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 GmbH 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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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 on the Answer Sheet S30 items 1–6.

Example:

z The reason for this is immediately clear after a quick tour around the island reveals a surprising number of tall wind turbines.

Mark your answer on the Answer Sheet S30.

a As a result of this financial gain, they were less likely to complain about the noise, size or location of the turbines.

b Back then, almost all the island’s energy came from oil and petrol brought in by tankers or electricity coming from the mainland via underwater cables.

c In addition to these giants, just off the coast of the island, 10 even larger turbines greet visitors arriving by ferry from the mainland.

d It all started in 1997 when the island was successful in a government competition aimed at finding a location to become a model renewable energy community.

e Most of the locals saw no need for change, being happy with the reliable supply of power coming from the mainland.

f Portugal and Spain are the next highest producers of wind power, with 10% coming from this source.

g In the 1980s, the government decided to build up the wind industry and reduce the country’s reliance on oil.

h This fact was instrumental in helping ease any initial opposition from inhabitants.
World’s First 100% Renewable Energy-Powered Island Is a Beacon

The small island of Samso, off Denmark’s eastern coast, has a population of almost 4,000 and is known by the somewhat unusual nickname of Energy Island. These turbines are 50 meters high with blades stretching 26 meters from end to end and can be seen standing guard from the tops of the many small hills that cover the land. While these sights are guaranteed to catch your attention, a closer look around reveals a large number of homes covered in solar panels, farm buildings with micro-turbines beside them, and even a few electric cars. So when did Samso become the centre of such a green revolution?

Over the next 10 years, offshore and land-based wind farms were established, with much of the funding coming from the islanders themselves. They were encouraged to form resident associations, with members contributing what they could to buy shares in wind power, each share guaranteeing a regular additional income. When the annual cheques started arriving, people finally realised how profitable the project could be for them. Each turbine represented more money in the bank. Soon interest in wind turned to other forms of renewable energy. Now, 100% of the island’s energy comes from renewable sources.

This is a stark contrast to how things were just 15 years ago. Now, due to turbines, solar paneled roofs and straw burning furnaces, the traffic is reversed and the island exports millions of kilowatt hours of energy back.

What’s happening on Samso gives some insight into how Denmark became the world leader in wind power. Taxes on energy were raised and this money was then invested into researching alternative forms of generating renewable energy.

With 20% of the country’s electricity coming from wind, this has been a huge success and Denmark now acts as a role model to other nations, proving you can go green and achieve economic growth.
Reading, Part 2

Read the following text. In which part of the text can you find the information 7–16? 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 on the Answer Sheet S30 items 7–16.

Example:

7 Ideas cannot be considered properly.

Mark your answer on the Answer Sheet S30.

In which part of the text does it say that …?

7 I have no faith in the school system.

8 I'm afraid schools might destroy traditional values.

9 Pedagogical principles are losing out.

10 Teachers and parents often prevent progress in school development.

11 Teachers are often more interested in themselves than in the pupils.

12 The British seem to prefer less democratic leadership in schools.

13 Motivation for development can change within one school at different times.

14 The education system delegates responsibility for learning.

15 The legislation relating to schools needs modifications.

16 The size of the school can also have an effect on how well children learn.
HAS OUR EDUCATION SYSTEM FAILED?
Different voices on the issue

a We hope to home-school our children. There is too much wrong with schooling in the state and private education system to consider using schools unless they become absolutely necessary for baby-sitting purposes. Apart from the usual “good schools” (i.e. ones with white pupils from good homes) these would be my reasons:

– The whole system is concerned with passing meaningless exams, which are not intended to test academic excellence, but to enable a civil servant to tick off some boxes to show standards are improving.
– All schools are obsessed with exam results to the detriment of any enjoyment of learning. Private schools seem like sausage factories.
– A syllabus that in subjects such as history and social understanding (i.e. “racism” and the like) is positively anti-British indeed has the aim of deracinating and indoctrinating our children. I want my children to know about who they are and how they came to be what they are; not exercises in white guilt such as slavery.

b What is needed is a careful campaign to convince first teachers, and don’t underestimate the resistance you would find here, and parents other than those trying to further the interest of their own children at the school. I actually tried this at my last school and made it the top priority for the school following a successful OFSTED inspection but the apathy and resistance I met was considerably greater than you would have predicted in a school with good relationships between it and the community. Development plans cannot ever work if they reveal to interested parties anything which threatens the current status. Quite frankly if you take heed of development planning you’ve either got no ambition, or like most schools you’ll constantly be updating the bloody thing to keep up with excellent ideas produced by the community of teachers, parents and learners.

c One teacher at our school asserted in a staff meeting that he didn’t want to be consulted about the way forward but just told what to do. What I would advocate is to play to the strengths of the staff who have ideas for improvement and the energy to implement them. In some years there aren’t many of those and other years they and their ideas come in numbers. You can have a development plan for the school but my test is not whether you have a development plan but whether your school is developing or not. And whether all the teachers are with you usually depends on what is in the plan. For instance, suppose part of the plan was to amalgamate two departments and eventually change the structure – would you expect to be able to win over the staff involved necessarily? People rarely vote for their own demise. Suppose you decided that you could perfectly well accomplish what was needed by employing fewer teachers and more classroom assistants, would you expect to receive approval from teachers – not to mention their unions?

d The real difficulty lies in the nature of our essentially non-collaborative structures which are imposed on our schools by law. Suppose a new school is created. All is possible, isn’t it? A collaborative process of development and ownership such as you describe could be adopted by all the education professionals involved, couldn’t it? No, it couldn’t (in England), because the first appointment is always the head teacher who is given, by law, a special leadership and responsibility position which can’t be shared. It doesn’t have to be that way of course but for a collaborative style to develop in a school a head teacher in England has first to agree it will happen. What the government would have to do is make it possible for the collaborative development of a school to run hand-in-hand with a shared responsibility. That would be revolutionary and need changes to the law which probably wouldn’t get popular approval. We actually prefer dictatorial Churchillian styles of leadership in this country even when they aren’t effective.
As someone who has tried to persuade her parents to educate her at home (and failed), I can say for certain that the current state education system has failed me. Bar a few decent teachers – perhaps 3 or 4 out of about 12 subjects, I find it all too easy and that I am just wasting my time. They actually do set us tests at my high school, but it’s still insufficient as the majority of the teachers fail to discipline. Being honest, I mostly teach myself the stuff I need to know – decent books that aren’t just for your syllabus and perseverance are crucial. English I find instantly easy so I just have to read a lot and gain more knowledge that way; maths and science – my dad goes through with me as he finds the teaching insufficient and my mum helps me with history and things at home.

I’m in year 10 now. Year 8 was OK in some respects, but still mostly a ‘learn it yourself’ year... and year 7, I may as well have been on holiday! One of the main problems I found is that I came from a really good, small state primary school to a huge, quite awful high school. Year 9 merely reiterated what I’d already been taught, and it was a huge shock for me to realise how little some people knew.
Reading, Part 3

Read the following text and the statements 17–24 below.
For each of the statements 17–24 decide if the information
a) corresponds to the content of the text
b) does not correspond to the content of the text
c) is not mentioned in the text.

