



**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

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## 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:

<b>REFER</b>	<b>PASS</b>	<b>MERIT</b>	<b>DISTINCTION</b>
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.**

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

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

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

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

**Proficiency in Business  
English**

## **Exam Content of Level Four: Anglia Business English Plus**

### **Part One**

In this section, the candidates hear spoken information, for example a sales presentation, or a key note speaker at a conference. They hear the information twice. There are ten gaps, which candidates should complete with the word or words that they hear.

### **Part Two A**

This second listening section of the paper takes a different form. In this section, the candidates hear a telephone conversation about, for example, the sales performance of a company. On the question paper, there is a graph with some vital figures/statistics missing, as well as some questions which relate to the graph. Candidates must listen to the recording, which is played twice, complete the missing data and answer the questions.

This task tests their ability to understand the raw material in spoken form and convert it into an acceptable graphic representation.

### **Part Two B**

In This section, candidates must use and analyse the graph that they completed in Part 2A. They must write an email to a work colleague as if attaching the graph, giving an overview on the data gathered, and should draw conclusions about any of the issues/ situations raised from the graph or the information heard.

This section tests a detailed understanding of both the visual graphics and spoken input.

### **Part Three**

In this section, the candidates are given written information on a number of related business products or services. The candidates must provide a report of about 250 words, comparing and contrasting the product or service, and draw a logical conclusion based on the facts and figures in the given texts. This section gives the candidates the opportunity to show that they are in control of the language of business and can manipulate it to support a particular argument or make a particular case.

### **Part Four**

This section tests the candidates' reading skills. The candidates read a number of related articles to which they must then match suitable titles/headlines. This involves applying global reading skills to the texts. The texts may be on any business-related topic, for example newspaper articles on the funding of different projects or texts from a brochure describing different travel services. There are ten articles and twelve headlines, meaning that two headlines should not be chosen.

### **Part Five**

In this final section of the examination, candidates are asked to complete a gap-fill test on a business-related topic. There are ten gaps in a given text, which the candidates must fill. The gap-fill is open, rather than multiple choice. This tests the candidates' understanding of the overall meaning of the text, and their understanding of its discourse and grammatical structure, together with their ability to find the correct vocabulary for the specific gaps.

Please stick your candidate label here



# Anglia ESOL International Examinations Proficiency Business English Level 4 Paper A 2017

## CANDIDATE INSTRUCTIONS:

- Time allowed - TWO and a HALF 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 cannot speak during the test.**

For Examiner's Use Only					
Part One [10]	Part Two A [10]	Part Two B [30]	Part Three [30]	Part Four [10]	Part Five [10]

