



MOCK EXAMINATION 1

ENGLISH SCHOOL

Examination Preparation

A2·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 50 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?

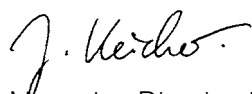
The value of a language certificate is determined by the high standards that are applied during the development, implementation and evaluation of the language test. All telc examinations are based on the action-orientated approach central to the CEFR and are designed to test the skills of reading, listening, 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 competencies achieved.

Why is it necessary to have mock examinations?

An essential characteristic of standardised language tests is that the participants know what is expected of them during the test. The mock examination informs the test taker about the aims and tasks and assessment criteria of the test, as well as the procedures involved in the exam implementation. telc Mock Examinations are available as free downloads 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	Time	
Written Examination	 1 Listening				
	Part 1	Understanding voice mail messages	4 multiple-choice items	25 min.	
	Part 2	Understanding short public announcements	5 multiple-choice items		
	Part 3	Understanding everyday conversations	4 true/false and 4 multiple-choice items		
	Part 4	Understanding different opinions about a topic	3 matching items		
		 2 Reading			
		Part 1	Understanding lists of information in catalogues, on the Internet, etc.	5 multiple-choice-items	45 min.
		Part 2	Understanding basic and specific questions and answers from an Internet forum	5 matching items	
		Part 3	Understanding information from press releases and formal announcements	3 true/false and 3 multiple-choice items	
		Part 4	Understanding informational brochures	3 true/false items	
		Part 5	Completing a letter	6 multiple-choice items	
		 3 Writing			
			Writing semi-formal emails	1 writing task	30 min.
Oral Examination	 4 Speaking				
	Part 1A	Talking about yourself	Task sheet with guiding points	Approx. 16 min.	
	Part 1B	Answering follow-up questions	Examiner questions		
	Part 2 A	Talking about experiences	Task sheet with pictures		
	Part 2 B	Answering follow-up questions	Examiner questions		
Part 3	Solving a task	Task sheet with guiding points			

Listening, Part 1

You will hear four Voice mail messages.

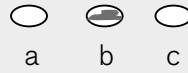
Which answer fits best: a, b or c? You will hear each message once.

Mark your answers for items 1–4 on the answer sheet.

Example

Tom wants to meet you

- a** at school.
- b** at sport.
- c** at the French club.



1 Ruth asks you to

- a** call her this evening.
- b** email John and Beth.
- c** send her an email.

2 Patrick wants you to give him a

- a** CD.
- b** DVD.
- c** school book.

3 Mary asks you to

- a** get some theatre tickets for her.
- b** help her children with their homework.
- c** phone her back.

4 Coach Wilson asks you to

- a** help with the transport.
- b** repair the minibus.
- c** train the boys.

**Listening, Part 2**

You will hear five announcements.

Which answer fits best: a, b or c? You will hear each announcement once.

Mark your answers for items 5–9 on the answer sheet.

5 You are listening to

- a** a celebrity news programme.
- b** a quiz programme.
- c** an advert for a Smartphone.

6 You can get your artwork

- a** any time today.
- b** at certain times.
- c** during the school holidays.

7 You should go to room

- a** 5b.
- b** B25.
- c** E35.

8 You can taste the chocolate

- a** after the tour.
- b** during the tour.
- c** in the factory.

9 For the radio station to play your favourite hit, you must

- a** get a form from the entrance area.
- b** use the cards in your classroom.
- c** write a text message to the radio station.

Listening, Part 3

You will hear four conversations. For each conversation there are two tasks.

First, decide if the statement is true or false. Then, decide which answer fits best: a, b or c. You will hear each conversation once.

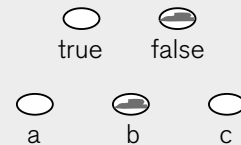
Mark your answers for items 10–17 on the answer sheet.

Example

The teenagers are talking about students going to America.

Joe's sister

- a** is really good at swimming.
- b** is the same age as Joe.
- c** lives in New York.



- 10** The boy wants to become a member of the fitness club.

true/false?

- 11** The club fee is cheaper for people who

- a** live nearby.
- b** pay cash.
- c** sign up for 12 months.

- 12** The man's daughter is new at St Wilfred's school.

true/false?

- 13** To get a bus ticket she should

- a** ask her parents to sign a form.
- b** go and see the school receptionist.
- c** log on to the city website.

- 14** Pat and Bob are talking about their plans for tonight.

true/false?

- 15** The local cinema shows English films

- a** at the weekends.
- b** every evening.
- c** once a week.

- 16** Oliver's mother is talking with another parent.

true/false?

- 17** She is going to speak to Oliver because

- a** he is not doing very well in French.
- b** he needs some help with his homework.
- c** he talks a bit too much during lessons.



Listening, Part 4

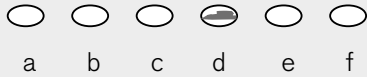
You will hear a talk show with people giving their opinions on a topic.

Which statement a–f best matches the opinions 18–20?

Mark your answers for items 18–20 on the answer sheet.

You will now have one minute to read statements a–f. You will then hear the talk show once.

Example



18 ...

19 ...

20 ...

- a Caring for your hair takes time and money.
- b If you want to be one of the crowd, your hair has to look good.
- c Only girls are interested in hairstyles.
- d Short hair is very easy to look after.
- e Spending hours on your hair is a waste of time.
- f You can do anything you want with your hair.

Reading, Part 1

Next week there will be special lessons because it will be project week at your school.

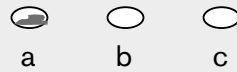
Read items 21–25 and the list of projects that you can do. Which group will you choose: a, b, or c?

Mark your answers for items 21–25 on the answer sheet.

Example

You are interested in journalism.

- a** Group 2
- b** Group 7
- c** other group



21 You love fine art and want to explore different types.

- a** Group 6
- b** Group 8
- c** other group

22 You would like to give a performance.

- a** Group 1
- b** Group 9
- c** other group

23 You want to meet people who work in the film industry.

- a** Group 1
- b** Group 7
- c** other group

24 You are interested in the study of nature.

- a** Group 3
- b** Group 5
- c** other group

25 You want to practice playing a musical instrument.

- a** Group 4
- b** Group 9
- c** other group

Project Week at Highfield School

Group	Project	
1	Drama, Baby!	Watch a theatre performance, talk to actors, make-up artists and set designers, make costumes and masks.
2	Newsroom	Report on the Project Week, write articles for the school web-page, film other projects, take photos, interview other groups.
3	Into the Wild	Observe and track animals, interpret bird language, learn about plants you can eat, how to make fires, water filtering techniques and outdoor cooking.
4	Dance Attack	Learn and practice the latest hip-hop moves, find out more about choreography, dance onstage for an audience at the end of the week.
5	Outdoor Adventure	Play outdoor games, go mountain biking and kayaking, build a raft, go on a night walk, go inner tubing, tell stories around the campfire.
6	Animation World	Create simple cartoon characters, learn how to draw eyes, hairstyles, hands and expressions, make storyboards, visit a local cartoon artist at his studio.
7	Behind the Scenes	Learn about camera operation, filming techniques, special effects, lighting and sound design, spend one day with a TV production crew.
8	Be Creative!	Start with photography, get involved in drawing, painting, and sculpture, participate in a street art project.
9	Jam Session	Form a band, play songs by a variety of artists, study guitar, drums, bass, keyboard or vocals, record a CD in a professional studio.

