



MOCK EXAMINATION 1

ENGLISH T.I.T.

Examination Preparation

B2





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To the readers of this booklet,

telc – language tests are the right choice for you

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

What is telc?

telc GmbH is a non-profit subsidiary of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V.). It is part of a long tradition of formal and organizational promotion of multilingualism in Europe. Our specific contribution began in 1968 with the VHS Certificate in English (Volkshochschul-Zertifikat Englisch), the first standardised foreign language test in the history of the Federal Republic of Germany. Since then telc GmbH has greatly influenced standardized language test development in Europe. Today telc offers approximately 50 general and work-oriented language tests, in nine languages, all based on the levels of the *Common European Framework of Reference for Languages* (CEFR). Our examinations can be taken worldwide in more than 20 countries through our telc partners. You can find the examination centre nearest you on our website www.telc.net.

What is the value of a telc Certificate?

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

Why is it necessary to have mock examinations?

An essential characteristic of standardised language tests is that the participants know what is expected of them during the test. The mock examination informs the test taker about the aims 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.



Managing Director, telc GmbH

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The Structure of the Examination

Sub Test	Aim	Type of Test	Time
 Reading Comprehension			
Part 1	Reading for Gist	5 matching items	90 min
Part 2	Reading for Detail	5 multiple-choice items	
Part 3	Selective Reading	10 matching items	
 Language Elements			
Part 1		10 multiple-choice-items	90 min
Part 2		10 matching items	
Break			20 min
 Listening Comprehension			
Part 1	Listening for Gist	5 matching items	Approx. 25 min
Part 2	Listening for Detail	10 true/false items	
Part 3	Selective Listening	5 multiple-choice items	
 Writing			
	a semi-formal letter or email choice of two tasks		30 min
 Oral Examination Preparation			20 min
Part 1	Presentation	two or three candidates	Approx. 15 min
Part 2	Discussion		
Part 3	Task		














Please mark your answers on the Answer Sheet S30.
Only answers marked on the Answer Sheet S30 will be scored.

Please mark each item **only once**.

Use a soft pencil to mark your answers.

Example



	 true	 not true
6	 a	 b  c
7	 a	 b  c
8	 a	 b  c

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 **A Firm Commitment**
- b **Don't Overdo it**
- c **First-Time Meeting**
- d **Long Silence**
- e **Minimum Benefits Anticipated**
- f **More is Better**
- g **Report Confirms Policy**
- h **Share Your Luck**
- i **The Worst Case**
- j **Twice Lucky**

1

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.

2

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."

3

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.

4

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.

5

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 her boyfriend 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.

Reading Comprehension, Part 2

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

Youngsters aren't illiterate, but they are not reading many books

If children are to capitalise on life's opportunities, they must be able to read. Traditionally, in both education and the wider culture, literacy means books. Much of what is most precious in our cultural storehouse lies between hard covers and schools have customarily laid great stress on encouraging children to discover books. But printed books have been available for only a few centuries and newer media like the internet could yet displace them from their pre-eminent place in the culture.

Certainly the results from the latest survey of teenage literacy by the Organisation for Economic Co-operation and Development give out some surprising signals. This research, which compares levels of literacy among 15-year-olds across 43 countries, shows that Britain's secondary-school students spend less time reading books than those of almost every other country.

This sounds alarming, but another statistic from the same survey is more reassuring. British teenagers do well in international literacy tests, coming ninth out of 43 countries, comfortably among the top performing quarter.

But if our teenagers are not reading books, where are they getting their skills? Andreas Scheicher, head of analysis in the OECD's education division, believes teens are spending more time browsing through magazines, e-mail and the internet, and that this is not a particular problem.

"What matters is having a diversity of different reading materials", he said. "E-mail is a part of communication in the modern world and is therefore a valid way of spending your reading time."

So, does it matter if children aren't reading books? Francis Spufford, author of the *The Child That Books Built*, is passionately convinced that it does.

