telc
LANGUAGE TESTS

MOCK EXAMINATION 1

ENGLISH

Examination Preparation

C1

Common European Framework of Reference

ALTE Association of Language Testers in Europe

telc
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To the readers of this booklet

telc – language tests are the right choice for you

- if you would like to have a recognised appraisal of your language proficiency, or
- if you are an instructor who would like to prepare your students for a new challenge.

What is telc?

telc gGmbH is a non-profit subsidiary of the German Adult Education Association (Deutscher Volkshochschul-Verband e. V.). It is part of a long tradition of formal and organisational promotion of multilingualism in Europe. Our specific contribution began in 1968 with the VHS Certificate in English (Volkshochschul-Zertifikat Englisch), the first standardised foreign language test in the history of the Federal Republic of Germany. Since then telc gGmbH has greatly influenced standardised language test development in Europe. Today telc offers about 60 general and work-oriented language tests in ten languages, all based on the levels of the *Common European Framework of Reference for Languages* (CEFR). Our examinations can be taken worldwide in more than 20 countries through our telc partners. You can find the examination centre nearest you on our website www.telc.net.

What is the value of a telc Certificate?

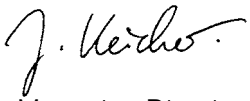
The value of a language certificate is determined by the high standards that are applied during the development, implementation and evaluation of the language test. All telc examinations are based on the task-based approach central to the CEFR and are designed to test the skills of reading, listening, writing and speaking. These examinations are standardised and are developed according to stringent scientifically recognised methods of test development. telc gGmbH is a full member of ALTE (Association of Language Testers in Europe, www.alte.org), an organisation of internationally recognised test providers. Many public and private educational institutions – in Germany and throughout the world – utilise telc Certificates as a method of qualification. Additionally, many employers use them when choosing personnel. Every telc Certificate includes a detailed and comprehensive description of the foreign language competencies achieved.

Why is it necessary to have mock examinations?

An essential characteristic of standardised language tests is that the participants know what is expected of them during the test. The mock examination informs the test taker about the aims and tasks, and assessment criteria of the test, as well as the procedures involved in the exam implementation. telc Mock Examinations are available as free downloads at www.telc.net, where you can also find additional practice materials and other useful information.

How can you find out more?

We are sure that we can help you find the test that best fits your needs. Please write to us (info@telc.net) if you have any questions or suggestions for improvement. We would be pleased to hear from you and to have the opportunity to assist you further.



Managing Director, telc gGmbH

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The Structure of the Examination

	Subtest	Aim	Type of Test	Points	Time in Minutes
Written Examination		**1 Reading**			
	1	Reconstructing a text	6 Matching items	12	
	2	Selective reading	6 Matching items	12	
	3	Reading for detail	11 items (correct / incorrect / not mentioned in text)	22	
			1 Reading for gist	2	
				48	90
		2 Language Elements			
	1	Grammar and lexis	22 multiple-choice items with 4 options	22	
				22	
	Break				20
		3 Listening			
	1	Listening for gist	8 matching items	8	
	2	Listening for detail	10 multiple-choice items with 3 options	20	about
				20	40
	3	Information transfer	10 items taking notes	48	
		4 Writing			
		Writing an argumentative text	1 writing task out of a choice of two	48	70
	Preparation time				20
Oral Examination		**5 Speaking**			
	1A	Presentation	Two (or three) candidates	6	
	1B	Summary and follow-up questions		4	
	2	Discussion		6	
		Points for Language competence		32	16
				48	

Reading Part 1

Read the following text. Which of the sentences a–h is missing in each gap? There is only one correct answer for each item. Two sentences do not fit into any of the gaps.
0 is an example.

Mark your answers for items 1–6 on Answer Sheet S30.

Example:

z If you leave one, it's appreciated, but it's not required or expected.

a Back in the 17th century, customers in taverns received prompter service when they put coins in the jar labelled 'To Insure Promptitude'.

b It was at this time that well-off Americans began visiting Europe and, on returning, wanted to show off their education and class.

c Just remember that people in the UK are really very laid back about tipping.

d One surprising fact revealed in the survey was that tips increased if customers were given a sweet with their bill.

e The difference in customs between these two countries can cause travellers crossing either side of the Atlantic great confusion.

f The sad truth is that it is these large corporations and business owners who benefit most from the tipping culture.

g There, the law states that employers are only required to pay $2.13 an hour, if that amount plus the tips received equals the minimum wage.

h Yet, however often this topic is debated, no great changes have been made to the system.

Let me give you a tip!

In the United Kingdom, giving a tip to your waiter, taxi driver or tour guide is a voluntary decision which depends on the quality of the service provided. As these workers earn a proper wage, a tip is merely a little bonus. _____**0**_____ In the United States, however, the situation is very different. Experts explain that servers work with the expectation of being tipped and not doing so is almost like slapping someone in the face.

_____**1**_____ And many articles have been published trying to explain the rules to people who want to travel without offending anyone as they go.

The reason for these differing customs comes down to laws relating to the payment of employees. In the UK, all businesses are required to pay their staff at least the national minimum wage. This is not the case for many restaurant and bar staff in the United States. _____**2**_____ With such meagre salaries, tips are needed to ensure staff earn enough to survive.

Not everyone agrees with the practice of expecting customers to contribute towards servers' wages and the topic of tipping has become quite controversial. _____**3**_____ As a result, tipping remains firmly embedded in the country's culture. Indeed, Americans are generally regarded as the world's most generous tippers.

In the UK, there are no fixed rules on tipping. This lack of strict guidelines could be the reason Americans often find it hard to know what to do when visiting Brighton, Belfast or Birmingham. My advice for those of you who are unsure is not to worry. _____**4**_____ Not tipping or choosing the 'wrong' amount will not lead to insult or offence.

When it comes to the history of tipping, it seems the practice actually originated in England. _____**5**_____ This was shortened to T.I.P. and later tip. The tradition was then brought to the States after the American Civil War in the late 1800s. _____**6**_____ The practice spread so rapidly across the United States that by the 1900s, tipping was considered to be an accepted part of life.

Reading Part 2

Read the following text. In which part of the text a–e can you find the information 7–12? There is only one correct answer for each item. Each part of the text may contain more than one of the pieces of information.

Mark your answers for items 7–12 on Answer Sheet S30.

Example:

Which part of the text . . .
0 refers to research which looks at the causes of food waste.

Which part of the text . . .

7 claims that shoppers must take some blame due to their habits?

8 explains that blame does not belong to one stakeholder or stage in food production?

9 is critical of the actions of some supermarkets?

10 mentions how the appearance of food affects what happens to it?

11 states that people need to understand the enormity of the problem to change things?

12 suggests what impact reducing waste would have on a certain group of people?

The Problem of Food Waste

a

With World Food Day approaching, it's the perfect time to reflect on the global problem of food waste, a problem far greater than many people realise. Latest statistics reveal that over a third of all food produced across the globe is wasted. Many people point a critical finger at our confusing food labelling systems with each retailer having their own scheme of expiry dates. However, the truth is that food waste occurs at all stages of the supply chain, from initial agricultural production, though processing, transportation, retailing and finally down to household consumption. Numerous studies have been carried out in an attempt to solve the issue and these revealed that in low-income countries, the majority of loss happens at the early stages, specifically during production. Conversely, in developed countries, it's the consumers that create the most waste. In fact, this is estimated to work out at about 100 kilograms of food per person each year, a total amount of over US$1 trillion. A shocking fact when one considers how many people are suffering from food shortages or how a large number of those working in agriculture are barely managing to survive.

b

An analysis of the causes of food loss and waste in low-income countries has shown the following main problem areas: financial, managerial and technical limitations in harvesting techniques, problems that arise when trying to store and cool produce in difficult climatic conditions, and later, issues with the transportation and packaging of these foods. A combination of heat and humidity and insufficient cooling systems makes food inedible and brings problems with pests and micro-organisms. The system of selling and marketing the goods can also lead to good products going unsold, and then being discarded. These losses affect many smallholder farmers who are already living on the edge of poverty. For these people, a reduction in food loss would have an immediate economic effect on their lives and offer them some security.

c

In developed countries, there are not just problems in the supply chain that lead to waste. Issues also arise because of the way food looks; when vegetables are considered imperfect due to their size, colour or shape, they are rejected by shops. Yet, it is consumer behaviour which is often the biggest cause. In our kitchens, large amounts of waste come from food left to wilt and go off. This may result from insufficient planning, overshopping, and being careless – because there is no scarcity of food, there is a general lack of appreciation for the value of food. On top of this, there is a tendency to avoid eating "old food". When items pass their sell-by, best before or use-by dates, people are unsure whether they're still safe to consume or not, and the food just gets thrown away.

d

Retail stores are also responsible for throwing away huge quantities of food. Store workers follow internal protocol and, for the sake of convenience, discard produce at specified dates with no attention to the actual condition of the items. The vast majority of this food is still edible at the time of disposal. If better training was given, staff could be empowered to make judgements on what is still fresh, and perhaps offer these items to customers at a reduced rate. Stores have different rules for dealing with excess food caused by over-ordering. A small number work with local charitable organisations to ensure that the excess food is distributed to those in need. Soup-kitchens and homeless shelters are usually very appreciative of the unwanted products. There are other supermarket chains, however, which, for no valid reason, do all they can to prevent homeless people accessing this produce, even going so far as to ensure that staff take the discarded food away from the shop's premises. Another problem stems from the contractual arrangements various retailers have with their suppliers. The terms of these agreements give retailers the legal right to cancel suppliers' contracts if the agreed quantities of food are not delivered. This is a tough situation for those who rely on these orders to stay in business. To ensure they meet their obligations and therefore keep these profitable deals, they're forced to produce surplus food.

e

Stopping this waste is not only about the economic advantage of saving food, there are many other important significances. Food waste contributes to methane production, a greenhouse gas that fuels climate change. Furthermore, fossil fuels are used to grow and transport food, and when food is thrown away, it means this has all been in vain. Tackling food waste in industrialised countries begins by raising awareness of the size of the problem and thus changing the mindset among all stakeholders at all levels. That means the farming and food industries, retailers and, of course, consumers. There is a need to find good and beneficial use for safe food that is presently thrown away.

Reading Part 3

Read the following text and the statements 13–23 below. For each of the statements 13–23 mark the following, if the information:

***(+)** corresponds to the content of the text.*
***(–)** does not correspond to the content of the text.*
***(x)** is not mentioned in the text.*

Mark your answers for items 13–23 on Answer Sheet S30.

