjunctions expressing contrast, purpose, consequence, condition, concession</li> <li>non-defining relative clauses</li> <li>defining relative clauses with <i>where, whose, when</i></li> <li>defining relative clauses without relative pronouns</li> <li>participial clauses describing action with <i>-ing</i></li> </ul>	<ul style="list-style-type: none"> <li>word order in complex sentences, including order selected for emphasis</li> <li><i>there could be/would be/should be</i></li> <li><i>could have/would have/should have</i></li> <li>wider range of conjunctions including <i>on condition that, provided that</i></li> <li>comparative clauses</li> <li>more complex participial clauses describing action with <i>-ed</i></li> </ul>	<ul style="list-style-type: none"> <li>full range of conjunctions, including</li> </ul>

## VERB FORMS

CEF LEVEL	A1	A2: as A1 and in addition	B1: as A2 and in addition
EBC LEVEL		LEVEL 1	
Verb forms	<p><b>Present reference:</b></p> <ul style="list-style-type: none"> <li>• simple present tense of <i>be/have/do</i> and common regular verbs</li> <li>• present continuous of common verbs</li> <li>• <i>have got</i></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• yes/no questions</li> <li>• question words: <i>who/what/where/when/how much/how many/how old</i></li> <li>• auxiliary 'do' for questions and negatives (positive only)</li> <li>• imperatives and negative imperatives</li> <li>• contracted forms appropriate to this level</li> </ul>	<p><b>Present reference:</b></p> <ul style="list-style-type: none"> <li>• simple present with no time focus</li> <li>• present continuous to express continuity</li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li>• past tense of regular and common irregular verbs with time markers</li> </ul> <p><b>Future reference:</b></p> <ul style="list-style-type: none"> <li>• NP + <i>be going to</i>, present continuous and time markers</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• limited range of common verbs + -ing form, such as <i>like, go</i></li> <li>• verb + to + infinitive such as <i>want, hope</i></li> <li>• very common phrasal verbs such as <i>get up, switch on</i></li> <li>• questions such as <i>what time, how often, why, how, which</i></li> <li>• simple question tags using all the verb forms at this level</li> <li>• contracted forms appropriate to this level</li> </ul>	<p><b>Present/Past reference:</b></p> <ul style="list-style-type: none"> <li>• present perfect with <i>since/for; ever/never; yet/already, just</i></li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li>• <i>used to</i> for regular actions in the past</li> <li>• past continuous</li> </ul> <p><b>Future reference:</b></p> <ul style="list-style-type: none"> <li>• future simple verb forms, NP+ will</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• zero and 1st conditional</li> <li>• range of verbs + -ing forms</li> <li>• <i>to</i> + infinitive to express purpose</li> <li>• common phrasal verbs and position of object pronouns, such as <i>I looked it up</i></li> <li>• simple reported/embedded statements and questions</li> <li>• question tags using all verbs appropriate at this level</li> <li>• contracted forms appropriate to this level</li> </ul>

## VERB FORMS

CEF LEVEL	B2: as B1 and in addition	C1: as B2 and in addition	C2: as C1 and in addition
EBC LEVEL	LEVEL 2		LEVEL 3
Verb forms	<p><b>Present/Past reference</b></p> <ul style="list-style-type: none"> <li>• present perfect continuous</li> </ul> <p><b>Past reference</b></p> <ul style="list-style-type: none"> <li>• past perfect</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• simple passive</li> <li>• use of 2nd and 3rd conditional verbs + (object) + gerund or infinitive such as ‘<i>would like someone to do something</i>’, + ‘<i>suggest doing something</i>’</li> <li>• causative use of <i>have</i> and <i>get</i></li> <li>• reported speech with a range of tenses</li> <li>• wider range of phrasal verbs such as <i>give up, hold out</i></li> <li>• reported requests and instructions</li> <li>• question tags using tenses appropriate to this level</li> <li>• contracted forms appropriate to this level</li> </ul>	<ul style="list-style-type: none"> <li>• All verb forms active and passive</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• <i>would</i> expressing habit in the past</li> <li>• mixed conditionals</li> <li>• reported speech with full range of tenses and introductory verbs</li> <li>• extended phrasal verbs such as <i>get round to, carry on with</i></li> <li>• question tags using all tenses</li> <li>• imperative + question tag</li> <li>• contracted forms appropriate to this level</li> </ul>	<ul style="list-style-type: none"> <li>• As C1</li> </ul>

## MODALS, NOUNS, PRONOUNS, POSSESSIVES, PREPOSITIONS

CEF LEVEL	A1	A2: as A1 and in addition	B1: as A2 and in addition
<b>EBC LEVEL</b>		<b>LEVEL 1</b>	
<b>Modals</b>	<ul style="list-style-type: none"> <li>• 'can', can't (ability/inability /permission) and 'would like' (request)</li> <li>• not negative questions</li> </ul>	<b>Modals and forms with similar meaning:</b> <ul style="list-style-type: none"> <li>• must (obligation)</li> <li>• mustn't (prohibition)</li> <li>• have to, had got to (need)</li> <li>• can, could (requests)</li> <li>• could (possibility)</li> <li>• couldn't (impossibility)</li> <li>• may (permission)</li> <li>• single modal adverbs: possibly, probably, perhaps</li> </ul>	<b>Modals and forms with similar meaning:</b> <ul style="list-style-type: none"> <li>• should (obligation, advice)</li> <li>• might, may, will probably (possibility and probability in the future)</li> <li>• would/should (advice)</li> <li>• need to (obligation)</li> <li>• needn't (lack of obligation)</li> <li>• will definitely (certainty in the future)</li> <li>• may I (asking for permission)</li> <li>• I'd rather (stating preference)</li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• regular and common irregular plural forms</li> <li>• very common uncountable nouns</li> <li>• cardinal numbers 1-31</li> </ul>	<ul style="list-style-type: none"> <li>• countable and uncountable nouns</li> <li>• simple noun phrases</li> <li>• cardinal numbers up to 100 + multiples of 100</li> </ul>	<ul style="list-style-type: none"> <li>• noun phrases with pre- and post-modification such as fair haired people with sensitive skin</li> <li>• all cardinal numbers</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• personal – subject</li> </ul>	<ul style="list-style-type: none"> <li>• object, reflexive</li> </ul>	
<b>Possessives</b>	<ul style="list-style-type: none"> <li>• possessive adjectives such as <i>my, your, his, her, its, our, their</i> use of 's, s'</li> </ul>	<ul style="list-style-type: none"> <li>• possessive pronouns such as <i>mine, yours, whose</i></li> </ul>	<ul style="list-style-type: none"> <li>• As Access</li> </ul>
<b>Prepositions and prepositional phrases</b>	<ul style="list-style-type: none"> <li>• common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i></li> <li>• prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i></li> </ul>	<ul style="list-style-type: none"> <li>• prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i></li> <li>• prepositional phrases of place and time, such as <i>after dinner, before tea</i></li> </ul>	<ul style="list-style-type: none"> <li>• wide range of prepositions, such as <i>beyond, above, beneath, below</i></li> <li>• prepositional phrases, such as <i>in her twenties, of average height, in the top right hand corner</i></li> </ul>

## MODALS, NOUNS, PRONOUNS, POSSESSIVES, PREPOSITIONS

CEF LEVEL	B2: as B1 and in addition	C1: as B2 and in addition	C2: as C1 and in addition
EBC LEVEL	LEVEL 2		LEVEL 3
<b>Modals</b>	<ul style="list-style-type: none"> <li>• <i>ought to</i> (obligation)</li> <li>• negative of <i>need</i> and <i>have to</i>, to express absence of obligation</li> <li>• <i>must/can't</i> (deduction)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>should have/might have/may have/could have/must have</i> and negative forms of these</li> <li>• <i>can't have, needn't have</i></li> </ul>	<ul style="list-style-type: none"> <li>• As C1</li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• wider range of noun phrases with pre- and post-modification</li> <li>• word order of determiners eg <i>all my books</i></li> </ul>	<ul style="list-style-type: none"> <li>• extended range of complex noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• As C1</li> </ul>
<b>Prepositions and prepositional phrases</b>	<ul style="list-style-type: none"> <li>• wider range of prepositions including <i>despite, in spite of</i></li> <li>• collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i></li> <li>• preposition + <i>-ing</i> form such as <i>after leaving</i></li> </ul>	<ul style="list-style-type: none"> <li>• preposition + <i>having</i> + past participle such as '<i>having eaten</i>'</li> </ul>	<ul style="list-style-type: none"> <li>• As C1</li> </ul>

## ARTICLES, DETERMINERS, ADJECTIVES, ADVERBS, INTENSIFIERS

CEF LEVEL	A1	A2: as A1 and in addition LEVEL 1	B1: as A2 and in addition
EBC LEVEL		LEVEL 1	
<b>Articles</b>	<ul style="list-style-type: none"> <li>definite, indefinite</li> </ul>	<ul style="list-style-type: none"> <li>zero article with uncountable nouns</li> <li>definite article with superlatives</li> </ul>	<ul style="list-style-type: none"> <li>definite article with post-modification, such as <i>The present you gave me</i></li> <li>use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i></li> </ul>
<b>Determiners</b>	<ul style="list-style-type: none"> <li><i>any, some, a lot of</i></li> </ul>	<ul style="list-style-type: none"> <li>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</li> </ul>	<ul style="list-style-type: none"> <li>a range of determiners eg <i>all the, most, both</i></li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>common adjectives in front of a noun</li> <li>demonstrative adjectives <i>this, that, these, those</i></li> <li>ordinal numbers 1-31</li> </ul>	<ul style="list-style-type: none"> <li>order of adjectives</li> <li>comparative, superlative, regular and common irregular forms</li> <li>use of <i>than</i></li> <li>ordinal numbers up to 100 + multiples of 100</li> </ul>	<ul style="list-style-type: none"> <li>adjectives ending -ed + -ing such as <i>tired and tiring</i></li> <li>comparative and superlative adjectives</li> <li>comparative structures, such as <i>as... as, ....is the same as, not so .....as....., looks like/is like</i></li> <li>all ordinal numbers</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>simple adverbs of place, manner and time, such as <i>here, slowly, now</i></li> </ul>	<ul style="list-style-type: none"> <li>simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner</li> <li>position of adverbs and word order of adverbial phrases</li> </ul>	<ul style="list-style-type: none"> <li>more complex adverbial phrases of time, place, frequency, manner, such as <i>as soon as possible</i></li> </ul>
<b>Intensifiers</b>	<ul style="list-style-type: none"> <li>very</li> </ul>	<ul style="list-style-type: none"> <li>really, quite, so, a bit</li> </ul>	<ul style="list-style-type: none"> <li>a range of intensifiers such as <i>too, enough</i></li> </ul>

## ARTICLES, ADJECTIVES, ADVERBS, INTENSIFIERS

CEF LEVEL	B2: as B1 and in addition	C1: as B2 and in addition	C2: as C1 and in addition
EBC LEVEL	LEVEL 2		LEVEL 3
<b>Articles</b>	<ul style="list-style-type: none"> <li>definite, indefinite and zero article with both countable and uncountable nouns in a range of uses</li> </ul>	<ul style="list-style-type: none"> <li>as B2</li> </ul>	<ul style="list-style-type: none"> <li>as C1</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>comparisons with <i>fewer</i> and <i>less</i></li> <li>collocation of adjective +preposition such as <i>responsible for</i></li> </ul>	<ul style="list-style-type: none"> <li>as B2</li> </ul>	<ul style="list-style-type: none"> <li>as C1</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>adverbial phrases of degree, extent, probability</li> <li>comparative and superlative of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>as B2</li> </ul>	<ul style="list-style-type: none"> <li>as C1</li> </ul>
<b>Intensifiers</b>	<ul style="list-style-type: none"> <li>wide range such as <i>extremely</i>, <i>much too</i></li> </ul>	<ul style="list-style-type: none"> <li>collocation of intensifiers with absolute and relative adjectives such as '<i>absolutely gorgeous</i>', '<i>very pretty</i>'</li> </ul>	<ul style="list-style-type: none"> <li>as C1</li> </ul>

## PUNCTUATION, SPELLING & DISCOURSE

CEF LEVEL	A1	A2: as A1 and in addition	B1: as A2 and in addition
<b>EBC LEVEL</b>		<b>LEVEL 1</b>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>use of capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>use of question marks, exclamation marks, use of comma in lists</li> </ul>	<ul style="list-style-type: none"> <li>use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>the correct spelling of personal familiar words</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of most personal details and familiar common words</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of common words and key words relating to own work, leisure and study interests</li> </ul>

## DISCOURSE

<b>Discourse</b>	<ul style="list-style-type: none"> <li>sentence connectives – <i>then, next</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbs to indicate sequence (<i>first, finally</i>)</li> <li>use of substitution, (<i>I think so, I hope so</i>)</li> <li>markers to structure spoken discourse (<i>Right. Well. OK</i>)</li> </ul>	<ul style="list-style-type: none"> <li>markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>)</li> <li>markers to structure spoken discourse, (<i>anyway, by the way</i>)</li> <li>use of ellipsis in informal situations (<i>got to go</i>)</li> <li>use of vague language (<i>I think, you know</i>)</li> </ul>
------------------	--	---	--

## PUNCTUATION, SPELLING & DISCOURSE

CEF LEVEL	B2: as B1 and in addition	C1: as B2 and in addition	C2: as C1 and in addition
EBC LEVEL	LEVEL 2		LEVEL 3
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>multiple uses of commas</li> <li>use of apostrophes for possession and omission</li> <li>use of other punctuation to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>accurate use of all punctuation</li> </ul>	<ul style="list-style-type: none"> <li>as C1</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>the correct spelling of words used in work, studies and daily life</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of words used in work, studies and daily life including familiar technical words</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of words used in more specialised contexts (such as business, academia, international affairs)</li> </ul>

## DISCOURSE

<b>Discourse</b>	<ul style="list-style-type: none"> <li>a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>)</li> <li>markers to structure spoken discourse (<i>as I was saying</i>)</li> <li>use of ellipsis in informal speech and writing, (<i>sounds good</i>)</li> </ul>	<ul style="list-style-type: none"> <li>a range of discourse markers, (<i>in this respect, accordingly</i>)</li> <li>sequence markers, (<i>subsequently</i>)</li> <li>a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>)</li> </ul>	<ul style="list-style-type: none"> <li>a full range of discourse markers adapted to context and register</li> </ul>
------------------	---	--	---

## Functions

A1	A2	B1
	<b>EBC LEVEL 1</b>	
<p><b>1 Giving and finding out factual information</b></p> <p>1.1 identifying</p> <p>1.2 correcting</p> <p>1.3 narrating</p> <p>1.4 describing (familiar places, things)</p> <p>1.5 asking questions to obtain</p> <p>1.5.1 confirmation</p> <p>1.5.2 information (time, day, directions, prices, quantities, spelling)</p> <p>1.5.3 identification</p> <p>1.5.4 descriptions (people)</p> <p>1.6 responding to requests for</p> <p>1.6.1 confirmation</p> <p>1.6.2 information (time, day)</p> <p>1.6.3 identification</p>	<p><b>1 Giving and finding out factual information</b></p> <p>1.1 identifying</p> <p>1.2 correcting</p> <p>1.3 narrating</p> <p>1.4 describing</p> <p>1.5 asking questions to obtain</p> <p>1.5.1 confirmation</p> <p>1.5.2 information</p> <p>1.5.3 identification</p> <p>1.5.4 descriptions (people, places, things)</p> <p>1.6 responding to requests for</p> <p>1.6.1 confirmation</p> <p>1.6.2 for information</p> <p>1.6.3 identification</p> <p>1.7 comparing</p> <p>1.8 reporting</p> <p>1.9 explaining</p>	<p><b>1 Giving and finding out factual information</b></p> <p>1.1 identifying</p> <p>1.2 correcting</p> <p>1.3 narrating</p> <p>1.4 describing</p> <p>1.5 asking questions to obtain</p> <p>1.5.1 confirmation</p> <p>1.5.2 information</p> <p>1.5.3 identification</p> <p>1.5.4 descriptions</p> <p>1.6 responding to requests for</p> <p>1.6.1 confirmation</p> <p>1.6.2 information</p> <p>1.6.3 identification</p> <p>1.7 comparing</p> <p>1.8 reporting</p> <p>1.9 explaining</p>

