

# **English for Business**

## **Level 1**



# **Specification**

Effective from January 2006

## Vision Statement

Our vision is to contribute to the achievements of learners around the world by providing integrated assessment and learning services, adapted to meet both local market and wider occupational needs and delivered to international standards.



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## INTRODUCTION

Education Development International (EDI) is a leading international awarding body that was formed through the merger of the London Chamber of Commerce and Industry Examinations Board (LCCIEB) and a leading online assessment provider (GOAL). EDI now delivers LCCI International qualifications (LCCI IQ) through a network of over 4000 registered centres in more than 100 countries worldwide. Our range of business-related qualifications are trusted and valued by employers worldwide and recognised by universities and professional bodies.

### English for Business Level 1

This qualification is intended for candidates who have achieved a sound basic understanding of English in a business context, equivalent to Council of Europe A1 (Breakthrough) level, gained either through previous learning or employment or both, and who have the ability to use the language at a basic functional level. It is intended for candidates who wish to

- Gain a recognised English qualification at the equivalent of Council of Europe A2 (Waystage) level
- Progress to LCCI IQ Level 2 in English for Business at the equivalent of Council of Europe B1 (Threshold) level.

Further progress can be made up to Level 4 of this qualification. Each of these levels builds on the previous one and provides a consistent extension to the levels of skill and knowledge developed at the previous level.

*Note: The equivalences shown above are specific to a pass grade at the respective EFB level. A credit or distinction is considered to be equivalent of one Council of Europe Framework (CEF) level higher than that of a pass (eg a level 1 credit / distinction = CEF B1).*

### Structure of the qualification

This qualification has three parts, one part is compulsory, the other two parts are optional. The LCCI IQ Level 2 Certificate in English for Business will be awarded to candidates who successfully complete the learning outcomes and assessments for the following part:

- Reading and Writing (compulsory)

An additional certificate will be awarded to candidates who successfully complete the learning outcomes and assessments either one or both of the following parts:

- Speaking (optional) – formerly referred to as EFB oral test
- Listening (optional) – available from April 2006

## **Aims**

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

- read and understand basic business-related English texts
- write basic English for simple, brief business communications
- understand simple, spoken and recorded business English
- participate in short conversations

## **Assessment Objectives**

The examination will assess the candidate's ability to:

### **Reading and Writing**

- demonstrate understanding of simple business-related communications
- read, interpret and respond to simple business texts and data
- adapt simple forms of office correspondence and other data to produce completed formats such as charts, tables, booking forms and report forms
- write in continuous English simple business style letters and memos based on given information.

### **Speaking**

- provide appropriate oral responses to questions on familiar, personal matters
- express an opinion and discuss a topic orally

### **Listening**

- demonstrate understanding of simple business- related enquiries
- demonstrate understanding of short, simple business-related conversations
- demonstrate understanding of short, simple business-related announcements

## **Syllabus Topics**

### **Reading and Writing**

- 1 Composing a simple business letter or memo
- 2 Basic business reading comprehension
- 3 Business information processing
- 4 Business text and data reformulation

For a full breakdown of these topics, refer to syllabus topics 1 to 4 and the associated learning outcomes that are shown on pages 8 – 9 of this document.

### **Speaking**

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

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

Candidates will be expected to demonstrate a level of linguistic competence as outlined in syllabus topics 5 to 8 and the associated learning outcomes that are shown on pages 9 - 15 of this document.

### **Listening**

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

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

Candidates will be expected to demonstrate a level of listening competence as outlined in syllabus topic 9 and the associated learning outcomes shown on page 15 of this document.

## **Assessment**

### **Reading and Writing – compulsory**

There will be 4 compulsory questions corresponding to the 4 syllabus topics listed above. Questions 1 and 2 carry 30 marks each. Questions 3 and 4 carry 20 marks each. Candidates will be assessed via a 2 hour examination consisting of 4 questions as follows:

- Question 1 involves the composition of a letter or memo, based on given information. The content of the letter or memo should be between 150 and 200 words of simple business style communication dealing with such topics as:
  - retail orders
  - customer enquiries
  - requests for information
  - replies to complaints
  - reminders about tasks in hand
  - communications between work colleagues

The stimulus will be rubric information giving data on which to base the response.

