



# MOCK EXAMINATION 2

## ENGLISH T.I.T.

Examination Preparation

# B2







# MOCK EXAMINATION 2

## ENGLISH T.I.T.

**Examination Preparation**

# B2

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Published by telc gGmbH, Frankfurt am Main, Germany

All rights reserved

© 2017 by telc gGmbH, Frankfurt am Main

Printed in Germany

ISBN 978-3-86375-128-9

Audio-CD 978-3-86375-129-6

Order Number: Mock Examination 5146-B00-020101

CD 5146-CD0-020101

# 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 50 general and work-oriented language tests, in nine languages, all based on the levels of the *Common European Framework of Reference for Languages* (CEF). 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](http://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 CEF 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](http://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](http://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](mailto: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

# Contents






## Test

Test Format	5
Reading Comprehension	6
Language Elements	15
Listening Comprehension	17
Writing	21
Oral Examination	24

## Information

Answer Sheet S30	29
Marking Criteria for Writing	37
Marking Criteria for Speaking	38
Points and Grades	40
How Does the Examination Work?	42
Answer Sheet M10	45
Answer Key	46
Transcripts	47

# The Structure of the Examination

Subtest	Aim	Type of Test	Time
 <b>Reading Comprehension</b>			
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	
 <b>Language Elements</b>			
Part 1		10 multiple choice items	90 min
Part 2		10 matching items	
Break			20 min
 <b>Listening Comprehension</b>			
Part 1	Listening for Gist	5 matching items	Approx. 20 min
Part 2	Listening for Detail	10 true/false items	
Part 3	Selective Listening	5 multiple-choice items	
 <b>Writing</b>			
Part 1	Interactive Task	Formal or semi-formal letter	60 min
Part 2	Productive Task	Personal email	
 <b>Speaking</b>			
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



	<input checked="" type="radio"/>	<input type="radio"/>	
	true	not true	
<b>6</b>	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
<b>7</b>	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
<b>8</b>	<input checked="" type="radio"/> a	<input type="radio"/> b	<input type="radio"/> 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 **Animal statistics**
- b **Craftwork declining**
- c **Insects at risk**
- d **Keep, change and reuse**
- e **New bee disease**
- f **Rainfall brings relief**
- g **Keeping track of pets**
- h **Profit destroys nature**
- i **Shortages cause concern**
- j **Trees for sale**

1

The Brazilian government has released new figures showing that deforestation is accelerating at record rates with huge areas of land being cleared to grow crops. This is particularly true in the Mato Grosso region where 50% of the recent deforestation occurred, as native trees are replaced with soya fields to meet demands for soya in China and Europe. Environmentalists claim that the government is neglecting the Amazon jungle in favour of increasing exports, thereby putting profit first. They are worried by the large number of highways being built to transport agricultural products, and the rise in illegal logging and cattle ranches. Officials are also being blamed for turning a blind eye to what is happening in the hope of securing victory in local elections. Rain forests once covered 14% of the earth's surface. Now they cover just 6%, meaning that many plant, animal and insect species are being lost forever.

2

The drought currently affecting South East England may last throughout the summer and into autumn, experts say. Although there is a chance of rain this week, it is unlikely that there will be enough to refill water stocks. A hosepipe ban has been put in place in most regions in the south and about 13 million people will be affected. Many homeowners are unhappy with this ban but those who ignore it face fines of up to £1000. The use of a hosepipe to water a garden or plants, or clean outdoor areas is now forbidden. Water companies say they regret having to impose the ban but that it is necessary to preserve essential water supplies. They are urging people to cut their water use, by taking shorter showers, using bath water to wash cars and allowing grass to grow longer than usual.

3

It seems the 'waste not, want not' ethos popular in wartime Britain is back in trend, as crafting, the art of making things by hand, becomes one of this decade's fastest growing industries. Sales of wool, buttons and fabrics are up and the interest in sewing, knitting and leatherwork is reflected in the many related TV shows recently introduced to our televisions. What is causing this resurgence in traditional skills? It's a result of the financial crisis combined with our increased awareness of environmental issues and the damage that is caused by excessive waste. On a practical level, people want to save money, recycle possessions and adapt things to their own tastes. People use these skills to give their belongings more individuality. Each week sees the launch of a new website or blog on the subject, proving that people are moving away from the attitude that everything is disposable.

4

The government has announced plans to introduce a new law stating that all dogs sold must be fitted with a microchip in an attempt to combat dangerous animals. A microchip is a small electronic device which can be implanted under any animal's skin. Each chip has a unique number that can be read by a scanner. Doing so allows a vet, the police or an animal welfare organisation to find the owner's details. There are roughly 8 million dogs in Britain. Critics of the plan say that it will do nothing to tackle the problems with pit-bulls, mastiffs and other dangerous breeds, particularly since people who own banned dogs will most likely disregard the new legislation. The government hopes to monitor the problem by equipping animals with these devices.

