



# MOCK EXAMINATION 1

telc HUNGARY ENGLISH

**Examination Preparation** 

2022 Revised Edition

**B1** 





# MOCK EXAMINATION 1 TELC HUNGARY ENGLISH

**Examination Preparation** 

B1

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# To the readers of this booklet

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

### What we offer

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

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

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

### **Our network**

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

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

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

Jürgen Keicher

Managing Director, telc gGmbH

J. Wither.

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# **Test Format**

	Subtest	Aim	Type of Test	Time
	ů	Reading		
	Part 1	Reading for Gist	5 matching items	
	Part 2	Reading for Detail	5 multiple-choice items	
ation	Part 3	Selective Reading	10 matching items	90 min
Written Examination		Language Elements		90 111111
en Ex	Part 1		10 multiple-choice items	
Writt	Part 2		10 matching items	
	0	Writing		
	Part 1	Interactive Task	Semi-formal letter	60 min
	Part 2	Productive Task	Personal email	30 111111

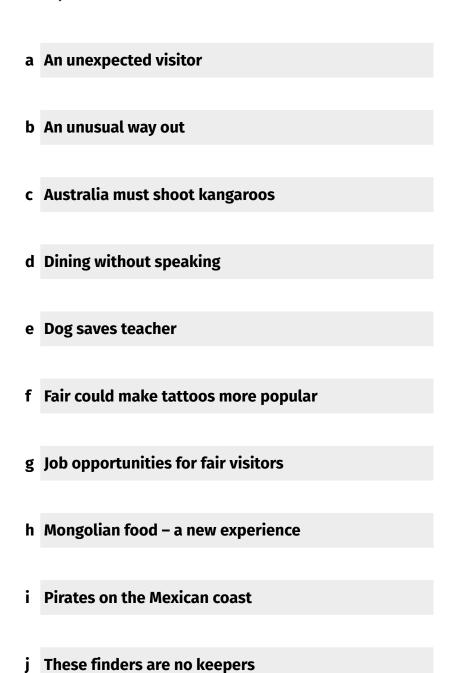
	口。)	Listening		
	Part 1	Selective Listening	5 true/false items	
_	Part 2	Listening for Detail	10 true/false items	Approx. 30 min
Oral Examination	Part 3	Listening for Gist	5 matching items	
xami	$Q_{i}$	Speaking		
ral E		Preparation		20 min
0	Part 1	Social Contacts	two test takers (in case of an	
	Part 2	Topic-Based Conversation	uneven number one group of	Approx. 15 min
	Part 3	Task	three test takers)	



### **Reading 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 on the answer sheet.





London has a new restaurant called "Silence" where people are not allowed to talk while they are eating. Guests are also greeted and served in silence. The owner had the idea after visiting

Mongolia. "I could enjoy the food so much more", he says. While some guests find it strange and miss the conversation, most people enjoy eating in peace.

### 2

A farmer's sheepdog got stuck in a small cave near Ardfield, Cork. The dog entered the cave through a hole and couldn't get out again. He was finally saved by a local teacher, a particularly slim woman. She moved very carefully into the cave and was able to reach the dog after half an hour. They were both pulled out uninjured.

### 3

Every pirate's dream came true for a group of friends from Mexico. They were diving to explore some shipwrecks that had sunk in a hurricane in 1715. They found gold coins and some jewellery in

eight ships. The treasure is worth US\$ 20,000 but it officially belongs to the state and will go to a museum in Yukatán.

### 4

A butcher in Darwin, Australia, was very surprised when a kangaroo hopped into his shop. The animal had been hit by a car and its face and claws were injured. It was probably confused and looking

for a safe place to hide. Wildlife officers shot the kangaroo with a special drug and took it to a local vet who saved it.

### 5

Hong Kong will host the international tattoo fair this year. Tattoo artists from around the world will come together and show their works. Tattoos are still not well accepted in Hong Kong and can make

it difficult, for example, for a person looking for a job. But who knows, the fair might lead to more people getting tattoos there in the future.



### **Reading Part 2**

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

### **ADOPT A HIGHWAY**

The "Adopt a Highway" program is an initiative for companies and other organizations which want to make a contribution to cleaner, greener and more enjoyable highways. Everybody can get involved and help to have a litter-free environment.

The idea is very simple: Organizations adopt a section of a highway and promise to keep it free from trash and to plant bushes or trees alongside the road to make the landscape more beautiful. In exchange, they are allowed to install a sign with their name and advertising slogan in the section of the highway that they maintain. It's a classical win-win-situation: The companies get free advertising opportunities which millions of motorists will see, and everybody can enjoy a clean and well-maintained highway.

How can an organization become an adopter? If organizations want to join the program, they can contact the Department of Transportation in their community and apply online. Once their application is approved, they will receive safety vests, trash bags and the appropriate training for their staff. The organization agrees to take

charge of a two-mile stretch of the road and to look after it for a minimum of two years. They have to clean their highway section at least four times a year. Sometimes adopter organizations must work together with road and bridge construction companies to make sure that all road and maintenance activities are well coordinated.

Participation is free of charge and organizations can keep the money they might earn from recycling the trash that they have collected. The only cost that a company must bear is to give its personnel time off for some occasional work during weekdays.

The program was set up in 1985 by the Tyler Civitan Club, the first organization to adopt two miles along the US Route 69. At the time, the state of Texas didn't have enough money to look after its highways, and the club decided to help. Now the initiative is finding increasingly supporters in Canada, Great Britain, Japan, New Zealand, Australia and Mexico and the program is continuing to grow.



- **6** The program attracts
  - **a** any firm wanting to support the community.
  - **b** mainly so-called "green" companies.
  - **c** mostly local advertising companies.
- The advantage for the companies is that they
  - a can use the highway for free.
  - **b** know that many people see their advertisement.
  - **c** receive money for looking after their adopted highway.
- 8 Adopters must
  - a maintain their section for at least two years.
  - **b** sometimes help with the construction of roads.
  - c train their employees themselves.
- 9 Organizations
  - **a** can only work on the highways at weekends.
  - **b** don't have to pay to join the program.
  - c must recycle all the trash they collect.
- 10 The program
  - **a** is becoming more and more popular.
  - **b** receives money from the state.
  - **c** was started by the government.