Mark your answers on the Answer Sheet S30 items 17–24.

Example:

z The writer drinks a lot of tea.

Mark your answer on the Answer Sheet S30.

17 Tea was first consumed mainly for health reasons.

18 Tea has always been a popular drink in most British families.

19 It took a long time for tea to acquire its present day popularity in Britain.

20 Catherine of Braganza was very popular in Britain.

21 Coffee houses were traditional meeting places for men to relax after work.

22 Tea wasn’t served fresh in the past.

23 Tea is taxed according to the weight of the leaf.

24 Servants used to be given special training to make perfect tea.
A Nice Cup of Tea

A cup of tea is a vital part of everyday life for the majority of people in modern Britain – in fact tea is so integral to our routine, that it is difficult to imagine life without it! But it was not always so; tea was once a luxury product that only the rich could afford and at one time was even believed to be bad for your health. It was over the course of several hundred years that tea gained its place as our national drink, and only relatively recently that its potential health benefits have been recognised.

Tea first became established in Britain through the influence of a foreign princess, Catherine of Braganza, the wife of King Charles II. A lover of tea since her childhood in Portugal, she brought teadrinking to the English court, and set a trend for the beverage among the aristocracy of England in the seventeenth century. The fashion soon spread to the middle classes, and it became a popular drink at the London coffee houses where wealthy men met to do business and discuss the events of the day. However, the tea being drunk in these establishments would probably be considered undrinkable now. Between 1660 and 1689, tea sold in coffee houses was taxed in liquid form. The whole of the day’s tea would therefore be brewed in the morning, taxed by a visiting tax officer, and then kept in barrels and reheated as necessary throughout the rest of the day. So a visitor to the coffee house in the late afternoon would be drinking tea that had been made hours before in the early morning: something unthinkable to any self-respecting café owner today! Fortunately, the system of taxation was altered in 1689, so that tea began to be taxed by the leaf rather than as liquid.

Some coffee houses also sold tea in loose leaf form so that it could be brewed at home. This meant that it could also be enjoyed by women, who were not welcome visitors to coffee houses. As it was relatively expensive, teadrinking in the home was largely confined to wealthier households, where women would gather for tea parties. Such a party was a refined social occasion, involving the use of delicate china pots and cups, silver tea kettles and elegantly carved tea jars and tea tables. All the equipment would be set up by the servants, but it was the hostess who brewed the tea. She was aided by a servant waiting on hand to bring hot water when needed. She then served the tea to her guests in pretty, little cups. Both green and black teas were popular, both of which were preferred without milk. Sugar, though, despite its high cost at the time, was frequently added.

We can imagine then that while seventeenth century men were at the coffee houses drinking tea, their wives gathered at one another’s homes to do exactly the same thing – just in a more sophisticated atmosphere!
The Columbus Controversy

1 Every year on the second Monday of October, the United States celebrates the anniversary of Christopher Columbus’s voyage to the New World. The Italian-born explorer set out four times, at the behest of the Spanish monarchs Ferdinand and Isabella, to find a sea route to the East Indies. The riches of this region, spices and silks in particular, were in great demand in Europe and the journey overland was not only long, it had also become hazardous. While Columbus’s attempts to reach Asia failed, he nevertheless has gone down in history as the man who, in 1492, ‘accidentally’ discovered America.

2 Today it is widely accepted that other explorers had been there before him. Humans, being restless by nature, have always wanted to explore beyond the horizon. Many cultures have tales of successful voyages across the Atlantic or Pacific, reaching America long before the time of Columbus, but most of these theories remain controversial for anthropologists and historians.

3 Could the Chinese have beaten Columbus to it? In 1421, Emperor Zhu Di sent a large flotilla under the command of the admiral Zheng He to sail around the globe and return laden with treasure. With 317 ships, this was the greatest maritime fleet ever assembled. Zheng He is known to have voyaged to South East Asia, India and Africa, dispensing and receiving gifts as he went, but a recently discovered map leads many to wonder if he had indeed travelled further than previously believed.

4 This map, from 1418, lays out the continents and oceans with an accuracy not witnessed in European maps for another 150 years, a fact some say can only mean that Zheng He’s expeditions took him around the southern tip of Africa and across the Atlantic. However, this notion remains problematic as the map is double dated. It states that it is a 1763 reproduction of the fifteenth-century original, and while tests have indicated that the document does indeed date back to the 1700s, there is no means of proving that the map is based on images drawn 350 years earlier.

5 The 2004 book, Zheng He’s Greatest Voyage, which claims to offer further evidence of the Chinese mariner’s achievement, caused great controversy and a number of websites have been created in response, devoted entirely to invalidating this claim.

6 While Zheng He’s trip remains a theory, elsewhere the legends go uncontested. Icelandic sagas have long told of how, in the 10th century, the Norseman Leif Ericson sailed his longboats to the coast of Newfoundland, Canada and established a settlement there which he called Vinland. Translated as ‘wine land’, many believed its location to be somewhere around Boston, as this is as far north as grapes grow in the wild.

7 However, the explorer Helge Ingstad and his archeologist wife, Anne Stine felt a mistake had been made and that Vin referred to the word for meadow. Their conviction led in 1960 to an astonishing discovery. They unearthed a Norse settlement of more than eight houses at the northernmost tip of Newfoundland, dating back 1,000 years. This was not a permanent colony, but is believed to have been a base for expeditions southwards. Known as L’Anse aux Meadows, these excavated dwellings and artefacts offer conclusive proof that Norsemen reached America centuries before Columbus.
8 Was Leif then the first European to make it that far? Not according to Saint Brendan. This Irish monk wrote in the ninth century of his voyage to the Isle of the Blessed. This document, the Navigatio, tells of a long journey at sea, the islands where he and his companions rested, and the incredible sights and creatures they encountered. Over 100 versions of this manuscript exist across Europe but it is difficult for today's scholars to distinguish fact from fiction.

9 The story mentions 'great crystal pillars' and an 'island with rivers of gold fire', which many believe to be references to icebergs and volcanic activity around Iceland, sights he would have experienced going across the Atlantic. In 1976, the English explorer, Tim Severin, built a currach, the type of wooden boat Saint Brendan would have used, and set off across the Atlantic. His aim was to follow the route described by the monk, testing whether such a journey was possible. Wild seas and even icebergs faced the crew who were greeted with disbelief as well as acclaim when they landed in Canada.

10 Severin's voyage shows that Brendan's journey was possible in theory, but proving Brendan could have made it, does not prove he did and greater evidence is required. Symbols scratched into rocks in Carolina are said to bear striking resemblance to those found in Ireland. Elsewhere, stone huts have been discovered which appear to be temples and contain windows carefully placed for solar alignment, typical of small Irish churches around 500 AD. In addition, stone carvings in West Virginia dating from between 500 and 1000 AD are thought to be written in Old Irish. Proof that Brendan's voyage is more than just a myth? Unfortunately, as interesting as these theories are, they remain mere speculation.

