



MOCK EXAMINATION 1

telc HUNGARY ENGLISH

Examination Preparation

C1





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Managing Director, telc gGmbH

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Test Format

	Subtest	Aim	Type of Test	Points	Time in Minutes	
Written Examination		Reading				
	1	Reconstructing a text	6 matching items	12	90	
	2	Selective reading	6 matching items	12		
	3	Reading for detail	11 items (correct / incorrect / not mentioned in text) 1 reading for gist	22 <u>2</u> 48		
		Language Elements				
	1	Grammar and lexis	22 multiple-choice items with 4 options	<u>22</u> 22		
	Writing					
	1	Compulsory Task Optional Task	writing two of article, report, letter, review, etc.	48	60	
Oral Examination		Listening				
	1	Listening for gist	8 matching items	8	about 40	
	2	Listening for detail	10 multiple-choice items with 3 options	20		
	3	Information transfer	10 items taking notes	<u>20</u> 48		
		Speaking				
	1A	Presentation	two (or three) test takers	6	16	
1B	Summary and follow-up questions		4			
2	Discussion		6			
	Points for Language competence		<u>32</u> 48			



Reading Part 1

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

0 is an example.

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

Example:

z It takes just three ingredients to make balsamic vinegar:

- a** Afterwards, it is placed in the first of a series of wooden casks where the long process of ageing begins.
- b** But, not surprisingly, modern cuisine favours the following product.
- c** Nevertheless, this vinegar is so beautifully made, and so inextricably bound up with family, history and tradition, that it is worth writing about.
- d** Prior to that, it was known only by those who visited Emilia-Romagna.
- e** Some of them do not produce enough balsamico to meet market demand.
- f** Strict standards also apply to the packaging, the shape of the bottles and even their labels.
- g** Therefore, you must be very careful when reading the label.
- h** This allows them to release a product of excellent standards, but at a slightly lower price.

How to make real balsamic vinegar

The Italian word “balsamico” comes from balm, meaning protective, soothing and calm.

_____ **0** _____ cooked grapes, wooden barrels and, most important of all, time. Unlike wine vinegar, balsamic begins its life not as wine but as a cooked grape must. The grape most commonly used is called trebbiano, a variety that grows in Emilia-Romagna in Northern Italy.

Like all good things, balsamic follows the seasons. In the autumn the grapes are picked, then crushed (traditionally stomped upon) and strained. The cooked grape must is reduced by half, allowing its sugar content to double. _____ **1** _____



Balsamic vinegar was first introduced to the mass market in the late 1970s. _____ **2** _____ There it was a closely guarded secret, usually made at home for family and friends. But the popularity of balsamic led to the production of quickly processed vinegars, that are little more than grape juice, diluted with stronger vinegar, then darkened and sweetened with caramel colouring. This is often the vinegar we are sold in supermarkets today. _____ **3** _____

In recent years, in order to protect the reputation and authenticity of balsamic, councils have been formed in Modena and Reggio Emilia. They establish standards that govern all aspects of how the vinegar is made – covering everything from grape varieties to fermentation and ageing. In order to qualify as the standard-bearing balsamic “aceto balsamico tradizionale” the vinegar must be aged for a minimum of 12 years and be approved by a board of master tasters.

_____ **4** _____ The word “tradizionale” is the key thing to look for – this means it is in a class by itself.

More recently, Italian producers have banded together to create a vinegar called “condimento”. This is still made in accordance with traditional methods, but sold prior to its full 12-year maturation. _____ **5** _____ A small bottle of good condimento costs about £25. The tradizionale can cost up to about £90 a bottle, which, for some, is just not financially feasible. The condimento is lighter in flavour but still incredibly complex and beautiful. But if you were to place the two side by side, the difference in taste is remarkable.

Both products are undeniably expensive and very few people can afford to use them often.

_____ **6** _____ Think of it as a wonderful gift to give someone to use thoughtfully and sparingly, in an atmosphere of appreciation.

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 mentions that most people have no system for emails?



Which part of the text . . .

- 7** illustrates how the timing of an email can be used to show off?
- 8** mentions use of emails as a reason for dismissal?
- 9** points out a correlation between email style and position in the company?
- 10** refers to research analysing the effects of email on intellectual performance?
- 11** states that it is to our advantage to answer emails carefully?
- 12** suggests a way to quickly recognise the sender of incoming mails?

Accidental delivery and other email traps

a

“Whoops . . .” – That’s the very last thing you want to say after sending an email. Like an unfortunate former colleague of mine at The Wall Street Journal, who nervously asked a co-worker to delete an email she mistakenly sent to her (an unlikely request to the journalist, who immediately opened the note and learned that the sender had insulted her). Or an outgoing editor who sent a reporter a note – intended for the new editor – describing the employee as a “know-it-all.” Accidental delivery is only one issue that bedevils the email office culture – further problems include loss of productivity due to constant email interruption and an increase in angry email arguments. More than one in five companies reported they had fired employees due to email misuse, according to a recent study of 1,100 companies. But the problem goes deeper than just emailing actions, language can also cause problems. The emotional tone of emails only stands a 50-50 chance of being accurately understood by the reader, according to a joint study at New York University and the University of Chicago early this year. “The problem of email is basically two things: volume and interpretation,” said Adrian Furnham, business psychologist.

