



MOCK EXAMINATION 1

ENGLISH SCHOOL

Examination Preparation

B2





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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 gGmbH is a non-profit subsidiary of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V.). It is part of a long tradition of formal and 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 offers approximately 50 general and work-oriented language tests, in nine languages, all based on the levels of the *Common European Framework of Reference for Languages* (CEF). 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 CEF 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.

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 a free download 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.



Jürgen Keicher
Managing Director, telc gGmbH

CONTENTS






Test

Test Format	5
Reading Comprehension	6
Language Elements	15
Listening Comprehension	17
Written Expression	20
Oral Expression	22
Answer Sheet S30	27

Information

Marking Criteria for Written Expression	33
Marking Criteria for Oral Expression	34
Points and Grades	36
How Does the Examination Work?	38
Answer Sheet M10	41
Answer Key	42
Transcripts	43

The Structure of the Examination

	Sub Test	Aim	Type of Test	Time in minutes
Written Examination	 1 Reading Comprehension			
	Part 1	Reading for Gist	5 matching items	
	Part 2	Reading for Detail	5 multiple-choice items	
	Part 3	Selective Reading	10 matching items	
				90
	 2 Language Elements			
	Part 1		10 multiple-choice-items	
	Part 2		10 matching items	
	 3 Listening Comprehension			
	Part 1	Listening for Gist	5 matching items	
	Part 2	Listening for Detail	10 true/false items	
	Part 3	Selective Listening	5 multiple-choice items	approx. 20
	 4 Writing			
		a (semi)formal letter or email choice of two tasks		30
Oral Examination	Preparation			20
	 Part 1	Presentation	two or three candidates	
	Part 2	Discussion		
	Part 3	Task		aprox. 15

Reading Comprehension, Part 1

First read the ten headlines a–j. Then read the five texts 1–5 and decide which text goes best with each headline.

Mark your answers on the answer sheet.

- a **Absent in the present**
- b **Cat show attracts the crowds**
- c **Cat survives mad dog attack**
- d **Coffee with a difference**
- e **Furry, cute but expensive pest**
- f **It's not the size that matters**
- g **Lack of sleep causes accidents**
- h **Legal protection increasingly important**
- i **New member for endangered species list**
- j **New rules for downloading music**

1

A mountain lion versus a Jack Russell terrier: Which animal would win the match? In this case it was the tiny terrier. The incident happened on a farm in Appalachia when the dog's owner heard loud barking and ran outside to see what was wrong. He was rather astonished to see his dog at the bottom of a tree and a large mountain lion at the top of the tree. When asked about the incident, the owner stated that he imagined that since his dog chases cats up the tree all the time, he probably just thought the mountain lion was a normal cat. Fortunately, the mountain lion didn't appear to be hungry, or the incident might have ended differently.

2

Daydreaming is a common occurrence. According to a recent study, people think about things that are not related to their current activities for the better part of the day. The study shows that wandering minds are more the rule than the exception. The study is groundbreaking since participants were asked to reply to questions the moment they received a text message. This was accomplished by using smart phones, which allow for real time research to be conducted. The participants responded about their emotions, what they were currently doing and what they were thinking about at various times of the day. The results show that there seems to be a connection between happiness levels, the task at hand and the likelihood of being distracted by mind-wandering.

3

The music market is in a state of change. Whereas music used to be purchased in shops, it is now often downloaded from the internet. This occurs both legally and illegally, but the development towards increased illegal downloading is startling. It is estimated that 1.2 billion tracks were illegally downloaded last year. This development can lead to musicians, song writers or recording companies receiving no payment for their work. Experts say that new laws are desperately needed in order to allow today's young musicians the chance to establish their careers without having to fear that they will not receive the money and credit they deserve for their work.

4

Rabbits, animals often seen in Britain and the subject of many beloved children's books, are making their presence felt. Brought to the island by the Romans, this non-native species has been leaving its mark, often not in a positive way, ever since. Animals that are brought in from other places are often difficult to get rid of once they have established themselves, frequently causing a lot of damage and having a negative effect on the natural habitat and other native species. This prompts the question of whether it would be more cost effective to spend money at an early stage in an attempt to prevent the species from establishing itself. It is estimated that some species which have made themselves at home would be incredibly difficult to remove, if not impossible, and only then at great cost.

5

Animal lovers no longer need to have their own pet. They can simply go to one of the popular cafés which offer them the chance to spend time with animals- mainly cats- while enjoying their coffee, talking with friends or meeting a possible new love interest. However, those people who would like the chance to pick up a cat will be disappointed. The animals cannot be touched; they are only meant to be looked at and admired. Many photographers are often quite pleased with the trend, seeing it as a good chance to catch a pleasing subject on film. The cafés seem to attract a mixture of people; many singles during the week and couples on weekends. Some visitors say that the cats bring a homely feel to the cafés; others simply find their presence creepy.

Reading Comprehension, Part 2

Read the following text, then choose the answers to questions 6–10.

Learning Chinese in America

Alan McCormick, 16, lives near Sacramento, California, and has been learning Chinese for two years. "The lessons are interesting because our teacher explains to us what the characters mean and how they become what they are. Sometimes we also watch Chinese movies. The hardest thing is to write characters and listen to other people speak Mandarin".



The problems are compounded by the lack of staff and of appropriate teaching material. Many schools employ a native Chinese national who may or may not be qualified, and they are not paid very well.

The Association of Chinese Teachers in America has organised workshops and seminars to exchange ideas and resources. But the training and

California has had close ties to China for many years. Since many immigrants came from China originally, the Chinese language has often been passed on by family members. What is interesting is that in the last few years, kids like Alan, who have no direct ties to China, are learning Mandarin a lot earlier and in greater numbers. Currently, more than 100 schools in California are offering Mandarin classes.

certification of teachers will continue to be difficult as there is no central authority. Student numbers need to increase significantly before the various state ministries of education will get involved seriously, and students can only be attracted if good teachers exist in the first place.

Spanish has always been the second most important language in many parts of the USA, although German and French are also old favorites. That Mandarin, a much more exotic language, is able to penetrate this standing is due largely to China's increased global presence. Officially, there are more than 80,000 nationals from the People's Republic of China in America, including 27,000 students. But many more ethnic Chinese from all over the world live here too. Not surprisingly, interest in all things Chinese has grown - food, art, fengshui, acupuncture, gongfu, sports. Bruce Lee and Jacky Chan have always held an audience, but now, so do Ang Lee and Zhang Yimou. Chinese film festivals, concerts, and even Chinese disco nights draw American audiences too.

