



# MOCK EXAMINATION 1

## ENGLISH SCHOOL

Examination Preparation

B1·B2







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**Examination Preparation**

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# To the readers of this booklet,

*telc* – *language tests* are the right choice for you

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

## What is telc?

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

## What is the value of a telc Certificate?

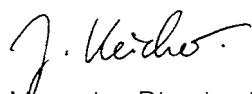
The value of a language certificate is determined by the high standards that are applied during the development, implementation and evaluation of the language test. All telc examinations are based on the task-based approach central to the CEFR and are designed to test the skills of reading, listening,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

## Why is it necessary to have mock examinations?

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

## How can you find out more?

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



Managing Director, telc gGmbH

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# The Structure of the Examination

	Subtest	Aim	Type of Test	Time
Written Examination	 <b>Listening</b>			
	Part 1	Understanding voice mail messages	4 multiple-choice items	25 min.
	Part 2	Understanding everyday conversations	5 true/false and 5 multiple-choice items	
	Part 3	Understanding an interview	6 multiple-choice items	
	Part 4	Understanding different opinions about a topic	3 matching items	
	 <b>Reading</b>			
	Part 1	Understanding emails and subject lines	4 matching items	40 min.
	Part 2	Understanding questions and answers from an Internet forum	5 matching items	
	Part 3	Understanding different types of published texts	6 multiple-choice items	
	Part 4	Understanding formal informative texts	3 true/false items	
	 <b>Language Elements</b>			
	Part 1	Selecting appropriate phrases in a conversation	8 matching items	20 min.
	Part 2	Selecting appropriate phrases in a semi-formal letter or email	10 multiple-choice items	
	 <b>Writing</b>			
		Writing semi-formal emails	One writing task out of a choice of two	30 min.
Oral Examination	 <b>Speaking</b>			
	Preparation			20 min.
	Part 1A	Talking about experiences and opinions	Task sheet with pictures	Approx. 16 min.
	Part 1B	Answering follow-up questions	Examiner questions	
	Part 2A	Presentation	One presentation out of a choice of two. Task sheet with questions and pictures	
	Part 2B	Answering follow-up questions	Examiner questions	
	Part 3	Discussion	Task sheet with sample statements on one controversial topic	

**Listening, Part 1**

You will hear four voice mail messages.

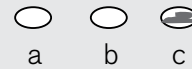
Which answer fits best: a, b or c? You will hear each message once.

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

**Example**

The class will be playing tennis instead of basketball because

- a** it's too hot to have an indoor sports lesson.
- b** the sports hall cannot be used in the summer months.
- c** the teacher thinks an outdoor lesson would be better.



**1** Chris tells John that

- a** he should be ready by six o'clock.
- b** his father wants to leave earlier than planned.
- c** the coach will have left if they arrive too late.

**2** Tickets for an extra TreatFour concert

- a** are available to those willing to stand in line.
- b** can be bought from 4 o'clock tomorrow onwards.
- c** will be sold online from 10 o'clock tomorrow morning.

**3** Thomas Black, the organizer of the radio panel discussion, wants

- a** Craig to represent the younger generation.
- b** school pupils of different ages to offer their viewpoints.
- c** to find out if Craig is interested in taking part.

**4** Dan is ringing Mark to ask him

- a** to pick up the things he left behind after training.
- b** how much his sports shoes cost.
- c** whether he needs the things he forgot before the weekend.



**Listening, Part 2**

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

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

Mark your answers for items 5–14 on the answer sheet.

- 5** The hostel has no four-bed rooms at all.  
true / false
- 6** Louise has received information from the hostel that they  
**a** can have the two rooms they wanted.  
**b** have a confirmed booking.  
**c** must pay more than originally planned.
- 7** Joe can't be reached for the next week.  
true / false
- 8** Emma  
**a** and Joe were out last weekend.  
**b** asked Joe to phone her back.  
**c** wondered why Joe hadn't phoned her.
- 9** The boys are playing an away match today.  
true / false
- 10** Chris won't be able to  
**a** fetch Mark and arrive at the warm-up punctually.  
**b** lend Mark a ball.  
**c** set off before two o'clock.
- 11** Diana hasn't finished her presentation yet.  
true / false
- 12** Nick tells Diana that  
**a** he recently gave a really good presentation.  
**b** interesting presentation topics can be found on the Internet.  
**c** presentations can be improved with funny stories or images.
- 13** The two people have never met before.  
true / false
- 14** The 964 bus  
**a** doesn't run after 7 o'clock.  
**b** runs regularly between Dellgate and Redwood.  
**c** stops in Gladstone Street.

**Listening, Part 3**

*You will hear a podcast of an interview.*

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

*During the podcast, decide which answer fits best: a, b or c. Mark your answers for items 15–20 on the answer sheet.*

*Now read the items.*

- 15** When she was younger, Olivia had table-tennis lessons
- a** at a sports club outside of school hours.
  - b** during sports lessons at school.
  - c** from the age of eight.
- 16** Olivia thinks that she is
- a** going to start her own club.
  - b** lucky to have had a good start.
  - c** not as good as her sister.
- 17** Charlotte, Olivia's sister,
- a** has stopped playing table-tennis.
  - b** is Olivia's doubles partner.
  - c** takes part in the same tournaments as Olivia.
- 18** Olivia
- a** often brings her homework to the gym after school.
  - b** only goes to training when her homework is finished.
  - c** sometimes has difficulties finding time to do her homework.
- 19** Olivia's friends are people who
- a** have similar interests and goals.
  - b** she met at competitions.
  - c** never eat junk-food.
- 20** Olivia is grateful that she
- a** gets full financial support from her parents.
  - b** has a generous sponsor.
  - c** receives funding from the state.

**Listening, Part 4**

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

Which statement a–f best matches the opinions 21–23?

Mark your answers for items 21–23 on the answer sheet.

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

**Example**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
a	b	c	d	e	f

**21 ...**

**22 ...**

**23 ...**

- a** Living away from home means you have to learn to manage your own budget.
- b** Paying back money you borrow for your university education can take a long time
- c** Relevant work experience will be an advantage when applying for a job one day.
- ☒ **d** Specialists offer complete programmes for gap year students on the Internet.
- e** Taking a year out can mean it may be difficult to start studying again later.
- f** Working in a foreign environment opens your mind to other cultures.

**Reading Comprehension, Part 1**

First read the subject lines a–f. Then read the emails 24–27 and decide which is the best subject line for each email.

Mark your answers for items 24–27 on the answer sheet.

- a Annual Open Day at dogs' home
- b Cool party this weekend
- c Helping hand for homeless animals
- d Hot weekend work
- e Job at sports centre
- f Suggestion for party wear

## 40 minutes Reading Comprehension

24

TO: \_\_\_\_\_  
 CC: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Dear Patsy,  
 Guess what I did yesterday. I went to the local pet protection centre and signed up to walk some dogs four afternoons a week in August. Are you maybe interested in doing this, too, even though it's not paid? It would be fun if we could do it together and we both love animals! Let me know what you think.  
 Love,  
 Claire

25

TO: \_\_\_\_\_  
 CC: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Dear Frank,  
 You asked if I'd like to go to the street fair downtown next Sunday. Well, actually, I'm working there – I'll be cooking and serving hamburgers at our football club's stand from one till four. Why don't you come along to our stand around four when I finish and we can then wander round the fair? You'll find the stand just in front of that new costume-hire shop.  
 Josh

26

TO: \_\_\_\_\_  
 CC: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Hey Judy,  
 David told me that his new band is having their first gig at the summer pool party next Saturday evening. I'd love to see what they're like! They're not on till 7 o'clock in the evening but we could go earlier and enjoy the pool beforehand. Do you think your mom and dad will let you come? Rob is coming, too.  
 See you there?  
 Sandy

27

TO: \_\_\_\_\_  
 CC: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Dear Adrian,  
 Remember yesterday when you said that you're going to an 'Around the World' party at your new college at the end of August and weren't sure what you were going to wear? I just had an idea. You could have the fun Scottish kilt and tartan hat I bought last year when I was going to a Scottish Highland Games event.  
 Cheers, Duncan

## Reading, Part 2

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

First, read the forum questions in items 28–32 below. Then, read the forum answers a–h on the next page. Find the best answer for each question.

Mark your answers for items 28–32 on the answer sheet.

In one case there is no answer for the question. Mark this with an **x**.