b

Even in the supposedly “flat” organisational structure of many technology companies, class warfare is being waged via emails, according to David Owens, a management researcher at Vanderbilt University in Nashville. Owens dissected 30,000 emails of a defunct California high-tech company four years ago and found email style revealed a lot of information about where workers rank in the company. Top executives tend to send terse emails that suggest “I’m too busy,” Owens said. Middle managers are chronic “cc:ers,” sending long, verbose emails to many recipients as an attempt to build influence in their corporate ladder climb. (They also are most likely to send emails late at night as a way of saying, “Look how late I work,” he said). He also discovered that lower-level employees are more likely to pass on jokes and other attachments unconnected with work as well as lace their notes with emoticons.

c

No matter where you sit in the corporate hierarchy, too much email appears to be bad for your brain: A study last year in Britain found that use of email, because of its constant interruptions, decreased IQ and concentration more than smoking marijuana. The survey of 1,100 people, found that the IQ scores of volunteers fell by 10 points during the day as they juggled messages and work, compared to a 4-point drop of those smoking cannabis. To clear up the haze created by email, experts recommend only checking emails a few times a day and not constantly reacting to incoming messages.

d

“The scariest thing is just seeing people’s in-boxes and the amount of effort that goes into dealing with messages as they come in – or rather failing to deal with them,” says Jeremy Wagstaff, author of *Inbox Zero: Optimise your productivity*. “It is an erroneous assumption to believe that the quickest method is to leave your emails in the inbox to be dealt with at a later time. Having an empty inbox gives you a great sense of satisfaction!” When you *do* check your email, Wagstaff suggests immediately answering anything that can be done in two minutes, but anything taking longer than that should be put in a folder. The objective is to read an email only once and then process it according to the 4D method: delete, delegate, defer, do. For this you need a system of folders categorised by project or subject matter into which you can move your emails, or you can activate filters that automatically forward emails to the appropriate folder. You can also set up colour coding. For example, when an email comes from your boss, the subject line in your inbox is automatically red. By organising our inboxes in this way, we can avoid reacting too hastily or thoughtlessly to important messages.

e

Holding fire before replying can also avoid falling into a flame-out fight: “There has really been a demise of the considered response, we tend to not reply to email in a way that is conducive to business. I avoid using humour in emails; it doesn’t travel well, especially British irony,” said Furnham, the business psychologist. Although he receives on average 100 emails a day, he has a policy never to email anyone on his same floor and tries to send no more than 10 emails a day, only one of which can be “cc:ed” to multiple recipients. “If I haven’t responded to an email in 48 hours, I delete it,” he said and added: “The benefits of all this are that you feel on top of what you’re doing and make more of a mental space to be a proactive person than constantly reactive.”

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 Even today, amateurs taking part in sports may not accept any payment.
- 14 In the past, religious restrictions prevented factory workers from regularly doing sport.
- 15 Critics say professionals focus more on earning big money than on offering top quality sport.
- 16 The Olympic vision is to reward athletes that achieve outstanding performance.
- 17 Only one sport is left that still clearly differentiates between professional and amateur players.
- 18 Amateurs often receive financial support from companies hoping to profit from their future success.
- 19 Most sports professionals in North America started their career with a scholarship as college athlete.
- 20 Athletes at US universities bring in big money but do not profit from this themselves.
- 21 It was possible to lose an Olympic medal if you had financial backing.
- 22 Generally, athletes participating in gymnastics are sponsored.
- 23 Regulations did not allow professionals to participate in the Olympics until the 21st century.

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

- 24 a Amateur sports
- b The sports world today
- c Why money corrupts sport

TITLE

Based on etymology, an amateur is someone who engages in an activity out of love. As a value system, amateurism elevates things done without self-interest above those done for money (i. e. professionalism). The term has particular currency in its usage with regard to sports. By definition amateur sports require participants to participate without remuneration. Amateurism was a zealously guarded ideal in the 19th century, especially among the upper classes, but faced steady erosion throughout the 20th century, and is now strictly held as an ideal by fewer and fewer organizations governing sports, even though they maintain the word amateur in their titles.

In the United Kingdom sport had always been the preserve of the rich who were the only people who had free time in which to pursue sport. The working classes worked six days a week and sport was forbidden on the Sabbath. The traditional mass sports that did exist were mostly played on public holidays e. g. Shrove Tuesday when traditional ‘mob football’ was popular. When the ‘Factories Act’ gave working men half a day off, the opportunity to take part in sport was suddenly available. Unlike



the rich, where payment had never been an issue, working class sportsmen found it hard to play top level sport due to the need to turn up to work. Hence there were competing interests between those who wished sport to be open to all and those who feared that professionalism would destroy the ‘Corinthian spirit’.

Proponents of the amateur ideal deplored the influence of money and the effect it has on sports. It was claimed that it is in the interest of the professional to receive the highest amount of pay possible per unit of performance, not to perform to the highest standard possible where this

does not bring additional benefit. Strict prohibition of professionals was held to inhibit the stated goals of celebrating the highest standards of performance, and this argument has generally defeated amateurism around the world in many sports. By the early 21st Century, the Olympic Games and all the major team sports accepted professional competitors. However, there are still some sports which maintain a distinction between amateur and professional status with separate competitive leagues. Most prominent of these is golf.

