



MOCK EXAMINATION 1

ENGLISH BUSINESS

Examination Preparation

A2·B1





MOCK EXAMINATION 1

ENGLISH BUSINESS

Examination Preparation

A2·B1

“Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.”

All parts of this publication are protected by copyright law.

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, photocopying, recording or otherwise, without prior permission of the publisher. All violations will be prosecuted.

Published by telc gGmbH, Frankfurt am Main, Germany

All rights reserved

© 2021 by telc gGmbH, Frankfurt am Main

Printed in Germany

ISBN: Test Booklet 978-3-86375-036-7

Order Number: Test Booklet 5165-B00-010101

MP3 5165-MP3-010101

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.

What we offer

telc gGmbH is a not-for-profit educational institution based in Frankfurt am Main, Germany. As an internationally oriented organisation, telc works in close cooperation with 1,500 licenced partners in Germany and another 1,500 in Europe and beyond, to provide a standardised certification of language competence under the brand name *telc – language tests*. As *telc Training*, we offer seminars and courses for the continuing professional development of teachers as well as examiner training. Our teaching and learning materials, including digital learning and testing services, complete our portfolio.

The *telc English A2:B1 Business* examination is part of telc's portfolio of examinations designed for learners interested in proving their language skills. Our general and vocationally oriented examinations are a contribution towards multilingualism and language diversity in Europe. They take the needs of language learners throughout the world into account and certify language competency for everyday life, study and occupational purposes.

telc gGmbH is a subsidiary of the German Adult Education Association (Deutscher Volkshochschulverband e. V.) and is dedicated to lifelong learning. We are committed to facilitating language learning and integration, as well as mobility – in Germany and across Europe. telc certificates are recognized by corporations, schools, universities and government agencies. We offer a unique system that combines tried and trusted test formats and flexible test dates to match our customers' needs with objective and transparent examination conditions.

Our network

telc's strength comes from its cooperation with many and diverse partners over five decades. This cooperation challenges us and motivates us to consistently offer high-quality, needs-oriented services. A lot has changed since the first telc certificates were awarded in the 1960s. telc – language tests have always kept up with the times. We take up new academic and practical impulses and transfer them into task-oriented, valid test formats. As a full member of ALTE (Association of Language Testers in Europe) and as a member of EQUALS, our tests are developed in accordance with European stipulations. telc gGmbH is certified according to the international DIN standard, DIN EN ISO 9001:2015. You will find an overview of our programme at www.telc.net.



Managing Director, telc gGmbH

Contents

Test Format	5
-------------	---





Test

Listening	6
Reading	10
Writing	19
Speaking	20

Information

Answer Sheet S30	25
Marking Criteria for Writing	32
Marking Criteria for Speaking	34
Points and Partial Results	36
A2 or B1 Certificate?	38
How does the examination work?	39
Audioscripts	44
Answer Key	46
Score Sheet M10	47

The Structure of the Examination

	Subtest	Aim	Type of Test	Time	
Written Examination	 1 Listening				
	Part 1	Understanding voice mail messages	4 multiple-choice items	25 min.	
	Part 2	Understanding short public announcements	5 multiple-choice items		
	Part 3	Understanding everyday conversations	4 true/false and 4 multiple-choice items		
	Part 4	Understanding different opinions about a topic	3 matching items		
	 2 Reading	Part 1	Understanding lists of information in catalogues, on the internet, etc.	5 multiple-choice-items	45 min.
		Part 2	Understanding basic and specific questions and answers from an internet forum	5 matching items	
		Part 3	Understanding information from press releases and formal announcements	3 true/false and 3 multiple-choice items	
		Part 4	Understanding informational brochures	3 true/false items	
		Part 5	Completing a letter	6 multiple-choice items	
		 3 Writing	Writing semi-formal emails	1 writing task	30 min.
	 4 Speaking	Part 1A	Talking about yourself	Task sheet with guiding points	Approx. 16 min.
		Part 1B	Answering follow-up questions	Examiner questions	
Part 2 A		Talking about experiences	Task sheet with pictures		
Part 2 B		Answering follow-up questions	Examiner questions		
Part 3		Solving a task	Task sheet with guiding points		

Listening, Part 1

You will hear four voicemail messages.

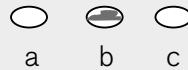
Which answer fits best: a, b or c? You will hear each message once.

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

Example

You can meet Tim

- a** any time next week.
- b** next Friday.
- c** this Wednesday.



- 1** You should go to
 - a** reception.
 - b** room number one.
 - c** the first floor.

- 2** Fred wants you to
 - a** answer the email.
 - b** drive him to the airport.
 - c** visit New York next week.

- 3** Sue asks you to
 - a** find Alison's file.
 - b** phone Alison.
 - c** send an email to Alison.

- 4** Stuart wants you to
 - a** email the contract to him.
 - b** make your booking.
 - c** send him a form.

**Listening, Part 2**

You will hear five announcements.

Which answer fits best: a, b or c?

You will hear each announcement once.

Mark your answers for items 5–9 on the answer sheet.

- 5** You are listening to
- a** a public transport announcement.
 - b** passenger information at Gatwick airport.
 - c** the traffic news.
- 6** The event in Brussels
- a** offers two workshops at 11:30 am.
 - b** starts with a general meeting at 8 am.
 - c** will last three days.
- 7** You can only start the tour after
- a** getting an entrance pass.
 - b** putting on protective clothing.
 - c** reading the regulations.
- 8** You should go outside to the
- a** bus stop.
 - b** car park.
 - c** meeting point.
- 9** You are asked to go to the theatre
- a** after the first speech.
 - b** as soon as possible.
 - c** in quarter of an hour.

Listening, Part 3

You will hear four 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.

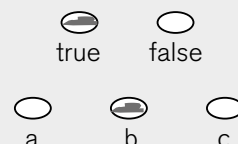
Mark your answers for items 10–17 on the answer sheet.

Example

Rick works outside.

Rick

- a** always works the same hours.
- b** works fewer hours in winter.
- c** never works on the weekend.



- 10** Brenda is asking Michael for some information.
true/false?
- 11** The customers are going to
- a** book their accommodation.
 - b** bring the documents with them.
 - c** make arrangements for dinner.
- 12** The caller is phoning about a business trip.
true/false?
- 13** Felix is out of the office
- a** for several days.
 - b** just today.
 - c** until Wednesday.
- 14** Ron and Max are colleagues.
true/false?
- 15** Max cannot help this weekend because he is
- a** buying a new car.
 - b** going to a wedding.
 - c** travelling.
- 16** The two parties are interested in working together.
true/false?
- 17** The building work can start
- a** next week.
 - b** this afternoon.
 - c** tomorrow.

