

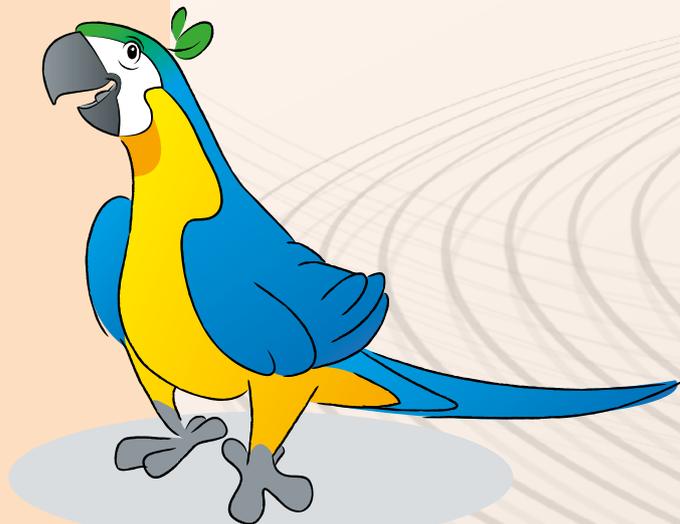


MOCK EXAMINATION 1

ENGLISH JUNIOR

Examination Preparation

A1





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ENGLISH JUNIOR

Examination Preparation

A1

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Published by telc gGmbH, Frankfurt am Main, Germany

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First edition 2012

© 2018 by telc gGmbH, Frankfurt am Main

Printed in Germany

ISBN: Test Booklet 978-3-86375-048-0

Audio CD 978-3-86375-049-7

Order Number: Test Booklet 5103-B00-010101

Audio CD 5103-CD0-010101

To the readers of this booklet, dear parents, dear teachers,

Thank you for your interest in this mock examination. *telc English A1 Junior* is an examination intended for children approximately 10 years old who have had English lessons for about two years. It can be used to establish whether A1, the first level of the *Common European Framework of Reference for Languages* (CEFR), has been reached. At the same time it is meant to provide a gentle first exposure to English language testing.

Why is it necessary to have mock examinations?

An essential characteristic of standardized language tests is that the participants know what is expected of them during the test. This is especially true for children. This mock examination informs parents, teachers and the young learners about the aims and tasks of the test, as well as the procedures involved in the exam implementation. All telc mock examinations are available as free downloads at www.telc.net where you can also find additional practice materials and other useful information.

What is telc?

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

What is the value of a telc Certificate?

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

How can you find out more?

Please write to us (info@telc.net) if you have any questions or suggestions for improvement. We would be pleased to hear from you and to have the opportunity to assist you further.

We hope that you and the young learners will find this mock examination interesting and fun to work with!



