

Mock Examination 1

ENGLISH

A1



# CONTENTS

<b>Information for Learners</b>	3
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## Test

1. Language Elements	6
2. Listening Comprehension	7
3. Situational Responses	9
4. Reading Comprehension	10
5. Writing	13
Answer Sheets S60 and S30	16-18
6. Oral Test	19

## Information

▪ Information for Examiners	23
▪ Points awarded	26
▪ Marking Criteria	27
▪ Answer Key	30
▪ Transcriptions of Texts	31



**Mock Examination 1**

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A1

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Important information

**Please read this page before starting the test.**

Dear Learner,

Please ask your teacher to help you with the information on this page.

There are three ways of approaching this mock test:

- You can take the test as if it were a real examination
- You can use the whole or parts of the test for practice purposes
- You can acquire a general impression of the contents and procedures of the examination







It is important to decide which of these alternatives you wish to take before reading on. Teachers will find important information on page 23.

Learners can practise the sub-tests Listening Comprehension and Situational Responses with the respective audio files to be found on our webpage or with the audio CD order no. 5178-CD0-000001. The other sub-tests Language Elements, Reading Comprehension and Writing Part A, can be checked with the Answer Key to be found on page 30. The letter in Writing Part B can be marked by your teacher. It is of course not possible for you to practise the oral test by yourself, but you will be able to familiarise yourself with the tasks and procedures as well as with the assessment criteria.

Should you simply wish to have a general overview of the test, all you need to do is to study the test and information in this booklet.

We hope that you will find this mock test interesting and that you will pass with flying colours!

## How long do the various parts of the test take? How many points are awarded?

Sub-Test	Aim	Type of Test	Points	Minutes
<b>1 Language Elements</b>				
	Vocabulary and grammar	10 multiple-choice items	15	10'
<b>2 Listening Comprehension</b>				
	A Selective listening B Listening for detail (numbers and letters)	4 true/false items 5 multiple-choice items	12 5	ca. 15'
<b>3 Situational Responses</b>				
	A Communicative responses B Communicative responses	3 matching items 4 matching items	6 8	
<b>4 Reading Comprehension</b>				
	A Reading for gist B Reading for detail C Selective reading	3 matching items 3 true/false items 3 multiple-choice items	9 9 6	30'
<b>5 Writing</b>				
	A Filling in a form B Writing a short message		2.5 7.5	15'
<b>Sub-total Written Test</b>			<b>80</b>	
<b>6 Oral test</b>				
	A About yourself B Asking for and giving information C Making and replying to requests, suggestions and offers		6 7 7	max. 15'
<b>Sub-total Oral Test</b>			<b>20</b>	
<b>Total</b>			<b>100</b>	

---

**Are you ready to start?**

**Okay. Now start the clock.**

**Turn over the page and start the test.**



## 1 Language Elements

Read the two letters and choose the correct word for each gap.

Mark the correct answer **a)** or **b)** on the Answer Sheet.

*Dear Mary and Brian,*

*Are you doing \_\_\_\_\_ **1** \_\_\_\_\_ on the 28<sup>th</sup>? If not, \_\_\_\_\_ **2** \_\_\_\_\_ to come and have a \_\_\_\_\_ **3** \_\_\_\_\_ with us, say at half \_\_\_\_\_ **4** \_\_\_\_\_ seven? There is no special reason – we just think that sometimes eating is more fun with \_\_\_\_\_ **5** \_\_\_\_\_ friends at the table. We hope you can come.*

*Love,*

- |           |                                     |           |                      |           |                         |
|-----------|-------------------------------------|-----------|----------------------|-----------|-------------------------|
| <b>1.</b> | a) anything<br>b) something         | <b>3.</b> | a) dinner<br>b) meal | <b>5.</b> | a) a few<br>b) a little |
| <b>2.</b> | a) do you like<br>b) would you like | <b>4.</b> | a) before<br>b) past |           |                         |

*Dear friends,*

*Thanks very much for your invitation to have dinner with you \_\_\_\_\_ **6** \_\_\_\_\_ the 28<sup>th</sup>. I'm afraid we can't come because Mary and I \_\_\_\_\_ **7** \_\_\_\_\_ tickets for the theatre that evening. It's a \_\_\_\_\_ **8** \_\_\_\_\_ because we would really like to see you again and we know how good your cooking is. Perhaps we can find \_\_\_\_\_ **9** \_\_\_\_\_ date to meet. It's Mary's 40<sup>th</sup> birthday at the end of next month. We are having a party and \_\_\_\_\_ **10** \_\_\_\_\_ to see you here if you have time.*

*Bye for now,*

- |           |                          |           |                        |            |                          |
|-----------|--------------------------|-----------|------------------------|------------|--------------------------|
| <b>6.</b> | a) at<br>b) on           | <b>8.</b> | a) pity<br>b) sorry    | <b>10.</b> | a) will<br>b) would love |
| <b>7.</b> | a) have got<br>b) having | <b>9.</b> | a) another<br>b) other |            |                          |





## 2 Listening Comprehension, Part A

*First read the question.*

*Then listen to the recording.*

*Mark the correct answer YES (+) or NO (-) on the Answer Sheet.*

*You will hear the text two times.*

**11.** *Situation:*

*You arrive at a hotel. The lady at reception speaks to you.*

The hotel is full and there is no room for you.

