



MOCK EXAMINATION 1

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	
Part 3	Selective Listening	5 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.

Fatherhood Today

MODERN men see fatherhood as their biggest life-changing experience and desperately want to be 'hands on' during their partner's pregnancy and the upbringing of their child. The days of fatherhood being limited to discipline and breadwinning look to be long gone, as a third of today's dads say they would even consider leaving work to take on the role of full-time father. But despite being anxious about the birth of their child, men are more worried about money than losing their freedom.

The results of Pregnancy & Births magazine's annual fatherhood survey, reveal the respect with which many men now regard the role of fatherhood. More than 2,000 couples across the UK who were expecting their first child were asked about their feelings. According to 98% of the fathers-to-be, they believe fatherhood will make them happy and 90% say it is their biggest life-changing event ever'. It seems that men are taking child-rearing seriously, wanting to be 'hands on' both before and after the birth. Nine out of ten dads-to-be attend scans and check-ups; only 2% of the men surveyed would not be at the birth because they "could not face it". Eight out of 10 women say their partner is more caring during the pregnancy and 83% of men would rather stay in with their partner than go out with friends. 72% of men say they will take two weeks' leave. A further 77% say they wish they could have more time off to bond with their baby.

However, more than half of the men questioned still think that the mother should take time off work if the child is ill, but 39% said they would share it. Modern fathers-to-be are also more likely to do chores compared to decades ago: almost half of them do more housework, 41% do more meal preparation and a third go shopping more. The role of

child rearing has changed dramatically over the past 50 years and more men would consider leaving work to raise their child. A third of the men surveyed say they would be prepared to be a full-time stay-at-home dad, another third would like to work part-time while the rest wish to continue with work.

Dr. Maureen Marks, a specialist psychiatrist on fathers and their changing roles, does not believe the survey sample is wide enough. But she agrees that men's parental roles have changed dramatically. Dr. Marks, a senior lecturer at the Institute of Psychiatry, King's College London, said, "Generally speaking, men are more able to be involved. As women are working more, they are not totally dependent on their husbands for money, so the roles are less rigid." She believes that, although the roles have been modified, biological differences are important. "Women are the ones who carry the child and many breast-feed. In those early days, however involved the father is, they miss that connection," she said. However, men make up for this when the child is old enough to be played with. "Men are much more active when playing with their children and encourage their sociability, but when children need comforting or soothing they tend to go to their mother."

Tom Beardshaw, from the charity Fathers Direct, believes these results confirm society's changing views on fatherhood. He said, "this confirms the equal opportunities research which shocked a lot of people by how much fathers want to get involved. There are historical changes such as women working more, and also positive male role models, such as George Clooney, who show that being a proud father is not an unmanly attribute to have."



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 A number of modern fathers

- a** are willing to give up their careers to be a stay-at-home parent.
- b** think fatherhood provides discipline in their lives.
- c** would feel afraid of not being able to raise a child.

7 According to the article, a majority of men today

- a** still do not want to attend the birth of their children.
- b** take an active part in pre-natal care.
- c** wish they could afford to have leave when a child is born.

8 If a child were ill, most of the men questioned said

- a** either partner could stay with the child.
- b** the mother should take time off work.
- c** they would stay off work themselves.

9 Dr. Marks comments that

- a** both parents need to take equal time with their new-born baby.
- b** children don't care which parent is around when they are upset.
- c** traditional roles for parenting have changed.

10 Tom Beardshaw points out that

- a** famous people are often poor examples of fatherhood.
- b** society still thinks that a positive attitude to fatherhood is a sign of weakness.
- c** the results of this survey were unexpected.

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	-S10-	
Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия		

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия							
Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя							
▶ Beispiel: 23. April 1995 ▶ Example: 23 April 1995							
Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения							
Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения							
▶ 001 - Deutsch 003 - Français 005 - Italiano 007 - Magyar 009 - Русский язык 011 - Türkçe 013 - 汉语		▶ 002 - English 004 - Español 006 - Português 008 - Polski 010 - Český jazyk 012 - عربي 000 - andere/other		Muttersprache · First Language · Língua materna · Langue maternelle · Madrelingua · Anadili · Родной язык			
<input type="checkbox"/> männlich · male · masculino · masculino · 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							
▶ Beispiel: 17. Juli 2019 ▶ Example: 17 July 2019							
Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена							

B2

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<p>1 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 1 a b c d e f g h i j</p> <p>2 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 2 a b c d e f g h i j</p> <p>3 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 3 a b c d e f g h i j</p> <p>4 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 4 a b c d e f g h i j</p> <p>5 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 5 a b c d e f g h i j</p>	<p>6 ○ ○ ○ 6 a b c</p> <p>7 ○ ○ ○ 7 a b c</p> <p>8 ○ ○ ○ 8 a b c</p> <p>9 ○ ○ ○ 9 a b c</p> <p>10 ○ ○ ○ 10 a b c</p>
<p>11 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 11 a b c d e f g h i j k l x</p> <p>12 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 12 a b c d e f g h i j k l x</p> <p>13 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 13 a b c d e f g h i j k l x</p> <p>14 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 14 a b c d e f g h i j k l x</p> <p>15 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 15 a b c d e f g h i j k l x</p>	<p>16 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 16 a b c d e f g h i j k l x</p> <p>17 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 17 a b c d e f g h i j k l x</p> <p>18 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 18 a b c d e f g h i j k l x</p> <p>19 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 19 a b c d e f g h i j k l x</p> <p>20 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 20 a b c d e f g h i j k l x</p>



<p>21 ○ ○ ○ 21 a b c</p> <p>22 ○ ○ ○ 22 a b c</p> <p>23 ○ ○ ○ 23 a b c</p> <p>24 ○ ○ ○ 24 a b c</p> <p>25 ○ ○ ○ 25 a b c</p> <p>26 ○ ○ ○ 26 a b c</p> <p>27 ○ ○ ○ 27 a b c</p> <p>28 ○ ○ ○ 28 a b c</p> <p>29 ○ ○ ○ 29 a b c</p> <p>30 ○ ○ ○ 30 a b c</p>	<p>31 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 31 a b c d e f g h i j k l m n o</p> <p>32 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 32 a b c d e f g h i j k l m n o</p> <p>33 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 33 a b c d e f g h i j k l m n o</p> <p>34 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 34 a b c d e f g h i j k l m n o</p> <p>35 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 35 a b c d e f g h i j k l m n o</p> <p>36 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 36 a b c d e f g h i j k l m n o</p> <p>37 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 37 a b c d e f g h i j k l m n o</p> <p>38 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 38 a b c d e f g h i j k l m n o</p> <p>39 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 39 a b c d e f g h i j k l m n o</p> <p>40 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 40 a b c d e f g h i j k l m n o</p>
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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.

Examination Preparation

MOCK EXAMINATION 1

ENGLISH B2

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.