telc
LANGUAGE TESTS

Mock Examination 1

ENGLISH

C1

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LANGUAGE TESTS

Mock Examination 1

ENGLISH

C1

telc English C1

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

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LANGUAGE TESTS

ENGLISH

Written Examination

1 Reading Comprehension

C1

1 Reading Comprehension (Part 1)

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

0 is an example.

Mark your answers on the Answer Sheet S3 items 1–6.

Example:

z Whether such fears become a reality, there is no denying that there has been a dramatic increase in the number of people behind bars.

Mark your answer on the Answer Sheet S3.

a Conditions in prison are always an issue.

b It may be that courts believe these people have run out of road and prison is now inevitable for them.

c On closer look, it is possible to identify specific events, which have resulted in a hardened attitude to crime.

d Responding to the Prison Reform Trust report, the government has launched a five year review of British jails.

e Such groups, like the Prison Reform Trust, argue that prison is being used too readily.

f The number of people found guilty by the courts has remained “comparatively static” over the past thirteen years.

g Which begs the question: just what have these people done to land in prison?

h With a pledge to be “tough on crime, tough on the causes of crime”, “the centre left” has ensured that the prison population continues to rise.

UK Prison Reform Trust criticises British penal system

Such is the national propensity for sending people to jail, that the British prison system could be "entirely full" by the summer, the UK Prison Reform Trust warns. **…… 0 ……** In January 1993 – when the prison population began rising – there were 41,561 in jail in England and Wales. The current population is 77,004: an increase of 85%.

…… 1 …… A clearly important aspect is the way crime is perceived. According to research undertaken by the International Centre for Prison Studies in London, political and media debate about how to deal with crime has become a lot less tolerant and more punitive in recent years. And this, says the study, has led to key changes in legislation and practice.

…… 2 …… The murder of the toddler James Bulger by two older boys in February 1993 was followed by a steep rise in the number of prison inmates. Similarly, studies suggest that the existing record population of 77,774, reached in October 2005, was partly the result of harsher sentencing after the 7 July bombings. "When you get high-profile and very disturbing cases of that kind you can get a distorted reaction and punishment levels can rise," says Juliet Lyon, director of the Prison Reform Trust.

Political events have also played a key part in the changes. While the ruling Conservatives entered 1993 with the slogan "Prison Works", the new Labour leader, Tony Blair, was keen to reposition his party's traditionally soft approach to crime. By the time Labour came to power four years later, the prison population had increased to more than 60,000 – a rise of about 45% in four years. **…… 3 ……**

By 2007 – ten years after their first election victory – the population is expected to reach 80,400. According to the Prison Reform Trust the tougher line on crime is not linked to an increase in offences. **…… 4 ……** It also reports that there has not been an increase in the number of serious crimes. What has happened, the charity suggests, is that many people whose offences would not have attracted a custodial sentence in the past are now being sent to prison. And for those convicted of serious offences, sentences are getting longer.

Despite the stable crime levels, a factor other than the political climate which may have contributed is a change in the pattern of offending, particularly where drugs are involved. There are now more people appearing before the courts with long strings of convictions who have failed to comply with non-custodial sentences. **…… 5 ……**

The immediate question is what happens next – should more prisons be built, or the way they are used changed? **…… 6 ……** This has been welcomed by campaigners, but for the moment the prison population continues to rise.

1 Reading Comprehension (Part 2)

Read the following text. In which part of the text can you find the information 7–16 ?
There is only one correct answer for each item. Each part of the text may contain more than one of the pieces of information.

Mark your answers on the Answer Sheet S3 items 7–16.

Example:

0 Ideas cannot be considered properly.

Mark your answer on the Answer Sheet S3:

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

7 I have no faith in the school system.

8 I'm afraid schools might destroy traditional values.

9 Pedagogical principles are losing out.

10 Teachers and parents often prevent progress in school development.

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

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

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

14 The education system delegates responsibility for learning.

15 The legislation relating to schools needs modifications.

16 The size of the school can also have an effect on how well children learn.

Has our Education System Failed?

Different voices on the issue

a

We hope to home-school our children. There is too much wrong with schooling in the state and private education system to consider using schools unless they become absolutely necessary for baby-sitting purposes.

Apart from the usual "good schools" (i.e. ones with white pupils from good homes) these would be my reasons:

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

b

What is needed is a careful campaign to convince first teachers, and don't underestimate the resistance you would find here, and parents other than those trying to further the interest of their own children at the school.

I actually tried this at my last school and made it the top priority for the school following a successful OFSTED inspection but the apathy and resistance I met was considerably greater than you would have predicted in a school with good relationships between it and the community.

Development plans cannot ever work if they reveal to interested parties anything which threatens the current status.

Quite frankly if you take heed of development planning you've either got no ambition, or like most schools you'll constantly be updating the bloody thing to keep up with excellent ideas produced by the community of teachers, parents and learners.

c

One teacher at our school asserted in a staff meeting that he didn't want to be consulted about the way forward but just told what to do. What I would advocate is to play to the strengths of the staff who have ideas for improvement and the energy to implement them. In some years there aren't many of those and other years they and their ideas come in numbers.

You can have a development plan for the school but my test is not whether you have a development plan but whether your school is developing or not. And whether all the teachers are with you usually depends on what is in the plan.

For instance suppose part of the plan was to amalgamate two departments and eventually change the structure – would you expect to be able to win over the staff involved necessarily? People rarely vote for their own demise.

Suppose you decided that you could perfectly well accomplish what was needed by employing fewer teachers and more classroom assistants, would you expect to receive approval from teachers – not to mention their unions?

d

The real difficulty lies in the nature of our essentially non-collaborative structures which are imposed on our schools by law.

Suppose a new school is created. All is possible, isn't it? A collaborative process of development and ownership such as you describe could be adopted by all the education professionals involved, couldn't it?

