



MOCK EXAMINATION 1

telc HUNGARY ENGLISH

Examination Preparation

B2





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To the readers of this booklet

As an internationally recognised test provider, telc offers a range of tests to suit your needs. Whether you are a student wishing to take a test or a course instructor preparing a class, this Mock Examination will help you gain a firm understanding of the exam requirements and get the best results.

What we offer

telc gGmbH is a not-for-profit educational institution based in Frankfurt am Main, Germany. As an internationally oriented organisation, telc works in close cooperation with 1,500 licenced partners in Germany and another 1,500 in Europe and beyond, to provide a standardised certification of language competence under the brand name *telc – language tests*. We offer seminars and courses for the continuing professional development of teachers as well as examiner training. Our teaching and learning materials, including digital learning and testing services, complete our portfolio.

The *telc Hungary English B2* examination is part of telc's portfolio of examinations designed for learners interested in proving their language skills. Our general and vocationally oriented examinations are a contribution towards multilingualism and language diversity in Europe. They take the needs of language learners throughout the world into account and certify language competency for everyday life, study and occupational purposes. The examinations *telc Hungary English B1*, *telc Hungary English B2* and *telc Hungary English C1* are recognised by NYAK.

telc gGmbH is a subsidiary of the German Adult Education Association (Deutscher Volkshochschulverband e. V.) and is dedicated to lifelong learning. We are committed to facilitating language learning and integration, as well as mobility. telc certificates are recognized by corporations, schools, universities and government agencies. We offer a unique system that combines tried and trusted test formats with objective and transparent examination conditions.

Our network

telc's strength comes from its cooperation with many and diverse partners over five decades. This cooperation challenges us and motivates us to consistently offer high-quality, needs-oriented services.

A lot has changed since the first telc certificates were awarded in the 1960s. *telc – language tests* have always kept up with the times. We take up new academic and practical impulses and transfer them into task-oriented, valid test formats. As a full member of ALTE (Association of Language Testers in Europe) and as a member of EQUALS, our tests are developed in accordance with European stipulations.

telc gGmbH is certified according to the international DIN standard, DIN EN ISO 9001:2015. You will find an overview of our programme at www.telc-english.net.



Managing Director, telc gGmbH

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Test Format

	Subtest	Aim	Type of Test	Time
Written Examination	 Reading			90 min
	Part 1	Reading for Gist	5 matching items	
	Part 2	Reading for Detail	5 multiple-choice items	
	Part 3	Selective Reading	10 matching items	
	 Language Elements			
	Part 1		10 multiple choice items	
Part 2		10 matching items		
	 Writing			60 min
	Part 1	Interactive Task	Formal or semi-formal letter	
	Part 2	Productive Task	Personal email	

Oral Examination	 Listening			Approx. 20 min
	Part 1	Listening for Gist	5 matching items	
	Part 2	Listening for Detail	10 true/false items	
	Part 3	Selective Listening	5 multiple-choice items	
	 Speaking	Preparation		20 min
	Part 1	Presentation	two or three test takers	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
6	<input type="radio"/>	<input checked="" type="radio"/>
	a	b
		c
7	<input type="radio"/>	<input type="radio"/>
	a	b
		c
8	<input checked="" type="radio"/>	<input type="radio"/>
	a	b
		c

Reading, Part 1

Read the ten headlines a–j and the texts 1–5. Find the best headline for each text.
Mark your answers on the answer sheet.

- a **A Firm Commitment**
- b **Decision Making Explained**
- c **First-Time Meeting**
- d **Long Silence**
- e **Minimum Advantages Expected**
- f **More is Better**
- g **Report Confirms Policy**
- h **Share Your Luck**
- i **The Worst Case**
- j **Twice Lucky**

1

A man in a coma for 19 years after a car crash woke up and started talking to his mother sitting at his bedside last Friday. Terry Wallis began slowly with just a few nouns, but gradually a torrent of phrases came pouring forth. "He started out with 'Mum' and surprised her, and then it was 'Pepsi' and then it was 'milk'" said Alesha Badgley, director of the Arkansas rehabilitation centre where Wallis was being cared for. "Now it's anything he wants to say." Terry Wallis, now 39, was driving with a friend when their car left the road and plunged into a creek. The pair were found the next day under a bridge – the friend was dead and Wallis was in a coma. His daughter Amber, who was born just before the crash, is now 19. "It's been hard dealing with it; it's been hard realising that the man I married cannot be there" said his wife, Sandi. "The whole family missed out on his company."

2

Genetically-modified (GM) crops could offer a slight financial reward to UK farmers, says a report by the Prime Minister's Strategy Unit. But it added that any economic benefit to the UK is likely to be limited, at least in the short-term. Only a narrow range of existing GM crops are currently suited to UK conditions, and weak consumer demand is likely to limit take-up. Long-term, GM crops may offer wider-ranging benefits, said the report, *Field Work: Weighing Up The Costs And Benefits Of GM Crops*. However, considerable investment in marketing would be necessary to educate the public and gain general acceptance. The Soil Association commented: "This is a huge shift in the government position to acknowledge there is no immediate economic case for growing GM crops."

