MOCK EXAMINATION 1
ENGLISH

Examination Preparation

B2
To the readers of this booklet,

telc – language tests are the right choice for you
• if you would like to have a recognized appraisal of your language proficiency, or
• if you are an instructor who would like to prepare your students for a new challenge.

What is telc?

telc gGmbH is a non-profit subsidiary of the German Adult Education Association (Deutscher Volks- hochschul-Verband e. V.). It is part of a long tradition of formal and organisational promotion of multilingualism in Europe. Our specific contribution began in 1968 with the VHS Certificate in English (Volkshochschul-Zertifikat Englisch), the first standardised foreign language test in the history of the Federal Republic of Germany. Since then telc gGmbH has greatly influenced standardised language test development in Europe. Today telc offers about 80 general and work-oriented language tests in ten languages, all based on the levels of the Common European Framework of Reference for Languages (CEFR). Our examinations can be taken worldwide in more than 20 countries through our telc partners. You can find the examination centre nearest you on our website www.telc.net.

What is the value of a telc Certificate?

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

Why is it necessary to have mock examinations?

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

How can you find out more?

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

Jürgen Keicher
Managing Director, telc gGmbH
# CONTENTS

## Test

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

## Information

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

<table>
<thead>
<tr>
<th>Sub Test</th>
<th>Aim</th>
<th>Type of Test</th>
<th>Time in minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Reading Comprehension</strong></td>
<td></td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>Part 1</td>
<td>Reading for Gist</td>
<td>5 matching items</td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td>Reading for Detail</td>
<td>5 multiple-choice items</td>
<td></td>
</tr>
<tr>
<td>Part 3</td>
<td>Selective Reading</td>
<td>10 matching items</td>
<td></td>
</tr>
<tr>
<td><strong>2 Language Elements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td></td>
<td>10 multiple-choice items</td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td></td>
<td>10 matching items</td>
<td></td>
</tr>
<tr>
<td><strong>3 Listening Comprehension</strong></td>
<td></td>
<td></td>
<td>approx. 20</td>
</tr>
<tr>
<td>Part 1</td>
<td>Listening for Gist</td>
<td>5 matching items</td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td>Listening for Detail</td>
<td>10 true/false items</td>
<td></td>
</tr>
<tr>
<td>Part 3</td>
<td>Selective Listening</td>
<td>5 multiple-choice items</td>
<td></td>
</tr>
<tr>
<td><strong>4 Writing</strong></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>a (semi)formal letter or email</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>choice of two tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Part 1</td>
<td>Presentation</td>
<td>two or three candidates</td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 3</td>
<td>Task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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  19-year old can’t see father

b  Buying a home together shows commitment

c  Couple win jackpot twice

d  Few GM crops could bring success to UK economy

e  Going to bed straight after learning a good idea

f  No-one in UK wants GM food

g  Prize-money used for good causes

h  Tests show fear of sleep

i  Women prefer marriage to home ownership

j  Years of silence after car accident
A man in a coma for 19 years after a car crash woke up and started talking to his mother, sitting at his bedside. Terry Wallis began slowly with just a few nouns, but gradually a torrent of phrases came pouring forth. “He started out with ‘Mum’ and surprised her, and then it was ‘Pepsi’ and then it was ‘milk’,” said Alesha Badgley, director of the Arkansas rehabilitation centre where Wallis was being cared for. “Now it is anything he wants to say.” His mother Angilee Wallis said it was a miracle. “I couldn’t tell you my first thought, I just fell over on the floor”, she said. Terry Wallis, now 39, was driving with a friend 19 years ago when their car left the road and plunged into a creek. The pair were found the next day under a bridge – the friend was dead and Wallis was in a coma. His daughter Amber, who was born just before the crash, is now 19. “It has been hard dealing with it; it has been hard realising the man I married cannot be there”, said his wife Sandi. “The whole family missed out on his company.” His father Jerry said his son talks almost non-stop now. “It was kind of peculiar. He wrecked on Friday the 13th, and, 19 years later, he started talking on Friday the 13th”, Jerry Wallis said.

Faced with a tough problem, often the only option left to us is to ‘sleep on it’. But – while it seems a rather vague and desperate tactic – it may be exactly the right thing to do, research suggests. A good night’s sleep really does help the brain get to grips with new knowledge and makes us better able to act on it the following day, American scientists believe. Researchers at the University of Pennsylvania studied how well mice absorbed, or ‘consolidated’, new information and then remembered it the next day. The experiment worked by giving mice a small electric shock when they were put in a distinctive setting – thus generating fear of that particular location. The two groups of mice were then tested to see if they ‘froze’ when put in this same area again 24 hours later. The five hours after learning were crucial for ‘memory consolidation’. This was the period when a lengthy sleep was most beneficial to the brain. Sleep deprivation in the five hours after learning impaired the brain process which deals with orientation in a new environment and recognition of surroundings. Those mice which were allowed to sleep in the hours immediately after the first test were four times more likely to show fear than those which were kept awake.

Genetically-modified (GM) crops could offer some cost advantages to UK farmers, says a report by the Prime Minister’s Strategy Unit. But it added that any economic benefit to the UK is likely to be limited, at least in the short term. Only a narrow range of existing GM crops are currently suited to UK conditions, and weak consumer demand is likely to limit take-up. Long-term, GM crops may offer wider-ranging benefits, said the report Field Work: Weighing Up The Costs And Benefits Of GM Crops. The Soil Association said: “This is a huge shift in the government position to acknowledge there is no immediate economic case for growing GM crops.”
A couple who have given away more than £5.5 million of the £7.6 million they won on the lottery three years ago spent yesterday logging car number plates in the hope of finding the combination for another big win. Even though they have already walked off with one jackpot, Raymond and Barbara Wragg still play the game, which could be good news for good causes near their home in Sheffield. Speaking on BBC Radio’s The Morning Show, Mrs Wragg said they had first made gifts to family and friends before making further donations for charity. Their most recent donation was £20,000 to fund a teenage cancer unit at Weston Park Hospital in Sheffield. They have also given £10,000 to pay for a child-size MRI scanner at Sheffield Children’s Hospital and took 240 pupils from a local school in a deprived area to see a Disney-on-ice show.