No, it couldn't (in England), because the first appointment is always the head teacher who is given, by law, a special leadership and responsibility position which can't be shared.

It doesn't have to be that way of course but for a collaborative style to develop in a school a head teacher in England has first to agree it will happen.

What the government would have to do is make it possible for the collaborative development of a school to run hand-in-hand with a shared responsibility.

That would be revolutionary and need changes to the law which probably wouldn't get popular approval. We actually prefer dictatorial Churchillian styles of leadership in this country even when they aren't effective.

e

As someone who has tried to persuade her parents to educate her at home (and failed), I can say for certain that the current state education system has failed me.

Bar a few decent teachers – perhaps 3 or 4 out of about 12 subjects, I find it all too easy and that I am just wasting my time. They actually do set us tests at my high school, but it's still insufficient as the majority of the teachers fail to discipline.

Being honest, I mostly teach myself the stuff I need to know – decent books that aren't just for your syllabus and perseverance are crucial. English I find instantly easy so I just have to read a lot and gain more knowledge that way; maths and science – my dad goes through with me as he finds the teaching insufficient and my mum helps me with history and things at home.

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

1 Reading Comprehension (Part 3)

Read the following text and the statements 17–24 below. For each of the statements 17–24 decide if the information

a) corresponds to the content of the text
b) does not correspond to the content of the text
c) is not mentioned in the text.

Mark your answers on the Answer Sheet S3 items 17–24.

Example:

0 The writer drinks a lot of tea.

Mark your answer on the Answer Sheet S3:

0 a b c **0**

17 Tea was first consumed mainly for health reasons.

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

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

20 Catherine of Braganza was very popular in Britain.

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

22 Tea wasn't served fresh in the past.

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

24 Servants used to be given special training to make perfect tea.

A Nice Cup of Tea

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

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

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

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

1 Reading Comprehension (Part 4a)

Read the following text. On the following page you will find four summaries a–d. Which is the best summary of the text? There is only one correct answer.

Mark your answer on the Answer Sheet S3 item 25.

The truth, the whole truth and nothing but the truth

1 Applying for a job? When you write up your CV, be careful. Be very careful. Employers are beginning to use computers to scan CVs to ensure they tell the truth, the whole truth and nothing but the truth. The problem is that employers rarely have the time or the resources to check every detail of every applicant's CV, especially if they are recruiting large numbers of staff for a particular project.

2 Lying on CVs is becoming alarmingly common, according to Jo Buckingham, the director of pre-employment screening for Control Risks Group. "One in four CVs tells lies, some distort dates to hide career gaps or provide false identity information to hide a previous (and embarrassing) credit history," she says. "To add to the problem, there are people operating on the high street today who will gladly teach any applicant how to lie in an interview and how to doctor a CV. Headhunters are the worst offenders."

3 The consequences of employing someone who has lied on their CV can be grievous, Jo Buckingham says. "Nearly three quarters of frauds are committed by employees who work for the victimised firms," Jo Buckingham says. "Every employer must keep remembering that a person who has successfully lied once to get a job will often — indeed, probably — lie again. A dishonest recruit is more susceptible to bribery or corruption."

4 Fact-checking agencies are now exploiting advanced computer technology to help, partly to reduce the cost but also because computers do not skip checks because they are bored or want to go home early. GUS subsidiary Experian, for example, uses the Web to perform the basic checks. The Candidate Verifier system, available at *www.cvverifier.com*, allows employers to enter an applicant's details, whereupon it automatically makes various financial checks. More complex checks, such as taking up references from former employers, colleges and so on, are done by experts at Experian's large contact centre, who also receive phone inquiries.

5 The system can then automatically run checks via the Internet on the electoral register and court records to verify whether the applicant has been sued, is an undischarged bankrupt or has been disqualified from being a director. If the employer is a member of the Credit Account Information Sharing service (CAIS), the applicant's credit rating can be found as well. A simple financial check on *www.cvverifier.com* costs around £6, the cost rising to about £30 for the full service.

6 The next logical step is to get the computer to scan incoming CVs for those simplifications, omissions and brazen fibs. American data software company SAS has just launched Text Miner, a system that can extract many statements from free text such as CVs and check them out. After some training, the system is claimed to be able to distinguish "angry" text or complaints by comparing with historical information.

7 The tone of e-mails and the patterns of language change when a lie is being inserted, explains Peter Dorrington, the business solutions manager at SAS: "If someone is trying to cover up a short period or periods of unemployment (because they were sacked), they will tend to drop months and only describe periods in a job as years." Of course, it may just be that the applicant is too lazy to look up the exact dates. "This is not necessarily fraudulent," Peter Dorrington says.

8 Having extracted the milestones of the applicant's apparently glittering academic and corporate career, the system can then automatically check it out. "The system will also correlate basic facts such as whether the university was offering that particular course at the time claimed, and check up publicly available data such as professional membership lists and whether the MBA comes from a reputable business school," Peter Dorrington says. It is at this point that many fraudulent CVs slip through the net, Peter Dorrington claims: "Checking tends to be done only at the senior levels — it tends not to be done at the coal face because of the costs involved."

9 Apart from electronically yelling "liar, liar, pants on fire" at applicants, the Text Miner system is capable of identifying potentially brilliant employees. The system looks at possibly hundreds of CVs, so it learns to look for candidates with the attributes of success. "There is an element of being able to match candidates against the job description, based by attribute and by analysing patterns of skill rather than simply extracting keywords," Peter Dorrington says. "Say you are looking for an IT director. Some of the things that come out of previous CVs just qualify them for the job, but we can look for attributes of success. For example, management skills."

10 Where employers regularly assess managers, they could compare CVs with the results of past assessments to look for people with the skills sets and talents of previously successful employees. "Government departments could very easily hold the results of the appraisal process to get a picture of what makes a successful employee," he says.

