



MOCK EXAMINATION 1

ENGLISH

Examination Preparation

B1·B2





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To the readers of this booklet,

telc – *language tests* are the right choice for you

- if you would like to have a recognized appraisal of your language proficiency, or
- if you are an instructor who would like to prepare your students for a new challenge.

What is telc?

telc GmbH is a non-profit subsidiary of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V.). It is part of a long tradition of formal and organisational promotion of multilingualism in Europe. Our specific contribution began in 1968 with the VHS Certificate in English (Volkshochschul-Zertifikat Englisch), the first standardised foreign language test in the history of the Federal Republic of Germany. Since then telc gGmbH has greatly influenced standardised language test development in Europe. Today telc offers about 60 general and work-oriented language tests in ten languages, all based on the levels of the *Common European Framework of Reference for Languages* (CEFR). Our examinations can be taken worldwide in more than 20 countries through our telc partners. You can find the examination centre nearest you on our website www.telc.net.

What is the value of a telc Certificate?

The value of a language certificate is determined by the high standards that are applied during the development, implementation and evaluation of the language test. All telc examinations are based on the task-based approach central to the CEFR and are designed to test the skills of reading, listening, writing and speaking. These examinations are standardised and are developed according to stringent scientifically recognised methods of test development. telc gGmbH is a full member of ALTE (Association of Language Testers in Europe, www.alte.org), an organization of internationally recognised test providers. Many public and private educational institutions – in Germany and throughout the world – utilize telc Certificates as a method of qualification. Additionally, many employers use them when choosing personnel. Every telc Certificate includes a detailed and comprehensive description of the foreign language competencies achieved.

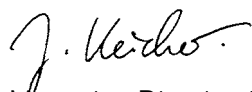
This exam is regulated by Ofqual (Office of Qualifications and Examinations Regulation), the UK government's body for awarding organisations and regulated qualifications in England.

Why is it necessary to have mock examinations?

An essential characteristic of standardised language tests is that the participants know what is expected of them during the test. The mock examination informs the test taker about the aims and tasks, and assessment criteria of the test, as well as the procedures involved in the exam implementation. telc Mock Examinations are available as free downloads at www.telc.net where you can also find additional practice materials and other useful information.

How can you find out more?

We are sure that we can help you find the test that best fits your needs. Please write to us (info@telc.net) if you have any questions or suggestions for improvement. We would be pleased to hear from you and to have the opportunity to assist you further.



Managing Director, telc gGmbH

Contents

The Structure of the Examination ____ 5






Test

| | |
|-------------------------|----|
| Listening _____ | 6 |
| Reading _____ | 10 |
| Language Elements _____ | 18 |
| Writing _____ | 20 |
| Speaking _____ | 21 |

Information

| | |
|---|----|
| Answer Sheet S30 _____ | 27 |
| Marking Criteria for Writing _____ | 33 |
| Marking Criteria for Speaking _____ | 35 |
| Points and Partial Results _____ | 37 |
| B1 or B2 Certificate? _____ | 39 |
| Background Information on <i>telc English B1-B2</i> _____ | 40 |
| Audio Script _____ | 45 |
| Answer Key _____ | 47 |
| Score Sheet M10 _____ | 48 |

The Structure of the Examination

| | Subtest | Aim | Type of Test | Time |
|--|---|--|---|--------------------------------|
| Written Examination |  Listening | | | |
| | Part 1 | Understanding voice mail messages | 4 multiple-choice items | 25 min. |
| | Part 2 | Understanding everyday conversations | 5 true/false and 5 multiple-choice items | |
| | Part 3 | Understanding an interview | 6 multiple-choice items | |
| | Part 4 | Understanding different opinions about a topic | 3 matching items | |
| |  Reading | | | |
| | Part 1 | Understanding emails and subject lines | 4 matching items | 40 min. |
| | Part 2 | Understanding questions and answers from an Internet forum | 5 matching items | |
| | Part 3 | Understanding different types of published texts | 6 multiple-choice items | |
| | Part 4 | Understanding formal informative texts | 3 true/false items | |
|  Language Elements | | | | |
| Part 1 | Selecting appropriate phrases in a conversation | 8 matching items | 20 min. | |
| Part 2 | Selecting appropriate phrases in a semi-formal letter or email | 10 multiple-choice items | | |
|  Writing | | | | |
| | Writing semi-formal emails | 1 writing task out of a choice of two | 30 min. | |
| Oral Examination |  Speaking | | | |
| | Preparation | | | 20 min. Approx. 16 min. |
| | Part 1A | Talking about experiences and opinions | Task sheet with pictures | |
| | Part 1B | Answering follow-up questions | Examiner questions | |
| | Part 2 A | Presentation | 1 presentation out of a choice of two. Task sheet with questions and pictures | |
| | Part 2 B | Answering follow-up questions | Examiner questions | |
| Part 3 | Discussion | Task sheet with sample statements on one controversial topic | | |

Listening, Part 1

You will hear four voice mail messages.

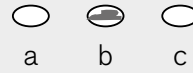
Which answer fits best: a, b or c? You will hear each message once.

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

Example

In August,

- a** South City Library is closed for renovation.
- b** you cannot return your books to Central Library.
- c** you have to pay extra to use the Bookmobile.



- 1** Jesse is going to meet you in the
 - a** arrival hall.
 - b** café.
 - c** parking lot.

- 2** Before you can start your new job, you have to
 - a** hand in your test results.
 - b** learn more English.
 - c** take an English test.

- 3** Elena Ionescu is calling to let you know that
 - a** she has changed your reservation.
 - b** the hotel is fully booked.
 - c** you can get a room in a different price category.

- 4** Michael Goboldy wants the computer shop to
 - a** make a backup.
 - b** order a new laptop.
 - c** try to rescue his data.



Listening, Part 2

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

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

Mark your answers for items 5–14 on the answer sheet.

- 5** Linda Mason is calling to change an appointment.
true / false
- 6** The apartment
a has been partly renovated.
b is near the caller's office.
c is on the ground floor.
- 7** Tom Buckley is going to the dentist for a regular check-up.
true / false
- 8** Tom Buckley
a has been suffering a minor toothache lately.
b has run out of painkillers.
c thinks he has been taking too many painkillers.
- 9** Irina is currently very busy.
true / false
- 10** Irina can do the translation although
a she's going on holiday.
b she's working on another project.
c the text is difficult.
- 11** Brian likes Lindsay's idea.
true / false
- 12** Brian
a asks Lindsay to pick up their boxes on Saturday.
b offers to have the boxes delivered.
c wants Lindsay to bring some extra boxes.
- 13** The man and woman like the same kind of holidays.
true / false
- 14** For his trip to California the man has already
a arranged a place to stay.
b booked a one-way ticket.
c rented a car.

Listening, Part 3

You will hear a podcast of an interview.

First you will have one minute to read the items. Then you will hear the interview. You will hear the podcast once.

During the podcast, decide which answer fits best: a, b or c. Mark your answers for items 15–20 on the answer sheet.

Now read the items.

- 15** Terry originally travelled to India to
- a** escape from his conservative life.
 - b** fulfil a childhood dream.
 - c** go to university.
- 16** Terry would like to go back to South America because
- a** he would like to experience working there.
 - b** it's cheaper to visit than other destinations.
 - c** there are more places he would like to see.
- 17** Terry prefers to
- a** tour lesser-known places.
 - b** travel with people he knows.
 - c** visit tourist attractions.
- 18** In South Korea, Terry
- a** didn't earn enough money to support himself.
 - b** didn't have to pay for food at his school.
 - c** worked as an English teacher for six months.
- 19** Terry has
- a** begun to work as a freelance writer.
 - b** launched his own travel website.
 - c** started his own travel business.
- 20** Terry's advice to people is to travel the world
- a** at least once in their lifetime.
 - b** before they're 30 years old.
 - c** despite the risks involved.



Listening, Part 4

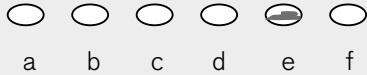
You will hear a talk show with people giving their opinions on a topic.

Which statement a–f best matches the opinions 21–23?

Mark your answers for items 21–23 on the answer sheet.

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

Example



21 ...

22 ...

23 ...

- a** A good time for changing jobs is after finishing your vocational training.
- b** A pay rise cannot be expected until you have worked for your company for a while.
- c** Adapting to new working methods is not a problem.
- d** Companies benefit from the experience employees gain in previous jobs.
- ~~**e**~~ If you are offered more money, take your chance!
- f** Sometimes it becomes necessary to rethink your point of view.

Reading Comprehension, Part 1

First read the subject lines a–f. Then read the emails 24–27 and decide which is the best subject line for each email.

