telc
LANGUAGE TESTS

MOCK EXAMINATION 1
ENGLISH BUSINESS

Examination Preparation

B2·C1

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To the readers of this booklet

telc – language tests are the right choice for you
- if you would like to have a recognised appraisal of your language proficiency, or
- if you are an instructor who would like to prepare your students for a new challenge.

What is telc?

telc gGmbH is a non-profit subsidiary of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V.). It is part of a long tradition of formal and organisational promotion of multilingualism in Europe. Our specific contribution began in 1968 with the VHS Certificate in English (Volkshochschul-Zertifikat Englisch), the first standardised foreign language test in the history of the Federal Republic of Germany. Since then telc gGmbH has greatly influenced standardised language test development in Europe. Today telc offers about 60 general and work-oriented language tests in ten languages, all based on the levels of the *Common European Framework of Reference for Languages* (CEFR). Our examinations can be taken worldwide in more than 20 countries through our telc partners. You can find the examination centre nearest you on our website www.telc.net.

What is the value of a telc Certificate?

The value of a language certificate is determined by the high standards that are applied during the development, implementation and evaluation of the language test. All telc examinations are based on the task-based approach central to the CEFR and are designed to test the skills of reading, listening, writing and speaking. These examinations are standardised and are developed according to stringent scientifically recognised methods of test development. telc gGmbH is a full member of ALTE (Association of Language Testers in Europe, www.alte.org), an organisation of internationally recognised test providers. Many public and private educational institutions – in Germany and throughout the world – utilise telc Certificates as a method of qualification. Additionally, many employers use them when choosing personnel. Every telc Certificate includes a detailed and comprehensive description of the foreign language competencies achieved.

Why is it necessary to have mock examinations?

An essential characteristic of standardised language tests is that the participants know what is expected of them during the test. The mock examination informs the test taker about the aims and tasks, and assessment criteria of the test, as well as the procedures involved in the exam implementation. telc Mock Examinations are available as free downloads at www.telc.net, where you can also find additional practice materials and other useful information.

How can you find out more?

We are sure that we can help you find the test that best fits your needs. Please write to us (info@telc. net) if you have any questions or suggestions for improvement. We would be pleased to hear from you and to have the opportunity to assist you further.

Managing Director, telc gGmbH

Contents

The Structure of the Examination

	Subtest	Aim	Type of Test	Time
Written Examination	**Listening**			
	Part 1	Understanding everyday conversations	4 true/false and 2 multiple-choice items	40 min.
	Part 2	Understanding a lecture	8 multiple-choice items	
	Part 3	Understanding different opinions about a topic	5 matching items	
	Part 4	Understanding a discussion	6 true/false items	
	Reading			
	Part 1	Understanding questions and answers from an Internet forum	6 matching items	50 min.
	Part 2	Understanding a lengthy, informative text	11 multiple-choice items	
	Part 3	Understanding a formal text	4 multiple-choice and 4 true/false items	
	Language Elements			
	Part 1	Selecting appropriate phrases in a conversation	10 matching items	20 min.
	Part 2	Selecting appropriate phrases in a semi-formal letter or email	10 multiple-choice items	
	Break			20 min.
	Writing			
		Writing an argumentative text	1 writing task out of a choice of two	60 min.
Oral Examination	**Speaking**			
	Part 1	Small talk	Task sheet with topic and picture	
	Part 2A	Presentation	Oral presentation which should be prepared at home	
	Part 2B	Answering follow-up questions	Questions from the examiner and the other candidate	20 min.
	Part 3	Discussion	Task sheet with sample statements on one controversial topic	

Listening

Listening, Part 1

You will hear two conversations. For each conversation there are three tasks.

Decide if the two statements are true or false and decide which answer fits best: a, b or c.
You will hear each conversation once.

Mark your answers for items 1–6 on the answer sheet.

First you will have 30 seconds to read the items.

1 Ms. Matthews is Robert's line manager.
   true / false

2 Robert is not sure how the appraisal process works.
   true / false

3 Ms. Matthews tells Robert that
   a he is being considered for a higher salary.
   b she wants to discuss how he is doing in his job.
   c they are going to redefine his job description.

4 Brian and Josie are friends who work in the same company.
   true / false

5 Josie and Brian are talking about arranging an office party.
   true / false

6 Brian tells Josie that
   a he has made plans for tomorrow evening.
   b he is happy to give her advice about sound equipment.
   c the hall is too cold.

Listening, Part 2

You will hear the recording of a presentation given at a conference.

First you will have two minutes to read the items. Then you will hear the presentation. You will hear the recording once.

While you're listening, decide which answer fits best: a, b or c. For item 14 you are asked to choose the option that best summarises the speaker's attitude. Mark your answers for items 7–14 on the answer sheet.

Now read the items.

Goals

7 Henry opened his own business because he
  a got a loan from his uncle to do so.
  b wanted to launch a nationwide chain.
  c was young enough to try something new.

Motivation

8 Organic ice cream appealed to Henry because it
  a allowed him to experiment with flavors.
  b fitted well with his corporate experience.
  c was not readily available to the public.

Product development

9 For his recipes, Henry insists on
  a choosing only low fat dairy products.
  b ordering only from neighbouring businesses.
  c selecting only environmentally friendly ingredients.

Early challenges

10 At the beginning Henry found it
   a challenging to make a living.
   b difficult to bring attention to the brand.
   c hard to find reliable employees.

Business growth

11 The Sweet Spoon factory
   a appealed to potential new investors.
   b enabled Henry to extend his product line.
   c resulted from popular demand for new flavors.

Corporate Social Responsibility

12 In Henry's opinion,
   a creating new parks improves community life.
   b customers donate more generously in the summer.
   c his giving model only works for ice cream sales.

Advice

13 Henry advises new entrepreneurs to
   a find associates with other business skills.
   b focus on the creative aspects of a new business.
   c hire a good accountant to handle their finances.

Thank you!

14 Henry is
   a confident that everybody can start a business.
   b frank about the challenges of starting a business.
   c positive about the future of organic food.

Listening, Part 3

You will hear a talk show with people giving their opinions on a topic.

Which statement a–k best matches the opinions 15–19?

Mark your answers for items 15–19 on the answer sheet.

You will now have one minute to read statements a–k. You will then hear the talk show once.

15 …

16 …

17 …

18 …

19 …

a Because of globalisation, companies can offer their products at better prices.

b Corporate lobbyists influence national politics.

c Corporate globalisation means more job security for ordinary people.

d Globalisation has more disadvantages than advantages.

e Globalisation is a threat to cultural diversity.

f It is in the economic interest of states to avoid wars.

g Manufacturing plants are the biggest polluters of the planet.

h Many people have been able to find jobs thanks to globalisation.

i Multinationals are a threat to world peace.

j Renewable sources of energy need to be exploited more.

k The gap between rich and poor is increasing.

Listening, Part 4

You will hear a conference call between several speakers.

First you will have one minute to read the items. Then you will hear the conference call. You will hear the recording once.

During the recording, decide if the statements are true or false. Mark your answers for items 20–25 on the answer sheet.

Now read the items.

20 All the conference call participants are calling from their office.
true / false

21 Amber has reservations about the planned cost allocation.
true / false

22 Branches have decided to offer longer trainee assignments.
true / false

23 There is no more capacity for trainees in Delhi.
true / false

24 The New York sales department is not equipped for disabled people.
true / false

25 Raj wants to find new housing for the trainees who have complained.
true / false

Reading, Part 1

You are looking at a question and answer forum on the Internet.

First read the forum questions in items 26–31 below. Then read the forum answers a-h on the next page. Find the answer that best matches each question. In two cases there is no answer for the question.

Mark your answers for items 26–31 on the answer sheet. Mark the items that have no answer with an x.

26

b2bhelper
Last week a customer went a little too far and threatened to report me to my manager for not refunding her purchase. How do others deal with intimidation?

27

ilb_028
My boss is upset because I told a customer that we've been behind on orders for the past month. If our company makes a mistake, shouldn't we take responsibility?

28

talktome
My customer service employees deal with some pretty angry customers every now and then. How can I boost morale when they feel beaten down?

29

solutions4u
I have a customer who is a chronic complainer. Something is wrong with every product, every purchase and every transaction. I'm at my wit's end. Can I "fire" customers?

30

OfficeExpert
When my company slips up, is it best to respond by replacing a product or by giving a discount on the customer's next purchase?

31

intern1992
Some days customers get upset and hang up on me. It's hurtful, and it makes me feel like I'm doing a bad job. What should I do better?

