



MOCK EXAMINATION 1

ENGLISH T.I.T.

Examination Preparation

B1





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To the readers of this booklet,

telc – language tests are the right choice for you

- if you would like to have a 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 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 gGmbH has greatly influenced standardized language test development in Europe. Today telc offers approximately 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 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 gGmbH 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 gGmbH

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The Structure of the Examination

	Subtest	Aim	Type of Test	Points	Time	
Written Examination	 1 Reading Comprehension					
	Part 1	Reading for Gist	5 matching items	75	90 min	
	Part 2	Reading for Detail	5 multiple-choice items			
	Part 3	Selective Reading	10 matching items			
	 2 Language Elements					
	Part 1		10 multiple choice items	30		
	Part 2		10 matching items			
 4 Writing						
Part 1	Semi-formal letter		75	60 min		
Part 2	Personal email					
Sub-Total of the Written Examination				180		
Oral Examination	 3 Listening Comprehension					
	Part 1	Listening for Gist	5 matching items	75	20 min	
	Part 2	Listening for Detail	10 true/false items			
	Part 3	Selective Listening	5 true/false items			
	 5 Speaking					
	Part 1	Social Contacts		75	Approx. 15 min	
	Part 2	Topic-Based Conversation	two candidates			
Part 3	Task					
Sub-Total of the Oral Examination				150		
	Sub-Total I	(Written Examination)		180		
	Sub-Total II	(Oral Examination)		150		
	Total points			330	100%	

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



	<input checked="" type="radio"/>	<input type="radio"/>
	true	not true
6	<input type="radio"/> a	<input checked="" type="radio"/> b
7	<input type="radio"/> a	<input type="radio"/> b
8	<input checked="" type="radio"/> a	<input type="radio"/> b



Reading Comprehension, Part 1

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

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

- a **An unexpected visitor**
- b **An unusual way out**
- c *Australia must shoot kangaroos*
- d **Dining without speaking**
- e **Dog saves teacher**
- f ***Fair could make tattoos more popular***
- g **Job opportunities for fair visitors**
- h **Mongolian food – a new experience**
- i **Pirates on the Mexican coast**
- j **These finders are no keepers**

1

London has a new restaurant called "Silence" where people are not allowed to talk while they are eating. Guests are also greeted and served in silence. The owner had the idea after visiting Mongolia. "I could enjoy the food so much more", he says. While some guests find it strange and miss the conversation, most people enjoy eating in peace.

2

A farmer's sheepdog got stuck in a little cave near Ardfield, Cork. The dog entered the cave through a hole and couldn't get out again. He was finally saved by a local teacher, a particularly slim woman. She moved very carefully into the cave and was able to reach the dog after half an hour. They were both pulled out uninjured.

3

Every pirate's dream came true for a group of friends from Mexico. They were diving to explore some shipwrecks that had sunk in a hurricane in 1715. They found gold coins and some jewellery in eight ships. The treasure is worth US\$ 20,000 but it officially belongs to the state and will go to a museum in Yukatán.

4

A butcher in Darwin, Australia, was very surprised when a kangaroo hopped into his shop. The animal had been hit by a car and its face and claws were injured. It was probably confused and looking for a safe place to hide. Wildlife officers shot the kangaroo with a special drug and took it to a local vet who saved it.

5

Hong Kong will host the international tattoo fair this year. Tattoo artists from around the world will come together and show their works. Tattoos are still not well accepted in Hong Kong and can make it difficult, for example, for a person looking for a job. But who knows, the fair might lead to more people getting tattoos there in the future.

Reading Comprehension, Part 2

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

Adopt a Highway

The “Adopt a Highway” program is an initiative for companies and other organizations which want to make a contribution to cleaner, greener and more enjoyable highways. Everybody can get involved and help to have a litter-free environment.

The idea is very simple: Organizations adopt a section of a highway and promise to keep it free from trash and to plant bushes or trees alongside the road to make the landscape more beautiful. In exchange, they are allowed to install a sign with their name and advertising slogan in the section of the highway that they maintain. It's a classical win-win-situation: The companies get free advertising opportunities which millions of motorists will see, and everybody can enjoy a clean and well-maintained highway.