11 If you find the idea of a computer combing your CV for fibs distasteful, try this one: many firms are seriously contemplating putting applicants through lie-detector tests. The familiar moving pens of the polygraph produce meaningless scribbles that must be interpreted by highly skilled and expensive technicians, which rules it out for most employers outside the security services.

12 The Mayo Clinic in the US has recently announced a new method which it claims is accurate enough to detect blatant lies. According to researchers there, when telling a porky pie the stress on the brain causes a small but detectable flow of warm blood to the skin around the eyes. This faint blush of shame cannot be seen by the naked eye but can be picked up by a thermal imaging camera. Unfortunately, the method is said to pick up only 85 per cent of lies, and to unfairly point the finger at 10 per cent of entirely truthful statements.

13 Even if the method is effective, it is clearly not good enough to reject a job applicant on its own. But the arsenal of computer equipment available to employers is going to make lying to get a job much more difficult in the future.

Summaries:

a As a result of increasing inaccuracies and omissions in CVs, employers, who are often under time pressure, are starting to check documents with the aid of computers, especially as applicants can now enlist the help of specialist advisors. To prevent the potential risk in hiring such applicants, firms now commission agencies which use sophisticated IT to check financial, legal and academic data. Computer technology can check CVs for inaccurate or incomplete data on the basis of the language used in applications. This also has the advantage that every application can be checked regardless of the level of the post. In addition, the computer also highlights positive features in a CV and can identify successful employees. Such new features of screening equipment are however less attractive as they are designed to check people's physical behaviour. Although these systems are not completely fool-proof, future job applicants will be screened more carefully.

b More and more job applicants go to professional agencies to learn how to produce perfect CVs and so companies are checking applications more carefully as people who get a job on such a basis are more likely to damage the company by bribery or corruption. 25% of all applicants falsify their CV by, for example, changing dates or by using false information because they have had problems with banks. Firms would like to carry out comprehensive checks but it is rarely possible. Software available on the internet can be used to check for a number of inaccuracies such as omissions of information about dismissals. This is done, for example, by sifting through factual information offered publicly on the net by educational institutions or professional associations. They also analyse the language used by applicants when putting the CV together. More advanced technology even uses physical reaction techniques but these are not completely reliable. Nevertheless applicants should be increasingly careful.

c Computers have many uses nowadays but one increasing application is in connection with filtering out inaccurate CVs. Whereas personnel officers may miss significant omissions whether through lack of time or simply because they decide not to check applications, a computer is efficient and reliable. Computers check for wrong information, missing information or personal problems the applicants prefer not to mention by checking all kinds of records on the internet. In particular they check the kind of language used in the CV, as applicants with wrong or missing information tend to use a typical kind of indirect language. In view of these new technical developments people applying for jobs must be aware of the risks.

d There is now a wide range of technology available on the market to help employers deal with one of the biggest problems in the human resources sector: how to filter out job applicants who are economical with the truth about careers or credit when submitting CVs. Many companies like SAS have developed a number of techniques such as internet checks on financial, legal and college records or language analyses for all new appointments. They are also considering the use of more sensitive procedures such as physical response techniques using thermal imaging, even though these are not yet 100% accurate. The aim of all these endeavours is to ensure that all applicants are properly appraised thus avoiding the potential risks involved in employing potentially untruthful people such as fraud or bribery. So the next time you send in a CV, remember: you may well be caught out if you start being evasive or economical with the truth.

1 Reading Comprehension (Part 4b)

Read the text again. Which words in the text best correspond with the meanings given in items 26–45? There is only one correct answer.

Write your answers on the Answer Sheet S3 items 26–45.

Example:

0 people who provide jobs

Write your answer on the Answer Sheet S3.

0	employers

You will find the answers to 26–31 in paragraphs 1–4.

26 read through a long text to find something

27 checking carefully for the purpose of selection

28 change and falsify

29 people who do something wrong

30 avoid

31 carry out (an operation)

You will find the answers to 32–37 in paragraphs 5–7.

32 check the truthfulness or validity (of a statement)

33 (financial) status

34 introduced (for example a new product)

35 compare and recognize differences

36 hide (something)

37 dismissed (an employee)

You will find the answers to 38–41 in paragraphs 8–10.

38 highlights in a career

39 check by comparing (with other information)

40 shouting

41 assessment

You will find the answers to 42–45 in paragraphs 11–13.

42 looking through something intensively

43 unpleasant

44 indecipherable bits of writing

45 place where weapons are stored

1 Reading Comprehension (Part 5)

Read the following text. In some of the lines there is one mistake. The mistake may be one of grammar, spelling, punctuation or vocabulary. In some lines there is no mistake. If you find a mistake write the correct word or words on the Answer Sheet S3. If there is no mistake put a tick (✓) in the space.

Write your answers on the Answer Sheet S3 items 46–67.

Example:

Write your answer on the Answer Sheet S3:

0	I am writing

Dear …,

0 I write to apply for the position of full-time English-German
46 translator, that you advertised in the *European Media*
47 *Magazine* date 4 September.

48 Like you will see from my enclosed CV, I have a degree in
49 English translation and Business Economic from the
50 University of Vienna. For the last three years I am working
51 as a translator for *This is Austria*, an online newspaper
52 which published daily here in my country. Mostly my work
53 involves translating international texts from and in English in
54 a wide range of fields from sport and culture to actual affairs
55 and computer technique. I have all the necessary computer
56 skills and have received training in the last software. Not
57 only I am used to working under pressure but I also have wide
58 experiences in meeting extremely strict deadlines.

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

66 I am available for interview at every time and look forward to
67 hearing from you soon.

Yours sincerely,

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LANGUAGE TESTS

ENGLISH

Written Examination

2 **Listening Comprehension**

3 **Writing**

C1

2 Listening Comprehension (Part 1a)

You will hear eight people. You will hear each person twice. While listening the first time decide which statement a, b or c matches what the speaker says.