Mark your answers for items 24–27 on the answer sheet.

a **Competition news**

b **Invitation**

c **New responsibilities**

d **Outdoor activities**

e **Summer accommodation**

f **Weekend plans**

40 minutes Reading Comprehension

24

TO:

CC:

Subject:

Hi Wendy,
I've got some great news. Our parents have at last relented and agreed to us having a dog! So now we're the owners of an adorable Labrador puppy called Ben. Of course, my brother and I had to promise to help look after the puppy, feed it, take it for walks, etc. But Ben is so cute, I'm really happy.

Love
Jill

25

TO:

CC:

Subject:

Dear David,
My wife and I would be delighted if you would come to our wedding anniversary celebration this Friday evening. We plan to start at 6 pm with a welcome drink and then enjoy a buffet dinner. We are keeping the number of guests small so that we can celebrate in our house. Please let us know if you can come.

Tony

26

TO:

CC:

Subject:

Hi John,
How's life? My latest news is that my daughter seems to spend all her time at the local stables. She doesn't just do horse riding; she has now branched out into show jumping and has even won some trophies. In fact, her next event is in your area this coming weekend. Have you got time to meet up?

Mike

27

TO:

CC:

Subject:

Dear Auntie June,
Last year you invited me to come and stay for a while in the summer holidays. Would it be possible for me to come for the whole of July? I've been offered a job at the local chocolate factory and since that's near your house, it would be very convenient if I could base myself at your place. What do you think?

Love
Jenny

Reading, Part 2

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

First, read the forum questions in items 28–32 below. Then, read the forum answers a–h on the next page. Find the best answer for each question.

Mark your answers for items 28–32 on the answer sheet.
In one case there is no answer for the question. Mark this with an **x**.

28



TommyHR

As a student from Croatia I find it's quite difficult to afford an English course in England, but I really want to experience the real thing. Are there any programmes that would help me foot the bill?

29



Suzy&Co

Hi! I'd like to learn English, preferably in the countryside, together with my two boys (10/12) who are keen animal lovers. Any ideas how to combine these interests?

30



Flowergirl&Boy_88

Newly-wed couple (amateur gardeners) want to learn basic English and acquire practical gardening skills in one go. Is there a UK school offering such courses?

31



Mike23

I've got a new job with a London insurance company and desperately need to brush up my negotiation skills before I start. You know, not just "normal" Business English. Who knows a specialized school?

32



Caddy1999

I'm looking for a special kind of "blended learning": an English course plus sport. I like golfing best, although I'm a bit out of practice. Any suggestions how to deal with this double challenge?

Ask-Me Forum: Learning English in the UK and Ireland

a*Dave2, 2 hours ago*

Yes, there are lots of schools in Ireland that offer Business English courses. The one I attended two years ago was anything but challenging – we just worked with a textbook that was over 15 years old and we didn't do any practical things like reading or listening to the current business news. It seems they'd never heard anything about task-based learning. Never again!

b*JulieUK, 3 hours ago*

I can recommend a small school in North-West London. It's called NW-English. They don't have any of the standard courses but concentrate on offering tailor-made, one-to-one tuition for professionals from all industries. I did a course in legal English there last spring, and I'm pretty sure they'll teach you how to strike a bargain.

c*BernieMac, 4 hours ago*

Why don't you go to Scotland? People often forget that the UK doesn't just consist of England! Scotland offers wonderful landscapes with mountains and glens – total immersion into language and culture. If that isn't the right challenge for you, I'm at my wits' end. And don't be afraid of the Scottish accent – you'll get used to it quite fast.

d*LondonFan, 7 hours ago*

For me, there's no other place to learn English than in London. You'd be surprised how green London is – there are more parks, gardens and green fields than in most other cities. And there's no need to stay in a boring little village just because your kids want to experience life on a farm. Check out Mudchute Farm in East London on the Internet – that's definitely something you will all love.

e*Ralph77, 1 day ago*

I would definitely try to learn the language in the country where it is spoken. It's much more exciting to really "live" the language, do practical everyday things like shopping, etc. If you learn English in your home country, you usually learn with dull books, and in the break and after the lesson you normally speak with the other learners in your mother tongue instead of English.

f*CountryGirl99, 2 days ago*

You can book these kinds of courses in Scotland. It's possible to combine English with art classes or cultural excursions. However, I wouldn't recommend learning English in Scotland if you're a beginner. I've heard that it can be very difficult to understand the local people because they speak with such a strong accent. Regarding the money side: accommodation is often basic but a bargain!

g*DonLon_UK, 3 days ago*

You're quite right about learning a language where people use it as their mother tongue. As for the financial aspect: why don't you ask someone at your university – I'm pretty sure they know about grants from a European Union fund applicable for people like you. And don't forget to take out some insurance for abroad.

h*StevieMax, 2 days ago*

If I were you, I'd look for a language institute somewhere in Kent, south-east England. The area is beautiful. It's called the Garden of England, and it shouldn't be difficult to find a programme there where you can learn English in the morning and spend the afternoon outside on the golf course improving your handicap, chatting to the other players and getting instruction as to how to hit that ball. But don't underestimate the financial side!

Reading, Part 3

Read the three texts and decide which answer fits best: a, b or c.

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

Mark your answers for items 33–38 on the answer sheet.

Text 1**The DIDGERIDOO**

The didgeridoo is one of the world's oldest wind instruments, originating from the Australian Aborigines. It is currently popular because it is easy to learn to play. The player breathes down the tube applying a circular breathing technique and creates a vibration using loose lips. The sound echoes down the tube and is amplified into a drone. And the theory exists that playing a didgeridoo strengthens the throat and reduces snoring.

The traditional Australian instrument is crafted from a Eucalyptus tree that has become the nest of termites. The termites take about a year to hollow out a tree and the Aborigines know exactly when to cut the branch, when the thickness of the branch wall is not too thin and not too thick. To reduce the size of the opening and make it easier to play, a beeswax mouthpiece is then added. Finally, the wood is decorated to turn it into a piece of art.

A didgeridoo is used to play rhythms and not melodies as it has only one key. The key of the instrument depends on its length, thickness and shape: The shorter the length, the higher the key. Examples of the various keys can be heard on the Internet.

- 33** Someone who plays a didgeridoo
- a** has a more relaxed facial expression.
 - b** is less likely to snore.
 - c** learns how to take deeper breaths.
- 34** The secret of a perfect instrument is
- a** the length of the branch.
 - b** the shape of the mouthpiece.
 - c** the time of the harvesting.

Text 2

Amsterdam woman wins international airline prize

A businesswoman from Amsterdam's Jordaan neighborhood received a round-the-world ticket on New World Airlines after winning its annual Fly With Us contest.

The competition recognizes customers who take the most flights with the airline each year.

Annemarie Jansen, mother of two teenage sons, boarded more

than 175 New World flights in the past 12 months, landing on five continents and collecting more than 600,000 frequent flyer miles in the process. Jansen owns a web marketing business and regularly travels to client offices worldwide.

After winning the contest, Jansen was asked to give advice to other frequent flyers. Before



boarding each flight, she packs a bright shawl that works as a scarf, blanket or pillow. Instead of carrying a heavy guidebook, she relies on

her smart phone for maps and visitor information in each new destination. Jansen also brings earplugs and an eye mask to make it easier to sleep. She drinks several glasses of water

while flying, and she walks around the cabin to avoid stiffness on long flights.

Jansen says London is her favorite city to visit, because of cultural attractions, live music and shopping. She will use her New World Airlines prize to visit seven countries over an eight-week period next summer.

35 Jansen flies frequently in order to

- a** find new suppliers.
- b** see customers.
- c** visit her family.

36 Jansen recommends

- a** being well informed about the destination before flying.
- b** doing stretching exercises after the flight.
- c** equipping yourself with certain items for the flight.

Text 3



Welcome Lettings



We are a well-established letting agency, covering the Wye Valley area. Boasting 15 years' experience in the rental market, we are able to provide a professional service to both landlords and tenants. To landlords, we offer a customised package which includes a free market appraisal of your property by an experienced lettings advisor with excellent knowledge of the local area, and finding you trustworthy tenants who will pay their rent regularly. For tenants, we check your references and then assist you in your search by showing you suitable properties and vouching for your creditworthiness. On signing a tenancy agreement you will be

required to pay us an administration fee (equal to a quarter of a month's rent) and a referencing fee of £115.

The Wye Valley is an area of magnificent countryside which is highly regarded by hikers and anglers. There is good access to the motorway network and Central London is only a three-hour drive away. The local towns are attractive for tourists, have good shopping facilities and offer many cultural events. The area is served by widely recognised schools, both public and private – and for golfers there are two internationally reputed golf clubs within easy reach.