How can an organization become an adopter? If organizations want to join the program, they can contact the Department of Transportation in their community and apply online. Once their application is approved, they will receive safety vests, trash bags and the appropriate training for their staff. The



organization agrees to take charge of a two-mile stretch of the road and to look after it for a minimum of two years. They have to clean their highway section at least four times a year. Sometimes adopter organizations must work together with road and bridge construction companies to make sure that all road and maintenance activities are well coordinated.

Participation is free of charge and organizations can keep the money they might earn from recycling the trash that they have collected. The only cost that a company must bear is to give its personnel time off for some occasional work during weekdays.

The program was set up in 1985 by the Tyler Civitan Club, the first organization to adopt two miles along the US Route 69. At the time the state of Texas didn't have enough money to look after its highways and the club decided to help. Now the initiative is finding more and more supporters in Canada, Great Britain, Japan, New Zealand, Australia and Mexico and the program is continuing to grow.



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

6 The program attracts

- a** any firm wanting to support the community.
- b** mainly so-called “green” companies.
- c** mostly local advertising companies.

7 The advantage for the companies is that they

- a** can use the highway for free.
- b** know that many people see their advertisement.
- c** receive money for looking after their adopted highway.

8 Adopters must

- a** maintain their section for at least two years.
- b** sometimes help with the construction of roads.
- c** train their employees themselves.

9 Organisations

- a** can only work on the highways at weekends.
- b** don't have to pay to join the program.
- c** must recycle all the trash they collect.

10 The program

- a** is becoming more and more popular.
- b** receives money from the state.
- c** was started by the government.

Reading Comprehension, Part 3

First, read the statements 11–20 and the texts a–l. Then, decide which text goes best with each situation described in the statements. Each text can only be used once. There may be cases in which no text matches the situation.

Mark your answers for items 11–20 on the answer sheet. Mark the items that have no answer with an x.

- 11 You are looking for a workout place where your children can accompany you.
- 12 You are looking for a place that does foot massage.
- 13 Your neighbour has hurt his back and can't leave the house. You'd love to help him.
- 14 Your friend lives in New York and is looking for fitness opportunities in the city centre.
- 15 Your colleague would like to have her nails done for her wedding. You want to get her a gift voucher.
- 16 Your daughter is looking for organic skin products for her face.
- 17 Your son wants a change of style before starting his new job tomorrow.
- 18 Your Chinese girlfriend is looking for traditional Asian hair products.
- 19 Your daughter loves looking pretty and is turning 13 soon. You are looking for a special gift.
- 20 Your sister is looking for a hairdresser's that uses natural products.

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Language Elements, Part 1

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

To the team of "Great Escapes"

I am a faithful reader of your travel magazine and, _____ **21** _____ I cannot afford all the trips you suggest, I always enjoy _____ **22** _____ your articles and I love the fantastic pictures that you provide.

Recently, I _____ **23** _____ a long weekend at the Bradshaw Hotel in Cork. Everything was exactly as you had described it: The lobby was furnished _____ **24** _____ antiques, every room looked a little _____ **25** _____, and the library had a wonderful fireplace with the _____ **26** _____ comfortable sofas to relax on after a day out and about.

However, I'm sure you _____ **27** _____ like to know that the hotel has closed _____ **28** _____ French à la carte restaurant. Only the main restaurant now offers a daily menu. But the food was _____ **29** _____ excellent and the service left nothing to be desired.

Thank you for your recommendation. I am looking forward _____ **30** _____ your next issue of "Great Escapes".

Kind regards,

...

- 21 a** although
b even
c however

- 24 a** by
b of
c with

- 27 a** shall
b should
c would

- 30 a** about
b for
c to

- 22 a** read
b reading
c to read

- 25 a** difference
b different
c differently

- 28 a** his
b it's
c its

- 23 a** booked
b have booked
c was booked

- 26 a** many
b most
c much

- 29 a** always
b ever
c forever

Language Elements, Part 2

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

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

Dear Grandma,

I am so sorry to hear that you've had an operation. How did it _____ **31** _____ ? How long do you have to _____ **32** _____ in hospital? I hope that the doctors and nurses are friendly. I remember when I was in hospital last year, the staff were always stressed and in a _____ **33** _____ , but they still did their best to make the patients feel as _____ **34** _____ as possible. Do you have a single room or are you _____ **35** _____ it with someone else? Hopefully it's a nice old lady like you who you can _____ **36** _____ to.

I am planning to visit you on Saturday. Are you on a special _____ **37** _____ ? Otherwise, I'll bring a cake and maybe some fresh fruit. If there is anything you need, _____ **38** _____ fresh towels or something to _____ **39** _____ , give me a call before Friday so that I can go to your house and _____ **40** _____ it.