Reading, Part 2

You are looking at a question and answer forum on the Internet.

First, read the forum questions in items 26–30 below. Then, read the forum answers a–h on the next page. Find the best answer for each question.

Mark your answers for items 26–30 on the answer sheet.
In one case there is no answer for the question. Mark this with an **x**.

26*davie1*

Why can't teachers teach us everything we need to know in the lessons? Why do we have to do homework? What's the point?

27*hihahu*

I don't understand my Maths homework. Can anyone help me? Is there a book I can buy that explains the basics of fractions and percentages so everyone can understand them?

28*jennygirl*

I let someone copy my Chemistry homework and the teacher found out, so we were both given zero points. I'm really unhappy because now I won't be getting an A for Chemistry in my report. What can I do?

29*mousie*

My English teacher gives me so much homework that I can't manage it all, even if I stay up late. Then the next day I feel so tired in the lessons that I don't understand anything. What can I do?

30*ME2*

I know that homework is really important, but there are so many other things to do that are more fun. How can I motivate myself and make myself do my homework?

Ask-Me Forum: School Board – Homework

a

IKnow, Germany, 1 day ago

Copying homework from your friend is cheating and is not going to help you learn. But sometimes it is easier to do homework with someone else because you can help each other. I do my Maths and my English homework with my best friend. He's good at Maths and can explain things that I don't understand and I'm better at English and can help him. But we work together, we don't copy.

b

Eddie, UK, 2 days ago

Lessons should be fun, that's the best way to learn. The problem is that lots of teachers forget this or they love their subject so much that they think it's enjoyable for everyone. I think it's very difficult for some Maths teachers to understand that some people have real problems with Maths, and just doing exercises from a textbook is not the solution!

c

Twilight, USA, 5 hours ago

My Mum always says that when I get home from school, I should **repeat what I learnt** in the lessons in school and then prepare for what's going to be taught the next day. She says this is the best way to help your brain remember facts and check that you have understood everything. So I reckon that's the reason why we get homework. And it helps! If I do my homework regularly, it's not so difficult to prepare for tests.

d

DJ, England, 3 days ago

I hate Maths, it's so boring and our teacher doesn't explain things properly. At the moment we're doing algebra and I just don't understand why we have to spend hours on this. I think I'd be more interested if I could see what it has to do with everyday life!

e

Cathy, Ireland, 2 days ago

I used to have the same problem. I found the only way to make myself do school work was to meet up with some friends and **form a study group**. But you have to agree on a regular day and time, and your friends must want to do homework, too. It doesn't work if you just meet up and listen to music.

f

EasyMan, Denmark, 1 day ago

Do you know all the **homework Internet sites**? You can quite often download your homework and save yourself a lot of time. Why spend hours writing an essay when someone else has already done the work and posted it on the Internet free for you to use?

g

Jojo, England, 1 week ago

Does your teacher just give you so much homework or the whole class? **There is something wrong** if your life is just school and homework. Have you talked to your teacher and said that you're having problems? Perhaps your English is weak and you need to have extra lessons or be moved to another class? But do something about the situation – get help!

h

CoolGirl, Holland, 3 days ago

Oh that's bad luck! I don't think the teacher should have punished you because you put in your time and energy and tried your best. Can't you talk to your teacher and say you won't do it again? Maybe you can do some extra work, like a little presentation, and get some extra points.

Reading, Part 3

Read the three texts. For each text there are two tasks.

First, decide if the statement is true or false. Then, decide which answer fits best: a, b or c.

Mark your answers for items 31–36 on the answer sheet.

Text 1

Sneak Previews

– the chance to see new movies before everyone else!

When you enter the cinema for a sneak preview you never know what to expect. Maybe you'll see a really boring film, but maybe it'll be the new movie that everybody is talking about which officially comes out next week!

After the sneak preview we will ask you to review the movie. If you don't like the movie, you can leave early and even ask for your money back.

Additionally, when you come to our sneak preview, you automatically participate in a lottery because certain ticket numbers get a prize.

To book a ticket online for the next sneak preview at your local cinema, [click here](#).



31 This text explains why sneak previews can be a pleasant surprise.

true/false?

32 When you watch a sneak preview at your local cinema, you

- a** can choose the film beforehand.
- b** have to book a ticket online.
- c** will win something.

Text 2***Abereidi School for Girls****Newsletter**Welcome to the new school year!**However, this is not just any new school year. At last, after months of noise and dirt from the builders, our new school building has been completed!**Now we not only have more rooms, but we also have more modern technology. For example, an interactive whiteboard and a powerful computer have been added to each of the classrooms. And all the lights in the building change automatically depending on the level of daylight. This will help us not to get so tired. Also, the Art Department and Music Department have both been extended to four classrooms each.**So, as we all start our daily school routine, enjoy the changes to our school.**Your School Newsletter Team*

33 Changes have taken place at Abereidi School for Girls.
true/false?

34 The students can look forward to

- a** better lighting.
- b** bigger classrooms.
- c** more Art lessons.

Text 3

The screenshot shows an email client window titled "Summer Music Festival". The "To" field contains "History Class". The email body contains the following text:

Dear History Class,

Please remember to read pages 100–112 in your History textbook before we see each other on Tuesday. I also expect you to have finished your essays, so I want to find them on my desk when I come into the classroom.

Some of you have asked about going on a school outing to watch the latest "Horrid History" film at the local cinema. That is a good idea, but we can't do this during school hours. I suggest going next Thursday after school at 5 o'clock. If you want to come, please let me know by return email.

And most importantly, don't forget your homework because Tuesday is your last lesson before your test!

See you on Tuesday,
Minerva Spencer

35 Minerva Spencer wants her students to do some homework.

true/false?

36 Minerva Spencer's students all have to

- a** answer her email.
- b** go to the cinema.
- c** write an essay.

Reading, Part 4

Read the text and decide if the statements 37–39 are true or false.

Mark your answers for items 37–39 on the answer sheet.

Rules for playing NUW

- a card game for 2 or more players -

Preparation

Shuffle the cards and deal six cards to each player to hold in their hands, hidden from each other. The remaining cards are placed face down in the centre of the table and this becomes the draw pile.

Game

The player on the left of the dealer begins by choosing one card from their hand and placing it face up next to the draw pile. This is called the 'NUW card' because it determines how the game is to go on. The game continues in a clockwise direction with each player, in turn, playing a card on top of the NUW pile. Depending on the cards in a player's hand, there are three options for which card to play:

1. A card of any number with the same symbol as the "NUW" card.
2. A card of any symbol but with the same number as the "NUW" card.
3. A joker, which can be played onto any card.

Jokers

The player who plays a joker calls out the symbol that is to be played next. With a joker, a player can also change the direction of play.

