



A GUIDE TO

ANGLIA BUSINESS ENGLISH EXAMINATIONS

2026 EDITION

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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	
C1 EOP	PROFICIENCY LEVEL	<i>ANGLIA PROFICIENCY IN BUSINESS ENGLISH</i>
B2 Vantage	ADVANCED LEVEL	<i>ANGLIA ADVANCED BUSINESS ENGLISH</i>
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 is 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, please contact the Anglia office to discuss the possibility of this.

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 (Practical), the students must show that they can complete basic tasks and fulfil essential functions in a 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 mid levels (Intermediate and Advanced), the students must show that they can both record and respond to given information in an increasingly sophisticated way, in their answers, for example, from telephone discussions and to email messages. 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 (Proficiency), 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. For example, major companies as well as small or medium-sized businesses may 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. Within each level, one of four grades is awarded:

REFER	PASS	CREDIT	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.
All business examinations are available online.

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, a practice paper at every level, including the listening sections and a mark-scheme. It also includes sample answers for the writing sections. The audio files for the listening sections of the papers are also available with the book.

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 Two 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 (twice) and complete a form with 10 gaps .	20 marks
Part 2	Listen to statements or questions (twice) and choose the best response from three multiple-choice options. 10 questions.	20 marks
Part 3	Read an email requesting specific information. Write an email response using <i>the information given and the email template provided</i> .	30 marks
Part 4	Read two emails . Write a response 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 with 10 gaps.	20 marks
Part 2	Listen to statements or questions (twice) and choose the best response from three multiple-choice options. 10 questions.	20 marks
Part 3	Read an email and an information sheet. Write a response to the email, <i>selecting information from the sheet and using the email template provided.</i>	30 marks
Part 4	Read an email and write an appropriate response 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 work-related discussion. Write an email based on the information heard, covering all the main points.	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.	20 marks
Part 4	Complete a dialogue by providing appropriate questions/ responses to ensure the dialogue flows naturally.	20 marks
Part 5	Read a business-related text and write a short summary of it, in less than 100 words.	20 marks

Level 4	Anglia Proficiency in Business English	Time allowed – Two and a half hours
Part 1	Listen to a speaker, complete the text , using one or more words as necessary. 10 gaps.	10 marks
Part 2A	Listen to a conversation and complete a graph, table and notes from the information you hear.	10 marks
Part 2B	Write an email based on the information in 2A, reporting your conclusions from the data, and enclosing the graph.	30 marks
Part 3	Cloze style, gap-fill test on a written text. 10 gaps.	10 marks
Part 4	Read a total of 10 topic-related texts, and match headlines/ titles to articles . There are 12 headlines.	10 marks
Part 5	Write a report based on a given set of facts and figures or related products/ services.	30 marks

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

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 - (Common European Framework of Reference Consolidated Level Descriptors)

LEVEL ONE (A2/+)

At this level, the candidate:

(listening)

- Can catch the main point in short, clear, simple messages and announcements
- Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
- Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.
- Can deal with basic social situations, such as making introductions, asking/giving permission, showing gratitude

(reading)

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency, everyday or job-related language.
- Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase).
- Can understand basic types of standard routine correspondence (enquiries, orders, letters of confirmation etc.) on familiar topics.
- Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail
- Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
- Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.

(writing)

- Can write short, simple notes and messages relating to matters in areas of immediate need
- Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'
- Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.
- Can deal with the basic methods of modern office communication i.e. write an accurate email from information provided; write an appropriate email response to an enquiry

(speaking)

- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.
- Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

LEVEL TWO (B1)

At this level, the candidate

(listening)

- Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc.
- Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
- Can follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.

(reading)

- Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension
- Can understand standard formal correspondence and online postings in their area of professional interest.
- Can find and understand relevant information in everyday material, such as letters, brochures and short official documents
- Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.
- Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.

(writing)

- Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.
- Can take routine messages that are likely to occur in a personal, professional or academic context.
- Can compose basic formal e-mails/letters
- Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.

(speaking)

- Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
- Can enter unprepared into conversations on familiar topics.
- Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
- Can provide concrete information required in an interview/consultation
- Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.
- Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

LEVEL THREE (B2)

At this level the candidate:

(listening)

- Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation
- Can follow extended discourse and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers
- Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety
- Can follow chronological sequence in extended informal discourse
- Can understand the point of view expressed on topics that are of current interest or that relate to their specialised field
- Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information

(reading)

- Can read correspondence relating to his/her field of interest and readily grasp the essential meaning
- Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task
- Can recognise different structures in discursive text: contrasting arguments, problem– solution presentation and cause–effect relationships
- Can use a variety of strategies to achieve comprehension, including reading for main points; checking comprehension by using contextual clues.

(writing)

- Can give clear, detailed descriptions on a variety of subjects related to his/her field of interest.
- Can express news and views effectively in writing, and relate to those of others.
- Can produce an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail

(speaking)

- Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.
- Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances.
- Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker
- Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

LEVEL FOUR (C1)

At this level, the candidate:

(listening)

- Can follow most lectures, discussions and debates with relative ease
- Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts
- Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
- Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.

(reading)

- Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections
- Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading
- Can scan quickly through long and complex texts locating relevant details.
- Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.
- Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

(writing)

- Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively
- Can, with good expression and accuracy, compose formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.
- Can produce clear, well-structured expositions of complex subjects, underlining the relevant salient issues.
- Can, when preparing a more formal text, consciously adopt the conventions linked to the particular type of text concerned (e.g. structure, level of formality).

(speaking)

- Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
- Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately
- Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.

Business Speaking Tests

Anglia offers Business Speaking Tests at all of the four levels. It is generally recommended that candidates are assessed individually for the business tests. This is because a major part of the test will be dependent on their own preparation topics, and this may differ greatly between candidates. Therefore, a discussion between candidates may not be conducive to getting the best possible language from the individuals. The table below gives an overview of all business speaking tests.

Level	Time	Materials	Part 1	Part 2	Part 3	Preparation
Level 1 Practical	12 mins	Product information– leaflet/advert etc Company brochure	Warm-up introduction	Candidate answers questions related to product information	Candidate answers questions about company (role play) using brochure for information	Yes – candidate brings product info and brochure for parts 2 and 3
Level 2 Intermediate	18 mins	Discussion topics	Warm-up introduction	Candidate gives a 2- minute presentation on My Working Day/ My Working Week	Prepared discussion Topics selected by assessor from list	Yes – prepare presentation and discussion topics) parts 2 and 3)
Level 3 Advanced	18 mins	Discussion topics	Warm-up introduction	5-minute presentation on any business- related topic (chosen by candidate) + follow-up questions	Unprepared topic discussion	Yes – presentation for part 2
Level 4 Proficiency	18 mins	Discussion topics	Warm-up introduction	5-minute presentation from topics provided + follow-up questions	Unprepared topic discussion	Yes – presentation for part 2

Level 1

**Practical Business
English**

Exam Content of Level One: Anglia Practical Business English

Part One

In this section the candidate hears a message that has been left on an answer phone, by a *single* speaker. The candidate hears the message twice. The message contains factual information. On the question paper there is a form, with ten gaps where information is missing. The candidates must complete the gaps in the form from the information they hear. The information typically includes: dates; prices; names (which may be spelt out); numbers such as telephone numbers; places; and single words or phrases, such as 'sales', and 'our meeting tomorrow'. This section is thus testing the candidate's ability to understand and accurately record the kind of practical information he or she would need to be able to deal with at work in a typical office context.

Part Two

In this section there are ten three-option multiple choice questions. For each question, the candidate hears a speaker give an opening gambit or prompt. The candidate hears this input twice. The candidate must then choose the best response from the three given.

This section is testing the candidate's ability to deal with basic social situations in the workplace, such as making introductions, and their ability to deal with necessary exchanges, for example between colleagues (Do you mind if I open the window? - No, that's fine) or colleagues and clients (Come in. Have a seat. - Thanks).

Part Three

In this section the candidates are given an email to which they must respond using the template provided. They are also given a short text containing all the information they need to be able to answer the email. For example, the email may contain a number of questions such as:

- 1) When does the conference start?
- 2) How much does the conference cost?

The information required, '30 September 2026' and '£550' would be contained in a short, separate text about the conference. The candidate would find this information in the text and use it in their response. This section is therefore testing the candidate's ability to use a common method of communication in business - the email - and to accurately answer questions from information provided.

Part Four

In this section the candidates are given two emails to read. The first is a response to an enquiry. The candidates must use this as a model for their own email. The second email is an open enquiry, for example about the price and delivery dates of a product. The candidates must respond to this enquiry with the invention of simple practical details. This section is testing the candidate's ability to manipulate a common method of communication in business - the email - and to construct a plausible response to an enquiry.

Please stick your candidate label here



Anglia ESOL International Examinations

Practical Business English

Level 1 Sample

CANDIDATE INSTRUCTIONS:

- Time allowed - ONE hour 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 [20]	Part Two [20]	Part Three [30]	Part Four [30]

Listening Total

Marker's ID

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Part One (20 marks)

You will hear a message that has been left on an answerphone. Listen carefully and complete the phone message form below. There is one example. You will hear the message twice.

Phone Message

This message is for Paul: (example) Baker.

From: Alex ⁽¹⁾ _____

Date: ⁽²⁾ _____ at 09:40 am

Message:

Information about the: ⁽³⁾ _____ meeting, on ⁽⁴⁾ _____.

The meeting will be in room: ⁽⁵⁾ _____.

Take the stairs up to the ⁽⁶⁾ _____ floor

and turn ⁽⁷⁾ _____.

Meeting starts at ⁽⁸⁾ _____.

For lunch there is coffee and ⁽⁹⁾ _____.

Please call me on ⁽¹⁰⁾ 07562 _____ if there's any problem.

Part Two (20 marks)

Listen to what the speaker says and choose the best response. Then tick (✓) the correct box. There is one example. You will hear the information twice.

EXAMPLE:

	A	Thank you.	
	B	You're welcome.	
	C	Pleased to meet you.	✓

1.	A	Yes, please.	
	B	I didn't.	
	C	Yes, it is.	

6.	A	I can help.	
	B	No, I'm fine thanks.	
	C	Yes, it is.	

2.	A	Yes, please.	
	B	Yes, I have, thanks.	
	C	Yes, I did.	

7.	A	Of course not.	
	B	So would I.	
	C	Yes, I like it too.	

3.	A	It was very interesting.	
	B	I went to the conference.	
	C	It was yesterday.	

8.	A	I don't like it.	
	B	Yes, I did.	
	C	It went well, I think.	

4.	A	Yes, it is, thanks.	
	B	I really like it.	
	C	I'm fine, thanks.	

9.	A	Yes, but she'll be late.	
	B	She didn't do it.	
	C	Yes, she has one.	

5.	A	I'm sorry, it's finished.	
	B	Behind reception.	
	C	Yes, they are.	

10.	A	Yes, she does.	
	B	We saw it.	
	C	Yes, I do.	

Part Three (30 marks)

Read the following email, which is asking for information. The information you need is in the text and tables on the next page.

Write an email reply giving the information that is requested.

To: enquiries@blackbull.co.uk

From: lisa.conway@berrypublishers.com

Subject: Lunch and Dinner at the Black Bull

Hello,

I am looking for a pub or restaurant where I can bring some business clients for lunch on Tuesday 13th January and a formal dinner on Thursday 15th January.

Please could you tell me the following:

1. What time do you serve lunch?
2. Do you offer a set lunch and if so, what is the price?
3. Do we have to book a table for dinner in the restaurant?
4. Can you tell me the price range of the main courses for dinner please?
5. Can you advise me where you get your produce from?

I look forward to hearing from you. Thank you.

Regards,

Lisa Conway
Personal Assistant
Berry Publishers

The Black Bull - pub and restaurant

Welcome to the Black Bull pub and restaurant. We are delighted to welcome you to come in for a drink or to eat lunch or dinner. You can choose the setting to suit you and the occasion. We serve food in the bar at lunchtime between 12:00 and 3:00 pm, and in the evening between 7:00 and 9:00 pm. Please see our bar menu. There's no need to book a table in the bar. Please note, lunch is not served in the restaurant.

For a more formal setting you can eat from our a la carte menu in the restaurant. The restaurant is open Tuesday to Saturday between 7:00 and 9:30. It is essential to book a table in the restaurant. You can call us on 02380 667 765.

All our food is from organic farms and suppliers within a 20-mile radius from the Black Bull. This means all the produce we use in our menus is very fresh and free from chemicals. We are very proud to support local producers. We are sure you will enjoy the meat, fish and vegetables that we cook in our modern kitchen. We are famous for our delicious desserts which use in-season fruits and organic chocolate together with meringues and home-made ice creams.