For more details: www.welcomelettings.com

37 Welcome Lettings offers home owners assistance in

- a** administering all the finances for their property.
- b** checking the financial status of their tenants.
- c** selling their house at the market price.

38 According to the advert the Wye Valley is ideal for

- a** climbers, golfers and fishermen.
- b** commuters taking the train to London.
- c** families with school children.

Reading, Part 4

Read the text and decide if the statements 39–41 are true or false.

Mark your answers for items 39–41 on the answer sheet.

Chinese Herbal Tea**涼茶**

Chinese herbal tea is primarily consumed to relieve heat and humidity in the human body. Additionally good results have been achieved in alleviating a variety of conditions or general illnesses such as: sore throat, flu, and a number of other common ailments.

Preparation

Place herbs in a clay- or stainless steel pot (non-aluminium). Cover herbs completely in purified water for about half an hour to release the flavour of the leaves. Rapidly boil mixture for a few minutes. Then reduce heat and leave lid slightly ajar in order to allow herbs to simmer slowly for 5 minutes. Decant liquid from the 'tea-soup' into a bowl or large teacup. Remove remaining herbs still in the tea and either let it completely cool down or wait until soup has reached room temperature. Drink tea whenever necessary. Add sugar when required.

**Side effects**

Most Chinese herbs do not cause side effects and drinking Chinese herbal tea even reduces side effects from other pharmaceuticals. Gastrointestinal upset is occasionally reported, which can be cured by adding ADDITIONAL herbs to the formula, thereby strengthening the digestive system. If further side effects are experienced while using this product, it is advised to consult the pharmacist.

Taste

Chinese herbal tea is characterised by its strong odour and bitter taste. As these attributes are often experienced as nauseating, it is generally recommended to hold one's breath while drinking the herbs to prevent vomiting. Washing out one's mouth with water or eating something sweet like a piece of candy afterwards, helps to neutralise any unpleasant flavour possibly left in the mouth.

- 39** For best results, Chinese herbal tea should only be consumed hot.
true/false?
- 40** The tea can be used to counteract unwanted reactions to other medication.
true/false?
- 41** Some people feel sick when they drink this tea.
true/false?

Language Elements, Part 1

Read the following text and decide which phrase a–j is missing in items 42–49.

Mark your answers for items 42–49 on the answer sheet.

In the office

Mark: Excuse me, Toni. I know you're busy but could you help me for a minute?

Toni: Sure. What's wrong?

Mark: I need to print something, but the printer isn't working.

Toni: Well, **42** I'm not much of a technician, but **43** to take a look. Maybe it's just a paper jam.

Mark: I don't think so. I've already checked.

Toni: OK. And the printer is plugged in, **44** ?

Mark: Yes. It hasn't run out of paper either. Do you think it would be better to call a technician?

Toni: Maybe **45** . I'm sure the problem is very easy to fix. **46** take a look at the instruction manual first?

Mark: That's not a bad idea. Here you are.

Toni: Thanks. Let's see ... OK, here's a section on troubleshooting. It says you should first check if the printer is properly connected to the computer. Could you **47** and do that for me, please?

Mark: But I already checked a while ago. It was fine.

Toni: **48** you checked again. Would you mind?

Mark: All right. Oh, wait a minute ... I think there's a loose cable ... just a second ...

Toni: OK, it's printing now! I guess it **49** the wire.

Mark: I guess so. Thanks for your help.

Toni: You're welcome.

- | | | | |
|-----------------------|----------------------|-------------------------|-------------------------|
| a GO AHEAD | d I'M AFRAID | g MUST HAVE BEEN | j WOULD YOU MIND |
| b I'D BE HAPPY | e I SUPPOSE | h NOT JUST YET | |
| c I'D RATHER | f LET ME KNOW | i WHY DON'T WE | |

Language Elements, Part 2

Read the following text and decide which phrase is the most appropriate in items 50–59: a, b or c.

Mark your answers for items 50–59 on the answer sheet.

Dear Sir/Madam,

With reference to your advertisement on the LuckyJob website, I am **50** for the post of receptionist at your five-star hotel. **51** as a part-time assistant in a small family-run business, where staff friendliness and excellent customer service **52**. However, I am **53** to work full-time and to do something more varied and challenging.

I enjoy working with people and, **54** years spent working abroad, have excellent language skills together with the intercultural skills that are indispensable for **55** guests from all around the world. Attached please find my CV as a Word document giving you details of my work experience. **56** two people who are happy to act as references. However, I **57** if you would treat this application confidentially and refrain from contacting my current employer **58**.

Should you have any questions, please email me or telephone me at the number given on my CV. **59** an interview any weekday afternoon. Thanking you for your time and consideration, I look forward to hearing from you soon.

Yours faithfully,

Barbara Jenkins

- 50 a** an application for
b interested in applying
c interesting to apply

- 54 a** despite all the
b due to many
c having taken several

- 58 a** at this point in time
b here and now
c within this situation

- 51 a** Actually, I work
b At present I am responsible
c I am currently working

- 55 a** efficiently handling of
b successfully dealing with
c top quality customer service of

- 59 a** Convenient for me is
b I am available for
c My suggestion is

- 52 a** are top priorities
b can be recommended
c result in success

- 56 a** Also there is listed
b Furthermore, here are
c I have also named

- 53 a** looking for the opportunity
b searching for ways
c seeking a permanent job

- 57 a** do really appreciate
b kindly ask you
c would appreciate it



Writing

Choose task A **or** task B.
Write your text on the answer sheet.

Task A

You have just come back from a three-week trip to your favourite country. Now you would like to offer an article about your journey to a travel magazine. Write an email to George Brown, the editor of the magazine.

Write about the three points listed below in the order you think is best. Don't forget to include a greeting and closing sentence.

Make sure you deal with each guiding point clearly and in detail.

- Why you are interested in that particular country.
- Why you like travelling.
- The most interesting experience during your journey.

or

Task B

A cousin of yours will be leaving school next summer and has asked for your advice. He is not sure whether to go to university or start a job. Write an email to your cousin.

Write about the three points listed below in the order you think is best. Don't forget to include a greeting and closing sentence.

Make sure you deal with each guiding point clearly and in detail.

- How he could come to a decision.
- The main advantages of studying.
- The main advantages of having a job.



Speaking

This part of the examination requires the candidates to demonstrate various communicative skills. It includes **monologues and dialogues** and requires the candidates to converse both with the examiner and with the other candidate.

The Oral Examination or Speaking subtest is generally **carried out in pairs**; i.e. two candidates are examined together. The exam **lasts approximately 16 minutes**. If there is an odd number of candidates, one candidate is tested alone with one of the examiners taking the place of the other candidate. In this case, the exam is shorter.

Two licensed telc examiners are required for each examination. They both mark the candidates' performances, but only one of them acts as the interlocutor. After the candidates leave the room, the examiners have a few minutes to discuss and record the marks on the Score Sheet M10.

Before the oral examination, candidates have **20 minutes preparation time**. When they go into the preparation room, they receive the task sheets for Part 2 and Part 3. During the 20 minutes, they can think of what they want to say on these topics and may take notes on an extra sheet of paper. However, they are not allowed to use a dictionary or to communicate with their partner.

The Speaking subtest consists of **three parts**:

Part 1: Talking about experiences and opinions (approximately 3 minutes per candidate)

In the first part of the examination, candidates will be asked to talk spontaneously about an everyday topic, which they have not prepared beforehand. Each candidate receives a task sheet with a picture related to a particular topic on it. In Part 1A, the candidates should comment on the situation in the picture; people's roles, their actions, their appearance, etc. They may speculate about the picture and state their personal reaction to it. In Part 1B, the examiner then asks the candidate some follow-up questions, encouraging them to talk about their opinions and their personal experience with the topic.

Part 2: Presentation (approximately 3 minutes per candidate)

In the second part of the examination, candidates give a short presentation on one of the two topics on the task sheet. (The preparation time before the exam should be used to collect ideas and plan the presentation.) The candidates may use the questions and the pictures on the task sheet as an inspiration. They are expected to talk in turn for about two minutes on their chosen topic. Based on what the candidate has said, the examiner will ask one or two follow-up questions.

Part 3: Discussion (approximately 4 minutes for both candidates)

In the last part of the examination, candidates will be asked to express their opinion and discuss the topic on the task sheet with each other. (The preparation time before the exam should be used to think of arguments and personal examples to support ideas.) The candidates may use the sample statements on the task sheet as an inspiration.

Candidate A**Part 1****Talking about experiences and opinions****Examiners**

The examiner says to the candidates:

Part 1 A

Please comment on this picture.

Part 1 B

The topic is small talk. Say something about yourself and how you feel about small talk.