"There is a difference between technical literacy, which is the ability to decode written language, and the rest of what the written word is capable of, to reach its emotional heights and sound its emotional depths and inherit all of the things that are coded into the written words", he said. "There are more codes there than just the alphabet. And books are more than just another technology for delivering writing in; they are other worlds, sometimes worlds that reflect our own, sometimes worlds that challenge our own, sometimes

worlds that provide an escape from our own. But they contain some of the most rich and densely imagined things of which humans are capable, and unless you learn to slow down and let books do their work on you, you are missing something enormous."

Spufford's point is echoed by Genevieve Clark, who manages the National Reading Campaign. She said, "One way of putting it is that they exercise the muscles of the imagination. They open all sorts of doors, they encourage people to see life through other people's eyes. So, yes, books will always remain special and we would always encourage people to realise that books can fit into their life."

Contrary to what the OECD research suggests, Clark maintains that books are still popular among young people. "Look at *Harry Potter*", she said. "Teenagers are still reading, and reading very broadly. We've got plenty of evidence from all sorts of things, for instance the BBC Big Read where the top 100 books were voted for by the public. A third of them were children's books." But plenty of indicators suggest otherwise, and if it is clear that books are important it is less clear how we persuade teenagers of this.

Spufford said, "Part of it is perhaps to do with the right children not finding the right book, because that is a process which depends to a remarkable extent on luck, the sort of lucky lightning strikes where the right kid finds the right page at the right time. It's hard to see how that could be systematised. On the other hand it may also be that the way we are teaching reading and writing in schools doesn't actually encourage children to see books as a source of pleasure, which is very important."

Clark said that children's existing interest in other kinds of reading could actually serve as a way in. "I think teachers, librarians, anyone who's involved with promoting reading, especially to those who think that reading is boring or just not 'cool', need to think quite broadly about how they encourage children into reading", she said. "If they are passionately interested in dance or fishing or computers, there might be magazines and websites that interest them, but there are probably books as well. What we try to do is encourage young people to see books as part of the mix."

- 6** Research suggests that British teenagers
- a** do not read as much as their counterparts in most other countries.
 - b** find books more interesting than magazines.
 - c** have lower reading skills compared to teenagers in other countries.
- 7** Teenagers in Britain nowadays
- a** concentrate on other reading matter than books.
 - b** do not think reading is important.
 - c** look at pictures rather than text.
- 8** The most important aspect of reading mentioned is
- a** learning about modern technology.
 - b** learning correct spelling.
 - c** that it develops the imagination.
- 9** Genevieve Clark says that children's books are
- a** less popular than TV.
 - b** read mostly by adults.
 - c** still very popular.
- 10** Genevieve Clark says adults should
- a** read more themselves.
 - b** read to their children more.
 - c** show children how books can be interesting.

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 which 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 A young relative wants to find out about cheap flights.
- 12 You are interested in buying weekend accommodation.
- 13 You are looking for a present for a lazy friend.
- 14 You have heard about last-minute discounts on tickets for concerts.
- 15 You want a seaside holiday.
- 16 You want to do a weekend cookery course.
- 17 You want to find out more about art.
- 18 You want to find out more about places in Britain.
- 19 You want to read something about improving personal skills.
- 20 Your children want to go to a holiday camp on their own.

a

The latest high-quality books at great savings

From painting and sculpture to architecture and photography, Arts Guild features books on all the big names from across the centuries and the contemporary scene too.

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b

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.

c

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.

d

Website of the week

Young travellers will find plenty of inspiration and information on this new website.

www.Youthtravel.com: log on to search for discounted air fares and accommodation and purchase all the extras such as bus passes, Inter-rail tickets, insurance and car hire. Features include an interactive round-the-world map with airline routes to key destinations and dates and prices to help plan more extensive adventures. A safety section has up-to-the-minute destination information, medical tips, useful contact numbers and web addresses in the event of emergencies.

e

A WORLD-FAMOUS educational publisher reports that there is a simple technique for acquiring a swift mastery of good English. It can double your powers of self expression. It can pay you real dividends in business and social advancement, and give you added poise, self-confidence and personal effectiveness. The details of this method are described in his fascinating book, "Good English – the Language of Success", sent free on request.