Restaurant – a la carte dinner menu

- Starters range from £7.99 to £9.99
- Main courses start at £14.95
- Desserts – all at £7.85 each

We have an extensive list of aperitifs, wines, sparkling wines, port and liqueurs.

Bar Menu - Dinner

2 Courses at £18.99 per head
3 courses at £23.99 per head
To accompany your dinner, why not order a carafe of house red, white or rosé wine, or choose from any of our well-known beers or spirits served in the bar?

Bar Menu - Lunch

- Filled baguettes - £6.95
- Sandwiches - £5.95
- Soup of the day - £3.95
- Fish and chips - £8.95
- Ham, egg & chips - £7.95
- Desserts - £3.95 each
- **Set lunch - £12.95 for two courses**

Now, write your email reply here.

To:

Subject:

Part Four (30 marks)

You have received an email with an enquiry about a product. You need to provide a response. *A sample email response is given as a model.*

Read the following emails. The first is a sample response to an enquiry. The second is an enquiry to a different company. Use the first email as a model to create a response to the second.

1. Sample email response:

To:	Charles Masters
Subject:	Stone floor tiles
Thank you for your enquiry. I confirm we do supply stone floor tiles that are suitable for bathrooms and toilets. The TR12 is suitable for floors and walls. It comes in a range of colours and the size is 40cm x 40cm. We can come to your offices and measure the area for the tiles. We will be able to tell you the full price when we measure. Please call me on 0170 678 678 to arrange that. If you wish to place an order, we will set up an account. Payment is due on delivery for new customers. I look forward to hearing from you. Kind regards, Harry Jackson Stone Tiles Ltd	

2. Now, read this email enquiry:

To:	enquiries@tradecarpets.co.uk
Subject:	Office Carpets
Hello, Please can you tell me which carpets are suitable for a busy office area where lots of people walk on it? What colours do you have in stock? Can you come to our office to measure the space and give us a price, please? Can you also tell us how we can pay for the carpet if we buy it from you? Thanks. Regards, Sharon Small PA to the Director Harvard Insurance	

Write your reply here.

To:

Subject:

Blank page

ANGLIA INTERNATIONAL BUSINESS

LEVEL 1

ANGLIA PRACTICAL BUSINESS ENGLISH

LISTENING SCRIPT

Sample Paper

Part One.

You will hear a message that has been left on an answer phone. Listen carefully and complete the phone message form below. There is one example.

You will hear the message twice.

(tone) (pause 3 seconds)

This is a message for Paul Baker. **(pause 2 seconds)**

Hi, I'm Alex Gordon that's G-O-R-D-O-N from the finance team. It's the 21st November at nine-forty in the morning. **(pause 2 seconds)**

Paul, I'm calling to give you some information about the finance meeting, which is on Wednesday. The meeting is now going to be in room one two zero. **(pause 2 seconds)** When you come in through reception, take the stairs up to the first floor. **(pause 2 seconds)** Turn right and you'll see the room straight ahead. **(pause 2 seconds)** We're going to start the meeting at 11 o'clock. I've ordered coffee and sandwiches for lunch. **(pause 2 seconds)** I hope this is OK. If you have any problems, ring me on 07562 890 953. Thanks, 'bye and see you tomorrow.

(pause 3 seconds)

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

Now listen to the second part of the test.

Part Two

Listen to what the speaker says and choose the best response. Then tick (✓) the correct box. There is one example. You will hear the information twice.

(pause 3 seconds)

Example. Good morning. How do you do?

(tone) (pause 3 seconds)

1. Would you like a cup of coffee?

(tone) (pause 3 seconds)

2. Have you got an information pack?

(tone) (pause 3 seconds)

3. How was the conference?

(tone) (pause 3 seconds)

4. Hello, Margaret. How are you?

(tone) (pause 3 seconds)

5. Can you tell me where the toilets are, please?

(tone) (pause 3 seconds)

6. Can I help you with that?

(tone) (pause 3 seconds)

7. Would you mind carrying the laptop?

(tone) (pause 3 seconds)

8. How did the meeting go?

(tone) (pause 3 seconds)

9. Is Martha coming to lunch?

(tone) (pause 3 seconds)

10. The new CEO seems nice, doesn't she?

11.

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

That is the end of parts 1 and 2 of the test. You should now continue with parts 3 and 4.

Practical Business English Level 1 – Paper B Sample Key and Mark scheme

Part 1 (20 marks) - 2 marks for each correct answer

- | | |
|--|---------------------------|
| 1. Gordon | 6. first |
| 2. 21 st November / 21 November / 21/11 | 7. right |
| 3. finance | 8. 11:00 / eleven o'clock |
| 4. Wednesday | 9. sandwiches |
| 5. 120 | 10. (07562) 890 953 |

Part 2 (20 marks)

- | | |
|------|-------|
| 1. A | 6. B |
| 2. B | 7. A |
| 3. A | 8. C |
| 4. C | 9. A |
| 5. B | 10. A |

Part 3 (30 marks)

Email should contain the following information:

To: Lisa Conway	1
Subject: Lunch and Dinner at Black Bull OR <i>similar</i>	1
Thank you for your enquiry about eating at the Black Bull OR <i>similar</i>	2
We serve lunch between 12:00 and 3:00pm (in the bar)	3
We do offer a set lunch. It is £12.95 for 2 courses.	3
You must book a table for the restaurant. (Call us on 02380 667 765)	4
Our main courses start at £14.95	1
Our produce is organic and comes from local farms and suppliers OR <i>similar</i>	5
Plus	
Style and register of business email	5
Use of English – grammar & sentence structure	5

EXAMPLE ANSWER

To:	lisa.conway@berrypublishers.com
Subject:	Lunch and dinner at the Black Bull
Dear Ms Conway Thank you for your enquiry about eating at the Black Bull on Tuesday 13th January for lunch and on Thursday 15th for dinner. We serve food in the bar at lunchtime, between 12.00 and 3 pm. We offer a set lunch, which costs £12.95 for two courses. In the evening, you can have dinner in the bar or the restaurant. For a formal dinner, the restaurant is more suitable, but it is necessary to book a table. The restaurant is open from 7 pm to 9.30 pm. Our main courses start at £14.95, and all of our dishes are made with organic produce from local farms and suppliers. This is very important to us. If you would like to make a booking, please call us on 02380 667 765 and we will be happy to help. Kind regards XXX	

Part 4 (30 marks)

Email should contain the following information:

To: Sharon Small 1

Subject: Office carpets **OR** *similar* 1

Thanks for the enquiry. 1

Candidate should confirm that they do supply a suitable carpet. Candidate may give a product name or ref. Candidate should state either a range of colours or the fact that there is a range of colours to choose from **OR** similar 5

Candidate should state **EITHER** that they can visit the office to measure the space and give a price, **OR** that they cannot visit to measure and give a price, with an apology. 5

Candidate should state how / when payment must be paid, if the customer places an order. For example, 'Payment must be paid on delivery' **OR** 'We will open an account and send you an invoice / a bill'. 5

Closing sentence hoping to do business with the shop / inviting the writer to place an order **OR** similar 2

Plus

Style and register of business email 5

Use of English – grammar & sentence structure 5

EXAMPLE ANSWER

To: Sharon Small

Subject: Office Carpets

Dear Ms Small

Thank you for your enquiry. We have several carpets which are suitable for a busy office. The most popular carpet is from Workplace Floors, with a choice of grey and blue, but we have other office carpets and all colours in stock.

We can visit you next week to measure the office. We can show you several different carpets, and we can give you the price. Please let me know what date and time is best for you. If you would like to order a carpet from us, we will open an account for you. Then we will send you an invoice after you have placed your order.

*Thank you again for your interest, and we look forward to hearing from you.
Regards*

Peter Hans



Anglia Examinations

Practical Business English

Level 1

Speaking Test

Sample 2

Instructions for Assessors

© Anglia Examination Syndicate Ltd. Reg. in England Co. No. 2046325
CHICHESTER COLLEGE, WESTGATE FIELDS, CHICHESTER, WEST SUSSEX, PO19 1SB, ENGLAND

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Procedure

The Practical Business English Speaking Test consists of three parts and should take approximately 12 minutes to complete. The test is conducted by you, the external assessor, 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 a 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. 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:

- Do you work or are you a student?
- What are your interests/hobbies/sports?
- What are your ambitions for the future?

Part Two: up to 5 minutes

The candidate brings product information to the exam. This may be a brochure, leaflet, advertisement, extract from an instruction manual and so on.

The candidate should be ready to answer a variety of simple questions about the product (or service). These questions concern aspects such as:

size, colour, quality, type/model, dimensions, weight, use/application, maintenance/servicing, features, safety aspects, availability and so on.

Sample questions (wherever applicable):

- Is this product safe? Can you be sure? How?
- Do you have... in other colours/sizes?
- Does this insurance cover...?
- Is this service also available for... the over 65s/children (for example)?
- What (other) models have you got?
- Does your hotel offer conference facilities?
- Do you have a stock of these? Can you handle large orders?

Part Three: up to 5 minutes

The candidate brings a brochure about a particular company to the exam and should be ready to answer a variety of simple questions in relation to the information provided.

You act the part of an overseas customer of the company and you are calling from abroad. You would like to visit the company selected by the candidate.

You will support the conversation as appropriate and ask further questions related to the main theme.

The questions (in random order) you ask may include:

- What are your business hours?
- How do I get to your company from the UK (means of transport, travel plan)?
- Does the company have a website? What's the address? What will I find on it?
- Does it have an app?
- What is the company's email address? (Ask candidate to spell the information.)
- What's the core business?
- Who's your general manager?
- What is the best telephone number to call on?

At the end, you say you want to make an appointment (or reservation, where applicable) with the candidate.

MARKING CRITERIA ANGLIA SPEAKING TEST

PRACTICAL BUSINESS ENGLISH (LEVEL 1)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	Communication is clear, active and effective for the level. Natural interaction. There are several examples of extended responses.	Shows the ability to speak confidently about the subjects, is clear, and can add personal views/ anecdotes.	Language of this level is very well articulated and can easily be understood throughout.	A wide range of vocabulary appropriate for the level is well used.	The grammatical forms of the level are used with confidence throughout the test. There may be inaccuracies and inappropriate uses when the candidate attempts grammatical forms outside the level.
M	There is active and natural participation during the conversation, even if some prompts are needed.	Has the ability to speak with some fluency about the subjects at this level. Can react to almost all comments and questions.	Generally good articulation throughout. However, there may be a few minor mistakes with language of this level.	An adequate range of vocabulary at this level is used to cover all the subjects discussed.	The candidate's use of the grammatical forms of the level is reasonably consistent for all the tasks, although there may be errors.
P	Communication with the examiner takes place, although it is limited and may require prompting and assistance.	Can speak about the subjects but in a limited way.	Words are sufficiently well pronounced to be understood even if there are a number of mistakes.	Vocabulary is limited for the level, but is just sufficient to cover most of the subjects discussed.	There may be a number of obvious or basic mistakes, but the use of grammatical forms appropriate to the level is still adequate.
R	Poor communication with the examiner.	Cannot speak intelligibly about the subjects.	Very poor articulation, virtually impossible to understand.	Vocabulary is not at all adequate for the situation.	The grammatical structures available to the candidate are insufficient. There are very few accurate structures observed at all.
U	Little or no communication in English takes place at all.				

Performance indicators

In a typical office or workplace context, the candidate is able to:

- understand, respond and listen to practical, factual information;
- deal with basic social situations, such as mailings, introductions, asking for / giving permission, showing gratitude;
- refer to basic methods of modern office communication.

Level 2

**Intermediate
Business English**

Exam Content of Level Two: Anglia Intermediate Business

Part One

In this section, the candidates hear a simple conversation between *two* speakers on a business topic, typically making an arrangement to meet, confirming or changing an appointment, or reporting details of a visit for example. They hear the conversation twice. On their question paper they are given a form with ten gaps where information is missing. Using the information given in the conversation, candidates must complete the gaps in the form. This part of the examination tests the candidate's ability to pick out the relevant information from a simple conversation (rather than a message) and accurately transfer it to a form typical of a business or work-related situation.

Part Two

In this section there are ten three-option multiple choice questions. For each question, the candidate hears a speaker give an opening gambit or prompt. The candidate hears this input twice. He or she must then choose the best response from the three given. This part of the examination tests the candidate's ability to deal with the typical exchanges he or she would have to cope with in a routine business or work-related environment such as the office or a retail outlet.

