



The Global Language System Sample Test of English



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Information for candidates

Please read the instructions carefully and always follow them.

There is an example for each task to help you understand it.

Make sure your handwriting is easy to read.

Please remember that you must not speak or ask questions during the exam.

Time limit during the exam:

	Level: A1/A2	Level: B1/B2	Level: C1/C2
Paper: Grammar and Vocabulary	15 mins. each level	15 mins. each level	15 mins. each level
Paper: Reading	20 mins. each level	20 mins. each level	20 mins. each level
Paper: Listening	approx. 25 mins.	approx. 25 mins.	approx. 25 mins.
Paper: Writing	30 mins.	40 mins.	60 mins.
Paper: Speaking	approx. 10 mins.	approx. 10-15 mins.	approx. 10-15 mins.

Time limit during sample exam:

Paper: Grammar and Vocabulary (no more than 5 mins. each task)

Paper: Reading (no more than 10 mins. each task)

Paper: Listening (approx. 25 mins.)

Paper: Writing (Level A1/A2 30 mins. both tasks; Level B1/B2 45 mins. both tasks)

Paper: Speaking (approx. 10-15 mins.)

Answer key

Paper: Grammar and Vocabulary

Task 1: 1. When 2. What time 3. Whose 4. How old 5. Why

Task 2: 1. Do you have a big flat?
 2. Steve hates studying, but he likes reading.
 or Steve likes reading, but he hates studying.
 3. They were in a restaurant last night.
 or Last night they were in a restaurant.
 4. Sorry we are late, but we couldn't find the restaurant.
 5. I don't think they will like that hotel.

Task 3: 1. information 2. How much 3. spoke 4. didn't you tell 5. the prettiest

Task 4: 1. looks 2. reliable/trustworthy 3. going 4. came 5. hadn't

Task 5: 1. B) 2. C) 3. D) 4. A) 5. E)

Task 6: 1. has been running / 's been running
 2. had been cooking/ 'd been cooking
 3. are not being allowed / aren't being allowed
 4. isn't / is not
 1. switching
 2. anxiety
 3. essential

Task 7: 1. given 2. having 3. up 4. out 5. over

Task 8: 1. irreversible 2. expectancy 3. cutting edge 4. meticulous 5. feasible

Task 9: 1. He still hasn't got over being made redundant last year.
 2. You must come to terms with the fact that you will never be famous.
 3. Children and older people pick up infections much more easily than young adults.
 4. Under no circumstances may/can/must students enter the exam late.
 5. Everyone was taken aback when / (that) John did so well in his exams.

Paper: Reading

Task 1: 1. bother 2. business 3. currently 4. find

Task 2: 1.C 2.B 3.C 4.D 5.A

Task 3: 1. Tea 2. Coffee 3. Coke 4. Coffee 5. Coffee 6. Coke

Task 4: 1.A 2.D 3.C 4.A 5.B

Paper: Listening

Task 1:	1. 80	2. 26 September	3. Luxemburg	4. Hungarians, British	5. 36 million	
Task 2:	1.A	2.C	3. B	4.C	5.A	
Task 3:	1.T	2. DS	3.F	4. DS	5.T	6. F

Paper: Writing

The following criteria are taken into account when grading writing:

1. Content
 - Are all content points covered?
 - Is there sufficient amount of information for each content point?
2. Grammar
 - Is there a good range of grammar structures? Are they used accurately?
 - Do the grammar mistakes impede communication of the main message?
 - Do the errors appear in basic or more advanced structures?
3. Vocabulary and register
 - Is there a range of vocabulary?
 - Is appropriate register used?
 - Are the words from the task repeated?
 - Do repetitions of some words or phrases occur frequently?
 - Is vocabulary used in the correct context?
4. Spelling
 - Are spelling mistakes frequent?
 - Do they impede communication?
5. Overall impression
 - Does the writing have a positive effect on the reader?
 - Is the writing what it is supposed to be (an email, a letter, a report etc)?

Paper: Speaking

The following criteria are taken into account when grading speaking:

1. Grammar
 - Are grammar forms used appropriately and accurately?
 - Are mistakes frequent? Are they minor or impeding communication?
2. Vocabulary
 - Are lexical forms used appropriately and accurately?
 - Does the candidate have sufficient range of vocabulary to deal with the task?
 - Do frequent repetitions of certain words and phrases occur?
3. Content
 - Are all the content points covered in detail? Are there any omissions?
4. Fluency and discourse organization
 - Does the candidate speak fluently or does he/she hesitate when speaking and/or pause to search for words?
 - Are the candidate's utterances coherent and relevant?
5. Pronunciation
 - Can the candidate's utterances be easily understood?
 - Does the candidate speak using clear sounds, appropriate stress and rhythm.
 - Is listening to the candidate a strain on the examiner or not?
6. Interactive communication:
 - Is the candidate able to take an active part in a conversation with the examiner?
 - Does he/she react appropriately and is able to initiate and sustain a conversation?