11 A little less far-fetched is the idea that Polynesian explorers reached the Americas. Having sailed as far afield as Hawaii, New Zealand, and Easter Island, their maritime skills were highly developed. If they could navigate as far as Easter Island, it is indeed plausible that they could make it to the South American coast. This speculation has been given further attention due to the discovery in 2007 of chicken bones at the El Arenal indigenous site in Chile. As chickens are not native to the Americas, it was assumed they were brought by Europeans in the years after 1492.

12 However, with today's technology such assumptions can be challenged. Radiocarbon dating carried out on one of the bones revealed that it was older than expected, from between 1304 and 1424, meaning it was there before the Europeans. Additionally, DNA tests have linked it to chicken bones found in pre-European sites in Pacific islands like Samoa, Hawaii, and Easter Island. As chickens are flightless birds, such results could indicate they arrived with Polynesians at least 100 years before Columbus dropped anchor off the coast of the Bahamas. Unfortunately for the proponents of this theory, the presence of a few chicken bones is not seen as sufficient evidence.

13 What is clear is that many nations were aware of the continent's existence. Stories, from the plausible to the highly outlandish, were passed down from generation to generation, prompting others to set out across the waves. Even today, the continent exerts a fascination on many, all determined to find out just who reached America first. And although it was not Christopher Columbus, it was his arrival that led to the first recorded permanent settlements being made. This was the start of Europe's colonization of the Americas, which would change the continent forever.
Summaries:

a. Christopher Columbus may not have discovered a shorter route to the East Indies but his voyages did bind Europe to America. Others are believed to have been there before him and many countries have stories of men who crossed the sea to this new land. Norsemen, Irish monks and skilled Polynesian sailors are all linked to this continent due to ancient tales and more modern archeological or historical finds. However, so far, only the existence of Vinland, mentioned in Icelandic sagas, can be verified. The discovery in the 1960s of a Norse settlement of more than eight buildings in the northern part of Canada caused great celebration. This site was only occupied temporarily, and is thought to have been used as a base for exploration further south. Its discovery is accepted as concrete proof that America was discovered long before Columbus set sail.

b. Columbus set out in 1492 on a journey to the East Indies and en route unintentionally found America. While it's acknowledged that Columbus was not the first to arrive there, it is still unclear who exactly was. Many theories exist, from the plausible to the questionable, as different nations claim the achievement for themselves. Many of these beliefs come from folk stories yet sometimes discoveries are made which suggest these tales could be true. A Chinese admiral may have sailed along American coasts in 1418, but were some unknown Polynesian navigators already exploring the land a few years before that? A group of Norsemen made temporary homes there in the 10th century, but an Irish monk could have preceded them by 500 years. As more and more finds are made, the definite proof may one day be uncovered, putting an end to the controversy and speculation that has gone on for so long.

c. Many incredible stories have been told about brave men who crossed oceans and found themselves on the continent known today as America. Often dismissed as mere folklore, discoveries in the last 60 years have caused people to wonder if these legends may stem from actual events. A Norse settlement dug up in Newfoundland in the 60s offers conclusive evidence that the ancient sagas of Leif Ericson’s journey to a far off land had at least some truth to them. In the 70s, one explorer built a wooden boat and sailed with a crew across the Atlantic, following a route described by a 5th century Irish saint in a document many thought to be fiction. Chinese and Polynesian sailors may also have walked on American soil long before Columbus arrived. People’s fascination with America seems to go back centuries and continues today with the search to discover who got there first.

d. Who really ‘discovered’ America? Many nations have tales of sea-faring heroes reaching the continent decades or centuries before Columbus and recent discoveries suggest that some legends may contain more fact than previously believed. Animal remains in Chile could indicate the presence of Polynesians at least 100 years before the Europeans arrived. A modern day explorer proved the 5th century tale of an Irish monk crossing the Atlantic was at least possible, while old carvings and stone constructions found in America suggest links with Ireland. A highly accurate map suggests that Chinese sailors knew America well, yet this claim causes great controversy. An archeological site in Canada proves the Norsemen were there, but the question remains as to whether this is the settlement referred to in Icelandic sagas. Fact or fiction, these tales intrigue us. Yet Columbus’ achievement cannot be ignored. His arrival brought Europe’s colonization of America, changing the continent forever.
Reading, Part 4b

Read the text again. Which word in the text best corresponds with the meaning given in items 26–45? There is only one correct answer.

Write your answers on the Answer Sheet S30 items 26–45.

Example:

0 rulers

Write your answer on the Answer Sheet S30:

0 Monarchs
You will find the answers to 26–30 in paragraphs 1–4

26 dangerous
27 recognised / acknowledged
28 gathered together
29 distributing
30 theory / belief

You will find the answers to 31–34 in paragraphs 5–7

31 sailor
32 undisputed
33 founded
34 excavated
35 absolute

You will find the answers to 36–40 in paragraphs 8–10

36 came across
37 differentiate
38 recognition
39 likeness
40 figures / designs

You will find the answers to 41–45 in paragraphs 11–13

41 possible / conceivable
42 supposed
43 questioned
44 supporters
45 inspiring
Read the following text. In some of the lines there is one mistake. The mistake may be one of grammar, spelling, punctuation or vocabulary. In some lines there is no mistake. If you find a mistake write the correct word or words on the Answer Sheet S30. If there is no mistake put a tick (✓) in the space.

Write your answers on the Answer Sheet S30 items 46–67.

Example:

Write your answer on the Answer Sheet S30:

0 I am writing regarding

Dear …,

0 Regards the position of full-time English-German translator
46 currently advertised in the european Media Magazine, please
47 find attached a copy of my CV for your considering.

48 Like you will see from my enclosed CV, I have a degree in
49 English Translation and Business Economic from the
50 University of Vienna. For the last three years I am working
51 as a translator for This is Austria, an online newspaper
52 which published daily here in my country. Mostly my work
53 involves translating international texts from and in English in
54 a wide range of fields from sport and culture to actual affairs
55 and Information Technique. I enjoy working under pressure, have
56 extensive experience in meeting strict deadlines and am
57 highly motivated. Indeed, I am often asked how I remain so
58 enthusiastic despite the stress deadline’s bring. The satisfaction
59 I get from translation work always is worth the extra effort.

60 I am very interested in the work your company makes
61 and know of its reputation as leading producer of high quality
62 documentary films. It is for this very reason that I would
63 welcome the occasion to develop my career in your
64 company and mean that I could make an invaluable
65 contribution to the work you are engaged in at present.

66 I would be pleased to attend an interview at every time
67 and look forward to hearing from you in the near future.

Yours sincerely,
Listening, Part 1

You will hear eight people. You will hear each person twice.

Listening, Part 1a

While listening, decide which statement, a, b or c, matches what the speaker says.
Mark your answers on the Answer Sheet S30. Items 68-75.
You will now have half a minute to read the task.