WHAT THIS FREE BOOK CAN SHOW YOU

How to stop making embarrassing mistakes in English!
How to earn more – get a better job!
How to become a fluent conversationalist and effective public speaker!
How to increase your word power!
How to read faster and better!
How to put punch into your writing!
How to pass English examinations!
How to develop self-confidence!

f

BOOK OF THE WEEK

Run out of ideas for the summer holidays ? A Great Place To See (Bertrum, £8.95) lists historic sites including gardens, castles and stately homes throughout the British Isles. The book has more than 600 colour pages, showing off such gems as Dorchester's Teddy Bear Museum and Chatsworth House in Derbyshire, with listings of contact details, admission prices, opening times and a bed-and-breakfast section. Nostalgic black-and-white prints reflect the good old days of the featured counties. Available from all good bookshops.

g

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.

h

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, private beach, 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.

i

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.

j

DEAL OF THE WEEK

InterContinental Hotels&Resorts has launched a "Whole World Half Off" promotion which gives 50 per cent off room rates, including breakfast, on InterContinental properties in more than 60 countries. They include the refurbished InterContinental Le Grand Hotel Paris from £95. The promotion runs until September 21.

Further information: 0800 096 4478/
www.intercontinental.com/halfoff.

k

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.

l

BEFORE you go on holiday be aware of local dangers to avoid ending up injured, without your valuable possessions, 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's 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.

Eat Out – and Stay Healthy!

Business travelers eat all of their meals in restaurants. But large meals and fatty foods don't have to spell nutritional disaster. Here are some tips _____ **21** _____ the next time you have a meal in a restaurant when away on business:

- * Order the meal the way you want it. Not only _____ **22** _____ for the meal, you are going to have the excess calories.
- * Order grilled chicken _____ **23** _____ than fried on the salad; bean soup not refried beans.
- * _____ **24** _____ every tablespoon of mayonnaise, dressing, butter, and oil contains 100 calories, ask for them „on the side“.
- * _____ **25** _____ yourself a favor _____ **26** _____ asking for half the meat and double the vegetables.
- * Control your portions. Order à la carte or _____ **27** _____ tell the waiter what you want (e.g. two enchiladas and not three).
- * Take one slice of bread and then give the basket back to the server.
- * Use chopsticks. They _____ **28** _____ you eat more slowly, so you eat less.
- * Since juice has the same number of calories as soda, order fresh fruit.
- * Get a doggie bag with dinner and immediately put half your meal _____ **29** _____ it. Then leave the bag behind.
- * When flying, order a healthier (low fat/calorie, vegetarian or fruit plate) airline meal and give more than 24-hours' _____ **30** _____.

21 a before
b during
c for

24 a As
b Owing
c With

27 a just
b only
c please

30 a advice
b information
c notice

22 a are you paying
b paying
c you are paying

25 a Do
b Give
c Make

28 a allow
b force
c make

23 a better
b instead
c rather

26 a by
b in
c with

29 a in
b in to
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.

Migrants ‘need to learn English’

MEASURES could be taken to ensure more immigrants learn English, a Home Office minister said yesterday. The issue of language learning for immigrants was first raised in the Home Office by Barbara Roche when she was immigration minister in the last parliament.

Lord Rooker, the present immigration minister, _____ **31** _____ those who discouraged immigrants from learning the language and said people coming to Britain must be helped to _____ **32** _____ in the labour market.

In an interview on the ePolitix website, he also _____ **33** _____ Ann Cryer, the Labour MP who said last night that immigrants _____ **34** _____ to speak English were contributing to poverty. Lord Rooker said Mrs Cryer had identified a real problem. “There are situations where sometimes people are not motivated or persuaded to learn English by their family. The men say, ‘My wife doesn’t need to learn English.’ I don’t accept that because it’s people being denied their civil _____ **35** _____.”

He went on, “The question arises, ‘Do we require people to learn English in order to _____ **36** _____ for nationality, which you’ve got to do in English?’ We’re looking at this.” He added, “We are looking at the issue of citizenship. People must _____ **37** _____ their culture and their religion and live in peace and tranquillity, but they should be given the opportunity to take an active part in society, particularly in the employment market.”

