



# English Language Skills Assessment

*Listening / Reading Test*

## Information Pack

## Overview

English Language Skills Assessment (ELSA) Tests is a multiple-choice tests which consists of a listening component and a reading component. Candidates receive a score report (see last page) which provides a separate score for each component and a total score of between 0 and 500.

The two components can be taken separately but are usually taken together. A short overview of each test follows:

### ELSA Listening Test

*Test format:* Multiple-choice  
60 questions  
4 question formats  
Total testing time: approximately 30 minutes  
Score Range: 0 – 250

*Results issued within:* 5 working days from receipt of answer sheets in London

*Preparation Material:* Practice Tests for the ELSA Listening Test are available free of charge

### ELSA Reading Test

*Test Format:* Multiple-choice  
60 questions  
4 question formats  
Total testing time: 45 minutes  
Score Range: 0 – 250

*Results issued within:* 5 working days from receipt of answer sheets in London

*Preparation Material:* Practice Tests for the ELSA Listening Test are available free of charge

An "ELSA Handbook" containing more detailed information, eg sample score sheets, descriptors of level scores, international client list, university recognitions are available free of charge.

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# About ELSA

## What are the ELSA tests?

The English Language Skills Assessment (ELSA) Listening and Reading Tests measure general English language competence using work, home, social and travel settings; they test a person's ability to understand and communicate in the real world. ELSA tests are available in both British English and American English to meet all client requirements, and cover all levels of English language ability from very low to very high on a single scale for each skill. ELSA Listening and Reading Tests provide the precision, speed and convenience of multiple-choice tests and are:

- Modern
- Reliable
- Scientific
- Consistent
- Convenient
- Cost effective
- Internationally recognised

## Who are the ELSA tests for?

Individuals who:

- wish to provide potential employers with information as to their English language level
- wish to master the English language and monitor their own progress
- wish to undertake a course of study at an English-speaking university and require evidence of their English proficiency

Employers who:

- use English within their company for communication
- need to establish the English language level of employees
- wish to benchmark the English language level required for different positions
- wish to identify English speaking staff for promotion and / or transfers
- wish to evaluate different English language training programmes
- wish to monitor the return on expenditure on English language training

Universities and Colleges that:

- need to establish the English language level of students to evaluate their ability to follow their chosen course of study
- wish to offer students a test which will provide them with internationally recognised certification of their English language competence

## British and American English

Although English is widely used as a means of international communication, a single international standard for the language has not yet emerged. Depending on the history and culture of their country of origin, international users of English tend to reflect either British or American language standards. Users will want to concentrate on the variety of English most likely to be encountered in work or study. In order to meet the needs of international learners and users of English, the ELSA tests have been made available in separate versions reflecting either British or American English usage. The British versions use British standard spelling and vocabulary in the test books and use voice recordings made by British actors. The American versions use American spelling, vocabulary and actors. Occasionally, the American tests will reflect Canadian usage and the British tests will reflect English as used in countries such as Australia or New Zealand. Most of the examples in this guide use English which is equally acceptable to British or American speakers. Occasional questions have been indicated as "British only" or "American only".

## What level of English do I need to sit an ELSA test?

ELSA tests measure the full range of ability from low to high on a single scale. Anyone can measure his or her ability using an ELSA test. There is no set pass mark. Because ELSA tests measure across the full range of ability, scores represent different degrees of success rather than passing or failing grades. However, companies, universities and other institutions may set their own minimum scores for various purposes.

### ELSA Formats

Listening      Multiple-choice: 60 questions, 4 question formats  
Total testing time: approximately 30 minutes  
Score Range: 0 – 250

Reading        Multiple-choice: 60 questions, 4 question formats  
Total testing time: 45 minutes  
Score Range: 0 – 250

## What topics are covered on ELSA?

ELSA tests contain a wide range of vocabulary, structures and situations, from simple to complex, enabling learners at any stage of language development to demonstrate their ability. The situations and contexts that appear in ELSA tests reflect everyday English as it is used in the workplace, when travelling, shopping and socialising, and in the media. Although business settings are used in the tests, a detailed knowledge of business practices is not required to achieve a high score in the ELSA tests.

While it is impossible to list all the situations in which English may be used for communication, the following list will give a general idea of the type of topics likely to occur in the ELSA tests.

### Sample topics covered in the ELSA tests:

- Advertising and marketing – trade fairs
- Arts – museums and exhibitions, musical and theatre performances
- Business in general – sales, contracts, negotiations, warranties, conferences, acquisitions, take-overs and mergers
- Buying – shopping, ordering materials and supplies, shipping and invoicing
- Eating out – business and informal lunches and dinners, restaurants, formal receptions
- Environment and conservation
- Finance - budgeting, invoicing, accounts, banking and investments, taxes
- Health and medicine – medical, diet and exercise issues
- Insurance
- Management and planning – production targets, quality control, priorities
- Manufacturing – assembly line, machinery
- News items – of general interest and relating to business and the community
- Office – meetings and committees, correspondence and messages by telephone, fax or email, equipment, furniture and decoration, procedures
- Personnel – recruitment, job applications and advertisements, salaries and promotions, training, retirement and pensions
- Property and housing – construction, specifications, buying and renting, services and utilities
- Sports and leisure
- Technical – technology and specifications, electronics and computers, research, laboratories and product development
- Travel – trains, buses and planes, taxis and car rentals, tickets, schedules and announcements, delays and cancellations, hotels
- Tourism – the tourism industry, international visitors, places of interest

# Listening Test

## Sample Questions

The following sample questions are similar in content and difficulty to those found on actual ELSA tests. The instructions for candidates are printed exactly as they appear in the test books. In the following Listening examples, the material printed in a box is what candidates hear on the tape. In the test, this recorded material is NOT printed in candidates' test books.

### Part 1

#### Instructions

In Part 1, you will hear someone ask a question or make a statement. You will then hear another person give 3 alternative responses (identified as A, B and C) to the question or statement.

**NOTE: These responses are NOT printed in your test book.** Choose the correct response, and mark your choice on the answer sheet next to the question number. Now listen to the following example. (*recorded example*)

(Woman)	Where are you from?
(Man B)	(A) My name is Lee.
	(B) I'm twenty-four.
	(C) 'm from Singapore.

Choice 'C' ('I'm from Singapore') is the correct answer to the question 'Where are you from?', so you would fill in 'C' on the answer sheet. Now look at the answer sheet and find where you should start filling in the answers for Part 1. There are 20 questions in this part, questions 1 – 20.