Part Three

In this section the candidates are given an email to which they must respond. Instead of a short text, as in level one, they are given further information in, for example, table form from which they must extract the relevant points to be able to answer the email accurately. This task therefore tests the candidate's ability both to construct a plausible and coherent email response and to understand and manipulate data presented in tabular or graphic form.

Part Four

In this section, the candidates must read an email and respond to it in the space provided on the question paper. The size of the space gives the candidate an indication of the length of response required. In order to answer the email, the candidate may be required to invent some practical details such as a date, a time, a name and so on.

No model email is given at this level, but the reason for writing it, the target reader and the exact kind of information required are all easily extractable from the email which the candidate must respond to. Thus, in this part of the examination, the candidate's ability to understand what is required, and to use his or her initiative is tested in the context of creating a typical office communication - an email.

Please stick your candidate label here



Anglia ESOL International Examinations

Intermediate Business English

Level 2 Sample

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 cannot speak during the test.

For Examiner's Use Only			
Part One [20]	Part Two [20]	Part Three [30]	Part Four [30]

Total

Marker's ID

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Chichester College, Westgate Fields, Chichester, West Sussex, PO19 1SB, ENGLAND

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Part One (20 marks)

Listen to the conversation and from the information provided, complete the form below. You will hear the conversation twice.

Gatwick Meeting Rooms - Purchase Order Form

Name of person making the booking: Rachel Riley

Company / Organisation name: ⁽¹⁾ _____ Telecoms

Date of Meeting: ⁽²⁾ _____

Number of people attending: ⁽³⁾ _____ Room booked: ⁽⁴⁾ _____

Room rental start time: 11:00 am / Room rental finish time: ⁽⁵⁾ _____

Refreshments ordered: sandwiches and ⁽⁶⁾ _____ plus tea & coffee

Time for lunch delivery: 12:30 pm

Special dietary requirements: Two rounds of ⁽⁷⁾ _____ sandwiches

Total Price: ⁽⁸⁾ _____

Credit Card number: 5420 5678 2130 ⁽⁹⁾ _____ Expiry date: Oct 2026

Booking reference: ⁽¹⁰⁾ _____

Part Two (20 marks)

Listen to what the speaker says and choose the best response. Then tick (✓) the correct box. There is one example. You will hear the information twice.

EXAMPLE:

	A	No, not really.	
	B	You too.	✓
	C	Of course, I am.	

1.	A	No, you won't.	
	B	I'd rather you didn't.	
	C	I don't know.	

6.	A	Interesting but tiring.	
	B	I don't mind.	
	C	Never mind.	

2.	A	Yes, we're ready.	
	B	No, I'm not.	
	C	He's in here.	

7.	A	How do you do?	
	B	I'm afraid I don't know.	
	C	Do you like that?	

3.	A	I like it.	
	B	I don't like that.	
	C	Of course.	

8.	A	No, I'm not.	
	B	Thanks.	
	C	Yes, I am.	

4.	A	He doesn't mind.	
	B	Please come in.	
	C	OK, no problem.	

9.	A	That's a pity.	
	B	I will, thanks.	
	C	Thanks a lot.	

5.	A	I'm not certain.	
	B	I certainly will.	
	C	Yes, I'm sure.	

10.	A	That would be great.	
	B	I'm afraid I didn't.	
	C	It's a lovely present.	

Part Three (30 marks)

You receive the following email, which you must respond to. You will need to read the information and provide accurate answers to the questions in the email.

To:	enquiries@fitforall.com
Subject:	Corporate membership

Hello,

We have 350 employees working locally but almost 5,000 nationwide. Our employees travel quite a lot to visit customers. Therefore, I would like them to be able to take advantage of a Fit-For-All fitness centre, wherever they may be staying, while on business.

Please could you let me know: -

1. the monthly corporate subscription fee for an adult
2. the monthly family membership fee under a corporate scheme
3. the times when corporate members can use the gym
4. can members use their membership cards at all gyms in the UK?
5. will members get any discount off spa treatments?

Please include any other information you feel could be relevant to our employees and membership of Fit-For-All. I look forward to hearing from you.

Regards,

Theresa Pickering
HR Director
KLS Solutions Ltd

Fit-For-All - Fitness Centre and Spa

At Fit-For-All our aim is to help you get the best results for your health and fitness. We have trained staff who can support you to reach your fitness goals. You can book an appointment with a trainer as part of your membership, to assist you with using equipment, or to monitor your progress in getting fitter while staying safe within your limits. Daily exercise classes include yoga, Pilates and aerobics.

We have the latest gym equipment and a single-depth swimming pool at all our gyms, nationwide. We provide fresh towels, basic toiletries and hairdryers in the changing rooms. A member of staff is on duty, during opening hours, to maintain our high standards of cleanliness in the gym and swimming pool.

There is a spa at every gym, throughout the country. Our spas offer beauty treatments and body therapies. We use only Swiss Angelique products. By appointment only, during opening hours. See our price list below.

MEMBERSHIP

Membership - prices are per calendar month

- All memberships are for one year from the date of purchase
- Membership includes exercise classes
- Membership gives 20% discount on all spa treatments

- Individual Adult Membership - Peak time £70
- Individual Adult membership - Off-peak time £60
- Family Membership* - Peak time £180
- Family membership* - Off-peak time £160
- Over 65s membership £55.50

NB: *Family membership is for 2 adults + 2 children under 15

Corporate Membership - prices are per calendar month

- Corporate members can use any Fit-For-All gym & spa in the UK
- Individual Adult Membership only - Peak time £63
- Corporate Membership gives 20% discount on all spa treatments

NB: There is no family membership under the corporate scheme.

Fit-For-All – Spa Treatments

Full body massage - £45
 Neck, back & shoulders massage - £35
 Manicure - £25
 Pedicure - £25
 Waxing – from £10 (please speak to the therapist)
 Angelique lifting facial - £70
 Angelique revitalising facial - £65

OPENING HOURS

Gym & pool – Peak time - 06:00 - 22:00
 Gym & pool – Off peak - 09:00 - 17:00
 Spa – Mon – Thu 09:00 – 18:00
 Fri & Sat 11:00 – 20:00
 Sunday 11:00 – 16:00

Phone: Gym – 0161 667 678
 Spa – 0161 667 680

Now, write your email reply here.

To:

Subject:

Part Four (30 marks)

Read the following e-mail, which has been sent to your company. Create an appropriate response giving all the information that the writer asks for.

To:	Angela.Macey@mediagency.com
Subject:	Nurses needed for the emergency department
Hello Angela, As you know, we are always busy in the emergency department at the Southbridge Hospital in Manchester. I would like to discuss the cost of the agency nurses we will need in order to cover the winter months. Last year we paid £335 for each nurse to work for eight hours. This figure did not give us any discount because we requested the staff when we needed them in the winter. This year, I hope you can give us a better price because we want to order agency staff by the end of June this year. Please confirm that we can order nurses for the winter months in June. Can you tell me the price for each nurse, to work eight hours? I would like to meet to discuss this further and hopefully complete an order form. Please let me know a date and time when we could meet. Kind regards, Jose Manuel, Emergency Medicine Staffing Manager Southbridge Hospital	

Now write your email response here:

To:	
Subject:	

Blank page

ANGLIA INTERNATIONAL BUSINESS

LEVEL 2

ANGLIA PRACTICAL BUSINESS ENGLISH

LISTENING SCRIPT

Sample

Part One

Listen to the conversation and from the information provided, complete the form below.
You will hear the conversation twice.

(tone) (pause 3 seconds)

- (M)** Good morning, Gatwick Meeting Rooms, Jack speaking, how can I help you?
- (F)** Hello, my name's Rachel Riley and I'd like to book a meeting room if that's possible.
- (M)** Thanks Rachel. What company are you representing?
- (F)** Yes, err, it's Novak Telecoms, that's N_O_V_A_K.
- (M)** And what's the date that you require the room for?
- (F)** The third of July please.
- (M)** And how many people will be in your meeting?
- (F)** There'll be about 20 people in total. No more than that.
- (M)** OK. I can let you have room D14, that's a medium sized room. Now, what time do you want to start and finish your meeting?
- (F)** We expect everyone to arrive by 11 o'clock and we need to finish by 3pm.
- (M)** Would you like to order lunch? We serve sandwiches, with or without fruit, and of course tea and coffee if you want hot drinks.
- (F)** Oh yes, I think sandwiches with fruit plus tea and coffee at 12:30 please.
- (M)** Are there any special dietary requirements?
- (F)** Err, could you give us a couple of vegetarian sandwiches, just in case, please?
- (M)** No problem. Now, the total cost of the room and lunch for 20 people is £455. Can I take the long number on your credit card please?
- (F)** Yes, it's 5420 5678 2130 8263
- (M)** And the expiry date please?
- (F)** October 2026.

(M) Thanks, that's all gone through. Your booking reference is GQ569. Is there anything else I can help you with today?

(F) No, that's all thank you.

(M) Thank you for booking with Gatwick Meeting Rooms. Goodbye.

(pause 5 seconds)

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

Listen to what the speaker says and choose the best response. Then tick (✓) the correct box. There is one example. You will hear the information twice. **(tone)(pause 3 seconds)**

Example: Hello, nice to see you.

(tone) (pause 3 seconds)

1. Would you mind if I postponed the meeting?

(tone) (pause 3 seconds)

2. Shall I bring the candidates in now?

(tone) (pause 3 seconds)

3. Can you deliver the goods to us today?

(tone) (pause 3 seconds)

4. I'm afraid we have to vacate the room now.

(tone) (pause 3 seconds)

5. Please give my best wishes to Gill when you see her.

(tone) (pause 3 seconds)

6. How was the exhibition?

(tone) (pause 3 seconds)

7. George, this is Dan from HR.

(tone) (pause 3 seconds)

8. Congratulations on your promotion!

(tone) (pause 3 seconds)

9. Here's your visitor's pass.

(tone) (pause 3 seconds)

10. Would you like a copy of the presentation?

(tone) (pause 3 seconds)

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

That is the end of the parts 1 and 2 of the test. You should now continue with parts 3 and 4.

Intermediate Business Level 2 Sample Key and mark scheme

Part 1 (20 marks) - 2 marks for each correct answer

- | | |
|-------------------------------|---------------|
| 1. NOVAK | 6. fruit |
| 2. 3 rd July / 3/7 | 7. vegetarian |
| 3. 20 / twenty | 8. £455 |
| 4. D14 | 9. 8263 |
| 5. 3pm / 3:00pm/three o'clock | 10. GQ569 |

Part 2 (20 marks)

NB: TWO or ZERO marks for each answer

- | | |
|------|-------|
| 1. B | 6. A |
| 2. A | 7. A |
| 3. C | 8. B |
| 4. C | 9. C |
| 5. B | 10. A |

Part 3 (30 marks)

Email should include the following information to answer the enquiry fully:

To: Theresa Pickering ½

Subject: Corporate membership OR similar ½

An opening sentence thanking writer for the enquiry / email	1
Confirmation there is corporate membership at £63 per single adult	3
Corporate membership does <i>not</i> offer family membership.	3
Corporate membership is Peak time which is between 06:00 and 22:00	3
Corporate members can use a Fit-For-All gym/pool nationwide.	3
Corporate members get 20% discount off all spa treatments	3
<i>Award another 3 points if candidate includes at least ONE of the following:</i>	3
membership includes access to a trainer	
membership includes daily exercise classes	
the gym provides towels / toiletries / hairdryers	
all pools are single depth	
member of staff always on duty during opening hours	
<i>Plus</i>	
Style and register	5
Use of English (grammar/sentence construction)	5

EXAMPLE ANSWER

To: Theresa Pickering

Subject: Corporate membership

Dear Ms Pickering

Thank you for your email and for your interest in gym membership with Fit-For-All. Please find below my responses to the questions you asked.

There is a corporate membership fee of £63 per adult. This allows members to use any Fit-For-All gym, pool and spa in the UK. The membership is for peak time, which is between 06.00 and 22.00 for the gym and pool. Corporate members receive a 20% discount on all spa treatments. Please note that the spa times are different to the main opening times, so please check the website. I also need to inform you that the corporate membership does not offer family membership.

I would like to inform you that, with corporate membership, you can book an appointment with a trainer. You can also attend daily exercise classes in yoga, Pilates or aerobics. We have modern gym equipment and also provide towels and toiletries.

Please feel free to contact me again if I can be of any more help.

