

## Foreign Language Requirements

for International BA Students Starting their Studies at the H.D.U.

from September 2023 on (supplemented in February 2025)

The foreign language criterion test is a prerequisite for the pre-degree certificate for students in the BA degree courses.

The foreign language requirement is considered to be met if the student can provide evidence of the following:

- at least CEFR<sup>1</sup> level B1 language examination certificate in English (as the language of tuition is English)
- studying in an English speaking country for one semester in the framework of the Erasmus programme, with supporting documents

Otherwise, the student must take and pass the foreign language criterion test.

### **Criterion Examination:**

Language: English

Level: CEFR B1

Date & Time: To be announced each semester.

The examination can be taken without having completed the language course announced at the H.D.U.

Completion: by the last semester.

The written and oral parts together measure the four basic skills (reading comprehension, listening comprehension, writing & speaking). **See the detailed description of the Criterion Examination from page 3 of this document.**

H.D.U. also offers an optional language course called *PEPM-NYV A1 English* in preparation for B1 level.

Course time (twice a week): Tuesday and Friday

Max. number of participants: 16/ group

Deadline for applications: early September of each academic year.

First class & diagnostic test in 2024: 3 September

Education Authority Accreditation Centre for Foreign Language Examinations in Hungary:

<https://nyak.oh.gov.hu/default-eng.asp>

## Description and Requirements for the English Language Criterion Examination

from September 2023 (supplemented from February 2025)

### Description:

Consists of a written and an oral part. The written and oral sections together measure the four basic skills (reading comprehension, listening comprehension, written composition and speaking).

The **written exam** consists of (1) reading comprehension, (2) listening comprehension and (3) writing comprehension tasks.

The **oral examination** consists of oral interaction between the examiner and the candidate in the form of (1) interaction on a given topic and (2) independent topic expression based on pictures on another topic. The subject number is drawn by the candidate from the (still) available numbers. The oral test is taken in front of a 2-person examination board.

### Assessment:

The four basic skills are weighted equally in the candidate's performance, in the proportion 25-25-25-25%.

In the oral examination, the performance of the candidate will be assessed by a committee of 2 examiners using an assessment sheet on a consensus basis.

Assessment of the full examination (with the provision that a minimum of 25% in each of the four basic skills is required for a pass mark):

80%-100% A+ (5)

60%-79% good (4)

40%-59% average (3)

25%-39% fair (2)

0%-24% unsatisfactory (1)

Detailed Requirements of the CEFR B1 Level English Criterion Examination

	Knowledge	Ability	Attitude	Autonomy
<b>English Language (Min. CEFR B1 Level)</b>		Source: <a href="https://nyak.oh.gov.hu/nyat/doc/KE_R_2002/kieg_2.pdf">https://nyak.oh.gov.hu/nyat/doc/KE_R_2002/kieg_2.pdf</a>		
Listening Comprehension	Knows the vocabulary of everyday topics such as work, study, leisure, etc. Knows the speech functions of request, interest, invitation, acceptance, rejection, expressing opinions, agreement, expressing preferences, etc, knows basic grammar, sentence structure rules such as subject-verb agreement, expressing number, present, past and future tenses, dependent speech, conditional tense, suffering structure in multiple modalities. Know the meaning of intonation patterns.	Is able to apply his/her knowledge. Can understand relevant information in clear, standard texts on familiar topics such as work, school, leisure, etc. Can filter out important information from radio and TV programmes about current events, professional or relevant topics of interest, if they are spoken slowly and in a structured way.	Is ready to listen and extract information from what you hear. Is open to expanding knowledge and developing comprehension skills based on the text heard, e.g. by listening to short programmes.	Is taking advantage of the opportunity, he himself is looking for ways to expand his knowledge and develop his skills. He/She watches and listens to short reports, talks, shows and news according to his interests. Where necessary, he/she will undertake mediation (translation/interpretation, oral and written texts) at his/her level.
Reading Comprehension	Knows the vocabulary of everyday topics such as work, study, leisure, etc. Knows the speech functions of request, interest, invitation, acceptance, rejection, expressing opinions, agreement, expressing	Is able to apply his/her knowledge. Understand texts written mainly in standard language, related to my activity or work. Can understand the description of events, emotions or wishes in a private letter.	Is able to read and extract information from written text. Is open to expanding knowledge by reading from written text, developing their reading comprehension skills by independently reading e.g. short	Takes advantage of the opportunity, he/she himself/herself is looking for ways to expand his knowledge and develop his skills. Browsing online and printed target language

