



**HANDBOOK**  
**ENGLISH BUSINESS**

**B1·B2**



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B1·B2

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# 0 Introduction

*telc English B1-B2 Business* is a standardised, dual-level examination which measures general language competence across two levels of the *Common European Framework of Reference for Languages (CEFR)* using a task-based, communicative approach.

Learners can use *telc English B1-B2 Business* to test and demonstrate their competence in English in a general business or workplace context, which means that its scope is not limited to any particular occupation. Instead candidates demonstrate that they have attained a level of proficiency which will enable them to take an active part in working life in an English-speaking environment. Thus the examination is suitable both for people who work in international companies and need to communicate effectively with co-workers and/or external business partners, and for those who are interested in working in an English-speaking country.

The examination contains a variety of tasks to assess learners' reading, writing, speaking and listening skills at levels B1 and B2. Both candidates who are still at level B1, and those who have reached level B2 have the chance to complete the examination successfully. All candidates will receive a breakdown of their skills for three separate areas: 1. Speaking; 2. Writing; 3. Listening / Reading / Language Elements, as well as the overall level they have achieved. Successful candidates are awarded a *telc* certificate either at level B1 or B2. With this objective assessment of their skills, they can demonstrate their competence in Business English either to their current or to a prospective employer.

*telc English B1-B2 Business* tests candidates' ability to follow conference talks, presentations and conference calls, understand complex informative texts, use language both in formal and in informal registers, give well-organised and comprehensible presentations, talk fluently on work-related subjects and write clear, well-structured texts. The skills tested can be used throughout the English-speaking world.

The target group – employees in companies with international connections – is reflected in the choice of topics covered and the content of the various subtests. In order to complete the examination successfully, no knowledge of any specific business field (i.e. accounting) is required. The subject-matter of the various texts reflects work-related topics of general interest and typical situations which may come up in working life. The practical side of office life (how to cope with office hierarchy, job interviews, telephone conferences etc.) is also well represented, as is everyday business correspondence.

The productive subtests Speaking and Writing require candidates to express their ideas and discuss issues in a structured, organised manner.

## **About *telc* – language tests**

*telc* stands for "The European Language Certificates," and *telc – language tests* is the name under which *telc GmbH*, the non-profit subsidiary of the German Adult Education Association (*Deutscher Volkshochschul-Verband, DVV*), develops, constructs and distributes approximately 60 examinations and certificates in, at present, ten European languages.

The all-encompassing guideline for the *telc* programme of examinations and our yardstick for quality-orientated testing is the *Common European Framework of Reference for Languages (CEFR)*. All *telc* examinations are consistently aligned to this external reference system.

*telc – language tests* is a member of the Association of Language Testers in Europe (ALTE) and as such is committed to upholding its quality standards. All *telc* examinations are measured against ALTE's internationally recognised standards. This begins with the careful construction of each test version. Recognised statistical methods are used on tests-in-construction (pre-testing) and tests-in-action in order to find out the suitability and level of difficulty for each individual task to differentiate between the candidates with the required amount of selectivity. *telc* continues with a comprehensive analysis of all involved in the actual examination and culminates in the strict administration of the test itself. The objective validity of the rating scale and the evaluation criteria are further essential benchmarks, as is the reliable communication of the results to candidates and examination centres.

This commitment to excellence demonstrates that *telc – language tests* works towards the highest standards in all areas of language learning, teaching and assessment. It promotes the quality of modern communicative foreign language education and supports the Council of Europe's goals of multilingualism and integration, mutual understanding and mobility within Europe.

# 1 Background Information

## 1.1 Dual-Level Examinations

This chapter will briefly explain how language skills are assessed over the two CEFR levels B1 and B2 and why it is important to develop this kind of evaluation carefully. While it might seem a simple solution just to award B1 for test takers who are slightly below B2, this is not how *telc English B1·B2* was constructed. The test development team carefully defined two cut-off scores, one for B1 and one for B2, instead of the one cut-off score typical for single-level examinations.

telc's aims when developing this test were to

- provide test takers with a valid certificate either at level B1 or at level B2,
- achieve this within a manageable time frame for the actual examination, i.e. with as few test items as possible,
- give candidates a profile of their abilities as well as certifying the overall level achieved.

In order to fulfil the second aim, the subtests Listening, Reading and Language Elements are counted together for the final result of the test. Thus 59 items can be taken into account when determining whether a test taker has reached level B1 or B2 in the receptive skills. Each subtest seen by itself (with only 18 or 23 items respectively) would not provide the necessary amount of information about the test taker's ability. Therefore, if the results for Listening, Reading and Language Elements were to be reported separately, these subtests would have to include twice as many items. Considerations of time versus cost as well as practicability led to the decision to combine the three subtests.

This means that *telc English B1·B2* has three parts which are evaluated separately:

- Listening/Reading/Language Elements
- Writing
- Speaking

The level achieved for each of these parts can be either "B2", "B1" or "below B1". The methods used for this evaluation are explained below.

The B1·B2 test cannot measure a candidate's ability below the CEFR level B1, so a result of this nature is referred to as being "below B1".

### Listening/Reading/Language Elements

In this part test takers are awarded one point for each item. The result is graded as follows:

- 43–59 points: B2
- 27–42 points: B1
- 0–26 points: below B1

How were these cut-off scores defined? In the process of test development, different qualitative and quantitative methods were applied.

First of all, the relevant descriptors of the CEFR were analysed and used to develop the first test items. In this first phase, the expertise of experienced teachers and item writers for the relevant levels was an invaluable instrument for fine-tuning the items. As soon as the first draft of the mock examination was available, a more formal type of expert judgement was required. The aim was to determine whether the items had the necessary validity and could be used in pre-testing.

A benchmarking seminar was held for the experts, applying some of the methods laid out by the *Manual for Relating Language Examinations to the Common European Framework of Reference* of the Council of Europe. The results of this qualitative judgement had to be corroborated by quantitative data. Pre-testing was therefore done in several stages, starting on a small scale for first adjustments and proceeding to statistically valid numbers of candidates (about 200 are needed for a test version). In order to determine the difficulty of prospective B1 and B2 items, anchor items with known positions on the CEFR scale were used. This made it possible to position the new items within the CEFR system of competence levels.

When creating new test versions, items of the same levels of difficulty as those defined during the phase of test development have to be used. This is ensured by means of continual pre-testing as well as post-test analysis. It is especially important for the number of B1 and B2 items to remain the same in the different versions, thus providing the same evaluation for each test taker. However, it is not specified exactly which item has to be on level B1 or B2, allowing for a certain amount of flexibility.

## Writing

Productive skills require open-ended test formats. These need to be developed in a different way to the receptive tasks.

While the task itself is the focus point for the test taker and has to be constructed carefully, it is even more important to have rating criteria that allow standardised judgement of the response in a manner relevant to the test specifications.

For the *telc English B1-B2* examination the above-mentioned standardisation, as laid down in the *Manual* was achieved with the help of a benchmarking session done with samples of written production. After a familiarisation and calibration phase, the participants of the benchmarking session were able to judge whether writing samples were situated on level B1 or B2 (or another one). These samples now serve as a point of reference for rater training.