Total

Marker's ID

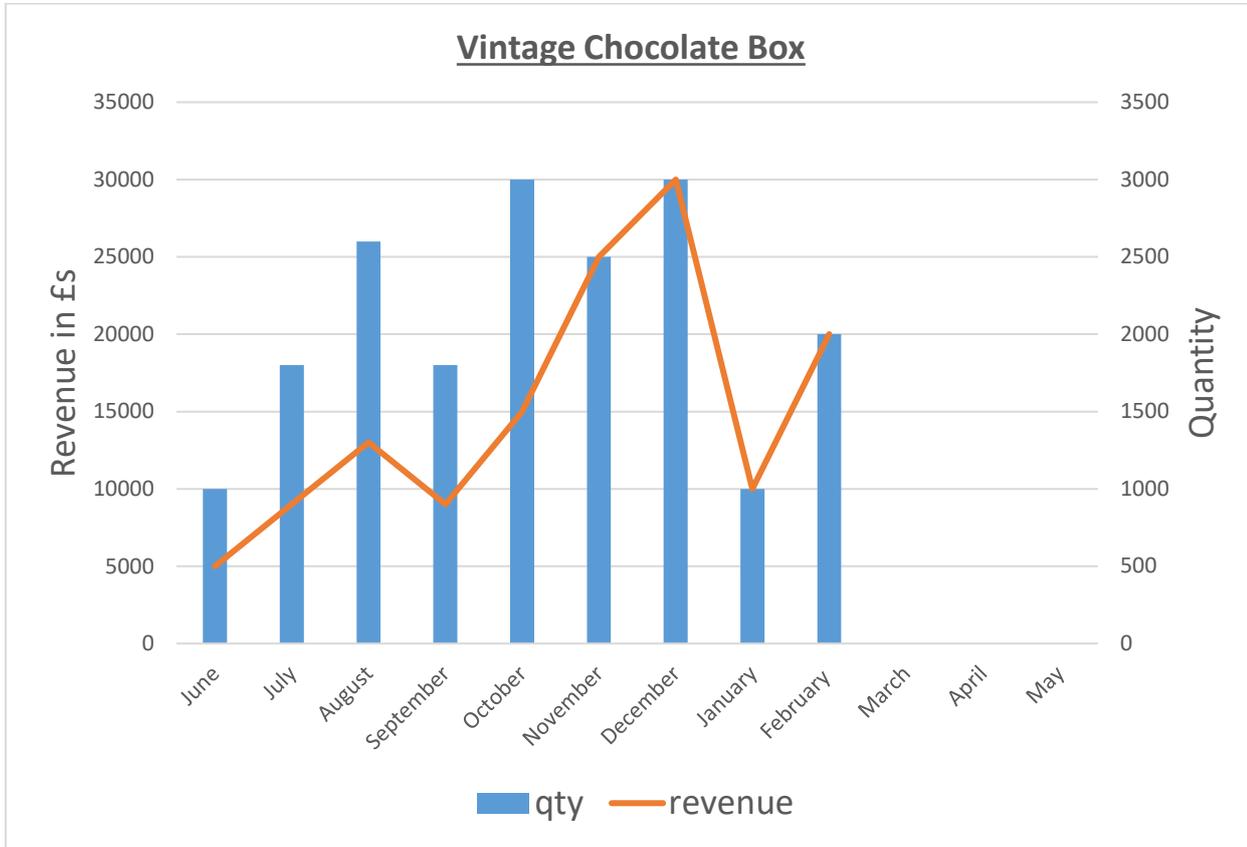
Part One (10 marks)

You have been asked to attend a talk about M2M computing, *The Internet of Things*. Listen to the presenter and complete the text. You may need to write more than one word in each gap. You will hear the information twice.

The frontier of <sup>(1)</sup> \_\_\_\_\_ applications, data and services is moving further and further away from the centralised nodes, to the <sup>(2)</sup> \_\_\_\_\_ of the network, known as the edge. This is where analysis and knowledge generation takes place, at the source of the data for the Internet of Things. Early machine to machine, or M2M, applications sent all <sup>(3)</sup> \_\_\_\_\_ data to the data centre for processing. Today, M2M applications generate more data at the edge, in real-time, which means more real-time data analysis and <sup>(4)</sup> \_\_\_\_\_ is also required, as well as a greater need for local data storage at the edge. The Internet of Things and the rise of M2M ecosystems have long been anticipated. As this ecosystem converges with <sup>(5)</sup> \_\_\_\_\_ like cloud computing and big data, businesses need to be prepared to <sup>(6)</sup> \_\_\_\_\_ with the new wave of connected, intelligent devices and harness the data that comes with them. Network traffic is still expected to increase however, because there will be an <sup>(7)</sup> \_\_\_\_\_ amount of data generated by the Internet of Things on the M2M applications, which will require further processing before it can be more <sup>(8)</sup> \_\_\_\_\_. Application developers are the key to the expansion of the Internet of Things. Success on this platform requires a <sup>(9)</sup> \_\_\_\_\_ and intuitive environment in which M2M application developers can <sup>(10)</sup> \_\_\_\_\_ the functionality of the applications they're creating, without having to worry about the mechanics of the platform that will deliver and support the applications.

Part Two - A (10 marks)

You will hear a telephone conversation. Listen to conversation, answer the questions below and complete the graph where appropriate. Also complete the information required. You will hear the conversation twice.



<u>Recommended retail price</u>	
June	(1)
November	(2)
April/May	(3)
(4)	Possible increase to £8.50

What happened to cause the decline in sales in September?

(5) \_\_\_\_\_

What are expected sales for next December?