Problems can arise for amateur sportsmen when sponsors offer to help with an amateur’s playing expenses in the hope of striking lucrative endorsement deals with them in case they become professionals at a later date. This may jeopardise their status as amateurs, and if allowed to let slide, may be seen as corruption or cheating rather than as true “shamateurism”. (A shamateur is a sportsperson who is officially an amateur but accepts payment.) Where professionals are permitted, it is hard for amateurs to compete against them. Whether this is a triumph of the free market or an example of corruption depends on the viewer’s perspective. To some an amateur means an incompetent or also-ran, and to others it means an idealist. To say that the athlete should not be paid can prevent performances only possible for an athlete who is free to pursue the sport fulltime without other sources of income; to make payment for performance the driving engine of the sport can invite cynicism and inflated wages. A truly idealist maximisation of athletic excellence without mercenary motive seems beyond human capacity.

All North American university sports are conducted by amateurs. Even the most commercialised college sports, such as NCAA football and basketball, do not financially compensate competitors, although coaches and trainers generally are paid. Athletic scholarship programs, unlike academic scholarship programs, cannot cover more than the cost of food, housing, tuition, and other university-related expenses. A promising academic can be paid to go to school, but a promising athlete cannot. In order to ensure that the rules are not circumvented, stringent rules restrict gift-giving during the recruitment process as well as during and even after a collegiate athlete's career; college athletes also cannot endorse products, which some may consider a violation of free speech rights.

Some have criticised this system as exploitative; prominent university athletics programs are major commercial endeavors, and can easily rake in millions of dollars in profit during a successful season. College athletes spend a great deal of time "working" for the university, and earn nothing from it at the time; basketball and football coaches, meanwhile, earn salaries that can compare with those of professional teams' coaches. The most ardent critics of collegiate athletics say one of two things. First, that young athletes (stereotypically young black men, especially in football and basketball) are being encouraged to waste their time chasing after a career in basketball or football for four years rather than focus on getting an education while in college. Second, that colleges have no business wasting time and effort in developing apparently "professional" athletic programs, as they should be concentrating on educating people.

Supporters of the system say that college athletes can always make use of the education they earn as students if their athletic career doesn't pan out, and that allowing universities to pay college athletes would rapidly lead to deterioration of the already marginal academic focus of college athletics programs. They also point out that athletic scholarships allow many young men and women who would otherwise be unable to afford to go to college, or would not be accepted, to get a quality education.

Through most of the 20th century, the Olympics nominally only allowed amateur athletes to participate. The amateur code was strictly enforced. Jim Thorpe was stripped of track and field medals for having taken expense money for playing baseball in 1912. Later on, however, successful Olympians from Western countries often accepted endorsement contracts from sponsors. Complex rules involving the payment of the athlete's earnings into trust funds rather than directly to the athletes themselves, were developed in an attempt to work around this issue, but the intellectual evasion involved was considered embarrassing to the Olympic movement and the key Olympic sports by some. In the same era, the nations of the Communist bloc entered teams of Olympians who were all nominally students, soldiers, or working in a profession, but many of whom were in reality paid by the state to train on a full time basis. (Cuba, North Korea, and to some extent China still do this; although China allows professionalism in popular team sports, it can be assumed that athletes in disciplines such as gymnastics from these countries are trained in state academies and have state-given stipends.)

After the 1972 retirement of IOC President Avery Brundage, the Olympic amateurism rules were steadily relaxed and in many areas amount to mere technicalities and lip service. In the United States, the Amateur Sports Act of 1978 prohibits national governing bodies from having more stringent standards of amateur status than required by international governing bodies of respective sports. Olympic amateurism regulations were eventually abandoned in the 1990s.



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 Dead Sea

The Dead Sea is the lowest point on Earth in _____ **0** _____ land mass (400 m below sea level). Entering from the north, the Jordan River is the only river with a _____ **25** _____ flow into the sea. The Dead Sea is completely landlocked, so any water that flows into it _____ **26** _____ until it evaporates. And evaporation happens quickly because that portion of the world is, to _____ **27** _____, extremely hot. Furthermore, the quantity of water that evaporates from the Dead Sea is greater than the amount that flows into it, which further _____ **28** _____ the concentration of salty minerals that are left behind. In fact, the saline level of the Dead Sea is _____ **29** _____ 28 and 35 percent. By comparison, in the _____ **30** _____ saltiest oceans, it is only 3 to 6 percent.



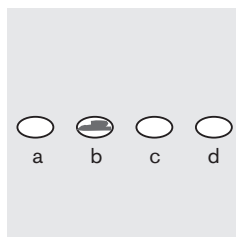
_____ **31** _____ unbelievably high mineral content, the Dead Sea is incredibly dense which _____ **32** _____ it impossible for a swimmer to sink. People can float without any effort _____ **33** _____. However, the salinity of the Dead Sea prevents _____ **34** _____ existence of any life forms in the lake. Any living creature or plant that _____ **35** _____ these saline-charged waters dies _____ **36** _____ much instantly.

Don't _____ **37** _____ the value of this salt, however, as it provides tremendous relief to the many ailing visitors who come here _____ **38** _____ a regular basis to benefit from its healing properties. _____ **39** _____, it is not plain old table salt. Rather, _____ **40** _____ 35 different kinds of mineral salts are present in massive quantities. They are believed to cure or alleviate the symptoms of _____ **41** _____ ailments ranging from skin problems to rheumatic diseases. In fact, these minerals were an important _____ **42** _____ trade in antiquity. Researchers have proven that the Egyptians mummified their pharaohs with asphalt _____ **43** _____ imported from the Dead Sea.

