telc
LANGUAGE TESTS

MOCK EXAMINATION 1

ENGLISH UNIVERSITY

Examination Preparation

B2·C1

Common European Framework of Reference

ALTE Association of Language Testers in Europe

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To the readers of this booklet

telc – language tests are the right choice for you
- if you would like to have a recognised appraisal of your language proficiency, or
- if you are an instructor who would like to prepare your students for a new challenge.

What is telc?
telc gGmbH is a non-profit subsidiary of the German Adult Education Association (Deutscher Volkshochschul-Verband e. V.). It is part of a long tradition of formal and organisational promotion of multilingualism in Europe. Our specific contribution began in 1968 with the VHS Certificate in English (Volkshochschul-Zertifikat Englisch), the first standardised foreign language test in the history of the Federal Republic of Germany. Since then telc gGmbH has greatly influenced standardised language test development in Europe. Today telc offers about 60 general and work-oriented language tests in ten languages, all based on the levels of the *Common European Framework of Reference for Languages* (CEFR). Our examinations can be taken worldwide in more than 20 countries through our telc partners. You can find the examination centre nearest you on our website www.telc.net.

What is the value of a telc Certificate?
The value of a language certificate is determined by the high standards that are applied during the development, implementation and evaluation of the language test. All telc examinations are based on the task-based approach central to the CEFR and are designed to test the skills of reading, listening, writing and speaking. These examinations are standardised and are developed according to stringent scientifically recognised methods of test development. telc gGmbH is a full member of ALTE (Association of Language Testers in Europe, www.alte.org), an organisation of internationally recognised test providers. Many public and private educational institutions – in Germany and throughout the world – utilise telc Certificates as a method of qualification. Additionally, many employers use them when choosing personnel. Every telc Certificate includes a detailed and comprehensive description of the foreign language competencies achieved.

This exam is regulated by Ofqual (Office of Qualifications and Examinations Regulation), the UK government's body for awarding organisations and regulated qualifications in England.

Why is it necessary to have mock examinations?
An essential characteristic of standardised language tests is that the participants know what is expected of them during the test. The mock examination informs the test taker about the aims and tasks, and assessment criteria of the test, as well as the procedures involved in the exam implementation. telc Mock Examinations are available as free downloads at www.telc.net, where you can also find additional practice materials and other useful information.

How can you find out more?
We are sure that we can help you find the test that best fits your needs. Please write to us (info@telc.net) if you have any questions or suggestions for improvement. We would be pleased to hear from you and to have the opportunity to assist you further.

Managing Director, telc gGmbH

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The Structure of the Examination

	Subtest	Aim	Type of Test	Time
Written Examination	**Listening**			40 min.
	Part 1	Understanding everyday conversations	4 true/false and 2 multiple-choice items	
	Part 2	Understanding a lecture	8 multiple-choice items	
	Part 3	Understanding different opinions about a topic	5 matching items	
	Part 4	Understanding a discussion	6 true/false items	
	Reading			50 min.
	Part 1	Understanding questions and answers from an Internet forum	6 matching items	
	Part 2	Understanding a lengthy, informative text	11 multiple-choice items	
	Part 3	Understanding a formal text	4 multiple-choice and 4 true/false items	
	Language Elements			20 min.
	Part 1	Selecting appropriate phrases in a conversation	10 matching items	
	Part 2	Selecting appropriate phrases in a semi-formal letter or email	10 multiple-choice items	
	Break			20 min.
	Writing			60 min.
		Writing an argumentative text	1 writing task out of a choice of two	
Oral Examination	**Speaking**			20 min.
	Part 1	Small talk	Task sheet with topic and picture	
	Part 2A	Presentation	Oral presentation which should be prepared at home	
	Part 2B	Answering follow-up questions	Questions from the examiner and the other candidate	
	Part 3	Discussion	Task sheet with sample statements on one controversial topic	

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Listening, Part 1

You will hear two conversations. For each conversation there are three tasks.

Decide if the two statements are true or false and decide which answer fits best: a, b or c.
You will hear each conversation once.

Mark your answers for items 1–6 on the answer sheet.

First you will have 30 seconds to read the items.

1 Ms. Powell is Jerry's university tutor.
true / false

2 Ms. Powell thinks highly of Jerry's academic ability.
true / false

3 Ms. Powell advises Jerry
- **a** not to rely on receiving financial aid.
- **b** to start the application process early.
- **c** to submit an example of his work.

4 Carmen and Damien are workmates.
true / false

5 Carmen is pessimistic about Damien's work opportunities.
true / false

6 Carmen can help because she
- **a** can translate Damien's CV.
- **b** could get Damien a job at a Spanish bar.
- **c** knows a member of the university staff.

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Listening, Part 2

You will hear a podcast of a lecture.

First you will have two minutes to read the items. Then you will hear the lecture. You will hear the podcast once.

During the podcast, decide which answer fits best: a, b or c. For item 14 you are asked to choose the option that best summarises the speaker's attitude. Mark your answers for items 7–14 on the answer sheet.

Now read the items.

SCHOOL PROJECT

7 According to Jeff, the children in his project didn't eat much fresh produce because they
- **a** disliked the taste of vegetables.
- **b** mainly ate fast food instead of fresh vegetables.
- **c** were not interested in learning about growing vegetables.

ECONOMIC IMPACT

8 Jeff says that growing your own food is
- **a** a really good return on investment.
- **b** difficult if you live in a student residence.
- **c** expensive if you plant certain herbs.

HEALTH IMPACT

9 Jeff believes that the main benefit of eating home-grown vegetables is that it
- **a** helps people lose weight.
- **b** makes people look better.
- **c** saves money on doctor's bills.

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STATISTICS

10 An increasing number of households are
- **a** planting gardens for the first time.
- **b** refusing to buy carrots at the shops.
- **c** travelling further to get fresh vegetables.

CHOICE OF PLANTS

11 Jeff recommends growing
- **a** herbs if you prefer spicy dishes.
- **b** lettuce if kept out of direct sunlight.
- **c** mushrooms if you have a hanging planter.

GARDENING TIPS

12 Jeff thinks that greenhouses
- **a** don't take up much space.
- **b** help keep your crops safe from insects.
- **c** make the plants grow faster.

FINAL STORY

13 Jeff wishes to inspire
- **a** families to attend gardening courses.
- **b** fathers to do more cooking.
- **c** people to be more aware of good nutrition.

THANK YOU!

14 The speaker is
- **a** cautious about promising success.
- **b** critical of people not wishing to change.
- **c** optimistic about the future.

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Listening, Part 3

You will hear a talk show with people giving their opinions on a topic.

Which statement a–k best matches the opinions 15–19?

Mark your answers for items 15–19 on the answer sheet.

You will now have one minute to read statements a–k. You will then hear the talk show once.

15 …

16 …

17 …

18 …

19 …

a A gap year is a career setback.

b Before starting a family, take the chance to explore the world.

c Ensure that you spend your time in a way that supports your future aims.

d Experiencing life abroad helps young adults become better communicators.

e Going straight to university will give you an edge over your peers.

f Higher education supports the concept of gap years.

g In a gap year you can considerably improve your communication skills.

h It's a great opportunity to discover what type of work you like and don't like.

i Recruitment officers do not always see the value of a gap year.

j There are numerous options abroad worth considering.

k Travelling abroad helps young people experience personal growth.

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Listening, Part 4

You will hear a podcast of a discussion between several speakers.

First you will have one minute to read the items. Then you will hear the discussion. You will hear the podcast once.

During the podcast, decide if the statements are true or false. Mark your answers for items 20–25 on the answer sheet.

Now read the items.

20 The university has an official committee that investigates cases of plagiarism.
true / false

21 The university considers aiding plagiarism to be just as serious as committing plagiarism.
true / false

22 Once found guilty of negligent plagiarism, the university always assumes the worst of you.
true / false

23 The university offers first-year students an extra course on how to use material from the Internet.
true / false

24 Even in other cultures, it is never acceptable for students to help each other in examinations.
true / false

25 Fear may lead first-year students to commit plagiarism.
true / false

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Reading, Part 1

You are looking at a question and answer forum on the Internet.

First, read the forum questions in items 26–31 below. Then, read the forum answers a-h on the next page. Find the answer that best matches each question. In two cases there is no answer for the question.

Mark your answers for items 26–31 on the answer sheet. Mark the items that have no answer with an ***x.***

26

KatieinQuebec
Two friends and I will be studying in Valencia, Spain, for the year. They'd like for us all to find a place together, but I'm hesitant. Has anyone done this? Is it a good idea to live with friends?

27

readylet'sgo
I'm starting my Master's program soon and need a shared apartment, though preferably not with someone who parties all the time – studying takes priority. How can I word my roommate request without sounding boring or antisocial?

28

Onthemark77
My roommate has come here from another country to study. She and I have had some cultural misunderstandings. Can anyone suggest ways to address basic cultural differences?

29

beach_boy32
I'll be in my own first apartment soon. My parents said they'd contribute £300 per month for my daily expenses – is that enough?

30

alligators9247
I'm living with this boring girl who is kind of a loner. Recently, she told me not to have visitors because my friends are too loud! I don't want to argue with her over this but there's no way I am going to ban my friends from visiting. What should I do?

31

HelloHola
My best friend asked me to move in, but my parents think it's a terrible idea because we might disagree about cleaning and noise and visitors. Any thoughts?

