



MOCK EXAMINATION 1

telc HUNGARY ENGLISH

Examination Preparation

B2



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To the readers of this booklet

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

What we offer

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

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

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

Our network

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

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

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



Jürgen Keicher
Managing Director, telc gGmbH

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Test Format

	Subtest	Aim	Type of Test	Time
Written Examination		Reading		
	Part 1	Reading for Gist	5 matching items	90 min
	Part 2	Reading for Detail	5 multiple-choice items	
	Part 3	Selective Reading	10 matching items	
		Language Elements		
	Part 1		10 multiple-choice items	60 min
	Part 2		10 matching items	
		Writing		
	Part 1	Interactive Task	Formal or semi-formal letter	
	Part 2	Productive Task	Personal email	
Oral Examination		Listening		
	Part 1	Listening for Gist	5 matching items	Approx. 20 min
	Part 2	Listening for Detail	10 true/false items	
	Part 3	Selective Listening	5 multiple-choice items	
		Speaking		
		Preparation		20 min
	Part 1	Presentation		Approx. 15 min
	Part 2	Discussion	two or three test takers	
	Part 3	Task		



Reading Part 1

Read the ten headlines a–j and the texts 1–5. Find the best headline for each text.
Mark your answers on the answer sheet.

a A black-market business

b Action deeply regretted

c Ambitious thefts increase

d Complaints about queues

e Pain or success?

f Police find goods

g Reader destroys books

h Thieves attack hotels

i Tough new legislation

j Unfair regulation introduced

**1**

In the 18th century, high heels were standard for both men and women but lost popularity after the French Revolution. When they returned again in the 20th century, they were seen as a symbol of femininity in the fashion world and of professionalism in the business world. As women gained more freedom and power, high heels became higher, thinner and harder to walk on than ever before. Some women love their high heels and would not go without them, but many

others would prefer to do without the discomfort they cause. Unfortunately, high heels are often necessary for a woman if she wishes to be taken seriously in the workplace in certain cultures. In Japan, for example, high heels are compulsory at many companies. A petition protesting against this regulation was even turned down by Japan's Minister of Health and Labour saying this practice was "necessary and appropriate".

2

It is not unusual for hotel guests to take shower gel and other toiletries with them when they leave. They might also take towels or coat hangers or even the iron. However, these are minor incidents compared to the new trend – that of disappearing mattresses, especially in luxury hotels. Many hotel mattresses are of such high quality that they have become a real temptation for thieves. The method of getting someone to distract

staff at reception and sneaking an object out while no-one is looking is not the most efficient in these cases. Instead, mattresses usually disappear during the night in hotels that have an elevator directly connected to the underground car park. But other incidents have also made the headlines. For example, one hotel was recently robbed of its grand piano by a group of men in overalls claiming that the piano was due to be collected for repair.

3

When you are filling up with petrol, using the car wash or drinking a coffee, keep an eye on the time if you wish to avoid a penalty. There may be a 30-minute or even only a 20-minute maximum stay limit. Several petrol companies in the UK have installed CCTV cameras at the entrances and exits to fuel stations in order to enforce the new rule. Any driver who overstays the limit may be fined up to £100. Many motorists have complained

about the unrealistic time constraint and think that 45 minutes would be much more reasonable. If there is a queue at the pump or at the till or if you have to wait to use the car wash, it is highly probable that you will need more time than is allowed. What makes things worse is that few drivers are aware of this new rule. Warning signs at the petrol station can easily be missed, especially after dark.

4

A missing 310-year-old violin worth £250,000 has been returned to its owner with help coming from an unexpected place. Stephen Morris, who has played as soloist in concerts and recorded with several famous singers, left his instrument on a luggage rack by mistake when getting off his train in south-east London. After he reported the loss, police examined CCTV footage from the journey which showed a man taking the violin and then leaving the train. The image of the man was

released to the public and Morris appealed for help stating that the loss was "like having my arm cut off". In a moment of guilt, the thief contacted Morris and personally handed the violin back to him in a carpark with his sincere apologies. Morris sent out a tweet thanking the public for their support and saying he was happy that he could sleep again now that he had his beloved instrument back.

5

A man has been jailed for stealing more than 7,000 books from Scottish universities and then selling them online to make an amazing amount of money. The textbooks he stole were in demand from students studying subjects such as marketing, business studies and nursing. His illegal business was detected by Douglas, a PhD student who wanted to borrow a specific textbook from his university library. The book was not available, but Douglas later found it and another book online. He became suspicious when the books arrived, because

they had originated from his university library but had a fake "withdrawn" stamp on the cover. When the university and police investigated, they discovered that over 4,000 books in the system were missing. With the help of intelligent software, they were able to track down the criminal entrepreneur. He had used a visitor reader's ticket and simply removed the books in his rucksack. It was also discovered that he had stolen books from several other universities too.



Reading Part 2

Read the following text, then choose the answers to questions 6–10.

Mark your answers on the answer sheet.

A LOSING BATTLE

Not every beautiful plant growing in your garden or in the countryside is a welcome sight. We are not talking about normal weeds - plants which are not wanted, but can be removed with a bit of hard work. This article features another category: species, often from overseas, that grow where they do not belong and are dangerous for humans and even buildings. These non-native plants invade new areas, spread rapidly and are difficult to remove. As a result, they are called non-native invasive plants. Not growing in their home country, the problem with many of these plants is that they often have no natural enemies to keep them under control.

A good example of non-native invasive plants is Japanese knotweed. The World Conservation Union lists this plant as one of the world's worst invasive species, because it can grow through hard surfaces, such as roads and walls. In the UK, it is already causing massive damage to roads and affecting property values. Japanese knotweed originally came from Asia and grows naturally on the sides of volcanoes, where volcanic ash keeps it from spreading. It was introduced to the West by the botanist Philippe von Siebold, who sent it to the Royal Botanical Gardens Kew in August 1850 in a parcel of plants. The attractive plant, which reaches a height of three to four metres, was much admired and quickly became very popular with the Victorians. Garden centres sold it commercially and it was deliberately planted all over the UK. Since 1981 it has been a crime to plant or grow Japanese knotweed in the wild. This includes moving polluted soil or plant cuttings. If you are caught doing so, you can be fined or even sent to prison for up to two years.

It is not illegal to have this plant on your property, but you as the landowner have the legal responsibility to ensure that it does not spread to your neighbours' land. Anyone wishing to sell a house with Japanese knotweed within seven metres of their property has a problem. Many banks will refuse to give potential buyers a loan and insurance companies will not bear the cost of damage caused by this plant. Additionally, neighbours could take legal action because their

properties are also in danger indirectly. Japanese knotweed is incredibly difficult and expensive to remove. It grows very quickly and aggressively, with roots three metres deep and seven metres across. You can try and dig it out yourself, but because it spreads underground, it is almost impossible to ensure all the roots have been removed. Consequently, the plant will soon appear again. Also, this plant is classified as special waste, so you have to take it to a place that has permission to dispose of it, which may mean you have to pay a huge fee. Alternatively, the plant can be treated with a chemical weed killer. This takes about three years to be effective and is slightly cheaper than removing it manually. Considering the seriousness of the situation, professional help is the most effective and sensible way to solve the problem.

Another invasive species is the giant hogweed which comes from Central Asia. It was first introduced to European gardens in the middle of the 19th century because of its impressive white flowers which are grouped together on umbrellalike heads. It can have a height of up to five metres and grows at riversides and anywhere else where the soil is moist. The problem with this plant is the liquid inside it, known as the sap. If you come into contact with it, and are then exposed to sunlight, you will receive blistering burns that sometimes stay for several weeks and may well leave a scar. If you touch this plant, clean the skin area with lots of soap and water and then consult a doctor. The problem is that a victim, not being aware of the danger, does not notice anything is wrong until a few days later. And the biggest issue with this plant is that children are tempted to play with it due to its large leaves and exciting hollow stalks. There have been many cases of hospitalisation.

These are just two examples, but they have something in common. They started their invasion as a beautiful plant specimen brought home from a far-away country without anyone being aware of the consequences of this action. Due to today's globalisation, we have a new responsibility: to protect location-specific environments and not move native plants from country to country.



6 Invasive plants are covering increasingly large areas because

- a** it is not possible to get rid of them.
- b** the climate of a non-native country suits them better.
- c** they don't have to defend themselves against anything.

