



CEng

Mock Examination 1

CERTIFICATE IN ENGLISH

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C E R T I F I C A T E
I N E N G L I S H



Weiterbildungs-Testsysteme GmbH

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Certificate in English

Mock Examination 1



Weiterbildungs-Testsysteme GmbH

The test format of The European Language Certificates is the result of a research project sponsored by the German Federal Ministry of Education, Science, Research and Technology. The project co-operated closely with language experts and institutions throughout Europe.

In order to work through the Listening Comprehension part of the examination, the CD (Order No. C62M-001T) is required.

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Important Information:

Please read this page before starting the test.

Dear Learner,

If you should have problems understanding all the information on this page, your teacher will be only too pleased to help you.

There are three ways of approaching this Mock Examination:

- You can take the test as if it were a real examination
- You can use the whole or parts of the test for practice purposes
- You can acquire a general impression of the contents and procedures of the examination

It is important to decide which of these alternatives you wish to choose before reading on.

If you wish to work through the Mock Examination as if it were a real test, you need the help of a teacher to organise the test in the same way as a real examination is conducted. In this case, please do not read on. Above all, you should not read any of the test items, you should not look at any of the pictures and you should also not look at the Information for Teachers. Wait for the instructions and information that your teacher will give you.

If on the other hand, you wish to use this test material for practice purposes, we would recommend you to keep to the specified times for the individual parts of the test – as in a real examination – e.g. 90 minutes for *Reading Comprehension* and *Language Elements*. In this way you will develop a feeling for the time allotted for the individual test items. You can practise the sub-tests *Reading Comprehension*, *Language Elements*, *Listening Comprehension* (with the help of the CD – Order No. C62M-001T) and *Letter Writing*. The correct answers for the individual items can be found on Page 44. Your letter can be marked by your teacher or a similarly qualified person. It is of course not possible for you to practise the oral test by yourself, but you will be able to familiarise yourself with the tasks and procedures as well as the assessment criteria.

Should you simply wish to have a general overview of the test, all you need to do is to study the test and information material in this booklet.

We hope that you will find this Mock Examination interesting and that you will pass with flying colours!

The Structure of the Test

Sub-Test	Aim	Type of Test	Marks	Time in minutes	
Written Examination					
1 Reading Comprehension					
	1.1	Reading for Gist	5 matching items	25	
	1.2	Reading for Detail	5 multiple-choice items	25	
	1.3	Selective Reading	10 matching items	25	
				90	
2 Language Elements					
	2.1	Part 1	10 multiple-choice items	15	
	2.2	Part 2	10 multiple matching items	15	
Break				20	
3 Listening Comprehension					
	3.1	Listening for Gist	5 true/false items	25	
	3.2	Listening for Detail	10 true/false items	25	
	3.3	Selective Listening	5 true/false items	25	
				max. 30	
4 Letter Writing					
	4.1	Content		15*	
	4.2	Communicative Design	4 guiding points	15*	
	4.3	Language		15*	
				30	
Oral Examination					
	■	Part 1: Social Contacts	examination with two candidates, in exceptional cases with one candidate	75**	approx. 15
	■	Part 2: Topic-Based Conversation			
	■	Part 3: Task			

* cf. marking criteria on Page 39 – 40 of the Information for Teachers

** cf. marking criteria on Page 41 – 42 of the Information for Teachers

Information concerning the **Answer Sheet** (P. 23):

Always use a pencil on the answer sheet.

Each item has only one correct answer.

For example, if you think that “c” is the correct answer, mark your answer on the answer sheet in the following way:



Important Information:

This is the start of the mock examination.
Before you look at the following pages, we recommend that you read the information for learners on Page 3.

Written Examination

The first two sub-tests are

- 1 Reading Comprehension** and
- 2 Language Elements**

You are allowed a total of 90 minutes for these two sub-tests.



Sub-Test 1: Reading Comprehension

This sub-test consists of three parts, testing your skills in

- Reading for Gist
- Reading for Detail
- Selective Reading

This sub-test contains a total of 20 items. Each item has only one correct answer.



Sub-Test 2: Language Elements

This sub-test consists of two parts:

- Part 1
- Part 2

This sub-test contains a total of 20 items. Each item has only one correct answer.

**1 Reading Comprehension (Part 1)**

*Read the five texts, items 1 – 5. Then read the headlines a – j.
Decide which headline a – j goes best with which text.
Mark your answers on the answer sheet in the boxes 1 – 5.*

- a) **Tired drivers a danger on the road**
- b) **Meals for the homeless**
- c) **School dinner causes serious illness**
- d) **Police arrest bus driver**
- e) **Plans to increase road safety**
- f) **Largest number of passengers**
- g) **Full stores all over Britain**
- h) **Free furniture for Christmas**
- i) **Shopping centre accident avoided**
- j) **Help a homeless person – and yourself**



1.

[Redacted]

At least 100 Sussex children and staff are thought to be suffering from food poisoning after a Christmas meal. A third of all pupils – aged between nine and 13 – and 10 teachers were struck down after eating a turkey lunch on Wednesday. No one is thought to have been hospitalized.

2.

[Redacted]

Travellers flocked to Heathrow Airport yesterday at the start of its busiest ever fortnight. Two million people are expected to travel through the airport between this weekend and 5 January, thanks to the start of the ski season and the traditional Christmas holiday period.

3.

[Redacted]

Southend police used patrol cars to block the path of a runaway double-decker bus yesterday as it careered driverless towards a shopping area. Two men had just jumped from the vehicle, which had been reported stolen. Two men in their thirties were arrested.

4.

[Redacted]

A London furniture company is putting a £1,500 sofa up for sale for £1 – in return for a promise from the buyer to take someone in need into their home at Christmas. Whoever wins the prize will have to nominate someone who is homeless, or living on their own, or is otherwise not going to have much of a Christmas.

5.

[Redacted]

More road accidents are caused by drivers who fall asleep at the wheel than is generally recognized, an MP claimed yesterday. He has called for Government action to help solve the problem.



