

**Guidelines
for Candidates**



ENGLISH

C1

CONTENTS

1 Reading	4
2 Listening	7
3 Writing	12
4 Speaking	17
5 Language Competence	20
6 Points	22

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Guidelines for Candidates

ENGLISH

C1

Guidelines for Candidates

On the following pages you will find the most important information about telc English C1. This information will make it easier to work with the mock examination and help you in the actual examination. The different tasks are briefly explained and guidelines are given for dealing with them successfully. Particularly in the parts of the examination where you are expected to produce written or spoken language it is important to know exactly what is expected of you.

In general the Common European Framework of Reference for Languages (CEFR) defines level C1 as follows:

A learner at level C1 ...

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

(CEFR, Chapter 3.3, emphasis added)

How to use the answer sheets

A number of tasks are marked electronically. For these, pencil marks must be made on the answer sheet in a particular way.

The written answers produced for some tasks are marked by trained examiners.

In all cases, only those answers which are marked or written on the answer sheet can be scored.

Anything you write in the question booklet cannot be taken into consideration.

1 Reading

It is important that you use the best possible reading strategies in order to do the reading comprehension tests and to complete the tasks in the shortest time. Make sure while you are doing the tasks that you keep to the time given.

The suggested times in what follows are guidelines. You can divide up the 100 minutes available for this test in any way you wish. The length of each text varies, but all the texts together have a total length of about 3000 words. Remember that you must also mark your answers on the answer sheet in the time given. You will need about 10 minutes to do this.

It is up to you to decide on the order in which you want to do the tasks. Decide before the examination whether you want to do the easier or the more difficult parts first, deal with those tasks first which carry the largest number of points or deal with the proof-reading task first.

The subtest Reading Comprehension consists of the following parts:

Reading Comprehension 1: Text Reconstruction

Suggested Time: approx. 15 minutes

Length: 400 to 500 words

Task: In this part you choose the appropriate sentences from those given to fit into the spaces in the text. It is important to pay attention not only to the content but also to the grammar and the linking words, such as *apart from* or *therefore*. Pronouns must also match the text. There is only one sentence for each gap.

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

Score: 4 points for each sentence, making a total of 24 points.

Reading Comprehension 2: Selective Reading

Suggested Time: approx. 10 minutes

Length: 700 to 900 words

Task: In this part you decide from 10 statements which statements relate to which part of the text. It is important to pay attention to expressions such as “The author regrets...” or “I believe...” The statements relate not only to the content but also to the writer’s intention. Each statement relates to only one part of the text but there may be several statements for one part.

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

Score: 2 points for each statement, making a total of 20 points.

Reading Comprehension 3: Reading for Detail

Suggested Time: approx. 15 minutes

Length: 500 to 700 words

Task: In this part you decide for each of eight statements whether the information given in the statement corresponds to the content of the text, does not correspond to the content of the text or is not mentioned in the text. It is important to pay attention to details in the text as one difference between the text and the statement means that the whole statement *is not mentioned in the text*. The most difficult thing is deciding whether the information does not correspond to the content of the text or is not mentioned in the text. Mark *c) is not mentioned in the text* if the statement could be correct, i.e. does not contradict anything in the text but the information is not mentioned in this way in the text. Decide on your answers according to what is said in the statements and not what you already know about the topic.

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

Score: 2 points for each correct answer, making a total of 16 points.

Reading Comprehension 4a: Summary

Suggested Time: approx. 20 minutes

Length: 1000 to 1150 words

Task: In this part you read a long text and decide which of four summaries fits the text best.

Reading Strategy: It is important to understand the gist of the text first and then to identify the structure of the text and the most important points. Make sure these are in the summary you choose.

The following points may help you.

A good summary

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

Score: 12 points for the best summary, then 8, 4 or 0 points for the second, third and fourth best summary.

Reading Comprehension 4b: Vocabulary

Suggested Time: approx. 15 minutes

Task: The text is the same as for 4a. You are given 20 synonyms or explanations for words and find the corresponding words in the text. The definitions are given in the order the words occur in the text and are divided up according to the parts of the text they occur in. There is only one word for each synonym or explanation.