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>1 Giving and finding out factual information</b> 1.1 identifying/specifying 1.2 correcting positive and negative statements 1.3 narrating (explaining daily routines) 1.4 describing 1.5 asking questions to obtain 1.5.1 confirmation or denial 1.5.2 information 1.5.3 identification 1.5.4 descriptions 1.5.5 specifications  1.6 responding to requests for 1.6.1 confirmation 1.6.2 information 1.6.3 identification  1.7 comparing 1.8 reporting 1.9 explaining 1.10 stating	<b>1 Giving and finding out factual information</b> 1.1 identifying/specifying 1.2 correcting positive and negative statements 1.3 narrating 1.4 describing 1.5 asking questions to obtain 1.5.1 confirmation or denial 1.5.2 information 1.5.3 identification 1.5.4 descriptions 1.5.5 specifications  1.6 responding to requests for 1.6.1 confirmation 1.6.2 information 1.6.3 identification  1.7 comparing 1.8 reporting 1.9 explaining 1.10 stating	<b>1 Giving and finding out factual information</b> 1.1 identifying/specifying 1.2 correcting positive and negative statements 1.3 narrating 1.4 describing 1.5 asking questions to obtain 1.5.1 confirmation or denial 1.5.2 information 1.5.3 identification 1.5.4 descriptions 1.5.5 specifications  1.6 responding to requests for 1.6.1 confirmation 1.6.2 information 1.6.3 identification  1.7 comparing 1.8 reporting 1.9 explaining 1.10 stating

A1	A2	B1
<p><b>2 Expressing attitudes</b>  <b>Factual: agreement, etc</b>  2.1 expressing agreement  2.2 expressing disagreement  3.1 expressing views</p> <p><b>Factual: knowledge</b>  2.9 expressing one's knowledge or ignorance of a person or thing</p> <p><b>Factual: modality</b>  2.31 expressing ability or inability  2.32 enquiring about ability or inability</p> <p>2.35 granting permission  2.36 denying permission  2.37 seeking permission</p>	<p><b>EBC LEVEL 1</b></p> <p><b>2 Expressing and finding out attitudes</b>  <b>Factual: agreement, etc</b>  2.1 expressing agreement with a statement  2.2 expressing disagreement with a statement  2.3 expressing views with reasons  2.4 enquiring about agreement and disagreement  2.5 denying something</p> <p><b>Factual: knowledge</b>  2.9 expressing one's knowledge or ignorance of a person or thing  2.10 enquiring about another's knowledge or ignorance of a person or thing  2.11 expressing one's certainty or uncertainty of something (strong/positive/intermediate/weak/negative)  2.12 enquiring about another's certainty or uncertainty of something</p> <p><b>Factual: modality</b>  2.31 expressing ability or inability  2.32 enquiring about ability or inability  2.33 expressing one's obligation (or lack of) to do something  2.34 enquiring about one's obligation to do something  2.35 granting permission</p>	<p><b>2 Expressing and finding out attitudes</b>  <b>Factual: agreement, etc</b>  2.1 expressing agreement with a statement  2.2 expressing disagreement with a statement  2.3 expressing views with reasons  2.4 enquiring about agreement and disagreement  2.5 denying statements</p> <p><b>Factual: knowledge</b>  2.9 expressing one's knowledge or ignorance of a person, thing or fact  2.10 enquiring about another's knowledge or ignorance of a person, thing or fact  2.11 stating whether one remembers or has forgotten a person, thing, fact or action  2.12 enquiring whether another remembers or has forgotten a person, thing, fact or action  2.13 expressing degrees of probability  2.14 enquiring about degrees of probability  2.15 expressing or denying necessity (including logical deduction)  2.16 enquiring about necessity  2.17 expressing one's certainty or uncertainty of something (strong/positive/intermediate/weak/negative)  2.18 enquiring about another's certainty or uncertainty of something</p>



<p><b>Moral</b></p> <p>2.76 offering an apology</p> <p>2.77 accepting an apology</p>	<p><b>Moral</b></p> <p>2.76 offering an apology</p> <p>2.77 accepting an apology</p> <p>2.78 granting forgiveness</p> <p>2.79 expressing approval</p> <p>2.80 expressing appreciation</p> <p>2.81 expressing regret</p> <p>2.82 expressing indifference</p>	<p>2.52 enquiring about pleasure, happiness/ displeasure, unhappiness</p> <p>2.53 expressing hope</p> <p>2.54 expressing satisfaction</p> <p>2.55 expressing dissatisfaction</p> <p>2.56 enquiring about satisfaction</p> <p>2.57 expressing disappointment</p> <p>2.58 expressing gratitude</p> <p>2.59 expressing feelings</p> <p>2.60 expressing interest</p> <p>2.61 expressing lack of interest</p> <p>2.62 enquiring about interest or lack of interest</p> <p>2.63 expressing surprise</p> <p>2.64 expressing lack of surprise</p> <p>2.65 expressing fear</p> <p>2.66 giving reassurance</p> <p>2.67 enquiring about fear/worry</p> <p>2.68 reacting to an expression of gratitude</p> <p>2.69 expressing regret/sympathy</p> <p><b>Moral</b></p> <p>2.76 offering an apology</p> <p>2.77 accepting an apology</p> <p>2.78 granting forgiveness</p> <p>2.79 expressing approval</p> <p>2.80 expressing appreciation</p> <p>2.81 expressing regret</p> <p>2.82 expressing indifference</p> <p>2.83 expressing moral obligation</p> <p>2.84 expressing disapproval</p> <p>2.85 enquiring about approval/disapproval</p>
--	---	---

B2	C1	C2
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<p><b>2 Expressing and finding out attitudes</b>  <b>Factual: agreement, etc</b></p> <p>2.1 expressing agreement with a positive or negative statement</p> <p>2.2 expressing disagreement with a positive or negative statement</p> <p>2.3 expressing views with reasons</p> <p>2.4 enquiring about agreement and disagreement</p> <p>2.5 denying statements</p> <p>2.6 expressing agreement reluctantly or with reservation</p> <p>2.7 conceding, demurring</p> <p>2.8 inviting agreement or disagreement</p> <p><b>Factual: knowledge</b></p> <p>2.9 expressing one's knowledge or ignorance of a person, thing or fact</p> <p>2.10 enquiring about another's knowledge or ignorance of a person, thing or fact</p> <p>2.11 stating whether one remembers or has forgotten a person, thing, fact or action</p> <p>2.12 enquiring whether another remembers or has forgotten a person, thing, fact or action</p> <p>2.13 expressing degrees of probability</p> <p>2.14 enquiring about degrees of probability/possibility</p> <p>2.15 expressing or denying necessity (including logical deduction)</p>	<p><b>2 Expressing and finding out attitudes</b>  <b>Factual: agreement, etc</b></p> <p>2.1 expressing agreement with a statement</p> <p>2.2 expressing disagreement with a statement</p> <p>2.3 expressing views with reasons</p> <p>2.4 enquiring about agreement and disagreement</p> <p>2.5 denying statements</p> <p>2.6 expressing agreement reluctantly or with reservation</p> <p>2.7 conceding, demurring</p> <p>2.8 inviting agreement or disagreement</p> <p><b>Factual: knowledge</b></p> <p>2.9 expressing one's knowledge or ignorance of a person, thing or fact</p> <p>2.10 enquiring about another's knowledge or ignorance of a person, thing or fact</p> <p>2.11 stating whether one remembers or has forgotten a person, thing, fact or action</p> <p>2.12 enquiring whether another remembers or has forgotten a person, thing, fact or action</p> <p>2.13 expressing degrees of probability</p> <p>2.14 enquiring about degrees of probability</p> <p>2.15 expressing or denying necessity (including logical deduction)</p>	<p><b>2 Expressing and finding out attitudes</b>  <b>Factual: agreement, etc</b></p> <p>2.1 expressing agreement with a statement</p> <p>2.2 expressing disagreement with a statement</p> <p>2.3 expressing views with reasons</p> <p>2.4 enquiring about agreement and disagreement</p> <p>2.5 denying statements</p> <p>2.6 expressing agreement reluctantly or with reservation</p> <p>2.7 conceding, demurring</p> <p>2.8 inviting agreement or disagreement</p> <p><b>Factual: knowledge</b></p> <p>2.9 expressing one's knowledge or ignorance of a person, thing or fact</p> <p>2.10 enquiring about another's knowledge or ignorance of a person, thing or fact</p> <p>2.11 stating whether one remembers or has forgotten a person, thing, fact or action</p> <p>2.12 enquiring whether another remembers or has forgotten a person, thing, fact or action</p> <p>2.13 expressing degrees of probability</p> <p>2.14 enquiring about degrees of probability</p> <p>2.15 expressing or denying necessity (including logical deduction)</p>



<p><b>Volitional</b></p> <p>2.41 expressing want, desire or need (positive and negative)</p> <p>2.42 enquiring about want, desire or need</p> <p>2.43 expressing intention (positive and negative)</p> <p>2.44 enquiring about intention</p> <p>2.45 expressing and responding to preference</p> <p>2.46 enquiring about preference</p>	<p><b>Volitional</b></p> <p>2.41 expressing want, desire or need (positive and negative)</p> <p>2.42 enquiring about want, desire or need</p> <p>2.43 expressing intention (positive and negative)</p> <p>2.44 enquiring about intention</p> <p>2.45 expressing and responding to preference</p> <p>2.46 enquiring about preference</p>	<p><b>Volitional</b></p> <p>2.41 expressing want, desire or need (positive and negative)</p> <p>2.42 enquiring about want, desire or need</p> <p>2.43 expressing intention (positive and negative)</p> <p>2.44 enquiring about intention</p> <p>2.45 expressing and responding to preference</p> <p>2.46 enquiring about preference</p>
<p><b>Emotional</b></p> <p>2.47 expressing liking, with reasons</p> <p>2.48 expressing dislike, with reasons</p> <p>2.49 enquiring about likes and dislikes</p> <p>2.50 expressing pleasure, happiness with reasons</p> <p>2.51 expressing displeasure, unhappiness with reasons</p> <p>2.52 enquiring about pleasure, happiness/ displeasure, unhappiness</p> <p>2.53 expressing hope, expectation</p> <p>2.54 expressing satisfaction</p> <p>2.55 expressing dissatisfaction</p> <p>2.56 enquiring about satisfaction</p> <p>2.57 expressing disappointment</p> <p>2.58 expressing gratitude</p> <p>2.59 expressing feelings</p> <p>2.60 expressing interest</p> <p>2.61 expressing lack of interest</p> <p>2.62 enquiring about interest or lack of interest</p> <p>2.63 expressing surprise</p> <p>2.64 expressing lack of surprise</p> <p>2.65 expressing fear, anxiety</p>	<p><b>Emotional</b></p> <p>2.47 expressing liking, with reasons</p> <p>2.48 expressing dislike, with reasons</p> <p>2.49 enquiring about likes and dislikes</p> <p>2.50 expressing pleasure, happiness with reasons</p> <p>2.51 expressing displeasure, unhappiness with reasons</p> <p>2.52 enquiring about pleasure, happiness/ displeasure, unhappiness</p> <p>2.53 expressing hope</p> <p>2.54 expressing satisfaction</p> <p>2.55 expressing dissatisfaction</p> <p>2.56 enquiring about satisfaction</p> <p>2.57 expressing disappointment</p> <p>2.58 expressing gratitude</p> <p>2.59 expressing feelings</p> <p>2.60 expressing interest</p> <p>2.61 expressing lack of interest</p> <p>2.62 enquiring about interest or lack of interest</p> <p>2.63 expressing surprise</p> <p>2.64 expressing lack of surprise</p>	<p><b>Emotional</b></p> <p>2.47 expressing liking, with reasons</p> <p>2.48 expressing dislike, with reasons</p> <p>2.49 enquiring about likes and dislikes</p> <p>2.50 expressing pleasure, happiness with reasons</p> <p>2.51 expressing displeasure, unhappiness with reasons</p> <p>2.52 enquiring about pleasure, happiness/ displeasure, unhappiness</p> <p>2.53 expressing hope</p> <p>2.54 expressing satisfaction</p> <p>2.55 expressing dissatisfaction</p> <p>2.56 enquiring about satisfaction</p> <p>2.57 expressing disappointment</p> <p>2.58 expressing gratitude</p> <p>2.59 expressing feelings</p> <p>2.60 expressing interest</p> <p>2.61 expressing lack of interest</p> <p>2.62 enquiring about interest or lack of interest</p>

2.66	giving reassurance	2.65	expressing fear	2.63	expressing surprise
2.67	enquiring about fear/worry	2.66	giving reassurance	2.64	expressing lack of surprise
2.68	reacting to an expression of gratitude	2.67	enquiring about fear/worry	2.65	expressing fear
2.69	expressing regret/sympathy/condolence	2.68	reacting to an expression of gratitude	2.66	giving reassurance
2.70	expressing fellow-feeling, empathy	2.69	expressing regret/sympathy/condolence	2.67	enquiring about fear/worry
2.71	expressing pain, anguish, suffering	2.70	expressing fellow-feeling, empathy	2.68	reacting to an expression of gratitude
2.72	enquiring about pain, anguish, suffering	2.71	expressing pain, anguish, suffering	2.69	expressing regret/sympathy/condolence
2.73	expressing relief	2.72	enquiring about pain, anguish, suffering	2.70	expressing fellow-feeling, empathy
2.74	expressing indifference	2.73	expressing relief	2.71	expressing pain, anguish, suffering
2.75	expressing fatigue, resignation	2.74	expressing indifference	2.72	enquiring about pain, anguish, suffering
		2.75	expressing fatigue, resignation	2.73	expressing relief
				2.74	expressing indifference
				2.75	expressing fatigue, resignation
<b>Moral</b>		<b>Moral</b>		<b>Moral</b>	
2.76	offering an apology	2.76	offering an apology	2.76	offering an apology
2.77	accepting an apology	2.77	accepting an apology	2.77	accepting an apology
2.78	granting forgiveness	2.78	granting forgiveness	2.78	granting forgiveness
2.79	expressing approval	2.79	expressing approval	2.79	expressing approval
2.80	expressing appreciation	2.80	expressing appreciation	2.80	expressing appreciation
2.81	expressing regret	2.81	expressing regret	2.81	expressing regret
2.82	expressing indifference	2.82	expressing indifference	2.82	expressing indifference
2.83	expressing moral obligation	2.83	expressing moral obligation	2.83	expressing moral obligation
2.84	expressing disapproval	2.84	expressing disapproval	2.84	expressing disapproval
2.85	enquiring about approval/disapproval	2.85	enquiring about approval/disapproval	2.85	enquiring about approval/disapproval
2.86	attaching/accepting blame	2.86	attaching/accepting blame	2.86	expressing re.g.ret/sympathy
2.87	denying blame	2.87	denying blame	2.87	denying blame

A1	A2	B1
	<b>EBC LEVEL 1</b>	
<b>3 Getting things done (suasion)</b> 3.1 responding to a request 3.2 requesting something 3.3 requesting someone to do something 3.4 inviting someone to do something 3.5 giving instructions (single-step) 3.6 accepting an offer or invitation 3.7 declining an offer or invitation	<b>3 Getting things done (suasion)</b> 3.1 responding to a request 3.2 requesting something 3.3 requesting someone to do something 3.4 inviting someone to do something 3.5 giving instructions 3.6 accepting an offer or invitation 3.7 declining an offer or invitation 3.8 enquiring whether an offer or invitation is accepted or declined 3.9 advising others to do something 3.10 warning others to take care or to refrain from doing something 3.11 offering assistance 3.12 requesting assistance 3.13 insisting politely 3.14 persuading 3.15 suggesting a course of action	<b>3 Getting things done (suasion)</b> 3.1 responding to a request 3.2 requesting something 3.3 requesting someone to do something 3.4 inviting someone to do something 3.5 giving instructions 3.6 accepting an offer or invitation 3.7 declining an offer or invitation 3.8 enquiring whether an offer or invitation is accepted or declined 3.9 advising others to do something 3.10 warning others to take care or to refrain from doing something 3.11 offering assistance 3.12 asking for assistance 3.13 insisting politely 3.14 persuading 3.15 suggesting a course of action 3.16 agreeing to a suggestion 3.17 encouraging someone to do something 3.18 asking for advice 3.19 responding to advice 3.20 rejecting advice with reason 3.21 making/agreeing plans and arrangements 3.22 compromising 3.23 prohibiting 3.24 complaining 3.25 asking for suggestions 3.26 responding to suggestions 3.27 rejecting suggestion with reason/alternative

