



**UNIVERSITY OF ALMERÍA**

Master in International Business Management and Modern Languages

**Evaluation of the importance of English as business language  
The FCE level**



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## **ABSTRACT**

Recently, English has been often referred to as a “world language”, the *lingua franca* of the modern era due to many factors, and globalization is one of these. Apart from being the official language of 54 countries, English is now the main language used in all international organizations, and it is the second language most studied. In business, because of globalization, English has become an indispensable tool that connects companies around the world together, and it is now a requirement for all employees who work in an international environment. This present work aims to analyze the importance of English and English language certificates in business, mainly the FCE. The results of the analysis are presented as a series of statements by means of conclusion.

## **KEY WORDS**

English, lingua franca, English certificates, FCE, globalization, business.

## **RESUMEN**

Recientemente, se han referido al inglés como un “idioma mundial”, la *lingua franca* de la era moderna debido a muchos factores y la globalización es uno de ellos. Aparte de ser el idioma oficial de 54 países, el inglés es el idioma principal que se utiliza en todas las organizaciones internacionales y es la segunda lengua más estudiada. En el mundo empresarial, a causa de la globalización, él se ha convertido en una herramienta indispensable que conecta a las empresas en todo el mundo juntos y ahora es un requisito para todos los empleados que trabajan en un entorno internacional. El presente trabajo tiene como objetivo de analizar la importancia del Inglés e certificados de Inglés en el negocio, principalmente el FCE. Los resultados del análisis se presentan a modo de conclusión.

## **PALABRAS CLAVES**

Inglés, lingua franca, certificados del Inglés, FCE, globalización, negocio.

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## **1 Introduction**

Language is an essential tool for communication through which people learn cultures, customs, and lifestyles, among others. Nowadays, learning foreign languages is no longer a pastime: it is a must as success depends in large measure on the ability of an individual to function as a member of a global village whose members speak a variety of languages (David Crystal, 2003).

Today, because of many causes and different reasons, English has become an international language, and its knowledge is almost an essential condition for professional success. Although English is not the language that most used as the main language like Chinese or Spanish (due to the difference in the number of population), it is still considered the most common language worldwide, a communication element between diverse cultures that share few or no common features. Until now, English is the official language of over 54 countries, and based on the data provided by the British Council, approximately 350 million people speak English as their native language and other 375 million speak it as a second language. The first group is represented by the countries where English is the dominant language as the United States, United Kingdom, Canada, Australia, New Zealand and Ireland. The second group is represented by countries where English is widely used as a mean of communication between groups of the population that do not have a common language such as Hong Kong, Singapore, Nigeria, Philippines, Malaysia and India. Moreover, according to Crystal (2003), 85% of the world's international organizations use English as their official language in transnational communication. About 85% of the world's important film productions and markets use English as well, and 90% of the published academic articles in several academic fields, such as linguistics, are written in English.

Apart from being one of the native languages that have a higher number of speakers, the rapid technological development of English-speaking countries highlighting the United States, has played an important role in its use as international means of communication or lingua franca (vnexpress, 2013). But not only in English-speaking countries but all around the world, the technological and commercial areas have experienced a very rapid evolution

and English has become the essential lingua franca for communication in the scientific and business sectors. Furthermore, the press, television, cinema and literature in English language are available to almost every country, and most of the world's scientific and technological studies are written in English.

In the business world, English is becoming extremely important. It is a facilitator to achieve goals, to expand international relationships, and there is no doubt that a good negotiation is obtained by carrying out the understanding between the parties negotiating, which is achieved through good use of language. Apart from that, employees with a good English level often have more job opportunities with high salary, and are promoted rapidly, not to mention other benefits.

Considering the importance of English, many famous and prestigious universities and institutions like: Cambridge, Education Testing System (ETS) have organized and offered English testing exams, such as FCE, IELTS, TOEFL, etc. The aims of these tests are to measure the English level of a person, prepare them with all needed knowledge and then give them a language certificate, which can be used to apply for a job, a scholarship, and many others. Normally, these English language tests are divided into six principal levels: basic (A1-A2+), independent (B1-B2+), and competent (C1-C2+). The level is somehow related to the candidates' future because based on that, recruiters or universities will evaluate their skills.

In this research work, taking the advantage of a subject from the Master's course: First certificate exam preparation course, I am going to carry out an investigation about the relation between English language, English certificates (mainly FCE) and business. I will also include a brief presentation of two other famous certificates mainly required by recruiters and used to apply for scholarship in Vietnam, which are: Test of English as a Foreign Language (TOEFL), and International English Language Testing System (IELTS). **The aim of this work is to highlight the importance of English and FCE in business.**

The **problem** I intend to discuss in this part of my research can be stated as follows: Do English and English certificates, especially FCE, lead to success in business?

In order to accomplish the work involved, I have set the following as my main **objectives**:

- To present some of the most taken certificates worldwide.
- To show the importance of English and English certificates, especially FCE, in business.
- To give references, opinions from people of different countries and of different social status in order to support the second objective.

The **tasks** involved in order to attain the above aims can be thus outlined:

1. Critical bibliographical research to compile key information.
2. Careful selection of questions and multi-choice answers to ask interviewees.
3. Analysis of gathered data.

As for the structure of the work, it is fairly simple, as it consists of this introduction, points 2 and 3 devoted to discussing on the importance of English in business in general, main concepts and ideas related to FCE, TOEFL, and IELTS, with emphasis on the FCE. Point 4 comprises the analysis of the importance of English language in Vietnam and Spain. Point 5 includes survey questionnaires, and data analysis. There are also some concluding remarks by way of conclusion, the bibliography consulted, and some annexes.

The **novelty** of this work will lie, and so I hope, in the analysis of references, opinions of different kinds of people from different cultures toward the importance of English and FCE in business. Furthermore, we can observe a brief analysis of the importance of English in Vietnam and Spain in this work as well.

## **2 The importance of English in business**

English is one of the most spoken languages in the world despite the fact that it is used as an official language in a lot of countries and as a second language in many others. In the work environment, English is very important as a language of common use or as a based language.

First of all, it is important to remind that English is the official language of two powerful nations of the world: England and the United States. These countries from several years ago, first England with its colonies and the U.S after its intervention in the First World War, have imposed the use of English. In fact, these 2 nations have been the world powers for decades, not only in the economy, specially the country of North America (first global economy), but their cultures, by the same reason have penetrated into various nations. Similarly, in military, political and scientific, they are ahead compared to most countries.

Another factor that makes English become important is globalization (Cristal, 1997). In this process, the trend of economic association has emerged and leads to the creation of economic, politic, and trade organizations, such as the World Trade Organization (WTO), World Bank (WB), European Union (EU), the Association of Southeast Asian Nations (ASEAN), etc. These organizations reduce barriers that have been existing between countries for many decades, and simple the way multinational companies work with each other. This fact helps businesses to extend their reach into new domains throughout the world, and gives them the chance to meet the economic needs in different places apart from their country.

English is seen as a link that connects all the economies together as the world is aware of the promise and opportunities of the global trade. It is an advantage for enterprises that English can help to communicate effectively with customers and partners in other countries. Besides, this language opens doors of access to documents and important information needed for the development of employees and organizations. Studies show that 80% of the number of Web contents on the Internet is in English, and content related to business written in this language is more than less this figure (Graddol, 1997). This language, apart



from increasing companies' business contacts, also allow them to prepare reports, make deals, prepare proposals for collaboration and, in general, create business opportunities that will bring benefits and advantages to the company.

Nowadays, a lot of businesses are not only operated within the country, one multinational corporation can spread to more than 50 territories. Even companies based in a single country can also offer services and products to customers all over the world. These mean that it is essential for employees to understand each other so that they can exchange information from different areas. On one hand, through this language, companies are trying to figure out the best way to develop the integrated strength of employees. On the other hand, many companies have realized that by sending their jobs overseas or bringing immigrants into the country on work visa can help to reduce the costs of production. Having bilingual teams means a monetary saving, and companies do not need to hire translators and interpreters to perform or even to understand business plans. A study carried out by the Global English Company indicated that in 2010, 55% of employees in global companies used English daily, compared to 49% in 2007 and 44% in 2003. This number proves that this language has been becoming a vital part day by day for all entrepreneurs.

For a company that works in an international environment, credibility is extremely important, and English plays a key role in any multilingual group relationship. A foreign company seeking a partner will feel more comfortable when working with employees that can communicate in English. The most pronounced manifestation of the language barrier at work can be found in the relationship between a multinational parent company and its network of international subsidiaries. Generally, the communications are not interpersonal in nature, but more typically are encounters between language groups: a parent company management team and the corresponding management team of the subsidiary. Even if the managers are relatively competent in the language of the other party, rhetorical skills are not always present, referring here to the use of humor, symbolism, sensitivity, negotiation, persuasion and motivation, which requires a very high level of fluency. Misunderstandings are therefore easily caused, resulting in uncertainty and communication problems. Where the parent company managers are working without the ability to communicate fluently, they

will be seen as lacking charisma, confidence and leadership skills and the subsidiary management may then choose to ignore their direction. This could determine frequent disagreements between the workforce and the management, which of course would lead to a decrease in production.

All these mean that English language is a necessary skill to invest in order to have a long-term success. Those entrepreneurs who want to get a competitive advantage need to understand that the training staff is not to pay the cost, but is investing in the strength and viability of the company in the future. The company will be seen more professional, fully prepared and reliable in the eyes of international partners. A good English level is a mandatory requirement for any professional working in a global business environment.

English is not only important for companies, but also for employees and recent graduates who are looking for a good job as well. Although English proficiency has long been a requirement for certain types of work such as diplomatic and translation, but today it has become an implicit advantage for almost any job in any sector of the economy. Based on data provided by vnexpress.net (2012), HR managers all over the world confirmed that candidates with an excellent English level were secured a salary of 30% to 50% over other candidates with similar qualifications but without English. According to a research carried out by OCCMundial.com, 97% of companies required their workers to handle another language apart from the native one, having English as preference, followed by Japanese, German, French and Portuguese. This fact means that getting a language certificate is extremely necessary for everyone since they can learn and have an evidence to prove their skills, which can help to increase employment opportunities and improve their CV. Moreover, it will surely be an advantage in interviews, and give more chances to be selected by the recruiters. Also, having the confidence and ability to speak English may help individuals to stand out for career advancement or promotions.

The globalization has created more opportunities for individuals to build a career. At the same time, be competent in a field is not enough, the ability to market and prove their skills globally has become a priority. In order to be competitive in an international market, one must be fluent in English language

to transmit their ideas or point of view with more clarity. After all, English is a tool that opens the way to success for everyone.

### 3 English language certificates

Annually, there are millions of people around the world that take different tests to certify their English language proficiency level, either for labor or academic reasons, or simply because they want to check their knowledge of the language. At present, the list of certifications is very wide so interested people will not have problem in finding one that fits their needs and curricular objectives. In the UK alone, there are 6 English certification institutions accredited by the central government through the 'Qualification & Curriculum Authority' (QCA). Of course, the United States also has its own certifying institutions as well, and one of the well-known is ETS which offer the two famous tests TOEFL and TOEIC (Guia de Idiomas en el Extranjero, 2009).

In these circumstances, the choice of the certification system will be an essential aspect because not all English certificates will serve to open the door as desired. It is important to be concerned about the term 'official recognition' depending on the countries, organizations, companies and universities. Not all of them recognize the same certificates.