See you on Saturday!

- | | | | | | |
|----------|-------------|----------|-------|----------|---------|
| a | COMFORTABLE | f | GET | k | MEET |
| b | DIET | g | GO | l | REMAIN |
| c | DIVIDING | h | HURRY | m | SHARING |
| d | FOOD | i | KEEP | n | TALK |
| e | FRIENDLY | j | LIKE | o | WEAR |

Listening Comprehension, Part 1

You are going to hear five short texts. You will hear each text twice.

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

Mark your answer on the answer sheet.

41 BA Business class passengers can use the Air France Business Club.

42 You should contact the doctor's office to do a blood test.

43 Stage B cannot be used at all today.

44 You cannot see the four lions anymore.

45 This weekend, the ski lifts will close later.

Listening Comprehension, Part 2

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

Mark your answer on the answer sheet.

Now you will have one minute to read the statements.

- 46** Ron never spent any time on himself.
- 47** Stacy has finished her studies in biology.
- 48** Stacy is attracted to her parents' careers.
- 49** Ron's granddaughter wants to stay home with her baby.
- 50** It didn't take Ron very long to make his decision.
- 51** Ron's children still don't understand his choice.
- 52** Stacy's father doesn't see the emails that she is sending home.
- 53** Stacy is the director of the elephant camp.
- 54** Ron has already spent all the money he took with him.
- 55** Stacy isn't unhappy with her decision.

Listening Comprehension, Part 3

You are going to hear a panel discussion with people giving their opinions on a topic. You will hear the recording once.

While you are listening, decide which statement a–f best matches the opinions 56–60. Mark your answers for items 56–60 on the answer sheet.

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

Example:

Cheryl thinks that ...

x ... electric cars will replace traditional cars at some point.

56 Malcom says that ...

57 Sian thinks that ...

58 Kevin thinks that ...

59 Pam feels that ...

60 Phil believes that ...

- a** ... electric cars are surprisingly fast.
- b** ... cars running on two types of energy are the solution.
- c** ... electric cars need better batteries.
- d** ... electric vehicles create new problems of their own.
- e** ... people don't have enough information about electric cars.
- f** ... people still expect motors to make a sound.

The next subtest is **Writing**

You are allowed a total of 60 minutes for this subtest.

You have two writing tasks.

You must complete **both**.



Writing, Part 1

You see the following advertisement in your local newspaper:

Host families wanted

Our city is hosting the International Sports Fair in April this year.

About 100 young people from different countries will join us for a week of competitions, games and lots of fun activities. The sports events have been arranged to take place at the University and we are now organizing host families for the participants.

So if you want to open your home and give a young person the chance to stay with you please contact:

Lisa Anderson and Associates
22 London Road, Madley, MA53 2LR
www.intsportsfair.co.uk

You decide that you want to invite one of the participants to stay in your home. Write a letter to the organiser.

Before starting, decide in which order you want to include all the points below. Begin and end the letter in a suitable way.

Please write at least 100 words.

- Describe your home
- Say something about yourself/your family
- Say why you want to host a participant
- State what kind of person you would like to host (male/female, nationality ...)



Writing, Part 2

You want to go to a concert with a friend. Write a short email to your friend suggesting the idea and saying why you'd like your friend to come.

Please write at least 60 words.

Speaking

How is the Speaking conducted?

The candidates are given 20 minutes to prepare for Speaking individually. During this time they have the opportunity to study the task sheets for the three parts of the subtest and think about the topics. Speaking lasts approximately 15 minutes and is always conducted by two licensed telc examiners.

What are the candidates expected to do?

The candidates are expected to talk to each other about various everyday topics. They should actively participate in the conversation and respond to their partner's questions or statements. In order to overcome communication problems, they are encouraged to help each other or ask for clarification. Notes taken during the 20-minute preparation phase may be used in the oral examination, but candidates are not permitted to read directly from them.

What is the main focus of each part of the exam?

Part 1: Social Contacts

The task is to exchange personal information in order to get to know each other better. The candidates should say something about themselves and ask their partner questions to learn more about him or her. They can use the points on the task sheet for help but are not required to talk about all of them. The examiners may ask them to talk about an additional topic which is not on the task sheet.