A Home Office spokesman said there was no intention of making the learning of English _____ **38** _____ for immigrants. But the Government was interested in language learning. She added, “At the moment, all sorts of help is _____ **39** _____ at a local level, but there is no central government scheme. We are considering whether we need a more standard approach to _____ **40** _____.”

Extra support for immigrants could include regular classes, covering subjects such as the constitution, as well as help with English.

- | | | | |
|---------------------|--------------------|----------------------|----------------------|
| a APPLY | b APPROACH | c AVAILABLE | d COMPULSORY |
| e CRITICIZED | f MAINTAIN | g NECESSARILY | h PARTICIPATE |
| i POLICY | j PROPERLY | k REGARDING | l RIGHTS |
| m SHARING | n SUPPORTED | o UNABLE | |

The next subtest is

Listening



Listening Comprehension, Part 1

You will hear five news items. You will hear each item **only once**.

Decide which headline a–f goes with each news item.

Mark your answers on the answer sheet.

Now you will have 45 seconds to read the headlines.

41**42****43****44****45**

- a** Delays to Continue
- b** Fatal Error
- c** Many Without Power
- d** No Trace At All
- e** Possible Foul Play
- f** Unexplained Deaths

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 **twice**.

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 British drivers have a reputation for being 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 which is the correct answer (a, b or c) for each question and mark your answers on the answer sheet.

56 To hear today's local weather report press

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

57 For information on the helpline services, you should

- a** call a doctor.
- b** phone a different number.
- c** wait a little longer.

58 Among this weekend's special offers are

- a** clothes.
- b** electrical goods.
- c** food.

59 To find out about a personal text on your answering machine press

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

60 At the City Centre Discovery Day you can see or take part in

- a** open air shows.
- b** painting courses.
- c** shows on ice.



The next subtest is

Writing

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.

Writing

Task 1: You are interested in studying in Canada. You see the following announcement in a student magazine:

English Immersion in Canada

- Intensive ESL instruction
- Exam preparation
- Homestay program
- Leisure activities

Vancouver English Centre
 840 Howe St., Suite 200
 Vancouver BC V6Z 212
 Canada
 Fax ++1 604 687 1660
 E-mail: vec@worldtel.com

Write a letter to the school. In your letter write **in detail** about at least

a) three of the following points

or

b) two of the following points plus one other aspect related to the subject

- Information you need in order to decide
- Your language level
- Your language needs
- Your reason for approaching this school

Before you start writing, decide on the order of the points. Use a suitable greeting and complimentary closing. Start your letter with a few opening sentences and end the letter politely with one or two closing sentences.



Writing

Task 2: After seeing the following advertisement, you decided to buy the product advertised. However, you are not completely satisfied with it and write to the company to complain.

- Over 2 hours of high-quality digital video.
- Support for widescreen movies on standard or widescreen TVs (16:9 aspect ratios).
- 8 tracks of digital audio (for multiple languages, commentaries, etc.), each with as many as 8 channels.
- 32 subtitle/karaoke tracks.
- Automatic seamless branching of video (for multiple story lines or ratings on one disc).
- 9 camera angles (different viewpoints can be selected during playback).
- On-screen menus and simple interactive features (for games, quizzes, etc.).
- Multilingual identifying text for title name, album name, song name, cast, crew, etc.
- Instant rewind and fast forward (no Be kind, rewind stickers and threats on rental discs)
- Instant search to title, chapter, music track, and timecode.
- Durable (no wear from playing, only from physical damage).
- Not susceptible to magnetic fields. Resistant to heat.
- Compact size (easy to handle, store, and ship; players can be portable; replication is cheaper than tapes or laserdiscs).