**12.** *Situation:*

*The phone rings. It's your friend John.*

John wants to drive your car this afternoon.

**13.** *Situation:*

*You are at the airport. You are waiting for an Air France flight to Paris.*

You can now go to the plane.

**14.** *Situation:*

*You want to go for a long walk tomorrow and hear the weather report on the radio.*

You can hope for fine weather for your walk tomorrow.

**2 Listening Comprehension, Part B**

*First read the question.*

*Then listen to the recording.*

*Mark the correct answer **a)** or **b)** on the Answer Sheet.*

*You will hear the text two times.*

**15.** John, what time does the film start?

At \_\_\_\_\_.

- a) 6.30
- b) 7.30

**16.** How much did your holiday flat cost?

It was £ \_\_\_\_\_ a week.

- a) £315
- b) £350

**17.** How many people were at the concert this evening?

It was full so there were about \_\_\_\_\_

- a) 560
- b) 650

people there.

**18.** How far is it to Paris from here?

Oh, it must be over \_\_\_\_\_ miles.

- a) 450
- b) 550

**19.** Sorry, how do you spell your name?

It's ... - spelt \_\_\_\_\_.

- a) W H I T E
- b) W H Y T E



### 3 Situational Responses

#### Part A

First look at sentences a) – d).

Then listen to the recording.

You will hear three statements or questions.

Mark the best answer for each statement or question **a), b), c),** or **d)** on the Answer Sheet.

You will hear each statement or question two times.

20. \_\_\_\_\_ a) Nothing. I'm okay, thanks.
21. \_\_\_\_\_ b) I don't mind.
22. \_\_\_\_\_ c) Yes, can I help you?
- \_\_\_\_\_ d) That's all right.

#### Part B

First look at sentences e) – i).

Then listen to the recording.

You will hear four statements or questions.

Mark the best answer for each statement or question **e), f), g), h)** or **i)** on the Answer Sheet.

You will hear each statement or question two times.

23. \_\_\_\_\_ e) Sorry, it's not allowed.
24. \_\_\_\_\_ f) Nice to meet you.
25. \_\_\_\_\_ g) That's a good idea.
26. \_\_\_\_\_ h) What a pity!
- \_\_\_\_\_ i) No, it's okay, thank you.

**4 Reading Comprehension, Part A**

Read the headlines a) – d) and the texts 27–29.

Choose the best headline for each text and mark the correct box on the Answer Sheet.

- a) ***Cars and weather make life worse***
- b) **High cost of living**
- c) **Life is unhealthy without good English**
- d) **Weather and homes are better in Spain**

27.

PEOPLE living in Washington D.C. can expect a summer of bad air warnings, officials say. Hotter temperatures together with dirt from increased road traffic will severely reduce the quality of the air in the city.

28.

OXFORD is now the town with the most expensive houses in the State of Missouri. The typical home sale in the state is \$111,092, says a new report.

29.

SPANISH prisoners in Lincoln, Nebraska say they get poor medical service because of their language problems. They want more help with the language and need \$1,000,000 to pay for their own teachers.



#### 4 Reading Comprehension, Part B

Read the following text.

You get the following postcard from your friend Thomas.

*Hi,*

*Thanks for asking me to stay a few days with you. I'd love to come, but I can't come before Saturday. My train gets in at 17.35. Could you pick me up from the station?*

*Thanks.*

*Thomas*

Read questions 30–32 and mark the correct box YES (+) or NO (–) on the Answer Sheet.

30. Thomas is coming before the weekend.
31. Thomas's train arrives at half past five in the afternoon.
32. Thomas asks you to meet him at the station.



#### 4 Reading Comprehension, Part C

You want to buy a car. You look in the newspaper.  
Read the texts and answer the following questions.  
Mark the correct box **a)** or **b)** on the Answer Sheet.

- 33.** You want to listen to music in the car. Which telephone number do you call?
- a) (0973) 96 29 53  
b) (01924) 47 68 67
- 34.** You want a car for more than five people. Which telephone number do you call?
- a) (01274) 88 95 46  
b) (01924) 40 88 17
- 35.** You want a car with doors at the front and the back of the car. Which telephone number do you call?
- a) (07831) 68 73 47  
b) (01924) 46 73 82

33.

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34.

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cooker, M. o. T. Aug.  
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35.

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**Writing** (15 minutes)

---

The next sub-test is

**5 Writing**

You have a total of 15 minutes for this sub-test.



## 5 Writing, Part A

Your Polish friend from Lublin, Piotr Czyzowski, is coming to Dublin for a holiday. Piotr is coming together with his wife Agnieszka and their children Simon, Kathie and Anna. They are in Dublin from 1 till 4 August. Piotr and his family wish to have a cheap holiday in Ireland.

They ask you to help them to fill in the hotel reservation form.  
Complete the five missing pieces of information in the following form.

Please transfer your answers to the **Answer Sheet S30**.

