telc
LANGUAGE TESTS

MOCK EXAMINATION 1

telc HUNGARY ENGLISH

Examination Preparation

2022 Revised Edition

C1

Common European Framework of Reference

ALTE · Association of Language Tests in Europe

MOCK EXAMINATION 1
TELC HUNGARY ENGLISH

Examination Preparation

C1

To the readers of this booklet

As an internationally recognised test provider, telc offers a range of tests to suit your needs. Whether you are a student wishing to take a test or a course instructor preparing a class, this Mock Examination will help you gain a firm understanding of the exam requirements and get the best results.

What we offer

telc gGmbH is a not-for-profit educational institution based in Frankfurt am Main, Germany. As an internationally oriented organisation, telc works in close cooperation with 1,500 licenced partners in Germany and another 1,500 in Europe and beyond, to provide a standardised certification of language competence under the brand name telc – language tests. We offer seminars and courses for the continuing professional development of teachers as well as examiner training. Our teaching and learning materials, including digital learning and testing services, complete our portfolio.

The *telc Hungary English C1* examination is part of telc's portfolio of examinations designed for learners interested in proving their language skills. Our general and vocationally oriented examinations are a contribution towards multilingualism and language diversity in Europe. They take the needs of language learners throughout the world into account and certify language competency for everyday life, study and occupational purposes. The examinations *telc Hungary English B1, telc Hungary English B2* and *telc Hungary English C1* are recognised by NYAK.

telc gGmbH is a subsidiary of the German Adult Education Association (Deutscher Volkshochschulverband e. V.) and is dedicated to lifelong learning. We are committed to facilitating language learning and integration, as well as mobility. telc certificates are recognized by corporations, schools, universities and government agencies. We offer a unique system that combines tried and trusted test formats with objective and transparent examination conditions.

Our network

telc's strength comes from its cooperation with many and diverse partners over five decades. This cooperation challenges us and motivates us to consistently offer high-quality, needs-oriented services.

A lot has changed since the first telc certificates were awarded in the 1960s. telc – language tests have always kept up with the times. We take up new academic and practical impulses and transfer them into task-oriented, valid test formats. As a full member of ALTE (Association of Language Testers in Europe) and as a member of EQUALS, our tests are developed in accordance with European stipulations.

telc gGmbH is certified according to the international DIN standard, DIN EN ISO 9001:2015. You will find an overview of our programme at www.telc-english.net.

Jürgen Keicher
Managing Director, telc gGmbH

Contents

Test

Information

Test Format

Subtest	Aim	Type of Test	Time
Reading			
Part 1	Reconstructing a text	6 matching items	
Part 2	Selective reading	6 matching items	
Part 3	Reading for detail	11 items (correct / incorrect / not mentioned in text)	90 min
		1 reading for gist	
Language Elements			
Part 1	Grammar and lexis	22 multiple-choice items with 4 options	
Writing			
Part 1	Compulsory Task Optional Task	writing two of article, report, letter, review, etc.	60 min

Written Examination

Subtest	Aim	Type of Test	Time
Listening			
Part 1	Listening for gist	8 matching items	
Part 2	Listening for detail	10 multiple-choice items with 3 options	about 40 min
Part 3	Information transfer	10 items taking notes	
Speaking			
Part 1A	Presentation		
Part 1B	Summary and follow-up questions	two (or three) test takers	16 min
Part 2	Discussion		

Oral Examination

Reading Part 1

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

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

Example:

z This means that many children never get to experience the
natural world in the way their parents and grandparents did.

0

a For this reason, child carers are often sceptical of the benefits of forest education for children's health.

b Furthermore, parents can participate and help the children build toys and prepare their own meals.

c Girls in particular are said to profit from their outdoor experience.

d Such activities help develop problem-solving skills and the ability to assess risks.

e The idea quickly caught on and now thousands of these kindergartens exist throughout Europe.

f There is some concern that, although children are likely to have fun, they may be at a disadvantage once they progress to primary education.

g These are a type of preschool education where children spend most of their time outdoors.

h They argue that being outside will cause illness and that too much walking, climbing and outdoor play leads to physical exhaustion.

WHY FRESH AIR IS GOOD FOR CHILDREN

The majority of today's children are growing up detached from nature, a new survey reveals. For the first time in history, more than half the world's population is living in large towns and cities due to ever increasing urban growth. ____0____ As after school hours become filled with scheduled activities such as music lessons or sports, less time is devoted to just getting muddy and exploring what nature has to offer.

One antidote to this is Forest Nurseries, popular in Denmark, Sweden and Germany, and now growing in numbers in the UK. ____1____ Learning, through play and exploration, takes place in a natural environment regardless of the weather. The idea comes from the eighteenth century creator of the 'kindergarten' concept, Friedrich Wilhelm August Froebel. He believed that play was vital for young children's development, and that the outdoors was as obvious a place for this as any classroom. In Denmark in the 1950s, this concept was revisited and adapted, and a new type of preschool education was created. ____2____

The focus is on fresh air, exercise and understanding the local environment. Children are given the freedom to build huts, climb trees and cross streams. They stop and investigate what interests them as they head out on planned walks and fashion their own toys using whatever resources they find. ____3____ They foster independence, curiosity and creativity, and lead to an increased attention span, greater physical strength and improved motor function.

Can these kindergartens compete with standard kindergartens? ____4____ However, a recent study in Germany showed that forest kindergarten children actually outperformed their peers in areas such as cognitive tasks, social behaviour and creativity, as well as physical ability. ____5____ The research shows it helps them become physically self-confident.

This type of education will not attract so-called 'helicopter parents', those who hover over their children being over-protective. ____6____ But here rain, sun and snow are all welcome. After all, as the saying goes, there is no such thing as bad weather, only bad clothing. And all agree that the odd bump or bruise is nothing to worry about, especially when parents see how the outdoor world helps their children thrive. With the popularity of these schools growing, more urban children will be taking advantage of the natural world to explore and learn while cultivating strong bodies and healthy minds.

Reading Part 2

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

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

Example:

Which part of the text …

0   explains that enhancing our personal relationships should be
the real purpose of a bucket list?

⬭ ⬭ ⬬ ⬭ ⬭
a b c d e

Which part of the text …

7   blames bucket lists for promoting materialism?

8   cautions that bucket list aims only make sense when they reflect a person's own passions?

9   criticises people's way of handling their personal bucket list?

10   mentions how modern life has become so tedious?

11   notes that spending one's time meaningfully doesn't necessarily demand expense or luxury?

12   recommends that bucket lists be employed to advance personal growth?

The bucket list: a way to make the most of life or an excuse for indulgence?

a
Whether you'd like to jump out of an aeroplane, trek that Appalachian Trail or swim with dolphins, a personalised Bucket List is a modern necessity for the adventurous of spirit. Although the idea of having a list of things to do before you die isn't new, the expression 'bucket list' first appeared in the English language at the beginning of the 21st century.
Derived from the euphemism for dying, 'to kick the bucket' and popularised in the wake of the 2007 movie by that name, the bucket list enumerates experiences, tasks or accomplishments that a person hopes to achieve before they become food for worms. While bucket lists can act as a helpful tool, they can also be an excuse for people to indulge in compulsive experience-chasing, which implies a mere "tick the boxes" approach to life.

b

For many people, a bucket list can be beneficial, especially if it drags us out of our usual routine. For Jack, who works in London as an insurance broker, his bucket list is how he reminds himself that there's more to life than the daily grind. 'It is such a rat race,' he says, 'Too often we get caught up in living a monotonous existence. I experience it every day.' He sees a bucket list as something of a wake-up call for those of us for whom life has become repetitive and unfulfilling. For him, bucket list experiences are exciting peaks that make life more memorable and meaningful. 'I never imagined I could end up so world-weary at the grand old age of 32. But setting time aside to think about what you want to do with your life can be really useful as a reminder that we don't just live to work.'

