

**Pearson LCCI**

# **English for Business Speaking**

**Level 4**

On Demand

Paper Reference

**ASE4251**

**You will need a recording device.**

- This document should be used in conjunction with the **Guidance Document for English for Business Optional Tests**, which is available on our website.

## **Information**

- On Demand Version Paper ASE4251D3R.

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## TOPIC A

### Instructions to the candidate

You have 5 minutes to prepare for your examination. The subject matter is given in the topic below. You have to discuss this topic with the Examiner and you will be expected to do most of the talking.

To help you in putting your ideas together, the topic is followed by some questions and suggestions for the basis of your conversation. However, you may introduce other ideas providing they are on the topic. You may keep this paper to help you during the examination. Return it to the Examiner at the end of the examination. Do not make any written notes during this preparation time.

### The Topic: ARGUMENTS FOR AND AGAINST SAVING MONEY (Syllabus Topic 4)

#### Base your discussion on the following questions:

What are the most common ways of saving in your country?

Why do people feel the need to save? Consider:

- short-term ... for holidays; special purchases
- medium-term ... to pay for university education or other costly commitments
- long-term ... for retirement

What do banks and governments do to encourage people to save? Consider:

- tax-free savings
- high interest rates for long-term deposits or during the early years

How is saving important to businesses? Consider:

- to invest in new developments
- provide security and stability

How does the economy benefit from savings?

What would you advise prospective savers to do when interest rates are low?

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## TOPIC B

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### The Topic: THE RETIREMENT DEBATE (Syllabus Topic 1)

#### Base your discussion on the following questions:

What are the current plans in your country (and other countries you know about) for a new retirement age?

Why has the age of retirement become an issue now? Consider:

- government debts
- problems with private funding of pensions
- ageing population

Now that people, in general, are fitter and healthier, how could they work longer before retiring? Consider:

- simply continue in their existing full-time jobs
- change to part-time work
- move to different and less-demanding jobs

What effect could this have on jobs and promotion for younger workers?

How do you think governments will be able to afford state pensions in the future?

How will you make sure you have enough money for your retirement?

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## TOPIC C

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### The Topic: WHAT IS THE FUTURE FOR BOOKS? (Syllabus Topic 2)

#### Base your discussion on the following:

Which of the ways of buying books (listed below) is most common in your country?

- from an internet website?
- from an ordinary bookshop?
- as an electronic download?

Which of these are growing in popularity and which are declining? Why?

What techniques do publishers and booksellers use to encourage sales? Consider:

- special offers
- advertising
- personal appearances by authors promoting and signing their books

What are the advantages and disadvantages of the traditional bookshop?

How is the market for books becoming more global? Consider:

- translations
- links between books and films
- "celebrity" status of some authors

What is your opinion of a world in which most books are not printed any more, but downloaded electronically onto e-readers and read from a screen rather than a page?

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## TOPIC D

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### The Topic: UNIVERSITY EDUCATION AND THE ECONOMY (Syllabus Topic 7)

#### Base your discussion on the following:

Roughly what percentage of the population has a university qualification in your country?

What percentage do you think it should be? Why?

How does the economy benefit from universities? Consider:

(local issues)

- the local economy of university towns serving the needs of students, etc
- businesses which grow up around the university e.g. on science parks

(national issues)

- university research improves products and techniques in many fields
- new ideas generate new economic opportunities

What are the wider benefits of a highly-educated workforce?

Consider the argument that most people in most jobs in most economies don't need a university qualification.

How well has your education (school, college or university) equipped you for employment?



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## TOPIC E

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### The Topic: THE IMPORTANCE OF RAIL TRANSPORT (Syllabus Topic 5)

#### Base your discussion on the following:

How extensive is the rail network in your country?

How important is it, in comparison with other forms of transport, in the movement of goods and people? Consider:

- journey times
- dependence on road transport to get goods and people to and from the trains
- cost
- availability
- investment in track, trains, etc

What environmental advantages and disadvantages does rail transport have?

Do you expect to see more railways built in the future? Why or why not?

Who do you think should own the railways - the state or private companies? Why?



## SCORING

Four grades are available to candidates: **Pass (P) Credit (C), Distinction (D) and Fail (F).**

### LEVEL 4

#### **Criterion 1 – Fluency**

Mark	Descriptor
4 distn	Can express him/herself fluently, spontaneously and effortlessly on all subjects.
3 credit	Can express him/herself fluently and spontaneously, almost effortlessly, on all subjects.
<b>2 pass</b>	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Can produce clear, smoothly flowing, well structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
1 fail	The contributions from the candidate are limited. S/he hesitates and requires prompting. The examiner has to make an effort to keep the conversation flowing. There may be the feeling that the candidate wants to say more than he/she is able to.

