



MOCK EXAMINATION 1

ENGLISH

Examination Preparation

Revised edition 2019

B2



The Structure of the Examination

telc English B2

	Sub	Test	Aim	Type of Test	Time in minutes				
		1 Reading	Comprehension						
		Part 1	Reading for Gist	5 matching items					
		Part 2	Reading for Detail 5 multiple-choice items						
		Part 3	Selective Reading	10 matching items	90				
		2 Language Elements							
atior		Part 1	Grammar	10 multiple-choice items					
amin		Part 2	Lexis	10 matching items					
Written Examination	•	3 Listening Comprehension							
Wri		Part 1	Listening for Gist	5 true/false items	approx.				
		Part 2	Listening for Detail 10 true/false items						
		Part 3	Selective Listening	5 true/false items					
		4 Written E	xpression						
			Writing a semi-formal email Choice of two tasks		30				

_	Preparation		20							
Examination	5 Oral Expression									
Exam	Part 1	Describing experiences two or three test takers								
Oral	Part 2	Discussion	approx. 15							
	Part 3	Planning something together								

Reading Comprehension Part 2

Read the following text, then choose the answers to guestions 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 childrearing 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."

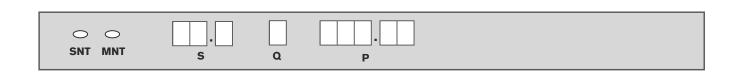
Tom Beardshaw, from the charity Fathers Direct, believes these results confirm society's changing views on fatherhood. He said, "this confirms the equal opportunities research which shocked a lot of people by how much fathers want to get involved. There are historical changes such as women working more,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

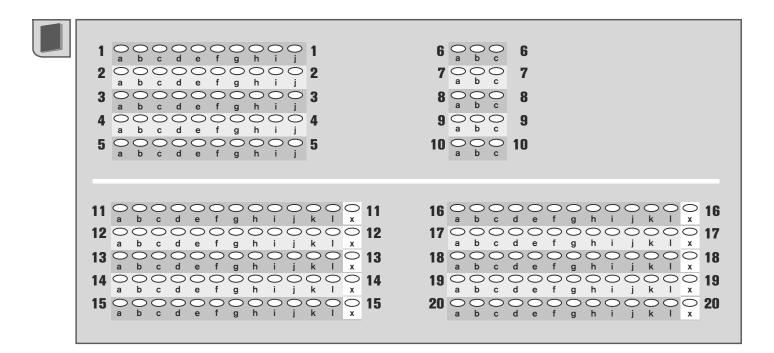
- 6 A number of modern fathers
 - **a** are willing to give up their careers to be a stay-at-home parent.
 - **b** think fatherhood provides discipline in their lives.
 - **c** would feel afraid of not being able to raise a child.
- **7** According to the article, a majority of men today
 - a still do 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.

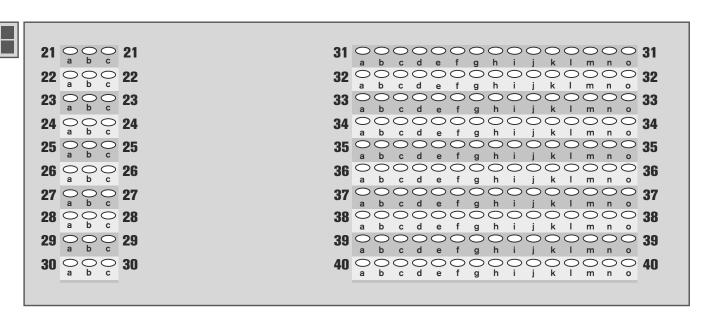


			S10-						7										
Testversion	on · Tes	t Version			men ·	Versio	n d'e	xamen	· Ve	rsione	d'esar	ne · :	Sınav	sürüm	ü · T	естов	ая ве	рсия	
				-	-	_							-			d			
							-								_	-	_	-	d
				-					-		_	-					_		
						_						-0						_	
- amilienname	Surnam	e · Apellido	· Nom · C	ognome ·	Soyadı ·	Фамилі	19												
	- N	No. 22	Duán en 11																
vorname · F	rirst Name	Nombre ·	Prenom · N	Beis	· имя spiel: 23 mple: 2				1	99	5.	0	4.[2	2 3					
Geburtsdatu	m · Date of	f Birth · Fec	ha de nacimi	·				,	ı · Doğ			рожден						_	
Geburtsort ·	Place of B	irth · Lugar	de nacimient	to · Lieu d	e naissan	ce · Luc	ogo di r	nascita ·	Doğur	n yeri	Место ро	ждени:	Я			Ш			
		001 - Deutso	ch 003	- Français - Español	005	- Italiano - Portug)	007 -	Magyar	0	09 - Pyce 10 - Čes	ский язі	ык	011 -			013 -		e/other
	he · First I	_anguage · I	Lengua mate	rna · Lanç	jue materi	nelle · N	//adrelir												
_		masculino · femenino ·																	
Geschlecht	Sex · Sex	xo · Sexe ·	Sesso · Cir	nsiyeti · F	ОЛ	П	Т	П	Т	T	П	Т		П	\top		T	T	
Prüfungszent	rum · Exan	mination Cent	tre · Centro					Centro d	l'esame	· Sınav	merkezi	• Экзаі	менацио	онное у	ірежден	ие			
Driftus ac de :		of Everying ti	n . Foots !	Exa	spiel: 1 mple: 1	7 July	2019	dollica	2	0 1	9.	0 7].[1	7					
rurungsaati	iii · Date d	of Examination	ii · Fecha de	er examen	Date d'	examen	Data	dell'esal	ine · S	mav tarif	п - дата	экзаме	Hd		/				
				>>	4		1	1	/	1	1	1	1	/					
			1	8	1	1	6	4	1	/	1	V	V						
						W 1950	Aler-				и.		- 76						









Marking Criteria for Written Expression

Content

	A	В	С	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

	Α	В	С	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.