



HANDBOOK

ENGLISH

C1



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1. Introduction

telc English C1 is a standardised exam which measures language competence at C1 level of the Common European Framework for Languages (CEFR) using a task-based, communicative approach. This exam is aimed at adult students who use English socially and professionally, and wish to test their language skills at an advanced level.

With a *telc English C1* certificate learners demonstrate that they can use the target language at a high level of communicative success. Their language is characterized by a high degree of spontaneity, flexibility, complexity, fluidity and accuracy. Learners are also able to communicate using the appropriate register according to situation and audience. They can deal with different texts on a range of complex subjects, recognise implicit meaning and show evidence of a broad lexical repertoire and a good command of idiomatic expressions.

Because of these extensive language skills, it is not necessary to restrict the C1 exam to specific content themes, instead a variety of texts and topics are included. This reflects the wide-reaching linguistic competence of the learners, who at this level should be able to deal with a range of spoken and written texts in varying registers. Authenticity and learner orientation play a central role in the C1 exam, giving learners the chance to prove their linguistic ability by tackling challenging situations which reflect how language is used outside of the learning environment.

2. About *telc* – *language tests*

telc stands for “The European Language Certificates,” and *telc – language tests* is the name under which telc GmbH, the non-profit subsidiary of the German Adult Education Association (Deutscher Volkshochschul-Verband, DVV), develops, constructs and distributes approximately 60 examinations, currently in eleven European languages.

The underlying principle for the telc programme of examinations and our yardstick for quality-orientated testing is the Common European Framework of Reference for Languages (CEFR). All telc examinations are consistently aligned to this external reference system.

telc – language tests is a member of the Association of Language Testers in Europe (ALTE) and as such is committed to upholding its quality profile. All telc examinations are measured against ALTE's internationally recognised standards. This begins with the careful construction of each test version. Tried and tested statistical methods are used on tests-in-construction (pre-testing) and tests-in-action in order to determine the suitability and level of difficulty for each individual task and to differentiate between the candidates with the required amount of selectivity. The objective validity of the rating scale and the evaluation criteria are further essential benchmarks, as is the reliable communication of the results to candidates and examination centres.

This commitment to excellence demonstrates that *telc – language tests* strives towards the highest possible standards in all areas of language learning, teaching and assessment. It promotes the quality of modern communicative foreign language education and supports the Council of Europe's goals of multilingualism, integration, mutual understanding and mobility within Europe.

17 Minimum standards for establishing quality profiles in ALTE examinations

1	TEST CONSTRUCTION	The examination is based on a theoretical construct, e.g. on a model of communicative competence.
2		You can describe the purpose and context of use of the examination, and the population for which the examination is appropriate.
3		You provide criteria for selection and training of test constructors and expert judgement is involved both in test construction and in the review and revision of the examinations.
4		Parallel examinations are comparable across different administrations in terms of content, stability, consistency and grade boundaries.
5		If you make a claim that the examination is linked to an external reference system (e.g. Common European Framework), then you can provide evidence of alignment to this system.
6	ADMINISTRATION & LOGISTICS	All centres are selected to administer your examination according to clear, transparent, established procedures, and have access to regulations about how to do so.
7		Examination papers are delivered in excellent condition and by secure means of transport to the authorized examination centres. Your examination administration system provides for secure and traceable handling of all examination documents, and confidentiality of all system procedures can be guaranteed.
8		The examination administration system has appropriate support systems (e.g. phone hotline, web services etc).
9		You adequately protect the security and confidentiality of results and certificates, and data relating to them, in line with current data protection legislation, and candidates are informed of their rights to access this data.
10		The examination system provides support for candidates with special needs.

11	MARKING & GRADING	Marking is sufficiently accurate and reliable for purpose and type of examination.
12		You can document and explain how marking is carried out and reliability estimated, and how data regarding achievement of raters of writing and speaking performances is collected and analysed.
13	TEST ANALYSIS	You collect and analyse data on an adequate and representative sample of candidates and can be confident that their achievement is a result of the skills measured in the examination and not influenced by factors like L1, country of origin, gender, age and ethnic origin.
14		Item-level data (e.g. for computing the difficulty, discrimination, reliability and standard errors of measurement of the examination) is collected from an adequate sample of candidates and analysed.

15	COMMUNICATION WITH STAKEHOLDERS	The examination administration system communicates the results of the examinations to candidates and to examination centres (e.g. schools) promptly and clearly.
16		You provide information to stakeholders on the appropriate context, purpose and use of the examination, on its content, and on the overall reliability of the results of the examination.
17		You provide suitable information to stakeholders to help them interpret results and use them appropriately.

3. The Target Group of Learners for *telc English C1*

The examination *telc English C1* is intended for adult learners of English who wish to demonstrate that they have reached a high level of competence catered for in the Common European Framework of Reference for Languages (CEFR). At C1, the learner can:

- understand a wide range of demanding texts, and recognise implicit meaning.
- produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
- express him or herself fluently and spontaneously without much obvious searching for expressions.
- use language flexibly and effectively for social, academic and professional purposes.

A successful English C1 candidate will be in a position to

- follow most lectures, discussions and debates with relative ease, even on abstract, complex unfamiliar topics.
- understand in detail lengthy, complex texts, likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
- give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
- take an active part in formal discussions and debates, accounting for and sustaining their own viewpoint.
- argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.
- write clear, well-structured texts, reports or correspondence, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.
- express him/herself fluently and spontaneously, almost effortlessly in social and professional contexts.

Linguistic characteristics typical for C1 level include:

- A good command of a broad lexical repertoire, including idiomatic expressions and colloquialisms.
- A high degree of grammatical and orthographic accuracy.
- An ability to produce clear, smooth flowing, well-structured speech.

4. *telc English C1* and the Common European Frame of Reference for Languages

4.1 Descriptors from the CEFR

The following excerpts from the CEFR show the descriptors for Communicative Activities which are connected to the receptive skills of Listening and Reading and the productive skills of Speaking and Writing. In addition we provide CEFR descriptors for Communicative Strategies and Language Competence which apply to linguistic competence in general.

3.3	GLOBAL SCALE
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

LISTENING

	OVERALL LISTENING COMPREHENSION
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
	UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS
C1	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.
	LISTENING AS A MEMBER OF A LIVE AUDIENCE
C1	Can follow most lectures, discussions and debates with relative ease.
	LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS
C1	Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
B2	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

LISTENING TO AUDIO MEDIA AND RECORDINGS	
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.

READING

OVERALL READING COMPREHENSION	
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.

READING CORRESPONDENCE	
C1	Can understand any correspondence given the occasional use of a dictionary.

READING FOR ORIENTATION	
C1	As B2
B2	Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

READING FOR INFORMATION AND ARGUMENT	
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

READING INSTRUCTIONS	
C1	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.

WRITING

OVERALL WRITTEN PRODUCTION	
C1	Can write clear, well-structured texts on complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

OVERALL WRITTEN INTERACTION	
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.

CORRESPONDENCE	
C1	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.

REPORTS & ESSAYS	
C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
CREATIVE WRITING	
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.

SPEAKING

OVERALL SPOKEN INTERACTION	
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
OVERALL ORAL PRODUCTION	
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
C1	Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
CONVERSATION	
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
INFORMAL DISCUSSION (WITH FRIENDS)	
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex, unfamiliar topics.
FORMAL DISCUSSION (MEETINGS)	
C1	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.

	INFORMATION EXCHANGE
C1	As B2
B2	Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources.
	INTERVIEWING AND BEING INTERVIEWED
C1	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
	SUSTAINED MONOLOGUE (DESCRIBING EXPERIENCE)
C1	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
	ADDRESSING AUDIENCES
C1	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. Can handle interjections well, responding spontaneously and almost effortlessly.