1 Reading Comprehension (Part 2)

Read the following text, then choose the answers to questions 6 – 10 and mark your answer – a, b, or c – on the answer sheet.

Residents of a small Welsh-speaking community have clubbed together to buy the post office and shop, ten years after buying the pub.

The people of Llithfaen, Caernarfonshire were determined to prevent their village losing its focal point. Ten years ago they paid £40,000 for the pub, called the Victoria, and now they have helped to keep the shop open. Most of the cost, £19,500, was met by the local council and a European Union grant, but the villagers needed to raise a further £6,000 to buy the shop from the owner who is retiring.

John Jones, chairman of the community committee, said: “We went around every house and came back with £500 more than we needed. The post office and the pub are essential to the life of the village. There are no other amenities.

“We were not prepared to stand by and let the heart and soul be ripped out of our community. No one else was going to help us so we decided to buy them ourselves.” Llithfaen had a population of 600 but that halved when nearby granite quarries were closed. The primary school was shut because of the population decline but the locals turned it into a leisure centre and youth club.

The shop has been leased to Ffion Medi Llywelyn, 24, who lives in the village with her husband, Dillon. She said: “There is a wonderful community spirit here.”



Answer the following questions from the information given in the text.

6. The Llithfaen Post Office
- a) closed ten years ago.
 - b) has been saved by the local people.
 - c) has now closed.
7. The shop has been bought
- a) by the local council.
 - b) for £40,000.
 - c) with the help of the people who live in the area.
8. The shop was going to close
- a) because of a decision by the European Union.
 - b) because the owner needed the money.
 - c) because the owner thought he was too old to run the shop.
9. £500
- a) was paid by every person in the village.
 - b) was paid by the owner of the pub.
 - c) was the amount of money the villagers still had after the village post office had been bought.
10. Llithfaen no longer has
- a) a leisure centre.
 - b) a pub.
 - c) a school.



1 Reading Comprehension (Part 3)

*Read questions 11 – 20 and then look at the next page and read the advertisements a – l.
In which of the advertisements can you find what you are looking for?*

For each of the items 11 – 20, decide which advertisement goes with the situation described. Mark your answers on the answer sheet.

11. You want to have a technical report translated into your language.
12. You want to learn English for your job and meet people from British companies during the course.
13. You want to learn English in a language school in or near London.
14. You want to learn English in Canada and stay in a family.
15. You want to learn English in order to be able to work in the travel business and would like to take a course in Canada.
16. You want to learn English next summer at a university in England.
17. You want to learn French and enjoy winter sports at the same time.
18. You want to learn French and take an examination at the end of the course.
19. You want to learn French to help you with your job.
20. You want to take a language course in Italy before studying Italian at university.



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2 Language Elements (Part 1)

Read the following letter and decide which word or phrase a, b, or c is missing in items 21 – 30. Mark your answers on the answer sheet.

Dear Gordon,

I wish you all the best for your birthday and hope that you will stay as young as you are.

I'm sorry that I forgot to send you a birthday card but I have been working very hard **21**. I actually thought that your birthday **22** one month later - on the 25th February, not the 25th January. It was only on Saturday that I realized my **23**.

I hope that you are very well - as **24** - and that you have no problems in your new job. Could you write or phone to **25** me more about it?

By the way, did you **26** the entry test for the Open University course in marketing? I am also thinking of **27** a similar course and would be interested to hear what the requirements are like in British colleges.

It's about time we **28** together again. How about **29** across for a long weekend some time? May would be perfect. You could stay here for **30** of days and we could both catch up on what's been happening since we met last year.

Best wishes,

- | | | | |
|---|--|--|---|
| 21. a) last
b) late
c) lately | 24. a) used
b) usual
c) usually | 27. a) booking
b) holding
c) taking | 30. a) a couple
b) a few
c) a little |
| 22. a) is
b) was
c) would be | 25. a) reports
b) say
c) tell | 28. a) get
b) getting
c) got | |
| 23. a) fault
b) mistake
c) wrong | 26. a) pass
b) success
c) write | 29. a) come
b) coming
c) to come | |

**2 Language Elements (Part 2)**

Read the following fax and decide which word or phrase a – o is missing in items 31 – 40. Mark your answers on the answer sheet.

Fax No. 0043 - 1 - 74 65 79

Home Exchange Holidays
P.O. Box 106
Dublin
Ireland

Dear Sirs,

Your advertisement in "The TIMES" dated 16th February

I saw your advertisement offering the possibility of cheap holidays abroad. I am interested **31** your **32** because it is a very good way for me to spend my holidays and learn about foreign countries. I can offer my home in Munich **33** I am not there. My apartment is situated in the centre of town very **34** to the football stadium and is an excellent **35** for fans of German football.

The apartment is big enough for about two or three people and is fitted with **36** necessary for a nice holiday although there is no swimming pool nearby.

My **37** countries to visit on holiday are almost all English-speaking countries, but France would be a good place for us **38**.

Normally I take my holidays in the spring, between March and June, and this is the time when my home could be used **39** another member of your club, although the weather is not very good in Munich at this time of the year.

Please let me know how I can become a member of your club and let me have more **40** of the countries I can visit. I look forward to hearing from you soon.

Yours sincerely,

a) all b) as well c) by d) details e) during

f) everything g) favourite h) in i) like j) near

k) nearby l) offer m) opportunity n) where o) while

Have you marked all your answers
on the answer sheet?

You now have a break of twenty minutes.



The next sub-test is

3 Listening Comprehension

Once you have started the CD, let it run until you hear the words:
That is the end of the Listening Comprehension test.

All the pauses are on the CD. You should not stop the CD during the test.

Sub-Test 3: Listening Comprehension

This sub-test consists of three parts, testing your skills in

- Listening for Gist
- Listening for Detail
- Selective Listening



3 Listening Comprehension (Part 1)

You are going to hear five people talking about the problem of adults who cannot read or write.

You will hear each statement only once.

*After you have listened to a person's statement you decide what the opinion of that person is and mark on the answer sheet **true (+)** or **not true (-)**.*

Now you will have about half a minute to read the five sentences.

