



Business
English



Anglia Examinations Business English Guide

Updated 2020



C1

Proficiency in Business English

B2

Advanced Business English

B1

Intermediate Business English

A2+

Practical Business English

CONTENTS

	PAGE
Introduction	3
Syllabus	6
Exam Content Level 1 – Practical Business	12
Practice exam, script and key	14
Speaking Test Information Level 1	27
Exam Content Level 2 – Intermediate Business	32
Practice exam, script and key	34
Speaking Test Information	47
Exam Content Level 3 – Advanced Business	53
Practice exam, script and key	55
Speaking Test Information	75
Exam Content Level 4 – Proficiency in Business	81
Practice exam, script and key	83
Speaking Test Information	102
Appendix 1 – Recommended Book List	107
Appendix 2 – Speaking Test Assessment Sheet	108
Appendix 3 – General English Structure List	109
Appendix 4 – Tracks for the Listening Sections	112

INTRODUCTION

1. About Anglia Examinations England

Anglia Examinations England specialises in ESOL assessments and has been based in Chichester, England since 1994.

Anglia offers a comprehensive and structured programme of assessing English language competence, from beginner through to native speaker level. This step-by-step approach to testing encourages and motivates students to make clear and effective progress.

Anglia works in close collaboration with the UK national awarding body, AIM Qualifications and Assessment Group, a leading international organisation offering nationally regulated qualifications.

Anglia Examinations is a member of the European Association for language testing and Assessment (EALTA) and owned by non-profit educational institutions. AIM Qualifications and Assessment Group is a registered charity in the United Kingdom.

Anglia Examinations currently has offices and test centres in Latin America, North Africa, Asia, and Europe with candidates in over 40 countries worldwide.

The Anglia Business Exams were first piloted in 2000. This was in response to requests from existing Anglia markets who liked the step-by-step approach and who wanted to offer something similar to students with an interest in business.

All exam development is always undertaken by Anglia Examinations in close consultation with interested client groups. In this way, Anglia can offer internationally recognised examinations that directly address the needs of the users.

2. About the exams

There are ten levels of general English examinations and four levels of business English examinations. These are shown below, with their corresponding levels in Anglia General English Examinations and how these relate to the Common European Framework of Reference (CEFR):

COMMON EUROPEAN FRAMEWORK	ANGLIA GENERAL ENGLISH EXAMINATIONS	ANGLIA INTERNATIONAL BUSINESS EXAMINATIONS
C2 Mastery	MASTERS LEVEL	
		<i>ANGLIA PROFICIENCY IN BUSINESS ENGLISH</i>
C1 EOP	PROFICIENCY LEVEL	
		<i>ANGLIA ADVANCED BUSINESS ENGLISH</i>
B2 Vantage	ADVANCED LEVEL	
B1 Threshold	INTERMEDIATE LEVEL	
		<i>ANGLIA INTERMEDIATE BUSINESS ENGLISH</i>
	PRE-INTERMEDIATE LEVEL	
		<i>ANGLIA PRACTICAL BUSINESS ENGLISH</i>
A2 Waystage	ELEMENTARY LEVEL	
A1 Breakthrough	PRELIMINARY LEVEL	
	PRIMARY LEVEL	
	JUNIOR LEVEL	
	FIRST STEP LEVEL	

All levels of the Business English Examinations test all four skills. The listening, reading and writing elements are compulsory, and there is an optional speaking test. The speaking examination can either be aggregated into the final total or can be separately certificated. We prefer the speaking test to be as independent as possible from the tests of the other skills because it is inevitably conducted under very different conditions. We realise, however, that some employers and institutions may require a final total aggregating all the skills together and if so, the reading/writing test takes 60%, the listening 20% and the speaking 20%.

All the tasks at all levels have a modern business or work-related topic or context. The tasks are designed with the needs in mind of students who find themselves working every day with office technology and twenty-first century methods of communication. In addition, as in all Anglia examinations, the format of the tasks is designed to give the students the best possible chance of showing his or her skills in, and knowledge of, the language.

At the lowest level, the students must show that they can complete basic tasks and fulfil essential functions in an everyday business context such as the office. For example, they will show that they can take a telephone message accurately, recording details of arrangements such as appointments and meetings. They must

be able to write simple emails and in speaking, answer questions about a product and a company of their choice.

At the intermediate levels, the students must show that they can both record and respond to given information in an increasingly sophisticated way, in their answers, for example, to email messages or following on from a business meeting. In speaking, they are given the opportunity to deliver prepared presentations using presentation methods such as power point, as well as having the chance to show that they can take part in question and answer sessions and discuss relevant and contemporary business issues.

At the highest level, candidates must show that they have full active control of the language needed to discuss, both in writing and in an interview situation, a wide range of business issues. For example, they must be able to write reports based on given information, deliver a swot analysis, argue a case for promoting a particular strategy or describe and explain a particular company's performance.