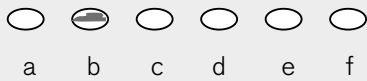
Listening, Part 4

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

Which statement a–f best matches the opinions 18–20?

Mark your answer for items 18–20 on the answer sheet.

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

Example

18 ...

19 ...

20 ...

- a** It's a good idea to use the Internet to find out how much you should earn.
- b** Salaries depend on many aspects and cannot be compared.
- c** Employers can pay different salaries for the same position, even if this is unfair.
- d** Discussing salaries with your co-workers won't help you to earn more.
- e** You should know about your colleagues' salaries before negotiating your own.
- f** People with better skills or longer working experience should be paid more.

Reading, Part 1

You have emigrated to Australia and started to work there. Now you need help from the Taxation Office.

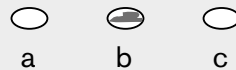
Read items 21–25 and the list of services and rooms. Which room would you choose to find the right information for you?

Mark your answers for items 21–25 on the answer sheet.

Example

You have moved to another city and must inform the taxation office.

- a Room 21
- b Room 26
- c Other room



21 You'd like information about doing your tax declaration online.

- a Room 13
- b Room 17
- c Other room

22 You have founded your own business and need the tax declaration form.

- a Room 18
- b Room 23
- c Other room

23 You want to ask if you can pay your taxes by credit card.

- a Room 13
- b Room 17
- c Other room

24 You want to find someone to do your tax declaration for you.

- a Room 13
- b Room 28
- c Other room

25 You don't agree with the tax return that the taxation office has calculated.

- a Room 10
- b Room 21
- c Other room

Australian Taxation Office

Tax returns	Room 10	Return on paper – Information on e-tax return software – forms & instructions
Tax declaration	Room 13	Declaration of wage – income – salary – allowances – information on amount to pay
Payments	Room 17	Payment options – delayed payments – payment schedules
Forms & Publications	Room 18	Income tax forms for individuals – businesses – non-profit organisations – corporate
Fixing a problem	Room 21	Correct an error – disagree with a decision – complaints – change your tax return
Small business support	Room 23	Benefits – additional tax obligations – seminars for start-ups
File numbers	Room 26	First tax file number – change of address – change of business
Tax agents	Room 28	List of all registered tax agents – fees – expertise in special areas

Reading, Part 2

You are looking for information about parental leave at a question and answer forum on the Internet.

First, read the forum questions in items 26–30 below. Then, read the forum answers a – h on the next page. Find the best answer for each question.

Mark your answers for items 26–30 on the answer sheet.

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

26



Mister&MrsRoche

I'm thinking of having children soon, but I can't imagine just staying at home. I think I'd miss my job, my colleagues and of course earning my own money. What can I do?

27



IsabelThomson

I'm a single working mother and I find it really hard. I don't think companies support single parents enough.

28



TheNOLANs

We are thinking of adopting a child or taking a foster child. Does anybody know if we can take off time from work in this case?

29



BobBlog7

We have two children, but we both have to work and earn money to pay the bills. Sometimes, we feel really bad about this. Why can't there be more hours in the day to play with the kids?

30



MarcT.

What about fathers? Are they entitled to parental leave and can they take time off to care for their children without losing their income?

Quality Time Forum: Time Off for Family

a

Here's what I did. When my two children were little, I stopped working and spent a lot of time at home baking cookies. By pure chance, I found a way to sell them. Ok, it wasn't a real job and it only earned me a bit of spending money. But I like to be creative and have fun with my children at the same time.

b

How many fathers do you see on a playground on a weekday morning? Not very many! And the reason is obvious: It can be very isolating for fathers who stay at home with their children. You lose your professional network and will have difficulties to go back to work later on.

c

I don't agree! Many companies nowadays have established new programs to give you the possibility to raise children and continue working. They offer extended maternity leave or the possibility to work part-time. Some companies set up summer camps for their employees' children and provide on-site and subsidized day care.

d

If you don't want to stop working, why don't you think about telecommuting or freelancing? That way you could stay in contact with the people you work with and don't have to give up your financial independence. You could also start your own business or try to broaden your professional horizons while at home.

e

Spend quality time with your family whenever you can. Develop rituals you can all look forward to. They don't have to take up much time but don't miss out on them. Take some time off to be good to yourself, too. Trust me, your family will benefit from it as well.

f

What about volunteering? It's unpaid, but it is a great way for stay-at-home moms to continue to use their professional skills. For example, a mom who is a finance professional might volunteer to manage the financial operations of the school's Parent Teacher Organization or their child's scout troop.

g

A few progressive companies in the USA offer new dads paid holiday, ranging from a few days to a few weeks. It all depends on the company and on the state you are working in. If you work in California for example, you may be able to take up to six weeks at partial pay. You should ask the HR department about the regulations in your company.

h

The most important thing for working parents is to find someone reliable to take care of their children. But it is equally important to get involved with the child's care provider by communicating frequently and observing how your child interacts with them. If you're not happy with the caregiver, find someone else.

Reading, Part 3

Read the three texts. For each text there are two tasks.

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

Mark your answers for items 31–36 on the answer sheet.

Text 1

You can rely on us!

Our new flexible shipping software provides more options to help you deliver on time at no extra cost. If you want to ensure that your parcels get out of your door as quickly and efficiently as possible, just use our free shipping software to prepare, manage and pay for shipments. Client contacts are stored in the system, which means less chance of error and delays. And our visibility

tools help you track shipments and provide immediate service in case your customers call and ask for delivery details. By the time they have explained the problem, you will already have found their package in the system. With our new logistics program, you and your customers enjoy fast, reliable service and peace of mind.



31 Companies can get an upgrade to make them more cost efficient.

true/false?

32 The new software tool

- a** informs customers if there is a problem.
- b** can find the exact location of your shipment.
- c** monitors customer trends.

Text 2**MiniMore Ltd.**

Newsletter

Dear Customers

Enclosed you will find our new catalogue with our updated prices valid as of the beginning of next year. The prices for raw materials, water and electricity have risen recently, so we have had to change our prices accordingly.

However, we are glad to inform you that not everything has increased in price and that many products are only slightly more expensive. And of course, the high quality of our products remains the same.

The new prices will not be effective until next month, and this week we're offering a 2% discount, so why not place an order now? Please contact us by phone or email and we will deliver your products as soon as possible.

