



# MOCK EXAMINATION 1

## ENGLISH BUSINESS

Examination Preparation

B1·B2







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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 GmbH 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 GmbH 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](http://www.telc.net).

## What is the value of a telc Certificate?

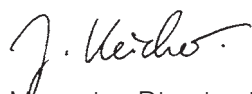
The value of a language certificate is determined by the high standards that are applied during the development, implementation and evaluation of the language test. All telc examinations are based on the task-based approach central to the CEFR and are designed to test the skills of reading, listening, writing and speaking. These examinations are standardised and are developed according to stringent scientifically recognised methods of test development. telc GmbH is a full member of ALTE (Association of Language Testers in Europe, [www.alte.org](http://www.alte.org)), an organization of internationally recognised test providers. Many public and private educational institutions – in Germany and throughout the world – utilize 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 candidate 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](http://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](mailto: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 GmbH

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# The Structure of the Examination

|                     | Subtest  | Aim  | Type of Test  | Time            |
|---------------------|--|--|---|-----------------|
| Written Examination |  <b>Listening</b>           |  |   |                 |
|                     | Part 1   | Understanding voice mail messages                              | 4 multiple-choice items   | 25 min.         |
|                     | Part 2   | Understanding everyday conversations                           | 5 true/false and 5 multiple-choice items                                      |                 |
|                     | Part 3   | Understanding an interview                                     | 6 multiple-choice items   |                 |
|                     | Part 4   | Understanding different opinions about a topic                 | 3 matching items  |                 |
|                     |  <b>Reading</b>             |  |   |                 |
|                     | Part 1   | Understanding emails and subject lines                         | 4 matching items  | 40 min.         |
|                     | Part 2   | Understanding questions and answers from an Internet forum     | 5 matching items  |                 |
|                     | Part 3   | Understanding different types of published texts               | 6 multiple-choice items   |                 |
|                     | Part 4   | Understanding formal informative texts                         | 3 true/false items  |                 |
|                     |  <b>Language Elements</b> |  |   |                 |
|                     | Part 1   | Selecting appropriate phrases in a conversation                | 8 matching items  | 20 min.         |
|                     | Part 2   | Selecting appropriate phrases in a semi-formal letter or email | 10 multiple-choice items  |                 |
|                     |  <b>Writing</b>           |  |   |                 |
|                     |  | Writing semi-formal emails                                     | 1 writing task out of a choice of two   | 30 min.         |
| Oral Examination    |  <b>Speaking</b>          |  |   |                 |
|                     | Preparation  |  |   | 20 min.         |
|                     | Part 1A  | Talking about experiences and opinions                         | Task sheet with pictures  |                 |
|                     | Part 1B  | Answering follow-up questions                                  | Examiner questions  | Approx. 16 min. |
|                     | Part 2A  | Presentation   | 1 presentation out of a choice of two. Task sheet with questions and pictures |                 |
|                     | Part 2B  | Answering follow-up questions                                  | Examiner questions  |                 |
|                     | Part 3   | Discussion   | Task sheet with sample statements on one controversial topic                  |                 |

**Listening, Part 1**

You will hear four voice mail messages.

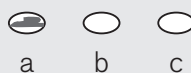
Which answer fits best: a, b or c? You will hear each message once.

Mark your answers for items 1–4 on the answer sheet.

**Example**

When you arrive at London City Airport, you should

- a** look for the company driver.
- b** stay there for the meeting.
- c** take a taxi to London Stansted Airport.



**1** Laura wants Paul to

- a** organise a meeting.
- b** pass on know-how to new co-workers.
- c** set up a schedule for her department.

**2** You need to

- a** get all the spare parts ready for the engineer.
- b** inform the machinist not to leave work yet.
- c** pick up the engineer from the airport.

**3** Marjena is considering

- a** becoming a supplier.
- b** sending in some samples.
- c** starting a business relationship.

**4** The caller

- a** asks you to provide presentation equipment.
- b** has double-booked the conference room.
- c** wants to postpone the meeting to Monday.



**Listening, Part 2**

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

*First, decide if the statement is true or false. Then, decide which answer fits best: a, b or c.*

*You will hear each conversation once.*

*Mark your answers for items 5–14 on the answer sheet.*

- 5** Jenny and Roger don't know each other very well.

true / false

- 6** Roger tells Jenny

- a** that he didn't sleep very well last night.
- b** to call him at home.
- c** to get some papers from Mr Johnson

- 7** Vera Albea needs a new supplier.

true / false

- 8** Next week Vera will be

- a** going on holiday.
- b** meeting John.
- c** opening new offices.

- 9** Bob and Julia are going on a business trip together.

true / false

- 10** Bob isn't happy because

- a** he's nervous about the trip.
- b** Mitch isn't going to China.
- c** they haven't finished preparing the presentation.

- 11** Simon is placing an order.

true / false

- 12** Simon is worried that

- a** people will have to stand while they eat.
- b** the furniture will arrive too late.
- c** there won't be enough food.

- 13** Mr Banks thinks Megan should work harder.

true / false

- 14** Megan works in

- a** accounting.
- b** customer service.
- c** marketing.

### Listening, Part 3

*You will hear a podcast of an interview.*

*First you will have one minute to read the items. Then you will hear the interview. You will hear the podcast **once**.*

*During the podcast, decide which answer fits best: a, b or c. Mark your answers for items 15–20 on the answer sheet.*

*Now read the items.*

- 15** After learning about product advertising, Kate
- a** changed her university course.
  - b** started her own website.
  - c** worked as a graphic designer.
- 16** Kate's college internships were important because they
- a** earned her extra money.
  - b** gave her networking opportunities.
  - c** kept her focused on print publications.
- 17** In her first full-time job, Kate was unhappy with the
- a** lack of contact with others.
  - b** people she was designing for.
  - c** type of work she was doing.
- 18** Kate decided to begin freelancing because
- a** people were hiring her for design work.
  - b** she wanted to work with charities.
  - c** she was too stressed at her full-time job.
- 19** Today, Kate finds many new customers by
- a** applying for jobs on the Internet.
  - b** attending business events.
  - c** working for former clients.
- 20** Kate advises people who want to freelance to
- a** build a website advertising their services.
  - b** find new clients through freelancers.
  - c** pay close attention to their budget.

*worked as a graphic designer*

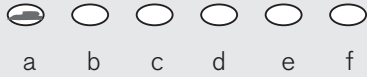
**Listening, Part 4**

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

Which statement a–f best matches the opinions 21–23?

Mark your answers for items 21–23 on the answer sheet.

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

**Example**

**21 ...**

**22 ...**

**23 ...**

- ☒ **a** Eco-friendly products are a waste of money.
- b** Eco-friendly products have become less expensive.
- c** Environmental factors can only be considered if they save money.
- d** Going green can attract customers.
- e** Going green should be our top priority.
- f** Green goods are better quality.

**Reading Comprehension, Part 1**

First read the subject lines a–f. Then read the emails 24–27 and decide which is the best subject line for each email.

Mark your answers for items 24–27 on the answer sheet.

- a **Company news**
- b **Contract renewal**
- c **Improving the working environment**
- d **New quotation**
- e **Upcoming environmental inspection**
- f **Your application**

## 40 minutes Reading Comprehension

24

TO: \_\_\_\_\_  
 CC: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Dear Ms Tyler,  
 We apologize for the delay in replying to your email, which occurred due to the absence of our Senior Sales Manager. However, we are pleased to inform you that we would like you to start as her assistant at the beginning of next month. Please confirm that you are still interested in the position so that we can send you the contract.  
 Yours sincerely,  
 John Smythe

25

TO: \_\_\_\_\_  
 CC: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Dear Employees,  
 The management is proud and happy to inform all employees of the successful completion of the transfer of our electrical energy source from the public grid, which comes from a nuclear power plant, to the new solar panels which were installed on the roof of our factory. Together with our recycling plant and energy-saving measures, we are now a truly "green" business!  
 John Sikes  
 CEO Mallox Inc.

