



TIPS FOR TEST TAKERS

ENGLISH & ENGLISH BUSINESS

Examination Preparation

B1·B2



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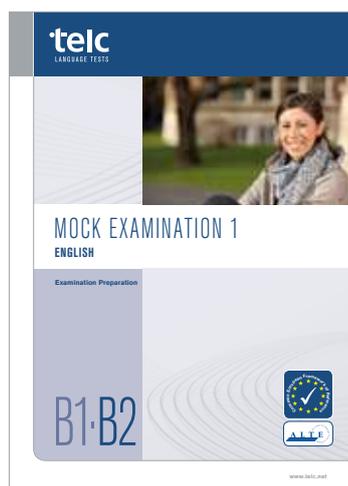
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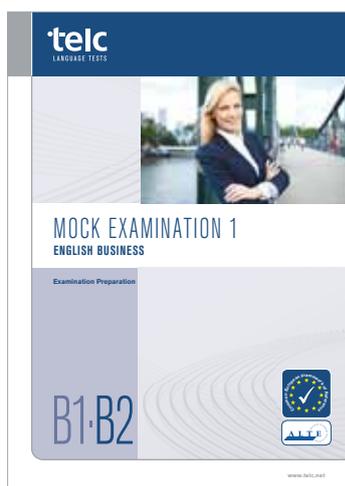
Introduction

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

The Format of the Examination

telc English B1·B2 and *telc English B1·B2 Business* are **dual-level examinations**. They measure your language competence across two different levels.

The **advantage** of these dual-level examinations is that they measure your individual competencies in separate areas. Your writing skills, for example, may be at level B1 whereas your reading skills may already be at level B2. Your examination certificate will therefore not only document the overall level you have achieved (B1 or B2), but also break your results down into three separate sections: Listening/Reading/Language Elements, Writing and Speaking. Furthermore, for those of you who need the certificate for a job application, your employer might find it useful to see your individual competencies in spoken and in written English instead of just getting an overall impression.

telc English B1·B2 and *telc English B1·B2 Business* are divided into five subtests: **Listening, Reading, Language Elements, Writing** and **Speaking**.

Each subtest consists of several tasks that test a variety of skills. On page 5 of the mock examination booklet you can find a detailed overview of the structure of the examination, the task types and the time you have to complete each task.

The Listening and Reading subtests consist of multiple-choice questions, true or false statements or matching items:

- **Multiple-choice items** give you a choice of three different answers: a, b or c. The possible answers are listed in alphabetical order, so don't be surprised if you tick one letter more often than another.
- **True-false items** are those in which you have to decide whether a statement is true or false. You only have two options for your answer, but true-false items can be tricky, so make sure that you read each statement carefully.
- **Matching items** have several short texts and a list of statements. In order to find out which text matches each statement, read carefully and pick out key words. Either you have to find the correct subject line for an email, or match the correct response to a forum enquiry.

Competence Levels B1 and B2

telc examinations are aligned to *the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*.



The CEFR provides the basis for the development of teaching plans and examinations as well as teaching and learning materials for all of Europe. It is organised according to six levels of competence and specifies what learners at each stage are able to understand and express.

The CEFR defines six internationally comparable levels of progress:

- A1 and A2: basic language skills
- B1 and B2: independent use of language
- C1 and C2: proficient use of language

Global Scale

Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics , including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Independent User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, leisure, school , etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest . Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Test Preparation

telc offers a variety of material that helps you prepare for the test:

The mock examinations *telc English B1·B2* and *telc English B1·B2 Business* show you what to expect in the examination and allow you to simulate the precise conditions under which the examinations take place. PLEASE NOTE: If you don't have much time to prepare for your examination, you should at least work through the mock examination.

The *Phrase Box* (English-German) is based on the concept of a five-level flash card system, designed specifically for German speakers wanting to learn English vocabulary, sentence structure and common phrases in an effective and methodical way.

This booklet *Tips for Test Takers* explains each task in the *telc English B1·B2* and *telc English B1·B2 Business* examinations and gives you ideas on how you can best prepare.

The telc preparation material, including mock examinations, can be downloaded or bought from the online shop at www.telc-english.net

Before and on the Day of Examination

No amount of test psychology can replace the tried-and-true method of good preparation, but feeling at ease during the test will positively influence your actual test results.

