

Mock Examination 1



ENGLISH

B1

CONTENTS

Information for Learners	3
The Structure of the Test	4
Written Examination	
Reading Comprehension	6
Language Elements	12
Listening Comprehension	15
Writing	19
Answer Sheet	23
Oral Examination	25
Points and Grades	33
Information for Teachers	
Introduction	35
Examination Procedure	35
Marking, Points and Grades	38
Marking Criteria	
Writing	38
Oral Examination	40
Score Sheet M10 for the Oral Examination	42
Answer Key	43
Transcripts of Listening Comprehension Tests	44



Mock Examination 1

ENGLISH

B1

This test format is the result of a research project sponsored by the German Federal Ministry of Education, Science, Research and Technology. The project co-operated closely with language experts and institutions throughout Europe.

In order to work through the Listening Comprehension part of the examination, the CD (Order No. C62M-001C) is required.

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Important Information:

Please read this page before starting the mock examination.

Dear Learner,

If you cannot understand all the information on this page, ask your teacher to help you.

You can use this mock examination in one of three ways:

- you can take it as if it were a real examination
- you can use all of it or parts of it to practise
- you can read it to find out about the examination in general

Decide what you want to do with this mock examination before you look at the sub-tests and questions.






If you want to take the mock examination as if it were a real examination, you will need the help of a teacher to organise this. In this case, do not read on after this page. You should not look at the items or pictures and should not read the Information for Teachers. Wait for your teacher to tell you what to do.

If you want to use this material to practise, it is best if you keep to the times given for each sub-test as in a real examination – e.g. 90 minutes for Reading Comprehension and Language Elements. In this way you can see if you can do the tasks in the time given. You will need the recorded material (Order No. C62M-001C) to practise the sub-test Listening Comprehension. The answers to the questions can be found on page 43. If you do the sub-test Writing, you should ask your teacher to mark it for you. You cannot of course practise the oral examination on your own but can read about it and how it is marked.

If you want to find out about the examination in general all you need to do is to read the information given in this mock examination.

We hope you find the mock examination interesting and useful and pass with flying colours!

The Structure of the Examination

Sub-Test	Aim	Type of Test	Marks	Time in minutes
Written Examination				
1 Reading Comprehension				
	1.1	Reading for Gist	5 matching items	25
	1.2	Reading for Detail	5 multiple-choice items	25
	1.3	Selective Reading	10 matching items	25
				90
2 Language Elements				
	2.1	Part 1	10 multiple-choice items	15
	2.2	Part 2	10 matching items	15
Break				20
3 Listening Comprehension				
	3.1	Listening for Gist	5 true/false items	25
	3.2	Listening for Detail	10 true/false items	25
	3.3	Selective Listening	5 true/false items	25
				max. 30
4 Letter Writing				
	4.1	Content	4 guiding points	15*
	4.2	Communicative Design		15*
	4.3	Language		15*
				30
Oral Examination				
	■	Part 1: Social Contacts	examination with two candidates, in exceptional cases with one candidate	75**
	■	Part 2: Topic-Based Conversation		
	■	Part 3: Task		
				approx. 15

* cf. marking criteria

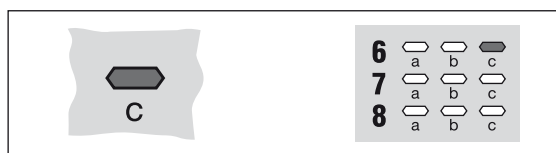
** cf. marking criteria

Information concerning the **answer sheet S3**

Always use a pencil on the answer sheet.

Each item has only one correct answer.

For example, if you think that **c** is the correct answer, mark your answer on the answer sheet in the following way:



Important Information:

This is the start of the mock examination.
Before you look at the following pages, we recommend that you read the information for learners.

Written Examination

The first two sub-tests are

1 Reading Comprehension and

2 Language Elements

You have a total of 90 minutes for these two sub-tests.



Sub-Test 1: Reading Comprehension

This sub-test has three parts, testing your skills in

- Reading for Gist
- Reading for Detail
- Selective Reading

This sub-test has a total of 20 items. Each item has only one correct answer.



Sub-Test 2: Language Elements

This sub-test has two parts:

- Part 1
- Part 2

This sub-test has a total of 20 items. Each item has only one correct answer.

**1 Reading Comprehension (Part 1)**

Read the five texts, items 1 – 5. Then read the headlines a – j.
Decide which headline a – j goes best with which text.
Mark your answers on the answer sheet.

- a) **Free furniture for Christmas**
- b) **Full stores all over Britain**
- c) **Help a homeless person – and yourself**
- d) **Meals for the homeless**
- e) **Largest number of passengers**
- f) **Plans to increase road safety**
- g) **Police arrest bus driver**
- h) **School dinner causes serious illness**
- i) **Shopping centre accident avoided**
- j) **Tired drivers a danger on the road**



1. [Redacted]

At least 100 Sussex children and staff are thought to be suffering from food poisoning after a Christmas meal. A third of all pupils – aged between nine and 13 – and 10 teachers were struck down after eating a turkey lunch on Wednesday. No one is thought to have been hospitalized.

2. [Redacted]

Travellers flocked to Heathrow Airport yesterday at the start of its busiest ever fortnight. Two million people are expected to travel through the airport between this weekend and 5 January, thanks to the start of the ski season and the traditional Christmas holiday period.

3. [Redacted]

Southend police used patrol cars to block the path of a runaway double-decker bus yesterday as it careered driverless towards a shopping area. Two men had just jumped from the vehicle, which had been reported stolen. Two men in their thirties were arrested.