13 The decrease in car use is occurring in other countries as well as America.

14 More young people are learning to drive than ever before.

15 Millennials tend not to be interested in buying property at an early age.

16 Commuters try many strategies to help avoid rush hour traffic jams.

17 The internet is facilitating the change in our transport habits.

18 People think fewer cars will hurt small businesses.

19 Some cities tax drivers to fund the modernisation of their transport systems.

20 Few people believe in the concept of car-free cities.

21 People said car-free housing developments would never succeed.

22 A reduction in cars in residential areas leads to increased contact with neighbours.

23 Car producers do not believe this is a trend worth worrying about.

Which title a, b or c best matches the article. Mark your answer for item 24 on Answer Sheet S30.

24 **a** Go car-free and make our cities greener
b How technology will change our driving experience
c Is this the end of the automobile?

TITLE

This might shock you, and if it does, it means you are probably over the age of 30, but recent studies show that people today are buying fewer cars, driving less and getting fewer licences year after year. Even the United States, the birthplace of the great Model T automobile and the place of long distances and suburban living, seems to be turning its back on the car culture. The number of cars bought in the United States has been dropping steadily since 2005 and while some suggest that the recession is the cause, this is not strictly true. Of course, when money is tight, people may drive less and those without jobs have less cause to use their cars, but the decrease preceded the economic crisis by about four years and is continuing despite a recovery in the economy. And it's not just the United States. In Europe and other parts of the world the trend is the same.

Who is leading this change and what are the reasons behind it? In the US, statistics show that between 2001 and 2009, there was a 23% decrease in driving by young people. Millennials, those who were born between 1982 and 2002, put little value on cars or car ownership, preferring technology instead. Time spent driving is seen as wasted time, whereas if you take public transport, you can avail yourself of the internet and all the entertainment, communication and information it offers. This situation may change once the Millennials start moving to the suburbs and having children themselves, but even if it does, it means that on average people are starting to get their first car at an older age and as a result, they will be buying fewer cars in their lifetimes.

However, the Millennials are not the only ones looking to change travel habits. Traffic congestion has turned the morning commute into a nightmare for many workers, and previous solutions such as rising earlier to beat rush-hour no longer help. This time of peak congestion, which traditionally lasted an hour, in some major cities can now spread from 6 to 10 am or after work from 4 to 8 pm. Fed up, people are trying to avoid the added stress by turning to tele-working, car-pooling and the easiest solution of all, using public transport for their commute.

Cities around the world are witnessing similar changes. Lyon, France has seen a 20% reduction in the daily number of cars entering the city over the last ten years and local politicians are vowing to reduce this number even further in the next decade. Alongside the river, in a space previously occupied by large car parks, you now find gardens and parks of the human kind, which residents say have transformed the look of the city.

Without a doubt, the main driver for these changes is digital technology which has made the growth in the sharing economy possible. Not only does the internet allow us to communicate without having to travel to see people and feel connected, but it also allows us to access information immediately. Getting public transport updates or the location of the closest bike or car belonging to vehicle-sharing schemes makes travel easy without the need to own a car.

Those who support the move towards reduced car-dependency say that cities become more interesting and attractive when you have more people sharing – sharing modes of transport, public spaces, information and new services. They say that we can take back our cities, make them cleaner, less polluted and more people friendly. This brings more people onto the streets and can increase custom in city centre cafes, shops and other small businesses.

Improved public transport is key to this change – most cities have made huge commitments to developing public transport in the last decade. The reality is that historic European cities were not designed with today's traffic in mind. Narrow streets of many city centres just could not cope with the increase in vehicle numbers. Something had to be done. Reintroducing or extending tram and train services, and building underground systems has made commuting easier. Funds for such developments come in part from congestion charges introduced in cities like London, Stockholm and Milan. These see drivers pay a fee in order to be permitted to drive their car into the city between Monday and Friday. In the first ten years of its scheme, London Transport earned over £2.6 billion, 46% of which was then invested in improving roads, public transport networks, pedestrian areas and cycle paths.

One statistic often referred to is that the average personal car sits idle for 96% of its life. This makes us question how cost effective and efficient car ownership is, and whether there are easy alternatives.

In cities around the world, steps have been taken by local governments to encourage this change, with the promise of less pollution, less noise and less stress – an appealing concept to city citizens. The vision they have is a future where cars are no longer needed. Safer, cleaner streets for walkers, combined with bikes and efficient public transport will entice people to change their daily transport habits, and car-sharing schemes or clubs will provide vehicles for those occasional out-of-town trips. These car clubs are apprearing all over the globe and their attraction is immediately apparent. Less wasteful than a private car, each club car can be used by families or individuals and so services an average of 60 people a week.

Politicians are promising more liveable communities, and this is reflected in the fact that, in some city centres, more and more housing developments are being built where no provision is made for cars. These developments are created for those who support car-free living. And one of the first things you notice is that, compared to the housing developments just streets away, here there are more children playing on the streets, more bikes, and more people sitting outside in the communal gardens and parks.

The decrease in our reliance on cars is good news for carbon emissions and the environment, but of course it has negative implications for the car industry, something which, in countries like America, Germany and Japan, has car manufacturers in a mild state of panic. Regardless, the time of prioritising cars over people has passed. People looking at our cities packed with traffic jams have realised that the solution cannot be to continue cramming more cars into these environments.

Language Elements

Read the following text and decide which word or phrase a–o is missing in items 25–46: a, b, c or d?

Mark your answers for items 25–46 on Answer Sheet S30. 0 is an example

Things to consider when moving abroad

Romance, adventure or the lure of the unknown – whatever the inspiration, leaving your home country is **0** a huge undertaking and success could all depend **25** the planning you do beforehand. You've researched flights, organised **26** accommodation and perhaps even a job, but to guarantee a smoother transition there are a few additional things to **27** .

If money is something you're **28** , perhaps now is not the optimal time to move abroad. There are numerous **29** costs that arise from relocating. If you **30**, draw up a list. Take **31** visa expenses, travel costs, a deposit for an apartment and money for unexpected medical expenses. **32** is enough? Well, experts suggest **33** between 7 and 9 months of living expenses.

Be prepared for **34** paperwork: it's the one thing that makes an international move possible. Visas and work permits, bank details, wills and birth certificates, legal documents you never **35** will suddenly become of vital importance. For everything to run smoothly, **36** you have all the forms you need signed and copied. You will also need to consider **37** your current health insurance policy covers you or if a new one is required. This **38** research may take time, but it'll make the move from one country to the other **39** easier.

Life without your car and furniture might seem **40**, but what do you do with them when going abroad? Shipping and storage costs **41** be compared. Buying things at your destination is possibly cheaper than **42** transported. If you look for a fully furnished flat in the centre of your new city, you **43** the need for these items. This would simplify your move both logistically and financially.

Lastly, even if you have **44** opportunity to master more than a few words, familiarise yourself with **45** some greetings and key expressions of the local language before you go. It's something you'll never **46**, even if English is widely spoken. It helps break the ice and makes the whole process of settling in a lot more fun.

Example

0 **a** doubtfully
b doubtingly
c doubtless
d undoubtedly

25 **a** for
b from
c in
d on

26 **a** –
b a
c an
d any

27 **a** act out
b look for
c put on
d see to

28 **a** lacking
b losing
c minus
d short

29 **a** appropriate
b original
c similar
d unique

30 **a** didn't yet do
b don't already do this
c hadn't already done it
d haven't already done so

31 **a** allowance for
b in mind
c into account
d room for

32 **a** How many
b How much
c What
d Which

33 **a** have
b having
c to have
d you having

34 **a** countless
b endless
c heedless
d limitless

35 **a** gave much thought to
b had a thought of
c thought of doing
d thought through

36 **a** be sure of
b ensure
c for sure
d insure

37 **a** about
b that
c what
d whether

38 **a** beforehand
b former
c initial
d previous

39 **a** fairly
b quite
c pretty
d significantly

40 **a** imaginary
b imagined
c unimaginable
d unimaginative

41 **a** need
b shall
c should
d would

42 **a** having them
b having to get
c to have all
d to have had it

43 **a** may save
b should end
c will eliminate
d wouldn't have

44 **a** any
b less
c little
d some

45 **a** at best
b at last
c at least
d at most

46 **a** have regret
b regret doing
c regret to do
d regret to have done

Listening Part 1

You will hear a radio programme with eight people giving their opinions on a topic. You will hear each person once. While listening, decide which statement a–j best matches what the speaker says. You will only need eight of the ten statements.

Mark your answers for items 47–54 on Answer Sheet S30.
You will now have one minute to read the statements a–j.

The impact of the smartphone.

a It's our own fault if we let smartphones take over our lives.

b People are warning of long-term mental damage arising from excessive smartphone usage.

c People need advice on how to use smartphones when in the company of others.

d Phones can help you monitor your spending.

e Smartphones are hindering pupils from learning effectively.

f Smartphones can be a lifeline when you're on your own.

g Smartphones can help businesses reduce travel costs.

h Smartphones have ruined many people's lives.

i Technology is interfering with the time we spend with our partners.

j The convenience of smartphones leads to less stress for business people.

Listening Part 2

You will hear a radio programme. You will hear the programme only once. While listening decide which answer fits best: a, b or c.
Mark your answers for items 55–64 on Answer Sheet S30.
You will now have three minutes to read items 55–64.

55 Graham's career as a festival organiser
- **a** came when he begged his friend for a job.
- **b** was something he had dreamed of.
- **c** was something that happened by chance.

56 When it comes to booking bands, you have to
- **a** focus on the age group of the festival's participants.
- **b** pack the schedule with lots of big names.
- **c** offer an unusual mix of bands and singers.

57 New bands are popular because
- **a** music fans love 'discovering' the next big star.
- **b** people get bored of the big acts.
- **c** their fees are lower than more famous acts.

58 Graham says that new bands at big festivals
- **a** can be too nervous to play well.
- **b** have a real chance of becoming famous.
- **c** risk losing fans if their performance is weak.

59 Bands love London Rocks because
- **a** all the big names play there.
- **b** the fees for playing are so high.
- **c** they have an interesting concept.

60 The most important thing about the festival is that
- **a** it sells out every year.
- **b** people can watch the festival wherever they are.
- **c** the crowds are the largest in the world.

61 The aim of the festival organisers is to
- **a** concentrate on being a music event.
- **b** gain popularity as a food festival.
- **c** offer an experience to suit every taste.

62 Graham dreamed of enjoying the rock star lifestyle, but
- **a** soon became frustrated by the industry.
- **b** never wanted to be on the stage.
- **c** couldn't decide which instrument to focus on.

