



International
Qualifications from EDI

Spoken English for Tourism Level 2

Extended Syllabus

Effective from 2009

INTRODUCTION

Education Development International (EDI) is a leading international awarding body that was formed through the merger of the London Chamber of Commerce and Industry Examinations Board (LCCIEB) and a leading online assessment provider GOAL. EDI now delivers LCCI International Qualifications (LCCI IQ) through a network of over 4000 registered centres in more than 100 countries worldwide. Our range of business-related qualifications are trusted and valued by employers worldwide and recognised by universities and professional bodies.

All LCCI International Qualifications are supported by Extended Syllabuses, which are a part of a comprehensive package of support materials offered by EDI. This package includes past question papers, Model Answers, and a range of How to Pass books, all of which are designed to offer help and guidance to teachers and candidates, and to enhance chances of success in LCCI IQ examinations.

What are Extended Syllabuses?

Extended Syllabuses specify in detail the learning and assessment requirements of LCCI IQ awards.

Each one, produced by the subject Chief Examiner, will state in detail the following:

- Aims and assessment objectives of the award
- Intended target audience and possible candidate progression for holders of the award
- Syllabus topics and syllabus coverage in examinations
- Examination format
- Guided learning hours
- Pass mark information and mark allocation
- Recommended reading list and support material
- Detailed listing of syllabus topics and syllabus elements

Who are they for and how can they be of use?

They are designed for:

- Teachers who will find them invaluable when designing courses and planning lessons.
- Candidates who will find them essential because they can be used as checklists when preparing for examinations. Candidates will also be able to refer to Extended Syllabuses when planning revision programmes.

Spoken English for Tourism Level 2

Aims

The aims of this qualification are to enable candidates to develop the spoken skills required to:

- communicate effectively in English at a professional or supervisory level in the hospitality, travel and tourism industry.

Assessment Objectives

The examination will assess the candidate's ability to:

- produce a range of relevant language which will be clearly understood by a listener.
- recognise implicit meaning and attitude and respond using an adequate level of cultural awareness and expression of appropriate sentiment and suitable tone
- describe and discuss different types of travellers and tourists, the ways in which they travel and types of accommodation available to them
- describe and explain the different job roles and work relationships that occur in the hotel, catering, airline, ground transport, hospitality and tourism industries.
- use the specialised language of the travel and tourism industry
- understand routine information and/or instructions related to the tourism industry and act upon these or respond appropriately
- respond effectively to given stimulus information.
- Contribute to and interact effectively in a variety of simulated practical tourism-related tasks

Target Audience and Candidate Progression

Level 2 Spoken English for Tourism has been designed to complement the Level 2 Written English for Tourism qualification and is a mandatory component of the Level 2 English for Tourism qualification.

This qualification is specifically intended for people preparing for, or working in, the tourism industry, either overseas or in the UK. It examines their ability to communicate effectively in spoken English at a professional level.

Candidates will be expected to have a general English proficiency equivalent to the Council of Europe's Threshold Level (B1), but in addition they will need to demonstrate their understanding and use of the specialised language and terminology used in the travel and tourism industry.

Syllabus Topics

- 1 Routine spoken communication within a tourism context
- 2 Holiday and accommodation types
- 3 Leisure and business travellers and tourists
- 4 Methods of travel
- 5 Job roles in the travel and tourism industries
- 6 Tourism-related information processing and reformulation
- 7 Travel and tourism-related tasks
- 8 The specialist language of the tourism industry

In addition, candidates will be expected to demonstrate a level of general linguistic competence as outlined in syllabus topics 9 to 14.

Examination Format

Candidates are assessed via a 20 minute (approx) spoken examination, which consists 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.

Part 1 – Topic discussion

Part one 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, and what ambitions they have for the future, etc.

This is followed by a preparation stage where the candidate will be given a topic sheet to study for 5 minutes in preparation for the topic discussion.

The topic discussion that follows lasts for 6 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 (eg TOPIC SHEET A + ROLE PLAY A). The candidate is then given a cue card to study for 4 minutes which contains 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 will be set within the following possible contexts:

- travel clerks and travel consultants in travel agencies and in business travel departments
- marketing assistants, travel organisers, finance staff in tour operations
- travel and tourism information officers in tourist information centres and tourist boards
- reception/front of house staff and supervisory/junior management grades in hotels
- conference and event organisers in conference centres and in hotels
- tour operator's representatives at holiday resorts
- tour guides on coach tours and on tourist sites

- entertainment officers, tour operator's representatives, supervisory staff on cruise ships
- customer/public relations officers, supervisory grades at leisure centres, theme parks and camp sites and in airlines.