The examinations can also be tailored on demand to meet the needs of particular business sectors. In the Netherlands, for example, major companies as well as small or medium-sized businesses use them for assessing the English competence of their employees, together with specifically targeted Anglia Business portfolio-style training courses.

No matter where the examinations are held, the papers are dispatched to England and marked in-house by a team of qualified and experienced examiners. The results are sent two to six weeks after the examination to the local representative, who informs candidates as soon as possible.

Since 2018, the business papers have also been available online, which is ideal for the nature of business exams.

Within each level, one of four grades is awarded:

REFER	PASS	MERIT	DISTINCTION
BELOW 50%	50-65%	65-79%	80% AND OVER

The official certificates bearing the candidates' names and grades follow shortly after the issuing of the results.

3. About this guide

The aim of this guide is to provide both teachers and the candidates with all the information they need to prepare for the Anglia Business English exams. It includes a syllabus for each level, a book list, and, most importantly, practice papers at every level, including the listening sections and a mark-scheme, which includes sample answers for all the writing sections. The listening sections of the papers are also provided with the book in MP3 format.

ANGLIA INTERNATIONAL BUSINESS ENGLISH SYLLABUS

The Business English exams are based on a candidate's ability to perform certain practical functions in the workplace. Therefore, they do not have a specific structural syllabus. However, Appendix Three shows the structural syllabus of the corresponding levels of the General English examinations. These are not a complete description of the structures used in the Business English examinations, because the business context tends to demand set structures – for example, formulae for being polite – which do not necessarily sit easily within a General English list. However, the structural list does give an overview of the English needed at the higher levels.

1. SUMMARY OF TASK TYPES ACROSS THE LEVELS.

Level One	Anglia Practical Business English	Time allowed - One Hour Total marks: 100
Part 1	Listen to an answer phone message (3 times), and complete a form .	20 marks
Part 2	Listen to 10 statements or questions (twice) and choose the best response from three-option, multiple-choice answers.	20 marks
Part 3	Read an email and a separate text containing information. Write an answer to the email based on information in the text.	30 marks
Part 4	Read two emails. Write an answer to the second email <i>using the first email as a model</i> .	30 marks

Level 2	Anglia Intermediate Business	Time allowed - Two hours Total marks – 100
Part 1	Listen to a conversation (twice) and complete a form .	20 marks
Part 2	Listen to 10 statements or questions (twice), and choose the best response from three-option multiple-choice answers.	20 marks
Part 3	Read an email and a separate text containing information. Write an answer to the email based on information in the text.	30 marks
Part 4	Read an email and write an answer to it. <i>No model answer is given.</i>	30 marks

Level 3	Anglia Advanced Business English	Time allowed – Two hours Total marks- 100
Part 1	Listen to a business discussion, and make notes. Write an email based on the information heard, with key details.	20 marks
Part 2	Read an email and a separate text containing information. Write an answer to the email based on information in the text.	20 marks
Part 3	Write an email in response to an email given. <i>No model answer is given.</i>	20 marks
Part 4	Complete a dialogue by providing appropriate responses to a series of opening gambits.	20 marks
Part 5	Read a business-related text and write a short summary of it.	20 marks

Level 4	Anglia Proficiency in Business English	Time allowed – Two and a half hours
Part 1	Listen to a presentation and complete the text.	10 marks
Part 2 A	Listen to a conversation, complete the missing data and facts on a graph, and answer the questions.	10 marks
Part 2 B	Write a report in an email based on the information completed in Part A.	30 marks
Part 3	Write a report of about 250 words based on a given set of facts and figures.	30 marks
Part 4	Read 10 short business texts or articles, and match headlines to articles.	10 marks
Part 5	Gap-fill test on a written text.	10 marks

2. List of business-related skills, functions and contexts covered in the exams

This list is offered as an aid to students and those preparing students for the Anglia Business English examinations. It is not a complete and comprehensive list, nor is it a list of everything the student must know about business, as this is not a business exam itself but a business English exam. Clearly, just as the levels required of linguistic skill in English rise with the examination levels, in business terms the simpler, more practical topics are the ones tested at the lower levels, whereas at the higher levels students are expected to be able to cope with more complex issues.