3

Faced with a tough problem, often the only option left to us is to 'sleep on it'. But – while it seems a rather vague and desperate tactic – it may be exactly the right thing to do. According to American scientists, a good night's sleep really does help the brain get to grips with new knowledge and makes us better able to act on it the following day. Researchers at the University of Pennsylvania studied how well mice absorbed new information and then remembered it the next day. The experiment worked by giving mice a small electric shock when they were put in a distinctive setting – thus generating fear of that particular location. Then two groups of mice were tested to see if they 'froze' when put in this same area again 24 hours later. The mice which were allowed to sleep in the hours immediately after the first test were four times more likely to show fear than those which were kept awake or only allowed to sleep an hour.

4

A couple who have given away more than £5.5 million of the £7.6 million they won on the lottery three years ago spent yesterday logging car number plates in the hope of finding the combination for another big win. Even though they have already walked off with one jackpot, Raymond and Barbara Wragg still play the game, which could be good news for good causes near their home in Sheffield.

Speaking on BBC Radio's The Morning Show, Mrs Wragg said they had first made gifts to family and friends before making further donations for charity. Their most recent donation was £20,000 to fund a teenage cancer unit at Weston Park Hospital in Sheffield. They have also given £10,000 to pay for a child-size MRI scanner at Sheffield Children's Hospital and took 240 pupils from a local school in a deprived area to see a Disney-on-ice show.

5

Bachelors who want to stay single are warned not to buy a home with their girlfriend. Tradition used to dictate that a woman's only desire was to get a ring on her finger, but a survey published yesterday showed that buying a home with her boyfriend is now seen as far more significant. The research, conducted by the Woolwich, found that 34 per cent of women think a joint deposit on a property is "the clearest signal for a long-term relationship." Just 13 per cent think that getting engaged makes such a clear signal. Women's attitudes may well have been influenced by the fact that a deposit on a property is a far greater financial burden than an engagement ring. The rise in property prices around the country means that the average deposit paid by a couple on their first property is £25,000, compared with just £1,100 for an engagement ring.

Reading, Part 2

Read the following text, then choose the answers to questions 6–10.
Mark your answers on the answer sheet.

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

If children are to capitalise on life's opportunities, they must be able to read. Traditionally, in both education and the wider culture, literacy means books. Much of what is most precious in our cultural storehouse lies between hard covers and schools have customarily laid great stress on encouraging children to discover books.

But printed books have been available for only a few centuries and newer media like the internet could yet displace them from their pre-eminent place in the culture.

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

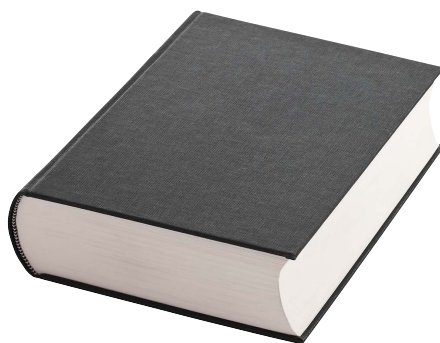
This sounds alarming, but another statistic from the same survey is more reassuring. British teenagers do well in international literacy tests, coming ninth out of 43 countries, comfortably among the top performing quarter.

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

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

So, does it matter if children aren't reading books? Francis Spufford, author of the *The Child That Books Built*, is passionately convinced that it does. "There is a difference between technical literacy, which is the ability to decode written language, and the rest of what the written word is capable of, to reach its emotional heights and sound its emotional depths and inherit all of the things that are coded into the written words", he said. "There are more codes there than just the alphabet. And books are more than just another technology for delivering writing in; they are other worlds, sometimes worlds that reflect our own, sometimes worlds that

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



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

would always encourage people to realise that books can fit into their life."

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

But plenty of indicators suggest otherwise, and if it is clear that books are important it is less clear how we persuade teenagers of this.

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

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

- 6** Research suggests that British pupils
- a** do not read as much as teenagers elsewhere.
 - b** find the internet more interesting than magazines.
 - c** have lower reading skills compared to teenagers in other countries.
- 7** Teenagers in Britain nowadays
- a** concentrate on sources other than books.
 - b** prefer looking at pictures rather than text.
 - c** think reading is less important than other skills.
- 8** The most important aspect of reading mentioned is
- a** being able to use modern technology.
 - b** learning the correct spelling of words.
 - c** supporting the development of creativity.
- 9** Genevieve Clark says that children's books are
- a** less popular than TV.
 - b** mostly read by adults.
 - c** still very popular.
- 10** Genevieve Clark says adults should
- a** read more books themselves.
 - b** show children how exciting books can be.
 - c** take time to read to their children more.

