



# **Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ) (ASE1143)**

## **Specification**

First teaching from 2009

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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# Introduction

## LCCI qualifications

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LCCI qualifications are widely regarded by employers to prepare learners for key functions of modern international business. Employers, universities and professional bodies recognise them across the world.

This qualification is not regulated by any regulatory authority in the UK. It exists on Pearson's self-regulated framework (SRF).

Pearson LCCI offers a wide range of qualifications, which are available at Levels 1 to 4 across the following subject areas:

- English Language
- Marketing and Customer Service
- Business, Administration and IT
- Financial and Quantitative.

This specification is part of the English Language suite of LCCI qualifications.

Please refer to the Pearson qualification website for details of other qualifications in the suite.

## **Purpose of the specification**

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This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that a student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

## **Qualification aims**

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The aims of the Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ) qualification is to enable students to develop the spoken skills required to communicate effectively in English at a customer liaison level for the hospitality, travel and tourism industry.

The qualification is for students who wish to be able to communicate effectively in spoken English at a customer liaison level in the hospitality, travel and tourism industry.



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# Specification at a glance

The Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ) consists of one externally-examined assessment.

Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ)	
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Number of series: On demand</li> </ul>	<b>100% of the total qualification</b>
<p>Overview of content topics</p> <ol style="list-style-type: none"> <li>General spoken communication within a tourism context</li> <li>Holiday and accommodation types</li> <li>Leisure and business travellers and tourists</li> <li>Methods of travel</li> <li>Job roles in the travel and tourism industries</li> <li>Understanding and processing tourism-related information</li> <li>Tourism-related tasks</li> <li>The specialist language of the tourism industry</li> </ol> <p>In addition, students will be expected to demonstrate a level of general linguistic competence as outlined in topics 9 to 12:</p> <ol style="list-style-type: none"> <li>Linguistic competence (structures)</li> <li>Linguistic competence (concepts)</li> <li>Linguistic competence (vocabulary)</li> <li>Linguistic competence (functions)</li> </ol>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>One written, externally-set and marked examination, contributing 100% of the overall grade of the qualification.</li> <li>The examination will be 20 minutes (approx.)</li> <li>The examination will consist of two parts. Both parts carry equal mark weighting and candidates are assessed on their performance according to the following four assessment criteria – fluency, lexis (vocabulary), grammar and pronunciation             <ul style="list-style-type: none"> <li><b>Part 1 – Topic discussion</b></li> </ul> <p>Part 1 begins with a brief (2 minute) warm-up conversation where the test facilitator will introduce themselves and ask the candidate some general, basic questions such as their name, date of birth, where they are from, their job or what they are studying, what ambitions they have for the future, etc.</p> <p>This is followed by a preparation stage where the candidate will be given a topic sheet to study for 4 minutes in preparation for the topic discussion.</p> </li> </ul>	

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The topic discussion that follows lasts for 5 minutes and involves the test facilitator asking the candidate questions from the topic sheet. The test facilitator is not required to ask the candidate all of the topic sheet 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.

### - **Part 2 – Role play**

Part 2 begins with the test facilitator explaining the role play procedure to the candidate.

The facilitator should choose a role play that matches the topic chosen for the topic discussion section (e.g. TOPIC SHEET A + ROLE PLAY A). The candidate is then given a cue card to study for 4 minutes, containing the information required to respond to the test facilitator's questions. The test facilitator will then initiate a dialogue, which may last up to 6 minutes.

Examination tasks may be set within the following possible contexts:

- airports and airlines
- tourist information centres
- cruise ships, holiday/ski resorts, leisure centres, theme parks and camp sites
- hotels
- travel agencies
- rail, bus and coach stations.

Extracts of travel information taken from published international travel guides, manuals, timetables, maps, as well as tables, lists, charts and tourism texts in English **may** also be used to support the scenarios and provide the information on which the tasks are based.

Candidates are recommended to refer to the sample assessment materials for Spoken English for Tourism Level 1, which are available from the qualification page of the Pearson website ([qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci)).

- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.

### **Mark Allocation**

Four grades are available to candidates: Pass (P) Merit (M), Distinction (D) and Fail (F). The examiner gives Pass, Merit, Distinction or Fail grades based upon each of the following 4 criteria:

- Fluency
- Lexis
- Grammar
- Pronunciation

Marks are awarded as follows: 1 = Fail, 2 = Pass, 3 = Merit, 4 = Distinction

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General explanation of each criterion is outlined as follows:

### **Fluency (and interaction)**

This refers to the candidate's ability to speak comprehensibly at a reasonable speed, structure ideas in a coherent way and to keep the conversation going. A certain amount of hesitation is to be expected at lower levels, and responses to the questions will be shorter. At higher levels, it is expected that the candidates will produce longer, more natural sounding and more detailed responses, and that they will need less prompting from the examiner to keep talking.