Unfortunately, the Dead Sea may be _____ **44** _____ to disappear _____ **45** _____ the year 2050 because, if people _____ **46** _____ to divert water to other areas, the Jordan River will have less and less water. Experts say that the surface of the Dead Sea has already decreased by one third.

Example

- 0 a all
b any
c every
d some



- 25 a year's
b year on
c year-round
d yearly
- 26 a can trap
b has been trapped
c is trapped
d traps
- 27 a put it mildly
b say it briefly
c state it clearly
d tell it shortly
- 28 a far increase
b farther increased
c further increases
d furthest increasing
- 29 a at
b between
c from
d within
- 30 a world
b worlds
c world's
d worlds'
- 31 a Depending on the
b Due to a
c In spite of
d Thanks to its
- 32 a allows
b causes
c lets
d makes
- 33 a whatsoever
b whenever
c wherever
d whichever
- 34 a –
b all
c an
d the
- 35 a dare to enter
b dare entering
c dares enter
d dares entering
- 36 a almost
b pretty
c quite
d rather
- 37 a bring up
b look into
c play down
d put off
- 38 a at
b for
c on
d with
- 39 a Consequently
b Furthermore
c Of course
d Therefore
- 40 a at last
b at least
c at most
d at worst
- 41 a all kinds of
b all type of
c every possible
d every serious
- 42 a component with
b item of
c piece from
d part for
- 43 a being
b having been
c that were
d which had been
- 44 a in the process
b in the running
c on schedule
d on track
- 45 a by
b for
c in
d until
- 46 a are continuing
b continue
c have continued
d will continue

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.

Preserving Nature or Recreation?

- a Big national parks are too expensive to maintain.
- b Instead of respecting nature, many park visitors are selfish and careless.
- c Nature belongs to everyone and preservation should be the government's priority.
- d Nature should not just be preserved in art, we need to act!
- e Nowadays even animals should have to earn their living.
- f Our government already spends sufficient money on the conservation of parks.
- g Recreation can provide the funds to finance nature preservation.
- h Some sports or leisure activities should be kept separate.
- i We have to encourage young people to spend more time in our parks.
- j We will be blamed by our descendants if we ruin our environment.

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 author's book is intended for
- a** people who've been out of work for a while.
 - b** school graduates looking for something new.
 - c** those who wish to take some time off work.
- 56** The book includes advice on
- a** the most popular destinations for gap year trips.
 - b** things to avoid while on the road.
 - c** what to organise before you go.
- 57** Sara began her career
- a** by publishing a collection of love letters.
 - b** on the editorial team of a publishing house.
 - c** working as a trainee at Oxford university.
- 58** Gap years have become more popular because
- a** companies offer workers alternative conditions.
 - b** governments have increased workers' holiday entitlement.
 - c** more people suffer from work-related illnesses.
- 59** The motivation to try something new often comes from the
- a** anxiety some people have about their children's lives.
 - b** realisation that there's no time like the present.
 - c** regret people feel about the life choices they made.
- 60** Taking time out allows you to
- a** consider what direction you want life to go in.
 - b** escape from stress both professionally and privately.
 - c** pause and relive past memories.
- 61** Other benefits include the chance to
- a** develop your foreign language skills.
 - b** meet people who can help your future career.
 - c** try out a different kind of profession.
- 62** Organising time away from work can be difficult
- a** and some people find it so stressful that they give up.
 - b** however, the majority of people easily return to their jobs.
 - c** but there are some helpful guidelines applicable to all.
- 63** The speaker says that travellers under the age of 25 often
- a** feel pressured into visiting places their backpacker friends choose.
 - b** skip the cultural sites that older travellers prefer.
 - c** waste their money socialising and drinking.
- 64** When abroad, older travellers often
- a** feel more comfortable when interacting with people.
 - b** find ways of contributing to the local community.
 - c** supplement their travel money with well-paid jobs.

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

Blueshift

MALCY SHRIVER

- Type of music (0)

Notes

0 *electronic music,*
pure and simple

Music

- The band's wish (65)
- Reaction when people don't react positively (66)

65 _____

66 _____

Infrequent touring

- Problems with transportation (67)

67 _____

Presentation

Notes

Last gig

- Marvellous experience (68)
- Favourite aspect of music business (69)

68 _____

Creating new songs

- Unable to meet regularly (70)
- Before performances (71)

69 _____

70 _____

Studio Album

- Biggest frustration (72)
- Positive development in sound at latest live event (73)

71 _____

72 _____

History

- Connection between electronic music and science fiction (74)

73 _____

74 _____

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



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

You have just returned from a wonderful two-week holiday. Write an article about your experience for an online travel magazine, including a description of the place you visited and recommendations of things to see and do when there.

Write at least 200 words.

Optional

Choose one of the following four tasks:

A

Your college magazine is running a short essay-writing competition. You decide to take part. The title of the essay is *How women's lives have changed in the last 100 years*.

Write at least 150 words.

