



# MOCK EXAMINATION 3

## ENGLISH






Examination Preparation

# B1



# The Structure of the Examination

## telc English B1

	Sub Test	Aim	Type of Test	Time in minutes
Written Examination	 <b>1 Reading Comprehension</b>			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	
	 <b>2 Language Elements</b>			
	Part 1	Grammar	10 multiple-choice items	
	Part 2	Lexis	10 matching items	
	 <b>3 Listening Comprehension</b>			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	
	 <b>4 Written Expression</b>			30
		Writing a personal or semi-formal email		
Oral Examination	<b>Preparation</b>			20
	 <b>5 Oral Expression</b>			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.

### 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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	-S10-	
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# B1

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# Marking Criteria for *Written Expression*

## Content

	A	B	C	D*
Criterion I: Task Management	All <b>four guiding points</b> have been covered appropriately as regards content.	<b>Three guiding points</b> have been covered appropriately as regards content.	<b>Two guiding points</b> have been covered appropriately as regards content.	Only <b>one or no guiding point</b> 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
	<b>B1 competently covered</b>	<b>B1 comprehensibly covered</b>	<b>A2</b>	<b>A1 or below</b>
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 <b>sufficient range of language</b> 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 <b>series of isolated elements</b> into a connected, linear sequence of points.	Can perform and respond to a sufficient range of language functions, using their most common exponents. Has <b>enough language</b> 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 <b>series of shorter, discrete simple elements</b> 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 <b>basic language</b> 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 <b>most frequently occurring connectors</b> ("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 <b>very basic range of simple expressions</b> 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 <b>very basic linear connectors</b> like "and" or "then".
Criterion III: Accuracy	Generally shows good control of grammatical structures though with first language influence. <b>Isolated systematic errors</b> 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. <b>Systematic errors</b> 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 <b>systematic basic mistakes</b> – 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 <b>few simple grammatical structures</b> 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.