A. BASIC FUNCTIONS

- Understanding arrangements
- Making appointments
- Confirming arrangements
- Changing arrangements
- Accepting instructions
- Giving instructions
- Obtaining information
- Giving information
- Taking messages
- Sending messages
- Making introductions
- Being introduced
- Responding to greetings/enquiries/invitations etc

B. UNDERSTANDING AND GIVING DETAILS (company and personal)

- times
- names
- dates
- places
- prices
- numbers and figures
- abbreviations
- occupations
- company positions/responsibilities
- phone numbers/fax numbers
- addresses
- numerical data
- statistics
- graphic representations
- tables

C. BUSINESS CONTEXTS

- meetings
- meeting someone
- exhibitions
- conferences
- training courses
- entertaining clients/visitors
- travel
- hotel reservations
- job applications
- the employment process
- company business
- day to day work routine
- the office environment

D. METHODS OF COMMUNICATION

- telephone
- face to face dialogue
- email
- letter
- memo
- form
- notice
- report
- presentation
- CV
- meeting records
- summary
- newspaper/trade magazine article
- training text etc

E. BUSINESS TOPIC AREAS AND ISSUES

- negotiating contracts
- buying and selling (prices/invoices/delivery dates/orders etc)
- import/export
- the concepts of tax/insurance
- marketing
- advertising
- Human Resources (salaries/promotion/selection procedures etc)
- management skills
- manufacturing processes
- health and safety issues
- the movement of capital
(stocks/shares/currencies/investment etc)
- company performance and results
- trends - company/economic
- business personalities
- problems/complaints/delays
- facilities
- company organisation

3. Performance Indicators

LEVEL ONE

In a typical office or workplace context, the student can

- listen to, understand and record practical factual information given in message form
- deal with basic social situations, such as making introductions, asking/giving permission, showing gratitude
- deal with the basic methods of modern office communication i.e. complete notes, write an email from information provided; write an appropriate email response to an enquiry

LEVEL TWO

In a typical business or work-related environment, the student can

- pick out relevant information from a conversation or exchange and accurately record it
- deal with the common exchanges of a business environment, both functional and social such as making an arrangement, confirming an appointment, making introductions
- manipulate basic data
- deal with the basic methods of modern office communication i.e. write a plausible and coherent email; respond to an enquiry

LEVEL THREE

In a typical business environment, the student can

- listen to, pick out and record relevant information from an authentic context
- read and manipulate a variety of written forms of business communication including letter, memo, note, email, newspaper article
- deal with a longer business-related text; provide an accurate summary of key points
- respond appropriately in a typical business conversation or exchange

LEVEL FOUR

In a typical business environment, the student can

- follow presentations or exchanges typical of business meetings and accurately convert information from them into an acceptable graphic representation
- summarise information from a wide range of different spoken and written sources
- deal with longer, complex business texts
- write a coherent, structured report
- control the language of business and manipulate it for specific purposes



Level 3

**Advanced Business
English**

Exam Content of Level Three: Anglia Advanced Business English

Part One

In this section, the candidate listens to a business-related discussion or meeting. The material is heard twice. On their question paper, they are given a space to write notes on the key details of what they hear. Using these notes, they should write an email containing the key details as outlined in the rubric. At this level, candidates are required a) to take the initiative in deciding what the relevant information is, and b) to reproduce this information in a clear email. The marks given for this section are therefore based on the accuracy and appropriacy of the information given, and the suitability of the style used for the email.

Part Two

In this part of the examination, candidates are given an email, which they must read and respond to with an email of their own. They are also given a text of another type, for example a newspaper article, containing all the information they need to complete the task successfully. This task therefore tests both reading and writing skills in a business context.

Part Three

This section, which complements the previous one, is designed to allow the candidates to show that they can manipulate the business language sufficiently well to create their own emails without recourse to given information. The candidates read an email containing, for example, a complaint about a product, or a request for a service, and answer it in the space provided on the question paper. Candidates use their own initiative and knowledge of the subject to formulate an appropriate reply.

Part Four

In this section, candidates are given one half of a dialogue and must complete the other half. There are ten two-part exchanges in the continuous dialogue and the candidate's task is to complete the second part of each of the two parts. At previous levels, there has been a similar task with multiple choice options. At this level, candidates must show that they have more than a passive recognition of the best response to an input prompt; they must actively produce an appropriate response themselves.

A typical example of this may be:

- A. Good morning, Windsor Hotel, how may I help you?
- B. (candidate's response) *I'd like to make a reservation, please.*
- A. Certainly, sir. When you like to stay?
- B. *From 30th October, for two nights, if that's possible.*
- A. Let me check those dates for you...yes, we have some availability...

Part Five

In this section the candidates read a text of about 400 to 500 words (or one side of A4 paper). The text would typically be an article about a product, or an article about a particular company or businessperson. The candidates must then provide a 50-word summary of it, either using bullet points or as a continuous text. The target reader is indicated in the rubric.

This task tests the ability of the candidate to cope with a longer business-related text: a candidate who can provide a clear summary of the key points shows that he or she is fully in control of the content of the text.

Please stick your candidate label here



Anglia ESOL International Examinations
Advanced Business English
Level 3 Paper A 2017

CANDIDATE INSTRUCTIONS:

- Time allowed - TWO hours including listening.
- Stick your candidate label in the box above.
- Answer ALL questions in PEN in the spaces provided.
- You may use correcting fluid if necessary.
- Ask for extra paper if you need it.

You must ask any questions now as you may not speak during the test.