**Reading, Part 3**

First read the ten situations 11–20 and then read the twelve texts a–l. Decide which text goes best with each situation. Each text can be used only once. Mark your answers on the answer sheet.

In some cases there may be no suitable text. Then mark **x**.

- 11 You are interested in special offers for concerts.
- 12 You are looking for a present for a friend who wants to live a healthier lifestyle.
- 13 You are thinking of buying a holiday home to use at weekends.
- 14 You want to do a weekend cookery course.
- 15 You would like to read something that could advance your career.
- 16 Your 17-year-old cousin wants to find out about cheap flights.
- 17 Your friend would like to learn more about places in Britain other than London.
- 18 Your mother has just retired and wants to invest time in learning about art.
- 19 Your single brother wants to go on a seaside holiday where he can also do some sightseeing.
- 20 Your teenage children want to go to a holiday camp on their own.

a

The latest high-quality books at great savings

Join our book club now to enjoy all the benefits we offer.

As a member you'll save up to 40% on the R.R.P. of every book you choose, but with this special joining offer you can take any four books from this page from just 99p each (plus £3.99 p&p). Plus, receive a copy of *Exploring the Scene* (R.R.P. £12.95) FREE!

We have a wide selection on various topics, from painting and sculpture to architecture and photography. We feature books on all the big names from across the centuries and the contemporary scene too.

b

Win a weekend break

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

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

c

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

Never mind 15 minutes. Here we have no cooking at all. But this is not the layabout's guide to snacking on the sofa. It is more what a gourmet might nibble on if the cooker has died – Circassian chicken, salmon with watercress mousseline, mango and lime fool.

Successful "no-cooking" is quite an art, you are only allowed a kettle, toaster and food processor. The advantage of assembling raw ingredients means your food retains its vitamins and doesn't just taste fresh, but makes you feel more energetic and fitter. Money-back guarantee if you're not completely satisfied.

d

Website of the week

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

www.Youthtravel.com

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

e

A WORLD-FAMOUS educational publisher reports that there is a simple technique for acquiring a swift mastery of good English. It can double your powers of self expression. It can pay you real dividends in business and social advancement, and give you added poise, self-confidence and personal effectiveness.

The details of this method are described in his fascinating book, "Good English – the Language of Success", sent free on request.

f

BOOK OF THE WEEK

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

Nostalgic black-and-white prints reflect the good old days of the featured counties. Available from all good bookshops.

g EXPLORE vineyards by day and listen to fine chamber music by night at Le Fauré estate near the French Alps. Orpheus & Bacchus (07808/727735/ www.orpheusandbacchus.com) arranges a nine-day event on October 3–12, with musicians from across Europe playing to guests after a gourmet dinner, in the salon of an 18th-century house. A three-night break costs £345pp including half-board, concerts and transfers. Excursions to vineyards and a one-day cookery course are extra. Air France (0845 0845 111/ www.airfrance.com/uk) has flights to Paris from £79 return.

h Warm weather, picturesque villages plus a wealth of archaeological and historic treasures make Malta an ideal destination for a winter holiday.

Add to this friendly English speaking locals and you have all the ingredients for an enjoyable and relaxing break.

Situated on a gentle slope overlooking Salina Bay, the 4-star Coastline Hotel enjoys panoramic views yet is only a short walk to St. Paul's Bay and the lively resort of Bugibba. There is also a courtesy bus to Bugibba from the hotel and, at a charge, to Valletta and Sliema.

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

i

DEAL OF THE WEEK

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

The promotion runs until September 21.
Further information: 0800 096 4478/

www.intercontinental.com/halfoff

j

TORQUAY

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

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

k

What precautions should you take when going on holiday? Up-to-date facts and tips in Lonely Planet's "Know Before You Go" series will provide you with plenty of information not only on where to stay, but also on vaccinations, insurance policies, back-up funds and emergency contact lists. Order directly from the Lonely Planet website or visit your local bookshop.

l

The Symphony Orchestra

has announced a cheaper ticket pricing policy. Tickets were previously £12 – £55, but are now being sold for £10 – £50. Buy tickets eight weeks in advance and that becomes £8 – £45.

So, if you book before next Saturday, you can hear the violin virtuoso Maxim Vengerov and the orchestra under Simon Tilson for just £8 on September 14.

Bookings: www.som.com



Language Elements, Part 1

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

Eat Out – and Stay Healthy!

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

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

21 a before
b during
c for

24 a Due to
b Since
c With

27 a ask
b say
c tell

30 a Whatever you fly
b When flying
c While the flight

22 a are you paying
b do you pay
c you are paying

25 a Do
b Give
c Make

28 a allow
b force
c make

23 a better
b instead
c rather

26 a and
b by
c in

29 a halve the
b half your
c the half

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.

Bogota leads the way.

When he became mayor of Bogota, the capital of Colombia in 1998, Enrique Peñalosa made it one of his priorities to make life easier for pedestrians and cyclists. Consequently, the city has **31** the cycle paths and pedestrian zones and improved its parks. Every Sunday and on public holidays, over 120 km of streets are closed to motor vehicles from 7am to 2 pm and are used for walking, skating and cycling.