### **Lexis (Vocabulary)**

This refers to the range and accuracy of the candidate's vocabulary. At lower levels, the focus will be on the candidate's ability to use the vocabulary at his/her disposal to communicate the intended meaning. This may include effective use of paraphrasing and circumlocution. As the levels increase, the candidate's vocabulary should be increasingly precise and they should need to rely less on paraphrasing and circumlocution.

### **Grammar**

This refers to the range and accuracy of grammatical structures (e.g., word order, tense, agreement, verb patterns). It is expected that candidates at higher levels should be able to use basic structures more accurately than those at lower levels. At higher levels, candidates should also be attempting to use more complex structures where it would be natural to use them.

### **Pronunciation**

This refers to the candidate's production and use of individual sounds, word stress, sentence stress, rhythm and intonation. It is not necessary for candidates to sound like a native speaker, even at Level 4. At each level, the main consideration is comprehensibility and how far the candidate's pronunciation problems interfere with communication or place strain upon the listener. This strain is expected to decrease as the levels increase.

### **Candidate Performance Measurement**

Pass 50%, Merit 60%, Distinction 75%

The pass mark for each of the above criterion is set at two out of four or 50% which is the pass mark for Spoken English for Tourism 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 merit/distinction requirements.
- *Merit* = minimum of three criteria scored at merit level + one at pass (or higher) but failing to meet distinction requirements.
- *Distinction* = minimum of three criteria scored at distinction level + one at merit.

The detailed marking descriptors for each criterion are as follows:

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### Criterion 1 – Fluency

Mark	Descriptor
4 distn	Usually manages to keep going. Relatively few pauses.
3 merit	Can produce some longer utterances. Fewer pauses.
<b>2 pass</b>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.
1 fail	The candidate is very hesitant and the examiner has to intervene often because of the candidate's inability to express themselves comprehensibly. There are frequent pauses or false starts and the candidate is often unable to provide more than minimal responses.

### Criterion 2 – Lexis

Mark	Descriptor
4 distn	Range and accuracy fully meet the requirements of the exam.
3 merit	Has sufficient vocabulary to provide more than a basic response.
<b>2 pass</b>	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
1 fail	The candidate does not have enough vocabulary to successfully describe or express opinions on the topic.

### Criterion 3 – Grammar

Mark	Descriptor
4 distn	Very good control of structures with few errors. May attempt more advanced structures with less success.
3 merit	Better control of structures – fewer systematic mistakes.
<b>2 pass</b>	Uses some simple structures correctly but still systematically makes basic mistakes, e.g. tends to mix up tenses and forgets to mark agreement. It is usually clear what they are trying to say.
1 fail	There are frequent problems with simple grammatical structures, e.g. basic syntax and word order, and there may be confusion of present and past tenses. The examiner may sometimes need to ask for clarification to establish intended meaning.

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### Criterion 4 – Pronunciation

Mark	Descriptor
4 distn	Can be understood throughout without strain. Minimal foreign accent.
3 merit	Very little need to request repetition.
<b>2 pass</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but interlocutors need to ask for repetition from time to time.
1 fail	Pronunciation is so poor that the candidate can only be understood with great difficulty. This may be due to problems with any aspect of pronunciation, e.g. individual sounds, intonation, rhythm, word stress, etc.

### Recommended Reading List and Support Material

At the time of publication of this Extended Syllabus, there is no one definitive text book to support studies for this qualification. However, the following publications may be helpful and useful. Additionally, reference to the sample assessments materials for the Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ) is also recommended.