Extracts of travel information taken from published international travel guides, manuals, brochures, 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 also recommended to refer to the sample assessment materials for Spoken English for Tourism Level 2, which are available from EDI.

Guided Learning Hours

EDI recommends that 80-90 Guided Learning Hours (GLHs) provide a suitable course duration for an 'average' candidate at this level. This figure includes direct contact hours as well as other time when candidates' work is being supervised by teachers. Ultimately, however, it is the responsibility of the training centres to determine the appropriate course duration based on their candidates' ability and level of existing knowledge. EDI's experience indicates that the number of GLHs can vary significantly from one training centre to another.

Marking criteria and scoring

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

The examiner gives Pass, Credit, 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 = Credit, 4 = Distinction

A general explanation of each criterion is outlined below and the detailed marking criteria are found on page 8.

General description of the four criteria

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.

Pass mark information and mark allocation

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 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 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.

The detailed descriptors for each criterion are as follows:

Spoken English for Tourism: Level 2 marking descriptors

Criterion 1 – Fluency

Mark	Descriptor
4 distn	Can express him/herself with ease with no/very little hesitation or word searching.
3 credit	Can express him/herself with ease most of the time with little hesitation or word searching.
2 pass	Can express him/herself with relative ease. Despite some problems in formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.
1 fail	Speech may be slow and hesitant, with frequent pauses, with the candidate unable to move beyond minimal responses on a topic. Some candidates may have reasonably natural speed of delivery, but the listener has difficulty in following the candidate's argument.

Criterion 2 – Lexis

Mark	Descriptor
4 distn	No/very few errors. It is clear what he/she is trying to express. A wide range of vocabulary for this level.
3 credit	Relatively few errors. Always/nearly always clear what he/she is trying to express. Able to use accurately some less elementary terms.
2 pass	Shows good control of elementary vocabulary but major errors may occur when expressing more complex thoughts or handling unfamiliar topics or situations.
1 fail	The candidate has difficulty in selecting appropriate vocabulary, even on straightforward questions, and relies excessively upon basic, general terms such as 'nice' or 'good'. The candidate has insufficient vocabulary to express more complex ideas.

Criterion 3 – Grammar

Mark	Descriptor
4 distn	No/very few errors. Excellent control of a wide range of grammar for this level.
3 credit	Few errors. Good control. Some ability to use a wider range of grammar.
2 pass	Communicates with reasonable accuracy. Generally good control. Errors occur, but it is clear what he/she is trying to express.
1 fail	There are frequent errors of agreement, syntax and confusion of tenses, which place considerable strain on the listener, and which may contribute to misunderstandings.

Criterion 4 – Pronunciation

Mark	Descriptor
4 distn	No/very little trace of native language interference.
3 credit	No/very few mispronunciations although some native language interference is detectable.
2 pass	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
1 fail	Pronunciation errors (eg, individual sounds, intonation, word-stress, etc) put significant strain on even a sympathetic listener, and frequently communication may be impaired

Recommended Reading List and Support Materials

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 Level 1 Spoken English for Tourism is also recommended.

Reading List

Title	Author/editor	Publisher	ISBN Code
Check Your English Vocabulary for Leisure, Travel and Tourism	R. Wyatt	A & C Black	9780747569961
English for International Tourism (Intermediate) Teachers book	D. Horner, M. Jacob P. Strutt	Longman	9780582479821
English for International Tourism (Intermediate) Workbook	P. Strutt	Longman	9780582479845
English for International Tourism (Intermediate) Class (CD / Cassette)	M. Jacob, P. Strutt and D. Horner,	Longman	9780582479869 9780582479852
English for International Tourism (Intermediate) Course book	P. Strutt	Longman	9780582479838
English for International Tourism (Upper-Intermediate) Teachers book	M. Jacob and P. Strutt	Longman	9780582237544
English for International Tourism (Upper-Intermediate) Workbook	M. Jacob and P. Strutt	Longman	9780582298514
English for International Tourism (Upper-Intermediate) Class (Cassette)	M. Jacob and P. Strutt	Longman	9780582237551
English for International Tourism (Upper-Intermediate) Course book	M. Jacob and P. Strutt	Longman	9780582237537
Going International Student's Book	K. Harding	Oxford University Press	9780194574006
Going International Workbook	K. Harding	Oxford University Press	9780194574020
Going International Teacher's Resource Book	K. Harding	Oxford University Press	9780194574013
Going International Cassette	K. Harding	Oxford University Press	9780194574037