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

Score: 1 point for each correct word, making a total of 20 points.

Reading Comprehension 5: Proof-Reading

Suggested Time: approx. 10 minutes

Length: 22 lines

Task: In this part you read a text which contains mistakes. These may be mistakes in spelling, punctuation, vocabulary or grammar or other language aspects. Decide for each line whether there is a mistake in the line or not. If you find a mistake write the correct form on the answer sheet. If the line has no mistakes write a tick (✓) on the answer sheet.

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

Score: 1 point for each mistake corrected properly or each line correctly identified as containing no mistakes, making a total of 22 points.

2 Listening

There are three parts in the Listening Comprehension. The exact length depends on the length of the recording, but will not be more than 55 minutes, including all pauses. The pauses are part of the recording. The 55 minutes includes 10 minutes for you to transfer the answers to the answer sheet.

Listening Comprehension 1: Listening for Gist

Time: approx. 18 minutes (played twice)

Task: You hear this part twice. Eight speakers each make a statement on one topic. Each speaker speaks for up to 1 minute. The first task is to identify the speaker's opinion from a choice of three descriptions. One description is correct for each statement.

The second task is based on the content of the statements you hear. You read ten statements, eight of which match the statements you hear. Only one statement matches what each speaker says.

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

Score: Part 1: 1 point for each correct answer, making a total of 8 points.

Part 2: 3 points for each statement correctly matched, making a total of 24 points.

Listening Comprehension 2: Listening for Detail

Time: approx. 10 minutes (played once)

Task: You hear this part only once. Two or more speakers talk about a topic in the form of a radio interview or discussion of about 5 minutes. Ten incomplete sentences repeat parts of what the speakers say using other words. The task is to complete the sentences by listening carefully. Up to four words are missing from each sentence.

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

Score: 2 points for each sentence completed correctly, making a total of 20 points.

Listening Comprehension 3: Note-Taking

Time: approx. 20 minutes (played once)

Task: You hear this part only once. You hear a lecture of about 10 minutes on a topic and make notes which another person can understand easily. You should note down words and short sentences. Spelling and grammar mistakes will not be penalised as long as these do not affect understanding. The structure of the lecture is given in the task. You will see how many points you need for each part of the lecture. If you hear more information than you need to write, note down that which you have understood most clearly.

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

Score: 1 point for each correctly noted point, making a total of 20 points.

For each correctly noted piece of information one point is awarded. In the mock examination the points are given according to the following table:

<i>Points achieved</i>	<i>Final score</i>
16–13	A
12–9	B
8–5	C
34–0	D

The number of points is not the same in each telc English C1 examination as the texts can vary. For this reason the score is calculated according to a table and the following scores are awarded.

<i>Score</i>	<i>Number of Points</i>
A	20
B	14
C	8
D	0

On the following pages, you can see some examples of high and of low scores:

The following answer gains a high score:

a) The major aspects of the work of the Fair Trade Association:

- *farmers learn skills*
- *pay men and women producers fairly*
- *safe working conditions*
- *encourage good environment practice, responsible production*

4 points

b) The history of the Fair Trade Association

- 1940's 10,000 villages opened*
- 1950's first Fair Trade Shop opened in USA*
- 1960's First official Fair Trade Organisation – First World shop opened*
- 1970's First fair trade coffee sold*
- 1980's Fair Trade brand created*

5 points

Activities of the fair Trade Association today:
organising public events, lobbying, informing consumers

2 points

Details of Project:

Where: *village – Dominican Republic*

When: *3 years ago*

What: *money for free baseball uniforms*

Benefits: *money for projects/way out of poverty/keeps children off streets/feeling of pride*

5 points

Total points 16 = A

The following answer just reaches the standard required:

a) The major aspects of the work of the Fair Trade Association:

- *creating an opportunity for developing countries*
- *learning skills which helps for the future*
- *equality of women and men*
- *creating better methods of production [partly correct]*