5

After flourishing for millions of years, the last 60 years has seen a huge decline in the country's bee population, leading to them to become an endangered species. Experts believe that this is due to changing weather patterns, the increased use of insecticides in farming and gardening and the loss of habitat as our cities expand. Bee keepers, scientists and conservation organisations are working hard to save our bee population. Some species have already vanished from the British countryside. Albert Einstein once said that if all the bees became extinct, human society would follow within a few years. Our interconnected eco system is dependent on these useful workers, yet many of us take the work they do for granted. Let's hope we can quickly turn back the clock to guarantee their survival.

## Reading Comprehension, Part 2

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

### Changing attitudes toward marriage

by Michael Klozoff

Have you already planned your big day, the extravagant reception, the beautiful wedding dress, the romantic location? Or do you feel that marriage is outdated, and prefer cohabitating or the single life? Trends show that people's attitudes to relationships and family life have changed and that many people are moving away from the traditional path their parents or grandparents may have taken. Statistics show that in many European countries those who do marry are getting older. The average age has been gradually increasing and today stands at around 30.

Yet in the developing world things are vastly different; one in every three girls is married by the age of 18, and 1 in 7, by 15. Many of these weddings are what are called forced marriages, where one or both participants are coerced into matrimony without their free consent. This practice is different from arranged marriage which may be willingly agreed to.

Many parents believe that there is nothing wrong with choosing the person their child will marry. They feel that they are doing what is best for their child, who is too young yet to appreciate their motives and is bound by duty to accept their parents' wishes. If a prospective bride or groom objects, it may be seen as damaging the family honour. For many parents, particularly those living outside their native countries, the preservation of culture is of utmost importance, and by having their son or daughter marry someone from their own background, they can ensure that their traditions will be kept alive.

While the Universal Declaration of Human Rights states that marriage shall be entered into only with the free and full consent of the intending spouses, in some countries early or forced marriages account for 60% of all unions. Some of the reasons for these circumstances are poverty and gender inequality. For low income families, girls are often viewed as an economic burden. They may occupy a low status in those societies, have few rights and may be 'sold' into marriage. In many countries, early marriage is so

common that families may not even realise that they are breaking the law. So, while the tradition is illegal, it is tolerated and officials look the other way.

In some cases, promises are made when the child is very young, with girls being used to help form alliances between families. Sometimes forced marriages occur to prevent unsuitable relationships,

that is, children dating people from outside their ethnic, cultural or religious group. Alternatively, forced marriages may take place to assist with claims for residence or citizenship in another country.

Poverty is recognised as one of the main influences of arranged marriages, with a girl sometimes being wed

to a much older man to benefit her and her family. This form of transaction may be seen as helping to ensure the future safety of the child. In parts of Africa a 'bride price' of money or goods is paid to compensate for the parents' loss of a daughter. It provides the parents with a lump sum to invest while the daughter gains a husband who can provide for her for the rest of her life. This security is particularly valuable in times of bad harvests, food shortages or war.

The consequences of these early marriages are often damaging for female children, who are taken out of school and, as a result, have low levels of education. Many may even be illiterate, and they often lack life skills, knowledge of health, and reproduction. Therefore many husbands assume control of all decisions, while the wives take on a more submissive role. They may suffer from abuse and domestic violence. For some there is also the possibility of being widowed early and left without financial support.

It is clear how these forced marriages are considered a violation of children's rights, everyone under 18 being classed as a child. But it is a mistake to imagine that the only victims of forced marriage are young, uneducated girls from strict, traditional families in countries far away. Reports show that



men and women of many ages, from many cultural backgrounds are affected by this, with thousands of cases happening in Europe. Religion, tradition, financial security, family honour, and securing visas and citizenship are the main causes. But each situation is unique and many cases go unreported, as victims fear the repercussions if they go against their families' wishes, so the plight of many girls goes unheard.

The issue of forced marriages has been traditionally treated with reluctance by governments, for fear of offending cultural sensitivities. However, new legislation gives young people who face being married against their will the right to appeal to the civil courts for protection. Those who go against

this court order can be given a maximum two-year jail term, a fine or both. Ministers say it is important to highlight the difference between forced and arranged marriages, the latter playing an important role in many cultures. This bill aims to protect vulnerable people who are threatened with abuse if they dare speak out and refuse a marriage set up by family members. The Forced Marriage Unit was founded to aid victims, and there are many websites and agencies which offer advice to British nationals here and abroad. For those confronting this situation, huge psychological pressure makes people feel helpless and lonely, betrayed and abandoned by the people they love most. This organisation and others like it help them move on and rebuild their lives.

**6** Many parents believe that an arranged marriage

- a** is an important cultural ritual popular among young people.
- b** is something their child will appreciate later.
- c** should occur between different nationalities.

**7** Families who force their children into marriage

- a** are aware that it is illegal.
- b** are encouraged by local leaders.
- c** believe it is an accepted part of their culture.