4. [Redacted]

A London furniture company is putting a £1,500 sofa up for sale for £1 – in return for a promise from the buyer to take someone in need into their home at Christmas. Whoever wins the prize will have to nominate someone who is homeless, or living on their own, or is otherwise not going to have much of a Christmas.

5. [Redacted]

More road accidents are caused by drivers who fall asleep at the wheel than is generally recognized, an MP claimed yesterday. He has called for Government action to help solve the problem.



1 Reading Comprehension (Part 2)

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

Active Villagers

Residents of a small Welsh-speaking community have clubbed together to buy the post office and shop, ten years after buying the pub.

The people of Llithfaen, Caernarfonshire were determined to prevent their village losing its focal point. Ten years ago they paid £40,000 for the pub, called the Victoria, and now they have helped to keep the shop open. Most of the cost, £19,500, was met by the local council and a European Union grant, but the villagers needed to raise a further £6,000 to buy the shop from the owner who is retiring.

John Jones, chairman of the community committee, said: "We went around every house and came back with £500 more than we needed. The post office and the pub are essential to the life of the village. There are no other amenities.

"We were not prepared to stand by and let the heart and soul be ripped out of our community. No one else was going to help us so we decided to buy them ourselves." Llithfaen had a population of 600 but that halved when nearby granite quarries were closed. The primary school was shut because of the population decline but the locals turned it into a leisure centre and youth club.

The shop has been leased to Ffion Medi Llywelyn, 24, who lives in the village with her husband, Dillon. She said: "There is a wonderful community spirit here."



Answer the following questions from the information given in the text.

- 6.** The Llithfaen Post Office
- a) closed ten years ago.
 - b) has been saved by the local people.
 - c) has now closed.
- 7.** The shop has been bought
- a) by the local council.
 - b) for £40,000.
 - c) with the help of the people who live in the area.
- 8.** The shop was going to close
- a) because of a decision by the European Union.
 - b) because the owner needed the money.
 - c) because the owner thought he was too old to run the shop.
- 9.** £500
- a) was paid by every person in the village.
 - b) was paid by the owner of the pub.
 - c) was the amount of money the villagers still had after the village post office had been bought.
- 10.** Llithfaen no longer has
- a) a leisure centre.
 - b) a pub.
 - c) a school.



1 Reading Comprehension (Part 3)

Read questions 11 – 20 and then read the texts a – l.
In which of the texts can you find what you are looking for?

For each of the items 11 – 20, decide which text goes with the situation described. Each text can only be used once. Mark your answers on the answer sheet. In one or two cases, there may be no text for the situation. Then mark x.

11. A colleague would like to stay with a family in Italy.
12. A friend wants to learn French and take an examination at the end of the course.
13. Someone you know wants to learn English next summer at a university in England.
14. Your friend wants to learn English in a language school in or near London.
15. You want to have a technical report translated into your language.
16. You want to learn English for your job and meet people from British companies during the course.
17. You want to learn English in order to be able to work in the travel business and would like to take a course in Canada.
18. You want to learn French and enjoy winter sports at the same time.
19. You want to learn French in Canada and stay in a family.
20. You want to learn Italian but don't have much time.



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2 Language Elements (Part 1)

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

Dear Gordon,

I wish you all the best for your birthday and hope that you will stay as young as you are.

I'm sorry that I forgot to send you a birthday card but I have been working very hard **21**. I actually thought that your birthday **22** one month later – on the 25th February, not the 25th January. It was only on Saturday that I realized my **23**.

I hope that you are very well – as **24** – and that you have no problems in your new job. Could you write or phone to **25** me more about it?

By the way, did you **26** the entry test for the Open University course in marketing? I am also thinking of **27** a similar course and would be interested to hear what the requirements are like in British colleges.

It's about time we **28** together again. How about **29** across for a long weekend some time? May would be perfect. You could stay here for **30** of days and we could both catch up on what's been happening since we met last year.

Best wishes,

Jim

- | | | | |
|---|--|---|---|
| 21. a) last
b) late
c) lately | 24. a) used
b) usual
c) usually | 27. a) holding
b) making
c) taking | 30. a) a couple
b) a few
c) a little |
| 22. a) is
b) was
c) would be | 25. a) reports
b) say
c) tell | 28. a) get
b) getting
c) got | |
| 23. a) fault
b) mistake
c) wrong | 26. a) pass
b) success
c) write | 29. a) come
b) coming
c) to come | |

**2 Language Elements (Part 2)**

Read the following text and decide which word or phrase a – o is missing in items 31 – 40. Mark your answers on the answer sheet.

Fax No. 0043 - 1 - 74 65 79

Home Exchange Holidays
P.O. Box 106
Dublin
Ireland

Dear Sirs,

Your advertisement in "The TIMES" dated 16th February

I saw your advertisement offering the possibility of cheap holidays abroad. I am interested **31** your **32** because it is a very good way for me to spend my holidays and learn about foreign countries. I can offer my home in Munich **33** I am not there. My apartment is situated in the centre of town very **34** to the football stadium and is an excellent **35** for fans of German football.

The apartment is big enough for about two or three people and is fitted with **36** necessary for a nice holiday although there is no swimming pool nearby.

My **37** countries to visit on holiday are almost all English-speaking countries, but France would be a good place for us **38**.

Normally I take my holidays in the spring, between March and June, and this is the time when my home could be used **39** another member of your club, although the weather is not very good in Munich at this time of the year.

Please let me know how I can become a member of your club and let me have more **40** of the countries I can visit. I look forward to hearing from you soon.

