

Level 2 Certificate in English for Business



International
Qualifications from EDI

Syllabus

Effective from January 2006

INTRODUCTION

EDI is a leading international awarding body that was formed through the merger of the London Chamber of Commerce and Industry Examinations Board (LCCI) and GOAL, a leading online assessment provider. EDI now delivers LCCI International qualifications (LCCI IQ) through a network of over 5000 registered centres in more than 120 countries worldwide. Our range of business-related qualifications is trusted and valued by employers worldwide and recognised by universities and professional bodies.

Please note that a UK accredited ESOL version of this examination is available as *EDI Entry Level certificate in ESOL International (Entry 3) (500/5744/3)*

Level 2 Certificate in English for Business

Aims

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

- write apt and accurate English suited to the stated purpose
- understand and write English using formats that are current and common in business communication
- adopt the tone, form, layout, content and composition appropriate to the requirements of a given situation
- understand spoken and recorded Business English at the defined level
- participate in conversations

Target Audience and Candidate Progression

This qualification is for candidates who wish to:

- Gain a recognised English qualification at the equivalent of Council of Europe B1 (Threshold) level
- Progress to LCCI IQ Level 3 in English for Business at the equivalent of Council of Europe B2 (Vantage) level.

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

Level of English Required

This qualification is intended for candidates who have achieved a sound understanding of English in a business context, equivalent to Council of Europe A2 (Waystage) level, gained either through previous learning or employment or both, and who are able to communicate in a familiar business situation effectively, and with only minimal assistance or supervision.

Note: The equivalences shown above are specific to a pass grade at the respective EFB level. A merit or distinction is considered to be equivalent of one Council of Europe Framework (CEF) level higher than that of a pass (e.g. a level 2 merit/distinction = CEF B2).

Structure of the Qualification

The LCCI IQ Level 2 Certificate in English for Business will be awarded to candidates who successfully complete the learning outcomes and assessments for the following part:

- Reading and Writing (compulsory)

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

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

Level 2 English for Business Reading and Writing component is available not only as a paper-based test but also on-screen (computer-based). Please visit the qualifications page on our website, www.lcci.org.uk, to view the user guide and sample test. This is the link to launch Level 2 English for Business on-screen: <http://campus.ediplc.com/tdt/>

Syllabus Topics

Reading and Writing

- 1 Business letters
- 2 Company leaflets
- 3 Business reports
- 4 Business-related articles
- 5 Lists and/or structured notes
- 6 Memos
- 7 Company notices

For a full breakdown of these topics, refer to syllabus topics 1 to 7 and the associated learning outcomes that are shown on pages 8 – 9 of this document.

Speaking

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

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

Candidates will be expected to demonstrate a level of linguistic competence as outlined in syllabus topics 8 to 11 and the associated learning outcomes that are shown on pages 10 - 15 of this document.

Listening

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

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

Candidates will be expected to demonstrate a level of listening competence as outlined in syllabus topic 12 and the associated learning outcomes shown on page 15 of this document. This qualification has three parts, one part is compulsory, the other two parts are optional.

Guided Learning Hours

EDI recommends that 80-90 Guided Learning Hours (GLHs) provide a suitable course duration for an 'average' candidate at this level. This figure includes direct contact hours as well as other time when candidates' work is being supervised by teachers. Ultimately, however, it is the responsibility of training centres to determine the appropriate course duration based on their candidates' ability and level of existing knowledge. EDI experience indicates that the number of GLHs can vary significantly from one training centre to another.

ASSESSMENT

Assessment Objectives

The examination will assess the candidate's ability to:

Reading and Writing

- respond adequately to given stimulus information and instruction
- select appropriately from the information provided to produce a balanced, relevant message
- write business communication in a variety of forms including: a memo, a leaflet, a notice, a report, an article, a letter
- summarise from a passage/passages of text to produce, for example, a list or structured notes
- use a suitable layout for the form of communication used
- write with appropriate levels of clarity, relevance, economy, logic, accuracy
- expand, reduce, rewrite, reassemble elements of text for a requested purpose
- omit irrelevant information
- use a suitable tone

Level 2 English for Business is available as a paper-based test or computer-based test. The assessment objectives of both tests are the same, the tests differ only in terms of the form of delivery.

Speaking

- provide appropriate oral responses to questions on personal or work/study matters
- express an opinion and discuss a topic orally

Listening

- demonstrate understanding of clear standard speech encountered in work and everyday situations, including clear straightforward factual information, such as instructions and directions, short talks, announcements, and news bulletins.