Bachelors who want to stay single were warned not to buy a home with their girl-friend yesterday after research showed that women see property, not engagement, as the biggest bond. Tradition used to dictate that a woman’s only desire was to get a ring on her finger, but a survey published yesterday showed that buying a home with a partner is now seen as far more significant. The research, conducted by the Woolwich, found that 34 per cent of women think a joint deposit on a property is “the clearest signal for a long-term relationship.” Just 13 per cent think that getting engaged is making such a clear signal. The number of people marrying has fallen to fewer than 250,000 a year, the lowest for more than a century, according to the Office for National Statistics. Women's attitudes towards buying a home with a boyfriend may well have been influenced by the fact that a deposit on a property is a far greater financial burden than an engagement ring. The rise in property prices around the country means that the average deposit paid by a couple on their first property is £25,000, compared with £1,100 for an engagement ring.
MODERN men see fatherhood as their biggest life-changing experience and desperately want to be ‘hands on’ during the 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 or second 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 some friends. 72% of men say they will take the two-week paternity leave at £100 a week. 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 be engaged in the chores of life compared to decades ago: almost half of them do more of the housework, 41% do more meal preparation and a third shop 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 men 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 sample survey 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 work 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 breast-feed. In those early days, however involved the father might have been, they miss that connection”, she said. She says men make up for this when the child is old enough to be played with. “Men are much more active when they are playing with their children and encourage their sociability, but when children want comforting or soothing they go to their mother.”

Dr. Marks sees the modern parenting role as harmonious where both parents play to their strengths.

Tom Beardshaw, from 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 cultural role models, such as Jude Law, who show that being a proud father is not a wimpish attribute.”
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 afraid of not being able to raise a child.
   b are prepared to sacrifice careers for their family.
   c think fatherhood provides discipline in their lives.

7 Men today
   a 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 of the child should take time off work.
   c they would stay off work themselves.

9 Dr. Marks
   a has certain reservations about carrying out the survey.
   b says parental behaviour patterns have changed for financial reasons.
   c thinks both parents should be equally involved in the first weeks of the child’s life.

10 Tom Beardshaw says
   a modern parents provide new role models.
   b society still thinks that a positive attitude to fatherhood is a sign of weakness.
   c the results of this survey are the first findings of this type.
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 like wining and dining as well as music and would like to spend a few days where all this is offered.

12 You would like to do a cookery course in England.

13 You want to enjoy a few days during the cold season in a warm, English-speaking environment where you don’t have to pay extra for being on your own.

14 A colleague needs some advice on the dos and don’ts of safe travelling.

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

16 A young friend of yours likes music, but cannot afford tickets at normal prices.

17 You like travelling to countries apart from Britain and are looking for special offers for overnight stays.

18 Your young niece is looking for travel bargains as well as tips for travelling.

19 You are spending a few weeks in Britain with your family and are looking for suggestions as to what to do and where to stay.

20 A friend of yours likes travel books and is looking for special book deals on approval.
Win a **weekend break**

Courtesy of Paramount Group of Hotels, two lucky readers and their families (two adults, two children) can enjoy a weekend break at the four-star Chesford Grange, a luxurious country house set in 17 acres on the river Avon near Warwick. The prizes, each worth £750, include dinner, full English breakfast and use of the gym, swimming pool, sauna and solarium.

Call 01926 859 331 or visit www.paramount-hotels.co.uk for details.

---

**No Cook Cookbook by Orlando Murrin** (Quadrille, £16.99).

Never mind 15 minutes. Here we have no cooking at all. But this is not the layabout’s guide to snacking on the sofa. It is more what a gourmet might nibble on if the cooker has died – Circassian chicken, salmon with watercress mousseline, celeriac remoulade, mango and lime fool – all very cool and stylish. Successful “no-cooking” is quite an art, 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. No-cooking also requires luxuries such as smoked duck, perfect cheese, ripe peaches and so on. You are allowed a kettle, toaster and food processor. A further advantage is that the emphasis on assembling fresh, raw ingredients makes it very healthy.
EXPLORE vineyards by day and listen to fine chamber music by night at Le Fauré estate near Bordeaux. Orpheus&Bacchus (07808/727735/ www.orpheusandbacchus.com) arranges a nine-day event on October 3–12, 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 £345pp including half-board, concerts and transfers. Excursions to vineyards and a one-day cookery course are extra. Air France (0845 0845 111/www.airfrance.com/uk) has flights to Bordeaux from £79 return.

Warm weather, picturesque towns and villages plus a wealth of archeological and historic treasures make Malta an ideal destination for a winter holiday. Add to this friendly English speaking locals, a comfortable 4-star hotel and flights from your local airport and you have all the ingredients for an enjoyable and relaxing break.

Situated on a gentle slope overlooking Salina Bay, the 4-star Coastline Hotel enjoys panoramic views yet is only a short walk to St. Paul’s Bay and the lively resort of Bugibba. There is also a courtesy bus to Bugibba from the hotel and, at a charge, to Valletta and Sliema. The hotel offers a range of excellent guest facilities which include a large swimming pool complex, health club with gym, sauna and massage, 3 bars, a restaurant, pizzeria/coffee shop and tennis courts.

On your own? Don’t worry, we have some rooms available with no single supplements.

TORQUAY

The Atrium, Torquay, Devon – there’s an art to living on the English Riviera. The superb new 1, 2 and 3 bedroom apartments, set in a stunning location half a mile from the seafront in Torquay are a perfect example of the art of building stylish, modern properties for today’s demanding homebuyers. With each of the apartments having individual views and the highest quality built in, this could be your perfect seaside retreat.