#### Reading List

R Wyatt — *Check Your English Vocabulary for Leisure, Travel and Tourism* (A & C Black) ISBN-13: 9780747569961

P Strutt and D Horner — *English for International Tourism (Pre-intermediate) Teachers book* (Longman) ISBN-13: 9780582479906

I Dubicka and M O'Keeffe — *English for International Tourism (Pre-intermediate) Workbook* (Longman) ISBN-13: 9780582479890

I Dubicka and M O'Keeffe — *English for International Tourism (Pre-intermediate) Class CD/Cassette* (Longman) ISBN-13: 9780582479920/9780582479913

I Dubicka and M O'Keeffe — *English for International Tourism (Pre-intermediate) Course book* (Longman) ISBN-13: 9780582479883

I Dubicka and M O'Keeffe — *English for International Tourism, New Edition (Pre- intermediate) Course book* (Pearson) ISBN-13: 9781447923879

D Horner M. Jacob and P Strutt — *English for International Tourism (Intermediate) Teachers book* (Longman) ISBN-13: 9780582479821

P Strutt — *English for International Tourism (Intermediate) Workbook* (Longman) ISBN-13: 9780582479845

M Jacob, P Strutt and D Horner — *English for International Tourism (Intermediate) Class (CD/Cassette)* (Longman) ISBN-13: 9780582479869/9780582479852

P. Strutt — *English for International Tourism (Intermediate) Course book* (Longman) ISBN-13: 9780582479838

T Stott, R Holt and M Duckworth — *First Class English for Tourism* (Oxford University Press) ISBN-13: 9780194376028

K Harding and R Walker — *Oxford English for Careers: Tourism 1 Student's Book* (Oxford University Press) ISBN-13: 9780194569750

## Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ)

R Walker and K Harding — *Oxford English for Careers: Tourism 1 Teacher's Book* (Oxford University Press) ISBN-13 9780194569767

R Walker and K Harding — *Oxford English for Careers: Tourism 1 Audio CD* (Oxford University Press) ISBN-13: 9780194551021

L Jones — *Welcome! English for the Travel and Tourism Industry (Students book)* (Cambridge University Press) ISBN-10: 0521606594

L Jones — *Welcome! English for the Travel and Tourism industry (Teachers book)* (Cambridge University Press) ISBN-10: 0521606608

### Support Materials

R English — *World Travel Dictionary* (Columbus Press) ISBN-10: 1902221214

M Taylor — *World Travel Atlas* (Columbus Press) ISBN-10: 1902221796

G E Gee — *Calculations for Leisure, Travel & Tourism* (Hodder & Stoughton) ISBN-10: 0340551526

Model answers and past question papers are available on the qualification page of the Pearson website ([qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci))

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# Knowledge, skills and understanding

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## Content

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The following content must be covered to prepare students for the final assessment of this qualification.

Subject content	Students must be able to:
<b>1 General communication within a tourism context</b>	a) Exchange greetings, introductions, goodbyes and communicate routine and predictable tourism-related information
	b) Adopt an appropriate style or tone for the particular purpose
	c) Avoid ambiguity in communicating information
	d) Express attitude, opinion and evaluation, using a restricted range of routine expressions

Subject content	Students must be able to:
<b>2 Holiday and accommodation types</b>	a) Demonstrate an understanding of the range of holiday types that are available (e.g. package holidays, cruises, skiing holidays etc.)
	b) Demonstrate an understanding of the range of accommodation types available to travellers (e.g. hotels, hostels, campsites etc.)
	c) Describe the facilities that different types of accommodation may offer

Subject content	Students must be able to:
<b>3 Types of travellers and tourists</b>	a) Describe the different types of travellers and tourists and explain their reasons for travelling
	b) Describe and explain the range of needs that different types of travellers and tourists may have

Subject content	Students must be able to:
<b>4 Methods of travel</b>	a) Describe the variety of ways in which people can travel
	b) Explain the advantages and disadvantages of different types of travel

Subject content	Students must be able to:
<b>5 Job roles in the travel and tourism industry</b>	a) Describe the different job roles that occur in the hotel, catering, airline, ground transport and tourism industries
	b) Understand and explain the skills, qualities and qualifications needed to work in these roles.

Subject content	Students must be able to:
<b>6 Understanding and processing tourism-related information</b>	a) Understand the given material or data
	b) Understand specific vocabulary, terminology and abbreviations used by the travel and tourism industry
	c) Select information to complete the specific criteria of the task

Subject content	Students must be able to:
<b>7 Tourism-related tasks</b>	a) Use precise and accurate vocabulary appropriate to the task
	b) Perform the following general tourism-related tasks: <ul style="list-style-type: none"> <li>• check and represent information verbally from extracts of timetables, brochures provided</li> <li>• make announcements and provide information, instructions, directions</li> <li>• deal with enquiries and problems</li> </ul>
	c) Perform the following tasks specific to airports and airlines: <ul style="list-style-type: none"> <li>• make and confirm reservations</li> <li>• make announcements and give boarding directions and instructions</li> </ul>
	d) Perform the following tasks specific to tourist information centres: <ul style="list-style-type: none"> <li>• carry through reservations processes</li> <li>• make cancellations and amendments</li> <li>• give information on places of interest from given extracts</li> </ul>