28



SusieB

*I'm turning 13 in July and can't have an expensive party as money is tight. I plan to do something with a few friends in our garden. Any cheap and cheerful ideas?*

29



Princess

*My parents said I can invite my three best friends and do something special on my 15th birthday! I fancy having some kind of professional make-over then going out somewhere posh. Can anyone recommend something?*

30



RoryB

*I don't want a party for my 16th birthday. I'd much prefer to just go out for the day with my mates, maybe do some outdoor sports activity. Any ideas?*

31



Beachboy

*I'm planning a beach party at Lake Derrick for my 18th. Do I have to inform the authorities? I don't want the police spoiling the party half-way through!!*

32



SarahT

*For my birthday, I fancy going into Birmingham for a fun night out with my friends. But where to go? Only two of us are over 18 so nightclubs or pubs are out. Advice welcome!!*

## PLAN A PARTY FORUM: ASK OTHER YOUNG PEOPLE IN YOUR AREA!

**a***SandyM, 1 hour ago*

I had a great prom ball recently. My friends and I got together and hired a limo - it cost £25 each but it was well worth it. We all met at my place, did each other's make-up and hair, got dressed up and then set off in the limo to the prom ball. The driver drove us round the town twice before we arrived at the venue! A night to remember!

**b***PatG\_15, 3 hours ago*

Yes, there are a lot of good nightspots in Birmingham city centre but you have to be at least 18 to get in to most of them so you can forget that. But I can recommend Mingles which has no age restriction. It's a great activity centre with a bowling alley, small cinema, a video games room, table-tennis, a chill-out zone, a karaoke club and a disco. It's a great place for teenagers to hang out.

**c***Elly\_D, 5 hours ago*

WaterWorld is a theme park which has all sorts of water rides, as well as canoeing and white-water rafting, which is pretty amazing! It's not cheap at £30 entrance but then you can enjoy all the attractions as often as you want. It's open daily from 9-6 and is easy to get to by shuttle bus from Warwick station.

**d***Leslie\_16, 10 hours ago*

My mum organised the best birthday surprise ever for me and my friends. A style expert and a beautician came to my house and gave us fashion tips and then did our make-up and hair! We then had photos taken at a studio in Birmingham followed by a fancy dinner at Vincenzo's in the centre of town. I'll never forget it.

**e***sean\_o, 1 day ago*

My best friend got married last summer in Whitby. They had a tight budget so decided to hold the wedding party on the beach, a bit of a risk with British weather but the sun luckily shone! A catering company provided picnic hampers with champagne and delicious food and my brother's band provided the music. Best day ever!

**f***MikeH, 3 days ago*

If I was you, I'd borrow a tent from someone and you could then organise an outdoor sleepover. I did that with my friends recently and it was great! Go down to your local pound shop and buy lots of low-price party decorations to brighten up the tent and lawn. Organise a barbecue and get each guest to bring along one party game idea. Hope you have a great time!

**g***phil\_b, 3 days ago*

You could think about taking your friends to the Birmingham Police Open Day on August 20th. Kids are invited to ride in a police helicopter, watch dog displays, use police radios to get through a maze, and enjoy many other attractions. Entrance is free so it's a cheap day out!

**h***Jenny\_13, 4 days ago*

For my birthday this year, I surprised all my friends - my parents hired a hot tub for the weekend, put it in the garden and I told my friends to come over with a towel and a swimsuit. We all loved it. And my parents enjoyed using it on the Sunday, too! It's pretty expensive though, it costs £150 to hire, but you're only 13 once!

## Reading, Part 3

Read the three texts and decide which answer fits best: a, b or c.

Mark your answers for items 33–38 on the answer sheet.

### Text 1

#### LEARNING CAN BE FUN

Instead of seeing video games as a waste of time and maybe even destructive, commercial game manufacturers and educators are collaborating to combine the huge interest in playing computer games with educating our children in the 21st century.

Several games on the market get players to make a series of choices and assessments in order to move to the next level. GraingeCITY, an innovative educational version of this type of game in which players take on the role of an urban developer, has recently been launched on to the market. The idea is to design a city, taking into consideration such things as road infrastructure, environmental issues, housing, schools, office space, industrial sites and shopping centres, all within a limited budget. Studies have shown that children are excited by the game. Educators and game designers involved in the programme have thus been motivated to try to come up with further games ideas which encourage learning.

Until now, gaming has been seen as a distraction to learning rather than a possible educational tool. In future, such games could possibly even be used in the classroom, transforming the traditional school learning process by making use of the latest technology rather than just using dusty school books.



**33** The new game GraingeCITY has been specifically designed to

- a** be used in schools.
- b** offers an alternative to similar educational games.
- c** teach players about city planning.

**34** According to the article, these games

- a** could become a normal classroom activity.
- b** distract students from their school work.
- c** will be updated with new features.



## Text 2

**Teenager sleeps through car crash**

16-year old Tony Blackwell had a lucky escape on Saturday when a car crashed through his bedroom wall at 1 o'clock in the morning. Police said that a 21-year-old was driving his two friends home from Calport Football Club's end-of-season party. It appears that he swerved to avoid some roadworks and lost control at the junction at the end of Dunstable Road. His car went through the fence of the Blackwell's corner house and through the teenager's bedroom wall. His parents woke up on hearing the loud crash and rushed down to see what had happened. Once the dust had started to settle,



they were confronted with an unbelievable sight – Tony was fast asleep in his bed with a wardrobe on top of his legs. The front lights of a car could be seen through a hole in the wall opposite his bed.

The sleeping teenager miraculously only suffered a few cuts and bruises to his legs. The three occupants of the car only had minor injuries, however they did need to be treated for shock.

Police are still investigating the cause of the crash. When interviewed later, Tony said smiling, "I always wanted my own entrance and that wallpaper was terrible!"

**35** The car's passengers

- a** had to have medical attention.
- b** slept through the accident.
- c** were not hurt in the accident.

**36** Tony's room was

- a** being renovated.
- b** below his parents' room.
- c** full of smoke.

## Text 3

## YouthGetaway Activity Holidays

Summer seems so far away.... But maybe it's time to start thinking about what you are going to do when school breaks up for summer so that you can enjoy the best holiday ever!

Our programme of activity holidays for teenagers at our *YouthGetaway* centres up and down the country is now available online – so why not get together with your friends and browse through the options available, such as:

- Water Sports
- Pony Trekking
- Action Adventure
- Animal Farm
- Sand, Sea and Sport
- and many others.



All our holidays offer you the opportunity to experience new activities and adventures while making new friends and enjoying time away from home.

Our prices include accommodation, full board, training provided by our highly-trained staff and the use of all equipment. As a result of the new government scheme to encourage young people to take part in sport and cultural activities, every pupil or student booking a place on one of our activity holidays is entitled to apply to their local government for a grant which will cover up to 25% of their costs.

In addition, we are offering a 10% early-bird discount for bookings made by the end of April. So what are you waiting for? Check out our website [www.youthgetaway.com](http://www.youthgetaway.com) now!

**37** According to the article, *YouthGetaway*

- a** gets money from the government.
- b** has centres all over the country.
- c** offers breaks during all school holidays

**38** Pupils or students booking a YouthGetaway holiday can get a reduction if they

- a** join a state-run sports club.
- b** reserve their holiday before May.
- c** take part in sports on a regular basis.

**Reading, Part 4**

Read the text and decide if the statements 39–41 are true or false.

Mark your answers for items 39–41 on the answer sheet.

## Playing the Game – understanding the principles of 'Fair Play'

'Fair Play' is a term now being used in all walks of life. It describes a particular way of thinking that affects people's behavior towards one another, be they sporting opponents, colleagues, business partners or members of all kinds of social groups worldwide.



### 'Fair Play' in Sport

Originally a sporting term, 'Fair Play' started as an initiative for people taking part in organized sport to observe the laws and principles in their respective games and sporting contests. These involve obeying the rules of the game, avoiding discrimination, respecting opponents, teammates and all officials and spectators. While sportsmen should play to win, they should also play fairly and accept defeat with dignity. They should also resist any danger to their sports such as drugs, racism, violence, gambling or corruption.

### 'Fair Play' and FIFA

Not surprisingly, the world's most popular sport is a major arena for the principles of 'Fair Play'. Since 1997, FIFA, football or soccer's foremost controlling body, has encouraged member associations to emphasize the 'Fair Play' message both on and off the pitch. Events can range from displaying logos to fundraising for disadvantaged groups. FIFA also gives out an annual Fair Play Award and winners have included teams, sport federations and countries.