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>3 Getting things done (suasion)</b> 3.1 responding to a request 3.2 requesting something 3.3 requesting someone to do something 3.4 inviting someone to do something 3.5 giving instructions or orders 3.6 accepting an offer or invitation 3.7 declining an offer or invitation 3.8 enquiring whether an offer or invitation is accepted or declined 3.9 advising others to do something 3.10 warning others to take care or to refrain from doing something 3.11 offering assistance 3.12 asking for assistance 3.13 insisting politely 3.14 persuading 3.15 suggesting a course of action 3.16 agreeing to a suggestion 3.17 encouraging someone to do something 3.18 asking for advice 3.19 responding to advice 3.20 rejecting advice with reason 3.21 making/agreeing plans and arrangements 3.22 compromising 3.23 prohibiting	<b>3 Getting things done (suasion)</b> 3.1 responding to a request 3.2 requesting something 3.3 requesting someone to do something 3.4 inviting someone to do something 3.5 giving instructions or orders 3.6 accepting an offer or invitation 3.7 declining an offer or invitation 3.8 enquiring whether an offer or invitation is accepted or declined 3.9 advising others to do something 3.10 warning others to take care or to refrain from doing something 3.11 offering assistance 3.12 asking for assistance 3.13 insisting politely 3.14 persuading 3.15 suggesting a course of action 3.16 agreeing to a suggestion 3.17 encouraging someone to do something 3.18 asking for advice 3.19 responding to advice 3.20 rejecting advice with reason 3.21 making/agreeing plans and arrangements 3.22 compromising 3.23 prohibiting 3.24 complaining 3.25 asking for suggestions	<b>3 Getting things done (suasion)</b> 3.1 responding to a request 3.2 requesting something 3.3 requesting someone to do something 3.4 inviting someone to do something 3.5 giving instructions or orders 3.6 accepting an offer or invitation 3.7 declining an offer or invitation 3.8 enquiring whether an offer or invitation is accepted or declined 3.9 advising others to do something 3.10 warning others to take care or to refrain from doing something 3.11 offering assistance 3.12 asking for assistance 3.13 insisting politely 3.14 persuading 3.15 suggesting a course of action 3.16 agreeing to a suggestion 3.17 encouraging someone to do something 3.18 asking for advice 3.19 responding to advice 3.20 rejecting advice with reason 3.21 making/agreeing plans and arrangements 3.22 compromising 3.23 prohibiting 3.24 complaining 3.25 asking for suggestions

3.24	complaining	3.26	responding to suggestions	3.26	responding to suggestions
3.25	asking for suggestions	3.27	rejecting suggestion with reason/alternative	3.27	rejecting suggestion with reason/alternative
3.26	responding to suggestions	3.28	refusing to do something	3.28	refusing to do something
3.27	rejecting suggestion with reason/alternative	3.29	expressing defiance	3.29	expressing defiance
3.28	refusing to do something	3.30	giving encouragement	3.30	giving encouragement
3.29	expressing defiance	3.31	dropping hints for someone to act on	3.31	dropping hints for someone to act on
3.30	giving encouragement	3.32	pleading	3.32	pleading
3.31	dropping hints for someone to act on				
3.32	pleading				

A1	A2	B1
	<b>EBC LEVEL 1</b>	
<b>4 Socialising</b> 4.1 attracting attention 4.2 greeting people 4.3 responding to greetings 4.4 responding to offers or invitations 4.5 expressing thanks 4.6 addressing somebody 4.7 introducing family and close friends  4.11 taking leave       4.18 offering someone something	<b>4 Socialising</b> 4.1 attracting attention 4.2 greeting people 4.3 responding to greetings 4.4 responding to offers or invitations 4.5 expressing thanks 4.6 addressing somebody 4.7 introducing somebody 4.8 reacting to being introduced 4.9 congratulating 4.10 proposing a toast 4.11 taking leave       4.18 offering someone something	<b>4 Socialising</b> 4.1 attracting attention 4.2 greeting people 4.3 responding to greetings 4.4 responding to offers or invitations 4.5 expressing thanks 4.6 addressing somebody 4.7 introducing somebody 4.8 reacting to being introduced 4.9 congratulating 4.10 proposing a toast 4.11 taking leave 4.12 hesitating 4.13 praising 4.14 complimenting       4.18 offering someone something

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>4 Socialising</b> 4.1 attracting attention 4.2 greeting friends and strangers 4.3 responding to greetings 4.4 responding to offers or invitations 4.5 expressing thanks 4.6 addressing friends and strangers 4.7 making formal and informal introductions 4.8 reacting to being introduced 4.9 congratulating 4.10 proposing a toast 4.11 taking leave 4.12 hesitating 4.13 praising 4.14 complimenting 4.15 making someone welcome  4.18 offering someone something	<b>4 Socialising</b> 4.1 attracting attention 4.2 greeting people 4.3 responding to greetings 4.4 responding to offers or invitations 4.5 expressing thanks 4.6 addressing friends and strangers 4.7 making formal and informal introductions 4.8 reacting to being introduced 4.9 congratulating 4.10 proposing a toast 4.11 taking leave 4.12 hesitating 4.13 praising 4.14 complimenting 4.15 making someone welcome 4.16 giving constructive criticism 4.17 responding to criticism 4.18 offering someone something 4.19 rebuking	<b>4 Socialising</b> 4.1 attracting attention 4.2 greeting people 4.3 responding to greetings 4.4 responding to offers or invitations 4.5 expressing thanks 4.6 addressing friends and strangers 4.7 making formal and informal introductions 4.8 reacting to being introduced 4.9 congratulating 4.10 proposing a toast 4.11 taking leave 4.12 hesitating 4.13 praising 4.14 complimenting 4.15 making someone welcome 4.16 giving constructive criticism 4.17 responding to criticism 4.18 offering someone something 4.19 rebuking

A1	A2	B1
	<b>EBC LEVEL 1</b>	
<b>5 Structuring discourse</b> 5.1 opening       5.7 closing	<b>5 Structuring discourse</b> 5.1 opening 5.2 enumerating 5.3 summarising 5.4 closing       Letter 5.11 opening 5.12 closing	<b>5 Structuring discourse</b> 5.1 opening 5.2 enumerating 5.3 summarising 5.4 closing 5.5 expressing an opinion 5.6 asking someone's opinion 5.7 exemplifying 5.8 emphasizing 5.9 handing over to another speaker 5.10 indicating a wish to continue or finish speaking       Letter 5.11 opening 5.12 closing

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>5 Structuring discourse</b> 5.1 formal and informal opening 5.2 enumerating 5.3 summarising 5.4 closing 5.5 expressing an opinion 5.6 asking someone's opinion 5.7 exemplifying 5.8 emphasising 5.9 handing over to another speaker 5.10 indicating a wish to continue or finish speaking  <b>Letter</b> 5.11 formal and informal opening 5.12 closing	<b>5 Structuring discourse</b> 5.1 opening 5.2 enumerating 5.3 summarising 5.4 closing 5.5 expressing an opinion 5.6 asking someone's opinion 5.7 exemplifying 5.8 emphasising 5.9 handing over to another speaker 5.10 indicating a wish to continue or finish speaking  <b>Letter</b> 5.11 formal and informal opening 5.12 closing	<b>5 Structuring discourse</b> 5.1 opening 5.2 enumerating 5.3 summarising 5.4 closing 5.5 expressing an opinion 5.6 asking someone's opinion 5.7 exemplifying 5.8 emphasising 5.9 handing over to another speaker  <b>Letter</b> 5.10 formal and informal opening 5.11 closing

## TOPICS

NB The following topics are only included within an appropriate business context.

A1	A2	B1
	<b>EBC LEVEL 1</b>	
<b>1 PERSONAL IDENTIFICATION</b> 1.1 name 1.2 address 1.3 telephone/fax number 1.4 age 1.5 sex 1.6 marital status 1.7 nationality 1.8 origin 1.9 occupation 1.10 likes and dislikes 1.11 email address 1.12 title 1.16 first language	<b>1 PERSONAL IDENTIFICATION</b> 1.1 name 1.2 address 1.3 telephone number 1.4 age 1.5 sex 1.6 marital status 1.7 nationality 1.8 origin 1.9 occupation 1.10 likes and dislikes 1.11 email address 1.12 title 1.16 first language	<b>1 PERSONAL IDENTIFICATION</b> 1.1 name 1.2 address 1.3 telephone number 1.4 age 1.5 sex 1.6 marital status 1.7 nationality 1.8 origin 1.9 occupation 1.10 likes and dislikes 1.11 email address 1.12 title 1.13 first language

B2	C1	C2
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>1 PERSONAL IDENTIFICATION</b> 1.1. personal details 1.2. occupation 1.3. likes and dislikes 1.4. first language 1.5. character	<b>1 PERSONAL IDENTIFICATION</b> 1.1. personal details 1.2. occupation 1.3. likes and dislikes 1.4. first language 1.5. character 1.6. image	<b>1 PERSONAL IDENTIFICATION</b> 1.1. personal details 1.2. occupation 1.3. likes and dislikes 1.4. first language 1.5. character 1.6. image 1.7. personal learning style

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>2 HOUSE AND HOME, ENVIRONMENT</b> 2.1 accommodation, rooms 2.2 furniture, furnishing 2.3 services 2.4 amenities 2.5 region 2.6 flora and fauna	<b>2 HOUSE AND HOME, ENVIRONMENT</b> 2.1 accommodation, rooms 2.2 furniture, furnishing 2.3 services 2.4 amenities 2.5 region 2.6 flora and fauna	<b>2 HOUSE AND HOME, ENVIRONMENT</b> 2.1 accommodation, rooms 2.2 furniture, bedclothes 2.3 services 2.4 amenities 2.5 region 2.6 flora and fauna 2.7 types of accommodation 2.8 cost

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>2 HOUSE AND HOME &amp; LOCAL ENVIRONMENT</b> 2.1 types of accommodation 2.2 interior design 2.3 local & regional services/amenities 2.4 regional geographical features 2.5 local flora and fauna	<b>2 HOUSE AND HOME &amp; LOCAL ENVIRONMENT</b> 2.1 types of accommodation 2.2 interior design 2.3 local & regional services/amenities 2.4 regional geographical features 2.5 national flora and fauna 2.6 region-specific phenomena	<b>2 HOUSE AND HOME &amp; LOCAL ENVIRONMENT</b> 2.1 types of accommodation 2.2 interior design 2.3 local & regional services/amenities 2.4 regional geographical features 2.5 national flora and fauna 2.6 region-specific phenomena 2.7 demographics

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>3 DAILY LIFE</b> 3.1 at work	<b>3 DAILY LIFE</b> 3.1 at work	<b>3 DAILY LIFE</b> 3.1 at work 3.2 income 3.3 prospects

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>3 DAILY LIFE</b> 3.1 at work 3.2 income 3.3 prospects	<b>3 DAILY LIFE</b> 3.1 at work 3.2 income 3.3 prospects 3.4 stress 3.5 money management	<b>3 DAILY LIFE</b> 3.1 at work 3.2 income 3.3 prospects 3.5 stress 3.6 money management 3.7 life plans

A1	A2	B1
	<b>EBC LEVEL 1</b>	
<b>4 FREE TIME, ENTERTAINMENT</b> 4.1 leisure 4.2 hobbies and interests 4.3 TV, radio computer etc 4.4 cinema, theatre 4.5 intellectual pursuits 4.6 sports 4.7 press 4.8 Internet 4.9 music 4.10 holidays	<b>4 FREE TIME, ENTERTAINMENT</b> 4.1 leisure 4.2 hobbies and interests 4.3 TV, radio, computer etc 4.4 cinema, theatre 4.5 intellectual pursuits 4.6 sports 4.7 press 4.8 Internet 4.9 music 4.10 holidays	<b>4 FREE TIME, ENTERTAINMENT</b> 4.1 leisure 4.2 hobbies and interests 4.3 TV, radio, computer etc 4.4 cinema, theatre 4.5 intellectual pursuits 4.6 sports 4.7 press 4.8 Internet 4.9 music 4.10 holidays 4.11 exhibitions, museums 4.12 artistic pursuits

<b>B2</b>		<b>C1</b>		<b>C2</b>	
<b>EBC LEVEL 2</b>				<b>EBC LEVEL 3</b>	
<b>4</b>	<b>FREE TIME, ENTERTAINMENT</b>	<b>4</b>	<b>FREE TIME, ENTERTAINMENT</b>	<b>4</b>	<b>FREE TIME, ENTERTAINMENT</b>
4.1	leisure, hobbies & interests	4.1	leisure, hobbies & interests	4.1	leisure, hobbies & interests
4.2	TV, radio, cinema, theatre	4.2	TV, radio, cinema, theatre	4.2	TV, radio, cinema, theatre
4.3	computer, Internet	4.3	computer, Internet	4.3	computer, Internet
4.4	intellectual/artistic pursuits	4.4	intellectual/artistic pursuits	4.4	intellectual/artistic pursuits
4.5	sports	4.5	sports	4.5	sports
4.6	press	4.6	press	4.6	press
4.7	music	4.7	music	4.7	music
4.8	photography	4.8	photography	4.8	photography
4.9	the written word (reading, letter-writing, diaries etc)	4.9	the written word (reading, letter-writing, diaries etc)	4.9	the written word (reading, letter-writing, diaries etc)
4.10	exhibitions, museums	4.10	exhibitions, museums	4.10	exhibitions, museums
		4.11	leisure/work ratio	4.11	leisure/work ratio
				4.12	the social importance of leisure

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>5 TRAVEL</b> 5.1 public transport 5.2 private transport 5.3 traffic 5.4 holiday accommodation 5.5 luggage 5.6 travel documents 5.7 signs and notices	<b>5 TRAVEL</b> 5.1 public transport 5.2 private transport 5.3 traffic 5.4 holiday accommodation 5.5 luggage 5.6 travel documents 5.7 signs and notices	<b>5 TRAVEL</b> 5.1 public transport 5.2 private transport 5.3 traffic 5.4 holiday accommodation 5.5 luggage 5.6 travel documents 5.7 signs and notices 5.8 entering and leaving a country

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>5 TRAVEL</b> 5.1 public & private transport 5.2 traffic & traffic control 5.3 'green' travel 5.4 holidays 5.5 accommodation 5.6 entering and leaving a country	<b>5 TRAVEL</b> 5.1 public & private transport 5.2 traffic & traffic control 5.3 'green' travel 5.4 holidays 5.5 accommodation 5.6 entering and leaving a country 5.7 common currency eg the Euro 5.8 migration	<b>5 TRAVEL</b> 5.1 public & private transport 5.2 traffic & traffic control 5.3 'green' travel 5.4 holidays 5.5 accommodation 5.6 entering and leaving a country 5.7 common currency eg the Euro 5.8 migration 5.9 travel restrictions & border controls

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>6 RELATIONS WITH OTHER PEOPLE</b> 6.1 relationships 6.2 correspondence 6.3 behaviour	<b>6 RELATIONS WITH OTHER PEOPLE</b> 6.1 relationships 6.2 correspondence 6.3 behaviour 6.4 invitations	<b>6 RELATIONS WITH OTHER PEOPLE</b> 6.1 relationships 6.2 correspondence 6.3 behaviour 6.4 invitations 6.5 club membership 6.6 government and politics 6.7 crime and justice 6.8 social affairs

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>6 RELATIONS WITH OTHER PEOPLE</b> 6.1 manners 6.2 social conventions	<b>6 RELATIONS WITH OTHER PEOPLE</b> 6.1 manners 6.2 social conventions 6.3 anti-social behaviour	<b>6 RELATIONS WITH OTHER PEOPLE</b> 6.1 manners 6.2 social conventions 6.3 anti-social behaviour 6.4 tolerance & respect

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>7 HEALTH AND BODYCARE</b>	<b>7 HEALTH AND BODYCARE</b>	<b>7 HEALTH AND BODYCARE</b>
7.1 parts of the body	7.1 parts of the body	7.1 parts of the body
7.2 personal comfort	7.2 personal comfort	7.2 personal comfort
7.3 hygiene	7.3 hygiene	7.3 hygiene
7.4 ailments, accidents	7.4 ailments, accidents	7.4 ailments, accidents
7.5 medical services	7.5 medical services	7.5 medical services

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>7 HEALTH AND BODYCARE</b>	<b>7 HEALTH AND BODYCARE</b>	<b>7 HEALTH AND BODYCARE</b>
7.1 parts of the body	7.1 parts of the body	7.1 parts of the body
7.2 personal comfort	7.2 personal comfort	7.2 personal comfort
7.3 hygiene	7.3 hygiene	7.3 hygiene
7.4 ailments, accidents	7.4 ailments, accidents	7.4 ailments, accidents
7.5 medical services	7.5 medical services	7.5 medical services
	7.6 exercise regimes	7.6 exercise regimes
	7.7 pandemics	7.7 pandemics
		7.8 alternative therapies

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>8 SHOPPING</b> 8.1 shopping facilities 8.2 foodstuffs 8.3 clothes, fashion 8.4 household articles 8.5 prices	<b>8 SHOPPING</b> 8.1 shopping facilities 8.2 foodstuffs 8.3 clothes, fashion 8.4 household articles 8.5 prices	<b>8 SHOPPING</b> 8.1 shopping facilities 8.2 foodstuffs 8.3 clothes, fashion 8.4 household articles 8.5 prices

