



MOCK EXAMINATION 1

ENGLISH

Examination Preparation

A2



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Published by telc gGmbH, Frankfurt am Main, Germany

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Printed in Germany

ISBN: Test Booklet 978-3-86375-046-6

Audio CD 978-3-86375-047-3

Order Number: Test Booklet 5192-B00-010101

Audio CD 5192-CD0-010101

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 gGmbH is a not-for-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 gGmbH has greatly influenced standardized language test development in Europe. Today *telc – language tests* offer 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 gGmbH 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 competences 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, 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 gGmbH

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The Structure of the Examination

	Sub-Test	Aim	Type of Test	Time in minutes
Written Examination	 1 Language Elements			
	1.1	Vocabulary and Grammar	10 multiple-choice items	15
	1.2	Interactive Elements	8 matching items	
	 2 Listening Comprehension			
	2.1	Listening for Gist	5 true/false items	approx. 20
	2.2	Listening for Detail	2 true/false items	
	2.3	Selective Listening	5 true/false items	
	 3 Reading Comprehension			
	3.1	Reading for Gist	4 matching items	30
	3.2	Reading for Detail	4 true/false items	
	3.3	Selective Reading	4 matching items	
	 4 Writing			
			3 guiding points	15
Oral Examination	 5 Oral Examination			
	Part 1:	Getting to know each other	Examination with two candidates	approx. 10
	Part 2:	Exchanging information		
	Part 3:	Consensus finding		

Language Elements, Part 1

Read the following text and decide which word (a, b or c) is missing in items 1–10.
Mark your answers on the answer sheet.

Dear Jane,

How are you? I hope 1 family is well. Are you going on holiday this year? I was 2 Paris for a week in the summer and 3 a very good time there. Paris is a really 4 city with lots of things to see and 5. Next year we 6 to go to Rome. Have you been there? Can you visit us next year? It would be very nice to see you again. 7 can you come and see us again? Please give my 8 to Andrew and the children. Our children 9 all very well. I hope to hear from you 10.

With best wishes,

- 1** **a** you
 b your
 c yours

- 2** **a** at
 b in
 c to

- 3** **a** had
 b has
 c have

- 4** **a** interest
 b interested
 c interesting

- 5** **a** do
 b make
 c take

- 6** **a** like
 b want
 c wish

- 7** **a** When
 b Which
 c Why

- 8** **a** greetings
 b love
 c wishes

- 9** **a** are
 b have
 c is

- 10** **a** good
 b near
 c soon

Language Elements, Part 2

You are taking part in the following conversations. Complete what you say with the words or phrases in the boxes.

Decide which word or phrase is missing in items 11–18. You may use each word or phrase only once. Mark your answers on the answer sheet.

Asking the way

A: Excuse me, how do I get to Plantation Avenue?

B: **11** , you go down Princess Street ...

A: ... what, down Bell Lane, and around ...?

B: Yeah. **12** you go straight past the library. **13** .

A: ... past the library?

B: Yeah, **14** go straight on, past the police station to the roundabout. Do you know the big roundabout?

A: Yeah.

B: And Plantation Avenue's off to the right.

A: Er ..., off the roundabout?

B: Yeah.

A: Right. Thanks.

- a** AND THEN
- b** JUST
- c** OKAY?
- d** REALLY
- e** YOU KNOW
- f** WELL

An invitation

C: Hello Jim, how are things with you?

D: Oh not bad, **15**

C: Okay thanks. I've got a lot to do at work but I'll be going on holiday next month.

D: Great. **16** I'm glad I've seen you. I was going to give you a ring some time today.

C: Really?

D: Yes. You see Liz and I **17** whether you've got any plans for the weekend.

C: This coming weekend?

D: Yeah.

C: Let me see. I'm not quite sure 'cos Helen's parents were thinking of coming round some time. Why?

D: Well, it was my birthday last Tuesday ...

C: Oh congratulations!

D: ... and as the weather's **18** good at the moment, we're thinking of having a barbecue in the garden.

C: Sounds great.

- a** AND YOURSELF?
- b** AS WELL
- c** QUITE
- d** REALLY?
- e** WELL
- f** WERE WONDERING

Listening Comprehension, Part 1

You will now hear five short texts.

Listen to each text and then decide whether each of the statements in items 19–23 is true or not true.

Mark PLUS (+) for true and MINUS (–) for not true on your answer sheet.

You will hear each text twice.

Now you will have half a minute to read the five statements.