Wing has written a textbook which has become the official learning material for Chinese at upper secondary levels in some states. "I separated the learning of characters from the training of dialogues. This strategy allowed the students to start character learning a bit more systematically, which in itself enhances the possibilities of character training: more characters are remembered in shorter time. On the other hand, without the burden of needing to read and write every single character in a dialogue text, the students were able to get on to more interesting subjects of discussion much earlier than before."

But it is not easy teaching American kids Mandarin. Many lower secondary schools offer the language as an after school activity much as football or music club is offered. So students come from different classes and ages and tend not to meet one another daily. There is also little support at home, unlike Chinese or Chinese-American children who usually attend Chinese schools run by Chinese organisations, and which follow a mainland or Taiwanese curriculum. "We all found that after a little while, Chinese classes [for American kids] slowed down and language learners became demotivated by the increasing number of complicated characters. They needed for a very long time to learn simple questions and answers. Students could not express what they really wanted to express. And, after learning so much, they still could not read interesting stuff," says Lu Wing, a teacher, interpreter and textbook author.

Wing stresses that young learners need to learn in a fun, interactive way and encourages the use of theatre, songs, games, films, competitions, picture shows and presentations for parents and other students. "And, of course having the possibility to travel to China is one of the most attractive aims for learning the language." When asked about his opinion, Alan responded that he would like to go to China one day, but only for vacations. He may have heard that Chinese children have a much longer school day than kids in America and that they have a lot more tests! The future of Mandarin in Californian schools seems bright. Some schools in various states have incorporated Mandarin into the school curriculum and are offering it as a pre-university subject. Wing's earliest group of students who started as children many years ago still has regular class reunions. Many are now studying the Chinese language at an advanced level or subjects like Asian Business Management at universities. "It is always a pleasure to be invited to their meetings; seeing their progress and success is the most wonderful gift for me as their teacher," says Wing.

Now decide which is the correct answer (a, b or c) to the items 6–10 and mark your answers on the answer sheet.

6 American students like Alan McCormick

- a** are becoming more interested in attending Mandarin classes.
- b** think it's easy to learn to write Chinese characters.
- c** will work as translators when they leave school.

7 The large number of Chinese people in America

- a** are causing Mandarin to become the most taught foreign language in school.
- b** are creating more interest in the Chinese culture as a whole.
- c** are more interested in learning German or French.

8 American kids learning Mandarin

- a** are often not able to get beyond the beginner level.
- b** get a lot encouragement from their parents.
- c** need to learn according to the curriculum of schools in China or Taiwan.

9 Mandarin teachers in America are

- a** certified by the Ministry of Education in the state where they live.
- b** challenged by the lack of suitable textbooks and resources.
- c** generally trained teachers who came from China.

10 Lu Wing says that

- a** her former students did not enjoy using games to learn.
- b** it is best to learn to speak Chinese independently of reading and writing the characters.
- c** it is important to teach Chinese like it is taught in China.

Reading Comprehension, Part 3

First read the ten situations 11–20 and then read the twelve texts a–l. Decide which text goes best with each which situation. Each text can be used only once. Mark your answers for 11–20 on the answer sheet.

*In some cases there may be no suitable text. Then mark **x**.*

- 11** A 17-year-old friend of yours likes the theatre but cannot afford normally priced tickets.
- 12** You need catering for your birthday tea next week.
- 13** You would like to organise a night out for your best friend, who is a keen drummer.
- 14** You are moving to London and need to keep an eye on your budget.
- 15** You have too many clothes, most of which you have outgrown.
- 16** You would like a nostalgic present for your parents, who have always lived in the same house.
- 17** You and your friends would like some expert advice about starting a band.
- 18** You have just moved into a new apartment and need a power drill to make holes in the wall for a bookshelf.
- 19** You would like to spend a year abroad after high school graduation and are not sure what to do.
- 20** You are tired of conventional classes and want to work on your language skills in a creative way.

a

Drum Weekend Workshops

Would you like a chance to practice with experts? Are you interested in tips for new bands? Do you have special legal concerns that you would like to learn more about? Then we have something for you! Makes a great gift for any musician interested in learning more about rock, blues, country or other bands and what is needed to be successful.

Phone 046319 9472
or check
www.music4all.uk

b

Tromp

The Highlights Theatre, West Street, London WC2B

A wonderful theatrical experience celebrating the universal language of rhythm, theatre, comedy and dance. Eight performers use everything from cigarette lighters, plastic bags, bin lids and even the kitchen sink to hammer out an explosive, feel-good feast of rhythm, sights and sounds.

More details at www.highlights.uk

c

Party made easy

Whether it's an anniversary party or a private party, organising food for your guests can be stressful. So why not take advantage of the Party Platters service to order freshly prepared food for your event? There are 14 varieties to choose from; ranging from antipasti to cream cakes – all delicious and priced from just £10. Simply place your order five days in advance and it will be ready to collect at your convenience. Pick up a leaflet at the deli counter in-store or visit our website for more details.

d

Intern Tracy Franzen says, "as a student, my friends and I are always trying to save money, and www.saveandkeep.uk is invaluable for finding cheap places to live, basic necessities, used appliances, as well as offers, discounts and restaurant vouchers valid all over the UK. It means I can spend less but enjoy life more!"

e

Everybody needs good neighbours

If you think the days of stopping in and asking a next door neighbour to borrow a cup of sugar are over, think again. Free website www.sharewithall.uk is all about good old-fashioned sharing – anything from an hour's babysitting to books and tools – with members of your local community. Register online to advertise what you want to lend or borrow. No money is exchanged, just a lovely, warm fuzzy feeling!

f

Be a Virtual Time Traveller

Ever wondered what your street looked like 100 years ago? Take a step back in time with www.historicalstreet.com. It's an online archive where you can view and upload photos and stories from the past. Find your location on the map and drag a marker along a timeline to see photos from the past. They can be shown on top of the present-day view, so you'll see how things have changed. There's also a link to a firm offering suitable frames to give your picture the finishing touch.

g A Night Less Ordinary

For the past year the Arts Council has been backing a scheme to give free or cheap entertainment and theatre tickets to those under the age of 26. More than two hundred venues have been taking part in 'A Night Less Ordinary', including the Donmar Warehouse and the National Theatre, and all you have to do is ring up the individual theatre and mention the scheme. There are only a certain number of seats for each production, so it's best to get in there early and not be too fussy about what you see.

h Switching

This is the modern method of swapping clothes with just the click of the mouse. Through the Switching website you can upload pictures of the unwanted garments at the back of your wardrobe, and then send them to the company in order to earn Virtual Money Credits. You then use these to buy things that other people have posted. Alternatively, you can attend one of the Switching Parties, where clothes can be traded in person. If you can't find one near you, you can organise your own. Try out: www.clotheswitching.co.uk

i Learning English as a Second Language

The TESL centre at the Holly Institute is one of the leading English language centres in Canada, offering a variety of ESL and teacher training programs. The Institute offers language, culture and group and corporate programs for non-native speakers of English. Our courses include high-quality Intensive English Programs (IEP) for both academic and personal and professional purposes.

