



MOCK EXAMINATION 1

ENGLISH SCHOOL

Examination Preparation

A2





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To the readers of this booklet,

telc – language tests are the right choice for you

- if you would like to have a recognized appraisal of your language proficiency, or
- if you are an instructor who would like to prepare your students for a new challenge.

What is telc?

telc GmbH is a 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 GmbH 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 GmbH is a full member of ALTE (Association of Language Testers in Europe, www.alte.org), an organization of internationally recognised test providers. Many public and private educational institutions – in Germany and throughout the world – utilize telc Certificates as a method of qualification. Additionally, many employers use them when choosing personnel. Every telc Certificate includes a detailed and comprehensive description of the foreign language 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, tasks and assessment criteria of the test, as well as the procedures involved in the exam implementation. telc Mock Examinations are available as free downloads at www.telc.net where you can also find additional practice materials and other useful information.

How can you find out more?

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



Managing Director, telc GmbH

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The Structure of the Examination

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

How are you? I _____ **1** _____ you are having a good holiday. I am on a class trip _____ **2** _____ week. We are in Wales. It is fantastic! We are _____ **3** _____ in a hotel _____ **4** _____ the sea. Yesterday we _____ **5** _____ up Mount Snowdon – it is the _____ **6** _____ mountain in Wales. It rained all day _____ **7** _____. I loved it! The views were beautiful and we saw lots of sheep! Today the sun is shining and we are _____ **8** _____ for a bike ride. This evening we are going to the cinema _____ **9** _____ town to see a Harry Potter film. Write _____ **10** _____ and send me your news.

Bye,

Sarah

- 1** a hope
b hoping
c wish

- 2** a next
b that
c this

- 3** a eating
b staying
c visiting

- 4** a near
b to
c under

- 5** a are walking
b have walked
c walked

- 6** a highest
b tallest
c widest

- 7** a also
b because
c but

- 8** a go
b going
c went

- 9** a at
b in
c over

- 10** a always
b ever
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 for information

- A: Hello, do you sell maps of the town?
 B: Yes, we have two. This small one costs £2.50 and this one is **11** bigger and costs £3.20.
 A: Okay, I'll take the small one please.
 B: That's £2.50, **12** .
 A: Here you are. Oh, I wonder if you could tell me if there is a cafe in this town?
 B: Yes, there are three. I recommend Emma's.
 A: Okay. Where is it exactly?
 B: It's in Church Street. I can show you on the map. We are here and Church Street is there. So it's **13** five minutes walk away.
 A: Great. Do they have cakes?
 B: Yes, they do and the chocolate cake is **14** good!
 A: Thanks for your help. Bye!
 B: You're welcome. Bye.

- | | |
|----------|---------|
| a | A BIT |
| b | ABOUT |
| c | GREATLY |
| d | OKAY |
| e | PLEASE |
| f | REALLY |

What did you do at the weekend?

- C: Hi Mark. How are you?
 D: I'm okay, thank you. Did you have a nice weekend?
 C: Yes, **15** , it was great!
 D: What did you do?
 C: I went to London with my family. We saw lots of sights and went on the London Eye.
 D: Oh, cool! Did you like it?
 C: Yes, I loved it. The weather was fine too **16** we could see all over London.
 D: Lucky you! What else did you do?
 C: **17** , we went on a boat trip down the Thames. And after that we went to Buckingham Palace.
 D: When did you get home?
 C: Oh, it was **18** late last night, about midnight. I hope we can go back soon – London is fantastic!

- | | |
|----------|---------|
| a | BUT |
| b | PERHAPS |
| c | QUITE |
| d | SO |
| e | THANKS |
| f | WELL |

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 pupils talk about sport.

19 *Jamie Dodds, pupil*

The speaker loves all kinds of sport.

20 *Paul Martin, pupil*

The speaker can only do the sport he likes when he is on holiday.

21 *Yasmina Shah, pupil*

The speaker thinks sport is good for everybody.

22 *Oliver Williamson, pupil*

The speaker likes football.

23 *Sarah Harvey, pupil*

The speaker gets more exercise now than when she was younger.

**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 Your teacher

You have no French lessons this week.

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

25 In a supermarket

You can buy cheaper chocolates at the supermarket all this week.

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 on a guided tour of London and hear the following:

You will go into a theatre this morning.

27 A friend leaves a message on your phone. You hear the following:

If the weather is bad the party will be in the house.

28 You are listening to the introduction to a radio programme. You hear the following:

The programme is about a woman who likes animals.

29 You are at a swimming pool and hear the following:

Lisa Thompson should go to the main entrance now.

30 You are staying at a youth hostel. You hear the following:

You can prepare evening meals at the hostel.