26

TO: \_\_\_\_\_  
 CC: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Dear Mr Summer,  
 I refer to our meeting of last Friday and wish to thank you for the kind offer to prolong my contract. However, I must inform you that I will no longer be able to continue under the present circumstances. My personal situation and the continued illness of my child do not allow me to work such long hours any more.  
 Kind regards,  
 Agatha Mills

27

TO: \_\_\_\_\_  
 CC: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Dear Colleagues,  
 As the new Head of our Health, Safety and Environment Department, I would like to invite all managers and their assistants to the first monthly HS+E meeting. There are several urgent matters that need to be discussed concerning our audit for the Environment Certificate which is due next month. Please see the attached agenda for details and come prepared to make suggestions.  
 Max Newman  
 HS+E Department

## Reading, Part 2

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

First, read the forum questions in items 28–32 below. Then, read the forum answers a–h on the next page. Find the best answer for each question.

Mark your answers for items 28–32 on the answer sheet.

In one case there is no answer for the question. Mark this with an **x**.

28



*MichaelWork*

My boss asked me to go to Singapore for a year. I'd be quite happy to leave Europe for a while and experience something new, but what about social security and health insurance?

29



*KeithUK*

I've been offered to lead a two-year project in Russia. I'm not exactly keen on it; my friends, however, keep telling me to seize this chance because they think there's nothing better to enhance your résumé. So what do you think I should do?

30



*ChristineTTO*

My company plans to send me to America and will give me a 25% pay increase if I accept. I've never been on a foreign assignment before, so I'd like to know if that's a good offer or whether I'd better ask for more.

31



*JonasClueless1*

Hi! Last week I attended a seminar for expatriates-to-be. When it came to the topic of money, they said you shouldn't underestimate the effects of the diverging purchasing power in different countries. What exactly did they mean by that?

32



*BuilderBob76*

I've made up my mind: I'm moving to America! I'm in the construction industry and want to make a new start there. Working for a company or setting up my own business – that's the question.

## Ask-Me Forum: Relocation & International Assignments



*Ivanka, 1 hour ago*

Well, they might be right in what they're saying, but can you imagine working there for such a long time if you don't really want to? On the other hand, you should ask yourself why you are having doubts about moving – is it just the country, the people you'll be working with or the job itself?



*BeCareful, 3 hours ago*

I understand your concern. Do you know about the international agreements that exist between countries worldwide? They determine whether you're still covered by your home country's medical and pension insurance scheme or by that of the country you'll be working in. I'm sure (and I hope!) you're not the first employee to go to abroad for your company, so the people in your HR department should know about that.



*MacDonalds66m, 7 hours ago*

Where exactly will that be – the US or any other country on that continent? In the US, wages are usually 20–30% higher than here, but you're also expected to work harder and at times which are deemed unsociable by our standards. So I agree – starting your own company is definitely the way to go.



*Specialist, 9 hours ago*

If I were you, I'd definitely go there. There's so much to gain from an assignment abroad – not only professionally. Think of the cultural experiences you're going to have, meeting new people, getting to know other ways of living, etc. It's most likely a step towards promotion if you complete the project successfully. And even if you decide not to stay with your company, an assignment in Asia is an invaluable asset not everyone has on their CV.



*Heike34, 2 days ago*

I managed two projects in Russia when I still was with my old company. Of course, I had to adapt to the Russian way of working (and living), but once I managed that, I found that it was exciting and fun to work with the people there. So I can't agree with your friends. I think you just need to have an open mind.



*StevieMax\*2, 3 days ago*

Have you ever heard of the 'Big Mac Index'? It tells you how much you have to pay to buy one Big Mac in any country of the world. Even though it's not completely accurate, it does give you a general overview of the price level in each country. That means, that you might be earning the same amount as at home, but still ending up with a big minus, because the cost of living is higher than in your home country.



*MonicaGB, 5 days ago*

Well, a rise by a quarter sounds good at first, but check what they're offering you: gross or net? If it's gross, taxes and national insurance contributions are likely to eat up most of it so that you can be happy if your net salary is a meager 10% higher than it is now.



*PeteWalsh, 6 days ago*

Qualifications is an essential matter. My cousin wanted to work as a purchasing agent in a small Central American country, but then the officials rejected his application for the necessary license because the qualifications and certificates from Europe weren't accepted there. Luckily, he later found work as a sales rep.

### Reading, Part 3

Read the three texts and decide which answer fits best: a, b or c.

Mark your answers for items 33–38 on the answer sheet.

#### Text 1

### MICROCREDIT

The concept of microcredit (also called microloan) means the provision of very small loans to people who wouldn't otherwise have a chance of being granted a loan because they are unemployed, unable to offer any collateral or because ordinary banks are just not interested in dealing with such small sums of money. Microcredit is especially popular in threshold and developing countries, and Bangladeshi economist Muhammad Yunus is often regarded as its "father". In 2006, Yunus and his Grameen Bank jointly received the Nobel Peace Prize "for their efforts to create economic and social development from below."



Microloans are often extended to groups of people (such as families, friends or neighbours) rather than individuals, thus considerably reducing the risk of default. According to a report by the Grameen Bank, the default rate is as low as 2 to 5 per cent. The idea of microloans has been successfully exported to other countries, too. From India, however, there have recently been some negative reports. Commercial banks, unlike non-profit banks, have been rather rash in granting loans, charging excessive interest rates and putting defaulting borrowers under a lot of pressure to pay off their debts, which in some cases has led to people committing suicide.

**33** Muhammad Yunus received an award for

- a** creating the Grameen Bank.
- b** providing finance to so many people.
- c** trying to help poor people grow their businesses.

**34** Commercial banks have

- a** damaged the reputation of microcredit.
- b** invested too heavily in microfinance.
- c** not paid off their debts.



## Text 2

## Mike Barnes announced Entrepreneur of the Year

Mike Barnes, founder and CEO of Barnes LLC, has won the prestigious prize of "Entrepreneur of the Year". Awarded for outstanding and innovative business ideas by Fensfield County's Chamber of Commerce and Industry (FC-CCI), the prize has been recognized as a symbol of entrepreneurial excellence way beyond the county's borders.

Barnes LLC offers consulting services to local companies and has specialized in helping young and innovative business start-ups. Mike Barnes started his professional career at a local bank, where he was responsible for authorizing loans to corporate clients. He loved what he was



doing, but, as he said in an interview with our paper yesterday evening; "It was sometimes heartbreaking having to turn down people who had brilliant, ingenious and ground-breaking business ideas, but weren't able to provide the necessary paperwork such as sound business and investment plans which banks and other financial supporters need." As a bank clerk, however, Barnes wasn't allowed to help people draw up such documents, and that's just how his own business idea was born.

When handing over the award to Mr Barnes, FC-CCI chairman Steven Gervais said he was convinced that he would present this award to one of Mr Barnes' customers one day.

**35** The award "Entrepreneur of the Year" is

- a** annually given to successful financial institutions.
- b** highly regarded in other parts of the country.
- c** only presented to local companies.

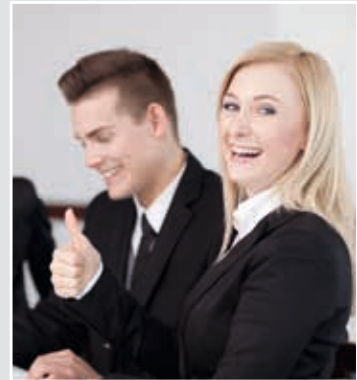
**36** LLC was founded because Mike Barnes

- a** felt he couldn't support customers adequately as a bank clerk.
- b** wanted to finance innovative ideas for new businesses.
- c** wasn't able to find financial support for his business start-up.

## Text 3

## HOW TO GET THE JOB YOU WANT

Who doesn't know this situation – You've applied for an interesting job and look forward to the company's reply. But what are your chances of being shortlisted? Maybe not bad, if you have the right qualifications. So far so good – but what if there are some twenty other applicants for whom the same is true?



Ricky Winston believes that the key to success is how you sell yourself with your application. "Don't use those run-of-the-mill phrases everybody else does which bore HR managers to death. A good application is not so different from a good sales presentation: well-structured, interesting, and focusing only on the most important points. Does this ring a bell? Yes, these are the guidelines you learn in almost every PowerPoint course."

Ricky Winston, keynote speaker on recruitment and author of the best-sellers "The Perfect CV" and "How to Excel in Assessment Tests," will be presenting his latest book "How to Get the Job You Want" this Friday afternoon at 4 pm at Miller's Bookshop in High Street. The presentation is co-funded by local bookstores, publishers and Wilson's Business Consulting Ltd. Tickets (\$5.00) available at all Miller's Bookshops and the job agency. Limited seating – advance booking recommended.

