



# MOCK EXAMINATION 2

## ENGLISH BUSINESS

Examination Preparation

# B1·B2







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# To the readers of this booklet,

*telc* – language tests are the right choice for you

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

## **What is telc?**

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

## **What is the value of a telc Certificate?**

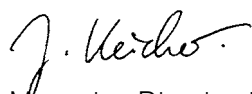
The value of a language certificate is determined by the high standards that are applied during the development, implementation and evaluation of the language test. All telc examinations are based on the task-based approach central to the CEFR and are designed to test the skills of reading, listening,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

## **Why is it necessary to have mock examinations?**

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

## **How can you find out more?**

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



Managing Director, telc gGmbH

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# The Structure of the Examination

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

**Listening, Part 1**

You will hear four voice mail messages.

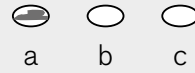
Which answer fits best: a, b or c? You will hear each message once.

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

**Example**

When you arrive at London City Airport, you should

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



**1** Maggie wants Sue to

- a** come to the office on Tuesday.
- b** phone her boss sometime today.
- c** schedule a meeting with her boss.

**2** Ms Rose is being asked to

- a** accept the position of project manager at Ben's firm.
- b** plan to build some new offices for Ben.
- c** work on a project to modernise Ben's offices.

**3** You are asked to

- a** give Jane a call.
- b** inform Mr. Rickman when the meeting will start.
- c** pick up a visitor from the cafeteria.

**4** You need to

- a** find out what is wrong with the goods.
- b** make sure that the delivery arrives today.
- c** return the shipping company's call.





## Listening, Part 2

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

First, decide if the statement is true or false. Then, decide which answer fits best: a, b or c. You will hear each conversation once.

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

- 5** Jenny and Charmaine are meeting for the first time.  
true / false
- 6** Charmaine
- a** has friends in Jenny's department.
  - b** is nervous about the next day.
  - c** knows the boss personally.
- 7** Alexander was fired.  
true / false
- 8** Alexander
- a** didn't like visiting the company's customers.
  - b** had a disagreement with the managing director.
  - c** worked for the company for less than a year.
- 9** The woman complains about the products she has received.  
true / false
- 10** The problem is that the
- a** ceiling lamps are missing.
  - b** delivery was incomplete.
  - c** invoice is incorrect.
- 11** The two speakers are talking about today's work.  
true / false
- 12** In their reports Gill and Dennis need to
- a** describe the special offers.
  - b** mention what the shop looks like.
  - c** say if there were enough sales assistants.
- 13** Liz is currently unemployed.  
true / false
- 14** Harvey says that
- a** he might have a job vacancy.
  - b** his company is not doing too well.
  - c** Liz should change jobs.

### Listening, Part 3

You will hear a podcast of an interview.

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

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

Now read the items.

**15** Jason and his wife went into the holiday business because

- a** he and his wife wanted to start a family.
- b** he had to look for a new job.
- c** his wife received some money.

**16** Jason thinks the bank

- a** charges too much for its services.
- b** could transfer money more quickly.
- c** should be more supportive.

**17** The number of bookings has increased because they

- a** give returning visitors a special price.
- b** have a new, attractive website.
- c** tell lots of people about their accommodation.

**18** An additional service guests enjoy is that

- a** Internet access is available in their cottages.
- b** there are lots of activities for rainy days.
- c** they can buy books and DVDs at the cottages.

**19** The local baker

- a** delivers bread twice a day.
- b** supplies customised food.
- c** works 6 days a week.

**20** Jason would like to

- a** buy an additional property and expand.
- b** employ more people to lessen his workload.
- c** have more money to improve his lifestyle.

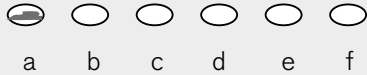
**Listening, Part 4**

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

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

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

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

**Example**

**21 ...**

**22 ...**

**23 ...**

- a** A good employer provides good facilities for its employees.
- b** All you should expect from a company is to be paid a good salary.
- c** Companies should aim to motivate employees more.
- d** Having good colleagues is more important than anything a company can offer.
- e** If the manager is interested in you as an individual, it's motivating.
- f** Successful companies should reward their employees.

**Reading Comprehension, Part 1**

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

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

- a **Change of production processes**
- b **Delivery details**
- c **Inspector's next visit**
- d **Reminder about contractual agreement**
- e **Request to improve workplace appearance**
- f **Update on company uniform**

## 40 minutes Reading Comprehension

24

TO:

CC:

Subject:

Dear employees,  
 Our new work wear has arrived and has been placed in your lockers. We hope you are all happy with the design and also with the colour and quality of the material. Any old clothing in your lockers has been removed and will be recycled. If you took your old work wear home, please remember to remove the company logo before wearing these clothes privately.  
 Hilary  
 HR Department

25

TO:

CC:

Subject:

Dear machine operators,  
 Our new Managing Director toured the factory yesterday and was not happy about the state of the production area. He expects us to dramatically improve the cleanliness of the factory floor. Please use any spare time you have today and in future to tidy and clean your work area. I will be inspecting the production area tomorrow to check the status.  
 Regards,  
 Mark Appley, Production Manager

26

TO:

CC:

Subject:

Dear Mr Monger,  
 I regret to inform you that robot RB13V has broken down again. This is the second time this month that we have had to employ staff to do the robot's work and coat our components manually. According to our contract, you have 48 hours to make any necessary repairs. After this time, we will invoice you for the extra costs incurred by the additional workers.  
 Sincerely,  
 David O'Sullivan

27

TO:

CC:

Subject:

Dear Ms. Curtis,  
 Thank you for the pleasant meeting yesterday. I would like to confirm that we would be able to let you have the goods at the required quantity and quality by the end of the month. However, we would still require further information on the destination, i.e. your factory or your warehouse and whether you prefer a particular logistics company.  
 Kind regards,  
 Marvin Fairburn

## Reading, Part 2

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

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

Mark your answers for items 28–32 on the answer sheet.  
In one case there is no answer for the question. Mark this with an **x**.

**28**



*Mr\_LaVoisier*

The law prohibits smoking at the workplace, so would this also apply to company vans? Do I have to put up with a driver who smokes all day long?

**29**



*Max\_Lange\_75*

Can companies ban smoking completely on their premises? In the past my company had a designated smoking area, but now smokers have to leave the grounds if they want a cigarette.

**30**



*NatalieArizona*

Recently a company refused to hire me because I'm a smoker. Can companies use smoking as a reason for rejecting an applicant?

**31**



*Ulysses\_911*

I have no problem with people who want to smoke, but when my colleague comes back inside, he really stinks of cigarette smoke. How can I tell him that I find this unpleasant?

**32**



*Yuki\_Sherman*

The problem with smokers is that they work less than non-smokers because of all their breaks. At the moment this is causing ill-feeling amongst my staff. How do other companies deal with this?

## Business forum: Smoking at the workplace

**a***BadGuy, 1 hour ago*

Let me out myself as a smoker and try and get some understanding for our side of things. Although companies don't legally have to allow people time to smoke, giving them this possibility is better for the working environment. I understand that this might cause costs in terms of health care, but still I don't think that the company has the right to keep us from taking our cigarette breaks.