Draw Pile

If a player is unable to play a card they must take the top card from the draw pile and add it to their hand. This card cannot be played on the same turn.

Players do not have to play a card even when they are able to, instead they can just pick up a card from the draw pile.

Winner

The winner is the first player to get rid of all their cards.



37 The players must not show their cards to the rest of the players.

true/false?

38 The players always take turns in the same direction.

true/false?

39 Players can decide not to do anything when it is their turn.

true/false?

Reading, Part 5

Read the text. For gaps 40–45, decide which answer fits best: a, b or c.

Mark your answers for items 40–45 on the answer sheet.

Malton Comprehensive School

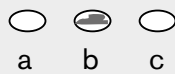
Dear students,

Every school year the pupils of Malton Comprehensive ___**0**___ a school play on three evenings in June. In order to raise ___**40**___ money to cover the costs, it is important to sell as many tickets ___**41**___ possible. The student who sells the most tickets to family, friends and neighbours ___**42**___ May 30th, will win a book voucher. If you ___**43**___ to sell some tickets, ___**44**___ ask your class teacher for an envelope ___**45**___ ten tickets. In this way everyone can contribute towards making this year's performance a success.

Tom Dibble
Head Teacher

Example

- 0** a are performing
b perform
c performed



- 40** a any
b enough
c plenty

- 42** a by
b during
c until

- 44** a best
b help
c please

- 41** a as
b like
c than

- 43** a like
b want
c would

- 45** a for
b from
c with

**Writing**

Choose task A **or** task B. Include as much information as you can.

Write your text on the answer sheet.

Task A

Sam is your pen friend in England. He would like to know what school is like for you.

Write an email to Sam. Mention the points below in the order you think is best. Don't forget to use a greeting and a closing sentence.

- A typical school day
- Your classroom
- Your favourite subjects or activities
- Something you don't like about your school

or

Task B

You and some other students want to make your school better. Mr Jones, your English teacher, has asked you to write down your ideas.

Write an email to Mr Jones. Mention the points below in the order you think is best. Don't forget to use a greeting and a closing sentence.

- Classrooms
- School playground
- Snacks sold in break time
- School sport

The Oral Examination

How is the examination carried out?

Two licensed telc examiners are required for each examination. Normally, two candidates take the oral exam together. If there is an odd number of candidates, one candidate will be tested alone with one of the examiners taking the place of the other candidate. The oral exam takes 16 minutes with two candidates, or 8 minutes with one candidate.

During the examination, each candidate should speak for the same amount of time. The task of the candidates is to answer the questions as completely as possible and to respond to the comments from the other candidate or the examiner.

A closer look at the tasks

Part 1: Talking about yourself (approximately 2 minutes per candidate)

Both candidates receive the same task sheet. They take turns introducing themselves using the guiding points on the task sheet. The examiner then asks each of the candidates some follow-up questions.

Part 2: Talking about experiences (approximately 3 minutes per candidate)

Each candidate receives a task sheet with a picture on it. The first candidate describes the picture. Then, the examiner asks follow-up questions for about a minute. Once the first candidate is finished, the examiner repeats the process with the second candidate but using a different picture. The candidates may talk about their experiences amongst themselves, but this is not a requirement of the exam.

Part 3: Solving a task (approximately 6 minutes for both candidates)

Both candidates receive identical task sheets. The aim is for the candidates to plan an activity together. They should share ideas, make suggestions and react to each other's suggestions. The guiding points on the task sheets are designed to help.

**Candidate A and Candidate B****Part 1****Talking about yourself****Name**
_____**Family**
_____**Where you live**
_____**Favourite subjects**
_____**Hobbies**
_____**Languages you speak**
_____**Other ideas**

Examiners**The examiner says to the candidates:**

- *Please introduce yourself.*
- *Tell us something about yourself, please.*

Candidate A

Part 2
Talking about experiences


Examiners

The examiner says to the candidates:

Part 2A

Here is a photo from a magazine.

- What can you see in the picture?
- What does this picture make you think of?

or

- What is happening, what is the situation?

Part 2B

Please talk about the topic of going to the beach. Say something about yourself and what you like to do there.

Examiner Questions A2

- Do you like the seaside? Why? Why not?
- Where do you go when you go to the seaside?
- What is the best time of the year to go to the seaside? Why?

Examiner Questions B1

- How do you spend your time when you are at the seaside?
- Where do you prefer to go on holiday and why?
- Why do you think the seaside is so popular?

Candidate B

Part 2

Talking about experiences



Examiners

The examiner says to the candidates:

Part 2 A

Here is a photo from a magazine.

- What can you see in the picture?
 - What does this picture make you think of?
- or
- What is happening, what is the situation?

Part 2 B

Please talk about the topic of going to the beach. Say something about yourself and what you like to do there.

Examiner Questions A2

- Do you like the seaside? Why? Why not?
- Where do you go when you go to the seaside?
- What is the best time of the year to go to the seaside? Why?

Examiner Questions B1

- How do you spend your time when you are at the seaside?
- Where do you prefer to go on holiday and why?
- Why do you think the seaside is so popular?

Candidate A and Candidate B**Part 3**
Solving a task**Situation:**

Your class wants to spend an evening together. You have been asked to organise it.

Task:

Together plan what you want to do. Here are some ideas:

When?

Where?

With parents?

Food? Drinks?

Music?

Other ideas?

										1	1	1	2						
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ENGLISH A2-B1 SCHOOL

<input type="text"/> Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия																					
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- 001 – Deutsch
- 002 – English
- 003 – Français
- 004 – Español
- 005 – Italiano
- 006 – Português
- 007 – Magyar
- 008 – Polski
- 009 – Русский язык
- 010 – Český jazyk
- 011 – Türkçe
- 012 – عربي
- 013 – 汉语
- 000 – andere/other

							1	1	1	2	
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Written Examination



1 Listening

Part 1

- 1 a b c 1
2 a b c 2
3 a b c 3
4 a b c 4

Part 2

- 5 a b c 5
6 a b c 6
7 a b c 7
8 a b c 8
9 a b c 9

Part 3

- 10 true false 10
11 a b c 11
12 true false 12
13 a b c 13
14 true false 14
15 a b c 15
16 true false 16
17 a b c 17

Part 4

- 18 a b c d e f 18
19 a b c d e f 19
20 a b c d e f 20

After completing the subtest "Listening", please separate this sheet from the others and hand it in.

							1	1	1	2		
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Familiename · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

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

Examiners only!

Oral Examination

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Test Version



4 Speaking

Examiner 1

Content

Task	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Management						
Part 1A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 1B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Language (Part 1–3)

	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Code No. Examiner 1

Examiner 2

Content

Task	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Management						
Part 1A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 1B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Language (Part 1–3)

	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Code No. Examiner 2

							1	1	1	2	
--	--	--	--	--	--	--	---	---	---	---	--

											Raters' Use only

Raters only!

