telc
LANGUAGE TESTS

MOCK EXAMINATION 1

ENGLISH

Examination Preparation

A2·B1

Common European Framework of Reference

ALTE Association of Language Testers in Europe

telc
LANGUAGE TESTS

Examination Preparation

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ENGLISH

A2·B1

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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 recognized 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 GmbH 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 organizational 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 GmbH has greatly influenced standardized language test development in Europe. Today telc offers approximately 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 action-orientated 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 GmbH is a full member of ALTE (Association of Language Testers in Europe, www.alte.org), an organization of internationally recognised test providers. Many public and private educational institutions – in Germany and throughout the world – utilize 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.

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 can help you to 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 GmbH

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The Structure of the Examination

	Subtest	Aim	Type of Test	Time
Written Examination	**1 Listening**			
	Part 1	Understanding voice mail messages	4 multiple-choice items	25 min.
	Part 2	Understanding short public announcements	5 multiple-choice items	
	Part 3	Understanding everyday conversations	4 true/false and 4 multiple-choice items	
	Part 4	Understanding different opinions about a topic	3 matching items	
	2 Reading			
	Part 1	Understanding lists of information in catalogues, on the Internet, etc.	5 multiple-choice-items	45 min.
	Part 2	Understanding basic and specific questions and answers from an Internet forum	5 matching items	
	Part 3	Understanding information from press releases and formal announcements	3 true/false and 3 multiple-choice items	
	Part 4	Understanding informational brochures	3 true/false items	
	Part 5	Completing a letter	6 multiple-choice items	
	3 Writing			
		Writing semi-formal emails	1 writing task	30 min.
Oral Examination	**4 Speaking**			
	Part 1A	Talking about yourself	Task sheet with guiding points	Approx. 16 min.
	Part 1B	Answering follow-up questions	Examiner questions	
	Part 2 A	Talking about experiences	Task sheet with pictures	
	Part 2 B	Answering follow-up questions	Examiner questions	
	Part 3	Solving a task	Task sheet with guiding points	

Listening, Part 1

You will hear four voice mail messages.

Which answer fits best: a, b or c? You will hear each message once.

Mark your answers for items 1–4 on the answer sheet.

Example

Matthew asks you to

a call him on Monday.
b come to his office on Tuesday.
c meet with him on Friday.

1 Alan wants to meet

a at Brian and Lisa's house.
b at his house.
c at the stadium.

2 What should you do?

a Call the pharmacy at 8 am on Monday.
b Leave a message after the tone.
c Go to Glenwood Health Centre.

3 John asks you to

a meet your colleagues at the hotel.
b pick up your colleagues from the airport.
c visit the factory next week.

4 Emily asks you to

a call her at the Plaza hotel.
b go to a conference in Houston.
c make reservations for dinner.

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Listening, Part 2

You will hear five public announcements.

Which answer fits best: a, b or c? You will hear each announcement once.

Mark your answers for items 5–9 on the answer sheet.

5 You are listening to the

a ski and snow report.
b top winter sports news.
c weather forecast for Switzerland.

6 The flight to Chicago is leaving at

a 11:55.
b 12:15.
c 12:35.

7 If you are planning to go to the airport, you should take the

a M4.
b M23.
c M76.

8 At the beginning of the tour, you will

a receive some free chocolates.
b visit the Chocolate Shop.
c watch a video.

9 The captain informs you that

a the weather is causing problems.
b you will arrive late.
c you will arrive on time.

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Listening, Part 3

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

First, decide if the statement is true or false. Then, decide which answer fits best: a, b or c. You will hear each conversation once.

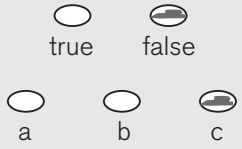
Mark your answers for items 10–17 on the answer sheet.

Example

The man needs flight information for Hong Kong.

The man cannot travel to Hong Kong in two weeks because he

a needs a business visa.
b needs a tourist visa.
c needs a new passport.



10 John and Lisa are in the same French class.
true/false?

11 John and Lisa are going to meet

a Thursday after class.
b Thursday before class.
c Tuesday before class.

12 Paul and Amy have worked together in the past.
true/false?

13 The firm Amy works for designed

a a new airport.
b a new hotel.
c a new office building.

14 Bob and Denise have just started working at the same firm.
true/false?

15 The two people say that their bosses are

a discussing last year's conference.
b feeling happy about the conference.
c worried about the conference.

16 Philip wants to talk to Karen because he has some work-related questions.
true/false?

17 Karen is in a hurry because

a her son has basketball practice.
b she has to go to a meeting.
c she wants to sign up for a class.

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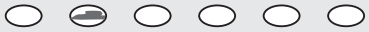
Listening, Part 4

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

Which statement a–f best matches the opinions 18–20?
Mark your answers for items 18–20 on the answer sheet.

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

Example



a b c d e f

18 …

19 …

20 …

a You should move to another country if you can make more money there.

b After some years you feel at home in your new country.

c At the beginning, you have to solve many practical problems.

d If you aren't happy in your new country, you don't have to stay.

e Living and working abroad changes you completely.

f Emigration is more difficult for older people.

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Reading, Part 1

You plan to go to a trade show or expo.

Read items 21–25 and the list of events that you have found on the Internet.
In which month is the event you want to visit: a, b or c?

Mark your answers for items 21–25 on the answer sheet.

Example

You want to sell cookies and cakes in your coffee shop.

a April
b June
c other month

a ⬬ b ⬭ c ⬬

21 You are interested in sports clothes.

a April
b October
c other month

22 You want to sell baby clothes in your shop.

a July
b August
c other month

23 You are interested in new TVs and stereo systems.

a March
b May
c other month

24 You need some small Christmas presents for your customers.

a September
b November
c other month

25 Your company needs chairs and tables for meeting rooms.

a March
b May
c other month

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International Trade Shows and Expos

International Office Expo	20–23 March	Office equipment, whiteboards, lighting, office security systems, conference room furniture, decorative design objects
London Health & Wellness Expo	10–12 April	Health foods, vitamins and minerals, bath and body products, yoga mats, organic cotton clothes, perfumes and cosmetics, aromatherapy
Australian Home Furniture Fair	25–27 May	Bedroom furniture, lighting and lamps, dining furniture, carpets, artwork and framing, kitchen and bathroom accessories
Philadelphia Food Show	1–3 June	Fruit & vegetables, baked products, cheeses, chocolates, wines and beers, seafood, spices, oils and sauces
California Kidz Expo	19–21 July	Educational toys and games, children's books, dolls, puzzles, children's and babies' fashion, shoes, children's furniture
International Baby Products Expo	9–13 August	Baby food, feeding bottles, baby toiletries, blankets, potties, strollers, baby monitors, furniture, toys, car seats
Calgary Home & Garden Show	3–6 Sept.	Home electronics, paint and wallpaper, pools and spas, heating and cooling systems, garage doors, fireplaces, home entertainment, outdoor living
New York Fashion Show	15–19 Oct.	Designer labels, wedding dresses, casual clothing, jeans, footwear, sportswear, hats and caps, belts, fashion jewelry, sunglasses
Glasgow Promotional Gifts Fair	5–8 Nov.	Gourmet gifts, pens, bags, calendars, decorative accessories, seasonal items, candles, greeting cards

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Reading, Part 2

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

First, read the forum questions in items 26–30 below. Then, read the forum answers a–h on the next page. Find the best answer for each question.

Mark your answers for items 26–30 on the answer sheet.
In one case there is no answer for the question. Mark this with an ***x****.*

26

Ben32valdez
I'm planning to go backpacking in New Zealand for six months and want to make some money working outdoors during that time. ☺ Any ideas?