The Buzz Forum – Customer Service

a

ManhattanMan, 3 hours ago

I find it very helpful to build rapport with clients. When you say, "I'm sorry that has happened" or "I understand how that could be frustrating," it lets clients know they are being heard and taken seriously. When you build a bridge, you set the stage for more successful interactions moving forward.

b

customercare88, 5 hours ago

I know what you mean. I once had a guest who repeatedly complained to managers. His dinner was too hot. It was too cold. It was too salty. There was always something. One day, I said, "Sorry you're upset. Our other guests really enjoyed that dish. Perhaps the restaurant down the street will make it to your liking." He never returned. Say goodbye to grumblers and focus on more courteous customers.

c

Bistro48, 2 days ago

Try not to take things personally. Maybe your customer had a bad day at work or feels sick or just received some terrible news. When people lose their temper, they're not always upset with you. You can't control their reactions, but you can provide excellent service no matter what life throws at you.

d

Mr_Bishop, 1 hour ago

It can be tough to keep your cool when customers are complaining, especially when they direct their frustrations at you. Try not to let the situation get out of hand. Yelling at someone who spends money with your company, even if they've pushed your buttons or are obviously wrong, can quickly harm your brand.

e

CornerStoreSF, 3 days ago

As the customer service manager for a busy market, I take all complaints seriously. I ask disgruntled customers to submit their issues in writing, so that I have a paper trail, and then I review issues with employees at our weekly staff meeting. We have to pay equal attention to serial complainers and first-time complaints alike, though we typically respond to each with different tactics.

f

muymuybien, 6 hours ago

Working on the front lines comes with all kinds of surprising challenges. Sometimes it doesn't matter how carefully you listen to someone. You can go above and beyond by being extra polite, and you can offer all sorts of ways to help. Still, some customers are just determined to be stubborn. If they get pushy or forceful, connect them with a higher-up. There's nothing wrong with asking for help.

g

listenupnow, 4 hours ago

It's often difficult not to interrupt a complainer and defend your company. But I think it's best to let customers have their say before offering any perspective. Sometimes they just want to be heard. They just want someone to agree with them. So start there, you might find that a solution comes more easily once that happens.

h

loyal_bill, 2 hours ago

Have you ever heard that old saying, "The customer is always right"? Sometimes they really are. A lot of legal advisors will tell companies to avoid accepting any blame or admitting failure, but I think being honest about mishaps can be useful. Customers appreciate honesty, and turning negatives into positives starts when you admit mistakes.

Reading, Part 2

Read the following text and decide which answer fits best: a, b or c.

Mark your answers for items 32–42 on the answer sheet.

32 A lot of company advertising aims to
- **a** convince consumers that they are buying environmentally friendly products.
- **b** make consumers more ecologically aware.
- **c** promote environmentally friendly products.

33 Companies spend a lot of money on
- **a** compiling precise statistical data.
- **b** developing cleaner technologies.
- **c** exaggerating their ecological achievements.

34 Greenwashing
- **a** has been common practice for decades.
- **b** was first promoted by Jay Vesterveld.
- **c** was internationally recognized in 1999.

35 The first Earth Day provided companies with an opportunity to
- **a** finally become eco-friendly.
- **b** get a lot of publicity.
- **c** research ways of decreasing pollution.

36 The writer says that
- **a** companies are only interested in making sales.
- **b** most companies can be accused of greenwashing.
- **c** some companies deliberately deceive the public.

37 Many corporations give donations in order to
- **a** preserve their green image.
- **b** prevent political initiatives from tightening environmental laws.
- **c** research new products with a lower carbon footprint.

38 The writer believes that most consumers
- **a** are aware that they are being manipulated by advertising.
- **b** find it difficult to deal with the mass of advertising material around.
- **c** refuse to see through false claims in advertising.

39 The Federal Trade Commission
- **a** has been unable to prove many cases of greenwashing.
- **b** has found out that some eco-certificates are not genuine.
- **c** issues certification that products are safe and healthy.

40 The DEFRA's Green Claims Guidance
  a is legally binding.
  b provides good advice for businesses and customers.
  c was the first of its kind in Europe.

41 According to the writer, Section 9 of the French guide
  a addresses a central issue.
  b encourages modern lifestyles.
  c ignores the real danger.

42 Choose the best title for the article:
  a Greenwashing – a recent phenomenon
  b How to stop greenwashing
  c The truth behind 'green' claims

_____

_____ **(TITLE)**

When companies advertise their products, they often claim to be a friend of the Earth and the saviour of the planet. Corporations are falling all over themselves to demonstrate that they are not only ecologically aware, but also environmentally friendly. Hardly a day goes by without a company telling us in its beautifully crafted advertising how much it contributes to the environment on our behalf. Everything and everybody everywhere is healthy, happy and green thanks to their products – at least that is what current and potential customers are supposed to believe. Flowers grow out of power-station chimneys; SUVs are depicted in natural habitats; oil companies use sunny, friendly logos and promise cleaner technologies – although, in fact, they are neglecting to make adequate investment in renewable or alternative energy sources. Statistics are manipulated, and the tiniest ecological improvements or 'green' achievements are over-hyped in multi-million dollar advertising campaigns, while in the meantime the greedy side of the business continues.

This is known as _greenwashing_ – the word is related to whitewashing, a word used in a non-literal sense to mean "making things that are not clean look clean." Greenwashing thus means "making things that are not green look green." The word, which was added to the Oxford English Dictionary in 1999, was first used in 1986 by environmentalist Jay Westerveld, an American citizen of German origin, when he was writing about his research into the hotel industry's practice of putting green signs in bathrooms, requesting guests to reuse towels to "save the environment." He discovered that in fact very few hotels did much to reduce energy, and this was simply a way for them to save money and increase their profits.

The phenomenon of greenwashing, however, existed long before the word itself did. The first Earth Day in 1970 was accompanied by wide media coverage, including a one-hour prime-time special news report. Companies spent $300 million advertising themselves as clean, green companies – many times more than the money they actually spent on research into pollution reduction itself. And the trend continued over the following decades when some of the planet's worst polluters tried to pass themselves off as eco-friendly (and partially succeeded). As the public's (and the media's) environmental awareness grew, so too did the sophistication of corporate public relations strategies, and advertisers found ever-more-creative ways to use "a green curtain to conceal dark motives," as Greenpeace's website _StopGreenwash.org_ puts it.

Of course, some businesses are genuinely committed to making the world a better, greener place. But when a company spends more time and money claiming to be 'green' than actually implementing business practices that minimize environmental impact, it is clear that, for them, environmentalism is little more than a convenient slogan. Their message is "buy our products and you will end global warming, improve air quality and save the oceans". At best, such greenwashing pushes the truth to its limits; at worst, it helps conceal corporate deception.

At the same time that many corporations are flaunting their new green image, their lobbyists are hard at work trying to undermine attempts at stricter legislation on environmental protection, and helping to kill initiatives such as the Kyoto protocol by giving millions of dollars in political donations to anyone who votes against protecting clean air, clean water, and open spaces. And their PR departments tout green campaigns, while the company continues to create products with a massive carbon footprint.

And what about today's consumers? Trying to wade through the morass of advertising for products claiming to be green can leave the majority of them confused and overwhelmed. Few are truly well-equipped to make informed decisions about what is true in adverts and on product labels and what is not. Greenwashing is only possible because consumers often believe what they are being told – why else would companies do it? More information and greater awareness are essential. Analysing the sneaky tricks used by advertisers should be part of every school curriculum. Non-governmental organisations, such as Greenpeace, can spread the word. Consumer groups can call for boycotts and take their pennies elsewhere, punishing the companies that indulge in greenwashing. But it is not enough. Legally enforceable systems must be put in place.

So what is already being done about deliberate attempts to pull the wool over consumers' eyes? In the United States the Federal Trade Commission (FTC) is the legal body charged with filing complaints and taking action against misleading advertising claims. In the last few years the FTC has taken dozens of actions against greenwashers. Amongst the most notable cases has been that of bogus certification. Some products carry what looks like third-party certification that they are greener, safer and healthier. The FTC, however, discovered that many of these were intentionally misleading, and the companies were fined.

In the UK, the Advertising Standards Authority (ASA) is the regulatory body that sets and enforces the rules. It deals with complaints and publishes online lists of non-compliant advertisers. In 2011 the government's Department for Environment, Food and Rural Affairs (DEFRA) published its *Green Claims Guidance* to "promote the use of clear, accurate and relevant environmental claims in marketing and advertising." It aims to help advertisers and consumers to make more informed decisions about what they buy and to prevent misleading claims in the marketplace. While the advice it contains is sound, it is no more than a checklist that will fail to stop greenwashing without a legally enforceable framework.

In 2009, France had published a similar guide to the DEFRA one, but stressed in Section 9 that "an advertisement must avoid conveying a message contrary to the accepted principles of sustainable development" and that "advertising must not induce, directly or indirectly, patterns of excessive consumption, or of wasting energy or natural resources." And that surely is the heart of the matter: the true impact of advertising is the promotion of unsustainable lifestyles. And therein lies the real danger to our planet, a danger which cannot be ignored any longer.

Reading, Part 3

Read the text and decide if the statements 43–46 are true or false.
Then decide which answer fits best for items 47–50: a, b or c.

Mark your answers for items 43–50 on the answer sheet.

43 The Town Council gives financial support to non-profit making organisations.
true / false

44 You cannot receive a grant in two consecutive years.
true / false

45 The final decision for the grants rests with the Grants Committee.
true / false

46 A grant for equipment can only be paid after submission of a bill.
true / false

47 The amount of money awarded depends on the
   a   budget set aside for each type of organisation.
   b   funds available in the public sector.
   c   quality of the projects.

48 Money for a capital project may not be given
   a   as the sole source of income.
   b   to an organised group of individuals.
   c   to organisations located outside Buxton.

49 Once the grant has been allocated, the Town Clerk has to
   a   approve the building plans.
   b   personally check the money is used correctly.
   c   report all amendments to the Town Council.

50 Applicants must
   a   always submit their latest year-end balance sheet.
   b   not forget to include a copy of their constitution with the application.
   c   return the grants if they break any of the conditions.

BUXTON TOWN GRANT APPLICATIONS

General information

The Town Council has a fund to give grants to charitable, voluntary and public sector organisations which are based in Buxton. The types of organisations that can apply for grants include, for example, charitable organisations, pre-school playgroups, youth clubs, sports clubs, arts groups and advisory organisations. Please note that applicants must be properly constituted bodies. The total budget available for the current year is £100,000. The amount approved for each grant is variable, the Town Council considering each application on its merits.