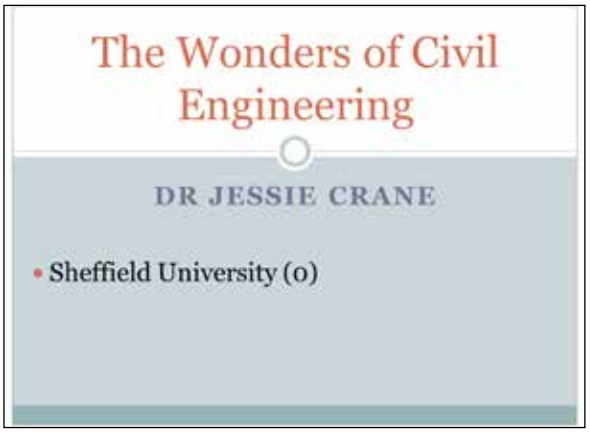
63 Crime levels have dropped due to
- **a** a new system for buying tickets.
- **b** an increase of police officers at the festival.
- **c** more security teams at all the entrances.

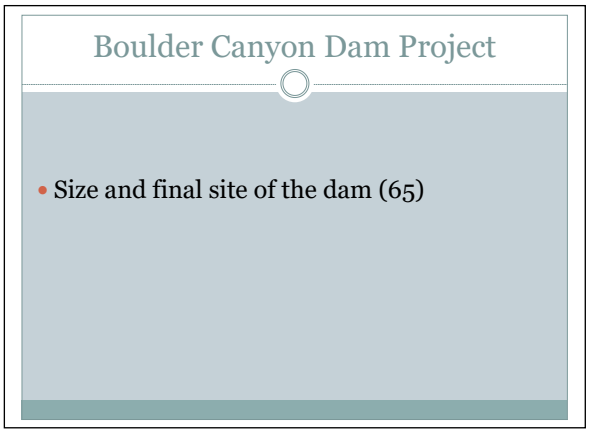
64 In the future, music festivals will
- **a** be in danger due to too much competition.
- **b** continue to grow with certain age groups.
- **c** have to change to adopt the latest technology.

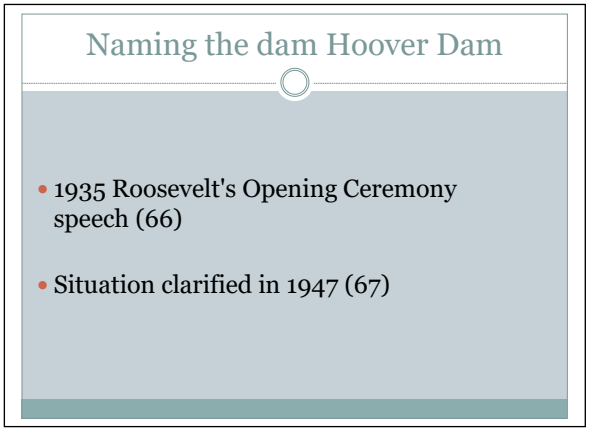
Listening Part 3

You are listening to a PowerPoint presentation. For each slide there are one or more pieces of information you should note down. While listening, make notes on the right hand side for items 65–74. Answer 0 is an example. You will hear the presentation only once.
After listening to the recording, you will have five minutes to transfer your answers for items 65–74 to Answer Sheet S30.
You will now have one minute to read the slides.

Presentation







Notes

0 Professor of Architecture Design

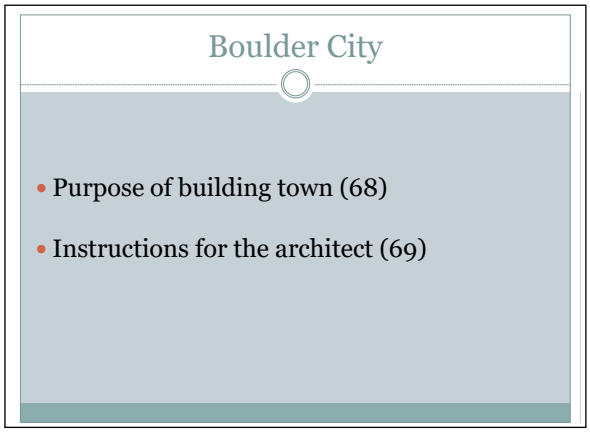
65

66

67

Presentation

Notes



68 _____

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69 _____

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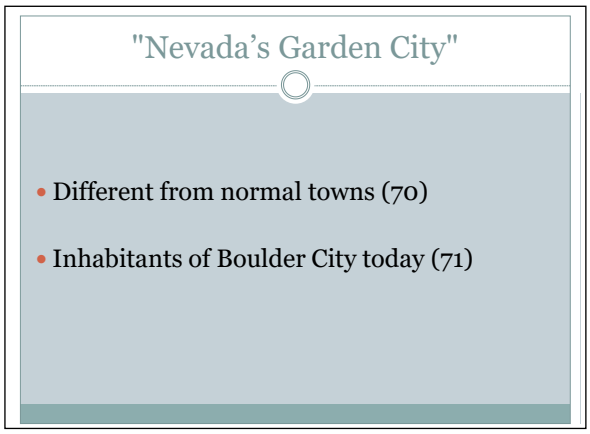

70 _____

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71 _____

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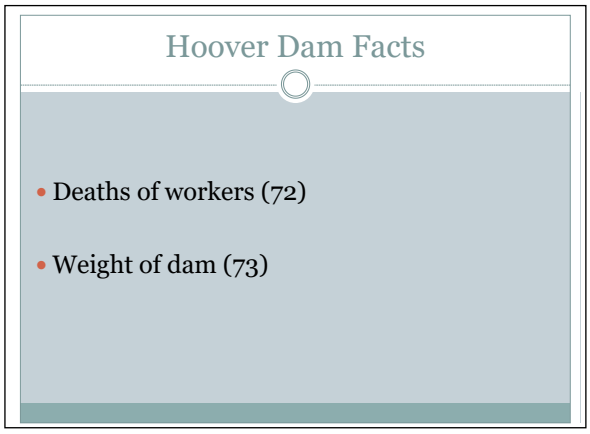

72 _____

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73 _____

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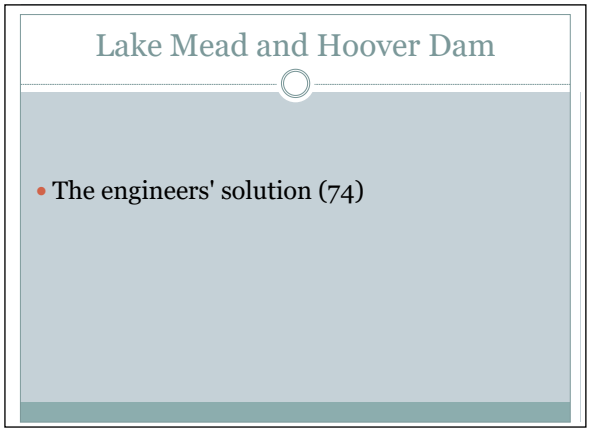

74 _____

_____

_____

_____

_____

_____

You now have five minutes to transfer your answers for items 65–74 to Answer Sheet S30.

Writing

Choose one of the following two topics and write an argumentative text, justifying your opinion. Include an appropriate introduction and conclusion. Write about 400 words. You have 70 minutes.

Topic 1

You have been asked to write an article for a health magazine in which you discuss the pros and cons of a plant-based diet and state your personal opinion of vegetarianism.

You can use the two statements below for inspiration:

> Not only is eating meat harmful for the environment, it also endangers your health.
>
> Vegetarian diets cannot provide all the necessary minerals and vitamins.

or

Topic 2

You have been asked to write a post for a technology blog about the positive and negative effects that social networking sites are having on society. Discuss the pros and cons and state your personal opinion.

You can use the two statements below for inspiration:

> Social networking creates new connections and improves your quality of life.
>
> Social media sites lead to undesirable dependencies and promote irresponsible behaviour.

Speaking

Overview of the Oral Examination

The Oral Examination or Speaking subtest is generally carried out in pairs; i.e. two candidates are examined together. In case of an uneven number of candidates, one oral examination is carried out with three candidates. In this case, the exam is longer. The oral examination has two main parts and lasts approximately 16 minutes.

Two licensed telc examiners are required for each examination. They both mark the candidates' performances, but only one of them acts as the interlocutor. After the candidates leave the room, the examiners have a few minutes to discuss and record the marks on the Score Sheet M10.

At the beginning the examiners and candidates briefly introduce themselves.

The Speaking subtest consists of **two parts**:

Part 1A: Presentation (approximately 3 minutes)

The candidates receive different task sheets, each with two topics. They have 20 minutes' time to prepare. In the oral examination, the candidates should present one of these topics for about 3 minutes. Candidate A presents his/her topic first.

Part 1B: Summary and follow-up questions (approximately 2 minutes)

After candidate A's presentation, candidate B sums up what he/she found particularly interesting. Candidate A's presentation will probably end with a summary so the aim is not that candidate B should repeat this summary. Additionally, candidate B should ask at least one follow-up question referring to the topic of the presentation. The examiners may also ask questions.

Candidate B then presents his/her topic for about 3 minutes. This is followed by candidate A's summary and follow-up questions.

The candidates may make notes while their partner is presenting.

Part 2: Discussion (6 minutes)

In the second part of the examination, the two candidates are asked to discuss in depth with one another a controversial topic which is outlined on the task sheet. There is no preparation time for this part. They are expected to express their opinion and discuss other possible points of view. Candidates should think of arguments and examples to support their contributions. If the discussion does not reach the correct language level, the examiners should intervene with additional questions.

Candidate A

Part 1A: Presentation (3 minutes)

Situation:
You have been asked to give a short presentation of about three minutes.

Task
Choose one of the two topics. You have 20 minutes to prepare a presentation on this topic. You may make notes (bullet points, not full sentences) and refer to them during your presentation, but you should not read a prepared text. Remember to give an introduction (example, own experience, …) and a summary at the end. Your presentation should be clear and well structured, highlighting the points that you think are the most important and providing supporting details. At the end, you will be asked questions.

Topics
- How important is it to have a good work and life balance? How do people find ways to achieve this? What prevents it?
- Are elderly people valued in your society? Are they well supported by the government? What problems do they face?

PART 1B: Summary and follow-up questions (2 minutes)

Task
- Make notes while you are listening to your partner's presentation. At the end of the presentation, summarise the important points that your partner has made and that you found particularly interesting.
- Ask your partner follow-up questions.

