

Euro Examinations
Practice Test ● Level B2 ● Set Two

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Jelen kiadvány teljes egészében szerzői mű, az Euro Nyelvvizsga Kft. szellemi tulajdona. Bármilyen sokszorosítás vagy további felhasználás kizárólag az Euro Nyelvvizsga Kft. kifejezett írásos hozzájárulásával engedélyezett! Az euroexam az Euro Nyelvvizsga Kft. Magyarországon és más országokban bejegyzett védjegye.

Revised in August, 2007.

Exam Guide

Level B2

The Euro and EuroPro exams test communicative competence by testing success in real communication. Exam tasks are directly based on the *Common European Framework of the Council of Europe*. Passing the Euro or the EuroPro Exam indicates that the candidate can undertake a variety of real-life tasks in English.

Below is a table showing for each test: its name, the number of tasks, the time allowed and the number of available marks. Each of the tests is then described on the following pages.

In order to pass candidates are expected to achieve 65% of the total marks available, as well as getting 40% or more in each test. These thresholds will vary slightly from examination to examination depending of the difficulty of the tasks.

Test number	Test	Number of tasks	Time	Marks
Test 1	Reading	4	40'	25
Test 2	Listening	3	40'	25
Test 3	Writing	2	60'	25
Test 4	Grammar & Vocabulary	3	40'	25
Test 5	Mediation (Optional)	3	20'+30'	25
Test 6	Speaking	4	10+20'	25
Total time / Marks available			Approx. 4 hrs 20' + breaks	150

Test 1 - Reading

(Time: 40 minutes)

Task 1 – Short texts 5 points

You match five short texts (hand-written notes, short advertisements, notices, instructions, directions, or excerpts from a leaflet), with one of seven possible responses (pictures, titles, notes, definitions, etc.). An example is provided.

Task 2 – Paragraph Headings 6 points

There are six paragraphs for which you must find the most appropriate heading from a choice of eight paragraph headings. Two headings are not needed. An example is provided.

Task 3 – Scan Reading 7 points

You read four texts on a single topic and nine statements containing information from one of the texts. Your task is to decide which section each statement comes from. An example is provided.

Task 4 – Multiple choice 7 points

You answer seven multiple choice comprehension questions based on a single text of 350-450 words, normally an article, letter or narrative.

Test 2 - Listening

(Time: 40 minutes)

Task 1 – Short pieces 6 points

You listen twice to six short recordings made in the same location, and match them with eight pictures or eight short pieces of text, (e.g. a list, email extracts, advertisements)

Task 2 – Notes 9 points

You listen twice to an extended monologue. There are notes based on the text which contains nine gaps. Each gap requires a piece of information which you must write in no more than three words, whilst listening.

Task 3 – Radio/TV Programme 10 points

You listen twice to an excerpt from a radio or TV programme. You answer ten multiple choice questions while listening. The programme may be news, documentary or formal discussion.

Test 3 - Writing

(Time: 60 minutes)

Task 1 – Transactional Task 12,5 points

You read several pieces of written or diagrammatic text (leaflets, notes, letters, maps, timetables) providing a context and information for the task. You are asked to write a c.a. 200 word transactional letter, email or message using the information provided.

Task 2 – Extended Writing 12,5 points

There are three tasks from which you choose one. You must write a c.a. 200 word text within the genre specified. The type of text could be an article, a report, a descriptive or narrative composition, or a discursive essay.

Test 4 - Grammar and Vocabulary

(Time: 40 minutes)

Task 1 – Dictation 12,5 points

You listen to a recorded extended monologue of 85-120 words. You have to write the text down word for word. The text is heard three times, once all the way through with no break. The text is then heard again broken down into small units with each unit repeated once. There breaks between units to allow time for writing.

Task 2 – Multiple Choice Gap fill 6,25 points

You receive a written text of 150-200 words with ten gaps where a single content word has been removed. For each gap, the task is to choose the correct word from four options.

Task 3 – Modified Cloze 6,25 points

You receive a written text of 150-200 words with ten gaps where a single grammar word has been removed. For each gap, the task is to write in a correct word.