Superb show apartment now open. With prices starting from just £200,000, don’t delay! Call now on 01803 212597 to make an appointment to view.

The London Symphony Orchestra has announced a cheaper ticket-pricing policy. Tickets were previously £6.50–£35, but are now being sold for £5–£25. Buy tickets eight weeks in advance and that becomes £4–£20. So, if you book before next Saturday, you can hear the violin virtuoso Maxim Vengerov and the LSO under Sir Colin Davis for just £4 on September 14.

Bookings: www.lso.co.uk.

BEFORE you go on holiday be aware of local dangers to avoid ending up injured, without your valuable possession, ill or even dead. So what precautions should people take when they are away? Maya Catsanis, of Lonely Planet, which publishes guidebooks covering every corner of the planet, says, “It is so important to be prepared, rather than just arriving blindly in a country. Travellers need to do a bit of research before they get there.”

Tips in Lonely Planet’s Know Before You Go campaign, which is a joint initiative with the travel industry to ensure travellers are as well-prepared as possible, include:

• Check what vaccinations you need at least 6 weeks before you go, and also check to see if you need to take extra health precautions (http://www.doh.gov.uk/traveladvice).

• Make copies of your passport, insurance policy plus 24-hour emergency number, and ticket details, and leave copies with family and friends.

• Take enough money for your trip and some back-up funds like travellers cheques, sterling or US dollars.

• Leave a copy of your itinerary and a way of contacting you, such as email, with family and friends.

In terms of health, as well as vaccinations and checking if there are any extra health precautions you need to take in a particular country, it is also important to take insect repellent, as mosquitoes, for example, can carry malaria or yellow fever.

In addition, check that the water is all right to drink, take care in the sun, and also take care on the roads, as traffic accidents are the major cause of death among travellers.
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.

July 28, 200___

Dear Linda,

How have you been?! As usual I have to start my letter with an ______ 21 ______ for not having written sooner. ______ 22 ______ time you didn’t even get my traditional Christmas letter …

Thank you very much for your Christmas card and the photos though!

I think it’s great that you and John have found a hobby to ______ 23 ______, especially such an interesting and unusual one as ______ 24 ______ the bagpipes and the drums in a Scottish folk music band! I guess it must be quite difficult to learn to play the bagpipes. It’s a good thing you’ve got your own house to practise in – I imagine my flat neighbours wouldn’t be very cooperative!!!

You asked how I ______ 25 ______ and I’m very happy to report that I have found a wonderful new job. I ______ 26 ______ to use my knowledge of English and enjoy working with really nice colleagues. ______ 27 ______ I lucky?!

Mike and the kids are just fine, too. It’s ______ 28 ______ to believe that Emma will be starting school next year! How are your nieces and nephews? I’m sure little Katie will be keen ______ 29 ______ watching the Olympic gymnastics on TV this summer! That might motivate her even more. Actually, I’ve been reading ______ 30 ______ on the sport in the internet and I must say that …

21 a apologetic
   b apologise
   c apology

24 a play
   b playing
   c to play

27 a Am
   b Aren’t
   c Don’t

30 a out
   b over
   c up

22 a That
   b The
   c This

25 a did
   b have done
   c was doing

28 a hard
   b harder
   c hardly

23 a include
   b part
   c share

26 a can
   b get
   c let

29 a at
   b on
   c to
**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.

---

### Software can monitor e-mail and deleted documents

Right now, your boss, your spouse or the government could secretly be reading all your typed words, even the ones you deleted, while secretly snapping your picture.

Sound alarming? The man who makes it possible is the first to **31**.

“It’s horrifying!” said Richard Eaton, who develops, markets and answers the technical help line for WinWhatWhere Corp. software. “I'm normally the person people expect to guard their **32**, so it’s kind of ironic” said Eaton, a lanky 48-year-old with a diamond stud earring. “Every time I add a feature into it, it’s usually something that I’ve fought for a long time.” His qualms haven’t stopped him from selling the product, **33**, more than 200,000 copies of it, to everyone from **34** husbands to the FBI.

And Eaton is **35** ever-more-detailed tricks into his Investigator software. The latest version, released this month, can snap pictures from a WebCam, save screen shots and read keystrokes in **36** languages. Investigator can already read every e-mail, instant message and document you send and receive, even if you delete, or never even saved, what you typed. The $99 downloadable program runs “hidden in plain sight”. It changes names **37** so often, and files containing the information it gathers are **38** given old dates to make them difficult to find. The monitor can choose to have a user’s every move sent to an e-mail address, or the program can be instructed to look for keywords like “boss”, “pornography” or “terrorist” and only send records when it finds those prompts. A software like Investigator was **39** unknown two years ago. Now it’s become a **40** niche market, attracting plenty of competitors and at least one product that aims to track down the snooping software itself.

---

<table>
<thead>
<tr>
<th>a</th>
<th>AGREE</th>
<th>b</th>
<th>BUILDING</th>
<th>c</th>
<th>EVEN</th>
<th>d</th>
<th>EVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>INVENTING</td>
<td>f</td>
<td>INVESTIGATION</td>
<td>g</td>
<td>LUCRATIVE</td>
<td>h</td>
<td>MONITORING</td>
</tr>
<tr>
<td>i</td>
<td>MULTIPLE</td>
<td>j</td>
<td>PRIVACY</td>
<td>k</td>
<td>SECURITY</td>
<td>l</td>
<td>SUSPICIOUS</td>
</tr>
<tr>
<td>m</td>
<td>THOUGH</td>
<td>n</td>
<td>VIRTUALLY</td>
<td>o</td>
<td>WHILE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 There has been a terrible accident with many dead in Japan.
42 There has been a serious fire in Margate which the police suspect was not an accident.
43 Police are searching for a man who has disappeared.
44 There have been delays at many European airports.
45 Negligence has been named as the cause of a helicopter accident which killed three people.
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 According to research, British drivers are not safe when driving on the continent.

