



TIPS FOR TEST TAKERS

ENGLISH & ENGLISH SCHOOL & ENGLISH BUSINESS

Examination Preparation

A2·B1



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Examination Preparation

A2·B1

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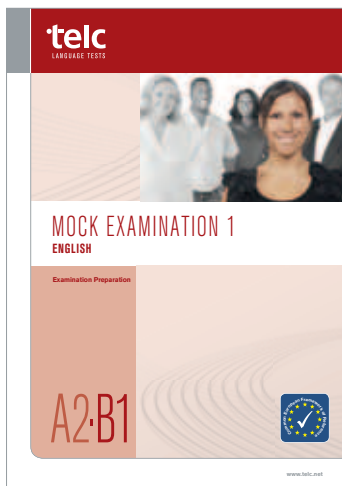
Tips for Test Takers

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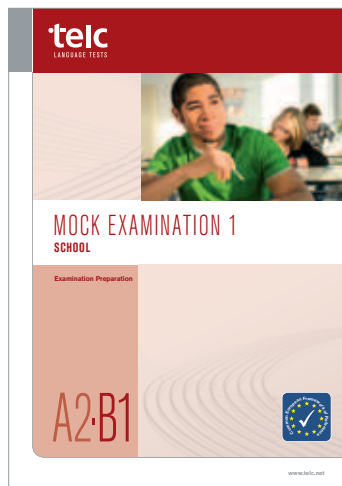
Introduction

Dear Reader,

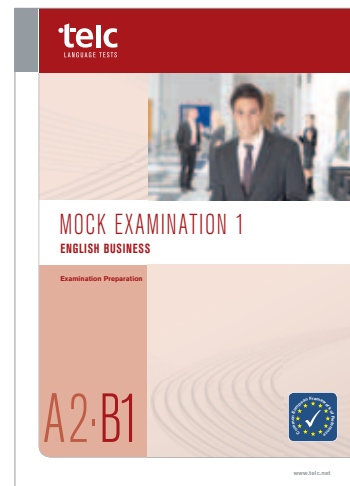
This booklet is designed to help you prepare for the examination *telc English A2·B1*, *telc English A2·B1 Business* and *telc English A2·B1 School*. The structure and the level of difficulty the examinations are the same, but the topics are tailored to the individual target groups.



telc English A2·B1:
recommended for adult learners.



telc English A2·B1 School:
recommended for pupils aged 12–17.



telc English A2·B1 Business:
recommended for adults in the working world.

Before you get started, here are a few things to consider:

- First of all, you should become familiar with the **format of the examination**. This booklet describes the structure of the examination and the different task types.
- Secondly, you should make sure that the test **level A2·B1** corresponds to your English skills. This booklet includes the descriptions of the *Common European Framework of Reference* for levels A2 and B1 to help you with your decision.
- After you have determined that the A2·B1 examination is the right choice for you, you can start to **prepare for the test**. This booklet briefly describes a variety of practice material that will help you get ready for the examination.
- In addition, this booklet includes some useful **tips and tricks** for the examination itself, which will help you to feel more at ease on the day.
- Finally, this booklet explains **how the test is evaluated**. telc applies a transparent system which is easy to understand. With this information, you know what to concentrate on and how to avoid typical mistakes.

By the way, you do not have to read this booklet from cover to cover. The chapters that describe the four subtests – **Listening, Reading, Writing and Speaking** – are probably the most important for you. In order to get the most out of those chapters, we recommend that you **work with the mock examination at the same time**. For example, study the chapter on “Reading” while you work through the Reading section of the mock examination.

We hope this booklet helps you to pass the examination successfully ...

The telc English Team

The Format of the Examination

telc English A2·B1, *telc English A2·B1 Business* and *telc English A2·B1 School* are **dual-level examinations**. They measure your language competence across two different levels.

The **advantage** of these dual-level examinations is that they measure your individual competencies in separate areas. Your reading skills, for example, may be at level A2 whereas your spoken English may already be at level B1. Your examination certificate will therefore not only document the overall level you have achieved (A2 or B1), but also break your results down into three separate sections: Listening/Reading, Writing and Speaking. Furthermore, for those of you who need the certificate for a job application, your employer might find it useful to see your individual competencies in spoken and in written English instead of just getting an overall impression.

telc English A2·B1, *telc English A2·B1 Business* and *telc English A2·B1 School* are divided into four subtests: **Listening, Reading, Writing** and **Speaking**.

Each subtest consists of several tasks that test a variety of skills. On page 5 of the mock examination booklet you can find a detailed overview of the structure of the examination, the task types and the time you have to complete each task.

The Listening and Reading subtests consist of multiple-choice questions, true or false statements or matching items:

- **Multiple-choice items** give you a choice of three different answers: a, b or c. The possible answers are listed in alphabetical order, so don't be surprised if you tick one letter more often than another.
- **True-false items** are those in which you have to decide whether a statement is true or false. You only have two options for your answer, but true-false items can be tricky, so make sure that you read each statement carefully.
- **Matching items** have several short texts and a list of statements. In order to find out which text matches each statement, read carefully and pick out key words. The wording in the statements will generally be similar to what you read or hear in the text, but not identical.

Competence Levels A2 and B1

telc examinations are aligned to *the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*.



The CEFR provides the basis for the development of teaching plans and examinations as well as teaching and learning materials for all of Europe. It is organised according to six levels of competence and specifies what learners at each stage are able to understand and express.

