

English for Business Level 2



International
Qualifications from EDI

Model Answers Series 2 2011 (2041)

English for Business Level 2

Series 2 2011

How to use this booklet

Model Answers have been developed by EDI to offer additional information and guidance to Centres, teachers and candidates as they prepare for LCCI International Qualifications. The contents of this booklet are divided into 3 elements:

- (1) Questions – reproduced from the printed examination paper
- (2) Model Answers – summary of the main points that the Chief Examiner expected to see in the answers to each question in the examination paper, plus a fully worked example or sample answer (where applicable)
- (3) Helpful Hints – where appropriate, additional guidance relating to individual questions or to examination technique

Teachers and candidates should find this booklet an invaluable teaching tool and an aid to success.

EDI provides Model Answers to help candidates gain a general understanding of the standard required. The general standard of model answers is one that would achieve a Distinction grade. EDI accepts that candidates may offer other answers that could be equally valid.

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QUESTION 1

Answer **ONE** of options (a), (b) or (c):

Option (a)

Setting

You are a self-employed guide in a town, a city (or other geographical area) that you know well. A business associate of yours says, "Why don't you **write a leaflet** about yourself, outlining the skills that you offer to visitors; perhaps tell them where in your area they should visit, or why they would enjoy a visit there ... Include anything that would make potential clients choose you as their guide ... I'm sure you will get more business with an informative and lively leaflet."

After a short pause, you agree and add, "I think I should concentrate on what I can do for clients ...I can offer to find suitable accommodation... hotels etc ...advise them where best to eat ..."

"Yes ... now you are being positive about the idea! Make the leaflet as clear as you can and write it in connected English. You don't want to write one of those leaflets that scatter words and phrases around the page! Don't forget that you need to tell people how to contact you! Think about other information you need to include ... possibly the languages you can speak and ... I'm sure you will know what is useful and likely to attract custom."

Task

Write the leaflet.

(Total 40 marks)

Option (b)

Setting

The Business Training Gazette (BTG), a magazine for anyone involved in training people for careers in the business world, invites entries for a competition. Here is the advertisement for the competition:

**UNIFORM or NON-UNIFORM
- which is best for business?**

Recently we published an article written by one of our readers; she described how she worked in the offices of an engineering firm. Part of her article read:

When I started working here, we came dressed in any way we liked. Then it was decided that we should all wear a uniform, and the arguments began:

"We don't meet the public – nobody should tell us what to wear! My clothes don't affect the standard of my work; I talk to clients on the phone. They don't know, or care about, what clothes I'm wearing!"

"I think that wearing a uniform creates a working atmosphere. You know ... dress smartly – think smartly!"

At *BTG* we received many phone-calls, emails and letters on the subject. In fact the interest was so great that we decided to hold a competition for the best article on

**UNIFORM or NON-UNIFORM
which is best for business?**

Write an article of about 4 or 5 paragraphs.

Send us your entries by the end of this month and try to win a 3-year subscription to *BTG*.

Task

Write the article.

(Total 40 marks)

Option (c)

Setting

A week ago you were interviewed for a promotion at Silverton Computer Industries, Sydney, Australia. This morning you received a letter saying that your application and interview were successful. The new job starts on 1 September 2011. You immediately contact Silverton Computer Industries and accept the job.

When you arrive at your current place of work, Radcliffe Computers (also in Sydney), you tell a colleague your good news. Here is part of the conversation:

Colleague: I'm really happy for you. You deserve it. How long have you been here at Radcliffe? I remember you came as a trainee technician ... let me think ... in 2002. You've worked hard and been promoted twice - Team Leader now, aren't you? Oh, we shall have to have a party to celebrate your success ... everyone will be sorry to see you go, but happy that you have been so successful. Is it a big promotion?

You: Oh, yes, 'big' in many ways ... much more money ... more responsibility – I shall be a departmental head – enormous potential for even further promotion and training – some of it at Sydney University. Just think – I shall be able to study for a B.Sc. degree part-time with all expenses paid by Silverton and I shall also receive my salary while I'm studying. It will take 5 years to complete.