47 British drivers usually have enough information about the French road traffic system.

48 Steve Norris believes French drivers set British drivers a bad example.

49 The interviewer says that the French think British drivers are more polite and careful.

50 According to Steve Norris, the Scandinavians are the best in Europe as far as road safety is concerned.

51 In Britain, governments of all political parties have never taken road safety seriously.

52 The interviewer thinks that lunch-time drinking is a serious problem in Britain.

53 Steve Norris explains that the punishment for drink-driving is extremely severe in Britain.

54 Steve Norris thinks that making drink-driving socially unacceptable is more effective than punishment.

55 Steve Norris thinks that British drivers are quite aggressive.
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 To listen to a weather forecast again, you should press “2”.

57 If you have had an accident, the NHS Direct service cannot help you.

58 You can buy as many of the Safeway’s special offers as you want.

59 To set up your own message on your answering machine, you should press “3”.

60 There is a musical performance at the National Exhibition Centre on Sunday.
Writing
Situation: You are interested in doing a period of work experience at a company in Britain or North America. You can apply to the following firms:

- British Airways
  - Cranebank
  - PO Box 59
  - Heathrow Airport
  - Hounslow
  - TW6 2SL
  - Email: hr.1.recruitment@britishairways.com

- Cranebank
- PO Box 59
- Heathrow Airport
- Hounslow
- TW6 2SL

- IBM Corporation
  - 1133 Westchester Avenue
  - White Plains, New York 10604
  - United States

- Hewlett-Packard Company
  - 3000 Hanover Street
  - Palo Alto, CA 94304-1185
  - USA

- Marriott Royal Hotel
  - College Green
  - Bristol
  - England, Great Britain BS1 5TA

Write a letter of application to one of the firms above for a period of work experience. At least two of the following points should be mentioned in your letter plus one other aspect.

Make sure that your letter covers either

a) at least three of the following points

or

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

- Your experience with this sort of work/your training
- Your interests
- Your reason for applying for a period of work experience
- Your reason for wanting to work in Britain/North America

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

Please write at least 150 words.
Situation: You see the following advertisement in a newspaper.

International Culture Festival – Harrogate, Yorkshire, England

The International Culture Festival was run for the first time in 1992 and has been held every year since then. It is a non-political event open to all those who are interested in finding out about culture and customs in other countries.

Our aim is to promote international understanding. Please come along and present the culture and customs of your country to others. You can find out about other countries and meet interesting people.

We welcome people from all corners of the world. The common language is English, although, of course, many different languages are spoken at the festival. Last year 750 people from 30 different countries attended the Festival.

The Festival offers you a unique opportunity to set up a stand or give a performance of music, dance or theatre from your country. As well as this, you can offer specialities to eat and drink and display goods for sale or order.

For more details of the next International Culture Festival please write to Janet Atkinson at

International Culture Festival
P.O. Box 34467
Harrogate HG 45 67F

You and a group of friends would be interested in attending the International Culture Festival and presenting something from your country. However, you would like to have more details first and decide to write to the organisers. Write a letter to Janet Atkinson and express your interest in the festival. Your letter should contain at least two of the following points and one other aspect:

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.

- Ask about costs involved for you
- Ask for more details about the festival
- Explain what you expect from the festival
- Say what you would like to present from your country

Write the email using a suitable greeting and a suitable closing formula. Before starting the email, decide on the order in which you think the points should be included as well as an appropriate introduction and close. Include your address and the address of the company, as well as the reference line, date, salutation and closing formula.

Please write at least 150 words.
Oral Examination

How is the oral examination implemented?
Initially, the candidates prepare themselves individually for the oral examination during the preparation phase (20 minutes). The use of a dictionary is not permitted. Each candidate receives a sheet of instructions for each part of the examination. The oral examination itself (15 minutes) is always evaluated by two licensed telc examiners.

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

How are the different parts of the examination structured?

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

Part 1, Presentation
In this part of the exam, the candidates should give a short presentation to their partner on one of the topics listed on the task sheet. After each presentation, the other candidate should ask questions about the presentation.

Part 2, Discussion
Candidates have the same task sheet with a text to discuss with their partner. They should include their own opinions and ideas about the topic and include personal examples, possible problems and possible solutions.

Part 3, Task
The candidates receive the same instruction sheet. Their task is to plan something together. They should express ideas, make proposals and react to the proposals of their partner. They should clarify what is to be done, who should take over which job, which problems could occur and discuss possible solutions. They do not need to reach a consensus.
Candidates A /B /C

**Oral Examination, Social Contacts**

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

This part of the examination will not be marked.
Part 1, Presentation

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

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

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

- A 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, where, personal preferences, etc.)

- A sporting event you have attended (which sport, where, people involved, result, etc.)
Candidates A/B/(C)

Part 2, Discussion

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

Children given ‘golden goodbyes’ to leave home

BY MAXINE FRITH – Social Affairs Correspondent

PARENTS ARE bribing their twenty-something children with £5,000 “golden goodbyes” in an attempt to make them leave home, research suggests.

Young graduates are becoming increasingly unwilling to forgo the creature comforts of the family home for “real” life and a mortgage, 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 put their children on the proper ladder.

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 letting them off rent.