Subject content	Students must be able to:
	<p>e) Perform the following tasks specific to: cruise ships, holiday/ski resorts, leisure centres, theme parks and camp sites:</p> <ul style="list-style-type: none"> <li>• check and amend guest/passenger lists/requirements</li> <li>• give information on places of interest from given extracts</li> <li>• understand basic catering terms, menus, dishes</li> <li>• advise on and explain anomalies</li> </ul>
	<p>f) Perform the following tasks specific to hotels:</p> <ul style="list-style-type: none"> <li>• confirm reservations</li> <li>• make modifications and cancellations</li> </ul>
	<p>g) Perform the following tasks specific to travel agencies:</p> <ul style="list-style-type: none"> <li>• extract information from given materials, holiday brochure extracts, etc. and give information</li> <li>• provide essential travel information</li> <li>• summarise and give information on places of interest</li> <li>• discuss reservations, amendments and cancellations</li> </ul>
	<p>h) Perform the following tasks specific to rail, bus, or coach stations:</p> <ul style="list-style-type: none"> <li>• extract ticket costs (adult, children, promotional fares)</li> <li>• confirm numbers: passengers, seats or tickets</li> </ul>

Subject content	Students must be able to understand and use the specialised vocabulary, idiomatic expressions, and abbreviations commonly used in the travel and tourist industry, including:
<p><b>8 The specialist language of the tourism industry</b></p>	<p>a) The following vocabulary items:  <i>adjoining/interconnecting rooms, aisle seat, allocation (of rooms/seats etc.), check-in, on/to board, boarding pass, berth, business class, carrier, charter, chain (hotel/restaurant), check-out, coach party, configuration (aircraft), confirmation, connecting flight, continental breakfast, cruise, deck plan, disembark, duty free, evacuate excess baggage, en suite, ferry, fly-drive front office, flight deck, flight crew, full board, guarantee policy, go first class, half board, hand baggage, hire car, inbound, in-flight, in-house, inclusive tour, independent traveller, itinerary, landing card, limousine service, motel, meal plan, non-refundable ticket, one-way ticket, outbound, one hour ahead, package, (off) peak, portage, promotional fare, quay, row, reconfirmation, resort representative, room types, safari park, high/low</i></p>

Subject content	Students must be able to understand and use the specialised vocabulary, idiomatic expressions, and abbreviations commonly used in the travel and tourist industry, including:
	<p><i>season, self-catering, sightseeing tour/excursion, souvenir, suite, supplement, tailor-made holiday, terminal, theme park, thoroughfare, tour guide, tourist class, transfer, twin-bedded, visa, validity, voucher</i></p>
	<p>b) The following phrasal verbs:</p> <p><i>to break down</i></p> <p><i>to check-in/out</i></p> <p><i>to fly over</i></p> <p><i>to go on/get off</i></p> <p><i>to pick up</i></p> <p><i>to put up</i></p> <p><i>to set off</i></p> <p><i>to stop off/over</i></p> <p><i>to take off</i></p> <p><i>to turn round</i></p> <p><i>to work out</i></p>
	<p>c) The following abbreviations:</p> <p><i>R.O. (room only)</i></p> <p><i>B&amp;B (bed and breakfast)</i></p> <p><i>F/B, H/B (full/half board)</i></p> <p><i>Tw, Sgl, Dbl (twin, single, double)</i></p> <p><i>Ex, Dep., Arr. ("from", departure, arrival)</i></p> <p><i>P.P. (per person)</i></p> <p><i>Pax (passengers)</i></p> <p><i>Air con, 5 dr (air conditioning, 5 door)</i></p> <p><i>Re, Ref (reference to)</i></p> <p><i>Req (required/requirements)</i></p> <p><i>TV (television)</i></p> <p><i>VIP (very important person)</i></p> <p><i>Mon, Tue, Wed etc. ... (Monday etc. ...)</i></p> <p><i>Jan, Feb, Mar etc. ... (January etc. ...)</i></p>

