telc
LANGUAGE TESTS

HANDBOOK
ENGLISH UNIVERSITY

B2·C1

telc
LANGUAGE TESTS

HANDBOOK
ENGLISH UNIVERSITY

B2·C1

Contents

0 Introduction

telc English B2·C1 University is a standardised, dual-level examination which measures language competence across two levels of the *Common European Framework of Reference for Languages (CEFR)* using a task-based, communicative approach.

The word "University" in the title indicates the target group for which the examination has been developed. Young adults who have already started their studies or who are just about to enter further education can use *telc English B2·C1 University* to test and demonstrate their competence in English in a broad, academic context.

The examination contains a variety of tasks to assess learners' reading, writing, speaking and listening skills at levels B2 and C1. Both candidates who are still at B2 level and those who have reached C1 level have the chance to complete the examination successfully. All candidates will receive a breakdown of their skills for three separate areas: 1. Speaking; 2. Writing; 3. Listening / Reading / Language Elements, as well as the overall level they have achieved.

Speakers of English at C1 level – and to a lesser degree at B2 – are in a position to study through the medium of English because they can understand linguistically demanding input they have heard or read, speak fluently on complex subjects and write clear, well-structured texts of an academic nature.

The target group – young adults involved in tertiary education – is reflected in the choice of topics covered and the content of the various subtests. The practical side of university life, such as finding accommodation or organising one's studies, is well represented, as are other aspects likely to interest students, such as the environment or international career possibilities. Over and above these more everyday concerns, students need to engage in English with formal instruction in their chosen discipline. *telc B2·C1 University* attempts to do justice to this fact by incorporating lectures and written articles of an academic nature into the subtests. These texts are carefully chosen to be comprehensible to all students, regardless of their field of study, and yet to challenge their powers of abstraction and discernment in the foreign language. The productive subtests Speaking and Writing require candidates to express their ideas and discuss complex problems in a structured, organised manner and with little time for preparation. At this level of competence learners should be able to cope with a broad range of different spoken and written texts in varying registers which include idiomatic usage and even hidden implications. For this reason the breadth of possible topics and text types is wider than in lower-level examinations.

About *telc – language tests*

telc stands for "The European Language Certificates," and *telc – language tests* is the name under which telc gGmbH, the non-profit subsidiary of the German Adult Education Association (Deutscher Volkshochschul-Verband, DVV), develops, constructs and distributes approximately 60 examinations, currently in ten European languages.

The underlying principle for the telc programme of examinations and our yardstick for quality-orientated testing is the *Common European Framework of Reference for Languages (CEFR).* All telc examinations are consistently aligned to this external reference system.

telc – language tests is a member of the Association of Language Testers in Europe (ALTE) and as such, is committed to upholding its quality profile. All telc examinations are measured against ALTE's internationally recognised standards. This begins with the careful construction of each test version. Tried

and tested statistical methods are used on tests-in-construction (pre-testing) and tests-in-action in order to determine the suitability and level of difficulty for each individual task and to differentiate between the candidates with the required amount of selectivity. The objective validity of the rating scale and the evaluation criteria are further essential benchmarks, as is the reliable communication of the results to candidates and examination centres.

This commitment to excellence demonstrates that *telc – language tests* strives towards the highest possible standards in all areas of language learning, teaching and assessment. It promotes the quality of modern communicative foreign language education and supports the Council of Europe's goals of multilingualism, integration, mutual understanding and mobility within Europe.

1 Background Information

1.1 Dual-Level Examinations

In order to assess language skills reliably over two CEFR levels, the test development team defined two cut-off scores, instead of the one cut-off score typical for single-level examinations. For the examination *telc B2·C1 University,* this means that we can determine accurately whether the candidate's test results are sufficient for a B2 level assessment and, if so, whether they are also sufficient for a C1 level assessment.

telc's aims when developing this test were to

- provide successful candidates with a valid certificate either at level B2 or at level C1,

- achieve this objective within a manageable time frame for the actual examination; i. e., with as few test items as possible,

- give all candidates a profile of their abilities as well as certifying the overall level achieved.

In order to fulfil the second aim, the subtests Listening, Reading and Language Elements are counted together for the final result of the test. Thus 70 items can be taken into account when determining whether a test taker has reached level B2 or C1 for the receptive skills. Each subtest seen by itself would not provide the necessary amount of information about the test taker's ability. Therefore, if the results for Listening, Reading and Language Elements were to be reported separately, these subtests would have to include many more items. Considerations of time versus cost as well as practicability led to the decision to combine the three subtests. The productive skills Writing and Speaking are, however, assessed independently.

This means that *telc English B2·C1 University* has three parts which are evaluated separately:

- Listening/Reading/Language Elements

- Writing

- Speaking

The level achieved for each of these parts can be either "C1", "B2" or "below B2". The methods used for this evaluation are explained below.

The B2·C1 test cannot measure a candidate's ability below the CEFR level B2, so a result of this nature is referred to as being "below B2".

Listening/Reading/Language Elements

In these parts candidates are awarded one point for each item. The result is graded as follows:

- 50–70 points: C1

- 32–49 points: B2

- 0–31 points: below B2

How were these cut-off scores defined? In the process of test development, different qualitative and quantitative methods were applied.

First of all, the relevant descriptors of the CEFR were analysed and used to develop the first test items. In this first phase, the expertise of experienced teachers and item writers for the relevant levels was an invaluable instrument for fine-tuning the items. As soon as the first draft of the mock examination was available, a more formal type of expert judgment was required. The aim was to determine whether the items had the necessary validity and could be used in pre-testing.