Kind regards
XXXX

Part 4 (30 marks)

Email should include the following information in order to answer the enquiry fully:

To: Jose Manuel (Southbridge Hospital)	1
Subject: Nursing staff for emergency department / winter months OR similar	1
Opening sentence thanking write for their enquiry / email.	2
Candidate should state clearly if it is possible to place an order in June for nursing staff.	4
Candidate should state clearly if there is a discount / reduced price per nurse, for eight hours work if the hospital books nurses in advance / in June.	4
The candidate should give an indication of the price by either stating a percentage discount or a price per nurse, OR similar	4
Candidate should clearly state a date and time when they could meet to discuss the matter. Plus	4
Style and register	5
Use of English (grammar/sentence construction)	5

EXAMPLE ANSWER

To:	Jose Manuel
Subject:	Nurses needed for Emergency Department

Dear Jose

Thank you for your enquiry and I am delighted that you are considering the use of our services again this winter at Southbridge Hospital.

I would like to confirm that it is possible to order agency staff in advance and that you will receive a discount for this. If you place your order by the end of June, as you mentioned, you will receive a 10% discount. This year, the regular price for one nurse to work eight hours is now £345. With the 10% discount, that would be £310.50 per agency nurse.

I am available to discuss this further next week on Thursday afternoon, if that is suitable for you. I suggest 2pm. You are welcome to come to the agency, or I can arrange a Teams meeting, if you prefer.

Please let me know which would be better for you. I look forward to hearing from you soon.

Regards
XXX



Anglia Examinations

Intermediate Business English

Level 2

Speaking Test

Sample 2

Instructions for Assessor

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CHICHESTER COLLEGE, WESTGATE FIELDS, CHICHESTER, WEST SUSSEX, PO19 1SB, ENGLAND

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Procedure

The Anglia Intermediate Business English Speaking Test consists of three parts and should take approximately 18 minutes to complete. The test is conducted by you, the external assessor, 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 a 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 tell you 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 are your strong points and points that need developing?
- What are your ambitions?

Part Two: up to 7 minutes

The candidate does a presentation about his or her own experiences entitled:
My Working Week.

The candidate should give a chronological account of his or her working week, which may be as a regular employee, trainee and so on. This account should be about 2 minutes long. After this you will have a question-and-answer session of up to 5 minutes.

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.

List of topics for discussion:

- What are the advantages for a company of staff wearing a uniform?
- Does higher pay make people work harder?
- What advice would you give to someone going for a job interview?
- What is the best way to motivate employees?
- Face-to-face communication skills are more important in business than the ability to write emails. Do you agree?
- What is your definition of a good employer?

MARKING CRITERIA ANGLIA SPEAKING TEST

INTERMEDIATE BUSINESS ENGLISH (LEVEL 2)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	Can keep going comprehensibly and express most of what he / she wants to say on unprepared topics. Might pause for grammatical or lexical planning. Might occasionally need to go back over phrases, repair mistakes, etc.	Covers the subjects of discussion with ease. Offers additional content spontaneously on topics that are not limited to everyday business life.	Clear and comprehensible pronunciation although L1 accent may be noticeable. Natural word stress and sentence intonation throughout.	Fully appropriate words and expressions for the tasks at this level. Can confidently use some more adventurous language without obvious searching for words.	Generally confident with all the structures demanded by the tasks. Can spontaneously produce examples of the more complex grammar at this level. Occasional minor inaccuracies. Can link ideas using a range of B1 connectors.
M	Can contribute effectively to the conversation. Candidate is reasonably fluent, but has false starts and repairs. Can do more than just short answers or sentences. May occasionally ask for repetition/ clarification	Covers the subjects well. Offers some additional content although this may be limited to topics that are familiar/relate to everyday business life.	Reasonable pronunciation and word stress / sentence intonation. Occasional mother tongue interference, although generally not impeding understanding.	Adequate vocabulary for all the tasks at this level. May attempt to use a wider range of language beyond the basics required for this level.	Has a good command of grammar at B1 level. Mistakes are made, but do not seriously break up the flow. Can link a sequence of points using simple connectors.
P	Can manage tasks and contribute to the discussion. Might need obvious prompting and help to keep going. May sometimes be difficult to follow when trying to expand/ explain. May offer just short answers or sentences. May sometimes ask for repetition/ clarification	Can cover the subjects adequately, but needs help and prompting. Can produce limited additional content.	Mother tongue interference leads to some oddities in stress and intonation. Oddities may occasionally impede understanding.	Adequate vocabulary for the tasks. Some prompting and help may be required. Vocabulary may be simple but functional.	Can use the basic grammar required of the tasks. Mistakes, but can keep going and make him / herself understood. Can use simple connectors to link phrases.
R	Pauses and hesitation indicate lack of ability to communicate and/or comprehension of the tasks at this level.	Does not cover the subjects. Is very hesitant about what to say, even with prompting and help.	Flow of pronunciation and intonation does not inspire confidence in the speaker having a B1 level of English.	Vocabulary too limited to be called functional at this level.	Mistakes and language range indicating B1 grammar in spoken English not quite achieved.
U	Little or no communication in English takes place at all.				

Performance indicators

In a typical business or work-related environment, the candidate is able to:

- communicate practical and factual information;
- show initiative in basic social situations, such as making introductions and arranging and confirming appointments;
- give his / her opinion on practical business-related issues.

Level 3

**Advanced Business
English**

Exam Content of Level Three: Anglia Advanced Business English

Part One

In this section, the candidates hear a conversation between two colleagues discussing a particular work situation, issue, challenge. On the question paper they are given a space to write notes on the discussion, as directed by the rubric, using the information they hear and including all the key details.

In this section, as in previous levels, candidates have been asked to pick out specific information to fill in gaps on a form. 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 or query about a product, 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 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 but much simpler 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.*

Part Five

In this section the candidates read a text of 500-550 words. The text would typically be an article about a product, or an article about a particular company or business practice. The candidates must then provide a 100-word (max) summary of it, using bullet points and choosing the form of summary themselves: memo; note; fax - whichever seems most appropriate. 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 Sample

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 cannot 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

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

You work for the General Manager *Karl Jastremski*, at the Hamilton Hotel. He has asked you to attend a meeting between the Events Manager, Tim and his Events Coordinator, Alice.

Listen to the discussion, take notes, and then write an email to *the General Manager* with the key details about the 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.

Write your email here.

To:

Subject:

Part Two - Reading and Writing (20 marks)

You have been given an e-mail message to which you are required to respond. The message will require a detailed response and the information needed is provided in the text below.

To:	peter.lawrence@gwelectrics.co.uk
Subject:	Business Transformation

Peter,

I'm so glad you agreed to attend the conference on Business Transformation, which was held at the Hilton Hotel in Roxburgh, on Monday.

Please could you email me with the key points from that seminar? As you know, the management team is keen to understand what we need to do to transform our company so that it is more efficient and fit for the future. Information coming from the experts would be helpful in getting the team to work together on this massive, forthcoming project.

Thanks.

Gordon Wells, CEO, GW Electrics Ltd

The corporate watchword today seems to be transformation. One reason for this can be attributed to the general economic climate, which has not been strong on growth now for several years, following the 2020 recession in the US and the UK. Another reason for the transformation epidemic is the advance in using technology. Software and its applications are rapidly taking over the world. Executives at large companies and especially public-sector service providers have recognised the need to respond and see that transformation of their organisations is essential if they are going to survive. But, when an executive says *transformation*, what does it actually mean? Transformation can mean one of three fundamentals. The first is *operational*, or doing what you are currently doing, better, faster or cheaper. Many companies that are 'going digital' fit in this category — they are using new technologies to solve old problems. A big operational change can have a real impact on a business by making performance more streamlined and motivating staff as they appreciate a modernising approach to the work they carry out. Digital transformation can lower costs, improve the customer experience, and raise satisfaction indicators. However, the essence of the company isn't changing in any material way. Also, in a quickly changing world, playing an old game better is simply insufficient. The next category of transformation is on the *operational model* which is also known as core transformation. This involves doing what you are currently doing in a fundamentally different way. Generally, any operational transformation should change the metrics the company uses to track performance. A company will have to re-engineer its processes and question levels of operational management. This level of transformation can even mean outsourcing services to a specialist firm. The final meaning of transformation is *strategic*. This is the most transforming of all transformation projects. It carries the greatest risk but also the best chance of future-proofing an enterprise in this rapidly changing world. It involves changing the very essence of a company, its products and services; liquid to gas, Amazon.com from retail to cloud computing and so on. Executed successfully, strategic transformation reinvigorates a company's growth engine. Poor execution can be distracting and cause productivity to drop and costs to rise. The different efforts in transformation do not have the same impact. Any level of operational transformation concentrates on 'better today' but does not affect the long-term future of the company. Strategic transformation creates tomorrow's core business. Ideally, these efforts should be connected to ensure that disruptive change means owning the future.

Now write your email response here:

To:

Subject:

Part Three - Writing (20 marks)

Read the following e-mail which has been sent to your company. Create an appropriate response.

To:	enquiries@acerecruitment.com
Subject:	Waiting staff wanted

Good morning,

I own and run a clothing boutique in Wallington. I am planning an open evening for valued customers, their friends and families to come along after the normal opening hours, to try and hopefully buy, from my selection of fashion wear. I'm holding this event on 21st June.

I would like to offer sparkling wine and light bites throughout the evening. For this, I need staff who are used to mingling in a crowd and serving food and drinks from a tray. It is essential that the staff are professional at all times, do not get distracted from their duties and look very smart.

Can you provide staff with the abilities I need, please? Can you confirm that they would be wearing smart waiter-style uniforms? I am expecting about 200 customers to come through the doors of my shop between 6 pm and 10 pm. Can you suggest how many staff I would need and give me an estimate of the cost, please?

I look forward to hearing from you.

Regards,
Miranda Golding

Owner 'Miranda's Boutique'
Fashion for Men and Women
miranda@mirandas.com

Now write your response here:

To:

Subject:

Part Four (20 Marks)

You are required to complete the dialogue with appropriate responses.

Example:

0A: Hello IT Helpdesk, Sam speaking.

0B: Hello, my name's Sandra Newton and I can't seem to get into my system this morning. Can you help me with that, please?

1A: Yes, sure. I need some information first. What's your manager's name, Sandra?

1B: _____

2A: And which department is that?

2B: _____

3A: Do you have your employee number, please?

3B: _____

4A: Could you please put your password in and let me know when you've done it?

4B: _____

5A: Right. Now, I see you haven't actually logged on for over a month. Why was that?

5B: _____

6A: OK I see. So, let me just phone your boss. He is in the office today, I presume?

6B: _____

7A: Right, So I have confirmed it's OK to reinstate your login, Sandra.

7B: _____

8A: Now, the temporary password I'd like you to use is Brownbear6, with a capital 'B' and digit 6.

8B: _____

9A: No. Once you're in, you should change it to one of your own. Follow the prompts on the screen.

9B: _____

10A: Anything else I can help you with today?

10B: _____

Part Five - Reading and Writing (20 marks)

Your manager has asked you to research ways in which he could motivate his workers. 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.

Motivational posters scattered around the office no longer have any impact on your employees. In fact, studies have shown that staff are cynical about such propaganda put about by the management. Instead, as a manager of people, you should get to know the individuals in your teams and understand what makes them tick. Keep your eye on each individual's work/life balance, which will vary from person to person. You need to be an example to your staff in this regard. Encourage your staff to keep good working hours habits and question why it is that some regularly work overtime or never take a lunch break. Make sure everyone is taking their annual leave entitlement.

Studies have shown that workers who are empowered to take responsibility for what they do, are more efficient and effective. Include clear responsibilities in each staff member's objectives. Set up regular team meetings so that each team member can discuss problems and find solutions. Encourage them to suggest ideas for improvement to the processes they are responsible for. This will engender trust among workers and make it business as usual that failures, as well as successes, are captured and debated to secure a workforce that is aiming for best practice and excellence.

There must be opportunity for advancement for those employees who want to go further within your organisation. These opportunities will change as your organisation grows and adjusts to a constantly changing market-place. Make your staff aware of how far they could go. Encourage and permit them to acquire the skills and enhance the talents required to set out on that journey of personal development.

There is always a place for incentives. Incentive programmes can promote competition, but this must not get out of hand with staff members losing sight of the day-to-day running of the business. A well-designed incentive programme should motivate workers to analyse what they do, how long it takes and judge the effectiveness of the processes and systems they use. The financial reward for the scrutiny is the tangible evidence that the employee has been engaged in the wider implications of their job. The benefits to the company go much further than the reward paid; your employee will have become more involved in the business goals and will feel valued by management. Incentives aren't only monetary. It's your job as a manager to identify when an employee is consistently achieving good results or has made some innovation that has improved performance. The motivator for all is that you 'show and tell', i.e. show the employee you know about his or her efforts and tell the workforce about it. Public acknowledgement of hard work and success, no matter how small, is an incentive and motivator.