Examiner Questions B1

- *In which situations do people make small talk?*
- *What kind of topics do you like talking about? Why?*
- *Which topics are problematic?*

Examiner Questions B2

- *What role does small talk play in everyday life?*
- *How does small talk differ in an international context?*
- *Does success at work depend on being good at small talk?*



Candidate B

Part 1

Talking about experiences and opinions



Examiners

The examiner says to the candidates:

Part 1 A

Please comment on this picture.

Part 1 B

The topic is small talk. Say something about yourself and how you feel about small talk.

Examiner Questions B1

- *In which situations do people make small talk?*
- *What kind of topics do you like talking about? Why?*
- *Which topics are problematic?*

Examiner Questions B2

- *What role does small talk play in everyday life?*
- *How does small talk differ in an international context?*
- *Does success at work depend on being good at small talk?*

Candidate A and Candidate B

Part 2 Presentation

Please choose one of the two topics and give a short presentation on it. The questions and the pictures may help you.

Your presentation should take about two minutes and you should answer the examiner's questions afterwards.

Topic 1: The environment

What do you think individual people can do to help protect the environment?

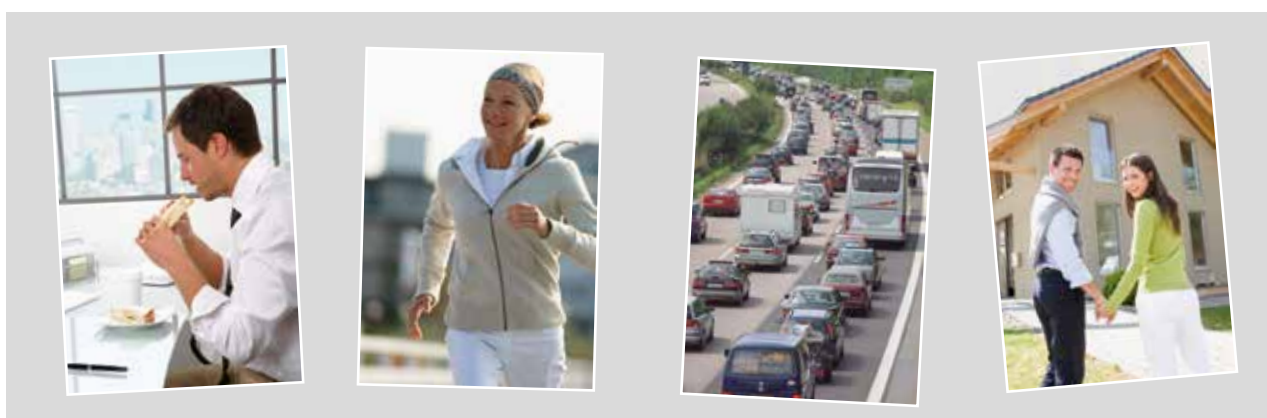
How do you contribute and why is it important to you?



Topic 2: Work-life balance

How do you balance your work with the rest of your life?

How can you achieve success at work and have a happy personal life?





Candidate A and Candidate B

Part 3 Discussion

Read the question below and discuss it with your partner. Share your opinions, give reasons and personal examples to support your ideas. The three statements may help you.

If you find something, should you keep it?

Absolutely not.
Even if it's a small thing,
it might be very important
to the person who lost it.



No, if you find
something, it's not yours to
keep. You should return it or
take it to the police because
that's the law.



It depends.
I remember finding a wallet
once. There was some money
inside but no name or address.
I kept it because I didn't know
where to return it.



| | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|---|---|---|---|--|--|--|--|
| | | | | | | | | | | 1 | 1 | 6 | 1 | | | | |
|--|--|--|--|--|--|--|--|--|--|---|---|---|---|--|--|--|--|

ENGLISH B1·B2

| | | | | | | | | | | | | | | | | | |
|---|--|--|----------------------|--|--|----------------------|--|--|---------------------------------------|--|--|----------------------|--|--|----------------------|--|--|
| <input type="text"/> Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия | | | | | | | | | | | | | | | | | |
| <input type="text"/> Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя | | | | | | | | | | | | | | | | | |
| <input type="text"/> | | | <input type="text"/> | | | <input type="text"/> | | | ▶ Beispiel: 23 April 1989 ▶ | | | <input type="text"/> | | | <input type="text"/> | | |
| Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения | | | | | | | | | | | | | | | | | |
| <input type="text"/> Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения | | | | | | | | | | | | | | | | | |
| <input type="text"/> | | | < | | | | | | | | | | | | | | |
| Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> männlich · male · masculino · masculin · maschile · erkek · мужской <input type="checkbox"/> weiblich · female · femenino · féminin · femminile · kadın · женский | | | | | | | | | | | | | | | | | |
| Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол | | | | | | | | | | | | | | | | | |
| <input type="text"/> Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение | | | | | | | | | | | | | | | | | |
| <input type="text"/> | | | <input type="text"/> | | | <input type="text"/> | | | ▶ Beispiel: 17. Februar 2011 ▶ | | | <input type="text"/> | | | <input type="text"/> | | |
| Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена | | | | | | | | | | | | | | | | | |
| <input type="text"/> Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия | | | | | | | | | | | | | | | | | |

- 001 – Deutsch
- 002 – English
- 003 – Français
- 004 – Español
- 005 – Italiano
- 006 – Português
- 007 – Magyar
- 008 – Polski
- 009 – Русский язык
- 010 – Český jazyk
- 011 – Türkçe
- 012 – عربي
- 013 – 汉语
- 000 – andere/other

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|---|---|---|---|--|--|
| | | | | | | | | 1 | 1 | 6 | 1 | | |
|--|--|--|--|--|--|--|--|---|---|---|---|--|--|

Written Examination



1 Listening

Part 1

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

Part 2

- 5 true false 5
 6 a b c 6
 7 true false 7
 8 a b c 8
 9 true false 9
 10 a b c 10
 11 true false 11
 12 a b c 12
 13 true false 13
 14 a b c 14

Part 3

- 15 a b c 15
 16 a b c 16
 17 a b c 17
 18 a b c 18
 19 a b c 19
 20 a b c 20

Part 4

- 21 a b c d e f 21
 22 a b c d e f 22
 23 a b c d e f 23

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

1 1 6 1



Family name box

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

First name box

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

Test version box

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

Written Examination

2 Reading

- Part 1
- 24 a b c d e f 24
- 25 a b c d e f 25
- 26 a b c d e f 26
- 27 a b c d e f 27

- Part 2
- 28 a b c d e f g h x 28
- 29 a b c d e f g h x 29
- 30 a b c d e f g h x 30
- 31 a b c d e f g h x 31
- 32 a b c d e f g h x 32

- Part 3
- 33 a b c 33
- 34 a b c 34
- 35 a b c 35
- 36 a b c 36
- 37 a b c 37
- 38 a b c 38

- Part 4
- 39 true false 39
- 40 true false 40
- 41 true false 41

3 Language Elements

- Part 1
- 42 a b c d e f g h i j 42
- 43 a b c d e f g h i j 43
- 44 a b c d e f g h i j 44
- 45 a b c d e f g h i j 45
- 46 a b c d e f g h i j 46
- 47 a b c d e f g h i j 47
- 48 a b c d e f g h i j 48
- 49 a b c d e f g h i j 49

- Part 2
- 50 a b c 50
- 51 a b c 51
- 52 a b c 52
- 53 a b c 53
- 54 a b c 54
- 55 a b c 55
- 56 a b c 56
- 57 a b c 57
- 58 a b c 58
- 59 a b c 59

After completing the subtests "Reading Comprehension" and "Language Elements", please separate this sheet from the other one and hand it in.

| | | | | | | | | | | | | | | | | | | | | |
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Examiners only!

Oral Examination



5 Speaking

Examiner 1

Content

| Task | B2 | | B1 | | A2 | 0 |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | upper | lower / middle | upper | lower / middle | | |
| Management | | | | | | |
| Part 1A | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 1B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2A | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Language (Part 1-3)

| | B2 | | B1 | | A2 | 0 |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | upper | lower / middle | upper | lower / middle | | |
| Pronunciation / Intonation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fluency | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accuracy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vocabulary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Code No. Examiner 1

Examiner 2

Content

| Task | B2 | | B1 | | A2 | 0 |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | upper | lower / middle | upper | lower / middle | | |
| Management | | | | | | |
| Part 1A | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 1B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2A | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Language (Part 1-3)

| | B2 | | B1 | | A2 | 0 |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | upper | lower / middle | upper | lower / middle | | |
| Pronunciation / Intonation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fluency | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accuracy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vocabulary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

Code No. Examiner 2

Marking Criteria for Writing

The candidate's performance in the Writing subtest is assessed according to four criteria. Task Management is related to the content of the text, whereas Communicative Design, Accuracy and Vocabulary are related to the language used by the writer. These criteria are based on what can be expected of a learner at the relevant level of the *Common European Framework of Reference for Languages*.