<b>Hotel Connemara Reservation Form</b>	
Name:	<b>Czyzowski</b>
First name:	<b>Piotr</b>
Address:	
Street:	<b>ul. Niepodleglosci 30/59</b>
Place:	<b>20-031 Lublin</b>
Country:	
What kind of rooms?	<input type="checkbox"/> single room <input type="checkbox"/> family room
Smoking:	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Name of second person:	<b>Agnieszka</b>
Name(s) of child(ren):	<b>Simon, Kathie, Anna</b>
For how many nights?	
Any special requests?	<b>Horse riding in Wicklow Mountains</b>
No. of persons:	
Date of arrival:	

36

37

38

39

40





**Writing** (15 minutes)

**5 Writing, Part B**

A friend of yours is looking for a new job. He has asked you for help. Write a short e-mail to your friend. Tell him that you need some information:

- ask about his last job
- ask about what kind of job he wants to do
- ask when he wants to start

Please write one or two short sentences for each point (about 30 words). In the form below you can find some help. The language in the LANGUAGE BOX will also help you. Please begin and end the message in a correct way.

Please write your e-mail on the green **Answer Sheet S60**.

**LANGUAGE BOX**

*When ...*

*What ...*


*I would like to know ...*

*Can you tell me ...*

Name																			
First Name																			
Examination Centre																			

Your examination no. 1 1 7 8 [ ] [ ] [ ] [ ] [ ] [ ] Please copy from your S30 Answer Sheet.

**Written Examination**

	<b>5 Writing, Part B</b>	For raters
-----------------------------------------------------------------------------------	--------------------------	------------


**Only for the Examiners!**

1 <sup>st</sup> Rating				telc Rating			
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3
CD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	CD
	1.5	0.75	0	1.5	0.75	0	

Points \_\_\_\_\_ /7.5

\_\_\_\_\_ 1<sup>st</sup> Rating

\_\_\_\_\_ telc Rating

# 1178-S60-000002

												1	1	7	8	
--	--	--	--	--	--	--	--	--	--	--	--	---	---	---	---	--

# ENGLISH A1

Familiename · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия															
Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя															
			▶ <b>Beispiel: 23. April 1989</b>			▶			▶ <b>1989 · 04 · 23</b>						
Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · День рождения															
Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения															
Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык															
<input type="checkbox"/> männlich · male · masculino · masculin · maschile · erkek · мужской															
<input type="checkbox"/> weiblich · female · femenino · féminin · femminile · kadın · женский															
Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол															
Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение															
			▶ <b>Beispiel: 17. Februar 2009</b>			▶			▶ <b>2009 · 02 · 17</b>						
Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена															
Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия															

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

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**1 Language Elements**

1	<input type="radio"/> a	<input type="radio"/> b	6	<input type="radio"/> a	<input type="radio"/> b
2	<input type="radio"/> a	<input type="radio"/> b	7	<input type="radio"/> a	<input type="radio"/> b
3	<input type="radio"/> a	<input type="radio"/> b	8	<input type="radio"/> a	<input type="radio"/> b
4	<input type="radio"/> a	<input type="radio"/> b	9	<input type="radio"/> a	<input type="radio"/> b
5	<input type="radio"/> a	<input type="radio"/> b	10	<input type="radio"/> a	<input type="radio"/> b

**2 Listening Comprehension**

<b>Part A</b>	<b>Part B</b>
11 <input type="radio"/> + <input type="radio"/> -	15 <input type="radio"/> a <input type="radio"/> b
12 <input type="radio"/> + <input type="radio"/> -	16 <input type="radio"/> a <input type="radio"/> b
13 <input type="radio"/> + <input type="radio"/> -	17 <input type="radio"/> a <input type="radio"/> b
14 <input type="radio"/> + <input type="radio"/> -	18 <input type="radio"/> a <input type="radio"/> b
	19 <input type="radio"/> a <input type="radio"/> b

**3 Situational Responses**

<b>Part A</b>	<b>Part B</b>
20 <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	23 <input type="radio"/> e <input type="radio"/> f <input type="radio"/> g <input type="radio"/> h <input type="radio"/> i
21 <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	24 <input type="radio"/> e <input type="radio"/> f <input type="radio"/> g <input type="radio"/> h <input type="radio"/> i
22 <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	25 <input type="radio"/> e <input type="radio"/> f <input type="radio"/> g <input type="radio"/> h <input type="radio"/> i
	26 <input type="radio"/> e <input type="radio"/> f <input type="radio"/> g <input type="radio"/> h <input type="radio"/> i

**4 Reading Comprehension**

<b>Part A</b>	<b>Part B</b>	<b>Part C</b>
27 <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	30 <input type="radio"/> + <input type="radio"/> -	33 <input type="radio"/> a <input type="radio"/> b
28 <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	31 <input type="radio"/> + <input type="radio"/> -	34 <input type="radio"/> a <input type="radio"/> b
29 <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	32 <input type="radio"/> + <input type="radio"/> -	35 <input type="radio"/> a <input type="radio"/> b