Five people talk about living in the town and in the country.

- 19** *Joan Smallwood, hairdresser*

The speaker lives in the city.

- 20** *Anthony Simmonds, company manager*

The speaker lives in the country.

- 21** *Jane Holsted, housewife*

The speaker lives in the town centre.

- 22** *Fred Brown, factory worker*

The speaker is sorry he moved out of the town centre.

- 23** *Elizabeth Turner, secretary*

The speaker has lots of friends in the country.

Listening Comprehension, Part 2

You will now hear two short texts.

Listen to each text and then decide whether each of the statements in items 24–25 is true or not true.

Mark PLUS (+) for true and MINUS (–) for not true on your answer sheet.

You will hear each text twice.

Now read sentence number 24. You will have 15 seconds for this.

24 Flight information

You have a seat on the flight to Manchester at 11 o'clock on the 6th.

Now read sentence number 25. You will have 15 seconds for this.

25 News on British radio

Most of the latest films on British television have been made abroad.

Listening Comprehension, Part 3

You will now hear five short texts.

Listen to each text and then decide whether each of the statements in items 26–30 is true or not true.

Mark PLUS (+) for true and MINUS (–) for not true on your answer sheet.

You will hear each text twice.

- 26** You are travelling on a train in England and would like to have something to drink.
You hear the following:
- Someone will come through the train selling drinks.
- 27** You are listening to the radio in England and want to hear a sports programme.
You hear the following:
- The next programme is about sports.
- 28** You are on holiday in England and are in a bookshop. You want to look at the books for about half an hour more. You hear the following:
- You can come back to the shop on Monday morning.
- 29** You are at the cinema in England and would like to have seats at the front.
You get the following information:
- The seats at the front cost £ 3.
- 30** You arrive at your hotel in England where you have booked a double room with bath.
You get the following information:
- You can have a double room without a bath.

Reading Comprehension, Part 1

Read the four texts, items 31–34. Then read the headlines a–h.

Decide which headline goes best with which text. Mark your answers on the answer sheet.

- a **ASTRONAUT WALKS IN SPACE AGAIN**
- b **Bill Clinton caught in snow in Austria**
- c **Eleventh space trip for astronaut**
- d **FOOTBALLER HAS ACCIDENT WHILE PLAYING**
- e **Footballer wants to help children**
- f **Model and Ex-President in bad weather**
- g **Prince Charles gives money to school**
- h **SCHOOLCHILDREN MEET PRINCE OF WALES**

31

The Prince of Wales, Prince Charles, visited a junior school in Buckinghamshire last week to help children with a project about the Royal Family. He told the children about his life as a member of Britain's most famous family and the duties which go with his title. He then let photos be taken of him with the children and the teachers for the project work. One of the questions the children asked was "How much pocket money did your sons use to get?"

32

Footballer Roman Gregory has started a UNICEF campaign to help children hurt in accidents with land mines, in countries at war and in peace. The footballer says he cannot imagine being without an arm or a leg and knows that many people do not even think about what the children who have had such injuries go through. "Many accidents with land mines happen when children are just playing happily in the fields", says Roman, who hopes to get £1 million in the campaign.

33

Former US President Bill Clinton met model Naomi Campbell on a snow-covered mountain in Austria. Naomi's flight arrived late because of the bad weather and she nearly fell down getting through the snow. Bill Clinton helped her through the snow and they chatted for a while about the weather. Naomi Campbell was meeting a photographer at the same place where Clinton was at a conference.

34

NASA Astronaut Jerry Ross works on the so-called "City in the sky" – the international space station – and has just done a ninth space walk as part of his 11 days on the space station. Ross is the first person to walk in space so many times and still loves the experience. He will be returning to Earth later this month.

Reading Comprehension, Part 2

Read the following texts and then do items 35–38.

Text 1

You receive the following email:

TO:

CC:

Subject:

Dear Colleagues,

This is to let you know that I will be on holiday in sunny Malta for two weeks between August 31st and September 14th. I will be back in the office on September 21st although you can reach me by email at this address between the 15th and the 21st. In Malta I am planning to be completely offline and enjoy my holiday! I am taking my digital camera so I will send you some photos when I get back.

Have a good summer, everyone!

With best wishes,
Julia

Read items 35–36. Decide if each of the statements in items 35–36 is true or not true. Mark PLUS (+) for true and MINUS (–) for not true on your answer sheet.

- 35** Julia will be away from the office for three weeks.
- 36** Julia cannot be reached by email in Malta.