The day before the test

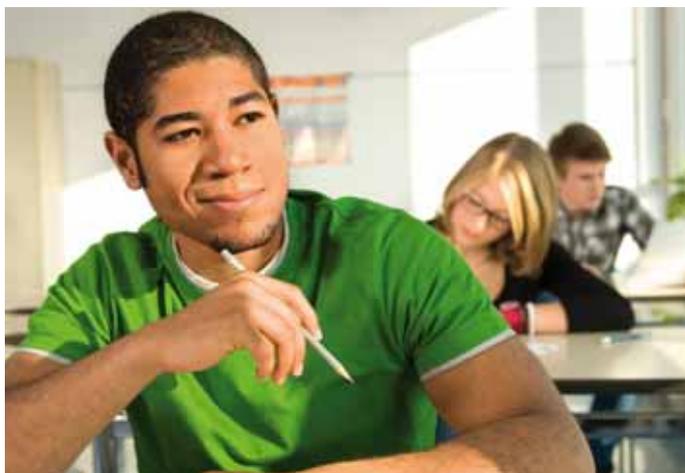
- Locate the things you need to take with you: identification card, pencils, eraser and watch.
- Double-check the time and location of your examination.
- Get a good night's sleep.

During the exam

- Before the exam starts, switch off and hand in your mobile phone.
- Listen carefully to the invigilator and follow the instructions. If you don't understand what you are expected to do, ask.
- Keep an eye on the time, but don't rush through the test.
- Answer the questions to the best of your knowledge. There are no penalties for incorrect answers.
- Allow time to double-check your answers. Correct any errors that you find.
- Do not cheat. If you do, you will be excluded from the examination.



Listening



In the Listening subtest you are required to **understand spoken English in everyday situations**: voice mail messages, conversations on everyday topics, an interview and a short radio programme. The people you will hear on the audio CD are native speakers – mostly from the USA and the UK, and speak very clearly.

Since the announcements and conversations are realistic scenarios, you may hear some minor background noise (such as street noise) in some cases. Don't let that distract you; it's just like in everyday life.

The Listening subtest is divided into **four parts**, each part requiring different listening skills. Depending on your personal experience, you may find some tasks easier than others. Maybe you have no difficulty understanding voice mail messages, while following conversations between people is more challenging. The better you know your strengths and weaknesses, the better you can prepare for each task.

telc offers Mock Examinations which contain audio scripts for each text you hear. If you have difficulty understanding spoken English, read the audio script while you are listening to the recording. Then listen to the recording again without the audio script. In this way, you will gradually improve your listening competence. Also, keep in mind that you don't need to understand every single word in order to answer the questions correctly.

The Listening section of the examination takes about 25 minutes. **You will hear each text once.** After the CD has started, it cannot be stopped. The task instructions are written in the test booklet and they are also recorded on the CD. This allows you to read them while you are listening. For some tasks, an example is given.

In the Listening subtests, there is always a **short break before each audio text** is played. In Parts 1, 2 and 3 there is a break of ten seconds; in Part 4 there is a break of one minute. Use this time to read the answer choices carefully so that you know what to listen for when you hear the recording. If you find the breaks between the audio texts too long, simply use the extra time for relaxation. Do not go back and forth in your test booklet because this might distract you from the task.

After each audio text is played, decide on the correct answer. **Mark the answer** on the answer sheet.

Listening, Part 1

Task

You will hear **four voice mail messages** in a personal or work-related context. For each message, there is one multiple-choice question with three options. The task is to choose the correct statement for each message. Only one option is correct.

Listening strategy

Read the multiple-choice question carefully and **identify the specific detail** that you have to listen for: what the speaker wants, what action you should take etc. For example, when several actions are mentioned in the recording, pick out the one that is relevant to the question.

Don't let the other pieces of information distract you. Even if you think you already know the answer, listen to the end of the audio recording. The information you are looking for may be mentioned at the beginning, in the middle or at the end of the recording.

