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Learning Objectives and Test Format

ENGLISH FOR BUSINESS PURPOSES

CERTIFICATE ENGLISH FOR BUSINESS PURPOSES

WBT

The European Language Certificates
Communication & Competence

Certificate English for Business Purposes

Learning Objectives and Test Format

Weiterbildungs-Testsysteme GmbH

Published by
WBT Weiterbildungs-Testsysteme GmbH, Frankfurt am Main, Germany
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First published 1998
Updated edition published 2001
© 2001 by WBT Weiterbildungs-Testsysteme GmbH, Frankfurt am Main
Cover Layout: OIRO Concept
General Layout: Grafisches Büro Horst Engels
Printed in Germany
Edited by Judith Mader

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Introduction

The European Language Certificates represent the outcome of the developments begun in the late 1960s in the field of language specifications and examinations in adult education by the German Adult Education Association and Adult Education Institute. The first publication was issued in 1967 and within a short space of time the developments were supported by the Austrian and Swiss adult education associations and had an important effect on the teaching and learning of foreign languages in adult education institutions in several European countries. The syllabuses and examinations have been revised several times in keeping with developments in the teaching of foreign languages and have always remained at the forefront of modern language teaching in Europe.

The Certificate in **English for Business Purposes** was the first syllabus and test of a language for occupational purposes but was soon followed by English for Technical Purposes, English for the Hotel and Catering Industry as well as syllabuses and examinations in other languages for occupational purposes.

The name is not accidental – the name **English for Business Purposes** rather than *Business English* was chosen to show that the learning objectives and specifications and the examination are not designed to teach and test specific knowledge of business or commercial terms in any one particular field but rather to provide the learner of English with certain language skills and competences as well as a knowledge of structures and forms found in many areas of the English used for business purposes.

The specifications and learning objectives described in detail here are not by any means intended as a complete list of English language requirements for this area of English. They do, however, allow course planners and teachers to see how far a course of this kind meets the language needs of learners in adult education institutions and of course in companies. The examination allows learners and teachers to see how far the learning objectives have been achieved.

The general aim is to promote the effective teaching and learning of the English necessary for people working in business and to provide learners with an achievable goal and a means of assessing their skills and competences

in the English they use in their work. English is increasingly the major language for international business communication and this international aspect is firmly established and clearly reflected in the syllabus and examination in **English for Business Purposes.**

The European Language Certificates comprise an integrated syllabus and test format, a combination which contributes to making all The European Language Certificates unique among examination systems. The materials have been developed with reference to the Common European Framework of Reference for Language Learning and Teaching, published by the Council of Europe, although unlike the framework they retain a very close relationship to the actual learning situation in the classroom. In this way they complement each other at all levels. The descriptors for the level referred to in the Common European Framework of Reference as B2 (Independent User) form the basis for this syllabus and examination. The specifications and examinations were developed by international teams of experts and are currently in use in many European countries.

All pedagogical aspects of The European Language Certificates such as the development of test materials and examiner training, as well as the worldwide distribution and administration of the examinations is the responsibility of the Weiterbildungs-Testsysteme GmbH (WBT Further Training Systems GmbH) in Frankfurt/Main, Germany.

This brochure is designed both for teachers who wish to prepare their learners for The European Language Certificates examination in **English for Business Purposes**, as well as for examiners, test constructors, course book writers, heads of language departments in schools, those responsible for in-company language training and personnel officers. Candidates are referred to the Mock Examinations for this examination and the accompanying audio recordings where they will find all the information they need about the examination.

All the groups addressed will find their needs catered for by this set of specifications, syllabus and examination if they are primarily interested in the teaching and learning of **English for Business Purposes**. As independent users of English, learners should be able to deal with everyday situations which arise in business life as well as certain more specific cases where the use of English is required. Modern developments in business are taken into account as well as the use of English as a language for communication in an

international business context. Teachers will recognise the integration of developments in communicative language teaching and the emphasis on real communication in business life. The individual needs of learners, teachers and course planners can be taken into account without losing sight in any way of the overall objectives of The European Language Certificates and the Common European Framework of Reference for Language Learning and Teaching. The defined objectives and broad base of communication within an international business context provide an ideal framework for the communicative teaching and learning of languages which is necessary in the changing world of European business today.

Judith Mader
Chief Coordinating Examiner
The European Language Certificates
Certificate in English for Business Purposes

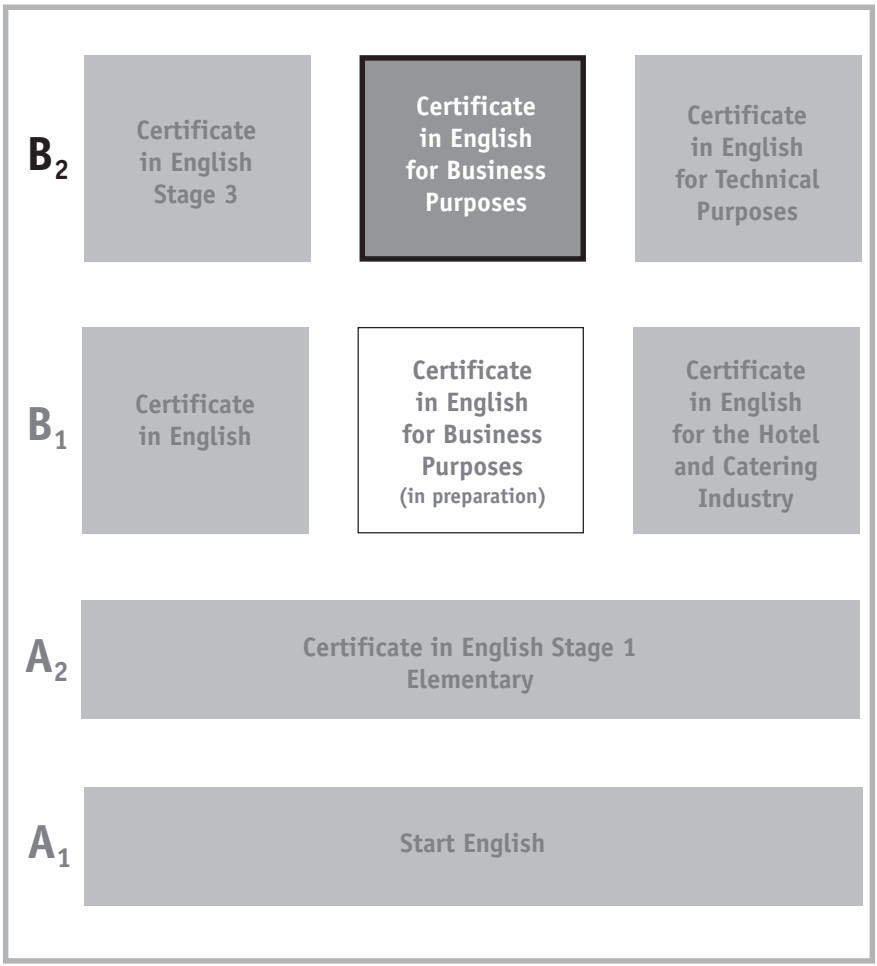
1. The European Language Certificates

The series of publications on The European Language Certificates sets out general recommendations for language teaching in adult education which are relevant at various levels of language learning. The series concerns itself in particular with the description of learning objectives for the Certificate in English and for various modules in languages for specific purposes. Each set of specifications is complemented by samples of examination items and accompanying listening material at the respective levels. This present publication is designed to provide a set of guidelines for language teaching and language learning in courses leading to the Certificate in English for Business Purposes.

The point of departure for The European Language Certificates was the development of a unit credit system in which different learner needs and interests could be taken into account by providing a framework which allowed for individualized educational and learning programmes. The programme was initially supported and financed by the German Federal Ministry of Education and Science and has been supported and contributed to in several European countries.

Each level or step in the system represents a meaningful structuring of long-term learning objectives and relates to the Common European Framework of Reference for Language Learning and Teaching. This structuring is not, however, meant to restrict the flexibility and freedom necessary for the development of learner-oriented materials by defining too narrowly each learning step. On the other hand, this structuring should ensure that adults learning a foreign language will acquire a firm and meaningful basis for communication from the outset, and that this basis will be expanded to lead to increased mastery in fluency and correctness in oral and written communication at various levels.

At present the English programme consists of the following syllabuses and examinations:



2. The European Language Certificates and Foreign Language Learning in Adult Education

The present levels in English, A1, A2 (Basic User), B1 and B2 (Independent User) in The European Language Certificates system, including English for Business Purposes, were developed in the public sector of adult education and are designed to improve and facilitate language learning while at the same time shaping it to the needs of adults and making it efficient. In designing the syllabuses and examinations for general purposes it was not the use of language for business or professional purposes that was considered of prime importance, but the use of language to promote general communication, and the target group was defined in accordance with this principle. The specifications for English for Business Purposes, however, are designed first and foremost for those who require or will require English within a business or professional context.

2.1 The Learners, their Needs and Interests

Learners aiming at the qualification in English for Business Purposes will have reached B1 level. This means that they have acquired a basic communicative ability in the foreign language, that they have a fairly comprehensive vocabulary – including idioms – at their disposal, and that they have a working command of the most important grammatical rules. All will be aware that they can at least minimally satisfy the language requirements of common everyday situations.

Yet, they wish to continue their language learning. What does this signify? It indicates – and this is supported by the outcome of various enquiries – that, apart from feeling a general interest in, or liking for, the foreign language, what they seek is a greater self-assurance in the use of the foreign language and the ability to apply their knowledge of the language in more specific business contexts. They wish to be able not simply to ‘cope’, but to cope with greater facility. They seek increased confidence that if situations arise in which the use of the foreign language is needed they will be able not only to handle them – as far as language-requirements are concerned – but to handle them skilfully, with the degree of adequacy and accuracy required in a business context. Particularly, they may wish to feel that their ability to handle situations is not confined to those they have been more or less specifically prepared for, but that it will extend to

all those situations – including professional or business ones – they may be likely to find themselves in in their own personal circumstances.

After completing the English for Business Purposes syllabus in The European Language Certificates, learners may thus expect to be able to use the foreign language independently and for their own purposes, and specifically within the context of business situations. Many learners, too, will expect that this includes the ability to cope with the requirements not only of short stays in a foreign country but also of stays of more protracted duration.

2.2 Learner Orientation

Learner orientation is a prominent feature at all stages of The European Language Certificates. Right from the start of a foreign language course it is recognised that adult learners bring with them their own expectations of the course they enrol for, their own learning objectives, their personal motivation together with their personal and professional experience. Yet, in spite of all this diversity, beginning learners have a good deal in common. Particularly, they all need to become familiar with the basic structures of the foreign language, with a basic vocabulary, with the phonological system, and – in the large majority of cases – with strategies for dealing with a number of common everyday situations. If it is possible, on this basis, to treat groups of beginners as more or less homogeneous groups, this becomes increasingly less feasible as the learners become more advanced. Provided the principle of learner orientation is given due attention in the course, learners will soon begin to develop their own ideas as to the ways in which they are likely to learn most effectively and they will also become clearer in their own minds as to exactly what they actually need or wish to learn. Moreover, as learners rise above the level of fixed phrases and more or less standardized short utterances, the foreign language increasingly becomes a vehicle for the expression of their own ideas, views and feelings in their own way; in short, for the expression of their personality. And, as personalities differ, so the manner of expression will differ.

Learner orientation at higher levels, then, includes:
- encouraging the development of individual learning-strategies,
- diversification of learning-content and learning-tasks to suit the learners' individual needs and interests,
- encouraging the development of personal communication strategies in accordance with the learner's own personality.

3. The Learning Objectives

The concept of the Certificate in English for Business Purposes follows the principles set out in the Certificate in English. In addition to the general competence described at B1 level, successful candidates should be able to talk in English about business and related matters of a general nature, write routine types of business letters, understand general business matters and comment on them in writing, and meet the language demands generally arising from business trips to foreign countries.

Based on extensive research, as many aspects of business communication as feasible have been included. Thus, the most common business and commercial activities were taken into consideration, such as business trips, receiving foreign visitors, attending trade fairs and exhibitions, taking care of routine business correspondence, handling telephone calls, faxes and emails, listening to radio programmes, lectures and discussions, reading business papers and magazines of a general nature, handling business-oriented conversations such as job interviews and talks with customers, attending conferences, writing reports, and discussing business-related matters and problems of a general nature.

It is, however, important to note that no attempt was made to establish a *specialized* test in commercial English. The Certificate in English for Business Purposes is a test of English language skills in a *general* business context and does not require detailed knowledge of any specialized business subjects.

Courses leading to the Certificate in English for Business Purposes should enable participants to:

1. Participate in discussions with English-speaking colleagues on subjects within the scope of their accustomed area of work, as well as on themes of general interest in the business world, involving

   a) understanding a conversation at normal speed;
   b) asking for explanations;
   c) offering comments and expressing one's own opinion.

2. Participate in meetings held in English, involving

   a) understanding the gist of general business;
   b) posing questions to the speaker;
   c) making contributions to discussions.

3. Understand written texts of a general business nature, e.g.

   a) routine correspondence;
   b) factual articles and discussions in newspapers and magazines (using a dictionary if necessary);
   c) reports, presentations and correspondence (using a dictionary if necessary).

4. Formulate precise written statements of a general business nature, involving

   a) dealing with routine correspondence (enquiries, offers, orders, appointments, reminders, deliveries, complaints, applications, travel arrangements);
   b) other correspondence (using a dictionary if necessary);
   c) writing simple reports, presentations and summaries;
   d) taking notes and writing short texts.

5. Conduct telephone conversations of a general business nature, involving

   a) having a command of the telephone terminology necessary for conducting a conversation;
   b) making appointments by telephone;
   c) understanding and writing down numbers, letters (spelling), dates and times as given over the telephone.

6. Receive and attend to English-speaking visitors, involving

   a) greeting and taking leave of visitors in English;
   b) introducing people to one another;
   c) taking on the role of host.

7. Take care of travel formalities necessary for travelling in an English-speaking country, involving

   a) making and confirming bookings;
   b) changing money;
   c) dealing with customs and immigration formalities.

These separate areas are summarized in the following table which describes the learning objectives and the examination tasks derived from them.