The application process

If you think your organisation might qualify for a grant, complete the enclosed application form and return it to the Town Council. You will also need to send a copy of your constitution and your latest accounts. (Note that there is no need to send a copy of your constitution if you have supplied copies in previous years and there have been no changes since your last grant payment). You must send back your form to reach the Town Council by not later than 12 noon on the last Friday in March.

The Town Council's Grants Committee will meet to look at all applications received by the closing date and make recommendations to the Town Council. The Council will then consider the Grants Committee's recommendations. If you are awarded a grant, you will be advised as soon as possible after the Council meeting.

The eligibility criteria for grants

The Town Council's Grants Policy requires all applicants to comply with the following eligibility criteria. Please read this carefully before submitting your application.

1. The maximum grant payable to any one organisation will be £5,000.

2. The applying organisation should be a properly constituted, voluntary or public sector body. It should either be based wholly in Buxton or be able to demonstrate that its beneficiaries are residents of Buxton.

3. Grants will not be given to organisations for the promotion of political or religious beliefs or for illegal activities.

4. Grants or donations are not payable to organisations or charities operating abroad.

5. Grants or donations cannot be utilised to sponsor named individuals, e.g. aspiring sportsmen etc.

6. Where a grant is awarded towards a capital project, the organisation concerned should be able to demonstrate that it has clear plans for raising the remainder of the necessary finance.

7. Where a grant is given towards the purchase of equipment or as a contribution to building works, etc., the grant will only be paid once an invoice has been received from the organisation concerned, or - upon the production of other equivalent evidence to the satisfaction of the Town Clerk.

8. A condition of any grant is that the Town Clerk reserves the right, on behalf of the Council, to inspect any purchase of furniture and equipment, etc., or any building work that has been carried out, to verify that the grant has been used for the purpose authorised.

9. Any changes to how an allocated grant is spent will be at the discretion of the Town Clerk without any need to refer these changes back to the Town Council.

10. Where a "starter grant" is provided, the Town Council will need to be satisfied that the organisation concerned has proposals to become self-supporting.

11. Organisations applying will need to provide a set of audited accounts for the previous financial year (except for new organisations).

12. The Town Council reserves the right to withdraw or reclaim any monies given if the elegibility criteria for, and conditions relating to, grants have been breached.

Language Elements, Part 1

Read the following text and decide which phrase a–o is missing in items 51–60.

Mark your answers for items 51–60 on the answer sheet.

A conversation between an office worker and a visitor

Sarah Knowles: Good morning. You must be Charles. Welcome to XelTech. I'm Sarah.

Charles Bolton: Hi Sarah. It's great to finally meet you in person.

Sarah Knowles: You too. Jim wanted to welcome you as well, but he's _____ 51 _____ at the moment.

Charles Bolton: That's alright. He told me not to _____ 52 _____ him being available.

Sarah Knowles: So, did everything go smoothly at the airport?

Charles Bolton: Well, there was a _____ 53 _____ with my luggage, but that had nothing to do with the arrangements you made. Luckily, it's all been _____ 54 _____ now.

Sarah Knowles: Glad to hear that. And what about the hotel?

Charles Bolton: It's great. It's even nicer than where I was _____ 55 _____ last time. I don't expect to have time to _____ 56 _____ all the facilities though.

Sarah Knowles: And is this your first visit to our headquarters since we relocated?

Charles Bolton: Yes, but I didn't _____ 57 _____ seeing much of the old premises. I had to _____ 58 _____ and out of meetings all day long, so all I saw was the conference room.

Sarah Knowles: Well, I'm afraid we have a full schedule this time too. Let's briefly _____ 59 _____ the programme. This morning you'll meet with the regional managers. Then, after lunch we'll _____ 60 _____ Jim for half an hour. And at 3 p.m. we'll join the marketing team who want to pitch some new ideas.

Charles Bolton: Great, is there somewhere I can get a cup of coffee before we get started?

---

a CONCUR WITH	**e** MINOR BLOCKAGE	**i** RUN IN	**m** TAKE ADVANTAGE OF
b CONFER WITH	**f** PUT UP	**j** RUN THROUGH	**n** TAKE OUT
c COUNT ON	**g** REALLY MIND	**k** SLIGHT HITCH	**o** TIED UP
d GET AROUND TO	**h** RUN BY	**l** SORTED OUT	

Language Elements, Part 2

Read the following text and decide which phrase is the most appropriate in items 61–70: a, b or c.

Mark your answers for items 61–70 on the answer sheet.

To Whom It May Concern:

I have known Susan Curtis for over ten years. She was ___**61**___ for an apprenticeship with our company and ___**62**___ ever since then. After Susan successfully completed her training, I ___**63**___ that she be taken over as a member of our permanent staff. Susan joined the telephone service area and due to her competency and her friendly manner ___**64**___. In 2015 we appointed her manager of a team of twelve employees. ___**65**___ nineteen part-time staff when the area was restructured.

___**66**___ that Susan has worked for our company, she has always been reliable, hard-working and extremely efficient. Susan ___**67**___ her team well, to motivate them, to plan ahead and to react to organisational changes with speed and flexibility. ___**68**___, she remains in charge of the situation and is able to successfully deal with complaints and conflicts and solve problems with tact and creativity.

___**69**___ for any position she may consider. ___**70**___ for any organisation. If you have any questions, please do not hesitate to contact me.

Yours faithfully

Tom Smith
Head of Personnel

---

61 a asked to be considered
 b happy to join the group
 c selected from the candidates applying

62 a has been an asset to the company
 b there has been a good relationship
 c we worked together closely

63 a gave her the opportunity
 b gladly persuaded colleagues
 c was happy to recommend

64 a could climb the career ladder in no time
 b she was quickly given more work
 c was soon given more demanding tasks

65 a And then there were
 b This team grew to consist of
 c We considered giving her responsibility for

66 a During this first phase
 b In all the years
 c Over the long time

67 a always succeeds with
 b commits herself to
 c has the ability to manage

68 a Despite reacting to customer needs
 b Even in times of stress
 c Just coping with pressure

69 a I can wholeheartedly recommend Susan
 b I do truly believe Susan's suitability
 c I think Susan is the best candidate

70 a Better employees do not exist
 b She will be a valuable asset
 c There should be no hesitation

Writing

You have been asked to contribute an article for your company's newsletter. Choose a topic and write an argumentative text. Include an appropriate introduction and conclusion.

Topic 1

The world has become a global village and businesses are constantly increasing their international activities.

Discuss whether the advantages of globalisation outweigh the disadvantages and state your personal opinion. You can use the two statements below for inspiration:

> **A global economy offers many chances for people in developing countries and creates opportunities for employment around the world.**
>
> **Globalisation means that companies move their production to countries where labour is cheap and social and environmental considerations are non-existent.**

Topic 2

Motivated and committed employees are an important asset to every company.

Discuss the pros and cons of different strategies to motivate employees and state your personal opinion. You can use the two statements below for inspiration:

> **Employees who are encouraged and appreciated perform better.**
>
> **Money is the best motivator.**

Speaking

Speaking

This part of the examination requires the candidates to demonstrate various communicative oral skills. It includes **monologues and dialogues** and requires the candidates to converse both with the examiner and with the other candidate.

The Oral Examination or Speaking subtest is generally **carried out in pairs**; i.e. two candidates are examined together. The exam **lasts approximately 20 minutes**. If there is an odd number of candidates, one candidate is tested alone, with one of the examiners taking the place of the other candidate. In this case, the exam is shorter.

There is no preparation time immediately before the examination.

Two licensed telc examiners are required for each examination. They both mark the candidates' performances, but only one of them acts as the interlocutor. After the candidates leave the room, the examiners have a few minutes to discuss and record the marks on the Score Sheet M10.

For the second part of the Oral Examination, the candidates will have to give a short presentation. They are expected to have prepared their presentation at home prior to the examination. The candidates may bring with them any visual aids they need, such as an object, a picture or a chart. However, the use of laptops, tablets, smartphones or other computer technology is not allowed.

The Speaking subtest consists of **three parts**:

Part 1: Small talk (approximately four minutes for both candidates)

In the first part of the examination, candidates will be asked to talk spontaneously about a topic which they have not prepared beforehand. The candidates receive a task sheet with a picture related to a particular aspect of working life and a statement encouraging them to comment. Together, the candidates talk informally about the topic. The interlocutor does not intervene unless the conversation falters.

Part 2: Presentation (approximately five minutes per candidate)

In the second part of the oral examination, each candidate in turn is expected to talk for three minutes on their chosen topic. Based on what the candidate has said, the other candidate and the interlocutor will ask one or two follow-up questions. Then it is the second candidate's turn to speak and the first candidate's turn to listen and ask questions.

Part 3: Discussion (approximately six minutes for both candidates)

In the last part of the examination, the two candidates will be asked to discuss in depth with one another a controversial topic which is outlined on the task sheet. They are expected to express their opinion and discuss other possible points of view. Candidates should think of arguments and examples to support their contributions.

Candidate A and Candidate B

Part 1
Small talk
Topic: Commuting to work

Talk about your experience with commuting to work every day.

Speaking

Speaking

Candidate A and Candidate B

Part 2
Presentation

*You are expected to have prepared a formal oral presentation before the examination. Your presentation should be about **a particular company** (e.g. a company that you have worked for), or **a particular product, process** or **service**.*

You may use objects, pictures or charts as visual aids. The use of a laptop, pad or other computer technology, however, is not allowed.