For more information on the Institute and the TESL Centre,
email: jricks@holly.institute.ca.

j Travel Abroad

We offer customized and high quality insurance solutions for language travel, high school, work & travel, work & study, au-pair, bilateral exchange, camp counselling, career training, gap year, internships, teaching abroad, volunteers, work and work exchanges.

Please contact our Director of International Sales
Mr William Fink, www.travelandstudy-ins.de.

k Be Expressive – “It's not only in English that students can learn to express themselves!”

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l Welcome to Second Skin Tattoo Parlour

Second Skin Tattoo Parlour is a custom-built tattoo and piercing studio located in Plymouth. Clients include many local musicians and artists. Tattoos and piercings are carried out by professionals in an ultra-clean environment. There are thousands of designs to choose from, including tattoos seen on the members of famous bands. Customers' own designs are also welcome. All needles, ink and ink caps are single use, ensuring 100% hygiene. Gift vouchers are available for both tattoos and piercings.

Language Elements, Part 1

Read the following letter and decide which word or phrase a, b or c is missing in items 21–30.
Mark your answers on the answer sheet.

Dear Ms Smith,

As my student advisor, you know that I am currently on a one year exchange program in the United States. Everyone here _____ **21** _____ about something called “Prom”, which I’ve heard is a dance where everyone dresses very formally and spends a lot of money. I hope that you _____ **22** _____ be able to answer my questions.

It seems that many people rent a limousine for the event and go out to eat at a fancy restaurant, _____ **23** _____ means that the clothes people wear are really important, too. I am not sure how dressed-up everyone needs to be. Should I plan _____ **24** _____ renting an evening gown?

I suppose people usually bring a date to this event as well. But who pays for what? Apart _____ **25** _____ my outfit, do I need to pay for other things, too? _____ **26** _____ florist shops are advertising special prices for corsages and boutonnieres, for example. Is everybody expected to wear a flower of _____ **27** _____ sort?

Since all of my friends are foreign exchange students too, _____ **28** _____ of us really know what it will be like, _____ **29** _____ for what we have seen on television.

I really hope that you can help me, because everyone here is _____ **30** _____ focused on fundraising, booking restaurants and limousines, deciding who to invite, etc. that I feel a little silly asking so many questions.

Kind regards,

Olga Havel

21 a has talked
b is talking
c talks

22 a should
b will
c would

23 a that
b what
c which

24 a for
b on
c to

25 a for
b from
c to

26 a Few
b Many
c Several of

27 a one
b some
c the

28 a nobody
b none
c no one

29 a accept
b apart
c except

30 a as
b so
c such

Language Elements, Part 2

Read the following text and decide which of the words or phrases a–o is missing in items 31–40. Mark your answers on the answer sheet.

Are only children happier than children with siblings?

People have admitted that the order in which they are born has impacted them greatly. It has been said that first-born children tend to be more responsible, middle children are often **31** and youngest children shirk responsibility. There is always the issue of jostling for rank within a family, whether it is for attention from parents, academic excellence, sports or music **32**. So perhaps the **33** is for parents to avoid these problems completely and only have one child.

Many children without any siblings feel that they have the best family arrangement; no being pushed around from siblings, no **34** for attention, no sharing of material possessions. Up until now, a **35** held belief has been that only children are lonely, have trouble interacting with others, and are selfish. Or are these feelings only an expression of **36** conveyed by children without siblings? A group of researchers **37** decided to take a closer look at the birth order of children today's society. Questions included the number of children in the household, the feelings of parents and children associated with this, and the reasons the parents decided to have a certain number of children. The results were rather **38**.

A large percentage of only children expressed happiness about their **39** of siblings.

Experts also discovered that many only children do not feel lonely at all, although they are sometimes **40** by others to be so.

a ASTONISHING

b AVOID

c COMPETING

d CONTRADICTS

e EMERGED

f ENVY

g LACK

h OUTPERFORMING

i OVERLOOKED

j PERCEIVED

k POSSESSIONS

l PROFICIENCY

m RECENTLY

n SOLUTION

o WIDELY

Listening Comprehension, Part 1

You will hear a news programme. First you will have half a minute to read the items. Then you will hear the news. You will hear the news **only once**.

Decide if the statement for each of the items is **true (+)** or **not true (-)** and mark your answers on the answer sheet.

Now you will have half a minute to read the items.

- 41 Young people have been given the opportunity to read to famous authors.
- 42 Skepticism about a new degree is putting an educational institute under pressure.
- 43 There has recently been a student campaign in India to save tigers.
- 44 A book soon to be released is attracting considerable public attention.
- 45 A top celebrity is planning to give more priority to family life.

Listening Comprehension, Part 2

You will hear a radio interview. First you will have one minute to read the introduction and the items. Then you will hear the interview. You will hear the interview **only once**.

Decide if the statement for each of the items is **true (+)** or **not true (–)** and mark your answers on the answer sheet.

Now you will have one minute to read the items.

- 46 The boys belong to a house and to a chalet.
- 47 To be a Chalet Mother you need to be a qualified nanny.
- 48 The Chalet Parents look after a group of boys for one year only.
- 49 Most boys are at boarding school because their parents are working abroad.
- 50 There are special regulations for the boys' first days as boarders.
- 51 First year pupils can go home more often than older boys in higher years.
- 52 Behaviour problems in the chalets are solved by restricting activities.
- 53 The boys eat breakfast in the Chalet before going to school.
- 54 The boys sometimes do their homework in the Chalet.
- 55 During term time, the Chalet Parents are responsible for the boys six nights a week.

Listening Comprehension, Part 3

You will hear five short texts. You will hear the texts **only once**.

