telc
LANGUAGE TESTS

# MOCK EXAMINATION 1

## ENGLISH

Revised edition
2019

Examination Preparation

B2

Common European Framework of Reference

ALTE
Association of Language Testers in Europe

telc
LANGUAGE TESTS

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## ENGLISH

**Examination Preparation**

B2

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Published by telc gGmbH, Frankfurt am Main, Germany
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© 2019 by telc gGmbH, Frankfurt am Main
Printed in Germany
ISBN: Booklet: 978-3-937254-30-2
Audio CD: 978-3-937254-41-8
Order Number: Booklet: 5127-B00-010202
Audio CD: 5127-CD0-010201

# To the readers of this booklet

As an internationally recognised test provider, telc offers a range of tests to suit your needs. Whether you are a student wishing to take a test or a course instructor preparing a class, this mock exam will help you gain a firm understanding of the exam requirements and get the best results.

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Jürgen Keicher
Managing Director, telc gGmbH

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# The Structure of the Examination

## telc English B2

| | Sub Test | Aim | Type of Test | Time in minutes |
|---|---|---|---|---|
| Written Examination | **1 Reading Comprehension** | | | 90 |
| | Part 1 | Reading for Gist | 5 matching items | |
| | Part 2 | Reading for Detail | 5 multiple-choice items | |
| | Part 3 | Selective Reading | 10 matching items | |
| | **2 Language Elements** | | | |
| | Part 1 | Grammar | 10 multiple-choice items | |
| | Part 2 | Lexis | 10 matching items | |
| | **3 Listening Comprehension** | | | approx. 20 |
| | 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 | |
| | **4 Written Expression** | | | 30 |
| | | Writing a semi-formal email<br>Choice of two tasks | | |

| | | | | |
|---|---|---|---|---|
| Oral Examination | **Preparation** | | | 20 |
| | **5 Oral Expression** | | | approx. 15 |
| | Part 1 | Describing experiences | two or three test takers | |
| | Part 2 | Discussion | | |
| | Part 3 | Planning something together | | |

## Reading Comprehension Part 1

*First read the ten headlines a–j. Then read the five texts 1–5 and decide which text goes best with each headline.*
*Mark your answers on the answer sheet.*

**a** **Accident fatal for 19-year-old**

**b** **Dangerous pets banned under new legislation**

**c** **Important decision? Head for bed!**

**d** **Life on earth at risk**

**e** **New regulations on problematic pets**

**f** **Research shows mice fear sleep**

**g** **Snake leaves home**

**h** **Unknown bee disease identified**

**i** Unusual message for local authorities

**j** **Years of silence finally end**

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1

A man who has been in a coma for 19 years after a car crash woke up and started talking to his mother, who was sitting at his bedside. Terry Wallis began his return to consciousness slowly with just a few nouns, but gradually a flood of phrases came pouring out. 'He started out with 'mum', and then it was 'milk' and 'tree', said the director of the Arkansas rehabilitation centre where Wallis was being cared for.

Terry, now 39, was driving home 19 years ago when his car left the road and plunged into a stream. He was found the next day under a bridge and was in a coma. Terry's daughter Amber, who was born shortly before the crash, is thrilled to now be able to build up a relationship with her father. According to Terry's father, his son talks almost non-stop now. 'It's so peculiar, it's going to take some getting used to!'

2

In an attempt to combat the rise in ownership of dangerous animals, the government has announced plans to introduce an addition to the law stating that all dogs must now be fitted with a microchip. Voluntary 'chipping' of animals is already a common practice and involves a small electronic device being implanted under the animal's skin. Each chip has a unique number that can be read by a scanner. Vets, the police or an animal welfare organisation can quickly and easily trace the animal's owner. There are an estimated eight million dogs in Britain, and four breeds are currently banned under the Dangerous Dogs Act (1991). Critics of the plan say that it will do nothing to tackle problems with these banned breeds, since people who already own such dogs are likely to ignore the new legislation as they fear to lose their animals. However, owners who can prove that their dogs are not dangerous will be given a Certificate of Exemption.

3

Faced with a tough problem, the traditional advice is to 'sleep on it'. And, according to new research, 'sleeping on it' may be exactly the right thing to do: a good night's sleep really does help the brain get to grips with information and to act on it the following day.
Researchers at the University of Pennsylvania studied how well mice absorbed or 'consolidated' new information and remembered it the next day. Scientists gave two groups of mice a small electric shock when they were put in a specific place to generate fear of that particular location. One group of mice was then allowed to sleep, while the other group was kept awake. Twenty four hours later, the two groups were tested to see if they 'froze' when put in this same area. Those who slept were four times more likely to show fear than those kept awake. Researchers concluded that sleeping during the five hours after learning was crucial for 'memory consolidation'.

4

After flourishing for millions of years, the last sixty years has seen a huge decline in the country's bee population. Some species have already disappeared completely from the British countryside and others are now considered endangered. Experts believe that the reduction in bee numbers is due to changing weather patterns, the increased use of insecticides in farming and gardening, and the loss of habitat as our cities expand.
Albert Einstein, the physicist, said that if all bees became extinct, human society would follow within a few years. This statement was based on the fact that in our interconnected ecosystem, the production of food is almost entirely dependent on these useful workers, and yet many of us take the work they do for granted. While collecting nectar for themselves, bees transfer pollen from one plant to another, ensuring that, for example, fruit grows. Currently, bee keepers, scientists and conservation organisations are working hard to save our bee population.

5

A woman deliberately left her four-metre long python behind when moving home, and explained this to the council as she was dropping off the keys. The unnamed tenant of a council flat near Birmingham said to the council worker on duty, 'I'm catching a train to Norfolk and I'm not coming back. I've just fed my Burmese python and I'm leaving her in the flat.' Housing officers quickly rang the Royal Society for the Prevention of Cruelty to Animals (RSPCA), which sent two inspectors to collect the 25-kilo snake, which they found curled up in the living room. The snake is now being cared for at a reptile centre in Birmingham while the RSPCA tries to trace its former owner. A spokesman for the district council said, 'Our housing department has heard some strange things from our tenants over the years, but this has to be the strangest.'

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## Reading Comprehension Part 2

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

# Fatherhood Today

MODERN men see fatherhood as their biggest life-changing experience and desperately want to be 'hands on' during their partner's pregnancy and the upbringing of their child. The days of fatherhood being limited to discipline and breadwinning look to be long gone, as a third of today's dads say they would even consider leaving work to take on the role of full-time father. But despite being anxious about the birth of their child, men are more worried about money than losing their freedom.

The results of Pregnancy & Births magazine's annual fatherhood survey, reveal the respect with which many men now regard the role of fatherhood. More than 2,000 couples across the UK who were expecting their first child were asked about their feelings. According to 98% of the fathers-to-be, they believe fatherhood will make them happy and 90% say it is their biggest life-changing event ever'. It seems that men are taking child-rearing seriously, wanting to be 'hands on' both before and after the birth. Nine out of ten dads-to-be attend scans and check-ups; only 2% of the men surveyed would not be at the birth because they "could not face it". Eight out of 10 women say their partner is more caring during the pregnancy and 83% of men would rather stay in with their partner than go out with friends. 72% of men say they will take two weeks' leave. A further 77% say they wish they could have more time off to bond with their baby.

However, more than half of the men questioned still think that the mother should take time off work if the child is ill, but 39% said they would share it. Modern fathers-to-be are also more likely to do chores compared to decades ago: almost half of them do more housework, 41% do more meal preparation and a third go shopping more. The role of child rearing has changed dramatically over the past 50 years and more men would consider leaving work to raise their child. A third of the men surveyed say they would be prepared to be a full-time stay-at-home dad, another third would like to work part-time while the rest wish to continue with work.

Dr. Maureen Marks, a specialist psychiatrist on fathers and their changing roles, does not believe the survey sample is wide enough. But she agrees that men's parental roles have changed dramatically. Dr. Marks, a senior lecturer at the Institute of Psychiatry, King's College London, said, "Generally speaking, men are more able to be involved. As women are working more, they are not totally dependent on their husbands for money, so the roles are less rigid." She believes that, although the roles have been modified, biological differences are important. "Women are the ones who carry the child and many breast-feed. In those early days, however involved the father is, they miss that connection," she said. However, men make up for this when the child is old enough to be played with. "Men are much more active when playing with their children and encourage their sociability, but when children need comforting or soothing they tend to go to their mother."

Tom Beardshaw, from the charity Fathers Direct, believes these results confirm society's changing views on fatherhood. He said, "this confirms the equal opportunities research which shocked a lot of people by how much fathers want to get involved. There are historical changes such as women working more, and also positive male role models, such as George Clooney, who show that being a proud father is not an unmanly attribute to have."

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

**6** A number of modern fathers

**a** are willing to give up their careers to be a stay-at-home parent.
**b** think fatherhood provides discipline in their lives.
**c** would feel afraid of not being able to raise a child.

**7** According to the article, a majority of men today

**a** still do not want to attend the birth of their children.
**b** take an active part in pre-natal care.
**c** wish they could afford to have leave when a child is born.

**8** If a child were ill, most of the men questioned said

**a** either partner could stay with the child.
**b** the mother should take time off work.
**c** they would stay off work themselves.

**9** Dr. Marks comments that

**a** both parents need to take equal time with their new-born baby.
**b** children don't care which parent is around when they are upset.
**c** traditional roles for parenting have changed.