Content

I Task Management

Language

II Communicative Design

III Accuracy

IV Vocabulary

Content

The Writing subtest consists of a brief situation and three guiding points which the candidate is asked to write about. In the right-hand margin of the answer sheet, the rater indicates where the candidate has dealt with each of the guiding points. In addition, the rater indicates how each point has been covered:

- clearly, in detail and according to the situation (competently covered): ++
- or
- understandably and according to the situation (comprehensibly covered): +
- or
- is barely comprehensible or not mentioned at all (not adequately covered): ∅

Marks are then allocated according to the following table:

| | 5 Points | 4 Points | 3 Points | 2 Points | 1 Point | 0 Points* |
|--|---|---|--|---|---|---|
| I Task Management | All guiding points have been competently covered. | Two guiding points have been competently covered. | All guiding points have been comprehensibly covered. | Two guiding points have been comprehensibly covered. Alternatively, just one guiding point has been competently covered. | Just one guiding point has been comprehensibly covered. | No guiding point has been comprehensibly covered. |
| Possible combination of marks given for the three guiding points: | | | | | | |
| | ++ , ++ , ++ | ++ , ++ , + ++ , ++ , ∅ | ++ , + , + + , + , + | ++ , + , ∅ ++ , ∅ , ∅ + , + , ∅ | + , ∅ , ∅ | ∅ , ∅ , ∅ |

* In cases where the candidate's written text has no connection to the given topic, the Criteria II, III and IV must also be marked as zero. If only the situation has been misunderstood, Criterion I is given zero points but the candidate's language (Criteria II-IV) is assessed in the usual manner.

Language

| | B2 | B1 | A2 |
|--------------------------------|---|--|--|
| II Communicative Design | <p>Can express himself/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation.</p> <p>Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse.</p> <p>Can produce a well-structured text. Can follow standard layout and paragraphing conventions.</p> | <p>Can use a wide spectrum of language functions and can react to them using common means of communication (e.g. polite forms of expression).</p> <p>Can combine simple individual elements into a connected linear text.</p> | <p>Can use simple language functions, for example exchanging information in a simple way, making simple requests, expressing opinions and attitudes.</p> <p>Can use the most common linking words (<i>and, but, because</i>) in order to connect simple sentences and word groups.</p> |
| III Accuracy | <p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Does not make systematic errors, but occasional 'slips' may occur.</p> <p>Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</p> | <p>Generally speaking, has good command of grammatical structures, despite noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</p> <p>Spelling, punctuation and layout are accurate enough to be followed most of the time.</p> | <p>Can use simple structures correctly, but still systematically makes basic mistakes, such as the tendency to mix up or forget to use the tenses or to forget about subject-verb agreement, but it is generally clear what he/she would like to say.</p> <p>Can write with reasonable accuracy short words that are in his/her oral vocabulary.</p> |
| IV Vocabulary | <p>Can use a good range of vocabulary. Can vary formulation, but lexical gaps may still cause circumlocution or paraphrasing.</p> <p>Lexical accuracy is generally high, though some incorrect word choice may occur without hindering communication.</p> | <p>Can use sufficient vocabulary in order to talk about most topics related to daily life, even if circumlocutions are needed to help explain the idea.</p> <p>Demonstrates a good command of basic vocabulary, however, still makes elementary mistakes when trying to express more complex thoughts.</p> | <p>Can use sufficient vocabulary in order to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>Commands a limited vocabulary in connection with concrete daily needs.</p> |

Marking Criteria for Speaking

The candidate's performance in the Speaking subtest is assessed according to five criteria. Task Management is related to the content of what is said, whereas Pronunciation/Intonation, Fluency, Accuracy and Vocabulary are related to the language used by the candidate. These criteria are based on what can be expected of a learner at the relevant level of the *Common European Framework of Reference for Languages*.

Content

I Task Management

Language

II Pronunciation / Intonation

III Fluency

IV Accuracy

V Vocabulary

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

Content

| | B2 | B1 | A2 |
|----------------------------|---|---|---|
| Part 1A | Can give a clear, detailed description of a picture and comment on the situation. | Can relay the main information seen in a picture and mention individual details. | Can describe the main information seen in a picture in a brief and general manner. |
| Part 1B | Can report on his/her own experiences in a clear and detailed manner. Can express his/her opinions clearly and precisely. | Can report on his/her own experiences in a partially detailed manner. Can briefly give reasons and explanations for opinions on familiar topics. | Can report on his/her own experiences in a brief and general manner. |
| Part 2A¹ | Can give a clearly structured presentation pertaining to the topic, giving reasons in support of or against a particular point of view. | Can give a straightforward presentation on familiar topics in which the main points are explained with reasonable precision. | Shows limited ability to give a short, basic presentation. |
| Part 2B | Can spontaneously respond to follow-up questions and express his/her thoughts clearly and precisely. | Can answer straightforward follow-up questions in a brief manner. | Shows limited ability to answer simple follow-up questions. |
| Part 3 | Can actively initiate and maintain a discussion and demonstrate effective turntaking. Can present his/her ideas and opinions with precision and respond to his/her partner's contributions in an appropriate manner. | Can take part in a discussion, and generally follow the main points. Can generally express his/her point of view and briefly comment on the views of others. Can agree or disagree politely. | Can say what he/she thinks when addressed directly, but is rarely able to keep a conversation going. Can generally identify the topic of discussion. |

¹ If the entire presentation is read out, the mark cannot be higher than A2.

Language

| | B2 | B1 | A2 |
|----------------------------|---|--|---|
| Pronunciation / Intonation | Has acquired a clear, natural pronunciation and intonation, even if a foreign accent is sometimes evident. | Speaks in an understandable manner , even if a foreign accent is sometimes evident and occasional mispronunciations occur. | Generally speaks clearly enough to be understood , despite a noticeable accent. Conversational partners will need to ask for repetition from time to time. |
| Fluency | Can communicate with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. There are few noticeably long pauses. | Can express him/herself effectively, even though pauses are made in order to plan or correct grammatical or lexical choices, especially when speaking for extended periods of time. | Can construct phrases on familiar topics with sufficient ease in order to handle short exchanges, despite very noticeable hesitation and false starts. |
| Accuracy | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding. Minor flaws in sentence structure may still occur, but they can often be corrected in retrospect. | Can communicate fairly accurately in familiar situations. In general, has good control of grammatical structures , despite noticeable mother tongue influence. Errors occur, but the main message is clear. | Can use simple grammatical structures correctly, but still systematically makes basic mistakes like mixing up the tenses or forgetting to note the subject-verb agreement. Nonetheless, it is generally clear what the speaker wants to say. |
| Vocabulary | Shows a good range of vocabulary to give clear descriptions and express viewpoints on most general topics. Can vary formulation and use some complex sentence forms . Lexical gaps can still cause circumlocution. Incorrect word choice may still occur without hindering communication. | Has sufficient vocabulary to talk about most topics related to daily life, even if some circumlocutions are necessary. Shows good control of elementary vocabulary , but still makes basic mistakes when expressing more complex thoughts or handling unfamiliar topics or situations. | Has sufficient vocabulary to express basic needs. Can control a narrow repertoire in relation to specific everyday needs. |

Points and Partial Results

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

- 1 Listening / Reading / Language Elements
- 2 Writing
- 3 Speaking

Determining Partial Results of the Subtests Listening, Reading, and Language Elements

The subtests Listening, Reading and Language Elements consist of 59 items. Candidates are awarded one point for each correct item, so that a maximum of 59 points can be obtained.