3 Writing

1st Rating

	B1		A2		A1	0	
	upper	lower / middle	upper	lower / middle			
I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I
II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	II
III	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	III
IV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	IV

2nd Rating

	B1		A2		A1	0	
	upper	lower / middle	upper	lower / middle			
I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I
II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	II
III	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	III
IV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	IV

Wrong topic? yes no

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Code No. Rater 1

Wrong topic? yes no

--	--	--	--	--	--	--

Code No. Rater 2

Marking Criteria for Writing

In order to evaluate the writing proficiency of the candidates, the difference between content-related and language-related criteria is taken into consideration. The candidate's ability to address the guiding points in the writing task is assessed according to the content-related criterion Task Management. The language-related criteria – Communicative Design, Accuracy and Vocabulary – are based on the *Common European Framework of Reference for Languages*.

Content

I Task Management

Language

II Communicative Design

III Accuracy

IV Vocabulary

Content

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points*
I Task Management	All four of the guiding points have been addressed accurately and precisely.	All four of the guiding points have been addressed, but the cooperation of the reader is required. Alternatively, three of the guiding points have been adequately dealt with.	Three of the guiding points have been dealt with, but the cooperation of the reader is required. Alternatively, two guiding points have been adequately dealt with.	Two of the guiding points have been addressed, but the cooperation of the reader is required. Alternatively, one of the guiding points has been adequately dealt with.	Only one of the guiding points has been addressed, and the cooperation of the reader is required.	None of the guiding points have been addressed or the candidate's written text is off task (for example because they misunderstood the situation described in the task).

* In cases where the candidate's written text has very limited or no connection to the topic, all of the criteria should be marked as zero.

Language

	B1	A2	A1
II Communicative Design	<p>Can use a wide spectrum of language functions and can react to them using common means of communication (for example polite forms of expression).</p> <p>Can combine simple individual elements into linear, cohesive remarks.</p>	<p>Can use simple language functions, for example exchanging information in a simple way, making simple requests, expressing opinions and attitudes.</p> <p>Can use the most common linking words (<i>and, but, because</i>) in order to connect simple sentences and word groups.</p>	<p>Can create elementary social contacts by using the simplest polite expressions of greeting and farewell.</p> <p>Can connect words and groups of words by using very simple linking words such as <i>and</i> or <i>then</i>.</p>
III Accuracy	<p>Generally speaking, good command of grammatical structures, despite noticeable mother tongue influence. Errors occur, but it is clear what he /she is trying to express.</p> <p>Spelling, punctuation and layout are accurate enough to be followed most of the time.</p>	<p>Can use simple structures correctly, but still systematically makes basic mistakes, such as the tendency to mix up or forget to use the tenses or to forget about subject-verb agreement, but it is generally clear what he /she would like to say.</p> <p>Can write with reasonable accuracy short words that are in his/her oral vocabulary.</p>	<p>Demonstrates only a limited command of a few simple grammatical structures and sentence patterns in a memorized repertoire.</p> <p>Can copy familiar words and short expressions.</p>
IV Vocabulary	<p>Can use sufficient vocabulary in order to talk about most topics related to daily life, even if descriptions are needed to help explain the idea.</p> <p>Demonstrates a good command of basic vocabulary, however, still makes elementary mistakes when trying to express more complex thoughts.</p>	<p>Can use sufficient vocabulary in order to conduct routine, every day transactions involving familiar situations and topics.</p> <p>Commands a limited vocabulary in connection with concrete daily needs.</p>	<p>Can use an elementary amount of single words and expressions which are related to particular concrete situations.</p> <p>Commands single words and sentences related to concrete daily needs.</p>

Marking Criteria for Speaking

In order to evaluate the oral proficiency of the candidates, the difference between content-related and language-related criteria is taken into consideration as well. Again, the language-related criteria – Pronunciation/Intonation, Fluency, Accuracy and Vocabulary – are based on the *Common European Framework of Reference for Languages*.

Content

I Task Management

Language

II Pronunciation / Intonation

III Fluency

IV Accuracy

V Vocabulary

The Speaking subtest consists of five parts. Criterion I (Task Management) is assessed individually in each of the five parts. Criteria II – IV, in contrast, apply to the oral performance as a whole.

Content

		B1	A2	A1
Task Management	Part 1 A	Can introduce him / herself and can present somewhat detailed information.	Can introduce him / herself and can give brief, general information.	Can introduce him / herself and can present bits of information without using linking words.
	Part 1 B	Can respond to enquiries relatively spontaneously and completely.	Can respond to enquiries with a brief and / or partially understandable answer.	Can respond with single words or memorized phrases to enquiries if the other person speaks slowly, clearly and without using any idiomatic expressions.
	Part 2 A	Can relay the main information seen in a picture and mention individual details.	Can describe the main information seen in a picture in a brief and general manner.	Can briefly refer to the main information seen in a picture.
	Part 2 B	Can report on one's own experiences in a partially detailed manner.	Can report on one's own experiences in a brief and general manner.	Can answer very briefly using isolated words and remarks.
	Part 3	Can begin a conversation and keep it going. Can spontaneously talk about plans, share ideas and opinions, make suggestions and react to suggestions made by others.	Can ask and answer questions, but understands barely enough to keep the conversation going. Can talk about plans, express ideas, opinions and suggestions in a simple manner.	Requires statements to be rephrased or repeated more slowly. Can ask very basic questions and refer to main ideas and opinions using isolated words or phrases.

Language		B1	A2	A1
Pronunciation/Intonation	Part 1–3	Speaks in an understandable manner , even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Generally speaks clearly enough to be understood , despite a noticeable accent. Conversational partners will need to ask for repetition from time to time.	Uses a very limited repertoire of memorized words and phrases which can be understood with some effort by native speakers used to dealing with non-native speakers from the language group in question.
Fluency	Part 1–3	Can express him/herself effectively, even though pauses are made in order to plan or correct grammatical or lexical choices, especially when speaking for extended periods of time.	Can construct phrases on familiar topics with sufficient ease in order to handle short exchanges, despite very noticeable hesitation and false starts.	Can use very short, isolated and generally memorized phrases , but needs lots of pauses to search for expressions, to articulate unfamiliar words and to correct standstills in the flow of communication.
Accuracy	Part 1–3	Can communicate fairly accurately in familiar situations. In general, has good control of grammatical structures , despite noticeable mother tongue influence. Errors occur, but the main message is clear.	Can use simple grammatical structures correctly, but still systematically makes basic mistakes like mixing up the tenses or forgetting to note the subject-verb agreement. Nonetheless, it is generally clear what the speaker wants to say.	Shows only limited control of a few basic grammatical structures and sentence patterns in a memorized repertoire.
Vocabulary	Part 1–3	Has sufficient vocabulary to talk about most topics related to daily life, even if some descriptions are necessary. Shows good control of elementary vocabulary , but still makes basic mistakes when expressing more complex thoughts or unfamiliar topics or situations.	Has sufficient vocabulary to meet one's basic needs. Can control a narrow repertoire in relation to specific everyday needs.	Has basic vocabulary consisting of single words and phrases related to specific situations. Commands single words and short sentences relating to specific everyday needs.

