



MOCK EXAMINATION 1

ENGLISH

Examination Preparation

B1





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Published by telc gGmbH, Frankfurt am Main, Germany

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3. Auflage 2021

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Printed in Germany

ISBN: Booklet: 978-3-937254-30-2

Order Number: Booklet: 5162-B00-010201

MP3: 5162-MP3-010201

To the readers of this booklet

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

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Jürgen Keicher
Managing Director, telc gGmbH

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The Structure of the Examination

telc English B1

	Sub Test	Aim	Type of Test	Time in minutes
Written Examination	 1 Reading Comprehension			90
	Part 1	Reading for Gist	5 matching items	
	Part 2	Reading for Detail	5 multiple-choice items	
	Part 3	Selective Reading	10 matching items	
	 2 Language Elements			
	Part 1	Grammar	10 multiple-choice items	
	Part 2	Lexis	10 matching items	
	 3 Listening Comprehension			approx. 20
	Part 1	Listening for Gist	5 true/false items	
	Part 2	Listening for Detail	10 true/false items	
	Part 3	Selective Listening	5 true/false items	
	 4 Written Expression			30
	Writing a personal or semi-formal email			

Oral Examination	Preparation			20
	 5 Oral Expression			approx. 15
	Part 1	Getting to know each other	two test takers	
	Part 2	Talking about a topic		
	Part 3	Planning something together		

Reading Comprehension Part 1

Read the headlines a–j and the texts 1–5. Find the best headline for each text. You can use each headline only once.

Mark your answers for items 1–5 on the answer sheet.

a **Free furniture for Christmas**

b *Full stores all over Britain*

c **Help others – and yourself**

d Largest number of passengers

e **Meals for the homeless**

f **Government 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

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 ten teachers

came down after eating a turkey lunch on Wednesday. Several pupils were taken to hospital.

2

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

Two men stole a double-decker bus in Southend and jumped out of it while it was still running, leaving it speeding towards a shopping mall. The

police had to use their patrol cars to block the runaway bus. The two men were arrested and taken to the police station.

4

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 takes up the

offer will have to choose someone who is homeless, or living on their own, or is otherwise not going to have much of a Christmas.

5

More road accidents are caused by drivers who fall asleep at the wheel than is generally recognized, a government official claimed

yesterday. Peter Grayling, the current Minister for Transport has called for Government action to help solve the problem.

Reading Comprehension Part 2

Read the text and the items 6–10. Decide which answer fits best: a, b or c.
Mark your answers for items 6–10 on the answer sheet.

Active Villagers

Residents of a beautiful, small Welsh-speaking community have been collecting money to buy the local village post office and shop, ten years after they bought the local pub.

The people of Llithfaen, Caernarfonshire, were so determined to prevent their village from losing its central point, they decided to do something about it. Ten years ago, they paid £ 40,000 to buy 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 be able to buy the shop from the owner, who has decided that it is time to retire.

John Jones, the chairman of the community committee, said: "We went around to every house in the village and came back with £ 500 more than we needed, a great achievement for us. The post office and the pub are essential to the people and to the life of the village. There are no other facilities available to us. "We were not prepared to stand by and let the heart and soul be ripped out of our small community. No one else was going to help us, so we joined together and decided to buy the shop and post office ourselves."

Llithfaen had a population of 600 but that halved when nearby granite quarries were closed down. The school had to shut because of the population decline, there just weren't enough children in the village to keep it going, so the locals turned the school into a leisure centre and a youth club.

The village shop has since 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."



- 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 was 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 because
- a** of a decision by the European Union.
 - b** the owner needed the money.
 - c** the owner was too old to run the shop.
- 9** £ 500 was
- a** paid by every person in the village.
 - b** paid by the owner of the pub.
 - c** how much the villagers had after the shop was bought.
- 10** Llithfaen no longer has
- a** a leisure centre.
 - b** a pub.
 - c** a school.

Reading Comprehension Part 3

First, read the statements 11–20 and the texts a–l. Then, decide which text goes best with each situation described in the statements. Each text can only be used once. There may be cases in which no text matches the situation.

Mark your answers for items 11–20 on the answer sheet. Mark the items that have no answer with an x.

