

MOCK EXAMINATION 1

ENGLISH SCHOOL

Examination Preparation

B1



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Examination Preparation

B1

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To the readers of this booklet

telc – language tests are the right choice for you

- if you would like to have a 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.

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), 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, 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) 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 |  1 Reading Comprehension | | | 90 minutes |
| | Part 1 | Reading for Gist | 5 matching items | |
| | Part 2 | Reading for Detail | 5 multiple-choice items | |
| | Part 3 | Selective Reading | 10 matching items | |
| Written Examination |  2 Language Elements | | | max. 30 minutes |
| | Part 1 | | 10 multiple-choice items | |
| | Part 2 | | 10 matching items | |
| | | | | |
| Written Examination |  3 Listening Comprehension | | | 30 minutes |
| | Part 1 | Listening for Gist | 5 true/false items | |
| | Part 2 | Listening for Detail | 10 true/false items | |
| | Part 3 | Selective Listening | 5 true/false items | |
| Written Examination |  4 Writing (Letter) | | | 30 minutes |
| | | Writing a personal or semi-formal letter | Task with four guiding points | |

| | | | | |
|-------------------------|---|-----------------|--|--------------------|
| Oral Examination | Preparation Time | | | 20 minutes |
| |  5 Oral Examination | | | approx. 15 minutes |
| | Part 1 | Social Contacts | Examination with two candidates, in exceptional cases with one candidate | |
| Part 2 | Topic-Based Conversation | | | |
| Part 3 | Task | | | |

Reading Comprehension, Part 1

Read the headlines a–j and the texts 1–5. Find the best headline for each text. You can use each headline only once.

Mark your answers for items 1–5 on the answer sheet.

a **Be ready to work when the boss needs you**

b *Choose a job according to your interests*

c **Clothes shops offer good job opportunities**

d **Computer firms are a good place to get a job**

e *Make sure the money is right*

f **Never let your parents find the job for you**

g *Open your own business*

h **Sometimes jobs are right under your nose**

i **The right clothes increase your chances**

j **Work and homework do not go together**

1

Leo Martin works with his mother at her bakery. The 15-year-old helps out in the kitchen making bread and also works behind the counter as a cashier. Leo's job doesn't interfere with his homework since he only works on weekends

and during school vacations. Leo offers this advice to teens searching for jobs: "Be prepared to be flexible with your hours and be responsible. Sometimes employers don't have a choice with the times they can offer you to work."

2

Stacey Ellis applied to the County Office last year and hoped for a summer job in a library, park or day care center. When they called her in she wore a buttoned-down shirt and a skirt to the interview and was surprised that other teens didn't do the same. "I dressed up for it. I wanted to impress them. But some teens just wore regular things like jeans and T-shirts," Stacey says. "I say dress to impress and have a good attitude."

3

Nicholas Hassan decided to start his own dog walking service. But first he had to get the word out about his new business. The 18-year-old got help from a computer firm to create colourful brochures, business cards and refrigerator magnets for "Hassan's Dog Walking Service". Hassan charged \$1.50 for a 10-minute walk around the block, \$5 for a 45-minute stroll with one dog and \$10 for an hour long walk with two dogs. Then with all the literature in hand, Hassan distributed it to his neighbours.

4

Brittany works at Pacific Sunwear and Z Gallery, two shops found in local shopping centres. She's attracted to jobs inside shopping centres because of all the different people there. She enjoys talking to people and working in malls and there she can do that all day long, she says. Brittany offers this advice to teens: "Don't go somewhere you're bored. The money won't keep you content. If you don't have a positive outlook on it, you shouldn't be there."

5

Tina Washington earns a few pounds each week without setting foot behind a counter. She babysits for her sister's baby, Tamara. The 15-year-old didn't actually seek employment, though. She says that the job found her. "It started out as me wanting to find out what it would be like to have a baby," Tina said.

Her mother quickly recognised Tina's gentle touch with the baby and recommended that she baby-sit on a regular basis. Tina's sister took her up on the offer, so Tina has been sitting for Tamara ever since.

Reading Comprehension, Part 2

Read the text and the items 6–10. Decide which answer fits best: a, b or c.
Mark your answers for items 6–10 on the answer sheet.

ST. ROSE NEWS St. Rose High School, Spring Edition

Remembering Good Times

Students in 10th grade write about 'good times'. Here is an extract by Helena Stoichova, 17, a student whose parents came to Florida six years ago.

..... The funniest and most exciting week of my life occurred way back in my home country, Bulgaria, when I was ten. It was during the month of August, and my whole family felt like taking a week off.

We decided to look for a nice place next to the Black Sea. When I say my family, I mean my mom, dad, younger brother and both my grandparents. And of course our little dog, Julie.

Since we only had one car, we packed our stuff on top of it and everybody squeezed in. We traveled like that for more than five hours. I sat on my grandma's lap and my brother sat on my mom's lap. We thought that when we reached the first city by the coast there would be plenty of room in the hotels for us to settle in. Little did we know that it being August and the hottest month of the year, every hotel by the beach was packed.