High Season Student's Book	K. Harding and P. Henderson	Oxford University Press	9780194513081
High Season Workbook	K. Harding and P. Henderson	Oxford University Press	9780194513104
High Season Teacher's Book	K. Harding and P. Henderson	Oxford University Press	9780194513074
High Season Cassette	K. Harding and P. Henderson	Oxford University Press	9780194513098
Oxford English for Careers: Tourism 2 Teacher's Book	TBC (Due for release 2007)	Oxford University Press	9780194551038
Oxford English for Careers: Tourism 2 Student's Book	TBC (Due for release 2007)	Oxford University Press	9780194551045
Oxford English for Careers: Tourism 2 Audio CD	TBC (Due for release 2007)	Oxford University Press	9780194551052

Support Materials

World Travel Dictionary	Richard English	Columbus Press	1902221214
World Travel Atlas	M Taylor	Columbus Press	1902221796
Calculations for Leisure, Travel & Tourism	Gordon E. Gee	Hodder & Stoughton	0-340 551526

Delivery Guidance Notes

Candidate registration

Candidates for the Spoken English for Tourism qualification must be registered with EDI before they can complete the test. Centres are responsible for ensuring that deadlines for registration are met.

Delivery

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 (ie the same code letter for each, eg 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 EDI 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 EDI.
- 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 (ie the same code letter for each, eg 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 EDI. The centre is *not* allowed to make copies of any Speaking test materials for any purposes.

Syllabus Topic	Items Covered
1 Routine communication within a tourism context	<p>Candidates must be able to:</p> <ul style="list-style-type: none"> 1.1 Communicate clearly and effectively in a variety of routine travel and tourism situations including requesting and confirmation of information and decisions, providing information, responding to/making a complaint/apology, expressing concern, regret, agreement, disagreement, dissatisfaction, approval, mediation etc 1.2 Ask, and respond appropriately, to a range of predictable, questions set within a tourism context 1.3 Exchange factual information relating to work and personal circumstances 1.4 Adopt an appropriate tone according to a given situation 1.5 Avoid ambiguity in communicating information 1.6 Express attitude, opinion and evaluation, using a range of expressions
2 Holiday and accommodation types	<p>Candidates must be able to:</p> <ul style="list-style-type: none"> 2.1 Describe and discuss the range of independent, tailor-made and package holidays that are available and their advantages and disadvantages 2.2 Describe and discuss the categories of accommodation that are available to travellers and tourists and their advantages and disadvantages 2.3 Identify the range of facilities that different types of accommodation may offer and the grading systems.
3 Types of travellers and tourists	<p>Candidates must be able to:</p> <ul style="list-style-type: none"> 3.1 Describe and explain the different types of travellers and tourists and their reasons for travelling.

- 3.2 Identify and explain the range of needs and expectations that leisure and business travellers may have
- 3.3 Identify and explain the range of services available to travellers and tourists, before their departure, in transit and during their stay.

4 Methods of travel

Candidates must be able to:

- 4.1 Describe the variety of ways in which people can travel.
- 4.2 Discuss how and why business and leisure travellers and tourists choose their methods of travel
- 4.3 Discuss the advantages and disadvantages of different types and classes of travel

5 Job roles in the travel and tourism industry.

Candidates must be able to:

- 5.1 Discuss the different job titles and working relationships of people in the hotel, catering, airline, ground transport, hospitality and tourism industries
- 5.2 Describe the work tasks, responsibilities and routines of job roles in hotel, catering, airline, ground transport, hospitality and tourism industries
- 5.3 Identify and discuss the skills, personal attributes and qualifications needed to work in these roles.
- 5.4 Demonstrate an understanding of the importance of customer relations skills and the impact that they have on customers
- 5.5 Demonstrate an understanding of how communication skills such as conveying information clearly and listening carefully contribute to the successful operation of a tourism business or organisation
- 5.6 Understand the value of personal qualities, such as honesty, reliability and enthusiasm, and team working skills in a tourism workplace