7 Japanese knotweed

- a** cultivation can result in serious punishment.
- b** has spread all over Britain accidentally.
- c** is still available commercially.

8 Having Japanese knotweed on your property means you

- a** can only successfully sell your house via a bank.
- b** may have a serious dispute with your neighbour.
- c** need to take out additional insurance.

9 To get rid of Japanese knotweed, the author recommends

- a** choosing the slower more inexpensive method.
- b** letting experts take on the responsibility.
- c** working very carefully on your own.

10 Contact with the giant hogweed

- a** always has immediate visible effects.
- b** can cause permanent damage.
- c** cleans your skin thoroughly.



Reading Part 3

First read the ten situations 11–20 and then read the twelve texts a–l. Decide which text goes best with each situation. Each text can be used only once. Mark your answers on the answer sheet.

*In some cases there may be no suitable text. Then mark **x**.*

- 11** You have written some songs and are looking for a group of musicians willing to try them out.
- 12** Your friend Jema loves dancing but has given up because she is always short of breath.
- 13** You would occasionally like to do some physical work that would keep you fit but also be for a good cause.
- 14** Your friend and his dad play several wind instruments and are looking for an opportunity to spend time together.
- 15** Your uncle has just retired to a new town and would like to find out what groups he could join.
- 16** You enjoy writing short stories and are looking for a group to share your texts with and get feedback.
- 17** Your aunt would like to show friends and neighbours how to make jewellery and needs guidance on how to start a group.
- 18** Your mum is very unhappy with the grounds at the back of the house and would like to make them more attractive.
- 19** You would like to get practical tips for finding things to eat out in the countryside.
- 20** You are looking for an interesting topic for a natural science presentation.



<p>a</p> <p>Bramble Farm Bring learning to life on our fantastic rural skills courses. Bramble Farm is both a working farm and a rural skills centre. Whether you're thinking about having your own hens, learning how to build a wall, laying a hedge, or collecting berries or mushrooms in the wild for your next meal, our hands-on outdoor courses will give you the knowledge and confidence to get started. Accommodation, gift vouchers and transport available. www.bramblefarm.com</p>	<p>b</p> <p>"There are short cuts to happiness and dancing is one of them." (Vicki Baum) Why not learn Argentine tango and get to know its fascinating culture? We have a big collection of authentic South American music. Group classes, workshops and private classes possible. No partner needed. No previous dance experience required. All ages welcome. New complete beginner courses starting every two months. Check website for dates and prices. Express and enjoy yourself through dance! www.enjoydance.com</p>
<p>c</p> <p>Contemporary Textiles One-day courses in felting techniques, covering ways of making a wide variety of items, from pictures to jewellery and decorations.</p> <ul style="list-style-type: none"> • Make a pair of felt slippers in a day. Learn how to make the template, how to build up layers of wool to felt into a seamless pair of slippers, and how to decorate them to suit your own design. • Mad Hatters! Come and make your own beautiful felt hat. <p>Workshops, including lunch and materials cost £70 and run from 10am – 4pm. info@textiles.com</p>	<p>d</p> <p>The University of the Third Age Learn, laugh and live. Come and find out about the activities we have to offer for the over 50s at our general meeting on the second Tuesday of each month at the Town Hall at 10a.m. It's free to attend if you join on the day or £1 if you are a visitor. The annual membership fee is just £10. Joining the U3A is an excellent way of making new friends and gaining new skills and interests, especially if you are new to the area. www.U3Age.com</p>
<p>e</p> <p>A spark can light a fire <i>Strengthening communities</i> Do you have a hobby or skill that you could share with other people where you live? Would you like to have the opportunity to enrich other people's lives and pass on your knowledge? Our grants can provide finances to get a group up and running or fund equipment to help an existing group expand. We also provide expert advice and local contacts. For more information on our grants and how to apply, visit www.sparks.com</p>	<p>f</p> <p>Breathe In Sing Out Fun singing and improved breathing for people diagnosed with a lung condition. Anyone with a persistent breathing difficulty is welcome to come along and try it out. No need to consider yourself a singer. Let me show you useful exercises that will help you use your lungs better. Group session Thursdays 10.00 to 11.00am, £4 or whatever contribution you can afford. Individual coaching also possible. Contact Lydia. www.naturalvoice.com</p>

**g****The magic of words**

Friendly, peer-learning poetry group for poets of all abilities. Develop your love of rhyming and expressing ideas through poetry. We offer useful feedback, tutorials, discussions, handouts, prompts and opportunities to get your work heard. Annual poetry slam in the Community Centre. Regular meetings in members' houses, facilitated by an experienced, published poet.

7.00 – 9.00pm every last Friday of the month, £5 per session.

Contact: sina@poetry.com

h**Forest Keepers**

April – September, Thursday evenings from 6.00pm

Our primary purpose is to provide information on all aspects of beekeeping to our members, regardless of experience. Beginners and interested members of the public of any age are welcome. We provide 'hands-on' teaching, with practical demonstrations and an opportunity to discuss all aspects of beekeeping. Protective clothing is available for your visit. We are committed to raising awareness of bees and have prepared a booklet with useful facts for you to take away.

www.bees4u.com

i**Paradise on Earth**

Create fantastic flowerbeds and borders for your garden. Make your garden into a place of colour and fragrance. This six-week course (2 hours per session) covers optimising growing conditions for plants, colour theory and design principles, with lots of hands-on, practical workshops and ideas for those tricky spots in the garden that just don't look good.

7.00-9.00 pm, starts Thursday 20th February for 6 weeks

enquiries@gardensforyou.com

j**The music of success**

Established in 2003 for teenagers, the Malvern Wind Band has had lots of success over the years, including several performances at well-known concert halls. When the current musical director, Simon Lovell, took over, he discovered that some of the parents were also gifted musicians, so he opened the group up to adults as well.

If you play brass, woodwind or percussion at any level, please contact us at

info@mwb.com

k**Helping those less fortunate**

Our vision is to enrich the lives of all disabled people through horses.

Established in 1990, Forest Riding offers riding lessons to all local disabled children and adults who feel they can benefit from being on a horse or pony. Volunteers are always needed, especially people able to do heavy work in the stables. Contact us to come for a visit and see what we do and how you can help. See our website with our picture gallery and information.

www.foride.com

l**Early Birds**

Start your week in the best way possible - harmoniously at the Community Centre, Mondays 9.30 – 11.00am. Come and sing for pleasure with a group of other music lovers. New members are always welcome - any age, no experience necessary. First time free, then small monthly fee. If you have some music you'd like us to sing, just bring it along. We also organize group trips to concerts both near and far. Contact Anita for more information.

earlybirds@gmail.com



Language Elements Part 1

Read the following text and decide which word or phrase a, b or c is missing in items 21–30.
Mark your answers on the answer sheet.

January 3rd

Dear Auntie Sam,

I hope you had a good Christmas and thank you very much for the money you sent me. I'm sure I'll find good use 21 it. While most other people thankfully 22 me financial gifts too, I also received some rather strange gifts from Father Christmas and my parents, whose identities remain 23 connected in some way. My little brother, who was not at all happy with his presents, decided 24 all our gifts differently without telling us. He managed to eat an extra-large box of Belgian chocolates that wasn't his before we could stop him.

I'm in my second year at university and the past term has been 25 as before, except I have a different room. It's slightly smaller than the last and I still don't have my own shower, but at least it has proper heating and isn't right 26 to a noisy bar. Other than that, there was a university-wide strike 27 the last week of term, but it didn't really affect me. I hardly noticed it except there were loads of annoying emails from people asking for my support.

This 28 Christmas break was a week shorter 29 it usually is, and it really felt like it. All the essays I had to write, which took me ages to do, didn't help either. 30 there are things about the coming term I'm looking forward to, I think I still would have preferred the additional week of holiday.

Thanks again,

Lots of love

Roy

- | | | | |
|------------------------|--------------------------|------------------|------------------------|
| 21 a for | 24 a distributing | 27 a at | 30 a All in all |
| b from | b in distributing | b in | b Despite |
| c of | c to distribute | c on | c Even though |
| 22 a are giving | 25 a alike | 28 a year | |
| b gave | b similar | b year's | |
| c has given | c the same | c years | |
| 23 a suspect | 26 a nearby | 29 a as | |
| b suspicious | b nearly | b like | |
| c suspiciously | c next | c than | |



Language Elements Part 2

Read the following text and decide which of the words or phrases a–o is missing in items 31–40. Mark your answers on the answer sheet.