In order to determine the cut-off scores between the CEFR levels B1 and B2, the test was constructed in such a way as to restrict the vocabulary of the input material to B1, whilst producing a communicative situation which allows for the test takers to respond at either level.

As far as the rating of written performance is concerned, it is necessary to distinguish between appropriateness in regard to content and in regard to linguistic competence. The following marking criteria were established:

- Task Management: Appropriateness in achieving the given task and addressing the guiding points, accuracy in conveying the communicative aim
- Communicative Design: Range of register and language functions, achievement of cohesion and coherence
- Accuracy: Correctness and control of grammar, orthography and punctuation at an appropriate level
- Vocabulary: Range and control of vocabulary used

For each of these four criteria the rater has to decide whether the candidate's performance is equivalent to the CEFR level B1 or B2 and whether it corresponds more to the upper or to the lower end of the relevant level.



In order to ensure that raters are equipped to make this kind of decision, it is necessary to qualify them by conducting rater training workshops on a regular basis. In the course of this, each prospective rater must demonstrate the ability to assess candidates' performances adequately using the above-mentioned criteria.

Although the rating is not done by means of a point system, the raters' individual decisions must be transformed into point values in order to make a transparent and practicable evaluation possible. The rating for the subtest Writing is expressed on a scale of 0–20 points for every test taker, and the level achieved for this skill is reported back to the candidate using the known categories: B2, B1 or below B1.

## Speaking

When developing the Speaking subtest, the question had to be addressed whether – and if so, how – participants with varying levels of competence could all be given fair conditions in a pair examination. The test development team and their advisers decided on careful consideration to retain the successful pair format but to give the examiners a more active role than is the case with other telc examinations. Should the tasks, which are deliberately kept as simple as possible, threaten to overwhelm a weaker candidate or not allow a more able candidate to demonstrate language competence at an advanced level, then the examiner can intervene and influence the direction of the discourse.

Prospective oral examiners undergo a qualifying process which covers matters such as how to behave during the examination and how the candidates' performances should be evaluated, using standardized samples. The sample material originated in benchmarking sessions following the method outlined in the Council of Europe *Manual*.

## The Three Speaking Tasks

The three oral tasks require a test taker to demonstrate communicative competence in different ways. They include monologues and dialogues and call upon the candidate to converse both with a native speaker and with another learner of the target language. The language functions concerned include giving and exchanging information, describing and planning.

As in the Writing subtest, the ensuing complex examining situation must be divided for the purposes of standardised evaluation into content-based and language-based appropriateness. The following assessment criteria have been laid down:

- Task Management: Appropriateness in dealing with the various types of tasks
- Pronunciation and Intonation: Ability to speak in a readily comprehensible manner
- Fluency: Ability to maintain a natural flow of speech without undue hesitation
- Accuracy: Production of grammatically correct and thus comprehensible utterances
- Vocabulary: Mastery of an appropriate range of lexical items

As in the Writing subtest, these criteria were developed using the corresponding CEFR scales.

In recognition of its complexity, the oral examination carries 100 points, which are awarded for the various subtests in accordance with the rater's assignment of performance to the relevant CEFR criteria. As with the Writing subtest, the level achieved for this skill is reported back to the candidate as one of three possible outcomes: B2, B1 or below B1.

## Determining the Final Score

Whether a candidate receives a *telc English B2 Business Certificate* or a *telc English B1 Business Certificate*, 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

Candidates who are assessed at B1 level or above in the Speaking subtest and in one of the subtests for Listening/Reading/Language Elements or Writing are awarded a *telc English B1 Business Certificate*.

### B2 Certificate

Candidates who are assessed at B2 level in the Speaking subtest and in one of the subtests for Listening, Reading, Language Elements or Writing are awarded a *telc English B2 Business Certificate*.

## 1.2 Global English

*telc English B1-B2 Business* tests English in an authentic way. What does that mean in terms of varieties of English, when most of our learners and test takers do not live in a country where English is the official language? Focussing on just one kind of language use, such as British English, seems to be a rather narrow approach in today's globalised world. Therefore, *telc English A1-B2 Business* offers English in the most common varieties, including:

- British English
- American English
- Australian English
- Indian English

Thus not only the spoken accent varies, but also communicative situations from different countries have to be dealt with. Taking the test takers' level of language competence into account, these linguistic and cultural differences are, of course, very subtle. Whatever the accent heard in the recordings and whatever the specific cultural setting of any of the tasks, they will always be understandable for a learner at levels B1 and B2. However, dealing with regional varieties becomes increasingly important at level B2 and upwards, and even on the lower competence levels a basic understanding of the fact that language is never uniform should exist.

This international perspective reflects the experience which today's learners will face when communicating in English. Whether they go on a trip to London, for example, and are immediately confronted with a large number of speakers for whom English is not their native language, or whether they meet various speakers in a non-English environment, learners always have to adjust to different varieties of the language. *telc English B1-B2 Business* not only wants to reflect this reality of language use, but also to encourage teachers to accustom their learners to a range of authentic varieties of English, even at an early stage.

### 1.3 ALTE Minimum Standards

telc has been a regular member of the *Association of Language Testers in Europe* (ALTE) since 1995. The ALTE standards of excellence are applied to every telc examination. Throughout its development, every test phase is calibrated and monitored according to these criteria.

The minimum standards for establishing quality profiles in ALTE examinations are:

#### Test construction

1. The examination is based on a theoretical construct, e. g. on a model of communicative competence.
2. You can describe the purpose and context of use of the examination, and the population for which the examination is appropriate.
3. You provide criteria for selection and training of test constructors and expert judgement is involved both in test construction, and in the review and revision of the examinations.
4. Parallel examinations are comparable across different administrations in terms of content, stability, consistency and grade boundaries.
5. If you make a claim that the examination is linked to an external reference system (e. g. Common European Framework), then you can provide evidence of alignment to this system.

#### Administration & Logistics

6. All centres are selected to administer your examination according to clear, transparent, established procedures, and have access to regulations about how to do so.
7. Examination papers are delivered in excellent condition and by secure means of transport to the authorized examination centres, your examination administration system provides for secure and traceable handling of all examination documents, and confidentiality of all system procedures can be guaranteed.
8. The examination administration system has appropriate support systems (e. g. phone hotline, web services etc.).
9. You adequately protect the security and confidentiality of results and certificates, and data relating to them, in line with current data protection legislation, and candidates are informed of their rights to access this data.
10. The examination system provides support for candidates with special needs.

#### Marking & Grading

11. Marking is sufficiently accurate and reliable for purpose and type of examination.
12. You can document and explain how marking is carried out and reliability estimated, and how data regarding achievement of raters of writing and speaking performances is collected and analysed.

### Test analysis

13. You collect and analyse data on an adequate and representative sample of candidates and can be confident that their achievement is a result of the skills measured in the examination and not influenced by factors like L1, country of origin, gender, age and ethnic origin.
14. Item-level data (e. g. for computing the difficulty, discrimination, reliability and standard errors of measurement of the examination) is collected from an adequate sample of candidates and analysed.