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** Beach holiday in Australia
- b** Boy alive after shark attack
- c** Film from book
- d** Games, clocks and pens cheaper
- e** Kids enjoy animals
- f** Kids learn too little at school
- g** News in Electronics
- h** Summer holidays too long

31

Experts say that a long summer vacation doesn't make sense in today's world. This summer, 50 million kids in the USA will spend time watching TV, playing video games and shopping at the mall. In this time they will forget much of what they have learnt during the last school year. Today the world needs clever people so kids have to be smarter than their parents.

32

"Antonia's Goat", by B.E. Blackwood, is a family favorite. The book tells the story of a little goat named "Silly" and her human friend, Antonia, who live on a farm with many animals. On December 15, the story will come to the movie theaters. Actress Philippa Prosser, 12, plays Antonia. She says she enjoyed working with all the animals on the set. "I've never worked like that before," Philippa said. "It was really great."

33

Last week I was at the International Consumer Electronics Show. Here are some of my favorites: The "Piano Wizard" is a video game that helps you learn how to play the piano. The "WidgetStation" is a clock that helps you get information such as weather and news from the Internet without your computer. And with the "Epos Digital Pen" you can put the notes you take in class on your computer.

34

When Australian schoolboy Angus Chapman felt a tug on his leg while playing in the sea, he thought it was his sister. But when he looked closer, it turned out a shark was trying to bite him. Angus, 15, hit the shark and got back to the shore, even though his leg was badly hurt. He was flown to hospital, where he had a long operation. He went home after six weeks and is fine now.

Reading Comprehension, Part 2

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

Text 1

You receive the following message:

Hi Sarah,

You know I wasn't at school today. Well, I had a terrible toothache during the night and this morning I went to the dentist. I'm feeling better now but still can't talk well, so I don't know if I can come to your birthday party tonight but I'll try. But I made a cake and my sister will bring it to you if I can't come.

Take care,

Janet

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** Janet has not been to the dentist yet.
- 36** Sarah will get a cake.

Text 2

At the beginning of the school year, you get a locker and the following instructions:

Dear student,

Please use your locker only for your books and jackets. Keep it clean and do not forget to empty it at the end of the school year when you return the key to your teacher. For every lost key you will have to pay \$ 10 and for damage to the locker an extra \$ 10.

Have a good year!

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** You can put your lunch in your locker.
- 38** If you lose the key to your locker you will not get a new one.

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 would like to find out about the writer's surfing lesson.
- 40** You would like to know something about the people who live in Huntington Beach.
- 41** You want some information about the writer's hotel.
- 42** You want to know where you can eat something in Huntington Beach.

Huntington Beach, California: A Teen Paradise

a As a sixteen year old, I speak for myself and other teens when I say a dream vacation can be anywhere, as long as there is a beach. But with so many beaches in the world, how can one choose? Well, after visiting Huntington Beach, California last June with my mom, I think I found my perfect match. What's so great about Huntington Beach?

b The first thing I saw as I walked along the beach was the giant pier that stretches more than 1,000 feet across the ocean. This pier was actually built over a century ago, in 1904, and has suffered through much destruction since then. Over 10 years ago, the pier was redone with new structural supports to be better suited for storms and earthquakes. One of the additions was a restaurant called Ruby's Surf City Diner. It's the building with the red roof, all the way at the end of the pier, and it's where local teens go to eat burgers, fries, sandwiches and salads. The portions are huge! You can sit by the window and listen to Beach Boys music from the jukebox as you watch the surfers.

c The view from the pier is great and you can see just how beautiful it is here. The ocean glistens in the sun as the sound of waves crashing fills your ears. Palm trees line the soft sand. Of course, you see gorgeous houses, and there's no doubt the area is rich, but the people I met didn't show any snobbishness whatsoever. In fact, everyone here seemed really friendly. I guess they really have no reason to be unhappy when they're living in a place like this!

d On the day I surfed, the water was rough and the conditions not perfect, but my mom and I tried it anyway. And it was most definitely worth it. After a quick training session on land from the instructors we were broken up into small groups and taken into the water. I'd come so close to getting up on my board and then lose my balance at the last minute. But the instructors never gave up on me. On my one last try before our lesson was over, I finally succeeded! I got up on my board! Even if it was for less than two seconds before I fell back into the water, it was still a great feeling!

e After the surfing, we were pretty wet and cold. So after relaxing for a little while on the beautiful beach, my mom and I went back to our wonderful hotel, The Waterfront Resort. Outside, it's surrounded by flowers, while inside, the lobby has a tropical garden with palm trees and even a waterfall! After a shower, we headed back out for a walk around the town, where we enjoyed getting a good look at other places to stay at in the future.

f I'll be the first to admit that we teenagers are hard to please. But Huntington Beach should certainly be proud of how well they cater to teens. While lying on the beach once, I put together a long list of reasons to read to my parents of why we have to go back and vacation in Huntington Beach again as soon as possible. After all, what better place could there be for teens than Huntington Beach, California where the sun always shines and surfing is always so much fun?