- 5.7 have an understanding of the organisation of the hospitality, travel and tourism industry

6 Tourism-related information; processing and reformulation

Candidates must be able to:

- 6.1 Check texts, lists, invoices, extracts from authentic, published travel and tourism manuals and holiday brochures in order to extract information and determine costs of travel, services, entry tickets, accommodation, car hire, numbers of passengers, journey/event duration, etc,
- 6.2 Communicate this information accurately, clearly and logically according to the situation

7 Travel and tourism-related tasks

In addition to the travel and tourism-related detailed in the Spoken English for Tourism Level 1 syllabus, candidates must be able to:

- 7.1 Deal with enquiries, emergencies, problems and complaints
- 7.2 Check, calculate, modify, and convey information as instructed
- 7.3 Select, plan, organise and provide information to client specific criteria, including designing tour/travel itineraries
- 7.4 Carry through reservations processes.
- 7.5 Demonstrate a good understanding of world geography

8 The specialist language of the tourism industry

Candidates must be familiar with the specialised vocabulary, idiomatic expressions, terminology and abbreviations commonly used in the travel and tourism industry including for example:

Note: Teachers and Candidates are strongly advised to ensure that they are also familiar with the examples of tourism specific vocabulary and terminology indicated in the Spoken English for Tourism Syllabus at Level 1.

- 8.1 Vocabulary and terminology such as:
- add-on (*additional/extra arrangement or charge*)
- airside (*after check in, passport control, etc*)

allocation (*assignment of rooms/seats*)
 block booking (*group reservation*)
 bond/bonded (*guarantee of protection*)
 bucket shop (*agency selling discounted tickets*)
 caterers (*company providing prepared food*)
 collision damage waiver (CDW) (*extra insurance protection against damage to a hired car*)
 complimentary (*free of charge*)
 convention/seminar (*meetings of delegates from an organisation*)
 coupon (*portion of a travel ticket*)
 deposit/option reservation (*reservation held with an advance payment or for a short time without commitment*)
 excursionist (*person staying less than 24 hours*)
 fly cruise/fly drive (*combination of air and sea or air and car hire transportation*)
 front/back of house (*reception area of hotel/administration area of hotel not usually in contact with guests*)
 game/wildlife (*wild animals for hunting/viewing*)
 gateway (*main arrival/departure point for a tour/service*)
 ground operator/arrangements (*agent organising services for a company or group at the destination*)
 guest house (*small commercial establishment offering accommodation for tourists*)
 handicrafts/souvenirs (*articles made by hand and bought by tourists to take home*)
 inbound/outbound tourism (*passengers arriving into/leaving from a country*)
 infrastructure (*provision of roads, services, airports, stations, local transport, accommodation, restaurants, etc. needed to support tourism requirements*)
 incentive travel (*reward to successful members of staff and valued clients*)
 manifest (*list of passengers on a ship/plane*)
 picnic (*packed meal*)
 rack rate (*published, regular cost of a hotel room*)
 revalidation sticker (*attachment showing changes to a travel reservation*)
 rooming list (*names of clients and their*)

requirements for accommodation)
route planning (detailed journey plan)
self catering (accommodation with facilities to prepare food)
side trip (excursion)
short/long haul (air travel of more/less than 5 hours, usually)
special interest tour (holidays for people interested in specific activities)
special needs (special requirements eg for passengers with a physical disability)
stabiliser (a device which limits a ship's rolling movement)
to stow (put away luggage, etc)
tariff (charge/cost)
time zone (calculation of time before/after GMT in any part of the world)
tip/gratuuity (additional percentage payment for a service)
trek (travel on foot)
up market (higher quality/more expensive)
venue (place agreed for meetings)

- 8.2 Descriptive nouns used in guide books such as *hideaway* or *retreat*
- 8.3 Geographical features (eg *volcano, stream, delta, bay, shoreline, cliff, oasis*)
- 8.4 Imported words (eg *a la carte, barbecue, bidet, buffet, couchette, cuisine, chalet, duvet, deluxe, detour, en route, fiesta, terrace*)
- 8.5 Phrasal verbs, including for example:

to come across
to come to
to cut off
to drop off
to drop round
to go ahead
to go off duty
to go round
to hand out
to hand back
to move onto
to off load
to pass through
to see off
to speed up
to slow down
to stand by

to upgrade
to walk through
to wander round

8.6 Abbreviations such as:

Hrs hour (the flight will depart at
15.30 hrs)
Day 1 Mon/Monday
Day 2 Tue/Tuesday