27

Elana95
Is it true that seasonal workers have to be physically fit? I can imagine that outdoor work is probably very hard, but what about indoor work?

28

Good2Go
Has anyone ever worked as a kiwi fruit picker in New Zealand? Can you tell me what it's like?

29

BigBaboo
I'm going to work on a farm in New Zealand next spring. Where can I find a good place to stay for two months? Hotels are too expensive.

30

JosieRuss
I'm a student and I would like to get a summer job in New Zealand. Does anyone have any tips on writing an application?

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Ask-Me Forum: Seasonal Work in New Zealand

a

Wanderer87, 2 hours ago

Why don't you stay in one of the many **backpacker hostels**? They are not expensive and great places to meet people from all over the world. In most hostels you sleep in a dormitory with others and share bathroom, kitchen and social areas. Some hostels also have single private rooms.

b

Dave, 5 hours ago

A good experience! I worked as an apple picker last summer. The first week was very hard because I didn't know anyone and I was tired from climbing ladders all day. But then I got used to the work and made friends with the other workers. In the evenings, we went swimming together, played volleyball or simply relaxed – we had a great time.

c

Leeloo, 6 hours ago

Be prepared! The weather can change fast in New Zealand so take clothes for all conditions. Take care of your skin - the sun can be very strong – and don't forget to bring plenty of food and water. The physical work will make you more thirsty and hungry than usual.

d

janda88, 1 day ago

Work and play – there is always seasonal work for travelers in New Zealand. Depending upon the season and region, you can work as a road worker, waiter or fruit picker. Seasonal jobs are easy to get. You won't make a lot of money but enough to keep you going, so pack up and enjoy!

e

Eddie_Hill, 2 days ago

It's easy: Simply send a short email to the employer and introduce yourself. Include information on your nationality, your level of English and your age. Don't forget to mention when you would like to start work and how long you can stay. Remember: Students will need a work permit, too.

f

adventurer, 5 days ago

I found work right away. I simply talked to one of the farmers and he told me that I could start the next day. I earned good money, but the job was really boring. I had to take fruits out of the packed boxes and check their size, colour and quality. Besides, I didn't like working indoors all the time.

g

jayjay585, 6 days ago

Most seasonal work is physical work! I got a job in a **packhouse**, where I helped to package apples and kiwi fruits for export. Although I didn't have to be outside in the hot sun all day, my back and neck hurt from standing for long periods of time and lifting heavy boxes – it wasn't an easy job.

h

Bjames119, 7 days ago

My summer in New Zealand **was great**. I can only recommend it. I worked several jobs in different parts of the country: I got to see the beaches, the cities and the mountains. Working hard during the day didn't bother me because I had so much fun. I even met my girlfriend while I was there.

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Reading, Part 3

Read the three texts. For each text there are two tasks.

First, decide if the statement is true or false. Then, decide which answer fits best: a, b or c.

Mark your answers for items 31–36 on the answer sheet.

Text 1

Generate your own electricity

Wind energy is the second biggest source of new energy in the USA. Most of this is from large commercial wind turbines but an ever-increasing amount is coming from small home wind turbines installed by individuals. Wind power is popular because it is clean and you don't require strong winds – even gentle breezes will produce power.

Building your own home wind turbine is a fairly simple project which the average home owner can manage. In the long-term, wind power will save you money and help to reduce pollution. Why not try it as many other home owners have done? Like to know how to build your own low-cost wind turbine? Click here for more information.

31 This text is about the benefits of home wind turbines.
true/false?

32 A home wind turbine

a is not difficult to build.
b is very expensive.
c needs lots of wind.

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Text 2

Living in London
Newsletter

Welcome to a new look! As we start our 10th year, we felt the time was right for a change. Our quarterly newsletter has remained largely the same since our launch 10 years ago. While we continue to get good feedback, it is important for the newsletter to be read by all kinds of people living in London – immigrants, expats, students, etc.

Our objective remains – to be a voice for people from all nationalities, to provide expert advice to questions and to inform you of relevant news and developments.

We would love to hear your comments about our new design.

Enjoy your read …
Your Editing Team

33 This newsletter is for tourists visiting London.
true/false?

34 The newsletter has a new design because

a readers asked for a change.
b it has changed its main message.
c the newsletter wants to attract readers.

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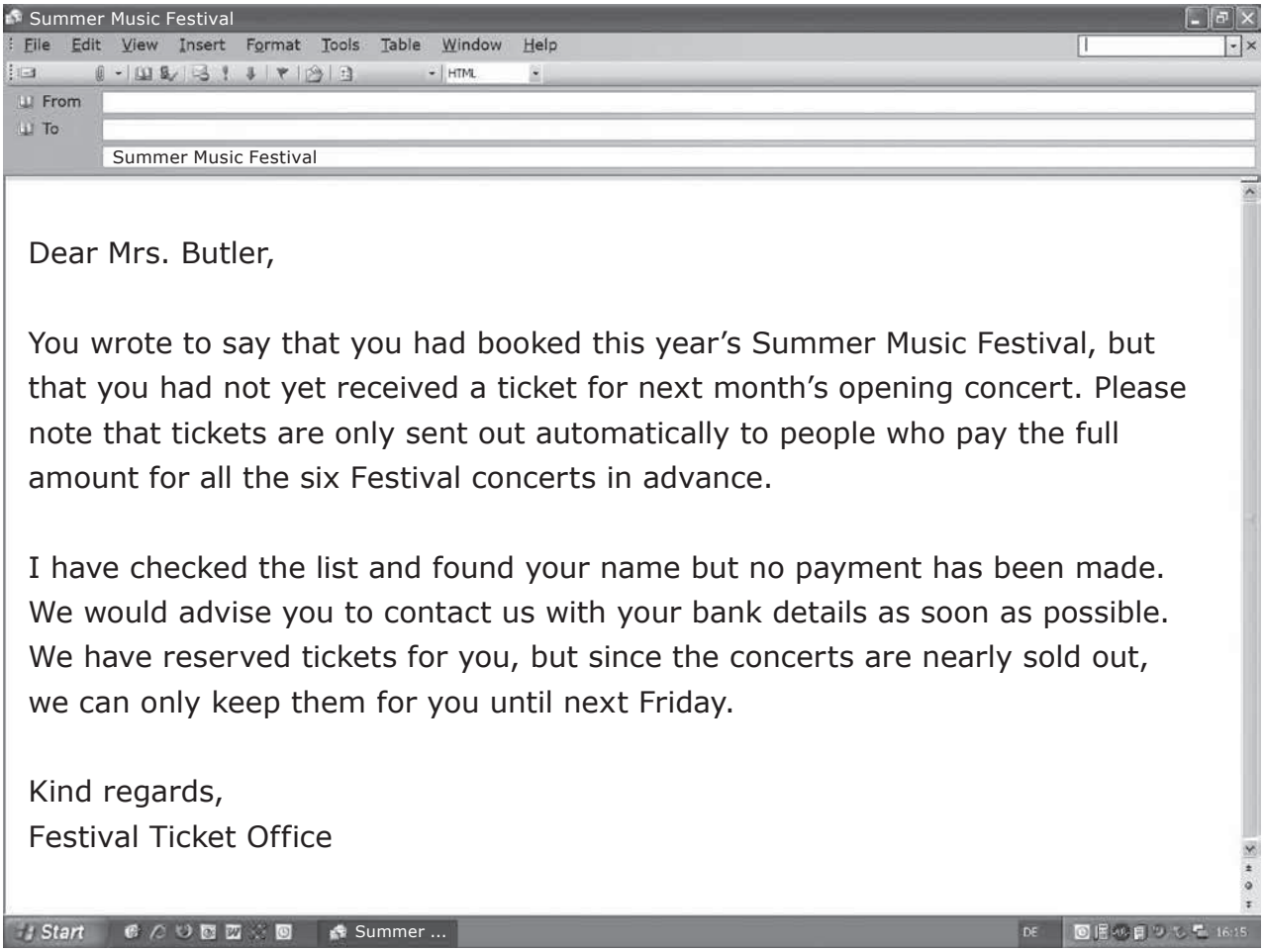
Text 3



35 The Ticket Office forgot to send Mrs. Butler her tickets.
true/false?

36 Mrs. Butler won't get any tickets

a until next Friday.
b until she has contacted her bank.
c until she has paid for all the concerts.