The CEFR defines six internationally comparable levels of progress:

- A1 and A2: basic language skills
- B1 and B2: independent use of language
- C1 and C2: proficient use of language

Global Scale

| | | |
|------------------|-----------|---|
| Independent User | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, leisure, school , etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest . Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters . Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |

Test Preparation

telc offers a variety of material that helps you prepare for the test:

The mock examinations *telc English A2·B1*, *telc English A2·B1 Business* and *telc English A2·B1 School* show you what to expect in the examination and allow you to simulate the precise conditions under which the examinations take place. PLEASE NOTE: If you don't have much time to prepare for your examination, you should at least work through the mock examination.

The practice booklet *From A to B* is mainly intended for adult learners. It contains a number of tasks that have exactly the same format as the tasks in the examination. In addition, the booklet offers a variety of communicative exercises that will help you improve your everyday English.

The *Phrase Box* (English-German) is based on the concept of a five-level flash card system, designed specifically for German speakers wanting to learn English vocabulary, sentence structure and common phrases in an effective and methodical way.

The *Classroom Activities* are especially tailored for telc English School examinations. They offer a rich variety of vocabulary, speaking, writing, listening and reading activities. Although they are primarily designed for teachers, most of them can also be used for self-study purposes.

This booklet *Tips for Test Takers* explains each task in the *telc English A2·B1*, *telc English A2·B1 Business* and *telc English A2·B1 School* examinations and gives you ideas on how you can best prepare.

The telc preparation material, including mock examinations, can be downloaded or bought from the online shop at www.telc.net.



Before and on the Day of Examination

No amount of test psychology can replace the tried-and-true method of good preparation, but feeling at ease during the test will positively influence your actual test results.

The day before the test

- Locate the things you need to take with you: identification card, pencils, eraser and watch.
- Double-check the time and location of your examination.
- Get a good night's sleep.

During the exam

- Before the exam starts, switch off and hand in your mobile phone.
- Listen carefully to the invigilator and follow the instructions. If you don't understand what you are expected to do, ask.
- Keep an eye on the time, but don't rush through the test.
- Answer the questions to the best of your knowledge. There are no penalties for incorrect answers.
- Allow time to double-check your answers. Correct any errors that you find.
- Do not cheat. If you do, you will be excluded from the examination.



Listening



In the Listening subtest you are required to **understand spoken English in everyday situations**: voice mail messages, public announcements, conversations between two people and a short radio programme. The people you will hear on the audio CD are native speakers – mostly from the USA and the UK – and speak very clearly.

Since the announcements and conversations are put in realistic scenarios, you may hear some minor background noise (e.g. street noise) in some cases. Don't let that distract you, it's just like in everyday life.

The Listening subtest is divided into **four parts**, each part requiring different listening skills. Depending on your personal experience, you may find some tasks easier than others. Maybe you have no difficulty understanding voice mail messages, while following conversations between people is more challenging. The better you know your strengths and weaknesses, the better you can prepare for each task.

By the way, the telc **practice material contains audio scripts** for each text you hear. If you have difficulty understanding spoken English, read the audio script while you are listening to the recording. Then listen to the recording again without the audio script. In this way, you will gradually improve your listening competence. Also, keep in mind that you don't need to understand every single word in order to answer the questions correctly.

The Listening section of the examination takes about 25 minutes. **You will hear each text once.** After the CD has started, it cannot be stopped. The task instructions are written in the test booklet and they are also recorded on the CD. This allows you to read them while you are listening. For some tasks, an example is given.

In the Listening subtests, there is always a **short break before each audio text** is played. In Parts 1, 2 and 3 there is a break of ten seconds, in Part 4 there is a break of one minute. Use this time to read the answer choices carefully so that you know what to listen for when you hear the recording. If you find the breaks between the audio texts too long, simply use the extra time for relaxation. Do not go back and forth in your test booklet because this might distract you from the task.

After each audio text is played, decide on the correct answer. **Mark the answer** on the answer sheet.

Listening, Part 1

Task

You will hear **four voice mail messages** in a personal, work-related or school context. For each message, there is one multiple-choice question with three options. The task is to choose the correct statement for each message. Only one option is correct.

Listening strategy

Read the multiple-choice question carefully and **identify the specific detail** that you have to listen for; for example, where to go, what to do or when to meet someone.

Be prepared to hear several pieces of information that may sound quite similar. If you have to listen for a particular place, for example, several places may be mentioned in the recording. Pick out the one that is relevant to the question and don't let the other pieces of information distract you.

Even if you think you already know the answer, **listen to the end of the audio recording**. The information you are looking for may be mentioned at the beginning, in the middle or at the end of the audio text.

Listening, Part 2

Task

You will hear **five public announcements**. These include information on the radio, such as the weather forecast, traffic news, upcoming events, commercials, etc. or public announcements at a train station, in a shop, at the airport, etc. For each announcement, there is one multiple-choice question with three options. The task is to choose the correct statement for each announcement. Only one option is correct.

Listening strategy

The first multiple-choice question (item 5) is a little different from the others. Here, you will have to identify which type of announcement you are listening to. Is it, for example, the weather forecast, the traffic news or the ski and snow report? So, pay special attention to the **overall message** of the audio text and don't get caught up in any details.

The other questions (items 6–9) work in a similar way to the questions in Part 1 of the Listening subtest. You can apply the same strategies, even though the type of information is different. So remember to **identify the specific detail** that you have to listen for first (e.g. which road you have to take). Then pick out the relevant piece of information (e.g., if you are planning to go to the airport, you have to take the M23, not the M4 or the M76 which are also mentioned on the recording.).

The wording in the multiple-choice questions will generally be different from the wording you hear on the recording. For example, the question may read "If you are planning to go to the airport ...", but on the recording you will hear "If you are travelling to the International Airport ...". So, listen for **paraphrases** and make sure you have properly understood the message.

Listening, Part 3

Task

You will hear **four short conversations between two people** in a personal, work-related or school context. For each conversation, there are two items: a true-false question and a multiple-choice question. The task is to decide whether the statement for each conversation is true or false according to what is said and also to choose the correct answer from three options. Only one option is correct.