Points and Partial Results

The following subtests are used in determining the success of the examination:

- 1 Listening/Reading
- 2 Writing
- 3 Speaking

1 Determining Partial Results of the Listening and Reading Subtests

The Listening and Reading subtests consist of 45 tasks. Candidates are awarded one point for each correct task, so that a maximum of 45 points can be obtained.

The breakdown of points is as follows:

Points	CEF Level
45–33	B1
32–20	A2
19–0	Below A2

2 Determining Partial Results of the Writing Subtest

Writing is assessed by licensed telc raters according to the marking criteria on pages 32–33. For levels B1 and A2, examiners need to determine whether the candidate's performance is at the lower / middle end of the band or at the upper end of the band.

	B1		A2		A1	0
	upper	lower/ middle	upper	lower/ middle		
I Content	5	4	3	2	1	0
II Communicative Design	5	4	3	2	1	0
III Accuracy	5	4	3	2	1	0
IV Vocabulary	5	4	3	2	1	0
Total	20	16	12	8	4	0
	100%	80%	60%	40%	20%	0%

The breakdown of points is as follows:

Points	CEF Level
15–20	B1
7–14	A2
0–6	Below A2

3 Determining Partial Results of the Speaking Subtest

Speaking is assessed by two licensed telc raters according to the marking criteria on pages 34–35. Again, for levels B1 and A2, examiners need to determine whether the candidate's performance is at the lower/middle end of the band or at the upper end of the band.

	B1		A2		A1	0
	upper	lower/ middle	upper	lower/ middle		
I Task Management						
Part 1A	5	4	3	2	1	0
Part 1B	5	4	3	2	1	0
Part 2A	10	8	6	4	2	0
Part 2B	10	8	6	4	2	0
Part 3	20	16	12	8	4	0
Total 1	50	40	30	20	10	0
II Pronunciation/Intonation	10	8	6	4	2	0
III Fluency	10	8	6	4	2	0
IV Accuracy	15	12	9	6	3	0
V Vocabulary	15	12	9	6	3	0
Total 2	50	40	30	20	10	0
Total 1+2	100	80	60	40	20	0

The breakdown of points is as follows:

Points	CEF Level
75–100	B1
35–74.5	A2
0–34.5	Below A2

A2 School or B1 School Certificate?

Whether a candidate receives a telc English B1 School Certificate or a telc English A2 School Certificate for the examination depends on the individual results that they achieve in the subtests for listening/reading, writing and speaking. One of the minimum requirements for a certificate is that an A2 or a B1 level must be reached in the Speaking subtest. If a candidate is assessed as having skills below level A2, they do not receive a certificate.

A2 Certificate

Every candidate who is assessed at an A2 level or above in the Speaking subtest and in one of the subtests for listening/reading or writing receives a telc A2 Certificate. In order to receive an A2 Certificate, the following combinations of partial results are possible:

	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6	Case 7	Case 8	Case 9	Case 10	Case 11
Listening/Reading	A2	A2	Less than A2	B1	B1	A2	B1	Less than A2	A2	Less than A2	A2
Writing	A2	Less than A2	A2	B1	A2	B1	Less than A2	B1	A2	A2	Less than A2
Speaking	A2	A2	A2	A2	A2	A2	A2	A2	B1	B1	B1

B1 Certificate

Every candidate who is assessed at the B1 level or above in the Speaking subtest and in one of the subtests for listening/reading or writing receives a telc B1 Certificate. In order to receive a B1 Certificate, the following combinations of partial results are possible:

	Case 1	Case 2	Case 3	Case 4	Case 5
Listening/Reading	B1	B1	B1	A2	Less than A2
Writing	B1	A2	Less than A2	B1	B1
Speaking	B1	B1	B1	B1	B1

How does the telc English A2·B1 School Examination work?

Scoring using the Answer Sheet S30

The Answer Sheet S30 is a thin booklet with three perforated pages. All of the testing results are recorded on these sheets. The candidates record their answers for the Listening and Reading subtests on pages 2 and 3. The examiners mark their results for the Oral Examination on page 4. A soft lead pencil should be used to fill in the ovals in the marking section, as well as the contact information at the beginning of the test.



Where are the tests evaluated? How are they evaluated?

The test results are scored electronically at telc headquarters in Frankfurt am Main, Germany. Each Answer Sheet S30 is scanned and compared to the answer keys, which are stored in a database. Based on this data, each candidate is issued a result sheet listing their personal test results and the telc Certificate.

telc raters and examiners

All examiners who evaluate the candidates' oral performances possess a telc examiner license. They have received this license by successfully participating in a telc training course. The requirements for becoming an examiner are: experience teaching English, knowledge of the CEF levels and an understanding of the communicative approach. telc licenses are valid for three years, after which time the examiner must attend another training course in order to renew their license.

All raters who evaluate the candidates' written expression, have solid experience with telc tests at the levels A2 and B1 of the CEF. They have been trained in the test format at telc headquarters and continue to attend scaling events to ensure that their rating standards remain consistent.

Retaking the exam

The telc English A2·B1 School examination can be repeated as often as one likes, however the test results from previous tests cannot be incorporated into the new test. The examination must be repeated in its entirety and is scored as such.

Written Examination

The written examination lasts 100 minutes and consists of the Listening, Reading and Writing subtests. There is no break between the parts.

Before starting the examination, the candidates should fill in the information section on the Answer Sheet S30.

The examination begins with the Listening subtest. After this section is completed, the candidates separate the first sheet from the Answer Sheet S30 and continue with the Reading subtest. The examiner collects the first sheet of the answer sheets.

After 45 minutes, at which time the Reading subtest is completed, the second answer sheet is collected by the examiner. The Writing subtest can only be started after this step has been completed.

The Writing subtest lasts 30 minutes, after which the examiner collects the third answer sheet of the S30. After this step, the written examination is finished.

Oral Examination

How long does the Oral Examination take?

Examinations carried out with two candidates take approximately 20 minutes, about 16 of which are needed for the examining itself. The remaining 4 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 (Talking about yourself), which should take about 4 minutes, Part 2 (Talking about experiences) and Part 3 (Solving a task), each of which should take about 6 minutes.

What do the examiners do?

The examiners distribute the task sheets and make sure that the time restrictions for Parts 1–3 are adhered to. They provide a transition from one section to another and ensure that the candidates are each given adequate time to speak.

In Parts 1 and 2, one of the examiners takes the role of the interlocutor. The other examiner takes the role of the assessor. The interlocutor starts off the conversation using the task sheets, asks questions and provides input and prompts during the conversation as needed. In Part 3 (Solving a task) he or she supports the candidates as needed. It is recommended that each examiner maintain the role of interlocutor or assessor until the examination is completed.

The examiners record their marks on the Score Sheet M10 during the examination. Each examiner evaluates the candidates' performances individually. After all candidates have left the room, the examiners compare their assessments. This exchange helps the examiners to re-evaluate their observations. Each individual assessment is then transferred to the Answer Sheet S30. The examiners do not need to reach a consensus regarding the marks awarded to a candidate. If there is any discrepancy, telc will take the average of the two assessments.