c

Marketing assistant, Dani, agrees, though her reasoning is more focused on living than dying. Several years ago, an old friend of hers discovered she had a terminal illness. 'With only months to live, my friend compiled a list of things she had always dreamed of doing,' Dani says. 'But unlike other lists I've seen, hers was full of small activities and gestures that would bring happiness to others. It was such a beautiful and selfless approach to what can be a very self-involved undertaking.' Dani herself, has taken inspiration. 'My friend's passing was obviously terribly sad, but she motivated me to give more to my other friends and family, both in terms of time and effort. For example, I've now started writing hand-written letters to my grandparents again. It really doesn't take much to make someone's day.'

d

Dani's point about extravagant experiences is a sound one. Not only can our aims be extraordinarily and often prohibitively expensive, they don't always give us the satisfaction we're looking for. Many bucket lists tend to be generic, filled with standardised adventures. According to a recent survey, some of the items that occur most frequently on people's lists include meeting a celebrity, running a marathon and climbing Mount Kilimanjaro. Psychologist, Dr Annabelle Russell, queries the motivation behind certain list entries. 'Wildlife fans, for example, might derive great pleasure from whale watching, but if you've no interest in whales, what's behind this desire?' According to Dr Russell there's a competitive element to the bucket list, especially in the age of social media, where we can show off everything we've been doing. Such websites encourage us to 'brand ourselves' and project a specific image of who we are to the world. Posting pictures of our achievements might make us look good, even envied by others, but it won't necessarily make us happy.

e

Cynics take this point even further. Like any other modern phenomenon, the bucket list has been an opportunity for business to cash in. The idea of 'once in a lifetime' holidays aligns so well with the bucket list principle that a whole industry has emerged to enable us to achieve our dreams. Timothy Halstead, a student at Bath University, sees the bucket list as nothing more than a scam. 'It's another victory for capitalism because the bucket list is really just a shopping list. Instead of looking at what you have and building an enjoyable life on those foundations, we tick experiences off a list in an attempt to improve our confidence and boost our battered egos,' he explains scathingly. For Dr Russell, such a list should ideally be used as a means of enabling its user to challenge their limits. 'I tend to procrastinate, especially when it comes to things I've never tried before,' she says, 'Having a bucket list forces me to say 'let's give it a shot!' It helps me be a little braver.'

Reading Part 3

Read the following text and the statements 13–23 below. For each of the statements 13–23 mark the following, if the information:
(+) corresponds to the content of the text.
(–) does not correspond to the content of the text.
(X) is not mentioned in the text.
Mark your answers for items 13–23 on Answer Sheet S30.

13 Political necessity motivated engineers to develop the transatlantic telegraph cable.

14 Before working on the telegraph, Morse was well known as an artist.

15 The transatlantic cable project received funding from two governments.

16 The cable was damaged several times due to the bad weather.

17 During the celebration, City Hall in New York burned down.

18 Lord Kelvin and Dr Whitehouse had worked together prior to the cable being laid.

19 Kelvin was sceptical of Whitehouse's theories, arguing that the cable should be treated more sensitively.

20 Whitehouse accepted responsibility for the project's failure.

21 Whitehouse was part of the Great Eastern Expedition.

22 During the 1930s, people were able to make telephone calls between Europe and the United States.

23 Today, the majority of transatlantic communication is done via satellite.

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

24 a A short history of the telegraph
    b How we moved from the Morse code to satellites
    c The revolution in transatlantic communication

_____ **TITLE**

Prior to the introduction of telegraph communication, the time required to deliver a message in the form of a letter from North America to Europe was staggeringly long. Given that the Province of Canada was still under British rule, the need for swifter communication between Britain and its colonies was of paramount importance. So in 1854, a project was initiated to lay a telegraph cable across the floor of the Atlantic from one of Ireland's most westerly points, Valentia Island, to the town of Heart's Content in Newfoundland. The aim of the ambitious project was to reduce the time it took to deliver a message across the world's second largest ocean from days to mere minutes.

Groundwork for this project had been laid in the preceding two decades. The first working telegraph instrument was developed in 1832 by Samuel F.B. Morse, an established portrait painter, who had, in his mid-thirties, turned his hand to inventing. He later perfected a set of signals that could represent language in telegraph messages, known as Morse code. By 1850, telegraph cables had already been laid on the bed of the English Channel that connected Britain and France, and construction had begun on an over-ground telegraph line in the US and Canada, linking Nova Scotia to Newfoundland. Soon after, plans were made to extend the east-coast cable across the Atlantic to Britain. Private investment and a subsidy from the British government helped launch the scheme, and the US government, despite opposition from many senators, also provided a grant.

On 5 August 1857, two converted warships, HMS Agamemnon and USS Niagara, set out together from the southwest coast of Ireland with the intention of laying the first part of what would be more than 3,000 miles of telegraph cable. However the cable broke on the first day of the operation and, although it was patched, broke for a second time and the project was postponed. A year later, a second attempt was made. This time, the ships set out from either side of the ocean, meeting in the centre on 26 June 1858 to connect the cables. Again, breaks in the cable caused the operation to fail, and critics called for the costly project to be abandoned. But on July 17, the ships set out once more, and this time, despite poor weather conditions and the low morale of the crew, the endeavour succeeded. On 16 August 1858, the first official telegraph between the two continents was transmitted, a message of congratulations from Queen Victoria to the US President James Buchanan.

This message and the President's enthusiastic response made newspaper headlines worldwide, and in New York, the historic event was commemorated with processions, music and fireworks, sparks from which resulted in a fire that damaged the dome of City Hall. But the elation was short-lived: on 3 September, the cable failed.

The cause of the failure was that the two electrical engineers responsible for the functioning of the cable had very different ideas about how the system worked. William Thomson, more famously known as Lord Kelvin, a Belfast-born mathematical physicist and engineer, was located at the western end of the cable, while Edward Wildman Whitehouse, a surgeon from Liverpool with an interest in electricity, was located at the eastern end. The men were not just opposed in their location relative to the cable, they also had opposing theories as to how the cable should be used. Throughout the project, they communicated only via the cable itself. Whitehouse insisted that a high-voltage source was required, while Kelvin believed in using a less aggressive, lower voltage. As a result of the large voltage applied, the cable's insulation became compromised, so that the time needed to send messages gradually increased to the point that sending half a page of text took an entire day. When the cable eventually

failed entirely, the blame was placed on Whitehouse, who kept insisting that it was the cable itself that had been faulty. At the time, it was suggested that the whole venture had been nothing more than a hoax or a means of engaging in stock market speculation.

It took eight years for the next attempt at transatlantic telegraph communication to be made. In 1866, several existing telegraph companies banded together and, with Whitehouse having been replaced as lead engineer, launched the ship, the Great Eastern, to lay a new cable. The expedition was successful and, once more, friendly messages were exchanged between Queen Victoria and the United States. Transmitting these initial telegrams was not exactly quick. Queen Victoria's first message of 98 words, back in 1858, took over 16 hours to send. Operators used Morse code and needed two minutes to transmit a single character, letter or number. By 1866 innovations in cable production, combined with improved methods of sending messages, meant speeds had greatly improved. Now eight words could be sent per minute – eighty times faster than the original 1858 cable. Further oceanic cables were laid and London soon became the world centre in telecommunications.

It was not until the 1920s, long after the invention of the telephone, that the idea of a telephone cable across the Atlantic was seriously considered. From 1927, transatlantic telephone communication was feasible, but it was only radio-based. The first ever telephone cable linking Europe and the US, the TAT-1, was not laid until 1955. Connecting Scotland and Newfoundland, it was inaugurated on 25 September 1956 and carried 36 channels. Although the number of channels increased to 72 in later years, the TAT-1 was decommissioned in 1978, having been replaced by more advanced types of cable with higher bandwidth. The first southern Atlantic cable, linking Portugal and Argentina, was launched in 2000.