Now listen for question number 1. **(NO PRINTED QUESTIONS FOR PART 1)**

1	(Man A) (Woman)	Do you have a key to the supply room? (A) You'll need to unlock the door. (B) No, but Mr. Rodriguez does. (C) Yes, it is.
2	(Woman) (Man B)	How's your training programme going? (A) So far, it's been really interesting. (B) At 9.30 from platform 6. (C) He's much better now, thank you.
3	(Man A) (Woman)	Should I book a table for Wednesday? (A) I think I'll read it later. (B) No, it should be here before then. (C) Yes, please. For one o'clock. There'll be six of us.
4	(Woman) (Man A)	How do I get to your hotel from the airport? (A) We have a shuttle bus that runs every twenty minutes. (B) We recommend you leave here three hours prior to your flight. (C) During rush hour, it'll take approximately seventy-five minutes.
5	(Man A) (Man B)	I'd like two tickets for Friday, please. (A) They're sitting in the front row. (B) I'm sorry sir, it's sold out. (C) Wasn't the performance terrific?
6	(Woman) (Man B)	Is your company downsizing? (A) Not at all, we just hired six new consultants. (B) We're closed for three days for maintenance work.

(C) Yes, we've become the second largest distributor in the eastern region.

Answers: 1 (B) 2 (A) 3 (C) 4 (A) 5 (B) 6 (A)

## Part 2

### Instructions

In Part 2, you will hear a series of short conversations between 2 people. You will also read a question about each conversation, with 4 alternative answers, A, B, C and D. Choose the correct answer, and mark your choice on your answer sheet. Now listen to an example conversation, and read the question about the conversation:

(Man B) Have you seen Bill today?  
(Woman) Yes, but he'll be in a meeting all morning.  
(Man B) Well, when you see him, please tell him that I need to talk to him.

**Q: What should Bill do?**

- (A) Call a client
- (B) Contact the man
- (C) Leave work early
- (D) Go to the meeting

Option (B) is the correct answer, so you would fill in 'B' on the answer sheet. Now look at the answer sheet and find where you should start filling in the answers for Part 2. There are 12 questions in this part, numbers 21 – 32. Now listen for the first conversation and choose the correct answer.

(Woman) What time does the last guided tour of the palace start?  
(Man A) The last one they have starts at three thirty on weekdays or three o'clock on Saturdays and Sundays. The tour takes an hour and a half.  
(Woman) That sounds fine. We'll be able to see the Masterson Art Gallery in the morning and still leave plenty of time to have lunch and get to the palace for the last tour. Thanks for your help.

**21 Where does this conversation probably take place?**

- (A) In a restaurant
- (B) In an art gallery
- (C) In a train station
- (D) In a tourist office

(Man B) I'd like to order some printer cartridges, please. They're for an HJK eleven hundred.  
(Woman) Certainly. We have two kinds, one which can print 5000 pages for 30 pounds, and a 10,000–page cartridge at 48 pounds.  
(Man B) I'd like two of the 10,000-page ones please.

**22 What does the man decide to do?**

- (A) Order 10,000 copies
- (B) Purchase the HJK 1100
- (C) Double his order for printing
- (D) Buy the more expensive cartridges



(Man A)	Could you arrange a buffet lunch for the meeting next Thursday? The usual menu will be fine.
(Woman)	Yes, of course. How many people are you expecting?
(Man A)	There'll be a maximum of fifteen, but would you order lunch for ten. Last time there was a lot of food left over.

**23 What does the man ask the woman to do?**

- (A) Order food
- (B) Approve a menu
- (C) Attend a meeting
- (D) Book a meeting room

(British only)

(Man B)	I'd like to go on the course to renew my First Aid certificate on the fifth of August, if that's OK.
(Woman)	Well, actually I'm going to be taking my holiday from the first to the twelfth of August. It'd be better if we weren't both away at the same time. Is there a later course?
(Man B)	Yes, there's one on August the seventeenth with places available. That's actually the day my certificate expires.

**24 What does the woman wish to avoid?**

- (A) Taking a re-certification course
- (B) Postponing her holiday until August
- (C) Having the man out of the office while she is away
- (D) Missing a payment deadline while she is on holiday

**Answers: 21 (D) 22 (D) 23 (A) 24 (C)**

## Part 3

### Instructions

In Part 3 you will hear a series of longer conversations between 2 people. There are then 2 questions about each conversation. There are 9 conversations, giving a total of 18 questions, numbers 33 – 50. Now listen for the first conversation.

(Woman)	Have you met Kevin Maxwell yet?
(Man B)	Yes. I met him yesterday. I think he's going to be a great addition to the sales team.
(Woman)	What makes you say that?
(Man B)	Well, he's very dynamic. He's also been selling heavy farming machinery for about fifteen years. He knows our products inside out.
(Woman)	That's true, though I hear he wasn't very popular with his colleagues at Combimax. We'll have to see how he settles in here.

**33 What is Kevin Maxwell's profession?**

- (A) Designer
- (B) Mechanic
- (C) Sales representative

(D) Agricultural engineer

**34 What are the speakers talking about?**

- (A) A client
- (B) A new employee
- (C) A mechanical failure
- (D) A design specification

(Woman)	This is Claire from Akiro & Co. I'd like to arrange a pickup for two parcels from our offices at one hundred and forty eight Queen Street. Our customer reference number is DP four one five three six.
(Man B)	OK. Where are they going to?
(Woman)	Hong Kong. One weighs eighteen kilos and the other weighs twenty-one. They both contain documents.
(Man B)	I'm afraid we won't be able to get a van to you until about 5pm today. What time do you close?
(Woman)	There'll be someone in the office until 5.30, so that'll be fine.

**35 What is said about the parcels?**

- (A) They will arrive by 5pm.
- (B) They need special handling.
- (C) They contain commercial samples.
- (D) They are being sent to Hong Kong.

**36 What does the man ask?**

- (A) Where the office is
- (B) If he can borrow a pen
- (C) If the parcels are heavy
- (D) When the company closes

(Woman)	When can we expect cutting machine F to be back on line? We have several big orders that need to go out by the end of the week.
(Man B)	Unfortunately the replacement part we need has to be specially made. It'll only take a couple of hours to install, but they won't be able to deliver it until Thursday.
(Woman)	We've had this problem before, haven't we? Is there no way we can get the part from somewhere else?
(Man B)	I'm afraid not. There's only one company that makes parts for these machines and they don't have this one in stock. If we switch as much work as we can to other machines and ask everybody to work overtime, we should still make the deadlines.
(Woman)	I hope so. We can't afford to be late with these orders. Maybe it's time we replaced these old machines. These breakdowns are becoming far too frequent and they're costing us a lot of money.