### **Reading 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. In one or two cases, there is no text for the situation.

Mark your answers on the answer sheet. Mark the items that have no answer with an  $\mathbf{x}$ .

- 11 You are looking for a workout place where your children can accompany you.
- **12** You are looking for a place that does foot massage.
- 13 Your neighbour has hurt his back and can't leave the house. You'd love to help him.
- 14 Your friend lives in New York and is looking for fitness opportunities in the city centre.
- 15 Your colleague would like to have her nails done for her wedding. You want to get her a gift voucher.
- 16 Your daughter is looking for organic skin products for her face.
- 17 Your son wants a change of style before starting his new job tomorrow.
- **18** Your Chinese girlfriend is looking for traditional Asian hair products.
- 19 Your daughter loves looking pretty and is turning 13 soon. You are looking for a special gift.
- 20 Your sister is looking for a hairdresser's that uses natural products.



### a

We offer individually designed workouts to improve your posture, develop your muscles and reduce your body fat.

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Tel (917) 523-5921

### b

### **Bella Hair Bar**

A ladies' refuge in the city center

Relaxing wash-blow-style treatments with the latest hair health products

Make-up and facials for a great night out

Book an appointment or buy a gift card on www.bellabar.com

### C

### **Good Foot**

Foot care products that help to keep your feet healthy. Organic foot creams, lotions and powders, nail clippers, shoes and sandals, and much more.

Check out our total range at www.gf.com

A unique experience

### **Grand Fitness and Spa**

We provide great service, innovative fitness programs and perfect wellness treatments. Our spacious locker rooms, relaxing spas, exclusive boutiques, and fun-filled kids' play area are all beautifully designed with attention to detail.

Register today at www.grandfitnessgroup.com

### **Handsome in NYC**

Hair and facial treatments using natural organic substances for the individual needs of every man. Feel super-confident with a new haircut and a facial using the latest non-perfumed products.

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On Broadway: Tel (646) 608 2410

### f

Just 45 minutes away from the busy hub of New York City we offer ladies a fully equipped gym, yoga, aerobics and Pilates classes as well as a relaxing lounge area.

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www.fitnessandrecreation-woodbury.com



### g

### Ming's

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Basic manicure \$15, pedicure \$30

Add-ons: Glitter, stickers and jewels + \$50 and up

Special nail makeover – the perfect present for all occasions!

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### h

### **Happy Feet**

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### i

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### j

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Over 10? Then come and join us! We offer programs to help children lose weight, develop their muscles, and overcome physical and health challenges.

You CAN do it!

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### l

### Every girl can be a princess!

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Haircut: \$40 Manicure: \$10 Wash n' blow dry: \$30 Pedicure: \$15

Braids & buns: \$20

Visit us on www.be\_a\_princess.com

about for to



### **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 on the answer sheet.

To the team of "Great Escapes"							
I am a faithful reader of your travel magazine and, I cannot afford all the trips you suggest, I always enjoy your articles, and I love the fantastic pictures that you provide.							
Recently, I a long weekend at the Bradshaw Hotel in Cork. Everything was exactly as you had described it: The lobby was furnished antiques, every room looked a little 5, and the library had a wonderful fireplace with the 26 comfortable sofas to relax on after a day out and about.							
However, I'm sure you27 like to know that the hotel has closed28 French à la carte restaurant. Only the main restaurant now offers a daily menu. But the food was29 excellent and the service left nothing to be desired.							
Thank you for your recommendation. I am looking forward your next issue of "Great Escapes".							
Kind regards							

21	a	although	24	a	by	27	a	shall	30 a	l
	b	even		b	of		b	should	b	)
	c	however	,	C	with		c	would	c	,
22	a	read	25	a	difference	28	a	his		
	b	reading		b	different		b	it's		
	c	to read		С	differently		c	its		
23	2	am booking	26	2	many	29	2	always		
23		9			•	29		•		
	b	booked		b	most		b	ever		
	C	was booked		C	much		C	forever		



### 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 on the answer sheet.

Dear Grandma,
I am so sorry to hear that you've had an operation. How did it? How long do you have to in hospital? I hope that the doctors and nurses are friendly. I remember when I was in hospital last year, the staff were always stressed and in a
I am planning to visit you on Saturday. Are you on a special? Otherwise, I'll bring a cake and maybe some fresh fruit. If there is anything you need, fresh towels or something to, give me a call before Friday so that I can go to your house and it.
See you on Saturday!

a	COMFORTABLE	f	GET	k	MEET
b	DIET	g	GO	ι	REMAIN
c	DIVIDING	h	HURRY	m	SHARING
d	FOOD	i	KEEP	n	TALK
e	FRIENDLY	i	LIKE	0	WEAR



### Writing

You are allowed a total of 60 minutes for this subtest.

There are two writing tasks.

You must complete both.



### **Writing Part 1**

You see the following advertisement in your local newspaper:

### **Host families wanted**

Our city is hosting the International Sports Fair in April this year.

About 100 young people from different countries will join us for a week of competitions, games and lots of fun activities. The sports events have been arranged to take place at the University and we are now organizing host families for the participants.

So if you want to open your home and give a young person the chance to stay with you, please contact:

Lisa Anderson and Associates 22 London Road, Madley, MA53 2LR www.intsportsfair.co.uk

You decide that you want to invite one of the participants to stay in your home. Write a letter to the organiser.

Before starting, decide in which order you want to include all the points below. Begin and end the letter in a suitable way.

- Describe your home
- · Say something about yourself/your family
- Say why you want to host a participant
- State what kind of person you would like to host (male/female, nationality ...)

Please write at least 100 words.



### Writing Part 2

You want to go to a concert with a friend. Write a short email to your friend suggesting the idea and saying why you'd like your friend to come.

Please write at least 60 words.

### **Listening Part 1**

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 41–45 is true (+) or not true (–).

Mark your answers on the answer sheet.

- **41** BA Business class passengers can use the Air France Business Club.
- 42 You should contact the doctor's office to do a blood test.
- **43** Stage B cannot be used at all today.
- **44** You cannot see the four lions anymore.
- 45 This weekend, the ski lifts will close later.

### **Listening 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 answers on the answer sheet.

Now you will have one minute to read the statements.