The examination tasks in the Certificate in English for Business Purposes are constructed within the limits of the vocabulary list and list of grammatical structures printed in this brochure. These quantitive elements, which are basic to The European Language Certificates, are not exceeded in the examination. However, they should not be considered a straitjacket in the classroom; they are meant to offer clear criteria for test constructors and textbook authors. By using textbooks that are based on these minimal requirements, the course participants are given the security that they will not later be confronted with unknown material in the examination.

Vocabulary and structure lists alone, however, are unable to provide information regarding the objective of the certificate curriculum. For this reason, reference is made to level B2 of The Common European Framework of Reference as the desired competence level of course participants and/or examination candidates. This will be done not only by offering vocabulary lists, structure lists and examples of examination tasks, but also through a compilation of communication situations in the area of business, as well as of linguistic operations that occur within the scope of these situations.

3.1 Summary of Language Activities and Examination Tasks

Sub-test	Desired Level of Competence	Expected Performance of Candidate in Examination	Basis of Assessment for Marking	Number of Tasks in Test Section	Points per Task	Maximum Possible Points in Text Section	Maximum Possible Points in Text Section as % of Total Examination	Time
Structures	The candidate should identify the correct use of the required structures (c.f. list of structures).	The candidate should indicate in a multiple-choice procedure which one of 4 structures or structure words provided fits into the context of a given sentence. (The active use of structures is further assessed within the framework of the test sections "Letter Writing", "Business and Social Situations", "Taking and Relaying a Message" and "Business Conversation".)	Selection of the correct structures.	20	1	20	10%	15 min.
Reading Comprehension	The candidate should be able to understand written texts of a general nature on different aspects of business life (e.g. newspaper and magazine articles, reports, letters).	The candidate should understand authentic written texts on general business-related topics. She/he should understand multiple-choice questions on the text and answer them.	Recognition of the correct answer in the multiple-choice questions.	30	1	30	15%	60 min.
Letter	The candidate should be able to write a letter using appropriate conventions (form, salutation, complimentary close etc.).	The candidate should write two letters within the framework of a given situational description by following 11 guiding points. The form of the letter should correspond to that of business letters usual in English-speaking countries. The letter should be handwritten.	Correctness of a) the information as given b) lexis and structures c) punctuation and spelling d) formal conventions (see also the marking instructions for the correction of letters)	11	maximum 3 General impression max. 7	40	20%	75 min.
Dictation	The candidate should be able to write down oral messages without spelling errors.	The candidate should recognize and write down single words and word-groups which are in sentence context, spoken at normal speed and prerecorded on tape.	Correct spelling of the assigned items.	20	0.5	10	5%	10 min.
Listening Comprehension	The candidate should be able to understand authentic monologue and dialogue texts of a general nature (e.g. conversations, lectures, radio programmes, telephone conversations etc.).	The candidate should be able to understand an authentic oral text on business-related themes after hearing it twice. She/he should understand written multiple-choice questions on the text and answer them.	Recognition of the correct answer in multiple-choice questions.	30	1	30	15%	45 min. max.

Vocabulary	The candidate should know and be able to use the required vocabulary (cf. list of vocabulary).	The candidate should indicate in a multiple-choice procedure which one of 4 words provided fits into the context of a given sentence. (The active use of vocabulary is further assessed within the framework of the test sections „Letter Writing“, „Business and Social Situations“, „Taking and Relaying a Message“ and “Business Conversation“.	Selection of the correct words.	20	1	20	10%	15 min.
Reading	The candidate should be able to read a text aloud, rendering it intelligible. She/he should be able to spell aloud and to pronounce symbols, abbreviations and numbers	The candidate should read aloud a text or a number of sentences after a preparation period.	Correct pronunciation and/or verbalization of a total of 16 predetermined elements (single words; word-groups; numbers; abbreviations; symbols).	16	0.5 General impression: max. 3	11	5.5%	5 min.
Business Conversation	The candidate should be able to take an active part in a conversation on general business and professionally-related themes. She/he should be able to provide factual information as well as to support her/his own opinion.	The candidate is expected to make effective and correct use of discourse features designed to initiate and maintain the flow of conversation. The register should be generally appropriate to the given context of business communication.	a) Correctness both in substance and language b) Fluency + communicative appropriacy Presentation (cf. marking instructions)	8	maximum 2 General impression: max. 5	21	10.5%	10 min.
Business and Social Situations	The candidate should be able to react appropriately in social and business interaction.	The candidate should understand an orally-described situation and formulate an appropriate reaction. Such situations include: – excusing oneself – asking for something – refusing something – complaining about something – greeting someone – inviting someone – congratulating someone – expressing sympathy – introducing someone – offering something – demonstrating something – expressing thanks – taking leave of someone – expressing lack of knowledge of s.th. – communication by telephone	a) Situational appropriateness b) Inguistic correctness (cf. marking instructions)	5	maximum 2	10	5%	5 min.
Taking and Relaying a Message	Candidates should be able to relay a telephone message which is given to them.	The candidate is given a message by one examiner as if over the phone and is required to relay 4 important points to the other examiner. The candidate is allowed to ask for parts of the message to be repeated.	Correct relaying of message (cf. marking instructions) a) correctness of information relayed b) linguistic correctness and appropriateness c) fluent understanding and speaking	4	maximum 1.5 General impression: max. 2	8	4%	

4. The Language

Learners beginning a course leading to The European Language Certificates B2 level, will have at their disposal a basic grammar and a core-vocabulary which enable them to function in the foreign language in the ways described in the Certificate brochure. At B2 level the emphasis will be placed, on the one hand, on learning how to exploit available resources more effectively and, on the other hand, on expanding these resources so as to enable the learners to function more independently of a set syllabus and to pursue their own personal interests. Obviously, more attention will have to be devoted to topic areas immediately relevant to business contexts, which implies focussing upon more specific lexis, more formal use of language and more sophisticated skills using the language.
The grammar specified at B1 level is, in spite of its wide scope, a restricted one. It is based on a careful selection of those items that are most essential for the purposes of communication as described in the Certificate brochure. Learners at B2 level, however, are bound to be confronted with a number of grammatical phenomena that were not included in the Certificate list and are nevertheless by no means rare or unusual. The most important of these phenomena are listed in 4.4 of this brochure. The inventory presented there is, of course, not meant to be in any way exhaustive. It is offered by way of guidance and as a checklist for those who want to make sure that the most important grammatical phenomena are taken into account and it serves as the basis for language material to be tested in the Certificate in English for Business Purposes examination.

4.1 Inventory A: Speech Intentions and General Concepts

In the following inventory, the examples for each category which are given are intended to illustrate the sorts of exponent which might be expected at this level and in the domain of English for Business Purposes. These examples should be understood in terms of an extension to the examples given for the Certificate in English. *They are intended not as an exhaustive list but as illustrations.*

A.1 Social Contact

A.1.1 Addressing someone: reacting to being addressed

Excuse me, have you got a moment?
I wonder if I might have a word?
You must be Mr Smith.
Yes, sir/madam.
What can I do for you?

Telephone:
It's most urgent that I speak to Mr Smith.
Can I speak to whoever is responsible for … .
Could you put me through to the … department.

Mr Smith is in a meeting/not in the office at the moment/away for a couple of days/off sick/at a conference/on the other line.
Can I help/take a message/get him to call you back?

Letter:
Dear Mr… /Ms… /Mrs… /Miss… /Sir(s)/Madam/Gentlemen
To whom it may concern
For the attention of …
To… *(Memo)*

A.1.2 Introducing oneself and other people; reacting to introduction

May I introduce our sales manager?
Allow me to introduce our Marketing Director.
May I introduce myself?
Perhaps I could start by introducing myself.
John, this is Tom.
John, I'd like you to meet a colleague of mine.
I don't know if you know each other already, but …

Pleased to meet you.
I've heard a lot about you.
Actually we've already met.

A.1.3 Greeting someone; reacting to greetings

How are things?
How's business?
How are you doing?
Good to see you.
Please excuse me. I'll be with you in a minute.
(I'd like to) welcome (you) to our firm.
Thank you. We're very pleased to be here.

A.1.4 Enquiring about someone's health; reacting to such enquiries

I hope you're feeling better after your operation.

A.1.5 Saying goodbye to someone, taking one's leave

Would you excuse me for a moment?
I look forward to seeing you again before too long.
See you.
Please give my regards to … .
It's been a very useful meeting. Thanks for coming.

Telephone:
Well, that's all for now.
Thanks for calling.

Letter:
With best wishes.
I look forward to hearing from you soon.

A.1.6 Expressing one's best wishes to someone for something; reacting to good wishes

Have a good trip.
Have a safe journey home.
I hope everything goes well.

Letter:
We wish you all the very best in your new venture.
We wish you every success.

Thank you very much for your best wishes.

A.1.7 Expressing compliments/other forms of recognition; reacting to compliments, etc.

It's most impressive/efficient/well organised.
We're glad you like it/think so.

Letter:
We would like to congratulate you/compliment you on the high standard of … .

A.1.8 Expressing thanks; reacting to thanks

We'd like to express our thanks for your assistance.
We appreciate how much effort you have put into this.
On behalf of my colleagues and of myself, may I thank you for … .

It was our pleasure.
Only too pleased to help.
Glad you liked it.

A.1.9 Apologizing and reacting to apologies

We would like to/do apologize for this error.
We owe you an apology.
We greatly regret the misunderstanding. Please accept our apologies.
We are sorry if this has caused you any inconvenience.

Think nothing of it.
Thank you. Let's hope it doesn't happen again.
Thank you for your apology, but we would like to know what you are actually going to do about it.

A.1.10 Extending invitations/offering something; reacting to invitations/offers

We would like to invite you to visit us.
I was wondering if/whether you might like to … .
Would you like/care to join us for dinner?
When would be convenient?

Another time perhaps.

A.2 Conversation

A.2.1 Opening a conversation/attracting attention/interjecting

Perhaps I could start off by saying …
On the one hand/on the other hand
Let me put it like this:
On balance,
Don't quote me, but
Could I come in here?
As far as cost is concerned, …
I'm glad you mentioned cost, because …
As a matter of fact,
Can I answer that point?
Can I take up the question of …
To summarise what has been said, …
Anyway, …

Letter:
re Order No. 89/26
With reference to …
In reply to your letter of …

A.2.2 Ending a remark/a conversation

So, to sum up, …
Well, I think that's all there is to say.
Well, I think we have covered everything/all the main points.

I think we'll have to leave it here.
I think it would be better to leave that until our next meeting.
Thank you for your comments. We shall now have to go away and think things over.

A.2.3 Maintaining a conversation

I'm not sure that I fully understand what you're saying.
Are you telling me that …
Let me just check that I've understood you properly/correctly.
I don't quite see the point.
What are you trying to say exactly?
Am I making myself clear?
Let me put it another way.
In other words, …
Let me give you a practical example.
What's that in figures?

Telephone:
Could I just check that I've got all that.
Would you mind repeating that please?

A.3 Informing

A.3.1 Naming, defining, identifying something

The export sales department
Sally Jones, our Chief Buyer, …
The order consists of over 100 different items
What we need is …
It's the agent who's responsible.

A.3.2 Giving reasons/justifying

In view of/…
As a result of the latest figures, we have decided … .
As agreed at our last meeting, we shall not … .

In line with company policy, … .
In accordance with Paragraph 4 of the contract, …
… for the following reasons;
The date was changed so that everybody could attend.
The location was changed so as to allow more people to attend.

A.3.3 Indicating cause and effect

Owing to …
As a result of …
… caused
… resulted in …

A 3.4 Explaining/indicating the object, intention, function of something

… is designed for easy access.
… is designed to open automatically … is intended to …
The purpose/idea/point of the meeting is to discuss …
The new system allows greater flexibility.

Letter:
For the attention of G. Brown
Attention Sales

A.3.5 Relating what oneself or others (have) said/Reporting

He explained the main features of the product.
I was informed of the problem.
The chairman provided a full report.
It was agreed/reported/explained/etc. that …
According to Mr Taylor, …
It seems that there have been some problems.
I hear that Mr Taylor is leaving.

A.3.6 Drawing conclusions

That means that our output will decrease.
This proves that …
That explains why …
In that case …
If that is the case, …
Obviously …

A.4. Committing oneself to do something

A.4.1 Promising to do something: saying that you can't do something

We can assure you that it will be done today.
Definitely.

Sorry, I can't manage it.
I won't be here that day. I'll be flying back from the States.

A.4.2 Offering to do something: reacting to such offers

If we can be of assistance, don't hesitate to let us know.
May I be of assistance?
We could change the date if you like.
We would be happy to do it.
Thank you. That'd be very helpful.
Thanks, but I don't think that'll be necessary.

A.5. Expressing opinions

A.5.1 Expressing belief, conviction

I'm quite sure that … .
I'm absolutely certain.
I know for a fact that … .
There's no question about it.

A.5.2 Expressing importance

It's extremely important/It's essential
It's a matter of absolute urgency.

A.5.3 Expressing uncertainty

I'm not absolutely sure.
It's not completely clear whether …
There are still a lot of questions to be answered.

A.5.4 Assuring or confirming

Absolutely!
We can assure you that …
Don't worry!
No problem!
I can confirm that.

Letter:
We are pleased to confirm that …

A.5.5 Contradicting, negating

If I may say so, that's not quite the case.
By no means.
Not at all.
I take your point/I see what you mean, but …
You must remember / Don't forget …
On the other hand …

Letter:
We must point out that …
We feel we have to draw your attention to …
We are obliged to correct your statement that …
There seems to have been a misunderstanding regarding the offer.
We would like to make it absolutely clear that this was never the case.

A.5.6 Agreeing/rejecting, taking sides

That's all right by me.
I disagree.
That's no good.
That won't work.
We see it rather differently.

Letter:
We are in full agreement with your analysis of the problem.
We are happy to accept your proposal.
We are unable to agree with a number of the points you made.

May I correct you there.
Actually, …

A.5.7 Admitting/ not admitting

That has to be taken into account.
I take your point.
I must admit that …
We are willing/prepared to accept some responsibility for …

We don't see that we have anything to answer for.
We admit no liability.
This has nothing to do with the present discussion.