Mark your answers on the Answer Sheet S3 items 68–75.

You will now have half a minute to read the task.

Budget Travel

The speaker is

a in favour of budget travel

b not interested in budget travel

c not in favour of budget travel

2 Listening Comprehension (Part 1b)

You will now hear the eight people a second time. While listening decide which statement a–j matches what the speaker says. You will only need eight of the possible statements.

Mark your answers on the Answer Sheet S3 items 76–83.

You will now have one minute to read the statements.

a Budget travel distracts from the beauty on our doorstep.

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

c Budget travel is merely an evil necessity.

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

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

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

g More opportunities are made available by budget travel.

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

i There are no really positive features of budget travel.

j There are obvious financial advantages to budget travel in a competitive world.

2 Listening Comprehension (Part 2)

You will hear a radio programme. You will hear the programme only once. While listening complete the sentences in items 84–93.

A maximum total of four words may be missing in each sentence.

Write your answers on the Answer Sheet S3 items 84–93.

You will now have one minute to read the sentences.

84 In ten years the number of British emigrants has increased by _____.

85 The data available on these people is only _____.

86 One of the most unusual destinations for British emigrants is _____.

87 The majority of the destinations for British emigrants are _____ countries.

88 South-East Asian countries are now becoming extremely popular because of their _____.

89 Emigration has increased globally over the last _____.

90 A strange development is that there is both immigration and emigration on the part of people who are looking for jobs as _____.

91 Some people choose places where they already have _____.

92 Some people said they were unhappy with life in Britain because of _____.

93 In difficult times the Government wishes to know where British citizens are in order to be able to _____.

2 Listening Comprehension (Part 3)

You will hear a lecture. A friend has asked you to make notes during the lecture as he can not be there to hear it. You will hear the lecture only once. While listening make notes in the spaces for item 94. After the recording you will have time to transfer your notes to the Answer Sheet S5.

You will now have one minute to read the task.

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

- _____
- _____
- _____
- _____

b) The history of the Fair Trade Association:

1940's _____
1950's _____
1960's _____
1970's _____
1980's _____

c) Activities of the Fair Trade Association today:

- _____
- _____

d) Details of Project:

Where: _____
When: _____
What: _____
Benefits: ▪ _____
▪ _____

Space for notes:

IMPORTANT: Remember to transfer your notes to the Answer Sheet S5.
Notes written on these pages cannot be marked.

End of Listening Comprehension

3 Writing

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

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

1. Compulsory 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)

2. Optional Task

Choose one of the following four tasks:

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

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

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

D
A magazine for English language learners is running a short essay-writing competition. You decide to take part. Those wishing to take part are asked to write an essay on: *How language learning can help to reduce prejudice.*
Write an essay of at least 150 words.

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LANGUAGE TESTS

ENGLISH

Oral Examination

- Task 1: Interview
- Task 2: Presentation
- Task 3: Discussion
- Task 4: Summary

C1

Oral Examination

The oral examination has four parts and takes about 16 minutes altogether. You will be examined with one other candidate. If there is an uneven number of candidates, one group of three candidates will be formed. In this case the exam will take longer than 16 minutes.
The most important thing is to talk to your partner(s) and not to the examiners.

Part 1 Interview (3–4 minutes)

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

Part 2 Presentation (5–6 minutes)

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

Part 3 Discussion (3–4 minutes)

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

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

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

Oral Examination (Task 1: Interview)

Candidate A

Topic: Languages

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

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

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

3–4 minutes

Task 1: Interview

Oral Examination (Task 1: Interview)

Candidate B

Topic: Languages

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

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

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

Oral Examination (Task 1: Interview)

Candidate C

Topic: Languages

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

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

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

Oral Examination (Task 1: Interview)

Examiner

Topic: Languages

Ask supplementary questions e.g.

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

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

Oral Examination (Task 1: Interview)

Candidate A

Topic: Countries and Culture

Ask your partner questions about her/his views on travelling to other countries using one or two of the following ideas:

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

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

Oral Examination (Task 1: Interview)

Candidate B

Topic: Countries and Culture

Ask your partner questions about her/his views on travelling to other countries using one or two of the following ideas:

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

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

Oral Examination (Task 1: Interview)

Candidate C

Topic: Countries and Culture

Ask your partner questions about her/his views on travelling to other countries using one or two of the following ideas:

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

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

Oral Examination (Task 1: Interview)

Examiner

Topic: Countries and Culture

Ask supplementary questions e.g.

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

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

Task 2: Presentation *approx. 2 minutes per candidate*

Oral Examination (Task 2: Presentation)

Candidate A

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

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

Oral Examination (Task 2: Presentation)

Candidate B

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

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

Oral Examination (Task 2: Presentation)

Candidate C

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

- You are taking part in an international summer course. You have to give a brief presentation of the area where you live.
- What, in your opinion, are the positive and negative aspects of living in the country you live in?

approx. 5 minutes **Task 3: Discussion**

Oral Examination (Task 3: Discussion)

Candidate A / B / (C)

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

The government does not give sufficient support to cultural facilities!

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

Task 3: Discussion *approx. 5 minutes*

Oral Examination (Task 3: Discussion)

Candidate A / B / (C)

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

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

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

approx. 5 minutes **Task 3: Discussion**

Oral Examination (Task 3: Discussion)

Candidate A / B / (C)

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

Tourism presents great dangers for the environment!

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

Task 3: Discussion *approx. 5 minutes*

Oral Examination (Task 3: Discussion)

Examiner

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

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

The government does not give sufficient support to cultural facilities!

- For many people cultural events have a low priority.
- In times of limited resources public finances have to be devoted to more urgent social needs.
- Children need to be made aware of their cultural heritage.
- Can you give examples to support your views?

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

- What about the traditional concept of academic freedom?
- Why study? Is it just to get a better job?
- If the state subsidises higher education, shouldn't the state have an influence on what people study?
- Can you give examples to support your views?