B

An English friend is thinking of moving to your country for a few months to learn the language. He/she has asked for your advice on finding somewhere to stay and you decide to write to him/her with information about some of the different options available.

Write at least 150 words.

C

You read about a four-week volunteer position at a safari park in South Africa. Applicants are asked to send a letter to introduce themselves, including why they want the position and what makes them suitable.

Write at least 150 words.

D

To celebrate the opening of its 100th store, a large furniture store is running a writing competition asking for articles on the "Home of the Future" to be published in its national newsletter. Write a short article on what you imagine future homes will be like.

Write at least 150 words.



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

- Why are celebrities role models for teenagers? Do they have a responsibility?
- What are the advantages and disadvantages of globalisation?

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 are the best websites for reliable information?
- What are the advantages and disadvantages of living in a city rather than in the countryside?

PART 1B: Summary and follow-up (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 self-driving cars? How popular will they become?
- What role does English play in business and entertainment? Could this change in the future?

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 takers A / B / (C)**Part 2: Discussion** (6 minutes)

Discuss the following topic with your partner(s):

You don't need to have a job to be successful.

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 takers A / B / (C)****Part 2: Discussion** (6 minutes)

Discuss the following topic with your partner(s):

The only way to understand the world is to travel.

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 takers A / B / (C)**PART 2: Discussion** (6 minutes)

Discuss the following topic with your partner(s):

When you're ill, the internet can help you just as much as a doctor.

Task

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

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	-S10-	
Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия		

Familiennamen · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия									
Vorname · First Name · Nombre · Prénom · Nome · Adı · Имя									
<i>Beispiel: 23. April 1989</i> <i>Example: 23 April 1989</i>									
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									
Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык									
<input type="checkbox"/> männlich · male · masculino · masculin · maschile · erkek · мужской <input type="checkbox"/> weiblich · female · femenino · féminin · femminile · kadın · женский									
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Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение									
<i>Beispiel: 17. Juli 2018</i> <i>Example: 17 July 2018</i>									
Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена									

C1

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- 46 a b c d 46

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		for Raters ▼
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71	<hr/> <hr/> <hr/>	0 1 2 <input type="radio"/> <input type="radio"/> <input type="radio"/>
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73	<hr/> <hr/> <hr/>	0 1 2 <input type="radio"/> <input type="radio"/> <input type="radio"/>
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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

Information

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 | 4. Grammatical Accuracy |
| 2. Fluency | 5. Pronunciation and Intonation |
| 3. Repertoire | |

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 he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
Discussion	CEFR: Formal Discussion & Meetings Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.

Marking

A	B	C	D
The 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 him/herself **fluently** and **spontaneously**, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

Marking

A	B	C	D
Communication is (almost always) natural. The 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 him/herself appropriately and in a varied way.
- The test taker does not give the impression of being restricted in what he or she wants 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 him/herself clearly, without having to restrict what he/she wants 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 he or she wants to say. Sometimes, circumlocutions or simplifications are used.	The test taker's linguistic skills often restrict what he or she wants 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 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

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 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.	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 him/herself appropriately and in a varied way. The test taker does not give the impression of being restricted in what he or she wants 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 he or she wants to say. Sometimes, circumlocutions or simplifications are used.	The test taker's linguistic skills often restrict what he or she wants 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 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.	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		Points	Maximum Number of Points	Weighting
Written Examination	 Reading			
	Part 1 6 items, 2 points each	12		
	Part 2 6 items, 2 points each	12		
	Part 3 11 items, 2 points each	22		
	1 item, 2 points	2	48	22.5 %
	 Language Elements			
	22 items, 1 point each	22	22	10%
Written Examination	 Writing			
	Compulsory Task	48	48	22.5 %
	Optional Task			
	Total for written examination		118	55 %

Oral Examination	 Listening			
	Part 1 8 items, 1 point each	8		
	Part 2 10 items, 2 points each	20		
	Part 3 10 items, 2 points each	20	48	22.5 %
	 Speaking			
	Part 1A: Presentation	6		
	Part 1B: Summary and follow-up questions	4		
Oral Examination	Part 2: Discussion	6		
	Language (parts 1 and 2)	32	48	22.5 %
	Total for 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:

193–214 Points	Very good	1
171.5–192.5 Points	Good	2
150–171 Points	Satisfactory	3
128.5–149.5 Points	Pass	4
0–128 Points	Fail	

Background Information

telc English C1

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:

13	○	○	○	13	+	→ correct
	+	-	x		-	→ 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.	<i>Welcome to this Oral Examination. I'm the first examiner (name) and this is my colleague (name). And your names are?</i>
If the test taker gets stuck or ends the presentation too early, the interlocutor provides an impulse to help the test taker continue speaking.	<i>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.</i>
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.	<i>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.</i>

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 English C1

Oral Examination – Score Sheet M10

Speaking

Candidate A

Last Name

First Name

Content

Task Management

	A	B	C	D
Part 1A Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 1B Summary and follow-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2 Discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Language (Part 1A–2)

	A	B	C	D
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repertoire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammatical Accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation and Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Candidate B

Last Name

First Name

Content

Task Management

	A	B	C	D
Part 1A Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 1B Summary and follow-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part 2 Discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Language (Part 1A–2)

	A	B	C	D
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repertoire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammatical Accuracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation and Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Date