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>8 SHOPPING</b> 8.1 shopping facilities 8.2 foodstuffs 8.3 clothes, fashion 8.4 household articles 8.5 prices	<b>8 SHOPPING</b> 8.1 shopping facilities 8.2 foodstuffs 8.3 clothes, fashion 8.4 household articles 8.5 prices 8.6 ethical shopping 8.7 retail therapy	<b>8 SHOPPING</b> 8.1 shopping facilities 8.2 foodstuffs 8.3 clothes, fashion 8.4 household articles 8.5 prices 8.6 ethical shopping 8.7 retail therapy 8.8 consumerism

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>9 FOOD AND DRINK</b> 9.1 types of food and drink 9.2 eating and drinking out	<b>9 FOOD AND DRINK</b> 9.1 types of food and drink 9.2 eating and drinking out	<b>9 FOOD AND DRINK</b> 9.1 types of food and drink 9.2 eating and drinking out

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>9 FOOD AND DRINK</b> 9.1 eating habits 9.2 sourcing food locally 9.3 fast food 9.4 organic food 9.5 year-round availability 9.6 dieting	<b>9 FOOD AND DRINK</b> 9.1 eating habits 9.2 sourcing food locally 9.3 fast food 9.4 organic food 9.5 year round availability 9.6 dieting 9.7 food fashions	<b>9 FOOD AND DRINK</b> 9.1 eating habits 9.2 sourcing food locally 9.3 fast food 9.4 organic food 9.5 year round availability 9.6 dieting 9.7 food fashions 9.8 genetically modified food 9.9 cookery

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>10 SERVICES</b> 10.1 post 10.2 telephone 10.3 banking 10.4 police 10.5 hospital, surgery 10.6 garage 10.7 petrol station 10.8 emergency 10.9 insurance 10.10 advertising 10.11 sales and marketing 10.12 personnel and HR/training 10.13 finance/accounting 10.14 quality assurance 10.15 technology 10.16 management 10.17 retail/wholesale	<b>10 SERVICES</b> 10.1 post 10.2 telephone 10.3 banking 10.4 police 10.5 hospital, surgery 10.6 garage 10.7 petrol station 10.8 emergency 10.9 insurance 10.10 advertising 10.11 sales and marketing 10.12 personnel and HR/training 10.13 finance/accounting 10.14 quality assurance 10.15 technology 10.16 management 10.17 retail/wholesale	<b>10 SERVICES</b> 10.1 post 10.2 telephone 10.3 banking 10.4 police 10.5 hospital, surgery 10.6 garage 10.7 petrol station 10.8 emergency 10.9 insurance 10.10 advertising 10.11 sales and marketing 10.12 personnel and HR/training 10.13 finance/accounting 10.14 quality assurance 10.15 technology 10.16 management 10.17 retail/wholesale

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>10 SERVICES</b> 10.1 communications 10.2 financial services 10.3 emergency services 10.4 leisure facilities 10.5 care for the elderly 10.6 IT in the community 10.18 advertising 10.19 sales and marketing 10.20 personnel and HR/training 10.21 finance/accounting 10.22 quality assurance 10.23 technology 10.24 management 10.25 retail/wholesale	<b>10 SERVICES</b> 10.1 communications 10.2 financial services 10.3 emergency services 10.4 leisure facilities 10.5 care for the elderly 10.6 IT in the community 10.7 diplomatic services 10.8 employment agencies 10.25 advertising 10.26 sales and marketing 10.27 personnel and HR/training 10.28 finance/accounting 10.29 quality assurance 10.30 technology 10.31 management 10.32 retail/wholesale	<b>10 SERVICES</b> 10.1 communications 10.2 financial services 10.3 emergency services 10.4 leisure facilities 10.5 care for the elderly 10.6 IT in the community 10.7 diplomatic services 10.8 employment agencies 10.9 government 10.32 advertising 10.33 sales and marketing 10.34 personnel and HR/training 10.35 finance/accounting 10.36 quality assurance 10.37 technology 10.38 management 10.32 retail/wholesale

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>11 PLACES</b> 11.1 asking the way and giving directions 11.2 location	<b>11 PLACES</b> 11.1 asking the way and giving directions 11.2 location	<b>11 PLACES</b> 11.1 asking the way and giving directions 11.2 location

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>11 PLACES &amp; LOCATION</b> 11.1 satellite navigation systems 11.2 World Heritage sites 11.3 locations for motorways & airports 11.4 protecting open spaces	<b>11 PLACES &amp; LOCATION</b> 11.1 satellite navigation systems 11.2 World Heritage sites 11.3 locations for motorways & airports 11.4 protecting open spaces 11.5 how geography affects the people 11.6 alternative places to live e.g. underwater, on Mars	<b>11 PLACES &amp; LOCATION</b> 11.1 satellite navigation systems 11.2 World Heritage sites 11.3 locations for motorways & airports 11.4 protecting open spaces 11.5 how geography affects the people 11.6 alternative places to live e.g. underwater, on Mars 11.7 living in hostile environments

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>12 LANGUAGE</b> 12.1 foreign language ability 12.2 understanding, expression 12.3 spelling and alphabet	<b>12 LANGUAGE</b> 12.1 foreign language ability 12.2 understanding, expression 12.3 spelling and alphabet	<b>12 LANGUAGE</b> 12.1 foreign language ability 12.2 understanding, expression 12.3 spelling and alphabet

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>12 LANGUAGE</b> 12.1 foreign language ability 12.2 accents & dialects 12.3 preserving minority languages 12.4 bilingualism	<b>12 LANGUAGE</b> 12.1 foreign language ability 12.2 accents and dialects 12.3 preserving minority languages 12.4 bilingualism 12.5 universal languages eg Esperanto 12.6 body language	<b>12 LANGUAGE</b> 12.1 foreign language ability 12.2 accents and dialects 12.3 preserving minority languages 12.4 bilingualism 12.5 universal languages eg Esperanto 12.6 body language 12.7 language and culture

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>13 WEATHER</b> 13.1 obtain information from weather forecast 13.2 climate and weather	<b>13 WEATHER</b> 13.1 obtain information from weather forecast 13.2 climate and weather	<b>13 WEATHER</b> 13.1 obtain information from weather forecast 13.2 climate and weather

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>13 WEATHER</b> 13.1 climate and weather 13.2 weather forecasting 13.3 climate change 13.4 extreme weather	<b>13 WEATHER</b> 13.1 climate and weather 13.2 weather forecasting 13.3 climate change 13.4 extreme weather 13.5 weather and mood	<b>13 WEATHER</b> 13.1 climate and weather 13.2 weather forecasting 13.3 climate change 13.4 extreme weather 13.5 weather and mood 13.6 effect of weather on lifestyle

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>14 MEASURES AND SHAPES</b> 14.1 digits and cardinal numbers up to 31 14.2 telephone numbers, process 14.3 height, length, weight, capacity, temperature 14.4 dates, times, days 14.5 shape	<b>14 MEASURES AND SHAPES</b> 14.1 digits and cardinal numbers up to 100 and multiples of 100 14.2 telephone numbers, process 14.3 height, length, weight, capacity, temperature 14.4 dates, times, days 14.5 shape	<b>14 MEASURES AND SHAPES</b> 14.1 All digits and cardinal numbers 14.2 telephone numbers, process 14.3 height, length, weight, capacity, temperature 14.4 dates, times, days 14.5 shape

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>14 MEASURES AND SHAPES</b> 14.1 statistics 14.2 processes	<b>14 MEASURES AND SHAPES</b> 14.1 statistics 14.2 processes 14.3 importance of maths in life	<b>14 MEASURES AND SHAPES</b> 14.1 statistics 14.2 processes 14.3 importance of maths in life 14.4 design

<b>A1</b>	<b>A2</b>	<b>B1</b>
	<b>EBC LEVEL 1</b>	
<b>15 EDUCATION</b> 15.1 schooling 15.2 subjects	<b>15 EDUCATION</b> 15.1 schooling 15.2 subjects	<b>15 EDUCATION</b> 15.1 schooling 15.2 subjects 15.3 qualifications

<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>15 EDUCATION</b> 15.1 schooling 15.2 subjects 15.3 qualifications and examinations	<b>15 EDUCATION</b> 15.1 schooling 15.2 subjects 15.3 qualifications and examinations 15.4 education systems 15.5 teaching and learning	<b>15 EDUCATION</b> 15.1 schooling 15.2 subjects 15.3 qualifications and examinations 15.4 education systems 15.5 teaching and learning 15.6 knowledge versus skills 15.7 a basic human right
<b>B2</b>	<b>C1</b>	<b>C2</b>
<b>EBC LEVEL 2</b>		<b>EBC LEVEL 3</b>
<b>16 THE ENVIRONMENT</b> 16.1 recycling 16.2 pollution 16.3 global warming	<b>16 THE ENVIRONMENT</b> 16.1 recycling 16.2 pollution 16.3 global warming 16.4 endangered species 16.5 future of the planet	<b>16 THE ENVIRONMENT</b> 16.1 recycling 16.2 pollution 16.3 global warming 16.4 endangered species 16.5 future of the planet 16.6 individual's/society's responsibilities

<p><b>17 BELIEFS</b></p> <p>17.1 the paranormal &amp; supernatural</p> <p>17.2 superstitions</p> <p>17.3 unexplained phenomena e.g. UFOs, coincidences etc.</p>	<p><b>17 BELIEFS</b></p> <p>17.1 the paranormal &amp; supernatural</p> <p>17.2 superstitions</p> <p>17.3 unexplained phenomena e.g. UFOs, coincidences etc.</p>	<p><b>17 BELIEFS</b></p> <p>17.1 the paranormal &amp; supernatural</p> <p>17.2 superstitions</p> <p>17.3 unexplained phenomena e.g. UFOs, coincidences etc.</p>
<p><b>18 ARTS</b></p> <p>18.1 modern art, theatre</p> <p>18.2 classical art, theatre</p>	<p><b>18 ARTS</b></p> <p>18.1 modern art, theatre, architecture</p> <p>18.2 classical art, theatre, architecture</p> <p>18.3 literature</p> <p>18.4 popular culture</p>	<p><b>18 ARTS</b></p> <p>18.1 modern art, theatre, architecture 18.2 classical art, theatre, architecture</p> <p>18.3 literature</p> <p>18.4 popular culture</p> <p>18.5 youth culture</p>
<p><b>19 SCIENCE &amp; TECHNOLOGY</b></p> <p>19.1 scientific development</p> <p>19.2 space exploration</p> <p>19.3 power of the computer</p> <p>19.4 important inventions</p>	<p><b>19 SCIENCE &amp; TECHNOLOGY</b></p> <p>19.1 scientific development</p> <p>19.2 space exploration</p> <p>19.3 power of the computer</p> <p>19.4 important inventions</p>	<p><b>19 SCIENCE &amp; TECHNOLOGY</b></p> <p>19.1 scientific development</p> <p>19.2 space exploration</p> <p>19.3 power of the computer</p> <p>19.4 important inventions</p> <p>19.5 genetic modification</p> <p>19.6 ethics</p> <p>19.7 animal testing</p> <p>19.8 the limits of human endeavour</p>

Communicator		Expert		Mastery	
<b>EBC LEVEL 2</b>				<b>EBC LEVEL 3</b>	
<b>20</b>	<b>SOCIETY</b>	<b>20</b>	<b>SOCIETY</b>	<b>20</b>	<b>SOCIETY</b>
20.1	individual rights	20.1	individual rights	20.1	individual rights
20.2	parental responsibilities	20.2	parental responsibilities	20.2	parental responsibilities
20.4	social responsibilities	20.4	social responsibilities	20.4	social responsibilities
20.5	equal opportunities	20.5	equal opportunities	20.5	equal opportunities
		20.6	human rights	20.6	human rights
		20.7	citizenship	20.7	citizenship
		20.8	the global village	20.8	the global village
				20.9	world events
				20.10	world economy

## Text forms

1. address
2. advertisement
3. appointment card
4. article
5. bill
6. brochure
7. business card
8. calendar
9. chart
10. cheque
11. database (extract)
12. diary
13. email
14. fax
15. feature
16. form
17. graph
18. guide
19. informative article
20. instructions on machine
21. invitation
22. invoice
23. label
24. leaflet
25. legend (of maps)
26. letter
27. list
28. mailshot
29. memorandum
30. menu
31. message
32. note
33. notice
34. order
35. poster
36. press release
37. price-list
38. product packaging
39. public sign
40. quotation
41. radio/TV/theatre programme
42. recipe
43. record
44. requisition
45. report
46. road sign
47. script (e.g. of speech)
48. shop sign
49. short biography
50. spreadsheet (extract)
51. timetable
52. table
53. telephone directory
54. ticket
55. timetable
56. weather forecast
57. WP template
58. webpage

## 5 Level 1

### 5.1 Aims and Objectives

#### Time allowed

One and a half hours plus 15 minutes reading time. Note making during reading time is not allowed.

#### Aim

The aim of the examination is to test the learner's understanding of straightforward business communications in English at an elementary (A2) level, and the ability to carry out routine written tasks.

#### Target population

The examination is designed for candidates who are preparing for, or who already work in, an occupation requiring the ability to read and write simple business communications in English. The candidate should have an appreciation of letter-writing and memo-writing formulae and be able to communicate in writing for simple, practical needs. Candidates whose first language is not English should have attained a level of ability equivalent to that reflected by City & Guilds International ESOL Access level.

#### Objectives

The candidate should demonstrate the ability to understand simple business communications, to respond to them clearly and concisely, and to extract information from a limited range of simple, non-textual sources.

Candidates should be able to complete the following:

#### Reading comprehension

- Demonstrate an understanding of simple internal and external business communications, eg memos and letters, written telephone messages and emails.
- Complete or extract explicit information from business documents, eg orders, requisitions, quotations or invoices.
- Extract information from simple charts or timetables.

#### Writing skills

- Write simple, concise letters, providing and/or requesting routine information.
- Write simple memos in response to explicit instructions.
- Draft faxes.
- Complete WP templates with information provided.

The above tasks may require the candidate to communicate messages:

- of enquiry
- communicating information
- confirming/quoting prices
- placing an order.

## **5 Level 1**

### 5.2 Examination structure

The Level 1 examination consists of a one and a half hour paper containing four questions, all of which should be attempted. The candidate is given 15 minutes to read through the questions before the examination begins. No writing will be allowed during this time.

The four questions are presented as a series of unrelated 'in-tray' tasks. The candidate assumes the role of an employee in a particular company. The scenario is described at the beginning of the examination. The candidate is required to respond appropriately to straightforward tasks involving the reading and writing of routine business correspondence. Some of the source material may be handwritten. All information required for the successful completion of tasks is explicitly stated.

#### **Assessment**

Each of the four tasks is worth 25 marks (25%). The candidate is assessed on the degree of success with which he or she completes the tasks. Marks are awarded for language and content. Legibility is taken into account. Layout is assessed for two (only) of the written tasks, a memo and a letter. Tasks assessed for layout are specified on the examination paper.

To be awarded a Pass, candidates must achieve a total of 60 marks (60%). A First Class Pass will be awarded to candidates achieving 75% or more in the whole examination, provided they attempt all the tasks.

## 5 Level 1

### 5.3 Sample Paper

#### English for Business Communications Level 1



8959-11-011  
(EL-NBC 11)  
Practice Paper 1

---

**Candidate's name** (Block letters please)

---

**Centre no**

**Date**

---

**Time allowed: 1 hour 30 minutes**

(plus 15 minutes' reading time during which no writing will be allowed).

Answer **all** questions.

**All** answers must be written in ink, typed or word processed.

Your answers should be written on separate sheets of paper. Make sure your name appears on each sheet of paper used.

Answers to **all** tasks will be assessed for language and content. Two tasks only will also be assessed for layout. This will be indicated on the task.

The following items **are** permitted

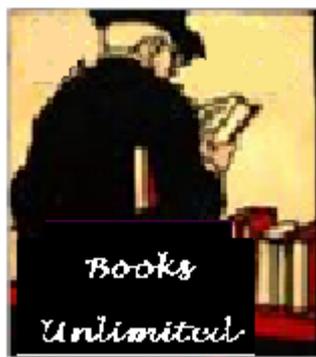
- bilingual/monolingual dictionaries
- calendars
- calculators

**For examiner's use only**

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
25	25	25	25	100

## SCENARIO

You are the Administrative Assistant (AA) to Christine Shapland. Mrs Shapland is General Manager of Books Unlimited, a company that has shops which sell books directly to the public.



Mrs Shapland is busy in meetings today. She is going to come back to the office this afternoon. She wants you to do some work when she is away.

The company's head office is in the Exmouth book shop. The address is:

13 The Strand

EXMOUTH

Devon

EX8 1AQ

UK

Tel: 01395 346576

Fax: 01395 346577

[www.booksunlimited.co.uk](http://www.booksunlimited.co.uk)

Mrs Shapland's email address is [chrisshapland@booksunlimited.co.uk](mailto:chrisshapland@booksunlimited.co.uk).

**Task 1**

Action the note below. (Your answer will be assessed for layout.)