3 points

b) The history of the Fair Trade Association

1940's *10,000 villages*

1950's *First shop in Europe*

1960's *First official trade organisation [partly correct]*

1970's *coffee imported to Europe [partly correct]*

1980's *the system of identification of products*

3 points

Activities of the fair Trade Association today:

2/3 were sold by ... and retail each product

include information about product

organises public events

established office in Brusle

2 points

Details of Project:

Where: *Dominik Republic*

When: *3 years ago*

What: *banana [incorrect information]*

Benefits: *children gain physical strength, hope, healthy mind in healthy body, free uniforms*

3 points

Total points = B

The following answer is not up to the standard required:

a) The major aspects of the work of the Fair Trade Association:

- *fair trading* **[obvious!]**
- *greater justice is possible* **[unrelated]**
- *fair deals – help farmers to learn skills*
- *encourage of economic productions* **[incorrect information]**

1 points

b) The history of the Fair Trade Association

1940's **[no answer]**

1950's *Formal Faire Trade Shop – Europe* **[incorrect information]**

1960's *First official Fair Trade Organisation – First World shop opened*

1970's *First fairly traded coffee in Guatemala Africa, Asia, Europe – US*

1980's *Fair Trade Market created* **[incorrect information]**

2 points

Activities of the fair Trade Association today:

Today it organises public events like in the European policy. There is also more global justice and 25% to 50% of coffee is produced by Fair Trade farmers.

[only partly correct information]

1 point

Details of Project:

Where: *village – Dom Rep*

When: *3 years ago*

What: *banana farmers* **[incorrect information]**

Benefits: *bonus sum for projects/supports national sport/keeping children off the street*

4 points

Total points 8 = C

3 Writing

Here it is important that you write a text at a high level with few mistakes. You should use complex structures and a wide range of vocabulary. It is not enough simply to fulfil the task.

Writing: Compulsory and Optional Task

Time Allowed: 60 minutes

You have 60 minutes in which to write two letters, one of at least 200 and one of at least 150 words. It is important to use this time properly. Do not spend too much time thinking about the task and do not make long notes or drafts.

The task and topic of the first text are compulsory. For the second task you can choose from four tasks with different texts to be written. It is important to think carefully about the type of text you write and the grammar and vocabulary you use as well as who you are writing to. This must be reflected in the type of language you use as well as how you structure the task.

What you write is marked according to the definition of level C1 in the Common European Framework of Reference for Languages using the following criteria:

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

You can find more details on this in the mock examination.

The following examples show how the texts are marked.

In all the examples, good language is in bold and weak language is underlined.

Task:

An internet youth magazine for young adults has asked for articles on the ways governments in various countries are trying to integrate migrants.

Write a short article on the situation in your country. (Write at least 200 words)

Example 1

*I am living in Hungary, a country in the center of Europe. I was **born and raised** here and thus know very little about the integration policies of my country. I have a feeling that **there is either not much being done on this issue** or it is not very well communicated to the average people.*

*Not only the issue of migration is not very well addressed in Hungary, but the country has difficulties even with **involving its own traditional minorities**. I am mostly **concerned about** the gypsies, who have been living in Hungary for centuries and have not integrated very well into the majority. The cultural differences and other problems make it difficult for this group to blend in to many areas of everyday life.*

*It would be of very high priority to address these issues by our current and near future governments. I hope this will be **soon accomplished***

(151 words)

This essay is well structured, but unfortunately too short for the task and so cannot be awarded A for Criterion I. However for all the other criteria the candidate would get full points, as despite one or two minor infelicities in expression, there are only errors in complex forms and a wide range of language is demonstrated. The register is appropriate for the type of task.

Marks awarded: B, A, A, A

Example 2

Here in Germany, it is sometimes very difficult to integrate migrants. There are lots of possibilities to integrate foreigners but not all immigrants use their possibilities. Many of them don't even learn the German language and live in their cultural background like in their home countries. I think it is very important to learn the country of the country you live in, because without speaking the language you are not able to have social contacts to the other people. Another point which is important, is to accept the other culture you live in and to try to live the new culture. But there are lots of positive examples, especially the people who let their kids grow up bilingual and these families who live with both cultures. In general it isn't always easy to integrate people from foreign countries, because there is just a minimal budget which is offered for these things.

