



MOCK EXAMINATION 1

ENGLISH BUSINESS

Examination Preparation

B1

Revised edition
2019





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B1

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To the readers of this booklet

As an internationally recognised test provider, telc offers a range of tests to suit your needs. Whether you are a student wishing to take a test or a course instructor preparing a class, this mock exam will help you gain a firm understanding of the exam requirements and get the best results.

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Jürgen Keicher
Managing Director, telc gGmbH

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The Structure of the Examination

telc English B1 Business

	Sub Test	Aim	Type of Test	Time in minutes
Written Examination	 1 Reading Comprehension			90
	Part 1	Reading for Gist	5 matching items	
	Part 2	Reading for Detail	5 multiple-choice items	
	Part 3	Selective Reading	10 matching items	
	 2 Language Elements			
	Part 1	Grammar	10 multiple-choice items	
	Part 2	Lexis	10 matching items	approx. 20
	 3 Listening Comprehension			
	Part 1	Listening for Gist	5 true/false items	
	Part 2	Listening for Detail	10 true/false items	
	Part 3	Selective Listening	5 true/false items	30
	 4 Written Expression			
		Writing a semi-formal email		
Oral Examination	Preparation			20
	 5 Oral Expression			approx. 15
	Part 1	Getting to know each other	two test takers	
	Part 2	Talking about a topic		
	Part 3	Planning something together		

Reading Comprehension Part 1

Read the headlines a–j and the texts 1–5. Find the best headline for each text. You can use each headline only once.

Mark your answers for items 1–5 on the answer sheet.

- a ***Employees to receive wages by cheque***
- b **Fashion company opens new store in Prague**
- c **High unemployment among foreign workers**
- d **House sales market falls sharply**
- e **Increase in use of external firms**
- f ***Leading software company loses value***
- g ***New report corrects house sales statistics***
- h **Personnel needed in service industries**
- i **Share prices higher than expected**
- j **Workers receive share of company earnings**

1

Shares in Oracle, the world's second largest software company, fell 20% on Friday after the company surprised Wall Street by saying it would not meet expectations in the first quarter.

According to a spokesperson, the continuing effects of the financial crisis resulted in Oracle making a profit of 10 cents per share instead of the 12 cents that had been previously expected.

2

The Ford Motor Company has handed out \$733 million in profit-sharing cheques to more than 103,000 workers. This is the second highest payout in the company's long history, and comes

as a result of a highly successful year. The cheques were given to the 79,000 workers from Ford and about 24,000 workers at Visteon, the external auto parts maker.

3

The Ceder Shore Hotel in a western Missouri town wants to import waitresses and house-keepers. The hotel manager Ben Buchanan has asked the U.S. Department of Labor for permission to hire 20 foreign workers, because

it is having difficulties in finding enough service personnel. The area's unemployment rate for hotel and restaurant jobs is much lower than the overall jobless rate of 2.2%.

4

On Wednesday morning, the National Association of Realtors updated their home sales forecast sharply, offering a sign that the housing market remains strong. The group said sales of pre-

owned homes rose 3.8% to 5.13 million over the last twelve months. A month ago, the Association said that sales had fallen 6.6% to a yearly rate of 4.65 million.

5

More and more firms are turning to logistics companies to deal with their storage and distribution needs, according to a new report from Logistics Weekly magazine. The move comes in an effort to reduce overall operating

costs. Powell Harding Corporation, the fashion retailer, has recently outsourced its warehouse facilities to a company based on the outskirts of Prague and has reported favourable results.

Reading Comprehension Part 2

Read the text and the items 6–10. Decide which answer fits best: a, b or c.

Mark your answers for items 6–10 on the answer sheet.

SpeedyJet takes off

SpeedyJet seems to be a success a year after its launch, with founder David Neeleman saying that the airline has become profitable.

For start-up airlines, survival is an achievement. Icon Airlines, which was launched about the same time as SpeedyJet, stopped flying in December after investors refused to continue covering its losses. National Airlines, meanwhile, is still flying, but is in bankruptcy reorganisation.

Not only is SpeedyJet in the black, the airline is teaching bigger competitors lessons in customer service. SpeedyJet “has managed to go so far above the low expectations passengers have, that they are creating a loyal following,” says Stuart Klaskin of Klaskin Aviation Consulting in Florida.

In April, when a SpeedyJet flight arrived in Fort Lauderdale three hours late, airline President Dan Berger stood at the plane’s doorway, “apologising and shaking hands with every passenger,” Klaskin says.

SpeedyJet started out with \$130 million when it took to the air a year ago. By August, six months after its first flight, SpeedyJet was earning its first profits. By the year’s fourth quarter, it had flown 1.14 million passengers. SpeedyJet has also adopted Southern Airline’s relaxed work atmosphere to motivate workers, as well as its aim of keeping costs low.

Like Southwest, SpeedyJet relies heavily on technology. SpeedyJet sells about 80% of its tickets on the internet, and all SpeedyJet reservations are taken automatically online. Like Southern, SpeedyJet has only one type of plane, but while Southern uses only Boeing 737s, SpeedyJet uses Airbus A320s. It gets as many as 14 hours a day flying out of the Airbuses, whereas Southern only gets up to about 12 hours, Neeleman says.

SpeedyJet has also taken on the Southern Airline approach of using lower-cost alternative airports. SpeedyJet’s hub is New York’s John F. Kennedy International Airport in the heart of the nation’s largest city. JFK is hardly an out-of-the-way airport, but it is not heavily used during much of the day. Other than during a peak period from 3 p.m. to 8 p.m., it’s an underused airport.