For Examiner's Use Only				
Part One [20]	Part Two [20]	Part Three [20]	Part Four [20]	Part Five [20]

Total

Marker's ID

Part One - Listening/Reading/Writing (20 marks)

You work for Stan Briggs, who is the manager of the order fulfilment staff at an online warehouse business. You attend a meeting between the HR Manager, Gustav, and his senior personnel officer, Louise.

Listen to the discussion, take notes and then write an email to *your* manager with the key details about the staffing problems and the proposed solutions.

You will hear the information twice.

Write your notes here. These notes are for your own use and are not marked by the examiner.

Part Two - Reading and Writing (20 marks)

You have been given an email message that you need to reply to. The message requires a detailed response; the information needed is provided in the text below.

To:	John Waters
Subject:	Battery Technology

John,

As you know, I am attending a seminar on what's now called Battery Technology next week. I confess, I don't know anything about this subject so could you please get me some basic information, as soon as possible, such as:

1. What sort of applications are using this technology already?
2. What are the advantages and disadvantages of the new Battery Technology?
3. What's the future for the new Battery Technology?

Thanks John.

Regards,

Doug Bantry
Finance Manager
ELT Services

Advances in the new Battery Technology may help to solve our energy crisis. This is because the batteries we're talking about nowadays store electricity inside a closed-energy system, in chemical form. The chemical used is lithium, a soft, silver-white metallic element and the lightest alkali metal. The advantages of lithium batteries are that they can be re-charged and re-used thousands of times as a power source. They are particularly efficient when used in small appliances like mobile phones, machinery and in remote locations. Lithium-ion batteries are less environmentally damaging than those containing heavy metals. Lithium-ion batteries are also used in electric vehicles (EVs). With over a million EVs on the road globally at the end of 2015, and an increasing number of manufacturers around the world focusing on the growth of EV sales, we can expect an expansion in lithium-ion battery demand.

One major producer of EVs and large, electricity grid-support batteries is anticipated to require 8,000 metric tonnes of lithium by 2020. Developing countries like China and India have a much lower level of personal vehicle ownership than the US. As their demand increases, however, the need for EVs and the battery technology used will grow too. Increasing global demand and production raises questions about the supply of lithium. Can lithium-ion batteries keep up with increased demand? As with all finite resources, we can expect to reach a peak in production. However, there is a substantial difference between this commodity and oil because there are many ready substitutes for lithium that can be used in the manufacture of batteries. Battery technology has been developed using lithium because of its small atomic size. Lithium ions can fit into a battery's electrode without significantly changing its size or configuration, a feature that will be hard to replicate with other materials. However, sodium and magnesium, while each having a larger atom, could be suitable substitutes because they have similar electronic properties to lithium. As they are relatively plentiful and cheap, sodium and magnesium are attractive options for developers looking to bring down the price of batteries. Eventually, sodium and magnesium-based batteries could become viable successors to the lithium-ion battery, particularly in electricity grid storage. Battery size is not as important a consideration for electricity supplies coming off a national grid, as they are stationary. Battery technology is therefore a critical area of development for the automotive industry as well as the supply of energy throughout the world.

Now write your email response here:

To:

Subject:

Part Three - Writing (20 marks)

Read the following email which has been sent to your company. Create an appropriate response.

To:	Lords Facilities Management
Subject:	Electrical equipment - safety testing

Hello,

I am the co-owner of the Stylistics Hair & Beauty salon that has recently opened on the high street in Mitcham town centre.

We have a lot of electrical equipment on site and I am keen to ensure that every piece, from the fridge in the staffroom kitchen to the magnifying lamp in the salon, is checked for safety, on a regular basis.

I would like an electrician to carry out the safety testing of all the equipment on a quarterly basis and verify that with a certificate. I feel the best way to go about this is to enter into a contract with a service provider such as yourself. I understand from other traders that you supply this service in the Mitcham area.

I wonder if you could give me a quote for an annual contract? Please let me know what information I need to provide to enable you to give an estimate.

I look forward to hearing from you.

Regards,
Alexander O'Neill

Partner & Senior Stylist
Stylistics Hair & Beauty Salon
0343 556 557

Now write your response here:

To:	<input type="text"/>
Subject:	<input type="text"/>
<input type="text"/>	

Part Four (20 Marks)

You are required to complete the dialogue with appropriate responses.

Example:

0A: Hello, Maintenance, Jason speaking.

0B: Oh hi. My manager has asked me to get some shelves put up in our store room. Can you help me with that, please?

1A: Yes, sure. I need a completed job card first. You could do that online if you want or I can take details over the phone, if you'd prefer.

1B: _____

2A: Fine. So, which department is it for?

2B: _____

3A: OK and how many shelves roughly do you want? Just so we can estimate time and materials.

3B: _____

4A: Where was it you said you wanted these shelves put up?

4B: _____

5A: OK. Now I just need a contact name and phone extension please.