	preferences, etc, knows basic grammar, sentence structure rules such as subject-verb agreement, expressing number, present, past, future tenses, dependent speech, conditional tense, suffering structure in multiple modalities. Knowledge of the elements of text cohesion.		news articles, articles, posts, blogs, etc.	press, websites and occasionally reading light reading materials on his/her own initiative.
Oral Interaction (Conversation)	Knows the vocabulary of everyday topics such as work, study, leisure, etc. Knows the speech functions of request, interest, invitation, acceptance, rejection, expressing opinions, agreement, expressing preferences, etc, knows basic grammar, sentence structure rules such as subject-verb agreement, expressing number, present, past and future tenses, dependent speech, conditional tense, suffering structure in multiple modalities. Know the meaning of intonation patterns.	Is able to apply his/her knowledge. Can cope with most situations that arise when travelling abroad. Can engage independently in conversation on familiar or everyday topics (e.g. family, leisure, work, travel, current events) of a personal nature or relevant to his/her interests.	Accepts that the person he/she is talking to may have different skills and attitudes. Is willing to facilitate the conversation of his/her interlocutor. Maintains eye contact. Is open to expressing himself in slightly different situations and on slightly different topics.	Takes advantage of the opportunity, looking for ways to improve his speaking skills and activate his vocabulary. If necessary, he/she will undertake mediation (translation/interpretation) at his/her level.
Individual Talk	In addition to the skills above, he/she knows the rules for structuring oral text, the elements needed to ensure oral cohesion and coherence, the rhythmic	Is able to apply his/her knowledge. Can describe in simple, coherent sentences his/her experiences and events, dreams, hopes or goals. Can briefly explain or justify an	Is ready to give a short, coherent oral presentation of a few minutes on familiar topics. Is open to expressing himself/herself on slightly more unusual topics, using	Takes the opportunity, looking for opportunities to improve his speaking skills. If necessary, he/she will give a presentation,

	features of language (stress, pauses, etc.).	opinion or plan. Can tell the turning points or story of a book or a film and explain what he/she thinks about it.	intonation and pronunciation which are not typical of English, expressing his/her experiences, plans, aims and opinions.	produce oral texts) at his/her level.
Written Composition	In addition to the above, he/she will know the rules for structuring a written coherent formal or friendly text, how to separate parts of a text, the elements needed to ensure text cohesion and coherence, and the distinctive role of spelling in making sense. He/she is familiar with the basic written genres of narrative, description, debate, opinion, dialogue and their main features. He/she is aware of the concept of plagiarism.	Is able to apply his/her knowledge. Can produce simple, continuous texts on topics they know or are interested in. Can write about his/her experiences and impressions in a private letter. Can produce ethical texts.	He/she is open to creative or constrained expression in different text types and registers according to the nature of the task. Tries to apply what he/she has learned in a variety of individual ways, seeking original solutions. Consciously avoids the crime of plagiarism, ethically handles texts created by others, quoting and referring to them.	He/She takes advantage of the opportunity, looking for ways to improve his writing skills. Where appropriate, he/she will produce written texts (e.g. reports, short articles, website articles, posters) at his/her level.

**B1 Criterion Examination topics,**  
which may appear in the written or oral part of the examination

Source:

[https://www.oktatas.hu/pub\\_bin/dload/kozoktatas/erettsegi/vizsgakovetelmenyek2017/elo\\_id\\_egen\\_nyelv\\_vk.pdf](https://www.oktatas.hu/pub_bin/dload/kozoktatas/erettsegi/vizsgakovetelmenyek2017/elo_id_egen_nyelv_vk.pdf)

[http://www.bmenyelvvizsga.bme.hu/adat/letoltheto\\_feladat/4/fajlok/3-temalista\\_angol\\_kozep.pdf](http://www.bmenyelvvizsga.bme.hu/adat/letoltheto_feladat/4/fajlok/3-temalista_angol_kozep.pdf)