**5 Writing**

<b>Part A</b>	<b>Only for Raters!</b>											
36 <input type="text"/>	<input type="radio"/> + <input type="radio"/> - 36											
37 <input type="text"/>	<input type="radio"/> + <input type="radio"/> - 37											
38 <input type="text"/>	<input type="radio"/> + <input type="radio"/> - 38											
39 <input type="text"/>	<input type="radio"/> + <input type="radio"/> - 39											
40 <input type="text"/>	<input type="radio"/> + <input type="radio"/> - 40											
	<table border="1"> <tr> <td><b>Part B</b></td> </tr> <tr> <td><b>1<sup>st</sup> Rating</b></td> </tr> <tr> <td>1 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0</td> </tr> <tr> <td>2 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0</td> </tr> <tr> <td>3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0</td> </tr> <tr> <td>CD <input type="radio"/> 1.5 <input type="radio"/> 0.75 <input type="radio"/> 0</td> </tr> </table> <table border="1"> <tr> <td><b>telc Rating</b></td> </tr> <tr> <td><input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0</td> </tr> <tr> <td><input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0</td> </tr> <tr> <td><input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0</td> </tr> <tr> <td><input type="radio"/> 1.5 <input type="radio"/> 0.75 <input type="radio"/> 0</td> </tr> </table>	<b>Part B</b>	<b>1<sup>st</sup> Rating</b>	1 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	2 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	CD <input type="radio"/> 1.5 <input type="radio"/> 0.75 <input type="radio"/> 0	<b>telc Rating</b>	<input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> 1.5 <input type="radio"/> 0.75 <input type="radio"/> 0
<b>Part B</b>												
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2 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0												
3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0												
CD <input type="radio"/> 1.5 <input type="radio"/> 0.75 <input type="radio"/> 0												
<b>telc Rating</b>												
<input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0												
<input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0												
<input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0												
<input type="radio"/> 1.5 <input type="radio"/> 0.75 <input type="radio"/> 0												

**6 Oral Test**

<b>Only for Examiners!</b>			
<b>Part A</b>	<b>Part B</b>	<b>Part C</b>	
I <input type="radio"/> <input type="radio"/> <input type="radio"/> I	Impulse <input type="radio"/> <input type="radio"/> <input type="radio"/>	Impulse <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="text"/>
S <input type="radio"/> <input type="radio"/> <input type="radio"/> S	Response <input type="radio"/> <input type="radio"/> <input type="radio"/>	Response <input type="radio"/> <input type="radio"/> <input type="radio"/>	Code Number
N <input type="radio"/> <input type="radio"/> <input type="radio"/> N	Impulse <input type="radio"/> <input type="radio"/> <input type="radio"/>	Impulse <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="text"/>
	Response <input type="radio"/> <input type="radio"/> <input type="radio"/>	Response <input type="radio"/> <input type="radio"/> <input type="radio"/>	Code Number



The next sub-test is

## 6 Oral Test

about 15 minutes

### Brief information for examiner(s)

On the following pages you will find the Task Sheets for all three parts of the oral test telc English A1.

#### Part A: About yourself

The Task Sheet for Part A should be put on the table or a (pin)board, so that all candidates can read the prompts easily.

For Part B and C please separate the perforated Task Cards. For Part B and C there are 12 Task Cards each. To conduct Part B and C you need 8 Task Cards for each part plus one Task Card for the examiner.

#### Part B: Asking for and giving information

*First round:* Put 6 Task Cards for Topic 1 face down on the table. Candidates choose only one Task Card each at a time and turn them over only when they are prompted by the examiner. The examiner chooses one of the remaining Task Cards and demonstrates the task.

*Second round:* 6 Task Cards for Topic 2 are put on the table face down. Each candidate chooses one Task Card at a time. Again they should not turn them over immediately, but only when they are asked to do so. The examiner does not demonstrate the task in the second round.

#### Part C: Making and replying to requests, suggestions, offers

All 12 Task Cards are put on the table face down. Candidates take two cards each.

There are two rounds to do Part C.

Please make sure candidates do not take the Task Cards with them when they leave the room. For Part B and C please use a different set of Task Cards for each group of candidates.

**6** Part A: About yourself

*name?*

---

*age?*

---

*place?*

---

*married?*

---

*languages?*

---

*job?*

---

*hobbies?*



**6 Part B: Asking for and giving information**













Eng A1 Part B classroom  <i>book</i>	Eng A1 Part B classroom  <i>teacher</i>	Eng A1 Part B classroom  <i>computer</i>
Eng A1 Part B classroom  <i>listening to songs</i>	Eng A1 Part B classroom  <i>other students</i>	Eng A1 Part B classroom  <i>job</i>
Eng A1 Part B Holidays  <i>car</i>	Eng A1 Part B Holidays  <i>family</i>	Eng A1 Part B Holidays  <i>beach</i>
Eng A1 Part B Holidays  <i>hotel</i>	Eng A1 Part B Holidays  <i>other countries</i>	Eng A1 Part B Holidays  <i>money</i>

Topic 1

Topic 2



6 Part C: Making and replying to requests, suggestions and offers

<p>Eng A1-MT Part C</p> 	<p>Eng A1-MT Part C</p> 	<p>Eng A1-MT Part C</p> 
<p>Eng A1-MT Part C</p> 	<p>Eng A1-MT Part C</p> 	<p>Eng A1-MT Part C</p> 
<p>Eng A1-MT Part C</p> 	<p>Eng A1-MT Part C</p> 	<p>Eng A1-MT Part C</p> 
<p>Eng A1-MT Part C</p> 	<p>Eng A1-MT Part C</p> 	<p>Eng A1-MT Part C</p> 





## Information for examiners

### Procedure for Conducting the Mock Test

#### Written Test

##### *Formalities*

Hand out the test booklet and the answer sheets S30 and S60.  
Make sure the candidates

- **fill in the personal information** on the answer sheets S30 and S60. In the real examination this information is needed for the certificates, so it is in the candidates' interest to write clearly and legibly.
- **fill in the marks** in the appropriate way.