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Reading, Part 4

Read the text and decide if the statements 37–39 are true or false.

Mark your answers for items 37–39 on the answer sheet.

ColdFlu Liquid

ColdFlu Liquid is used for:
Treating multiple cold and flu symptoms including: fever, sore throat, cough, minor aches and pains, headaches.

Before using ColdFlu Liquid:
Some medical conditions may interact with ColdFlu Liquid. Ask a doctor or pharmacist about using ColdFlu Liquid if you have high blood pressure, heart problems or diabetes.

Dosage and directions:
Use this medication exactly as directed on the label.

- Take 30 mL every 4 hours with or without food.
- Do not give ColdFlu Liquid to children under the age of 3. Death can occur from the misuse of cold medicines in very young children.
- Ask a doctor or pharmacist before giving ColdFlu Liquid to children between 3 and 12 years old.
- Drink plenty of water while you are taking this medication.

Overdose warning:
Taking more than the recommended dose can cause serious health problems. In case of overdose, call your doctor or contact a Poison Control Center right away.

Possible side effects:
Less serious side effects may include: upset stomach, problems sleeping or dry mouth. Stop using this medication and call your doctor at once if you have any of these serious side effects: difficulty in breathing, chest pain, confusion or hallucination.

Important safety information:
Do not use any other cold, allergy, or pain medication while taking ColdFlu Liquid. If you take certain products together you may accidentally take too much of this type of medication.

Store the medicine at room temperature, away from heat, light, and moisture. Keep all medicines away from children and pets.

37 It is safe to combine ColdFlu Liquid with other types of cold medicine.

38 You should ask a pharmacist for help if you have taken too much of the cold medicine.

39 You should ask a doctor before giving ColdFlu Liquid to a child under three years old.

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Reading, Part 5

Read the text. For gaps 40–45, decide which answer fits best: a, b or c.

Mark your answers for items 40–45 on the answer sheet.

Adam O'Neill, 22, the Moat, Barry in Furness, BA23 5MT

Mr Smith
Marine Blue
6, Industrial Estate
Barry in Furness
BA23 6IE

30 September 20__

__0__ Marine Blue

Dear Mr Smith

As __40__ in my contract of employment, I hereby give you four weeks' __41__ of my plan to stop working __42__ a receptionist at Marine Blue.

This was not an easy __43__ as I have enjoyed working for you, but I have decided to study for a B.A. in Psychology. I will, __44__, gladly train the new receptionist before I go.

I __45__ you and the company all the best.

Yours sincerely
Adam O'Neill

Example

0 a Finishing
b Leaving
c Stopping

a b c

40 a advertised
b agreed
c appeared

41 a news
b note
c notice

42 a as
b for
c with

43 a decide
b deciding
c decision

44 a although
b of course
c sure

45 a hope
b send
c wish

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Writing

*Choose task A **or** task B. Include as much information as you can.*

Write your text on the answer sheet.

Task A

Natasha Martin, your Canadian business partner, is coming to visit your company.

Write an email to Natasha Martin. Mention the points below in the order that you think is best. Don't forget to use a greeting and closing sentence.

- How to get to the office from the airport
- Meeting: where and when
- Events planned for the trip
- Credit cards or cash needed for the trip

or

Task B

You need to learn more English for your job. To do this, you want to spend some time in an English speaking country.

Write an email to a language school in Dublin. Mention the points below in the order that you think is best. Don't forget to use a greeting and closing sentence.

- Information about yourself
- Length of the course and cost
- Place to stay
- What type of course you are interested in

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The Oral Examination

How is the examination carried out?

Two licensed telc examiners are required for each examination. Normally, two candidates take the oral exam together. If there is an odd number of candidates, one candidate will be tested alone with one of the examiners taking the place of the other candidate. The oral exam takes 16 minutes with two candidates, or 8 minutes with one candidate.

During the examination, each candidate should speak for the same amount of time. The task of the candidates is to answer the questions as completely as possible and to respond to the comments from the other candidate or the examiner.

A closer look at the tasks

Part 1: Talking about yourself (approximately 2 minutes per candidate)

Both candidates receive the same task sheet. They take turns introducing themselves using the guiding points on the task sheet. The examiner then asks each of the candidates some follow-up questions.

Part 2: Talking about experiences (approximately 3 minutes per candidate)

Each candidate receives a task sheet with a picture on it. The first candidate describes the picture. Then, the examiner asks follow-up questions for about a minute. Once the first candidate is finished, the examiner repeats the process with the second candidate but using a different picture. The candidates may talk about their experiences amongst themselves, but this is not a requirement of the exam.

Part 3: Solving a task (approximately 6 minutes for both candidates)

Both candidates receive identical task sheets. The aim is for the candidates to plan an activity together. They should share ideas, make suggestions and react to each other's suggestions. The guiding points on the task sheets are designed to help.

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Candidate A and Candidate B

Part 1
Talking about yourself

Name

Family

Where you live

Job

Hobbies

Languages

Other ideas

Examiners

The examiner says to the candidates:

– Please introduce yourself.
– Tell us something about yourself, please.

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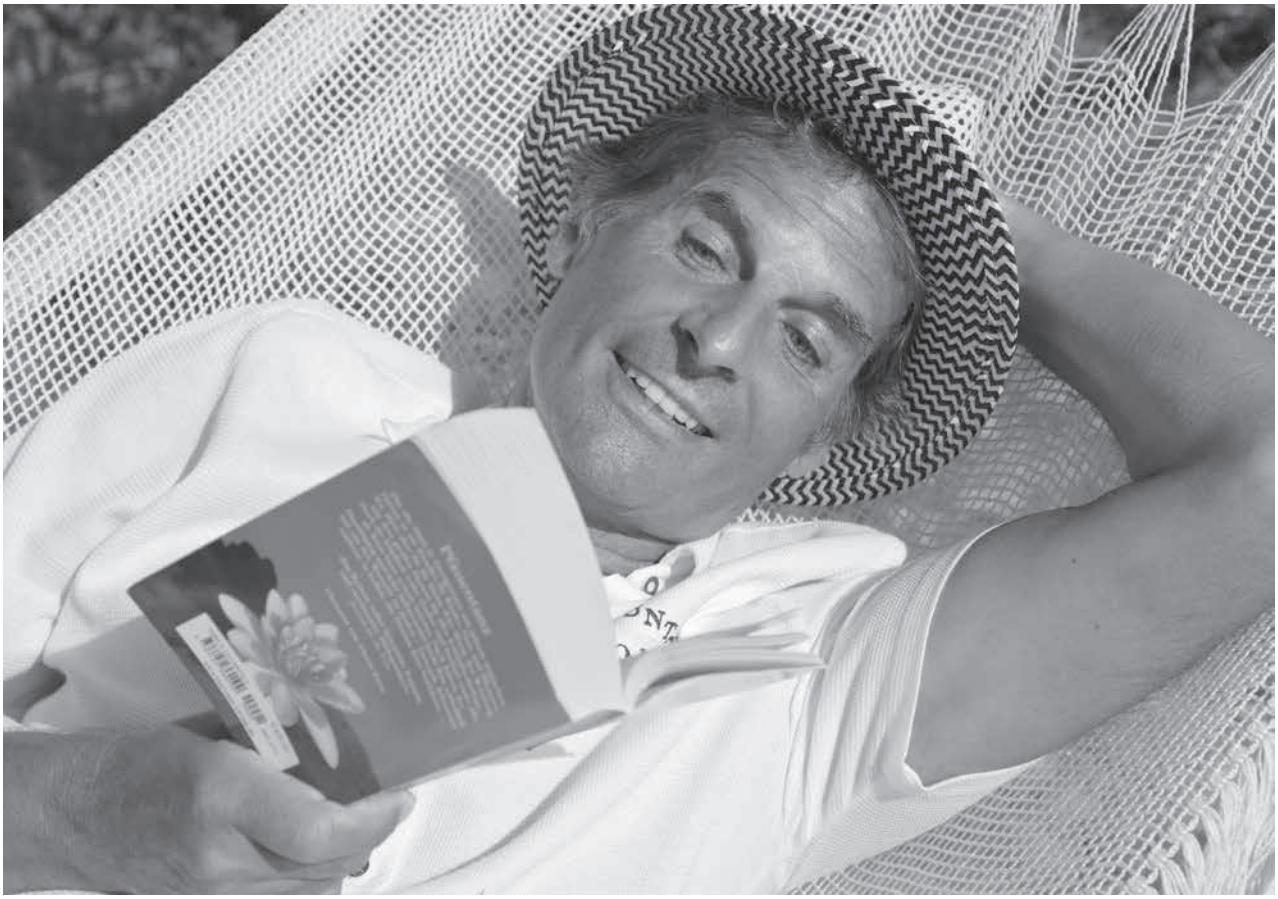
Candidate A