In modern times, we could be forgiven for believing that transatlantic communication is facilitated mainly by satellite, especially given that there are now in excess of two thousand communication satellites currently in the Earth's orbit. In actual fact, cables have experienced something of a resurgence, having overtaken satellite communication again before the end of the 20th century. With the introduction of fibre optic technology and so-called 'self-healing' topology (whereby a fault in the circuit can be bypassed without the need for human intervention), cable communication is going from strength to strength. Latency (the delay between the signal being sent and received) has been reduced to less than 0.06 seconds, making the experience almost seamless for the user – quite some progress considering the sixteen hours it took for Queen Victoria's 98-word telegram to arrive in the US just a century and a half ago.

LANGUAGE ELEMENTS

Language Elements

Read the following text and decide which word or phrase is missing in items 25–46: a, b, c or d?
Mark your answers for items 25–46 on Answer Sheet S30. 0 is an example

THE CAMINO DE SANTIAGO

The Camino de Santiago, also __**0**__ as the way of Saint James, is __**25**__ a network of hiking routes or pilgrimages __**26**__ to the shrine of the apostle Saint James in the cathedral of Santiago de Compostela in north-western Spain.

Many people complete a route as a form of spiritual journey or retreat for their spiritual __**27**__ but the route __**28**__ attract religious devotees; it is also popular with hiking and cycling enthusiasts and organized tour groups. While the routes __**29**__ length, most take around a month __**30**__, walking between 20 and 30km a day. The main route, the Camino Frances, takes, __**31**__ average, five weeks, passing through the Pyrenees, the Rioja wine region and many historic towns. In October 1987, the route __**32**__ the first European Cultural Route by the Council of Europe; as well as one of UNESCO's World Heritage Sites.

The __**33**__ of the Camino stretches back to the Middle Ages when pilgrims made their way on foot to __**34**__ from Saint James, whose remains are __**35**__ buried on the site of what is now the city's cathedral. The route was part of a trio of pilgrimages, the __**36**__ to Rome and Jerusalem. Completing all three routes was thought to guarantee forgiveness for every __**37**__.

Over the centuries, the pilgrimage's popularity has __**38**__ as a result of dramatic events __**39**__ outbreaks of various diseases or war, which made travelling long distances dangerous. Nowadays, pilgrims come from around the __**40**__ and walk these routes for a __**41**__ ranging from religious motivation and interests in travel or sport, to __**42**__ to see another country. Modern pilgrims carry a 'credential' or 'pilgrim's passport __**43**__ at each hostel or town that they pass through on the way to Santiago. __**44**__ at the Santiago cathedral, the credential is exchanged for a certificate to honour the achievement. The challenge of spending a few __**45**__ walking and the sense of achievement make the Camino a __**46**__ journey of discovery.

Example:

0 **a** knew
    b know
    c knowing
    d known

a   b   c   d
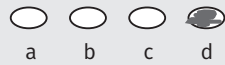
25 **a** actually
    b easily
    c eventually
    d particularly

26 **a** following
    b leading
    c pointing
    d wandering

27 **a** grow
    b growing
    c grows
    d growth

28 **a** cannot really
    b does not only
    c should definitely
    d will mainly

29 **a** are different
    b differ from
    c have various
    d vary in

30 **a** for completing
    b if completed
    c in completion
    d to complete

31 **a** for
    b in
    c on
    d with

32 **a** declared
    b has been named
    c names
    d was declared

33 **a** background
    b birth
    c origin
    d source

34 **a** ask to forgive
    b beg and forgive
    c seek forgiveness
    d want the forgiveness

35 **a** believed to have been
    b known for having
    c perceiving to be
    d thought to have

36 **a** other one is
    b other route goes
    c others being
    d others passing

37 **a** failure done
    b mistakes made
    c offence taken
    d sin committed

38 **a** been climbing and sinking
    b decreased and declined
    c risen and fallen
    d sunk and rose

39 **a** among which
    b called for
    c like in
    d such as

40 **a** block
    b clock
    c corner
    d globe

41 **a** different reason
    b number of reasons
    c reason that is important
    d round of reasons

42 **a** a hard wish
    b a main goal
    c a simple desire
    d an easy plan

43 **a** that has stamped
    b which is stamped
    c who issues stamps
    d whose stamps stay

44 **a** Before having arrived
    b Once arriving
    c Upon arrival
    d When he arrives

45 **a** week of
    b week's
    c weeks
    d weeks in

46 **a** certain
    b really
    c rightful
    d true

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 complete both tasks.

Remember: The texts you write should be well-structured and highlight the points that you think are most important for the reader. 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.

Write on the Answer Sheet page 5 (compulsory task) and page 7 (optional task).

Compulsory
Your local council is thinking of building three wind turbines on the hill near your village. Residents are concerned and some groups have protested against the plan. Others support the idea. The local newspaper has asked for readers' comments.
Write a letter to the editor of the newspaper and state your opinion.
Write at least 200 words.

Optional

Choose one of the following four tasks:

A
The Writer's Website is having a competition. This month's challenge, titled "Dear Me," is to write a letter to yourself when you were a teenager. Include words of wisdom, advice or messages you think would have been useful to a younger you.
Write at least 150 words.

B
You are an active member of a sports club which needs new members. You have volunteered to write a suitable text for the local community yearbook.
Write at least 150 words.

C
You recently bought a camera from the local electrical shop and discovered that it was faulty. When you took it back and asked for a replacement, you were told that the shop could not help you. Write to the manufacturer to complain.
Write at least 150 words.

D
Your English teacher has created a website for learners and wishes to publish comments, stories about lessons, and recommendations about improving your language skills from former and current students. You like the idea of formulating something for the internet.
Write at least 150 words.

Listening Part 1

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

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

How useful are performance reviews or staff appraisals at work?

a During review meetings, employees have the chance to improve the relationship with their managers.

b Evaluation should be an ongoing process, rather than being focused on a single annual event.

c Giving workers goals to work towards helps them understand how they are performing.

d Managers have a tendency to let their personal views of an employee influence their appraisals.

e Managers need to be better trained at carrying out annual reviews.

f Nerves can prevent you from taking in what is actually being said.

g Offering staff money as motivation can reduce the quality of the work being done.

h Reviews are necessary to keep people focused on the quality of their work.

i Reviews offer managers the chance to congratulate staff on their work successes.

j Some employees say they really enjoy the appraisal process.

Listening Part 2

You will hear a radio programme. You will hear the programme only once. While listening decide which answer fits best: a, b or c.

Mark your answers for items 55–64 on Answer Sheet S30.
You will now have three minutes to read items 55–64.

55 The term 'work-life balance' emerged

a as early as the 1970s.
b during the late 1990s.
c within the last ten years.

56 Melissa Prescott believes employees are less likely to feel stressed if they

a are in management positions.
b consider pay to be the primary motivation for working.
c identify themselves very closely with their jobs.

57 The first stage of 'burnout syndrome' is

a a feeling of exhaustion and sadness.
b neglecting friends and pleasurable free time activities.
c the desire to demonstrate one's importance.

58 The number of people requesting medical assistance for panic attacks has

a gradually decreased over time.
b increased significantly.
c remained largely the same.

59 Melissa believes that pressure

a can be a useful tool to achieve success.
b is similar to stress in terms of its consequences.
c results in various health issues.

60 People's ability to fight off infection is weakened by

   a   a prolonged increase in stress hormone levels.

   b   a short-term reduction in stress hormones.

   c   fluctuating stress hormone levels.

61 One of the most important changes individual companies can make is to

   a   ban employees from checking work emails outside office hours.

   b   give employees more sick days.

   c   let employees arrange their own working hours.