ACROSS SKILLS

	COMPENSATING
C1	As B2
B2	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.
	MONITORING & REPAIR
C1	Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.
	GENERAL LINGUISTIC RANGE
C1	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.
	VOCABULARY RANGE
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
	VOCABULARY CONTROL
C1	Occasional minor slips, but no significant vocabulary errors.
	GRAMMATICAL ACCURACY
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.

	PHONOLOGICAL CONTROL
C1	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
	ORTHOGRAPHIC CONTROL
C1	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.
	SOCIOLINGUISTIC APPROPRIATENESS
C1	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
	FLEXIBILITY
C1	As B2+
B2	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
	THEMATIC DEVELOPMENT
C1	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
	COHERENCE
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
	TAKING THE FLOOR (TURN-TAKING)
C1	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
	COOPERATING
C1	Can relate own contribution skilfully to those of other speakers.
	ASKING FOR CLARIFICATION
C1	As B2
B2	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
	IDENTIFYING CUES AND INFERRING
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

	PROPOSITIONAL PRECISION
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood etc.
	SPOKEN FLUENCY
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

4.2 Further descriptors derived from the CEFR

Since it was published in 2001, the CEFR has gradually become the standard reference work against which syllabuses, teaching materials and various types of assessment are aligned. It has been translated into over 25 languages and its influence has spread beyond Europe. However, it was always meant to be descriptive, not prescriptive. The CEFR does not offer ready-made solutions but must always be adapted to the requirements of particular contexts. For instance, it is not always relevant to focus on a learner's competence in interacting with a native speaker if this learner will be using English as an international language. In addition, the quantity and scope of the descriptors are not evenly distributed over all six levels. Over the last decade much has been undertaken to redress these kinds of inadequacies.

At C1 and C2, the CEFR is underspecified in comparison with the lower levels, and in the course of devising the tasks and the assessment criteria for *telc C1 English*, the Test Development team had recourse to the work done by groups of experts which are briefly introduced here (texts in italics are direct quotations from the websites in question). Each of these bodies has been involved in revising, refining, supplementing and calibrating the CEFR level descriptors for English. For more details on the research undertaken, links are provided.

European Language Portfolio Checklists

The Council of Europe supports the development of a European Language Portfolio in which learners can map out their linguistic competence. Important pedagogical tools for this project are generic checklists of "I can" descriptors (Can-Dos), which the COE introduces as follows:

They expand the general descriptors of the self-assessment grid into a detailed inventory of communicative activity that can be used for regular goal-setting and self-assessment. They also mediate to learners the CEFR's action-oriented approach, which describes language learning as a variety of language use.

http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Templates/ELP_Language_Biography_Generic_checklists_EN.pdf

English Profile RLDs

English Profile is a collaborative programme endorsed by the Council of Europe, which is designed to enhance the learning, teaching and assessment of English worldwide. Its aim is to create a 'profile' or set of Reference Level Descriptions for English linked to the CEFR. These will provide detailed information about what learners 'can do' in English at each level, offering a clear benchmark for progress that will inform curricula development as well as the development of courses and test material to support learners, teachers and other professionals involved in the teaching of English as a foreign language.

<http://www.englishprofile.org/>

EAQUALS Core Inventory and Descriptor Banks

EAQUALS (Evaluation & Accreditation of Quality in Language Services) is an international association of institutions and organisations involved in language education. Its aim is to promote and guarantee high quality in language teaching and learning.

EAQUALS has played a leading role in the introduction of the Common European Framework of Reference (CEFR) and the European Language Portfolio (ELP) in language education. It has particular expertise in the practical application of the CEFR for planning, teaching and assessment.

<http://www.eaquals.org/cefr/>

The CEFR is central to various current EAQUALS projects involving its Accredited and Associate Members. For example, the British Council / EAQUALS 'Core Inventory for English' has recently been launched. The intention of this Inventory is to make the CEFR more accessible to teachers and adult learners of General English.

http://clients.squareeye.net/uploads/eaquals2011/documents/EAQUALS_British_Council_Core_Curriculum_April2011.pdf

In 2008 an EAQUALS project group led by Brian North, an EAQUALS Board Member and co-author of the CEFR, began a revision of the CEFR descriptors developed in the 1990s for the purposes of the European Language Portfolio project. The result was a new set of three banks of CEFR descriptors.

http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/EAQUALSBank_CEFR_EN.pdf

The EAQUALS Bank C1 Checklist

C1 Plus

LISTENING

I can understand any kind of spoken language, whether live or broadcast, delivered at fast speed, even in a noisy environment. I can appreciate irony and sarcasm and draw appropriate conclusions about their use. I can understand any interlocutor, given an opportunity to adjust to a non-standard accent or dialect. I can fully appreciate the sociocultural implications of language used by other speakers and can react accordingly. I can follow debates, discussions, specialised lectures and presentations that contain a high degree of colloquial expressions, regional usage, or unfamiliar terminology. I can fully appreciate films, plays, TV and the radio, including humour, nuance, and implied meaning. I can extract necessary information from poor quality, audibly distorted public announcements or instructions, e.g. in a station with a train going past, in a sports stadium, etc.

READING

I can understand any kind of text including those written in a very colloquial style and containing many idiomatic expressions or slang. I can scan quickly through complex texts from a variety of genres, including unfamiliar ones; I can read several texts in parallel to integrate information from them. I can understand texts (for example newspaper columns and satirical glosses) in which much is said in an indirect and ambiguous way and which contain hidden value judgements. I can understand complex reports, manuals and contracts, including finer shades of meaning and differentiation, plus issues that are implied rather than stated. I can understand and interpret critically classical as well as contemporary literary texts in different genres. I can easily understand any formal correspondence, including on specialized or legal matters.

SPOKEN INTERACTION

I can converse comfortably, appropriately and without limitations in casual conversation, at social events and in more formal discussions and debates. I can employ irony and understatement in an appropriate manner. I can easily keep up with extended debate, even when this is highly idiomatic. I can contribute to formal discussion of complex issues articulately and persuasively. When arguing for or against a case, I can convey finer shades of meaning precisely in order to give emphasis differentiate and eliminate ambiguity.

SPOKEN PRODUCTION

I can give clear, smoothly flowing, elaborate and often memorable descriptions. I can argue a case on a complex issue, adapting the structure, content and emphasis in order to convince particular listeners of the validity of my argument. I can give a smoothly flowing, elaborate presentation on a complex topic, and can handle difficult, unpredictable and even hostile questioning. I can summarise orally information from different sources, reconstructing arguments and accounts accurately, coherently and concisely without including unnecessary detail.

WRITTEN PRODUCTION

I can produce written work that shows good organizational structure, with an understanding of the style and content appropriate to the task. I can produce text which is proof-read and lay out in accordance with relevant conventions. I can write stories and descriptions in a clear, sophisticated style appropriate to the genre. I can write a well-structured critical review of a paper or a project giving reasons for my opinion. I can write papers that present the background and context, describing procedures and/or proposals, evaluating outcomes and drawing conclusions, whilst following the appropriate conventions throughout. I can write clear, well-structured complex letters in an appropriate style, for example an application, request, or offer to authorities or commercial clients. In a letter I can express myself in a consciously ironical, ambiguous and humorous way.

STRATEGIES

I can interact naturally, picking up and using non-verbal and intonational cues without effort, and interweaving my contribution into the joint discourse with fully natural turn taking, referencing, etc. I can substitute an equivalent term for a word I can't recall without the listener noticing. I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. I can edit my written work to achieve the effect I want in a more differentiated and appropriate style.