Yours sincerely,

a) ALL b) AS WELL c) BY d) DETAILS e) DURING

f) EVERYTHING g) FAVOURITE h) IN i) LIKE j) NEAR

k) NEARBY l) OFFER m) OPPORTUNITY n) WHERE o) WHILE

Have you marked all your answers
on the answer sheet?

You now have a break of twenty minutes.



The next sub-test is

3 Listening Comprehension

Once you have started the recording, let it run until you hear the words:
That is the end of Listening Comprehension. Thank you for listening.

All the pauses are on the recording. You should not stop the recording during the test.

Sub-Test 3: Listening Comprehension

This sub-test has three parts, testing your skills in

- Listening for Gist
- Listening for Detail
- Selective Listening



3 Listening Comprehension (Part 1)

You are going to hear five people. You will hear each person only **once**.

First read items 41 – 45.

After you have listened to each person, decide if the statement for each of the items 41 - 45 is true (+) or not true (-). Mark your answer on the answer sheet.

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

41. The first speaker has thought a lot about the problem.
42. The second speaker has personal experience with people unable to read or write.
43. The third speaker is not satisfied with the present-day school system.
44. The fourth speaker feels that enough is already being done to help people who are unable to read or write.
45. The fifth speaker thinks all students can read and write properly.



3 Listening Comprehension (Part 2)

You are going to hear a radio programme. You will hear the programme **twice**.

First read items 46 – 55.

After you have listened to the programme, decide if the statement for each of the items 46 – 55 is true (+) or not true (-). Mark your answer on the answer sheet.

Now you will have two minutes to read the statements.

- 46. Travel-Care is a travel organisation giving passengers information about their flights.
- 47. Ruth London used to be a stewardess.
- 48. Tommaso flew to Great Britain to visit members of his family who live in Wales.
- 49. The Italian government has given Tomasso a ticket to return to Italy.
- 50. Tommaso and Daren Tylor are just two of more than 20 million people who receive help from Travel-Care each year.
- 51. Daren Tylor's problem is that he has lost the air ticket his mother booked for him.
- 52. Travel-Care is a well-known organisation.
- 53. Travel-Care never gives travellers the money to buy their train tickets.
- 54. According to the report Heathrow and Gatwick are the only two airports in the world offering this kind of service.
- 55. Many of the Travel-Care assistants used to work at the airport themselves.

**3 Listening Comprehension (Part 3)**

*You are going to hear five short texts. You will hear each text **twice**. After you have listened to each text, decide if the statement for each of the items 56 – 60 is **true (+)** or **not true (-)**. Mark your answer on the answer sheet.*

56. You should be at the airport earlier than usual.

57. The hotel will be open for guests next week.

58. You can hear the programme about Scotland.

59. You have to go to another platform.

60. The weather will be fine in the evening.



The next sub-test is

4 Writing

You have a total of 30 minutes for this sub-test.

You now have to write a letter.

Please use the answer sheet S6, which can be removed or copied for this purpose.

**4 Writing**

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You decide to write for more information. Write the letter using a suitable greeting and a suitable closing formula. The following points should be mentioned in your letter.

Before starting the letter, decide the order in which you think these points should be included.

- Ask for more details (e.g. cost, registration).
- Give some information about yourself.
- Mention the reason for your letter.
- Say why you would like to join the club.

ENGLISH B1



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62 00000

SNT **MNT** **S**

Q **P**

Blank answer boxes for the listening section.

Written Examination



1 Reading Comprehension

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



2 Language Elements

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



3 Listening Comprehension

- 41 + -
- 42 + -
- 43 + -
- 44 + -
- 45 + -
- 46 + -
- 47 + -
- 48 + -
- 49 + -
- 50 + -
- 51 + -
- 52 + -
- 53 + -
- 54 + -
- 55 + -
- 56 + -
- 57 + -
- 58 + -
- 59 + -
- 60 + -



4 Writing

- 1 A B C D
- 2 A B C D
- 3 A B C D
- 4 1 2 T NT

Oral Examination



Part 1

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

Part 2

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

Part 3

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

● Important Information:

If you want to take this oral examination in class as if it were a real examination, you should not read on or the mock examination will not be like a real examination.

If you want to find out about the examination in general, then read the following pages.

Oral Examination

The oral examination has three parts:

- **Part 1: Social Contacts**
- **Part 2: Topic-Based Conversation**
- **Part 3: Task**



The oral examination normally takes place with two candidates. For each examination there are two examiners. If there is an odd number of candidates, then one candidate will be tested on his or her own with one examiner taking the part of the other candidate.

The oral examination is like a conversation between two people. The examiners are there to make sure the examination runs properly and to mark the candidates' performance. They say as little as possible. You and your partner should talk to each other in a normal way. Both candidates should take an active part in the conversation and listen to each other. You should have three natural conversations on different topics. You should help your partner if he or she has difficulties in the conversations. Your teacher can give you more information about the oral examination.

The oral examination will not take longer than 15 minutes. Before the oral examination starts you will have twenty minutes to prepare for the conversations. You will get candidate sheets for the preparation which have information on the tasks you have to do. During the preparation you may not talk to your partner or other candidates.



Part 1: Social Contacts

You should talk to your partner and find out as much as possible about each other. There are some ideas on the candidate sheet. You should not ask all the questions one by one but have a natural conversation to get to know each other. If you know your partner you should not ask questions to which you know the answer (e.g. his or her name).

The examiners may ask you to talk about a topic which is not on the candidate sheet.

You and your partner both have the same information on your candidate sheets.