Coverage of Syllabus Topics in Examinations

Reading and Writing - Compulsory

There will be one question on syllabus topic 1 which carries 30 marks, plus 2 questions from syllabus topics 2 to 7, one carrying 30 marks and another carrying 40 marks. Candidates will be assessed via a 2½ hour examination consisting of 3 questions as follows:

- Question 1 involves an extended writing task requiring candidates to produce: a memorandum, an article, a report, etc, on a choice of role-related topics drawn from business and economic life. Candidates have to answer 1 question from a choice of 3.
- Question 2 involves a letter writing task, where the stimulus is in the form of an incoming business letter
- Question 3 is a reformulation task requiring candidates to expand, reduce or selectively rewrite a passage of English for some defined purpose within a given role. Candidates will be offered tasks that will draw on their ability to make notes, or reassemble elements of a text for a specific purpose, which will be stated.

Speaking – Optional

Candidates will be assessed by a 13 minute examination including 5 minutes preparation time. The examination consists of 2 parts. There are four criteria – fluency, lexis, grammar and pronunciation – and candidates will be assessed on their performance in both parts. The assessment tasks are as follows:

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

Listening – Optional

Candidates will be assessed via a listening test lasting about 25 minutes. The test comprises 30 short listening tasks, each with a multiple-choice question. There is one mark for each question.

There are 2 types of tasks:

Task 1 (10 questions). Candidates listen to a recorded question, which has three recorded responses (A, B, C). Candidates choose the appropriate response.

Task 2 (20 questions). Candidates listen to a short conversation or announcement. They then read a question about what they have heard, with 4 possible answers (A, B, C, D). They have to choose the correct answer.

Answer Formats

This level of examination goes beyond the groundwork laid at Level 1 by testing more complex writing and understanding, and giving candidates an element of choice, not only of questions that will do them most credit, but of answers that will best suit the circumstances described. This reflects the greater responsibility successful candidates might be expected to exercise on behalf of an employer.

In Question 1 candidates should display the virtues of good non-literary writing – order, clarity, balance, relevance, economy, accuracy and logic. The tasks will require candidates to adopt office roles and write to identified addressees within a defined situation.

In Question 2 examiners will accept a variety of current business letter layouts, provided they are followed consistently. Layouts other than those outlined in 'How To Pass LCCIEB English for Business Second Level' are permissible as long as they help the clarity of the communication and are among the styles commonly used in business.

Questions 1 and 3 often require types of outcome which are similar to each other. The emphasis in Question 1 is on the skills of non-literary writing: clarity, economy etc. Question 3 looks more closely at the skills of rewriting and reorganisation.

Marks will be awarded for: content, accuracy in spelling, layout, punctuation and grammar. In addition, there will be marks for the satisfactory completion of the communicative task, which will depend on the appropriateness of the candidate's choice of tone, style, length and format.

Where possible candidates should avoid copying whole phrases or sentences from the examination paper.

Mark Allocation

Reading and Writing:

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

Pass	50%
Merit	60%
Distinction	75%

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

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

Speaking :

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

Fail two or more criteria scored at fail level.

Pass minimum of three criteria scored at pass level (or higher) but failing to meet merit/distinction requirements.

Merit minimum of three criteria scored at merit level + one at pass (or higher) but failing to meet distinction requirements.

Distinction minimum of three criteria scored at distinction level + one at merit.

The weighting of marks for a complete oral examination is:

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

Listening:

One mark is awarded for each correct answer.

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

Varieties of English

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

Certification

Successful candidates will be awarded the Level 2 Certificate in English for Business on the achievement of the percentages and grades below:

Pass	50%
Merit	60%
Distinction	75%

Recommended Reading List and Support Material

Reading list- Reading and Writing only

Title	Publisher	ISBN Code	Order Code
How to Pass English for Business Second Level	LCCIEB	3-922514-31-6	0012 ARLA
How to Pass English for Business Second Level, Teacher's Guide	LCCIEB	1 86247 0561	0017 ANLA
LCCI English for Business Level 2 Testbuilder	MACMILLAN	978-0-230-73387-9	

Support Material

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

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

How To Offer This Qualification

To offer this qualification you must be an LCCI IQ registered examination centre. To gain centre approval please contact Customer Support on 08700 818008 between the hours of 0830 and 1700 (GMT) Monday to Friday or by email on centresupport@ediplc.com.

Alternatively you may contact your Regional LCCI Office or Co-ordinating Authority.