Listening strategy

For the true/false item, it is important that you **understand the conversation as a whole**. The item could be about the reason for the conversation, the relationship between the speakers or the main topic. Make sure you read the item carefully. It might state the opposite of what is correct.

To answer the multiple-choice item, you need to listen to the whole conversation and **identify the relevant detail**. Again, you can apply the same strategies as mentioned above. Also, keep in mind that some of the information you will hear is not important for the item, so make sure you don't lose your concentration or get distracted.

Listening, Part 4

Task

You will hear a short **radio programme with four people giving their opinion** about an everyday topic, for example "Why do people leave their home country and start a new life in another?". A radio presenter introduces the topic and says a few concluding words at the end. Your task is to identify the statement that correctly summarises the comment made by each speaker. Two statements do not have a match.

Listening strategy

You have one minute to **read the six statements** before the recording starts. Read each statement slowly and carefully. You may find it helpful to underline the key words. If you have enough time, read the statements again.

When you listen to the recording, don't try to catch every word, but make sure you understand the **general viewpoint of the speakers**. Then, read the statements again and find the best match. Sometimes two statements seem to fit, but there is only one that fully reflects the speaker's comments.

By the way, **don't add your interpretation** to the things that are said. The items are solely based on the comments that you will hear.

Reading

The Reading subtest requires overall **understanding of written texts in everyday situations** in a personal, work-related or school context. You need to understand the **information in various types of texts**, such as lists, Internet forums, advertisements, newsletters, information leaflets and emails.



The Reading subtest is divided into **five parts**. Make sure that you don't spend too much time on one item. If you don't know the answer, go on to the next question. You might have time at the end of the Reading subtest to go back to any questions you were not sure about.

Some texts are more difficult than others. You may find **Part 4** of the Reading subtest rather challenging as it contains some difficult vocabulary and complex sentence structure. Keep in mind though that you are not required to understand every word or phrase in order to answer the questions.

Depending on the level of difficulty and the length of the text, you will probably be able to complete certain parts of the Reading subtest faster than others. Use the mock examination or the practice booklet to find out how much time you need for each part. If you know which part takes the least time and which part takes the longest, you can **manage your time** during the examination accordingly.

You have 45 minutes to complete this subtest.

Reading, Part 1

Task

For each of the five situations, your task is **to find relevant information in a list**. For example, you will see an information board in a shopping centre, at a museum or at the airport. As in authentic situations, the information is given in single words or word groups, not in full sentences. For each situation, there is a multiple-choice item with three options. Only one option is correct.

Reading strategy

In order to understand the **context**, be sure to read the brief introduction (e.g. "You plan to go to a trade show or expo.") and the example first.

Then read and answer the multiple-choice items one by one. Each item outlines a specific situation, for example "You are interested in sports clothes". In order to locate the relevant information in the list quickly, **focus on relevant sections only**. Answer choices (a) and (b) refer to two specific sections of the list. Start with those and see if you can find the information you are looking for. If not, check option (c). This option always refers to "another" section (other month, other room, etc.). When you scan the information in the list, concentrate on the sections that are relevant to the situation. For example, if you are interested in sports clothes, you can disregard the sections on food or furniture.

The wording in the multiple-choice items will generally be different from the wording in the list. For example, you may read “sports clothes” in the item and “sportswear” in the list. So look for **paraphrases**.

Reading, Part 2

Task

In this part, you will see an extract from an **Internet forum**. The topics are of general interest (e.g. job opportunities) in a personal, work-related or school context. The language is rather informal, just as people would write in a forum. You will read five questions and eight possible answers. Your task is to identify the best answer for each question. In one case, there is no answer for the question.

Reading strategy

First, scan the forum answers and try to grasp the main idea of each answer. Then, read the first question carefully and read through the answers again until you find the one that fits. The match doesn't depend on just one word; usually there are several clues in the text. Cross out this answer in the forum to make sure you don't read it again. Then read the next question and go through the remaining answers. Remember, for one question there is no answer.

Reading, Part 3

Task

This part consists of **three different text types: an advertisement, a newsletter and an official email**. There are two items for each text: one true/false item and one multiple-choice item. For each text, the task is to decide whether the statement is true or false and to choose the correct answer from three options. Only one option is correct.

Reading strategy

For the true-false item, it is important to **understand the main idea of the text**. The item always refers to something general; for example, the purpose of the text or the main topic. Make sure you read the item carefully. It might state the opposite of what is correct.

In order to answer the multiple choice item, you have to **understand a specific detail** in the text. As each text is quite short, you should be able to locate the relevant passage(s) quickly. Re-read the relevant pieces of information until you fully understand them. Watch out for negations and tenses; e.g. a campaign has started or will start soon.

Reading, Part 4

Task

In this part you will see a **fairly long text with formal or technical features** such as an information leaflet, rules and regulations, a guarantee or instructions on how to use a particular product. The text is related to standard everyday situations. For example, you need to read a patient information leaflet in order to find out how to use a certain medication.

There are three true-false items for this text. The task is to decide whether the three statements are true or false according to what is said in the text.

Reading strategy

In order to **find and understand specific information** in a fairly complex text, read the true-false

statements first. Once you know what type of information you are looking for, scan the text and locate the relevant passages. Read these passages carefully and decide if the statements are true or false. Do not lose time trying to understand unnecessary pieces of information.

The text is divided into several sections separated by **subtitles**. The subtitles give you a clue as to what each section is about, so they can help you navigate around the text and find relevant passages quickly.

Since the text is relatively long and contains some complex sentence structures and language elements, it is mostly **geared towards the B1 level**. Be aware though that you do not need to understand every word or phrase in order to solve the items.