Part 2: Topic-Based Conversation

The examiner will ask you and your partner to talk about the information on your sheets and your own opinions.

You and your partner have different information on the same topic on your sheets.

Part 3: Task

The examiner will ask you to talk to your partner using the ideas and information on your sheet.

You and your partner both have the same information on your sheets.



Part 1: Social Contacts (3-4 minutes)

Part 1: Social Contacts

Candidate A/B

1

In this first part of the examination you will be asked to find out as much information as you can about the other candidate's

- names
- where he/she lives
- where he/she comes from
- if he/she has ever been to other countries
- how long he/she has lived in the area
- details of her/his house/flat
- details of her/his family

Only ask for information you do not already know.

In addition the examiner may have one more topic for you to ask about.

One copy of this page can be made for practice purposes only.



Part 2: Topic-Based Conversation

Candidate A

2

Look at the information on this page and prepare to do the task below. Tell your partner about the information on this page. Listen to your partner who has different information on the same topic. You can ask your partner questions.

Then exchange your opinions on the topic.

The best place to live



*"Personally, I'd always prefer to live in the country away from the noise and dirt of the town. Perhaps it's because I grew up in a block of flats in a city centre area. We lived on a busy main road and didn't have a garden. I'll always remember how nice it was to get away from everything when we went on holiday. Yes, it's the country for me any time."
(Janet Sweetman, 32, sales manager)*

One copy of this page can be made for practice purposes only.



Part 2: Topic-Based Conversation

Candidate B

2

Look at the information on this page and prepare to do the task below. Tell your partner about the information on this page. Listen to your partner who has different information on the same topic. You can ask your partner questions.

Then exchange your opinions on the topic.

The best place to live



*"You know I've always lived in towns – ever since I was a child, and so the noise and things don't bother me at all. What would bother me about living out in the country would be having to drive for miles to get to the nearest theatre or to go shopping. And my office is in the centre of town anyway, so I'd be travelling for at least an extra two hours every day just to get to the office! No, it's city life for me."
(Jerry Walker, 28, designer)*

One copy of this page can be made for practice purposes only.

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

You and your partner are thinking of spending a holiday together.

Task:

Decide

- Where you want to go [which country, what kind of area, etc.]
- Where you would like to live [hotel/guest house, bed and breakfast, camping]
- How long
- Method of transport
- Time of year
- With a travel agent or not

First decide what you would like and why.






Prepare to tell your partner your ideas and give reasons. Listen to your partner's ideas and reasons.

Try to agree on a holiday that both of you would like.

One copy of this page can be made for practice purposes only.

Points and Grades

A maximum total of 300 points can be awarded for the whole examination. The sub-tests Reading Comprehension, Listening Comprehension and the oral examination have an equal weighting with a possible maximum total of 75 points for each sub-test. A maximum total of 30 points can be awarded for the sub-test Language Elements and 45 points for the sub-test Writing.

Sub-Test	Maximum Number of Points	Number of Points Awarded
 Reading Comprehension Reading for Gist Reading for Detail Selective Reading	75	<input type="text"/>
	25	<input type="text"/>
	25	<input type="text"/>
	25	<input type="text"/>
 Language Elements Part 1 Part 2	30	<input type="text"/>
	15	<input type="text"/>
	15	<input type="text"/>
 Listening Comprehension Listening for Gist Listening for Detail Selective Listening	75	<input type="text"/>
	25	<input type="text"/>
	25	<input type="text"/>
	25	<input type="text"/>
 Writing	45	<input type="text"/>
Sub-Total I	225	<input type="text"/>
 Oral Examination Social Contacts Topic-Based Conversation Task	15	<input type="text"/>
	30	<input type="text"/>
	30	<input type="text"/>
	Sub-Total II	75
Written Examination	225	<input type="text"/>
Oral Examination	75	<input type="text"/>
Total Points	300	<input type="text"/>

To pass the whole examination, you must get at least 60% of the maximum possible total of points both in the written and in the oral examination. This means a total of 135 points in the written examination and 45 points in the oral examination.

If you get more than 60% in each part of the examination, then the number of points you get for the written examination is added to the number of points you get for the oral examination. The grade is then calculated according to the following table:

180 – 209.5 points	Pass
210 – 239.5 points	Satisfactory
240 – 269.5 points	Good
270 – 300 points	Very Good

If you fail or do not take one of the parts of the examination (written or oral) you can retake that part during the same calendar year or the following calendar year. You can retake the whole examination as many times as you want, e.g. in order to get a better grade. However, it is always the result of the re-take which is valid.

Introduction

This mock examination has been developed as preparation material for the telc English B1 examination. It enables learners to check, with the help of their teacher whether they have reached the necessary level of language competence to pass the examination. All the information that teachers and learners need is given in this publication. Learners can become fully familiar with the examination format so that they know exactly what to do in the real examination situation. The mock examination can be used to simulate a real examination situation.

Examination Procedure

If you wish to simulate a real examination closely you should read the Instructions for the Written and Oral Examinations (available from telc GmbH). In order to be able to act as examiners for a telc Oral Examination, teachers must attend an examiner training session and obtain an examiner's licence.

Written Examination

In a real examination

- candidates must enter their answers in a particular way so that these can be read automatically.
- candidates must write their names and personal details in block capitals so that these appear correctly on their certificates.
- under no circumstances is other material allowed apart from the examination booklets (dictionaries, grammar books, personal notes etc.).
- candidates must be informed that all attempts to cheat will lead to their exclusion from the examination and make the results invalid.
- the times for the different parts of the examination must be strictly kept to.
- all material (examination documents as well as personal notes) must be handed in after it has been used.
- the CD with the material for Listening Comprehension may not be stopped during the examination. All pauses are in the recording.
- the order of the parts of the examination must be kept to.

