



MOCK EXAMINATION 3

ENGLISH

Examination Preparation

Revised edition 2019

B1



The Structure of the Examination

telc English B1

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

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

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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.

Food Blogging

The simple question 'What should I fix for dinner tonight?' seems to have been turned into a recipe for business success. After all, we live in a food-obsessed culture, and cooking shows, whether on TV or organized by the restaurant next door, are springing up like mushrooms, famous chefs are treated (and paid) like superstars and we even blog about eating which, as we'll soon find out, can turn out to be quite profitable too. It is hardly unusual anymore to see people in restaurants using their phones to take pictures of food. And we have become accustomed the masses of photos of homemade meals that are constantly being uploaded on the internet.

One of the reasons food blogs are popular is that they are useful in everyday life. They offer an easy way to find recipes and cooking tips. Simply type the name of a dish you want to cook into your internet browser and you are offered vast amounts of recipes on what seems like hundreds of food websites.

Fans are known to check their favourite food blogs a couple of times a day. They keep coming back for cooking ideas and advice on where to eat out. "People trust reviews and recipes from bloggers the way they trust the opinions of friends and family", says Angela Carson, a social media specialist. The most popular blogs attract over 2,000 visitors daily. New posts get hundreds of hits. And once a blog has gained a lot of followers, that is usually the moment when bloggers start to earn money.

"If a blog has enough visitors, it makes money on advertisements that are put on the blog", says Maggie Fish whose blog won the Best Food Blog Award this year, and she adds, "When I first started my blog, I had no clue that it would earn me money one day. Today, I know that blogging is a delicious way for me to turn my hobby into a real career".

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

- 6 According to the text, people got used to
 - a cooking at home.
 - **b** eating in restaurants.
 - **c** sharing photos of their food.
- 7 For many people, food blogs are
 - a helpful for daily cooking.
 - **b** practical for finding good recipe books.
 - **c** useful sources for diet tips.
- **8** Serious food blog readers visit the websites
 - a from time to time.
 - **b** less than twice a day.
 - c several times a day.
- 9 Angela Carson believes that people regard food blogs as
 - **a** more trustworthy than family and friends.
 - **b** trustworthy sources of information.
 - **c** untrustworthy sources.
- 10 When a blog gets a lot of hits, it means it will
 - a attract paying advertisers.
 - **b** turn the bloggers into career journalists.
 - c win international media awards.

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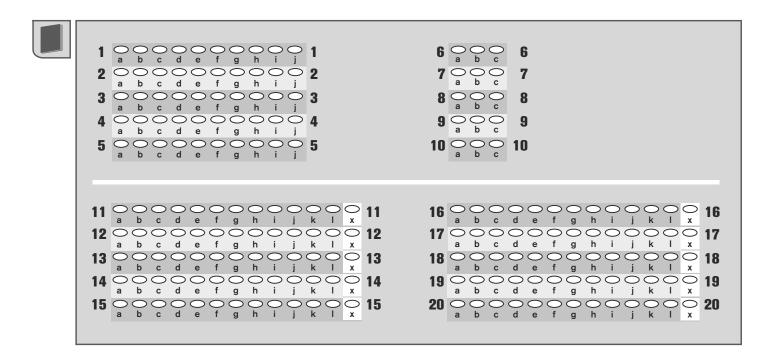
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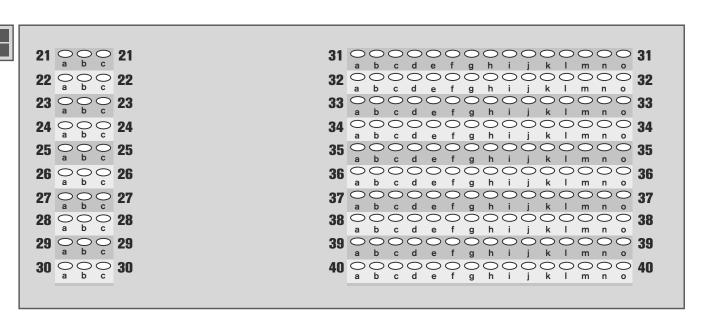
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Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя Beispiel: 23. April 1995 Example: 23 April 1995 Example: 23 April 1995 Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения						
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 - マンテ 000 - andere/other Muttersprache・First Language・Lengua materna・Langue maternelle・Madrelingua・Anadili・Родной язык						
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Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiyeti · Пол Prüfungszentrum · Examination Centre · Centro examinador · Centre d'exame · Centro d'esame · Sinav merkezi · Экзаменационное учреждение						
Beispiel: 17. Juli 2019 Example: 17 July 2019 Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Date dell'esame · Sınav tarihi · Дата экзамена						

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Marking Criteria for Written Expression

Content

	A	В	С	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

	Α	В	С	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.



Examination Preparation

MOCK EXAMINATION 3 ENGLISH B1

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.