41. The first speaker does not know very much about the problem.
42. The second speaker has personal experience with people unable to read or write.
43. The third speaker is satisfied with the present-day school system.
44. The fourth speaker feels that enough is already being done to help people who are unable to read or write.
45. The fifth speaker thinks the number of students who can't read or write properly is quite low.



3 Listening Comprehension (Part 2)

You are going to hear a report about Travel-Care, a service that Gatwick Airport offers for travellers with problems. Ruth London, a Travel-Care employee, will be telling the reporter about her work and some of the people she has helped.

First read the sentences on the question paper. You will have two minutes for this.

Then listen to the report.

*While you listen mark whether the sentences are **true** (+) or **not true** (–) on the answer sheet.*

After that, you will hear the report again.

Now read the sentences 46 to 55.

46. Travel-Care is a travel organisation giving passengers information about their flights.
47. Ruth London is a stewardess who works for Travel-Care.
48. Tommaso flew to Great Britain to visit members of his family who live in Wales.
49. The Italian government has given Tommaso a ticket to return to Italy.
50. Tommaso and Daren Tylor are just two of more than 20 million people who receive help from Travel-Care each year.
51. Daren Tylor's problem is that he has lost the air ticket his mother booked for him.
52. Travel-Care is a well-known organisation.
53. Travel-Care never gives travellers the money to buy their train tickets.
54. According to the report Heathrow and Gatwick are the only two airports in the world offering this kind of service.
55. Many of the Travel-Care assistants used to work at the airport themselves.



3 Listening Comprehension (Part 3)

*You will hear five short texts. Read the question, listen to the text, and then decide whether the answer is **yes** (+) or **no** (-) and mark the correct box on your answer sheet.*

You will hear each text twice.

- 56.** You are booked on the 19.45 flight to Belfast from Birmingham Airport this evening. You hear the following report on the radio.
- Do you need to arrive at the airport earlier than normal?
- 57.** You phone the Central Guest House to reserve a room for next week and hear the following message on the answering machine.
- Will the hotel be open for guests next week?
- 58.** You are listening to English radio because you want to hear a programme about life in Scotland. You hear the following announcement.
- Will you be able to hear the programme you are interested in?
- 59.** You are travelling by train to Liverpool. While the train is standing at a station, you hear the following announcement.
- Do you have to change trains?
- 60.** You are listening to the weather report on the radio because you want to go for a long walk in the evening.
- Will the weather be nice in the evening?



The next sub-test is

4 Letter Writing

You are allowed a total of 30 minutes for this sub-test.

You now have to write a letter.

Please use Pages 21/22, which can be removed or copied for this purpose.

**4** Letter Writing

INTERTRAVEL

The International Travellers Club

Do you ever travel abroad? Would you like to meet more people and make more friends when you are in another country?

If so, join INTERTRAVEL! We have club rooms in over 100 European cities.

Send us brief personal details and you will receive full information and membership forms by return of post!

Write today to:

**INTERTRAVEL
P.O. Box 15 63 97
Leeds, U.K.
LS17 3SX**

You decide to write for more information. Write the letter using a suitable greeting and a suitable closing formula. The following points should be mentioned in your letter.

Before starting the letter, decide the order in which you think these points should be included.

- Ask for more details (e.g. cost, registration).
- Give three items of information about yourself.
- Mention the reason for your letter.
- Say why you would like to join the club.

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Familienname · Surname · Apellido · Nom · Cognome · Achternaam · Apelido · Фамилия																			
Vorname · First name · Nombre · Prénom · Nome · Voornaam · Nome próprio · Имя																			
				Beispiel: 23. April 1982 Example: 23 rd April 1982				1982 04 23											
Geburtsdatum · Date of birth · Fecha de nacimiento · Date de naissance · Data di nascita · Geboortedatum · Data de nascimento · День рождения																			
Geburtsort · Place of birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Geboorteplaats · Local de nascimento · Место рождения																			
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Written Examination



1 Reading Comprehension

1	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j	1	6	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	6
2	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j	2	7	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	7
3	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j	3	8	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	8
4	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j	4	9	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	9
5	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j	5	10	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	10
11	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	11	16	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	16
12	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	12	17	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	17
13	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	13	18	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	18
14	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	14	19	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	19
15	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	15	20	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> x	20



2 Language Elements

21	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	21	31	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	31
22	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	22	32	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	32
23	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	23	33	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	33
24	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	24	34	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	34
25	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	25	35	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	35
26	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	26	36	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	36
27	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	27	37	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	37
28	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	28	38	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	38
29	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	29	39	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	39
30	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c	30	40	<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o	40



3 Listening Comprehension

41	<input type="checkbox"/> + <input type="checkbox"/> -	46	<input type="checkbox"/> + <input type="checkbox"/> -	51	<input type="checkbox"/> + <input type="checkbox"/> -	56	<input type="checkbox"/> + <input type="checkbox"/> -
42	<input type="checkbox"/> + <input type="checkbox"/> -	47	<input type="checkbox"/> + <input type="checkbox"/> -	52	<input type="checkbox"/> + <input type="checkbox"/> -	57	<input type="checkbox"/> + <input type="checkbox"/> -
43	<input type="checkbox"/> + <input type="checkbox"/> -	48	<input type="checkbox"/> + <input type="checkbox"/> -	53	<input type="checkbox"/> + <input type="checkbox"/> -	58	<input type="checkbox"/> + <input type="checkbox"/> -
44	<input type="checkbox"/> + <input type="checkbox"/> -	49	<input type="checkbox"/> + <input type="checkbox"/> -	54	<input type="checkbox"/> + <input type="checkbox"/> -	59	<input type="checkbox"/> + <input type="checkbox"/> -
45	<input type="checkbox"/> + <input type="checkbox"/> -	50	<input type="checkbox"/> + <input type="checkbox"/> -	55	<input type="checkbox"/> + <input type="checkbox"/> -	60	<input type="checkbox"/> + <input type="checkbox"/> -



4 Letter Writing

1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> T <input type="checkbox"/> NT

Oral Examination



Part 1

1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D

Part 2

1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D

Part 3

1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D



● Important Information:

If you would like to use this Mock Examination to simulate an oral test with the help of your teacher, you should not read further than this page. Otherwise your practice test in class will not reflect the normal examination situation.