Russell DVD STAR CP14



£58

Russell Ltd.
57b Great Hawthorne Industrial Estate
Hull
East Yorkshire
HU19 5BV

Write a letter of complaint to the manufacturer of the product. In your letter write **in detail** about at least

a) three of the following points

or

b) two of the following points plus one other aspect related to the subject

- Mention some details from the advertisement
- Give your reasons for buying the product
- Outline the problems you had
- Say what you want the company to do

Before you start writing, decide on the order of the points. Use a suitable greeting and complimentary closing. Start your letter with a few opening sentences and end the letter politely with one or two closing sentences.

Oral Examination

How is the oral examination implemented?

Initially, the candidates prepare themselves individually for the oral examination during the preparation phase (20 minutes). 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.

Candidates A/B/(C)

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 the presentation, listen and think of the questions you would like to ask.

You should not interrupt your partner during the presentation.

A *film* you have seen (topic and plot, actors, your opinion, etc.)

or

A *trip* you have made (where, when, the local people and area, sights, 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.



Candidates A/B/(C)

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.

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ENGLISH B2 U

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<input type="text"/> Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя · Keresztnev																			
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Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык <input type="checkbox"/> männlich · male · masculino · masculin · maschile · erkek · мужской <input type="checkbox"/> weiblich · female · femenino · féminin · femminile · kadın · женский																			
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Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена <i>Beispiel: 17. Februar 2013</i> <i>Example: 17 February 2013</i>																			
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- 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

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☐ SNT ☐ MNT

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Written Examination

1 Reading Comprehension

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

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

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

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

2 Language Elements

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

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

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

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41 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f

42 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f

43 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f

44 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f

45 ☐ a ☐ b ☐ c ☐ d ☐ e ☐ f

46 + -

47 + -

48 + -

49 + -

50 + -

51 + -

52 + -

53 + -

54 + -

55 + -

56 ☐ a ☐ b ☐ c

57 ☐ a ☐ b ☐ c

58 ☐ a ☐ b ☐ c

59 ☐ a ☐ b ☐ c

60 ☐ a ☐ b ☐ c

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										1	1	5	4						
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Oral Examination

Part 1

- 1** ☐ A ☐ B ☐ C ☐ D
- 2** ☐ A ☐ B ☐ C ☐ D
- 3** ☐ A ☐ B ☐ C ☐ D
- 4** ☐ A ☐ B ☐ C ☐ D

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Licence no. Examiner 1

Part 2

- | | | | | |
|----------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | A | B | C | D |
| 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | A | B | C | D |
| 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | A | B | C | D |
| 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 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

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
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| | A | B | C | D |
| 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | A | B | C | D |
| 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | A | B | C | D |
| 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | A | B | C | D |

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Licence no. Examiner 2

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

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[illegible][illegible]

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For
Examiner's
Use

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

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

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

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

Criterion 3: Language

Assessment is based on syntax, morphology and spelling.

The letter contains

	Points
A no errors or only one or two errors without affecting the communicative aim of the letter.	5
B a few errors without impairing the reader's understanding of the letter at one reading.	3
C 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.	1
D so many errors that the communicative aim of the letter is not fulfilled.	0

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

	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

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

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

Criterion 3: Language

Assessment is based on syntax and morphology.

The candidate 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

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

	Subtest	Task	Points	Maximum Number of Points	Weighting
Written Examination	Reading Comprehension				
	Part 1	1–5	25	75	25 %
	Part 2	6–10	25		
	Part 3	11–20	25		
	Language Elements				
	Part 1	21–30	15	30	10 %
	Part 2	31–40	15		
	Written Expression				
	Writing	Content	15	45	15 %
		Communicative Design	15		
		Language	15		
	Sub-Total of the Written Examination			150	50 %
Oral Examination	Listening Comprehension				
	Part 1	41–45	25	75	25 %
	Part 2	46–55	25		
	Part 3	56–60	25		
	Oral Examination / Speaking				
	Part 1	Presentation	25	75	25 %
	Part 2	Discussion	25		
	Part 3	Task	25		
	Sub-Total of the Oral Examination			150	50 %
	Sub-Total of the Written Examination			150	50 %
	Sub-Total of the Oral Examination			150	50 %
	Total Points			300	100 %

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 minimum of 90 points in each examination. The points from the written examination and the oral examination are added together to determine the final score.