They were also giving their offspring an average of £5,000 for a deposit on a house. And in the meantime, more than 80 per cent of mothers admitted to doing their adult children’s washing and cooking. Social commentators say rising property prices and student debts, along with twenty-something fears, 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 per cent of loans. Most house loans now go to people re-mortgaging a 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.
Part 3, Task

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.
Please separate this sheet after the sub-tests “Reading Comprehension” and “Language Elements” and turn it in.
Please separate this sheet after the sub-test “Listening Comprehension” and turn it in.
**Only for Examiners!**

### Oral Examination

**Part 1**

1. A B C D
2. A B C D
3. A B C D
4. A B C D

**Part 2**

1. A B C D
2. A B C D
3. A B C D
4. A B C D

**Part 3**

1. A B C D
2. A B C D
3. A B C D
4. A B C D

---

**Examiner 1**

**Part 1**

1. A B C D
2. A B C D
3. A B C D
4. A B C D

**Part 2**

1. A B C D
2. A B C D
3. A B C D
4. A B C D

**Part 3**

1. A B C D
2. A B C D
3. A B C D
4. A B C D

---

**Examiner 2**

**Part 1**

1. A B C D
2. A B C D
3. A B C D
4. A B C D

**Part 2**

1. A B C D
2. A B C D
3. A B C D
4. A B C D

**Part 3**

1. A B C D
2. A B C D
3. A B C D
4. A B C D

---

**Agreed Marks**

1. A B C D
2. A B C D
3. A B C D
4. A B C D
4 Written Examination (Letter Writing)
<table>
<thead>
<tr>
<th></th>
<th>1st Rating</th>
<th>2nd Rating</th>
<th>telc Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>A B C D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>A B C D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>A B C D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4 Letter Writing**

*Task:* A B

**Wrong topic?**
- yes
- no

*Code no. 1st Rater*

*Code no. 2nd Rater*

*Code no. telc Rater*
Marking Criteria for Written Expression

Criterion 1: Content
Assessment is made on the basis of
1. the appropriate choice of type of text and the register.
2. the inclusion of at least two of the guiding points and other aspects.

According to the criterion, the content is

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>appropriate in all respects.</td>
</tr>
<tr>
<td>B</td>
<td>appropriate in most respects.</td>
</tr>
<tr>
<td>C</td>
<td>mostly inappropriate.</td>
</tr>
<tr>
<td>D</td>
<td>completely inappropriate.</td>
</tr>
</tbody>
</table>

Criterion 2: Communicative Design
Assessment is based on
1. the way the text has been organised.
2. the links between the sentences and between the parts of the text.
3. the range and variety of language used.
4. the appropriacy of the register.

The communicative design of the letter is

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>appropriate in all respects.</td>
</tr>
<tr>
<td>B</td>
<td>appropriate in most respects.</td>
</tr>
<tr>
<td>C</td>
<td>mostly inappropriate.</td>
</tr>
<tr>
<td>D</td>
<td>completely inappropriate.</td>
</tr>
</tbody>
</table>

Criterion 3: Language
Assessment is based on syntax, morphology and spelling.

The letter contains

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>no errors or only one or two errors without affecting the communicative aim of the letter.</td>
</tr>
<tr>
<td>B</td>
<td>a few errors without impairing the reader’s understanding of the letter at one reading.</td>
</tr>
<tr>
<td>C</td>
<td>errors that make it necessary to read the letter a number of times thus noticeably impairing the reader’s understanding of the communicative aim of the letter.</td>
</tr>
<tr>
<td>D</td>
<td>so many errors that the communicative aim of the letter is not fulfilled.</td>
</tr>
</tbody>
</table>
How does the assessment occur?
Every letter is assessed by two licenced telc raters. The second assessment is used to confirm the
first assessment. When the two assessments differ, then the second one determines the final mark.
The quality of these assessments is verified by random checks carried out by employees at the telc
headquarters. The raters can award a maximum of 15 points (assessment “A A A”). If Criterion I and/or
Criterion III are marked “D”, then the whole letter receives zero points. In this case, the examiners must
mark “D D D” on the Answer Sheet (S30). In other words, the awarded points for all criteria are then
zero.

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

Marking Criteria for Oral Expression

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

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

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

Criterion 1: Expression

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

Expression is

<table>
<thead>
<tr>
<th>Points</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>A appropriate in all respects.</td>
</tr>
<tr>
<td>5</td>
<td>B appropriate in most respects.</td>
</tr>
<tr>
<td>3</td>
<td>C mostly inappropriate.</td>
</tr>
<tr>
<td>0</td>
<td>D completely inappropriate.</td>
</tr>
</tbody>
</table>
Criterion 2: Task Management
Assessment is based on
1. the degree of active participation in the discourse.
2. the use of strategies (discourse strategies and, where necessary, compensation strategies).
3. fluency.

<table>
<thead>
<tr>
<th>Task Management is</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  appropriate in all respects.</td>
<td>7</td>
</tr>
<tr>
<td>B  appropriate in most respects.</td>
<td>5</td>
</tr>
<tr>
<td>C  mostly inappropriate.</td>
<td>3</td>
</tr>
<tr>
<td>D  completely inappropriate.</td>
<td>0</td>
</tr>
</tbody>
</table>

Criterion 3: Language
Assessment is based on syntax and morphology.

<table>
<thead>
<tr>
<th>The candidate makes</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  no or very few errors.</td>
<td>7</td>
</tr>
<tr>
<td>B  a number of errors without impairing the communicative aim.</td>
<td>5</td>
</tr>
<tr>
<td>C  errors that considerably impair the communicative aim.</td>
<td>3</td>
</tr>
<tr>
<td>D  so many errors that communication is (almost) impossible.</td>
<td>0</td>
</tr>
</tbody>
</table>

Criterion 4: Pronunciation and Intonation
Assessment is based on pronunciation and intonation.