Text 2

You are staying at the Hotel Eden and receive the following instructions:

Eden Hotel - Your hotel key card

To open the door of your room, put the card into the door with the key symbol facing you. When you hear the bell, remove the card and turn the handle.

You can use your key card to get into the hotel between 11 p.m. and 6 a.m. Put the card into the hotel main entrance door with the key facing away from you. The door will open automatically when the bell rings. You do not need to push the door.

We hope you enjoy your stay at the Eden Hotel.

Read items 37–38. Decide if each of the statements in items 37–38 is true or not true.

Mark PLUS (+) for true and MINUS (–) for not true on your answer sheet.

- 37** The same key card can be used for your room and the main entrance to the hotel.
- 38** You must push the hotel entrance door when you hear the bell.

**Reading Comprehension, Part 3**

Read items 39–42 and then quickly look through the text. Decide which part of the text (a–f) matches each of the items 39–42 and mark your answers on the answer sheet.

- 39** You want to know something about the food they serve at Rudstone Walk.
- 40** You want to know how to get to Rudstone Walk.
- 41** You would like to know the price of a single room.
- 42** You want to know about flats to rent at Rudstone Walk.



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Telephone: 01430 422230

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AA 4 Diamonds

RAC 4 Diamonds

English Tourism Council 4 Diamonds

E-Mail: office@rudstone-walk.co.uk

Welcome to Rudstone Walk

Nestled in its own secluded corner of the Yorkshire Wolds, Rudstone Walk provides a relaxing retreat with luxury accommodation for both leisure and business travellers.

- a** Set in its own broad green acres and wooded hills with magnificent views over the Vale of York, it is no surprise that this is a place guests return to again and again.

Owned and managed by the Greenwood family, Rudstone Walk has become renowned over the years for its hospitality and highest quality standards.

For business it provides a peaceful retreat at the end of a working day - less than five minutes from the M62, and 15 minutes from Hull.

- b** For pleasure it is ideally located for a relaxing break within easy reach of York and the many other attractions of East Yorkshire.

There is an excellent rail service from nearby Brough to all U.K. mainline stations.

The M62 is just 2 miles from Rudstone Walk, offering a direct route to Hull (20 minutes), Leeds (45 minutes), and Manchester (90 minutes). Humberside Airport is only 25 minutes away across the Humber Bridge.

- c** Rudstone Walk offers something quite unique in dining and is the ideal venue for your special celebration, or just a night out with a difference! Rudstone Walk offers a wonderful atmosphere, and we do specialise in the typical farmhouse meal - all freshly prepared and cooked in the traditional way on the Farmhouse Aga.

For parties of 10 or more we offer you the exclusive use for your lunch or dinner of either the Farmhouse Dining Room or Function Room.

The same menus are offered in both rooms. To arrange your dinner party simply contact us to check on availability. We will need a small deposit to confirm your booking and will need confirmation of your menu choices 7 days in advance of your dinner.

Choose from one of our Dinner Party Menus or get in touch with us if there is something specific that you require.

- d** Hotel Accommodation

Luxurious en-suite bedrooms and suites have been built around the spacious walled courtyard adjacent to the farmhouse. This accommodation provides 14 superior twin or double en-suite rooms for those requiring bed and breakfast. Cleverly designed, there is also the option of an adjacent sitting room and kitchen to provide 7 luxury suites which meet the very demanding Highly Commended English Tourist Council 4 Diamond Guest Accommodation Standards.

- e** Self-catering

Self-catering cottages and flats are also available.

Built from a range of period farm buildings on a west-facing terrace where, on a clear day, the view extends to 50 miles across the Vale of York and each warm summer evening ends with a spectacular sunset. Turn your head to the left and there is another wonderful view over the glittering Humber Estuary to the Lincolnshire Wolds.

The cottages and flats are beautifully appointed with every conceivable comfort including TV, microwave and telephone - in fact to ETB 4-Star standards.

All linen, towels and tea towels are provided and changed weekly. Electricity and heating are included and the laundry facility is free of charge.

- f** Prices

Bed & Breakfast (All Prices include VAT at 20%)

Single en suite - £46.00

Double or Twin en suite - £59.00 Executive Suite for One - £95.00

Executive Suite for Two - £105.00

Family Suite - £100.00

Resident 3-Course Evening Meal - £18.00

Weekend, Bed & Breakfast (Prices are per night for stays of two nights or more

Including a Friday or Sunday night)

Single en Suite - £40.00 Double or Twin en suite - £55.00



Writing

You want to send a picture postcard of your home town to an English friend. You write to your friend. Write something about **three of the six following points**.