If you wish to use this Mock Examination at home, in order to get a general impression of the format of the oral test, you can now read on.

Oral Examination

The Oral Examination consists of three parts:

- **Part 1: Social Contacts**
- **Part 2: Topic-Based Conversation**
- **Part 3: Task**



Each oral examination normally takes place with two candidates. For each examination there are two examiners. In exceptional cases, e.g. when there is an odd number of candidates at your Examination Centre, you may be tested by yourself, in which case your partner will be one of the two examiners.

The examination is intended to have the character of a conversation, not an interrogation. In the two-candidate format, the main task of the examiners is to supervise the conversation. They are instructed to say as little as possible. For the purpose of the test, it is more important for you to have an active conversation with your partner. It is better to sit in such a way that you are looking in her/his direction, and to respond to what he/she says without trying to dominate the conversation. Both candidates are expected to involve themselves in the conversation so as to produce an interesting dialogue on a variety of topics. It will have a positive effect on your mark if you try to help your partner, should he/she at any time have problems trying to express what he/she would like to say.

The oral examination will last no longer than 15 minutes. Before the examination starts, you will have twenty minutes to prepare for the test with the help of Candidate's Sheets giving details of the tasks you will have to complete. During this preparation time, you will not be allowed to communicate with your partner.



Part 1: Social Contacts

The examiner will invite both of you to hold a conversation to enable you to get to know your partner or to find out more information about each other, as described in Part 1 on the Candidate's Sheet. The aim is not to fire questions at each other or to go through the individual questions one by one, but to start an informal conversation on the basis of the given topics. For example, if you know your partner, there is no point in asking for her/his name.

At the end of this short conversation, the examiner will suggest another topic, e.g. what foreign languages you have learned, that you will not find on the Candidate's Sheet.

You and your partner both have the same task description for Part 1.

Part 2: Topic-Based Conversation

In this part of the oral examination, you and your partner will have different information on your Candidate's Sheets.

The examiner will first ask you and your partner to report to each other briefly the opinions expressed on your sheets and to tell your partner which of the flats and houses shown on the sheet you think is best suited for the person with the stated opinion.

Then exchange your own ideas on where **you** would like to live and which house **you** would choose.

Part 3: Task

The examiner will ask you to discuss holiday plans with your partner as described on your Candidate's Sheet. He/She will invite you to tell your partner your ideas and to listen to your partner's ideas, to give reasons for your suggestions and to agree with your partner on a holiday you might want to spend together.

You and your partner both have the same task description for Part 3.



Part 1: Social Contacts (3-4 minutes)

Part 1: Social Contacts

Candidate A/B

1

In this first part of the examination you will be asked to find out as much information as you can about the other candidate's

- names
- where he/she lives
- where he/she comes from
- if he/she has ever been to other countries
- how long he/she has lived in the area
- details of her/his house/flat
- details of her/his family

Only ask for information you do not already know.

In addition the examiner will have one more topic for you to ask about.

One copy of this page can be made for mock test purposes only.



Part 2: Topic-Based Conversation

Candidate A

2

TOPIC: The best place to live

Tell your partner about the information on this page. Listen to your partner who has different information on the same topic. You can ask your partner questions. Then talk with your partner about the topic.



“Personally, I’d always prefer to live in the country away from the noise and dirt of the town. Perhaps it’s because I grew up in a block of flats in a city centre area. We lived on a busy main road and didn’t have a garden. I’ll always remember how nice it was to get away from everything when we went on holiday. Yes, it’s the country for me any time.”

One copy of this page can be made for mock test purposes only.



Part 2: Topic-Based Conversation

Candidate B

2

TOPIC: The best place to live

Tell your partner about the information on this page. Listen to your partner who has different information on the same topic. You can ask your partner questions. Then talk with your partner about the topic.



“You know I’ve always lived in towns – ever since I was a child, and so the noise and things don’t bother me at all. What would bother me about living out in the country would be having to drive for miles to get to the nearest theatre or to go shopping. And my office is in the centre of town anyway, so I’d be travelling for at least an extra two hours every day just to get to the office! No, it’s city life for me.”

One copy of this page can be made for mock test purposes only.

**Part 3: Task****Candidate A/B****Situation:**

You and your partner are thinking of spending a holiday together.

You have to decide

- Where you want to go [which country, what kind of area, etc.]
- Where you would like to live [hotel/guest house, bed and breakfast, camping]
- How long
- Method of transport
- Time of year
- With a travel agent or private

First decide what you would like and why.

Then prepare to tell your partner your ideas and give reasons. Then listen to your partner's ideas and reasons.

Try to agree on a holiday that both of you would like.

One copy of this page can be made for mock test purposes only.

Points and Grades

A maximum total of 300 points can be awarded for the whole examination. The sub-tests Reading Comprehension, Listening Comprehension and Oral Examination have an equal weighting with a possible maximum total of 75 points for each sub-test. A maximum total of 30 points can be awarded for the sub-test Language Elements and 45 points for the sub-test Letter Writing.

Sub-Test	Maximum Number of Points	Number of Points Awarded	
 Reading Comprehension Reading for Gist Reading for Detail Selective Reading	75	<input type="text"/>	
	25	<input type="text"/>	
	25	<input type="text"/>	
	25	<input type="text"/>	
 Language Elements Part 1 Part 2	30	<input type="text"/>	
	15	<input type="text"/>	
	15	<input type="text"/>	
 Listening Comprehension Listening for Gist Listening for Detail Selective Listening	75	<input type="text"/>	
	25	<input type="text"/>	
	25	<input type="text"/>	
	25	<input type="text"/>	
 Letter Writing	45	<input type="text"/>	
Sub-Total I	225	<input type="text"/>	
 Oral Examination Social Contacts Topic-Based Conversation Task	15	<input type="text"/>	
	30	<input type="text"/>	
	30	<input type="text"/>	
	Sub-Total II	75	<input type="text"/>
	Written Examination	225	<input type="text"/>
Oral Examination	75	<input type="text"/>	
Total Points	300	<input type="text"/>	

For an overall pass in the whole examination, you must achieve at least 60% of the maximum possible total of points, both in the written and in the oral examination. This corresponds to a total of 135 points in the written examination and 45 points in the oral examination.

