Cambridge English: Business Certificates, also known as *BEC*
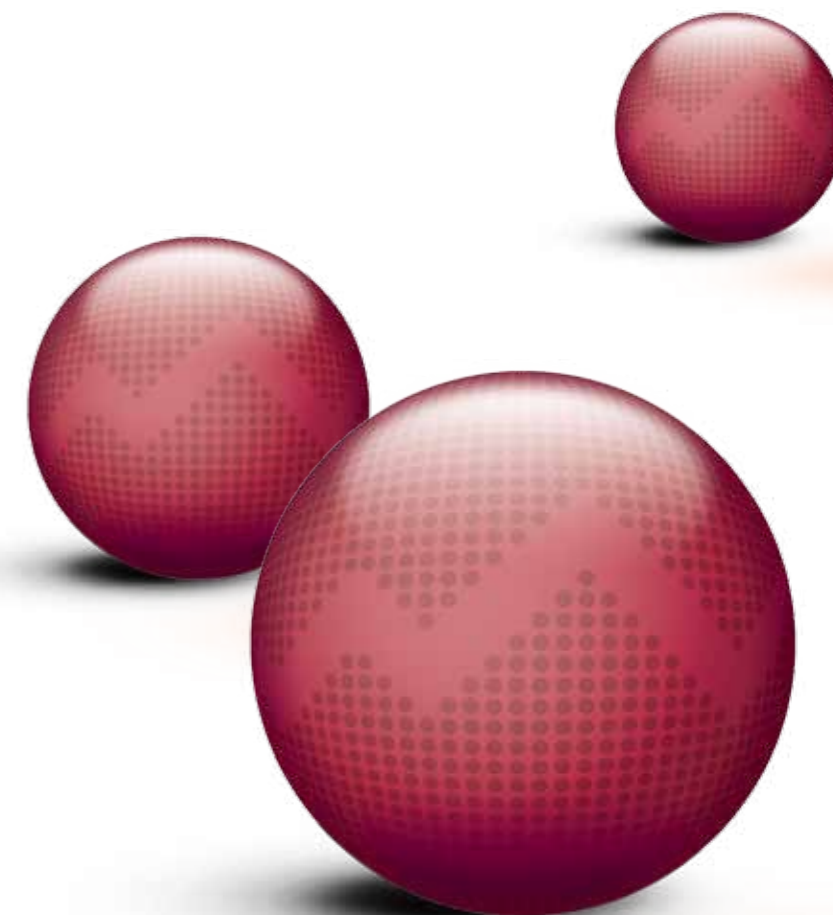
UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Cambridge English
Business Certificates

Business English Certificates (BEC)
CEFR Levels B1, B2, C1

Handbook for Teachers

Preliminary Vantage Higher

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ALTE

PART OF THE
CAMBRIDGE ASSESSMENT
GROUP

Preface

This handbook is for teachers who are preparing candidates for *Cambridge English: Business Certificates*, (also known as *Business English Certificates – BEC*). The introduction gives an overview of the exams and their place within Cambridge ESOL. This is followed by a focus on each examination and includes content, advice on preparation and example papers.

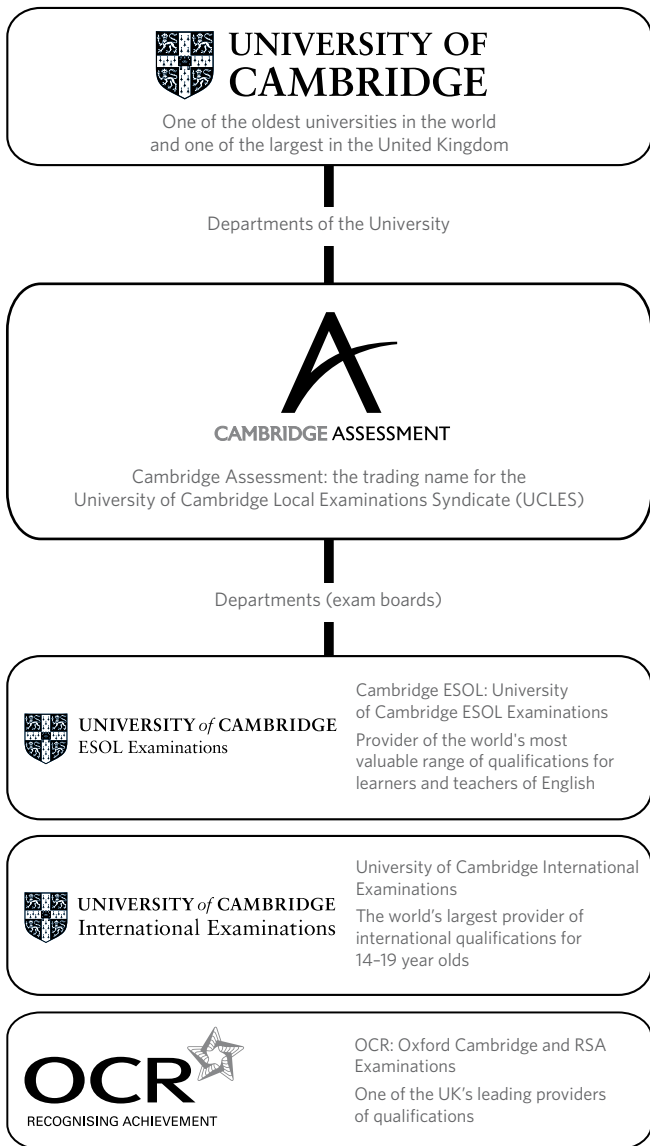If you need further copies of this handbook, please email **ESOLinfo@CambridgeESOL.org**

Contents

About Cambridge ESOL

Cambridge English: Business Certificates are developed by University of Cambridge ESOL Examinations (Cambridge ESOL), a not-for-profit department of the University of Cambridge.

Cambridge ESOL is one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.

UNIVERSITY OF CAMBRIDGE
One of the oldest universities in the world and one of the largest in the United Kingdom

Departments of the University

CAMBRIDGE ASSESSMENT
Cambridge Assessment: the trading name for the University of Cambridge Local Examinations Syndicate (UCLES)

Departments (exam boards)

UNIVERSITY *of* CAMBRIDGE ESOL Examinations
Cambridge ESOL: University of Cambridge ESOL Examinations
Provider of the world's most valuable range of qualifications for learners and teachers of English

UNIVERSITY *of* CAMBRIDGE International Examinations
University of Cambridge International Examinations
The world's largest provider of international qualifications for 14–19 year olds

OCR RECOGNISING ACHIEVEMENT
OCR: Oxford Cambridge and RSA Examinations
One of the UK's leading providers of qualifications

The world's most valuable range of English qualifications

Cambridge ESOL offers the world's leading range of qualifications for learners and teachers of English. Over 3.3 million people take our exams each year in 130 countries.

Cambridge ESOL offers assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes and also specialist legal and financial English qualifications.

All of our exams are aligned to the principles and approach of the Common European Framework of Reference (CEFR).
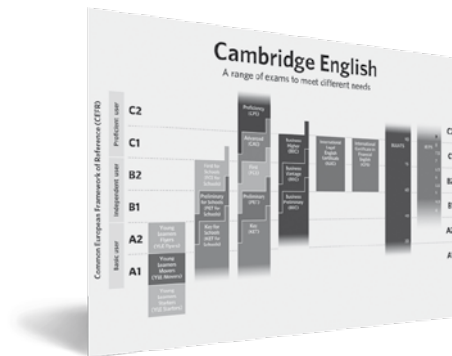
To find out more about Cambridge English exams and the CEFR, go to www.CambridgeESOL.org/CEFR

In addition to our own programmes of world-leading research, we work closely with professional bodies, industry professionals and governments to ensure that our exams remain fair and relevant to candidates of all backgrounds and to a wide range of stakeholders.

Key features of Cambridge English exams

Cambridge English exams:

- are based on realistic tasks and situations so that preparing for their exam gives learners real-life language skills
- accurately and consistently test all four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and its use
- encourage positive learning experiences, and seek to achieve a positive impact on teaching wherever possible
- are as fair as possible to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Proven quality

Cambridge ESOL's commitment to providing exams of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2008 standard for quality management and are designed around five essential principles:

Validity – are our exams an authentic test of real-life English?
Reliability – do our exams behave consistently and fairly?
Impact – does our assessment have a positive effect on teaching and learning?
Practicality – does our assessment meet learners' needs within available resources?
Quality – how we plan, deliver and check that we provide excellence in all of these fields

How these qualities are bought together is outlined in *Principles of Good Practice*, which can be downloaded free at www.CambridgeESOL.org/Principles

Introduction to Cambridge English: Business Certificates

Cambridge English: Business Certificates were originally introduced in 1993 and feature three qualifications that provide a progressive way to develop Business English ability:

Cambridge English: Business Higher
Cambridge English: Business Vantage
Cambridge English: Business Preliminary

Cambridge English: Business Certificates make it easy to prove to employers the exact level of a candidate's English skills and are officially recognised by employers, universities and governments around the world.

Candidates can choose to take *Cambridge English: Business Certificates* as either a paper-based or computer-based exam.

Who are the exams for?

Cambridge English: Business Certificates are typically taken by candidates preparing for a career in business, or seeking to advance their present business career.

Candidates for *Cambridge English: Business Higher* want to:

- communicate effectively at managerial and professional level
- participate with confidence in workplace meetings and presentations
- express themselves with a high level of fluency
- react appropriately in different cultural and social situations.

If a candidate has not yet entered the job market *Cambridge English: Business Higher* can be used to show universities and colleges that a candidate can:

- follow any academic business course at university level
- carry out complex and challenging research.

Candidates for *Cambridge English: Business Vantage* want to be able to:

- write short pieces of business correspondence, reports or proposals
- read extracts from business publications
- listen to, understand and contribute to discussions in meetings.

Candidates for *Cambridge English: Business Preliminary* want to:

- read short messages
- interpret charts
- write short emails
- follow short telephone conversations and discussions
- talk about business-related matters.

Who recognises the exams?

- *Cambridge English: Business Certificates* are officially recognised by more than a thousand educational organisations, employers, ministries, government bodies and professional organisations throughout the world as a suitable qualification for business use.
- Leading international companies such as Sony Ericsson, Shell, Vodafone, Bayer, Coca-Cola and HSBC have all recognised *CambridgeEnglish: Business Certificates* in their offices around the world.
- *Cambridge English: Business Certificates* are accepted by the UK Border Agency as meeting the English language requirements for Tier 1, 2 and 4 visa applications, for those wanting to work or study in the UK. Find out more at **www.ukba.homeoffice.gov.uk**

All information accurate as of April 2011.

For more information about recognition go to **www.CambridgeESOL.org/recognition**

What level are the exams?

Cambridge English: Business Higher is targeted at Level C1 – the second highest level on the CEFR scale. Level C1 is required in demanding professional settings and achieving a certificate at this level proves that a candidate has reached a very advanced level of English.

Exceptional candidates sometimes show ability beyond C1 level. If a candidate achieves grade A in the exam, they will receive the *Business English Certificate Higher* stating that they demonstrated ability at Level C2.

Cambridge English: Business Vantage is set at Level B2. A certificate at this level proves that the candidate is becoming skilled in Business English.

Cambridge English: Business Preliminary is set at Level B1. Achieving a certificate at this level proves that the candidate is able to communicate with native speakers for routine business purposes.

What can candidates do at these levels?

The Association of Language Testers in Europe (ALTE) has carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements using examples taken from real-life situations.

Cambridge ESOL, as one of the founding members of ALTE, uses this framework as a way of ensuring its exams reflect real-life language skills.

Candidates at C2 level

Reading and Writing	Listening and Speaking
CAN understand reports and articles likely to be encountered during their work, including complex ideas expressed in complex language.	CAN advise on/handle complex, delicate or contentious issues, such as legal or financial matters (providing they have the necessary specialist knowledge).
CAN handle a wide range of routine and non-routine situations in which professional services are requested from colleagues or external contacts.	

Candidates at C1 level

Reading and Writing	Listening and Speaking
CAN understand correspondence expressed in non-standard language.	CAN contribute effectively to meetings and seminars within own area of work and argue for or against a case.
CAN deal with all routine requests for goods and services.	CAN follow discussion with only occasional need for clarification.
CAN write most letters they are likely to be asked to.	CAN engage in an extended conversation with visitors on matters within her/his authority/competence.
CAN, within a reasonably short time, understand most reports that they are likely to come across.	

Candidates at B2 level

Reading and Writing	Listening and Speaking
CAN understand the general meaning of non-routine letters.	CAN ask for factual information and understand the answer.
CAN understand the general meaning of a report even if the topic isn't predictable.	CAN take and pass on most messages during a normal working day.
CAN write a simple report of a factual nature and begin to evaluate, advise, etc.	CAN express own opinion, and present arguments to a limited extent.
CAN write a non-routine letter where this is restricted to matters of fact.	CAN give a simple, prepared presentation on a familiar topic.

Candidates at B1 level

Reading and Writing	Listening and Speaking
CAN understand the general meaning of non-routine letters within own work area.	CAN follow a simple presentation/demonstration.
CAN understand most short reports of a predictable nature.	CAN deal with predictable requests from a visitor.
CAN make notes on routine matters, such as taking/placing orders.	CAN offer advice to clients within own job area on simple matters.
CAN write straightforward, routine letters of a factual nature.	CAN state routine requirements (e.g. asking for typing to be done).

Exam content and processing

Cambridge English: Business Certificates are rigorous and thorough tests of English at Levels C1, B2 and B1. They cover all four language skills – reading, writing, listening and speaking. Preparing for *Cambridge English: Business Certificates* helps candidates develop the skills they need to use English to communicate effectively in business contexts.

A thorough test of all areas of language ability

Cambridge English: Business Certificates comprise tests of Reading, Writing, Listening and Speaking. In *Cambridge English: Business Preliminary* the tests for Reading and Writing are combined into one question paper. In *Cambridge English: Business Higher* and *Cambridge English: Business Vantage* there are separate Reading and Writing papers. Each test carries 25% of the total marks. Detailed information on each test and sample papers follow later in this handbook.

International English

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English exams are acceptable in all varieties and accents of English, provided they do not interfere with communication. Materials used feature a range of accents and texts from English-speaking countries, including the UK, North America and Australia. US and other versions of spelling are accepted if used consistently.

Marks and results

Cambridge English: Business Certificates give detailed, meaningful results. All candidates receive a **Statement of Results**.

Statement of Results

The Statement of Results outlines:

*   the candidate's result; this result is based on a candidate's total score in all four papers
*   a graphical display of a candidate's performance in each paper (shown against the scale Exceptional – Good – Borderline – Weak)
*   a standardised score out of 100 which allows a candidate to see exactly how they performed.

Certificates

We have made enhancements to the way we report the results of our exams because we believe it is important to recognise candidates' achievements. See below for examples of Business Preliminary.
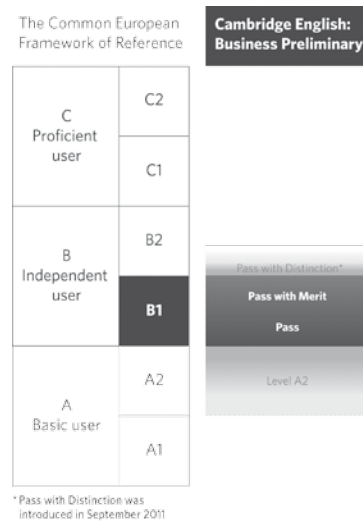
Cambridge English: Business Certificates

Business Higher

Cambridge English: Business Higher – Level C2
Exceptional candidates sometimes show ability beyond C1 level. If a candidate achieves grade A in the exam, they will receive the *Business English Certificate Higher* stating that they demonstrated ability at Level C2.

Cambridge English: Business Higher – Level C1
If a candidate achieves grade B or C in the exam, they will be awarded the *Business English Certificate Higher* at Level C1.

Level B2 certificate
If a candidate's performance is below Level C1, but falls within Level B2, they will receive a Cambridge English certificate stating that they demonstrated ability at B2 level.

Business Vantage

Cambridge English: Business Vantage – Level C1
Exceptional candidates sometimes show ability beyond B2 level. If they achieve grade A in the exam, they will receive the *Business English Certificate Vantage* stating that they demonstrated ability at Level C1.

Cambridge English: Business Vantage – Level B2
If a candidate achieves grade B or C in the exam, they will be awarded the *Business English Certificate Vantage* at Level B2.

Level B1 certificate

If a candidate's performance is below B2 level, but falls within Level B1, they will receive a Cambridge English certificate stating that they demonstrated ability at B1 level.

Business Preliminary

Cambridge English: Business Preliminary – Level B2

Exceptional candidates sometimes show ability beyond B1 level. If they achieve a Pass with Distinction in the exam, they will receive the *Business English Certificate Preliminary* stating that they demonstrated ability at Level B2.

Cambridge English: Business Preliminary – Level B1

If a candidate achieves a Pass with Merit or Pass in the exam, they will be awarded the *Business English Certificate Preliminary* at Level B1.

Level A2 certificate

If a candidate's performance is below Level B1, but falls within Level A2, they will receive a Cambridge English certificate stating that they demonstrated ability at A2 level.

Special circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**
  These are available for candidates with a permanent or long-term disability. Consult the Cambridge ESOL Centre Exams Manager (CEM) in your area for more details as soon as you become aware of a candidate who may need special arrangements.

- **Special consideration**
  Cambridge ESOL will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.

- **Malpractice**
  Cambridge ESOL will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

Exam support

A feature of Cambridge English exams is the outstanding free and paid-for support we offer to teachers and candidates.

How to order support materials from Cambridge ESOL

A wide range of official support materials for candidates and teachers can be ordered directly from the Cambridge ESOL eShops:

- Printed publications: **www.shop.CambridgeESOL.org**
- Online preparation: **https://eshop.cambridgeesol.org**

Support for teachers

Teacher Support website

This website provides an invaluable, user-friendly free resource for all teachers preparing for our exams. It includes:

General information – handbooks for teachers, sample papers, exam reports, exam dates

Detailed information – format, timing, number of questions, task types, mark scheme of each paper

Advice for teachers – developing students' skills and preparing them for the exam

Downloadable lessons – a lesson for every part of every paper; there are more than 1,000 in total

Forums – where teachers can share experiences and knowledge

Careers – teaching qualifications for career progression

News and events – what's happening globally and locally in your area

Seminars – wide range of exam-specific seminars for new and experienced teachers, administrators and school directors.

www.teachers.CambridgeESOL.org

Cambridge English Teacher

Developed by Cambridge University Press and University of Cambridge ESOL Examinations (Cambridge ESOL), Cambridge English Teacher provides opportunities for English teachers to engage in continuing professional development through online courses, share best practice and network with other ELT professionals worldwide.

For more information on how to become a Cambridge English Teacher, visit **www.CambridgeEnglishTeacher.org**

Past Paper Packs

Past Paper Packs provide authentic practice for candidates preparing for *Cambridge English: Business Certificates* paper-based examinations and are ideal to use for mock exams.

Each pack contains:

- ten copies of each of the papers with photocopiable answer sheets
- CD with audio recordings for the Listening paper
- Teacher Booklet with:
    - answer keys
    - mark schemes and sample answers for Writing
    - tapescripts for the Listening paper
    - the assessment criteria and a copy of the Cambridge ESOL Common Scale for the Speaking paper
    - Speaking test materials, which include candidate visuals and examiner scripts.

www.CambridgeESOL.org/past-paper-packs

Speaking Test Preparation Packs

These comprehensive teacher resource packs help teachers prepare students for the *Cambridge English: Business Certificates* Speaking test. Written by experienced examiners, they provide clear explanations of what each part of the Speaking test involves. The step-by-step guidance and practical exercises help your students perform with confidence on the day of the test.

Each pack includes:

- Teacher's Notes
- Student Worksheets which you can photocopy or print
- a set of candidate visuals
- a DVD showing real students taking a Speaking test.
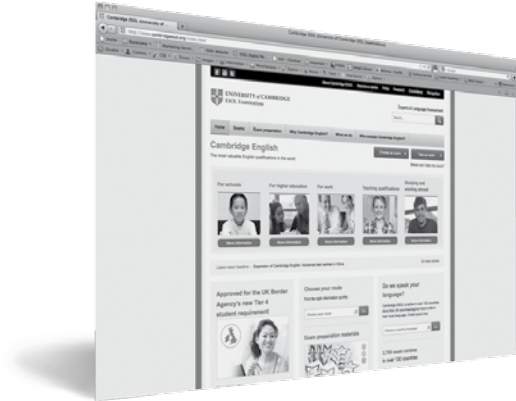
www.CambridgeESOL.org/speaking-test-packs

Support for candidates

Cambridge ESOL website

We provide learners with a wealth of exam resources and preparation materials throughout our main website, including exam advice, sample papers and a guide for candidates.
www.CambridgeESOL.org

A comprehensive range of official Cambridge English preparation materials are available from University of Cambridge ESOL Examinations (Cambridge ESOL) and Cambridge University Press.

Materials include printed and digital resources to support teachers and help learners prepare for their exam.

Find out more at www.CambridgeESOL.org/exam-preparation

Other sources of support materials

Official preparation materials

A huge range of practice tests and learning resources are produced by independent publishers to help prepare candidates for Cambridge English exams. We cannot advise on textbooks or courses of study that we do not provide, but when you are choosing course materials you should bear in mind that:

- *Cambridge English: Business Certificates* require all-round language ability
- most coursebooks will need to be supplemented
- any coursebooks and practice materials you choose should accurately reflect the content and format of the exam.

www.CambridgeESOL.org/resources/books-for-study

Exam sessions

Cambridge English: Business Certificates are available as paper-based or computer-based tests. Candidates must be entered through a recognised Cambridge ESOL centre. Find your nearest centre at www.CambridgeESOL.org/centres

Further information

Contact your local Cambridge ESOL centre, or Cambridge ESOL direct (using the contact details on the back cover of this handbook) for:

- copies of the regulations
- details of entry procedure
- exam dates
- current fees
- more information about *Cambridge English: Business Certificates* and other Cambridge English exams.

Business Preliminary
Reading and Writing paper

General description

FORMAT	The Reading test consists of a range of business-related texts and accompanying tasks. A text may consist of several short pieces. The Writing test consists of two business-related writing tasks in response to stimuli provided and for a given purpose and target reader.
TIMING	1 hour and 30 minutes.
NO. OF PARTS	Seven in the Reading test and two in the Writing test.
NO. OF QUESTIONS	45 questions in the Reading test. Two tasks in the Writing test.
TASK TYPES	Multiple choice, matching, multiple-choice cloze,/note completion.
TEXT TYPES	From the following: notices, messages, adverts, leaflets, contents pages, graphs, charts, tables, business letters, product descriptions, reports, minutes, newspaper or magazine articles, memos.
LENGTH OF TEXTS	Reading: 150–400 words per text. Approximately 600–900 words overall. Writing: two compulsory writing tasks of 90–120 words in total for the paper.
ANSWER FORMAT	Reading: candidates indicate answers by shading a box or writing a word on a machine-readable answer sheet. Writing: candidates write their answers in the boxes on the answer sheet provided.
MARKS	Reading: Questions 1–45 carry one mark.
WRITING	Part 1 carries one third of the marks for this test. Part 2 carries two thirds of the marks for this test.

Structure and tasks – Reading

PART 1

TASK TYPE AND FOCUS	Multiple choice. Understanding short real-world notices, messages, etc.
FORMAT	Five short texts each followed by a 3-option multiple-choice question.
NO. OF QS	5

PART 2

TASK TYPE AND FOCUS	Matching. Detailed comprehension of factual material; skimming and scanning skills.
FORMAT	A text followed by questions that need matching to parts of the text.
NO. OF QS	5

PART 3

TASK TYPE AND FOCUS	Matching. Interpreting visual information.
FORMAT	A graphic or graphics followed by questions that need matching to parts of the graphic(s).
NO. OF QS	5

PART 4

TASK TYPE AND FOCUS	Right/Wrong/Doesn't say. Reading for detailed factual information.
FORMAT	A single text followed by a choice of responses: Right/Wrong/Doesn't say.
NO, OF QS	7

PART 5

TASK TYPE AND FOCUS	Multiple choice. Reading for gist and specific information.
FORMAT	A text followed by 3-option multiple-choice questions.
NO. OF QS	6

PART 6

TASK TYPE AND FOCUS	Multiple-choice cloze. Grammatical accuracy and understanding of text structure.
FORMAT	A gapped text followed by 3-option multiple-choice questions for each gap.
NO. OF QS	12

PART 7

TASK TYPE AND FOCUS	Note completion. Reading and information transfer.
FORMAT	Two short input texts, e.g. an email and a memo, followed by a form-filling/note-completion exercise.
NO. OF QS	5

The seven parts of the Reading paper

PART 1 Multiple choice

In this part, there is an emphasis on understanding short real-world notices, messages, etc.

📝 *Sample task and answer key: pages 12 and 20.*

⭐ Each correct answer in Part 1 receives 1 mark.

In this part there are five short texts, each of which is accompanied by a multiple-choice question containing three options. In all cases the information will be brief and clear and the difficulty of the task will not lie in understanding context but in identifying or interpreting meaning.

A wide variety of text types, representative of those likely to be encountered in international business, can appear in this part, for example, email, advertisements, internet newsflashes.

Each text will be complete and have a recognisable context.

PART 2 Matching

*In this part, there is an emphasis on reading for detailed comprehension.*

📝 *Sample task and answer key: pages 13 and 20.*

⭐ Each correct answer in Part 2 receives 1 mark.

This is a matching task comprising one text and five questions, which are often descriptions of people's requirements. Candidates are required to match each question to an appropriate part of the text, labelled A–H. (As there are only five questions, some of the options act as distractors.) The testing focus of this part is vocabulary and meaning, using skimming and scanning skills.

PART 3 Matching

In this part, there is an emphasis on interpreting visual information.

📝 *Sample task and answer key: pages 14 and 20.*

⭐ Each correct answer in Part 3 receives 1 mark.

This task consists of eight graphs or charts (or one or more graphics with eight distinct elements) and five questions. Each question is a description of a particular graphic (or element of a graphic) and candidates are expected to match the questions to their corresponding graphs, which are labelled A–H.

PART 4 Right/wrong/doesn't say

This part tests the candidate's ability to locate detailed factual information.

📝 *Sample task and answer key: pages 15 and 20.*

⭐ Each correct answer in Part 4 receives 1 mark.

This task consists of a text accompanied by seven 3-option multiple-choice questions. Each question presents a statement and candidates are expected to indicate whether the statement is A 'Right' or B 'Wrong' according to the text, or whether the information

is not given in the text (C 'Doesn't say'). Candidates are not expected to understand every word in the text but they should be able to pick out salient points and infer meaning where words in the text are unfamiliar. The questions refer to factual information in the text, but candidates are required to do some processing in order to answer the questions correctly.

PART 5 Multiple choice

This part tests candidates' reading for gist and specific information.

📝 *Sample task and answer key: pages 16 and 20.*

⭐ Each correct answer in Part 5 receives 1 mark.

This part presents a single text accompanied by six multiple-choice comprehension questions. The text is informative and is often taken from a leaflet or a newspaper or magazine article.

Candidates are expected to employ more complex reading strategies in this task, in that they should demonstrate their ability to extract relevant information, to read for gist and detail, to scan the text for specific information, and to understand the purpose of the writer and the audience for which the text is intended.

PART 6 Multiple-choice cloze

This part tests candidates' grammatical accuracy and understanding of text structure.

📝 *Sample task and answer key: pages 17 and 20.*

⭐ Each correct answer in Part 6 receives 1 mark.

This is a multiple-choice cloze test. Candidates have to select the correct word from three options to complete 12 gaps. This part has a predominantly grammatical focus and tests candidates' understanding of the general and detailed meaning of a text, and in particular their ability to analyse structural patterns.

PART 7 Note completion

This part tests candidates' ability to transfer information.

📝 *Sample task and answer key: pages 18 and 20.*

⭐ Each correct answer in Part 7 receives 1 mark.

Candidates are given two short texts, for example a memo and an advertisement, and are asked to complete a form based on this material. There are five gaps, which should be completed with a word, a number or a short phrase. In this part, candidates are tested on their ability to extract relevant information and complete a form accurately.

For this part, candidates need to transfer their answers in capital letters to an answer sheet.

Preparation

General

- Make sure the students read as widely as possible in class and at home. Classroom reading can include a range of reading texts from authentic sources such as business magazines and web pages, as well as Business English. Encourage students to interact fully with each text by focusing on pre-reading questions. These stimulate interest in the topic dealt with by the text and train students.

- It is useful for students to refer to dictionaries and grammar books while studying. However, they should also be encouraged to read texts without thinking that they need to understand every word. They are not allowed to use a dictionary in the examination and they should be trained to try to guess the meaning of unknown words from the context. Students sometimes spend too long processing the text at word level rather than trying to get a more 'top down' view of what it is about.

- It is important to make sure the students are familiar with the standard format of the test by going through the sample materials with them.

- Make sure students are familiar with the instructions on the front page of the question paper, and for each part of the test. They should also be familiar with the technique of indicating their answers on the separate answer sheet, so that they can do this quickly and accurately. They will need to be shown how to do this and to practise in a timed exercise. They need to think about the relative merits of transferring their answers onto the answer sheet at the end of each task or waiting until the end of the test. If they find it difficult to complete the parts in the time allowed, it may be wiser to transfer answers after each part.

- When students are familiar with the different task types, it is a good idea to discuss which part(s) take them longer to complete. Following this discussion you may wish to suggest possible timings for each task. Students may prefer to attempt tasks which they find easier first. The outcome of the discussion will also help you to decide which sections of the paper to focus on for further practice and may lead on to assistance with faster reading strategies.

By part

PART 1

- Expose students to a wide range of notices and short texts taken from business settings.

- Practise answering sample questions, asking students to explain why an answer is correct (and why the two incorrect options do not apply).

PART 2

- Encourage students to familiarise themselves with text types that are divided into lists, headings or categories; e.g. the contents page of a directory or book, the departments in a business or shop, the items in a catalogue, etc.

- Set students real-world tasks that require a simple interpretation of what different parts of a text mean, using authentic but simple sources.

PART 3

- Practise understanding texts which describe trends and changes.

- Practise interpreting graphic data and the layout used to describe it.

- Practise useful vocabulary such as 'rose steadily', 'remained stable', 'decreased slowly', 'reached a peak'.

- Increase familiarity with relevant topics, such as sales of goods, share price movement and monthly costs.

PART 4

- Train students to identify a false statement which means that the opposite or a contradictory statement is made in the text, and to recognise that this is not the same as a statement that is not covered in the text.

- This can be a difficult task for candidates who are not familiar with the three choices represented by A, B and C, and who might not understand the difference between a statement that is incorrect and one that depends on information that is not provided in the text.

PART 5

- Expose candidates to a variety of texts of a similar length.

- Provide practice in improving reading speed.