Syllabus Topic

Learning outcomes

1 Business letters

Candidates must be able to:

- 1.1 Write letters on a variety of subjects including confirming information, providing information, responding to/making a complaint, congratulation, apology etc
- 1.2 Adopt an appropriate tone according to instructions given in the rubric or to the requirements of the message
- 1.3 Provide a logical order to the content of the letter
- 1.4 Utilise an appropriate, consistent layout

2 Company leaflets

Candidates must be able to:

- 2.1 Write leaflets on a variety of subjects including advantage of a specified course of action, special offers, sales etc
- 2.2 Display the qualities of clarity, ease of understanding, logical order
- 2.3 Utilise an appropriate, consistent layout

3 Business reports

Candidates must be able to:

- 3.1 Write reports on a variety of subjects including investigation into staff ideas/thoughts, customer opinion, a survey of the work of a specified person/department, an investigation into a complaint etc
- 3.2 Use an appropriate, consistent layout
- 3.3 Select the information relevant to the purpose of the report
- 3.4 Organise the report material into a logical order

4 Business-related articles

Candidates must be able to:

- 4.1 Write articles on a variety of subjects including career in a particular field, history/background of an organisation, description of a working day, importance of training/knowledge etc
- 4.2 Supply a suitable title for the article

- 4.3 Provide an 'arresting' opening, logical order, reasoned argument, a suitable close

5 Lists and/or structured notes

Candidates must be able to:

- 5.1 Select information from various forms of written communication and present it as a list or a set of notes
- 5.2 Use appropriate, consistent layout
- 5.3 Compile lists or notes which have the qualities of clarity, reasoned grouping, logical order

6 Memos

Candidates must be able to:

- 6.1 Write memos for a variety of purposes including confirming decisions, giving information and/or explanations etc
- 6.2 Use an acceptable, consistent layout
- 6.3 Display the qualities of suitable economy, appropriate language, apt, tone, logical order

7 Company notices

Candidates must be able to:

- 7.1 Write notices on a variety of topics including recommended practices in an office, relocation of department, apology etc
- 7.2 Use an appropriate, consistent layout
- 7.3 Display the qualities of logical order, correct tone, appropriate language

8 Linguistic competence (structures)

Candidates must be able to:

- 8.1 Recognise and use the following verb forms:
 - 8.1.1 the simple passive (e.g. *Letters are sent first class*)
 - 8.1.2 the continuous passive (e.g. *Letters are being sent first class*)
 - 8.1.3 the past continuous (e.g. *I was typing all morning*)
 - 8.1.4 the past perfect (e.g. *He had paid the bill before leaving*)

- 8.1.5 the future using *intend to* and *about to* (e.g. *They are about to start the meeting*)
- 8.1.6 the modals *could*, *shall*, *should* (e.g. *She could start work tomorrow*)
- 8.1.7 gerunds (e.g. *I enjoy working*)
- 8.2 Recognise the following verb forms:
 - 8.2.1 the present perfect continuous (e.g. *I have been working on your report*)
 - 8.2.2 the modals *have to*, *ought to* (e.g. *We have to end the meeting by 5 pm*)
- 8.3 Recognise and use the descriptive adjectives *quite* and *rather* (e.g. *Sales will be quite good next month/This letter is rather urgent*)
- 8.4 Recognise the descriptive adjective *the same as* (e.g. *Our profits this year will be the same as last year*)
- 8.5 Recognise and use the indefinite pronouns *someone* and *nobody* (e.g. *Someone ought to pay them a visit/Nobody is to use this machine*)
- 8.6 Recognise the indefinite pronouns *each* and *both* (e.g. *One for each employee/We'll tackle both markets*)
- 8.7 Recognise and use the relative pronoun *whom* (e.g. *To whom was the problem reported?*)
- 8.8 Recognise and use the quantifiers *enough* and *much* (e.g. *We have enough stock/We won't need much money*)
- 8.9 Recognise and use the following clauses:
 - 8.9.1 the first conditional present tense in the *if* clause, *will/shall* or imperative in the main clause (e.g. *If you need the goods quickly, I shall send them by special delivery*)
 - 8.9.2 the second conditional past tense in the *if* clause, *would/should* in the main clause (e.g. *If you needed the goods more quickly, we would send them by special delivery*)

- 8.10 Recognise the third conditional past perfect in the *if* clause, *would have/should have* + past participle in the main clause (e.g. *If you had wanted the goods quickly, we would have sent them by special delivery*)

9 Linguistic competence (concepts)

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

- 9.1 Space:
- 9.1.1 distance *from, to*
 - 9.1.2 direction - prepositions *across, along*
- 9.2 Time:
- 9.2.1 telling the time *quarter past/to*
 - 9.2.2 divisions of time *moment, minute*
 - 9.2.3 sequence, simultaneousness *first, at the same time*
 - 9.2.4 frequency *once/twice a ... day/week, daily, weekly, rarely*
 - 9.2.5 duration *during the journey*
- 9.3 Number and quantity:
- 9.3.1 all cardinal numbers
 - 9.3.2 all ordinal numbers
 - 9.3.3 portions *half/two thirds*
 - 9.3.4 minimal amounts *at least 10*
- 9.4 Quality:
- 9.4.1 size *large/tall*
 - 9.4.2 texture *rough*
 - 9.4.3 colour *dull/bright*
 - 9.4.4 material *glass/silk*
- 9.5 Evaluation and opinion - a limited range of adjectives *high/low quality, fine/nice/poor, success/failure, normal/strange*