Part 2
Talking about experiences



Examiners

The examiner says to the candidates:

Part 2 A

Here is a photo from a magazine.
– What can you see in the picture?
– What is happening? What is the situation?

Part 2 B

Please talk about the topic of reading. Say something about yourself and what you like to read.

Examiner Questions A2

- *Do you like to read? Why? Why not?*
- *Do you have a favourite newspaper or magazine?*
- *What did you read when you were a child?*

Examiner Questions B1

- *Do you think we need magazines and books when we have television and the Internet?*
- *We often hear that people are reading less and less. What do you think?*
- *Which do you prefer: reading printed materials, listening to audio books or using the Internet?*

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Candidate B

Part 2
Talking about experiences

Examiners

The examiner says to the candidates:

Part 2 A

Here is a photo from a magazine.
– What can you see in the picture?
– What is happening? What is the situation?

Part 2 B

Please talk about the topic of reading. Say something about yourself and what you like to read.

Examiner Questions A2

- *Do you like to read? Why? Why not?*
- *Do you have a favourite newspaper or magazine?*
- *What did you read when you were a child?*

Examiner Questions B1

- *Do you think we need magazines and books when we have television and the Internet?*
- *We often hear that people are reading less and less. What do you think?*
- *Which do you prefer: reading printed materials, listening to audio books or using the Internet?*

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Candidate A and Candidate B

Part 3
Solving a task

Situation:

You, some friends and their children are planning a trip to the zoo.

Task:

Together plan what you want to do. Here are some ideas:

When?

Getting there?

Favourite animals?

Special shows?

Food? Drinks?

Other ideas?

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telc LANGUAGE TESTS

1160

ENGLISH A2·B1

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

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

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

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

☐ 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. Februar 2009
Example: 17 February 2009

2009.02.17

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

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

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1160

Written Examination

1 Listening

Part 1

1 a b c 1
2 a b c 2
3 a b c 3
4 a b c 4

Part 2

5 a b c 5
6 a b c 6
7 a b c 7
8 a b c 8
9 a b c 9

Part 3

10 true false 10
11 a b c 11
12 true false 12
13 a b c 13
14 true false 14
15 a b c 15
16 true false 16
17 a b c 17

Part 4

18 a b c d e f 18
19 a b c d e f 19
20 a b c d e f 20

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

4019069098

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telc English A2-B1

telc LANGUAGE TESTS

1160

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

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

Written Examination

2 Reading

Part 1

21	a	b	c	21
22	a	b	c	22
23	a	b	c	23
24	a	b	c	24
25	a	b	c	25

Part 2

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

Part 3

31	true	false	31
32	a b c		32
33	true	false	33
34	a b c		34
35	true	false	35
36	a b c		36

Part 4

37	true	false	37
38	true	false	38
39	true	false	39

Part 5

40	a	b	c	40
41	a	b	c	41
42	a	b	c	42
43	a	b	c	43
44	a	b	c	44
45	a	b	c	45

After completing the subtest "Reading", please separate this sheet from the other one and hand it in.

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Examiners only!

Oral Examination

Test Version

4 Speaking

Examiner 1

Content

Task / Management	B1 upper	B1 lower / middle	A2 upper	A2 lower / middle	A1	0
Part 1A	⬭	⬭	⬭	⬭	⬭	⬭
Part 1B	⬭	⬭	⬭	⬭	⬭	⬭
Part 2A	⬭	⬭	⬭	⬭	⬭	⬭
Part 2B	⬭	⬭	⬭	⬭	⬭	⬭
Part 3	⬭	⬭	⬭	⬭	⬭	⬭

Language (Part 1–3)

	B1 upper	B1 lower / middle	A2 upper	A2 lower / middle	A1	0
Pronunciation / Intonation	⬭	⬭	⬭	⬭	⬭	⬭
Fluency	⬭	⬭	⬭	⬭	⬭	⬭
Accuracy	⬭	⬭	⬭	⬭	⬭	⬭
Vocabulary	⬭	⬭	⬭	⬭	⬭	⬭

Code No. Examiner 1

Examiner 2

Content

Task / Management	B1 upper	B1 lower / middle	A2 upper	A2 lower / middle	A1	0
Part 1A	⬭	⬭	⬭	⬭	⬭	⬭
Part 1B	⬭	⬭	⬭	⬭	⬭	⬭
Part 2A	⬭	⬭	⬭	⬭	⬭	⬭
Part 2B	⬭	⬭	⬭	⬭	⬭	⬭
Part 3	⬭	⬭	⬭	⬭	⬭	⬭

Language (Part 1–3)

	B1 upper	B1 lower / middle	A2 upper	A2 lower / middle	A1	0
Pronunciation / Intonation	⬭	⬭	⬭	⬭	⬭	⬭
Fluency	⬭	⬭	⬭	⬭	⬭	⬭
Accuracy	⬭	⬭	⬭	⬭	⬭	⬭
Vocabulary	⬭	⬭	⬭	⬭	⬭	⬭

Code No. Examiner 2

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1160

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

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

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

3 Writing

Raters' Use only

Please do not write here!

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Raters' Use only

Raters only!

3 Writing

1st Rating

	B1		A2		A1	0		
	upper	lower / middle	upper	lower / middle				
I	⬭	⬭	⬭	⬭	⬭	⬭	I	Content
II	⬭	⬭	⬭	⬭	⬭	⬭	II	Communicative Design
III	⬭	⬭	⬭	⬭	⬭	⬭	III	Accuracy
IV	⬭	⬭	⬭	⬭	⬭	⬭	IV	Vocabulary

Wrong topic? ⬭ yes ⬭ no

Code No. 1st Rater

2nd Rating

	B1		A2		A1	0	
	upper	lower / middle	upper	lower / middle			
I	⬭	⬭	⬭	⬭	⬭	⬭	I
II	⬭	⬭	⬭	⬭	⬭	⬭	II
III	⬭	⬭	⬭	⬭	⬭	⬭	III
IV	⬭	⬭	⬭	⬭	⬭	⬭	IV

Wrong topic? ⬭ yes ⬭ no

Code No. 2nd Rater

1002069097

Please do not write here!