### Communication with stakeholders

15. The examination administration system communicates the results of the examinations to candidates and to examination centres (e. g. schools) promptly and clearly.
16. You provide information to stakeholders on the appropriate context, purpose and use of the examination, on its content, and on the overall reliability of the results of the examination.
17. You provide suitable information to stakeholders to help them interpret results and use them appropriately.

## 1.4 Relevant CEFR Scales

The CEFR provides essential information about the skills needed to successfully complete the *telc English B1·B2 Business* examination. The scales in the following chart are incorporated into the examination, although the amount and intensity of their use varies. Since the examination covers two competence levels, the descriptors for both levels B1 and B2 have been listed below (including the plus levels B1+ and B2+). CEFR descriptors which are not relevant for this examination have been omitted.

### GLOBAL SCALE

|                         |           |   |
|-------------------------|-----------|---|
| <b>Independent User</b> | <b>B2</b> | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
|                         | <b>B1</b> | 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.                   |

**LISTENING**

| <b>OVERALL LISTENING COMPREHENSION</b>                    |   |
|---|---|
| <b>B2</b>   | Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.  |
|   | Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.<br><br>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. |
| <b>B1</b>   | Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.  |
|   | Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.  |
| <b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b> |   |
| <b>B2</b>   | Can keep up with an animated conversation between native speakers.  |
|   | Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.  |
| <b>B1</b>   | Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.   |
| <b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>           |   |
| <b>B2</b>   | Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.  |
| <b>B1</b>   | Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.   |
|   | Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.  |
| <b>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</b>        |   |
| <b>B2</b>   | Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.   |
| <b>B1</b>   | Can understand simple technical information, such as operating instructions for everyday equipment.   |
|   | Can follow detailed directions.   |

| <b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b> |   |
|--|---|
| <b>B2</b>                                      | Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. |
|  | Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.                          |
| <b>B1</b>                                      | Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.                                 |
|  | Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.   |

## READING

| <b>OVERALL READING COMPREHENSION</b> |   |
|--------------------------------------|---|
| <b>B2</b>                            | Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with lowfrequency idioms. |
| <b>B1</b>                            | Can read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.   |

| <b>READING CORRESPONDENCE</b> |  |
|-------------------------------|--|
| <b>B2</b>                     | Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.                                   |
| <b>B1</b>                     | Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. |

| <b>READING FOR ORIENTATION</b> |  |
|--------------------------------|--|
| <b>B2</b>                      | Can scan quickly through long and complex texts, locating relevant details.  |
|                                | Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.          |
| <b>B1</b>                      | Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. |
|                                | Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.  |

| <b>READING FOR INFORMATION AND ARGUMENT</b> |  |
|---|--|
| <b>B2</b>                                   | Can obtain information, ideas and opinions from highly specialised sources within his/her field.<br>Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. |
|   | Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.  |
| <b>B1</b>                                   | Can identify the main conclusions in clearly signalled argumentative texts.<br>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.   |
|   | Can recognise significant points in straightforward newspaper articles on familiar subjects.   |
| <b>READING INSTRUCTIONS</b>                 |  |
| <b>B2</b>                                   | Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.  |
| <b>B1</b>                                   | Can understand clearly written, straightforward instructions for a piece of equipment.   |

**WRITING**

| <b>OVERALL WRITTEN PRODUCTION</b>  |  |
|------------------------------------|--|
| <b>B2</b>                          | Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.           |
| <b>B1</b>                          | Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. |
| <b>OVERALL WRITTEN INTERACTION</b> |  |
| <b>B2</b>                          | Can express news and views effectively in writing, and relate to those of others.  |
| <b>B1</b>                          | Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.                              |
|                                    | Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.                       |
| <b>CORRESPONDENCE</b>              |  |
| <b>B2</b>                          | Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.            |
| <b>B1</b>                          | Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.   |
|                                    | Can write personal letters describing experiences, feelings and events in some detail.   |

| <b>CREATIVE WRITING</b> |  |
|-------------------------|--|
| <b>B2</b>               | Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. |
|                         | Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.<br>Can write a review of a film, book, or play.  |
| <b>B1</b>               | Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.   |
|                         | Can write accounts of experiences, describing feelings and reactions in simple connected text.   |
|                         | Can write a description of an event, a recent trip – real or imagined.   |
|                         | Can narrate a story.   |

**SPEAKING**

| <b>OVERALL SPOKEN INTERACTION</b> |  |
|-----------------------------------|--|
| <b>B2</b>                         | Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. |
|                                   | Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.                    |
| <b>B1</b>                         | Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.                        |
|                                   | Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e. g. family, hobbies, work, travel and current events).          |

| <b>OVERALL ORAL PRODUCTION</b> |  |
|--------------------------------|--|
| <b>B2</b>                      | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.  |
|                                | Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. |
| <b>B1</b>                      | Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.                          |



| <b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b> |  |
|--|--|
| <b>B2</b>  | Can understand in detail what is said to him/her in the standard spoken language, even in a noisy environment.   |
| <b>B1</b>  | Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  |
| <b>CONVERSATION</b>                                |  |
| <b>B2</b>  | <p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>   |
| <b>B1</b>  | <p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>  |
| <b>INFORMAL DISCUSSION (WITH FRIENDS)</b>          |  |
| <b>B2</b>  | <p>Can keep up with an animated discussion between native speakers</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p> <p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>   |
| <b>B1</b>  | <p>Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p> <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p> <p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e. g. an outing).</p> <p>Can express belief, opinion, agreement and disagreement politely.</p> |

| <b>INFORMATION EXCHANGE</b>                        |  |
|--|--|
| <b>B2</b>  | Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.  |
|  | Can pass on detailed information reliably.   |
|  | Can give a clear, detailed description of how to carry out a procedure.<br>Can synthesise and report information and arguments from a number of sources.   |
| <b>B1</b>  | Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.   |
|  | Can describe how to do something, giving detailed instructions.  |
|  | Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.  |
|  | Can find out and pass on straightforward, factual information.<br>Can ask for and follow detailed directions.<br>Can obtain more detailed information.   |
| <b>SUSTAINED MONOLOGUE (DESCRIBING EXPERIENCE)</b> |  |
| <b>B2</b>  | Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.  |
| <b>B1</b>  | Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.  |
|  | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.  |
|  | Can relate details of unpredictable occurrences, e. g. an accident.  |
|  | Can relate the plot of a book or film and describe his/her reactions.  |
|  | Can describe dreams, hopes and ambitions.  |
|  | Can describe events, real or imagined.   |
|  | Can narrate a story.   |
| <b>ADDRESSING AUDIENCES</b>                        |  |
| <b>B2</b>  | Can give a clear, systematically developed presentation, with highlighting of significant points and relevant supporting detail.   |
|  | Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.   |
|  | Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.<br>Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.         |
| <b>B1</b>  | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.<br>Can take follow-up questions, but may have to ask for repetition if the speech was rapid. |

