

Mock Examination 1



ENGLISH
BUSINESS

B1

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Mock Examination 1

ENGLISH BUSINESS

B1

In order to work through the Listening Comprehension part of the examination, the CD (Order No. 5163-CD0-000001) is required.

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● Important Information:

Please read this page before starting the mock examination.

Dear Learner,

If you cannot understand all the information on this page, ask your teacher to help you.

You can use this mock examination in one of three ways:

- you can take it as if it were a real examination
- you can use all of it or parts of it to practise
- you can read it to find out about the examination in general

Decide what you want to do with this mock examination before you look at the sub-tests and questions.






If you want to take the mock examination as if it were a real examination, you will need the help of a teacher to organise this. In this case, do not read on after this page. You should not look at the items or pictures and should not read the Information for Teachers. Wait for your teacher to tell you what to do.

If you want to use this material to practise, it is best if you keep to the times given for each sub-test as in a real examination – e.g. 90 minutes for Reading Comprehension and Language Elements. In this way you can see if you can do the tasks in the time given. You will need the recorded material (Order No. 5163-CD0-000001) to practise the sub-test Listening Comprehension. The answers to the questions can be found on page 43. If you do the sub-test Writing, you should ask your teacher to mark it for you. You cannot of course practise the oral examination on your own but can read about it and how it is marked.

If you want to find out about the examination in general all you need to do is to read the information given in this mock examination.

We hope you find the mock examination interesting and useful and pass with flying colours!

The Structure of the Examination

Sub-Test	Aim	Type of Test	Marks	Time in minutes	
Written Examination					
1 Reading Comprehension					
	1.1	Reading for Gist	5 matching items	25	
	1.2	Reading for Detail	5 multiple-choice items		90
	1.3	Selective Reading	10 matching items		
2 Language Elements					
	2.1	Part 1	10 multiple-choice items	15	
	2.2	Part 2	10 matching items	15	
Break				20	
3 Listening Comprehension					
	3.1	Listening for Gist	5 true/false items	25	
	3.2	Listening for Detail	10 true/false items		max. 30
	3.3	Selective Listening	5 true/false items		
4 Writing					
	4.1	Content	4 guiding points	15*	
	4.2	Communicative Design		15*	30
	4.3	Language		15*	
Oral Examination					
	■	Part 1: Social Contacts	examination with two candidates, in exceptional cases with one candidate	75**	
	■	Part 2: Topic-Based Conversation			approx. 15
	■	Part 3: Task			

* cf. marking criteria

** cf. marking criteria

Information concerning the **Answer Sheet**

Each item has only one correct answer.

For example, if you think that **c** is the correct answer, mark your answer on the Answer Sheet in the following way:



Important Information:

This is the start of the mock examination.
Before you look at the following pages, we recommend that you read the information for learners.

Written Examination

The first two sub-tests are

1 Reading Comprehension and

2 Language Elements

You have a total of 90 minutes for these two sub-tests.



Sub-Test 1: Reading Comprehension

This sub-test has three parts, testing your skills in

- Reading for Gist
- Reading for Detail
- Selective Reading

This sub-test has a total of 20 items. Each item has only one correct answer.



Sub-Test 2: Language Elements

This sub-test has two parts:

- Part 1
- Part 2

This sub-test has a total of 20 items. Each item has only one correct answer.

**1 Reading Comprehension (Part 1)**

Read the five texts, items 1–5. Then read the headlines a–j. Decide which headline a–j goes best with which text. Mark your answers on the Answer Sheet.

- a) ***Dutch Price Increases Cause Higher Inflation in Euro Countries***
- b) **High Unemployment Among Foreign Workers**
- c) House Sales Market Falls Sharply
- d) Inflation figures may produce a change in interest rates
- e) LEADING SOFTWARE COMPANY LOSES VALUE
- f) *New report corrects house sales statistics*
- g) **SERVICE INDUSTRIES NEED MORE PERSONNEL**
- h) SHARE PRICES HIGHER THAN EXPECTED
- i) **Workers receive share of company earnings**
- j) **Workers to receive wages by check**



1.

Shares of Oracle, the world's No. 2 software company, fell 20% on Friday in heavy trading, after the company surprised Wall Street by saying it would miss expectations in the first quarter. Citing the poor economy as the main reason, Oracle said it expected profits of 10 cents per share instead of 12 cents as banks had expected.

3.

On Wednesday the National Association of Realtors on Wednesday increased their existing home sales data sharply, offering a sign that the housing market remains strong, after an earlier report showed surprising weakness. The group said sales of previously owned homes rose 3.8% in January to 5.13 million over the last twelve months. A little over a week ago, the Association had said sales had fallen 6.6% in the month to a yearly rate of 4.65 million.

2.

The Ford Motor Company handed out \$733 million on Wednesday in 2000 profit-sharing checks to more than 103,000 workers, the second highest in the program's 18-year history. The checks went to the automaker's 79,000 U.S. hourly workers and about 24,000 workers at Visteon, the auto parts maker.

4.

The average annual inflation rate in the dozen European Union nations that have the euro as a common currency fell to 2.4% in January from December's 2.6%, even though Dutch consumer prices rose, the EU statistics office said Wednesday. The news should make it easier for the European Central Bank to decide this week whether to raise interest rates. Officials said the January figures confirm inflation in the euro zone is beginning to fall, thanks to a drop in oil prices and a strengthening euro.

5.

A Missouri town wants to import waitresses and housekeepers. Cedar Shore Hotel has asked the U.S. Department of Labor for permission to hire 20 foreign workers. Hotel manager Ben Buchanan said he hopes the new people can start by May 1. The area's unemployment rate for service industry jobs is much lower than the overall jobless rate of 2.2% .



1 Reading Comprehension (Part 2)

Read the following text, then choose the answers to questions 6–10 and mark your answers on the Answer Sheet.

FastJet takes off

FastJet, the best-financed new airline since deregulation, looks like a success a year after its launch. Founder David Neeleman says the airline is profitable, and there's even speculation about how soon it will make an initial public offering.

For start-up airlines, survival itself is an achievement. Legend Airlines was launched about the same time as FastJet, but it stopped flying in December after investors refused to continue subsidising its losses. National Airlines, started at about the same time, is flying but in bankruptcy reorganisation. Pro Air was grounded by the Federal Aviation Administration last year and is trying to resume flights.