You have sight of the bigger picture. Make sure your staff are aware of it too. Align every person's objectives to the aims of the business and ensure you tell them how their efforts are contributing to those long-term goals. Change is scary for employees. If change is required, and let's face it, it should be part and parcel of your on-going business plan, it is essential that you keep your people up to date. Tell them what is happening and most importantly why it has to happen, together with the anticipated outcomes. Be excited about it! Creating a positive atmosphere and being transparent about change will dispel anxiety among the workforce and enable you to take them with you on the journey of the development and growth of your business.

Write your summary here. Use about 100 words.

[illegible]

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ANGLIA INTERNATIONAL BUSINESS

LEVEL 3

ANGLIA Advanced BUSINESS ENGLISH

LISTENING SCRIPT

Sample

Part One

- (F) You work for the General Manager, *Karl Jastremski*, at the Hamilton Hotel. He has asked you to attend a meeting between the Events Manager, Tim and his Events Coordinator, Alice. Listen to the discussion, take notes, and then write an email to *the General Manager* with the key details about the problems and the proposed solutions. You will hear the information twice.

(tone) (pause 3 seconds)

- (M) Hello Alice, do come in and take a seat.

- (F) Thanks Tim. Here is a summary showing the overbookings of rooms for two dates in April: the 3rd and the 10th.

- (M) OK. So, what's the problem?

- (F) Well, on 3rd April, we need the Blue Room for a wedding ceremony at midday.

- (M) Yes, and?

- (F) Well, the Brecon Bank has also booked it all day.

- (M) I see. Well, why can't the bank use the library for their meeting? Can you ring and ask them?

- (F) OK. That should work. There's only 12 of them.

- (M) Tell them how comfortable the library is. That might persuade them.

- (F) Good idea. But they're booked into the Ballroom for their dinner in the evening and so is the wedding party.

- (M) How big is the wedding party?

- (F) It's quite small, I think. About 50 guests.

- (M) In that case, why don't we close the centre doors of the Ballroom and make it into two rooms?

- (F) Oh, that's great. Now, can we discuss the 10th April? There's a problem in the evening. We've got a large party, I think it's a 50th birthday. They've booked dinner in the West Wing at the same time as a TV company, who are holding their awards ceremony.

- (M) Could either party move to the Ballroom, if it's free?

- (F) It isn't free, and actually, they're too big, even for the ballroom, really, so we can't move them.

- (M) Hmmm. Well, it says here the TV company booking isn't confirmed. Contact them and tell them the 10th is no longer available. However, could we offer them the 17th. Is the West Wing free on that date?

- (F) Yes, in the evening. There's a wedding tea party which is due to finish at 6 o'clock.
- (M) OK. The staff will have to transform the room in one hour, so make sure you email the supervisor about it.
- (F) Right. I'll send the email and make the phone calls today.
- (M) Thanks Alice. Please let me know the outcomes.

Advanced Business Level 3 Sample

Key and mark scheme

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: Karl Jastremski ½

Subject: Overbooking of rooms in April OR *similar* ½

Candidate must outline the problems clearly.

Problem:

April 3rd –daytime. The Blue Room booked for wedding. Brecon Bank booked it all day. 2

Evening. Both parties booked into Ballroom. 2

Solution daytime-To contact Brecon Bank; ask if they would mind using the library for their meeting. 2

Evening. 3rd April – Close the central door of the ballroom to make two rooms for the wedding dinner and the bank's dinner. 2

Problem:

10th April evening– Birthday party and TV company double booked the West Wing. Ballroom already booked / too small for either of the parties. 2

Solution ; TV company not confirmed. Phone and offer 17th instead 2

Regarding 17th April – Email staff supervisor/ make sure staff can transform West Wing in one hour 1

Plus

Style and register (including an appropriate sign off) 3

Use of English(grammar/sentence construction) 3

EXAMPLE ANSWER

To:	Karl Jastremski
Subject:	Problem with room bookings in April

Dear Karl

Following on from the meeting between Tim, the events manager and Alice, the events co-ordinator, I have noted down the key details regarding the problems discussed and possible solutions.

The first problem relates to April 3rd. The Blue Room has been booked for a wedding at midday, but Brecon Bank has also booked this venue for the whole day. In addition, both parties have booked the Ballroom for the evening. A solution was reached, of persuading Brecon Bank to use the library for their daytime meeting as they are a small group. For the evening, the best solution seems to be to close the central doors of the Ballroom, creating two separate spaces, one for each event.

An additional problem of overbooking has happened on April 10th. A large birthday party has booked the West Wing, but so has a TV company, who are holding an awards ceremony. Both parties are too big to use the Ballroom, so it was decided to call the TV company, who hadn't confirmed, and offer them the evening of 17th instead. On that day the West Wing is booked for a wedding, but that will be finished by 6 pm. Alice will email the staff supervisor to make sure that the staff can prepare the West Wing in an hour, before the TV awards ceremony starts at 7 pm.

Alice will take care of the arrangements. I hope everything is clear. If not, let me know
Regards
XXX

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: Gordon Wells ½

Subject: Business Transformation *OR similar* ½

The email should contain all the following information for 2 marks:

Business transformation is happening because: 2

slow growth of businesses in USA and UK due to the economic climate
(following recession of 2020) + increased use of technology

Candidate must state there are 3 types of business transformation. 1

Further points can also be awarded as follows:

(i) **Operational** – doing the same as what you are doing but better, faster and cheaper. Using IT to carry out the work 2

(ii) **Operational Model / Core Transformation** – requires process reengineering and restructuring management. Can include outsourcing services to a specialist firm. 2

(iii) **Strategic transformation** – changes the very essence of the company which may mean producing / delivering new and different products and services in order to stay ahead of the game. 2

The email should contain the following information for the full 4 marks: 4

Any operational transformation will only affect today's business model by improving what you are doing now and reducing costs.

Strategic transformation will dramatically affect the future outcomes of a company because it will change the very basics of the business.

Plus

Style and register (including an appropriate sign off) 3

Use of English (grammar and sentence construction) 3

EXAMPLE ANSWER

To: Gordon Wells

Subject: Business Transformation

Dear Mr Wells

Thank you for your email. As I mentioned in my seminar, business growth in the US and UK is slow because of the poor economic climate after the recession of 2020, as well as an increase in the use of technology. The three types of business transformation I talked about are as follows:

- 1. Operational - doing the same work that you are doing, but faster, better and cheaper- by using technologies to do some of the work. This can also improve motivation among staff.*
- 2. Operational Model/Core Transformation - this requires a change of processes and restructuring management. This can involve outsourcing services to a specialist company.*
- 3. Strategic – changing the essence of the company in terms of products and services. This will positively impact the long-term future of the company*

In short, operational transformation will affect today's business in terms of productivity and cost, while strategic transformation will future proof the company. If you have any further questions, please contact me.

*Kind regards
XXX*

Part Three (20 marks)

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

To: Miranda Golding OR miranda@mirandas.com	½
Subject: Waiting staff / Waiters OR similar	½
First, a thank you for the enquiry	1
Confirmation that waiting staff can be supplied for the date and time mentioned.	2

OR

Candidate can opt to say that this type of worker cannot be supplied. Regret must be expressed. Good wishes for the event given.

***NB:** if candidate says the staff cannot be supplied, they cannot gain the 6 marks on offer for the information required and an estimate of cost...even if they go on to give that information.*

Candidate should mention the following:

what the staff would be wearing	1
that the staff who can be supplied will act professionally.	1
that the staff, who can be supplied, do have experience of serving drinks and food at this kind of event	2
Candidate must suggest how many staff they would recommend for this event. (e.g. 6 people)	2
A reasonable estimate of the cost of providing the waiting staff for four hours.	4
(e.g. 6 x £13 per hr x 4 hrs = £312 + agency fee 20% £63 = £375 rounded OR similar. For guidance, £20 or £2000 would not be reasonable and would not gain the full 4 marks)	

Plus

Style and register (should include appropriate sign off)	3
Use of English (grammar/sentence construction)	3

EXAMPLE ANSWER

To:

miranda@mirandas.com

Subject:

Waiting staff

Dear Ms Golding

Thank you very much for your enquiry regarding staff to serve your customers at the event you are planning on 21st June. I can confirm that we are able to supply staff for this event, which runs from 6 pm to 10 pm.

All of our staff have been fully trained and have experience of serving drinks and food at events such as this. I can assure you that they will act professionally and they will all be wearing our standard uniform: a black skirt/trousers and a white shirt with our company logo.

I would suggest that six members of staff would be sufficient, if you are expecting approximately 200 customers to attend.

A breakdown of the estimated cost for this would be:

6 x waiting staff @ £13 per hour for 4 hours = £312

Agency fee @20% = £63

Total approximate cost = £375

If you have any further questions, please contact me.

Best regards

xxx

Part 4 (20 marks)

2 marks for each appropriate response

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

- 1B** Candidate gives a first name and surname of someone else other than her/himself.
- 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 an employee identification number e.g. 076508
- 4B** Candidate must confirm that they have entered a password.
- 5B** Candidate should give a reason why they haven't logged on for a month e.g. I've been away sick / on holiday / on a training course.
- 6B** Candidate must confirm that his /her manager **is** in the office today.
- 7B** Candidate should express relief / satisfaction at this e.g. That's good.
- 8B** Candidate must ask a question about whether they will keep/continue using the password.
- 9B** Candidate must express understanding of what s/he has to do. e.g. OK / I will / I understand.
- 10B** Candidate will state there's nothing else and close the call with thanks / salutation.

Sample:

0A: Hello IT Helpdesk, Sam speaking.

0B: Hello, my name's Sandra Newton and I can't seem to get into my system this morning. Can you help me with that, please?

1A: Yes, sure. I need some information first. What's your manager's name, Sandra?

1B: *His name is Jacob Greene.*

2A: And which department is that?

2B: *We're in the marketing department.*

3A: Do you have your employee number, please?

3B: *Yes, of course. It's 6458221.*

4A: Could you please put your password in and let me know when you've done it?

4B: *Yes, OK, I have now entered my password.*

5A: Right. Now, I see you haven't actually logged on for over a month. Why was that?

5B: *Well, I was on annual leave for two weeks and after that I was on a training course.*

6A: OK I see. So, let me just phone your boss. He is in the office today, I presume?

6B: *Yes, I saw him this morning.*

7A: Right, So I have confirmed it's OK to reinstate your login, Sandra.

7B: *That's great. Thank you.*

8A: Now, the temporary password I'd like you to use is Brownbear6, with a capital 'B' and digit 6.

8B: *OK, and do I keep that password?*

9A: No. Once you're in, you should change it to one of your own. Follow the prompts on the screen.

9B: *OK. I'll do that.*

10A: Anything else I can help you with today?

10B: *No. You've been really helpful. Thanks. Bye.*

Part Five (20 marks)

The summary should contain most of the following points. This sample summary is made up of 89 words. NB: the heading / title of the summary is not part of the word count.

Motivating Staff

As a manager you need to:

1. Discuss work / life balance with your staff. Make sure holidays and lunch breaks are taken. Question workers who regularly work overtime.
2. Empower your staff. Define their responsibilities. Organise team meetings so problems can be debated and solutions found. Welcome innovation.
3. Make staff aware of opportunities for their personal development. Allow employees to gain skills which enable them to advance.
4. Offer incentives for transformative efforts. Acknowledge and praise good work.
5. Be transparent about change. Create a positive attitude.



Anglia Examinations

Advanced Business English

Level 3

Speaking Test

Sample 2

Instructions for Assessors

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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 assessor, 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 2018:

- Do you agree that marketing is the key to a successful business?
- What perks or benefits of a company do you think employees find particularly attractive?
- Should the government have any control over the extremely high salaries that some people earn?
- How important is good customer service to the survival of a company?
- What is more important for a company employee - to work well independently or as part of a team?
- Should an employee's level of English affect how much that person is paid?
- What can a company do to increase staff productivity?
- What is the difference between a good leader and a good manager?

MARKING CRITERIA ANGLIA SPEAKING TEST

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 or work-related environment, the candidate is able to:

- communicate practical and factual information;
- show initiative in basic social situations, such as making introductions and arranging and confirming appointments;
- give his / her opinion on practical business-related issues.