Listening, Part 2

Task

You will hear **five conversations**, on both personal and work-related topics. The conversations take place in person or on the phone between friends, family members, colleagues etc. For each conversation there are two items: one true-false statement and one multiple-choice question with three options. The task is to decide whether the statement for each conversation is true or false according to what is said. Then choose the correct answer to the multiple-choice question. Only one option per item is correct.

Listening strategy

In listening part 2, your ability to understand the gist (main idea) of conversations and also to identify specific details is being assessed. For the true/false item, it is important that you understand the conversation as a whole. The task could be to identify the reason for the conversation, the relationship between the speakers or the main topic. Make sure you read the item carefully.

To answer the multiple-choice item, you need to listen to the whole conversation and identify the relevant detail. Again, you can apply the same strategies as mentioned above in listening part 1.

Also, keep in mind that some of the information you will hear is not important for the item, so make sure you don't lose your concentration or get distracted.

Listening, Part 3

Task

You will hear **a radio programme or podcast of an interview**. There are six multiple choice questions, each with three options. The task is to choose the correct answer from the three options. Only one option is correct.

Listening strategy

This part of the Listening subtest is **examining your ability to grasp specific details** in an extended text. Use the time you've got to read through the items and options before the recording begins.

Try to identify or highlight what exactly you are listening for.

Listening, Part 4

Task

You will hear **a radio programme with four people giving their opinion about an everyday topic**, for example "Why do people leave their home and start a new life in another country?" A radio presenter introduces the topic and says a few concluding words at the end. Your task is to identify the statement that correctly summarises the comment made by each speaker. Two statements do not have a match.

Listening strategy

You have half a minute to **read the six statements** before the recording starts. Read each statement carefully. You may find it helpful to underline the key words. If you have enough time, read the statements again.

When you listen to the recording, make sure you **understand the general viewpoint of the speakers**. Then read the statements again and find the best match. Sometimes two statements seem to fit, but there is only one that fully reflects the speaker's comments.

Don't add your interpretation to the things that are said. The items are based on the comments that you will hear.

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**.

Reading, Part 2

Task

In this part, you will see an extract from an **Internet forum**. The topics are of general interest (e. g. learning English or working abroad) in a personal or work-related context. The language is rather informal, just as people would write in a forum. You will read five questions and eight possible answers. Your task is to identify the best answer for each question. In one case, there is no answer for the question.

Reading strategy

Before you do anything else, skim the two pages to find out what the topic of the forum is (e. g. learning English or working abroad). This is a very important step as it will save you time when reading the forum questions. Once you have understood what the topic is, read the forum questions and underline 2 to 5 keywords per question. As the wording in the answers will be different from the wording in the questions, you should think of possible paraphrases for each word that you underlined.

For example, if you have underlined “countryside” and “my two boys” in the question, possible paraphrases might be “nature”, “green”, “outdoors”, “fields”, “farm” and “children”, “kids” or “sons”.

Then scan the forum answers, actively looking for possible paraphrases for the words you have underlined. When you have found something, read the passage carefully to see if it really matches the question. The match doesn't depend on just one word; usually there are several clues in the text. Cross out this answer in the forum to make sure you don't read it again. If there are no keywords that jump out at you when you're scanning the answers, ignore this answer and move on to the next one until you have scanned all the answers. When you have scanned all answers you should have found matches for all but one question.

Reading, Part 3

Task

This part consists of **an informative text about a special subject, a newspaper article and an advertisement**. There are two multiple-choice items for each text that refer to a specific detail in the text. Only one option is correct.

Reading strategy

First have a quick look at the title and the picture to get an idea of what the topic of the text is. Then read the first multiple-choice item. The multiple-choice item consists of a beginning and three possible endings. Read options a, b, and c carefully and locate the relevant passage in the text. Watch out for negations and tenses. Choose the option which best matches the information in the text.

Remember that the answers to the questions are always to be found in the right order and rarely in the same paragraph. That means if you found the answer to the first question in the second paragraph, you can now skip the first and second paragraph and start scanning in the third paragraph.

Reading, Part 4

Task

In this part you will see a **fairly long text with formal or technical features** such as an information leaflet, an instructional manual, a guarantee, a contract or rules and regulations. The text is related to



standard everyday situations. For example, you need to read a patient information leaflet in order to find out how to use certain medication.