**b***Sweetie, 4 hours ago*

In my opinion, it doesn't matter whether an employee is a smoker or not, the focus should be on the quality of their work. But if there are regulations, there are no complaints. We have an 8-hour day and our company allows everyone two 15-minute breaks. Employees can use the time to smoke outside, or just enjoy a chat and a cup of coffee. The system works really well.

**c***Rusty, 10 hours ago*

I've never seen a smoke break that took only 10 minutes! Usually smokers need 15 to 20 minutes and they often smoke more than one cigarette. Then what about the mess left behind? The company has to pay to get this cleaned up! And then there's the smell. Some smokers seem to have a permanent smell of stale tobacco on their clothes.

**d***FlyHigh, 1 day ago*

I think this new legislation is a great way to generally help the public's health. Firstly, workplace smoking bans reduce exposure to passive smoking. Secondly, smokers who are employed in workplaces with smoking bans are likely to consume fewer cigarettes and are more likely to consider quitting smoking. As a stewardess, I'm really grateful that in-flight smoking was banned a long time ago. It has made my job much more pleasant.

**e***HarryP., 1 day ago*

I totally understand why an employer may be reluctant to employ smokers. A company with smokers has higher insurance premiums, loses time when the workers go outside, and the smell can be unbearable. And in some cases, due to health reasons, companies have legal reasons not to hire smokers. So I would think it's their right to choose who to take on.

**f***Superwoman, 2 days ago*

I sympathise with you! I once had to share an office with a guy who reeked of cigarettes. After a week I came straight out and told the guy that his smoky smell was making me feel sick. I suggested that he stay outside a bit longer after his cigarette and suck a strong mint to freshen his breath. I also talked to my HR advisor. Luckily the colleague left a month later and I had the office to myself!

**g***WishfulThinking, 3 days ago*

I was forced into quitting smoking a year ago because my new company didn't allow cigarette breaks either. They warned me in my interview and I decided the job was worth the sacrifice. But as an ex-smoker I can tell you that I'm now shocked at how awful cigarettes smell. In fact, I'm quite embarrassed that nobody said anything. And I was a chain smoker!

**h***BlueFace, 4 days ago*

You didn't say in which country you work. Here in the UK, company vehicles are required to be smoke-free at all times. The police in our area stop vehicles and check inside for used ashtrays and the smell of smoke, and if they find evidence of smoking they will also alert the drivers' bosses and employers who could also be fined.

### Reading, Part 3

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

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

#### Text 1

## MAGIC PENCILS

If you use pencils, there's a very good chance that your favourite pencil was made by Faber-Castell, a company that goes back many centuries and is well-known all over the world.

It was Lothar Faber who turned the small factory into an international company. When he took over the business in 1839, his aim was to produce clearly recognisable, top-quality products. For this reason he started stamping the products with the name of his company, "A.W. Faber", which was not standard practice at that time. He sourced high-quality raw materials, changed the shape of his pencils to stop them rolling off the table, modernized the production process and built light and airy factory buildings to provide healthier working conditions.



Lothar Faber understood the importance of looking after his employees and was ahead of his time in finding ways to reduce the social problems caused by industrialization. From today's point of view, his most important achievement was that he introduced several measures such as starting a company health insurance scheme and enabling his workers to buy food at favourable prices. He also provided comfortable housing for his employees and gave generous donations to kindergartens and schools. His actions were an example for many, and, not surprisingly, he was given a title by the King and received numerous medals and awards.

**33** In Lothar Faber's time, it was

- a** new to advertise a brand name.
- b** normal to focus on producing high-quality products.
- c** usual to mark products with the company name.

**34** Lothar Faber is remembered for the

- a** effective way he measured his company's performance.
- b** social schemes he introduced for his workers.
- c** various kinds of recognition given to him.



## Text 2

## Big Brother is Watching You!

Loyalty cards are not the only way of finding out about customer behaviour. There has been an new development in tracking customers' buying habits.

In the past, supermarket chains tried to understand consumer behaviour by getting a member of staff to follow customers around taking notes of what they buy - with the shopper's permission. Now some of the bigger supermarket chains have introduced tracking devices to their supermarket trolleys in order to understand how customers shop.

A state-of-the-art device attached to the handlebar on the trolley stores information on the route shoppers take around stores



and monitors when customers put certain items in their shopping carts. This information is useful for making decisions on store layouts and the positioning of products on shelves.

Shoppers are asked if they wish to participate when they enter the store and vouchers and/or discounts are offered as an incentive. They are then given a specially equipped trolley together with a handheld scanner with which they scan each item they place in their trolley. The information is downloaded after the customer has paid for the items and enables supermarket chains to analyse how they can best encourage customers to spend more money.

- 35** Supermarkets use the information from the trolleys to decide
- a** what kinds of shelves to use.
  - b** where to put their products.
  - c** which products to order.
- 36** Customers agree to use these special trolleys because they can
- a** save money.
  - b** shop more quickly.
  - c** win prizes.

**Text 3****ARE YOU A WORKAHOLIC?**

Do you find work the most exciting aspect of your life? Are the people around you complaining about how you seem to love your work more than you love them? We can help you to step back and look at your life and then go on to achieve a healthy balance. Our course is presented in two modules, over a three-month period.

Module one: a one-day group seminar concentrating on ways to create your personal successful work-life balance and introducing strategies to achieve this.

Module two: Three to six sessions of one-to-one coaching depending on the intensity required.

The course enables participants to:

- analyse their current work-life balance and identify what needs to change in their lives
- find out who they are when they are not working
- identify what things have motivated them so far in life
- look at their daily routines and reasons for acting in this way (both positive and negative actions)
- find future life goals and work out what has to be done to achieve them.

If you think we can help, please contact us by clicking on the enquiry form and we will phone you back.

**37** The course

- a** concentrates on individual training.
- b** sometimes takes longer than three months.
- c** varies according to the number of participants.

**38** People who attend the course

- a** are asked to do daily exercises.
- b** need to prepare by analysing their life.
- c** will look at their past and their future motivation.

**Reading, Part 4**

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

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

**Fire Prevention at the Workplace**

All firms are required to keep a written fire prevention plan on the company premises. It must list potential fire hazards in the company and give information on ways to prevent or control the ignition of fires.

**Safety Committee**

The plan must also include the names of employees who have been nominated to the safety committee as fire officers. There should be at least one representative of each department whose job it is to ensure that all his/her team evacuates the building and meets at the designated assembly place.

**Fire Equipment**

The fire prevention plan should list the fire-fighting equipment available, such as fire alarms, sprinkler systems and fire extinguishers. The names of employees responsible for maintenance of the equipment should be documented. The plan should also include the schedule proving that these employees have received the training necessary to carry out these duties.

**Regular Fire Drills**

The law expects regular fire drills to take place. A fire drill every three months is sufficient. Holding drills more frequently causes employees to become complacent, and some may refuse to participate. Employees must know the evacuation path for their work area, and the alternative paths in the event an exit is blocked. Occasional surprise fire drills where various exits are blocked will make employees aware of the different exit routes from the building.