11. You would like to stay with a family in Italy.
12. You want to learn French and take an examination at the end of the course.
13. You want to learn English next summer at a university in England.
14. You are planning 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 need to learn English for your job and want to 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 would like to learn French and enjoy winter sports at the same time.
19. You want to learn French in Canada and stay with a family.
20. You would like to improve your Italian before you begin your degree.

a

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Language Elements Part 1

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

Dear Gordon,

Happy Birthday!

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

I hope you're well – as usual – and that your new job **24** out. Write or phone
to **25** me more about it.

Did you **26** the entry test for the marketing course you wanted to do? I'm
thinking of **27** a similar course and would be interested to hear what the
requirements are in your institute.

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

Cheers,
Jim

21 a last
b late
c lately

22 a has been
b was
c would

23 a fault
b mistake
c wrong

24 a is working
b has been working
c works

25 a explain
b say
c tell

26 a pass
b success
c write

27 a holding
b making
c taking

28 a got
b met
c spent

29 a come
b coming
c to come

30 a couple
b few
c little

Language Elements Part 2

Read the text and decide which word or phrase a–o is missing in items 31–40. Each word can only be used once.

Mark your answers for items 31–40 on the answer sheet.

Dear Sirs,

I saw your advertisement about holidays based on house swapping and would like to know more about it.

I am interested in the idea and I can **31** my home in Munich **32** I am not there. My apartment is situated in the centre of town, **33** the football stadium which is **34** for football fans. The apartment is big enough for two or three people and is fitted with **35** necessary for a nice holiday.

My **36** countries to visit on holiday are mostly English-speaking countries, but I would be happy to visit France **37**. Normally I take my holidays between March and June, so my home could then be used **38** another member of your club.

Please let me know how I can join your club and let me have more **39** on the countries I can visit. I look forward to **40** from you soon.

Yours faithfully,
David

- | | | |
|---------------------|---------------------|----------------------|
| a ALL | f DURING | k IN |
| b AS WELL | g EVERYTHING | l INFORMATION |
| c BY | h FAVOURITE | m NEAR |
| d CLOSE | i HEAR | n OFFER |
| e CONVENIENT | j HEARING | o WHILE |

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 cannot read or write.

- 45** The fifth speaker thinks all students can read and write properly.

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 one minute 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** Tomasso flew to Great Britain because he wanted to move in with members of his family living in Wales.
- 49** The Italian government has given Tomasso a ticket to return to Italy.
- 50** Tomasso 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 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.

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.



Written Expression

You see the following advertisement in a magazine:



INTERTRAVEL

The International Travellers' Club

Do you ever travel abroad? Would you like to meet more people and make more friends when you are in another country?

If so, join INTERTRAVEL! We have contacts in over 100 European cities.

Send us your personal details and you will receive more information about our services and about how to become a member.

Write today to:

intertravel@leeds.co.uk

Write an email asking for more information. Write about the following points:

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

Before starting the email, think of a suitable reference line and decide in which order you want to include the points. Begin and end the email in an appropriate way.

Oral Expression

Test takers A and B

Part 1: Getting to know each other

Talk to your partner about the following topics:

Name

Where she/he comes from

How long she/he has lived in the area

Details of her/his house/flat

Details of her/his family

If she/he has ever been to other countries

What she/he does for a living

Only ask for information you do not already know.

The examiner may ask you to talk about an additional topic which is not on your task sheet.

Additional topics are, for example,

- *what she/he does at weekends*
- *hobbies*

Test taker A**Part 2: Talking about a topic**

Look at the information on this page and tell your partner about it. Listen to your partner who has different information on the same topic.

Exchange your opinions on the topic. Talk about your personal experience, ask questions and answer your partner's questions.

Adam Grossard (32, sales manager)

"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."

The best place to live

Test taker B

Part 2 Talking about a topic

Look at the information on this page and tell your partner about it. Listen to your partner who has different information on the same topic.

Exchange your opinions on the topic. Talk about your personal experience, ask questions and answer your partner's questions.

Jerry Walker (44, designer)

"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."

The best place to live



Test takers A and B

Part 3 Planning something together

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

First decide what you think would be best. Prepare to tell your partner your ideas and give reasons. Listen to your partner's ideas and reasons. Try to agree on the best ideas.

Here are some suggestions for your discussion.