We spent the rest of the day traveling from city to city. Each place was miles away from the last. We even reached the border where Bulgaria and Turkey meet and still couldn't find a place to stay.



It started to get late, and we were tired and hungry. Everyone thought it was useless to continue, but we kept looking for a room. Finally, we found a little village named Achtopol.

My grandma remembered that one of her old girlfriends lived there. It turned out that the girlfriend owned a hotel and had a room for us. We were exhausted, but very happy. We unpacked and went straight to bed.

The next week was the coolest of my life. We went swimming. We built sandcastles and buried each other in the sand. We went fishing on a lake close to the woods; so

the week passed by with us doing all sorts of different activities, but mostly swimming. Heading back home, I thought about the beauty of our country and the nature surrounding us. I couldn't quite see that in the city, but most of all I was glad that my family and I went on vacation. I really enjoyed it, and I had a lot of fun.



The items may not be in the same order as the information in the text.

- 6** The story is about when the writer
- a** had a holiday with her family.
 - b** visited Bulgaria.
 - c** visited her family.
- 7** The journey to the holiday place was
- a** in two cars.
 - b** not very comfortable.
 - c** not very long.
- 8** They had a problem when they arrived at the Black Sea because
- a** all the hotels there were full.
 - b** the hotel they had booked had no room for them.
 - c** the hotel they had booked was very difficult to find.
- 9** They stayed
- a** in a flat belonging to friends.
 - b** in a place a family friend offered them.
 - c** with a relative of theirs.
- 10** Driving back home at the end of the week, Helena thought the best thing about the holiday was
- a** being with the family.
 - b** swimming in the sea.
 - c** the food in the hotel.

Reading Comprehension, Part 3

First, read the statements 11–20 and the texts a–l. Then, decide which text goes best with each situation described. Each text can only be used once. In one or two cases, there is no text for the situation. Mark your answers for items 11–20 on the answer sheet. Mark the items that have no answer with an x.

- 11 You would like to invite some friends to your place and eat some Indian food.
- 12 You would like to do an English course from your computer at home.
- 13 You have promised your family to eat out with them if you can go to a restaurant where they serve Chinese food.
- 14 You need someone to help you fix your computer.
- 15 You would like to take an English course with people of your age.
- 16 You use the Internet a lot and would like to pay a fixed price no matter how much you use it.
- 17 You would like to watch a film while eating at a restaurant.
- 18 You and your friends want to go out to drink coffee or eat a small meal.
- 19 You are looking for somewhere you can eat as much as you want at a fixed price.
- 20 You would like to do an English course on holiday in Great Britain and you do not eat meat.

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Language Elements, Part 1

Read the text and decide which word or phrase is missing in items 21–30: a, b, or c.

Mark your answers for items 21–30 on the answer sheet.

Hello Sophie,

How are you, and how is your family? I'm _____ **21** _____ holiday in Spain _____ **22** _____ the moment and right now I'm sitting in an internet café!

It's really hot here. What's the weather _____ **23** _____ in Scotland? I've found a lot of new friends here and we go to the beach nearly _____ **24** _____ day. It's fun, because the water is fantastic.

Yesterday we _____ **25** _____ on a boat trip to Lloret de Mar and we _____ **26** _____ shopping there. Afterwards we went to Waterworld, it was really cool, they _____ **27** _____ lots of water slides and other things.

How was your holiday? Has school started _____ **28** _____ ?

Tomorrow we are going to see Dalí's house and the Dalí museum. I didn't think Spain _____ **29** _____ so interesting!!!

In five days we are going home again and I'm looking forward to _____ **30** _____ my family, but I hope it's not going to be too cold back home.

...

- 21** a in
b of
c on

- 24** a all
b every
c most

- 27** a bought
b had
c sold

- 30** a see
b seeing
c seen

- 22** a at
b of
c right

- 25** a drove
b travelled
c went

- 28** a ever
b still
c yet

- 23** a –
b good
c like

- 26** a did
b had
c went

- 29** a had been
b is
c would be

Language Elements, Part 2

Read the text and decide which word or phrase a-o is missing in items 31–40. Each word can only be used once.

Mark your answers for items 31–40 on the answer sheet.

Hi Lisa,

How are things?

We **31** in Cornwall five days ago. Our new house is very old and on the top of a hill. It's quite OK here, but much too cold. The heating isn't **32**, so we have to **33** thick sweatshirts and scarves!

I just painted my room yellow, and it looks really nice. My brother isn't **34** to paint his room, because he wants to paint it black. At the moment he's got blue walls with bears on them. He doesn't like them at **35**. He's playing his new computer game at the moment and the noise is getting on my nerves. We've found new friends **36** and everybody is **37** to us. I'm trying to **38** my mum to buy me a dog, but I don't think she is going to say yes. Well, a friend has **39** come and wants to go out with me. Let me have **40** news of all our friends as soon as you can!

...