Candidate B

Part 1A: Presentation (3 minutes)

Situation:
You have been asked to give a short presentation of about three minutes.

Task
Choose one of the two topics. You have 20 minutes to prepare a presentation on this topic. You may make notes (bullet points, not full sentences) and refer to them during your presentation, but you should not read a prepared text. Remember to give an introduction (example, own experience, …) and a summary at the end. Your presentation should be clear and well structured, highlighting the points that you think are the most important and providing supporting details. At the end, you will be asked questions.

Topics
- What role should technology play in school education? What benefits does it bring? What challenges will students, parents and teachers face?
- What is the system for recycling in your city? Does it work? Could more be done? What prevents people from recycling?

PART 1B: Summary and follow-up (2 minutes)

Task
- Make notes while you are listening to your partner's presentation. At the end of the presentation, summarise the important points that your partner has made and that you found particularly interesting.
- Ask your partner follow-up questions.

Candidate C

Part 1A: Presentation (3 minutes)

Situation:
You have been asked to give a short presentation of about three minutes.

Task
Choose one of the two topics. You have 20 minutes to prepare a presentation on this topic. You may make notes (bullet points, not full sentences) and refer to them during your presentation, but you should not read a prepared text. Remember to give an introduction (example, own experience, …) and a summary at the end. Your presentation should be clear and well structured, highlighting the points that you think are the most important and providing supporting details. At the end, you will be asked questions.

Topics
- What role do museums, theatres or other cultural institutions play in your community? Which are growing or decreasing in popularity? What could be done to make them more attractive?
- Are extreme sports popular in your country? What is the attraction of such sports? Why are people willing to risk their lives?

PART 1B: Summary and follow-up questions (2 minutes)

Task
- Make notes while you are listening to your partner's presentation. At the end of the presentation, summarise the important points that your partner has made and that you found particularly interesting.
- Ask your partner follow-up questions.

Candidates A / B / (C)

Part 2: Discussion (6 minutes)

Discuss the following topic with your partner(s):

> Children should be seen and not heard.
>
> *English proverb*

Task

- What do you understand by this statement?
- In what way do you agree or disagree with it?
- Give reasons and examples to support your opinion.
- React to your partner's arguments.

Candidates A / B / (C)

Part 2 Discussion (6 minutes)

Discuss the following topic with your partner(s):

> "Travel is fatal to prejudice, bigotry, and narrow-mindedness."
>
> *Mark Twain, 1835–1910, author*

Task

- What do you understand by this statement?
- In what way do you agree or disagree with it?
- Give reasons and examples to support your opinion.
- React to your partner's arguments.

Candidates A / B / (C)

PART 2 Discussion (6 minutes)

Discuss the following topic with your partner(s):

> "I'd rather regret the things I've done than regret the things I haven't done."
>
> *Lucille Ball, 1911–1989, actress*

Task

- What do you understand by this statement?
- In what way do you agree or disagree with it?
- Give reasons and examples to support your opinion.
- React to your partner's arguments.

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-S10-

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

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

Beispiel: 23. April 1995
Example: 23 April 1995
1995.04.23

Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · День рождения

Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения

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

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

☐ männlich · male · masculino · masculin · maschile · erkek · мужской
☐ weiblich · female · femenino · féminin · femminile · kadın · женский

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

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

Beispiel: 17. Juli 2016
Example: 17 July 2016
2016.07.17

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

C1

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LANGUAGE TESTS

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

7	a	b	c	d	e
8	a	b	c	d	e
9	a	b	c	d	e
10	a	b	c	d	e
11	a	b	c	d	e
12	a	b	c	d	e

13	+	–	x	13
14	+	–	x	14
15	+	–	x	15
16	+	–	x	16
17	+	–	x	17
18	+	–	x	18
19	+	–	x	19
20	+	–	x	20
21	+	–	x	21
22	+	–	x	22
23	+	–	x	23

24	a	b	c	24

25	a	b	c	d	25
26	a	b	c	d	26
27	a	b	c	d	27
28	a	b	c	d	28
29	a	b	c	d	29
30	a	b	c	d	30
31	a	b	c	d	31
32	a	b	c	d	32
33	a	b	c	d	33
34	a	b	c	d	34
35	a	b	c	d	35

36	a	b	c	d	36
37	a	b	c	d	37
38	a	b	c	d	38
39	a	b	c	d	39
40	a	b	c	d	40
41	a	b	c	d	41
42	a	b	c	d	42
43	a	b	c	d	43
44	a	b	c	d	44
45	a	b	c	d	45
46	a	b	c	d	46

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S Q P

	a	b	c	d	e	f	g	h	i	j	
47	○	○	○	○	○	○	○	○	○	○	47
48	○	○	○	○	○	○	○	○	○	○	48
49	○	○	○	○	○	○	○	○	○	○	49
50	○	○	○	○	○	○	○	○	○	○	50
51	○	○	○	○	○	○	○	○	○	○	51
52	○	○	○	○	○	○	○	○	○	○	52
53	○	○	○	○	○	○	○	○	○	○	53
54	○	○	○	○	○	○	○	○	○	○	54

	a	b	c	
55	○	○	○	55
56	○	○	○	56
57	○	○	○	57
58	○	○	○	58
59	○	○	○	59
60	○	○	○	60
61	○	○	○	61
62	○	○	○	62
63	○	○	○	63
64	○	○	○	64

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LANGUAGE TESTS

for Raters

65 0 1 2

66 0 1 2

67 0 1 2

68 0 1 2

69 0 1 2

70 0 1 2

71 0 1 2

72 0 1 2

73 0 1 2

74 0 1 2

8112128148

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for Raters

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LANGUAGE TESTS

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for Raters

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LANGUAGE TESTS

Rating 1

			T	Wrong topic? yes	Wrong topic? no
1	A	B	C		D
2	A	B	C		D
3	A	B	C		D
4	A	B	C		D

Code Rater 1

Rating 2

			T	Wrong topic? yes	Wrong topic? no
1	A	B	C		D
2	A	B	C		D
3	A	B	C		D
4	A	B	C		D

Code Rater 2

telc Rating

			T	Wrong topic? yes	Wrong topic? no
1	A	B	C		D
2	A	B	C		D
3	A	B	C		D
4	A	B	C		D

Code telc Rater

5210128144

telc
LANGUAGE TESTS

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Examiner 1

Code Examiner 1

I Content

	A	B	C	D
1A	⬭	⬭	⬭	⬭
1B	⬭	⬭	⬭	⬭
2	⬭	⬭	⬭	⬭

II Language (1–2)

	A	B	C	D
2	⬭	⬭	⬭	⬭
3	⬭	⬭	⬭	⬭
4	⬭	⬭	⬭	⬭
5	⬭	⬭	⬭	⬭

Examiner 2

Code Examiner 2

I Content

	A	B	C	D
1A	⬭	⬭	⬭	⬭
1B	⬭	⬭	⬭	⬭
2	⬭	⬭	⬭	⬭

II Language (1–2)

	A	B	C	D
2	⬭	⬭	⬭	⬭
3	⬭	⬭	⬭	⬭
4	⬭	⬭	⬭	⬭
5	⬭	⬭	⬭	⬭

Marking Criteria for Writing

The candidate's performance in this subtest is assessed on the basis of four criteria that are evenly weighted.

1. Task Management
2. Accuracy
3. Repertoire
4. Communicative Design

The candidate's performance is rated according to whether the criteria are entirely fulfilled, largely fulfilled, not entirely fulfilled or not at all fulfilled as can be expected of a candidate at C1 level of the CEFR.

The individual criteria will now be defined in more detail, based on the "Can-Do" statements of the CEFR in a slightly modified form. There is a table at the end which provides a practical overview.

1. Task Management

- The task described is fulfilled completely with respect to the content.
- The text is well structured.
- The text deals with the topic in an argumentative way.

Rating

A	B	C	D
The text entirely satisfies all criteria for successful completion of the task.	The text satisfies most of the criteria for completion of the task. The text is appropriate for the text type and situation most of the time.	The text only partially satisfies the criteria for completion of the task. The text is only partially appropriate for the text type and situation.	The text fails to satisfy the criteria for completion of the task. The text and/or topic are not dealt with appropriately.

2. Accuracy

- There are no or only very few errors in morphology, lexis or syntax, apart from rare errors when using complex sentence structures.
- Spelling is accurate apart from occasional slips of the pen.

Rating

A	B	C	D
The text **consistently** demonstrates the degree of accuracy expected at this level.	The text **largely** meets the expectations at this level of competence. Errors almost only occur in complicated structures and do not impair comprehension.	There are **several noticeable errors** in the text, even in simple structures, which at times impair comprehension.	There are **numerous noticeable errors** in the text, even in simple structures, and/or parts of the text are difficult to understand upon first reading.

3. Repertoire

- The text contains a broad range of vocabulary.
- Complex sentence forms are used where appropriate.
- Ideas are expressed in a variety of ways.

Rating

A	B	C	D
The text **consistently** demonstrates the competence expected at this level.	In a **few parts** of the text, the candidate's linguistic skills restrict what he or she is trying to express and there is evidence of some simple vocabulary or simple structures.	In **several parts** of the text, the candidate's linguistic skills restrict what he or she is trying to express. There is frequent evidence of simple vocabulary, simple structures and/or repetition. If complex structures are used, they have errors and comprehension is partially impaired.	The candidate's linguistic skills restrict what he or she is trying to express throughout **(almost) all the text.** There is very frequent evidence of simple vocabulary, simple structures and/or repetition. If complex structures are used, they are full of errors and generally incomprehensible.

4. Communicative Design

- The text is well structured on a micro level (paragraphs, logical development).
- Sentences and paragraphs are appropriately linked using cohesive devices.
- The text makes use of a variety of organisational patterns.
- The register is appropriate to the reader and the situation.

Rating

A	B	C	D
The text **consistently** demonstrates the competence expected at this level regarding coherence and cohesion.	The text **largely** meets the expectations, apart from a few unclear passages and/or some simple linking devices.	The text is **not always coherent** and lacks clarity. Some cohesive devices are used incorrectly or there is evidence of (almost) only simple linking devices.	Many passages of the text are **incoherent** and unclear. The text lacks linking devices or they are mostly used incorrectly.

Information about Rating

The subtest Writing is assessed by licensed telc raters. Rater 2 overrides the assessment of rater 1. Spot checks are regularly carried out at the telc head office. The telc rating, if applicable, is the final score.

Wrong Topic

If the candidate's text does not relate to one of the two topics given, then the task is rated "wrong topic". In this case, all four criteria are awarded a "D".