If the pass mark is achieved for the examination as a whole, then the number of points awarded for the written examination will be added to the number of points awarded for the oral examination. The grade is then calculated according to the following table:

180 – 209.5 points	Pass
210 – 239.5 points	Satisfactory
240 – 269.5 points	Good
270 – 300 points	Very Good

If you fail or do not attempt one of the two parts (written or oral), you can retake that part of the test during the calendar year in which you took the examination or the following calendar year. The entire examination can be retaken as many times as you wish, e.g. in order to gain a better grade.



Introduction

This Mock Examination paper has been developed as supplementary material for learners in courses preparing for The European Language Certificate examination, which corresponds to the level of language competence described in the Threshold Level (**B1**) definition issued by the Council of Europe.

It enables learners to check, if possible with the help of their teacher, whether they have attained The European Language Certificate level of language competence. In addition, the Mock Examination provides learners with authentic examples of test items for practice purposes. The material is presented in such a way as to allow the learners to become fully acquainted with the examination format and to know exactly what is required of them in the actual test situation. If the instructions and the times allotted are strictly adhered to, this mock paper can be used to simulate an authentic examination situation.

Procedure for Conducting the Mock Examination

To simulate a real test situation, the following instructions should be observed.

In a real test, this phase would take about 30 minutes.

90 minutes

20 minutes break

The Written Examination

Instruction Phase

Hand out the test booklet and the answer sheet ("S3") which you can remove or copy from the Mock Examination booklet in order to create a better simulation of a real test situation. Make sure that the learners know how to enter their answers on the answer sheet and that they can fill in the ellipses correctly (an example is given on page 4 of the Mock Examination). Point out that answers to the test questions should only be entered on the answer sheet, not in the test booklet. Make sure that they have pencils of the correct type (a 2B or soft-leaded pencil; in a real test, using any other type of pencil could affect the scanner that reads the answer sheets). Ask learners to enter their names etc. on the answer sheet. In a real test, you would also remind learners that they are not allowed to use any reference materials not provided by the examination centre. Invite the learners to ask any questions they may have before the test commences. Having completed all the formalities, tell the learners that they may start, and explain that they have a total of 90 minutes for the first two sections of the test (Reading Comprehension and Language Elements). Now start the clock.

Test

Reading Comprehension and Language Elements

After the 90 minutes have elapsed, ask the learners to stop writing. Tell them that there will be a break of 20 minutes, and that they will not be allowed to make any changes to the answers given in the Reading Comprehension and Language Elements sub-tests after the break.

When learners have returned to the examination room after the break, remind them once more that no changes can be made to the answers already entered on the answer sheet. Tell them that they will now have approximately 30 minutes to complete the Listening Comprehension test. Explain that once you have started the CD player you will not be able to stop the CD until the Listening Comprehension test has finished (all pauses for writing are included as blank space on the CD). Then start the CD.

Listening Comprehension

The end of the Listening Comprehension test will be announced on the CD by a gong and the following text: "That is the end of the Listening Comprehension test". When the gong has sounded, stop the CD. Tell the learners that they should now start the Letter Writing Test.

*approx. 30 minutes,
depending on the
exact length of the
recording*

Letter Writing

Ask them to turn to Pages 21/22, which is the "S6" sheet on which the letter should be written. For the purpose of the test these pages can be removed or copied from the Mock Examination booklet. Instruct the candidates to write their full name and the number of their "S3" sheet (from the top right-hand corner) in the spaces provided. Collect all "S3" (see Pages 23/24) sheets. Tell the learners that they now have 30 minutes to write the letter. Start the clock.

After the 30 minutes have elapsed, ask the learners to stop writing and collect the "S6" answer sheets.

30 minutes

The Oral Examination

In the real test, two examiners will be present at each examination. For a mock examination, one examiner will be sufficient. The oral examination will normally take place with two candidates at a time, working in pairs. If, however, this is not possible because of exceptional circumstances, for example because there is an odd number of candidates, the oral examination can be conducted with just one candidate, the second examiner taking over the role of interlocutor.

To simulate an examination in pairs, learners should divide up into twos before the oral examination starts. In the real test, candidates will be divided into pairs by the examination centre, who can take candidates' wishes into consideration. Make a timetable, allowing twenty minutes for each test. As there is a preparation period of twenty minutes before each test, the first pair of candidates will require twenty minutes' preparation time before the first test can take place. As the two learners are not allowed to communicate with each other during this time, a supervisor is required in the preparation room.

In order to mark the candidates' performance, each examiner will need an "M10" Marking Sheet. You will find the "M10" sheet on Page 43. This "M10" can be copied to accommodate two examiners.



20 minutes (after the first pair, this will run parallel with the examination of the previous two candidates)

Preparation Phase

Twenty minutes before the first oral test, hand out copies of the four Candidates' Sheets to each of the first two learners. Remind them that they should not communicate with each other. Explain that there are three sections: in the first section they will be required to ask each other questions in order to obtain certain information, in the second part they will be asked to report to each other about the information they have on their sheet and to give their own opinions on the specified topic, and in the final section they will have to solve a task together with their partner. They are not allowed to use a dictionary. They can make notes on a piece of paper if they wish, but must not use these notes in the test (i.e. nothing should be written on the Candidates' Sheets). Emphasize that they should talk to each other rather than to the examiner and that your role is simply to start them off on each of the three sections.

15 minutes

Examination

When the learners enter the examination room after the twenty minutes' preparation time, ask them to sit down on the two chairs provided. A round table with the candidates sitting not too near to each other (as they would sit in real communication) is an ideal arrangement. The distance between learner/s and teacher/s should be such as to prevent the learners being distracted by the teacher/s marking their performance. Make sure the Marking Sheet ("M10") and the marking criteria are easily accessible whilst marking.