Managing Director, telc gGmbH

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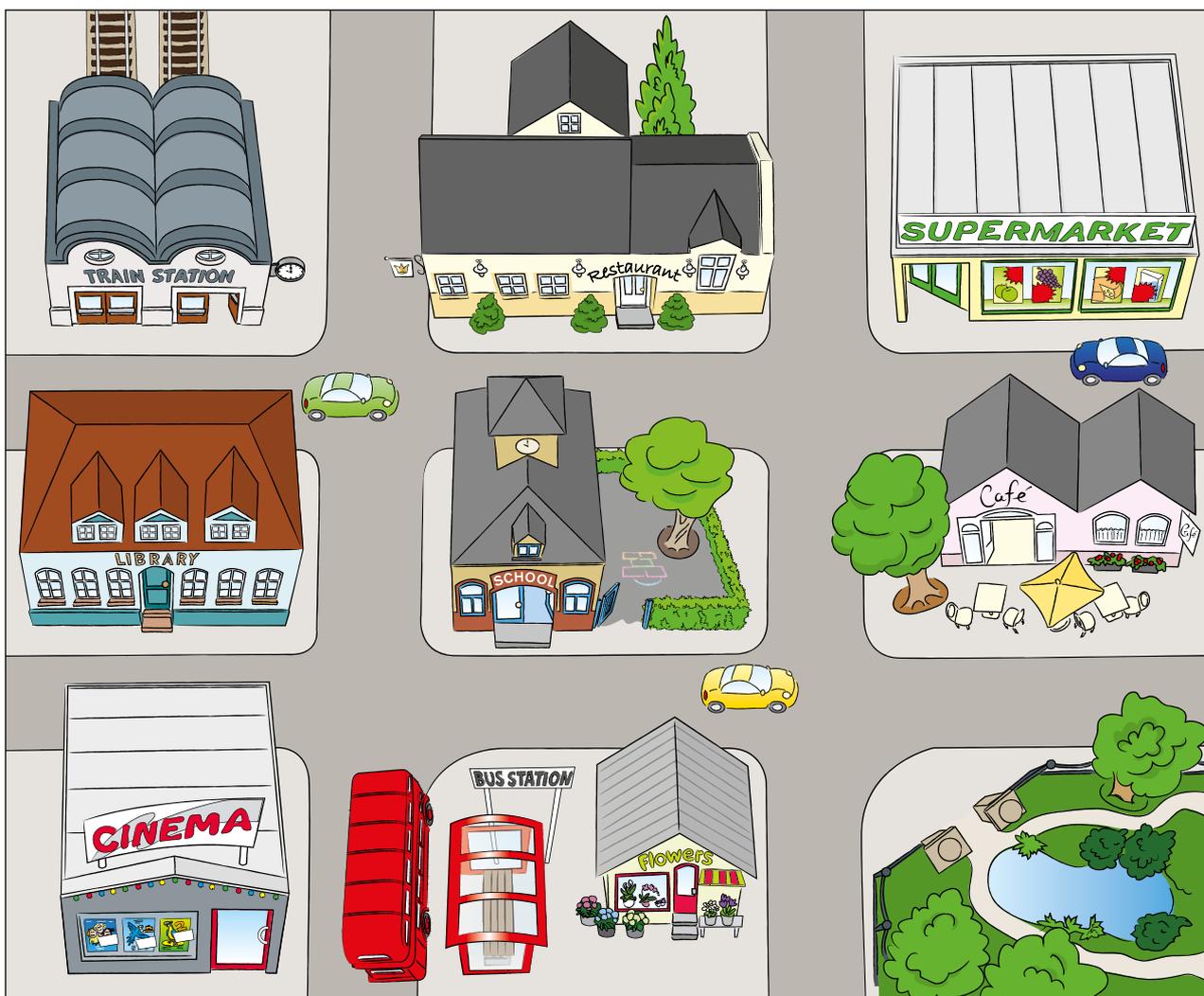
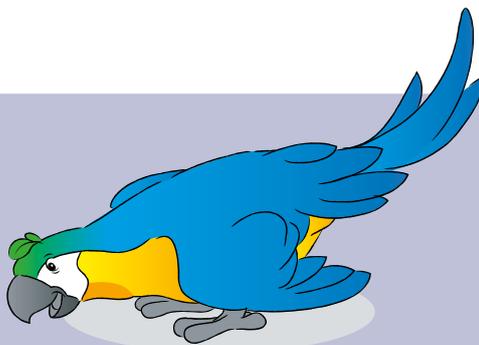
The Structure of the Examination

	Subtest	Aim	Type of Test	Points	Minutes
Written Examination	 Listening				
	Part 1	Listening for detail	3 multiple choice items	3	Approx. 5
	Part 2	Selective listening	3 yes/no items	3	Approx. 5
	 Reading				
	Part 1	Reading for detail	6 right/wrong items	6	
	Part 2	Selective reading	2 multiple choice items	2	
	 Writing				
	Part 1	Names	4 items	4	20
	Part 2	Short answers	6 items	6	
	Part 3	Filling in a friendship book	6 items	6	
	Sub-total Written Examination		30 items	30	30
Oral Examination	 Speaking				
	Part 1	Talking about yourself		6	15–20
	Part 2	Pictures and words		12	
	Part 3	And you?		12	
		Sub-total Oral Examination			30
	Total			60	50

Listening, part 1

On a bus tour

You will hear each recording two times.
Mark the correct answer, a), b) or c),
on your answer sheet.



- 1 Where is the first stop?
 - a At the bus station.
 - b At the café.
 - c At the school.
- 2 Where is the second stop?
 - a At the restaurant.
 - b At the supermarket.
 - c At the train station.
- 3 Where is the last stop?
 - a At the flower shop.
 - b At the library.
 - c At the park.

Listening, part 2**News for children**

First read the situation. You will hear each recording two times. Mark the correct answer, "yes" or "no", on your answer sheet.



- 4 You want to go to the park tomorrow, but only in good weather. Can you do that?

Yes or **no**?

- 5 You want to see the new tiger babies at the zoo today. Can you do that?

Yes or **no**?

- 6 Kevin Miller is your favourite basketball player. You want to watch him play on TV this evening. Can you do that?

Yes or **no**?

Reading, part 1

Look at Tom's room!



Mark the correct answer, "right" or "wrong", on your answer sheet.

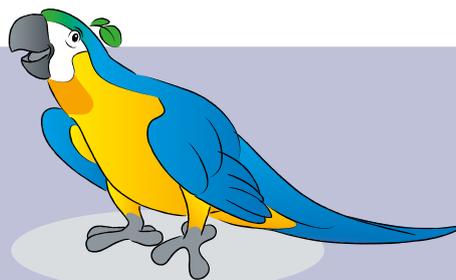


- 7 The chocolate is under the bed. **Right** or **wrong**?
- 8 The clock is next to the cars. **Right** or **wrong**?
- 9 The ruler is in the waste paper basket. **Right** or **wrong**?
- 10 The sandwich is in front of the school bag. **Right** or **wrong**?
- 11 There are three apples on the shelf. **Right** or **wrong**?
- 12 There are two pencils behind the glass of milk. **Right** or **wrong**?