Part 2: Topic-Based Conversation

The candidates have task sheets with different information on the same topic. First, each candidate should talk about the information on his or her task sheet. Then, the two candidates should exchange their opinions and talk to each other about their personal experience with the topic.

Part 3: Task

The task is to plan something together. The candidates are expected to exchange ideas, make suggestions and respond to the suggestions of their partner. Together, they should come up with a plan and decide who is responsible for which tasks. The points on the task sheet may be used for help.



Candidates A / B

Part 1: Social Contacts

Talk to your partner about the following topics:

- Name
- Where he/she lives
- Where he/she comes from
- If he/she has ever been to other countries
- How long he/she has lived in the area
- Details of his/her house/flat
- Details of his/her family

Only ask for information you do not already know.

The examiner may ask you to talk about an additional topic which is not on your task sheet.

Candidate A

Part 2: Topic-Based Conversation

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

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

Food



“When I meet my friends for dinner, we usually eat at a restaurant. I am a terrible cook and even if you can cook well, it’s always so much work. I wouldn’t feel comfortable knowing that my friends have spent hours shopping, cooking and cleaning up afterwards. At a restaurant, everybody can relax and have fun.”

Tony Jones, 24, Banker

Candidate B

Part 2: Topic-Based Conversation

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

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

Food



"I love cooking for my friends. Sometimes, we cook together which is a lot of fun. My friends can bring their children or their dogs. We all feel more comfortable at my house than in a restaurant where you have to behave well and leave as soon as you have finished eating. Very often we stay together until long after midnight."

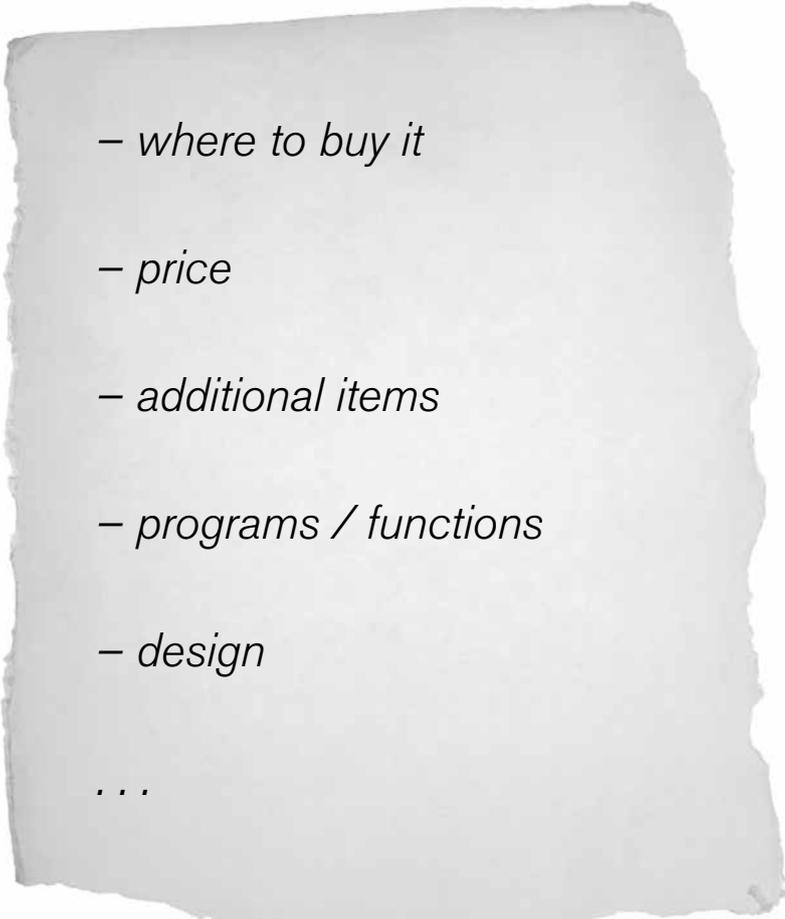
Terrie Shaw, 31, Lawyer

Candidates A/B**Part 3: Task****Situation:**

You and your partner want to buy a new computer. Discuss your ideas and include the following points:

Task:

Decide

- 
- where to buy it*
 - price*
 - additional items*
 - programs / functions*
 - design*
 - ...*

First decide what you would like and why.

Tell your partner your ideas and give reasons. Listen to your partner's ideas and reasons.

Try to agree on a computer that suits both your needs.