Reading, Part 5

Task

This part of the Reading subtest bridges the gap between **understanding a text and actively engaging with it**. You will see a semi-formal letter or email with six gaps. The text could be a request, a reminder, a letter of complaint, etc. The task is to choose the correct word or phrase for each gap. The multiple-choice questions do not just test grammar and vocabulary, but also your understanding of the communicative situation as a whole. Therefore, be prepared to fill the gaps with a variety of different words or phrases, including prepositions, verbs, nouns, pronouns and connecting words.

Reading strategy

For this task, it is helpful to be **familiar with the main characteristics of semi-formal correspondence** (e.g. typical greeting and closing sentences, basic structure and layout, etc.). The practice booklet *From A to B* contains a number of emails and letters that will help you become familiar with these characteristics. You will find additional examples in textbooks published by various publishing houses.

Before you answer the multiple-choice questions, scan the text once so that you have an idea of what it is about. Then read the first sentence and see if you can fill the gap(s) without looking at the answer choices. Because of your **experience with the English language**, you may already have an idea of what the correct answer may be. Look at the answer choices and see if your idea is listed. If it is, you can be pretty sure that this is the correct answer. Of course, this strategy only works if you know the answer straight away.

If you are not sure about the answer, try to fill the gap with each of the three answer choices and see what the sentence sounds like in each case. Rely on your grammar skills and/or your intuitive knowledge of English to decide on the correct answer. Always **pay attention to the words before and after the gap** because you cannot pick out the correct answer without taking the context into consideration.

Writing

In the Listening and the Reading subtest, you were required to understand a written or spoken text. In other words, your passive language skills were tested. Now, in the Writing and in the Speaking

subtest, you have an opportunity to demonstrate your **active language skills**. However, this doesn't mean that these subtests are more difficult.



As there are no obviously right or wrong answers, the evaluation scheme is different. The examiners will look at various aspects, which will be explained in detail later in this chapter. The most important point is that the **recipient of your email understands your message**. Grammar and spelling mistakes are allowed as long as they don't make it difficult for the reader to understand your text.

Task

In the Writing subtest, you can choose **one of two options**: Task A or Task B. One of the tasks always relates to an aspect of everyday life (e.g. You write to a language school in order to find out about their English courses). The other task is usually set in a general work-related context (e.g. You write to a business partner in order to make arrangements for a meeting).

Each task consists of a brief description of a **situation and four guiding points**. You are expected to write an email based on the situation described. In your email, you should cover all four guiding points. You may include additional information related to the topic.

You have 30 minutes to complete this task.

Writing Strategy

Take **a few minutes to read the two tasks and decide** which one you want to complete. Once you have made your decision, stick to it. If you start working on one task, then change your mind and work on the other, you will lose too much time.

Before you start writing your email, ask yourself a few questions to **make sure that you have understood the situation and the four guiding points**.

- What is the situation?
- Who is the recipient of the email?
- In which order should I address the four guiding points?
- What can I say about each guiding point?

You may find it helpful to underline key words on your task sheet and/or to write down some notes.

Start your email with an appropriate **salutation**. The salutation "Dear" in combination with the recipient's name is commonly used in British and American English (e.g. "Dear Ms Martin"). If you don't know the person's name, "Dear Sir or Madam" is an acceptable salutation among a few others.



Write an **opening sentence** in which you state the reason for your email (e.g. "I am writing because ...").

Address the four **guiding points** in the order that you think is most logical. Write one or two sentences for each guiding point. You can write more if you wish. Ideally, you should always write complete sentences (e.g. The meeting takes place at 12 o'clock), not sentence fragments (e.g. Meeting: 12 o'clock). However, if you're having problems, it is better to write a sentence fragment than nothing at all.

After you have covered all four guiding points, write the **closing lines**. "Yours sincerely" or "Sincerely" can be used in nearly all formal letters. If you know the recipient fairly well – for example, if you are writing to a colleague – you can also say "Best wishes" or "Best regards". There are a few other options that are equally acceptable. Don't forget to put your signature at the end of the letter.

Take a few minutes to **proofread** your text twice. First make sure that your text is clearly understandable and that no words are missing. Then read the text again and check for grammar and spelling.

Evaluation

In order to do well on this subtest, you also need to know how the writing task is evaluated. There are **four marking criteria**:

Task Management

Have you fully addressed all four guiding points?

Communicative Design

Are you able to link your ideas into clearly understandable sentences?

Do you know typical phrases such as polite forms of expression, letter closings and salutations?

Accuracy

Is your grammar and spelling correct most of the time?

Vocabulary

Do you have the right words to say what you want to say?

You can find further information on the marking criteria for Writing on page 32 of the mock examination.

On the following pages you will see four **example letters**. They are there to help you understand what is expected of you in order to fulfil the four marking criteria. The examples are based on the tasks in the mock examination *telc English A2·B1*, page 19.

Example 1, Task A

This is an example of a very good performance at B1-level so that you know what to aim for:

Dear Ms Martin,

I'm happy, that you will come and visit me and we can speak about the details of our business.

When you'll arrive at the airport, you'll have to come by underground to my office.

It'll takes about 20 minutes. Then you'll have to walk straight on main street.

My office is in the big white building

I think it is best if we are going to meet in my office because we can use a computer there.

Is 10 o'clock good for you?

On Friday we'll have a business dinner with my boss and some colleagues.

We'll go to a very nice Italian restaurant. I hope that you like Italian food.

I hope that you'll have a good flight.

Sincerely,

David Schneider

Task Management

Does the candidate address all four guiding points?

No. He covers the first three guiding points very well but does not address the fourth one at all. Because one guiding point is missing, the candidate gets four out of five points. With four points, he is still within the B1-range.