(6) \_\_\_\_\_



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**Part Three - Reading Skills (10 marks)**

There are ten headlines below and ten short news stories on the next page. Match each story letter to the best headline number.

- 1. NEWCOMER SUCCESS
- 2. FRESH, CHEAP PRODUCE BRINGS IN THE HOARDS
- 3. VEG - MIXING UP THE OLD WITH THE NEW
- 4. INDEPENDENTS COST LESS THAN EXPECTED
- 5. OLD HANDS MAKE NEW BUSINESS A ROARING SUCCESS
- 6. DEMISE OF HIGH STREET TRADERS
- 7. AFFLUENCE CAUSES BUSINESS TO CLOSE
- 8. CUSTOMERS LIKE TO SEE WHAT THEY'RE GETTING
- 9. LEGUMES WIN OUT OVER THE LAW
- 10. RESTAURANT SUPPLIER VENTURES ONTO THE HIGH STREET

**WRITE YOUR ANSWERS HERE.**

Match the number of the headline to the letter of the article:

A	B	C	D	E	F	G	H	I	J

A.

Customers can't get enough of the fresh fruit and vegetables at the first greengrocer shop in Corgrove for 20 years. Since opening, Healthy Living, in The Precinct, has been doing a roaring trade. The two men behind the business have more than 60 years' experience between them in markets and fresh produce.

B.

Robin Dougherty, 57, will shut up shop in Flame, Greater Manchester, but he is not citing cheap supermarket food deals as the cause. Instead, he is blaming restaurants for its demise. He said his neighbourhood was so wealthy, many potential customers tended to dine out rather than buy fruit and vegetables to cook at home.

C.

Justin Turnbull could easily be working his way through England's legal system in his first term at university. But instead, the former Bristol Grammar School pupil is up to his ears in cauliflowers, carrots, swedes and sprouts. He gave up the chance to study law at Lincoln University in favour of starting his greengrocery business, 'Justin's', a neat little store at the end of a rank of shops on Fountain Lane.

D.

Go to John Briggs' greengrocer's in August, and you'll see British strawberries from the nearby farm, hand-picked the day before for ripeness - and a very low volume of prepacked fruit and veg. The absence of packaged produce can be put down to sensory marketing: 'Our customers want to choose their own produce,' John explains. 'They value our high quality and enjoy the experience of picking out great produce based on sight, smell, touch and taste.'

E.

'Reg's Veg' on Chatham Road is a greengrocer's that has stood the test of time - and changing demographics - and is one of a handful of places that serves all walks of life. Reg Dwyer, the owner, says change is always good. He believes that moving with the times is how his business has developed. Reg says he will always keep some things the same, because that's what his regular customers know and like, but he needs to cater for new generations too.

F.

Despite the Competition Commission ruling that supermarkets pose no threat to independent retailers, five greengrocers have closed every week over the last 10 years. This has enraged campaigners who argue that the high street has been destroyed by a wide range of factors, from rising business costs to the might of the supermarkets. The closure of greengrocers comes on top of 2,700 butchers and fishmongers shutting up shop since 2001.

G.

'Newton's' is known for its high-quality fruit and vegetables, sourcing for restaurants including Harry's Bar and The Fine Diner. This newly opened Chiswick shop is its first high-street outlet (it already has a website and a partnership with 'Booth's', the delivery service). Customers are offered impeccably sourced, seasonally varying produce, from Lincolnshire asparagus to fragolina grapes.

H.

Marked by an eye-catching pavement display of fresh produce, Howden's greengrocer's is a local institution - as the perpetual queue of shoppers testifies. The shop is known for its reasonable prices and fresh produce. Alongside the basics are luxuries such as white asparagus and exotics including fresh galangal and rambutans.

I.

Run with panache by Andrew Bailey, this vibrant Chelsea greengrocer's is noted for the quality of its produce, despite being the new-kid-on-the-block. Andrew, who made his name supplying restaurants such as The Eating House, takes pride in sourcing fruit and vegetables locally but admits he is surprised at just how well his store is doing after only three months of opening.

J.