These are the kind of changes that make a city a nicer place to be, but it is about much more than that. One of the major challenges the world is now **32** is that people are becoming less and less active. This is obviously bad news for our health generally, but what is less well known is that being physically active also **33** the risk of cancer.

Many people are unaware of the **34** between physical activity and cancer prevention. But the decline in physical activity levels across the world is one of the reasons scientists are projecting a **35** in global cancer rates over the next 40 years.

This needs to be addressed. It does not mean we should all **36** a gym tomorrow. In fact, it is the smaller changes that fit into our existing routines, such as walking or cycling to work **37** than driving that can make a difference, and we are also more likely to stick to them in the long run.

But it is no good exchanging your car for a bike if the roads around where you live seem too dangerous to cycle safely. This is why other cities need to become a bit more like Bogota and **38** for widespread safe walking and cycling routes.

You could argue that it is too expensive to make these sorts of changes, **39** in the current economic climate, but this is an investment in the health of the population. **40**, scientists estimate about a third of the most common cancers could be prevented if people ate healthily, maintained a healthy weight and were regularly physically active.

- | | | | |
|--------------|------------|----------------|----------------|
| a AIM | b DOUBLING | c EXPANDED | d FACING |
| e FREQUENTLY | f IN FACT | g INCREASING | h JOIN |
| i LINK | j MEETS | k MORE OR LESS | l PARTICULARLY |
| m PREVIOUSLY | n RATHER | o REDUCES | |

approx. 20 Minutes **Listening**

The next subtest is

Listening

Listening, 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 Accident or Crime?
- b Delays to Continue
- c Fatal Error
- d Many Without Power
- e No Trace at all
- f Unexplained Deaths

**Listening, Part 2**

You will hear a radio interview. First you will have one minute to read the introduction and the items. Then you will hear the interview. You will hear the interview **only once**.

Decide if the statement for each of the items is **true (+)** or **not true (-)** and mark your answers on the answer sheet.

Now you will have one minute to read the items.

- 46** British drivers usually inform themselves about the French traffic system before travelling.
- 47** Steve Norris believes the British drive slower in France because they are not used to driving on the right.
- 48** The interviewer questions the reputation of British drivers for being polite and careful.
- 49** According to Steve Norris, the Scandinavians are the best in Europe as far as road safety is concerned.
- 50** In Britain, governments of all political parties have a unified approach regarding the importance of road safety.
- 51** The interviewer thinks that the lunch-time habits of the British change when they are in France.
- 52** Steve Norris explains that the punishment for drink-driving is extremely severe in Britain.
- 53** Steve Norris thinks that making drink-driving socially unacceptable is more effective than punishment.
- 54** Both speakers think that British drivers are quite aggressive.
- 55** Steve Norris feels uneasy about angry behaviour in situations that don't involve driving.

Listening, 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 There is no charge for

- a** one tai 'chi lesson.
- b** the first aerobics class.
- c** today's yoga programme.

57 At four o'clock, the bus will

- a** arrive at the hotel.
- b** depart for the hotel.
- c** leave the hotel.

58 To enquire about lost luggage, you need to

- a** press 1.
- b** press 2.
- c** press 4.

59 The weather for the weekend is expected to be

- a** cooler than normal.
- b** rather changeable.
- c** unusually warm.

60 Delays due to heavy traffic are to be expected

- a** on Australian Avenue.
- b** on both northbound and southbound I-95.
- c** on the new I-95 Airport Direct Connect.

60 Minutes Writing

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

English Immersion in Canada

- Intensive ESL instruction
- Exam preparation
- Homestay program (local family, student flat share, summer university residence)
- Leisure activities (horse riding, water sports, golf, hiking, yoga, cooking, etc.)

Contact Brad for more information
 Vancouver English Centre
 840 Howe St., Suite 200
 Vancouver BC V6Z 212
 Canada
 Phone: ++1 604 687 1660
 Email: Brad@vec.com

Write a letter to the language school. 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:

- Why you want to study in Canada
- Your concrete language needs
- Your expectations for a leisure activity option
- Your reasons for your homestay choice

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 18-year-old friend is thinking of buying a car and has asked for advice. Write an email to your friend with the reason(s) why you don't think this is a good idea and suggest what they should do instead.

Please write at least 80 words.



Speaking

How is the Speaking conducted?

The test takers are given 20 minutes to prepare for Speaking individually. During this time they have the opportunity to study the task sheets for the three parts of the subtest and think about the topics. Speaking is always conducted by two licensed telc examiners and lasts approximately 15 minutes with two test takers. In case of an uneven number of test takers, one group of three test takers will be examined together. In this case the examination lasts approximately 20 minutes.

What are the test takers expected to do?

The test takers 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. Notes taken during the 20-minute preparation phase may be used in the oral examination, but test takers are not permitted to read directly from them.