You may refer to your notes, but do not read out what you have prepared.

Your presentation should be clearly structured and take approximately three minutes. Afterwards, your partner and the examiner will ask you follow-up questions based on what you have said. While your partner is giving his/her presentation, listen and think of the questions you would like to ask.

Candidate A and Candidate B

**Part 3
Discussion**

Give your opinion on the following statements and consider various points of view, not just your own.

telc
LANGUAGE TESTS

| | | | | | | | | | | | | 1 | 1 | 6 | 7 | | | | | |

ENGLISH B2·C1 BUSINESS

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя

Beispiel: 23 April 1989
Example: 23 April 1989

▶ | 1 | 9 | 8 | 9 | . | 0 | 4 | . | 2 | 3 |

Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения

Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения

Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык

☐ männlich · male · masculino · masculin · maschile · erkek · мужской
☐ weiblich · female · femenino · féminin · femminile · kadın · женский

Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол

Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение

Beispiel: 17. Juli 2013
Example: 17 July 2013

▶ | 2 | 0 | 1 | 3 | . | 0 | 7 | . | 1 | 7 |

Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

001 – Deutsch
002 – English
003 – Français
004 – Español
005 – Italiano
006 – Português
007 – Magyar
008 – Polski
009 – Русский язык
010 – Český jazyk
011 – Türkçe
012 – عربي
013 – 汉语
000 – andere/other

Answer Sheet S30

Written Examination

1 Listening

Part 1

1 ○ true ○ false 1
2 ○ true ○ false 2
3 ○ a ○ b ○ c 3
4 ○ true ○ false 4
5 ○ true ○ false 5
6 ○ a ○ b ○ c 6

Part 2

7 ○ a ○ b ○ c 7
8 ○ a ○ b ○ c 8
9 ○ a ○ b ○ c 9
10 ○ a ○ b ○ c 10
11 ○ a ○ b ○ c 11
12 ○ a ○ b ○ c 12
13 ○ a ○ b ○ c 13
14 ○ a ○ b ○ c 14

Part 3

15 ○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k 15
16 ○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k 16
17 ○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k 17
18 ○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k 18
19 ○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k 19

Part 4

20 ○ true ○ false 20
21 ○ true ○ false 21
22 ○ true ○ false 22
23 ○ true ○ false 23
24 ○ true ○ false 24
25 ○ true ○ false 25

After completing the subtest "Listening", please separate this sheet from the others and hand it in.

8985249027

| | | | | | | | | | | 1 | 1 | 6 | 7 | | | | |

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Written Examination

2 Reading

Part 1

	a	b	c	d	e	f	g	h	x	
26										26
27										27
28										28
29										29
30										30
31										31

Part 2

	a	b	c	
32				32
33				33
34				34
35				35
36				36
37				37
38				38
39				39
40				40
41				41
42				42

Part 3

	true	false	
43			43
44			44
45			45
46			46

	a	b	c	
47				47
48				48
49				49
50				50

3 Language Elements

Part 1

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
51																51
52																52
53																53
54																54
55																55
56																56
57																57
58																58
59																59
60																60

Part 2

	a	b	c	
61				61
62				62
63				63
64				64
65				65
66				66
67				67
68				68
69				69
70				70

After completing the subtests "Reading Comprehension" and "Language Elements", please separate this sheet from the others and hand it in.

0625249020

| | | | | | | | | | | 1 | 1 | 6 | 7 | | | | | |

Examiners only!

Oral Examination

5 Speaking

Examiner 1

Content

Task Management	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Part 1	◯	◯	◯	◯	◯	◯
Part 2A	◯	◯	◯	◯	◯	◯
Part 2B	◯	◯	◯	◯	◯	◯
Part 3	◯	◯	◯	◯	◯	◯

Language (Part 1–3)

	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	◯	◯	◯	◯	◯	◯
Fluency	◯	◯	◯	◯	◯	◯
Accuracy	◯	◯	◯	◯	◯	◯
Vocabulary	◯	◯	◯	◯	◯	◯

Code No. Examiner 1

Examiner 2

Content

Task Management	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Part 1	◯	◯	◯	◯	◯	◯
Part 2A	◯	◯	◯	◯	◯	◯
Part 2B	◯	◯	◯	◯	◯	◯
Part 3	◯	◯	◯	◯	◯	◯

Language (Part 1–3)

	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	◯	◯	◯	◯	◯	◯
Fluency	◯	◯	◯	◯	◯	◯
Accuracy	◯	◯	◯	◯	◯	◯
Vocabulary	◯	◯	◯	◯	◯	◯

Code No. Examiner 2

7809249021

1 1 6 7

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Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

4 **Writing**	Raters only

0328249020

1323249026

| 1 | 1 | 6 | 7 |

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Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

4 Writing

Raters only

1 1 6 7

7009249023

| | 1 | 1 | 6 | 7 | |

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

4 **Writing**	Raters only

5514249022

| | | 1 | 1 | 6 | 7 | | |

4 **Writing** *Raters only!*

Rater 1

	C1		B2		B1	Below B1		
	upper	lower / middle	upper	lower / middle				
I	○	○	○	○	○	○	I	Content and Text Structure
II	○	○	○	○	○	○	II	Communicative Design and Cohesion
III	○	○	○	○	○	○	III	Accuracy
IV	○	○	○	○	○	○	IV	Vocabulary

Wrong topic? ○ yes ○ no

Code No. Rater 1

Rater 2

	C1		B2		B1	Below B1		
	upper	lower / middle	upper	lower / middle				
I	○	○	○	○	○	○	I
II	○	○	○	○	○	○	II
III	○	○	○	○	○	○	III
IV	○	○	○	○	○	○	IV

Wrong topic? ○ yes ○ no

Code No. Rater 2

0572249021

Marking Criteria for Writing

The candidate's performance in the Writing subtest is assessed according to four criteria. Content and Text Structure is primarily related to the content and structure of the text, whereas Communicative Design, Accuracy and Vocabulary are related to the language used by the writer. These criteria are based on what can be expected of a learner at the relevant level of the *Common European Framework of Reference for Languages.*

Content

I   Content and Text Structure

Language

II   Communicative Design
III   Accuracy
IV   Vocabulary

Content and Text Structure

C1		B2		B1	Below B1
upper	**middle / lower**	**upper**	**middle / lower**		
The text covers all aspects of the task.	The text covers most aspects of the task.			The text covers some aspects of the task.	The text consists of a simple list of points.
The candidate can produce clear, well-structured, elaborate text.	The candidate can produce clear, detailed text, highlighting significant points and relevant supporting details.			The candidate can produce short, simple text.	The text is not always comprehensible.
The candidate can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	The candidate can evaluate different ideas or solutions to a problem.			Factual information and opinions are explained comprehensibly.	Linguistic limitations impede fulfilment of the task entirely.
Opinions and statements are qualified precisely in relation to degrees of, e.g., certainty / uncertainty, belief / doubt, likelihood, etc.	Opinions and statements are explained comprehensibly and in detail.			Linguistic limitations can cause difficulties with formulation.	
The text does not give the impression that the candidate has to compromise what he / she is saying in any way.	The text only rarely gives the impression that the candidate has to compromise what he / she is saying.				

Communicative Design

C1		B2		B1	Below B1
upper	middle / lower	upper	middle / lower		
Shows controlled use of organisational patterns, connectors and cohesive devices. Paragraphing is consistent and helpful.		Can express himself / herself confidently, clearly and politely in a formal or informal register, appropriate to the situation. Can use a number of cohesive devices to produce clear, coherent text. Can follow standard paragraphing conventions and produce a well-structured text.		Can use a wide spectrum of language functions and can react to them using common means of communication (e.g. polite forms of expression). Can combine simple individual elements into a connected linear text.	Can use simple language functions, e.g. exchanging information in a simple way. Can use the most common linking words (and, but, because) in order to connect simple sentences and word groups.

Accuracy

Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Spelling and punctuation are accurate, apart from occasional slips of the pen.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Does not make systematic errors, but occasional 'slips' may occur. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	Generally speaking, has good command of grammatical structures, despite noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express. Spelling and punctuation are accurate enough to be followed most of the time.	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what he / she is trying to say. Can write with reasonable accuracy words that are in his / her oral vocabulary.

Vocabulary

Can select an appropriate formulation from a broad range of language, including idiomatic expressions, to express himself / herself clearly, without having to restrict what he / she wants to say. Occasional minor slips may occur, but no significant vocabulary errors.	Can use a good range of vocabulary. Can vary formulation, but lexical gaps may still cause circumlocution or paraphrasing. Lexical accuracy is generally high, though some incorrect word choice may occur without hindering communication.	Can use sufficient vocabulary in order to talk about most topics related to daily life, even if circumlocutions are needed to help explain the idea. Demonstrates a good command of basic vocabulary but still makes elementary mistakes when trying to express more complex thoughts.	Can use sufficient vocabulary in order to conduct routine, everyday transactions involving familiar situations and topics. Commands a limited vocabulary in connection with concrete daily needs.

Marking Criteria for Speaking

The candidate's performance in the Speaking subtest is assessed according to five criteria. Task Management is related to the content of what is said, whereas Pronunciation/Intonation, Fluency, Accuracy and Vocabulary are related to the language used by the candidate. These criteria are based on what can be expected of a learner at the relevant level of the *Common European Framework of Reference for Languages.*

Content

I   Task Management

Language

II   Pronunciation / Intonation
III   Fluency
IV   Accuracy
V   Vocabulary

The Speaking subtest consists of three parts divided into four sections. Criterion I (Task Management) is assessed individually in each of the four sections. Criteria II – V, in contrast, apply to the oral performance as a whole.