(151 words)

This essay is too short, but also there is little evidence of structuring. The main issue (the ways the government is trying to integrate migrants) is not addressed. There are too many errors in simple structures. There is little evidence of use of complex forms and the register is not consistent (“kids” “you...”)

Marks awarded: C, C, C, B

Example 3 (extract from beginning)

Nowadays we can observe growing migration between different countries. This **phenomenon is becoming more and more widespread** because of many factors. To be more precise, easiness of covering big distances and European integration play the most significant role in this field.

In most cases, the governments in various countries tend to integrate migrants. I get an impression, that in Poland **this tendency shows its presence** as well. For instance there are more and more polish courses for foreigners which allow them to communicate with Polish people more **effortlessly** and thus feel better among our society. ...

Although there is little evidence of structuring, there are very few errors and a wide range of language is demonstrated. The register is appropriate to the type of task.

Example 4 (extract from beginning)

I think the migrants are in a hard situation. Because they don't know the place where they go. They need to find job or work and a place where they can sleep. Furthermore the companys are prefer the internal people than the migrants. But if they are educated they will find a good job easily. If they are live here for years, they require for nationality to get benefits and other things. ...

This contains too many errors, there is no evidence of complex forms, little range and too many mistakes in simple structures.

Example 5 (extract from end)

... The Hungarian government tries to keep the national traditions in respect, since more million Hungarians live in the neighboring countries and we can expect the reasonable treatment regarding our compatriots abroad only if we do the same for the foreigners here.

The errors make it difficult to understand what is meant.

Example 6

Integrating “methods” in Hungary

*Hungary's economical power is not big, maybe that is why less migrants arrive to our country, then for example to Germany or France. **Still** there are some of them, and of course the government's (and everyone's) goal is to help them integrate.*

The situation is simple in case of migrant is well qualified – then he/she will have very little trouble to find a good job and being part of the society. If not, then there are plenty of association and institutes whose job is to help them in such problems.

Of course as we are part of European Union, the government has to make less and less decisions in this topic, because EU also have laws and methods for this question.

*Despite these of course there are **strict laws** about migrant, and about how they can get Hungarian passport, ID card or becoming part of the health-care system, but to buy a house or flat is much more easier. After a number of years spent in Hungary, you can go for the Hungarian identity as well, but then you have to pass a language exam, and of course should have a **permanent address** in the country – **and of course** you have to pay the taxes as everyone else.*

Which could make foreigners' lives easier is that usually everything is written in three languages at least, and even there are more and more schools for example where the language of teaching is English or German – which makes it easier for the youngsters of the family.

(258 words)

The structure of this text is adequate and the issue is addressed, although a conclusion is missing. It is generally possible to follow what the writer means despite several errors and infelicities in language. However these errors in morphology, lexis and syntax, some in simple structures, make parts of the text.

Example 7

*In Germany you have the possibility “to be” integrated but it's not **automatically available** for everyone. You can take language courses and attend special school for foreign children. This service is offered in many languages and probably **quite effective** but it costs money. Refugees can't afford it and **as far as I know they aren't offered** free service and language courses [But I don't know much]*

***If you are left alone like that it must be quite hard to get integrated by yourself**, maybe it's even nearly impossible. You have to deal with the culture you probably don't know yet and you have to learn the language, apply for a job while not speaking German or English in the worst case. I've heard of many young foreign students who are bad at school not because they wouldn't know the answers but because they don't speak the language properly. And they aren't helped. As an immigrant you mustn't oblige yourself to take free language courses until your German skills reach a certain level. Rarely you even get that chance.*

Germany offers the possibilities to be integrated but not enough. The financial weak need more help.

(194 words)

The essay is too short but has a clear structure. Accuracy is relatively high with no errors in basic structures or which could lead to misunderstanding. There is some evidence of complex structures and vocabulary. The register is appropriate to the type of text.