Test 5 - Mediation Part A

(Time: 20 minutes)

Task 1 – Dialogue 8 points

You hear a dialogue of six turns between two participants, a Hungarian (speaking in Hungarian) and an English speaker (speaking in English). One of the speakers may be an official working in the public sphere. You write down the main points of the conversation in the opposite language to the one you hear. Two examples are given.

Test 5 - Mediation Part B

(Time: 30 minutes)

Task 1 – Summary 5 points

You receive text in English of 200-225 words, written in five paragraphs. For each paragraph you are given three summaries written in Hungarian. You must choose the most appropriate summary.

Task 2 – Hungarian to English 7+5 points

You receive a personal or semi-formal letter of about 80 words written in Hungarian. You have to translate the letter into English.

Test 6 - Speaking

25 points

(Time: 10 minutes preparation + 20 minutes interview)

You are examined in pairs. There are two examiners: one an interlocutor, the other an assessor. You have ten minutes before the test for preparing Task 2. You may use printed (i.e. non-electronic) dictionaries.

Task 1 – Warm-up

The interlocutor will ask you one introductory question, and then two questions on another topic. Topics include travel, work, family, sport, cinema, hobbies, education, relationships, housing, news and current affairs and the environment.

Task 2 – The Picture Story

You receive a picture story with an opening line; the task is to tell the story. Before meeting the examiner, you have ten minutes to prepare a story. You may make notes in the preparation stage but should not read aloud from a prepared script.

Task 3 – Situations

You receive a cue card. The card describes a situation, your role and gives you an instruction. You speak, the interlocutor gives a scripted reply and then you respond to the reply. You will have three cue cards. You and your partner will alternate in doing this task.

Task 4 – Communication Task

You receive a topic card which contains a debatable point or question. (e.g. what are some of the problems of living in a foreign country?) First you and your partner think of issues which answer the question or contribute to the debate. Then you discuss, expand on and prioritise these issues. Task 4 is the only task in the speaking test where you talk to your partner.

Test 1 - Reading

Time: 40 minutes

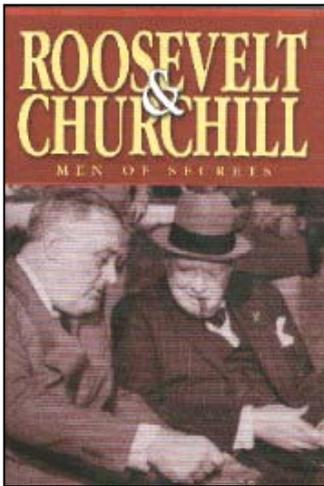
- *Answer all the questions*
- *Write all your answers on the separate answer sheet*
- *You must not speak to the other candidates*

Task One: Short Texts (10 minutes) – Questions 1-5

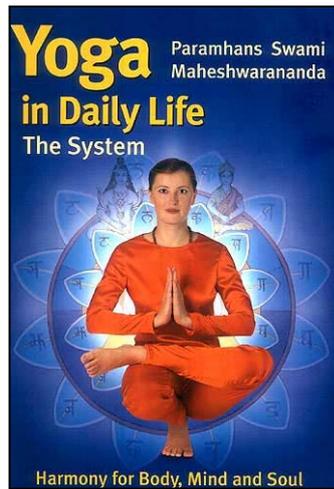
Read the short book reviews and match each review with a book cover.

- There are two covers which you will not need.
- The first one has been done for you.
- Write your answers on the separate answer sheet.