Content

		C1	B2	B1	Below B1
Task Management	Part 1	Can use language flexibly and effectively for social purposes including, for example, emotional, allusive and joking usage.	Can socialise confidently in a clearly participatory fashion, using a register appropriate to the situation and person concerned. Can highlight the personal significance of events and experiences.	Can socialise simply but effectively using common expressions. Can enter unprepared into conversations on familiar topics, but may sometimes be difficult to follow when trying to say exactly what he / she would like to say.	Can handle very short social exchanges such as information exchange on familiar topics and can say what he / she likes and dislikes.
	Part 2A[1]	Can give a clearly structured presentation on a complex subject, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	Can give a clearly structured presentation pertaining to the topic, giving reasons in support of or against a particular point of view.	Can give a straightforward presentation on familiar topics in which the main points are explained with reasonable precision.	Shows limited ability to give a short, basic presentation.
	Part 2B	Can spontaneously respond to follow-up questions and express his / her thoughts clearly without having to restrict what he / she wants to say.	Can spontaneously respond to follow-up questions and express his / her thoughts clearly and precisely.	Can ask and answer straightforward follow-up questions in a brief manner.	Shows limited ability to answer simple follow-up questions.
	Part 3	Can easily initiate and maintain a discussion. Can argue convincingly, qualify opinions and statements precisely, and respond to his / her partner's contributions fluently, spontaneously and appropriately.	Can actively initiate and maintain a discussion and demonstrate effective turntaking. Can present his / her ideas and opinions with precision and respond to his / her partner's contributions in an appropriate manner.	Can take part in a discussion and generally follow the main points. Can generally express his / her point of view and briefly comment on the views of others. Can agree or disagree politely.	Can say what he / she thinks when addressed directly, but is rarely able to keep a conversation going. Can generally identify the topic of discussion.

[1] If the entire presentation is read out, the rating must be below B1.

Language

		C1	B2	B1	Below B1
Pronunciation / Intonation	**Part 1–3**	Can **vary intonation** and place sentence stress correctly in order to express finer shades of meaning.	Has acquired a **clear, natural** pronunciation and intonation, even if a foreign accent is sometimes evident.	Speaks **in an understandable manner,** even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Generally speaks **clearly enough to be understood,** despite a noticeable accent. Conversational partners will need to ask for repetition from time to time.
Fluency	**Part 1–3**	Can express him / herself fluently and spontaneously, **almost effortlessly.** Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can communicate with a degree of **fluency and spontaneity** that makes regular interaction with native speakers quite possible without imposing strain on either party. There are few noticeably long pauses.	Can express him / herself **effectively, even though pauses are made** in order to plan or correct grammatical or lexical choices, especially when speaking for extended periods of time.	Can construct phrases on familiar topics with sufficient ease in order to handle short exchanges, despite **very noticeable hesitation** and false starts.
Accuracy	**Part 1–3**	Consistently maintains a high degree of grammatical accuracy; **errors are rare** and difficult to spot.	Shows a relatively high degree of grammatical control. **Does not make errors which cause misunderstanding.** Minor flaws in sentence structure may still occur, but they can often be corrected in retrospect.	Can communicate fairly accurately in familiar situations. **In general, has good control of grammatical structures,** despite noticeable mother tongue influence. Errors occur, but the main message is clear.	Can use simple grammatical structures correctly, but still systematically makes **basic mistakes** like mixing up the tenses or forgetting to note the subject-verb agreement. Nonetheless, it is generally clear what the speaker wants to say.
Vocabulary	**Part 1–3**	Has a good command of a **broad lexical repertoire,** gaps can easily be overcome with circumlocutions, little obvious searching for expressions. Good command of **idiomatic expressions.** Occasional minor slips occur, but no significant vocabulary errors.	Shows a good range of vocabulary to give clear descriptions and express viewpoints on most general topics. Can **vary formulation and use some complex sentence forms.** Lexical gaps can still cause circumlocution. Incorrect word choice may still occur without hindering communication.	Has sufficient vocabulary to talk about most topics related to daily life, even if some circumlocutions are necessary. Shows **good control of elementary vocabulary,** but still makes basic mistakes when expressing more complex thoughts or handling unfamiliar topics or situations.	Has sufficient vocabulary to express basic needs. Can control a **narrow repertoire** in relation to specific everyday needs.

Points and Partial Results

The following subtests are used in determining the success of the examination:

1 Listening / Reading / Language Elements
2 Writing
3 Speaking

Determining Partial Results of the Subtests Listening, Reading, and Language Elements

The subtests Listening, Reading and Language Elements consist of 70 items. Candidates are awarded one point for each correct item, so that a maximum of 70 points can be obtained.

The breakdown of points is as follows:

Points	CEFR level
50–70	C1
32–49	B2
0–31	Below B2

Determining Partial Results of the Subtest Writing

Writing is assessed by licensed telc raters according to the marking criteria on pages 37–38. For levels C1 and B2, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower/middle end of the band.

	C1		B2		B1	Below B1
	upper end	lower / middle end	upper end	lower / middle end		
I Content and Text Structure	5	4	3	2	1	0
II Communicative Design	5	4	3	2	1	0
III Accuracy	5	4	3	2	1	0
IV Vocabulary	5	4	3	2	1	0
Total	20	16	12	8	4	0
	100 %	80 %	60 %	40 %	20 %	0 %

The breakdown of points is as follows:

Points	CEFR level
15–20	C1
7–14	B2
0–6	Below B2

Determining Partial Results of the Subtest Speaking

Speaking is assessed by two licensed telc examiners according to the marking criteria on pages 39–40. Again, for levels C1 and B2, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower / middle end of the band.

	C1		B2		B1	Below B1
	upper end	lower / middle end	upper end	lower / middle end		
I Task Management						
Part 1	10	8	6	4	2	0
Part 2A	10	8	6	4	2	0
Part 2B	10	8	6	4	2	0
Part 3	20	16	12	8	4	0
II Pronunciation / Intonation	10	8	6	4	2	0
III Fluency	10	8	6	4	2	0
IV Accuracy	15	12	9	6	3	0
V Vocabulary	15	12	9	6	3	0
Total	100	80	60	40	20	0

The breakdown of points is as follows:

Points	CEFR level
75–100	C1
35–74	B2
0–34	Below B2

B2 or C1 Certificate?

Whether a candidate receives a telc English C1 Certificate or a telc English B2 Certificate for the examination depends on the partial results achieved in the subtests Listening, Reading, Language Elements, Writing and Speaking. One of the minimum requirements for a certificate is that a B2 or a C1 level must be obtained in the Speaking subtest. Candidates assessed as having skills below level B2 do not receive a certificate.

B2 Certificate

Every candidate who is assessed at B2 level or above in the Speaking subtest and in one of the subtests for Listening / Reading / Language Elements or Writing is awarded a telc B2 Certificate. In order to receive a B2 Certificate, the following combinations of partial results are possible:

	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6	Case 7	Case 8	Case 9	Case 10	Case 11
Listening / Reading / Language Elements	B2	B2	Below B2	C1	C1	B2	C1	Below B2	B2	Below B2	B2
Writing	B2	Below B2	B2	C1	B2	C1	Below B2	C1	B2	B2	Below B2
Speaking	B2	B2	B2	B2	B2	B2	B2	B2	C1	C1	B2

C1 Certificate

Every candidate who is assessed at C1 level in the Speaking subtest and in one of the subtests for Listening, Reading, Language Elements or Writing is awarded a telc C1 Certificate. In order to receive a C1 Certificate, the following combinations of partial results are possible:

	Case 1	Case 2	Case 3	Case 4	Case 5
Listening / Reading / Language Elements	C1	C1	C1	B2	Below B2
Writing	C1	B2	Below B2	C1	C1
Speaking	C1	C1	C1	C1	C1

Background Information on
telc English B2·C1 Business

The Answer Sheet S30

The Answer Sheet S30 is a thin booklet with five perforated pages. All of the testing results are recorded on these sheets. The candidates record their answers for the subtests Listening, Reading and Language Elements on pages 2 and 3. The examiners mark their results for the Oral Examination on page 4.

A soft lead pencil should be used to fill in the ovals in the marking section, as well as the contact information at the beginning of the test.

true   false
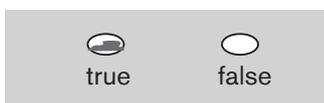
Scoring

The test results are scored electronically at the telc head office in Frankfurt, Germany. Each Answer Sheet S30 is scanned and compared to the answer keys which are stored in a database. Based on this data, each candidate is issued a result sheet listing their personal test results and, if the required marks have been achieved, a telc Certificate at the attained level.

telc Raters and Examiners

All examiners who evaluate the candidates' oral performances possess a telc examiner license. They have received this license by successfully participating in a telc examiner training course. The requirements for becoming an examiner are: experience in teaching English, knowledge of the CEFR levels and an understanding of the communicative approach.

All raters who evaluate the candidates' written performance are licensed telc raters who have longstanding experience of tests at CEFR levels B2 and C1. They have successfully participated in a rater training course and learnt how to apply the telc marking criteria accurately.

telc licenses are valid for three years, after which time the examiners and raters must attend another training course in order to renew their licenses and ensure that their rating standards remain consistent.