- 46 Ron never spent any time on himself.
- 47 Stacy has finished her studies in biology.
- **48** Stacy is attracted to her parents' careers.
- **49** Ron's granddaughter wants to stay home with her baby.
- **50** It didn't take Ron very long to make his decision.
- 51 Ron's children still don't understand his choice.
- **52** Stacy's father doesn't see the emails that she is sending home.
- **53** Stacy is the director of the elephant camp.
- **54** Ron has already spent all the money he took with him.
- 55 Stacy isn't unhappy with her decision.

### **Listening Part 3**

You are going to hear a panel discussion with people giving their opinions on a topic. You will hear the recording once.

While you are listening, decide which statement a-f best matches the opinions 56–60. Mark your answers on the answer sheet.

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

### **Example:**

Cheryl thinks that ...

- x ... electric cars will replace traditional cars at some point.
- **56** Malcom says that ...
- 57 Sian thinks that ...
- 58 Kevin thinks that ...
- **59** Pam feels that ...
- **60** Phil believes that ...
- a ... electric cars are surprisingly fast.
- **b** ... cars running on two types of energy are the solution.
- c ... electric cars need better batteries.
- **d** ... electric vehicles create new problems of their own.
- **e** ... people don't have enough information about electric cars.
- **f** ... people still expect motors to make a sound.



# Speaking

### How is the Speaking conducted?

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

### What are the test takers expected to do?

The test takers are expected to talk to each other about various everyday topics. They should actively participate in the conversation and respond to their partner's questions or statements. In order to overcome communication problems, they are encouraged to help each other or ask for clarification. Notes taken during the 20-minute preparation phase may be used in the oral examination, but test takers are not permitted to read directly from them.

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

### Part 1: Social Contacts (3-4 minutes)

The task is to exchange personal information in order to get to know each other better. The test takers should say something about themselves and ask their partner(s) questions to learn more about him or her. They can use the points on the task sheet for help but are not required to talk about all of them. The examiners may ask them to talk about an additional topic which is not on the task sheet.

### **Part 2: Topic-Based Conversation** (5–6 minutes)

The test takers have task sheets with different information on the same topic. First, each test taker should talk about the information on his or her task sheet. Then, the test takers should exchange their opinions and talk to each other about their personal experience with the topic.

### Part 3: Task (5-6 minutes)

The task is to plan something together. The test takers are expected to exchange ideas, make suggestions and respond to the suggestions of their partner(s). Together, they should come up with a plan and decide who is responsible for which tasks. The points on the task sheet may be used for help.



### Test takers A/B/(C)

### **Part 1 Social Contacts**

Introduce yourself to your partner(s) if you do not already know each other. Talk to your partner(s) about the following topics:

- Name
- · Where they live
- Where they come from
- If they have ever been to other countries
- How long they have lived in the area
- Details of their house/flat
- Details of their family

Only ask for information you do not already know.

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



### **Test taker A**

### **Part 2 Topic-Based Conversation**

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

Exchange your opinions on the topic. Talk about your personal experience and answer the questions of your partner(s).

### Food



"When I meet my friends for dinner, we usually eat at a restaurant. I am a terrible cook and even if you can cook well, it's always so much work. I wouldn't feel comfortable knowing that my friends have spent hours shopping, cooking and cleaning up afterwards. At a restaurant, everybody can relax and enjoy the evening."

Anthony Jones (34, insurance broker)



### **Test taker B**

### **Part 2 Topic-Based Conversation**

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

Exchange your opinions on the topic. Talk about your personal experience and answer the questions of your partner(s).

### **Food**



"I love cooking for my friends. Sometimes, we cook together which is a lot of fun. My friends can bring their children or their dogs. We all feel more comfortable at my house than in a restaurant where you have to behave well and leave as soon as you have finished eating. Very often we chat long into the night."

Terrie Shaw (31, lawyer)



### **Test taker C**

### **Part 2 Topic-Based Conversation**

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

Exchange your opinions on the topic. Talk about your personal experience and answer the questions of your partner(s).

### **Food**



"I'm not a fan of restaurants – you pay too much for drinks and it's too much effort to get dressed up and go out. That's why my friends and I prefer to order in. We can get different kinds of food delivered at any time - Indian, sushi, Chinese. It's an ideal situation because nobody has to cook and we can all relax at home."

Emily Gordon (24, Masters student)



### Test takers A/B/(C)

### **Part 3 Task**

### Situation

You and your partner(s) want to buy a new computer. Discuss your ideas and include the following points:

### Task

First decide what you would like to do and why. Tell your partner(s) your ideas and give reasons. Listen to what your partner(s) have to say. Try to agree on something that you would all like and include the following points:

- where to buy it
- price
- · additional items
- programs / functions
- design

...

# telc

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# ENGLISH B1

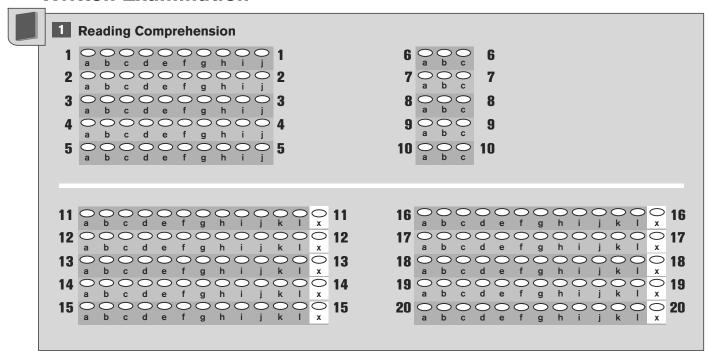
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Свесhlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол						
Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sinav merkezi · Экзаменационное учреждение						
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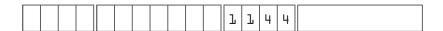
### **Written Examination**



2 Language Elements	
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22 a b c 22	32 000000000000000000000000000000000000
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24 0 0 0 24	34 0 0 0 0 0 0 0 0 0 0 0 34 a b c d e f g h i j k l m n o
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26 o o c 26	36 000000000000000000000000000000000000
27 o o c 27	37
28	38
29	39 000000000000000000000000000000000000
30 a b c 30	40 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Please separate this sheet after the subtests "Reading Comprehension" and "Language Elements" and turn it in.