You have fifteen minutes to do this.

- Write something about your town
- Tell your friend where your house is
- Tell your friend something about your house
- Ask something about your friend
- Say something about your family
- Give some news about yourself

Don't forget to begin and end the postcard.



Oral Examination

The oral examination consists of three parts:

Part 1: Getting to know each other

Part 2: Exchanging information

Part 3: Consensus finding

The oral examination can be conducted by one licensed examiner. However, *telc – language tests* recommends two. In most cases the oral examination takes place with two candidates. In exceptional cases, e.g. when there is an odd number of candidates at an examination centre, you may be tested by yourself, in which case the examiner, or one of the examiners, will be your partner.

The examination should have the character of a conversation. For the purpose of the test, it is important for you to have an active conversation with your partner. Sit so that you are looking in his/her direction and respond to what he/she says without trying to dominate the conversation.

The oral examination will last no longer than 10 minutes. Before the examination starts, you will have 15 minutes to prepare for the test with the help of candidate's sheets giving details of the tasks you will have to complete. During this preparation time, you will not be allowed to communicate with your partner.

Preparation Phase

You have 15 minutes to prepare for the oral examination. The oral examination consists of three parts:

Part 1: Getting to know each other

You should talk about yourself. You have a list of things to talk about but you do not need to talk about all the points on this list.

The examiner will ask you one or two extra questions.

Part 2: Exchanging information

You will have several topics which you should talk about with your partner. You should try and get as much information as you can from your partner and give him/her as much information as you can. Each of you should talk about one of the topics in turn. Each of you has the right to choose a topic in turn. You should not just ask and answer in turn but ask and tell each other about the topics. The questions you ask will depend on the topics. For example, on the topic "Holidays" you can ask: Where? When? Who with? Transport? Hotel? Price? Did you like it? Etc.

Part 3: Consensus finding

You should talk to your partner about what you want to do together. You should decide on two activities. Make suggestions and give reasons for what you want to do and why you do or don't want to do something.

Part 1 Getting to know each other

Can you tell me something about yourself?

Name?

Age?

Married?/single?/children?

Home?

Job?

Languages?

Hobbies?

...?

...?

The examiner will ask you one or two more questions about yourself.

Part 2 Exchanging information

Talk to your partner about two or three of the following topics. Ask questions. Talk to each other.



Part 3 Consensus finding

You and your partner want to spend next Saturday together.

What would you like to do?

Suggest something!

Give reasons!

Agree on two activities. When do you want to do them?



go to the country



go to the zoo

go for a bike ride



go shopping



what?
why?
when?

**go running/
walking/jogging**



go to a concert



Score Sheet M10

Candidate - Candidat - Candidato - Teilnehmende/r - Katılımcı - Кандидат

A

Surname - Nom - Cognome - Apellido - Nachname - Soyadı - Фамилия

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

Part - Partie - Parte - Teil - Bölüm - Часть **1**

☐ A ☐ B ☐ C

Part - Partie - Parte - Teil - Bölüm - Часть **2**

☐ A ☐ B ☐ C ☐ D ☐ E ☐ F

Part - Partie - Parte - Teil - Bölüm - Часть **3**

☐ A ☐ B ☐ C ☐ D ☐ E ☐ F

Candidate - Candidat - Candidato - Teilnehmende/r - Katılımcı - Кандидат

B

Surname - Nom - Cognome - Apellido - Nachname - Soyadı - Фамилия

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

Part - Partie - Parte - Teil - Bölüm - Часть **1**

☐ A ☐ B ☐ C

Part - Partie - Parte - Teil - Bölüm - Часть **2**

☐ A ☐ B ☐ C ☐ D ☐ E ☐ F

Part - Partie - Parte - Teil - Bölüm - Часть **3**

☐ A ☐ B ☐ C ☐ D ☐ E ☐ F

Date - Data - Fecha - Datum - Tarih - Дата

Examiner - Examineur - Esaminatore - Examinador - Prüfende/r - Sınav Yetkilisi - Экзаменатор

M10-A2

ENGLISH A2

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

										1	1	9	2				
--	--	--	--	--	--	--	--	--	--	---	---	---	---	--	--	--	--

1 Language Elements

Part 1

1	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	1	6	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	6
2	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	2	7	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	7
3	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	3	8	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	8
4	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	4	9	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	9
5	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	5	10	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	10