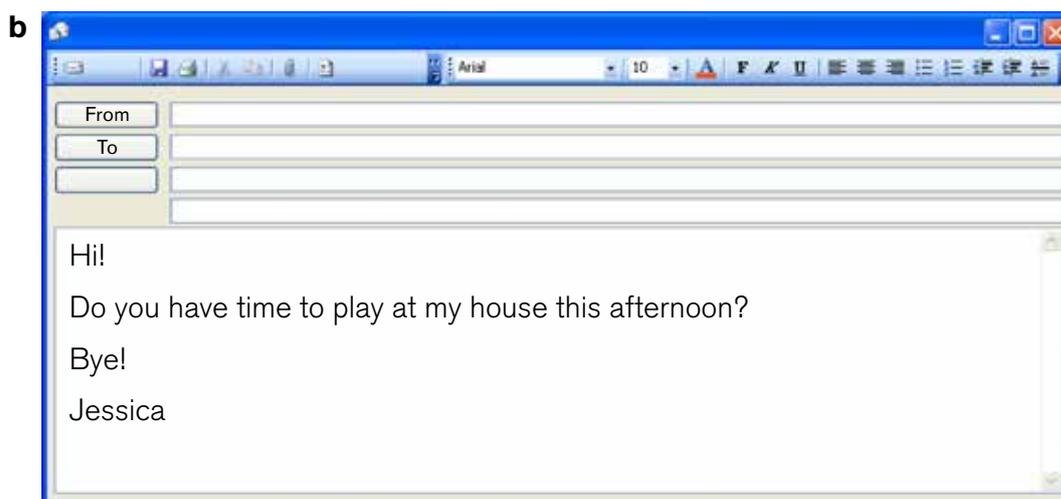
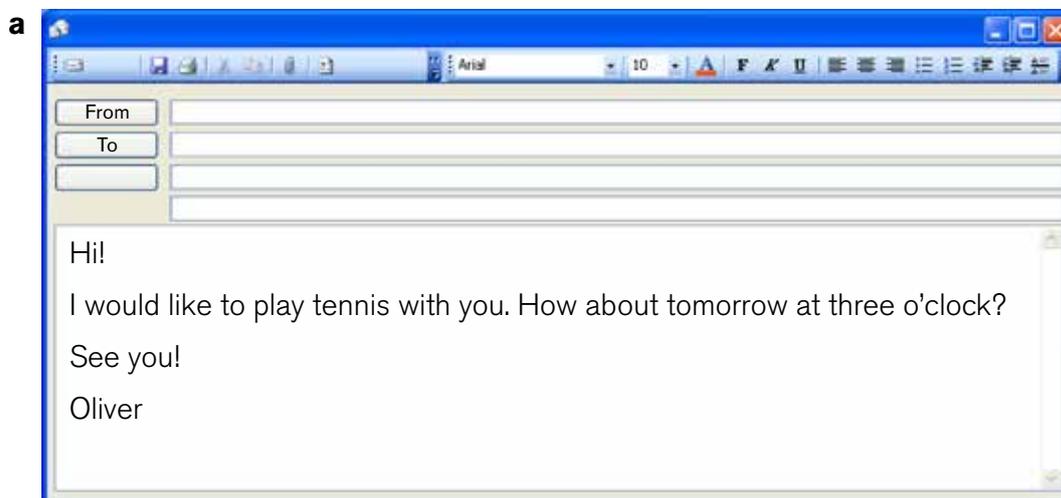
Reading, part 2

Email for you!

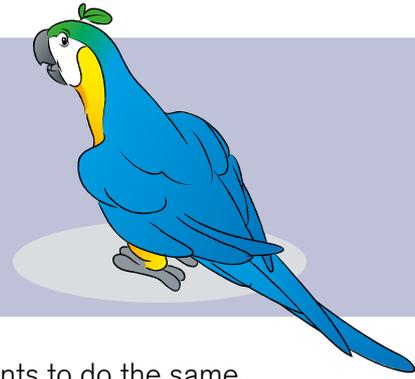
Read the emails. Then mark the correct answer, a) or b), on your answer sheet.



- 13** You want to play this afternoon. Which friend wants to do the same,
a Oliver
 or
b Jessica?



Read the emails. Then mark the correct answer, a) or b), on your answer sheet.



- 14** You want to learn for your English test. Which friend wants to do the same,
a Anne
 or
b Jimmy?

a

From: _____
 To: _____

Hi!
 What is our math homework? Please write back!
 Anne

b

From: _____
 To: _____

Hi!
 Can you help me with English? We can learn together, okay?
 Jimmy

Writing, part 1

Who is who?