- | | | | | |
|------------------|------------------|------------------|-------------------|------------------|
| a ALL | d ARRIVED | g JUST | j PASSED | m SOME |
| b ALLOWED | e CAME | h NICE | k PERSUADE | n WEAR |
| c ALREADY | f INVITE | i OFFERED | l POPULAR | o WORKING |

Listening Comprehension, Part 1

You are going to hear five people. You will hear each person only once. First read items 41–45.

After you have listened to each person, decide if the statement for each of the items 41–45 is true (+) or not true (-).

Mark your answer on the answer sheet.

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

- 41 The first speaker thinks kids don't need mobile phones because they only use them to phone their friends.
- 42 The second speaker thinks that mobile phones should be forbidden in schools.
- 43 The third speaker gives examples of when she needs a mobile phone.
- 44 The fourth speaker always wants to have a mobile phone on him just in case there is an emergency.
- 45 The fifth speaker complains about people who use mobile phones when they are with her.

Listening Comprehension, Part 2

You are going to hear a radio programme. You will hear the programme twice. First read items 46–55. After you have listened to the programme, decide if the statement for each of the items 46–55 is true (+) or not true (–).

Mark your answer on the answer sheet.

Now you will have two minutes to read the statements.

- 46** Tom is a university student from Leeds.
- 47** Tom found out about the job from someone he knows.
- 48** Tom works for four hours in the evenings.
- 49** Tom has to stay in the store for about two hours after it closes.
- 50** Tom has to deal with all kinds of difficult problems himself.
- 51** Christine found her job through her school.
- 52** Christine has had her job for two weeks.
- 53** Christine works every Saturday.
- 54** Christine's main job is serving food.
- 55** Christine's boss, Nick, likes to make sure that she is always busy.

Listening Comprehension, Part 3

You are going to hear five short texts. You will hear each text twice. After you have listened to each text, decide if the statement for each of the items 56–60 is true (+) or not true (-).

Mark your answer on the answer sheet.

- 56** You can buy cheaper CDs this Saturday.
- 57** You are invited to Mike's birthday party this evening.
- 58** You can only have tickets for today's afternoon showing.
- 59** The train you are waiting for will be about half an hour late.
- 60** You should wait for the next announcement.



Writing

You receive an email from an American student you stayed with last year on a school exchange. Among other things she writes:

| | |
|--|--|
| | |
| | |
| | |

.....

... but the most important reason for this email is that I am going to be in – guess – yes, in your country for three weeks in October this year. I'd love to come and visit you if possible. It would be great to see you again.

.....

Write an email to your friend. Write about the following points:

- * give some news about yourself (school, family etc.)
- * invite your friend to stay with you
- * say something about your area
- * say what you think about her plans

Before starting the email, decide in which order you want to include the points. Begin and end the email in an appropriate way.

The Oral Examination

How is the oral test conducted?

The candidates are given 20 minutes to prepare for the oral examination. During the preparation time they study the Task Sheets for the three parts of the test. The actual Oral Examination lasts 15 minutes and is conducted by two telc licensed oral examiners.

What must the candidates do?

During the oral test the candidates have to talk to each other, pay attention to the other candidate's statements, questions or arguments so that they manage to conduct a fairly authentic conversation.

Asking questions in response and helping each other during the oral test are considered to be rather positive. Notes taken during the 20-minute preparation phase may be used in the oral test. But candidates are not permitted to directly read them.

What candidates should know beforehand?

Part 1: Social Contacts

Candidates should talk to their partner and find out as much as possible about each other. There are some ideas on the Task Sheet. Candidates should not ask all the questions one by one but should try to speak as if in a natural conversation to get to know each other. If a candidate already knows his or her partner quite well, he or she should not ask questions to which he or she already knows the answers. The examiners may also ask the candidates to talk about a topic which is not on the Task Sheet.

Both candidates have the same information on their Task Sheet.

Part 2: Topic-Based Conversation

The examiner will ask one of the candidates to begin talking about the information on the Task Sheet and about his or her own opinions on the topic.

The two candidates have different information on the same topic on their Task Sheets.

Part 3: Task

The examiner will ask both candidates to talk to each other using the ideas and information on the Task Sheet.

Both candidates have the same information on their Task Sheet.



Candidate A/B

Part 1 Social Contacts

Talk to your partner about the following topics:

- name
- where he/she lives
- where he/she comes from
- if he/she has ever been to other countries
- how long he/she has lived in the area
- details of her/his house/flat
- details of her/his family

Only ask for information you do not already know.

In addition the examiner may have one more topic for you to ask about.

Additional topics are, for example,

- *what he/she does at weekends*
- *hobbies*

Candidate A

Part 2 Topic-Based Conversation

Look at the information on this page and tell your partner about it. Listen to your partner who has different information on the same topic.

Exchange your opinions on the topic. Talk about your personal experience, ask questions and answer your partner's questions.

Peter Read (15)

When I was ten I smoked a cigarette with my friends. It was awful. It really made me sick and today I still cannot understand why everybody in my family smokes. My father, a chain smoker, coughs all the time. I really hate that! I wouldn't be as good at sport, either, if I smoked.

Bad habits





Candidate B

Part 2 Topic-Based Conversation

Look at the information on this page and tell your partner about it. Listen to your partner who has different information on the same topic.

