



MOCK EXAMINATION 2

ENGLISH SCHOOL

Examination Preparation

A2·B1



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The Structure of the Examination

	Subtest	Aim	Type of Test	Time	
Written Examination	 1 Listening				
	Part 1	Understanding voice mail messages	4 multiple-choice items	25 min.	
	Part 2	Understanding short public announcements	5 multiple-choice items		
	Part 3	Understanding everyday conversations	4 true/false and 4 multiple-choice items		
	Part 4	Understanding different opinions about a topic	3 matching items		
	 2 Reading	Part 1	Understanding lists of information in catalogues, on the internet, etc.	5 multiple-choice-items	45 min.
		Part 2	Understanding basic and specific questions and answers from an internet forum	5 matching items	
		Part 3	Understanding information from press releases and formal announcements	3 true/false and 3 multiple-choice items	
		Part 4	Understanding informational brochures	3 true/false items	
		Part 5	Completing a letter	6 multiple-choice items	
		 3 Writing	Writing semi-formal emails	1 writing task	30 min.
	 4 Speaking	Part 1A	Talking about yourself	Task sheet with guiding points	Approx. 16 min.
		Part 1B	Answering follow-up questions	Examiner questions	
Part 2 A		Talking about experiences	Task sheet with pictures		
Part 2 B		Answering follow-up questions	Examiner questions		
Part 3		Solving a task	Task sheet with guiding points		

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

Tom wants to meet you

- a** at school.
- b** at sport.
- c** at the French club.



- 1** You can collect the registration form on
 - a** Friday afternoon.
 - b** Monday afternoon.
 - c** Saturday morning.

- 2** You should
 - a** buy some fresh tomatoes.
 - b** help your dad make dinner.
 - c** tell your dad what you would like to eat.

- 3** Gwen wants you to
 - a** buy a present online.
 - b** call her back.
 - c** help her choose a present.

- 4** Harry is calling to tell you that he will
 - a** be about an hour late.
 - b** get there at five-thirty.
 - c** will not be able to come tonight.

Marking Criteria for Writing

In order to evaluate the writing proficiency of the candidates, the difference between content-related and language-related criteria is taken into consideration. The candidate's ability to address the guiding points in the writing task is assessed according to the content-related criterion Task Management. The language-related criteria – Communicative Design, Accuracy and Vocabulary – are based on the *Common European Framework of Reference for Languages*.

Content

I Task Management

Language

II Communicative Design

III Accuracy

IV Vocabulary

Content

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points*
I Task Management	All four of the guiding points have been addressed accurately and precisely.	All four of the guiding points have been addressed, but the cooperation of the reader is required. Alternatively, three of the guiding points have been adequately dealt with.	Three of the guiding points have been dealt with, but the cooperation of the reader is required. Alternatively, two guiding points have been adequately dealt with.	Two of the guiding points have been addressed, but the cooperation of the reader is required. Alternatively, one of the guiding points has been adequately dealt with.	Only one of the guiding points has been addressed, and the cooperation of the reader is required.	None of the guiding points have been addressed or the candidate's written text is off task (for example because they misunderstood the situation described in the task).

* In cases where the candidate's written text has very limited or no connection to the topic, all of the criteria should be marked as zero.

Examination Preparation

MOCK EXAMINATION 1

ENGLISH A2·B1 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 A2·B1* 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 and 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.