- Discuss the following areas:
  - title
  - topic
  - the writer's purpose
  - the theme or main idea of each paragraph
  - factual details that can be found in the text
  - the writer's opinions (if they are evident).

PART 6

- Practice in the grammatical and structural aspects of the language is useful in preparing students for this part.

- Analyse the structure and coherence of language within longer discourse so that students are encouraged to read for meaning beyond sentence level.

- Ask students to analyse errors in their own work, as tasks such as this typically focus on common grammatical difficulties.

- Pairwork activities might be productive, as students can often help each other in the areas of error identification and analysis.

PART 7

- Practise extracting relevant information from texts.
- Practise form-filling and note-completion exercises.

Structure and tasks – Writing

PART 1

TASK TYPE AND FOCUS	Internal communication (e.g. note, message, memo or email). (Re-)arranging appointments, asking for permission, giving instructions, etc.
FORMAT	Candidates are required to produce the communication based on a rubric only (plus layout of output text type).
NO. OF TASKS AND LENGTH	One compulsory task. 30–40 words.

PART 2

TASK TYPE AND FOCUS	Business correspondence (e.g. letter, fax, email). Apologising and offering compensation, making or altering reservations, dealing with requests, giving information about a product, etc.
FORMAT	Candidates are required to produce a piece of business correspondence based on an input text and four content points.
NO. OF TASKS AND LENGTH	One compulsory task. 60–80 words.

The two parts of the Writing paper

Part 1 of the Writing test carries one third of the total marks available and Part 2 carries two thirds of the total marks available.

Expected word length

Candidates are asked to write 30–40 words for Part 1 and 60–80 words for Part 2. Significantly fewer words are likely to mean that the task has not been completed, whereas overlong pieces of writing may involve irrelevance or have a negative effect on the target reader. If this is the case, over-length or under-length answers will be penalised.

Irrelevance

The examiners' first priority is to give credit for the candidates' efforts at communication, but candidates are penalised for content irrelevant to the task set, as in the real world this would have a negative impact on the target reader and would impair communication.

PART 1

This part tests the candidate's ability to produce an internal communication in response to input.

Sample question and scripts: pages 21.

Task type and focus

An internal company communication; this means a piece of communication with a colleague or colleagues within the company on a business-related matter; the delivery medium may be a note, message, memo or email.

The range of functions in the task includes rearranging appointments, asking for permission and giving instructions.

Task format

Candidates are asked to produce a concise piece of internal company communication of between 30 and 40 words, using a written prompt.

The text must be produced in the form of a note, message, memo or email. Candidates are given the layout of memos and emails (e.g. to/from/date/subject) on the question paper, and need not copy this out as part of their answer.

The reason for writing and the target reader are specified in the rubric, and bullet points explain what content points have to be included. Relevant ideas for one or more of these points will have to be invented by the candidate.

PART 2

This part tests the candidate's ability to produce a piece of business correspondence in response to input.

Sample question and scripts: pages 21 and 23–24.

Task type and focus

A piece of business correspondence; this means correspondence with somebody outside the company (e.g. a customer or supplier) on a business-related matter; the delivery medium may be letter, fax or email.

The range of functions in the task includes apologising and offering compensation, making or altering reservations, dealing with requests, and giving information about a product.

Task format

Candidates are asked to produce an extended piece of business correspondence of between 60 and 80 words. This task involves the processing of a short text, such as a letter or advertisement, in order to respond to it. A number of bulleted content points below the text clearly indicate what should be included in the answer. Some of this information will need to be invented by the candidate.

Where the delivery medium specified for a Part 2 answer is a letter, candidates need not include postal addresses in their answer. Similarly, where the delivery medium specified is a fax, candidates need not include 'fax header' details, and where the delivery medium specified is an email, candidates need not include to/from/subject details. Although the use of some key words is inevitable, candidates should not 'lift' phrases from the question paper to use in their answers. They would not receive credit for the language in these phrases.

Accuracy and appropriacy in emails

Nowadays a significant proportion of written business communication is transmitted electronically, both within the company and to people outside the company.

In some contexts, this technological change may have altered the nature of what people actually write. It may be argued that a new genre has emerged, characterised by brevity, informality and a lack of conventions and even of regard for linguistic accuracy.

However, linguistic inaccuracy and inappropriate informality within electronic business communications is considered unacceptable by many individuals and organisations, and can be counterproductive if employed in real life.

As well as being used informally, email is also widely used within business cultures in which appropriacy and accuracy are perceived to be important, and this is the context of use on which *Cambridge English: Business Certificates* focuses.

Preparation

Writing

In preparing students for the writing tasks, it is beneficial to familiarise them with a variety of business correspondence.

Analysing authentic correspondence helps students understand better how to structure their answer and the type of language to use.

It is useful to focus on the following areas:

- the purpose of the correspondence
- references to previous communication
- factual details
- the feelings and attitude of the writer
- the level of formality
- the opening sentence
- the closing sentence
- paragraphing
- the desired outcome.

If students are in a class, ask them to write and reply to each other's correspondence so that they can appreciate the importance of accurate content.

Write and analyse memos and messages to help students recognise the different levels of formality involved. It is a necessary part of preparing for the test that students understand the uses of, and styles inherent in, different types of business communication so that they are aware of how and why different types of correspondence are used.

PRELIMINARY | READING AND WRITING

READING

QUESTIONS 1 – 45

PART ONE
Questions 1 – 5

- Look at questions **1 – 5**.
- In each question, which sentence is correct?
- For each question, mark one letter (**A**, **B** or **C**) on your Answer Sheet.

Example

Telephone message

Bill Ryan caught 9.30 flight – due here 11.30 now, not 12.30.

When does Bill Ryan expect to arrive?

A   9.30
B   11.30
C   12.30

The correct answer is B, so mark your Answer Sheet like this:

```
   A   B   C
0  ▭  ▬▬  ▭
```

1

Office Staff Required

Experience essential
**Full training given (leading to
recognised qualifications)**

Applicants must have

A   relevant qualifications.
B   previous experience.
C   recognised training.

2

SPORTMASTER

Pakistan-based manufacturer of sports items wishing to do
business in Europe is looking for importers

TEL: 92 555 4321

Sportmaster wants to

A   sell its products abroad.
B   import products into Pakistan.
C   manufacture in Europe.

3

NOTICES FOR DISPLAY ABOVE THIS
PHOTOCOPIER MUST FIRST BE
HANDED TO RECEPTION

A   You can photocopy notices at Reception for display here.
B   Photocopied notices can only be displayed at Reception.
C   Take your notice to Reception if you want it displayed here.

4

THE AIRPORT EXPRESS DEPARTS FROM PLATFORM 3 EVERY 20 MINUTES
DURING THE DAY (EVERY 30 MINUTES AT NIGHT)

A   The train service to the airport runs 24 hours a day.
B   Airport trains leave Platform 3 at 20 minutes past the hour.
C   The airport express takes half an hour at night.

5

Goods not normally dispatched unless paid for at time of ordering –
payment on delivery by special arrangement only

Customers should normally pay for goods

A   when their order is processed.
B   when the goods are delivered.
C   when they place an order.

Turn Over ▶
3

PRELIMINARY | READING AND WRITING

PART TWO
Questions 6 – 10

- Look at the advertisement below. It shows services offered by a business consultancy.
- For questions **6 – 10**, decide which service (**A – H**) would be suitable for each person.
- For each question, mark one letter (**A – H**) on your Answer Sheet.
- Do not use any letter more than once.

THINKING OF STARTING A BUSINESS?

Need expert advice and/or assistance in one or more of the following areas?

A   Market Research

B   Constructing a schedule

C   Calculating costs

D   Meeting legal requirements

E   Obtaining finance

F   Renting or purchasing premises

G   Recruiting and training staff

H   Promoting products and services

6   Margaret Williams needs help in choosing the business loan with the most competitive terms.

7   Ibrahim Shah wants to be sure that there will be enough demand for his product.

8   Maria Fernandez would like some advice about where to advertise a new line of goods.

9   Kim Seng wants to research new laws on constructing buildings.

10 Peder Andersen needs to know whether his existing funds are enough to set up his business.

Turn Over ▲

5

4

PRELIMINARY | READING AND WRITING

PART THREE
Questions 11 – 15

- Look at the chart below. It shows a restaurant's income, total expenditure and advertising costs during an eight-month period.
- Which month does each sentence (11 – 15) on the opposite page describe?
- For each sentence, mark one letter (A – H) on your Answer Sheet.
- Do not use any letter more than once.
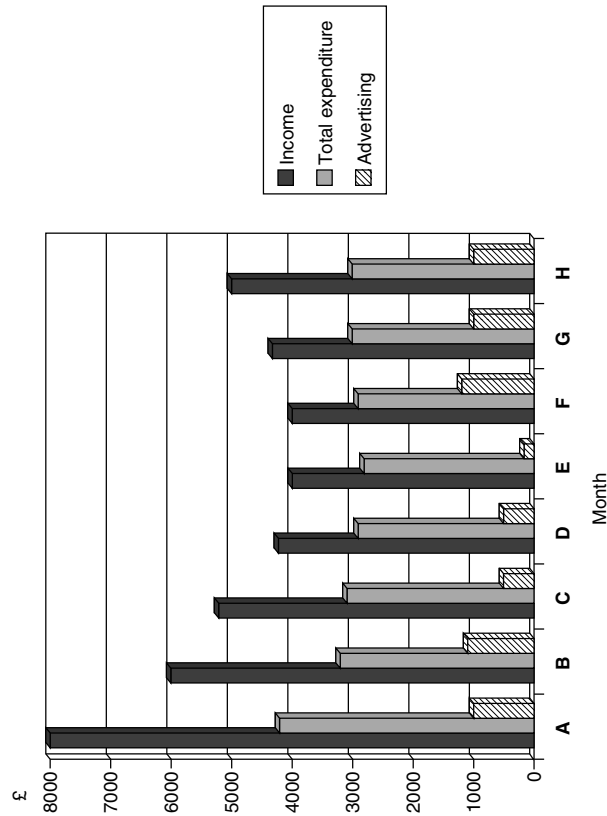
11 In this month, total expenditure, like income, showed a fall, while spending on advertising demonstrated the opposite trend.

12 Total expenditure rose slightly in this month, while advertising costs reached their peak, leading to a higher income in the following month.

13 Despite a decline in advertising costs in this month, expenditure as a whole rose.

14 This month's improvement in income was particularly welcome, as it was not matched by an increase in expenditure.

15 While this month saw a low point in the restaurant's income, expenditure continued to fall.

PRELIMINARY | READING AND WRITING

PART FOUR
Questions 16 – 22

- Read the advertisement below for a hot drinks machine.

- Are sentences **16 – 22** on the opposite page 'Right' or 'Wrong'? If there is not enough information to answer 'Right' or 'Wrong', choose 'Doesn't Say'.

- For each sentence **16 – 22**, mark one letter (**A**, **B** or **C**) on your Answer Sheet.

ADVERTISING FEATURE

Save money and keep your staff happy

It can be expensive to keep the canteen open to serve drinks to your staff through the day. Our QVM hot drinks machine replaces this service, so that you can close the canteen between mealtimes.

You can install the QVM hot drinks machine anywhere in the building. One machine is suitable for a staff of ten to fifteen people. It costs £1300 to buy, or £11.00 per week to rent over 60 months. It is not expensive to operate: for example, the cost of power for one day is 30p, nearly as cheap as the price of one hot drink from the machine.

Our company will carry out a weekly service, at a charge of £10.00. We can also refill the machine with drinks ingredients for an extra charge of £8.00. Some customers prefer to do this themselves, however.

There are eight choices of hot drink available from the QVM machine, and our company offers one month's trial free of charge, so that you can estimate how popular the machine will be and see what the actual savings are.

16 With a QVM machine, companies can avoid having a canteen altogether.

   A Right   **B** Wrong   **C** Doesn't say

17 The QVM machine provides enough hot drinks for up to fifteen people.

   A Right   **B** Wrong   **C** Doesn't say

18 Most customers prefer to rent the QVM machine over sixty months.

   A Right   **B** Wrong   **C** Doesn't say

19 The electricity used daily by the machine costs less than the price of a hot drink.

   A Right   **B** Wrong   **C** Doesn't say

20 The machine company empties the money from the machine as part of its service agreement.

   A Right   **B** Wrong   **C** Doesn't say

21 Customers can refill their machines with drinks ingredients, if they want to.

   A Right   **B** Wrong   **C** Doesn't say

22 During the trial period, the customer pays a reduced amount to rent the machine.

   A Right   **B** Wrong   **C** Doesn't say

Turn Over ▲

9

8

PART FIVE
Questions 23 – 28

- Read the following review of a book called *The Bosses Speak*.
- For each question **23 – 28** on the opposite page, choose the correct answer.
- Mark one letter (**A**, **B** or **C**) on your Answer Sheet.

The Bosses Speak

John Stuart is an executive recruitment specialist who has turned to writing. The result is this book, based on interviews with twenty Chief Executives.

Each top manager – none of them famous names, surprisingly – is given a short chapter, and there is some introductory material and a conclusion. This means you can jump from one person to another, in any order, which is good for people who are too busy to read a book from cover to cover. For a management book it isn't expensive, although whether it's good value for money is doubtful.

Some of the twenty interviewees started their own businesses, while others joined a company and worked their way up. Some are fairly new in their position, and others have had years of experience, though, strangely,

Stuart doesn't seem interested in these differences. The interviewees work in everything, from retailing to airlines to software, and it is this variety that forms the main theme of Stuart's book.

I have to say that Stuart's approach annoys me. He rarely stays at a distance from his interviewees, who are mostly presented in their own, positive words. If this were always the case, at least you would know where you were. But he seems to dislike certain interviewees. As a result, I don't know whether to accept any of his opinions.

It also means that the book gives no clear lessons. At the very least, I expected to learn what makes a successful Chief Executive. But these people seem to share two types of qualities. Some of them are very common, suggesting that

anyone can be equally successful, which is definitely not the case. And the other qualities are ones which most successful bosses I've seen definitely do *not* have. So in the end I'm no wiser about what really goes on.

Perhaps I'm being unfair. As long as you don't think about whether you'd like them as friends, and pay no attention to most of the advice they give, the most readable parts are where the bosses describe their route to their present position.

Stuart seems to think that this book would be useful for people aiming for the top, and that it might even make a few want to start their own company; but, in fact, what they could learn here is very limited. Seen as light business reading for a doctor or teacher, though, this book would provide some good entertainment.

---

23 The reviewer suggests that one advantage of the book is that

  A it is better value than other management books.

  B it does not need to be read right through.

  C it is about well-known people.

24 The book concentrates on the fact that the twenty executives who are interviewed

  A work in a number of different industries.

  B started their companies.

  C have worked for different lengths of time.

25 The reviewer cannot accept Stuart's opinions because Stuart

  A makes unreasonable complaints about the interviewees.

  B writes too positively about the interviewees.

  C has different attitudes towards different interviewees.

26 Reading the book made the reviewer think that

  A there are certain qualities which all Chief Executives need.

  B it is difficult to discover how people really run a company.

  C running a company is easier than many people think.

27 Which parts of the book did the reviewer most enjoy reading?

  A how the interviewees became Chief Executives

  B what sort of people the interviewees are

  C the advice given by the interviewees

28 The reviewer recommends the book for people who

  A intend to set up in business.

  B want to become senior managers.

  C are outside the field of business.

PART SIX
Questions 29 – 40

- Read the article below about team-building.

- Choose the correct word to fill each gap, from **A**, **B** or **C** on the opposite page.

- For each question **29 – 40**, mark one letter (**A**, **B** or **C**) on your Answer Sheet.

TEAM-BUILDING THROUGH ACTIVITIES

Nowadays, company bosses are increasingly trying to find unusual team-building events as part of their training programme. An activity park **(29)** ...... Fast-track has just opened to offer **(30)** ...... events. It specialises **(31)** ...... events to attract the corporate entertainment market, **(32)** ...... is growing all the time.

The park is situated just a few kilometres outside the city centre **(33)** ...... it provides events that **(34)** ...... entertain as well as train.

Clients can try outdoor attractions such as sailing or climbing, **(35)** ...... availability clearly depends entirely **(36)** ...... the weather. Activities of **(37)** ...... kind are perfect team-building exercises.

'I'd **(38)** ...... been to an activity park before,' explained James Black, a company manager. 'Before we came, I didn't think we **(39)** ...... enjoy ourselves so much and I didn't expect the huge difference that Fast-track's programme has **(40)** ...... to my team. Now we work better together than we did before.'

		A		B		C	
29		A	calling	B	calls	C	called
30		A	such	B	like	C	so
31		A	at	B	for	C	in
32		A	who	B	which	C	what
33		A	and	B	but	C	or
34		A	ought	B	will	C	shall
35		A	because	B	although	C	since
36		A	on	B	of	C	with
37		A	a	B	these	C	this
38		A	still	B	ever	C	never
39		A	must	B	would	C	might
40		A	made	B	had	C	done

PRELIMINARY | READING AND WRITING

PART SEVEN
Questions 41 – 45

- Read the memo and note below.
- Complete the claim form on the opposite page.
- Write a word or phrase (in CAPITAL LETTERS) or a number on lines **41 – 45** on your Answer Sheet.

MEMO

TO: Barbara Sinclair

FROM: Peter Rogers

DATE: 25 May 2002

SUBJECT: Insurance Claim

Could you deal with this? It's our insurance claim, for the damage at the weekend. The insurance policy is in my name, and we bought the carpet for £300, although it will cost at least £500 to replace. Luckily our office carpets seem fine.

Thanks

OWEN SMITH INSURANCE COMPANY

with compliments

Thank you for your recent phone call regarding flood damage in your photocopy room.

Could you please complete the attached form and return it to me as soon as possible.

Martin Morris

Insurance Claim

NAME OF POLICY HOLDER:

(41) ....

POLICY NUMBER: *LD4756030C*

ITEM(S) TO BE REPLACED:

(42) ....

LOCATION OF ITEM(S):

(43) ....

VALUE WHEN PURCHASED:

(44) ....

CAUSE OF DAMAGE:

(45) ....

DATE OF DAMAGE: *Sunday 19 May*

Turn Over ▶

15

14

PRELIMINARY | READING AND WRITING

PART TWO
Question 47

- Read this part of a letter from Mary Bennett applying for a job.

With reference to your advertisement in The Times, I am writing to apply for the post of training assistant.

I am moving to your country next month with my husband. As you will see from the enclosed CV, I have had a lot of experience in training and I feel that I have much to offer your company.

If I am selected for interview, please could you give me information about how to reach your offices by public transport?

- Write a **letter** to Mrs Bennett:
  - acknowledging her letter
  - offering her a date and time for an interview
  - requesting the names and addresses of two referees
  - telling her the best way to reach you by public transport.

- **Write 60 – 80 words.**
- **Write on your Answer Sheet. Do not include any postal addresses.**

Dear Mrs Bennett

WRITING
QUESTIONS 46 – 47

PART ONE
Question 46

- You are going to attend an engineering exhibition in Frankfurt soon.

- Write an **email** to your assistant:
  - explaining why you will be away
  - letting her know the dates you will be away
  - saying what work she should do while you are away.

- **Write between 30 and 40 words.**
- **Write on your Answer Sheet.**

Sara Lyons

My trip

16   17

PRELIMINARY | READING AND WRITING

Answer key

Q	Part One
1	B
2	A
3	C
4	A
5	C

Q	Part Two
6	E
7	A
8	H
9	D
10	C

Q	Part Three
11	B
12	F
13	G
14	H
15	E

Q	Part Four
16	B
17	A
18	C
19	B
20	C
21	A
22	B

Q	Part Five
23	B
24	A
25	C
26	B
27	A
28	C

Q	Part Six
29	C
30	A
31	C
32	B
33	A
34	B
35	B
36	A
37	C
38	C
39	B
40	A

Q	Part Seven
41	PETER ROGERS
42	(A/THE/ONE) CARPET
43	PHOTOCOPY ROOM
44	£300
45	FLOOD/FLOODING

Assessment of Writing

Preliminary Mark Scheme for Writing Part 1

Band	
5	Very good attempt at task, achieves all content points.
4	Good attempt at task, achieves all content points. Only a little effort is required by the reader.
3	Satisfactory attempt at task, achieves all content points. Some effort is required by the reader OR reasonable attempt at task; achieves two content points.
2	Inadequate attempt at task, achieving one content point, possibly with noticeable irrelevance; task possibly misunderstood.
1	Poor attempt at task; no content points achieved, has little relevance.
0	No relevant response or too little language to assess.

Sample answers with examiner comments

Writing Part 1

Candidate A

I am going to attend an engineering exhibition in Frankfurt, and the ticket's date is 20th March, I will be away for one week, during this week I would like you to arrange the training meeting which we have decided and make an appointment with selling manager. I would like to see him 27th morning 10:30.

Examiner comments	Band 5

All points clearly achieved with only minor errors of punctuation and the occasional missing preposition or article.

Candidate B

Next week I go to an exhibition in Frankfurt. It's from 9th to the 11th. While I am in Frankfurt you should write the business letters. If there are any problems – call me!

Examiner comments	Band 4

All the content points have been achieved but 'Next week I go' and 'write the business letters' are awkward, and require a little effort by the reader.

Candidate C

I must go attend an engineering exhibition in Frankfurt from 15 March to 18 March. Can you tell Mr Meier to ask him confirmation for the fly on Monday and finish to made the travel documents for departure in April?

Yours sincerely

Examiner comments	Band 3

The third content point (what work the assistant should do while the writer is away) is not achieved as the second sentence is confused and the role of Mr Meier is not clear.

Script D

I will go on a trip to Frankfurt about attend an engineering exhibition tomorrow (15/March), so I want you help me to leave a message if I have phone call. Thank you

Examiner comments	Band 2

The candidate has failed to achieve both the second and third content points (the dates when the writer will be away and what work the assistant should do during this time), making this an inadequate attempt at the task.

Assessment of Writing Part 2

Examiners and marking

Writing Examiners (WEs) undergo a rigorous process of training and certification before they are invited to mark. Once accepted, they are supervised by Team Leaders (TLs) who are in turn led by a Principal Examiner (PE), who guides and monitors the marking process.

WEs mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group. The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the PE and TLs are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales that were developed with explicit reference to the (CEFR). The scales, which are used across the spectrum of Cambridge ESOL's General and Business English Writing tests, consist of four sub-scales: Content, Communicative Achievement, Organisation, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When marking the tasks, examiners take into account length of responses and varieties of English:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

Business Preliminary Writing Examiners use the following assessment scale, extracted from the overall Writing scales on page 120.

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is, on the whole, informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

Writing Part 2

Candidate E

Dear Mrs Bennett,

Thank you for your letter apply for the post of training assistant. We are happy we can offer you an interview on Monday 5th November at 14.00.

Please can you also send me the names and addresses of two referees?

It is easy to reach our ofice by public transport, as we are very near the Royal Central metro station. Exit the metro station and turn right and our office is on the right. It is very big and has our company name with red letters.

If you have any questions, please ask me.

Yours sincerely,

Examiner comments

Subscale	Mark	Examiner comments
Content	**5**	All content is relevant to the task and the target reader is fully informed. All content elements have been achieved, with some detail.
Communicative Achievement	**5**	The text uses the conventions of the communicative task; appropriate formal register and business letter format. It communicates clearly and holds the target reader's attention and communicates straight forward ideas.
Organisation	**4**	The letter is generally well organised and coherent using linking words (*and... also... as*) and some cohesive devices (*It is very big...*).
Language	**5**	The letter uses a range of everyday vocabulary appropriately (*we are happy we can offer you*). It uses a range of some simple and some complex grammatical forms with a very good degree of control with minimal errors.

Candidate F

Dear Mrs Bennett,

Today I have your letter and c.v.

I can offer you an interview on 5 May at 9.30 am in my office. Please can you confirm? I also request 2 referees. Please send me these quickley.

To reach my office by public transport can you take the train to the square, the city line. My office is on left.

For questions contact me.

I look forward to see you on 5 May.

Yours,

Examiner comments

Subscale	Mark	Examiner Comments
Content	**4**	All content is relevant to the task and the target reader is informed. However, there is a lack of detail in places; e.g. information required on referees.
Communicative Achievement	**3**	The letter uses the conventions of the communicative task in generally appropriate ways to communicate straight forward ideas. There is sometimes a rather brusque effect on the reader (*For questions contact me.*).
Organisation	**3**	The letter is connected and coherent, using basic linking words (*also*) and a limited number of cohesive devices (*please send me these...*).
Language	**4**	The letter uses a range of everyday vocabulary appropriately with some less common lexis (*confirm... city line ...*). Simple grammatical forms are used with a good degree of control. Errors are noticeable but meaning can still be determined and errors do not impede communication (*can you take... quickly... I look forward to see...*).

PRELIMINARY WRITING | PART 2 SAMPLE ANSWERS WITH EXAMINER COMMENTS

Candidate G

Dear Mrs Bennett,

Thank you your letter. We can have interview on Monday 19 of Juli at 3 o'clock. Please bring 2 referees with you.

Our office is easy reach by public transport, especialy autobus. Number 4 comes to our office.

Yours sincerely,

Examiner comments

Subscale	Mark	Examiner comments
Content	3	All content elements are addressed, but in places are unclear (*Please bring 2 referees with you*). The target reader is on the whole informed.
Communicative Achievement	3	The letter uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.
Organisation	2	Although linking words are not evidenced, the logical ordering and backwards reference (*I have received …*) makes this coherent.
Language	3	Everyday language is used generally appropriately. Simple grammatical forms are used with a good degree of control (*Number 4 comes to our office*). Errors are noticeable, but meaning can still be determined (*Juli; Thank you your letter*).

Candidate H

To: Mrs Bennett

I have today acknowledge you letter. We can give interview 24/05/11 and see you then. Thank you. Telling you the best way you can reach you by public transport.

Examiner comments

Subscale	Mark	Examiner comments
Content	2	There are omissions (as the third content point is missing and the fourth point is not fully activated). This means the target reader would only be minimally informed.
Communicative Achievement	2	The conventions of the communicative task are used in generally straightforward ways to communicate simple ideas.
Organisation	2	The text is connected using basic high-frequency linking words and cohesive devices (*and… see you then*).
Language	1	Basic vocabulary is used reasonable appropriately (*expected; hesitate*). Simple grammatical forms are used with some degree of control, but errors may impede meaning (*we were also looking*).

PRELIMINARY | READING

Candidate answer sheet

PRELIMINARY | **WRITING**

You must write within the grey lines.

Part 2: Write your answer in the box below. Write 60 – 80 words.

This section for use by Examiner only
Part 2
MARK

You must write within the grey lines.

Part 1: Write your answer below. Write 30 – 40 words.

This section for use by Examiner only
Part 1
MARK

Business Preliminary
Listening paper

General description

FORMAT	The paper consists of four parts. Each part comprises a recorded text or texts and a Listening task.
TIMING	40 minutes, including time for the transfer of answers to the answer sheet.
NO. OF PARTS	4
NO. OF QUESTIONS	30
TASK TYPES	Multiple-choice questions, gap filling and note taking
TEXT TYPES	Monologues: these include presentations, lectures, announcements and briefings.
	Interacting speakers: these include telephone conversations, face-to-face conversations, interviews and discussions.
ANSWER FORMAT	Candidates are advised to write their answers in the spaces provided on the question paper. There are 5 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading a box or writing a word, or words, on a machine-readable answer sheet.
MARKS	Each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Multiple choice.
	Listening for specific information.
FORMAT	Eight short conversations or monologues of approximately 15–30 seconds each, not linked thematically. Each extract is heard twice.
NO. OF QS	8

PART 2

TASK TYPE AND FOCUS	Note completion.
	Listening for specific information (numbers and letters).
FORMAT	A conversation of approximately 1½ minutes, heard twice.
NO. OF QS	7

PART 3

TASK TYPE AND FOCUS	Note completion.
	Listening for specific information.
FORMAT	A monologue of approximately 2½ minutes, heard twice.
NO. OF QS	7

PART 4

TASK TYPE AND FOCUS	Multiple choice.
	Listening for gist/specific information.
FORMAT	Conversation/interview/discussion between two or more interacting speakers of approximately 3 minutes, heard twice.
NO. OF QS	8

The four parts of the Listening paper

PART 1 3-Option multiple choice

This part tests the candidates' ability to listen for specific information.

📋 *Sample task and answer key: pages 29 and 35.*

⭐ Each correct answer in Part 1 receives 1 mark.

A series of eight short conversations or monologues: each heard twice.

The eight questions in this part of the paper are 3-option multiple-choice questions. For each question, candidates hear a short conversation or monologue, typically lasting around 15 to 30 seconds. Each monologue or dialogue is repeated on the recording in order to give candidates a chance to check their answers. The multiple-choice options may be textual or they may be in the form of pictures, graphs or diagrams.

In the extracts in Part 1, candidates are being tested on their understanding of spoken English used in a range of situations and on their ability to extract factual information.

Alternatively, they may have to identify a trend in a graph, establish the speaker's reason for phoning or identify feelings and opinions. In every case it will be necessary for candidates to follow the conversation closely.

PART 2 Note completion

This part tests the candidates' ability to listen for specific information.

📋 *Sample task and answer key: pages 30 and 35.*

⭐ Each correct answer in Part 2 receives 1 mark.

Short telephone conversation: heard twice.

This part consists of a short conversation, typically lasting around a minute and a half, which contains factual information. On the question paper there is a form, table, chart or set of notes with seven gaps where information is missing. Candidates have to fill in each of the gaps. The answers may include dates, prices, percentages or figures. This part has a numerical focus and sometimes there are names that are spelled out on the recording; answers to these have to be written with correct spelling.

PART 3 Note completion

This part tests the candidates' ability to listen for specific information.

📋 *Sample task and answer key: pages 31 and 35.*

⭐ Each correct answer in Part 3 receives 1 mark.

Monologue: heard twice.

Candidates hear a monologue. On the question paper there is a set of notes or a form with gaps. There are seven gaps to fill in and the answers may be one or two words. On occasion, the key to one of the gaps may be a date.

PART 4 3-Option multiple choice

This part tests the candidates' ability to listen for gist and for specific information.

📋 *Sample task and answer key: pages 31 and 35.*

⭐ Each correct answer in Part 4 receives 1 mark.

Conversation/interview/discussion: heard twice.

This part, which lasts about 3 minutes, contains a longer listening text which generally takes the form of an interview, or a discussion between two or possibly more speakers. There are eight 3-option multiple-choice questions on the question paper and these are always in a written format. In this part of the Listening component, candidates are being tested on their ability to understand the gist of a longer text and to extract detailed and specific information as required by the questions. They may also be tested on the speakers' opinions.

Recording information

The instructions for each task are given on the question paper and are also heard on the recording. Before each text is heard, candidates have time to read through and think about the questions. The length of this preparation time is indicated on the CD. Candidates should use this time to familiarise themselves with the task and begin to make predictions about what they are likely to hear. A variety of voices, styles of delivery and accents are heard in each Listening paper to reflect the various contexts presented in the recordings.