QUALITY OF LANGUAGE

I can reformulate ideas in differing ways to give emphasis, to differentiate and to eliminate ambiguity. I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case. I can make full and appropriate use of a variety of organisational patterns and a wide range of connectors in order to organize what I say and write. I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged. I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words. I have a good command of idiomatic expressions and colloquialisms, including emotional, allusive and joking usage, with a high degree of awareness of implied meaning and meaning by association.

C1**LISTENING**

I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance. I can generally understand everybody I talk to, though I may need to confirm some details, especially if the accent is unfamiliar. I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can follow most lectures, discussions and debates both within and outside my field. I can understand in detail an argument in a discussion programme. I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.

READING

I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them. I can scan relatively quickly through books and articles within my field of interests and assess their relevance to my needs. I can understand complex texts where stated opinions and implied points of view are discussed. I can understand lengthy, complex manuals, instructions, regulations and contracts in my field. I can read extensively, for example enjoying novels without consulting a dictionary unless I want to note precise meaning, usage or pronunciation. I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.

SPOKEN INTERACTION

I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to. I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously. I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed. I can use the telephone for a variety of purposes, including solving problems and misunderstandings though I may need to ask for clarification if the accent is unfamiliar.

WRITTEN PRODUCTION

I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control. I can write clear, detailed, well-developed short stories and descriptions of personal experiences. I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples. I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth.

STRATEGIES

I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say. I do not have to restrict what I want to say at all; if I can't find one expression I can substitute with another. I can monitor my speech and writing to repair slips and improve formulation.

QUALITY OF LANGUAGE

I have a good command of a broad vocabulary. I do sometimes have to search for expressions but can then find alternatives to express what I want to say. I can formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction, etc. I can produce clear, well-structured speech and writing, linking my ideas into coherent text. I maintain a high degree of grammatical control in speech and writing. I can express myself fluently and spontaneously, except occasionally, when speaking about a conceptually difficult subject. I can use language flexibly and appropriately, adjusting my expression depending who I am talking or writing to.

5. The Examination Format of *telc English C1*

5.1 Basic Principles

The aim of *telc English C1* is to test communicative language competence on the C1 level of the *Common European Framework of Reference of Language (CEFR)*. Two aspects of language ability are assessed: firstly linguistic competence in the strict sense - grammar, text comprehension and a pragmatic understanding of speech acts and sociolinguistic elements, and secondly strategic competence, i.e. the ability to target, plan and monitor one's own linguistic performance.

The target group are people who want or need to prove an advanced level of linguistic competence for academic or professional purposes. The general subject matter of *telc English C1* makes it suitable for a wide variety of learners.

In a professional or academic context, speakers will be expected not only to understand, but also to produce complex language patterns whilst being able to react spontaneously and flexibly to linguistic input. A person at C1 level can competently deal with a great variety of input texts, taking implicit as well as explicit meaning into account.

The exam features texts covering a broad range of topics, containing a wide range of grammatical structures and vocabulary, using different registers and idiomatic language. In the listening sub-test, candidates listen to interviews and presentations, while in the writing section, they produce texts such as articles, reports and correspondence, both personal and formal. These tasks reflect the topics and situations candidates would face outside of the learning environment. The oral exam looks not only at oral production, but also interaction. Candidates work in pairs, to give presentations, interview each other and hold a short discussion, to simulate real world situations.

Test Format

	Subtest	Aim	Type of Test	Points	Time	
Written Examination	 Reading Comprehension					
	1.1	Text Reconstruction	6 matching items	24	100 min.	
	1.2	Selective Reading	10 matching items	20		
	1.3	Reading for Detail	8 items (T/F/not in text)	16		
	1.4a	Reading for Gist	choosing the best summary	12		
	1.4b	Vocabulary	20 x finding words/phrases	20		
	1.5	Proof-Reading	22 x finding and correcting mistakes	22		
	Break					20 min.
	Written Examination	 Listening Comprehension				
		2.1a	Listening for Gist	8 matching items	8	approx. 55 min
2.1b		Listening for Gist	8 matching items	24		
2.2		Listening for Detail	10 gap-filling items	20		
2.3		Note-Taking	structured note-taking	20		
 Writing						
3.1		Compulsory Task	writing two of article, report, letter, review etc.	40	60 min.	
3.2	Optional Task		32			
Oral Examination	 Speaking					
	1	Interview	two (or three) candidates	15	16 min.	
	2	Presentation		21		
	3	Discussion		21		
	4	Summary		15		

5.2 Overview of the Test Format

The subtests of the examination are as follows:

Written Examination

Subtest Reading	
Part 1	Understanding linking devices and cohesive linguistic elements (Understanding discourse markers and text grammar) 6 items (Fill the gaps with the missing sentences) Text Reconstruction
Part 2	Understanding key messages in a long text 10 matching items Selective Reading
Part 3	Understanding detailed information 8 items (true/ false/ not in text) Reading for Detail
Part 4a	Understanding key points in a longer text Choose the best summary Reading for Gist
Part 4b	Selecting correct words or phrases from a text 20 items (find matching word or phrase) Vocabulary
Part 5	Identifying and correcting mistakes and errors 22 items Proof-Reading

Subtest Listening	
Part 1a	Understanding the global content of short authentic statements 8 matching items Listening for Gist
Part 1b	Understanding individual statements on one topic 8 matching items Listening for Gist
Part 2	Understanding specific details from an interview or radio programme 10 gap-filling items Listening for Detail
Part 3	Understanding a lecture or talk, and making clear notes structured note-taking Note Taking

Subtest Writing	
Part 1 & 2	Writing two different types of text from a range of text options. 1 compulsory task, 1 optional (choice of 4 options) Writing an article, report, letter, review etc.

Oral Examination	
Part 1	Interview Dialogue between two candidates Task sheet with topic and possible questions
Part 2	Presentation Monologue with follow-up questions Task sheet with 2 topic options
Part 3	Discussion Dialogue between two candidates Task sheet with topic
Part 4	Summary Candidate summarises information that has just been presented

5.3 Receptive Skills: Reading Comprehension

Reading Comprehension at level C1 of the CEFR

As can be seen from the CEFR C1 descriptors below, a high degree of reading comprehension must be demonstrated.

4.4.2.1	OVERALL READING COMPREHENSION
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.

4.4.2.1	READING CORRESPONDENCE
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.

4.4.2.1	READING FOR ORIENTATION
C1	As no C1 descriptor is available, the B2 descriptor is valid here: Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

4.4.2.1	READING FOR INFORMATION AND ARGUMENT
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

4.4.3.1	READING INSTRUCTIONS
C1	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.

The Requirements of the Target Group

The target group must be able to understand complex texts on matters which may be beyond the scope of their own field of interest.

The Format of the Subtest Reading in *telc English C1*

The subtest Reading has 5 parts and lasts 100 minutes. The five reading texts have a total length of approximately 3,400 words (max 3,400, min 2,850).

The texts and the attendance tasks enable the candidates to prove that they can use different reading techniques and can understand different types of texts that may be written in various registers.

The different text types used in this subtest mirror those mentioned in the CEFR descriptors: articles and reports in newspapers, magazines or websites, scientific texts or essays aimed at the general public which present descriptions or arguments. The extracts do not come from the sort of genuine scientific or academic texts which would only be comprehensible to those with a working knowledge of the subject in question. However, only such texts are chosen which are unknown to the candidates and which require them to use complex cognitive and strategic skills in the target language.