Kind regards

Your Customer Service Team

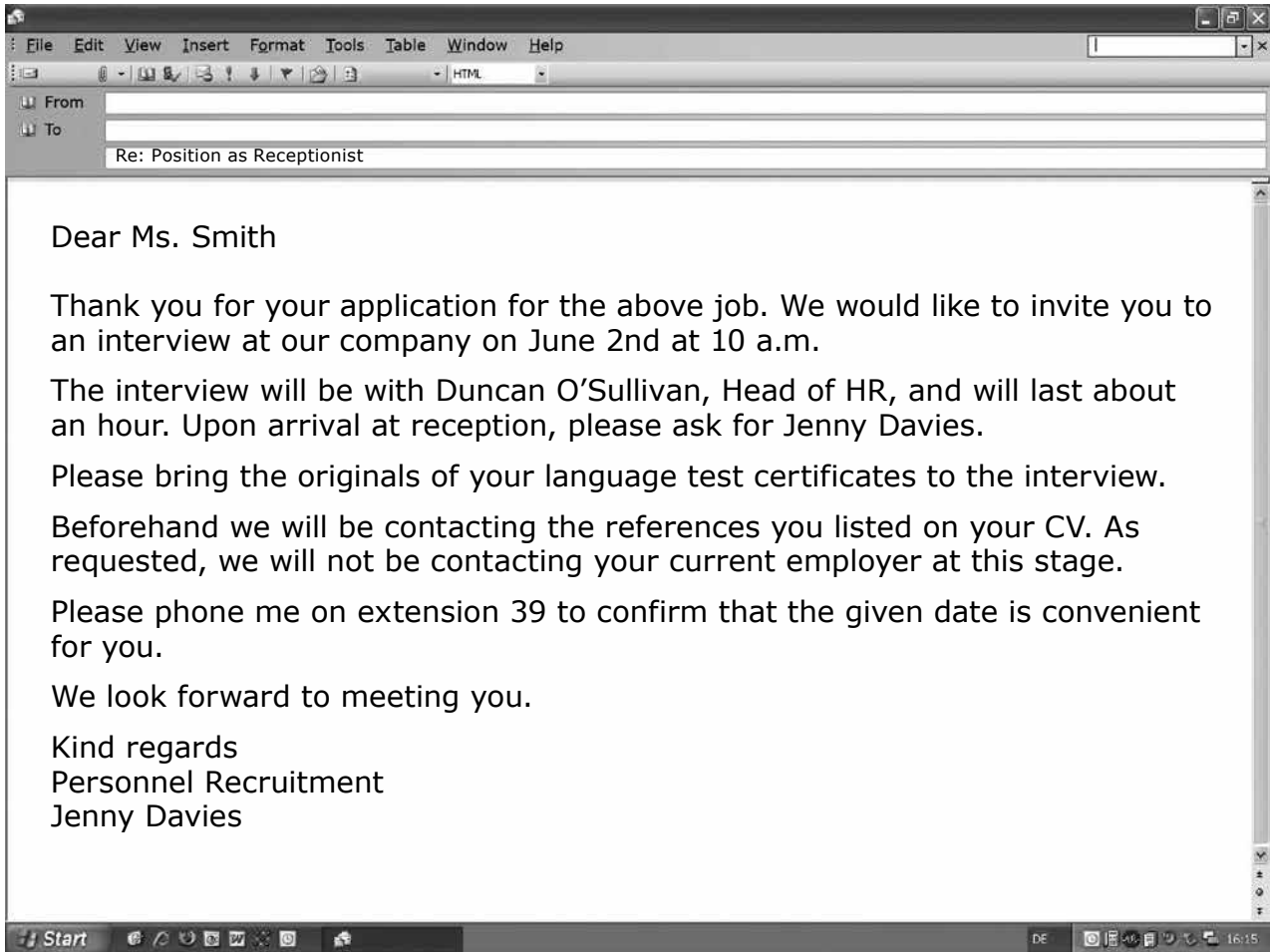


33 The letter tells customers about a future change.

true/false?

34 The products are the cheapest if you order them

- a** this month.
- b** this week.
- c** this year.

Text 3

35 The email is about Ms. Smith's new job.

true/false?

36 Jenny Davies

- a** asks Ms. Smith to contact Duncan.
- b** shows interest in Ms. Smith's language skills.
- c** wants Ms. Smith to provide references.

Reading, Part 4

Read the text and decide if the statements 37–39 are true or false.

Mark your answers for items 37–39 on the answer sheet.

Guidelines for Staff Working hours and Rest Breaks

Issue Employee Booklet

Provide all employees with a booklet which outlines working hours and rest breaks and advises on how to achieve a good work-life balance.

Inform all employees starting to work at the company about the booklet and refer to it at team meetings. Ensure that new staff understand that it is sometimes necessary to work flexible hours in order to keep clients satisfied. Include requirements to occasionally work unsociable hours in the contracts but offer compensation such as time-off, home office days and other flexible working options.

Keep Time records

Ensure all employees keep detailed time-sheets of their working hours, broken down by days and hours and project numbers. Link this to an online tracking system which includes annual leave and sick leave, and which can produce management reports as required. Use this information to monitor the employee working hours, to update human resource planning and to make realistic forecasts. Trust the employees to record their hours as the employees trust the company to look after their well-being

Nominate a Time Manager

Give one person the responsibility for maximising employee hours and allocating the resources. This person should monitor which teams have spare capacity for new business and which teams are too busy, which projects they are working on and for how long, when additional staff are needed and when staff may take unpaid time off. Additionally, the time manager should check the time each individual spends working and ensure that staff are taking breaks and holidays as laid down in the guidelines, even during busy periods.

- 37** Staff must be willing to regularly do overtime.
true/false?
- 38** Staff only need to write down the days they spend on each project.
true/false?
- 39** The Time Manager should know which employees are on holiday.
true/false?

Reading, Part 5

Read the following text and decide which answer (a, b or c) should go in the gaps in items 40–45.

Mark your answers on the answer sheet.

Subject: Delivery Times

Dear Roland

I tried to 0 you yesterday, but you were out of the office. Your colleague Maureen 40 to send me information about the status of orders 7673, 7678 and 7690.

I asked her 41 your company could 42 the delivery times because we need these orders earlier 43 originally planned.

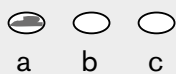
I have not heard anything 44 and so I am writing to you to ask for your help. Please get back to me today and 45 me know the earliest delivery times for the above-mentioned orders.

Thanks in advance

Jenny

Example

- 0** a phone
b speak
c talk



- 40** a promised
b promises
c should promise

- 42** a make shorter
b shorten
c shortening

- 44** a already
b from now
c yet

- 41** a for
b if
c that

- 43** a as
b than
c then

- 45** a give
b have
c let



Writing

Choose task A **or** task B. Include as much information as you can.