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	44	0 -	44	49	O -	49	54	<b>O C</b>	54	59	0 a b	0 d	e f	59
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Please separate this sheet after the subtest "Listening Comprehension" and turn it in.

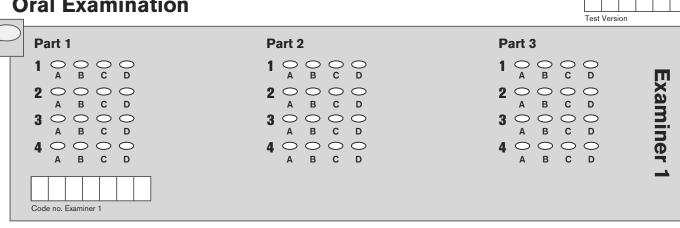


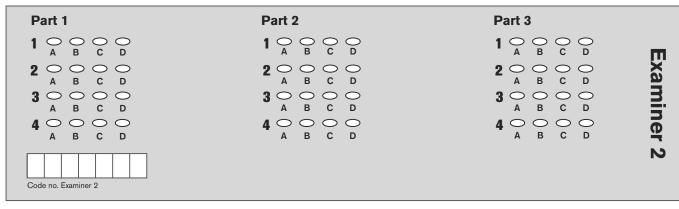
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### Only for Examiners!

### **Oral Examination**





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3 0 0 0 0	3 0 0 0 0	3 0 0 0 0	<b>Z</b>
A B C D	A B C D	A B C D	
4 0 0 0 0	4 0 0 0 0	4 0 0 0 0	ark:
A B C D	A B C D	A B C D	



	1144	
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Familienname · Surname · Apellido · Nom · Cognome · Soy	Soyadi · Фамилия	
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Testversion · Test Version · Version del examen · Version d'	d'examen · Versione d'esame · Sınav sürümü · Тестовая версия	
4 Writing, Part 1	F	For Rater's Use






4 Writing Only for Raters!		
Rater 1	Rater 2 Confirm Rating 1	telc Rating Confirm Rating 2 C
Wrong topic?  A B C D yes no	Wrong topic?  A B C D yes no	Wrong topic?  A B C D yes no
Additional point IV.1	Additional point IV.1	Additional point IV.1  A B C D yes no
Additional point IV.2	Additional point IV.2	Additional point IV.2  A B C D yes no
Code no. Rater 1	Code no. Rater 2	Code no. telc Rater



	1144
Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия	
Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя	
Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame	· Sınav sürümü · Тестовая версия
4 Writing, Part 2	Fo Rate Us

4	Writing, Part 2	For Rater's Use
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-		





4 Writing Only for Raters!		
Rater 1	Rater 2 Confirm Rating 1	telc Rating Confirm Rating 2
Wrong topic?  A B C D yes no	Wrong topic?  A B C D yes no	Wrong topic?  A B C D yes no
II ○ ○ ○ ○ ○ □ A B C D	II ○ ○ ○ ○ ○ □	II ○ ○ ○ ○ ○ □ A B C D
III O O O O	III O O O O	III O O O O
Code no. Rater 1	Code no. Rater 2	Code no. telc Rater

## Marking Criteria for Writing

The Writing subtest is assessed by licensed telc raters. In the case of disagreement, the marks awarded by Rater 2 are taken in preference. Spot checks are carried out at the telc Head Office. In such cases the telc rating becomes the final score.

#### **Criterion I: Content**

#### **Writing Part 1 (Interactive Task with Guiding Points)**

Assessment is made on the basis of the number of guiding points that have been processed.			Points	
	A	All four guiding points have been processed in an appropriate way.	5	
	В	Three of the guiding points have been processed in an appropriate way.	3	
	С	Two of the guiding points have been processed in an appropriate way.	1	
	D	No more than one of the guiding points has been processed in an appropriate way.	0	

#### **Writing Part 2 (Productive Task)**

Assessment is made on the basis of the completion of the task as a whole. It is			Points	
	A	appropriate in all respects.	5	
	В	appropriate in most respects.	3	
	С	mostly inappropriate.	1	
	D	completely inappropriate.	0	

#### **Criterion II: Communicative Design**

Assessment is based on

- 1. whether the information to be communicated has been processed in a logical sequence.
- 2. the links between the sentences and between the guiding points / the parts of the message.
- 3. whether the language used is appropriate to the type of text and the person the correspondence is being sent to.
- 4. the typical characteristics of the type of text required.

The communicative design of the letter is		
A appropriate in all respects.		
В	appropriate in most respects.	3
С	mostly inappropriate.	1
D	completely inappropriate.	0

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#### **Criterion III: Language**

Assessment is based on syntax, morphology and spelling. The letter contains			Points		
	A no errors or only occasional errors.				
	В	a number of errors without impairing the reader's understanding of the text.	3		
	С	errors that considerably impair the reader's understanding of the important parts of the text.	1		
	D	so many errors that the text is (almost) impossible to understand.	0		

#### Additional points - For Part 1 Only

One additional point (IV.1) is awarded for a wider than average range of vocabulary and structures

One additional point (IV.2) is awarded if the letter contains more than minimum information (content). However, the additional points may not be awarded if the letter has already been given the maximum number of points, or if in one of the three criteria has been awarded a "C" or "D".

#### How does the assessment occur?

Each text is assessed by licensed telc raters at telc's international Head Office in Frankfurt, where quality control of the rating is also carried out. Each text (Writing, Part 1 and Writing, Part 2) can be awarded a maximum of 15 points. If criterion I and/or criterion III are marked "D", then the whole text receives zero points.

#### Calculation of the score

Each of the writing samples in the subtest Writing are awarded points according to the three criteria: Content, Communicative Design and Language. The points are awarded as follows: A=5 points, B=3 points, C=1 point, D=0 points

The final score for Writing, Part 1 is multiplied by 3 and the final score for Writing, Part 2 is multiplied by 2. Writing, Part 1 is worth a maximum of 45 points and Writing, Part 2 is worth a maximum of 30 points.

## Marking Criteria for Speaking

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

1. Expression

3. Accuracy/Language

2. Task Management

4. Pronunciation and Intonation

The test taker's performance is rated according to whether the criteria are entirely fulfilled, largely fulfilled, not entirely fulfilled or not at all fulfilled as can be expected of a test taker at B1 level of the CEFR.