Exchange your opinions on the topic. Talk about your personal experience, ask questions and answer your partner's questions.

Sue Miller (16)

I think that teenagers shouldn't touch alcohol. It's dangerous. Especially when you drink and ride your scooter afterwards. A friend of mine once had a bad accident with his scooter. Too much alcohol is really bad for your health. Look, there are better ways of having fun. I agree with people who say our laws on drinking should be stricter.

Bad habits



Candidate A/B

Part 3 Task

You and your partner are planning to spend an evening out together.

Discuss your ideas about the evening. Include the following points:

Evening out

- what to do*
- money*
- time and place*
- how to get there*
- how to get home*
- ...*

First decide what you would like to do and why. Prepare to tell your partner your ideas and give reasons. Listen to your partner's ideas and reasons. Try to agree on something both of you would like.

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|---|---|---|---|--|
| | | | | | | | | | | 1 | 1 | 1 | 3 | |
|--|--|--|--|--|--|--|--|--|--|---|---|---|---|--|

| | | | | | | | | | | | | |
|---------------------------|---------------------------|----------------------|----------------------|---|----------------------|----------------------|----------------------|----------------------|----------------------|---|----------------------|----------------------|
| <input type="radio"/> SNT | <input type="radio"/> MNT | <input type="text"/> | <input type="text"/> | . | <input type="text"/> | . | <input type="text"/> | <input type="text"/> |
| | | S | | | Q | | P | | | | | |

Written Examination

1 Reading Comprehension

| | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 1 | <input type="radio"/> | 1 |
| | a | b | c | d | e | f | g | h | i | j | | |
| 2 | <input type="radio"/> | 2 |
| | a | b | c | d | e | f | g | h | i | j | | |
| 3 | <input type="radio"/> | 3 |
| | a | b | c | d | e | f | g | h | i | j | | |
| 4 | <input type="radio"/> | 4 |
| | a | b | c | d | e | f | g | h | i | j | | |
| 5 | <input type="radio"/> | 5 |
| | a | b | c | d | e | f | g | h | i | j | | |

| | | | | |
|----|-----------------------|-----------------------|-----------------------|----|
| 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6 |
| | a | b | c | |
| 7 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7 |
| | a | b | c | |
| 8 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8 |
| | a | b | c | |
| 9 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9 |
| | a | b | c | |
| 10 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10 |
| | a | b | c | |

| | | | | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----|
| 11 | <input type="radio"/> | 11 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | |
| 12 | <input type="radio"/> | 12 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | |
| 13 | <input type="radio"/> | 13 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | |
| 14 | <input type="radio"/> | 14 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | |
| 15 | <input type="radio"/> | 15 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | |

| | | | | | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----|
| 16 | <input type="radio"/> | 16 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | | |
| 17 | <input type="radio"/> | 17 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | | |
| 18 | <input type="radio"/> | 18 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | | |
| 19 | <input type="radio"/> | 19 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | | |
| 20 | <input type="radio"/> | 20 |
| | a | b | c | d | e | f | g | h | i | j | k | l | x | | |

2 Language Elements

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

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

Please separate this sheet after the sub-tests "Reading Comprehension" and "Language Elements" and turn it in.

Marking Criteria “Writing”

The Writing subtest is assessed by licensed telc raters. In the case of disagreement, the marks awarded by Rater 2 are taken in preference. A maximum total of 45 points may be awarded for this part.

The letter is marked according to the following three criteria:

- I Content (Guiding Points)
- II Communicative Design
- III Language

A maximum of two further additional points may be awarded as follows:

- 1 point for a wider than average range of vocabulary and structures (language).
- 1 point if the letter contains more than minimum information (content).

These additional points may **not** be given if the letter

- has already been awarded the maximum total number of points
- has been awarded a **C** (see below) in any one of the three criteria.

If the mark given for Criterion 1 and/or Criterion 3 is **D**, the whole letter must be awarded **zero** points.

The total number of points (all three criteria plus any possible additional points) is finally multiplied by 3.

Criterion 1: Content (Guiding Points)

Assessment is based on the number of guiding points that have been processed.

| | | Points |
|----------|--|--------|
| A | All four guiding points have been processed in an appropriate way. | 5 |
| B | Three of the guiding points have been processed in an appropriate way. | 3 |
| C | Two of the guiding points have been processed in an appropriate way. | 1 |
| D | No more than one guiding point has been processed in an appropriate way. | 0 |

Criterion 2: Communicative Design

Assessment is based on:

1. whether the guiding points have been processed in a logical sequence;
2. the links between the sentences and between the guiding points;
3. whether the language used is appropriate to the type of letter and to the person the letter is being sent to;
4. the formal characteristics of the letter (date, salutation, closing formula).

The communicative design of the letter is

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

Criterion 3: Language

Assessment is based on syntax, morphology and spelling.

| The letter contains | | Points |
|---------------------|--|--------|
| A | no or only occasional errors. | 5 |
| B | a number of errors without impairing the reader's understanding of the letter. | 3 |
| C | errors that considerably impair the reader's understanding of the important parts of the letter. | 1 |
| D | so many errors that the text is (almost) impossible to understand. | 0 |

How does the assessment occur?