5B: _____

6A: What time of day would it be convenient for someone to come and measure up?

6B: _____

7A: Oh, first, I need to know which building you're in.

7B: _____

8A: Ah, sorry, we don't actually look after that building. Sorry I should have asked this at the beginning.

8B: _____

9A: You'll have to contact Watson's direct, I'm afraid. Do you have their contact details?

9B: _____

10A: Sorry about that. Goodbye.

10B: _____

Part Five - Reading and Writing (20 marks)

Your company is moving to smaller premises and as such, will only have half the office space in future. Your manager has asked you to find out about the implications of employees working from home. Read the following article and then write a summary of the main points, in no more than 100 words. You may do this as a continuous text or in bullet points.

Flexible-working regulations mean employers must now seriously consider requests to work from home from all employees who have been employed for at least 26 weeks at the date the application is made. The types of jobs most suitable for home working are those in tele sales and marketing, consultancy and professional services and administration. As an employer, you're responsible for providing, installing, and maintaining equipment the employee needs to carry out their role. You need to ensure that all equipment used by the home worker is fit for purpose and has regular, certified safety checks. You also need to ensure that your employee is working in a safe environment at home and apply the same checks as you would in the office. You need to keep records regarding time taken off for sickness and any injuries that might happen while working at home. The employee also has responsibilities regarding working from home. He or she must inform their insurance company that they are using their property as a work place. Employees who set aside a room in their home exclusively for work may be liable for business rates on that part of the property and capital gains tax if the property is sold. There are pluses and minuses on both sides to working from home. While the employee may be able to manage child care more easily by not having to leave home for work, the employer benefits from a less stressed worker who can fit the school run into their hours of working. Staff who do not have to battle the daily commute have more time and energy to be productive and creative in their role. It's been proven that employees who work from home see a better balance between their work and personal life and, in turn, improvements to their health and general well-being. Of course, one obvious advantage to the employer is the cost saving from allowing workers to work from home. Office space is at a premium in most cities so the smaller the premises you can get away with the better, to cut your overheads. It's not all win-win, though. It can be difficult to monitor performance when the employee is not on site and individual development can suffer from the employee working in isolation, away from peers and managers. Staff who express a desire to work from home, need to display skills in time management, self-discipline and communication and be fully trained to use any specific technology their job demands. Communication between workers and management can seriously suffer from employees working at different locations. It's important to put formal systems in place so that people feel part of the team, such as clear procedures to follow and people to contact if things go wrong. Frequent two-way feedback sessions about work and work-related issues plus the inclusion in social activities are vital in these circumstances. Keeping a team spirit going when the team members are not working together in the same location can be virtually impossible. Companies can see a drop in morale of the workforce when staff regularly work from home. Workers miss the camaraderie of the workplace, the feeling of belonging to an organisation and in having a shared experience. In fact, working from home isn't for everyone. Some people find it hard to motivate themselves to start work and avoid distractions the home environment can present. Generally, people who can work from home do so for part of the working week only. This allows them to regularly meet with their colleagues and attend meetings. Research shows workers get more work done at home by not being involved with unnecessary activities going on in the office. Splitting time between the office and home is more beneficial to both parties as the worker will have specific goals and tasks to achieve while working away from home that can be evidenced when they are back at the office.

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ANGLIA EXAMINATION SYNDICATE

LISTENING SCRIPT (for recording artists)

Cast needed:

Part One **Adult female (to read the question)**
One adult male plus one adult female (for the recorded information)

Please record the following:

NB: DO NOT RECORD TEXT IN BRACKETS.

This is Anglia Examinations, England

(pause)

International Business English, Level 3, Advanced

(pause)

Listening examination – Paper A 2017.

(pause)

Instructions

(pause)

The first part of this paper requires you to listen to a selection of recorded material.

Listen to the recording and answer the questions.

You will hear each part of the recording twice.

There will be a pause before each part so you can read the questions. There will be other pauses to let you think about your answers.

When you hear the tone (**example of tone**) you should write your answers on the question paper.

Write clearly in the spaces provided.

You must ask any questions now as you cannot speak during the test.

Listen to the first part of the test.

Part One

- (F) You work for Stan Briggs, who is the manager of the Order Fulfilment staff at an online warehouse business. You attend a meeting between the HR Manager (Gustav) and his senior personnel officer (Louise).

Listen to the discussion, take notes, and then write an email to *your* manager with the key details about the staffing problems and the proposed solutions.

You will hear the information twice.