A.6. Feelings and Moods

A. 6.1 Expressing liking/dislike/empathy/preference

What I would really enjoy would be …
If there's one thing I really like/can't stand, it's …
On the whole we would prefer …
… would be preferable to …
sooner rather than later
… would suit me better.
He appreciated what you did for him.

I love a good meal.
I'm afraid I can't touch shellfish.

A.6.2 Expressing concern, worry, hope

Are you sure?
We're very concerned about …
I can't help wondering about …
We do hope that … .
Can you assure us that … ?
I presume that you have thought about …
Can we rely on them / trust them?

A.6.3 Expressing what one would like to do/to happen

We would greatly appreciate …
We would not be so keen on …
That would be great/super.
If only the prices of raw materials were not so high!

A.6.4 Expressing happiness/sadness; expressing that you are sharing someone's happiness; expressing sympathy/regret

Unfortunately, …
It would have been useful, but …
I was looking forward to seeing you.

Letter:
We were extremely pleased to hear …
We were very sorry to hear …
May we express our deepest sympathy.
The news is very encouraging.
We regret your decision to withdraw from the project.

A.6.5 Expressing pleasure, displeasure

Letter:
We were very pleased with …
We were (very) disappointed with …

A.6.6 Expressing satisfaction/dissatisfaction, approval/disapproval

Your latest delivery was not up to standard.
The accommodation is very satisfactory/not satisfactory.

Letter:
We are very satisfied/pleased with …
We are not satisfied with …
We are (not) in favour of your proposal to …

A.6.7 Expressing indifference/nonchalance

It makes little difference whether we make it the 26th or the 27th.

A.6.8 Expressing disappointment/regret

I had hoped it would have been possible.
It would have been nice to meet him.

Letter:
We were very disappointed with your reaction to our offer.
We regret your decision to pull out of the project.

A.7 Getting people to speak or (not) to do things

A.7.1 Questioning

What's your opinion on this?
What's your reaction to this?

Letter:
We would be very interested to hear your reaction to this proposal.
We would be very grateful for any information you can provide.

A.7.2 Requesting, ordering

I was wondering if you could help me.

Letter:
We would like to ask you to send us samples.
We would like to order the following:
We would be grateful if you would …
We are writing to confirm our order for …
We must insist that …
Unless the delivery arrives within the next ten days, we will …

A.7.3 Requesting and giving permission

Would it be OK for us to … ?
That's OK with me.

Letter:
Would you allow us /grant us permission to conduct further tests?
If you have no objection, we would like to …
In reply to your request, we are happy to permit you to …

A.7.4 Suggesting; reacting to suggestions

Would eight o'clock be convenient?
May I recommend … ?
If I might make a suggestion, why don't you … ?
Have you thought about … ?

Fine. Let's try it.
I'd be very interested to look into that.
I don't think that would work.
That's out of the question, I'm afraid.

Letter:
We would like to suggest/recommend …
Have you considered …?

We followed your suggestion/recommendation.
We investigated your suggestion, but … .
We could not take up your suggestion because … .

A.7.5 Giving advice, warning, advising against something; reacting to such

A second opinion would be advisable.
You'd better make sure/ensure that the arrangements are OK.
Look out for platform changes.
I wouldn't if I were you.

I've tried that, but it doesn't work.
That sounds as if it is worth trying.
I'm not sure if that would help.

Letter:
We would not advise you to go ahead.
Our advice is to stay near the centre of town.
We feel that we should warn you of the small risk that …

Your advice was very helpful and we have considered it carefully.

A.7.6 Forbidding

I wonder if you'd mind not … .

Letter:
We would like to point out that under the terms of the contract you are not permitted to … .

A.7.7 Complaining

… is too …
… is not … enough
The trouble is that … .
It won't start.
You told me that … .
According to your information, it should … .
You should have let us know at once.

Letter:
We are writing to complain (most strongly) about …
The quality is (totally) inadequate.

A.8 General Concepts

A.8.1 Ascribing a characteristic to an object/an occurrence/facts/ a person

The product contains a number of interesting features.
This component could well … .
This machine will not rust.

A.8.2 Expressing belonging (possession, being part of)

The rented machine remains the property of … .
It consists of … .
our own design
a member of
… is a part of the … group of companies
the parent company
a subsidiary

A.8.3 Classifying an occurrence/facts by location, direction

the second column/row of figures
The office is located in the city centre.

Our results show an upward/downward trend.

Letter:
Our prices are as follows:
Details are given above/below.

A.8.4 Classifying an occurrence/facts by time

Please let us know as soon as possible.
within the next few days
every six weeks
quarterly/annual(ly)
We will dispatch the goods on receipt of your order.
Payment is due on … .

A.8.5 Classifying an occurrence/fact by manner

Your complaint will be looked into thoroughly.
I think we should proceed with caution.

A.8.6 Expressing possibility/capability

This would permit/allow us to … .
The situation should/is likely to/will probably improve.
There's a slight chance that … .
… is out of the question.
… must be/can't be true.

A.8.7 Expressing necessity/obligation

Under the terms of the agreement, you are required/obliged to … .
… is absolutely necessary.

A.8.8 Expressing a condition/prerequisite and its consequences

We agree to your proposal on condition that … .
The terms of sale are that … .
The penalty for failing to deliver on schedule is … .

A.8.9 Comparing

in comparison with
It's similar to/the same as … .
The earlier you leave, the sooner we can meet.
twice as big as …
It costs half as much as its nearest competitor.
whereas

A.8.10 Referring

As for your question about reliability, …

Letter:
With reference to …
re
According to our agreement, …
On behalf of my colleagues, …

A.8.11

That may be true. However/Nevertheless/Even so/Despite that/In spite of that …
Although you have a point there….

4.2 Inventory B: Topics

The topics listed in the Certificate specifications cover most important activities of everyday adult life. This list of topics is reproduced here with an indication of some new exponents relevant to a syllabus for English for Business Purposes. Where no exponents are offered, this means that the topic has been adequately covered in the Stage 1 and Certificate specifications. The exponents listed here are merely a representative selection of items chosen to illustrate how the vocabulary lists, the list of grammatical structures and inventory of speech intentions may be combined with the list of topics in this area and at this level. *They are not intended as an exhaustive list.*

B 1 People

B 1.1 Name; address

B 1.2 Nationality; mother tongue

B 1.3 Education and Training and Experience

Thank you for sending me an application form, which I enclose along with my curriculum vitae.
We are looking for a candidate with a degree in business administration.
He joined our company 3 years ago and has been working in Sales since then.
Her marketing background has proved most useful.

B 1.4 Performance and Capability

The candidate has always been very flexible and can adapt quickly to new situations.
She has adjusted very well to her new department.
He is quite skilled at negotiating between labour and management.
His cooperation leaves a lot to be desired.

B 1.5 Occupation; type of job

She began as a secretary and has since become an executive in a major US corporation.
He has a position in the personnel department, helping to plan training schemes.
His job as a porter brings him into contact with a great deal of people.
Her experience in Sales has led to promotion.

B 1.6 Appearance

B 1.7 Family and relationships with other people

B 1.8 Spare time activities of learner, holidays, weekend

B 2 Home, Housing and place of work

B 2.1 Type, size and location of house/flat/office

B 2.2 Rooms

B 2.3 Staying at a Hotel

If there are any messages for me, I can be reached at …
May I have a no-smoking room, please?
Put that on my bill, please.
Could the night porter give me a wake-up/an early morning call at 6?
I'll be checking out on Wednesday morning.

B 2.4 Furniture and Equipment

His job requires his having a telephone answering machine at home.
He's in the market for a personal computer.

B 2.5 Rent and/or other expenses

We must reduce our overheads if we're going to save money.
Don't worry, I can put it on my expense account.

B 3 Places

B 3.1 Type, size, location of place

The R & D department has expanded so rapidly that it has since moved to Building E.
They are a well-established company with subsidiaries in over ten countries.
Your city is the most convenient distribution centre in the area.
Milwaukee is situated/located approximately ninety miles north of Chicago.

B 3.2 Public services; buildings – facilities (parks, leisure facilities, etc.); sight-seeing

The conference should be held somewhere that offers good traffic connections.
Our choice of facilities will be greatly determined by the overheads.

B 4 Occupations

B 4.1 Conditions of work; working hours; holidays

They operate around the clock on a 3-shift system.
Since flexitime has been introduced, employee productivity has actually increased.
As the conference was held in Paris, he took his family along and made it a working holiday.
A substantial salary will be paid, along with an insurance scheme, pension fund plus fringe benefits.

B 4.2 Wages and salaries

The factory workers are unhappy with their wages.
He has requested an increase in salary.
They are discussing an incentive scheme for their employees.
Tax has already been deducted from your income.
With the cut in income tax, the politicians say that many people don't need a pay rise to maintain living standards.

B 4.3 Professional organizations; trade unions

Figures have been issued showing that wage increases are now at their lowest level for five years.
The TUC has been requested to use its influence to help deal with the matter.
The representative spoke on behalf of his union.

B 5 Everyday life

B 5.1 Habits; daily routine

B 5.2 Shops, trades, services

They have a very effective advertising policy.
Although they guarantee their product, their after sales service is not very efficient/leaves a lot to be desired.
Does your firm have a fax machine?
We have received more enquiries through our electronic mailbox than by phone.

B 5.3 Consumer goods and their description

The result of years of research, this photocopier is capable of producing 75 copies a minute – in colour.
Only one magazine gives you the world of business every week.
The car is very fuel efficient.

B 5.4 Sizes; weights; prices; currency; measurements; quantities;

The container's dimensions are 20' x 8' x 8.6' and its gross weight is 20 tons.
Prices are index-linked and fluctuate with the stock market.
Retail prices have risen at a rate of 4.8% annually.
What is the currency unit being used?
Can you give me a quote from your price list?
We would like to order two dozen items at $3.50 each.

B 5.5 Public and private transport; timetable and connections

B 6 Food and drink

B 6.1 Places to eat and/or drink

B 6.2 Food

B 6.3 Drink

B 6.4 Smoking

B 7 Illness and accident (Health and hygiene)

The accident rate in the factory has been cut by 50 %.
Has he been paying his medical health contributions?

B 7.1 Personal hygiene

B 7.2 State of health

B 7.3 Illness and accident

B 8 The environment

When launching new products, firms today have to take into account government environmental policy.
In the end, the consumer pays for protecting the environment.
One drawback to the plan of building the factory nearby is its possible effect on the river.
Some European countries are offering tax rebates on environmentally safer cars.

B 8.1 Plants and animals

B 8.2 The countryside

B 8.3 Weather and climate

B 9 Current affairs. Topics of general interest

There has been considerable movement on the stock exchange.
There are still those who forecast slow growth for the economy next year.
The issue of smoking and health is in the news again.
In the next election the trade deficit will most certainly be an issue.

B 9.1 Conditions and standard of living

B 9.2 Mass media; current political, social and economic affairs

4.3 Inventory C: Texts

Written texts (for Reading Comprehension, Reading, Letter)

Authentic articles of a business nature that have been slightly adapted to the vocabulary list, on subjects such as
– import / export formalities
– services
– employment prospects
– investments
– announcements
– advertisements
– company reports
– instructions for use
– descriptive literature (leaflets, catalogues)
– comparison of statistics
– travel information
– financial documents and forms

Business correspondence, e.g.
– confirmations
– inquiries
– quotations
– orders
– on packing and transport
– on payment and non-payment
– on employment
– on marketing
– sales letters
– complaints and their settlement
– invitations
– with agencies
– reservations (e.g. hotel bookings, trade fair bookings)

Simple, non-specialized

– memoranda
– reports
– agenda
– email
– abbreviations

Spoken texts (for Listening Comprehension, Dictation, Taking and Relaying a Message, Business Conversation, Business Situations)

Written or recorded dialogues:

- in sales situations
- social contacts (e.g. introduction, greeting, thanks, taking leave)
- asking for and providing information
- telephone calls
- complaints and their settlement
- arranging meetings, conferences
- changing arrangements
- at trade fairs, exhibitions
- job interviews
- negotiations with customers, agents
- for business journeys (travel information, hotel)

4.4 Grammatical Inventory

The following list is supplementary to that in the Certificate brochure. It contains, under the same rubrics as in the earlier brochure, those grammatical phenomena that were not included in the Certificate specifications but that should be mastered at this level.

4.4.1 Subject and verb: their order and concord

(a) Common cases of subject-operator inversion such as the following:
At no time *did we see* any real signs of economic breakdown. Hardly *had she arrived* when she set out for a look around town.
No sooner *had we put down* our glasses than the waiter was refilling them.
Only when things get worse *will they start looking at staff relations.*

(b) Some cases of subject-verb inversion, e.g.:
Here *comes our sales representative.*
Then came the *depression*.
'Are you taking those samples to London?' *asked the* sales director.

(c) Nouns showing ‘peculiarities of concord’, e.g.:
The *class/committee/crew/crowd/enemy/jury/majority/minority/party/population/press/profession/staff* is/are …
A *number* of solutions have been suggested.
The *number* of self-employed in Britain is growing.
Fifteen *per cent* of the *workforce* is now self-employed.
Ninety-five *per cent* of Texas’ 205,000 *educators* are expected to pass a basic reading and writing test.
The *rest* of the *money* is …
The *rest* of the *group* are …
A *total* of 409 *people* have applied.
A *total* of *£409* has been charged.
Politics is/are …

(d) Other cases:
There’*s* paper and pencils in your top drawer if you need them.
What we don’t want around here *is/are* troublemakers.
All we want *is* the simple facts.
It’*s* always the female employees who suffer most.
Five pounds/dollars *is* too much for me to pay.
He told them not to poke *their noses* into other people’s business.
London business life in the eighteenth and nineteenth *centuries*.

4.4.2 The verb

(a) Use of simple present tense in commentary:
The operator *places* the component on the belt, and his colleague *adds* the …

(b) Nonpresent uses of simple present tense, e.g.:
I couldn’t believe it. Just as we arrived, up *comes* Ben and slaps me on the back as if we’*re* life-long friends.
The ten o’clock news *says* that there’s going to be a bad storm.
I *hear* that Mr Simpson has gone into hospital.
Mrs Smith called. She *says* she can meet you at 4.

(c) Other uses of simple present tense:
I *wish* you were here.
I *hope* you *get* well soon.