Fire drills are not just for fires. If there is any emergency, the employees will know how to exit the building in a calm and timely fashion.



- 39** The fire officers are responsible for ensuring that their department members are aware of all fire hazards.  
true/false?
- 40** The company must be able to prove that staff are regularly trained on how to inspect the fire-fighting equipment.  
true/false?
- 41** The more often fire drills are held, the better employees remember all possible exit routes.  
true/false?

**Language Elements, Part 1**

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

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

**Planning a Business Trip**

Barry: Morning, Kelly. Have you got a minute for me?

Kelly: Yes, sure.

Barry: Well, I've just arranged to visit our new client in England next week and need you to organize the trip for me.

Kelly: OK, they're based in Sunderland, aren't they? \_\_\_\_\_ **42** \_\_\_\_\_ the nearest airport is Newcastle, but I'll look it up first. So, when exactly do you want to go?

Barry: \_\_\_\_\_ **43** \_\_\_\_\_, I'd like to be away from Tuesday 3rd to Thursday 5th September. So, I need an early morning flight out of Dublin and an early evening return.

Kelly: OK, no problem. And for your hotel – \_\_\_\_\_ **44** \_\_\_\_\_ to be in Newcastle or Sunderland?

Barry: Oh, I think Newcastle \_\_\_\_\_ **45** \_\_\_\_\_, don't you? I'd like to explore the city while I'm \_\_\_\_\_ **46** \_\_\_\_\_. I'll have some free time in the evenings and on Thursday before my flight back. By the way, I know that Prime Star Hotels are our usual partners, but \_\_\_\_\_ **47** \_\_\_\_\_ stay in a Densington Hotel, if possible, they're usually excellent. But, if there isn't one, then \_\_\_\_\_ **48** \_\_\_\_\_ be sure that you book a centrally located hotel, please.

Kelly: Right, I'll \_\_\_\_\_ **49** \_\_\_\_\_ and get back to you about flight and hotel options before booking, OK?

Barry: Sounds great, thanks.

- |                       |                     |                          |                           |
|-----------------------|---------------------|--------------------------|---------------------------|
| <b>a</b> AT LEAST     | <b>d</b> I SUPPOSE  | <b>g</b> OVER THERE      | <b>j</b> WOULD YOU PREFER |
| <b>b</b> CHECK IT OUT | <b>e</b> I'D RATHER | <b>h</b> WHAT ABOUT      |                           |
| <b>c</b> DO YOU MIND  | <b>f</b> LET ME SEE | <b>i</b> WOULD BE BETTER |                           |

**Language Elements, Part 2**

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

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

**Cancellation of FirstAir flight FA321**

Dear Mr. Brown,

I am writing with reference to your complaint about the cancellation of your flight to Copenhagen on 28 November.

On behalf of FirstAir, I \_\_\_\_\_ **50** \_\_\_\_\_ the postponement and subsequent cancellation of your flight. \_\_\_\_\_ **51** \_\_\_\_\_, there was a snowstorm shortly before your time of departure and, consequently, \_\_\_\_\_ **52** \_\_\_\_\_ at the airport. In addition, it was discovered just before boarding that your plane had a technical fault and, for safety reasons, \_\_\_\_\_ **53** \_\_\_\_\_.

All passengers \_\_\_\_\_ **54** \_\_\_\_\_ either accept hotel vouchers and fly the next morning or \_\_\_\_\_ **55** \_\_\_\_\_ the flight costs. We understand that you \_\_\_\_\_ **56** \_\_\_\_\_ and chose to hire a car instead and bill us for the car rental and fuel costs \_\_\_\_\_ **57** \_\_\_\_\_ on your journey to Copenhagen.

It is not normally our policy to cover such costs but, \_\_\_\_\_ **58** \_\_\_\_\_, we are willing to refund all your expenses. May we once again apologise for \_\_\_\_\_ **59** \_\_\_\_\_.

We look forward to welcoming you on board again in the future.

Yours sincerely,  
Bob Dobbs

- |   |  |
|---|--|
| <p><b>50 a</b> have to say how sorry we are with<br/><b>b</b> must make excuses about<br/><b>c</b> would like to apologise for</p>              | <p><b>55 a</b> apply for a refund of<br/><b>b</b> demand the payment of<br/><b>c</b> send an invoice for</p>                                   |
| <p><b>51 a</b> Regarding the weather forecast<br/><b>b</b> As you are surely aware<br/><b>c</b> Following an inspection</p>                     | <p><b>56 a</b> decided to refuse our payment<br/><b>b</b> have not agreed with the proposal<br/><b>c</b> were not satisfied with our offer</p> |
| <p><b>52 a</b> conditions have been changed<br/><b>b</b> the planes must be grounded<br/><b>c</b> there were multiple flight delays</p>         | <p><b>57 a</b> as well as other expenses<br/><b>b</b> which were additionally booked<br/><b>c</b> while you were driving</p>                   |
| <p><b>53 a</b> take-off had been forbidden.<br/><b>b</b> the flight had to be cancelled.<br/><b>c</b> the pilot would not be able to start.</p> | <p><b>58 a</b> as we value you as a customer<br/><b>b</b> because your business is worth it<br/><b>c</b> to your satisfaction</p>              |
| <p><b>54 a</b> had a choice of<br/><b>b</b> were given the option to<br/><b>c</b> were put in a position to</p>                                 | <p><b>59 a</b> any trouble you caused<br/><b>b</b> interrupting your plans<br/><b>c</b> the inconvenience you experienced</p>                  |



## Writing

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

### Task A

You would like to exhibit at the next Trade Fair for International Business and you need more information.

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

- Enquire about details
- What you expect from the trade fair
- What you want to exhibit

**or**

### Task B

A colleague of yours is thinking of doing an MBA at evening school and has asked for your advice. He is not sure whether he will be able to manage to work full-time and study at the same time.

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

- How you define work-life balance
- The advantages of continuing to work
- The difficulties he should expect



# Speaking

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

The Oral Examination or Speaking subtest is generally **carried out in pairs**; i.e. two candidates are examined together. The exam **lasts approximately 16 minutes**. If there is an odd number of candidates, one candidate is tested alone with one of the examiners taking the place of the other candidate. In this case, the exam is shorter.

