telc
LANGUAGE TESTS

MOCK EXAMINATION 2
ENGLISH

Examination Preparation

Revised edition
2019

B1

Common European Framework of Reference

ALTE
Association of Language Testers in Europe

The Structure of the Examination

telc English B1

	Sub Test	Aim	Type of Test	Time in minutes
Written Examination	**1 Reading Comprehension**			90
	Part 1	Reading for Gist	5 matching items	
	Part 2	Reading for Detail	5 multiple-choice items	
	Part 3	Selective Reading	10 matching items	
	2 Language Elements			
	Part 1	Grammar	10 multiple-choice items	
	Part 2	Lexis	10 matching items	
	3 Listening Comprehension			approx. 20
	Part 1	Listening for Gist	5 true/false items	
	Part 2	Listening for Detail	10 true/false items	
	Part 3	Selective Listening	5 true/false items	
	4 Written Expression			30
	Writing a personal or semi-formal email			

Oral Examination	**Preparation**			20
	5 Oral Expression			approx. 15
	Part 1	Getting to know each other	two or three test takers	
	Part 2	Talking about a topic		
	Part 3	Planning something together		

Reading Comprehension Part 2

Read the text and the items 6–10. Decide which answer fits best: a, b or c.
Mark your answers for items 6–10 on the answer sheet.

A Short Sleep is Good for You

Bonny Wolf turns off her phone, her computer and her mind at 3 p.m. It's a weekday, but the Washington DC secretary is planning to have a 15-minute nap on her couch. "A quick sleep allows me to function better," says Wolf. "I get so tired by mid-afternoon that I can't concentrate. I sleep, and then I can work for several more hours."

Wolf is not alone. A University of Pennsylvania study shows that 80% of Americans sleep during the day at least once a week, for an average of one hour and 13 minutes. "Americans get enough sleep at night, but we're still ready for naps," says Bill Anthony, Director of Boston University's Center for Psychiatric Rehabilitation and owner of a "Sleep Supply" business that creates sleeping 'corners' in office buildings.

Anthony hopes to "normalize" napping at work, not just for the benefit of employees, but also for their employers. A survey conducted by the organization showed that 53 million American workers had difficulty working because of tiredness. Not enough sleep made them unproductive at work, costing US companies $18 billion in lost hours.

According to the National Sleep Foundation, naps not only make employees more productive, they reduce mistakes and accidents. A study on NASA astronauts found that a 40-minute nap during their working hours improved their performance by 34% and alertness by 100%. Napping also has psychological benefits as employees feel more relaxed and less stressed afterwards.

The idea of napping at work remains a matter of debate. Sleeping during the day is associated with laziness, and many see naps as something only for young children. However, some companies are already offering sleep breaks. DIG, a publishing company in San Francisco, has a special room with couches, blankets and blinds for employees to take a short afternoon nap. DIG's Human Resources director says, "It's a tool, just like the coffee machine. We trust staff to use the room appropriately." But not all employees accept the offer. 'I'd feel uncomfortable sleeping in the same room as my colleagues, in case someone snores or talks in their sleep', says Janet Newman, a DIG employee.

The items may not be in the same order as the information in the text.

6 Bonny Wolf

    a has a brief sleep when she gets home from work.
    b often has a short sleep while at work.
    c takes her lunch break at 3 pm.

7 According to the text, Americans

    a are not working as efficiently as they could be.
    b nap because they don't sleep well at night.
    c often don't go to work because they're tired.

8 A study showed that, after napping, astronauts

    a couldn't do their best for a while.
    b performed their tasks more safely.
    c showed few signs of improvement.

9 Taking naps at work

    a could actually make employees more tired..
    b is not always viewed positively.
    c seems too expensive for companies to organize.

10 Some companies

    a allow employees to go home for a sleep in the afternoon.
    b offer workers free coffee so they can stay awake at work.
    c provide places in the firm for staff to have a nap.

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-S10-

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя

> **Beispiel: 23. April 1995**
> **Example: 23 April 1995**
> | 1 9 9 5 | . 0 4 | . 2 3 |

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

| 001 - Deutsch | 003 - Français | 005 - Italiano | 007 - Magyar | 009 - Русский язык | 011 - Türkçe | 013 - 汉语 |
| 002 - English | 004 - Español | 006 - Português | 008 - Polski | 010 - Český jazyk | 012 - عربي | 000 - andere/other |

Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык

☐ männlich · male · masculino · masculin · maschile · erkek · мужской

☐ weiblich · female · femenino · féminin · femminile · kadın · женский

Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол

Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение

> **Beispiel: 17. Juli 2019**
> **Example: 17 July 2019**
> | 2 0 1 9 | . 0 7 | . 1 7 |

Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена

B1

Answer Sheet S30

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1	a b c d e f g h i j	1
2	a b c d e f g h i j	2
3	a b c d e f g h i j	3
4	a b c d e f g h i j	4
5	a b c d e f g h i j	5

6	a b c	6
7	a b c	7
8	a b c	8
9	a b c	9
10	a b c	10

11	a b c d e f g h i j k l x	11
12	a b c d e f g h i j k l x	12
13	a b c d e f g h i j k l x	13
14	a b c d e f g h i j k l x	14
15	a b c d e f g h i j k l x	15

16	a b c d e f g h i j k l x	16
17	a b c d e f g h i j k l x	17
18	a b c d e f g h i j k l x	18
19	a b c d e f g h i j k l x	19
20	a b c d e f g h i j k l x	20

21	a b c	21
22	a b c	22
23	a b c	23
24	a b c	24
25	a b c	25
26	a b c	26
27	a b c	27
28	a b c	28
29	a b c	29
30	a b c	30

31	a b c d e f g h i j k l m n o	31
32	a b c d e f g h i j k l m n o	32
33	a b c d e f g h i j k l m n o	33
34	a b c d e f g h i j k l m n o	34
35	a b c d e f g h i j k l m n o	35
36	a b c d e f g h i j k l m n o	36
37	a b c d e f g h i j k l m n o	37
38	a b c d e f g h i j k l m n o	38
39	a b c d e f g h i j k l m n o	39
40	a b c d e f g h i j k l m n o	40

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Marking Criteria for *Written Expression*

Content

	A	B	C	D*
Criterion I: Task Management	All **four guiding points** have been covered appropriately as regards content.	**Three guiding points** have been covered appropriately as regards content.	**Two guiding points** have been covered appropriately as regards content.	Only **one or no guiding point** has been covered appropriately as regards content.

* In cases where the test taker's text has no or hardly any connection to the given topic, all criteria must be marked with a **D**. In that case, on the Answer Sheet S30, "Wrong topic" must be marked as "yes".
If only the situation has been misunderstood, or only one or no guiding point has been covered appropriately as regards content, Criterion I is marked with a **D** but the test taker's language (Criteria II and III) is assessed in the usual manner.

Language

	A	B	C	D
	B1 competently covered	**B1 comprehensibly covered**	**A2**	**A1 or below**
The test taker's text is …	…at upper target level.	…at lower/middle target level.	… below target level.	… two levels or more below target level.
Criterion II: Communicative Design	Can perform and respond to a wide range of language functions, using their most common exponents. Has a **sufficient range of language** to get by. Has sufficient vocabulary to explain in writing the main points in an idea with reasonable precision and to express one's own thoughts. Errors still occur when expressing more complex thoughts. Can link a **series of isolated elements** into a connected, linear sequence of points.	Can perform and respond to a sufficient range of language functions, using their most common exponents. Has **enough language** to get by. Has sufficient vocabulary to write - sometimes with the help of some circumlocutions - about familiar topics. Major errors still occur when expressing more complex thoughts. Can link a **series of shorter, discrete simple elements** into a connected, linear sequence of points.	Can perform and respond to basic language functions, such as information exchange and requests. Has a repertoire of **basic language** which enables him/her to deal with everyday situations with predictable content. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations. Can use the **most frequently occurring connectors** ("and", "but", "because") to link simple sentences and groups of words.	Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells. Has a **very basic range of simple expressions** about personal details and needs of a concrete type. Has a basic vocabulary repertoire of isolated words and phrases related to particular, concrete situations. Can link words or groups of words with **very basic linear connectors** like "and" or "then".
Criterion III: Accuracy	Generally shows good control of grammatical structures though with first language influence. **Isolated systematic errors** occur, but it is clear what he/she is trying to express. Spelling, punctuation and layout are accurate enough so that the text is generally intelligible throughout.	Shows sufficient control of grammatical structures though with noticeable first language influence. **Systematic errors** occur, but it is predominantly clear what he/she is trying to express. Spelling, punctuation and layout are accurate enough so that the text is generally intelligible.	Uses some simple structures correctly, but still makes **systematic basic mistakes** – for example tends to mix up tenses or to forget to mark agreement. Spelling is often phonetic. Nevertheless it is usually clear what he/she is trying to say.	Shows only limited control of a **few simple grammatical structures** and sentence patterns in a learnt repertoire. Can copy familiar words and short phrases. The text can only be understood to some degree.

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The two main features of telc examinations are test papers based on clearly formulated language tasks and standardised marking criteria applied in an objective way. The comprehensively defined test specifications and uniform marking criteria ensure that these features apply to all telc examinations.

An essential characteristic of standardised language examinations is that the participants know what is expected of them during the test.

The telc English B1 Mock Examination includes general information about the examination procedures and test format. Additionally, it can be used for practice purposes in preparation for the telc English B1 Examination.