Budget Travel

The speaker is

a in favour of budget travel

b not interested in budget travel

c not in favour of budget travel

Listening, Part 1b

You will now hear the eight people a second time. While listening decide which statement a–j matches what the speaker says. You will only need eight of the possible statements.
Mark your answers on the Answer Sheet S30 items 76–83.
You will now have one minute to read the statements.

a Budget travel distracts from the beauty on our doorstep.

b Budget travel is a disturbing development in a competitive world.

c Budget travel is merely an evil necessity.

d Budget travel will flourish because it is what people want.

e Human health can be affected by budget travel as well as the environment.

f I benefit from budget travel but the planet may suffer.

g More opportunities are made available by budget travel.

h Other forms of domestic public transport are severely threatened by budget travel.

i There are no really positive features of budget travel.

j There are obvious financial advantages to budget travel in a competitive world.
Listening, Part 2

You will hear a radio programme. You will hear the programme only once. While listening complete the sentences in items 84–93.
A maximum total of four words may be missing in each sentence.
Write your answers on the Answer Sheet S30 items 84–93.
You will now have one minute to read the sentences.

84 There have been seven fatal shark attacks in ____________________.

85 There are now on average_________________ per year in the country.

86 The drum barrels are located at intervals ____________________.

87 Attached to the barrels are large _________________ which are used to catch the sharks.

88 Many people object to the shark cull because they think it is ____________________.

89 The sharks are drawn to the bait because of ____________________.

90 Unlike Queensland, the government of Western Australia will not allow the use of ________________.

91 This route has been used by sharks ____________________.

92 Instead of killing sharks, conservationists believe the government should be ____________________about sharks.

93 Nighttime is the sharks' main__________________.
Listening, Part 3

You will hear a lecture. A friend has asked you to make notes during the lecture as he can not be there to hear it. You will hear the lecture only once. While listening make notes in the spaces for item 94. After the recording you will have time to transfer your notes to the Answer Sheet S50.

You will now have one minute to read the task.

94  a) Ska combines elements of music, such as

- Calypso
- 
- 

b) Reasons for Ska's importance:

- 
- 
- 

 c) Factors leading to the birth of Ska:

- 
- 
- 

d) History of the genre:

1962
1963
1964
1966
1968

e) 2 Tone Ska:

Origin of name:
Message:
Logo:
Space for notes:

IMPORTANT: Remember to transfer your notes to the Answer Sheet S50. Notes written on these pages cannot be marked.
Writing

In this part of the examination you have to write two texts: the compulsory task and one of the optional tasks. You have a total of one hour to do this.

Remember:
The texts you write should be well-structured and highlight the points that you think are most important for the reader of the text. The structure of the text should have an appropriate degree of complexity with reference to the type of text specified and should also contain a number of complex sentence forms.

1. Compulsory

An internet youth magazine for young adults has asked for articles on the ways governments in various countries are trying to integrate migrants.
Write a short article on the situation in your country. (Write at least 200 words)

2. Optional

Choose one of the following four tasks:

A
You receive a letter from an American pen friend who has applied for a job in your country and has now been invited for an interview. He/she is worried about the kind of questions that might be asked and would like your advice about interviews in your country – what to expect, how to conduct herself/himself, etc.
Write a letter of at least 150 words.

B
Your college magazine has asked for reviews of books or films that students can recommend. You decide to write a review of a book that you have read or a film that you have seen recently.
Write a review of at least 150 words.

C
You are applying for a place on a distance-learning degree course at a British university. They have asked you to write why you wish to take the course and why you think you will be successful.
Write an application letter of at least 150 words.

D
A magazine for English language learners is running a short essay-writing competition. You decide to take part. Those wishing to take part are asked to write an essay on: How language learning can help to reduce prejudice.
Write an essay of at least 150 words.
This part of the examination requires the candidates to demonstrate various communicative oral skills. It includes monologues and dialogues and requires the candidates to converse both with the examiner and with the other candidate.

The oral examination has four parts and takes about 16 minutes altogether. You will be examined with one other candidate. If there is an uneven number of candidates, one group of three candidates will be formed. In this case the exam will take longer than 16 minutes.

The most important thing is to talk to your partner(s) and not to the examiners.

**Part 1: Interview** (3–4 minutes)

The examiner will ask you if you know each other. If you know each other, you should introduce each other, otherwise you should introduce yourself. The examiner will give you a topic and some ideas on questions. You should ask your partner about his/her views on the topic. You can also think of your own questions.

**Part 2: Presentation** (5–6 minutes)

The examiner will give you a task sheet with two topics. You choose one of the two topics and give a presentation on the topic to your partner. The presentation should take about 1 ½ minutes. Your partner should then ask you questions which you should answer briefly. During your partner’s presentation, you should think of questions to ask.

**Part 3: Discussion** (3–4 minutes)

You will be given a topic to discuss with your partner. Give your opinion on the topic with reasons and examples. Listen to your partner and discuss the topic by exchanging arguments.

**Part 4: Summary** (1/2 minute for each candidate)

At a certain point during the oral examination, the examiner will ask you to summarise the last part of the examination. You should always know what has been said and be ready to summarise it. Summarise the main points and describe how the task was solved.
Candidate A

Task 1
Interview

Topic: Languages

Ask your partner questions about her/his views on language learning using one or two of the following ideas:

• Satisfied with her/his teachers and the methods used?
• Satisfied with the progress he/she has made?
• Her/His reasons for learning a language?

After a short time the examiner will ask one or two extra questions on the same topic.

Candidate B

Task 1
Interview

Topic: Languages

Ask your partner questions about her/his views on language learning using one or two of the following ideas:

• Advice for new learners?
• What skills or talents are needed?
• Her/His strengths and weaknesses in language learning?

After a short time the examiner will ask one or two extra questions on the same topic.
Candidate C

Task 1
Interview

Topic: Languages

Ask your partner questions about her/his views on language learning using one or two of the following ideas:

- The most difficult aspects of learning a language?
- Has he/she tried e-learning?
- Possible to learn a language without living in the country?

After a short time the examiner will ask one or two extra questions on the same topic.

Examiner

Task 1
Interview

Topic: Languages

Ask supplementary questions e.g.

- Can he/she imagine living in a country without any knowledge of the language? How could he/she survive?
- Why does he/she think some people never learn another language?
- Should migrants be legally obliged to learn the language of their host country?

Your questions are intended to elicit more complex language on the part of the candidates, and can also be used as prompts if the interaction between the candidates starts to falter.
Candidate A

Task 1
Interview

Topic: Countries and Culture

Ask your partner questions about her/his views on language learning using one or two of the following ideas:

- Any prejudices encountered? How did they arise?
- How much time has he/she spent in other countries?
- The greater problem when abroad – different language or culture?

After a short time the examiner will ask one or two extra questions on the same topic.

Candidate B

Task 1
Interview

Topic: Countries and Culture

Ask your partner questions about her/his views on language learning using one or two of the following ideas:

- Which countries he/she knows? favourite countries?
- What is better in which countries?
- Emigrate for work reasons?

After a short time the examiner will ask one or two extra questions on the same topic.
Candidate C

Task 1
Interview

**Topic: Countries and Culture**

Ask your partner questions about her/his views on language learning using one or two of the following ideas:

- Why do people emigrate?
- Has he/she ever considered living abroad? Where? Why there?
- What problems might migrants have?