Tourism presents great dangers for the environment!

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

Oral Examination (Task 4: Summary)

Examiner

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

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

The summary should take about half a minute.

telc
LANGUAGE TESTS

ENGLISH

Information

- Answer Sheets
- Key
- Guidelines for Marking
- Tapescript

C1

telc
LANGUAGE TESTS

ENGLISH C1

32 000000

Nachname · Surname · Apellido · Nom · Cognome · Achternaam · Apelido · Фамилия

Vorname · First name · Nombre · Prénom · Nome · Voornaam · Nome próprio · Имя

Beispiel : 23. April 1982
Example : 23rd April 1982

1 9 8 2 0 4 2 3

Geburtsdatum · Date of birth · Fecha de nacimiento · Date de naissance · Data di nascita · Geboortedatum · Data de nascimento · День рождения

Geburtsort · Place of birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Geboorteplaats · Local de nascimento · Место рождения

Prüfungszentrum · Examination centre · Centro examinador · Centre d'examen · Centro d'esame · Examencenter · Centro de examinação · Экзаменационное учреждение

32 000000 1

Reading

1 Reading Comprehension Part 1

	a	b	c	d	e	f	g	h	
1	○	○	○	○	○	○	○	○	1
2	○	○	○	○	○	○	○	○	2
3	○	○	○	○	○	○	○	○	3
4	○	○	○	○	○	○	○	○	4
5	○	○	○	○	○	○	○	○	5
6	○	○	○	○	○	○	○	○	6

1 Reading Comprehension Part 2

	a	b	c	d	e	f	
7	○	○	○	○	○	○	7
8	○	○	○	○	○	○	8
9	○	○	○	○	○	○	9
10	○	○	○	○	○	○	10
11	○	○	○	○	○	○	11
12	○	○	○	○	○	○	12
13	○	○	○	○	○	○	13
14	○	○	○	○	○	○	14
15	○	○	○	○	○	○	15
16	○	○	○	○	○	○	16

1 Reading Comprehension Part 3

	a	b	c	
17	○	○	○	17
18	○	○	○	18
19	○	○	○	19
20	○	○	○	20
21	○	○	○	21
22	○	○	○	22
23	○	○	○	23
24	○	○	○	24

1 Reading Comprehension Part 4a

	a	b	c	d	
25	○	○	○	○	25

1 Reading Comprehension Part 4b

DO NOT MARK

		+	−
26		○	○
27		○	○
28		○	○
29		○	○
30		○	○
31		○	○
32		○	○
33		○	○
34		○	○
35		○	○

DO NOT MARK

		+	−
36		○	○
37		○	○
38		○	○
39		○	○
40		○	○
41		○	○
42		○	○
43		○	○
44		○	○
45		○	○

34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

32 000000 2

Surname

First name

Examination Centre

Reading

1 Reading Comprehension Part 5

DO NOT MARK

46		+ –
47		+ –
48		+ –
49		+ –
50		+ –
51		+ –
52		+ –
53		+ –
54		+ –
55		+ –
56		+ –
57		+ –
58		+ –
59		+ –
60		+ –
61		+ –
62		+ –
63		+ –
64		+ –
65		+ –
66		+ –
67		+ –

34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

32 000000 3

Surname

First name

Examination Centre

Listening

2 Listening Comprehension Part 1a

68	a	b	c	68 Speaker 1
69	a	b	c	69 Speaker 2
70	a	b	c	70 Speaker 3
71	a	b	c	71 Speaker 4
72	a	b	c	72 Speaker 5
73	a	b	c	73 Speaker 6
74	a	b	c	74 Speaker 7
75	a	b	c	75 Speaker 8

2 Listening Comprehension Part 1b

76	a	b	c	d	e	f	g	h	i	j	76
77	a	b	c	d	e	f	g	h	i	j	77
78	a	b	c	d	e	f	g	h	i	j	78
79	a	b	c	d	e	f	g	h	i	j	79
80	a	b	c	d	e	f	g	h	i	j	80
81	a	b	c	d	e	f	g	h	i	j	81
82	a	b	c	d	e	f	g	h	i	j	82
83	a	b	c	d	e	f	g	h	i	j	83

2 Listening Comprehension Part 2

DO NOT MARK

84		+	–
85		+	–
86		+	–
87		+	–
88		+	–
89		+	–
90		+	–
91		+	–
92		+	–
93		+	–

34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

telc English C1

S 3.4

32 000000 4

NTS NTM

Surname

First name

Examination Centre

3 Listening

K1 K2

94 A B C D

K1 K2

94 A B C D

4 Writing

First examiner

compulsory task (S6.1) optional task (S6.2)

T T NT

1 a b c d

2 a b c d

3 a b c d

4 a b c d

Second examiner

compulsory task (S6.1) optional task (S6.2)

Third examiner

compulsory task (S6.1) optional task (S6.2)

K1 K2

5 Speaking

1. Interview **2. Presentation**

1 A B C D

2 A B C D

3 A B C D

4 A B C D

5 A B C D

6 A B C D

3. Discussion **4. Summary**

1. Interview **2. Presentation**

3. Discussion **4. Summary**

34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

telc English C1

Surname	
First name	
Examination Centre	

Your examination no. 3 2 ☐☐☐☐☐☐ **Please copy from Answer Sheet S3**

Written Examination

2 Listening Comprehension (Part 3)

For Examiners' Use

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

Example: Create opportunities

-
-
-
-

b) The history of the Fair Trade Association:

1940's

1950's

1960's

1970's

1980's

c) Activities of the Fair Trade Association today:

-
-

d) Details of Project:

Where:

When:

What:

Benefits: •

•

Total points

telc English C1

Surname	
First name	
Examination Centre	

Your examination no. 3 2 _ _ _ _ _ _ **Please copy from Answer Sheet S3**

Written Examination

3.1 Writing – Compulsory task

For Examiners' Use

For Examiners' Use

Criterion

Wrong topic?