	Material	Time in minutes
Formalities	Examination Regulations	approx. 30
Part 1 Reading Comprehension and Language Elements	Examination Booklet Answer Sheet	90
BREAK		20
Part 2 Listening Comprehension	Examination Booklet Answer Sheet	approx. 30
Writing	Examination Booklet Answer Sheet	30



Oral Examination

In a real examination

- two examiners are necessary. Both examiners mark both candidates during the examination and compare marks after the candidates have left the room.
- candidates' names and marks must be recorded clearly on the score sheets.
- candidates are not allowed to communicate with each other during the preparation time. This will be regarded as cheating and will lead to their exclusion from the examination and make the results invalid.
- no other material may be used to answer the questions than that on the task sheets (dictionaries, grammar books, personal notes etc.).
- the times for the different parts of the oral examination and the total time must be kept to.
- candidates must hand in all material (task sheets as well as personal notes) after each examination.
- examiners may not give candidates information about their performance or their marks.
- the order of the parts of the examination must be kept to.

During the examination

- examiners should not confer with each other or intervene in the examination unless this is really necessary.
- all three parts of the oral examination are designed as communicative tasks.
- candidates should talk to each other and not to the examiners.
- candidates should try to solve problems of communication or language themselves.
- examiners should only help if and when really necessary.
- examiners should keep to the time schedule and move from one part to the other smoothly.

After the examination examiners compare marks and transfer these to the answer sheet in the appropriate way.

Examination Schedule

	Material	Time in minutes
Preparation	Candidates' Task Sheets	20
Part 1 Social Contacts	Task Sheet 1	3-4
Part 2 Topic-Based Conversation	Task Sheet 2	5-6
Part 3 Task	Task Sheet 3	5-6
Examiners' Discussion	Score Sheets Answer Sheets	4-5



Part 1: Social Contacts (Examiner's Sheet)

Candidate A/B

1

In the first part of the examination ask the candidates to find out as much information as they can about the other candidate's

- names
- where she/he lives
- where she/he comes from
- if she/he has ever been to other countries
- how long she/he has lived in the area
- details of her/his house/flat
- details of her/his family

The candidates should only ask for information they do not already know.

In addition you may ask them to talk about:

- *how they normally spend their weekend*
- *whether they like to go shopping*

EXAMINER'S SHEET

MA 1

MB 1

Marking, Points and Grades

For the **Reading Comprehension**, **Language Elements** and **Listening Comprehension** parts of the examination, compare the learners' answers with the answer key. Award points as follows:

Reading for Gist	Items 1 – 5	5 points each
Reading for Detail	Items 6 – 10	5 points each
Selective Reading	Items 11 – 20	2.5 points each
Language Elements, Part 1	Items 21 – 30	1.5 points each
Language Elements, Part 2	Items 31 – 40	1.5 points each
Listening for Gist	Items 41 – 45	5 points each
Listening for Detail	Items 46 – 55	2.5 points each
Selective Listening	Items 56 – 60	5 points each

For the **Writing**, award points according to the marking criteria.

For the **Oral Examination**, award points according to the marking criteria.

Enter the points on the Marks Sheet in the Mock Examination booklet. Add together separately the points for the written and for the oral part of the examination.

In order to pass the examination as a whole, the candidate must obtain at least 60% of the maximum possible total in the written as well as in the oral part of the examination. This corresponds to 135 points in the Written and 45 points in the Oral Examination.

If the overall mark is more than the minimum number of points required to pass the examination, the number of points for the Written and for the Oral Examination should be added together and the grade awarded according to the following table:

180 – 209.5 points	Pass (Grade 4)
210 – 239.5 points	Satisfactory (Grade 3)
240 – 269.5 points	Good (Grade 2)
270 – 300 points	Very Good (Grade 1)

In a real examination, a candidate who has failed one part of the examination (either the written or the oral part), or who has attempted only one part, can retake that part during the calendar year in which the examination has been taken or the following calendar year. The entire examination can be retaken as many times as the candidate wishes.

Marking Criteria

Writing

Each letter is marked by two examiners who try to reach a consensus on the mark to be awarded.

A maximum total of 45 points may be awarded for this part.

The letter is marked according to the following three criteria:

- Criterion 1: Content (Guiding Points)
- Criterion 2: Communicative Design
- Criterion 3: Language



A maximum of two further additional points may be awarded as follows:

- 1 point for a wider than average range of vocabulary and structures (language).
- 1 point if the letter contains more than minimum information (content).

These additional points may **not** be given if the letter

- has already been awarded the maximum total number of points
- has been awarded a **C** (see below) in any one of the three criteria.

If the mark given for Criterion 1 and/or Criterion 3 is **D**, the whole letter must be awarded **zero** points.

The total number of points (all three criteria plus any possible additional points) is finally multiplied by 3.

Criterion 1: Content (Guiding Points)

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

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

Criterion 2: Communicative Design

Assessment is based on:

1. whether the guiding points have been processed in a logical sequence;
2. the links between the sentences and between the guiding points;
3. whether the language used is appropriate to the type of letter and to the person the letter is being sent to;
4. the formal characteristics of the letter (date, salutation, closing formula).

The communicative design of the letter is

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

Criterion 3: Language

Assessment is based on syntax, morphology and spelling.