THE ENIGMA VARIATIONS

Sir Edward William Elgar is a 19th century English composer known worldwide. Pomp and Circumstance, for example, is one of Elgar's most famous pieces and one of Britain's biggest cultural ____ **31** ____.

Elgar was born in 1857 in a village in ____ **32** ____ England. His father had a music shop in Worcester and so Elgar had access to many different kinds of instruments and music. Surprisingly, he didn't ____ **33** ____ music college and was mainly a self-taught composer.

It was in 1899, when Elgar was 42, that he had his first big success with the Enigma Variations for orchestra. It came into being almost by chance. Elgar ____ **34** ____ the evening when he sat down at the piano to play after dinner.* "Suddenly my wife ____ **35** ____ by saying: 'Edward, that's a good tune.' I ____ **36** ____ from my creative dream. 'Tune? What tune?' And she said, 'Play it again, I like that tune.' I played and strummed, and played, and then she exclaimed: 'That's the tune.' My wife asked with a sound of ____ **37** ____, 'What is that?' I answered, 'Nothing – but something might be made of it.' "

For fun, Elgar then ____ **38** ____ with the tune, playing different versions. Each was typical of someone they knew. That was the beginning of the Enigma Variations, which he dedicated to his friends. For its title, each of the 14 parts has the ____ **39** ____ of a person's name. The word 'enigma' means something that is ____ **40** ____, and perhaps the puzzle hidden in the piece gives it that extra charm that has made it so popular.

* Elgar quote: www.classicfm.com/composers/elgar/guides/story-behind-elgars-enigma-variations/

a APPROVAL

f EXPERIMENTED

k INTERRUPTED

b ATTEND

g EXPORTS

l MYSTERIOUS

c AWOKE

h FAR

m PUBLICITY

d EDGE

i FASHION

n RECALLS

e EXCEPTION

j INITIALS

o RURAL



The next subtest is

Writing

You are allowed a total of 60 minutes for this subtest.

There are two writing tasks.

You must complete both.



Writing Part 1

You see this advert online.

FAVOURITE RECIPES CONTEST

Win a Place on a Cookery Course with our Three-Star Chef - Anna Capelli

Do you have a special recipe? One that you've come up with or a traditional recipe that has been in your family for generations?

We don't just want the recipe; we want to publish an accompanying letter with the whole story behind the dish.

Click on Submit to upload your recipe and accompanying letter by the end of the month.

We will select the five best recipes and our chefs will cook the meals. The lucky winner will join Anna Capelli on our exclusive cookery course.

Jane Denny and team

Write a letter to go with the recipe that you are submitting.

In your letter write **in detail** about at least

- a) three of the following points
or
b) two of the following points plus one other aspect of your choice.

- **Background information on the dish**
- **The importance of good cooking**
- **What makes your recipe so special**
- **When the recipe was last used**

Before you start writing, decide on the order of the points. Use a suitable greeting and complimentary closing. Start your letter with a few opening sentences and end the letter politely with one or two closing sentences.

Please write at least 150 words.



Writing Part 2

Your friend Rick doesn't want to do anything special for his 18th birthday. Write to Rick to say why you think celebrating is important and give him some ideas as to how he could celebrate.

Please write at least 80 words.



Listening Part 1

You will hear five news items. You will hear each item only once.

Decide which headline a–f goes with each news item.

Mark your answers on the answer sheet.

Now you will have 45 seconds to read the headlines.

41



42



43



44



45



- a** Clear proof of climate change
- b** Controversial solution to a challenging situation
- c** International rules urgently required
- d** Too many for safety
- e** Unexpected developments at sea
- f** Variety could be the key to survival



Listening Part 2

You will hear a radio interview. First you will have one minute to read the introduction and the items. Then you will hear the interview. You will hear the interview only once.

Decide if the statement for each of the items is true (+) or not true (–) and mark your answers on the answer sheet.

Now you will have one minute to read the items.

- 46** When Harry started at university, he was anxious that he would not cope with having to work independently.
- 47** Harry selected Southampton because the course they offer suits his interests best.
- 48** Harry has individual sessions with his tutor at the same time each week.
- 49** Harry enjoys the more practical aspects of his studies.
- 50** The work done in the lab is based on the lectures on a specific concept heard previously.
- 51** The assessment given for each lab session only depends on how well Harry has recorded things in his logbook.
- 52** To encourage students to keep fit, there are no lectures one afternoon a week.
- 53** The university expects new students to organise their own accommodation.
- 54** When you apply to stay in a Hall of Residence, you have some influence over which room you get.
- 55** Harry refers to a challenge that can win you an attractive award.



Listening Part 3

You will hear five short texts. You will hear the texts only once. Then you will have time to answer the question for each text.

Decide which is the correct answer (a, b or c) for each question and mark your answers on the answer sheet.

56 The theater production is especially suitable for

- a** kids that love watching fairy tales.
- b** families wishing to participate in the performance.
- c** people who are familiar with Wyesham.

57 The ride at Death Tower can be attempted by

- a** anyone who likes scary experiences.
- b** people who have no loose items on them.
- c** visitors who like speeds of over 100 kph.

58 The items mentioned today are

- a** appealing for various groups of customers.
- b** attractive for families buying small amounts.
- c** interesting for people wishing to buy regional food.

59 After hearing this announcement visitors

- a** can enjoy all facilities for ten more minutes.
- b** must head for the changing rooms immediately.
- c** should exit the building in the next half-an-hour.

60 The weather will be

- a** calm on Wednesday.
- b** extreme on Thursday.
- c** unpleasant on Friday.



Speaking

How is the Speaking conducted?

The test takers are given 20 minutes to prepare for Speaking individually. During this time they have the opportunity to study the task sheets for the three parts of the subtest and think about the topics. Speaking is always conducted by two licensed telc examiners and lasts approximately 15 minutes with two test takers. In case of an uneven number of test takers, one group of three test takers will be examined together. In this case the examination lasts approximately 20 minutes.

What are the test takers expected to do?

The test takers are expected to converse with each other and respond to the arguments of their partners in such a way that a lively and authentic conversation develops. Inquiries and mutual assistance in the conversation are viewed positively. Notes taken during the 20-minute preparation phase may be used in the oral examination, but test takers are not permitted to read directly from them.

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

Introduction: Social Contacts (30–60 seconds)

During this part of the examination, the test takers should introduce themselves if they do not know each other. If they know each other, then they should talk naturally. This part of the examination will not be marked.

Part 1: Presentation (approx. 5 minutes)

In this part of the examination, the test takers should give a short presentation to their partner(s) on one of the topics listed on the task sheet. After each presentation, their partner should ask questions about the presentation.

Part 2: Discussion (approx. 5 minutes)

Test takers have the same task sheet with a text to discuss with their partner(s). They should include their own opinions and ideas about the topic and include personal examples, possible problems and possible solutions.

Part 3: Task (approx. 5 minutes)

The test takers receive the same instruction sheet. Their task is to plan something together. They should express ideas, make proposals and react to the proposals of their partner(s). They should clarify what is to be done, who should take over which job, which problems could occur and discuss possible solutions. They do not need to reach a consensus.



Test takers A/B/(C)

Introduction Social Contacts

Introduce yourself to your partner(s) if you do not already know each other. You can talk about, for example, why you are learning English, what your hobbies and leisure interests are, or how you prepared for this examination.

This part of the examination will not be marked.



Test takers A/B/(C)

Part 1 Presentation

You are expected to give a short presentation to your partner(s) on one of the following topics. (The prompts in brackets may help you.) Your presentation should take about 90 seconds and you should answer your partner's questions afterwards.

While your partner is giving his/her presentation, listen and think of the questions you would like to ask.

You should not interrupt your partner during the presentation.

• **A city that you particularly like (why, facts about the city, your experiences, etc.)**

or

• **Music that you often listen to (what, when, how, why, etc.)**



Test takers A/B/(C)

Part 2 Discussion

Read the following text from a magazine. Discuss the content of the text with your partner(s). Tell them your opinions; give reasons and personal examples to support your ideas. Talk about your own experience with the problems mentioned and possible solutions.