The breakdown of points is as follows:

| Points | CEFR level |
|--------|------------|
| 43–59 | B2 |
| 27–42 | B1 |
| 0–26 | Below B1 |

Determining Partial Results of the Subtest Writing

Writing is assessed by licensed telc raters according to the marking criteria on pages 33–34. For levels B2 and B1, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower/middle end of the band.

| | B2 | | B1 | | A2 | 0 |
|--------------------------------|-----------|----------------------|-----------|----------------------|-----|----|
| | upper end | lower/ middle end | upper end | lower/ middle end | | |
| I Content | 5 | 4 | 3 | 2 | 1 | 0 |
| II Communicative Design | 5 | 4 | 3 | 2 | 1 | 0 |
| III Accuracy | 5 | 4 | 3 | 2 | 1 | 0 |
| IV Vocabulary | 5 | 4 | 3 | 2 | 1 | 0 |
| Total | 20 | 16 | 12 | 8 | 4 | 0 |
| | 100% | 80% | 60% | 40% | 20% | 0% |

The breakdown of points is as follows:

| Points | CEFR level |
|--------|------------|
| 15–20 | B2 |
| 7–14 | B1 |
| 0–6 | Below B1 |

Determining Partial Results of the Speaking Subtest

Speaking is assessed by two licensed telc examiners according to the marking criteria on pages 35–36. Again, for levels B2 and B1, examiners need to determine whether the candidate's performance is at the upper end of the band or at the lower/middle end of the band.

| | B2 | | B1 | | A2 | 0 |
|------------------------------------|-----------|----------------------|-----------|----------------------|----|---|
| | upper end | lower/ middle end | upper end | lower/ middle end | | |
| I Task Management | | | | | | |
| Part 1A | 5 | 4 | 3 | 2 | 1 | 0 |
| Part 1B | 5 | 4 | 3 | 2 | 1 | 0 |
| Part 2A | 10 | 8 | 6 | 4 | 2 | 0 |
| Part 2B | 10 | 8 | 6 | 4 | 2 | 0 |
| Part 3 | 20 | 16 | 12 | 8 | 4 | 0 |
| | | | | | | |
| II Pronunciation/Intonation | 10 | 8 | 6 | 4 | 2 | 0 |
| III Fluency | 10 | 8 | 6 | 4 | 2 | 0 |
| IV Accuracy | 15 | 12 | 9 | 6 | 3 | 0 |
| V Vocabulary | 15 | 12 | 9 | 6 | 3 | 0 |
| | | | | | | |
| Total | 100 | 80 | 60 | 40 | 20 | 0 |

The breakdown of points is as follows:

| Points | CEFR level |
|---------|------------|
| 75–100 | B2 |
| 35–74,5 | B1 |
| 0–34,5 | Below B1 |

B1 or B2 Certificate?

Whether a candidate receives a telc English B2 Certificate or a telc English B1 Certificate for the examination depends on the partial results achieved in the subtests Listening, Reading, Language Elements, Writing and Speaking. One of the minimum requirements for a certificate is that a B1 or a B2 level must be obtained in the Speaking subtest. Candidates assessed as having skills below level B1 do not receive a certificate.

B1 Certificate

Every candidate who is assessed at B1 level or above in the Speaking subtest and in one of the subtests for Listening/Reading/Language Elements or Writing is awarded a telc B1 Certificate. In order to receive a B1 Certificate, the following combinations of partial results are possible:

| | Case 1 | Case 2 | Case 3 | Case 4 | Case 5 | Case 6 | Case 7 | Case 8 | Case 9 | Case 10 | Case 11 |
|---|--------|-------------|-------------|--------|--------|--------|-------------|-------------|--------|-------------|-------------|
| Listening/ Reading Language Elements | B1 | B1 | Below B1 | B2 | B2 | B1 | B2 | Below B1 | B1 | Below B1 | B1 |
| Writing | B1 | Below B1 | B1 | B2 | B1 | B2 | Below B1 | B2 | B1 | B1 | Below B1 |
| Speaking | B1 | B1 | B1 | B1 | B1 | B1 | B1 | B1 | B2 | B2 | B1 |

B2 Certificate

Every candidate who is assessed at B2 level in the Speaking subtest and in one of the subtests for Listening, Reading, Language Elements or Writing is awarded a telc B2 Certificate. In order to receive a B2 Certificate, the following combinations of partial results are possible:

| | Case 1 | Case 2 | Case 3 | Case 4 | Case 5 |
|--|--------|--------|----------|--------|----------|
| Listening/Reading Language Elements | B2 | B2 | B2 | B1 | Below B1 |
| Writing | B2 | B1 | Below B1 | B2 | B2 |
| Speaking | B2 | B2 | B2 | B2 | B2 |

Background Information on *telc English B1-B2*

The Answer Sheet S30

The Answer Sheet S30 is a thin booklet with three perforated pages. All of the testing results are recorded on these sheets. The candidates record their answers for the subtests Listening, Reading and Language Elements on pages 2 and 3. The examiners mark their results for the Oral Examination on page 4.

A soft lead pencil should be used to fill in the ovals in the marking section, as well as the contact information at the beginning of the test.



Scoring

The test results are scored electronically at the telc head office in Frankfurt, Germany. Each Answer Sheet S30 is scanned and compared to the answer keys which are stored in a database. Based on this data, each candidate is issued a result sheet listing their personal test results and, if the required marks have been achieved, a telc Certificate at the attained level.

telc Raters and Examiners

All examiners who evaluate the candidates' oral performances possess a telc examiner license. They have received this license by successfully participating in a telc examiner 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.

All raters who evaluate the candidates' written performance are licensed telc raters who have longstanding experience of tests at CEFR levels B1 and B2. They have successfully participated in a rater training course and learnt how to apply the telc marking criteria accurately.

telc licenses are valid for three years, after which time the examiners and raters must attend another training course in order to renew their licenses and ensure that their rating standards remain consistent.

Retaking the Exam

The *telc English B1-B2* examination can be repeated as often as the candidate may wish; however no results from previous tests can be incorporated into the new test. The entire examination must be repeated and is scored anew.

Written Examination

The written examination lasts 115 minutes and consists of the subtests Listening, Reading, Language Elements and Writing. There is no break between the parts.

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

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

After the subtests Reading and Language Elements have been completed, the second answer sheet is collected by the examiner. The Writing subtest can only start after this has been done.

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

Oral Examination

Examinations carried out with two candidates take approximately 20 minutes, about 16 of which are needed for the examining itself. The remaining four minutes are used by the examiners for assessment purposes. During these 20 minutes, the next pair of candidates has its preparation time in a separate room.

The time allowed for examining is divided into three parts:

- Part 1 (Talking about experiences and opinions) approximately six minutes,
- Part 2 (Presentation) approximately six minutes, and
- Part 3 (Discussion) approximately four minutes.

The Role of the Examiners

The examiners ensure that the time-frame for each part of the oral examination is adhered to. They provide a smooth transition from one section to another and ensure that each candidate is given adequate time to speak.

One of the examiners takes the role of the interlocutor and leads through the examination. The interlocutor starts off the conversation in Parts 1 and 2 using the task sheets, asking questions and providing input or prompts during the conversation as required. In Part 3 (Discussion) the interlocutor intervenes only if communication breaks down.

Examiners should not switch roles from interlocutor to assessor except between examinations.

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

Framework for the Oral Examination

Although every examination conversation is different, there is a standard framework. The following examples demonstrate how the interlocutor gives the examination the necessary structure.

Talking about experiences and opinions, Part 1A

The interlocutor initiates the conversation.

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

The interlocutor hands Candidate A a task sheet with a picture connected to a topic and waits a short while.

Let's start with Part 1. [Name], can you comment on the situation in this picture?

If the candidate does not have very much to say, it is the interlocutor's job to offer prompts using open-ended questions.

*What is happening?
Can you comment on the people's roles?
How does this picture make you feel?*

Transition from Part 1A to 1B

The interlocutor reacts to the candidate's remarks and builds on them. According to the candidate's ability, further questions of varying difficulty will be asked to elicit answers at B1 or at B2 level (see examiners' task sheet).

So, [name]. We are talking about the topic of [small talk]. What do you yourself think about [small talk]?

Transition from Candidate A to Candidate B

The interlocutor thanks Candidate A and turns to Candidate B. Candidate B is given a task sheet with a different picture on the same topic. After the candidate has commented on the picture, the interlocutor asks follow-up questions as above.

Thank you, [name]. Now, [name], here's a different picture for you on the same topic. [Name], can you comment on the situation in this picture?

Transition from Part 1B to 2A

After both candidates have talked to the interlocutor for approximately 2 minutes, each and responded to at least one prompt, the interlocutor introduces the next part of the examination.

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

Part 2

The interlocutor asks one of the candidates (usually Candidate B) to give their presentation using the Task Sheet for Part 2.

*Now, we would like you to give the presentation you prepared before the exam.
[Name], could you start, please?*

Transition from Part 2A to 2B

The interlocutor asks one or two follow-up questions. These should be at B1 or B2 level depending on the candidate's ability.

You mentioned sport. In what way does sport support a healthy work-life balance?

Transition from Candidate A to Candidate B

The interlocutor asks the other candidate to give their presentation.

*Thank you, [name].
[Name], now it's your turn. Please go ahead.*

The interlocutor asks one or two follow-up questions. These should be at B1 or B2 level depending on the candidate's ability.

You said that you had to learn to say no. Could you explain what exactly you mean by that?

Transition from Part 2B to Part 3

Thank you, [Name]. That's the end of Part 2.

Part 3

The interlocutor asks the candidates to start the discussion.