#### **Criterion 2 – Lexis**

Mark	Descriptor
4 distn	No lexical gaps or vocabulary errors.
3 credit	Almost no lexical gaps or vocabulary errors.
<b>2 pass</b>	Can readily overcome lexical gaps with circumlocutions through a good command of a broad lexical repertoire. Occasional minor slips but no significant vocabulary errors.
1 fail	Misuse of words is relatively frequent. This jars on the listener, even if it does not impede the clear understanding of what is being expressed. The candidate can only express complex ideas with some difficulty. Alternatively, the expression of complex ideas may be deliberately avoided.

**Criterion 3 – Grammar**

Mark	Descriptor
4 distn	Accurate and appropriate use of a wide range of structures. No errors.
3 credit	Accurate use of a wide range of structures though choice may not always be the most appropriate for the situation. Virtually no errors.
<b>2 pass</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
1 fail	Errors are sufficiently frequent as to attract attention and disturb the listener. They may also interfere with the message being conveyed.

**Criterion 4 – Pronunciation**

Mark	Descriptor
4 distn	Pronunciation, sentence stress and intonation cannot be faulted.
3 credit	Pronunciation, sentence stress and intonation almost faultless.
<b>2 pass</b>	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. There may still be some evidence of a foreign accent.
1 fail	Mistakes of stress, intonation and sound formation disturb or place a strain on the listener, even if communication is not impaired.

## FINAL GRADE

### General

**The pass mark for each of the above criterion is set at two out of four or 50% which is the pass mark for English for Business exams as a whole.**

**Candidates must pass a minimum of three criteria to be awarded a pass overall.**

*Fail* = two or more criteria scored at fail level.

*Pass* = minimum of three criteria scored at pass level (or higher) but failing to meet credit/distinction requirements.

*Credit* = minimum of three criteria scored at credit level + one at pass (or higher) but failing to meet distinction requirements.

*Distinction* = minimum of three criteria scored at distinction level + one at credit.

**EXAMINER INFORMATION SHEET FOR**

**ENGLISH FOR BUSINESS**

**SPEAKING TEST**

**LEVEL 4**

Preparation 5 minutes

Warm up 2 minutes

Examination 10 minutes

—————  
Total 17 minutes

Start the examination with 2 minutes of warm up conversation about the candidate (study, work ambitions for the future, etc) and then proceed with the topic.

The pictures and questions following the topic title have been given to the candidate at the preparation stage to assist initial reactions and to provide a framework for the 10 minutes of conversation. However, the candidate may range beyond these ideas and this should be allowed, providing the theme is maintained.

The Examiner does not need to ask all of the questions in the course of one interview, and can ask other questions that are relevant, in the way that would happen in a normal conversation. However, it is the Examiner's responsibility to ensure that the conversation remains on the topic.

**Examiners must return all speaking test material to EDI with written papers.**

**Speaking Text materials are banked for use with other LCCI IQ Centres.**

**DECLARATION BY CENTRE-APPOINTED EXAMINER(S)**

**To be completed and signed by Examiner(s) and returned with cassettes and all examination material**

Centre address

Centre code

Subject code

.....

Level

Venue of examination (if different from above)

held on 20

Total number of candidates at this examination session

I/We the undersigned Examiner(s) hereby certify:

- (a) That I was/we were present during the whole period of the examination as indicated below.
- (b) That the number of candidates who presented themselves was as indicated above.
- (c) That the accompanying cassettes were recorded in my/our presence.
- (d) That the examination regulations have been strictly complied with.
- (e) That the recorded candidates are who they say they are.

Dated this ..... day of ..... 20 .....



		Time examination session took place	
Name of Examiner (please print)	Signature of Examiner	Commenced at	Finished at
1			
I am not the candidates' tutor			
I have/have not* prepared EFB students previously			
2			
I am not the candidates' tutor			
I have/have not* prepared EFB students previously			
* Please delete as appropriate			

**NB: SAMPLE CASSETTES SHOULD BE CLEARLY LABELLED WITH THE CANDIDATES' NAMES IN THE CORRECT ORDER** and posted to EDI within 48 hours of completion of the EFB written papers. Where postal arrangements do not permit this, they should be sent by the first post on the next available working day.

- NOTES:
- 1 A separate Declaration is required for each examination room.
  - 2 Any remarks relating to this examination should be written on the back of this form.
  - 3 The cassette(s) must be clearly labelled, and the insert card(s) must indicate

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the ..... candidates' names and candidate numbers.



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