10 Linguistic competence (vocabulary)

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

- 10.1 Personal identity and family (e.g. *forename/family name, relationships, call (oneself/someone), address, male/female*)
- 10.2 Character and disposition (e.g. *pleasant/unpleasant, quiet/noisy, active/lazy*)
- 10.3 Physical characteristics (e.g. *fair/dark haired, fat/thin/slim, pretty/plain*)
- 10.4 Socialising:
 - 10.4.1 greetings (e.g. *How are you keeping?/How are you?*)
 - 10.4.2 weather conditions (e.g. *climate, sunny, thunderstorm, rainstorm, mild, shade*)
 - 10.4.3 hobbies and interests (e.g. *DIY, photography*)
 - 10.4.4 entertainment (e.g. *cable television, concerts, comedy*)
 - 10.4.5 personal preferences (e.g. *...is all right but ... is better/more ...*)
 - 10.4.6 sporting activities (e.g. *football, tennis*)
 - 10.4.7 politics, current affairs (e.g. *government, pollution, poverty, welfare, privatisation*)
- 10.5 Entertaining visitors:
 - 10.5.1 *spare time, programme, leisure*
 - 10.5.2 places of entertainment (e.g. *theatre*)
 - 10.5.3 arrangements (e.g. *I'll book the tickets/seats for the concert*)
- 10.6 Company premises and personal accommodation:
 - 10.6.1 house, office (e.g. *(un)furnished, to rent/for sale*)
 - 10.6.2 furniture, furnishings (e.g. *desk, chair, lighting, curtains*)

- 10.6.3 cost (e.g. £40 per square metre)
- 10.6.4 amenities (e.g. *fridge, toilet, rooms cleaned daily*)
- 10.6.5 region, locality (e.g. *industrial, rural, urban*)
- 10.6.6 hotels (e.g. *reservation, full/halfboard, reception*)
- 10.6.7 instructions/regulations (e.g. *open the door, press the button*)
- 10.7 Travel:
 - 10.7.1 *car, driver, taxi, coach*
 - 10.7.2 *railway station, reservation, ticket office*
 - 10.7.3 *plane, airport terminal, check-in, boarding pass*
 - 10.7.4 *passports, frontier, border, customers*
 - 10.7.5 *life jacket, safety belt*
- 10.8 Purchasing:
 - 10.8.1 sales, purchasing (e.g. *place/cancel an order*)
 - 10.8.2 spending (e.g. *rates, discounts, credit cards*)
- 10.9 The workplace:
 - 10.9.1 occupation, profession (e.g. *secretary, technician, tradesman*)
 - 10.9.2 work relationships (e.g. *employee/employer, assistant/teamleader*)
 - 10.9.3 correspondence (e.g. *correspond with, notepaper*)
 - 10.9.4 routines (e.g. *start/stop work, coffee breaks, salary/wages*)
 - 10.9.5 prospects (e.g. *promotion, training, learning about*)

11 Linguistic competence (functions)

Candidates must be able to recognise and use expressions of:

- 11.1 Wishes and hopes (e.g. *I wish I could .../ Don't you wish we could ...?*)
- 11.2 Preferences and opinions (e.g. *I prefer .../As I see it I think we should .../Her view is ...*)
- 11.3 Apology, gratitude, pleasure (e.g. *We (do) apologise/Thank you very much (indeed)/It was kind of you to ...*)
- 11.4 Anticipation, surprise (e.g. *We look forward to .../She finds it surprising that ...*)
- 11.5 Regret, dissatisfaction, anger (e.g. *We are sorry that .../This is not what we had in mind/This is not right*)
- 11.6 Agreement, disagreement (e.g. *We (quite) agree that/Naturally, we believe .../That is not ...*)
- 11.7 Correction of misunderstanding (e.g. *Can you explain ..., please?/What we meant was ...*)

12 Listening competence

Candidates must be able to demonstrate their ability to:

- 12.1 Understand the main points of clear standard speech regularly encountered in work and everyday life, including short narratives, though will sometimes need to ask for repetition or clarification.
- 12.2 Understand straightforward, factual information about common, everyday or job-related topics, identifying both general topic and specific detail, provided the speech is clearly articulated.
- 12.3 Understand simple technical information, such as operating instructions, and can follow detailed directions.
- 12.4 Follow in outline straightforward short talks on familiar topics.
- 12.5 Follow a straightforward and clearly structured lecture or talk within his/her field.

- 12.6 Understand the main points of radio news bulletins.
- 12.7 Understand the information content of the majority of broadcast audio material on topics of personal interest delivered in a relatively slow and clear standard speech.

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and performance

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