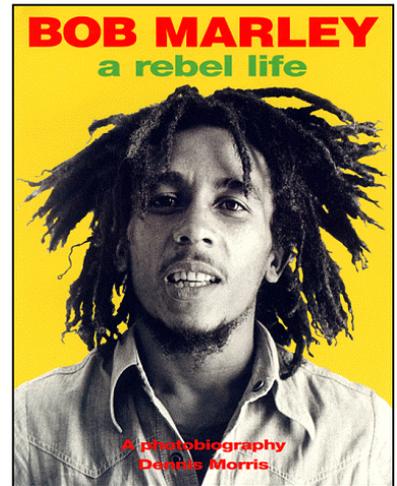
A



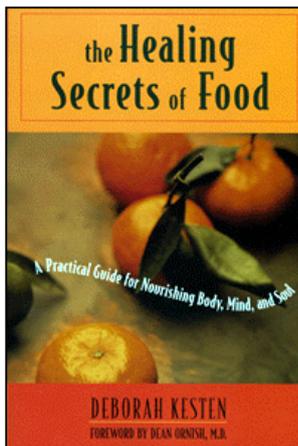
B



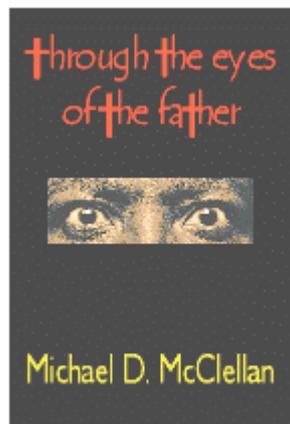
C



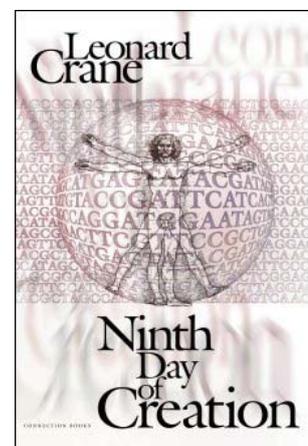
D



E



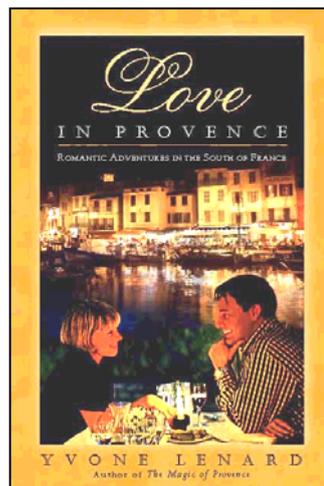
F



G



H



Book reviews

Example Review

World-famous brain-surgeon meets confused housewife; they dine endlessly in a number of must-see sites in Europe; wine and tears flow while matter-of-fact accounts tell us about local customs. We are not sure whether we are dealing with an alternative guide-book or just a bad novel.

The example review matches book cover “H.” The answer “H” has been written on the answer paper.

Review 1

We tend to be quite sceptical about New Age literature but this book is a refreshing example of how a psychological approach and the incorporation of simple lifestyle changes like regular stretching can relieve stress and aid the healing process... without the usual pseudo-religious nonsense.

Review 2

There is an infinite number of such biographies on the market, yet none of them stand out as particularly readable. At least that is what we used to think. History and diplomacy turned into easy and enjoyable reading; that is what you get from this book on arguably the world’s most influential statesmen.

Review 3

A group of spies engaged in not-so-covert operations during World War II. A lot of action leading nowhere with an exciting finale that makes this fun book almost worth reading; a decent choice for long and boring trips or mindless days on the beach.

Review 4

If you ever get exasperated by the side-effects of prescription drugs, this is your chance to get acquainted with the lesser-known powers of Mother Nature. Which tea affects your moods? Which ingredients and preparation methods are best? Whether you’re looking for a cure or just want to relax, this book is full of great ideas.

Review 5

An unchallenged best-seller. It has led the list for more than four weeks now. An enticing mix of genres: mystery novel, socio-scientific research and modern psychological thriller. Based on the author’s own experiences as a social worker working with powerful paternal figures within families. Not for the faint hearted!

Task Two: Paragraph headings (10 minutes) – Questions 6-11

- Read the article and match each paragraph with the appropriate heading.
- There are two paragraph headings which you will not need.
- The first one has been done for you as an example.
- Write your answers on the separate answer sheet.