Also the use of codes for
City/airport/airline/currency (eg
LHR-London Heathrow Airport,
QF- Qantas Airways (Australia), *US\$ -*
American Dollars, etc)

**9 Linguistic competence
(structures)**

Candidates must be able to use:

9.1 Recognise and use the following verb forms

9.1.1 the simple passive
(eg *Doors are locked at midnight*)

9.1.2 the continuous passive (eg
Tickets are being sent first class)

9.1.3 the past continuous (eg *I was telephoning the airport all morning*)

9.1.4 the past perfect (eg *He has paid the bill*)

9.1.5 the future using *intend to* and *about to* (eg *They are about to take off*)

9.1.6 the modals *could*, *shall*, *should*
(eg *She could start work in reception tomorrow*)

9.1.7 gerunds (eg *clients enjoy sitting in the hotel gardens*)

9.2 Recognise the following verb forms

9.2.1 the present perfect continuous
(eg *I have been reading your report*)

- 9.2.2 the modals *have to* and *ought to* (eg *You have to have inoculations for typhoid...*)
- 9.3 Recognise and use the descriptive adjectives *quite* and *rather* (eg *Bookings will be quite good next month / This situation is now rather urgent*)
- 9.4 Recognise the descriptive adjective *the same as* (eg *Our prices this year will be the same as last year*)
- 9.5 Recognise and use the indefinite pronouns *someone* and *nobody* (eg *Someone ought to pay them a visit / Nobody is to use the swimming pool*)
- 9.6 Recognise the indefinite pronouns *each* and *both* (eg *One for each passenger / We'll use both coaches*)
- 9.7 Recognise and use the relative pronoun *whom* (eg *To whom was the problem reported?*)
- 9.8 Recognise and use the quantifiers *enough* and *much* (eg *We have enough bar stock / We won't need much foreign currency*)
- 9.9 Recognise and use the following clauses
- 9.9.1 the first conditional (present tense in the *if* clause, *will*, *shall* or imperative in the main clause) (eg *If you need the brochures quickly, I will send them by special delivery*)
- 9.9.2 the second conditional (past tense in the *if* clause, *would*, *should* in the main clause) (eg *If you travelled to that destination you should have inoculations*)
- 9.10 Recognise the third conditional (past perfect in the *if* clause, *would have / should have* + past participle in the main clause) (eg *If you had wanted the brochures quickly, we would have sent them by special delivery*)

**10 Linguistic competence
(concepts)**

Candidates must be able to understand and express the following concepts:

10.1 Space

10.1.1 distance

- *from, to*
- *remote*

10.1.2 direction

- prepositions (eg *across along*)

10.1.3 location

- nouns (eg *place/position*)
- verbs (eg *to be situated*)
- relative position (eg *below, adjacent, at the side of*)

10.1.4 direction (eg *compass points NW, SE, direct route to..., towards*)

10.2 Time

10.2.1 telling the time (eg *quarter past / to*)

10.2.2 divisions of time (eg *moment minute*)

10.2.3 sequence, simultaneousness (eg *first, at the same time, later on*)

10.2.4 frequency (eg *once / twice a ... day / week / daily / weekly / rarely, occasional*)

10.2.5 duration (eg *during the journey*)

10.2.6 commencement (eg *to begin/finish*)

10.2.7 The 12 and 24 hour clock

10.3 Number and quantity

10.3.1 all cardinal numbers

10.3.2 all ordinal numbers

10.3.3 portions (eg *half / two thirds*)

10.3.4 minimal amounts (eg *at least 10*)

10.3.5 minus/plus (eg *it's minus 5 degrees in January*)

10.3.6 quantity (eg *per cent, total*)

10.4 Quality

10.4.1 size (eg *large / tiny*)

10.4.2 texture (eg *rough*)

10.4.3 colour (eg *dull / bright*)

10.4.4 material (eg *glass, concrete*)

10.4.5 smell (eg *odour, perfume*)

10.4.6 taste (eg *flavour, mouth watering*)