**37 What is the woman's concern?**

- (A) That production schedules will not be met
- (B) That other machines will also break down
- (C) That it will take a long time to get new machines
- (D) That it will be impossible to locate the necessary part

**38 What does the man suggest?**

- (A) Finding an alternative supplier
- (B) Stocking additional spare parts

- (C) Having existing machines overhauled
- (D) Switching production to other machines

**Answers: 33 (C) 34 (B) 35 (D) 36 (D) 37 (A) 38 (D)**

## **Part 4**

### **Instructions**

In Part 4 of the test you will hear a series of recordings. In your test book there are 2 questions for each recording. There are 5 recordings, giving a total of 10 questions (numbers 51 – 60). Now listen for the first recording.

(Woman) : A violent storm tore off the metal sheathing from the nose of an Avioso Airlines plane flying from Lisbon to Cairo last night. The large piece of metal was torn loose by high winds and bounced off the cockpit window, cracking it, before falling eight thousand metres to the trackless desert below. The pilot, unable to see through the cracked window and unable to check his speed due to instrument damage, was guided by flight controllers to a safe approach and landing at Cairo Airport. The eighty-five passengers and five crew members aboard are all reported unharmed. Aviation officials are carrying out investigations to determine the exact cause of the incident.

**51 What caused the problem with the Avioso Airlines flight?**

- (A) Pilot error
- (B) High winds
- (C) The age of the aircraft
- (D) An electrical malfunction

**52 How was the incident resolved?**

- (A) The front of the aircraft was reinforced.
- (B) The passengers were transferred to a second plane.
- (C) Flight controllers guided the pilot to his destination.
- (D) The pilot and crew were able to correct the problem while in flight.

**Answers: 51 (B) 52 (C)**

This is the end of the ELSA Listening Test. Put down your pencil and wait for instructions from the supervisor.

# Reading Test

## Sample Questions

Test Version: RXX00

### ENGLISH LANGUAGE SKILLS ASSESSMENT

#### READING TEST

Time allowed: 45 minutes

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#### ***Instructions to Candidates***

- (a) *DO NOT OPEN THIS TEST BOOK UNTIL THE SUPERVISOR TELLS YOU TO START.*
- (b) *This is a multiple-choice test. The test has **4** parts with a total of **60** questions. You will have **45** minutes to complete the test.*
- (c) *Each question has **4** answer choices, A, B, C or D. You must mark your choice **in pencil** on your answer sheet. Although you may make notes on this test book, only answers marked on the answer sheet can be scored.*
- (d) *During the test use a rubber eraser to erase any mistakes on the answer sheet. Do not cross out answers, as this means the question will automatically be scored as wrong.*
- (e) *Mark only one answer per question – if you mark more than one answer for a question (for example both A and C) it will automatically be scored as wrong.*
- (f) *Do not make any other marks on the answer sheet, as this could accidentally affect your score.*
- (g) *You are **not** allowed to use a dictionary during the test.*

***NOW WAIT UNTIL THE SUPERVISOR TELLS YOU TO OPEN YOUR BOOK.***

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## Part 1

(Suggested maximum time: 8 minutes)

### Instructions

In Part 1, you will read 12 sentences. Each sentence contains a blank space, with a choice of 4 words or phrases (A, B, C, or D) to fill the space.

Choose the correct word or phrase, and mark your choice on the answer sheet.

- 1 With reference to your advertisement in today's "Times", I would like to \_\_\_\_\_ for the position of credit controller.**

  - (A) work
  - (B) apply
  - (C) search
  - (D) employ
  
- 2 According to the latest government figures, the unemployment rate has fallen for the \_\_\_\_\_ consecutive month.**

  - (A) two
  - (B) half
  - (C) second
  - (D) double
  
- 3 Streamlining the data entry \_\_\_\_\_ for new orders has lowered labour costs and greatly improved turnaround times.**

  - (A) way
  - (B) clerk
  - (C) level
  - (D) process
  
- 4 Please read the attached \_\_\_\_\_ of the annual report, and add any comments you may have.**

  - (A) draft
  - (B) letter
  - (C) proposal
  - (D) memorandum

Answers: 1 (B) 2 (C) 3 (D) 4 (A)

## Part 2

(Suggested maximum time: 10 minutes)

### Instructions

In Part 2, you will read 3 passages. Each passage has 5 numbered blank spaces, with 4 choices (A, B, C, or D) for each space printed below the passage.

Choose the correct word or phrase, and mark your choices on the answer sheet.

Questions 13 - 17 refer to the following passage:

Car sales were up 28 per cent last month compared with June last year, according to industry \_\_\_(13)\_\_\_ published yesterday. Domestic sales for \_\_\_(14)\_\_\_ car producers jumped to 36, 782 in June, up from 34,227 in May. Car makers say low interest rates combined \_\_\_(15)\_\_\_ the launch of attractive new models, marketed in a series of aggressive sales campaigns, have boosted demand over the last eighteen months. With bank deposits \_\_\_(16)\_\_\_ as little as 0.5%, many savers have been withdrawing savings and buying cars for cash rather than on instalment terms. Analysts say the increased demand for vehicles is a sign of renewed \_\_\_(17)\_\_\_ in the economy, which they say is likely to grow 3 percent this year compared with just over 1.7% last year.

- 13 (A) plans  
(B) details  
(C) figures  
(D) products
- 14 (A) all  
(B) any  
(C) each  
(D) every
- 15 (A) in  
(B) to  
(C) by  
(D) with
- 16 (A) yield  
(B) yielding  
(C) can yield  
(D) should have yielded
- 17 (A) rise  
(B) money  
(C) confidence  
(D) agreement

Questions 18 – 22 refer to the following passage:

Technology is coming to the aid of 60,000 hard-pressed farmers in the Macon Hills region, \_\_\_(18)\_\_\_ many survive on less than 40 per cent of the national average income. Mainly husband-and-wife teams, the farmers in this rugged and isolated region are \_\_\_(19)\_\_\_ plummeting prices, falling subsidies and a growing list of complex legal requirements. To help farmers cope, the Macon Hills Farming Initiative has joined forces with the Workers Education Association to \_\_\_(20)\_\_\_ a Farm Bureau System, run by and for farmers, and dedicated to the principle of improvement through education. Every evening, a van arrives in one of the Macon Hills communities with 12 laptop computers, \_\_\_(21)\_\_\_ the farmers the basics of financial planning and business management. The project has proved to be a remarkable success, and the farmers have taken to the computers with enthusiasm, \_\_\_(22)\_\_\_ to customise software to suit their particular agricultural needs.