Level 4

**Proficiency in
Business English**

Exam Content of Level Four: Anglia Proficiency Business English

Part One (10 marks)

In this section, the candidates listen to a talk/presentation. On the question paper they are given a text to complete. There are ten gaps, and candidates may need to write one or more words in each gap. The section is heard twice.

At this level, candidates are required to follow the thread of a topic which is unfamiliar to them and identify the missing word/s or expressions.

Part Two A (10 marks)

In this part of the examination, candidates listen to a telephone conversation between two colleagues on a work-related topic which is visually represented with graphs, tables and notes. Some parts of the graph/ tables/ notes are incomplete. Candidates need to complete these with information from the conversation. Some of the information to be completed is factual e.g. numbers and dates, while some is based on opinion/suggestion according to what the speakers have said.

Part Two B (30 marks)

This section, which complements the previous one, is designed to allow the candidates to show, in an email, that they can analyse the graph and data, and manipulate the business language sufficiently well to give an overview of the information, while drawing their own conclusions based on what they have heard. This task therefore tests listening skills, reading *and* writing in a business context.

Part Three (10 marks)

In this section the candidates read a cloze text of over 300 words, from which ten words have been removed. The text could be on any business-related topic, but will involve processes or detailed explanations. The candidates must complete the text as evidence that they have been able to follow and understand the language.

This task tests the ability of the candidate to cope with a longer business-related text.

Part Four (10 marks)

In this section, candidates are given twelve headlines and ten business-related short news stories. They need to match the appropriate headline to the article. There is a crossover in terms of topic and content, so candidates must read carefully and be aware of nuance of meaning and tone.

Part Five (30 marks)

In this section, candidates read several texts advertising/describing products, services, premises on a related theme. Candidates must write a structured report of around 250 words using the information provided, in which they must manipulate the business language to draw a conclusion and make a recommendation.

Please stick your candidate label here



Anglia ESOL International Examinations

Proficiency Business English

Level 4 Sample

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 [10]	Part Four [10]	Part Five [30]

Total

Marker's ID

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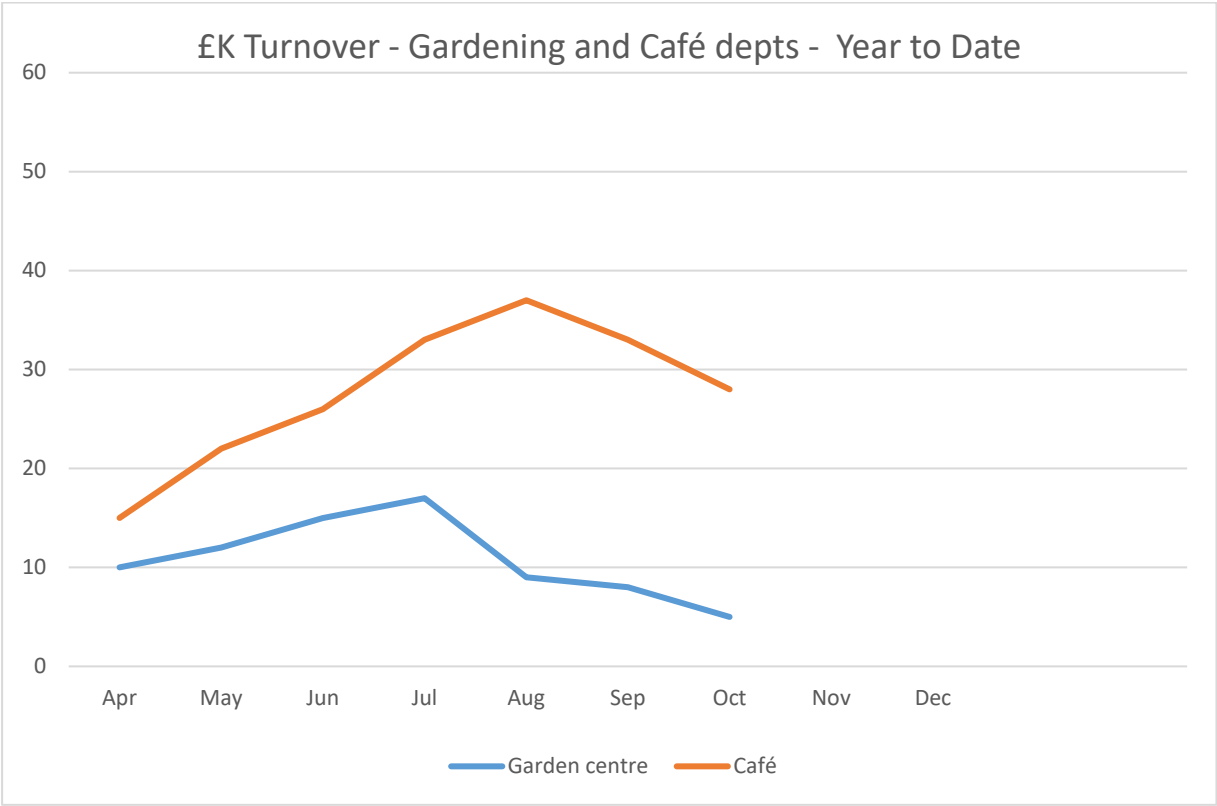
Part One (10 marks)

You have been asked to attend a talk about Pricing Strategy. 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.

Most companies use a similar process when ⁽¹⁾ _____ prices for their goods and services. That's because the main constraint on pricing is cost, which must be covered to, at least, ⁽²⁾ _____. Other constraints include the market and the value customers place on the products on offer. Bringing a new product to market has its own ⁽³⁾ _____ challenges and opportunities on price. An introductory price which is lower than the anticipated, acceptable price which customers will eventually pay, aims to bring about ⁽⁴⁾ _____ and market penetration. However, the majority of pricing changes are for products that are already in-life and are part of the pricing cycle that takes place in most businesses. Normally, this cycle is ⁽⁵⁾ _____ years but occasionally, especially in times of economic ⁽⁶⁾ _____, the pricing cycle can be completed in a single day. The cycle begins with a pricing strategy. Market skimming, for high priced, highly ⁽⁷⁾ _____, must soon be revised when the competition catches up with you. A low price aimed at market penetration will have to be short lived, during the ⁽⁸⁾ _____ only, or the product will never start making a profit. And remember, customers who buy on price alone are fickle and often return to their favourite, higher priced product. The ⁽⁹⁾ _____ matching-pricing strategy only works where markets are growing slowly or not at all. The ultimate pricing strategy is often considered to be value-based pricing. Here, the goal is to maximise sales based on the value customers get from your ⁽¹⁰⁾ _____. The challenge however, is understanding what customers value and how much they value it.

Part Two - A (10 marks)

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.



	<u>Sales in Gardening Dept.</u>	<u>Sales from Café</u>
November	(1)	(3)
December	(2)	(4)

What happened to make sales in the gardening department plummet?

(5) _____

What is Maria going to do about the outstanding invoices?

(6) _____

How much was invested in the expansion and redesign of the café?

(7) _____

What is the gross profit on the average lunch sale?

(8) _____

Part Two B - (30 marks)

Analyse the completed graph in part 2A which relates to the gardening department and the café of a superstore. Write an email to your manager Robert Dwyer, as if sending the completed graph.

Give an overview of the performance of the two business areas, during the time period shown in the graph. Draw some conclusions about the situation from the data on the completed graph and the information you heard.

To:	
Subject:	

Blank page

Part Three (10 marks)

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

According to the Institute for Family Business (IFB), family firms ⁽¹⁾ _____ up 65% of the total 4.5 million private-sector enterprises in the UK. Turnover from family businesses amounts to £1,000bn and contributes around 30% of GDP and more than 40% of employment in the private sector. Research ⁽²⁾ _____ that the successful involvement of a family in a business, outperforms non-family-owned firms over the long term. ⁽³⁾ _____ of the oldest family businesses in the country is Flynn's Oats, a company that has been milling flour and oats for centuries. It is currently being managed ⁽⁴⁾ _____ its fifteenth generation. A family enterprise, in ⁽⁵⁾ _____ to be successful, has to balance the needs of the business, the owners and the dynamics of the family. Successful family businesses must establish a mechanism to balance the conflicting interests of those who ⁽⁶⁾ _____ an active role in the day-to-day running of the business and those who may be non-working shareholders. The Henley Business School finds the ⁽⁷⁾ _____ advantage of all is the emotional commitment to the business. The close connection of ownership and management, together with a long-term view that considers the ⁽⁸⁾ _____ generation, calls for complete dedication and hard work to ensure continued success. The IFB says the owners and family members working in it, put it first and are careful about what they take out of it. It's personal to ⁽⁹⁾ _____. This often means that non-family people associated with the business feel a strong sense of loyalty and commitment, and as a ⁽¹⁰⁾ _____, they are encouraged to maximise their efforts for the good of the business overall.

Part Four - Reading Skills (10 marks)

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

1. ALL CHANGE FOR THE TRAIN COMPANIES
2. RECESSION SEES END OF FURNITURE SALES
3. DIVIDEND WARNING IN POWER SECTOR
4. BOARDROOM BOSSES PUT BLAME ON BLUE-COLLAR WORKERS
5. IMPORTS DELIVERING RECORD-BREAKING GROWTH
6. INSURER GOES ON A SPENDING SPREE
7. INVESTORS HEDGE THEIR BETS IN CARE SECTOR
8. MEGA LOSSES AT THE MOVIES
9. HOLIDAY CARRIER FALLS FOUL OF POLITICS
10. CASH DIVIDENDS RESTORED
11. END OF AN ERA FOR RETAILER
12. SPLIT AT THE TOP OPENS WAY FOR HOSTILE BID

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.

For over five generations, the Rose family has been selling groceries in stores across northeast England. Now, that 170-year history looks set to end, with the Sunderland-based chain looking for a buyer. After a spell of turbulent trading that saw it fall to a loss of £6m last year, Roses has hired advisers to solicit takeover bids. A company spokesperson has cited cheap imports as the catalyst for the demise of the business.

B.

This week the chief executive of one of Britain's most valuable public companies is tipped to say that the company will resume paying all its dividends in cash. This is further evidence the Scots-Norwegian partnership is recovering from the depths of the oil industry downturn. The company has paid a slice of its dividend in stock since 2020, when the plunging oil price forced a re-think on its resources.

C.

Fears are mounting that the London Stock Exchange (LSE) could fall victim to an opportunistic takeover bid following an acrimonious boardroom split. Rumour abounds that the chairman unfairly sacked LSE's highly successful chief executive. An extraordinary general meeting has been called by the investor who controls 5% of LSE's shares, demanding the chairman be sacked and the chief executive reinstated. It is feared this could leave the company rudderless and vulnerable to an under-priced bid.

D.

The joint British and French energy supplier, Xyrene, is open to offers for its 20 per cent share in six nuclear power stations. The chief executive has been steering Xyrene away from power generation. Last week, it warned profits had plunged in its American business, leaving analysts fretting about a dividend cut.

E.

Buy-out tycoon, Gareth Harvey has tabled a last-ditched proposal to an American hedge fund to stave off the collapse of Winterton's, one of Britain's biggest care-home operators. Harvey's capital partners have offered a 'standstill' deal to the company's main creditor, BCBK bank. It is hoped this is enough to encourage the hedge fund to come to the table and for the takeover to go ahead.

F.

The American entertainments company AFA is under pressure from online TV streaming services such as Netflix and Amazon Prime. It's seen its share price dive more than 50% this year. A spate of box-office flops has also seen the company post a \$42.7m loss for the three months to September. It has been pinning its hopes on a crop of winter blockbusters, including the latest *Stars Wars* and *Murder on the Orient Express*. Essoldo is said to be poised to join forces with Francovue in an attempt at a takeover to form a £3bn multiplex monolith.

G.

Difficult trading conditions have been blamed for the closure of York Sofas, the discount furniture manufacturer. Four hundred employees have been laid off from the factory in Huddersfield and the administrator, Unwin and Egremont is currently working with a skeleton staff to value the business. It is hoped a buyer for the business will come forward; otherwise it will be sold off piecemeal to pay creditors.

H.

The transport secretary is set to unveil a blueprint for overhauling the railways, including splitting two of the biggest routes. It is believed that the Great Western franchise could be split into an inter-city franchise and a separate Devon and Cornwall business. The group comprising Thameslink, Southern - the group responsible for a year of strikes - and Great Northern, is also likely to be carved up.

I.

A report by administrators at Lloyd, Lambert and Lewis, reveals that the stricken airline, Kingdom Airways, has just £400,000 available to repay unsecured creditors and concludes that the cost of repaying them would exceed this sum. Kingdom collapsed after terrorism and Brexit sent passenger numbers and profits plummeting, leaving it unable to renew its tour operator license.