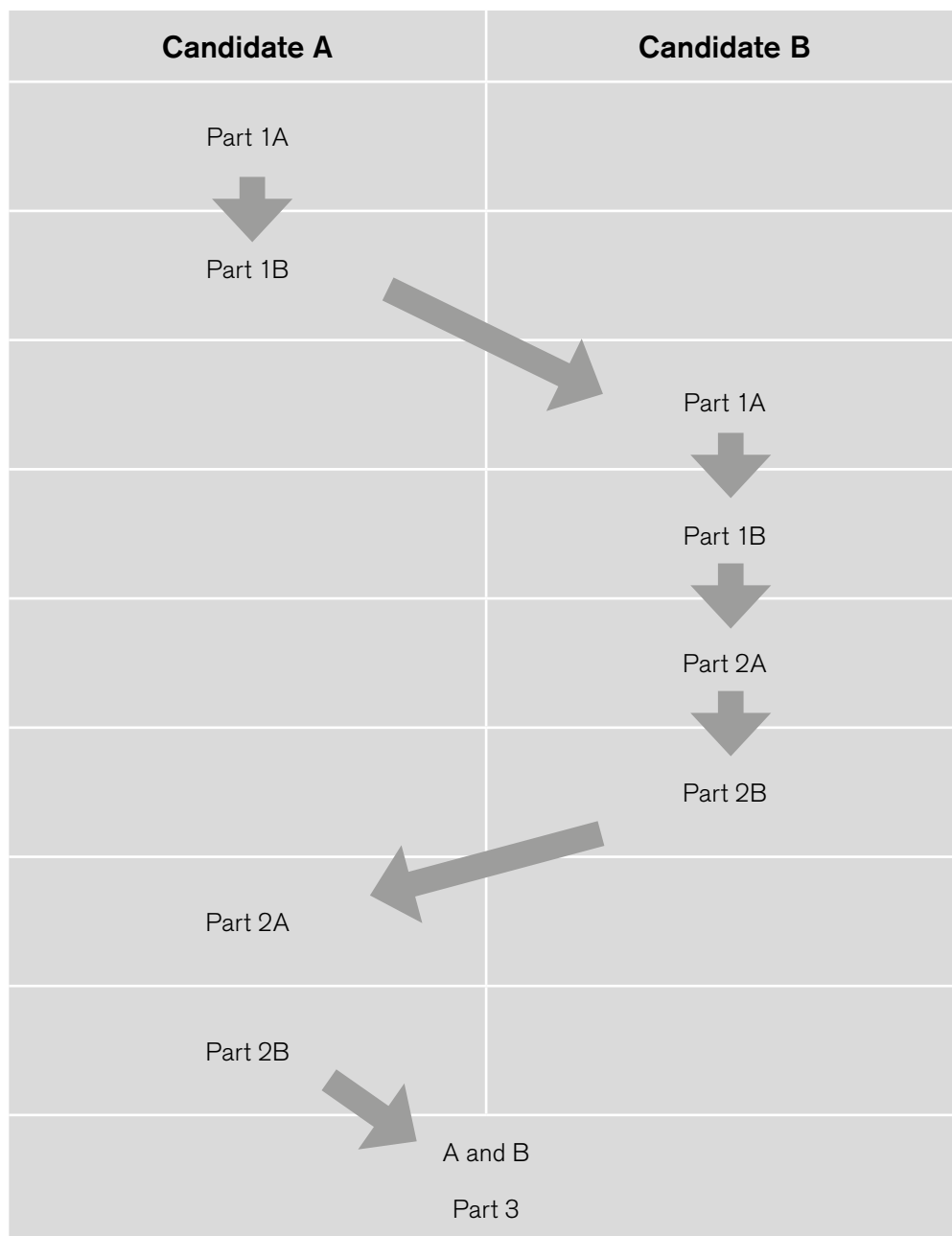
Now it's time for Part 3, the Discussion. Your topic is [If you find something, should you keep it]? What is your opinion on this issue?

Completion of the Examination

The interlocutor concludes the examination.

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

Recommended Procedure



Audio Script

Listening, Part 1

Example

Hello, this is Megan O'Reilly from Glenwood Central Library. I noticed that you have several books that are due back in August and wanted to remind you that we're closed for renovation all August. If you want to return your books to Central Library, please do so by 31 July. During our closure, library services are available at South City Library. Of course, you can also use the Bookmobile. There's no extra charge.

Number 1

Hi, it's Vanessa. I wanted to let you know that I can't come to the airport to pick you up this afternoon. Jesse will be there instead. However, he doesn't know the café where we wanted to meet, so look for him at the barrier when you come out of customs. The arrival hall can be a bit crowded, but it's better to meet there than in the parking lot. I can't wait to see you!

Number 2

Good morning, this is Ryan Terrell from Avery Productions. I'm calling to remind you that we haven't received proof of your language proficiency yet. Please be aware that you will not be allowed to start working with us until you provide the required document. I know your English is excellent because I've spoken to you on the phone several times, but we do need the official results of the test you took a few weeks ago. Thanks.

Number 3

Good morning. This is Elena Ionescu from the City Hotel in Bucharest. I've received your email concerning the changes you would like to make to your reservation. We do have rooms available for the days you requested. They're slightly more expensive than the room you had originally reserved but they're also larger and more comfortable. The hotel is filling up fast, though. Please call back as soon as possible to finalize the booking. Thanks.

Number 4

Good afternoon, Michael Goboldy speaking. I'm returning your call. You said the hard drive of my laptop was irreparably damaged. This is bad news as I don't have a backup. I'd be most grateful if you could retrieve as many files as possible. Since I need a computer urgently, could you email me an offer for the latest model before the end of the day? Thanks a lot.

Listening, Part 2

Number 5 and 6

Man: Hello?
Linda Mason: Hi, this is Linda Mason. I'm calling about the apartment in today's paper. Are you the right person to speak with?
Man: Yes, I am.
Linda Mason: Is it still available?
Man: Well, some people have had a look but nothing's signed as I haven't made a final decision yet.
Linda Mason: Could I see the apartment this afternoon?
Man: Of course, would 3:30 work?
Linda Mason: Yes, that's perfect.
Man: Do you know the neighborhood well?
Linda Mason: Yes, I used to work in the area. What's the exact address?
Man: 128 2nd Avenue, Apt 6B.
Linda Mason: I hope there's an elevator.
Man: I'm afraid not, but the view up there is amazing. You'll love it. Also the kitchen and the bathroom are brand new.
Linda Mason: Sounds great. Right now my window overlooks the garbage containers.
Man: See you at half past three then?
Linda Mason: Right, bye.

Number 7 and 8

Woman: Good morning, Holborne Square Dental Practice, how may I help you?
Tom Buckley: Hello, Tom Buckley here. I need an appointment urgently; one of my front teeth is hurting like mad.
Woman: All right, sir, let me check the calendar. Are you registered with us?
Tom Buckley: No, it's been a while since I've been to a dentist. The tooth started hurting a month ago. I should've come round earlier, I know, it's just that I'm scared out of my mind about seeing a dentist. But recently I've been overusing painkillers a little...
Woman: I understand. You needn't worry, Mr. Buckley. Dr. Pearl is very experienced with people like you, and it does sound like you shouldn't avoid an appointment any longer. How about tomorrow, 4.30 in the afternoon. Would that fit your schedule?
Tom Buckley: Thanks, Wednesday afternoon is perfect. I usually finish work early.

Number 9 and 10

Paul: Hi Irina, sorry to bother you. You probably have a lot to do, but I need your help.
Irina: What can I do for you?
Paul: Could you translate this document into English for me? Unfortunately, there isn't much time; I need it by tomorrow.
Irina: Do you have the document with you?
Paul: Yes, here you are. It's only four pages ...
Irina: Let's see ... Well, it's a legal document. It contains a lot of specialized vocabulary, so it's not easy.
Paul: I know. And if you're too busy, I can ask somebody else.
Irina: Actually, it's been pretty quiet around here. There isn't nearly as much work as there was a few weeks ago. Maybe a lot of people are still on holiday.
Paul: So, you can do the translation?
Irina: Yes. You said you needed it by tomorrow?
Paul: That's right. Can you have it done by, say, noon?
Irina: I'll do my best ...

Number 11 and 12

Lindsay: Hey Brian, Lindsay here, how's life?
Brian: Oh, hi Lindsay, sorry for not getting back to you earlier. I meant to call and invite you over for dinner before moving out, but we've been extremely busy lately. Work's been totally crazy recently, and then arranging the move ...
Lindsay: Don't worry, Brian. I know what moving house is like. That's why I'm calling. My friend is organizing a garage sale, and asked whether I knew anybody who'd like to contribute something they wanted to get rid of. Since you guys said you never got round to organizing your own sale, I figured ...
Brian: You're an angel. We've been packing extra boxes with things we've wanted to get rid of for ages. I'll ask Charlie to drop them off next week.
Lindsay: Don't worry, I'll pick them up Saturday afternoon at around two if that's OK with you.