**8** Money is given to the

- a** bride as security for her future.
- b** bride's parents so that they give away their daughter.
- c** future husband to encourage him to marry the bride.

**9** People who have been forced into marriage are

- a** afraid to ask for help.
- b** committing a crime in Europe.
- c** teenage girls from poor, religious families.

**10** The British government has introduced laws which

- a** give victims the chance to take on a new identity.
- b** help reunite people with their families.
- c** punish people who force others to marry.

**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 You are looking for a birthday present for a friend who loves exotic food.
- 12 You are looking for a wedding anniversary treat for your parents.
- 13 You are looking for information about food allergies.
- 14 You love writing and are passionate about dining out.
- 15 You want to find a class for your brother who loves food but is useless in the kitchen.
- 16 You are looking for help losing weight.
- 17 You would love to do something special, but are short of money.
- 18 Your aunt needs a food delivery service after her operation.
- 19 Your cousin Sarah loves singing and wants to work in the music industry.
- 20 Your sporty friend is looking for a new challenge.

a

**Want to be famous?**

Have you ever dreamed of appearing on stage in front of crowds of fans all chanting your name? Talent Pulse, a leading UK management team, are looking for five females aged 18–23 to create the next big girl band. If you stand out from the crowd, we want you. Requirements include a good voice, an ability to pick up choreography, reliability and a willingness to travel. Full training provided. The group will begin working together within the next two months and start recording soon after.

Call 02174 3421011

d

**Create a cocktail using seven ingredients and win a glamorous prize.**

2nd place wins a weekend for two in Paris, including airfare and two nights in a five-star hotel, plus a candlelight dinner on the River Seine.

The grand prize is 10 days in New York for two people. Your creation will become the newest It-Drink at the famous BarWest. Flights, hotel, meals, a full-day city tour and meals at three of the city's most famous restaurants are all included. For contest rules, go to *Citycool.com*

b

**Kingscourt Hotel**

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

e

With so many issues affecting our society today, many people are unsure of how to proceed. We are here to offer advice.

Are the relationships in your family under strain? Are you worried that your business is failing? Are you struggling to discipline your children? Are you having a dispute with your landlord or experiencing financial problems?

We offer you the chance to participate in a ground-breaking new TV series which aims to offer you the solution to your problem.

Apply to EbanFilms.com

c

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

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

[www.gourmetgrace.com](http://www.gourmetgrace.com).

Come join us on a glorious gastronomic journey.

f

**Who says men can't cook?**

These days many men have discovered the creative, social and health benefits of cooking. At Kitchen Academy, we aim to give you advice on topics such as practical nutrition, vegetarian options and effective shopping techniques as well as give you a new skill to impress friends and improve your health. In each workshop we prepare at least three courses, and with refreshments provided, no one goes home hungry or thirsty. Sign up today.

**g** **Looking for professional modelling advice? Step One Modelling Services is for you. We cater for all aspects of the industry, from high fashion or commercial to plus size and child modelling. Book a session with a professional model coach, or have professional head shots taken. In our day long workshops you hear the tips and tricks to help you get your foot in the industry door, with advice on how to promote yourself, how to get signed to an agency and how to pose.**

**j** **Calling all iron men and iron women.**  
 Test your speed and endurance at the City Triathlon on April 30. Join the elite stars of the Triathlon world as we celebrate the 20th anniversary of this wonderful event. Prize money amounts to \$40,000 and the triathlon will be televised. Run 10km, swim 1500 metres and cycle 40km. Friends and family will cheer you across the finish line to receive your champion's medal. A great day out for all. Entries must be received by midnight 12 of April.  
*Do you have what it takes?*

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

**k** If you are fed up with boring diets or feeling unhappy with how you look, then it is time for a change. Weekly weigh-ins, online tips and recipes and supportive staff are the secrets to SlimWays success.  
 Sign up now to kick start your diet revolution. The welcome pack includes a motivational DVD, recipe book and calories info sheet. These tried and tested tools will be instrumental in helping you achieve your goals.  
 Call 245732 to find a SlimWays centre near you.

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

**l** **Join the Secret Cinema – a movie experience that is out of the ordinary.**  
 Popping up in cities around the globe, these events unite cinephiles and promise to change how we watch films. Secret films shown free of charge at secret locations, with live music, realistic sets and actors in costumes, The Secret Cinema promise a fun, mysterious and memorable night, or even day out. Or why not include it as a special event during your holiday.  
 See our website for more details.