- Question 2 involves understanding and responding to a passage of business-related prose of about 300 words. The stimulus for the exercise will be:
  - a passage on a business-related topic in language appropriate to the level
  - a series of statements about the content and information in the passage. Candidates must identify whether the statements are true or false, and provide supporting evidence.
- Question 3 involves a ‘read and think’ comprehension test, based on some graphic or numerical display, requiring very short answers. The stimulus for the question will be data in the form of a table or a chart relating to, for example:
  - company car fleet hire charges
  - office accommodation agencies
  - conference facilities at an hotel
  - company branches and staffing details
- Question 4 involves a ‘read and write’ reformulation task using data to complete forms or diagrams. The stimulus for the question will be selected from:
  - data or information in written notes
  - a conversation about a business related situation
  - a record of a telephone message or fax

### **Speaking - optional**

Candidates will be assessed by a 12 minute examination including 5 minutes preparation time. The examination consists of 2 parts. There are four criteria – fluency, lexis, grammar and pronunciation – and candidates will be assessed on their performance in both parts. The assessment tasks are as follows:

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

## **Listening - optional**

Candidates will be assessed by a 30 minute examination consisting of 30 multiple choice questions.

There are two types of tasks:

- Task 1 (10 questions). Candidates listen to a recorded question, which has three recorded responses (A, B, C) and candidates choose the appropriate response.
- Task 2 (20 questions). Candidates listen to short conversations and announcements. They then read a question about the conversation or announcement, which has four possible responses (A, B, C, D), and choose the appropriate response.

## **Candidate Answer Guidance**

### **Answer Formats for Reading and Writing test**

Each question requires an answer that is:

- correct in formal terms regarding
  - grammar, punctuation, spelling and layout
  - good non-literary business communication at a basic level
- appropriate in terms of
  - adopting a simple, low grade business role if required
  - fitness for the occasion and any simple social role required
  - displaying simple politeness in giving straightforward information or a simple opinion
- adequate in practical business terms in the sense that
  - the purpose of the communication is achieved
  - the task is successfully completed
  - the correct format is chosen
  - essential matters are included and dealt with
  - irrelevant information is excluded
  - order, clarity, balance and relevance are evident

While candidates will receive credit for good grammar, accuracy, style, layout, and maturity of expression, the scope of these criteria will be limited, since comparatively little continuous prose will be demanded. Candidates will be able to display good comprehension without risking a loss of marks through poor production.

## Pass Mark Information and mark allocation

### Reading and writing

Marks are awarded for: accuracy in spelling, punctuation, grammar; appropriacy of content, tone, style, length, format; clarity and suitability of communication.

Pass	50%
Credit	60%
Distinction	75%

A typical weighting of marks for a complete written paper would be:

• clarity and appropriacy of layout	20%
• style, tone, suitability to the task	30%
• content and communication of message	20%
• accuracy of grammar, spelling etc	30%
TOTAL	100%

### Speaking

Marks are awarded for: fluency, lexis, grammar and pronunciation with 4 possible marks available for each criterion (i.e. 1 = Fail, 2 = Pass, 3 = Credit, 4 = Distinction).

Fail	two or more criteria scored at fail level.
Pass	minimum of three criteria scored at pass level (or higher) but failing to meet credit/distinction requirements.
Credit	minimum of three criteria scored at credit level + one at pass (or higher) but failing to meet distinction requirements.
Distinction	minimum of three criteria scored at distinction level + one at credit.

The weighting of marks for a complete oral examination is:

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

## Listening

One mark is awarded for each correct answer.

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

## Varieties of English

EDI will accept any of the main varieties of English (British, North American, Australasian) in candidates' answers as long as candidates are consistent in the variety they use.

## Guided Learning Hours

EDI recommends that 70-80 Guided Learning Hours (GLHs) provide a suitable course duration for an "average" candidate at this level. This figure includes direct contact hours as well as other time when candidates' work is being supervised by teachers. Ultimately, however, it is the responsibility of training centres to determine the appropriate course duration based on their candidates' ability and level of existing knowledge. EDI experience indicates that the number of GLHs can vary significantly from one training centre to another.

## Recommended Reading List and Support Material

### Reading List – Reading and Writing only

Title	Publisher	ISBN Code	Order Code
How to Pass English for Business First Level	LCCIEB	1-86247- 003-0	0122 ARLA
How to Pass English for Business First Level, Teacher's Guide	LCCIEB	1 86247 0650	0116 ARLA

### Support Material

Candidates are allowed to take one dictionary into this examination which may be either English or foreign language/English; EDI cannot undertake to advise on which dictionaries to choose and candidates make the choice entirely at their own risk. Poor quality dictionaries may be misleading and, if they frequently have recourse to them, candidates will lose time looking up words.