Retaking the Exam

The examination *telc English B2·C1 Business* can be repeated as often as the candidate may wish; however, no results from previous tests can be incorporated into the new test. The entire examination must be repeated and is scored anew.

Written Examination

The written examination lasts 170 minutes and consists of the subtests Listening, Reading, Language Elements and Writing. Additionally, there is a break of 20 minutes before the subtest Writing.

Before starting the examination, the candidates should fill in page 1 of the Answer Sheet S30.

The examination begins with the Listening subtest, where a CD is played. After this section is completed, the candidates separate the first sheet from the Answer Sheet S30 and continue with the subtests Reading and Language Elements. The examiner collects the first of the answer sheets.

After the subtests Reading and Language Elements have been completed, the second answer sheet is collected by the examiner. The subtest Writing begins after the 20 minute break.

The Writing subtest lasts 60 minutes, after which the examiner collects the remaining answer sheets of the S30. After this step, the written examination is finished.

Oral Examination

Examinations carried out with two candidates take approximately 25 minutes, about 20 of which are needed for the examining itself. The remaining five minutes are used by the examiners for assessment purposes.

In case of an uneven number of candidates, one oral examination is carried out with three candidates. In this case, the exam is longer.

The time allowed for examining is divided into three parts:

▪ Part 1 (Small Talk) approximately four minutes
▪ Part 2 (Presentation) approximately ten minutes
▪ Part 3 (Discussion) approximately six minutes

The Role of the Examiners

The examiners ensure that the time-frame for each part of the oral examination is adhered to. They provide a smooth transition from one section to another and ensure that each candidate is given adequate time to speak.

One of the examiners takes the role of the interlocutor and leads through the examination. Examiners should not switch roles from interlocutor to assessor except between examinations.

The examiners record their marks on the Score Sheet M10 during the examination. Each examiner evaluates the candidates' performances individually. After both candidates have left the room, the examiners compare their assessments. This exchange helps the examiners to re-evaluate their observations but they do not need to reach a consensus regarding the marks awarded to a candidate. If there is any discrepancy between the two assessments, telc will take the average. Each individual assessment is then transferred to the Answer Sheet S30.

Framework for the Oral Examination

Although every examination conversation is different, in the interests of consistency and reliability examiners should always adhere to a standard framework. The following typical prompts demonstrate how the interlocutor gives the examination the necessary structure, leading the candidates through all three parts and ensuring that all candidates have the same opportunities to demonstrate their skills.

Part 1: Small Talk

The interlocutor starts the examination with introductions.	*Welcome to the Oral Examination. I'm your examiner [name] and this is my colleague [name]. This exam has three parts.*
The interlocutor hands both candidates the task sheets for Part 1 and waits a short while for them to look at the picture and read the rubric.	*Let's start with Part 1, "Small Talk". Here's your task. I would like you to have an informal conversation about the topic of [commuting to work every day].*
Candidates should start spontaneously. If not, the interlocutor invites one of the candidates to begin.	*[Name] would you like to start?*
The interlocutor only intervenes if the conversation falters or if one candidate monopolises it unduly.	*[Name], what about you? How do you feel about [commuting to work]?*

Transition from Part 1 to Part 2

After the candidates have talked with one another for approximately four minutes, the interlocutor introduces the next part of the examination.	*Thank you. We are now at the end of Part 1. Let's move on to Part 2, the presentations.*

Part 2: Presentation

The interlocutor does not give candidates task sheets because they have already prepared their presentations accordingly.	
The interlocutor asks the person who didn't initiate the conversation in Part 1 to begin in Part 2.	*Now, [name], we would like you to give your presentation.* To the other candidate: *And, [name], please don't forget to think of some questions you would like to ask.*

Transition from Part 2A to Part 2B

After three minutes or at the end of the presentation the interlocutor asks the other candidate to ask some follow-up questions.	*[Name], can you please ask your questions now?*
After one or two questions from the other candidate, the interlocutor asks some questions of his or her own. These should be at B2 or C1 level depending on the candidate's ability.	*[Poses questions at the appropriate level.]*

Transition from Candidate A to Candidate B

The interlocutor asks the other candidate to give his / her presentation.	*Thank you.* *[Name], now it's your turn to give your presentation and [to the other candidate], yours to think of some questions.*
After three minutes or at the end of the presentation the interlocutor invites the other candidate to ask some follow-up questions.	*[Name], can you please ask your questions now?*
After one or two questions from the other candidate, the interlocutor asks some questions of his or her own.	*[Poses questions at the appropriate level.]*

Transition from Part 2 to Part 3

	Thank you. That's the end of Part 2. Let's go on to Part 3 now.

Part 3: Discussion

The interlocutor gives the candidates the task sheets for Part 3. They have a short time to look at the picture and read the introductory statements.	*Here is your task for Part 3 of the examination.*
The interlocutor initiates the discussion.	*So, we'll be interested to hear what both of you have to say on this topic! Please start the discussion.*

Completion of the Examination

After approximately six minutes, the interlocutor concludes the examination taking care not to say anything which could be construed as an assessment (e.g. "Well done!").	*Thank you. We have now finished the examination. You will get your results in a few weeks.*

Audio Script

Number 1, 2 and 3

Ms. Matthews: Ah, hello, you must be Robert Cavell. Glad to finally meet you. Come on in.

R. Cavell: Yes. Good afternoon, Ms. Matthews. Nice to meet you, too.

Ms. Matthews: As you know we do appraisals for all new staff after their first six months.

R. Cavell: Yes, I'm aware I'm due for the appraisal. I expected I was to have it with my line manager.

Ms. Matthews: Well, together with the manager we review the employee's job description to see how their role may be developing. After that we review their performance to see how they are getting on.

R. Cavell: I see.

Ms. Matthews: Then once a year new targets are defined for the following 12 months, and at the end of this time you'll meet with your boss to see how you've met those targets. But today, as you've only recently joined us, we'll really just be looking at how you think you've got on so far, and what the company thinks of your work since you joined us. And of course we can discuss anything that comes up as we go along.

R. Cavell: I see. And if you find that I am performing well, does that mean that I'll qualify for an increase in salary?

Ms. Matthews: Well, it's not quite as simple as that, and it's certainly not automatic. But as time goes by, if an employee is performing well and the company is demanding more of them than was originally stated in their job description, then yes, we in HR might well want to look at their package.

R. Cavell: When you say 'package', do you mean how much they are paid?

Ms. Matthews: It's more than just the remuneration. The company can offer other perks and privileges, too. Some of our top people are offered shares in the company. But that does not happen until after the probation period.

R. Cavell: Yes, of course.

Ms. Matthews: Well, let's get started …

Number 4, 5 and 6

Josie: Hi, Brian. You gonna be long? Looks like you've got a lot of copying to do.

Brian: Well, yes, I've got all these training handouts to do. Do you just have that one sheet?

Josie: Yes, I want to get it in the mail and I need to keep a copy.

Brian: Here, Josie, let me have it – I can slip it in before the next batch.

Josie: Thanks, Brian, that's great. Ms. Simmonds wants it ready before lunch, and what Ms. Simmonds wants, Ms. Simmonds gets. Oh, I just remembered, she asked me to talk to you about the Christmas do. Are you still on to help out? She says you were such a good DJ last year, and we saved a lot by you doing the music.

Brian: Yes, sure, whatever. Free food and drink for me, right?

Josie: Yeah, I think the boss can live with that.

Brian: Do you want this on two sheets or double-sided?

Josie: Double-sided, please.

Brian: Where are we having the party this year?

Josie: I thought we could use the sports hall again. It worked well last year, and it's got a bar area, big dance floor and plenty of space to chill.

Brian: Just the one copy, right?

Josie: Make it two, one for the day file.

Brian: Yeah, the sports hall's cool. There are good places for the speakers and we can get all the wires and cables well out of the way.

Josie: There you go. So I tell Ms. Simmonds yes, right?

Brian: Yes, count me in. It's all good.

Josie: I've got to go now, see you. Thanks for letting me cut in ahead of you.

Brian: No problem. Oh, Josie, for tomorrow night …   We thought we could go to the new Italian place.

Josie: Sounds good. Who else is coming?

Brian: Oh, just the usual bunch.

Josie: Great. Got to get back to work now.

Brian: OK. See you.

Moderator: Good evening, and welcome to the latest in our Building A Better Business series. This evening's guest is a real treat. Henry Simon started Sweet Spoon Ice Cream six years ago, and he's since grown the business from a one-room scoop shop to a national brand carried in 17 states. Tonight, he'll share his story and answer questions. Please welcome Henry Simon.

Henry Simon: Thank you. I'm happy to be here, and I hope I'll help you all think differently about entrepreneurship this evening. To give you something else to look forward to, apart from PowerPoint, I do have ice cream to share at the end!

So, I started my first Sweet Spoon Ice Cream shop six years ago in a store with room for ice cream-making equipment and only a few tables. Here's a picture of the storefront on the opening day. It wasn't a great location – it was far from downtown – and because of delays, I opened at the end of summer. That wasn't exactly prime ice cream selling time. I used all my personal savings to purchase equipment, and I borrowed additional money from an uncle who generously offered to be my earliest investor. I had no real experience in the ice cream business, but I was young and determined to build a brand that could be scaled up. In other words, I wanted to grow my business from one shop to a chain of shops all over the country. That's not exactly how things happened, as you'll hear, but that was my original goal.