J.

ProMarine, the FTSE 100 insurer, has generated around £15bn of capital, far exceeding the Bank of England's minimum buffer requirements. The chief executive is believed to be planning a buy-back of its shares and the repayment of expensive bonds. Earlier this month, it used some of its excess cash to buy the Scottish insurer, Trossachs Insurance, for £109.4m.

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Part Five - Facts and Figures (30 marks)

You work for a discount supermarket chain that is just breaking into the UK market. You have been asked to do some research to find an advertising agency that could design and implement a short advertising campaign on TV and social media to launch the brand.

Look at the facts below. Write a structured report which *compares and contrasts* the available agencies. Draw a conclusion about the agencies and make a recommendation.

Write about 250 words.

Artemis Advertising Agency

Artemis is the agency you need if you want to run a time-constrained campaign to launch or promote a product. We specialise in short, sharp drives to deliver messages that turn your brands into household names.

Annual sales generated: £28 million

Services offered:

branding; printed material advertising; interactive social media campaigns

Cost: Consultation fees start at £950

Contact: consult@artemisagency.com

Click-Cat Ads

Click-Cat Ads will bring your targeted customers to your products and services through innovative design and implementation.

Our approach is simple; once we get to know you and what you have to offer the market,

WE TELL EVERYONE!

Average sales increase: 210% year on year

Services offered:

Consultation / Design / Innovation
Full Implementation Service

Media:

Printed material / Radio / TV / Online

Cost: Consultation fees start at £800

contact@clickcatads.com

Brough & Gooch Advertising Agency Sloan Square, London

At Brough & Gooch, we take a holistic approach to your specific advertising requirements. We work with you to find the right style through the best media to suit your products and services.

We appoint a team to your business who will promote your brand and run your campaigns. We have experts who work with all types of media to suit your needs, whether that is online, radio or TV.

Sales generated in last financial year: £21 million

For an initial consultation* to produce a road map of the promotion your business needs, contact enquiries@broughandgooch.com

*Initial consultation costs from £1,000

Dizzy Heights

Dizzy Heights advertising agency specialises in TV commercials. However, we also produce printed merchandise and specialist online campaigns, tailored specifically to your needs

If you want to reach a family audience for your products or services, we are the agency with the contacts and expertise to put your brand into millions of homes every day. We have worked with some of the most well-known High Street names in retail.

2025/26 sales generated: £35 million

Winners of the *Christmas TV Advert 2025* for the 3rd year running.

Cost: Initial consultation from £1,100

Enquiries: consult@dizzyheights.com

Write your report here. Use about 250 words.

[illegible]

Blank page

LISTENING SCRIPT

Sample

Part One

(tone) (pause 3 seconds)

You have been asked to attend a talk about Pricing Strategy. 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)

Most companies use a similar process when **setting** prices for their goods and services. That's because the main constraint on pricing is cost, which must be covered to at least **break even**. Other constraints include the market and the value customers place on the products on offer. Bringing a new product to market has its own **unique** challenges and opportunities on price. An introductory price which is lower than the anticipated acceptable price which customers will eventually pay, aims to bring about **product awareness** and market penetration. However, the majority of pricing changes are for products that are already in-life and are part of the pricing cycle that takes place in most businesses. Normally, this cycle is **spread over** years but occasionally, especially in times of economic **uncertainty**, the pricing cycle can be completed in a single day. The cycle begins with a pricing strategy. Market skimming, for high priced, highly **differentiated products**, must soon be revised when the competition catches up with you. A low price aimed at market penetration will have to be short lived, during the **launch period** only, or the product will never start making a profit. And remember, customers who buy on price alone are fickle and often return to their favourite, higher priced product. The **competitor** matching-pricing strategy only works where markets are growing slowly or not at all. The ultimate pricing strategy is often considered to be value-based pricing. Here the goal is to maximise sales based on the value customers get from your **proposition**. The challenge however, is understanding what customers value and how much they value it.

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, Charles Monroe speaking.
- (F)** Hi Charles, Maria here. Charles, do you have the latest monthly sales figures, please? I want to update my chart.
- (M)** Yes, I do. I was looking at them this morning. What figures do you need?
- (F)** I need the sales figures for the gardening department in November and December.
- (M)** Well, in November the garden centre sales weren't good for the time of year, hovering at around six thousand pounds, and then going up but only slightly in December to eight thousand.
- (F)** That's very disappointing. What about the takings from the café in those months?
- (M)** Ah, it's good news for the café. November's turnover was thirty-one thousand pounds and December's sales reached forty-three thousand pounds.
- (F)** That's great but I must say I am a bit shocked at the lack of business in the gardening department.
- (M)** Well, once the Lilac Tree garden centre opened round the corner in June, it was inevitable that we'd see a drop in trade.
- (F)** Well, we did realise that would happen, but I wasn't expecting sales to plummet like they have.
- (M)** Um, I know. And we still have invoices to pay, totalling eleven thousand for stock we haven't yet sold.
- (F)** I'll speak to the supplier and see if they'll take back the stock and credit the invoices. Can you email the invoices to me please?
- (M)** Of course I can.
- (F)** I'm so pleased we invested that three hundred thousand pounds to expand and redesign the café. The sales figures prove it was the right strategy.

- (M) And the new chef has worked wonders. The cakes are delicious. But I understand the best seller is lunch. The gross profit on the average lunch is around 70 per cent, which far outstrips most of the gardening products we ever had on offer.
- (F) Yes, she's worked hard to make it such a success. Now, that reminds me, it's lunch time. I must go. Thanks Charles.
- (M) 'bye Maria.

Proficiency in Business Level 4 – Sample Paper Key and mark scheme

Part 1 (10 marks)

- | | |
|----------------------|----------------------------|
| 1. setting | 6. uncertainty |
| 2. break even | 7. differentiated products |
| 3. unique | 8. launch period |
| 4. product awareness | 9. competitor |
| 5. spread over | 10. proposition |

Part 2A (10 marks)

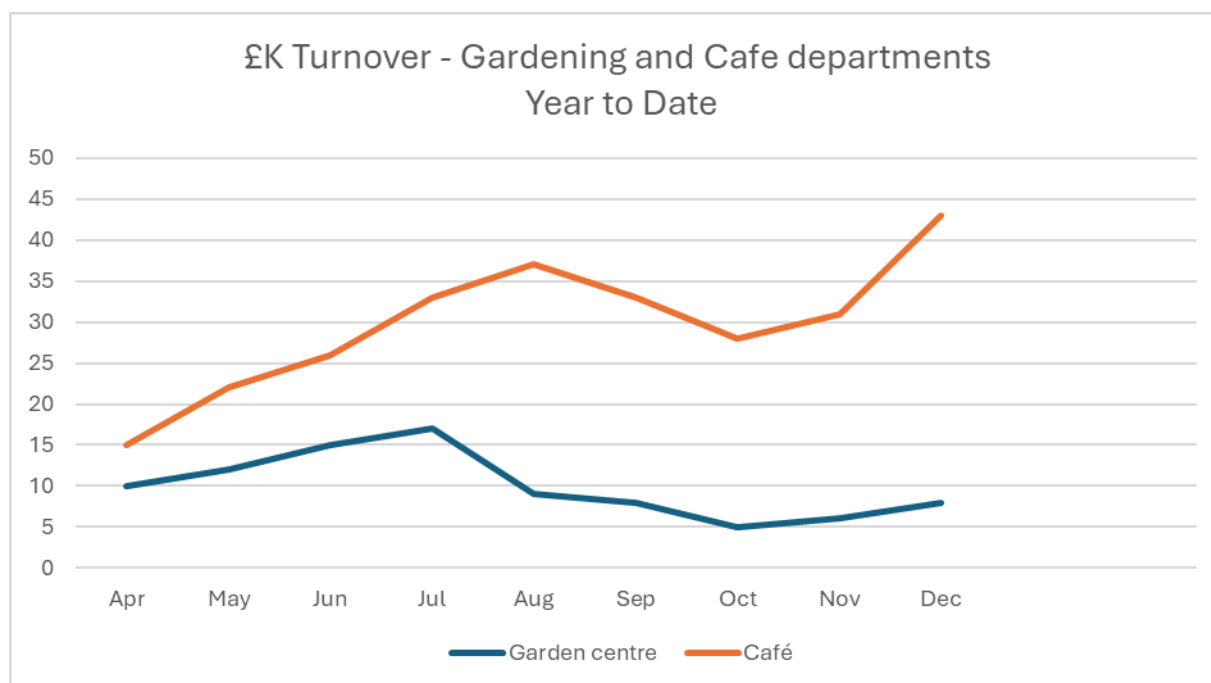
Graphs should be plotted at the following points: - points may not be totally accurate, but should resemble closely the graph

Sales in Gardening Dept.

- | | | |
|--------|-------|---|
| 1. Nov | £6000 | 1 |
| 2. Dec | £8000 | 1 |

Sales from Cafe

- | | | |
|--------|---------|---|
| 3. Nov | £31,000 | 1 |
| 4. Dec | £43,000 | 1 |



- | | |
|---|---|
| 5. A new garden centre [Lilac Tree] opened in June. | 2 |
| 6. Maria will ask the supplier to take back the stock and credit the invoices | 2 |

- | | |
|---|---|
| 7. £300,000 (three hundred thousand pounds) | 1 |
| 8. 70% | 1 |

Part 2B (30 marks)

Email should include the following points:

To: Robert Dwyer	1
------------------	---

Subject: Sales from Gardening Dept. and Café – Year to Date OR similar	1
---	---

<i>Words attaching the graphs such as: Please find attached / enclosed the / a graph... / I attach / enclose a graph ... / Here is the graph... / Please see the attached / enclosed graph... (NB: enclose is included here as a graph could have been copied and pasted into an email)</i>	2
---	---

Candidate can receive 2 marks for each of the following points which would be relevant when sending this graph to their manager: 14

Sales from the gardening dept. increased steadily from around £10k in April to around £15k in July. **OR similar**

A new garden centre opened in June and sales of garden products in our store have dropped dramatically since then. **OR similar**

Invoices to the value of £11K are still outstanding for unsold stock **OR similar**.

Maria will try and get the supplier to take back the unsold stock and ask them to credit the invoices. **OR similar**

Sales from the café were at £15k per month in April rising sharply to over £30k in August and September **OR similar**.

Sales from the café dropped slightly in October but picked up and reached a peak of £43k in December **OR similar**

An investment of £300,000 was made in expanding and refurbishing the café. This has dramatically increased trade in the café **OR similar**.

Candidate could conclude that:

the investment in the café was a very good decision.	1
--	---

it would be a good idea to close the gardening department or make it smaller with reduced stock and concentrate on the business generated from the café. OR similar conclusions provided they are related to the graph and what was heard and are sensible, business matters.	1
---	---

Plus

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

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

Sample answer:

To:	Robert Dwyer
Subject:	Turnover- Gardening department and café

Dear Robert

Please find attached the graph relating to the sales of the gardening department and café.

As you can see, sales of garden products rose steadily from April to July, increasing from £10k to over £15k. However, in June, a new garden centre opened locally, which resulted in a dramatic drop in sales, falling to only £5k in October. Sales picked up slightly after that, to around £8k in December, but there are several outstanding invoices, totalling £11k, for stock that we have been unable to sell. Maria will make enquiries with the supplier, to see if we can return the unsold stock to clear the invoices.

Regarding the café, sales increased from £15k in April to over £35k in August, then fell to around £28k in October. However, by December café sales were healthier than ever, reaching a peak of £43k in December. It seems that the investment of £300k on expanding and refurbishing the café was a positive decision.

Taking these figures into consideration, perhaps we should consider reducing the size of the gardening department and concentrating on the business that the café is generating. We should certainly keep a close eye on the gardening figures.

I hope you find this useful. Please let me know if anything is not clear.
Regards
XXX

Part 3 (10 marks)

- | | |
|------------------|---------------------------------------|
| 1. make | 6. take / have / play |
| 2. shows/reveals | 7. biggest / greatest |
| 3. One | 8. next / succeeding/ subsequent etc. |
| 4. by | 9. them |
| 5. order | 10. result |

Part 4 (10 marks)

A	B	C	D	E	F	G	H	I	J
11	10	12	3	7	8	2	1	9	6

Part 5 (30 marks)

The 30 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 agencies but by sales generated, services offered and cost. Report should be structured clearly, ideally with a title and headings, but at the very least with clearly defined paragraphs

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

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

- Artemis Advertising Agency can be dismissed as they don't offer TV advertising.
- There is a wide variety of agencies offering different levels of service.
- We need to contact some agencies to discuss our requirements and see what they can offer and for what price.