Not only is FastJet in the black, its executives say, but the airline is teaching bigger competitors lessons in customer service. FastJet "has managed to go so far beyond the low expectations passengers have these days that they are creating a loyal following," says Stuart Klaskin of Klaskin Aviation Consulting in Florida.

Once, when a FastJet flight arrived in Fort Lauderdale 3 hours late, airline President Dave Barger stood at the plane's doorway, "apologising and shaking hands with every passenger and giving each one his card," Klaskin says. "It just wows the passengers. The employees see this, and they adopt it" he says.

Klaskin, who has no professional relationship with FastJet, also says that on a FastJet plane that was delayed recently in New York, the pilot

offered his cell phone to any passengers who needed to make calls.

That kind of service, he says, is as much a key to FastJet's survival as its financial backing. FastJet started out with \$130 million when it took to the air a year ago. By August, six months after its first flight, FastJet was making a profit. By the year's fourth quarter, it had flown 1.14 million passengers.

FastJet also has adopted Southwest Airline's relaxed work atmosphere to motivate workers, as well as its devotion to keeping costs low. Like Southwest, FastJet relies heavily on technology. FastJet sells about 40% of its tickets on the Internet, and all FastJet reservations are taken by employees who work from their homes on laptops. Like Southwest, FastJet has only one type of plane, but where Southwest uses only Boeing 737s, FastJet uses Airbus A320s. It gets as much as 14 hours a day flying out of the Airbuses, while Southwest gets up to about 12 hours, Neeleman says.

FastJet has also put its own twist on the Southwest strategy of favoring lower-cost alternative airports. FastJet's hub is New York's John F. Kennedy International airport in the heart of the nation's largest city. JFK is hardly an out-of-the-way airport, but it is not heavily used much of the day. Other than a peak period from 3 p.m. to 8 p.m., when federal landing limits are in effect, it's an underused airport.



Answer the following questions from the information given in the text.

- 6.** Of the four airlines, FastJet, Legend Airlines, National Airlines, ProAir,
- a) one is still in operation.
 - b) two are still in operation.
 - c) three are still in operation.
- 7.** The FastJet President
- a) often goes to the airport to meet the FastJet passengers.
 - b) sometimes flies the planes himself.
 - c) spoke to passengers personally when the plane arrived very late.
- 8.** FastJet started to earn its first profits after
- a) 3 months.
 - b) half a year.
 - c) one year.
- 9.** The difference between Southwest Airlines and FastJet is that
- a) FastJet planes are in the air longer.
 - b) FastJet takes flight bookings on the internet.
 - c) Southwest Airlines has a lot of different planes.
- 10.** FastJet uses John F. Kennedy International Airport in New York because the airport
- a) has opportunities for new flight connections in the morning and evening.
 - b) is a long way from the city centre.
 - c) is one of the busiest airports in the United States.

**1 Reading Comprehension (Part 3)**

Read questions 11–20 and then read the texts a–l.

In which of the texts can you find what you are looking for?

For each of the items 11–20, decide which text goes with the situation described.

Each text can only be used once. Mark your answers on the Answer Sheet.

In one or two cases, there may be no text for the situation. Then mark *x*.

11. You are looking for a hotel offering low weekend prices.
12. You are looking for a hotel with high price reductions in March.
13. You are looking for a flight connection from Denver to New York.
14. You are looking for an airline that is going to offer seats with extra space.
15. You are looking for an airline that offers cheaper flights to customers buying on the internet.
16. You have heard of a hotel company that is offering price reductions for on-line reservations.
17. You have heard that there is an airport where certain airlines offer free treatment to help passengers relax.
18. You have to travel from Phoenix to Miami in the middle of March.
19. You hate waiting on the phone when trying to find out the cost of hiring a car and would prefer a company where you do not have to wait.
20. You want to travel from Miami to Europe on a weekend in April.



a

America West has 10% off internet fares between 10 destinations in Mexico and any America West city on www.americawest.com. Purchase round-trip tickets for travel Feb. 26-April 8, Phoenix-Guadalajara, \$439.

b

Best Inns & Suites cuts 10% off room rates when booked through April 30 at www.bestinn.com to \$39 to \$49.

c

Delta Airlines offers U.S. customers up to 5 % discounts to select destinations for tickets purchased only at www.delta.com by today for travel through Sept. 30.

d

Delta Shuttle and Headhunter.jet will give shoulder massages free of charge weekdays through March 15 for Delta Shuttle customers in Terminal A at Boston Logan. Hours 7-10:30 a.m. and 3:30-6 p.m.

e

Hilton cut 20% to 40% off room rates until April 1 at more than 50 participating Hilton International and Conrad International hotels in 37 cities, with no minimum or maximum stay requirement. Members of its honors program automatically earn double points for qualifying stays.

f

JetBlue Airways will begin daily non-stop flights between New York and both Denver and Seattle in May. Fares as low as \$198 round trip are available until March 30 and are good for travel through June 14. Regular one-way fares are \$129 to \$249, with some restrictions.

g

Lauda Air offers special fares to Europe from Miami. Purchase tickets by March 15 for travel only on Wednesday, March 28-May 30, call 800-588-8399. Sample round-trip fares: Miami-Munich or Miami-Vienna \$329.

h

Select American and American Eagle flights from Florida are on sale at www.aa.com through March 12. Buy seven days in advance for travel March 13-April 11 on Fri., Sat., Sun. Sample round-trip fare: Miami – Los Angeles, \$299; Miami – Paris, \$340.

i

Southwest extended sales fares to and from Phoenix for as low as \$99 each way. Purchase tickets seven days in advance by March 15 for travel through May 23. For lowest fares, travel off-peak days and hours. Buy online or call 800-435-9792.

j

Thrifty Car Rental now offers speech recognition so that callers can check rates without having to wait for an agent. Call 800-847-4389

k

United Airlines has converted 450 jets in its U.S. fleet to Economy Plus seating, taking out one row of seats and giving extra leg room in some rows. American Airlines will have half of its 609-jet U.S. fleet converted to give each row more leg room by early June.

l

You can now earn 1000 extra points when renting an AVIS vehicle. Reserve on-line at www-avis.com or call 800-831-8000. Mention offer number A204000.