- 6** Of the three new airlines, SpeedyJet, Icon Airlines and National Airlines,
- a** all three are still in operation.
 - b** only one is still in operation.
 - c** two are still in operation.
- 7** The SpeedyJet President
- a** has his own pilot's licence.
 - b** often goes to the airport to meet the passengers.
 - c** spoke to passengers personally when the plane arrived late.
- 8** SpeedyJet started to make a profit after
- a** half a year.
 - b** one year.
 - c** three months.
- 9** The difference between Southern Airlines and SpeedyJet is that
- a** Southern Airlines has a lot of different planes.
 - b** SpeedyJet planes are in the air longer.
 - c** SpeedyJet only takes bookings over the phone.
- 10** SpeedyJet uses John F. Kennedy International Airport in New York because it
- a** has opportunities for new flight connections in the morning and evening.
 - b** is a long way from the city centre.
 - c** is one of the busiest airports in the United States.

Reading Comprehension Part 3

First, read the statements 11–20 and the texts a–i. Then, decide which text goes best with each situation described in the statements. Each text can only be used once. There may be cases in which no text matches the situation.

Mark your answers for items 11–20 on the answer sheet. Mark the items that have no answer with an x.

- 11 A colleague has accepted a job in a Canadian company and is looking for accommodation.
- 12 As your company makes a lot of calls to foreign countries, you would like to try to cut costs.
- 13 The company you work for is looking for new technical products to sell.
- 14 Your colleague wants to get a degree from a British university but doesn't want to travel.
- 15 Your cousin is looking for a job as a financial adviser.
- 16 Your firm is thinking about expanding its business into new European markets.
- 17 Your friend at work has written a book and wants to have it printed.
- 18 Your office is looking for a new supplier of computers.
- 19 Your sister has set up a business and wants to make a website.
- 20 You would like to learn to write articles in English for your company magazine.

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Language Elements Part 1

Read the text and decide which word or phrase is missing in items 21–30: a, b or c.

Mark your answers for items 21–30 on the answer sheet.

Dear Ms Taylor,

Job Application: Book Sales Representative

In response to your advertisement on JobSeeker.co.uk I **21** to apply for the above position.

I am **22** working for a well-known publisher based in London. I **23** with them for three years, covering non-fiction and biography. My reason for wishing to **24** a change is that I would like to improve my prospects.

Before joining my current company, I trained with Atkinson Limited and was with them for seven years. **25** the last three years with them, I worked as a Sales Representative.

I hold a Bachelor's degree in Business Administration, **26** has helped me in my present position by giving me a better understanding of the sales process. Additionally, I have attended **27** professional courses in marketing.

28 I have mostly worked with non-fiction, I am interested **29** learning about the fiction market.

I look forward to **30** from you soon.

Kind regards,

Bob Windsor

- 21** a am writing
b write
c wrote

- 24** a do
b make
c take

- 27** a a lot
b plenty
c several

- 30** a hear
b hearing
c will hear

- 22** a actually
b currently
c really

- 25** a During
b Since
c While

- 28** a Although
b Despite
c However

- 23** a am
b have been
c will be

- 26** a when
b which
c who

- 29** a by
b for
c in

Language Elements Part 2

Read the text and decide which word or phrase a–o is missing in items 31–40. Each word can only be used once.

Mark your answers for items 31–40 on the answer sheet.

Dear Frieda,

I am contacting you **31** to an offer made by one of your sales representatives.

Two days ago we received an offer for computer desks at the price of £700 per unit.

At that time, your representative **32** to hold this offer for 48 hours.

This information was then **33** to our client, Powell & Ranklin Ltd. However, when we approached your representative **34** the 48 hours to confirm the purchase, we were **35** that the desks had already been sold.

We are sure you will understand that this has put us in an extremely difficult **36** with our client.

Although our client is obviously **37**, they have asked us to enquire whether you can **38** us with other similar computer desks.

I **39** having to write to you directly about your representative, but this has caused us serious problems.

I look forward to your quick **40**.

Kind regards,

Eleanor Lucas

- | | | |
|-----------------------|--------------------|----------------------|
| a ACCEPTED | f INFORMED | k REGRET |
| b DELIVER | g PASSED ON | l RESPONSE |
| c DISAPPOINTED | h PLEASED | m SUPPLY |
| d ENQUIRY | i POSITION | n WITHIN |
| e GIVEN OUT | j PROMISED | o WITH REGARD |

Listening Comprehension Part 1

You are going to hear five people. You will hear each person only once. First read items 41–45. After you have listened to each person, decide if the statement for each of the items 41–45 is true (+) or not true (–).

Mark your answer on the answer sheet.

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

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

Listening Comprehension Part 2

You are going to hear a radio programme. You will hear the programme twice. First read items 46–55. After you have listened to the programme, decide if the statement for each of the items 46–55 is true (+) or not true (–).

Mark your answer on the answer sheet.

Now you will have one minute to read the statements.

- 46** Dr Parker works in a hospital.
- 47** Simon thinks that people who work with their hands have more accidents.
- 48** More than half of Americans work in offices.
- 49** More people die at work than ever before.
- 50** Dr Parker only mentions illnesses that affect the bones.
- 51** Dr Parker thinks workers do not have enough physical variety in their work.
- 52** The health of the patient Dr Parker talks about improved.
- 53** According to Dr Parker, people enjoy not working when they're on sick leave.
- 54** Some companies provide yearly workshops for better workplace health.
- 55** Providing comfortable workspaces is more expensive than paying injured workers.

Listening Comprehension Part 3

You are going to hear five short texts. You will hear each text twice. After you have listened to each text, decide if the statement for each of the items 56–60 is true (+) or not true (–).

Mark your answer on the answer sheet.