- 18 (A) that  
(B) cannot  
(C) of whom  
(D) manage to
- 19 (A) hoping for  
(B) selling their  
(C) claiming that  
(D) struggling with
- 20 (A) grow  
(B) train  
(C) learn  
(D) develop
- 21 (A) to teach  
(B) it teaches  
(C) and taught  
(D) by teaching
- 22 (A) by managing  
(B) even helping  
(C) after planning  
(D) because studying

Answers: 18 (C) 19 (D) 20 (D) 21 (A) 22 (B)

## Part 3

(Suggested maximum time: 10 minutes)

### Instructions

In Part 3 there are 15 sentences. Each sentence has 4 words or phrases **printed like this** and marked as (A), (B), (C), and (D). One of these 4 words or phrases contains an error, a mistake in either the grammar or the vocabulary.

Decide where the error is, and mark your choice on the answer sheet.

- 28 Chang & Co.'s **products enjoy** a reputation **for** quality **and** durability for **more than** 20 years.  
(A) (B) (C) (D)
- 29 The company's success is **due not** only to its technical innovations, **too** its ability to get **them** to **market first**.  
(A) (B)  
(C) (D)
- 30 Prices for gold **and another** precious metals, **already at** near-record lows, **are being** further depressed by nervous investors selling off their **holdings**.  
(A) (B) (C)  
(D)
- 31 Computec sales **rose nearly** 30% after they **began offering** free software and training **to each** purchase.  
(A) (B) (C)  
(D)
- 32 The position **is demanding**, **while offers** hardworking team players tremendous opportunity for career advancement, and **almost unlimited income potential**.  
(A) (B)  
(C) (D)

Answers: 28 (A) 29 (B) 30 (A) 31 (D) 32 (B)

## Part 4

(Suggested maximum time: 15 minutes)

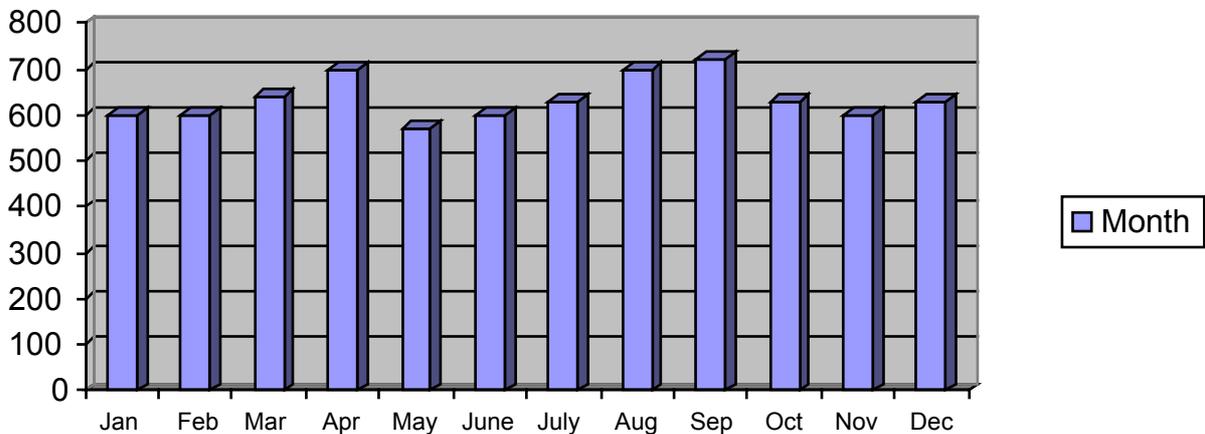
### Instructions

In Part 4 of the test you will read a series of passages (for example letters, advertisements, information, etc). Each passage is followed by 2 to 5 comprehension questions, each with 4 answer choices (A, B, C or D).

For each question choose the correct answer and mark your choice on the answer sheet.

Questions 43 – 45 refer to the following graph.

**The Year In Review**  
**Average Daily Trading on the New York Stock Exchange (millions of shares)**



- 43 In which month were the most shares traded on average per day?**  
(A) April  
(B) May  
(C) September  
(D) December
- 44 What trend is shown for the period May – September?**  
(A) A decreasing daily average volume of shares traded  
(B) An increasing daily average volume of shares traded  
(C) An increase in trading volume, followed by a decrease  
(D) A decrease in trading volume, followed by an increase
- 45 What is true of the daily average volume of shares traded for the year shown?**  
(A) It never exceeded 700 million shares  
(B) It never fell below 550 million shares  
(C) It remained above 650 million shares for most of the year  
(D) It was higher for the first half of the year than for the second half

Questions 46 – 49 refer to the following memorandum:

MEMORANDUM

To: Arne Svenson  
From: Henri Lemoine  
Date: 5 June  
RE: Jennifer Diamond's recommendations

Jennifer Diamond of NextData Consulting has finished her review of our data management system. She recommends that we spend a modest amount to upgrade our system now, and hold off on the purchase of a new system for another two years.

She says that if we upgrade to the newest version of software and make a few minor hardware purchases, we will have a reliable system that is more than adequate for our needs. In her view, if we switch over to all-new hardware and software now, it will be outdated in two years anyway, so we may as well wait until then, when we will be able to get the same level of performance at a much cheaper price.

Please let me know when you have some time to discuss her proposals.