If there is a second teacher in the room, introduce her/him to the candidates and move on to the **first section** as smoothly as possible. Address one of the learners by name and ask her/him to start. If you are conducting an examination with just one candidate, eliciting information about the second examiner will be part of the task. In this case, just ask the candidate to start.

Do not interrupt or intervene unless one of the two learners is either dominating the interaction or not taking an active part in the task. If so, take appropriate action by addressing the less active candidate directly and suggest that he/she should ask the other candidate questions on one or more of the topics. Should communication break down due to misunderstandings or language problems, try and help out as briefly as possible. When the candidates have completed the task, add the extra topic by inviting one of the learners to put a question to the other candidate about this topic (p. 38). Keep the marking criteria in mind while listening to the candidates and decide on a mark for each of the four criteria by the end of the section. Enter the marks on the marking sheet(s).

When the first task has been completed or after approximately three to four minutes have elapsed, move smoothly on to the **second task** and set up the interaction by inviting one candidate to report to her/his fellow-candidate. Should this take too long or should the second candidate not enter the interaction with information from her/his sheet, intervene to make sure that each candidate has an opportunity to take an almost equal part in the task. Ensure that candidates not only exchange the information on their sheets but also the opinions expressed on the Candidates' Sheets. The candidates must also give their personal views. Keep an eye on the clock, as this section should not last more than five or six minutes. Again, keep the marking criteria in mind while listening to the candidates and decide on a mark for each of the four criteria by the end of the section. Enter the marks on the marking sheet(s).

Move on to the **third and final section** and set up the task as briefly as possible. You should only invite one of the candidates to start if neither of them responds. As in Sections 1 and 2, only intervene if problems should occur. Keep an eye on the clock, as this section should also not last more than five or six minutes. Again, keep the marking criteria in mind while listening to the candidates and decide on a mark for each of the four criteria by the end of the section. Enter the marks on the marking sheet(s).

When Section 3 has been completed, thank the candidates and tell them that the test is over.

Examiners' Discussion

If you have a second examiner, compare marks. The final discussion between the examiners should not take longer than five minutes, so that the second pair of candidates can start the next examination on time. Agree on a mark for each of the four criteria per section and enter the agreed marks on your "M10" sheet.

ca. 5 minutes

Part 1: Social Contacts (Examiner's Sheet)

Candidate A/B

1

In the first part of the examination ask the candidates to find out as much information as they can about the other candidate's

- names
- where she/he lives
- where she/he comes from
- if she/he has ever been to other countries
- how long she/he has lived in the area
- details of her/his house/flat
- details of her/his family

The candidates should only ask for information they do not already know.

In addition ask them to find out from their partner about:

- ***how she/he normally spends her/his weekend***
- ***whether she/he likes to go shopping***

EXAMINER'S SHEET

MA 1

MB 1



Marking, Points and Grades

For the **Reading Comprehension**, **Language Elements** and **Listening Comprehension** parts of the examination, compare the learners' answers with the answer key given on Page 44. Award points as follows:

Reading for Gist	Items 1 – 5	5 points each
Reading for Detail	Items 6 – 10	5 points each
Selective Reading	Items 11 – 20	2.5 points each
Language Elements, Part 1	Items 21 – 30	1.5 points each
Language Elements, Part 2	Items 31 – 40	1.5 points each
Listening for Gist	Items 41 – 45	5 points each
Listening for Detail	Items 46 – 55	2.5 points each
Selective Listening	Items 56 – 60	5 points each

For the **Letter Writing**, award points according to the Marking Criteria on pages 39 – 40.

For the **Oral Examination**, award points according to the Marking Criteria on pages 41 – 42.

Enter the points on the Marks Sheet on Page 33 of the Mock Examination booklet. Add together separately the points for the written and for the oral part of the examination.

In order to pass the examination as a whole, the candidate must obtain at least 60% of the maximum possible total in the written as well as in the oral part of the examination. This corresponds to 135 points in the Written and 45 points in the Oral Examination.

If the overall mark is more than the minimum number of points required to pass the examination, the number of points for the Written and for the Oral Examination should be added together and the grade awarded according to the following table:

180 – 209.5 points	Pass (Grade 4)
210 – 239.5 points	Satisfactory (Grade 3)
240 – 269.5 points	Good (Grade 2)
270 – 300 points	Very Good (Grade 1)

In a real examination, a candidate who has failed one part of the examination (either the written or the oral part), or who has attempted only one part, can retake that part during the calendar year in which the examination has been taken or the following calendar year. The entire examination can be retaken as many times as the candidate wishes.

Marking Criteria

Letter Writing

Each letter is marked by two examiners who try to reach a consensus on the mark to be awarded.

A maximum total of 45 points may be awarded for this part.

The letter is marked according to the following three criteria:

- Criterion 1: Content (Guiding Points)
- Criterion 2: Communicative Design
- Criterion 3: 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.

A	5 points	All four guiding points have been processed in an appropriate way.
B	3 points	Three of the guiding points have been processed in an appropriate way.
C	1 point	Two of the guiding points have been processed in an appropriate way.
D	0 points	No more than one guiding point has been processed in an appropriate way.

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).

The communicative design of the letter is

A	5 points	appropriate in all respects.
B	3 points	appropriate in most respects.
C	1 point	mostly inappropriate.
D	0 points	completely inappropriate.

Criterion 3: Language

Assessment is based on syntax, morphology and spelling.

The letter contains

A	5 points	no or only occasional errors.
B	3 points	a number of errors without impairing the reader’s understanding of the letter.
C	1 point	errors that considerably impair the reader’s understanding of the important parts of the letter.
D	0 points	so many errors that the text is (almost) impossible to understand.



Oral Examination

The marking of the oral test is carried out during the examination by each of the two examiners individually. After the candidates have left the room, the examiners reach a consensus on the marks to be awarded for each candidate.

A maximum total of 75 points may be awarded.

The overall examination carries a maximum total of 300 points, giving the oral test a weighting of 25 per cent.