The individual criteria will now be defined in more detail, based on the "Can Do" descriptors of the CEFR in a slightly modified form. There is a table at the end which provides a practical overview. The descriptors are taken from the CEFR Companion Volume\_eng2020.

All criteria are assessed individually in each part of the oral examination.

#### 1. Expression

Assessment is based on the extent to which the language used (vocabulary and functional exponents) is appropriate to the content of the task and the role relationship between the test takers.

The relevance of the marking criterion Expression to the CEFR is as follows.

General linguistic range	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and film.
	Has enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations.  Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events.
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  Uses a wide range of simple vocabulary appropriately when discussing familiar topics.

#### Marking

A	В	С	D
The test taker's expression is almost always appropriate to the given	The test taker's expression is appropriate to the	The test taker's expression is mostly inappropriate to the	The test taker's expression is (almost) completely
task at the required level of competence.	given task in most respects.	given task in several respects.	<b>inappropriate</b> to the given task.

### 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.

The relevance of the marking criterion Task Management to the CEFR is as follows.

Asking for clarification	Can ask for further details and clarifications from other group members in order to move a discussion forward.  Can ask someone to clarify or elaborate what they have just said.
Turntaking	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.  Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.
Co-operating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the argument. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.
Thematic development	Can develop an argument well enough to be followed without difficulty most of the time.  Can reasonably fluently relate a straightforward narrative or description as a sequence of points.
Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.  Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.
Fluency	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", they are able to keep going effectively without help.  Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

### Marking

Α	В	С	D
The test taker's	The test taker's	The test taker's	The test taker's performance is
performance is <b>almost</b>	performance is	performance is	(almost) <b>completely</b>
<b>always</b> appropriate to the	appropriate to	mostly inappropriate	<b>inappropriate</b> to the given task
given task at the required	the given task <b>in</b>	to the given task in	or the test taker does not
level of competence.	most respects.	several respects.	actively participate in the task.

## 3. Accuracy/Language

Assessment is based on syntax and morphology.

The relevance of the marking criterion Language to the CEFR is as follows.

Grammatical	Communicates with reasonable accuracy in familiar contexts; generally good control, though with
Accuracy noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express	
	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with
	more predictable situations.

#### Marking

Α	В	С	D
The test taker makes no or only occasional errors.	The test taker makes a number of errors without impairing communication.	The test taker makes errors that <b>considerably impair</b> communication.	The test taker makes so many errors that <b>communication is</b> (almost) <b>impossible.</b>

#### 4. Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

The relevance of the marking criterion Pronunciation and Intonation to the CEFR is as follows.

Overall phonological control	Pronunciation is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak.
Sound articulation	Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words they are less familiar with.
Prosodic features	Can convey their message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from the other language(s) they speak.

#### Marking

A	В	С	D
Divergences from standard pronunciation and intonation do not impede comprehension.	Divergences from standard pronunciation and intonation may occasionally impede comprehension and require extra concentration on the part of the listener.	Divergences from standard pronunciation and intonation considerably impede comprehension.	Divergences from standard pronunciation and intonation make comprehension (almost) impossible.

#### **Points**

For Part 1		В	С	D
Criterion 1: Expression	4	3	1	0
Criterion 2: Task Management	4	3	1	0
Criterion 3: Accuracy/Language	4	3	1	0
Criterion 4: Pronunciation and Intonation	3	2	1	0

For Part 2 and Part 3		В	С	D
Criterion 1: Expression	8	6	2	0
Criterion 2: Task Management	8	6	2	0
Criterion 3: Accuracy/Language	8	6	2	0
Criterion 4: Pronunciation and Intonation	6	4	2	0

#### **Assessment**

During Speaking, each of the two examiners marks the test takers' performances individually. After the test takers have left the room, the examiners reach a consensus on the marks to be awarded for each test taker.

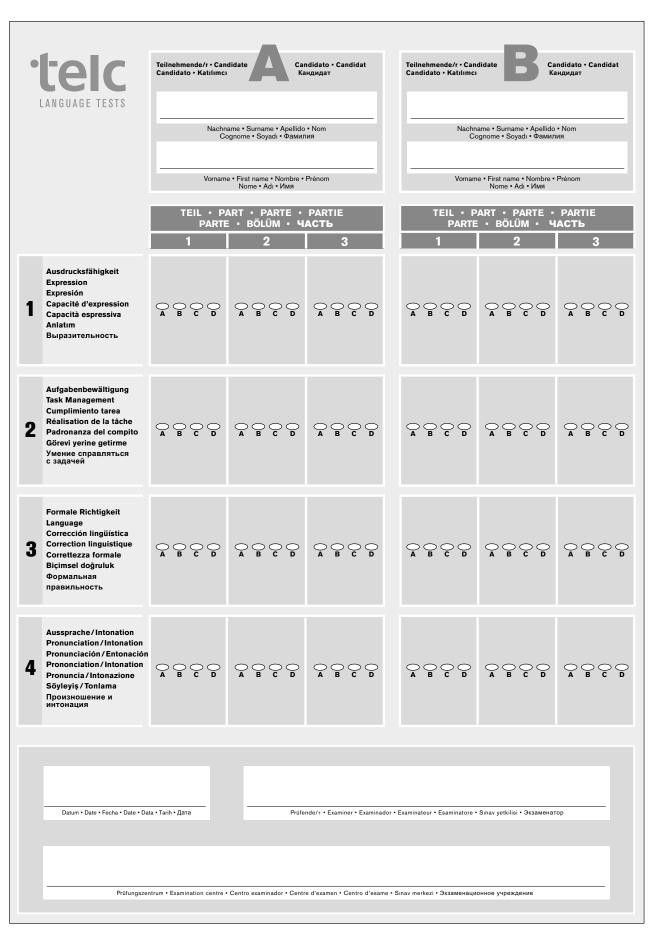
#### Calculation of the score

Each of the three parts of Speaking is assessed separately. The test takers can receive a total of 15 points in Part 1 of Speaking and 30 points each in Part 2 and Part 3. During the entire oral examination, a maximum total of 75 points can be awarded. This corresponds to 23% of the highest possible total of 330 points.