Preparation

The Listening component is carefully paced and candidates are tested on short extracts in Part 1 so that they can gradually 'tune in' to the spoken language and improve their listening skills without losing their place in the test.

Listening can be a very demanding activity and candidates should practise their listening skills regularly, using a wide variety of listening sources. Candidates who enter the Listening test having done this will be at an advantage.

At *Preliminary* level, it is advisable to collect as much listening material as possible that is suitably paced and of an appropriate length. Native speakers speak at many different speeds and some speak much more clearly than others. If it is possible to collect a bank of authentic material that is carefully chosen, this will prove useful practice for students. Otherwise it might be better to make use of specially designed materials for this level.

Prior to listening to recordings, students should be given details of the information they need to listen for. Teachers should discuss the task with the students before they listen and encourage them to listen for clues and prompts that will help them identify the points they need to find.

When listening to longer texts, it is also useful to discuss areas such as:

- the purpose of the speech or conversation
- the speakers' roles
- the speakers' opinions
- the language functions being used
- factual details
- conclusions.

PRELIMINARY | **LISTENING**

PART ONE
Questions 1 – 8

• For questions **1 – 8** you will hear eight short recordings.
• For each question, mark one letter (**A, B** or **C**) for the correct answer.

Example:

When were the machine parts sent?

Monday 31	Tuesday 1	Thursday 3
A	**B**	**C**

The answer is **A**.

• You will hear the eight recordings twice.

1 Which chart is correct?
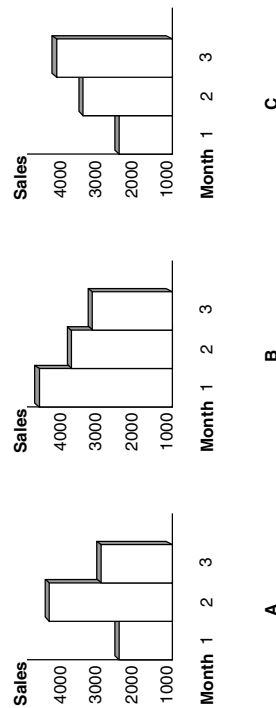
2 What kind of packaging do they decide to use?
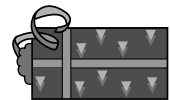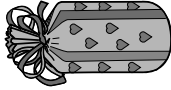
A   B   C

3 Where is Mike going to take the visitors first?

Customer Relations	Production	Warehouse

A   B   C

4 Who is Anne going to write to?

A the clients
B the supplier
C the staff

5 What's the new time for the meeting?

A   B   C

Turn Over ▶

3

6 Which product has been the most successful?

A
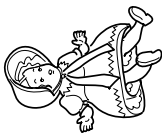
B
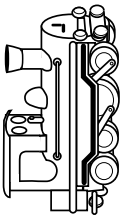
C

7 What is the purpose of the meeting?

A   to look at applications
B   to write a job advertisement
C   to prepare for interviews

8 Which chart shows the company's market share this year?

A

B

C

Turn Over ▶

5

PART TWO
Questions 9 – 15

• Look at the notes below.

• Some information is missing.

• You will hear a manager telephoning Human Resources about vacancies in his department.

• For each question **9 – 15**, fill in the missing information in the numbered space using a **word, numbers** or **letters**.

• You will hear the conversation twice.

Customer Services Vacancies

NUMBER OF VACANCIES: (9) .... *telephone operators*

SALARY: (10) Max. £ ....

TOTAL HOLIDAY (PER ANNUM):   (11) .... *days*

JOB REFERENCE: (12) ....

JOB START DATE: (13) *2002*

LINE MANAGER: (14) *Mr Sue* ....

TEL NUMBER (FOR ENQUIRIES):   (15) ....

6

PRELIMINARY | **LISTENING**

PART THREE
Questions 16 – 22

- Look at the notes about a publisher's plans for promotion this autumn.
- Some information is missing.
- You will hear part of a talk by the company's Marketing Director.
- For each question **16 – 22**, fill in the missing information in the numbered space using **one** or **two** words.
- You will hear the talk twice.

Autumn promotion plans

Main title: pocket dictionary and (16) ....

Advertising space booked in: (17) .... magazine

New colour for display stands: (18) ....

Free gifts include (19) .... and keyrings

Alison has made a deal with (20) ....

For mailing to booksellers in September: (21) ....

Venue for dictionary launch party: (22) ....

Turn Over ▲
7

PART FOUR
Questions 23 – 30

- You will hear a conversation between a senior manager, called Sue, and her assistant, called David.
- For each question **23 – 30**, mark one letter (**A**, **B** or **C**) for the correct answer.
- You will hear the conversation twice.

23 Sue is particularly pleased about the company

  A receiving an award.
  B increasing its share price.
  C getting a new client.

24 What is the main cause of the company's rising costs?

  A import taxes
  B publicity
  C premises

25 Which expenses do they want to reduce?

  A entertainment
  B stationery
  C telephone

26 More training is required because the company has

  A bought new computer software.
  B recruited new members of staff.
  C increased its range of customers.

27 How will the company organise the training?

  A send staff to a college
  B use current staff members
  C employ external trainers

8

9

28 When the next brochure is printed, it will

    A   have an improved design.

    B   include a new product.

    C   contain extra information.

29 What problem are they experiencing with Johnson's?

    A   the quality of goods

    B   the high prices

    C   the speed of deliveries

30 What will they do about the problem with Johnson's?

    A   send them a letter

    B   check every order

    C   contact other suppliers

You now have 10 minutes to transfer your answers to your Answer Sheet.

Tapescript

Part 1. Questions 1–8.

1   Which chart is correct?

M: … and I'm pleased to announce that we've had a small but steady increase in ice cream sales, in spite of the unusually low temperatures in the last three months. We'll see whether this trend continues.

2   What kind of packaging do they decide to use?

F: What packaging do you recommend for the smaller type of bottle?

M: Well, I'd wrap it in clear plastic and tie it at the top.

F: OK. But don't you think a box would be better, perhaps with a pattern on it?

M: Boxes are dull and a pattern on the plastic would look untidy.

F: Right, we'll do as you recommend.

3   Where is Mike going to take the visitors first?

F: Mike, could you show some people round the factory tomorrow?

M: Certainly. The usual tour – from reception to the warehouse?

F: They are particularly interested in our production techniques, so I would start there.

M: OK, and then through customer relations and into the warehouse.

F: Thanks.

4   Who is Anne going to write to?

M: Anne, that supplier we use has become very unreliable, and we've decided to look for another one.

F: Seems a good idea.

M: We don't need to inform our clients, but could you send a note round to all our departments when we've decided who to replace the supplier with?

F: Yes of course.

5   What's the new time for the meeting?

F: What time's the MD back tomorrow?

M: Erm … just after lunch, I think. Why?

F: Well, I've got a meeting tomorrow at a quarter past two, but I need to be here when the MD arrives – I'll rearrange my meeting for three.

M: Well, Paul's coming to that meeting, and he has to leave early.

F: OK, I'll make it a quarter to, then.

6   Which product has been most successful?

M: Our sales figures show that toy trains haven't done very well, although we've sold a reasonable number of the dolls. As for model cars, we've sold so many that we can't produce enough!

7   What is the purpose of the meeting?

F: We've got to fill those vacancies in research urgently. That's why today's meeting's so important.

M: Yes, but the advertisement's only just gone out. Why discuss the interviews now?

F: The closing date is next Friday. It will take us a day to look at the applications. If we decide on the interview questions today that'll save time.

8   Which chart shows the company's market share this year?

F: Is the company doing better this year?

M: It's a mixed picture really. Sales have risen by about 50%, which is excellent, but our total market share is down to 5%, from 20% last year.

Part 2. Questions 9–15.

F: Human Resources, Helen speaking.

M: Hello. It's Alan Thomas, phoning about the vacancies here in Customer Services.

F: I'll just take the details to put in the ad. It's for five telephone operators, isn't it?

M: It was five, but we're busier now and also two staff are leaving this week, so we need eight new people.

F: OK. I'll put that. And are these grade 1 posts, salary 14 to 15,000?

M: Starting salary is 14,000, but I need some people with experience, so we'll pay up to 16,950. That's the top of grade 2.

F: Fine.

M: Holidays, next.

F: The usual 21 days a year?

M: Actually, the telephone staff are working longer shifts now, so they get an extra 12 days off a year. Together it's 33 days.

F: OK. Do you have a reference number for these posts?

M: Yes, it's CS zero eight zero double one.

F: Right. We'll advertise next week, September the 7th. What start date shall I put? The 6th of October?

M: I wanted them to start on the 1st, but your date is better. So, put that.

F: And will you be their line manager, Mr Thomas?

M: They'll actually report to Sue Blackmann, that's double N.

F: And who can people contact?

M: Sue. She's on seven nine five double three five.

F: Right …

Part 3. Questions 16–22.

M: Okay, I just want to update you on our main plans for promotion this autumn. The main campaign will of course be the pocket dictionary, but we also have a reasonable budget for the new road map, which is coming out next month, as you know. For both titles, we've already taken full-page adverts in 'Travel' magazine and I'm also considering space for the dictionary in

that new monthly 'Reference Now'. For window and general shop display, our designer has produced the wonderful stands you can see in the corner. I'm sure you'll agree that the orange is an improvement on the green stands we had last year! Erm, we're looking at a range of free gifts for handing out at exhibitions – currently on order are calendars and keyrings, but possibly in future larger things too, like umbrellas for major clients. I'd like your views on that idea before I go ahead. Alison's managed to negotiate some air time on Radio East and I'm going to visit a TV network on Friday – that's more relevant to our future titles though. Now, publicity material – everything is listed in the annual catalogue, which will be ready to send to booksellers in December. And talking of bookseller mailshots we've also got one going out in September, which will be our information sheet. Finally, I can confirm the venue for the dictionary launch party, which is next month. Some of you know we were trying to get the university library, but in fact, we've now booked the management centre, which will be excellent. Their catering is supposed to be very good …

Part 4. Questions 23–30.

F: There's quite a lot to talk about.

M: Well Sue, it doesn't matter if we don't cover everything today.

F: OK, David, let's see how we go.

M: Things are looking good, aren't they?

F: Definitely. I'm very pleased. We've gone beyond our sales targets. Our share price is stable. And, of course, you know Eurocom were going to move but they've chosen to keep their contract with us after all. But winning the prize for British Exporter of the Year was the best thing, as far as I'm concerned.

M: On the other hand, there is the problem of rising costs.

F: Yes, even though we avoided another rent increase …

M: But all those expensive newspaper advertisements …

F: Yes, that's the real problem. Although they are partly balanced by the decrease in import duties.

M: Mmm … meanwhile, you want to limit our expenses where possible?

F: Yes, certainly. Actually, the budget for entertaining clients is fairly reasonable, and very necessary. It's the cost of phone calls that worries me. It seems far too high.

M: Everyone should be using email wherever possible if you want to save on communications generally. Um, we've already got cheaper paper from the printer's, which is a start.

F: True. Now on to training. We need to be clear where this demand for training is coming from.

M: Well, our own success, basically. Our customer base is expanding all the time. Our staff …

F: … who are up to date with new computer applications …

M: Yes, they're ok for that, but they have to deal with all these new clients. They'll need a wider range of skills than they have at the moment …

F: We could contact the business school. Perhaps they could send us some of their trainers.

M: Or what about the courses they run?

F: But then again, it seems a pity not to use our own training department.

M: Doing it ourselves, you mean? Well, yes … after all, it's the people here who know what we do best and can really understand our needs.

F: I agree. OK, what's next?

M: Um, there's the printing of the new brochure.

F: Is the basic information changing?

M: I shouldn't think so but the whole thing really needs to look a bit better. The current one just doesn't give the right idea at all …

F: Much too old-fashioned. Yes, a new presentation, a proper layout. What about out-of-date products?

M: Steve's already taken them out. Now, do you want to talk about the supplier situation?

F: You mean the situation with Johnson's?

M: Yes, they're just not giving us what we need. Their prices have always seemed very reasonable, but the products aren't good enough. There's no point being cheap and on time if we don't actually get what we want.

F: Right, well, we need to deal with the situation. What contact have you had with them?

M: I wrote to them twice last month, and it didn't seem to have any real effect. We've looked at every order as it comes in, so we already have a fairly clear picture of the problem.

F: Hmm … I think you should start by ringing some other firms, see if they can match Johnson's deal. Then I'll make a decision.

M: Right. Great, we did manage to discuss everything.

F: Yes, good.

Answer key

Q	Part One
1	C
2	A
3	B
4	C
5	B
6	A
7	C
8	A

Q	Part Two
9	8 (Telephone operators)
10	£16,950
11	33 Days
12	CS08011
13	6th October 2002 6/12/2002
14	Ms Sue Blackmann
15	795335

Q	Part Three
16	New road maps
17	Travel magazine
18	Orange
19	Calendars
20	Radio East
21	Our information sheet
22	The Management Centre

Q	Part Four
23	A
24	B
25	C
26	C
27	B
28	A
29	A
30	C

PRELIMINARY | **LISTENING**

Candidate answer sheet

UNIVERSITY of CAMBRIDGE
ESOL Examinations

PRELIMINARY

Centre No.

Candidate No.

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate's Signature

Examination Title

Centre

**Examination
Details**

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ☐

BEC Preliminary Listening Answer Sheet

Instructions
Use a PENCIL (B or HB).
Rub out any answer you wish to change with an eraser.

For Parts 1 and 4:
Mark one box for each answer.
For example:
If you think C is the right answer to the question, mark your answer sheet like this:

0 | A | B | C

For Parts 2 and 3:
Write your answer clearly in CAPITAL LETTERS. Write one letter in each box.
If the answer has more than one word, leave one box empty between words.
For example:

0 | Y | O | U | R | | A | N | S | W | E | R

Part 1

	A	B	C
1			
2			
3			
4			
5			
6			
7			
8			

Part 2

9
10
11
12
13
14
15

1 9 0
1 10 0
1 11 0
1 12 0
1 13 0
1 14 0
1 15 0

Turn over for Parts 3 and 4 ▲

DP456/356

BEC P - L

Part 3

16
17
18
19
20
21
22

1 16 0
1 17 0
1 18 0
1 19 0
1 20 0
1 21 0
1 22 0

Part 4

	A	B	C
23			
24			
25			
26			
27			
28			
29			
30			

Business Preliminary
Speaking paper

General description

FORMAT	The Speaking test consists of three parts.
TIMING	12 minutes.
NO. OF PARTS	3
INTERACTION PATTERN	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or by providing cues for candidates. The other acts as assessor only and does not join in the interaction.
TASK TYPES	Short exchanges with the interlocutor; a mini-presentation by each candidate; a collaborative task which candidates do together.
TASK FOCUS	Exchanging personal and factual information, expressing and finding out about attitudes and opinions.
MARKS	The interlocutor gives an impression mark based on a global achievement scale, while the assessor applies detailed analytical scales and gives separate marks for Grammar, Vocabulary, Discourse Management, Pronunciation and Interactive Communication.

Structure and tasks

PART 1

TASK TYPES AND FORMAT	Conversation between the interlocutor and each candidate. The interlocutor encourages the candidates to give information about themselves and to express personal opinions.
FOCUS	General interaction and social language.
TIMING	2 minutes.

PART 2

TASK TYPES AND FORMAT	A 'mini-presentation' by each candidate on a business theme. The candidates are given prompts which generate a short talk on a business-related topic.
FOCUS	Organising a larger unit of discourse. Giving information and expressing opinions.
TIMING	5 minutes (including a 1-minute 'long turn' for each candidate).

PART 3

TASK TYPES AND FORMAT	A collaborative task which candidates do together. The candidates are presented with a scenario supported by visual or written prompts which generate a discussion. The interlocutor extends the discussion with further spoken prompts.
FOCUS	Turn-taking (initiating and responding appropriately), negotiating, collaborating, exchanging information, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, comparing and contrasting, and decision-making.
TIMING	5 minutes.

The three parts of the Speaking paper

Format

The paired format of the *Preliminary* Speaking test (two examiners and two candidates) offers candidates the opportunity to demonstrate, in a controlled but non-threatening environment, their ability to use their spoken language skills effectively in a range of contexts. The test lasts 12 minutes. One examiner, the interlocutor, conducts the test and gives a global assessment mark for each candidate's performance. The other, the assessor, does not take any part in the interaction but focuses solely on listening to and making an assessment of certain aspects of the candidates' oral proficiency.

At the end of the Speaking test, candidates are thanked for attending but are given no indication of the level of their achievement.

The standard format is two examiners and two candidates, and wherever possible this will be the form which the Speaking test will take. In cases where there is an uneven number of candidates at a centre, the last test of the session will be taken by three candidates together instead of two. The test format, test materials and procedure will remain unchanged but the timing will be longer: 14 minutes instead of 12.

The Speaking test consists of three parts, each of which is assessed. Throughout the test the interactional pattern will vary: between the interlocutor and each candidate, between the two candidates, and among all three. The patterns of discourse vary within each part of the test.

PART 1 Interview

This part tests the candidates' ability to respond to questions and to express opinions.

In the first part of the test, the interlocutor addresses each candidate in turn and asks them questions about themselves and their opinions. The questions will be slightly different for each candidate, and candidates are not addressed in strict sequence. In this part of the test, candidates are being tested on their ability to talk briefly about themselves, to provide concise information on where they come from and their job/ studies. Candidates are then required to perform simple functions such as agreeing and disagreeing, and expressing opinions and preferences in the second part of Part 1, which focuses on a business-related topic.

PART 2 Long turn

This part tests the candidates' ability to sustain a 'long turn'.

> 📝 *Sample task and assessment criteria: pages 41, 42 and 44.*

The second part of the test is a 'mini-presentation'. In this part, each candidate is given a choice of two topics and has 1 minute to prepare a piece of extended speech lasting approximately 1 minute. After each candidate has finished speaking the next candidate is asked which of the bullet points they think is the most important. In this part of the test candidates are being tested on their ability to sustain their talk accurately and appropriately.

PART 3 Collaborative task

This part tests the candidates' ability to communicate with one another, negotiate, initiate, and respond in an appropriate way.

> 📝 *Sample task and assessment criteria: pages 43 and 44.*

The third part of the test is a conversation between the candidates. The interlocutor outlines a scenario and provides prompts in the form of black and white pictures or written text to help the candidates. The candidates are asked to speak for about 2 minutes. The interlocutor supports the conversation, as appropriate, and then asks further questions related to the main theme. In this part of the test, candidates are being tested on their ability to interact appropriately using relevant functional language and strategies.

Preparation

General

- It is important to familiarise candidates with the format of the test before it takes place, and a Speaking test video with worksheets and notes for the teacher is available for this purpose from Cambridge ESOL publications. For an order form, please go to our website and click on Publications.
- Candidates can be further prepared through the use of pair and group activities in class as well as test practice material.
- It may be necessary for teachers to explain the benefits of the paired test format. The primary purpose is to sample a wider range of discourse than can be elicited from an individual interview, in particular allowing the assessment to focus on the interactive nature of oral communication.

By part

PART 1

- Part 1 of the test is in an interview format. Classroom activities such as pair or group work where candidates exchange information are useful preparation for this part of the test. Practice of simple repair strategies such as asking for repetition or clarification is useful.

PART 2

- Part 2 requires a longer turn. Classroom activities which encourage longer contributions prepare candidates for this part of the test. Discussions as well as short talks or presentations are ideal. Preparation might also include a focus on simple discourse markers and connectors.

PART 3

- Part 3 is a discussion. Classroom activities which encourage candidates to interact well with each other, such as pair and group work, are good preparation.
- Candidates should be encouraged to interact appropriately by taking turns to speak.
- It is also a good idea to encourage students to change partners in class so that they grow accustomed to interacting with a variety of people, some of whom they do not know well. Practice of particular functions such as giving opinions, agreeing and disagreeing, etc, is also useful.

N.B. In some centres candidates from the same school are paired together. However, where candidates from a number of different educational establishments are entered at the same centre, some candidates may find that they are paired with a candidate from another establishment. Students should check with the centre through which they are entering to find out the local procedure.

PRELIMINARY | SPEAKING

Tasks are included from Parts 2 and 3 of the Speaking test, together with the interlocutor frame for these parts.

Material is not included for Part 1, in which the interlocutor asks the candidates questions directly, rather than asking them to perform a task

1

A: What is important when…?

Choosing a part-time job

- Working hours
- Responsibilities
- Pay

B: What is important when…?

Attending a conference

- Topics
- Venue
- Cost

1

Gifts

- calendar
- diary
- t-shirt
- calculator
- golf umbrella
- wall clock
- pens
- baseball caps

2

A: What is important when…?

Joining a computer skills course

- Course materials
- Trainer
- Number of participants in group

B: What is important when…?

Choosing a delivery company

- Speed of service
- Cost
- Personal recommendation

PRELIMINARY | SPEAKING

1

A: What is important when…?

Choosing a part-time job

- Working hours
- Responsibilities
- Pay

Are **working hours** important? (Why?/Why not?)
Are the **responsibilities** important? (Why?/Why not?)
How important is the **pay**? (Why?/Why not?)

Select from the following additional prompts (if the above have already been covered):

How important is the **location** of the job? (Why?/Why not?)
How important are **colleagues**? (Why?/Why not?)
Is it important that the work is **interesting**? (Why?/Why not?)

B: What is important when…?

Attending a conference

- Topics
- Venue
- Cost

Are the **topics** important? (Why?/Why not?)
Is the **venue** important? (Why?/Why not?)
How important is the **cost**? (Why?/Why not?)

Select from the following additional prompts (if the above have already been covered):

Is it useful to know who the **speakers** are? (Why?/Why not?)
Is the **number** of people attending important? (Why?/Why not?)
Is the **length** of the conference important? (Why?/Why not?)

PART 2 5 minutes (6 minutes for groups of three)

Now, in this part of the test, I'm going to give each of you a choice of two different topics. I'd like you to choose one topic and give a short presentation on it for about a minute. You will have a minute to prepare this and you can make notes if you want.

All right? Here are your topics. Please don't write anything on the booklet.

[Hand each candidate a Part 2 booklet (open at appropriate task) and a pencil and paper for notes.]

🕐 60 seconds

Now, B, which topic have you chosen, A or B?
Would you like to show A your task and tell us what you think is important when *[Interlocutor states candidate's chosen topic]?*

🕐 about 60 seconds

Thank you. Now, A, which do you think is most important: *[Interlocutor reads out bullet points]?*

Thank you. Now, A, which topic have you chosen, A or B?
Would you like to show B your task and tell us what you think is important when *[Interlocutor states candidate's chosen topic]?*

🕐 about 60 seconds

Thank you. Now, B, which do you think is most important: *[Interlocutor reads out bullet points]?*

Thank you.

Can I have the booklets, please?

[Retrieve Part 2 booklets, pencils and paper.]

2

A: What is important when…?

Joining a computer skills course

- Course materials
- Trainer
- Number of participants in group

Back up questions

Are **course materials** important? (Why?/Why not?)
Is it important who the **trainer** is? (Why?/Why not?)
How important is the **number of participants** in the group? (Why?)

Select from the following additional prompts (if the above have already been covered):

Are opportunities to **get qualifications** essential? (Why?/Why not?)
How important is **cost**?
Is it important **how long** each lesson is?

B: What is important when…?

Choosing a delivery company

- Speed of service
- Cost
- Personal recommendation

Back up questions

Is **speed of service** important? (Why?/Why not?)
How important is **cost**? (Why?/Why not?)
Are **personal recommendations** important? (Why?/Why not?)

Select from the following additional prompts (if the above have already been covered):

How important are **discounts**?
Is it important for the delivery company to include **insurance**? (Why?/Why not?)
How important is the **size** of the delivery company? (Why?/Why not?)

PART 2 5 minutes (6 minutes for groups of three)

Now, in this part of the test, I'm going to give each of you a choice of two different topics. I'd like you to choose one topic and give a short presentation on it for about a minute. You will have a minute to prepare this and you can make notes if you want.

All right? Here are your topics. Please don't write anything on the booklet.

[Hand each candidate a Part 2 booklet (open at appropriate task) and a pencil and paper for notes.]

⏱ *60 seconds*

Now, *B*, which topic have you chosen, A or B?
Would you like to show *A* your task and tell us what you think is important when *[Interlocutor states candidate's chosen topic]*?

⏱ *about 60 seconds*

Thank you. Now, *A*, which do you think is most important: *[Interlocutor reads out bullet points]*?

Thank you. Now, *A*, which topic have you chosen, A or B?
Would you like to show *B* your task and tell us what you think is important when *[Interlocutor states candidate's chosen topic]*?

⏱ *about 60 seconds*

Thank you. Now, *B*, which do you think is most important: *[Interlocutor reads out bullet points]*?

Thank you.

Can I have the booklets, please?

[Retrieve Part 2 booklets, pencils and paper.]

PRELIMINARY | SPEAKING

1

Gifts

- calendar
- diary
- t-shirt
- calculator
- golf umbrella
- wall clock
- pens
- baseball caps

PART 3 5 minutes (7 minutes for groups of three)

Now, in this part of the test you are going to talk about something together.

I'm going to describe a situation.

A large company is choosing some gifts to help promote their company. Talk together for about 2 minutes about the different gifts and decide which 3 would be the most suitable.

Here are some ideas to help you.

[Place the Part 3 booklet open at task 1 in front of the candidates so that they can both see it.]

I'll describe the situation again.

A large company is choosing some gifts to help promote their company. Talk together for about 2 minutes about the different gifts and decide which 3 would be the most suitable.

Now talk together. Please speak so that we can hear you.

🕐 about 2 minutes

Can I have the booklet, please?

[Retrieve Part 3 booklet.]

[Select one or more of the following questions, as appropriate, to redress any imbalance between candidates in Part 3, or to extend the discussion.]

- What kind of gift would you find the most useful? (Why?)
- Do you think promotional gifts should be expensive? (Why?/Why not?)
- Who should companies give promotional gifts to? (Why?)
- Why is it important for companies to give gifts to their clients?
- What other ways are there to promote a company?

Thank you. That is the end of the test.

Assessment of Speaking

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge ESOL for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners; the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for Global Achievement using the Global achievement scale.

Assessment for *Preliminary* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales.

Preliminary Speaking examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 119.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	*Performance below Band 1.*			

B1	Global Achievement
5	• Handles communication on familiar topics, despite some hesitation. • Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
4	*Performance shares features of Bands 3 and 5.*
3	• Handles communication in everyday situations, despite hesitation. • Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
2	*Performance shares features of Bands 1 and 3.*
1	• Conveys basic meaning in very familiar everyday situations. • Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.
0	*Performance below Band 1.*

A Cambridge ESOL Speaking assessment glossary of terms is available on page 121-122

Business Vantage
Reading paper

General description

FORMAT	The paper consists of a range of business-related texts and accompanying tasks. A text may consist of several short sections.
TIMING	1 hour.
NO. OF PARTS	There are five parts. Parts 1 to 3 test candidates' reading comprehension. Parts 4 and 5 test candidates' understanding of the meaning of written English at word, phrase, sentence and paragraph level.
NO. OF QS	45
TASK TYPES	Matching, 4-option multiple choice, 4-option multiple-choice cloze, proofreading.
TEXT TYPES	Informational texts, articles and reports.
LENGTH OF TEXT	150–550 words per text.
ANSWER FORMAT	Candidates indicate answers by shading a box or writing a word on a machine-readable answer sheet.
MARKS	All questions carry 1 mark.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Matching. Scanning and reading for gist.
FORMAT	Candidates are required to produce an internal communication based on a rubric only (plus layout of output text type).
NO. OF QS	7

PART 2

TASK TYPE AND FOCUS	Matching. Understanding text structure.
FORMAT	Single text: article, report, etc. with sentence-length gaps. Whole text approximately 450–550 words in total.
NO. OF QS	5

PART 3

TASK TYPE AND FOCUS	Multiple choice. Reading for gist and specific information.
FORMAT	Single text of approximately 450–550 words.
NO. OF QS	6

PART 4

TASK TYPE AND FOCUS	Multiple-choice cloze. Vocabulary and structure.
FORMAT	A single informational text with lexical gaps (text including gapped words approximately 200–300 words).
NO. OF QS	15

PART 5

TASK TYPE AND FOCUS	Proofreading. Understanding sentence structure and error identification.
FORMAT	Short text (approximately 150–200 words). Identification of additional unnecessary words in text.
NO. OF QS	12

The five parts of the Reading paper

PART 1 Matching

In this part, there is an emphasis on scanning and reading for gist.

📝 *Sample task and answer key: pages 48 and 53.*

⭐ Each correct answer in Part 1 receives 1 mark.

This is a matching task. There are four short texts on a related theme (e.g. descriptions of a group of products, or advertisements for jobs) or a single text divided into four sections. Sources of original texts may be the general and business press, company literature and books on topics such as management. Texts may be edited, but the source is authentic. Although the context of each text is similar, there is also information that is particular to each text. The texts are labelled A–D. Candidates are presented with a set of seven statements or phrases related to the texts. They are expected to match each one to the relevant text.

Questions in this part tend to focus mostly on the identification of specific information and detail, although some questions may focus on gist.

PART 2 Matching

In this part, there is an emphasis on understanding text structure.

📝 *Sample task and answer key: pages 49 and 53.*

⭐ Each correct answer in Part 2 receives 1 mark.

This is a matching task, comprising a text that has had six sentences removed from it, and a set of seven sentences labelled A–G. Candidates are required to match each gap with the sentence which they think fits in terms of meaning and structure. The first gap is always given as an example so that candidates have five gaps left to complete. When the task is completed, one sentence remains, which is not used.

The texts for this part are chosen because of their clear line of thought or argument, which can still be discerned by the reader with the sentences removed. Only one sentence fits each gap. Sources of original texts may be the general and business press, company literature and books on topics such as management. Texts may be edited, but the source is authentic.

This part tests understanding of text structure as well as meaning, and, the gaps are reasonably far apart so that candidates can successfully anticipate the appropriate lexical and grammatical features of the missing sentence. Candidates can be expected to be tested on a variety of cohesive features with either a backward or a forward reference or both, sometimes going beyond sentence level. Thus, while selecting the appropriate sentence for a gap, they should read before and after the text to ensure that it fits well. At the end of this part, they should read through the entire text, inserting the gapped sentences as they go along, to ensure that the information is coherent.

PART 3 4-Option multiple choice

In this part, there is an emphasis on reading for gist and specific information.

📝 *Sample task and answer key: pages 50 and 53.*

⭐ Each correct answer in Part 3 receives 1 mark.

This task consists of a text accompanied by 4-option multiple-choice questions. The stem of a multiple-choice question may take the form of a question or an incomplete sentence. There are six questions, which are placed after the text. Sources of original texts may be the general and business press, company literature and books on topics such as management. Texts may be edited, but the source is authentic.