HELPING LOCAL PEOPLE IN NEED

Every Friday, 65-year-old Holly MacNamara makes her way down the streets of suburban Manchester to her local foodbank. Here she stands in line to receive a 3-day emergency ration without which, she says, survival would be impossible. In the past, before her husband Bernard passed away, she would never have dreamt of ever needing a foodbank. "The hardest part was asking for help", she admits. Most of Holly's life was spent as mother and housewife, so she only receives a very small state pension and needs help to cope with everyday expenses. "She is by far not the only one", vicar and foodbank manager, Robert Swanson tells us. "We have people coming here from all stages of life – from recently graduated university students that cannot find a job, to people who cannot work because of illness or misfortune."

Sadly, food banks have become a necessary part of society in most European countries. The European Federation of Foodbanks states that more than 8.1 million people across the European Union rely upon them to help keep themselves fed. While charities should be praised for organising foodbanks to prevent so many people from starving, the question remains: Why are so many individuals struggling with poverty and not able to rely on the social security systems of their respective home countries? "The worst time for me was the five weeks' wait until my first universal credit* instalment was paid," Holly MacNamara states, highlighting the bureaucratic problems of the system. Robert Swanson agrees: "The fact that so many foodbanks are needed here is partly due to the unhelpful social security regulations. This is a very worrying trend."

The state may be failing to support the poor, but others are willing to help, either financially, by volunteering, or by donating food. Foodbanks are always happy to welcome volunteers who sort the donations into parcels and hand them out to those in need. Care professionals, such as social workers, health visitors and schools identify people who might need help and distribute vouchers for local foodbanks. "In theory, only those with a voucher get a ration, but nobody who stands in line goes home empty-handed," the vicar claims.

* state benefit paid to those out of work in the UK



Test takers A/B/(C)

Part 3 Task

You and your partner(s) have joined the school committee. Next year the school building will be modernised and you have been asked to make a presentation together with suggestions as to what should be done and why.

Firstly, think of some ideas to include in the presentation.

Then, discuss your ideas with your partner(s) and try to agree on a constructive and informative presentation.

[illegible]

ENGLISH B2 HU

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☐ SNT ☐ MNT

Written Examination

1 Reading Comprehension

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3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4
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6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10

11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14
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16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17
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19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19
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2 Language Elements

21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22
23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23
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26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26
27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27
28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28
29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29
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31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31
32	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32
33	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33
34	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34
35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35
36	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36
37	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37
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39	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39
40	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40

Please separate this sheet after the subtests “Reading Comprehension” and “Language Elements” and turn it in.

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3 Listening Comprehension

41	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41
	a	b	c	d	e	f	
42	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42
	a	b	c	d	e	f	
43	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43
	a	b	c	d	e	f	
44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44
	a	b	c	d	e	f	
45	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45
	a	b	c	d	e	f	

46	<input type="radio"/>	<input type="radio"/>	46
	+	-	
47	<input type="radio"/>	<input type="radio"/>	47
	+	-	
48	<input type="radio"/>	<input type="radio"/>	48
	+	-	
49	<input type="radio"/>	<input type="radio"/>	49
	+	-	
50	<input type="radio"/>	<input type="radio"/>	50
	+	-	

51	<input type="radio"/>	<input type="radio"/>	51
	+	-	
52	<input type="radio"/>	<input type="radio"/>	52
	+	-	
53	<input type="radio"/>	<input type="radio"/>	53
	+	-	
54	<input type="radio"/>	<input type="radio"/>	54
	+	-	
55	<input type="radio"/>	<input type="radio"/>	55
	+	-	

56	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	56
	a	b	c	
57	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	57
	a	b	c	
58	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	58
	a	b	c	
59	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	59
	a	b	c	
60	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	60
	a	b	c	

Please separate this sheet after the subtest “Listening Comprehension” and turn it in.

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Vorname	·	First Name	·	Nombre	·	Prénom	·	Nome	·	Adl	·	Имя
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Oral Examination

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Test Version



Part 3

- 1** ☐ A ☐ B ☐ C ☐ D
- 2** ☐ A ☐ B ☐ C ☐ D
- 3** ☐ A ☐ B ☐ C ☐ D
- 4** ☐ A ☐ B ☐ C ☐ D

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Code Examiner 1

Examiner 1

Part 3

- 1** ☐ A ☐ B ☐ C ☐ D
- 2** ☐ A ☐ B ☐ C ☐ D
- 3** ☐ A ☐ B ☐ C ☐ D
- 4** ☐ A ☐ B ☐ C ☐ D

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Code Examiner 2

Examiner 2

Part 3

- 1** ☐ A ☐ B ☐ C ☐ D
- 2** ☐ A ☐ B ☐ C ☐ D
- 3** ☐ A ☐ B ☐ C ☐ D
- 4** ☐ A ☐ B ☐ C ☐ D

Agreed Marks

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4 Writing, Part 1

For
Rater's
Use

[illegible]

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[illegible]

Rater 1

I ☐ A ☐ B ☐ C ☐ D Wrong topic?
 ☐ yes ☐ no

II ☐ A ☐ B ☐ C ☐ D

III ☐ A ☐ B ☐ C ☐ D

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Code Rater 1

Rater 2

I ☐ A ☐ B ☐ C ☐ D

Wrong topic?
☐ yes ☐ no

II ☐ A ☐ B ☐ C ☐ D

III ☐ A ☐ B ☐ C ☐ D

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Code Rater 2

telc Rating

Confirm Rating 2 ○

I ☐ A ☐ B ☐ C ☐ D

Wrong topic?
☐ yes ☐ no

II ☐ A ☐ B ☐ C ☐ D

III ☐ A ☐ B ☐ C ☐ D

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Code telc Rater

										1	1	4	6				
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[illegible][illegible]

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4 Writing, Part 2

For
Rater's
Use

Dear

											1	1	4	6	
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4 Writing *Only for Raters!*

I ☐ A ☐ B ☐ C ☐ D

II ☐ A ☐ B ☐ C ☐ D





III ☐ A ☐ B ☐ C ☐ D

Wrong topic?





☐ yes ☐ no

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Code Rater 1

I    

A B C D

II    

A B C D

III    












A B C D

Wrong topic?
☐ yes ☐ no

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Code Rater 2

Confirm Rating 2 ○

I				
	A	B	C	D
II				
	A	B	C	D
III				
	A	B	C	D

Wrong topic?

☐ yes ☐ no

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Code telc Rater



Marking Criteria for Writing

The Writing subtest is assessed by licensed telc raters. In the case of disagreement, the marks awarded by the second rater are taken in preference. Spot checks are carried out at the telc head office. In such cases the telc rating becomes the final score.

Criterion I: Content

Writing Part 1 (Interactive Task with Guiding Points)

Assessment is made on the basis of

1. the appropriate choice of type of text = formal/semi-formal letter.
2. the inclusion of three guiding points or two guiding points and another aspect, whereby the points should be referred to in detail and at some length.

Writing Part 2 (Productive Task)

Assessment is made on the basis of

1. the appropriate choice of type of text = informal email.
2. the completion of the task as a whole, whereby the test taker should provide clear details and at some length.

According to the criterion, the content is

	Points
A appropriate in all respects.	5
B appropriate in most respects.	3
C mostly inappropriate.	1
D completely inappropriate.	0

Criterion II: Communicative Design

Assessment is based on

1. the way the text has been organised.
2. the links between the sentences and between the parts of the text.
3. the range and variety of language used.
4. the appropriacy of the register.

The communicative design of the letter is

	Points
A appropriate in all respects.	5
B appropriate in most respects.	3
C mostly inappropriate.	1
D completely inappropriate.	0

Criterion III: Language

Assessment is based on syntax, morphology and spelling. The letter contains

	Points
A no errors or only one or two errors without affecting the communicative aim of the letter.	5
B a few errors without impairing the reader's understanding of the letter at one reading.	3
C errors that make it necessary to read the letter a number of times thus noticeably impairing the reader's understanding of the communicative aim of the letter.	1
D so many errors that the communicative aim of the letter is not fulfilled.	0

How does the assessment occur?

Each text is assessed by two licensed telc raters, with quality control carried out at telc's international headquarters. Each text (Writing Part 1 and Writing Part 2) can be awarded a maximum of 15 points. If criterion I and/or criterion III are marked "D", then the whole text receives zero points.