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International Student Forum – Accommodation

a

aventurasbuenas, 2 hours ago

My housemate and I used to lock horns about household chores until we put together a joint cleaning schedule. We also sat down and hashed out details about having friends stay over, and whether we share food or purchase separately. The conversation went really well, because it helped us sort out issues and get to know each other better. Communication is key.

b

cnw446, 5 hours ago

It's different for everyone. But, if you're just covering food, fun money and going out, you should be fine. If you have to pay for the Internet, electricity and heat, plus washing powder and toiletries, you'll probably fall short. I shell out about 400 monthly for expenses and 100 for utilities and hygiene products. You might have to renegotiate that allowance.

c

pack5bags, 1 hour ago

Well, even best friends clash from time to time. If you prefer that your roommates don't raid your food, try confronting them – but approach the conversation in a friendly manner. If you're scared of sounding too antisocial, you could perhaps request that they ask before eating your food.

d

blueflowers, 2 days ago

The more clearly you outline your expectations, the better off you'll be in terms of finding someone with a similar attitude. I struggled with similar concerns before my degree, so I framed my ad to say that I was looking for a mature student. I heard back from several potential matches, and the person I chose has become more than just a roommate. We've since become friends.

e

hiking_boots93, 4 hours ago

I definitely recommend studying abroad – it's very cool. I spent less during my semester in Granada, Spain, than I would've in most British cities, because rent and living expenses were much lower than I expected. While I went through about £400 in Edinburgh per semester – daily costs were high – I spent maybe half of that in Spain. It all depends on where you study.

f

ihearttokyo, 3 days ago

Sharing a place with a roommate can be challenging, particularly without a clear financial agreement. I work, but my roommate doesn't. So, we each buy our own food and cover daily expenses, for example, but divide the costs of toilet paper, washing powder and the Internet as we initially agreed upon.

g

cruisingsue, 1 hour ago

Hanging out is much different from living together. Sharing a place involves sensitive considerations and compromises about dishes, housecleaning, bills and stuff like that. Keep in mind that any disagreements could threaten your friendship. Also, what if you find out that your friend has bad habits? How close are the two of you?

h

joesays, 6 hours ago

It makes sense that you'd be tentative. Contemplate how your decision impacts your exposure to foreign cultures. Rooming with people you know is more comfortable but you also might limit yourself. Hanging out with close friends could keep you from making new friends and mastering a new language.

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Reading, Part 2

Read the following text and decide which answer fits best: a, b or c.

Mark your answers for items 32–42 on the answer sheet.

32 Mario Encarnacion planned an unconventional home in order to
- **a** capitalize on existing trees and ocean views.
- **b** integrate the house into its natural surroundings.
- **c** reflect the style of houses built by neighbors.

33 The green roof lessens environmental impact by
- **a** cooling and humidifying the surrounding air.
- **b** minimizing sounds that irritate the wildlife.
- **c** providing refuge to small animals.

34 The plants on the green roof were chosen to
- **a** comply with local environmental regulations.
- **b** reduce the need for regular upkeep.
- **c** withstand periods of heavy rain.

35 The Santa Barbara House of the Sun
- **a** has the same structure as the original building.
- **b** incorporates some of the old building materials.
- **c** is a completely new building.

36 Dylan Taylor opted for trees that
- **a** control the sunlight reaching the home.
- **b** mirror hardwoods used in the home's original construction.
- **c** regulate the water trickling between the patio bricks.

37 Taylor tells green home builders to
- **a** lower environmental impact with a light roof.
- **b** purchase materials that protect resources.
- **c** save money by registering for LEED certification.

38 Taylor takes special satisfaction in
- **a** combining style and artistic value.
- **b** rooftop systems that contribute to the power system.
- **c** sourcing locally-grown plants for his backyard.

39 One of the components of Earth School's curriculum is
- **a** a course on creating nutritive gardens.
- **b** a workshop on eco-friendly construction techniques.
- **c** an environmental marketing class.

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40 The Earth School team relies on
- **a** Bishop River water for garden irrigation.
- **b** its own garden produce for its cooking classes.
- **c** strategically placed windows for its heating and cooling system.

41 Earth School instructors hope students will
- **a** inspire others to attend on-site workshops.
- **b** take initiatives on their own green projects.
- **c** track daily power use in their own homes.

42 Choose the title that best matches this article:
- **a** Green Roofs a Growing Trend
- **b** Innovation and Impact Through Green Design
- **c** The Cost Effectiveness of Building Green

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(TITLE)

It used to be that “building green” just meant installing solar panels and buying recycling bins. Thankfully, those days have passed. Now, local projects prove that “home sweet home” can also be “home green home.”

Case 1: Rooftops Go Green

When Santa Barbara architect Mario Encarnacion designed his parents’ seafront vacation home, he faced mandatory open space corridors, steep grades and established oak trees. Neighbors were upset that a sprawling new house might block their ocean views, so Encarnacion got creative. By designing a three-piece hillside home with 4,500 square feet of living roof space, his buildings blended into the local environment. “The whole design happened around that green roof. We were thrilled with the possibilities,” says Encarnacion, principal of Encarnacion Architecture.

While the lush roof enhances the home’s beauty, its additional benefits are far from superficial. The growing matter decreases outside noise by 43 decibels. At the same time, it provides habitat for surrounding wildlife. Rooftop flora filters rainwater and attracts birds and butterflies. And, the layer of natural insulation reduces summer energy consumption by as much as 30 percent.

How does it work? Builders topped each section of the house with six inches of sand, lava rock and growing materials. Designers selected 30 hardy, drought-resistant indigenous plant species for the project, including sand sedge, yarrow and wild strawberry. Lupines and poppies bloom on the rooftop each spring; mushrooms provide winter cover. An irrigation system also minimizes summer maintenance.

Encarnacion, who calls this a “dream project,” also incorporated thermal mass and passive solar heating, low-toxicity paints and Forest Stewardship Council-certified lumber into the design. The home’s environmental features have been recognized by HealthyHouses USA and the American Institute of Green Architecture.

Case 2: Santa Barbara’s House of the Sun

The rooftop deck of a newly remodeled home on Santa Barbara’s west side is both polished and playful. There are hook-ups for a stereo, gas barbecue and hot tub. Flowers fill wooden planters. The view extends south, past pine-covered hills to the Pacific Ocean.

In that southern exposure, architect Dylan Taylor saw an opportunity. Set against the home’s sloped roof are 12 custom-fitted solar panels that generate electricity on sunny days. When owners don’t use all they produce, they receive credit that pays for the power they use at night, when rates are low, and for power used on overcast days. Extra energy feeds back into the region’s Ocean Energy Company electricity grid.

Taylor’s vision was to enhance the home’s craftsman-style architecture while adding unique touches and landscaping. Builders dismantled and reused hardwood from much of the original 1949 structure, adding walls and moving windows. Sixteen-foot wide, south-facing windows are now set on both floors of the house and additional sunshine filters in through a skylight.
A backyard terrace is made of individual bricks that allow rainwater to reach the underlying soil.

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Trees line the yard from the street to the new driveway, and a redwood deck wraps around the house for additional living space. Landscapers chose drought-resistant plants, butterfly-attracting flowers, citrus trees for color and fresh fruit, and large, leafy hardwoods. The house stays shaded in the summer and winter sun shines through after the leaves fall.

Inside, the home's old wood floors were refurbished and reused in the main living area, which also boasts 14-foot ceilings and a gas fireplace. Downstairs is a fireplace lounge with radiant heat floors, a small kitchen, a bathroom and a bedroom with a walk-in closet. A glass-paned wall in the wine room looks over the living area and through to the backyard.

The upstairs kitchen is outfitted with energy-efficient appliances, crackled-glass cupboards and a built-in wine cooler. Two self-contained bedrooms have high ceilings and large windows – some with ocean views – and walls covered in earth-toned, low-toxicity paints. Bathrooms feature dual-flush toilets that save water and fixtures framed with re-claimed wood. "This house is beautiful and useful. Often, people think an earth-friendly house will look like a shack and have no architectural significance," says Taylor. "My project proves you can have your cake and eat it, too."

When Taylor applies for the home's Leadership in Energy and Environmental Design (LEED) certification, he frequently shares tips on how others might build their own greener home. Instead of buying new lumber, they could choose salvaged wood to add character and slow the harvest of old-growth forests. Installing low-flow showers and toilets saves water and reduces monthly expenses. Light-colored roofs absorb less heat and keep homes cooler, and non-toxic insulation prevents pollution.

Case 3: San Luis Obispo's Earth School

Six years after leaders began planning an earth-friendly classroom and kitchen, Earth School will welcome students into the facility this fall. The new building is on a 10-acre campus adjacent to the Bishop River. Designed to accommodate garden projects, cooking classes, weather labs, bird watching and science lessons, this 1,600-square-foot gem incorporates green technologies and construction techniques. Earth School's mission is to inspire the understanding, appreciation and protection of nature by hosting programs for schoolchildren countywide. Adults also can attend Earth School workshops that introduce native plant and edible landscaping, composting and more.

Builders sourced Forest Stewardship Council-certified lumber for the structure, and an innovative computer program lets students monitor how much energy the building generates and uses each day. The space is topped by a living roof filled with plants that students raised in gardens along the river. South-facing windows capture sunlight for heat; upper-level windows offer ventilation to cool spaces quickly. Rainwater catchment systems direct runoff to plants, while breezes and sunshine produce wind and solar power for the off-the-grid building.

Earth School instructors believe that students and parents who see these design features at work will take eco-action in their own lives. "We want participants to feel empowered to go home and plant a native garden, start growing their own food and put in a catchment tank. Every little bit helps," says Kristin Arias, Earth School program director.