- 46 What does Jennifer Diamond suggest?**  
(A) That the problem will be expensive to fix  
(B) That the project will take two years to complete  
(C) Switching over to all-new hardware and software  
(D) Upgrading the company's existing computer system
- 47 What does Jennifer Diamond say is likely?**  
(A) That the hardware will soon fail  
(B) That another company could offer a better deal  
(C) That delaying a purchase will save the company money  
(D) That the current system will be obsolete within two years
- 48 What does Henri Lemoine want to do?**  
(A) Buy a new system  
(B) Hire Jennifer Diamond  
(C) Move forward with Ms. Diamond's plan  
(D) Discuss Ms. Diamond's recommendations with Arne Svenson
- 49 Who is Jennifer Diamond?**  
(A) An outside expert  
(B) A sales representative  
(C) Arne Svenson's manager  
(D) Henri Lemoine's coworker (British English: colleague)

**Answers: 43 (C) 44 (B) 45 (B) 46 (D) 47 (C) 48 (D) 49 (A)**

**THIS IS THE END OF THE TEST**

***Remember to fill in all your answers on the answer sheet.***

## ELSA test scores

### How is ELSA scored?

#### Multiple-Choice

The ELSA Listening Test and Reading 1 Tests each contain 60 multiple-choice questions. Answers are marked on a special answer sheet, which is scored by a scanning machine. For these tests, the number of answers correct is converted to a scaled score, on a scale of 0–250 for Listening and 0–250 for Reading. Scaling ensures that, for example, an ELSA Listening Test score of 175 always reflects the same level of ability, no matter which test version a candidate takes, assuming their standard of English has remained the same.

### How will I receive my results?

You will receive a score report for each candidate. This report details the scores and levels achieved for each test. An interpretation of the levels achieved is included in the report.

An optional ELSA certificate is also available for an additional fee.

### How long are ELSA results valid?

ELSA tests measure a candidate's communicative ability in English at a given point in time. Scores remain valid as long as a candidate's competence does not change. However, given that English ability can improve rapidly with further study or a period spent in an English-speaking country or can decline from lack of practice, we suggest that 2 years represents a reasonable assumption of validity of an ELSA test score. LCCIEB will not issue certificates for ELSA scores more than 2 years old. When presented with ELSA scores achieved more than 2 years previously, we would advise score users to seek further confirmation that the stated level of competence has been maintained since the examination(s) were taken.

### What do ELSA scores mean?

The exact meaning of scores will vary depending on individual circumstances. LCCIEB works with client organisations to develop benchmarks related to particular individual needs. It should not be assumed that the given descriptions will apply exactly to every individual. However, the tables below should give a general idea of what may be expected in work and study situations from candidates with particular score levels in Listening, Reading, Writing and Speaking. The tables below provide 3 kinds of information:

- 1 Equivalences.** As a general orientation, an approximate equivalence is given between ELSA, the LCCIEB level framework and the Council of Europe's Common European Framework.
- 2 Interpretations.** An indication of the type of performance represented by each ELSA level. The relevant descriptors are printed on ELSA score reports and certificates for convenient reference.
- 3 Predicted performance in work and study situations.** A conservative prediction of the minimum likely performance in work and study situations with examples of tasks an individual should have enough English to handle.

The interpretations were derived from initial pilots carried out on ELSA

## ELSA Listening Score Equivalences

ELSA Listening Score	ELSA Listening Level	LCCIEB Level	Council of Europe Common European Framework		
			Breakthrough	A1	Basic User
0 – 79	Novice Low	Preliminary	Waystage	A2	
80 – 118	Novice Mid				
119 – 131	Novice High	1	Threshold	B1	Independent User
132 – 155	Intermediate Low				
156 – 169	Intermediate Mid	2	Vantage	B2	Independent User
170 – 198	Intermediate High				
199 – 214	Advanced	3	EOP	C1	Proficient User
215 – 229	Advanced High				
230 – 237	Superior	4	Mastery	C2	Proficient User
238 – 250					

## ELSA Listening Level Descriptors

ELSA Listening Level	Interpretation	Predicted Performance in Work/Study Situations
Novice Low	<ul style="list-style-type: none"> <li>Can understand high-frequency words, such as numbers, greetings etc</li> <li>Can understand some isolated words, especially international words such as taxi, hotel, pizza, etc</li> </ul>	Very limited ability to understand even short utterances apart from a few very simple instructions and questions
Novice Mid	<ul style="list-style-type: none"> <li>Can understand some words and phrases relating to basic personal information and the immediate environment</li> <li>Can understand some simple questions and instructions</li> <li>Needs considerable time to process what is heard and frequently needs repetition or a slowed rate of speech</li> </ul>	The listener should be able to: <ul style="list-style-type: none"> <li>Understand simple predictable instructions and questions in a familiar work or study environment</li> </ul>
Novice High	<ul style="list-style-type: none"> <li>Can understand short, simple expressions where speech is clear and context supports comprehension</li> <li>Can understand familiar high-frequency words and phrases</li> <li>Often needs repetition, rephrasing or a slowed rate of speech</li> <li>Can sometimes identify the main points in messages, discussions or announcements</li> </ul>	The listener should be able to: <ul style="list-style-type: none"> <li>Understand basic instructions and announcements related to the immediate work or study environment</li> <li>Follow very simple presentations in familiar areas when strongly supported by visual material</li> <li>Respond to predictable requests</li> </ul>
Intermediate Low	<ul style="list-style-type: none"> <li>Can understand simple sentences and short stretches of speech on a limited range of familiar topics</li> <li>Can usually identify the main topic and some relevant details in simple messages, discussions and announcements, although misunderstandings will still occur</li> <li>Understanding is more effective face-to face than on the telephone. Repetition, rephrasing and a slowed rate of speech are often still required</li> </ul>	The listener should be able to: <ul style="list-style-type: none"> <li>Understand simple instructions and announcements in a familiar work or study environment</li> <li>Understand simple phone conversations on familiar and predictable topics</li> <li>Follow a simple discussion or conversation</li> </ul>