In order to receive a certificate, the candidate must fulfill all of the following criteria:

- 1) The candidate must score at least 180 points on the entire examination.
- 2) The candidate must score at least 90 points, or 60% on the both the Written Examination and the Oral Examination.
- 3) In order to pass the Written Examination, the candidate must score a minimum of 30 points in the sub-test Reading Comprehension and 18 points in the sub-test Written Expression. This corresponds to a minimum score of 40% for each sub-test.
- 4) In order to pass the Oral Examination, the candidate must score a minimum of 30 points in the sub-test Listening Comprehension and 30 points in the sub-test Oral Examination / Speaking. This corresponds to a minimum score of 40% for each sub-test.

A score of less than 40% in one or more sub-tests will result in a failing mark in either the Written Examination, the Oral Examination or both.

The grade is then calculated according to the following table:

Grade		
270–300.0 Points	Very Good	1
240–269.5 Points	Good	2
210–239.5 Points	Satisfactory	3
180–209.5 Points	Pass	4

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.

6	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	a	b	c
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	a	b	c
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	a	b	c

Where are the tests evaluated? How are they evaluated?

The test results are scored electronically at telc headquarters. 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 CEFR 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” and “Writing”. There is a 20 minute break after the subtest “Language Elements”. 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. Before the invigilator allows the candidates to leave for the break, they should collect page one of the Answer Sheet S30.

After the break, 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

Scoring

The Oral Examination consists of two parts: 1) Listening Comprehension and 2) Oral Examination / Speaking.

How long does the oral examination / speaking take?

Speaking 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 / speaking 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). However, dictionaries are allowed during the preparation phase.

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 participant 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 to 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.

PLEASE REFER TO PAGE 38 FOR SCORING

	A Teilnehmende/r • Candidate Candidato • Katılımcı			B Teilnehmende/r • Candidate Candidato • Katılımcı																
	Nachname • Surname • Apellido • Nom Cognome • Soyadı • Фамилия			Nachname • Surname • Apellido • Nom Cognome • Soyadı • Фамилия																
Vorname • First name • Nombre • Prénom Nome • Adı • Имя			Vorname • First name • Nombre • Prénom Nome • Adı • Имя																	
TEIL • PART • PARTE • PARTIE PARTE • BÖLÜM • ЧАСТЬ																				
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>							1	2	3											
1	2	3																		
1 Ausdrucksfähigkeit Expression Expresión Capacité d'expression Capacità espressiva Anlatım Выразительность	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D															
2 Aufgabenbewältigung Task Management Cumplimiento tarea Réalisation de la tâche Padronanza del compito Görevi yerine getirme Умение справляться с задачей	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D															
3 Formale Richtigkeit Language Corrección lingüística Correction linguistique Correttezza formale Biçimsel doğruluk Формальная правильность	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D															
4 Aussprache/Intonation Pronunciation/Intonation Pronunciación/Entonación Prononciation/Intonation Pronuncia/Intonazione Söyleyiş/Tonlama Произношение и интонация	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D															
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Prüfungszentrum • Examination centre • Centro examinador • Centre d'examen • Centro d'esame • Sınav merkezi • Экзаменационное учреждение																				

Answer Key



Reading Comprehension

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



Language Elements

Item 21	c
Item 22	a
Item 23	c
Item 24	a
Item 25	a
Item 26	a
Item 27	a
Item 28	c
Item 29	a
Item 30	c
Item 31	e
Item 32	h
Item 33	n
Item 34	o
Item 35	l
Item 36	a
Item 37	f
Item 38	d
Item 39	c
Item 40	i



Listening Comprehension

Item 41	c
Item 42	e
Item 43	d
Item 44	a
Item 45	f
Item 46	+
Item 47	–
Item 48	–
Item 49	+
Item 50	–
Item 51	–
Item 52	–
Item 53	–
Item 54	+
Item 55	+
Item 56	b
Item 57	c
Item 58	b
Item 59	a
Item 60	a