**37** According to Ricky Winston, the ideal application

- a** focuses on the applicant's soft skills.
- b** has similarities with an effective presentation.
- c** should look as good as a PowerPoint presentation.

**38** The book event

- a** concentrates on the author's three best-sellers.
- b** is sponsored by various companies.
- c** is unlikely to be sold out quickly.

**Reading, Part 4**

Read the text and decide if the statements 39–41 are true or false.

Mark your answers for items 39–41 on the answer sheet.

**Blink cleaning machine: User's manual**

Dear customer,

We would like to congratulate you on your decision to purchase a Blink pressure washer. You are now the owner of a modern, high-quality pressure cleaning machine which, with proper care and maintenance, will give you years of use.

**Assembly**

Your high pressure washer has, for the most part, been assembled at the factory, except for some parts which still need to be connected. We suggest using the picture diagram for easier identification of the parts described. If you have any problems with the assembly of your pressure washer, please call the helpline at 1-800-123-45678.

**Instructions**

You should read the operating and safety instructions carefully before assembling and using the machine for the first time. In this way, you will best adapt the machine to your needs and protect yourself and those around you from injury. The operating instructions also contain important information about machine maintenance.

At the time of printing, these operating instructions contained up-to-date information for this model. Small deviations due to continual development of the cleaning machine design cannot be ruled out entirely.

**Maintenance**

Once a year the air filter should be cleaned or replaced. This will ensure that your machine runs better and lasts longer. For your own safety, you should only use Blink-approved replacement parts, accessories and cleaning fluids obtained from recognised Blink partner suppliers. Blink is not liable for any damage resulting from the use of unapproved products.

- 39** The high-pressure washer is delivered to the customer ready for use.  
true/false?
- 40** The operating instructions may not contain the latest information on the machine they are delivered with.  
true/false?
- 41** Spare parts must be ordered from the manufacturer directly if you want to ensure that the machine will continue to work.  
true/false?

**Language Elements, Part 1**

Read the following text and decide which phrase a–j is missing in items 42–49.

Mark your answers for items 42–49 on the answer sheet.

**Citizen Information Centre**

Steven: Good morning. I'm Steven Wilson. I run a catering service and need some information about the upcoming road closures because of the sports festival.

Betty: Hello Mr Wilson, I'm Betty Chambers. Where exactly is your business located?

Steven: It's on Branton Road, number 53. I'm worried that my customers \_\_\_\_\_ **42** \_\_\_\_\_ to get to my premises.

Betty: One moment ... No, Branton Road isn't affected \_\_\_\_\_ **43** \_\_\_\_\_. It won't be closed for road traffic or pedestrians, so your customers \_\_\_\_\_ **44** \_\_\_\_\_ to reach you as usual.

Steven: That's great! But what about the delivery van? Will it be possible for my suppliers to access our facilities via Regent Street?

Betty: \_\_\_\_\_ **45** \_\_\_\_\_ Regent Street is completely closed to traffic.

Steven: Oh no! You see, \_\_\_\_\_ **46** \_\_\_\_\_ the driver will find his way around. We've just relocated to that part of town.

Betty: Don't worry, Mr Wilson. Branton Street can be reached by way of Millborne Road from the north.

Steven: \_\_\_\_\_ **47** \_\_\_\_\_.

Betty: Well, it's all explained in this leaflet here, together with maps. \_\_\_\_\_ **48** \_\_\_\_\_ this will help the driver.

Steven: Yes, that looks helpful. Does it cost anything?

Betty: No, it's free of charge. \_\_\_\_\_ **49** \_\_\_\_\_, why don't you take some more and pass them on to your customers and the other shop owners?

- |                     |                          |                          |                       |
|---------------------|--------------------------|--------------------------|-----------------------|
| <b>a</b> AT ALL     | <b>d</b> I'M NOT SURE    | <b>g</b> SHOULD BE ABLE  | <b>j</b> WOULD PREFER |
| <b>b</b> IN FACT    | <b>e</b> I'M PRETTY SURE | <b>h</b> THAT'S A RELIEF |                       |
| <b>c</b> I'M AFRAID | <b>f</b> OVERALL         | <b>i</b> WON'T BE ABLE   |                       |

**Language Elements, Part 2**

Read the following text and decide which phrase is the most appropriate in items 50–59: a, b or c.

Mark your answers for items 50–59 on the answer sheet.

Dear Sir or Madam

I am writing to request information about next year's Technology Expo. **50** provided on your website, this **51** for displaying our products and establishing contacts. Although our company has **52** in your country, we are aware that there is a growing market and we have already had enquiries **53**.

**54** data storage and networking solutions. **55** latest developments in cloud computing, we were thinking about a stand of approximately 10 x 10 meters. We need the usual facilities (electricity, telephone, etc.) but we are not yet sure whether catering services **56**. Would you **57** a stand for us according to the enclosed specifications? **58**, we might also consider an adjoining room for hospitality purposes and meetings.

**59** full documentation on the fair, complete with application deadlines and forms, prices, and any other information that might be helpful.

Yours faithfully

**Bob Dobalina**

- 50 a** According to the information  
**b** From what you have  
**c** With the details

- 55 a** Because of the expectation of  
**b** During the presentation of the  
**c** In order to display our

- 51 a** could be a promising venue  
**b** location might possibly suit  
**c** resembles the ideal type of place

- 56 a** are a requirement  
**b** have already been booked  
**c** will also be necessary

- 52 a** considered expanding our market share  
**b** not yet launched any products  
**c** sold numerous products

- 57 a** be able to see  
**b** be experienced in the building of  
**c** have the capacity to build

- 53 a** asking about infos  
**b** for some new clients  
**c** from several potential customers

- 58 a** Depending on the price you quote  
**b** Due to the price quoted  
**c** Unless the quoted price is reasonable

- 54 a** Our company distributes  
**b** Our main objective is  
**c** We specialize in

- 59 a** I would appreciate receiving  
**b** I would gladly send  
**c** I would kindly acquire



## Writing

Choose task A **or** task B.  
Write your text on the answer sheet.

### Task A

You had a problem with a supplier last week and are very dissatisfied with the unhelpful customer service. You are an important customer and had expected better co-operation.

*Write an email to complain to Bob Sacamano, the Customer Service Manager.  
Mention the three points below in the order you think is best for the structure of your email. Don't forget to include a greeting and closing sentence.  
Make sure you deal with each guiding point clearly and in detail.*

- How you define good customer service
- Your expectations for the future
- What happened last week

**or**

### Task B

A friend has contacted you for advice. He has been successful as a freelancer but has now been offered an attractive contract to work for a big company and needs help to make the right decision.

*Write an email to your friend, Kenny.  
Mention the three points below in the order you think is best for the structure of your email. Don't forget to use a greeting and closing sentence. Make sure you deal with each guiding point clearly and in detail.*

- The main advantages of working for a company
- The main advantages of being a freelancer
- How you would define job satisfaction

# Speaking

This part of the examination requires the candidates to demonstrate various communicative 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 16 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.

**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.

Before the oral examination, candidates have **20 minutes preparation time**. When they go into the preparation room, they receive the task sheets for Part 2 and Part 3. During the 20 minutes, they can think of what they want to say on these topics and may take notes on an extra sheet of paper. However, they are not allowed to use a dictionary or to communicate with their partner.

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

## **Part 1: Talking about experiences and opinions** (approximately 3 minutes per candidate)

In the first part of the examination, candidates will be asked to talk spontaneously about an everyday topic which they have not prepared beforehand. Each candidate receives a task sheet with a picture related to a particular topic on it. In Part 1A, the candidates should comment on the situation in the picture; people's roles, their actions, their appearance, etc. They may speculate about the picture and state their personal reaction to it. In Part 1B, the examiner then asks the candidate some follow-up questions, encouraging them to talk about their opinions and their personal experience with the topic.

## **Part 2: Presentation** (approximately 3 minutes per candidate)

In the second part of the examination, candidates give a short presentation on one of the two topics on the task sheet. (The preparation time before the exam should be used to collect ideas and plan the presentation.) The candidates may use the questions and the pictures on the task sheet as an inspiration. They are expected to talk in turn for about two minutes on their chosen topic. Based on what the candidate has said, the examiner will ask one or two follow-up questions.