Colleague: It sounds wonderful. I don't suppose there's a job for me at Silverton, is there?

You both laugh.

You: Well, you never know! Seriously though, what do I do now?

Colleague: What do you mean?

You: Do I write a letter of resignation ... or what?

Colleague: Ah ... yes ... the policy here at Radcliffe is to **write a memo** to the Head of Human Resources, Mrs Jenny Sault. You need to tell her the details of your new job ... why you applied for it etc ... when you want to leave Radcliffe ... you know the sort of thing ... be as precise as you can be ... By the way, it's usual to say how happy you have been here at Radcliffe, how much help you've had etc ...

Task

Write the memo.

(Total 40 marks)

MODEL ANSWER FOR QUESTION 1 (All options)

Understanding of Requirements of Question/Format (including Layout)

Understanding of Requirements of Question (10 marks)

Candidate seems not to understand requirements of question	0	
Considerable misunderstanding/wandering	1	fail
Signs of understanding but not adequate for the task	2	borderline fail
Adequate, 'standard' response to task set/recognises line of argument (detail not necessary)	3	pass/credit
Sound/only very minor omissions/wanderings	4	credit/distinction
Successful completion of all requirements/details of task	5	

Format (including Layout)

No suitable format	0	
Format is just recognisable but does very little to help clarity	1	fail
Recognisable format that begins to help clarity of message	2	borderline fail
Format helps to make message clearer	3	pass/credit
Format is sound (paragraphs, white space, etc)	4	credit/distinction
Format is very good and is a definite aid to communication	5	

Selection, Structure and Organisation of Content (10 marks)

Inapt copying OR no recognisable pattern of communication	0/1	
Content selection and 'line of thought' are both inadequate	2/3	fail
Content selection OR organisation is inadequate	4	borderline fail
Selection and organisation of material just acceptable	5	borderline pass
Message is clear, reasonably well selected and organised	6/7	pass/credit
Sound selection, organisation and fluency	8/9	credit/distinction
Successfully organised, very fluent structure	10	

Communication (Vocabulary and Grammatical Structure) (10 marks)

Communication does not take place OR very 'heavy' lifting	0/1	
Some (occasional) recognisable message/inapt 'heavy' lifting	2/3	fail
Message is not adequately communicated	4	borderline fail
Communicates (simple, connected text) despite weaknesses	5	borderline pass
Message communicates	6/7	pass/credit
Generally sound use of vocabulary and grammar	8/9	credit/distinction
Very good vocabulary and grammar	10	

Accuracy (Spelling, Punctuation, Grammar) (10 marks)

Errors prevent communication throughout/very 'heavy' lifting	0/1	
Errors prevent communication in parts of answer/'heavy' lifting	2/3	fail
Errors impede easy communication/some (considerable) lifting	4	borderline fail
Errors may be numerous but do not prevent communication	5	borderline pass
There are errors but they do not impair communication	6/7	pass/credit
Occasional errors but communication is not hindered at all	8/9	credit/distinction
Very occasional/or no errors	10	

(Total 40 marks)

MARKING NOTES

QUESTION 1 (a) Leaflet

Layout/format

- Free(ish) MUST BE 'CONNECTED' ENGLISH

Content

- Again, free(ish) MUST INCLUDE CONTACT DETAILS

Possible ideas include:

- languages
- (other) skills/services offered
- places to visit (and why)
- places to stay/eat

NOTE:

- "informative"

QUESTION 1 (a) Possible answer

A visit to a place that you do not know can be worrying and problematic, as well as **successful and enjoyable.**

On your
visit to St Petersburg
I can remove your problems and your worries,
so that you can just enjoy the wonderful experiences.

WHO AM I?

Well, hopefully, I shall be
YOUR PERSONAL GUIDE
to St Petersburg.

My name is **VLADIMIR LEBEDEV** and I can be reached at
NEVSKY PROSPECT 3 – 7 ST PETERSBURG 191018 RUSSIA
Telephone (007) 812 323-31-17 Email vlebedevguide@mail.ru

What can I do for you?