2 Language Elements (Part 1)

Read the following text and decide which word or phrase a, b, or c is missing in items 21–30. Mark your answers on the Answer Sheet.

39 Platton Terrace Glasgow, G79 9QQ
Box No. 31158

12 August _____

PLEASE TREAT IN STRICT CONFIDENCE

Dear Sirs

In answer to your advertisement in _____ **21** _____ issue of the Glasgow Herald, I give below the _____ **22** _____ you requested.

1) I am at present _____ **23** _____ with Plowden & Monck Limited, of London. I have been with them for three years as their representative covering the areas you mention in your advertisement. My only reason for wishing to make a change is that I would like to improve my _____ **24** _____. Prior to my present work, I learned the business with Atkinson Limited and _____ **25** _____ with them for seven years, during the last three of which I was Sales Representative in the Midlands.

2) Age: 36.

3) I am _____ **26** _____ a position with a salary of £22,000 per annum, but _____ **27** _____ it is your wish to pay on a salary plus commission basis, I should be pleased to discuss the matter with you.

4) Finally I would like to point out that I am particularly interested _____ **28** _____ the fiction market and have considerable _____ **29** _____ of it. I know the buyers well in the areas I have covered, and I find that _____ **30** _____ a Scotsman is a great advantage in the North.

I hope that I may be granted an interview.

Yours faithfully

John Smith

- | | | | |
|---|---|--|---|
| 21. a) today
b) today's
c) todays | 24. a) position
b) work
c) workplace | 27. a) if
b) when
c) whether | 30. a) be
b) being
c) to being |
| 22. a) data
b) dates
c) details | 25. a) have been
b) was
c) was being | 28. a) about
b) for
c) in | |
| 23. a) employed
b) employee
c) employing | 26. a) looking
b) looking for
c) looking forward | 29. a) experience
b) experienced
c) experiences | |

**2 Language Elements (Part 2)**

Read the following text and decide which word or phrase a–o is missing in items 31–40. Mark your answers on the Answer Sheet.

ELLIOT & ELLIOT
12-16 Mersham Street
Crewe, Cheshire, CW1 2LB

15 August

Private & Confidential

J & A Cartwright & Co.
 12 East Kent Avenue
 Leeds
 LS 14 3QG

Dear Sir,

Two days ago we received an offer for computer desks at the price of £700 per unit from your **31** who promised to guarantee this offer for forty-eight hours. We **32** a copy of our letter to our **33**, Messrs Benjamin Powell & Ranklin Ltd, Tenby Road, Liverpool. You are, of course, welcome to contact them for **34**. We hold their Order Number 3501 for the **35** in question.

When we approached your representative well **36** the forty-eight hours, however, we were informed that the desks had been sold to another shop at £50 more than was quoted to us. We are sure you will understand that this has put us in an extremely awkward **37** with our customer.

We would ask whether you can **38** us with other computer desks of a similar specification at as early a **39** as possible. We **40** having had to write to you direct but you will understand there was no other course open to us.

Yours faithfully,

a) agent b) confirmation c) customer d) date e) deliver

f) detail g) enclose h) enquiry i) goods j) position

k) regret l) term m) send n) supply o) within

Have you marked all your answers
on the Answer Sheet?

You now have a break of twenty minutes.



The next sub-test is

3 Listening Comprehension

Once you have started the recording, let it run until you hear the words:
That is the end of Listening Comprehension. Thank you for listening.

All the pauses are on the recording. You should not stop the recording during the test.

Sub-Test 3: Listening Comprehension

This sub-test has three parts, testing your skills in

- Listening for Gist
- Listening for Detail
- Selective Listening

(max. 30 minutes)



3 Listening Comprehension (Part 1)

You are going to hear five people.

*You will hear each person only **once**.*

First read items 41–45.

After you have listened to each person, decide if the statement for each of the items 41–45 is true (+) or not true (–).

Mark your answer on the Answer Sheet.

Now you will have half a minute to read the five statements.

41. The first speaker thinks that modern technology means managers work less.
42. The second speaker says he no longer works as hard as before.
43. The third speaker thinks a manager's job has become less attractive.
44. The fourth speaker thinks that companies often try to make things better.
45. The fifth speaker thinks it is necessary to change the system before individual managers can change their situation.



3 Listening Comprehension (Part 2)

You are going to hear a radio programme.

You will hear the programme **twice**.

First read items 46–55.

After you have listened to the programme, decide if the statement for each of the items 46–55 is true (+) or not true (–). Mark your answer on the Answer Sheet.

Now you will have two minutes to read the statements.

- 46. Jeff Carlson works as a chemist.
- 47. Jeff Carlson feels pain even when doing everyday things at home.
- 48. Jeff Carlson is the only person in his company to suffer from such problems.
- 49. People who have only just started their working lives are also affected by the health problems caused by computers.
- 50. Many people work at the computer all day even though they know about the risks.
- 51. Ron Goodman is no longer able to work at all.
- 52. Ron Goodman's company has offered to help him.
- 53. One company makes their workers take part in courses every three years to help them understand the health risks.
- 54. Another company designs special workplaces for each member of their staff who works on a computer.
- 55. According to Ernest Ray most companies are not interested in their employees' health.

(max. 30 minutes)



3 Listening Comprehension (Part 3)

You are going to hear five short texts. You will hear each text **twice**.

After you have listened to each text, decide if the statement for each of the items 56 to 60 is true (+) or not true (-). Mark your answer on the Answer Sheet.

56. The company can only help you at the beginning of next week.
57. There are no more seats available on the flight you have booked.
58. You should not go to the car ferry but should drive to the tunnel train service in Folkestone.
59. There is a problem with the accommodation for some of the people attending the conference.
60. You should phone your business partner if you do not agree to the new time for the meeting.



The next sub-test is

4 Writing

You have a total of 30 minutes for this sub-test.

You now have to write a letter.

Please use the Answer Sheet S6, which can be removed or copied for this purpose.

**4 Writing**

You work in the purchasing department of a company that produces high speed 3rd generation USB sticks for personal computers.