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

Introduction: Social Contacts

During this part of the examination, the test takers 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 examination, the test takers should give a short presentation to their partner(s) on one of the topics listed on the task sheet. After each presentation, their partner should ask questions about the presentation.

Part 2: Discussion

Test takers have the same task sheet with a text to discuss with their partner(s). They should include their own opinions and ideas about the topic and include personal examples, possible problems and possible solutions.

Part 3: Task

The test takers 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(s). 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.

Test takers A/B/(C)



Introduction **Social Contacts**

Introduce yourself to your partner(s) 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.

 **Test takers 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 his/her presentation, listen and think of the questions you would like to ask.

You should not interrupt your partner during the presentation.

- ***An experience that has had an impact on your life (What happened? How does it affect you today?)***
- or***
- ***Your best and worst holidays (Where did you go? What happened?)***



Test takers A/B/(C)

Part 2 Discussion

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

Back to Square One

This idiom, meaning it is necessary to begin again, may come from a board game where a player sometimes has to retreat a few squares, or even return to the starting position (square one). So, how long have board games been part of our lives – a welcome occupation on a rainy day, an opportunity to learn to lose and a catalyst for quality family time?

Originally our ancestors probably drew in the sand with a stick and played with stones as counters. Indeed, the first recorded use of board games goes back to prehistoric times. Board games are often found in burial chambers, together with other valuable artefacts, or documented in paintings and carvings. Through the centuries, everybody has played some kind of board game at some time in their life.

Chess is the oldest surviving board game – it was played by the Egyptians. The Romans played a game similar to what we know as Backgammon. Modern Mahjong has roots that stretch back centuries. Snakes and Ladders originated in India. Halma was invented in England in 1854. Monopoly, perhaps the world's most popular board game, was thought up in America in 1930. Scrabble was invented around the same time, also in America.

In the 20th century board games had to compete against the radio and television. And nowadays, computer games in all kinds of variations dominate the scene.

But can you imagine a future without sitting around a table with your friends and family, moving counters around the board, throwing dice and having heated discussions about the rules? Will board games survive or will the computer take our communication skills back to square one?



Test takers A/B/(C)

Part 3 Task

Your English group wants to spend a week in England, either based in London or on the south coast. Your teacher has asked you and your partner(s) to decide which option to take and then to organise the trip, including travel arrangements, accommodation and some day trips.

First think of some ideas.

Tell your partner(s) your ideas, try to agree on the details and decide who should take over what part of the organisation.

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Written Examination

1 Reading Comprehension

1 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **1**
a b c d e f g h i j

2 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **2**
a b c d e f g h i j

3 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **3**
a b c d e f g h i j

4 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **4**
a b c d e f g h i j

5 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **5**
a b c d e f g h i j

6 ○ ○ ○ ○ **6**
a b c

7 ○ ○ ○ ○ **7**
a b c

8 ○ ○ ○ ○ **8**
a b c

9 ○ ○ ○ ○ **9**
a b c

10 ○ ○ ○ ○ **10**
a b c

11 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **11**
a b c d e f g h i j k l x

12 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **12**
a b c d e f g h i j k l x

13 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **13**
a b c d e f g h i j k l x

14 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **14**
a b c d e f g h i j k l x

15 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **15**
a b c d e f g h i j k l x

16 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **16**
a b c d e f g h i j k l x

17 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **17**
a b c d e f g h i j k l x

18 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **18**
a b c d e f g h i j k l x

19 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **19**
a b c d e f g h i j k l x

20 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **20**
a b c d e f g h i j k l x

2 Language Elements

21 ○ ○ ○ ○ **21**
a b c

22 ○ ○ ○ ○ **22**
a b c

23 ○ ○ ○ ○ **23**
a b c

24 ○ ○ ○ ○ **24**
a b c

25 ○ ○ ○ ○ **25**
a b c

26 ○ ○ ○ ○ **26**
a b c

27 ○ ○ ○ ○ **27**
a b c

28 ○ ○ ○ ○ **28**
a b c

29 ○ ○ ○ ○ **29**
a b c

30 ○ ○ ○ ○ **30**
a b c

31 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **31**
a b c d e f g h i j k l m n o

32 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **32**
a b c d e f g h i j k l m n o

33 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **33**
a b c d e f g h i j k l m n o

34 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **34**
a b c d e f g h i j k l m n o

35 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **35**
a b c d e f g h i j k l m n o

36 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **36**
a b c d e f g h i j k l m n o

37 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **37**
a b c d e f g h i j k l m n o

38 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **38**
a b c d e f g h i j k l m n o

39 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **39**
a b c d e f g h i j k l m n o

40 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ **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.