- *where to go*
- *where to stay*
- *other people going with you*
- *how to get there*
- *time of year*
- ...

--	--

	-S10-	
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▶ Beispiel: 23. April 1995 ▶ Example: 23 April 1995							
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B1

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40	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d <input type="radio"/> e <input type="radio"/> f <input type="radio"/> g <input type="radio"/> h <input type="radio"/> i <input type="radio"/> j <input type="radio"/> k <input type="radio"/> l <input type="radio"/> m <input type="radio"/> n <input type="radio"/> o	40																																																											

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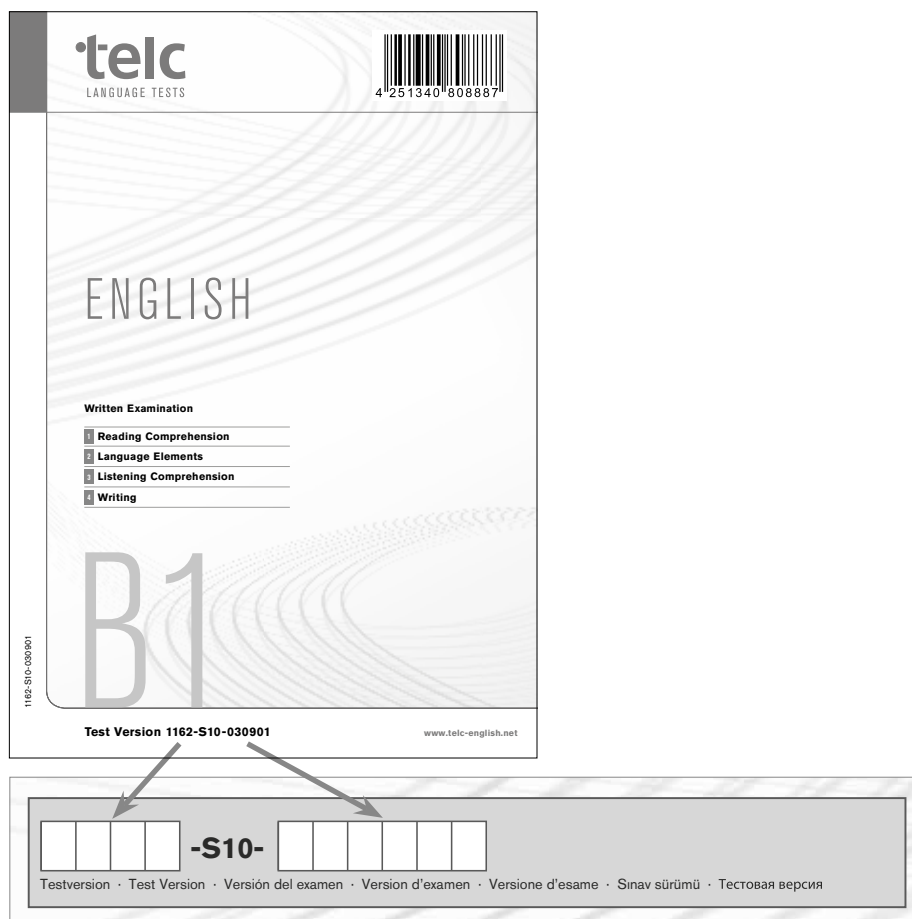
41	<input type="radio"/> + <input type="radio"/> -	46	<input type="radio"/> + <input type="radio"/> -	51	<input type="radio"/> + <input type="radio"/> -	56	<input type="radio"/> + <input type="radio"/> -
42	<input type="radio"/> + <input type="radio"/> -	47	<input type="radio"/> + <input type="radio"/> -	52	<input type="radio"/> + <input type="radio"/> -	57	<input type="radio"/> + <input type="radio"/> -
43	<input type="radio"/> + <input type="radio"/> -	48	<input type="radio"/> + <input type="radio"/> -	53	<input type="radio"/> + <input type="radio"/> -	58	<input type="radio"/> + <input type="radio"/> -
44	<input type="radio"/> + <input type="radio"/> -	49	<input type="radio"/> + <input type="radio"/> -	54	<input type="radio"/> + <input type="radio"/> -	59	<input type="radio"/> + <input type="radio"/> -
45	<input type="radio"/> + <input type="radio"/> -	50	<input type="radio"/> + <input type="radio"/> -	55	<input type="radio"/> + <input type="radio"/> -	60	<input type="radio"/> + <input type="radio"/> -

How is the test conducted?