The design department has heard that the **A1 Cable Company** have developed a new type of light-weight plastic which might be suitable for your company's products.

You write a letter to the **A1 Cable Company**. Fill in the date and reference line and use an appropriate greeting and closing formula.

The following points should be mentioned in your letter.
Before starting the letter decide the order in which you think these points should be included.

- Ask for prices, delivery times, conditions of payment
- Describe the situation
- Explain the importance of high quality material
- Say your company needs details of other companies supplied

● Important Information:

If you want to take this oral examination as if it were a real examination in class, you should not read on or the mock examination will not be like a real examination.

If you want to find out about the examination in general, then read the following pages.

Oral Examination

The oral examination has three parts:

- **Part 1: Social Contacts**
- **Part 2: Topic-Based Conversation**
- **Part 3: Task**



The oral examination normally takes place with two candidates. For each examination there are two examiners. If there is an odd number of candidates, then one candidate will be tested on his or her own with one examiner taking the part of the other candidate.

The oral examination is like a conversation between two people. The examiners are there to make sure the examination runs properly and to mark the candidates' performance. They say as little as possible. You and your partner should talk to each other in a normal way. Both candidates should take an active part in the conversation and listen to each other. You should have three natural conversations on different topics. You should help your partner if he or she has difficulties in the conversations. Your teacher can give you more information about the oral examination.

The oral examination will not take longer than 15 minutes. Before the oral examination starts you will have twenty minutes to prepare for the conversations. You will get candidate sheets for the preparation which have information on the tasks you have to do. During the preparation you may not talk to your partner or other candidates.



Part 1: Social Contacts

You should talk to your partner and find out as much as possible about each other. There are some ideas on the candidate sheet. You should not ask all the questions one by one but have a natural conversation to get to know each other. If you know your partner you should not ask questions to which you know the answer (e.g. his or her name).

The examiners may ask you to talk about a topic which is not on the candidate sheet.

You and your partner both have the same information on your candidate sheets.

Part 2: Topic-Based Conversation

The examiner will ask you and your partner to talk about the information on your sheets and your own opinions.

You and your partner have different information on the same topic on your sheets.

Part 3: Task

The examiner will ask you to talk to your partner using the ideas and information on your sheet.

You and your partner both have the same information on your sheets.



Part 1: Social Contacts (3–4 minutes)

Part 1: Social Contacts

Candidate A/B

1

In this first part of the examination you will be asked to find out as much information as you can about the other candidate's

- names
- where he/she lives
- where he/she comes from
- if he/she has ever been to other countries
- how long he/she has lived in the area
- details of her/his house/flat
- details of her/his family

Only ask for information you do not already know.

In addition the examiner may have one more topic for you to ask about.

One copy of this page can be made for practice purposes only.



Part 2: Topic-Based Conversation

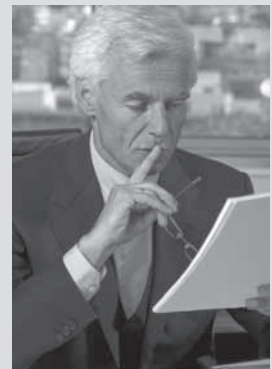
Candidate A

2

Look at the information on this page and prepare to do the task below.

Tell your partner about the information on this page. Listen to your partner who has different information on the same topic. You can ask your partner questions. Then exchange your opinions on the topic.

Business Travel



“In my job I have to do a lot of travelling. I reckon I travel over 100,000 miles a year flying round Europe and across to our office in New York. When I first started the job I really enjoyed it, but after a couple of years living out of a suitcase so to speak, it starts to get boring. Either that or I’m getting old!”

(Brian Macalister, 52, sales manager)

Examiners' Sheet

One copy of this page can be made for practice purposes only.

MA 2



Part 2: Topic-Based Conversation

Candidate B

2

Look at the information on this page and prepare to do the task below.

Tell your partner about the information on this page. Listen to your partner who has different information on the same topic. You can ask your partner questions. Then exchange your opinions on the topic.

Business Travel



"Oh, I enjoy travelling. Five-star hotels, business class flights, top quality restaurants! Of course me not being married makes it a lot easier. I can just pack my suitcases and go anywhere at any time it's necessary. I don't know how long I'll continue to enjoy it, but at the moment, it's perfect for me."

(Doreen Johnston, 31, company lawyer)

Examiners' Sheet

One copy of this page can be made for practice purposes only.

MB2



Part 3: Task

Candidate A / B

Situation:

Business partners from the USA will be visiting your company for three days next month. Discuss their visit with your partner and try to agree on a programme.

Task:

Decide

- Which hotel?
- Evening programme (cultural, sports, etc.)?
- Restaurants for meals (lunch, dinner)?
- Transfers to and from airport, hotel, etc.?
- Starting times for the meetings?
- Which departments are to take part?
- Tour of the company?
-
-

First decide what you would like and why.

Prepare to tell your partner your ideas and give reasons. Listen to your partner's ideas and reasons.

Try to agree on a programme that both of you would like.






One copy of this page can be made for practice purposes only.

Examiners' Sheet

**MA3
MB3**

Points and Grades

A maximum total of 300 points can be awarded for the whole examination. The sub-tests Reading Comprehension, Listening Comprehension and the oral examination have an equal weighting with a possible maximum total of 75 points for each sub-test. A maximum total of 30 points can be awarded for the sub-test Language Elements and 45 points for the sub-test Writing.

Sub-Test	Maximum Number of Points	Number of Points Awarded
 Reading Comprehension Reading for Gist Reading for Detail Selective Reading	75	<input type="text"/>
	25	<input type="text"/>
	25	<input type="text"/>
	25	<input type="text"/>
 Language Elements Part 1 Part 2	30	<input type="text"/>
	15	<input type="text"/>
	15	<input type="text"/>
 Listening Comprehension Listening for Gist Listening for Detail Selective Listening	75	<input type="text"/>
	25	<input type="text"/>
	25	<input type="text"/>
	25	<input type="text"/>
 Writing	45	<input type="text"/>
Sub-Total I	225	<input type="text"/>
 Oral Examination Social Contacts Topic-Based Conversation Task		<input type="text"/>
	15	<input type="text"/>
	30	<input type="text"/>
	30	<input type="text"/>
	Sub-Total II	75
Written Examination	225	<input type="text"/>
Oral Examination	75	<input type="text"/>
Total Points	300	<input type="text"/>

To pass the whole examination, you must get at least 60% of the maximum possible total of points both in the written and in the oral examination. This means a total of 135 points in the written examination and 45 points in the oral examination.