Examiner

Examination Centre

Answer Key

Reading Part 1

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

Reading Part 2

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

Reading Part 3

- 13 -
- 14 +
- 15 +
- 16 x
- 17 -
- 18 +
- 19 x
- 20 +
- 21 +
- 22 -
- 23 -
- 24 a

Language Elements

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

Listening Part 1

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

Listening Part 2

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

Listening Part 3

Item No	1 Point	2 Points
65	to create emotional music OR to move people	to create music that is emotionally charged OR to create emotional music AND to move people
66	any one of: feel very disappointed / doesn't condemn anyone / feel they have failed / it's people's free choice / criticism is simpler than creation	any two of: feel very disappointed / doesn't condemn anyone / feel they have failed / it's people's free choice / criticism is simpler than creation
67	size of instruments OR weight of instruments	size and weight of instruments OR older gear is delicate/older instruments are delicate
68	any one of: great venue / superb sound system / a wonderful atmosphere / interaction with other bands / everything came together / a fun day	any two of: great venue / superb sound system / a wonderful atmosphere / interaction with other bands / everything came together / a fun day
69	warmth and friendliness	warmth and friendliness (camaraderie) between musicians / among bands and audience
70	any one of: time and distance / having careers / other activities / living in different places	any two of: time and distance / having careers / other activities / living in different places
71	meet two weeks beforehand OR play until something forms	get together two weeks beforehand AND play until something forms
72	not spending time together	not being able to spend as much time together as they want
73	not clear who was playing	couldn't work out who was playing what OR roles not cast in stone
74	any one of: started in mid 1980s / everyone was recording / album covers had science fiction designs / view of electronic music began to get negative	any two of: started in mid 1980s / everyone was recording / album covers had science fiction designs / view of electronic music began to get negative

Audio Script

Listening Part 1

Moderator

Welcome to this week's edition of "What's your opinion?" Today's topic is "Preserving Nature or Recreation?" Let's hear what some of our listeners have to say.

Number 47

We have a very serious problem at hand. There's a rise in population that will get out of control if we're not careful, and we have a limited amount of natural beauty left for us to respect what we are a part of. The great painters of the West knew this all too well in the past and painted like maniacs to provide us with what they knew could only be seen on canvas. Preserving nature, including ourselves, should be the only political debate, and all else would follow in an order of beauty. I fear, however, that that will never become a reality as our government's actions do not set the tone at all.

Number 48

How can this be a question when we hear that nearly 300 million people visit nature parks in just one year? You can't possibly have one thing without the other. When you turn a game reserve or a national park into a business it's subject to market forces just like any other moneymaking enterprise. If the tourist dollars dry up for some reason, or there aren't enough of them, then there's nothing for it but to look at other ways of utilising the assets to keep the enterprise afloat. And actually, that's not really enough. A business has to grow to survive and as it does so it inevitably consumes more resources.

Number 49

National parks should remain pristine, unchanged, to provide us with an opportunity to enjoy nature itself. That's the whole point of preserving nature. If you want recreation, tread softly and leave no marks. I don't really understand how anyone can argue that short term recreation is more important than long term preservation: if we destroy our natural ecosystems, our resources and habitats, we certainly won't get them back to the way they used to be. We may actually never get them back at all. And future generations will curse us for being so reckless and unconscious of the effects of putting pleasure and recreation ahead of concern for what little areas of so-called nature we have left.

Number 50

There is a lot of recreation that is not damaging to natural resources and actually beneficial to the longevity of the park concept of preservation. If you keep people out of parks for a year, you are shutting precisely those out who raise their voices in support of parks. How likely are we to preserve something we know too little about? The American people need to have a meaningful connection to their parks to understand and properly protect them. Most importantly, we need to include more of our youngsters in outdoor activities. I see fewer of them out there every year, and if we are to keep our natural surroundings for future generations, today's youngsters must learn to love and enjoy nature.

Number 51

Both the things we're talking about have the same value; therefore, there must be a way of combining them. Preserving nature is very important for the wellbeing of all our citizens and for the environment, but nonetheless, parts of it should be made available for all of us to enjoy, including those of us with handicaps. Yellowstone Park is wonderful, but if no one is allowed to visit, then the magic is lost. If we can find money to fight wars we must be able to fund these, our most precious treasures for our children's children. We must not allow our government to sell the land to the highest bidder for their own personal gain. This is short-sighted and greedy.

Number 52

There's no such thing as a free lunch nowadays, even one of grass and leaves. The fashionable thinking is that wild animals should pay their way. Wildlife sanctuaries aren't that anymore, they're properties. It sounds sensible. So many people, so little land, so many human mouths to feed. If elephants and impalas and other creatures want to stick around, they should make a contribution, according to the new thinking. If they can't afford it, can't find their chequebooks perhaps, they should just bow out. No room for freeloaders on this planet. Who's complaining – there's still room for the animals and their job is to entertain visitors. That's business and business is what life is all about.

Number 53

Recreation is great but not at the expense of our National Parks! I've had the pleasure of travelling and sight-seeing in and around several of them back before they became

large parking lots. Yes, it was really enjoyable going from spot to spot or skipping spots and lingering at spots at my own pace. Now, you can't really do that as the roads are packed, people park on the grass "just for a second", and everyone leaves all sorts of evidence they were there - initials carved into rocks and signs, film packs, food wrappers, water bottles. You name it and it's there.