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3 Listening Comprehension

41	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41
	a	b	c	d	e	f	
42	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42
	a	b	c	d	e	f	
43	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43
	a	b	c	d	e	f	
44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44
	a	b	c	d	e	f	
45	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45
	a	b	c	d	e	f	

46	<input type="radio"/>	<input type="radio"/>	46
	+	-	
47	<input type="radio"/>	<input type="radio"/>	47
	+	-	
48	<input type="radio"/>	<input type="radio"/>	48
	+	-	
49	<input type="radio"/>	<input type="radio"/>	49
	+	-	
50	<input type="radio"/>	<input type="radio"/>	50
	+	-	

51	<input type="radio"/>	<input type="radio"/>	51
	+	-	
52	<input type="radio"/>	<input type="radio"/>	52
	+	-	
53	<input type="radio"/>	<input type="radio"/>	53
	+	-	
54	<input type="radio"/>	<input type="radio"/>	54
	+	-	
55	<input type="radio"/>	<input type="radio"/>	55
	+	-	

56	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	56
	a	b	c	
57	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	57
	a	b	c	
58	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	58
	a	b	c	
59	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	59
	a	b	c	
60	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	60
	a	b	c	

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

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Familiename · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия																			
Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя																			

Only for Examiners!

Oral Examination

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Test Version



<p>Part 1</p> <p>1 ○ A ○ B ○ C ○ D</p> <p>2 ○ A ○ B ○ C ○ D</p> <p>3 ○ A ○ B ○ C ○ D</p> <p>4 ○ A ○ B ○ C ○ D</p>	<p>Part 2</p> <p>1 ○ A ○ B ○ C ○ D</p> <p>2 ○ A ○ B ○ C ○ D</p> <p>3 ○ A ○ B ○ C ○ D</p> <p>4 ○ A ○ B ○ C ○ D</p>	<p>Part 3</p> <p>1 ○ A ○ B ○ C ○ D</p> <p>2 ○ A ○ B ○ C ○ D</p> <p>3 ○ A ○ B ○ C ○ D</p> <p>4 ○ A ○ B ○ C ○ D</p>	<p>Examiner 1</p>								
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<p>Part 1</p> <p>1 ○ A ○ B ○ C ○ D</p> <p>2 ○ A ○ B ○ C ○ D</p> <p>3 ○ A ○ B ○ C ○ D</p> <p>4 ○ A ○ B ○ C ○ D</p>	<p>Part 2</p> <p>1 ○ A ○ B ○ C ○ D</p> <p>2 ○ A ○ B ○ C ○ D</p> <p>3 ○ A ○ B ○ C ○ D</p> <p>4 ○ A ○ B ○ C ○ D</p>	<p>Part 3</p> <p>1 ○ A ○ B ○ C ○ D</p> <p>2 ○ A ○ B ○ C ○ D</p> <p>3 ○ A ○ B ○ C ○ D</p> <p>4 ○ A ○ B ○ C ○ D</p>	<p>Examiner 2</p>								
<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>Code Examiner 2</p>											

<p>Part 1</p> <p>1 ○ A ○ B ○ C ○ D</p> <p>2 ○ A ○ B ○ C ○ D</p> <p>3 ○ A ○ B ○ C ○ D</p> <p>4 ○ A ○ B ○ C ○ D</p>	<p>Part 2</p> <p>1 ○ A ○ B ○ C ○ D</p> <p>2 ○ A ○ B ○ C ○ D</p> <p>3 ○ A ○ B ○ C ○ D</p> <p>4 ○ A ○ B ○ C ○ D</p>	<p>Part 3</p> <p>1 ○ A ○ B ○ C ○ D</p> <p>2 ○ A ○ B ○ C ○ D</p> <p>3 ○ A ○ B ○ C ○ D</p> <p>4 ○ A ○ B ○ C ○ D</p>	<p>Agreed Marks</p>
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Familiennome · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

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

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

4 Writing, Part 1

For
Rater's
Use



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4 Writing *Only for Raters!*

<p>Rater 1</p> <p>I <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>II <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>III <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p style="text-align: right;">Wrong topic? <input type="radio"/> yes <input type="radio"/> no</p> <div style="border: 1px solid black; height: 40px; margin-top: 10px; display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> </div> <p style="font-size: 8px;">Code Rater 1</p>	<p>Rater 2</p> <p>I <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>II <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>III <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p style="text-align: right;">Wrong topic? <input type="radio"/> yes <input type="radio"/> no</p> <div style="border: 1px solid black; height: 40px; margin-top: 10px; display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> </div> <p style="font-size: 8px;">Code Rater 2</p>	<p>telc Rating Confirm Rating 2 <input type="radio"/></p> <p>I <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D Wrong topic? <input type="radio"/> yes <input type="radio"/> no</p> <p>II <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>III <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <div style="border: 1px solid black; height: 40px; margin-top: 10px; display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> </div> <p style="font-size: 8px;">Code telc Rater</p>
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Marking Criteria for Writing

The Writing subtest is assessed by licensed telc raters. In the case of disagreement, the marks awarded by the second rater 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 test taker should provide clear details and at some length.