Marking Criteria for Writing

The Writing subtest is assessed by licensed telc raters. In the case of disagreement, the marks awarded by Rater 2 are taken in preference. Spot checks are carried out at the telc Head Office. In such cases the telc rating becomes the final score.

Criterion I: Content

Writing Part 1 (Interactive Task with Guiding Points)

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

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

Writing Part 2 (Productive Task)

Assessment is made on the basis of the completion of the task as a whole. It is

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

Criterion II: Communicative Design

Assessment is based on

1. whether the information to be communicated has been processed in a logical sequence.
2. the links between the sentences and between the guiding points / the parts of the message.
3. whether the language used is appropriate to the type of text and the person the correspondence is being sent to.
4. the typical characteristics of the type of text required.

The communicative design of the letter is

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

Criterion III: Language

Assessment is based on syntax, morphology and spelling. The letter contains

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

Additional points – For Part 1 Only

One additional point (IV.1) is awarded for a wider than average range of vocabulary and structures (language).

One additional point (IV.2) is awarded if the letter contains more than minimum information (content).

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

How does the assessment occur?

Each text is assessed by three licensed telc raters, with quality control carried out at telc's international Head Office in Frankfurt. Each text (Writing, Part 1 and Writing, Part 2) can be awarded a maximum of 15 points. If criterion I and/or criterion III are marked "D", then the whole text receives zero points.

Calculation of the score

Each of the writing samples in the subtest Writing are awarded points according to the three criteria: Content, Communicative Design and Language. The points are awarded as follows:

A=5 points, B=3 points, C=1 point, D=0 points

The final score for Writing, Part 1 is multiplied by 3 and the final score for Writing, Part 2 is multiplied by 2. Writing, Part 1 is worth a maximum of 45 points and Writing, Part 2 is worth a maximum of 30 points.

Marking Criteria for Speaking

Speaking consists of three parts. Each part is assessed separately in accordance with the same criteria:

- I Expression
- II Task Management
- III Language
- IV Pronunciation and Intonation

Criterion I: Expression

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

Expression is		Part 1	Part 2 & 3
A	appropriate in all respects.	4	8
B	appropriate in most respects.	3	6
C	mostly inappropriate.	1	2
D	completely inappropriate.	0	0

Criterion II: 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

		Part 1	Part 2 & 3
A	appropriate in all respects.	4	8
B	appropriate in most respects.	3	6
C	mostly inappropriate.	1	2
D	completely inappropriate.	0	0

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

Criterion III: Language

Assessment is based on syntax and morphology.

The candidate makes

		Part 1	Part 2 & 3
A	no or only occasional errors.	4	8
B	a number of errors without impairing communication.	3	6
C	errors that considerably impair communication.	1	2
D	so many errors that communication is (almost) impossible.	0	0

Criterion IV: Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

Divergences from standard pronunciation and intonation

		Part 1	Part 2 & 3
A	do not impede comprehension.	3	6
B	may occasionally impede comprehension and require extra concentration on the part of the listener.	2	4
C	considerably impede comprehension.	1	2
D	make comprehension (almost) impossible.	0	0

Assessment

During Speaking, each of the two examiners marks the candidates' performances individually.

After the candidates have left the room, the examiners reach a consensus on the marks to be awarded for each candidate.

Calculation of the score

Each of the three parts of Speaking is assessed separately. The candidates can receive a total of 15 points in Part 1 of Speaking and 30 points each in Part 2 and Part 3. During the entire oral examination, a maximum total of 75 points can be awarded. This corresponds to 23% of the highest possible total of 330 points.



Teilnehmende/r • Candidate
Candidato • Katılımcı

A

Candidato • Candidat
Кандидат

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

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

TEIL • PART • PARTE • PARTIE PARTE • BÖLÜM • ЧАСТЬ		
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
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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
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4

Aussprache/Intonation
Pronunciación/Intonación
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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Teilnehmende/r • Candidate
Candidato • Katılımcı

B

Candidato • Candidat
Кандидат

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

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

TEIL • PART • PARTE • PARTIE PARTE • BÖLÜM • ЧАСТЬ		
1	2	3

<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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<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
---	---	---

<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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<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
---	---	---

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

Prüfende/r • Examiner • Examinador • Examineur • Esaminatore • Sınav yetkilisi • Экзаменатор