Part 2

11	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	11
12	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	12
13	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	13
14	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	14

15	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	15
16	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	16
17	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	17
18	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	18

2 Listening Comprehension

Part 1

19	<input type="radio"/> +	<input type="radio"/> -	19
20	<input type="radio"/> +	<input type="radio"/> -	20
21	<input type="radio"/> +	<input type="radio"/> -	21
22	<input type="radio"/> +	<input type="radio"/> -	22
23	<input type="radio"/> +	<input type="radio"/> -	23

Part 2

24	<input type="radio"/> +	<input type="radio"/> -	24
25	<input type="radio"/> +	<input type="radio"/> -	25

Part 3

26	<input type="radio"/> +	<input type="radio"/> -	26
27	<input type="radio"/> +	<input type="radio"/> -	27
28	<input type="radio"/> +	<input type="radio"/> -	28
29	<input type="radio"/> +	<input type="radio"/> -	29
30	<input type="radio"/> +	<input type="radio"/> -	30

3 Reading Comprehension

Part 1

31	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	<input type="radio"/> g	<input type="radio"/> h	31
32	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	<input type="radio"/> g	<input type="radio"/> h	32
33	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	<input type="radio"/> g	<input type="radio"/> h	33
34	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	<input type="radio"/> g	<input type="radio"/> h	34

Part 2

35	<input type="radio"/> +	<input type="radio"/> -	35
36	<input type="radio"/> +	<input type="radio"/> -	36
37	<input type="radio"/> +	<input type="radio"/> -	37
38	<input type="radio"/> +	<input type="radio"/> -	38

Part 3

39	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	39
40	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	40
41	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	41
42	<input type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c	<input type="radio"/> d	<input type="radio"/> e	<input type="radio"/> f	42

Only for Examiner(s)!

5 Oral Examination

Part 1

<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
-------------------------	-------------------------	-------------------------

Part 2

<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

Part 3

<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

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Code No. Examiner 1

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Code No. Examiner 2 (optional)

Test Version 1192-M10-

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

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



4 Writing

For raters
only

Only for Raters!

Rater 1

1	<input type="text" value="3"/>	<input type="text" value="1.5"/>	<input type="text" value="0"/>	1
2	<input type="text" value="3"/>	<input type="text" value="1.5"/>	<input type="text" value="0"/>	2
3	<input type="text" value="3"/>	<input type="text" value="1.5"/>	<input type="text" value="0"/>	3
CD	<input type="text" value="3"/>	<input type="text" value="1.5"/>	<input type="text" value="0"/>	CD

Code No. Rater 1

telc Rating

1	<input type="text" value="3"/>	<input type="text" value="1.5"/>	<input type="text" value="0"/>	1
2	<input type="text" value="3"/>	<input type="text" value="1.5"/>	<input type="text" value="0"/>	2
3	<input type="text" value="3"/>	<input type="text" value="1.5"/>	<input type="text" value="0"/>	3
CD	<input type="text" value="3"/>	<input type="text" value="1.5"/>	<input type="text" value="0"/>	CD

Code No. telc Rater

Information for the Examiners

Procedure for Conducting the Mock Examination

Written Examination

Formalities

Hand out the test booklet and the answer sheets S30.

Make sure the candidates

- **fill in the personal information** on the answer sheets S30. This information is needed for the certificates, so it is in the candidates' interest to write clearly and legibly.
- fill in the marks in the appropriate way.

Start the written examination.

The Written Examination begins with **Test 1: Language Elements**. This test has two parts. All the instructions are in the test booklet. Fifteen minutes are allowed for this test.

Test 2: Listening Comprehension. This test has three parts. All the instructions are in the test booklet and on the audio CD. The audio CD should not be stopped during the test. All the necessary pauses are on the CD.

The length of this test (approx. 20 minutes) depends on the length of the recording.

The end of the Listening Comprehension test will be announced on the audio CD by a gong and the text: "That is the end of the Listening Comprehension. Thank you for listening."

Test 3: Reading Comprehension follows immediately after this. This test has three parts. All the instructions are in the test booklet. 30 minutes are allowed for this test.

The last part of the written examination is **Test 4: Writing**. Make sure the candidates know they should write on answer sheet S30. All the instructions are in the test booklet. Fifteen minutes are allowed for this test.

Oral Examination

Before the examination

The examination can be carried out by one examiner only. However, *telc – language tests* recommends two.