Communicative Design

Does the candidate link his ideas into clearly understandable sentences?

Does the candidate know typical phrases such as polite forms of expression, letter closings and salutations?

Yes and yes. In addition to the most basic linking words (e.g. "and", "because"), he uses a variety of more complex structures (e.g. "I'm happy that ...", "I think it is best if ...").

The candidate uses an appropriate salutation ("Dear Ms Martin") and closing line ("Sincerely"). He also includes an opening sentence ("I'm happy, that you will come and visit ...") as well as a final sentence ("I hope that you'll have a good flight").

Both sentences sound friendly and professional and round the letter off in a nice way. Therefore, the candidate gets five out of five points.

Accuracy

Is the candidate's grammar and spelling correct most of the time?

Yes. It is always clear what the candidate is trying to say. There are a few grammar mistakes ("When you'll arrive", "It'll takes") and spelling errors ("colleages" instead of "colleagues"), but these are perfectly acceptable for learners at level B1. Therefore, the candidate gets five out of five points.

**Vocabulary**

Does the candidate have the right words to say what he wants to say?

Yes. His vocabulary is sufficient enough to express his ideas. Again, the candidate gets five out of five points.

Overall, this is an example of a strong B1 candidate. As you can see from the example, you don't have to write a perfect letter in order to get marks within the B1-range.

Example 2, Task A

For your comparison, this letter is an example of an A2-performance:

Dear Natasha Martín,

I'm so excited about our meet! From the airport please come to my office.

You can get there with underground. Get on and get off at the final destination and my office will be next to the station.

I have a better idea. I'll wait you at the station! Your plan is going to land at three p. m. so I am at the station at four p. m. I think we can go for siteseing in the city or anything you want.

You don't need so many money. Just that you need for food or some little present.

I can't wait to see you! Have a nice flight!

Bye, Anna

Example 3, Task B

This letter is another example of a B1-performance:

Dear Sir or Madame,

I am writing to you because of your English courses. I work in marketing in a big international company and English is very important for my job. Some of my colleagues speak only English and sometimes for me that is difficult.

I would be interested in a Business English course which is very intensive. Can you give me some information about the courses? How long are they and how much do they cost? Can I stay by a family during the course? If that is not possible, is there a hotel near your school?

Thank you for your help.

Best regards,

Karen Lund



Example 4, Task B

Again, here is another example of an A2-performance for your comparison:

Dear Sir/Madame,

I write because I would like to join a English course in your school. I need English for my job. I live in Budapest and I work in a big company who make sport clothes.

I'm got some question about the course. How long is the course? How much it's cost?

Where am I live in a hotel? Please answer ...

And the last thing is ... I really like all type of course, because I really interested in English language.

Victoria Szábo

Speaking



The Speaking subtest consists of **three parts**. In the first two parts, you will be talking directly to the examiner. In the third part, you will be asked to have a conversation with another candidate. The Speaking subtest takes approximately 16 minutes.

Before the exam starts, **the examiners** will welcome you and briefly introduce themselves. They will guide you through the examination and if you get stuck, they will try to help you keep going. At the end of the examination, the examiners are not allowed to comment on your performance. You can find additional information on how the oral examination is conducted on pages 40–42 of the mock examination.



Whether you find the Speaking subtest easy or difficult depends on your experience with the English language and your personal preferences. Some people say the Speaking subtest is easy because “all you have to do is talk”. Others are simply not used to oral examinations and get nervous because they do not know what to expect. If you are the nervous type, here are a few things for you to consider:

- **You are not alone!**

The Speaking subtest is generally carried out in pairs. This means that you do not have to go into the examination room by yourself and you do not have to talk the whole time.

- **Two examiners are better than one!**

There are always two examiners because telc wants to make sure that your performance is being rated objectively. Normally, only one of the examiners will talk to you. The second examiner will listen quietly and keep an eye on the time.

- **They don't test your knowledge!**

You will not be expected to memorise facts or answer questions about abstract topics. Instead, you will be asked to talk about everyday topics. It's very much like having a normal conversation with people.

Speaking, Part 1

Task

In Part 1A, you will be asked to **talk about yourself**. You will receive a task sheet with several prompts that are there to help you.

In Part 1B, the examiner then asks you **follow-up questions** based on the information you gave before.

Strategy

The first part of the Speaking subtest is always the same, so you can **prepare** for it very well. Practise what you want to say several times before the exam but do not memorise every single word. If you do, you run the risk of speaking monotonously or too fast. Remember, the idea is to have a fairly natural conversation, so try to speak at your normal speed and maintain eye contact with the examiner.

Although your grammar doesn't have to be perfect, watch for typical **mistakes**. As you can prepare for this part of the test, it's easy to avoid the most common ones (e.g. "I am married for two years" instead of "I have been married for two years").

The **prompts** (Name – Family – Where you live – Job – Hobbies – Languages – Other ideas) are there to help you, but you don't have to address every single one of them. If you wish to talk about an aspect not listed on the task sheet (e.g. your pets), you may do so.

When you talk about yourself during the first part of the examination, **focus on things that you can actually talk about**. If you have an unusual hobby, for example, you may not know the words to describe it properly. So pick something that is easy for you to talk about.

Don't use the prompts on the task sheet as headlines for a telegram style introduction (e.g. "My job – I'm a hair stylist; my hobbies – reading and gardening"). Instead, try to speak in **complete sentences** most of the time (e.g. "In my free time, I enjoy reading and I spend a lot of time in my garden.").