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

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

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

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

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

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

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

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

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

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

The examiner says to the candidates:

**Part 1 A**

*Please comment on this picture.*

**Part 1 B**

*The topic is company training courses. Say something about yourself and how you feel about training courses.*

**Examiner Questions B1**

- *When do people need training courses?*
- *What training courses do you find useful and why?*
- *When are training courses a waste of time?*

**Examiner Questions B2**

- *How do training courses contribute to success at work?*
- *What expectations do companies have with respect to their employees' willingness to learn?*
- *How does the attitude to learning vary around the world?*





## Candidate B

### Part 1

#### Talking about experiences and opinions



### Examiners

The examiner says to the candidates:

#### Part 1 A

*Please comment on this picture.*

#### Part 1 B

*The topic is company training courses. Say something about yourself and how you feel about training courses.*

#### Examiner Questions B1

- *When do people need training courses?*
- *What training courses do you find useful and why?*
- *When are training courses a waste of time?*

#### Examiner Questions B2

- *How do training courses contribute to success at work?*
- *What expectations do companies have with respect to their employees' willingness to learn?*
- *How does the attitude to learning vary around the world?*

## Candidate A and Candidate B

### Part 2 Presentation

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

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

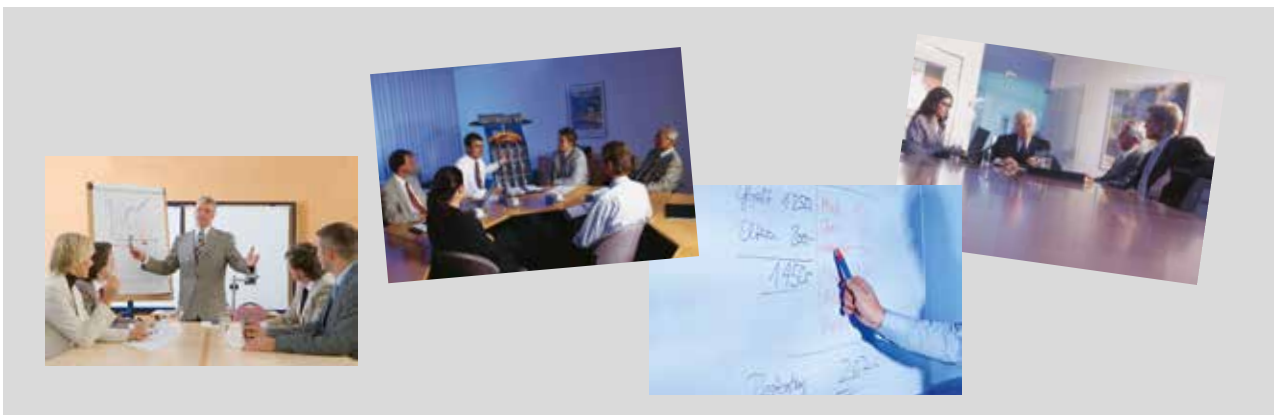
#### Topic 1: Company Visitors

How can a company make guests feel welcome?  
What impression of your company should visitors get?



#### Topic 2: Presentations

What makes a good presentation?  
What role do presentations play in your job?





## Candidate A and Candidate B

### Part 3 Discussion

Read the question below and discuss it with your partner.

Share your opinions, give reasons and personal examples to support your ideas. The three statements may help you.

#### What's more important, quantity or quality?

If your customers want the product at a cheap price and you have to be cheaper than your competitors, you need to sell a big quantity.



It's the quantity that brings in the money but, at the same time, the quality has to be good enough to keep everybody happy.



Offering top quality service and perfect products is the best way for a firm to be successful.





|  |  |  |  |  |  |  |  |  |  |   |   |   |   |         |
|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---------|
|  |  |  |  |  |  |  |  |  |  | 1 | 1 | 6 | 6 | 4534344 |
|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---------|

# ENGLISH B1·B2 BUSINESS

|   |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
|---|--|--|----------------------|--|--|----------------------|--|--|---|--|--|----------------------|--|--|
| <input type="text"/><br>Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия  |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
| <input type="text"/><br>Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя   |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
| <input type="text"/>  |  |  | <input type="text"/> |  |  | <input type="text"/> |  |  | <b>Beispiel: 23 April 1989</b><br><b>Example: 23 April 1989</b> |  |  | <input type="text"/> |  |  |
| Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения   |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
| <input type="text"/><br>Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения  |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
| <input type="text"/>  |  |  | <input type="text"/> |  |  |                      |  |  |   |  |  |                      |  |  |
| Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык   |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
| <input type="checkbox"/> männlich · male · masculino · masculin · maschile · erkek · мужской<br><input type="checkbox"/> weiblich · female · femenino · féminin · femminile · kadın · женский |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
| Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол  |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
| <input type="text"/><br>Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение                              |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
| <input type="text"/>  |  |  | <input type="text"/> |  |  | <input type="text"/> |  |  | <b>Beispiel: 17. Juli 2012</b><br><b>Example: 17 July 2012</b>  |  |  | <input type="text"/> |  |  |
| Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена   |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |
| <input type="text"/><br>Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия  |  |  |                      |  |  |                      |  |  |   |  |  |                      |  |  |

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













# Marking Criteria for Writing

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

## Content

I Task Management

## Language

II Communicative Design

III Accuracy

IV Vocabulary

## Content

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

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

Marks are then allocated according to the following table:

|                          | 5 Points   | 4 Points  | 3 Points   | 2 Points  | 1 Point   | 0 Points*   |
|--------------------------|--|---|--|---|---|---|
| <b>I Task Management</b> | All guiding points have been competently covered.                        | Two guiding points have been competently covered. | All guiding points have been comprehensibly covered. | Two guiding points have been comprehensibly covered.<br>Alternatively, just one guiding point has been competently covered. | Just one guiding point has been comprehensibly covered. | No guiding point has been comprehensibly covered. |
|                          | <b>Possible combination of marks given for the three guiding points:</b> |   |  |   |   |   |
|                          | ++ , ++ , ++   | ++ , ++ , +<br>++ , ++ , ∅                        | ++ , + , +<br>+ , + , +                              | ++ , + , ∅<br>++ , ∅ , ∅<br>+ , + , ∅   | + , ∅ , ∅   | ∅ , ∅ , ∅   |

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

## Language

|                                | B2  | B1   | A2   |
|--------------------------------|---|--|--|
| <b>II Communicative Design</b> | <p>Can express himself/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation.</p> <p>Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse.</p> <p>Can produce a well-structured text. Can follow standard layout and paragraphing conventions.</p> | <p>Can use a wide spectrum of language functions and can react to them using common means of communication (e.g. polite forms of expression).</p> <p>Can combine simple individual elements into a connected linear text.</p>  | <p>Can use simple language functions, for example exchanging information in a simple way, making simple requests, expressing opinions and attitudes.</p> <p>Can use the most common linking words (<i>and, but, because</i>) in order to connect simple sentences and word groups.</p>   |
| <b>III Accuracy</b>            | <p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Does not make systematic errors, but occasional 'slips' may occur.</p> <p>Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</p>  | <p>Generally speaking, has good command of grammatical structures, despite noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</p> <p>Spelling, punctuation and layout are accurate enough to be followed most of the time.</p>                            | <p>Can use simple structures correctly, but still systematically makes basic mistakes, such as the tendency to mix up or forget to use the tenses or to forget about subject-verb agreement, but it is generally clear what he/she would like to say.</p> <p>Can write with reasonable accuracy short words that are in his/her oral vocabulary.</p> |
| <b>IV Vocabulary</b>           | <p>Can use a good range of vocabulary. Can vary formulation, but lexical gaps may still cause circumlocution or paraphrasing.</p> <p>Lexical accuracy is generally high, though some incorrect word choice may occur without hindering communication.</p>   | <p>Can use sufficient vocabulary in order to talk about most topics related to daily life, even if circumlocutions are needed to help explain the idea.</p> <p>Demonstrates a good command of basic vocabulary, however, still makes elementary mistakes when trying to express more complex thoughts.</p> | <p>Can use sufficient vocabulary in order to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>Commands a limited vocabulary in connection with concrete daily needs.</p>  |