Start the written examination.

The written examination begins with **Test 1: Language Elements**. All the instructions are in the test booklet. Ten minutes are allowed for this test.

**Test 2: Listening Comprehension**. This test has two parts. All the instructions are in the test booklet and are recorded on the audio CD. The audio CD should not be stopped during the test. All the necessary pauses are on the audio CD.

**Test 3: Situational Responses**. As in Test 2, this part of the test is also divided into two sections.

The length of **Test 2** and **Test 3** (together approx. 15 minutes) depends on the length of the recording.

**Test 4: Reading Comprehension** follows immediately after listening to the audio CD. This test has three parts. All instructions are in the test booklet. 30 minutes are allowed for this test.

The last part of the group written examination is **Test 5: Writing**. The test **Writing** comprises two parts. The first part requires the candidates to fill in a form, the second one requires them to write a short message. Make sure the candidates know they should write on the **green Answer Sheet S60**. All the instructions are in the test booklet. Fifteen minutes are allowed for the two parts of the section **Writing**. After fifteen minutes the candidates should be told that they have ten minutes to transfer their answers to the answer sheet **S30**. After ten minutes collect the answer sheets **S30** and **S60** from the candidates.

#### Oral Test

##### *Before the oral test*

Although telc English A1 can be conducted by just one examiner we highly recommend having a second examiner especially if there is a larger group of candidates. Generally the oral test will be for four candidates at a time. If, however, this is not possible because of e.g. an uneven number of candidates, the oral examination can be conducted with two or three, or even with a single candidate. One of the examiners takes on the role of interlocutor/first examiner. The first examiner gives the instructions, asks questions if necessary and marks the candidates' performance. If there is a second examiner she or he only marks the performance and does not function as an interlocutor. The score sheet M10-Eng(A1) should be used for marking.



Sub test	Aim	Material	Time
Part A: About Yourself	Giving important information about oneself	Task sheet with prompts	ca. 3 minutes
Part B: Asking for and giving information	Asking for and giving information in everyday situations	Two Task Cards for each candidate	ca. 4 minutes
Part C: Making and replying to requests, suggestions and offers	Asking for something, making a suggestion or offering something, and replying to requests, suggestions or offers.	Two Task Cards for each candidate	ca. 4 minutes

### Procedure

#### Introductory talk (less than a minute)

The first examiner/interlocutor welcomes the candidates and briefly explains the test.

#### Part A: About Yourself

Task Sheet 1 with the key words is placed on the table or put up on the wall or a board so that everyone can see the key words.

The interlocutor introduces Part A by giving an example, and then asking candidate A to start.

If the candidate produces less than five phrases, the interlocutor prompts by saying: "Anything else?"

After candidate A has briefly introduced herself/himself the interlocutor asks the same candidate to spell something (e.g. name, city, street etc.). After that the interlocutor asks for a number (e.g. phone number, mobile number, room number etc.).

After having done this section with candidate A the interlocutor follows the same procedure with the other candidates B, C or D.

The interlocutor ends Part A and smoothly goes on to Part B.

*Hello/Good morning. My name is ...  
(This is my colleague ...)  
We hope you will do well in the test telc English A1. As you know, the test has three parts. We will now start with Part A.*

*To start we want to get to know each other better. Please tell us something about yourself. I will do an example first:  
My name is ...  
I am ... years old.  
I live in ...  
I was born in ...  
I speak English. And a little bit of ...  
I am a teacher.*

*Would you like to start, please?*

#### Example:

*Could you please spell your family name?  
Thank you.  
And what is your mobile number?  
Thank you.*

*Thank you so much. That's all for Part A.*



## Part B: Asking for and giving information

The interlocutor introduces Part B by explaining the task and the topic.

The interlocutor then puts all Task Cards face down on the table. He asks every candidate to take one Task Card each without turning it over. Then the interlocutor herself/himself takes one of the remaining Task Cards of Topic 1 and demonstrates the task. In most cases candidates will react to the examiner's impulse, thus showing that they have understood the task. Should none of the candidates react at all, the examiner will give the required response.

The interlocutor asks Candidate A to begin. The candidate asks a question with the help of her or his chosen Task Card. The next candidate answers the question. Thus each candidate asks one question and gives one answer.

Having completed the first round with Topic 1 the interlocutor introduces Topic 2. This time no example is given. 6 Task Cards are put on the table face down and the procedure is repeated as for Topic 1.

**Please note:** If any of the candidates cannot formulate a question the interlocutor takes over. Should one of the candidates ask a question outside the given topic, the interlocutor should intervene and remind the candidate of the topic.