62 Melissa says, keeping staff satisfied is important because when

   a   experienced employees leave, the quality of work suffers.

   b   skilled employees aren't challenged enough professionally, they are often ill.

   c   untrained employees are frustrated, the number of errors increases.

63 Melissa believes that

   a   making your job a top priority is never advisable.

   b   spending time with friends keeps you balanced.

   c   telling an employer you feel stressed can be risky.

64 In Melissa's opinion, in the future we will probably

   a   earn much less money.

   b   enjoy a better work-life balance.

   c   work many more hours.

Listening Part 3

You are listening to a PowerPoint presentation. For each slide there are one or more pieces of information you should note down. While listening, make notes on the right hand side for items 65–74. Answer 0 is an example. You will hear the presentation only once.

After listening to the recording, you will have five minutes to transfer your answers for items 65–74 to Answer Sheet S30.

You will now have one minute to read the slides.

Presentation	Notes

Finding Machu Picchu

DAVID MARTIN

- **Award (0)**

0 *Keller Prize for History*

Origins of Machu Picchu

- **Height of the city of Machu Picchu (65)**
- **1450–1550 (66)**

65 _____

66 _____

Discovery, Restoration and Significance

- **Hiram Bingham announces his find (67)**
- **In 1983 (68)**

67 _____

68 _____

Presentation   **Notes**

Environimental threats

◎

- **Building development in Aguas Calientes (69)**
- **Reason for transport infrastructure developments (70)**

69 _____
_____
_____

70 _____
_____
_____
_____

Threats to flora and fauna

◎

- **General facts about endangered animals (71)**

71 _____
_____
_____
_____
_____
_____
_____

The purpose of Machu Picchu

◎

- **The first theory (72)**
- **Machu Picchu as pilgrimage site (73)**

72 _____
_____
_____

73 _____
_____
_____
_____

Ongoing questions

◎

- **Speculation as to why Machu Picchu was abandoned (74)**

74 _____
_____
_____
_____
_____
_____

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

Speaking

How is the Speaking conducted?

Speaking is always conducted by two licensed telc examiners and lasts approximately 16 minutes with two test takers. In case of an uneven number of test takers, one group of three test takers will be examined together. In this case, the examination is longer. There is no preparation time.

What are the test takers expected to do?

The test takers are expected to converse with each other and respond to the arguments of their partners in such a way that a lively and authentic conversation develops. Inquiries and mutual assistance in the conversation are viewed positively.

What is the main focus of each part of the examination?

At the beginning the examiners and test takers briefly introduce themselves.
The Speaking subtest consists of two parts:

Part 1A: Presentation (approximately 3 minutes per test taker)

The test takers receive different task sheets, each with two topics. The test takers should present one of these topics for about 3 minutes. Test taker A presents his/her topic first.

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

After test taker A's presentation, test taker B gives a summary of the presentation. Then test taker B should ask at least one follow-up question referring to the topic of the presentation. The examiners may also ask questions.
Test taker B then presents his/her topic for about 3 minutes. This is followed by test taker A's summary and follow-up questions.
The test takers may make notes while their partner is presenting.

Part 2: Discussion (6 Minutes)

In the second part of the examination, the test takers are asked to discuss the controversial topic which is given on the task sheet. They are expected to express their opinion and discuss other possible points of view. Test takers should think of arguments and examples to support their contributions. If the discussion does not reach the correct language level, the examiners should intervene with additional questions.

Test taker A

Part 1A: Presentation (3 minutes per test taker)

Task

Choose one of the two topics and give a short presentation to your partner(s). Take a few seconds to prepare before you start speaking. Remember to give an introduction (example, own experience) and come to a conclusion at the end.
You should talk for about three minutes.
At the end you will be asked follow-up questions.

Topics

• Is donating to charity popular in your country? Which charities would you consider donating to and why?

• How important is your mobile phone? How have mobiles changed our social interactions?

Part 1B: Summary and follow-up questions (2 minutes per test taker)

Task

• Make notes while you are listening to your partner's presentation. At the end of the presentation, summarise what your partner has said.

• Ask your partner follow-up questions.

Test taker B

Part 1A: Presentation (3 minutes per test taker)

Task

Choose one of the two topics and give a short presentation to your partner(s). Take a few seconds to prepare before you start speaking. Remember to give an introduction (example, own experience) and come to a conclusion at the end.
You should talk for about three minutes.
At the end you will be asked follow-up questions.

Topics

• How useful is the Internet for finding information? What effect can information from the Internet have on less democratic societies?

• How has marketing changed professional sport? Does sponsorship give athletes unfair advantages?

Part 1B: Summary and follow-up questions (2 minutes per test taker)

Task

• Make notes while you are listening to your partner's presentation. At the end of the presentation, summarise what your partner has said.

• Ask your partner follow-up questions.

Test taker C

Part 1A: Presentation (3 minutes per test taker)

Task

Choose one of the two topics and give a short presentation to your partner(s). Take a few seconds to prepare before you start speaking. Remember to give an introduction (example, own experience) and come to a conclusion at the end.
You should talk for about three minutes.
At the end you will be asked follow-up questions.

Topics

• What are the advantages and disadvantages of living in a city? What effect has urbanisation had on the countryside?

• How many people go to university in your country and do they have to pay tuition fees? Should students only study subjects that are useful for society?

Part 1B: Summary and follow-up questions (2 minutes per test taker)

Task

• Make notes while you are listening to your partner's presentation. At the end of the presentation, summarise what your partner has said.

• Ask your partner follow-up questions.

Test taker A / B / (C)

Part 2: Discussion (6 minutes)

Discuss the following topic with your partner(s):

> ## "I do not like work, even when someone else does it."
>
> *Mark Twain (1853–1910), American author*

Task

- What do you understand by this statement?

- In what way do you agree or disagree with it?

- Give reasons and examples to support your opinion.

- React to your partner's arguments.

Test taker A / B / (C)

Part 2: Discussion (6 minutes)

Discuss the following topic with your partner(s):

> "Children must be taught how to think, not what to think."
>
> *Margaret Mead (1901–1978), American anthropologist*

Task

• What do you understand by this statement?

• In what way do you agree or disagree with it?

• Give reasons and examples to support your opinion.

• React to your partner's arguments.

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Test taker A / B / (C)

Part 2: Discussion (6 minutes)

Discuss the following topic with your partner(s):

> # "I have learned more from my mistakes than from my successes."
>
> *Sir Humphrey Davy (1778–1829), British inventor*

Task

• What do you understand by this statement?

• In what way do you agree or disagree with it?

• Give reasons and examples to support your opinion.

• React to your partner's arguments.

telc

LANGUAGE TESTS

-S10-

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

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

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

Beispiel: 23. April 1995
Example: 23 April 1995 ▶ $1\ 9\ 9\ 5\ .\ 0\ 4\ .\ 2\ 3$

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

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

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

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

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

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

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

Beispiel: 17. Juli 2018
Example: 17 July 2018 $2\ 0\ 1\ 8\ .\ 0\ 7\ .\ 1\ 7$

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

C1

Answer Sheet S30

telc
LANGUAGE TESTS

1 a b c d e f g h **1** **7** a b c d e **7**
2 a b c d e f g h **2** **8** a b c d e **8**
3 a b c d e f g h **3** **9** a b c d e **9**
4 a b c d e f g h **4** **10** a b c d e **10**
5 a b c d e f g h **5** **11** a b c d e **11**
6 a b c d e f g h **6** **12** a b c d e **12**