**ACROSS SKILLS**

| <b>COMPENSATING</b>             |  |
|---------------------------------|--|
| <b>B2</b>                       | Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.   |
| <b>B1</b>                       | Can define the features of something concrete for which he/she can't remember the word.<br>Can convey meaning by qualifying a word meaning something similar (e. g. a truck for people = bus).   |
|                                 | Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction".  |
|                                 | Can foreignise a mother tongue word and ask for confirmation.  |
| <b>MONITORING &amp; REPAIR</b>  |  |
| <b>B2</b>                       | Can correct slips and errors if he /she becomes conscious of them or if they have led to misunderstandings.<br>Can make a note of "favourite mistakes" and consciously monitor speech for them.  |
| <b>B1</b>                       | Can correct mix-ups with tenses or expressions which lead to misunderstandings, provided the interlocutor indicates there is a problem.  |
|                                 | Can ask for confirmation that a form used is correct.  |
|                                 | Can start again using a different tactic when communication breaks down.   |
| <b>GENERAL LINGUISTIC RANGE</b> |  |
| <b>B2</b>                       | Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.  |
|                                 | Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.   |
| <b>B1</b>                       | Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.  |
|                                 | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. |
| <b>VOCABULARY RANGE</b>         |  |
| <b>B2</b>                       | Has a good range of vocabulary for matters connected to his field and most general topics.<br>Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.   |
| <b>B1</b>                       | Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.  |

| <b>VOCABULARY CONTROL</b>              |   |
|--|---|
| <b>B2</b>                              | Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.   |
| <b>B1</b>                              | Shows good control of elementary vocabulary, but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.                                       |
| <b>GRAMMATICAL ACCURACY</b>            |   |
| <b>B2</b>                              | Good grammatical control; occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.            |
|  | Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.   |
| <b>B1</b>                              | Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.  |
|  | Uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.   |
| <b>PHONOLOGICAL CONTROL</b>            |   |
| <b>B2</b>                              | Has acquired a clear, natural pronunciation and intonation.   |
| <b>B1</b>                              | Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.   |
| <b>ORTHOGRAPHIC CONTROL</b>            |   |
| <b>B2</b>                              | Can produce clearly intelligible, continuous writing which follows standard layout and paragraphing conventions.  |
|  | Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.   |
| <b>B1</b>                              | Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.                                    |
| <b>SOCIOLINGUISTIC APPROPRIATENESS</b> |   |
| <b>B2</b>                              | Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.  |
|  | Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.  |
|  | Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.                          |
|  | Can express him or herself appropriately in situations and avoid crass errors of formulation.   |
| <b>B1</b>                              | Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.   |
|  | Is aware of the salient politeness conventions and acts appropriately.  |
|  | Is aware of, and looks out for, signs of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his/her own. |

| <b>FLEXIBILITY</b>                   |  |
|--------------------------------------|--|
| <b>B2</b>                            | Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.                     |
|                                      | Can adjust to the changes of direction, style and emphasis normally found in conversation.   |
|                                      | Can vary formulation of what he/she wants to say.  |
| <b>B1</b>                            | Can adapt his/her expression to deal with less routine, even difficult, situations.  |
|                                      | Can exploit a wide range of simple language flexibly to express much of what he/she wants.   |
| <b>COHERENCE AND COHESION</b>        |  |
| <b>B2</b>                            | Can use a variety of linking words efficiently to mark clearly the relationships between ideas.  |
|                                      | Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.               |
| <b>B1</b>                            | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.  |
| <b>SPOKEN FLUENCY</b>                |  |
| <b>B2</b>                            | Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.   |
|                                      | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. |
|                                      | Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.                  |
| <b>B1</b>                            | Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.   |
|                                      | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.             |
| <b>TAKING THE FLOOR (TURNTAKING)</b> |  |
| <b>B2</b>                            | Can intervene appropriately in discussion, exploiting appropriate language to do so.   |
|                                      | Can initiate, maintain and end discourse appropriately with effective turntaking.  |
|                                      | Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.                                  |
|                                      | Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.  |
| <b>B1</b>                            | Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.   |
|                                      | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.   |

| <b>COOPERATING</b>                    |  |
|---------------------------------------|--|
| <b>B2</b>                             | Can give feedback on and follow up statements and inferences and so help the development of the discussion.<br>Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.  |
| <b>B1</b>                             | Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.<br>Can summarise the point reached in a discussion and so help focus the talk.  |
|                                       | Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.   |
| <b>ASKING FOR CLARIFICATION</b>       |  |
| <b>B2</b>                             | Can ask follow up questions to check that he/she has understood what a speaker intended to say and get clarification of ambiguous points.  |
| <b>B1</b>                             | Can ask someone to clarify or elaborate what they have just said.  |
| <b>IDENTIFYING CUES AND INFERRING</b> |  |
| <b>B2</b>                             | Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.   |
| <b>B1</b>                             | Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning, provided the topic discussed is familiar.   |
| <b>PROPOSITIONAL PRECISION</b>        |  |
| <b>B2</b>                             | Can pass on detailed information reliably.   |
| <b>B1</b>                             | Can explain the main points in an idea or problem with reasonable precision.   |
|                                       | Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.  |
| <b>SPOKEN FLUENCY</b>                 |  |
| <b>B2</b>                             | Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.   |
|                                       | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. |
| <b>B1</b>                             | Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.   |
|                                       | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.   |

# 2 Test Specifications

## 2.1 Overview of the Test Format

*telc English B1·B2 Business* consists of five subtests:

| Subtest           | Time                     |
|-------------------|--------------------------|
| Listening         | 25 minutes               |
| Reading           | 40 minutes               |
| Language Elements | 20 minutes               |
| Writing           | 30 minutes               |
| Speaking          | approximately 16 minutes |

The subtests are divided into parts, as follows:

### Written Examination

| Subtest Listening |   |
|-------------------|---|
| Part 1            | Understanding voice mail messages in a work-related context: <ul style="list-style-type: none"> <li>▪ 4 multiple-choice items</li> <li>▪ Listening for detail</li> </ul>  |
| Part 2            | Understanding everyday conversations in a work-related context: <ul style="list-style-type: none"> <li>▪ 5 true/false items and 5 multiple-choice items</li> <li>▪ Listening for gist and listening for detail</li> </ul> |
| Part 3            | Understanding an interview on a topic relevant for working life: <ul style="list-style-type: none"> <li>▪ 6 multiple-choice items</li> <li>▪ Listening for detail</li> </ul>  |
| Part 4            | Understanding different opinions about a work-related topic: <ul style="list-style-type: none"> <li>▪ 3 matching items</li> <li>▪ Listening for gist</li> </ul>   |
| Subtest Reading   |   |
| Part 1            | Understanding emails and subject lines in a work-related context: <ul style="list-style-type: none"> <li>▪ 4 matching items</li> <li>▪ Reading for gist</li> </ul>  |

|                                  |  |
|----------------------------------|--|
| Part 2                           | Understanding questions and answers from a work-related Internet forum: <ul style="list-style-type: none"> <li>▪ 5 matching items</li> <li>▪ Selective reading</li> </ul>            |
| Part 3                           | Understanding different types of published texts relevant for working life: <ul style="list-style-type: none"> <li>▪ 6 multiple-choice items</li> <li>▪ Selective reading</li> </ul> |
| Part 4                           | Understanding formal informative texts relevant for working life: <ul style="list-style-type: none"> <li>▪ 3 true/false items</li> <li>▪ Selective reading</li> </ul>                |
| <b>Subtest Language Elements</b> |  |
| Part 1                           | Selecting appropriate phrases in a conversation set in a work-related context: <ul style="list-style-type: none"> <li>▪ 8 matching items</li> </ul>                                  |
| Part 2                           | Selecting appropriate phrases in a semi-formal letter or email: <ul style="list-style-type: none"> <li>▪ 10 multiple-choice items</li> </ul>   |
| <b>Subtest Writing</b>           |  |
|                                  | Writing semi-formal emails: <ul style="list-style-type: none"> <li>▪ 1 writing task (out of a choice of two)</li> </ul>  |

### Oral Examination

The candidates for the Oral Examination are generally examined in pairs, with two examiners assessing each pair of candidates. 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.