PART 4 4-Option multiple-choice cloze

This part tests the candidate's understanding of vocabulary and structure.

📝 *Sample task and answer key: pages 51 and 53.*

⭐ Each correct answer in Part 4 receives 1 mark.

This is a multiple-choice cloze with 15 gaps, most of which test lexical items, and may focus on correct word choice, lexical collocations and fixed phrases. The texts chosen for this part come from varied sources but they all have a straightforward message or meaning, so that candidates are being tested on vocabulary and not on their comprehension of the passage. Texts may be edited, but the source is authentic.

PART 5 Proofreading

This part tests the candidate's understanding of sentence structure and their ability to identify errors.

📝 *Sample task and answer key: pages 52 and 53.*

⭐ Each correct answer in Part 5 receives 1 mark.

In this task, candidates identify words that have been introduced into a text in error.

This exercise is related to the 'real-world' task of checking a text for errors, and suitable text types therefore include letters, publicity materials, articles, etc. The text contains 12 numbered lines, which are the test questions. Further lines at the end may complete the text, but these are not test questions. Sources of original texts may be the general and business press, company literature and books on topics such as management. Texts may be edited, but the source is authentic.

Preparation

General

- Make sure the students read as widely as possible in class and at home. Classroom reading can include a range of reading texts from authentic sources such as business magazines and web pages, as well as Business English course books. Encourage students to interact fully with each text by focusing on pre-reading questions. These stimulate interest in the topic dealt with by the text and train students in prediction techniques.

- It is useful for students to refer to dictionaries and grammar books while studying. However, they should also be encouraged to read texts without thinking that they need to understand every word. They are not allowed to use a dictionary in the examination and they should be trained to try to guess the meaning of unknown words from the context. Students sometimes spend too long processing the text at word level rather than trying to get a more 'top down' view of what it is about.

- It is important to make sure the students are familiar with the standard format of the test by going through the sample materials with them.

- Make sure students are familiar with the instructions on the front page of the question paper, and for each part of the test. They should also be familiar with the technique of indicating their answer on the separate answer sheet, so that they can do this quickly and accurately. They will need to be shown how to do this and to practise in a timed exercise. They need to think about the relative merits of transferring their answers onto the answer sheet at the end of each task or waiting until the end of the test. If they find it difficult to complete the parts in the time allowed, it may be wiser to transfer answers after each part.

- When students are familiar with the different task types, it is a good idea to discuss which parts take them longer to complete. Following this discussion, you may wish to suggest possible timings for each task. Students may prefer to attempt tasks which they find easier first. The outcome of the discussion will also help you to decide which sections of the paper to focus on for further practice and may lead on to assistance with faster reading strategies.

- Remind students to check the spelling of their answers to Parts 2 and 3, as incorrect spelling of their answers is penalised, and to write clearly and in capital letters.

By part

PART 1

- Present students with sets of related short texts (e.g. job advertisements for hotels, etc.) from newspapers, magazines and brochures.

- Longer texts may also be divided into sub-headed sections.

- Students should be encouraged to identify facts or ideas within each text, describing how the texts are similar and what differences they contain.

- The register or style of the task sentences is likely to differ from that of the texts, and students should be given practice in recognising the same information in different styles, e.g. by rewriting advertisements in objective prose.

- The task is designed to go beyond simple word-matching, and students will need to practise paraphrasing.

- Activities that help students to identify target information from otherwise superfluous text (e.g. choosing what to watch from television listings) would be beneficial.

- Above all, students should treat the task as an example of information-processing skills which are frequently employed in social and professional life.

PART 2

- This task requires an overt focus on cohesion and coherence to which many students may not be accustomed.

- It is helpful for students to reassemble texts that have been cut up, discussing why texts fit together as they do.

- It is useful for students to discuss why sentences do or do not fit together.

- Students can benefit from altering the cohesion of texts to make sentences that do not fit together do so, and vice versa.

- Since culture affects discourse, including the order of argument development, discussions exploring this are beneficial.

- The cut and paste functions of word-processing, where available, can be exploited for this task.

PART 3

- Multiple-choice questions are a familiar and long-standing type of test; here they are used to test opinion and inference rather than straightforward facts.

- Correct answers are not designed to depend on simple word matching, and students' ability to interpret paraphrasing should be developed.

- Students should be encouraged to pursue their own interpretation of relevant parts of the text and then check their idea against the options offered, rather than reading all the options first.

- It could be useful for students to be given perhaps one of the wrong options only, and for them to try to write the correct answer and another wrong option.

PART 4

- It is important for students to appreciate that the correct answer in each case is correct in relation to the gap itself, rather than in relation to the other three options.

- It is worth emphasising that this task tests lexical and collocational knowledge, and that the best (if not the only) route to this knowledge is to read widely within the kinds of texts that the task employs.

- It is worth discussing what aspects of linguistic knowledge are tested (collocations, fixed phrases, register, etc.).

- It might be useful to give students gapped texts and have them produce alternative words which fit or do not fit the gaps.

- Any vocabulary-building activity is likely to be helpful in preparing for this task.

PART 5

- Students should be reminded that this task represents a 'real-world' task.

- Any work on error analysis is likely to be helpful for this task.

- A reverse of the exercise (giving students texts with missing words) might prove beneficial.

VANTAGE | READING

A

Market awareness of the mobile telephone has exploded and the retailer who specialises in mobile phones is seeing growth like never before. Admittedly, some customers buy their first mobile phone in the supermarket, but for advice, add-ons and particular services they turn to the specialist. There are a large number of mobile phone retailers and I can't help but feel the market only has room for four players. Undoubtedly, customer service is the factor that differentiates operators and I think this year we will probably see rationalisation in the sector.

B

When I first started in the industry, mobile phones were retailing at a thousand pounds and were as large as box files. Now, prices are constantly being driven down and handsets are considerably more compact. There is intense competition between the network providers, and every time they lower their tariffs, more people come into the market. This will continue, and while retail dealers' profits will be affected dramatically, network providers will have to generate more revenue by offering internet provision and data services to the mobile user.

C

Over a few years, prices have dropped sharply and technological advances have meant products have changed – and are changing. Successful retailers must try to keep on top of these developments and invest in the training of employees so they are able to offer impartial advice to customers. E-commerce is taking off but this won't necessarily replace traditional retail outlets. In order to stand out, you need innovative ideas on customer service. We don't believe in criticising other retailers, but there's nothing particularly exciting out there at present.

D

The mobile phone business is behaving like the internet industry in take-up and the pace of innovation, and it's important not to be left behind. We must continue to innovate in delivering the product to the customer. In terms of service provision, you can draw comparisons between us and our closest rival, but clearly all the main mobile phone retailers have succeeded in taking the industry forward. Growth has accelerated rapidly and the mobile telephone has changed from simply being a business tool, to being a means of communication for everyone.

Turn Over ▶

3

PART ONE
Questions 1 – 7

- Look at the statements below and the comments given on the opposite page by mobile phone retailers.
- Which section (**A**, **B**, **C** or **D**) does each statement **1 – 7** refer to?
- For each statement **1 – 7**, mark one letter (**A**, **B**, **C** or **D**) on your Answer Sheet.
- You will need to use some of these letters more than once.

Example:

0   the extent to which mobile phones have changed in size

0	A ☐	B ☐	C ■	D ☐

1   the need for retail staff to stay informed about the mobile phones they are selling

2   the belief that the market will not sustain the present number of mobile phone retailers

3   the use of mobile phones no longer being restricted to a specific group of people

4   the relationship between charges and the number of mobile phone users

5   a negative view of competing mobile phone retailers

6   a comparison between change in the mobile phone industry and that in a different sector

7   those services available at mobile phone outlets that are not provided by other retailers

2

VANTAGE | READING

PART TWO

Questions 8 – 12

- Read the article below about a survey of businesswomen staying in hotels.
- Choose the best sentence from the opposite page to fill each of the gaps.
- For each gap **8 – 12**, mark one letter (**A – G**) on your Answer Sheet.
- Do not use any letter more than once.
- There is an example at the beginning, (**0**).

Hotels Failing Businesswomen

Hoteliers should take note because they are facing serious criticism! Women account for more than half of all business travellers, but hotels are not doing enough for them. (**0**) ..... G ..... . These show that the number of complaints made about the way women guests are treated is increasing.

The Bartonsfield Hotel in London also conducted a recent survey of UK businesswomen, which reveals that 70% feel they receive an inferior service. (**8**) .... The attitude of hotel staff made them feel out of place in public areas; for example, 62% chose to eat in their rooms because they were made to feel uncomfortable by staff when dining alone. (**9**) .... Four years ago, for example, a similar survey had revealed that a significant number of women travelling alone and wishing to use the hotel restaurant were actually turned away.

Many of the suggestions for improved services put forward by the Business Travel Association are relatively simple. (**10**) .... Placing tables in restaurants in a way that allows the head waiter to introduce guests to one another, so they can

choose to sit together over a meal, was a further suggestion. Guests in the dining room would then have the opportunity to meet up with others who might, for example, be attending the same conference, or have the same business interests.

Wendy Manning, executive manager of the Bartonsfield Hotel, agreed with the Business Travel Association that hotel star ratings should be influenced by the level of service they offer to female business guests. (**11**) .... 'Our survey highlighted the unwillingness of many women to air their views if they are treated badly,' Wendy Manning pointed out.

A group of influential businesswomen recently met to discuss the results of the Business Travel Association questionnaire. They suggested that businesswomen should not hesitate to make it clear if they have a problem. (**12**) .... Once clients have gone, it is all too easy for the issue to be ignored by hotel managers, and it will also be forgotten by the overworked business executives themselves.

Example:

0	A	B	C	D	E	F	G
							■

A The hotel staff assumed they should be booked into the same room.

B But there is clear evidence that things are slowly improving.

C This would enable women to make an informed choice about a hotel, and they would not be placed in the uncomfortable position of having to complain about poor service.

D It is advisable for them to do this during their stay rather than waiting until they check out.

E Making sure that facilities in guest bedrooms cater equally for the needs of male and female guests is one such idea.

F Most of the women, when questioned further, thought that the reason for this was that they were female and travelling alone.

G This is evident from the results of a questionnaire distributed to hotel guests by the Business Travel Association.

Turn Over ▶

5

4

PART THREE
Questions 13 – 18

- Read the article below about product cycles and the questions on the opposite page.

- For each question **13 – 18**, mark one letter (**A, B, C** or **D**) on your Answer Sheet for the answer you choose.

Product Life Cycles and Sales Strategy

One of the most important concepts in sales management and marketing is that of the product life cycle. This is a historical record of the life of a product, showing the stage in its life the product has reached at a particular time. By identifying the stage that a product is in or may be heading towards, companies can formulate better marketing plans. All products have 'lives' in as much as they are created, sell with varying profitability over a period of time, and then become obsolete and are replaced or simply no longer produced. A product's sales position and profitability can be expected to fluctuate over time and so, at each successive stage in the product's cycle, it is necessary to adopt different tactics.

The two main features of the product life cycle are unit sales and unit profit. The unit sales figures usually jump on introduction, as a response to heavy advertising and promotion, as customers buy the product experimentally. This is generally followed by a levelling off while it is evaluated – the length of this period depending on the use to which the product is put. Then, unit sales rise steadily through the growth phase to the maturity phase, when the product is widely accepted, and so on to saturation level. By this time, competitors will have entered the market with their own version and, from this point, the sales team will have to work even harder to win all additional sales. Eventually, the product's sales decline as better versions enter the market and competition becomes too strong.

In retrospect, most firms know what happened to their products from launch to withdrawal. They can

compile this information from the records of unit sales.

Unfortunately, unit sales are not the complete story as it is unit profit that is the decisive factor, although this is not always recorded accurately. It is this figure that sales management has to monitor, though, to ensure an effective marketing strategy and to produce effective profits.

At launch, the product is costed accurately on the basis of production costs plus selling costs. Initially these remain fairly stable, but, when the product is proving successful, competitors will bring out their own 'copy-cat' products. With a competitor in the field, the original firm has to respond in order to maintain its market position. It can run special sales promotions, improve deliveries, make more frequent sales calls and so on. Often the extra expenditure is not accurately charged to the product and the result is that, long before unit sales are noticeably falling, the unit profit has already fallen.

The product life cycle, then, presents a picture of what happened in the product's 'lifetime', so how can this be used as an ongoing aid to management decision-making? Every sales manager has a chart on which the progress of sales is plotted and this can be used as a guide to the stage of development each product is currently in. An essential management skill is being able to interpret sales results and draw in the stages as they occur. Deciding where each stage begins and ends can be a random exercise, though usually the stages are based on where the rate of sales growth or decline becomes pronounced.

13 According to the text, the end of a product's life cycle is marked by

   A a sharp rise in production costs.

   B the product becoming outdated.

   C an increase in customer complaints.

   D less support from sales management.

14 What does the writer say about sales management in the first paragraph?

   A Companies should spend more time on their sales planning.

   B There are many managers who need to improve their sales performance.

   C Most sales managers fail to recognise which stage a product has reached.

   D The sales approach should change with each phase of the product life cycle.

15 According to the text, a greater sales effort is required for a product when

   A it is particularly innovative.

   B the advertising budget has been cut.

   C rival companies start to produce something similar.

   D consumer interest switches to a new product category.

16 According to the text, a good marketing strategy must primarily be concerned with

   A sales statistics.

   B product details.

   C consumer data.

   D profit information.

17 According to the text, profit levels may fail to correspond to the volume of sales because

   A the full selling costs have not been taken into account.

   B the production costs were not estimated correctly.

   C there are unforeseen problems with distribution.

   D there has been a lack of economic stability.

18 What does the writer say about the charts that show sales progress?

   A It is a matter of judgement where one sales phase finishes and another begins.

   B Managers should review policy when a sharp fall in sales is indicated.

   C It is difficult to see how sales charts can provide sufficient guidance to managers.

   D Managers should get confirmation of the data they plot on the sales charts.

PART FOUR
Questions 19 – 33

- Read the advice below about the use of technology in presentations.
- Choose the best word to fill each gap from **A, B, C** or **D** on the opposite page.
- For each question **19 – 33**, mark one letter (**A, B, C** or **D**) on your Answer Sheet.
- There is an example at the beginning, **(0)**.

Guidelines for giving Presentations

Most presentations today **(0)** ...*B*... on the use of some sort of technology, such as a laptop computer linked to a projector. While this technology can help to **(19)** ...... presentations better, it also has a **(20)** ...... of getting in the way. As a general **(21)** ......, it is better to **(22)** ...... on the content of a presentation as a means of **(23)** ...... your audience's attention, rather than relying on sophisticated equipment.

Bear in mind that when an organisation invites **(24)** ...... for a contract, they may **(25)** ...... four or five presentations from different companies on the same day. Each of these companies will probably be using the same computer graphics **(26)** ...... and the same equipment. The chances are the presentations will be similar too.

That's why the content and **(27)** ...... of what you say are important. Think about what you want to say and how to say it as clearly as possible. As a first step, you need to **(28)** ...... the main points you want to get across. Audiences are easily bored and **(29)** ...... to remember only the most entertaining, exciting or unusual ideas.

Next create your materials, choosing the images for your presentation carefully. Remember you do not want to stop your audience from listening to you, nor do you want to **(30)** ...... them.

Finally, make all the necessary **(31)** ...... for the equipment you need. If technology is to be an important **(32)** ...... of your presentation, make sure you know how to use it **(33)** ...... and test it out beforehand.

Example:

	A	B	C	D
0	calculate	depend	determine	lean

	A	B	C	D
19	produce	make	construct	build
20	behaviour	habit	practice	routine
21	method	law	rule	course
22	focus	define	target	direct
23	gaining	acquiring	collecting	taking
24	requests	calls	bids	commands
25	appoint	programme	schedule	catalogue
26	parcels	packets	bundles	packages
27	formation	design	structure	system
28	catalogue	label	mark	identify
29	point	tend	lead	move
30	disorder	mistake	confuse	complicate
31	appointments	procedures	arrangements	organisations
32	share	role	function	element
33	precisely	suitably	properly	accurately

9

8

PART FIVE
Questions 34 – 45

- Read the article below about a training company.
- In most of the lines **34 – 45** there is one extra word. It is either grammatically incorrect or does not fit in with the meaning of the text. Some lines, however, are correct.
- If a line is correct, write **CORRECT** on your Answer Sheet.
- If there is an extra word in the line, write **the extra word** in CAPITAL LETTERS on your Answer Sheet.
- The exercise begins with two examples, **(0)** and **(00)**.

Examples

0		U	S
00	C	O	R	R	E	C	T

Training Provision

0	There is little doubt that training has become so an accepted part of business but it is
00	equally true that companies take a much less scientific approach than they should. A
34	recent study suggested us that, while UK organisations spend nearly £10bn a year on
35	training, 37% of them have never evaluated that expenditure in strict terms of business
36	impact. Yet if training activities that are run along the same lines as other business
37	operations, in ways that maximise with opportunities, it becomes easier for training
38	organisations to help companies meet strategic goals. One organisation showing an
39	awareness of what this principle is CT Solutions, a training business that has its own
40	premises in South London. The need for more training has combined it with cutbacks in
41	office accommodation to create plenty of business for those hiring out space, particularly
42	upper-end hotels. But while CT Solutions detected that many organisations were not
43	satisfied with hotels because they do not always provide a good service. CT Solutions is
44	totally dedicated to providing of space for business, mostly for training, but also for
45	conferences and AGMs. Clearly, since the business has been grown in size, it is an approach that works.

10

VANTAGE | READING

Answer key

Q	Part One
1	C
2	A
3	D
4	B
5	C
6	D
7	A

Q	Part Two
8	F
9	B
10	E
11	C
12	D

Q	Part Three
13	B
14	D
15	C
16	D
17	A
18	A

Q	Part Four
19	B
20	B
21	C
22	A
23	A
24	C
25	C
26	D
27	C
28	D
29	B
30	C
31	C
32	D
33	C

Q	Part Five
34	US
35	STRICT
36	THAT
37	WITH
38	CORRECT
39	WHAT
40	IT
41	CORRECT
42	WHILE
43	CORRECT
44	OF
45	BEEN

VANTAGE | READING

Candidate answer sheet

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

V A N T A G E

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate's Signature

Examination Title

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination
Details

BEC Vantage Reading Answer Sheet

Instructions
Use a PENCIL (B or HB).
Rub out any answer you wish to change with an eraser.

For **Parts 1 to 4:**
Mark one box for each answer.

For example:
If you think C is the right answer to the question, mark your answer sheet like this:

0 A B C

For **Part 5:**
Write your answer clearly in CAPITAL LETTERS.
Write one letter in each box.

For example:

0 E N G L I S H

Part 1

1 A B C D
2 A B C D
3 A B C D
4 A B C D
5 A B C D
6 A B C D
7 A B C D

Part 2

8 A B C D E F G
9 A B C D E F G
10 A B C D E F G
11 A B C D E F G
12 A B C D E F G

Turn over for Parts 3 - 5 ▲

BEC V - R

DP458/358

Part 3

13 A B C D
14 A B C D
15 A B C D
16 A B C D
17 A B C D
18 A B C D

Part 4

19 A B C D
20 A B C D
21 A B C D
22 A B C D
23 A B C D
24 A B C D
25 A B C D
26 A B C D

27 A B C D
28 A B C D
29 A B C D
30 A B C D
31 A B C D
32 A B C D
33 A B C D

Part 5

34
35
36
37
38
39
40
41
42
43
44
45

1 34 0
1 35 0
1 36 0
1 37 0
1 38 0
1 39 0
1 40 0
1 41 0
1 42 0
1 43 0
1 44 0
1 45 0

Business Vantage
Writing paper

General description

FORMAT	The paper consists of two business-related writing tasks in response to stimuli provided and for a given purpose and target reader.
TIMING	45 minutes.
NO. OF PARTS	2
NO. OF TASKS	2 (both are compulsory).
TASK TYPES	In the first task candidates are required to write an internal company communication. In the second task candidates are required to write either a piece of business correspondence, a report or a proposal.
ANSWER FORMAT	Candidates write their answers on the question paper.
MARKS	Part 1 carries one third of the total marks available and Part 2 carries two thirds of the total marks available.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	A message, memo or email. Giving instructions, explaining a development, asking for comments, requesting information, agreeing to requests.
FORMAT	Candidates are required to produce an internal communication based on a rubric only (plus layout of output text type).
NO. OF TASKS AND LENGTH	One compulsory task. 40–50 words.

PART 2

TASK TYPE AND FOCUS	Business correspondence, short report or proposal.
	Correspondence: e.g. explaining, apologising, reassuring, complaining.
	Report: e.g. describing, summarising.
FORMAT	Candidates are required to produce a piece of business correspondence, short report or proposal, based on a rubric and input text(s).
NO. OF TASKS AND LENGTH	One compulsory task. 120–140 words.

The two parts of the Writing paper

Part 1 of the Writing test carries one third of the total marks available and Part 2 carries two thirds of the total marks available.

Expected word length

Candidates are asked to write 40–50 words for Part 1 and 120–140 words for Part 2. Significantly fewer words are likely to mean that the task has not been completed, whereas overlong pieces of writing may involve irrelevance or have a negative effect on the target reader. If this is the case, over-length or under-length answers will be penalised.

Irrelevance

The examiners' first priority is to give credit for the candidates' efforts at communication, but candidates are penalised for content irrelevant to the task set, as in the real world this would have a negative impact on the target reader and would interfere with communication.

PART 1

This part tests the candidate's ability to produce an internal company communication.

Sample question and scripts: pages 57 and 60-61.

Task type and focus

An internal company communication, e.g. note, message, memo or email. The range of functions in the task may include giving instructions, explaining a development, asking for comments, requesting information, agreeing to requests.

Task format

Candidates are asked to produce a concise piece of internal company communication of between 40 and 50 words, using a written prompt. The text must be produced in the form of a note, message, memo or email. Candidates are given the layout of memos and emails (e.g. to/from/date/subject) on the question paper, and need not copy this out as part of their answer. The reason for writing and the target reader are specified in the rubric, and bullet points explain what content points have to be included. Relevant ideas for one or more of these points will have to be invented by the candidate.

PART 2

This part tests the candidate's ability to produce a piece of business correspondence, short report or proposal in response to input.

Sample question and scripts: pages 57 and 62–64.

Task type and focus

A piece of business correspondence, short report or proposal. The range of functions in the task may include explaining, apologising, reassuring, complaining, describing, summarising, recommending or persuading.

Task format

In the second writing task, candidates are required to write 120 to 140 words in the form of business correspondence, a short report or a proposal. There is an explanation of the task and one or more texts as input material. These texts may contain visual or graphic material and have 'handwritten' notes on them.

There is no significant difference between the format required for proposals and reports. At this level, reports must be clearly organised and should not contain letter features. There is no particular requirement to provide subheadings, although they can be helpful

Where the delivery medium specified for a Part 2 answer is a letter, candidates should include opening and closing formulae, but need not include postal addresses in their answer. Similarly, where the delivery medium specified is a fax, candidates need not include 'fax header' details, and where the delivery medium specified is a memo or an email, candidates need not include to/from/date/subject details.

Accuracy and appropriacy in emails

Nowadays a significant proportion of written business communication is transmitted electronically, both within the company and to people outside the company.

In some contexts, this technological change may have changed the nature of what people actually write. It may be argued that a new genre has emerged, characterised by brevity, informality and a lack of conventions and even of regard for linguistic accuracy.

However, linguistic inaccuracy and inappropriate informality within electronic business communications is considered unacceptable by many individuals and organisations, and can be counterproductive if employed in real life.

As well as being used informally, email is also widely used within business cultures in which appropriacy and accuracy are perceived to be important, and this is the context of use on which Cambridge English: Business Certificates focuses.

Preparation

The preparation activities outlined for *Preliminary* candidates would be equally valuable at this level.

In the second task for this level, candidates are often provided with annotated information and are asked to report or convey these comments. It is important that students know how to reformulate the comments, incorporating some of their own vocabulary and structures into their work.

Whilst at *Business Preliminary* level the emphasis is on the accurate reporting of facts, at this level much more is expected in terms of register, cohesion and the range of structures and language used.

VANTAGE | WRITING

PART TWO

- You work in the Customer Services Department of a mail-order company. You have been asked to prepare a short report for your line manager about complaints.

- Look at the information below, on which you have already made some handwritten notes.

- Then, using **all** your handwritten notes, write your **report**.

- **Write 120 – 140 words.**

- Write on the separate answer paper provided.

computer system breakdown

improved order system introduced

say what is being done about this

Customer complaints (2006)

Number received

600 500 400 300 200 100 0

Jan **300** Feb **540** Mar **230**

fewer in March

Reasons for complaints (Jan – March)

❖ Incorrect order delivered – 16%
❖ Time taken to deliver – 56%
❖ Product quality unsatisfactory – 28%

explain plans to improve delivery

0352/2 (T025) Nov.02

3

PART ONE

- You are a regional sales manager for an international company. You have been asked to go to a meeting at your company's head office. You cannot go, so somebody else will go in your place.

- Write an **e-mail** to Erica Young, who is organising the meeting:

  - apologising for not being able to go to the meeting

  - explaining why you cannot go

  - saying who will go.

- **Write 40 – 50 words.**

- Write on the opposite page.

Message | Options |
To: Erica Young
Cc:
Subject: Meeting

2

Assessment of Writing

Examiners and marking

Writing Examiners (WEs) undergo a rigorous process of training and certification before they are invited to mark. Once accepted, they are supervised by Team Leaders (TLs) who are in turn led by a Principal Examiner (PE), who guides and monitors the marking process.

WEs mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group. The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the PE and TLs are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales that were developed with explicit reference to the (CEFR). The scales, which are used across the spectrum of Cambridge ESOL's General and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

• **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.

• **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.

• **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.

• **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

The assessment scales for *Vantage* Writing on the following page are extracted from the overall writing scales on page 120.

When marking the tasks, examiners take into account length of responses and varieties of English:

• Guidelines on length are provided for each task, responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.

• Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

Business Vantage Writing Examiners use the following assessment scale, extracted from the overall writing scales on page 120.

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is, on the, whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

Question 1

Candidate A

I'm really sorry but I'm not able to go to the meeting at our company's head office. I can't attend because of previous arrangements which I can't change.

Mr Jan Korwalski, a very good worker, will go instead of me.

Please accept my apologies.

Marta Stefanska

Examiner comments

Subscale	Mark	Examiner comments
Content	**5**	All the content points are addressed and expanded where relevant to the task. The target reader would be fully informed and able to act on the information given.
Communicative Achievement	**5**	The conventions of the communicative task have been used effectively to hold the reader's attention, to communicate the information concisely and in an appropriate register (*I'm really sorry but; Please accept my apologies*).
Organisation	**5**	The text is well-organised and coherent, using a variety of cohesive devices to good effect (*but; because of; which*).
Language	**5**	The range of vocabulary and grammatical forms is fully appropriate to the task and used with control and accuracy (*because of previous arrangements which I can't change; Jan Korwalski, a very good worker, will go instead of me*).

Candidate B

To: Erica Young

Subject: Meeting

Dear Mr Young:

Thanks for your last letter! I'm very glad to be inviated to attend the meeting at your company's head office. But first of all, I'm apologising for not being able to go to the meeting. This is due to a error of my agenda, in fact. I have a international conference that day.

I feel sorry for my absence. I'd like to recommend my personal assistant to go instead of me. His name is Jim Green. I hope this will not cause you some trouble.

Best wish yours

Chan Bo Fun

Examiner comments

Subscale	Mark	Examiner comments
Content	**3**	Although minor irrelevances are present (*Thanks for your last letter*), the target reader, on the whole, would be informed.
Communicative Achievement	**3**	Uses the conventions of the task to hold the target reader's attention and convey the message, although the text lacks concision, which may have an adverse effect on the target reader.
Organisation	**3**	The text is generally well-organised and the ideas are linked. There is some suitable use of cohesive devices and other organisational features (*This is due to; that day; I hope this will not cause; His name is*), although sentences tend to be short and linking words are not always appropriately used.
Language	**3**	Uses a range of everyday vocabulary appropriately (*head office; international conference; absence; personal assistant*). There is a range of simple and complex grammatical forms. Errors are present (*inviated; a error; I feel sorry for my absence; Best wish yours*) but they do not impede communication.

Question 1

Candidate C

To: Erica Young

C.C:

Subject: Meeting

date: 1 june 2002

Dear ERICA!

Please! give me apologise, but I do not being able to go to the meeting. Becose I have got verry important meeting with our cluent. My colleg Andrei Ivanov go to the head office. Please fixed all our problem with him. His verry rellable person.

Examiner comments

Subscale	Mark	Examiner comments
Content	**2**	An attempt is made to communicate the message, but there are some irrelevances *(Please fixed all our problem with him; His verry rellable person)*. The target reader is only partially informed since inference is required to understand which meeting is being referred to and that Andrei Ivanov will be deputising for the writer.
Communicative Achievement	**1**	The conventions of the task are attempted and the writer conveys straightforward ideas, but not always successfully *(I do not being able to go to the meeting)*.
Organisation	**1**	The text is mostly coherent and simple organisational features are present *(but; with <u>him</u>)* but lilinking words are not always appropriately used. *(Becose I have got verry important meeting)*.
Language	**1**	Uses everyday vocabulary generally appropriately *(important meeting; head office)*, but misspelling sometimes distracts *(cluent; colleg; rellable)*. The grammatical structures are mostly simple and some of the errors are noticeable *(His verry rellable; Please fixed; my colleg Andrei Ivanov go)* although meaning can still be determined.

Question 2

Candidate D

This report deals with the number of customer's complaints between January 2006 and March 2006 as well as with reasons for those complaints.

Complaints in January stood at 300, but in February the number rocketed to 540 because of a computer system breakdown. Finally, after introducing some improvement in the order system the number of complaints fell back to 230.

We can point out 3 main reasons for these complaints. Firstly, 10% of them were due to incorrect deliveries. In particular, March saw fewer complaints.

Secondly, an excessive time for delivery led to 56% of complaints. The whole delivery system will be reviewed in order to solve the problem.

Finally, 28% of complaints were due to a lack of quality in our products. This will be solved by setting up a new quality section in our process.

Examiner comments

Subscale	Mark	Examiner comments
Content	**4**	All content is relevant to the task and the target reader is informed. There is one slip present (*10% of them were due to incorrect deliveries*).
Communicative Achievement	**5**	The conventions of the communicative task have been fully exploited to hold the target reader's attention. The candidate communicates straightforward and more complex ideas effectively (*The whole delivery system will be reviewed in order to solve the problem*).
Organisation	**5**	The report is well-organised and coherent, with effective use of organisational features throughout. Cohesive devices are used appropriately (*as well as; in order to; Firstly; Finally*). Good use is also made of referencing (*For <u>these</u> complaints; of <u>them</u>; <u>this</u> will be solved*).
Language	**5**	Uses a range of vocabulary including less common lexis (*rocketed to; fell back to; excessive time; lack of; setting up*).
		Both simple and complex grammatical forms are used with control and flexibility (*after introducing; will be reviewed; will be solved by*).