After a short time the examiner will ask one or two extra questions on the same topic.

Examiner

Task 1
Interview

**Topic: Countries and Culture**

Ask supplementary questions e.g.

- What does he/she look for when visiting a country for the first time?
- Should migrants adapt to the customs of their host country?
- Do schools do enough to prevent prejudice?

Your questions are intended to elicit more complex language on the part of the candidates, and can also be used as prompts if the interaction between the candidates starts to falter.
Candidate A

Task 2
Presentation

The task is to give a presentation to your partner(s). Then your fellow-candidate(s) will ask you follow-up questions. Choose one of the two topics. You have a short time to prepare a presentation on one of the topics. You should speak for about one and a half minutes.

• You are at an international meeting. You have to present yourself and your company.
• What, in your opinion, are the positive and negative aspects of studying or working abroad?

Candidate B

Task 2
Presentation

The task is to give a presentation to your partner(s). Then your fellow-candidate(s) will ask you follow-up questions. Choose one of the two topics. You have a short time to prepare a presentation on one of the topics. You should speak for about one and a half minutes.

• You are at an international summer course. You have to present yourself and the college or university where you study or studied.
• What, in your opinion, are the positive and negative aspects of being self-employed?
Candidate C

Task 2
Presentation

The task is to give a presentation to your partner(s). Then your fellow-candidate(s) will ask you follow-up questions. Choose one of the two topics. You have a short time to prepare a presentation on one of the topics. You should speak for about one and a half minutes.

- You are taking part in an international summer course. You have to give a brief presentation of the area where you live.

- What, in your opinion, are the positive and negative aspects of living in the country you live in?
Candidate A / B / C

Task 3
Discussion

The task is to have a discussion with your partner(s) on the following topic.

The government does not give sufficient support to cultural facilities!

Start by saying to what extent you agree or disagree with the statement, giving reasons and examples to support your opinion. Listen to your partner(s) and exchange your views.
Candidate A / B / C

Task 3
Discussion

The task is to have a discussion with your partner(s) on the following topic.

People should only be allowed to study subjects that are useful for the country where they live!

Start by saying to what extent you agree or disagree with the statement, giving reasons and examples to support your opinion. Listen to your partner(s) and exchange your views.
Candidate A / B / C

Task 3

Discussion

The task is to have a discussion with your partner(s) on the following topic.

Tourism presents great dangers for the environment!

Start by saying to what extent you agree or disagree with the statement, giving reasons and examples to support your opinion. Listen to your partner(s) and exchange your views.
Examiner

Task 3
Discussion

Choose one of the three topics and tell the candidates the topic. Place the sheet with the topic on it on the table. The participants should discuss the topic. You may enter the discussion if it becomes necessary to elicit the use of more complex language or if the discussion starts to falter.

The following questions on the topics may be used or others which occur to you.

**The government does not give sufficient support to cultural facilities!**
- For many people cultural events have a low priority.
- In times of limited resources public finances have to be devoted to more urgent social needs.
- Children need to be made aware of their cultural heritage.
- Can you give examples to support your views?

**People should only be allowed to study subjects that are useful for the country where they live!**
- What about the traditional concept of academic freedom?
- Why study? Is it just to get a better job?
- If the state subsidises higher education, shouldn't the state have an influence on what people study?
- Can you give examples to support your views?

**Tourism presents great dangers for the environment!**
- Doesn't tourism provide jobs for many people in poor areas of the world?
- Doesn't tourism enable people to encounter different cultures?
- Are the effects on people in remote countries always beneficial?
- Do the advantages outweigh the disadvantages?
- Can you give examples to support your views?
Examiner

Task 4
Summary

At a suitable point ask each of the candidates to summarise the previous part of the examination.

If three candidates are being examined together, each can summarise a different part of the examination or two presentations can be summarised.

The summary should take about half a minute.
Reading A

Reading Comprehension Part 1
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

Reading Comprehension Part 2
7  a b c d e f
8  a b c d e f
9  a b c d e f
10 a b c d e f
11 a b c d e f
12 a b c d e f
13 a b c d e f
14 a b c d e f
15 a b c d e f
16 a b c d e f

Reading Comprehension Part 3
17 a b c
18 a b c
19 a b c
20 a b c
21 a b c
22 a b c
23 a b c
24 a b c

Reading Comprehension Part 4a
17 a b c
d e f g h
25 a b c
d e f g h

Reading Comprehension Part 3
17 a b c
d e f g h
25 a b c
d e f g h
Separate the Answer Sheets and hand the first two sheets in!
### Listening

<table>
<thead>
<tr>
<th>2 Listening Comprehension Part 1a</th>
<th>2 Listening Comprehension Part 1b</th>
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<td>76 Speaker 1</td>
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</table>
4 Writing – Compulsory Task

For Examiners’ Use
4 Writing – Optional Task

For Examiners’ Use
2 Listening Comprehension (Part 3)

a) Ska combines elements of music, such as

Example: Calypso

b) Reasons for Ska’s importance:

c) Factors leading to the birth of Ska:

d) History of the genre:

1962
1963
1964
1966
1968

2 Tone Ska:

Origin of name:

Message:

Logo:
# telc English C1 Speaking

## 1. Interview

<table>
<thead>
<tr>
<th>Task</th>
<th>A</th>
<th>B</th>
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<td>2 Interaction</td>
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<td>4 Repertoire</td>
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## 2. Presentation

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## 3. Discussion

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## 4. Summary

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# Answer Key

## Reading

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## Listening

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<td>i</td>
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<td>83</td>
<td>d</td>
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</table>

## Writing

The marking of this part is done by a teacher or examiner using the marking instructions and criteria.
The focus of this part is on the corresponding semantic item. The following list shows the words as they appear in the text. However, if the candidates use a different form of the same word, e.g. the infinitive form of a verb, this can be accepted. Spelling mistakes can be accepted if the word can be clearly recognised.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Correct Answer</th>
<th>Item No.</th>
<th>Correct Answer</th>
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<td>35</td>
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<td>prompting</td>
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</table>
The focus of this part is on correctness. Alternative answers are in-signs. If there is one word too many in a line, this can be shown by crossing it out, e.g. many, or writing the line without the word. Lines without mistakes should be clearly indicated by a tick (✔). Spelling mistakes cannot be accepted.

Alternative answers should be written in the right-hand column.

In real examinations, all alternative answers given by examiners will be collected and taken into consideration.

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<tr>
<th>Item No.</th>
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<td>✔</td>
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<td>64</td>
<td>believe / consider / think</td>
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</tr>
<tr>
<td>65</td>
<td>engaged</td>
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<tr>
<td>66</td>
<td>any</td>
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</tr>
<tr>
<td>67</td>
<td>✔</td>
<td></td>
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</tbody>
</table>
Listening, Part 2

The focus of this part is on the content. Words in brackets [ ] can be part of the answer, but are not necessary. Punctuation will be disregarded. Spelling and grammar mistakes can be accepted if they do not affect the understanding of the content.

Alternative answers should be written in the right-hand column.