It is possible to refer to a common set of language proficiency level since the publication of the Common European Framework Reference (CEFR) in 2001. The CEFR identifies six levels of proficiency, applicable for all languages, and covering all four skills (Cambridge ESOL, 2008):

CEFR band	CEFR level		Level descriptor (ability at this level)
C Proficient user	C2	Mastery	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very

			fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
	C1	Effective Operational Proficiency	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
B Independent user	B2	Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple

			connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A Basic user	A2	Waystage	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Breakthrough	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Source:** <http://www.englishclub.com/esl-exams/levels-cef.htm>

In the following part, I want to present 3 important English language certificates: FCE, TOEFL and IELTS, with a deeper investigation and focus on FCE. I include TOEFL and IELTS in this work because these are the two English certificates most taken and most required by recruiters in Vietnam, just a brief summary about them.

### 3.1 Cambridge First Certificate in English (FCE)

First certificate exam (FCE) is an upper-intermediate level qualification (B2), according to the Common European Framework (CEF), which is offered by UCLES (the university of Cambridge Local Examinations Syndicate), one of the largest educational assessment agencies with recognition worldwide. FCE is one of the five tests offered by this center. The ALTE (the Association of Language Testers in Europe) defines it as level 3: An independent user of English. The following table shows how FCE is related to the other examinations offered by Cambridge:

General English	Council of Europe Level
<b>CPE</b> <i>Certificate of Proficiency in English</i>	C2
<b>CAE</b> <i>Certificate in Advanced English</i>	C1
<b>FCE</b> <b>First Certificate in English</b>	B2
<b>PET</b> <i>Preliminary English Test</i>	B1
<b>KET</b> <i>Key English Test</i>	A2

**Source:** [http://www.mansioningles.com/first\\_cert.htm](http://www.mansioningles.com/first_cert.htm).

FCE is recognized by universities, employers and governments globally, as proof that the person can use every day written and spoken English for work or study purposes. It is a test in high demand with over 250,000 candidates every year.

Depending on test centers, FCE can be taken in paper-based or computer-based format, some centers provide both. The paper-based test is available in March, May, June, December; and the computer-based format in February, April, July, August and November. The test usually costs around 160 Eur.

FCE consists of 5 papers: reading, writing, use of English, listening, and speaking. Each carries 20% of the total marks, and candidates will have approximately 5h to finish it.

Paper	Timing	Content
<b>1: Reading</b>	1 hour	<p><b>Part 1:</b> A text followed by 8 multiple-choice questions.</p> <p><b>Part 2:</b> A text from which seven sentences have been removed and placed in a jumbled order, together with an additional sentence, after the text.</p> <p><b>Part 3:</b> A text or several short texts preceded by 15 multiple-matching questions.</p>
<b>2: Writing</b>	1 hour 20 minutes	<p><b>Part 1:</b> One compulsory question.</p> <p><b>Part 2:</b> Candidates choose one task from a choice of five questions (including a set text option).</p>
<b>3: Use of English</b>	45 minutes	<p><b>Part 1:</b> A modified cloze test containing 12 gaps and followed by 12 multiple-choice items.</p> <p><b>Part 2:</b> A modified open cloze test containing 12 gaps.</p> <p><b>Part 3:</b> A text containing 10 gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.</p> <p><b>Part 4:</b> Eight separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.</p>
<b>4: Listening</b>	45 minutes	<p><b>Part 1:</b> A series of eight, short unrelated extracts from monologues or exchanges between interacting speakers. There is one multiple-choice question per extract.</p> <p><b>Part 2:</b> A monologue or text involving interacting speakers, with a sentence completion task with 10 questions.</p>

		<p><b>Part 3:</b> Five short related monologues, with five multiple matching questions.</p> <p><b>Part 4:</b> A monologue or text involving interacting speakers, with seven multiple-choice questions.</p>
<b>5: Speaking</b>	14 minutes	<p><b>Part 1:</b> A conversation between the interlocutor and each candidate (spoken questions).</p> <p><b>Part 2:</b> An individual „long turn“ for each candidate, with a brief response from the second candidate (visual and written stimuli with spoken instructions).</p> <p><b>Part 3:</b> A two-way conversation between the candidates (visual and written stimuli with spoken instructions).</p> <p><b>Part 4:</b> A discussion on topics related to part 3 (spoken questions).</p>

**Source:** (Cambridge English First “Handbook for teacher”, 2008)

In reading (**Section 8.1, pp.46-50**), texts are taken from newspaper and magazine articles, reports, fiction, advertisements, letters, messages, informational materials (e.g. guides, manuals, etc.), and each text’s length is from 550 to 700 words. The aim of this part is to test the ability to caption and understand the ideas of the given texts. Besides, candidates can show how they can deal confidently with different types of text. As there is only 1 hour to finish the reading part, candidates should prepare some reading techniques which help them to catch the main ideas as soon as possible.

In writing (**Section 8.2, pp.51-52**), candidates are tested the ability to write in different styles in English, such as an article, a letter, a report, a review, or a short story with a focus on advising, apologizing, comparing, describing, etc. In the test, candidates are required to produce two different pieces of writing.

In Use of English (**Section 8.3, pp.53-58**), candidates are tested their knowledge of grammar and vocabulary. This exercise requires candidates a



good preparation and practice dealing with vocabulary- word building, grammar, rewriting sentences with different words, etc.

In listening (**Section 8.4, pp.59-64**), candidates have the right to listen to the recordings twice. Generally, the first one is to make them familiarize with the text and the second one to answer the questions. Listening texts present a variety of accents, all three exams define “variety of accents” as “accents corresponding to standard variants of English native speaker accent, and to English non-native speaker accents that approximate to the norms of native speaker accents” (UCLES, 1998a, p. 40). This part of the exam is used to test candidates’ ability to get main ideas, gist, specific information of different types of given recordings from a variety of sources, etc.

In speaking (**Section 8.5, pp.65-70**), all candidates have to look for a partner in advance and should have some practice before as well. This part is used to test candidates’ spoken English to deal with different situation, conversation, vocabularies, etc. It also requires a good collaboration between the two candidates.

In conclusion, students at FCE level can be expected to:

- Understand the main ideas of complex pieces of writing;
- Keep up a conversation on a fairly wide range of topics, expressing opinions and presenting arguments;
- Produce clear, detailed writing, expressing opinions and explaining the advantages and disadvantages of different points of view.

FCE exam, once presented, is sent to England, where it is qualified by experienced professionals. This certificate is awarded to all candidates who can pass the exam (with A, B or C). The result can be checked online and offline. Normally, candidates have to wait 6 weeks for paper-based test and 2 weeks for computer-based test.

FCE is a test of medium - high level, which is designed for students who want to learn practical English for everyday communication purposes, including business and study. On reaching this level, candidates are able to communicate

spontaneously and fluently with native speakers without making any hard effort. Successful candidates will have a large assimilation of vocabulary and be prepared to construct an argument and use appropriate communication styles in a variety of situations.

In business, FCE plays a very important role, especially for people in European countries, since it is now an indispensable requirement for employees who want to work in an international environment. This certificate is recognized worldwide by companies, and it indicates that the employees have sufficient proficiency in English to be of practical use in clerical, secretarial and managerial jobs in many industries, in particular tourism, where contact with English speakers is required. Successful candidates have the ability to deal with routine letters and telephone enquiries, and to cope with some non-academic training courses and simple textbooks and articles. All these abilities are acquired during the preparation for the test. Candidates have to deal with different topics, which can be seen in real life, for example, topics about The Environment, Love, Literature, Finding a job, etc. Furthermore, it improves candidates' all-round language skills, which includes vocabulary, spoken fluency/ accuracy, writing and listening skills and their all-round confidence in English. After all, successful test-takers will have enough knowledge of the language to deal with different situations, and in business, they can communicate with clients and partners confidently.

Another advantage of having a FCE for employees is that their CV can be more relevant than other without this certificate. The opportunities to be recruited by big companies are bigger since they all want to expand the area of their business, and English is essential to reach that objective. Working in these companies also means a high salary, more chance to be promoted, among others.

In education, FCE is recognized by many universities and other educational institutions in English speaking countries as a proof of intermediate English skills, and they accept it within their entry requirements. In some universities in

Spain or other non-English countries, in order to access to a certain subject or to pass it, students must prove that they have a B2 Level in English.

In conclusion, employees with a FCE will have more opportunities to be successful and they are prepared to deal with every topic in English. According to the Cambridge ESOL: “attaining one of its certificates is an achievement and a reward in itself. However, there are many other benefits to taking FCE”:

- An FCE certificate is valid for life.
- FCE is truly international, recognized around the world for business and study purposes.
- Thousands of employers, universities and government departments officially recognize FCE as a qualification in upper-intermediate English.
- FCE gives you a pathway to higher qualifications such as the Certificate in Advanced English (CAE) and Certificate of Proficiency in English (CPE).
- FCE's 'Can Do' skills give you the confidence to use English in real situations.

### **3.2 Test of English as a Foreign Language (TOEFL)**

The Test of English as a Foreign Language (TOEFL) was developed in 1963 by the National Council on the Testing of English as a Foreign Language. The Council was formed through the cooperative effort of more than 30 public and private organizations concerned with testing the English proficiency of nonnative speakers of the language applying for admission to institutions in the United States. In 1965, Educational Testing Service (ETS) and the College Board assumed joint responsibility for the program. In 1973, a cooperative arrangement for the operation of the program was entered into by ETS, the College Board, and the Graduate Record Examinations (GRE) Board. The membership of the College Board is composed of schools, colleges, school systems, and educational associations; GRE Board members are associated with graduate education. The test is now wholly owned and operated by ETS. (Caroline Wylie, 2008).

TOEFL measures the ability of non-native speakers of English to communicate orally and in writing in English, to understand English as it is spoken in North American academic contexts and to understand short passages similar in topic and style to academic texts used in North American colleges and universities. It has become an admission requirement for non-native English speakers at many English-speaking colleges and universities. Additionally, it is a requirement for institutions such as government agencies, licensing bodies, businesses, or scholarship programs, especially in Asian countries. TOEFL scores are valid for two years, after then they are no longer reported.

This test has 2 formats: Internet-based test (IBT), and Paper-based test (PBT), which is becoming an old version. In the table below, we can see the differences between these two formats of test.