So why ice cream? It's one of those products that the public just loves. People get excited about it. Everyone has favorite flavors and they're loyal to particular brands and I saw opportunity in that. Also, there are so many chances to be creative. Coming up with flavors, packaging, promotions...with ice cream, all of these aspects of business can be fun. Before Sweet Spoon, I worked in a cubicle at a major corporation. I learned a lot, but the environment wasn't for me. When I left, I wanted my next venture to better fit my personality. That's something important to consider as you're planning your own business. So that was the ice cream, but up until then I hadn't even thought of the organic factor... It was when I did some market research that I realized that no one was doing organic ice cream on a major scale. And I certainly didn't see affordable organic ice cream among the few options out there. With so much interest in healthy eating, it seemed that organic ice cream could quickly gain a following – and by making it affordable, I could introduce a wider variety of people to the benefits of organic food. So, I had found my unique selling point.

Once I had decided on organic ice cream, I researched ingredients and recipes. Because I wanted to inspire positive economic and environmental change, I sought out local ingredients wherever possible. Luckily, here in upstate New York, finding organic milk and cream was easy.

My next slide shows where my suppliers are located. I get my dairy products from family farms within 20 miles of that first shop, and the eggs from a farm just 30 miles away. The rest of my ingredients – chocolate, vanilla, cookies and the like – travel a little farther to get here, but they are also organic and all natural. We don't use artificial colors or flavors, or the unnecessary stabilizers and other ingredients common in other brands. That means our products have a positive impact on the environment – no chemicals used in production – and we're supporting as many local businesses as possible.

After addressing the basics, I opened that first store and jumped in. Like I said, I lacked previous "ice cream experience" and had only limited restaurant background. That first year was a challenge, to say the least. As you can see from this diagram, I worked 15 hours or more a day, especially in the summer. Because I was the only employee, I spent mornings ordering ingredients, answering emails, making bank deposits and completing paperwork. Once the store opened, I was there mixing ice cream, serving scoops and talking to customers. After I closed the store in the evenings, I washed the dishes, recorded the day's sales and took care of other details that needed attention. It was tough that first year, time-wise and budget-wise. I didn't make much money. I quickly realized that opening a whole chain of stores might not give me enough income to even get by – the expenses and time involved were just too great and the income too unpredictable, especially on rainy and snowy days. So I got creative. I talked to a few local restaurant owners who agreed to buy bulk containers of ice cream for their dessert menus, and I hired my brother to start selling scoops at the city's summer farmers' market. This diversification brought in new revenue streams, and it introduced our brand to new customers.

My next slide shows how things just grew from there. I was still busy at the scoop shop, but in the second year I had enough income to hire new employees. After the restaurant and market business grew, I talked to a local grocery store owner about packing some containers by hand to sell on her shelves. She liked the idea, so I did that for a few months. Soon, customers started asking other stores to carry Sweet Spoon, and I expanded the store business. By the fourth year, my sales were five times what they had been the first year, and I started to attract interest from investors.
I was at a point where I either needed to expand production or cap distribution because I was struggling to meet demand. So, because there was interest, I took on those new investors and opened up the factory that we now operate out on Lockwood Road. That allowed us to boost output, offer new sizes and try a wide variety of new flavors. We've since partnered with two regional markets and one national grocery chain to get our products offered in a variety of eastern and southern states.

When you're building your own brand, money, time and resources are obviously important. But here's something else that's important to consider: customer engagement. Sweet Spoon didn't have much of an advertising budget in the early years, so we really relied on special events to spread the word – and we still do. We hand out free scoops at school fundraisers and community festivals. We sponsor contests on different social media sites and give two-for-one coupons to the winners. Our annual name-the-new-flavor competition has become hugely popular. Last year, we also purchased an ice cream truck that we take to grocery stores across the region. People get the chance to meet Sweet Spoon employees and sample some of our new flavors. Our website hits jump by 9 to 11 percent in the days after each of those store visits, so we know that these events do generate interest.

This year, we've also announced a campaign that helps us continue doing good things in our community. Our new nonprofit, Pennies for Parks, funds the purchase of open spaces that can be converted to parkland. With each packaged ice cream container we sell, we donate a percentage of the profits to Pennies for Parks. Pennies might not sound like much, but they add up to a successful giving model. As you can see on this table, for every 1,000 containers we sell – and we sell many more than that a day in the summer months – we're able to purchase a tenth of an acre of land. During busy weeks, we can fund a full acre of parkland or more, just by doing what we do best: selling ice cream. Those new parks are important, and we really can have meaningful impact with the seemingly small donations we make.

Now, because I know you're all eager to try some of those new flavors, I'll wrap this up with some advice. Whether you're starting a design business, a tutoring service, a retail shop or an ice cream brand, remember to look for what you love. You'll need that passion to pull you through the long days, when money is tight and business is slow. Sooner or later, those things will happen. As you get busy, partner with people who are good at your weaknesses – if you love the creative side, for example, focus on that and hire an accountant to handle the financials. Ask friends and family members for help, too. They may or may not provide financial assistance, but they will give you personal support. Having a shoulder to cry on is tremendously helpful when you need it, and celebrating with those closest to you makes the victories even sweeter. Surround yourself with positive people, do good things in your community and do what you love. You might not get rich right away, but I bet you'll be happy.

Now then, while the team hands out some scoops of Sweet Spoon Ice Cream, I'm happy to take questions. Who wants to start?

Listening, Part 3

Welcome to today's edition of *Have your say.* I'm Adam McAllan. Our topic today is globalisation. Although globalisation is now a fact of life, the question remains: what are the main challenges of globalisation and how do we deal with them? Our lines are now open for you to have your say.

Number 15
I think the main challenge is to keep our individuality as everything is becoming more and more standardised or – let's be frank – more and more Americanised. I know what I'm talking about because my company has been taken over by an American conglomerate, and now I have a hard time adapting to their 'time-is-money' culture. I'm not anti-globalisation; in fact, I'm all in favour of it economically and industrially speaking, but we can't ignore the negative effects on our culture and society. People are becoming clones of each other. We're losing our uniqueness, and as a result the world is becoming a duller place.

Number 16
Okay, we've all heard statements such as: "33 per cent of the world's population get only 3 per cent of the whole world's income" and "Almost half the world's population live on less than $2 a day". That may be true, but I'm convinced that globalisation is not only good for the rich, it's also good for the poor. My company, for example, has invested heavily in India and made a contribution to boosting the economy there and creating lots of jobs. In my opinion, the challenge will be to continue that trend and ensure that poverty is reduced through economic growth.

Number 17
I work for Greenpeace and let me tell you that globalisation's bad news for the environment. When manufacturers build factories in new markets, more oil or coal are burned. As international trade increases, more and more fuel is needed to transport people and goods around the world. By 2030 the world's population will require 50 per cent more energy, water and food. I'm firmly convinced that something must be done soon – before the Earth's no longer able to sustain human demands. Only massive investments in alternative forms of energy can help us to break out of the carbon trap.

Number 18
Globalisation is often in the headlines but there's no question for me as to its main advantage – improving international understanding. I personally really enjoy working in international teams and figuring out different mindsets. It really is enriching! And anyway, since economies have become interdependent, we really need to cooperate and understand each other. And I think this is having an impact on state governments, who more than ever before see that maintaining international peace and security benefits their national economies.

Number 19
I think the biggest challenge is to keep corporate globalisation in check and curb the power of the multinationals. As companies get bigger, ordinary people have less and less control over their lives,

and little companies like mine don't have much chance of survival. Money is power and big companies have strong lobbies that force governments to do what they want, not what's good for people or the environment. We need to put power back into the hands of governments and citizens. We have to make companies accountable for their actions and act in the interests of people and not just think of their profit.

Well, there have certainly been some interesting contributions to our programme so far. The lines are open for another hour, so please keep those calls coming. But first it's time for World news …

Listening, Part 4

Sue:　　Hi everyone, Sue here. I've just had lunch at my desk. It was too hot to go outside; London is suffering from a heat wave! Are we all on board?

Luke:　　Hi Sue, Luke here. It was a sunny day in Sydney, too. I've just been sitting on my balcony enjoying the evening air! What's it like in Delhi, Raj?

Raj:　　Hi folks. It's been raining all day in Delhi. I couldn't find my umbrella this morning so I was late for work. But otherwise it's been an OK day. It's 5:30 in the afternoon and I've just got home!

Sue:　　OK, what about Amber? Amber, are you there?

Amber:　Good morning everyone, New York here. Sorry I'm late! Getting to the office punctually for an 8 am conference call is not easy. I haven't even managed to get a cup of coffee.

Sue:　　Don't worry about being a little late, Amber! Can you manage without coffee for 30 minutes?

Amber:　Sure, no problem Sue, go ahead.

Sue:　　OK everyone, welcome to this week's conference call. Last week I told you that the company wants to invest more in young staff showing manager potential and that we were to double the number of overseas training assignments. Our target is to have 30 international trainees by the end of the year. And last week in our conference call we decided that the first step should be to identify branches that would be interested in taking on a trainee. Yesterday the Board of Managers confirmed that Head Office London would be bearing all the costs. Have you checked with your office yet, Amber?

Amber:　Well, yes, but I have an issue with asking branches whether they want a young staff member – someone they don't have to pay. In my experience things that are free are not appreciated. How do we ensure that both the branches and the employee benefit from the experience?

Sue:　　Yes, you have a point there, Amber. In fact, we've had cases in the past where the trainees have complained that they weren't given enough responsibility.