Paragraph headings

- A GIVING UP ON ESPERANTO
- B FIRST “REAL WORLD” MEETING WITH ESPERANTISTS
- C HOW I MET ESPERANTO – **EXAMPLE**
- D FURTHER SELF-STUDY
- E TALKING ESPERANTO AT HOME
- F DISAPPOINTMENT ABROAD
- G MY FIRST STEPS IN ESPERANTO
- H HAVING TO USE ESPERANTO
- I ESPERANTO – THE LANGUAGE TO LEARN FIRST

★ Morning Star

Take a
share in
the Star

How I learned Esperanto

by Andy Craig

Example	C
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I first came across Esperanto on the net. I'd already spent a year travelling in Europe and was about to head off to Asia for another year on the road, when an advert caught my eye. I'd always tried to meet people and explore cultures while travelling and collected a pile of useful information during my first year on the road. But I'd never heard of Esperanto.

6	
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This advert promised that Esperanto was the easiest language in the world to learn and of great use to travellers. Well, I figured, if I can't learn this allegedly easiest of languages, I'll never attempt a real one so I gave it a go. Besides which, if it was of any use for establishing international and multi-cultural contacts and experiences, I was clearly interested.

7	
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The advertisement was for a free Esperanto course of ten easy lessons, which promised to have me reading Esperanto with the help of a dictionary on completion. I enrolled, completed it, and was impressed. It kindled a strong interest of mine, taught me a lot about grammar and language in general; I actually was able to read Esperanto with the help of a dictionary when I had finished.

8	
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Suitably impressed, I enrolled in the recommended follow-up course. On my own, I also started reading a small book called *Gerda Malaperis* written by a famous

Esperantist, Claude Piron. This was excellent practice for the fundamentals I'd learned in the first course. It left me brimming with enough confidence to maybe start speaking.

9	
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Later in the year I went to Berlin and stayed there about six months where I got to know many Esperantists. I was quite frankly confused—luckily for me, many of them spoke English. They really did speak fluently and got together regularly just for a social. More importantly I found out there were regular events happening all over Europe.

10	
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So, I grabbed a calendar of Esperanto events and seized the opportunity to enroll in a one-week intensive course in Switzerland. I have to confess I didn't learn nearly as much as I would have liked and didn't come out of it feeling much better off. It was aimed at the true beginner and I already had two courses behind me. Still, it wasn't enough to put me off the language.

11	
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Very soon after that I went to Italy for an Esperanto Easter festival. I was very impressed. Some three hundred young people from all over Europe, east and west, came together for the event. Many couldn't speak English and I was compelled to struggle with my Esperanto to communicate. It was a whole week of pure Esperanto at its best, bringing many peoples together.

Task Three: Scanning for Information (10 minutes) - Questions 12-18

Read the guidebook entries for four towns and decide if the information is in texts **A, B, C** or **D**.

Example: This town experienced a famous technological development.

The correct answer is **B**.

**Information to Find**

- 12 This town has a striking example of modern architecture.
- 13 This town is surrounded by scenic countryside.
- 14 This town has adapted the old to the new.
- 15 This town has a wide range of modern leisure activities.
- 16 People who like good food and a night out should go to this town.
- 17 The centre of this town not accessible to vehicles.
- 18 At least three historical periods can be seen in the architecture of this town.

Text A:

Haslemere is a prosperous town with all the charm and character of a country town and an air of timelessness and tranquillity. High-quality, small family businesses mix with national retail outlets on a broad High Street under a strict planning policy which retains the street's original character. Education facilities are good in both state and private schools, and recreational opportunities abound.

Easy access to London by road and rail, and proximity to the M25 and major airports, makes Haslemere popular with commuters and business people. The surrounding wooded countryside is dotted with Victorian houses, many of which now serve as commercial and residential centres. Ten kilometres to the north is Frensham Common and Pond, a large lake with a sandy foreshore, which offers sailing, fishing and other water sports. There are also several small ponds, and the whole area has been designated one of Outstanding Natural Beauty. The Devell's Punchbowl at Hindhead offers one of the most spectacular views in the country and is well known for interesting walks.

Text B:

Today Godalming has a population slightly in excess of 20,000. The town is situated among some of the oldest towns in southern England, in the county of Surrey. Godalming is midway between London and the south coast and can be reached both by public and private transport; the two international airports of London Heathrow and London Gatwick are both within one hour's drive of the town.