<b>Features</b>	<b>Internet-based TOEFL Test</b>	<b>Paper-based TOEFL Test</b>
<b>Skills tested</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Structure (grammar)</li> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Total time</b>	4 hours	3 hours
<b>Integrated tasks</b>	Yes	No
<b>Note taking</b>	Yes	No
<b>Computer adaptive</b>	Not computer adaptive. Each test taker receives the same range of questions in any given form of the test.	Not applicable
<b>Reading</b>	3-5 passages from academic texts Approximately 700 words long Includes multiple-focus passages (compare/contrast, cause/effect) 12-14 questions for each passage	5 passages from academic texts 250-350 words long 10 questions per passage  <b><i>Time: 55 minutes</i></b>

	<b>Time: 60-100 minutes</b>	
<b>Listening</b>	<p><b>4-6 lectures, some with classroom discussion</b></p> <ul style="list-style-type: none"> <li>• each 3-5 minutes long, 6 questions each</li> </ul> <p><b>2-3 conversations</b></p> <ul style="list-style-type: none"> <li>• each 3 minutes long, 5 questions each</li> </ul> <p><b>Time: 60-90 minutes</b></p>	<p><b>3-4 mini-talks</b></p> <ul style="list-style-type: none"> <li>• each 60-90 seconds long, 3-5 questions each</li> </ul> <p><b>2-3 extended conversations</b></p> <ul style="list-style-type: none"> <li>• each 60-90 seconds long, 3-5 questions each</li> </ul> <p><b>30-40 dialogues</b></p> <ul style="list-style-type: none"> <li>• each 5-15 seconds long, 1 question each</li> </ul> <p><b>Time: 30-40 minutes</b></p>
<b>Speaking</b>	<p><b>Six tasks</b></p> <ul style="list-style-type: none"> <li>• 2 independent tasks — express an opinion on a familiar topic</li> <li>• 4 integrated tasks — speak based on what is read and heard</li> </ul> <p>Up to 30 seconds to prepare the response</p> <p>Up to 1 minute to respond</p> <p><b>Time: 20 minutes</b></p>	Not measured
	<p><b>Two tasks</b></p> <ul style="list-style-type: none"> <li>• 1 integrated task — write based on what is read and heard</li> <li>• 1 independent task — support an opinion on a topic</li> </ul>	<p>1 independent task (<i>Test of Written English</i>)</p> <p><b>Time: 30 minutes</b></p> <p><b>Score scale: 0-6 points, reported separately on</b></p>

<b>Writing</b>	<b>Time: 50 minutes</b> • <b>20 minutes for integrated task</b> • <b>30 minutes for independent task</b>	<b>score report</b>  Handwriting only
<b>Structure (grammar)</b>	No grammar section on the test, although grammar is evaluated in speaking and writing responses.	40 questions  <b>Time: 25 minutes</b> <b>Score scale: 31-68</b>
<b>Total score</b>	<b>0-120</b>	<b>310 – 677</b>
<b>Performance feedback</b>	Performance feedback for each skill is provided on the test-taker report.	Not provided

**Source:** (TOEFL at a glance, 2008)

According to the CEFR, the equivalence between the TOEFL tests results and European levels will be:

<b>Cambridge University</b>	<b>CEFR Levels</b>	<b>TOEFL IBT</b>	<b>TOFLE PBT</b>
CPE	C2	120	677
CAE	C1	110-120	637 - 673
FCE	B2	87-109	567 - 633
PET	B1	67-86	517 - 563

### **3.3 International English Language Testing System (IELTS)**

International English Language Testing System (IELTS) is a test managed jointly by Cambridge University's ESOL Examinations, the British Council and IDP Education Australia.

Candidates may choose either the Academic Module or the General Module:

- The Academic Module is generally indicated for people who are going to

attend university or postgraduate, and is also used by many public schools and other professional organizations as a reliable test of English proficiency.

- The General Module is indicated for people who need English for labor or immigration reasons.

IELTS exam is like TOEFL that expires in two years. It is recognized as an admission requirement for international studies from all universities in Britain, Australia and New Zealand, as well as many other universities in other parts of the world. Nowadays, more and more companies in Asia and many countries in the world are using IELTS to select employees. In specific countries like Australia and New Zealand, it has become a requirement to apply for residence or work, and in the UK is a must for professions such pharmacist, doctor, etc.

In the table provided by the British Council below, we can see the differences between the 2 versions of the test, and which each contains. The listening and speaking parts for both are the same.

<b>Papers</b>	<b>IELTS Academic</b>	<b>IELTS General Training</b>
Listening (30 minutes)	- 4 recorded monologues and conversations	- 4 recorded monologues and conversations
Reading (60 minutes)	- 3 long reading passages with tasks - Texts range from descriptive and factual to the discursive and analytical - Includes non-verbal material such as diagrams, graphs or illustrations - Texts are authentic (e.g. taken from books, journals and newspapers)	- 3 long reading passages with tasks - Section 2 contains 2 or 3 short factual texts - Section 3 contains one longer text on a topic of general interest - Texts are authentic (e.g. taken from company handbooks, official documents, books and newspapers)
Writing (60 minutes)	- Writing a task of at least 150 words where the candidates must summarize, describe or	- Letter writing task of at least 150 words - Short story essay of at least

	explain a table, graph, chart or diagram - Short essay task of at least 250 words	250 words
Speaking (11 to 14 minutes)	- Face-to-face interview -Includes short questions, speaking at length about a familiar topic and a structured discussion	- Face-to-face interview -Includes short questions, speaking at length about a familiar topic and a structured discussion

**Source:** <http://takeielts.britishcouncil.org/prepare-test/understand-test-format>

There is no pass or fail in IELTS. Candidates are graded on their performance, using scores from 1 (lowest) to 9 (highest) for each part of the test – Listening, Reading, Writing and Speaking. The results from the four parts then produce an Overall Band Score. This test is offered more than FCE and TOEFL; candidates can take it every 2 weeks.

According to the CEFR, the equivalence between the TOEFL tests results and European levels will be:

Cambridge University	CEFR Levels	IELTS
CPE	C2	9
CAE	C1	7 - 8
FCE	B2	5.5 – 6.5
PET	B1	4 - 5

#### 4 The role of English in Vietnam and Spain

Does every non-English speaking country in the world concern the same about the importance of English, especially about its role in business? This is a question we can ask after having analyzed the importance of English in business and having seen some most-taken English language certificates. In this case, I will analyze the two non-English speaking countries: Vietnam, a



developing country (which represents Asia), and Spain, a developed country (which represents Europe).

#### **4.1 The role of English in Vietnam**

The use of English has become very important in the international business world, and it is now the standard language of world business. This fact means that non- native English-speaking countries in both Europe and Asia are highly focusing on English language education. Nowadays, in order to survive in a competitive business world, many Vietnamese companies have realized that English is a necessary tool, so their employees are required to have a good English level. Employees are encouraged to improve their English communication skills in different ways and realize official tests to get a language certificate, mainly TOEFL (Test of English as a Foreign Language), and IELTS (International English Language Testing System), the two that are most used in Vietnam. This has become a requirement for those who want to be recruited, promoted or get overseas assignments.

For the past many years, Vietnam strongly committed to participate into regional and international economic integration. So far Vietnam has set up trade relations with 165 countries, signed bilateral trade agreements with 72 countries, and more recently the one with the United States. The Vietnamese economy has significantly changed when the country became member of the ASEAN Free Trade Area (AFTA) and officially participated in World Trade Organization (WTO) in 2007. All these development processes give domestic companies more opportunities to approach potential partners so the role of English has become even more important.

Overseas firms are increasing their presence in Vietnam since the country became the 150th World Trade Organization member. FDI doubles every year; billions of dollars are flowing into the country from investors across Asia and American companies like Intel and Nike (Van Khoi, 2008). The number of exportations and importations increase notably as well, as we can see in the graph below:



**Source:** vnexpress.net

Nowadays, English proficiency is seen as a vital requirement for employment in Vietnam, and it is a demand not just for multi-nationals but even domestic Vietnamese companies. The starting salary of high English level people is 20% higher than others, and they also enjoy the opportunity to find gainful employment, promotion and job loss risks are also minimized. Normally, a CV should be written in English, and one part of the interview is in English as well. Applicants also have to prove that they have an English certification: or IELTS (above 6), or TOEFL (above 550), it depends on the requirement of the company. Within the company, potential employees are required to participate in English training course in order improve their skills so they can deal directly with foreign partners. According to Mai Hong Que, director of VINACONEC: “If we want to work in a professional environment, our employees must speak and understand English. When dealing with international partners, we always choose high English level representatives because we want to create trust with our partners from the first moment”.

In Vietnam, unfortunately, for employees, the requirement of a high English level for a professional business environment is seem to be a “luxury”. Some people still organize their schedule to assist in English language teaching centers after work, hoping to improve their language skills without realizing that it is the time most difficult to acquire knowledge. Not to mention the company meetings, which may interrupt the classes. After 5 years, even 10 years, their

English proficiency still does not reach the planned goal and, most importantly, the company's requirements.

Not only in business, but also in education, English is also a requirement. Seeing the importance of English in the future of students' life, almost all schools have included English as a main and compulsory subject. In many universities, students must achieve a certain scale of TOEFL or IELTS in order to graduate. Recently, the Ministry of Education and Training has public a new project which requires that all English teachers must improve their capacity and professional qualifications. Accordingly, one of the compulsory requirements is to get an English certificate. The government's project "Teaching and learning foreign languages in the national education system for the period 2008-2020", requires the English level improvement of all English teachers across the country. Specifically, teachers from primary to secondary schools must achieve a B2 level. High schools up to universities' English teachers should reach a C1 level.

In the past ten years, English has developed with an unprecedented speed in Vietnam. Vuong Toan (2010) says that English has penetrated into every aspect of Vietnamese society. English words are flooding the linguistic life of Vietnamese people. Words such as "computer," "internet," "fast food," "shop," "hot girls/boys," "fan," etc. have become so familiar that people use for Vietnamese equivalents. According to Huy Thinh (2006), around 90% of foreign language learners have been studying English. Various language centers, both public and private, have been established with different courses, programs and types of training to serve the different learning needs of different types of learners. Besides English, other foreign languages such as Chinese, Japanese, French, Korean, and German, are also offered but in smaller classes with a humble number of learners. Most learners choose to study these languages for job seeking, job promotion and overseas studies. Ho Chi Minh City has the biggest number of both teachers and learners all over the country. As estimated by local educational administrators and researchers, there have been nearly 300 language centers with a teaching staff of ten thousand and over 900,000 learners attending different language classes. At the same time, there have been in existence language centers of universities, high schools, professional

associations, government agencies, socio-economic organizations and private enterprises.

However, English is still a problem for Vietnamese people since the two languages are completely different, and there is less opportunity to have contact with natives. Due to Hong Duong (2000), 86% of the population cannot pronounce English correctly and it is hard for them to understand when a native speaks. In general, almost everyone has problem with speaking and listening, otherwise, they are pretty good in grammar and reading. As Vietnamese is a language that is used only in Vietnam, so it is indispensable to learn a second language, in the first place English, in order to do business with foreign partners.

<b>Clasificación</b>	<b>País</b>	<b>Resultados del EF EPI</b>	<b>Nivel</b>
<b>9</b>	■ Malasia	55.54	Nivel Alto
<b>12</b>	■ Hong Kong	54.44	Nivel Medio
<b>13</b>	■ Corea del Sur	54.19	Nivel Medio
<b>14</b>	■ Japón	54.17	Nivel Medio
<b>25</b>	■ Taiwán	48.93	Nivel Bajo
<b>26</b>	■ Arabia Saudí	48.05	Nivel Bajo
<b>29</b>	■ China	47.62	Nivel Bajo
<b>30</b>	■ India	47.35	Nivel Bajo
<b>32</b>	■ Rusia	45.79	Nivel Bajo
<b>34</b>	■ Indonesia	44.78	Nivel Muy Bajo
<b>39</b>	■ Vietnam	44.32	Nivel Muy Bajo
<b>42</b>	■ Tailandia	39.41	Nivel Muy Bajo
<b>44</b>	■ Kazakstán	31.74	Nivel Muy Bajo

The study carried out by Education First (EF) from level tests of more than 2 million adults of 44 countries around the world places Vietnam in 39<sup>th</sup>, with a very low level. In the table above, we can see a comparison between countries in Asian zone.