# Marking Criteria for Speaking

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

## Content

**I** Task Management

## Language

**II** Pronunciation / Intonation

**III** Fluency

**IV** Accuracy

**V** Vocabulary

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

## Content

|                            | <b>B2</b>   | <b>B1</b>   | <b>A2</b>   |
|----------------------------|---|---|---|
| <b>Part 1A</b>             | Can give a clear, detailed description of a picture and comment on the situation.   | Can relay the main information seen in a picture and mention individual details.  | Can describe the main information seen in a picture in a brief and general manner.  |
| <b>Part 1B</b>             | Can report on his/her own experiences in a clear and detailed manner.<br>Can express his/her opinions clearly and precisely.  | Can report on his/her own experiences in a partially detailed manner.<br>Can briefly give reasons and explanations for opinions on familiar topics.   | Can report on his/her own experiences in a brief and general manner.  |
| <b>Part 2A<sup>1</sup></b> | Can give a clearly structured presentation pertaining to the topic, giving reasons in support of or against a particular point of view.   | Can give a straightforward presentation on familiar topics in which the main points are explained with reasonable precision.  | Shows limited ability to give a short, basic presentation.  |
| <b>Part 2B</b>             | Can spontaneously respond to follow-up questions and express his/her thoughts clearly and precisely.  | Can answer straightforward follow-up questions in a brief manner.   | Shows limited ability to answer simple follow-up questions.   |
| <b>Part 3</b>              | Can actively initiate and maintain a discussion and demonstrate effective turntaking.<br>Can present his/her ideas and opinions with precision and respond to his/her partner's contributions in an appropriate manner. | Can take part in a discussion, and generally follow the main points.<br>Can generally express his/her point of view and briefly comment on the views of others. Can agree or disagree politely. | Can say what he/she thinks when addressed directly, but is rarely able to keep a conversation going.<br>Can generally identify the topic of discussion. |

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

## Language

|                            | B2  | B1   | A2  |
|----------------------------|---|--|---|
| Pronunciation / Intonation | Has acquired a <b>clear, natural</b> pronunciation and intonation, even if a foreign accent is sometimes evident.   | Speaks <b>in an understandable manner</b> , even if a foreign accent is sometimes evident and occasional mispronunciations occur.  | Generally speaks <b>clearly enough to be understood</b> , despite a noticeable accent. Conversational partners will need to ask for repetition from time to time.   |
| Fluency                    | Can communicate with a degree of <b>fluency and spontaneity</b> that makes regular interaction with native speakers quite possible without imposing strain on either party. There are few noticeably long pauses.   | Can express him/herself <b>effectively, even though pauses are made</b> in order to plan or correct grammatical or lexical choices, especially when speaking for extended periods of time.   | Can construct phrases on familiar topics with sufficient ease in order to handle short exchanges, despite <b>very noticeable hesitation</b> and false starts.   |
| Accuracy                   | Shows a relatively high degree of grammatical control.<br><br><b>Does not make errors which cause misunderstanding.</b><br><br>Minor flaws in sentence structure may still occur, but they can often be corrected in retrospect.  | Can communicate fairly accurately in familiar situations.<br><br><b>In general, has good control of grammatical structures</b> , despite noticeable mother tongue influence.<br><br>Errors occur, but the main message is clear.   | Can use simple grammatical structures correctly, but still systematically makes <b>basic mistakes</b> like mixing up the tenses or forgetting to note the subject-verb agreement. Nonetheless, it is generally clear what the speaker wants to say. |
| Vocabulary                 | Shows a good range of vocabulary to give clear descriptions and express viewpoints on most general topics.<br><br>Can <b>vary formulation</b> and use <b>some complex sentence forms</b> .<br><br>Lexical gaps can still cause circumlocution. Incorrect word choice may still occur without hindering communication. | Has sufficient vocabulary to talk about most topics related to daily life, even if some circumlocutions are necessary.<br><br>Shows <b>good control of elementary vocabulary</b> , but still makes basic mistakes when expressing more complex thoughts or handling unfamiliar topics or situations. | Has sufficient vocabulary to express basic needs.<br><br>Can control a <b>narrow repertoire</b> in relation to specific everyday needs.   |

# Points and Partial Results

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

- 1 Listening / Reading / Language Elements
- 2 Writing
- 3 Speaking

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

The subtests Listening, Reading and Language Elements consist of 59 items. Candidates are awarded one point for each correct item, so that a maximum of 59 points can be obtained.

The breakdown of points is as follows:

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

## Determining Partial Results of the Subtest Writing

Writing is assessed by licensed telc raters according to the marking criteria on pages 33–34. For levels B2 and B1, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower/middle end of the band.

|                                | B2        |                    | B1        |                    | A2  | 0  |
|--------------------------------|-----------|--------------------|-----------|--------------------|-----|----|
|                                | upper end | lower / middle end | upper end | lower / middle end |     |    |
| <b>I</b> Content               | 5         | 4                  | 3         | 2                  | 1   | 0  |
| <b>II</b> Communicative Design | 5         | 4                  | 3         | 2                  | 1   | 0  |
| <b>III</b> Accuracy            | 5         | 4                  | 3         | 2                  | 1   | 0  |
| <b>IV</b> Vocabulary           | 5         | 4                  | 3         | 2                  | 1   | 0  |
| Total                          | 20        | 16                 | 12        | 8                  | 4   | 0  |
|                                | 100%      | 80%                | 60%       | 40%                | 20% | 0% |

The breakdown of points is as follows:

| Points | CEFR level |
|--------|------------|
| 15–20  | B2         |
| 7–14   | B1         |
| 0–6    | Below B1   |

### Determining Partial Results of the Speaking Subtest

Speaking is assessed by two licensed telc examiners according to the marking criteria on pages 35–36. Again, for levels B2 and B1, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower/middle end of the band.

|                                    | B2        |                      | B1        |                      | A2 | 0 |
|------------------------------------|-----------|----------------------|-----------|----------------------|----|---|
|                                    | upper end | lower/<br>middle end | upper end | lower/<br>middle end |    |   |
| <b>I</b> Task Management           |           |                      |           |                      |    |   |
| Part 1A                            | 5         | 4                    | 3         | 2                    | 1  | 0 |
| Part 1B                            | 5         | 4                    | 3         | 2                    | 1  | 0 |
| Part 2A                            | 10        | 8                    | 6         | 4                    | 2  | 0 |
| Part 2B                            | 10        | 8                    | 6         | 4                    | 2  | 0 |
| Part 3                             | 20        | 16                   | 12        | 8                    | 4  | 0 |
|                                    |           |                      |           |                      |    |   |
| <b>II</b> Pronunciation/Intonation | 10        | 8                    | 6         | 4                    | 2  | 0 |
| <b>III</b> Fluency                 | 10        | 8                    | 6         | 4                    | 2  | 0 |
| <b>IV</b> Accuracy                 | 15        | 12                   | 9         | 6                    | 3  | 0 |
| <b>V</b> Vocabulary                | 15        | 12                   | 9         | 6                    | 3  | 0 |
|                                    |           |                      |           |                      |    |   |
| <b>Total</b>                       | 100       | 80                   | 60        | 40                   | 20 | 0 |