If you get more than 60% in each part of the examination, then the number of points you get for the written examination is added to the number of points you get for the oral examination. The grade is then calculated according to the following table:

180–209.5 points	Pass
210–239.5 points	Satisfactory
240–269.5 points	Good
270–300 points	Very Good

If you fail or do not take one of the parts of the examination (written or oral) you can retake that part during the same calendar year or the following calendar year. You can retake the whole examination as many times as you want, e.g. in order to get a better grade. However, it is always the result of the re-take which is valid.

Introduction

This mock examination has been developed as preparation material for the telc English B1 Business examination. It enables learners to check, with the help of their teacher whether they have reached the necessary level of language competence to pass the examination. All the information that teachers and learners need is given in this publication. Learners can become fully familiar with the examination format so that they know exactly what to do in the real examination situation. The mock examination can be used to simulate a real examination situation.

Examination Procedure

If you wish to simulate a real examination closely you should read the Instructions for the Written and Oral Examinations (available from telc GmbH). In order to be able to act as examiners for a telc Oral Examination, teachers must attend an examiner training session and obtain an examiner's licence.

Written Examination

In a real examination

- candidates must enter their answers in a particular way so that these can be read automatically.
- candidates must write their names and personal details in block capitals so that these appear correctly on their certificates.
- under no circumstances is other material allowed apart from the examination booklets (dictionaries, grammar books, personal notes etc.).
- candidates must be informed that all attempts to cheat will lead to their exclusion from the examination and make the results invalid.
- the times for the different parts of the examination must be strictly kept to.
- all material (examination documents as well as personal notes) must be handed in after it has been used.
- the CD with the material for Listening Comprehension may not be stopped during the examination. All pauses are in the recording.
- the order of the parts of the examination must be kept to.

	Material	Time in minutes
Formalities	Examination Regulations	approx. 30
Part 1 Reading Comprehension and Language Elements	Examination Booklet Answer Sheet	90
BREAK		20
Part 2 Listening Comprehension	Examination Booklet Answer Sheet	approx. 30
Writing	Examination Booklet Answer Sheet	30

Oral Examination

In a real examination

- two examiners are necessary. Both examiners mark both candidates during the examination and compare marks after the candidates have left the room.
- candidates' names and marks must be recorded clearly on the score sheets.
- candidates are not allowed to communicate with each other during the preparation time. This will be regarded as cheating and will lead to their exclusion from the examination and make the results invalid.
- no other material may be used to answer the questions than that on the task sheets (dictionaries, grammar books, personal notes etc.).
- the times for the different parts of the oral examination and the total time must be kept to.
- candidates must hand in all material (task sheets as well as personal notes) after each examination.
- examiners may not give candidates information about their performance or their marks.
- the order of the parts of the examination must be kept to.

During the examination

- examiners should not confer with each other or intervene in the examination unless this is really necessary.
- all three parts of the oral examination are designed as communicative tasks.
- candidates should talk to each other and not to the examiners.
- candidates should try to solve problems of communication or language themselves.
- examiners should only help if and when really necessary.
- examiners should keep to the time schedule and move from one part to the other smoothly.

After the examination examiners compare marks and transfer these to the Answer Sheet in the appropriate way.

Examination Schedule

	Material	Time in minutes
Preparation	Candidates' Task Sheets	20
Part 1 Social Contacts	Task Sheet 1	3–4
Part 2 Topic-Based Conversation	Task Sheet 2	5–6
Part 3 Task	Task Sheet 3	5–6
Examiners' Discussion	Score Sheets Answer Sheets	4–5



Part 1: Social Contacts (Examiner's Sheet)

Candidate A/B

1

In the first part of the examination ask the candidates to find out as much information as they can about the other candidate's

- name
- the area where he/she lives
- details of his/her house/flat
- details of his/her family
- his/her work experience
- his/her training experience
- his/her workplace

The candidates should only ask for information they do not already know.

In addition you may ask them to talk about :

- *what part of their work they like best*
- *how long they work every day*

EXAMINER'S SHEET

MA 1

MB 1

Marking, Points and Grades

For the **Reading Comprehension**, **Language Elements** and **Listening Comprehension** parts of the examination, compare the learners' answers with the answer key given on page 44. Award points as follows:

Reading for Gist	Items 1– 5	5 points each
Reading for Detail	Items 6–10	5 points each
Selective Reading	Items 11–20	2.5 points each
Language Elements, Part 1	Items 21–30	1.5 points each
Language Elements, Part 2	Items 31–40	1.5 points each
Listening for Gist	Items 41–45	5 points each
Listening for Detail	Items 46–55	2.5 points each
Selective Listening	Items 56–60	5 points each

For the **Writing**, award points according to the marking criteria on pages 38–39.

For the **Oral Examination**, award points according to the marking criteria on pages 40–41.

Enter the points on page 33 of the mock examination booklet. Add together separately the points for the written and for the oral part of the examination.

In order to pass the examination as a whole, the candidate must obtain at least 60% of the maximum possible total in the written as well as in the oral part of the examination. This corresponds to 135 points in the written and 45 points in the oral examination.

If the overall mark is more than the minimum number of points required to pass the examination, the number of points for the written and for the oral examination should be added and the grade awarded according to the following table:

180–209.5 points	Pass (Grade 4)
210–239.5 points	Satisfactory (Grade 3)
240–269.5 points	Good (Grade 2)
270–300 points	Very Good (Grade 1)

In a real examination, a candidate who has failed one part of the examination (either the written or the oral part), or who has attempted only one part, can retake that part during the calendar year in which the examination has been taken or the following calendar year. The entire examination can be retaken as many times as the candidate wishes.

Marking Criteria

Writing

Each letter is marked by two examiners who try to reach a consensus on the mark to be awarded.

A maximum total of 45 points may be awarded for this part.