A benchmarking seminar was held for the experts, applying some of the methods laid out by the *Manual for Relating Language Examinations to the Common European Framework of Reference* published by the Council of Europe. The results of this qualitative judgment had to be corroborated by quantitative data. Pre-testing was therefore done in several stages, starting on a small scale for first adjustments and proceeding to statistically valid numbers of candidates (about 200 are needed for a test version). In order to determine the difficulty of prospective C1 and B2 items, anchor items with known positions on the CEFR scale were used. This made it possible to position the new items within the CEFR system of competence levels.

When creating new test versions, items of the same levels of difficulty as those defined during the phase of test development have to be used. This is ensured by means of continual pre-testing as well as post-test analysis. It is especially important for the number of C1 and B2 items to remain the same in the different versions, thus providing the same basis for assessment for each test taker. However, it is not specified exactly which item has to be on level C1 or B2, allowing for a certain amount of flexibility.

Writing

Productive skills require open-ended test formats. These need to be developed in a different way to the receptive tasks.

While the task itself is the focus point for the test taker and has to be constructed carefully, it is even more important to have rating criteria that allow standardised judgment of the response in a manner relevant to the test specifications.

For the examination telc English B2·C1 University, the above-mentioned standardisation as laid down in the Council of Europe Manual was achieved with the help of a benchmarking session done with samples of written production. After a familiarisation and calibration phase, the participants of the benchmarking session were able to judge whether the writing samples demonstrated language competence typical for level C1, B2 or below. These samples now serve as a point of reference for training raters who assess the Writing tasks.

In order to determine the cut-off scores between the CEFR levels C1 and B2, the test was constructed in such a way as to restrict the vocabulary of the input material to B2, whilst producing a communicative situation which allows for the test takers to respond at either level.

As far as the rating (assessing) of written performance is concerned, it is necessary to distinguish between appropriateness with regard to content and with regard to linguistic competence. With this aim in mind, the following four marking criteria were established:

- Content and Coherence: Appropriateness in achieving the given task and structuring the text coherently

- Communicative Design: Appropriateness in choice of register, selection of cohesive devices and usage of language functions

- Accuracy: Correctness and control of grammar, orthography and punctuation at an appropriate level

- Vocabulary: Level of expressiveness attained, evidence of lexical control and range of vocabulary

For each of these four criteria the rater has to decide whether the candidate's performance is equivalent to the CEFR level C1 or B2 and whether it corresponds more to the upper or to the middle/lower end of the relevant level.

In order to ensure that raters are equipped to make this kind of decision, it is necessary to qualify them by conducting rater training workshops on a regular basis. During these training courses, each prospective rater must demonstrate the ability to assess candidates' performances adequately using the above-mentioned criteria.

Although the rating is not done by means of a point system, the raters' individual decisions must be transformed into point values in order to make a transparent and practicable evaluation possible. The rating for the subtest Writing is expressed on a scale of 0–20 points for every test taker, and the level achieved for this skill is reported back to the candidate using the known categories: C1, B2 or below B2.

Speaking

When developing the Speaking subtest, the question had to be addressed whether – and if so, how – participants with varying levels of competence could all be given fair conditions in a pair examination. The test development team and their advisers decided to retain the pair format that has proved to be successful in other telc examinations, but to give the examiners a more active role which would help ensure that the test is fair for candidates even if they are at different levels of oral fluency. Should the tasks, which are deliberately kept simple, threaten to overwhelm a weaker candidate or not allow a more able candidate to demonstrate language competence at an advanced level, then the examiner can intervene and influence the direction of the discourse, thus allowing all candidates to perform to the best of their ability.

Prospective oral examiners undergo a qualifying process which covers matters such as how to act during the examination and how the candidates' performances should be assessed, using standardised samples. The sample material originated in benchmarking sessions following the method outlined in the Council of Europe *Manual.*

The Three Speaking Tasks

The three oral tasks require the test taker to demonstrate communicative competence in different ways. They combine monologues and dialogues and call upon the candidate to converse both with a speaker who has native or near-native competence (the examiner) and with another learner of the target language. The language functions concerned include exchanging information, stating opinions and giving reasons, talking about experiences, presenting a topic and discussing a possibly controversial subject.

As in the Writing subtest, the ensuing complex examining situation must be divided for the purposes of standardised evaluation into content-based and language-based appropriateness. The following five marking criteria have been specified:

- Task Management: Appropriateness in dealing with the various types of tasks

- Pronunciation and Intonation: Ability to speak in a readily comprehensible manner

- Fluency: Ability to maintain a natural flow of speech without undue hesitation

- Accuracy: Production of grammatically correct and thus comprehensible utterances

- Vocabulary: Mastery of an appropriate range of lexical items

The five marking criteria were developed using the corresponding CEFR scales.

In recognition of its complexity, the Speaking subtest carries 100 points, which can be awarded for the three parts. As with the Writing subtest, the level achieved for this skill is reported back to the candidate as one of three possible outcomes: C1, B2 or below B2.

Determining the Final Score

Whether a candidate receives a *telc English B2 Certificate* or a *telc English C1 Certificate* depends on the partial results achieved in the subtests Listening, Reading, Language Elements, Writing and Speaking. One of the minimum requirements for a certificate is that level B2 or C1 must be obtained in the Speaking subtest. Candidates assessed as having skills below level B2 do not receive a certificate.