Transcripts of the Listening Comprehension Texts

Listening Comprehension, Part 1

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 Honshu 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 eye witness 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 hasn't 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)

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. (44)

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. (45)

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 will 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, formerly 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 continentals, 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, with both Labour and Conservative governments, who've always been very serious about road safety. We've always taken our very crowded road network very 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 engrained 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 job 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

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

Welcome to Weathercall for the UK bringing you the very latest weather forecast for your area in association with the MET Office. Weathercall now offers a greater choice of forecast; please listen carefully to the instructions coming up to make your selection. During the forecast you may use various keys on your telephone to navigate through the service. To go straight to the forecast, please press 2 now. You can press 1 to go back a day, press 2 to repeat the forecast you're listening to, press 3 to go forward to the next day. You can press the 'hash' key to select a forecast for a different UK area.

57. You ring a helpline and hear the following.

Welcome to NHS Direct Helpline, the National Health Service 24-hour information line. We are aware that you are waiting. We are a health advice and information service. If your call is in any way urgent, please contact your GP, accident emergency department or call an ambulance. Otherwise, please continue to hold and your call will be answered shortly.

58. You hear the following advertisement in a supermarket.

Ladies and gentlemen, our Safeway offers for this week include assorted picnic rugs with a useful carry handle and waterproof backing for only £4.99. A 48-can expandable coolbag for only £7.99. A CD/TV/Radio Portable with a 5.5" black and white TV, CD player and 45 second anti-shock system for only £34.99. Treat yourself to a great weekend with our great booze deals: Croft's Original Sherry £3.99 instead of £6.99; Bell's Extra Special Old Scotch Whisky, aged 8 years £10.99 instead of £12.69 and 15 cans of Grolsch Premium Lager for the price of 12. Offers are only available in household quantities.

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.

These tables describe the general degree of skill required at B2 of the CEFR. Details of the language knowledge required for B2 and the 'can do' statements for B2 are listed in the **Common European Framework of Reference for Languages: Learning, teaching, assessment**.

Common European Framework of Reference (CEFR) B2 Skills

Common Reference Levels: global scale B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.

Understanding

Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking

Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Writing

Writing	I can write clear, detailed text on a wide range of subjects related to my interest. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
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ENGLISH

C2	telc English C2*
C1	telc English C1
B2-C1	telc English B2-C1 Business telc English B2-C1 University
B2	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical
B1-B2	telc English B1-B2 telc English B1-B2 Business
B1	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant
A2-B1	telc English A2-B1 telc English A2-B1 School telc English A2-B1 Business
A2	telc English A2 telc English A2 School
A1	telc English A1 telc English A1 Junior

ITALIANO

B2	telc Italiano B2
B1	telc Italiano B1
A2	telc Italiano A2
A1	telc Italiano A1

ČESKÝ JAZYK

B1	telc Český jazyk B1
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DEUTSCH

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

ESPAÑOL

B2	telc Español B2 telc Español B2 Escuela
B1	telc Español B1 telc Español B1 Escuela
A2	telc Español A2 telc Español A2 Escuela
A1	telc Español A1 telc Español A1 Júnior

اللغة العربية

B1	telc اللغة العربية B1
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TÜRKÇE

C1	telc Türkçe C1
B2	telc Türkçe B2 telc Türkçe B2 Okul
B1	telc Türkçe B1 telc Türkçe B1 Okul
A2	telc Türkçe A2 telc Türkçe A2 Okul telc Türkçe A2 İlkokul
A1	telc Türkçe A1

FRANÇAIS

B2	telc Français B2
B1	telc Français B1 telc Français B1 Ecole telc Français B1 pour la Profession
A2	telc Français A2 telc Français A2 Ecole
A1	telc Français A1 telc Français A1 Junior

РУССКИЙ ЯЗЫК

B2	telc Русский язык B2
B1	telc Русский язык B1
A2	telc Русский язык A2
A1	telc Русский язык A1

PORTUGUÊS

B1	telc Português B1
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* coming in the second half of 2013

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

Examination Preparation

MOCK EXAMINATION 1

ENGLISH T.I.T.

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.