**10** Tom Beardshaw points out that

**a** famous people are often poor examples of fatherhood.
**b** society still thinks that a positive attitude to fatherhood is a sign of weakness.
**c** the results of this survey were unexpected.

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## Reading Comprehension Part 3

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

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

**11** You would like to invest some money in a flat by the sea.

**12** You are excellent at sports and would like to study in the UK but need financial support.

**13** You enjoy sharing tips about good places to eat with other people.

**14** You are looking for a wedding anniversary present for your parents who love classical music and good food.

**15** Your brother loves food and enjoys cooking. He would like to do an advanced cooking course.

**16** You are interested in historic places and would like to help to show tourists around them.

**17** You want to take your partner away for a romantic spa weekend.

**18** Your aunt has just come home from hospital and needs a food delivery service.

**19** You are a computer specialist and would like to work in Britain but need help finding a job.

**20** You are looking for a birthday present for a friend who loves exotic food.

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**a**

***CURIOUS COOKS***

The ultimate Asian cookbook aimed at inspiring young and old to try their hand at something new. With over 300 recipes for every occasion, these traditional Thai, Indian and Chinese classics will soon be new family favourites. There are sections on healthy low-fat dishes, vegetarian meals and delicious desserts, and lots of tips for saving money and planning a weekly menu. This book brings the tastes and smells of the Orient into your own home. An essential addition to any kitchen shelf.

**b**

NT needs volunteers

The National Trust is an organisation set up to protect British buildings, landscapes and coasts. We are desperately looking for volunteer stewards during the busy summer months to help us welcome visitors to our Welsh historic attractions, as diverse as the Aberdulais Tin Works and Waterfall, Chirk Castle or Bodnant Garden.

If you like being with people and want to get out and about and have fun, then contact The National Trust´s Volunteering Team at **www.nationaltrust.org.uk/volunteers**

**c**

**EXPLORE** vineyards by day and listen to fine chamber music by night at Le Fauré estate near Bordeaux.

We have arranged a three-day event from October 3 to 6, with musicians from across Europe playing to guests after a gourmet dinner in the salon of an 18th-century house. A three-night break costs £245pp including half-board, concerts and transfers. Excursions to vineyards and a one-day cookery course are extra.

www.tourismefrance.com/lefaure

Air France has flights to Bordeaux from £79 return.

www.airfrance.com/uk

**d**

**No-Cook Cookbook**
**by Orlando Murrin**

Successful “no-cooking” is quite an art in itself, and Orlando Murrin (the editor of BBC Good Food Magazine) explains what you need to keep in the fridge, freezer and store cupboard so that you can no-cook in no time. You are allowed a kettle, toaster and food processor. A further advantage is that the emphasis is on assembling fresh, raw ingredients, making it very healthy fast-food. Surprise your friends and family with lots of interesting meals.

**e**

**FINISHED SCHOOL AND UNIVERSITY NOT FOR YOU?**
**LOOKING FOR THE PERFECT CAREER?**
**NEED A NEW START?**

We are looking for 10 new management trainees to join our dynamic team.

We are a marketing company involved in sports, utilities and promotions, and are looking for people to train from ground-level up to middle and senior management.
These positions would ideally suit anyone involved in sports and seeking a career change.

No management experience necessary.
**Call Anna Davis on 02920 227004**

**f**

**IF COOKING IS YOUR PASSION, WE WANT TO HEAR FROM YOU!**

We are looking for articles for our monthly magazine on a variety of food-related topics. If you have a favourite childhood food memory or a story of an unforgettable meal in the perfect setting, we want to know. Tell us about your most unusual food experience, or review a restaurant. All entries must be submitted by the end of next month to www.gourmetgrace.com.

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**g**

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With years of experience assisting expatriates to find work abroad, we can guide you into that challenging, rewarding career you have been looking for. Our Career Management & Marketing services are most effective for people with the following profiles:

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**h**

**TORQUAY** The Atrium, Torquay, Devon. Superb new 1, 2 and 3 bedroom apartments, set in a stunning location just minutes to walk from the seafront in Torquay, are a perfect example of stylish, modern properties, built for today's demanding homebuyers. Each of the apartments has individual views and is finished to the highest standard; this could be your perfect seaside retreat.
Show apartment now open. With prices starting from just £250,000, don't delay! Call now on 01803 212597 to make an appointment to view.

**i**

## Kingscourt Hotel

A popular location for weddings and other special occasions is offering a luxury five-star relaxation package to help couples escape the stresses of modern life. Relax in the sauna, detox in the steam room or swim in the pool. Sip champagne while having a massage, facial or manicure. Enjoy a meal in our award-winning restaurant. Walk in our famous gardens or rest in the comfort of our fully equipped suites. Live the highlife!
See our website:
**www.kingscourt-hotel.co.uk**

**j**

*Who says men can't cook?!* These days many men have discovered the creative, social and health benefits of cooking. But for those who haven't, the Kitchen Academy elementary courses give you advice on topics such as practical nutrition, vegetarian options and effective shopping techniques as well as a new skill to impress friends and improve your health.

In each workshop we prepare at least three courses and, with refreshments provided, no one goes home hungry or thirsty. Sign up today.

**k**

**Shopping online needn't cost the earth.**
With *Grocery Hub* there are three ways to shop: from your smartphone, computer or tablet, so there is no reason why you can't avail yourself of our fresh fruit and vegetables, gourmet and big brand products being brought straight to your door. Our award-winning service is great value. Sign up now and receive a discount of €15. Test us and see why our customers return to us time and time again. *Grocery Hub* – revolutionising online shopping.

**l**

**Want to study and play?**

There is still time for sports people to apply for a £1,000 scholarship to study at the University of Wales College, Newport.

The university is awarding six sports scholarships for the new academic year to future students who have reached a minimum standard of play or coaching in their chosen sport, providing they enrol on a full or part-time course at UWCN.

For full details and application forms, contact the UWCN Sports Centre on 01633 432933. Applications must be received by September 6.

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## Language Elements Part 1

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

To whom it may concern

Recommendation

I ___21___ Sophie Lane in a variety of capacities for a number of years. She was my daughter's private French teacher for ___22___ years. In addition, she is my partner in a small, successful business where she is responsible ___23___ articles, press releases and website content, among other duties as required in our office. We have worked together effectively from the start and profitably on different projects and have rarely had any difficulties, at least none which ___24___ not be resolved after some positive discussion.

Jane is an organized, efficient and very competent person and has an excellent rapport with people ___25___ all ages. Her communication skills, both written and verbal, are excellent and she has proved to be a popular employee with all of our customers.

She is also qualified and skilled in all aspects of office management, including bookkeeping ___26___ in web content management. In addition, she speaks and writes French and German well and can cope with all situations which could ___27___ in a general office environment.

I can ___28___ highly recommend her for any position that she may ___29___. I am sorry to lose her, but I understand her need to broaden her experience. I am fully convinced that she will be a valuable asset to ___30___ organization that chooses to hire her in the future.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Elizabeth Atkinson

**21** **a** am knowing
**b** have known
**c** know

**22** **a** a lot of
**b** plenty
**c** several

**23** **a** for writing
**b** in writing
**c** to write

**24** **a** could
**b** should
**c** would

**25** **a** in
**b** of
**c** with

**26** **a** as good as
**b** as much as
**c** as well as

**27** **a** crop up
**b** go on
**c** turn out

**28** **a** ever
**b** however
**c** therefore

**29** **a** search
**b** see
**c** seek

**30** **a** any
**b** many
**c** some

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## Language Elements Part 2

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

### Yutyrannus – a cuddly giant?

New archaeological discoveries have begun to show that far more dinosaur **31** existed than had **32** been thought, and some were more colourful than scientists could have predicted. The science magazine, *Wild Nature*, recently published an article describing a newly-identified creature, possibly **33** to the famous *Tyrannosaurus Rex*.

The *Yutyrannus Huali* is believed to have been a meat-eater that hunted in packs. Weighing more than a tonne when fully grown, the animal was clearly flightless, but still **34** of running at high speeds. What is particularly fascinating, however, is that this enormous and terrifying animal had fluffy feathers.

Scientists had already **35** that other, smaller members of the *theropod* family of dinosaurs had feathers, but it was unclear whether their larger cousins shared this **36**. Based on evidence from numerous fossils found over the last few years in **37** parts of China, where Yutyrannus lived some 125 million years ago, these feathers were long and probably covered its **38** body.

But what was the purpose of these feathers, if not to enable it to fly? Feathers on birds serve a number of **39**, including as a means of waterproofing, camouflage and protection. It's likely that the feathers also helped to keep the Yutyrannus warm while chasing prey through the snowy mountains of China. Some researchers believe that they may have been of **40** value, helping the creatures to attract partners for mating. As for colour, it is, unfortunately, not currently possible to say for sure how the Yutyrannus looked.

| | | |
|---|---|---|
| **a** BREED | **f** FUNCTIONS | **k** REMOTE |
| **b** CAPABLE | **g** LONELY | **l** REVEALED |
| **c** CHARACTERISTIC | **h** PREVIOUSLY | **m** SPECIES |
| **d** DECORATIVE | **i** REGARDED | **n** TYPICAL |
| **e** ENTIRE | **j** RELATED | **o** USE |

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## Listening Comprehension Part 1

*You will hear a news programme. First you will have half a minute to read the items. Then you will hear the news. You will hear the news **only once**.*
*Decide if the statement for each of the items is **true (+)** or **not true (–)** and mark your answers on the answer sheet.*
*Now you will have half a minute to read the items.*

**41** Tourists at a hotel in Majorca hospitalised due to food poisoning.

**42** Scientists do not expect a major eruption of the volcano.

**43** A rare fish has been killed in China.

**44** Someone has been caught interfering with traffic signals.

**45** Paul Owens uses an unusual method to help animals.

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## Listening Comprehension Part 2

*You will hear a radio interview. First you will have one minute to read the introduction and the items. Then you will hear the interview. You will hear the interview* ***only once****.*
*Decide if the statement for each of the items is* ***true (+)*** *or* ***not true (–)*** *and mark your answers on the answer sheet.*
*Now you will have one minute to read the items.*

**46** Most British drivers do something illegal almost as soon as they start to drive abroad.

**47** The British are of the opinion that French drivers are very safety-conscious.

**48** Gina's French colleague mentions that British drivers are thought to demonstrate care and respect when driving in France.