5. The Examination Format of *telc English C1*

Reading Part 1	
Structure	Instructions Example Items Text
Objective	To assess whether the candidate can reconstruct a text using discourse markers and text grammar.
Tested skills	Reconstructing a text
Task type	Sequencing task
Number of items	6 (Items 1–6)
Type of text	reports or articles from newspapers, magazines or websites
Type of information	A text on one topic
Text length	400 - 500 words
Task	The candidate has to choose the appropriate sentences from those given to fit into the spaces in the text. Attention should be paid to grammar and linking words, as well as content.
Item length	–
Level	Input text and items should be at level C1
Evaluation	Answer Key
Weighting	4 points per sentence (maximum 24 points)

Strategy:

It is not important to think about every single word. Make sure you understand the structure of the text and concentrate on the gaps.

Reading Part 2	
Structure	Instructions Example Items Text
Objective	To assess the candidate's ability to scan an authentic text to find specific information.
Tested skills	Selective Reading
Task type	Matching exercise
Number of items	10 (items 7 - 16)
Type of text	Reports or articles
Type of information	A text on one topic containing arguments, forecasts and opinions
Text length	700 - 850 words
Task	The candidate reads the text and the items 7 - 16. The reading text is divided into between 4 and 6 sections each marked with a small-case letter. The task is to find the section of the text in which the information expressed in the items occurs.
Item length	–
Level	The level of the input text and the items corresponds to CEFR level C1
Evaluation	Answer Key
Weighting	2 points for each statement, making a total of 20 points.

Strategy:

It is not important to think about every single word. Make sure you concentrate on the important parts of the text. Try to find out quickly which parts of the text relate to the statement and read only these parts more carefully.

5. The Examination Format of *telc English C1*

Reading Part 3	
Structure	Instructions Example Items Text
Objective	To assess the candidate's ability to understand the specific details of authentic texts.
Tested skills	Reading for Detail
Task type	Deciding if items are true, false or not mentioned in the text.
Number of items	8 (items 17 - 24)
Type of text	Articles from newspapers etc
Type of information	–
Text length	550 - 700
Task	The candidate reads the text and items 17 - 24. The candidate has to decide if the statement made in the item either (a) corresponds to that in the text, (b) does not correspond, or (c) is not mentioned in the text. The items are arranged in the order in which the information occurs in the text.
Item length	4 – 14 words
Level	The level of the input text and the items corresponds to CEFR level C1.
Evaluation	Answer Key
Weighting	2 points for each statement, making a total of 16.

Strategy:

Read the text carefully, in particular the parts which relate to the statements.

Reading Part 4a	
Structure	Instructions Text Summaries
Objective	To assess the candidate's ability to judge a summary of a complex text.
Tested skills	Reading for Gist
Task type	Choosing the best summary from 4 options
Number of items	1 (item 25)
Type of text	A long text followed by 4 summaries
Type of information	–
Text length	Approximately 1000 - 1150 words for text.
Task	The candidate reads the text to understand gist and identify structure and key points. The candidate then chooses the summary that best suits.
Item length	120 - 160 words for summaries.
Level	Input text and summaries at C1 level.
Evaluation	Answer Key
Weighting	12 points for the best summary, then 8, 4 or 0 points for the second, third and fourth best summary.

Strategy:

It is important to understand the gist of the text first and then to identify the structure of the text and the most important points. Make sure these are in the summary you choose. The following points may help you.

A good summary:

- highlights the main points of another writer's work.
- gives the reader an accurate understanding of the writer's ideas and position.
- gives someone who has not read the original a clear and accurate overview of the text.

Reading Part 4b	
Structure	Text Instructions Example Items
Objective	To assess the candidate's range of vocabulary.
Tested skills	Vocabulary
Task type	Find the synonyms in the text that match the items.
Number of items	20 (items 26 - 45)
Type of text	Article or report from newspaper etc
Type of information	News summaries
Text length	Same text as for Part 4a, 1000 - 1150 words
Task	The candidate reads the items and finds the corresponding words in the text. The definitions are given in the order the words occur in the text and are divided up according to the parts of the text they occur in.
Item length	–
Level	Input text and items correspond to the CEFR level C1
Evaluation	Answer Key
Weighting	1 point per item

Strategy:

Read the text carefully and make sure you understand the meanings of individual words. You may find it easier to do this task before 4a, as finding the correct summary may be easier for you if you have read the text carefully and found the words.

Reading Part 5	
Structure	Instructions Example Text
Objective	To assess the candidate's ability to identify and correct mistakes and errors in spelling, punctuation, vocabulary and grammar.
Tested skills	Proof Reading of grammar, vocabulary, punctuation and spelling
Task type	Identify and correct errors in 22 lines of text with some lines containing no errors.
Number of items	22 (items 46 - 67)
Type of text	Informative text
Type of information	–
Text length	Approximately 200 words
Task	Candidate reads the text and identifies the mistakes and errors as well as the lines which contain no mistakes.
Item length	–
Level	The level of the input text corresponds to CEFR level C1.
Evaluation	Answer Key
Weighting	1 point per mistake corrected properly or each line correctly identified as containing no mistake, making a total of 22 points.

Strategy:

Read the text very carefully and think carefully about the meaning of individual structures, words and expressions.

5.4 Receptive skills: Listening

Listening Comprehension at level C1 of the CEFR

The most important listening comprehension descriptors are as follows:

4.4.2.1	OVERALL LISTENING COMPREHENSION
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.

4.4.2.1	UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS
C1	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.

4.4.2.1	LISTENING AS A MEMBER OF A LIVE AUDIENCE
C1	Can follow most lectures, discussions and debates with relative ease.

4.4.2.1	LISTENING TO A RADIO AUDIO AND RECORDINGS
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.

4.4.3.1	UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR
C1	Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.

4.6.3	NOTE TAKING (LECTURES, SEMINARS ETC.)
C1	Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.

The Expectations of the Target Group

In order to be considered at C1 level, test takers must be able to comprehend the content of texts they have listened to, listening for gist and for detail, making decisions as to which points are worth making note of. They should be able to identify attitudes and opinions, both implicitly and explicitly expressed, as well as understand idiomatic expressions and colloquialisms.

The Format of the Subtest Listening in *telc English C1*

The sub-test Listening Comprehension consists of 4 parts. The total length of all texts will be approximately 55 minutes. This includes 10 minutes for the candidate to transfer the answers to the answer sheet.

Listening & Summarising Part 1a	
Structure	Instructions for the task Audio text Items
Objective	To assess the candidate's ability to understand the global content of short authentic statements.
Tested skills	Listening for Gist
Task type	8 statements by 8 different people on the same topic and 3 summaries of the possible gist of each statement.
Number of items	8 (items 68 -75)
Type of text	Monologue: people stating their opinions on a particular topic.
Type of information	Short statements reflecting the speakers' feelings, attitudes or opinions about a topic.
Speaker	Number of speakers: one per statement
Text length and features	Each statement consists of 30 to 45 seconds of speech.
Task	There are three sentences expressing possible opinions on the topic, one of which applies to each statement. Candidates read the sentences. While listening, they decide which option applies. Only one sentence is correct for each statement.
Item length	–
Level	The listening text should be at CEFR level C1.
Evaluation	Answer key
Weighting	One point per statement, maximum 8 points

Strategy:

Try to understand the gist of what is said. Do not worry if you do not understand individual words.