Write the correct name on your answer sheet.

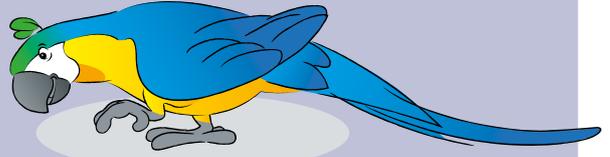


- 15** She is wearing a T-shirt. Her hair is dark brown. She is listening to music. Who is it?
It's _____.
- 16** She has long brown hair and is wearing jeans. She is drawing. Who is it?
It's _____.
- 17** His hair is brown and he is wearing a T-shirt with a number on it. Who is it?
It's _____.
- 18** He is playing ball and he wears glasses. Who is it?
It's _____.

Writing, part 2

On the board

In your English class you see two notes on the board. Write the answers to the questions on your answer sheet.



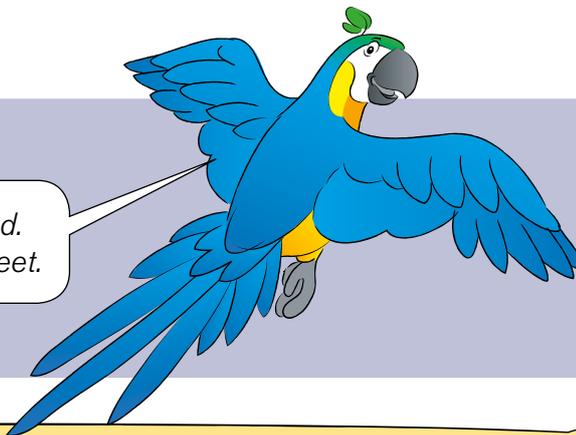
- 19** How much money?
- 20** When?
- 21** For what?



- 22** Bring what?
- 23** What is your class doing?
- 24** When is your class going?

Writing, part 3**Friendship book**

Fill in the Friendship book for your friend.
Write your answers on your answer sheet.



Friendship book

25 My name is _____.

26 I'm _____ years old.

27 My hair colour is _____.

28 My eye colour is _____.

29 I have _____ brother(s).

30 I have _____ sister(s).

Speaking

This part of the examination takes approximately 15–20 minutes. It requires the children to speak both with the examiner and with each other. The Oral Examination or Speaking subtest is generally carried out in pairs; i.e. two children are examined together. In case there is an odd number of candidates, it should be arranged for one child who has already taken the Oral Examination to volunteer to take it again with the last child who has no partner. The volunteering child is not marked again. Only if no volunteer is found or if only one child is registered for the exam, the examiner, or one of the examiners, takes on the role of the second candidate.

The oral examination can be conducted by one licensed examiner, however, *telc – language tests* recommends two licensed examiners. If there are two, they both mark the children's performances, but only one of them acts as the interlocutor. After the children leave the room, the examiners have a few minutes to discuss and agree on the marks.

There is no preparation time.

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

Speaking, part 1: Talking about yourself

The Task sheet for part 1 is detached and put on the table so that both children can read the prompts easily. The examiner leading through the examination demonstrates an example by introducing him/herself according to the prompts. Then it's the children's turn.

My name is ...

I'm ... years old.

I live in ...

I like ...

I don't like ...

My favourite ...

Speaking, part 2: Pictures and words

The Task sheet for part 1 is taken away. The Task sheet for part 2 (picture sheet) is detached and put on the table so that both children can see it well. Then the 12 word cards (which match the pictures on the picture sheet) are mixed up and introduced face down in a pile with the examiner word card on top. The leading examiner takes the examiner word card, reads it out loud and puts it on the corresponding examiner picture. (The second examiner then asks the first examiner one or two questions about the example object and the first examiner responds.) Then candidate A continues with the next card on the pile. He/she reads the word(s) out loud and puts the card on the corresponding picture on the picture sheet. Candidate B does the same with the following card. Then it's candidate A's turn again and so on. Every time a child has put a word card on the corresponding picture the examiner will ask him/her one or two questions about the object concerned, e.g. "Do you have a bicycle?" Once the child has responded, the examiner can pick up on the information and say for example: "Oh good! What colour is it?"

In case one child cannot read/does not understand the word on the card he/she has picked up, the other child is allowed to, indeed encouraged, to help.

Speaking, part 3: And you?

The picture sheet and the word cards are put away. The cards belonging to part 3 are introduced in a pile, face down, with the examiner card on top. Each card states the beginning of a sentence and then the question "And you?". E.g.:

"After school I..."

"And you?"