10.5 Evaluation and opinion - a limited range of adjectives (eg *high/low quality, fine/nice/poor, success/failure, normal/strange*)

PLUS those used to describe places, facilities etc used in guide books and brochures (eg *spacious, unpretentious, dramatic, casual, enchanting, renowned, relaxed, enthusiastic, spectacular, elegant, scenic, secluded, panoramic*)

10.6 Expressing acceptability (eg *successful, special*)

11 Linguistic competence (vocabulary)

Candidates must be able to use vocabulary in the following areas:

11.1 Personal identity and family (eg *forename family name / relationships / call (oneself/someone) / address / male/female*)

11.2 Character and disposition (eg *pleasant/unpleasant, quiet/noisy, active/lazy*)

11.3 Physical characteristics (eg *fair/dark haired, fat/thin/slim, pretty/plain*)

11.4 Socialising

11.4.1 greetings (eg *How are you keeping? / How are you?*)

- 11.4.2 weather conditions (eg *climate / sunny / thunderstorm / rainstorm / humid/ mild / shade*)
 - 11.4.3 hobbies and interests (eg *DIY / photography*)
 - 11.4.4 entertainment (eg *cable television / concerts / comedy*)
 - 11.4.5 personal preferences (eg *...is all right but ... is better/more ...*)
 - 11.4.6 hobbies and interests (eg *fishing / photography / sailing*)
 - 11.4.7 sporting activities (eg *football / tennis*)
 - 11.4.8 politics, current affairs (eg *government / pollution / poverty / welfare / privatisation*)
- 11.5 Entertaining visitors
- 11.5.1 *spare time / programme / leisure*
 - 11.5.2 places of entertainment (eg *theatre*)
 - 11.5.3 arrangements (eg *I'll book the tickets/seats for the concert*)
- 11.6 Company premises and personal accommodation
- 11.6.1 house, office (eg *(un)furnished / to rent / for sale*)
 - 11.6.2 furniture, furnishings (eg *desk / chair / lighting / curtains*)
 - 11.6.3 cost (eg *£40 per square metre*)
 - 11.6.4 amenities (eg *fax / fitness centre/nursery*)
 - 11.6.5 region, locality (eg *industrial / rural / urban*)
 - 11.6.6 hotels (eg *reservation / full/half board / reception*)
 - 11.6.7 instructions/regulations (eg *open the door / press the button*)

11.7 Travel

11.7.1 type of vehicle (eg *car, taxi, coach, shuttle, vessel, cruise ship/yacht, limousine, wide bodied jet*)

11.7.2 *railway station / reservation / ticket office / one way ticket*

11.7.3 *plane / airport terminal / check-in / boarding pass*

11.7.4 *passport / frontier / border / visa*

11.7.5 *life jacket / safety belt*

11.8 Purchasing

11.8.1 sales, purchasing (eg *place/cancel an order, commission*)

11.8.2 spending (eg *rates / discounts / credit cards*)

11.9 The workplace

11.9.1 occupation, profession (eg *secretary / technician / tradesman*) Also job titles in the travel and tourism industry (eg *air steward, ship's captain, resort representative etc*)

11.9.2 work relationships (eg *employee / employer / assistant / team leader*)

11.9.3 correspondence (eg *correspond with / telex/email*)

11.9.4 routines (eg *start/stop work / coffee breaks / salary/wages*)

11.9.5 prospects (eg *promotion / training / learning about*)

12 Linguistic competence (functions)

Candidates must be able to recognise and use expressions of:

- 12.1 Wishes and hopes (eg *I wish I could ... / I hope you enjoy ...?*)
- 12.2 Preferences and opinions (eg *I prefer ... / As I see it I think we should ... / Her view is..*)
- 12.3 Apology, gratitude, pleasure (eg *We (do) apologise / Thank you very much (indeed) / It was kind of you to ...*)
- 12.4 Anticipation, surprise (eg *We look forward to ... / She finds it surprising that ...*)
- 12.5 Regret, dissatisfaction, anger (eg *We are sorry that ... / This is not what we had in mind / This is not what we expected*)
- 12.6 Agreement, disagreement (eg *We (quite) agree that / Naturally, we believe... / That is not ...*)
- 12.7 Correction of misunderstanding (eg *Can you explain ..., please? / What we me*

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