## **Part 3: Discussion** (approximately 4 minutes for both candidates)

In the last part of the examination, candidates will be asked to express their opinion and discuss the topic on the task sheet with each other. (The preparation time before the exam should be used to think of arguments and personal examples to support ideas.) The candidates may use the sample statements on the task sheet as an inspiration.



**Candidate A****Part 1****Talking about experiences and opinions****Examiners**

The examiner says to the candidates:

**Part 1 A**

*Please comment on this picture.*

**Part 1 B**

*The topic is dealing with stress. Say something about yourself and how you feel about stress.*

**Examiner Questions B1**

- In which situations do people experience stress?
- How do people relax? How do **you** relax?
- What do you find stressful?

**Examiner Questions B2**

- How is working life now more stressful than it was in the past?
- How does being able to handle stress lead to success at work?
- What role does stress play in the global business world?



**Candidate B****Part 1****Talking about experiences and opinions****Examiners**

The examiner says to the candidates:

**Part 1 A**

*Please comment on this picture.*

**Part 1 B**

*The topic is dealing with stress. Say something about yourself and how you feel about stress.*

**Examiner Questions B1**

- *In which situations do people experience stress?*
- *How do people relax? How do **you** relax?*
- *What do you find stressful?*

**Examiner Questions B2**

- *How is working life now more stressful than it was in the past?*
- *How does being able to handle stress lead to success at work?*
- *What role does stress play in the global business world?*

## Candidate A and Candidate B

### Part 2 Presentation

Please choose one of the two topics and give a short presentation on it. The questions and the pictures may help you.

Your presentation should take about two minutes and you should answer the examiner's questions afterwards.

#### Topic 1: Motivation

How can a company motivate its employees?

What motivates you?



#### Topic 2: Leadership Skills

What makes a good manager?

Are people born with leadership skills or can they be learnt?





## Candidate A and Candidate B

### Part 3 Discussion

Read the question below and discuss it with your partner. Share your opinions; give reasons and personal examples to support your ideas. The three statements may help you.

**If your boss asks you to do overtime, should you agree?**

Absolutely not. I only work the number of hours stated in my contract. I need time to live my life!



If you want to be successful, you have to be prepared to do overtime. That's what's expected these days.

It depends on the situation. I think it's really important to be able to say no, but sometimes you have to be flexible.





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# ENGLISH B1·B2 BUSINESS

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- 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
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## Written Examination



### 1 Listening

#### Part 1

- 1 ☐ a ☐ b ☐ c 1
- 2 ☐ a ☐ b ☐ c 2
- 3 ☐ a ☐ b ☐ c 3
- 4 ☐ a ☐ b ☐ c 4

#### Part 2

- 5 ☐ true ☐ false 5
- 6 ☐ a ☐ b ☐ c 6
- 7 ☐ true ☐ false 7
- 8 ☐ a ☐ b ☐ c 8
- 9 ☐ true ☐ false 9
- 10 ☐ a ☐ b ☐ c 10
- 11 ☐ true ☐ false 11
- 12 ☐ a ☐ b ☐ c 12
- 13 ☐ true ☐ false 13
- 14 ☐ a ☐ b ☐ c 14

#### Part 3

- 15 ☐ a ☐ b ☐ c 15
- 16 ☐ a ☐ b ☐ c 16
- 17 ☐ a ☐ b ☐ c 17
- 18 ☐ a ☐ b ☐ c 18
- 19 ☐ a ☐ b ☐ c 19
- 20 ☐ a ☐ b ☐ c 20

#### Part 4

- 21 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f 21
- 22 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f 22
- 23 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f 23

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



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**Examiners only!**

## Oral Examination



### 5 Speaking

#### Examiner 1

##### Content

| Task Management | B2                    |                       | B1                    |                       | A2                    | 0                     |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                 | upper                 | lower / middle        | upper                 | lower / middle        |                       |                       |
| Part 1A         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 1B         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2A         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2B         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 3          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

##### Language (Part 1–3)

|                            | B2                    |                       | B1                    |                       | A2                    | 0                     |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                            | upper                 | lower / middle        | upper                 | lower / middle        |                       |                       |
| Pronunciation / Intonation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fluency                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accuracy                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vocabulary                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Code No. Examiner 1

#### Examiner 2

##### Content

| Task Management | B2                    |                       | B1                    |                       | A2                    | 0                     |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                 | upper                 | lower / middle        | upper                 | lower / middle        |                       |                       |
| Part 1A         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 1B         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2A         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2B         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 3          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

##### Language (Part 1–3)

|                            | B2                    |                       | B1                    |                       | A2                    | 0                     |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                            | upper                 | lower / middle        | upper                 | lower / middle        |                       |                       |
| Pronunciation / Intonation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fluency                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accuracy                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vocabulary                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Code No. Examiner 2



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Raters  
only

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[illegible]

#### 4 Writing *Raters only!*

Rater 1

Rater 2

|     | B2    |                | B1    |                | A2 | 0 |     |
|-----|-------|----------------|-------|----------------|----|---|-----|
|     | upper | lower / middle | upper | lower / middle |    |   |     |
| I   | ○     | ○              | ○     | ○              | ○  | ○ | I   |
| II  | ○     | ○              | ○     | ○              | ○  | ○ | II  |
| III | ○     | ○              | ○     | ○              | ○  | ○ | III |
| IV  | ○     | ○              | ○     | ○              | ○  | ○ | IV  |

|     | B2    |                | B1    |                | A2 | 0 |     |
|-----|-------|----------------|-------|----------------|----|---|-----|
|     | upper | lower / middle | upper | lower / middle |    |   |     |
| I   | ○     | ○              | ○     | ○              | ○  | ○ | I   |
| II  | ○     | ○              | ○     | ○              | ○  | ○ | II  |
| III | ○     | ○              | ○     | ○              | ○  | ○ | III |
| IV  | ○     | ○              | ○     | ○              | ○  | ○ | IV  |

Wrong topic? ☐ yes ☐ no

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Code No. Rater 1

Wrong topic? ☐ yes ☐ no

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Code No. Rater 2

# Marking Criteria for Writing

The candidate's performance in the Writing subtest is assessed according to four criteria. Task Management is related to the content 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 Task Management

## Language

### II Communicative Design

### III Accuracy

### IV Vocabulary

## Content

The Writing subtest consists of a brief situation and three guiding points which the candidate is asked to write about. In the right-hand margin of the answer sheet, the rater indicates where the candidate has dealt with each of the guiding points. In addition, the rater indicates how each point has been covered:

- clearly, in detail and according to the situation (competently covered): ++
- or
- understandably and according to the situation (comprehensibly covered): +
- or
- is barely comprehensible or not mentioned at all (not adequately covered): Ø

Marks are then allocated according to the following table:

|                   | 5 Points   | 4 Points   | 3 Points  | 2 Points  | 1 Point   | 0 Points*   |
|-------------------|--|--|---|---|---|---|
| I Task Management | All guiding points have been competently covered.  | Two guiding points have been competently covered.  | All guiding points have been comprehensibly covered.  | Two guiding points have been comprehensibly covered.<br>Alternatively, just one guiding point has been competently covered.   | Just one guiding point has been comprehensibly covered.   | No guiding point has been comprehensibly covered.   |
|                   | <b>Possible combination of marks given for the three guiding points:</b>   |  |   |   |   |   |
|                   | <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">++</span> | <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span><br><span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> | <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span><br><span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> | <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span><br><span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span><br><span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> | <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> | <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> |

\* In cases where the candidate's written text has no connection to the given topic, the Criteria II, III and IV must also be marked as zero. If only the situation has been misunderstood, Criterion I is given zero points but the candidate's language (Criteria II-IV) is assessed in the usual manner.

