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LANGUAGE TESTS

MOCK EXAMINATION 1
ENGLISH BUSINESS

Examination Preparation

Revised edition 2019

B1

The Structure of the Examination

telc English B1 Business

	Sub Test	Aim	Type of Test	Time in minutes
Written Examination	**1 Reading Comprehension**			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	
	2 Language Elements			
	Part 1	Grammar	10 multiple-choice items	
	Part 2	Lexis	10 matching items	
	3 Listening Comprehension			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	
	4 Written Expression			30
	Writing a semi-formal email			

			Time in minutes
Oral Examination	**Preparation**		20
	5 Oral Expression		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.

SpeedyJet takes off

SpeedyJet seems to be a success a year after its launch, with founder David Neeleman saying that the airline has become profitable.

For start-up airlines, survival is an achievement. Icon Airlines, which was launched about the same time as SpeedyJet, stopped flying in December after investors refused to continue covering its losses. National Airlines, meanwhile, is still flying, but is in bankruptcy reorganisation.

Not only is SpeedyJet in the black, the airline is teaching bigger competitors lessons in customer service. SpeedyJet "has managed to go so far above the low expectations passengers have, that they are creating a loyal following," says Stuart Klaskin of Klaskin Aviation Consulting in Florida.

In April, when a SpeedyJet flight arrived in Fort Lauderdale three hours late, airline President Dan Berger stood at the plane's doorway, "apologising and shaking hands with every passenger," Klaskin says.

SpeedyJet started out with $130 million when it took to the air a year ago. By August, six months after its first flight, SpeedyJet was earning its first profits. By the year's fourth quarter, it had flown 1.14 million passengers. SpeedyJet has also adopted Southern Airline's relaxed work atmosphere to motivate workers, as well as its aim of keeping costs low.

Like Southwest, SpeedyJet relies heavily on technology. SpeedyJet sells about 80% of its tickets on the internet, and all SpeedyJet reservations are taken automatically online. Like Southern, SpeedyJet has only one type of plane, but while Southern uses only Boeing 737s, SpeedyJet uses Airbus A320s. It gets as many as 14 hours a day flying out of the Airbuses, whereas Southern only gets up to about 12 hours, Neeleman says.

SpeedyJet has also taken on the Southern Airline approach of using lower-cost alternative airports. SpeedyJet's hub is New York's John F. Kennedy International Airport in the heart of the nation's largest city. JFK is hardly an out-of-the-way airport, but it is not heavily used during much of the day. Other than during a peak period from 3 p.m. to 8 p.m., it's an underused airport.

6 Of the three new airlines, SpeedyJet, Icon Airlines and National Airlines,

    a all three are still in operation.
    b only one is still in operation.
    c two are still in operation.

7 The Speedyjet President

    a has his own pilot's licence.
    b often goes to the airport to meet the passengers.
    c spoke to passengers personally when the plane arrived late.

8 SpeedyJet started to make a profit after

    a half a year.
    b one year.
    c three months.

9 The difference between Southern Airlines and SpeedyJet is that

    a Southern Airlines has a lot of different planes.
    b SpeedyJet planes are in the air longer.
    c SpeedyJet only takes bookings over the phone.

10 SpeedyJet uses John F. Kennedy International Airport in New York because it

    a has opportunities for new flight connections in the morning and evening.
    b is a long way from the city centre.
    c is one of the busiest airports in the United States.

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-S10-

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя

▶ **Beispiel: 23. April 1995**
Example: 23 April 1995 ▶ | 1 9 9 5 . 0 4 . 2 3 |

Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения

Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения

| 001 - Deutsch | 003 - Français | 005 - Italiano | 007 - Magyar | 009 - Русский язык | 011 - Türkçe | 013 - 汉语 |
| 002 - English | 004 - Español | 006 - Português | 008 - Polski | 010 - Český jazyk | 012 - عربي | 000 - andere/other |

Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык

☐ männlich · male · masculino · masculin · maschile · erkek · мужской
☐ weiblich · female · femenino · féminin · femminile · kadın · женский

Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол

Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение

▶ **Beispiel: 17. Juli 2019**
Example: 17 July 2019 ▶ | 2 0 1 9 . 0 7 . 1 7 |

Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена

B1

Answer Sheet S30

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SNT MNT

S   Q   P

1	a b c d e f g h i j	1
2	a b c d e f g h i j	2
3	a b c d e f g h i j	3
4	a b c d e f g h i j	4
5	a b c d e f g h i j	5

6	a b c	6
7	a b c	7
8	a b c	8
9	a b c	9
10	a b c	10

11	a b c d e f g h i j k l x	11
12	a b c d e f g h i j k l x	12
13	a b c d e f g h i j k l x	13
14	a b c d e f g h i j k l x	14
15	a b c d e f g h i j k l x	15

16	a b c d e f g h i j k l x	16
17	a b c d e f g h i j k l x	17
18	a b c d e f g h i j k l x	18
19	a b c d e f g h i j k l x	19
20	a b c d e f g h i j k l x	20

21	a b c	21
22	a b c	22
23	a b c	23
24	a b c	24
25	a b c	25
26	a b c	26
27	a b c	27
28	a b c	28
29	a b c	29
30	a b c	30

31	a b c d e f g h i j k l m n o	31
32	a b c d e f g h i j k l m n o	32
33	a b c d e f g h i j k l m n o	33
34	a b c d e f g h i j k l m n o	34
35	a b c d e f g h i j k l m n o	35
36	a b c d e f g h i j k l m n o	36
37	a b c d e f g h i j k l m n o	37
38	a b c d e f g h i j k l m n o	38
39	a b c d e f g h i j k l m n o	39
40	a b c d e f g h i j k l m n o	40

Marking Criteria for *Written Expression*

Content

		A	B	C	D*
Criterion I: Task Management		All **four guiding points** have been covered appropriately as regards content.	**Three guiding points** have been covered appropriately as regards content.	**Two guiding points** have been covered appropriately as regards content.	Only **one or no guiding point** 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
		B1 competently covered	**B1 comprehensibly covered**	**A2**	**A1 or below**
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 **sufficient range of language** 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 **series of isolated elements** into a connected, linear sequence of points.	Can perform and respond to a sufficient range of language functions, using their most common exponents. Has **enough language** 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 **series of shorter, discrete simple elements** 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 **basic language** 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 **most frequently occurring connectors** ("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 **very basic range of simple expressions** 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 **very basic linear connectors** like "and" or "then".
Criterion III: Accuracy		Generally shows good control of grammatical structures though with first language influence. **Isolated systematic errors** 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. **Systematic errors** 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 **systematic basic mistakes** – 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 **few simple grammatical structures** and sentence patterns in a learnt repertoire. Can copy familiar words and short phrases. The text can only be understood to some degree.

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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.