Marking answers on the answer sheet S30

The Answer Sheet S30 is a thin booklet with perforated sheets in which all examination results are recorded. The test takers enter all answers in it. Answers will only be accepted and evaluated if they are clearly marked in the oval fields of the S30.

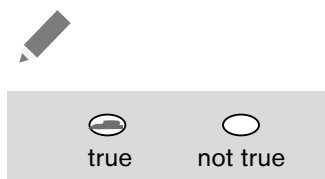
On page 1, the Answer Sheet contains a field in which the test takers enter the complete test version including the subject number. This can be found on the cover of the test booklet S10 at the bottom left as well as on the board in the examination room.



Fields to be filled in by test takers

The fields for the test taker's personal data appear in all telc languages, while the subtests are displayed with pictograms. A soft pencil should be used to fill in the oval fields for the answers as well as the personal and test-related data fields.

Example



Fields to be filled in by examiners and raters

Examiners mark the result of the Oral Examination on page 4. Raters enter their assessment of the subtest *Written Expression* on page 6.

Written Examination

The Written Examination lasts 150 minutes and consists of the subtests *Reading Comprehension*, *Language Elements*, *Listening Comprehension* and *Written Expression*.

Before the start of the examination, test takers must fill in all data fields on Answer Sheet S30. In order to avoid misunderstandings, the invigilator writes the name of the examination centre, the date and the 4-digit subject number and the 6-digit test version on the board. The invigilator informs the test takers that no aids such as dictionaries, mobile phones or other electronic devices are permitted (Examination Regulations §§ 15 and 16) and that any attempt to cheat would lead to their immediate exclusion from the test.

After the test takers have completed filling in the Answer Sheet S30, the invigilator issues the test booklets. From this moment on, test takers have 90 minutes for the subtests *Reading Comprehension* and *Language Elements*. The time at which this part of the examination begins and ends should also be noted on the board clearly visible for all test takers. At the end of the allotted time for the subtests *Reading Comprehension* and *Language Elements*, the invigilator collects page 2 of the Answer Sheet S30.

Test takers then continue with the subtest *Listening Comprehension*. Playing of the audio must not be interrupted during this subtest. After the subtest *Listening Comprehension*, the invigilator collects page 3 of the Answer Sheet S30.

Following the subtest *Listening Comprehension*, the subtest *Written Expression* may be started. After the 30 minutes available for this subtest, the invigilator collects pages 5 and 6 of the Answer Sheet S30 as well as the test booklets and any notes made by the test takers. This concludes the Written Examination.

Oral Examination

The Oral Examination takes approximately 15 minutes. As a rule, the examination is conducted as a pair examination, i.e. a group of two is formed for each examination round. The examination centre coordinator decides on suitable pairs. If only one person registers for the examination, an individual examination may be held. In this case, one of the two examiners assumes the role of the second examination test taker. The Oral Examination is conducted by two examiners licenced by telc.

A timetable should be drawn up prior to the examination, providing for 20 minutes for each round of Oral Examination. Since there is a 20-minute preparation period before the examination, 20 minutes should be allowed for the first pair to prepare before the examination begins.

The Oral Examination consists of the preparation and the parts *Getting to know each other*, *Talking about a topic*, and *Planning something together*.

Preparation

Test takers have 20 minutes to prepare for the Oral Examination individually using the task sheets they receive in the preparation room.

During the Oral Examination, test takers may refer to their handwritten notes made in the preparation room. The examination centre must provide stamped paper for the test takers' use in the preparation room. Notes may only be made on stamped paper. It is not permitted to make notes on the task sheets. Test takers may take only their notes into the examination room. Reading directly from the notes is not permitted.

The invigilator in the preparation room must ensure that the test takers do not speak to each other and do not use any aids such as dictionaries, mobile phones or any other electronic devices.

Part 1 Getting to know each other (approx. 3 minutes)

In the first part of the Oral Examination, the test takers have the opportunity to get to know each other. They are expected to talk about themselves and ask each other questions. The topics on the task sheet offer guidance, and the test takers are allowed to speak about other topics as well. The examiners may ask the test takers to talk about an additional topic that is not mentioned on the task sheet.