Listening Comprehension Part 1b	
Structure	Instructions Statements Audio text
Objective	To assess the candidate's ability to understand specific details in an authentic text.
Tested skills	Listening for Gist
Task type	The subtest is based on the same texts as Listening Comprehension Part 1a and 10 sentences summarising the gist of a statement. 8 match the content of the speakers' statements and 2 are distractors.
Number of items	8 (items 76 - 83)
Type of text	Monologue: people stating their opinions on a particular topic.
Type of information	As for Part 1a
Speaker	As for Part 1a
Text length and features	As for Part 1a
Task	The candidates read the statements. While listening they decide which statement matches what the speaker says.
Item length	–
Level	The listening text should be at CEFR level C1.
Evaluation	Answer key
Weighting	3 points for each statement correctly matched, maximum 24 points.

Strategy:

Try to understand the gist of what is said. Do not worry if you do not understand individual words.

Listening Comprehension Part 2	
Structure	Instructions Audio Text Items
Objective	To assess the candidate's ability to understand specific details in an authentic text.
Tested skills	Listening for Detail
Task type	Complete the 10 sentences by listening to the text
Number of items	10 (items 84 - 93)
Text	
Type of text	A radio programme or interview on one topic.
Type of information	–
Speaker	Two or more speakers talk about a topic in the form of a radio interview or discussion.
Text length and features	Circa 5 minutes of audio text heard only once.
Task	
Task	10 incomplete sentences repeat parts of what the speakers say using other words. Listen and complete the sentences. Use up to four words.
Item length	–
Level	
Level	The listening text should be at CEFR level C1.
Evaluation	Answer key
Weighting	2 points for each sentence complete correctly, maximum 20 points.

Strategy:

It is important to concentrate on the meaning of individual words and groups of words. While you are reading the sentences try to identify what you will need to listen for in the recording.

Listening Comprehension Part 3	
Structure	Instructions Audio Text Items
Objective	To assess the candidate's ability to understand an authentic text and make clear notes.
Tested skills	Note taking
Task type	Listen to a lecture and take notes
Number of items	Between 12 and 18
Type of text	Lecture or presentation on one topic
Type of information	–
Speaker	One speaker
Text length and features	Circa 10 minutes of audio text heard once
Task	The candidate listens to a lecture and takes notes using the guidelines for assistance.
Item length	–
Level	The listening text should be at CEFR level C1.
Evaluation	1 point for each correctly noted piece of information.

D	0 – 25%
C	26% – 50%
B	51% – 75%
A	76% – 100%

A = 20 points B = 14 points
C = 8 points D = 0 points

Strategy:

It is necessary to understand the entire structure of the recorded text as well as individual points in order to take notes.

5.5 Productive Skills: Writing

Writing skills at level C1 of the CEFR

4.4.1.2	OVERALL WRITTEN PRODUCTION
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

4.4.1.2	REPORTS & ESSAYS
C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. C1 Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.

5.2.1	GENERAL LINGUISTIC RANGE
C1	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.

5.2.1.1	VOCABULARY RANGE
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.

5.2.1.1	VOCABULARY CONTROL
C1	Occasional minor slips, but no significant vocabulary errors.

5.2.3.1	COHERENCE AND COHESION
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.

5.2.1.2	GRAMMATICAL ACCURACY
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.

5.2.1.6	ORTHOGRAPHIC CONTROL
C1	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.

5.5.1 The Requirements of the Target Group

These CEFR descriptors are relevant for the target group in many different contexts. For example, people at this level of linguistic competence might have to write a letter, short essay, memorandum on a particular topic in order to inform colleagues. In line with this requirement, candidates for *telc English C1* must prove that they can:

- compose very well-structured texts
- make satisfactory use of extremely complex linguistic structures
- write with a very high level of grammatical and orthographical accuracy
- have a very broad lexical repertoire at their command
- express themselves in writing using a suitable register

It is important to think carefully about the type of text being written and the grammar and vocabulary used. This must be reflected in the type of language as well as structure.

The Format of the Subtest Writing in *telc English C1*

The subtest Writing consists of two tasks. The candidate has 60 minutes in which to write two letters, one of at least 200 and one of at least 150 words. It is important to use this time properly. The task and topic of the first text are compulsory. For the second task the candidate can choose one of four tasks.

Writing					
Structure	2 Tasks, 1 compulsory, 1 Optional				
Objective	To assess the candidate's ability to write 2 different types of text, from a range of texts. The text should set forth in detail conclusions or insights drawn from the candidate's viewpoints and conjectures				
Tested skills					
Number of tasks	The sub-test consists of two tasks, one compulsory and one to be chosen from four options				
Input text	Two statements				
Nature of information	Article, report, personal or formal letter, review, etc.				
Text length	200 words for the compulsory task 150 words for the optional task				
Type of task	Letter, essay, report				
Required length of output text	Not specified				
Evaluation	The candidate's performance is assessed by <i>telc</i> licensed raters according to the following criteria: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Task Management</td> <td style="width: 50%;">3. Repertoire</td> </tr> <tr> <td>2. Accuracy</td> <td>4. Appropriacy</td> </tr> </table>	1. Task Management	3. Repertoire	2. Accuracy	4. Appropriacy
1. Task Management	3. Repertoire				
2. Accuracy	4. Appropriacy				
Weighting	72 points				

5.6 Productive Skills: Speaking

Speaking skills at level C1 of the CEFR

5.2.1	GENERAL LINGUISTIC RANGE
C1	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.
5.2.1.1	VOCABULARY RANGE
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
5.2.1.2	GRAMMATICAL ACCURACY
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
4.4.3.1	SPOKEN FLUENCY
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
5.2.1.1	OVERALL SPOKEN INTERACTION
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
4.4.1.1	OVERALL SPOKEN PRODUCTION
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
4.4.1.1	CONVERSATION
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
4.4.3.1	INTERVIEWING AND BEING INTERVIEWED
C1	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
4.4.1.3	FORMAL DISCUSSION (MEETINGS)
C1	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.

4.4.3.5	CO-OPERATING
C1	Can relate own contribution skillfully to those of other speakers.
4.4.1.3	MONITORING AND REPAIR
C1	Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.
5.2.3.1	COHERENCE AND COHESION
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

5.6.1 The Requirements of the Target Group

To be considered at C1 level the test taker must demonstrate a high linguistic ability, showing evidence of a broad lexical repertoire, accuracy, fluency and appropriateness. Tasks mirror situations the candidate may encounter in professional or academic life, such as giving presentations, summarising information, and taking part in interviews and discussions.

The Format of the Subtest Speaking in *telc English C1*

The oral examination is carried out in pairs, or occasionally in groups of three. The oral examination takes about 16 minutes with two candidates, longer with three. Candidates interact with each other, not with the examiners. The exam has 4 parts: Interview, Presentation, Discussion and Summary.

Speaking Part 1 – Interview	
Structure	Topic Dialogue between two candidates
Objective	To assess the candidate's ability to spontaneously ask and answer questions relating to a given topic.
Intended operations	Talking about experiences and opinions related to a topic.
Type of task	Dialogue between two candidates
Time	Approximately 4 minutes
Input	Task sheet with topic and ideas for questions on the topic. Both candidates receive the same topic with different questions.
Task	The candidate should spontaneously react to the input by asking each other questions about the topic. After some time, one of the examiners may join in the conversation.
Level	The input text is at level C1.
Weighting	15 points
Evaluation	The task is assessed by licensed <i>telc</i> examiners. Performance is marked according to the definition of level C1 in the CEFR using the following criteria: <ol style="list-style-type: none"> 1. Task Management 2. Interaction 3. Fluency 4. Repertoire 5. Grammatical Accuracy 6. Pronunciation and Intonation

Speaking Part 2 – Presentation	
Structure	Topic Presentation Candidate questions
Objective	To assess the candidate's ability to give a presentation and to answer questions
Intended operations	Giving a presentation and answering follow-up questions
Type of task	Monologue, followed by dialogue
Time	Approximately 2 minutes for the presentation, plus 1 minute for questions
Input	Task sheet with a choice of two presentation topics
Task	The candidate chooses a topic and has a short time to think about it. They then speak on this topic for about two minutes.
Level	The input text is at level C1.
Weighting	21 points
Evaluation	The task is assessed by licensed telc examiners.