B2 Certificate

Candidates who are assessed at level B2 or above in the Speaking subtest and in one of the subtests for Listening, Reading, Language Elements or Writing are awarded a *telc English B2 Certificate.*

C1 Certificate

Candidates who are assessed at level C1 in the Speaking subtest and in one of the subtests for Listening, Reading, Language Elements or Writing are awarded a *telc English C1 Certificate.*

1.2 Global English

telc English B2·C1 University tests English in an authentic way. What does that mean in terms of varieties of English, when most of our learners and test takers do not live in a country where English is the official language? Focussing on just one kind of language use, such as British English, seems to be a rather narrow approach in today's globalised world. Therefore, *telc English B2·C1 University* offers English in the most common varieties, including:

- British English

- American English

- Australian English

- Indian English

Thus not only the spoken accent varies, but also communicative situations from different countries have to be dealt with. Taking the test takers' level of language competence into account, these linguistic and cultural differences are, of course, very subtle. Whatever the accent heard in the recordings and whatever the specific cultural setting of any of the tasks, they will always be understandable for a learner at levels B2 and C1. However, dealing with regional varieties becomes increasingly important at level B2 and upwards, and a basic understanding of the fact that there are different varieties is expected at this level.

This international perspective reflects the experience which today's learners will face when communicating in English. Whether they go on a trip to London, for example, and are immediately confronted with a large number of speakers for whom English is not their native language, or whether they need to use English in an international context, learners always have to adjust to different varieties of the language.

1.3 ALTE Minimum Standards

telc has been a regular member of the *Association of Language Testers in Europe* (ALTE) since 1995. The ALTE standards of excellence are applied to every telc examination. Throughout its development, every test phase is calibrated and monitored according to these criteria.

The minimum standards for establishing quality profiles in ALTE examinations are:

Test construction

1. The examination is based on a theoretical construct, e.g. on a model of communicative competence.

2. You can describe the purpose and context of use of the examination, and the population for which the examination is appropriate.

3. You provide criteria for selection and training of test constructors and expert judgement is involved both in test construction, and in the review and revision of the examinations.

4. Parallel examinations are comparable across different administrations in terms of content, stability, consistency and grade boundaries.

5. If you make a claim that the examination is linked to an external reference system (e.g. Common European Framework), then you can provide evidence of alignment to this system.

Administration & Logistics

6. All centres are selected to administer your examination according to clear, transparent, established procedures, and have access to regulations about how to do so.

7. Examination papers are delivered in excellent condition and by secure means of transport to the authorized examination centres, your examination administration system provides for secure and traceable handling of all examination documents, and confidentiality of all system procedures can be guaranteed.

8. The examination administration system has appropriate support systems (e.g. phone hotline, web services etc.).

9. You adequately protect the security and confidentiality of results and certificates, and data relating to them, in line with current data protection legislation, and candidates are informed of their rights to access this data.

10. The examination system provides support for candidates with special needs.

Marking & Grading

11. Marking is sufficiently accurate and reliable for purpose and type of examination.

12. You can document and explain how marking is carried out and reliability estimated, and how data regarding achievement of raters of writing and speaking performances is collected and analysed.

Test analysis

13. You collect and analyse data on an adequate and representative sample of candidates and can be confident that their achievement is a result of the skills measured in the examination and not influenced by factors like L1, country of origin, gender, age and ethnic origin.

14. Item-level data (e. g. for computing the difficulty, discrimination, reliability and standard errors of measurement of the examination) is collected from an adequate sample of candidates and analysed.

Communication with stakeholders

15. The examination administration system communicates the results of the examinations to candidates and to examination centres (e. g. schools) promptly and clearly.

16. You provide information to stakeholders on the appropriate context, purpose and use of the examination, on its content, and on the overall reliability of the results of the examination.

17. You provide suitable information to stakeholders to help them interpret results and use them appropriately.

1.4 Relevant CEFR Scales

The CEFR provides essential information about the skills needed to successfully complete the examination *telc English B2·C1 University*. The scales in the following chart and the descriptors they include are incorporated into the examination, although the amount and intensity of their use varies. Since the examination covers two levels of competence, the descriptors for both levels B2 and C1 have been listed below. CEFR descriptors which are not relevant for this examination have been omitted.

GLOBAL SCALE

Proficient User	**C1**	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for 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.

LISTENING

	OVERALL LISTENING COMPREHENSION
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
B2	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.
	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

	UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS
C1	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.
B2	Can keep up with an animated conversation between native speakers.
	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

	LISTENING AS A MEMBER OF A LIVE AUDIENCE
C1	Can follow most lectures, discussions and debates with relative ease.
B2	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.

	LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS
C1	Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc.
	Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
B2	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

	LISTENING TO AUDIO MEDIA AND RECORDINGS
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
B2	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.

READING

	OVERALL READING COMPREHENSION
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.

	READING CORRESPONDENCE
C1	Can understand any correspondence given the occasional use of a dictionary.
B2	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.

	READING FOR ORIENTATION
C1	As B2
B2	Can scan quickly through long and complex texts, locating relevant details.
	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

	READING FOR INFORMATION AND ARGUMENT
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
B2	Can obtain information, ideas and opinions from highly specialised sources within his/her field.
	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

	READING INSTRUCTIONS
C1	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.

WRITING

	OVERALL WRITTEN PRODUCTION
C1	Can write clear, well-structured texts on complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.

	OVERALL WRITTEN INTERACTION
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
B2	Can express news and views effectively in writing, and relate to those of others.

	CORRESPONDENCE
C1	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.
B2	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.

	REPORTS & ESSAYS
C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.
	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
B2	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
	Can evaluate different ideas or solutions to a problem.
	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
	Can synthesise information and arguments from a number of sources.