(tone) (pause 3 seconds)

- (M) Hello, Louise. Come in, take a seat.
- (F) Hi Gustav, so you wanted to review the plan to deal with the level of sickness and the reasons why our staff have been leaving us.
- (M) Yes, how's it going. Where are we?
- (F) Well, we reviewed the reasons for sickness absence and discovered a large proportion were due to stress or unhappiness in the workplace. Then, upon review of the reasons for leaving, we found over 60% said they couldn't cope with the pace of work and lack of rest periods during shifts.
- (M) Oh. How is the recruitment drive going?
- (F) We've received more than 200 CVs, and we're interviewing next Wednesday and Thursday. Hopefully, those we employ will be ready for work, after training, in about 8 weeks' time.
- (M) OK, that's good. Now, what about the meal break situation?
- (F) We've prepared a presentation for warehouse managers to tell their staff about the 20 new recruits and to state the new mandatory meal break of 40 minutes, coming into force in two months' time.
- (M) Fine, but we are prepared for a negative reaction from some of the highest bonus earners, aren't we? They will not be happy to have 40 minutes per shift away from their work, forced upon them. They'd rather carry on working and make more in bonuses.
- (F) Yes, but we know we have employment law on our side and besides, those few workers have caused a lot of resentment throughout the whole warehouse.
- (M) When is that presentation being given, Louise?
- (F) It's scheduled for the 22nd of this month.

(M) Great. Sounds like we're on track then. Thanks, Louise.

(pause 5 seconds)

Now listen to the first part of the test again.

(pause 3 seconds and repeat)

That is the end of this part of the test. You should now continue with parts 2, 3, 4 and 5.

Part 1 (20 marks)

Email should include the following key points mentioned in the listening script and should be in the style and register of an internal business email:

To: Stan Briggs 1

Subject: Staffing problem OR *similar* 1

Problems are:

High proportion of sickness absence due to stress or unhappiness at work 2

60% of leavers said they were leaving because of the pace of work and lack of rest periods. 2

Solutions are:

To recruit 20 more staff 2

To mandate a 40 minute lunch break away from the work place to be effective in two months' time 2

Candidate should make a statement that includes the following information:

Management will give a prepared presentation to staff about these two changes on 22nd of the month **OR** words to this effect 2

Plus

Style and register (including an appropriate sign off) 4

Use of English(grammar/sentence construction) 4

Part 2 (20 marks)

Email should include the following points mentioned in the article and should be in the style and register of an internal business email:

To: Doug Bantry ½

Subject: Battery Technology *OR similar* ½

The email should contain all the following information for 3 marks:

Battery technology is already being used: **3**
in the automotive industry / in electric vehicles / electric cars.
in small appliances, such as mobile phones.
in the storage of electricity supplied by grid systems.

*The email should contain **at least one** of the advantages **and at least one** of the disadvantages for 2 of the four marks:*

- (a) Advantages of Battery Technology: **4**
The batteries are re-chargeable and therefore reusable thousands of times
Lithium batteries are more environmentally friendly than batteries which use heavier metals.
- (b) Disadvantages of Battery Technology:
Battery Technology uses lithium which is relatively rare / finite commodity.
Battery technology uses lithium which is expensive.

The email should contain the following information for 4 marks:

In the future: **4**
Other elements / sodium and magnesium / may be used to provide the energy in batteries.
Battery Technology will be cheaper.
There will be more EVs (as China and India demand more personal vehicles)
More stored electricity from Battery Technology could be supplied through grid systems.

Plus

Style and register (including an appropriate sign off) **4**
Use of English (grammar and sentence construction) **4**

Part 3 (20 marks)

Email should contain the following information and should be in the style and register of an email to a potential customer:

To: Alexander O'Neill 1/2

Subject: Electrical Equipment Testing (contract) *OR similar* 1/2

First, a thank you for the enquiry 1

Confirmation that a contract can be set up to test the electrical equipment on a quarterly basis **OR** candidate can opt to say that this cannot be done, with regret. *NB: if candidate says that the contract cannot be done, they cannot gain the 6 marks on offer for the information required to give an estimate of cost...even if they go on to give that information.* 2

Either: logical information that would be required in order to give an estimate of the annual cost of the contract. 4
OR: the candidate could suggest that they arrange a visit to the salon to gain the information required in order to give an estimate of the annual cost of the contract.

A reasonable estimate of the cost of an annual contract. 2

Plus

Style and register (should include appropriate sign off) 5

Use of English (grammar/sentence construction) 5

Part 4 (20 marks - 2 marks each)

Award 2, 1 or 0 zero points for content plus fluency plus grammar for each response

- 1B** Can you take the details over the phone / now please?
- 2B** *Candidate chooses a department name e.g. sales; marketing; finance; admin; pensions; PR; accounts; etc. NB: a company name will not suffice here.*
- 3B** *Candidate should state a reasonable number to represent a quantity of shelves e.g. 6*
- 4B** In our / the store room.
- 5B** *Candidate should give a name and a number which represents an internal extension (3, 4 or five digits only)*
- 6B** *Candidate chooses a time of day. NB: a day of the week is not correct here.*
- 7B** *Candidate should give a reference, either a name, description or number that could relate to a building.*
- 8B** Oh dear / Oh no. Who do I have to contact? *Or similar*
- 9B** Yes, I do.
- 10B** Goodbye.