Then you will have time to answer the question for each text.

Decide if the statement for each of the items is **true (+)** or **not true (–)** and mark your answers on the answer sheet.

56 Passengers flying to Singapore will need to wait because of the weather conditions.

57 Students may not wear watches during the exam.

58 Linda wants some advice for Saturday evening.

59 Fans can talk to Kristin Caulfield at the event on Wednesday evening.

60 Everyone can leave their sport shoes at home this week.

Writing

Situation: You are interested in studying in California, USA. You see the following notice in a student magazine:

Cash for College



Whether you're planning to go to college or get career training, there's money available to help you pay for it. Find out more about different financial aid programs (scholarships, grants, loans, work-study, etc.), their requirements and how to apply for them. Higher education

is a smart investment and can open doors to a variety of career paths. We're here to help you build a brighter future.

To find out which financial aid program is right for you, please contact

**Robert Fulton, California Student Aid Commission,
1405 International Drive, Long Beach, CA 90802**

You want more information about financial aid programs for which you might be eligible. Write a letter to the commission.

Make sure that your letter covers either

a) at least three of the following points

or

b) at least two of the following points plus one other aspect related to the topic.

- Why you are interested in applying for financial aid
- Why you want to study in California
- Your academic qualifications and/or work experience so far
- Your long-term academic plans

Before starting the letter, decide on the order in which you think the points should be included as well as on an appropriate introduction and close. Include your address and the address of the recipient, also the reference line, date, salutation and closing formula.

Please write at least 150 words.



Writing

Situation: You are looking for holiday ideas and read the following advert on the internet:

Discover Europe by train!

The EurozoneRail Global Train pass

1. The best choice for a flexible and budget-friendly European holiday.
2. Unlimited train travel within and between 30 European countries.
3. Choose 1st or 2nd class.
4. Choose the validity – 15 days / 22 days / 1 month

Please note:

The EurozoneRail Global Pass can only be used by European residents.

The EurozoneRail Global Pass is **not** valid in your own country of residence.

You may get a discount on train tickets up to the border.

Some special trains need a seat reservation.

Train schedules and maps available for your planning.

EurozoneRail Global Train Headquarters
63 Abchurch Lane
London
NW1 6RL

www.eurozonerail.com

You thought that travelling by train through Europe sounded very interesting and bought a train pass. However, you had some problems while on your trip. Write an email to the company describing the problems. Your email should include:

a) at least three of the following points

or

b) at least two of the following points plus one other aspect related to the topic.

- Where you went travelling and why
- Which problems you had when switching trains
- Why the ticket wasn't accepted everywhere you went
- Why getting train schedules was difficult

Write the email using a suitable greeting and a suitable closing formula. Before starting the email, decide on the order in which you think the points should be included as well on an appropriate introduction and close.

Please write at least 150 words.

Oral Examination

How is the oral examination implemented?

Initially, the candidates prepare themselves individually for the oral examination during the preparation phase (20 minutes). Each candidate receives a sheet of instructions for each part of the examination. The oral examination itself (15 minutes) is always evaluated by two licensed telc examiners.

What is expected from the candidates?

The candidates are expected to converse with each other and respond to the arguments of their partners in such a way that a lively and authentic conversation develops. Inquiries and mutual assistance in the conversation are viewed positively. Although the handwritten notes which were made during the preparation time may be used in the exam conversation, reading directly from these notes is not permitted.

How are the different parts of the examination structured?

Introduction, Social Contacts

During this part of the examination, the candidates should introduce themselves if they do not know each other. If they know each other, then they should talk naturally. This part of the examination will not be marked.

Part 1, Presentation

In this part of the exam, the candidates should give a short presentation to their partner on one of the topics listed on the task sheet. After each presentation, the other candidate should ask questions about the presentation.

Part 2, Discussion

Candidates have the same task sheet with a text to discuss with their partner. They should include their own opinions and ideas about the topic and include personal examples, possible problems and possible solutions.

Part 3, Task

The candidates receive the same instruction sheet. Their task is to plan something together. They should express ideas, make proposals and react to the proposals of their partner. They should clarify what is to be done, who should take over which job, which problems could occur and discuss possible solutions. They do not need to reach a consensus.

Candidates A /B /(C)***Oral Examination, Social Contacts***

Introduce yourself to your partner if you do not already know each other. You can talk about, for example, why you are learning English, what your hobbies and leisure interests are, or how you prepared for this examination.

This part of the examination will not be marked.

Candidates A/B/(C)**Part 1, Presentation**

You are expected to give a short presentation to your partner(s) on one of the following topics. (The prompts in brackets may help you.) Your presentation should take about 90 seconds and you should answer your partner's questions afterwards.

While your partner is giving his/her presentation, listen and think of the questions you would like to ask.

You should not interrupt your partner during his/her presentation.

- ***A school activity or project (topic, participation, opinion, etc.)***
- ***A sport you participate in (why you like it, etc.)***
- ***Someone who is important to you (relationship, common interests, etc.)***
- ***A trip you have taken (where, with whom, attractions, etc.)***
- ***Advantages and disadvantages of your city***

Candidates A/B/(C)**Part 2, Discussion**

Read the following text from a magazine. Discuss the content of the text with your partner. Tell her/him your opinions; give reasons and personal examples to support your ideas. Talk about your own experience with the problems mentioned and possible solutions.

Learning Languages Online

There are many advantages in learning languages online compared to traditional language courses in classrooms and learning with home-study books. Online language learning courses often cost less than other methods since you may not have to spend as much or perhaps nothing at all on class fees or transportation.

Language websites are available all the time which gives you the opportunity to learn on your own schedule and at your own pace; you'll even have the chance to repeat lessons if you think you need to and you want to.

There are several ways to learn languages online and the effectiveness of each method relies on how motivated you are to learn your target language. The following are just a few of the many online methods you could choose from:

- Distance learning through a university. There are some universities which offer online foreign language classes and instruction.
- Online messaging. Online messaging or chatting is one of the most interesting ways to learn languages on the internet. Chat rooms are excellent venues for language exchange and a lot of native speakers are willing to help you.
- Online language articles. The internet is a treasure box of thousands, if not millions, of articles on various topics in different languages which you can read for free.
- Improve listening and speaking skills through pod casts. There are many good courses on pod casts which are available for download or listening online. Pod casts can help you learn one step at a time. Then you can proceed to the next lesson once you have completed the initial ones successfully.





