



TIPS FOR TEST TAKERS

ENGLISH & ENGLISH BUSINESS

Examination Preparation

B1·B2



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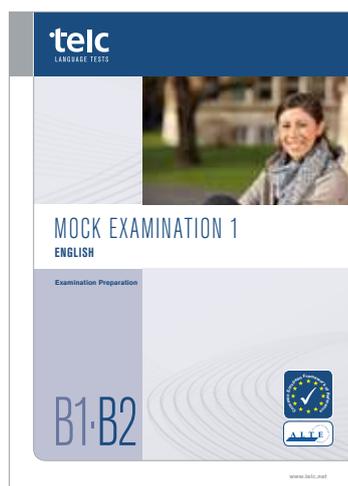
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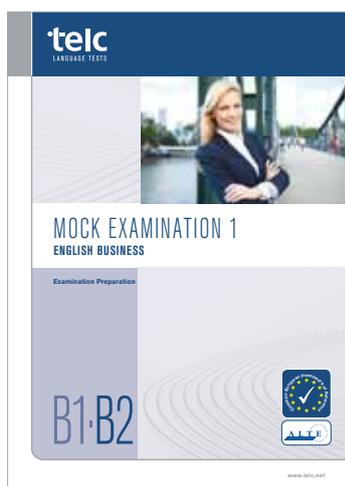
Introduction

Dear Reader,

This booklet is designed to help you prepare for the examination *telc English B1·B2* and *telc English B1·B2 Business*. The structure and the level of difficulty of examinations are the same, but the topics are tailored to the individual target groups.



telc English B1·B2:
recommended for adult learners.



telc English B1·B2 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 B1·B2** corresponds to your English skills. This booklet includes the descriptions of the *Common European Framework of Reference* for levels B1 and B2 to help you with your decision.
- After you have determined that the B1·B2 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, Language Elements, 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 be successful in your examination ...

The telc English Team

Reading

The Reading subtest requires overall **understanding of written texts in everyday situations** in a personal or work-related 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 **four 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 40 minutes to complete this subtest.

Reading, Part 1

Task

Your task is **to match subject lines to emails**. You will see six subject lines and have to choose four that match the short emails on the opposite page. As in authentic emails, the subject lines consist of single words or word groups. You can only use each subject line once, so two subject lines will be left over.

Reading strategy

For this task, it is important to remember that a subject line is supposed to sum up the information and only give you the main idea, or gist.

First read the six subject lines to get an idea of what the emails could be about. Then **skim the emails**, trying to grasp the main idea of each email. Don't pay attention to every single word but **underline keywords that refer to the main message**. In every email, try to underline between 5 and 10 keywords that focus on the main message of the email, ignoring the specific details. For example, if you've underlined key words that identify the email as an invitation, then starting time, place, food and drink may not be as important. The wording in the subject line will generally be different from the wording in the email. For example, you may read "invitation" in the item and "come to our..." in the email. So look for **paraphrases**.

Writing

In the Listening and the Reading subtest you are required to understand a written or spoken text, testing your receptive (passive) language skills. In the Writing and in the Speaking subtest, you have an opportunity to demonstrate your productive (active) language skills.



Task

In Writing, choose **one of two tasks**. Both tasks require you to write an email. One of the tasks always relates to an aspect of everyday life (such as making a complaint or an enquiry). The other task may be set in a general work-related context (such as making arrangements for a business meeting).

Each task consists of a brief description of a **situation and three guiding points**. You are expected to write an email based on the situation described. The most important point is that the recipient of your email understands your message. For full marks all three guiding points must be covered. You may include additional information related to the topic. Grammar and spelling mistakes are allowed as long as they don't make it difficult for the reader to understand your text.

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.

Write an **opening sentence** in which you state the reason for your email (e.g. "I am writing because ...").

**Example 1, Task A**

This is an example of a very good performance at B2-level so that you know what to aim for:

Dear George,

I am writing to you because I want to tell you about my special trip to Thailand where I experienced some exciting adventures which could be my wildest ever.

But first I want to introduce myself. I am 34 years old and in my leisure time I try to spend all the time in travelling. Since 2003 I start once a year a 3 week journey to a country which is minimum 10 hours far away from Germany. I have lots of friends all over the world and my aim is to visit all of them. Last year I realized a dream – sailing along the islands of Thailand. A friend of mine told me many stories about it and I was fascinated. That's the point why I am writing to you as the editor of the travel magazine. I would like to offer you an article about my sailing trip in Thailand last year. During this 3-week-sailing-journey we experienced a lot of great stories, met a lot of interesting people, had some accidents and lot of luck as well. I could prepare the article with some pictures for a better impression. As the main story in the article I could report from my trip into a cave which I visited on one of the islands. Deep inside the cave I saw some interesting animals till my batteries of my lamp went empty and then the adventure began.

If you are interested in my story, please let me know how many words the article should have. I look forward to hearing from you.

Best regards,
David Schneider

Task Management

Has the candidate fully addressed all three guiding points?

Yes. The candidate has covered all points in detail and therefore gets the maximum of score 5.

Communicative Design

Does the candidate use the appropriate formal or informal language?

Has the candidate linked his or her ideas to produce a clear, well-structured text?

The register used is appropriate for this type of task. Expressions such as 'I am writing to you as the editor...' and 'I would like to offer you...' give a polite, friendly impression. The text has a very clear structure, with ideas presented in well-developed paragraphs (one paragraph to introduce the writer, another outlining his proposed article etc). A number of cohesive devices have been used to link sentences together smoothly and clearly.

Accuracy

Is grammar and spelling correct most of the time?

Mistakes in grammar are rare, and those present ('Since 2003 I start', 'in travelling') do not cause misunderstanding. Spelling and punctuation are accurate.

Vocabulary

Has the candidate used a wide range of vocabulary to communicate his or her message?

The candidate displays a range of vocabulary suitable to the task ('aim', 'experience', 'impression'). Formulations such as 'my wildest ever' and 'deep inside the cave' show a very good command of vocabulary.

Examination Preparation

TIPS FOR TEST TAKERS

ENGLISH & ENGLISH BUSINESS

This booklet is designed to help test takers prepare for the dual-level examinations *telc English B1·B2* and *telc English B1·B2 Business*. It contains useful tips and strategies for the subtests Listening, Reading, Writing, Speaking and Language Elements. 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 *telc English B1·B2* and *telc English B1·B2 Business*.