Part 2 Talking about a topic (approx. 6 minutes)

In the second part of the Oral Examination, the test takers each have a different task sheet with contrasting opinions on the same topic. They should first present these opinions to each other and then talk about the topic as such, voicing their own opinions and experiences.

Part 3 Planning something together (approx. 6 minutes)

In the final part of the Oral Examination, the test takers plan something together such as an event, a celebration, a sports competition, etc. They should express their own ideas, make suggestions and react to suggestions from their partner. They should decide what needs doing and who is going to deal with the various tasks.

What is expected from the test takers?

The test takers are expected to converse with each other and respond to the comments of their partners in such a way that a lively and authentic conversation develops. Inquiries and mutual assistance during the conversation are viewed positively.

What do the examiners do?

It is important that the test takers have as natural a conversation as possible in all parts of the Oral Examination. The desired course of the conversation should be supported by the correct seating arrangement. The test takers should have a good view of each other and try to speak as little as possible to the examiners. The examiners should sit slightly apart from the test takers so that they cannot disturb them when assessing.

The examiners ensure that time limits are adhered to and lead from one part of the examination to the next. One of the examiners assumes the role of moderator (interlocutor), while the other examiner has the role of observer (assessor). It is recommended that the roles of interlocutor and assessor be maintained during each round of Oral Examination.

The interlocutor introduces both examiners to the test takers. She or he briefly explains that the Oral Examination consists of three parts and begins with Part 1 of the Oral Examination.

When the test takers have completed the first part of the Oral Examination, *Getting to know each other*, the interlocutor moves on to the second part, *Talking about a topic*. The interlocutor then leads over to the third part, *Planning something together*.

Examiners are asked to keep the amount of speaking that they do to a minimum. They should only intervene if the conversation is dominated by one test taker or if one test taker does not participate actively. In that case, they should directly address the less active test taker in order to reintegrate her or him into the conversation.

If the conversation falters or breaks off at any point due to misunderstandings or excessive linguistic deficits, the interlocutor intervenes cautiously to get it going again. Open questions such as "What exactly do you mean by this?", "Could you explain this in more detail?" or repeating or taking up statements made by the test takers are particularly suitable.

Details on the process

Every Oral Examination is different. The table below is an example of the examination procedure with sample introductions, transitions and conversation prompts. These illustrate the atmosphere during the examination and the examiners' tasks. In order to motivate the test takers to speak and to keep the conversation going, the examiners should ask questions that are as open as possible ("What do you mean ...?", "How was that ...?").

Part 1: Getting to know each other

The interlocutor introduces both examiners to the test takers and then asks the test takers to introduce themselves to each other.

The interlocutor leads into Part 1 of the examination with Test Taker A.

The interlocutor can also ask the test takers to talk about another topic.

Welcome to the Oral Examination. My name is ... and this is my colleague ... The oral examination has three parts.

Let's start now with part 1, (Name of Test Taker A), would you like to begin?

"..."

Part 2: Talking about a topic

The interlocutor leads into Part 2. If the test takers falter or conversation halts at any point, the interlocutor should give an appropriate prompt.

The interlocutor addresses Test Taker B.

The interlocutor addresses Test Taker A.

The interlocutor then asks both test takers to talk about the topic and bring in their own opinions and experiences.

Thank you very much. We now come to Part 2. You have different task sheets with two contrasting opinions on the same topic.

(Name of Test Taker B), would you like to start? Please tell your partner what your text was about.

(Name of Test Taker A), could you now tell your partner what your text was about.

What do you think? What is your opinion on the topic?

Part 3: Planning something together

The interlocutor leads into Part 3. If the conversation halts or one of the test takers dominates it too strongly at any point, the interlocutor should give an appropriate prompt.

The interlocutor addresses Test Taker A

The interlocutor addresses Test Taker B

Thank you very much. We can now continue with Part 3. In this part of the test, you are expected to plan something together. You have already seen the task sheet.

Please start, (Name of Test Taker A), and tell your partner what suggestions you have.

(Name of Test Taker B), what is your opinion and what suggestions do you have?

End of test

The interlocutor ends the Oral Examination.

Thank you very much. That's the end of the Oral Examination. You'll receive your results in a few weeks.