Number 54

I am a firm believer in balance, but preserving nature is paramount, for if it is not preserved, it will not be there in the future for recreation. I think that a park area needs to set aside specific areas (if any) for noisier pursuits like snowboarding, and a well-run, regulated area for camping and other leisure activities which can be noisy and can put a large load on the natural environment. We are the only guardians of our planet. I don't know how long it will take to get that through the heads of governments and some of the general public, but if we don't take this seriously now, we can kiss our lovely mountains, favourite fishing streams and quiet lakes goodbye.

Moderator

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

Listening Part 2

Presenter: Hello everybody and welcome to today's edition of *A Good Read*. Today we're talking to Sara Gridley, author of the latest best-seller "Gap Years for Grown-Ups". Good morning, Sara.

Sara: Hello, Mark. Nice to be here.

Presenter: And we're pleased to have you on the programme today. Sara, tell us a bit about your book, 'Gap Years for Grown Ups'. Taking a year off is something we usually associate with youngsters who are leaving school. But this is different, isn't it?

Sara: Yes, it is. My book is aimed at anyone who has been in work for years and who from time to time toys with the idea of taking a major break - not necessarily for a whole year but perhaps just for a few months or so. The first part of the book encourages people to take the plunge and gives advice on making it happen. The next chapter details all the little things that have to be tackled like renting out your house, accessing your bank account abroad, insurance, health precautions

and so on. The heart of the book covers all the projects, activities and trips that grown-ups can consider doing during their break from work, whether travelling, working, volunteering or studying. The book includes the stories and experiences of real adult gappers, from a lawyer in her late 40s who spent three months in a law office in Belize to a retired couple who spent a year in Florence studying Italian and Art.

Presenter: Sara, you've hit the market in a big way with this book. How did you get into writing?

Sara: Well, I originally came to this country to do a postgraduate degree in English literature and had always enjoyed writing, if only long letters in the early days to friends and family in Canada. After finishing the degree, I went along to the university careers office in Oxford to look for a job. The only two offered to me were a trainee placement in sales which didn't appeal and a job as editorial assistant with Vacation-Work Publications in Oxford. Although I am now freelance and live in Cambridge, I do most of my writing for the same publisher who hired me more than 20 years ago!

Presenter: What do you think of the career-gap phenomenon? Have you taken a year off yourself?

Sara: I haven't actually done it myself but there is no doubt that the idea of taking a substantial chunk of time out of one's working life is far less alien than it was in the past. A variety of reasons accounts for this. Employment practices have shifted and employees are more likely to be hired on short-term contracts, which means that many working people have far more employment flexibility than they did a generation ago. Added to that, a heightened awareness of getting the work-life balance right, a concept which even the government supports, means that many people are no longer willing to work for 40+ years with only their annual three or four week holidays. Many have seen their own or neighbours' children do amazing and exciting things before heading off to university, and have wakened up to the fact that it is never too late to make good what might have been missed at an earlier stage of life. Never mind 50 being the new 40 - 50 is the new 18!

Presenter: But it's not just the excitement that's a good thing, I'm sure. What are the other benefits of taking a career-gap?

Sara: Well, you see, Mark, sometimes we just need to step back from work to put our lives in perspective or re-evaluate our goals, professional or otherwise. People in our pressurised society often feel that their lives have

become too detached from simple pleasures. They long for a chance to slow down and harmonise a little better with the rhythms of nature. Taking a break may not be the solution for all life's problems, but it can have a healing effect on dissatisfaction, boredom or resentment at being undervalued. The kind of gap year that involves travelling in the developing world often leaves people with a deeper appreciation for their own culture and awareness of their own good fortune. Of course, there can be concrete benefits too, such as a chance to improve your knowledge of a foreign language which might enhance future job prospects.

Presenter: Sara, your book is full of advice. What is your main advice on dealing with practical issues at work?

Sara: As I try to make clear in the book, every case is different and there are no rules that everyone can follow. But from all the many people I have talked to, almost all are able to go back into employment on their return. Arranging the practical side of things is certainly a hassle (as I know from when we rented out our own house and the tenant ran up huge phone bills) but I have yet to meet anyone who really regretted having done it. Of course, my book contains loads of other concrete suggestions for avoiding practical problems.

Presenter: I can remember travelling a lot more when I was younger and I do think that if you're travelling the world, there are benefits to being under 25. Your book is aimed at older people. Are there any benefits to being over 25?

Sara: Oh, loads, Mark! Mature travellers usually find it easier to resist the travellers' ghettos and are not as likely to squander their savings on non-stop partying or alcohol. Many find it a little harder to justify travel for its own sake than 18-year-olds do, and they therefore tend to try harder to find ways of integrating with communities abroad. They opt for activities such as volunteering, which often brings an extra dimension of satisfaction. Another advantage is that older gappers tend to be more comfortably-off than students (especially if they can collect rental income while they're away), so they can afford more treats.

Presenter: Well, Sara, that sounds really encouraging. Who knows, maybe I won't be here next week and will be gapping around the world! Thanks very much for coming to talk to us today.

Sara: Thank you, Mark.