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Marking Criteria for Writing

In order to evaluate the writing proficiency of the candidates, the difference between content-related and language-related criteria is taken into consideration. The candidate's ability to address the guiding points in the writing task is assessed according to the content-related criterion Task Management. The language-related criteria – Communicative Design, Accuracy and Vocabulary – are based on the *Common European Framework of Reference for Languages.*

Content

I Task Management

Language

II Communicative Design
III Accuracy
IV Vocabulary

Content

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points*
I Task Management	All four of the guiding points have been addressed accurately and precisely.	All four of the guiding points have been addressed, but the cooperation of the reader is required. Alternatively, three of the guiding points have been adequately dealt with.	Three of the guiding points have been dealt with, but the cooperation of the reader is required. Alternatively, two guiding points have been adequately dealt with.	Two of the guiding points have been addressed, but the cooperation of the reader is required. Alternatively, one of the guiding points has been adequately dealt with.	Only one of the guiding points has been addressed, and the cooperation of the reader is required.	None of the guiding points have been addressed or the candidate's written text is off task (for example because they misunderstood the situation described in the task).

* In cases where the candidate's written text does not relate to the task given, Criteria I and Criteria II, III and IV must be marked as zero. In cases where the candidate's written text addresses the task on the whole, but does not cover any of the Guiding Points, Criterion I is awarded zero points. The candidate's language performance is assessed in the usual manner (Criteria II–IV).

Language

	B1	A2	A1
II Communicative Design	Can use a wide spectrum of language functions and can react to them using common means of communication (for example polite forms of expression). Can combine simple individual elements into linear, cohesive remarks.	Can use simple language functions, for example exchanging information in a simple way, making simple requests, expressing opinions and attitudes. Can use the most common linking words (*and*, *but*, *because*) in order to connect simple sentences and word groups.	Can create elementary social contacts by using the simplest polite expressions of greeting and farewell. Can connect words and groups of words by using very simple linking words such as *and* or *then*.
III Accuracy	Generally speaking, good command of grammatical structures, despite noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express. Spelling, punctuation and layout are accurate enough to be followed most of the time.	Can use simple structures correctly, but still systematically makes basic mistakes, such as the tendency to mix up or forget to use the tenses or to forget about subject-verb agreement, but it is generally clear what he / she would like to say. Can write with reasonable accuracy short words that are in his/her oral vocabulary.	Demonstrates only a limited command of a few simple grammatical structures and sentence patterns in a memorized repertoire. Can copy familiar words and short expressions.
IV Vocabulary	Can use sufficient vocabulary in order to talk about most topics related to daily life, even if descriptions are needed to help explain the idea. Demonstrates a good command of basic vocabulary, however, still makes elementary mistakes when trying to express more complex thoughts.	Can use sufficient vocabulary in order to conduct routine, every day transactions involving familiar situations and topics. Commands a limited vocabulary in connection with concrete daily needs.	Can use an elementary amount of single words and expressions which are related to particular concrete situations. Commands single words and sentences related to concrete daily needs.

Marking Criteria for Speaking

In order to evaluate the oral proficiency of the candidates, the difference between content-related and language-related criteria is taken into consideration as well. Again, the language-related criteria – Pronunciation/Intonation, Fluency, Accuracy and Vocabulary – are based on 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 five parts. Criterion I (Task Management) is assessed individually in each of the five parts. Criteria II – IV, in contrast, apply to the oral performance as a whole.

Content

		B1	A2	A1
Task Management	**Part 1 A**	Can introduce him / herself and can present somewhat detailed information.	Can introduce him / herself and can give brief, general information.	Can introduce him / herself and can present bits of information without using linking words.
	Part 1 B	Can respond to enquiries relatively spontaneously and completely.	Can respond to enquiries with a brief and / or partially understandable answer.	Can respond with single words or memorized phrases to enquiries if the other person speaks slowly, clearly and without using any idiomatic expressions.
	Part 2 A	Can relay the main information seen in a picture and mention individual details.	Can describe the main information seen in a picture in a brief and general manner.	Can briefly refer to the main information seen in a picture.
	Part 2 B	Can report on one's own experiences in a partially detailed manner.	Can report on one's own experiences in a brief and general manner.	Can answer very briefly using isolated words and remarks.
	Part 3	Can begin a conversation and keep it going. Can spontaneously talk about plans, share ideas and opinions, make suggestions and react to suggestions made by others.	Can ask and answer questions, but understands barely enough to keep the conversation going. Can talk about plans, express ideas, opinions and suggestions in a simple manner.	Requires statements to be rephrased or repeated more slowly. Can ask very basic questions and refer to main ideas and opinions using isolated words or phrases.

Language		B1	A2	A1
Pronunciation / Intonation	**Part 1–3**	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.	Uses a very limited repertoire of memorized words and phrases which can be understood **with some effort** by native speakers used to dealing with non-native speakers from the language group in question.
Fluency	**Part 1–3**	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.	Can use **very short, isolated and generally memorized phrases**, but needs lots of pauses to search for expressions, to articulate unfamiliar words and to correct standstills in the flow of communication.
Accuracy	**Part 1–3**	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.	Shows only **limited control of a few basic grammatical structures** and sentence patterns in a memorized repertoire.
Vocabulary	**Part 1–3**	Has sufficient vocabulary to talk about most topics related to daily life, even if some descriptions are necessary. Shows **good control of elementary vocabulary**, but still makes basic mistakes when expressing more complex thoughts or unfamiliar topics or situations.	Has sufficient vocabulary to meet one's basic needs. Can control a **narrow repertoire** in relation to specific everyday needs.	Has basic vocabulary consisting of single words and phrases related to specific situations. Commands **single words and short sentences** relating to specific everyday needs.

Points and Partial Results

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

1 Listening / Reading
2 Writing
3 Speaking

1 Determining Partial Results of the Listening and Reading Subtests

The Listening and Reading subtests consist of 45 tasks. Candidates are awarded one point for each correct task, so that a maximum of 45 points can be obtained.

The breakdown of points is as follows:

Points	CEF Level
45–33	B1
32–20	A2
19–0	Below A2

2 Determining Partial Results of the Writing Subtest

Writing is assessed by licensed telc raters according to the marking criteria on pages 32–33. For levels B1 and A2, examiners need to determine whether the candidate's performance is at the lower / middle end of the band or at the upper end of the band.

	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
I Content	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	CEF Level
15–20	B1
7–14	A2
0–6	Below A2

3 Determining Partial Results of the Speaking Subtest

Speaking is assessed by two licensed telc raters according to the marking criteria on pages 34–35. Again, for levels B1 and A2, examiners need to determine whether the candidate's performance is at the lower / middle end of the band or at the upper end of the band.

	B1		A2		A1	0
	upper	lower/ middle	upper	lower/ middle		
I Task Management						
Part 1A	5	4	3	2	1	0
Part 1B	5	4	3	2	1	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
Total 1	50	40	30	20	10	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 2	50	40	30	20	10	0
Total 1+2	100	80	60	40	20	0

The breakdown of points is as follows:

Points	CEF Level
75–100	B1
35–74	A2
0–34	Below A2

A2 or B1 Certificate?

Whether a candidate receives a telc English B1 Certificate or a telc English A2 Certificate for the examination depends on the individual results that they achieve in the subtests for listening / reading, writing and speaking. One of the minimum requirements for a certificate is that an A2 or a B1 level must be reached in the Speaking subtest. If a candidate is assessed as having skills below level A2, they do not receive a certificate.