Intermediate Mid	<ul style="list-style-type: none"> <li>• Can understand the main points and relevant details of short stretches of speech or conversation on familiar topics</li> <li>• Can understand routine and familiar telephone conversations</li> <li>• Can understand directions and instructions (eg announcements, messages, etc)</li> </ul>	<p>The listener should be able to:</p> <ul style="list-style-type: none"> <li>• Understand a wide range of instructions and requests</li> <li>• Take predictable telephone orders and requests and respond appropriately</li> <li>• Understand product information and enquiries</li> <li>• Understand the main points and some relevant details of work or study related discussions or presentations</li> </ul>
Intermediate High	<ul style="list-style-type: none"> <li>• Has good understanding of short stretches of speech on familiar topics</li> <li>• Can follow longer stretches of conversation or discussion, identifying the main ideas and points of view, although some details will be missed</li> <li>• Can follow key information in longer, advanced level speech where content is familiar</li> </ul>	<p>The listener should be able to:</p> <ul style="list-style-type: none"> <li>• Understand most routine work or study related conversations</li> <li>• Follow a detailed technical presentation or lecture although not all the details will be noted</li> <li>• Follow a discussion at meetings, seminars or tutorials although not all the details will be noted</li> </ul>
Advanced	<ul style="list-style-type: none"> <li>• Can understand the main ideas and most details of extended speech on familiar topics</li> <li>• Can follow most discussions and conversations, although there may be problems where language is not standard or is highly colloquial</li> <li>• Can understand the main ideas and most details from factual media reports in standard dialect</li> </ul>	<p>The listener should be able to:</p> <ul style="list-style-type: none"> <li>• Understand detailed enquiries and requests</li> <li>• Understand the main ideas and most details of presentations, reports and lectures.</li> <li>• Follow discussions at most formal and informal meetings, seminars and tutorials</li> <li>• Follow the main ideas of most social conversation</li> </ul>
Advanced High	<ul style="list-style-type: none"> <li>• Can understand the main ideas and most details of extended speech on familiar and unfamiliar topics</li> <li>• There is a growing awareness of appropriate levels of language</li> <li>• There is a developing ability to understand colloquial and idiomatic language</li> </ul>	<p>The listener should be able to:</p> <ul style="list-style-type: none"> <li>• Follow most social, work or study related conversations</li> <li>• Understand work or study related presentations, reports, lectures, seminars and tutorials although highly complex or abstract subject matter may cause difficulties</li> </ul>
Superior	<ul style="list-style-type: none"> <li>• Understanding of most speech in standard dialect on familiar and unfamiliar topics is reasonably complete</li> <li>• Has good awareness of appropriate levels of language</li> <li>• Can easily follow complex extended speech although highly colloquial language or language with many cultural references may still cause problems</li> </ul>	<p>The listener should be able to:</p> <ul style="list-style-type: none"> <li>• Easily understand complex technical discussions and negotiations in familiar or business or study related fields</li> <li>• Understand any extended presentation or lecture in familiar or business or study related fields</li> </ul>

## ELSA Reading Score Equivalences

ELSA Reading Score	ELSA Reading Level	LCCIEB Level	Council of Europe Common European Framework		
			Breakthrough	A1	Basic User
0 – 68	Novice Low	Preliminary	Waystage	A2	
69 – 106	Novice Mid				
07 – 119	Novice High		1	Threshold	B1
20 – 141	Intermediate Low	2	Vantage		
42 – 154	Intermediate Mid				
55 – 183	Intermediate High		3	EOP	C1
84 – 197	Advanced				
98 – 211	Advanced High	4	Mastery	C2	
212 – 219	Superior				
220 – 250					

## ELSA Reading Level Descriptors

ELSA Reading Level	Interpretation	Predicted Performance in Work/Study Situations
Novice Low	<ul style="list-style-type: none"> <li>Can occasionally identify common words and phrases when supported by context</li> </ul>	<p>The reader should be able to:</p> <ul style="list-style-type: none"> <li>Read numbers, names and addresses</li> </ul>
Novice Mid	<ul style="list-style-type: none"> <li>Can recognise a limited range of common words and phrases</li> <li>Can understand very short and simple texts but rarely understands more than a single phrase at a time</li> <li>Re-reading is frequently required</li> </ul>	<p>The reader should be able to:</p> <ul style="list-style-type: none"> <li>Read simple predictable and formulaic notes (invoices, schedules, rotas etc.)</li> <li>Look up predictable information in a catalogue</li> </ul>
Novice High	<ul style="list-style-type: none"> <li>Can read short, simple texts where the context is strongly supportive</li> <li>Can read standardised messages and notices where high-frequency vocabulary is used</li> </ul>	<p>The reader should be able to:</p> <ul style="list-style-type: none"> <li>Read simple, predictable, formulaic letters</li> <li>Read simple, predictable information from menus, timetables, signs, notices, etc</li> </ul>
Intermediate Low	<ul style="list-style-type: none"> <li>Can understand simple, familiar, formulaic texts</li> <li>Can identify the main idea or topic of short factual texts, though specific points and details will be unclear</li> </ul>	<p>The reader should be able to:</p> <ul style="list-style-type: none"> <li>Understand the main points of short routine work or study related texts such as letters, memos or instructions, although details will be unclear</li> <li>Make limited use of information sources such as computers or dictionaries</li> </ul>
Intermediate Mid	<ul style="list-style-type: none"> <li>Can recognise straightforward texts related to personal or professional interests, although reference to a dictionary will often be necessary for clearer understanding</li> <li>Can find and understand relevant information from a variety of sources</li> </ul>	<p>The reader should be able to:</p> <ul style="list-style-type: none"> <li>Read with the help of a dictionary straightforward factual texts including business reports, correspondence and product information</li> <li>Understand relevant information in brochures, official documents etc. with the help of a dictionary</li> </ul>
Intermediate High	<ul style="list-style-type: none"> <li>Can read extended texts dealing with familiar topics with good understanding, only needing to</li> </ul>	<p>The reader should be able to:</p> <ul style="list-style-type: none"> <li>Understand most routine business writing (letters, reports etc.) and</li> </ul>

	<p>consult a dictionary occasionally</p> <ul style="list-style-type: none"> <li>• Can get the main ideas and some details from complex texts, although low-frequency vocabulary and grammatically complex language may result in only partial comprehension</li> </ul>	<p>understand the main points of more complex and extended material</p> <ul style="list-style-type: none"> <li>• Extract information from straightforward textbooks or articles and make effective use of a dictionary</li> </ul>
Advanced	<ul style="list-style-type: none"> <li>• Can read extended factual texts on both familiar and unfamiliar topics</li> <li>• Can understand the language of the text rather than relying on real world knowledge to fill gaps in comprehension</li> </ul>	<p>The reader should be able to:</p> <ul style="list-style-type: none"> <li>• Read most material for internal company use</li> <li>• Understand the main points and relevant details of technical reports and articles in their relevant field</li> <li>• Understand the main points and details of newspaper and magazine articles related to work or study</li> </ul>
Advanced High	<ul style="list-style-type: none"> <li>• Can understand complex and extended texts in areas of special interest or competence</li> <li>• Can follow the essentials of abstract or literary texts where the subject matter is unfamiliar</li> </ul>	<p>The reader should be able to:</p> <ul style="list-style-type: none"> <li>• Understand a wide variety of texts encountered at work or study although occasional misunderstanding will occur where the material is highly complex or abstract</li> </ul>
Superior	<ul style="list-style-type: none"> <li>• Can understand complex texts at a high academic or professional level</li> <li>• Can read easily and with almost complete comprehension a variety of texts on familiar and unfamiliar subjects</li> <li>• Can read easily for pleasure</li> </ul>	<p>The reader should be able to:</p> <ul style="list-style-type: none"> <li>• Handle any reading material accessible to a native speaker although more time may be required</li> </ul>

## **ELSA test preparation**

### **How do I prepare for ELSA?**

ELSA tests measure general language ability rather than whether candidates have studied a particular syllabus. This makes the tests extremely flexible - you can measure your ability whether you learned English at school, at home, in the workplace or in an English-speaking country, without needing to study a special course before taking the tests.