AA:

We need suitable books to sell to tourists who visit this area in the holiday season. Perhaps we can buy some of the books in this advertisement - they look interesting. Please draft a letter for me to send, asking for further information - see my notes - also ask Ms Barrow how long delivery takes (after a customer places an order). Can she visit us?

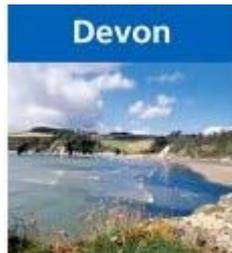
Thanks, Christine.

**Cowley Publishing Limited**

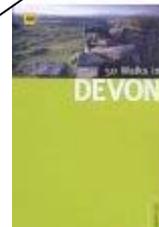


**New Books for Summer**

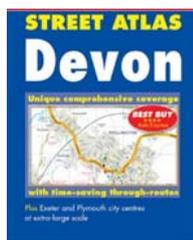
**Devon**  
by Peter Brown  
Paperback  
Retail Price: £8.99



**50 Walks in Devon**  
by Sue Montgomery  
Paperback  
Retail Price: £6.99



**Devon Street Atlas**  
Paperback  
Retail Price: £9.99



**South West England**  
by Sophie D Luco  
Paperback  
Retail Price: £9.99



These are just a small sample of what we can offer.

For further details, write to:

**Kate Barrow**  
Regional Sales Manager  
Cowley Publishing Limited  
96 George Street  
Oxford  
OX4 2DQ  
UK

Or contact Ms Barrow by:  
Tel: 0185 776868  
Fax: 0185 714591  
Email: kbarrow@cowley.co.uk

*Tell her we're not interested in this book - but ask her for the wholesale price for 50 each of the other three.*

*Ask for a full catalogue and price list*

(25 marks)

## Task 2

Action the telephone message. (Your answer will be assessed for layout.)

### TELEPHONE MESSAGE



**From:** *Christine Shapland*

**Time:** *9.45am*

**To:** *AA*

**Message:** *Christine is at a Book Fair. She phoned from there. She said there are some very good deals on puzzle books. She is buying 1000 in total (200 each of five different books). She wants you to send a memo (in your own name) as soon as possible to our Warehouse Manager, Tim Jones. He needs to know the books are going to come to our warehouse next Monday. She wants you to tell Tim to keep 100 of each book in the warehouse. He can distribute the other 100 of each to our shops next Tuesday. Ask Tim to phone her this evening so she can give him the details of the books.*

**Taken by:** *Helena*

(25 marks)

**Task 3**

Action the note.

AA: I ordered some books by phone from Phoenix yesterday. They are our usual American supplier of educational books. Please send a fax to confirm the order (our Order No. BU8945) and what I agreed with Steve - see my notes on their last quotation - remind Steve of the quotation number. Remember to put his full name, company name and fax number. Many thanks, Christine.



**QUOTATION**

**Phoenix Books Ltd**  
 1401 Washington Street  
 Phoenix  
 Arizona  
 U S A  
 Phone (602) 626-7360  
 Fax (602) 626-7364  
 SALES CONTACT: Mr Steve Galloway

QUOTATION NUMBER: **1453**

DATE: **RECEIVED**

VALID FOR 12 MONTHS FROM DATE OF ISSUE

**To** Books Unlimited  
 13 The Strand  
 EXMOUTH  
 Devon  
 EX8 1AQ  
 UK

SHIPPING METHOD	SHIPPING TERMS	PAYMENT TERMS
Airfreight	CIF Exeter	30 days

*Only 30 of each this time - Steve agreed same percentage discount*

QTY	ITEM DESCRIPTION	RETAIL UNIT PRICE	WHOLESALE DISCOUNT @ 30%	LINE TOTAL
100	Learn to Read	4.99	149.70	349.30
100	Times Tables	2.99	89.70	209.30
100	Perfect Handwriting Made Easy	3.99	119.70	279.30
100	Addition and Subtraction	2.99	89.70	209.30
<b>TOTAL DISCOUNT</b>			448.80	
<b>TOTAL</b>				1187.20

*Yes - order these*

Quotation prepared by: *S Galloway*

**THANK YOU FOR YOUR BUSINESS!**

(25 marks)

**Task 4**

Action the note using the WP template attached.

*AA:*

*Please use our standard letter form to reply to Mr Alford's email. We do have a copy of the book he wants in stock - see the attached print-out of our database. Give him the details he wants and please tell him the names, authors and prices of the other books I selected from the database. Tell him we can offer cheaper postage if he wants more than one book.*

*Many thanks  
Christine.*

**E-mail**

From: Richard Alford      CC:

To: Books Unlimited

Subject: Book request

Message: I am trying to find a copy of 'The History of Mining in Devon' by Linus Cole. If you have this in stock, please let me know the price, delivery cost (NB I live in Hong Kong), and how long delivery takes.  
Regards  
Mr Richard Alford  
27/F Wanchai Tower  
2 Harbour Road  
Wan Chai  
Hong Kong

Send

Reply

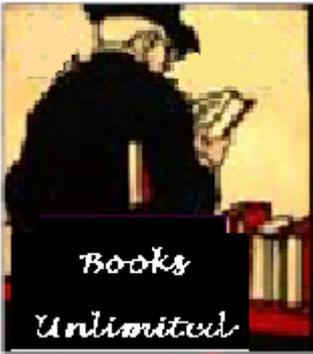
**Database Report**

PAGE 1 OF 1

TITLE	AUTHOR	PRICE	DELIVERY COST - UK	DELIVERY COST - HONG KONG	DELIVERY TIME - UK (days)	DELIVERY TIME - HONG KONG (days)
The History of Mining in Devon	Linus Cole	£12.99	£2.00	£4.00	3	7
Photographic History of Devon Mines	Clive Burt	£25.99	£3.00	£6.00	3	7
Devon and Somerset Mines	Roger Ponsford	£4.99	£1.50	£3.00	3	7

(25 marks)

Candidate's name .....



Books Unlimited  
Head Office  
13 The Strand  
EXMOUTH  
Devon  
EX8 1AQ  
UK  
Tel: 01395 346576  
Fax: 01395 346577  
www.booksunlimited.co.uk

.....  
.....  
.....

Dear .....

.....

We are pleased to inform you that we have.....

.....  
.....

You may also be interested.....

.....  
.....

If you buy.....

.....

We look forward to hearing from you soon.

Yours.....

BOOKS UNLIMITED

Administrative Assistant to Christine Shapland  
General Manager

End of Examination

Mark scheme

### Task 1 – Business letter

#### Layout:

Name and address of sender:	Books Unlimited, 13 The Strand, EXMOUTH, Devon, EX8 1AQ, UK	(1)
Date:	of exam	(1)
Appropriate reference:	eg CS/pa's initials (accept any reasonable ref)	(1)
Name and address of recipient:	(Ms) K[ate] Barrow <b>and/or</b> Regional Sales Manager, Cowley Publishing Limited, 96 George Street, OXFORD, OX4 2DQ, UK	(1)
Salutation:	Dear Ms Barrow	(1)
Heading:	New Books for Summer (or similar)	(1)
Complimentary close:	Yours sincerely	(1)
Name and/or designation of signatory:	(Mrs) C(hristine) Shapland <b>and/or</b> General Manager	(1)

8 marks divided by 2 = **4 marks**

#### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(7)

**15 marks**

#### Content:

How long does delivery take?	(1)
Not interested in Street Atlas (or similar)	(1)
Request wholesale price of 50 of each/150 books (or similar)	(1)
'Devon', '50 Walks in Devon' and 'S W England'	(1)
Request full catalogue and price list	(1)
Ask Ms Barrow to visit	(1)

**6 marks**

**Total: 25 marks**

SAMPLE ANSWER VERY HIGH FIRST CLASS LETTER

Books Unlimited  
13 The Strand  
EXMOUTH  
Devon  
EX8 1AQ  
UK

Date: (of exam)

Ref: CS/pa

Ms K Barrow  
Regional Sales Manager  
Cowley Publishing Limited  
96 George Street  
OXFORD  
OX4 2DQ  
UK

Dear Ms Barrow

**New Books for Summer**

We are interested in some of the books in your advertisement. We do not want the 'Street Atlas', but please tell us the wholesale price for 50 of each of 'Devon', '50 Walks in Devon' and 'S W England'. We want to know how long delivery takes. Can we have a full catalogue and price list? Could you come to visit us? We look forward to hearing from you soon.

Yours sincerely

Mrs Christine Shapland  
General Manager

## Task 2 – Memo

### Layout:

Heading:	Memorandum	(1)
To:	Tim Jones	(1)
Designation:	Warehouse Manager	(1)
From:	Name of learner	(1)
Designation:	AA (to CS)	(1)
Date:	of exam	(1)
Any appropriate reference:	eg, CS/- but accept any reasonable ref	(1)
Suitable heading:	eg, Puzzle books	(1)

8 marks divided by 2 = **4 marks**

### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency (max 4 marks if wrong sender)	(7)

**15 marks**

### Content:

Christine Shapland <b>or</b> General Manager buying 1000 puzzle books	(1)
All going to come to warehouse next <b>Monday</b> (all)	(1)
Tim to keep 100 of each book in the warehouse	(1)
Tim to distribute the other 100 of each to shops next <b>Tuesday</b> (all)	(1)
Tim to phone Christine this evening	(1)
To get details of the books	(1)

**6 marks**

**Total: 25 marks**

**Memorandum**

To: Tim Jones – Warehouse Manager  
From: [Name of candidate] – AA to General Manager  
Date: [of exam]  
Ref: CS/aa

**Puzzle books**

Mrs Shapland is at a Book Fair. She is buying 1000 puzzle books (200 each of five different books). They are going to come to our warehouse next Monday. She wants you to keep 100 of each book in the warehouse and distribute the other 100 of each to our shops next Tuesday. Please phone her this evening to get details of the books.

### Task 3 – Fax

#### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(7)

**15 marks**

#### Content:

To Steve Galloway	(1)
Phoenix Books Ltd	(1)
Fax number (602) 626-7364	(1)
Confirmation of Order BU8945 (must state number)	(1)
Made by phone	(1)
Referring to Phoenix' quotation number 1453	(1)
30 each of 'Learn to Read' and 'Times Tables'	(1)
Steve agreed 30% ( <b>or</b> same as quotation) discount	(1)
100 'Perfect Handwriting Made Easy'	(1)
100 'Addition and Subtraction'	(1)

**10 marks**

**Total: 25 marks**

SAMPLE ANSWER VERY HIGH FIRST CLASS FAX

Book Unlimited  
13 The Strand  
EXMOUTH  
Devon  
EX8 1AQ  
UK  
Tel: 01395 346576  
Fax: 01395 346577  
www.booksunlimited.co.uk

FAX  
To Steve Galloway  
Phoenix Books Ltd  
Fax number (602) 626-7364

**Confirmation of Order BU8945**

Mrs Shapland wishes to confirm the order made by phone yesterday. Please see your quotation number 1453. We want to order 30 each of 'Learn to Read' and 'Times Tables'. You agreed 30% discount for these. We also want to order 100 'Perfect Handwriting Made Easy' and 100 'Addition and Subtraction'.

Regards

[Candidate's name]

## Task 4 – Standard letter form

### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Do not penalise at this level if candidates fail to put inverted commas/quotation marks around names of books.	
Tone and fluency	(7)

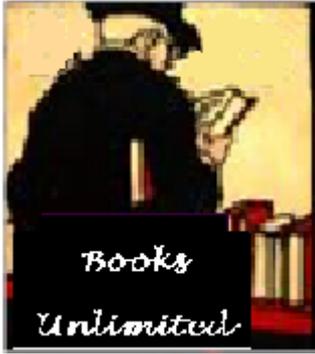
**15 marks**

### Content:

Name <b>and</b> address of recipient:	Mr R(ichard) Alford, 27/F Wanchai Tower, 2 Harbour Road, Wan Chai, Hong Kong	(1)
	Any suitable reference <b>and</b> date of exam (both needed)	(1)
	Salutation: Dear Mr Alford (Richard) <b>and</b> complimentary close: Yours sincerely (both needed)	(1)
	Heading: Book request (or similar)	(1)
	'The History of Mining in Devon'	(1)
	Cost £12.99	(1)
	Delivery £4.00 <b>and</b> Delivery time: 7 days	(1)
	'Photographic History of Devon Mines' by Clive Burt, £25.99 (all)	(1)
	'Devon and Somerset Mines' by Roger Ponsford, £4.99 (all)	(1)
	Cheaper postage if he buys more than one book	(1)

**10 marks**

**Total: 25 marks**



Books Unlimited  
Head Office  
13 The Strand  
EXMOUTH  
Devon  
EX8 1AQ  
UK  
Tel: 01395 346576  
Fax: 01395 346577  
www.booksunlimited.co.uk

Mr Richard Alford .....  
27/F Wanchai Tower .....  
2 Harbour Road .....  
Wan Chai .....  
Hong Kong .....

[Date of exam]  
CS/aa.....

Dear... Mr Alford .....

**Book request**

We are pleased to inform you that we have 'The History of Mining in Devon' by Linus Cole in stock. The price is £12.99. The cost of delivery to Hong Kong is £4.00 and the delivery time is 7 days. ....

You may also be interested in some other similar books. We have 'Photographic History of Devon Mines' by Clive Burt at £25.99 and 'Devon and Somerset Mines' by Roger Ponsford, at £4.99. ....

If you buy more than one book you can have cheaper postage. ....

We look forward to hearing from you soon.

Yours **sincerely**.....  
BOOKS UNLIMITED

Administrative Assistant to Christine Shapland  
General Manager

## 6 Level 2

### 6.1 Aims and Objectives

#### **Time allowed**

Two hours plus 15 minutes reading time. Note making during reading time is not allowed.

#### **Aim**

The aim of the examination is to test the candidate's understanding of business communications in English at an intermediate (B2) level, and the ability to carry out a series of written tasks concisely and clearly.

#### **Target population**

The examination is designed for candidates who are preparing for, or who already work in, an occupation requiring the ability to write business communications in English. The candidate should have a basic understanding of general business procedures and be able to use English effectively and independently in all familiar situations. Candidates whose first language is not English should have attained a level of ability equivalent to that reflected by City & Guilds International ESOL Communicator level.

#### **Objectives**

The candidate should demonstrate the ability to understand business communications, to respond to them clearly and concisely, and to complete and/or extract information from a variety of textual, tabular and diagrammatic sources. The candidate is expected to show some appreciation of register and to vary his or her written tone to suit the situation.

Candidates should be able to complete the following:

#### Reading comprehension

- Demonstrate an understanding of internal and external business communications, eg memos and letters, written telephone messages and emails.
- Complete or extract information from business documents eg orders and/or requisitions, quotations, invoices, graphs and charts, timetables and travel itineraries.

#### Writing skills

- Write concise letters, in response to given situations.
- Write memos in response to given situations.
- Prepare other documents for business purposes, eg circular letters and mailshots, press releases and articles.
- Draft an informal report.

An informational report provides points of information required for a specific, stated purpose. It does not require a detailed analysis of a situation or a summary of recommendations (see sample informational report on page 112). Headings are not a requirement, but a clear organisational structure is expected.

Tasks may require the candidate to communicate messages

- of enquiry
- communicating information
- confirming/quoting prices
- placing an order
- of confirmation
- of request
- of complaint
- of rejection
- of acknowledgement
- of thanks
- of booking
- of apology
- offering appointment.

## 6 Level 2

### 6.2 Examination structure

The Level 2 examination consists of a two hour paper containing five questions, all of which should be attempted. The candidate is given 15 minutes to read through the questions before the examination begins. No writing will be allowed during this time.

The five questions are presented as a series of 'in-tray' tasks. Some or all of these are interlinked, and related to a theme or a particular problem which develops during the course of the examination. The candidate assumes the role of an employee in a particular company. The scenario is described at the beginning of the examination. The candidate is required to respond concisely and appropriately to various tasks involving the reading and writing of business correspondence. Some of the source material may be hand written. The information required for the successful completion of tasks is explicit or easily inferred.

#### **Assessment**

Each of the five tasks is worth 20 marks (20%). The candidate is assessed on the degree of success with which he or she completes the tasks. Marks are awarded for language and content. Legibility is taken into account. Layout is assessed for two (only) of the written tasks, a memo and a letter. Tasks assessed for layout are specified on the examination paper.

To be awarded a Pass, candidates must achieve a total of 60 marks (60%). A First Class Pass will be awarded to candidates achieving 75% or more in the whole examination, provided they attempt all the tasks.

## 6 Level 2

### 6.3 Sample Paper

#### English for Business Communications Level 2



8959-12-012  
(EL-NBC 12)  
Practice Paper 1

---

**Candidate's name** (Block letters please)

---

**Centre no**

**Date**

---

**Time allowed: 2 hours**

(plus 15 minutes' reading time during which no writing will be allowed).

Answer **all** questions.