**49** Peter claims that Scandinavians are the best in Europe as far as road safety is concerned.

**50** In Britain, no political party in government has ever seen road safety as a priority.

**51** People often don't realise that driving may be more difficult when driving cars made for the British market abroad.

**52** The laws concerning drinking and driving are very similar all over Europe.

**53** Peter explains that the punishment for drink-driving is extremely severe in Britain.

**54** Peter thinks that making drink-driving socially unacceptable is more effective than punishment.

**55** British drivers have been proven to be the most aggressive in Europe.

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## Listening Comprehension Part 3

*You will hear five short texts. You will hear the texts **only once**.*
*Then you will have time to answer the question for each text.*
*Decide if the statement for each of the items is **true (+)** or **not true (–)** and mark your answers on the answer sheet.*

**56** If you want to attend the 'Renaissance Revival' tour you need to go to Hall 42 at 2 pm.

**57** If you have problems with your teeth you should choose the HealthPlus insurance.

**58** You can register for your course after the break.

**59** You can expect good weather for most of the weekend.

**60** You will have to take a bus for the first part of your journey.

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The next subtest is

# Written Expression

You are allowed a total of 30 minutes for this subtest.

You have two different tasks to choose from.

Choose only one of the writing tasks to complete.

Either:

**Task A** An inquiry

or:

**Task B** A complaint

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## Written Expression, Task A

*You would like to throw a party at the following restaurant:*

### Venezia Ristorante

We are a traditional, family-run Italian restaurant located in central London. Our menu includes simple, freshly-prepared, authentic Italian food. Our service is friendly and our prices are fair.

Come along for a business lunch, afternoon coffee, pre-theatre supper or to meet your friends for drinks after work. We also have a private function room for special events, which accommodates up to 25 diners. We can also organise suitable entertainment for you and your guests.

For more information, bookings or to discuss arranging a special occasion, please contact us.

62 Goodge Street, W1T 4NE, London
Tel. 020 7436 9444
**info@venezia.co.uk**
**www.venezia.co.uk**

*Write an email to the restaurant above enquiring about the possibility of hosting a dinner party there.*

*You should mention*

*a) at least three of the following points*

*or*

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

- availability of suitable food for a guest with allergies
- special discounts
- type of entertainment
- why you have chosen this restaurant

*Before starting the email, decide on the order in which you think the points should be included, as well as on an appropriate reference line, salutation, introduction and close.*

*Please write at least 150 words.*

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## Written Expression, Task B

*You and your friends have just returned from this tour.*

### AMERICAN INDIAN COUNTRY

Two-week tour of the southwest of the USA with author and filmmaker, Phil Jarred, and Native American guides. The tour guides are all fluent in English, Spanish and various Native American languages.

- Tour includes visits to: Santa Fe, Taos, Chaco Canyon and the Navajo Nation.
- Seminars, films and walking tours of archaeologically and historically interesting sites can also be booked.
- Nature lovers can take advantage of river-rafting, horseback-riding and more.
- Tips from professional photographer Phil Jarred for lasting holiday memories.
- Accommodation in good quality hotels and a two-night stay in an authentic Native American village.

Contact: Martha Seward
77 Hopi Road, 34112 Santa Fe, New Mexico, USA.
Tel: +1-800-323-5842
Email: martha@seward.com

*However, you were not satisfied with the trip. Write an email of complaint to Martha Seward to express your disappointment.*

*You should mention*

*a) at least three of the following points*

*or*

*b) at least two of the following points plus one other aspect of your choice:*

- accommodation was poor
- photographer was not available
- river-rafting activity was cancelled
- tour guides did not speak English well

*Before starting the email, decide on the order in which you think the points should be included, as well as on an appropriate reference line, salutation, introduction and close.*

*Please write at least 150 words.*

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# Oral Expression

## Test takers A/B/(C)

## Getting to know each other

*Introduce yourself to your partner. You can, for example, talk about why you are learning English, your interests or hobbies, or how you prepared for the exam, etc. This part of the examination will not be marked.*

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**Test takers A/B/(C)**

## Part 1 Describing experiences

*You are expected to describe to your partner experiences you have had based on one of the topics below. The prompts in brackets may help you. You should talk for approximately 1½ minutes and answer your partner's questions afterwards.*

*Next, your partner will talk about her or his topic. While your partner is talking, listen and think of the questions you would like to ask when she or he has finished. You should not interrupt your partner.*

### Topics for selection

- A book that you have read (topic or plot, author, style, your opinion, etc.)
- A film that you have seen (topic and plot, actors, your opinion, etc.)
- A trip you have made (where, when, the local people and area, sights, etc.)
- A concert you have attended (type of music, musicians, location, personal preferences, etc.)
- A sporting event you have attended (which sport, where, people involved, result, etc.)
- A person who was important to you (who, when, why important, etc.)
- A memorable experience you have had (what, when, where, people involved, why memorable, etc.)

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**Test takers A/B/(C)**

## Part 2 Discussion

*Read the following text. Discuss the content of the text with your partner by sharing your personal experiences and expressing your own opinions. Justify your arguments and talk about possible solutions.*

# Children given 'golden goodbyes' to leave home

**by Maxine Frith – Social Affairs Correspondent**

Parents are bribing their twenty-something children with £5,000 or more "golden goodbyes" in an attempt to make them leave home, research suggests.

Young graduates are becoming increasingly unwilling to give up the comforts of the family home for "real" life and a bank loan to buy a house, it seems. Now parents are becoming so desperate to reclaim their homes that they are sacrificing holidays and missing loan repayments in an effort to help their children buy a property.

The research for the Skipton Building Society was based on interviews with 1,000 parents of twenty-somethings who were still living at home. It found that parents were subsidising their children by £3,000 a year, through providing food, paying bills and not charging them rent.

They were also giving their offspring a minimum of £5,000 up to £30,000 for a deposit on a house. And in the meantime, more than 80% of mothers admitted to doing their adult children's washing and cooking. Social commentators say rising property prices and student debts are keeping a generation of graduates at the family home.

The proportion of mortgage sales to first-time buyers has slumped in the past few years, and they now account for just 30% of loans. Most house loans now go to people taking out a second loan on their home – and many of these applications are from parents trying to raise cash for their offspring.

Terri Apter, a researcher at Newnham College, Cambridge coined the phrase "thresholders" for twenty-something graduates reluctant to fly the nest. The classic thresholder may have been a high achiever at school, but has become directionless after university.

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**Test takers A/B/(C)**

## Part 3 Planning something together

*You and your partner want to organise something special over a day or two for your friend Susan's 30th birthday.*

*First decide on your ideas for Susan's birthday celebration. Tell your partner your ideas and try to agree on something that you and Susan would all enjoy.*

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telc
LANGUAGE TESTS

-S10-

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

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

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

. . ▶ *Beispiel: 23. April 1995* *Example: 23 April 1995* ▶ 1995.04.23

Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения

Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения

▶ 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

Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык

☐ männlich · male · masculino · masculin · maschile · erkek · мужской
☐ weiblich · female · femenino · féminin · femminile · kadın · женский

Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол

Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение

. . ▶ *Beispiel: 17. Juli 2019* *Example: 17 July 2019* ▶ 2019.07.17

Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена

# B2

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telc
LANGUAGE TESTS

SNT MNT S Q P

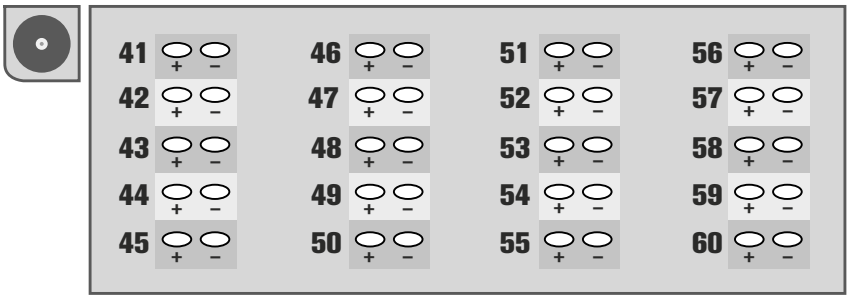
| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | a | b | c | d | e | f | g | h | i | j | | | | | 1 |
| 2 | a | b | c | d | e | f | g | h | i | j | | | | | 2 |
| 3 | a | b | c | d | e | f | g | h | i | j | | | | | 3 |
| 4 | a | b | c | d | e | f | g | h | i | j | | | | | 4 |
| 5 | a | b | c | d | e | f | g | h | i | j | | | | | 5 |
| 6 | a | b | c | | | | | | | | | | | | 6 |
| 7 | a | b | c | | | | | | | | | | | | 7 |
| 8 | a | b | c | | | | | | | | | | | | 8 |
| 9 | a | b | c | | | | | | | | | | | | 9 |
| 10 | a | b | c | | | | | | | | | | | | 10 |