The letter is marked according to the following three criteria:

- Criterion 1: Content (Guiding Points)
- Criterion 2: Communicative Design
- Criterion 3: Language



A maximum of two further additional points may be awarded as follows:

- 1 point for a wider than average range of vocabulary and structures (language).
- 1 point if the letter contains more than minimum information (content).

These additional points may **not** be given if the letter

- has already been awarded the maximum total number of points.
- has been awarded a “C” (see below) in any one of the three criteria.

If the mark given for Criterion 1 and/or Criterion 3 is “D”, the whole letter must be awarded **zero** points.

The total number of points (all three criteria plus any possible additional points) is finally multiplied by 3.

Criterion 1: Content (Guiding Points)

Assessment is based on the number of guiding points that have been processed.

A	5 points	All four guiding points have been processed in an appropriate way.
B	3 points	Three of the guiding points have been processed in an appropriate way.
C	1 point	Two of the guiding points have been processed in an appropriate way.
D	0 points	No more than one guiding point has been processed in an appropriate way.

Criterion 2: Communicative Design

Assessment is based on:

1. whether the guiding points have been processed in a logical sequence;
2. the links between the sentences and between the guiding points;
3. whether the language used is appropriate to a **business letter** and to the person the letter is being sent to;
4. the formal characteristics of the letter (**reference line**, date, salutation, closing formula) **and their appropriacy in a business context.**

The communicative design of the letter is

A	5 points	appropriate in all respects.
B	3 points	appropriate in most respects.
C	1 point	mostly inappropriate.
D	0 points	completely inappropriate.

Criterion 3: Language

Assessment is based on syntax, morphology and spelling.

The letter contains

A	5 points	no or only occasional errors.
B	3 points	a number of errors without impairing the reader's understanding of the letter.
C	1 point	errors that considerably impair the reader's understanding of the important parts of the letter.
D	0 points	so many errors that the text is (almost) impossible to understand.

Oral Examination

The marking of the oral test is carried out during the examination by each of the two examiners individually. After the candidates have left the room, the examiners reach a consensus on the marks to be awarded for each candidate.

A maximum total of 75 points may be awarded.

The overall examination carries a maximum total of 300 points, giving the oral test a weighting of 25 per cent.

Each of the three parts of the oral test is assessed separately in accordance with the same criteria. The marks for the three parts are based on a ratio of 1 : 2 : 2, corresponding to a points system of 15 points : 30 points : 30 points.

The candidates' performance is assessed according to the following criteria:

Criterion 1: Expression

Criterion 2: Task Management

Criterion 3: Language

Criterion 4: Pronunciation and Intonation

Part 1: Social Contacts

A maximum of 15 points may be awarded as follows:

Criterion		A	B	C	D
1	Expression	4 pts	3 pts	1 pt	0 pts
2	Task Management	4 pts	3 pts	1 pt	0 pts
3	Language	4 pts	3 pts	1 pt	0 pts
4	Pronunciation & Intonation	3 pts	2 pts	1 pt	0 pts

Part 2: Topic-Based Conversation and Part 3: Task

In each part a maximum of 30 points may be awarded as follows:

Criterion		A	B	C	D
1	Expression	8 pts	6 pts	2 pts	0 pts
2	Task Management	8 pts	6 pts	2 pts	0 pts
3	Language	8 pts	6 pts	2 pts	0 pts
4	Pronunciation & Intonation	6 pts	4 pts	2 pts	0 pts



Criterion 1: Expression

Assessment is based on the extent to which the language used (vocabulary and functional exponents) is appropriate to the task and the role relationship between the two candidates.

Expression is

A	appropriate in all respects.
B	appropriate in most respects.
C	mostly inappropriate.
D	completely inappropriate.

Criterion 2: Task Management

Assessment is based on

1. the degree of active participation in the discourse;
2. the use of strategies (discourse strategies and, where necessary, compensation strategies);
3. fluency.

Task Management is

A	appropriate in all respects.
B	appropriate in most respects.
C	mostly inappropriate.
D	completely inappropriate.

Assessment is made on the process of task management, not on the end-product.

Criterion 3: Language

Assessment is based on syntax and morphology.

The candidate makes

A	no or only occasional errors.
B	a number of errors without impairing communication.
C	errors that considerably impair communication.
D	so many errors that communication is (almost) impossible.

Criterion 4: Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

Divergences from standard pronunciation and intonation

A	do not impede comprehension.
B	may occasionally impede comprehension and require extra concentration on the part of the listener.
C	considerably impede comprehension.
D	make comprehension (almost) impossible.



		A			B				
		Teilnehmende/r • Candidate Candidato • Kandidaat			Teilnehmende/r • Candidate Candidato • Kandidaat				
		Candidato • Candidat Participante • Кандидат			Candidato • Candidat Participante • Кандидат				
		Nachname • Surname • Apellido • Nom • Cognome • Achternaam • Apelido • Фамилия			Nachname • Surname • Apellido • Nom • Cognome • Achternaam • Apelido • Фамилия				
		Vorname • First name • Nombre • Prénom • Nome • Voornaam • Nome próprio • Имя			Vorname • First name • Nombre • Prénom • Nome • Voornaam • Nome próprio • Имя				
		TEIL • PART • PARTE • PARTIE • PARTE DEEL • PARTE • ЧАСТЬ			TEIL • PART • PARTE • PARTIE • PARTE DEEL • PARTE • ЧАСТЬ				
		1	2	3	1	2	3		
1	Ausdrucksfähigkeit Expression Expresión Capacité d'expression Capacità espressiva Uitdrukking Expressão Выразительность	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	2	Aufgabenbewältigung Task Management Cumplimiento tarea Réalisation de la tâche Padronanza del compito Oplossing van de opgave Resolução da tarefa Умение справляться с задачей	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
		3	Formale Richtigkeit Language Corrección lingüística Correction linguistique Correttezza formale Taalkundige correctheid Língua Формальная правильность	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
			4	Aussprache / Intonation Pronunciation / Intonation Pronunciación / Entonación Prononciation / Intonation Pronuncia / Intonazione Uitspraak / Intonatie Pronúncia / Entoação Произношение и интонация	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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Answer Key