The examiner will ask you one or two **follow-up questions** based on what you have said. For example, if you said that you enjoy reading, the examiner might ask you what kind of books you like to read. This is an invitation for you to talk a little longer, so take this opportunity and show the examiner what you can do. For example, if the examiner asks you what kind of books you like to read, don't just say "Fantasy books" or "Everything, nothing special". Instead, **include some details** like reasons or examples (e.g. "I like fantasy books. Harry Potter is my favourite. I've read all the Harry Potter books.").

If you don't understand the examiner's question, **ask** (e.g. "Can you say that again, please?").

Speaking, Part 2

Task

In Part 1A, the examiner will give you a **picture about an everyday topic** to talk about.

In Part 1B, the examiner will ask you some **follow-up questions** inviting you to talk about your opinion and your personal experience with the topic.

Strategy

When the examiner hands you the task sheet, take a moment to look at the picture. Say what the overall **situation** is (e.g. "This is a picture of a man reading a book.") and comment on different things that you see: people's roles, their actions, their clothes, etc. If you are not sure about something, you can speculate about the picture (e.g. "I think the man is on holiday because he looks very relaxed.").

Don't worry **if you don't know the words** for all the things that you see in the picture. For example, if you've been asked to describe the picture on page 22 of the *telc English A2·B1* mock examination and you don't know the word "hammock", you can do two things: (1) You can simply choose not to talk about this detail and focus on other things instead. (2) You can describe what you mean (e.g. "The man is lying in a ..., well, I don't know what it's called ... It's like a bed, but you usually put it between two trees."). The examiners will value this positively.

When the examiner asks you **follow-up** questions, try to avoid one-word answers. Instead, use complete sentences and include some details and examples, just like you did in the first part of the examination.

Speaking, Part 3

Task

In the last part of the Speaking subtest, you will be asked to **plan an activity** together with the other candidate (e.g. a trip to the zoo). The examiner will give you a task sheet with a brief description of the situation and several guiding points.

You and your partner should **exchange ideas until you come to an agreement** concerning the details; for example, where to meet, what to bring, how to travel, etc. As in Part 1, you are not required to address all the guiding points.

The **examiner** will generally not get involved in your conversation. There are, however, a few exceptions:

- If your conversation is too short, the examiner will ask you some questions to help you keep going.
- If one person talks too much and the other too little, the examiner will encourage the quiet person to say more.
- If the communication breaks down because of a major misunderstanding or a lack of communication skills, the examiner will try to help you get back on track.

Strategy

To prepare for this part of the Speaking subtest, it is helpful to become familiar with some **common expressions** so that you can make suggestions (e.g. "How about ...?"), respond to your partner's suggestions (e.g. "That sounds great.") and ask your partner for his/her opinion (e.g. "Do you think that's a good idea?"). The *telc English A2·B1 Phrase Box* contains plenty of examples, but you can also turn to a variety of textbooks for ideas.

In Part 3 of the Speaking subtest, make sure that you **pay attention to your partner**. The two of you have to work together in order to handle this task well. For example, if you are a very talkative person and your partner is rather quiet, try not to dominate the conversation. Listen to your partner and give him/her time to express his/her ideas. You can also help each other if one of you gets stuck or can't think of a word. If you do not understand what your partner said, ask for clarification.

Also, keep in mind that you and your partner have to talk for about six minutes. This is quite a **long time** but you can **manage it well** if you are aware of the following strategy: You can keep an exchange of ideas shorter if you immediately agree to your partner's suggestions. For example, if your partner says "Would you like to go to the zoo tomorrow afternoon?" and you say "Yes, that's fine with me," you have come to an agreement and there is nothing else to say. If you want to stretch the conversation, you could say something like "I'm sorry, but I have to work all day tomorrow. How about Saturday?"

In order to do well on this subtest, you also need to know how it is evaluated. There are **five marking criteria**:

Task Management

is evaluated individually for each section of the Speaking subtest:

Part 1A: Can you talk about yourself based on the guiding points on the task sheet?

Part 1B: Can you respond to the examiner's questions appropriately?

Part 2A: Can you describe the main information in a picture?

Part 2B: Can you respond to the examiner's questions appropriately?

Part 3: Can you exchange ideas with your partner and keep a conversation going?

The other four criteria apply to your overall performance:

Pronunciation and Intonation

Do you speak clearly enough to be understood?

Fluency

Can you speak fairly spontaneously without too many unnatural pauses?

Accuracy

Can you use common grammatical structures correctly?

Vocabulary

Do you have the right words to say what you want to say?

You can find further information on the marking criteria for Speaking on pages 34–35 of the mock examination.

Example

Here is an excerpt from an oral examination to give you an idea of what is expected of you in order to fulfil the marking criteria. The overall performance of Candidate A is at level B1 while the performance of Candidate B is mostly at level A2. The example is based on the tasks in the mock examination *telc English A2·B1*, pages 21–24.

Examiner: In Part 1, we'd like to get to know you a little better. Marta, could you tell us about yourself? This sheet has some ideas to help you.

Candidate A: Yes, my name is Marta. I live in Budapest and I'm married. My husband and I was married three months ago. We have a really nice wedding. I think it was the best day of my life and ... um ..., what else can I say? Well, I work in a shop. I sell clothes. I love my job because I like working with people and I also like fashion. In my free time, I like to spend time with my husband and my dog. I also like cooking and watching movies, especially funny movies.