There are three true-false items for this text. The task is to decide whether the three statements are true or false according to what is said in the text.

Reading strategy

First have a quick look at the heading and the subheadings of the text to get an idea of what the topic of the text is. Then read the first true-false statements. Once you know what type of information you are looking for, scan the text and **locate the relevant passages**. Read these passages carefully and decide if the statements are true or false.

Do not lose time trying to understand unnecessary pieces of information.

The text is divided into several sections separated by **subheadings**. The subheadings give you a clue as to what each section is about, so they can help you navigate around the text and find relevant passages quickly.

Since the text is relatively long and contains some complex sentence structures and language elements, it is mostly **aimed at the B2 level**. Remember that you do not need to understand every word or phrase in order to solve the items.

Language Elements

The objective of the Language Elements subtest is to bridge the gap between understanding a text and actively engaging with it. There are two parts. In the first part, you will work with the transcript of a conversation which takes place between two people on topics related to everyday life, work or travel. The second one deals with a letter or email in a public or work-related context. In each case you should select the appropriate phrases to complete the texts.

You have 20 minutes to complete this subtest.

Language Elements, Part 1

You are required to complete a dialogue by selecting appropriate conversational words or expressions (discourse markers). As the items do not primarily focus on grammar and vocabulary, you need to have a grasp of **the communicative situation as a whole**.

Strategy

Read the phrases that appear below the text. Then read the text itself entirely before completing the items, paying close attention to the structure and meaning of the sentences containing gaps. There are ten phrases, eight are needed and two are distractors. Some items may seem possible for more than one gap. Read the text thoroughly, before attempting to complete the missing phrases. This way, you can identify the best option depending on the meaning.

Language Elements, Part 2

As in the previous task, you have to select appropriate short phrases in order to complete a reading passage. The text is a formal or semi-formal letter or email with the typical characteristics of the genre. Again, the ten multiple-choice items are based on contextual understanding of the communicative situation as a whole, but this task concentrates more on choosing a grammatically accurate expression to complete the sentence.

Strategy

Read the text carefully. The three choices available for each gap may seem very similar, but only one is grammatically correct and suits the meaning of the sentence or situation as a whole. Keep the context of the letter in mind while deciding which item to choose.

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 ...").

Address the three **guiding points** in the order that you think is most logical. Write one or two sentences for each guiding point. You can write more if you wish. Ideally, you should always write complete sentences (e. g. The meeting takes place at 12 o'clock), not sentence fragments (such as Meeting: 12 o'clock).

After you have covered all guiding points, write the **closing lines**. "Yours sincerely" or "Sincerely" can be used in nearly all formal letters. Use 'Yours faithfully' when you don't know the recipient's name. If you know the recipient fairly well – for example, if you are writing to a colleague – you can also say "Best wishes" or "Best regards". There are a few other options that are equally acceptable.

Take a few minutes to **proofread** your text twice. First make sure that your text is clearly understandable and that no words are missing. Then read the text again and check for grammar and spelling.

Evaluation

In order to do well on this subtest, you also need to know how the writing task is evaluated. There are **four marking criteria**:

Task Management

Have you fully addressed all the guiding points?

Communicative Design

Have you used the appropriate formal or informal language?

Have you linked your ideas to produce a clear, well-structured text?

Accuracy

Is your grammar and spelling correct most of the time?

Vocabulary

Have you used a wide range of vocabulary to communicate your message?

You can find further information on the marking criteria for Writing on pages 33 and 34 of the mock examination.

On the following pages you will see four **example letters**. They are there to help you understand what is expected of you in order to fulfil the four marking criteria. The examples are based on the tasks in the mock examination telc English B1·B2, page 20.

**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.

Example 2, Task A

For your comparison, this letter is an example of a B1-performance:

Dear George Brown,

my favourite Hobby is travelling. I like to see new cultures and new different people all over the world. Furthermore I wants to see everything in countrys. For example favourite places, popular figures, new cultures, new food and many people who lives different than us germany. That's the reason I like travelling.

My last trip was 2 weeks ago. I spend my time in London. A very nice country. It's kind different than germany. My decision to visit London was only the idee of my mum. She found London amazing, and we also have some friends there. The next day I drove by car. It was a long time.