**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.

Pupils at schools in Tennessee will soon be in the spotlight due to a new law \_\_\_\_\_ **21** \_\_\_\_\_ them from showing underwear or bare skin in an indecent manner while on school property. Teachers, \_\_\_\_\_ **22** \_\_\_\_\_, are relieved. Previously, they had to use a ruler to measure how low a student's trousers \_\_\_\_\_ **23** \_\_\_\_\_. Accordingly, the penalties for failing the test were large fines and the possibility \_\_\_\_\_ **24** \_\_\_\_\_ community service. Now students will receive a verbal warning. If this is followed by a second offence, they \_\_\_\_\_ **25** \_\_\_\_\_ banned from participating in extracurricular activities, such as sports or social events, for a week. If the student receives a third warning, his or her parents will be called in for a meeting with the principal and the student could be suspended from classes for \_\_\_\_\_ **26** \_\_\_\_\_ three days. The fashion for low-slung trousers, popular with \_\_\_\_\_ **27** \_\_\_\_\_ young males, is said to have originated in prisons in the US. Belts were considered \_\_\_\_\_ **28** \_\_\_\_\_ potential weapons so were taken from inmates when they arrived. The trend was later \_\_\_\_\_ **29** \_\_\_\_\_ popular by hip-hop artists. Critics of the proposed law say it's a waste of time and is \_\_\_\_\_ **30** \_\_\_\_\_ citizens' rights. Many students say the freedom to dress as they chose is an important means of self-expression.

**21 a** prohibited  
**b** prohibiting  
**c** to prohibit

**24 a** for  
**b** in  
**c** of

**27 a** a lot  
**b** many  
**c** much

**30 a** against  
**b** in favour of  
**c** opposing

**22 a** at least  
**b** at the end  
**c** lastly

**25 a** are  
**b** have been  
**c** will be

**28 a** being  
**b** like  
**c** to be

**23 a** are hanging  
**b** had hung  
**c** were hanging

**26 a** as far as  
**b** total of  
**c** up to

**29 a** be  
**b** becoming  
**c** made

**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.

New archaeological discoveries show that far more dinosaur types existed than had \_\_\_\_\_ **31** \_\_\_\_\_ been believed and some were stronger and more colourful than anyone could have \_\_\_\_\_ **32** \_\_\_\_\_.

The science magazine 'Wild Nature' published an article last week describing a creature, possibly \_\_\_\_\_ **33** \_\_\_\_\_ the Tyrannosaurus Rex, which although covered in fluffy feathers was unable to fly due to its weight. The Yutyranus Huali is believed to have been a meat-eater who hunted in packs and, while flightless, was \_\_\_\_\_ **34** \_\_\_\_\_ of running at high speeds. This information comes from numerous fossils found over the last few years in \_\_\_\_\_ **35** \_\_\_\_\_ parts of China and these \_\_\_\_\_ **36** \_\_\_\_\_ are rocking the world of palaeontology, the name given to the study of dinosaurs. These on-going discoveries explain why people remain fascinated by something that was \_\_\_\_\_ **37** \_\_\_\_\_ 65 million years ago. Why did the Yutyranus have feathers when they were clearly not for flying \_\_\_\_\_ **38** \_\_\_\_\_? Some scientists suggest they were for insulation when chasing their prey through the snowy hills of China, while others believe they may have been of decorative value, helping the creatures \_\_\_\_\_ **39** \_\_\_\_\_ partners for mating. Although we \_\_\_\_\_ **40** \_\_\_\_\_ to know a lot, this finding shows that when it comes to this planet's previous inhabitants, we still have a long way to go before we see the full picture.

- |              |              |             |            |
|--------------|--------------|-------------|------------|
| a ATTRACT    | b CAPABLE    | c CAPTURE   | d CLAIM    |
| e DEMAND     | f FINDINGS   | g IMAGINED  | h LONELY   |
| i PERSUADE   | j PREVIOUSLY | k PURPOSES  | l REGARDED |
| m RELATED TO | n REMOTE     | o WIPED OUT |            |

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 Celebrity injured
- b Criminals caught by police
- c Dangerous job
- d More eruptions possible
- e Surprising catch
- f Unusual theft

**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 The captain tried to manoeuvre the ship around the reef.
- 47 Crews can contain the slick if it is reached quickly enough.
- 48 Environmentalists support the use of chemicals in order to rescue wildlife.
- 49 Pelicans can be found all year round in Callo Bay.
- 50 Rescue workers tranquilize the birds before treating them.
- 51 Household cleaning products are generally used to remove oil from birds.
- 52 The Alaskan rescue effort was unsuccessful.
- 53 Wildlife relocation is a common response to an oil spill.
- 54 The volunteers were drawn from the immediate surroundings of the disaster.
- 55 The methods used in Chile are only suitable for that region.

**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** If you are interested in drama, you should attend the camp in

- a Week 2.
- b Week 3.
- c Week 4.

**57** You would like to take a tour at midday. You choose the tour

- a Dali's muse.
- b Dutch masters.
- c Renaissance Revival.

**58** You get 50% off

- a mini golf sets.
- b sleeping Bags.
- c trampolines.

**59** The HealthPlus Package excludes treatment from a

- a dentist.
- b optician.
- c physiotherapist.