Write your text on the answer sheet.

Task A

Your company produces high quality office furniture. At a trade fair you have met a potential client who was interested in your products.

Write a follow-up email to this potential client. Mention the points in the order that you think is best. Don't forget to use a greeting and closing sentence.

- refer to your meeting at the trade fair
- suggest a visit
- send information on your products and prices
- thank the client

or

Task B

Your company is located in a small village and you think that it should get socially involved in the community. Therefore, you suggest supporting the local soccer team.

Write an internal email to your colleagues. Mention the points in the order that you think is best. Don't forget to use a greeting and closing sentence.

- how you want to support the soccer team
- ask for other ideas
- why you think this is important
- why you have chosen the soccer team

The Oral Examination

How is the examination carried out?

Two licensed telc examiners are required for each examination. Normally, two candidates take the oral exam together. If there is an odd number of candidates, one candidate will be tested alone with one of the examiners taking the place of the other candidate. The oral exam takes 16 minutes with two candidates, or 8 minutes with one candidate.

During the examination, each candidate should speak for the same amount of time. The task of the candidates is to answer the questions as completely as possible and to respond to the comments from the other candidate or the examiner.

A closer look at the tasks

Part 1: Talking about yourself (approximately 2 minutes per candidate)

Both candidates receive the same task sheet. They take turns introducing themselves using the guiding points on the task sheet. The examiner then asks each of the candidates some follow-up questions.

Part 2: Talking about experiences (approximately 3 minutes per candidate)

Each candidate receives a task sheet with a picture on it. The first candidate describes the picture. Then, the examiner asks follow-up questions for about a minute. Once the first candidate is finished, the examiner repeats the process with the second candidate but using a different picture. The candidates may talk about their experiences amongst themselves, but this is not a requirement of the exam.

Part 3: Solving a task (approximately 6 minutes for both candidates)

Both candidates receive identical task sheets. The aim is for the candidates to plan an activity together. They should share ideas, make suggestions and react to each other's suggestions. The guiding points on the task sheets are designed to help.

**Candidate A and Candidate B****Part 1****Talking about yourself****Name**
_____**Family**
_____**Where you live**
_____**Job**
_____**Company**
_____**Qualifications/Languages**
_____**Other ideas**

Examiners**The examiner says to the candidates:**

- *Please introduce yourself.*
- *Tell us something about your job, please.*

Candidate A

Part 2 Talking about experiences



Examiners

The examiner says to the candidates:

Part 2 A

Here is a photo from a magazine.

- What can you see in the picture?
- What is happening, what is the situation?

Part 2 B

Please talk about lunch breaks. Say something about yourself and how you or your colleagues spend your lunch breaks.

Examiner Questions A2

- What do you do in your lunch break?
- Do you like a warm meal in the middle of the day? Why? Why not?
- How important is your lunch break for you?

Examiner Questions B1

- If you had the possibility to eat in a canteen, would you always eat lunch there?
- What are the advantages and disadvantages of a canteen / snack bar?
- Do you think people work better when they can relax in their lunch break?

Candidate B**Part 2****Talking about experiences****Examiners**

The examiner says to the candidates:

Part 2 A

Here is a photo from a magazine.

- What can you see in the picture?
- What is happening, what is the situation?

Part 2 B

Please talk about lunch breaks. Say something about yourself and how you or your colleagues spend your lunch breaks.

Examiner Questions A2

- What do you do in your lunch break?
- Do you like a warm meal in the middle of the day? Why? Why not?
- How important is your lunch break for you?

Examiner Questions B1

- If you had the possibility to eat in a canteen, would you always eat lunch there?
- What are the advantages and disadvantages of a canteen / snack bar?
- Do you think people work better when they can relax in their lunch break?

Candidate A and Candidate B**Part 3**
Solving a task**Situation:**

You and your colleague have been asked to look after a trainee from New York who will be staying in your company for the next three months.

Task:

Together plan what you want to do. Here are some ideas:

Pick up from airport?

Place to stay?

Desk?

ID card?

Tour of company?

Other ideas?

							1	1	6	5	
--	--	--	--	--	--	--	---	---	---	---	--

Written Examination



1 Listening

Part 1

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

Part 2

- 5 a b c 5
6 a b c 6
7 a b c 7
8 a b c 8
9 a b c 9

Part 3

- 10 true false 10
11 a b c 11
12 true false 12
13 a b c 13
14 true false 14
15 a b c 15
16 true false 16
17 a b c 17

Part 4

- 18 a b c d e f 18
19 a b c d e f 19
20 a b c d e f 20

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

Marking Criteria for Writing

In order to evaluate the writing proficiency of the candidates, the difference between content-related and language-related criteria is taken into consideration. The candidate's ability to address the guiding points in the writing task is assessed according to the content-related criterion Task Management. The language-related criteria – Communicative Design, Accuracy and Vocabulary – are based on the *Common European Framework of Reference for Languages*.

Content

I Task Management

Language

II Communicative Design

III Accuracy

IV Vocabulary

Content

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points*
I Task Management	All four of the guiding points have been addressed accurately and precisely.	All four of the guiding points have been addressed, but the cooperation of the reader is required. Alternatively, three of the guiding points have been adequately dealt with.	Three of the guiding points have been dealt with, but the cooperation of the reader is required. Alternatively, two guiding points have been adequately dealt with.	Two of the guiding points have been addressed, but the cooperation of the reader is required. Alternatively, one of the guiding points has been adequately dealt with.	Only one of the guiding points has been addressed, and the cooperation of the reader is required.	None of the guiding points have been addressed or the candidate's written text is off task (for example because they misunderstood the situation described in the task).

* In cases where the candidate's written text does not relate to the task given, Criteria I and Criteria II, III and IV must be marked as zero. In cases where the candidate's written text addresses the task on the whole, but does not cover any of the Guiding Points, Criterion I is awarded zero points. The candidate's language performance is assessed in the usual manner (Criteria II–IV).