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

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

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 31 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 31 |
| 32 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 32 |
| 33 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 33 |
| 34 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 34 |
| 35 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 35 |
| 36 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 36 |
| 37 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 37 |
| 38 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 38 |
| 39 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 39 |
| 40 | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | 40 |

telc
LANGUAGE TESTS



telc
LANGUAGE TESTS

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

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

-M10-

Test Version

## Examiner 1

**Part 1**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | ○ | ○ | ○ | ○ |
| 2 | ○ | ○ | ○ | ○ |
| 3 | ○ | ○ | ○ | ○ |
| 4 | ○ | ○ | ○ | ○ |

**Part 2**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | ○ | ○ | ○ | ○ |
| 2 | ○ | ○ | ○ | ○ |
| 3 | ○ | ○ | ○ | ○ |
| 4 | ○ | ○ | ○ | ○ |

**Part 3**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | ○ | ○ | ○ | ○ |
| 2 | ○ | ○ | ○ | ○ |
| 3 | ○ | ○ | ○ | ○ |
| 4 | ○ | ○ | ○ | ○ |

Code Examiner 1

## Examiner 2

**Part 1**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | ○ | ○ | ○ | ○ |
| 2 | ○ | ○ | ○ | ○ |
| 3 | ○ | ○ | ○ | ○ |
| 4 | ○ | ○ | ○ | ○ |

**Part 2**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | ○ | ○ | ○ | ○ |
| 2 | ○ | ○ | ○ | ○ |
| 3 | ○ | ○ | ○ | ○ |
| 4 | ○ | ○ | ○ | ○ |

**Part 3**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | ○ | ○ | ○ | ○ |
| 2 | ○ | ○ | ○ | ○ |
| 3 | ○ | ○ | ○ | ○ |
| 4 | ○ | ○ | ○ | ○ |

Code Examiner 2

## Agreed Marks

**Part 1**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | ○ | ○ | ○ | ○ |
| 2 | ○ | ○ | ○ | ○ |
| 3 | ○ | ○ | ○ | ○ |
| 4 | ○ | ○ | ○ | ○ |

**Part 2**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | ○ | ○ | ○ | ○ |
| 2 | ○ | ○ | ○ | ○ |
| 3 | ○ | ○ | ○ | ○ |
| 4 | ○ | ○ | ○ | ○ |

**Part 3**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | ○ | ○ | ○ | ○ |
| 2 | ○ | ○ | ○ | ○ |
| 3 | ○ | ○ | ○ | ○ |
| 4 | ○ | ○ | ○ | ○ |

1338478206

telc
LANGUAGE TESTS

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

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

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

for Raters

8488478209

telc
LANGUAGE TESTS

## Rating 1

Thema verfehlt?
Wrong topic?
yes no

Aufgabe
Task
A B

| | | |
|---|---|---|
| I | A B C D | Aufgabenbewältigung<br>Task management |
| II | A B C D | Komm. Gestaltung<br>Comm. Design |
| III | A B C D | Formale Richtigkeit<br>Accuracy |

Code Rater 1

## Rating 2

Thema verfehlt?
Wrong topic?
yes no

| | | |
|---|---|---|
| I | A B C D | Aufgabenbewältigung<br>Task management |
| II | A B C D | Komm. Gestaltung<br>Comm. Design |
| III | A B C D | Formale Richtigkeit<br>Accuracy |

Code Rater 2

## telc Rating

Thema verfehlt?
Wrong topic?
yes no

| | | |
|---|---|---|
| I | A B C D | Aufgabenbewältigung<br>Task management |
| II | A B C D | Komm. Gestaltung<br>Comm. Design |
| III | A B C D | Formale Richtigkeit<br>Accuracy |

Code telc Rater

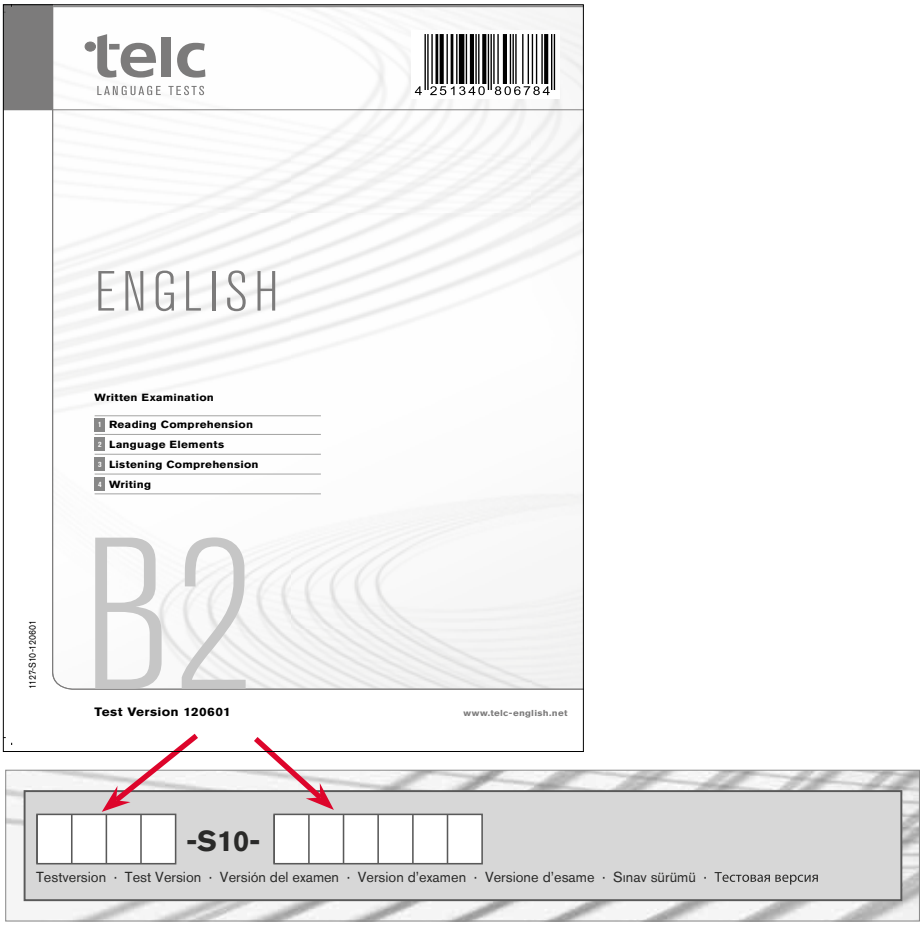
3811478204

# How is the test conducted?

## Marking answers on the answer sheet S30

The Answer Sheet S30 is a thin booklet with perforated sheets in which all examination results are recorded. The test takers enter all answers in it. Answers will only be accepted and evaluated if they are clearly marked in the oval fields of the S30.

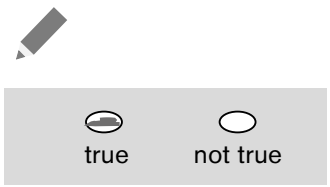
On page 1, the Answer Sheet contains a field in which the test takers enter the complete test version including the subject number. This can be found on the cover of the test booklet S10 at the bottom left as well as on the board in the examination room.




## Fields to be filled in by test takers

The fields for the test taker's personal data appear in all telc languages, while the subtests are displayed with pictograms. A soft pencil should be used to fill in the oval fields for the answers as well as the personal and test-related data fields.

Example




## Fields to be filled in by examiners and raters

Examiners mark the result of the Oral Examination on page 4. Raters enter their assessment of the subtest *Written Expression* on page 6.

## Written Examination

The Written Examination lasts 140 minutes and consists of the subtests *Reading Comprehension*, *Language Elements*, *Listening Comprehension* and *Written Expression*.

Before the start of the examination, test takers must fill in all data fields on Answer Sheet S30. In order to avoid misunderstandings, the invigilator writes the name of the examination centre, the date and the 4-digit subject number and the 6-digit test version on the board. The invigilator informs the test takers that no aids such as dictionaries, mobile phones or other electronic devices are permitted (Examination Regulations §§ 15 and 16) and that any attempt to cheat would lead to their immediate exclusion from the test.

After the test takers have completed filling in the Answer Sheet S30, the invigilator issues the test booklets. From this moment on, test takers have 90 minutes for the subtests *Reading Comprehension* and *Language Elements*. The time at which this part of the examination begins and ends should also be noted on the board clearly visible for all test takers. At the end of the allotted time for the subtests *Reading Comprehension* and *Language Elements*, the invigilator collects page 2 of the Answer Sheet S30.

Test takers then continue with the subtest *Listening Comprehension*. Playing of the audio must not be interrupted during this subtest. After the subtest *Listening Comprehension*, the invigilator collects page 3 of the Answer Sheet S30.

Following the subtest *Listening Comprehension*, the subtest *Written Expression* may be started. After the 30 minutes available for this subtest, the invigilator collects pages 5 and 6 of the Answer Sheet S30 as well as the test booklets and any notes made by the test takers. This concludes the Written Examination.

## Oral Examination

The Oral Examination for a pair examination takes approximately 15 minutes and that of an examination with three test takers approximately 25 minutes. As a rule, the examination is conducted as a pair examination, i.e. a group of two is formed per examination round. The examination centre coordinator decides on suitable pairs. In the case of an odd number of test takers, one examination group of three test takers is formed, whereby only one group of three is permitted per examination date. If only one person registers for the examination, an individual examination may be held. In this case, one of the two examiners assumes the role of the second examination test taker. The Oral Examination is conducted by two examiners licenced by telc.