A2 Certificate

Every candidate who is assessed at an A2 level or above in the Speaking subtest and in one of the subtests for listening / reading or writing receives a telc A2 Certificate. In order to receive an A2 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	A2	A2	Less than A2	B1	B1	A2	B1	Less than A2	A2	Less than A2	A2
Writing	A2	Less than A2	A2	B1	A2	B1	Less than A2	B1	A2	A2	Less than A2
Speaking	A2	A2	A2	A2	A2	A2	A2	A2	B1	B1	B1

B1 Certificate

Every candidate who is assessed at the B1 level or above in the Speaking subtest and in one of the subtests for listening / reading or writing receives a telc B1 Certificate. In order to receive a B1 Certificate, the following combinations of partial results are possible:

	Case 1	Case 2	Case 3	Case 4	Case 5
Listening / Reading	B1	B1	B1	A2	Less than A2
Writing	B1	A2	Less than A2	B1	B1
Speaking	B1	B1	B1	B1	B1

How does the telc English A2·B1 Examination work?

Scoring using the Answer Sheet S30

The Answer Sheet S30 is a thin booklet with three perforated pages. All of the testing results are recorded on these sheets. The candidates record their answers for the Listening and Reading subtests 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.

true

false

Where are the tests evaluated? How are they evaluated?

The test results are scored electronically at telc headquarters in Frankfurt am Main, 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 the telc Certificate.

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 training course. The requirements for becoming an examiner are: experience teaching English, knowledge of the CEF levels and an understanding of the communicative approach. telc licenses are valid for three years, after which time the examiner must attend another training course in order to renew their license.
All raters who evaluate the candidates' written expression, have solid experience with telc tests at the levels A2 and B1 of the CEF. They have been trained in the test format at telc headquarters and continue to attend scaling events to ensure that their rating standards remain consistent.

Retaking the exam

The telc English A2·B1 examination can be repeated as often as one likes, however the test results from previous tests cannot be incorporated into the new test. The examination must be repeated in its entirety and is scored as such.

Written Examination

The written examination lasts 100 minutes and consists of the Listening, Reading and Writing subtests. There is no break between the parts.

Before starting the examination, the candidates should fill in the information section on 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 Reading subtest. The examiner collects the first sheet of the answer sheets.

After 45 minutes, at which time the Reading subtest is completed, the second answer sheet is collected by the examiner. The Writing subtest can only be started after this step has been completed.

The Writing subtest lasts 30 minutes, after which the examiner collects the third answer sheet of the S30. After this step, the written examination is finished.

Oral Examination

How long does the Oral Examination take?

Examinations carried out with two candidates take approximately 20 minutes, about 16 of which are needed for the examining itself. The remaining 4 minutes are used by the examiners for assessment purposes. Individual examinations are significantly shorter.

The time allowed for examining is divided into three parts: Part 1 (Talking about yourself), which should take about 4 minutes, Part 2 (Talking about experiences) and Part 3 (Solving a task), each of which should take about 6 minutes.

What do the examiners do?

The examiners distribute the task sheets and make sure that the time restrictions for Parts 1–3 are adhered to. They provide a transition from one section to another and ensure that the candidates are each given adequate time to speak.

In Parts 1 and 2, one of the examiners takes the role of the interlocutor. The other examiner takes the role of the assessor. The interlocutor starts off the conversation using the task sheets, asks questions and provides input and prompts during the conversation as needed. In Part 3 (Solving a task) he or she supports the candidates as needed. It is recommended that each examiner maintain the role of interlocutor or assessor until the examination is completed.

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

Details regarding the process

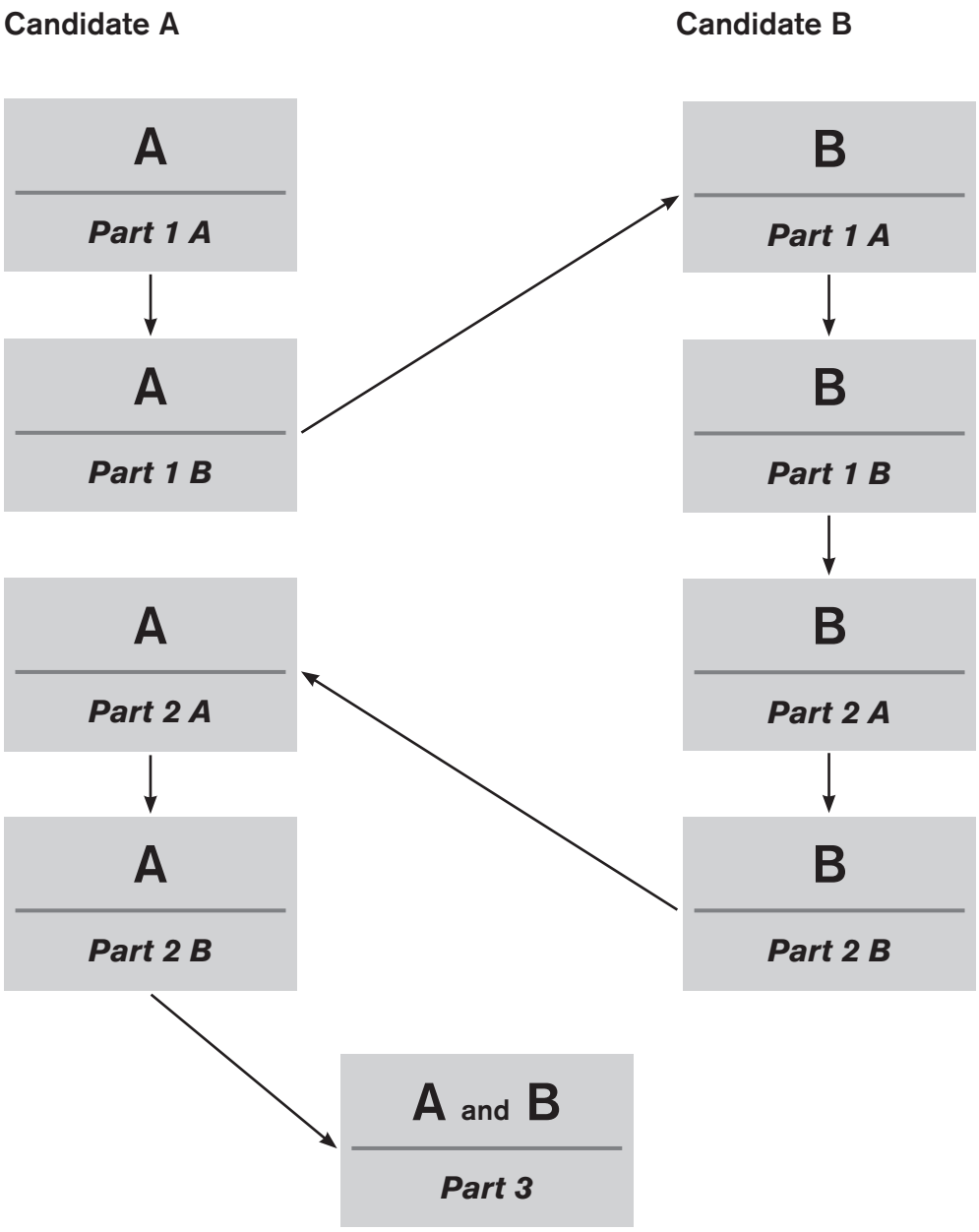
Every examination conversation is different: none of them are exactly the same. The following examples demonstrate a possible examination conversation and are intended to illustrate the tasks of the examiners. In order to encourage the candidates to speak and to maintain the conversation, the examiners should strive to use open-ended questions.