Details regarding the process

Every examination conversation is different: none of them are exactly the same. The following examples demonstrate a possible examination conversation and are intended to illustrate the tasks of the examiners. In order to encourage the candidates to speak and to maintain the conversation, the examiners should strive to use open-ended questions.

Introduction, Part 1A

The interlocutor initiates the conversation and the candidates introduce themselves.

Welcome to the oral examination. I'm your examiner [name] and this is my colleague [name]. The oral examination has three parts.

The prompts listed on the task sheet are intended as a guide, but do not need to be used in the order listed.

In Part 1, we'd like to get to know you better. [Name], could you tell us about yourself? This sheet has some ideas to help you.

If the candidate gets stuck or cannot continue, it is the interlocutor's job to intervene and offer prompts using open-ended questions.

Can you tell us something about your home town?

Transition from Part 1A to 1B

The interlocutor incorporates the candidate's remarks into the conversation and builds on them.

You said you have two sisters. Could you tell us a little bit about them?

Transition from Candidate A to Candidate B

The interlocutor thanks Candidate A and turns to Candidate B.

Thank you, [name]. [Name], could you also tell us a little about yourself? This sheet has some ideas to help you.

Transition from Part 1B to 2A

After the candidates have talked about themselves for approximately 2 minutes and responded to a prompt, the interlocutor introduces the next part of the examination.

Thank you. We are now at the end of Part 1. Let's move on to Part 2.

Part 2A

The interlocutor only gives the task sheet to the candidate whose turn it is to speak next. The conversation normally continues with Candidate B.

[Name], please look at the picture. What do you see? What is happening?

If the candidate cannot think of much to say, the interlocutor asks specific questions about picture.

Where are the people? What are they doing?

Transition from Part 2A to 2B

The interlocutor invites Candidate B to talk about his/her own experiences with the topic.

Please tell us about your experience with [this topic].

Transition from Candidate A to Candidate B

The interlocutor thanks Candidate B and turns to Candidate A. The examiner hands Candidate A the second task sheet.

*Thank you, [name].
[Name], you have a different picture. Can you tell us about it? What can you see?*

Transition from Part 2B to Part 3

After each candidate has had a chance to talk about the picture and to respond to the additional questions, the examiner announces the last part of the examination.

Now we're at the end of Part 2. Let's move on to Part 3.

Part 3

The examiner gives each of the candidates the same task sheet and paraphrases the task instructions.

You are planning [a trip to an amusement park]. Talk to each other and plan what you want to do. Here are some ideas to help you.

The candidates are allowed a short period of time to look over the task. If needed, the examiner may ask who would like to start.

Who would like to begin?

Completion of the Examination

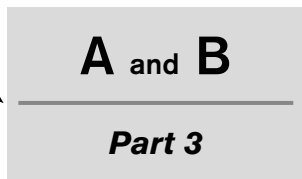
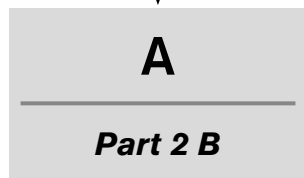
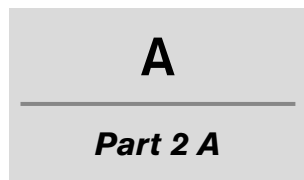
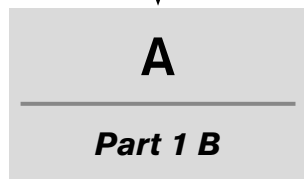
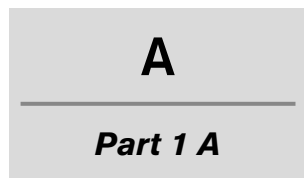
The interlocutor concludes the examination.

Thank you. We have now finished the examination. You will get your results in a few weeks.

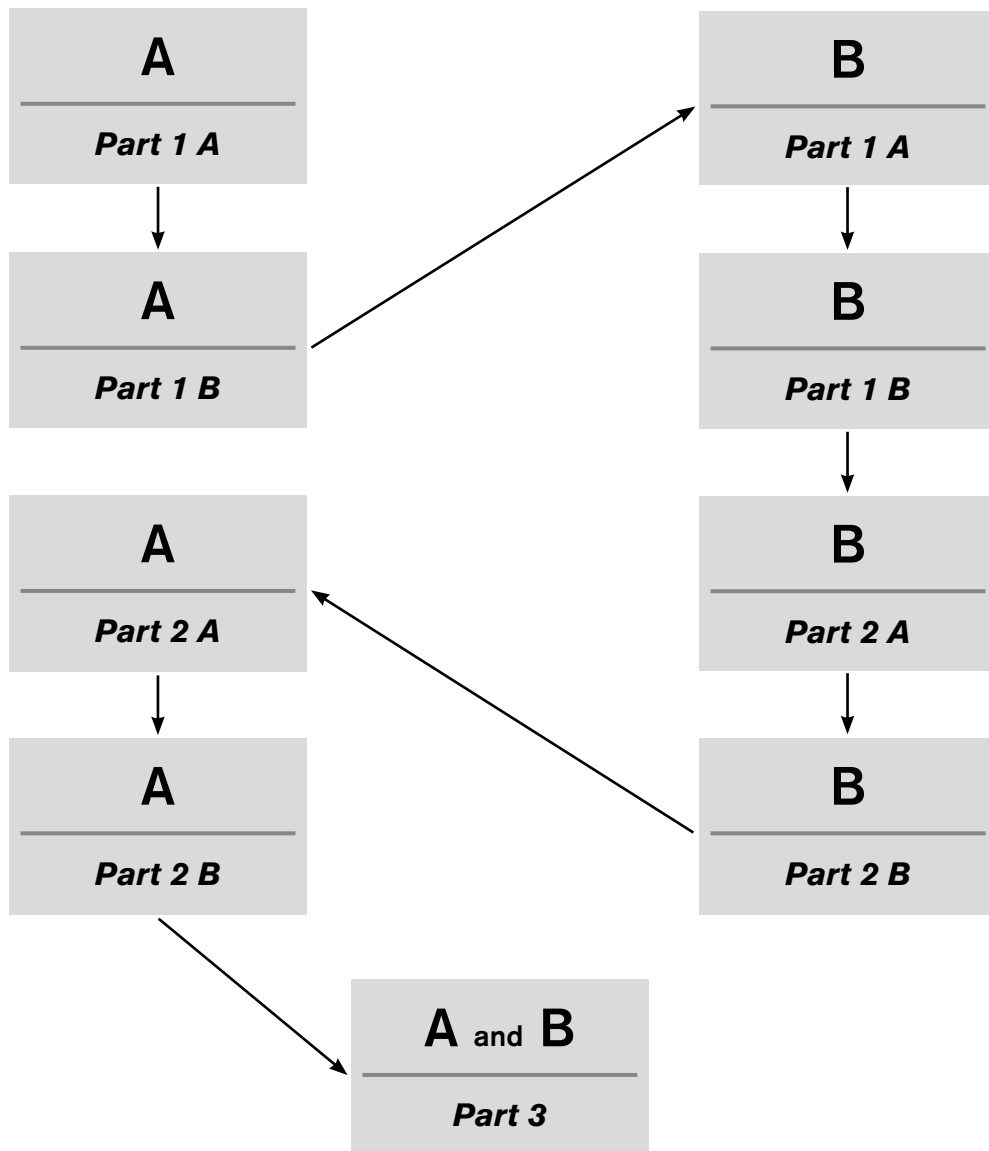
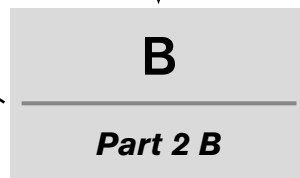
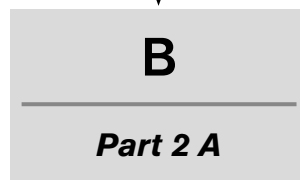
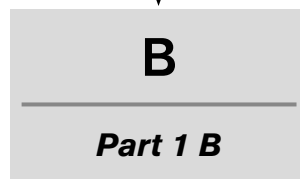
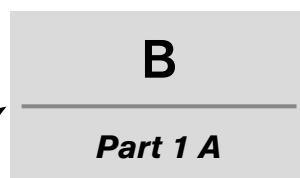
Recommended Procedure