Writing

You are on holiday and want to send a picture postcard to an English friend. You write to your friend. Write something about **3 of the 6 following points**.

You have fifteen minutes to do this.

- Write something about the town/country where you are staying.
- Tell your friend who you are on holiday with.
- Tell your friend about your plans for the rest of your holiday.
- Tell your friend what the weather is like.
- Say something about what you did yesterday.
- Ask something about your friend.

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?

Hobbies?

School?

Home?

Pets?

Languages?

...?

...?

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

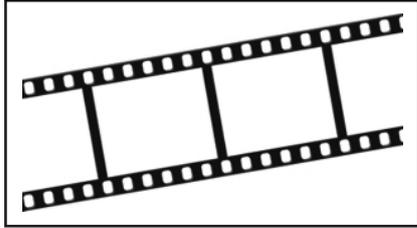
You and your partner want to spend next Saturday together.

What would you like to do?

Suggest something!

Give reasons!

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

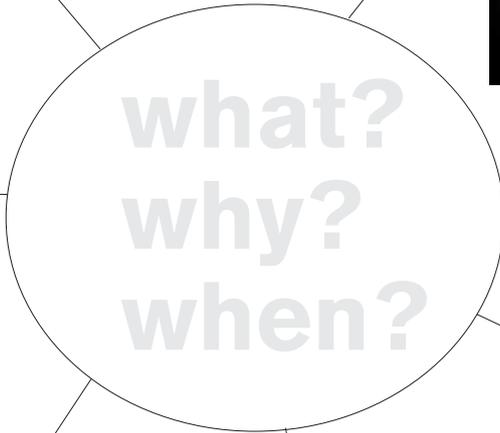


go to the movies

go bowling



sit at home and watch a film



play badminton



go dancing



go to a fun park like Disneyland



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 - Prüfernde/r - Sınav Yetkilisi - Экзаменатор

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 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 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.

Part 1: Getting to know each other

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

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.

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

Part 2: Exchanging information

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

The examiner asks candidate B to 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.

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

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

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

Thank you. That was Part 1.

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.

Can you please begin?

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 30) using the score sheet M10 (page 20).

Then the examiner transfers the marks for the candidates from the score sheet M10 to the answer sheet S30 using a 2B soft-led 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 31. 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 29.

For the *Oral Examination*, award points according to the marking criteria on page 30.

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

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

Writing

Rater 1

1	<input type="radio"/>	1.5	<input type="radio"/>	1
2	<input type="radio"/>	1.5	<input type="radio"/>	2
3	<input type="radio"/>	1.5	<input type="radio"/>	3
CD	<input type="radio"/>	1.5	<input type="radio"/>	CD

Code No.

telc Rating

1	<input type="radio"/>	1.5	<input type="radio"/>	1
2	<input type="radio"/>	1.5	<input type="radio"/>	2
3	<input type="radio"/>	1.5	<input type="radio"/>	3
CD	<input type="radio"/>	1.5	<input type="radio"/>	CD

Code No.

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

Is the quality of language adequate?

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

Partly

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

No

0

Answer key



Language Elements

Part 1

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

Part 2

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



Reading Comprehension

Part 1

- 31 h
- 32 c
- 33 g
- 34 b

Part 2

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

Part 3

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



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. The only sport I like is tennis. We don't play it at my school but there is a tennis club near my house. I like playing outside, so I usually play tennis four times a week in the summer. I play in the winter too but only once a week. That's all the sport I do.
20. I hate most sports. The only sport I enjoy is skiing. I live in a city so I can't go skiing when I am at home. But my family and I go to the mountains in France every Christmas and then we all ski. Even my grandmother!
21. Well, let's see. On Tuesdays I play football, on Thursdays I go running and I swim every weekend. That makes me feel good and helps me learn better and I never have to watch what I eat. Everybody should exercise and do sport!
22. Every Saturday, my brother and I go to a football match to watch our team play. My brother also plays football at school but I hurt my knee last year, so unfortunately I can't play at the moment. Sometimes I watch a game on television with my friends – that's fun too!
23. When I was younger I did lots of sports. I was even in the school swimming team! But now I think sport takes up too much time. I have so much homework now that if I have some free time I prefer going to the cinema or meeting my friends.

Part 2

24. Hello everybody! Listen carefully. There are some changes to your timetable this week. Please write this down. Your maths lesson on Tuesday morning will now be in room 25 and not in room 33. And all your French lessons have been cancelled for this week because Mr. Dayley is ill. That means no French again until next week. Also, your computer class has been changed from Wednesday morning to Friday morning. It is still an hour and a half and starts at 11am.
25. Good evening and welcome to CheapBuy Supermarket. We have some great offers for you here tonight: save 25% on CheapBuy washing powder – yes, that's 25%! Or buy two bottles of Shiny shower gel for the price of one! That's right, buy one bottle of shower gel and get a second bottle free! Plus, now you can really enjoy our Luxury Chocolates – buy two boxes and get a third box free! But hurry, these offers are tonight only!