The best way to prepare to take ELSA is to practise using English as much as possible. This could be by reading English books or magazines, watching English-language films or TV, or by listening to English-language songs or radio. You should take every opportunity to use English, whether in an English class, with English-speaking friends, colleagues or family members or, if you have the chance, by spending some time in an English-speaking country.

### **Practice tests**

It also makes sense to familiarise yourself with the types of questions occurring on ELSA. The sample questions in this booklet will help you to do this. For further practice, full-length ELSA practice tests are available. Contact LCCIEB, Platanenstr. 5, 07549 Gera. Tel: 0365 / 7 38 85 19. Fax: 0365 / 7 38 85 36. eMail: [info@lccieb-germany.com](mailto:info@lccieb-germany.com) Website: [www.lccieb-germany.com](http://www.lccieb-germany.com)

### **Advice for teachers**

Although it is not necessary to prepare before sitting ELSA, candidates will naturally wish to perform at their best on the day of the test. To ensure that candidates are able to concentrate fully on understanding and using English in the tests and are not distracted by unfamiliar tasks, it will be useful to work through some practice questions before the examination.

In addition to going through practice questions, teachers may wish to develop candidates' overall knowledge of English. Because ELSA is flexible and does not require candidates to study a fixed body of material, any well organised course in general or business English is appropriate for this.

### **On the day of the test**

You should arrive at the test centre at least 30 minutes before the test is scheduled to begin. This is to allow the supervisors time to check your registration documents and give you the instructions you will need. You must bring with you an official document that proves your identity. This document must be a photo ID, unless you are given other instructions by your local representative office.

You should bring with you a minimum of three (3) HB pencils (also called Number 2) and a good eraser. You may only use pencil to mark your answers for the multiple-choice format tests. However, for the essay test (Writing Test II), you may use either pen or pencil.

After the test begins, nobody will be admitted to the testing room. There will be no exceptions to this rule. If you are unavoidably delayed, you should consult your local representative office. Test fees cannot be refunded. However, in some circumstances your local representative may be able to arrange for you to sit the test at a later date. All candidates must remain in the testing room until the end of the test. No one may leave the testing room during the Listening or Speaking Tests, and tapes for these tests will only be stopped if there is an emergency or the equipment fails. During Reading, Writing 1 or Writing 2 tests, candidates may go to the bathroom if accompanied by a supervisor. Normally, only one candidate at a time may leave the testing room to go to the bathroom. If candidates leave the testing room for any other reason, they will not be readmitted and their test will not be scored.

Mobile phones, personal pagers and watches with alarms must be switched off during the test.

## Employer case studies & references

ELSA has demonstrated its validity for a variety of purposes including company recruitment and university admissions. The following examples give an illustration of this.

### Example 1 – Brazil

Founded in 1911, Bardella S.A. Industrias Mecânicas is a major Brazilian company specialising in the manufacture of customised bulk material handling equipment such as ship loaders and unloaders and overhead cranes. It has 1200 employees throughout Brazil. The company was looking for a way to effectively manage English language training to meet its requirements and develop its personnel. ELSA proved to be ideal for the purpose as it allows all employees to be measured against a single, scientifically established scale, and progress to be reliably measured over time.

A company-wide training programme has been instituted covering proficiency levels from Novice High to Advanced, with the aim of fostering continuous progress in English and ensuring that the maximum possible number of employees reach an appropriate level of ability. Employees receive an average of 16 hours instruction per month which is 100% funded by Bardella. To maximise the effectiveness of the programme, employees have to reach a minimum score of 240 points on ELSA Listening and Reading to qualify for the funded training. Currently around 140 employees are participating in the programme.

Training is provided by high-quality local schools with ELSA testing normally taking place yearly after an average of 100-120 hours of instruction. Candidate progress, as measured by ELSA scores, provides an invaluable assessment of the effectiveness of the training from each provider and of the return on the company's investment.

Bardella considers that it is vital to see English language competence as part of a broader assessment of the qualities of each employee and their overall contribution to the organisation. The company plans to study ELSA score data over several years and draw conclusions from this based on their own requirements, as they feel this is the most appropriate way to take account of the individual characteristics and strengths of their employees. Assistance will be offered by LCCIEB to establish what targets will be appropriate and realistic for different individuals and job functions within Bardella.

These targets can then be benchmarked against ELSA scores. This will complement the extensive score interpretation information available from ELSA (anchored to the Council of Europe framework), fine-tuning the system to meet Bardella's specific requirements. One of ELSA's strengths is that it gives companies the flexibility to set targets tailored to fit their individual needs.

Based on the programme adopted by Bardella, and outlined in their case study "Management of English language as a strategic vision", ELSA's outstanding contribution to Human Resources development in Brazil was recognised by the award of the prestigious Prêmio Gestão Empresarial in 2001.

The Prêmio Gestão Empresarial (Entrepreneurial Management Prize), is awarded annually by a board of human resource experts drawn from over 25 major Brazilian companies under the auspices of Brazil's leading Human Resources magazine "Gestão RH". It is given for practical hands-on solutions to human resource problems, with clearly-perceived benefits for both employers and employees.

Subsequent to the award of this prize, ELSA has been adopted by a number of important national and international companies in Brazil including Banco Bradesco, Hochtief and Sony.