The marking criteria for the Speaking subtest can be found on the reverse of the Score Sheet M10.

Candidate A



Candidate B



Audioscript

Listening, Part 1

Example

Hi, it's Tom. Look, I'm having problems with the French homework and there's a French test next week. Do you think you can help me? Maybe we can do some French together this evening before football training. Could you come 30 minutes earlier than normal? I'll be at the sports club from 6. See you!

Number 1

Hi, Ruth here. I'm still waiting for your part of our history presentation. It has to be ready tomorrow, so please hurry. John and Beth have already sent me their parts. I want to finish it by 9 this evening. Could you please email me by 8 pm at the latest? It's looking great, so I think our presentation will be fantastic... Thanks.

Number 2

Hi, this is Patrick. Sorry you're ill. Hope you can come to school tomorrow. You need to bring all your school textbooks as we're handing them in tomorrow. The school year ends in a week so the teachers told us we don't need the books any more. Oh, I nearly forgot, can you return that DVD you borrowed from me. Cheers!

Number 3

Hi, this is your neighbour Mary. Would you like to get some pocket money and babysit for us on Saturday? My husband and I have been given tickets for a special theatre performance and we need someone to look after the kids from 6 until 10. Can you help? Please ring me as soon as possible and let me know.

Number 4

Good morning, this is Coach Wilson. I'm calling about the boys' basketball game at Westcroft High tomorrow. Unfortunately, the school minibus has broken down and we need some parents to take the kids by car. I don't want to miss the game because the boys have trained so hard. Could you call me back and let me know if you can help?

Listening, Part 2

Number 5

You've tuned into your local radio station and it's Friday night party time. As usual we have great music and also our weekly competition. The prize today is a Smartphone. It's up to you to guess who today's famous person is. We will be giving information every 20 minutes up until 10:30 this evening. If you know who the person is, then send us a text message.

Number 6

Attention all class 10 and class 9 pupils. Before the summer holidays start, please come to the art department and get your paintings to take home. The art room will be open in both main breaks today and tomorrow. Any paintings not collected will be put in the rubbish bin on the first day of the holidays.

Number 7

Calling class 5b. Mr. Quentin is looking for his pupils. You should be in the film theatre together with the rest of year 5. Class 5b, please go to the film theatre in the basement, room B25, as quickly as possible. The film will be starting in 5 minutes. Enter the room quietly because the discussion round has already started.

Number 8

Welcome to the guided tour of Ned's Chocolates. Today you will see how a chocolate factory operates and experience the chocolate making process from the cocoa bean to the final packaging. The guide will then leave you in our display area where you can learn about the history of this company, visit our shop and try our chocolate at the chocolate fountain near the exit.

Number 9

This is your new school radio station. We'll be on air every day for 30 minutes before school starts from now on. We want to give you the latest news and play your music so tell us what you want to hear. Fill out the cards that will be given out to every class today and put them in our post box in the main entrance area.

Listening, Part 3

Example

May: Hi Ben! Have you seen the new kid from America yet?
 Ben: Hi May! New kid from America?
 May: Well, yes, he was at Tony's party yesterday, but I didn't get to talk to him. He's this really tall guy with wild curly hair. Do you know who I mean?
 Ben: Oh, you probably mean Joe Scott. I've heard about him. He's said to be a really good swimmer and has won lots of surfing competitions. And he has a twin sister, too.
 May: Really, how do you know that?
 Ben: My Dad told me because Joe's Dad is my Dad's new boss! The whole family has come. They're from California and will be staying here two years. Actually, they're coming to our place for a BBQ on Saturday. Do you want to come as well?
 May: That would be great! I can't wait!

Number 10 and 11

Boy: Excuse me, I want to find out how to join your fitness club. Are there any good offers for teenagers?
 Woman: First I need to know where you live because we have a lower price for people from this area.
 Boy: Oh, I live just around the corner.
 Woman: Ok. Next I need to know your age as we have different membership packages.
 Boy: I'll be 16 next week. Here's my ID to prove it.
 Woman: Thanks. Right, here's our special offer for 16 and 17 year olds living in this town. You have full access to all facilities, you just pay a monthly fee and can cancel the agreement at the end of each month. And the first month is free if you join on your birthday.
 Boy: Great!
 Woman: You just need to get your parents to sign this form in agreement.
 Boy: Thanks for your help. I'll be back....

Number 12 and 13

Secretary: Good morning, St Wilfred's School. How can I help?
 Parent: Oh, good morning. We've recently moved to the area and my daughter Eleanor will be starting school with you in September.
 Secretary: Is that Eleanor Shaw, joining us in Year 9?
 Parent: That's right. I just have a couple of questions about travel arrangements. She'd like to take the bus, if possible.
 Secretary: Of course. Lots of students take the bus and there's a stop right outside the school gates. You can look on the city website for timetables and routes.
 Parent: That's great, thank you. And do you know if there's a yearly ticket for students?
 Secretary: Yes, there is. She'll need to provide a photo and come and get a form from reception on her first day.
 Parent: Right, I'll get that organised soon, then. Thank you very much for your help.
 Staff: You're welcome, goodbye!

Number 14 and 15

- Pat: Hi Bob. Are you coming to the cinema tonight?
 Bob: No Pat, I'm not.
 Pat: But you do know that the local cinema is showing an English film tonight, don't you?
 Bob: Well, they have an English film every Wednesday evening.
 Pat: Yes, but tonight they're showing the latest Daylight film as an extended version. I thought you were a fan?
 Bob: That was in the past. I can't stand all the fuss that's made about these films and anyway, I prefer the books.
 Pat: Well, you could come with us just to do something with the group. After the film we want to go for a meal. Half the class is coming. It would be great if you came, too.
 Bob: I'm not interested and I've got other plans. But maybe next time. See you!
 Pat: OK, Have fun!