A timetable should be drawn up prior to the examination, providing for 20 minutes for each round of Oral Examination and 30 minutes for a group of three test takers. Since there is a 20-minute preparation period before the examination, 20 minutes should be allowed for the first pair to prepare before the examination begins.

The Oral Examination consists of the preparation time, and the parts *Getting to know each other*, *Describing experiences*, *Discussion*, and *Planning something together*.

### Preparation

Test takers have the opportunity to prepare for the Oral Examination individually using the task sheets they receive in the preparation room. The first part of the examination – *Describing experiences* – is usually prepared at home. In this part, test takers can choose one of seven topics. Test takers have 20 minutes to prepare for Parts 2 and 3 – *Discussion* and *Planning something together*.

During the Oral Examination, test takers may refer to their handwritten notes made at home or in the preparation room. The examination centre must provide stamped paper for the test takers' use in the preparation room. Notes for Parts 2 and 3 may only be made on stamped paper. It is not permitted to make notes on the task sheets. Test takers may take only their notes into the examination room. Reading directly from the notes is not permitted.

The invigilator in the preparation room must ensure that the test takers do not speak to each other and do not use any aids such as dictionaries, mobile phones or any other electronic devices.

### Getting to know each other (approx. 1 minute)

At the beginning of the Oral Examination, the test takers have the opportunity to get to know each other. They might, for example, talk about their families, experience with language learning or preparation for the examination, however, there are no fixed topics. This part of the examination will not be marked.

### **Part 1** Describing experiences (approx. 5 minutes)

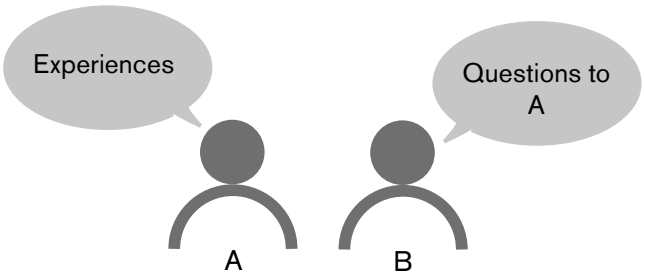
In the first (marked) part of the Oral Examination, the test takers are asked to talk about their own experiences. There are seven topics (with additional prompts in brackets), from which the test takers should choose one. Each test taker speaks about their topic for a maximum of 1½ minutes and should then answer the other test takers' follow-up questions.

While one test taker is speaking, the other test taker should listen attentively and think of questions she or he would like to ask afterwards. The test taker currently speaking should not be interrupted unless one has not understood something or one would like to help a faltering partner. Test takers should speak freely and not recite memorised texts.

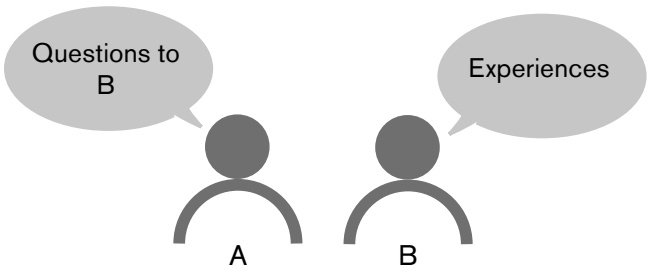
**Conducting Part 1 *Describing experiences***

Procedure with two test takers

Step 1

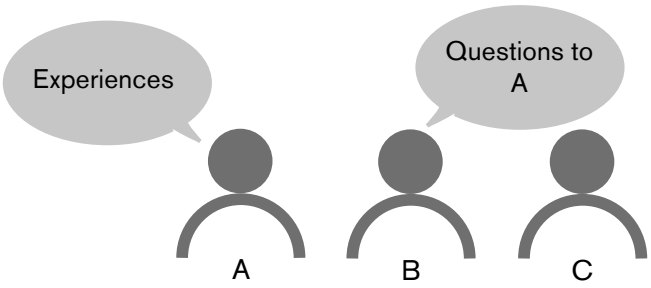



Step 2

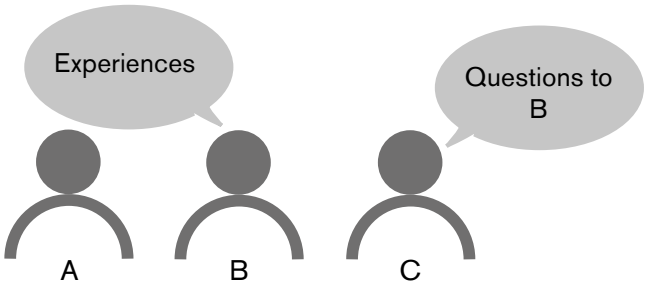



Procedure with three test takers

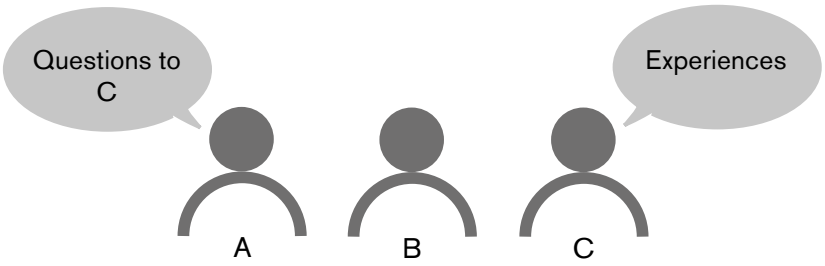
Step 1




Step 2




Step 3



**Part 2** Discussion (approx. 5 minutes)

In the second part of the oral exam, the test takers discuss a controversial topic based on a text they have read during the preparation period. They should first present arguments or individual aspects of the text that they have found interesting (1 minute maximum). This should then be followed by a meaningful discussion between the test takers, during which they should exchange their own arguments and suggestions.

**Part 3** Planning something together (approx. 5 minutes)

In the final part of the Oral Examination, the test takers plan something together such as an event, a celebration, sports competition, etc. They should express their own ideas and make suggestions and react to suggestions from their partner.

### What is expected from the test takers?

The test takers are expected to converse with each other and respond to the arguments of their partners in such a way that a lively and authentic conversation develops. Inquiries and mutual assistance in the conversation are viewed positively.

### What do the examiners do?

It is important that the test takers have as natural a conversation as possible in all parts of the Oral Examination. The desired course of the conversation should be supported by the correct seating arrangement. The test takers should have a good view of each other and try to speak as little as possible to the examiners. The distance between the test takers and examiners should be big enough that the conversation between the test takers is not disturbed by the examiners making their assessment.

The examiners ensure that time limits are adhered to and lead from one part of the examination to the next. One of the examiners assumes the role of moderator (interlocutor), while the other examiner has the role of observer (assessor). It is recommended that the roles of interlocutor and assessor be maintained during each round of Oral Examination.

The examiner conducting the examination as the interlocutor introduces the second examiner and herself or himself to the test takers. She or he briefly explains that the Oral Examination consists of three parts. The interlocutor then asks the test takers to introduce themselves to each other and leads into the first part of the examination. The examiners make sure that the test takers talk about their experiences for about 90 seconds each and that there is still time for questions.

When the test takers have completed the first part of the Oral Examination, *Describing Experiences*, the interlocutor moves on to the second part, *Discussion*. The interlocutor then leads over to the third part, *Planning something together*.

Examiners are asked to keep the amount of speaking that they do to a minimum. They should only intervene if the conversation is dominated by one test taker or if one test taker does not participate actively. In that case, they should directly address the less active test taker in order to reintegrate her or him into the conversation.

If the conversation falters or breaks off at any point due to misunderstandings or excessive linguistic deficits, the interlocutor intervenes cautiously to get it going again. Open questions such as “What exactly do you mean by this?”, “Could you explain this in more detail?” or repeating or taking up statements made by the test takers are particularly suitable.

Examiners should, above all, ensure that the test takers formulate their speech independently and do not reproduce texts learned by heart. It is easy to uncover a memorised text because the flow and speed of speech are different from ‘natural’ speech. The sentence melody and accents are also monotonous and often pauses are made in the wrong place.

If the test takers present memorised texts, e. g. in the first part *Describing Experiences*, the examiners must interrupt them and direct the conversation more strongly by asking specific questions.