After each candidate has asked two questions and has given two answers the interlocutor ends Part B and goes on to Part C of the test.

## Part C: Making requests, suggestions, offers and replying to them

The interlocutor introduces Part C and explains the task.

The interlocutor then puts all Task Cards face down on the table. He asks every candidate to take 2 Task Cards each without turning them over. Then the interlocutor herself/himself takes one of the remaining Task Cards and demonstrates the task.

*Now we come to Part B.  
Your task is to ask for information and give information. We will talk about a few things to do with a certain topic.*

*Our first topic is ...*

*(e. g. "in the classroom")*

*I'll do an example first: I have got this task card "teacher". So I can ask:*

*"What is your teacher called?" / "What is the name of your teacher?"*

*The answer for example could be: "Anna".*

*Would you like to start, please?*

*The second topic is "Holidays".*

*OK, thank you so much. That is enough for Part B.*

*Finally we will do Part C.*

*Here you have to ask for something and reply when you are asked. You can also suggest something or offer something. Each time you have to reply when someone talks to you.*

*I will do an example first:*

*I have got this Task Card here.*

*In this case I can say:*

*"Can I have an apple, please?" You should give a reply like: "Of course, here you are." I could also make a suggestion and say: "Let's have some fruit!" You could reply: "That's a good idea. I'm hungry."*



Each candidate formulates a request, a suggestion or an offer with the help of the Task Cards chosen and directs his impulse towards the candidate sitting next to her or him (Candidate A to Candidate B etc.). When approached the candidate replies and then formulates a request, a suggestion or an offer herself or himself. Once all candidates have made a request, a suggestion or an offer, the procedure is repeated.

The first examiner/interlocutor asks Candidate A to start.

*Please start with your Task Card.*

*Well, this is the end of Part C and also the end of the whole test.*

*Thank you very much indeed.*

## Points awarded

In the telc English A1 examination you can achieve a maximum of 100 points. The following table shows how many points are awarded in the various parts of the test.

Compare your answers with the Answer Key on page 30. To calculate your overall total, write the number of points in the right-hand column. Points are awarded as follows:

Sub-Test			Maximum Number of Points	Number of Points Awarded
Language Elements	Items 1–10	1.5 points each	15	<input type="text"/>
Listening Comprehension, Part A	Items 11–14	3 points each	12	<input type="text"/>
Listening Comprehension, Part B	Items 15–19	1 point each	5	<input type="text"/>
Situational Responses, Part A	Items 20–22	2 points each	6	<input type="text"/>
Situational Responses, Part B	Items 23–26	2 points each	8	<input type="text"/>
Reading Comprehension, Part A	Items 27–29	3 points each	9	<input type="text"/>
Reading Comprehension, Part B	Items 30–32	3 points each	9	<input type="text"/>
Reading Comprehension, Part C	Items 33–35	2 points each	6	<input type="text"/>
Writing, Part A			2.5	<input type="text"/>
Writing, Part B			7.5	<input type="text"/>
Oral Test				
Part A			6	<input type="text"/>
Part B			7	<input type="text"/>
Part C			7	<input type="text"/>

To pass the test you must achieve 60% of the possible maximum number of points, i.e. at least 60 points.



# Marking Criteria

## Writing

### Writing, Part A:

The answers given by the candidate should be checked with the Answer Key (see page 30). Simple spelling errors are accepted as long as they do not impair communication. If e.g. a candidate writes “Sanday” or “Sunnday” instead of “Sunday” the answer is completely acceptable (A1).

However, for tasks which require writing dates or numbers, only correct dates or numbers are accepted.

### Writing, Part B:

One examiner assesses the message on the green S60 sheet according to the following criteria:

		points	
1 2 3	Guiding points covered (each point)	2	The guiding point has been covered/processed and is appropriate in content and form despite errors which are normally accepted by a sympathetic reader.
		1	Due to errors in content and form the guiding point has only been partially covered/processed.
		0	The guiding point has not been covered/processed and/or is incomprehensible.
CD	Communicative Design	1.5	The communicative design is appropriate to the task.
		0.75	The design is only partly appropriate (e.g. no greeting formula).
		0	The design is not appropriate (no greeting and no closing formula).

A maximum of 7.5 points can be awarded for Writing Part B. The examiner enters the mark on the S60 sheet where it says “1<sup>st</sup> Rating”. After the spot check by telc the final score “telc Rating” is given.

Examiners should be aware of the A1 descriptors given in the Common European Framework of Reference for Languages (CEF), e.g.:

#### 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.

(CEF, p. 84) \*

#### Overall Written Interaction

Can ask for or pass on personal details in written form.

(CEF, p. 83) \*

#### General Linguistic Range

Has a very basic range of simple expressions about personal details and needs of a concrete type.

(CEF, p. 110) \*

#### Processing Text

Can copy out single words and short texts presented in standard printed format.

(CEF, p. 96) \*

#### Grammatical Accuracy

Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

(CEF, 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.