Language

	B1	A2	A1
II Communicative Design	<p>Can use a wide spectrum of language functions and can react to them using common means of communication (for example polite forms of expression).</p> <p>Can combine simple individual elements into linear, cohesive remarks.</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>	<p>Can create elementary social contacts by using the simplest polite expressions of greeting and farewell.</p> <p>Can connect words and groups of words by using very simple linking words such as <i>and</i> or <i>then</i>.</p>
III Accuracy	<p>Generally speaking, 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>	<p>Demonstrates only a limited command of a few simple grammatical structures and sentence patterns in a memorized repertoire.</p> <p>Can copy familiar words and short expressions.</p>
IV Vocabulary	<p>Can use sufficient vocabulary in order to talk about most topics related to daily life, even if descriptions 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, every day transactions involving familiar situations and topics.</p> <p>Commands a limited vocabulary in connection with concrete daily needs.</p>	<p>Can use an elementary amount of single words and expressions which are related to particular concrete situations.</p> <p>Commands single words and sentences related to concrete daily needs.</p>

Marking Criteria for Speaking

In order to evaluate the oral proficiency of the candidates, the difference between content-related and language-related criteria is taken into consideration as well. Again, the language-related criteria – Pronunciation/Intonation, Fluency, Accuracy and Vocabulary – are based on 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 five parts. Criterion I (Task Management) is assessed individually in each of the five parts. Criteria II – IV, in contrast, apply to the oral performance as a whole.

Content

		B1	A2	A1
Task Management	Part 1 A	Can introduce him / herself and can present somewhat detailed information.	Can introduce him / herself and can give brief, general information.	Can introduce him / herself and can present bits of information without using linking words.
	Part 1 B	Can respond to enquiries relatively spontaneously and completely.	Can respond to enquiries with a brief and / or partially understandable answer.	Can respond with single words or memorized phrases to enquiries if the other person speaks slowly, clearly and without using any idiomatic expressions.
	Part 2 A	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.	Can briefly refer to the main information seen in a picture.
	Part 2 B	Can report on one's own experiences in a partially detailed manner.	Can report on one's own experiences in a brief and general manner.	Can answer very briefly using isolated words and remarks.
	Part 3	Can begin a conversation and keep it going. Can spontaneously talk about plans, share ideas and opinions, make suggestions and react to suggestions made by others.	Can ask and answer questions, but understands barely enough to keep the conversation going. Can talk about plans, express ideas, opinions and suggestions in a simple manner.	Requires statements to be rephrased or repeated more slowly. Can ask very basic questions and refer to main ideas and opinions using isolated words or phrases.

Language		B1	A2	A1
Pronunciation/Intonation	Part 1–3	Speaks in an understandable manner , even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Generally speaks clearly enough to be understood , despite a noticeable accent. Conversational partners will need to ask for repetition from time to time.	Uses a very limited repertoire of memorized words and phrases which can be understood with some effort by native speakers used to dealing with non-native speakers from the language group in question.
Fluency	Part 1–3	Can express him/herself effectively, even though pauses are made 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 very noticeable hesitation and false starts.	Can use very short, isolated and generally memorized phrases , but needs lots of pauses to search for expressions, to articulate unfamiliar words and to correct standstills in the flow of communication.
Accuracy	Part 1–3	Can communicate fairly accurately in familiar situations. In general, has good control of grammatical structures , despite noticeable mother tongue influence. Errors occur, but the main message is clear.	Can use simple grammatical structures correctly, but still systematically makes basic mistakes like mixing up the tenses or forgetting to note the subject-verb agreement. Nonetheless, it is generally clear what the speaker wants to say.	Shows only limited control of a few basic grammatical structures and sentences patterns in a memorized repertoire.
Vocabulary	Part 1–3	Has sufficient vocabulary to talk about most topics related to daily life, even if some descriptions are necessary. Shows good control of elementary vocabulary , but still makes basic mistakes when expressing more complex thoughts or unfamiliar topics or situations.	Has sufficient vocabulary to meet one's basic needs. Can control a narrow repertoire in relation to specific everyday needs.	Has basic vocabulary consisting of single words and phrases related to specific situations. Commands single words and short sentences relating to specific everyday needs.

Points and Partial Results

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

- 1 Listening/Reading
- 2 Writing
- 3 Speaking

1 Determining Partial Results of the Listening and Reading Subtests

The Listening and Reading subtests consist of 45 tasks. Candidates are awarded one point for each correct task, so that a maximum of 45 points can be obtained.

The breakdown of points is as follows:

Points	CEFR Level
45–33	B1
32–20	A2
19–0	Below A2

2 Determining Partial Results of the Writing Subtest

Writing is assessed by licensed telc raters according to the marking criteria on pages 32–33. For levels B1 and A2, examiners need to determine whether the candidate's performance is at the lower / middle end of the band or at the upper end of the band.

	B1		A2		A1	0
	upper	lower/ middle	upper	lower/ middle		
I Content	5	4	3	2	1	0
II Communicative Design	5	4	3	2	1	0
III Accuracy	5	4	3	2	1	0
IV Vocabulary	5	4	3	2	1	0
Total	20	16	12	8	4	0
	100%	80%	60%	40%	20%	0%

The breakdown of points is as follows:

Points	CEFR Level
15–20	B1
7–14	A2
0–6	Below A2

3 Determining Partial Results of the Speaking Subtest

Speaking is assessed by two licensed telc raters according to the marking criteria on pages 34–35. Again, for levels B1 and A2, examiners need to determine whether the candidate's performance is at the lower/middle end of the band or at the upper end of the band.

	B1		A2		A1	0
	upper	lower/ middle	upper	lower/ middle		
I 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
Total 1	50	40	30	20	10	0
II Pronunciation/Intonation	10	8	6	4	2	0
III Fluency	10	8	6	4	2	0
IV Accuracy	15	12	9	6	3	0
V Vocabulary	15	12	9	6	3	0
Total 2	50	40	30	20	10	0
Total 1+2	100	80	60	40	20	0

The breakdown of points is as follows:

Points	CEFR Level
75–100	B1
35–74	A2
0–34	Below A2

A2 Business or B1 Business Certificate?

Whether a candidate receives a telc English B1 Business Certificate or a telc English A2 Business Certificate for the examination depends on the individual results that they achieve in the subtests for listening/reading, writing and speaking. One of the minimum requirements for a certificate is that an A2 or a B1 level must be reached in the Speaking subtest. If a candidate is assessed as having skills below level A2, they do not receive a certificate.

A2 Certificate

Every candidate who is assessed at an A2 level or above in the Speaking subtest and in one of the subtests for listening/reading or writing receives a telc A2 Certificate. In order to receive an A2 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/Reading	A2	A2	Less than A2	B1	B1	A2	B1	Less than A2	A2	Less than A2	A2
Writing	A2	Less than A2	A2	B1	A2	B1	Less than A2	B1	A2	A2	Less than A2
Speaking	A2	A2	A2	A2	A2	A2	A2	A2	B1	B1	B1

B1 Certificate

Every candidate who is assessed at the B1 level or above in the Speaking subtest and in one of the subtests for listening/reading or writing receives 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
Listening/Reading	B1	B1	B1	A2	Less than A2
Writing	B1	A2	Less than A2	B1	B1
Speaking	B1	B1	B1	B1	B1

How does the telc English A2·B1 Business Examination work?