First, you **don't** have to **worry about languages**. I was brought up speaking both **Russian** and **English**, my father being Russian and my mother Scottish. At University I studied **German** and **French**. If other languages are needed, I have close, professional contacts who will fill any gaps.

I offer my skills and expertise to help you in any way you want. I am happy to:

- work with individual business people, tourists, and with groups
- act as interpreter in business and social contexts
- assist at exhibitions and trade fairs
- advise on and/or organise trips for individuals and groups
- provide visa registration and application.

As well as fulfilling your business needs, I enjoy offering my St Petersburg tour service in which I provide tailor-made:

- city tours by coach, car or foot for individuals and for groups
- accommodation service in hotels, apartments etc
- advice on where to eat and to enjoy the huge entertainment opportunities in and around the city
- transfer to and from the airports (Pulkovo 1 and 2), cruise quay or railway station.

WHATEVER YOU NEED, JUST GET IN TOUCH. TELL ME WHAT YOU WANT. WE CAN DISCUSS THE DETAILS AND AGREE TERMS OF PAYMENT.

I VERY MUCH LOOK FORWARD TO HEARING FROM YOU.

Best wishes

Vladimir

QUESTION 1 (b) Article

Layout

- Intro + 2/3 paragraphs + close = preferred

Content

- virtually free, other than about uniform at work

QUESTION 1 (b) Possible answer

Dress to Impress

The expectation of a dress-code is returning to popularity in the professional and business worlds. For the past few decades, there has been a tendency to stress individuality in the workforce; employees have been allowed often total freedom in how they look and in what they wear at work. This has resulted in, for example, teachers wearing jeans and a casual shirt, more associated with building with bricks than with educating young minds. Some argue that such freedom has led to a slackening of general standards of work and a laxity that is beneficial to no-one. Others claim that an open dress code fosters a lessening of employee stress and a growth of individual confidence.

Both arguments may have elements of truth, but I agree far more strongly with the case for a business insisting on a dress code. It's true that I cannot easily explain the motivational increase in workers when they are expected to dress smartly, but my experience tells me that it happens. There seems to be a different mind-set when the employees arrive; they are immediately 'ready' for work. When the idea of a smart dress-code is extended to its becoming a uniform, there is also an apparent, consequent move towards group identity and team-working. The mood becomes one of cooperation, and working to a common goal: the well-being of the business.

I have been employed in both types of workplace. Those that have high, dress-code standards give an impression of being more professional. When the employees put on their work clothes their minds somehow transform from an "at-home", "at-rest" or "let's-have-fun" mode to "we-have-to-get-work-done" mode. In contrast, places that allow employees to wear whatever they want have an atmosphere almost of apathy, and seem, in general, worse places in which to work. Being comfortable and casually dressed may seem a cosy idea, but in practice it seems to harm the working ethos, and workers are more likely to have an "I don't really care" attitude.

To clients and customers, how employees are dressed does say a lot about a business. If a firm wishes to be taken seriously in the professional world it should insist that employees dress for success and possibly for corporate identity. This insistence is needed in order to symbolise a smooth-running, efficient and professional business that will inspire others to want to do business with it. The old saying that one picture says more than a thousand words is a valid one, and the appearance of a firm's staff is the main picture a business gives to potential clients. Such a picture has to be one that will inspire confidence and professionalism.

QUESTION 1 (c) Memo

To Mrs Jenny Sault (Head of HR)
From Candidate
Subject Resignation (probably most logical choice)

Message will probably need to include:

- resignation
- appointed to new job (promotion) at Silverton Computer Industries
- starting 1 September 2011
- new job = increased responsibility
(higher salary)
(natural progression?) HoD from Team Leader
paid part-time study to first degree level
- gratitude to Radcliffe Computer

QUESTION 1(c) Possible answer

MEMO

To Mrs Jenny Sault (Head of HR)
From A. Candidate
Date Suitable
Subject Resignation

I have learned that my recent application for a post at Silverton Computer Industries has been successful. Therefore, following preferred Radcliffe practice, I inform you formally that I need to resign from my present job in order to begin work at Silverton on 1 September 2011.