## Example 2 – Hong Kong

The Hong Kong Government uses ELSA to set benchmarks for its Workplace English campaign throughout Hong Kong. Minimum and higher benchmark levels have been established for a variety of job types with funding available for training where candidates achieve the required levels. As an indication, the minimum level benchmarks are shown below. For further details, please see the Workplace English Campaign web site at [www.english.gov.hk](http://www.english.gov.hk)

### Hong Kong Government Speaking Skills Minimum Benchmarks

Job type	Hong Kong Government Level	Equivalent ELSA Speaking Level	Equivalent ELSA Listening Score
Low Proficiency	1 (Level 1 Low)	Novice Mid	104
Front-line Sales	2 (Level 1 Mid)	Novice High	126
Clerks	2 (Level 1 Mid)	Novice High	126
Receptionists	3 (Level 1 High)	Intermediate Low	140
Secretaries	4 (Level 2 Low)	Intermediate Low	149
Executives	6 (Level 2 High)	Intermediate Mid	179

### Hong Kong Government Writing Skills Minimum Benchmarks

Job type	Hong Kong Government Level	Equivalent ELSA Writing 2 Level	Equivalent ELSA Writing 1 Score	Equivalent ELSA Reading Score
Low Proficiency	0 (Pre-1)	1	41	85
Front-line Sales	1 (Level 1 Low)	1	46	104
Clerks	3 (Level 1 High)	2	52	118
Receptionists	1 (Level 1 Low)	1	46	104
Secretaries	4 (Level 2 Low)	2	56	131
Executives	6 (Level 2 High)	3	66	158

## Example 3 – UK

A leading UK university uses ELSA as a placement test for all incoming overseas students. The University of Hertfordshire screens all its incoming overseas students using ELSA. Students not reaching the appropriate level are allocated to language support classes as required.

University of Hertfordshire Category	Minimum ELSA Listening/Reading Score
English proficiency not yet adequate to study at an English-speaking university.	Below 325
Students with this level should be able to cope with a non-linguistically-demanding degree course (such as science or engineering) taught in English if they have some extra English tuition.	325
Students with this level should be able to cope with non-linguistically-demanding degree course taught in English without further English tuition, but would need extra tuition to tackle a linguistically demanding degree such as English Literature, Politics, Law, Medicine etc.	350
Students with this level should be linguistically prepared to tackle any undergraduate degree and many postgraduate degrees.	385
Students with this level should be able to tackle more linguistically demanding postgraduate degrees.	400

## **Selected international client list**

- ABN AMRO BANK, Uruguay/Paraguay
- AC NIELSEN, Malaysia
- ACTIWAY IDIOMAS, Sao Paulo, Brazil
- BARDELLA MECANICA S.A., Sao Paulo, Brazil
- BANCO BRADESCO, Brazil
- CARPE DIEM IDIOMAS, Sao Paulo, Brazil
- CHINESE UNIVERSITY OF HONG KONG, Hong Kong
- CIECH S.A. , Warsaw, Poland
- DANFOSS, Warsaw, Poland
- DEUTSCHE BANK, Myanmar
- ELF ATOCHEM LTD, Hong Kong
- ENGLISH & BUSINESS, Sao Paulo, Brazil
- EUROSCHULEN, Gorlitz, Germany
- FEDERATION OF HONG KONG INDUSTRIES
- FM POLSKA, Warsaw, Poland
- FINANZ AKADEMIE, Germany
- GARDEN COMPANY LTD., Hong Kong
- THE GOVERNMENT OF HONG KONG
- HARBOUR PLAZA HOTELS, Shanghai
- HOCHTIEF, Brazil
- HOLIDAY INN, Shanghai
- HONG KONG MANAGEMENT ASSOCIATION
- JOHNSON AND JOHNSON, Shanghai
- KRAKOW UNIVERSITY OF ECONOMICS, Krakow, Poland
- KPMG, Sao Paulo, Brazil.
- LAFARGE POLSKA LTD, Warsaw, Poland
- LAW SOCIETY OF HONG KONG, Hong Kong
- LINGNAN UNIVERSITY, Hong Kong
- MAERSK, Shanghai
- MARCO POLO HOTELS, Shanghai
- NATIONAL COMMERCIAL BANK, Jeddah, Saudi Arabia
- PREMIER OILS, Myanmar
- PUTERI NURSING COLLEGE, Kuala Lumpur, Malaysia
- SARA LEE S.A., Uruguay
- SHELL OILS S.A., Uruguay
- SINO-AMERICAN SQUIBB PHARMACEUTICAL COMPANY, Shanghai, China
- THE UNIVERSITY OF HERTFORDSHIRE, United Kingdom
- WING LUNG BANK, Hong Kong
- WROCLAW COLLEGE OF BUSINESS AND COMMERCE, Wroclaw, Poland
- YMCA, Hong Kong
- ZABAN SARA CULTURAL INSTITUE, Tehran, Iran

## University recognitions

The following UK Universities have stated that they will recognise the ELSA test as satisfying their English Language requirements for candidates whose mother-tongue is not English.

- University of Aberdeen
- Aston University
- University of Bath
- University of Bournemouth
- University of Bradford
- University of Brighton
- Brunel University
- University of Central Lancashire
- University of Glamorgan
- Heriot-Watt University
- University of Hertfordshire
- University of Hull
- University of Manchester, IST
- Manchester Metropolitan
- University of Newcastle
- University of Plymouth
- University of Portsmouth
- Robert Gordon University
- University of Salford
- University of Staffordshire
- University of Stirling
- University of Sussex
- University of Wales, Aberystwyth
- University of Wales, Lampeter



**London Chamber of Commerce and Industry Examinations Board**  
**English Language Skills Assessment Tests**  
**Score Report**



**Name:** A CANDIDATE  
**Date of Birth:** 05 February 1979  
**ID Number:** 500749447  
**Test Location:** Germany  
**Test Date:** November 2005

	<b>Score Achieved</b>	<b>Level</b>
<b>LISTENING</b> (Out of 250)	234	<b>SUPERIOR</b>
<b>READING</b> (Out of 250)	210	<b>ADVANCED HIGH</b>
<b>Combined Score</b> (Out of 500)	444	---

**Level Descriptions**

**LISTENING**

**SUPERIOR** – Understanding of most speech in standard dialect on familiar and unfamiliar topics is reasonably complete. Has good awareness of appropriate levels of language. Can easily follow complex extended speech although highly colloquial language or language with many cultural references may still cause problems.

**READING**

**ADVANCED HIGH** - Can understand complex and extended texts in areas of special interest or competence. Can follow the essentials of abstract or literary texts where the subject matter is unfamiliar. Occasional misunderstanding will occur where the material is highly complex or abstract.

**IMPORTANT:**

This is not a certificate.  
 Date of Issue: 21 November XXXX

## More information

A complete handbook containing detailed information about the ELSA Tests is available free of charge. Contact:

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