Generally the Oral Examination will be for two candidates at a time, working in pairs. If, however, this is not possible because of e.g. an uneven number of candidates, the oral examination can be conducted for a single candidate with the examiner, or one of the examiners, taking over the role of interlocutor. The learners should divide up into pairs before the oral examination starts.

Make a timetable allowing fifteen minutes for each test. As there is a preparation period of fifteen minutes before each test, the first pair of candidates will require fifteen minutes' preparation time before the first test can take place. As the two candidates must not communicate with each other during this time, a supervisor is required for the preparation room.

*Examination***Introductory phase** (approx. one minute)

The examiner welcomes the candidates and starts the examination.

(Hello) Good morning, my name is ... Welcome to the examination. This examination has three parts. We'll start with Part 1.

Part 1: Getting to know each other

The examiner introduces the first part and asks candidate A to begin.

We want to get to know each other a bit. Can you please talk about yourself? You can use this list to help you.

After the first candidate has finished with the brief introduction, the examiner asks one or two extra questions which should, if possible, relate to what the candidate has already said.

The examiner proceeds in the same way with candidate B.

What about you? Can you please talk about yourself? You can use this list to help you.

The examiner ends Part 1 and goes on to Part 2.

Thank you. That was Part 1.

Part 2: Exchanging information

The examiner introduces Part 2 and tells the candidates what to do.

Now let's go on to Part 2. You should talk to each other about some topics. Ask questions and give each other information. Each of you should choose a topic in turn.

The examiner asks candidate B to begin.

Can you please begin?

In each examination there are seven topics to choose from. It is not necessary to use all the topics. The exact number of topics discussed will depend on the language competence of the candidates. The examiner should only interrupt the conversation if there are difficulties, e.g. if one candidate has nothing or very little to say on a chosen topic. If the examination runs smoothly, the examiner should only ask the candidates in turn (generally after about one minute) to choose a new topic.

Now let's go on to another topic.

The examiner ends Part 2 and goes on to Part 3.

Part 3: Consensus finding

The examiner introduces Part 3 and tells the candidates what to do.

If the candidates reach a consensus very quickly, there are several ways of filling the time available:

- Reasons for the activities (Why?)
- Giving more information (What exactly? When exactly?)
- Rejecting activities (Why not?)

If one candidate cannot take an active part in the task, the examiner should take over the role of this candidate in the conversation.

After Part 3 the examiner thanks the candidates and tells them that the examination is over.

Thank you. That was Part 2.

Now let's go on to Part 3.

Example:

You want to spend next Saturday together. What would you like to do? Make suggestions. Give reasons. Decide on two activities. When do you want to do them?

That was Part 3. The examination is over. Thank you very much.

Marking

The examiner marks the candidates' performance according to the marking criteria (page 29) using the score sheet M10 (page 20).

Then the examiner transfers the marks for the candidates to the answer sheet S30 using a 2B soft-leaded pencil.

Marking, Points and Grades

For the *Language Elements*, *Listening Comprehension* and *Reading Comprehension* parts of the examination, check learners' answers with the help of the answer key given on page 30. Award points as follows:

Language Elements, Part 1	Items 1–10	0.5 points each
Language Elements, Part 2	Items 11–18	1 point each
Listening Comprehension, Part 1	Items 19–23	2 points each
Listening Comprehension, Part 2	Items 24–25	2 points each
Listening Comprehension, Part 3	Items 26–30	2 points each
Reading Comprehension, Part 1	Items 31–34	2 points each
Reading Comprehension, Part 2	Items 35–38	2 points each
Reading Comprehension, Part 3	Items 39–42	2 points each

For the *Writing* part, award points according to the marking criteria on page 28.

For the *Oral Examination*, award points according to the marking criteria on page 29.

In order to pass the examination, the candidate must obtain at least 60 points.

If this requirement is met, the grade is calculated according to the following table:

90–100 points	Very Good
80–89.5 points	Good
70–79.5 points	Satisfactory
60–69.5 points	Pass

The entire examination can be retaken as many times as the candidate wishes.

Marking Instructions for A2 WRITING Subtest

Three out of the six guiding points are to be covered appropriately within the given task. Marks are awarded for Task Management and Communicative Design as follows.

	Points	The task
1	3	has been fulfilled completely and the guiding point can be understood.
2	1.5	has been partly fulfilled but with errors in language and content.
3	0	has not been fulfilled or is incomprehensible.