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Reading, Part 3

Read the text and decide if the statements 43–46 are true or false.
Then decide which answer fits best for items 47–50: a, b or c.

Mark your answers for items 43–50 on the answer sheet.

43 One of the club's objectives is to raise money for a good cause.
true / false

44 A student may be President for a total of three years.
true / false

45 Normally the President does not vote.
true / false

46 The university does not participate in the running of the Wombat Club in any way.
true / false

47 The Secretary
- **a** checks that members pay their annual fees.
- **b** records what is said at meetings.
- **c** schedules the meetings.

48 When the club's business is conducted, a decision is valid if
- **a** it has a majority vote.
- **b** less than one third of the members object.
- **c** over half the members of the club agree.

49 The faculty advisor is responsible for
- **a** all financial transactions.
- **b** coaching newly appointed officers.
- **c** running the executive committee meetings.

50 The responsibility for planning the club's events lies with the
- **a** President.
- **b** Programme Committee.
- **c** Secretary.

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Student Club Constitution

ARTICLE I: NAME AND PURPOSE
The name of this club shall be the Wombat Club.

The purpose of this club shall be: to enrich life on the university campus by providing additional social activities and to donate any profit generated from entrance fees to these events to the University's Campus Charity.

ARTICLE II: MEMBERSHIP AND DUES
Membership shall be open to all currently enrolled students, alumni and faculty of the university. Members are persons who are listed on the membership list and have paid their dues. Dues shall be fixed at each Annual General Meeting (AGM) for the coming year.

ARTICLE III: OFFICERS
The officers shall be a President, Vice-President, Secretary, and Treasurer.

The officers shall be elected by ballot at the AGM by a majority of the vote cast for that office. The officers shall serve for one year and their term of office shall begin one month after the AGM. They may stand for re-election twice.

ARTICLE IV: DUTIES OF OFFICERS
It shall be the duty of the President to:
- Represent the club.
- Preside at meetings.
- Vote only when a clear majority cannot be reached.

It shall be the duty of the Vice-President to:
- Preside in the absence of the President.
- Serve as chairperson of the Programme Committee.
- Prepare the Annual Report of the club's activities and achievements.

It shall be the duty of the Secretary to:
- Take the minutes of all meetings.
- Maintain a current membership list.
- Conduct the general correspondence of the club.

It shall be the duty of the Treasurer to:
- Keep an itemized account of all receipts and expenditures and make reports as directed.
- Be responsible for the club's financial planning and budgeting.
- Act as signatory to the club's bank account.

ARTICLE V: MEETINGS
The club shall hold the following meetings: Annual General Meeting, Regular Meetings and Special or Emergency Meetings. Special Meetings may be called by the President with the approval of the Executive Committee.

A quorum shall consist of two-thirds (2/3) of the membership to protect the club against decisions being made by a small minority.

ARTICLE VI: EXECUTIVE COMMITTEE
Management of this club shall be vested in an Executive Committee which is responsible to the entire membership to uphold these bylaws. This committee shall consist of the officers as listed in Article III and the faculty advisor.

ARTICLE VII: ADVISOR
There shall be a faculty/staff advisor who shall be selected each year by the membership. The responsibilities of the faculty advisor shall be to:
- Meet on a regular basis with the President to discuss upcoming events, future targets and problems of the club.
- Attend executive committee meetings whenever possible.
- Assist in the training of new officers.
- Explain and clarify campus policy and procedures that apply to the club.
- Assist the club treasurer in monitoring expenditures, fundraising activities, and corporate sponsorship in order to maintain an accurate and up-to-date account ledger.

ARTICLE VIII: COMMITTEES
The Programme Committee, composed of the Vice-President as chairperson and four other members appointed by the President, shall plan the overall programme of the club. The President shall have the authority to appoint any special committees. From time to time, the President will need the approval of the Executive Committee.

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Language Elements, Part 1

Read the following text and decide which phrase a-o is missing in items 51–60.

Mark your answers for items 51–60 on the answer sheet.

A conversation between two students

Ben: Hi Andy! Do you fancy coming backpacking around Europe with us this summer?

Andy: Sure. Great minds think alike! I've already started planning my route for the summer. How are you ___51___?

Ben: We've decided to invest in a Eurail pass. But we need to ___52___ how we can keep all the other costs to a minimum.

Andy: Sounds great. Where were you thinking of ___53___?

Ben: Unfortunately, it's all talk and no action at the moment, so if you ___54___, we might succeed in coming up with a firm plan. I'm sure your suggestions will carry more ___55___ with the others.

Andy: ___56___ in a hostel in summer can be expensive, so to get good rates we need to book now.

Ben: Exactly, but we want to stay flexible and we're on a ___57___ budget. So, we're thinking of taking camping equipment and sleeping on the trains.

Andy: OK, but travelling together is a real test of friendship. We may ___58___ famously at home, but in challenging situations people react in different ways, and then ___59___ and quit being friends.

Ben: I don't think that'll happen with us; we're all ___60___ relaxed and able to see the humorous side of things. I'm sure it'll work out for the best.

a AIM FOR	**e** DOING WITHOUT	**i** GETTING AROUND	**m** QUIET
b CLOSED	**f** FALL OUT	**j** HEADING FOR	**n** TIGHT
c COME ON BOARD	**g** FIGURE OUT	**k** PUTTING UP	**o** WEIGHT
d COME TO MIND	**h** GET ALONG	**l** PRETTY	

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Language Elements, Part 2

Read the following text and decide which phrase is the most appropriate in items 61–70: a, b or c.

Mark your answers for items 61–70 on the answer sheet.

To
The Scholarship Selection Committee
Lady Norah Christie Foundation
Melbourne

October, 20XX

I hereby wish to nominate Janet Edwards for the prestigious Lady Norah Scholarship which, in addition to a monthly stipend, ____61____ students from all tuition fees for one year. I have taught Janet for the past four years, ____62____ a student in our Department. It ____63____ not just to do well but to excel in her academic performance. Her willingness to ____64____ has already paid off as she has won prizes not only for academic excellence, but ____65____.

It is noteworthy that Janet ____66____ exemplary academic results despite financial problems. ____67____ her studies, Janet works part-time as assistant to one of our professors and in this role she ____68____ the faculty invaluable support. Nonetheless, Janet's financial difficulties have not diminished her enthusiasm and motivation to finish her graduate studies in as short a time as possible and to ____69____ post graduate studies as of next semester. I sincerely recommend Janet Edwards for the Lady Norah Scholarship. ____70____ she can concentrate on her studies and fully use her potential to win renown for this university.

Sincerely,
Andrew Bingley

61 **a** allows exceptions for needy
b exempts deserving
c liberates intelligent

62 **a** during the time she was
b during which she has been
c while working as

63 **a** has always been her objective
b has become a permanent fixture
c turned out to be her destination

64 **a** come to terms
b go the extra mile
c work out for the best

65 **a** also in sports
b awards for sports
c as well as for sports

66 **a** has achieved such
b has performed so
c has succeeded in so many

67 **a** Aiming to improve
b Hoping to enhance
c In order to facilitate

68 **a** has been able to offer
b is reliably contributing
c will be in a position to give

69 **a** continue to work at
b make a decision concerning
c go on to pursue

70 **a** Being relieved of finances
b Having relieved herself financially
c Relieved of the financial burden

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Writing

You have been asked to contribute an article to the university magazine. Choose a topic and write an argumentative text. Include an appropriate introduction and conclusion.

Topic 1

Online study programs in which students attend lectures from the comfort of their homes are becoming increasingly popular.

Discuss the pros and cons of online lectures and state your personal opinion. You can use the two statements below for inspiration:

Online study programs cannot offer students the same academic standard as a real university.

Online courses have the potential to make studying much more accessible.

Topic 2

Many students stay at home with their parents during their university years.

Discuss the pros and cons of such an arrangement and state your personal opinion. You can use the two statements below for inspiration:

Why should you move out of your parents' house if it is near your university and living there is free?

Moving out is a vital step in becoming an adult and it builds character.

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Speaking

This part of the examination requires the candidates to demonstrate various communicative oral skills. It includes **monologues and dialogues** and requires the candidates to converse both with the examiner and with the other candidate.

The Oral Examination or Speaking subtest is generally **carried out in pairs**; i.e. two candidates are examined together. The exam **lasts approximately 20 minutes**. In case of an uneven number of candidates, one oral examination is carried out with three candidates. In this case, the exam is longer.

There is no preparation time immediately before the examination.

Two licensed telc examiners are required for each examination. They both mark the candidates' performances, but only one of them acts as the interlocutor. After the candidates leave the room, the examiners have a few minutes to discuss and record the marks on the Score Sheet M10.

For the second part of the Oral Examination, the candidates will have to give a short presentation. They are expected to have **prepared their presentation at home prior to the examination**. The candidates may bring with them any visual aids they need, such as an object, a picture or a chart. However, the use of laptops, tablets, smartphones or other computer technology is not allowed.

The Speaking subtest consists of **three parts**:

Part 1: Small talk (approximately four minutes for both candidates)

In the first part of the examination, candidates will be asked to talk spontaneously about a topic which they have not prepared beforehand. Each candidate receives a task sheet with a picture related to a particular aspect of university life and a statement encouraging them to comment. Together, the candidates talk informally about the topic. The interlocutor does not intervene unless the conversation falters.