**Details on the process**

Every Oral Examination is different. The table below is an example of the examination procedure. It also suggests possible sentences for introductions, transitions and conversation prompts. They are intended to illustrate the atmosphere during the examination and the examiners' tasks. In order to motivate the test takers to speak and to keep the conversation going, the examiners should ask questions that are as open as possible ("What do you mean …?", "How was that …?").

| | |
|---|---|
| ***Getting to know each other*** | |
| The examiners introduce themselves and the interlocutor asks the test takers to introduce themselves to each other.<br>If the test takers falter or the conversation halts at any point during the examination, the interlocutor should give a prompt. | *Welcome to the Oral Examination. My name is … and this is my colleague … The Oral Examination has three parts. Before we start with Part 1, please introduce yourself. Tell us something about yourself, for example, about your interests, your hobbies or why you are learning English. You are free to decide what you want to talk about. (Name of Test Taker A), would you like to begin?* |
| **Part 1 [Test Taker A]: *Describing experiences*** | |
| The interlocutor leads into Part 1 of the Oral Examination with Test Taker A. | *Thank you very much. Let's start now with Part 1, "Describing Experiences". You have already prepared something for that. Please start, (Name of Test Taker A), and tell us which topic you have chosen.* |
| **Part 1 [Test Taker B]: follow-up questions** | |
| The interlocutor thanks Test Taker A and asks Test Taker B to ask questions about Test Taker A's contribution. | *Thank you very much, (Name of Test Taker A). (Name of Test Taker B), do you have any questions you'd like to ask about Test Taker A's contribution?* |
| **Part 1 [Test Taker B]: *Describing experiences*** | |
| The interlocutor now asks Test Taker B to talk about the topic selected by her or him. | *Thank you. (Name of Test Taker B), please tell us which topic you've chosen and then start, please.* |
| **Part 1 [Test Taker A]: follow-up questions** | |
| The interlocutor thanks them and asks Test Taker A to ask questions about Test Taker B's contribution. | *Thank you very much, (Name of Test Taker B). (Name of Test Taker A), do you have any questions you'd like to ask about about Test Taker B's contribution?* |
| **Part 2: *Discussion*** | |
| The interlocutor leads into the discussion. | *Thank you very much. We now come to Part 2, the discussion. For this you have already read a text entitled "…". Would you please first briefly comment on the text, then discuss it and bring in your own experiences and opinions. (Name of Test Taker B), would you please start?* |
| **Part 3: *Planning something together*** | |
| The interlocutor leads into Part 3. | *Thank you very much. We can now continue with Part 3. In this part of the test, you should plan something together. You have already seen the task sheet. Please start, (Name of Test Taker A), and tell your partner what suggestions you have.* |
| **End of test** | |
| The interlocutor ends the Oral Examination. | *Thank you very much. That's the end of the Oral Examination. You'll receive your results in a few weeks.* |

### Evaluation and decision

During the Oral Examination, the examiners record their assessments independently of each other on their respective Score Sheet M10. Each part of the examination is evaluated individually according to the four evaluation criteria for *Oral Expression*. After the participants have left the room, the examiners compare their evaluations, agree on the final marks and transfer their results in pencil to the Answer Sheet S30. Approximately five minutes are available to make the decision and the transfer to the Answer Sheet S30.

telc LANGUAGE TESTS

**Teilnehmende/r • Test Taker • 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 • Test Taker • 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 | | | TEIL • PART • PARTE • PARTIE • PARTE • BÖLÜM • ЧАСТЬ • جزء | | |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | **Ausdrucksfähigkeit • Expression • Expresión • Capacité d'expression • Capacità espressiva • Anlatım • 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 • Accuracy • 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 • Examinateur • Esaminatore • Sınav yetkilisi • Экзаменатор • المُمتحن/المُمتحنة

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

**telc gGmbH, Bleichstraße 1, D-60313 Frankfurt am Main**

**M10**

# Marking Criteria for *Oral Expression*

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

Criterion 1 Expression
Criterion 2 Task Management
Criterion 3 Accuracy
Criterion 4 Pronunciation and Intonation

**Criterion 1** Expression

Assessment is based on
- the extent to which the language used (vocabulary and functional exponents) is appropriate to the content of the task and the role relationship between the test takers;
- the range and variety of language used;
- the realisation of the speech intentions.

| Expression is | | Points |
|---|---|---|
| **A** | appropriate in all respects. | 7 |
| **B** | appropriate in most respects. | 5 |
| **C** | mostly inappropriate. | 3 |
| **D** | completely inappropriate. | 0 |

**Criterion 2** Task Management

Assessment is based on
- the degree of active participation in the discourse;
- the use of strategies (discourse strategies and, where necessary, compensation strategies);
- fluency.

| Task Management is | | Points |
|---|---|---|
| **A** | appropriate in all respects. | 7 |
| **B** | appropriate in most respects. | 5 |
| **C** | mostly inappropriate. | 3 |
| **D** | completely inappropriate. | 0 |

### Criterion 3 Accuracy

Assessment is based on syntax and morphology.

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

### Criterion 4 Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

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

### telc examiners

Examiners evaluating the oral performance of test takers have a valid examiner licence for English B1-B2. This is obtained by successful participation in telc examiner training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc examiner licences are valid for three years and can be renewed by a further three years on completion of an examiner refresher course.

### How is the oral assessment done?

During the Oral Examination, both examiners use the Score Sheet M10 to assess test takers' performances individually. After the test takers have left the room, the examiners compare their assessments and agree on final marks. The individual and the agreed marks are then entered onto page four of the Answer Sheet S30.

### Calculation of the score for Oral Expression

Test takers can be awarded a maximum of 25 points for each part of the Oral Examination, resulting in an overall maximum of 75 points. This corresponds to 25 % of the highest possible total of 300 points.

# Marking Criteria for *Written Expression*

## Content

| | A | B | C | D* |
|---|---|---|---|---|
| **Criterion I: Task Management** | The test taker's text covers the task completely. **Three guiding points** or two guiding points and one other aspect referring to the situation have been covered appropriately as regards content and are on target level. | The test taker's text covers the task to a large extent. **Two guiding points** or one guiding point and one other aspect referring to the situation have been covered appropriately as regards content and are on target level. | The test taker's text covers the task only to some extent. **One guiding point** or one other aspect referring to the situation has been covered appropriately as regards content and is on target level. | The test taker's text does not cover the task. **No guiding point** and no other aspect referring to the situation has been covered appropriately as regards content and is on target level. |

* In cases where the test taker's text has no or hardly any connection to the given topic, all criteria must be marked with a **D**. In that case, on the Answer Sheet S30, "Wrong topic" must be marked as "yes".
If only the situation has been misunderstood or no guiding point has been covered appropriately as regards content, Criterion I is marked with a **D** but the test taker's language (Criteria II and III) is assessed in the usual manner.

## Language

| | A | B | C | D |
|---|---|---|---|---|
| | **B2 competently covered** | **B2 comprehensibly covered** | **B1** | **A2 or below** |
| **The test taker's text is …** | … at upper target level. | … at lower/middle target level. | … below target level. | … two levels or more below target level. |
| **Criterion II: Communicative Design** | Can express him or herself confidently and clearly in a formal or less formal register, appropriate to the situation concerned. Has a **broad range of language** enabling him/her to comment on more complex issues. Can vary formulation but isolated lexical gaps can still occur. Can use **a variety of linking words** efficiently to mark clearly the relationships between ideas. | Can express him or herself clearly in a formal or less formal register, appropriate to the situation concerned. Has a **sufficient range of language** enabling him/her to comment on more complex issues. Can vary formulation but lexical gaps still occur. Can use a **limited number of cohesive devices** to link his/her utterances into clear, coherent discourse. | Can comment in writing on familiar topics and personal fields of interest. Has **enough language** to get by. Has sufficient vocabulary to explain the main points in an idea with reasonable precision and to express his/her thoughts. Can link a **series of discrete elements** into a connected linear sequence of points. | Can, if at all, perform only basic language functions, such as simple information exchange and requests. Has a repertoire of **basic language** which enables him/her to deal with everyday situations with predictable content. Can use the **most frequently occurring connectors** to link simple sentences and groups of words. |
| **Criterion III: Accuracy** | Good grammatical control. Makes **no systematic errors**, but occasional slips and first language influence may occur. Spelling and punctuation are largely accurate. | Shows a relatively high degree of grammatical control. Makes **few systematic errors** which do not jeopardise understanding. Slips and first language influence may occur. Spelling and punctuation are sufficiently accurate. | Generally good grammatical control though with noticeable first language influence. **Several systematic errors** still occur, but it is mostly clear what he/she is trying to express. Spelling and punctuation are accurate enough to be followed most of the time. | Uses some simple structures correctly, but still makes **many systematic basic errors**, for example tends to mix up tenses and forget to mark agreement; nevertheless it is usually clear what he/she is trying to say. Spelling is frequently phonetic. |

**Criterion I:** Task Management

The task is to write a formal or semi-formal email (in a business context). Possible types of text include complaints, requests for information, etc. The task management is appropriate to level B2 in terms of both content and expression. The writer's position is expressed in detail and uses the appropriate register. A composition lacking in complexity will be awarded a lower mark.

The appropriate treatment of each guiding point or any additional aspects requires a certain amount of complex sentence construction.

In case the text does not relate to the task given or hardly relates to it, this is considered "Wrong topic" and all criteria are marked **D**. If the text deals with the topic provided but addresses the situation in the wrong way, only criterion I is marked **D**.

*Example:*
The task is to ask a company for information about a traineeship.
Wrong topic: In his/her text the test taker complains about the company's products.
Situation addressed in the wrong way: The test taker writes a job application to the company.

**Criterion II:** Communicative Design

This criterion concerns the range of expression, text structure and text logic. The focus of marking is on cohesion and coherence (logical sequencing, linking devices, register, range, etc.). Discourse markers which help to establish logical linking and the construction of a meaningful, coherent and logical text are rated positively.
The task is to write a formal or semi-formal email. Features typical of a letter (such as the addresses of sender and recipient and the date) are not required.

**A** may not be awarded
- if the writing does not meet the requirements of the type of text in question and/or if features such as reference line, greeting and closing formula are missing and/or if the range of the language used is not entirely appropriate.

**B** may not be awarded
- if the register varies or is not quite appropriate,
- if the range is not appropriate for level B2,
- if the guiding points are too linear and are not linked into a logical sequence.