Calculation of the score

Each of the writing samples in the subtest Writing are awarded points according to the three criteria: Content, Communicative Design and Language. The points are awarded as follows:

A = 5 points

B = 3 points

C = 1 point

D = 0 points

The final score for Writing, Part 1 is multiplied by 3 and the final score for Writing, Part 2 is multiplied by 2. Writing, Part 1 is worth a maximum of 45 points and Writing, Part 2 is worth a maximum of 30 points.



Marking Criteria for Speaking

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

1. Expression

2. Task Management

3. Accuracy/Language

4. Pronunciation and Intonation

The test taker's performance is rated according to whether the criteria are entirely fulfilled, largely fulfilled, not entirely fulfilled or not at all fulfilled as can be expected of a test taker at B2 level of the CEFR.

The individual criteria will now be defined in more detail, based on the "Can Do" descriptors of the CEFR in a slightly modified form. There is a table at the end which provides a practical overview. The descriptors are taken from the CEFR Companion Volume_eng2020.

All criteria are assessed individually in each part of the oral examination.

1. Expression

Assessment is based on

- the extent to which the language used (vocabulary and functional exponents) is appropriate to the content of the task and the role relationship between the test takers.
- the range and variety of language used.
- the realisation of the speech intentions.

The relevance of the marking criterion Expression to the CEFR is as follows.

General linguistic range	Can express themselves clearly without much sign of having to restrict what they want to say.
	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.
Vocabulary range	Has a good range of vocabulary for matters connected to their field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce appropriate collocations of many words in most contexts fairly systematically.
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication.

Marking

A	B	C	D
The test taker's expression is almost always appropriate to the given task at the required level of competence.	The test taker's expression is appropriate to the given task in most respects .	The test taker's expression is mostly inappropriate to the given task in several respects.	The test taker's expression is (almost) completely inappropriate to the given task.

2. Task Management

Assessment is based on

- the degree of active participation in the discourse.
- the use of strategies (discourse strategies and, where necessary, compensation strategies).
- fluency.

The relevance of the marking criterion Task Management to the CEFR is as follows.

Asking for clarification	Can ask for explanation or clarification to ensure they understand complex, abstract ideas. Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.
Turntaking	Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn while formulating what they want to express.
Co-operating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can summarise the point reached at a particular stage in a discussion and propose the next steps.
Thematic development	Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples. Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. Can evaluate the advantages and disadvantages of various options.
Coherence and cohesion	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
Fluency	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.

Marking

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

3. Accuracy/Language

Assessment is based on syntax and morphology.

The relevance of the marking criterion Language to the CEFR is as follows.

Grammatical Accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
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Marking

A	B	C	D
The test taker makes no or very few errors.	The test taker makes a number of errors without impairing the communicative aim.	The test taker makes errors that considerably impair the communicative aim.	The test taker makes so many errors that communication is (almost) impossible .



4. Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

The relevance of the marking criterion Pronunciation and Intonation to the CEFR is as follows.

Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.
Sound articulation	Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations.
Prosodic features	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message they intend to convey, though with some influence from the other languages they speak.

Marking

A	B	C	D
There are no significant divergences from standard pronunciation and intonation.	There are divergences from standard pronunciation and intonation but not adversely affecting communication.	There are considerable divergences from standard pronunciation and intonation that impair communication and require extra concentration on the part of the listener.	There are significant divergences from standard pronunciation and intonation that impair communication to a considerable degree and prevent comprehension at times.

Points

	A	B	C	D
Criterion 1: Expression	7	5	3	0
Criterion 2: Task Management	7	5	3	0
Criterion 3: Accuracy/Language	7	5	3	0
Criterion 4: Pronunciation and Intonation	4	2	1	0

Assessment

During Speaking, each of the two examiners marks the test takers' performances individually. After the test takers have left the room, the examiners reach a consensus on the marks to be awarded for each test taker.

Calculation of the score

The test takers can receive a total of 25 points in each part of Speaking, with a maximum total of 75 points. This corresponds to 23% of the highest possible total of 330 points.

Marking criteria for Speaking – Overview B2

		A	B	C	D
1. Expression	<p>The test taker</p> <ul style="list-style-type: none"> • has a good range of vocabulary for matters connected to their field and most general topics. • shows a generally high level of lexical accuracy. • uses some complex sentence forms. • can express themselves clearly. 	The test taker's expression is almost always appropriate to the given task at the required level of competence.	The test taker's expression is appropriate to the given task in most respects .	The test taker's expression is mostly inappropriate to the given task in several respects.	The test taker's expression is (almost) completely inappropriate to the given task.
2. Task Management	<p>The test taker</p> <ul style="list-style-type: none"> • fulfills the given task completely. • takes an active part in the interaction and can initiate and maintain the discourse. • uses cohesive devices to link utterances. • shows sufficient fluency and spontaneity to make interaction without strain possible. 	The test taker's performance is almost always appropriate to the given task at the required level of competence.	The test taker's performance is appropriate to the given task in most respects .	The test taker's performance is mostly inappropriate to the given task in several respects.	The test taker's performance is (almost) completely inappropriate to the given task or the test taker does not actively participate in the task.
3. Accuracy / Language	<p>The test taker</p> <ul style="list-style-type: none"> • shows a relatively high degree of grammatical control. • does not make mistakes which lead to misunderstanding. 	The test taker makes no or very few errors.	The test taker makes a number of errors without impairing the communicative aim.	The test taker makes errors that considerably impair the communicative aim.	The test taker makes so many errors that communication is (almost) impossible .
4. Pronunciation and Intonation	<p>The test taker's</p> <ul style="list-style-type: none"> • intonation is generally appropriate, they place stress correctly and articulate individual sounds clearly. • accent tends to be influenced by the other language(s) they speak but has little or no effect on intelligibility. 	There are no significant divergences from standard pronunciation and intonation.	There are divergences from standard pronunciation and intonation but not adversely affecting communication.	There are considerable divergences from standard pronunciation and intonation that impair communication and require extra concentration on the part of the listener.	There are significant divergences from standard pronunciation and intonation that impair communication to a considerable degree and prevent comprehension at times.



Points and Grades

	Subtest	Task	Points	Points max.	Weighting
Written Examination	Reading				
	Part 1	1–5	25	75	23 %
	Part 2	6–10	25		
	Part 3	11–20	25		
	Language Elements				
	Part 1	21–30	15	30	8 %
	Part 2	31–40	15		
	Writing				
	Part 1	Formal or semi-formal letter	45	75	23 %
	Part 2	Personal email	30		
Sub-Total of the Written Examination*				180	55 %

Oral Examination	Listening				
	Part 1	41–45	25	75	23 %
	Part 2	46–55	25		
	Part 3	56–60	25		
	Speaking				
	Part 1	Presentation	25	75	23 %
	Part 2	Discussion	25		
	Part 3	Task	25		
Sub-Total of the Oral Examination*				150	45 %

Sub-Total of the Written Examination			180	55 %
Sub-Total of the Oral Examination			150	45 %
Total Points			330	100 %

* Percentage points are rounded off to the nearest whole.

Who can receive a certificate?

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

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

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

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

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

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

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

The grade is then calculated according to the following table:

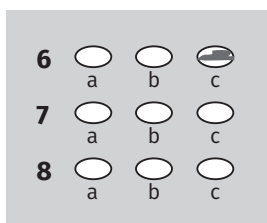
297–330.0 Points	Very Good	1
264–296.5 Points	Good	2
231–263.5 Points	Satisfactory	3
198–230.5 Points	Pass	4
0–197.5 Points	Fail	5

How Does the Examination Work?

Scoring using the Answer Sheet S30

The Answer Sheet S30 is a thin booklet with four perforated pages. All of the testing results are recorded on these sheets. Test takers record their answers for the subtests Reading, Language Elements and Listening on pages two and three. Examiners mark their results for Speaking on page four and raters mark their results for the subtest Writing on pages six and eight.

A soft lead pencil should be used to fill in the ovals in the marking section, as well as the contact information at the beginning of the test.



Where are the tests evaluated? How are they evaluated?

The test results are scored electronically at telc headquarters. Each Answer Sheet S30 is scanned and compared to the answer keys, which are stored in a database. Based on this data, each test taker is issued a result sheet listing their personal test results and a telc certificate. Additionally, the data which has been saved for the scoring purposes is used to check and improve upon the quality of the examinations.

telc raters and examiners

All examiners who evaluate the test takers' oral performances possess a telc examiner licence. They have received this licence by successfully participating in a telc training course. The requirements for becoming an examiner are: experience in teaching English, knowledge of the CEFR levels and an understanding of the communicative approach. telc licences are not valid indefinitely, rather they must be renewed at regular intervals. The examiner is required to attend another training course in order to renew their licence. All raters who evaluate the test takers' written expression have solid experience with telc tests. They have been trained in the test format at telc headquarters, continue to attend scaling events to ensure that their rating standards remain consistent and, each rater must also possess a valid telc rater licence, which must be renewed at regular intervals.