Candidates A/B/(C)

Part 3, Task

Your town would like to create an outdoor recreation trail and you've been asked to contribute ideas. The trail could be used for bicycling, running, rollerblading or other activities as you see fit.

Which possible issues or problems may arise and who will you need to talk to?

Discuss what needs to be done and work out an action plan with your partner.

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия			
Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя			
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<input type="checkbox"/> männlich · male · masculino · masculin · maschile · erkek · мужской			
<input type="checkbox"/> 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 · Sinav merkezi · Экзаменационное учреждение			
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Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sinav tarihi · Дата экзамена			
Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sinav sürümü · Тестовая версия			

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

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S
















Q

















































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

6		6
7		7
8		8
9		9
10		10

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

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











































21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21
	a	b	c	
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22
	a	b	c	
23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23
	a	b	c	
24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24
	a	b	c	
25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25
	a	b	c	
26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26
	a	b	c	
27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27
	a	b	c	
28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28
	a	b	c	
29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29
	a	b	c	
30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30
	a	b	c	

31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31	
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
32	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
33	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
34	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
36	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
37	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
39	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
40	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	

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|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|
| 41 |  |  | 46 |  |  | 51 |  |  | 56 |  |  |
| 42 |  |  | 47 |  |  | 52 |  |  | 57 |  |  |
| 43 |  |  | 48 |  |  | 53 |  |  | 58 |  |  |
| 44 |  |  | 49 |  |  | 54 |  |  | 59 |  |  |
| 45 |  |  | 50 |  |  | 55 |  |  | 60 |  |  |

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

Test Version



Examiner 1

- Code no. Examiner 1

Examiner 2

- Code no. Examiner 2

Agreed Marks







- 1** ☐ A ☐ B ☐ C ☐ D
- 2** ☐ A ☐ B ☐ C ☐ D
- 3** ☐ A ☐ B ☐ C ☐ D
- 4** ☐ A ☐ B ☐ C ☐ D

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






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Rater 1






I

	A	B	C	D	
					Wrong topic?
					 yes
					 no

II

	A	B	C	D	
					

III

	A	B	C	D	
					

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Code no. Rater 1

Rater 2

I

	A	B	C	D	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Wrong topic?
					<input type="radio"/> yes <input type="radio"/> no

II

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

III

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

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Code no. Rater 2

telc Rating

I

	A	B	C	D	Wrong topic?
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> yes <input type="radio"/> no

II

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

III

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

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Code no. telc Rater

Marking Criteria for Written Expression

Criterion 1: Content

Assessment is made on the basis of

1. the appropriate choice of type of text and the register.
2. the inclusion of at least two of the guiding points and other aspects.

According to the criterion, the content is

	Points
A appropriate in all respects.	5
B appropriate in most respects.	3
C mostly inappropriate.	1
D completely inappropriate.	0

Criterion 2: Communicative Design

Assessment is based on

1. the way the text has been organised.
2. the links between the sentences and between the parts of the text.
3. the range and variety of language used.
4. the appropriacy of the register.

The communicative design of the letter is

	Points
A appropriate in all respects.	5
B appropriate in most respects.	3
C mostly inappropriate.	1
D completely inappropriate.	0

Criterion 3: Language

Assessment is based on syntax, morphology and spelling.

The letter contains

	Points
A no errors or only one or two errors without affecting the communicative aim of the letter.	5
B a few errors without impairing the reader's understanding of the letter at one reading.	3
C errors that make it necessary to read the letter a number of times thus noticeably impairing the reader's understanding of the communicative aim of the letter.	1
D so many errors that the communicative aim of the letter is not fulfilled.	0

How does the assessment occur?

Every letter is assessed by two licenced telc raters. The second assessment is used to confirm the first assessment. When the two assessments differ, then the second one determines the final mark. The quality of these assessments is verified by random checks carried out by employees at the telc headquarters. The raters can award a maximum of 15 points (assessment "A A A"). If Criterion I and/or Criterion III are marked "D", then the whole letter receives zero points. In this case, the examiners must mark "D D D" on the Answer Sheet (S30). In other words, the awarded points for all criteria are then zero.

Calculation of the score

The candidate's score for the subtest "Written Expression" is the sum of the points awarded for the three criteria. During the scoring process in the telc headquarters, the score is multiplied by three, which means that a candidate can achieve a maximum of 45 points in the subtest. This corresponds to 15% of the highest possible total of 300 points.

Marking Criteria for Oral Expression

The marking of the oral examination is carried out individually during the examination by each of the two examiners. After the candidates have left the room, the examiners reach a consensus on the marks to be awarded for each candidate.

The candidates' performance is assessed according to the following four criteria:

- Criterion 1: Expression
- Criterion 2: Task Management
- Criterion 3: Language
- Criterion 4: Pronunciation and Intonation

Criterion 1: Expression

Assessment is based on

1. the extent to which the language used (vocabulary and functional exponents) is appropriate to the content of the task and the role relationship between the candidates.
2. the range and variety of language used.
3. the realisation of the speech intentions.

Expression is

		Points
A	appropriate in all respects.	7
B	appropriate in most respects.	5
C	mostly inappropriate.	3
D	completely inappropriate.	0

Criterion 2: Task Management

Assessment is based on

1. the degree of active participation in the discourse.
2. the use of strategies (discourse strategies and, where necessary, compensation strategies).
3. fluency.

Task Management is

	Points
A appropriate in all respects.	7
B appropriate in most respects.	5
C mostly inappropriate.	3
D completely inappropriate.	0

Criterion 3: Language

Assessment is based on syntax and morphology.

The candidate makes

	Points
A no or very few errors.	7
B a number of errors without impairing the communicative aim.	5
C errors that considerably impair the communicative aim.	3
D so many errors that communication is (almost) impossible.	0

Criterion 4: Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

There are

	Points
A no significant divergences from standard pronunciation and intonation.	4
B divergences from standard pronunciation and intonation but not adversely affecting communication.	2
C considerable divergences from standard pronunciation and intonation that impair communication and require extra concentration on the part of the listener.	1
D significant divergences from standard pronunciation and intonation that impair communication to a considerable degree and prevent comprehension at times.	0

How does the assessment occur?

During the exam conversation, the examiners independently evaluate the linguistic achievement of the candidate. After the candidates have left the room, the examiners compare their results and reach a consensus.

Calculation of the score

The candidates can receive a total of 25 points in each part of the oral examination. During the entire oral examination, a maximum total of 75 points can be awarded. This corresponds to 25% of the highest possible total of 300 points.