The breakdown of points is as follows:

| Points  | CEFR level |
|---------|------------|
| 75–100  | B2         |
| 35–74,5 | B1         |
| 0–34,5  | Below B1   |



# B1 or B2 Certificate?

Whether a candidate receives a telc English B2 Certificate or a telc English B1 Certificate for the examination depends on the partial results achieved in the subtests Listening, Reading, Language Elements, Writing and Speaking. One of the minimum requirements for a certificate is that a B1 or a B2 level must be obtained in the Speaking subtest. Candidates assessed as having skills below level B1 do not receive a certificate.

## B1 Certificate

Every candidate who is assessed at B1 level or above in the Speaking subtest and in one of the subtests for Listening/Reading/Language Elements or Writing is awarded a telc B1 Certificate. In order to receive a B1 Certificate, the following combinations of partial results are possible:

|   | Case 1 | Case 2      | Case 3      | Case 4 | Case 5 | Case 6 | Case 7      | Case 8      | Case 9 | Case 10     | Case 11     |
|---|--------|-------------|-------------|--------|--------|--------|-------------|-------------|--------|-------------|-------------|
| Listening/<br>Reading<br>Language<br>Elements | B1     | B1          | Below<br>B1 | B2     | B2     | B1     | B2          | Below<br>B1 | B1     | Below<br>B1 | B1          |
| Writing                                       | B1     | Below<br>B1 | B1          | B2     | B1     | B2     | Below<br>B1 | B2          | B1     | B1          | Below<br>B1 |
| Speaking                                      | B1     | B1          | B1          | B1     | B1     | B1     | B1          | B1          | B2     | B2          | B1          |

## B2 Certificate

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

|  | Case 1 | Case 2 | Case 3   | Case 4 | Case 5   |
|--|--------|--------|----------|--------|----------|
| Listening/Reading<br>Language Elements | B2     | B2     | B2       | B1     | Below B1 |
| Writing                                | B2     | B1     | Below B1 | B2     | B2       |
| Speaking                               | B2     | B2     | B2       | B2     | B2       |

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

## The Answer Sheet S30

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

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



## Scoring

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

## telc Raters and Examiners

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

All raters who evaluate the candidates' written performance are licensed telc raters who have long-standing experience of tests at CEFR levels B1 and B2. They have successfully participated in a rater training course and learnt how to apply the telc marking criteria accurately.

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

## Retaking the Exam

The *telc English B1-B2* examination can be repeated as often as the candidate may wish; however no results from previous tests can be incorporated into the new test. The entire examination must be repeated and is scored anew.

## Written Examination

The written examination lasts 115 minutes and consists of the subtests Listening, Reading, Language Elements and Writing. There is no break between the parts.

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

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

After the subtests Reading and Language Elements have been completed, the second answer sheet is collected by the examiner. The Writing subtest can only start after this has been done.

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

## Oral Examination

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

The time allowed for examining is divided into three parts:

- Part 1 (Talking about experiences and opinions) approximately six minutes,
- Part 2 (Presentation) approximately six minutes, and
- Part 3 (Discussion) approximately four minutes.

## The Role of the Examiners

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

One of the examiners takes the role of the interlocutor and leads through the examination. The interlocutor starts off the conversation in Parts 1 and 2 using the task sheets, asking questions and providing input or prompts during the conversation as required. In Part 3 (Discussion) the interlocutor intervenes only if communication breaks down.

Examiners should not switch roles from interlocutor to assessor except between examinations.

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

## Framework for the Oral Examination

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

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

The interlocutor initiates the conversation.

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

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

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

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

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

### Transition from Part 1A to 1B

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

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

### Transition from Candidate A to Candidate B

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

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

### Transition from Part 1B to 2A

After both candidates have talked to the interlocutor for approximately 2 minutes, each and responded to at least one prompt, the interlocutor introduces the next part of the examination.

*Thank you. We are now at the end of part 1. Let's move on to Part 2.*

**Part 2**

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

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

**Transition from Part 2A to 2B**

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

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

**Transition from Candidate A to Candidate B**

The interlocutor asks the other candidate to give their presentation.

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

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

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

**Transition from Part 2B to Part 3**

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

**Part 3**

The interlocutor asks the candidates to start the discussion.

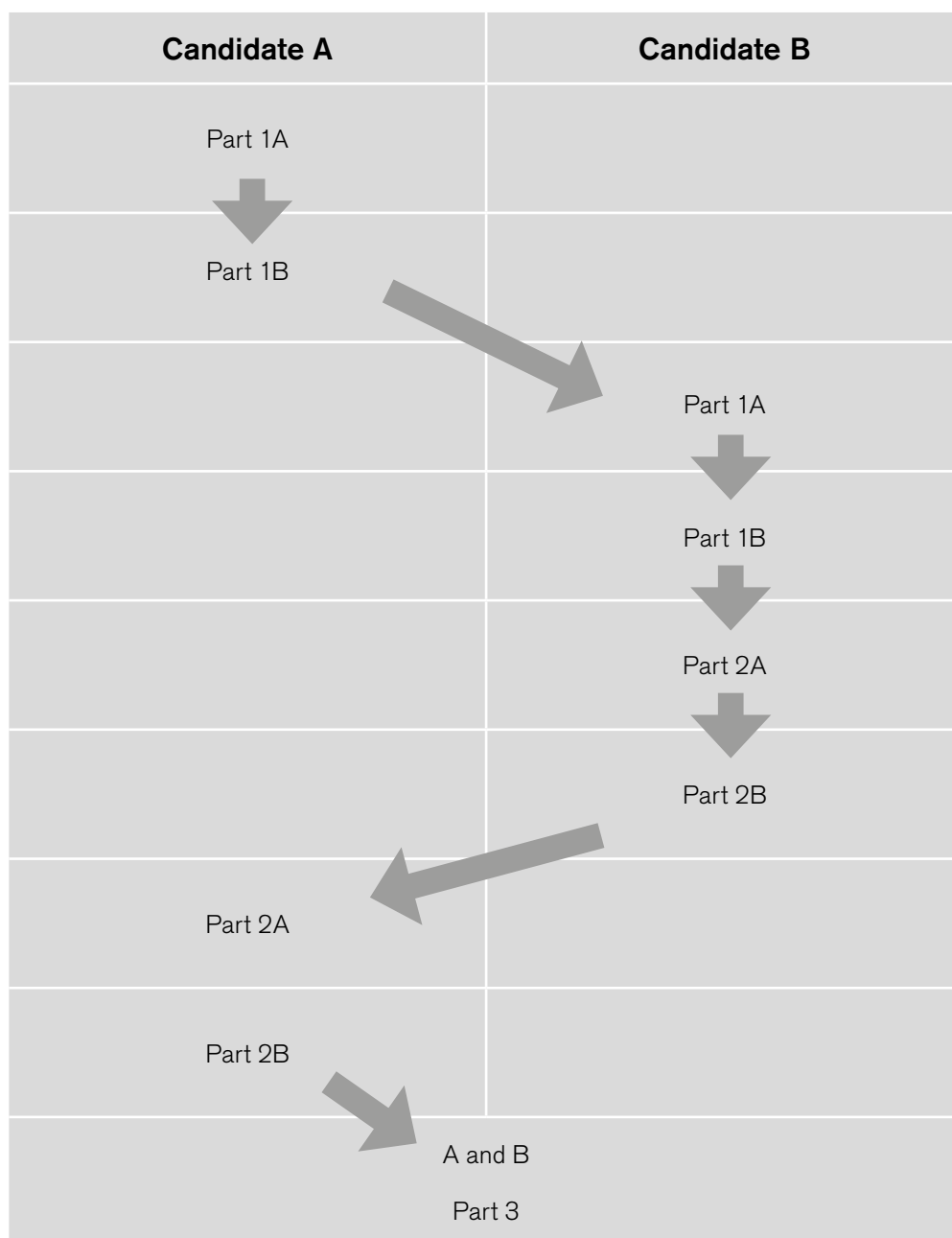
*Now it's time for Part 3, the Discussion. Your topic is [trusting your feelings]. What is your opinion on this issue?*