Raj:　　Well, didn't we agree to ask the branches to provide a detailed job description and to nominate a mentor for the 12 months, who was also to write an appraisal at the end? I'd have thought that would be enough to guarantee that the trainees are really involved in the daily business. And I think the fact that the assignment has been extended from 9 to 12 months will also improve their position. It means that local management is more willing to invest in training them at the beginning. Then they have an extra staff member who can really share the load for a relatively long period of time. They have a better return on investment.

Luke:　　Maybe we should introduce an interim report from both trainee and mentor after three months just to check everything is on track.

Amber: Yes!

Sue:　　That's a great idea, Luke. Could you come up with a form with a few relevant questions that could be used as a template?

Luke:　　No problem, I'll do that straightaway and send out a draft to look at before our next conference call.

Sue:　　So what response have you had so far from the branches in your area? Here in London, I've managed to identify five positions.

Raj:　　Yes, India is very open to the idea. I've already had very positive reactions from the Mumbai branch. Quite a few departments would be interested in taking a trainee on board. Currently we already have five international trainees in Delhi so I don't think there's much chance of upping the number here. We're currently concentrating on getting more of the branches in South India involved, like Bangalore and Chennai, for example.

Sue:　　How about other places in North India? I have a young man in the sales department who would love to go on a trainee assignment to India. However, he's a marathon runner and he told me he'd have difficulty training in some of the places due to the climate. As it's bad for the body, he doesn't want to stop running. He said the climate North India would be alright.

Raj:　　Fine, I'll look into it.

Sue:　　How was the reaction in Australia, Luke?

Luke:　　Well, Sydney and Melbourne are not too keen on taking on more trainees. But, we're looking into the possibility of positions in New Zealand. I reckon you can count on a total of five openings for trainees down under. But I need to talk about our trainee in Melbourne.

Sue:　　Can we come back to that later, Luke? First I'd like to have New York's reaction to the news. Amber?

Amber:　Well, here in New York it looks like we can increase the number of international trainees to about ten. But I also have interesting news about the disabled candidate you introduced to us and this might be of interest to Raj and Luke, too. Our sales manager thinks the candidate's profile would be a perfect match for the sales department, but it is located on the fourth floor of the building! So, management had strong doubts until we were able to satisfy the company's evacuation procedures for wheelchair-bound employees, say in the case of a fire. Safety regulations are rather strict, so the only thing we could do would be to relocate the department to the ground floor. We don't know when this is going to happen though, but where there's a will there's a way.

Sue:　　OK then, Amber. We can discuss the details later on this afternoon. So, Luke, what did you want to tell us?

Luke:　　Well, I just wanted to let you know that Jane, our new trainee in Melbourne, is having serious health problems. She seems to have an allergy to the Australian mosquitoes. Apparently she's never had problems before but here, when she's bitten, the bites swell to golf-ball size lumps and go red and are extremely itchy. She's now on medication and the doctor reckons she doesn't need to be sent home but she is going to have to be careful how and where she spends her time outside. But this is the kind of thing you don't know beforehand so I can't see how we could have avoided it, it's not as if we can we include a local mosquito allergy test in every pre-assignment medical check-up!

Sue:　　Luke, is Jane OK to stay and cope with the problem as best she can?

Luke:　　Yes, she loves it over here so she would be very disappointed if the assignment had to be cut short.

Raj:　　I have a matter I would like to discuss, too.

Sue:　　Yes, Raj, go ahead.

Raj:　　Well, at the moment our trainees live in the Waterview apartments, which have excellent amenities, are generously furnished and not too expensive. However, the trainees have asked me to contact the owners several times because the air-conditioning was malfunctioning and the swimming pool was closed. And now, the property owners have converted the top floor into a disco and bar which is open four days a week.

Sue:　　That doesn't sound good.

Raj:　　Yes, all the trainees have complained about the noise and keep asking us to organise other apartments. Well, we have 12-month contracts so we can't move them, even if they find that difficult to understand. But I'd like to use another apartment building for the new trainee who's arriving next month. So, my question is, is the housing allowance fixed or could it be adapted to cover slightly more expensive accommodation?

Sue:　　I suggest you look around and present a couple of alternatives for approval, but I would try and stick to the current amount as far as possible.

Raj:　　OK, I'll send you a list with details in the next few days as we need a quick decision.

Sue:　　OK, so let's just go through next months' staff movements …

Answer Key

Listening

Part 1
1 false
2 true
3 b
4 true
5 true
6 a

Part 2
7 b
8 c
9 c
10 a
11 b
12 a
13 a
14 b

Part 3
15 e
16 h
17 j
18 f
19 b

Part 4
20 false
21 true
22 true
23 true
24 false
25 false

Reading

Part 1
26 f
27 h
28 x
29 b
30 x
31 c

Part 2
32 a
33 c
34 a
35 b
36 c
37 b
38 b
39 b
40 b
41 a
42 c

Part 3
43 true
44 false
45 false
46 false
47 c
48 a
49 b
50 c

Language Elements

Part 1
51 o
52 c
53 k
54 l
55 f
56 m
57 d
58 i
59 j
60 b

Part 2
61 c
62 a
63 c
64 c
65 b
66 b
67 c
68 b
69 a
70 b

Candidate A

_____
Last Name, First Name

Candidate B

_____
Last Name, First Name

Content

Task Management	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Part 1	○	○	○	○	○	○
Part 2A	○	○	○	○	○	○
Part 2B	○	○	○	○	○	○
Part 3	○	○	○	○	○	○

Content

Task Management	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Part 1	○	○	○	○	○	○
Part 2A	○	○	○	○	○	○
Part 2B	○	○	○	○	○	○
Part 3	○	○	○	○	○	○

Language (Part 1–3)

	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	○	○	○	○	○	○
Fluency	○	○	○	○	○	○
Accuracy	○	○	○	○	○	○
Vocabulary	○	○	○	○	○	○

Language (Part 1–3)

	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	○	○	○	○	○	○
Fluency	○	○	○	○	○	○
Accuracy	○	○	○	○	○	○
Vocabulary	○	○	○	○	○	○

_____   _____
Date   Examiner

_____
Examination Centre

Attention: The marking results for Candidates A and B need to be transferred onto Answer Sheet S30, page 4.

telc LANGUAGE TESTS

Our Language Certificates

Common European Framework of Reference

ENGLISH

C2	telc English C2
C1	telc English C1
B2·C1	telc English B2·C1 Business
	telc English B2·C1 University
B2	telc English B2
	telc English B2 School
	telc English B2 Business
	telc English B2 Technical
B1·B2	telc English B1·B2
	telc English B1·B2 School*
	telc English B1·B2 Business
B1	telc English B1
	telc English B1 School
	telc English B1 Business
	telc English B1 Hotel and Restaurant
A2·B1	telc English A2·B1
	telc English A2·B1 School
	telc English A2·B1 Business
A2	telc English A2
	telc English A2 School
A1	telc English A1
	telc English A1 Junior

ITALIANO

B2	telc Italiano B2
B1	telc Italiano B1
A2	telc Italiano A2
A1	telc Italiano A1

DEUTSCH

C2	telc Deutsch C2
C1	telc Deutsch C1
	telc Deutsch C1 Beruf
	telc Deutsch C1 Hochschule
B2·C1	telc Deutsch B2·C1 Medizin
B2	telc Deutsch B2+ Beruf
	telc Deutsch B2
B1·B2	telc Deutsch B1·B2 Pflege
B1	telc Deutsch B1+ Beruf
	Zertifikat Deutsch
	Zertifikat Deutsch für Jugendliche
A2·B1	Deutsch-Test für Zuwanderer
A2	telc Deutsch A2+ Beruf
	Start Deutsch 2
	telc Deutsch A2 Schule
A1	Start Deutsch 1
	telc Deutsch A1 Junior

FRANÇAIS

B2	telc Français B2
B1	telc Français B1
	telc Français B1 Ecole
	telc Français B1 pour la Profession
A2	telc Français A2
	telc Français A2 Ecole
A1	telc Français A1
	telc Français A1 Junior

ESPAÑOL

B2	telc Español B2
	telc Español B2 Escuela
B1	telc Español B1
	telc Español B1 Escuela
A2·B1	telc Español A2·B1 Escuela*
A2	telc Español A2
	telc Español A2 Escuela
A1	telc Español A1
	telc Español A1 Escuela
	telc Español A1 Júnior

TÜRKÇE

C1	telc Türkçe C1
B2	telc Türkçe B2
	telc Türkçe B2 Okul
B1	telc Türkçe B1
	telc Türkçe B1 Okul
A2	telc Türkçe A2
	telc Türkçe A2 Okul
	telc Türkçe A2 İlkokul
A1	telc Türkçe A1

РУССКИЙ ЯЗЫК

B2	telc Русский язык B2
B1	telc Русский язык B1
A2	telc Русский язык A2
A1	telc Русский язык A1

PORTUGUÊS

B1	telc Português B1

JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła

اللغة العربية

B1	telc اللغة العربية B1

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Examination Preparation

MOCK EXAMINATION 1
ENGLISH B2·C1 BUSINESS

telc – language tests have a long tradition of specialisation in the field of English language testing and certification around the world. The examination *telc English B2·C1 Business* is a dual-level format that measures language competence across two levels of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR). Test takers thereby have the opportunity to gain certification at a level that precisely reflects their language abilities.

An essential characteristic of standardised language examinations is that the participants know what is expected of them during the test. The mock examination informs the test taker about the test format and tasks, times and assessment criteria, as well as the procedures involved in the exam implementation. It can be used for practice purposes, general information and examination preparation.