Points and Grades

	Subtest	Task	Points	Maximum Number of Points	Weighting
Written Examination	Reading Comprehension				
	Part 1	1–5	25	75	25 %
	Part 2	6–10	25		
	Part 3	11–20	25		
	Language Elements				
	Part 1	21–30	15	30	10 %
	Part 2	31–40	15		
	Listening Comprehension				
	Part 1	41–45	25	75	25 %
	Part 2	46–55	25		
	Part 3	56–60	25		
	Written Expression				
	Writing	Content	15	45	15 %
		Communicative Design	15		
Language		15			
Sub-Total of the Written Examination				225	75 %

Oral Examination	Oral Examination				
	Part 1	Presentation	25	75	25 %
	Part 2	Discussion	25		
	Part 3	Task	25		
	Sub-Total of the Oral Examination				75

	Sub-Total of the Written Examination			225	75 %
	Sub-Total of the Oral Examination			75	25 %
	Total Points			300	100 %

Who can receive a certificate?

The candidate needs 180 points to pass the examination. Additionally, the candidate must achieve at least 60% of the highest possible number of points for both the written examination and the oral examination. This corresponds to a total of 135 points in the written examination and 45 points in the oral examination.

If 60% is achieved in the written examination (135 points) and the oral examination (45 points), then the points are added together to determine the final score. The grade is then calculated according to the following table:

270–300.0 Points	Very Good
240–269.5 Points	Good
210–239.5 Points	Satisfactory
180–209.5 Points	Pass

If, in the real examination, the candidate does not attempt one of the two parts (written or oral), they can retake that part of the examination during the calendar year in which they took the examination or the following calendar year. The entire examination can be retaken as many times as the candidate wishes, e.g. in order to gain a better grade.

How Does the 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 two and three. The examiners mark their results for the oral examination on page four.

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.

6	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	a	b	c
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	a	b	c
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	a	b	c

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 a telc certificate. Additionally, the data which has been saved for the scoring purposes is used to check and improve upon the quality of the examinations.

telc Raters and Examiners

All examiners who evaluate the candidates' oral performances possess a telc examiner licence. They have received this licence by successfully participating in a telc training course. The requirements for becoming an examiner are: experience in teaching English, knowledge of the CEF levels and an understanding of the communicative approach. telc licences are not valid indefinitely, rather they must be renewed at regular intervals. The examiner is required to attend another training course in order to renew their licence. All raters who evaluate the candidates' written expression have solid experience with telc tests. They have been trained in the test format at telc headquarters, continue to attend scaling events to ensure that their rating standards remain consistent and, each rater must also possess a valid telc rater licence, which must be renewed at regular intervals.

Written Examination

The written examination lasts 140 minutes and consists of the subtests “Reading Comprehension”, “Language Elements”, “Listening Comprehension” and “Writing”. Before starting the examination, the candidates should fill in the information section on the Answer Sheet S30. In order to prevent misunderstandings, the invigilator writes the name of the examination centre, the date and the six-digit test version number on the board. The invigilator also needs to inform the candidates that dictionaries, mobile phones or other electronic devices are not allowed (Instructions §§ 15 and 16).

After the candidates have filled in the Answer Sheet S30, the invigilator should hand out the test booklets. Once this has been completed, the candidates have 90 minutes for the subtests “Reading Comprehension” and “Language Elements”. The starting and ending times should be written on the board and should be visible for all of the candidates.

The “Listening” subtest begins by playing the audio CD. At the end of the “Listening” subtest, the candidates should separate page two from the Answer Sheet S30 and hand it in to the invigilator. The candidates should then continue with the “Written Expression” subtest. After 30 minutes, the invigilator collects page three of the Answer Sheet S30. The written examination is then finished.

Oral Examination

How long does the oral examination take?

Examinations carried out with two candidates take approximately 20 minutes, about 15 of which are needed for the exam conversation itself. The remaining five minutes are used by the examiners for assessment purposes. Individual examinations are significantly shorter. The very first part, Social Contacts, is not marked and is meant as a warm-up only. The time allowed for examining is divided into three parts: Part 1 (Presentation), which should take about four minutes, Part 2 (Discussion) and Part 3 (Task), each of which should take about five minutes.

Preparing for the examination

All candidates have the opportunity to prepare individually for the three tasks of the oral examination by using the task sheets. There must be an invigilator in the preparation room in order to ensure that the candidates do not speak to each other and that they do not use any electronic devices such as mobile phones. (Instructions §§15 and 16). However, dictionaries are allowed during the preparation phase.

The candidates are allowed to take notes during this time, which they are allowed to use during the oral examination. Therefore, the examination center should provide stamped paper in the preparation room. The candidates are not allowed to make marks on the task sheets.

What do the examiners do?

The examiners make sure all time restrictions are adhered to. They provide a transition from one section to another and ensure that the candidates are each given adequate time to speak. The examiners are asked to keep the amount of speaking that they do to a minimum. They should only intervene when the conversation falters, comes to a halt or is dominated by one person. In the first scenario, they should attempt to revive the conversation by using a short utterance or question to restimulate the conversation. In the second scenario, they are asked to speak directly to the less active participant in order to reintegrate them in the conversation.

It is theoretically possible that both examiners intervene in order to revive a faltering conversation. However, it is recommended that one examiner takes the role of the interlocutor and the other the role of the assessor. These roles should be continued throughout the exam conversation.

If a candidate is being tested individually, one of the examiners should take the role of the conversational partner.


The examiners record their marks on the Score Sheet M10 during the examination. Each examiner evaluates the candidates' performances individually. Each test part is to be assessed using the four evaluation criteria for oral expression, which means that each examiner needs to make twelve assessments per candidate. After the candidates have left the room, the examiners compare their assessments. This exchange helps the examiners to re-evaluate their observations and to reach a consensus. Then the results are entered onto page four of the Answer Sheet S30.

Additional details about the oral examination

In all three parts of the oral examination, the candidates should strive for a natural conversation. The examiners have more of a moderating role and less of a guiding role. The desired course of the conversation should be supported by the correct seating plan. The candidates should be able to see one another clearly in order to avoid the impulse to continuously look at the examiners.

If the examiners are forced to intervene, they should be careful how they do this. For example, open questions such as "What do you mean?" or "Could you explain?" or restating aspects that the candidates have already mentioned during the conversation are very useful strategies to accomplish this. The additional topics which have been mentioned by the candidates in Part 1 (Social Contacts), can be brought up again if the conversation comes to a halt or if the utterances seem to have been memorized in advance.