Part 2: Presentation (approximately five minutes per candidate)

In the second part of the oral examination, each candidate in turn is expected to talk for three minutes on their chosen topic. Based on what the candidate has said, the other candidate and the interlocutor will ask one or two follow-up questions. Then it is the second candidate's turn to speak and the first candidate's turn to listen and ask questions.

Part 3: Discussion (approximately six minutes for both candidates)

In the last part of the examination, the two candidates will be asked to discuss in depth with one another a controversial topic which is outlined on the task sheet. They are expected to express their opinion and discuss other possible points of view. Candidates should think of arguments and examples to support their contributions.

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Candidate A and Candidate B

Part 1
Small talk

Topic: Studying together with others

Talk about your experiences and how you approach studying together with others.

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Candidate A and Candidate B

Part 2
Presentation

You are expected to have prepared a clearly structured oral presentation before the examination. Your presentation should be about one of the following:

For school pupils

- *The relevance of your main subjects at school for your future plans.*
- *The reasons for choosing your future field of study or vocational training or voluntary work.*
- *Interesting developments in one of your main subjects at school.*

For university students

- *The main focus of your degree.*
- *The reasons for choosing your field of study.*
- *Interesting developments in your field of study.*

You may use objects, pictures or charts as visual aids. The use of a laptop, pad or other computer technology, however, is not allowed.

You may refer to your notes, but do not read out what you have prepared.

Your presentation should last approximately three minutes. Afterwards, your partner and the examiner will ask you follow-up questions based on what you have said. While your partner is giving his/her presentation, listen and think of the questions you would like to ask.

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Candidate A and Candidate B

Part 3
Discussion

Give your opinion on the following statements and consider various points of view, not just your own.

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telc
LANGUAGE TESTS

1 1 3 4

ENGLISH B2·C1
UNIVERSITY

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. . Beispiel: 23 April 1989 Example: 23 April 1989 1989.04.23

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

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 2013 Example: 17 July 2013 2013.07.17

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

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

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Written Examination

1 Listening

Part 1

1	○ true	○ false	1
2	○ true	○ false	2
3	○ a	○ b ○ c	3
4	○ true	○ false	4
5	○ true	○ false	5
6	○ a	○ b ○ c	6

Part 2

7	○ a ○ b ○ c	7
8	○ a ○ b ○ c	8
9	○ a ○ b ○ c	9
10	○ a ○ b ○ c	10
11	○ a ○ b ○ c	11
12	○ a ○ b ○ c	12
13	○ a ○ b ○ c	13
14	○ a ○ b ○ c	14

Part 3

15	○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k	15
16	○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k	16
17	○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k	17
18	○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k	18
19	○ a ○ b ○ c ○ d ○ e ○ f ○ g ○ h ○ i ○ j ○ k	19

Part 4

20	○ true	○ false	20
21	○ true	○ false	21
22	○ true	○ false	22
23	○ true	○ false	23
24	○ true	○ false	24
25	○ true	○ false	25

After completing the subtest "Listening", please separate this sheet from the others and hand it in.

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telc LANGUAGE TESTS

telc English B2·C1 University

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Written Examination

2 Reading

Part 1

26	a	b	c	d	e	f	g	h	x	26
27	a	b	c	d	e	f	g	h	x	27
28	a	b	c	d	e	f	g	h	x	28
29	a	b	c	d	e	f	g	h	x	29
30	a	b	c	d	e	f	g	h	x	30
31	a	b	c	d	e	f	g	h	x	31

Part 2

32	a	b	c	32
33	a	b	c	33
34	a	b	c	34
35	a	b	c	35
36	a	b	c	36
37	a	b	c	37
38	a	b	c	38
39	a	b	c	39
40	a	b	c	40
41	a	b	c	41
42	a	b	c	42

Part 3

43	true	false	43
44	true	false	44
45	true	false	45
46	true	false	46
47	a	b	c	47
48	a	b	c	48
49	a	b	c	49
50	a	b	c	50

3 Language Elements

Part 1

51	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	51
52	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	52
53	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	53
54	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	54
55	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	55
56	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	56
57	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	57
58	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	58
59	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	59
60	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	60

Part 2

61	a	b	c	61
62	a	b	c	62
63	a	b	c	63
64	a	b	c	64
65	a	b	c	65
66	a	b	c	66
67	a	b	c	67
68	a	b	c	68
69	a	b	c	69
70	a	b	c	70

After completing the subtests "Reading Comprehension" and "Language Elements", please separate this sheet from the others and hand it in.

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1 1 3 4

Examiners only!

Oral Examination

5 Speaking

Examiner 1

Content

Task Management	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Part 1	⬭	⬭	⬭	⬭	⬭	⬭
Part 2A	⬭	⬭	⬭	⬭	⬭	⬭
Part 2B	⬭	⬭	⬭	⬭	⬭	⬭
Part 3	⬭	⬭	⬭	⬭	⬭	⬭

Language (Part 1–3)

	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	⬭	⬭	⬭	⬭	⬭	⬭
Fluency	⬭	⬭	⬭	⬭	⬭	⬭
Accuracy	⬭	⬭	⬭	⬭	⬭	⬭
Vocabulary	⬭	⬭	⬭	⬭	⬭	⬭

Code No. Examiner 1

Examiner 2

Content

Task Management	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Part 1	⬭	⬭	⬭	⬭	⬭	⬭
Part 2A	⬭	⬭	⬭	⬭	⬭	⬭
Part 2B	⬭	⬭	⬭	⬭	⬭	⬭
Part 3	⬭	⬭	⬭	⬭	⬭	⬭

Language (Part 1–3)

	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	⬭	⬭	⬭	⬭	⬭	⬭
Fluency	⬭	⬭	⬭	⬭	⬭	⬭
Accuracy	⬭	⬭	⬭	⬭	⬭	⬭
Vocabulary	⬭	⬭	⬭	⬭	⬭	⬭

Code No. Examiner 2

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4 Writing

Raters only

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4 Writing

Raters only

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4 Writing

Raters only

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| | | |

Marking Criteria for Writing

The candidate's performance in the Writing subtest is assessed according to four criteria. Content and Text Structure is primarily related to the content and structure of the text, whereas Communicative Design, Accuracy and Vocabulary are related to the language used by the writer. These criteria are based on what can be expected of a learner at the relevant level of the *Common European Framework of Reference for Languages.*

Content

I Content and Text Structure

Language

II Communicative Design
III Accuracy
IV Vocabulary

Content and Text Structure

C1		B2		B1	Below B1
upper	**middle / lower**	**upper**	**middle / lower**		
The text covers all aspects of the task. The candidate can produce clear, well-structured, elaborate text. The candidate can expand and support points of view at some length with subsidiary points, reasons and relevant examples. Opinions and statements are qualified precisely in relation to degrees of, e.g., certainty / uncertainty, belief / doubt, likelihood, etc. The text does not give the impression that the candidate has to compromise what he / she is saying in any way.		The text covers most aspects of the task. The candidate can produce clear, detailed text, highlighting significant points and relevant supporting details. The candidate can evaluate different ideas or solutions to a problem. Opinions and statements are explained comprehensibly and in detail. The text only rarely gives the impression that the candidate has to compromise what he / she is saying.		The text covers some aspects of the task. The candidate can produce short, simple text. Factual information and opinions are explained comprehensibly. Linguistic limitations can cause difficulties with formulation.	The text consists of a simple list of points. The text is not always comprehensible. Linguistic limitations impede fulfilment of the task entirely.

Communicative Design

C1		B2		B1	Below B1
upper	middle / lower	upper	middle / lower		
Shows controlled use of organisational patterns, connectors and cohesive devices. Paragraphing is consistent and helpful.		Can express himself / herself confidently, clearly and politely in a formal or informal register, appropriate to the situation. Can use a number of cohesive devices to produce clear, coherent text. Can follow standard paragraphing conventions and produce a well-structured text.		Can use a wide spectrum of language functions and can react to them using common means of communication (e.g. polite forms of expression). Can combine simple individual elements into a connected linear text.	Can use simple language functions, e.g. exchanging information in a simple way. Can use the most common linking words (and, but, because) in order to connect simple sentences and word groups.

Accuracy

Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Spelling and punctuation are accurate, apart from occasional slips of the pen.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Does not make systematic errors, but occasional 'slips' may occur. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	Generally speaking, has good command of grammatical structures, despite noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express. Spelling and punctuation are accurate enough to be followed most of the time.	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what he / she is trying to say. Can write with reasonable accuracy words that are in his / her oral vocabulary.

Vocabulary

Can select an appropriate formulation from a broad range of language, including idiomatic expressions, to express himself / herself clearly, without having to restrict what he / she wants to say. Occasional minor slips may occur, but no significant vocabulary errors.	Can use a good range of vocabulary. Can vary formulation, but lexical gaps may still cause circumlocution or paraphrasing. Lexical accuracy is generally high, though some incorrect word choice may occur without hindering communication.	Can use sufficient vocabulary in order to talk about most topics related to daily life, even if circumlocutions are needed to help explain the idea. Demonstrates a good command of basic vocabulary but still makes elementary mistakes when trying to express more complex thoughts.	Can use sufficient vocabulary in order to conduct routine, everyday transactions involving familiar situations and topics. Commands a limited vocabulary in connection with concrete daily needs.