I II III IV yes

I II III IV yes

I II III IV yes

1. Examiner _____ signature

2. Examiner _____ signature

3. Examiner _____ signature

telc English C1

Surname	
First name	
Examination Centre	

Your examination no. 3 2 ☐☐☐☐☐☐ **Please copy from Answer Sheet S3**

Written Examination

3.2 Writing – Optional task

Task no. ☐

For Examiners' Use

For Examiners' Use

Criterion

Wrong topic?

I II III IV yes

I II III IV yes

I II III IV yes

1. Examiner _____ signature

2. Examiner _____ signature

3. Examiner _____ signature

telc English C1 Speaking

A

Surname	
First name	
Examination Centre	

1. Interview	A	B	C	D
1 Task Management				
2 Interaction				
3 Fluency and spontaneity				
4 Repertoire				
5 Grammatical Accuracy				
6 Intonation				

2. Presentation	A	B	C	D
1 Task Management				
2 Interaction				
3 Fluency and spontaneity				
4 Repertoire				
5 Grammatical Accuracy				
6 Intonation				

3. Discussion	A	B	C	D
1 Task Management				
2 Interaction				
3 Fluency and spontaneity				
4 Repertoire				
5 Grammatical Accuracy				
6 Intonation				

4. Summary	A	B	C	D
1 Task Management				
2 Interaction				
3 Fluency and spontaneity				
4 Repertoire				
5 Grammatical Accuracy				
6 Intonation				

B

Surname	
First name	
Examination Centre	

1. Interview	A	B	C	D
1 Task Management				
2 Interaction				
3 Fluency and spontaneity				
4 Repertoire				
5 Grammatical Accuracy				
6 Intonation				

2. Presentation	A	B	C	D
1 Task Management				
2 Interaction				
3 Fluency and spontaneity				
4 Repertoire				
5 Grammatical Accuracy				
6 Intonation				

3. Discussion	A	B	C	D
1 Task Management				
2 Interaction				
3 Fluency and spontaneity				
4 Repertoire				
5 Grammatical Accuracy				
6 Intonation				

4. Summary	A	B	C	D
1 Task Management				
2 Interaction				
3 Fluency and spontaneity				
4 Repertoire				
5 Grammatical Accuracy				
6 Intonation				

Date _____ Examiner's Signature _____

M10

Key

Reading Comprehension

Item 1	g
Item 2	c
Item 3	h
Item 4	f
Item 5	b
Item 6	d
Item 7	a
Item 8	a
Item 9	a
Item 10	b
Item 11	c
Item 12	d
Item 13	c
Item 14	e
Item 15	d
Item 16	e
Item 17	b
Item 18	b
Item 19	a
Item 20	c
Item 21	b
Item 22	a
Item 23	a
Item 24	b

Item 25

a) 12 points
c) 8 points
b) 4 points
d) 0 points

Listening Comprehension

Item 68	a
Item 69	c
Item 70	a
Item 71	c
Item 72	b
Item 73	a
Item 74	c
Item 75	a
Item 76	f
Item 77	e
Item 78	j
Item 79	b
Item 80	a
Item 81	g
Item 82	i
Item 83	d

Writing

The marking of this part is done by a teacher or examiner using the marking instructions and criteria.

Reading Comprehension (Part 4b)

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

Item No.	Correct answer	Item No.	Correct answer
26	scan	**36**	cover up
27	screening	**37**	sacked
28	distort/doctor	**38**	milestones
29	offenders	**39**	correlate
30	skip	**40**	yelling
31	perform	**41**	appraisal
32	verify	**42**	combing
33	(credit) rating	**43**	distasteful
34	launched	**44**	meaningless scribbles
35	distinguish	**45**	arsenal

Reading Comprehension (Part 2)

The focus of this part is on correctness. Alternative answers are in/signs. If there is one word too many in a line, this can be shown by crossing it out, e.g. ~~many~~, or writing the line without the word. Lines without mistakes should be clearly indicated by a tick (✓). Spelling mistakes cannot be accepted.

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

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

Item No.	Correct answer	Accepted alternative answers
46	no comma	
47	dated	
48	As	
49	Economics	
50	have been working	
51	✓	
52	is published	
53	into	
54	current	
55	technology/skills	
56	latest	
57	am I	
58	experience	
59	✓	
60	does	
51	as a producer	
62	✓	
63	opportunity/chance	
64	believe/consider/think	
65	✓	
66	any	
67	✓	

Listening Comprehension (Part 2)

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

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

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

Item No.	Correct answer	Accepted alternative answers
84	a third/350,000	
85	an estimate/patchy/guesswork	
86	Mongolia	
87	English-speaking	
88	emerging economies/strong growth	
89	decade/10 years	
90	nurses and doctors	
91	friends and family/friends and relatives	
92	crime rates/the weather/the quality of life	
93	plan services for/identify/evacuate/help/support [British citizens]	

Listening Comprehension (Part 3)

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

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

The following pieces of information should be noted:

94			Possible points
	a)	**The major aspects of the work of the Fair Trade Association:**	
		▪ help farmers to learn skills ▪ pay the producers [men and women] fairly ▪ working conditions are safe and healthy ▪ encourage better environmental practices and responsible methods of production	**4**
	b)	**The history of the Fair Trade Association:**	
		1940's: The organization "Ten Thousand Villages" was opened. **1950's:** The Fair Trade shop opened in USA and Oxfam opened in UK. **1960's:** The official Fair Trade organization was founded and the first World Shop opened. **1970's:** The first Fair Trade coffee was sold. **1980's:** Introduction of the Fair Trade label.	**5**
	c)	**Activities of the Fair Trade Association today:**	
		▪ Raise consumer awareness by giving information on the product ▪ Advocacy work	**2**
	d)	**Details of Project:**	
		Where: Dominican Republic When: Three years ago What: Money was paid to provide free uniforms for local baseball teams Benefits: provided a route out of poverty/had positive effect on children's health/gave the children feeling of pride	**5**