	CREATIVE WRITING
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
B2	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.

SPEAKING

	OVERALL SPOKEN INTERACTION
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

	OVERALL ORAL PRODUCTION
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

	UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR
C1	Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
B2	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.

	CONVERSATION
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.
	Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.
	Can convey degrees of emotion and highlight the personal significance of events and experiences.

	INFORMAL DISCUSSION (WITH FRIENDS)
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex, unfamiliar topics.
B2	Can keep up with an animated discussion between native speakers.
	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
	Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.
	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

	FORMAL DISCUSSION (MEETINGS)
C1	Can easily keep up with the debate, even on abstract, complex unfamiliar topics.
	Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.
B2	Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.
	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
	Can participate actively in routine and non-routine formal discussion.
	Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.
	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.

	INFORMATION EXCHANGE
C1	As B2
B2	Can pass on detailed information reliably.
	Can give a clear, detailed description of how to carry out a procedure.
	Can synthesise and report information and arguments from a number of sources.

	INTERVIEWING AND BEING INTERVIEWED
C1	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
B2	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.

	SUSTAINED MONOLOGUE (DESCRIBING EXPERIENCE)
C1	Can give clear, detailed descriptions of complex subjects.
	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.

	SUSTAINED MONOLOGUE (PUTTING A CASE)
C1	No descriptor available
B2	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

	ADDRESSING AUDIENCES
C1	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.
B2	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.
	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.

ACROSS SKILLS

	COMPENSATING
C1	As B2
B2	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.

	MONITORING & REPAIR
C1	Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.
B2	Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of „favourite mistakes" and consciously monitor speech for it/them.

	GENERAL LINGUISTIC RANGE
C1	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.
B2	Can express him/herself clearly and without much sign of having to restrict what he/she wants 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
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
B2	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

	VOCABULARY CONTROL
C1	Occasional minor slips, but no significant vocabulary errors.
B2	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

	GRAMMATICAL ACCURACY
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
B2	Good grammatical control. Occasional „slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.

	PHONOLOGICAL CONTROL
C1	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
B2	Has a clear, natural, pronunciation and intonation.

	ORTHOGRAPHIC CONTROL
C1	Layout, paragraphing and punctuation are consistent and helpful.
	Spelling is accurate, apart from occasional slips of the pen.
B2	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.
	Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.

	SOCIOLINGUISTIC APPROPRIATENESS
C1	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.
	Can follow films employing a considerable degree of slang and idiomatic usage.
	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
	Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.
	Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.
	Can express him/herself appropriately in situations and avoid crass errors of formulation.

	FLEXIBILITY
C1	As B2+
B2	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
	Can adjust to the changes of direction, style and emphasis normally found in conversation.
	Can vary formulation of what he/she wants to say.

	THEMATIC DEVELOPMENT
C1	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.

	COHERENCE
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some „jumpiness" in a long contribution.

	TAKING THE FLOOR (TURNTAKING)
C1	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
B2	Can intervene appropriately in discussion, exploiting appropriate language to do so.
	Can initiate, maintain and end discourse appropriately with effective turn taking.
	Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she 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 whilst formulating what to say.

	COOPERATING
C1	Can relate own contribution skilfully to those of other speakers.
B2	Can give feedback on and follow up statements and inferences and so help the development of the discussion.
	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.

	ASKING FOR CLARIFICATION
C1	As B2
B2	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.

	IDENTIFYING CUES AND INFERRING
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
B2	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

	PROPOSITIONAL PRECISION
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc.
B2	Can pass on detailed information reliably.

	SPOKEN FLUENCY
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.

2 Test Specifications

2.1 The Structure of the Examination

Subtest		Aim	Type of Test	Time
Written Examination	**Listening**			
	Part 1	Understanding everyday conversations	4 true/false and 2 multiple-choice items	40 min.
	Part 2	Understanding a lecture	8 multiple-choice items	
	Part 3	Understanding different opinions about a topic	5 matching items	
	Part 4	Understanding a discussion	6 true/false items	
	Reading			
	Part 1	Understanding questions and answers from an Internet forum	6 matching items	50 min.
	Part 2	Understanding a lengthy, informative text	11 multiple-choice items	
	Part 3	Understanding a formal text	4 multiple-choice and 4 true/false items	
	Language Elements			
	Part 1	Selecting appropriate phrases in a conversation	10 matching items	20 min.
	Part 2	Selecting appropriate phrases in a semi-formal letter or email	10 multiple-choice items	
Break				20 min.
	Writing			
		Writing an argumentative text	1 writing task out of a choice of two	60 min.
Oral Examination	**Speaking**			
	Part 1	Small talk	Task sheet with topic and picture	20 min.
	Part 2A	Presentation	Oral presentation which should be prepared at home	
	Part 2B	Answering follow-up questions	Questions from the examiner and the other candidate	
	Part 3	Discussion	Task sheet with sample statements on one controversial topic	

2.2 Overview of the Test Format

The subtests are divided into parts, as follows:

Written Examination

Subtest Listening	
Part 1	Understanding everyday conversations: ▪ 4 true/false items and 2 multiple-choice items ▪ Listening for gist and listening for detail
Part 2	Understanding a lecture of medium length: ▪ 8 multiple-choice items ▪ Listening for detail and implication
Part 3	Understanding different opinions about a topic: ▪ 5 matching items ▪ Listening for gist
Part 4	Following a medium-length discussion between several speakers: ▪ 6 true/false items ▪ Listening for detail
Subtest Reading	
Part 1	Understanding general and specific information in an Internet forum: ▪ 6 matching items ▪ Selective reading
Part 2	Understanding a longer informative, semi-formal text: ▪ 11 multiple-choice items ▪ Reading for detail and reading for gist
Part 3	Understanding a formal text: ▪ 4 true/false items and 4 multiple-choice items ▪ Reading for detail
Subtest Language Elements	
Part 1	Selecting appropriate words or phrases in a conversation: ▪ 10 matching items
Part 2	Selecting appropriate phrases in a semi-formal or formal letter or email: ▪ 10 multiple-choice items
Subtest Writing	
	Writing an argumentative text: ▪ 1 writing task (out of a choice of two)

Oral Examination

The candidates for the Oral Examination are generally examined in pairs, with two examiners assessing each pair of candidates. In case of an uneven number of candidates, one oral examination is carried out with three candidates. In this case, the exam is longer. There is no preparation time immediately before the examination; however one part (Part 2A) should be prepared beforehand.

Subtest Speaking	

Part 1A	Small Talk:
	
	  ▪ Dialogue between two candidates
	
	  ▪ Task sheet with illustration and suggested topic

Part 2A	Presentation: ▪ Monologue (Prepared before exam)

Part 2B	Answering follow-up questions:
	
	  ▪ Candidate questions
	
	  ▪ Examiner questions

Part 3	Discussion:
	
	  ▪ Dialogue between two candidates
	
	  ▪ Task sheet with statements to initiate discussion on a certain topic

The five subtests of the examination are explained in detail in the following sections.

For further information and examples of the task types, please refer to the mock examination *telc English B2·C1 University.*

2.3 Listening

Listening, Part 1

In the first part of this subtest, the candidates will demonstrate their ability to use their knowledge of various linguistic registers to grasp the essence of a conversation and to pick out important details of the conversation. The situation is usually a short exchange between two people who know each other. They may have different status (e.g. student and member of university staff) or equal status (e.g. two students).

Structure	Instructions Audio texts Items
Objective	To assess the candidate's ability to understand the gist of conversations and certain specific details and identify the register
Intended operations	Listening to identify the relationship between the speakers, listening for gist and listening for detail
Type of task	Four true/false items and two multiple-choice items with three options, listed in alphabetical order
Number of items	Six (items 1–6)
Channel	Text: spoken Instructions and items: written
Type of text	Dialogue: conversations in everyday situations, both in personal and student-related contexts. One conversation is formal, one informal.
Nature of information	The conversations can take place between two people meeting in person or talking to each other on the telephone: friends, fellow students, teacher/student, etc.
Speakers	Number of speakers: two per conversation
Test items	- The candidate will hear two recorded conversations. - Each conversation is played once. - For each conversation there are two true/false statements and one multiple-choice question. The task is to decide whether the statements for each conversation are true or false according to what is said and also to choose the correct answer from three options. Only one option is correct.
Topics	The topics are taken from a university or academic context or are related to the everyday life of students.
Level	The vocabulary and grammar in the texts may range between levels B2 and C1. The language of the items is at level B2.
Weighting	One point per item (0 for incorrect response)

Listening, Part 2

The second Listening task aims to gauge the candidate's ability to follow a monologue of medium length held at normal speed in front of an audience in a university context and in a formal register. As well as the candidate's grasp of specific details of the content, the task assesses his or her ability to identify the speaker's intentions or attitude from implicit linguistic clues. The talk can be on any topic connected with an academic discipline but of interest to a student population and comprehensible at B2·C1 level without expert knowledge in the field. Example: a Biologist explains how even students can take up gardening.

Structure	Instructions Audio text Items
Objective	To assess the candidate's ability to understand specific details in a formal spoken text and identify the speaker's attitude.
Intended operations	Listening for detail (items 7–13) and listening for implicit meaning (item 14)
Type of task	Multiple-choice items with three options
Number of items	Eight (items 7–14)
Channel	Text: spoken Instructions and items: written
Type of text	Monologue: podcast of a lecture with reference to PowerPoint slides Structure: ▪ Moderator welcomes the lecturer and introduces the topic ▪ Lecture, including references to the slides ▪ Concluding sentence spoken by the moderator
Nature of information	▪ Lecture on an academic subject or topic of general interest relevant for students of all disciplines
Speakers	▪ Number of speakers: two (one moderator and one lecturer)
Test items	▪ The candidate will hear a talk by a guest speaker who is introduced by a moderator. At the end, the moderator says a closing sentence. ▪ The recording is played once. ▪ There are eight multiple-choice items with three options. Only one option is correct.
Topics	Specialised academic topic of interest to students and comprehensible at B2·C1 level without expert knowledge in the field
Level	The vocabulary and grammar in the texts and items may range between levels B2 and C1.
Weighting	One point per item (0 for incorrect response)

Listening, Part 3

The aim of the third Listening task is to test the candidate's ability to follow a radio programme of medium length on a topic of particular interest to the target group. The candidates will hear statements spoken by people who have been asked their opinion on a particular topic which a presenter has briefly introduced at the beginning of the programme. The candidates have to decide which of the short statements provided sums up each of the speakers' opinion accurately.