Marking Criteria for Speaking

The candidate's performance in the Speaking subtest is assessed according to five criteria. Task Management is related to the content of what is said, whereas Pronunciation/Intonation, Fluency, Accuracy and Vocabulary are related to the language used by the candidate. These criteria are based on what can be expected of a learner at the relevant level of the *Common European Framework of Reference for Languages.*

Content

I Task Management

Language

II Pronunciation / Intonation
III Fluency
IV Accuracy
V Vocabulary

The Speaking subtest consists of three parts divided into four sections. Criterion I (Task Management) is assessed individually in each of the four sections. Criteria II – V, in contrast, apply to the oral performance as a whole.

Content

		C1	B2	B1	Below B1
Task Management	**Part 1**	Can use language flexibly and effectively for social purposes including, for example, emotional, allusive and joking usage.	Can socialise confidently in a clearly participatory fashion, using a register appropriate to the situation and person concerned. Can highlight the personal significance of events and experiences.	Can socialise simply but effectively using common expressions. Can enter unprepared into conversations on familiar topics, but may sometimes be difficult to follow when trying to say exactly what he / she would like to say.	Can handle very short social exchanges such as information exchange on familiar topics and can say what he / she likes and dislikes.
	Part 2A[1]	Can give a clearly structured presentation on a complex subject, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	Can give a clearly structured presentation pertaining to the topic, giving reasons in support of or against a particular point of view.	Can give a straightforward presentation on familiar topics in which the main points are explained with reasonable precision.	Shows limited ability to give a short, basic presentation.
	Part 2B	Can spontaneously respond to follow-up questions and express his / her thoughts clearly without having to restrict what he / she wants to say.	Can spontaneously respond to follow-up questions and express his / her thoughts clearly and precisely.	Can ask and answer straightforward follow-up questions in a brief manner.	Shows limited ability to answer simple follow-up questions.
	Part 3	Can easily initiate and maintain a discussion. Can argue convincingly, qualify opinions and statements precisely, and respond to his / her partner's contributions fluently, spontaneously and appropriately.	Can actively initiate and maintain a discussion and demonstrate effective turntaking. Can present his / her ideas and opinions with precision and respond to his / her partner's contributions in an appropriate manner.	Can take part in a discussion and generally follow the main points. Can generally express his / her point of view and briefly comment on the views of others. Can agree or disagree politely.	Can say what he / she thinks when addressed directly, but is rarely able to keep a conversation going. Can generally identify the topic of discussion.

[1] If the entire presentation is read out, the rating must be below B1.

Language

		C1	B2	B1	Below B1
Pronunciation / Intonation	**Part 1–3**	Can **vary intonation** and place sentence stress correctly in order to express finer shades of meaning.	Has acquired a **clear, natural** pronunciation and intonation, even if a foreign accent is sometimes evident.	Speaks **in an understandable manner,** even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Generally speaks **clearly enough to be understood,** despite a noticeable accent. Conversational partners will need to ask for repetition from time to time.
Fluency	**Part 1–3**	Can express him / herself fluently and spontaneously, **almost effortlessly.** Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can communicate with a degree of **fluency and spontaneity** that makes regular interaction with native speakers quite possible without imposing strain on either party. There are few noticeably long pauses.	Can express him / herself **effectively, even though pauses are made** in order to plan or correct grammatical or lexical choices, especially when speaking for extended periods of time.	Can construct phrases on familiar topics with sufficient ease in order to handle short exchanges, despite **very noticeable hesitation** and false starts.
Accuracy	**Part 1–3**	Consistently maintains a high degree of grammatical accuracy; **errors are rare** and difficult to spot.	Shows a relatively high degree of grammatical control. **Does not make errors which cause misunderstanding.** Minor flaws in sentence structure may still occur, but they can often be corrected in retrospect.	Can communicate fairly accurately in familiar situations. **In general, has good control of grammatical structures,** despite noticeable mother tongue influence. Errors occur, but the main message is clear.	Can use simple grammatical structures correctly, but still systematically makes **basic mistakes** like mixing up the tenses or forgetting to note the subject-verb agreement. Nonetheless, it is generally clear what the speaker wants to say.
Vocabulary	**Part 1–3**	Has a good command of a **broad lexical repertoire,** gaps can easily be overcome with circumlocutions, little obvious searching for expressions. Good command of **idiomatic expressions.** Occasional minor slips occur, but no significant vocabulary errors.	Shows a good range of vocabulary to give clear descriptions and express viewpoints on most general topics. Can **vary formulation and use some complex sentence forms.** Lexical gaps can still cause circumlocution. Incorrect word choice may still occur without hindering communication.	Has sufficient vocabulary to talk about most topics related to daily life, even if some circumlocutions are necessary. Shows **good control of elementary vocabulary,** but still makes basic mistakes when expressing more complex thoughts or handling unfamiliar topics or situations.	Has sufficient vocabulary to express basic needs. Can control a **narrow repertoire** in relation to specific everyday needs.

Points and Partial Results

The following subtests are used in determining the success of the examination:

1 Listening / Reading / Language Elements
2 Writing
3 Speaking

Determining Partial Results of the Subtests Listening, Reading, and Language Elements

The subtests Listening, Reading and Language Elements consist of 70 items. Candidates are awarded one point for each correct item, so that a maximum of 70 points can be obtained.

The breakdown of points is as follows:

Points	CEFR level
50–70	C1
32–49	B2
0–31	Below B2

Determining Partial Results of the Subtest Writing

Writing is assessed by licensed telc raters according to the marking criteria on pages 37–38. For levels C1 and B2, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower/middle end of the band.

	C1		B2		B1	Below B1
	upper end	lower / middle end	upper end	lower / middle end		
I Content and Text Structure	5	4	3	2	1	0
II Communicative Design	5	4	3	2	1	0
III Accuracy	5	4	3	2	1	0
IV Vocabulary	5	4	3	2	1	0
Total	20	16	12	8	4	0
	100 %	80 %	60 %	40 %	20 %	0 %

The breakdown of points is as follows:

Points	CEFR level
15–20	C1
7–14	B2
0–6	Below B2

Determining Partial Results of the Subtest Speaking

Speaking is assessed by two licensed telc examiners according to the marking criteria on pages 39–40. Again, for levels C1 and B2, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower / middle end of the band.

	C1		B2		B1	Below B1
	upper end	lower / middle end	upper end	lower / middle end		
I Task Management						
Part 1	10	8	6	4	2	0
Part 2A	10	8	6	4	2	0
Part 2B	10	8	6	4	2	0
Part 3	20	16	12	8	4	0
II Pronunciation / Intonation	10	8	6	4	2	0
III Fluency	10	8	6	4	2	0
IV Accuracy	15	12	9	6	3	0
V Vocabulary	15	12	9	6	3	0
Total	100	80	60	40	20	0

The breakdown of points is as follows:

Points	CEFR level
75–100	C1
35–74	B2
0–34	Below B2

B2 or C1 Certificate?

Whether a candidate receives a telc English C1 Certificate or a telc English B2 Certificate for the examination depends on the partial results achieved in the subtests Listening, Reading, Language Elements, Writing and Speaking. One of the minimum requirements for a certificate is that a B2 or a C1 level must be obtained in the Speaking subtest. Candidates assessed as having skills below level B2 do not receive a certificate.

B2 Certificate

Every candidate who is assessed at B2 level or above in the Speaking subtest and in one of the subtests for Listening / Reading / Language Elements or Writing is awarded a telc B2 Certificate. In order to receive a B2 Certificate, the following combinations of partial results are possible:

	Case 1	**Case 2**	**Case 3**	**Case 4**	**Case 5**	**Case 6**	**Case 7**	**Case 8**	**Case 9**	**Case 10**	**Case 11**
Listening / Reading / Language Elements	B2	B2	Below B2	C1	C1	B2	C1	Below B2	B2	Below B2	B2
Writing	B2	Below B2	B2	C1	B2	C1	Below B2	C1	B2	B2	Below B2
Speaking	B2	B2	B2	B2	B2	B2	B2	B2	C1	C1	B2

C1 Certificate

Every candidate who is assessed at C1 level in the Speaking subtest and in one of the subtests for Listening, Reading, Language Elements or Writing is awarded a telc C1 Certificate. In order to receive a C1 Certificate, the following combinations of partial results are possible:

	Case 1	**Case 2**	**Case 3**	**Case 4**	**Case 5**
Listening / Reading / Language Elements	C1	C1	C1	B2	Below B2
Writing	C1	B2	Below B2	C1	C1
Speaking	C1	C1	C1	C1	C1

Background Information on *telc English B2·C1 University*

The Answer Sheet S30

The Answer Sheet S30 is a thin booklet with five perforated pages. All of the testing results are recorded on these sheets. The candidates record their answers for the subtests Listening, Reading and Language Elements on pages 2 and 3. The examiners mark their results for the Oral Examination on page 4.

A soft lead pencil should be used to fill in the ovals in the marking section, as well as the contact information at the beginning of the test.

Scoring

The test results are scored electronically at the telc head office in Frankfurt, Germany. Each Answer Sheet S30 is scanned and compared to the answer keys which are stored in a database. Based on this data, each candidate is issued a result sheet listing their personal test results and, if the required marks have been achieved, a telc Certificate at the attained level.

telc Raters and Examiners

All examiners who evaluate the candidates' oral performances possess a telc examiner license. They have received this license by successfully participating in a telc examiner training course. The requirements for becoming an examiner are: experience in teaching English, knowledge of the CEFR levels and an understanding of the communicative approach.

All raters who evaluate the candidates' written performance are licensed telc raters who have longstanding experience of tests at CEFR levels B2 and C1. They have successfully participated in a rater training course and learnt how to apply the telc marking criteria accurately.

telc licenses are valid for three years, after which time the examiners and raters must attend another training course in order to renew their licenses and ensure that their rating standards remain consistent.

