



MOCK EXAMINATION 1

ENGLISH SCHOOL

Examination Preparation

B1·B2



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The Structure of the Examination

	Subtest	Aim	Type of Test	Time
Written Examination	 Listening			25 min.
	Part 1	Understanding voice mail messages	4 multiple-choice items	
	Part 2	Understanding everyday conversations	5 true/false and 5 multiple-choice items	
	Part 3	Understanding an interview	6 multiple-choice items	
	Part 4	Understanding different opinions about a topic	3 matching items	
	 Reading			40 min.
	Part 1	Understanding emails and subject lines	4 matching items	
	Part 2	Understanding questions and answers from an Internet forum	5 matching items	
	Part 3	Understanding different types of published texts	6 multiple-choice items	
		 Language Elements		
Part 1	Selecting appropriate phrases in a conversation	8 matching items		
Part 2	Selecting appropriate phrases in a semi-formal letter or email	10 multiple-choice items		
	 Writing			30 min.
		Writing semi-formal emails	One writing task out of a choice of two	
Oral Examination	 Speaking			20 min.
	Preparation			
	Part 1A	Talking about experiences and opinions	Task sheet with pictures	Approx. 16 min.
	Part 1B	Answering follow-up questions	Examiner questions	
	Part 2A	Presentation	One presentation out of a choice of two. Task sheet with questions and pictures	
	Part 2B	Answering follow-up questions	Examiner questions	
Part 3	Discussion	Task sheet with sample statements on one controversial topic		

Listening, Part 1

You will hear four voice mail messages.

Which answer fits best: a, b or c? You will hear each message once.

Mark your answers for items 1–4 on the answer sheet.

Example

The class will be playing tennis instead of basketball because

- a** it's too hot to have an indoor sports lesson.
- b** the sports hall cannot be used in the summer months.
- c** the teacher thinks an outdoor lesson would be better.



- 1** Chris tells John that
 - a** he should be ready by six o' clock.
 - b** his father wants to leave earlier than planned.
 - c** the coach will have left if they arrive too late.

- 2** Tickets for an extra TreatFour concert
 - a** are available to those willing to stand in line.
 - b** can be bought from 4 o'clock tomorrow onwards.
 - c** will be sold online from 10 o'clock tomorrow morning.

- 3** Thomas Black, the organizer of the radio panel discussion, wants
 - a** Craig to represent the younger generation.
 - b** school pupils of different ages to offer their viewpoints.
 - c** to find out if Craig is interested in taking part.

- 4** Dan is ringing Mark to ask him
 - a** to pick up the things he left behind after training.
 - b** how much his sports shoes cost.
 - c** whether he needs the things he forgot before the weekend.

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ENGLISH B1·B2

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- 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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Written Examination



1 Listening

Part 1

- 1 a b c 1
- 2 a b c 2
- 3 a b c 3
- 4 a b c 4

Part 2

- 5 true false 5
- 6 a b c 6
- 7 true false 7
- 8 a b c 8
- 9 true false 9
- 10 a b c 10
- 11 true false 11
- 12 a b c 12
- 13 true false 13
- 14 a b c 14

Part 3

- 15 a b c 15
- 16 a b c 16
- 17 a b c 17
- 18 a b c 18
- 19 a b c 19
- 20 a b c 20

Part 4

- 21 a b c d e f 21
- 22 a b c d e f 22
- 23 a b c d e f 23

After completing the subtest "Listening", please separate this sheet from the others and hand it in.

Marking Criteria for Writing

The candidate's performance in the Writing subtest is assessed according to four criteria. Task Management is related to the content of the text, whereas Communicative Design, Accuracy and Vocabulary are related to the language used by the writer. These criteria are based on what can be expected of a learner at the relevant level of the *Common European Framework of Reference for Languages*.

Content

I Task Management

Language

II Communicative Design

III Accuracy

IV Vocabulary

Content

The Writing subtest consists of a brief situation and three guiding points which the candidate is asked to write about. In the right-hand margin of the answer sheet, the rater indicates where the candidate has dealt with each of the guiding points. In addition, the rater indicates how each point has been covered:

- clearly, in detail and according to the situation (competently covered): ++
or
- understandably and according to the situation (comprehensibly covered): +
or
- is barely comprehensible or not mentioned at all (not adequately covered): ∅

Marks are then allocated according to the following table:

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points*
I Task Management	All guiding points have been competently covered.	Two guiding points have been competently covered.	All guiding points have been comprehensibly covered.	Two guiding points have been comprehensibly covered. Alternatively, just one guiding point has been competently covered.	Just one guiding point has been comprehensibly covered.	No guiding point has been comprehensibly covered.
Possible combination of marks given for the three guiding points:						
	++ , ++ , ++	++ , ++ , + ++ , ++ , ∅	++ , + , + + , + , +	++ , + , ∅ ++ , ∅ , ∅ + , + , ∅	+ , ∅ , ∅	∅ , ∅ , ∅

* In cases where the candidate's written text has no connection to the given topic, the Criteria II, III and IV must also be marked as zero. If only the situation has been misunderstood, Criterion I is given zero points but the candidate's language (Criteria II-IV) is assessed in the usual manner.

Examination Preparation

MOCK EXAMINATION 1

ENGLISH B1·B2 SCHOOL

telc – language tests have a long tradition of specialisation in the field of English language testing and certification around the world. The *telc English B1·B2 School* examination is a dual-level format that measures language competence across two levels of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR). *telc* test takers thereby have the opportunity to gain certification at a level that precisely reflects their language abilities.

An essential characteristic of standardised language examinations is that the participants know what is expected of them during the test. The mock examination informs the test taker about the test format, tasks and assessment criteria, as well as the procedures involved in the exam implementation. It can be used for practice purposes, general information and examination preparation.