## Language

|                                | B2  | B1   | A2   |
|--------------------------------|---|--|--|
| <b>II Communicative Design</b> | <p>Can express himself/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation.</p> <p>Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse.</p> <p>Can produce a well-structured text. Can follow standard layout and paragraphing conventions.</p> | <p>Can use a wide spectrum of language functions and can react to them using common means of communication (e.g. polite forms of expression).</p> <p>Can combine simple individual elements into a connected linear text.</p>  | <p>Can use simple language functions, for example exchanging information in a simple way, making simple requests, expressing opinions and attitudes.</p> <p>Can use the most common linking words (<i>and, but, because</i>) in order to connect simple sentences and word groups.</p>   |
| <b>III Accuracy</b>            | <p>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.</p> <p>Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</p>  | <p>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.</p> <p>Spelling, punctuation and layout are accurate enough to be followed most of the time.</p>                            | <p>Can use simple structures correctly, but still systematically makes basic mistakes, such as the tendency to mix up or forget to use the tenses or to forget about subject-verb agreement, but it is generally clear what he/she would like to say.</p> <p>Can write with reasonable accuracy short words that are in his/her oral vocabulary.</p> |
| <b>IV Vocabulary</b>           | <p>Can use a good range of vocabulary. Can vary formulation, but lexical gaps may still cause circumlocution or paraphrasing.</p> <p>Lexical accuracy is generally high, though some incorrect word choice may occur without hindering communication.</p>   | <p>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.</p> <p>Demonstrates a good command of basic vocabulary, however, still makes elementary mistakes when trying to express more complex thoughts.</p> | <p>Can use sufficient vocabulary in order to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>Commands a limited vocabulary in connection with concrete daily needs.</p>  |

# 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 five sections. Criterion I (Task Management) is assessed individually in each of the five sections. Criteria II – V, in contrast, apply to the oral performance as a whole.

## Content

|                            | <b>B2</b>   | <b>B1</b>   | <b>A2</b>   |
|----------------------------|---|---|---|
| <b>Part 1A</b>             | Can give a clear, detailed description of a picture and comment on the situation.   | Can relay the main information seen in a picture and mention individual details.  | Can describe the main information seen in a picture in a brief and general manner.  |
| <b>Part 1B</b>             | Can report on his/her own experiences in a clear and detailed manner.<br>Can express his/her opinions clearly and precisely.  | Can report on his/her own experiences in a partially detailed manner.<br>Can briefly give reasons and explanations for opinions on familiar topics.   | Can report on his/her own experiences in a brief and general manner.  |
| <b>Part 2A<sup>1</sup></b> | 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.  |
| <b>Part 2B</b>             | Can spontaneously respond to follow-up questions and express his/her thoughts clearly and precisely.  | Can answer straightforward follow-up questions in a brief manner.   | Shows limited ability to answer simple follow-up questions.   |
| <b>Part 3</b>              | Can actively initiate and maintain a discussion and demonstrate effective turntaking.<br>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.<br>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.<br>Can generally identify the topic of discussion. |

<sup>1</sup> If the entire presentation is read out, the mark cannot be higher than A2.

## Language

|                            | B2  | B1   | A2  |
|----------------------------|---|--|---|
| Pronunciation / Intonation | Has acquired a <b>clear, natural</b> pronunciation and intonation, even if a foreign accent is sometimes evident.   | Speaks <b>in an understandable manner</b> , even if a foreign accent is sometimes evident and occasional mispronunciations occur.  | Generally speaks <b>clearly enough to be understood</b> , despite a noticeable accent. Conversational partners will need to ask for repetition from time to time.   |
| Fluency                    | Can communicate with a degree of <b>fluency and spontaneity</b> 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 <b>effectively, even though pauses are made</b> 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 <b>very noticeable hesitation</b> and false starts.   |
| Accuracy                   | Shows a relatively high degree of grammatical control.<br><br><b>Does not make errors which cause misunderstanding.</b><br><br>Minor flaws in sentence structure may still occur, but they can often be corrected in retrospect.  | Can communicate fairly accurately in familiar situations.<br><br><b>In general, has good control of grammatical structures</b> , despite noticeable mother tongue influence.<br><br>Errors occur, but the main message is clear.   | Can use simple grammatical structures correctly, but still systematically makes <b>basic mistakes</b> 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                 | Shows a good range of vocabulary to give clear descriptions and express viewpoints on most general topics.<br><br>Can <b>vary formulation</b> and use <b>some complex sentence forms</b> .<br><br>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.<br><br>Shows <b>good control of elementary vocabulary</b> , but still makes basic mistakes when expressing more complex thoughts or handling unfamiliar topics or situations. | Has sufficient vocabulary to express basic needs.<br><br>Can control a <b>narrow repertoire</b> 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 59 items. Candidates are awarded one point for each correct item, so that a maximum of 59 points can be obtained.

The breakdown of points is as follows:

| Points | CEFR level |
|--------|------------|
| 43–59  | B2         |
| 27–42  | B1         |
| 0–26   | Below B1   |

## Determining Partial Results of the Subtest Writing

Writing is assessed by licensed telc raters according to the marking criteria on pages 33–34. For levels B2 and B1, 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.

|                         | B2        |                      | B1        |                      | A2  | 0  |
|-------------------------|-----------|----------------------|-----------|----------------------|-----|----|
|                         | upper end | lower/<br>middle end | upper end | lower/<br>middle end |     |    |
| I Content               | 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  | B2         |
| 7–14   | B1         |
| 0–6    | Below B1   |

### Determining Partial Results of the Speaking Subtest

Speaking is assessed by two licensed telc examiners according to the marking criteria on pages 35–36. Again, for levels B2 and B1, 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.

|                                    | B2        |                      | B1        |                      | A2 | 0 |
|------------------------------------|-----------|----------------------|-----------|----------------------|----|---|
|                                    | upper end | lower/<br>middle end | upper end | lower/<br>middle end |    |   |
| <b>I Task Management</b>           |           |                      |           |                      |    |   |
| Part 1A                            | 5         | 4                    | 3         | 2                    | 1  | 0 |
| Part 1B                            | 5         | 4                    | 3         | 2                    | 1  | 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 |
|                                    |           |                      |           |                      |    |   |
| <b>II Pronunciation/Intonation</b> | 10        | 8                    | 6         | 4                    | 2  | 0 |
| <b>III Fluency</b>                 | 10        | 8                    | 6         | 4                    | 2  | 0 |
| <b>IV Accuracy</b>                 | 15        | 12                   | 9         | 6                    | 3  | 0 |
| <b>V Vocabulary</b>                | 15        | 12                   | 9         | 6                    | 3  | 0 |
|                                    |           |                      |           |                      |    |   |
| <b>Total</b>                       | 100       | 80                   | 60        | 40                   | 20 | 0 |

The breakdown of points is as follows:

| Points | CEFR level |
|--------|------------|
| 75–100 | B2         |
| 35–74  | B1         |
| 0–34   | Below B1   |



# B1 or B2 Certificate?

Whether a candidate receives a telc English B2 Certificate or a telc English B1 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 B1 or a B2 level must be obtained in the Speaking subtest. Candidates assessed as having skills below level B1 do not receive a certificate.

## B1 Certificate

Every candidate who is assessed at B1 level or above in the Speaking subtest and in one of the subtests for Listening/Reading/Language Elements or Writing is awarded a telc B1 Certificate. In order to receive a B1 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/<br>Reading<br>Language<br>Elements | B1     | B1          | Below<br>B1 | B2     | B2     | B1     | B2          | Below<br>B1 | B1     | Below<br>B1 | B1          |
| Writing                                       | B1     | Below<br>B1 | B1          | B2     | B1     | B2     | Below<br>B1 | B2          | B1     | B1          | Below<br>B1 |
| Speaking                                      | B1     | B1          | B1          | B1     | B1     | B1     | B1          | B1          | B2     | B2          | B1          |

## B2 Certificate

Every candidate who is assessed at B2 level 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   |
|--|--------|--------|----------|--------|----------|
| Listening/Reading<br>Language Elements | B2     | B2     | B2       | B1     | Below B1 |
| Writing                                | B2     | B1     | Below B1 | B2     | B2       |
| Speaking                               | B2     | B2     | B2       | B2     | B2       |

# Background Information on *telc English B1-B2 Business*

## The Answer Sheet S30

The Answer Sheet S30 is a thin booklet with three 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.



## 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 licence. They have received this licence 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 long-standing experience of tests at CEFR levels B1 and B2. They have successfully participated in a rater training course and learnt how to apply the telc marking criteria accurately.

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

## Retaking the Exam

The *telc English B1-B2* examination 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 115 minutes and consists of the subtests Listening, Reading, Language Elements and Writing. There is no break between the parts.