Retaking the Exam

The examination *telc English B2·C1 University* can be repeated as often as the candidate may wish; however, no results from previous tests can be incorporated into the new test. The entire examination must be repeated and is scored anew.

Written Examination

The written examination lasts 170 minutes and consists of the subtests Listening, Reading, Language Elements and Writing. Additionally, there is a break of 20 minutes before the subtest Writing.

Before starting the examination, the candidates should fill in page 1 of the Answer Sheet S30.

The examination begins with the Listening subtest, where a CD is played. After this section is completed, the candidates separate the first sheet from the Answer Sheet S30 and continue with the subtests Reading and Language Elements. The examiner collects the first of the answer sheets.

After the subtests Reading and Language Elements have been completed, the second answer sheet is collected by the examiner. The subtest Writing begins after the 20 minute break.

The Writing subtest lasts 60 minutes, after which the examiner collects the remaining answer sheets of the S30. After this step, the written examination is finished.

Oral Examination

Examinations carried out with two candidates take approximately 25 minutes, about 20 of which are needed for the examining itself. The remaining five minutes are used by the examiners for assessment purposes.

In case of an uneven number of candidates, one oral examination is carried out with three candidates. In this case, the exam is longer.

The time allowed for examining is divided into three parts:

- Part 1 (Small Talk) approximately four minutes
- Part 2 (Presentation) approximately ten minutes
- Part 3 (Discussion) approximately six minutes

The Role of the Examiners

The examiners ensure that the time-frame for each part of the oral examination is adhered to. They provide a smooth transition from one section to another and ensure that each candidate is given adequate time to speak.

One of the examiners takes the role of the interlocutor and leads through the examination. Examiners should not switch roles from interlocutor to assessor except between examinations.

The examiners record their marks on the Score Sheet M10 during the examination. Each examiner evaluates the candidates' performances individually. After both candidates have left the room, the examiners compare their assessments. This exchange helps the examiners to re-evaluate their observations but they do not need to reach a consensus regarding the marks awarded to a candidate. If there is any discrepancy between the two assessments, telc will take the average. Each individual assessment is then transferred to the Answer Sheet S30.

Framework for the Oral Examination

Although every examination conversation is different, in the interests of consistency and reliability examiners should always adhere to a standard framework. The following typical prompts demonstrate how the interlocutor gives the examination the necessary structure, leading the candidates through all three parts and ensuring that every candidate has the same opportunities to demonstrate their skills.

Part 1: Small Talk	
The interlocutor starts the examination with introductions.	*Welcome to the Oral Examination. I'm your examiner [name] and this is my colleague [name]. This exam has three parts.*
The interlocutor hands both candidates the task sheets for Part 1 and waits a short while for them to look at the picture and read the rubric.	*Let's start with Part 1, "Small Talk". Here's your task. I would like you to have an informal conversation about the topic of [studying together with others].*
Candidates should start spontaneously. If not, the interlocutor invites one of the candidates to begin.	*[Name] would you like to start?*
The interlocutor only intervenes if the conversation falters or if one candidate monopolises it unduly.	*[Name], what about you? How do you feel about [studying together with others]?*
Transition from Part 1 to Part 2	
After the candidates have talked with one another for approximately four minutes, the interlocutor introduces the next part of the examination.	*Thank you. We are now at the end of Part 1. Let's move on to Part 2, the presentations.*
Part 2: Presentation	
The interlocutor does not give candidates task sheets because they have already prepared their presentations accordingly.	
The interlocutor asks the person who didn't initiate the conversation in Part 1 to begin in Part 2.	*Now, [name], we would like you to give your presentation.* To the other candidate: *And, [name], please don't forget to think of some questions you would like to ask.*
Transition from Part 2A to Part 2B	
After three minutes or at the end of the presentation the interlocutor asks the other candidate to ask some follow-up questions.	*[Name], can you please ask your questions now?*
After one or two questions from the other candidate, the interlocutor asks some questions of his or her own. These should be at B2 or C1 level depending on the candidate's ability.	*[Poses questions at the appropriate level.]*

Transition from Candidate A to Candidate B	
The interlocutor asks the other candidate to give his / her presentation.	*Thank you.* *[Name], now it's your turn to give your presentation and [to the other candidate], yours to think of some questions.*
After three minutes or at the end of the presentation the interlocutor invites the other candidate to ask some follow-up questions.	*[Name], can you please ask your questions now?*
After one or two questions from the other candidate, the interlocutor asks some questions of his or her own.	*[Poses questions at the appropriate level.]*
Transition from Part 2 to Part 3	
	Thank you. That's the end of Part 2. Let's go on to Part 3 now.
Part 3: Discussion	
The interlocutor gives the candidates the task sheets for Part 3. They have a short time to look at the picture and read the introductory statements.	*Here is your task for Part 3 of the examination.*
The interlocutor initiates the discussion.	*So, we'll be interested to hear what both of you have to say on this topic! Please start the discussion.*
Completion of the Examination	
After approximately six minutes, the interlocutor concludes the examination taking care not to say anything which could be construed as an assessment (e. g. "Well done!").	*Thank you. We have now finished the examination. You will get your results in a few weeks.*

Audio Script

Listening, Part 1

Number 1, 2 and 3

Ms. Powell: Jerry, I'd like to talk to you, do you have a minute?
Jerry: Yes, of course.
Ms. Powell: Jerry, your general knowledge is excellent and your performance over the last two years has been consistently high. So, I was wondering what your future plans are.
Jerry: I'm thinking of applying to some universities to study history but I haven't yet decided which.
Ms. Powell: Well, I'd like to suggest you consider some of the Ivy League universities.
Jerry: But they only take the brightest and best students. Do you really think I'd have a chance?
Ms. Powell: Absolutely! I've discussed your case with the other staff and we'd all like to encourage you to consider this option.
Jerry: I see. I know that degrees from Harvard or Yale have a really good reputation and would give me an edge over other applicants when I'm looking for my first job …
Ms. Powell: Yes, and I think you'd enjoy the intellectual challenge and the unique environment there. Apart from the excellent teaching staff and resources, you would benefit from the facilities of a large international university.
Jerry: If I consider this option, what steps do I need to take?
Ms. Powell: Applying to American universities is a lengthy process, so start collecting information well in advance. To apply for an undergraduate program, you must submit your application directly to the individual university rather than a centralized body such as the *Universities and Colleges Admissions Service* in Britain.
Jerry: What about application deadlines?
Ms. Powell: Most universities admit new students twice a year, but each institution has its own application deadlines and procedures. I'm sure you can easily find more information on the Internet.
Jerry: OK.
Ms. Powell: Oh, and don't forget to research financial aid opportunities. Ivy League schools are expensive. Even if you don't necessarily need financial aid, you can still get some money knocked off tuition through a variety of scholarships.
Jerry: That's good to know. I'll do some Internet research and compare the details. Thanks for your encouragement, Ms. Powell.

Number 4, 5 and 6

Carmen: Damien, wait!
Damien: Hey Carmen, how was last night?
Carmen: It was great! We went to the new nightclub. Why didn't you come? It would have been much more fun if you'd been there.
Damien: Well, to be honest, I can't afford things like that right now. I'm a bit low on cash at the moment.
Carmen: Oh, sorry to hear that. But I thought you had a student maintenance grant?
Damien: I do get a small amount, but my parents are supposed to pay the rest and they can't. They've got other financial obligations at the moment....
Carmen: Oh, I had no idea.
Damien: Neither did I … until I spoke to my parents last week.
Carmen: Have you thought about getting a part-time job?
Damien: Well, my original plan was to concentrate on my studies but it looks like I have no choice now. Any ideas?
Carmen: Umm, maybe you could get a job in a restaurant or coffee shop. Hey no, wait, you're bilingual. Why not make use of your Spanish? You know, you could teach or do some translations or something.
Damien: Do you really think there's much demand for Spanish?
Carmen: Sure! What about all the students who need help with Spanish? And you know, there's that big Spanish department here, and one of the Spanish professors is a good family friend. He might have some ideas, too.
Damien: Do you think so?
Carmen: Absolutely! Get your CV together and I'll forward it to him.
Damien: Ok, that sounds like a plan!