**60** Stewards at the Sea Star desk

- a answer questions.
- b sell tickets.
- c take luggage.

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 would like to throw a party at the following restaurant:

### Venezia

*We are a modern Italian restaurant serving simple, freshly prepared, authentic Italian food. Our prices are moderate and our service is very friendly. We are open for a quick lunch, afternoon coffee, pre-theatre supper or even just for drinks after work. You could also meet up with friends for dinner and spend the whole evening here!*

62 Goodge Street  
W1T 4NE  
Fitzrovia, Central London  
Tel. 020 7436 9444  
www.venezia.co.uk

*Write a letter to the restaurant above enquiring about the possibility of hosting a dinner party there. In your letter write in **detail** about*

*a) at least three of the following points*

*or*

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

- *Food /drinks you would like to order*
- *Type of entertainment you would like to have*
- *Why you chose this restaurant*
- *Why you would like a special discount*

*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.*

*Please write at least 150 words.*



**Writing, Part 2**

*Your friend has suggested that you go on holiday together this summer. Write a short email to your friend explaining why you don't like the destination your friend has chosen and suggest some other place instead.*

*Please write at least 80 words.*

# Speaking

## How is the Speaking implemented?

Initially, the candidates prepare themselves individually for speaking during the preparation phase (20 minutes). Each candidate receives a sheet of instructions for each part of the examination.

**Speaking** 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)****Speaking, 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.*

- ***What you need to do to pass the driving test in your country.***

***or***

- ***Your favourite city in Europe.***



## 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.

## Home schooling

The option of home schooling has been around for a long time; however, until recently it had not been so popular. There are actually a number of reasons as to why parents opt to home school their children.



Children who are home schooled can avoid many of the problems schools have become known for. For one, the environment is less threatening. Children can learn without fearing other students, aggressive or nasty teachers, and be under the constant supervision of parents. In addition, home schooling allows parents to dictate the academic course of their children. Home schooling also allows students to proceed at their own speed. If a child is weak at multiplication and division, a parent can focus lessons on those skills in favor of another skill that the child might grasp rather easily.

It may sound like the perfect option, but there are many disadvantages of home schooling. First of all, home schooled children are usually less socialized. While schools can sometimes be the breeding ground for poor social behaviors, school is also a place where students learn to interact with others and build social skills. It seems a bit like a catch 22.

In addition, another drawback to home schooling could be implementation of an educational plan. Many parents are not qualified as teachers and may not understand what is necessary to ensure a child has access to the proper curriculum.

Finally, another disadvantage to home schooling is the necessity for parents to take full responsibility for their child's education. If they choose to home school their child there is no one for them to blame if their child does poorly.

There are many advantages and disadvantages to home schooling. Before parents begin a home schooling plan, they should make sure they have evaluated their ability to properly instruct their child and provide a quality learning experience. If they do not think they can handle it, they might as well send their child to school but become more involved with his or her education.



## 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.*

												1	1	4	6							
--	--	--	--	--	--	--	--	--	--	--	--	---	---	---	---	--	--	--	--	--	--	--

# ENGLISH B2

Familiename · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия																															
Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя																															
			▶			<b>Beispiel: 23. April 1995</b>			▶			1		9		9		5		.		0		4		.		2		3	
Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · День рождения																															
Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения																															
		▶		001 - Deutsch		003 - Français		005 - Italiano		007 - Magyar		009 - Русский язык		011 - Türkçe		013 - 汉语															
		▶		002 - English		004 - Español		006 - Português		008 - Polski		010 - Český jazyk		012 - عربي		000 - andere/other															
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																															
Geschlecht · Sex · Sexo · Sexe · Sesso · Sexo · Пол																															
Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение																															
			▶			<b>Beispiel: 17. Juli 2016</b>			▶			2		0		1		6		.		0		7		.		1		7	
Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена																															

										1	1	4	6				
--	--	--	--	--	--	--	--	--	--	---	---	---	---	--	--	--	--

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

## Written Examination



### 1 Reading Comprehension

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

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

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

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



### 2 Language Elements

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

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

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



										1	1	4	6	
--	--	--	--	--	--	--	--	--	--	---	---	---	---	--



**3** Listening Comprehension

- 41       41  
a b c d e f
- 42       42  
a b c d e f
- 43       43  
a b c d e f
- 44       44  
a b c d e f
- 45       45  
a b c d e f

- 46   46  
+ -
- 47   47  
+ -
- 48   48  
+ -
- 49   49  
+ -
- 50   50  
+ -

- 51   51  
+ -
- 52   52  
+ -
- 53   53  
+ -
- 54   54  
+ -
- 55   55  
+ -

- 56    56  
a b c
- 57    57  
a b c
- 58    58  
a b c
- 59    59  
a b c
- 60    60  
a b c

*Please separate this sheet after the subtest "Listening Comprehension" and turn it in.*











# Marking Criteria for B2 Writing Hungary Subtest

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

1. the appropriate choice of type of text = formal/semi-formal letter.
2. the inclusion of three guiding points or two guiding points and another aspect, whereby the points should be referred to in detail and at some length.