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 Writing subtest can only start after this has been done.

The Writing subtest lasts 30 minutes, after which the examiner collects the third answer sheet of the S30. After this step, the written examination is finished.

## Oral Examination

Examinations carried out with two candidates take approximately 20 minutes, about 16 of which are needed for the examining itself. The remaining four minutes are used by the examiners for assessment purposes. During these 20 minutes, the next pair of candidates has its preparation time in a separate room.

The time allowed for examining is divided into three parts:

- Part 1 (Talking about experiences and opinions) approximately six minutes,
- Part 2 (Presentation) approximately six minutes, and
- Part 3 (Discussion) approximately four 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. The interlocutor starts off the conversation in Parts 1 and 2 using the task sheets, asking questions and providing input or prompts during the conversation as required. In Part 3 (Discussion) the interlocutor intervenes only if communication breaks down.

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, there is a standard framework. The following examples demonstrate how the interlocutor gives the examination the necessary structure.

### Talking about experiences and opinions, Part 1A

The interlocutor initiates the conversation.

*Welcome to the oral examination. I'm your examiner [name] and this is my colleague [name]. This exam has three parts.*

The interlocutor hands Candidate A a task sheet with a picture connected to a topic and waits a short while.

*Let's start with Part 1. [Name], can you comment on the situation in this picture?*

If the candidate does not have very much to say, it is the interlocutor's job to offer prompts using open-ended questions.

*What is happening?  
Can you comment on the people's roles?  
How does this picture make you feel?*

### Transition from Part 1A to 1B

The interlocutor reacts to the candidate's remarks and builds on them. According to the candidate's ability, further questions of varying difficulty will be asked to elicit answers at B1 or at B2 level (see examiners' task sheet).

*So, [name]. We are talking about the topic of [travelling abroad]. What do you yourself think about [travelling abroad]?*

### Transition from Candidate A to Candidate B

The interlocutor thanks Candidate A and turns to Candidate B.  
Candidate B is given a task sheet with a different picture on the same topic. After the candidate has commented on the picture, the interlocutor asks follow-up questions as above.

*Thank you, [name]. Now, [name], here's a different picture for you on the same topic.  
[Name], can you comment on the situation in this picture?*

### Transition from Part 1B to 2A

After both candidates have talked to the interlocutor for approximately 2 minutes, each and responded to at least one prompt, 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.*

## Part 2

The interlocutor asks one of the candidates (usually Candidate B) to give their presentation using the Task Sheet for Part 2.

*Now, we would like you to give the presentation you prepared before the exam.  
[Name], could you start, please?*

## Transition from Part 2A to 2B

The interlocutor asks one or two follow-up questions. These should be at B1 or B2 level depending on the candidate's ability.

*You said that there are more one-parent families these days. What is your opinion on any possible difficulties the parent might face?*

## Transition from Candidate A to Candidate B

The interlocutor asks the other candidate to give their presentation.

*Thank you, [name].  
[Name], now it's your turn. Please go ahead.*

The interlocutor asks one or two follow-up questions. These should be at B1 or B2 level depending on the candidate's ability.

*You mentioned the importance of marriage. Could you explain what exactly you mean by that?*

## Transition from Part 2B to Part 3

*Thank you, [Name]. That's the end of Part 2.*

## Part 3

The interlocutor asks the candidates to start the discussion.

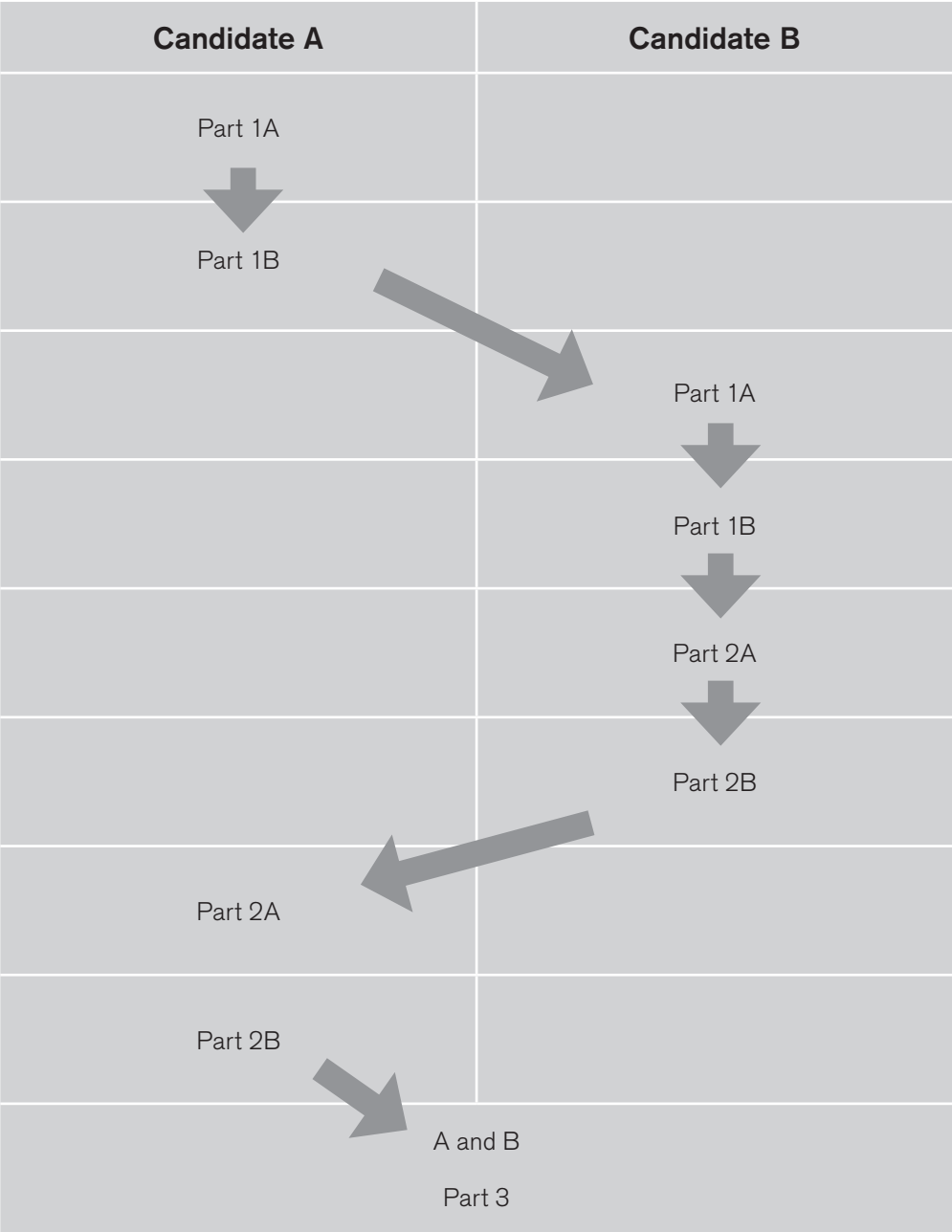
*Now it's time for Part 3, the Discussion. Your topic is [trusting your feelings]. What is your opinion on this issue?*

## Completion of the Examination

The interlocutor concludes the examination.

*Thank you. We have now finished the examination. You will get your results in a few weeks. Goodbye!*

Recommended Procedure



# Audio Script

## Listening, Part 1

### Example

Good morning Mr Peterson, this is Emily Waters from the London office. We've just been informed that all AirEurope flights will be rerouted to London City Airport. Our driver will pick you up and take you to London Heathrow Airport, because the meeting with Mr Novak will take place there as planned. Mr Novak will come by taxi from London Stansted Airport.

### Number 1

Good morning Paul! This is Laura Simmons from Human Resources. First of all, thanks a lot for volunteering as a lecturer! I have been told that you've agreed to offer seminars on controlling to our new intake of engineering apprentices. I'd like to meet with you to talk about the schedule and the seminar content. Are you available at 3 p.m. on Thursday? Please call back and let me know.

### Number 2

Hi, it's me, Brian. Listen, I'm calling from the airport. The engineer who was supposed to be with you at 3 won't make it until later. She's stuck at the airport, at customs, because of the spare parts in her suitcase. Please tell the machine operator to stay until we get there. We also need the handbooks and drawings for the whole assembly line. Thanks.