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.

|                         |   |
|-------------------------|---|
| <b>Subtest Speaking</b> |   |
| Part 1A                 | Talking about experiences and opinions: <ul style="list-style-type: none"> <li>▪ Monologue</li> <li>▪ Task sheet with a picture</li> </ul>  |
| Part 1B                 | Answering follow-up questions: <ul style="list-style-type: none"> <li>▪ Dialogue with the examiner</li> <li>▪ Examiner questions</li> </ul> |



|         |  |
|---------|--|
| Part 2A | Presentation on a work-related topic: <ul style="list-style-type: none"><li>▪ Monologue</li><li>▪ Task sheet with questions and pictures</li></ul>     |
| Part 2B | Answering follow-up questions: <ul style="list-style-type: none"><li>▪ Dialogue with the examiner</li><li>▪ Examiner questions</li></ul>               |
| Part 3  | Discussion: <ul style="list-style-type: none"><li>▪ Dialogue with another candidate</li><li>▪ Task sheet with sample statements on one topic</li></ul> |

The five subtests of the examination are explained in detail in the following sections.

**For further information and examples of the task types, please refer to the mock examination *telc English B1·B2 Business*.**

## 2.2 Listening

### Listening, Part 1

In the first part of this subtest, the candidates will have a chance to demonstrate their ability to understand important details in voice mail messages. Possible situations of language use reproduced by the task are:

- Listening to a message on an answering machine
- Understanding recorded messages on the telephone, e.g. messages from an official institution or a service provider, etc.

|                       |   |
|-----------------------|---|
| Structure             | Instructions<br>Example<br>Audio texts<br>Items   |
| Objective             | To assess the candidate's ability to understand specific information in voice mail messages   |
| Intended operations   | Listening for detail  |
| Type of task          | Multiple-choice items with three options  |
| Number of items       | Four (items 1–4)  |
| Channel               | Text: spoken<br>Instructions and items: written   |
|                       |   |
| Type of text          | Monologues: voice mail messages in a work-related context   |
| Nature of information | Everyday business situations requiring some kind of concrete action or providing the listener with specific information; e.g. contact someone, make a decision, etc.  |
| Speakers              | Number of speakers: One per voice mail message  |
| Text length           | 65–75 words per voice mail message  |
|                       |   |
| Test items            | <ul style="list-style-type: none"> <li>▪ The candidate will hear four voice mail messages.</li> <li>▪ Each message is played once.</li> <li>▪ For each message, there is a multiple-choice question with three options. The task is to choose the correct statement for each message. Only one option per item is correct.</li> </ul> |
|                       |   |
| Topics                | See <i>Inventory T – Topics</i> – related to typical situations at the workplace  |
| Level                 | Vocabulary and grammar of the audio texts should mostly be at level B1. The language of the items should not exceed level B1.   |
| Weighting             | One point per item (0 for incorrect response)   |

## Listening, Part 2

This task aims to gauge the candidate's ability to follow conversations held at normal speed in a work-related context. In each dialogue presented here, students are tested on their ability to grasp the essence of the situation and their ability to understand details of the conversation.

The task reproduces situations of language use in which learners follow everyday conversations in a work-related context, e. g. between colleagues, between customer and supplier, etc.

|                       |  |
|-----------------------|--|
| Structure             | Instructions<br>Audio texts<br>Items   |
| Objective             | To assess the candidate's ability to understand the gist of conversations and the necessary specific details   |
| Intended operations   | Listening for gist (items 5, 7, 9, 11 and 13) and listening for detail (items 6, 8, 10, 12 and 14)   |
| Type of task          | Five true/false items and five multiple-choice items with three options  |
| Number of items       | Ten (items 5–14)   |
| Channel               | Text: spoken<br>Instructions and items: written  |
|                       |  |
| Type of text          | Dialogue: conversations in typical work-related situations   |
| Nature of information | The conversations can take place between two people meeting in person or talking to each other on the telephone: colleagues, manager/team member, customer/supplier, etc.  |
| Speakers              | Number of speakers: two per conversation   |
| Text length           | Approximately 140 words per conversation   |
|                       |  |
| Test items            | <ul style="list-style-type: none"> <li>▪ The candidate will hear five conversations.</li> <li>▪ Each conversation is played once.</li> <li>▪ For each conversation, there are two items: one true/false question and one multiple-choice question. The task is to decide whether the statement for each conversation is true or false according to what is said and to choose the correct answer from three options. Only one option per item is correct.</li> </ul> |
|                       |  |
| Topics                | See <i>Inventory T – Topics</i> – related to typical situations at the workplace   |
| Level                 | The vocabulary and grammar in the texts and items may range between levels B1 and B2.  |
| Weighting             | One point per item (0 for incorrect response)  |

### Listening, Part 3

The aim of this task is to test the candidate's ability to follow an interview of medium length. To facilitate listening, the interview is clearly structured. A radio presenter gives a brief introduction to the topic and the guest speaker. The interviewee may be someone who has an unusual job or has started a company or someone who reports about a life-changing experience that is of relevance for working life. Over the course of the conversation, the interviewer asks six questions which the interviewee answers at some length. The presenter ends the interview with a concluding sentence.

|                       |  |
|-----------------------|--|
| Structure             | Instructions<br>Audio texts<br>Items   |
| Objective             | To assess the candidate's ability to understand specific details in an interview   |
| Intended operations   | Listening for details  |
| Type of task          | Multiple-choice items with three options   |
| Number of items       | Six (items 15–20)  |
| Channel               | Text: spoken<br>Instructions and items: written  |
| Type of text          | Dialogue: radio programme / podcast of an interview<br><br>Structure: <ul style="list-style-type: none"> <li>▪ Introduction to the topic spoken by the radio presenter</li> <li>▪ Six questions and answers</li> <li>▪ Concluding sentence spoken by the radio presenter</li> </ul>  |
| Nature of information | An interview on a work-related topic   |
| Speakers              | Number of speakers: two (one interviewer and one interviewee)  |
| Text length           | 750–800 words in total   |
| Test items            | <ul style="list-style-type: none"> <li>▪ The candidate will hear a radio programme or podcast of an interview.</li> <li>▪ The interview is played once.</li> <li>▪ There are six interviewer questions and six items. There is one item for each answer to the interviewer's questions.</li> <li>▪ The six multiple-choice items have three options each. The task is to choose the correct option for each item. Only one option is correct.</li> </ul> |
| Topics                | See <i>Inventory T – Topics</i> – relevant for working life.   |
| Level                 | The language in the parts of the text relevant for the items should not exceed level B2. The language in the items should mostly be at level B1.   |
| Weighting             | One point per item (0 for incorrect response)  |