**Completion of the Examination**

The interlocutor concludes the examination.

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

## Recommended Procedure



# Audio Script

## Listening, Part 1

### Example

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

### Number 1

Hi Sue, Maggie here. I thought you had a home office day today! Could you ring me back as soon as possible please. The boss wants to know when you're next coming in. I know that you're travelling at the beginning of next week, but if you could make time for him on Thursday or Friday, that would be great. Talk to you later. Cheers.

### Number 2

Good morning Ms Rose. My name is Ben Williams. I saw your advert on the Internet and would like to ask if you'd be interested in taking on a project. We're currently thinking of redesigning our offices, including the office furniture, and I'd like to leave everything in the hands of a competent interior designer. Perhaps we could set up an appointment for next week? My number is 952 673.

### Number 3

Hi, this is Jane from reception. You have a visitor here, a Mr Rickman. He said you were expecting him, but he's 20 minutes early. I've asked him to sit in the waiting area and I've got him a coffee so there's no hurry. Perhaps you could ring back and tell me when you'll be collecting him so that I can let him know. Thanks!

### Number 4

Hello. This is John from Papersoft. It's 3 pm and I'm afraid our delivery hasn't arrived yet, even though you gave us a guarantee for this morning. If we don't get the goods today, we will be forced to stop production tomorrow. Could you please contact the shipping company and find out what has happened. I'm expecting your return call with a solution for our problem today!

## Listening, Part 2

### Number 5 and 6

Jenny: Charmaine?  
 Charmaine: Yes?  
 Jenny: Hi, I'm Jenny, great to meet you in person at last.  
 Charmaine: Oh, hello Jenny, it's really nice to finally put a face to the voice. And thanks for picking me up.  
 Jenny: My pleasure. I thought I'd show you the conference centre where we are tomorrow. It's on our way to your hotel.  
 Charmaine: Oh, yes, the conference tomorrow. I'm a bit anxious about it. I won't know anyone there.  
 Jenny: Don't worry, it's not as if we are complete strangers. You've been working with my department for 2 years now, so you've spoken to most people at least once. And I think you saw the boss, when he last visited your office in Singapore.  
 Charmaine: Yes, that's true, but I didn't actually talk to him.  
 Jenny: It'll be OK. Let's go to the car and I'll take you to the hotel.

### Number 7 and 8

James: Hi Sophie, have you heard the latest news.  
 Sophie: Oh, good morning James. No, what news?  
 James: Alexander has given notice so he won't be coming into the office any more.  
 Sophie: Wait a minute, you're saying that right before our big product launch, our new department head has quit and we won't be seeing him again?  
 James: Yes, he's gone back to his old job.  
 Sophie: No, I don't believe it. How's the managing director reacted?

James: Well, he wasn't happy and nor will be our customers! Alexander's just seen them all and they've just got used to him. And now he's no longer their contact.  
 Sophie: Yes, that's no good for business, is it? He'd only been here 8 months! And who's going to do his work until they find a replacement? It probably means we all have to take on extra responsibility, doesn't it?  
 James: Exactly! We're having a meeting at 10 to discuss the situation.  
 Sophie: All right then, that'll be interesting.

### Number 9 and 10

Man: Good morning, Accounts Department, how can I help you?  
 Woman: Good morning, Sally Davies from Rosebush Ltd. here. I'm ringing about a problem with your last invoice.  
 Man: Yes? And what's wrong with it?  
 Woman: Well, it's for four ceiling lamps and four standing floor lamps. But we ordered and received only two floor lamps.  
 Man: Let me just check ... Can you give me the invoice number, please?  
 Woman: Yes, it's HF2045.  
 Man: OK... I'm sorry, the computer is a bit slow this morning. Oh, here we are. Yes, four ceiling lamps and four floor lamps, that's what we billed you for. And you are saying you only ordered two floor lamps?  
 Woman: Yes that's right, I've got the copy of our order right here.  
 Man: Ok, so it looks like this was a mistake. I'll send you a credit note, if that's ok?  
 Woman: Sure, that's fine. Thanks.

### Number 11 and 12

Gill: Hi Dennis, so are you ready for the next store?  
 Dennis: Hi Gill, guess I am. Where are we today?  
 Gill: We're shopping in one of the nearby supermarkets. I hope no one recognises me. Some of my neighbours know I'm a mystery shopper.  
 Dennis: Yes, but they don't know exactly which shops you are testing, do they? So when they see you there, they'll think you're just doing your normal food shopping.  
 Gill: Yes, that's true.  
 Dennis: So, what special offers does the store have today?  
 Gill: Well, we're supposed to check if they have enough of the wine of the week, check how they've displayed the new shampoo range and get the sales assistant to advise us on the digital camera that's on offer this week.  
 Dennis: That'll be fun! And what about the cleanliness of the shop? Don't we have to include that in our report?  
 Gill: Yes, we always have to do that! Come on, we need to get moving.

### Number 13 and 14

Liz: Hello, can I speak to Harvey?  
 Harvey: Speaking!  
 Liz: Oh, hi Harvey. This is Liz.  
 Harvey: Liz! How are you? Haven't heard from you for a long time!  
 Liz: I'm fine. How are things with you?  
 Harvey: Couldn't be better. Business is going really well. So, where are you working now?  
 Liz: Well, that's just it. I'm between jobs. The company I was working for had to close down.  
 Harvey: Oh, no. I'm sorry to hear that ...  
 Liz: Well, I was paid three extra salaries at the end. But I do need a new job now and I remembered that you said that I should call you in case ....  
 Harvey: I'm really glad you called Liz because we might have something for you. Since you used to work here, you know what we do and we know what you're like. Why not come in for a chat...