**C** is awarded
- if the text organization, linking devices, range and register are mostly inappropriate and would create a negative impression on the reader.

**D** is awarded
* if the text organization, linking devices, range and register are completely inappropriate.

**Criterion III:** Accuracy

All varieties of standard English are accepted. If Criterion III is marked with **D**, Criterion I and II can still be marked with **C**, **B**, or **A**.

### telc raters

Raters evaluating the written performance of test takers have a valid rater licence for English A1-A2-B1-B2. This is obtained by successful participation in telc rater training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc rater licences are valid for three years and can be renewed by a further three years on completion of a rater refresher course.
All raters have substantial experience with telc tests. They have been trained in the test format and regularly participate in calibration workshops. This ensures that they consistently rate according to the marking criteria.

### How is the rating done?

Each test taker's text is assessed by two raters with telc licences. The second rating can either confirm the first rating or, if necessary, modify it. If the two assessments differ, then the second one determines the final mark. The quality of these assessments is verified by random checks carried out by employees at the telc headquarters. The telc rating is the final rating.

### Calculation of the score for Written Expression

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

| Criteria | | A | B | C | D |
|---|---|---|---|---|---|
| I | Content | 5 | 3 | 1 | 0 |
| II | Communicative design | 5 | 3 | 1 | 0 |
| III | Accuracy | 5 | 3 | 1 | 0 |

# Points and Grades

| | Subtest | Task | Points | Maximum Number of Points | 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 | 30 | 10 % |
| | Part 2 | 31–40 | 15 | | |
| | **3 Listening Comprehension** | | | | |
| | Part 1 | 41–45 | 25 | | |
| | Part 2 | 46–55 | 25 | 75 | 25 % |
| | Part 3 | 56–60 | 25 | | |
| | **4 Written Expression** | | | | |
| | Email | | | 45 | 15 % |
| | Sub-Total of the Written Examination | | | 225 | 75 % |
| Oral Examination | **5 Oral Expression** | | | | |
| | Part 1 | Describing experiences | 25 | | |
| | Part 2 | Discussion | 25 | 75 | 25 % |
| | Part 3 | Planning something together | 25 | | |
| | Sub-Total of the Oral Examination | | | 75 | 25 % |
| | Sub-Total of the Written Examination | | | 225 | 75 % |
| | Sub-Total of the Oral Examination | | | 75 | 25 % |
| | Total Points | | | 300 | 100 % |

### Where and how are the tests evaluated?

The test results are scored electronically at telc headquarters. Each Answer Sheet S30 is scanned and compared with the correct answer key stored in the database. The test result – broken down by skill – is determined for each test taker. A certificate is issued on this basis, if a pass has been achieved. Test takers who have not acheived a pass will receive a results sheet. In addition, the data obtained through the electronic evaluation of all test results serves to continuously evaluate and improve test quality.

### Who receives a certificate?

In order to pass the examination, test takers must achieve 60 % of the maximum possible number of points in both the Written and Oral Examinations. This corresponds to 135 points in the Written Examination and 45 points in the Oral Examination.

### Grades

If test takers have obtained the pass mark in both sections, they can calculate the overall result by adding the two sections. The final grade is calculated as follows:

| | |
|---|---|
| 270–300 Points | Very good |
| 240–269.5 Points | Good |
| 210–239.5 Points | Satisfactory |
| 180–209.5 Points | Pass |
| 0–179.5 Points | Fail |

### Repeating the test

If a test taker has failed one of the two parts of the examination (the Written or Oral examination), she or he may retake this part within the calendar year in which the examination took place, or in the following calendar year. In principle, the overall examination can be repeated as often as desired.

# Answer Key

## Reading Comprehension

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

## Language Elements

| | |
|---|---|
| Item 21 | b |
| Item 22 | c |
| Item 23 | a |
| Item 24 | a |
| Item 25 | b |
| Item 26 | c |
| Item 27 | a |
| Item 28 | c |
| Item 29 | c |
| Item 30 | a |
| | |
| Item 31 | m |
| Item 32 | h |
| Item 33 | j |
| Item 34 | b |
| Item 35 | l |
| Item 36 | c |
| Item 37 | k |
| Item 38 | e |
| Item 39 | f |
| Item 40 | d |

## Listening Comprehension

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

# Transcripts of the Listening Comprehension Texts

**Listening Comprehension, Part 1**

This is the news on Radio Four with Jennifer Reynolds.

The travel company Airtours is facing legal action by holiday-makers who fell ill at a hotel in Majorca. Nearly 50 tourists fell ill, twelve of them with a stomach bug, caused by the cryptosporidium bacteria. The source of the illness has been traced to the hotel's swimming pool, which has since been closed. Airtours says it takes the safety and welfare of its customers very seriously and has offered all holidaymakers alternative accommodation, while the pool and other facilities are fully investigated.

Experts in Iceland predict further volcanic activity may be likely after some 500 tremors were recorded last month along the Laki volcanic zone. The Fogas volcano last flared up in 1873 and caused a huge glacier meltdown sweeping icebergs into the ocean. There have been two major volcanic discharges in Iceland in recent years, both bringing air traffic to a halt across Europe. However, scientists say that volcanic activity of that size occurs on average only every 63 years, so it is extremely unlikely we will see such a large-scale volcanic activity for several decades.

A powerful earthquake has shaken parts of north-eastern Japan, injuring approximately 100 people. The tremor was centred in a largely rural area on the main island of Honshu, which is located about 200 miles north of Tokyo. It measured 6.2 on the Richter scale. Electricity supplies to more than 100,000 homes were cut and there was some structural damage to buildings. Thankfully, scientists working at the Meteorological Agency had noticed unusual geological activity in the week leading up to the quake, and were able to issue a warning, which allowed many people to evacuate the affected area in good time.

Fishermen in China were amazed when they caught a huge 623 kilo kaluga in their nets in the Black Dragon River, in the northeast of the country. Kalugas, believed to be the largest freshwater fish in the world, are only found in this region and are on the endangered list after having been fished to near-extinction in the last century. Scientists were delighted to receive a call for assistance and sent a properly equipped boat to transport the animal to the safety of a local breeding centre, which will help to ensure that the species survives.

A man in Ohio found a novel solution to his problem of always being late for work. He simply changed the traffic lights on his way to work from red to green using a device he bought on the internet. Traffic engineers had noticed repeated traffic light interruptions and a sharp-eyed official spotted the same white pick-up van on the monitoring camera at each incident. Police were able to trace the vehicle and the driver was fined $ 300. Now traffic officials are busy updating the system to make it foolproof in the future.

When Paul Owens was watching his neighbours struggle to control their dog, he realised that their approach – scolding and punishment – was ineffective. Having a background in yoga, Owens got the idea to incorporate yoga practice into his approach on dog-training. He developed a method called Raise with Praise, which rewards positive behaviour in pets. Besides offering private training, Owens runs a charity called 'Paws for Peace' in Los Angeles. Inner-city kids learn his methods as they train dogs from animal shelters. Owens uses yoga techniques there, too: "If you're not in control of yourself, you can't be in control of your dog," he says.

That's all for now. We'll be back again in an hour for the latest update on news. Till then ...

**Listening Comprehension, Part 2**

**Gina Mathews:** Good morning and welcome to Breakfast Radio on BBC Radio Two. I'm your host, Gina Matthews. Our topic today is British motorists and the challenges of driving on the continent. France is one of the most popular destinations for British holidaymakers and many still choose to take their cars rather than flying. However, according to research published today, many of these drivers are a danger to themselves and their European neighbours. In fact, more than half of all British motorists heading across the Channel will this summer break the law within one mile of starting their journey without realising. Some of the problems encountered by Brits on the roads abroad are due to a lack of knowledge of foreign speed limits and drinking and driving restrictions as well as an inability to understand non-English road signs. To talk about this today, we have Peter Norris, formerly Minister of Transport for London. Peter, do you think this is accurate?

**Peter Norris:** Yes, I'm afraid I do. Unfortunately, it has been proven that British drivers really do speed up when they get over to the other side of the Channel and on French roads in particular. They seem to think that the French care less about road safety than we do – which is not true. In addition, they are driving on the other side of the road than they are used to. So they can represent quite a threat.

**G. M.:** Interestingly, I was talking to a French journalist just the other day and he was telling me that when the French encounter British drivers, they find them to be polite, careful and disciplined. I don't recognise that description of British drivers in the UK, I must say.

**P. N.:** No, well the surprising thing is, Gina, one of the things we do really, really well is road safety. If you look across the whole of Europe, the statistics are really staggering; we're without a doubt the safest drivers in Europe, even better than the Scandinavian countries who usually come out on top in most statistics.

**G. M.:** Is that because of us or because of the cameras and the speed limits and everything else?

**P. N.:** You know, it's us in the sense that it's never been a political issue with either Labour and Conservative governments. They've always taken road safety very seriously and have consistently attempted to make our crowded road network safer. But the point the research is focussing on is that when British motorists get over to the Continent

something changes. Firstly, they've got the steering wheel on the wrong side of the car for the road, which makes turning corners or overtaking on country lanes much more difficult. Secondly, they start driving as fast if not faster than French drivers who are much more used to the roads and the traffic. The result can, of course, be very dangerous indeed. So, I think the real lesson is just to be very, very sensible when you go abroad, particularly if you're not used to driving on the other side of the road.

**G. M.:** Is it the case that once they go to France, the British have a tendency to allow themselves a glass or even two of wine at lunch which they would never do here? And then they drive. Do you see that as an additional problem?