Reading Comprehension

Item 1	e)
Item 2	i)
Item 3	f)
Item 4	d)
Item 5	g)
Item 6	b)
Item 7	c)
Item 8	b)
Item 9	a)
Item 10	a)
Item 11	x)
Item 12	e)
Item 13	f)
Item 14	k)
Item 15	c)
Item 16	b)
Item 17	d)
Item 18	i)
Item 19	j)
Item 20	h)



Language Elements

Item 21	b)
Item 22	c)
Item 23	a)
Item 24	a)
Item 25	b)
Item 26	b)
Item 27	a)
Item 28	c)
Item 29	a)
Item 30	b)
Item 31	a)
Item 32	g)
Item 33	c)
Item 34	b)

Item 35	i)
Item 36	o)
Item 37	j)
Item 38	n)
Item 39	d)
Item 40	k)



Listening Comprehension

Item 41	–
Item 42	+
Item 43	+
Item 44	–
Item 45	+
Item 46	–
Item 47	+
Item 48	–
Item 49	+
Item 50	–
Item 51	–
Item 52	+
Item 53	+
Item 54	+
Item 55	–
Item 56	–
Item 57	–
Item 58	+
Item 59	+
Item 60	+



Writing

The marking of this part is done by a teacher or examiner using the marking instructions and criteria.

Tapescripts of Listening Comprehension Tests

Part 1

Hello and good morning. Once again, we'd like to welcome all our listeners to today's "Modern Times". Today we are talking to people about the working lives of people at management level. Five people with quite different experiences and views are going to tell us what they think about the working situation of people at management level.

41. The trouble with the whole debate is that it has more to do with macho than fact. Working hard seems to be the mentality of the majority of managers. Even though they've got laptops, mobile phones and other such devices, the idea of working from home or working less seems to have passed them by.
42. I personally work long hours but not as long as I used to. I don't do more than about twelve hours a day and week-ends I rarely work more than about eight hours. And then I sometimes take a weekend off and have at least three vacations a year.
43. I'm bored, I'm tired, and I'm going nowhere. There are no more promotions. The work doesn't get any easier. Yet, what's pushed hard in the firm? More commitment! More drive! More time for work! Get the client! Keep the client! Maximise the chargeable hours! To think I have another 11 years of this, minimum; that is if I do not lose my job in the meantime. Sometimes it can all just seem so pointless.
44. Restructuring has added to job insecurity, reduced the number of employees and heaped higher workloads on those who remain. Take for example the problem of burnout. A critical point about burnout which is often missed is that it is a company problem, not simply an individual one. Too often managers side-step the issue as being either outside their mandate or impossible to address. It should be at the top of the company agenda.
45. I no longer undertake stress training programmes because I have come to recognise that training for individuals without going into the causes of organisational stress is at best well-meaning but, at worst, cruel. Organisational stress is not an individual's fault. Nothing will change, however, until corporate cultures stop implicitly encouraging managers to become workaholics. Until then, overwork will remain a fact of corporate life - and death.

Part 2

Are computers bad for your health? For those of us who don't have to use them all day long, the answer is probably no. It is only really spending many hours a day at a computer which can damage your health, as some people know only too well. In today's programme I am going to talk to some of these people. The first person is Jeff Carlson.

Interviewer: Jeff had no idea his career was crippling him. It wasn't until about 8 months ago, after a period of 60-hour workweeks, that the pain in his arms began. The computer programmer treated it with ice and pain-killers from his local chemist's shop.
But the pain spread, intensified. Soon, he says it hurt too much to brush his teeth, to mow the lawn, to tie his shoes. When Carlson, 39, wants to read his children a story, they have to turn the pages because he can't hold the book.

Jeff Carlson: I couldn't even run, because I couldn't hold my arms up. I may have to change jobs. Right now, I just hope I can get my life back. When people at work saw me wearing ice packs, I was surprised at how many others had problems like this. They would tell me their stories. I was amazed.

Interviewer: Such injuries are now having an effect on technology workers as young as 20 and 30 years old, many of whom have been using computers since they were children. Some problems are severe enough to end careers before they've barely begun. Blame the problem on the long workweeks typical among those in high tech, an interest in technology so strong that workers often spend their free time online, and a lack of attention by many new companies to such problems.
Many technology workers reporting repetitive-motion injuries have often worked long hours, sometimes 60- or 70-hour weeks, in a competitive environment where the goal is to get products to market fast. They often took few breaks and worked on computers even while at home. And they say they often had no idea that the initial symptoms, such as numbness in the fingers or sore wrists, could become so serious.
Software engineer, Ron Goodman says it was two years ago when he first began experiencing pain while typing. He thought it would go away, but the symptoms worsened. Now the 34-year-old only types three



hours a day and is thinking about leaving the industry altogether. If he is at a keyboard too long, he says his arms can shake so badly, it's hard later to pick up a cup and drink from it.

Ron Goodman: My doctors say the best thing I can do is to get out of this field. My company's supported me and do offer re-training, but I have my eye on leaving the industry. I have to accept that I had a few years in high-tech. But I'm worried. If I have to go out in the job market right now, I'd have a hard time getting a job if I said, 'I can only work three hours a day.'

Interviewer: Part of the problem is that these people are computer gurus, and after work they go home and spend 3 more hours on the computer. They develop pain, but by the time they report it, it's gone too far. Some high-tech employers are developing a new kind of training programme they hope will prevent such injuries or keep them from getting worse. At Hewlett-Packard, every employee who works on a computer more than 2 hours a day is required to take a computer-based training session every 3 years. The training provides basic office knowledge on reducing personal risks. At Intel, for example, when employees change offices, Intel will tear down and rebuild their workstations to meet the individual needs of their workers. They've created a database which includes information on workers' heights, preferred chairs, mouse arrangements, ideal desk heights and whether employees are left- or right-handed. According to Ernest Ray, a company engineer, companies used to move their workers into their new office and wait for them to complain. But things have changed. Part of the challenge is convincing employees to take preventive steps. While Intel will provide employees with software that tells them when to take breaks, very few workers have used the program. In some cases, having an injury is almost something workers are proud of. In the high-tech industry, when you tell someone you have an injury, they know you're a hard worker. So there are two sides to modern computer technology. A closer look at all the health risks shows there's a negative factor to the whole business.