	A	B	C	D
Task Management	12	8	4	0
Accuracy	12	8	4	0
Repertoire	12	8	4	0
Communicative Design	12	8	4	0

In total: 48 points

Marking criteria for Writing – Overview

		A	B	C	D
1. Task Management	The task described is fulfilled completely with respect to the content. The text is well structured. The text deals with the topic in an argumentative way.	The text entirely satisfies all criteria for successful completion of the task.	The text satisfies most of the criteria for completion of the task. The text is appropriate for the text type and situation most of the time.	The text only partially satisfies the criteria for completion of the task. The text is only partially appropriate for the text type and situation.	The text fails to satisfy the criteria for completion of the task. The text and/or topic are not dealt with appropriately.
2. Accuracy	There are no or only very few errors in morphology, lexis or syntax, apart from rare errors when using complex sentence structures. Spelling is accurate apart from occasional slips of the pen.	The text **consistently** demonstrates the degree of accuracy expected at this level.	The text **largely** meets the expectations at this level of competence. Errors almost only occur in complicated structures and do not impair comprehension.	There are **several noticeable errors** in the text, even in simple structures, which at times impair comprehension.	There are numerous **noticeable errors** in the text, even in simple structures, and/or parts of the text are difficult to understand upon first reading.
3. Repertoire	The text contains a broad range of vocabulary. Complex sentence forms are used where appropriate. Ideas are expressed in a variety of ways.	The text **consistently** demonstrates the competence expected at this level.	In **a few parts** of the text, the candidate's linguistic skills restrict what he or she is trying to express and there is evidence of some simple vocabulary or simple structures.	In **several parts** of the text, the candidate's linguistic skills restrict what he or she is trying to express. There is frequent evidence of simple vocabulary, simple structures and/or repetition. If complex structures are used, they have errors and comprehension is partially impaired.	The candidate's linguistic skills restrict what he or she is trying to express throughout **(almost) all the text**. There is very frequent evidence of simple vocabulary, simple structures and/or repetition. If complex structures are used, they are full of errors and generally incomprehensible.
4. Communicative Design	The text is well structured on a micro level (paragraphs, logical development). Sentences and paragraphs are appropriately linked using cohesive devices. The text makes use of a variety of organisational patterns. The register is appropriate to the reader and the situation.	The text **consistently** demonstrates the competence expected at this level regarding coherence and cohesion.	The text **largely** meets the expectations, apart from a few unclear passages and/or some simple linking devices.	The text is **not always coherent** and lacks clarity. Some cohesive devices are used incorrectly or there is evidence of (almost) only simple linking devices.	Many passages of the text are **incoherent** and unclear. The text lacks linking devices or they are mostly used incorrectly.

Marking Criteria for Speaking

The candidate's performance in this subtest is assessed on the basis of five criteria.

1. Task Management
2. Fluency
3. Repertoire
4. Grammatical Accuracy
5. Pronunciation and Intonation

The candidate's performance is rated according to whether the criteria are entirely fulfilled, largely fulfilled, not entirely fulfilled or not at all fulfilled as can be expected of a candidate at C1 level of the CEFR.

The individual criteria will now be defined in more detail, based on the "Can Do" descriptors of the CEFR in a slightly modified form. There is a table at the end which provides a practical overview.
Criterion 1 (Task Management) is assessed individually in each part of the oral examination. In contrast, criteria 2–5 apply to the oral performance as a whole.

1. Task Management

This criterion is assessed individually for parts 1A, 1B and 2.

- The given task described is fulfilled completely.
- The candidate takes an active part in the interaction.
- The contributions to the interaction are well structured.
- The communication is appropriate.

⇒ The relevance to the various tasks is as follows. (Key terms are in bold.)

Presentation	CEFR: Oral Production Can give **clear, detailed** descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. CEFR: Addressing Audiences Can give a clear, **well-structured** presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.
Summary and follow-up questions	CEFR: Asking for clarification Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
Discussion	CEFR: Formal Discussion & Meetings Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately

Marking

A	B	C	D
The candidate's performance is almost always appropriate to the given task at the required level of competence.	The candidate's performance is appropriate to the given task in most respects.	The candidate's performance is not appropriate to the given task in several respects.	The candidate's performance is (almost) completely inappropriate to the given task or the candidate does not actively participate in the task.

2. Fluency

- The candidate speaks fluently and spontaneously with very little hesitation to search for words.
- Irrespective of the candidate's natural rate of articulation, a smooth flow of speech is maintained.
- The candidate uses linking devices so that the communication is coherent.
- Communication appears natural. Pauses do not impede communication.

⇒ CEFR (Spoken Fluency): Can express him/herself **fluently** and **spontaneously**, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

Marking

A	B	C	D
Communication is (almost always) natural. The candidate consistently speaks in a fluent and coherent manner.	Communication is natural most of the time. The candidate generally speaks fluently, but with some hesitation.	Communication is partly impeded. The candidate often hesitates in order to search for words.	There are pauses in the flow of speech that disrupt communication. The candidate can only voice simple thoughts and answer easy questions relatively fluently.

3. Repertoire

- The candidate demonstrates a broad range of vocabulary and expresses him/herself appropriately and in a varied way.
- The candidate does not give the impression of being restricted in what he or she wants to say.
- The candidate uses complex sentence structures.

⇒ CEFR (Vocabulary Range): Has a good command of a **very broad lexical repertoire** including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. (General linguistic range): Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.

Marking

A	B	C	D
The candidate (almost) always demonstrates the competences expected at this level.	The candidate's linguistic skills occasionally restrict what he or she wants to say. Sometimes, circumlocutions or simplifications are used.	The candidate's linguistic skills often restrict what he or she wants to say. Circumlocutions or simplifications are frequently used.	The candidate's performance does not demonstrate a broad range of linguistic skills, using mostly simple structures.

4. Grammatical Accuracy

- The candidate maintains a high level of accuracy in morphology and syntax, only making errors in complex structures.

⇒ CEFR (Grammatical Accuracy): Consistently maintains a **high degree of grammatical accuracy; errors are rare** and difficult to spot.

Marking

A	B	C	D
The candidate (almost) always demonstrates a high level of grammatical accuracy.	The candidate generally demonstrates a high level of grammatical accuracy. Errors occur (almost) only when using complex structures.	The candidate makes several grammatical errors, not only when using complex structures.	The candidate makes frequent errors that sometimes make it difficult to follow him/her.

5. Pronunciation and Intonation

- Pronunciation and intonation are clear and natural.
- Word and sentence stress is correct.
- The candidate can use intonation to express meaning.

⇒ CEFR (Phonological Control): Can vary intonation and place sentence stress correctly in order to express **finer shades of meaning**. Has acquired a **clear, natural** pronunciation and intonation.

Marking

A	B	C	D
The candidate consistently demonstrates clear and natural pronunciation and intonation, despite a slight accent.	The candidate generally demonstrates clear and natural pronunciation and intonation. Occasionally, extra concentration is required on the part of the listener.	The candidate makes mistakes in pronunciation and intonation so that extra concentration is required on the part of the listener most of the time.	The candidate makes frequent mistakes in pronunciation and intonation so that it is difficult to follow him/her.

Points

1 Task Management

	A	B	C	D
Part 1A: Presentation	6	4	2	0
Part 1B: Summary and follow-up questions	4	2	1	0
Part 2 Discussion	6	4	2	0

In total: 16 points

Language (all parts)

	A	B	C	D
2 Fluency	8	5	2	0
3 Repertoire	8	5	2	0
4 Grammatical Accuracy	8	5	2	0
5 Pronunciation and Intonation	8	5	2	0

In total: 32 points

Marking criteria for Speaking – Overview

		A	B	C	D
1. Task Management	The given task described is fulfilled completely. The candidate takes an active part in the interaction. The contributions to the interaction are well structured. The communication is appropriate.	The candidate's performance is almost always appropriate to the given task at the required level of competence.	The candidate's performance is appropriate to the given task in most respects	The candidate's performance is not appropriate to the given task in several respects.	The candidate's performance is (almost) completely inappropriate to the given task or the candidate does not actively participate in the task.
2. Fluency	The candidate speaks fluently and spontaneously with very little hesitation to search for words. Irrespective of the candidate's natural rate of articulation, a smooth flow of speech is maintained. The candidate uses linking devices so that the communication is coherent. Communication appears natural. Pauses do not impede communication.	Communication is (almost always) natural. The candidate consistently speaks in a fluent and coherent manner.	Communication is natural most of the time. The candidate generally speaks fluently, but with some hesitation.	Communication is partly impeded. The candidate often hesitates in order to search for words.	There are pauses in the flow of speech that disrupt communication. The candidate can only voice simple thoughts and answer easy questions relatively fluently.
3. Repertoire	The candidate demonstrates a broad range of vocabulary and expresses him/herself appropriately and in a varied way. The candidate does not give the impression of being restricted in what he or she wants to say. The candidate uses complex sentence structures.	The candidate (almost) always demonstrates the competences expected at this level.	The candidate's linguistic skills occasionally restrict what he or she wants to say. Sometimes, circumlocutions or simplifications are used.	The candidate's linguistic skills often restrict what he or she wants to say. Circumlocutions or simplifications are frequently used.	The candidate's performance does not demonstrate a broad range of linguistic skills, using mostly simple structures.
4. Grammatical Accuracy	The candidate maintains a high level of accuracy in morphology and syntax, only making errors in complex structures.	The candidate (almost) always demonstrates a high level of grammatical accuracy	The candidate generally demonstrates a high level of grammatical accuracy. Errors occur (almost) only when using complex structures.	The candidate makes several grammatical errors, not only when using complex structures	The candidate makes frequent errors that sometimes make it difficult to follow him/her.
5. Pronunciation and Intonation	Pronunciation and intonation are clear and natural. Word and sentence stress is correct. The candidate can use intonation to express meaning.	The candidate consistently demonstrates clear and natural pronunciation and intonation, despite a slight accent.	The candidate generally demonstrates clear and natural pronunciation and intonation. Occasionally, extra concentration is required on the part of the listener.	The candidate makes mistakes in pronunciation and intonation so that extra concentration is required on the part of the listener most of the time.	The candidate makes frequent mistakes in pronunciation and intonation so that it is difficult to follow him/her.