Part 3

26. On our guided tour this morning we will walk along the Thames River, passing Shakespeare's historic Globe Theatre and the new Tate Modern Art Gallery. Unfortunately we don't have time to see these places from the inside this morning but they are very interesting if you have time later in your stay. A tour of the Globe Theatre costs £6 and the Tate Modern is free!
27. Hi, it's Amy. I'm having a party on Saturday night. It's at my house – you know the address – and it starts at 8pm. If the weather is nice, we are going to have a barbecue in the garden. If it rains, we can eat in my kitchen. Do you eat meat? I've forgotten... Hope to see you there. Don't be late! Bye!
28. And now it's time for Gary Brown's weekly programme about animals. Today Gary visits a woman in Scotland who lives in a small house in the country with 22 cats and three dogs. And where do they all sleep? In her bedroom of course...!
29. Ladies and gentlemen, boys and girls. Four-year-old Lisa Thompson has lost her parents. Would one of Lisa Thompson's parents please come to the main entrance right away.
30. Hi everyone and welcome to the Dublin Youth Hostel. Let me give you some information about this hostel. There is a kitchen on each floor for you to do your own cooking – we only ask that you wash up after you have finished cooking! There is also a TV room on the second floor. You can watch television there until 11pm every night.

ENGLISH

- C2** telc English C2

- C1** telc English C1

- B2-C1** telc English B2-C1 Business
telc English B2-C1 University

- B2** telc English B2
telc English B2 School
telc English B2 Business
telc English B2 Technical

- B1-B2** telc English B1-B2
telc English B1-B2 Business

- B1** telc English B1
telc English B1 School
telc English B1 Business
telc English B1 Hotel and Restaurant

- A2-B1** telc English A2-B1
telc English A2-B1 School
telc English A2-B1 Business

- A2** telc English A2
telc English A2 School

- A1** telc English A1
telc English A1 Junior

ITALIANO

- B2** telc Italiano B2

- B1** telc Italiano B1

- A2** telc Italiano A2

- A1** telc Italiano A1

ČESKÝ JAZYK

- B1** telc Český jazyk B1

PORTUGUÊS

- B1** telc Português B1

DEUTSCH

- C2** telc Deutsch C2

- C1** telc Deutsch C1
telc Deutsch C1 Hochschule

- B2-C1** telc Deutsch B2-C1 Medizin

- B2** telc Deutsch B2+ Beruf
telc Deutsch B2

- B1-B2** telc Deutsch B1-B2 Pflege

- B1** telc Deutsch B1+ Beruf
Zertifikat Deutsch
Zertifikat Deutsch für Jugendliche

- A2-B1** Deutsch-Test für Zuwanderer

- A2** telc Deutsch A2+ Beruf
Start Deutsch 2
telc Deutsch A2 Schule

- A1** Start Deutsch 1
telc Deutsch A1 Junior

ESPAÑOL

- B2** telc Español B2
telc Español B2 Escuela

- B1** telc Español B1
telc Español B1 Escuela

- A2** telc Español A2
telc Español A2 Escuela

- A1** telc Español A1
telc Español A1 Júnior

JĘZYK POLSKI

- B1-B2** telc Język polski B1-B2 Szkoła

TÜRKÇE

- C1** telc Türkçe C1

- B2** telc Türkçe B2
telc Türkçe B2 Okul

- B1** telc Türkçe B1
telc Türkçe B1 Okul

- A2** telc Türkçe A2
telc Türkçe A2 Okul
telc Türkçe A2 İlkokul

- A1** telc Türkçe A1

FRANÇAIS

- B2** telc Français B2

- B1** telc Français B1
telc Français B1 Ecole
telc Français B1 pour la Profession

- A2** telc Français A2
telc Français A2 Ecole

- A1** telc Français A1
telc Français A1 Junior

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

Examination Preparation

MOCK EXAMINATION 1

ENGLISH A2 SCHOOL

International certificates are becoming increasingly important for further education and work purposes as proof that a certain level of language competence has been reached. This applies equally to adults and to young people still in full-time education. This telc English A2 School examination follows the telc format for other language examinations at level A2 but is designed for young learners of English aged 12 to 16. All the characteristic features of telc, such as test papers based on clearly formulated language tasks, objective and standardised marking criteria and defined test specifications, apply to this examination which is in addition closely linked to the needs and interests of young people. This mock examination can be used by teachers and learners in the classroom to simulate a real examination situation. In this way young learners can be fully prepared for the examination. It can also be used for general practice, for information purposes and for examiner training.