## 4.2 The role of English in Spain

In Spain, more than 25 years ago, very few people spoke English because French was the primary or the only foreign language that was taught in school. Up to 1986, the accession of Spain to the European Union triggered the interest in learning this language since the Spanish discovered that they needed English in order to communicate with other countries in Europe, and even with the rest of the world. Consequently, French soon disappeared as the first foreign language in education.

After the accession to the EU, until the crisis, the country had become one of Europe's most successful economies. This advantage gave Spanish companies and entrepreneurs the opportunities to expand their market rapidly. In 2006, they spent a total of 140bn Euros (\$184bn) on domestic and overseas acquisitions, putting the country third behind the United Kingdom and France. Of this, 80bn Euros were to buy companies abroad (compared with the 65bn Euros spent by German companies). In the same year, Spanish FDI abroad increased 113 percent, reaching 71,487bn Euros (or the equivalent of 7.3 percent of GDP, compared with 3.7 percent in 2005) (Financial Times, 2007). The economic growth meant that there were a lot of potential partners to deal with, and many of them came from English speaking countries. After all, the role of English became indispensable for all Spanish companies. They needed employees with a good English level to find and deal directly with their partners.

Until 2008, when the crisis affected the Spanish economy seriously, lots of companies went bankrupt and the number of unemployment increased significantly. According to Spanish government's report, this was the first time the country faced a high unemployment rate like that: 6.2 million, equivalent to 27.2% of the population (working age). All these again highlighted the importance of English. On one side, in order to recover from the crisis, Spanish companies had tried to find out ways to get potential partners and call for investment (BBC.com, 2009). On the other side, as there was no job in Spain, it was very important for Spanish people to know English as they could find jobs in other countries or work for a foreign company. Having a good English level could create more opportunities for themselves and made them competitive.


The fact now is that there is still a lack of English in some of the larger organizations in the Spanish corporate sector, which have been hugely successful in the past decade or so in their inter-nationalization strategies. Examples include Banco Santander, Union Fenosa, Telefónica and Iberdrola. These companies began their international expansion into Latin America in the 1990s and then moved into Europe, the USA and Asia. This has resulted in a dearth of English-speaking executives who can deal effectively with their subsidiaries and suppliers in non-Spanish-speaking countries. This is another reason why English has become the principal requirement of the majority of Spanish recruiters, and having an English language certificate is a must. In Spain, FCE is the certificate most taken by employees and most asked by recruiters since it is a reliable tool that measures the ability of candidates and it is recognized worldwide. It also proves that the individual is already and well-prepared to work in an international and professional environment.

In Spain, English is not only important in business, but in education as well. Seeing the importance of English, students are encouraged to study abroad, mainly, in US and England. There are now more than 100,000 Spanish students studying in English speaking countries each summer by their schools or private companies. All students in Spain study English in primary and secondary schools. This subject has become a high priority for the Spanish Ministry of Education and the age of onset of learning English dropped from 8-6. Spanish students are not required to study a second foreign language, although French, German, Chinese and other languages are offered in some cases. Universities in Spain struggle to adjust their courses to the Plan Europeo de Bolonia, pursuant to which, students need a B1 level in English to graduate from college. In October 2010, a heated debate began when the current Minister of Education suggested a new law regarding the dubbing of films and television shows in Spain. According to him, they should be emitted in the original version so adults and children can be familiar with spoken English. The opposition claimed that Spanish is the second most spoken language in the world and that Spain should concentrate more on their regional languages than English.

In culture, with the globalization, English has penetrated into the Spanish life. A lot of English words have been using instead of their equivalent in Spanish, such as: pub, comics, sandwich, party, etc. We can also see names of restaurants, companies... in English everywhere as well. The menus in restaurants, bars usually have a translation in English. Moreover, lots of young Spanish prefer English songs and singers. They can even sing an English song completely without understanding its meaning.

The study, carried out by Education First (EF) places Spain in 24th (low) world rankings, leading by Norway, Holland, Denmark , Sweden and Finland (very high level), following by Austria, Belgium and Germany (high). Only Russia and Turkey recorded worse than Spain.

This is the only study that compares the level of English among adults worldwide, and these tests have been developed based on the rules of the CEFR. The study has a sample of more than a million and a half of people from 44 countries. According to the EF, the English Proficiency Index of Spain is 4.9 points.



Clasificación	País	Resultados del EF EPI	Nivel
1	■ Noruega	69.09	Nivel Muy Alto
2	■ Países Bajos	67.93	Nivel Muy Alto
3	■ Dinamarca	66.58	Nivel Muy Alto
4	■ Suecia	66.26	Nivel Muy Alto
5	■ Finlandia	61.25	Nivel Muy Alto
6	■ Austria	58.58	Nivel Alto
7	■ Bélgica	57.23	Nivel Alto
8	■ Alemania	56.64	Nivel Alto
10	■ Polonia	54.62	Nivel Medio
11	■ Suiza	54.60	Nivel Medio
15	■ Portugal	53.62	Nivel Medio
17	■ Francia	53.16	Nivel Medio
19	■ República Checa	51.31	Nivel Medio
20	■ Hungría	50.80	Nivel Medio
21	■ Eslovaquia	50.64	Nivel Medio
23	■ Italia	49.05	Nivel Bajo
24	■ España	49.01	Nivel Bajo
32	■ Rusia	45.79	Nivel Bajo
43	■ Turquía	37.66	Nivel Muy Bajo

One reason why Spain has so low English level is that, as the Spanish language is also very common in many countries, there is less incentive for learning English. In everyday life, the Spanish have little opportunity to use English and little motivation to seek such opportunities. According to the CIS, 40% of the adult population agrees with the fact that English proficiency is important, but less than 6% is studying it actively. May be all of these are right but, as time passes by, Spanish people have discovered that knowing English give them a lot of advantages.

### 4.3 Brief summary

After having analyzed the role of English in Vietnam and Spain, I can summarize as follow:



- Vietnam and Spain extremely highlight the importance of English in business and education. Furthermore, with the globalization, English has penetrated into the culture of the 2 countries.
- In business, as Vietnam is in the development via, English is a tool that connects the country with other developed countries. In Spain, people concern about English earlier, since the country joint the EU, and then, with the crisis, English became even more important, mainly for Spanish employees.
- In education, there were some reforms in Vietnam and Spain. In both countries, English had become an indispensable subject from the primary schools to the universities. Depending on the university, students must achieve a certain English level in order to access to a specific subject or to graduate. Commonly, seeing the importance of this language, there is a huge number of students in the two countries studying in English speaking countries to improve their levels.
- In culture, the same happens to both countries, many words in English have replaced their equivalent in Vietnamese or Spanish, and a lot of people name their companies, restaurants, bars... in English as well, etc.
- The difference between Vietnam and Spain is the kinds of the most common English certificate in each country. In Vietnam, all multinational companies recognized and required an IELTS or a TOEFL certificate when they offer a job, and FCE is not accepted. Otherwise, in Spain, FCE is the most taken certificate and most required by recruiters.
- In conclusion, although Vietnam and Spain really concern about English, but the level of this language in the two countries is still very low comparing to their neighbors.

## **5 Survey**

Based on the previous information, a research was carried out by making a survey in order to get closer to the reality. Through this survey, we are able to find out what people think about the importance of English and English certificates, especially FCE in nowadays world and in business. To fulfill this purpose, a short guideline of investigation methods was outlined:

- 8 questions, with multiple answers for each, were carefully chosen to carry out the survey.
- To interview 100 people from different countries (Vietnam, Spain, Germany, China, etc.), especially people who are studying or working with issues related to business. The survey will be conducted through sending emails, interviews, Facebook, LinkedIn, business forums, and other social networks.
- An analysis of collected data.

### **5.1 List of general questions with multi-choice answers:**

1. Do you think that English play an important role in business?
  - A. Yes, absolutely.
  - B. No, I don't think so.
  - C. More than less.
  
2. Do you think that it is necessary to get an English certificate?
  - A. Yes, it is very important.
  - B. No, it is not necessary.
  - C. More than less.
  
3. For you, having an English certificate will help to:
  - A. Get a higher salary.
  - B. Get to a higher position.
  - C. Have a deal or contract easier with international partners.
  - D. All of them.
  - E. None of them.
  
4. Do you think that having a FCE can lead you to success in business?
  - A. Yes.
  - B. No.
  - C. I don't know yet.
  
5. How often do you need English in your business?

- A. A lot, almost every day.
  - B. Regularly, once every few days.
  - C. Occasionally, once per month.
  - D. Never, I don't need English in my life.
6. Which of the 4 skills (speaking, listening, writing and reading) in English do you think is the most necessary when dealing with business?
- A. Speaking.
  - B. Listening.
  - C. Writing.
  - D. Reading.
  - E. All of them.
7. If you have a chance to choose a foreign language to learn for free, are you going to choose English?
- A. Yes.
  - B. No.
  - C. I don't know yet.
8. Which English language certificate would you like to get?
- A. FCE.
  - B. IETLS.
  - C. TOEFL.
  - D. None of them.

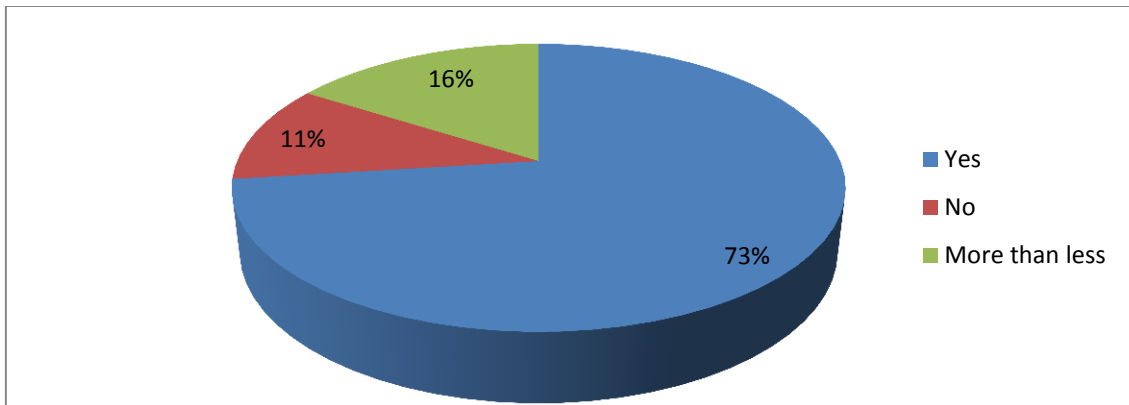
## 5.2 Statistic table

	A	B	C	D	E
1	73%	11%	16%	X	X
2	81%	8%	9%	X	X
3	4%	38%	40%	16%	2%
4	52%	30%	18%	X	X
5	40%	33%	27%	0%	X
6	24%	2%	1%	1%	72%
7	95%	2%	3%	X	X
8	32%	27%	30%	11%	X

## 5.3 Data analysis

1. Do you think that English play an important role in business?

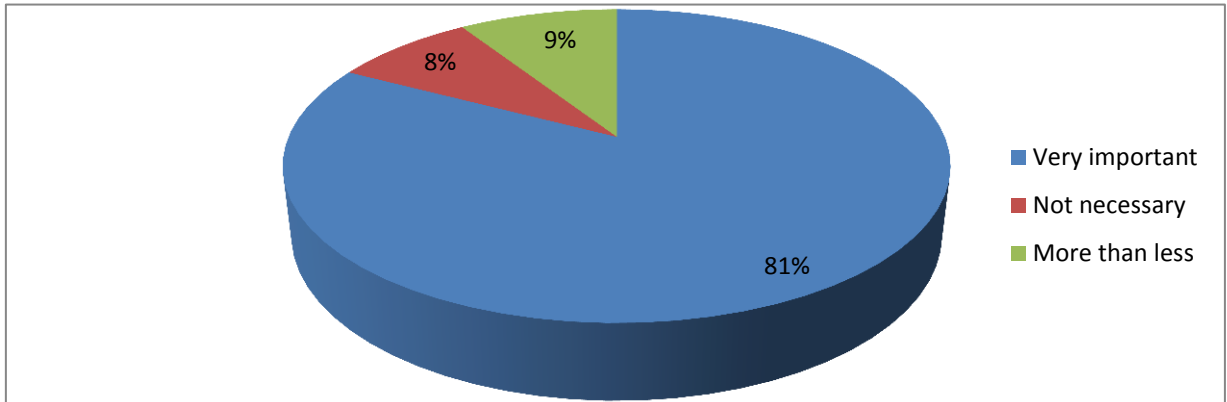
- A. Yes, absolutely.
- B. No, I don't think so.
- C. More than less.