- 56** The company can only help you at the beginning of next week.
- 57** There are no more seats available on the flight you have booked.
- 58** You should drive to the tunnel train service in Folkestone.
- 59** There's a problem with the accommodation for some of the people attending the conference.
- 60** You should phone Mr Thompson if you don't agree to the new time.

Written Expression

You work in the purchasing department of a company that produces high speed 5G tablet computers.

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



Write an email to the A1 Cable Company. Write about the following points:

- Ask for prices, delivery times, conditions of payment
- Describe your product
- Explain why the lightweight plastic would be useful
- Ask for references/reviews from other customers

Before starting the email, think of a suitable reference line and decide in which order you want to include the points. Begin and end the email in an appropriate way.

Oral Expression

Test takers A and B

Part 1: Getting to know each other

Talk to your partner about the following topics:

Name

The area where she/he lives

Details of her/his house/flat

Details of her/his family

Her/his work experience

Her/his training experience

Her/his workplace

The examiner may ask you to talk about an additional topic which is not on your task sheet.

Additional topics are, for example,

- *The ideal company to work for*
- *How long they usually work every week*

Test taker A**Part 2: Talking about a topic**

Look at the information on this page and tell your partner about it. Listen to your partner who has different information on the same topic.

Exchange your opinions on the topic. Talk about your personal experience, ask questions and answer your partner's questions.

Business Travel

"In my job, I have to do a lot of travelling. I guess I travel over 100,000 miles a year, flying around Europe and across the Atlantic to our office in New York. When I first started the job, I really enjoyed it, but after a couple of years living out of a suitcase, it's started to get boring. I also miss sleeping in my own bed!"

Brian Macalister (41, sales manager)

Test taker B**Part 2 Talking about a topic**

Look at the information on this page and tell your partner about it. Listen to your partner who has different information on the same topic.

Exchange your opinions on the topic. Talk about your personal experience, ask questions and answer your partner's questions.

Business Travel



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

Emily Johnston (31, company lawyer)

Test takers A and B**Part 3 Planning something together**

Business partners from China will be visiting your company for three days next month. You and your partner have been asked to plan the visit.

First decide what you think would be best. Prepare to tell your partner your ideas and give reasons. Listen to your partner's ideas and reasons. Try to agree on the best ideas.

Here are some suggestions for your discussion.

- *evening programme*
- *restaurants for meals*
- *transfers to and from airport, hotel, etc.*
- *starting times for the meetings*
- *tour of the company*

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B1

S

Q

P

6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6
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7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7
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8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8
	a	b	c	
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9
	a	b	c	
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
	a	b	c	

16	a	b	c	d	e	f	g	h	i	j	k	l	x	16
17	a	b	c	d	e	f	g	h	i	j	k	l	x	17
18	a	b	c	d	e	f	g	h	i	j	k	l	x	18
19	a	b	c	d	e	f	g	h	i	j	k	l	x	19
20	a	b	c	d	e	f	g	h	i	j	k	l	x	20

31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31	
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| 41 | <input type="radio"/> + <input type="radio"/> - | 46 | <input type="radio"/> + <input type="radio"/> - | 51 | <input type="radio"/> + <input type="radio"/> - | 56 | <input type="radio"/> + <input type="radio"/> - |
| 42 | <input type="radio"/> + <input type="radio"/> - | 47 | <input type="radio"/> + <input type="radio"/> - | 52 | <input type="radio"/> + <input type="radio"/> - | 57 | <input type="radio"/> + <input type="radio"/> - |
| 43 | <input type="radio"/> + <input type="radio"/> - | 48 | <input type="radio"/> + <input type="radio"/> - | 53 | <input type="radio"/> + <input type="radio"/> - | 58 | <input type="radio"/> + <input type="radio"/> - |
| 44 | <input type="radio"/> + <input type="radio"/> - | 49 | <input type="radio"/> + <input type="radio"/> - | 54 | <input type="radio"/> + <input type="radio"/> - | 59 | <input type="radio"/> + <input type="radio"/> - |
| 45 | <input type="radio"/> + <input type="radio"/> - | 50 | <input type="radio"/> + <input type="radio"/> - | 55 | <input type="radio"/> + <input type="radio"/> - | 60 | <input type="radio"/> + <input type="radio"/> - |

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-M10-

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	A	B	C	D
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D

















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1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D

















1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D

















1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D

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1				
2				
3				
4				

1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D

1				
	A	B	C	D
2				
	A	B	C	D
3				
	A	B	C	D
4				
	A	B	C	D

1				
	A	B	C	D
2				
	A	B	C	D
3				
	A	B	C	D
4				
	A	B	C	D

1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

Agreed Marks

[illegible]

Rating 1		Rating 2		telc Rating	
Thema verfehlt? Wrong topic?		Thema verfehlt? Wrong topic?		Thema verfehlt? Wrong topic?	
<input type="radio"/> yes <input type="radio"/> no		<input type="radio"/> yes <input type="radio"/> no		<input type="radio"/> yes <input type="radio"/> no	
I	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Aufgabenbewältigung Task management	I	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Aufgabenbewältigung Task management	I	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Aufgabenbewältigung Task management
II	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Komm. Gestaltung Comm. Design	II	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Komm. Gestaltung Comm. Design	II	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Komm. Gestaltung Comm. Design
III	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Formale Richtigkeit Accuracy	III	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Formale Richtigkeit Accuracy	III	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Formale Richtigkeit Accuracy
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Code Rater 1		Code Rater 2		Code telc Rater	

How is the test conducted?

Marking answers on the answer sheet S30

The Answer Sheet S30 is a thin booklet with perforated sheets in which all examination results are recorded. The test takers enter all answers in it. Answers will only be accepted and evaluated if they are clearly marked in the oval fields of the S30.