### Writing Part 2

#### (Productive Task)

Assessment is made on the basis of

1. the appropriate choice of type of text = informal email.
2. the completion of the task as a whole, whereby the candidate should provide clear details and at some length.

According to the criterion, the content is

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

## Criterion II: 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

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

## Criterion III: Language

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

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

### How does the assessment occur?

Each text is assessed by three licensed telc raters, with quality control carried out at telc's international headquarters. 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

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
<b>A</b>	appropriate in all respects.	7
<b>B</b>	appropriate in most respects.	5
<b>C</b>	mostly inappropriate.	3
<b>D</b>	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
<b>A</b>	appropriate in all respects.	7
<b>B</b>	appropriate in most respects.	5
<b>C</b>	mostly inappropriate.	3
<b>D</b>	completely inappropriate.	0

### Criterion 3: Language

Assessment is based on syntax and morphology.

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

### Criterion 4: Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

There are		Points
<b>A</b>	no significant divergences from standard pronunciation and intonation.	4
<b>B</b>	divergences from standard pronunciation and intonation but not adversely affecting communication.	2
<b>C</b>	considerable divergences from standard pronunciation and intonation that impair communication and require extra concentration on the part of the listener.	1
<b>D</b>	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 Speaking. 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
<b>Written Examination</b>	<b>Reading Comprehension</b>				
	Part 1	1–5	25	75	23 %
	Part 2	6–10	25		
	Part 3	11–20	25		
	<b>Language Elements</b>				
	Part 1	21–30	15	30	8 %
	Part 2	31–40	15		
	<b>Writing</b>				
	Part 1	Formal or semi-formal letter	45	75	23 %
	Part 2	Personal email	30		
Sub-Total of the Written Examination				180	55 %

<b>Oral Examination</b>	<b>Listening Comprehension</b>				
	Part 1	41–45	25	75	23 %
	Part 2	46–55	25		
	Part 3	56–60	25		
	<b>Speaking</b>				
	Part 1	Presentation	25	75	23 %
	Part 2	Discussion	25		
	Part 3	Task	25		
Sub-Total of the Oral Examination				150	45 %

Sub-Total of the Written Examination				180	
Sub-Total of the Oral Examination				150	
<b>Total Points</b>				<b>330</b>	<b>100 %</b>

\* Percentage points are rounded off to the nearest whole.

### 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:

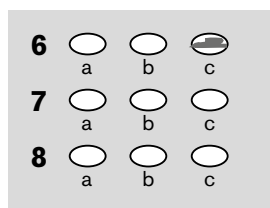
- 1) The candidate must achieve a result of at least 60% in the Oral Examination.
- 2) The candidate must achieve at least 40% in the Subtest Listening and at least 40% in the Subtest Speaking. The grade is then calculated according to the following table:

		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” and “Reading” subtests on pages two and three. The examiners mark their results for Speaking on page four. A soft lead pencil should be used to fill in the ovals in the marking section, as well as the contact information at the beginning of the test.



## Where are the tests evaluated? How are they evaluated?

The test results are scored electronically at telc headquarters. 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 150 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 60 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) Speaking.

### **How long does 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 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 40 FOR POINTS AND GRADES

	<b>Teilnehmende/r • Candidate</b> <b>A</b> <b>Candidato • Candidat</b> <b>Candidato • Katılımcı</b> <b>Кандидат</b>			<b>Teilnehmende/r • Candidate</b> <b>B</b> <b>Candidato • Candidat</b> <b>Candidato • Katılımcı</b> <b>Кандидат</b>				
	_____ 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					
<b>TEIL • PART • PARTE • PARTIE</b> <b>PARTE • BÖLÜM • ЧАСТЬ</b>								
	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>		
<b>1</b> <b>Ausdrucksfähigkeit</b> <b>Expression</b> <b>Expresión</b> <b>Capacité d'expression</b> <b>Capacità espressiva</b> <b>Anlatım</b> <b>Выразительность</b>	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D		
	<b>2</b> <b>Aufgabenbewältigung</b> <b>Task Management</b> <b>Cumplimiento tarea</b> <b>Réalisation de la tâche</b> <b>Padronanza del compito</b> <b>Görevi yerine getirme</b> <b>Умение справляться с задачей</b>	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	
		<b>3</b> <b>Formale Richtigkeit</b> <b>Language</b> <b>Corrección lingüística</b> <b>Correction linguistique</b> <b>Correttezza formale</b> <b>Biçimsel doğruluk</b> <b>Формальная правильность</b>	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D
			<b>4</b> <b>Aussprache/Intonation</b> <b>Pronunciation/Intonation</b> <b>Pronunciación/Entonación</b> <b>Prononciation/Intonation</b> <b>Pronuncia/Intonazione</b> <b>Söyleyiş/Tonlama</b> <b>Произношение и интонация</b>	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D
_____ Datum • Date • Fecha • Date • Data • Tarih • Дата				_____ Prüfernde/r • Examiner • Examinador • Examineur • Esaminatore • Sinav yetkilisi • Экзаменатор				
_____ Prüfungszentrum • Examination centre • Centro examinador • Centre d'examen • Centro d'esame • Sinav merkezi • Экзаменационное учреждение								