Question 2

Candidate E

Report on 2002 first quarter's customer complaints

Introduction

The aim of this report is to give an explanation to the customer complaints.

Findings

It clearly shows that we had a peak of complaints in February (540) due to the breakdown of our computer system. Fortunately, with the introduction, in March, of an improved order system, the number came again in the average (230). The first reason for complaints (56%) is the time of delivery. In order to improve that, we decided to change our delivery company.

Furthermore, 28% of complaints results of unsatisfaction with the quality of the product, which will be resolved with the purchase of a new machine.

Finally, 16% are due to the delivery of an incorrect order. However, we pointed out fewer in March.

Conclusion

In conclusion, with all the improvements we made, the situation will be better in the futur.

Examiner comments

Subscale	Mark	Examiner comments
Content	**4**	Content is generally relevant to the task and the target reader would be informed. However, due to the wording of the content element related to tone of delivery, the reader is not fully informed on this point.
Communicative Achievement	**4**	Uses the conventions of the task, such as headings (*findings; conclusion*) to hold the target reader's attention effectively and to communicate both straightforward and complex ideas (*which will be resolved with the purchase of a new machine*), although occasionally a straight forward idea is not communicated effectively (*the number come again in the average (230)*).
Organisation	**5**	The text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to good effect. For example, headings, referencing (*it clearly shows; in order to improve that*) and linking words (*In order to; Furthermore; Finally; However; In conclusion*).
Language	**3**	Uses a range of appropriate vocabulary, including less common lexis (*peak; breakdown; resolved*).
		There is a range of simple and some more complex grammatical structures (*Fortunately, with the introduction, in March, of an improved order system*). However, some precision of meaning is lost (*time of delivery instead of time taken for delivery*).
		Although errors are present (*came again in the average; 28% of complaints results of unsatisfaction*), they do not impede communication.

Question 2

Candidate F

REPORT

TO: RITA PATEL, MANAGER,

FROM:

DATE: 21 NOVEMBER 2002

SUBJECT: COMPLAINTS FOR PRODUCTS

There are some problem about the mail-order supply over the period Jan-Mar 2002. Customers complaint that there was a computer system breakdown in the month of February 2002. The number received was 540. But hopefully the improved order. Although, the number received was much less compared to the breakdown i.e., 230.

The reason for complaints have been put forward. In March 2002 16% of the products delivered were incorrect. Again the time taken for delivery was also a long term. Moreover the quality of the products being delivered are also not up to the mark i.e. 28%.

Lastly, to come across this vital problems products should be delivered on time and the quality of product needs to be good.

Examiner comments

Subscale	Mark	Examiner comments
Content	1	Some of the task has been misinterpreted (*see first paragraph*), leading to considerable irrelevance. The target reader would be minimally informed.
Communicative Achievement	2	Uses the conventions of the report to communicate straightforward ideas in generally appropriate ways (*There are some problem about the mail-order supply*). However, at times the reader's attention is not held due to unclear expression of ideas (*But hopefully the, improved order*).
Organisation	2	The text is connected and there are attempts, not always successful, to employ a variety of cohesive devices and other organisational features (*Again; Moreover; Lastly*).
Language	2	Uses appropriate everyday lexis and generally simple grammatical forms. There are some attempts at more complex language (*The number received; the time taken for delivery*).
		There are some noticeable errors although meaning can still be determined (*the time taken for delivery was also a long term; to come across this vital problems products should be delivered on time*).

Business Vantage
Listening paper

<div style="border:1px solid #000">

General description

FORMAT	The paper consists of three parts. Each part comprises a recorded text or texts and a Listening task.
TIMING	Approximately 40 minutes, including time for the transfer of answers to the answer sheet.
NO. OF PARTS	3
NO. OF QS	30
TASK TYPES	Note completion, matching and multiple choice.
TASK FOCUSES	These include listening for specific information, gist, topic, context, and function, particularly opinion.
TEXT TYPES	Monologues: these include presentations, lectures, announcements, briefings and telephone messages.
	Interacting speakers: these include meetings, discussions, interviews and telephone conversations.
ANSWER FORMAT	Candidates are advised to write their answers in the spaces provided on the question paper. There are 10 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading a box or writing a word, or words, on a machine-readable answer sheet.
MARKS	Each correct answer receives one mark.

</div>

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Note completion. Listening for and noting specific information.
FORMAT	Three short monologues or dialogues of approximately 1 minute each, not linked thematically. Each extract is heard twice.
NO. OF QS	12

PART 2

TASK TYPE AND FOCUS	Matching. Listening to identify topic, context, function, etc.
FORMAT	Short monologues; two sections of five short monologues, not linked thematically. Each section is heard twice.
NO. OF QS	10

PART 3

TASK TYPE AND FOCUS	Multiple choice. Following the main points and retrieving specific information from the text.
FORMAT	A monologue, interview or discussion lasting approximately 4 minutes, heard twice.
NO. OF QS	8

The three parts of the Listening paper

PART 1 Note completion

This part tests the candidates' ability to retrieve factual information.

📝 *Sample task and answer key: pages 67, 68 and 72.*

⭐ Each correct answer in Part 1 receives 1 mark.

A series of three short monologues or dialogues: each heard twice.

In this part there are three conversations or answer machine messages, with a gapped text to go with each. Each gapped text provides a very clear context and has four spaces which have to be filled with one or two words or a number. The gapped texts may include forms, diary excerpts, invoices, message pads, etc. Candidates hear each conversation or message twice, and as they listen they are required to complete the gapped text.

This part of the Listening test concentrates on the retrieval of factual information and it is important for candidates to listen carefully, using the prompts on their question paper in order to identify the missing information. For example, they may have to note down a person's name, and if names on the recording are spelled out, these must be spelled correctly. Alternatively, they may have to listen for a room or telephone number, or an instruction or deadline. Answers to this part are not designed to be dictation, and some reformulation of the prompt material will be required in order to locate the correct answer.

PART 2 Matching

This part tests the candidates' ability to identify topic, context, function, etc.

📝 *Sample task and answer key: pages 68 and 72.*

⭐ Each correct answer in Part 2 receives 1 mark.

Short monologues; two sections of five monologues each.

This part is divided into two sections. Each section has the same format: candidates hear five short monologues and have to match each monologue to a set of options A–H. In each section, the eight options form a coherent set and the overall theme or topic is clearly stated in the task rubric. For example, candidates may hear five people talking and have to decide what recommendations consultants made to their company. In this case, the set of options A–H will contain a list of the different recommendations that consultants might make. The two sections always test different topics or business issues. Candidates hear each section twice.

In this part of the Listening test, candidates are being tested on their global listening skills and also on their ability to extract gist, understand main ideas and identify opinion. In order to answer the questions successfully candidates have to link what the speaker says to one of the options. It is not possible to establish the answer from a 'word match' (although word matches may offer an element of distraction). However, a right answer is always overtly given and candidates are not expected to opt for the 'best' answer.

PART 3 3-Option multiple choice

This part tests the candidates' ability to follow the main points of a text and retrieve specific information.

📝 *Sample task and answer key: pages 69 and 72.*

⭐ Each correct answer in Part 3 receives 1 mark.

Extended conversation or monologue: heard twice.

A longer text, usually lasting approximately 4 minutes, is heard in this part. The text is typically an interview or discussion with two or more speakers, or possibly a presentation or report with one speaker. There are eight 3-option multiple-choice questions that focus on details and main ideas in the text. These include questions on opinions and feelings.

Recording information

The instructions for each task are given on the question paper and are also heard on the recording. Before each text is heard, candidates have time to read through the questions and think about them. The length of this preparation time is indicated on the recording. Candidates should use this time to familiarise themselves with the task and begin to make predictions about what they are likely to hear. A variety of voices, styles of delivery and accents are heard in each Listening paper to reflect the various contexts presented in the recordings.

Preparation

All listening practice is helpful for students, whether authentic or specially prepared.

In particular, discussion should focus on:

* the purpose of talks, conversations or discussions
* the roles of speakers
* the opinions expressed
* the language functions employed
* relevant aspects of phonology such as stress, linking and weak forms, etc.

In addition, students should be encouraged to appreciate the differing demands of each task type. It will be helpful not only to practise the task types in order to develop a sense of familiarity and confidence, but also to discuss how the three task types relate to real-life skills and situations.

The first task is notetaking (and therefore productive), and students should reflect on the various situations in which they take notes from a spoken input. They should also be encouraged to try to predict the kinds of words or numbers that might go in the gaps.

The second task is a matching exercise, featuring differing styles and registers.

The third task involves correct interpretation, with correct answers often being delivered by more than one speaker.

In all three tasks, successful listening depends on reading the questions and rubric carefully, and students should be encouraged to make full use of the pauses during the test to check their answers.

VANTAGE | LISTENING

PART ONE
Questions 1 – 12

- You will hear three telephone conversations or messages.
- Write **one or two words or a number** in the numbered spaces on the notes or forms below.
- You will hear each recording twice.

Conversation One
(Questions 1 – 4)

- Look at the notes below.
- You will hear a woman telephoning a conference centre office.

NOTES ABOUT SEMINAR

Date: 21st February

Title: **(1)** ....

Time: 10 am – 4 pm.

Venue: **(2)** ....

Topic of extra workshop: **(3)** ....

Amount payable in advance: **(4)** .... per person

---

Conversation Two
(Questions 5 – 8)

- Look at the form below.
- You will hear a man calling a computer supplier.

HILLS PC SUPPLIES
Customer Services
Telephone Message

Caller's name: James Firth

Client: Allen and Brown Ltd

Item(s) ordered: **(5)** ....

Order no./date: HPCO2345 / 12-3-09

Notes: order was delivered late by the **(6)** ....

                     and was supplied without **(7)** ....

Action: call to apologise and discuss **(8)** ....

Turn Over ▶

3

2

VANTAGE | LISTENING

PART TWO
Questions 13 – 22

Section One
(Questions 13 – 17)

- You will hear five short recordings. Five people are talking about a problem that occurred.
- For each recording, decide what each speaker is talking about.
- Write one letter (**A – H**) next to the number of the recording.
- Do not use any letter more than once.
- You will hear the five recordings twice.

A	losing a business card
B	taking the wrong equipment
C	arriving late for a meeting
D	forgetting an address
E	misunderstanding a message
F	missing a presentation
G	forgetting to make a phone call
H	taking the wrong documents

13 ....

14 ....

15 ....

16 ....

17 ....

Section Two
(Questions 18 – 22)

- You will hear another five recordings.
- For each recording, decide what the speaker is doing.
- Write one letter (**A – H**) next to the number of the recording.
- Do not use any letter more than once.
- You will hear the five recordings twice.

A	making a complaint
B	confirming information
C	giving instructions
D	changing an arrangement
E	requesting information
F	making a recommendation
G	giving an invitation
H	requesting advice

18 ....

19 ....

20 ....

21 ....

22 ....

Turn Over ▶

5

Conversation Three
(Questions 9 – 12)

- Look at the notes below.
- You will hear a recorded message about a job vacancy.

Position: *Manufacturing administrator*

Responsible to: **(9)** ....

Candidates should preferably be qualified in: **(10)** ....

The person appointed will need to be **(11)** .... *in their relations with other people.*

Salary: **(12)** ....

4

VANTAGE | LISTENING

PART THREE
Questions 23 – 30

- You will hear a radio interview with José Martínez, the Director of Pizza Rapida, a pizza delivery chain in Spain.

- For each question **23 – 30**, mark one letter (**A**, **B** or **C**) for the correct answer.

- You will hear the recording twice.

23 José Martínez became successful by

   A   taking over a well-known competitor.
   B   establishing an innovative retail business.
   C   gaining a reputation for high quality.

24 Before José Martínez set up his pizza delivery service, he

   A   tested samples on potential clients.
   B   handed out product questionnaires.
   C   assessed demand in different areas.

25 According to José Martínez, the Spanish fast food business

   A   is different from that of the U.S.
   B   has slowed slightly in its rate of growth.
   C   employs an increasing number of women.

26 José Martínez wants his trainee managers to

   A   develop a competitive attitude.
   B   try out some of the shop-floor jobs.
   C   spend some time working abroad.

27 José Martínez believes that at first people invested in Pizza Rapida because they

   A   were attracted by what the company offered.
   B   saw that the shares were performing well.
   C   thought food companies were a safe investment.

28 José Martínez left the first company he worked for because it

   A   set the staff impossible targets.
   B   offered insufficient incentives.
   C   provided inadequate support.

29 José Martínez finds that popular sports events

   A   are good places to advertise his service.
   B   raise brand awareness through team sponsorship.
   C   increase public demand for his products.

30 What does José Martínez plan to do in the future?

   A   develop a chain of restaurants
   B   set up a franchise operation
   C   expand into the frozen food market

You now have 10 minutes to transfer your answers to your Answer Sheet.

6

7

Tapescript

Part 1. Questions 1–12.

Conversation 1. Questions 1–4.

M: Apex Business Centre. How may I help you?

F: Hello. I'm calling about the seminar next week.

M: Erm, which one? We have at least three on next week. Do you remember the name?

F: No, I, er … wait a minute, I know it's on the 21st of February.

M: Oh, yes, madam, that would be Successful Selling. It's a very popular seminar.

F: That's the one! Now, can you tell me when and where it is, please?

M: Certainly. It's being run from 10 till 4, and it's being held at the Central Hotel. It's next to the University.

F: Oh, yes, I know where that is.

M: Now, could I also mention an additional session we're offering on the day? There's a workshop on profit margins starting at 4.30 after the main seminar.

F: Oh, that might be useful … but I have a meeting to go to … anyway, how much is it?

M: There's no charge for the additional session. The day costs £112 for each participant. I can reserve a place for you now, if you like. We do need to have £40 as a deposit, and the balance on the day.

F: Yes, please. My name's …

Conversation 2. Questions 5–8.

F: Good morning. Hills PC Supplies.

M: Yes, hello. I want to speak to David Hills.

F: I'm afraid he's away today. Can I take a message?

M: Well, OK. Tell him it's James Firth, from Allen and Brown.

F: Certainly.

M: I'm really not happy at all. We ordered a laser printer from you last month and …

F: Let me just find the reference on that … ah yes, HPC02345 … on the 12th of March …

M: Yes. Now, the first problem was the delivery. It came several days after you promised. I don't see why you use a despatch company if that's what happens.

F: Oh dear. No.

M: And then, when we took it out of the box, we found you'd sent the thing without any cables, so we couldn't even connect it up. If you think we're going to pay this invoice in full …

F: Well, I am sorry, Mr Firth. I'll check what went wrong and I'll ask David to ring you. I'm sure he'll want to talk about a discount. Will you be in this afternoon?

M: Yes. Well, good bye.

Conversation 3. Questions 9–12.

F: Hello. Thank you for calling the Jefferson recruitment line. Here are details of our current job vacancies. First of all, we are looking for a manufacturing administrator to join a team led by the plant manager. This role involves monitoring all aspects of the production process, and will include some project work. For this position you should have some relevant experience and a recognised qualification in business administration would be an advantage. You need to be a good organiser, with excellent administrative skills. A high level of computer skills is essential. You must be able to work without supervision, and must be flexible when working with others, as the position supports other managers. You should be able to work to tight deadlines. The hours are 9 to 5, Monday to Friday. The salary will be negotiable. In addition we offer a benefits package including subsidised lunches, 23 days' holiday and health insurance.

Part 2. Questions 13–22.

Section 1. Questions 13–17

M: It was just so embarrassing, the whole thing. I mean, being late's one thing, and I had already got my secretary to phone through and leave a message to say I was running behind schedule. But in the end I didn't get there at all … and all the other managers were there to see the team show the project and its results. Oh well, that's how it goes, I guess …

F: Well, I'm certainly not going to forget that in a hurry! What a terrible mistake … It made the whole meeting pointless, really. I can't imagine what they thought of me, sitting there with the paperwork for another client. Very unprofessional. I mean, I could still tell them the relevant facts, but I couldn't show them the actual contract. I didn't put it in my briefcase last night.

M: What a lost opportunity. I should've made a proper note in my diary where I would have seen it instead of just on the back of an old envelope. Anyway, it's too late now. I just didn't remember and that's that. They'll have given the work to someone else by now … I'd promised to ring before midday if I was available. I really need to be better organised.

F: I was so busy preparing all the equipment for the presentation that I didn't notice the time passing. So then I asked reception to call me a taxi … I was still checking the papers when they rang to say it had arrived… but I couldn't believe it when he didn't know where the street was and drove all over the place … they'd already started without me by the time I finally got there.

M: Well, I thought it was a bit strange at the time, but I just took down what I thought I heard on the machine, and then made out the order form accordingly. It wasn't till they called back to query the quantity that we realised just what I'd done. Still, we sorted it out before it was too late so it wasn't a disaster, after all.

Section 2. Questions 18–22

F: I guess the main weakness is with the image of some of the products. I complained about this last year. With our present strategy, we could find ourselves having problems in the future. We need to turn the situation around, work the market to our

advantage. What I'd suggest is a complete review of the way we're approaching the market. I think we should get everyone together and explore all the possibilities.

M: I'm very glad that you can come. I was worried that the invitations were so late that many key people wouldn't be able to make it. We do need your input – your information is important. I understand you're planning to come by train. The train service can be a bit of a problem, but if you go to Medford Central Station, it's a direct line. That'll take you to Tower Square – and if you give us a call when you arrive we'll send someone to collect you.

F: When I first read the report, I was very disappointed. Our results are well below target, in spite of using the consultants, and all the new strategies we've been applying. I can't understand it at all. In order to try and get clear what's going on, I'm going to need input from various sections. What I'd like from you, as soon as you can, is price comparisons for the different regions. I'll also need a report on how useful the consultants' advice was.

M: No, I mean they've given me everything I asked for, so I can't really complain about that. They even invited me to come over and check the figures for myself. But I'd rather try to go through them here with you, if you could spare the time. Perhaps you could tell me what you think would be the best thing to do. I'd be really interested in your views. Your experience means you must have dealt with this type of problem before.

F: I just thought I ought to let you know, that following the discussion we had last week about staffing levels, I took your recommendation to the Board. You've probably heard already that we agreed that we do need to create a new Area Manager's position. I just wanted to let you know officially that it had been authorised. So now we can contact the recruitment agency and ask them to start looking around. They might have somebody on their books already.

Part 3. Questions 23–30.

F: Good evening and welcome to Business People. We are fortunate to have as our guest tonight José Martínez, the founder and Director of Pizza Rapida. José was brought up in America and started his working life there. Now he is one of the most successful entrepreneurs in Europe. How did he achieve this? Well, he began his rise to success in Europe when he launched his pizza delivery chain from a small shop in the Spanish capital, Madrid, 10 years ago. By the late nineties he had succeeded in expanding the business to over 400 outlets and in doing so, he has almost transformed the eating habits of the nation. As a result of this success, he has recently been able to buy out his main competitor and today, Pizza Rapida is well-known for producing top-quality food at reasonable prices. José is now one of the wealthiest men in Spain. José, welcome to our studio.

M: Thank you.

F: Now, did you do lots of market research before you set up your pizza delivery service?

M: Well, not really. But I did do some basic research to get the product itself right by giving some away to teenagers in the neighbourhood. I kept experimenting with the key ingredients until they all thought the pizzas were great.

F: But surely Spain isn't traditionally a fast food market, so why did you think a pizza home delivery service would be successful?

M: Well, I just thought that the same trends which had caused the fast-food revolution in the US were at work in Spain. For example, more and more women were joining the labour market, leaving them less time to shop and cook, so families were beginning to think of fast food as an attractive alternative to home cooking. The sector grew incredibly quickly in the first few years. It's a little steadier now – still very healthy though.

F: Great! So you must need an increasing number of staff – but what do you look for in your managers?

M: I try to follow the American system and make sure my people get experience at all levels of the business. I don't want managers to come straight from university to the office without doing the basic jobs in the company first.

F: Pizza Rapida was floated on the Stock Exchange in 1998. Was that a success, too?

M: Yes, it was amazing!

F: Why do you think Pizza Rapida attracted so much investment?

M: I think initially it was largely because the basic theory of home delivery pizzas was new, easy for the general public to understand, and fun. Once we were established, the shares started to take off. And I'm happy to say that we've been the best performer on the stock market for two years and profits were up again by 45% last year.

F: What background did you have, or training, to lead to this amazing success?

M: Sales basically. I started my working life as a salesman for a soap company in America. After the initial three-month training period, I managed to exceed the annual target they had given me, but I was so disgusted by the tiny bonus I was offered that I resigned and joined a competitor. Ten years later, they sent me to Spain to run their sales and marketing operation.

F: Does any aspect of the Spanish lifestyle help you to promote your products?

M: Well, Spaniards are very keen on football, as you know, and I think you have to be constantly aware of all possible opportunities. So now, when top teams are playing, I hire extra staff to deliver pizzas for the fans to eat while they watch the match on television.

F: That sounds like a real winner! And what's next?

M: Well, one option I was looking at was franchising the operation but I decided I didn't want to lose control, so what I'm seriously considering now is producing frozen pizzas and other food to sell to supermarket and restaurant chains.

F: Well, I wish you every success with that and many thanks …

Answer key

Q	Part One
1	Successful Selling
2	(The) Central Hotel
3	Profit Margin(s)
4	£40/Forty
5	Laser printer
6	Dispatch/Dispatch company
7	(Any) cables
8	(A) discount
9	(The) Plant Manager
10	Business Administration
11	Flexible
12	Negotiable

Q	Part Two
13	F
14	H
15	G
16	C
17	E
18	F
19	C
20	E
21	H
22	B

Q	Part Three
23	B
24	A
25	B
26	B
27	A
28	B
29	C
30	C

VANTAGE | LISTENING

Candidate answer sheet

UNIVERSITY of CAMBRIDGE
ESOL Examinations

V A N T A G E

Centre No.

Candidate No.

Examination Details

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate's Signature

Examination Title

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ☐

BEC Vantage Listening Answer Sheet

Instructions
Use a PENCIL (B or HB).
Rub out any answer you wish to change with an eraser.

For **Part 1:**
Write your answer clearly in CAPITAL LETTERS.
Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

For example:

For **Parts 2 and 3:**
Mark one box for each answer.

For example:
If you think C is the right answer to the question, mark your answer sheet like this:

Part 1 - Conversation One

1
2
3
4

Part 1 - Conversation Two

5
6
7
8

Part 1 - Conversation Three

9
10
11
12

Part 2 - Section One

	A	B	C	D	E	F	G	H
13								
14								
15								
16								
17								

Part 2 - Section Two

	A	B	C	D	E	F	G	H
18								
19								
20								
21								
22								

Part 3

	A	B	C
23			
24			
25			
26			
27			
28			
29			
30			

Continue on the other side of this sheet ▲

BEC V - L

DP460/360

Business Vantage
Speaking paper

General description

FORMAT	The Speaking test consists of three parts.
TIMING	14 minutes.
NO. OF PARTS	3
INTERACTION PATTERN	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or by providing cues for candidates. The other acts as assessor only and does not join in the interaction.
TASK TYPES	Short exchanges with the interlocutor; a mini-presentation by each candidate; a collaborative task which candidates do together.
TASK FOCUS	Exchanging personal and factual information, expressing and finding out about attitudes and opinions.
MARKS	The interlocutor gives an impression mark based on a global achievement scale, while the assessor applies detailed analytical scales and gives separate marks for grammar and vocabulary, discourse management, pronunciation and interactive communication.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	Conversation between the interlocutor and each candidate. The interlocutor encourages the candidates to give information about themselves and to express personal opinions.
FOCUS	Giving personal information. Talking about present circumstances, past experiences and future plans, expressing opinions, speculating, and so on.
TIMING	3 minutes.

PART 2

TASK TYPE AND FORMAT	A 'mini-presentation' by each candidate on a business theme. The candidates are given prompts which generate a short talk on a business-related topic.
FOCUS	Organising a larger unit of discourse. Giving information and expressing and justifying opinions.
TIMING	6 minutes (including a 1-minute 'long turn' for each candidate).

PART 3

TASK TYPE AND FORMAT	A collaborative task which candidates do together. The candidates are presented with a discussion on a business-related topic. The interlocutor extends the discussion with prompts on related topics.
FOCUS	Turn-taking (initiating and responding appropriately), negotiating, collaborating, exchanging information, expressing and justifying opinions, agreeing and/ or disagreeing, suggesting, speculating, comparing and contrasting, and decision-making.
TIMING	5 minutes.

The three parts of the Speaking paper

Format

The paired format of the *Business Vantage* Speaking test (two examiners and two candidates) offers candidates the opportunity to demonstrate, in a controlled but non-threatening environment, their ability to use their spoken language skills effectively in a range of contexts. The test lasts 14 minutes. One examiner, the interlocutor, conducts the test and gives a global assessment mark for each candidate's performance. The other, the assessor, does not take any part in the interaction but focuses solely on listening to and making an assessment of certain aspects of the candidates' oral proficiency.

At the end of the Speaking test, candidates are thanked for attending, but are given no indication of the level of their achievement.

The standard format is two examiners and two candidates, and, wherever possible, this is the form which the Speaking test takes. In cases where there is an uneven number of candidates at a centre, the last test of the session is taken by three candidates together instead of two. The test format, test materials and procedure remain unchanged but the timing is longer: 20 minutes instead of 14.

The Speaking paper consists of three parts, each of which is assessed. Throughout the test, the interactional pattern varies: between the interlocutor and each candidate, between the two candidates, and among all three. The patterns of discourse vary within each part of the test.

PART 1 Interview

This part tests the candidates' ability to respond to questions and expand on responses.

  📋 *Assessment criteria: page 81.*

In the first part of the test, the interlocutor addresses each candidate in turn and asks first general, then more business-related questions. Candidates are not addressed in strict sequence. In this part of the test, candidates are being tested on their ability to talk briefly about themselves and to provide concise information on where they come from and their job/studies. Candidates are then required to perform functions such as agreeing and disagreeing, and expressing opinions and preferences (in the second part of Part 1, which focuses on a business-related topic).

PART 2 Long turn

This part tests the candidates' ability to sustain a 'long turn'.

  📋 *Sample task and assessment criteria: pages 78, 79 and 81.*

The second part of the test is a 'mini-presentation'. In this part, each candidate is given a choice of three topics and has 1 minute to prepare a piece of extended speech lasting approximately 1 minute. After each candidate has spoken their partner is invited by the interlocutor to ask a question about what has been said.

PART 3 Collaborative task

This part tests the candidates' ability to communicate with one another, negotiate, initiate, and respond in an appropriate way.

  📋 *Sample task and assessment criteria: pages 80 and 81.*

The third part of the test is a conversation between the candidates. The interlocutor gives them a topic to discuss. The candidates are asked to speak together for about 3 minutes. The interlocutor supports the conversation, if appropriate, and then asks further questions related to the main theme.

Preparation

Candidates should be familiar with the paired assessment as discussed in *Business Preliminary*. (p.38)

Students need to practise exchanging personal and non-personal information.

At Vantage level it may be possible for students to practise talking about themselves in pairs with or without prompts (such as written questions).

However, prompt materials are necessary for Parts 2 and 3, and students could be encouraged to design these themselves or may be provided with specially prepared sets.

In small classes, students could discuss authentic materials as a group, prior to engaging in pairwork activities. Such activities familiarise students with the types of interactive skills involved in requesting and providing factual information, such as: speaking clearly, formulating questions, listening carefully and giving precise answers.

In the 'mini-presentation' candidates are being asked to show an ability to talk for an extended period (approximately 1 minute). Discussion activities as well as giving short talks or presentations should help to develop this skill.

In the final discussion in the Vantage Speaking test, candidates are also being tested on their ability to express opinions, compare and contrast, concede points and possibly reach a conclusion (although it is perfectly acceptable for candidates to agree to differ). Any discussion activities on a business theme that encourage students to employ these skills are beneficial. Group or class discussions may be valuable ways of developing these skills.

N.B. In some centres candidates from the same school are paired together. However, where candidates from a number of different educational establishments are entered at the same centre, some candidates may find that they are paired with a candidate from another establishment. Students should check with the centre through which they are entering to find out the local procedure.

VANTAGE | SPEAKING

Tasks are included from Parts 2 and 3 of the Speaking test, together with the interlocutor frame for these parts.

Material is not included for Part 1, in which the interlocutor asks the candidates questions directly, rather than asking them to perform a task (for further information, see p.75).

1

A: What is important when…?

Entertaining clients

- Types of activities
- Cost of activities
- •
- •

B: What is important when…?

Renting retail premises

- Location
- Length of contract
- •
- •

C: What is important when…?

Deciding on packaging for products

- Image
- Production process
- •
- •

VANTAGE | SPEAKING

1

Work Experience Programme

Your company has decided to offer a 2-week work experience programme for a small group of business students.

You have been asked to help with the preparations for this programme.

Discuss the situation together and decide:

- what kinds of work experience should be offered to the students
- how the participants should be selected

2

A: What is important when...?

Selecting staff for promotion

- Attitude to work
- Current performance
-
-

B: What is important when...?

Considering a career change

- Further study or training
- Opportunities for future promotion
-
-

C: What is important when...?

Planning an advertising campaign

- Market research
- Selecting appropriate medium
-
-

VANTAGE | SPEAKING

1

A: **What is important when…?**

Entertaining clients

- Types of activities
- Cost of activities
- •
- •

Back up questions

What types of activity are important to consider? (Why?)
How important is it to consider cost? (Why?)

Select from the following additional prompts (if the above have already been covered):

How important is the **venue**? (Why?)
Is it important **which company personnel** are involved in entertaining clients? (Why/Why not?)

B: **What is important when…?**

Renting retail premises

- Location
- Length of contract
- •
- •

Back up questions

Is **location** the most important thing to consider? (Why/Why not?)
Why is the **length of the contract** important?

Select from the following additional prompts (if the above have already been covered):

How important is **cost**? (Why?)
How important is it to consider the **condition** of the premises? (Why?)

C: **What is important when…?**

Deciding on packaging for products

- Image
- Production process
- •
- •

Back up questions

Why is **image** important?
How important is it to consider the **production process**? (Why?)

Select from the following additional prompts (if the above have already been covered):

How important is the **cost** of the packaging?
Is it essential to carry out **market research** before deciding on the packaging? (Why/Why not?)

PART 2

6 minutes (8 minutes for groups of three)

Now, in this part of the test, I'm going to give each of you a choice of three different topics. I'd like you to select one of the topics and give a short presentation on it for about a minute. You will have a minute to prepare this and you can make notes if you want. After you have finished your talk, your partner will ask you a question.

All right? Here are your topics. Please don't write anything in the booklets.

[Hand each candidate a Part 2 booklet (open at appropriate task) and a pencil and paper for notes.]