**All** answers must be written in ink, typed or word processed.

Your answers should be written on separate sheets of paper. Make sure your name appears on each sheet of paper used.

Answers to **all** tasks will be assessed for language and content. Two tasks only will also be assessed for layout. This will be indicated on the task.

The following items **are** permitted

- bilingual/monolingual dictionaries
- calendars
- calculators

**For examiner's use only**

Task 1	Task 2	Task 3	Task 4	Task 5	Total
20	20	20	20	20	100

## SCENARIO

You are Personal Assistant (PA) to Barbara Williams, Managing Director of Natural Clothing Limited, a company that makes and sells a wide selection of clothes made of cotton and wool. Their head office is at Unit 5, Bramhall Industrial Estate, DARLINGTON, DL1 5PW, UK.

Tel: +44 (0)1325 38866

Fax: +44(0) 1325 37808

[www.naturalclothing.co.uk](http://www.naturalclothing.co.uk)

Ms Williams is out of the office, but will return late in the afternoon, and has left you some work to deal with in her absence.

Her email address is: [bwilliams@naturalclothing.co.uk](mailto:bwilliams@naturalclothing.co.uk)

## Task 1

Action the note. (Your answer will be assessed for layout.)

PA:

A lot of our customers are asking about natural alternatives to cotton, such as bamboo and hemp. We haven't sold any garments made of these so far but I've decided we should investigate making clothes from these materials and so we need more information. Could you please draft a letter for me to send to Ms Shum? I've attached their advertisement for bamboo material and have made some notes on the advert about the initial queries I have.

Many thanks, Barbara.

### The BAMBOO COMPANY

From plant  to fabric  to garment 

Bamboo fabric is an excellent organic choice of material and it has many benefits and advantages over cotton. Bamboo fabric is softer than cotton with a texture similar to silk. It is a naturally antibacterial and hypoallergenic product grown without the use of chemicals or pesticides. It is also quick to absorb moisture, therefore keeping you dry no matter what the weather. Pure bamboo clothes can dry twice as fast as cotton clothes. Bamboo clothes can be worn all year round as they keep you cool in summer and warm in winter and the material can be dyed in a range of seasonal colours, making it suitable for all types of clothing.

**Ms Cybil Shum, Sales Manager**

**Address:**

54 Fengshou Road  
Shijiazhuang City  
Hebei Province  
China

**Tel:** 86-311-5266677

**Fax:** 86-311-5266678

www.thebamboocompany.co.hk

*I wonder if this makes it more expensive. It would be useful to have some idea of their prices, the quantities they can supply, their delivery charges and times.*

*What happens when it rains? Can they confirm it's really suitable for all weather?*

*Could they give us some examples of what existing customers already make?*

*Do they do this, or would we have to do it ourselves?*

(20 marks)

**Task 2**

Action the note. (Your answer will be assessed for layout.)

PA:

*I'd like Sales and Marketing to be involved with my ideas for using other materials as soon as possible, so please send a memo straightaway to Geraint Jones, their Head of Department - you can send it in your name. Tell him I'm keen on bamboo and hemp. I also want some facts and figures from him about the cotton we currently buy - see my notes on the article attached, which I recently read in a magazine. Tell Geraint I'd like his reply as soon as possible.*

*Many thanks, Barbara.*



**Will cotton soon be replaced by bamboo and hemp?**



*What are Geraint's views?*

Cotton is not an easy plant to grow and there has traditionally been heavy use of pesticides in cotton production. Cotton insecticides account for approximately 25% of all insecticides used world-wide. Bamboo and hemp, by contrast, do not require fertilisers or pesticides for a successful crop and are very quick growers. Bamboo, in fact, is the fastest growing plant on earth. The plants require very little water and can survive drought conditions as well as flooding. Bamboo and hemp are both sustainable and renewable resources. The fabric made from them can be bleached without the use of chemicals such as chlorine and is easy to dye; this is also done without the use of harsh chemicals and using methods which use less water than conventional dyeing methods. The production of bamboo and hemp fabric and clothing therefore has a lower impact on the environment than conventional cotton farming methods.



*Ask Geraint to find out which we use at the moment*

Now, however, organic cotton production and trade is being promoted as an alternative to traditional methods, as it is thought to be beneficial as a safe and sound way of growing cotton. It also contributes to poverty alleviation, especially among more vulnerable groups. Perhaps this is the only way for cotton to survive in the next century.

*What percentage of ours is?*



(20 marks)

**Task 3**

Action the note.

*PA:*

*We need to order more cotton but I'd like to see if we can get a better price than that offered by our usual Chinese suppliers (Shenzhen). Please draft a letter I can send to various suppliers asking for their prices for the amount of the products I've indicated on Shenzhen's last quotation - attached. Our reference for this enquiry is CT2437. Ideally I'd like them all to email their quotations, so please give my email address as well as our company's postal address. Also ask price if we only order 5 rolls - I'd obviously like same price if that's possible. Don't forget to ask them to confirm their cotton is organic. Many thanks, Barbara.*

*Shenzhen Enterprises  
24 Wenhua Building  
Shennan Road  
SHENZHEN 518005  
China  
TEL: 86-755-25102225  
FAX: 86-755-25103250*



**QUOTATION No.: 43276**

**TO:** Natural Clothing Limited  
Unit 5, Bramhall Industrial Estate  
DARLINGTON  
DL1 5PW, UK.

*10 rolls of each*

Product	Composition	Weight m/m	Roll Width cm	Model Number:	Roll Length m	Minimum No. Rolls Per Order	Price Per Roll £ Sterling
Plain dyed	100%cotton	40	48	84105	150	10	175.00
Printed fabric	100% combed cotton	40	75	12116	250	6	195.00
Poplin shirting	100% cotton Jacquard	40	48	68795	150	10	189.00
Dobby	100%cotton	50	75	48967	200m	8	178.00

To place an order, please contact Mrs Guo – Sales Manager.

(20 marks)

#### Task 4

Action the note.

*PA: Please draft an article for me to send to Ms Shapland. Mention we are hoping to use bamboo and hemp, as well as more organically grown cotton, and so intend to increase our organic range. Don't bother mentioning all the advantages to the environment of organic clothing - I'm sure other contributors will do that - just concentrate on the benefits of organic clothing to the people who wear it. NB there's no harm in advertising our company as well. I've attached a general fact sheet I read recently from which you can find the information you need. Oh - best not to mention that we do still use some non-organic cotton at the moment too. Hopefully, the article will get us some more business, so make sure you include relevant contact information.*

*Thank you, Barbara.*



Stress this in article, please!

## **Why Choose Organic?**

### **Give an advantage to future generations**

The food choice you make now will impact on your child's health in the future. Children receive four times the exposure than an adult to at least eight widely used pesticides found in much non-organic food.

### **Great taste**

There's a good reason many chefs use organic foods in their recipes. They taste better. Organic farming starts with the nutrients of the soil which eventually leads to the nourishment of the plant and ultimately our palates. Organic food is food which has been produced to standards designed to keep the production more 'natural'. Fewer, if any, chemicals are used and most pesticides are banned – when they are used they are very carefully controlled.

### **Enjoy the advantages of soy fabric**

Soy fabric is a new and exciting eco-friendly fabric made from a by-product of soybean oil production. It is a sustainable textile fibre made from renewable and biodegradable resources. It is part of an effort to move consumers away from petrochemical textile products and turn waste into useful products. Clothes made from soy have anti-bacteria and UV radiation prevention properties, good moisture absorption, and promote the microcirculation of blood capillaries, helping the wearer stay comfortable and healthier. Soy clothes have the softness and lustre of silk, the drape and durability of cotton, and the warmth and second skin comfort of cashmere.

### **Enjoy the advantages of bamboo and hemp fabrics**

Fibres such as bamboo and hemp have many advantages over traditional materials. Garments made from them are naturally anti-bacterial, biodegradable and extremely soft. They have been said to feel like a cross between cashmere and silk. The clothes breathe easier and are cooler than cotton in warm weather. Yarns are most often hand-dyed with natural dyes such as indigo, madder, logwood, and fustic. Another benefit of bamboo is that it releases a significant amount of oxygen into the atmosphere, even more than trees. Planting bamboo can help reduce the level of carbon dioxide in the air as well as reducing soil erosion and desertisation. Bamboo's natural growth habits allow it to reproduce in abundance without the use of fertilisers and without the need for pesticides. Hemp is also an extremely fast growing crop, producing more fibre yield per acre than any other source. Hemp can produce 250% more fibre than cotton using the same amount of land. Hemp is naturally pesticide and herbicide free, uses a fraction of the water needed to grow cotton, is up to 4 times stronger than cotton, and resists bacteria growth and U.V.

### **Enjoy the advantages of organic cotton fabrics**

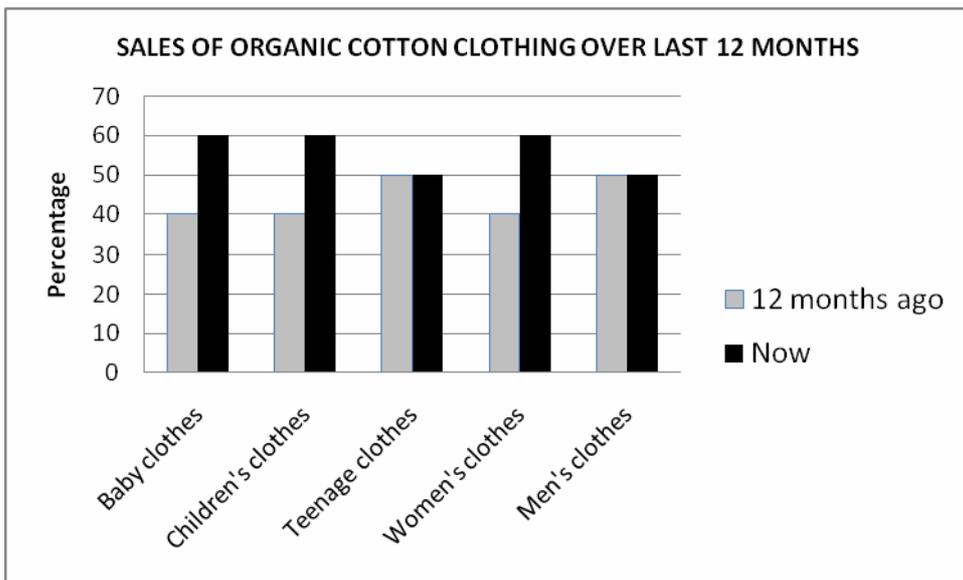
Unlike conventional cotton which is one of the most heavily sprayed industries in the world, organic cotton is not sprayed with harmful pesticides, fungicides, herbicides and chemical fertilisers, which in turn helps save our water, air and environment as a whole. Organic methods of agriculture are inherently better for our bodies, our homes, our planet and for future generations. Cotton can also be grown in natural colours, without the need for dyeing with dangerous chemicals. Most organic cotton products are remarkably soft, because there are no chemicals, harsh dyes or toxic bleaches applied to the fabric – this also makes the clothes much safer for those who wear them.

*(20 marks)*

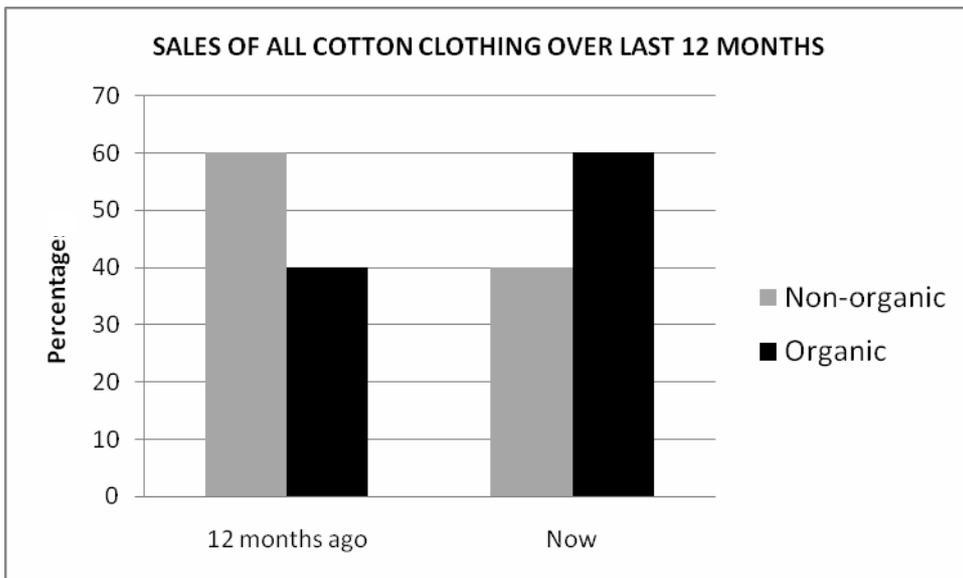
**Task 5**

Action the note.

*PA: I want the board to consider my ideas for using even more organic fabrics, so want you to draft a report for the next board meeting on sales over the last twelve months. I want a very short (200 word max) informal report simply stating whether or not (for each category of clothing) there's been any change in the popularity of organic materials over the year, and if so whether it's an increase or decrease. Then please look at the overall picture for the same period and state which products were more popular 12 months ago and which are more popular now. The graphs attached contain all the information you need. Many thanks, Barbara.*



Graph 1



Graph 2

(20 marks)

End of Examination

Mark scheme

### Task 1 – Business letter

#### Layout:

Name and address of sender:	Natural Clothing Limited, Unit 5, Bramhall Industrial Estate, DARLINGTON, DL1 5PW, UK	(1)
Date:	of exam	(1)
Appropriate reference:	eg --/PA's initials or any reasonable reference	(1)
Name and address of recipient:	Ms C[ybil] Shum, The Bamboo Company, 54 Fengshou Road, Shijiazhuang City, Hebei Province, China	(1)
Salutation:	Dear Ms Shum/Cybil	(1)
Heading:	Bamboo material [or similar]	(1)
Complimentary close:	Yours sincerely	(1)
Name and/or designation of signatory:	Barbara Williams/Managing Director	(1)

8 marks divided by 2 = **4 marks**

#### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(4)

**12 marks**

#### Content:

Do they supply dyed material [or similar]	(1)
Request prices, quantities they can supply, delivery charges and times [all]	(1)
Confirm material OK to wear in rain [or similar]	(1)
Ask for examples of clothing others already make	(1)

**4 marks**

**Total: 20 marks**

SAMPLE ANSWER VERY HIGH FIRST CLASS LETTER

Natural Clothing Limited  
Unit 5, Bramhall Industrial Estate  
DARLINGTON  
DL1 5PW  
UK

Date: [of exam]  
Ref: Bw/pa

Ms C Shum  
The Bamboo Company  
54 Fengshou Road  
Shijiazhuang City  
Hebei Province  
China

Dear Ms Shum

**Bamboo material**

We are interested in bamboo material and would appreciate information on your prices, the quantities you can supply, your delivery charges and times. Your advertisement states that the material is quick to absorb moisture, and we would therefore appreciate confirmation that it is suitable for all weather. Perhaps you could clarify the effect of rain on the material. We would also be interested to know the types of clothing some of your existing customers already make from this material. We would also appreciate clarification on whether you supply the material ready-dyed, or whether we would have to undertake this process ourselves.

We look forward to hearing from you soon.

Yours sincerely

Barbara Williams  
Managing Director

## Task 2 – Memo

### Layout:

Heading:	Memorandum	(1)
To:	Geraint Jones	(1)
Designation:	Head of Sales and Marketing	(1)
From:	Name of candidate	(1)
Designation:	PA [to Barbara Williams/ Managing Director]	(1)
Date:	of exam	(1)
Reference:	Any appropriate reference	(1)
Suitable heading:	eg, Bamboo and hemp [or similar]	(1)

8 marks divided by 2 = **4 marks**

### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency (max 1 mark if wrong sender)	(4)

**12 marks**

### Content:

Barbara Williams/MD wants to buy bamboo and hemp [or similar] <b>and</b> wants reply asap	(1)
Does Geraint think cotton will be replaced by bamboo and hemp?	(1)
Geraint to find out which chemicals we use for bleaching and dyeing	(1)
What percentage of the cotton we use is organic?	(1)

**4 marks**

**Total: 20 marks**

**Memorandum**

To: Geraint Jones – Head of Sales and Marketing  
From: [Name of candidate] – PA to Barbara Williams  
Date [of exam]  
Ref: BW/pa

**Bamboo and hemp**

Ms Williams is interested in using other materials and is considering buying bamboo and hemp. Obviously she would appreciate your views, especially on whether you believe cotton will be replaced by bamboo and hemp in the near future. She'd also like information from you as soon as possible regarding the chemicals we currently use for bleaching and dyeing and what percentage of the cotton we use is organic.