Evaluation and decision

During the Oral Examination, the examiners record their assessments independently of each other on their respective Score Sheet M10. Each part of the examination is evaluated individually according to the four evaluation criteria for *Oral Expression*. The examiners have five minutes to complete their assessment after the test takers have left the room. Both examiners first transfer their individual marks from the Score Sheet M10 to the Answer Sheet S30 for each test taker. They then compare their evaluation and agree on the final marks, which are subsequently entered on each Answer Sheet S30 as well. All marks are entered in pencil.



Teilnehmende/r • Test Taker
Candidato • Katılımcı

A

Candidato • Candidat
Кандидат • مشارك/مشاركة

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

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

Teilnehmende/r • Test Taker
Candidato • Katılımcı

B

Candidato • Candidat
Кандидат • مشارك/مشاركة

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

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

TEIL • PART • PARTE • PARTIE
PARTE • BÖLÜM • ЧАСТЬ • جزء

TEIL • PART • PARTE • PARTIE
PARTE • BÖLÜM • ЧАСТЬ • جزء

1

Ausdrucksfähigkeit
Expression
Expresión
Capacità d'expression
Capacità espressiva
Anlatım
Выразительность
القدرة على التعبير

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

2

Aufgabenbewältigung
Task Management
Cumplimiento de la tarea
Réalisation de la tâche
Padronanza del compito
Görevi yerine getirme
Умение справляться с задачей
تنفيذ المهام المطلوبة

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

3

Formale Richtigkeit
Accuracy
Corrección lingüística
Correction linguistique
Correttezza formale
Biçimsel doğruluk
Формальная правильность
سلامة التعبير

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

4

Aussprache / Intonation
Pronunciation / Intonation
Pronunciación / Entonación
Prononciation / Intonation
Pronuncia / Intonazione
Söyleyiş / Tonlama
Произношение и интонация
مخارج الحروف/ نبرة الصوت

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

1	2	3
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

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

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

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

Marking Criteria for *Oral Expression*

The oral examination consists of three parts. Each part is assessed separately in accordance with the same criteria:

- Criterion 1 Expression
- Criterion 2 Task Management
- Criterion 3 Accuracy
- Criterion 4 Pronunciation and Intonation

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		Points	
		Part 1	Part 2 and 3
A	appropriate in all respects.	4	8
B	appropriate in most respects.	3	6
C	mostly inappropriate.	1	2
D	completely inappropriate.	0	0

Criterion 2 Task Management

Assessment is based on

- the degree of active participation in the discourse;
- the use of strategies (discourse strategies and, where necessary, compensation strategies);
- fluency.

Task Management is		Points	
		Part 1	Part 2 and 3
A	appropriate in all respects.	4	8
B	appropriate in most respects.	3	6
C	mostly inappropriate.	1	2
D	completely inappropriate.	0	0

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

Criterion 3 Accuracy

Assessment is based on syntax and morphology.

The test taker makes		Points	
		Part 1	Part 2 and 3
A	no or only occasional errors.	4	8
B	a number of errors without impairing communication.	3	6
C	errors that considerably impair communication.	1	2
D	so many errors that communication is (almost) impossible.	0	0

Criterion 4 Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

Divergences from standard pronunciation and intonation		Points	
		Part 1	Part 2 and 3
A	do not impede comprehension.	3	6
B	may occasionally impede comprehension and require extra concentration on the part of the listener.	2	4
C	considerably impede comprehension.	1	2
D	make comprehension (almost) impossible.	0	0

telc examiners

Examiners evaluating the oral performance of test takers have a valid examiner licence for English B1-B2. This is obtained by successful participation in telc examiner training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc examiner licences are valid for three years and can be renewed for a further three years by successfully completing an examiner refresher course.

How is the oral assessment done?

During the Oral Examination, both examiners use the Score Sheet M10 to assess test takers' performances individually. After the test takers have left the room, the examiners compare their assessments and agree on final marks. The individual and the agreed marks are then entered onto page four of the Answer Sheet S30.

Calculation of the score for Oral Expression

Test takers can be awarded a maximum of 15 points for the first part – *Getting to know each other* –, a maximum of 30 points in the second part – *Talking about a topic* – and a maximum of 30 points in the third part – *Planning something together* –, resulting in an overall maximum of 75 points. This corresponds to 25% of the maximum total of 300 points for the whole examination.