13 + – x **13**   **25** a b c d **25**   **36** a b c d **36**
14 + – x **14**   **26** a b c d **26**   **37** a b c d **37**
15 + – x **15**   **27** a b c d **27**   **38** a b c d **38**
16 + – x **16**   **28** a b c d **28**   **39** a b c d **39**
17 + – x **17**   **29** a b c d **29**   **40** a b c d **40**
18 + – x **18**   **30** a b c d **30**   **41** a b c d **41**
19 + – x **19**   **31** a b c d **31**   **42** a b c d **42**
20 + – x **20**   **32** a b c d **32**   **43** a b c d **43**
21 + – x **21**   **33** a b c d **33**   **44** a b c d **44**
22 + – x **22**   **34** a b c d **34**   **45** a b c d **45**
23 + – x **23**   **35** a b c d **35**   **46** a b c d **46**

24 a b c **24**

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

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

○ ○

SNT   MNT

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

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

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for
Raters

65 0 1 2

66 0 1 2

67 0 1 2

68 0 1 2

69 0 1 2

70 0 1 2

71 0 1 2

72 0 1 2

73 0 1 2

74 0 1 2

telc

LANGUAGE TESTS

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Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

Compulsory Task/Pflichtaufgabe

for Raters

Rater 1

T **Wrong topic?**
yes   no

1   A   B   C   D
2   A   B   C   D
3   A   B   C   D
4   A   B   C   D

Code Rater 1

Rater 2

T **Wrong topic?**
yes   no

1   A   B   C   D
2   A   B   C   D
3   A   B   C   D
4   A   B   C   D

Code Rater 2

telc Rating

T **Wrong topic?**
yes   no

1   A   B   C   D
2   A   B   C   D
3   A   B   C   D
4   A   B   C   D

Code telc Rater

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4 **Writing – Optional Task**

For Examiners' Use

Rater 1	Rater 2	telc Rating	Task No.
T Wrong topic?	**T** Wrong topic?	**T** Wrong topic?	
yes no	yes no	yes no	A
1 A B C D	1 A B C D	1 A B C D	B
2 A B C D	2 A B C D	2 A B C D	C
3 A B C D	3 A B C D	3 A B C D	D
4 A B C D	4 A B C D	4 A B C D	
Code Rater 1	Code Rater 2	Code telc Rater	

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Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

Examiner 1

I Content

	A	B	C	D
1A	○	○	○	○
1B	○	○	○	○
2	○	○	○	○

Code Examiner 1

II Language (1–2)

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

Examiner 2

I Content

	A	B	C	D
1A	○	○	○	○
1B	○	○	○	○
2	○	○	○	○

Code Examiner 2

II Language (1–2)

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

Agreed Marks

I Content

	A	B	C	D
1A	○	○	○	○
1B	○	○	○	○
2	○	○	○	○

II Language (1–2)

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

Marking Criteria for Writing

The 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 test taker 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 test taker 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	A	B	C	D
Task Management	6.5	4.5	2.5	0
Accuracy	6.5	4.5	2.5	0
Repertoire	6.5	4.5	2.5	0
Appropriacy	6.5	4.5	2.5	0

Total points: 26

Task 2: Optional Task	A	B	C	D
Task Management	5.5	4	2	0
Accuracy	5.5	4	2	0
Repertoire	5.5	4	2	0
Appropriacy	5.5	4	2	0

Total points: 22

Marking Criteria for Speaking

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

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

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

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

Criterion 1 (Task Management) is assessed individually in each part of the oral examination. In contrast, criteria 2–5 apply to the oral performance as a whole.

1. Task Management

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

- The given task described is fulfilled completely.

- The test taker takes an active part in the interaction.

- The contributions to the interaction are well structured.

- The communication is appropriate.

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

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

Marking

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

2. Fluency

- The test taker speaks fluently and spontaneously with very little hesitation to search for words.

- Irrespective of the test taker's natural rate of articulation, a smooth flow of speech is maintained.

- The test taker uses linking devices so that the communication is coherent.

- Communication appears natural. Pauses do not impede communication.

⟹ CEFR (Spoken Fluency): Can express themself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

Marking

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

3. Repertoire

- The test taker demonstrates a broad range of vocabulary and expresses themself appropriately and in a varied way.

- The test taker does not give the impression of being restricted in what they want to say.

- The test taker uses complex sentence structures.

⟹ CEFR (Vocabulary Range): Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. (General linguistic range): Can select an appropriate formulation from a broad range of language to express themself clearly, without having to restrict what they want to say.

Marking

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

4. Grammatical Accuracy

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

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

Marking

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

5. Pronunciation and Intonation

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

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

Marking

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

Points

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

In total: 16 points

Language (all parts)	A	B	C	D
2 Fluency	8	5	2	0
3 Repertoire	8	5	2	0
4 Grammatical Accuracy	8	5	2	0
5 Pronunciation and Intonation	8	5	2	0

In total: 32 points

Marking criteria for Speaking – Overview

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

Points and Grades

	Subtest	Task	Points	Points max.	Weighting
Written Examination	**Reading**				
	Part 1	6 items, 2 points each	12		
	Part 2	6 items, 2 points each	12	48	22.5%
	Part 3	11 items, 2 points each	22		
		1 item, 2 points	2		
	Language Elements				
		22 items, 1 point each	22	22	10%
	Writing				
		Compulsory Task	48	48	22.5%
		Optional Task			
	Sub-Total of the Written Examination			118	55%

	Subtest	Task	Points	Points max.	Weighting
Oral Examination	**Listening**				
	Part 1	8 items, 1 point each	8		
	Part 2	10 items, 2 points each	20	48	22.5%
	Part 3	10 items, 2 points each	20		
	Speaking				
	Part 1A	Presentation	6		
	Part 1B	Summary and follow-up questions	4	48	22.5%
	Part 2	Discussion	6		
	Language (Parts 1 and 2)		32		
	Sub-Total of the Oral Examination			96	45%

Sub-Total of the Written Examination				118	55%
Sub-Total of the Oral Examination				96	45%
Total Points				**214**	**100%**

Who can receive a certificate?

To receive a certificate, all of the following criteria must be fulfilled:

1) The test taker must achieve a result of at least 60% for the whole examination.
2) The test taker must achieve at least
   40% in the Subtest Reading,
   40% in the Subtest Writing,
   40% in the Subtest Listening and
   40% in the Subtest Speaking.

If a test taker achieves a result of less than 40% in one or more of the subtests and/or achieves less than 60% of the total number of points, then the test taker has failed the complete examination.

In order to successfully pass the **Written Examination**, all of the following criteria have to be fulfilled:

1) The test taker must achieve a result of at least 60% in the Written Examination.
2) The test taker must achieve at least 40% in the Subtest Reading and at least 40% in the Subtest Writing.

In order to successfully pass the **Oral Examination**, all of the following criteria have to be fulfilled:

1) The test taker must achieve a result of at least 60% in the Oral Examination.
2) The test taker must achieve at least 40% in the Subtest Listening and at least 40% in the Subtest Speaking.

The grade is then calculated according to the following table:

193.0–214.0 Points	Very Good	1
171.5–192.5 Points	Good	2
150.0–171.0 Points	Satisfactory	3
128.5–149.5 Points	Pass	4
0–128.0 Points	Fail	5

How Does the Examination Work?

Answer Sheet S30

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

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

The new uniform Answer Sheet S30 has the following features:

1. The new uniform Answer Sheet S30 covers several target languages and examination subjects for the competence level C1. It comprises 9 pages. Please do NOT separate the sheets when handing out the Answer Sheets S30.

2. The new uniform Answer Sheet S30 needs to have the test version entered in a box on the cover page. The test version can be found at the bottom left corner of the Test Booklet S10 or S20.
   Example:
   Test version
   1148-S10-010101

3. All boxes for personal data are in the various telc languages. The names of the subtests are not mentioned because the same icons as in all our Mock Examinations and Test Booklets are used.

4. The symbols concerning items 13–23 have the following meaning:

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

5. Where no meaningful icons are available, written explanations are used. English has been used as a lingua franca for the following terms: rater, examiner, content and language. The subtests in the Oral Examination are simply numbered through. The order of the numbers follows the numbering system in the Test Booklet M10 and the Score Sheet M10.