That Godalming is so situated has played a major role in the town's gradual growth since it was first recorded in the will of King Alfred the Great of Wessex in AD899. Its attractive narrow streets, lined with many ancient and historic buildings, lie alongside the River Wey, and the town centre has been pedestrianised. It is a proud town, with good reason to be so. In South East England where development pressures predominate and where shopping complexes have altered so many towns out of all recognition, Godalming has, so far, jealously kept the gem that is its centre. Godalming is a town with many famous sons and daughters and in 1881 became the first town in the world to have electric public street lighting.

Text C:

Farnham is a lively town of some 37,000 people to the west of the county of Surrey, bordering on Hampshire. It is an ancient town, with remains of Roman, Saxon and Stone Age dwellings having been found within its boundaries. In more recent times Farnham became a market town of particular architectural charm with its Georgian buildings crowned by a 12th century castle overlooking the town in the river valley below. The buildings, even though they have Georgian fronts, are often found to conceal structures from Tudor or even earlier times.

Yet, while retaining the original charm, many of the older buildings provide accommodation for modern shops, offices and residences. Farnham has attracted many firms wishing to move into the "smaller environment" which is both pleasant to live and work in, and yet within an hour's journey of London and two major international airports. Provision is also made for a small industrial unit far enough from the town centre so as not to disturb shoppers and other business life, yet near enough to avoid isolation. Farnham is not only a place of work. The town offers many fine restaurants and cafés catering for all tastes, several theatres and a community centre where concerts are held regularly. There is a large park where once the bishop's deer used to roam, which contains a short golf course and several sports fields.

Text D:

Guildford is only thirty minutes by rail from London and just a short drive from the M25 but it has maintained its individual character, its riverside walks, gardens and historic buildings. Yet the town provides an excellent range of shops, in a delightful setting, which are the envy of the region. Guildford Cathedral dominates the town from its imposing position on Stag Hill. Built in 1961, it was designed by Edward Maufe and is floodlit to spectacular effect at night. Most of all it deserves to be viewed from the inside where the honey coloured stone and marble floors combine with soaring arches giving an impression of lightness, space and tranquillity.

Guildford also boasts the most exciting leisure complex in The U.K. situated in landscaped parkland. The wide range of facilities include a ten-pin bowling centre, leisure pool with flumes, spas and wave machine, soft play area, American Pool deck and an Olympic-sized ice rink. Family fun tickets are available offering value-for-money activities for adults and children.

Task Four: Reading for Detailed Information (10 minutes) – Questions 19-25

- Please read the following text about Neil Armstrong and answer the multiple-choice questions.



NEIL ARMSTRONG

THE FIRST MAN ON THE MOON

Armstrong was born in 1930 in Ohio. He knew early in life that he wanted a career in aviation, and became a licensed pilot on his 16th birthday, before he learned to drive a car. A year later, in 1947, he joined the Naval Air Cadets. He received a degree in aeronautical engineering from the University of Southern California, and served as a U.S. Navy pilot during the Korean War between 1949 and 1952, where he flew from an aircraft carrier.

In 1955, Armstrong became a civilian research pilot for the National Aeronautics and Space Administration (NASA). In 1962, he joined NASA's astronaut program. In 1966, as command pilot of the Gemini 8 spacecraft, he and David Scott docked with an unmanned rocket, thus completing the first manual space-docking maneuver.

In 1969, as commander of the Apollo 11 lunar mission, Armstrong supervised the *Eagle* lunar landing module's touch-down on the Moon, where he confirmed his place in history as the first human to walk on the Moon. While millions around the world watched on television, Armstrong, along with colleague Edwin Aldrin, whose name also goes down in history, collected soil and rock samples, took photographs, and conducted scientific experiments.

Before the Apollo mission, it was uncertain whether it would be Aldrin the pilot or Armstrong the commander who would be first out of the capsule. Doubtlessly both men dreamt of the honor of setting his boot first on lunar soil, though both were obliged to maintain a professional detachment. In the end the decision to send Armstrong was made by NASA, perhaps because he was a civilian, and there was a strong feeling at NASA that the moon should not be seen as a military base. After the spaceflight, Armstrong avoided most public appearances and attempts to treat him as a hero.

