



# MOCK EXAMINATION 2

## ENGLISH BUSINESS






Examination Preparation

# B1



# The Structure of the Examination

## telc English B1 Business

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

## Reading Comprehension Part 2

Read the text and the items 6–10. Decide which answer fits best: a, b or c.  
Mark your answers for items 6–10 on the answer sheet.

### Is tap water safe to drink?

The decision between drinking tap water or bottled water is more difficult than you think. One option is not much safer than the other. In both cases, the water you drink is free of toxins, such as pesticides, bacteria, chemicals and heavy metals, meaning that there is no significant difference in quality.

Tap water comes from local sources, such as rivers and lakes. This water may contain waste from industry and agriculture, and heavy metals and minerals from the soil. In order to make the water safe to drink, it must go through a cleaning process to remove poisons, minerals or other chemicals and disinfect the water to kill bacteria.

There are many reasons to choose tap water. The most obvious reason, of course, is that it is convenient; we can turn on a tap and have drinkable water whenever we want it. Tap water is also inexpensive, and it doesn't need disposable packaging. While there is still some waste involved, it is very little when compared to bottled water.

Thanks to water treatment systems, the water that comes out of the taps in our homes is safe to drink. Only in a few cases, for example, houses with older pipes, lead and copper can get into our drinking water. If you live in an older home, it may be worth contacting your city or state health department to learn how to get your water tested.

Many people find that they don't like the taste of tap water, or think it smells funny. In order to remove bacteria from our water, treatment facilities frequently add chlorine or other chemicals to sanitise the water. These chemicals are still in the water when it reaches our homes. While considered safe to drink, chlorine can change the taste of the water and make it smell like a swimming pool. Additionally, some of our water is 'hard', meaning it contains more minerals that are harmless but can affect taste. Like with chlorine, some consumers don't like this and choose either to filter their water or purchase purified water in bottles.



6 Drinking water from a tap is

- a an easy choice to make.
- b less safe than bottled water.
- c similar in quality to bottled water.

7 Water cleaning systems

- a add minerals to tap water.
- b cause farm waste to enter the water.
- c take what is unwanted out of drinking water.

8 It's better to drink tap water than bottled water because it is

- a cheaper as it is not packaged.
- b easily available.
- c safer because there is no packaging.

9 Pipes in older buildings

- a are safe to drink water from.
- b can lead to dangerous metals in the water.
- c should never be drunk from.

10 Adding chlorine to tap water

- a causes some people to prefer bottled water.
- b is no longer commonly done.
- c removes unnecessary minerals.



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<p><b>1</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>1</b> a b c d e f g h i j</p> <p><b>2</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>2</b> a b c d e f g h i j</p> <p><b>3</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>3</b> a b c d e f g h i j</p> <p><b>4</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>4</b> a b c d e f g h i j</p> <p><b>5</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>5</b> a b c d e f g h i j</p>	<p><b>6</b> ○ ○ ○ <b>6</b> a b c</p> <p><b>7</b> ○ ○ ○ <b>7</b> a b c</p> <p><b>8</b> ○ ○ ○ <b>8</b> a b c</p> <p><b>9</b> ○ ○ ○ <b>9</b> a b c</p> <p><b>10</b> ○ ○ ○ <b>10</b> a b c</p>
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<p><b>11</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>11</b> a b c d e f g h i j k l x</p> <p><b>12</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>12</b> a b c d e f g h i j k l x</p> <p><b>13</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>13</b> a b c d e f g h i j k l x</p> <p><b>14</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>14</b> a b c d e f g h i j k l x</p> <p><b>15</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>15</b> a b c d e f g h i j k l x</p>	<p><b>16</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>16</b> a b c d e f g h i j k l x</p> <p><b>17</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>17</b> a b c d e f g h i j k l x</p> <p><b>18</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>18</b> a b c d e f g h i j k l x</p> <p><b>19</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>19</b> a b c d e f g h i j k l x</p> <p><b>20</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>20</b> a b c d e f g h i j k l x</p>
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<p><b>21</b> ○ ○ ○ <b>21</b> a b c</p> <p><b>22</b> ○ ○ ○ <b>22</b> a b c</p> <p><b>23</b> ○ ○ ○ <b>23</b> a b c</p> <p><b>24</b> ○ ○ ○ <b>24</b> a b c</p> <p><b>25</b> ○ ○ ○ <b>25</b> a b c</p> <p><b>26</b> ○ ○ ○ <b>26</b> a b c</p> <p><b>27</b> ○ ○ ○ <b>27</b> a b c</p> <p><b>28</b> ○ ○ ○ <b>28</b> a b c</p> <p><b>29</b> ○ ○ ○ <b>29</b> a b c</p> <p><b>30</b> ○ ○ ○ <b>30</b> a b c</p>	<p><b>31</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>31</b> a b c d e f g h i j k l m n o</p> <p><b>32</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>32</b> a b c d e f g h i j k l m n o</p> <p><b>33</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>33</b> a b c d e f g h i j k l m n o</p> <p><b>34</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>34</b> a b c d e f g h i j k l m n o</p> <p><b>35</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>35</b> a b c d e f g h i j k l m n o</p> <p><b>36</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>36</b> a b c d e f g h i j k l m n o</p> <p><b>37</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>37</b> a b c d e f g h i j k l m n o</p> <p><b>38</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>38</b> a b c d e f g h i j k l m n o</p> <p><b>39</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>39</b> a b c d e f g h i j k l m n o</p> <p><b>40</b> ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ <b>40</b> a b c d e f g h i j k l m n o</p>
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# Marking Criteria for *Written Expression*

## Content

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

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

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

## Language

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

## Examination Preparation

# MOCK EXAMINATION 2

## ENGLISH B1 BUSINESS

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

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

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