Structure	Instructions Audio texts Items
Objective	To assess the candidate's ability to understand several varying opinions on a topic voiced in a radio talk show
Intended operations	Listening for gist
Type of task	Matching items
Number of items	Five (items 15–19)
Channel	Text: spoken Instructions and items: written
Type of text	Monologue: radio programme with people stating their opinions on a particular topic Structure: ▪ Introduction to the topic spoken by the presenter ▪ Five people giving their opinions ▪ Concluding sentence spoken by the radio presenter
Nature of information	Short statements reflecting the speakers' feelings, attitudes or opinions about a controversial topic
Speakers	Number of speakers: one per statement
Test items	▪ The candidate will hear a radio programme with five people giving their opinion on a topic. ▪ The recording is played once. ▪ Each item is a short statement (one sentence). ▪ There are a total of eleven statements: five items and six distractors. ▪ The task is to identify the items that correctly summarise the comments made by five speakers.
Topics	The topics are taken from a university or academic context or are topics of general interest for students.
Level	The vocabulary and grammar in the texts and items may range between levels B2 and C1.
Weighting	One point per item (0 for incorrect response)

Listening, Part 4

In this subtest, the candidates hear a podcast of a panel discussion of medium length set in an academic context. Several speakers share their knowledge and discuss ideas on a topic directly related to higher education, moderated by a representative of the university. The task is to understand the gist or salient details of the various contributions.

Structure	Instructions Audio texts Items
Objective	To assess the candidate's ability to understand several different speakers contributing to a formal panel discussion
Intended operations	Listening for detail
Type of task	True/false items
Number of items	Six (items 20–25)
Channel	Text: spoken Instructions and items: written
Type of text	Panel discussion in an academic context with contributions from a discussion leader and three other speakers Structure: ▪ Introduction to the topic and to the speakers given by the moderator, a member of the university staff ▪ Alternating contributions of varying length from all four speakers in no particular order ▪ Concluding remarks by the moderator
Nature of information	Short statements reflecting the speakers' experience, attitudes or opinions about a controversial topic
Speakers	Number of speakers: four (one academic moderator and three other contributors)
Test items	▪ The candidate will hear a panel discussion with four contributors on a topic relevant to students. ▪ The recording is played once. ▪ Each item is a short statement (one sentence) referring to something said during the discussion. ▪ The items follow the chronology of the discussion. ▪ The task is to decide whether the statements are true or false according to what is said in the discussion.
Topics	The topics are taken from a university or academic context or are topics of general interest for students.
Level	The vocabulary and grammar in the texts and items may range between levels B2 and C1.
Weighting	One point per item (0 for incorrect response)

2.4 Reading

Reading, Part 1

The aim of this task is to test the candidate's ability to understand questions and corresponding answers in Internet forums and to select relevant content from them.

The language use assessed by this task is important for people who wish to use the Internet to research questions of interest to them, eliciting information and advice from forum messages. The emphasis in this task is on understanding informal language including idioms and slang.

Structure	Instructions Texts Items
Objective	To assess the candidate's ability to understand corresponding questions and answers from an Internet forum using informal, idiomatic language
Intended operations	Selective reading
Type of task	Matching items
Number of items	Six (items 26–31)
Channel	Written
Type of text	Messages posted on an Internet discussion forum ▪ There are six forum questions about one main topic, and eight messages, four of which are distractors. ▪ The language of the questions and messages is idiomatic and casual, the register informal.
Nature of information	Questions and answers about issues concerning life as a student
Test items	▪ Each item consists of two or three short sentences or questions about the topic. ▪ There are always two negative options (x-options); i.e. two questions do not relate to any of the messages provided. ▪ The task is to identify which item matches which text, and which items have no match.
Topics	Any topics likely to be of interest to the age group and students, such as finding accommodation, tips for organising one's learning, financial worries, relationship with parents, etc.
Level	The language in the texts and items may range between levels B2 and C1. Idioms and slang are deliberately included. Some sentences are elliptical.
Weighting	One point per item (0 for incorrect response)

Reading, Part 2

The second Reading task tests the candidate's ability to deal with a long, informative text on a subject of general or special interest (science, history, social science etc.) which is treated from an academic or scientific point of view and written in a style appropriate to the genre.

The text deliberately contains some complex structures and language elements that are above the level tested in the examination, so that the candidate has to find the required information embedded in parts of the text that he or she may not fully understand. There is an emphasis on the candidate's comprehension of a long text, including discovering important details, text organisation, thematic development and the writer's intention.

Structure	Instructions Text Items
Objective	To assess the candidate's ability to understand specific details and identify the main theme in an informative text
Intended operations	Reading for detail and reading for gist
Type of task	Multiple-choice items with three options
Number of items	Eleven (items 32–42)
Channel	Written
Type of text	The candidate has to read a long text which includes some complex language in a specialised lexical field. There is no title, but clear paragraphs provide structure. The text is comprehensible to learners at B2·C1 level without specialised knowledge of the subject area.
Nature of information	An informative text on a subject of general or special interest (science, history, social science etc.) which is treated from an academic or scientific point of view.
Test items	- There are eleven multiple-choice items. The task is to choose the correct answer from three options. - Items 32–41 test details and follow the chronology of the text. - Item 42 tests reading for gist. The candidate has to choose the most appropriate title for the text.
Topics	The topics are taken from a university or academic context or are of general interest for students.
Level	The language in the texts and items ranges between levels B2 and C1. The language may be more complex in parts of the text not relevant for the items.
Weighting	One point per item (0 for incorrect response)

Reading, Part 3

In the third Reading task, candidates are asked to read and understand a formal text of medium length which provides information on administrative, legal, financial or technical matters relevant to university life. The text deliberately contains some complex structural and linguistic elements that are above the level tested in the examination, so that the candidates are required to tackle more difficult language when finding the required information. The task assesses the candidates' ability to elicit and comprehend relevant details in lexically challenging texts, for example student health insurance policies, application procedures, etc.