Marks awarded: B, B, B, B

Example 8

In Germany we are **facing quite a controversial situation regarding** the introduction of immigrants into our society. That is caused by different views and influences on migration as well as the economical consequences caused by immigration. Some people believe that “foreigners” might deconstruct our existing **traditions and values** by introducing those they learned in their country of origin. They also say that our high numbers of well qualified immigrants are **partly responsible for our high unemployment rate**. Others say that it is important for cultures to overcome these differences and work towards **distinct but cooperating** societies and people. Our government is, on the one hand, trying to regulate the number of people immigrating to Germany but on the other hand trying to **integrate them into an existing system**. That includes passing laws that make it illegal for employers, landlords and other persons in a position of power to **discriminate against people e.g. on the basis of national origin**. They also try to organise projects in which “Germans” and “becoming Germans” are forced to work together. Free German classes in some public places are giving migrants the opportunity to learn the official language of the country they are living in. Unfortunately recent studies show that the demand for that kind of classes is very low, which also matches with the high number of immigrants not being capable of speaking German in a sufficient way. Our government is now thinking about a way to support a **certain national pride**, as citizens of many other countries already have. Ways to achieve this goal are using the national flag more frequently as a **symbol of unity** and a **common spirit**. In my opinion, this is just the beginning of finding a decent way to have a whole people more **open-minded and capable of working together** but it might roughly be the right direction.

(309 words)

This is an example of a letter which would achieve full points as the length fully compensates for the few errors and infelicities in language. The structure is good and the register is appropriate which makes the text easy to follow.

Marks awarded: A, A, A, A

4 Speaking

It is often easier to choose simple structures when speaking. In this examination, however, it is important that you not only show that you are able to speak about the topic but that you also demonstrate your language competence. Make sure you use a wide range of vocabulary and try and use complex structures, such as relative clauses, passive, conditional etc. Of course it is also important that the structures fit in with what you want to say and that you can use them fluently.

The oral examination is carried out in pairs, i.e. you will be examined with a partner. If there is an odd number of candidates, then a group of three will be formed. The oral examination takes about 16 minutes with two candidates, longer with three. Your task is to talk to the other candidate(s) and not to the examiner. You should address your partner(s), look at them and listen to and react to what they say. Active listening is particularly important if they have a lot to say.

The oral examination has the following parts:

1. Interview

Time: 3 to 4 minutes

One of the examiners will ask you how well you and the other candidate(s) know each other. If you do not know each other, the examiner will ask you to introduce yourselves. If you know each other, the examiner will ask you to say something about each other.

Then you will get a sheet of paper with a topic on it. Ask each other questions about the topic.

The points on the card will help you and you should also introduce your own ideas.

After a time, one of the examiners may join in the conversation.

2. Presentation

Time: 4 to 6 minutes altogether, i.e. approx. 2 minutes for each candidate

One of the examiners will give you a sheet of paper with two topics on it. You have a short time to decide on one of the topics and to think about it. Then you should talk for about one and a half to two minutes about the topic. The examiner will tell you when to finish your presentation. After your presentation, the other candidate(s) will ask you one or two questions. Answer the questions briefly and clearly. The other candidate(s) will each get a sheet of paper with different topics. While they are speaking you should think of questions to ask.

3. Discussion

Time: 4 to 5 minutes

One of the examiners will put a sheet of paper with a question or statement on it on the table. You should discuss the topic with the other candidate(s). Give your own opinions and ideas on the topic and agree or disagree with what they say. Give reasons for your opinions and examples to back them up.

After a time, one of the examiners will take part in the discussion.

4. Summary

Time: 1 to 1 1/2 minutes, i.e. half a minute for each candidate

At one point in the oral examination, one of the examiners will ask you to summarise what has happened in the last two or three minutes. This may happen at any time so you should pay attention to what is being said during the whole oral examination and be prepared to summarise it.

Imagine that someone who is not at the oral examination would like to know what happened during one part of the examination. This does not mean that you use the exact words of what was said but summarise it briefly. Give the name of the part you are asked to summarise and then describe the course of the dialogue or the presentation clearly and finish with a sentence which describes the result of the dialogue or the main topic. Your task is not to give your own opinion on a topic or to bring in new aspects. All you have to do is describe what has happened.