### 'Fair Play' and Fans

The 80,000 fans of Scotland's Celtic FC won the award for their devoted support to their team in the face of defeat during their UEFA Cup campaign and for their conduct as they travelled across Europe. As FIFA explained, 'although football has too often... been beleaguered by the blight of a few ruffians who spoil the party at the expense of the real fans, the supporters of Celtic FC were a shining illustration of the meaning of Fair Play during their stay in Seville'.

**39** 'Fair Play' has become a strategy to ensure success in business and sport competitions.  
true/false?

**40** 'Fair Play' is seen as an attitude as opposed to a list of rigid rules.  
true/false?

**41** According to the article, FIFA awards a prize to the best-behaving fans every year.  
true/false?

**Language Elements, Part 1**

Read the following text and decide which phrase a–j is missing in items 42–49.

Mark your answers for items 42–49 on the answer sheet.

- Roy: Hi, Darren. Anything new?
- Darren: Well, actually, there is. After our basketball game yesterday, the coach of the other team called me!
- Roy: Really? How did he get your number?
- Darren: I don't know, he **42** got it from Dave White who plays for his team. We play tennis together sometimes.
- Roy: So what did he want?
- Darren: He asked if I was **43** joining their team at the end of the season. And he also offered me quite good money.
- Roy: Oh. And did you say yes?
- Darren: **44** . But I did tell him I'd think about it.
- Roy: I don't know. It would be **45** if you left our club – you're one of our best players.
- Darren: Well, **46** , I just can't imagine leaving our team. I've been playing with you all for years, I feel a certain loyalty.
- Roy: **47** , you'll have to sit down and weigh up the pros and cons. Better you than me. It's certainly **48** if they're paying you well.
- Darren: There's no rush. I said I'd let him know one way or the other in a few days.
- Roy: It's entirely **49** , only you can decide.
- Darren: I know. Anyway, I'll sleep on it.

- |                        |                        |                       |                         |
|------------------------|------------------------|-----------------------|-------------------------|
| <b>a</b> EVEN SO       | <b>d</b> MOST LIKELY   | <b>g</b> SUPPOSING    | <b>j</b> WORTH THINKING |
| <b>b</b> IN SPITE OF   | <b>e</b> OF COURSE NOT | <b>h</b> TO BE HONEST | ABOUT                   |
| <b>c</b> INTERESTED IN | <b>f</b> SUCH A PITY   | <b>i</b> UP TO YOU    |                         |

**Language Elements, Part 2**

Read the following text and decide which phrase is the most appropriate in items 50–59: a, b or c.

Mark your answers for items 50–59 on the answer sheet.

Dear User,

We would like to draw your attention to the fact that we have noticed a login into your account from a device that isn't registered to your name and **50** outside Europe.

It's possible that you **51** and have logged in on another device.

**52**, then please disregard this mail and we wish you a good trip!

However, if this wasn't you, please go into your account settings and change your account password **53** as someone else seems to be accessing it. **54** recommend that you click on 'device location' in the security section and deactivate any device which is not your own.

Please remember to log in and out **55** our network so that no one else can view your messages and photos. **56** you can also control which postings and messages your contacts can and can't see on your social network page by going into 'privacy settings', clicking on 'audience selector' and **57**.

We hope that you **58** using our social network.

Thank you for **59**.

Your Security Team

- 50 a** appears to be located  
**b** has been placed  
**c** should be found

- 51 a** are leaving home  
**b** may be abroad  
**c** travel far and wide

- 52 a** If this is the case  
**b** In any case  
**c** Should this be you

- 53 a** as soon as possible  
**b** in a short time  
**c** with time to spare

- 54 a** Furthermore, we would  
**b** In addition, we would like  
**c** Moreover, we prefer to

- 55 a** after you have finished  
**b** every time you work  
**c** whenever you use

- 56 a** As you like  
**b** It is also worth noting that  
**c** Please beware that

- 57 a** following the instructions  
**b** obeying the directions  
**c** understanding the guidelines

- 58 a** are grateful for  
**b** continue to enjoy  
**c** wish to proceed

- 59 a** bringing this to our attention  
**b** giving your notice  
**c** your attention in this matter



## Writing

Choose task A **or** task B.  
Write your text on the answer sheet.

### Task A

You play football on your school team and want to start writing a blog on the school website. You want to get people interested in the team and increase support at future matches. Write an email to the teacher who is the school website coordinator.

*Write about the three points listed below in the order you think is best. Don't forget to include a greeting and closing sentence.*

*Make sure you deal with each guiding point clearly and in detail.*

- Why you are interested in starting a blog
- Your background and school football team experience
- What personal qualities make you a good blogger

**or**

### Task B

You have just received poor marks for your presentation. You think your English teacher has rated it unfairly and has also been unprofessional towards you all term. Write an email to the headmistress of your school about your teacher.

*Write about the three points listed below in the order you think is best. Don't forget to include a greeting and closing sentence.*

*Make sure you deal with each guiding point clearly and in detail.*

- Explain how the teacher has treated you. Give examples.
- Describe how your motivation for learning English has been affected.
- Ask the headmistress how she can help you.

# Speaking

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

The Oral Examination or Speaking subtest is generally **carried out in pairs**; i.e. two candidates are examined together. The exam **lasts approximately 16 minutes**. If there is an odd number of candidates, one candidate is tested alone with one of the examiners taking the place of the other candidate. In this case, the exam is shorter.

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

Before the oral examination, candidates have **20 minutes preparation time**. When they go into the preparation room, they receive the task sheets for Part 2 and Part 3. During the 20 minutes, they can think of what they want to say on these topics and may take notes on an extra sheet of paper. However, they are not allowed to use a dictionary or to communicate with their partner.

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

## **Part 1: Talking about experiences and opinions** (approximately 3 minutes per candidate)

In the first part of the examination, candidates will be asked to talk spontaneously about an everyday topic which they have not prepared beforehand. Each candidate receives a task sheet with a picture related to a particular topic on it. In Part 1A, the candidates should comment on the situation in the picture; people's roles, their actions, their appearance, etc. They may speculate about the picture and state their personal reaction to it. In Part 1B, the examiner then asks the candidate some follow-up questions, encouraging them to talk about their opinions and their personal experience with the topic.

## **Part 2: Presentation** (approximately 3 minutes per candidate)

In the second part of the examination, candidates give a short presentation on one of the two topics on the task sheet. (The preparation time before the exam should be used to collect ideas and plan the presentation.) The candidates may use the questions and the pictures on the task sheet as an inspiration. They are expected to talk in turn for about two minutes on their chosen topic. Based on what the candidate has said, the examiner will ask one or two follow-up questions.

## **Part 3: Discussion** (approximately 4 minutes for both candidates)

In the last part of the examination, candidates will be asked to express their opinion and discuss the topic on the task sheet with each other. (The preparation time before the exam should be used to think of arguments and personal examples to support ideas.) The candidates may use the sample statements on the task sheet as an inspiration.



**Candidate A****Part 1****Talking about experiences and opinions****Examiners**

The examiner says to the candidates:

**Part 1 A**

*Please comment on this picture.*

**Part 1 B**

*The topic is mobile phones. Say something about yourself and the importance of having a mobile or smartphone.*

**Examiner Questions B1**

- *How often do you use a smartphone and what for?*
- *What functions do smartphones have?*
- *Is it always good to have a mobile phone with you?*

**Examiner Questions B2**

- *What can you do with a smartphone that you can't do with a basic mobile?*
- *What are the advantages and disadvantages of having a smartphone?*
- *Would you be happy to go on a holiday without your communication devices?*



**Candidate B****Part 1****Talking about experiences and opinions****Examiners**

The examiner says to the candidates:

**Part 1 A**

*Please comment on this picture.*

**Part 1 B**

*The topic is mobile phones. Say something about yourself and the importance of having a mobile or smartphone.*

**Examiner Questions B1**

- *How often do you use a smartphone and what for?*
- *What functions do smartphones have?*
- *Is it always good to have a mobile phone with you?*

**Examiner Questions B2**

- *What can you do with a smartphone that you can't do with a basic mobile?*
- *What are the advantages and disadvantages of having a smartphone?*
- *Would you be happy to go on a holiday without your communication devices?*