In real examinations, all alternative answers given by examiners will be collected and taken into consideration.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Correct Answer</th>
<th>Accepted alternative answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>15 deaths</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>along the coast / 1 km from the shore</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>hooks with bait / baited hooks</td>
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<tr>
<td>88</td>
<td>cruel and unncessary</td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>its smell / the smell</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>nets</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>for millions of years</td>
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<td>92</td>
<td>educating people / the public</td>
<td></td>
</tr>
<tr>
<td>93</td>
<td>feeding time</td>
<td></td>
</tr>
</tbody>
</table>
Listening, Part 3

The focus of this part is on comprehension and taking notes which can be understood by another person. Words in brackets [ ] can be part of the answer, but are not necessary. Punctuation will be disregarded. Spelling and grammar mistakes can be accepted if they do not affect the understanding of the content. Points will not be deducted for mistakes in content.

Each correctly noted piece of information will be given one point. Only the maximum total number of points given in the table below can be awarded.

The following pieces of information should be noted:

<table>
<thead>
<tr>
<th></th>
<th>a) Ska combines elements of music, such as</th>
<th>Possible points</th>
</tr>
</thead>
</table>
| 94 | Calypso (example)  
    | American Jazz  
    | Rhythm & Blues | 2               |
| b) | Reasons for Ska’s importance: | 3               |
|    | led to development of other genres  
    | attracts all kinds of fans / all ages and nationalities  
    | made Jamaica famous |                  |
| c) | Factors leading to the birth of Ska: | 3               |
|    | end of World War 2  
    | music coming from America  
    | life in Jamaica was changing / migration from countryside to city |                  |
| d) | History of the genre: (4 of 5) | 5               |
|    | 1962: Jamaica became independent  
    | 1963: Ska named national dance/music  
    | 1964: 1st worldwide Ska hit (My Boy Lollipop)  
    | 1966: popularity of Ska fading  
    | 1968: 1st wave of ska over |                  |
| e) | 2 Tone Ska: | 3               |
|    | Origin of name: named after record label / 2 Tone Records  
    | Message: racial unity / against racism  
    | Logo: man dressed in black and white |                  |
Points and Partial Results

Only full points may be awarded.
Add the points together to calculate the final score according to the following table.

<table>
<thead>
<tr>
<th>Points</th>
<th>Final score</th>
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<tbody>
<tr>
<td>16–13</td>
<td>A</td>
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<tr>
<td>12–9</td>
<td>B</td>
</tr>
<tr>
<td>8–5</td>
<td>C</td>
</tr>
<tr>
<td>4–0</td>
<td>D</td>
</tr>
</tbody>
</table>

Mark the final score on the Answer Sheet S30 Page 4
Guidelines for Marking

Writing
The texts are marked according to the definition of Level C1 of the Common European Framework of Reference for Languages using the following criteria:

1. Task Management
   • The task described is fulfilled completely.
   • The text is well-structured.
   • The task is fulfilled clearly and precisely.
   • It is easy for the reader to understand the text.

2. Accuracy
   • The candidate makes very few or no errors in morphology, lexis or syntax apart from rare errors when using complex sentence forms.
   • Spelling is accurate apart from occasional slips of the pen.

3. Repertoire
   • The candidate demonstrates a wide repertoire of language.
   • He/she uses complex sentence forms.
   • He/she does not have to limit the range of language used.
   • He/she expresses ideas in a variety of ways.
   • The use of language is appropriate to the task.

4. Appropriacy
   • The text corresponds to the task set in terms of structure, design and register.
   • The register is appropriate to the reader and situation.

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: Compulsory Task**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tr>
<td>Accuracy</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Repertoire</td>
<td>10</td>
<td>7</td>
<td>4</td>
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</tr>
<tr>
<td>Appropriacy</td>
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<td>4</td>
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</tbody>
</table>

Total Points: 40

**Task 2: Optional Task**

<table>
<thead>
<tr>
<th></th>
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<th>B</th>
<th>C</th>
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<tbody>
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<tr>
<td>Accuracy</td>
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<td>2.5</td>
<td>0</td>
</tr>
<tr>
<td>Repertoire</td>
<td>8</td>
<td>5</td>
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<td>Appropriacy</td>
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<td>5</td>
<td>2.5</td>
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</tbody>
</table>

Total Points: 32

**Speaking**

The examiners mark the candidate's performance according to the definition of Level C1 of the Common European Framework of Reference for Languages using the following criteria:

1. **Task Management**
   - The candidate takes an active part in the interaction.
   - The contributions to the interaction are well-structured, precise and easy to understand.
   - Ideas and opinions are expressed precisely.

2. **Interaction**
   - The candidate is able to keep the interaction going using discourse strategies such as turn-taking and cooperative strategies.
   - Compensation strategies are used to deal with problems and breakdowns in communication.
   - The communication is spontaneous and appropriate.

3. **Fluency**
   - The candidate speaks fluently and with very little hesitation to search for words.
   - He/she speaks at an even pace (not necessarily quickly) and without hesitation.
   - The communication is natural.
4. Repertoire
- The candidate demonstrates a wide repertoire of language.
- He/she does not give the impression of having to limit what he/she says because of language difficulties.
- He/she uses complex sentence forms.

5. Grammatical Accuracy
- The candidate makes hardly any mistakes in morphology or syntax or only occasionally when using complex sentence forms.

6. 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 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

<table>
<thead>
<tr>
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<td>1</td>
<td>0</td>
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<tr>
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<td>1.5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Repertoire</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Grammatical Accuracy</td>
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<tr>
<td>Pronunciation and Intonation</td>
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**Total Points: 15**

### Task 2: Presentation and Task 3: Discussion

<table>
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<tbody>
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<td>Interaction</td>
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<tr>
<td>Fluency</td>
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</tr>
<tr>
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<td>2.5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Grammatical Accuracy</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Pronunciation and Intonation</td>
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<td>1.5</td>
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</tr>
</tbody>
</table>

**Total Points: 21**
Audio Script

Listening, Part 1

Speaker 1
To be honest, I don't know what my girlfriend and I would have done over the past three years, if it weren't for budget airlines. She's based in Cologne and I'm in Edinburgh and transferring isn't currently a possibility for either of us. Nor does my research grant allow me to spend heaps on travel. I guess we just wouldn't have been able to see each other as often as we have. I mean, I understand the ecological effects and feel very guilty about contributing as much as I do to the destruction of the planet, but on the other hand, me stopping flying isn't going to solve the issue is it? It would simply make life far more difficult for us.

Speaker 2
It's absolutely horrid living where I do: you wouldn't have them allowing animals to live like this – in fact you don't: all the cows around us have been moved 10 miles away. It was bad enough before but now the noise is beyond acceptable levels for anyone. I'm constantly stressed – which of course affects the whole family. And especially being freelance – it means there's no escape. I've a good mind to take up the bookie's and become a full-time campaigner. Though history teaches us how little that can achieve. And as long as the government supports them with subsidised fuel and cheap landing tax, I'm going to have streams of budget travellers winging their way through the sky above me.