The candidates are allowed to use notes that they have created in the preparation time, however, they should not read them directly from the paper. If this occurs, it is the responsibility of the examiner to point out to the candidates that the tasks are intended to encourage free speaking.

		A Teilnehmende/r • Candidate Candidato • Katılımcı Candidato • Candidat Кандидат			B Teilnehmende/r • Candidate Candidato • Katılımcı Candidato • Candidat Кандидат		
		Nachname • Surname • Apellido • Nom Cognome • Soyadı • Фамилия			Nachname • Surname • Apellido • Nom Cognome • Soyadı • Фамилия		
		Vorname • First name • Nombre • Prénom Nome • Adı • Имя			Vorname • First name • Nombre • Prénom Nome • Adı • Имя		
		TEIL • PART • PARTE • PARTIE PARTE • BÖLÜM • ЧАСТЬ			TEIL • PART • PARTE • PARTIE PARTE • BÖLÜM • ЧАСТЬ		
		1	2	3	1	2	3
1 Ausdrucksfähigkeit Expression Expresión Capacité d'expression Capacità espressiva Anlatım Выразительность		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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2 Aufgabenbewältigung Task Management Cumplimiento tarea Réalisation de la tâche Padronanza del compito Görevi yerine getirme Умение справляться с задачами		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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3 Formale Richtigkeit Language Corrección lingüística Correction linguistique Correttezza formale Biçimsel doğruluk Формальная правильность		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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4 Aussprache / Intonation Pronunciation / Intonation Pronunciación / Entonación Prononciation / Intonation Pronuncia / Intonazione Söyleyiş / Tonlama Произношение и интонация		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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		Datum • Date • Fecha • Date • Data • Tarih • Дата			Prüfende/r • Examiner • Examinador • Examineur • Esaminatore • Sinav yetkilisi • Экзаменатор		
		Prüfungszentrum • Examination centre • Centro examinador • Centre d'examen • Centro d'esame • Sinav merkezi • Экзаменационное учреждение					

Answer Key



Reading Comprehension

Item 1	f
Item 2	a
Item 3	h
Item 4	e
Item 5	d
Item 6	a
Item 7	b
Item 8	a
Item 9	b
Item 10	b
Item 11	g
Item 12	c
Item 13	b
Item 14	d
Item 15	h
Item 16	f
Item 17	a
Item 18	e
Item 19	x
Item 20	k



Language Elements

Item 21	b
Item 22	b
Item 23	c
Item 24	b
Item 25	b
Item 26	b
Item 27	b
Item 28	b
Item 29	c
Item 30	b
Item 31	i
Item 32	l
Item 33	n
Item 34	c
Item 35	o
Item 36	f
Item 37	m
Item 38	a
Item 39	g
Item 40	j



Listening Comprehension

Item 41	–
Item 42	–
Item 43	+
Item 44	+
Item 45	+
Item 46	+
Item 47	–
Item 48	+
Item 49	–
Item 50	+
Item 51	+
Item 52	+
Item 53	–
Item 54	–
Item 55	–
Item 56	+
Item 57	–
Item 58	–
Item 59	+
Item 60	+

Transcripts of the Listening Comprehension Texts

Listening Comprehension, Part 1

This is Radio 4 with "Titbits of the Week", brought to you from London and presented by David Smith and Lilith Jones.

A special literary event for children from low-income backgrounds who are interested in becoming future writers was held in the Camden Arts Centre last night. Jump-Up, an organisation which brings together caring adults and college students with these children sponsored the event, in the hope of encouraging the youngsters to take an interest in writing. Several famous authors including June Pritt, Alfred Bano and Thomas Grieshammer, were present to answer questions and offer encouraging words by talking about their own careers. The hope is that the event and the efforts of Jump-Up will impact children with fewer opportunities and get them to write stories themselves. Young authors under the age of 18 interested in attending a free creative-writing workshop next month should contact Jump-Up for details. (41)

An American institute will be the first to offer a degree in vampire studies. The new degree was developed due to the increased interest in the creatures, and has been received with mixed reviews by the students. Some students think that the degree is a reflection of increased interest in the topic, while others find it completely useless to study the topic as the main area of study. However, registrations for the degree have already been received. Other institutions are also following suit, offering new degrees in mythical creatures and combating dark forces, for example. (42)

More than two thousand young people rallied for the cause of animal protection on the Calcutta University campus on Thursday. Some of the demonstrators were dressed up in tiger costumes and attracted a lot of attention from the public. Demonstrators shouted slogans and carried placards, banners and Indian flags while rallying on the city streets. Organisers say getting the message out through students is the fastest way to create awareness among the public. The students urged the Indian government to provide safety measures to save tigers from poachers and to stop deforestation. Students also plan to create a fund that will be used for the protection of tigers in various forests in India. (43)

A 10-year-old South African boy is on his way to becoming the youngest person to climb Mount Kilimanjaro, the world's highest freestanding mountain. John Kowitz, an avid climber, would like to have the climbing regulations changed in order to allow qualified youngsters the chance to climb the 19,000-foot peak. According to international guidelines, climbers must be over the age of 13, but John Kowitz's father, Cian, is trying to get permission for his son to make the attempt in the spring, when he will be 10. Due to the boy's considerable experience, Cian feels he has a pretty good chance of success.

A sequel to the popular book "The Arising" is set to be released in shops this weekend. Numerous bookshops report that they have had an increased number of phone calls, some shops even reporting teens camping outside their doors in order to be the first to purchase the book. Despite critical

reviews, shops are predicting massive sales of the book in the upcoming days and have ordered so many copies that the publishing company is struggling to keep up with demand. Marsha Hills, the manager of a major London bookseller, commented that they hadn't expected the response and that she fears that they will be sold out shortly after the book is available. (44)

News has just come in that the UK's favourite showbiz couple, Neil and Kate Hewitt, are expecting their second child in November. The couple, who live with their two-year-old son Isaac in North London, are said to be thrilled about the news. Although no formal statement has been released, our sources say that Kate is hoping that the new addition to the famous family will be a girl. She is thought to be planning to cut down her busy performance schedule for the arrival of Baby Hewitt number two later this year. (45)

Tune in to us at the same time next week for some more Titbits from around the world.