Armstrong continued working for NASA, in earth-bound jobs, until 1971, then returned to academic life. He became professor of aerospace engineering at the University of Cincinnati and was involved in teaching and research. In 1982 Armstrong moved into the business world, becoming chairman of CTA, a computer systems company.

Armstrong and his wife, Jane, own a small dairy farm in the small American town of Lebanon, Ohio. While he declines most requests for interviews, he is not a recluse. He has hosted a TV commercial and a documentary on flight history. He delivers speeches on the subjects of new technology and space exploration. Perhaps because he was the first man on the Moon, there have been some odd stories about Armstrong over the years. They include a rumor that Armstrong had converted to Islam. Armstrong has several times respectfully but firmly attempted to correct the impression that he is a Muslim.

Questions for Task Four:**19. When he was young, Armstrong...**

- A** wanted to be an astronaut.
- B** started to drive on his birthday.
- C** learnt driving before flying.
- D** was sure he wanted to fly.

20. Before landing on the Moon Armstrong...

- A.** was first to link up with another space object.
- B.** didn't serve in the military.
- C.** was first to command a spaceship manually
- D.** took part in the Gemini 8 program only as a researcher

21. Regarding his journey to the Moon Armstrong ...

- A** was the main scientist and conducted lunar experiments.
- B** was in the same military rank as Aldrin.
- C** supervised the experiments while Aldrin was collecting soil and rock samples.
- D** stepped on the Moon first because he had no military rank.

22. Armstrong's colleague Aldrin...

- A.** never wanted to be the first man to step on the moon.
- B.** was chosen to be the pilot of the Apollo mission out of NASA's policy.
- C.** was less trained as a scientist than Armstrong.
- D.** decided to give the honour to his more experienced colleague.

23. After the Apollo 11 mission, Armstrong...

- A** went on working for NASA as an astronaut
- B** was involved in computer research
- C** refused to speak to the press.
- D** had a varied range of jobs.

24. Armstrong ...

- A** is always ready to give interviews.
- B** lives a lonely life on a small farm.
- C** takes part in different media programs on aviation and space exploration.
- D** has published stories about astronauts landing on the Moon.

25. What is the best description of Neil Armstrong's different jobs?

- A** work in purely academic and military establishments.
- B** always high profile activities.
- C** varied, including aeronautics, academic and business activities.
- D** varied, but never commercial.



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TEST 1: READING – ANSWER SHEET

Candidate Number:

E	I														
									Centre Code		Candidate Code				

Task One: Short Texts – Questions 1-5

Question **Your Answer**

Example	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input checked="" type="checkbox"/> H
1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H

Task Two: Paragraph Headings – Questions 6-11

Question **Your Answer**

Example	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H	<input type="checkbox"/> I
6	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H	<input type="checkbox"/> I
7	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H	<input type="checkbox"/> I
8	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H	<input type="checkbox"/> I
9	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H	<input type="checkbox"/> I
10	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H	<input type="checkbox"/> I
11	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H	<input type="checkbox"/> I

Task Three: Scanning for Information – Questions 12-18

Question	Your Answer				Question	Your Answer			
Example	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	15	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
12	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	16	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
13	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	17	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
14	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	18	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

Task Four: Reading for Detailed Information – Questions 19-25

Question	Your Answer			
19	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
20	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
21	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
22	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
23	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
24	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
25	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

Test 2 - Listening

Time: approx. 40 minutes

- *Answer all the questions*
- *You may write on the question paper but make sure you write all your answers on the separate answer sheet
(You will have 5 minutes at the end of the test for this)*

Task One: Short Conversations – Questions 1-6

You will hear six short conversations which take place in an airport.

- Look at the airport locations and decide which location each conversation occurs.
- You will hear each recording twice.
- Write your answers on the separate answer sheet..