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

Points and Grades

	Subtest	Task	Points	Maximum Number of Points	Weighting
Written Examination	Reading Comprehension				
	Part 1	1–5	25	75	23 %
	Part 2	6–10	25		
	Part 3	11–20	25		
	Language Elements				
	Part 1	21–30	15	30	8%
	Part 2	31–40	15		
	Writing				
	Part 1	Semi-formal letter	45	75	23%
	Part 2	Personal email	30		
Sub-Total of the Written Examination				180	55%

Oral Examination	Listening Comprehension				
	Part 1	41–45	25	75	23%
	Part 2	46–55	25		
	Part 3	56–60	25		
	Speaking				
	Part 1	Social Contacts	15	75	23%
	Part 2	Topic-Based Conversation	30		
Part 3	Task	30			
Sub-Total of the Oral Examination				150	45%

Sub-Total of the Written Examination				180	
Sub-Total of the Oral Examination				150	
Total Points				330	100 %

* Percentage points are rounded.

Who can receive a certificate?

To receive a certificate, all of the following criteria must be fulfilled:

- 1) The candidate must achieve a result of at least 60% for the whole examination.
- 2) The candidate must achieve at least 40% in the Subtest Reading, at least 40% in the Subtest Writing, at least 40% in the Subtest Listening and at least 40% in the Subtest Speaking.

If a candidate achieves a result of less than 40% in one or more of the subtests and/or achieves less than 60% of the total number of points, then the candidate has failed the complex examination.

For partial examinations, all of the following criteria have to be fulfilled to successfully pass the Written Examination:

- 1) The candidate must achieve a result of at least 60% in the Written Examination.
- 2) The candidate must achieve at least 40% in the Subtest Reading and at least 40% in the Subtest Writing.

For partial examinations, all of the following criteria have to be fulfilled to successfully pass the Oral Examination:

- 1) The candidate must achieve a result of at least 60% in the Oral Examination.
- 2) The candidate must achieve at least 40% in the Subtest Listening and at least 40% in the Subtest Speaking. The grade is then calculated according to the following table:

The grade is then calculated according to the following table:

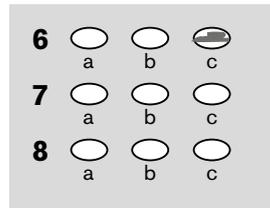
		Grade	
297–330.0	Points	Very Good	1
264–296.5	Points	Good	2
231–263.5	Points	Satisfactory	3
198–230.5	Points	Pass	4

How Does the Examination Work ?

Scoring using the Answer Sheet S30

The Answer Sheet S30 is a thin booklet with four perforated pages. All of the testing results are recorded on these sheets. The candidates record their answers for the Listening Comprehension and Reading Comprehension subtests on pages two and three. The examiners mark their results for Speaking on page four. Raters mark the results for the subtest Writing on page six and eight on the answer sheet.

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 Head Office. 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 Head Office, 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 180 minutes and consists of the subtests Reading Comprehension, Language Elements and Writing. The subtest "listening" can be performed before or after the Written Examination. The score for "listening" is added later to the Oral Examination.

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. At the end of the two subtests, Reading Comprehension and Language Elements, the candidates have to separate pages one and two from the Answer Sheet S30 and hand it in to the invigilator.

The Listening Comprehension subtest begins by playing the audio CD. At the end of the Listening Comprehension subtest, the candidates should separate pages three and four from the Answer Sheet S30 and hand it in to the invigilator. The candidates should then continue with the Writing subtest. After 60 minutes pages five, six, seven and eight of the Answer Sheet S30 are collected. The test booklets and any notes are collected at this time as well. The written examination is then finished.

Oral Examination

How long does Speaking take?

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

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 time allowed for examining is divided into three parts: Part 1 (Social Contacts), which should take about four minutes, Part 2 (Topic-Based Conversation) 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 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).

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 Speaking, 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 Answer Sheet S30.

Additional details about Speaking

In all three parts of Speaking, 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 39 FOR POINTS AND GRADES

Answer Key



Reading Comprehension

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



Language Elements

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



Listening Comprehension

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

Transcripts of the Listening Comprehension Texts

Listening Comprehension, Part 1

41. You are at the airport and hear an announcement:

To all passengers travelling on British Airways: We regret to inform you that the BA Business Lounge in section A is closed due to renovation. You are welcome to use the BA Executive Lounge or the Air France Business Club room in section B. We apologise for any inconvenience.