## Marking criteria for Speaking – Overview B1

		Α	В	С	D
1. Expression	The test taker  • has a good range of vocabulary related to familiar topics and everyday situations.  • shows good control of elementary vocabulary.	The test taker's expression is almost always appropriate to the given task at the required level of competence.	The test taker's expression is appropriate to the given task in most respects.	The test taker's expression is mostly inappropriate to the given task in several respects.	The test taker's expression is (almost) completely inappropriate to the given task.
2. Task Management	<ul> <li>The test taker</li> <li>fulfills the given task completely.</li> <li>can initiate and maintain simple faceto-face conversation.</li> <li>can link a series of shorter elements into a connected linear sequence of points.</li> <li>can express themselves with relative ease.</li> <li>despite some problems with formulation, is able to keep going effectively without help.</li> </ul>	The test taker's performance is almost always appropriate to the given task at the required level of competence.	The test taker's performance is appropriate to the given task in most respects.	The test taker's performance is mostly inappropriate to the given task in several respects.	The test taker's performance is (almost) completely inappropriate to the given task or the test taker does not actively participate in the task.
3. Accuracy / Language	The test taker  communicates with reasonable accuracy in familiar contexts and generally has good control, though with noticeable mothertongue influence.  errors occur, but it is clear what they are trying to express.	The test taker makes no or only occasional errors.	The test taker makes a number of errors without impairing communication.	The test taker makes errors that considerably impair communication.	The test taker makes so many errors that communication is (almost) impossible.
4. Pronunciation and Intonation	The test taker's  • pronunciation is generally intelligible.  • intonation and stress at both utterance and word levels does not prevent understanding of the message.  • accent is usually influenced by the other language(s) they speak.	Divergences from standard pronunciation and intonation do not impede comprehension.	Divergences from standard pronunciation and intonation may occasionally impede comprehension and require extra concentration on the part of the listener.	Divergences from standard pronunciation and intonation considerably impede comprehension.	Divergences from standard pronunciation and intonation make comprehension (almost) impossible.

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## **Points and Grades**

	Subtest	:	Task	Points	Points max.	Weighting
	ů	Reading				
uo	Part 1 Part 2 Part 3		1–5 6–10 11–20	25 25 25	75	23%
minati	o □	Language Eleme	nts			
Written Examination	Part 1 Part 2		21–30 31–40	15 15	30	8 %
×	0	Writing				
	Part 1 Part 2		Semi-formal letter Personal email	45 30	75	23%
	Sub-Tot	al of the Written E	xamination*		180	55%

	口) Listening				
Oral Examination	Part 1 Part 2 Part 3	41–45 46–55 56–60	25 25 25	75	23%
Oral	Part 1 Part 2 Part 3	Social Contacts Topic-Based Conversation Task	15 30 30	75	23%
	Sub-Total of the Oral Exa	mination*		150	45%
	Sub-Total of the Written E Sub-Total of the Oral Exa			180 150	55 % 45 %
	Total Points			330	100%

<sup>\*</sup> Percentage points are rounded off to the nearest whole.

#### Who can receive a certificate?

To receive a certificate, all of the following criteria must be fulfilled:

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

If a test taker achieves a result of less than 40% in one or more of the subtests and/or achieves less than 60% of the total number of points, then the test taker has failed the complete examination.

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

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

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

- 1) The test taker must achieve a result of at least 60% in the Oral Examination.
- 2) The test taker must achieve at least 40% in the Subtest Listening and at least 40% in the Subtest Speaking.

The grade is then calculated according to the following table:

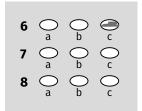
297–330.0 Points	Very Good	1
264-296.5 Points	Good	2
231–263.5 Points	Satisfactory	3
198–230.5 Points	Pass	4
0-197.5 Points	Fail	5

## How Does the Examination Work?

#### **Scoring using the Answer Sheet S30**

The Answer Sheet S30 is a thin booklet with four perforated pages. All of the testing results are recorded on these sheets. Test takers record their answers for the subtests Reading, Language Elements and Listening on pages two and three. Examiners mark their results for Speaking on page four and raters mark their results for the subtest Writing on pages six and eight.

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



#### Where are the tests evaluated? How are they evaluated?

The test results are scored electronically at telc headquarters. Each Answer Sheet S30 is scanned and compared to the answer keys, which are stored in a database. Based on this data, each test taker is issued a result sheet listing their personal test results and a telc certificate. Additionally, the data which has been saved for the scoring purposes is used to check and improve upon the quality of the examinations.

#### telc raters and examiners

All examiners who evaluate the test takers' oral performances possess a telc examiner licence. They have received this licence by successfully participating in a telc training course. The requirements for becoming an examiner are: experience in teaching English, knowledge of the CEFR levels and an understanding of the communicative approach. telc licences are not valid indefinitely, rather they must be renewed at regular intervals. The examiner is required to attend another training course in order to renew their licence. All raters who evaluate the test takers' written expression have solid experience with telc tests. They have been trained in the test format at telc headquarters, continue to attend scaling events to ensure that their rating standards remain consistent and, each rater must also possess a valid telc rater licence, which must be renewed at regular intervals.

#### **Written Examination**

The written examination lasts 150 minutes and consists of the subtests Reading, Language Elements and Writing.

Before starting the examination, the test takers should fill in the information section on the Answer Sheet S30. In order to prevent misunderstandings, the invigilator writes the name of the examination centre, the date and the six-digit test version number on the board. The invigilator also needs to inform the test takers that dictionaries, mobile phones or other electronic devices are not allowed (Instructions §§ 15 and 16).

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

#### **Oral Examination**

The Oral Examination consists of two parts: Listening and Speaking. The subtest Listening takes about 30 minutes.

#### How long does Speaking take?

Speaking examinations carried out with two test takers take approximately 20 minutes, about 15 of which are needed for the examination conversation itself. The remaining five minutes are used by the examiners for assessment purposes. In the case of an uneven number of test takers the examination is carried out with one group of three test takers. The examination conversation then takes about 20 minutes. The time allowed for examining is divided into three parts: Part 1 (Social Contacts), which should take about three minutes, Part 2 (Topic-Based Conversation) and Part 3 (Task), each of which should take about six minutes.