A. Check-in desk

B. Security check

C. Information desk

D. Cash machine

E. Cafeteria

F. Duty-free shop

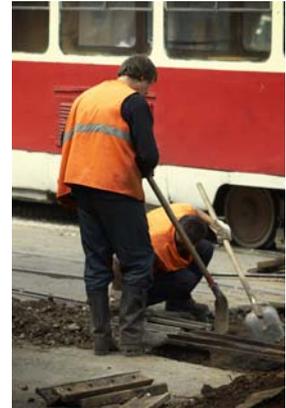
G. Currency exchange

H. Baggage reclaim

Task Two: Making Notes – Questions 7-15

You will hear a public information broadcast concerning changes to public transport because of maintenance work.

- The notes contain nine gaps. For each gap write words to make true sentences.
- Don't **not** write more than 3 words for each gap.
- You will hear the recording twice.
- You have one minute to read the notes before the recording begins.
- Write your answers on the separate answer sheet.



Work on the public transport system

- The work will help to increase 7 .
- It will be 8 weeks until the whole network is back to normal.
- The second phase of improvements will start in 9 .

The Metro

- Only the 10 line will be affected.
- Stations in the 11 won't be open, but bus 51 will stop there instead.

Trams, night buses and other services

- The whole tram system will close on 12 afternoons, but only whilst the work is going on.
- There won't be a train service to the 13 .

Tickets

- Passengers will be able to travel for longer with 14 tickets.
- Passengers can use 15 tickets on replacement buses.

Task Three: A Radio Programme – Questions 16-25

You will hear a radio programme in which Charlie Kellerman will talk about his experience as a game show host.

- For each question choose the correction option A, B, C or D.
- You will hear the recording twice.
- You will have two minutes to read the questions before the recording begins.
- Write your answers on the separate answer sheet.

16. When Charlie talks about the beginning of his career...

- A** he is confused.
- B** he makes a joke.
- C** he makes a mistake.
- D** he refuses to answer the question.

17. According to Charlie, Pay to Play is...

- A** a very honest show.
- B** a very natural show.
- C** the most expensive of his shows.
- D** the show of his he likes most.

18. What happened to Charlie's singing career?

- A** He gave it up.
- B** He continued it full-time.
- C** He continued it part-time.
- D** He sang on The Wedding Show.

19. According to Charlie, the contestants on Pay to Play...

- A** don't usually like each other.
- B** don't know each other.
- C** know each other very well.
- D** are always nervous.

20. Charlie doesn't always know the answers because...

- A** he chooses not to.
- B** he's a contestant.
- C** he doesn't have time to check.
- D** he's not allowed to.

21. People have guessed answers from Charlie from his...

- A** way of sitting.
- B** hands.
- C** face.
- D** voice.

22. Charlie wouldn't make a good contestant because he would...

- A** be too nervous.
- B** know too much about game shows.
- C** find it too easy.
- D** ask too many questions.

23. The screening test is...

- A** enough to put people off.
- B** very difficult.
- C** for anyone.
- D** only for certain people.

24. Which of these adjectives best describes Charlie?

- A** successful
- B** forgetful
- C** generous
- D** unlucky

25. The conversation implies that Charlie...

- A** has only ever worked on television.
- B** has worked in television and movies.
- C** has worked in radio, television and movies.
- D** doesn't like working on television.

THAT IS THE END OF THE LISTENING TEST. YOU NOW HAVE 5 MINUTES TO TRANSFER YOUR ANSWERS ONTO THE SEPARATE ANSWER SHEET.

TEST 2: LISTENING – ANSWER SHEET

Candidate Number:

E	I														
									Centre Code		Candidate Code				

Task One : Short Conversations – Questions 1-6

Question	Your Answer								
1		A	B	C	D	E	F	G	H
2		A	B	C	D	E	F	G	H
3		A	B	C	D	E	F	G	H
4		A	B	C	D	E	F	G	H
5		A	B	C	D	E	F	G	H
6		A	B	C	D	E	F	G	H

Task Two: Making Notes – Questions 7-15

7	12
Do not write here!	Do not write here!
8	13
Do not write here!	Do not write here!
9	14
Do not write here!	Do not write here!
10	15
Do not write here!	Do not write here!
11	
Do not write here!	