Speaking Part 3 – Discussion	
Structure	Task sheet with a question or statement on it.
Objective	To assess the candidate's ability to have a two-way discussion
Intended operations	Discussing a controversial topic and sharing opinions, giving reasons and personal examples.
Type of task	Dialogue between two candidates.
Time	4 - 5 minutes for both candidates.
Input	Task sheet with a statement or question.
Task	The candidate chooses a topic and has a short time to think about it. They then speak on this topic for about two minutes.
Level	The input text is at level C1.
Weighting	21 points
Evaluation	The task is assessed by licensed telc examiners.

Speaking Part 4 – Summary	
Structure	–
Objective	To assess the candidate's ability to briefly summarise information and arguments from the previous speaking task.
Intended operations	Report on the discussion or presentation that has taken place.
Type of task	Monologue
Time	Approximately half a minute
Input	The examiner will ask the candidate to summarise what has been said.
Task	The candidate will use their own words to summarise the oral task that has just been carried out.
Level	–
Weighting	15 points
Evaluation	The task is assessed by licensed telc examiners.

6 Marking Criteria

6.1 Writing

The written production of all candidates for this examination is assessed according to four criteria:

1. **Task Management**
2. **Accuracy**
3. **Repertoire**
4. **Appropriateness**

Rating will be carried out both in the exam centres and on the premises of telc.

1. Task Management

Performance is assessed according to the following criteria, which are based on what can be expected of a learner at C1 level of the CEFR:

- The text completely covers the content of the input.
- The text is of the required text type, uses the right language register and fits the situation and the intended reader.
- The candidate expresses him- or herself with clarity and precision.
- The reader can readily understand the text.

Can **qualify** opinions and statements **precisely** in relation to degrees of, for example, **certainty/ uncertainty, belief/ doubt, likelihood** etc. Can express him/herself with clarity and precision, **relating to the addressee** flexibly and effectively. Can write clear, detailed, well-structured descriptions or imaginative texts in an assured, personal, natural style **appropriate to the reader in mind**. (CEFR, key words emphasised)

A	B	C	D
The candidate's performance fulfils the requirements of the task at the level of proficiency in question in all respects.	The candidate's performance mostly fulfils the requirements of the task. The text is usually clear and fits the situation and the addressee.	The candidate's performance fails to fulfil the requirements of the task in many respects. The text is sometimes not clear and/or does not quite fit the text type or situation.	The candidate's performance fails to fulfil the requirements of the task in all or almost all respects. The text is mostly or entirely unclear and does not fit the text type and/or situation.

2. Accuracy

Performance is assessed according to the following criteria:

- The candidate makes no or very few errors in morphology, lexis or syntax with the exception of isolated mistakes in complex sentence constructions.
- The orthography is correct, apart from slips of the pen.

Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Spelling is accurate, apart from occasional slips of the pen. (CEFR, key words emphasised)

A	B	C	D
The text consistently demonstrates the degree of accuracy expected at this level of competence.	The text largely meets the expectations, but there is evidence of some minor errors.	There are some significant and noticeable errors which, at times, impair comprehension.	There are numerous noticeable errors which interfere with the meaning of the text. A few passages are difficult to understand upon first reading.

3. Repertoire

Performance is assessed according to the following criteria:

- The candidate demonstrates a broad range of language of heightened complexity.
- He or she can present ideas or information without being limited linguistically.
- He or she uses complex sentence constructions.
- Due to a diverse vocabulary, the text is varied.

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. Occasional minor slips, but no significant errors in the choice of lexical items. Has a good command of a broad lexical repertoire, allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. (CEFR, key words emphasised)

A	B	C	D
The text consistently demonstrates the competences expected at this level.	The candidate's linguistic skills very occasionally restrict what he or she is trying to express. A broad range of vocabulary is demonstrated.	The ideas in the text are expressed imprecisely due to a restricted repertoire. Circumlocutions, simplifications and/or unnecessary repetition are in evidence.	The text does not demonstrate a broad range of linguistic resources. It consists largely of simple vocabulary and structures. There are instances of unnecessary repetition.

4 Appropriateness

Expected Performance

- The text is well-organised and structured.
- Suitable linking devices are used. A high level of coherence and cohesion is demonstrated.

Layout, paragraphing and punctuation are consistent and helpful. Can write **clear, well-structured texts on complex subjects, underlining the relevant salient issues, expanding and supporting points of view** at some length with **subsidiary points, reasons and relevant examples**, and rounding off with an **appropriate conclusion**.

Shows controlled use of organisational patterns, connectors and cohesive devices.

(CEFR, emphasis added)

Assessment

A	B	C	D
The candidate demonstrates appropriateness and coherence corresponding to the expectations of the level of proficiency in question throughout.	The candidate mostly demonstrates the required level of appropriateness. Occasional structural weaknesses are evident and complex linking devices may sometimes be lacking.	The candidate cannot always give the text a clear design. The structure is sometimes incomplete. Only simple linking is attempted.	The candidate's performance is not appropriate in many places. The text shows no clear structure and very few or only simple linking devices.

B: Instructions for Rating

The written production of all candidates is assessed locally in the examination centre and centrally at telc head office. Raters should record their assessment on the candidates' Answer Sheet S30 in the following way:

Using the Writing Area for Candidates and the Raters' Margin

Rater 1: When marking something within the writing area for candidates and in the right-hand margin, please use a pen in a dark colour only (not red). Make sure that the ink does not bleed!

Rater 2/ telc Rating: Please use a dark colour, but one that is different from Rater 1.

Indicate unclear or confusing sentences or passages which appear in the candidate's text with a question mark in the adjacent margin.

Never correct the candidate's text!

Indicating Errors and Structural Elements

No corrections or other markings may be made in the candidate's writing area.

Raters should use the right-hand margin (For Raters' Use) for their comments. These may include using a plus sign (+) to indicate a part of the text deemed positive or a minus sign (–) to highlight a part of the text deemed negative. Other abbreviations may include:

Gr Grammar
Syn Syntax
Sp Spelling
Reg Register

Marking Criteria for Listening & Summarising

	A	B	C	D	
Language	The text should demonstrate a very high level of grammatical, syntactic and orthographic control. The text should be clear and written in style appropriate to the context.	The text entirely satisfies all criteria for successful completion of the task.	The text satisfies most of the criteria for successful completion of the task.	The text fails to satisfy several criteria for successful completion of the task.	The text contains passages that are unclear. The text does not satisfy the criteria.