Speaker 3
I can't personally see what all the fuss is about. Technology is developing all the time – it's part of life – and quite frankly, if you don't go with it, you are on a losing streak. I'm certainly not prepared to jeopardise my position and the financial benefits that accompany it by refusing to fly out of some misplaced, eco-warriorstyle judgement. I fly up to five times a week and the cheaper we can do it the better. I'm always telling my staff to think long-term when it comes to spending. At the end of the day, it comes out of all our pockets. More expenses mean less profit.

Speaker 4
The steep rise in this area has been a key part of our campaign for several years now. Recently we called on the government to increase Air Passenger Duty on all outward flights from the UK. The aviation industry receives a number of unfair tax breaks and subsidies and we feel that increasing this tax would go some of the way towards managing the future demand for air travel. At the moment, airlines are able to charge rock bottom prices for their most popular routes – which subsequently increases their popularity and therefore the number of planes flying. If considerable changes are not made soon, we are going to have to environmental disaster on our hands – global warming has finally been acknowledged verbally by the international community as a serious issue: it is now time to acknowledge it with action.

Speaker 5
Me? Well, I hate flying so I don't really feel part of the debate. Sooner stay at home than go up in one of those things. Thing is, you see, they don't know how they stay up – not really. They can theorise and they must have a good idea, but they don't really know. And that's what terrifies me. There's no need to fly anyway – I think the British Isles are completely underestimated, particularly by the British. Look at the French – you don't see them flying off around Europe, no matter how cheap budget airlines are. Stay at home, see Britain – by car, caravan, bike – is what I say, rather than swanning off to look at bits of relic in far off places. But then I am biased of course. Otherwise I wouldn't be so good at what I do, I guess.

Speaker 6
I've been living in Italy for the last five years. It suits me down to the ground – I feel very creative here and my artistic block has gone! And we have lots of space so I can practise at home. But we wouldn't have moved here if flying weren't so cheap. That's what I think is so wonderful about all the budget airlines – they allow ordinary people to do extraordinary things! Why should flying be an elite activity? My brother is a nurse but he can still come over to visit us every two months – even on his salary. And who really needs food on a flight? If you are flying to Italy, like us, you know you can have a cheap bowl of pasta in some lovely little trattoria when you land!

Speaker 7
Cheap flights are our absolute enemy. They have the potential to destroy all other forms of long-distance travel and we must fight their influence if we are going to survive. Because with prices like 99 pence a flight, there is no way we can compete. The irony of course is that if you ask anyone how they would prefer to travel, flying does not come out on top! It is time-consuming, bad for the environment, uncomfortable. I myself don't fly. Why would I? Not with all the benefits I receive from work. And I much prefer to stay on the ground! But what can one really do? Lobbying the government isn't going to work – we have to educate the people.

Speaker 8
Low prices are quite clearly what customers want – you only have to glance at the rising figures to realise that. And who would be churlish enough to fight that fact? If there is a niche in the market, fill it – that's my mantra. The bottom line is that life nowadays is fast and furious – a hundred years ago things were different. But we don't live a hundred years ago. We live now! And the world is full of exciting opportunities which people don't want to let pass them by. Quite frankly, I really can't see what the problem is – most of the backlash seems to come from those not smart enough to get involved from the beginning. I have no sympathy.

Listening, Part 2

Tom: Good morning. Welcome to The World Today. I'm your host, Tom Lawless. As a result of another fatal shark attack, Western Australia has announced plans for a large scale shark cull. A decision which is causing great controversy both nationally and internationally. Renowned oceanographer, Doctor Layla Powell, is here to explain what exactly the Western Australian government is proposing and why it's so controversial. Good morning, Layla.

Layla: Good morning, Tom.

Tom: So, Layla, can you tell us more about these proposals?

Layla: Well, Tom, this recent shark attack in Perth is causing panic among locals and the media is calling Western Australia the ‘world’s deadliest place for shark attacks.’ The reality is that these attacks have become more frequent. This one was the state’s 7th shark-related death in 2 years.

Tom: I see, and how do these figures compare with other Australian states?

Layla: Well, a report published last year showed that between 1970 and 2000, there were on average 6 deaths per decade in the country as a whole. This has now risen to 15 deaths per year nationwide, with about 50 % of these fatalities happening in one state, Western Australia. This is a huge increase in a relatively short space of time. As a reaction to this, the state government decided to try and ensure the safety of the high number of surfers, swimmers and divers who enter the waters daily. Various ideas were discussed, and finally the decision was made to adapt a method already in use in other Australian states and further afield, in places like South Africa and Hawaii. It's called the drum barrel method, from the
floating containers anchored at specific points along the shore.

Tom: And from what I've read, this method is highly controversial. Can you give us some information of what it involves?

Layla: As I said, Western Australia is adapting the method so it is a little different from that used in other locations. First they identify the most popular beaches along the coast, and then set rows of drum barrels, one kilometer from the shore. Each drum barrel is attached to a large hook with bait on it. The idea is that the hooks will catch any large sharks which enter into this 1 kilometer zone. There will be frequent patrol boats monitoring these lines in order to kill and remove the sharks that are caught.

Tom: But many locals are not happy with this plan?

Layla: No. There has been strong opposition to the announcement. Thousands have signed online petitions and yesterday a large protest took place on Darlingford Beach with more than 4,000 people participating. Many believe a cull is cruel and unnecessary. Actually, the word 'cull' itself is problematic, as it suggests the widespread killing of sharks. The state's premier says the plan isn't to kill as many sharks as possible, but instead is focused on dealing with dangerous sharks that come close to popular beaches.

Tom: What kinds of sharks are classified as dangerous? We all know of the great white. Are there others that pose a threat?

Layla: The project has identified 3 types of sharks. The great white, as you mentioned, and also the tiger, and bull sharks. These are all sharks that measure 3 meters or more. The public are concerned that these baited lines will actually attract more sharks to these areas, but researchers say this is unlikely as sharks would have to already be in the area to be attracted to the smell of the bait. Queensland is given as an example of a state that has had great success with this system, with only one death since the program began in the 1960s. However, there is a big difference in the approach they took. In addition to over 300 hooks, they also use nets. This means sharks are less likely to make it closer to the shoreline where people are swimming and surfing. Western Australia has decided against using nets, because they come with a high risk of capturing other types of marine life.

Tom: So where are the sharks coming from? Has the shark population increased so dramatically?

Layla: No. The reality is that sharks have been travelling up and down that coast for millions of years. But there has been huge growth in the human population in this region in the last 3 decades. More people are visiting beaches and taking part in water sports. And with better wetsuits, people now swim and surf all year round, not just in the season.

Tom: So it's our habits that have changed, rather than the sharks. OK. And tell me, Layla, are there alternatives? What else could be done?

Layla: Conservationists say that killing sharks will not prevent attacks, and the government's first priority should be educating the public about sharks. This includes informing people of ways of minimising risks, of the conditions under which sharks are most likely to attack. Increase the warnings at beaches where dangerous sharks are often seen. Further steps could involve recommending that people avoid using the water at night or twilight, as this is prime feeding time for sharks, and restricting certain areas of the coast. These measures could help change people's behaviour and reduce the chances of attacks occurring.