Part 5 (20 marks)

The summary should contain most of the following points. This sample summary is made up of 90 words. NB: the heading / title of the summary is not part of the word count.

Implications of staff working from home

Employer needs to –

1. Provide / maintain equipment needed by the home worker.
2. Ensure worker has a safe working environment at home.
3. Set up formal systems to keep communications open - clear procedures, contacts list, two-way feedback sessions.
4. Make sure workers are monitored and developed.
5. Monitor morale of home workers. It can diminish when workers are isolated.

Employees need to -

1. Advise their insurance provider they are working from home.
2. Demonstrate skills – time management, self-discipline, good communication.
3. Manage their work / life balance.



Anglia Examinations

Advanced Business English

Level 3

Speaking Test

Instructions for Examiners

Procedure

The Advanced English Speaking Test consists of three parts and should take approximately 18 minutes to complete. The test is conducted by you, the external examiner, with procedural help from an usher. The examination is recorded onto a computer, MP3 or CD. The file is sent to Chichester College for moderation.

Before the candidate enters the room, record their full name and number, clearly, onto whichever recording method is being used.

After the examination, the usher must ensure that the candidate does not return to the area where candidates yet to take the test are still waiting.

If using CD, there must be clear identification on the CD itself, not just on the CD box. It assists the moderators who listen to the recordings of the test to identify the candidates, if the interviewer, or interlocutor, names the candidates occasionally while talking to them.

Part One: up to 2 minutes

The object here is to give the candidate the opportunity to feel more comfortable and to be able to warm up by asking the candidate to introduce him/herself and say why he/she is taking the examination. The questions you should ask are:

- What is your name and number? (This is necessary to double check with the name and number previously recorded.)
- Would you please tell me something about yourself and why you are taking this examination?

Other questions you could use are:

- How long have you been learning English?
- Where do you work?
- What would you like to achieve in the next ten years?
- In what way will English be important for you in your future career?

Part Two: up to 7 minutes

This is a presentation of a topic prepared by the candidate. The candidate has chosen a topic beforehand. Any topic the candidate chooses is good provided that the content is business related. The candidate may prepare the presentation in any way he/she deems appropriate. The use of charts and other presentation materials is acceptable. The candidate may use prompt cards, but should not have learnt the entire presentation by heart. After a maximum of 5 minutes, you commence with up to 2 minutes of asking questions about the presentation to stimulate discussion.

Part Three: up to 9 minutes

Show the candidate the list of topics and give him/her one minute to think about it. Then invite him/her to speak about one of them. Let the candidate speak uninterrupted, after which you will stimulate debate with the candidate.

It is at your discretion when to begin prompting.

List of topics for Advanced Business English 2016:

- How can an employer ensure that a recruitment process is fair?
- What are the advantages and disadvantages of working in a family business?
- How are the effects of globalisation showing in the workplace?
- An employer must cut costs to survive and decides that restructuring the workforce is the best way to be more efficient. How should he or she decide which employees to lose?
- Is it the employer's job to help employees get job satisfaction or is it the employees themselves who must do this?
- What factors *should* affect how much an employee is paid and what factors *should not* affect pay?
- How easy or difficult is it to start a new business in your country?
- What qualities does a good business leader have to have?

OVERVIEW OF TASKS

Level	3 Advanced
Introduction (Warming-up)	<ul style="list-style-type: none"> • name and number • Why are you taking this exam? • How will English be important for your career? • What are your plans for the next 10 years?
Presentation	<p>prepared presentation: choose your own topic</p> <p>5 mins presentation + 2 mins of question-and-answer session</p> <p>PowerPoint optional</p>
Debate / Discussion	<p>discussion of 3 topics (prepared) from long list 9 mins</p> <p>if you do well, you may continue on topic, otherwise interlocutor goes on to next topic maximum duration: 6 mins per topic</p>

SPEAKING EXAMINATION - SAMPLES OF TOPICS FOR DISCUSSION

Sample 1

- prepare a 5 min presentation on a topic of your choice. You may use power point.
- discussion topic list:
 - How can an employer ensure that a recruitment process is fair?
 - Does the education system prepare students well for business life?
 - Do businesses have a responsibility for the health and welfare of their employees?
 - What personal qualities make a good manager?
 - When people say, "He/She is a brilliant businessman/businesswoman", what do you think they mean?
 - More and more people work from home now, rather than going into the office. What are the advantages and disadvantages of this?
 - Some businesses have a very high turnover of employees. Why might this be? On the whole, is it a good thing or a bad thing?
 - What would you do if you saw someone in your company, or your company itself as a whole, doing something dishonest, immoral or illegal?