(d) Use of past tense in:
It's time we *went* to bed.
I *was wondering* – you didn't get anything in the mail?
I *was thinking about* getting some sandwiches. Are you hungry?

(e) Further cases of the (especially 'unfinished' use of) present perfect, including its progressive aspect:
I'*ve been* busy lately.
'I'*ve been looking* at those new computers', he said. 'I first saw them at the trade fair in Paris'.
I'*ve* (just) *been having* a chat with your agent.

(f) Further cases of (more involved) uses of the past perfect, especially as 'anterior version of the present perfect'; also cases where there is interchangeability with the past tense:
Mitchell was in the kitchen when he heard the front door open. He *hadn't eaten.* He *had been* here more than two hours, waiting for her.
It *had been* a sporting goods store at one time – Mitchell remembered it because he *had stolen* a football from the place when he was a kid.
I ate my lunch after Sandra *came* / *had come* back from town.

(g) Further cases of the use of the progressive, e.g.:
I think this place *is going* downhill. It'*s getting* to be like a neighbourhood bar.
Most companies *are adjusting* production figures to reduced markets.
You know what I mean, I'*m not being* insulting, Mitch.
Don't worry. We *were* just *testing* our new fire alarm.
They complain they *are being* unfairly *singled out*, and their terms of employment *are being changed* in midstream.
Aren't you supposed to *be interviewing* me?

(h) Some further uses of won't / will /shall, e.g.:
Even if there's a strike, the exhibition *won't* be cancelled.
It *will* be about five o'clock in Dubai now, I suppose.
He is so inefficient that he *will* go for days without reporting to headquarters.
We agreed to meet one day, and I expect we *shall*.

(i) Will/shall be + -ing:
This time next week we'*ll/will/shall be sunbathing* in Tenerife.
I'*ll be leaving* (for New York) in a few minutes.
Will you *be staying* at the Hilton as usual?

(j) Further uses of be going to:
You're quite certain he *is going to buy* the company then, are you?
I can see we'*re going to be* great friends.
The boss *was going to be* very pleased with him indeed for completing the contract so quickly, he decided.
If you'*re going to be* at the office on Saturday, I want to stop by and pick up the report.
If you'*re going to get* angry I'm going to get angry, too.

(k) Passive structures of the following kind:
He could/may/might/must/should(n't) *have been promoted.*
Land used *to be regarded* as a good investment.
The table seems *to have been moved*.

(l) Be to
What *are* we to do?
They *were to have done* that yesterday.
He *was to become* one of the greatest entrepreneurs of his time.

4.4.3 The noun

(a) Nouns always used as singulars, e.g.:
advice, furniture, information, knowledge, news, progress, (usually) the United States, the United Nations.

(b) Nouns always used as plurals, e.g.:
Customs, goods, people, police, stairs, surroundings, thanks, wages.

(c) Some cases of personification:
She lost half *her* cargo in a storm.
Isn't *she* a lovely cat?
England has always been proud of *her* navy.
Hurricane Hetty blew *herself* out before reaching the coast.

(d) Further uses of the 's- genitive, such as the following:
Britain's economic troubles are by no means over yet.
McDonald's won't take me.
You can see *St Paul's* from Fleet Street.
She's a friend of *my sister's*.
Dickens'/Dickens's novels.

(e) Examples of the 'of' construction used with animate nouns. e.g.:
The reputation *of a Prime Minister* will not suffer from a small incident like that.
It means ignoring the needs *of business people*.
The outrage *of most people* is absolutely genuine and very deep.

4.4.4 The articles

(a) Use and non-use of the indefinite article in cases such as the following:
She's a director of the company. – She's managing director of the company.
Her husband is a university professor. – Her husband is Professor of Business Studies at Manchester University.

4.4.5 Pronouns

(a) Some further uses of personal pronouns:
What would you do if you were *me/him/her/us/them*?
You're taller than *me/him/her/us/them*.
When I say this to you *it is* because I want to help.
It's the agents who are responsible, isn't it?

(b) Non-use of possessives in the following case:
He looked me in *the* face / touched her on *the* arm / kissed her on *the* cheek.

(c) The following use of the independent possessives:
She's a friend/colleague of *mine/yours/his/hers/ours/theirs.*

(d) The following use of relative which:
They could not reach an agreement, *which* was exactly what I had predicted.

(e) The following case of alternating singular/plural reference:
Everyone/Everybody thinks *he has/they have* a right to be here.

(f) Further uses of "some" such as the following:
If I'd got *some* other tutor I wouldn't have stayed.
Is *something* wrong?
How about *some* strawberries?

(g) The following uses of "one":
There's no need to give him a company brochure because he's already got *one*.
She's the *one* to consult.
She is not *one* to neglect her own interests.
One must be careful about *one's/his* investments.
It had been a sporting goods store at *one* time.

4.4.6 Numerals

(see Stage 2 brochure)

4.4.7 Adjectives and adverbs

(a) Postposition of attributive adjective:
somebody very rich
nothing new
the person opposite
the best person available
I know a man suitable for the job.

(b) The following irregular forms of comparison:
elder/eldest, farther/farthest

(c) The following structures:
The bathroom is *not so* large as the kitchen.

The lake is *less deep than* the river.
The *cheaper/sooner*, the better.
The older we are, *the wiser* we become.

(d) The following positions of adverbs:
These secretaries with good foreign language skills *usually* are not easy to find.
Our expectations may have been too optimistic, *especially* in the long term.

4.4.8 Prepositions and prepositional phrases

(see Certificate brochure)

4.4.9 Subordinate clauses

In order to carry out the more demanding communicative tasks which are involved at B2 level the learner should be able to cope with sentences of greater complexity (including multiple subordination) than those usually dealt with at lower levels. The following sentences may serve to exemplify the degree of complexity envisaged, especially for reading ability:

It was decided during the annual general meeting which was held at the Blackhill Conference Centre last week, that the new board of directors, after being duly elected, would write a report in which they would set out their ideas of the direction in which they thought the firm should go.

Last week, while the strike was going on, the production of the AZ X 52, which is so urgently required in Hong Kong, had to be halted so that technicians, who had been called in from another plant, could repair the drive band motor mechanism which had failed due to the fact that there was no-one available to assure its maintenance.

4.5 Lexical Inventory

The following list is based upon the vocabulary established for Certificate courses and represents an expansion into the domain of the more specific language required for business contexts. The preceding chapters concerned with the realization of speech intentions and verbalization of topic areas together with the list of language tasks relevant to learners in this area have provided the background for the choice of items.

Many items have been taken from the vocabulary list at B1 level with the meanings attributed to them there. In some cases usage has been expanded to include meanings not covered in those lists. For example, the word "trust" is limited at B1 level to the verb ("I'm afraid I don't trust them"). Here the meaning has been extended to include its use as a noun, not only in the above meaning, but also "the holding and controlling of property or money for the advantage of someone else." And "a group of firms that have combined to reduce competition and control prices to their own advantage". All common uses of such items are to be understood as included, unless some kind of limitation is indicated.

At this level of language learning increased attention should be paid to word formation rules. A list of affixes is appended to the lexical inventory. Learners will be expected to recognize words formed by a combination of an item from the lexical inventory and one of the given affixes where the meaning of the stem is not basically changed; for example, "consult*ant*" would be permissible but not "undertaker".

Lexical Inventory

A

a, an
able, ability
about
above
abroad
absent, absence
accept
access
accident
accommodate, accommodation(s)
according, accordance
account
accurate, accuracy
accustomed
achieve
acknowledge
acquaint(ed), acquaintance
acquire, acquisition
across
act
activity
actor
actress
actually
adapt
add, addition
address
adequate
adjourn
adjust
administrate
admit
adult
advance
advantage
adventure
advertise
advertisement/ad
advice(n.), advise(v.)
adverse
affect
afford
afraid, afraid of
after
afternoon
afterwards
again
against
age
agenda
agent
ago
agree
agreement
agriculture
ahead
aid
air, aircraft, airplane
airline
airmail
airport
alcohol
alike
alive
all
allow
almost
alone
along
aloud
already
also
alter, alternate, alternative
although
altogether

always
ambition
ambulance
amend
America, American
among
amount
analyse (analyze, U.S.), analysis
and
angry
animal
announce
annual
another
answer
anticipate
any, anybody
anyone
anyway
anywhere
apart
apartment
appeal
apology, apologize
apparent(ly)
appear, appearance
apple
apply, applicant, application
appoint, appointment
appreciate
apprentice
approach
appropriate
approve
approximate
April
area, area code
arbitrate
argue, argument
arise
arm
around
arrange, arrangement
arrest
arrive, arrival
art
article
artificial
as
ashamed
ask
aspect
assemble, assembly,
assembly line
assess
asset(s)
assist, assistant
associate, association
assume
assure
at, at all
at once
atomic
attach
attack
attempt
attend
attention
attitude
attract, attractive
audit
August
aunt
Australia, Australian
authority, authorize
auto(mobile)
automate, automatic
autumn
available
average

avoid
award
aware
away
awful

B

baby
back
background
backlog
bad
bag
baggage
balance
balcony
ball
ball pen
band
bank, bank note
bankrupt
bar
bargain
barrier
base, basic
basement
basis
batch
bath
bathroom
be
beach
beard
beat
beautiful
because (of)
become
bed
bedroom
beef
beer
before
beg
begin
beginning
behalf
behave, behavior
behind
believe
bell
belong
below
bend
benefit
besides
best
bet
better
between
beware
beyond
bicycle
bid
big
bill, bill of lading
billion
bird
birth
birthday
biscuit
bit
bitter
black
blame
blank
blanket
blind
block

blood, bloody
blouse
blue
board
boat
body
boil
bomb
bonus
book
bookkeeping
boom
boost
border
boring
born
borrow
boss
both
bother
bottle
bottom
box
boy
boycott
bracket(s)
branch
brand
bread
break, breakdown, break even
breakfast
bridge
brief
briefcase
bright
bring
Britain, British
broad
brochure
broke
broken
broker
brother
brown
budget
build
building
bulk
bump
burn
bus
business
busy
but
butter
button
buy
by, by-product
bye

C

cable
cafe, cafeteria
cake
calculate
call, collect call(U.S.), reverse charge call(Brit.)
calm
camera
Canada, Canadian
cancel
candidate
capable
capacity
capital
captain
car, car park
card

care
career
careful
careless
cargo (pl. cargoes)
carry, carrier
case
cash, cashier
cassette
castle
cat
catalog(ue)
catch
category
cater
cause
caution, cautious
cellar
cent
per cent
centimetre
centre (center, U.S.)
central
century
certain, certainly
chain, chain store
chair
challenge
Chamber of Commerce
chance
change
channel
character
charge
charming
chart
charter
cheap
cheat
check
checking account(U.S., cf. current account, Brit.)
cheerio, cheers
cheese
chemical
cheque
chicken
chief
children
chocolate
choice
choose
Christian
Christmas
church
cigarette
cinema
circle
circulate, circular
circumstance(s)
citizen
city
claim
clarify
class, classify
clean
clear
clerk
clerical
client
climate
climb
clock
close
clothes
cloud
club
coal
coast
coat

code, area code (U.S.)
dialling code (Brit.)
postcode (Brit.)
ZIP code (U.S.)
coffee
coin
cold
collaborate
collapse
collar, blue collar
white collar
colleague
collect
college
colour
column
combine
come
comfortable
comma
comment
commerce
commission
commit
committee
commodity
common
communicate
community
company
compare, comparison
compensate
compete, competitive
competition
competitor
complain, complaint
complete
complicate
comply
component
comprise
compute, computer
concentrate
concern, concerning
concert
concession
conclude, conclusion
concrete
condition
conduct
confer, conference
confide, confidence
confident
confidential
confirm
conflict
confront
congratulations
connect, connection
conscious
consent
consequence(s)
consider
consign
consist
consolidate
construct
consult
consume, consumer,
consumption
contact
contain
content
continent
continue
contract
contribute
control
convenient, convenience
convention

conversation
convert
convince
cook
cool
cooperate
coordinate
cope
copy
corner
corporate, corporation
correct
correspond
cost
cotton
cough
could
count
counter
country
coupon
course, of course
court
courtesy
cover
cow
crash
crate
cream
create
credit
crime, criminal
crisis (pl. crises)
critic, critical, criticism
crop
cross
crowd
crucial
cry
cubic
culture
cup
cupboard
currency
current
curriculum vitae (c.v.)
curtain
custom
customer
customs
cut
cycle, recycle

D

damage, damages
dance
danger, dangerous
dark
data, electronic data processing (e.d.p.)
date
daughter
day, daily
dead
deadline
deal
dear
death
debit
debt
decade
December
decide
decimal
decision
declare
decline
decrease

deduct
deep
defect
defend, defence
deficit
definite
degree
delay
delegate
delete
deliver, delivery
demand
democracy, democratic
demonstrate
dentist
depart
department
depend
deposit
depreciation
depress, depression
depth
describe, description
deserve
design
desk
destination
destroy, destruction
detail
determine
develop, development
device
diagram
dial
diameter
diary
dictate, dictator
dictionary
die
difference, different
difficult
digit, digital
dimensions
dining room
dinner
direct
director
directory
direction
dirty
disadvantage
disappear
disappoint, disappointment
disaster
discount
discover
discuss, discussion
dish
dismantle
dispatch
display
dispose
dispute
dissolve
distance
distribute
district
disturb
divert
diverse
divide, division
dividend
divorced
do
dock
doctor
document
dog
dollar
domestic

door
double
doubt
down
down payment
downstairs
draft
draw
drawback
drastic
dream
dress
drink
drive
drop
drug(s)
drunk
dry
due
dull
dumping
duplicate
duration
during
dust
duty, duty-free
dynamic

E

each
ear
early
earn
earth
east, eastern
Easter
easy
eat
ecology
economy, economic(s), economical
edge
educate
effect
efficient, efficiency
effort
egg
either
elect, election
electric, electrical
electrician
electricity
electronic
element
eliminate
else, elsewhere
embarrass
emerge
emergency
employ, employee
empty
enable
enclose, enclosure
encourage
end
endeavour
endorse
enemy
energy
engage
engine, engineer
England, English
enjoy
enlarge
enormous
enough
enquire, enquiry (cf. inquire, inquiry, U.S.)