### Listening, Part 4

This task is aimed at testing the candidate's ability to follow radio programmes of medium length dealing with work-related topics. They will hear statements spoken by people who have been asked their opinion on a particular topic which a presenter has briefly introduced at the beginning of the programme. The candidates have to decide which of the short statements provided sums up each of the speakers' opinions accurately.

|                       |  |
|-----------------------|--|
| Structure             | Instructions<br>Example<br>Audio texts<br>Items  |
| Objective             | To assess the candidate's ability to understand different opinions about a work-related topic  |
| Intended operations   | Listening for gist   |
| Type of task          | Matching items   |
| Number of items       | Three (items 21–23)  |
| Channel               | Text: spoken<br>Instructions and items: written  |
| Type of text          | Monologues: radio programme with people stating their opinions on a topic relevant for working life<br><br>Structure: <ul style="list-style-type: none"> <li>▪ Introduction to the topic spoken by the radio presenter</li> <li>▪ Four people giving their opinions</li> <li>▪ Concluding sentence spoken by the radio presenter</li> </ul>  |
| Nature of information | Short statements reflecting the speakers' feelings, attitudes or opinions about a controversial topic  |
| Speakers              | Number of speakers: one per statement  |
| Text length           | 350–400 words in total   |
| Test items            | <ul style="list-style-type: none"> <li>▪ The candidate will hear a radio programme with four people giving their opinion on a work-related topic.</li> <li>▪ The radio programme is played once.</li> <li>▪ Each item is a short statement (one sentence).</li> <li>▪ There are a total of six statements: one example, three items and two distractors.</li> <li>▪ The task is to identify the items that correctly summarise the comments made by three speakers.</li> </ul> |
| Topics                | See Inventory T – Topics - relevant for working life.  |
| Level                 | The language in both the texts and items should mostly be at level B2.   |
| Weighting             | One point per item (0 for incorrect response)  |

## 2.3 Reading

### Reading, Part 1

This task tests the candidate's ability to understand the main content of a variety of emails in a work-related context. It reflects the increasing importance of emails in everyday communication. Reading skills are necessary for a quick perception of the main point of a mail. In this task the candidates will be able to correctly match subject line and email if they have adequately grasped the content of both.

|                       |   |
|-----------------------|---|
| Structure             | Instructions<br>Text<br>Items   |
| Objective             | To assess the candidate's ability to understand emails and select the best subject line   |
| Intended operations   | Reading for gist  |
| Type of task          | Matching items  |
| Number of items       | Four (items 24–27)  |
| Channel               | Written   |
|                       |   |
| Type of text          | Four personal or semi-formal emails   |
| Nature of information | Emails in a work-related context  |
| Text length           | 60–70 words for each email  |
|                       |   |
| Test items            | There are four correct subject lines and two distractors. The task is to identify which subject line best matches each email. Only one option is correct. |
|                       |   |
| Topics                | See <i>Inventory T – Topics</i> – related to typical situations at the workplace  |
| Level                 | The language in the items and in the relevant parts of the texts should be at level B1.   |
| Weighting             | One point per item (0 for incorrect response)   |

**Reading, Part 2**

The aim of this task is to test the candidate's ability to grasp the main content of entries in Internet forums, and subsequently to read those texts which are relevant for required solutions and to understand them in detail.

The language use assessed by this task is relevant for people who wish to use the Internet to research questions of interest to them, eliciting information and advice from Internet forum messages.

|                       |   |
|-----------------------|---|
| Structure             | Instructions<br>Texts<br>Items  |
| Objective             | To assess the candidate's ability to understand corresponding questions and answers from an Internet forum            |
| Intended operations   | Selective reading   |
| Type of task          | Matching items  |
| Number of items       | Five (items 28–32)  |
| Channel               | Written   |
|                       |   |
| Type of text          | Messages posted on a work-related Internet discussion forum   |
| Nature of information | Questions and answers about issues concerning working life: travel, cultural differences, colleagues, customers, etc. |
| Text length           | Approximately 500 words in total  |
|                       |   |
| Test items            | The task is to identify which item matches which text, and which item has no match.                                   |
| Item length           | Approximately 150 words in total  |
| Topics                | See <i>Inventory T – Topics</i> – relevant for working life.  |
| Level                 | The language in the texts and items may range between levels B1 and B2.   |
| Weighting             | One point per item (0 for incorrect response)   |

### Reading, Part 3

This task tests the candidate's ability to deal with different text types. The first text is an informative text about a work-related subject of special interest, the second a newspaper article and the third an advertisement for a particular product or service or a job vacancy. The candidate is thus required to deal with a variety of topics as well as specific language features that are characteristic for each type.

|                       |   |
|-----------------------|---|
| Structure             | Instructions<br>Texts<br>Items  |
| Objective             | To assess the candidate's ability to understand specific details in a variety of formal or semi-formal texts  |
| Intended operations   | Reading for detail  |
| Type of task          | Multiple-choice items with three options  |
| Number of items       | Six (items 33–38)   |
| Channel               | Written   |
| Type of text          | The candidate has to read three work-related texts:<br>Text 1: Informative text about a special subject<br>Text 2: Newspaper article<br>Text 3: Advertisement   |
| Nature of information | Text 1: Work-related topic of historical, economic, scientific, etc. interest<br>Text 2: International or local news<br>Text 3: Advertisement for a service or product relevant for working life or a job vacancy |
| Text length           | About 200 words per text  |
| Test items            | There are two multiple-choice items for each text. The task is to choose the correct answer from three options. Only one option is correct.   |
| Topics                | See <i>Inventory T – Topics</i> – relevant for working life.  |
| Level                 | The language in the texts and items may range between levels B1 and B2.   |
| Weighting             | One point per item (0 for incorrect response)   |



### Reading, Part 4

In this task, candidates are asked to demonstrate their ability to read a text of medium length with formal or technical features. The text deliberately contains some complex structures and language elements that are above the level tested in the examination, so that the candidates are required to tackle more difficult language. The contexts of language use which the task assesses are how to find and understand relevant information, for example in regulations, guidelines, written agreements and similar documents.