Written Examination

The written examination lasts 150 minutes and consists of the subtests Reading, Language Elements and Writing.

Before starting the examination, the test takers should fill in the information section on the Answer Sheet S30. In order to prevent misunderstandings, the invigilator writes the name of the examination centre, the date and the six-digit test version number on the board. The invigilator also needs to inform the test takers that dictionaries, mobile phones or other electronic devices are not allowed (Instructions §§ 15 and 16).

After the test takers have filled in the Answer Sheet S30, the invigilator should hand out the test booklets. The starting and ending times should be written on the board and should be visible for all of the test takers.

Oral Examination

The Oral Examination consists of two subtests: Listening and Speaking. The subtest Listening takes about 20 minutes.

How long does Speaking take?

Speaking examinations carried out with two test takers take approximately 20 minutes, about 15 of which are needed for the examination conversation itself. The remaining five minutes are used by the examiners for assessment purposes. In the case of an uneven number of test takers, one group of three test takers will be examined together. In this case the examination itself lasts approximately 20 minutes. The very first part, Social Contacts, is not marked and is meant as a warm-up only. The time allowed for examining is divided into three parts: Part 1 (Presentation), which should take about four minutes, Part 2 (Discussion) and Part 3 (Task), each of which should take about five minutes.

Preparing for the examination

All test takers have the opportunity to prepare individually for the three tasks of Speaking by using the task sheets. There must be an invigilator in the preparation room in order to ensure that the test takers do not speak to each other and that they do not use any electronic devices such as mobile phones. (Instructions §§15 and 16).

The test takers are allowed to take notes during this time, which they are allowed to use during the oral examination. Therefore, the examination center should provide stamped paper in the preparation room. The test takers are not allowed to make marks on the task sheets.

What do the examiners do?

The examiners make sure all time restrictions are adhered to. They provide a transition from one section to another and ensure that the test takers are each given adequate time to speak. The examiners are asked to keep the amount of speaking that they do to a minimum. They should only intervene when the conversation falters, comes to a halt or is dominated by one person. In the first scenario, they should attempt to revive the conversation by using a short utterance or question to restimulate the conversation. In the second scenario, they are asked to speak directly to the less active participant in order to reintegrate them in the conversation.

It is theoretically possible that both examiners intervene in order to revive a faltering conversation. However, it is recommended that one examiner takes the role of the interlocutor and the other the role of the assessor. These roles should be continued throughout the examination conversation.

The examiners record their marks on the Score Sheet M10 during the examination. Each examiner evaluates the test takers' performances individually. Each test part is to be assessed using the four evaluation criteria for Speaking, which means that each examiner needs to make twelve assessments per test taker. After the test takers have left the room, the examiners compare their assessments. This exchange helps the examiners to re-evaluate their observations and to reach a consensus. Then the results are entered onto Answer Sheet S30.

PLEASE REFER TO PAGE 41 FOR POINTS AND GRADES



Additional details about Speaking

In all three parts of Speaking, the test takers should strive for a natural conversation. The examiners have more of a moderating role and less of a guiding role. The desired course of the conversation should be supported by the correct seating plan. The test takers should be able to see one another clearly in order to avoid the impulse to continuously look at the examiners.

If the examiners are forced to intervene, they should be careful how they do this. For example, open questions such as “What do you mean?” or “Could you explain?” or restating aspects that the test takers have already mentioned during the conversation are very useful strategies to accomplish this. The additional topics which have been mentioned by the test takers in Part 1 (Social Contacts), can be brought up again if the conversation comes to a halt or if the utterances seem to have been memorized in advance.

The test takers are allowed to use notes that they have created in the preparation time, however, they should not read them directly from the paper. If this occurs, it is the responsibility of the examiner to point out to the test takers that the tasks are intended to encourage free speaking.

Framework for the Oral Examination

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

Getting to know each other

The examiners introduce themselves and the interlocutor asks the test takers to introduce themselves to each other.

If the test takers falter or the conversation halts at any point during the examination, the interlocutor should give a prompt.

Welcome to the Oral Examination. My name is ... and this is my colleague ... The Oral Examination has three parts. Before we start with Part 1, please introduce yourself. You can, for example, talk about your interests, your hobbies or why you are learning English. You are free to decide what you want to talk about.
(Name of Test Taker A), would you like to begin?

Part 1 [Test Taker A]: Describing experiences

The interlocutor leads into Part 1 of the Oral Examination with Test Taker A.

Thank you very much. Let's start now with Part 1, "Describing Experiences". You have already prepared something for that. Please start, (Name of Test Taker A), and tell us which topic you have chosen.

Part 1 [Test Taker B]: follow-up questions

The interlocutor thanks Test Taker A and asks Test Taker B to ask questions about Test Taker A's contribution.

Thank you very much, (Name of Test Taker A). (Name of Test Taker B), do you have any questions you'd like to ask about Test Taker A's contribution?

Part 1 [Test Taker B]: Describing experiences

The interlocutor now asks Test Taker B to talk about the topic selected by her or him.

Thank you. (Name of Test Taker B), please tell us which topic you've chosen and then start, please.

Part 1 [Test Taker A]: follow-up questions

The interlocutor thanks them and asks Test Taker A to ask questions about Test Taker B's contribution.

Thank you very much, (Name of Test Taker B). (Name of Test Taker A), do you have any questions you'd like to ask about Test Taker B's contribution?

Part 2: Discussion

The interlocutor leads into the discussion.

Thank you very much. We now come to Part 2, the discussion. For this you have already read a text entitled "...". Would you please first briefly comment on the text, then discuss it and share your own experiences and opinions.
(Name of Test Taker B), would you please start?

Part 3: Planning something together

The interlocutor leads into Part 3.

Thank you very much. We can now continue with Part 3. In this part of the test, you should plan something together. You have already seen the task sheet. Please start, (Name of Test Taker A), and tell your partner what suggestions you have.

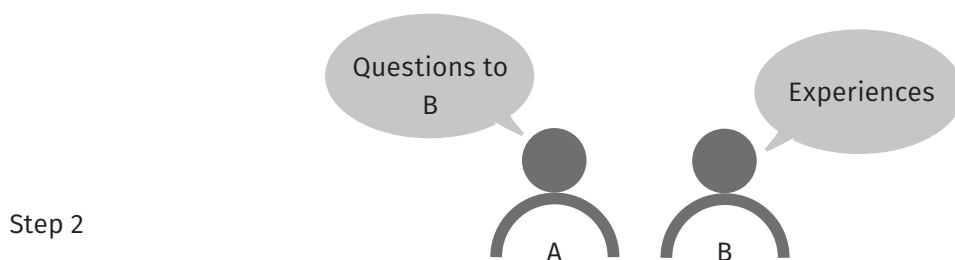
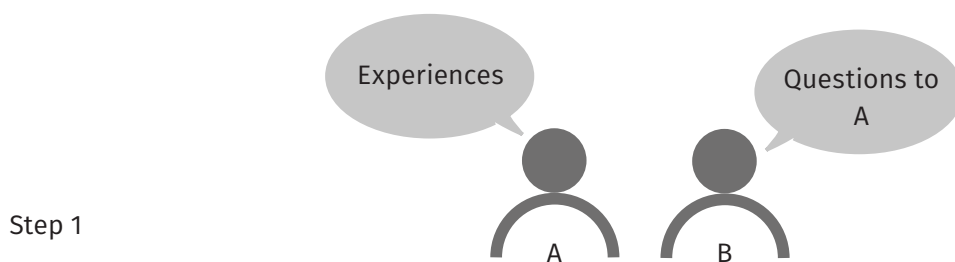
End of test

The interlocutor ends the Oral Examination.