Part 3

- 56.** *You phone the accounts department of a supplier about an invoice.*
Hello, this is Jim Rogers from the Accounts Department. I'm sorry, I won't be available for the rest of the week due to re-structuring of the department. If you have an urgent enquiry regarding one of our invoices, please phone Jill Summer on Extension 4739. I shall be back at my desk as of Monday next and will be able to deal with any general enquiries you may have.
- 57.** *You are at the check-in desk at the airport.*
I'm sorry. There's been an error in the reservations system. Economy Class is fully booked. We're upgrading you to Business Class. I assume that's okay.
- 58.** *You are driving to Dover to take the car ferry to Calais.*
Due to severe weather, ferry operations have been stopped between the Channel ports of Dover and Calais. Car drivers booked on these car ferries should proceed straight to the train terminal in Folkestone where alternative booking and ticket arrangements have been made to enable a speedy crossing through the Channel tunnel.
- 59.** *You are organising a sales conference for your company and get a message on your answering machine.*
This is the Victoria Hotel speaking. My name is Susan Browne. Thank you for your enquiry regarding rooms for your sales conference next month. Our large conference room will be available on the dates you mentioned. However, at the moment, we do not have the required number of bedrooms for your group. We may have to accommodate three or four people in the Plaza Hotel just two minutes' walk from here. Please contact us as soon as possible so that we can finalise details.
- 60.** *You are on a business trip in Britain and return to your hotel.*
Good Evening. There's a message for you. A Mr. Thompson from ABC engineering has called. He would like to bring forward tomorrow morning's meeting if it's okay with you. If not, would you please phone him this evening. Here's his phone number.

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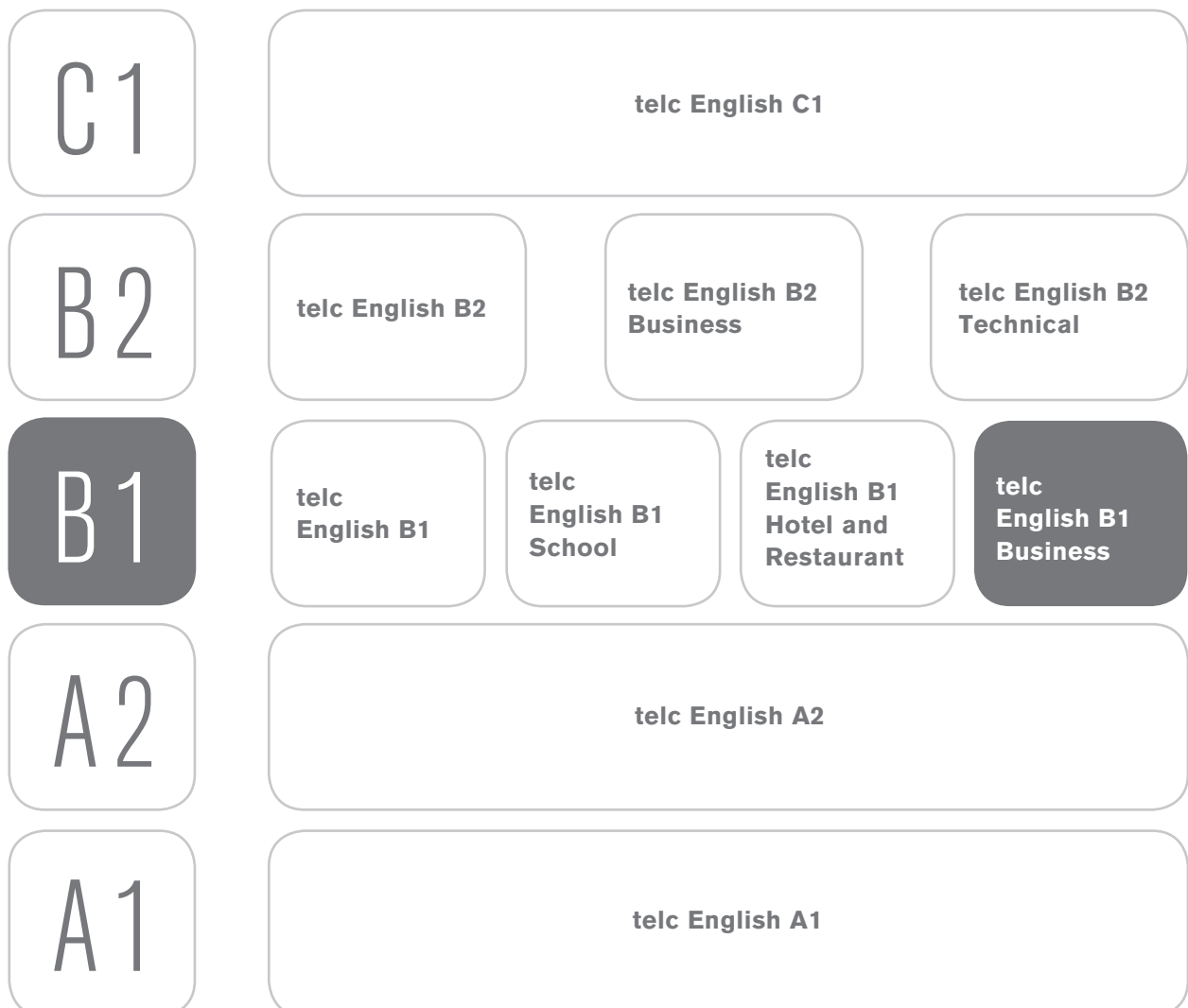
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Our system of vocational and general language

CERTIFICATES IN ENGLISH



Mock Examination 1

ENGLISH

BUSINESS

The two main characteristic features of telc examinations are test papers based on language tasks formulated in a clear and understandable way and standardised marking criteria applied in an objective way. The comprehensively defined test specifications and uniform marking criteria ensure that these features apply to all examinations and are identical for all languages covered by the telc programme. This equally applies to the test format. The mock examination presented here enables teachers and learners to simulate the precise conditions under which the examinations take place, both from the perspective of organising the test as well as from the point of view of the test materials. In this way, it is possible to fully prepare candidates for the examination. The mock examination can also be used for practice purposes, for examiner training and for general information.