Number 16 and 17

- Teacher: Please take a seat, Mrs. Miller... So, we're here to talk about Oliver.
 Parent: Yes, how's he doing so far this year?
 Teacher: Very well. I'm pleased with his work in Maths and IT, and he did an excellent project for French in November.
 Parent: Yes, he worked very hard on that. He seems happy at the moment. Is there anything he could be doing better?
 Teacher: Well, he does spend a lot of time chatting to the girls in class and he's forgotten his homework a couple of times recently. Perhaps you could talk to him about it?
 Parent: Of course. He's always got a lot to say for himself. I'll tell him you mentioned it and will certainly find out what happened to that homework!
 Teacher: That's great. I'll be interested to know if you find out!

Listening, Part 4

Welcome to Trends for Teens with Sally Silver. Today's topic is HAIR. How important is your hair for you. Do you style it before you go to school or just when you go out? How much time do you invest? We interviewed some teenagers to hear the latest trends.

Example

My Mum always cut my hair with an electric hair clippers when I was little and somehow I feel best when my hair's really short. There's no fuss when you have a shower or go swimming; you don't need to brush or comb it and it always looks tidy. So, I shave my head once a week and that's a really cheap solution and I'm independent because I can look after my hair myself.

Number 18

Some girls in my class take ages in the bathroom every morning making themselves look good. But not me! I've heard that it's not good to wash your hair and blow-dry it so often – makes it really dry. Some experts say that you only need to wash your hair once a week or even once a month. That suits me as I've got better things to do than stare at myself in the mirror every morning.

Number 19

My granddad gets really upset when he sees what I do to my hair, because he is so conservative. I think it's great that times have changed and you can be as creative as you want with your hair. And why should girls have all the fun? Last year I had really long hair, this year I'm wearing it shorter and using hair wax. It takes me 5 to 10 minutes to do the styling, so I have to allow extra time in the morning, but it looks really good and gives me extra self-confidence.

Number 20

I wash my hair every day when I shower because otherwise I just don't feel good. My hair is waist long, so it takes ages to dry and style, but I like spending this time on myself in the morning and preparing for the day. It's kind of calming. Actually, I invest quite a bit of money in hair products to make my hair look really shiny, so I have a Saturday job to get some extra cash to pay for it all!

So what do you think? Ring in and tell us your opinion. The lines will be open for the next 2 hours.

Answer Key



Listening

Part 1

- 1 c
- 2 b
- 3 c
- 4 a

Part 2

- 5 b
- 6 b
- 7 b
- 8 a
- 9 b

Part 3

- 10 true
- 11 a
- 12 true
- 13 b
- 14 true
- 15 c
- 16 false
- 17 c

Part 4

- 18 e
- 19 f
- 20 a



Reading

Part 1

- 21 b
- 22 c
- 23 a
- 24 a
- 25 b

Part 2

- 26 c
- 27 x
- 28 h
- 29 g
- 30 e

Part 3

- 31 true
- 32 b
- 33 true
- 34 a
- 35 true
- 36 c

Part 4

- 37 true
- 38 false
- 39 false

Part 5

- 40 b
- 41 a
- 42 a
- 43 b
- 44 c
- 45 c

Candidate

A

 Last Name, First Name

Candidate

B

 Last Name, First Name

Content

Task	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Management						
Part 1A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 1B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Content

Task	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Management						
Part 1A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 1B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2A	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Language (Part 1–3)

	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Language (Part 1–3)

	B1		A2		A1	0
	upper	lower / middle	upper	lower / middle		
Pronunciation / Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Date

 Examiner

 Examination Centre

Attention: The marking results for Candidates A and B need to be transferred onto Answer Sheet S30, page 4.

Marking Criteria: Speaking

Content		B1	A2	A1
Task Management	Part 1 A	Can introduce him/herself and can present somewhat detailed information.	Can introduce him/herself and can give brief, general information.	Can introduce him/herself and can present bits of information without using linking words.
	Part 1 B	Can respond to enquiries relatively spontaneously and completely.	Can respond to enquiries with a brief and/or partially understandable answer.	Can respond with single words or memorized phrases to enquiries if the other person speaks slowly, clearly and without using any idiomatic expressions.
	Part 2 A	Can relay the main information seen in a picture and mention individual details.	Can describe the main information seen in a picture in a brief and general manner.	Can briefly refer to the main information seen in a picture.
	Part 2 B	Can report on one's own experiences in a partially detailed manner.	Can report on one's own experiences in a brief and general manner.	Can answer very briefly using isolated words and remarks.
	Part 3	Can begin a conversation and keep it going. Can spontaneously talk about plans, share ideas and opinions, make suggestions and react to suggestions made by others.	Can ask and answer questions, but understands barely enough to keep the conversation going. Can talk about plans, express ideas, opinions and suggestions in a simple manner.	Requires statements to be rephrased or repeated more slowly. Can ask very basic questions and refer to main ideas and opinions using isolated words or phrases.

Language		B1	A2	A1
Pronunciation / Intonation	Part 1-3	Speaks in an understandable manner , even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Generally speaks clearly enough to be understood , despite a noticeable accent. Conversational partners will need to ask for repetition from time to time.	Uses a very limited repertoire of memorized words and phrases which can be understood with some effort by native speakers used to dealing with non-native speakers from the language group in question.
Fluency	Part 1-3	Can express him/herself effectively, even though pauses are made in order to plan or correct grammatical or lexical choices, especially when speaking for extended periods of time.	Can construct phrases on familiar topics with sufficient ease in order to handle short exchanges, despite very noticeable hesitation and false starts.	Can use very short, isolated and generally memorized phrases , but needs lots of pauses to search for expressions, to articulate unfamiliar words and to correct standstills in the flow of communication.
Accuracy	Part 1-3	Can communicate fairly accurately in familiar situations. In general, has good control of grammatical structures , despite noticeable mother tongue influence. Errors occur, but the main message is clear.	Can use simple grammatical structures correctly, but still systematically makes basic mistakes like mixing up the tenses or forgetting to note the subject-verb agreement. Nonetheless, it is generally clear what the speaker wants to say.	Shows only limited control of a few basic grammatical structures and sentence patterns in a memorized repertoire.
Vocabulary	Part 1-3	Has sufficient vocabulary to talk about most topics related to daily life, even if some descriptions are necessary. Shows good control of elementary vocabulary , but still makes basic mistakes when expressing more complex thoughts or unfamiliar topics or situations.	Has sufficient vocabulary to meet one's basic needs. Can control a narrow repertoire in relation to specific everyday needs.	Has basic vocabulary consisting of single words and phrases related to specific situations. Commands single words and short sentences relating to specific everyday needs.

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 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 A2·B1 SCHOOL

telc – language tests have a long tradition of specialisation in the field of English language testing and certification around the world. The *telc English A2·B1* examination is a dual-level format that measures language competence across two levels of the Council of Europe's *Common European Framework of Reference for Languages (CEFR)*. *telc* test takers thereby have the opportunity to gain certification at a level that precisely reflects their language abilities.

An essential characteristic of standardised language examinations is that the participants know what is expected of them during the test. The mock examination informs the test taker about the test format and tasks and assessment criteria, as well as the procedures involved in the exam implementation. It can be used for practice purposes, general information and examination preparation.