The slow decline in the British high-street could be put down to the increased buying power of supermarkets and the rising cost of running an independent store. Interestingly, however, campaign groups still argue that despite the high profile price wars between supermarkets, shoppers can expect to pay less for their grocery basket at the majority of independent stores in the UK.

**Part Four (10 marks)**

**Read the text below. There are 10 gaps in the text. Fill each gap with *one* suitable word.**

Managing absence from work due <sup>(1)</sup> \_\_\_\_\_ sickness is big business as the costs to both industry and commerce and governments throughout much of Europe is enormous. Over the <sup>(2)</sup> \_\_\_\_\_ ten years, most EU governments have legislated to transfer the initial cost of sickness absence away from the state, to the employer. For the employer, this extra cost comes over and above payment of the salary of the person <sup>(3)</sup> \_\_\_\_\_ is absent. Extra costs also include the loss of productivity and possibly reduced quality of service, paying for a replacement employee <sup>(4)</sup> \_\_\_\_\_ the duration of the absence plus management of the situation including human resources' involvement. Yet, statistics show that two <sup>(5)</sup> \_\_\_\_\_ of three employees that call in sick aren't physically ill. As a <sup>(6)</sup> \_\_\_\_\_, many companies have introduced programmes which closely monitor sickness absence, by demanding that employees <sup>(7)</sup> \_\_\_\_\_ details of their sickness in writing and have a return-to-work interview with their line manager, even for one day of absence. Some programmes extend this with intervention by Human Resources who interview employees who have had three instances of sickness absence in one designated <sup>(8)</sup> \_\_\_\_\_ of time. The aim of these programmes is two-fold. First, it hopes to deter employees from taking sickness 'leave' and secondly, the company can spot patterns in workforce behaviours that may indicate problems <sup>(9)</sup> \_\_\_\_\_ the organisation which can be resolved. The programmes are generally not popular among the workforce and can, in some instances, <sup>(10)</sup> \_\_\_\_\_ to the stress of some employees.

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## Part Five - Facts and Figures (30 marks)

You work for a partnership of dentists. You have been asked to do some research to find new, larger premises for the dental practice to move to because the business is expanding. Currently, the dental practice is located on the high street in the centre of Westhampton.

Look at the facts below. Write a structured report which *compares and contrasts* the available premises. Draw a conclusion about the buildings and their locations plus make a recommendation.

Write about 250 words.

### Redwood Building

#### 3 miles from Westhampton centre

Space available in this modern, 6 storey commercial block of office suites. Each suite is on its own floor with concierge service, lift and toilet facilities plus six underground parking spaces for your staff. The available suite can be modelled to take account of your business needs by creating self-contained spaces as offices or consultation rooms.

Number 36 and 21 buses coming from the town centre bus station, stop outside the Redwood Building.

#### For rent at £2,300 per calendar month.

Lease: 5 years with option to renew.

Contract price will include a charge for the fitting of specialised equipment subject to agreement with the landlord.

### Highgrove House

#### In the centre of Westhampton

A grade II listed building, imposing frontage, with an 'IN' and 'OUT' drive large enough for 6 cars. This building is on 2 above-ground floors, with a fully modernised basement. Comprises kitchen, laundry room, 3 reception rooms on the ground floor with 5 double bedrooms and two bathrooms on the first floor. The house was rewired last year and has been decorated throughout. Ideal as a family residence but also an excellent opportunity for a business in professional services that requires several separate offices/consultation rooms.

#### ANNUAL RENT: £24,000 for this town centre location - FIXED 3 YEAR LEASE

Adaptations and installation of certain equipment may be permissible subject to contract.

### Lockyer Wing, Westhampton's General Hospital

An opportunity has arisen within the hospital. There is a suite of rooms in the Lockyer Wing suitable for professional services that will harmonise with the hospital and its users. The suite comprises a reception area, six consultation rooms and toilet facilities. Modifications can be made subject to agreement with the lessor. Staff working at the hospital can use the staff car park plus the Lockyer Wing has pay-to-park spaces for patients and visitors. A dedicated bus service runs between the local housing estate and the hospital grounds.