Marking Criteria for *Written Expression*

Content

	A	B	C	D*
Criterion I: Task Management	All four guiding points have been covered appropriately as regards content.	Three guiding points have been covered appropriately as regards content.	Two guiding points have been covered appropriately as regards content.	Only one or no guiding point has been covered appropriately as regards content.

* In cases where the test taker's text has no or hardly any connection to the given topic, all criteria must be marked with a **D**. In that case, on the Answer Sheet S30, "Wrong topic" must be marked as "yes".

If only the situation has been misunderstood, or only one or no guiding point has been covered appropriately as regards content, Criterion I is marked with a **D** but the test taker's language (Criteria II and III) is assessed in the usual manner.

Language

	A	B	C	D
	B1 competently covered	B1 comprehensibly covered	A2	A1 or below
The test taker's text isat upper target level.	...at lower/middle target level.	... below target level.	... two levels or more below target level.
Criterion II: Communicative Design	Can perform and respond to a wide range of language functions, using their most common exponents. Has a sufficient range of language to get by. Has sufficient vocabulary to explain in writing the main points in an idea with reasonable precision and to express one's own thoughts. Errors still occur when expressing more complex thoughts. Can link a series of isolated elements into a connected, linear sequence of points.	Can perform and respond to a sufficient range of language functions, using their most common exponents. Has enough language to get by. Has sufficient vocabulary to write - sometimes with the help of some circumlocutions - about familiar topics. Major errors still occur when expressing more complex thoughts. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Can perform and respond to basic language functions, such as information exchange and requests. Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations. Can use the most frequently occurring connectors ("and", "but", "because") to link simple sentences and groups of words.	Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells. Has a very basic range of simple expressions about personal details and needs of a concrete type. Has a basic vocabulary repertoire of isolated words and phrases related to particular, concrete situations. Can link words or groups of words with very basic linear connectors like "and" or "then".
Criterion III: Accuracy	Generally shows good control of grammatical structures though with first language influence. Isolated systematic errors occur, but it is clear what he/she is trying to express. Spelling, punctuation and layout are accurate enough so that the text is generally intelligible throughout.	Shows sufficient control of grammatical structures though with noticeable first language influence. Systematic errors occur, but it is predominantly clear what he/she is trying to express. Spelling, punctuation and layout are accurate enough so that the text is generally intelligible.	Uses some simple structures correctly, but still makes systematic basic mistakes – for example tends to mix up tenses or to forget to mark agreement. Spelling is often phonetic. Nevertheless it is usually clear what he/she is trying to say.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Can copy familiar words and short phrases. The text can only be understood to some degree.

Criterion I: Task Management

The task is to write a personal or semi-formal email. Learners can formulate descriptions referring to everyday (business) life and their own personal interests and can express their own point of view. The task management is appropriate to level B1 in terms of both content and expression.

A guiding point is awarded

- if it can be understood and refers to the task given. For example, the suggestion to do something together can be accepted, turned down or responded to with an alternative suggestion.
- even if it is covered only within one (short) sentence.
- even if it is addressed in combination with a second guiding point in one sentence only.
- if only one aspect is dealt with correctly, even though the guiding point is formulated in the plural or mentions more than one aspect.

In case the text does not relate to the task given or hardly relates to it, this is considered “Wrong topic” and all criteria are marked **D**. If the text deals with the topic provided but addresses the situation in the wrong way, only criterion I is marked **D**.

Example:

The task is to accept an invitation from one’s teacher.

Wrong topic: The test taker writes an excuse to the teacher.

Situation addressed in the wrong way: The test taker writes an invitation to the teacher.

Criterion II: Communicative Design

This criterion concerns the range of expression, text structure and text logic. The focus of marking is on cohesion and coherence (logical sequencing, linking devices, register, range, etc.). Discourse markers which help to establish logical linking and the construction of a meaningful, coherent and logical text are rated positively.

The task is to write a personal or semi-formal email. Features typical of a letter (such as the addresses of sender and recipient and the date) are not required.

“**A**” is not awarded

- if the typical elements of a personal or semi-formal email are missing.
- if the register is used incorrectly or inconsistently.
- if the guiding points are not linked.
- if the sentences begin monotonously in more or less the same fashion with “I” or “We”.