The letter contains

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

Oral Examination

The marking of the oral test is carried out during the examination by each of the two examiners individually. After the candidates have left the room, the examiners reach a consensus on the marks to be awarded for each candidate.

A maximum total of 75 points may be awarded.

The overall examination carries a maximum total of 300 points, giving the oral test a weighting of 25 per cent.

Each of the three parts of the oral test is assessed separately in accordance with the same criteria. The marks for the three parts are based on a ratio of 1 : 2 : 2, corresponding to a points system of 15 points : 30 points : 30 points.

The candidates' performance is assessed according to the following criteria:

Criterion 1: Expression

Criterion 2: Task Management

Criterion 3: Language

Criterion 4: Pronunciation and Intonation

Part 1: Social Contacts

A maximum of 15 points may be awarded as follows:

Criterion		A	B	C	D
1	Expression	4 pts	3 pts	1 pt	0 pts
2	Task Management	4 pts	3 pts	1 pt	0 pts
3	Language	4 pts	3 pts	1 pt	0 pts
4	Pronunciation & Intonation	3 pts	2 pts	1 pt	0 pts

Part 2: Topic-Based Conversation and Part 3: Task

In each part a maximum of 30 points may be awarded as follows:

Criterion		A	B	C	D
1	Expression	8 pts	6 pts	2 pts	0 pts
2	Task Management	8 pts	6 pts	2 pts	0 pts
3	Language	8 pts	6 pts	2 pts	0 pts
4	Pronunciation & Intonation	6 pts	4 pts	2 pts	0 pts



Criterion 1: Expression

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

Expression is

A	appropriate in all respects.
B	appropriate in most respects.
C	mostly inappropriate.
D	completely inappropriate.

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

A	appropriate in all respects.
B	appropriate in most respects.
C	mostly inappropriate.
D	completely inappropriate.

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

Criterion 3: Language

Assessment is based on syntax and morphology.

The candidate makes

A	no or only occasional errors.
B	a number of errors without impairing communication.
C	errors that considerably impair communication.
D	so many errors that communication is (almost) impossible.

Criterion 4: Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

Divergences from standard pronunciation and intonation

A	do not impede comprehension.
B	may occasionally impede comprehension and require extra concentration on the part of the listener.
C	considerably impede comprehension.
D	make comprehension (almost) impossible.



		A			B				
		Teilnehmende/r • Candidate Candidato • Kandidaat			Candidato • Candidat Participante • Кандидат				
		_____ _____ _____ _____ _____ _____			_____ _____ _____ _____ _____ _____				
		Nachname • Sur name • Apellido • Nom • Cognome • Achter naam • Apelido • Фамилия			Nachname • Sur name • Apellido • Nom • Cognome • Achter naam • Apelido • Фамилия				
		_____ _____ _____ _____ _____ _____			_____ _____ _____ _____ _____ _____				
		Vorname • First name • Nombre • Prénom • Nome • Voornaam • Nome próprio • Имя			Vorname • First name • Nombre • Prénom • Nome • Voornaam • Nome próprio • Имя				
		TEIL • PART • PARTE • PARTIE • PARTE DEEL • PARTE • ЧАСТЬ			TEIL • PART • PARTE • PARTIE • PARTE DEEL • PARTE • ЧАСТЬ				
		1	2	3	1	2	3		
1	Ausdrucksfähigkeit Expression Expresión Capacità d'expression Capacità espressiva Uitdrukking Expressão Выразительность	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D		
	2	Aufgabenbewältigung Task Management Cumplimiento tarea Réalisation de la tâche Padronanza del compito Oplossing van de opgave Resolução da tarefa Умение справляться с задачей	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	
		3	Formale Richtigkeit Language Corrección lingüística Correction linguistique Correttezza formale Taalkundige correctheid Língua Формальная правильность	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D
			4	Aussprache /Intonation Pronunciation /Intonation Pronunciación /Entonación Prononciation /Intonation Pronuncia /Intonazione Uitspraak /Intonatie Pronúncia /Entoação Произношение и интонация	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D	○ A ○ B ○ C ○ D
_____ Datum • Date • Fecha • Date • Data • Datum • Data • Дата				_____ Prüfende /r • Examiner • Examinador • Examineur • Esaminator • e • Examinator • Examinador • Экзаменатор					
_____ Prüfungsinstitution • Examination centre • Centro examinador • Centre d'examen • Centre d'esame • Examencenter • Centro de examinação • Экзаменационное учреждение									

Answer Key



Reading Comprehension

Reading for Gist

- Item 1 h)
- Item 2 e)
- Item 3 i)
- Item 4 c)
- Item 5 j)

Reading for Detail

- Item 6 b)
- Item 7 c)
- Item 8 c)
- Item 9 c)
- Item 10 c)

Selective Reading

- Item 11 x)
- Item 12 d)
- Item 13 f)
- Item 14 e)
- Item 15 i)
- Item 16 h)
- Item 17 g)
- Item 18 c)
- Item 19 x)
- Item 20 j)

- Item 36 f)
- Item 37 g)
- Item 38 b)
- Item 39 c)
- Item 40 d)



Listening Comprehension

Listening for Gist

- Item 41 -
- Item 42 +
- Item 43 +
- Item 44 -
- Item 45 -

Listening for Detail

- Item 46 -
- Item 47 +
- Item 48 +
- Item 49 +
- Item 50 -
- Item 51 -
- Item 52 -
- Item 53 +
- Item 54 +
- Item 55 +

Selective Listening

- Item 56 -
- Item 57 +
- Item 58 -
- Item 59 +
- Item 60 +



Language Elements

Part 1

- Item 21 c)
- Item 22 b)
- Item 23 b)
- Item 24 b)
- Item 25 c)
- Item 26 a)
- Item 27 c)
- Item 28 c)
- Item 29 b)
- Item 30 a)

Part 2

- Item 31 h)
- Item 32 l)
- Item 33 o)
- Item 34 j)
- Item 35 m)



Writing

The marking of this part is done by a teacher using the marking instructions and criteria.