The leading examiner picks up the examiner card and reads the sentence filling in the blank. (Then he/she asks the second examiner: "And you?" The second examiner replies.) As in part 2 the children take turns picking up a card. This time, candidate B starts. He/she completes the sentence and then asks the other candidate "and you?" Candidate A replies. The children continue as described until all six cards have been picked up.

Part 1: Talking about yourself

My name is...



I'm... years old.

I live in...

I like...

I don't like...

My favourite...

Part 2: Pictures and words, picture sheet



telc Eng A1 Junior 010101, part 2		
EXAMINER PICTURE		EXAMINER PICTURE
telc Eng A1 Junior 010101, part 2		
		
telc Eng A1 Junior 010101, part 2		
		
telc Eng A1 Junior 010101, part 2		
		
telc Eng A1 Junior 010101, part 2		
		

Part 2: Pictures and words, word cards

telc Eng A1 Junior 010101, part 2		
EXAMINER WORD CARD	cat	EXAMINER WORD CARD
telc Eng A1 Junior 010101, part 2	telc Eng A1 Junior 010101, part 2	telc Eng A1 Junior 010101, part 2
snowboard	present	dog
telc Eng A1 Junior 010101, part 2	telc Eng A1 Junior 010101, part 2	telc Eng A1 Junior 010101, part 2
plane	pens	flower
telc Eng A1 Junior 010101, part 2	telc Eng A1 Junior 010101, part 2	telc Eng A1 Junior 010101, part 2
bicycle	apples	tennis ball
telc Eng A1 Junior 010101, part 2	telc Eng A1 Junior 010101, part 2	telc Eng A1 Junior 010101, part 2
meat	shoe	train

**Part 3: And you?**

EXAMINER CARD part 3

On Saturdays I...
And you?

EXAMINER CARD part 3

After school I...
And you?

On Sundays, my family and I...
And you?

In the morning I...
And you?

My best friend and I like...
And you?

In the evening I...
And you?

In my room I have...
And you?

Marking Criteria for Writing/ Marking Instructions

Writing, part 1, part 2 and part 3:

Raters verify the 16 fill-ins by referring to the Test Booklet S10. Simple spelling errors are accepted as long as they do not impair communication. Numerals are accepted where they are appropriate. An accepted answer is marked with a "+", an answer which is not accepted is marked with a "-" on the Answer Sheet S30.

Raters should be aware of the A1 descriptors provided in the Common European Framework of Reference for Languages (CEFR), e.g.:

Overall Written Interaction

Can ask for or pass on personal details in written form.
(CEFR, p. 83) *

Notes, Messages & Forms

Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.
(CEFR, p. 84) *

Processing Text

Can copy out single words and short texts presented in standard printed format.
(CEFR, p. 96) *

General Linguistic Range

Has a very basic range of simple expressions about personal details and needs of a concrete type.
(CEFR, p. 110) *

Grammatical Accuracy

Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
(CEFR, p. 114) *

Orthographic Control

Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.
(CEFR, p. 118) *

*) in: Common European Framework of Reference for Languages: Learning, teaching, assessment, CUP, Council of Europe 2001

Marking Criteria for Speaking/ Score Sheet M10

telc ENGLISH A1 Junior Score Sheet M10 Speaking, parts 1–3

telc
LANGUAGE TESTS

Candidate A

Name _____

First name _____

Part 1 Talking about yourself

Introduction ● ● ○

Part 2 Pictures and words

Reading/matching/response ● ● ○

Part 3 And you?

Impulse and response ● ● ○

Candidate B

Name _____

First name _____

Part 1 Talking about yourself

Introduction ● ● ○

Part 2 Pictures and words

Reading/matching/response ● ● ○

Part 3 And you?

Impulse and response ● ● ○

Examiners mark the two candidates individually according to the following criteria:

	Score	
Task management and linguistic performance	● full score	The performance is appropriate in content and form despite errors which are normally accepted by a sympathetic listener/interlocutor.
	● half score	Due to errors in content and form the performance is only partially appropriate.
	○ zero score	The performance is not appropriate in content and form and the task has not been fulfilled.

It is strongly advised that the examiners should be constantly aware of the A1 descriptors of the Common European Framework of Reference for Languages (CEFR), e.g.:

Overall Oral Production

Can produce simple mainly isolated phrases about people and places. (CEFR, p. 58) *)

Overall Spoken Interaction

Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (CEFR, p. 74) *)

General Linguistic Range

Has a very basic range of simple expressions about personal details and needs of a concrete type. (CEFR, p. 110) *)

Grammatical Accuracy

Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire. (CEFR, p. 114) *)

Phonological Control

Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (CEFR, p. 117) *)

Coherence and Cohesion

Can link words or groups of words with very basic linear connectors like 'and' or 'then'. (CEFR, p. 125) *)

Spoken Fluency

Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. (CEFR, p. 129) *)

*) in: Common European Framework of Reference for Languages: Learning, teaching, assessment, CuP, Council of Europe 2001

The oral examination can be conducted by one licensed examiner, however, *telc – language tests* recommends two licensed examiners. Having done the rating individually for each candidate on the yellow Score Sheet M10, the examiners compare their rating once the candidates have left the examination room. The examiners come to an agreement and transfer the agreed marks to the Answer Sheet S30.