The result of the interview shows that the majority (73%) think that English is important in business. Just few (11%) think it is not, due to the fact that they are working in a domestic company or in a specific position where English is not required. 16% are in doubt, most of them are students and they are not working, so they are not sure about the relation between English and business.

2. Do you think that it is necessary to get an English certificate?

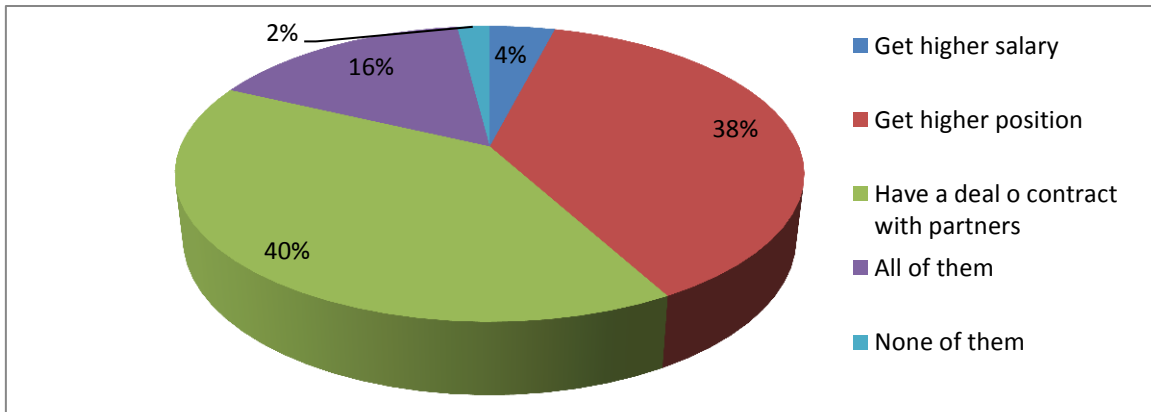
- A. Yes, it is very important.
- B. No, it is not necessary.
- C. More than less.



Again, most interviewees highlight the importance of English as 81% of them think that it is very important to get an English language certificate, which can help them (students) to apply for a good job and give them (entrepreneurs) enough knowledge to deal with their partners in English. Just few think that it is not necessary (8%) because of what they are doing, and for the rest (9%), they don't matter if they have an English certificate or not.

3. For you, having an English certificate will help to:

- A. Get a higher salary.
- B. Get to a higher position.
- C. Have a deal or contract easier with international partners.
- D. All of them.
- E. None of them.

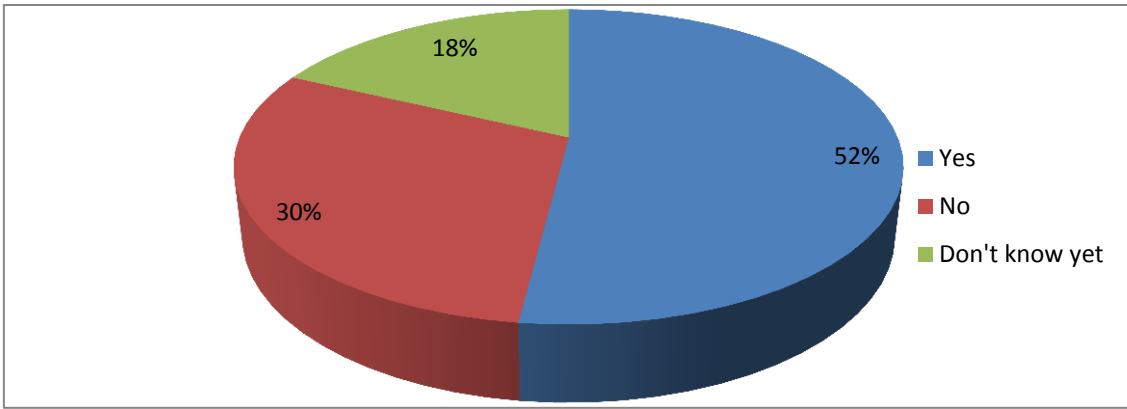


Having an English certificate will help to get to a higher position (38%) and to have a deal or contract easier with international partners (40%) are the two options most selected by interviewees. Based on this result, we can have an idea of that people who work in business field take an English certificate mainly because they have an ambition (better position) or they want to be confident and be able to communicate fluently in English with their partners in order to reach a deal easier. Continuously, 16% think that getting a certificate will help to get high salary, higher position and reach a contract easier, which means that for them, English certificate is extremely important and they can be completely benefited from that.

Very few select the option: high salary, only 4%, and this proves that getting higher salary is not the common purpose why people get a certificate. And there are just 2% think of another purpose.

4. Do you think that having a FCE can lead you to success in business?

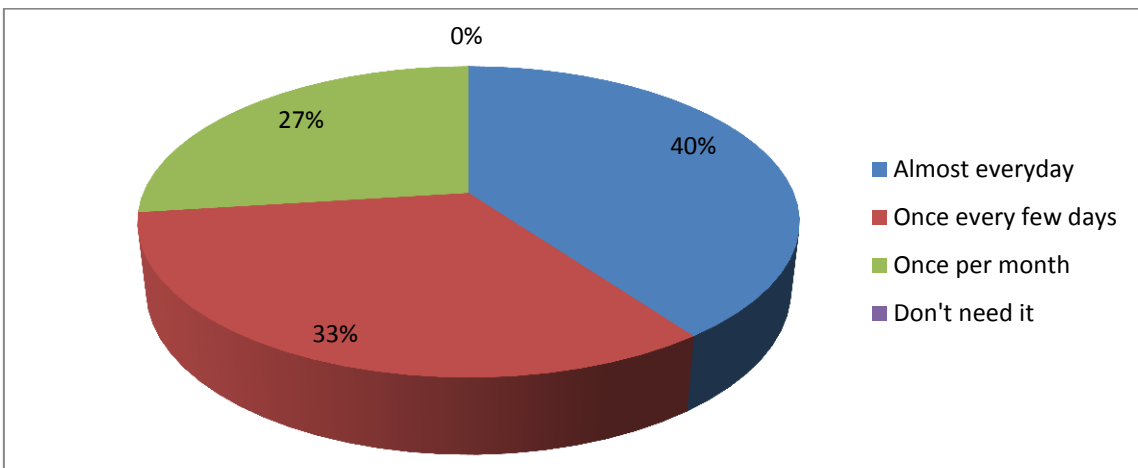
- A. Yes.
- B. No.
- D. I don't know yet.



More than half (52%), mainly people from European countries, think that having a FCE can support to have success in business. This means that this certificate is indispensable for most people, especially in Europe, when dealing with business. By contrast, 30% of people have chosen the option “No”, and the majority are from Asian countries. For them, FCE is not the certificate most taken and recognized in the zone. Otherwise, IELTS is seem to be the most common and relevant one, which can lead them to success in business. As indicated the result, only 18% is in doubt about the relationship between FCE and business.

5. How often do you need English in your business?

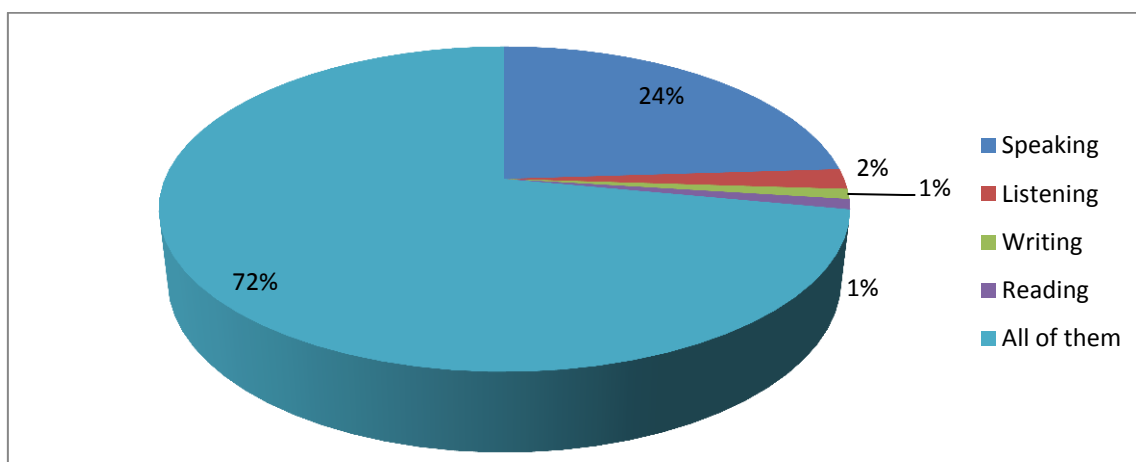
- A. A lot, almost every day.
- B. Regularly, once every few days.
- C. Occasionally, once per month.
- D. Never, I don't need English in my life.



Again, the importance of English is confirmed. The majority (46%) use English in business almost every day, 33% once every few days, and 27% once per month. There is no one that does not need English in business as it is becoming the common language between companies all over the world.

6. Which of the 4 skills (speaking, listening, writing and reading) in English do you think is the most necessary when dealing with business?

- A. Speaking.
- B. Listening.
- C. Writing.
- D. Reading.
- E. All of them.

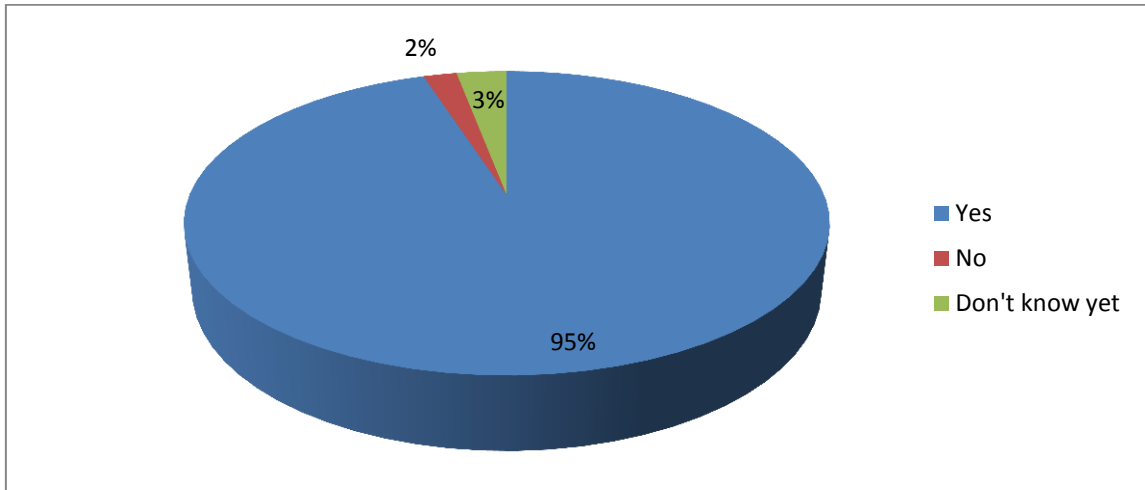


For most interviewees (72%), all English skills are necessary when dealing with business: speaking (to transmit ideas), reading (to understand written papers), listening (to understand their partners), and writing (to draft documents). However, among the 4 skills, speaking is the most chosen one (24%), which means that oral communication is what people concern more about, so they can easily deal with their partners directly. Other skills are important too, but just few choose them: listening (2%), writing (1%), and reading (1%).