#### Preparing for the examination

All test takers have the opportunity to prepare individually for the three tasks of Speaking by using the task sheets. There must be an invigilator in the preparation room in order to ensure that the test takers do not speak to each other and that they do not use any electronic devices such as mobile phones. (Instructions §§15 and 16).

The test takers are allowed to take notes during this time, which they are allowed to use during the oral examination. Therefore, the examination center should provide stamped paper in the preparation room. The test takers are not allowed to make marks on the task sheets.

#### What do the examiners do?

The examiners make sure all time restrictions are adhered to. They provide a transition from one section to another and ensure that the test takers are each given adequate time to speak. The examiners are asked to keep the amount of speaking that they do to a minimum. They should only intervene when the conversation falters, comes to a halt or is dominated by one person. In the first scenario, they should attempt to revive the conversation by using a short utterance or question to restimulate the conversation. In the second scenario, they are asked to speak directly to the less active participant in order to reintegrate them in the conversation.

It is theoretically possible that both examiners intervene in order to revive a faltering conversation. However, it is recommended that one examiner takes the role of the interlocutor and the other the role of the assessor. These roles should be continued throughout the exam conversation.

The examiners record their marks on the Score Sheet M10 during the examination. Each examiner evaluates the test takers' performances individually. Each test part is to be assessed using the four evaluation criteria for Speaking, which means that each examiner needs to make twelve assessments per test taker. After the test takers have left the room, the examiners compare their assessments. This exchange helps the examiners to re-evaluate their observations and to reach a consensus. Then the results are entered onto Answer Sheet S30.

#### **Additional details about Speaking**

In all three parts of Speaking, the test takers should strive for a natural conversation. The examiners have more of a moderating role and less of a guiding role. The desired course of the conversation should be supported by the correct seating plan. The test takers should be able to see one another clearly in order to avoid the impulse to continuously look at the examiners.

If the examiners are forced to intervene, they should be careful how they do this. For example, open questions such as "What do you mean?" or "Could you explain?" or restating aspects that the test takers have already mentioned during the conversation are very useful strategies to accomplish this. The additional topics which have been mentioned by the test takers in Part 1 (Social Contacts), can be brought up again if the conversation comes to a halt or if the utterances seem to have been memorized in advance.

The test takers are allowed to use notes that they have created in the preparation time, however, they should not read them directly from the paper. If this occurs, it is the responsibility of the examiner to point out to the test takers that the tasks are intended to encourage free speaking.

#### Framework for the Oral Examination

Although every examination conversation is different, in the interests of consistency and reliability examiners should always adhere to a standard framework. The following typical prompts demonstrate how the interlocutor gives the examination the necessary structure, leading the test takers through all the parts and ensuring that the test takers have the same opportunities to demonstrate their skills. If the interlocutor needs to encourage the test takers to speak, open questions should be used (What do you think ...? How ...?).

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Part 1: Getting to know each other	
The examiners introduce themselves and the interlocutor asks the test takers to introduce themselves to each other.	Welcome to the Oral Examination. My name is and this is my colleague The oral examination has three parts.
The interlocutor leads into Part 1 of the examination with Test Taker A.	Let's start now with part 1, (Name of Test Taker A), would you like to begin?
The interlocutor can also ask the test takers to talk about another topic.	<i>u n</i>
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.	Thank you very much. We now come to Part 2. You have different task sheets with two contrasting opinions on the same topic.
The interlocutor addresses Test Taker B.	(Name of Test Taker B), would you like to start? Please tell your partner what your text was about.
The interlocutor addresses Test Taker A.	(Name of Test Taker A), could you now tell your partner what your text was about.
The interlocutor then asks both test takers to talk about the topic and bring in their own opinions and experiences.	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.	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.
The interlocutor addresses Test Taker A.	Please start, (Name of Test Taker A), and tell your partner what suggestions you have.
The interlocutor addresses Test Taker B.	(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.

## Answer Key



Item 1	d
Item 2	b
Item 3	j
ltem 4	a
Item 5	f
Item 6	a
Item 7	b
Item 8	a
Item 9	b
Item 10	a
Item 11	d
Item 12	h
Item 13	j
Item 14	a
Item 15	g
Item 16	Х
Item 17	e
Item 18	Х

**Item 19** l

**Item 20** i

## 

## Language Elements

Item 21	a
Item 22	b
Item 23	b
Item 24	С
Item 25	b
Item 26	b
Item 27	С
Item 28	С
Item 29	a
Item 30	С
Item 31	g
Item 31 Item 32	_
	ι
Item 32	ι
Item 32 Item 33	l h
Item 32 Item 33 Item 34	l h a
Item 32 Item 33 Item 34 Item 35	l h a m
Item 32 Item 33 Item 34 Item 35 Item 36	l h a m
Item 32 Item 33 Item 34 Item 35 Item 36 Item 37	l h a m n

□()	Listeni	ng
	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	d
	Item 57	a
	Item 58	f
	Item 59	е

Item 60 b

## **Transcripts**

#### **Listening Part 1**

**41** You are at the airport and hear an announcement:

To all passengers travelling on British Airways: We regret to inform you that the BA Business Lounge in section A is closed due to renovation. You are welcome to use the BA Executive Lounge or the Air France Business Club room in section B. We apologise for any inconvenience.

42 You have a voicemail message:

Good morning, this is Amy at Doctor Griffin's office. The results of your blood tests are ready. You can pick them up today or tomorrow. Please remember though that we are only open until one o'clock tomorrow and that we're closed on Friday because Dr. Griffin is on holiday. Thank

43 You are visiting an open-air theatre event and hear an announcement:

Due to an incident on stage B, the Shakespeare play "A Midsummer Night's Dream" will now be performed in the small amphitheatre and will start 30 minutes later than planned at 2:30. Unfortunately, the poetry slam at 3:30 must be cancelled. Stage B will reopen at 7 pm for Lewis Carroll's "Alice in Wonderland".

44 You are on a city bus tour in London. The guide announces the next sight:

We are now approaching Trafalgar Square. In its centre, you can see Nelson's Column built to commemorate Admiral Horatio Nelson, who defeated Napoleon in the famous naval battle of 1805. The monument was constructed between 1840 and 1845, but the four lions were not added to the base of the column until 1857. They're made of the metal from guns taken from old battleships.