Subject content	Students must be able to:
<b>9 Linguistic competence (structures)</b>	a) Recognise and use the following verb forms: <ul style="list-style-type: none"> <li>• the simple present (e.g. <i>I enclose...</i>)</li> <li>• the present continuous (e.g. <i>I am enclosing...</i>)</li> <li>• the simple past (e.g. <i>You reserved...</i>)</li> <li>• the perfect (e.g. <i>I have booked...</i>)</li> <li>• the passive voice (e.g. <i>Brochures are sent./Tickets will be sent./The room has been cleaned.</i>)</li> <li>• the future expressed with present + time marker (e.g. <i>I am arranging your flight today.</i>)</li> <li>• the future expressed with <i>will</i> and <i>going to</i> (e.g. <i>We will/are going to allocate twenty rooms.</i>)</li> <li>• imperatives (e.g. <i>Please refer to our letter of...</i>)</li> <li>• the modals <i>can, may, would, must</i> and <i>will</i> (e.g. <i>We can offer you a discount for a group booking.</i>)</li> </ul>
	b) Recognise the following verb forms: <ul style="list-style-type: none"> <li>• the past continuous (e.g. <i>I was checking the timetable...</i>)</li> <li>• the past perfect (e.g. <i>He had invoiced...</i>)</li> <li>• the modals <i>could, shall</i> and <i>should</i> (e.g. <i>What table decorations should we purchase?</i>)</li> <li>• gerunds (e.g. <i>a client who enjoys playing golf can...</i>)</li> </ul>
	c) Recognise and use the following types of adjectives: <ul style="list-style-type: none"> <li>• possessive adjectives (e.g. <i>We refer to your letter of...</i>)</li> <li>• demonstrative adjectives (e.g. <i>He chose these hotels for the conference.</i>)</li> <li>• descriptive adjectives, comparatives and superlatives (e.g. <i>The weather report was very good./The climate is better in July.</i>)</li> </ul>
	d) Recognise the more complex descriptive adjectives <i>quite</i> and <i>rather</i> (e.g. <i>The resort representative was quite good at sorting out the problems at the hotel.</i> )
	e) Recognise and use the locative adverbs <i>here, there, anywhere</i> and <i>inside</i> (e.g. <i>Please come inside to the Hospitality Desk on arrival.</i> )
	f) Recognise the locative adverb <i>nowhere</i> (e.g. <i>There is nowhere for small children to play.</i> )

Subject content	Students must be able to:
	g) Recognise and use the following types of pronouns: <ul style="list-style-type: none"> <li>• possessive pronouns (e.g. <i>The suitcase is mine./Yours is in front of the reception desk.</i>)</li> <li>• indefinite pronouns (e.g. <i>Can anyone assist you?/Everything is under control.</i>)</li> <li>• relative pronouns and simple clauses with <i>that</i> (e.g. <i>The Conference Manager, who was organising the event.../The catering supplies that must be ordered.</i>)</li> </ul>
	h) Recognise the indefinite pronouns <i>somebody, nobody</i> (e.g. <i>Is somebody coming to meet the group?</i> )
	i) Recognise the relative pronoun <i>whom</i> (e.g. <i>To Whom it may concern...</i> )
	j) Recognise and use the determiners <i>a</i> and <i>the</i> (e.g. <i>The memo you wrote./A city guide.</i> )
	k) Recognise and use the demonstratives <i>this, that, these</i> and <i>those</i> (e.g. <i>Please take these vouchers with you.</i> )
	l) Recognise and use the quantifiers <i>a lot of</i> and <i>some of</i> (e.g. <i>A lot of new trainees are joining the airline.</i> )
	m) Recognise the quantifiers <i>enough</i> and <i>much</i> (e.g. <i>We have enough fuel.</i> )
	n) Recognise and use the interrogatives <i>when, where, why, what, how far, how much</i> and <i>how many</i> (e.g. <i>When did you write?/How many rooms did you reserve?</i> )
	o) Recognise and use subordinate clauses with <i>if, that, because, where</i> and <i>when</i> (e.g. <i>We shall repeat the tour when we have twenty bookings./Our client wishes to cancel the holiday because he is too ill to travel.</i> )
	p) Recognise and use the first conditional (e.g. <i>If the fog clears, the plane will take off. If you need any more information, please let me know.</i> )

