



## MOCK EXAMINATION 3 ENGLISH UNIVERSITY

**Examination Preparation** 

B2·C1



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### The Structure of the Examination

	Subtest	Aim	Type of Test	Time	
	Listenir	ng			
	Part 1	Understanding everyday conversations	4 true/false and 2 multiple-choice items		
	Part 2	Understanding a lecture	8 multiple-choice items	40 min.	
	Part 3	Understanding different opinions about a topic	5 matching items	40 111111.	
	Part 4	Understanding a discussion	6 true/false items		
	Reading	9			
ation	Part 1	Understanding questions and answers from an Internet forum	6 matching items		
Written Examination	Part 2	Understanding a lengthy, informative text	11 multiple-choice items	50 min.	
	Part 3	Understanding a formal text	4 multiple-choice and 4 true/false items		
×	Langua	ge Elements			
	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	20 111111.	
	Break			20 min.	
	Writing				
	<b>P</b>	Writing an argumentative text	1 writing task out of a choice of two	60 min.	
	Speaking				
٦	Part 1	Small talk	Task sheet with topic and picture		
ninatio	Part 2A	Presentation	Oral presentation which should be prepared at home		
Oral Examination	Part 2B	Answering follow-up questions	Questions from the examiner and the other candidate	20 min.	
Ora	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** Gareth Clarke is Lorraine's future tutor. true/false
- **2** Lorraine is at a recruitment fair to meet company representatives. true/false
- 3 Lorraine
  - **a** asks for an appointment to discuss career options.
  - **b** has identified a firm she wants to apply to.
  - **c** thinks her Curriculum Vitae is too long.
- **4** Pete and Jamila are fellow students on a science course. true/false
- **5** Both students are doubtful about the success of their projects. true/false
- 6 Pete has been told to
  - **a** attract the attention of the elderly.
  - **b** concentrate on the very rich.
  - c target his work at young people.



	1 1 3 4	

# ENGLISH B2-C1 UNIVERSITY

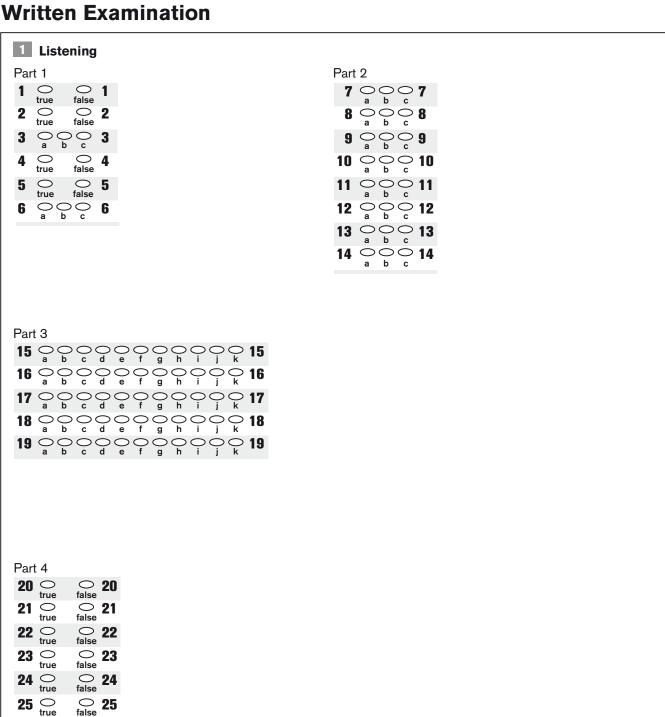
Familienname · Surname · Apellido · Nom · Cognome · Soyadi · Фамилия  Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя  Beispiel: 23 April 1989 Example: 23 April 1989 Example: 23 April 1989  Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения  Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения  Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык    männlich · male · masculino · masculin · maschile · erkek · мужской   weiblich · female · femenino · feminin · femminile · kadın · женский  Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол    Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınay merkezi · Экзаменационное учреждение    Beispiel: 17. Juli 2015   2 0 7 5 0 7 7 7 7 7   17   17   17   17   17	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 – ジャン 013 – 汉语



#### telc English B2-C1 University

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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. 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

#### Language

I Content and Text Structure

II Communicative Design

**III** Accuracy

**IV** Vocabulary

#### **Content and Text Structure**

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



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## MOCK EXAMINATION 3

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.