|                       |   |
|-----------------------|---|
| Structure             | Instructions<br>Texts<br>Items  |
| Objective             | To assess the candidate's ability to understand relevant passages in formal informative texts   |
| Intended operations   | Selective reading   |
| Type of task          | True/false items  |
| Number of items       | Three (items 39–41)   |
| Channel               | Written   |
| Type of text          | The candidate has to read a text of medium length that includes some complex language and structures.   |
| Nature of information | Leaflets, manuals, guarantees, regulations, contracts – relevant for working life   |
| Text length           | Approximately 250 words   |
| Test items            | Each item is a short statement (one sentence).<br>The task is to decide whether the statements are true or false according to what is said in the text. |
| Topics                | See <i>Inventory T – Topics</i> – relevant for working life.  |
| Level                 | All items should be at level B2. The language in the parts of the text relevant for the items should not exceed level B2.                               |
| Weighting             | One point per item (0 for incorrect response)   |

## 2.4 Language Elements

### Language Elements, Part 1

This task bridges the gap between understanding a text and actively engaging with it. The candidates are required to complete a dialogue by selecting appropriate conversational words or expressions (discourse markers). As the items do not primarily focus on grammar and vocabulary, the candidates need to have a grasp of the communicative situation as a whole.

|                       |   |
|-----------------------|---|
| Structure             | Instructions<br>Text<br>Items   |
| Objective             | To assess the candidate's understanding of conversational expressions and vocabulary in a dialogue  |
| Intended operations   | Select the best missing phrase from the language box  |
| Type of task          | Matching  |
| Number of items       | Eight (items 42–49)   |
| Channel               | Written   |
|                       |   |
| Type of text          | Conversation  |
| Nature of information | A conversation between two people in a work-related context   |
| Text length           | Approx. 200 words   |
|                       |   |
| Test items            | There are eight correct options and two distractors (a-j). The task is to choose the correct phrase for each gap. Only one option is correct. |
|                       |   |
| Topics                | See <i>Inventory T – Topics</i> – relevant for working life.  |
| Level                 | The language in the texts and items may range between levels B1 and B2.   |
| Weighting             | One point per item (0 for incorrect response)   |

## Language Elements, Part 2

In a similar manner to the previous task, the candidates are required to select appropriate short phrases in order to complete a reading passage. The text is a formal or semi-formal letter or email with the typical characteristics of the genre. Again, the items are based on contextual understanding of the communicative situation as a whole, but this task concentrates more on choosing an accurate expression to complete the sentence.

|                       |   |
|-----------------------|---|
| Structure             | Instructions<br>Text<br>Items   |
| Objective             | To assess the candidate's understanding of text logic, appropriate communicative phrases and vocabulary in semi-formal written correspondence |
| Intended operations   | Completing a letter or email by selecting the appropriate phrases   |
| Type of task          | Multiple-choice items with three options, listed in alphabetical order  |
| Number of items       | Ten (items 50–59)   |
| Channel               | Written   |
|                       |   |
| Type of text          | Short letters or emails in a work-related context   |
| Nature of information | Letters / emails of application, enquiry, complaint, reminders, etc.  |
| Text length           | Approx. 200 words   |
|                       |   |
| Test items            | The task is to choose the correct phrase for each gap. Only one option is correct.  |
|                       |   |
| Topics                | See <i>Inventory T – Topics</i> – relevant for working life.  |
| Level                 | The language in the text and items should mostly be at level B2.  |
| Weighting             | One point per item (0 for incorrect response)   |

## 2.5 Writing

In the Writing subtest, candidates will be asked to demonstrate their written communication skills at B1 or B2 level. Candidates can choose one of two options. Each task consists of a brief description of a situation and three guiding points. The candidates are expected to write a semi-formal email, appropriate in content and form, based on the situation and the guiding points. They should address all three guiding points in the order that they think is best.

Candidates are encouraged to demonstrate the best of their writing abilities, and the way in which they do so will be reflected in the score they attain and the CEFR level they are deemed to have achieved. While some candidates may take a concise approach that fully addresses the guiding points, others may choose to elaborate on the required information. Both writing styles are equally acceptable, and for this reason, no word count is specified. However, all candidates must write their text within the 30 minutes timeframe.

|                         |   |
|-------------------------|---|
| Structure               | Instructions<br>Situation<br>Three guiding points   |
| Objective               | To assess the candidate's ability to communicate in writing   |
| Intended operations     | Writing an email that is appropriate in content and form  |
| Type of task            | Semi-formal email in a work-related context   |
| Number of writing tasks | One (out of a choice of two)  |
| Channel                 | Written   |
| Input text              | Each task consists of a brief description of the situation and three guiding points.  |
| Nature of information   | At least one of the situations should relate to a specific aspect of working life (e.g. complaint, inquiry). The other situation may be set in a general work-related context.                                  |
| Output text             | Short official email in a work-related context  |
| Nature of information   | Candidates are expected to write an email based on the situation described. In their email, they should cover all three guiding points in detail. They may include additional information related to the topic. |
| Topics                  | See <i>Inventory T – Topics</i> – relevant for working life.  |
| Level                   | The input texts should be at level B1.  |
| Weighting               | B2: 15-20 points<br>B1: 7-14 points<br>Below B1: 0-6 points   |

## 2.6 Speaking

### Speaking, Part 1

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 work experience with the topic.

|                           |  |
|---------------------------|--|
| Structure                 | Image (visual stimulus)<br>Examiner questions  |
| Objective                 | To assess the candidate's ability to talk about his/her personal experiences about a work-related topic and to give opinions.  |
| Intended operations       | Talking about experiences and opinions based on the information seen in the picture and answering follow-up questions.   |
| Type of task              | Part 1A: monologue (the candidate describes what he/she sees in the picture)<br>Part 1B: dialogue (the candidate reacts to the examiner's questions)                       |
| Time                      | Approximately three minutes per candidate  |
| Channel                   | Visual and spoken  |
| <b>Part 1A</b>            |  |
| Input: task sheet         | Each candidate receives a different picture relating to the same topic.  |
| Task                      | The candidate should comment on what he/she sees in the picture.   |
| <b>Part 1B</b>            |  |
| Input: examiner questions | The examiner invites the candidate to talk about his/her work experiences with the topic and asks one or two follow-up questions.  |
| Task                      | The candidate should respond to the question(s) in an appropriate manner.  |
| Topics                    | See <i>Inventory T – Topics</i> – relevant for working life.   |
| Level                     | The examiner's task sheet includes three questions at level B1 and three at level B2, from which the examiner chooses the ones appropriate to the candidate's performance. |
| Weighting                 | B2: 70–100 points<br>B1: 35–74 points<br>Below B1: 0–34 points   |

## Speaking, Part 2

In the second part of the examination, candidates give a short presentation on one of the two topics on the task sheet. They have been able to use the preparation time before the exam to collect ideas and plan their presentation. The questions and the pictures on the task sheet are intended as an inspiration. The candidates 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.