# Answer Key



## Reading Comprehension

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



## Language Elements

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



## Listening Comprehension

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



# Transcripts of the Listening Comprehension Texts

## Listening Comprehension, Part 1

Thieves in Cardiff surprised police yesterday by using a JCB digger to rip a cash machine out of the side of a bank and then they escaped. The large yellow vehicle, which had been stolen from a construction site on the outskirts of the city on Monday, was left abandoned at the scene. After hearing loud bangs, witnesses saw six men fleeing in two cars which drove off in different directions. Enormous damage was done to the local branch of the National Bank which is housed in an eighteenth century Georgian building of great historic value. No information has yet been released regarding the amount of cash taken. (41)

A young actor is fighting for his life today after being gunned down at 2am last night. Caleb Levin, the 23-year-old star of the soap opera 'Heroes and Hearts', was shot when leaving a busy, fast-food restaurant in downtown Los Angeles. This assault triggered a dramatic police chase with further gun shots fired resulting in a second person being injured, as the gunman fled on a motorbike. Police have not yet made an arrest although a spokesperson of the Los Angeles Police Department said that thanks to the CCTV footage of the event and detailed descriptions from witnesses they are confident that they will be able to do so soon. (42)

Experts in Iceland predict further volcanic activity may be likely after some 500 tremors were recorded last month along the Laki volcanic zone. The Fogas volcano last flared up in 1873 and caused a huge glacier meltdown sweeping icebergs into the ocean. There have been two major volcanic discharges in Iceland in recent years, both bringing air traffic to a halt across Europe due to a combination the volume of ash expelled into the air and the particular weather patterns experienced at those times. Scientists say that volcanic activity of that size occurs on average only every 63 years so it is unlikely we will see such a large scale volcanic activity for a while. (43)

A major search has been launched for a man who fell from a bridge into the river Denss this morning. The construction worker, who has not yet been named, is believed to have lost his footing while carrying out repairs to the bridge's structure. He was wearing a life jacket, but this was not securely fastened and came off when he hit the water. Rescue teams have been out since 9 a.m. and are using sonar in the search but reports say that the speed with which the flooded river is flowing is making progress difficult. (44)

Fishermen in China were stunned this morning when they hauled in a huge 623 kilo Kaluga fish in the Heilong, or Black Dragon river, in the northeast of the country close to the Russian border. Kalugas, believed to be the largest fish in the world, are only found in this region and have been on the endangered list after being fished to near extinction in the last century. It took 11 men to lift the fish out of the boat when it was brought to the safety of a local breeding station. Kalugas possess large pointed teeth, are said to be very aggressive and have been the cause of boats sinking and fishermen drowning. (45)

## Listening Comprehension, Part 2

**Jeremy:** At the site of the latest tanker disaster in the Indian Ocean, oil is leaking out of the ship creating a huge oil slick. Lana Jameson, a marine scientist, is here to talk about these types of eco-disasters and the costs of cleaning them up. Welcome Lana.

**Lana:** Thanks, Jeremy.

**Jeremy:** Lana, can you tell us something about this recent incident?

**Lana:** Well, the 'Freeman', a large Brazilian tanker, had almost reached its destination when it struck an underground ledge ripping open part of the hull, spilling about 200,000 gallons of oil into Callo Bay. The captain claims that rough seas and extremely high winds forced the ship close to shore and that while he and the crew were familiar with that route, they were unaware of the reef's existence as it was not marked on the navigational charts. Regardless of what the cause was, the fact remains that a huge amount of oil is spilling out into the bay, causing all kinds of damage.

**Jeremy:** So, Lana, what can be done?

**Lana:** Well, cleaning up oil spills is a complicated procedure, involving many different steps. If clean-up crews can get to the spill in the first few hours, a method called containment is used to prevent the oil spreading further. They use floating barriers to stop the slick from spreading out. Then they use boats to suck or scoop up the oil. This process is known as skimming. These preferred methods depend on how fast the teams can be mobilised. Sometimes the crews have things like large sponges to soak up the oil, or chemicals are poured on the surface of the slick to force the oil to break down. This last option is also seen as being quite dangerous and environmental groups are protesting about this. They say the chemicals do as much damage as the oil itself and demand that no artificial products be used.