7. If you have a chance to choose a foreign language to learn for free, are you going to choose English?

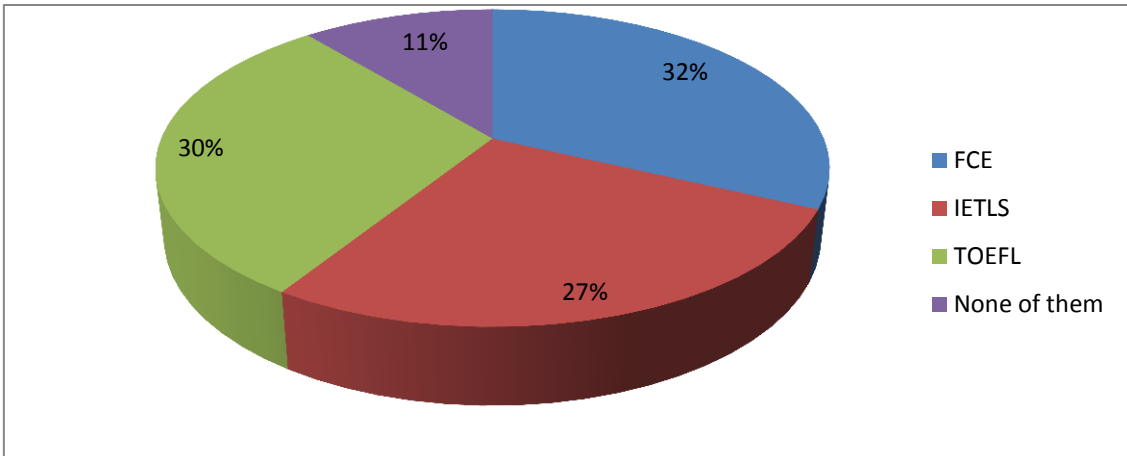
- A. Yes.
- B. No.
- C. I don't know yet.



There are some languages that are widely spoken, such as: Chinese, Spanish, Portuguese, Japanese... but English is the first choice of almost all the interviewees (95%). This can be explained: firstly, due to the globalization and historical factors, English has become the global language; and secondly, it is easier to learn comparing to other languages. According to the result, only 2% want to learn another language and 3% are undecided.

8. Which English language certificate would you like to get?

- A. FCE.
- B. IETLS.
- C. TOEFL.
- D. None of them.



FCE is the certificate most chosen by interviewees (32%), mainly from European countries. For them, it is considered one of the most prestigious certificates and is recognized worldwide, especially in the European Union. The other two important certificates: IELTS (30%) and TOEFL (27%) are the choice of many interviewees, mainly from Asian countries. Just only 11% want to get another certificate out of the 3 given ones. This may be due to some specific requirements of the companies or the country's legalization.

## 6 Conclusion

Through the analysis above, we can confirm that English and English certificates play an important role in our life, especially in business, due to many factors, mainly globalization. This gives companies the chance to expand their “territories” and English is an indispensable tool that leads them to success. This language is becoming a requirement for all employees who want to work in an international environment, so getting an English certificate is a must. The certificate is an evidence that proves their knowledge of the language and it prepares them to deal with different topics in English, including business. However, as we can see in the analysis, not all countries use the same certificate. For example, in Vietnam, IELTS and TOEFL are the two most required by recruiters and most taken by employees; and in Spain and European countries, FCE is the most used one due to the fact that it is recognized worldwide, especially in the EU, and it is valid for the whole life. Although the English level in the two countries is still low comparing to other countries in the zone, its importance is undisputed.

In this work, a survey was also carried out in order to make it more practical. The results show that most of the interviewees think that English and English certificates have become a part of business. FCE is the certificate most chosen by people due to its accurate measure of the level and how it prepares them with the language and topics so they can deal with business confidently. According to the majority of the interviewees, they have to use English at least many times per month due to the internalization of the companies.

As a Vietnamese, I think that English is extremely important in our country, especially in business, because of many reasons. First of all, Vietnam is in a developing via so domestic companies need high English level employees in order to negotiate effectively with potential partners in developed countries. Secondly, since the country became member of the WTO, there are more and more presence of foreign multinational companies in the territory and this fact gives us, people who speak English, chances to get a good job and earn a high salary. These are some of the main reasons why there are too many young Vietnamese learning this language seriously in foreign language centers, paying

a lot of money, and many even go to English speaking countries to improve their speaking and listening skills. Although the Vietnamese education has made many changes due to the teaching of this language in schools and universities, but it seems to be not enough for students who want to work in an international environment in the future. It is difficult for us to learn or have a high command of English since our language is completely different from English, and we do not even have a lot of opportunities to practise with natives. However, step by step, things are going better as the majority of Vietnamese children are studying this language in centers, where they can communicate directly with foreign teachers, from the very beginning with the economic help of their parents.

In general, undoubtedly, English is the language of success in business. The better you master this language, the bigger opportunities you will have.

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## 8 ANNEXES

### 8.1 Sample Reading paper

#### Part 1

You are going to read an extract from a novel. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.



- 1 As he travelled, the writer regretted his choice of
- A seat.
  - B clothes.
  - C career.
  - D means of transport.
- 2 What had surprised the writer about the job?
- A There had been no advertisement.
  - B He had been contacted by letter.
  - C There was an invitation to tea.
  - D He had been selected for interview.
- 3 The writer uses the phrase 'I had grabbed the lifeline' (line 15) to show that he felt
- A confident of his ability.
  - B ready to consider any offer.
  - C cautious about accepting the invitation.
  - D forced to make a decision unwillingly.
- 4 What impression had the writer previously had of Yorkshire?
- A It was a beautiful place.
  - B It was a boring place.
  - C It was a charming place.
  - D It was an unhappy place.
- 5 What did the writer find unusual about Darrowby?
- A the location of the bus stop
  - B the small number of shops
  - C the design of the square
  - D the lack of activity
- 6 What did the writer feel the guidebooks had missed about Darrowby?
- A the beauty of the houses
  - B the importance of the bridges
  - C the lovely views from the town
  - D the impressive public spaces
- 7 How did the writer recognise Skeldale House?
- A The name was on the door.
  - B It had red bricks.
  - C There was a certain plant outside.
  - D It stood alone.
- 8 How did the writer's attitude change during the passage?
- A He began to feel he might like living in Darrowby.
  - B He became less enthusiastic about the job.
  - C He realised his journey was likely to have been a waste of time.
  - D He started to look forward to having the interview.

Turn Over ►

## Part 2

You are going to read an article about a woman who is a downhill mountain-bike racer. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap (9 – 15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

### Downhill racer

*Anna Jones tells of her move from skiing to downhill mountain biking and her rapid rise up the ranks to her current position as one of the top five downhill racers in the country.*

At the age of seven I had learnt to ski and by fourteen I was competing internationally. When I was eighteen a close friend was injured in a ski race, and as a result, I gave up competitive skiing. To fill the gap that skiing had left I decided to swap two planks of wood for two wheels with big tyres.

My first race was a cross-country race in 1995. It wasn't an amazing success.  After entering a few more cross-country races, a local bike shop gave me a downhill bike to try. I entered a downhill race, fell off, but did reasonably well in the end, so I switched to downhill racing.

I think my skiing helped a lot as I was able to transfer several skills such as cornering and weight-balance to mountain biking. This year I'm riding for a famous British team and there are races almost every weekend from March through to September.  In fact, there's quite a lot of putting up tents in muddy fields.

Last season I was selected to represent Great Britain at both the European and World Championships. Both events were completely different from the UK race scene.  I was totally in awe, racing with the riders I had been following in magazines. The atmosphere was electric and I finished about mid-pack.

Mountain biking is a great sport to be in. People ask me if downhill racing is really scary. I say, 'Yes it is, and I love it.' Every time I race I scare myself silly and then say, 'Yeah let's do it again.'

When you're riding well, you are right on the edge, as close as you can be to being out of control.  However, you quickly learn how to do it so as not to injure yourself. And it's part of the learning process as you have to push yourself and try new skills to improve.

Initially, downhill racing wasn't taken seriously as a mountain-biking discipline.  But things are changing and riders are now realising that they need to train just as hard for downhill racing as they would do for cross-country.

The races are run over ground which is generally closer to vertical than horizontal, with jumps, drop-offs, holes, corners and nasty rocks and trees to test your nerves as well as technical skill. At the end of a run, which is between two and three minutes in this country your legs hurt so much they burn.  But in a race, you're so excited that you switch off to the pain until you've finished.

A lot of people think that you need to spend thousands of pounds to give downhill mountain biking a go.  A reasonable beginner's downhill bike will cost you around £400 and the basic equipment, of a cycle helmet, cycle shorts and gloves, around £150. Later on you may want to upgrade your bike and get a full-face crash helmet, since riders are now achieving speeds of up to 80 kilometres per hour.