Every letter is evaluated by two telc licensed raters. The second assessment is used as a control for the first assessment. When the two assessments differ then the second one determines the final mark. The quality of these assessments is verified by regular spot checks at the telc headquarters.

The raters can award a maximum of 15 points (five for each criterion). A maximum of two additional points can be awarded if:

IV.1 The letter is above average in regard to its linguistic variety (range of vocabulary and structures).

IV.2 The letter is above average in relation to its length (textual composition).

However, the additional points may not be awarded if the letter has already been given the maximum number of points, or if one of three criteria has been awarded a "C" or "D".

If the mark given for Criterion I and/or Criterion III is "D", then the whole letter must be awarded zero points. In this case the examiners must mark "D D D" on the answer sheet (S30). In other words the points for all criteria are then zero.

Calculation of the score

The whole score attained by a candidate consists of the sum of the points which were awarded for the three criteria, plus any additional points (maximum of two).

During the scoring process in the telc headquarters, this score is multiplied by three, so that a candidate can attain a maximum total of 45 points in the subtest Letter Writing. This corresponds to 15% of the maximum total of 300 points for the whole examination.

Marking Criteria “Oral Examination”

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

A maximum total of 75 points may be awarded.

The overall examination carries a maximum total of 300 points, giving the oral test a weighting of 25 per cent.

Each of the three parts of the oral test is assessed separately in accordance with the same criteria. The marks for the three parts are based on a ratio of 1 : 2 : 2, corresponding to a points system of 15 points : 30 points : 30 points.

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

Criterion 1: Expression

Criterion 2: Task Management

Criterion 3: Language

Criterion 4: Pronunciation and Intonation

Part 1: Social Contacts

A maximum of 15 points may be awarded as follows:

| Criterion | | A | B | C | D |
|-----------|----------------------------|-------|-------|------|-------|
| 1 | Expression | 4 pts | 3 pts | 1 pt | 0 pts |
| 2 | Task Management | 4 pts | 3 pts | 1 pt | 0 pts |
| 3 | Language | 4 pts | 3 pts | 1 pt | 0 pts |
| 4 | Pronunciation & Intonation | 3 pts | 2 pts | 1 pt | 0 pts |

Part 2: Topic-Based Conversation and Part 3: Task

In each part a maximum of 30 points may be awarded as follows:

| Criterion | | A | B | C | D |
|-----------|----------------------------|-------|-------|------|-------|
| 1 | Expression | 8 pts | 6 pts | 2 pt | 0 pts |
| 2 | Task Management | 8 pts | 6 pts | 2 pt | 0 pts |
| 3 | Language | 8 pts | 6 pts | 2 pt | 0 pts |
| 4 | Pronunciation & Intonation | 6 pts | 4 pts | 2 pt | 0 pts |

Criterion 1: Expression

Assessment is based on the extent to which the language used (vocabulary and functional exponents) is appropriate to the task and the role relationship between the two candidates.

Expression is

| | |
|----------|-------------------------------|
| A | appropriate in all respects. |
| B | appropriate in most respects. |
| C | mostly inappropriate. |
| D | completely inappropriate. |

Criterion 2: Task Management

Assessment is based on

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

Task Management is

| | |
|----------|-------------------------------|
| A | appropriate in all respects. |
| B | appropriate in most respects. |
| C | mostly inappropriate. |
| D | completely inappropriate. |

Assessment is made on the process of task management, not on the end-product.

Criterion 3: Language

Assessment is based on syntax and morphology.

The candidate makes

| | |
|----------|---|
| A | no or only occasional errors. |
| B | a number of errors without impairing communication. |
| C | errors that considerably impair communication. |
| D | so many errors that communication is (almost) impossible. |

Criterion 4: Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

Divergences from standard pronunciation and intonation

| | |
|----------|--|
| A | do not impede comprehension. |
| B | may occasionally impede comprehension and require extra concentration on the part of the listener. |
| C | considerably impede comprehension. |
| D | make comprehension (almost) impossible. |

Points and Grades

| | Subtest | Item | Points | Points max. | Weighting | |
|---------------------|----------------------------------|--------------------------|--------------------------|-------------|-------------|-----|
| Written Examination | 1 Reading Comprehension | | | | | |
| | Part 1 | 1–5 | 25 | | | |
| | Part 2 | 6–10 | 25 | 75 | 25% | |
| | Part 3 | 11–20 | 25 | | | |
| | 2 Language Elements | | | | | |
| | Part 1 | 21–30 | 15 | | | |
| | Part 2 | 31–40 | 15 | 30 | 10% | |
| | 3 Listening Comprehension | | | | | |
| | Part 1 | 41–45 | 25 | | | |
| | Part 2 | 46–55 | 25 | 75 | 25% | |
| | Part 3 | 56–60 | 25 | | | |
| | 4 Writing | | | | | |
| | | | Content (Guiding Points) | 15 | | |
| | Letter | | Communicative Design | 15 | 45 | 15% |
| | | Language | 15 | | | |
| | Sub-Total I | | | 225 | 75% | |
| Oral Examination | 5 Oral Examination | | | | | |
| | Part 1 | Social Contacts | 15 | | | |
| | Part 2 | Topic-Based Conversation | 30 | 75 | 25% | |
| | Part 3 | Task | 30 | | | |
| | Sub-Total II | | | 75 | 25% | |
| | Written Examination | | | 225 | 75% | |
| | Oral Examination | | | 75 | 25% | |
| | Total Points | | | 300 | 100% | |