### Number 3

Good afternoon. This is Marjena from Tailored Trends. I've just been browsing your website and would like to ask for more information on your range of fabrics. We are looking for a supplier for our spring collection. Would it be possible to receive samples of your current range? We would also need details on prices and availability. Could you please get in touch with me for further arrangements? My number is 0040 2105690.

### Number 4

Good morning. This is Martin Bradshaw from HQ. I understand that you will be giving the presentation on the new product launch. Just want to let you know that since the conference room is being refurbished as of Monday, the meeting will now take place in my office. It'll be a bit cramped, I'm sorry, and we have no spare projector. Do you think you could bring yours? Cheers.

## Listening, Part 2

### Number 5 and 6

Roger: Hello. Is that Jenny?  
 Jenny: Yes. Who's speaking?  
 Roger: It's me, Jenny, Roger.  
 Jenny: Oh, hi, Roger. Why are you calling from an external line?  
 Roger: Because I'm calling from home. I'm not coming in today. That's why I'm calling, to tell you.  
 Jenny: OK, thanks. I'll let the others know. Are you OK?  
 Roger: I hope so. Mary and I went out to eat last night and I must have eaten something that disagreed with me. I was up most of the night and I feel awful this morning.  
 Jenny: Poor you! Are you going to be ok?  
 Roger: I'll be fine. Mary's here with me, she's working from home today. But one thing ... can you tell Mr Johnson that the invoices are ready. They're on my desk.  
 Jenny: Ok, I'll take them up to him. Look after yourself and feel better soon. Bye.  
 Roger: Goodbye.

### Number 7 and 8

Vera Albea: Hi, John? This is Vera Albea. We met at the trade show last month.  
 John: Hi, Vera. It's good to hear from you.  
 Vera Albea: Listen, the reason I'm calling is: Do you remember the new offices in Bucharest I told you about?  
 John: Of course.

Vera Albea: Well, we want to open our second office at the end of the month. But as it turns out, our suppliers don't have enough printers and copiers in stock and now we are in desperate need of new ones. I was wondering if your Romanian subsidiary could help us?  
 John: No problem! Why don't we set up an appointment next week? I'll be in Bucharest anyway, so we could meet at your office to discuss the details. If you're not on holiday then...  
 Vera Albea: Unfortunately I've had to postpone my holiday until we've sorted out the situation. So next week would be perfect.

### Number 9 and 10

Bob: Julia! How did the meeting go? Are we all set for Beijing?  
 Julia: It went fine. But they only agreed to let three of us travel there.  
 Bob: Who else is going besides us two?  
 Julia: They'd like Mitch from marketing to go instead of Susan.  
 Bob: But that's not an option! We need her for...  
 Julia: I know, Bob, but management wants him, so I'm afraid we've got no choice. Oh, and the schedule's been moved up. We're leaving Tuesday morning.  
 Bob: What?! As if it weren't enough that they've had us working round the clock for weeks to get the presentation ready... What if we hadn't finished it?  
 Julia: But we did, Bob.  
 Bob: I know, you're right... I guess I'm just on edge because it's the first time I'm in charge of a major project. I hope everything will work...  
 Julia: I'm sure it will. Don't worry.

### Number 11 and 12

Jane: Thank you for calling Anything Wood. This is Jane.  
 Simon: Hi Jane. This is Simon from Gourmet Foods Inc.  
 Jane: Hello Simon. You're probably calling about your order ... I'm sorry we couldn't deliver the tables yet. We sent them to the wrong address and it took us a week to realise the mistake.  
 Simon: I understand, but that doesn't change the fact that we put the order in months ago and now we're opening up our stand at the fair next week and all we have is a couple of chairs. We'll have to serve the food on the chairs and provide cushions on the floor if you don't deliver soon!  
 Jane: Simon, that won't happen. The tables are on their way to you. And to make up for the delay, I've asked two of my guys to come along and help you set up the night before the opening.  
 Simon: Thanks, Jane. I appreciate that.

### Number 13 and 14

Megan: Mr Banks, you wanted to see me?  
 Mr Banks: Megan, yes. Please take a seat.  
 Megan: I know I'm here to discuss my performance with you and I'm so sorry about the mistake I made during the customer meeting last week, I ...  
 Mr Banks: Let me just stop you there. That's not what this is about. We've actually been really happy with your work in the past three months. How do you feel?  
 Megan: Well, this is the first time I've been in this line of work, so I still find it very exciting. All I ever did before was accounting, so I had no experience with marketing.  
 Mr Banks: That's why we were all the more impressed by your work with these advertising campaigns. You are very creative.  
 Megan: Thank you.  
 Mr Banks: And that's also why I'd like to offer you a permanent position here.

**Listening, Part 3**

Interviewer: Thanks for tuning in to this week's Spotlight on Small Business. I'm David Hess, and today I'm happy to welcome freelance designer Kate Prospero. She founded Prospero Print, a successful business serving some of the city's biggest companies, and she'll tell us about breaking into graphic design, creating a portfolio, marketing your work and building a successful business. Kate, thank you for joining us.

Kate: Thank you, David. I'm happy to be here.

Interviewer: Kate, you are well known in the local design industry. How did you get started?

Kate: You know, I have always loved to draw. But I always looked at art as a hobby – not something that could be a job. When I went to university, I spent the first two years studying business because I wanted to work in marketing. Then, I took a product marketing course and learned that many artists use their drawing skills and creativity by working as graphic designers. They design product packages and printed brochures that stand out, and they make websites look more professional.

Once I realized that business and art worked together like this, I decided to study both. When I graduated, I was experienced in both the strategic and the creative aspects of the business world.

Interviewer: And did you start your own business right after you graduated?

Kate: Actually, it took a few years to get there. While I was in school, I completed two paid internships. The money wasn't crucial, but I did need the professional experience to graduate. One was in a hospital communications department, where I worked on brochures and email newsletters. The other was in a magazine advertising department, where I arranged stories and designed advertisements for our clients. These experiences helped me because they introduced me to many types of design, and also because they connected me with several business owners. One of our magazine clients, a natural history museum, hired me when I finished university.

Interviewer: What did you learn in that first job?

Kate: At the museum, I designed everything – postcards, web pages, event advertisements, exhibit displays and more. I learned a lot about planning and creating. It was a very busy environment. I didn't see many other people during the day, though. A more social environment felt like a better fit, so next I went to work at a large corporation.

Interviewer: From there, how did you get started as a freelancer?

Kate: One of my co-workers at that corporation was the president of a non-profit organization. She asked me to create a flier for the group's fundraising event. She liked my work and told a few of her friends. Soon, other people were calling and contracting with me for other projects, not just for charities. I worked hard at the office during the day, and I was even busier at night completing freelance work. Much like my internships, I had a variety of fun projects, and each offered a new challenge. Eventually, it made sense to go into business for myself.

Interviewer: A lot of our listeners want to know how you find clients. Any tips?

Kate: Well, it's a combination of hard work and good communication. I used to look at freelance websites and apply for some of those contracts. Lately I have been so busy, though, that I've stopped doing that. I keep in touch with my bosses and colleagues from previous jobs, and they often refer people to me. I attend networking events around the city, so that I'm always meeting new clients – and new friends! Some people do find me through my website, and I also send out email newsletters about my services.

Interviewer: Do you have advice for listeners who want to start a design business?

Kate: Understand that freelance design is risky. You don't just quit your full-time job and set up a website and wait for new work to come in. Instead, spend a few years doing projects outside of your job so that you can build up a client base and a portfolio. This is hard work, and sometimes you'll have to work nights and weekends.

It's very important to find other self-employed friends. They can be a great source of support when you are having a tough day. And, always meet your deadlines. Submit good work and be polite to your customers. You never know when they will send you a referral or a new project.

Remember, money can be a challenge. When you're a contractor, you don't receive a paycheck every two weeks. Sometimes, you don't receive a check for a month or more, depending on when projects finish and when clients pay. So it becomes really important to monitor your finances.

Interviewer: That's great advice, Kate. Thank you so much for joining us! Listeners, coming up next ...

**Listening, Part 4**

Welcome to this week's Business debate. Our question today is whether environmental considerations should play an important part in office design and company policies. We interviewed four businesspeople working in different fields about whether they thought "going green" was good for business.

