



MOCK EXAMINATION 2

ENGLISH






Examination Preparation

B2



The Structure of the Examination

telc English B2

	Sub Test	Aim	Type of Test	Time in minutes
Written Examination	 1 Reading Comprehension			90
	Part 1	Reading for Gist	5 matching items	
	Part 2	Reading for Detail	5 multiple-choice items	
	Part 3	Selective Reading	10 matching items	
	 2 Language Elements			
	Part 1	Grammar	10 multiple-choice items	
	Part 2	Lexis	10 matching items	
	 3 Listening Comprehension			approx. 20
	Part 1	Listening for Gist	5 true/false items	
	Part 2	Listening for Detail	10 true/false items	
	 4 Written Expression			30
		Writing a semi-formal email Choice of two tasks		
Oral Examination	Preparation			20
	 5 Oral Expression			approx. 15
	Part 1	Describing experiences	two or three test takers	
	Part 2	Discussion		
	Part 3	Planning something together		

Reading Comprehension Part 2

Read the following text, then choose the answers to questions 6–10.

Youngsters and Literacy

If children are to capitalise on life's opportunities, they must be able to read. Traditionally, in both education and the wider culture, literacy means books. But printed books have been available for only a few centuries and newer media like the internet could displace them from their prominent place in culture.

Certainly the results from the latest survey of teenage literacy by the Organisation for Economic Co-operation and Development (OECD) give out some surprising signals. This research, which compares levels of literacy among 15-year-olds across 43 countries, shows that Britain's secondary-school students spend less time reading books than those of almost every other country. This sounds alarming, but another statistic from the same survey is more reassuring. British teenagers do well in international literacy tests, coming ninth out of 43 countries, comfortably among the top performing quarter.

But if our teenagers are not reading books, where are they getting their skills? Andreas Scheicher, head of analysis in the OECD's education division, believes teens are spending more time browsing through magazines, email and the internet, and that this is not a particular problem. "What matters is having a diversity of different reading materials", he said. "Email is a part of communication in the modern world and is therefore a valid way of spending your reading time."

So, does it matter if children aren't reading books? Frances Spufford, author of the *The Child That Books Built*, is passionately convinced that it does. "There is a difference between being able to decode written language, and the rest of what the written word is capable of communicating. There are more codes there than just the alphabet. Books are other worlds, sometimes worlds that reflect our own, sometimes worlds that challenge, or worlds that provide an escape

from our own. But they contain some of the richest and most densely imagined experiences and things which humans are capable of."

Spufford's point is echoed by Genevieve Clark, who manages the National Reading Campaign. She said, "One way of putting it is that books exercise the muscles of the imagination. They open all sorts of doors and they encourage people to see life through other people's eyes. So, yes, books will always remain special and we would always encourage people to realise that books can fit into their lives."

Contrary to what the OECD research suggests, Clark maintains that books are still popular among young people. "Look at Harry Potter", she said. "Teenagers are still reading, and reading very broadly. We've got plenty of evidence from all sorts of things, for instance, the BBC Big Read where the top 100 books were voted for by the public. A third of them were children's books."

But plenty of indicators suggest otherwise, and if it is clear that books are important, it is less clear how we can persuade teenagers of this. Spufford said, "Part of it is perhaps to do with children not finding the right book. It may also be that the way we are teaching reading and writing in schools doesn't actually encourage children to see books as the important source of pleasure they are."

Clark said that children's existing interest in other kinds of reading could actually serve as a way in. "I think teachers, librarians, anyone who's involved in promoting reading, especially to those who think that reading is boring or just not 'cool', need to think much more broadly about how they encourage children to read", she said. "If they are passionately interested in dancing or fishing or computers, there might be magazines and websites that appeal to them, but there are probably interesting books as well. What we try to do is encourage young people to see books as part of the mix."

Now decide which is the correct answer (a, b or c) to the items 6–10 and mark your answers on the answer sheet.

- 6** Research suggests that British teenagers
- a** find books more interesting than magazines.
 - b** have lower reading skills compared to teenagers in some other countries.
 - c** read as many books as their counterparts in most of the countries surveyed.
- 7** Nowadays, teenagers in Britain
- a** do not think reading is important any more.
 - b** have developed diverse reading habits.
 - c** read fewer magazines than in the past.
- 8** According to the text, the most important aspect of reading is to
- a** help fantasy develop.
 - b** learn about modern technology.
 - c** study how language functions.
- 9** Genevieve Clark says that children's books are
- a** increasingly read by adults.
 - b** no longer fashionable.
 - c** still well-loved.
- 10** Genevieve Clark says adults should
- a** read to their children more.
 - b** show children how interesting books can be.
 - c** take more interest in reading.