### Task 3 – Circular letter

#### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(4)

**12 marks**

#### Content:

Company address: Natural Clothing Limited, Unit 5, Bramhall Industrial Estate, DARLINGTON, DL1 5PW, UK	(1)
Reference: CT2437	(1)
Request emailed quotation to Ms Williams <b>and</b> email address: bwilliams@naturalclothing.co.uk	(1)
Request confirmation products organic	(1)
10 rolls plain dyed 100% cotton	(1)
10 rolls Poplin shirting 100% cotton Jacquard	(1)
Weight 40m/m, roll width 48cm, roll length 150m for both (all)	(1)
Could we have same price if only order 5 rolls?	(1)

**8 marks**

**Total: 20 marks**

SAMPLE ANSWER VERY HIGH FIRST CLASS CIRCULAR LETTER

Natural Clothing Limited  
Unit 5, Bramhall Industrial Estate  
DARLINGTON  
DL1 5PW  
UK  
Email: bwilliams@naturalclothing.co.uk

Dear Sirs

**Request for quotation – our reference CT2437**

We would appreciate a quotation for 10 rolls each of plain dyed 100% cotton and 100% cotton Jacquard Poplin shirting, both of weight 40m/m, roll width 48cm, and roll length 150m. We would also appreciate confirmation that you could offer the same price for orders of 5 rolls only. Additionally, please confirm these products are organic.

We would prefer it if you could email your quotation to the above address.

Yours faithfully

Barbara Williams  
Managing Director

#### Task 4 – Article/Press release/Circular letter/Mailshot

MAXIMUM 200 WORDS

#### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(4)

**12 marks**

#### Content:

Name of company ie Natural Clothing Limited	(1)
NC already only use natural products	(1)
Want to increase range to include bamboo and hemp	(1)
Bamboo and hemp anti-bacterial, biodegradable and soft [or similar]	(1)
Bamboo and hemp breathe easier and are cooler than cotton in warm weather [or similar]	(1)
Most organic cotton products are remarkably soft [or similar]	(1)
No chemicals, harsh dyes or toxic bleaches applied to organic cotton – makes the clothes safer [or similar]	(1)
Contact details: Unit 5, Bramhall Industrial Estate, DARLINGTON, DL1 5PW [UK] <b>and/or</b> Tel: +44 (0)1325 38866, Fax: +44(0) 1325 378 08	(1)

**8 marks**

**Total: 20 marks**

## SAMPLE ANSWER VERY HIGH FIRST CLASS PRESS RELEASE

Natural Clothing Limited, a company dedicated to using only natural materials such as cotton and wool in its clothing, has now decided to widen its range and is hoping to also use bamboo and hemp in addition to other organically grown materials such as cotton. Fibres such as bamboo and hemp have many advantages over traditional materials. Garments made from them are naturally anti-bacterial, biodegradable and extremely soft. They have been said to feel like a cross between cashmere and silk. The clothes breathe easier and are even cooler than cotton in warm weather. Yarns are frequently hand-dyed with natural dyes such as indigo, madder, logwood, and fustic. To avoid the need for dyeing with dangerous chemicals, cotton can, of course, be grown in natural colours. Most organic cotton products are therefore remarkably soft, because there are no chemicals, harsh dyes or toxic bleaches applied to the fabric – this also makes the clothes much safer for those who wear them.

For further information, please see our website: [www.naturalclothing.co.uk](http://www.naturalclothing.co.uk) or contact us at:

Natural Clothing Limited, Unit 5, Bramhall Industrial Estate, DARLINGTON, DL1 5PW, UK. Tel: +44 (0)1325 38866, Fax: +44(0) 1325 37808.

**193 words**

## Task 5 – Informal, informational report

MAXIMUM 200 WORDS

### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(4)

**12 marks**

### Content:

Title/Introductory sentence mentioning sales <b>and</b> 12 month period <b>and</b> organic [all]	(1)
Baby clothes – increase	(1)
Children’s clothes – increase	(1)
Teenage clothes – the same	(1)
Women’s clothes – increase	(1)
Men’s clothes – the same	(1)
Last year less organic than not	(1)
This year more organic than not	(1)

**8 marks**

**Total: 20 marks**

### **Sales of organic and non-organic clothing over the last 12 months**

We have seen an increase in the sales of organic baby, children's and women's clothes, (from 40% to 60% in all three cases), whilst sales of men's and teenage organic and non-organic clothes have remained the same at 50% in both cases. One year ago 60% of all the clothing we sold was non-organic, whilst now the position has reversed, and 60% of all the clothing we sell is organic, showing a marked increase in interest in organic materials.

**79 words**

## 7 Level 3

### 7.1 Aims and Objectives

#### **Time allowed**

Two and a half hours plus 15 minutes reading time. Note making during reading time is not allowed.

#### **Aim**

The aim of the examination is to test the candidate's understanding of business communications at an advanced (C2) level and the ability to carry out a series of related written tasks concisely, clearly and accurately.

#### **Target population**

The examination is designed for candidates who are preparing for, or who already work in, an occupation requiring the ability to write business communications in English. The candidate should have an understanding of general business procedures and possess the linguistic ability to handle the types of task required of a senior administrator, executive or Personal Assistant. Candidates whose first language is not English should have attained a level of ability equivalent to that reflected by City & Guilds International ESOL Mastery (C2) level.

#### **Objectives**

The candidate should demonstrate the ability to understand a wide range of business communications and related documentation, to complete and/or extract information from a wide range of textual, tabular and diagrammatic sources and to respond appropriately in concise and accurate English to a variety of situations. The candidate is expected to show a high level of appreciation of register, and to vary his or her written tone to suit the purposes of a wide variety of situations.

Candidates should be able to complete the following:

#### Reading comprehension

- Demonstrate an understanding of internal and external business communications, eg memos and letters, written telephone messages and emails.
- Complete or extract information from business documents eg orders and/or requisitions, quotations and/or invoices, graphs and charts, timetables and travel itineraries, policy statements, company procedures.

#### Writing skills

- Write concise letters in response to a wide range of situations.
- Write memos in response to given situations.
- Draft other documents for business purposes: notices and invitations, speeches, the minutes of meetings, advertisements and mailshots, press releases, articles and circular letters.
- Draft a short informal analytical report.

An analytical report provides a synthesis of information from diverse sources. It provides an analysis of the situation and a summary of recommendations (see sample analytical report on page 135). Headings

are not a requirement, but a clear organisational structure is expected. The candidate should be prepared to deal with any language functions which the situation may require.

## **7 Level 3**

### **7.2 Examination structure**

The Level 3 examination consists of a two and a half hour paper containing six questions, all of which should be attempted. The candidate is given 15 minutes to read through the questions before the examination begins. No writing will be allowed during this time.

The six questions are presented as a series of 'in-tray' tasks. Some or all of these are interlinked and related to a theme or a particular problem which develops during the course of the examination. The candidate assumes the role of an employee in a particular company. The scenario is described at the beginning of the examination. The candidate is required to respond concisely and appropriately to a wide range of tasks involving the reading and writing of business communications. Some of the source material may be hand written. Information is acquired cumulatively from task to task, and the candidate must select relevant information for each task. Some tasks require the candidate to infer information and to use his or her own discretion when responding to situations.

#### **Assessment**

Four of the six tasks are worth 20 marks (20%) each. The remaining two tasks require the writing of a brief response or relatively straightforward notice, circular letter, mailshot, advertisement, formal invitation, or minutes of a meeting. These tasks are worth 10 marks (10%) each. The candidate is assessed on the degree of success with which he or she completes the tasks. Marks are awarded for language and content. Legibility is taken into account. Layout is assessed for two (only) of the written tasks, a memo and a letter. Tasks assessed for layout are specified on the examination paper. To be awarded a Pass, candidates must achieve a total of 60 marks (60%). A First Class Pass will be awarded to candidates achieving 75% or more in the whole examination, provided they attempt all the tasks.

## 7 Level 3

### 7.3 Sample Paper

#### English for Business Communications Level 3



8959-13-013  
(EL-NBC 13)  
Practice Paper 1

---

**Candidate's name** (Block letters please)

---

**Centre no**

**Date**

---

**Time allowed:** 2 hours 30 minutes  
(plus 15 minutes' reading time during which no writing will be allowed).

Answer **all** questions.

**All** answers must be written in ink, typed or word processed.

Your answers should be written on separate sheets of paper. Make sure your name appears on each sheet of paper used.

Answers to **all** tasks will be assessed for language and content. Two tasks only will also be assessed for layout. This will be indicated on the task.

The following items **are** permitted

- bilingual/monolingual dictionaries
- calendars
- calculators

#### For examiner's use only

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total
10	20	20	20	10	20	100

### **SCENARIO**

You are the Personal Assistant (PA) to Elaine Wainwright, Managing Director of Chippies Limited, a company that owns a chain of fish and chip shops in UK and is planning to open more shops throughout Europe. The head office is at 12 Gosford Road, OTTERY ST MARY, Devon, EX11 1NU, UK.

Tel: 01404 81547

Fax: 01404 81548

[www.chippies.com](http://www.chippies.com)

Mrs Wainwright has meetings throughout today but will return to the office in the late afternoon. She has left you some work to attend to.

Her email address is [ew@chippies.com](mailto:ew@chippies.com)

## Task 1

Action the note from Mrs Wainwright.

# Agenda

for the meeting of  
**CHIPPIES LIMITED**

that will be held at  
**12, Gosford Road, Ottery St Mary, Devon**  
**at 10.15am**

*PA:*

*Could you please write up the minutes for last Thursday's meeting, using full sentences? I have scribbled notes on the agenda as I was chairing the meeting but Olu Sotuminu (Sales and Marketing Manager), who normally takes the minutes, phoned to say her train had been delayed and therefore she wouldn't be able to attend.*

*Thanks, Elaine.*

- 1 Apologies for absence –**
- 2 Minutes of the last meeting –** *agreed and signed.*
- 3 Matters arising –** *none.*
- 4 New email addresses –** *IT department advise all now changed to initials followed by @chippies.com - no problems envisaged - all address book contacts already advised.*
- 5 First new shop abroad –** *we've rented shop at 114, Rue Rivoli, Paris, France (Tel: +33 1 44 88 44, Fax +33 1 44 88 67) - opening ceremony set for 15<sup>th</sup> next month - time TBA but followed by fish and chip supper for guests - need to invite local business people and get press coverage - I agreed to organise.  
Mme Marie Chevalier appointed manager (she's bi-lingual English/French - ideal - we envisage most initial business to English speaking business people and tourists - hopefully business will soon attract the French as well). She's dealing with recruitment and furnishing of shop etc.*
- 6 Correspondence –** *email rec'd from Marie - suggested asking well-known British celebrity to perform opening - I agreed to get more details.*
- 7 Any other business –** *none.*
- 8 Date, time and place of the next meeting –** *first Thursday next month - same time and venue.*

*Meeting closed 11.15am.*

(10 marks)

## Task 2

Action the note from Mrs Wainwright. (Your answer will be assessed for layout.)

*PA: Marie seems to think Alan Courtney may be in Paris when we open the shop - he'd be ideal - though I dread to think how much his fees would be, but if he's already there at least I don't suppose we'd have to pay expenses! It's worth finding out, anyway. I've attached a bit of an article on him, for your interest, but also found details of his agent on the Internet (page also attached). Could you draft the letter for me to sign later please?*

*Many thanks, Elaine. PS - time now agreed as 6.30pm*

### Alan Courtney - Possibly the Very Best British Actor

Agent: **Linden's Personal Management Ltd**

The only credible combination of cockney rogue and sensible dreamer out of a whole bunch of young working class rising stars of the latter part of the last century, he went on to play a supporting role in the international smash melodrama 'Force of the Sea', kept a low profile for a few years when focusing on the stage, and then promptly scored another academy nomination for 'The Husband'.

LINDEN'S  
PERSONAL MANAGEMENT LTD

We have been established in the United Kingdom since 1986

SEARCH Name:  Actors: All

Playing Age From  To  [Advanced search +](#)

HOME | ACTORS | NEWS | CONTACT

### CONTACT US

#### Actors

We are currently only considering representing actors with established CVs.

If you wish to contact us regarding representation please do so in writing, enclosing a headshot and CV only. Please do not enclose CDs or DVDs at that this stage. Please address your application to David Nutkin.

#### Casting Directors and Other Employers

If you require any further information on any of our actors, please contact Ms Corinne Sheridan on the following numbers:

**Manchester: 0161 228 026**

**London: 020 7734 788**

You can also email us by clicking on the following address: [info@lindensltd.co.uk](mailto:info@lindensltd.co.uk)

Or write to us at:

8 Newton Street  
Manchester  
M1 1HL  
Fax: 0161 228 027

Linden's Personal Management Ltd accept no responsibility for the content of any linked website.

(20 marks)

### Task 3

Action the message from Mrs Wainwright. (Your answer will be assessed for layout.)

## Message

**Message for:** PA

**Message from:** Elaine

*When Olu phoned me before last Thursday's meeting, she did say she'd prepare some mock-ups of single sided A5 advertising leaflets for the new shop that we can get distributed in Paris before the opening. I've seen no sign of these, however. Please send her a memo (you can send it in your own name) reminding her I want to see them asap. You'd better confirm all the details - obviously she'll have to leave space to include details of who's performing the opening until this is confirmed. Give her details of the printer Marie suggested (webpage from directory of Paris printers attached) close to the shop - Olu should contact them about printing - I've marked what we want.*

## Printers & Printing in Ile de France, Paris

Sub-categories of **Printers & Printing** in the local business directory with 6,004 listings of English-speaking businesses and services in Paris & Ile de France:

### *Description:*

#### **Digiflash**

Digital offset printer. Highest calibre scanning and digital printing technology, we specialise in short-run projects for business cards, postcards, posters, brochures, press kits and books. High-end inkjet printing for interior and exterior signage.

### *Contact Details:*

**Email:** sales@digiflash.com

**Tel:** 01 53 68 16 10 *International: +33 1 53 68 16 10*

**Fax:** 01 53 68 16 27

*Ask Olu to find out if we can have lower price for larger order*

### **LATEST OFFERS – STERLING PRICES:**

**100 A5 single sided full colour Leaflets on 250gsm Gloss = £25.00**

**500 A5 8pp full colour Booklets on 140gsm Gloss = £255.00**

**500 A6 single sided full colour Postcards on 300gsm Stock = £45.00**

**500 A5 4pp full colour Leaflets on 140gsm Gloss = £130.00**

**100 A3 Posters single sided on 250gsm Gloss = £60.00**

(20 marks)

#### Task 4

Action the note from Mrs Wainwright.

*PA: Please draft a press release we can send to all the English magazines and newspapers in Paris to advertise the opening of the new shop? I don't suppose they'll all print it - but some might, if we keep it short, so give yourself a maximum of 200 words and include Marie's contact details - so people can get hold of her if they need more info. I've attached some general information to help you - see my note - otherwise just mention how long they've been eaten, why they are popular in UK, how nutritious they are, and where they're eaten today. Many thanks, Elaine.*

*Oh yes, we've decided to give a discount of 1 Euro off the cost of a fish and chip meal to anyone who comes along with one of the leaflets Olu is preparing - we'll be open to the general public from 8pm on opening day - might as well mention that too!*

### Fish and chips – a great British tradition



There's nothing more British than fish and chips. Freshly cooked, piping hot fish and chips, smothered in salt and soured with vinegar, wrapped in newspaper and eaten out-of-doors on a cold and wintry day – it simply cannot be beaten!

*We'll give a choice - like this or on a plate, inside at a table*

The typical retail fish-frying shop represents a continuing British tradition going back to the early days of the 19<sup>th</sup> century. Charles Dickens' novel, *Oliver Twist*, mentions fried fish warehouses, but it wasn't until the 1860s that the trade began to develop as we know it now. Through the latter part of the 19<sup>th</sup> century it expanded greatly to satisfy the needs of the growing industrial population. The development of the steam trawler brought fish to UK from the North Atlantic, Iceland, Greenland and Norway. The fried fish trade's greatest development was in the industrial cities of Scotland, the North of England and Midlands as well as London. With the spread of paid holidays, customers still demanded the product with which they had become familiar at home. A characteristic feature of most popular English holiday resorts today is fried fish shops, cafés and restaurants, which have now spread to the Mediterranean coast of Spain and other overseas resorts.

It was not only their easy availability that contributed to the trade's development. From the very beginning the food was recognised by the great mass of the British population as a nourishing meal offering good value for money. Even today, with many competitive products being offered in the take-away and fast-food trades, the traditional fish and chip shop is still the leader in this field: 9,000 shops have an annual turnover of over £650M, sell 60,000 tonnes of fish (about one-quarter of all the white fish consumed in UK) and 500,000 tonnes of potatoes (10% of all potatoes eaten in Britain). By concentrating on a relatively narrow range of products, buying raw materials in large quantities, processing in quantity and offering ready-cooked products to the public, this trade continues its tradition of supplying the British with the cheapest cooked meal in the country. Fish and chips are a valuable source of protein, fibre, iron and vitamins, providing a third of the recommended daily allowance of vitamins for men and nearly half for women. It's a typical example of a traditional dish once jeered at by food snobs and even censured by health food devotees but now fully appreciated as a nutritious combination. Fish and chips have even become very fashionable at some top restaurants, as leading chefs create their own version of 'posh fish and chips'.