According to the criterion, the content is

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

Criterion II: Communicative Design

Assessment is based on

1. 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

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

Criterion III: Language

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

A	no errors or only one or two errors without affecting the communicative aim of the letter.	5
B	a few errors without impairing the reader's understanding of the letter at one reading.	3
C	errors that make it necessary to read the letter a number of times thus noticeably impairing the reader's understanding of the communicative aim of the letter.	1
D	so many errors that the communicative aim of the letter is not fulfilled.	0

How does the assessment occur?

Each text is assessed by two 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

Marking is carried out individually during the examination by each of the two examiners. After the test takers have left the room, the examiners reach a consensus on the marks to be awarded for each test taker.

The test takers' 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 test takers.
2. the range and variety of language used.
3. the realisation of the speech intentions.

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

Criterion 2: Task Management

Assessment is based on

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

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

Criterion 3: Language

Assessment is based on syntax and morphology.

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

Criterion 4: Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

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




How does the assessment occur?



During the examination conversation, the examiners independently evaluate the linguistic achievement of the test taker. After the test takers have left the room, the examiners compare their results and reach a consensus.

Calculation of the score

The test takers can receive a total of 25 points in each part of Speaking, with a maximum total of 75 points. This corresponds to 23% of the highest possible total of 330 points.

Points and Grades

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

Oral Examination	 Listening				
	Part 1	41–45	25	75	23 %
	Part 2	46–55	25		
	Part 3	56–60	25		
	 Speaking				
	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	
Total Points			330	100 %

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

If a test taker 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 test taker has failed the complete examination.

In order to successfully pass the **Written Examination**, all of the following criteria have to be fulfilled:

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

In order to successfully pass the **Oral Examination**, all of the following criteria have to be fulfilled:

- 1) The test taker must achieve a result of at least 60% in the Oral Examination.
- 2) The test taker 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:

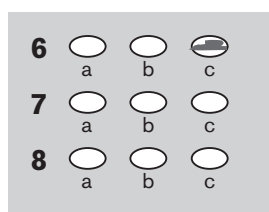
		Grade
297–330.0 Points	Very Good	1
264–296.5 Points	Good	2
231–263.5 Points	Satisfactory	3
198–230.5 Points	Pass	4
0–197.5 Points	Fail	5

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. Test takers record their answers for the subtests Reading, Language Elements and Listening on pages two and three. Examiners mark their results for Speaking on page four and raters mark their results for the subtest Writing on pages six and eight.

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 test taker 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 test takers' 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 test takers' 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, Language Elements and Writing.

Before starting the examination, the test takers 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 test takers that dictionaries, mobile phones or other electronic devices are not allowed (Instructions §§ 15 and 16).

After the test takers have filled in the Answer Sheet S30, the invigilator should hand out the test booklets. The starting and ending times should be written on the board and should be visible for all of

the test takers.

Oral Examination

The Oral Examination consists of two subtests: Listening and Speaking. The subtest Listening takes about 20 minutes.

How long does Speaking take?

Speaking examinations carried out with two test takers take approximately 20 minutes, about 15 of which are needed for the examination conversation itself. The remaining five minutes are used by the examiners for assessment purposes. In the case of an uneven number of test takers, one group of three test takers will be examined together. In this case the examination itself lasts approximately 20 minutes. 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 test takers 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 test takers do not speak to each other and that they do not use any electronic devices such as mobile phones. (Instructions §§15 and 16).

The test takers 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 test takers 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 test takers 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 examination conversation.

The examiners record their marks on the Score Sheet M10 during the examination. Each examiner evaluates the test takers' 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 test taker. After the test takers 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 test takers 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 test takers 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 test takers have already mentioned during the conversation are very useful strategies to accomplish this. The additional topics which have been mentioned by the test takers 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 test takers 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 test takers that the tasks are intended to encourage free speaking.

PLEASE REFER TO PAGE 40 FOR POINTS AND GRADES



A

Teilnehmende/r • Candidate
Candidato • Katılımcı

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

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

B

Teilnehmende/r • Candidate
Candidato • Katılımcı

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

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

		TEIL • PART • PARTE • PARTIE			TEIL • PART • PARTE • PARTIE				
		PARTE • BÖLÜM • ЧАСТЬ			PARTE • BÖLÜM • ЧАСТЬ				
		1	2	3	1	2	3		
1	Ausdrucksfähigkeit Expression Expresión Capacité d'expression Capacità espressiva Anlatım Выразительность	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
	2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
	3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
	4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

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

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

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

Answer Key



Reading

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



Language Elements

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



Listening

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

Transcripts

Listening, Part 1

Number 41

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

Number 42

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

Number 43

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

Number 44

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

Number 45

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

Listening, Part 2

Interviewer: British motorists travelling on the continent are a danger to themselves and their European neighbours, that's according to research published today. Apparently more than half of all British motorists heading across the Channel will this summer unwittingly break the law within one mile of starting their journeys – if you can believe that. Some of the problems encountered by Brits on the roads abroad are due to a lack of knowledge of foreign speed limits and drinking and driving restrictions as well as an inability to read non-English road signs. To talk about this tonight, we have Steve Norris, formerly Minister of Transport for London. Steve Norris, do you think this is right?