With their signatures on the Score Sheet M10 the examiners confirm that they have conducted the oral test according to the prescribed organisational instructions and marking criteria for the examination telc English A1 Junior.

Please transfer your agreed marks to the Answer Sheet S30.

Examination centre and date

Examiner 1

Examiner 2

1103-M10-000000

M10-EngA1Junior

Points and Results

The maximum number of points to be achieved in the *telc English A1 Junior* examination is 60, 30 in the Written Examination and 30 in the Oral Examination.

Each of the 30 items in the Written Examination is worth 1 point.

In the Oral Examination, part 1 is worth 6 points, parts 2 and 3 are worth 12 points each.

In order to pass the examination one must acquire 60% of the total number of points, i.e. at least 36 points.

Having acquired a result **below 36 points**,
the child is awarded a results sheet which looks very similar to a certificate,
one star and the parrot's comment **"You have started, keep trying!"**

Having reached **36–43 points**,
the child is awarded a certificate with **two stars** and the parrot's comment **"You did fine!"**

Having reached **44–51 points**,
the child is awarded a certificate with **three stars** and the parrot's comment **"You did very well!"**

Having reached **52–60 points**,
the child is awarded a certificate with **four stars** and the parrot's comment **"You did extremely well!"**

The children's (passing) results are further differentiated according to their performance in the Written and in the Oral Examination:

Your skills in the **Written Examination** were

- satisfactory** (18–21 points)
- good** (22–24 points)
- very good** (25–27 points)
- excellent** (28–30 points)

Your skills in the **Oral Examination** were

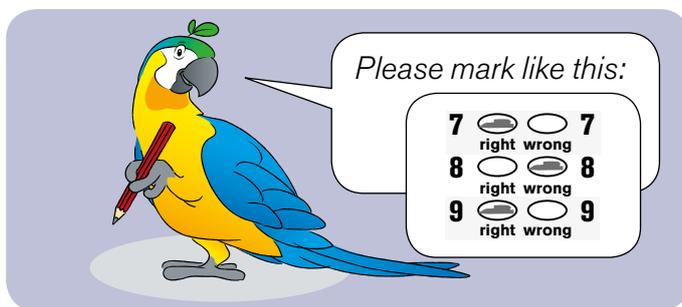
- satisfactory** (18 points)
- good** (21 points)
- very good** (24 or 27 points)
- excellent** (30 points)

Background Information on *telc English A1 Junior*

The Answer Sheet S30

The Answer Sheet S30 consists of one sheet. The data on the front (page 1) is completely filled in by the examination centre before the examination takes place. On the day of the examination each child is handed the answer sheet with his/her name on it. On the back (page 2) the children record their answers for the subtests Listening, Reading and Writing in the white area. Only answers on the Answer Sheet S30 can be scored. The raters and examiners mark their results in the grey area.

Only a soft lead pencil should be used when writing/marking on the Answer Sheet S30.



Scoring

The test results are scored electronically at the telc head office in Frankfurt, Germany. Each Answer Sheet S30 is scanned and compared to the answer keys which are stored in a database. If the required marks have been achieved, a telc certificate is issued; if not, the candidate receives a results sheet.

telc Raters and Examiners

All examiners who evaluate the children's oral performances possess a telc examiner license. They have received this license by successfully participating in a telc examiner training course. The requirements for becoming an examiner are: experience in teaching English, knowledge of the CEFR levels and an understanding of the communicative approach.

All raters who evaluate the children's written performance are licensed telc raters who have successfully participated in a rater training course and learnt how to apply the telc marking criteria accurately.

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

Retaking the Exam

The *telc English A1 Junior* examination can be repeated as often as the candidate may wish; however no results from previous tests can be incorporated into the new test. The entire examination must be repeated and is scored anew.

Written Examination

The Written Examination lasts 30 minutes and consists of the subtests Listening, Reading and Writing. There is no break between these parts.

The examination begins with the Listening subtest, where a CD is played. All breaks are recorded on the CD; once it's switched on, it runs through from beginning to end. After this subtest is completed, the children continue with the subtests Reading and Writing.

Oral Examination

The Oral Examination takes about 20 minutes, a good 15 of which are required for the examining itself. The remaining up to five minutes are used by the examiner(s) for assessment purposes. There is no preparation time. The examination is divided into three parts:

- Part 1: Talking about yourself (about one minute)
- Part 2: Pictures and words (about 7 minutes)
- Part 3: Part 3: And you? (about 7 minutes)

The Role of the Examiners

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

If there are two examiners, one of them takes the role of the interlocutor and leads through the examination. Examiners should not switch roles from interlocutor to assessor except between examinations.