On page 1, the Answer Sheet contains a field in which the test takers enter the complete test version including the subject number. This can be found on the cover of the test booklet S10 at the bottom left as well as on the board in the examination room.

The diagram illustrates the components of the test materials. At the top is the cover of the test booklet S10, which features the 'telc' logo, a barcode, and the text 'ENGLISH BUSINESS'. It lists the 'Written Examination' sections: Reading Comprehension, Language Elements, Listening Comprehension, and Writing. The level 'B1' is prominently displayed. Below the cover is the Answer Sheet S30, which has a field for the test version number. Arrows indicate that the test version number '1163-S10-050401' from the booklet cover is entered into the corresponding field on the answer sheet. The answer sheet also shows a field for the subject number '-S10-' and a row of boxes for personal data. Below these fields, the text 'Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия' is printed.

Fields to be filled in by test takers

The fields for the test taker's personal data appear in all telc languages, while the subtests are displayed with pictograms. A soft pencil should be used to fill in the oval fields for the answers as well as the personal and test-related data fields.

Example

The example shows a soft pencil being used to fill in an oval field. Below the oval, the text 'true' is written. To the right, another oval field is shown, with the text 'not true' written below it.

Fields to be filled in by examiners and raters

Examiners mark the result of the Oral Examination on page 4. Raters enter their assessment of the subtest *Written Expression* on page 6.

Written Examination

The Written Examination lasts 150 minutes and consists of the subtests *Reading Comprehension*, *Language Elements*, *Listening Comprehension* and *Written Expression*.

Before the start of the examination, test takers must fill in all data fields on Answer Sheet S30. In order to avoid misunderstandings, the invigilator writes the name of the examination centre, the date and the 4-digit subject number and the 6-digit test version on the board. The invigilator informs the test takers that no aids such as dictionaries, mobile phones or other electronic devices are permitted (Examination Regulations §§ 15 and 16) and that any attempt to cheat would lead to their immediate exclusion from the test.

After the test takers have completed filling in the Answer Sheet S30, the invigilator issues the test booklets. From this moment on, test takers have 90 minutes for the subtests *Reading Comprehension* and *Language Elements*. The time at which this part of the examination begins and ends should also be noted on the board clearly visible for all test takers. At the end of the allotted time for the subtests *Reading Comprehension* and *Language Elements*, the invigilator collects page 2 of the Answer Sheet S30.

Test takers then continue with the subtest *Listening Comprehension*. Playing of the audio must not be interrupted during this subtest. After the subtest *Listening Comprehension*, the invigilator collects page 3 of the Answer Sheet S30.

Following the subtest *Listening Comprehension*, the subtest *Written Expression* may be started. After the 30 minutes available for this subtest, the invigilator collects pages 5 and 6 of the Answer Sheet S30 as well as the test booklets and any notes made by the test takers. This concludes the Written Examination.

Oral Examination

The Oral Examination takes approximately 15 minutes. As a rule, the examination is conducted as a pair examination, i.e. a group of two is formed for each examination round. The examination centre coordinator decides on suitable pairs. In case of an uneven number of test takers or if only one person registers for the examination, an individual examination is held. In this case, one of the two examiners assumes the role of the second test taker in this examination. The Oral Examination is conducted by two examiners licenced by telc.

A timetable should be drawn up prior to the examination, providing for 20 minutes for each round of the Oral Examination. Since there is a 20-minute preparation period before the examination, 20 minutes should be allowed for the first pair to prepare before the examination begins.

The Oral Examination consists of the preparation time and the parts *Getting to know each other*, *Talking about a topic*, and *Planning something together*.

Preparation

Test takers have 20 minutes to prepare for the Oral Examination individually, using the task sheets they receive in the preparation room.

During the Oral Examination, test takers may refer to their handwritten notes made in the preparation room. The examination centre must provide stamped paper for the test takers' use in the preparation room. Notes may only be made on stamped paper. It is not permitted to make notes on the task sheets. Test takers may take only their notes into the examination room. Reading directly from the notes is not permitted.

The invigilator in the preparation room must ensure that the test takers do not speak to each other and do not use any aids such as dictionaries, mobile phones or any other electronic devices.

Part 1 Getting to know each other (approx. 3 minutes)

In the first part of the Oral Examination, the test takers have the opportunity to get to know each other. They are expected to talk about themselves and ask each other questions. The topics on the task sheet offer guidance, and the test takers are allowed to speak about other topics as well. The examiners may ask the test takers to talk about an additional topic that is not mentioned on the task sheet.

Part 2 Talking about a topic (approx. 6 minutes)

In the second part of the Oral Examination, the test takers each have a different task sheet with contrasting opinions on the same topic. They should first present these opinions to each other and then talk about the topic as such, voicing their own opinions and experiences.

Part 3 Planning something together (approx. 6 minutes)

In the final part of the Oral Examination, the test takers plan something together such as an event, a celebration, a sports competition, etc. They should express their own ideas, make suggestions and react to suggestions from their partner. They should decide what needs doing and who is going to deal with the various tasks.

What is expected from the test takers?

The test takers are expected to converse with each other and respond to the comments of their partners in such a way that a lively and authentic conversation develops. Inquiries and mutual assistance during the conversation are viewed positively.

What do the examiners do?

It is important that the test takers have as natural a conversation as possible in all parts of the Oral Examination. The desired course of the conversation should be supported by the correct seating arrangement. The test takers should have a good view of each other and try to speak as little as possible to the examiners. The examiners should sit slightly apart from the test takers so that they cannot disturb them when assessing.

The examiners ensure that time limits are adhered to and lead from one part of the examination to the next. One of the examiners assumes the role of moderator (interlocutor), while the other examiner has the role of observer (assessor). It is recommended that the roles of interlocutor and assessor be maintained during each round of the Oral Examination.