(20 marks)

### Task 5

Action the telephone message below.

#### TELEPHONE MESSAGE



**Message for:** PA

**While you were out:** *Elaine telephoned*

*She asked if you could draft a formal invitation for the opening. She wants RSVPs sent to you by email but the invitations to be sent from her and the board - she also suggested casual dress code.*

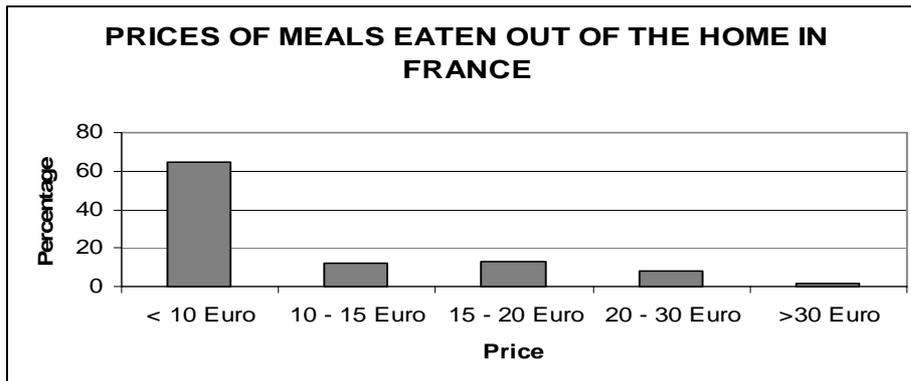
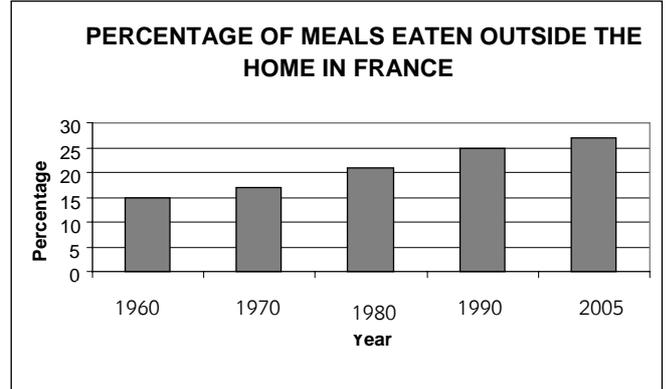
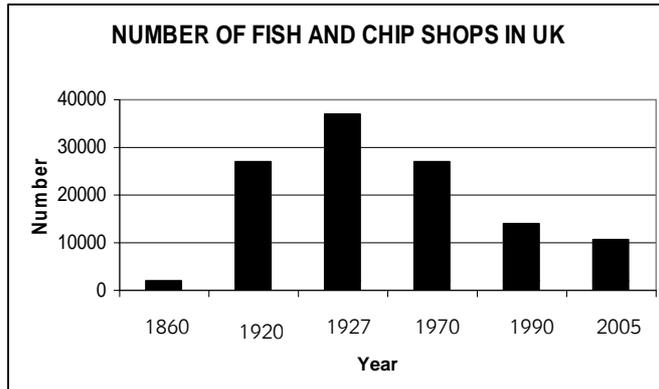
**Taken by:** *Carolyn Dodd*

(10 marks)

**Task 6**

Action this note.

*PA: I need a short (max 200 words) informal report for the next board meeting. They'll get copies of the graphs I've attached but basically need to know if there's any trend in popularity of fish and chips in UK, whether there's a similar trend in France for meals taken outside the home, and therefore whether our new venture is a good idea or not. They'd also like to know whether our aim of charging 11 Euros for an average meal in Paris will be likely to bring in lots of business - if not, please suggest a price - but as close to our aim as possible. We'd like to charge a bit more than we do in UK (average = £5 per meal) as we'll have extra costs, so need your comments on whether this is possible (you can use the exchange rate 1 Euro = £0.696. Many thanks, Elaine.*



Euro	Exchange Rate	Currency	Currency Description	Pound Value
1	0.696	GBP - £	BRITISH POUND	0.696
5	0.696	GBP - £	BRITISH POUND	3.48
10	0.696	GBP - £	BRITISH POUND	6.96
15	0.696	GBP - £	BRITISH POUND	10.44
20	0.696	GBP - £	BRITISH POUND	13.92

Sterling	Exchange Rate	Currency	Currency Description	Euro Value
1	1.437	EUR	EURO	1.437
5	1.437	EUR	EURO	7.185
10	1.437	EUR	EURO	14.37
15	1.437	EUR	EURO	21.555
20	1.437	EUR	EURO	28.74

(20 marks)

End of Examination

Mark scheme

### Task 1 – Minutes

#### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(4)

**12 marks**

#### Content:

Date, time and place  
of meeting:

12, Gosford Rd, Ottery St Mary, Devon, 10.15am  
Date last Thursday (1)

Apologies: Olu Sotuminu **or** Sales & Marketing Manager (1)

Minutes of last meeting agreed **and** No Matters arising (1)

New email addresses: all changed to initials followed by  
@chippies.com [or similar] (1)

First new shop abroad: 114, Rue Rivoli, Paris, France  
(Tel: +33 1 44 88 44, Fax +33 1 44 88 67) (1)

Opening ceremony: 15th next month (date required) –  
time TBA – followed by fish and chip supper – need to  
invite local business people and get press coverage –  
Elaine Wainwright agreed to organise. (1)

Elaine Wainwright **or** Managing Director agreed to get  
more details on celebrity to perform opening – Mme Marie  
Chevalier appointed manager – dealing with recruitment  
and furnishing of shop etc. (1)

No AOB AND next meeting 1st Thursday next month  
(date required) 10.15am – head office **or** 12, Gosford  
Road, Ottery St Mary (1)

**8 marks**

**Total: 20 divided by 2 = 10 marks**

**Minutes**  
of the meeting of  
**CHIPPIES LIMITED**

that was held at  
**12, Gosford Road, Ottery St Mary, Devon**  
at **10.15am** on [date Thursday before exam.]

1. **Apologies for absence**

*Apologies were received from Olu Sotuminu (Sales and Marketing Manager).*

2. **Minutes of the last meeting**

*The minutes were agreed and signed.*

3. **Matters arising**

*There were no matters arising.*

4. **New email addresses**

*The IT department has advised that all email addresses have now been changed to initials followed by @chippies.com. No problems are envisaged and all address book contacts have already been advised of the changes.*

5. **First new shop abroad**

*Chippies has rented a shop at 114, Rue Rivoli, Paris, France. (Tel: +33 1 44 88 44, Fax +33 1 44 88 67). The opening ceremony is set for 15th [specify next month]. The time is to be agreed but the ceremony will be followed by a fish and chip supper for guests. We need to invite local business people and get press coverage. Mrs Wainwright agreed to organise this.*

*Mme Marie Chevalier has been appointed manager (she's bi-lingual English/French and so ideal as we envisage most of our initial business will be to English speaking business people and tourists, although hopefully the business will soon attract the French as well). Mme Chevalier is dealing with recruitment and the furnishing of the shop etc.*

6. **Correspondence**

*An email has been received from Mme Chevalier suggesting we ask a well-known British celebrity to perform the opening ceremony. Mrs Wainwright agreed to get more details.*

7. **Any other business**

*There was no other business discussed.*

8. **Date, time and place of the next meeting**

*The next meeting will be held on Thursday [give date and month] at 10.15am at Chippies Ltd., 12, Gosford Road, Ottery St Mary, Devon.*

***The meeting closed at 11.15am.***

## Task 2 – Letter

### Layout:

Name and address of sender:	Chippies Limited, 12 Gosford Road, OTTERY ST MARY, Devon, EX11 1NU, UK	(1)
Date:	of exam	(1)
Appropriate reference:	eg --/PA's initials	(1)
Name and address of recipient:	Ms C[orinne] Sheridan, Linden's Personal Management Ltd, 8 Newton Street, Manchester, M1 1HL	(1)
Salutation:	Dear Corinne/Ms Sheridan	(1)
Heading:	Booking Alan Courtney [or similar]	(1)
Complimentary close:	Yours sincerely	(1)
Name and/ or designation of signatory:	Mrs E/Elaine Wainwright Managing Director	(1)

8 marks divided by 2 = **4 marks**

### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(4)

**12 marks**

### Content:

Alan Courtney available to open fish and chip shop?	(1)
114, Rue Rivoli, Paris, France	(1)
15th next month (actual month required) – 6.30pm	(1)
What are fees? Expenses?	(1)

**4 marks**

**Total: 20 marks**

SAMPLE ANSWER VERY HIGH FIRST CLASS LETTER

Chippies Limited  
12 Gosford Road  
OTTERY ST MARY  
Devon  
EX11 1NU  
UK

Date: [of exam]

Ref: EW/pa

Ms Corinne Sheridan  
Linden's Personal Management Ltd  
8 Newton Street  
MANCHESTER  
M1 1HL

Dear Ms Sheridan

### **Booking Alan Courtney**

As I'm sure you are aware, our company has a chain of fish and chip shops throughout UK. We now intend to open more shops throughout Europe, starting with our flagship shop at 114, Rue Rivoli, Paris, France, which will open on 15th [specify month] at 6.30pm.

We understand one of your clients, Alan Courtney, will be in Paris at that time, and wonder therefore if he would be available to perform the opening ceremony. If so, we'd appreciate information regarding his fees, assuming expenses would not be charged as he would already be in the city.

Yours sincerely

Mrs Elaine Wainwright  
Managing Director

### Task 3 – Memo

#### Layout:

Heading:	Memorandum	(1)
To:	Olu Sotuminu	(1)
Designation:	Sales and Marketing Manager	(1)
From:	Name of candidate	(1)
Designation:	PA [to Elaine Wainwright/Managing Director]	(1)
Date:	of exam	(1)
Any appropriate reference:	eg, EW/pa	(1)
Suitable heading:	eg, Advertising leaflets	(1)

8 marks divided by 2 = **4 marks**

#### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency (max 1 mark if wrong sender)	(4)

**12 marks**

#### Content:

Elaine Wainwright wants to see advertising leaflets for opening of new Paris shop asap – can leave space for details of celebrity [or similar] (1)

114, Rue Rivoli, Paris, 15th next month (date required) – 6.30pm [all] (1)

Contact Digiflash re-printing – Email: sales@digiflash.com, **or** Tel: [01 53 68 16 10], +33 1 53 68 16 10 **or** Fax: 01 53 68 16 27 (1)

Ask if lower price for larger order than 100 A5 single sided full colour leaflets [on 250gsm Gloss] (1)

**4 marks**

**Total: 20 marks**

**Memorandum**

To – Olu Sotuminu – Sales and Marketing Manager  
From – [Name of candidate] – PA to Elaine Wainwright  
Date – [of exam]  
Ref: EW/pa

**Advertising leaflets**

Elaine Wainwright would like to see the mock-ups you've prepared for the advertising leaflets for the opening of our new Paris shop as soon as possible. She asked me to confirm that it's at 114, Rue Rivoli, Paris, on 15th [state month] at 6.30pm and advised you can leave space for details of the celebrity performing the opening until this is confirmed.

Mme Marie Chevalier (the manager of the Paris shop) has suggested we use Digiflash for the printing (Email: sales@digiflash.com, Tel: [01 53 68 16 10], +33 1 53 68 16 10, Fax: 01 53 68 16 27). Their entry in a webpage directory states they charge £25.00 for 100 A5 single sided full colour Leaflets on 250gsm Gloss, which Elaine thinks suitable, but she would like you to find out if they could offer us a lower price for a larger order.

## Task 4 – Press release

NB MAXIMUM 200 WORDS

### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(4)

**12 marks**

### Content:

Chippies Limited opening fish and chip shop at  
114, Rue Rivoli, Paris **Contact:** Marie Chevalier **or**  
Manager Tel: +33 1 44 88 44 OR Fax +33 1 44 88 67 (1)

15th next month – 6.30pm – British celebrity to  
perform opening (1)

Then open to public 8pm – 1 Euro off with leaflet (1)

Choice – wrapped in newspaper and eaten out-of-doors  
or on a plate, inside at a table (1)

Eaten since 19th century/1860s (1)

Eaten today – most popular English holiday resorts,  
Mediterranean coast of Spain, other overseas resorts  
**and** some of UK top restaurants (1)

Popular – nourishing meal offering good value for  
money/the cheapest cooked meal in the country (1)

Nutritious – valuable source of protein, fibre, iron and  
vitamins (1)

**8 marks**

**Total: 20 marks**

SAMPLE ANSWER VERY HIGH FIRST CLASS PRESS RELEASE

Chippies Limited, whose fish and chip shops are renowned throughout UK, is opening an outlet at 114, Rue Rivoli, Paris on 15th [state month]. A famous British celebrity will perform the ceremony at 6.30pm, the shop welcoming the public at 8pm. Look out for leaflets entitling the holder to a 1 Euro discount off the price of a fish and chip supper, which may be eaten in the traditional British manner (smothered in salt and soused with vinegar, wrapped in newspaper and eaten out-of-doors) or more conservatively on a plate at a table.

Fish and chips, a nourishing meal offering good value for money, have been popular in UK since 19th century and are still widely consumed there today, especially in English holiday resorts but even in some top UK restaurants. Their popularity has also spread to the Mediterranean coast of Spain and other overseas resorts. No doubt this is because they are not only remarkably tasty, but also very nutritious, providing a valuable source of protein, fibre, iron and vitamins.

For further details, please contact the manager of Chippies' Paris shop, Mme Marie Chevalier on:

Tel: +33 1 44 88 44

Fax +33 1 44 88 67

Email:mc@chippies.com

**200 words**

## Task 5 – Invitation

### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(4)

**12 marks**

### Content:

MD/EW and board of Chippies Ltd invite	(1)
Opening ceremony fish and chip shop	(1)
15th next month (date needed)	(1)
114, Rue Rivoli, Paris	(1)
Time 6.30pm	(1)
Followed by fish and chip supper	(1)
RSVPs to PA <b>and</b> email address: [initials]@chippies.com	(1)
Dress: casual	(1)

**8 marks**

**Total: 20 divided by 2 = 10 marks**

SAMPLE ANSWER VERY HIGH FIRST CLASS INVITATION

*Mrs Elaine Wainwright, Managing Director, and the Board of Chippies Ltd  
invite*

.....  
*to the opening ceremony of their new fish and chip shop,  
followed by a fish and chip supper,  
at  
114, Rue Rivoli, Paris  
on  
15th [state month]  
at 6.30pm*

*RSVP*

*[candidate's initials]@chippies.com*

*Dress: casual*

## Task 6 – Analytical report

NB MAXIMUM 200 WORDS

### Language Mechanics:

Grammar	(4)
Spelling and punctuation	(4)
Tone and fluency	(4)

**12 marks**

### Content:

Title/Introductory sentence mentioning fish and chip shop in France	(1)
UK trend fish and chips falling	(1)
French trend for meals out side home rising	(1)
Good idea open shop in France [or similar deduction]	(1)
Most popular price in France under 10 Euros	(1)
Best price – accept any suggestion under between 9 and 10 Euros	(1)
10 Euro = 6.96 OR £5 = 7.185 Euros = more than UK average	(1)
Therefore just under 10 Euro = good price for average meal in France	(1)

**8 marks**

**Total: 20 marks**

### **Fish and chip shop based in France**

In UK, the trend for eating fish and chips has been falling steadily since 1920s, whilst, since 1960s, France has seen a steadily increasing trend for people eating meals outside the home, which is why we have considered it a good idea to open a shop in France.

Our original aim was to sell a meal for 11 Euros, but we have discovered that over 60% of meals taken away from home in France cost under 10 Euros. (10 Euros = £ 6.96 at today's conversion rate). The average price per meal in UK is £5 (equivalent to 7.185 Euros), so we can charge more than we do in UK, in order to cover additional costs, and still offer a good price for an average meal in France, ie under 10 Euros. We therefore suggest we charge 9.50 Euros for the average meal there.

**151 words**

**City & Guilds**  
Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

Type	Contact	Query
UK candidates	T: +44 (0)20 7294 2800 E: candidatesupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International candidates	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Re.g.istrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

---

**Published by City & Guilds**  
**1 Giltspur Street**  
**London**  
**EC1A 9DD**  
**T +44 (0)20 7294 2800**  
**F +44 (0)20 7294 2400**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

**City & Guilds is a registered charity**  
**established to promote education**  
**and training**