**Candidate A and Candidate B****Part 2  
Presentation**

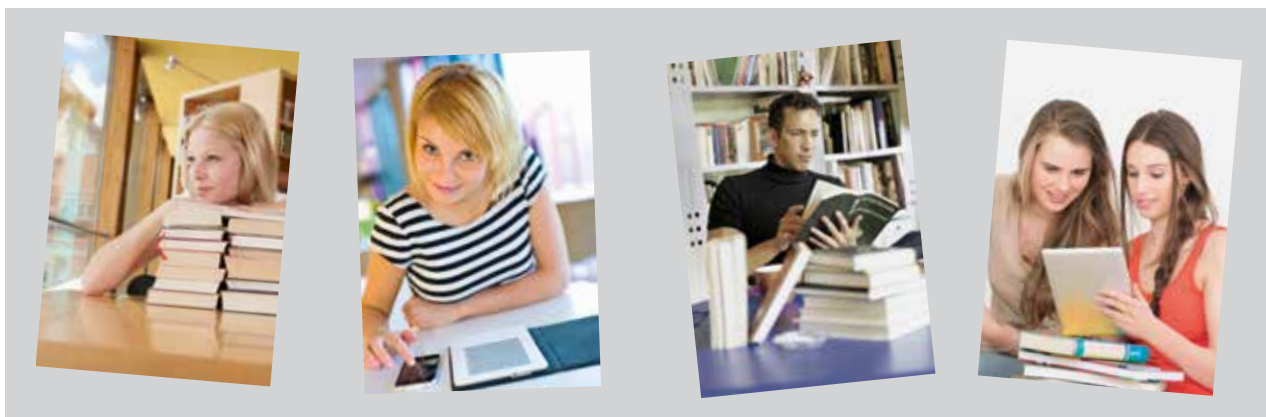
*Please choose one of the two topics and give a short presentation on it. The questions and the pictures may help you.*

*Your presentation should take about two minutes and you should answer the examiner's questions afterwards.*

**Topic 1: Real books vs. E-books**

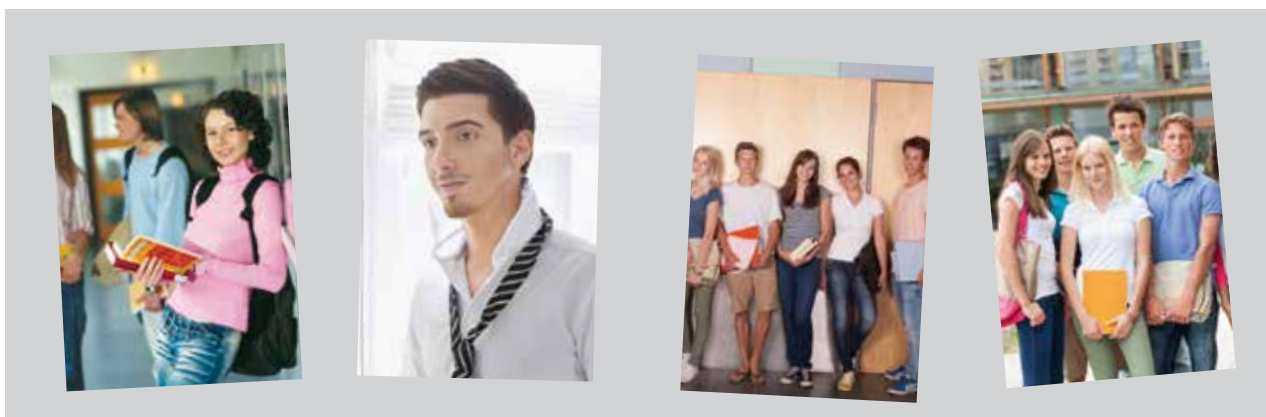
Would you prefer to download an electronic version of a book or buy the paper version?

What are the advantages and disadvantages of an e-book?

**Topic 2: School Uniforms**

Do you lose your personal identity but develop a better sense of team spirit at school if you wear a uniform?

Does wearing a uniform mean there is less focus on fashion in the classroom and more focus on learning?



## Candidate A and Candidate B

### Part 3 Discussion

Read the question below and discuss it with your partner. Share your opinions, give reasons and personal examples to support your ideas. The three statements may help you.

#### Can you have a good holiday at home?

No, it is so boring. It's the same people, places and food. I never get to do anything exciting like my friends do.



Yes, I love spending my holidays at home chilling with my friends. And I have time to do things like going to the pool which I never usually have time for.

It depends where you live. I live near the beach so I can have a fantastic holiday at home if the weather is good. If I lived in a city, I'd probably want to get away.





[illegible]

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

										1	1	6	1				
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## Written Examination



### 1 Listening

#### Part 1

- 1 ☐ a ☐ b ☐ c 1
- 2 ☐ a ☐ b ☐ c 2
- 3 ☐ a ☐ b ☐ c 3
- 4 ☐ a ☐ b ☐ c 4

#### Part 2

- 5 ☐ true ☐ false 5
- 6 ☐ a ☐ b ☐ c 6
- 7 ☐ true ☐ false 7
- 8 ☐ a ☐ b ☐ c 8
- 9 ☐ true ☐ false 9
- 10 ☐ a ☐ b ☐ c 10
- 11 ☐ true ☐ false 11
- 12 ☐ a ☐ b ☐ c 12
- 13 ☐ true ☐ false 13
- 14 ☐ a ☐ b ☐ c 14

#### Part 3

- 15 ☐ a ☐ b ☐ c 15
- 16 ☐ a ☐ b ☐ c 16
- 17 ☐ a ☐ b ☐ c 17
- 18 ☐ a ☐ b ☐ c 18
- 19 ☐ a ☐ b ☐ c 19
- 20 ☐ a ☐ b ☐ c 20

#### Part 4

- 21 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f 21
- 22 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f 22
- 23 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f 23

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



































										<b>1</b>	<b>1</b>	<b>6</b>	<b>1</b>	
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## Oral Examination



























## 5 Speaking

## Examiner 1

Content						
Task Management	B2		B1		A2	0
	upper	lower / middle	upper	lower / middle		
Part 1A						
Part 1B						
Part 2A						
Part 2B						
Part 3						































### Language (Part 1–3)

	B2		B1		A2	0
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation						
Fluency						
Accuracy						
Vocabulary						

























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Code No. Examiner 1

## Examiner 2

Content						
Task Management	B2		B1		A2	0
	upper	lower / middle	upper	lower / middle		
Part 1A						
Part 1B						
Part 2A						
Part 2B						
Part 3						

### Language (Part 1–3)

	B2		B1		A2	0
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation						
Fluency						
Accuracy						
Vocabulary						

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Code No. Examiner 2



[illegible][illegible][illegible]

























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## 4 Writing

Raters  
only

[illegible]

## Rater 1

	B2		B1		A2	0	
	upper	lower / middle	upper	lower / middle			
I							I
II							II
III							III
IV							IV

Wrong topic? ☐ yes ☐ no

--	--	--	--	--	--	--

Code No. Rater 1

## Rater 2

	B2		B1		A2	0	
	upper	lower / middle	upper	lower / middle			
I	○	○	○	○	○	○	I
II	○	○	○	○	○	○	II
III	○	○	○	○	○	○	III
IV	○	○	○	○	○	○	IV

Wrong topic? ☐ yes ☐ no

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Code No. Rater 2

# Marking Criteria for Writing

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

## Content

**I** Task Management

## Language

**II** Communicative Design

**III** Accuracy

**IV** Vocabulary

## Content

The Writing subtest consists of a brief situation and three guiding points which the candidate is asked to write about. In the right-hand margin of the answer sheet, the rater indicates where the candidate has dealt with each of the guiding points. In addition, the rater indicates how each point has been covered:

- clearly, in detail and according to the situation (competently covered): ++
- or
- understandably and according to the situation (comprehensibly covered): +
- or
- is barely comprehensible or not mentioned at all (not adequately covered): Ø

Marks are then allocated according to the following table:

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points*
<b>I Task Management</b>	All guiding points have been competently covered.	Two guiding points have been competently covered.	All guiding points have been comprehensibly covered.	Two guiding points have been comprehensibly covered. Alternatively, just one guiding point has been competently covered.	Just one guiding point has been comprehensibly covered.	No guiding point has been comprehensibly covered.
<b>Possible combination of marks given for the three guiding points:</b>						
	<span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">++</span>	<span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span>	<span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span>	<span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> <span style="background-color: #cccccc; padding: 2px 5px;">++</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span>	<span style="background-color: #cccccc; padding: 2px 5px;">+</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span>	<span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span> , <span style="background-color: #cccccc; padding: 2px 5px;">Ø</span>

\* In cases where the candidate's written text has no connection to the given topic, the Criteria II, III and IV must also be marked as zero. If only the situation has been misunderstood, Criterion I is given zero points but the candidate's language (Criteria II-IV) is assessed in the usual manner.