42. You have a voicemail message:

Good morning, this is Amy at Doctor Griffin's office. The results of your blood tests are ready. You can pick them up today or tomorrow. Please remember though that we are only open until one o'clock tomorrow and that we're closed on Friday because Dr. Griffin is on holiday. Thank you.

43. You are visiting an open-air theatre event and hear an announcement:

Due to an incident on stage B, the Shakespeare play "A Midsummer Night's Dream" will now be performed in the small amphitheatre and will start 30 minutes later than planned at 2:30. Unfortunately, the poetry slam at 3:30 must be cancelled. Stage B will reopen at 7 pm for Lewis Carroll's "Alice in Wonderland".

44. You are on a city bus tour in London. The guide announces the next sight:

We are now approaching Trafalgar Square. In its centre, you can see Nelson's Column built to commemorate Admiral Horatio Nelson who defeated Napoleon in the famous naval battle of 1805. The monument was constructed between 1840 and 1845, but the four lions were not added to the base of the column until 1857. They're made of the metal from guns taken from old battleships.

45. You are listening to the skiing report for British Columbia:

Skiing conditions will be great in Whistler this coming weekend. We've had over a meter of fresh snow and can expect sunny days with up to 8 °C! That's what I call simply perfect Easter weather! Chairlifts will stay open for an extra half hour, allowing you to get that extra dose of sunshine.

Listening Comprehension, Part 2

Interviewer: Welcome to our programme "Voices from Abroad". I'm Fiona Gallway and I have two guests today, Stacy and Ron, who decided to leave everything behind and start a new life in Thailand.

Ron, you're 71, a father, grandfather and soon to be great-grandfather and you're living all by yourself on a small island called Koh Samui in the Gulf of Thailand. Why?

Ron: Well, you see, I started working when I was 17, got married at 20 and had three children by the age of 26. It was a tough life, you know. I never missed a day of work; I had to support a family and money was always short. I never allowed myself to think about my hopes and dreams. It was always family first, for 50 years.

Interviewer: Stacy, your situation is quite different. You've just successfully graduated from law school but instead of joining your father's business, you applied for a volunteer job in an elephant camp near Bangkok. Tell us more!

Stacy: My parents have always had high expectations of me. You know, they're both successful lawyers and they have always wanted to see their only daughter in the same position. My father even wanted to make me his junior partner. But I don't see myself in a tight business suit with my smart phone glued to my ear 24 / 7. I had to make my own choice.

Ron: See, when I was your age, I never even figured that I had a choice. But then my granddaughter told us about her pregnancy and asked if me and my wife could care for the baby once she went back to work. And my first thought was: Run! Run away now or you never will!

Interviewer: But of course you didn't run to Thailand?

Ron: No, but it only took me one afternoon to think it over and I ran to the travel agency and booked a one-way ticket.

Interviewer: How did your family react?

Ron: Well, everybody was shocked of course. My daughters keep trying to talk me out of it and my son has not accepted my decision either. My wife was actually the first one to say: go ahead and live your life. You deserve it!

Interviewer: Stacy, did your parents show understanding for your decision?

Stacy: Not at all! My father hasn't talked to me since. But I know that my mum shows him all my emails and that deep in his heart he still loves me.

Interviewer: How long are you planning to stay in Thailand? Feeding elephants will probably not be a life-long career?

Stacy: My supervisor has just offered me a job in the administration of the camp. We need a better marketing campaign to attract more investors. Maybe one day I'll be marketing director of the most popular elephant camp in the world.

Interviewer: Sounds great! Ron, what do you do to earn your living in Thailand?

Ron: Well, I sold a few personal things before I left home, my car and my coin collection, for example. It's okay for now, but I fear that the money won't last long. I do some renovation work and I might have the chance to get a job as a gardener in one of the hotels.

Interviewer: Do you think you will regret your decision one day?

Ron: Not anytime soon. There is so much I have to catch up with.

Stacy: I'm sure I won't. But I wish my parents would visit me here and see how happy I am. Maybe they would forgive me then.

Interviewer: Thank you, Ron and Stacy. I wish you both the best of luck!

Listening Comprehension, Part 3

Moderator: Welcome to the Saturday Morning panel discussion. Today's topic is electric cars, and the general idea of electro mobility. On our panel we have six people with varying opinions and as usual, they're all invited to make their first statement. Let's start with Cheryl.