<https://eclexam.eu/topics/>

<https://www.onyc.hu/origo-nyelvvizsga/ketnyelvu/alapfok-repr>

<https://ieltsliz.com/common-essay-topics-for-ielts/>

<https://www.englishclub.com/esl-exams/ets-toeic.php>

**The descriptions of the topics start on the next page.**

1. Personal aspects	Personal Data, appearance, inner qualities daily routine, timetable
2. Relationships 13. Hobbies	Friends, acquaintances, partners, neighbours, schoolmates, classmates, groupmates, bosses and employees; teachers and students Relationships in private and public life Keeping in touch in-person, by telephone and online Teenagers' relationships with peers and adults Female/male roles in relationships Similarities and differences between people The ideal man/woman
3. Family	Relatives, family members; Housework, division of labour in the family Family models (single parent, single parent, small family or large family) Living together of generations Roles in the family Generation gap Education in the family, discipline Family events, holidays
4. Clothing & fashion,	Individual taste; Comfortable or casual wear Fashion trends Beauty care, cosmetics
5. Shopping, services (e.g. post, photocopying, etc.)	Shops, department stores, shopping centres, market, food and household goods Electrical appliances Shopping habits, discounts, promotions, the role of advertising
6. The environment	Plants and animals in our environment, advantages of zoos, disadvantages, endangered species  Environmental protection in our immediate environment: what can we do? What we can do (selective waste collection, energy saving) Environmental issues and opportunities Weather, seasons, weather forecast
7. Place of living, housing	Comparison of urban and rural life (City & countryside) Living conditions (owner-occupied house/apartment, rented apartment, sublet, student hostel) Neighbourhood , types of accommodation (detached house, condominium, terraced house, semi-detached house, tower block)



	<p>Description of the living room/apartment (furniture, furnishings, kitchen, bathroom equipment)</p> <p>Attractions of the residence, services, entertainment facilities</p> <p>Household appliances</p> <p>Housing costs (rent, bills, maintenance)</p> <p>The ideal home</p>
8. Studying, school, university & education	<p>The family and education</p> <p>Presentation of your own school or higher education institution</p> <p>Subjects, courses, timetable, interests, study work</p> <p>Role and importance of language learning, language learning opportunities, experiences</p> <p>The relationship between travel and language learning</p> <p>Extra-curricular activities, traditions</p> <p>types of institutions</p> <p>subjects, courses</p> <p>higher education, further education, courses</p> <p>student exchange/student mobility (Erasmus)</p> <p>Role of the teacher in education, career guidance</p> <p>Advantages and disadvantages of coeducation</p> <p>Advantages and disadvantages of uniforms, discipline</p> <p>Support for education in poor countries</p> <p>The relationship between education and technology</p>
9. The world of work	<p>Student work, summer jobs</p> <p>Choosing a career, further education or getting a job</p> <p>Job search, steps to getting a job, (e.g. portfolio, mock job, etc.)</p> <p>Popular occupations and jobs</p> <p>Causes and consequences of unemployment, benefits, allowances</p> <p>Working hours (part-time, casual, multiple shifts, multiple jobs)</p> <p>My dream job/job</p> <p>Teleworking, working abroad, (pros and cons)</p> <p>Family or career</p> <p>Characteristics of starting a career</p>
10. Lifestyle	<p>Healthy lifestyle (healthy and unhealthy eating habits, the role of exercise in maintaining health, personal care)</p> <p>Healthy nutrients,</p> <p>Eating habits in the family, favourite foods</p> <p>Eating in canteens, restaurants, fast food</p> <p>Traditional and modern diets</p> <p>Restaurant (menu, ordering, payment)</p> <p>Fast food or traditional restaurant, home delivery</p>

	The role of technology in society and humanity in everyday life
11. Illnesses and injuries	Common diseases (colds, flu, heart attack, stroke) and their symptoms, Addictions (alcohol, drugs, smoking, energy drinks) Adverse health effects (stress, environmental damage) At the doctor (prescription, medicine, pharmacy) Healthy and harmful foods, nutrition, eating disorders Common dance injuries, body parts, accidents, medical treatment (GP, specialist, hospitals)
12. Leisure, education, entertainment	Free time/ leisure activities, entertainment, going out, balls, parties Theatre, opera, cinema, concert, exhibition, listening to music, etc. Reading, radio, TV, video, computer(s)/online games, internet Cultural events, festivals The role of libraries in entertainment; Children and reading Education and reading
13. Hobbies	Traditional hobbies (gardening, DIY, collecting, music, singing, photography) Novel/special hobbies (mobile photography, etc.) Hobby sports (fishing, hunting, various recreational dances) Pet keeping
14. Media	Television, radio, internet Newspapers, magazines (print or digital/online) Reading habits (book, newspaper, library) Book or film? Film or series? Social media platforms (pros, cons) Should the internet be controlled?
15. Sport and dance	Sport, physical activity, popular sports, school/university sports Types of dance Dance as a sport, competitive dance sport, competitions for dancers (role, advantages, disadvantages) National sports, national dances Sports facilities, sports disciplines, places where dance takes place advantages of favourite sport/dance mass sport, sporting events, professional sport/dance extreme sports
16. Travel & tourism	Holidays at home and abroad Travel arrangements, planning and organising a trip (abroad)