To pass the whole examination, you must get at least 60% of the total number of possible points both in the written and in the oral examination. This means a total of 135 points in the written examination and 45 points in the oral examination.

If you get more than 60% in each part of the examination, then the number of points you get for the written examination is added to the number of points you get for the oral examination. The score is then calculated according to the following table:

| | |
|--------------------|--------------|
| 180 – 209.5 points | Pass |
| 210 – 239.5 points | Satisfactory |
| 240 – 269.5 points | Good |
| 270 – 300 points | Very Good |

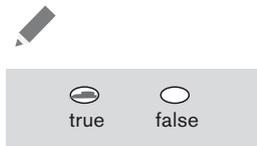
If you fail or do not take one of the parts of the examination (written or oral) you can retake that part during the same calendar year or the following calendar year. You can retake the whole examination as many times as you want, e.g. in order to get a better score. However, it is always the score from the most recent test that is valid.

What are the procedures of the examination?

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 *Reading Comprehension*, *Listening Comprehension* 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 license. They have received this license 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 longstanding 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 licenses are valid for three years, after which time the examiners and raters must attend another training course in order to renew their licenses and ensure that their rating standards remain consistent.

Retaking the Examination

The telc English B1 examination can be repeated as often as the candidate may wish. Results from previous tests, e. g. the result of the Group Written Exam or the Oral Exam, can be incorporated into the new exam in case one of these was not passed in the previous test. However, the entire examination can be repeated as often as the candidate wishes to do so.

Written Examination

The Group Written Examination lasts 120 minutes and consists of the subtests *Reading Comprehension*, *Language Elements*, *Listening Comprehension* and *Writing*.

Before starting the examination, the candidates should fill in the information section on the Answer Sheet S30.

The examination begins with the the subtests *Reading Comprehension* and *Language Elements*. After this section is completed, the candidates separate the first sheet from the two remaining sheets of the Answer Sheet S30. Then they continue with the subtest *Listening Comprehension* and *Writing*.

After the subtest *Listening Comprehension* 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 sheet of paper of the Answer Sheet S30. After this step, the written examination is completed.

Oral Examination

As a rule all telc Oral Examinations at level B1 are carried out with two candidates at a time. The formation of the pairs is arranged by the examination centre before the Oral Examination. Candidates' wishes may be taken into account. If there is an odd number of candidates, one examiner should act as a candidate in the final examination session. In the case where only one candidate registers for the examination, one of the two examiners will take on the role of the second candidate.

The Oral Examination lasts approximately 20 minutes. About 15 minutes are for the examination itself. The remaining five minutes are used by the examiners for assessment purposes.

During these 20 minutes, the next pair of candidates have their preparation time in a separate room.

The time allowed for examining is divided into three parts:

- Part 1 (Social Contacts) 3–4 minutes,
- Part 2 (Topic-Based Conversation) approximately 5–6 minutes, and
- Part 3 (Task) approximately 5–6 minutes.

What must the examiners do?

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 other examiner rather acts as assessor. 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. Both examiners mark both candidates during the examination on the Score Sheet M10, and compare marks after the candidates have left the room. They enter their individual marks and their agreed marks on the Answer Sheet S30, page 4.

Teilnehmende/r • Candidate
Candidato • Katılımcı

A

Candidato • Candidat
Кандидат • مشارك/مشاركة

Nachname • Surname • Apellido • Nom
Cognome • Soyadı • Фамилия • اسم العائلة

Vorname • First name • Nombre • Prénom
Nome • Adı • Имя • الاسم

Teilnehmende/r • Candidate
Candidato • Katılımcı

B

Candidato • Candidat
Кандидат • مشارك/مشاركة

Nachname • Surname • Apellido • Nom
Cognome • Soyadı • Фамилия • اسم العائلة

Vorname • First name • Nombre • Prénom
Nome • Adı • Имя • الاسم

TEIL • PART • PARTE • PARTIE
PARTE • BÖLÜM • ЧАСТЬ • جزء

1

2

3

TEIL • PART • PARTE • PARTIE
PARTE • BÖLÜM • ЧАСТЬ • جزء

1

2

3

1

Ausdrucksfähigkeit
Expression
Expresión
Capacité d'expression
Capacità espressiva
Aplátım
Выразительность
القدرة على التعبير

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

2

Aufgabenbewältigung
Task Management
Cumplimiento de la tarea
Réalisation de la tâche
Padronanza del compito
Görevi yerine getirme
Умение справляться
с задачей
تنفيذ المهام المطلوبة