Structure	Instructions Text Items
Objective	To assess the candidate's ability to understand relevant passages in formal texts
Intended operations	Selective reading
Type of task	Four true/false items and four multiple-choice items with three options
Number of items	Eight (items 43–50)
Channel	Written
Type of text	The candidate has to read a relatively long text that includes some complex language and structures. The text has a title and is divided up into several sections with headings.
Nature of information	Guidelines and regulations, contracts, instructions, etc.
Test items	▪ The task for items 43–46 is to decide whether the statements are true or false. ▪ The task for items 47–50 is to decide which of three multiple-choice options is correct.
Topics	Any organisational matters which students are likely to encounter and which are laid down in instructional manuals, regulations and contracts, etc.
Level	The language in the texts and items is mostly C1.
Weighting	One point per item (0 for incorrect response)

2.5 Language Elements

Language Elements, Part 1

The two Language Elements tasks are a receptive test of the candidates' grammatical and lexical accuracy as well as their mastery of sociolinguistic appropriateness. They bridge the gap between understanding a text and actively engaging with it.

In the first part of the Language Elements subtest the candidates are required to complete an informal dialogue by selecting appropriate conversational words or expressions (discourse markers).

Structure	Instructions Text Items
Objective	To assess the candidate's understanding of informal conversational expressions and vocabulary in a dialogue
Intended operations	Selecting the most appropriate missing phrase from the language box
Type of task	Matching
Number of items	Ten (items 51–60)
Channel	Written
Type of text	Informal conversation with idiomatic language
Nature of information	A conversation between two people about everyday life, study, travel, etc.
Test items	The task is to choose the correct phrase for each gap. The items are based on contextual understanding of the communicative situation as a whole and do not primarily focus on grammar and vocabulary. - There are ten correct options and five distractors. - Each option is a single word or short phrase (e.g. phrasal verbs, idioms, synonyms) - Only one option is correct.
Topics	Topics relevant to students' everyday life.
Level	The language in the texts and items may range between levels B2 and C1.
Weighting	One point per item (0 for incorrect response)

Language Elements, Part 2

In a similar manner to the previous task, the candidates are required to select appropriate phrases in order to complete a reading passage. The text is a formal or semi-formal letter or email with the typical characteristics of the genre. Again, the items are based on contextual understanding of the communicative situation as a whole, but this task concentrates more on choosing an accurate expression to complete the sentence. Considerations of correct grammar and register are uppermost.

Structure	Instructions Text Items
Objective	To assess the candidate's understanding of text logic, appropriate communicative phrases and vocabulary in semi-formal or formal written correspondence
Intended operations	Completing a letter or email
Type of task	Multiple-choice items with three options
Number of items	Ten (items 61–70)
Channel	Written
Type of text	Short letter or email in a university context
Nature of information	Letters or emails of enquiry, complaint, reference, etc.
Test items	The task is to choose the correct phrase for each gap. The items are based on contextual understanding of the communicative situation as a whole. Grammar and register are especially important in this task. ▪ The items are relatively long phrases of three words or more. ▪ Only one option is correct.
Topics	The topics are taken from a university or academic context.
Level	The language in the texts and items may range between levels B2 and C1.
Weighting	One point per item (0 for incorrect response)

2.6 Writing

In this examination candidates must demonstrate their written communication skills at level B2 or C1 by means of a discursive (argumentative) text. Writing for academic purposes requires the ability to produce well-structured texts on a complex subject, express opinions convincingly, organise ideas logically and demonstrate clarity of expression. In order to attain a C1 rating in this subtest, candidates must therefore set out their ideas in a logical, accurate and coherent way, give reasons and examples for their arguments and convey complex thought processes using appropriate lexical resources and writing in a suitable register.

The candidates are asked to contribute an article to the university magazine and can choose one of two topics. In either case an introduction to the topic in one or two sentences is followed by two statements which give some input or inspiration on the topic and may be of a provocative nature. The candidate is asked to discuss the pros and cons of the issue and state his or her personal opinion.

Structure	Instructions Two contrasting statements
Objective	To assess the candidate's ability to communicate complex ideas in writing
Intended operations	Writing an argumentative, logical text
Type of task	Formal argumentative text as an article for a university magazine
Number of writing tasks	One (out of a choice of two)
Channel	Written
Input text	Each task consists of an introduction to a topic and two contrasting statements. There is a choice between two topics.
Nature of information	Topics suitable for a university magazine
Output text	An article for the university magazine
Nature of information	Candidates are expected to write a logical, argumentative text.
Topics	The topics are taken from a university or academic context or are topics of relevance for students.
Level	The input text will be at level B2.
Weighting and scoring	A maximum of 20 points can be awarded. The breakdown of points in terms of CEFR levels is as follows: C1: 15–20 points B2: 7–14 points Below B2: 0–6 points
Evaluation	The task is assessed by licensed telc raters. For further information on the telc marking criteria for Writing, please refer to the mock examination *telc English B2·C1 University.*

2.7 Speaking

The Oral Examination, together with the Writing subtest, is an open, productive task. This means that the candidate has the opportunity to show evidence of a broad lexical repertoire, accuracy, fluency and appropriateness. The two candidates are assessed independently even though they spend much of the examination talking to one another. Turn taking and adjusting to the partner's utterances are elements which the examiners also take into consideration for their evaluation.

Speaking, Part 1

In the first part of the examination, candidates talk spontaneously about a topic which they have not prepared beforehand. Both candidates receive a task sheet with a picture related to a particular aspect of university life and a statement encouraging them to comment on it. Together, the candidates talk informally about the topic from the point of view of personal experience. The interlocutor does not intervene unless the conversation falters.