ensure (insure, U.S.)
enter, entry, entrance
enterprise
entertain
enthusiastic
entire
entitle(d)
envelope
environment
equal
equip
equivalent
error
escape
especially
essential
establish
estimate
Europe, European
even
evening
event
eventual
ever
every, everybody
everyone
everything
everywhere
evidence
ex, ex warehouse
exact, exactly
examine, examination
example
exceed
excellent
except, exception
exceptional
excess
exchange
exciting
exclude, exclusive
excuse
execute
executive
exercise
exhaust
exhibit
exist
exit
expand, expansion
expect
expense, expenditure
expensive
experience
experiment
expert
expire
explain, explanation
exploit
explore
export
express, expression
extend, extension
extent, extensive
extract
extraordinary
extremely
eye

F

face
facility
fact
factor
factory
fail
fair, fairly
faithfully

fall
familiar
family
famous
far
fare
farm
fashion
fast
fat
father
fault
favour
favourite
fax (telefax)
feature
February
federal, federation
fee
feed
feel, feeling
female
few
field
fight
figure
file
fill
firm
final, finally
finance
find
fine
finger
finish
fire
firm
first
fiscal
fish
fit
fix
flat
flexible, flexitime
flight
flip
flop
flood
floor
flourish
flow
flower
flu
fluctuate
fluent, fluency
fly
fog
follow
fold, folder
food
fool
foot
football
for
force
forecast
foreign, foreigner
foreman
forest
fork
form
formal, formality
fortunate, fortunately
forward
found (v.), foundation
fraction
frank
fraud
free
freedom

freezing
freight
frequent
fresh
Friday
friend, friendly
fringe benefits
from
front
frozen
fruit
fuel
full
fun, funny
function
fund
furnish, furnished
furniture
further
future

G

gain
gallon
game
gap
garage
garden
gas
general
generate, generation
generous
gentlemen
get
giro (Brit.)
give
glad
glass
glasses
go
goal
God
gold
good, good-looking
goodbye
goods
goodwill
govern, governmental
grade
gradual
graduate
gram
grand
grant
graph, graphics
grass
grateful
great
green
grey
gross
ground
group
grow, growth
guarantee
guard
guess
guest, guest house
guide
guilty
gun

H

habit
hair, hairdresser
half

hall
hand
handkerchief
handle
hang
happen
happy
hard
hardly
harvest
hat
hate
haul
have
he
head, head office, headquarters
headache
health
hear
heart
heat, heating
heavy
hell
hello
help, helpful
her
here
hero
hers
herself
hesitate
hide
high
hill
him
himself
hint
hire, hire purchase
his
history
hit
hobby
hold, hold-up
hole
holidays
home, home office (U.S.)
hope
horse
hospital
hostile
hot
hotel
hour
house
housewife
how
however
human
humour
hundred
hungry
hurry
hurt
husband

I

I
ice, ice-cream
idea
ideal
if
ill, illness
illegal
image
imagine
immediate, immediately
impact
implement

imply, implication
import
important, importance
impossible
impress, impression
improve
in
incentive
inch
include
income
incorporate
increase
incur
independent
index
indicate
indirect
individual
industry, industrial
inferior
inflation
influence
inform, information
initial
initiative
inland
innovate
input
insert
inside
insist
inspect
in spite of
install, installation, instal(l)ment
instead
institute, institution
instruct
instrument
insure, insurance
integrate
intelligent
intend, intention
intense
intercom
interest, interested, interesting
interfere
international
interpret
interrupt
interview
into
introduce, introduction, introductory
invent
inventory
invest
investigate
invite, invitation
invoice
involve
Ireland, Irish
iron
irregular
irrevocable
island
issue
it, its
item
itinerary

J

jacket
jam
January
jet
job
join

joint
joke
judge
juice
July
jump
June
junior
just
justify

K

keen
keep
key
keyboard
kill
kilogram
kilometre
kind
king
kiss
kitchen
knife
know, know-how
knowledge

L

lab (oratory)
label
labour
lack
lady
lake
lamb
lamp
land
landlady
language
large
last
late
laugh
launch
law, lawsuit
lawyer
lazy
lead
leaflet
learn
lease
least
leather
leave
left
leg
legal
legitimate
lend
less
lesson
let
letter, letter of credit level
liable, liability
library
licence
lie
life
lift
light
like
limit
line
link
liquid, liquidate
list

listen
little
live
living, living-room
load
loan
lobby
local
locate, location
lock
logic, logical
logo
lonely
long
look
loose
lorry
lose
loss
lot
loud
love, lovely
low
luck, lucky
luggage
lump sum
lunch

M

machine, machinery
mad
madam
magazine
mail (U.S.), mail-order
main
maintain, maintenance
major, majority
make
male
man
manage, manager
man-hour
manpower
manual
manufacture
many
map
March
margin
mark
market
married
mass
match
material
matter
maximum
may
May
maybe
me
meal
mean, meaning
means
meanwhile
measure
meat
mechanic
media
medical, medicine
medium
meet, meeting
member
memo(randum)
mental
mention
menu
merchandise

merchant
merge, merger
merry
message
metal
method
metre, metric
microphone
middle
midnight
might
mile
milk
million
mind
mine (pron.)
mine, mining
minimum
minister, ministry
Prime Minister
minor, minority
minus
minute, minutes
mirror
miscellaneous
miss, missing
Miss
mistake
mix
mobile
modern
modify, modification
moment
Monday
money, money order
monitor
monopoly
month
mood
moon
more
morning
mortgage
most
mother
motion
motive, motivate
motor, motorbike
motorboat
motorway
mountain
mouth
move
Mr, Mrs, Ms, Miss
much
multiply
murder
museum
music
must
mutual
my, myself

N

name, surname
narrow
nasty
nation
nature, natural
near, nearly
necessary
neck
need
needle
negative
neglect
negligence, negligent
negotiate, negotiable

neighbour
neither
nervous
net
network
never
new
news
newspaper
next, next to
nice
night
no
nobody
noise, noisy
none
nonsense
no one
nor
normal
north, northern
nose
not
note
notebook
nothing
notice
notify
nought
November
now
nowhere
nuclear
nuisance
number
nurse
nut

O

object
objective
oblige, obliged, obligation
obtain
obviously
occasion, occasional
occupy
ocean
o'clock
October
of
off
offer
office
officer
official
often
oh
oil
O.K., ok, okay
old
on
once
one
only
open
operate
opinion
opportunity
oppose
opposite
optimistic
optimum
opt, option
or
oral
orange
order

ordinary
organize, organization
orient(ed), orientation
original
other
ought to
ounce
our, ours
ourselves
out, out of work
outcome
outdoor
outlay
outlet
outline
output
outside
outstanding
over
overall
overdraft
overdraw
overhead
overseas
overtime
owe
own, owner, ownership

P

pack
package
packet
page
pain
paint
pair
paper
paragraph
parameter(s)
parcel
pardon
parent, parents
park
part
participate, participant
particular
partner, partnership
party
pass
passenger
passport
past
patent
pattern
pay, payroll
peace
pear
pen
pence
pencil
penny
pension
people
per, per annum
per cent
percentage
perfect
performance
period
permanent
permit, permission
person, personal
personnel
persuade, persuasion
pessimistic
petrochemical
petrol
pharmaceutical

phase
phone
photocopy
photograph
piano
pick
picture
piece
pill
pint
pipe, pipeline
pity
place
plan
plane
plastic
plate
platform
play
please, pleased
pleasure
plenty
plus
p.m.
pocket
poem
point, pointer
poison
police, policeman
policy
polite
politics, political, politician
pollute
pool
poor
popular
population
pork
port
portable
porter
position
positive
possible, possibly, possibility
post, postage
postal
postcard
postcode
postman
post office
poster
postpone
postscript (p.s.)
potato
potential
pound
poverty
power, powerful
practical
practice
precedent
predict
prefer, preference, preferential
preliminary
premises
premium
prepare, prepared
present
president
press
pressure
pretty
prevent
previous
price
primary
principal
principle
print, printed matter
prior, priority

prison, prisoner
private, privacy
prize
probably
problem
proceed, procedure
proceeds
process
produce
product
productive, productivity
profession, professional
profile
profit
pro-forma
programme (U.S.: program)
progress
project, projector, projection
promise
promote
prompt
pronounce
property
proportion
propose, proposal
proprietor
prospect
prospectus
prosper
protect
protest
proud
prove
provide, provision
pub
public, public relations
publicity
publish
pull
pullover
punish
pupil
purchase
pure
purpose
purse
pursue
push
put

Q

qualify, qualification(s)
quality
quantity
quarter
quarterly
queen
question
queue
quick
quiet
quite
quota
quote, quotation

R

race
radio
rail
railroad (U.S.), railway
rain
raise
random
range
rapid
rare

rate
rather
ratio
rational, rationalize
raw (materials)
re
reach
react, reaction
read
ready
real, really
real estate
reality
realize
reason, reasonable
rebate
receipt
receive
recent, recently
reception, recipient
recession
recognize
recommend
record, recorder, record-player
recover
recruit
red
reduce, reduction
redundant
refer, reference(s)
refine, refinery
reflect
refund
refuse
regard(s)
regardless
region
register
regret
regular
regulate, regulation(s)
reject
relate
relation(s), relationship
relative
relevant, relevance
reliable
religion
remain
remark, remarkable
remember
remind
remit
rent
repair
repeat
replace
reply
report
represent, representative
reputation
request
require
research
reserve
reside, residence
resign
resource(s)
respect
respective
respond, response
responsible
rest
restaurant
résumé, n. (U.S., cf c.v., Brit.)
restrict
result
retail
retire
return(s)

revenue
reverse
review
revise
reward
rich
ride
right
ring
rise
risk
rival
river
road
roll
roof
room
rose
rough
round
route
routine
row
royalties
ruin
rule
rumour
run
rural
rush, rush hour

S

sack
sad
safe
safety
sail
salad
salary
sale(s)
salt
same
sample
sand
sandwich
satisfy, satisfaction, satisfactory
Saturday
sausage
save
saving(s)
say
scale
scarce
scene
schedule
scheme
school
science, scientist
scope
Scotland, Scottish
scrap
screw
sea, seaside
search
season
seat
second
second-hand
secret
secretary
section
sector
security
see
seek
seem
seldom
select

self, self-employed
sell
send
senior
sense
sentence
separate
September
series
serious
serve
service
session
set
setback
settle
several
severe
sew
sex
shake
shall
shape
share
shareholder
sharp
shave, shaver
she
sheep
sheet
shelf
shift
shine
ship
shirt
shock
shoe
shoot
shop, shop assistant
shopping
short
shortage
short notice
shorts
should
shoulder
shout
show
shower
showroom
shut
sick
side
sight(s), sightseeing
sign
signal
signature
silent
silly
silver
similar, similarity
simple
simultaneous
since
sincere, sincerely
sing
single
sink
sir
sister
sit
site
situation
size
skill, skilful
skin
skirt
sky
slang
sleep, sleeping partner

slim
slip
slogan
slow
slump
small, small change
smell
smile
smoke
smooth
snack, snack bar
snow
so
soap
social
society
sock
soft
software
soldier
sole
solicitor (Brit.)
solution
solve
solvency, solvent
some, somebody
someone
something
somehow
sometimes
somewhere
son
song
soon
sore
sorry
sort
sound
soup
sour
source
south, southern
space
spare, spare part
speak
special
specify, specific,
specification(s)
speculate
speed
spell
spend
spoil
spokesman, spokesperson
spoon
sport(s), sportsman
spot
spread
spring
square
stable
staff
stage
stair
stake
stamp
stand, standing
standard
staple
star
start
state
station
stationery
statistics, statistical
status
stay
steak
steal
steam

steel
step
sterling
steward (ess)
stick
stiff
still
stock
stockholder
stocking
stomach
stone
stop
store, storage
storm
story
straight
strange, stranger
strategy
stream
streamline
street
stress
strict
strike
string
strong
structure
struggle
student
study
stuff
stupid
style
subject
submit
subscribe, subscription
subsidiary
subsidy, subsidize
substantial
substitute
subtract
suburb
succeed
success, successful
such
sudden
sue
suffer
sufficient
sugar
suggest, suggestion
suit
suitable
suitcase
summary, summarize
sum, sum total
summer
sun, sunny
sunrise
sunset
sunshine
Sunday
super
superior
supermarket
supervise
supper
supply
support
suppose
surcharge
sure
surface
surname
surplus
surprise
survey
survive, survival
swear

sweat
sweet
swim, swimming pool
switch, switchboard
sympathy
synthetic(s)
system

T

table
tag
take
takeover
talk
tall
tape, tape recorder
target
tariff
task
taste
tax, taxation
taxi
tea
teach
team, teamwork
technical
technician
technique
technology
telecommunications
telegram
telephone
television
telex
tell
teller
temperature
temporary
tenant
tend, tendency
tender
tent
term(s)
terminal
terrible
test
text
textile(s)
than
thank, thanks
that/those
the
theatre
theft
their, theirs
them, themselves
then
there
therefore
these
they
thick
thin
thing
think
thirsty
this
those
though
thousand
threat, threaten
through
throw
thunder
Thursday
ticket
tidy
tie

tights
till/until
time(s)
timetable
tin, tinned
tip
tired
title
to
tobacco
today
together
toilet
token
tomato
tomorrow
ton
tonight
too
tool
tooth, toothache
toothbrush
toothpaste
top
topic
total
touch
tough
tour, tourist
towards
towel
tower
town
toy
track
trade
trademark
tradition
traffic, traffic lights
train
tram
transact
transfer
transform
transit
translate, translation
transmit, transmission transport,
transportation
travel
treasurer, treasury
treat
tree
trend
trial
trick
trip
triplicate
trouble
trousers
truck
true, truly
trust
try
tube
Tuesday
turn, turning
turnover
TV
twice
type, typewriter
typist
tyre (Brit., cf U.S. tire)
typical

U

ugly
umbrella
unanimous

uncle
unconscious
under
underground
understand
undertake
unify, unification
union, trade union
unit
unite
United Kingdom
United States
university
unless
until
up, upper
upset
upstairs
up-to-date
urban
urgent
us
use, used
used to
useful
useless
usually
utility, utilize