Scoring using 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 Listening and Reading subtests 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.



Where are the tests evaluated? How are they evaluated?

The test results are scored electronically at telc headquarters in Frankfurt am Main, 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 the telc Certificate.

telc raters and examiners

All examiners who evaluate the candidates' oral performances possess a telc examiner license. They have received this license by successfully participating in a telc training course. The requirements for becoming an examiner are: experience teaching English, knowledge of the CEFR levels and an understanding of the communicative approach. telc licenses are valid for three years, after which time the examiner must attend another training course in order to renew their license.

All raters who evaluate the candidates' written expression, have solid experience with telc tests at the levels A2 and B1 of the CEFR. They have been trained in the test format at telc headquarters and continue to attend scaling events to ensure that their rating standards remain consistent.

Retaking the exam

The telc English A2·B1 Business examination can be repeated as often as one likes, however the test results from previous tests cannot be incorporated into the new test. The examination must be repeated in its entirety and is scored as such.

Written Examination

The written examination lasts 100 minutes and consists of the Listening, Reading and Writing subtests. There is no break between the parts.

Before starting the examination, the candidates should fill in the information section on 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 Reading subtest. The examiner collects the first sheet of the answer sheets.

After 45 minutes, at which time the Reading subtest is completed, the second answer sheet is collected by the examiner. The Writing subtest can only be started after this step has been completed.

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

How long does the Oral Examination take?

Examinations carried out with two candidates take approximately 20 minutes, about 16 of which are needed for the examining itself. The remaining 4 minutes are used by the examiners for assessment purposes. Individual examinations are significantly shorter.

The time allowed for examining is divided into three parts: Part 1 (Talking about yourself), which should take about 4 minutes, Part 2 (Talking about experiences) and Part 3 (Solving a task), each of which should take about 6 minutes.

What do the examiners do?

The examiners distribute the task sheets and make sure that the time restrictions for Parts 1–3 are adhered to. They provide a transition from one section to another and ensure that the candidates are each given adequate time to speak.

In Parts 1 and 2, one of the examiners takes the role of the interlocutor. The other examiner takes the role of the assessor. The interlocutor starts off the conversation using the task sheets, asks questions and provides input and prompts during the conversation as needed. In Part 3 (Solving a task) he or she supports the candidates as needed. It is recommended that each examiner maintain the role of interlocutor or assessor until the examination is completed.

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

Details regarding the process

Every examination conversation is different: none of them are exactly the same. The following examples demonstrate a possible examination conversation and are intended to illustrate the tasks of the examiners. In order to encourage the candidates to speak and to maintain the conversation, the examiners should strive to use open-ended questions.

Introduction, Part 1A

The interlocutor initiates the conversation and the candidates introduce themselves.

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

The prompts listed on the task sheet are intended as a guide, but do not need to be used in the order listed.

In Part 1, we'd like to get to know you better. [Name], could you tell us about yourself? This sheet has some ideas to help you.

If the candidate gets stuck or cannot continue, it is the interlocutor's job to intervene and offer prompts using open-ended questions.

Can you tell us something about your home town?

Transition from Part 1A to 1B

The interlocutor incorporates the candidate's remarks into the conversation and builds on them.

You said you have two children. Could you tell us a little bit about them?

Transition from Candidate A to Candidate B

The interlocutor thanks Candidate A and turns to Candidate B.

Thank you, [name]. [Name], could you also tell us a little about yourself? This sheet has some ideas to help you.

Transition from Part 1B to 2A

After the candidates have talked about themselves for approximately 2 minutes and responded to a 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 2A

The interlocutor only gives the task sheet to the candidate whose turn it is to speak next. The conversation normally continues with Candidate B.

[Name], please look at the picture. What do you see? What is happening?

If the candidate cannot think of much to say, the interlocutor asks specific questions about picture.

Where are the people? What are they doing?

Transition from Part 2A to 2B

The interlocutor invites Candidate B to talk about his/her own experiences with the topic.

Please tell us about your experience with [this topic].

Transition from Candidate A to Candidate B

The interlocutor thanks Candidate B and turns to Candidate A. The examiner hands Candidate A the second task sheet.

*Thank you, [name].
[Name], you have a different picture. Can you tell us about it? What can you see?*

Transition from Part 2B to Part 3

After each candidate has had a chance to talk about the picture and to respond to the additional questions, the examiner announces the last part of the examination.

Now we're at the end of Part 2. Let's move on to Part 3.

Part 3

The examiner gives each of the candidates the same task sheet and paraphrases the task instructions.

You have been asked to look after a trainee who will be staying in your company for three months. Talk to each other and plan what you want to do. Here are some ideas to help you.

The candidates are allowed a short period of time to look over the task. If needed, the examiner may ask who would like to start.

Who would like to begin?

Completion of the Examination

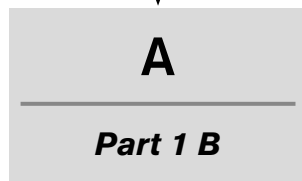
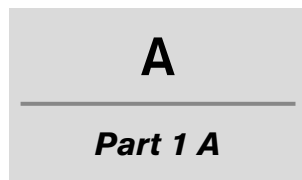
The interlocutor concludes the examination.

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

Recommended Procedure

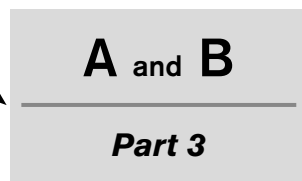
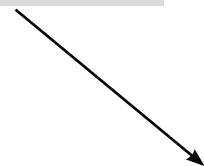
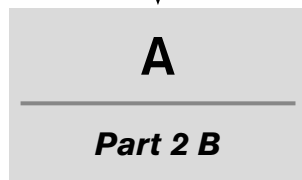
The marking criteria for the Speaking subtest can be found on the reverse of the Score Sheet M10.