Sample 2

- prepare a 5 min presentation on a topic of your choice. You may use power point.
- discussion topic list:
 - How easy or difficult is it to start a new business in your country?
 - If a business is struggling in a difficult economic climate, what are the best ways for it to cut costs?
 - Is it possible to always be completely honest in business?
 - What can business do, if anything, to contribute to helping the world's problems, such as hunger, homelessness and climate change?
 - Could anyone be a manager, or only a certain kind of person?
 - What does a business need to make it succeed? Why do businesses sometimes fail?
 - Is there such a thing yet as a 'paperless office'? Do businesses rely on technology too much or perhaps not enough?
 - An employer must cut costs to survive and decides that restructuring the workforce is the best way to be more efficient. How should he or she decide which employees to lose?

Sample 3

- prepare a 5 min presentation on a topic of your choice. You may use power point.
- discussion topic list:
 - Can anyone become a successful businessperson or do you have to be a particular type of person?
 - In hard times, should the employees of a company be prepared to take pay cuts or give up their bonuses, or should contracts always be honoured?
 - Can you think of any ways in which businesses can be 'green' and help to combat climate change?
 - How should a manager deal with an employee who was previously very good, but now arrives late at work and does not appear to be happy or motivated?
 - What works best in a company: a strict line management system or a democracy of equals?
 - A company has to make some of its employees redundant; how should it choose which ones?
 - What are the advantages and disadvantages of allowing employees to work at home rather than in the office?
 - What are the most important challenges facing businesses in your country today?



MARKING CRITERIA ANGLIA SPEAKING TEST 2020 ADVANCED BUSINESS ENGLISH (LEVEL 3)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	Can produce extended stretches of language spontaneously with fairly even tempo on a wide range of business topics. Can interact without placing strain on the participants. May need to briefly hesitate and pause for thought.	Covers the subjects of discussion well on a wide range of business topics. Can tackle every aspect of the conversation and discussion. Shows willingness to offer additional ideas	Clear and comprehensible pronunciation although L1 accent may be noticeable. Natural word stress and sentence intonation throughout. No strain imposed on listener.	Fully appropriate words and expressions for the tasks at this level. Can confidently and spontaneously use a wide range of language without obvious searching for words	Fully confident with the structures demanded by the tasks. Can spontaneously produce examples of more complex grammar at B2 level. Occasional minor inaccuracies
M	Candidate is reasonably fluent and contributes effectively to the conversation on familiar business tasks. Can express views clearly by providing relevant points and arguments. Some unevenness of tempo and pauses for thought.	Covers the subjects well and offers some additional ideas. Actively participates in discussion. Effort made not too distracting for participants.	Reasonable pronunciation and word stress / sentence intonation. Occasional mother tongue interference, although generally not impeding understanding.	Adequate vocabulary for all the tasks without obvious searching for words. Some attempts at a wider range of vocabulary, beyond the basics required for this level.	Good grammatical control of grammar at B2 level. Little sign of having to restrict what he/she wants to say for grammatical reasons. Mistakes are made, but do not usually break up the flow.
P	Candidate can make his / her way through the interactions, but the effort is obvious and could be distracting for the flow of conversation. Can initiate some discourse.	May not say what he / she thinks, but rather what he / she can say, leading to blocked discussion, but not a complete stop. Can express some opinion on most general topics	Mother tongue interference leads to some oddities in stress and intonation. Oddities may occasionally impede understanding.	Sufficient vocabulary for all the debate and discussion, even if limited at times. Some paraphrase or pause noted when a true expression is missing. Sufficient range to simply describe, explain and justify at B2 level.	Can use the basic grammar required of the tasks but less confident/ unwilling to use more complex grammar of this level. May be evidence of grammar limitations. Mistakes, but can keep going and make him / herself understood.
R	Pauses and hesitation indicating lack of adequate range in candidate's spoken English to cope with the tasks.	Does not confidently cover the subject. Is very hesitant about what to say.	Flow of pronunciation and intonation does not inspire confidence in the speaker having a B2 level of English.	Vocabulary too limited to be called functional at B2 level.	Mistakes and language range indicating B2 grammar in spoken English not quite achieved.
U	Little or no communication in English takes place at all.				

Performance indicators

In a typical business environment, the candidate is able to:

- deal with the exchanges of a business environment, both in a functional and a social sense, such as business and a career overview;
- articulate his / her view/s on general business-related issues;
- give presentations typical of business meetings.

APPENDIX 4 – Tracks for the listening sections

Scan the QR code for the listening section or visit the central documents page on www.anglia.org

If you have any problems downloading, please contact the UK Anglia office.

1. Practical Business English (Level 1) -

<https://www.anglia.org/central-docs/business-level-1-practical-sample-1>



2. Intermediate Business English (Level 2) -

<https://www.anglia.org/central-docs/business-level-2-intermediate-sample-1>



3. Advanced Business English (Level 3) -

<https://www.anglia.org/central-docs/business-level-3-advanced-sample-1>



4. Proficiency Business English (Level 4) -

<https://www.anglia.org/central-docs/business-level-4-proficiency-sample-1>