The new job as a head of department is a natural progression from my role at Radcliffe; it increases my responsibilities and allows me to enhance my experience. Part of the contract is that I shall be allowed time to study for a first degree at Sydney University and I shall therefore be able to accommodate my practical experience into wider general theory.

My time at Radcliffe has been very pleasurable and it was not an easy decision for me to apply elsewhere. Radcliffe has allowed me to develop professionally and personally, and in 8 years I have been able to reach the position of Team Leader. I am genuinely grateful for the advice, experience, and encouragement that I have received here.

I look forward to meeting you in order to arrange the details of my resignation and to thank you personally for your own great contributions to my happy time working at Radcliffe.

QUESTION 2

Setting

Mr Colum Gorman is Head of Customer Services at the Head Office of Dunbrody Electronics, Ardkeen Shopping Centre, Waterford, Ireland. This morning he gave you a letter and said, "Have a look at this and sort out the problem, please. I think Mrs Neruda may have exaggerated her difficulties, but we can't endanger our reputation for good customer service by saying so. Be as tactful and as helpful as possible ... It's possible we have sold the radio to cover the cost of the repair! Since Mrs Neruda has contacted us by letter, **write a letter** in reply."

Here is Mrs Neruda's letter:

12 Coach Road
Gorey
County Wexford

Telephone 053 942 1695

4 April 2011

Customer Services
Dunbrody Electronics
Ardkeen Shopping Centre
Waterford

Dear Sir or Madam

In June of last year, I took my radio, an Askam Fidelity 1675, to my local Dunbrody Electronics store for repair. I was told that the repair would cost me thirty euros (€30) plus the cost of the parts.

A few weeks later I received a phone-call from your store in Gorey saying that my radio was ready for collection. However, because of illness I was at that time unable to collect the radio. Following my illness, I stayed with my daughter at her home in France until May of this year.

Last week, I decided to go to Gorey and collect my radio. I was astonished to find that your shop there had closed and a notice on the door told customers to contact Dunbrody Head Office with any queries they may have.

That is what I am now doing. I would like my radio returned to me but I have no intention of travelling to Waterford to collect it. If I did that, my return journey would be over 100 miles! If you can tell me how much I need to pay you, I shall send you a cheque.

Yours faithfully

Magda Neruda

Magda Neruda (Mrs)

CONTINUED ON NEXT PAGE

QUESTION 2 CONTINUED

You check in your firm's filing system and find that Mr Gorman was right to think that the radio might have been sold. Here is part of the file:

Customer <i>Mrs Magda Neruda</i>
June 10 2010 <i>Dunbrody Store - Gorey Branch - Askam Fidelity 1675 accepted for repair - €30 plus cost of parts</i>
June 11 2010 <i>Customer advised by phone - repair = €30 + €20 = €50 if collected (additional €5 if delivered) Customer accepted estimate and "will collect"</i>
June 17 2010 <i>Customer advised by letter - radio ready for collection</i>
July 15 2010 <i>Postal reminder sent to customer – offer of delivery for €5</i>
October 20 2010 <i>Postal reminder sent to customer + request for contact to make arrangements to pay for repair and informed that goods not collected after 6 months may be sold by Dunbrody to recover costs</i>
November 22 2010 <i>Phone-call by Dunbrody – message left on answer-machine asking Mrs Neruda to contact Letter sent to Mrs Neruda – reminder of sale of goods uncollected after 6 months</i>
January 12 2011 <i>Final postal reminder sent stating that the Gorey Branch will be closing and that the radio will be sold in the 'closing-down' sale in February – unless Mrs Neruda contacts before the sale</i>
February 18 2011 <i>Radio – Askam Fidelity 1675 sold - €36</i>

You decide to offer to supply Mrs Neruda with a used Askam Fidelity 1775 Radio (a more recent model) at a cost of €50 including a guarantee for 6 months, delivered to her home free of charge.