Marking Criteria for Writing

	A	B	C	D
Task Management	The task is successfully completed in terms of including relevant content; the text demonstrates a clear line of argument and a sufficiently critical discussion of the source.	The text satisfies most of the criteria for successful completion of the task. On the whole, the text is clear and appropriate for the intended audience. The text refers to two of the texts read/heard in the exam.	The text fails to satisfy several criteria for successful completion of the task. The text is unclear and/or is inappropriate for the intended audience. The text refers to only one of the texts read/heard in the exam.	The text does not satisfy the criteria. The text does not refer to any of the texts read or heard in the exam or fails to distinguish original ideas from those found in the source material.
Coherence and Cohesion	The text is easy to follow and provides sufficient guidance for the reader. The text makes full and appropriate use of a variety of organizational patterns and a wide range of cohesive devices.	The text largely meets expectations, but there are a few instances of ambiguity.	The text is not consistently clear. A number of structures are inappropriate and/or incorrect and/or limited to simple linking devices.	Many passages of the text are inappropriate or unclear. The text lacks linking devices or they are often used incorrectly.
Accuracy	There are no or only very few morphological, lexical, and syntactic mistakes, even when attempting complex sentence structures.	The text largely meets expectations, but there is evidence of some careless mistakes.	There are a few mistakes, however, it is still possible to understand the text.	There are numerous mistakes. A few passages are difficult to understand upon first reading.
Repertoire	The text contains a very broad range of vocabulary and syntax. Unnecessary repetition is avoided through use of a wide range.	The author's linguistic skills very occasionally restrict what he/she wants to say.	The ideas in the text are expressed imprecisely and/or the text often uses circumlocutions, simplifications and/or unnecessary repetition.	The text does not demonstrate a broad range of linguistic resources. The text consists largely of simple vocabulary and structures. There are instances of unnecessary repetition.

6.2 Speaking

The candidate's performance is marked according to six criteria:

1. **Task Management**
2. **Interaction**
3. **Fluency and Spontaneity**
4. **Repertoire**
5. **Grammatical accuracy**
6. **Pronunciation and intonation**

Using these criteria, the candidate's performance is assessed according to whether it corresponds to level C1 in all respects, in most respects, hardly or not at all.

Below, the criteria are described in detail using the can-do statements from the Common European Framework of Reference for Languages (CEFR). The table is for use during the oral examination.

1 Task Management

Expected Performance

- The candidate completes the task set.
- He/she takes an active part in the interaction.
- His/her contributions are well-structured, precise and easy to understand.

For each of the tasks, this involves:

Interview:	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support and handling interjections well .
Presentation:	Can give clear, detailed descriptions of complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can give a well-structured presentation of a complex subject, expanding and supporting points of view at some length , with subsidiary points, reasons and relevant examples. Can ask and answer relevant questions .
Discussion:	Can easily follow and contribute to complex interaction , even on abstract complex and unfamiliar topics. Can argue a position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. Can help along the progress of the work by inviting others to join in, say what they think etc. Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
Summary:	Can easily follow complex interactions between third parties, even on abstract and complex unfamiliar topics. Can summarise what has been said so effectively that someone not present would understand what took place during the interaction. (Not in CEFR)

(CEFR, emphasis added)

2 Interaction

Expected Performance

- The candidate communicates spontaneously and appropriately.
- He/she keeps the interaction going by means of discourse strategies such as turn-taking, back-channelling, reference and eye-contact.
- He/she solves slight problems in communication by means of compensation strategies.
- He/she relates to what the other candidate says.

Can recognise **a wide range of idiomatic expressions and colloquialisms**, appreciating register shifts.

Can use language **flexibly and effectively for social purposes**, including **emotional, allusive and joking** usage.

Can select a suitable phrase from a readily available **range of discourse functions** to preface his/her remarks appropriately **to get the floor or to gain time and keep the floor** while thinking.

Can **link** his/her own contributions effectively with those of other speakers.

(CEFR, emphasis added)

Marking

A	B	C	D
The candidate communicates appropriately. He/She interacts and reacts spontaneously and suitably.	Communication may be slightly inappropriate at times. The candidate interacts and reacts spontaneously and suitably most of the time.	The candidate does not use appropriate communicative strategies and needs a number of compensation strategies.	Communication is disturbed due to the candidate's lack of strategic competence.

3 Fluency and Spontaneity

Expected Performance

- The candidate speaks fluently, with little hesitation and without much searching for words or expressions. He/she uses cohesive devices to link thoughts and what he/she says is coherent. None of the pauses affect the flow of the interaction.
- He/she does not necessarily speak quickly, but evenly and with little jumpiness.
- Communication seems quite natural.

Can express him/herself fluently and spontaneously, **almost effortlessly. Only a conceptually difficult subject can hinder a natural smooth flow of language.**

- The candidate communicates spontaneously and appropriately.
- He/she keeps the interaction going by means of discourse strategies such as turn-taking, back-channelling, reference and eye-contact.
- He/she solves slight problems in communication by means of compensation strategies.
- He/she relates to what the other candidate says.

(CEFR, emphasis added)

Marking

A	B	C	D
Communication is natural and hesitation is only because the candidate needs to pause for thought.	The performance in the task largely corresponds to the expected performance. Hesitation is only occasional.	There is a great deal of hesitation and pauses are often unnecessarily long to search for words and structures.	Hesitation often impairs understanding. The candidate can use only simple language fluently.

4 Repertoire

Expected performance

- The candidate uses a wide range of language and a variety of expressions appropriate to the task.
- He/she does not give the impression of having to restrict what he/she has to say because of limited language competence.
- He/she uses complex sentence structures.

Can select an appropriate formulation from a broad range of language to express him/herself clearly, **without having to restrict what he/she has to say**; has a good command of a broad lexical repertoire allowing gaps to be **readily overcome with circumlocutions**; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. **occasional minor slips**, but no significant vocabulary errors. Can **adjust what he/she says** and the means of expressing it to the **situation and the recipient** and adopt a level of formality **appropriate to the circumstances**.

(CEFR, emphasis added)

Marking

A	B	C	D
The performance in the task corresponds to the expected performance in (almost) all respects.	The candidate has to restrict him/herself occasionally to simple forms of expression or use circumlocutions.	The candidate has to restrict him/herself to simple expressions most of the time.	The candidate uses only simple expressions.

5 Grammatical Accuracy

Expected Performance

- The candidate makes hardly any mistakes in morphology or syntax or only occasionally when using complex structures.

Consistently maintains a **high degree of grammatical accuracy; errors are rare** and difficult to spot.

(CEFR, emphasis added)

Marking

A	B	C	D
The performance in the task corresponds to the expected performance in (almost) all respects.	The candidate only makes mistakes in complex grammatical structures.	The candidate makes a number of mistakes in simple grammatical structures.	The candidate makes so many mistakes that it is sometimes difficult to follow what is being said.

6 Pronunciation and Intonation

Expected Performance

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

Can vary intonation and place sentence stress correctly in order to express **finer shades of meaning**.

Has acquired a **clear, natural** pronunciation and intonation.

(CEFR, emphasis added)

Marking

A	B	C	D
The performance in the task corresponds to the expected performance in (almost) all respects.	The performance in the task largely corresponds to the expected performance.	The candidate makes several mistakes in pronunciation and intonation.	The candidate makes so many mistakes in pronunciation and intonation that it is sometimes difficult to follow what is being said.

Points

Content

The marks A, B, C or D are awarded for each of these criteria.