**P. N.:** Well Gina, you've raised an interesting point about drinking and driving. There are huge differences on that between European countries. In some East European countries there is a zero tolerance attitude towards drinking and driving, so either drink or drive but certainly not both. While others, like France and Germany, are more relaxed and you can drink a pint of beer or a glass of wine without having to fear getting into trouble with the police. In the UK in contrast, the limit for the blood alcohol level is relatively high, but the penalties for exceeding this limit are some of the strictest in Europe.

**G. M.:** How else has the government tried to deal with the danger of drinking and driving?

**P. N.:** Actually, we had a campaign for decades that said: "If you drink and drive, not only are you breaking the law, but you're being anti-social." Now, that was what made the difference. We managed to get the point across to people that drinking and driving is not cool, it's not something you boast about to your friends, it's simply irresponsible. It is this idea of social responsibility that really discourages people from drink-driving even more so than the threat of penalties. And that's something that, perhaps, other countries in Europe have woken up to now. It may be part of our culture to drink, but not when you're driving.

**G. M.:** Peter, to go back to the point about us being polite and careful and so on in our own country. A lot of people may not recognise that because we have a terrible road rage problem here, don't we?

**P. N.:** Indeed! The report we're talking about also included data on road rage in Europe and it seems that your chance of being a victim of road rage is much greater in Britain than anywhere else; and I think that's quite worrying. I think it's an issue we should be looking at in more detail in the near future. However, many countries seem to have a specific driving problem of some kind or other. The bottom line is, no matter where you come from, be aware that driving culture and rules vary from country to country and make sure to find out about them before you get behind the wheel.

**G. M.:** That was really interesting. Thank you very much, Peter.

**Listening Comprehension, Part 3**

**56.** You hear an announcement at the art museum.

Welcome, art lovers. Visitors registered for the 'Dutch Masters' tour, please make your way to Gallery 12 now. Tickets are still available for the 12 midday 'Modernism Demystified' and 'Renaissance Revival' tours, meeting in Hall 20 and Hall 42 respectively. Those of you interested in surrealism may enjoy the 'Dali's Muse' tour which leaves from Hall 27 at 2 o'clock. Thank you for visiting the National Gallery.

**57.** You hear this message on your answering machine.

Hello! This is Clara from Kayko Insurance. You had some questions about our CoreHealth and HealthPlus packages. Both cover hospital charges and the cost of a private room. Optical care up to £ 400 per year is included in HealthPlus, as is dental care, but neither provide alternative treatments such as acupuncture or physical therapy. If you would like more information on other options, please call me on the number on your display.

**58.** You have arrived at a language school in England to start a course. The director of the school is talking to all the students.

Welcome to King's School of English in Eastbourne. I'm Clare and I'm going to give you some general information about the school and the town and answer any questions you may have. After a short coffee break you'll go into your classes where your teachers will tell you more about the course you've registered for so that you can make sure it's right for you. Any changes to course registrations can be made this afternoon in my office.

**59.** You are on holiday in the south-east of England. You hear the weather forecast for the next few days.

This is the general situation for the United Kingdom reported by the MET Office on Thursday 31 July. The weather fronts will bring rain to northern and western areas of the UK on Thursday, these conditions extending south-east on Friday, but the far south-east will remain dry, becoming less cloudy in the north-west with scattered showers. There will be rain in parts of south-east England before breakfast on Saturday, but otherwise plenty of dry weather during the weekend; high pressure takes charge and it will become very warm to hot.

**60.** You are at a station in England. You want to catch a train south at half past twelve.

This is an important announcement for all passengers wishing to travel south today. There are no trains from this station until 12 o'clock due to construction work on the lines. A replacement bus service to the next station will be available for all southbound services scheduled to leave this station before noon. All northbound services will run normally. We apologise to passengers for this inconvenience.

telc LANGUAGE TESTS

# Common European Framework of Reference: Listening, Reading, Speaking, Writing

## C1

**Listening:** I can understand extended speech. I can understand television programmes and films without too much effort.

**Reading:** I can understand long, complex factual and literary texts and appreciate distinctions of style. I can understand specialised articles and longer technical instructions.

**Speaking:** I can express myself fluently and spontaneously and with precision. I can present detailed descriptions of complex subjects, rounding off with an appropriate conclusion.

**Writing:** I can write about complex subjects in letters, essays or reports. I can select the appropriate style for these.

## C2

**Listening:** I can understand specialised lectures or presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

**Reading:** I can understand abstract or specialised texts structured in a complex way, such as handbooks, academic articles or works of literature.

**Speaking:** I can give a talk in clear, smoothly-flowing speech on a complex subject and can deal with expressing implications and allusions.

**Writing:** I can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

## B1

**Listening:** I can understand the main points of speech on matters of work, school, leisure, etc. I can understand radio or TV programmes if people speak clearly.

**Reading:** I can understand everyday texts on personal or work matters. I can understand descriptions of events and wishes in personal letters.

**Speaking:** I can take part in conversations on family, hobby, work, travel and current events.

**Writing:** I can write simple texts on familiar topics. I can write personal letters describing my experiences and impressions.

## B2

**Listening:** I can understand extended speech and lectures and most TV and current affairs programmes and films.

**Reading:** I can read articles and reports in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

**Speaking:** I can interact with native speakers and take an active part in discussions.

**Writing:** I can pass on information in reports and essays giving reasons for or against a point of view.

## A1

**Listening:** I can understand familiar words and very basic phrases when people speak slowly and clearly.

**Reading:** I can understand familiar names, words and very simple sentences, for example on notices and posters and in catalogues.

**Speaking:** I can interact in a simple way. I can use simple sentences to describe where I live and people I know.

**Writing:** I can write a short, simple postcard, for example sending holiday greetings.

## A2

**Listening:** I can understand very basic information. I can understand the main point in short, clear, simple messages and announcements.

**Reading:** I can find specific information in simple texts (advertisements, menus and timetables) and can understand simple personal letters.

**Speaking:** I can communicate about simple, routine tasks. I can use a series of sentences to describe my private life and my job.

**Writing:** I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

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LANGUAGE TESTS

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telc ENGLISH

Common European Framework of Reference

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telc LANGUAGE TESTS

# Our Language Certificates

## ENGLISH

| | |
|---|---|
| C2 | telc English C2 |
| C1 | telc English C1 |
| B2·C1 | telc English B2·C1 Business<br>telc English B2·C1 University |
| B2 | telc English B2<br>telc English B2 School<br>telc English B2 Business<br>telc English B2 Technical |
| B1·B2 | telc English B1·B2<br>telc English B1·B2 School<br>telc English B1·B2 Business |
| B1 | telc English B1<br>telc English B1 School<br>telc English B1 Business<br>telc English B1 Hotel and Restaurant |
| A2·B1 | telc English A2·B1<br>telc English A2·B1 School<br>telc English A2·B1 Business |
| A2 | telc English A2<br>telc English A2 School |
| A1 | telc English A1<br>telc English A1 Junior |

## ITALIANO

| | |
|---|---|
| B2 | telc Italiano B2 |
| B1 | telc Italiano B1 |
| A2 | telc Italiano A2 |
| A1 | telc Italiano A1 |

## PORTUGUÊS

| | |
|---|---|
| B1 | telc Português B1 |

## JĘZYK POLSKI

| | |
|---|---|
| B1·B2 | telc Język polski B1·B2 Szkoła |

## DEUTSCH

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

## TÜRKÇE

| | |
|---|---|
| C1 | telc Türkçe C1 |
| B2 | telc Türkçe B2<br>telc Türkçe B2 Okul |
| B1 | telc Türkçe B1<br>telc Türkçe B1 Okul |
| A2 | telc Türkçe A2<br>telc Türkçe A2 Okul<br>telc Türkçe A2 İlkokul |
| A1 | telc Türkçe A1 |

## ESPAÑOL

| | |
|---|---|
| B2 | telc Español B2<br>telc Español B2 Escuela |
| B1 | telc Español B1<br>telc Español B1 Escuela |
| A2·B1 | telc Español A2·B1 Escuela |
| A2 | telc Español A2<br>telc Español A2 Escuela |
| A1 | telc Español A1<br>telc Español A1 Escuela<br>telc Español A1 Júnior |

## FRANÇAIS

| | |
|---|---|
| B2 | telc Français B2 |
| B1 | telc Français B1<br>telc Français B1 Ecole<br>telc Français B1 pour la Profession |
| A2 | telc Français A2<br>telc Français A2 Ecole |
| A1 | telc Français A1<br>telc Français A1 Junior |

## РУССКИЙ ЯЗЫК

| | |
|---|---|
| B2 | telc Русский язык B2 |
| B1 | telc Русский язык B1 |
| A2 | telc Русский язык A2 |
| A1 | telc Русский язык A1 |

## اللغة العربية

| | |
|---|---|
| B1 | telc اللغة العربية B1 |

Free mock examinations can be downloaded at **www.telc.net.**

telc LANGUAGE TESTS

**Examination Preparation**

# MOCK EXAMINATION 1

## ENGLISH B2

The two main characteristic features of telc examinations are examination papers based on clearly formulated language tasks and standardised and objective marking criteria. These features apply to all English examinations covered by the telc programme. The mock examination presented here enables teachers and learners to simulate the precise conditions under which the telc English B2 examinations take place, both from the perspective of organising the test as well as from the point of view of the test materials. In this way, it is possible to fully prepare test takers for the examination. The mock examination can also be used for practice purposes and for general information.

5127-B00-010202