	<p>Advantages and disadvantages of travelling alone or in a group</p> <p>Booking accommodation</p> <p>Favourite and popular destinations (winter/summer)</p> <p>Types of trips (leisure, business, study, conference, health)</p> <p>Package tours with travel agencies (advantages, disadvantages)</p>
17. Transport	<p>Means and possibilities of transport, public transport</p> <p>Timetable/schedule (for flights, trains, buses etc.)</p> <p>Ticketing</p> <p>Commuting, intercity services,</p> <p>Personal transport (car, motorbike, bicycle, scooter, segway, roller skates, electric scooter - pros, cons)</p>
18. Economy & Money	<p>Family budgeting (budget planning: how much to spend on what)</p> <p>The role of money in everyday life (cash, credit card, credit card, credit, bank transactions)</p> <p>Financial services (changing money, sending money, transferring money)</p> <p>Cash or credit card?</p> <p>Saving or spending?</p>
19. Communication & keeping in touch	<p>Postal services (letter, postcard, parcel)</p> <p>Telephone, internet (email, video chat, SMS, text messaging on social media - advantages, disadvantages, dangers)</p> <p>Family, official and work contacts</p>
20. Culture	<p>Basic, practical information about the candidate's home country/ Hungary and the target language countries (climate, currency, eating habits, daily routine, holidays, shopping)</p> <p>Tourist attractions, places of interest</p> <p>Family holidays (birthdays, name days, anniversaries)</p> <p>Religious holidays (Christmas, Easter, home country holidays)</p> <p>National holidays</p> <p>Customs, traditions</p> <p>Language and culture</p>

#### Expected Knowledge of Grammatical Structures in the B1 Level Criterion Examination

Source: [https://ofi.oh.gov.hu/sites/default/files/ofipast/2010/10/angol\\_kov.pdf](https://ofi.oh.gov.hu/sites/default/files/ofipast/2010/10/angol_kov.pdf)  
 pl. [http://ijevanlib.ysu.am/wp-content/uploads/2020/09/e257597e-8ca8-11e3-bf6e-f6d299da70eeNew\\_English\\_File\\_Intermediate\\_-\\_Student\\_s\\_Book1.pdf](http://ijevanlib.ysu.am/wp-content/uploads/2020/09/e257597e-8ca8-11e3-bf6e-f6d299da70eeNew_English_File_Intermediate_-_Student_s_Book1.pdf)

Structures in italics are only required to recognize and comprehend but not to produce in the B1 level Criterion Examination

Grammatical Structure	Example
Articles (definite, indefinite, zero)	Classical ballet is an art form. I love the variations she teaches. He is at university.
Nouns (singular and plural, countable/uncountable)	child, children, people, etc. How many leotards have you got? a cup of tea, a piece of cake, etc. There are some pencils in the bag. Have you got any brothers? There's some water in the bottle. There isn't any milk left. I haven't got much time. He's got a lot of friends.
Adjectives (regular and irregular, comparison)	good, better, best, etc. Tom is younger than Sue. She is the most intelligent of all. The town is less polluted now. I'm as tall as you. It's too difficult. He isn't old enough to drive.
Possession	It's my life. Is this yours? I didn't have many friends at school. He's Kate's brother. the corner of the room etc.
Adverbs	He drives fast. This is a problem everywhere in the world. I always make my bed. She has just arrived.
Prepositions, prepositional phrases	on the left, at the top, at the bottom, in the background, through the forest, along the river, etc.
Conjunctions, linking words	and, or, but, because, so, therefore, that's why, although, however, on the one hand, on the other hand, firstly, secondly, finally, to begin with, to sum up, moreover, furthermore, first, then, after that etc.
Auxiliaries/ Modal verbs	I am dancing. He has left. Where do you live? You should ask her. I can swim. May I open the window? He could swim at the age of two. She was able to learn the technique of spotting at a very early age. Did you manage to pass the exam? I must read it. You needn't come.

