



# MOCK EXAMINATION 1

## ENGLISH

Examination Preparation

C2



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## Test





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# Test Format

	Subtest	Aim	Type of Test	Points	Time
Written Examination	 <b>Reading</b>				
	1	Reconstructing a text	5 sequencing items	10	80 min.
	2	Reading for detail	10 multiple-choice items	10	
	3	Understanding explicit and implicit meaning	10 matching items	<u>20</u> 40	
	 <b>Listening &amp; Summarising</b>				
	Writing a summary of a talk	Integrated skills task	40	60 min.	
	<b>Break</b>				20 min.
Written Examination	 <b>Writing</b>				
		Writing an essay	Argumentative text	40	90 min.
Oral Examination	<b>Preparation time</b>				20 min.
	 <b>Speaking</b>				
	1	Presentation	Individual examination	40	6–8 min.
2	Question and Answer Session	<u>7–9 min.</u> 15 min.			

Note: You will be using the reading material in this subtest for the writing subtest later in the exam.

## Reading, Part 1

The text below has been jumbled. Decide on the most appropriate order. Mark your answers on page 2 of the answer sheet.

Sequence	0	1	2	3	4	5
Paragraph	Z					

- Z** "Intelligence" derives from the Latin verb *intelligere*, meaning to pick out or discern. A form of this verb, *intellectus*, became the preferred technical term in medieval times for abstract thought and reasoning, and was strongly linked to the metaphysical and cosmological theories of teleological scholasticism, including theories of the immortality of the soul.
- a** Within this discipline, various approaches to understanding human intelligence have been adopted. The psychometric approach, which provides the theoretical underpinnings of intelligence quotient tests, is the most researched. However, there are psychometric tests that are not intended to measure intelligence itself but some closely related construct, such as scholastic aptitude. There is widespread acceptance, but this form of assessment remains controversial.
- b** They study various measures of problem solving, as well as mathematical and language abilities. One challenge in this area is to define intelligence so that it means the same thing across species. A further challenge is to integrate the concept of artificial intelligence, which has added a new facet to the definition of intelligence.
- c** Whilst humans have hitherto been the primary focus of intelligence researchers, scientists have also attempted to investigate animal intelligence. These researchers are interested both in studying mental ability in a particular animal population, and comparing abilities between different breeds.
- d** This older interpretation was rejected by the early modern philosophers, all of whom favored the word "understanding". The term "intelligence" was therefore uncommon in English language philosophy, although it later became central in the field of psychology.
- e** Nor is this the only divergence of opinion. Although they may not dispute the stability of IQ test scores or the fact that they predict certain forms of achievement rather effectively, some critics of IQ argue that basing a concept of intelligence on IQ test scores alone is to ignore many important aspects of mental ability.

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# ENGLISH C2

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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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# Marking Criteria: Listening & Summarising

The candidate's performance in this subtest is assessed on the basis of content (25 points) and use of language (15 points). Thus a maximum of 40 points may be awarded. No points will be deducted if words or passages are quoted verbatim from the lecture.

## 1. Content

This task assesses the candidate's ability to identify and convey the structure, main points and subpoints of a lecture. When marking the candidate's summary, the raters will determine whether this information has been adequately communicated. This means that the text must be informative and intelligible for a reader who has not heard the lecture.

A maximum of 5 points is awarded for naming the main points of the text (one point for naming each main point). For each main point there will be at least two subpoints. A maximum of four points per main point is awarded for covering these subpoints (two points each). For more information refer to page 54 and 55.

## 2. Language

The quality of language will be assessed globally and is worth 15 points, according to the following criteria:

- The text should be clear and written in a style and register appropriate to the context.
- The central argument of the lecture should be relayed in a manner that is both coherent and accurate.
- The text should demonstrate a very high level of lexical, grammatical, syntactic and orthographic control.

### Points

A	B	C	D
15 points The text <b>entirely</b> satisfies all criteria for successful completion of the task.	10 points The text satisfies <b>most</b> of the criteria for successful completion of the task.	5 points The text fails to satisfy <b>several</b> criteria for successful completion of the task.	0 points The text contains passages that are unclear. The text does <b>not</b> satisfy the criteria.

**Examination Preparation**

# MOCK EXAMINATION 1

## ENGLISH C2

*telc – language tests* have a long tradition of specialisation in the field of English language testing and certification around the world. The examination *telc English C2* is a format that measures language competence at the highest level of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR).

An essential characteristic of standardised language examinations is that the participants know what is expected of them during the test. This mock examination contains all the necessary information for the running and marking of the examination and can be used to simulate a real examination in English at level C2. It can be used in class to prepare candidates for the *telc English C2* examination as well as for examiner training and general information on this examination and the telc examination system.