V

vacant, vacancy
vacation
valid
valley
value, value-added tax (V.A.T.)
valuable
vary
various
vegetable(s)
vehicle
venture
very
version
vicinity
video
view
village
violate
violent
virtual
visa
visit, visitor
vital
vocational
voice
void
volume
voluntary, volunteer
vote

W

wage(s)
wait
waiter, waitress
wake up
Wales, Welsh
walk
wall
wallet
want
war
warehouse
warm
warn, warning
wash
waste

watch
water
way
we
weak
wealth
weapon
wear
weather
Wednesday
week, weekday
weekend
weekly
weigh, weight
welcome
welfare
well
west, western
wet
what
wheel
when
where
whether
which
while
white
who, whom
whose
whole
wholesale
why
wide
wife
wild
will, willing
win
wind, windy
window
wine
winter
wire
wise
wish
with, within, without
withdraw
woman
wonder
wonderful
wood, wooden
wool, woollen
word
work
world
worry
worse
worth
would
wrap
write
wrong

Y

yard
year
yellow
yes
yesterday
yet
you
young
your, yours
yourself, yourselves
youth

Z

zero

4.5.1 List of Abbreviations

NB. When the abbreviation includes the final letter of the word abbreviated, there is a widespread convention (especially in BrE) of ignoring the need for a period: Dr, Mr, for example.

a/c	account (current)
admin.	administration
ad/advt	advertisement
a.m.	ante meridiem (= before noon)
aob	any other business
asap	as soon as possible
approx.	approximately
av.	average
B/E	bill of exchange
b/f	brought forward
B/L	bill of lading
b, bn.	
Bros.	Brothers
C	Centigrade
c	cent(s); circa
CAD	cash against documents
cc	cubic centimetre(s)
cf.	confer (=compare)
CIF	cost, insurance, freight
Co.	Company
c/o	care of
COD	cash on delivery
cp.	compare
cu(b).	cubic
c.v.	curriculum vitae
cwt.	hundredweight
dept/dpt.	department
div.	dividend
do.	ditto
doc.	document(s)
doz./dz.	dozen
d/p	documents against payment
ECU	European Currency Unit
EDP	electronic data processing
e.g.	exempli gratia (= for instance)
enc(l).	enclosure(s)
etc.	et cetera
EU	European Union
FAS	free alongside ship
FOB	free on board
FOR	free on rail
ft.	foot; feet
gal	gallon
GB	Great Britain
GPO	General Post Office
h.	hour(s)
HMS	Her Majesty's Ship
h.p.	horsepower
hr(s)	hour(s)
i.e.	id est (= that is)
in.	inch(es)
Inc.	Incorporated
incl.	inclusive; including
ins	inches
inst.	instant (= at the present moment)
IOU	I owe you
ISD	International Subscriber Dialling
Jr.	Junior
K	kilo; thousand; kilobyte
£	pound(s) (sterling)

lb.	libra(e) (= pound in weight)
lbs.	pounds
L/C	letter of credit
£p	pound(s) and new pence
Ltd	limited liability company
m.	mile(s); million
Messrs	Messieurs
ml.	mile(s); millilitre(s)
min.	minute(s)
misc.	miscellaneous
MO	money order
MP	Member of Parliament
mph	miles per hour
M.S.	motorship
Ms	neutral title for women
N/A	not applicable
N/F	no funds
no(s)	number(s)
oz.	ounce(s)
p	new penny; new pence
p.a.	per annum
par.	paragraph
p.c.	per cent
pd.	paid
per pro.	per procurationem (= by proxy)
plc	public limited company
p.m.	post meridiem (= afternoon)
PO	Post Office
POB	Post Office Box
POD	pay on delivery
p.p.	per procurationem (= by proxy)
PR	public relations
PRO	public relations officer
prox.	proximo (= next month)
PS	postscript
PTO	please turn over
Rd.	road
recd.	received
reg(d).	registered
r.p.m.	revolutions per minute
R.S.V.P.	répondez s'il vous plaît (= please answer)
$	dollar(s)
Sq.	Square
sq.	square
Sr.	Senior
SS	steamship
St.	Street
STD	subscriber trunk dialling
TV	television
UK	United Kingdom
ult.	ultimo (= last month)
US(A)	United States of America
USS	U.S. Ship
VAT	value-added tax
viz.	videlicet (= namely)
w.p.m.	words per minute
Y	economy class
yd.	yard(s)
yds.	yards

4.5.2 List of Affixes

Prefixes:

anti-
counter-
dis-
ex-
in-
inter-
mini-
multi-
mis-
non-
out-
over-
post-
pre-
pro-
re-
semi-
sub-
super-
trans-
ultra-
un-
under-

Suffixes:

-able
-al
-atic
-ance
-ant
-ation
-ary
-ed
-ee
-en
-ence
-er
-ese
-ever
-ful
-hood
-ial
-ian
-ic
-ical
-ify
-ing
-ion
-ish
-ism
-ist
-ity
-ive
-ize
-less
-like
-ly
-ment
-ness
-or
-ory
-tion
-ward(s)
-wise
-y

5. Examination Specifications

Teaching Aims and Test Procedures: preparing for the examination

As has been pointed out, the English for Business Purposes examination is a test of English and not a test of commercial knowledge, and this is the guiding principle that should underlie the preparation and training of course participants.

This means that teachers should concentrate on developing their students' linguistic abilities and not attempt to teach them business theory. Specialised knowledge of commercial and business matters, of the kind required in some business examinations, is not called for here. Thus, candidates are not expected to be conversant with the laws governing bills of exchange nor do they have to explain the commercial implications of an overdraft; all that is required is that they should know what the two expressions mean.

This implies a basic difference in approach between traditional "Business English" courses, which generally include a measure of commercial training, and those designed to lead up to the Certificate in English for Business Purposes. This distinction is particularly important for teachers with a business background who have been accustomed to teaching Commercial English.

Another point to remember is that a substantial part of the examination is concerned with oral skills, and teachers should place appropriate emphasis on these in their courses.

In two of the subtests, Dictation and Listening Comprehension, tape recordings are used and students should be given adequate practice in listening to such material. Candidates who have not been accustomed to hearing and trying to understand authentic spoken texts are likely to find themselves at a serious disadvantage in the examination.

Taking students through mock examination papers and acquainting them with test procedures is an important form of practice. The system of using computer scored answer sheets may be unfamiliar to some candidates, and they may need special training in filling them in.

The various subtests in the written and oral parts of the examination are defined and illustrated on the following pages.

5.1 Group examination

Part 1 of the Group Examination (time allowed: 2 1/2 hours) comprises three subtests: Structures, Reading Comprehension, and Letter.

5.1.1 Structures (approx. 15 minutes).

Candidates are given 20 four-item multiple-choice questions covering a representative sample of grammatical forms and syntactic structures; each question has one correct answer. One point may be awarded for each correct item, making a maximum total of 20 points for this sub-test.

Examples:

We must _____ soon.

a) have built it

b) have it built

c) have to build it

d) it be built

If it had not been for his help we _____ .

a) had not succeeded

b) were not succeeding

c) would not have succeeded

d) would not succeed

5.1.2 Reading Comprehension (approx. 60 minutes).

This sub-test consists of three to five texts with a total length of up to 1100 words. A total of thirty 3-item multiple-choice questions on the texts are given, and each question has one correct answer. One point may be awarded for each correct item, making a maximum total of 30 points for this sub-test.

Examples:

Sick of your Job?

Millions of man-hours are lost every year as a result of a sickness for which there is, as yet, no medical term.

Dr William Dixon, chairman of the British Medical Association's occupational health committee, says: "This is a very grey area involving hundreds of thousands of personal decisions made at 7.30 in the morning." The person concerned may complain of a bad back, a terrible headache or a touch of flu, but the causes are occupational rather than medical. Such sickness would not stop a sufferer going to a party, but it does stop them going to work. In other words, the thought of their job can make them convince themselves that they are too ill to report in.

Dixon believes that excessively high sickness rates are always related to poor working conditions and bad management. Most affected are those at the far ends of the activity scale: employees who are either under-occupied or under constant pressure because unreasonable demands are made on them.

A recent survey of 343 British companies showed that, on average, blue-collar workers lost 4% of their working time last year and white-collar workers 2.2%, both rates increasing with the size of the company.

These companies were asked whether the introduction of self-certification, where employees write their own sick notes if they stay off for less than seven days, had made any difference. Thirty-seven per cent believed that it had resulted in an increased sickness rate among blue-collar workers; nineteen per cent thought it was responsible for an increase among white-collar workers. A majority, however, believed that it had made no difference.

Dr John Ball, who as chairman of the BMA's general medical services committee helped to introduce these changes, is of the opinion that the number of short-term stays off work has been reduced. "The doctor used to be the only one putting pen to paper and making a commitment. Once you have to make your own declaration, for which you may be held accountable, it is different."

Although managers report sick less often than blue-collar workers, Andrew Sargent, an independent management consultant, believes there is no direct connection between high wages and low sickness rates. "How often a person reports sick depends on how committed they feel to their work and to their colleagues. After all, taking a day off work is a great way of getting your own back."

35. A great number of man-hours are lost for reasons that

a) are connected with a new health risk reported by the British Medical Association.
b) are not always clear.
c) point to an increase in the number of cases of backache, headache and flu.

36. According to Dr Dixon, some employees

a) can make themselves believe that they are unfit for work.
b) have to be convinced that they should stay at home if they are ill.
c) stay off work to take part in social activities.

37. The highest sickness rates are found among workers who

a) are beginning or ending their working life.
b) have a minimum or an excessive workload.
c) work either part-time or only in the busy season.

38. In a recent survey in Britain, most of the companies interviewed reported that self-certification had

a) above all increased the sickness rate among blue-collar workers.
b) increased the overall sickness rate by 19%.
c) not altered the situation.

39. Dr John Ball

a) agrees with the companies' opinion.
b) believes people taking a day off prefer to shift the responsibility to a doctor.
c) thinks employees prefer to be allowed to account for themselves.

40. Andrew Sargent believes employees' taking a day off without being really ill can be the result of

a) a bad company wage policy.
b) copying the practice of colleagues.
c) lack of job satisfaction.

Sample Text B

Memorandum

From: Paul Davies, Managing Director
To: Mr William Jones, Export Sales Manager

Date: 18 December, 2001

As agreed at the last Sales meeting, I carried out the proposed 7-day tour of Germany to get to know our German customers personally and in addition to do some PR and quiet sales promotion work. The trip was very successful and I was able to assure the majority of our customers that our prices would remain competitive in spite of feelings that they might rise in the near future as a result of the action being taken by the Government at present in regard to the export duty on heavy machinery.

In one case, however, I was faced with a situation which I did not think I was in a position to discuss or attempt to solve then and there. Instead it is one which I feel is up to you and your department to investigate. Briefly, Herr Weber, of Weber & Weber, G.m.b.H., Stuttgart, long-established customers of ours, complained to me quite strongly about delays on deliveries over the past six months, and he pointed out the effects of these delays on their own production schedules. Since he indicated that, if the situation did not improve, he would be obliged to find another supplier, I assured him I would look into the matter myself. I suggest therefore that you contact Herr Weber as soon as possible with a view to solving the problem.

I would appreciate your informing me of the results of your investigation.

28. While he was in Germany, Mr Davies
    a) announced some price rises.
    b) explained that there would be no price rises.
    c) explains why there might be price rises.

29. Mr Weber complained to Mr Davies because
    a) he had been waiting six months for a consignment of heavy machinery.
    b) his production plans had been affected by delays in deliveries.
    c) some delays had been longer than six months.

30. Weber & Weber might be lost as customers unless
    a) Mr Davies' company can keep to their delivery dates in future.
    b) Mr Davies looks into the matter himself.
    c) Mr Jones can investigate the delays immediately.

5.1.3 Letter (approx. 75 minutes).

A situational context is given which calls for the writing of two letters. This subtest gives candidates scope for creative writing while keeping their task within the limits of eleven Guiding Points thus enabling their efforts to be judged with reasonable objectivity.
The letter is marked with a total of 40 points according to clearly defined criteria, explained below.

Example:

S i t u a t i o n :

You work in the export department of **Washmatic S.A**., Geneva, manufacturers of big washing and dry cleaning machines for industrial and commercial use. You sell your products abroad through direct agents working on their own behalf. Though these agents are independent companies, your firm gives them help and advice in all technical, advertising and guarantee matters.

Your boss, Robert Neifler, the Export Manager, has received a letter from **Express Cleaners Ltd.**, a customer in London. That letter calls for a reply from your boss and for a letter to your London agents asking them to take further action in the matter.

Your London agents are **Technimport Ltd.** Tony Glenn is the Managing Director.

I n s t r u c t i o n s :

Using the guiding points, write letters to:

a) **Express Cleaners Ltd.**

b) **Technimport Ltd.**

Deal with each guiding point.
Use your own words as far as possible.
The letters have been started for you on the next page. Please continue them on the answer sheets.