⏱ 60 seconds

Now, B, which topic have you chosen, A, B or C?
Would you like to talk about what you think is important when *[interlocutor states candidate's chosen topic]*?

⏱ about 60 seconds

A, please listen carefully to B's talk, and then ask him/her a question about it.

Thank you. Now, A, please ask B a question about his/her talk.

Now, A, which topic have you chosen, A, B or C?
Would you like to talk about what you think is important when *[interlocutor states candidate's chosen topic]*?

⏱ about 60 seconds

B, please listen carefully to A's talk, and then ask him/her a question about it.

Thank you. Now, B, please ask A a question about his/her talk.

Thank you.

Can I have the booklets, please?

[Retrieve Part 2 booklets, pencils and paper.]

VANTAGE | SPEAKING

2

A: **What is important when…?**

Selecting staff for promotion

- Attitude to work
- Current performance
- •
- •

Is the employee's **attitude to work** the most important thing to consider? (Why/Why not?)

Why is it important to consider an employee's **current performance**?

Select from the following additional prompts (if the above have already been covered):

How important is it to consider **ambition**? (Why?/Why not?)

How important is it for the candidate to have **skills appropriate** for the new post? (Why?)

B: **What is important when…?**

Considering a career change

- Further study or training
- Opportunities for future promotion
- •
- •

Why is it important to consider **further study or training**?

Is it important to consider **opportunities for further promotion**? (Why/Why not?)

Select from the following additional prompts (if the above have already been covered):

How important is it to consider **financial rewards**? (Why?)

Is it important to consider **flexible working arrangements** when considering a career change? (Why/Why not?)

C: **What is important when…?**

Planning an advertising campaign

- Market research
- Selecting appropriate medium
- •
- •

How important is it to carry out **market research**? (Why?)

Is selecting the **appropriate medium** the most important thing? (Why/Why not?)

Select from the following additional prompts (if the above have already been covered):

How important is it to **budget effectively**? (Why?)

Why is it essential for the advertising campaign to **support the image** of the product?

PART 2

6 minutes (8 minutes for groups of three)

Now, in this part of the test, I'm going to give each of you a choice of three different topics. I'd like you to select one of the topics and give a short presentation on it for about a minute. You will have a minute to prepare this and you can make notes if you want. After you have finished your talk, your partner will ask you a question.

All right? Here are your topics. Please don't write anything in the booklets.

[Hand each candidate a Part 2 booklet (open at appropriate task) and a pencil and paper for notes.]

🕐 60 seconds

Now, *B*, which topic have you chosen, A, B or C?
Would you like to talk about what you think is important when *[interlocutor states candidate's chosen topic]*?

A, please listen carefully to *A*'s talk, and then ask him/her a question about it.

🕐 about 60 seconds

Thank you. Now, *A*, please ask *B* a question about his/her talk.

Now, *A*, which topic have you chosen, A, B or C?
Would you like to talk about what you think is important when *[interlocutor states candidate's chosen topic]*?

B, please listen carefully to *A*'s talk, and then ask him/her a question about it.

🕐 about 60 seconds

Thank you. Now, *B*, please ask *A* a question about his/her talk.

Thank you.

Can I have the booklets, please?

[Retrieve Part 2 booklets, pencils and paper.]

VANTAGE | SPEAKING

1

Work Experience Programme

Your company has decided to offer a 2-week work experience programme for a small group of business students.

You have been asked to help with the preparations for this programme

Discuss the situation together and decide:

* what kinds of work experience should be offered to the students

* how the participants should be selected

PART 3 5 minutes (7 minutes for groups of three)

Now, in this part of the test you are going to discuss something together.

[Hold the Part 3 booklet open at the task while giving the instructions below.]

You will have 30 seconds to read this task carefully, and then about three minutes to discuss and decide about it together. You should give reasons for your decisions and opinions. You don't need to write anything. Is that clear?

[Place the booklet open at task 1 in front of the candidates so they can both see it.]

30 seconds

I'm just going to listen and then ask you to stop after about three minutes. Please speak so that we can hear you.

about 3 minutes

Can I have the booklet, please?

[Select one or more of the following questions as appropriate, to redress any imbalance between candidates in Part 3, or to extend the discussion.]

* What **other preparations** would the company make before having work experience students? (Why?)

* What are the **advantages** to a company of offering a work experience programme to business students? (Why?)

* In what **other ways** can businesses develop **close links** with the community?

* What do you think is the **most useful** kind of **work experience** for business students? (Why?)

* What **help** would you give a student on their first day of work experience? (Why?)

* What areas of business would **you** like to have more experience of? (Why?)

Thank you. That is the end of the test.

Assessment of Speaking

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge ESOL for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners; the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the Analytical Assessment scales for the following criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for Global Achievement using the Global Achievement scale.

Assessment for Business Vantage is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for the Business Vantage Speaking on the following page are extracted from the overall speaking scales on page 119.

Business Vantage Speaking examiners use the following assessment scales, extracted from the overall speaking scales on page 119.

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	*Performance below Band 1.*			

B2	Global Achievement
5	Handles communication on a range of familiar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
4	*Performance shares features of Bands 3 and 5.*
3	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
2	*Performance shares features of Bands 1 and 3.*
1	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
0	*Performance Below band 1.*

A Cambridge ESOL Speaking assessment glossary of terms is available on page 121.

Business Higher
Reading paper

General description

FORMAT	The paper consists of a range of business-related texts and accompanying tasks. A text may consist of several short sections.
TIMING	1 hour.
NO. OF PARTS	There are 6 parts. Parts 1 to 3 test candidates' reading comprehension skills. Parts 4 to 6 test candidates' understanding of the meaning of written English at word, phrase, sentence and paragraph level.
NO. OF QS	52
TASK TYPES	Matching, 4-option multiple choice, 4-option multiple-choice cloze, rational deletion, open cloze, proofreading.
TEXT TYPES	These include extracts from informational texts, articles and reports.
LENGTH OF TEXTS	150–600 words per text.
ANSWER FORMAT	Candidates indicate answers by shading a box or writing a word on a machine-readable answer sheet.
MARKS	All questions carry one mark.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Matching. Reading for gist and global meaning.
FORMAT	Matching task involving either a single text or five short, related texts (approx. 450 words in total).
NO. OF QS	8

PART 2

TASK TYPE AND FOCUS	Matching. Text structure and detail.
FORMAT	An authentic business-related text with sentence-length gaps. Whole text approximately 450–500 words in total.
NO. OF QS	6

PART 3

TASK TYPE AND FOCUS	Multiple choice. Understanding general points and specific details.
FORMAT	A 4-option multiple-choice task involving longer text based on authentic source material (approx. 500–600 words).
NO. OF QS	6

PART 4

TASK TYPE AND FOCUS	Multiple-choice cloze. Vocabulary and text structure.
FORMAT	A single business-related text with mainly lexical gaps (approx. 250 words).
NO. OF QS	10

PART 5

TASK TYPE AND FOCUS	Open cloze. Text structure and discourse features.
FORMAT	Single business-related text with structure and discourse gaps (approx. 250 words).
NO. OF QS	10.

PART 6

TASK TYPE AND FOCUS	Proofreading. Understanding sentence structure; error identification.
FORMAT	Short text (approximately 150–200 words). Identification of additional unnecessary words in text.
NO. OF QS	12

The six parts of the Reading paper

PART 1 Matching

In this part, there is an emphasis on reading for gist and global meaning.

📄 *Sample task and answer key: pages 85 and 90.*

⭐ Each correct answer in Part 1 receives 1 mark.

This is a matching task involving either a single text or five related shorter texts. Examples are a set of related product descriptions, a set of advertisements (for instance, for different types of services), notices, book reviews, short newspaper items on related topics or a single magazine article divided into five sections.

Texts may be edited, but the source is authentic. They are identified as texts A–E. There are eight questions, each of which is one sentence, numbered 1–8. Each sentence is a statement which can be matched with only one of the texts. The candidate's task is to read the sentence and then scan the texts for the one to which the sentence applies. Candidates are tested on whether they can understand the language of the question and relate it to the meaning of the text, which is expressed in different language.

PART 2 Matching

In this part, there is an emphasis on structure and reading for detail.

📄 *Sample task and answer key: pages 86 and 90.*

⭐ Each correct answer in Part 2 receives 1 mark.

This is a gapped text with six sentence-length gaps. The text comes from an authentic business-related source, although it may be edited. Sources include business articles from newspapers or magazines, books on topics such as management, and company literature such as annual reports. Candidates have to read the text and then identify the correct sentence to fill each gap from a set of eight sentences marked A–H. Sentence H is the example, and one other sentence is a distractor which does not fit any of the gaps. Understanding, not only of the meaning of the text but of some of the features of its structure, is tested.

PART 3 4-Option multiple choice

In this part, there is an emphasis on understanding general points and specific details.

📄 *Sample task and answer key: pages 87 and 90.*

⭐ Each correct answer in Part 3 receives 1 mark.

This task consists of a text accompanied by 4-option multiple-choice questions. The stem of a multiple-choice item may take the form of a question or an incomplete sentence. There are six questions, which are placed after the text. Sources of original texts may be the general and business press, company literature and books on topics such as management. Texts may be edited, but the sources are authentic.

PART 4 4-Option multiple choice cloze

This part tests the candidates' knowledge of lexis and text structure.

📄 *Sample task and answer key: pages 88 and 90.*

⭐ Each correct answer in Part 4 receives 1 mark.

This task is a modified cloze: in other words, a gapped text in which the gaps are carefully chosen. There are 10 multiple-choice questions, most of which test vocabulary. The text is based on authentic source material of one of the text types listed on p.82. The candidate's task is to choose the correct option from the four available to fill each gap.

PART 5 Open cloze

This part tests the candidates' understanding of how texts are structured and their ability to follow the detailed meaning and argument of a text.

📄 *Sample task and answer key: pages 89 and 90.*

⭐ Each correct answer in Part 5 receives 1 mark.

This task is an open cloze: a gapped text in which the candidate has to supply the word to fill each gap. There are 10 questions. Gaps are formed by rational deletion, being chosen rather than simply those which occur if (for example) every seventh word is deleted. The focus is on structure and coherence/cohesion in the text. Items tested may include prepositions, auxiliary verbs, pronouns, conjunctions, etc.

PART 6 Proofreading

This part tests candidates' understanding of sentence structure and their ability to identify errors.

📄 *Sample task and answer key: pages 89 and 90.*

⭐ Each correct answer in Part 6 receives 1 mark.

In this task, candidates identify words that have been introduced into a text in error. This exercise can be related to the authentic task of checking a text for errors, and suitable text types therefore include letters, publicity materials, etc. The text contains 12 numbered lines, which are the test questions. Further lines at the end may complete the text, but these are not test questions.

Preparation

General

- Make sure the students read as widely as possible in class and at home. Classroom reading can include a range of reading texts from authentic sources such as business magazines and web pages, as well as Business English coursebooks. Encourage students to interact fully with each text by focusing on pre-reading questions. These stimulate interest in the topic dealt with by the text and train students in prediction techniques.
- It is useful for students to refer to dictionaries and grammar books while studying. However, they should also be encouraged to read texts without thinking that they need to understand every word. They are not allowed to use a dictionary in the examination and they should be trained to try to guess the meaning of

unknown words from the context. Students sometimes spend too long processing the text at word level rather than trying to get a more 'top down' view of what it is about.

- It is important to make sure the students are familiar with the standard format of the test by going through the sample materials with them.

- Make sure students are familiar with the instructions on the front page of the question paper, and for each part of the test. They should also be familiar with the technique of indicating their answer on the separate answer sheet, so that they can do this quickly and accurately. They will need to be shown how to do this and to practise in a timed exercise. They need to think about the relative merits of transferring their answers on to the answer sheet at the end of each task or waiting until the end of the test. If they find it difficult to complete the parts in the time allowed, it may be wiser to transfer answers after each part.

- When students are familiar with the different task types, it is a good idea to discuss which parts take them longer to complete. Following this discussion you may wish to suggest possible timings for each task. Students may prefer to attempt the tasks which they find easier first. The outcome of the discussion will also help you to decide which sections of the paper to focus on for further practice and may lead on to assistance with faster reading strategies.

- Remind students to check the spelling of their answers to Parts 5 and 6, as incorrect spelling is penalised, and to write clearly and in capital letters.

By part

PART 1

- Present students with sets of related short texts (e.g. job advertisements, advertisements for hotels, etc.) from newspapers, magazines and brochures.

- Longer texts may also be divided into subheaded sections.

- Students should be encouraged to identify facts or ideas within each text, describing how the texts are similar and what differences they contain.

- The register or style of the task sentences is likely to differ from that of the texts, and students should be given practice in recognising the same information in different styles, e.g. by rewriting advertisements in objective prose.

- The task is designed to go beyond simple word-matching, and students will need to practise paraphrasing.

- Activities that help students to identify target information from otherwise superfluous text (e.g. choosing what to watch from television listings) would be beneficial.

- Above all, students should treat the task as an example of information-processing skills which are frequently employed in social and professional life.

PART 2

- This task requires an overt focus on cohesion and coherence to which many students may not be accustomed.

- It is helpful for students to reassemble texts that have been cut up, discussing why texts fit together as they do.

- It is useful for students to discuss why sentences do or do not fit together.

- Students can benefit from altering the cohesion of texts to make sentences that do not fit together do so, and vice versa.

- Since culture affects discourse, including the order of argument

development, discussions exploring this are beneficial.

- The cut and paste functions of word-processing, where available, can be exploited for this task.

PART 3

- Multiple-choice questions are a familiar and long-standing type of test; here they are used to test opinion and inference rather than straightforward facts.

- Correct answers are designed not to depend on simple word-matching, and students' ability to interpret paraphrasing should be developed.

- Students should be encouraged to pursue their own interpretation of relevant parts of the text and then check their idea against the options offered, rather than reading all the options first.

- It could be useful for students to be given perhaps one of the wrong options only, and for them to try to write the correct answer and another wrong option.

PART 4

- It is important for students to appreciate that the correct answer in each case is correct in relation to the gap itself, rather than in relation to the other three options.

- It is worth emphasising that this task tests lexical and collocational knowledge, and that the best (if not the only) route to this knowledge is to read widely within the kinds of texts that the task employs.

- It is worth discussing what aspects of linguistic knowledge are tested (collocations, fixed phrases, register, etc.).

- It might be useful to give students gapped texts and have them produce alternative words which fit or do not fit the gaps.

- Any vocabulary-building activity is likely to be helpful in preparing for this task.

PART 5

- The kinds of words which are gapped may well correspond to the kinds of errors students make; therefore discussion of photocopied examples of students' compositions could be helpful.

- Students should be encouraged to circle the word or words in the text that dictate what the answer is, in order for them to see that such clues to the answer may be either adjacent to the gap or several words distant.

- Students should brainstorm various likely words which might fit a particular gap, and then discuss why others do not fit.

- Students could be given several possible answers for a gap and discuss why the correct answer is correct.

- This task tests grammatical and structural aspects of language, and any practice in these areas is beneficial.

PART 6

- Students should be reminded that this task represents a kind of editing that is common practice, even in their first language.

- Any work on error analysis is likely to be helpful for this task.

- A reverse of the exercise (giving students texts with missing words) might prove beneficial.

A

Basic activities such as catering, cleaning and security were often the first to be contracted out as both the private and public sectors yielded to the 1990s' philosophy of concentrating on core activities. As a result of outsourcing, many canteens have lost their institutional atmosphere and resemble high-street retail outlets, boosting both the range of products and facilities for workers and the MSSs' turnover. Profits from the growing UK outsourcing market are helping the biggest catering MSSs to expand overseas as the industry develops a global dimension.

B

Estimates of the scope and value of managed service supplying vary according to the definitions used of what activities are included or excluded in calculations. Although some MSSs are large – for example, the Alfis Group is, with 200,000 employees, one of the ten biggest private sector employers in Europe – they enjoy little of the public name recognition of the OWOs for whom they work. At the same time, in fields such as IT and research, OWOs now outsource not only non-core activities but also those where they believe specialist MSSs can bring additional expertise.

C

The growth of outsourcing means that a number of MSSs are finding themselves drawn into the established managerial thinking of their OWOs to a point where their reputation becomes dependent on the OWO's performance – in both positive and negative ways. This and other consequences of growth are generating calls from MSSs for both the private sector and governments to think more strategically about their relationship with MSSs, rather than on a disjointed contract-by-contract basis.

D

There are signs that the spread of contracting out to MSSs is impacting on the way OWOs are run, generating a need for high-level staff who will be skilled at negotiating and handling relationships with partner organisations rather than simply giving internal directions. Meanwhile, many MSSs face new employment and recruitment issues as their workforces often consist of staff inherited from dozens of organisations in both the public and private sectors.

E

The growth in outsourcing has coincided – and may continue to coincide – with increasing interest in the concept of the virtual organisation – one which chooses to outsource almost everything so that it can concentrate on handling relationships with its clients. However, a recent report warns that the notion of virtual organisations must be balanced against the negative possibility of 'hollow' organisations, left with only a 'fragile shell remaining'. The report also expresses concern that some large MSSs have 'gradually taken control of significant parts of public sector activities', changing the basis on which the success or otherwise of those activities is assessed.

Turn Over ▶

3

PART ONE
Questions 1 – 8

- Look at the statements below and at the five extracts from an article on the opposite page about organisations which outsource (OWOs). These are organisations which give contracts for some of their activities to be run by managed service suppliers (MSSs).

- Which article (**A, B, C, D or E**) does each statement **1 – 8** refer to?

- For each statement **1 – 8**, mark one letter (**A, B, C, D or E**) on your Answer Sheet.

- You will need to use some of these letters more than once.

- There is an example at the beginning, (**0**).

Example:

0   There are signs that some MSSs are moving into foreign markets.

0	A	B	C	D	E

1   There is a risk that outsourcing too many operations could weaken an OWO.

2   OWOs are finding that they need to adapt their management methods as a result of the increased outsourcing they commission.

3   There are different ways of assessing the total financial worth of outsourced business.

4   There may be improvements for an OWO's staff when it outsources services.

5   Despite their success in business terms, MSSs may not be high profile.

6   OWOs may not have consistent policies with regard to MSSs.

7   It is theoretically possible for the majority of an OWO's activities to be contracted to MSSs.

8   Outsourcing is affecting the way performance is measured in some areas of business.

2

PART TWO
Questions 9 – 14

- Read this text taken from an article about how companies' decision-making can go wrong.
- Choose the best sentence from the opposite page to fill each of the gaps.
- For each gap **9 – 14**, mark one letter **(A – H)** on your Answer Sheet.
- Do not use any letter more than once.
- There is an example at the beginning, **(0)**.

Bad business decisions are easy to make

Those who make disastrous business decisions generally exhibit two characteristic types of behaviour. First they make a selective interpretation of the evidence when deciding to go ahead with a project. **(0)..H...**.

How do such bad decisions come about? One reason is that the people in control are determined to make their mark by doing something dramatic. **(9)**......... . Once the leader has decided to put his or her name to a project, many in the organisation believe it politic to support it too, whatever their private doubts. **(10)**......... . These doubters know that such a perception will cloud their future careers. The desire to agree with the boss is typical of committees, with group members often taking collective decisions that they would not have taken individually. They look around the table, see their colleagues nodding in agreement and suppress their own doubts. If all these intelligent people believe this is the right thing to do, they think to themselves, perhaps it is. It rarely occurs to committee members that all their colleagues have made the same dubious calculation.

Responsible managers usually ask to see the evidence before reaching a decision. **(11)**......... . Even those who consider all the evidence, good and bad, fail to take account of the fact that expert predictions are often wrong. The reason for this is that feedback is only effective if it is received quickly and often; and senior executives rarely become the experts they claim to be, because they make too few big decisions to learn much from them. So when it becomes clear that disaster looms, many executives insist on pressing ahead regardless. **(12)**......... . The repercussions of doing so can be daunting.

So what can be done to prevent companies making bad decisions? **(13)**......... . Another is to delegate the decision on whether or not to continue to people who are not in the thick of the decision-making, such as the non-executive directors. **(14)**......... . But they shouldn't expect any gratitude: people who have made huge mistakes are not going to say 'Thank you, we should have paid attention to you in the first place.'

Example:

0	A	B	C	D	E	F	G	H
								▬

A It would be far better, though, if dissidents in the organisation raised their doubts beforehand, and were listened to.

B They want to be recognised as having changed the company in a way that history will remember.

C This is not to argue that companies should never attempt anything brave or risky.

D Too much money has been spent and too many reputations are at stake to think about stopping at this stage.

E One solution is to set targets for a project and to agree in advance to abandon it if these are not met.

F After all, people who persistently point to potential pitfalls are seen as negative and disloyal.

G But they often rely only on those parts of it that support their case.

H Coupled with this, they insist that the failure was someone else's fault.

Turn Over ▶

5

4

PART THREE
Questions 15 – 20

• Read the following extract from an article about incompetent employees, and the questions on the opposite page.

• For each question **15 – 20**, mark one letter (**A**, **B**, **C** or **D**) on your Answer Sheet for the answer you choose.

Every organisation has its share of employees-from-hell: the lazy, deluded, hypochondriac under-performers. They are difficult to manage and miserable to work with. Their productivity is low and their ability to poison staff morale high. They are, alas, always well-entrenched and management-resistant. Interestingly, their numbers in any organisation have more to do with management's refusal to deal with the situation than with poor selection. That is, their existence in the organisation is nearly always due to a long line of weak managers who have declined to tackle the problem.

Traditionally, there are three classic ineffective ways of dealing with the incompetent. The first is to ignore the problem, hoping that it will go away. Rather than confront laziness or serious absenteeism, the manager gives the employee less work to do. This inevitably leads to frustration on the part of the good hardworking staff who see the problem employee getting away with it.

The second approach, which has traditionally been the most favoured, is to pass them on. There is usually a part of any business where people believe the poor performer can do no damage. Alternatively, poor performers can be moved to another branch in the dreariest part of town, or to another town, or even to another country. A clever variant of this tactic is to herd all the incompetent employees into one part of the company that is then sold off or privatised.

There is a third approach which is to promote the incompetent. This sounds bizarre and exceedingly stupid but is not infrequently adopted. The idea is that, although these posts are quite senior and well-paid, the actual jobs are fairly pointless ones in which incompetent people can hide without doing any serious damage. The employee is thus confirmed in his or her delusions of competence.

All three of these strategies are the result of not dealing with the problem early on. Many managers find dealing with incompetence very difficult. The scenario that all managers hate is as follows: show a subordinate a low mark on their appraisal form. The employee first wants the behaviour defined; then wants an example of when this behaviour occurred; then argues about how this incident occurred and how typical it was. The net result is a row about the past and frustration on the part of both.

A different and more successful method is the problem-solving approach. This insists that one still shows the low score but, rather than attempting to explain it, one describes what needs to be done differently to achieve a higher score. The emphasis is on the future not the past; on a clear description of the desirable behaviour, not the incompetent behaviour. The touchy or sensitive employee normally responds to this reasonably well. Nevertheless, there are those who cannot, or will not, respond to good management. They may be unable to do the job due to not having the ability to learn ever-changing tasks fast enough. They may be distracted by problems at home or more likely they have been managed very poorly in the past.

There is really only a very limited number of things that can be done with the really incompetent. Buy them out, which may be the best solution for all concerned; raise the game by making sure they are given ever higher but reachable targets. A final strategy is to insist that they have an annual psychological test where a disinterested outside consultant does a motivation analysis and has the power to recommend that they be let go – not encouraged to go to another part of the organisation, but into the bracing waters of the job market.

15 What criticism does the writer make of managers in the first paragraph?

A They lose interest in the issue of incompetent employees.
B They fail to take a firm line with inefficient employees.
C They have little idea of what is really required of their staff.
D They often make bad decisions when choosing new staff.

16 What is the effect of the first of the methods suggested for dealing with incompetent staff?

A It has only a short-term effect on the problem.
B It means that better workers will not have to work so hard.
C It makes good workers aware that problems are being dealt with.
D It sends a negative message to those who do their job well.

17 In both the second and third ineffective methods of dealing with incompetent employees, the managers' aim is to

A have all of the incompetent staff working in the same part of the company.
B improve the attitude of the incompetent staff to work by giving them promotion.
C put the incompetent staff in a situation where they can do as little harm as possible.
D make the work so unattractive that the incompetent staff want to leave.

18 The writer says in the fifth paragraph that employees who are given a low mark on their appraisal form will

A demand a detailed explanation of what they have done wrong.
B claim that special circumstances have had an effect on their work.
C deny that their work has been in any way unsatisfactory.
D argue that they find the work they have had to do frustrating.

19 In the sixth paragraph the writer says that when talking to an incompetent employee a manager should

A make no reference to the most recent appraisal mark.
B compare the work of the employee with that of more efficient workers.
C make clear what will happen if performance does not approve.
D explain to the employee how he or she can gain a better appraisal mark.

20 What does the writer suggest as a way to deal with incompetent employees who fail to respond even to a problem-solving approach?

A Set them targets which it would be impossible to attain.
B Give them a test designed to identify their strengths.
C Pay them a sum of money to leave the company.
D Get an outside consultant to find them another job.

Turn Over ▶

7

6

PART FOUR
Questions 21 – 30

- Read the article below about life coaching – regular meetings between a business person and a neutral consultant to discuss work-related problems.
- Choose the correct word or phrase to fill each gap from **A, B, C** or **D** on the opposite page.
- For each question **21 – 30**, mark one letter (**A, B, C** or **D**) on your Answer Sheet.
- There is an example at the beginning, **(0)**.

Why I Found A Life Coach

Anyone who has ever **(0) D** through a self-improvement book has probably learned that such books do not hold the **(21)** ...... of personal happiness. Having read too many of them without success, I was **(22)** ...... to staying vaguely dissatisfied for the rest of my life. But when I **(23)** ...... a newspaper article about a new kind of consultant, called a life coach, I became curious, and decided to learn more.

I was looking for a more personal way to **(24)** ...... my life: I'd achieved my material goals before **(25)** ...... the support of a coach, but professional challenges, long hours and not having someone neutral to talk to were putting my work and relationships at **(26)** .... I realised I needed to learn how to deal with problems before they occurred.

My life coach is very good at asking me **(27)** ...... questions which help me to discover what I'm dissatisfied with in my life, and to understand who I am. It's good to have someone you can trust and respect to **(28)** ...... things over with.

I sometimes pick topics in **(29)** ...... of our discussions, such as situations at work, or conflicts between me and colleagues, though I don't always **(30)** ...... an agenda. And I know that everything I say to my coach is in the strictest confidence. I'm far better at tackling difficult situations now, and best of all, I feel much more at ease with my life.

Example:

	A	B	C	D
0	stared	seen	inspected	glanced

	A	B	C	D
21	solution	answer	key	secret
22	patient	resigned	tolerant	contented
23	found out	came across	ran into	met with
24	evaluate	account	estimate	reckon
25	appointing	signing	registering	enlisting
26	danger	hazard	risk	peril
27	examining	probing	exploring	investigating
28	talk	discuss	say	tell
29	preparation	readiness	precaution	anticipation
30	set	put	place	hold

Turn Over ▶

PART FIVE
Questions 31 – 40

- Read the article below about working abroad.
- For each question **31 – 40**, write one word in CAPITAL LETTERS on your Answer Sheet.
- There is an example at the beginning, **(0)**.

Example 0 I T ☐ ☐ ☐ ☐

WORKING ABROAD

An increasing number of people are finding **(0)** .... necessary to spend at least part of their working life abroad. An international career used to be something people opted into from choice, but **(31)** .... many it has now become a requirement of staying in work. You do not have to be working in a huge multi-national corporation to find **(32)** .... being asked to work abroad. Companies that not so **(33)** .... years ago reserved foreign travel for directors, are now sending middle managers and even new recruits on projects overseas.

The characteristics of international travel will vary widely. For some people it will mean that they will occasionally have to spend a **(34)** .... days in a foreign city, while for others it will mean that they will constantly be moving from **(35)** .... country to another until they eventually lose touch with **(36)** .... original national identity.

The growing demand for people with the skills and experience to work in cross-national contexts places a premium on those who have developed the skills to enable them to rise to that challenge. **(37)** .... is needed is flexibility and adaptability, both of **(38)** .... arise from a state of mind rather than from innate ability. Teamworking skills are also important and **(39)** .... is the ability to communicate effectively, especially **(40)** .... long distances, via new communications technologies, such as videoconferencing and teleconferencing.

An international career requires a variety of skills. The time to begin preparing for such a career is now.

PART SIX
Questions 41 – 52

- Read the text below about writing good covering letters.
- In most of the lines **41 – 52** there is one extra word. It is either grammatically incorrect or does not fit in with the meaning of the text. Some lines, however, are correct.
- If a line is correct, write **CORRECT** on your Answer Sheet
- If there is an extra word in the line, write **the extra word** in CAPITAL LETTERS on your answer sheet.
- The exercise begins with two examples, **(0)** and **(00)**.

Examples 0 C O R R E C T ☐ ☐
00 Y O U ☐ ☐ ☐ ☐

DON'T GET "FILED IN THE BIN"

0 When you're applying for a job, what can you do to ensure that your
00 covering letter doesn't just get 'filed' in the rubbish bin? Firstly, you
41 always remember that the purpose of a covering letter is there to
42 complement for your CV. This means it should flesh out and explain
43 clearly through any points that the CV alone doesn't deal with and that
44 therefore might otherwise be missed out by prospective employers.
45 For example, if you're looking to change in industries, then your letter
46 ought to explain them why you want to make the move, what your
47 motivation is, and what you hope to achieve. If your CV shows that you
48 don't hold a relevant qualification that the job ad has specified it (say,
49 a university degree or a vocational diploma), so you'll need to explain
50 why you should still be considered. It's not easy, and often writing the
51 letter can take twice as long as writing your CV. But because to some
52 extent that is how it should be: a CV is a formal, with structured document
that simply imparts information, whereas a letter is your chance to make an impression.

Answer key

Q	Part One
1	E
2	D
3	B
4	A
5	B
6	C
7	E
8	E

Q	Part Two
9	B
10	F
11	G
12	D
13	E
14	A

Q	Part Three
15	B
16	D
17	C
18	A
19	D
20	C

Q	Part Four
21	D
22	B
23	B
24	A
25	D
26	C
27	B
28	A
29	D
30	A

Q	Part Five
31	For/With
32	Yourself
33	Many
34	Few
35	One
36	Their
37	What
38	Which
39	So
40	Over/Across

Q	Part Six
41	There
42	For
43	Through
44	Out
45	In
46	Them
47	Correct
48	It
49	So
50	Correct
51	Because
52	With

HIGHER | READING

Candidate answer sheet

Business Higher
Writing paper

General description

FORMAT	The paper consists of two business-related writing tasks in response to stimuli provided and for a given purpose and target reader.
TIMING	1 hour 10 minutes.
NO. OF PARTS	2
NO. OF TASKS	2 (both are compulsory).
TASK TYPE	In the first task candidates are required to write a short report. In the second task candidates are required to write either a report or a proposal or a piece of business correspondence.
ANSWER FORMAT	Candidates write their answers on the question paper.
MARKS	Part 1 carries one third of the total marks available and Part 2 carries two thirds of the total marks available.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	A short report. Describing or comparing figures from graphs, charts or tables.
FORMAT	Candidates are required to produce a report based on a rubric and graphic input.
NO. OF TASKS AND LENGTH	1 compulsory task. 120–140 words.