## Language

	B2	B1	A2
II Communicative Design	<p>Can express himself/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation.</p> <p>Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse.</p> <p>Can produce a well-structured text. Can follow standard layout and paragraphing conventions.</p>	<p>Can use a wide spectrum of language functions and can react to them using common means of communication (e.g. polite forms of expression).</p> <p>Can combine simple individual elements into a connected linear text.</p>	<p>Can use simple language functions, for example exchanging information in a simple way, making simple requests, expressing opinions and attitudes.</p> <p>Can use the most common linking words (<i>and, but, because</i>) in order to connect simple sentences and word groups.</p>
III Accuracy	<p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Does not make systematic errors, but occasional 'slips' may occur.</p> <p>Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</p>	<p>Generally speaking, has good command of grammatical structures, despite noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</p> <p>Spelling, punctuation and layout are accurate enough to be followed most of the time.</p>	<p>Can use simple structures correctly, but still systematically makes basic mistakes, such as the tendency to mix up or forget to use the tenses or to forget about subject-verb agreement, but it is generally clear what he/she would like to say.</p> <p>Can write with reasonable accuracy short words that are in his/her oral vocabulary.</p>
IV Vocabulary	<p>Can use a good range of vocabulary. Can vary formulation, but lexical gaps may still cause circumlocution or paraphrasing.</p> <p>Lexical accuracy is generally high, though some incorrect word choice may occur without hindering communication.</p>	<p>Can use sufficient vocabulary in order to talk about most topics related to daily life, even if circumlocutions are needed to help explain the idea.</p> <p>Demonstrates a good command of basic vocabulary, however, still makes elementary mistakes when trying to express more complex thoughts.</p>	<p>Can use sufficient vocabulary in order to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>Commands a limited vocabulary in connection with concrete daily needs.</p>

# Marking Criteria for Speaking

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

## Content

**I** Task Management

## Language

**II** Pronunciation / Intonation

**III** Fluency

**IV** Accuracy

**V** Vocabulary

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

## Content

	<b>B2</b>	<b>B1</b>	<b>A2</b>
<b>Part 1A</b>	Can give a clear, detailed description of a picture and comment on the situation.	Can relay the main information seen in a picture and mention individual details.	Can describe the main information seen in a picture in a brief and general manner.
<b>Part 1B</b>	Can report on his/her own experiences in a clear and detailed manner. Can express his/her opinions clearly and precisely.	Can report on his/her own experiences in a partially detailed manner. Can briefly give reasons and explanations for opinions on familiar topics.	Can report on his/her own experiences in a brief and general manner.
<b>Part 2A<sup>1</sup></b>	Can give a clearly structured presentation pertaining to the topic, giving reasons in support of or against a particular point of view.	Can give a straightforward presentation on familiar topics in which the main points are explained with reasonable precision.	Shows limited ability to give a short, basic presentation.
<b>Part 2B</b>	Can spontaneously respond to follow-up questions and express his/her thoughts clearly and precisely.	Can answer straightforward follow-up questions in a brief manner.	Shows limited ability to answer simple follow-up questions.
<b>Part 3</b>	Can actively initiate and maintain a discussion and demonstrate effective turntaking. Can present his/her ideas and opinions with precision and respond to his/her partner's contributions in an appropriate manner.	Can take part in a discussion, and generally follow the main points. Can generally express his/her point of view and briefly comment on the views of others. Can agree or disagree politely.	Can say what he/she thinks when addressed directly, but is rarely able to keep a conversation going. Can generally identify the topic of discussion.

<sup>1</sup> If the entire presentation is read out, the mark cannot be higher than A2.

## Language

	B2	B1	A2
Pronunciation / Intonation	Has acquired a <b>clear, natural</b> pronunciation and intonation, even if a foreign accent is sometimes evident.	Speaks <b>in an understandable manner</b> , even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Generally speaks <b>clearly enough to be understood</b> , despite a noticeable accent. Conversational partners will need to ask for repetition from time to time.
Fluency	Can communicate with a degree of <b>fluency and spontaneity</b> that makes regular interaction with native speakers quite possible without imposing strain on either party. There are few noticeably long pauses.	Can express him/herself <b>effectively, even though pauses are made</b> in order to plan or correct grammatical or lexical choices, especially when speaking for extended periods of time.	Can construct phrases on familiar topics with sufficient ease in order to handle short exchanges, despite <b>very noticeable hesitation</b> and false starts.
Accuracy	Shows a relatively high degree of grammatical control.  <b>Does not make errors which cause misunderstanding.</b>  Minor flaws in sentence structure may still occur, but they can often be corrected in retrospect.	Can communicate fairly accurately in familiar situations.  <b>In general, has good control of grammatical structures</b> , despite noticeable mother tongue influence.  Errors occur, but the main message is clear.	Can use simple grammatical structures correctly, but still systematically makes <b>basic mistakes</b> like mixing up the tenses or forgetting to note the subject-verb agreement. Nonetheless, it is generally clear what the speaker wants to say.
Vocabulary	Shows a good range of vocabulary to give clear descriptions and express viewpoints on most general topics.  Can <b>vary formulation</b> and use <b>some complex sentence forms</b> .  Lexical gaps can still cause circumlocution. Incorrect word choice may still occur without hindering communication.	Has sufficient vocabulary to talk about most topics related to daily life, even if some circumlocutions are necessary.  Shows <b>good control of elementary vocabulary</b> , but still makes basic mistakes when expressing more complex thoughts or handling unfamiliar topics or situations.	Has sufficient vocabulary to express basic needs.  Can control a <b>narrow repertoire</b> in relation to specific everyday needs.

# Points and Partial Results

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

- 1** Listening / Reading / Language Elements
- 2** Writing
- 3** Speaking

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

The subtests Listening, Reading and Language Elements consist of 59 items. Candidates are awarded one point for each correct item, so that a maximum of 59 points can be obtained.

The breakdown of points is as follows:

Points	CEFR level
43–59	B2
27–42	B1
0–26	Below B1

## Determining Partial Results of the Subtest Writing

Writing is assessed by licensed telc raters according to the marking criteria on pages 33–34. For levels B2 and B1, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower/middle end of the band.

	B2		B1		A2	0
	upper end	lower/ middle end	upper end	lower/ middle end		
<b>I</b> Content	5	4	3	2	1	0
<b>II</b> Communicative Design	5	4	3	2	1	0
<b>III</b> Accuracy	5	4	3	2	1	0
<b>IV</b> Vocabulary	5	4	3	2	1	0
Total	20	16	12	8	4	0
	100%	80%	60%	40%	20%	0%

The breakdown of points is as follows:

Points	CEFR level
15–20	B2
7–14	B1
0–6	Below B1

### Determining Partial Results of the Speaking Subtest

Speaking is assessed by two licensed telc examiners according to the marking criteria on pages 35–36. Again, for levels B2 and B1, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower/middle end of the band.

	B2		B1		A2	0
	upper end	lower/ middle end	upper end	lower/ middle end		
<b>I Task Management</b>						
Part 1A	5	4	3	2	1	0
Part 1B	5	4	3	2	1	0
Part 2A	10	8	6	4	2	0
Part 2B	10	8	6	4	2	0
Part 3	20	16	12	8	4	0
<b>II Pronunciation/Intonation</b>	10	8	6	4	2	0
<b>III Fluency</b>	10	8	6	4	2	0
<b>IV Accuracy</b>	15	12	9	6	3	0
<b>V Vocabulary</b>	15	12	9	6	3	0
<b>Total</b>	100	80	60	40	20	0

The breakdown of points is as follows:

Points	CEFR level
75–100	B2
35–74,5	B1
0–34,5	Below B1



# B1 or B2 Certificate?

Whether a candidate receives a telc English B2 Certificate or a telc English B1 Certificate for the examination depends on the partial results achieved in the subtests Listening, Reading, Language Elements, Writing and Speaking. One of the minimum requirements for a certificate is that a B1 or a B2 level must be obtained in the Speaking subtest. Candidates assessed as having skills below level B1 do not receive a certificate.