Guiding Points

a) for the letter to Robert Wilkins of Express Cleaners Ltd

1. sorry
2. Technimport make their own prices – 6 machines not much
3. replaced by new, better ones
4. we had report: both visits on same day!
5. what's wrong, exactly?
6. Technimport will contact them
7. close with an optimistic sentence

b) for the letter to Tony Glenn of Technimport Ltd

8. describe Express Cleaners' problem
9. have them phone Wilkins
10. customers satisfaction – **their** responsibility
11. big sales potential here – make an effort

EXPRESS CLEANERS LTD.
12, HORESHAM WAY
LONDON SW7G 2RB
Tel.: (081) 234.1730

"Your Clothes Cleaned While You Wait"
Same-Day Washing Service
22 Branches In the South London Area

27th October 200…

Our ref.: RSW-ru

Washmatic S.A.
B. P. 1020
CH-1229 Geneva

Dear Sirs

As customers in quite a big way of business, we consider that we are entitled to much better service than we have been getting, both from your machines and from your London agents. (1)

We bought six of your Model E.80 washing machines ten months ago and, in spite of the size of our order, your agents Technimport Ltd were not willing to give us any quantity rebate. (2) When we got the machines, we could not use them for three weeks because the filters were missing. Apparently your agents had had to send all the filters back to you and wait for replacements. (3)

Then the next thing that happened was that one of the machines broke down during the guarantee period, and it took Technimport two visits to repair the defect. (4) Now that the guarantee period is over, we are beginning to have trouble with two of the other machines. (5)

We had purchased your products because we believed they had a reputation for quality but, so far, their performance has been disappointing and we must insist that you or your agents put things right. (6) Unless you do, we shall be unable to place further orders, and we would remind you that we have 22 shops to equip. (7)

Yours faithfully

R. S. Wilkins

Robert Wilkins
Managing Director

Marks are allotted on the following basis, with a view to keeping assessment as objective as possible:

Guiding Points 1 – 11: All parts of a Guiding Point must be dealt with, otherwise the item cannot be regarded as having been 'adequately processed'. The response to each point is to be assessed according to the following scale:

0 marks: meaningless, incomprehensible or irrelevant response; wrong information; no response at all
(Communication totally impaired = incomprehensible)

1 mark: correct information; no processing or inadequate processing; serious lexical or structural mistakes but still comprehensible
(Communication partly impaired = inadequate processing)

2 marks: **either:** correct information; no processing; no serious mistakes

or: correct information; adequate processing; some serious lexical or structural mistake(s), but not to the extent of impairing communication.

3 marks: correct information; adequately processed; idiomatic; only minor lexical mistakes.

General impression: 1, 2, 3, 4, 5, 6 or 7 marks are to be awarded for the general impression given by the handling of the test as a whole (i.e. both letters together). The following criteria should be borne in mind:

1 mark: poor linking; inconsistent in style; very limited range of vocabulary and structures; poor spelling and punctuation

4 marks: fair linking; occasionally inappropriate style; fair range of vocabulary and structures; few lapses of spelling or punctuation

7 marks: good linking; fluent, stylistically consistent; appropriate range of vocabulary and structures; correct spelling and punctuation and proper paragraphing.

Total maximum marks: 40

Part 2 of the Group Examination (time allowed: 1 hour) follows after a suitable pause. It consists of Dictation, Listening Comprehension, and Vocabulary.

5.1.4 Dictation (approx. 5 – 8 minutes)

Candidates are presented with a written text from which certain items - words, but in some cases letters or figures – have been omitted. A recording of the complete text, without omissions, is played to the candidates and they have to insert the missing items in the spaces provided.

Example:

From: Managing Director

To: Sales Manager Ref.: ____1____ (RJE 240)

Our winter sales ____2____ (campaign) has proved to be one of the most ____3____ (successful) we have ever had. Please express my thanks to all your ____4____ (colleagues).

This subtest comprises 20 test items. 0.5 points are awarded for each correct item, making a maximum total of 10 points for this sub-test.

5.1.5 Listening Comprehension (approx. 30 – 40 minutes)

This subtest is based upon a tape recording of spoken material with written multiple-choice questions to test comprehension. There are two parts.

Part A presents a five to six minute interview or conversation, usually between two people.

Example

You are going to hear a part of a radio programme called "Britain on the Move". James Merryman, Public Relations Officer of a regional airline, is talking to a reporter, Jennifer March, about the situation of the smaller airlines in Britain.

First of all you will have three minutes to read the questions. Then you will hear the whole conversation once. You may make notes if you wish.

Then you will have three minutes to read the questions again. You may start to answer the questions if you wish.

Then you will hear the conversation in five parts. After each part there will be a short pause to allow you to answer the questions about that part.

Indicate your answer to the questions by marking the correct box on the answer sheet.

You will now have three minutes to read the questions.

71. The reporter wants to know
    a) how Merryman views the position of airlines in general.
    b) what problems Merryman's airline is now facing.
    c) why regional airlines are so successful in Britain.

72. Merryman says that
    a) airlines like his cannot do without landing facilities at the big international airports.
    b) there is not enough space at regional airports for international flights.
    c) through lack of air space, some airports may well close down.

73. Increased landing and handling charges at Heathrow make it hardly worth it for
    a) international airlines to increase the number of flights.
    b) regional airlines to increase the number of passengers.
    c) regional airlines to run services to Heathrow.

Part 1

Lead-in (male announcer): Next in "Britain on the Move" our studio guest, James Merryman, from INTERLINK AIR, talks to Jennifer March about the current situation of the smaller airlines in Britain.

Reporter (Jennifer March): James, you represent a successful regional airline. Yet you are not satisfied with the way things are going. What is it, exactly, that is making life difficult for you at the moment?

Guest: To put it simply, Jennifer, it's a question of space - not in the air, but at, the big, international airports. Our business depends on us having access to important international airports like London Heathrow. Without it - well, we might just as well close down.

Reporter: You imply that this access is now threatened. But, surely, Heathrow is not now denying landing rights to domestic airlines?

Guest: Not directly. But by pushing up their landing fees and traffic control charges, they are making it uneconomical for us to keep these air links open. It is, in fact, a, deliberate policy aimed at forcing out regional services.

Reporter: But what advantages would that bring Heathrow?

Guest: It would leave more room for the big jets - the jumbos - and that, for Heathrow, makes sound economic sense. You can see their point of view. Each fully-loaded jumbo brings in 300 people, - mostly tourists who spend large sums in the airport shops. Our regional services, on the other hand, bring in business people, who rush off to meetings or change planes to fly off somewhere else. They aren't big spenders.

Reporter: Hm, I see . . .

Part B is made up of a series of short utterances linked by a common situational framework.

Examples from Part B:

You are a secretary and receptionist working for a small manufacturing company and have to deal with various calls and inquiries from your firm's customers and suppliers. Listen to the speakers and mark the best description of what each one is saying.
You will hear each inquiry twice.

Example 1:

The candidates hear:

Hargood & Co. here. We've just received your order for notepaper, but you haven't said what size you want. Could you let me know, please?

The corresponding item on the examination sheet is:

She wants to know the

a) amount of notepaper you want.

b) size of notepaper you require.

c) size of notepaper you supply.

Example 2:

The candidates hear:

Mr Hargreaves speaking. Apparently Mr Holmes rang before I was in this morning, and I got a message that I was to ring back. Can you get him, please?

The corresponding item on the examination sheet is:

He wants to know if

a) he can speak to Mr Holmes.

b) Mr Holmes can ring back.

c) Mr Holmes left a message.

There are 30 multiple-choice questions in all, divided more or less equally between Part A and Part B. One point is awarded for each correct item, making a maximum total of 30 points for this sub-test.

5.1.6 Vocabulary (15 minutes).

Twenty 4-item multiple-choice questions testing business-connected lexis. One point may be awarded for each correct item, making a maximum total of 20 points for this subtest.

The test items will generally be set in the following form:

I am sending the shipping documents under separate _____ .

a) cover

b) enclosure

c) envelope

d) post

The firm has an annual _____ of more than £ 600,000.

a) dealing

b) transaction

c) turnover

d) volume

A smaller number of items may, however, be constructed as follows:

In each of the sentences below one of the words is underlined. Mark which of a, b, c or d corresponds best to the meaning of the underlined word as used in the sentence:

The current price of these shares is higher than the price we paid last year.

a) daily

b) present

c) running

d) true

The new machine had to be dismantled on arrival at the factory.

a) repaired

b) serviced

c) taken to pieces

d) unpacked

5.2 Individual Examination

The Individual Examination consists of four oral subtests: Reading, Business Conversation, Business and Social Situations and Taking and Relaying a Message. Twenty minutes are allowed for each candidate (including marking).

Before going in to be examined, each candidate is given the text for Reading and the choice of situation/rôle for the Business Conversation (see below), and has about 20 minutes in which to study them.

5.2.1 Reading

Candidates are required to read aloud a business-related text which they have had time to prepare as described above. Sixteen items in the text – indicated on the examiner's version but not on the candidate's sheet – are singled out for individual marking (0.5 points each). In addition, up to three points are awarded for the candidate's rendering of the text as a whole, making a maximum total of eleven points for this sub-test.

The items tested for correct pronunciation and interpretation include figures, letters, and abbreviations as well as words.

Example:

There were wide fluctuations in the tea market last week with prices dropping by as much as £20 a cwt. As a result, many purchasers have been holding back and, although some of the big companies such as Castle Tea and A.G.I. Ltd. are still buying, business remains weak.

5.2.2 Business Conversation

The candidate receives brief descriptions of three situations, each of which reflects a different aspect of the business world and requires the adoption of a different rôle, and is asked to choose one. It is assumed that the candidate will choose the rôle s/he can most readily identify with. Having made a choice, s/he then receives task instructions and is given time to prepare. S/he is allowed to make notes but should not **read** from these during the examination.

Task

The candidate holds a business conversation with the examiner(s) based on eight sub-tasks. The candidate has seven items on his/her preparation sheet. One item is an element which is not known to the candidate beforehand, but introduced in the course of the examination. In this way the candidate's ability to react appropriately to unforeseen situations can be evaluated. Both examiners may take an active part in this section of the examination. A maximum of two points may be awarded per item and, in addition, up to five points are awarded for "general impression" according to clearly defined criteria, making a maximum total of 21 points.

Situations

Each of the three situations should require the use of English in a different field of business life, and should involve three separate kinds of tasks. They should reflect different rôles taken from the business world, e.g. that of secretary/personal assistant, company representative, or manager. All three descriptions should be equally long. The descriptions the candidate receives should be brief but contain all the information necessary to make

a choice. The candidate must know exactly what rôles are to be taken by all those taking part in the “Conversation”.

All of the items should clearly relate to the situation.

Example

FOR THE PARTICIPANT

Situation 1

You are a secretary working in the export department of Jeffersons, a machine components company. There is a visitor waiting. Go and meet him/her at the reception desk.

Ask the person about the following, making comments, giving details and explanations and asking for confirmation of information given in brackets as appropriate:

1. Start the conversation, introduce yourself, check who the visitor is and appointment details.

2. Explain about Mr Bernstein and apologise for delay.

3. Ask about his/her trip.

4. Offer to give details of your company and to answer any questions.

5. Give information about the company.

6. Tell visitor about new company brochure, and recommend he/she collects one.

7. Suggest visitor goes to department now and finish the conversation.

You may make ***brief*** *notes, but remember that you are expected to speak freely during this “Business Conversation”.*

For the Examiner:

You are visiting the export department of Jeffersons, a machine components company.

You have an appointment with Mr Bernstein and meet his secretary at the reception desk.

Introduction

Examiner to Candidate: You start the conversation; I answer.

Candidate (Secretary export department)	**Examiner** (Visitor)
137. Start the conversation, introduce yourself, check who the visitor is and appointment details.	
	Good morning/afternoon. Yes, that's right, my name's …. Yes, I'm supposed to be seeing Mr Bernstein in 5 minutes I think.
138. Explain about Mr Bernstein and apologise for delay.	
	Oh dear, that really is rather inconvenient, but I know Mr Bernstein is a very busy man and if I only have to wait a short time, then that'll be all right.
139. Ask about his/her trip.	
	Well, actually I've travelled specially from the United States to see Mr Bernstein. It's the first time I've been to this part of your country (but), unfortunately I can't stay long this time.
140. Offer to give details of your company and to answer any questions.	

Candidate	Examiner
	(Yes) in fact, I don't know very much about the company itself, but I'd certainly be interested in having a few more details before the meeting.
141. Give information about the company.	
	That's very interesting. By the way, what proportion of the staff are in production compared to administration?
142. Reply	
	Ah yes, it's about the same in the States too. Or: It doesn't matter, I'll ask Mr Bernstein.
143. Tell visitor about new company brochure, and recommend he/she collects one.	
	Yes, Mr Bernstein did mention something about a new brochure, and I would like to have a copy to take back with me, if possible. Could the copy be forwarded to my hotel?
144. Suggest visitor goes to department now and finish the conversation.	
	Well, that seems easy enough to find. Many thanks for your help.

5.2.3 Business and Social Situations

Candidates are asked to produce appropriate verbal responses in five situations that might arise in a general business or social context. A maximum of two points per item may be awarded, making a maximum total of ten points for this sub-test.

Examples:

Your visit to your firm's London office is ending. Mr Jones, the local manager, has been most helpful. What do you say to him as you leave?

* * * * *

Your firm receives an invoice from a supplier, Mr Smith. You find he has raised his prices by 10 % without warning. What do you say when you ring him up about this?

5.2.4 Taking and Relaying a Message

The candidate is given a message by one examiner as if over the telephone and is required to relay four important points to the other examiner. The candidate may interrupt, may ask to have parts of the message repeated as often as s/he wants, may ask to have items spelt and may take notes as in a normal telephone conversation. There will be no eye contact between the examiner giving the message and the candidate.

Three different situations are available for the examiners to make a choice.

The second examiner may ask "checking questions" when the message is relayed to him/her, as if s/he were really the recipient of the message. It should be made clear to the candidate that "checking questions" are a normal part of a telephone conversation.

For each of the important points correctly relayed the candidate is awarded 1.5 points. In addition, 2 points are awarded for "general impression" according to clearly defined criteria. The maximum total for this sub-test is eight points.

Example:

Situation 1

Examiner:

You will now receive a telephone message and will be expected to pass it on to the other examiner. During the call you may, of course, interrupt me to ask questions or confirm details, just as you would in a normal telephone conversation.You may also take notes.

Hello, this is Professor Radcliffe's secretary, calling from Athens Airport. I have an urgent message for (2nd Examiner's name). Please tell him/her Professor Radcliffe had to change flights and won't be able to address the Trade Conference at 11 o'clock as scheduled. Could you have his plane met at London Heathrow at 13.05 so that he doesn't miss the beginning of the afternoon session? He's bringing a guest, Dr Singh of the Bank of India, and he'd be very grateful if (2nd Examiner's name) could arrange hotel accomodation in London for Dr Singh for two nights. Thank you. Goodbye.

These are the points that should be covered when candidate relays message:

150. Professor Radcliffe can't address Trade Conference at 11 o'clock.
151. Requests you have him met at Heathrow at 13.05.
152. Bringing guest, Dr Singh of the Bank of India.
153. Please book hotel for Dr Singh in London for two nights.