And after 16 hours I was so tired, like I haven't slept 3 days at night. But when I arrived this beautiful country, I was happy. In my face was a very big smile. Therefore I visit the big eye. And it was so high. It was a good feeling to see this. All in all I wants to say, that was my most interesting experience of my life. I wants be more happier when you can write a little article about my trip to London. Thank you for reading .

I hope you contact me soon, and I can tell you more about my trip.

Your's faithfully

Anna

Example 3, Task B

This letter is another example of a B2-performance:

Dear Peter,

I hope you are doing well. It was nice to hear from you in your letter you have written to me last week. You wrote that you are not sure if you should choose a studying or a job when you will leave school next summer. I know this situation well. I was in the same 10 years ago. Because I didn't know what to choose, I have done a table for each. On one site were mentioned the advantages on the other site the disadvantages. The main advantages for studying were: getting a better curriculum vitae were everyone can see that you have a better knowledge and you will get a better schoolexam.

On this way you will get a better job. If you have a better job, you will earn more money and you are able to save money for a good life. The main advantages for a job are, you will earn money directly.

You will have more experience in your job in that time you will start to work after the studying. My opinion was studying and to do a job in this area in my free time. So I had a look into the business and parallel I was studying. When I had finished my study I started to work in the job which I have done parallel to my studying. I had the knowledge of this job and in addition the study of this Area.



Now I have a really good job and life. I hope I could help you in your situation I can say it's a good idea to write down what you think of both possibilities write down the advantages, disadvantages and your feeling what you're thinking about it.

Let me know which way you will go.

I give you a huge

Your cousin Andrea

Example 4, Task B

Again, here is another example of a B1-performance for your comparison:

Dear Anna,
nice to hear from you. I'm fine, I hope you too.

Regarding your question I can tell you the followings: after school I started my trainee to become a wholesaler because it was very difficult a get a trainee and after this I want to go study but I never do it and know I feel to old.

Today it mostly looks so, that without a study it is very difficult to get a good payed job/work. Make sure what you want in your life and if you need an university-Abschluß for your "dream" job/work. and if you reach your "dream" job faster with a study.

You have two possibilities, after school you can go to the university and after this start with your job/work or at first you make your trainee and then start study I think it is easilier to study after a trainee because you know the practis (Praxis), what can help.

Maybe you the company you work for will help you with the study costs etc.

But only you can decide what to do and what is the best way for you.

Let me know you decision!

Greetings

Laura

Speaking

The oral examination consists of **three parts**. In the first two parts, you will be speaking directly to the examiner. In the third part, you will be asked to have a conversation with another candidate. The oral examination takes approximately 16 minutes.

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



Before the exam starts, **the examiners** will welcome you and briefly introduce themselves. They will guide you through the examination and if you get stuck, they will try to help you keep going. At no point during or after the examination are the examiners allowed to comment on your performance. You can find additional information on how the oral examination is conducted on pages 41–44 of the mock examination.

When you take the Speaking subtest, don't forget:

- **You are not alone!**

The Speaking subtest is generally carried out in pairs. This means that you do not have to go into the examination room by yourself and you do not have to talk the whole time.

- **Two examiners are better than one!**

There are always two examiners because telc wants to make sure that your performance is being rated objectively. Normally, only one of the examiners will talk to you. The second examiner will listen quietly and keep an eye on the time.

- **They don't test your knowledge!**

You will not be expected to memorise facts or answer questions about abstract topics. Instead, you will be asked to talk about everyday topics. It's very much like having a normal conversation with people.



Speaking, Part 1

Task

In Part 1A, the examiner will give you a **picture about an everyday topic** to talk about.

In Part 1B, the examiner will ask you some **follow-up questions** inviting you to talk about your opinion and your personal experience with the topic.

Strategy

When the examiner hands you the task sheet, take a moment to look at the picture. Say what the overall situation is (such as “This is a picture of two girls having drinks together.”) and comment on different things that you see: people’s roles, their actions, their clothes etc. In addition, it’s important that you also speculate about the picture (such as “It looks like they’re close friends.” or “They might be talking about some other people at the bar”). Part 1A takes about one minute, so be sure to say as much as you can about the situation and the people in the picture.