## B1 Certificate

Every candidate who is assessed at B1 level or above in the Speaking subtest and in one of the subtests for Listening/Reading/Language Elements or Writing is awarded a telc B1 Certificate. In order to receive a B1 Certificate, the following combinations of partial results are possible:

	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6	Case 7	Case 8	Case 9	Case 10	Case 11
Listening/ Reading Language Elements	B1	B1	Below B1	B2	B2	B1	B2	Below B1	B1	Below B1	B1
Writing	B1	Below B1	B1	B2	B1	B2	Below B1	B2	B1	B1	Below B1
Speaking	B1	B1	B1	B1	B1	B1	B1	B1	B2	B2	B1

## B2 Certificate

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

	Case 1	Case 2	Case 3	Case 4	Case 5
Listening/Reading Language Elements	B2	B2	B2	B1	Below B1
Writing	B2	B1	Below B1	B2	B2
Speaking	B2	B2	B2	B2	B2

# Background Information on *telc English B1·B2*

## 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 subtests Listening, Reading and Language Elements on pages 2 and 3. The examiners mark their results for the Oral Examination on page 4.

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



## Scoring

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

## telc Raters and Examiners

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

All raters who evaluate the candidates' written performance are licensed telc raters who have long-standing experience of tests at CEFR levels B1 and B2. They have successfully participated in a rater training course and learnt how to apply the telc marking criteria accurately.

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

## Retaking the Exam

The *telc English B1·B2* examination can be repeated as often as the candidate may wish; however no results from previous tests can be incorporated into the new test. The entire examination must be repeated and is scored anew.

## Written Examination

The written examination lasts 115 minutes and consists of the subtests Listening, Reading, Language Elements and Writing. There is no break between the parts.

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

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

After the subtests Reading and Language Elements have been completed, the second answer sheet is collected by the examiner. The Writing subtest can only start after this has been done.

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

## Oral Examination

Examinations carried out with two candidates take approximately 20 minutes, about 16 of which are needed for the examining itself. The remaining four minutes are used by the examiners for assessment purposes. During these 20 minutes, the next pair of candidates has its preparation time in a separate room.

The time allowed for examining is divided into three parts:

- Part 1 (Talking about experiences and opinions) approximately six minutes,
- Part 2 (Presentation) approximately six minutes, and
- Part 3 (Discussion) approximately four minutes.

## The Role of the Examiners

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

One of the examiners takes the role of the interlocutor and leads through the examination. The interlocutor starts off the conversation in Parts 1 and 2 using the task sheets, asking questions and providing input or prompts during the conversation as required. In Part 3 (Discussion) the interlocutor intervenes only if communication breaks down.

Examiners should not switch roles from interlocutor to assessor except between examinations.

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

## Framework for the Oral Examination

Although every examination conversation is different, there is a standard framework. The following examples demonstrate how the interlocutor gives the examination the necessary structure.

### Talking about experiences and opinions, Part 1A

The interlocutor initiates the conversation.

*Welcome to the oral examination. I'm your examiner [name] and this is my colleague [name]. This exam has three parts.*

The interlocutor hands Candidate A a task sheet with a picture connected to a topic and waits a short while.

*Let's start with Part 1. [Name], can you comment on the situation in this picture?*

If the candidate does not have very much to say, it is the interlocutor's job to offer prompts using open-ended questions.

*What is happening?  
Can you comment on the people's roles?  
How does this picture make you feel?*

### Transition from Part 1A to 1B

The interlocutor reacts to the candidate's remarks and builds on them. According to the candidate's ability, further questions of varying difficulty will be asked to elicit answers at B1 or at B2 level (see examiners' task sheet).

*So, [name]. We are talking about the topic of [travelling abroad]. What do you yourself think about [travelling abroad]?*

### Transition from Candidate A to Candidate B

The interlocutor thanks Candidate A and turns to Candidate B.  
Candidate B is given a task sheet with a different picture on the same topic. After the candidate has commented on the picture, the interlocutor asks follow-up questions as above.

*Thank you, [name]. Now, [name], here's a different picture for you on the same topic.  
[Name], can you comment on the situation in this picture?*

### Transition from Part 1B to 2A

After both candidates have talked to the interlocutor for approximately 2 minutes, each and responded to at least one prompt, the interlocutor introduces the next part of the examination.

*Thank you. We are now at the end of part 1. Let's move on to Part 2.*

**Part 2**

The interlocutor asks one of the candidates (usually Candidate B) to give their presentation using the Task Sheet for Part 2.

*Now, we would like you to give the presentation you prepared before the exam.  
[Name], could you start, please?*

**Transition from Part 2A to 2B**

The interlocutor asks one or two follow-up questions. These should be at B1 or B2 level depending on the candidate's ability.

*You said that there are more one-parent families these days. What is your opinion on any possible difficulties the parent might face?*

**Transition from Candidate A to Candidate B**

The interlocutor asks the other candidate to give their presentation.

*Thank you, [name].  
[Name], now it's your turn. Please go ahead.*

The interlocutor asks one or two follow-up questions. These should be at B1 or B2 level depending on the candidate's ability.

*You mentioned the importance of marriage. Could you explain what exactly you mean by that?*

**Transition from Part 2B to Part 3**

*Thank you, [Name]. That's the end of Part 2.*

**Part 3**

The interlocutor asks the candidates to start the discussion.

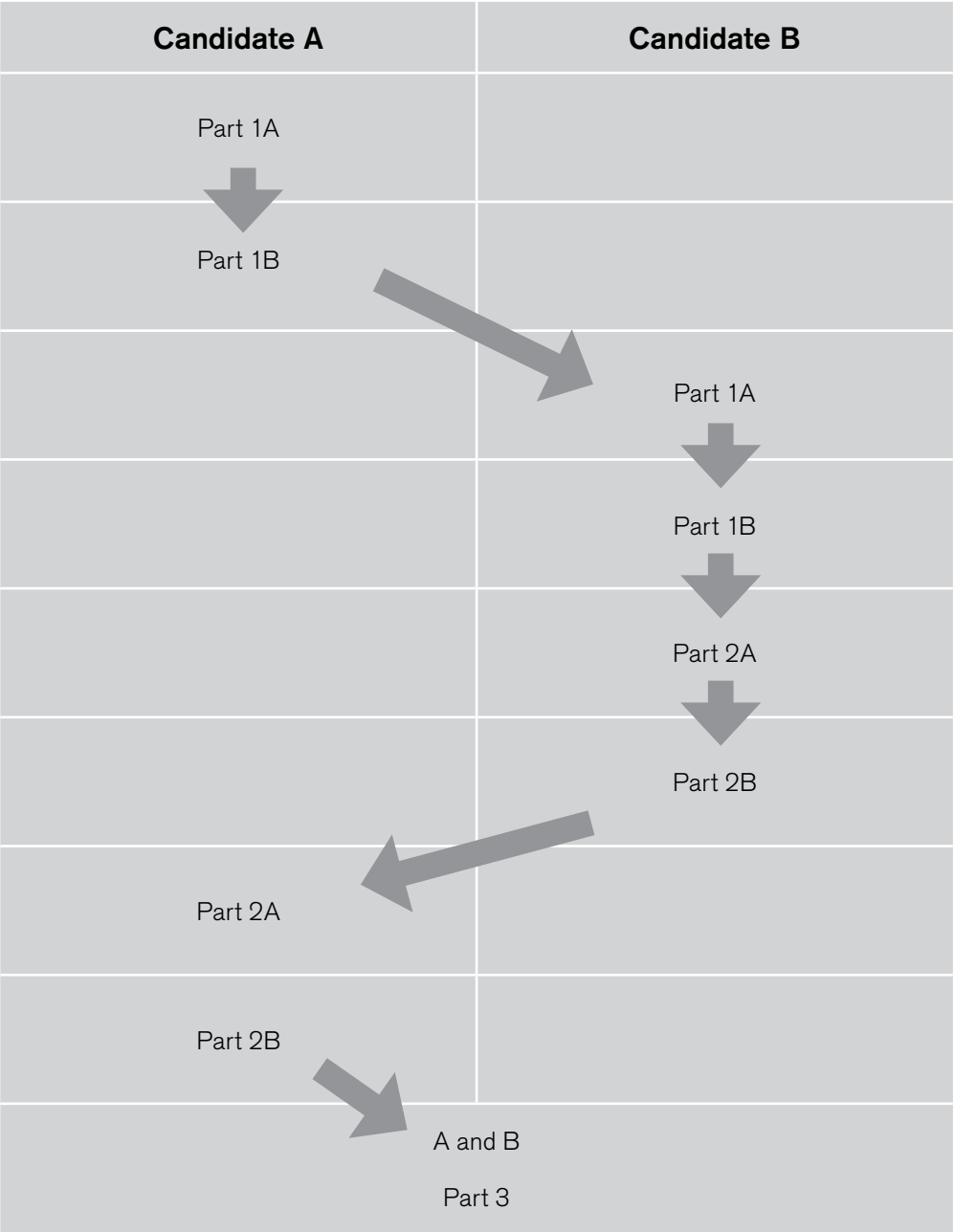
*Now it's time for Part 3, the Discussion. Your topic is [trusting your feelings]. What is your opinion on this issue?*

**Completion of the Examination**

The interlocutor concludes the examination.

