



# TIPS FOR TEST TAKERS

## ENGLISH & ENGLISH SCHOOL & ENGLISH BUSINESS

Examination Preparation

A2·B1



# Contents

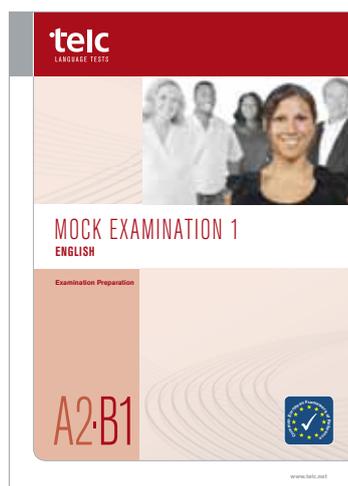
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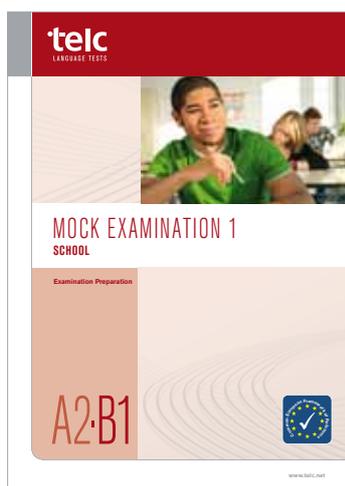
# Introduction

Dear Reader,

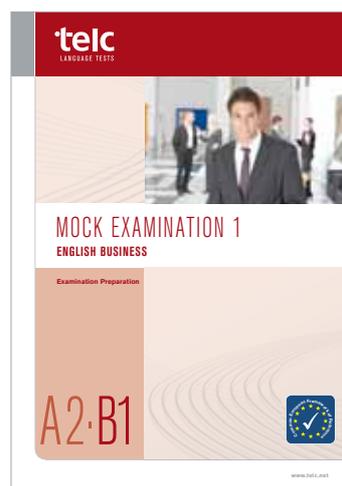
This booklet is designed to help you prepare for the examination *telc English A2·B1*, *telc English A2·B1 Business* and *telc English A2·B1 School*. The structure and the level of difficulty the examinations are the same, but the topics are tailored to the individual target groups.



*telc English A2·B1*:  
recommended for adult learners.



*telc English A2·B1 School*:  
recommended for pupils aged 12–17.



*telc English A2·B1 Business*:  
recommended for adults in the working world.

Before you get started, here are a few things to consider:

- First of all, you should become familiar with the **format of the examination**. This booklet describes the structure of the examination and the different task types.
- Secondly, you should make sure that the test **level A2·B1** corresponds to your English skills. This booklet includes the descriptions of the *Common European Framework of Reference* for levels A2 and B1 to help you with your decision.
- After you have determined that the A2·B1 examination is the right choice for you, you can start to **prepare for the test**. This booklet briefly describes a variety of practice material that will help you get ready for the examination.
- In addition, this booklet includes some useful **tips and tricks** for the examination itself, which will help you to feel more at ease on the day.
- Finally, this booklet explains **how the test is evaluated**. telc applies a transparent system which is easy to understand. With this information, you know what to concentrate on and how to avoid typical mistakes.

By the way, you do not have to read this booklet from cover to cover. The chapters that describe the four subtests – **Listening, Reading, Writing and Speaking** – are probably the most important for you. In order to get the most out of those chapters, we recommend that you **work with the mock examination at the same time**. For example, study the chapter on “Reading” while you work through the Reading section of the mock examination.

We hope this booklet helps you to pass the examination successfully ...

*The telc English Team*

# Reading

The Reading subtest requires overall **understanding of written texts in everyday situations** in a personal, work-related or school context. You need to understand the **information in various types of texts**, such as lists, Internet forums, advertisements, newsletters, information leaflets and emails.



The Reading subtest is divided into **five parts**. Make sure that you don't spend too much time on one item. If you don't know the answer, go on to the next question. You might have time at the end of the Reading subtest to go back to any questions you were not sure about.

Some texts are more difficult than others. You may find **Part 4** of the Reading subtest rather challenging as it contains some difficult vocabulary and complex sentence structure. Keep in mind though that you are not required to understand every word or phrase in order to answer the questions.

Depending on the level of difficulty and the length of the text, you will probably be able to complete certain parts of the Reading subtest faster than others. Use the mock examination or the practice booklet to find out how much time you need for each part. If you know which part takes the least time and which part takes the longest, you can **manage your time** during the examination accordingly.

You have 45 minutes to complete this subtest.

## Reading, Part 1

### Task

For each of the five situations, your task is **to find relevant information in a list**. For example, you will see an information board in a shopping centre, at a museum or at the airport. As in authentic situations, the information is given in single words or word groups, not in full sentences. For each situation, there is a multiple-choice item with three options. Only one option is correct.

### Reading strategy

In order to understand the **context**, be sure to read the brief introduction (e.g. "You plan to go to a trade show or expo.") and the example first.