Transcripts of Listening Comprehension Texts

Part 1

You are going to hear five people talking about the problem of adults who cannot read or write.

41. I can't really say it's a serious problem because I haven't been directly affected by it. But I suppose there must be people who can't read or write. It could be a problem down in the South. But I don't understand how big-city people could get by without being able to read.
42. Absolutely. In my line of work there have been times when I've had to read out statements to people. I've seen people sign "X" for their names. And among those who can sign their names, most can't even read basic English. It's a worldwide problem. People should recognize the seriousness of the problem.
43. It's a great pity that so many people can't read or write. The problem lies in a breakdown in our school system. We spend so much on other things. We should spend more on education.
44. People have to be able to read in order to advance personally and professionally. As a doctor I meet a number of adults unable to read and write. Some were born in this country, others have come from abroad. More programmes should be available to teach children and adults how to read and write English.
45. There are probably millions of high-school children who have reading and writing problems. For years, students have been allowed to continue their studies even though they weren't really prepared for a higher level. As a result, there are some students who can't read very well or at all.

Part 2

You are going to hear a report about Travel-Care, a service that Gatwick Airport offers for travellers with problems. Ruth London, a Travel-Care employee, will be telling the reporter about her work and some of the people she has helped.

- Reporter:** It's a weekday morning at Gatwick Airport. In the offices of Travel-Care, the airport's emergency service for travellers, the week's first case is fast asleep. For the past three days, Tommaso, an 18-year-old Italian, has been trying to avoid the Gatwick Airport police, sleeping wherever he can before being moved on. Ruth London, a former British Airways stewardess, one of three part-time advisers employed by Travel-Care, would like to do more to help, but Tommaso hasn't made it easy for her.
- Ruth:** He came here on a one-way flight, hoping some relatives in Wales would look after him, but they don't want him. Since then I can only suppose he's been sleeping rough.
- Reporter:** It was Ruth who helped him when he first arrived at Gatwick last month without a penny to his name. When she requested assistance from the Italian embassy, she was told they had given Tommaso a return train ticket back to Italy some weeks before.
- Ruth:** Unfortunately, he didn't speak English, so we employed the services of a young Italian woman who works as a waitress at the Gatwick coffee shop. Through her, we discovered that he had torn up his train ticket, but we couldn't find out why. And when, finally, the local Italian police made contact with his mother, the answer came back that she doesn't want to know him either.
- Reporter:** Last year, 23 million people visited Gatwick, and 2,000 of them ended up being helped by Travel-Care. Among them was Daren Tylor, a 23-year-old student from Belfast.
- Ruth:** Daren arrived here just over a fortnight ago on the promise of a job in London. But when he got there, the family friend who had guaranteed him the work had already given the job to his own son. Daren stayed with the family for two weeks, but the relationship soon got difficult, and one night he turned up here at Gatwick after his mother told him she had booked him on to a return flight. When he got here, he found out that his mum hadn't booked him on the flight after all, so he'd been sleeping in the airport.
- Reporter:** Like most Gatwick passengers, Daren had never heard of Travel-Care. The service does not advertise its presence. They have learned from past experience and no longer consider themselves to be an easy option for people trying to get a cheap holiday.



Ruth: Some people do try, thinking we will give them money on any old excuse. But I never give them the cash. I always go to the ticket office with them. If they're young or are not particularly helpful about who we could contact, we show them where the motorway is. We will give them sandwiches and something to drink to prepare them for the journey. But it is amazing how often fathers will pay the money for tickets, once Travel-Care has got them on the phone.

Reporter: Britain leads the world in emergency help for travellers. Apart from a similar organisation at London's other airport, Heathrow, no other airport in the world offers such a service. Travel-Care is financed by Gatwick Airport Ltd., British Airways and the British Government. They also receive money from private people, some of them grateful for help they themselves have received. This money pays for the three employees and twelve other assistants, most of them former airport staff, ranging from airport directors to duty-free shop assistants. But in spite of all the facilities they have here at Travel-Care there are a few travellers who simply cannot be helped.

Ruth: You get some people who are very religious and they turn up at the airport believing God will help. One woman I remember told us that she didn't need any help because God would find a way for her to fly to America to see her son. She waited at Gatwick for two days - but no help came.

Reporter: All of which I suppose just goes to prove that God does not provide airline tickets.