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

- I recommend Dizzy Heights because, even though it is the most expensive, the ad says that this agency has won an award three years' running for a TV advert. Also, they have worked with other well-known retailers.

Plus

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

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

EXAMPLE ANSWER

Report: *Advertising Agencies recommendation*

Regarding a company to produce an advertising campaign for us, I have compared four agencies: Artemis Advertising, Click-Cat Ads, Brough & Gooch, and Dizzy Heights.

Comparison: *All agencies report significant success in the last financial year. Three give a clear amount, ranging from £21 million (Brough & Gooch) to £35 million (Dizzy Heights), with Artemis generating £28 million. Click-Cat Ads reports an average sales increase of 210% year on year, but do not give a specific amount in terms of sales. Dizzy Heights is the only agency to mention winning an award – Best Christmas TV Advert - for three consecutive years. They all offer a range of services, although Artemis does not mention TV advertising. All the others specify TV and online/social media campaigns. Artemis focuses on 'short, sharp drives', while the other three mention a more specialised approach. Prices for an initial consultation range from £800 to £1,100, with Dizzy Heights being the most expensive and Click-Cat the cheapest. It is worth noting that the cost fees are a starting price, rather than a fixed one.*

Conclusion: *As Artemis Advertising does not offer TV campaigns, this one can be discounted. We should contact the others to discuss our needs and determine the actual cost.*

Recommendation: *My preferred agency would be Dizzy heights. Although it is slightly more expensive than Brough & Gooch, this agency has experience of working with High Street retailers, and its TV advertising is clearly excellent. I believe this could really help us break into the UK market.*



Anglia Examinations

Proficiency Business English

Level 4

Speaking Test

Sample 2

Instructions for Assessors

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CHICHESTER COLLEGE, WESTGATE FIELDS, CHICHESTER, WEST SUSSEX, PO19 1SB, ENGLAND

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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 assessor, 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 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. 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.

- How important is networking in the world of business?
- Have you ever experienced extremes of customer service? What were they?
- How can a company effectively assess and monitor customer satisfaction?
- What do you understand by the term *company culture*?
- What are *business ethics* and how do they affect your community?
- What are the advantages and disadvantages of employees having their own designated work space?
- Do you think globalisation will eventually destroy local businesses?

MARKING CRITERIA ANGLIA SPEAKING TEST

PROFICIENCY BUSINESS ENGLISH (LEVEL 4)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	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.
M	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.
P	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
R	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.
U	Little or no communication in English takes place 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 1 – Recommended Book List

Market Leader – Business English Course Book (Available in Pre-Intermediate, Intermediate, Upper Intermediate and Advanced – different authors) Created in partnership with the Financial Times. Published by *Pearson*

Business Vocabulary in Use – Bill Mascull Published by *Cambridge University Press*

Business English Vocabulary Builder – Lingo Mastery

Business Benchmark – official Cambridge English Student's book (Available in Pre-Intermediate, Intermediate, Upper Intermediate – different authors) Created by Cambridge English.

Intelligent Business Tonya Trappe Created in partnership with The Economist. Published by *Longman*

International Express Liz Taylor. Published by *Oxford University Press*. 'International Express combines general English with business situations.' NB not published since 2013

Business English Handbook Paul Emmerson Published by *Macmillan*

How to Write Effective Business English Fiona Talbot Published by *Kogan Page*

*If you have any books that you would like to recommend, please let us know.
You can get in touch on www.anglia.org/contact-us*

Speaking Test Assessment Sheet



Please stick your candidate label here

Business Examination Sample 2

For Office Use:

Please tick (✓) below:

Level 1 - Practical ☐

Level 2 - Intermediate ☐

Level 3 - Advanced ☐

Level 4 - Proficiency ☐

Please tick (✓) the appropriate number:

Communication

Content

Pronunciation

Range of Vocabulary

Grammar:

Accuracy / Range for level

		Refer				Pass 5 - 6.4	Merit 6.5 - 7.9	Distinction 8 - 10		
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Total A: /50

Assessor's notes (e.g. significant errors, examples of good language evidence given by the candidate, any areas of misunderstanding) :

Continue on the back of this sheet if necessary

Assessor's Name:

Projected Grade:

Assessor's Signature:

Total /50

Date of Test:

Speaking Test Assessment Sheet

Assessor's notes continued

APPENDIX 3 – LIST OF STRUCTURES TESTED FROM ELEMENTARY TO ADVANCED LEVEL AND ABOVE IN THE GENERAL ENGLISH EXAMINATIONS

Grammar and Structures List for the Elementary Level (A2) General English Examination

Grammar and Structures	Communicative Use	Examples
VERBS		
Future simple –will 1 st conditional – with ‘if’ clause present and result clause will/won’t	Talking about future plans Talking about future plans which have conditions on them	What will you do when you are older? If it rains , we won’t go to the park.
Future of intention ‘be going to’	Talking about future intentions	I’m going to see a film this evening.
Present continuous with future meaning	Talking about future plans, arrangements and intentions	We’re driving to London next week.
Past continuous	Talking about past activities which were interrupted	I was having my breakfast when the postman knocked on the door.
Present Perfect	Talking about experiences and recently completed actions	Have you finished your dinner? He has never ridden a horse. I have seen a dolphin in the sea.
Used to	Talking about long past habits and states	My father used to work in an office. My sister used to have long hair.
Modals –should, must	Expressing obligation and advice	You must study hard if you want to go to university. You mustn’t worry about it. You should always lock your car.
Infinitive of purpose	Talking about the purpose of doing something	Jane went to America to learn English.
QUESTION TAGS		
isn’t he? aren’t you? do you? etc	Asking for confirmation of a negative or positive statement or inviting an answer to a question	You are coming to my party, aren’t you? You haven’t seen my keys, have you?
RELATIVE PRONOUNS		
which, who, whose, that, when, where	Identifying people and objects	This is the best cake that I have ever eaten. Jack is the one who is sitting at the back of the class.
REFLEXIVE PRONOUNS		
myself, himself, herself etc	Talking about actions where the subject and object are the same person	He hurt himself .
ADVERBS		
Adverbs of frequency, e.g. never, sometimes; adverbs of manner, e.g. quietly, slowly, well; adverbs of time, e.g. today, now; adverbs of degree, e.g. a lot, a little (and word order)	Describing how often, how, when and to what extent people do something	I have never flown in a plane. At the moment , the children are playing in the park. The children walked home slowly .
ever, since, yet (with Present Perfect)	Talking about when things began, a short time ago and time up to now	She has lived in London since 2015. Ben has just phoned. He hasn’t gone to sleep yet .
The contrast of too/enough	Talking about the extent of something	He isn’t old enough to see the film. This coffee is too hot to drink.
PREPOSITIONS		
Prepositions as used in some very common phrasal verbs and prepositional phrases. See list below.		You must put on a hat if you go out in the sun. He is very proud of his son.

Grammar and Structures List for the Pre-Intermediate Level (A2+) General English Examination

Grammar and Structures	Communicative Use	Examples
VERBS		
The passive voice	Talking about a process, omitting the active subject	The best computer games are made in Japan. The new church was built last year.
The second conditional - if / past tense + would /non finite verb	Talking about hypothetical situations/ unlikely future	If I worked harder, I would get higher marks. If I won some money, I would buy a new car.
Present Perfect Continuous	Expressing unfinished or recently completed actions	How long have you been living in London?
The gerund after certain verbs		I enjoy learning English. I hate eating spaghetti.
I'd/he'd/you'd/they'd/we'd rather + non finite verb I'd/he'd/you'd/they'd/we'd better + non finite verb	Expressing preference and advice	I would rather eat fish than meat. You had better take an umbrella or you'll get wet.
Non finite verbs in particular phrases: e.g. make someone do something, let someone do something	Expressing persuasion and permission	Mary's parents let her drive their car. My father made me do my homework.
MODALS	Expressing obligation and necessity	I need to buy some more milk. I can't go out because I have to do my homework.
ADVERBS		
for and since more adverbs of frequency, manner, time or degree	Expressing time periods from a point in the past, relating them to the present Describing how often, when, how, and how much people do something	I have lived in this house for five years. I haven't swum in the sea since last summer. I'm still here. He's already finished. They haven't done it yet . That bird rarely visits Britain. We hardly knew him.
CONCURRENCE		
neither do I/so do I	Expressing concurrence with a positive or a negative statement Expressing concurrence within a positive or negative statement	I don't like playing computer games. Neither do I. I like eating chocolate. So do I. I don't like cabbage and neither does my sister Jane loves chocolate and so do her friends.

Grammar and Structures List for the Intermediate Level (B1) General English Examination

Grammar and Structures	Communicative Use	Examples
VERBS		
Reported speech	Repeating messages, passing on information, telling stories and jokes, checking facts	‘What is the height of the Empire State Building?’ He wanted to know what the height of the Empire State Building was . ‘Did you phone your parents?’ asked Jane. Jane asked us if we had phoned our parents
The third conditional - if/past perfect tense + would have/non finite verb	Expressing regret Musing Describing a past that never was Talking through the consequences of our actions	They would have gone to the concert if they had had tickets. If he had known, he would have finished earlier.
Past Perfect Simple and Continuous	Ordering the past	As in reported speech and 3 rd conditional above He had been learning English for many years before he visited the USA.
The gerund - after certain prepositions after certain verbs in certain idiomatic expressions		After leaving work, he went to the gym. It’s no use talking to him. Is it worth doing ?
To have something done	Expressing the fact that the speaker commissioned an activity	John had his house painted .
CONJUNCTIONS		
Conjunctions of reason and purpose, cause and result, concession Connectives: and, but, nevertheless, or, however, despite, in spite of	Talking about why people do things, the purpose of something, its cause, expressing surprise Expressing connections in a sentence, text or argument	She goes to the gym in order to keep fit. There is a lack of water as a result of the hot weather . Despite/In spite of his wealth, he wasn’t happy.
So and such + that	Expressing cause and result	I was so tired that I fell asleep. It was such a sunny day that we went to the beach.

Grammar and Structures List for the Advanced Level (B2) General English Examination

Grammar and Structures	What are they used for?	Some examples
INVERSION		
the inversion of subject and verb after certain negative adverbial introductions, e.g. never, rarely, hardly ever, not only, little, seldom	creating emphasis, varying style and idiom	Never have I seen such a terrible film. Little did he know he would one day be prime minister. Not only was it raining, it was also cold.
VERBS FOLLOWED BY THE PAST TENSE		
I wish, it's about time, it's high time	expressing hypothesis, regret, decision making and the need for decision making	I wish I had £1million. It's high time we did some work. It's about time he bought a new car.
DEDUCTION		
Using modal verbs followed by the non-finite and perfect non-finite verb using will	expressing hypotheses and deductions in varying degrees of certainty	Jane will be in bed at this time of night. They should have heard the telephone. They must have gone out . He can't have finished his homework. If he had, he would have put it on my desk by now. John might be sitting in the theatre already.
THE INFINITIVE		
after certain verbs after certain adjectives after question words the perfect infinitive		I hope to hear from you shortly. We can't afford to give you a pay rise. I want you to do something for me. It's very difficult to explain . Tell me where to go/ how to get there/ what to say . I'd love to have met him. He doesn't seem to have done it.

Grammar and Structures List for the Proficiency Level (C1) General English Examination

There is no specific structures list for Proficiency C1 level. Candidates at this level are expected to be able to demonstrate an ability to deal with any language from the previous structures lists, and to be able to manipulate the language flexibly at the level expected at C1. This will involve dealing with some complex, unfamiliar topics, differentiation in formality, dealing with inference, mood etc

APPENDIX 4 – Tracks for the listening sections

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

1. Practical Business English (Level 1) -
https://drive.google.com/file/d/1_agi5ZQVdLfdpQSXnqSvFhmKv5z4nuS-/view?usp=drive_link

2. Intermediate Business English (Level 2) -
https://drive.google.com/file/d/1Ks328j8lljYgN7StMFf2w28xd4CHH21c/view?usp=drive_link

3. Advanced Business English (Level 3) -
https://drive.google.com/file/d/1dZ05KL6_KwUWyEml0ba3FtW8brLc7YGS/view?usp=drive_link

4. Proficiency Business English (Level 4) -
https://drive.google.com/file/d/1nKTOVktgPpKMepzG5FH2YPRhBsrEVSos/view?usp=drive_link