PART 2

TASK TYPE AND FOCUS	A report, proposal or piece of business correspondence.
	Report: describing, summarising.
	Correspondence: e.g. explaining, apologising, reassuring, complaining.
	Proposal: describing, summarising, recommending, persuading.
FORMAT	Candidates are required to produce a report, proposal or piece of business correspondence based on a rubric and possibly supplemented by a brief input text.
NO. OF TASKS AND LENGTH	One task chosen from three possible options. 200–250 words.

The two parts of the Writing paper

Part 1 of the Writing test carries one third of the total marks available and Part 2 carries two thirds of the total marks available.

Expected word length

Candidates are asked to write 120–140 words for Part 1 and 200–250 words for Part 2. Significantly fewer words are likely to mean that the task has not been completed, whereas over-long pieces of writing may involve irrelevance or have a negative effect on the target reader. If this is the case, under-length or over-length answers will be penalised.

Irrelevance

The examiners' first priority is to give credit for the candidates' efforts at communication, but candidates are penalised for content irrelevant to the task set, as in the real world this would have a negative impact on the target reader and would interfere with communication.

PART 1

This part tests the candidate's ability to produce a short report in reference to graphic input.

Sample questions and scripts: pages 94 and 97–98.

Task type and focus

A short report. The medium may be a memo or email. The range of functions in the task may include describing or comparing figures from graphic input.

Task format

This is a guided writing task, in which the candidate produces a brief (120–140 word) report. The task provides a realistic situation in which it is necessary to analyse graphic information and express it in words. The input may consist of graphs, bar charts, pie charts or tables of the type frequently used in the business pages of newspapers, company reports and brochures.

PART 2

This part tests the candidate's ability to produce a report, proposal or piece of business correspondence.

Sample questions and scripts: pages 94 and 99–104.

Task type and focus

A report, proposal or piece of business correspondence. The range of functions in the tasks may include describing, summarising, explaining, apologising, complaining, recommending or persuading.

Task format

In most parts of the Writing tests, all candidates are required to perform the same task because there is no danger of individuals or groups of candidates being disadvantaged by that task. The exception is *Business Higher* Writing Part 2: in order to generate the range of language which is characteristic of this level of language learner, the input is broad and non-specific, resulting in a relatively high background knowledge requirement from the candidate. If there were no choice of tasks this could disadvantage some candidates, so a choice of tasks is given.

Candidates choose from three options: a report, proposal or a piece of business correspondence. The task is supplied by the rubric, which provides an authentic reason for writing, and indicates for whom the piece of writing is being produced. The input is therefore more detailed and specific than that of the traditional 'essay question' task type.

There is no significant difference between the format required for proposals and reports. At this level, reports must be clearly organised and should make some attempt at report format, for example, there should be paragraphs, a heading, introduction and/or conclusion. There is no particular requirement for subheadings, and some widely taught subheadings such as 'introduction', 'terms of reference', 'findings', etc., will not necessarily be appropriate for all tasks.

Accuracy and appropriacy in emails

Nowadays a significant proportion of written business communication is transmitted electronically, both within the company and to people outside the company.

In some contexts, this technological change may have changed the nature of what people actually write. It may be argued that a new genre has emerged, characterised by brevity, informality and a lack of conventions and even of regard for linguistic accuracy.

However, linguistic inaccuracy and inappropriate informality within electronic business communications is considered unacceptable by many individuals and organisations, and can be counterproductive if employed in real life.

As well as being used informally, email is also widely used within business cultures in which appropriacy and accuracy are perceived to be important, and this is the context of use on which *Business Higher* focuses.

Preparation

The first writing task involves the kind of graphic input of information which is common in the business world, and candidates should be exposed to a wide range of examples of graphs and charts from newspapers, magazines, company literature, etc. The interpretation involved is the translating of the graphic input into prose, rather than the recommending of action. Candidates should have practice in the clear and concise presentation of written information. Specific vocabulary and phrasing should also be developed.

The second writing task requires candidates to plan carefully in order to be able to produce successful answers. Exposure to and discussion of as wide a range as possible of relevant texts would be beneficial. Candidates should be given practice in considering:

- the target reader
- the purpose of writing
- the requirements of the format (letter, report, etc.)
- the main points to be addressed
- the approximate number of words to be written for each point
- suitable openings and closings
- the level of formality required.

HIGHER | WRITING

PART ONE
Question 1

- The bar chart below shows the cost of buying three different photocopiers, the cost of a warranty on each machine, and their expected running costs for the first two years.

- Using the information from the chart, write a short **report** comparing the costs for the three machines.

- Write **120 – 140** words on page 3.

PHOTOCOPIER COSTS

Expected total costs for initial 2-year period: Carda – $1,900
KD – $1,800
Sebu – $1,800

PART TWO
Questions 2 – 4

- Write an answer to **one** of the questions 2 – 4 in this part.

- Write **200 – 250** words on pages 5 and 6.

- Write the question number in the box at the top of page 5.

Question 2

- Your manager is keen to introduce new practices into your company. He has asked you to write a report which includes details of two practices from another company which you would suggest adopting in your own company.

- Write the **report** for your manager, including the following information:

    - what you admire about the other company
    - which two of its practices you would adopt
    - why your company would benefit from them.

Question 3

- Your company has employed an outside consultant to organise an exhibition of your products, to be held next month. His work is unsatisfactory, and your boss has now decided that you should take over full responsibility instead. Your boss has asked you to write to the consultant to explain why he has been replaced.

- Write the **letter** to the consultant:

    - giving two reasons why he has been replaced
    - telling him he will be paid for this work
    - asking him to brief you on the current situation.

Question 4

- Your company has decided to conduct an investigation into the possibility of increasing the number of ways in which technology is used throughout the organisation. You have been asked to write a proposal concerning the use of technology in your department for the Managing Director.

- Write your **proposal**, including the following:

    - a brief outline of the current uses of technology in your department
    - a description of what technological improvements could be made
    - an explanation of the benefits these changes might bring
    - recommendations for the kind of training that would be necessary.

2

4

Assessment of Writing

Examiners and marking

Writing Examiners (WEs) undergo a rigorous process of training and certification before they are invited to mark. Once accepted, they are supervised by Team Leaders (TLs) who are in turn led by a Principal Examiner (PE), who guides and monitors the marking process.

WEs mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group. The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the PE and TLs are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using Assessment Scales that were developed with explicit reference to the CEFR Table. The scales, which are used across the spectrum of Cambridge ESOL's General and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

• **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.

• **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.

• **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.

• **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

The assessment scales for the *Business Higher Writing* on the following page are extracted from the overall writing scales on page 120.

When marking the tasks, examiners take into account length of responses and varieties of English:

• Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.

• Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

Business Higher Writing Examiners use the following Assessment Scale, extracted from the overall writing scales on page120.

C1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or as slips.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is, on the whole, informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	*Performance Below band 1.*		

Question 1

Candidate A

As it is shown in the chart, Carda has the lowest purchase price of the three machines. However, its running costs is the highest at $1.200. and its warranty reaches just over $150. KD. On the other hand, offers the best waranty and its price is just $100. over Carda's but its running cost is only $900 compared with that of Carda's. Sebu is the most expensive one and its quarranty is the lowest. In spite of having the lowest running cost of the three machines, Sebu doesn't seem to be the best choice. Comparing the expected running costs for two years Carda is just $100 higher than the KD and Sebu. Therefore KD is likely to be the most efficient machine with the best warranty offered.

Examiner comments

Subscale	Mark	Examiner comments
Content	3	All the bar charts are referred to and there are successful attempts at comparison. However, *KD* is unclear and the comparison should be for 'expected total costs' not *'expected running costs'*. The target reader would be mostly informed although some figures are missing.
Communicative Achievement	1	The report uses the conventions of the task to communicate straightforward ideas and generally hold the reader's attention.
Organisation	2	The text is well organised within one paragraph and uses some simple linking words (*however, in spite of, therefore*).
Language	2	A range of simple grammatical forms are used with control. The report uses a range of comparative vocabulary appropriately (*in spite of having the lowest running cost.*)

Candidate B

Report of Cost Comparison of Three Photocopiers

This is a report to provide data of the cot of buying three different photocopiers, comparing costs of purchase, warranty and running costs of the following trade marks: Carda, KD, and Sebu.

Carda offers the best purchase price. The amount necessary to acquire it is $600.00, although running costs show a huge amount of $1,200.00 for initial 2-year period, and warranty is at a stable price of $100.00.

KD offers the second best purchase price, around $700.00, with the best warranty offered - $200.00 for initial 2-year period. However, running costs show an expense of $900.00 for the same period. Finally, Sebu offers the highest purchase price, $1,000.00, as well as the lowest warranty costs (less then $100.00), and reasonable running cost, calculated in $600.00 for initial 2-year period. Card shows total cost expected for this period $1,900; KD $1,800; and Sebu $1,800.

Examiner comments

Subscale	Mark	Examiner comments
Content	4	All the content is addressed with relevant comparison between the different photocopiers (*as well as the lowest warranty costs, KD offers the second best purchase price*). However, some of the information relating to KD, is incorrect meaning that the target reader would only be on the whole informed.
Communicative Achievement	3	Uses the conventions of the communicative task effectively to hold the reader's attention with a simplistic approach which lists the figures one by one.
Organisation	3	The text is generally well-organised using appropriate paragraphing and a title. The text is linked and coherent using some simple linking words (*finally, although, however*) to generally good effect, although the conclusion is not linked.
Language	2	The report uses a range of vocabulary and collocation effectively (*reasonable running cost*). There are some minor slips with spelling (*cot, Card*) and use (*stable*), but these do not impede communication. Simple grammatical structures are used with some control.

Question 1

Candidate C

THE PURCHASE PRICE OF CARDA PHOTOCOPIER IS THE LOWEST: $600, BUT ITS RUNNING COST IS THE HIGHEST: $1,200. ALSO THE TOTAL COST FOR CARDA IS THE LESS ATTRACTIVE, THE WARRANTY PRICE IS NEAR $100. THE TOTAL COST FOR CARDA IS $1,900.

TO BUY THE KD PHOTOCOPIER IT WOULD HAVE TO BE SPENT $1.800 INCLUDING THE TWO YEARS RUNNING PERIOD WHICH WOULD COST AROUND $900 AND THE WARRANTY WOULD BE $200. THE MACHINE PRICE WOULD BE $700. IT IS $100 LOWER THAN CARDA.

THE SPENDURE WOULD BE JUST BELLOW $100. COMPAIRING THE RUNNING COSTS, THE ONE OF SEBU'S WOULD BE THE BEST BUT THE PRICE OF THE MACHINE IS $1.000, THIS MEANS THAT IT IS THE MOST EXPENSIVE MACHINE BUT ITS TOTAL PRICE IS THE SAME AS THE SEBU'S

Examiner comments

Subscale	Mark	Examiner comments
Content	2	All the bar charts are referred to but there are attempts at comparison which are not entirely successful (*the total cost for Carda is the less attractive*). The information for Sebu is incomplete and so the target reader would only be partially informed.
Communicative Achievement	0	Whilst the report communicates some simple ideas using short sentences, errors are significant and interfere with continuous reading, therefore the target reader's attention is not held.
Organisation	0	The text uses paragraphs and a limited number of linking words (*but, and*) but lacks coherence.
Language	0	A number of spelling and tense errors are present (*it would have to be spent, spendure, bellow, compairing*) which are distracting, and there is no evidence of control of complex structures.

Candidate D

Comparison of three different photocopiers

This report is based on the figures of the cost of buying, the cost of a warranty and the expected running costs of three photocopiers.

The Carda photocopier produces the highest running costs with $1,200 but it also has the lowest purchase price with $600. The warranty costs are compared to the ones of KD ($200) fairly low. Nevertheless Sebu has the lowest warranty costs with $100.

KD's purchase price is as high as Sebu's running costs, namely $700. But the purchase price for a Sebu photocopier is with $1100 far higher than KD's. The running costs of KD's photocopier is with $900 in between the other two photocopier models.. Overall the Carda photocopier will be the most expensive of those three for the initial 2-year period. KD's photocopier would be the cheapest but it also has the highest warranty costs.

Examiner comments

Subscale	Mark	Examiner comments
Content	4	All the bar charts are referred to with appropriate expansion. However, the total costs for Sebu are omitted and the final sentence is inaccurate (*KD's would be the cheapest*).The target reader would be mostly informed.
Communicative Achievement	2	The report uses consistently appropriate register, however both simple and complex ideas, are not always effectively communicated.
Organisation	2	The text is organised in paragraphs with a title and an introduction. However, the paragraphs are not always coherent. Some linking words are used effectively (*but, nevertheless*).
Language	2	A range of vocabulary and effective collocation is used (*fairly low, far higher*). Comparative forms are used with good control (*KD's purchase price is as high as Sebu's running costs.*) Complex grammar is generally well-controlled but errors and a lack of punctuation affect meaning.

Question 2

Candidate E

Why we should adopt file sharing and a system for working from home

This report aims to recommend two new practices to introduce into our company.

Findings

Last week our team spent a lot of time on meetings with our partner company Arpage Systems. It was found that the staff of this company is very motivated. Beside that high motivation we realized that their employees have a strong productivity. Since our company structure is different and we have much more staff, we can't adopt every practice they are using. Nevertheless, two possible practices are identified:

- File sharing on a computer network.

- Arpage Systems uses several servers to share the files its employees need for their work.

- Working from home.

All of the staff of our partner can work from home. Their company accepts the work from home as normal working time. The required office - tools are paid by Arpage Systems.

Conclusion

Our company would benefit of these two practices as followed:

- higher productivity

Due to the high amount of project work in our company, our staff would work much faster and more efficient, if it was possible to share the needed files with their employees. Besides that, it is not required for every employee to come to his work place every day. Introducing a system that allows our staff to work from home would enable every employee to do the work whenever it suits him.

- higher motivation

Adopting the two mentioned practices we show our employees that we are a flexible and modern company. Together with the higher flexibility he experiences, this will lead to a much higher motivation of our staff.

Recommendation

Therefore it is strongly recommended to introduce a new computer network for file sharing and a system that allows our employees to work from home.

Examiner comments

Subscale	Mark	Examiner comments
Content	4	Content points are expanded with flexibility so that the target reader is fully informed. However, there is some minor irrelevance with the reason for the company being admired not explicitly stated.
Communicative Achievement	3	The conventions of the communicative task are generally used appropriately with an early reference to the aim of the report. The conventions of format are followed to hold the target reader's attention and communicate straightforward ideas. (*Therefore it is strongly recommended to introduce a new computer network*).
Organisation	3	The text is well-organised with suitable headings (*Findings, Conclusion* and *Recommendation*). Some suitable linking words are also used.
Language	3	A good range of lexis is present (*however, there*) are occasional errors, with collocation (*our company would benefit of*), and the use of tenses is not entirely successful (*two possible practices are identified*), but these do not impede communication.

Question 2

Candidate F

Report about details of two new practices

Introduction

The purpose of this report is to give information about two new practices which should be implemented at Meier Ltd. In specific this report will look at :

- another company and their practices
- two possible practices to adopt at Meier Ltd.
- possible benefits
- recommendations

Findings

The example to give about new ways of doing things is our key customer which is worldwidely admired for a professional approach towards their staff. The treatment of the employees is unique. Therefore it would be favourable if Meier Ltd. adopts two of their practices.

As a first point there are many incentives for the employees. Examples are :

- travel vouchers for the sales people when the sales are above expectations
- offered trips to foreign countries for all employees
- good infrastructure at the offices
- generous salaries

As a second practice to outmark there is the recruitment process. The guidelines for finding new workers are very clear and hence the vacancies are more quickly filled.

Conclusions: benefits and drawbacks

There are several benefits for Meier Ltd. if these two practices are adopted:

- good motivation among staff which leads to improved sales figures
- less fluctuation in employees
- leaving people can be replaced faster

There is only one drawback when implementing these practices: the costs.

Recommendations

As there is only one disadvantage but various advantages I strongly recommend adopting these new practices at Meier Ltd.

Financial Assistant

Meier Ltd. Zurich

Examiner comments

Subscale	Mark	Examiner comments
Content	**5**	All the content is relevant to the task, content points are expanded with flexibility and the target reader is fully informed.
Communicative Achievement	**3**	The register and tone are appropriate for a report (*strongly recommend*). The text communicates straightforward and some complex ideas to the target reader.
Organisation	**3**	The text is generally well organised, incorporating headings and bullet points to good effect. There is basic linking (*therefore, hence, if, but*) which express the content points in a logical order.
Language	**3**	There is a good range of vocabulary which is generally used appropriately (*favourable, infrastructure, fluctuation*). A number of non-impeding errors are noticeable (*in specific, leaving people can be replaced*), but these do not impede communication.

Question 3

Candidate G

A Letter for the Outside Consultant

Dear Sir:

Many thanks for your efforts in these days for our exhibition which will be held next month. Your work has given some help to us, but I'd like to say that my boss is not satisfied with you work. For one reason is that the design of the stand can't show the special character of our products, in another words, it can not enable the visitors know the spirit, that the producers stand for. This is not good for the broadcasting of our company's culture. For another is that, well, also the most important reason: the cost. As you may probably know that our budget for the exhibition is $50,000, but you have cost us $35,000 now just for your first section. Through carefully estimate, the whole cost of your project will cost us $150,000! Such a large sum of money can not be allowed by our financial situation. So those two reasons are why we decide not to employ you further more on the exhibition.

Of course, we'll pay the comission to you but as you have not finished the project which your promised in the contract, the payment will be adjusted accordingly. Anyway, that means you should give us a discount on the price eventhough. I think we should discuss it face to face.

As you have been replaced by me, I must take over full responsibility instead. But I have not got a clear idea about the current situation. For example, who have been called for working for the exhibition from our staff, what have been done and who was taking the main responsibility on your side. That will be very nice of you if you can brief me on the current situation clearly.

Looking forward to your respondent urgently.

Good wishes for you.

Yours faithfully,

Examiner comments

Subscale	Mark	Examiner comments
Content	4	All content is relevant with the points expanded in some detail (*our budget for the exhibition is $50,000, but you have cost us $35,000*). The reader is fully informed.
Communicative Achievement	4	The conventions of format are followed to hold the target reader's attention and communicate the ideas. There is also an early reference to the reason for writing (*my boss is not satisfied with your work*). There are some problems with register (use of exclamation mark, *Anyway, that means you should…, That will be very nice of you*).
Organisation	3	Complex sentences are used with a range of linking words and phrases (*as you may probably know, Of course*), but these are not always entirely successful (*For another is that, well,* also all referring to one point).
Language	4	A range of lexis is used appropriately (*the payment will be adjusted accordingly*). Some errors are present (*what have been done and it can not enable the visitors know the spirit*) but these do not impede communication.

Question 3

Candidate H

Dear Mr ...:

I'd like to inform you that the executive manager, Mr ... decided that I should replace you to take the responsibility for the exhibition. We'd like to express our gratitude for all your effort on the work, but we're sorry to say that your work is to some extent unsatisfactory. First of all, your plan of the exhibition still requires amendment: the budgetary costs seems to be too expensive for such a small-scaled exhibition and most of the money and labor can't be made use of efficiently according to your plan. We've told you about our opinions but I'm sorry to say that we couldn't see much progress in the second plan you handed in. Secondly, your recent work seems to have a lack of efficiency. As the opening of the exhibition is drawing near, we really feel worried whether the exhibition could be hold punctually and successfully. After considerable consideration, the manager thought it's better that I take over the full responsibility of the organization work. As you have devoted much time and energy to the exhibition and have contributed some wonderful ideals to the work, you'll still be paid for this work according to the contract. And I'll be more grateful if you can brief me on the current situation of the organization work. It'll be very helpful to me as well as to the exhibition. I hope that we'll have the opportunity to work together next time.

Yours Sincerely

Examiner comments

Subscale	Mark	Examiner comments
Content	4	All content points are addressed, but the second reason is not sufficiently expanded to fully inform the target reader.
Communicative Achievement	4	The conventions of a letter task are used in an appropriate register (*we'd like to express our gratitude, after considerable consideration*) to communicate straightforward and complex ideas effectively, holding the target reader's attention.
Organisation	3	Despite the lack of paragraphing, the text is effectively linked and coherent using a range of linking words (*first of all and secondly*) to generally good effect.
Language	4	A range of simple and complex grammatical forms are used with a good degree of control (*thought it's better that I take over*) and there is appropriate use of lexis (*devoted much time and energy*).

Question 4

Candidate I

Purpose
As requested, the purpose of this proposal is to describe and analyse the possible use of technology in the Marketing Department.

Current use of technology
Up to now the members of our department have taken advantage of technological equipment i.e. computers, in order to launch our products most successfully. Not only have we arranged promotional and advertising campaigns but we have also conducted market research via the internet so as to meet our consumers growing demands.

Technological Improvements
In our work we have used computer software and hardware which has already become obsolete and urgently needs modernisation. Therefore, the purchase of up-to-date programmes and equipment is of prime importance.

Benefits
There is no denying that these improvements will bring vast profits to the company. Our team will be able to work faster, more effectively and make greater use of technological innovations. Moreover, our company will be more likely to easily overcome fierce competition in the market.

Training
It seems obvious that our staff does not possess the knowledge of how to use new software. Thus, training on the use of modern programmes would be recommended as necessary.

Conclusion
To sum up, it seems obvious that the introduction of new technology into the Marketing Department will enable the company to gain huge profits. Our position in the market will be strengthened.

Examiner comments

Subscale	Mark	Examiner comments
Content	**5**	All content points are covered and relevant with good expansion. The target reader is fully informed.
Communicative Achievement	**5**	The conventions of a report are used flexibly and communicate complex ideas in an effective way (*There is no denying that these improvements will bring vast profits to the company*). An appropriate register is used consistently throughout, fulfilling all communicative purpose.
Organisation	**5**	Headings and paragraphs are used to good effect and the text is a coherent whole. Cohesive devices are used with flexibility (*Not only...but...also, Therefore, Moreover, Thus*).
Language	**5**	There is a good range of vocabulary which is used precisely (*obsolete, modernisation, prime importance*). A wide range of both simple and complex grammar is used with a degree of sophistication (*There is no denying, make greater use*).

Question 4

Candidate J

THE USE OF TECHNOLOGY IN OUR DEPARTMENT

This report points out the results of an investigation into the possibility of increasing the number of ways to use technology within the purchasing department.

Firstly, the orders to the different suppliers are made manually by fax. One person needs approximately 3-4 hours per day . That means, that one team-member spend nearly 50% of his total time to do this process. Secondly, the informations concerning the delivery situation are given with telephone calls directly to the production plan by the team-members from our department.

Thirdly, the purchasing manager needs a lot of time to do the forecast for every kind of purchased product. There is no tool in our computer system, which calculates automatically the right quantity to order.

The investigation show that the computer is not used in all kind of processes.

It would be helpful to built up a computer network within the supply chain management. With this network is it possible to reduce the manual work within the purchasing department. The suppliers will get the orders on an electronic way and the production gain the information without to do any telephone calls to the purchasing department.

It is strongly recommended to implement the above mentioned suggestions concerning using new technologies within the purchasing department.

Examiner comments

Subscale	Mark	Examiner comments
Content	3	Content point 4 is inadequately addressed as no training is referred to in the recommendation. However, the other points are addressed with some expansion (*with this network is it possible to reduce the manual work within the purchasing department*) and the reader is on the whole informed.
Communicative Achievement	3	The conventions of the communicative task are used effectively, communicating straightforward and complex ideas so that the target reader's attention is held. An appropriate register is used throughout.
Organisation	2	The proposal does not use any headings, but is well-organised and generally coherent using some basic linking (*firstly, secondly, thirdly*).
Language	2	A limited range of grammatical forms (mainly the passive and present simple) are used with good control. The text contains appropriate lexical choices (*there is no tool in our computer system, which calculates automatically the right quantity to order, to implement the above mentioned suggestions*).

Business Higher
Listening paper

General description

FORMAT	The paper consists of 3 parts. Each part comprises a recorded text or texts and a Listening task.
TIMING	40 minutes, including time for the transfer of answers to the answer sheet.
NO. OF PARTS	There are 3 parts.
NO. OF QS	30
TASK TYPES	Gap filling, multiple matching and 3-option multiple choice.
TASK FOCUS	These include understanding specific information, gist, attitude, opinion, topic, context, function, main points and detail.
TEXT TYPES	Monologues: these include presentations, lectures, announcements, briefings, etc. Interacting speakers: these include meetings, discussions, interviews, etc.
ANSWER FORMAT	Candidates are advised to write their answers in the spaces provided on the question paper. There are ten minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading a box or writing a word, or words, on a machine-readable answer sheet.
MARKS	Each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Note completion. Listening for and noting specific information.
FORMAT	Informational monologue of approximately 2–3 minutes. Heard twice.
NO. OF QS	12

PART 2

TASK TYPE AND FOCUS	Matching. Listening to identify topic, context, function, speaker's opinion, etc.
FORMAT	Five short monologues linked by theme or topic from five different speakers. The recording lasts approximately 3–4 minutes and is heard twice.
NO. OF QS	10

PART 3

TASK TYPE AND FOCUS	Multiple choice. Listening for gist, specific information, attitudes, etc.
FORMAT	Conversation, interview, discussion between two or more people of approximately 3–4 minutes, heard twice.
NO. OF QS	8

The three parts of the Listening paper

PART 1 Note completion

This part tests the candidates' ability to listen for specific information.

📝 *Sample task and answer key: pages 107 and 111.*

⭐ Each correct answer in Part 1 receives 1 mark.

An informational monologue: heard twice.

This is a sentence-completion, gap-filling or note-taking task. The candidate has to supply only the key words of the answer, which will not be more than three words per question.

The spoken text lasts about 2 to 3 minutes and is a monologue (or a series of long turns by more than one speaker). The text is heard twice. It is informational and focuses on a series of identifiable facts. Topics might involve instructions, changes in arrangements, the programme for an event or meeting, or details of company performance. The setting for the task could be someone giving information over the telephone, a speaker addressing a roomful of delegates at a conference or people on a training course, or a Managing Director addressing staff.

Listening tasks may be based on recorded material taken from authentic sources or (more usually) based on scripted material. There are 12 questions, which are distributed evenly throughout the text, so that candidates have time to record their answers. Answers to questions may be numbers or amounts of money, but these will not involve the candidate in any calculations. Items of information are tested in the same order in which the information occurs in the text. Correct spelling of the words in the answer is expected.

PART 2 Matching

This part tests the candidates' ability to identify topic, context, function, speaker's opinion, etc.

📝 *Sample task and answer key: pages 107 and 111.*

⭐ Each correct answer in Part 2 receives 1 mark.

Five short monologues from five different speakers: heard twice.

This is a matching task based on five short extracts linked by theme or topic and spoken by five different speakers, in monologue form. The texts last a total of approximately 3 to 4 minutes.

There are two tasks for each of the five extracts. These tasks relate to the content and purpose of the extracts, and candidates are asked to do any combination of the following: identify speakers, interpret context, recognise the function of what is said, identify the topic, understand specific information, identify a speaker's opinion or feelings.

The series of extracts is heard twice, and candidates must attempt both tasks during this time. It is for the candidates to decide whether they choose to do the first task the first time they listen to the text, and the second task the second time, or whether to deal with the two tasks for each extract together. For each task, they have a list of eight options to choose from.

Materials for this task are scripted, and relate to a business topic or situation.

PART 3 3-option multiple choice

This part tests the candidates' ability to follow the main points of a text and retrieve specific information.

📝 *Sample task and answer key: pages 108 and 111.*

⭐ Each correct answer in Part 3 receives 1 mark.

Conversation interview/discussion: heard twice.

This task consists of a dialogue, or a discussion between three or more speakers. There are eight questions, which are 3-option multiple choice. The task relates to a topic of interest or concern in the world of work.

Preparation

All listening practice is helpful for students, whether authentic or specially prepared. In particular, discussion should focus on:

- the purpose of talks, conversations or discussions
- the roles of speakers
- the opinions expressed and the language functions employed
- relevant aspects of phonology such as stress, linking and weak forms, etc.

In addition, students should be encouraged to appreciate the differing demands of each task type. It is helpful not only to practise the task types in order to develop a sense of familiarity and confidence, but also to discuss how the three task types relate to real-life skills and situations.

The first task is note-taking (and therefore productive), and students should reflect on the various situations in which they take notes from a spoken input. They should also be encouraged to try to predict the kinds of words or numbers that might go in the gaps.

The second task is a matching (with discrimination) exercise, featuring differing styles and registers.

The third task involves the correct interpretation of spoken input, with correct answers often being delivered by more than one speaker.

In all three tasks, successful listening depends on correct reading, and students should be encouraged to make full use of the pauses during the test to check the written input.

PART ONE
Questions 1 – 12

- You will hear the introduction to a seminar, called the Business Master Class, about the use of Information Technology in the workplace.
- As you listen, for questions **1 – 12**, complete the notes, using up to three words or a number.
- You will hear the recording twice.

THE BUSINESS MASTER CLASS

SEMINAR NOTES
Arrangements for participants

1 The event will take place over ....

2 Seminar organised by ....

3 The title of the last session will be ....

4 To use the New City Hotel car park, delegates must obtain a ....

Dr Sangalli

5 Dr Sangalli has advised many ....

6 The name of his consultancy is ....

7 He is the author of ....

8 In Europe, he is the best-known ....

The Business Master Class

Two problems for companies:

9 to become more ....

10 to establish new ....

Two outcomes of session:

11 design your own ....

12 take away documents containing actual ....

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PART TWO
Questions 13 – 22

- You will hear five different business people talking about trips they have recently been on.
- For each extract there are two tasks. For Task One, choose the purpose of each trip from the list **A – H**. For Task Two, choose the problem described from the list **A – H**.
- You will hear the recording twice.

TASK ONE – PURPOSE

- For questions **13 – 17**, match the extracts with the purposes, listed **A – H**.
- For each extract, choose the purpose stated.
- Write one letter (**A – H**) next to the number of the extract.

A	to supervise staff training
B	to hold job interviews
C	to introduce new policy
D	to visit possible new premises
E	to observe working practices
F	to meet a new manager
G	to sign a new contract
H	to deal with a complaint

13 ....

14 ....

15 ....

16 ....

17 ....

TASK TWO – PROBLEM

- For questions **18 – 22**, match the extracts with the problems, listed **A – H**.
- For each extract, choose the problem described.
- Write one letter (**A – H**) next to the number of the extract.