Each of the three parts of the oral test is assessed separately in accordance with the same criteria. The marks for the three parts are based on a ratio of 1 : 2 : 2, corresponding to a points system of 15 points : 30 points : 30 points.

The candidates' performance is assessed according to the following criteria:

Criterion 1: Expression

Criterion 2: Task Management

Criterion 3: Language

Criterion 4: Pronunciation and Intonation

Part 1: Social Contacts

A maximum of 15 points may be awarded as follows:

Criterion		A	B	C	D
1	Expression	4 pts	3 pts	1 pt	0 pts
2	Task Management	4 pts	3 pts	1 pt	0 pts
3	Language	4 pts	3 pts	1 pt	0 pts
4	Pronunciation & Intonation	3 pts	2 pts	1 pt	0 pts

Part 2: Topic-Based Conversation and Part 3: Task

In each part a maximum of 30 points may be awarded as follows:

Criterion		A	B	C	D
1	Expression	8 pts	6 pts	2 pts	0 pts
2	Task Management	8 pts	6 pts	2 pts	0 pts
3	Language	8 pts	6 pts	2 pts	0 pts
4	Pronunciation & Intonation	6 pts	4 pts	2 pts	0 pts

Criterion 1: Expression

Assessment is based on the extent to which the language used (vocabulary and functional exponents) is appropriate to the task and the role relationship between the two candidates.

Expression is

A	appropriate in all respects.
B	appropriate in most respects.
C	mostly inappropriate.
D	completely inappropriate.

Criterion 2: Task Management

Assessment is based on

1. the degree of active participation in the discourse;
2. the use of strategies (discourse strategies and, where necessary, compensation strategies);
3. fluency.

Task Management is

A	appropriate in all respects.
B	appropriate in most respects.
C	mostly inappropriate.
D	completely inappropriate.

Assessment is made on the process of task management, not on the end-product.

Criterion 3: Language

Assessment is based on syntax and morphology.

The candidate makes

A	no or only occasional errors.
B	a number of errors without impairing communication.
C	errors that considerably impair communication.
D	so many errors that communication is (almost) impossible.

Criterion 4: Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

Divergences from standard pronunciation and intonation

A	do not impede comprehension.
B	may occasionally impede comprehension and require extra concentration on the part of the listener.
C	considerably impede comprehension.
D	make comprehension (almost) impossible.



A

Teilnehmende/r • Candidate
Candidato • Kandidaat

Candidato • Candidat
Participante • Кандидат

Nachname • Surname • Apellido • Nom • Cognome • Achternaam •
Apelido • Фамилия

Vorname • First name • Nombre • Prénom • Nome • Voornaam •
Nome próprio • Имя

B

Teilnehmende/r • Candidate
Candidato • Kandidaat

Candidato • Candidat
Participante • Кандидат

Nachname • Surname • Apellido • Nom • Cognome • Achternaam •
Apelido • Фамилия

Vorname • First name • Nombre • Prénom • Nome • Voornaam •
Nome próprio • Имя

**TEIL • PART • PARTE • PARTIE • PARTE
DEEL • PARTE • ЧАСТЬ**

1	2	3
----------	----------	----------

**TEIL • PART • PARTE • PARTIE • PARTE
DEEL • PARTE • ЧАСТЬ**

1	2	3
----------	----------	----------

1

Ausdrucksfähigkeit
Expression
Expresión
Capacité d'expression
Capacità espressiva
Uitdrukking
Expressão
Выразительность

<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
---	---	---

<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
---	---	---

2

Aufgabenbewältigung
Task Management
Cumplimiento tarea
Réalisation de la tâche
Padronanza del compito
Oplossing van de opgave
Resolução da tarefa
Умение справляться
с задачей

<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
---	---	---

<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
---	---	---

3

Formale Richtigkeit
Language
Corrección lingüística
Correction linguistique
Correttezza formale
Taalkundige correctheid
Língua
Формальная
правильность

<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
---	---	---

<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
---	---	---

4

Aussprache / Intonation
Pronunciación / Intonation
Pronunciación / Entonación
Pronunciation / Intonation
Pronuncia / Intonazione
Uitspraak / Intonatie
Pronúncia / Entoação
Произношение и
интонация

<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
---	---	---

<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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_____ Datum • Date • Fecha • Date • Data • Datum • Data • Дата	_____ Prüfende/r • Examiner • Examinador • Examineur • Esaminatore • Examinator • Examinador • Экзаменатор	
_____ Prüfungsinstitution • Examination centre • Centro examinador • Centre d'examen • Centro d'esame • Examencenter • Centro de examinação • Экзаменационное учреждение		

Answer Key



Reading Comprehension

Reading for Gist

- | | |
|--------|----|
| Item 1 | c) |
| Item 2 | f) |
| Item 3 | i) |
| Item 4 | j) |
| Item 5 | a) |

Reading for Detail

- | | |
|---------|----|
| Item 6 | b) |
| Item 7 | c) |
| Item 8 | c) |
| Item 9 | c) |
| Item 10 | c) |

Selective Reading

- | | |
|---------|----|
| Item 11 | i) |
| Item 12 | h) |
| Item 13 | e) |
| Item 14 | b) |
| Item 15 | g) |
| Item 16 | f) |
| Item 17 | c) |
| Item 18 | d) |
| Item 19 | a) |
| Item 20 | j) |



Language Elements

Part 1

- | | |
|---------|----|
| Item 21 | c) |
| Item 22 | b) |
| Item 23 | b) |
| Item 24 | b) |
| Item 25 | c) |
| Item 26 | a) |
| Item 27 | c) |
| Item 28 | c) |
| Item 29 | b) |
| Item 30 | a) |

Part 2

- | | |
|---------|----|
| Item 31 | h) |
| Item 32 | l) |
| Item 33 | o) |
| Item 34 | j) |
| Item 35 | m) |
| Item 36 | f) |
| Item 37 | g) |
| Item 38 | b) |
| Item 39 | c) |
| Item 40 | d) |



Listening Comprehension

Listening for Gist

- | | |
|---------|---|
| Item 41 | + |
| Item 42 | + |
| Item 43 | - |
| Item 44 | - |
| Item 45 | - |