	Points	The communicative design of the text
CD	3	is appropriate to the type of text.
	1.5	is only partly appropriate (e.g. salutation missing).
	0	is inappropriate to the type of text.

For further details and examples please see page 2.

A maximum of 12 points may be awarded (4x3=12). Raters enter the marks they have chosen for Task Management and Communicative Design in the Marking Area on page 3 of the Answer Sheet S30, together with their Code Number.

Only for Raters!

Rater 1 <table> <tr><td>1</td><td>3</td><td>1.5</td><td>0</td><td>1</td></tr> <tr><td>2</td><td>3</td><td>1.5</td><td>0</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>1.5</td><td>0</td><td>3</td></tr> <tr><td>CD</td><td>3</td><td>1.5</td><td>0</td><td>CD</td></tr> </table>		1	3	1.5	0	1	2	3	1.5	0	2	3	3	1.5	0	3	CD	3	1.5	0	CD	telc Rating <table> <tr><td>1</td><td>3</td><td>1.5</td><td>0</td><td>1</td></tr> <tr><td>2</td><td>3</td><td>1.5</td><td>0</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>1.5</td><td>0</td><td>3</td></tr> <tr><td>CD</td><td>3</td><td>1.5</td><td>0</td><td>CD</td></tr> </table>	1	3	1.5	0	1	2	3	1.5	0	2	3	3	1.5	0	3	CD	3	1.5	0	CD
1	3	1.5	0	1																																						
2	3	1.5	0	2																																						
3	3	1.5	0	3																																						
CD	3	1.5	0	CD																																						
1	3	1.5	0	1																																						
2	3	1.5	0	2																																						
3	3	1.5	0	3																																						
CD	3	1.5	0	CD																																						
Code No. Rater 1	Code No. telc Rater																																									

Spelling and grammar mistakes are only penalised if comprehension is impaired. The chief aim is the assessment of communicative language competences at level A2. Thus, the corresponding descriptors of the *Common European Framework of Reference for Languages* need to be taken into account.

Overall Written Production

Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. [CEFR, p. 61]

Overall Written Interaction

Can write short, simple formulaic notes relating to matters in areas of immediate need. [CEFR, p. 83]

Notes, Messages & Forms

Can write short, simple notes and messages relating to matters in areas of immediate need. [CEFR, p. 84]

Processing Text

Can copy out short texts in printed or clearly handwritten format. [CEFR, p. 96]

General Linguistic Range

Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. [CEFR, p. 110]

Grammatical Accuracy

Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. [CEFR, p. 114]

Orthographic Control

Can copy short sentences on everyday subjects – e.g. directions how to get somewhere.

Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. [CEFR, p. 118]

Rating Task Management

Of the six guiding points, consider those three which are most successfully covered for your rating. The CEFR A2 descriptors outline linguistic and sociolinguistic competences. If the candidate's text impairs the reader's comprehension in some way, full marks may not be awarded.

Oral Examination

The candidates are marked individually. The examiner first assesses their performance on the basis of the way the candidate handles the task, as follows:

Does the candidate make a contribution to the completion of the task?

Yes	A	The task is completed more or less adequately. The candidate shows initiative and makes a positive contribution to the completion of the task, e.g. by asking questions, or making suggestions, and does more than simply respond to the other candidate's utterances. The candidate shows an awareness of the typical phases of the scenario.
Partly	B	The task is completed more or less adequately, but the candidate does not very often show initiative, e.g. by occasionally asking questions, and responds simply to the other candidate's utterances. The candidate shows little awareness of the typical phases of the scenario.
No	C	The candidate makes hardly any contribution to the completion of the task. This is achieved almost exclusively by the other candidate.

The candidate is then assessed on the basis of the quality of the language used.

Is the quality of language adequate?

Yes	The language is generally free of errors. There are no problems understanding the candidate.
More or less	The language contains a number of errors, but there are very few problems understanding the candidate although an occasional checking question may be necessary.
Faulty	The candidate's performance contains a lot of errors so that communication is very limited.
Incomprehensible	The candidate's performance contains so many errors that communication is (almost) impossible.

Part 1

Does the candidate make a contribution to the completion of the task?

Yes	A	3
Partly	B	2
No	C	0

Part 2 and 3

Does the candidate make a contribution to the completion of the task?

Yes

Partly

No

Is the quality of language adequate?