Information

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

Points	Final score
16–13	**A**
12–9	**B**
8–5	**C**
4–0	**D**

Mark the final score on the Answer Sheet S3.4

Guidelines for Marking

Writing

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

1. Task Management

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

2. Accuracy

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

3. Repertoire

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

4. Appropriacy

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

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

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

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

Task 1: Compulsory Task

	A	B	C	D
Task Management	10	7	4	0
Accuracy	10	7	4	0
Repertoire	10	7	4	0
Appropriacy	10	7	4	0

Total points: 40

Task 2: Optional Task

	A	B	C	D
Task Management	8	5	2.5	0
Accuracy	8	5	2.5	0
Repertoire	8	5	2.5	0
Appropriacy	8	5	2.5	0

Total points: 32

Speaking

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

1. Task Management

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

2. Interaction

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

3. Fluency

- The candidate speaks fluently and with very little hesitation to search for words.
- He/she speaks at an even pace (not necessarily quickly) and without hesitation.
- The communication is natural.

4. Repertoire

- The candidate demonstrates a wide repertoire of language.
- He/she does not give the impression of having to limit what he/she says because of language difficulties.
- He/she uses complex sentence forms.

5. Grammatical Accuracy

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

6. Pronunciation and Intonation

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

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

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

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

Task 1: Interview and Task 4: Summary

	A	B	C	D
Task Management	3	2	1	0
Interaction	2	1.5	1	0
Fluency	2	1.5	1	0
Repertoire	3	2	1	0
Grammatical Accuracy	3	2	1	0
Pronunciation and Intonation	2	1.5	1	0

Total points for each task: 15

Task 2: Presentation and Task 3: Discussion

	A	B	C	D
Task Management	4	2.5	1	0
Interaction	4	2.5	1	0
Fluency	2.5	1.5	0.5	0
Repertoire	4	2.5	1	0
Grammatical Accuracy	4	2.5	1	0
Pronunciation and Intonation	2.5	1.5	0.5	0

Total points for each task: 21

Audioscript

Part 1:

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

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

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

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

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

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

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

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

Part 2:

Presenter Good morning. There are millions of Britons living overseas – but currently we don't know a lot about them. Today in the studio I am joined by Dr Alexandra Cookson from the Institute of Demographic Research who is heading up a study to find out more.

Good morning, Dr Cookson and welcome to the programme.

Alexandra Thank you.

Presenter How much do we currently really know about Britons who live abroad?

Alexandra Well, actually very little – the information we do have is pretty patchy and much of it has traditionally been guesswork. According to the most recent figures, some 350,000 people left the UK in 2004 – a third more than in 1994. But we don't have accurate indications of the total number living abroad. There are of course estimates but these vary considerably. The Foreign Office believes that there are around 4.5m British passport holders overseas – while other research suggests that there may be as many as 14 million. We just don't know – which is why this study is taking place.

Presenter So where do we think people are?

Alexandra There are some fairly obvious places. Australia seems to be the most popular destination with at least 615,000 Brits based there, according to Australian National Survey figures.
And at least half a million British people are thought to be living in the US, with substantial numbers in New Zealand, Spain, South Africa, France, Germany and Canada. And there are even 300 British citizens registered in Mongolia so we are spread far and wide!

Presenter Yes, indeed. Though it does seem to be mainly English speaking countries.

Alexandra Historically yes, but there is evidence that things are changing with the expansion of cheap airlines and new, faster routes opening up. One area where there is thought to be particularly strong growth is South-East Asia, particularly in the countries with emerging economies, where skilled Britons can easily get work.

Presenter You clearly believe that it is important to find out more about emigration. Why?

Alexandra Yes, I do believe it is important. The last decade has seen migration – people moving from one country to another – become a global force of change – and Britain is one of the nations at the centre of this change. And while there has been a lot of talk about immigration – people coming into Britain –, there is very little understanding of emigration, a force that plays a key role in how a nation develops.
Well, take the so-called "brain drain", for instance. The World Bank says that the UK has one of the worst records for holding on to university graduates – one in six leaves, often because they can earn higher salaries abroad. This leads to some fairly ironic situations – for instance, while the UK is busy recruiting nurses and doctors from overseas, many of its own are going abroad.

Presenter So why do people choose to leave the UK?

Alexandra A recent opinion poll uncovered a variety of different reasons why people emigrate. The most popular reasons to leave were the search for a better quality of life or better weather. The weather for example has undoubtedly been the crucial factor in the growth of the large expat communities in Florida and Spain.
And then, a lot of people said they were looking for an adventure or a new opportunity. Almost 10% of those questioned said they already had friends or family in the place they would consider migrating to.

Presenter And do we know anything about their views on Britain?

Alexandra Well, here the answers were quite complex. About 12% of respondents said they did not like what Britain had become and a few mentioned specific reasons, such as crime rates, for why they were unhappy.

Presenter The government is clearly concerned about the issue…

Alexandra Yes, I believe it is but mainly because it is keen to improve its consular services overseas. More accurate figures of the number of Britons living abroad can help the government to plan such services for citizens and of course make it easier to identify and evacuate British citizens from troubled parts of the world during a crisis.

Presenter Well, thank you very much, Dr. Cookson. We will look forward very much to reading the published results this autumn.

Alexandra And thank you.

Part 3:

Carol Hunter Hello and welcome to the Learning Everyday lecture series. It is great to see so many of you here – especially as the weather is so wonderful outside. We'll have a break at about 10.45, so you can go outside and enjoy some Vitamin D! Ok. As you know, today's speaker is Paul Jenkins. Paul is the Head of Public Relations for the Fair Trade Association in the UK. He is going to talk to us about Fair Trade. So, please welcome Paul Jenkins.