#### RENT: £2,800 per calendar month\*

#### Lease: 5 years minimum\*

\*The hospital will give preference to any private medical practitioner looking to lease the premises, subject to agreement from the hospital board of directors.

### Blackstone Retail Park

#### On the outskirts of Westhampton residential estate

A retail outlet is available for rent at **£2,000 per calendar month** with immediate effect. Footfall is brisk, 7 days a week, making these premises ideal for any retail or service sector business.

The building comprises one large area looking onto the pedestrian walkway that can be subdivided to suit your needs. There is also a staff rest area made up of a small kitchen space plus toilets. There is car parking at the rear of the building for staff and deliveries. Customers for Blackstone use the purpose built multi-storey car park which is pay-and-display. Blackstone Retail Park is served by buses on routes 21 and 36.

Flexible leases available, minimum 12 months.



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# ANGLIA EXAMINATION SYNDICATE

## LISTENING SCRIPT (for recording artists)

### Cast:

**Part One**    **One male**

**Part Two**    **One male and one female**

**Please record the following:**

**NB: DO NOT RECORD TEXT IN BOLD.**

This is Anglia Examinations, England

**(pause)**

International Business English, Level 4, Proficiency

**(pause)**

Listening examination – Paper A, 2017

**(pause)**

Instructions

**(pause)**

The first two parts of this paper require 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

You have been asked to attend a talk about M2M computing, *The Internet of Things*. Listen to the presenter and complete the text. You may need to write more than one word in each gap. You will hear the information twice.

**(tone) (pause 3 seconds)**

The frontier of **computing** applications, data and services is moving further and further away from the centralised nodes, to the **extremes** of the network, known as the edge. This is where analysis and knowledge generation takes place, at the source of the data for the Internet of Things. Early machine to machine, or M2M, applications sent all **remote** data to the data centre for processing. Today, M2M applications generate more data at the edge, in real-time, which means more real-time data analysis and **decision making** is also required, as well as a greater need for local data storage at the edge. The Internet of Things and the rise of M2M ecosystems have long been anticipated. As this ecosystem converges with **trends** like cloud computing and big data, businesses need to be prepared to **engage** with the new wave of connected, intelligent devices and harness the data that comes with them. Network traffic is still expected to increase however, because there will be an **enormous** amount of data generated by the Internet of Things on the M2M applications, which will require further processing before it can be more **widely shared**. Application developers are the key to the expansion of the Internet of Things. Success on this platform requires a **seamless** and intuitive environment in which M2M application developers can **focus on** the functionality of the applications they're creating, without having to worry about the mechanics of the platform that will deliver and support the applications.

Now listen to the first part of the test again. **(pause 3 seconds and repeat)**

Now listen to the second part of the test.

Part Two A

You will hear a telephone conversation. Listen to the conversation. Answer the questions below and complete the graph, where appropriate. Also complete the information required. You will hear the conversation twice.

**(tone) (pause 3 seconds) (Ring...ring...ring)**

- (M)** Hello, Bill Jones speaking.
- (F)** Hello Bill, Jacqui Thomas here. I wonder if you could help me. I'm looking at the year to date, sales and revenue chart for the Vintage Chocolate Box.
- (M)** Hi Jacqui, so how can I help you?
- (F)** Well, I've got a chart which gives me sales and revenue until February so I'll need the months after that, but I also have some questions as the graph is quite spiky. There was a slight drop in sales in November but *not* in revenue.
- (M)** Ah, that's when we increased the retail price.
- (F)** I see...so what was the retail price back then?
- (M)** We started out in June with a recommended price of six pounds fifty. That didn't change for about five months but then we put it up in November to eight seventy five.
- (F)** OK, now there was also a sharp drop in sales in September before that. Do you know why?
- (M)** Yes, September was related to a problem with supply. We had a staff shortage in the factory in August, so we just couldn't produce enough. Then, of course, in January there was the usual drop in sales after Christmas. That happens every year.
- (F)** Right, let me note that down... So, could you give me the quantities for March, April and May so I can complete the graph?
- (M)** Yes, let me see. In March, regarding quantity, we sold two thousand, five hundred boxes. That quantity gave us twenty-five thousand pounds revenue.
- (F)** OK. Thanks, and April and May?
- (M)** Well, we dropped the price slightly for April orders to try and energise sales. This means we did sell more. We sold three thousand in April and three thousand three hundred boxes in May.
- (F)** OK, and how much did they retail for in April and May.