- Examiner:** You said you like cooking. What kind of food do you usually cook?
- Candidate A:** Hungarian food. I have a lot of receipts ... no, how do you say ... recipes? That's the right word, isn't it ... recipes? I have a lot of recipes from my mother and my grandmother. It's traditional Hungarian cooking and it's very good ... very tasty. But sometimes I also cook other things like Italian food and things like that. Pasta, for example.
- Examiner:** What about your husband? Does he cook, too?
- Candidate A:** Yes, but he's not very good. Sometimes we cook something together on weekends and that's fun.
- Examiner:** Thank you, Marta. Barbara, could you also tell us about yourself? This sheet has some ideas to help you.
- Candidate B:** Well, yes. I'm Barbara. I'm from Budapest also. I'm 35 years old. My family ... Well, I'm also married. I have two children. Um ..., my job ... I work in an office and ... well ... yes. My hobbies ... I like to make sports and reading and playing with my children. And my languages ... Hungarian, of course, and French and I am learning English.
- Examiner:** You said you have two children. Could you tell us a little bit about them?
- Candidate B:** My children? Yes, I have a boy. His name is Adam and he is five years old. I also have a girl, a daughter. Her name is Viktoria and she is seven years old.
- Examiner:** You said you enjoy playing with your children. Do you have a favourite game that you like to play?
- Candidate B:** Favourite game? Well, no ... we play a lot of games ... different games or we play outside.
- Examiner:** Thank you. We are now at the end of Part 1. Let's move on to Part 2. Barbara, please look at the picture. What do you see? What is happening?
- Candidate B:** I can see a woman. She is reading a book. Um ... she is lying on the ... um ... Yes, and she has short hair and she has glasses and ... um ... she has a ring on her fingers.
- Examiner:** Please tell us about your experience with reading. Do you like to read?
- Candidate B:** Yes, sometimes. I like books about ... um ... life. About famous woman.
- Examiner:** OK, you said you like books about famous women. Can you give us an example?
- Candidate B:** Um, yes. Queen Elizabeth, for example. It's very interesting. Or Katharina, the Great Katharina.
- Examiner:** Thank you, Barbara. Marta, you have a different picture. Can you tell us about it? What can you see?
- Candidate A:** There is a man in the picture who is reading a book. I think he is on holiday because he looks very relaxed and he is smiling. Um, he is wearing a hat and a white shirt. He is lying in a ... um ... how do you say ... it's like a bed but it's outside and normally you put it between two trees and, well, that's all.
- Examiner:** OK, can you tell us something about yourself and how you feel about books and reading? We often hear that people are reading less and less. What do you think?
- Candidate A:** Well, I don't know. Maybe people are reading other things, like things on the Internet. You can find everything on the Internet now. Before, we ... um ... we don't have the Internet and people have to read books, but now it's different. Um, I like the Internet, but I also like books. I have both. When I want to find information, I look in the Internet, but when I want to read a story, I read a book.
- Examiner:** Thank you, Marta. Now we're at the end of Part 2. Let's move on to Part 3 now. You're planning a trip to the zoo. Talk to each other and plan what you want to do. Here are some ideas to help you. Who would like to begin?

- Candidate A:** I can start. Well, Barbara, do you want to go the zoo with me? The weather is so nice and I think it would be fun.
- Candidate B:** Yes, today?
- Candidate A:** No, not today. It's too late. Maybe on Saturday. Do you have time on Saturday?
- Candidate B:** Yes. What time?
- Candidate A:** At 10 o'clock?
- Candidate B:** 10 o'clock? 10 o'clock is very early. I want to sleep. Better at 12 o'clock.
- Candidate A:** OK, 12 o'clock is fine, too. Should we go by bus?
- Candidate B:** Yes. Or by car.
- Candidate A:** I don't have a car. Do you have a car?
- Candidate B:** Yes, I have a car. I can come to your house.
- Candidate A:** Great! Let's take the car then. You can come to my house at 11:45, OK?
- Candidate B:** Yes, OK. Um ... and what animals ... um ... you want to see?
- Candidate A:** I want to see the elephants. Elephants are my favourite animals and they have a baby elephant at the zoo. Did you know that?
- Candidate B:** A baby elephant? No, I don't know the baby elephants.
- Candidate A:** And which animals do you want to see?
- Candidate B:** Um, yes, the monkeys. I like the monkeys. And the tigers and the lions.
- Candidate A:** OK, that sounds good. I think they ... um ... they give food to the lions at 2 o'clock. So, we can go to the lions' house and watch. It's very interesting.
- Candidate B:** Yes, that's a good idea.
- Candidate A:** OK, so maybe we can see the monkeys first, then the elephants and then the lions and the tigers. And after that? Do you want to see some other animals? Or we could go to the restaurant and eat something. What do you think?
- Candidate B:** I don't know. The restaurant is very expensive.
- Candidate A:** We can also bring something to eat and make a picnic. What do you think?
- Candidate B:** Yes, that's a good idea.
- Candidate A:** OK, I can bring some sandwiches and some tea. What about you? What would you like to bring?
- Candidate B:** Maybe a salad. And some cookies. Do you like that?
- Candidate A:** That sounds good. OK, did we forget anything?
- Candidate B:** No, I don't think.
- Candidate A:** OK, then I see you on Saturday, yes?
- Candidate B:** Yes, see you on Saturday.
- Examiner:** Thank you. We have now finished the examination. You will get your results in a few weeks.

Frequently Asked Questions

1. Where can I get the mock examination?

You can either download the mock examination (including the audio files) for free from the telc website or you can order a professionally printed copy.

For the free download, please follow these links:

telc English A2·B1

<http://www.telc.net/en/what-telc-offers/english/telc-english-A2·B1/practice-material>

telc English A2·B1 School

<http://www.telc.net/en/what-telc-offers/english/telc-english-A2·B1-school/practice-material>

telc English A2·B1 Business

<http://www.telc.net/en/what-telc-offers/english/telc-english-A2·B1-business/practice-material>

If you prefer a professionally printed copy of the mock examination, simply follow the link mentioned above and then click on the button "To the shop".

2. Where can I find information about the evaluation scheme that telc uses?

In the *telc English A2·B1* mock examinations on pages 32–35.