|                           |   |
|---------------------------|---|
| Structure                 | Images and statements on two work-related topics<br>Examiner questions                                      |
| Objective                 | To assess the candidate's ability to give a briefly-prepared presentation and answer questions on it.       |
| Intended operations       | Giving a presentation and answering follow-up questions.  |
| Type of task              | Part 2 A: monologue (presentation)<br>Part 2 B: dialogue (the candidate reacts to the examiner's questions) |
| Time                      | Approximately three minutes per candidate   |
| Channel                   | Visual and spoken   |
| <b>Part 2A</b>            |   |
| Input: task sheet         | Task sheet with two work-related topics to choose from. Each topic has four pictures and two questions.     |
| Task                      | The candidate gives a presentation on one of the two topics.  |
| <b>Part 2B</b>            |   |
| Input: examiner questions | The examiner asks follow up questions on the candidate's presentation.                                      |
| Task                      | The candidate should respond to the question(s) in an appropriate manner.                                   |
| Topics                    | See <i>Inventory T – Topics</i> – relevant for working life.  |
| Level                     | The examiner should ask questions at both level B1 and level B2.  |
| Weighting                 | B2: 70–100 points<br>B1: 35–74 points<br>Below B1: 0–34 points  |

### Speaking, Part 3

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. The examiners normally remain silent during this part of the examination.

|                     |  |
|---------------------|--|
| Structure           | Instructions<br>Three sample statements on one topic, relevant for working life.   |
| Objective           | To assess the candidate's ability to have a discussion.  |
| Intended operations | Discussing a topic with your partner, giving reasons and personal examples   |
| Type of task        | Dialogue (the candidates talk to each other)   |
| Time                | Approximately six minutes for both candidates  |
| Channel             | Written and spoken   |
|                     |  |
| Input: task sheet   | Task sheet with three sample statements on one work-related topic  |
| Task                | The candidates should discuss the topic. They should share opinions, give reasons and personal examples and react to each other's remarks. |
|                     |  |
| Topics              | See <i>Inventory T – Topics</i> – relevant for working life.   |
| Level               | Guiding points should be at level B1   |
| Weighting           | B2: 70–100 points<br>B1: 35–74 points<br>Below B1: 0–34 points   |

## 3 Inventory T – Topics

This list of topic areas is primarily designed for item writers and test constructors. For classroom work and test preparation, this list of topics will merely form a “common-core” basis and will need to be further developed and extended to meet the individual needs and interests of the learners.

All the topics in this inventory may be used for test purposes. When selecting texts and test items, the editing team takes care to include only such materials that are likely to reflect the learner’s range of experience. Candidates are not required to have specialised knowledge in any of the topic areas.

| Topic                    | Sample sub-topics   |
|--------------------------|---|
| Culture and the arts     | <ul style="list-style-type: none"> <li>▪ Cultural traditions and customs</li> <li>▪ Food and drink</li> <li>▪ Performing arts and visual arts</li> <li>▪ Languages</li> </ul>   |
| Media and communications | <ul style="list-style-type: none"> <li>▪ Mass media</li> <li>▪ Social networks</li> <li>▪ People skills</li> </ul>  |
| Personal life            | <ul style="list-style-type: none"> <li>▪ Lifestyle</li> <li>▪ Personal development</li> <li>▪ Friends and family</li> <li>▪ Leisure activities and recreation</li> <li>▪ Sport and exercise</li> <li>▪ Money</li> </ul> |
| Science and Technology   | <ul style="list-style-type: none"> <li>▪ Environmental issues</li> <li>▪ Natural resources</li> <li>▪ Plants and animals</li> <li>▪ Natural hazards</li> </ul>  |
| Social issues            | <ul style="list-style-type: none"> <li>▪ Immigration</li> <li>▪ Education</li> <li>▪ Youth and old age</li> <li>▪ Economic issues</li> <li>▪ Social problems</li> <li>▪ Healthcare</li> </ul>                           |
| Travel and Transport     | <ul style="list-style-type: none"> <li>▪ Travelling by road, rail, air or ship</li> <li>▪ Travel advice</li> <li>▪ Backpacking</li> <li>▪ Ecotourism</li> <li>▪ Public transport</li> </ul>                             |





## 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.

## C2

**Listening:** I can understand specialised lectures or presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

**Reading:** I can understand abstract or specialised texts structured in a complex way, such as handbooks, academic articles or works of literature.

**Speaking:** I can give a talk in clear, smoothly-flowing speech on a complex subject and can deal with expressing implications and allusions.

**Writing:** I can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

## 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.

## 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.

## 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.

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## ENGLISH

- C1** telc English C1

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- B2-C1** telc English B2-C1 Business  
telc English B2-C1 University

---

- B2** telc English B2  
telc English B2 School  
telc English B2 Business  
telc English B2 Technical

---

- B1-B2** telc English B1-B2  
telc English B1-B2 Business

---

- B1** telc English B1  
telc English B1 School  
telc English B1 Business  
telc English B1 Hotel and Restaurant

---

- A2-B1** telc English A2-B1  
telc English A2-B1 School  
telc English A2-B1 Business

---

- A2** telc English A2  
telc English A2 School

---

- A1** telc English A1  
telc English A1 Junior

## ITALIANO

- B2** telc Italiano B2

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- B1** telc Italiano B1

---

- A2** telc Italiano A2

---

- A1** telc Italiano A1

## ČESKÝ JAZYK

- B1** telc Český jazyk B1

## DEUTSCH

- C2** telc Deutsch C2

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- C1** telc Deutsch C1  
telc Deutsch C1 Hochschule

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- B2** telc Deutsch B2+ Beruf  
telc Deutsch B2

---

- B1** telc Deutsch B1+ Beruf  
Zertifikat Deutsch  
(telc Deutsch B1)  
Zertifikat Deutsch für Jugendliche  
(telc Deutsch B1 Schule)

---

- A2-B1** Deutsch-Test für Zuwanderer

---

- A2** telc Deutsch A2+ Beruf  
Start Deutsch 2  
(telc Deutsch A2)  
telc Deutsch A2 Schule

---

- A1** Start Deutsch 1  
(telc Deutsch A1)  
telc Deutsch A1 Junior

## ESPAÑOL

- B2** telc Español B2  
telc Español B2 Escuela

---

- B1** telc Español B1  
telc Español B1 Escuela

---

- A2** telc Español A2  
telc Español A2 Escuela

---

- A1** telc Español A1  
telc Español A1 Júnior

## اللغة العربية

- B1** telc اللغة العربية B1

## TÜRKÇE

- C1** telc Türkçe C1

---

- B2** telc Türkçe B2  
telc Türkçe B2 Okul

---

- B1** telc Türkçe B1  
telc Türkçe B1 Okul

---

- A2** telc Türkçe A2  
telc Türkçe A2 Okul  
telc Türkçe A2 İlkokul\*

---

- A1** telc Türkçe A1

## FRANÇAIS

- B2** telc Français B2

---

- B1** telc Français B1  
telc Français B1 Ecole  
telc Français B1 pour la Profession

---

- A2** telc Français A2  
telc Français A2 Ecole

---

- A1** telc Français A1  
telc Français A1 Junior

## РУССКИЙ ЯЗЫК

- B2** telc Русский язык B2

---

- B1** telc Русский язык B1

---

- A2** telc Русский язык A2

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- A1** telc Русский язык A1

## PORTUGUÊS

- B1** telc Português B1

\* coming in 2013

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# HANDBOOK

## ENGLISH B1·B2 BUSINESS

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