- (M) Um... for seven pounds fifty.
- (F) At least orders continued to go in the right direction, didn't they?
- (M) Well, yes, but at that price revenue was rather disappointing. In fact, we only billed twenty-four thousand pounds in April and that increased to twenty-six thousand pounds in May.
- (F) Are we continuing with lower prices in the hope orders pick up?
- (M) I don't know. There's a pricing meeting next week. We're considering raising the recommended retail price in September to eight pounds fifty and then keeping that constant to stabilise figures slightly.
- (F) OK. And any idea on future sales?
- (M) Well, we're expecting orders to reach three thousand seven hundred by the end of December. That's our target.
- (F) That would be great – off the top of the graph! Anyway, see you at the meeting.

**(pause 3 seconds)**

Now listen to the second part of the test again. **(pause 3 seconds and repeat)**

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

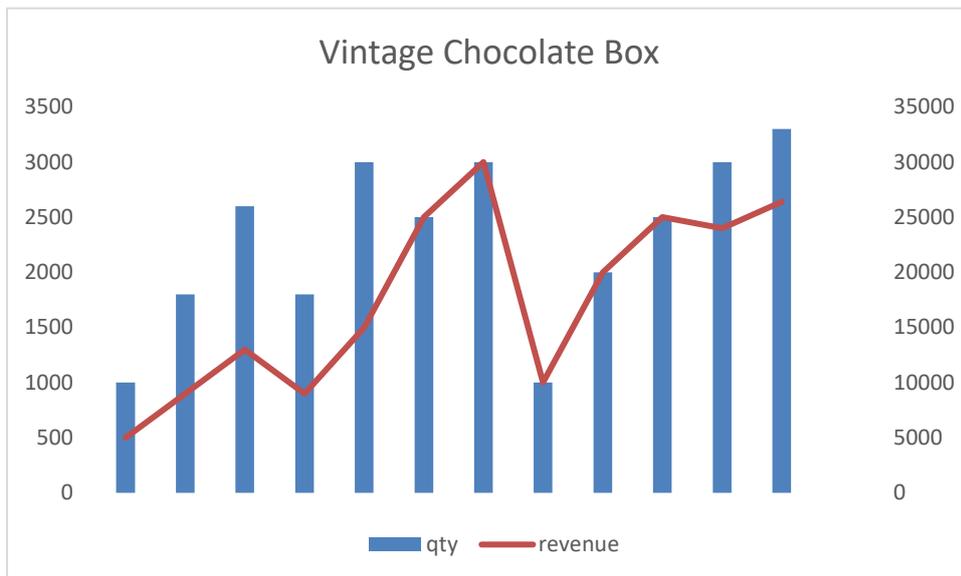
**Part 1 (10 marks)**

- |                    |                  |
|--------------------|------------------|
| 1. computing       | 6. engage        |
| 2. extremes        | 7. enormous      |
| 3. remote          | 8. widely shared |
| 4. decision making | 9. seamless      |
| 5. trends          | 10. focus on     |

**Part 2A (10 marks)**

**Graphs should be plotted at the following points: - points may not be totally accurate, but should resemble closely the graph**

6



**Recommended retail price**

- |              |     |
|--------------|-----|
| 1. £6.50     | 1/2 |
| 2. £8.75     | 1/2 |
| 3. £7.50     | 1/2 |
| 4. September | 1/2 |

**Reason for decline in sales in September:**

Staff shortage in factory/ supply problem 1

**Expected sales for December**

3700 boxes 1

**Part 2B (30 marks)**

***Email should include the following points mentioned in the article:***

To: James Berry **1**

Subject: Vintage Chocolate Box – Sales and Revenue *OR similar* **1**

*Words attaching the graphs such as:* Please find attached the / a graph.../ I attach a graph ... / Here is the graph... / Please see the attached graph... **2**