**Example**

In my office we are more eco-friendly than we have ever been and it hasn't meant getting an expensive consultant in to tell us what overpriced products we should be buying. There is no point in buying costly recycled paper when the cheaper option is to send an email rather than post a letter. We could invest in electric cars but it's a better investment to set up more conference calls and cut back on business travel. That's the sensible way to "go green".

**Number 21**

You may like the idea of recycled paper, but as the office manager in a small company my first priority is to keep things running smoothly while keeping costs down. That requires getting the best price on office products. That doesn't mean I don't take an interest in environmentally friendly products. I do see the value of them. That's why I recently purchased energy efficient equipment for our new offices. I can justify the initial expense because the lower operating costs mean a better bottom line in the long term.

**Number 22**

After a lot of discussions we finally hired a sustainability expert to make recommendations about how to improve our office. Many of the employees felt personally interested in making this change happen but worried about the expense. No one anticipated how much new business becoming a certified green business would bring in. The unexpected publicity has been great and the sales department couldn't be happier. It seems we aren't the only people who place value on environmentally friendly policies.

**Number 23**

The way I see it, most of the startups these days are thinking green because they have to find a gap in the market. To be competitive they have to design superior products and often that involves sustainable energy or recycled goods. So why should our company bother purchasing outdated products and technology when green products are more innovative? I expect many of the green products being sold today will soon be the benchmark against which standard products are judged.

So, where do you stand in this debate? Should everyone in the business world be thinking green? Call in with your ideas ...



# Answer Key



## Listening

### Part 1

- 1 b
- 2 b
- 3 c
- 4 a

### Part 2

- 5 false
- 6 a
- 7 true
- 8 b
- 9 true
- 10 a
- 11 false
- 12 b
- 13 false
- 14 c

### Part 3

- 15 a
- 16 b
- 17 a
- 18 a
- 19 b
- 20 c

### Part 4

- 21 c
- 22 d
- 23 f



## Reading

### Part 1

- 24 f
- 25 a
- 26 b
- 27 e

### Part 2

- 28 b
- 29 a
- 30 g
- 31 f
- 32 x

### Part 3

- 33 c
- 34 a
- 35 b
- 36 a
- 37 b
- 38 b

### Part 4

- 39 false
- 40 true
- 41 false



## Language Elements

### Part 1

- 42 i
- 43 a
- 44 g
- 45 c
- 46 d
- 47 h
- 48 e
- 49 b

### Part 2

- 50 a
- 51 a
- 52 b
- 53 c
- 54 c
- 55 c
- 56 c
- 57 c
- 58 a
- 59 a

**Candidate**

**A**

\_\_\_\_\_  
Last Name, First Name

**Content**

| Task Management | B2                    |                       | B1                    |                       | A2                    | 0                     |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                 | upper                 | lower / middle        | upper                 | lower / middle        |                       |                       |
| Part 1A         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 1B         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2A         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2B         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 3          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Language (Part 1–3)**

|                            | B2                    |                       | B1                    |                       | A2                    | 0                     |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                            | upper                 | lower / middle        | upper                 | lower / middle        |                       |                       |
| Pronunciation / Intonation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fluency                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accuracy                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vocabulary                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Candidate**

**B**

\_\_\_\_\_  
Last Name, First Name

**Content**

| Task Management | B2                    |                       | B1                    |                       | A2                    | 0                     |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                 | upper                 | lower / middle        | upper                 | lower / middle        |                       |                       |
| Part 1A         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 1B         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2A         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2B         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 3          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Language (Part 1–3)**

|                            | B2                    |                       | B1                    |                       | A2                    | 0                     |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                            | upper                 | lower / middle        | upper                 | lower / middle        |                       |                       |
| Pronunciation / Intonation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fluency                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accuracy                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vocabulary                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\_\_\_\_\_  
Date

\_\_\_\_\_  
Examiner

\_\_\_\_\_  
Examination Centre

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

## ENGLISH

|              |   |
|--------------|---|
| <b>C1</b>    | telc English C1   |
| <b>B2·C1</b> | telc English B2·C1 Business<br>telc English B2·C1 University  |
| <b>B2</b>    | telc English B2<br>telc English B2 School<br>telc English B2 Business<br>telc English B2 Technical            |
| <b>B1·B2</b> | telc English B1·B2<br>telc English B1·B2 Business   |
| <b>B1</b>    | telc English B1<br>telc English B1 School<br>telc English B1 Business<br>telc English B1 Hotel and Restaurant |
| <b>A2·B1</b> | telc English A2·B1<br>telc English A2·B1 School<br>telc English A2·B1 Business                                |
| <b>A2</b>    | telc English A2<br>telc English A2 School   |
| <b>A1</b>    | telc English A1<br>telc English A1 Junior   |

## ITALIANO

|           |                  |
|-----------|------------------|
| <b>B2</b> | telc Italiano B2 |
| <b>B1</b> | telc Italiano B1 |
| <b>A2</b> | telc Italiano A2 |
| <b>A1</b> | telc Italiano A1 |

## ČESKÝ JAZYK

|           |                     |
|-----------|---------------------|
| <b>B1</b> | telc Český jazyk B1 |
|-----------|---------------------|

## DEUTSCH

|              |  |
|--------------|--|
| <b>C2</b>    | telc Deutsch C2  |
| <b>C1</b>    | telc Deutsch C1<br>telc Deutsch C1 Hochschule  |
| <b>B2</b>    | telc Deutsch B2+ Beruf<br>telc Deutsch B2  |
| <b>B1</b>    | telc Deutsch B1+ Beruf<br>Zertifikat Deutsch<br>(telc Deutsch B1)<br>Zertifikat Deutsch für<br>Jugendliche<br>(telc Deutsch B1 Schule) |
| <b>A2·B1</b> | Deutsch-Test für Zuwanderer  |
| <b>A2</b>    | telc Deutsch A2+ Beruf<br>Start Deutsch 2<br>(telc Deutsch A2)<br>telc Deutsch A2 Schule   |
| <b>A1</b>    | Start Deutsch 1<br>(telc Deutsch A1)<br>telc Deutsch A1 Junior   |

## ESPAÑOL

|           |  |
|-----------|--|
| <b>B2</b> | telc Español B2<br>telc Español B2 Escuela |
| <b>B1</b> | telc Español B1<br>telc Español B1 Escuela |
| <b>A2</b> | telc Español A2<br>telc Español A2 Escuela |
| <b>A1</b> | telc Español A1<br>telc Español A1 Júnior  |

## اللغة العربية

|           |                       |
|-----------|-----------------------|
| <b>B1</b> | telc اللغة العربية B1 |
|-----------|-----------------------|

## TÜRKÇE

|           |  |
|-----------|--|
| <b>C1</b> | telc Türkçe C1   |
| <b>B2</b> | telc Türkçe B2<br>telc Türkçe B2 Okul                            |
| <b>B1</b> | telc Türkçe B1<br>telc Türkçe B1 Okul                            |
| <b>A2</b> | telc Türkçe A2<br>telc Türkçe A2 Okul<br>telc Türkçe A2 İlkokul* |
| <b>A1</b> | telc Türkçe A1   |

## FRANÇAIS

|           |  |
|-----------|--|
| <b>B2</b> | telc Français B2   |
| <b>B1</b> | telc Français B1<br>telc Français B1 Ecole<br>telc Français B1<br>pour la Profession |
| <b>A2</b> | telc Français A2<br>telc Français A2 Ecole   |
| <b>A1</b> | telc Français A1<br>telc Français A1 Junior  |

## РУССКИЙ ЯЗЫК

|           |                      |
|-----------|----------------------|
| <b>B2</b> | telc Русский язык B2 |
| <b>B1</b> | telc Русский язык B1 |
| <b>A2</b> | telc Русский язык A2 |
| <b>A1</b> | telc Русский язык A1 |

## PORTUGUÊS

|           |                   |
|-----------|-------------------|
| <b>B1</b> | telc Português B1 |
|-----------|-------------------|

\* coming in 2013

## Examination Preparation

# MOCK EXAMINATION 1

## ENGLISH B1·B2 BUSINESS

*telc – language tests* have a long tradition of specialisation in the field of English language testing and certification around the world. The telc English B1·B2 examination 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). telc 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, tasks 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.