<table>
<thead>
<tr>
<th>There are</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  no significant divergences from standard pronunciation and intonation.</td>
<td>4</td>
</tr>
<tr>
<td>B  divergences from standard pronunciation and intonation but not adversely affecting communication.</td>
<td>2</td>
</tr>
<tr>
<td>C  considerable divergences from standard pronunciation and intonation that impair communication and require extra concentration on the part of the listener.</td>
<td>1</td>
</tr>
<tr>
<td>D  significant divergences from standard pronunciation and intonation that impair communication to a considerable degree and prevent comprehension at times.</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Task</th>
<th>Points</th>
<th>Maximum Number of Points</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>1–5</td>
<td>25</td>
<td>75</td>
<td>25%</td>
</tr>
<tr>
<td>Part 2</td>
<td>6–10</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 3</td>
<td>11–20</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>21–30</td>
<td>15</td>
<td>30</td>
<td>10%</td>
</tr>
<tr>
<td>Part 2</td>
<td>31–40</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>41–45</td>
<td>25</td>
<td>75</td>
<td>25%</td>
</tr>
<tr>
<td>Part 2</td>
<td>46–55</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 3</td>
<td>56–60</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Content</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicative Design</td>
<td>15</td>
<td>45</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Total of the Written Examination</td>
<td></td>
<td>225</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Oral Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>Presentation</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td>Discussion</td>
<td>25</td>
<td>75</td>
<td>25%</td>
</tr>
<tr>
<td>Part 3</td>
<td>Task</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Total of the Oral Examination</td>
<td></td>
<td>75</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

Sub-Total of the Written Examination: 225 (75%)
Sub-Total of the Oral Examination: 75 (25%)

Total Points: 300 (100%)
Information

Who can receive a certificate?

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

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

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>270–300.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>240–269.5</td>
<td>Good</td>
</tr>
<tr>
<td>210–239.5</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>180–209.5</td>
<td>Pass</td>
</tr>
</tbody>
</table>

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

Scoring using the Answer Sheet S30
The Answer Sheet S30 is a thin booklet with three perforated pages. All of the testing results are recorded on these sheets. The candidates record their answers for the “Listening” and “Reading” subtests on pages two and three. The examiners mark their results for the oral examination on page four.
A soft lead pencil should be used to fill in the ovals in the marking section, as well as the contact information at the beginning of the test.

Where are the tests evaluated? How are they evaluated?
The test results are scored electronically at telc headquarters in Frankfurt am Main, Germany. Each Answer Sheet S30 is scanned and compared to the answer keys, which are stored in a database. Based on this data, each candidate is issued a result sheet listing their personal test results and a telc certificate. Additionally, the data which has been saved for the scoring purposes is used to check and improve upon the quality of the examinations.

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

Written Examination
The written examination lasts 140 minutes and consists of the subtests “Reading Comprehension”, “Language Elements”, “Listening Comprehension” and “Writing”. Before starting the examination, the candidates should fill in the information section on the Answer Sheet S30. In order to prevent misunderstandings, the invigilator writes the name of the examination centre, the date and the six-digit test version number on the board. The invigilator also needs to inform the candidates that dictionaries, mobile phones or other electronic devices are not allowed (Instructions §§ 15 and 16).
After the candidates have filled in the Answer Sheet S30, the invigilator should hand out the test booklets. Once this has been completed, the candidates have 90 minutes for the subtests “Reading Comprehension” and “Language Elements”. The starting and ending times should be written on the board and should be visible for all of the candidates.
The “Listening” subtest begins by playing the audio CD. At the end of the “Listening” subtest, the candidates should separate page two from the Answer Sheet S30 and hand it in to the invigilator. The candidates should then continue with the “Written Expression” subtest. After 30 minutes, the invigilator collects page three of the Answer Sheet S30. The written examination is then finished.

**Oral Examination**

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

**Preparing for the examination**
All candidates have the opportunity to prepare individually for the three tasks of the oral examination by using the task sheets. There must be an invigilator in the preparation room in order to ensure that the candidates do not speak to each other and that they do not use any electronic devices such as mobile phones. (Instructions §§15 and 16). The use of a dictionary is not permitted.

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

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

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

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

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

**Additional details about the oral examination**
In all three parts of the oral examination, the candidates should strive for a natural conversation. The examiners have more of a moderating role and less of a guiding role. The desired course of the conversation should be supported by the correct seating plan. The candidates should be able to see one another clearly in order avoid the impulse to continuously look at the examiners.
If the examiners are forced to intervene, they should be careful how they do this. For example, open questions such as "What do you mean?" or "Could you explain?" or restating aspects that the candidates have already mentioned during the conversation are very useful strategies to accomplish this. The additional topics which have been mentioned by the candidates in Part 1 (Social Contacts), can be brought up again if the conversation comes to a halt or if the utterances seem to have been memorized in advance.

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

<table>
<thead>
<tr>
<th>Reading Comprehension</th>
<th>Language Elements</th>
<th>Listening Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1 j</td>
<td>Item 21 c</td>
<td>Item 41 –</td>
</tr>
<tr>
<td>Item 2 d</td>
<td>Item 22 c</td>
<td>Item 42 +</td>
</tr>
<tr>
<td>Item 3 e</td>
<td>Item 23 c</td>
<td>Item 43 +</td>
</tr>
<tr>
<td>Item 4 g</td>
<td>Item 24 b</td>
<td>Item 44 –</td>
</tr>
<tr>
<td>Item 5 b</td>
<td>Item 25 c</td>
<td>Item 45 –</td>
</tr>
<tr>
<td></td>
<td>Item 26 b</td>
<td></td>
</tr>
<tr>
<td>Item 6 b</td>
<td>Item 27 b</td>
<td>Item 46 +</td>
</tr>
<tr>
<td>Item 7 b</td>
<td>Item 28 a</td>
<td>Item 47 –</td>
</tr>
<tr>
<td>Item 8 b</td>
<td>Item 29 b</td>
<td>Item 48 +</td>
</tr>
<tr>
<td>Item 9 b</td>
<td>Item 30 c</td>
<td>Item 49 +</td>
</tr>
<tr>
<td>Item 10 a</td>
<td>Item 31 a</td>
<td>Item 50 –</td>
</tr>
<tr>
<td></td>
<td>Item 32 j</td>
<td>Item 51 –</td>
</tr>
<tr>
<td>Item 11 g</td>
<td>Item 33 m</td>
<td>Item 52 –</td>
</tr>
<tr>
<td>Item 12 x</td>
<td>Item 34 l</td>
<td>Item 53 –</td>
</tr>
<tr>
<td>Item 13 h</td>
<td>Item 35 b</td>
<td>Item 54 +</td>
</tr>
<tr>
<td>Item 14 l</td>
<td>Item 36 i</td>
<td>Item 55 +</td>
</tr>
<tr>
<td>Item 15 i</td>
<td>Item 37 d</td>
<td>Item 56 +</td>
</tr>
<tr>
<td>Item 16 k</td>
<td>Item 38 c</td>
<td>Item 57 +</td>
</tr>
<tr>
<td>Item 17 j</td>
<td>Item 39 n</td>
<td>Item 58 –</td>
</tr>
<tr>
<td>Item 18 d</td>
<td>Item 40 g</td>
<td>Item 59 –</td>
</tr>
<tr>
<td>Item 19 f</td>
<td>Item 20 x</td>
<td>Item 60 +</td>
</tr>
</tbody>
</table>
English B2 – Mock Examination 1