Points and Weighting

	Subtest	Points	Maximum Number of Points	Weighting
Written Examination	**Reading**			
	Part 1 6 items, 2 points each	12		22.5 %
	Part 2 6 items, 2 point each	12		
	Part 3 11 items, 2 points each	22		
	1 items, 2 points	2	48	
	Language Elements			
	22 items, 1 points each	22	22	10%
	Listening			
	Part 1 8 items, 1 points each	8		
	Part 2 10 items, 2 points each	20		22.5 %
	Part 3 10 items, 2 points each	20	48	
	Writing			
	Rating on four criteria	48	48	22.5 %
	Total for written exam		166	

Oral Examination	**Speaking**			
	Part 1A: Presentation	6		
	Part 1B: Summary and follow-up questions	4		
	Part 2: Discussion	6		
	Language (parts 1 and 2)	32		
	Total for oral exam		48	22.5 %

Sub-Total of the Written Examination		166	77.5 %
Sub-Total of the Oral Examination		48	22.5 %
Total Points		214	100 %

When is a certificate awarded?

To obtain a telc English C1 Certificate, the candidate must get a minimum of 128 points. At the same time, the candidate has to reach 60% of the maximum number of points in both the oral examination and in the written examination. This is the equivalent of 29 points in the oral examination and 99 points in the written examination.

Points

The final score is calculated by adding the number of points received on each of the subtests. The score breakdown is as follows:

193–214 points	Very good
172–192.5 points	Good
151–171.5 points	Satisfactory
128–150.5 points	Pass
0–127 points	Fail

When can the exam be retaken?

Candidates may take the entire telc English C1 exam as often as they wish. In the case that the candidate fails only the oral or written examination (subtests 1–4), that examination part can be retaken any time before the end of the next calendar year. This deadline also applies to sitting an examination part which a candidate was unable to attend on the original date.

Background Information telc English C1

Answer Sheet S30

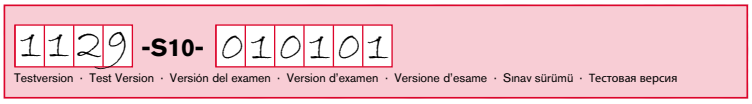
The Answer Sheet S30 is a thin booklet with perforated sheets on which the candidate enters all answers. All personal data on pages 1, 3, 5, 7 and 9 needs to be entered completely and legibly, in particular special characters, when spelling the name and/or the place of birth.

The answers for *Reading*, *Language Elements* and *Listening* are given on pages 2-4. Pages 5-8 are for subtest *Writing*. The examiners enter the results of the oral examination on page 9. A soft lead pencil should be used to fill in the ovals in the marking section, as well as the personal data on the cover page of Answer Sheet S30. Only answers given and text written on the Answer Sheet S30 will be scored and rated at *telc – language tests* in Frankfurt/Germany.

The new uniform Answer Sheet S30 has the following features:

1. The new uniform Answer Sheet S30 covers several target languages and examination subjects for the competence level C1. It comprises 9 pages. Please do NOT separate the sheets when handing out the Answer Sheets S30.
2. The new uniform Answer Sheet S30 needs to have the test version entered in a box on the cover page. The test version can be found at the bottom left corner of the Test Booklet S10 or S20.

   Example:
   Test version
   1129-S10-010101



3. All boxes for personal data are in the various telc languages. The names of the subtests are not mentioned because the same icons as in all our Mock Examinations and Test Booklets are used.
4. The symbols concerning items 13–23 have the following meaning:

+	→ correct
–	→ wrong
x	→ not mentioned in the text

5. Where no meaningful icons are available, written explanations are used. English has been used as a lingua franca for the following terms: *rater*, *examiner*, *content* and *language*. The subtests in the Oral Examination are simply numbered through. The order of the numbers follows the numbering system in the Test Booklet M10 and the Score Sheeet M10.
6. Raters mark the box *Wrong topic?* with *yes* if the candidate's text does not address the task given.

Scoring
The test results are scored electronically at the telc head office in Frankfurt, Germany. Each Answer Sheet S30 is scanned and compared to the answer keys which are stored in a database. Based on this data, each candidate is issued a result sheet listing their personal test results, and, if the required marks have been achieved, a telc Certificate at the attained level. At the same time, data collected during the electronic scoring will be used for the purpose of continuous test validation and improvements.

telc raters and examiners
All examiners who evaluate the candidates' oral performance possess a telc examiner licence. They have received this licence by successfully participating in a telc examiner training course.
All raters who evaluate the candidates' written performance are licensed telc raters who have longstanding experience of evaluating writing samples. They have successfully participated in a rater training course and learnt how to accurately apply the telc marking criteria for telc English C1.
telc licences are valid for three years, after which time the examiners and raters must attend another training course to renew their licences and ensure that their rating standards remain consistent.
Further information on the Terms & Conditions and Examination Regulations can be found on our website: www.telc-english.net.

Written Examination

The written examination lasts 120 minutes and consists of the subtests Reading, Language Elements, Listening and Writing. There is a 20-minute break after the subtest Language Elements.
Before the examination begins, candidates fill in the information on page 1 of the Answer Sheet S30. The examination begins with the subtests Reading and Language Elements. After this section, the candidates separate pages 1–4 from Answer Sheet S30 and leave the room for a break. The examiner collects the pages that have been detached. After the break, the candidates continue with Listening. At the end of this subtest, the examiner collects pages 5 and 6 of the Answer Sheet S30. The subtest Writing can only start after this has been done. The subtest Writing lasts 70 minutes, after which the examiner collects the remaining pages of the Answer Sheet S30. This concludes the written examination.

Oral Examination

How long does the oral examination last?
Examinations carried out with two candidates take approximately 16 minutes. After the candidates have left the room, the examiners compare their assessments. The examination with one candidate is slightly shorter, with three candidates slightly longer.
The time allowed for examining is divided up as follows:
Part 1A (Presentation) about 3–4 minutes for each candidate
Part 1 B (Summary and follow-up questions) about 2–3 minutes for each candidate
Part 2 (Discussion) about 6 minutes

Preparation time

Before the oral examination, candidates are given 20 minutes' time to prepare their presentation. The candidates receive task sheets for part 1A (Presentation) with different topics. The tasks sheets for candidates A, B and C should be used in different combinations. The candidates may make notes but they may not talk to each other. A dictionary may not be used.

What do the examiners do?

The examiners ensure that the timing for the various parts is adhered to during the examination and hand out the task sheets at the beginning of part two. One of the examiners takes the role of the interlocutor and leads from one part of the exam to the next and ensures that both candidates have the same opportunity to speak. The other examiner has the role of the assessor. Switching roles between interlocutor and assessor during the exam is not recommended.

During the oral examination, both examiners fill out the score sheet M10. Each examiner assesses the candidates independently from each other. After the candidates have left the examination room, the examiners compare their assessments. This exchange helps the examiners to re-evaluate their observations, but they do not need to reach a consensus regarding the marks awarded to a candidate. The examiners then individually enter their final marks in the appropriate box on the candidates' Answer Sheets S30. The final marks are automatically calculated when the answer sheets are scored electronically at the telc head office in Frankfurt, Germany.

Framework for the Oral Examination

Although every examination conversation is different, in the interests of consistency and reliability examiners should always adhere to a standard framework. The following typical prompts demonstrate how the interlocutor gives the examination the necessary structure, leading the candidates through all the parts and ensuring that the candidates have the same opportunities to demonstrate their skills. If the interlocutor needs to encourage the candidates to speak, open questions should be used (What do you think …? How …?).

	Example text for the examiners
Part 1A: Candidate A – Presentation	
The examiners introduce themselves and the interlocutor asks candidate A to begin the presentation.	*Welcome to this Oral Examination. I'm the first examiner (name) and this is my colleague (name). And your names are ……?*
If the candidate gets stuck or ends the presentation too early, the interlocutor provides an impulse to help the candidate continue speaking.	*As you know, this exam has two parts. For the first part you have already prepared a presentation. (Name of candidate A), please tell us which topic you have chosen and start your presentation.*
Part 1B: Candidate B – Summary and follow-up questions	
The interlocutor asks candidate B to make a summary and ask questions. If necessary, the examiner may also ask a question to elicit more complex language.	*Thank you (name of candidate A). (Name of candidate B) could you please summarise what you found important in your partner's presentation. … Thank you. And now please ask one or two follow-up questions.*

Part 1A: Candidate B – Presentation	
The interlocutor asks candidate B to begin the presentation.	*Thank you and now (name of candidate B) can you please tell us which topic you have chosen and start your presentation.*
Part 1B: Candidate A – Summary and follow-up questions	
The interlocutor asks candidate A to make a summary and ask questions.	*Thank you (name of candidate B). (Name of candidate A) could you please summarise what you found important in your partner's presentation. … Thank you. And now please ask one or two follow-up questions.*
Part 2: Discussion	
The interlocutor thanks the candidates and hands both candidates a task sheet. One of the three topics provided in the mock examination can be chosen and a different one used for each exam. If the candidates get stuck, the interlocutor provides an impulse to help them continue speaking.	*Thank you. Now let's move to the discussion section. Here are the task sheets with the topic for the discussion. You can see a quote. Let me read it to you. (read quote) Below the quote you can see some questions which will help you with your discussion. You don't have to discuss all the questions. You are welcome to let your discussion about the quote develop naturally. (Name of candidate B), can you start, please.*
Ending the exam	
The interlocutor concludes the examination taking care not to say anything that could be construed as an assessment.	*Thank you. We have come to the end of the exam. You will get your results in a few weeks.*

telc
LANGUAGE TESTS

telc English C1
Oral Examination – Score Sheet M10

Speaking

Candidate A

Last Name

First Name

Content
1 Task Management

	A	B	C	D
Part 1A Presentation	⬭	⬭	⬭	⬭
Part 1B Summary and follow-up	⬭	⬭	⬭	⬭
Part 2 Discussion	⬭	⬭	⬭	⬭

Language (Part 1A–2)

	A	B	C	D
2 Fluency	⬭	⬭	⬭	⬭
3 Repertoire	⬭	⬭	⬭	⬭
4 Grammatical Accuracy	⬭	⬭	⬭	⬭
5 Pronunciation and Intonation	⬭	⬭	⬭	⬭

Candidate B

Last Name

First Name

Content
1 Task Management

	A	B	C	D
Part 1A Presentation	⬭	⬭	⬭	⬭
Part 1B Summary and follow-up	⬭	⬭	⬭	⬭
Part 2 Discussion	⬭	⬭	⬭	⬭

Language (Part 1A–2)

	A	B	C	D
2 Fluency	⬭	⬭	⬭	⬭
3 Repertoire	⬭	⬭	⬭	⬭
4 Grammatical Accuracy	⬭	⬭	⬭	⬭
5 Pronunciation and Intonation	⬭	⬭	⬭	⬭

