



# MOCK EXAMINATION 1

## ENGLISH UNIVERSITY

Examination Preparation

B2·C1



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# The Structure of the Examination

	Subtest	Aim	Type of Test	Time
Written Examination	 <b>Listening</b>			
	Part 1	Understanding everyday conversations	4 true/false and 2 multiple-choice items	40 min.
	Part 2	Understanding a lecture	8 multiple-choice items	
	Part 3	Understanding different opinions about a topic	5 matching items	
	Part 4	Understanding a discussion	6 true/false items	
	 <b>Reading</b>			
	Part 1	Understanding questions and answers from an Internet forum	6 matching items	50 min.
	Part 2	Understanding a lengthy, informative text	11 multiple-choice items	
	Part 3	Understanding a formal text	4 multiple-choice and 4 true/false items	
	 <b>Language Elements</b>			
Part 1	Selecting appropriate phrases in a conversation	10 matching items	20 min.	
Part 2	Selecting appropriate phrases in a semi-formal letter or email	10 multiple-choice items		
	Break			20 min.
 <b>Writing</b>				
		Writing an argumentative text	1 writing task out of a choice of two	60 min.
Oral Examination	 <b>Speaking</b>			
	Part 1	Small talk	Task sheet with topic and picture	20 min.
	Part 2A	Presentation	Oral presentation which should be prepared at home	
	Part 2B	Answering follow-up questions	Questions from the examiner and the other candidate	
	Part 3	Discussion	Task sheet with sample statements on one controversial topic	



## Listening, Part 1

You will hear two conversations. For each conversation there are three tasks.

Decide if the two statements are true or false and decide which answer fits best: a, b or c.  
You will hear each conversation once.

Mark your answers for items 1–6 on the answer sheet.

First you will have 30 seconds to read the items.

- 1** Ms. Powell is Jerry's university tutor.  
true/false
  
- 2** Ms. Powell thinks highly of Jerry's academic ability.  
true/false
  
- 3** Ms. Powell advises Jerry
  - a** not to rely on receiving financial aid.
  - b** to start the application process early.
  - c** to submit an example of his work.
  
- 4** Carmen and Damien are workmates.  
true/false
  
- 5** Carmen is pessimistic about Damien's work opportunities.  
true/false
  
- 6** Carmen can help because she
  - a** can translate Damien's CV.
  - b** could get Damien a job at a Spanish bar.
  - c** knows a member of the university staff.





# Marking Criteria for Writing

The candidate's performance in the Writing subtest is assessed according to four criteria. Content and Text Structure is primarily related to the content and structure 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 Content and Text Structure

## Language

II Communicative Design

III Accuracy

IV Vocabulary

## Content and Text Structure

C1		B2		B1	Below B1
upper	middle/lower	upper	middle/lower		
<p>The text covers all aspects of the task.</p> <p>The candidate can produce clear, well-structured, elaborate text.</p> <p>The candidate can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Opinions and statements are qualified precisely in relation to degrees of, e.g., certainty/uncertainty, belief/doubt, likelihood, etc.</p> <p>The text does not give the impression that the candidate has to compromise what he/she is saying in any way.</p>		<p>The text covers most aspects of the task.</p> <p>The candidate can produce clear, detailed text, highlighting significant points and relevant supporting details.</p> <p>The candidate can evaluate different ideas or solutions to a problem.</p> <p>Opinions and statements are explained comprehensibly and in detail.</p> <p>The text only rarely gives the impression that the candidate has to compromise what he/she is saying.</p>		<p>The text covers some aspects of the task.</p> <p>The candidate can produce short, simple text.</p> <p>Factual information and opinions are explained comprehensibly.</p> <p>Linguistic limitations can cause difficulties with formulation.</p>	<p>The text consists of a simple list of points.</p> <p>The text is not always comprehensible.</p> <p>Linguistic limitations impede fulfilment of the task entirely.</p>

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## ENGLISH B2·C1 UNIVERSITY

*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 B2·C1 University* 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). 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, times 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.