**45** You are listening to the skiing report for British Columbia:

Skiing conditions will be great in Whistler this coming weekend. We've had over a meter of fresh snow and can expect sunny days with up to 8°C! That's what I call simply perfect Easter weather! Chairlifts will stay open for an extra half hour, allowing you to get that extra dose of sunshine.

### **Listening Part 2**

**Interviewer:** Welcome to our programme "Voices from Abroad". I'm Fiona Gallway and I have two guests today. Stacy and Ron, who decided to leave everything behind and start a new life in Thailand.

Ron, you're 71, a father, grandfather and soon to be great-grandfather and you're living all by yourself on a small island called Koh Samui in the Gulf of Thailand. Why?

Ron: Well, you see, I started working when I was 17, got married at 20 and had three children by the age of 26. It was a tough life, you know. I never missed a day of work; I had to support a family and money was always short. I never allowed myself to think about my hopes and dreams. It was always family first, for 50 years.

**Interviewer:** Stacy, your situation is quite different. You've just successfully graduated from law school but instead of joining your father's business, you applied for a volunteer job in an elephant camp near Bangkok. Tell us more!

Stacy: My parents have always had high expectations of me. You know, they're both successful lawyers and they have always wanted to see their only daughter in the same position. My father even wanted to make me his junior partner. But I don't see myself in a tight business suit with my smart phone glued to my ear 24/7. I had to make my own choice.

Ron: See, when I was your age, I never even figured that I had a choice. But then my granddaughter told us about her pregnancy and asked if me and my wife could care for the baby once she went back to work. And my first thought was: Run! Run away now or you never will!

Interviewer: But of course you didn't run to Thailand?

Ron: No, but it only took me one afternoon to think it over and I ran to the travel agency and booked a one-way ticket.

**Interviewer:** How did your family react?

Ron: Well, everybody was shocked of course. My daughters keep trying to talk me out of it and my son has not accepted my decision either. My wife was actually the first one to say: go ahead and live your life. You deserve it!

Interviewer: Stacy, did your parents show understanding for your decision?

**Stacy:** Not at all! My father hasn't talked to me since. But I know that my mum shows him all my emails and that deep in his heart he still loves me.

**Interviewer:** How long are you planning to stay in Thailand? Feeding elephants will probably not be a life-long career?

**Stacy:** My supervisor has just offered me a job in the administration of the camp. We need a better marketing campaign to attract more investors. Maybe one day I'll be marketing director of the most popular elephant camp in the world.

**Interviewer:** Sounds great! Ron, what do you do to earn your living in Thailand?

**Ron:** Well, I sold a few personal things before I left home, my car and my coin collection, for example. It's okay for now, but I fear that the money won't last long. I do some renovation work and I might have the chance to get a job as a gardener in one of the hotels.

**Interviewer:** Do you think you will regret your decision one day?

**Ron:** Not anytime soon. There is so much I have to catch up with.

**Stacy:** I'm sure I won't. But I wish my parents would visit me here and see how happy I am. Maybe they would forgive me then.

**Interviewer:** Thank you, Ron and Stacy. I wish you both the best of luck!

#### **Listening Part 3**

**Moderator:** Welcome to the Saturday Morning panel discussion. Today's topic is electric cars, and the general idea of electro mobility. On our panel we have six people with varying opinions and as usual, they're all invited to make their first statement. Let's start with Cheryl.

**Cheryl:** I love driving my electric car. It completely fulfils all my needs and it's good for the environment. I'm sure electric cars will become more and more common on the roads. Maybe one day we'll only drive electric cars. Think how pleasant it will be to live in a city with no air or noise pollution from motor vehicles!

Moderator: Malcolm, let's hear your opinion:

**Malcolm:** Electro mobility is a big project! For one thing, electric cars are not cheap - normal people can't afford them. However, what's worse is the amount of money that has to be invested in order to create a network of charging stations all over the country. This is going to be expensive and will need a lot of organization!

Moderator: Sian, what do you think?

**Sian:** Yesterday I drove an electric car for the first time in my life and I was really surprised by the car's speed. I thought it would move forwards slowly when I put my foot down, but that wasn't the case at all! It was better than a normal car! I'm seriously considering buying an electric car now.

**Moderator:** Kevin, let's hear your opinion:

**Kevin:** There's one big problem with electric cars. They're too quiet and so there's a very real danger of people being run over because they just don't hear the car coming. And when you're driving a normal vehicle and accelerate, isn't it nice to hear the engine reacting? Give me a conventional car that makes a noise and I'm happy.

Moderator: Pam, what do you think?

**Pam:** Personally, I think electro mobility is the answer to our environmental pollution issues and could positively influence our driving habits. Unfortunately, people still believe you can only use electric cars for short journeys, so they don't consider buying one. I hope that more and more people will begin to understand that electro mobility is a realistic option.

Moderator: Phil, let's hear your opinion:

**Phil:** I'm more interested in hybrid cars than pure electric vehicles. There are already a lot of models on the market. Hybrids are great because they run on fuel and electric power. Their batteries collect and reuse energy that's normally wasted, for example, when driving downhill and when the brakes are used. This is where I see our future.

**Moderator:** Thank you everyone. So let's start with our first question......

#### **CEFR**

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) supplies details of the language knowledge required for various levels and 'can do' statements for each level. It offers learners, teachers and language testers an assessment grid based on what learners should be able to do at a certain level. The 'can do' tables below describe both the general degree of skill as well as the more specific skills necessary for a variety of language acts required at B1 of the CEFR. The telc Hungary English B1 - Mock Examination is closely aligned to the CEFR.

#### Common European Framework of Reference (CEFR) B1 Skills

#### Common Reference Levels: global scale B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Understanding	
Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
Reading	I can understand texts that consist mainly of high frequency everyday or job- related language. I can understand the description of events, feelings and wishes in personal letters.

Speaking	
Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Writing	
Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.



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B1 اللغة العربية B1

telc Türkçe A2 İlkokul

telc Türkçe A1



**EXAMINATION PREPARATION** 

# MOCK EXAMINATION 1

## telc HUNGARY ENGLISH B1

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