5.2.5 Instructions for Group Examination

1. Timing (Group Examination)

	Examination Section	Recommended Time	Stipulated Time	
0	Formal Instructions	30 minutes	–	First Examination Section, Examination Set **S1**
1	Test 1: Structures	15 minutes	150 minutes (2 1/2 hours)	
2	Test 2: Reading Comprehension Part A – D	60 minutes		
3	Test 3: Letter	75 minutes		
B	Break	–	15 minutes	
4	Test 4: Dictation	–	approx. 10 minutes*	Second Examination Section, Examination Set **S2**
5	Test 5: Listening Comprehension	–	approx. 45 minutes*	
6	Test 6: Vocabulary	–	15 minutes	

* Depending on the length of the tape

2. Examination Procedure

0 The examination begins at 9.00 a.m. After the official greeting the candidates are to be made aware of Article XV of the Examination Regulations for Languages.

All papers not provided by the Examinations Office are to be regarded as illegal assistance (e.g. dictionaries, grammar books etc.). Draft paper if not received from the examination centre and personal notes are also forbidden.

Following these instructions each candidate receives

- a set of EDP answer sheets

and is asked to fill in the required personal data. This information will later be necessary for the result sheets and certificates. Candidates are therefore asked to write clearly.

The examiner should inform candidates who are not familiar with the procedure how to fill in the EDP answer sheets correctly.

After giving these instructions, the examiner should fill in the appropriate sections required on the Examination Record Form AS1.

After all formalities have been completed, the examination documents **S1** for the first section of the examination should be handed out. Candidates should be asked to check that the set of documents is complete. If necessary papers may be exchanged.

1 2 The examination begins.

3 For the tests in the first examination section the candidates have 150 minutes altogether. The Examinations Office recommends 15 minutes for **Test 1**, 60 minutes for **Test 2** and 75 minutes for **Test 3** . However, the distribution of the time allowed is left entirely up to the candidate.

Answers are to be given only on the answer sheet **S3** of the set of EDP answer sheets.

Test 3 (Letter) consists of the writing of **two letters**. For this the candidates should use the sheets **S6** at the back of the set of EDP answer sheets (page 4 and 5). Drafts will not be marked and must not be handed in!

After this section of the examination is over, the candidates should separate the following from the set of EDP answer sheets by means of the perforation:

- page 1 with test 1 (Structures) and 2 (Reading Comprehension)
- page 4 and 5 with test 3 (Letter)

The examiner collects these pages with the examination sets **S1**. The examiner must check that all papers have been handed in. After this the candidates should leave the room.

The remaining parts of the EDP answer sheets remain on the desks during the break.

B The 30-minute break can be used to re-check the tape or cassette recorder to see if it is working properly.

4 5 The examiner hands out the examination sets **S2**.

Test 4 and **Test 5** which are the first tests in the second examination section, require the use of the tape or cassette recorder. The length of the tests depends on the length of the tape. All other information is on the tape or printed in examination set **S2** .

6 **Test 6** is a vocabulary test which must be completed in 15 minutes.

After completion of this test, the examiner collects:

- the remaining parts of the EDP answer sheets
- all examination sets **S2**

The time at which the examination ended is to be filled in on the Examination Record Form **AS1** .

3. Formalities after the examination

All used and unused examination material is to be handed to the person responsible for the organization of the examination. Further details are given in the instruction leaflet **O – S** .

5.2.6 Instructions for the Individual Oral Examination

The Examinations Office requires the organizers and examiners to read the Examination Regulations for the Certificate in English for Business Purposes thoroughly.

As well as this the Examinations Office requires the members of the examining board to be familiar with the requirements of an individual examination in the European Language Certificates a with the material provided by the Examinations Office for this examination. The chairperson must b aware of the requirements for carrying out an individual oral examination for the European Languag Certificates.

On the day of the examination the following must be provided for the examiners:

- a set of Examination Record Forms **AM1**
- sufficient pads of mark sheets **M10**
- result sheets **M11** (**with candidates' names, dates and places of birth**)
- if there are candidates who have not taken the group written examination: complete unused sets of EDP answer sheets (**with candidates' names, dates and places of birth**).

1. Timing (Oral Examination)

	Examination Section	Recommended Time	Stipulated Time	
0	Individual preparation for Test 1 and Test 2	–	15 minutes	Examination Set **M1**
1	Test 1: Reading Text	approx. 5 minutes	20 minutes	
2	Test 2: Business Conversation	approx. 7 minutes		
3	Test 3: Business and Social Situations	approx. 5 minutes		
4	Test 4: Taking and Relaying a Message	approx. 3 minutes		

2. Examination Procedure

(0) The candidate is given the documents "Reading Text" (the code for this is in the upper right hand corner: **M4** or **M5**) and "Guided Conversation" (code **M6** and **M7** or **M8** or **M9**). For preparation the candidate should have a room which is not being used as an examination room or as a waiting room. No aids, such as dictionaries, are allowed for this preparation. The preparation time for each individual candidate should not exceed 15 minutes.

(1) (2) (3) (4) The complete examination should not take longer than 25 minutes for one candidate. This includes the time the examiners require to reach their conclusion. Examination time is set at 20 minutes.

The questions (items) are in examination set **M1** for all versions.

Document **AM10**, (Notes for the Scorer) which can be found at the end of this examination manual, provides information on scoring.

3. Mark Sheets M10 and Result Sheets M11

Each examiner fills in a mark sheet **M10** for each candidate. The examiner should fill in the candidate's first name and surname.

The mark sheets **M10** are used for marking during the examination. The examiner notes the number of points she/he wishes to give for each answer. Each examiner marks alone **without discussing the marks with the other examiner**.

When the candidate has left the room after the examination, the two examiners compare the marks given for each answer and come to an agreement. They then fill in the agreed marks on the result sheet **M11** in the correct way (see instructions on completion of EDP answer sheets).

The result sheets **M11** are signed by both examiners. The Examinations Office strongly recommends that no statements are made to candidates concerning results.

All documents **M10** and **M11** are to be handed to the person responsible at the examination centre. The tasks are described in the manual for the oral examination **O-S**.

Examination in English for Business Purposes

Notes for the scorer (Oral Examination)

Introduction

The component parts of the individual examination are as follows:

Test 1: Reading Text
Test 2: Business Conversation
Test 3: Business and Social Situations
Test 4: Taking and Relaying a Message

Test 1: Reading Text

Candidate's Preparation

The candidate receives a text before the examination proper and has time to read through and prepare it.

Task

The candidate is asked to read the text aloud. The examiners mark the pronunciation of 16 words which are underlined only in their text. A mark is also given for general impression.

American pronunciation is allowed in the examination.

Test 2: Business Conversation

Candidate's Preparation

The candidate receives a sheet containing brief descriptions of three situations and is asked to choose one. Having made a choice, she/he is then given a preparation sheet containing the task and time to prepare. She/he is allowed to make notes on a separate sheet and refer to these during the examination.

Task

The candidate holds a business conversation with the examiner(s) based on 8 items. The candidate has 7 items on her/his preparation sheet. One item is an element which is not known to the candidate beforehand, but introduced in the course of the examination. In this way the candidate's ability to react appropriately to unforeseen situations can be evaluated.

Test 3: Business and Social Situations

Candidate's Preparation

None

Task

The candidate is required to give appropriate responses in 5 situations which could occur in business or social context. She/he is not allowed to take notes.

Test 4: Taking and Relaying a Message

Candidate's Preparation

None

Task

The candidate is given a message by one examiner as if over the telephone and is required to relay 4 important points to the other examiner. The candidate may ask to have the message repeated as often as she/he wants, may ask to have items spelt and may take notes. There will be no eye contact between the examiner giving the message and the candidate.

Scoring

Test 1: Reading Text (Items 121 – 136)

Only the underlined items are to be assessed. Award A (= 0.5 points) for each complete item read correctly, otherwise award B (= 0 points).

In addition, award A (= 3 points), B (= 2 points), C (= 1 point), or D (= 0 points) for general fluency, intonation and pronunciation throughout (**General Impression**), according to the following scale:

A: No hesitation, good rendering, good overall pronunciation and intonation.

B: Little hesitation, adequate rendering, occasional mistakes with regard to pronunciation and/or intonation.

C: Hesitation, inadequate rendering because of a number of mistakes with regard to pronunciation and/or intonation.

D: Barely comprehensible rendering because of frequent mispronunciation and/or wrong intonation.

Test 2: Business Conversation (Items 137 – 144)

Award A (= 2 points), B (= 1.5 points), C (= 0.5 points), or D (= 0 points) per item according to the following scale:

A: The candidate initiates or reacts according to the sub-task set. The rendering, within the context of a business conversation, is appropriate and complete and free of all but minor mistakes.

B: The candidate initiates or reacts according to the sub-task set. The rendering, within the context of a business conversation, is largely appropriate and complete, but contains occasional lexical and/or structural mistakes.

C: The candidate initiates or reacts according to the sub-task set. The rendering, within the context of a business conversation, is inappropriate and/or contains a number of lexical and/or structural mistakes.

D: The candidate does not initiate or react according to the sub-task set, or the rendering is incomprehensible and/or completely inappropriate.

In addition, award A (= 5 points), B (= 3 points), C (= 1.5 points), or D (= 0 points) for appropriate communicative behaviour throughout in terms of adequate use of discourse features required to initiate and maintain the flow of conversation (**General Impression**), according to the following scale:

A: Effective and correct use of discourse features designed to initiate/maintain the flow of conversation.
Register appropriate to the given context of business communication throughout.

B: Satisfactory evidence of discourse features designed to initiate/maintain the flow of conversation, but with occasional inappropriate use. Register largely appropriate to the given context of business communication throughout.

C: Little evidence of discourse features designed to initiate/maintain the flow of conversation

and/or

frequent misuse of discourse features

and/or

register largely inappropriate to the given context of business communication throughout.

D: No evidence of discourse features designed to initiate/maintain the flow of conversation.
Register inappropriate to the given context of business communication throughout.

Test 3: Business and Social Situations (Items 145 – 149)

Award A (= 2 points), B (= 1.5 points), C (= 0.5 points), or D (= 0 points) according to the following scale:

A: The response corresponds to the task set, the register is appropriate and is free of all but minor lexical and/or structural mistakes.

B: The response corresponds to the task set, the register is largely appropriate but it contains occasional lexical and/or structural mistakes.

C: The response corresponds to the task set, but the register is inappropriate and it contains lexical and/or structural mistakes.

D: The response does not correspond to the task set or the response is incomprehensible.

Test 4: Taking and Relaying a Message (Items 150 – 153)

Only the underlined items are to be assessed. For each complete item relayed correctly, award A (= 1.5 points), otherwise award B (= 0 points).

The candidate will be allowed to interrupt the „caller“ to ask for parts or the whole of each item to be repeated or confirmed, as necessary.

If the candidate asks for parts of or the whole of each item to be repeated or confirmed more than once, this will be taken into account in awarding A (= 2 points), B (= 1.5 points), C (= 0.5 points), or D (= 0 points) for **General Impression** according to the following scale:

A: The message was not unduly delayed by redundant questions reflecting a lack of linguistic competence rather than the wish to ensure that all details were completely understood

and

the message was completely correct and was expressed in correct and appropriate language and was easily understood (i.e. would not normally require checking questions).

B: The candidate asked chiefly the kind of checking questions which would be considered relevant and necessary in the given situation and which were expressed in largely correct and/or appropriate language

and

the message was largely correct and was expressed in largely correct and appropriate language which could be understood without too much difficulty, but might require some checking questions.

C: The candidate frequently asked for confirmation and/or repetition, reflecting a lack of linguistic competence rather than merely the wish to ensure that all details were understood, and using largely incorrect and/or inappropriate language

and

the message was expressed in largely incorrect and/or inappropriate language, which would require several checking questions.

D: Because of incorrect or misleading information, the message would be useless in a real-life business situation

or

the candidate systematically asked for confirmation and/or repetition, using inappropriate and/or incorrect checking questions

and

the message was expressed in incorrect and/or inappropriate language, which made it impossible or very difficult to understand, thus requiring a considerable number of checking questions.

5.3 Structure of the Examination

Group Examination		Possible points
1 Structures	(1-20)	20x1 = 20
2 Reading Comprehension	(21-50)	30x1 = 30
3 Letter Writing		40
4 Dictation	(51-70)	20x0.5 = 10
5 Listening Comprehension	(71-100)	30x1 = 30
6 Vocabulary	(101-120)	20x1 = 20
Total	(W)	150

Individual Examination		Possible points
1 Reading Text	(121-136)	16x0.5 = 8
General Impression		3
2 Business Conversation	(137-144)	8x2 = 16
General Impression		5
3 Business and Social Situations	(145-149)	5x2 = 10
4 Taking and Relaying a Message	(150-153)	4x1.5 = 6
General Impression		2
Total	(O)	50

Score-Grading Key

Group Examination

150	–	136	very good	= 1
135.5	–	121	good	= 2
120.5	–	106	satisfactory	= 3
105.5	–	90	pass	= 4
89.5	–	0	failed	= F

Individual Examination

50	–	45.5	very good	= 1
45	–	40.5	good	= 2
40	–	35.5	satisfactory	= 3
35	–	30.0	pass	= 4
29.5	–	0	failed	= F

Overall Grading

If a candidate fails one part of the examination (group or individual), she/he fails the whole examination; then the overall grade would be “F”.

$$P = \left\{ \frac{W}{150} \times \frac{3}{4} + \frac{O}{50} \times \frac{1}{4} \right\}$$

W = points scored in **Group** Examination (if W > 89.5 points)
O = points scored in **Individual** Examination (if O > 29.5 points)

P			overall grading	
100	–	90.5	very good	= 1
< 90.5	–	80.5	good	= 2
< 80.5	–	70.5	satisfactory	= 3
< 70.5	–	60.0	pass	= 4
< 60.0			failed	= F

ENGLISH FOR BUSINESS PURPOSES

Standardised examinations, objective marking criteria and well-defined and clearly described task-oriented question papers – these are the prominent features of the European Language Certificates. The specifications presented here contain all the necessary information on the Certificate in English for Business Purposes for teachers, examiners, test item and course book writers, and, the language co-ordinators in companies and teaching centres, and for all personnel managers.

Order No. C03L-001B ISBN 3-933908-86-8