A	I forgot a document.
B	My hotel was noisy.
C	I was late for a meeting.
D	I didn't understand some figures.
E	The service at my hotel was bad.
F	I had some wrong information.
G	I didn't have an interpreter.
H	I experienced computer problems.

18 ....

19 ....

20 ....

21 ....

22 ....

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Turn Over ▶

3

PART THREE

Questions 23 – 30

- You will hear part of a conversation between a management consultant and the Human Resources Manager of Jenkins, a company which manufactures children's clothing.

- For each question **23 – 30**, mark one letter **A**, **B** or **C** for the correct answer.

- You will hear the recording twice.

23 What is said about the ownership of Jenkins?

  A The founder has sold the company to someone else.
  B Jenkins has merged with another company.
  C There has been no change of ownership.

24 What does the Human Resources Manager see as the main external threat to Jenkins?

  A Their retailers are becoming less willing to pay their prices.
  B Consumers are buying more top-of-the-range children's clothes.
  C More and more companies are producing children's clothes.

25 The Human Resources Manager sees the company's main strength as the fact that

  A it has several long-term contracts.
  B it makes products of high quality.
  C its distribution system is efficient.

26 The Human Resources Manager believes that Jenkins's main weakness at present is that

  A the machinery is inadequate for current requirements.
  B the management style is out of line with modern demands.
  C the relations between management and workers are poor.

27 According to the Human Resources Manager, why do many machinists choose to leave?

  A They think that they can get better paid work elsewhere.
  B They feel that too much is expected of them.
  C They lack confidence in the company's future.

28 When working to produce a batch of clothes

  A each team is responsible for a particular operation.
  B each member of the team produces a complete item.
  C each person carries out one part of the production process.

29 What change has been been made to the range of goods?

  A A smaller number of different items is produced.
  B Each item is now made in smaller quantities.
  C Fewer new styles are introduced each year.

30 What is said about the machinists?

  A More of their work is falling below the required standard.
  B Some of them are earning less than they used to.
  C They have to spend longer learning to operate new machines.

You now have ten minutes to transfer your answers to your Answer Sheet.

Tapescript

Part 1. Questions 1–12.

F: Good morning everyone and welcome. Thanks for coming. My name is Jane Watson and I look forward to meeting you all personally. Some of you are here just for today, others, I know, will be attending for all three days. I'm just going to say a few words on behalf of my company who have organised this event, Global Conferences plc. As you know today's seminar is The Business Master Class to be conducted by our distinguished guest who I will introduce in a moment. But first a few quick points of organisation which perhaps you'd like to note. All the sessions will take place in this hotel except for the last session on Tomorrow's Software, which will be at the New City Hotel. We will meet there at 2 p.m. and this will give us a chance to see in action some of the things we have been discussing. A map with directions to the New City Hotel is available from me if you wish to make your own way. Alternatively there will be a bus going there at 1.30 p.m. There is limited car parking at the New City Hotel so if you wish to drive there you will need a permit. You can get one from the conference office.

Now to the reason we are all here. We are very fortunate to have a seminar today led by Dr Martin Sangalli, one of the most prominent and well-respected commentators in the world business community. He has been asked to advise many large corporations. He is a specialist in the strategic use of information technology in banking, pharmaceuticals and retail. He has his own company called Logic Solutions which consults with some of the biggest names in the world of business. He is also an adviser to Intertel and a non-executive director of Global Conferences. Thousands of business and technology managers have benefited from reading his best-selling book, Intelligent Change. Always inspiring and thought provoking, his ideas have helped hundreds of organisations to gain a glimpse of the future. He is Europe's most famous IT Analyst. Dr Sangalli – welcome.

M: Thank you Jane for that flattering introduction. I hope I can live up to it. So to begin. There are two main difficulties facing all corporations today. Firstly, how to make themselves more customer-driven. Secondly, and as a result of that, is the question of how to go about the major task of developing and implementing new organisational structures. This is a senior management session and is designed to provide you with two things. I hope that by the end of the session you will be equipped to design your own framework for action. To help you do this you will also be able to take away documentation of real-life case studies that I have been involved in. So, if you would like to look at the screen …

Part 2. Questions 13–22.

M: Of course, I was looking forward to it. I mean, it meant seeing the results of quite a lengthy process to find the right person, which I myself had invested quite a lot of time in. It's a demanding post, with a lot of responsibility. I think the potential we thought we'd spotted is being realised, and that she's going to deliver the sort of new initiatives we hoped for. She's already got the team adapting to her approach. But I did feel a bit stupid in the meeting, sitting there without the right figures. I just can't believe I didn't pick up the chart. I could still see it, sitting on my desk.

F: Well, the whole thing was a serious challenge, and if I'm honest I didn't really feel up to it in the first place. It wasn't a good time to be going away from the office, and I certainly didn't feel happy, being asked to present pretty different ideas at this stage of the game. I completely understand that the last thing they wanted was to have someone dropping in from above, as it were, and saying, oh, well, we've decided to change the rules, etcetera. They'd been applying the system as it was in good faith. And then I was just so tired. What with the wedding celebration going on in the hotel, I definitely didn't get enough rest, and that left me disorientated and so I underperformed.

M: I wasn't happy to be going out there when there was so much that had to be dealt with, just left there on my desk. My secretary's extremely good, but she can't do the impossible, obviously. But it was clearly crucial to get some kind of idea of what it looked like, whether we were on to the right kind of thing. Getting the right location and space is vital. I'm more or less convinced that this is right for what we want. It will attract customers. The trouble is, I had out-of-date architect's plans with me, so I kept getting confused about the dimensions. But the hotel staff were really helpful when we were trying to get the up-to-date stuff faxed through.

F: It's the first time I've been over there since we decided to go ahead with the expansion and I must say I was impressed with the number of really good candidates there were. It really is a good region, in terms of being able to attract and recruit the right people and I'm confident we chose the right people. I wish the same thing was true for the other branches. What I just can't believe is that I managed to set such a bad example by arriving a whole hour after we should have started. I felt like a real fool, going on about heavy traffic, when I'd never accept that kind of excuse myself!

M: They said it was all different, and they certainly weren't wrong! I could hardly believe some of it! It's definitely eye-opening to see what policy can mean in reality. But the way they're applying it, I mean the actual techniques, really is impressive. I didn't say anything, of course, just took my notes, and I will be drawing up my report as soon as I can. I'll definitely be recommending that some of their ways of going about things get applied in the other branches. It was confusing at the same time, I have to admit. They were showing me all these graphs, different models of analysis, and I couldn't really follow that way of presenting the data. And then that guy's accent! Great hotel, though.

Part 3. Questions 23–30.

F: Good morning, nice to meet you. Do sit down.

M: Thank you.

F: Now you're Human Resources Manager of Jenkins, aren't you? Give me some background on the company – so I get a general picture.

Tapescript

M: Stephen Jenkins founded the company nearly thirty years ago, and named it after himself, and he ran it for a long time. Last year one of our competitors proposed combining, with the idea that separately the two companies were too small to survive. They were probably right, but anyway Stephen turned down the offer. Then, because he was getting on, he handed over the day-to-day running to his daughter, Catherine, while retaining full control himself.

F: And you make children's clothes, don't you? Aren't there problems in the sector?

M: Well, we mostly sell to retail chains, which sell them under their own brand labels. Things aren't as easy as they were, what with cheap imports, and the more expensive children's boutiques making inroads at the top end of the market. But we position ourselves in the middle range, so we're not too badly affected. We're under increasing pressure to cut our profit margins, though, because of growing competition between high-street retailers.

F: What would you say is the company's strength?

M: It certainly helps that we supply those large retailers I mentioned, and in fact some of them have been customers for years. I suppose, though, that we wouldn't have survived this long if it wasn't that we don't send anything out unless it meets very exacting standards. Our customers appreciate that, plus the fact that we aim to keep the time from order to delivery very short, and they're prepared to pay a premium for it.

F: What about weaknesses?

M: Well, we've got a poor record in providing training on the machines we're currently using. And I have to say that Stephen used to run the company in a very old-fashioned, autocratic way, which alienated a lot of the workers. Despite Catherine's more enlightened approach, it's an uphill struggle to try to change attitudes and improve co-operation.

F: Never an easy task!

M: No.

F: You mentioned on the phone that there's a problem with a particular group of workers.

M: Yes, there's very high turnover among the machinists, that's the people who actually make the clothes. They say they're faced with unreasonable demands all the time, like having to learn to operate several machines instead of just one or two. Many of them think they could get an easier job for the money, because there are plenty of other jobs on offer locally. The reasonably healthy state of our order books gives them a certain amount of job security, but they just don't seem to care.

F: How's their work organised?

M: We've changed to a 'sectionalised flow' approach, which means the machinists work in teams. Rather than each machinist being assigned a complete item of clothing, the work is divided into batches involving various operations, each of them undertaken by one machinist. As that person finishes, the work is passed on to the machinist responsible for the next stage.

F: Has that had any impact on what you produce?

M: Yes, it's enabled Catherine to introduce a policy of rapid diversification of the product range, so the number of itemised clothes has leapt. That's the total number of different styles, in all the different sizes. And that's reduced batch sizes: long runs on an item are a thing of the past. At least half the styles used to be carried through from one year to the next, but now only a quarter are, so as you can see, it's had quite an impact on the rate of change.

F: What's the effect on the machinists?

M: That policy was part of a raft of changes, one of which is that the machinists are now paid on a piecework basis, rather than at an hourly rate. They're furious about that, though to be fair, the rate that's paid for learning to use a new machine has been calculated so as to make sure that no-one loses out in the short term. And they're also aggrieved because so much is new, and far more batches of work fail quality inspections and have to be redone.

F: Now tell me something about training ...

HIGHER | LISTENING

Answer key

Q	Part One
1	three Days
2	global conferences PLC
3	tomorrow's software
4	permit
5	large corporations
6	logic solutions
7	intelligent change
8	IT analyst
9	customer driven
10	organisational structures/ organizational structures
11	framework for action
12	(real-life) case studies

Q	Part Two
13	F
14	C
15	D
16	B
17	E
18	A
19	B
20	F
21	C
22	D

Q	Part Three
23	C
24	A
25	B
26	C
27	B
28	C
29	B
30	A

HIGHER | LISTENING

Candidate answer sheet

Part 1 continued

	Part 3
23	A☐ B☐ C☐
24	A☐ B☐ C☐
25	A☐ B☐ C☐
26	A☐ B☐ C☐
27	A☐ B☐ C☐
28	A☐ B☐ C☐
29	A☐ B☐ C☐
30	A☐ B☐ C☐

Part 2 - Task One

13	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐
14	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐
15	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐
16	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐
17	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐

Part 2 - Task Two

18	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐
19	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐
20	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐
21	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐
22	A☐ B☐ C☐ D☐ E☐ F☐ G☐ H☐

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

HIGHER

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate's Signature

Examination Title

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ☐

Centre No.

Candidate No.

Examination
Details

BEC Higher Listening Answer Sheet

Instructions
Use a PENCIL (B or HB).
Rub out any answer you wish to change with an eraser.

For **Part 1:**
Write your answer clearly in CAPITAL LETTERS.
Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

For example:

| 0 | Q U E S T I O N ☐ 1 2 |

For **Parts 2 and 3:**
Mark one box for each answer.

For example:
If you think C is the right answer to the question, mark your answer sheet like this:

| 0 | A☐ B☐ C▉ |

Part 1

1	
2	
3	
4	

Continue on the other side of this sheet ▲

BEC H - L

DP464/364

Business Higher
Speaking paper

General description

FORMAT	The Speaking test consists of three parts.
TIMING	16 minutes.
NO OF PARTS	3
INTERACTION PATTERN	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or by providing cues for candidates. The other acts as assessor only and does not join in the interaction.
TASK TYPES	Short exchanges with the interlocutor; a mini-presentation by each candidate; a collaborative task which candidates do together.
TASK FOCUS	Exchanging personal and factual information, expressing and finding out about attitudes and opinions.
MARKS	The interlocutor gives an impression mark based on a global achievement scale, while the assessor applies detailed analytical scales and gives separate marks for grammar and vocabulary, discourse management, pronunciation and interactive communication.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	Conversation between the interlocutor and each candidate. The interlocutor encourages the candidates to give information about themselves and to express personal opinions.
FOCUS	Giving personal information and expressing opinions.
TIMING	3 minutes.

PART 2

TASK TYPE AND FORMAT	A 'mini-presentation' by each candidate on a business theme. The candidates are given prompts which generate a short talk on a business-related topic.
FOCUS	Organising a larger unit of discourse. Giving information and expressing and justifying opinions.
TIMING	6 minutes (including a 1-minute 'long turn' for each candidate).

PART 3

TASK TYPE AND FORMAT	A collaborative task which candidates do together. The candidates are presented with a discussion on a business-related topic. The interlocutor extends the discussion with prompts on related topics.
FOCUS	Turn-taking (initiating and responding appropriately), negotiating, collaborating, exchanging information, expressing and justifying opinions, agreeing and/ or disagreeing, suggesting, speculating, comparing and contrasting, and decision-making.
TIMING	7 minutes.

The three parts of the Speaking paper

Format

The paired format of the *Business Higher* Speaking test (two examiners and two candidates) offers candidates the opportunity to demonstrate, in a controlled but non-threatening environment, their ability to use their spoken language skills effectively in a range of contexts. The test lasts 16 minutes. One examiner, the interlocutor, conducts the test and gives a global assessment mark for each candidate's performance. The other, the assessor, does not take any part in the interaction but focuses solely on listening to and making an assessment of certain aspects of the candidates' oral proficiency.

At the end of the Speaking test, candidates are thanked for attending, but are given no indication of the level of their achievement.

The standard format is two examiners and two candidates, and wherever possible, this is the form which the Speaking test takes. In cases where there is an uneven number of candidates at a centre, the last test of the session is taken by three candidates together instead of two. The test format, test materials and procedure remain unchanged but the timing is longer: 22 minutes instead of 16.

The Speaking test consists of three parts, each of which is assessed. Throughout the test, the interactional pattern varies: between the interlocutor and each candidate, between the two candidates, and among all three. The patterns of discourse vary within each part of the test.

PART 1 Interview

This part tests the candidates' ability to respond to questions and expand on responses.

Assessment criteria: page 118.

For this part of the test, the interlocutor asks the candidates questions on a number of personal or work-related subjects.

PART 2 Long turn

This part tests the candidates' ability to sustain a 'long turn'.

Sample task and assessment criteria: pages 115–116 and 118.

In this part, each candidate's task is to choose one topic from a set of three, and to talk about it for 1 minute. Each candidate is given a set from which to choose. Candidates have 1 minute in which to prepare, and should use this time to make brief notes. While one candidate speaks, the other listens, and then asks a question at the end of the talk. Candidates may make notes while listening to their partner.

It is wise to structure the 1-minute talk with an introduction and conclusion (however brief these must, of necessity, be), and to make the structure explicit when giving the talk, in order to show some evidence of planning. Candidates should approach the task as if giving a presentation in a business environment.

Examples of topic areas include: advertising, career planning, communications, customer relations, finance, health and safety, management (personnel, production, transport, etc.), marketing, recruitment, sales, technology, training and travel.

PART 3 Collaborative task

This part tests the candidates' ability to communicate with one another, negotiate, initiate, and respond in an appropriate way.

Sample task and assessment criteria: pages 117 and 118

This is a two-way collaborative task based on a prompt which is given to both candidates. The prompt consists of several sentences presenting a business-related situation followed by two discussion points. Candidates are given time to read the prompt and then discuss the situation together.

Candidates need to approach the task as a simulation, imagining themselves in a work environment, faced with a real situation to discuss, and on which they should try to reach decisions. The opinions they express, however, will be their own, as they are not required (as in some kinds of role play) to assume particular attitudes or opinions.

Preparation

Candidates should be made familiar with the seating arrangements and paired assessment procedures that the Speaking test employs. Any speaking practice should be of benefit, in particular paired and small group work.

Activities designed to develop fluency are of considerable benefit, as the students need to demonstrate as wide a range of language as possible within the time limits of the test.

It should be noted that the test is designed to minimise the possibility of attempts to use rehearsed speech, and that examiners will quickly identify this.

For Part 2, candidates need to develop the ability to prepare effectively for their 'long turn'. They should be given help in building up a range of discourse features to make their speech both coherent and cohesive. It is also important for them to listen to each other's talks, and be ready to ask relevant questions.

For Part 3, candidates will benefit from practice in simulations where they are placed in a work environment and required to collaborate whilst discussing and deciding issues. They should be helped to build up a range of resources for turn-taking and the general negotiating of ideas and opinions.

N.B. In some centres candidates from the same school are paired together. However, where candidates from a number of different educational establishments are entered at the same centre, some candidates may find that they are paired with a candidate from another establishment. Students should check with the centre through which they are entering to find out the local procedure.

HIGHER | SPEAKING

Tasks are included from Parts 2 and 3 of the *Business Higher* Speaking test, together with the interlocutor frame for these parts.

Material is not included for Part 1, in which the interlocutor asks the candidates questions directly, rather than asking them to perform a task.

PART 2   *6 minutes (8 minutes for groups of three)*

Now, in this part of the test, I'm going to give each of you a choice of three different topics. I'd like you to select one of the topics and give a short presentation on it for about a minute. You will have a minute to prepare this and you can make notes if you want. After you have finished your talk, your partner will ask you a question.

All right? Here are your topics. Please don't write anything on the booklet.

[Hand each candidate a Part 2 booklet (open at appropriate task) and a pencil and paper for notes.]

⏲ *60 seconds*

Now, B, which topic have you chosen, A, B or C?

A, please listen carefully to B's talk and then ask him/her a question about it.

⏲ *about 60 seconds*

Thank you. Now, A, please ask B a question about his/her talk.

Thank you, B. Now, A, which topic have you chosen, A, B or C?

B, please listen carefully to A's talk and then ask him/her a question about it.

⏲ *about 60 seconds*

Thank you. Now, B, please ask A a question about his/her talk.

Thank you.

Can I have the booklets, please?

[Retrieve Part 2 booklets, pencils and paper.]

1

A: Customer Relations: the importance of making customers feel valued

B: Company Growth: the importance to a company of controlling expansion

C: Research and Development: how to ensure that a company's policy towards research and development is cost effective

HIGHER | SPEAKING

PART 2   *6 minutes (8 minutes for groups of three)*

Now, in this part of the test, I'm going to give each of you a choice of three different topics. I'd like you to select one of the topics and give a short presentation on it for about a minute. You will have a minute to prepare this and you can make notes if you want. After you have finished your talk, your partner will ask you a question.

All right? Here are your topics. Please don't write anything on the booklet.

[Hand each candidate a Part 2 booklet (open at appropriate task) and a pencil and paper for notes.]

⏱ *60 seconds*

Now, *B*, which topic have you chosen, A, B or C?

A, please listen carefully to *B*'s talk and then ask him/her a question about it.

⏱ *about 60 seconds*

Thank you. Now, *A*, please ask *B* a question about his/her talk.

Thank you, *B*. Now, *A*, which topic have you chosen, A, B or C?

B, please listen carefully to *A*'s talk and then ask him/her a question about it.

⏱ *about 60 seconds*

Thank you. Now, *B*, please ask *A* a question about his/her talk.

Thank you.

Can I have the booklets, please?

[Retrieve Part 2 booklets, pencils and paper.]

2

A: Market Research: the importance of finding out about customers' habits and attitude

B: Financial Management: how to identify ways of reducing costs in a company

C: Communications: how to achieve an effective working relationship between different departments within a company

HIGHER | SPEAKING

1

Incentive Scheme

Your company is considering setting up an incentive scheme for the staff. You have been asked to make some recommendations.

Discuss and decide together:

- what benefits an incentive scheme would bring to the company

- what types of incentives could be offered.

PART 3   *7 minutes (9 minutes for groups of three)*

Now, in this part of the test you are going to discuss something together.

[Hold the Part 3 booklet open at the task while giving the instructions below.]

You will have 30 seconds to read this task carefully, and then about three minutes to discuss and decide about it together. You should give reasons for your decisions and opinions. You don't need to write anything. Is that clear?

[Place the booklet open at task 1 in front of the candidates so that they can both see it.]

⏱ *30 seconds*

I'm just going to listen and then ask you to stop after about three minutes. Please speak so that we can hear you.

⏱ *about 3 minutes*

Can I have the booklet, please?

[Retrieve Part 3 booklet.]

[Select one or more of the following questions as appropriate, to redress any imbalance between candidates in Part 3, or to extend the discussion.]

- Which incentives do you think are most effective to make people work harder?
- What disadvantages could there be in incentive schemes? (Why?)
- Is it essential for companies to reward extra effort? (Why?/Why not?)
- How do you think a company can inspire loyalty in their employees?
- How important do you think the traditional employer/employee relationship will be in the future? (Why?)

Thank you. That is the end of the test.

Assessment of Speaking

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge ESOL for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face to face meeting to focus on and discuss assessment and procedure, followed by the marking of sample speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners; the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

• Grammar and Vocabulary
• Discourse Management
• Pronunciation
• Interactive Communication

The interlocutor awards a mark for Global Achievement using the Global Achievement scale.

Assessment for *Business Higher* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales.

Business Higher Speaking examiners use a more detailed version of the following assessment scales, extracted from the overall speaking scales on page 119.

C1	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	Maintains control of a wide range of grammatical forms.	Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*				
3	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
2	*Performance shares features of Bands 1 and 3.*				
1	A good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below band 1.*			

C1	Global Achievement
5	Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and easy to follow.
4	*Performance shares features of Bands 3 and 5.*
3	Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
2	*Performance shares features of Bands 1 and 3.*
1	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
0	*Performance below Band 1.*

Overall Speaking scales

	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	Maintains control of a wide range of grammatical forms and uses them with flexibility.	Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with flexibility, ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease by skillfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	Maintains control of a wide range of grammatical forms.	Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
C1	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
	Grammar and Vocabulary		Discourse Management	Pronunciation	Interactive Communication
B2	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.		Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.		Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
A2	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.			Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
A1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.			Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.

Overall Writing scales

CEFR Level	Communicative Achievement	Organisation	Language
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

The Content sub-scale is common to all levels

	Content
5	All content is relevant to the task. Target reader is fully informed.
3	Minor irrelevances and/or omissions may be present. Target reader is, on the whole, informed.
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.
0	Content is totally irrelevant. Target reader is not informed.

Speaking Assessment Glossary of Terms

1. GENERAL

Conveying basic meaning	**Conveying basic meaning:** the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.
Situations and topics	**Everyday situations:** situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A KET task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.
	Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. FCE tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.
	Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. CAE tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.
	Abstract topics: topics which include ideas rather than concrete situations or events. CPE tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.
Utterance	**Utterance:** people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

Appropriacy of vocabulary	**Appropriacy of vocabulary:** the use of words and phrases that fit the context of the given task. For example, in the utterance *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.
Flexibility	**Flexibility:** the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.
Grammatical control	**Grammatical control:** the ability to consistently use grammar accurately and appropriately to convey intended meaning.
	Where language specifications are provided at lower levels (as in KET and PET), candidates may have control of only the simplest exponents of the listed forms.
	Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.
	Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.
	Simple grammatical forms: words, phrases, basic tenses and simple clauses.
	Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.
Range	**Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT

Coherence and cohesion	**Coherence and cohesion** are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.
	Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.
	Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition *(and, in addition, moreover)*; consequence *(so, therefore, as a result)*; order of information *(first, second, next, finally)*.
	At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices *(e.g. and, but, or, then, finally)* but also with more sophisticated devices *(e.g. therefore, moreover, as a result, in addition, however, on the other hand)*.
	Related vocabulary: the use of several items from the same lexical set, e.g. train, station, platform, carriage; or study, learn, revise.
	Grammatical devices: essentially the use of reference pronouns *(e.g. it, this, one)* and articles *(e.g. There are two women in the picture. The one on the right …)*.
	Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, *(e.g. you know, you see, actually, basically, I mean, well, anyway, like)*.
Extent/extended stretches of language	**Extent/extended stretches of language:** the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.
Relevance	**Relevance:** a contribution that is related to the task and not about something completely different.
Repetition	**Repetition:** repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

Intelligible	**Intelligible:** a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.
Phonological features	**Phonological features** include the pronunciation of individual sounds, word and sentence stress and intonation. **Individual sounds** are: • Pronounced vowels, e.g. the /æ/ in cat or the /e/ in bed • Diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in host or the /eɪ/ in hate • Consonants, e.g. the /k/ in cut or the /f/ in fish. **Stress:** the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPORtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. *WHY is that one important?* versus *Why is THAT one important?* **Intonation:** The way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

5. INTERACTIVE COMMUNICATION

Development of the interaction	**Development of the interaction:** actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. *What about bringing a camera for the holiday?* or *Why's that?*).
Initiating and Responding	**Initiating:** starting a new turn by introducing a new idea or a new development of the current topic. **Responding:** replying or reacting to what the other candidate or the interlocutor has said.
Prompting and Supporting	**Prompting:** instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution. **Supporting:** instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.
Turn and Simple exchange	**Turn:** everything a person says before someone else speaks. **Simple exchange:** a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.

Writing Assessment Glossary of Terms

1. GENERAL

Generally	**Generally** is a qualifier meaning not in every way or instance. Thus, 'generally appropriately' refers to performance that is not as good as 'appropriately'.
Flexibility	**Flexible** and **flexibly** refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

2. CONTENT

Relevant	**Relevant** means related or relatable to required content points and/or task requirements.
Target reader	**The target reader** is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.
Informed	The target reader is **informed** if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. *state what is x*) while others require it *(describe, explain)*.

3. COMMUNICATIVE ACHIEVEMENT

Conventions of the communicative task	**Conventions of the communicative task** include such things as genre, format, register, and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.
Holding target reader's attention	**Holding the target reader's attention** is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not being distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.
Communicative purpose	**Communicative purpose** refers to the communicative requirements as set out in the task, e.g. make a complaint, suggest alternatives.
Straightforward and complex ideas	**Straightforward ideas** are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. **Complex ideas** are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

4. ORGANISATION

Linking words, cohesive devices, and organisational patterns	**Linking words** are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provide explicit linkage. They can range from basic high frequency items (such as *and, but*) to basic and phrasal items (such as *because, first of all, finally*).
	Cohesive devices refers to more sophisticated linking words and phrases (e.g. *moreover, it may appear, as a result*), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right...), ellipsis (e.g. *The first car he owned was a convertible, the second a family car*.), or repetition.
	Organisational patterns refers to less-explicit ways of achieving connection at the between sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.

5. LANGUAGE

Vocabulary	**Basic vocabulary** refers to vocabulary used for survival purposes, for simple transactions, and the like.
	Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.
	Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.
Appropriacy of vocabulary	**Appropriacy of vocabulary:** the use of words and phrases that fit the context of the given task. For example, in *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.
Grammatical forms	**Simple grammatical forms:** words, phrases, basic tenses and simple clauses.
	Complex grammatical forms: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.
Grammatical control	**Grammatical control:** the ability to consistently use grammar accurately and appropriately to convey intended meaning. Where language specifications are provided at lower levels (as in *Cambridge English: Key* (known as *Key English Test – KET* and *Cambridge English: Preliminary* (known as *Preliminary English Text – PET*), candidates may have control of only the simplest exponents of the listed forms.

5. LANGUAGE

Range	**Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
Overuse	**Overuse** refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here.
Errors and slips	**Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
Impede communication	**Impede communication** means getting in the way of meaning. **Meaning can still be determined i**ndicates that some effort is required from the reader to determine meaning.

Business Certificates Glossary

N.B. Please also see paper-specific scales for Writing and Speaking

Affixation	adding prefixes or suffixes to a base word to make it fit a particular context.
Anchor Test	a test with known measurement characteristics, which is administered in association with another test. Performance on the anchor test provides information about the other test and about the candidates who have taken both of them.
Answer Sheet	the form on which candidates record their responses.
Assessor	the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.
Closure Techniques	techniques used to draw a conversation to a close, e.g. *'That's all'*.
Cloze Test	a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.
Cohernce	language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole.
Collaborative Task	the opportunity in the Speaking test for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set.
Collocation	this term describes the likelihood of two words going together, e.g. *a good job, a wonderful occasion*.
Comprehension Questions	short questions testing information selection, linking and sentence construction.
Conversational Fillers	a word or sound filling a pause in an utterance or conversation, e.g. *'er', 'you know'*.
Discourse	written or spoken communication.
Discrete Sentences	sentences not connected by context or meaning.
Distractor	each incorrect option in a multiple-choice item.
Gap-filling item	any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.
Gist	the central theme or meaning of the text.
Impeding Error	an error which prevents the reader from understanding the word or phrase.
Interlocutor	the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.
Item	each testing point in a test which is given a separate mark or marks.
Key	the correct answer to an item.
Lexical	adjective from lexis, meaning or to do with vocabulary.
Long Turn	the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.
Lozenge	the space on the answer sheet which candidates must fill in to indicate their answer to a multiple-choice question.
Multiple Choice	a task where candidates are given a set of several possible answers of which only one is correct.
Multiple Matching	a task in which a number of questions or sentence completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.

Neutral Style	a writing style with no specific features of formality or informality.
Objective Test	a test which can be scored by applying a mark scheme, without the need to bring expert opinion or subjective judgement to the task.
Opening and Closing Formulae	the expressions, either formal or informal, that are usually used to open and close letters, e.g. *'Dear Maria … With best wishes from … '*, or *'Dear Mr Dakari … Yours sincerely … '*.
Options	the individual words in the set of possible answers for a multiple-choice item.
Paraphrase	to give the meaning of something using different words.
Phrasal Verb	a verb which takes on a new meaning when followed by a certain preposition or adverb (e.g. *'get away', 'take up'*).
Pretesting	a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.
Productive Task	a task which provides candidates with a stimulus to which the response is a piece of written or spoken language.
Referencing	the technique of using 'referents'.
Referent	a word or term that refers to another person, place, etc.
Register	the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in formal register.
Report Layout	the way in which a report should be presented.
Rhetorical/ Stylistic Devices	techniques used in a text to achieve a particular effect.
Rubrics	the instructions to an examination question which tell the candidate what to do when answering the question.
Style	a property of a text which may be neutral, formal, informal, etc.
Target Reader	the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.
Transactional Letter	a letter written in response to a request for action or to initiate action, i.e. the letter will trigger some outcome or result, usually in the form of further communication. A letter of complaint is transactional, a letter giving advice is not.
Trialling	a stage in the development of test materials at which tasks for the Writing or Speaking papers are tried out with representative samples of students to determine their suitability as test materials and whether they work as expected.

Acronyms

ALTE	The Association of Language Testers in Europe
CEFR	Common European Framework of Reference
EFL	English as a Foreign Language
ESOL	English for Speakers of Other Languages
UCLES	University of Cambridge Local Examinations Syndicate
SE	Speaking Examiner
TL	Team Leader
PSL	Professional Support Leader