The interlocutor introduces both examiners to the test takers. She or he briefly explains that the Oral Examination consists of three parts and begins with Part 1 of the Oral Examination.

When the test takers have completed the first part of the Oral Examination, *Getting to know each other*, the interlocutor moves on to the second part, *Talking about a topic*. The interlocutor then leads over to the third part, *Planning something together*.

Examiners are asked to keep the amount of speaking that they do to a minimum. They should only intervene if the conversation is dominated by one test taker or if one test taker does not participate actively. In that case, they should directly address the less active test taker in order to reintegrate her or him into the conversation.

If the conversation falters or breaks off at any point due to misunderstandings or excessive linguistic deficits, the interlocutor intervenes cautiously to get it going again. Open questions such as "What exactly do you mean by this?", "Could you explain this in more detail?" or repeating or taking up statements made by the test takers are particularly suitable.

Details on the process

Every Oral Examination is different. The table below is an example of the examination procedure with sample introductions, transitions and conversation prompts. These illustrate the atmosphere during the examination and the examiners' tasks. In order to motivate the test takers to speak and to keep the conversation going, the examiners should ask questions that are as open as possible ("What do you mean ...?", "How was that ...?").

Part 1: Getting to know each other

The interlocutor introduces both examiners to the test takers and then asks the test takers to introduce themselves to each other.

The interlocutor leads into Part 1 of the examination with Test Taker A.

The interlocutor can also ask the test takers to talk about another topic.

Welcome to the Oral Examination. My name is ... and this is my colleague ... The oral examination has three parts.

Let's start now with part 1, (Name of Test Taker A), would you like to begin?

"..."

Part 2: Talking about a topic

The interlocutor leads into Part 2. If the test takers falter or conversation halts at any point, the interlocutor should give an appropriate prompt.

The interlocutor addresses Test Taker B.

The interlocutor addresses Test Taker A.

The interlocutor then asks both test takers to talk about the topic and bring in their own opinions and experiences.

Thank you very much. We now come to Part 2. You have different task sheets with two contrasting opinions on the same topic.

(Name of Test Taker B), would you like to start? Please tell your partner what your text was about.

(Name of Test Taker A), could you now tell your partner what your text was about.

What do you think? What is your opinion on the topic?

Part 3: Planning something together

The interlocutor leads into Part 3. If the conversation halts or one of the test takers dominates it too strongly at any point, the interlocutor should give an appropriate prompt.

The interlocutor addresses Test Taker A

The interlocutor addresses Test Taker B

Thank you very much. We can now continue with Part 3. In this part of the test, you are expected to plan something together. You have already seen the task sheet.

Please start, (Name of Test Taker A), and tell your partner what suggestions you have.

(Name of Test Taker B), what is your opinion and what suggestions do you have?

End of test

The interlocutor ends the Oral Examination.

Thank you very much. That's the end of the Oral Examination. You'll receive your results in a few weeks.

Evaluation and decision making

During the Oral Examination, the examiners record their assessments independently of each other on their respective Score Sheet M10. Each part of the examination is evaluated individually according to the four evaluation criteria for *Oral Expression*. The examiners have five minutes to complete their assessment after the test takers have left the room. Both examiners first transfer their individual marks from the Score Sheet M10 to the Answer Sheet S30 for each test taker. They then compare their evaluation and agree on the final marks, which are subsequently entered on each Answer Sheet S30 as well. All marks are entered in pencil.

Teilnehmende/r • Test Taker
Candidato • Katılımcı

A

Candidato • Candidat
Кандидат • مشارك

Nachname • Surname • Apellido • Nom
Cognome • Soyadı • Фамилия • اسم العائلة

Vorname • First name • Nombre • Prénom
Nome • Adı • Имя • الاسم

Teilnehmende/r • Test Taker
Candidato • Katılımcı

B

Candidato • Candidat
Кандидат • مشارك

Nachname • Surname • Apellido • Nom
Cognome • Soyadı • Фамилия • اسم العائلة

Vorname • First name • Nombre • Prénom
Nome • Adı • Имя • الاسم

TEIL • PART • PARTE • PARTIE
PARTE • BÖLÜM • ЧАСТЬ • جزء

1

2

3

1

Ausdrucksfähigkeit
Expression
Expresión
Capacité d'expression
Capacità espressiva
Anlatım
Выразительность
القدرة على التعبير

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

2

Aufgabenbewältigung
Task Management
Cumplimiento de la tarea
Réalisation de la tâche
Padronanza del compito
Görevi yerine getirme
Умение справляться
с задачей
تنفيذ المهام المطلوبة

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

3

Formale Richtigkeit
Accuracy
Corrección lingüística
Correction linguistique
Correttezza formale
Bicimsel doğruluk
Формальная
правильность
سلامة التعبير

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

4

Aussprache / Intonation
Pronunciation / Intonation
Pronunciación / Entonación
Prononciation / Intonation
Pronuncia / Intonazione
Söyleyiş / Tonlama
Произношение и
интонация
مخارج الحروف / نبرة الصوت

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

Datum • Date • Fecha • Date • Data • Tarih • Дата • التاريخ

Prüfende/r • Examiner • Examinador • Examineur • Esaminatore • Sinav yetkilisi • Экзаменатор • الممتحن/الممتحنة

Prüfungszentrum • Examination centre • Centro examinador • Centre d'examen • Centro d'esame • Sinav merkezi • Экзаменационное учреждение • مركز الامتحان

Marking Criteria for *Oral Expression*

The oral examination consists of three parts. Each part is assessed separately in accordance with the same criteria:

- Criterion 1 Expression
- Criterion 2 Task Management
- Criterion 3 Accuracy
- Criterion 4 Pronunciation and Intonation

Criterion 1 Expression

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

Expression is		Points	
		Part 1	Part 2 and 3
A	appropriate in all respects.	4	8
B	appropriate in most respects.	3	6
C	mostly inappropriate.	1	2
D	completely inappropriate.	0	0

Criterion 2 Task Management

Assessment is based on

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

Task Management is		Points	
		Part 1	Part 2 and 3
A	appropriate in all respects.	4	8
B	appropriate in most respects.	3	6
C	mostly inappropriate.	1	2
D	completely inappropriate.	0	0

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

Criterion 3 Accuracy

Assessment is based on syntax and morphology.