Date

Examiner

Examination Centre

1129-M10-000000 © telc gGmbH

Answer Key

Reading Part 1

1 e
2 g
3 h
4 c
5 a
6 b

Reading Part 2

7 c
8 a
9 d
10 c
11 e
12 b

Reading Part 3

13 +
14 –
15 x
16 +
17 +
18 –
19 +
20 –
21 x
22 +
23 –
24 c

Language Elements

25 d
26 a
27 d
28 a
29 d
30 d
31 c
32 b
33 b
34 b
35 a
36 b
37 d
38 c
39 d
40 c
41 c
42 a
43 c
44 c
45 c
46 b

Listening Part 1

47 e
48 c
49 i
50 b
51 f
52 j
53 d
54 a

Listening Part 2

55 c
56 c
57 a
58 b
59 c
60 b
61 a
62 b
63 a
64 b

Listening Part 3

65 1,244 feet (380 metres) across the Black Canyon
66 – calls the dam Boulder Dam
– causes confusion / criticises Hoover
67 law officially confirms name as Hoover Dam
68 to house/accommodate the 5,000 workers
69 – to inspire people and
– give them optimism (for the future)
70 – only for single male workers
– no schools or hospitals
71 – one of the best places to retire in the US
– has a current population of 15,023 /
– there are bars but no casinos (2 of 3 possible solutions)
72 – 96 official deaths
– but there were probably more / hardship shortened people's lives
73 same as/equivalent to 18 Empire State Buildings
74 an arch dam strengthened by the walls of the Black Canyon. / The strength comes from the curved design and connection to Black Canyon walls/rocks

For Listening Comprehension, Part 3 there are two points for each item. If only part of the answer or one of two facts is mentioned, one point is awarded. Likewise, when the answer shows that the text has been understood but the notes are too short or full of mistakes, one point is awarded.

Audio Script

Listening Part 1

Moderator
Welcome to this week's edition of „What's your opinion?" Today's topic is "The impact of the smartphone". Let's listen to what some people have to say.

Number 47
Some parts of society have been quicker to embrace smartphones than others. Working in education, I see smartphones as a very controversial topic. Of course they can be a valuable tool for learning, but the problem is many students, particularly low-achievers, find the presence of phones too distracting. They can't focus on their work. Studies show that when schools ban smartphones, test scores increase by 6%. Yet when our school tried to ban them, we met huge resistance, predominately from parents. Surprisingly, a lot of the students supported the ban, but many parents insisted that their children needed phones in case of an emergency. Of course, parents could call the school itself, but it's more convenient if their kid has a phone, even if science proves that students would be better off without one.

Number 48
I love smartphones, but at the same time, I'm critical of the way smartphones dominate our lives. You see people constantly checking their phones, instead of focusing on the people they are with. There seems to be no sense of what's appropriate behaviour. A phone beeps and immediately the person breaks off conversation to pull out the phone and see who it is. It's like a nervous habit. I don't think people even realise they're doing it, or if they do, that it's extremely rude. Smartphones should come with a warning or a label like medicine. When you're not alone, put it on silent or leave it in your bag. Have some respect for those who gave up their time to be with you.

Number 49
Experts are always saying that in long-term relationships communication is key. But I fear many couples are now turning to their smartphones where before they used to communicate with each other. In the evenings, instead of chatting to each other, now they're individually doing their own thing, eyes glued to their screens. You see the same thing on trains, couples side by side ignoring each other. The smartphone's like a third person in the relationship, always dragging our attention away from the person we're with. It creates a barrier. We can distract ourselves with social media or funny videos rather than connecting with the person sitting right beside us. It's ironic that a tool for communication has become the cause of communication breakdown for so many couples.

Number 50
I just read an article which said that smartphones were making people lazier than ever and more and more people are treating them as an 'extension of our mind'. Instead of trying to remember information or work out a simple maths problem, we just reach for our phone. It does all the brain work for us. While we tend to think this is practical and convenient, the researchers said it's actually affecting our cognitive skills and that it's only going to get worse in the future. Our memory may even be at risk. The article said we should use our brains more and rely on technology less. I have to admit it's quite shocking and not something I'd thought about at all.

Number 51
How did people survive before smartphones?! As a student who now lives 200 miles away from home, I have to say that my smartphone has been an essential means of keeping in touch with family and friends. I don't need to spend money on travelling home. Instead, I can share my adventures with my friends via social media and have regular video calls with my parents. There's no need for me to feel isolated and cut off from their lives, just because I'm not there. I'm not saying that it's a guarantee against homesickness, but being able to reach into my pocket and immediately connect with a loved one at any time gave me the confidence to start exploring and interacting with the new situation I found myself in. It made adjusting to university life simpler.

Number 52
For people who travel as often as I do, the smartphone has been a godsend. It combines the functionality of multiple tools, reducing the number of things you have to take with you. A music player, maps, a camera or notepad, I have all those in one. With immediate updates on delays or flight changes, a translator function and apps to find and book a hotel in seconds, my business trips have been simplified. I predict that laptops may soon become obsolete, as people use the phone to communicate and share information. With Wi-Fi and cloud technology, you

can access all your data from anywhere. Some say it's all too much too soon, but for me these innovations are invaluable.

Number 53
I think the next change we'll see is smartphone wallet apps replacing credit cards and cash when we pay for things. Many people think it's risky, but that's what was said about credit cards and online purchasing, people are always afraid of change. But there are many advantages to using your phone to pay for things. All your information is in one place, your cards, discount vouchers and the receipts for each purchase made. Having them together in your electronic wallet makes it easier for you to keep an eye on your finances. Being a student I need to keep track of my money so that's a huge plus for me. Of course, paying with a smartphone at the checkout is faster than rummaging around for the right card. I definitely think it's the next big thing.

Number 54
It's been a while since smartphones were launched on the market, and it's interesting to see the effect they're having on our lives. When they first came out, people claimed they'd either revolutionise life or ruin it. They've definitely improved communication, but there are downsides. People get distracted easily and because we're constantly checking our phones, we're not as productive as we used to be. We have shorter attention spans and we're always jumping from task to task. Some people spend an unhealthy amount of time playing games and others answer work emails around the clock, instead of switching off. That can't be good for you either. At the end of the day, though, we make those choices. A smartphone is just a tool, it's how we use it that causes problems.

Moderator
Well, there have been some interesting contributions. What's your opinion? Ring in and let us know.

Listening Part 2

Ella: Welcome to Ella's Friday Evening Show. When it comes to organising successful music festivals, there are few who can compete with Graham Barnes. With 25 years' experience, he is one of the industry's most influential people. Today he's talking to us about London Rocks, a three-day festival celebrating its 10th anniversary this year. Thanks for joining us, Graham.

Graham: My pleasure, Ella.

Ella: So, Graham, let's go back to the start. How did you get into the field of festival organisation?

Graham: Well, Ella, that's a question I often ask myself in the weeks running up to a festival when countless unexpected problems pop up. The festival scene wasn't an area that interested me initially, instead it was something that I kind of fell into. I started working for a record label when I left school, and then a friend who was setting up a small festival in Scotland asked me for advice. I had lots of contacts, so, as a favour to my friend, I convinced a few of them to get involved. The festival was a huge success and we had such a great time that my friend and I decided to do a second and then a third, and suddenly that became my job.

Ella: How do you find the right bands for these events?

Graham: As well as providing people with some big names, the bands or singers they expect to see, you also have to take a chance. That means surprising people with less well-known bands or bands that you haven't heard from in ages. Having that element of surprise is what makes your festival unique. You try to match the bands to the festival theme, and provide something for everyone, no matter which age group. Some 80s or 90s acts are still very popular, even with people who weren't born when they started making music.

Ella: Why do you think it's so important to have newcomers as well as the more famous names?

Graham: Well, it's commonly thought that new bands are there because they're cheaper or just to fill in the gaps between the big names, but that really is a misconception. For music lovers, 'finding' an act that then becomes the next big thing is a special feeling. You see a performance and suddenly you know this particular band or singer is going to be huge. Later their names are all over the media, and you feel connected to their success. So while the big names are important to boost ticket sales, the attraction with newcomers is being able to say 'I saw them first!' And in my experience, it's often the unknowns that put on the best shows.

Ella: Why's that?

Graham: Perhaps it's because they have more to gain from playing at a huge festival. They have this amazing opportunity to win over festival-goers to their music, so they take risks. Some bands say that because they've

dreamed about this for years, they're so nervous they give 110%. All that nervous energy can create something exciting. A great performance at a big festival can make them famous.

Ella: Among bands, London Rocks is one of the best-loved festivals. Why's that?

Graham: What makes us interesting is that we have a new focus each year. It's always something different, so it's exciting and as a result, bands beg to be allowed to play, despite the fact we pay them a lot less than other festivals do. Even the big names are not guaranteed a place on the programme. It all depends on whether they're the right fit.

Ella: What size audience can bands reach?

Graham: London Rocks draws the biggest crowds of all UK festivals, up to 150,000 people, and it regularly sells out. That's a huge audience, especially for a band trying to establish themselves. But what really sets it apart from competition, is that the entire festival is televised and viewed on TV or online throughout the world. Imagine if even a small percentage of viewers download your album that could be life-changing for you as an artist.

Ella: What else makes London Rocks stand out?

Graham: Well, I think to succeed festivals have to somehow be unique. We said from the beginning that while it's a rock festival, we'd offer other arts. So we added some smaller stages offering comedy and theatre. There's a funfair too which is popular, and a huge number of food stalls offering good quality international food. But as I've said time and time again, we don't get distracted trying to be all things to all people. These are merely side attractions. Music shouldn't just be a novelty, it's key to the whole event. That's what drives us and that's what people are paying for.

Ella: Talking about music, when you were younger did you dream of being a rock star?

Beutelspacher: People think of me as a frustrated musician who created a festival just to give himself an audience! The truth is that despite childhood attempts at the guitar or piano, I lacked the discipline to master an instrument and I was never someone that needed the limelight. From an early age, I concentrated on becoming part of the industry, but behind the scenes. You don't have the fame, but you do get a taste of the rock star life.

Ella: What about crime? Last year statistics showed that crime levels at London Rocks have fallen dramatically. Why is this?

Graham: Each year we have 400 police officers on site and excellent security teams at all entrances. They've always done a fantastic job. What caused the decrease was that, in order to secure your ticket, you had to go online and submit a photo used to create a ticket-photo ID combination. Since this is checked by security at each entry, it's harder for petty criminals to get access to the site. Last year, our security teams reported a 61% decrease in crimes such as theft and possession of drugs. When surveyed about the change, both festival goers and the police reported being very satisfied, so it's definitely something that will continue.