**Jeremy:** So, I imagine this spill will hurt the birds living in Callo Bay.

**Lana:** The problem with this latest disaster is that oil flowing from the Freeman's hull is threatening to endanger the lives of many different bird species who migrate to the Callo Bay area around this time to take advantage of the mild weather and the plentiful food. Particularly affected is the King Blue pelican and four types of sea turtles who return to this bay for nesting purposes.

**Jeremy:** Can anything be done to save these animals?

**Lana:** I have some first-hand experience of trying to help in such terrible situations and while it is no easy task, a lot can be done. The task of cleaning one bird takes about 90 minutes. There are methods available to help tranquillise the birds, but this is something rescue workers avoid doing

as it can cause the creatures further distress. Usually, by the time we reach them, they are already suffering from cold, hunger and exhaustion. All this is very traumatic for the birds. They must be fed and given medicine before anyone can try to remove the oil from them. Washing up liquid, the same as you find in your kitchen, is often used and many of the large detergent companies donate their products in such situations.

**Jeremy:** Hm! That's very generous!

**Lana:** Well, yes... but even with such generosity, the cost of cleaning these affected birds is huge and scientists are divided as to whether it's the right solution. Some believe that as their survival rate is often low, it would be wiser and more humane to kill the affected birds rather than prolong their suffering by subjecting them to the trauma of the cleaning process. This idea is based on a disaster off the coast of Alaska a few years back which, for a variety of reasons, such as the delay in reporting the accident, the distance from the coast and the terrible weather conditions, proved to be futile.

**Jeremy:** You, Lana, however, have had some positive experiences with this form of clean-up, haven't you?

**Lana:** Oh, yes! Eight years ago I lead a volunteer effort to help clean birds covered in crude oil after a tanker ran aground off the Chilean coast, dangerously close to an important penguin colony. Hundreds of tons of oil spilled out into the water and even for those of us who had seen such disasters before, the results were horrifying. The slick was moving towards Daro Island, home to these beautiful penguins, already a threatened species. Time was running out... I and the other penguin experts felt overwhelmed with the task. We just didn't know what to do. Then, to our astonishment, one of the volunteers made a suggestion that was better than anything we could have proposed. The idea was to move the thousands of island penguins out of the path of the oil slick to clean waters 500 miles up the coast, and let them swim back. The hope was that by the time they arrived back home, the clean-up operation would be completed.

**Jeremy:** And it worked?

**Lana:** Amazingly, it did. But we still had a huge number of birds already oiled. Thankfully we were well-organised and managed to feed, treat and clean thousands of birds, only losing about 150. The fact that this rescue project was such a triumph is down to the hard work of hundreds of volunteers from all over the world who gave up their time to help, without expecting anything in return.

**Jeremy:** How long did this rescue operation take?

**Lana:** Our rehabilitation effort took three months and within this time we saved 50,000 penguins. About 90% of the treated birds were successfully released back into the wild. And since then, monitoring has shown us that those birds have lived just as long as other birds. And the strategies we developed to cope in Chile have since been used around the world to deal with spills from other ships.

**Jeremy:** That really is a huge achievement. Thank you Lana for coming in today.

### Listening Comprehension, Part 3

**56.** You hear an advertisement on the radio.

Attention all talented teens. Register now for our summer camps. Sports week 'kicks off' on July 3rd and a week later, we offer acting workshops for future Hollywood stars. In week three, we help each young artist create a masterpiece, while dance enthusiasts 'step it up' on stage in the last week of the month. Call (916)483-0521 for more info.

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

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

**58.** You hear this announcement in the department store.

Summer time is family fun time. Frisbees, baseball bats and mini golf sets, buy 2 get a 3rd one free. Jump for joy when you see our range of trampolines - all at half price. Enjoy a night under the stars with our special offer on sleeping bags - \$30 each, or two for 50. Deckers Department store - value guaranteed.

**59.** You hear this recorded message

Hello! This is Clara from Kayko insurance. You had some questions about our Core and HealthPlus Packages. Both cover hospital charges and the cost of a private room. Dental care is included in the second, as is optical care up to £400 per year, but neither provide alternative treatments such as acupuncture or physical therapy. Call if you need more information.

**60.** You are waiting to board a ship

Attention, passengers. The Sea Star is now boarding. We ask Gold Club members to line up at gate four with tickets ready. All other passengers please make your way to gate six. A reminder to those travelling with luggage - bags must be checked in before boarding at counter D. Stewards at the Sea Star desk will help with any queries.

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**.

<b>Common European Framework of Reference (CEFR) B2 Skills</b>	
<p><b>Common Reference Levels: global scale B2</b>            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.</p>	
<b>Understanding</b>	
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.
<b>Speaking</b>	
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.
<b>Writing</b>	
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.





# *The European Language Certificates*

## *Success speaks for itself*



### **Goal-oriented learning and easier intercultural communication**

- examinations for ten target languages are available at up to six CEFR levels
- the ideal way to continue your professional and personal development
- examinations held in over 3000 examination centres worldwide

## 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 2

## 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.