6. Raters mark the box Wrong topic? with yes if the test taker's text does not address the task given.

Scoring

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

telc raters and examiners

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

Written Examination

The Written Examination lasts 150 minutes and consists of the subtests Reading, Language Elements and Writing. Before starting the examination, the test takers should fill in the information section on Answer Sheet S30. In order to prevent misunderstandings, the invigilator writes the name of the examination centre, the date and the six-digit test version number on the board. The invigilator also needs to inform the test takers that dictionaries, mobile phones or other electronic devices are not allowed (Instructions §§ 15 and 16). After the test takers have filled in Answer Sheet S30, the invigilator should hand out the test booklets. The starting and ending times should be written on the board and should be visible for all of the test takers.

Oral Examination

The Oral Examination consists of two subtests: Listening and Speaking. The subtest Listening takes about 40 minutes.

The subtest Speaking carried out with two test takers takes approximately 16 minutes, with three test takers slightly longer.

The time allowed for examining is divided up as follows:
*   Part 1A (Presentation) about 3 minutes for each test taker
*   Part 1B (Summary and follow-up questions) about 2 minutes for each test taker
*   Part 2 (Discussion) about 6 minutes

What do the examiners do?

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

During the oral examination, both examiners fill out the score sheet M10. Each examiner assesses the test takers independently from each other. After the test takers have left the examination room, the examiners compare their assessments. This exchange helps the examiners to re-evaluate their observations and to reach a consensus. Then the results are entered onto the test takers' Answer Sheets S30.

Framework for the Oral Examination

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

	Example text for the examiners
Part 1A: Test taker A – Presentation	
The examiners introduce themselves and the interlocutor asks test taker A to begin the presentation. If the test taker gets stuck or ends the presentation too early, the interlocutor provides an impulse to help the test taker continue speaking.	*Welcome to this Oral Examination. I'm the first examiner (name) and this is my colleague (name). And your names are …?* *As you know, this examination has two parts. (Name of Test taker A), choose one of the topics on this sheet. Take a few seconds to prepare and then present the topic to your partner.*
Part 1B: Test taker B – Summary and follow-up questions	
The interlocutor asks test taker B to make a summary and ask questions. If necessary, the examiner may also ask a question to elicit more complex language.	*Thank you (name of test taker A). (Name of test taker B) could you please summarise what you found important in your partner's presentation. … Thank you. And now please ask one or two follow-up questions.*
Part 1A: Test taker B – Presentation	
The interlocutor asks test taker B to begin the presentation.	*Thank you and now (name of test taker B) choose one of the topics on this sheet. Take a few seconds to prepare and then present the topic to your partner.*
Part 1B: Test taker A – Summary and follow-up questions	
The interlocutor asks test taker A to make a summary and ask questions.	*Thank you (name of test taker B). (Name of test taker A) could you please summarise what you found important in your partner's presentation. … Thank you. And now please ask one or two follow-up questions.*
Part 2: Discussion	
The interlocutor thanks the test takers and hands both test takers a task sheet. One of the three topics provided in the mock examination can be chosen and a different one used for each examination. If the test takers get stuck, the interlocutor provides an impulse to help them continue speaking.	*Thank you. Now let's move to the discussion section. Here are the task sheets with the topic for the discussion. You can see a quote/statement. Let me read it to you. (read quote) Below the quote/statement you can see some questions which will help you with your discussion. You don't have to discuss all the questions. You are welcome to let your discussion about the topic develop naturally. (Name of test taker B), can you start, please.*
Ending the examination	
The interlocutor concludes the examination taking care not to say anything that could be construed as an assessment.	*Thank you. We have come to the end of the examination. You will get your results in a few weeks.*

telc

LANGUAGE TESTS

telc English C1
Oral Examination – Score Sheet M10

Speaking

Candidate **A**	Candidate **B**
Last Name	Last Name
First Name	First Name

Content
Task Management

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

Language (Part 1A–2)

	A	B	C	D
Fluency	○	○	○	○
Repertoire	○	○	○	○
Grammatical Accuracy	○	○	○	○
Pronunciation and Intonation	○	○	○	○

Content
Task Management

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

Language (Part 1A–2)

	A	B	C	D
Fluency	○	○	○	○
Repertoire	○	○	○	○
Grammatical Accuracy	○	○	○	○
Pronunciation and Intonation	○	○	○	○

Date   Examiner

Examination Centre

Answer Key

📖 Reading

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

Part 2
7 e
8 d
9 a
10 b
11 c
12 e

Part 3
13 true
14 true
15 true
16 not mentioned
17 false
18 not mentioned
19 true
20 false
21 false
22 true
23 false
24 c

🔷 Language Elements

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

🔊 Listening

Part 1
47 d
48 g
49 i
50 a
51 h
52 f
53 c
54 b

Part 2
55 a
56 b
57 c
58 b
59 a
60 a
61 c
62 a
63 b
64 b

Part 3

Item No	1 Point	2 Points
65	2,430 metres	2,430 metres above sea level
66	construction started	construction started AND site (was) abandoned
67	to a group of historians OR at Yale university	to a group of historians at Yale university
68	UNESCO OR World Heritage Site	(declared a) UNESCO World Heritage Site
69	ONE OF rapid / uncontrolled / built without planning permission	TWO OF rapid / uncontrolled / built without planning permission
70	ONE OF improve access to site OR increase amount of people / goods / building materials (delivered to site)	TWO OF improve access to site OR increase amount of people / goods / building materials (delivered to site)
71	numbers dropped (greatly in recent years) OR because of deforestation (which forces them to find new homes)	numbers dropped (greatly in recent years) AND because of deforestation (which forces them to find new homes)
72	fortress	fortress AND ONE OF easy to defend from enemies / strategic location / safe place
73	worshippers prayed to sun god OR (called themselves) children of the sun OR made / offered human sacrifices	TWO OF worshippers prayed to sun god / (called themselves) children of the sun / made / offered human sacrifices
74	ONE OF Spanish invasion / local war / outbreak of disease / ordered by gods	TWO OF Spanish invasion / local war / outbreak of disease / ordered by gods

Transcripts

Listening Part 1

Presenter:
Welcome to this week's edition of 'What's your opinion?' Today's topic is "How useful are performance reviews or staff appraisals at work?" Let's hear what some of our listeners have to say.

Number 47
I've been having annual performance reviews in my job for the last few years and, to be honest, I think they're much too subjective. In fact, I read an article recently which stated that even the majority of human resources managers question the validity of these appraisals. Ideally an assessment would reflect the quality and limitations of an employee's work, but I think that's seldom the case. In reality, reviews are all based on opinion, and I think who you're mates with is really what affects whether you'll get a positive appraisal or not. For example, if you play golf with the boss on a regular basis, you're probably going to get a better review than someone who doesn't.

Number 48
When companies link these yearly reviews to financial rewards, employees focus on specific goals, rather than on the job as a whole. If bonus payments depend on the performance review, then that's what employees tend to work for, instead of doing the best job possible. A worker in a call centre will obviously try to serve as many customers as he can, rather than make sure he gives those customers the best service. I often hear people complaining about how badly they were treated when they called a customer service number. But it's hardly surprising that the operators try to get you off the line as fast as possible, if they know that, when they go into their performance review, the boss will say, 'Good job, you answered X number of calls. Here's your bonus!

Number 49
I know some people find annual reviews really stressful. You could be working away, thinking you're doing a great job and then suddenly, during this once-a-year meeting, the supervisor tells you that 'no', actually things are not going so well! Some people say that all managers do is complain, but when things are stressful, it can be hard to find time for praise. However, you might get positive feedback! Appraisals give bosses the opportunity to give their workers a pat on the back for a job well done. As a culture, we have a habit of only saying something when we've got a problem, so having a set time and place for a manager to sit their employee down and commend them on their efforts can be very important.