Introduction, Part 1A	
The interlocutor initiates the conversation and the candidates introduce themselves.	*Welcome to the oral examination. I'm your examiner [name] and this is my colleague [name]. The oral examination has three parts.*
The prompts listed on the task sheet are intended as a guide, but do not need to be used in the order listed. If the candidate gets stuck or cannot continue, it is the interlocutor's job to intervene and offer prompts using open-ended questions.	*In Part 1, we'd like to get to know you better. [Name], could you tell us about yourself? This sheet has some ideas to help you.* *Can you tell us something about your home town?*
Transition from Part 1A to 1B	
The interlocutor incorporates the candidate's remarks into the conversation and builds on them.	*You said you have two children. Could you tell us a little bit about them?*
Transition from Candidate A to Candidate B	
The interlocutor thanks Candidate A and turns to Candidate B.	*Thank you, [name].* *[Name], could you also tell us a little about yourself? This sheet has some ideas to help you.*
Transition from Part 1B to 2A	
After the candidates have talked about themselves for approximately 2 minutes and responded to a prompt, 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.*

Part 2A	
The interlocutor only gives the task sheet to the candidate whose turn it is to speak next. The conversation normally continues with Candidate B.	*[Name], please look at the picture. What do you see? What is happening?*
If the candidate cannot think of much to say, the interlocutor asks specific questions about picture.	*Where are the people? What are they doing?*
Transition from Part 2A to 2B	
The interlocutor invites Candidate B to talk about his/her own experiences with the topic.	*Please tell us about your experience with [this topic].*
Transition from Candidate A to Candidate B	
The interlocutor thanks Candidate B and turns to Candidate A. The examiner hands Candidate A the second task sheet.	*Thank you, [name].* *[Name], you have a different picture. Can you tell us about it? What can you see?*
Transition from Part 2B to Part 3	
After each candidate has had a chance to talk about the picture and to respond to the additional questions, the examiner announces the last part of the examination.	*Now we're at the end of Part 2. Let's move on to Part 3.*
Part 3	
The examiner gives each of the candidates the same task sheet and paraphrases the task instructions.	*You are planning [a trip to Bristol]. Talk to each other and plan what you want to do. Here are some ideas to help you.*
The candidates are allowed a short period of time to look over the task. If needed, the examiner may ask who would like to start.	*Who would like to begin?*
Completion of the Examination	
The interlocutor concludes the examination.	*Thank you. We have now finished the examination. You will get your results in a few weeks.*

Recommended Procedure

The marking criteria for the Speaking subtest can be found on the reverse of the Score Sheet M10.



Audioscript

Listening, Part 1

Example
Hi, it's Matthew. I'm really sorry, but I can't make it to our meeting on Friday. Could you call me at the office on Monday morning, so we can set up another time? I've got a very busy week coming up, but I could meet you on Tuesday either at 10:30 in the morning or at 4:00 in the afternoon. Thanks.

Number 1
Hi, it's Alan. I've got the tickets for the football game on Sunday. Brian and Lisa are coming along, too. Let's meet at their place at 2 o'clock, and then we can all go to the stadium from there. The game starts at 3:30; so we'll have plenty of time. We can take my car; I'd be happy to drive. See you soon. Bye.

Number 2
Thank you for calling Radcliffe Pharmacy. Our business hours are nine to five, Monday through Saturday. Please call back again or leave a message after the tone. We'll return your call as soon as possible. If this is an emergency, please enter 889 now to be connected to Glenwood Health Center.

Number 3
Hello, John Wilkinson here. I have a message from our colleagues in South Africa about next week's visit to the factory. They're arriving on flight SA 346 on Wednesday at 2:15 pm, Terminal 1. Could you pick them up at the airport and take them to the Intercontinental Hotel? Please call me back if you have any questions. Thanks.

Number 4
Hello, this is Emily Wilson. Remember me? We met at a conference in Houston last spring. I'm in town this week on business and I was wondering if you would like to meet for dinner. I'm staying at the Plaza Hotel, not far from your office. Their number is 559 2465 and I'm in room 134. Please call me back and let me know if you can make it. I hope to see you soon. Bye.

Listening, Part 2

Number 5
It's been another cold and snowy week in Switzerland. St Moritz received 25 cm of fresh snow on Wednesday, and skiing in this area is fantastic. Great snow conditions under sunny skies are also being reported from Italy. In France, skiing is still fairly limited. The resorts that are open for skiing have limited lift operations because of strong winds and poor snow conditions.

Number 6
Your attention please: This is the last call for British Airways flight 920 to London, leaving at 11:55. All passengers please go to Gate 12 immediately. United Airlines flight 752 to Chicago is now ready for boarding. Would all passengers please go to Gate 15. Departure time is 12:35. Please have your passports and boarding passes ready for inspection.

Number 7
And now for the latest Traffic Report … The M4 is closed in both directions between junctions 2 and 3 because of an accident. Expect long delays. If you're travelling to the International Airport, please take the M23 and follow the signs for Park Road. Other travelers going north should use the M76. And now for the weather…

Number 8
Ladies and gentlemen, welcome to Jojo's Chocolate Factory. First, we'll watch a short video about the history of the factory. Then we'll move on to our chocolate kitchens. Here you will see how some of the finest chocolates in the world are made. We will end our tour in our famous Chocolate Shop where you will have a chance to taste and buy our gourmet chocolate creations.

Number 9
Good morning ladies and gentlemen, this is your captain speaking. Welcome to Flight 437, from Washington, D.C. to Seattle. We're very sorry about the delay on the ground, which means we'll land half an hour later than planned. The weather today is fine, so we should have a smooth flight. And now I'd like to direct your attention to our safety demonstration …

Listening, Part 3

Example

Woman:	Good morning, Travel Information Bureau. How can I help?
Man:	Hello, I'd like some information about visas for Hong Kong.
Woman:	Well, first I need to know your nationality because the regulations vary.
Man:	I have an Irish passport.
Woman:	Fine. Will you be visiting Hong Kong as a tourist or on business?
Man:	As a tourist.
Woman:	You're in luck – Hong Kong welcomes tourists. As a European, you don't need a visa. You just have to fill out an entry card on arrival and can stay in Hong Kong for 90 days.
Man:	In that case, I could fly in two weeks.
Woman:	But do make sure you have a return ticket to show that you don't plan to remain in Hong Kong. And when you arrive, your passport should be valid for six months or more.
Man:	Oh no! My passport runs out in three months. I'll have to apply for a new one!

Number 10 and 11

John:	Hello?
Lisa:	Hi John, it's Lisa. How are you today?
John:	Fine, thanks! How about you?
Lisa:	Not too bad. Listen, I'm calling about the presentation for our French class. We need to finish it this week, so I was wondering when we could get together?
John:	The best time for me to meet is after our class, because I'm already in town then.
Lisa:	That's fine with me. How about Tuesday after class?
John:	Oh, you know what … I have to go to the dentist this Tuesday. What about Thursday after class?
Lisa:	Well, that's my sister's birthday. I promised to cook dinner for her and her friends, so I need to go home early. But I could meet you before class.
John:	Let me see … OK, that sounds good. Shall we say 3:30 at Ernie's Coffee Shop?
Lisa:	Great! I'll see you there.
John:	OK. Bye!

Number 12 and 13

Paul:	So, Amy, what do *you* do?
Amy:	I'm an architect. I work for Sinclair & Partners. Have you heard of them?
Paul:	Sinclair & Partners? Didn't they design the new hotel near the airport?
Amy:	That's correct – the Roslin Park Hotel. It's the tall building with the glass front.
Paul:	That's a fantastic design, it looks really modern.
Amy:	Thanks, that's good to hear.

Paul: Listen, my company is planning to build a new office in Geneva and we're looking for a good architect. Do you have a business card?
Amy: Sure, here you go. I'm travelling a lot this month so the best way to reach me is probably by email.
Paul: OK, great. I'll talk to my boss and we'll be in touch.
Amy: I'll look forward to hearing from you!