Subject content	Students must be able to understand and express the following concepts:
<b>10 Linguistic competence (concepts)</b>	a) Spatial relationships: <ul style="list-style-type: none"> <li>• geographical location <i>north, south, east, west</i></li> <li>• distance <i>near, far, from..., to...</i></li> <li>• directions <i>left, right, straight on, across, along</i></li> </ul>
	b) Time: <ul style="list-style-type: none"> <li>• days of the week</li> <li>• telling the time</li> <li>• sequence <i>first, last, then</i></li> <li>• <i>starting, finishing</i></li> <li>• frequency <i>once, twice, weekly, daily</i></li> <li>• duration <i>during the tour/flight</i></li> </ul>
	c) Quality: <ul style="list-style-type: none"> <li>• shape <i>round, square</i></li> <li>• dimension: size <i>big, high</i>; length <i>kilometre, long</i>; weight <i>kilo, heavy</i></li> </ul>
	d) Evaluation and opinion: <ul style="list-style-type: none"> <li>• a limited range of adjectives PLUS those used to describe places, facilities etc. in guide books and brochures (e.g. <i>romantic, luxurious, comfortable, budget, peaceful, lively, busy, historic, ancient, tropical, stony, hilly, charming, unspoiled, welcoming, ruined</i>) also nouns used in adjectival form to describe colours (e.g. <i>golden sand, emerald sea</i>)</li> <li>• <i>cheap/expensive</i></li> <li>• <i>better/worse</i></li> <li>• <i>easy/difficult</i></li> </ul>

Subject content	Students must be able to use vocabulary in the following areas:
<b>11 Linguistic competence (vocabulary)</b>	a) Social exchanges (e.g. <i>greetings/forms of address and introduction/leave-taking/expressing interest in job-related activities/leisure pursuits</i> )
	b) Social arrangements (e.g. <i>making suggestions, issuing invitations/responding by acceptance or declining/making simple arrangements for meetings and functions/food and drink</i> )
	c) Selecting destinations based on: <ul style="list-style-type: none"> <li>• hobbies and interests (e.g. <i>fishing, sailing, photography, painting</i>)</li> <li>• entertainment (e.g. <i>sightseeing, theatre, cinema, music, dancing</i>)</li> <li>• sporting activities (e.g. <i>tennis, golf, water sports</i>)</li> <li>• weather/climate conditions (e.g. <i>hot, sunny, windy, mild, cool, cold, rain, storms, fog, snow, humidity</i>)</li> </ul>
	d) Travel arrangements (e.g. <i>types of travel – rail, road, air/booking arrangements/arrival and departure/destinations, duration of journeys/arrangements for meeting clients/hotel bookings and facilities/services available</i> )
	e) The workplace: <ul style="list-style-type: none"> <li>• organisations (e.g. <i>simple job titles/occupations/relationships within the organisation</i>)</li> <li>• workplace items (e.g. <i>furniture and equipment in everyday use/correspondence methods/daily working routines</i>)</li> <li>• orders (e.g. <i>cardinal numbers to 5 digits/ordinal numbers to 2 digits/approximations</i>)</li> <li>• quantities (metric)/dates for delivery, arrival and departure/availability of goods and services</li> <li>• making payments, credit cards</li> </ul>
	f) Products and services: <ul style="list-style-type: none"> <li>• basic description of products in the travel and tourism industry</li> <li>• simple faults, symptoms and remedies</li> <li>• simple operational instructions for basic equipment</li> <li>• shapes, dimensions, texture, colours, materials</li> <li>• simple evaluation and opinion about familiar items and procedures</li> </ul>

Subject content	Students must be able to use vocabulary in the following areas:
	g) Accommodation: <ul style="list-style-type: none"> <li>• features, furniture, amenities</li> <li>• services (e.g. <i>hot water, room services</i>)</li> <li>• regional varieties, differing type</li> </ul>

Subject content	Students must be able to recognise and use expressions of:
<b>12 Linguistic competence (functions)</b>	a) Desires: <ul style="list-style-type: none"> <li>• positive desires (e.g. <i>I want a room with a sea view.</i>)</li> <li>• negative desires (e.g. <i>I do not want to stay in the city centre.</i>)</li> <li>• enquiring about desires (e.g. <i>What do you want to do about booking the holiday?</i>)</li> </ul>
	b) Preferences (e.g. <i>I would prefer a job in reception./ I would rather not travel by air.</i> )
	c) Apology (e.g. <i>I am so sorry you missed your flight.</i> )
	d) Regret (e.g. <i>We are sorry to inform you that we are fully booked until...</i> )
	e) Gratitude and pleasure: <ul style="list-style-type: none"> <li>• <i>Thank you very much for booking with us</i></li> <li>• <i>The resort was very pleasant indeed</i></li> </ul>
	f) Social conventions: <ul style="list-style-type: none"> <li>• greetings (e.g. <i>Good morning/How are you?/How are things?</i>)</li> <li>• responding to greetings (e.g. <i>I'm fine, thank you./ I am very well.</i>)</li> <li>• addressing a customer (e.g. <i>Please excuse me, Sir/Madam.</i>)</li> </ul>
	g) Communication repair: <ul style="list-style-type: none"> <li>• <i>Can you repeat the last name please?</i></li> <li>• <i>Sorry, when do you want to leave for...?</i></li> <li>• <i>Excuse me, but I lost your instructions.</i></li> </ul>

Note: It is helpful for students to have a good knowledge of world geography.