Candidate should mention all of these key points for full marks here: - **6**  
September – staff shortages caused lack of supply *OR similar*  
November – drop in sales after the price rise *OR similar*  
January’s drop in sales – usual, after Christmas *OR similar*  
There’s volatility in sales *OR similar*  
Pricing hasn’t remained constant *OR similar*  
The overall trend for the product is steady growth *OR similar*

Candidate could conclude that revenue is seasonal due to the peak in December / decline in January after Christmas *OR* that orders / revenue are not strong / consistent throughout the year *OR similar* **4**

Candidate could conclude that the unit price was too high in the months from January to May to gain a consistent growth in revenue. *OR similar comment on price within the narrative / graph.* **3**

Candidate could conclude that prices need to be raised / stabilised in future to increase revenue for this product *OR similar* **3**

***Plus***

Style and register (including appropriate sign off to manager of same company) **5**

Use of English(grammar/sentence construction) **5**

**Part 3 (20 marks)**

*The 20 marks are made up of Presentation, Comparison, Conclusion and Recommendation.*

**Presentation** *The candidate should present the information in a different form from the way it is presented – e.g. in this case: -* **5**

- **not** by premises, but by location, space, lease, rent etc. Report should be structured clearly with a title and headings.

**Comparison** *There must be evidence of comparison between the premises indicated by appropriate conjunctions, used with correct grammar.* **5**

**Conclusion** *The candidate must draw some conclusions – in this example, conclusions could be:* **5**

- There is a wide variety of premises available to rent, with varying lengths of lease.
- It is essential to view the premises before committing to a lease.

**Recommendation** *Candidate should make a recommendation with reasons or proviso. An example would be as follows:* **5**

- I recommend LW at the Westhampton hospital because, even though it is the most expensive, the ad says that preference will be given to a medical practitioner on the rent and the lease. The building is in the town centre, on a dedicated bus route and is therefore convenient for our (present and future) patients.

**Part 4 (20 marks)**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
<b>5</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>3</b>	<b>6</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>4</b>

**Part 5 (10 marks)**

- |                |                                       |
|----------------|---------------------------------------|
| 1. to          | 6. result                             |
| 2. past / last | 7. complete / record / give / provide |
| 3. who / that  | 8. period/length                      |
| 4. for         | 9. within / in                        |
| 5. out         | 10. add                               |



# **Anglia Examinations**

## **Proficiency Business English**

### **Level 4**

### **Speaking Test**

## **Instructions for Examiners**

## **Procedure**

The Anglia Proficiency Business 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 recording 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 student 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. Among the questions you should ask are:

- What's 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 ask are:

- What is your current position at your work placement company (or other company you work for)?
- Could you give me an overview (past, present and future) of your career at your work placement company?
- What are the most important things you have learnt during your work placement?

### **Part Two: up to 7 minutes**

The candidate has prepared a presentation about a topic from the following list:

- business plan
- export marketing plan
- promotion campaign
- SWOT analysis

The candidate starts off with a presentation of approximately 5 minutes. Next, he or she should be prepared to answer a variety of questions in connection with the presentation.

### **Part Three: up to 9 minutes**

You will have a discussion with the candidate about a maximum of three topics from the list below. You are to select the topics from the list. After three minutes, switch to another subject. Do the same after six minutes.

However, if the candidate is doing very well on a particular topic, you may decide to allow him/her to spend all of the remaining allotted time on that one subject.

- What is the best way of incentivising staff?
- Which aspects of globalisation are benefiting businesses? Are there any aspects which are not?
- What are the best ways of assessing and monitoring customer satisfaction?
- Is promotion and marketing really needed if a product is excellent?
- How might cultural differences affect a business trying to sell its products internationally?
- How desirable and how possible is it for businesses to work towards a 'paperless offices'?
- In what ways might a business in financial difficulties cut costs?