Tom: We're going to take a commercial break now, but stay with us as we continue this discussion and later take your calls and comments.

Listening, Part 3

Moderator:
Welcome to the eleventh in our series of Music of Influence talks. Today we look at another genre of world music, Ska, and how it has become one of the most influential styles of the last 60 years. Ronnie Meg, author of 'A Musical History of Britain' is here to tell us more. (Applause)

Ronnie Meg:
Thank you. I'm delighted to be here. Ska really has a fascinating history, starting on the Caribbean island of Jamaica, spreading to Britain and then worldwide, giving rise along the way to a number of other music styles. Indeed Ska is a genre that returns to popularity every few years as the next generation of music lovers enthusiastically discovers it for themselves. Today, I'm going to tell you what Ska is, explain its fascinating origins and tell you something about the bands who were instrumental in its development. Additionally, we have the wonderful Ska band 'The In Toners' here and they will be entertaining us with a musical tour through the history of the genre.

Ska, with its fast tempo and strongly accented offbeat, first became popular in the 1960s. Originating in Jamaica, it combined elements of Caribbean music such as calypso with American jazz and rhythm and blues. While traditional Ska only had a few years in the spotlight, it remains an important genre for 3 main reasons.

Firstly, while in musical terms its lifespan was short, it led to the development of a number of other genres, such as reggae, rocksteady and Ska punk. It was energetic, upbeat and extremely catchy, and each new style that came from it retained that feeling and sound first heard in Ska.

In addition to the influence it has had on different musical styles, it is also quite unique in its reach. Ska attracts fans of all ages, nationalities, and walks of life. From 60's Jamaica to Britain in the 70's and America in the 90's, all kinds of people fell for the Ska sound. In fact, Queen Elizabeth is said to have a few Ska records in her collection, believed to have been passed on to her by her mother, who was an avid lover of world music.

Thirdly, Ska made Jamaica famous, bringing it to the attention of music lovers around the globe. It became known as 'the loudest island in the world', a title the nation wore with pride. Indeed, in 1964, at the world fair in New York, the Jamaican government chose as its representative Jimmy Cliff, who was at the time the most famous Ska musician on the island, with a large number of hits to his name.

Ska was born out of hope. People went wild for it and its birth was directly connected to what was happening in the world. There were a number of events that coincided to create Ska. The first great influence was the end of the Second World War. The 6 years of battle had cost Britain dearly. With all attention focused on rebuilding the nation, and huge debts rising, the Empire was losing its hold on its many colonies. Seeing this, Jamaicans began to feel hopeful for an independent future and calls for freedom and self-governance increased. The mood was one of optimism. People had new goals, new plans, and the music of the time reflected this.

Another influence was the music coming from America at that time, particularly rhythm and blues, and jazz. Suddenly the highly danceable and infectious beats of these music styles were being heard in the dance halls, brought back from the states by touring musicians. Songs from stars such as Count Basie, Duke Ellington, and Glenn Miller were influencing local musicians who rose to fame by creating music in this American style.
Also of importance was the way Jamaica was changing, with increased migration of people from rural areas to the capital. Yes, life on the island itself was changing rapidly. The population of Kingston, the capital, grew dramatically in a short space of time as huge numbers of people moved there from the countryside. Those from the rural areas were used to the tradition of congregating in the street to meet friends and neighbours, and share the news. They continued this tradition in Kingston, where every weekend, hundreds of the city’s inhabitants would join together in large public spaces for dances.

One local musician, Prince Buster, felt that something new was needed to reflect the changes happening within the country. When rehearsing new music in a local studio, he had his guitarist emphasize the afterbeat instead of the downbeat as was usual. And with that, Ska was born. Its popularity spread at an incredible rate. Almost overnight, it became the only music genre people wanted to hear and they flocked to the dance halls night after night.

While the music preceded Independence, it embodied the feeling and mood of the country so well. On August 6, 1962, the British flag was finally taken down and the country was declared independent of Great Britain. It then entered a new era of prosperity and wealth. People now bought their own record players, and wanted to own the music they heard at the dancehalls. Ska then became forever linked to this important turning point in the country’s history. In fact, a year later, in 1963, ska was named the national dance and music of Jamaica.

Now, across the Atlantic, the Jamaican population of Britain was growing. In an effort to import labour to rebuild the country after the war, Britain had opened its doors to citizens of its colonies, and many Jamaicans had been attracted by the offer of guaranteed work and higher wages. They brought with them the music of their country.

Then in 1964, My Boy Lollipop by Millie Small became the first Ska song to receive worldwide fame, reaching number 2 in both the UK and US charts. Ska music suddenly reached a global audience, with My Boy Lollipop becoming the song of the summer, blasting out from radios around the world.

As music styles in the US changed, so did Ska. In 1966, its popularity in Jamaica began to fade, as other rhythms took over. First Rocksteady, then Reggae, the appetite for something new was huge. Ska had introduced Jamaican music to the world, and later styles benefited, as people now acknowledged the quality of music coming from the island and were more receptive to the next new thing.

But by 1968, the first wave of Ska, traditional Jamaican Ska, was over. But this wasn’t the last we would hear from the genre, and that rapid, jumpy tempo.

The 2 tone genre, Ska’s second wave, came out of England in the late 1970s. It was a fusion of Ska, punk rock, reggae and pop. Compared to earlier Ska, it was faster with a harder edge. The name came from the record label most of the popular acts were signed to, 2 Tone Records. This record label became hugely influential in spreading this new musical style on a larger scale than had been done before. The sound was developed by young musicians who grew up hearing the 1960s Jamaican music and felt it combined easily with the contemporary music styles.

The 2 Tone movement had a clear message. The bands and musicians promoted racial unity at a time when racism and fighting were important issues in many of the country’s larger cities. The music resonated with white working class youth and immigrants from various countries who experienced the struggles of racism addressed in the songs’ lyrics. Some of the most famous bands of this era are The Specials, The Beat and Madness. The logo too was very distinctive. It was a man dressed in black and white, the colours chosen to represent the racially integrated bands who were promoting tolerance and unity.

And now I’ll let our guest band, the ‘InToners’ bring you back in time, to Kingston, Jamaica, and the summer of 1962. Ladies and Gentlemen, please join me in welcoming on stage, The InToners.

(appplause)
### Our Language Certificates

#### 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

#### 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
  - telc Deutsch B2 Pflege
- **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

#### 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

#### 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 Escuela
  - telc Español A1 Júnior

#### ITALIANO
- **B2**
  - telc Italiano B2
- **B1**
  - telc Italiano B1
- **A2**
  - telc Italiano A2
- **A1**
  - telc Italiano A1

#### ČESKÝ JAZYK
- **B1**
  - telc Český jazyk B1

#### JĘZYK POLSKI
- **B1·B2**
  - telc Język polski B1-B2 Szkoła

#### PORTUGUÊS
- **B1**
  - telc Português B1

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*Note: The content is displayed in a table format for easy reading and navigation.*
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