Number 50
From an employee's point of view, a performance review can be an instructive experience. It gives both the employer and the employee a chance to get to know each other better. During the day-to-day running of an organisation, it's not always possible for the manager to recognise and encourage the employee's full potential. But when they get the chance to sit down face-to-face, they can reflect on the work that has been done and the employee's training needs for the future. Together, they can look at individual situations and discuss how things could have been done differently, or the manager can highlight a particular approach to a problem, which will help the employee in the future if a similar issue arises. These meetings don't just help you to become a better worker, they also contribute towards a positive working atmosphere.

Number 51
I don't think performance reviews are demoralising at all. If nothing else, they help keep people on their toes. And that's no bad thing from a manager's point of view. Companies need to know how their employees are doing, and they need to have some kind of a programme in place to ensure that staff understand the importance of working optimally. The manager can analyse the work of each employee, and then in the meeting, be direct; tell them if they are up to standard or not. Employees who know they have a review at the end of the year are more likely to stay motivated and not become lazy, especially when their position and continued employment depend on the review being positive. It would definitely make me work harder!

Number 52
If you ask employers, they often say performance reviews are the task they least enjoy. And of course, most employees dislike them too – they cause a lot of worry. Psychological studies show that if you lack self-confidence or feel like you are under attack, as you probably would in these types of review meetings, you are not open to criticism and suggestions. Your brain can't process what you're hearing! This makes the whole thing counterproductive. Furthermore, too much emphasis is put on these kinds of events. How can you sum up the value of what employees do with a questionnaire and a short interview? And how can you expect them to absorb your feedback when you've just thrown it at them, while they're under pressure?

Number 53
For a good working atmosphere, the system needs to be transparent and made up of clear expectations set out for staff, which is ideally the case in such reviews. A review is based on the assessment of specific tasks

that were carried out and the competences used. When you, as a manager, talk to the employee during the review, you have something concrete to base your comments on, so it's not just a vague opinion. You can both see the results in black and white, making your feedback more valuable. An annual review also gives you the chance to coach your staff. For feedback to be successfully acted upon, employees also need assistance in the form of training, solutions, and guidelines. If all this is in place, the process can be a highly useful tool.

Number 54
If managers were skilled and effective in their daily communication with staff, then there would be little need for these formal reviews. Staff need regular feedback, not just an immediate response when something goes spectacularly wrong, or indeed is a huge success, but encouragement, support and assistance for the small projects and tasks that make up the daily grind. Guidance, goal setting and development activities should be happening on a regular basis not just tacked on to the end of the year, as another time-consuming task the leader has to complete. I'd abandon the yearly reviews if it were up to me, but unfortunately it's something head office insist on. They don't seem to trust us to manage in such a way that we get the best out of our staff without this system.

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

Listening Part 2

Edward: Good evening and welcome to our weekly edition of *What Works at Work*. I'm Edward Walters and I'm pleased to have with me in the studio Melissa Prescott, who has written a book on stress and the work-life balance. Welcome, Melissa.
Melissa: Thank you for having me.

Edward: First of all, what do we mean by the 'work-life balance'?

Melissa: Well, Edward, it means exactly that: that we need to balance our work with the rest of our lives so that work isn't allowed to take over.

Edward: Why is there so much emphasis today on the importance of the work-life balance?

Melissa: Well, you're right that the 'work-life balance' has certainly been the hot topic of the last decade, though it's worth remembering that the phrase 'work-life balance', itself, first appeared in our lexicon in the mid-70s. I think the development of the internet and digital communications during the last years of the twentieth century is, however, what's really made the work-life balance so relevant. Technological advances

have facilitated a dramatic change in our relationship with work. Thanks to email, laptops and mobile phones, we can be contacted 24 hours a day, 7 days a week, and many companies encourage employees to stay connected to the business outside of the traditional 9 to 5.

Edward: So, you're basically saying that we're being exploited by our employers?

Melissa: Well, it's not that black and white. One study showed that almost 70% of workers felt that their work-pressures were, in fact, self-inflicted. They bring it on themselves. This is especially true for people who feel that their own personal identity is closely tied to their profession. People who see work purely as a means to earn a living report feeling less stressed than those who push themselves to the extreme to climb the career ladder, you know, managers and executives.

Edward: There are, presumably dangers to a person pushing themselves professionally?

Melissa: Yes, of course. Our increasingly demanding work culture is having a damaging effect on people, on both their mental and physical wellbeing. Take the phenomenon of 'burnout syndrome'. Psychologists researching this condition have identified 12 stages. Newspapers often report on the effects of burnout syndrome, like emotional breakdowns, but seldom mention these stages, not all of which occur in all sufferers. The slippery slope towards burnout usually begins with the need to prove yourself, to show that you're valuable to your company and therefore to yourself. To achieve this, people work harder and harder, putting their job before family, friends or hobbies, which may eventually result in depression, behavioural change and, ultimately a total mental and physical collapse, which is what we call 'burnout'.

Edward: An issue that seems to have become more prominent in recent years …

Melissa: Indeed. However, it's not just the frequency of cases of burnout that indicate a problem. Reports of other health issues are also on the rise. In the UK, National Health Service figures show that in the last ten years, there has been at least a five-fold growth in the number of people seeking medical help for panic attacks. The number of cases is now around 18,000. And 70% of these patients linked their stress to work commitments.

Edward: Many people say they work better under pressure. What's your opinion on this?

Melissa: Well, I think we must recognise that pressure and stress are not the same thing. A little pressure can indeed be positive as a motivating factor, and may actually be essential in a job. Stress, however, occurs when this pressure becomes excessive. This means a person is no longer able to cope with the demands

being placed on them. As well as the psychological effects of persistent stress that we've mentioned, there are many physical effects, such as heart disease, frequent headaches, and backache. Another issue is that a person's immune system can be weakened.

Edward: Really, how does that happen?

Melissa: Well, for one thing, your body produces greater levels of the stress hormone cortisol, which is positive in short spurts. But over time, your body can get used to having too much cortisol in your blood. And this opens the door for more inflammation.

Edward: These are all serious problems. What can be done to stop them?

Melissa: Well, recognising the dangers is the first step. In 2017, the French government made it illegal for companies with more than 50 employees to require them to be 'available', in terms of communication, outside contracted working hours. This sends a strong message, but I don't think it's the key. By offering flexi-time, companies can give staff the chance to unwind. Such concessions are also a huge help for workers with young children, who may need to work around the usual office hours in order to pick their children up from kindergarten or look after them when they are sick. In my opinion, that's what companies *should* be doing.

Edward: It's interesting that companies are being so proactive in this area.

Melissa: Well, the advantage for companies in being more flexible and acknowledging the effect of work-related stress on employees, is that it reduces the likelihood of employees regularly calling in sick. Moreover, when under pressure, tired staff lose concentration and as a result, it's easy for them to make mistakes. This, of course, is something that can be very expensive for the company. Staff turnover can also be an expensive problem for companies, especially when new employees need to be trained up in order to maintain high standards. Retaining staff and ensuring that they are healthy and happy has become a huge priority.

Edward: And what steps can we, as employees, take to avoid all this?

Melissa: We have to accept that our jobs are important and it's inevitable that sometimes they will have to take priority. We'll all experience periods of stress in our lives, and the key to getting through these stressful moments is, what experts call, 'good stress management'. This means recognising when you need help, and learning to ask for it. Make space for pleasure – fun, family, hobbies. This helps remind us of what's really important, namely our physical and mental wellbeing.

Edward: What does the future workplace look like to you?