The pictures always have a specific topic (such as small talk or stress). Relate the situation to yourself and say how you feel or would feel in these situations. (such as “Personally, I quite enjoy making small talk.”) Don’t just say one or two short sentences but describe your experiences in detail.

Don’t worry if you don’t know the words for all the things that you see in the picture. For example, if you’ve been asked to describe the picture on page 22 of the telc English B1·B2 Business mock examination and you don’t know the word “ashtray”, you can do two things: (1) You can simply choose not to talk about this detail and focus on other things instead. (2) You can describe what you mean (such as “On his desk, he has a..., well, I don’t know what it’s called ... the thing that holds your cigarette ends.”). The examiners will view this positively.

When the examiner asks you follow-up questions, try to avoid one-word answers. Instead, use complete sentences and include some details and examples. For example, if the examiner asks “Does success at work depend on being good at small talk?”, don’t just say “Yes, I think so.”, but add why you think so and give examples.

If you don’t understand the examiner’s question, **ask** (e.g. “Can you say that again, please?”).

Speaking, Part 2

Task

In Part 2A, you will give the **two-minute presentation**, which you have prepared.

In Part 2B, the examiner will ask you **follow-up questions** about your presentation.

Strategy

First have a look at the two topics. (In the telc English B1·B2 mock examination, for example, the topics are “The environment” and “Work-life balance”.) Decide quickly which topic you can speak about with more ease. Then read the two questions and look at the four photos that are supposed to help you with the content. You can choose to use the questions and/or pictures to structure your presentation.

You can write down some sentences if it helps you, but keep in mind that you are not allowed to read out from your notes. It’s better to write down keywords for the main points only and think of some details,

such as reasons in support of your view, and an example that you can use for each key point. Be aware that you need to structure your presentation with a proper introduction and a conclusion. Don't just list things that relate to the topic but try to link your ideas together using connectors. You will be rated on your interactive communication, so try to speak at your normal speed and maintain eye contact with the examiner.

The examiner will ask you one or two follow-up questions based on what you have said. This is a chance to show that you can speak spontaneously as well. Be clear in your answers and include some details and examples.

Speaking, Part 3

Task

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

You and your partner should **exchange your opinions on this topic**. The three opinions are there to give you some ideas but you don't have to comment on them.

The **examiner** will generally not get involved in your conversation. However, there are a few exceptions:

- If your conversation is too short, the examiner will ask you some questions to help you keep going.
- If one person talks too much and the other too little, the examiner will encourage the quiet person to say more.
- If the communication breaks down because of a major misunderstanding or a lack of communication skills, the examiner will try to help you get back on track.

Strategy

In this Speaking subtest, you are supposed to show that you can initiate and maintain a discussion and express your ideas clearly and precisely. In order to do this, it is helpful to become familiar with some common expressions so that you can ask for opinions (e. g. "What do you think?"), agree with your partner's opinion (e. g. "You're right."), partially agree (such as "That might be true, but...") or disagree (such as "I don't know about that. Don't you think...?").

In Part 3 of the Speaking subtest, you and your partner have to discuss this topic for about four minutes. Remember, this part of the test is a dialogue, not a monologue, which means you should take turns to ask and answer questions. Comment briefly on what your partner says and in turn ask for your partner's opinion.

Make sure that you pay attention to your partner. The two of you have to work together in order to handle this task well. For example, if you are a very talkative person and your partner is rather quiet, try not to dominate the conversation. Listen to your partner and give him/her time to express his/her ideas. You can also help each other if one of you gets stuck or can't think of a word. If you do not understand what your partner says, ask for clarification.



In order to do well on this subtest, you also need to know how it is evaluated. There are **five marking criteria**:

Task Management

is evaluated individually for each section of the Speaking subtest:

- Part 1A: Can you give a clear, detailed description of the situation in the picture?
- Part 1B: Can you respond to the examiner's questions in detail?
- Part 2A: Can you give a clearly structured presentation giving reasons to support your opinion?
- Part 2B: Can you respond to the examiner's questions in detail?
- Part 3: Can you exchange opinions with your partner and keep a conversation going?