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## Assessment delivery guidance

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The test facilitator may be a teacher and may be the person who teaches the group of students who are to be tested.

A set of assessment materials (1 set for every 10 candidates) will be delivered in a sealed envelope and must not be opened until the day of the tests.

Each set of assessment materials contains three topic discussion options and three role play scenarios (A, B or C). A topic sheet and role play scenario should match (i.e. the same code letter for each, e.g. TOPIC SHEET A + ROLE PLAY A) and be picked at random by the test facilitator for each candidate. These must be returned to the test facilitator at the end of the test as they may be re-used. A set of assessment materials consists of the following:

- (1) An information sheet for the test facilitator, providing information about the conduct and timings of the tests.
- (2) Topic sheets (candidate copy) containing:
  - instructions for the candidate
  - the topic for conversation during the test
  - questions and suggestions for the framework of the conversation
- (3) Topic sheets (Test Facilitators copy) containing:
  - candidate instructions
  - the topic for conversation during the test
  - questions and suggestions for the framework of the conversation
  - background notes for test facilitator
- (4) Role play instructions and candidate cue card
- (5) Role play instructions and examiner cue card
- (6) Guided dialogue (this is suggested role play dialogue and is for test facilitators reference only)

Centres will also be provided with an Invigilator Declaration and Attendance Report, a Mark Sheet and a copy of the guidance notes, which detail the test procedure. It is, however, the centres responsibility to provide audio cassettes with labels so that the tests can be recorded.

### Return of materials

After completion of the tests, the audio cassettes, Invigilator Declaration and Attendance Report, Mark Sheet and speaking test materials must be returned to Pearson using the address given to you with the assessment materials. All materials must be sent by a secure method of delivery.

## Procedure

1. Before the day of the test, the test facilitator must ensure that they are completely familiar with these guidance notes and the instructions contained within the sample assessment materials.
2. The test facilitator should ensure that the centre makes adequate provision for the satisfactory conduct of the test, including blank cassettes, labels and recording equipment. Any inadequacies should be reported to Pearson.
3. On the day of the test, the test facilitator may open the envelope containing the assessment materials and familiarise themselves with the content.
4. The tests should be held according to a pre-arranged schedule and only one candidate should be in the examination room at a time. Each candidate must sign the attendance register (Invigilator Declaration and Attendance Report) before the test begins.
5. Each of the topic sheets and role play scenarios will have a code letter assigned to them (A, B, C). A topic sheet and role play scenario should match (i.e. the same code letter for each, e.g. TOPIC SHEET A + ROLE PLAY A) and be picked at random by the test facilitator for each candidate. The test facilitator should make note the codes used for each candidate along with the candidate name and number in the appropriate column on the Mark Sheet document.
6. The test facilitator should begin the assessment with a "warm up" conversation as per the test instructions. Candidates are then to be given their topic sheet to study before the test begins. They may not make notes.
7. Once the preparation time has passed, the test facilitator should start the cassette recorder and commence the test. At the beginning of each new Speaking Test, the examiner must speak the candidate's candidate number and name onto the recording. The recorder should run without pause for the entire length of an examination. Between examinations, the recorder may, however, be stopped.
8. The questions on the Speaking Test topic sheets are to be used by the examiner as a basis for the conversation. 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.
9. When the time allocated for the topic discussion is up, the test facilitator should inform the candidate. The test facilitator should then explain the role play procedure and then give the candidate the cue card to study for the period of time stipulated on the instructions. They should ensure that the candidate understands the role play instructions and then ask the candidate to begin.
10. When the time allocated for the role-play is up the test facilitator should advise the candidate that the assessment is finished and that they may now leave the room. The test facilitator should then label the cassette clearly with the centre name, centre number and order number and should write the candidates' names and candidate numbers on the cassette insert card.
11. The complete set of Speaking Test materials must be returned to Pearson. The centre is not allowed to make copies of any Speaking Test materials for any purposes.