- A: Criterion is entirely fulfilled
- B: Criterion is largely fulfilled
- C: Criterion is not entirely fulfilled, but understanding is not impaired
- D: Criterion is not fulfilled

The points for each of the marks A to D are awarded according to the following table:

Task 1: Interview and Task 4: Summary

	A	B	C	D
Task Management	3	2	1	0
Interaction	2	1,5	1	0
Fluency	2	1,5	1	0
Repertoire	3	2	1	0
Grammatical Accuracy	3	2	1	0
Pronunciation and Intonation	2	1,5	1	0

Total points for each task: 15

Task 2: Presentation and Task 3: Discussion

	A	B	C	D
Task Management	4	2,5	1	0
Interaction	4	2,5	1	0
Fluency	2,5	1,5	0,5	0
Repertoire	4	2,5	1	0
Grammatical Accuracy	4	2,5	1	0
Pronunciation and Intonation	2,5	1,5	0,5	0

Total points for each task: 21

	A	B	C	D
1. Task Management	Completion of task, active participation, structure of discourse, precision and clarity	The performance in the task corresponds to the expected performance in (almost) all respects.	The performance in the task largely corresponds to the expected performance.	The performance in the task does not correspond at all to the expected performance. The candidate does not make any active contribution to the completion of the task.
2. Interaction	Competent use of discourse features and strategies	Communication is appropriate for the task. The candidate interacts and reacts spontaneously and suitably.	Communication may be slightly inappropriate at times. The candidate interacts and reacts spontaneously and suitably most of the time.	Communication is disturbed due to the candidate's lack of strategic competence.
3. Fluency and Spontaneity	Coherence, natural communication, no hesitation	Communication is natural and hesitation is only because the candidate needs to pause for thought.	The performance in the task largely corresponds to the expected performance. Hesitation is only occasional.	Hesitation often impairs understanding. The candidate can use only simple language fluently.
4. Repertoire	Wide range of vocabulary and syntax, variety of expression, little restriction	The performance in the task corresponds to the expected performance in (almost) all respects.	The candidate has to restrict himself occasionally to simple forms of expression or use circumlocutions.	The candidate uses only simple expressions.
5. Grammatical Accuracy	(Almost) no mistakes in grammatical structures	The performance in the task corresponds to the expected performance in (almost) all respects.	The candidate only makes mistakes in complex grammatical structures.	The candidate makes so many mistakes that it is sometimes difficult to follow what is being said.
6. Pronunciation and Intonation	Natural pronunciation, stress and sentence melody, use of intonation to express meaning	The performance in the task corresponds to the expected performance in (almost) all respects.	The performance in the task largely corresponds to the expected performance.	The candidate makes so many mistakes in pronunciation and intonation that it is sometimes difficult to follow what is being said.

7 Additional Information

7.1 Points and Weighting

This table shows how the requirements that should be met by the target group of learners have been implemented in the tasks and subtests of *telc English C1*.

	Subtest	Task	Points	Maximum Number of Points	Weighting	
Written Examination	 Reading Comprehension					
	Part 1	Text Reconstruction	24	114	34 %	
	Part 2	Selective Reading	20			
	Part 3	Reading for Detail	16			
	Part 4a	Reading for Gist	12			
	Part 4b	Vocabulary	20			
	Part 5	Proof-Reading	22			
	Break					
	 Listening Comprehension					
	Part 1a		8	72	22 %	
	Part 1		24			
	Part 2		20			
	Part 3		20			
	 Writing					
	Part 1	Compulsory Task	40	72	22 %	
Part 2	Optional Task	32				
Total for written exam				258	78 %	
Oral Examination	 Speaking					
	Part 1	Interview	15	72	22 %	
	Part 2	Presentation	21			
	Part 3	Discussion	21			
	Part 4	Summary	15			
Total for oral exam				72	22 %	

To pass telc *English C1*, you must score at least 60% in each of the subtests. This corresponds to at least 155 points in the Written Examination and 44 points in the Oral Examination.

When is a certificate awarded?

Two conditions must be satisfied for a telc English C1 certificate to be awarded. Firstly, the candidate must receive a minimum of 198 points, i.e. 60% of the maximum number of points. Secondly, the candidate must receive at least 60% of the maximum number of points in the oral examination and in the written examination. That means a minimum of 44 points and 155 points respectively.

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

297 – 330 points	Very Good
264 – 296 points	Good
231 – 263 points	Satisfactory
198 – 230 points	Pass
0 – 198 points	Fail

When can the exam be retaken?

Candidates may take the entire telc *English C1* exam as often as they wish.

7.2 Meeting C1 Target Requirements

This table shows how the requirements that should be met by the target group of learners have been implemented in the tasks and subtests of *telc English C1*.

Requirements that the target group should meet	Task in <i>telc English C1</i>
Understanding a wide range of complex written texts of various types, appreciating implicit as well as explicit meaning.	Reading Comprehension
Understanding a wide range of recorded and broadcast audio material, including some non-standard usage, and identify attitudes and opinions.	Listening Comprehension Part 1 a & b
Following interviews, lectures and discussions with relative ease, understanding and identifying specific details.	Listening Comprehension Part 2 & 3
Writing clear, well-structured texts, reports or correspondence, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	Writing
Expressing him/herself fluently and spontaneously, almost effortlessly in social and professional contexts.	Oral examination
Participating fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.	Oral examination Part 1
Giving clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	Oral examination Part 2
Taking an active part in discussions and debates, accounting for and sustaining their own viewpoint.	Oral examination Part 3

8 Examination Procedure and Evaluation

The written examination comprises the subtests Reading Comprehension, Listening Comprehension and Writing and must be treated as a whole. For this reason the candidates must take it all in one session, interrupted only by breaks of the prescribed length. The Oral Examination (Subtest Speaking), however, can be taken on a different day.

After the examination has been assessed, each candidate receives a results sheet containing information on the number of points attained in each subtest. These results are also expressed as a percentage.

For an overall pass in the whole examination, candidates must achieve at least 60% of the maximum possible total number of points.

The written part of the examination is assessed centrally at the telc main office, either using electronic means (OCR scanners) or, in the case of the subtest Writing, the candidates' performance is evaluated by telc raters. These raters have undergone a special qualification course to equip them for assessing at C1 level.

In contrast, the oral examination (Subtest Speaking) is assessed by local examiners who have been trained by telc and are holders of a valid Examiners Licence English C1. This licence is awarded to prior holders of at least one other telc Examiners Licence who can attest teaching experience at C1 level and demonstrate complete mastery of the English language. In addition they must successfully take part in a qualification course. telc - language tests makes sure that all successful participants of this course are extremely well acquainted with the CEFR and are consistently able to apply the telc C1 assessment criteria appropriately. This initial qualification course is complemented by regular benchmarking sessions whose aim is to calibrate the telc criteria and to deepen the examiners' understanding of the CEFR levels.

For more information on examiner qualification measures, please refer to www.telc.net

ENGLISH

- C2** telc English C2

- C1** telc English C1

- 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 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

ČESKÝ JAZYK

- B1** telc Český jazyk B1

PORTUGUÊS

- B1** telc Português B1

DEUTSCH

- C2** telc Deutsch C2

- C1** telc Deutsch C1
telc Deutsch C1 Beruf
telc Deutsch C1 Hochschule

- B2-C1** telc Deutsch B2-C1 Medizin

- B2** telc Deutsch B2+ Beruf
telc Deutsch B2

- B1-B2** 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 Junior

ESPAÑOL

- B2** telc Español B2
telc Español B2 Escuela

- B1** telc Español B1
telc Español B1 Escuela

- A2** telc Español A2
telc Español A2 Escuela

- A1** telc Español A1
telc Español A1 Júnior

JĘZYK POLSKI

- B1-B2** telc Język polski B1-B2 Szkoła

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

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

HANDBOOK

ENGLISH C1

telc – language tests have a long tradition of specialisation in the field of English language testing and certification. Common to all telc examinations is the following: the examination is designed to test communicative competence at a specific level of proficiency; the test types are standardised and clearly formulated; items and marking are consistently aligned with the CEFR; the examination is administered according to the internationally recognised quality standards of ALTE; finally the candidates' performances are assessed reliably, and their results communicated promptly and clearly.

The Handbook *telc English C1* lays out the theoretical background behind this general English examination at a high level of the CEFR. It specifies in detail the types of tasks involved in the examination and explains the assessment criteria. Used in combination with *Mock Examination 1 English C1*, this brochure gives those interested in the examination all necessary information, thus ensuring the highest possible level of transparency for candidates, educators and other stakeholders.