(CEF, p. 114) \*

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

## Oral Test – Speaking

Marking (rating) is carried out during the test by the first examiner, or if arranged with two examiners, by each of the two examiners individually (interlocutor/first examiner and second examiner) according to the following criteria:

	Score	
Task management and linguistic performance	<input checked="" type="radio"/> <b>full score</b>	The performance is appropriate in content and form despite errors which are normally accepted by a sympathetic listener/interlocutor.
	<input type="radio"/> <b>half score</b>	Due to errors in content and form the performance is only partially appropriate.
	<input type="radio"/> <b>zero score</b>	The performance is not appropriate in content and form and the task has not been fulfilled.

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. The score sheet M10 should have the names of the candidate(s) at the appropriate place at the top of the paper. Where the oral test is conducted by one examiner only she or he should follow the same procedure.

With her or his signature on the score sheet M10 the examiner(s) confirm that they have conducted the oral test according to the prescribed organisational instructions and marking criteria for the test telc English A1.

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

### 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.

(CEF, p. 74) \*)

### Overall Spoken Production

Can produce simple mainly isolated phrases about people and places.

(CEF, p. 58) \*)

### General Linguistic Range

Has a very basic range of simple expressions about personal details and needs of a concrete type.

(CEF, p. 110) \*)

### Grammatical Accuracy

Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.

(CEF, p. 114) \*)

### 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.

(CEF, p. 129) \*)

### Coherence and Cohesion

Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

(CEF, p. 125) \*)

### 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.

(CEF, p. 117) \*)

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

Score Sheet  
Oral Test

Candidate A

Name \_\_\_\_\_  
First Name \_\_\_\_\_

A

Candidate B

Name \_\_\_\_\_  
First Name \_\_\_\_\_

B

Candidate C

Name \_\_\_\_\_  
First Name \_\_\_\_\_

C

Candidate D

Name \_\_\_\_\_  
First Name \_\_\_\_\_

D

Part A max. 6 points

Introduction ● ● ○  
Spelling ● ● ○  
Numbers ● ● ○

Part A max. 6 points

Introduction ● ● ○  
Spelling ● ● ○  
Numbers ● ● ○

Part A max. 6 points

Introduction ● ● ○  
Spelling ● ● ○  
Numbers ● ● ○

Part A max. 6 points

Introduction ● ● ○  
Spelling ● ● ○  
Numbers ● ● ○

Part B max. 7 points

Impulse 1 ● ● ○  
Response 4 ● ● ○

Part B max. 7 points

Response 1 ● ● ○  
Impulse 2 ● ● ○

Part B max. 7 points

Impulse 3 ● ● ○  
Response 2 ● ● ○

Part B max. 7 points

Response 3 ● ● ○  
Impulse 4 ● ● ○

Part B max. 7 points

Impulse 5 ● ● ○  
Response 8 ● ● ○

Part B max. 7 points

Response 5 ● ● ○  
Impulse 6 ● ● ○

Part B max. 7 points

Impulse 7 ● ● ○  
Response 6 ● ● ○

Part B max. 7 points

Response 7 ● ● ○  
Impulse 8 ● ● ○

Part C max. 7 points

Impulse 1 ● ● ○  
Response 4 ● ● ○

Part C max. 7 points

Response 1 ● ● ○  
Impulse 2 ● ● ○

Part C max. 7 points

Impulse 3 ● ● ○  
Response 2 ● ● ○

Part C max. 7 points

Response 3 ● ● ○  
Impulse 4 ● ● ○

Part C max. 7 points

Impulse 5 ● ● ○  
Response 8 ● ● ○

Part C max. 7 points

Response 5 ● ● ○  
Impulse 6 ● ● ○

Part C max. 7 points

Impulse 7 ● ● ○  
Response 6 ● ● ○

Part C max. 7 points

Response 7 ● ● ○  
Impulse 8 ● ● ○

Please transfer your score to the Answer Sheet S30.

Examination Centre and Date \_\_\_\_\_

First Examiner \_\_\_\_\_

Second Examiner \_\_\_\_\_

# 1178-M10-000000

M10-Eng(A1)

## Answer Key



### Language Elements

Item 1	a)
Item 2	b)
Item 3	b)
Item 4	b)
Item 5	a)
Item 6	b)
Item 7	a)
Item 8	a)
Item 9	a)
Item 10	b)



### Listening Comprehension

#### Part A

Item 11	-
Item 12	-
Item 13	+
Item 14	-

#### Part B

Item 15	b)
Item 16	a)
Item 17	b)
Item 18	b)
Item 19	b)



### Situational Responses

#### Part A

Item 20	c)
Item 21	a)
Item 22	d)

#### Part B

Item 23	e)
Item 24	f)
Item 25	i)
Item 26	g)



### Reading Comprehension

#### Part A

Item 27	a)
Item 28	b)
Item 29	c)

#### Part B

Item 30	-
Item 31	-
Item 32	+

#### Part C

Item 33	b)
Item 34	a)
Item 35	a)



### Writing

#### Part A

Item 36	Poland
Item 37	family room
Item 38	3 (nights)
Item 39	five/2 and 3/persons
Item 40	1 August/1st August/ 08/01 or similar





# Transcription of Texts

## Listening Comprehension

### Part A

11. I'm afraid we haven't got a room with a shower as booked - only a room with a bath. Is that okay?
12. Can you help? I have to go to the dentist's this afternoon but my wife's got the car. Have you got time to take me there?
13. The Air France flight AF 486 to Paris is now ready for boarding. Will all passengers please go to Gate 14 immediately.
14. The weather will be fine this afternoon and early evening but rain will come from the East during the night and tomorrow will be very wet. Temperatures about 5 ° Celsius.