Candidate A

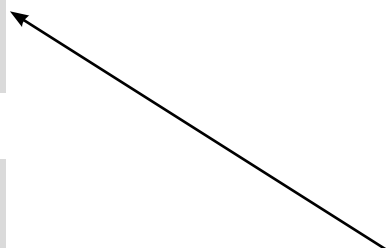
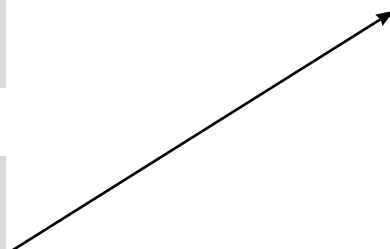
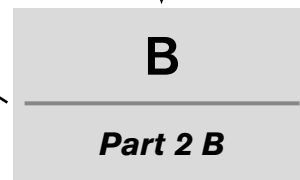
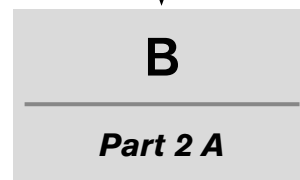
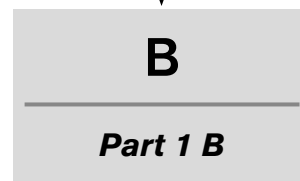
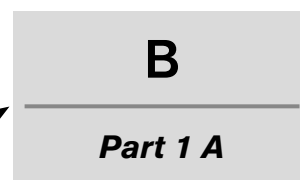


A

Part 2 A



Candidate B



Audio Script

Listening, Part 1

Example

Hello, this is Tim Hughes. I'm calling about our meeting next week. Sorry, but I can't make it on Tuesday morning as I have to fly to Singapore today and won't be back until Wednesday. But I will have time next Thursday or Friday. Could you please contact Pat, my personal assistant, to arrange a new appointment? Sorry about that.

Number 1

Good morning. It's Tuesday, 9 am, Marie speaking. Have you forgotten your weekly English class? We still have 75 minutes lesson time so I hope you can come. I'm in the meeting room on floor 1, waiting for you. If you don't have time today, please phone me back so that I know I don't have to wait any longer.

Number 2

Hi, It's Fred from the New York office here. I'm on a business trip next week and will have a stop-over in your city on Tuesday. Have you got time? It would be great if you could meet me at the airport at around 10 am. I'll send you an email with more details, please write back as soon as possible.

Number 3

Sue here. I'm sorry but I've got a terrible cold and feel really bad. I can't possibly come into work today. But I promised to send the monthly sales figures to Alison today. The Excel spreadsheet is ready, it just needs to be emailed to her. Could you do that for me please? You'll find it in the London file under July, final version.

Number 4

Hello, this is Stuart from the Southend Conference Centre. You booked our facilities for a group of 30 for next week. Could you please fill out the form we sent you telling us how you would like the tables and chairs arranged, what technical equipment you need and what food and drinks you would like? Please fax us the information as soon as possible. Thanks.

Listening, Part 2

Number 5

Here is the latest update for motorists. Two lanes on the M5 will be completely closed for at least 4 hours due to a serious accident at junction 7 southbound. People travelling south from London to Gatwick Airport are advised to use alternative routes or use public transport. We will keep you informed.

Number 6

Welcome to the European Week of Regions and Cities! The kick-off meeting for all 80 regional and local representatives starts at 9 am in room 25, building A2. The Workshop "Europe in my region" follows at 11:30 in room 27 and the session on "Smart and green growth for all" takes place at the same time in room 29. We hope you enjoy your week here at the European Commission in Brussels.

Number 7

Ladies and Gentlemen. Welcome to today's factory tour. Please leave your bags at the entrance. Before we enter the production area, I must ask you to put on safety shoes and a protective coat. Our regulations also require you to wear a cap to cover your hair. Please take one from the table. They are all one size.

Number 8

Attention. This is a fire drill. All staff are requested to leave the building immediately and as quickly as possible. Please proceed to the official assembly point outside the building, not the car park as during the last drill. The new assembly point is opposite the bus stop. Keep calm and use the stairs only, not the lifts.

Number 9

Ladies and Gentlemen. Welcome to the 5th International Conference on Internet Security. The conference will start in 15 minutes. Our keynote speaker, Prof. David White will be talking about the importance of co-operation between research and global business. Please make your way to the theatre on the ground floor now. Sorry, no food or drink is allowed in the theatre.

Listening, Part 3

Example

Terry: Hey, Rick – Nice to see you. How's your new job going?
 Rick: Hi Terry. Well, working on a building site isn't fun, you know. It's cold and loud and always dusty.
 Terry: I see! What exactly do you do?
 Rick: At the moment, I'm digging up the road surface and preparing it for resealing. It's really hard work.
 Terry: What are your working hours like?
 Rick: Pretty irregular. We work in shifts and I usually do the early morning hours and the weekend. But it's seasonal, in winter I work less.
 Terry: Did they ask for any particular skills when you applied?
 Rick: Well, I had to have a driving licence, also for heavy equipment, work experience in road construction and good references.
 Terry: Oh, here's my stop. It was nice talking to you. See you!
 Rick: See you. Bye!

Number 10 and 11

Brenda: Michael, you know that we have a customer audit next week?
 Michael: Sorry Brenda, I thought it was this week, on Thursday.
 Brenda: You're right. We have an audit this Thursday, but we also have one next Tuesday.
 Michael: Oh no!
 Brenda: It doesn't matter, the customers want to see the same things. They could almost have come on the same day but they like to have individual treatment.
 Michael: So, you're saying that we'll prepare for one audit and then we can use the documents again a week later.
 Brenda: Exactly! A few details will be different, but nothing to worry about. We have two people coming this Thursday and three next week.
 Michael: They want to book their own hotel rooms, but we have to plan an evening meal.
 Brenda: Ok, let's sit down together now and make a list of what you need to do.

Number 12 and 13

Man: Good morning, Wyevale Planning.
 Woman: Good morning, this is Elena. Can I speak to Felix Curtis please?
 Man: I'm afraid he's away on a business trip all this week. Can I connect you to someone else?
 Woman: Well, actually I need to speak to Felix personally and it's quite urgent. Is there any way I can contact him by phone?
 Man: Well he rings the office once a day and I can pass on a message if you'd like.
 Woman: Yes, great! Please tell him that Elena Prodescu needs to talk to him about the new sales contract. We have a slight problem and I need his input.
 Man: Can I take down your number?

Information

Woman: Yes, of course. It's 0040 and then 5135 22641. I'll have my mobile switched on all the time as I really need to speak to Felix today if possible.
 Man: I'll make sure he gets your message. Bye.
 Woman: Thanks!

Number 14 and 15

Ron: Hi Max. Have you got a minute?
 Max: Why yes, Ron. What's up?
 Ron: Well, my wife has just reminded me that it's our 10th wedding anniversary on Saturday and wants us to celebrate. But I've agreed to work this weekend because I completely forgot about the anniversary. Do you think that we...
 Max: ...could swap shifts? Ron, you're expecting a lot! Today's Thursday and I already have my own plans for the weekend.
 Ron: But Max, couldn't you change your plans? When you next need a day off, I'll gladly take over your shift for you.
 Max: Ron, I'm sorry but we've booked a weekend trip leaving Friday evening. Why don't you ask Martin? He might have time.
 Ron: Oh, good idea. He wants to buy a new car so maybe working an extra weekend would be a good option for him. Thanks!