Task

Write the letter.

(Total 30 marks)

QUESTION 3

(In answering Question 3, remember that it is very important to use your own words whenever possible, and to organise the list of main points in a logical way.)

Setting

You are a management trainee at a large local business. At the end of her introduction to the training Mrs Nazim, Head of Human Resources, issues the following advice on taking notes in lectures. She says, "You need to practise your note-taking skills. **Write a list** of the main points from this advice-sheet."

ADVICE-SHEET 1

Note Taking

Although the emphasis of our management training programme is on practical work, there is a strong theoretical element. Some of this will mean that you listen to lectures given by experts in several areas of management.

The aim of a lecture is to arouse your interest in a subject. It is not intended to give you all the possible information on a topic. You are therefore advised to take notes during a lecture, and to follow these up with additional reading after the lecture. Your lecture notes are important, because they will form the basis of revision for the examination at the end of the course, but we emphasise that the lectures will not contain all the information you will need to know.

Lecturers' styles vary, and you will have to modify your note-taking approach. Most lecturers speak from their notes and use audiovisual aids, emphasising and summing up major points. Some will give out handouts to which you can usefully add your own notes. Do not expect a lecturer to dictate, and do not attempt to write down every word a lecturer says. Listen, understand the main points, and then write them down as briefly and as clearly as you can. Note taking is like most communication in business: it needs to be accurate and as short as possible while remaining understandable.

Very few lecturers like being disturbed by questions during the lecture, but most are approachable immediately after when you can ask for further explanation or clarification of a point.

It is important that you go back through your lecture notes on the day of the lecture when it is still fresh in your mind. Add any essential points. Take special care to read through any additional information that a lecturer may have handed out. You will probably not have read it fully during the lecture. Diagrams are best understood and remembered if you redraw them yourself, even if you have a printed copy.

Task

Write a list of the main points from the advice sheet.

(Total 30 marks)

MODEL ANSWER FOR QUESTION 2 AND 3

Understanding of Requirements of Question/Format (including Layout)

Understanding of Requirements of Question

(10 marks)

Candidate seems not to understand requirements of question	0	
Considerable misunderstanding/wandering	1	fail
Signs of understanding but not adequate for the task	2	borderline fail
Adequate, 'standard' response to task set/recognises line of argument (detail not necessary)	3	pass/credit
Sound/only very minor omissions/wanderings	4	credit/distinction
Successful completion of all requirements/details of task	5	

Format (including Layout)

No suitable format	0	
Format is just recognisable but does very little to help clarity	1	fail
Recognisable format that begins to help clarity of message	2	borderline fail
Format helps to make message clearer	3	pass/credit
Format is sound/appropriate for task	4	credit/distinction
Format is very good and is a definite aid to communication	5	

Selection, Structure and Organisation of Content

(10 marks)

Inapt copying OR no recognisable pattern of communication	0/1	
Content selection and 'line of thought' are both inadequate	2/3	fail
Content selection OR organisation is inadequate	4	borderline fail
Selection and organisation of material just acceptable	5	borderline pass
Message is clear, reasonably well selected and organised	6/7	pass/credit
Sound selection, organisation and fluency	8/9	credit/distinction
Successfully organised, very fluent	10	

Communication (Vocabulary and Grammatical Structure)

(5 marks)

Communication does not take place OR very 'heavy' lifting	0	
Some (occasional) recognisable message/inapt 'heavy' lifting	1	fail
Message is not adequately communicated	2	borderline fail
Communicates despite weaknesses	3	pass/credit
Message communicates	4	credit/distinction
Very sound use of vocabulary and grammar	5	

Accuracy (Spelling, Punctuation, Grammar)

(5 marks)

Errors prevent communication throughout/very 'heavy' lifting	0	
Errors prevent communication in parts of answer/'heavy' lifting	1	fail
Errors impede easy communication/some (considerable) lifting	2	borderline fail
There are errors but they do not impair communication	3	pass/credit
Occasional errors but communication is not hindered at all	4	credit/distinction
Very occasional/or no errors	5	