Grammatical Structure	Example
	Do we have to be there? Children mustn't smoke. She must/can't be her partner. (They always/never dance together.) He might need physiotherapy.
Present Simple	When do you get up? I don't drink milk.
Present Simple Passive	This car was made in Britain.
Present Continuous	Why is she crying? I am watching a performance at the moment.
Present Perfect Simple	Have you finished? I've lived here for 10 years.
<i>Present Perfect Passive</i>	<i>The letters have been sent.</i>
Present Perfect Continuous	I have been learning French for 10 years.
Past Simple	Where did you go yesterday?
Past Simple Passive	When was this house built?
Past Continuous	What were you doing at five yesterday?
Past Perfect	He had learnt English before he moved to Britain.
Used to	This shop used to sell pointe shoes. I didn't use to have strong ankles.
Future with will	He'll be 18 next month. OK. I'll take the dog for a walk. I don't think I'll pass the exam.
Passive Future	The exhibition will be closed on Monday.
Going to	What are you going to do on Sunday? Look at the sky, it is going to rain.
Quantifiers	I didn't sleep enough last night. She practiced too much. He hasn't had many injuries this year.
<i>Question tags</i>	<i>You haven't seen him, have you? They jumped high, didn't they? She doesn't wear her hair in a bun, does she?</i>
Gerund & Infinitive	She's good at spinning. Taking risks doesn't stress him at all. I enjoy listening to Tchaikovsky's music. It's important for me to be creative. Try to follow your instincts. We went to the Opera to watch Giselle.
Reported Speech (with the reporting verb)	I don't know where he

<b>Grammatical Structure</b>	<b>Example</b>
in the present)	lives. Tell him to stop it.
Reported Speech (with the reporting verb in the past)	She said she was tired. I asked him if we had met before. He told me he was very tired.
Time clauses	As soon as we arrive, we'll start the rehearsal. They won't submit their work before they add the references.
Conditional Clauses 1st 2nd	We'll stay at home if it rains. If I had time, I would go to the Zoo.
<i>Conditional Clauses 3rd</i>	<i>If you had come, we would have had a good time.</i>
Relative clauses defining	The book I am reading at the moment is very good.
Phrasal Verbs	I look forward to hearing from you. Igor Moiseyev passed away at the age of 101.
Relative clauses non-defining	Béla Bartók, who was a famous composer, was born in Nagyszentmiklós.
Time clauses with future meaning	When Dad comes home, he'll be angry with you.
<i>Clauses of purpose</i>	<i>I helped him so that he could pass his exam.</i>
<i>Wish</i>	<i>I wish I had a dog.</i>

## Comparison of certain English language examinations' B1 level scores

For your information, see the comparison of certain English language examinations' B1 level scores below.

CEFR <sup>1</sup>	EF SET	TOEFL iBT <sup>2</sup>	IELTS <sup>3</sup>	TOEIC (R&L) Total Score <sup>4</sup>	Cambridge English Scale <sup>5</sup>	Global Scale of English <sup>6</sup>
< A1	1 - 10	n/a	n/a	n/a	80 - 99	n/a
A1 Beginner	11 - 30	n/a	n/a	120 - 220	100 - 119	22 - 29
A2 Elementary	31 - 40	n/a	n/a	225 - 545	120 - 139	30 - 42
<b>B1 Intermediate</b>	<b>41 - 50</b>	<b>42 - 71</b>	<b>4.0 - 5.0</b>	<b>550 - 780</b>	<b>140 - 159</b>	<b>43 - 58</b>
B2 Upper Intermediate	51 - 60	72 - 94	5.5 - 6.0	785 - 940	160 - 179	59 - 75
C1 Advanced	61 - 70	95 - 120	6.5 - 7.5	945 - 990	180 - 199	76 - 84
C2 Proficient	71 - 100	n/a	8.0 - 9.0	n/a	200 - 230	85 - 90

To assess your language level, visit: <https://www.efset.org/english-certificate/>

However, an official, international language examination certificate presented to the Registrar's Office of the HDU is needed to be exempted from the criterion examination.

Another chart to compare the B1 level scores of English language exams:

**B1**

[Cambridge English Key](#) 140-150

Cambridge English Preliminary ([PET](#)) 130-159

[B1 Business Preliminary](#)

[IELTS](#) 4-5

[TOEFL iBT](#) 42-71

[TOEIC Listening & Reading](#) 550

[TOEIC Speaking & Writing](#) 240

Both are needed

[PTE General](#) Level 2

[PTE Academic](#) 43-58

[Trinity ISE I](#)

In case you have questions regarding the English exams or courses, feel free to contact:

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<sup>1</sup> Common European Framework of Reference for Languages by the Council of Europe <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>