Comprehension Texts

Transcripts of the Listening Comprehension Texts

Listening Comprehension, Part 1

And here is today’s national and international news brought to you by CDT Broadcasting.

A powerful earthquake has shaken parts of north-eastern Japan injuring more than 260 people. The tremor was centred in a largely rural area on the main island of Honschsu about 200 miles north of Tokyo. It measured 6.2 on the Richter scale. Electricity supplies to more than a hundred thousand homes were cut. (41)

Police in Kent are investigating a possible arson attack after two people died in a fire early this morning at a flat in Margate. A police spokesman said there were signs that the fire had been started deliberately. One eyewitness spoke of the fire beginning on the ground floor of the building and there is an unconfirmed report of a petrol bomb being thrown. (42)

Police in Manchester are still looking for a doctor who’s been missing since Monday. Dr. Richard Stevens, a 54-year old consultant, left his car at work and left a number of items in his office. CCTV pictures released yesterday show him arriving at the hospital but he has not been seen since. His Audi car remains in the car park and police are now examining his briefcase which he left in the office along with his jacket. They are also monitoring his bank account and mobile phone, neither of which have been used. His family say his disappearance is extremely out of character. (43)

A ten-month old baby was killed and her mother injured when part of an Indian restaurant collapsed in the West Midlands. Up to five tonnes of stone, slate and lead crashed onto the pavement from the building’s roof and upper floors in the centre of West Bromwich. A second woman was also injured on the pavement from the building’s roof and upper floors in the centre of West Bromwich. A second woman was also injured and a man who tried to help them was taken to hospital suffering from shock. (44)

Passengers flying in and out of Heathrow Airport have had their travel plans ruined by a second day of unofficial strike action by British Airways staff. Flights to European and long haul destinations were cancelled, disrupting journeys for up to 80,000 people on one of the busiest days of the year for travellers. Staff returned to work this afternoon but services are not expected to get back to normal until early next week. (45)

Two adults and a child died when their helicopter crashed in a field near Sevenoaks in Kent. Police say they don’t yet know what caused the accident which happened shortly after the privately chartered helicopter had taken off from Bigginhill airfield. A witness reported seeing it in difficulties. (46)

And now for tomorrow’s weather. It will be warm and sunny in most parts…

Listening Comprehension, Part 2

Interviewer: British motorists travelling on the continent are a danger to themselves and their European neighbours, that’s according to research published today. Apparently more than half of all British motorists heading across the Channel this summer unwittingly break the law within one mile of starting their journeys – if you can believe that. 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 read non-English road signs. To talk about this tonight, we have Steve Norris, former Minister of Transport for London. Steve Norris, do you think this is right?

Steve Norris: Yeah, I’m afraid I do. I mean they get this sense of school’s out, you know, when motorists get over to the other side of the Channel, off they go, foot down, we’re going to act just like all these continents, and, you know, it’s quite obvious that drivers really do speed up on French roads in particular, they kind of sense that the French care a lot less about road safety than we do and actually you see some pretty dangerous driving because often these Brits have only ever driven on the other side of the road the last time they were on holiday. So they really do represent quite a threat, I mean this research is saying: Be very careful, it’s not as simple as it looks.

I: However, I was talking to a French journalist just the other day. And he was telling me that the French think British drivers are more courteous, more prudent, more phlegmatic and more disciplined. I don’t recognise that description of us here, I must say.

S. N.: No, well the interesting thing is, Jane, if you want to be proud of Britain, one of the things we do really, really well is road safety. If you look across Europe the statistics are really staggering, we’re absolutely the best in Europe, even better than Scandinavian countries.

I: Is that because of us or because of the cameras and the speed limits and everything else?

S. N.: Well, it’s us in the sense that it’s never been a political football. You know, no one ever talks about road safety, no one said we’re doing very well, we’re really bad when it comes to road safety. We’ve always been very serious about road safety. We’ve always been the people who do something about road safety seriously. But the point I’m focussing on is, when British motorists get over to the other side, they’ve got steering wheels on the wrong side of the car for the road, they start driving as fast if not faster than French drivers who are much more accustomed to the roads, and of course the result of that is very, very dangerous indeed. So, I think the real lesson is that it’s not funny. Just be very, very sensible when you go abroad, particularly if you’re not used to driving on the other side of the road.

I: But I think the problem is that once they go to France, the British have a tendency to allow themselves lots of wine, you know, wine is cheap and they drink with lunch which they never do here, and then they drive. That’s one problem, surely?

S. N.: Well, yes, you’re right. It’s interesting, the point about drinking and driving, because there is a real difference in this...
country. The penalties here aren’t the most strict in Europe, but interestingly enough, 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 the difference. We actually ingrained in people the idea that, you know, drinking and driving is not funny, it’s not something you boast about to your friends, and that’s something that perhaps other countries in Europe are waking up to now; that they’ve got to take it as seriously, not just in terms of penalties but in terms of saying it isn’t acceptable. It may be part of our culture to drink, but not when you’re driving.