### Part B

15. John, what time does the film start? - At half past seven.
16. How much did your holiday flat cost? - It was £315 a week.
17. How many people were at the concert this evening? - It was full so there were about 650 people there.
18. How far is it to Paris from here? - Oh, it must be over 550 miles.
19. Sorry, how do you spell your name? - It's White – spelt W H Y T E.

## Situational Responses

### Part A

20. Hello. Is that Mr. Thompson?
21. What's the matter?
22. I'm very sorry.

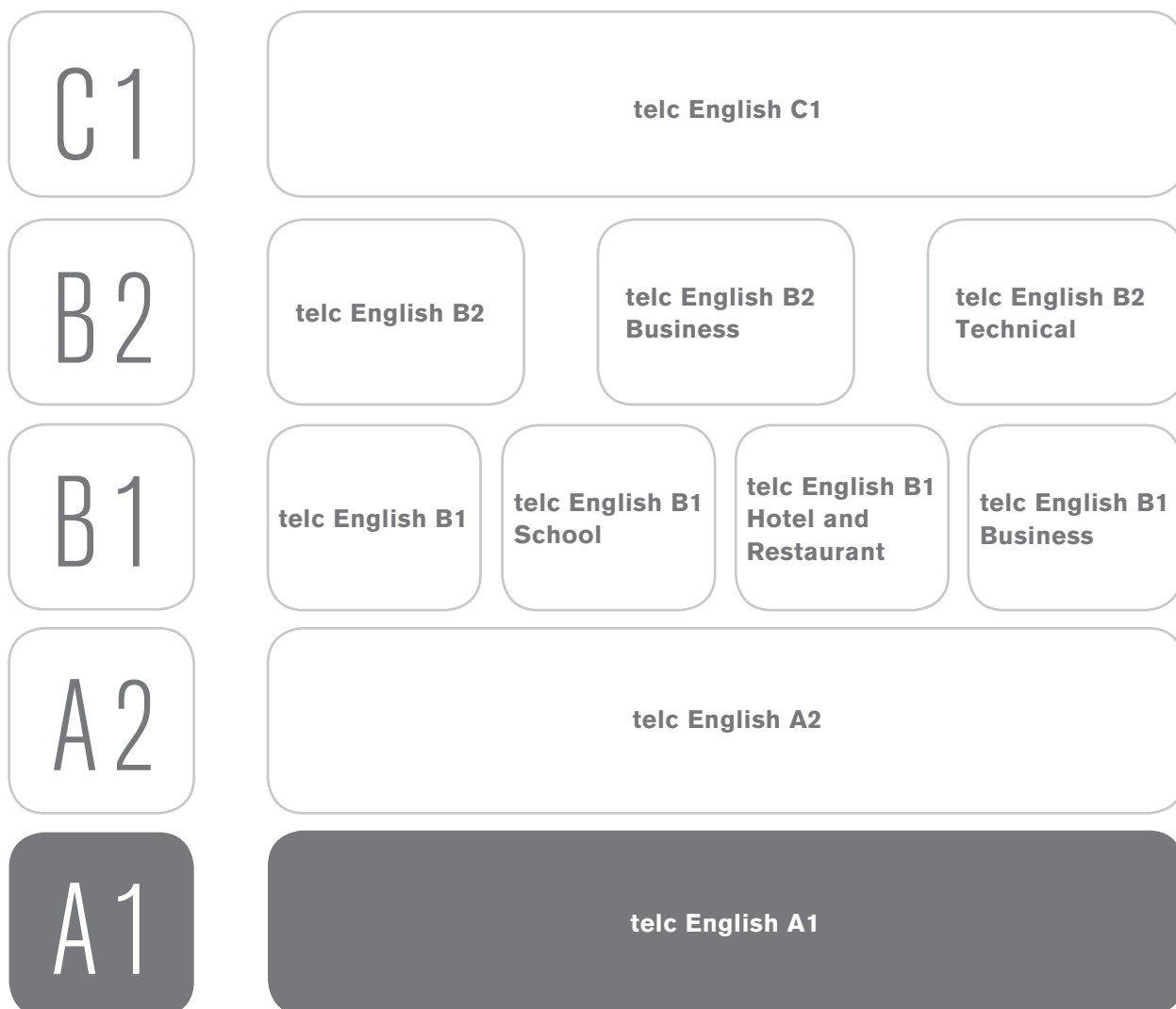
### Part B

23. Can I park here?
24. This is my wife Mary.
25. Can I help you?
26. We can go to the cinema this evening.



Our system of vocational and general language

# CERTIFICATES IN ENGLISH



**Mock Examination 1**

# ENGLISH A1

The 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 English A1 examinations take place, both from the perspective of organising the test as well as from the point of view of the test materials. In this way, it is possible to fully prepare candidates for the examination. The mock examination can also be used for practice purposes and for general information.