Ella: Finally, I just wanted to ask for your thoughts on the future of the festival industry.

Graham: Well, we won't see any slowdown. More and more festivals are appearing and although that means more competition, most will survive. This is due to the fact that the millennial generation, those who became adults around 2000, prefer experiences over possessions. They are driving the growth in the industry and their use of social media to share their experiences means that they also market the events. That's what we've learned: keep the Millennials happy and you'll be sure of success.

Ella: Thank you so much, Graham, for taking the time to talk to us.

Graham: You're welcome, Ella.

Listening Part 3

Moderator

Welcome to our lecture series on the Wonders of Civil Engineering, where we look at famous constructions that changed our world. Today Dr Jessie Crane, Professor of Architecture Design at Sheffield University is here to tell us about America's Hoover Dam. Without further ado, I give you Dr Crane.

Dr Crane
Thanks! I'm delighted to be here. I've been fascinated by the Hoover Dam since I was a teenager. When on holidays with my family in California, we drove all the way there, about 40 kilometres outside of Las Vegas, just to see it. Today, I'm going to share some interesting facts about it and perhaps you'll become as fascinated by it as I am.

First, we'll start with its construction. The dam was built to control flooding along the Colorado River and to provide water and hydroelectric power for the states in that area. It took five years to build and when it was finished in 1935, Hoover Dam was the world's biggest dam. It stretched 1,244 feet, that's about 380 metres, across the Black Canyon. The dam was almost built at a different site, as surveyors initially suggested Boulder Canyon as the perfect location. Everyone spoke about the Boulder Canyon Dam Project, and even after the new site at Black Canyon was agreed upon, people still referred to it as the Boulder Dam.

The dam was officially given the name Hoover Dam in 1930, in honour of Herbert Hoover, who had become the 31st president of the United States just the year before. But Hoover left office before the dam was completed, and was succeeded by Franklin Roosevelt. Roosevelt's supporters blamed Hoover for the country's economic problems and caused controversy when they decided to revert back to the name Boulder Dam. Yet many other Americans insisted on using Hoover Dam, its original title. To add to the confusion, at the 1935 opening ceremony, Roosevelt himself referred to it as Boulder Dam. This was seen by many as a public critique of Hoover. For years after, both names were used, and mapmakers complained they were never sure which one to use. Finally in 1947, a law was passed to officially confirm that the dam would use Hoover's name and from that point on, there was clarity.

But fear not, fans of the name Boulder, it did come in useful. It was used to name Boulder City, the town built to house the 5,000 workers who were given jobs at the dam. Before the town was built, an estimated 42,000 people, unemployed men and their families, had travelled to the area in the hope of finding employment. This was during the Great Depression, just a year after the stock market crash, and people were willing to sacrifice everything to have the chance of work, knowing that a project of this size would need armies of able-bodied men. These people had been settling along the river in tents as soon as the location of the dam had been announced, and as these riverside settlements grew and grew, the decision was made to construct a semi-permanent town. The Dutch-born architect Saco Rienk de Boer was contracted to plan it. He was told that - as the town was part of the dam project - it, like the dam itself, should inspire people and make them feel optimistic about the future.

The plans included so many parks and green spaces, that it was nicknamed 'Nevada's Garden City'. But, as it was expected that the town would only accommodate single male workers, schools were not included in the plans and no provision was made for hospitals. Sick or injured workers had to travel all the way to Las Vegas if they needed treatment. To keep the workers focused, the number of stores that could open was severely limited and drinking and gambling were strictly banned. Even today, although you can find bars throughout the town, it is the only major city in Nevada without casinos. Today, Boulder City has the reputation as one of the best places to retire to in the United States, and has a population of 15,023. Of course, it's not just male retirees living there. These days you'll find men and women of all ages among the residents.

But back to those first settlers. The actual work they signed up for was tough and dangerous, and they worked eight-hour shifts seven days a week with only two days off a year – and these two days' holiday were without pay! The workers' wages ranged from 50 cents to $1.25 an hour. That doesn't sound like a lot, especially when you take into account the number of construction related deaths that were occurring. There were 96 official fatal accidents with machinery or falling rocks, but most sources say the real figure was probably much higher. Hundreds had their lives shortened by the difficult working conditions. However, despite the popular myth, no workers were buried alive in the dam's concrete as it was poured. Building the dam was an amazing feat of engineering. Nothing of this size had been done before and it's still the highest concrete dam in the western hemisphere with a height of 221.4 metres. There are lots of statistics about the size of the Hoover Dam, but the one I like most is the fact that it weighs about the same as 18 Empire State Buildings.

Lake Mead, which was created as the result of damming the river, is the largest reservoir in the country. It is a stunningly beautiful area and attracts over 10 million visitors a year who enjoy the boating, sailing and fishing facilities. The reservoir covers about 248 square miles and supplies water to homes and businesses in Nevada, Arizona, California and even Mexico. And, of course, the

dam itself is a very popular tourist attraction. People often ask how Hoover Dam can withstand the massive pressure and weight of Lake Mead, which is constantly trying to flow down river to the Gulf of California. How did the engineers deal with this problem? Let me give a brief explanation. The Hoover Dam is an arch dam made of concrete. It curves against Lake Mead and is strengthened at the sides by the massive rock walls of the Black Canyon. And so, because of it's curved shape and the support given to it by the rocks of the Black Canyon, Hoover Dam can withstand the huge pressure of Lake Mead. In simple terms, its strength comes from the curved design.

I'm now going to talk you through a slideshow which recreates the actual construction of the dam, as it really is much easier to envisage when you can follow the different steps that were taken. ….

telc LANGUAGE TESTS

Common European Framework of Reference: Listening, Reading, Speaking, Writing

C1

Listening: I can understand extended speech. I can understand television programmes and films without too much effort.

Reading: I can understand long, complex factual and literary texts and appreciate distinctions of style. I can understand specialised articles and longer technical instructions.

Speaking: I can express myself fluently and spontaneously and with precision. I can present detailed descriptions of complex subjects, rounding off with an appropriate conclusion.

Writing: I can write about complex subjects in letters, essays or reports. I can select the appropriate style for these.

C2

Listening: I can understand specialised lectures or presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

Reading: I can understand abstract or specialised texts structured in a complex way, such as handbooks, academic articles or works of literature.

Speaking: I can give a talk in clear, smoothly-flowing speech on a complex subject and can deal with expressing implications and allusions.

Writing: I can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

B1

Listening: I can understand the main points of speech on matters of work, school, leisure, etc. I can understand radio or TV programmes if people speak clearly.

Reading: I can understand everyday texts on personal or work matters. I can understand descriptions of events and wishes in personal letters.

Speaking: I can take part in conversations on family, hobby, work, travel and current events.

Writing: I can write simple texts on familiar topics. I can write personal letters describing my experiences and impressions.

B2

Listening: I can understand extended speech and lectures and most TV and current affairs programmes and films.

Reading: I can read articles and reports in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking: I can interact with native speakers and take an active part in discussions.

Writing: I can pass on information in reports and essays giving reasons for or against a point of view.

A1

Listening: I can understand familiar words and very basic phrases when people speak slowly and clearly.

Reading: I can understand familiar names, words and very simple sentences, for example on notices and posters and in catalogues.

Speaking: I can interact in a simple way. I can use simple sentences to describe where I live and people I know.

Writing: I can write a short, simple postcard, for example sending holiday greetings.

A2

Listening: I can understand very basic information. I can understand the main point in short, clear, simple messages and announcements.

Reading: I can find specific information in simple texts (advertisements, menus and timetables) and can understand simple personal letters.

Speaking: I can communicate about simple, routine tasks. I can use a series of sentences to describe my private life and my job.

Writing: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

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C2	telc English C2
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B2·C1	telc English B2·C1 Business telc English B2·C1 University
B2	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical
B1·B2	telc English B1·B2 telc English B1·B2 School telc English B1·B2 Business
B1	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant
A2·B1	telc English A2·B1 telc English A2·B1 School telc English A2·B1 Business
A2	telc English A2 telc English A2 School
A1	telc English A1 telc English A1 Junior

ITALIANO

B2	telc Italiano B2
B1	telc Italiano B1
A2	telc Italiano A2
A1	telc Italiano A1

PORTUGUÊS

B1	telc Português B1

JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła

DEUTSCH

C2	telc Deutsch C2
C1	telc Deutsch C1 telc Deutsch C1 Beruf telc Deutsch C1 Hochschule
B2·C1	telc Deutsch B2·C1 Beruf telc Deutsch B2·C1 Medizin telc Deutsch B2·C1 Medizin Fachsprachprüfung
B2	telc Deutsch B2+ Beruf telc Deutsch B2 Medizin Zugangsprüfung telc Deutsch B2
B1·B2	telc Deutsch B1·B2 Beruf telc Deutsch B1·B2 Pflege
B1	telc Deutsch B1+ Beruf Zertifikat Deutsch Zertifikat Deutsch für Jugendliche
A2·B1	Deutsch-Test für Zuwanderer
A2	telc Deutsch A2+ Beruf Start Deutsch 2 telc Deutsch A2 Schule
A1	Start Deutsch 1 telc Deutsch A1 für Zuwanderer telc Deutsch A1 Junior

TÜRKÇE

C1	telc Türkçe C1
B2	telc Türkçe B2 telc Türkçe B2 Okul
B1	telc Türkçe B1 telc Türkçe B1 Okul
A2	telc Türkçe A2 telc Türkçe A2 Okul telc Türkçe A2 İlkokul
A1	telc Türkçe A1

ESPAÑOL

B2	telc Español B2 telc Español B2 Escuela
B1	telc Español B1 telc Español B1 Escuela
A2·B1	telc Español A2·B1 Escuela
A2	telc Español A2 telc Español A2 Escuela
A1	telc Español A1 telc Español A1 Escuela telc Español A1 Júnior

FRANÇAIS

B2	telc Français B2
B1	telc Français B1 telc Français B1 Ecole telc Français B1 pour la Profession
A2	telc Français A2 telc Français A2 Ecole
A1	telc Français A1 telc Français A1 Junior

РУССКИЙ ЯЗЫК

B2	telc Русский язык B2
B1	telc Русский язык B1
A2	telc Русский язык A2
A1	telc Русский язык A1

اللغة العربية

B1	telc اللغة العربية B1

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Examination Preparation

MOCK EXAMINATION 1

ENGLISH C1

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