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

3

Formale Richtigkeit
Language
Corrección lingüística
Correction linguistique
Correttezza formale
Biçimsel doğruluk
Формальная
правильность
سلامة التعبير

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

4

Aussprache/Intonation
Pronunciation/Intonation
Pronunciación/Entonación
Prononciation/Intonation
Pronuncia/Intonazione
Söyleyiş/Tonlama
Произношение и
интонация
مخارج الحروف/ نبرة الصوت

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

Datum • Date • Fecha • Date • Data • Tarih • Дата • التاريخ

Prüfende/r • Examiner • Examinador • Examineur • Esaminatore • Sinav yetkilisi • Экзаменатор • المُمتحن/الممتحنة

Prüfungszentrum • Examination centre • Centro examinador • Centre d'examen • Centro d'esame • Sinav merkezi • Экзаменационное учреждение • مركز الامتحان

Answer Key



Reading Comprehension, Part 1

- 1 a
- 2 i
- 3 g
- 4 b
- 5 h

Reading Comprehension, Part 2

- 6 a
- 7 b
- 8 a
- 9 b
- 10 a

Reading Comprehension, Part 3

- 11 d
- 12 j
- 13 x
- 14 a
- 15 c
- 16 e
- 17 x
- 18 b
- 19 h
- 20 g



Language Elements, Part 1

- 21 c
- 22 a
- 23 c
- 24 b
- 25 c
- 26 c
- 27 b
- 28 c
- 29 c
- 30 b

Language Elements, Part 2

- 31 d
- 32 o
- 33 n
- 34 b
- 35 a
- 36 c
- 37 h
- 38 k
- 39 g
- 40 m



Listening Comprehension, Part 1

- 41 -
- 42 -
- 43 +
- 44 -
- 45 +

Listening Comprehension, Part 2

- 46 -
- 47 +
- 48 -
- 49 -
- 50 -
- 51 +
- 52 -
- 53 +
- 54 -
- 55 +

Listening Comprehension, Part 3

- 56 +
- 57 -
- 58 -
- 59 +
- 60 -

Audio Scripts

Part 1

Hello everybody. This is 'Planet News' reporting what kids think about mobile phones.

To start off, listen to five schoolchildren giving their opinions about mobile phones.

41

To ban mobile phones because they can be used for fun is ridiculous. Yes, kids will use them to call friends. But, parents and school administrators, wouldn't you like your kids to have access to a phone if somebody is shooting up the school?

42

In our school mobile phones are banned completely because they say they are disturbing lessons. But after what happened recently, I personally believe the schools should change things and just say 'mobile phones must be turned off in class'.

43

I think mobile phones are essential in an emergency. I would feel much safer with a mobile phone than without. It wasn't until I started driving that I realised how badly I needed a phone. I need it when I get lost, get a flat tire or am going to be late. I also need it for when I need to keep in touch with my parents.

44

Mobile phones are important for emergencies, yet how many REAL emergencies are there? Name all the life-threatening times when you needed a cell phone. Since everyone around us has mobile phones, we can just use someone else's if we really need to.

45

I think the phone companies seem like they have a monopoly, and some people just get mobile phones because they think it gives them status. I really hate it when I'm with someone and they take a mobile phone call in the middle of our conversation and ignore me completely.

Part 2

Reporter:

And welcome to "Young People Today", the programme that looks into matters of interest for young adults. And our topic today is part-time jobs. And here in the studio are Tom and Christine who will be telling us something about their experiences. Let's start with you, Tom. You work for a burger store, don't you?

Tom:

Yeah, that's right. I work part-time for Bettaburger here in Leeds.

Reporter:

And how long have you been working there?

Tom:

About two years now. I've just finished my A-levels and I'll be going to university in autumn.

Reporter:

Why did you decide to go to work for Bettaburger?

Tom:

Well, obviously mainly for the money, but I also like the job because I enjoy working in a team.

Reporter:

And how did you get to hear about the job at the time?

Tom:

Through a friend working at Bettaburger, who told me there was a vacancy and that the store was looking for someone.

Reporter:

Perhaps you can tell us what a typical day's work is like. What does the job involve?

Tom:

Well, I usually come in at 5.50 for a 6 o'clock start, change into uniform and then find out where I'm assigned. If I'm on the cash-out I collect and count the money and sign in. Then between 6 and 11.30, I'll get a short break with a meal provided, which is nice. You're on your feet the whole time, but you do get used to it. And it can be very busy, like on a Saturday night when you can take over £1000 in an hour, which is a lot of burgers! Between 11.30 and 12.30 we close the store and help clean up to get the store ready for the next day. There is a rota of cleaning for the equipment and everything must be spotless, so everyone mucks in. And then at 12.30 I cycle home.

Reporter:

Are there any real problems working there?

Tom:

None really, you can get problems with customers, especially drunks, but we refer those to the managers. You might also get questions about ingredients so it's worth finding out about that before you go on the till, even complaints, but again the managers deal with complaints, we just refer them.