Structure	Image (visual stimulus) Topic Dialogue between two candidates
Objective	To assess the candidate's ability to spontaneously make small talk about a topic related to university life
Intended operations	Talking about experiences and opinions related to the topic given
Type of task	Dialogue between two candidates
Time	Approximately four minutes
Channel	Visual and spoken
Input	Task sheet with topic and picture Both candidates receive identical task sheets in the exam. The visual image is not intended to be described but serves solely as inspiration.
Task	The candidates should spontaneously react to the input by talking informally to each other on the topic.
Topics	Any aspect of university life likely to be relevant for the candidates
Level	The input text is at level B2. The candidates may demonstrate language competence at B2, C1 or other CEFR levels.
Weighting and scoring	A maximum of 100 points can be awarded for the Speaking subtest. The breakdown of points in terms of CEFR levels is as follows: C1: 75–100 points B2: 35–74 points Below B2: 0–34 points
Evaluation	The task is assessed by licensed telc examiners. For further information on the telc marking criteria for Speaking, please refer to the mock examination *telc English B2·C1 University.*

Speaking, Part 2

This part of the oral examination tests the candidates' ability to give a short formal presentation on a topic connected with their studies and to answer questions on it. The presentation is prepared at home prior to the examination. Only non-electronic visual aids (charts, objects etc.) are permitted. Each presentation lasts approximately three minutes. After the presentation the other candidate and the examiner ask follow-up questions.

Structure	Presentation (prepared at home) Candidate questions Examiner questions
Objective	To assess the candidate's ability to give a prepared presentation and to answer questions
Intended operations	Giving a presentation and answering follow-up questions
Type of task	Part 2 A: monologue (presentation) Part 2 B: dialogue (the candidate reacts to questions from the other candidate and from the examiner)
Time	Approximately five minutes per candidate
Channel	Spoken
Part 2A	
Task	Each candidate is expected to have prepared an oral presentation before the examination. The presentation should be about interesting developments in the candidate's area of study, or reasons for choosing this area to study, or the main focus of the degree.
Part 2B	
Input	First the other candidate and then the examiner ask follow-up questions on the candidate's presentation.
Task	The candidate should respond to the questions in an appropriate manner.
Topics	See above
Level	The examiner should ask questions at level B2 or C1 as appropriate.
Weighting and scoring	See Part 1
Evaluation	The task is assessed by licensed telc examiners. For further information on the telc marking criteria for Speaking, please refer to the mock examination *telc English B2·C1 University*.

Speaking, Part 3

In the last part of the examination, the two candidates will be asked to debate in depth with one another a controversial topic which is outlined on the task sheet, using the illustration and the sample statements for inspiration. They are expected to express their personal opinion and discuss other possible points of view. Candidates should think of arguments and examples to support their premises and be able to organise their ideas coherently.

At B2·C1 level candidates can be expected to initiate a discussion and react appropriately to another speaker. Thus the examiners remain silent during this part of the examination. The range of possible topics is broad, although generally they will be connected with university life. As Part 3 is longer than Part 1, the candidates must be prepared to deal with more challenging subjects than in Part 1 (small talk).

Structure	Instructions Two opposing statements on one topic
Objective	To assess the candidate's ability to have a two-way discussion
Intended operations	Discussing a controversial topic and sharing opinions, giving reasons and personal examples
Type of task	Dialogue between two candidates
Time	Approximately six minutes for both candidates
Channel	Written and spoken
Input: task sheet	Task sheet with two opposing statements on one topic. Both candidates receive identical task sheets in the exam.
Task	The candidates should spontaneously react and discuss the topic in depth. They should share opinions, not just their own, give reasons and personal examples and react to each other's remarks.
Topics	Topics of general interest and relevance for students
Level	The input text is at level B2.
Weighting and scoring	See Part 1
Evaluation	The task is assessed by licensed telc examiners. For further information on the telc marking criteria for Speaking, please refer to the mock examination *telc English B2·C1 University*.

telc
LANGUAGE TESTS

The European Language Certificates
Your studies, your future

Common European Framework of Reference ✓

Internationally recognized language certificates enhance your CV

- available in ten languages for all levels of the Common European Framework of Reference for Languages
- objective verification of your language skills – accepted by academic institutions and companies
- free mock examinations and clear-cut evaluation criteria allow for thorough preparation

telc LANGUAGE TESTS

Our Language Certificates

Common European Framework of Reference

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

DEUTSCH

C2	telc Deutsch C2
C1	telc Deutsch C1
	telc Deutsch C1 Beruf
	telc Deutsch C1 Hochschule
B2·C1	telc Deutsch B2·C1 Medizin
B2	telc Deutsch B2+ Beruf
	telc Deutsch B2
B1·B2	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 Junior

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

JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła

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

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

РУССКИЙ ЯЗЫК

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

اللغة العربية

B1	telc اللغة العربية B1

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

telc

LANGUAGE TESTS

HANDBOOK

ENGLISH B2·C1 UNIVERSITY

telc English B2·C1 University is a standardised dual-level examination intended for young adults. It measures language competence across two levels of the *Common European Framework of Reference for Languages (CEFR)* using a task-based, communicative approach.

The *telc English B2·C1 University Handbook* is designed for teachers, examiners, and other ELT professionals who wish to gain a deeper understanding of how the examination was constructed, how the individual tasks work and how the candidates' performances are assessed.

For additional information regarding the *telc English B2·C1 University* examination (including sample tasks), please refer to the *telc English B2·C1 University mock examination.*