Listening Part 3

Moderator

Hello and welcome to our series of lectures on music for music-lovers. This evening our guest speaker is Malcy Shriver from Blueshift, who's going to tell us about the music Blueshift makes and their reasons for making it, as well as why it is that we get so little chance to see them perform live. And Malcy has lots of other things to say too, so I know we're going to have an interesting evening. Welcome, Malcy.

Malcy Shriver

Thank you very much for inviting me here to talk about Blueshift. I'm going to start by saying first of all that we create electronic music. We don't consider ourselves as belonging to any particular "school" of electronic music. We are not "new age", "ambient", "chill-out", "Berlin-school" or whatever other labels people like to apply. We just create electronic music, pure and simple, and that's what we like to think of ourselves as – music makers.

The central idea behind Blueshift is to create music using mainly synthesiser sounds, tuned or abstract, along with other electronic sources and mechanical sounds. Our only desire is to create music that is emotionally charged. For me personally, emotion is the one and only reason for listening to music, whether it is created on the world's most expensive synthesiser or just by the simple beauty of the human voice. Therefore, if a person listens to one of our albums and is "moved" by it in some way, then we feel we've succeeded. And of course conversely, if they are not, then we fail. It obviously comes down to individual personal taste. When someone doesn't respond to our music I feel very disappointed, mainly because of the sheer dedication, desire and love that goes into making it. But despite that negative feeling I clearly can't condemn anyone in any way. It's their free choice after all. And that, of course, is the cross that all musicians have to bear, after all, criticism is simpler than creation. We all know this because we are all guilty of it.

We have not appeared live much as a band for several reasons, mainly costs and logistics. The big down side to using the instruments we use is the sheer size and weight of them. Some of them take three people to carry. Also, we have to be really careful with the older gear because it's so delicate. If you even stare at some of the older synthesizers in the wrong way they go wildly out of tune. Of course, the option would be not to perform with all that stuff, but then it simply wouldn't

sound like Blueshift, that's the dilemma. It might be interesting maybe, but not quite right.

Having said all that, our limited experience of doing Blueshift concerts has been uniformly positive. The last gig we played was the Hampshire Jam 2 festival a few years ago and, despite some internal band problems just before, the day itself was a marvellous experience. Everything came together. It was a great venue, a totally superb sound system – which is rare for electronic music – and just a wonderful atmosphere all round. Especially the interaction with all the other bands and artists who were also performing. There wasn't anything remotely unpleasant, just a relaxed good-fun day. That's one of the things I always like to stress about my near 30 years in the electronic music scene, the feeling of camaraderie between all of the musicians as well as the audience is very special. I don't recall ever, at any time, anything else other than warmth and friendliness. It's always such a pleasure meeting up with people, whether it's backstage with the other artists or with the audience after the gig, that I doubt many other styles of music can match this.

Now let me tell you something about how we interact as a band when it comes to creating the music. It normally depends on whether it's live or a studio album. As a rule (though not always) time and distance prevent the band working together on a daily basis. Julian has his career, James is frequently on the other side of the world and, while he was in the band, Rob had many other activities on the go. The net result of all this means that for gigs and performing live we usually get together for the first time only about two weeks beforehand. By that time I have normally been working on some ideas. Then we just play away until the basis of something forms. We try not to formalise it too much, just get some ideas of a loose structure. In fact, most of the rehearsals that we taped show that any one track can vary from 10 minutes all the way up to 30 minutes in length, depending on the mood.

With studio albums on the other hand, the problems of getting everyone together for more than the occasional afternoon mean that for the most part they are recorded solely by me. The first Blueshift album was obviously recorded before the concept of a band had ever been talked about. It can be frustrating not to be able to spend the time together that we want to. But that's a reality I suspect many bands have to face. When we play live it's as if we individually take responsibility for certain parts of the performance. For my own part, I tend to run the core of the sequencing and very occasionally get the

chance to play some other keyboard parts too. James has his favourites to focus on when we play live. Rob was clearly a guitar man, although even he eventually got himself a modular synthesiser. And Julian is the king of the chords and leads. But none of this is cast in stone. When I recently mixed down our latest live gig, I often couldn't work out who was playing what. And I think that is a good sign.

From a historical perspective, electronic music had quite serious beginnings. Even in the 70s when many of the German bands were starting there was no particular link with science-fiction. For the most part, 70s electronic music was very dark and curiously "primeval" sounding. None of those bands, to my knowledge, were ever talking about Star Trek or whatever. I think the science-fiction connection started happening in the mid 80s onwards. More and more people could afford the newer synths so everyone and his dog was recording so-called electronic music albums. Suddenly, we were awash with lightweight music that relied on spectacularly bad drum-programming and shockingly bland sounds. Also, many electronic music album covers started using science-fiction designs. I think this is the point where the outside worlds' view of electronic music began to get negative. It's a real shame, because amongst the rubbish there was some really good music.

But by this time, electronic music's image had suffered badly. That it got lumbered with the science-fiction tag was unfortunate, and probably damaging. Also, much of what was called "electronic music", in my opinion, actually wasn't. What people find interesting - science-fiction or anything else - is entirely up to them, but science-fiction doesn't appeal to me at all.

Fortunately, the history of electronic music is not very long, so I can't go on about it for much longer. I'd like now to leave the rest of the evening to you as I am sure you have some questions I can try and answer. Thank you for listening.

Moderator

Thank you, Malcy for talking to us. And now it's over to you for your questions.

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- 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

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.