## OVERVIEW OF TASKS

<b>Level</b>	4 Proficiency
<b>Introduction (Warming-up)</b>	<ul style="list-style-type: none"> <li>• name and number</li> <li>• What is your current position at your (work placement) company?</li> <li>• Please give me an overview of your career: past, present and future</li> <li>• What is/are the most important thing/s you have learnt while working?</li> </ul>
<b>Presentation</b>	<p>prepared presentation 5-7 min: about a</p> <p>business plan export marketing plan promotion campaign swot analysis</p> <p>PowerPoint preferred</p>
<b>Debate / Discussion</b>	You respond to various prompts from assessor; topics unseen

## NOTICE OF TOPICS FOR PREPARATION

- prepare a 5 – 7 min presentation on one of the following topics:
  - your business plan
  - your export marketing plan
  - your promotion campaign
  - a SWOT analysis you have prepared
 (power point is preferred)

At this level, the discussion topics are unseen, but below is a sample of the kind of questions that may be asked:

- What is the best way of incentivising staff?
- Which aspects of globalisation are benefiting businesses? Are there any aspects which are not?
- What are the best ways of assessing and monitoring customer satisfaction?
- Is promotion and marketing really needed if a product is excellent?
- How might cultural differences affect a business trying to sell its products internationally?
- How desirable and how possible is it for businesses to work towards a ‘paperless offices’?
- In what ways might a business in financial difficulties cut costs?



## MARKING CRITERIA ANGLIA SPEAKING TEST 2020 BUSINESS ENGLISH PROFICIENCY (LEVEL 4)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D</b>	Candidate can express him/herself fluently and spontaneously on a wide range of topics. Highly interactive and expressive. Only hesitates when the topic is conceptually difficult but can find a way to get around it. No strain placed on participants.	Can confidently tackle every aspect of the conversation, both prepared and spontaneous. Contributes in depth to the conversation with no evidence of content restriction due to language limitations. Minimal effort detected.	Confident, clear and comprehensible pronunciation although L1 accent may be noticeable. Natural word stress and sentence intonation throughout.	Evidence of a broad lexical repertoire, using good variety of appropriate words and idiom spontaneously. Is not worried by the different turns the conversation takes. Might lack full control of nuance.	Sentences are well-formulated, with a high degree of grammatical accuracy. Wide range of structures. Very occasional minor inaccuracies. Can self-correct naturally.
<b>M</b>	Candidate is fluent without much hesitation. Can keep the communication going well and interact effectively - responds naturally to spontaneous conversation/questions. Answers and reactions are to the point.	Covers the subjects well and in some depth. Contributes actively to the conversation.	Clear pronunciation and word stress / sentence intonation. Occasional mother tongue interference, although not impeding understanding.	Wide variety of vocabulary and idiom throughout. Little observable effort, either in prepared or spontaneous discussion.	Good, consistent grammatical control at C1 level. Little sign of having to restrict what he/she wants to say for grammatical reasons. A few mistakes and occasional inappropriate utterances.
<b>P</b>	Candidate is fluent and communicative. Some pauses and hesitation means delivery does not always come across as effortless. Functionally competent in the language.	Covers the subjects. May go round points, too, to get over a difficulty in expressing something.	Clear pronunciation and word stress / sentence intonation. Mother tongue easily detected and leading to oddities in stress and intonation, but not generally interfering with understanding.	Adequate vocabulary and idiom for all debate and discussion, even if some paraphrase noted when an expression is missing. Sufficient range to describe, explain and justify at C1 level.	Can use the grammar required of the tasks but less confident/ unwilling to use grammar that is more complex. Minor mistakes, but can keep going and make him / herself understood
<b>R</b>	Pauses and hesitation indicating lack of spontaneity in candidate's ability to use spoken English.	Does not confidently cover the subjects. Is hesitant about what to say for language reasons rather than conceptual ones.	Flow of pronunciation and intonation does not inspire confidence in the speaker's proficiency in English at C1.	Vocabulary too limited to be called fully functional in any situation.	Mistakes indicating proficient grammar in spoken English not quite achieved.
<b>U</b>	Little or no communication takes place in English at all.				

### **Performance indicators**

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

- prepare and give presentations typical of business meetings and accurately convert information into an acceptable graphic representation;
- control the language of business appropriately for specific purposes;
- articulate his / her view and elaborate on general and abstract business-related issues.

## 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](http://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>