Paul Jenkins Thanks, Carol. Now, as Carol said, I am the spokesman for the Fair Trade Association here in the UK and I am delighted to have been invited to speak to you all today. The Fair Trade Movement has grown considerably over the last few years but it has actually been around for longer than most people think. I plan to look first at what Fair Trade actually is. Then I will give you some background about it and also describe the role of the Fair Trade Organisations here in the UK and Europe. And lastly I will tell you about a key project supported by Fair Trade and how it has benefited the farmers and communities involved.

So – first of all: what is Fair Trade? Fair Trade is really what it says it is: Fair Trading. Fair Trade Organisations create opportunities for producers and farmers in developing countries who have been economically disadvantaged by the conventional trading system. They help these farmers and producers to learn skills which will help them in the future and encourage them to work independently. Very importantly, Fair Trade Organisations pay producers fairly and also treat men and women equally. Working conditions are also important. They must be safe and healthy. And lastly, Fair Trade actively encourages better environmental practices and responsible methods of production, for example organic farming.

You may be familiar with the Fair Trade Mark, a symbol found on certain products in your local supermarket: chocolate perhaps, bananas or coffee. This symbol tells us that the product has been produced and traded fairly. As a consumer, you can then choose to buy coffee from an organisation which supports its producers and gives them a fair deal. Fair trade products are often a little bit more expensive for consumers, but many people choose to buy them because they want to help farmers in developing countries live better lives and support their families.

For me, Fair Trade is a sign of hope. It proves that greater justice in world trade is possible. It highlights the need for change in conventional trading and shows how successful businesses can also put people first.

So, now you know what it is – where did it all begin?

Well, some people say that the Americans were first with an organisation called "Ten Thousand Villages" which began buying needlework from Puerto Rico in 1946. Ten years later, the first formal "Fair Trade" shop which sold these and other items opened in the USA.

Fair Trade in Europe dates from the late 1950's when the charitable organisation Oxfam UK started to sell crafts made by Chinese refugees in Oxfam shops. In 1964 it created the first official Fair Trade Organization.

At the same time, Dutch third world groups began to sell cane sugar with the message "by buying cane sugar you give people in poor countries a place in the sun of prosperity". These groups went on to sell handicrafts from the developing world and in 1969 the first "World Shop" opened. There are now many such shops throughout Europe.

In 1973, the first "fairly traded" coffee was imported to Europe from cooperatives of small farmers in Guatemala . Over the next thirty years this gradually became a concept with hundreds of thousands of coffee farmers benefiting from it. Now Fair Trade coffee makes up between 25 and 50% of the turnover of Fair Trade Organisations in Europe today.

Which brings me back to the Fair Trade Mark I mentioned earlier. In the mid-1980s, a priest working with smallholder coffee farmers in Mexico had the idea of using some kind of system to identify Fair Trade products. Products bought, traded and sold fairly would qualify for a label that would make them stand out among ordinary products on store shelves. In 1988, the Fair Trade Mark was created. The concept caught on: within a year, coffee with the label had a market share of almost three percent.

So, what else do we do today? Well, the Fair Trade movement raises consumer awareness about the problems caused by conventional trade. Each product sold includes information about its production, the producers and their conditions of living. In effect, Fair Trade Organisations have the role of encouraging consumers to campaign for more global justice.

We are also very involved in advocacy work. The Fair Trade Association in the UK produces many documents and campaign materials and organises public events. Here in Europe we have benefited from political structures which allow us to centralise our work. An important tool was the establishment of the FINE Advocacy Office in Brussels, which focuses on influencing European policy-makers.

So, now you know a little about what Fair Trade is, how it started and some of the work we do.

I would now like to give you just one example of a project in which Fair Trade has had a positive effect on the communities it has helped. These are my favourite stories because they show what can be achieved when people work together and support each other.

The project involves a group of Fair Trade banana farmers in the Dominican Republic. You probably all know that the Dominican Republic is a very poor country. A great number of children there end up living on the streets. Three years ago, a man called Roberto Luis, who was a volunteer baseball coach in his village, wrote a letter to his local newspaper saying that he believed the village children would be better off on the baseball pitch than on the street. A Fair Trade banana farmer, Jose Mendoza, happened to read the paper on that day and agreed. So he decided to help. For every box of bananas that is sold to the Fair Trade market, farmers receive a bonus sum which they must put towards community projects. Jose Mendoza persuaded his fellow-farmers to put this money towards free uniforms for local baseball teams. The farmers provided uniforms for six local baseball teams: three teams of children, one team of women, and two teams of men. Baseball is the national sport in the Dominican Republic and becoming a league player is every child's dream. It offers a route out of poverty. It also has a beneficial effect on all children, whether they go on to become league players or not. It gives them physical strength and hope. In the words of Jose Mendoza: "Sport makes a child grow up straight. It gives them a healthy mind in a healthy body."

I visited the farmers last year and also met the baseball coach Roberto Luis. He is a very kind, gentle man of about sixty. He told me how much he felt the children had benefited from the free uniforms. He said that wearing them gave them pride in themselves and their village and that they felt they were part of something bigger, a part of the community. More and more children are joining the baseball team every year and it is keeping them off the streets. The Fair Trade farmers are rightly proud of what their contribution has achieved.
So, that is one example of the way Fair Trade can help a community.
Well, I've now reached the end of my talk today. I hope this has given you some useful insights. Thirty years ago, Fair Trade was a small, insignificant movement which had little influence on society as a whole, today it is a powerful movement which keeps on growing and which cannot be ignored.
Thank you very much for listening.

Carol Hunter Thank you, Paul, for such an interesting lecture this morning. We still have about 5 minutes before we go outside for a coffee and some sunshine. So, let's use the time for some questions. Who'd like to get the ball rolling?

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