*Thank you. We have now finished the examination. You will get your results in a few weeks. Goodbye!*

Recommended Procedure



# Audio Script

## Listening, Part 1

### Example

Hi, Daniella, Ling here. You weren't at school today so I thought I'd better tell you that we will be playing tennis instead of basketball in tomorrow's lesson so you'd better pack your tennis racquet if you're coming tomorrow. Apparently, Mrs Johnson has decided that summer's arrived so we should all be outdoors... I'd personally prefer the nice warm sports hall as it's not exactly hot outside, but never mind. Hope everything's OK, take care!

### Number 1

Hi John, Chris here. Can't wait to hit the ski slopes now! The coach will be leaving from outside the school at seven o'clock, so my dad says to tell you it would be better to pick you up at half past six, not quarter to seven, OK? Don't sleep in like you did last time, will you, the driver may not wait this time! Set your alarm for 6 and see you at 6.30!

### Number 2

Hi Claire, it's Jane. Have you seen on the Internet that TreatFour have added another concert to their tour as there has been such a demand for tickets? Maybe we'll be lucky enough to pick some up this time around! They'll be on sale from 10.00 tomorrow morning. How about we go down to the City Arena to queue up for them even earlier than last time, say 4 o'clock? Call me back soon!

### Number 3

Morning, Craig, this is Thomas Black from Radio Beaumont. We've had loads of requests to take part in our radio panel discussion on school uniforms next Wednesday evening. So, you'll be pleased to hear you've been picked to join the panel – we think it would be good to have a pupil's perspective, too. We've sent you an email with all the details so check it out. Look forward to seeing you soon, Craig!

### Number 4

Hi Mark, Dan here. You must have been in a hurry when you left training tonight, you forgot your towel and your trainers! I didn't want to leave them in the changing room so I've got them here. If you want them back before our game on Saturday, then get in touch, otherwise I'll just bring them along then. Where did you get those trainers anyway? They're real cool, I might buy a pair myself!

## Listening, Part 2

### Number 5 and 6

Louise: Hi, Helen!  
Helen: Oh, hi Louise. Everything OK?  
Louise: More or less. Can't wait till we all go away now!  
Helen: Same here. Only ten days to go!  
Louise: I got the confirmation from the youth hostel today. There's one slight problem.  
Helen: What's that?  
Louise: Apparently, the rooms with four beds were not available. So they've given us one room with three beds and one single room, but on two different floors. I don't particularly want to sleep alone in such a huge hostel! What about you?  
Helen: I'd like to share, too. Maybe Joanna or Sue wouldn't mind taking the single? We'll have to ask them at school tomorrow. By the way, was it more expensive to have two rooms instead of one?  
Louise: No, we paid for the number of beds, not rooms.  
Helen: That's good. Anyway, let's talk more tomorrow.  
Louise: OK, good idea. Take care.

### Number 7 and 8

Joe: Hi, Emma. Joe here.  
Emma: Oh, hi there. Where are you calling from? Your name wasn't on my display.  
Joe: No, this is my parent's landline. My mobile is broken.  
Emma: Oh, no! How come?

Joe: Well, it hasn't been working properly since we were at the festival last Saturday. Remember, it was in my bag and got wet during that bad rainstorm? And yesterday it just stopped working completely. I'm so lost without it!  
Emma: So what are you going to do? Get a new phone?  
Joe: No, it's being repaired at the phone shop where Rob's dad works. But it'll take about a week. A week!  
Emma: Wow, I'd be going crazy!  
Joe: I am going crazy! Whatever. You can call me on this number if you want till I get mine back.  
Emma: OK, I'll do that.  
Joe: Great. Must go now, take care.  
Emma: You, too!

### Number 9 and 10

Mark: Hi, it's Mark.  
Chris: Hi, Mark. Won't I be seeing you at the game over in Leamington? This is the first time we're playing against them.  
Mark: That's why I'm calling. My grandma's been taken ill and my dad's taken her to hospital so he can't drive me to the match. I'm sorry it's last minute, but could you possibly pick me up? Otherwise I'll never get there by 2:30.  
Chris: Shouldn't be a problem. My brother's driving me. We were going to leave at one but I'll ask him to leave 10 minutes earlier. You live in Carlton Road, don't you?  
Mark: Yeah, number 14.  
Chris: OK, we'll be there in about 20 minutes.  
Mark: By the way, do you have a spare football for the warm-up? I can't find mine.  
Chris: Sorry, mate, can't help you there.  
Mark: Never mind, I'll just share one with somebody. OK, see you soon.  
Chris: Right.

### Number 11 and 12

Nick: Hey, how's your history presentation coming along, Diana?  
Diana: Not good, I'm afraid. I've only done four slides so far.  
Nick: Need any help?  
Diana: Oh, Nick, that would be fantastic. Your presentation yesterday was just brilliant. I don't think mine will be anywhere near as good.  
Nick: Well, it's important to have a good beginning, interesting slides and a good end. And adding a bit of humour helps. You get the class's attention, so the teacher's happy and you'll probably get a good mark!  
Diana: Oh, come on! How on earth can I make a presentation about the Industrial Revolution funny?  
Nick: I don't mean the whole presentation. I just think you can search the Internet for some amusing pictures or anecdotes which will fit in with your topic. Come on, let's have a look for something on my tablet now.  
Diana: Sure! Sounds good.

### Number 13 and 14

Man: Hello?  
Silvo Angelo: Hi, my name's Silvo Angelo. I'm calling about the scooter you have for sale in today's paper. Are you the right person to speak to?  
Man: Yes, I am.  
Silvo Angelo: Has it been sold yet?  
Man: No, it's still here.  
Silvo Angelo: Could I maybe come round today and have a look?  
Man: No problem. You can catch me any time before I go to training at 7 o'clock.  
Silvo Angelo: Great! Where exactly do you live?

Man: 14 Gladstone Street in Redwood.  
 Silvo Angelo: I'll have to come by bus then. Do you know what number bus goes to your place from Dellgate?  
 Man: I think the 964 stops on Nelson Road round the corner from my street. It's every half hour or so.  
 Silvo Angelo: OK, I'll leave now so I reckon I'll be there in about an hour.  
 Man: OK, see you then.  
 Silvo Angelo: Bye.

### Listening, Part 3

Interviewer: Welcome to our radio programme 'Champion Material'. Tonight we have a great young national champion in the studio – 17-year-old Olivia Driscoll, who recently won the U18 national table-tennis championship for the second time in a row. Nice to have you here, Olivia.  
 Olivia: Hi, thanks for having me!  
 Interviewer: As you know, as part of our campaign to get more young people interested in sport, we've been interviewing sports-stars about how they have managed to reach championship level. So, Olivia, could you tell me how you came into table-tennis? How old were you when you started?  
 Olivia: Well, when I was eight-years old, my parents got a second-hand table-tennis table and put it in the garage. My twin sister and I soon spent every waking moment playing on it. In fact, I can still remember my parents threatening to get rid of it at one point, as we never did anything else – including our homework!! Anyway, when we went to secondary school, it turned out that there was a sports teacher – Mr Stevens – who absolutely loved table-tennis and he started an after-school table-tennis club in a small clubhouse next to the school. It wasn't a luxurious club, but the best thing about it was that all the club members had a set of keys and we could use it any time. So a group of us met there and played regularly and ... well, I suppose the rest is history. With some fantastic coaching from Mr Stevens, a number of us developed into talented players – in fact, nearly all the best table-tennis players in our country went to that club at one time!!  
 Interviewer: Wow, that's amazing! But you yourself have a unique talent, don't you?  
 Olivia: You know, I don't think I do. I think becoming a champion was more about the circumstances – having a table-tennis table at home, having a sister who was as mad about the sport as I was and then the luck of having a coach like Mr Stevens starting a club at our school. Yes, I suppose I do have speed, agility and good reflexes. But I'm sure none of that would have meant anything if I hadn't been born into the right family, in the right area, at the right time!  
 Interviewer: Is your sister a champion now, too?  
 Olivia: Unfortunately, Charlotte got a bad elbow injury and had to give up table-tennis when she was 15. But she still goes to all my matches and is my biggest fan.  
 Interviewer: What would you say to our young listeners who probably haven't had the same start that you did? Can they still become top athletes later in life?  
 Olivia: Well, I don't see why not. But it takes dedication, motivation, and mental strength. A nice sports facility nearby doesn't hurt, but good opponents to practise with are definitely more important. Not to mention, time and energy. I have to follow a strict training schedule. At least three hours at the table-tennis club after school every day, without fail. And often an hour in the gym after that to strengthen my muscles, and so on. It's pretty difficult to fit my homework in, I can tell you.  
 Interviewer: I bet it is. Can you manage to have any kind of social life around all your training and schoolwork?  
 Olivia: Well, actually, all my friends are table-tennis players too so we tend to mix playing and socialising! And