Listening, Part 2

Moderator: Welcome to the fourth in our series of 'Where are they now?' talks which follows the success stories of our former students. Tonight we welcome Jeff Santiago whose book "Sprouts to Savings" has spent five weeks on the best seller list. Since graduating seven years ago, Jeff has been involved in the field of sustainable agriculture. Today, Jeff will talk about growing your own food, even in student accommodation, and how it helps the environment, your health and your wallet. So, please welcome Jeff Santiago.
Jeff: Thank you. It's great to be back here.
My love of gardening goes back to my grandmother. She planted a garden every spring, and I always helped her put down seeds, pull weeds and dig up potatoes in autumn. It was fascinating, as a kid, to see how one little seed could provide food for the whole family. Grandma always wondered why anyone would buy canned peas when garden-fresh ones tasted so much better. For her, it was about saving money and, at the same time, eating well.
Years later when I was a student here, before I'd written "Sprouts to Savings," I helped a local primary school develop a garden program. The kids were excited to take home the aubergines and courgettes they'd grown, but they didn't understand how good these things could taste. They didn't know anything about garden produce. These kids spent a lot of time alone while their parents were at work so when it came to food, nutrition gave way to convenience. Instead of fresh vegetables they'd grown themselves, kids were eating ready-made meals full of salt, sugar and artificial additives.
It was disheartening. I decided to reintroduce people to fresh food. Working with the school district and local grocers, I created a farm-to-table program where kids grew organic vegetables and learned the science behind it. We also brought in botanists, biologists and even beekeepers to discuss water quality and environmental issues. Then, each week, we took kids into the kitchen to make simple dishes using fresh ingredients. We sent them home with recipes for their parents. The goal was to make the link between what grows out of the ground and what ends up on the plate more visible.
The point I first made was when you cook with fresh vegetables, especially if you can grow your own, you really maximize every pound. Consider that one tomato plant costs 3 or £4 pounds, and you might get eight kilograms of tomatoes from that one plant. All that for hardly any effort! And, it certainly offers more nutritional value than £3 or £4 spent on processed cafeteria food or a fast-food meal. Anybody can offset their supermarket costs by planting a small garden or putting a few seeds in pots – even if you live in student halls or shared flats. This is especially true for herbs. Fresh coriander, basil or dill can be expensive, but you can grow your own organic herbs in a small pot and enjoy flavour at a fraction of the price. The British Gardening Association says a food garden provides an estimated £500 annual return when you consider the investment versus the price of buying produce at the market. Next slide, please … When I started writing "Sprouts to Savings," I wanted to teach people about that economic

impact. But I quickly learned that gardening yields other benefits, too. By eating healthier, you will feel healthier. You'll be getting more nutrients, and replacing processed foods with fresh fruits and vegetables helps you lose weight, as well. This leaves you less likely to suffer from obesity, diabetes and heart disease – research says slimming down by just five to ten percent makes a difference. The key advantage is reducing your medical expenses. You might not be thinking of that now, when you're in your teens and twenties, but establishing healthy habits in your youth will serve you well in 20 or 30 years.

Also impressive is the environmental impact. One carrot might travel 1,800 miles to get to your table. Think about that. How much fuel does that require? What carbon footprint does that one carrot have? Then, add in the resources used in creating packaging for that carrot – packaging that you'll just throw away. It's pretty wasteful. By growing your own carrots, you eliminate many environmental stresses. Plus, you save money by not having to drive to the shop. We know that fruits and vegetables start losing nutritional value as soon as they are harvested, too, so the farther something travels to get to your plate, the fewer vitamins and nutrients you ultimately receive.

So, all of this should encourage us to make the effort to grow our own vegetables. As it turns out, more and more people are doing this. Going back to some of the British Gardening Association figures, we've seen a 19 percent increase in households planning their own vegetable gardens this year versus last year. That's two million new families growing their own basics... Tomatoes are popular. So are peppers and beans. Lettuce and onions are high on the list, too. These are simple, nutritious foods that can be used in all sorts of home-cooked dishes.

Ok. So we understand *why* we should garden. But how do you start if you have no background and don't know how to keep plants alive? The advice I give to new gardeners, and especially student ones, is this: start small. You can grow herbs and vegetables on a balcony or a windowsill wide enough to hold a few pots. The best bet for beginners is to stick to something simple such as lettuce. Look for leafy mixes or baby greens rather than heads of lettuce and make sure to plant them in the shade. The leaves only take a few weeks to grow, and, after you cut them to eat, they'll grow back a few more times. Herbs are also an excellent choice, especially if you grow them in the kitchen window, because you can snip what you need as you cook. Try chives, rosemary or oregano, which add lots of flavour to your dishes. If you've got a sunny window, get a hanging tomato planter. If you're short on light, try growing mushrooms – some varieties even thrive in dark spaces. There really are options for any situation.

Gardeners with more space can try bigger planter boxes or even greenhouses. These are especially handy for protecting plants in harsh weather conditions. They also keep plants safe from pests such as snails, slugs, and beetles. Slugs, for example, will eat your leafy crops. Greenhouses can be easily bought readymade from any do-it-yourself store. Or you can make one yourself from old wood, plastic sheets and with some basic tools. Then, get yourself some seeds, or better yet, give your garden a jump-start by planting seedlings that are already a few weeks old. From there, all the traditional growing rules apply.

Gardening really is easy if you just give it a try. And, it's important. I'd like to wrap this up by sharing one more story from that school garden project I mentioned earlier. After the first year of the project, one of our ten-year-old participants told me that her favourite lessons included learning how photosynthesis works, growing her own popcorn and helping to build a compost pile. She and other students made marinara, and they tried vegetables like broccoli and Brussels sprouts that they'd grown themselves. And remember, this girl was only ten years old. She shared all that information she learned with her family. After one of our sessions, her father came to me and said, "You know, Jeff, these classes are really making a difference for all of us. I'm much more conscious of the types of food I'm preparing. When you see how excited these kids are getting about vegetables and gardens and healthy habits, you really start to pay attention yourself." His comments really motivated me to continue my work.

Whether you're trying to be a good example for friends and family, or you simply want to save some money while eating better, gardening is a great way to make it happen. Thank you for joining me today, and good luck with your own gardens.

Moderator: And thank you, Jeff. We're so happy you could share a few stories.

Listening, Part 3

And it's the Friday Evening Josh MacAllen Show. Our phone-in topic today is of special interest to young people. Gap years – that wonderful time of freedom between school and university or even between university and job. Recently, voices have been heard advising against taking time off, stating that the golden age of the gap year is coming to an end. What do you think?

Number 15

Well I had no choice. I had to earn some money and save for tuition fees before I could even think of higher education. So I opted to take a job for a year and try out my chosen sector. Actually, this was a really valuable experience. I found I'd been pursuing the wrong thing and that my original idea didn't suit me at all. Instead I discovered a whole range of career options that I didn't even know existed. And I landed a really well-paid position. But I was never once tempted to stay stuck in my job because I knew that, in the long run, it was in my best interests to get a good degree.

Number 16

My advice to young people is, take a break but use the time wisely. Getting a place at university or finding your first job is becoming increasingly competitive and one way to make yourself stand out from the crowd is to have a productively spent gap year on your CV. Not to mention the personal enjoyment and experiences that will stick with you for the rest of your life. It's a unique opportunity to see the world and really live life. But it needs to be planned – not all gap years are of the same value, so don't waste your time hanging around at home.

Number 17

I definitely think the benefits of a gap year overseas far outweigh the risks. I didn't feel ready to go straight from school to university so I got a place at Princeton but then requested to delay my studies to do a year of voluntary work. My time in Thailand was a life-altering experience and gave me a new understanding of myself. I developed skills that you don't learn when sitting at a desk studying and I have a new appreciation of other cultures. Now I feel much more focused and motivated and know where I'm going.

Number 18

We discouraged our son from taking time off. We feared he would lose his study skills and his results would suffer. It's a known fact that you need self-discipline to gain the academic success necessary for a top job. Or worse still, he might even have decided against going on to university. Additionally, we pointed out to him that he'd lose 12 months and start earning real money a year later than his friends. Anyway, where was the money going to come from? We're willing to help pay for university but not for a gap year as well.

Number 19

My university admissions officer recommended a gap year because she said that I would then be better prepared and be better able to cope with academic life. Apparently there's a high drop-out rate, about 30% of students don't manage to complete their degree. Generally universities consider gap year students to be more mature and more likely to finish their studies. So I'm thinking of doing some volunteer work in my local community.

The lines are open for another hour, so please keep those calls coming, but let's take a break first and listen to this week's number one on the charts ….

Listening, Part 4

Prof. Curtis: Good evening everyone. I'm Professor Thomas Curtis and I'd like to welcome you to our monthly panel discussion for first year students. Our topic is Plagiarism and on the panel we have Melanie White from the university's Office of Academic Appeals and Regulations and two students, Carie who is from California and doing her postgraduate course on Shakespeare here, and John, who is a second year Chemistry student.
The Oxford Online Dictionary defines plagiarism as "the practice of taking someone else's work or ideas and passing them off as one's own." This university does not tolerate plagiarism and requires every student to act with integrity. Melanie, can you summarise how the university combats plagiarism.

Melanie: Well, we require students to give a signed statement of compliance with any work that is submitted for assessment certifying that the work is their own. When marking student assignments, our academic staff is advised to use web search engines and we have similarity detecting software, which allows them to cross reference students' work with all previously published material and with the assignments handed in by former students. If plagiarism is suspected, it has to be reported to the nominated academic in the faculty, who is personally responsible for dealing with the allegation within a short timeframe. The student is asked to attend a hearing and can bring along a support person or student representative. If a student is found guilty, depending on the extent of the plagiarism, he might be asked to submit new work or be given a fail grade or the graduation date may be postponed, in the worst case he can be suspended from the university. In all cases a written warning is issued and a copy of this is put into the student's file.

Prof. Curtis: Let me clarify here that there is a difference between negligent plagiarism and dishonest plagiarism. Negligent plagiarism is often unintentional. It is when a student carelessly presents someone else's work as their own without acknowledging the source, in other words, fails to follow recognised referencing practices. Dishonest plagiarism is a graver offence. It is when a student knowingly presents someone else's work as their own or even engages another person to do the work for them. Here I'd like to mention that not only the student who uses plagiarism for his academic advantage but also the student who knowingly assists in plagiarism will be found equally guilty of academic dishonesty and will have to face the consequences. John, I believe you offered to share your experience with our audience.