Listening for Detail

- | | |
|---------|---|
| Item 46 | - |
| Item 47 | - |
| Item 48 | + |
| Item 49 | + |
| Item 50 | - |
| Item 51 | - |
| Item 52 | - |
| Item 53 | + |
| Item 54 | + |
| Item 55 | + |

Selective Listening

- | | |
|---------|---|
| Item 56 | - |
| Item 57 | + |
| Item 58 | - |
| Item 59 | + |
| Item 60 | + |



Transcripts of Listening Comprehension Texts

Part 1

41. "I can't really say it's a serious problem because I haven't been directly affected by it. But I suppose there must be people who can't read or write. It could be a problem down in the South. But I don't understand how big-city people could get by without being able to read."
42. "Absolutely. In my line of work there have been times when I've had to read out statements to people. I've seen people sign "X" for their names. And among those who can sign their names, most can't even read basic English. It's a worldwide problem. People should recognize the seriousness of the problem."
43. "It's a great pity that so many people can't read or write. The problem lies in a breakdown in our school system. We spend so much on other things. We should spend more on education."
44. "People have to be able to read in order to advance personally and professionally. As a doctor I meet a number of adults unable to read and write. Some were born in this country, others have come from abroad. More programmes should be available to teach children and adults how to read and write English."
45. "There are probably millions of high-school children who have reading and writing problems. For years, students have been allowed to continue their studies even though they weren't really prepared for a higher level. As a result, there are some students who can't read very well or at all."

Part 2

Reporter: It's a weekday morning at Gatwick Airport. In the offices of Travel-Care, the airport's emergency service for travellers, the week's first case is fast asleep. For the past three days, Tommaso, an 18-year-old Italian, has been trying to avoid the Gatwick Airport police, sleeping wherever he can before being moved on. Ruth London, a former British Airways stewardess, one of three part-time advisers employed by Travel-Care, would like to do more to help, but Tommaso hasn't made it easy for her.

Ruth: He came here on a one-way flight, hoping some relatives in Wales would look after him, but they don't want him. Since then I can only suppose he's been sleeping rough.

Reporter: It was Ruth who helped him when he first arrived at Gatwick last month without a penny to his name. When she requested assistance from the Italian government, she was told they had given Tommaso a return train ticket back to Italy some weeks before.

Ruth: Unfortunately, he didn't speak English, so we employed the services of a young Italian woman who works as a waitress at the Gatwick coffee shop. Through her, we discovered that he had torn up his train ticket, but we couldn't find out why. And when, finally, the local Italian police made contact with his mother, the answer came back that she doesn't want to know him either.

Reporter: Last year, 23 million people visited Gatwick, and 2,000 of them ended up being helped by Travel-Care. Among them was Daren Tylor, a 23-year-old student from Belfast.

Ruth: Daren arrived here just over a fortnight ago on the promise of a job in London. But when he got there, the family friend who had guaranteed him the work had already given the job to his own son. Daren stayed with the family for two weeks, but the relationship soon got difficult, and one night he turned up here at Gatwick after his mother told him she had booked him on to a return flight. When he got here, he found out that his mum hadn't booked him on the flight after all, so he'd been sleeping in the airport.

Reporter: Like most Gatwick passengers, Daren had never heard of Travel-Care. The service does not advertise its presence. They have learned from past experience and no longer consider themselves to be an easy option for people trying to get a cheap holiday.

Ruth: Some people do try, thinking we will give them money on any old excuse. But I never give them the cash, I always go to the ticket office with them. If they're young or are not particularly helpful about who we could contact, we show them where the motorway is. We will give them sandwiches and something to drink to prepare them for the journey. But it is amazing how often fathers will pay the money for tickets, once Travel-Care has got them on the phone.



Reporter: Britain leads the world in emergency help for travellers. Apart from a similar organisation at London's other airport, Heathrow, no other airport in the world offers such a service. Travel-Care is financed by Gatwick Airport Ltd., British Airways and the British Government. They also receive money from private people, some of them grateful for help they themselves have received. This money pays for the three employees and twelve other assistants, most of them former airport staff, ranging from airport directors to duty-free shop assistants.
But in spite of all the facilities they have here at Travel-Care there are a few travellers who simply cannot be helped.

Ruth: You get some people who are very religious and they turn up at the airport believing God will help. One woman I remember told us that she didn't need any help because God would find a way for her to fly to America to see her son. She waited at Gatwick for two days - but no help came.

Reporter: All of which I suppose just goes to prove that God does not provide airline tickets.

Part 3

- 56.** "There has been a serious accident at Birmingham Airport. All flights have been cancelled until six o'clock this evening. Passengers booked on afternoon flights should get in touch with their travel agent as soon as possible for details of new flight arrangements. Passengers for later flights need not make any special arrangements."
- 57.** "This is the Central Guest House. Unfortunately there is nobody at reception at the present time as our guest house is closed for a few days. We will be open for business again next week starting on Monday, 25th. Reception will be open as from tomorrow, Saturday. If you wish to reserve a room for next week, we will be pleased to hear from you."
- 58.** "... and now it's almost time for the weather report at five to eight, after which you will be able to hear the world news at eight o'clock. After that there will be a change to our normal Wednesday evening programmes. Instead of the planned programme on life in Scottish villages you can hear the second half of the football match between England and Germany. But now here's Michael Fish with the weather report."
- 59.** "Ladies and Gentlemen, we're afraid to have to tell you that there are technical problems with this train. So passengers for Liverpool and Manchester should go to Platform 6 where the next train will leave in 15 minutes' time. Other passengers should make their way to the station car park where a special bus service has been arranged."
- 60.** "And here's tomorrow's weather report. The day will start cool and dry with a strong wind coming from the North. This will bring clouds by lunch time with rain in most areas by the middle of the afternoon. The rain and wind shouldn't last too long, however, and by early evening it should be clear and sunny."



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B₂

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Stage 3

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for Business
Purposes

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for Technical
Purposes

B₁

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in English

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– Intermediate –

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A₂

English Elementary

A₁

Start English

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