Reporter:

Can you offer any tips for surviving in the job for people who might be thinking of doing something similar?

Tom:

Yeah, well, you need to make sure you have comfortable socks and shoes, and above all: always smile. It gets you a long way with the public.

Reporter:

Right, thanks Tom. And now let's have a word with Christine who has been working at the "Red Lion" pub down the road from the studios here. Hi Christine.

Christine:

Hi.

Reporter:

Now, you're fifteen, aren't you?

Christine:

Yes, that's right.

Reporter:

And how did you get the job?

Christine:

I got the job as a result of doing work experience there. This was arranged by my school and it lasted for 2 weeks. My jobs included washing up, shopping for food for the kitchen, cleaning up around the pub and serving in the restaurant. When I finished, Nick asked me if I wanted a regular part time job and I said yes.

Reporter:

So when do you work and what do you do on a normal day?

Christine:

I work Saturday and sometimes Sunday, and I get £15 for a session. The session lasts from about 9.30 to about 3.30. On a normal day, I start with the shopping. Today I went into Sudbury and did a lot of shopping for Nick, stuff for the kitchens. Then I came back and spent some time washing up and preparing food. Later on I will also be serving in the restaurant, if it gets busy.

Reporter:

Do you enjoy the job?

Christine:

Working for Nick is alright. He expects you to get on and find work to do once you know the ropes, but he is funny and quite cool really. I like the fact that I am always doing something. I also like serving. Nick is also good at showing you things and you learn a lot about the trade which I like.

Reporter:

And what are your top tips for this kind of job?

Christine:

Well first of all, think for yourself and work out the best way to do things properly. And then don't wear anything too snazzy if you are in the kitchen. I always wear an apron as well because things are always getting spilled.

Reporter:

Okay. Well thanks for coming into the studio today. And if any of you out there are interested in the topic, just send us a mail via our web-site. Next week we'll be going into the question of how long young people should be allowed to stay out at the weekend. Bye all.

Part 3**56**

You are in a department store in London and hear an announcement.

Here is an announcement from our records department. For all music lovers our records department has a special weekend offer on all the latest CDs. That's right. For this weekend only, the prices of all CDs have been reduced by 15%.

57

You get the following message on your mobile.

Hi, this is John. We've just decided to have a kind of party this evening round at Mike's place. It's not his birthday or anything like that. We just thought we could get together for a couple of hours and listen to some music. Come across if you can – and don't forget to bring a bottle with you. See you about seven! Bye.

58

You phone the ABC cinema to book tickets for the late film this evening.

This is the ABC Cinema. Thank you for calling. We regret that all today's films are booked up. We still have a few seats left for tomorrow afternoon and for the afternoon and evening showings the following day.

59

You have gone to the railway station to meet friends arriving from Liverpool.

We regret to announce that due to an accident in the Manchester area all trains from Liverpool will be arriving about 30 minutes later. We apologise for the delay.

60

You are going to Britain by coach on a school exchange. On the ferry you hear an announcement.

Ladies and gentlemen, we are now approaching the Port of Dover. Would all car and coach passengers now please return to their vehicles. All foot passengers should remain where they are and wait for the next announcement. Thank you.

ENGLISH

- C2** telc English C2

- C1** telc English C1

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

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

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

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

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

- A2** telc English A2
telc English A2 School

- A1** telc English A1
telc English A1 Junior

DEUTSCH

- C2** telc Deutsch C2

- C1** telc Deutsch C1
telc Deutsch C1 Beruf
telc Deutsch C1 Hochschule

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

- B2** telc Deutsch B2 Medizin
Zugangsprüfung
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 für Zuwanderer
telc Deutsch A1 Junior

ESPAÑOL

- B2** telc Español B2
telc Español B2 Escuela

- B1** telc Español B1
telc Español B1 Escuela

- A2-B1** telc Español A2-B1 Escuela

- A2** telc Español A2
telc Español A2 Escuela

- A1** telc Español A1
telc Español A1 Escuela
telc Español A1 Júnior

FRANÇAIS

- B2** telc Français B2

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

- A2** telc Français A2
telc Français A2 Ecole

- A1** telc Français A1
telc Français A1 Junior

ITALIANO

- B2** telc Italiano B2

- B1** telc Italiano B1

- A2** telc Italiano A2

- A1** telc Italiano A1

TÜRKÇE

- C1** telc Türkçe C1

- B2** telc Türkçe B2
telc Türkçe B2 Okul

- B1** telc Türkçe B1
telc Türkçe B1 Okul

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

- A1** telc Türkçe A1

РУССКИЙ ЯЗЫК

- B2** telc Русский язык B2

- B1** telc Русский язык B1

- A2** telc Русский язык A2

- A1** telc Русский язык A1

PORTUGUÊS

- B1** telc Português B1

اللغة العربية

- B1** telc اللغة العربية B1

JĘZYK POLSKI

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

Examination Preparation

MOCK EXAMINATION 1

ENGLISH B1 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 B1 School* examination follows the telc format for other language examinations at level B1 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.