

MOCK EXAMINATION 2 ENGLISH SCHOOL

Examination Preparation

B1



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The Structure of the Examination

	Sub	test	Aim	Type of Test	Time
		1 Read	ling Comprehension		
			Reading for Gist Reading for Detail Selective Reading	5 matching items 5 multiple-choice items 10 matching items	
		2 Langi	uage Elements		90 minutes
Written Examination		Part 1 Part 2		10 multiple-choice items 10 matching items	
en Ex	•	3 Listening Comprehension			
Writt			Listening for Gist Listening for Detail Selective Listening	5 true/false items 10 true/false items 5 true/false items	max. 30 minutes
		4 Writin	g (Letter)		
			Writing a personal or semi-formal letter	Task with four guiding points	- 30 minutes

	Prep	aration Ti	me		20 minutes
Oral Examination	~	Part 1 Part 2 Part 3	Social Contacts Topic-Based Conversation Task	Examination with two candidates, in exceptional cases with one candidate	approx. 15 minutes



Read the headlines a-j and the texts 1-5. Find the best headline for each text. You can use each headline only once.

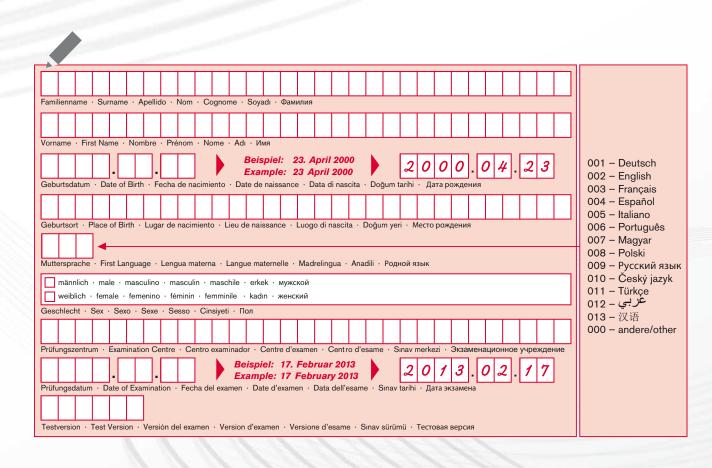
Mark your answers for items 1–5 on the answer sheet.

- a Cash for scary mystery detectives
- **b** Historical costumes
- **c** More and more students cheat
- d Moving as in real life
- e New sports activity
- f Old and new tricks
- g Schoolchildren find underground city
- h Unknown cause for costume event
- Working on the past
- Zoo employees create a sensation



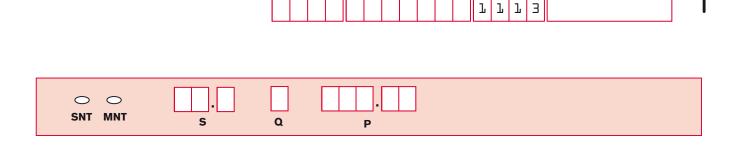
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ENGLISH B1 SCHOOL



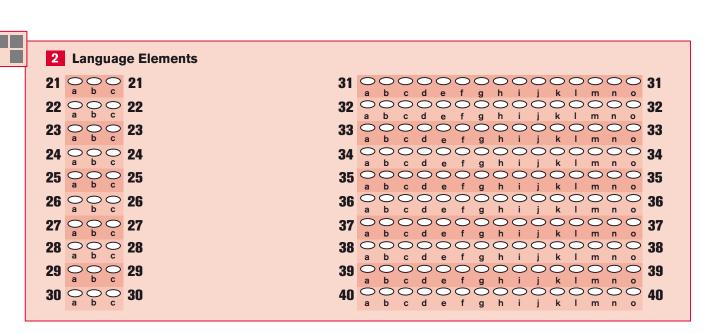
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Written Examination





Please separate this sheet after the sub-tests "Reading Comprehension" and "Language Elements" and turn it in.

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Marking Criteria "Writing"

The Writing subtest is assessed by licensed telc raters. In the case of disagreement, the marks awarded by Rater 2 are taken in preference. A maximum total of 45 points may be awarded for this part. The letter is marked according to the following three criteria:

- Content (Guiding Points)
- II Communicative Design
- III Language

A maximum of two further additional points may be awarded as follows:

- 1 point for a wider than average range of vocabulary and structures (language).
- 1 point if the letter contains more than minimum information (content).

These additional points may **not** be given if the letter

- has already been awarded the maximum total number of points
- has been awarded a **C** (see below) in any one of the three criteria.

If the mark given for Criterion 1 and/or Criterion 3 is **D**, the whole letter must be awarded **zero** points. The total number of points (all three criteria plus any possible additional points) is finally multiplied by 3.

Criterion 1: Content (Guiding Points)

Assessment is based on the number of guiding points that have been processed.		Points	
	Α	All four guiding points have been processed in an appropriate way.	5
	В	Three of the guiding points have been processed in an appropriate way.	3
	С	Two of the guiding points have been processed in an appropriate way.	1
	D	No more than one guiding point has been processed in an appropriate way.	0

Criterion 2: Communicative Design

Assessment is based on:

- 1. whether the guiding points have been processed in a logical sequence;
- 2. the links between the sentences and between the guiding points;
- 3. whether the language used is appropriate to the type of letter and to the person the letter is being sent to:
- 4. the formal characteristics of the letter (date, salutation, closing formula).

TI	The communicative design of the letter is		Points
	Α	appropriate in all respects.	5
	В	appropriate in most respects.	3
	С	mostly inappropriate.	1
	D	completely inappropriate.	0



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International certificates are becoming increasingly important for further education and work purposes as proof that a certain level of language competence has been reached. This applies equally to adults and to young people still in full-time education. This *telc English B1 School* examination follows the telc format for other language examinations at level B1 but is designed for young learners of English aged 12 to 16. All the characteristic features of telc, such as test papers based on clearly formulated language tasks, objective and standardised marking criteria and defined test specifications, apply to this examination which is in addition closely linked to the needs and interests of young people. This mock examination can be used by teachers and learners in the classroom to simulate a real examination situation. In this way young learners can be fully prepared for the examination. It can also be used for general practice, for information purposes and for examiner training.