The other four criteria apply to your overall performance:

Pronunciation and Intonation

Do you speak clearly enough to be understood?

Fluency

Can you speak spontaneously with few unnatural pauses?

Accuracy

Can you use grammatical structures effectively?

Vocabulary

Can you use a range of words to express what you want to say?

You can find further information on the marking criteria for Speaking on pages 35–36 of the mock examination.

Example

Here is an excerpt from an oral examination to give you an idea of what is expected of you in order to fulfil the marking criteria. The overall performance of Candidate A is at level B2 while the performance of Candidate B is mostly at level B1. The example is based on the tasks in the mock examination *telc English B1-B2*, pages 23–25.

Examiner: We have a picture for you to look at. Could you please talk about the situation that you see in this picture?

Candidate A: Uhum. There are two women, and they're talking and chatting, and the left one is looking like to someone. And I think, the right one ...uhm..tells the left one there's something about this person or this thing...situation.. Uhm..., yeah, it seems to be in a restaurant.

Examiner: Yup. Can you comment on what the people roles to each other or relations to each other might be?

Candidate A: I think they're good friends cause uhm she touches her on the shoulder. Uhm, so, yeah, I think they're pretty good friends.

Examiner: And how does this picture make you feel?

Candidate A: Uhm... it's very, yeah, it's a normal situation in a... I mean, two women talking, it's not that special.

- Examiner:** Ok, The topic of this picture is roughly small talk. Could you say something about yourself and small talk?
- Candidate A:** Uhm, when it comes to small talk, I don't really know uhm how to begin, cause uhm... it's like weather and... something you don't really want to talk about, so you have to find a topic that... where you can say something. I think it's pretty hard to find something that's not always the same.
- Examiner:** Good. And what role do you think small talk plays in everyday life?
- Candidate A:** I think it's very important, uhm, also in .. in job uhm, yeah, in jobs. There are many informations passing through small talk , even if you don't really realize them. And you can also see the opinion of the other person towards you.
- Examiner:** Good. Thank you very much. Joanna, we've got a different picture for you but it's the same topic. So maybe if you could comment on the situation you can see in your picture.
- Candidate B:** On the picture I can see three person, so a woman are talking with a man, and probably they are in a office center because they are wearing elegant clothes. And probably the man can be a boss uhm for this uhm for this woman because uhm... because he is uhm, uhm he is keeping uhm a document and uhm he can uhm explain ...uhm... for example ...uhm... an exercise uhm for uhm this person and uhm on the background I can see uhm another guy. He is uhm phoning and he looks through the window.
- Examiner:** Good. So the topic is small talk. Can you say something about yourself and how you feel about small talk?
- Candidate B:** I think that small talk uhm is very important in everyday life because...uhm... because uhm the people ...uhm... have to uhm have to have a topic to speak and it can be... uhm... weather, clothes or something else and the people don't have to uhm don't have to speak uhm, for your feelings but a general things. And, uhm, yes, when I, uhm, when I'm, for example, when I am at park or on the street and I uhm, and I meet , for example, my neighbour, we are talking, we are talking each other but we don't talk for, for experience and for my feelings, about my feelings, but, oh today is very nice weather. Yes, What are you going to do in the afternoon? But there's nothing... there's nothing very pers.. uhm... of...
- Examiner:** Yes, are there some topics that can be problematic for small talk?
- Candidate B:** Yeah.
- Examiner:** Could you talk about what those sorts of topics are?
- Candidate B:** For the small talk? Problematic topic...hm, It can be... for example...
- Examiner:** Or something you think people should not talk about in small talk?
- Candidate B:** For example, the people shouldn't talk about another people, uhm, because there's not so nice to do, so two people are meeting together and they are talking about another people and then they are meeting... one of this person are meeting with this another people and they are talking together with ... about another people and there's not so friendly.
- Examiner:** Good. Thank you. We'll move on to the second part of the exam.



You can find the full video on the telc website at

<https://moodle.telc.net/mod/lesson/view.php?id=482&pageid=4190>

These are some comments elaborating on the candidates' performances.

Candidate A

Task Management, Part 1A upper B1

Candidate A is able to describe the picture clearly and in some detail, commenting on the situation (such as “ I think they’re good friends, ‘cause she touches her on the shoulder”; “I mean, two women talking, it’s not that special”).