Number 13 and 14

Joanna: So, are you going anywhere special this summer?
Dave: Some friends and I are planning to drive down the coast of California.
Joanna: Sounds adventurous. What have you done about accommodations?
Dave: I've looked at a few places, but basically we're going to be making it up as we go.
Joanna: That would be too risky for me. I like to have everything clear before I leave home! When are you heading off?

- Dave: Our flight is leaving June 1st. But I haven't decided on the return date yet.
- Joanna: You really are relaxed about things! So you're not taking your own car?
- Dave: You know, it's always been my dream to drive a red convertible down Route 1.
- Joanna: I think you've seen too many road movies.
- Dave: That may be true. But I may never have the chance to take a vacation like this again.

Listening, Part 3

- Interviewer: Good morning and welcome to the Monday Morning Show. My name is Melissa McGuire and our topic today is world travel. Most of us love to go on holiday every once in a while, but some people are what I would call "travel addicts". Terry Andrews is one of those people. He's been travelling the world for 15 years now, and he's here today to share some of his adventures with us. Welcome to the show, Terry.
- Terry: Thanks. It's great to be here.
- Interviewer: Terry, could you tell us a little about your background? How did you end up becoming a world traveller?
- Terry: Well, I grew up living a pretty normal childhood in Ireland, playing football, hanging around with friends and going to school – nothing terribly exciting. Of course I enjoyed going on holiday, just like everybody else does, but I was far from thinking of travel as a way of life. During my second year at university, I decided to become an engineer, much to my parents' delight. I studied hard and everything went according to plan. But then I got a scholarship to study abroad in Mumbai, India. That was a major turning point in my life. Let me just say, I left the country as a straight-laced, typical Irish kid and returned from Mumbai with long hair, a brand new tattoo and no desire to live a conventional life. I had no idea what I wanted instead, but I started thinking that it might have something to do with world travel.
- Interviewer: Terry, you've visited 70+ countries so far. Could you tell us about your travels?
- Terry: My first major trip was to South America. I spent almost a year backpacking through Ecuador, Colombia and Brazil. South America truly captured my imagination. I've been there several times and still haven't seen everything. But that's OK – it's a good excuse to go back some day, isn't it? I've also travelled extensively in Australia, Asia, and the Middle East. Places I have yet to visit include some African countries and Antarctica. Much as I would like to go to Antarctica next, I can't really afford it at the moment, but I'm off to South Africa in a few days. I've already got myself a job there and may stay for at least three months.
- Interviewer: Isn't all this travelling expensive?
- Terry: For the most part, I'm a budget traveller and I've learned to get by on very little money. Instead of visiting major tourist sites, I usually go to less popular places and talk to local people that one would not normally meet. Through these contacts I find really cheap accommodation and the best places to eat or even enjoy local hospitality. It's a truly rewarding experience and it helps me keep my living expenses down.
- Interviewer: Even if you are, as you say, a "budget traveller", you still need money to maintain your travel lifestyle. How do you earn an income?
- Terry: Well, I've done a variety of things. Obviously, I've picked up some typical backpacker jobs here and there: gardening, working as a waiter or on a farm. These jobs are not hard to find and you can always make enough money to live on. I also taught English in South Korea once. At the time, I was planning to stay for six months, so getting

a steady job seemed to be a reasonable thing to do. Despite the fact that the pay was good and I got free meals at the school, I have to admit that teaching just wasn't my cup of tea and I quit after four months.

- Interviewer: So what are you doing now?
- Terry: A while ago, I started writing for different travel websites. Business has been growing steadily and although I'm far from considering myself a professional, I really enjoy sharing my stories with other people and giving travel advice.
- Interviewer: What advice would you give to people considering long-term travelling?
- Terry: [LAUGHING] Don't forget to take toilet paper with you! No, seriously, my advice to all aspiring travellers is not to put it off. Of course, you're going to take a certain risk when you decide to leave your normal lifestyle behind in order to travel the world. But try to think about it this way: You only have so many years to live – which will you remember when you're 85, a year-long journey across Australia and South East Asia, or 30 years of working in an office? Please don't get me wrong – living a regular life is perfectly all right. But if you are one of those restless souls who have always dreamed of getting out and exploring the world, it's absolutely worth the risk. I have yet to hear from anyone who regrets exchanging stability for a real-life adventure.
- Interviewer: Well Terry, thanks for taking the time to talk to us today. And now ...

Listening, Part 4

Hello and welcome to a new episode of *Work Work Work*. "Should I stay or should I go?" is today's question for our listeners. We would like to know your attitude to changing jobs, whether you are a young professional at the beginning of your career, or an older person nearing retirement.

Example

After my professional training I stayed with the company for three years. I was happy in my job and didn't have any thoughts of leaving when one day I got a call from our main competitor. They offered me a better position with a 30 percent higher salary. I accepted, of course, and I'm now in my sixth year with them. Although I really like my job I would do the same again if I got a similar offer – especially if the money's right.

Number 21

Only six months after I changed jobs my new employer went bankrupt. I would never have thought of applying to my old company again. My partner, however, convinced me to do so and – what do you think – I got my old post again. My team leader was glad to have me back and, what's more, we are now profiting from what I learnt at the other company.

Number 22

If you'd asked me this question two years ago I would have said you should stay in your job for all your life. But I completely changed my mind after our company was taken over by a foreign investor. Within weeks, the working atmosphere deteriorated so much that I became ill. My doctor advised me to look for something new. I managed to find new employment, but it was very hard to learn the ropes again because I was so used to my old company's way of working.

Number 23

Well, I think young people nowadays are just too fixated on making a steep and fast career and are unrealistic. They complete their vocational training and if they're not promoted three months later, they quit their job and look for a new one. In my opinion you should see your career as something long-term. I'm sure a boss will notice if someone has been doing a good job for a year or so and will then promote them or offer them a better-paid job.

Many thanks to all those who called in today. As we've heard, there's no perfect answer to our question. Tune in next Wednesday when we'll talk about work-related illnesses.

Answer Key



Listening

Part 1

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

Part 2

- 5 false
- 6 a
- 7 false
- 8 c
- 9 false
- 10 c
- 11 true
- 12 b
- 13 false
- 14 b

Part 3

- 15 c
- 16 c
- 17 a
- 18 b
- 19 a
- 20 c

Part 4

- 21 d
- 22 f
- 23 b



Reading

Part 1

- 24 c
- 25 b
- 26 f
- 27 e

Part 2

- 28 g
- 29 d
- 30 x
- 31 b
- 32 h

Part 3

- 33 b
- 34 c
- 35 b
- 36 c
- 37 b
- 38 c

Part 4

- 39 false
- 40 true
- 41 true



Language Elements

Part 1

- 42 d
- 43 b
- 44 e
- 45 h
- 46 i
- 47 a
- 48 c
- 49 g

Part 2

- 50 b
- 51 c
- 52 a
- 53 a
- 54 b
- 55 b
- 56 c
- 57 c
- 58 a
- 59 b

Candidate

A

 Last Name, First Name

Candidate

B

 Last Name, First Name

Content

| Task | B2 | | B1 | | A2 | 0 |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | upper | lower / middle | upper | lower / middle | | |
| Management | | | | | | |
| Part 1A | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 1B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2A | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Content

| Task | B2 | | B1 | | A2 | 0 |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | upper | lower / middle | upper | lower / middle | | |
| Management | | | | | | |
| Part 1A | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 1B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2A | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 2B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Part 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Language (Part 1–3)

| | B2 | | B1 | | A2 | 0 |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | upper | lower / middle | upper | lower / middle | | |
| Pronunciation / Intonation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fluency | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accuracy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vocabulary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Language (Part 1–3)

| | B2 | | B1 | | A2 | 0 |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | upper | lower / middle | upper | lower / middle | | |
| Pronunciation / Intonation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fluency | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accuracy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vocabulary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

 Date

 Examiner

 Examination Centre

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

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

JĘZYK POLSKI

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

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

Examination Preparation

MOCK EXAMINATION 1

ENGLISH B1·B2

telc – language tests have a long tradition of specialisation in the field of English language testing and certification around the world. The *telc English B1·B2* examination is a dual-level format that measures language competence across two levels of the Council of Europe's *Common European Framework of Reference for Languages (CEFR)*. *telc* test takers thereby have the opportunity to gain certification at a level that precisely reflects their language abilities.

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

telc English B1·B2 is regulated by Ofqual, the statutory regulatory authority for external qualifications in England; for more information, see **www.gov.uk/ofqual**.