Cheryl: I love driving my electric car. It completely fulfils all my needs and it's good for the environment. I'm sure electric cars will become more and more common on the roads. Maybe one day we'll only drive electric cars. Think how pleasant it will be to live in a city with no air or noise pollution from motor vehicles!

Moderator: Malcolm, let's hear your opinion:

Malcolm: Electro mobility is a big project! For one thing, electric cars are not cheap - normal people can't afford them. However, what's worse is the amount of money that has to be invested in order to create a network of charging stations all over the country. This is going to be expensive and will need a lot of organization!

Moderator: Sian, what do you think?

Sian: Yesterday I drove an electric car for the first time in my life and I was really surprised by the car's speed. I thought it would move forwards slowly when I put my foot down, but that wasn't the case at all! It was better than a normal car! I'm seriously considering buying an electric car now.

Moderator: Kevin, let's hear your opinion:

Kevin: There's one big problem with electric cars. They're too quiet and so there's a very real danger of people being run over because they just don't hear the car coming. And when you're driving a normal vehicle and accelerate, isn't it nice to hear the engine reacting? Give me a conventional car that makes a noise and I'm happy.

Moderator: Pam, what do you think?

Pam: Personally, I think electro mobility is the answer to our environmental pollution issues and could positively influence our driving habits. Unfortunately, people still believe you can only use electric cars for short journeys, so they don't consider buying one. I hope that more and more people will begin to understand that electro mobility is a realistic option.

Moderator: Phil, let's hear your opinion:

Phil: I'm more interested in hybrid cars than pure electric vehicles. There are already a lot of models on the market. Hybrids are great because they run on fuel and electric power. Their batteries collect and reuse energy that's normally wasted, for example, when driving downhill and when the brakes are used. This is where I see our future.

Moderator: Thank you everyone. So let's start with our first question.....

CEFR

The **Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)** supplies details of the language knowledge required for various levels and 'can do' statements for each level. It offers learners, teachers and language testers an assessment grid based on what learners should be able to do at a certain level. The 'can do' tables below describe both the general degree of skill as well as the more specific skills necessary for a variety of language acts required at B1 of the CEFR. The telc English B1 Mock Examination is closely aligned to the CEFR.

Common European Framework of Reference (CEFR) B1 Skills

Common Reference Levels: global scale B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Understanding

Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

Speaking

Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Writing

Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
---------	--

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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 School
telc English B1-B2 Business

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

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

- A2** telc English A2
telc English A2 School

- A1** telc English A1
telc English A1 Junior

DEUTSCH

- C2** telc Deutsch C2

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

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

- B2** telc Deutsch B2+ Beruf
telc Deutsch B2 Medizin
Zugangsprüfung
telc Deutsch B2

- B1-B2** telc Deutsch B1-B2 Beruf
telc Deutsch B1-B2 Pflege

- B1** telc Deutsch B1+ Beruf
Zertifikat Deutsch
Zertifikat Deutsch für Jugendliche

- A2-B1** Deutsch-Test für Zuwanderer

- A2** telc Deutsch A2+ Beruf
Start Deutsch 2
telc Deutsch A2 Schule

- A1** Start Deutsch 1
telc Deutsch A1 für Zuwanderer
telc Deutsch A1 Junior

ESPAÑOL

- B2** telc Español B2
telc Español B2 Escuela

- B1** telc Español B1
telc Español B1 Escuela

- A2-B1** telc Español A2-B1 Escuela

- A2** telc Español A2
telc Español A2 Escuela

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

FRANÇAIS

- B2** telc Français B2

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

- A2** telc Français A2
telc Français A2 Ecole

- A1** telc Français A1
telc Français A1 Junior

ITALIANO

- B2** telc Italiano B2

- B1** telc Italiano B1

- A2** telc Italiano A2

- A1** telc Italiano A1

TÜRKÇE

- C1** telc Türkçe C1

- B2** telc Türkçe B2
telc Türkçe B2 Okul

- B1** telc Türkçe B1
telc Türkçe B1 Okul

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

- A1** telc Türkçe A1

РУССКИЙ ЯЗЫК

- B2** telc Русский язык B2

- B1** telc Русский язык B1

- A2** telc Русский язык A2

- A1** telc Русский язык A1

PORTUGUÊS

- B1** telc Português B1

اللغة العربية

- B1** telc اللغة العربية B1

JĘZYK POLSKI

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

Examination Preparation

MOCK EXAMINATION 1

ENGLISH 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 B1 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.