3. How long is the examination?

The written examination takes 100 minutes. It comprises the subtests Listening, Reading and Writing. The oral examination takes approximately 16 minutes.

4. May I use a dictionary during the examination?

No, dictionaries are not allowed during the examination.

5. Can I repeat the examination?

Yes, you can repeat the examination as often as you wish. You have to repeat the whole exam, both written and oral parts.

6. How long does it take for me to get my certificate?

Normally you will get your certificate six weeks after the documents have arrived at the telc Head Office in Frankfurt. However, we are often quicker with the rating.

Language competences according to the
Common European Framework of Reference for Languages:
Listening, Reading, Speaking and Writing



A1

Listening: I can understand familiar words and very basic phrases when people speak slowly and clearly.

Reading: I can understand familiar names, words and very simple sentences, for example on notices and posters and in catalogues.

Speaking: I can interact in a simple way. I can use simple sentences to describe where I live and people I know.

Writing: I can write a short, simple postcard, for example sending holiday greetings.

A2

Listening: I can understand very basic information. I can understand the main point in short, clear, simple messages and announcements.

Reading: I can find specific information in simple texts (advertisements, menus and timetables) and can understand simple personal letters.

Speaking: I can communicate about simple, routine tasks. I can use a series of sentences to describe my private life and my job.

Writing: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

B1

Listening: I can understand the main points of speech on matters of work, school, leisure, etc. I can understand radio or TV programmes if people speak clearly.

Reading: I can understand everyday texts on personal or work matters. I can understand descriptions of events and wishes in personal letters.

Speaking: I can take part in conversations on family, hobby, work, travel and current events.

Writing: I can write simple texts on familiar topics. I can write personal letters describing my experiences and impressions.

B1 Business/B2 Business

Listening/Speaking: I can offer advice to clients within my own job area on simple matters.

Reading: I can understand the general meaning of non-routine letters and theoretical articles within my own work area.

Writing: I can take reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable.

Listening/Speaking: I can take and relay most messages occurring in a work context. I can take an active part in discussions.

Reading: I can understand letters, e-mails, reports, product descriptions and specialised articles.

Writing: I can deal with all routine matters concerning goods and services. I can present information in reports and produce arguments.

B2

Listening: I can understand extended speech and lectures and most TV and current affairs programmes and films.

Reading: I can read articles and reports in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking: I can interact with native speakers and take an active part in discussions.

Writing: I can pass on information in reports and essays giving reasons for or against a point of view.

C1

Listening: I can understand extended speech. I can understand television programmes and films without too much effort.

Reading: I can understand long, complex factual and literary texts and appreciate distinctions of style. I can understand specialised articles and longer technical instructions.

Speaking: I can express myself fluently and spontaneously and with precision. I can present detailed descriptions of complex subjects, rounding off with an appropriate conclusion.

Writing: I can write about complex subjects in letters, essays or reports. I can select the appropriate style for these.

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Which telc language certificates are available at each level?

| | A1 | A2 | B1 | B2 | C1 | |
|---------------|--------------------------------------|--|---|---|---|-----------------|
| English | telc English A1 | telc English A2 telc English A2 School | telc English A2-B1 telc English A2-B1 | telc English B1 telc English B1 Business telc English B1 Hotel and Restaurant telc English B1 School | telc English B2 telc English B2 Business telc English B2 Technical telc English B2 School* | telc English C1 |
| Deutsch | Start Deutsch 1 (telc Deutsch A1) | telc Deutsch A2+ Beruf Start Deutsch 2 (telc Deutsch A2) | Deutsch-Test für Zuwanderer telc Deutsch B1+ Beruf Zertifikat Deutsch (telc Deutsch B1) Zertifikat Deutsch für Jugendliche (telc Deutsch B1 Schule) | telc Deutsch B2+ Beruf telc Deutsch B2 Zertifikat Deutsch für den Beruf (telc Deutsch B2 Beruf) | telc Deutsch C1 | |
| Español | telc Español A1 | telc Español A2 telc Español A2 Escuela | telc Español B1 telc Español B1 Escuela | telc Español B2 telc Español B2 Escuela | | |
| Français | telc Français A1 | telc Français A2 telc Français A2 Ecole | telc Français B1 telc Français B1 Ecole telc Français B1 pour la Profession | telc Français B2 | | |
| Italiano | telc Italiano A1 | telc Italiano A2 | telc Italiano B1 | telc Italiano B2 | | |
| Português | | | telc Português B1 | | | |
| Русский язык | telc Русский язык A1 | telc Русский язык A2 | telc Русский язык B1 | telc Русский язык B2 | | |
| Český jazyk | | | telc Český jazyk B1 | | | |
| اللغة العربية | | | telc اللغة العربية B1 | | | |
| Türkçe | telc Türkçe A1 | telc Türkçe A2 telc Türkçe A2 Okul | telc Türkçe B1 telc Türkçe B1 Okul | telc Türkçe B2 telc Türkçe B2 Okul | | |

Examination Preparation

TIPS FOR TEST TAKERS

ENGLISH & ENGLISH SCHOOL & ENGLISH BUSINESS

This booklet is designed to help test takers prepare for the dual-level examinations *telc English A2·B1*, *telc English A2·B1 School* and *telc English A2·B1 Business*. It contains useful tips and strategies for the subtests Listening, Reading, Writing and Speaking. It also describes the examination structure and the different task types so participants know what to expect when taking the exam. Additionally, this booklet explains how the test is evaluated and helps participants to know what to concentrate on and how to avoid typical mistakes.

This booklet may also be used in conjunction with the mock examinations of *telc English A2·B1*, *telc English A2·B1 School* or *telc English A2·B1 Business*.