Part 3

- 56.** *You are booked on the 19.45 flight to Belfast from Birmingham Airport this evening. You hear the following report on the radio.*
There has been a serious accident at Birmingham Airport. All flights have been cancelled until six o'clock this evening. Passengers booked on afternoon flights should get in touch with their travel agent as soon as possible for details of new flight arrangements. Passengers for later flights need not make any special arrangements.
- 57.** *You phone the Central Guest House to reserve a room for next week and hear the following message on the answering machine.*
This is the Central Guest House. Unfortunately there is nobody at reception at the present time as our guest house is closed for a few days. We will be open for business again next week starting on Monday the 25th. Reception will be open as from tomorrow, Saturday. If you wish to reserve a room for next week, we will be pleased to hear from you.
- 58.** *You are listening to English radio because you want to hear a programme about life in Scotland. You hear the following announcement.*
... and now it's almost time for the weather report at five to eight, after which you will be able to hear the world news at eight o'clock. After that there will be a change to our normal Wednesday evening programmes. Instead of the planned programme on life in Scottish villages you can hear the second half of the football match between England and Germany. But now here's Michael Fish with the weather report.
- 59.** *You are travelling by train to Liverpool. While the train is standing at the station, you hear the following announcement.*
Ladies and Gentlemen, we're afraid to have to tell you that there are technical problems with this train. So passengers for Liverpool and Manchester should go to Platform 6 where the next train will leave in 15 minutes' time. Other passengers should make their way to the station car park where a special bus service has been arranged.
- 60.** *You are listening to the weather report on the radio because you want to go for a long walk in the evening.*
And here's tomorrow's weather report. The day will start cool and dry with a strong wind coming from the North. This will bring clouds by lunch time with rain in most areas by the middle of the afternoon. The rain and wind shouldn't last too long, however, and by early evening it should be clear and sunny.

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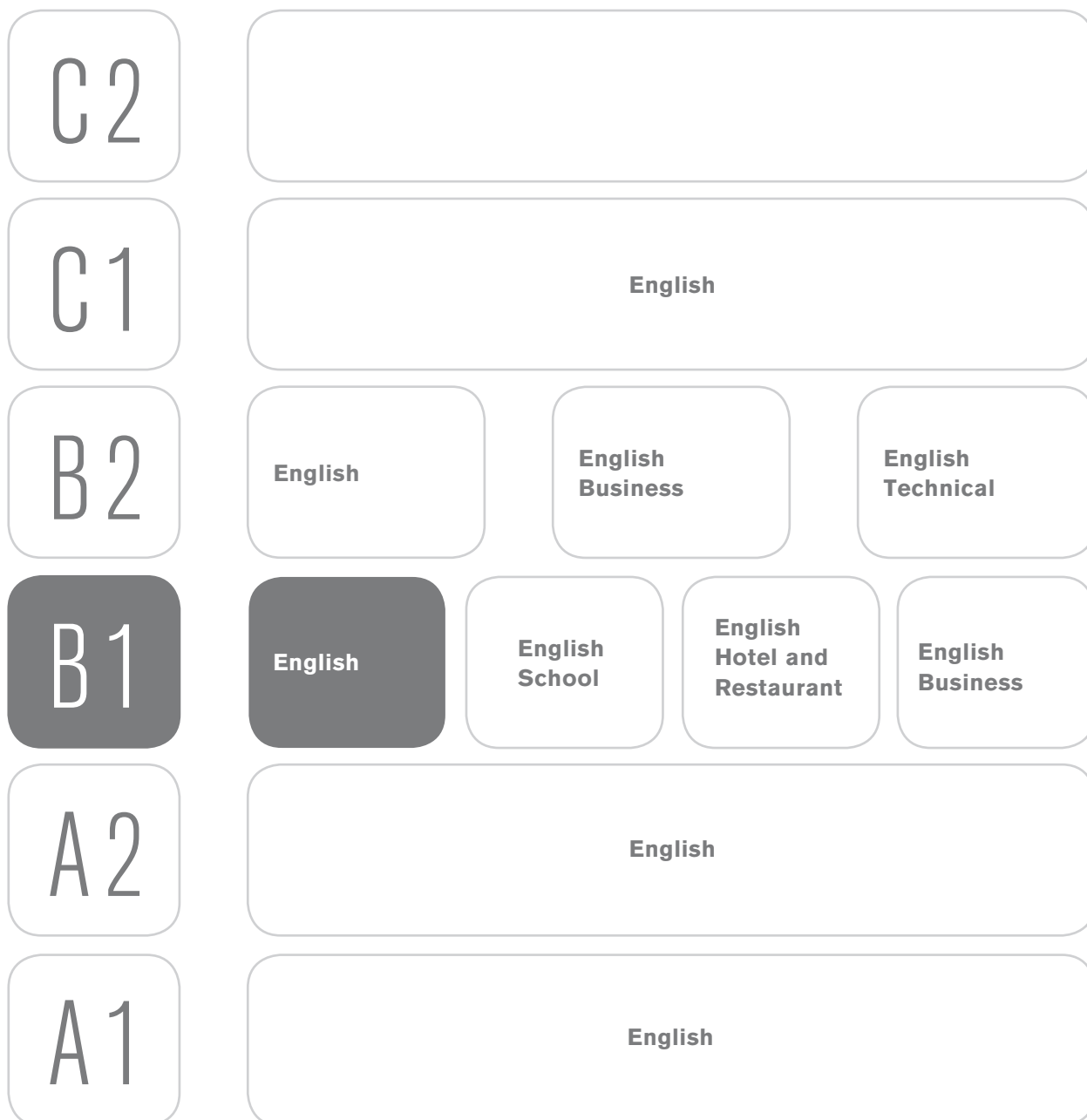
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CERTIFICATES IN ENGLISH



Mock Examination 1

ENGLISH

The two main characteristic features of telc examinations are test papers based on language tasks formulated in a clear and understandable way and standardised marking criteria applied in an objective way. The comprehensively defined test specifications and uniform marking criteria ensure that these features apply to all examinations and are identical for all languages covered by the telc programme. This equally applies to the test format. The mock examination presented here enables teachers and learners to simulate the precise conditions under which the examinations take place, both from the perspective of organising the test as well as from the point of view of the test materials. In this way, it is possible to fully prepare candidates for the examination. The mock examination can also be used for practice purposes, for examiner training and for general information.

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