Marking

The examiners will mark your performance according to the definition of level C1 in the Common European Framework of Reference for Languages using the following criteria:

1. Task management
2. Interaction
3. Fluency
4. Repertoire
5. Grammatical Accuracy
6. Pronunciation and Intonation

On the following page you can find a table which provides more detail on the marking system.

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

5 Language Competence

Language Competence at Level C1

In order to make clear what is meant by language competence at level C1, some of the descriptions from the Common European Framework of Reference for Languages are given here. These descriptions are taken from areas outside grammar and vocabulary in order to make clear that language competence consists of more than learning lists of words or grammatical structures. At level C1, in addition to knowledge of the language, users of language should demonstrate the following skills.

Linguistic Competences

Chapter 5.2.1

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.

Chapter 5.2.1.1

Vocabulary Range

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

Vocabulary Control

Occasional minor slips, but no significant vocabulary errors.

Chapter 5.2.1.2

Grammatical Accuracy

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

For writing:

Chapter 5.2.1.6

Orthographical Control

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

For speaking:

Chapter 5.2.1.4

Phonological Control

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

Sociolinguistic Competence

Chapter 5.2.2

Sociolinguistic Appropriateness

Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

Pragmatic Competences

Chapter 5.2.3

Flexibility

Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.

Turntaking

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

Thematic development

Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Coherence and Cohesion

Can produce clear, smoothly flowing, well structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

Functional Competence

Chapter 5.2.3.2

Spoken fluency

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

Propositional precision

Can qualify opinions and statements precisely in relations to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood etc.

6 Sub-Tests and Points

Sub-Test	Item Nos.	Possible points
Written Examination		
Reading Comprehension		
1. 6x4 points	1-6	24
2. 10x2 points	7-16	20
3. 8x2 points	17-24	16
4. 12/8/4/0 points	25	12
5a. 20x1 point	26-45	20
5b. 22x1 point	46-67	22
Listening Comprehension		
1a. 8x1 point	68-75	8
1b. 8x3 points	76-83	24
2. 10x2 points	84-93	20
3. 20/14/8/0	94	20
Writing		
1.		40
2.		32
Total Written Examination		258
Oral Examination		
1. Interview		15
2. Presentation		21
3. Discussion		21
4. Summary		15
Total Oral Examination		72
Sum Total		330

These tips may help you when you take the telc English C1 examination.

Bring a watch to the test to help you organise your time.
Keep a positive attitude throughout the whole test and try to stay relaxed.

At the beginning, look through the whole examination and plan your time.
Decide which parts you want to do first.
Read the instructions for each part carefully.
Always read the whole question carefully and look for the important words. Don't make assumptions about what the question might be.
Make sure that you understand what the question is asking you.

Don't rush through the questions.
If you don't know an answer, go on with the rest of the examination and come back to the question later.
If you still don't know the answer, make an educated guess.
If you have time, go through your answers again and make sure that you have answered all the questions.

Writing

Make sure you know what is expected of you (type of text and topic).
Write as clearly as possible. If the examiners cannot read what you have written, you will lose marks.
Focus on one main idea in each paragraph.
If you make a mistake, draw a line through it.
If you have time left at the end, read what you have written again and correct any mistakes you find.

Speaking

Prepare for the oral examination as you would any other exam.
Anticipate what might be in the exam, prepare what you want to say and then ask and answer questions with someone else, preferably from your class, who knows the material.
Practice talking in front of a mirror so that you can check your body language.
If possible, record what you say and play it back to see how you look and sound.
Make sure that you know what is expected of you (topics and questions asked).
Maintain eye contact during the examination.
Listen to what the other candidate(s) and the examiners say.

Our system of vocational and general language

CERTIFICATES IN ENGLISH

C2

C1

English

B2

English English Business English Technical

B1

English English School English Hotel and Restaurant English Business

A2

English

A1

English

Guidelines for Candidates

ENGLISH C1