I: Steve, the point about us being phlegmatic and courteous 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?

S. N.: Funnily enough, I actually think that’s a very generous description of us to say that we’re always phlegmatic. I actually see a lot worse examples of road rage in this country than you do seem to see elsewhere in the world; and I think that’s quite worrying. But it’s kind of a problem of yob culture generally. I think it’s an issue who you’re looking at, that sort of really aggressive attitude that you don’t find only in cars, you find it also just walking along the street.

I: That was really interesting. Thank you very much, Steve.

Listening Comprehension, Part 3

59. You ring a service number and hear the following.

Hello. Welcome to the British Telecom calling features information line. Much of this information is also available on our website at www.bt.com/callingfeatures. To hear about BT answer 1571 personal greeting, the new answering service which now allows you to record your own greeting message, press 1. To hear about BT answer 1571 message alert, the new answering service that calls you back when someone leaves a message if you’re on the phone or the internet, press 2. Or for the main menu press 3.

60. You hear the following advertisement on the radio.

The National Exhibition Centre, Birmingham opens its doors to the public at this year’s City Centre Discovery Day on Sunday, 17th August. Get to know the different departments of the NEC Group with recruitment and job vacancies on display. Street performers will be on hand to entertain the crowds (hold on to your hats!). Musicians will fill the air with the sound of classical music. Come and join the events’ team at the Disney colouring competition. Children have the opportunity to compete for a family ticket to see Disney on Ice later in the year.
<table>
<thead>
<tr>
<th>Language</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>telc English C2</td>
</tr>
<tr>
<td>C1</td>
<td>telc English C1</td>
</tr>
<tr>
<td>B2-C1</td>
<td>telc English B2-C1 Business</td>
</tr>
<tr>
<td>B2</td>
<td>telc English B2</td>
</tr>
<tr>
<td>B1</td>
<td>telc English B1</td>
</tr>
<tr>
<td>A2·B1</td>
<td>telc English A2·B1 Business</td>
</tr>
<tr>
<td>A2</td>
<td>telc English A2</td>
</tr>
<tr>
<td>A1</td>
<td>telc English A1</td>
</tr>
<tr>
<td><strong>DEUTSCH</strong></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>telc Deutsch C2</td>
</tr>
<tr>
<td>C1</td>
<td>telc Deutsch C1</td>
</tr>
<tr>
<td>B2-C1</td>
<td>telc Deutsch B2-C1 Medizin</td>
</tr>
<tr>
<td>B2</td>
<td>telc Deutsch B2 Medizin Zugangsprüfung</td>
</tr>
<tr>
<td>B1-B2</td>
<td>telc Deutsch B1-B2 Pflege</td>
</tr>
<tr>
<td>B1</td>
<td>telc Deutsch B1</td>
</tr>
<tr>
<td>A2·B1</td>
<td>telc Deutsch A2·B1</td>
</tr>
<tr>
<td>A2</td>
<td>telc Deutsch A2</td>
</tr>
<tr>
<td>A1</td>
<td>telc Deutsch A1</td>
</tr>
<tr>
<td><strong>ESPAÑOL</strong></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>telc Español B2</td>
</tr>
<tr>
<td>B1</td>
<td>telc Español B1</td>
</tr>
<tr>
<td>A2·B1</td>
<td>telc Español A2·B1</td>
</tr>
<tr>
<td>A2</td>
<td>telc Español A2</td>
</tr>
<tr>
<td>A1</td>
<td>telc Español A1</td>
</tr>
<tr>
<td><strong>FRANÇAIS</strong></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>telc Français B2</td>
</tr>
<tr>
<td>B1</td>
<td>telc Français B1</td>
</tr>
<tr>
<td>A2·B1</td>
<td>telc Français A2·B1</td>
</tr>
<tr>
<td>A2</td>
<td>telc Français A2</td>
</tr>
<tr>
<td>A1</td>
<td>telc Français A1</td>
</tr>
<tr>
<td><strong>ITALIANO</strong></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>telc Italiano B2</td>
</tr>
<tr>
<td>B1</td>
<td>telc Italiano B1</td>
</tr>
<tr>
<td>A2</td>
<td>telc Italiano A2</td>
</tr>
<tr>
<td>A1</td>
<td>telc Italiano A1</td>
</tr>
<tr>
<td><strong>PORTUGUÊS</strong></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>telc Português B1</td>
</tr>
<tr>
<td><strong>JĘZYK POLSKI</strong></td>
<td></td>
</tr>
<tr>
<td>B1-B2</td>
<td>telc Język polski B1-B2 Szkoła</td>
</tr>
<tr>
<td><strong>TÜRKÇE</strong></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>telc Türkçe C1</td>
</tr>
<tr>
<td>B2</td>
<td>telc Türkçe B2</td>
</tr>
<tr>
<td>B1</td>
<td>telc Türkçe B1</td>
</tr>
<tr>
<td>A2</td>
<td>telc Türkçe A2</td>
</tr>
<tr>
<td>A1</td>
<td>telc Türkçe A1</td>
</tr>
<tr>
<td><strong>РУССКИЙ ЯЗЫК</strong></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>telc Русский язык B2</td>
</tr>
<tr>
<td>B1</td>
<td>telc Русский язык B1</td>
</tr>
<tr>
<td>A2</td>
<td>telc Русский язык A2</td>
</tr>
<tr>
<td>A1</td>
<td>telc Русский язык A1</td>
</tr>
<tr>
<td><strong>اللغة العربية</strong></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>telc اللغة العربية B1</td>
</tr>
</tbody>
</table>

Free mock examinations can be downloaded at [www.telc.net](http://www.telc.net).
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 candidates for the examination. The mock examination can also be used for practice purposes and for general information.