For advice on the layout and presentation of the reading and writing test, candidates are recommended to refer to the past question papers and corresponding model answers which are available from EDI. For the listening and speaking tests, candidates are recommended to refer to the Guidance Document for English for Business Optional Tests. Sample items for the listening test and sample topic sheets for the speaking test can be found within the appendices of this document. In addition, a listening test sample CD and a speaking test tutorial CD are available from EDI. The speaking test tutorial CD has been developed to be used in conjunction with the speaking test sample topic sheets.

## **Syllabus Topic**

## **Learning outcomes**

### **1 Composing a simple business letter or memo**

Candidates must be able to:

- 1.1 Compose a letter or memo on the basis of given data with a particular aim or instruction
- 1.2 Adopt an appropriate style or tone for the particular purpose
- 1.3 Employ consistent business letter/memo conventions regarding:
  - 1.3.1 layout, addresses, salutation, complimentary close, and signature
  - 1.3.2 conventions of simple business letter/memo language
  - 1.3.3 paragraphing
- 1.4 Display coherence and cohesion to ensure fluent reading of the letter/memo
- 1.5 Avoid over-use and unnecessary copying from the rubric
- 1.6 Ensure that the length of the letter/memo is adequate for the stated purpose
- 1.7 Ensure that the finished letter/memo is mailable /sendable

### **2 Basic business reading comprehension**

Candidates must be able to:

- 2.1 Demonstrate an ability to read and understand a passage
- 2.2 Use the information in a passage to determine the validity of the series of statements
- 2.3 Select appropriate and brief information from a passage to support their opinions about the statements

- 2.4 Transfer accurately to their answer paper all words selected from a passage
- 2.5 Avoid the inclusion of all unnecessary words in their answers

**3 Business information processing**

Candidates must be able to:

- 3.1 Read and understand a table or chart
- 3.2 Compare the information in order to answer simple questions based on the data contained in a table or chart
- 3.3 Answer using a single word, a name or figure
- 3.4 Avoid the use of all unnecessary information

**4 Business text and data reformulation**

The candidate must be able to:

- 4.1 Understand given material or data
- 4.2 Select from material to complete a chart or list
- 4.3 Use material to complete a business related form (eg a form for staffing rotas, accident report form, order or delivery form, or a chart showing a simple company staffing structure)
- 4.4 Use appropriate, precise and accurate wording

**5 Linguistic competence (structures)**

Candidates must be able to:

- 5.1 Recognise and use the following verb forms:
  - 5.1.1 the simple present (eg *I enclose...*)
  - 5.1.2 the present continuous (eg *I am enclosing...*)
  - 5.1.3 the simple past (eg *You ordered...*)
  - 5.1.4 the present perfect (eg *I have invoiced...*)

- 5.1.5 the future expressed with the present tense plus a time marker (eg *I am writing the report today*)
- 5.1.6 the future expressed with *will* and *going to* (eg *We will be going to despatch the goods*)
- 5.1.7 imperatives (eg *Please refer to our letter of...*)
- 5.1.8 the modals *can*, *may*, *would*, *must* and *will* (eg *We can offer you a discount*)
- 5.2 Recognise the following verb forms:
  - 5.2.1 the passive voice (eg *Letters are sent* / *Letters are being sent*)
  - 5.2.2 the past continuous (eg *I was ordering...*)
  - 5.2.3 the past perfect (eg *He had invoiced...*)
  - 5.2.4 the modals *could*, *shall* and *should* (eg *What software should we purchase?*)
- 5.3 Recognise and use the following types of adjectives:
  - 5.3.1 possessive adjectives (eg *We refer to your letter of...*)
  - 5.3.2 demonstrative adjectives (eg *He chose these samples*)
  - 5.3.3 descriptive adjectives, comparatives and superlatives (eg *The report was very good*, *The sales figures are better*)
- 5.4 Recognise the more complex descriptive adjectives *quite* and *rather* (eg *Sales will be quite good next month*)

- 5.5 Recognise and use the locative adverbs *here, there, anywhere* and *inside* (eg *Please come inside on arrival*)
- 5.6 Recognise the locative adverb *nowhere* (eg *There is nowhere cheaper now*)
- 5.7 Recognise and use the following types of pronouns:
  - 5.7.1 possessive pronouns (eg *The calculator is mine / Yours is the desk by the window*)
  - 5.7.2 indefinite pronouns (eg *Can anyone assist you? / Everything is under control*)
  - 5.7.3 the relative pronoun *who* and simple clauses with *that* (eg *The Operations Manager, who was present at... / The items that must be sent*)
- 5.8 Recognise the indefinite pronouns *somebody, nobody* (eg *Is somebody coming to mend the photocopier?*)
- 5.9 Recognise the relative pronoun *whom* (eg *To Whom it may concern*)
- 5.10 Recognise and use the determiners *a* and *the* (eg *The memo you wrote / A training schedule*)
- 5.11 Recognise and use the demonstratives *this, that, these* and *those* (eg *Take these files with you*)
- 5.12 Recognise and use the quantifiers *a lot of* and *some of* (eg *A lot of new trainees are joining the company*)
- 5.13 Recognise the quantifiers *enough* and *much* (eg *We have enough stock*)
- 5.14 Recognise and use the interrogatives *when, where, why, what, how far, how much* and *how many* (eg *When did you write? / How many did you buy?*)