SNT MNT

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S

Q

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P

1 a b c d e f g h i j **1**

2 a b c d e f g h i j **2**

3 a b c d e f g h i j **3**

4 a b c d e f g h i j **4**

5 a b c d e f g h i j **5**

6 a b c **6**

7 a b c **7**

8 a b c **8**

9 a b c **9**

10 a b c **10**

11 a b c d e f g h i j k l x **11**

12 a b c d e f g h i j k l x **12**

13 a b c d e f g h i j k l x **13**

14 a b c d e f g h i j k l x **14**

15 a b c d e f g h i j k l x **15**

16 a b c d e f g h i j k l x **16**

17 a b c d e f g h i j k l x **17**

18 a b c d e f g h i j k l x **18**

19 a b c d e f g h i j k l x **19**

20 a b c d e f g h i j k l x **20**

21 a b c **21**

22 a b c **22**

23 a b c **23**

24 a b c **24**

25 a b c **25**

26 a b c **26**

27 a b c **27**

28 a b c **28**

29 a b c **29**

30 a b c **30**

31 a b c d e f g h i j k l m n o **31**

32 a b c d e f g h i j k l m n o **32**

33 a b c d e f g h i j k l m n o **33**

34 a b c d e f g h i j k l m n o **34**

35 a b c d e f g h i j k l m n o **35**

36 a b c d e f g h i j k l m n o **36**

37 a b c d e f g h i j k l m n o **37**

38 a b c d e f g h i j k l m n o **38**

39 a b c d e f g h i j k l m n o **39**

40 a b c d e f g h i j k l m n o **40**

Marking Criteria for *Written Expression*

Content

	A	B	C	D*
Criterion I: Task Management	The test taker's text covers the task completely. Three guiding points or two guiding points and one other aspect referring to the situation have been covered appropriately as regards content and are on target level.	The test taker's text covers the task to a large extent. Two guiding points or one guiding point and one other aspect referring to the situation have been covered appropriately as regards content and are on target level.	The test taker's text covers the task only to some extent. One guiding point or one other aspect referring to the situation has been covered appropriately as regards content and is on target level.	The test taker's text does not cover the task. No guiding point and no other aspect referring to the situation has been covered appropriately as regards content and is on target level.

* In cases where the test taker's text has no or hardly any connection to the given topic, all criteria must be marked with a **D**. In that case, on the Answer Sheet S30, "Wrong topic" must be marked as "yes".
If only the situation has been misunderstood or no guiding point has been covered appropriately as regards content, Criterion I is marked with a **D** but the test taker's language (Criteria II and III) is assessed in the usual manner.

Language

	A	B	C	D
	B2 competently covered	B2 comprehensibly covered	B1	A2 or below
The test taker's text is at upper target level.	... at lower/middle target level.	... below target level.	... two levels or more below target level.
Criterion II: Communicative Design	Can express him or herself confidently and clearly in a formal or less formal register, appropriate to the situation concerned. Has a broad range of language enabling him/her to comment on more complex issues. Can vary formulation but isolated lexical gaps can still occur. Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	Can express him or herself clearly in a formal or less formal register, appropriate to the situation concerned. Has a sufficient range of language enabling him/her to comment on more complex issues. Can vary formulation but lexical gaps still occur. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse.	Can comment in writing on familiar topics and personal fields of interest. Has enough language to get by. Has sufficient vocabulary to explain the main points in an idea with reasonable precision and to express his/her thoughts. Can link a series of discrete elements into a connected linear sequence of points.	Can, if at all, perform only basic language functions, such as simple information exchange and requests. Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content. Can use the most frequently occurring connectors to link simple sentences and groups of words.
Criterion III: Accuracy	Good grammatical control. Makes no systematic errors , but occasional slips and first language influence may occur. Spelling and punctuation are largely accurate.	Shows a relatively high degree of grammatical control. Makes few systematic errors which do not jeopardise understanding. Slips and first language influence may occur. Spelling and punctuation are sufficiently accurate.	Generally good grammatical control though with noticeable first language influence. Several systematic errors still occur, but it is mostly clear what he/she is trying to express. Spelling and punctuation are accurate enough to be followed most of the time.	Uses some simple structures correctly, but still makes many systematic basic errors , for example tends to mix up tenses and forget to mark agreement; nevertheless it is usually clear what he/she is trying to say. Spelling is frequently phonetic.

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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 also be used for practice purposes and for general information.