The test taker makes		Points	
		Part 1	Part 2 and 3
A	no or only occasional errors.	4	8
B	a number of errors without impairing communication.	3	6
C	errors that considerably impair communication.	1	2
D	so many errors that communication is (almost) impossible.	0	0

Criterion 4 Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

Divergences from standard pronunciation and intonation		Points	
		Part 1	Part 2 and 3
A	do not impede comprehension.	3	6
B	may occasionally impede comprehension and require extra concentration on the part of the listener.	2	4
C	considerably impede comprehension.	1	2
D	make comprehension (almost) impossible.	0	0

telc examiners

Examiners evaluating the oral performance of test takers have a valid examiner licence for English B1-B2. This is obtained by successful participation in telc examiner training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc examiner licences are valid for three years and can be renewed for a further three years by successfully completing an examiner refresher course.

How is the oral assessment done?

During the Oral Examination, both examiners use the Score Sheet M10 to assess test takers' performances individually. After the test takers have left the room, the examiners compare their assessments and agree on final marks. The individual and the agreed marks are then entered onto page four of the Answer Sheet S30.

Calculation of the score for Oral Expression

Test takers can be awarded a maximum of 15 points for the first part – *Getting to know each other* –, a maximum of 30 points in the second part – *Talking about a topic* – and a maximum of 30 points in the third part – *Planning something together* –, resulting in an overall maximum of 75 points. This corresponds to 25% of the maximum total of 300 points for the whole examination.

Marking Criteria for *Written Expression*

Content

	A	B	C	D*
Criterion I: Task Management	All four guiding points have been covered appropriately as regards content.	Three guiding points have been covered appropriately as regards content.	Two guiding points have been covered appropriately as regards content.	Only one or no guiding point has been covered appropriately as regards content.

* In cases where the test taker's text has no or hardly any connection to the given topic, all criteria must be marked with a **D**. In that case, on the Answer Sheet S30, "Wrong topic" must be marked as "yes".

If only the situation has been misunderstood, or only one or no guiding point has been covered appropriately as regards content, Criterion I is marked with a **D** but the test taker's language (Criteria II and III) is assessed in the usual manner.

Language

	A	B	C	D
	B1 competently covered	B1 comprehensibly covered	A2	A1 or below
The test taker's text isat upper target level.	...at lower/middle target level.	... below target level.	... two levels or more below target level.
Criterion II: Communicative Design	Can perform and respond to a wide range of language functions, using their most common exponents. Has a sufficient range of language to get by. Has sufficient vocabulary to explain in writing the main points in an idea with reasonable precision and to express one's own thoughts. Errors still occur when expressing more complex thoughts. Can link a series of isolated elements into a connected, linear sequence of points.	Can perform and respond to a sufficient range of language functions, using their most common exponents. Has enough language to get by. Has sufficient vocabulary to write - sometimes with the help of some circumlocutions - about familiar topics. Major errors still occur when expressing more complex thoughts. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Can perform and respond to basic language functions, such as information exchange and requests. Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations. Can use the most frequently occurring connectors ("and", "but", "because") to link simple sentences and groups of words.	Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells. Has a very basic range of simple expressions about personal details and needs of a concrete type. Has a basic vocabulary repertoire of isolated words and phrases related to particular, concrete situations. Can link words or groups of words with very basic linear connectors like "and" or "then".
Criterion III: Accuracy	Generally shows good control of grammatical structures though with first language influence. Isolated systematic errors occur, but it is clear what he/she is trying to express. Spelling, punctuation and layout are accurate enough so that the text is generally intelligible throughout.	Shows sufficient control of grammatical structures though with noticeable first language influence. Systematic errors occur, but it is predominantly clear what he/she is trying to express. Spelling, punctuation and layout are accurate enough so that the text is generally intelligible.	Uses some simple structures correctly, but still makes systematic basic mistakes - for example tends to mix up tenses or to forget to mark agreement. Spelling is often phonetic. Nevertheless it is usually clear what he/she is trying to say.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Can copy familiar words and short phrases. The text can only be understood to some degree.

Criterion I: Task Management

The task is to write a personal or semi-formal email. Learners can formulate descriptions referring to everyday (business) life and their own personal interests and can express their own point of view. The task management is appropriate to level B1 in terms of both content and expression.

A guiding point is awarded

- if it can be understood and refers to the task given. For example, the suggestion to do something together can be accepted, turned down or responded to with an alternative suggestion.
- even if it is covered only within one (short) sentence.
- even if it is addressed in combination with a second guiding point in one sentence only.
- if only one aspect is dealt with correctly, even though the guiding point is formulated in the plural or mentions more than one aspect.

In case the text does not relate to the task given or hardly relates to it, this is considered "Wrong topic" and all criteria are marked **D**. If the text deals with the topic provided but addresses the situation in the wrong way, only criterion I is marked **D**.

Example:

The task is to accept an invitation from one's teacher.

Wrong topic: The test taker writes an excuse to the teacher.

Situation addressed in the wrong way: The test taker writes an invitation to the teacher.