(Total 30 marks)

Marking Notes

QUESTION 2 Letter

Layout

Customer Services
Dunbrody Electronics
Ardkeen shopping Centre
Waterford

Mrs Magda Neruda
12 Coach Road
Gorey
County Wexford

- Dear Mrs Neruda
- Yours sincerely
- Candidate's name (+ Invented Position)

Content

NB tactful, helpful

- (Sorry about) health problems
- (Understand Mrs N's problems but) several attempts at contact and no reply (letters + phone)
- TOTAL costs of repair = 50 euros + 5 additional if delivered
- Info to Mrs N included closure of Gorey Branch and that Mrs N's radio to be sold to recover costs
- Sale took place in Feb 2011 (loss to Dunbrody of 14 euros)
- (Goodwill) offer – used Askam Fidelity 1775 Radio recent, similar (improved?) model
- €50 to include 6 months' guarantee and free delivery charge

QUESTION 2 Possible answer

**Customer Services
Dunbrody Electronics
Ardkeen Shopping Centre
Waterford**

6 April 2011

Mrs Magda Neruda
12 Coach Road
Gorey
County Wexford

Dear Mrs Neruda

Askam Fidelity 1675 Radio - Repair at Dunbrody Store (Gorey Branch) 10 June 2010

Thank you for your recent letter about the radio that you left for repair at our Gorey Branch in June of last year. We are sorry to learn that your ill-health did not allow you to make arrangements for collection of your property following the agreed repair, and we hope that you are now considerably recovered.

Obviously we did not know about your personal circumstances, and we made several attempts to contact you by letter and by phone. Having received no previous response, we sent you messages, in October and November 2010 and in January 2011, stating Gorey Branch would be closing and that, to recover our costs, we would need to sell the Fidelity 1675 in a closing-down sale. The sale took place in February of this year.

The sale of the radio did not cover the costs we had incurred and it would not therefore be our normal practice to offer any form of recompense to clients. However, because of the unusual circumstances that you have outlined, we are happy to recommend to you a previously-owned, model 1775 Askam Fidelity radio, a more modern version than the 1675, at a price of €50 to include 6 months' guarantee and free delivery.

This price is the same that you were quoted just for the repair of your original radio, but you will additionally benefit from the longer guarantee and free delivery to your home. Please let us know your decision and we look forward to being of continued service to you.

Yours sincerely

Anne Candidate

Anne Candidate (Mrs)
Assistant Head of Customer Service

QUESTION 3

List of Main Points

Layout

- any apt type + title

Content

NB points additional to those in 'advice-sheet' should not be given

Points for inclusion include some apt reference to:

- purpose of lecture = stimulate interest not (just) to give info
- use lecture notes to form skeleton for further reading as starting-point for revision
- different styles/types of lecture all require notes(dictation not one of styles) listen to understand main threads of argument then write succinct, precise, coherent notes
- handouts starting-point for complementary notes
- questioning lecturer always after lecture (rarely during) use to clarify points
- after lecture (same day) read through notes add to them – make them clearer especially concentrate on extra material issued by lecturer do own drawn copies of charts, graphs etc.

QUESTION 3 Possible answer

List of the main points from 'Note Taking' Advice-Sheet 1

Aim of lectures

- to stimulate interest
- (not to give all necessary information)

Different modes of lecture

- all require notes to be taken
- dictation by lecturer is very rare

Questioning lecturer

- do so after lecture (rarely during)
- use procedure to clarify/expand points made

How to take notes

- listen to what is said
- understand the 'threads' of the argument
- write condensed, precise, coherent notes

After lecture

- on the SAME DAY as the lecture read through notes
- add to them and/or make them clearer
- concentrate especially on extra material issued by lecturer

How to work with notes

- use notes as framework for further study/notes
- notes and even handouts form starting-points for revision
- it is useful practice to hand-draw issued charts/graphs (as an aid to memorising them).

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