Turn Over ►

- |  |  |
|--|--|
| <p><b>A</b> I've fallen off more times than I care to remember.</p> <p><b>B</b> I usually have to stop during practice sessions.</p> <p><b>C</b> The courses were twice as long and the crowds were twice as big.</p> <p><b>D</b> I'm not strong enough in my arms, so I've been doing a lot of upper-body training this year.</p> | <p><b>E</b> The attitude was: how much skill do you need to sit on a saddle and point a bike in the same direction for a few minutes?</p> <p><b>F</b> I finished last, but it didn't matter as I really enjoyed it.</p> <p><b>G</b> Nothing could be further from the truth.</p> <p><b>H</b> It's not all stardom and glamour, though.</p> |
|--|--|

**Part 3**

You are going to read a magazine article about people who collect things. For questions 16 – 30, choose from the people (A – D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

**Which person**

- |  |    |                      |
|--|----|----------------------|
| had to re-start their collection?                            | 16 | <input type="text"/> |
| has provided useful advice on their subject?                 | 17 | <input type="text"/> |
| was misled by an early success?                              | 18 | <input type="text"/> |
| received an unexpected gift?                                 | 19 | <input type="text"/> |
| admits to making little practical use of their collection?   | 20 | <input type="text"/> |
| regrets the rapid disappearance of certain items?            | 21 | <input type="text"/> |
| is aware that a fuller collection of items exists elsewhere? | 22 | <input type="text"/> |
| has a history of collecting different items?                 | 23 | <input type="text"/> |
| performed a favour for someone they knew?                    | 24 | <input type="text"/> |
| is a national expert on their subject?                       | 25 | <input type="text"/> |
| is aware that they form part of a growing group?             | 26 | <input type="text"/> |
| insists on purchasing top-quality items?                     | 27 | <input type="text"/> |
| noticed items while looking for something else?              | 28 | <input type="text"/> |
| has to protect their collection from damage?                 | 29 | <input type="text"/> |
| would like to create a hands-on display of their collection? | 30 | <input type="text"/> |

## The World of Collecting

- A** **Ron Barton** shares his home with about 200 sewing machines. His passion began when he was searching for bits of second-hand furniture and kept seeing 'beautiful old sewing machines that were next to nothing to buy'. He couldn't resist them. Then a friend had a machine that wouldn't work, so she asked Barton to look at it for her. At that stage he was not an authority on the subject, but he worked on it for three days and eventually got it going.
- Later he opened up a small stand in a London market. 'Most people seemed uninterested. Then a dealer came and bought everything I'd taken along. I thought, "Great! This is my future life." But after that I never sold another one there and ended up with a stall in another market which was only moderately successful.'
- Nowadays, he concentrates on domestic machines in their original box containers with their handbooks. He is often asked if he does any sewing with them. The answer is that, apart from making sure that they work, he rarely touches them.
- B** As a boy, **Chris Peters** collected hundreds of vintage cameras, mostly from jumble sales and dustbins. Later, when the time came to buy his first house, he had to sell his valuable collection in order to put down a deposit. A few years after, he took up the interest again and now has over a thousand cameras, the earliest dating from 1860.
- Now Peters 'just cannot stop collecting' and hopes to open his own photographic museum where members of the public will be able to touch and fiddle around with the cameras. Whilst acknowledging that the Royal Camera Collection in Bath is probably more extensive than his own, he points out that 'so few of the items are on show there at the same time that I think my own personal collection will easily rival it.'
- C** **Sylvia King** is one of the foremost authorities on plastics in Britain. She has, in every corner of her house, a striking collection of plastic objects of every kind, dating from the middle of the last century and illustrating the complex uses of plastic over the years.
- King's interest started when she was commissioned to write her first book. In order to do this, she had to start from scratch; so she attended a course on work machinery, maintaining that if she didn't understand plastics manufacture then nobody else would.
- As she gathered information for her book, she also began to collect pieces of plastic from every imaginable source: junk shops, arcades, and the cupboards of friends. She also collects 'because it is vital to keep examples. We live in an age of throw-away items: tape-recorders, cassettes, hair dryers – they are all replaced so quickly.'
- King's second book, *Classic Plastics: from Bakelite to High Tech*, is the first published guide to plastics collecting. It describes collections that can be visited and gives simple and safe home tests for identification.
- King admits that 'plastic is a mysterious substance and many people are frightened of it. Even so, the band of collectors is constantly expanding.'
- D** **Janet Pontin** already had twenty years of collecting one thing or another behind her when she started collecting 'art deco' fans in 1966. It happened when she went to an auction sale and saw a shoe-box filled with them. Someone else got them by offering a higher price and she was very cross. Later, to her astonishment, he went round to her flat and presented them to her. 'That was how it all started.' There were about five fans in the shoe-box and since then they've been exhibited in the first really big exhibition of 'art deco' in America. The fans are not normally on show, however, but are kept behind glass. They are extremely fragile and people are tempted to handle them. The idea is to have, one day, a black-lacquered room where they can be more easily seen.
- Pontin doesn't restrict herself to fans of a particular period, but she will only buy a fan if it is in excellent condition. The same rule applies to everything in her house.

## 8.2 Sample Writing paper

### Part 1

You **must** answer this question. Write your answer in 120 – 150 words in an appropriate style on the opposite page.

- 1 You have received an email from your English-speaking friend, Sara, who is planning to open a restaurant. Read Sara's email and the notes you have made. Then write an email to Sara, using **all** your notes.

**email**

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**From:** Sara Martins  
**Sent:** 15<sup>th</sup> March 2006  
**Subject:** Restaurant

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*You remember how Alex and I have always wanted to open a restaurant – well, we're going to do it!*

*We want to serve food from different countries in our restaurant so we're planning to travel around to collect some ideas. We want to come to your country. When is the best time to come?*

Say when and why

*We want to find out what people cook at home every day. What's the best way for us to do that?*

Suggest ...

*We'd also like to go to some local restaurants which serve traditional food. Can you recommend one?* — Yes, give details

*When we open the restaurant in July, we'd like you to come. Will you be free?* — No, because ...

*Reply soon.*

Sara

Write your email. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

## Part 2

Write an answer to **one** of the questions 2 – 5 in this part. Write your answer in **120 – 180** words in an appropriate style on the opposite page. Put the question number in the box at the top of the page.

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- 2 You have seen this announcement in an international magazine.

**MY FAVOURITE TEACHER**

Tell us about a favourite teacher of yours and say what you remember about him or her.

We will publish the most interesting articles next month.

Write your **article**.

- 3 You recently saw this notice in an English-language magazine called *Theatre World*.

**Reviews needed!**

Have you been to the theatre recently? If so, could you write us a review of the play you saw? Include information on the characters, costumes and story and say whether you would recommend the play to other people.

The best reviews will be published next month.

Write your **review**.

- 4 Your teacher has asked you to write a story for an international magazine. The story must **begin** with the following words:

*Anna had a very special reason for getting up early the next day, so she set the alarm for 5 am.*

Write your **story**.

- 5 Answer **one** of the following two questions based on one of the titles below. Write the letter (a) or (b) as well as the number 5 in the question box on the opposite page.

- (a) *The Citadel* by A.J.Cronin  
This is part of a letter from your English-speaking penfriend.

*We are reading The Citadel in class. Didn't you say you've seen the film? What do you think of the main character, Andrew Manson?*

Write a **letter** to your penfriend, giving your opinion. Do not write any postal addresses.

Write your **letter**.

- (b) *Round the world in 80 days* by Jules Verne  
Phileas Fogg and Passepartout are very different characters. Which one do you think enjoys the journey most? Write an **essay** saying who you think enjoys the journey most and why.

Write your **essay**.

### 8.3 Sample Use of English paper

#### Part 1

For questions 1 – 12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A called                      B named                      C referred                      D known

0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### A love of travelling

For Nigel Portman, a love of travelling began with what's (0) ..... a 'gap year'. In common with many other British teenagers, he chose to take a year out before (1) ..... to study for his degree. After doing various jobs to (2) ..... some money, he left home to gain some experience of life in different cultures, visiting America and Asia. The more adventurous the young person, the (3) ..... the challenge they are likely to (4) ..... themselves for the gap year, and for some, like Nigel, it can (5) ..... in a thirst for adventure.

Now that his university course has (6) ..... to an end, Nigel is just about to leave on a three-year trip that will take him (7) ..... around the world. What's more, he plans to make the whole journey using only means of transport which are (8) ..... by natural energy. In other words, he'll be (9) ..... mostly on bicycles and his own legs; and when there's an ocean to cross, he won't be taking a (10) ..... cut by climbing aboard a plane, he'll be joining the crew of a sailing ship (11) .....

As well as doing some mountain climbing and other outdoor pursuits along the way, Nigel hopes to (12) ..... on to the people he meets the environmental message that lies behind the whole idea.

- |    |                 |              |               |                |
|----|-----------------|--------------|---------------|----------------|
| 1  | A settling down | B getting up | C taking over | D holding back |
| 2  | A achieve       | B raise      | C advance     | D win          |
| 3  | A stronger      | B wider      | C greater     | D deeper       |
| 4  | A put           | B set        | C aim         | D place        |
| 5  | A result        | B lead       | C cause       | D create       |
| 6  | A come          | B turned     | C reached     | D brought      |
| 7  | A just          | B complete   | C whole       | D right        |
| 8  | A pulled        | B charged    | C forced      | D powered      |
| 9  | A relying       | B using      | C attempting  | D trying       |
| 10 | A quick         | B short      | C brief       | D swift        |
| 11 | A anyway        | B alike      | C instead     | D otherwise    |
| 12 | A leave         | B keep       | C pass        | D give         |



## Part 2

For questions 13 – 24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 

A	S																		
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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### The temple in the lake

Lake Titicaca, often known (0) ..... the 'holy lake', is situated in South America on the border between Bolivia and Peru. The lives of the people (13) ..... tools and pottery have (14) ..... found on its shores have long remained a mystery. However, scientists taking (15) ..... in an exploration project at the lake have found what they believe to (16) ..... a 1000-year-old temple under the water.

Divers from the expedition have discovered a 200-metre-long, 50-metre-wide building surrounded by a terrace for crops, a road and a wall. It is thought that the remains (17) ..... those of a temple built by the Tihuanacu people who lived beside Lake Titicaca before it became a part (18) ..... the much later Incan empire.

'The scientists have not yet had time to analyse the material sufficiently,' says project director, Soraya Aubi. 'But some have (19) ..... forward the idea that the remains date from this period (20) ..... to the fact that there are very similar ones elsewhere.'

The expedition has so (21) ..... this year made more than 200 dives into water 30 metres deep (22) ..... order to record the ancient remains on film. The film, (23) ..... will later be studied in detail, (24) ..... will provide important information about the region.

### Part 3

For questions 25 – 34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 | S | E | L | E | C | T | I | O | N | | | | | | | | | |

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### Walking holidays

The Real Walkers Company offers a (0) ..... of small group walking holidays which explore some delightful hidden corners of Europe, the Americas and Australasia. There is something for everyone to enjoy on these holidays, (25) ..... of age or level of (26) ..... . The brochure includes various destinations and a range of itineraries. These range from sightseeing tours of (27) ..... cities to undemanding walking trips in unspoilt coastal and country regions and, for the more (28) ..... traveller, challenging mountain or hill-walking expeditions.

But it would be (29) ..... to give the impression that these holidays are just about walking. According to the brochure, an (30) ..... of walking is often the thing that brings together a group of like-minded people, who share the (31) ..... of good companionship in (32) ..... surroundings.

The company believes that its tour leaders are the key to its success. These people are (33) ..... trained and are particularly keen to (34) ..... that each individual traveller makes the most of their trip.

SELECT  
REGARD  
FIT  
HISTORY  
ADVENTURE  
FAIR  
ENJOY  
PLEASE  
ATTRACT  
FULL  
SURE

#### Part 4

For questions 35 – 42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

**Example:**

0 A very friendly taxi driver drove us into town.

**DRIVEN**

We ..... a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example: 0 

WERE DRIVEN INTO TOWN BY
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Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

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35 The two boys were sitting by themselves in the classroom.

**OWN**

The two boys were sitting ..... in the classroom.

36 'I have an interview tomorrow, so I ought to leave soon,' Yannis said.

**BETTER**

'I have an interview tomorrow, so I ..... soon,' Yannis said.

37 The film will have started, so it's not worth going to the cinema now.

**POINT**

The film will have started, so ..... in going to the cinema now.

38 Roberto arrived late this morning because his train was delayed.

**TIME**

If the train ..... Roberto would not have arrived late this morning.

39 I had never met Pia's husband before.

**FIRST**

It ..... I had ever met Pia's husband.

40 Abdul's mother didn't let him play on the computer until he had done his homework.

**MADE**

Abdul's mother ..... his homework before he played on the computer.

41 Although the police chased them, the thieves didn't get caught.

**EVEN**

The thieves managed to get ..... the police chased them.

42 Considering that Luke is so young, you must admit he's making excellent progress as a musician.

**ACCOUNT**

If you ..... young Luke is, you must admit he's making excellent progress as a musician.