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## Aims of assessment

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The examination will assess the candidate's ability to:

- produce a range of simple language that is sufficiently accurate and clear to be understood by a listener
- demonstrate an understanding of the different types of travellers and tourists, the ways in which they travel, and the types of accommodation available to them
- demonstrate an understanding of the working roles of people in the hotel, catering, airline, ground transport and tourism industries
- use the specialised language of the travel and tourism industry
- understand simple information and/or instructions related to the tourism industry and act on them or respond appropriately when required
- contribute to and interact effectively in a variety of simulated practical tourism-related tasks

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## **Entry and assessment information**

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Please see the *Pearson Information Manual* and the *Pearson LCCI examination regulations*, available from our website: [qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci)

### **Student entry**

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Details on how to enter students for the examination for this qualification can be found on our website: [qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci).

### **Combinations of entry**

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There are no forbidden combinations of entry for this qualification.

### **Resitting the qualification**

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Candidates can resit the examination for the Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ).

It is strongly advised that candidates do not register to undertake a resit until they have received the results from their previous examination.

## Access arrangements, reasonable adjustments and special consideration

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### Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

### Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

### **Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

### **Further information**

Please see our website or email [internationalenquiries@pearson.com](mailto:internationalenquiries@pearson.com) for further information on how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the Joint Council for Qualifications (JCQ) website: [www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration](http://www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration)

## **Equality Act 2010 and the Pearson equality policy**

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document Access Arrangements, Reasonable Adjustments and Special Considerations, which is on our website, [qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html](http://qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html)

## Malpractice

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Cases of alleged, suspected or confirmed malpractice must be dealt with in accordance with the latest Joint Council for Qualifications (JCQ) General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

Pearson cares greatly about the integrity of its qualifications and is aware that incidents of malpractice threaten that integrity, adversely affect learners and undermine public confidence in the delivery and awarding of qualifications. For this reason, Pearson takes malpractice incidents extremely seriously and investigates all allegations it receives as fully as possible. Where malpractice is proven Pearson will impose appropriate penalties and/or sanctions on those found to be responsible, which can include debarment from delivery of Pearson qualifications (for staff) and disqualification (for learners).

### **Candidate malpractice**

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ M1 Form (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London,

WC1V 7BH. Please provide as much information and supporting documentation as possible. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### **Staff/centre malpractice**

Staff and centre malpractice includes both deliberate malpractice and maladministration of Pearson qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of alleged or suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ M2(a) Form (available at: [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice. More detailed guidance on malpractice can be found on our website at: <http://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html> and in the latest version of the JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available at: [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)

## **Language of assessment**

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Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

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## Other information

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### Guided Learning Hours (GLH)

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Guided Learning Hours: the number of teacher-led contact hours required to support student achievement for a qualification.

For the Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ) we recommend 70–80 GLH.

Centres should ensure students have additional time for self-study and preparation for the final examination, which is in addition to the GLH stated above.

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### Student recruitment

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

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### Prior learning and other requirements

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There are no formal entry requirements for this qualification.

Pearson recommends that students have a general English proficiency equivalent to the Council of Europe's Waystage Level (A2) and in addition will need to apply and use the special vocabulary, idiomatic expressions and abbreviations generally used in the travel and tourism industry.

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### Progression

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Students may progress to the Pearson LCCI Level 2 Certificate in Spoken English for Tourism (VRQ), which is intended for those who are considering work in the travel and tourism industry at a junior management or supervisory level.

Students may also progress to achieve the Level 1 English for Tourism (EFT) group award by achieving the Pearson LCCI Level 1 Written English for Tourism (WEFT). English for Tourism is a group award made up of Written English for Tourism and Spoken English for Tourism and is available at both Level 1 and Level 2. Although the written and spoken examinations can be taken separately, candidates are recommended to take both parts where possible. To be awarded the group qualification, candidates must be registered for the English for Tourism qualification rather than the two separate awards.

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## Codes

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The subject code for Pearson LCCI Level 1 Certificate in Spoken English for Tourism (VRQ) is: ASE1143. The subject code is used by centres to enter students for a qualification.

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# Support, training and resources

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## **Training**

Pearson offers support and training to teachers on standard of delivery and preparing students to meet the assessment requirements.

## **Specifications, sample assessment materials and teacher support materials**

To find a list of all the support documents available please visit [qualifications.pearson.com](http://qualifications.pearson.com)

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**For more information on Pearson and LCCI qualifications please  
visit our website: [qualifications.pearson.com](http://qualifications.pearson.com)**

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