Then read and answer the multiple-choice items one by one. Each item outlines a specific situation, for example "You are interested in sports clothes". In order to locate the relevant information in the list quickly, **focus on relevant sections only**. Answer choices (a) and (b) refer to two specific sections of the list. Start with those and see if you can find the information you are looking for. If not, check option (c). This option always refers to "another" section (other month, other room, etc.). When you scan the information in the list, concentrate on the sections that are relevant to the situation. For example, if you are interested in sports clothes, you can disregard the sections on food or furniture.

# Writing

In the Listening and the Reading subtest, you were required to understand a written or spoken text. In other words, your passive language skills were tested. Now, in the Writing and in the Speaking

subtest, you have an opportunity to demonstrate your **active language skills**. However, this doesn't mean that these subtests are more difficult.



As there are no obviously right or wrong answers, the evaluation scheme is different. The examiners will look at various aspects, which will be explained in detail later in this chapter. The most important point is that the **recipient of your email understands your message**. Grammar and spelling mistakes are allowed as long as they don't make it difficult for the reader to understand your text.

## Task

In the Writing subtest, you can choose **one of two options**: Task A or Task B. One of the tasks always relates to an aspect of everyday life (e.g. You write to a language school in order to find out about their English courses). The other task is usually set in a general work-related context (e.g. You write to a business partner in order to make arrangements for a meeting).

Each task consists of a brief description of a **situation and four guiding points**. You are expected to write an email based on the situation described. In your email, you should cover all four guiding points. You may include additional information related to the topic.

You have 30 minutes to complete this task.

## Writing Strategy

Take **a few minutes to read the two tasks and decide** which one you want to complete. Once you have made your decision, stick to it. If you start working on one task, then change your mind and work on the other, you will lose too much time.

Before you start writing your email, ask yourself a few questions to **make sure that you have understood the situation and the four guiding points**.

- What is the situation?
- Who is the recipient of the email?
- In which order should I address the four guiding points?
- What can I say about each guiding point?

You may find it helpful to underline key words on your task sheet and/or to write down some notes.

Start your email with an appropriate **salutation**. The salutation "Dear" in combination with the recipient's name is commonly used in British and American English (e.g. "Dear Ms Martin"). If you don't know the person's name, "Dear Sir or Madam" is an acceptable salutation among a few others.

## Example 1, Task A

This is an example of a very good performance at B1-level so that you know what to aim for:

Dear Ms Martin,

I'm happy, that you will come and visit me and we can speak about the details of our business.

When you'll arrive at the airport, you'll have to come by underground to my office.

It'll takes about 20 minutes. Then you'll have to walk straight on main street.

My office is in the big white building

I think it is best if we are going to meet in my office because we can use a computer there.

Is 10 o'clock good for you?

On Friday we'll have a business dinner with my boss and some colleagues.

We'll go to a very nice Italian restaurant. I hope that you like Italian food.

I hope that you'll have a good flight.

Sincerely,

David Schneider

### Task Management

*Does the candidate address all four guiding points?*

No. He covers the first three guiding points very well but does not address the fourth one at all. Because one guiding point is missing, the candidate gets four out of five points. With four points, he is still within the B1-range.

### Communicative Design

*Does the candidate link his ideas into clearly understandable sentences?*

*Does the candidate know typical phrases such as polite forms of expression, letter closings and salutations?*

Yes and yes. In addition to the most basic linking words (e.g. "and", "because"), he uses a variety of more complex structures (e.g. "I'm happy that ...", "I think it is best if ...").

The candidate uses an appropriate salutation ("Dear Ms Martin") and closing line ("Sincerely"). He also includes an opening sentence ("I'm happy, that you will come and visit ...") as well as a final sentence ("I hope that you'll have a good flight").

Both sentences sound friendly and professional and round the letter off in a nice way. Therefore, the candidate gets five out of five points.

### Accuracy

*Is the candidate's grammar and spelling correct most of the time?*

Yes. It is always clear what the candidate is trying to say. There are a few grammar mistakes ("When you'll arrive", "It'll takes") and spelling errors ("colleages" instead of "colleagues"), but these are perfectly acceptable for learners at level B1. Therefore, the candidate gets five out of five points.

**Examination Preparation**

# TIPS FOR TEST TAKERS

## ENGLISH & ENGLISH SCHOOL & ENGLISH BUSINESS

This booklet is designed to help test takers prepare for the dual-level examinations *telc English A2·B1*, *telc English A2·B1 School* and *telc English A2·B1 Business*. It contains useful tips and strategies for the subtests Listening, Reading, Writing and Speaking. It also describes the examination structure and the different task types so participants know what to expect when taking the exam. Additionally, this booklet explains how the test is evaluated and helps participants to know what to concentrate on and how to avoid typical mistakes.

This booklet may also be used in conjunction with the mock examinations of *telc English A2·B1*, *telc English A2·B1 School* or *telc English A2·B1 Business*.