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

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

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

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

SN: Well, it's us in the sense that it's never been a political football, you know, with both Labour and Conservative governments, who've always been very serious about road safety. We've always taken our very crowded road network very seriously. But the point I'm focussing on is, when British motorists get over to the other side, they've got steering wheels on the wrong side of the car for the road, they start driving as fast if not faster than French drivers who are much more accustomed to the roads, and of course the result of that is very, very dangerous indeed. So, I think the real lesson is that it's not funny. Just be very, very sensible when you go abroad, particularly if you're not used to driving on the other side of the road.

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

SN: Well, yes, you're right. It's interesting the point about drinking and driving, because there is a real difference in this country. The penalties here aren't the most strict in Europe, but interestingly enough, we had a campaign for decades that said: "If you drink and drive, not only are you breaking the law, but you're being anti-social." Now, that was the difference. We actually engrained in people the idea that, you know, drinking and driving is not funny, it's not something you boast about to your friends, and that's something that perhaps other countries in Europe are waking up to now; that they've got to take it as seriously, not just in terms of penalties but in terms of saying it isn't acceptable. It may be part of our culture to drink but not when you're driving.

I: Steve, the point about us being phlegmatic and courteous and so on in our own country. A lot of people may not

recognise that because we have a terrible road rage problem here, don't we?

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

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

Listening, Part 3

56. You are listening to the radio and hear the following commercial:

You want to get in shape for summer? Lose weight? Relax your body and mind? Call Total Fitness today and sign up for our summer specials: Get a 20% discount on all high-intensity workout programmes, including Total Aerobics and Total Step. Register for any yoga or tai 'chi programme and get the first class for free.

57. You are on a tour of an English city.

And on your right, you can see Glasbury Castle, built in the 13th century. We will be stopping here for a tour of the inside of the building which will take about half an hour. Then you will have about one hour to look around the area on your own and we will be meeting back at the bus at four o'clock to continue the tour, taking in the Botanical Gardens and finishing back at the hotel at about five p.m.

58. You flew to New York, but your suitcase didn't arrive. You call the airline.

Thank you for calling United Airlines. For security purposes, your call may be monitored. Please select one of the following four options: For reservations, please press 1. For departure and arrival information, press 2. For Mileage Plus, press 3. For more options, press 4. To hear these options again, press 0.

59. You are listening to the weather forecast.

And here's the weekend weather. Saturday: It will be cool in all parts of the country with temperatures between 10 degrees in the north and 13 degrees in the south with continuing rain. Sunday: after a foggy start in the early hours of the morning, a high over the Atlantic is going to bring clear weather with temperatures around 18 degrees. This will continue into Monday, temperatures rising into the twenties by mid-afternoon.

60. You are driving to the airport and hear the traffic report on the radio.

Traffic levels are increasing with general delays on the Florida Turnpike and Australian Avenue. If you're going to Palm Beach International Airport, remember that the new I-95 Airport Direct Connect is now open. From both northbound and southbound I-95, follow the airport signs to take the new roadways and bridges from I-95 directly into the airport. Traffic is moving smoothly on I-95, with no reported delays.

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

Common European Framework of Reference (CEFR) B2 Skills	
Common Reference Levels: global scale B2	
Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	
Understanding	
Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
Speaking	
Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Writing	
Writing	I can write clear, detailed text on a wide range of subjects related to my interest. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

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ENGLISH

C2	telc English C2
C1	telc English C1
B2-C1	telc English B2-C1 Business telc English B2-C1 University
B2	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical
B1-B2	telc English B1-B2 telc English B1-B2 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

ITALIANO

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

PORTUGUÊS

B1	telc Português B1
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JĘZYK POLSKI

B1-B2	telc Język polski B1-B2 Szkoła
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DEUTSCH

C2	telc Deutsch C2
C1	telc Deutsch C1 telc Deutsch C1 Beruf telc Deutsch C1 Hochschule
B2-C1	telc Deutsch B2-C1 Beruf telc Deutsch B2-C1 Medizin telc Deutsch B2-C1 Medizin Fachsprachprüfung
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

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

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

РУССКИЙ ЯЗЫК

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

اللغة العربية

B1	telc اللغة العربية B1
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Examination Preparation

MOCK EXAMINATION 1

telc HUNGARY ENGLISH B2

The two main characteristic features of telc examinations are examination papers based on clearly formulated language tasks and standardised and objective marking criteria. These features apply to all English examinations covered by the telc programme. The mock examination presented here enables teachers and learners to simulate the precise conditions under which the telc English B2 examinations take place, both from the perspective of organising the test as well as from the point of view of the test materials. In this way, it is possible to fully prepare test takers for the examination. The mock examination can thus be used for practice purposes and for general information.