Number 14 and 15
Denise: Hello Bob. Do you mind if I sit here?
Bob: Hi Denise. No, not at all.
Denise: How's the soup today?
Bob: It's delicious! Your salad looks good, too. I'm glad you're here, actually. I wanted to ask how you're getting on with the conference preparations. Are you having as many difficulties as last year?
Denise: Well, my manager isn't too happy because he doesn't think we're on time with the project. He wants all of us to do overtime this Saturday. How about your department?
Bob: My manager is quite stressed too because we're spending more money than originally planned.
Denise: It's the same every year. You and I both know that there's always a lot of work to do at conference time.
Bob: I know. But never mind, I'm sure everything will be fine. We always survive somehow!

Number 16 and 17
Philip: Hello, Karen. Can I talk to you for a minute?
Karen: Hi, Philip. Sorry, but this isn't such a good time. I'm on my way to the Community Education Center. They're only open until five, and I'd like to sign up for a class.
Philip: Oh, what kind of class are you going to take?
Karen: Well, I've always wanted learn how to paint, and now they're offering a class on Saturday afternoons. That would be perfect for me because my son has basketball practice during that time.
Philip: Sounds great. Well, perhaps we can talk tomorrow morning then. It shouldn't take long. I just have a few questions about the report you asked me to write.
Karen: Sure, no problem. I have a meeting at nine o'clock, but we can talk any time after that.
Philip: All right then. I'll see you tomorrow.

Listening, Part 4

Welcome to the International Morning Breakfast Show with Josh Daniels. Today's topic is Emigration. Why do people leave their home country and start a new life in another? Are they always successful? We interviewed some people from around the world for their opinions.

Example
I emigrated to the States after college. I just wanted to get out of Ireland and see something new. I landed in California and loved it. Now, 15 years later, I really feel settled. All my friends are here in California, I have a good job and I just love the American lifestyle. You know, the longer you stay in a country, the more difficult it becomes to go back to where you came from.

Number 18
My husband and I were sent to Singapore to work for our company for 12 months. We were really happy to have this opportunity. Singapore was absolutely fantastic. We quickly adapted to the food, the weather, the way of working and local customs … Well, when we came back after the 12 months we returned to the small town where we used to live. That was a mistake! We found that we had really changed, were much more open-minded – just more international. So now we want to emigrate to Singapore and stay there.

Number 19
I've worked in the UK for the past six years, regularly sending money back home to my family. Originally I wanted my wife and kids to move over here with me, but now I'm not so sure. I find the life here too stressful and it's been difficult for me to make good friends. I miss my family and life in my city so I'm thinking of packing my things and going home.

Number 20
We emigrated to New Zealand five years ago and love being here, but it hasn't always been this way. In the beginning we didn't know how to do simple things like filling out a form at the post office, finding a place to live or using public transport … Let alone getting a job! Now it's different. We feel really at home here and we wouldn't dream of going back to where we came from.

So could you imagine emigrating? Ring in and tell us your opinion. The lines will be open for the next 2 hours.

Answer Key

Listening

Part 1
1 a
2 b
3 b
4 a

Part 2
5 a
6 c
7 b
8 c
9 b

Part 3
10 true
11 b
12 false
13 b
14 false
15 c
16 true
17 c

Part 4
18 e
19 d
20 c

Reading

Part 1
21 b
22 a
23 c
24 b
25 a

Part 2
26 d
27 g
28 x
29 a
30 e

Part 3
31 true
32 a
33 false
34 c
35 false
36 c

Part 4
37 false
38 false
39 false

Part 5
40 b
41 c
42 a
43 c
44 b
45 c

telc English A2·B1
Speaking – Score Sheet M10

Candidate A

Last Name, First Name

Candidate B

Last Name, First Name

Content

Task Management	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Part 1A	○	○	○	○	○	○
Part 1B	○	○	○	○	○	○
Part 2A	○	○	○	○	○	○
Part 2B	○	○	○	○	○	○
Part 3	○	○	○	○	○	○

Language (Part 1–3)

	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	○	○	○	○	○	○
Fluency	○	○	○	○	○	○
Accuracy	○	○	○	○	○	○
Vocabulary	○	○	○	○	○	○

Content

Task Management	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Part 1A	○	○	○	○	○	○
Part 1B	○	○	○	○	○	○
Part 2A	○	○	○	○	○	○
Part 2B	○	○	○	○	○	○
Part 3	○	○	○	○	○	○

Language (Part 1–3)

	B1		A2		A1	0
	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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Marking Criteria: Speaking

Content		B1	A2	A1
Task Management	Part 1 A	Can introduce him / herself and can present somewhat detailed information.	Can introduce him / herself and can give brief, general information.	Can introduce him / herself and can present bits of information without using linking words.
	Part 1 B	Can respond to enquiries relatively spontaneously and completely.	Can respond to enquiries with a brief and / or partially understandable answer.	Can respond with single words or memorized phrases to enquiries if the other person speaks slowly, clearly and without using any idiomatic expressions.
	Part 2 A	Can relay the main information seen in a picture and mention individual details.	Can describe the main information seen in a picture in a brief and general manner.	Can briefly refer to the main information seen in a picture.
	Part 2 B	Can report on one's own experiences in a partially detailed manner.	Can report on one's own experiences in a brief and general manner.	Can answer very briefly using isolated words and remarks.
	Part 3	Can begin a conversation and keep it going. Can spontaneously talk about plans, share ideas and opinions, make suggestions and react to suggestions made by others.	Can ask and answer questions, but understands barely enough to keep the conversation going. Can talk about plans, express ideas, opinions and suggestions in a simple manner.	Requires statements to be rephrased or repeated more slowly. Can ask very basic questions and refer to main ideas and opinions using isolated words or phrases.

Language		B1	A2	A1
Pronunciation / Intonation	Part 1–3	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.	Uses a very limited repertoire of memorized words and phrases which can be understood **with some effort** by native speakers used to dealing with non-native speakers from the language group in question.
Fluency	Part 1–3	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.	Can use **very short, isolated and generally memorized phrases**, but needs **lots of pauses** to search for expressions, to articulate unfamiliar words and to correct standstills in the flow of communication.
Accuracy	Part 1–3	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.	Shows only **limited control of a few basic grammatical structures** and sentence patterns in a memorized repertoire.
Vocabulary	Part 1–3	Has sufficient vocabulary to talk about most topics related to daily life, even if some descriptions are necessary. Shows **good control of elementary vocabulary**, but still makes basic mistakes when expressing more complex thoughts or unfamiliar topics or situations.	Has sufficient vocabulary to meet one's basic needs. Can control a **narrow repertoire** in relation to specific everyday needs.	Has basic vocabulary consisting of single words and phrases related to specific situations. Commands **single words and short sentences** relating to specific everyday needs.

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 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

DEUTSCH

C2	telc Deutsch C2
C1	telc Deutsch C1 telc Deutsch C1 Hochschule
B2·C1	telc Deutsch B2·C1 Medizin
B2	telc Deutsch B2+ Beruf telc Deutsch B2
B1·B2	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 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

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

ITALIANO

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

ESPAÑOL

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

РУССКИЙ ЯЗЫК

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

ČESKÝ JAZYK

B1	telc Český jazyk B1

JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła

اللغة العربية

B1	telc اللغة العربية B1

PORTUGUÊS

B1	telc Português B1

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As of July 2013

telc
LANGUAGE TESTS

Examination Preparation

MOCK EXAMINATION 1

ENGLISH A2·B1

telc – language tests have a long tradition of specialisation in the field of English language testing and certification around the world. The *telc English A2·B1* examination 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). telc 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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