A	Yes	12
B	More or less	9
D	Faulty	4
F	Incomprehensible	0

B	Yes	9
C	More or less	6
E	Faulty	2
F	Incomprehensible	0

0

Answer key



Language Elements

Part 1

- 1 b
- 2 b
- 3 a
- 4 c
- 5 a
- 6 b
- 7 a
- 8 b
- 9 a
- 10 c

Part 2

- 11 f
- 12 a
- 13 c
- 14 b
- 15 a
- 16 e
- 17 f
- 18 c



Reading Comprehension

Part 1

- 31 h
- 32 e
- 33 f
- 34 a

Part 2

- 35 +
- 36 +
- 37 +
- 38 -

Part 3

- 39 c
- 40 b
- 41 f
- 42 e



Listening Comprehension

Part 1

- 19 +
- 20 +
- 21 -
- 22 -
- 23 -

Part 2

- 24 -
- 25 +

Part 3

- 26 +
- 27 +
- 28 -
- 29 -
- 30 +

Transcripts of Listening Comprehension Texts

Part 1

19. I was born and grew up in the country but have lived in the centre of Birmingham for the last ten years and really love it. There is so much more to do here than in the country that I don't miss country life at all.
20. I have to drive 25 miles every day to work and then the same distance back in the evening but even so, I prefer living out in the country to the town. I could imagine living in a small or medium-size town but I think real country life is the best thing for me and my family.
21. When we are older, we will probably move nearer the town centre so that we don't have to use the car so much, but at the moment, village life is just right for us. We are still quite young and fit and mobile so driving isn't a problem. I think living in a village is a bit difficult for older people.
22. We've got a big house with a garden which we couldn't afford in the town centre. We had to move out of town to buy a house we could afford but don't regret it at all. I love gardening and the air is much better out here.
23. I don't really mind where I live as long as I have shops nearby and can get everywhere easily. It depends where your work and friends are, doesn't it? Mine are all here in the town, but it's not a very big town so the country is not far away.

Part 2

24. Hello, this is James from Intertravel speaking. We have booked your flight with British Airways to Manchester for Friday, the 6th. Unfortunately we couldn't get a seat on the 11 o'clock flight so we've booked the 12.30 flight. We can hold the reservation for 24 hours so please could you confirm with us within that time? Thank you. Bye.
25. And now for some news about British television: More than 50 Members of Parliament have asked the largest television companies in the United Kingdom to make sure that more British-made films are shown on their channels. A new report has found that over 60 % of the films shown on TV in this country have actually been produced abroad and that the majority of British films shown were more than five years old.

Part 3

26. Ladies and gentlemen, the restaurant will close soon. If you wish to have something to eat would you please come to the restaurant now. We will also bring tea, coffee and other drinks to passengers in the train. So if you only want something to drink, just wait. We'll be around in about twenty minutes. Thank you.

27. You can hear the World News from London in a quarter of an hour's time at 23 hours and after the World News you can hear Political Commentary. If you're interested in sports, Sports Call is our next programme with Ralph Deller who will tell us about today's sports. If you can still be with us in half an hour's time at 23.15 you can hear this week's Letter from America by Alistair Cooke. And now the time is ...
28. Ladies and Gentlemen! This shop will close in five minutes. We shall be closed for the August Bank Holiday on Monday but we shall be open again on Tuesday at 9 a.m. Thank you for shopping with us.
29. Well, let me see, I haven't got many more seats now. There are no seats at the back, I'm afraid, but there are still some at the front and in the middle, but only on the left. The ones in the middle are more expensive, they cost £ 3 and the ones at the front are £ 2.50.
30. I'm terribly sorry, but there must have been a mistake, I can't find a booking in your name. I'm afraid we haven't got any double rooms with bath left. I could offer you a double without a bath or two singles with shower or bath.

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

DEUTSCH

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

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

ITALIANO

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

PORTUGUÊS

B1	telc Português B1
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JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła
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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

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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Examination Preparation

MOCK EXAMINATION 1

ENGLISH A2

The characteristic features of telc examinations are examination papers based on clearly formulated language tasks and standardised and objective marking criteria. These features apply to all English examinations covered by the telc programme. The mock examination presented here enables teachers and learners to simulate the precise conditions under which the A2 English examinations take place, both from the perspective of organising the test as well as from the point of view of the test materials. In this way, it is possible to fully prepare candidates for the examination. The mock examination can also be used for practice purposes and for general information.

telc English A2 is regulated by Ofqual, the statutory regulatory authority for external qualifications in England; for more information, see **www.gov.uk/ofqual**.