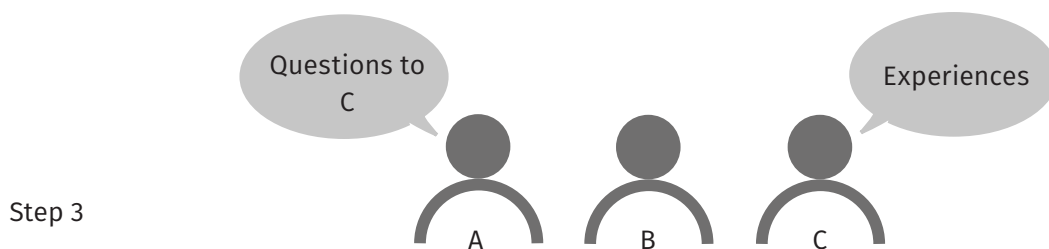
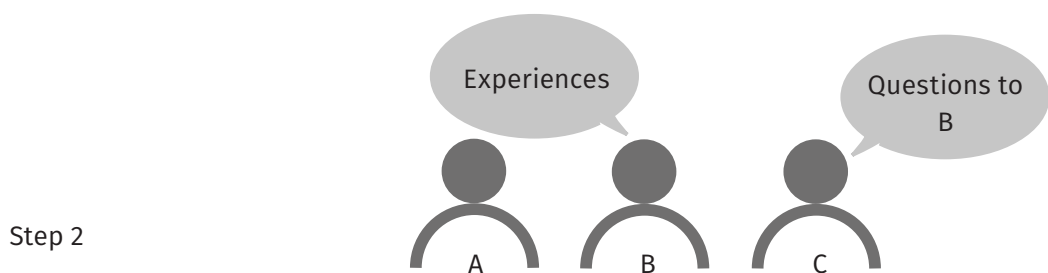
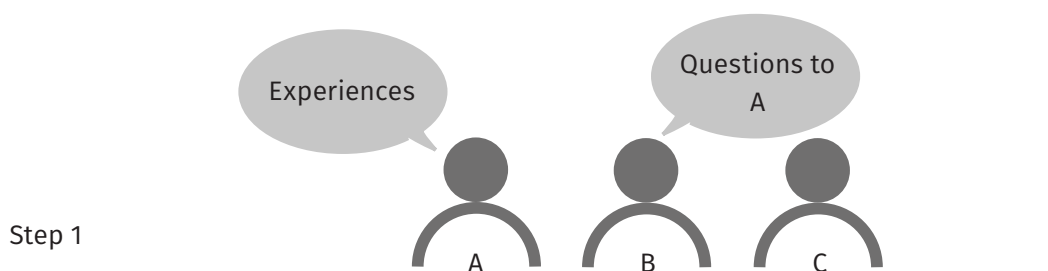
Thank you very much. That's the end of the Oral Examination. You'll receive your results in a few weeks.

Conducting Part 1 Describing experiences

Procedure with two test takers



Procedure with three test takers



Teilnehmende/r • Candidate
Candidato • Katılımcı

A

Candidato • Candidat
Кандидат

Nachname • Surname • Apellido • Nom
Cognome • Soyadı • Фамилия

Vorname • First name • Nombre • Prénom
Nome • Adı • Имя

Teilnehmende/r • Candidate
Candidato • Katılımcı

B

Candidato • Candidat
Кандидат

Nachname • Surname • Apellido • Nom
Cognome • Soyadı • Фамилия

Vorname • First name • Nombre • Prénom
Nome • Adı • Имя

TEIL • PART • PARTE • PARTIE
PARTE • BÖLÜM • ЧАСТЬ

1

2

3

TEIL • PART • PARTE • PARTIE
PARTE • BÖLÜM • ЧАСТЬ

1

2

3

1

Ausdrucksfähigkeit
Expression
Expresión
Capacité d'expression
Capacità espressiva
Anlatım
Выразительность

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

2

Aufgabenbewältigung
Task Management
Cumplimiento tarea
Réalisation de la tâche
Padronanza del compito
Görevi yerine getirme
Умение справляться
с задачей

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

3

Formale Richtigkeit
Language
Corrección lingüística
Correction linguistique
Correttezza formale
Biçimsel doğruluk
Формальная
правильность

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

4

Aussprache/Intonation
Pronunciation/Intonation
Pronunciación/Entonación
Prononciation/Intonation
Pronuncia/Intonazione
Söyleyiş/Tonlama
Произношение и
интонация

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

☐ A ☐ B ☐ C ☐ D

Datum • Date • Fecha • Date • Data • Tarih • Дата

Prüfende/r • Examiner • Examinador • Examineur • Esaminatore • Sınav yetkilisi • Экзаменатор

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



Answer Key



Reading

Part 1

- 1 e
- 2 c
- 3 j
- 4 b
- 5 a

Part 2

- 6 c
- 7 a
- 8 b
- 9 b
- 10 b

Part 3

- 11 l
- 12 f
- 13 k
- 14 j
- 15 d
- 16 x
- 17 e
- 18 i
- 19 a
- 20 h



Language Elements

Part 1

- 21 a
- 22 b
- 23 c
- 24 c
- 25 c
- 26 c
- 27 b
- 28 b
- 29 c
- 30 c

Part 2

- 31 g
- 32 o
- 33 b
- 34 n
- 35 k
- 36 c
- 37 a
- 38 f
- 39 j
- 40 l



Listening

Part 1

- 41 b
- 42 d
- 43 c
- 44 f
- 45 a

Part 2

- 46 +
- 47 +
- 48 –
- 49 +
- 50 –
- 51 –
- 52 +
- 53 –
- 54 +
- 55 +

Part 3

- 56 c
- 57 b
- 58 a
- 59 c
- 60 b

Transcripts

Listening Part 1

Welcome to this week's Green News.

41 The Farallon Islands, 30 miles off the coast of San Francisco and home to 300,000 breeding seabirds, have a problem that's not easy to solve. The mouse population there has exploded and is now threatening the ecosystem. Not only do the mice eat the seeds of native plants, but their numbers attract owls who would normally fly past, but who now come to live on the islands in summer. The owls also attack the islands' seagulls, the ashly storm petrels. Since an owl can eat one or two petrels a night, just a few owls can have a big impact! Of the various options available, the most effective seems to be to use helicopters to drop a special poison on the islands that would kill every single mouse. This method has been used successfully in other places. However, the project has temporarily been stopped until activists are convinced of the safety of other animals on the islands.

42 A cargo ship with around 15,000 sheep has capsized in the Black Sea off the coast of Romania. The crew and 37 sheep have been saved but work continues to free thousands of sheep still stuck in the ship's hold. The rescue operation is ongoing as rescuers, supported by the military, police and divers are trying to right the ship and pull it back to the port. Romania's Animal Rights Association has called for an urgent investigation. In their opinion, if animals cannot be protected during long-distance transports, such transports should be banned. Animals International claim that the ship was not suitable for the number of animals on board. Romania is one of the EU's largest sheep breeders, exporting sheep mainly to Middle Eastern markets. Activists call these animal transport vessels "death ships". They claim that sheep risk being cooked alive on board these ships during the hot summer months.

43 And now to today's surprising fact on plastic. It is abandoned fishing gear that makes up the majority of the plastic pollution in our oceans and currently there are no guidelines in place to stop this trend. New information on the Great Pacific Garbage Patch, an area where plastic collects in the Pacific Ocean, estimates that 86% of the garbage there comes from fishing nets, which is deadly for marine life. Last year 300 sea turtles were found dead, caught in fishing nets off the coast of Mexico. More than 640,000 tons of nets, lines and traps used in commercial fishing are thrown into the sea or left behind every year. Illegal and unreported fishing is also worsening the situation. Various organisations are calling for strong action to be taken. To protect the global oceans, the world's governments need to agree on effective regulations as soon as possible.

44 Global warming is not only causing the sea level to rise, it is also affecting our crops. Many plants cannot grow successfully if conditions change, and that could lead to a global food shortage. High in the Peruvian Andes, specialists are using their know-how to breed potatoes that can deal with climate change. The Potato Park in Cusco is a 90 square km area of mountainous land. Here potatoes grow in plots of land 3,400 to 4,900 metres above sea level and in different combinations and so new types can develop. It's like a living potato laboratory. The potato was first grown 7000 years ago by the Peruvians and can now be found on every continent on Earth except Antarctica. However, forget the potato you know. In Peru they come in every colour - blues, purples, yellows, pinks - and with different textures and features and in all shapes and sizes. Maybe the potato will ensure that future generations have something to eat.