Criterion II: Communicative Design

This criterion concerns the range of expression, text structure and text logic. The focus of marking is on cohesion and coherence (logical sequencing, linking devices, register, range, etc.). Discourse markers which help to establish logical linking and the construction of a meaningful, coherent and logical text are rated positively.

The task is to write a personal or semi-formal email. Features typical of a letter (such as the addresses of sender and recipient and the date) are not required.

"**A**" is not awarded

- if the typical elements of a personal or semi-formal email are missing.
- if the register is used incorrectly or inconsistently.
- if the guiding points are not linked.
- if the sentences begin monotonously in more or less the same fashion with "I" or "We".

"**C**" or "**D**" is awarded

- if a wrong register leads to confusing or conflicting passages despite the fact that salutation and closing formulae may have been used correctly.
- if linking of sentences is missing or faulty.

Criterion III: Accuracy

All varieties of standard English are accepted. As long as errors do not disturb understanding, **A** or **B** can be given, depending on the length of text and the number of errors. If Criterion III is marked with **D**, Criterion I and II can still be marked with **C**, **B**, or **A**.

telc raters

Raters evaluating the written performance of test takers have a valid rater licence for English A1-A2-B1-B2. This is obtained by successful participation in telc rater training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc rater licences are valid for three years and can be renewed for a further three years by successfully completing a rater refresher course.

All raters have substantial experience with telc tests. They have been trained in the test format and regularly participate in calibration workshops. This ensures that they consistently rate according to the marking criteria.

How is the rating done?

Each test taker's text is assessed by two raters with telc licences. The second rating can either confirm the first rating or, if necessary, modify it. If the two assessments differ, then the second one determines the final mark. The quality of these assessments is verified by random checks carried out by employees at the telc headquarters. The telc rating is the final rating.

Calculation of the score for Written Expression

The test taker's score for the subtest *Written Expression* is the sum of the points awarded for the three criteria. During the scoring process in the telc headquarters, the score is multiplied by three, which means that a test taker can achieve a maximum of 45 points in the subtest. This corresponds to 15% of the highest possible total of 300 points for the whole examination.

Criteria	A	B	C	D
I Content	5	3	1	0
II Communicative design	5	3	1	0
III Accuracy	5	3	1	0

Points and Grades

	Subtest	Task	Points	Maximum Number of Points	Weighting
Written Examination	1 Reading Comprehension				
	Part 1	1–5	25	75	25 %
	Part 2	6–10	25		
	Part 3	11–20	25		
	2 Language Elements				
	Part 1	21–30	15	30	10 %
	Part 2	31–40	15		
	3 Listening Comprehension				
	Part 1	41–45	25	75	25 %
	Part 2	46–55	25		
	Part 3	56–60	25		
	4 Written Expression				
	Email			45	15 %
	Sub-Total of the Written Examination			225	75 %
Oral Examination	5 Oral Expression				
	Part 1	Getting to know each other	15	75	25 %
	Part 2	Talking about a topic	30		
	Part 3	Planning something together	30		
	Sub-Total of the Oral Examination			75	25 %
	Sub-Total of the Written Examination			225	75 %
	Sub-Total of the Oral Examination			75	25 %
	Total Points			300	100 %

Where and how are the tests evaluated?

The test results are scored electronically at telc headquarters. Each Answer Sheet S30 is scanned and compared with the correct answer key stored in the database. The test result – broken down by skill – is determined for each test taker. A certificate is issued on this basis, if a pass has been achieved. Test takers who have not achieved a pass will receive a results sheet. In addition, the data obtained through the electronic evaluation of all test results serves to continuously evaluate and improve test quality.

Who receives a certificate?

In order to pass the examination, test takers must achieve 60 % of the maximum possible number of points in both the Written and Oral Examinations. This corresponds to 135 points in the Written Examination and 45 points in the Oral Examination.

Grades

If test takers have obtained the pass mark in both sections, they can calculate the overall result by adding the two sections. The final grade is calculated as follows:

270–300 Points	Very good
240–269.5 Points	Good
210–239.5 Points	Satisfactory
180–209.5 Points	Pass
0–179.5 Points	Fail

Repeating the test

If a test taker has failed one of the two parts of the examination (the Written or Oral Examination), she or he may retake this part within the calendar year in which the examination took place, or in the following calendar year. In principle, the overall examination can be repeated as often as desired.

Answer Key



Reading Comprehension

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



Language Elements

Item 21	a
Item 22	b
Item 23	b
Item 24	b
Item 25	a
Item 26	b
Item 27	c
Item 28	a
Item 29	c
Item 30	b
Item 31	o
Item 32	j
Item 33	g
Item 34	n
Item 35	f
Item 36	i
Item 37	c
Item 38	m
Item 39	k
Item 40	l



Listening Comprehension

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

Transcripts of the Listening Comprehension Texts

Part 1

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

41

The trouble with the whole debate is that it has more to do with macho than fact. Working hard seems to be the mentality of the majority of managers. Even though they've got laptops, mobile phones and other such devices, the idea of working from home or working less seems to have passed them by.

42

I personally work long hours but not as long as I used to. I don't do more than about twelve hours a day and weekends I rarely work more than about eight hours. And then I sometimes take a weekend off and have at least three vacations a year.

43

I'm bored, I'm tired, and I'm going nowhere. There are no more promotions. The work doesn't get any easier. Yet, what's pushed hard in the firm? More commitment! More drive! More time for work! Get the client! Keep the client! Maximise the chargeable hours! To think I have another 11 years of this, minimum; that is if I do not lose my job in the meantime. Sometimes it can all just seem so pointless.

44

Restructuring has added to job insecurity, reduced the number of employees and heaped higher workloads on those who remain. Take for example the problem of burnout. A critical point about burnout which is often missed is that it is a company problem, not simply an individual one. Too often managers side-step the issue as being either outside their mandate or impossible to address. It should be at the top of the company agenda.