The examiners record their marks on the Score Sheet M10 during the examination. Each examiner evaluates the candidates' performances individually. After both candidates have left the room, the examiners compare their assessments and reach a consensus on the final marks. The agreed marks are transferred to the Answer Sheet S30.

Framework for the Oral Examination

The oral examination can be conducted by one licensed examiner, however, *telc – language tests* recommends two licensed examiners. Although every examination conversation is different, there is a standard framework. The following examples demonstrate how the interlocutor gives the examination the necessary structure.

Introductory talk	For example
<p>The interlocutor/first examiner welcomes the children and briefly explains the test.</p>	<p><i>Hello and welcome! My name is [name] and this is my colleague [name]. Well, this test has three parts. We will now start with part 1.</i></p>
Part 1: Talking about yourself	For example
<p>Task sheet 1 with the introductory phrases is placed on the table so that both children can see it well.</p> <p>The interlocutor introduces part 1 by giving an example and then asks candidate A to start.</p> <p>If the candidate produces less than what is required, the interlocutor prompts by saying: "Anything else?"</p> <p>Having completed this section with candidate A, the interlocutor follows the same procedure with candidate B.</p>	<p><i>We want to get to know each other a bit better. Please tell us something about yourself.</i></p> <p><i>I will do an example first: My name is ..., I'm ... years old ..., I live in ..., I like ..., I don't like ..., My favourite ...</i></p> <p><i>Now – could you tell us about yourself?</i></p> <p><i>Thank you! That's all for part 1.</i></p>
Part 2: Pictures and words	For example
<p>The interlocutor removes Task sheet 1 from the table and produces Task sheet 2 and the word cards (face down and in a pile). He/she introduces part 2 by giving an example: He/she picks up the examiner word card, reads it out loud, finds the corresponding picture and puts the examiner word card on the photo of the cat.</p> <p>The second examiner now asks the interlocutor a question or two about cats and the interlocutor answers.</p> <p>The interlocutor now asks candidate A to pick up a word card.</p>	<p><i>Now let's go to part 2. We have a picture sheet here and some word cards. Let me give you an example: Cat. Now where is the cat? Ah, here it is.</i></p> <p><i>[Name of interlocutor], do you like cats?</i></p> <p><i>Oh yes, I do!</i></p> <p><i>Do you have a cat?</i></p> <p><i>Yes, I have a cat. Her name is Kitty.</i></p> <p><i>Oh that's nice.</i></p> <p><i>Okay [name of candidate A]. Now it's your turn.</i></p>

Candidate A picks up a word card and reads it out loud. He/she then puts the card on the corresponding picture. (If he/she cannot do so, the other candidate is allowed, indeed encouraged, to help. If that isn't possible, the interlocutor helps out by giving a hint.)

The interlocutor acknowledges the answer and asks one or two questions about it, if possible picking up on something the candidate said earlier during the introduction.

The procedure is repeated with candidate B and the next word card. Then it's candidate A's turn again and so on until all cards have been used up.

Bicycle.

*That's right. Do you have a bicycle?
Yes.*

Oh good! What colour is it?

Blue.

That's nice. Is your brother's bicycle blue too?

No. It's green.

Interesting! Thank you.

Now [name of candidate B], could you pick up a (word) card please?

Thank you! That's the end of part 2.

Part 3: And you?

For example

The interlocutor removes Task sheet 2 and the word cards from the table and produces the "And you?" cards (face down and in a pile). Again, he/she introduces the new part by giving an example: He/she picks up the examiner card part 3 and reads it out loud, filling in the blank and then asks the second examiner: "And you?"

Now let's go to part 3. We have some more cards here and I will give you an example: On Saturdays I clean the house. And you?

The second examiner replies and the interlocutor acknowledges the answer.

*Oh, on Saturdays I do nothing.
Did you hear that? On Saturdays I clean the house and **he (she)** does nothing!*

The interlocutor now asks candidate B to pick up a card.

Okay [name of candidate B], now it's your turn.

Candidate B picks up a word card, reads it out loud and fills in the blank. Then he/she asks candidate A: "And you?"

On Sundays my family and I sleep long. And you?

Candidate A replies.

On Sundays my family and I visit my grandmother.

The procedure is repeated with candidate A and the next card. Then it's candidate B's turn again and so on until all cards have been used up. That's when the interlocutor ends the examination.

Well, this is the end of part 3 and also the end of the test. Thank you very much indeed!

Audio Script

Listening, Part 1

On a bus tour

You will hear each recording two times. Mark the correct answer, a), b) or c), on your answer sheet.

“Number 1”

“Hello Children! Welcome to our English-language bus tour! We will leave the bus station now and turn right. See the school on the left? Now we turn left. See the café there on the right? That is our first stop.”