45 Our last news item today comes from Britain. Scotland does not have any glaciers, but every year a few spots of snow survive through the summer until they are once again covered by the fresh fall of winter snow. The Sphinx is the most famous one. This small spot of snow is observed closely as its shrinking size illustrates the reality of the climate crisis. Until May 2019 there were three spots of snow left in Britain, but the Sphinx was the only one to make it through the summer of 2019. Nine square metres survived. It is thought to have melted only seven times in the past 300 years. It melted completely for the first time in 1933 and failed to survive in both 2017 and 2018. Experts fear it will not be much longer until it finally disappears.

And that was the news for this week.

Listening Part 2

INTERVIEWER: Welcome to our weekly edition of Teen Talk. Today we're talking to Harry, who has just completed his first term at Southampton University, where he's doing a 4-year Master course in Electronic Engineering. Welcome Harry!

HARRY: It's my pleasure!

I: So, you're only 18 and this is the first time you've lived away from home. How did you feel when you arrived in Southampton?

HARRY: I was excited but also a little apprehensive about the social side of things, you know, making new friends and fitting in. And I was also a bit worried about how I would handle the workload and meet all my deadlines.



University is very different to school because you alone are responsible for getting your work done on time. Actually, everything's working out fine.

I: Glad to hear that! So, why did you choose Southampton?

HARRY: Well, firstly, I knew the place. When I was at school, I went on a robotics course there and was really impressed by the atmosphere and state-of-the-art facilities. My dad wasn't happy about my choice. He thought I ought to apply to Cambridge because that's such an elite university, and he went there. But I didn't like the fact that you have to do two years of general engineering before you can specialise. There are some aspects of engineering I just don't like – such as civil engineering, and I didn't want to waste time. At Southampton, I can focus on Electronic Engineering right from the very beginning. And that, for me, was the deciding factor.

I: Do you have someone who looks after you during your studies or do you just go along to lectures and lab sessions according to a general plan?

HARRY: Oh, we do get support. We have a personal academic tutor to ask questions and get feedback. My timetable does have a set day and time once a week, but my tutor decides if she wants to offer me that slot or an alternative, depending on her schedule.

I: How is your course set up?

HARRY: We have to do eight modules every year and in the first year there's no choice – they're all compulsory. I attend lectures together with students from other courses such as mechatronics and aerospace engineers. They take place in big lecture theatres, usually starting at nine, so you can't afford to sleep too long in the morning! Luckily, I also have six to nine hours lab work a week. Luckily, my course doesn't consist of just reading and writing essays, as is the case for other courses like History and English Literature. I'm doing real hands-on stuff and that's really motivating.

I: Tell us some more about your lab work.

HARRY: Well, the lab sessions usually last about three hours. Postgraduate students supervise them, showing you what to do, answering questions and giving you a mark for each session. We're given a set of lab notes and have to do the preparation and research in our own time before each session. The objective is to understand a concept that we can then apply to other things. The last task, for example, was to create a traffic light controller – simulating rotation through different traffic light combinations.

I: You really get a grade for each session? What exactly is marked?

HARRY: Well, it's pretty much based on what's in my logbook – the book in which I write down details of what I've done. We're also observed during the session and then 20 points are given to each of the following criteria:

1. Preparation: How well have I done my research and so know the theory?
2. Understanding the task: Do I know what I should be doing?
3. Progress: Have I at least managed to do the minimum expected?
4. Logbook use: How precisely have I documented what I've done?

I: It's well known that Freshers Week, the first week at university is special. The students union organises a fair – giving new students a chance to sign up for clubs of all kinds. What was it like for you?

HARRY: Oh, at Southampton University it was huge. I had to walk around both sports halls, the entrance area in the main building, and a big temporary tent to see them all. The University likes to promote healthy activities, so the sports clubs offer taster sessions, which you can try out for free and see if you want to join. In fact, I was interested in lots of clubs, too many actually! Even though there are no university commitments on Wednesday afternoons as they're kept free for sports and clubs, I had to limit my choice. In the end, I chose canoeing. We have sessions in the sports centre and on the river. And every second weekend the club offers a river trip.

I: So where do you live and what kind of choice did you have?

HARRY: Southampton University guarantees a room on the campus for 1st year students, and then most students move into private, rented houses in the 2nd year. There is quite a large choice. I'm at Glen Eyre Halls of Residence. I share a kitchen and eating area with five others, two boys and three girls, but I have my own room and bathroom – yes, that's the more luxurious option... When you register you can't say which floor you want to be on but you can ask for a quiet flat so your flatmates are not partying all the time, or a no-alcohol flat and you're on the ground floor if you're disabled.

I: And a last question: What are the professors and other students like?

HARRY: Great! There are a few students I know from my former school, one person is even on my course, which is nice. Um, we have motivating professors. There's even one that rewards students who have a good question with a free textbook that's currently out of print. Great for book lovers like me. But he only hands out one book each lecture, so they're not easy to get!

I: Thank you, Harry. It sounds as if you're enjoying standing on your own feet! And I'm sure that was useful information for those about to start at university.

Listening Part 3

56 You are listening to your local radio station.

Hey folks! Win a family ticket to see the pantomime Cinderella at the Castle Theatre in Wyesham and enjoy a magical evening of song and dance. Written especially for Castle Theatre audiences, adults can expect plenty of recognizable references to the area and Wyesham-based jokes. To win, phone 01432-432 and tell us how many ugly sisters Cinderella has. Good luck!

57 You are entering an attraction at an amusement park.

Welcome to the scream zone at Death Tower, Monster Island's most popular attraction! Fall 150 meters at a screaming 100 kilometers per hour. Will you accept the challenge and experience Europe's highest free fall tower? Sorry, no kids under twelve. Please empty your pockets and lock up all your bags in the lockers provided before taking a seat.

58 You are shopping at your local supermarket.

Here are today's suggestions for your next hot meal. Sausages and lamb chops from local organic farmers. Our special family pack offer comes with ten chicken breasts. Today's freshly delivered fish includes salmon and cod. And an offer for vegans and vegetarians. Buy three different kinds of veg and get a 10% discount off the most expensive of the three!

59 You are enjoying a swim at the local swimming pool.

Dear visitors, the day is ending and it's time to go home. Any sauna guests please note that the lights will go out in ten minutes. Any swimmers still in the water, please start leaving the pool areas now. Our doors will close in 30 minutes. Make sure you don't forget any personal belongings. See you again soon!

60 You are listening to the local radio station on a Wednesday morning.

And here's Wednesday's weather forecast. There'll be showers all day today, but they'll stay light. Conditions will be worse tomorrow with very strong winds, heavy rain, and potential flooding. Towards the end of the week things should improve. Friday will start cloudy but as the day continues, the sun will come through and the weekend is looking good!



These tables describe the general degree of skill required at B2 of the CEFR. Details of the language knowledge required for B2 and the 'can do' statements for B2 are listed in the **Common European Framework of Reference for Languages: Learning, teaching, assessment (Companion volume 2020)**.

Common European Framework of Reference (CEFR) B2 Skills

Common Reference Levels: global scale B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Understanding

Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking

Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Writing

Writing	I can write clear, detailed text on a wide range of subjects related to my interest. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
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ENGLISH

C2	telc English C2
C1	telc English C1
B2·C1	telc English B2·C1 Business telc English B2·C1 University
B2	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical
B1·B2	telc English B1·B2 telc English B1·B2 School telc English B1·B2 Business
B1	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant
A2·B1	telc English A2·B1 telc English A2·B1 School telc English A2·B1 Business
A2	telc English A2 telc English A2 School
A1	telc English A1 telc English A1 Junior

ITALIANO

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

PORTUGUÊS

B1	telc Português B1
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JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła
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DEUTSCH

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

TÜRKÇE

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

ESPAÑOL

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

FRANÇAIS

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

РУССКИЙ ЯЗЫК

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

اللغة العربية

B1	telc اللغة العربية B1
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EXAMINATION PREPARATION

MOCK EXAMINATION 1

telc HUNGARY ENGLISH B2

The two main characteristic features of telc examinations are examination papers based on clearly formulated language tasks and standardised and objective marking criteria. These features apply to all English examinations covered by the telc programme. The mock examination presented here enables teachers and learners to simulate the precise conditions under which the telc English B2 examinations take place, both from the perspective of organising the test as well as from the point of view of the test materials. In this way, it is possible to fully prepare test takers for the examination. The mock examination can thus be used for practice purposes and for general information.