John: Yes, I was charged with plagiarism for an assignment in my first year. I'd worked through the night to get my essay finished on time and absentmindedly cut and pasted one passage from the Internet without acknowledging the source. When I got the letter charging me with plagiarism, I didn't take it seriously and chucked it in the bin and so I lost valuable time to defuse the situation. If I'd spoken to my professor and clarified the situation I wouldn't have had to attend an official hearing. As it was, I got off lightly and only had to rewrite the assignment. But you bet I double-check all my quotes before I hand anything in now!

Melanie: I'd like to add that the university takes a sympathetic approach towards students who are involved in cases of plagiarism but who did not have the intent to deceive. If they've made a mistake they shouldn't be permanently seen as black sheep. Once the plagiarism has been dealt with, students are given a second chance. Above all, the university does its upmost to ensure that students are fully aware of how to avoid plagiarism. Every student is given guidelines and examples specific to their subject when they get their study outlines. Students can also attend workshops, use the "Academic Honesty" module on the library website and consult tutors for guidance.

Prof. Curtis: John, you have a comment.

John: Yes, we students often have difficulties distinguishing between paraphrasing and quoting and plagiarism, especially when confronted with challenging and unfamiliar study areas. Citing electronic sources is an additional problem because website addresses can change overnight, or the URL may be too long. So, I'd like to encourage you first year students to attend the special classes on referencing that the university provides at the beginning of your studies. They're really helpful.

Prof. Curtis: When we talk about plagiarism, we're not just talking about misuse of the Internet. One of my students turned in an essay that was identical to an assignment submitted by a different student in another group six months earlier. I noticed the plagiarism because the essay did not quite answer the question that had been posed and several sentences were not typical for this student's style. I see our postgraduate panel member Carie has something to say here. Yes, Carie, please go ahead.

Carie I do see that this was incorrect behaviour as each student is supposed to hand in his or her own original work. However, where is the borderline between learning together and doing your own work? Many students find study groups help them achieve better academic performance and that has certainly been my experience. I'd like to point out that worldwide, group work is not viewed uniformly. Different cultures have different perspectives on plagiarism. In some cultures, sharing notes and answers, even in exams, is common practice for both professors and students and accepted as a way of improving the results of the class as a whole. And, for instance, referencing has a different definition in India. My Indian fellow student queries why you need to reference something you have learnt. He argues that after he has read many books and puts his ideas down on paper, he does not know exactly which book he got which idea from. At my last university plagiarism was presented as such a big offence, it created a really negative atmosphere. In some faculties nobody was willing to share any ideas with each other; everybody just worked on their own.

Prof. Curtis: I agree. This whole topic can be a huge cultural stumbling block to international students. I know that there are cultures where it's normal to memorize exactly what has been taught in the classroom. To be successful you have to be able to repeat what has been taught word for word in tests and in assignments that you hand in. Copying your teacher's words is a way of showing your admiration for them and it's not easy to change a way of learning. This goes deeper than observing regulations, it's about how you see the world. Melanie …

Melanie: I think we need to consider why students who come from Western cultures plagiarize. Of course there are some students who are just lazy and want to get their degree with as little effort as possible but what about the rest of the students?

Carie: As a postgraduate, I can look back and say that with experience, completing university assignments becomes easier. Many undergraduate students, especially freshmen, lack research skills; they just do not know how to effectively use reference sources. Or they have difficulties coping with everything: juggling the demands of various classes, keeping deadlines, striving to get good grades and having an active social life. And although they feel extremely anxious about their assignments and desperately need help, they don't have the courage to ask their professor for additional clarification. This in turn leads them to start working on their paper too late and then they come under such time pressure that they have to find a way to cut corners.

Prof. Curtis: I'd like to thank everybody for their comments. We know that young people find the move from school to university intellectually challenging. But students who look to the university staff for assistance will get all the guidance they need. To my students I can only say: Make your own significant contribution and have the confidence to use your own voice.

Answer Key

Listening

Part 1
1 false
2 true
3 b
4 false
5 false
6 c

Part 2
7 b
8 a
9 c
10 a
11 b
12 b
13 c
14 c

Part 3
15 h
16 c
17 k
18 a
19 f

Part 4
20 false
21 true
22 false
23 true
24 false
25 true

Reading

Part 1
26 h
27 d
28 x
29 b
30 x
31 g

Part 2
32 b
33 c
34 b
35 a
36 a
37 b
38 a
39 a
40 c
41 b
42 b

Part 3
43 true
44 true
45 true
46 false
47 b
48 b
49 b
50 b

Language Elements

Part 1
51 i
52 g
53 j
54 c
55 o
56 k
57 n
58 h
59 f
60 l

Part 2
61 b
62 b
63 a
64 b
65 a
66 a
67 c
68 a
69 c
70 c

telc English B2·C1 University
Speaking – Score Sheet M10

Candidate A

Last Name, First Name

Candidate B

Last Name, First Name

Content

Task Management	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Part 1	⬭	⬭	⬭	⬭	⬭	⬭
Part 2A	⬭	⬭	⬭	⬭	⬭	⬭
Part 2B	⬭	⬭	⬭	⬭	⬭	⬭
Part 3	⬭	⬭	⬭	⬭	⬭	⬭

Content

Task Management	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Part 1	⬭	⬭	⬭	⬭	⬭	⬭
Part 2A	⬭	⬭	⬭	⬭	⬭	⬭
Part 2B	⬭	⬭	⬭	⬭	⬭	⬭
Part 3	⬭	⬭	⬭	⬭	⬭	⬭

Language (Part 1–3)

	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	⬭	⬭	⬭	⬭	⬭	⬭
Fluency	⬭	⬭	⬭	⬭	⬭	⬭
Accuracy	⬭	⬭	⬭	⬭	⬭	⬭
Vocabulary	⬭	⬭	⬭	⬭	⬭	⬭

Language (Part 1–3)

	C1		B2		B1	Below B1
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	⬭	⬭	⬭	⬭	⬭	⬭
Fluency	⬭	⬭	⬭	⬭	⬭	⬭
Accuracy	⬭	⬭	⬭	⬭	⬭	⬭
Vocabulary	⬭	⬭	⬭	⬭	⬭	⬭

Date

Examiner

Examination Centre

Attention: The marking results for Candidates A and B need to be transferred onto Answer Sheet S30, page 4.

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telc LANGUAGE TESTS

Our Language Certificates

ENGLISH

C2	telc English C2
C1	telc English C1
B2·C1	telc English B2·C1 Business telc English B2·C1 University
B2	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical
B1·B2	telc English B1·B2 telc English B1·B2 School telc English B1·B2 Business
B1	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant
A2·B1	telc English A2·B1 telc English A2·B1 School telc English A2·B1 Business
A2	telc English A2 telc English A2 School
A1	telc English A1 telc English A1 Junior

ITALIANO

B2	telc Italiano B2
B1	telc Italiano B1
A2	telc Italiano A2
A1	telc Italiano A1

PORTUGUÊS

B1	telc Português B1

JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła

DEUTSCH

C2	telc Deutsch C2
C1	telc Deutsch C1 telc Deutsch C1 Beruf telc Deutsch C1 Hochschule
B2·C1	telc Deutsch B2·C1 Beruf telc Deutsch B2·C1 Medizin telc Deutsch B2·C1 Medizin Fachsprachprüfung
B2	telc Deutsch B2+ Beruf telc Deutsch B2 Medizin Zugangsprüfung telc Deutsch B2
B1·B2	telc Deutsch B1·B2 Beruf telc Deutsch B1·B2 Pflege
B1	telc Deutsch B1+ Beruf Zertifikat Deutsch Zertifikat Deutsch für Jugendliche
A2·B1	Deutsch-Test für Zuwanderer
A2	telc Deutsch A2+ Beruf Start Deutsch 2 telc Deutsch A2 Schule
A1	Start Deutsch 1 telc Deutsch A1 für Zuwanderer telc Deutsch A1 Junior

TÜRKÇE

C1	telc Türkçe C1
B2	telc Türkçe B2 telc Türkçe B2 Okul
B1	telc Türkçe B1 telc Türkçe B1 Okul
A2	telc Türkçe A2 telc Türkçe A2 Okul telc Türkçe A2 İlkokul
A1	telc Türkçe A1

ESPAÑOL

B2	telc Español B2 telc Español B2 Escuela
B1	telc Español B1 telc Español B1 Escuela
A2·B1	telc Español A2·B1 Escuela
A2	telc Español A2 telc Español A2 Escuela
A1	telc Español A1 telc Español A1 Escuela telc Español A1 Júnior

FRANÇAIS

B2	telc Français B2
B1	telc Français B1 telc Français B1 Ecole telc Français B1 pour la Profession
A2	telc Français A2 telc Français A2 Ecole
A1	telc Français A1 telc Français A1 Junior

РУССКИЙ ЯЗЫК

B2	telc Русский язык B2
B1	telc Русский язык B1
A2	telc Русский язык A2
A1	telc Русский язык A1

اللغة العربية

B1	telc اللغة العربية B1

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LANGUAGE TESTS

Examination Preparation

MOCK EXAMINATION 1

ENGLISH B2·C1 UNIVERSITY

telc – language tests have a long tradition of specialisation in the field of English language testing and certification around the world. The examination *telc English B2·C1 University* is a dual-level format that measures language competence across two levels of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR). Test takers thereby have the opportunity to gain certification at a level that precisely reflects their language abilities.

An essential characteristic of standardised language examinations is that the participants know what is expected of them during the test. The mock examination informs the test taker about the test format and tasks, times and assessment criteria, as well as the procedures involved in the exam implementation. It can be used for practice purposes, general information and examination preparation.

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