then of course it's not so difficult to keep to our strict training diet during the competition season, if we're all avoiding fast-food and fizzy drinks! It would be awful going out to our local fast-food joint and having to eat salad while everyone else was tucking into huge hamburgers! But after any big competition, we usually treat ourselves to a giant pizza or a nice big hamburger and chips to celebrate. Our coaches would go crazy if we did that before a tournament!

Interviewer: Is there anything else you think may be interesting for potential stars to know?  
 Olivia: Well, you know, all the travelling around to competitions, staying in hotels etc. does add up, it can be very expensive. My mum and dad have always been great supporters but I wouldn't really manage without my government sports grant, which I'm really lucky to get. Some of my friends have good sponsors to help with their financing. I'm still looking for one though. So... if anyone is listening who can help...  
 Interviewer: (laughing) OK, maybe you'll be lucky! Anyway, we seem to have run out of time. Thanks for talking to us, Olivia, and good luck for the future!

### Listening, Part 4

Welcome to 'My Future'! Today's topic is, 'Gap year – why or why not?' We invite school leavers to call in and tell us what they want to do once they have finished their exams.

#### Example

I'm really looking forward to my gap year abroad! I've registered online with an agency and booked a so-called 'Gap Year Pack' for Australia. It includes return flights, an introduction package, a couple of tours and a year's job assistance and advice. My first job will be as a waiter in Sydney for two months. After that, I'll have to see what I can do, there are apparently lots of possibilities.

#### Number 21

I'm going to spend my gap year at home earning money before starting uni. That way, I don't have to take out a loan which I'll have to pay off for years after I've finished studying. I'm starting work in a local supermarket in August. I don't think it'll be very interesting but the pay is quite good and, as I'm living at home, I won't have to pay rent or anything, so I think I can save most of my salary. And staying here means I can still see my boyfriend!

#### Number 22

I don't really want to have a gap year. I think I'd get out of the habit of learning. I'd like to start studying straight after summer and then, if all goes well, I'll be finished in three years' time and can hopefully find a good job. I've applied for a course in Newcastle so, if I get good grades, then I can start in October. My brother's at Newcastle University and he loves it there, so I hope it'll all work out.

#### Number 23

I want to study to become a vet but, first of all, I'm spending six months in Africa, working for a voluntary organisation. I'm going to be working on a big cat project, assisting with wildlife and conservation research. Can you imagine, it's a dream come true for me! Not only will I gain some amazing experience with animals, it will also look really good on my CV for the future. So Africa here I come!

Thanks to those who called in today. As our listeners have heard, our callers all have very different plans and we wish them all the very best of luck in their choices!



# Answer Key



## Listening

### Part 1

- 1** b
- 2** a
- 3** a
- 4** c

### Part 2

- 5** false
- 6** b
- 7** false
- 8** a
- 9** true
- 10** b
- 11** true
- 12** c
- 13** true
- 14** b

### Part 3

- 15** a
- 16** b
- 17** a
- 18** c
- 19** a
- 20** c

### Part 4

#### Example d

- 21** b
- 22** e
- 23** c



## Reading

### Part 1

- 24** c
- 25** d
- 26** b
- 27** f

### Part 2

- 28** f
- 29** d
- 30** c
- 31** x
- 32** b

### Part 3

- 33** c
- 34** a
- 35** a
- 36** b
- 37** b
- 38** b

### Part 4

- 39** false
- 40** true
- 41** false



## Language Elements

### Part 1

- 42** d
- 43** c
- 44** e
- 45** f
- 46** h
- 47** a
- 48** j
- 49** i

### Part 2

- 50** a
- 51** b
- 52** a
- 53** a
- 54** a
- 55** c
- 56** c
- 57** a
- 58** b
- 59** c

**Candidate**

**A**

\_\_\_\_\_  
Last Name, First Name

**Content**

Task Management	B2		B1		A2	0
	upper	lower / middle	upper	lower / middle		
Part 1A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 1B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Language (Part 1–3)**

	B2		B1		A2	0
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Candidate**

**B**

\_\_\_\_\_  
Last Name, First Name

**Content**

Task Management	B2		B1		A2	0
	upper	lower / middle	upper	lower / middle		
Part 1A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 1B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Language (Part 1–3)**

	B2		B1		A2	0
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\_\_\_\_\_  
Date

\_\_\_\_\_  
Examiner

\_\_\_\_\_  
Examination Centre

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

## ENGLISH

<b>C2</b>	telc English C2
<b>C1</b>	telc English C1
<b>B2·C1</b>	telc English B2·C1 Business telc English B2·C1 University
<b>B2</b>	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical
<b>B1·B2</b>	telc English B1·B2 telc English B1·B2 School* telc English B1·B2 Business
<b>B1</b>	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant
<b>A2·B1</b>	telc English A2·B1 telc English A2·B1 School telc English A2·B1 Business
<b>A2</b>	telc English A2 telc English A2 School
<b>A1</b>	telc English A1 telc English A1 Junior

## ITALIANO

<b>B2</b>	telc Italiano B2
<b>B1</b>	telc Italiano B1
<b>A2</b>	telc Italiano A2
<b>A1</b>	telc Italiano A1

## PORTUGUÊS

<b>B1</b>	telc Português B1
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## DEUTSCH

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

## FRANÇAIS

<b>B2</b>	telc Français B2
<b>B1</b>	telc Français B1 telc Français B1 Ecole telc Français B1 pour la Profession
<b>A2</b>	telc Français A2 telc Français A2 Ecole
<b>A1</b>	telc Français A1 telc Français A1 Junior

## JĘZYK POLSKI

<b>B1·B2</b>	telc Język polski B1·B2 Szkoła
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## ESPAÑOL

<b>B2</b>	telc Español B2 telc Español B2 Escuela
<b>B1</b>	telc Español B1 telc Español B1 Escuela
<b>A2·B1</b>	telc Español A2·B1 Escuela*
<b>A2</b>	telc Español A2 telc Español A2 Escuela
<b>A1</b>	telc Español A1 telc Español A1 Escuela telc Español A1 Júnior

## TÜRKÇE

<b>C1</b>	telc Türkçe C1
<b>B2</b>	telc Türkçe B2 telc Türkçe B2 Okul
<b>B1</b>	telc Türkçe B1 telc Türkçe B1 Okul
<b>A2</b>	telc Türkçe A2 telc Türkçe A2 Okul telc Türkçe A2 İlkokul
<b>A1</b>	telc Türkçe A1

## РУССКИЙ ЯЗЫК

<b>B2</b>	telc Русский язык B2
<b>B1</b>	telc Русский язык B1
<b>A2</b>	telc Русский язык A2
<b>A1</b>	telc Русский язык A1

## اللغة العربية

<b>B1</b>	telc اللغة العربية B1
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## Examination Preparation

# MOCK EXAMINATION 1

## ENGLISH B1·B2 SCHOOL

*telc – language tests* have a long tradition of specialisation in the field of English language testing and certification around the world. The *telc English B1·B2 School* examination is a dual-level format that measures language competence across two levels of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR). *telc* test takers thereby have the opportunity to gain certification at a level that precisely reflects their language abilities.

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