“**C**” or “**D**” is awarded

- if a wrong register leads to confusing or conflicting passages despite the fact that salutation and closing formulae may have been used correctly.
- if linking of sentences is missing or faulty.

Criterion III: Accuracy

All varieties of standard English are accepted. As long as errors do not disturb understanding, **A** or **B** can be given, depending on the length of text and the number of errors. If Criterion III is marked with **D**, Criterion I and II can still be marked with **C**, **B**, or **A**.

telc raters

Raters evaluating the written performance of test takers have a valid rater licence for English A1-A2-B1-B2. This is obtained by successful participation in telc rater training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc rater licences are valid for three years and can be renewed for a further three years by successfully completing a rater refresher course.

All raters have substantial experience with telc tests. They have been trained in the test format and regularly participate in calibration workshops. This ensures that they consistently rate according to the marking criteria.

How is the rating done?

Each test taker's text is assessed by two raters with telc licences. The second rating can either confirm the first rating or, if necessary, modify it. If the two assessments differ, then the second one determines the final mark. The quality of these assessments is verified by random checks carried out by employees at the telc headquarters. The telc rating is the final rating.

Calculation of the score for Written Expression

The test taker's score for the subtest *Written Expression* is the sum of the points awarded for the three criteria. During the scoring process at the telc headquarters, the score is multiplied by three, which means that a test taker can achieve a maximum of 45 points in the subtest. This corresponds to 15% of the highest possible total of 300 points for the whole examination.

Criteria	A	B	C	D
I Content	5	3	1	0
II Communicative design	5	3	1	0
III Accuracy	5	3	1	0

Points and Grades

	Subtest	Task	Points	Maximum Number of Points	Weighting	
Written Examination	1 Reading Comprehension					
	Part 1	1–5	25	75	25%	
	Part 2	6–10	25			
	Part 3	11–20	25			
	2 Language Elements					
	Part 1	21–30	15	30	10%	
	Part 2	31–40	15			
	3 Listening Comprehension					
	Part 1	41–45	25	75	25%	
	Part 2	46–55	25			
	Part 3	56–60	25			
	4 Written Expression					
		Email			45	15%
		Sub-Total of the Written Examination			225	75%
Oral Examination	5 Oral Expression					
	Part 1	Getting to know each other	15	75	25%	
	Part 2	Talking about a topic	30			
	Part 3	Planning something together	30			
	Sub-Total of the Oral Examination			75	25%	
	Sub-Total of the Written Examination			225	75%	
	Sub-Total of the Oral Examination			75	25%	
	Total Points			300	100%	

Where and how are the tests evaluated?

The test results are scored electronically at telc headquarters. Each Answer Sheet S30 is scanned and compared with the correct answer key stored in the database. The test result – broken down by skill – is determined for each test taker. A certificate is issued on this basis, if a pass has been achieved. Test takers who have not achieved a pass will receive a results sheet. In addition, the data obtained through the electronic evaluation of all test results serves to continuously evaluate and improve test quality.

Who receives a certificate?

In order to pass the examination, test takers must achieve 60 % of the maximum possible number of points in both the Written and Oral Examinations. This corresponds to 135 points in the Written Examination and 45 points in the Oral Examination.

Grades

If test takers have obtained the pass mark in both sections, they can calculate the overall result by adding the two sections. The final grade is calculated as follows:

270–300 Points	Very good
240–269.5 Points	Good
210–239.5 Points	Satisfactory
180–209.5 Points	Pass
0–179.5 Points	Fail

Repeating the test

If a test taker has failed one of the two parts of the examination (the Written or Oral Examination), she or he may retake this part within the calendar year in which the examination took place, or in the following calendar year. In principle, the overall examination can be repeated as often as desired.

Answer Key



Reading Comprehension

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



Language Elements

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



Listening Comprehension

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

Transcripts of the 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 that 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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- 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

The two main features of telc examinations are test papers based on clearly formulated language tasks 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 telc examinations.

An essential characteristic of standardised language examinations is that the participants know what is expected of them during the test.

The telc English B1 Mock Examination includes general information about the examination procedures and test format. Additionally, it can be used for practice purposes in preparation for the telc English B1 Examination.