**Listening, Part 3**

Interviewer: How many times have you gone on holiday and stayed in a beautiful area and wished that you could actually live there? Today I'm talking to Jason Rogers who has realised this particular dream for himself and his family by turning his back on his career as marketing manager and converting a remote farm into luxury holiday cottages. Welcome Jason.

Jason: Thanks.

Interviewer: Jason, this was obviously a life-changing decision. What exactly happened?

Jason: Actually, we were very lucky. Just at the time when I was getting tired of all the travelling and bored with my job, my wife inherited a small fortune from her uncle. I also wanted to have more family time with my kids. So, we decided to invest the money in property and live off paying guests. After a long search we found this old farm with outbuildings near the Welsh coast and it was just what we wanted. The seaside always attracts people and the Pembrokeshire coast path, which is great for walkers, is just 10 minutes away from the farm.

Interviewer: Jason, is renting out holiday accommodation like running a business?

Jason: Well, apart from marketing you need a good head for figures. It's also very important to have a good relationship to your local bank! Most of our income is generated in the summer months and in the winter when we want to make investments and improve our property, we're really short of cash. I have a friendly bank manager and I've been given good conditions for our overdraft, but the bank earns a lot of money through us, especially from guests that transfer their money from abroad. I get very annoyed when I compare the amount that has been transferred and the amount that actually lands on our account...

Interviewer: There are so many offers for holiday accommodation on the Internet, how do they find you?

Jason: You're quite right. Anyone browsing the Internet is overwhelmed by the choice. The important thing is to be easily found by search engines and have good search options so that people looking for holiday accommodation for any one particular week quickly find a perfect match. However, we've found it even more effective to get the guests who are staying to come again. We give our guests a discount if they book a week for the following year and pay 10% up front. And, of course we hope that our guests enjoy their time so much that they tell others about our great place.

Interviewer: Let's talk about customer service. How do you ensure that your guests enjoy their stay?

Jason: Well, before the first guests came, my wife and I sat down and wrote a list of all the things we really appreciated in places where we had stayed when on holiday. It was clear that we had to offer Internet access. Unfortunately, it was not possible to connect all the cottages to the Internet, so instead we turned one of the farm buildings into a guest centre. In the library guests can sit down in comfort and check their emails, etc. We also have a bookshelf full of books and DVDs for guests to borrow. And there is also a games room where they can play billiards, table tennis or darts on a rainy day. But above all, we're always friendly and always happy to chat with our guests. After all, they are our business!

Interviewer: Do you work together with any local businesses?

Jason: We cooperate closely with a local baker who delivers bread in the morning and ready-cooked meals later in the day. Guests can choose from a long list of different kinds of bread and cake and standard dishes or even make special requests for their evening meal. Since we have 6 cottages, the baker usually has several orders and so makes no extra charge for the delivery service. It's a win-win situation. The baker profits from the extra custom and we profit from happy guests.

Interviewer: Have you ever had any regrets about your career change?

Jason: Well, we have a less luxurious lifestyle and an irregular income and at the beginning it was a bit of a risk. We're busy the whole year round, either looking after the guests or renovating the cottages. And we're extremely busy in summer, especially on Saturdays when all the beds have to be changed and the cottages cleaned! But no, we have a real quality of life now and to be able to help people have a great holiday is a really rewarding occupation. We're even thinking of investing in another nearby farm and offering a 5 star cottage for 10 people – an ideal get away for a group of friends or a special family get-together.

Interviewer: Thanks Jason, I'm sure our listeners would love to come and stay. Just visit our website and you'll find a link to Jason's holiday cottages...

**Listening, Part 4**

Welcome to Business Today your weekly radio show on business matters. I'm Brian Masters our topic today is employee satisfaction! So, what makes a good employer? Why do some people like working for their company and others not. We asked some people in the street for their opinions.

**Example**

I work in the factory of a medium-sized company. We work three shifts, early shift, late shift and night shift and change shifts every few days. This can be really tiring but our company looks after us. We get working clothes and they're washed for us. There's a gym and a sauna, a great canteen and if we want to join the local sports club, membership is free. And we have a big Christmas party and summer BBQ every year.

**Number 21**

Well, I work for a family-owned business and there's a special atmosphere in such a small company. The boss comes round every morning and says hello and he's interested in how we're doing and knows everyone's name. If we're not at work, he wants to know why and if we're late, he notices! Of course, we have to work hard because that's what the boss expects and we want to keep him happy. But that's OK. If the company is successful, our jobs are secure.

**Number 22**

Times are changing. I don't think companies are interested in their employees like they were in the past, we're just one of many on their pay roll. I've been head-hunted several times, so I've changed jobs quite often and have managed to climb the career ladder successfully. But I've never stuck with any company long because no company has been perfect. I'd say, I'm happy if I have a well-paid, interesting job. Yes, the money has to be right, but if it gets too stressful I move on.

**Number 23**

I think it's important to wake up with a smile on your face and look forward to going to work and that's what I do. In the travel agency where I work there's a really great team spirit. We support each other, discuss problems and come up with some really good ideas. After work we often do things together and have a lot of fun. The company itself doesn't do much for its employees, but it's so motivating to work in a supportive atmosphere that this doesn't matter.

So, what do you think? The lines are open, please phone in and give us your opinions...



# Answer Key



## Listening

### Part 1

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

### Part 2

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

### Part 3

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

### Part 4

- 21 e
- 22 b
- 23 d



## Reading

### Part 1

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

### Part 2

- 28 h
- 29 x
- 30 e
- 31 f
- 32 b

### Part 3

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

### Part 4

- 39 false
- 40 false
- 41 true



## Language Elements

### Part 1

- 42 d
- 43 f
- 44 j
- 45 i
- 46 g
- 47 e
- 48 a
- 49 b

### Part 2

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

**Candidate**

**A**

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

**Candidate**

**B**

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

**Content**

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

**Content**

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

**Language (Part 1–3)**

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

**Language (Part 1–3)**

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

\_\_\_\_\_   
 Date

\_\_\_\_\_   
 Examiner

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

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

## ENGLISH

- 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 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

## ČESKÝ JAZYK

- B1** telc Český jazyk B1

## PORTUGUÊS

- B1** telc Português B1

## DEUTSCH

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

## 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

## JĘZYK POLSKI

- B1-B2** telc Język polski B1-B2 Szkoła

## 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
- A1** telc Русский язык A1

## اللغة العربية

- B1** telc اللغة العربية B1

**Examination Preparation**

# MOCK EXAMINATION 2

## ENGLISH B1·B2 BUSINESS

*telc – language tests* have a long tradition of specialisation in the field of English language testing and certification around the world. The *telc English B1·B2* examination is a dual-level format that measures language competence across two levels of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR). *telc* test takers thereby have the opportunity to gain certification at a level that precisely reflects their language abilities.

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