“Number 2”

“Okay children, ready to go? We'll go left now and leave the supermarket behind us. We are passing the restaurant on our right and will stop at the train station. This is our second stop.”

“Number 3”

“Alright, time to go to the park now. We are passing the library on our right. See the cinema? Here we turn left, go past the flower shop and stop right at the park. This is our last stop.”

“End of Listening, part 1”

Listening, Part 2

News for children

First read the situation. You will hear each recording two times. Mark the correct answer, “yes” or “no”, on your answer sheet.

“Now read number 4”

“And now – the weather report: The rain will stop this evening. Tomorrow we will finally see the sun again and it will be nice and warm!”

“Now read number 5”

“What's new at the zoo? Tiger mother Tumba has two new tiger babies. Isn't that wonderful? You can see them when the zoo opens again next week.”

“Now read number 6”

“Kevin Miller, the famous basketball star has hurt his leg! He is in the hospital and cannot play for three weeks!”

“This is the end of Listening.”

Answer Key



Listening

- 1 b
- 2 c
- 3 c
- 4 yes
- 5 no
- 6 no



Reading

- 7 wrong
- 8 right
- 9 wrong
- 10 right
- 11 wrong
- 12 wrong
- 13 b
- 14 b



Writing

- 15 Emma
- 16 Lisa
- 17 Ethan
- 18 Tom
- 19 5 Euros
- 20 (on) Friday
- 21 (new) (English)
workbook
- 22 rain coat
- 23 class trip
- 24 tomorrow
- 25 name
- 26 age
- 27 hair colour
- 28 eye colour
- 29 number of brothers
- 30 number of sisters



C1

Listening: I can understand extended speech. I can understand television programmes and films without too much effort.

Reading: I can understand long, complex factual and literary texts and appreciate distinctions of style. I can understand specialised articles and longer technical instructions.

Speaking: I can express myself fluently and spontaneously and with precision. I can present detailed descriptions of complex subjects, rounding off with an appropriate conclusion.

Writing: I can write about complex subjects in letters, essays or reports. I can select the appropriate style for these.

C2

Listening: I can understand specialised lectures or presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

Reading: I can understand abstract or specialised texts structured in a complex way, such as handbooks, academic articles or works of literature.

Speaking: I can give a talk in clear, smoothly-flowing speech on a complex subject and can deal with expressing implications and allusions.

Writing: I can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

B1

Listening: I can understand the main points of speech on matters of work, school, leisure, etc. I can understand radio or TV programmes if people speak clearly.

Reading: I can understand everyday texts on personal or work matters. I can understand descriptions of events and wishes in personal letters.

Speaking: I can take part in conversations on family, hobby, work, travel and current events.

Writing: I can write simple texts on familiar topics. I can write personal letters describing my experiences and impressions.

B2

Listening: I can understand extended speech and lectures and most TV and current affairs programmes and films.

Reading: I can read articles and reports in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking: I can interact with native speakers and take an active part in discussions.

Writing: I can pass on information in reports and essays giving reasons for or against a point of view.

A1

Listening: I can understand familiar words and very basic phrases when people speak slowly and clearly.

Reading: I can understand familiar names, words and very simple sentences, for example on notices and posters and in catalogues.

Speaking: I can interact in a simple way. I can use simple sentences to describe where I live and people I know.

Writing: I can write a short, simple postcard, for example sending holiday greetings.

A2

Listening: I can understand very basic information. I can understand the main point in short, clear, simple messages and announcements.

Reading: I can find specific information in simple texts (advertisements, menus and timetables) and can understand simple personal letters.

Speaking: I can communicate about simple, routine tasks. I can use a series of sentences to describe my private life and my job.

Writing: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

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ENGLISH

- C2** telc English C2

- C1** telc English C1

- B2-C1** telc English B2-C1 Business
telc English B2-C1 University

- B2** telc English B2
telc English B2 School
telc English B2 Business
telc English B2 Technical

- B1-B2** telc English B1-B2
telc English B1-B2 School
telc English B1-B2 Business

- B1** telc English B1
telc English B1 School
telc English B1 Business
telc English B1 Hotel and Restaurant

- A2-B1** telc English A2-B1
telc English A2-B1 School
telc English A2-B1 Business

- A2** telc English A2
telc English A2 School

- A1** telc English A1
telc English A1 Junior

ITALIANO

- B2** telc Italiano B2

- B1** telc Italiano B1

- A2** telc Italiano A2

- A1** telc Italiano A1

PORTUGUÊS

- B1** telc Português B1

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 A1 JUNIOR

telc – language tests have a long tradition of specialisation in the field of English language testing and certification around the world. English A1 Junior is the first telc examination for children approximately 10 years old. Closely developed according to the Common European Framework of Reference for Languages (CEFR), it establishes whether the first level of the CEFR, A1, has been reached.

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