## 8.4 Sample Listening paper

### Part 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer, (A, B or C).

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- 1 You hear a young man talking.  
Why did he go back to college?  
A He needed a better job.  
B He needed an evening activity.  
C He needed new skills.
  
- 2 You hear a man talking on the radio.  
What is he?  
A an inventor  
B a company employee  
C a writer
  
- 3 You hear someone talking on the radio about an artist.  
How does the artist feel about his work?  
A He would like to exhibit it in an art gallery.  
B He wants to make his creations last longer.  
C He is happy to see his work destroyed.
  
- 4 You hear a woman talking to her son.  
Why is she talking to him?  
A to give him a warning  
B to refuse permission  
C to make a suggestion

- 5 You hear part of a lecture about the role of retired people in the economy.

What is the lecturer describing?

- A reasons why something is changing
- B errors in statistical information
- C disagreements between researchers

- 6 You hear a chef being interviewed on the radio.

Why did he decide to become a chef?

- A to follow a family tradition
- B to develop a natural talent
- C to pursue his love of cooking

- 7 You hear a teenager talking about the sport she plays.

How does she feel while she is playing the sport?

- A uncomfortable
- B embarrassed
- C confident

- 8 You hear an explorer talking about a journey he is making.

How will he travel once he is across the river?

- A by motor vehicle
- B on horseback
- C on foot

Part 2

You will hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers. For questions 9 – 18, complete the sentences.

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**SUMMER CAMPS**

Helen says that people taking part in the summer camp usually sleep in a

	9
--	---

The summer camp is a chance for teenagers to meet people and learn

	10
--	----

As an example of a practical activity, Helen tells us about a team which built a

	11
--	----

In the next camp, teams will work out problem-solving activities such as a

	12	with clues.
--	----	-------------

Helen gives the example of

	13	as the only typical sporting activity at the camp.
--	----	--

The day when teams can choose their own activities is called

'		'	14
---	--	---	----

The summer camp is good for people who don't have opportunities or have little

	15
--	----

On 'Battle of the Bands' day, the teams make a pop record and a

	16
--	----

For the teenagers taking part, the camp lasts for

	17
--	----

You can book for a summer camp that will be held in the month of

	18
--	----

**Part 3**

You will hear five different people talking about a mistake they recently made. For questions 19 – 23, choose from the list (A – F) the type of mistake that each person made. Use the letters only once. There is one extra letter which you do not need to use.

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A ignoring someone's advice	Speaker 1	<input type="text"/>	19
B failing to inform someone about something	Speaker 2	<input type="text"/>	20
C mistaking someone's identity	Speaker 3	<input type="text"/>	21
D arriving somewhere too early	Speaker 4	<input type="text"/>	22
E getting a particular date wrong	Speaker 5	<input type="text"/>	23
F losing something important			



#### Part 4

You will hear an interview with a conservationist who has built a cable car in the rainforest. For questions 24 – 30, choose the best answer (A, B or C).

---

- 24 What feature of the cable car makes it particularly good for seeing wildlife in the rainforest?
- A the speed at which it moves
  - B the height at which it travels
  - C the distance that it covers
- 25 What is the main aim of the cable car project?
- A to educate local people
  - B to persuade people to save the rainforest
  - C to raise money for other conservation projects
- 26 What is the advantage of the project for the local people?
- A They can use the land if they want.
  - B They can sell forest products to the visitors.
  - C More work is available to them.
- 27 Why was the cable car redesigned?
- A so that people could touch the trees
  - B to avoid cutting down too much forest
  - C because it had to be brought in by air
- 28 How does Donald react to the suggestion that he has disturbed the wildlife?
- A He explains what happened in the past.
  - B He criticises what happens elsewhere.
  - C He denies that there's been any disturbance.

- 29 Why is Donald sure his project is a success?
- A This piece of forest has survived.
  - B Animals have returned to the area.
  - C Other projects have copied his ideas.
- 30 Donald thinks the future survival of the rainforest will depend on
- A the size of the world's population.
  - B the attitude of people towards it.
  - C the size of the areas left as forest.

## 8.5 Sample Speaking paper

### Part 1

3 minutes (5 minutes for groups of three)

Good morning/afternoon/evening. My name is ..... and this is my colleague .....

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all we'd like to know something about you.

- Where are you from (*Candidate A*)?
- And you (*Candidate B*)?
  
- What do you like about living (*here / name of candidate's home town*)?
- And what about you (*Candidate A/B*)?

Select one or more questions from any of the following categories, as appropriate.

#### Likes and dislikes

- Do you prefer to spend time on your own or with other people? ..... (Why?)
- Do you like cooking? ..... (What sort of things do you cook?)
- What's your favourite food? ..... (Why do you like it?)
- Do you like going to parties? ..... (Tell us about a good party you've been to.)
- Tell us about a day you've really enjoyed recently.

#### Education and Work

- Do you find it easy to study where you live? ..... (Why? / Why not?)
- Is there something new you'd really like to learn about? ..... (Why?)
- Are you happier doing mental or physical work? ..... (Why?)
- Do you prefer working on your own or with other people? ..... (Why?)
- What kind of work would you really like to do in the future? ..... (Why?)

## Part 1

3 minutes (5 minutes for groups of three)

### Free Time

- Who do you spend your free time with? ..... (What sort of things do you do together?)
- How much time do you spend at home? ..... (What do you enjoy doing?)
- What sort of music do you listen to? ..... (Why do you enjoy it?)
- Do you ever go to concerts? ..... (What kind of concerts do you enjoy?)  
..... (What do you like about them?)
- Where do you like listening to music? ..... (Why?)
- Does anyone you know have an interesting hobby? ..... (What does he/she do?)
- Have you got any plans for this weekend? ..... (What are you going to do?)

### Holidays and Travel

- Which area of your country would you like to get to know better? ..... (Why?)
- What's the most interesting place you've visited near here? ..... (Tell us about it.)
- Have you ever used your English on holiday? ..... (Where were you?) ..... (What did you use it for?)
- Do you like to plan your holidays carefully or do you prefer to just go? ..... (Why?)
- Where would you really like to go on holiday in the future? ..... (Why?)

### Media

- How much TV do you watch in a week? ..... (Would you prefer to watch more TV than that or less?) ..... (Why?)
- Tell us about a TV programme you've seen recently.
- Do you have a favourite newspaper or magazine? ..... (Why do you like it?)
- Do you use the Internet to learn new things? ..... (What sort of things do you look for?)

**1 Making music**  
**2 Educational visits**

**Part 2**

4 minutes (6 minutes for groups of three)

**Interlocutor** In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

*(Candidate A)*, it's your turn first. Here are your photographs. They show **people making music in different ways**.

Place **Part 2** booklet, open at **Task 1**, in front of *Candidate A*.

I'd like you to compare the photographs, and say **why you think the music is important to the different groups of people**.

All right?

**Candidate A**

⌚ 1 minute

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

*(Candidate B)*, **which type of music would you prefer to listen to?**

**Candidate B**

⌚ approximately  
20 seconds

**Interlocutor**

Thank you.

Now, *(Candidate B)*, here are your photographs. They show **people of different ages on educational visits**.

Place **Part 2** booklet, open at **Task 2**, in front of *Candidate B*.

I'd like you to compare the photographs, and say **what you think the people will learn on their visits**.

All right?

**Candidate B**

⌚ 1 minute

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

*(Candidate A)*, **which of these things would you like to learn about?**

**Candidate A**

⌚ approximately  
20 seconds

**Interlocutor**

Thank you.

Why is the music important to the different groups of people?

1



What will the people learn on their visits?

2



**Part 3**

**Interlocutor** Now, I'd like you to talk about something together for about three minutes.  
(4 minutes for groups of three)

I'd like you to imagine that a local café wants to attract more people. Here are some of the suggestions they are considering.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates.

First, talk to each other about how successful these suggestions might be. Then decide which two would attract most people.

All right?

**Candidates**

🕒 3 minutes  
(4 minutes for  
groups of three)

.....

**Interlocutor** Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

**Part 4**

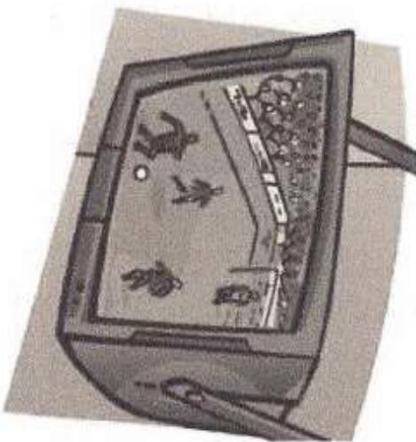
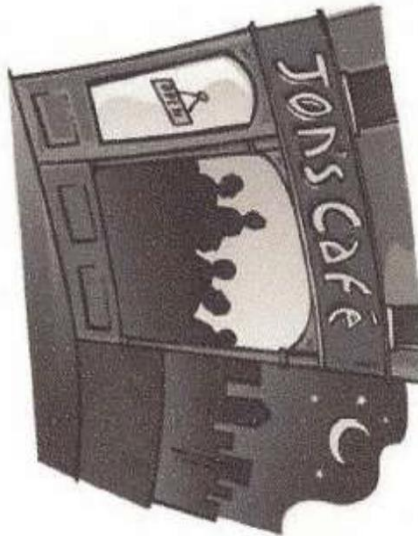
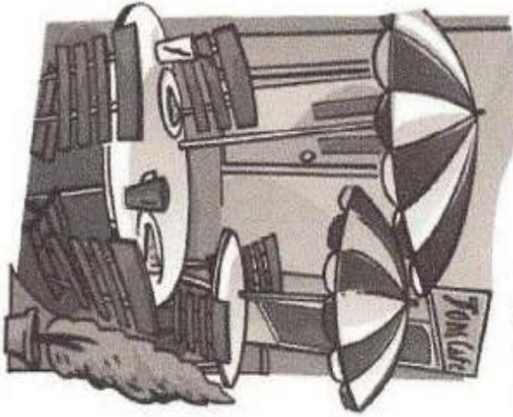
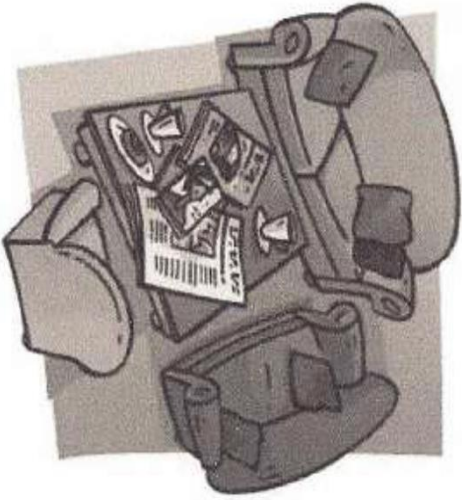
**Interlocutor** Select any of the following questions, as appropriate:

- Would you like to spend time in a café like this?  
..... (Why? / Why not?)
- Would you like to work in a café?  
..... (Why? / Why not?)
- What sort of restaurants are most popular with visitors in your country? .....  
(Why?)
- What sort of things do people complain about in cafés and restaurants?
- Young people usually go to different places to relax than older people. Why do you think that is?
- Some people say that going out to relax is a waste of time and money. Do you agree? ..... (Why? / Why not?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.



- How successful might these suggestions be?
- Which two would attract most people?