Number 16 & 17

Builder: Owens Building service. How can I help you?
 Customer: I'm looking for a builder to do some work on an old factory here in Bristol. We want to use the factory as the venue for our fashion show.
 Builder: What kind of work do you need done?
 Customer: We need someone to paint the walls and construct a small office area. That's all.
 Builder: What's your time frame?
 Customer: Well, it's rather urgent. The show is at the end of the month. Could you start tomorrow?
 Builder: We are very busy but I could get a team of builders together for next Monday. However, first I need to come to the premises to take measurements. Then I can give you a quote.
 Customer: All right. When could you come? I'll be at the factory all day today.
 Builder: How about 3:00 o'clock this afternoon? And when I've seen the factory, I can say how long the work will take. Can you email me the address and your contact details?
 Customer: Ok, I'll do that right away. See you this afternoon!

Listening, Part 4

Welcome to "The worker's voice", our daily program for you, the workforce of America. Today we are asking the question: "Is your salary a secret?" Have you ever discussed your pay with your co-workers or is it still a taboo to talk about your income? We have asked people during their lunch break at Central Park. Here is what they said:

Example

My advice is: You should try to negotiate the best starting salary you can. At that point, you must sell yourself. Later on, your job performance will speak for itself and you will eventually earn your pay increase. Trying to compare two employees pay rates is not practical, because it's based on many factors: not just education, experience, and assigned duties; but also things that are more difficult to judge: willingness to work hard and reliability, punctuality or limited absences. In other words, no two employees are exactly alike – even with the same job description.

Number 18

Talking dollars with your colleagues can be a valuable tool if you are about to ask for a pay rise. I think you can only determine if you're adequately paid if you know what your co-workers earn. If no one ever discussed their wages with each other, then the employers could pay anyone what they want, and most likely underpay people and get away with it. Salaries within a company must be fair and I don't see any reason why they shouldn't be transparent as well.

Number 19

I think that sharing salary information is dangerous. Feelings can get hurt and friendships can be ruined. And why should I do it? Will it change my or my co-worker's salary? Of course not. It's just totally useless information. But it may cause trouble in the office, especially if the individual finds out that he makes less money than you do, even though he has better skills or has been longer on the job.

Number 20

If I wanted to know if I was being paid a fair salary, I would start with salary.com or other websites that provide reliable statistics for comparison of your skills regarding the area you live in or the number of years you have worked in a certain area. Discussing your salary with colleagues is nothing but gossip in the company. If that is what you like, go ahead. If you want real information, there are better ways to find out what your work is worth in dollars.

If you want to read what other workers have to say, visit our forum at www.theworkersvoice.com. That's it for today. Thank you for listening.

Answer Key



Listening

Part 1

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

Part 2

- 5 c
- 6 a
- 7 b
- 8 c
- 9 b

Part 3

- 10 false
- 11 a
- 12 false
- 13 a
- 14 true
- 15 c
- 16 true
- 17 a

Part 4

- 18 e
- 19 d
- 20 a



Reading

Part 1

- 21 c
- 22 a
- 23 b
- 24 b
- 25 b

Part 2

- 26 d
- 27 c
- 28 x
- 29 e
- 30 g

Part 3

- 31 false
- 32 b
- 33 true
- 34 b
- 35 false
- 36 b

Part 4

- 37 true
- 38 false
- 39 true

Part 5

- 40 a
- 41 b
- 42 b
- 43 b
- 44 c
- 45 c

Candidate

A

 Last Name, First Name

Candidate

B

 Last Name, First Name

Content

Task	B1		A2		A1	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	B1		A2		A1	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)

	B1		A2		A1	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)

	B1		A2		A1	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.

Marking Criteria: Speaking

Content		B1	A2	A1
Task Management	Part 1 A	Can introduce him/herself and can present somewhat detailed information.	Can introduce him/herself and can give brief, general information.	Can introduce him/herself and can present bits of information without using linking words.
	Part 1 B	Can respond to enquiries relatively spontaneously and completely.	Can respond to enquiries with a brief and/or partially understandable answer.	Can respond with single words or memorized phrases to enquiries if the other person speaks slowly, clearly and without using any idiomatic expressions.
	Part 2 A	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.	Can briefly refer to the main information seen in a picture.
	Part 2 B	Can report on one's own experiences in a partially detailed manner.	Can report on one's own experiences in a brief and general manner.	Can answer very briefly using isolated words and remarks.
	Part 3	Can begin a conversation and keep it going. Can spontaneously talk about plans, share ideas and opinions, make suggestions and react to suggestions made by others.	Can ask and answer questions, but understands barely enough to keep the conversation going. Can talk about plans, express ideas, opinions and suggestions in a simple manner.	Requires statements to be rephrased or repeated more slowly. Can ask very basic questions and refer to main ideas and opinions using isolated words or phrases.

Language		B1	A2	A1
Pronunciation / Intonation	Part 1-3	Speaks in an understandable manner , even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Generally speaks clearly enough to be understood , despite a noticeable accent. Conversational partners will need to ask for repetition from time to time.	Uses a very limited repertoire of memorized words and phrases which can be understood with some effort by native speakers used to dealing with non-native speakers from the language group in question.
Fluency	Part 1-3	Can express him/herself effectively, even though pauses are made 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 very noticeable hesitation and false starts.	Can use very short, isolated and generally memorized phrases , but needs lots of pauses to search for expressions, to articulate unfamiliar words and to correct standstills in the flow of communication.
Accuracy	Part 1-3	Can communicate fairly accurately in familiar situations. In general, has good control of grammatical structures , despite noticeable mother tongue influence. Errors occur, but the main message is clear.	Can use simple grammatical structures correctly, but still systematically makes basic mistakes like mixing up the tenses or forgetting to note the subject-verb agreement. Nonetheless, it is generally clear what the speaker wants to say.	Shows only limited control of a few basic grammatical structures and sentence patterns in a memorized repertoire.
Vocabulary	Part 1-3	Has sufficient vocabulary to talk about most topics related to daily life, even if some descriptions are necessary. Shows good control of elementary vocabulary , but still makes basic mistakes when expressing more complex thoughts or unfamiliar topics or situations.	Has sufficient vocabulary to meet one's basic needs. Can control a narrow repertoire in relation to specific everyday needs.	Has basic vocabulary consisting of single words and phrases related to specific situations. Commands single words and short sentences relating to specific everyday needs.

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 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 1

ENGLISH A2·B1 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 A2·B1 Business* 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.