Melissa: There's no escaping the technological revolution. I don't believe we'll ever go back to the traditional division of workplace and home life, and I don't honestly think that's a bad thing. With increasing digitalisation, many jobs will soon be within the capabilities of robots and we'll end up with fewer jobs in general. To address this, we may all need to reduce our working hours – to spread out the remaining work among many. Ultimately, that will give us more time for activities like caring for children or elderly relatives, volunteering or hobbies. This will certainly be a positive change in terms of work-life balance. Finding a way to ensure that our salaries and standard of living are not negatively affected by future developments will, however, be the real challenge!

Edward: Well, thank you for joining us, Melissa. It's been fascinating.

Melissa: It's been a pleasure.

Listening Part 3

Presenter:
Good afternoon, everyone. On behalf of the Latin American History Association, I'd like to welcome you all to today's talk, 'Finding Machu Picchu'. We are delighted to have David Martin, an expert on Machu Picchu, with us today. David's recent book on the subject was last year's winner of the prestigious Keller Prize for History. Welcome, David.

David Martin:
Thank you. I'd like to start off by saying what a pleasure it is to see so many of you here today. Machu Picchu is a topic that captures people's imaginations the world over and attracts many tourists to Peru.

Situated high above the Urubamba river, some 2,430 meters above sea level, the city nestles between two mountains. They are Huayna Picchu and of course, Machu Picchu meaning 'the great peak', from which it took its name. Construction started around 1450, but 100 years later, the site was abandoned. The reason for this remains unclear to this day.

It lay hidden, known only to locals for hundreds of years until its discovery. While we now know that Hiram Bingham was not the first explorer to visit the site, it was he who is credited with bringing it to international attention. In 1911, while searching for another lost Inca city, he was led to what remained of Machu Picchu. This incredible discovery meant years of exploration had paid off. Not long after, he returned to the United States and announced his great find to a group of historians at Yale University. Excavations began a year later, and photographs of the site were published in newspapers around the world. Bingham himself soon realised that he had stumbled upon one of the most important ruins in South America

By 1976, 30% of the site had been restored. It was no easy task, as the jungle had grown up over most of it and the perilous location made it difficult for supplies and tools to be brought up from the valley far below. Initially, most of the work involved cutting back the trees and scrub to reveal what was hidden beneath. In 1983, Machu Picchu was declared a UNESCO World Heritage Site, a title given to places of great cultural or natural importance that deserve to be protected and preserved. The Spanish Conquistadors unfortunately destroyed most of the cities built by the Inca civilization. Machu Picchu managed to escape their attention and survives as one of the most recognised sites in South America.

In 2007, an international Internet poll was carried out and Machu Picchu was voted one of the New Seven Wonders of the World. This brought even more interest from tourists, thousands of whom climb the many stone steps and pathways to marvel at this archeological masterpiece. However, tourism has its disadvantages, and in 2009, a warning was sounded. The World Monuments Fund revealed that Machu Picchu had now joined the list of 100 most endangered sites in the world. Over the next few years, the number of daily visitors to the site is expected to double, as new infrastructure makes getting there easier. And while tourism is essential to the Peruvian Economy, bringing in an estimated €450 million a year, people are now realizing that uncontrolled expansion could cause irreversible damage.

There are three main environmental dangers facing Machu Picchu. The rapid, uncontrolled development of the neighbouring town of Aguas Calientes is a cause for concern. Here, in a rush to cope with the flood of tourists, hotels, guest houses and restaurants have been built, often without the appropriate planning permission. Trees are cut down illegally and garbage is being dumped into the river, causing illnesses in livestock for local farmers.

The second danger revolves around the transportation infrastructure, developed to improve access to the site, which has introduced all manner of vehicles to the area: a highway, a modern bridge over the Urubamba, train lines, all constructed to increase the amount of people, goods and building materials that could be delivered to this out of reach place. Another danger, which is less often reported, is the damage to local plants and wildlife. With all eyes on the impressive stone walls and temples, it's easy to overlook the importance of the region's flora and fauna. More than 90 species of orchids, and a large number of endangered species of animal are found here. Bears, condors, wildcats and ocelots can all be seen, though it is believed that their numbers have dropped greatly in recent years. Deforestation is forcing them to find new homes and altering a landscape that remained the same for hundreds of years.

Hiram Bingham would indeed be surprised if he could see how things had changed.

What hasn't changed is the fact we are no closer to identifying the reason for building Machu Picchu than we were in Bingham's time. There are three main theories. One is that it was a fortress, a safe place that was easy to defend from enemies due to its strategic location. Many fortresses were built throughout the Inca Empire which stretched from Colombia in the north to Chile in the south. They are one of the key reasons this tribe of farmers came to rise to such power.

Others claim that it was a pilgrimage site, where worshippers could pray to the sun god, who they believed was their divine ancestor. They called themselves the children of the sun and offered human sacrifices to preserve their empire and guarantee their leader a long life. While there is no evidence of this at Machu Picchu, it is known to be an integral part of their religious traditions.

Another idea, which in recent years has grown in popularity, is that the site was the royal retreat of the Emperor Pachacuti. A kind of holiday resort, where he and his guests could go to escape the weather of Cusco, 100km away, and relax, hunt and enjoy the natural beauty. Some of the buildings have been identified as temples, but many were residences and storage halls.

While today it is the most famous of the Inca ruins, it was a relatively small city, which had a population of 500 or 600, at most.

Despite all we know, from over 100 years of study and research, many mysteries remain.

Scientists still ask how the Incas got the huge rocks up there, without having used wheels or large animals for pulling.

Those interested in architecture will spend many hours admiring the walls fitted together so closely not even a knife blade could pass through. These people were indeed some of the best masons the world has ever seen.

Another question centers on the inhabitants themselves. Where did they come from? Remains of tools and pottery have been found there from every corner of the realm. Did they come from the inhabitants or from those who visited the site to relax or pray? And why after building such a beautiful city in this dangerous and difficult to reach spot did they abandon it less than a hundred years later? Was it due to the Spanish invasion, a local war or an outbreak of some disease? Some say it was ordered by their gods.

These are the questions you will ponder as you make your way around the site, marveling at the beauty found in every corner of this once lost city. But one thing is sure, no visitor comes away from Machu Picchu feeling disappointed.

Thank you.

(applause)

Presenter: Thank you, David. We will now take a break for refreshments and when we return, we will continue our presentation with …

These tables describe the general degree of skill required at C1 of the CEFR. Details of the language knowledge required for C1 and the 'can do' statements for C1 are listed in the **Common European Framework of Reference for Languages: Learning, teaching, assessment (Companion volume 2020).**

Common European Framework of Reference (CEFR) C1 Skills
Global Scale Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express themselves 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.

Understanding	
Listening	I can understand extended talk even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.

Speaking	
Spoken Interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of others.
Spoken Production	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.

Writing	
Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can produce detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can produce different kinds of texts in a style appropriate to the reader I have in mind.

telc LANGUAGE TESTS

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 School telc English B1·B2 Business
B1	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant
A2·B1	telc English A2·B1 telc English A2·B1 School telc English A2·B1 Business
A2	telc English A2 telc English A2 School
A1	telc English A1 telc English A1 Junior

ITALIANO

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

PORTUGUÊS

B1	telc Português B1

JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła

DEUTSCH

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

TÜRKÇE

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

ESPAÑOL

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

FRANÇAIS

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

РУССКИЙ ЯЗЫК

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

اللغة العربية

B1	telc اللغة العربية B1

Free mock examinations can be downloaded at www.telc.net.

EXAMINATION PREPARATION

MOCK EXAMINATION 1
telc HUNGARY ENGLISH C1

The two main characteristic features of telc examinations are examination papers based on clearly formulated language tasks and standardised and objective marking criteria. These features apply to all English examinations covered by the telc programme. The mock examination presented here enables teachers and learners to simulate the precise conditions under which the telc English C1 examinations take place, both from the perspective of organising the test as well as from the point of view of the test materials. In this way, it is possible to fully prepare test takers for the examination. The mock examination can thus be used for practice purposes and for general information.