5.15 Recognise and use the subordinate clauses following *if, that, because, where* and *when* (eg *We shall repeat the order, if delivery is prompt / Please cancel the meeting, because our speaker is ill*)

**6 Linguistic competence (concepts)**

Candidates must be able to understand and express the following concepts:

6.1 Spatial relationships:

6.1.1 geographical location *north, south*

6.1.2 distance *near, far*

6.1.3 directions *left, right, straight on*

6.2 Time:

6.2.1 days of the week

6.2.2 telling time

6.2.3 sequence *first, then*

6.2.4 *starting, finishing*

6.2.5 frequency *once, twice*

6.3 Quality:

6.3.1 shape *round, square*

6.3.2 dimension *size, length, weight*

6.4 Evaluation and opinion:

6.4.1 a limited range of adjectives

6.4.2 *cheap/expensive*

6.4.3 *better/worse*

6.4.4 *easy/difficult*

**7 Linguistic competence  
(vocabulary)**

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

- 7.1 Social exchanges (eg *greetings, forms of address and introduction, leave-taking, expressing interest in job-related activities, leisure pursuits*)
- 7.2 Social arrangements (eg *making suggestions, issuing invitations, responding by acceptance or declining, making simple arrangements for meetings and functions, food and drink*)
- 7.3 Travel arrangements (eg *types of travel – rail/road/air, simple booking arrangement, arrival and departure, destinations, durations of journeys, arrangements for meeting clients, hotel bookings and facilities, services available*)
- 7.4 The workplace:
  - 7.4.1 organisations (eg *simple job titles/occupations, relationships within the organisation*)
  - 7.4.2 office items (eg *furniture and simple equipment in everyday use, correspondence methods, daily office routines*)
  - 7.4.3 orders (eg *cardinal numbers to 4 digits, ordinal numbers to 2 digits, approximations*)
  - 7.4.4 quantities (metric), dates for delivery and despatch, availability of goods
- 7.5 Products and services:
  - 7.5.1 basic description of products in the candidate's own organisation
  - 7.5.2 simple faults, symptoms and remedies
  - 7.5.3 simple operational instructions for basic equipment
  - 7.5.4 shapes, dimensions, texture, colour, materials
  - 7.5.5 simple evaluation and opinion about familiar items and procedures

**8 Linguistic competence  
(functions)**

7.6 Accommodation:

7.6.1 features, furniture

7.6.2 services (eg *gas/electricity*)

7.6.3 regional varieties, differing types

Candidates must be able to recognise and use expressions of:

8.1 Desires:

8.1.1 positive desires (eg *I want to ask your advice*)

8.1.2 negative desires (eg *I do not want to work here*)

8.1.3 enquiring about desires (eg *What do you want to do about the missing computer?*)

8.2 Preferences (eg *I would prefer a job in Accounts / I would rather not travel to ...*)

8.3 Apology (eg *I am so sorry you missed your flight*)

8.4 Gratitude and pleasure:

8.4.1 *Thank you very much for...*

8.4.2 *The lunch was very pleasant indeed*

8.5 Social conventions:

8.5.1 greetings (eg *Good morning / How are you? / How are things?*)

8.5.2 responding to greeting (eg *I'm fine, thank you / I am very well*)

8.5.3 addressing a customer (eg *Please excuse me, Sir/Madam*)

8.6 Communication repair:

8.6.1 *Could you repeat the last item please?*

8.6.2 *Sorry, when do you want delivery?*

8.6.3 *Excuse me, but I missed your instruction*

**9 Listening competence**

Candidates must be able to demonstrate their ability to:

9.1 Understand phrases and expressions related to areas of most priority (i.e. basic personal information, local geography, employment), provided speech is clearly and slowly articulated.

9.2 Understand phrases and expressions related to immediate needs (eg at work, in shops, cafes and restaurants etc.)

9.3 Catch the main point and extract essential information from short clear simple recorded messages and announcements.

9.4 Can follow clear instructions, and understand simple directions about how to get from A to B.



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