45

I no longer undertake stress training programmes because I have come to recognise that training for individuals without going into the causes of organisational stress is at best well-meaning but, at worst, cruel. Organisational stress is not an individual's fault. Nothing will change, however, until corporate cultures stop implicitly encouraging managers to become workaholics. Until then, overwork will remain a fact of corporate life – and death.

Part 2

Simon Sharpe:

Good evening. I'm Simon Sharpe and you're listening to Workplace Issues. This week we're looking at health in the office and I'm delighted to be joined by Dr. Rosemary Parker from the University of Exeter. Dr Parker, you're a lecturer in Occupational Medicine, is that right?

Dr Parker:

Yes. I study how people who have been injured at work can be helped to improve their quality of life and return to work.

Simon:

When I think of injuries in the workplace, I usually think of nasty accidents happening mainly to manual workers – builders, for example, miners, or those working in other heavy industries.

Dr Parker:

In the past that was true. But with the decline of heavy industry across the developed world and the rise of technology, more and more of us are moving to office-based and service work. Data from the United States Bureau of Labor shows that approximately 60% of Americans are now employed in offices.

Simon:

But even so, surely working at a desk is a lot safer than going down a coal mine!

Dr Parker:

Of course. And the number of workplace injuries resulting in death has obviously fallen. However, working in an office isn't as safe as it sounds.

Simon:

What do you mean?

Dr Parker:

Well, office work requires very little movement and comes with its own risks. For example, most of us now spend up to nine hours a day sitting in front of a computer. Sitting for long periods is an unnatural behaviour for human beings. Besides being bad for our overall health – for our heart and lungs, which don't get the exercise they need – sitting puts pressure on the bones of the spine and pelvis. And when we do sit, most of us sit badly. Very few of us sit up straight.

Simon:

The way our mothers told us to...

Dr Parker:

Exactly. We slouch into our chairs or we slump forward over our desks. Sitting badly can result in long-term injury to the lower back, shoulders or neck. Furthermore, most of us

don't move our arms very much. When we use a mouse or keyboard, we only make tiny, repeated movements, doing the same things over and over again, which leads to problems with nerves and muscles.

I have a patient who worked for a large software company and did very repetitive tasks all day long. He began to feel some pain in his arms. At first, he treated it with ice and painkillers, but the pain spread and got worse. Soon he was in so much pain he was unable to brush his teeth, cut the grass or tie his shoes.

Simon:

What other effects are there?

Dr Parker:

The effects aren't just physical. Employees often end up being signed off work for months. For people who have worked all their lives, and who suddenly find themselves unemployed or on long-term sick leave, it can be very difficult mentally.

Simon:

What can we do about this problem?

Dr Parker:

Well, thankfully, companies are now taking it seriously. Many offer workplace assessments to check staff have suitable chairs and desks and that their screens are at the correct height. Others offer annual training in healthy workplace behavior. That includes getting up and moving about as often as possible – put the printer in a central location so you have to walk to it, or go out for a breath of fresh air.

Simon:

That's good.

Dr Parker:

Yes, but it's also smart business sense and can save firms a lot of money. In fact, every year American companies pay out more than \$15 billion in compensation costs to employees who have been injured at work.

Simon:

Thank you, Dr Parker, for coming in to talk to us about this serious issue. Next week... [fade]

Part 3

56

You phone the accounts department of a supplier about an invoice.

Hello, this is Jim Rogers from the Accounts Department. I'm sorry, I won't be available for the rest of the week due to re-structuring of the department. If you have an urgent enquiry regarding one of our invoices, please phone Jill Summer on Extension 4739. I shall be back at my desk as of Monday next and will be able to deal with any general enquiries you may have.

57

You are at the check-in desk at the airport.

I'm sorry. There's been an error in the reservations system. Economy Class is fully booked. We're upgrading you to Business Class. I assume that's okay.

58

You are driving to Dover to take the car ferry to Calais.

Due to severe weather, ferry operations have been stopped between the Channel ports of Dover and Calais. Car drivers booked on these car ferries should proceed straight to the train terminal in Folkestone where alternative booking and ticket arrangements have been made to enable a speedy crossing through the Channel tunnel.

59

You are organising a sales conference for your company and get a message on your answering machine.

This is the Victoria Hotel speaking. My name is Susan Browne. Thank you for your enquiry regarding rooms for your sales conference next month. Our large conference room will be available on the dates you mentioned. However, at the moment, we do not have the required number of bedrooms for your group. We may have to accommodate three or four people in the Plaza Hotel just two minutes' walk from here. Please contact us as soon as possible so that we can finalise details.

60

You are on a business trip in Britain and return to your hotel.

Good Evening. There's a message for you. A Mr. Thompson from ABC engineering has called. He would like to bring forward tomorrow morning's meeting if it's okay with you. If not, would you please phone him this evening. Here's his phone number.

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ENGLISH

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

ITALIANO

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

PORTUGUÊS

B1	telc Português B1
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JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła
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DEUTSCH

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

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

ESPAÑOL

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

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
A1	telc Русский язык A1

اللغة العربية

B1	telc اللغة العربية B1
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Examination Preparation

MOCK EXAMINATION 1

ENGLISH B1 BUSINESS

The two main features of telc examinations are test papers based on clearly formulated language tasks and standardised marking criteria applied in an objective way. The comprehensively defined test specifications and uniform marking criteria ensure that these features apply to all telc examinations.

An essential characteristic of standardised language examinations is that the participants know what is expected of them during the test.

The telc English B1 Business Mock Examination includes general information about the examination procedures and test format. Additionally, it can be used for practice purposes in preparation for the telc English B1 Business Examination.