Task Management, Part 1B lower/middle B2

Candidate A is able to respond spontaneously with his opinions about the topic in a clear and reasonably precise manner at a more abstract level than expected at B1 level (such as “...you can also see the opinion of the other person towards you...”)

Pronunciation/Intonation, Part 1-3 upper B2

Candidate A's pronunciation and intonation is clear, natural and extremely easy to understand.

Fluency, Part 1-3 lower/middle B2

Candidate A is able to speak with a spontaneity and level of fluency which would facilitate relaxed interaction with native and non-native speakers.

Accuracy, Part 1-3 lower/middle B2

Candidate A has a high level of control, making some minor mistakes, many of which he self-corrects. There are no mistakes which interfere with understanding.

Vocabulary, Part 1-3 lower/middle B2

Candidate A's vocabulary and functional language are well above B1 level, with both good range and control. He makes some minor mistakes which do not interfere with understanding (such as “informations”).

Candidate B

Task Management, Part 1A upper B1

Candidate B is able to describe the picture in a clear manner, mentioning details (such as “On the background I can see another guy, he is phoning, and he looks through the window.”), but with more hesitations for planning and word searching than appropriate for B2.

Task Management, Part 1B lower/middle B1

Candidate B can generally respond appropriately to questions, and although she can provide examples to illustrate her points, she has difficulty with the question regarding problematic topics for small talk, needing the question to be rephrased before she is able to express her opinion.

Pronunciation/Intonation, Parts 1-3 upper B1

Candidate B mispronounces many sounds, with definite interference from her native language (Polish); however she can be clearly understood almost all of the time (such as th>v “wiv a man”. th>f “fings”). There are some words which are difficult to understand and require extra concentration.

Fluency, Parts 1-3 upper B1

Candidate B pauses very briefly on a continuous basis to plan and to search for the correct words. She occasionally needs to reformulate her sentence or pause for a long stretch (“And, uhm, yes, when I, uhm, when I’m, for example, when I am at park or on the street and I uhm, and I meet , for example, my neighbour, we are talking, we are talking each other”)

Accuracy, Parts 1-3 lower/middle B1

Candidate B makes many minor errors (such as “I can see three person.”), particularly with missing articles (such as “...when I am at park...”) and incorrect or missing prepositions (such as “...we don’t talk for our experience...”). However they do not interfere with the main message.

Vocabulary, Parts 1-3 upper B1

Candidate B uses a wide range of vocabulary, showing a readiness to take risks which assists her communicative goal, but she does use a number of wrong words (although closely related to the target word, such as “They are talking about another people.”). There are a few times when she fails to find a word/s and breaks off her speech prematurely (such as responding to the question in Part 1b”...there is nothing very pers ..of.”).

Frequently Asked Questions

1. Where can I get the mock examination?

You can either download the mock examination (including the audio files) for free from the telc website or you can order a professionally printed copy.

For the free download, please follow these links:

telc English B1·B2

<http://www.telc.net/en/what-telc-offers/english/telc-english-B1·B2/practice-material>

telc English A2·B1 Business

<http://www.telc.net/en/what-telc-offers/english/telc-english-B1·B2-business/practice-material>

If you prefer a professionally printed copy of the mock examination, simply follow the link mentioned above and then click on the button “To the shop”.

2. Where can I find information about the evaluation scheme that telc uses?

In the *telc English B1·B2* mock examinations on pages 33–36.

3. How long is the examination?

The written examination takes 115 minutes and there is no break. It comprises the subtests Listening, Reading, Language Elements and Writing. The oral examination takes approximately 16 minutes and must be taken within two weeks (before or after) of the written examination. Please contact your exam centre for scheduling details.

4. May I use a dictionary during the examination?

No, you may not. Dictionaries are not allowed during the examination.

5. Can I repeat the examination?

Yes. You can repeat the examination as often as you wish. You have to repeat the whole exam, both written and oral parts.

6. How long does it take for me to get my certificate?

Normally you will get your certificate six weeks after the documents have arrived at the telc Head Office in Frankfurt. However, we are often quicker with the rating.

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*.