Listening Comprehension, Part 2

Interviewer: Have you ever read a story about a boarding school? Today we're going to find out what it's really like to be a boarder. Let me welcome Sally Strong who is a House Mother at a boarding school for boys aged 8 – 13. So Sally, what exactly is a House Mother?

Sally: Actually, at this school we're called Chalet Parents. The boys are divided into houses, as is the case with most boarding schools and you can see which house they are in according to the colour T-shirt that they wear as part of their school uniform. But with respect to where they sleep, the boys are divided into chalets. My husband is a teacher here at the school and he and I are Chalet Parents. Basically, my job is to care for the children: getting them showered, making sure they brush their teeth, reading them an evening story, looking after them if they can't sleep or have nightmares, and keeping in contact with the parents via email.

I: Can anyone be a Chalet Parent? I mean, what qualifications do you need?

S: Well, anyone applying to work at this school first undergoes child protection screening. But, first and foremost, you have to like children. I trained as a nanny but found working for families boring as it meant spending most of my time with babies and toddlers. Here at the school it's great to have lots of children to care for and also to mix with other adults.

I: Sally, tell us a bit more about these chalets.

S: Well, in many boarding schools children of all age groups live together in one house. This school has a different approach because the needs of a first year pupil and a fifth year pupil are very different. So the boys are divided into seven chalets organised by age. As boys make their way through the school, they move from one chalet to the next,

each catering to the specific needs of the particular age group. Well, this system also eliminates the risk of older boys bullying the younger ones as was common practice in the past. Our chalet has 30 boys in the first year and our aim is to help these 8-year-olds adjust to life in a boarding school in a happy, family atmosphere.

I: But Sally, isn't it a bit early to send an 8-year-old boy to boarding school?

S: Not if you're a parent on an overseas assignment wanting your kid to have British schooling! But that's not the case for most boys here. To understand this you have to see boarding schools in the right light. Boarding is a valuable experience which teaches children independence and the social skills that they need to live in society. Additionally, the school has excellent facilities and offers the boys a wealth of opportunity not available at ordinary schools. And they're very well looked after here!

I: How do you deal with homesickness?

S: To help the boys at the beginning, for the first 10 days, parents and children can write emails but they are not supposed to have phone contact. Experience has shown that a boy who hears the voice of one of his parents is more likely to miss home. Generally, the boys are not allowed mobile phones. Of course, the Chalet Parents and a child's parents are in contact, especially if the boy has trouble settling down. There is also a flexible system just for first-year pupils which enables them to go home almost any weekend and helps them get used to boarding life.

I: Corporal punishment is no longer allowed, so how do you make sure that the boys behave?

S: The first rule is that school life and chalet life are kept separate. A boy who is naughty during lessons is punished at school and this is not continued over at the chalet. Generally, we have no problems, as boys this age quickly get into routines and copy each other. If there is an issue, treats are taken away, such as no TV on Saturday evening, and this works very effectively.

I: Umm Sally, what's a typical day like for you as Chalet Parent?

S: Well, I wake up the boys at 7:15 by going into each room and opening the curtains. The boys have to get up straight away and be over in the main school building for breakfast at 7:30. I then check the beds, see to the washing and make sure the whole place is neat and tidy. There are 4 to 6 boys in each dormitory and they each have their own bed, bedside locker and a shelf where their clean clothes are kept. On weekdays the cleaner comes at 9 am and the day is mine. I welcome the boys home in the evening at about 6:30, and they play some games and unwind. School work is done in school; the chalet is for relaxation. At 7 the boys have a shower and they have to be in bed by 7:40, where they have 20 minutes of silent reading. At 8 o'clock it's "lights out".

I: What are the advantages and disadvantages of being a Chalet Parent?

S: There is a financial advantage. As a member of staff, if you look after a chalet you get free accommodation and a slightly higher salary. The other staff live on the school campus but they have to pay rent. The disadvantage is that you have to be there for the boys every morning and every evening. It's

possible to go out for the evening and get substitutes to settle the boys down for the night, but when you get back you are on duty again. Additionally, during term time I never eat together with my husband. He always eats over in the school building with the boys, as the teachers are supposed to make sure they have good table manners. But luckily, there are school holidays and, all in all, I really enjoy my job.

I: Well, boarding school life sounds great. Thank you Sally.

S: You're welcome.

Listening Comprehension, Part 3

56. You are at the airport, awaiting your flight.

All passengers travelling on Flight TDS52 are requested to proceed to Gate 63 immediately. Your flight is ready for boarding. Attention all passengers on Flight SQ25 bound for Singapore: the boarding gate has been changed to 30B. There will also be a slight departure delay due to snow and ice. I repeat, the gate for Flight SQ25 is now 30B.

57. You are taking a test and hear the following instructions.

Good morning. Could I have your attention please? Let me remind you of the examination procedure: All books, notes, coats, briefcases and bags must be removed from your desk area and placed to the front, sides, or back of the room. Watches must be switched to the silent mode, and mobile phones must be turned off and be handed in to the invigilator.

58. You hear this message on your mailbox:

Hi, it's Linda. I'd like to have a DVD night starting at 8:00 on Saturday evening. How about watching the latest Kenneth Campbell films? We can use my Mom's video projector to show the film, but can we borrow your laptop? Everyone's bringing something to drink and the girls are organising snacks. Can you come? Please call me back!

59. You are listening to the radio and hear the following.

American author, Kristin Caulfield, has been invited to the next 'Meet the Author' event. Kristin will read from her romantic thriller, *Bite Me or Love Me*, and take questions from the public. The event will take place at the London Public Library on Wednesday 8 January at 7.00 p.m. Copies of the bestseller, *Bite Me or Love Me*, will be available for purchase and signing.

60. You are in your classroom and hear this announcement over the loudspeaker system.

Attention all pupils: Due to the cold weather, the heating in both sports halls has a defect and cannot be used for the rest of the week. All pupils will be given alternative activities and supervised by the sports teachers in their classrooms. The planned swimming lessons for Class 5 at the local pool are not affected. Please check the notice board for updates.

ENGLISH

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

ITALIANO

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

PORTUGUÊS

B1	telc Português B1
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JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła
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DEUTSCH

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

TÜRKÇE

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

ESPAÑOL

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

FRANÇAIS

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

РУССКИЙ ЯЗЫК

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

اللغة العربية

B1	telc اللغة العربية B1
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Examination Preparation

MOCK EXAMINATION 1

ENGLISH B2 SCHOOL

The two main 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 telc English B2 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.