Task Three: A Radio Programme – Questions 16-25

Question	Your Answer				Question	Your Answer			
16	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	21	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
17	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	22	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
18	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	23	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
19	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	24	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
20	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	25	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

Test 3 - Writing

Time: 60 minutes

- *Write all your answers on the separate answer sheet*
- *You must not speak to the other candidates*

Task One: Compulsory Task (30 minutes.)

- You must answer this question.

You have received this note from your colleague at the *Foreign Friends* club you help to run. *Foreign Friends* organises social and cultural trips to Britain for its overseas members.

Hi,
 Take a look at the leaflets included. These are the two choices for Saturday's main entertainment and I can't decide which is the best. Could you choose one and write to the Danish Group Leader, Mr Perstrom, and tell him about it. He's taking a group of about 20 teenagers.

Cheers,
 John

**The Regal Shakespeare
 Company presents**

Julius Caesar

**A thrilling new production of
 Shakespeare's classic**

- Tickets from £15-£20 (children: £5).
- Traditional banquet dinner afterwards in Trollope Hall for an extra £20 per head.
- Entertainment at dinner includes live music and folk dancing.
- Remember the evening by taking away a signed programme for £5 extra.

Camelot Entertainment presents...

A knight to remember!

Come to Camelot Castle and relive the olden days with the Arthurian Society!
 Entertainments include:

- ◆ re-enactments of famous battles!
- ◆ horse riding and jousting!
- ◆ roast pig barbecue!
- ◆ fortune telling!
- ◆ magic show with Merlin!
- ◆ much more!

Great value: £20 Adults, £10 under 16s.

**Group discounts available
 That's why people come a lot to**

Camelot!

- Write to Mr Perstrom to inform him of the programme you have chosen for Saturday and explain why you think his teenage group will enjoy it. You do not need to include all the details as you are also sending the leaflet. (Write ca. 200 words)

Task Two: Extended Writing (30 minutes)

- Choose only **ONE** of the following questions – 1, 2 OR 3. Write **ca. 200** words. You can include addresses, dates etc. if you want to, but they will not be marked.
- **DO NOT** answer more than one question.

Life Stories

is planning a special edition all about friendship and is looking for examples of great friendships to feature in our show. If you have a very special friend or you know of a great friendship, write and let us know and you could be on television.

Please write to Anton Elloway at Kris-Kros TV.



Write to the television station explaining why you think you or your friend may be suitable.

A short story competition wants entries that start with the line:

“Every time I smell chicken soup, I remember how I felt by the end of that day.”



Write the story.

‘Love is all you need.’



How true do you think this statement is? Write an essay, using examples where necessary.

Write the essay.

Test 4

Grammar & Vocabulary

Time: 20 minutes + dictation

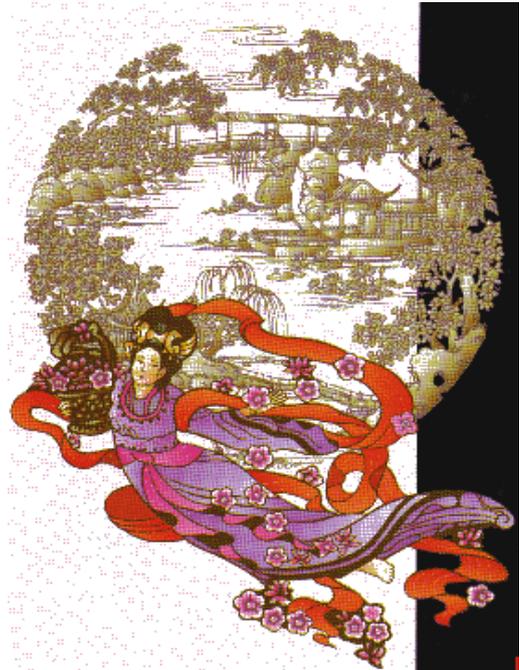
- *Answer all the questions*
- *Write all your answers on the separate answer sheet*
- *You must not speak to the other candidates*

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Task One: Dictation

You will hear a text about the **Chinese Moon Festival**.

- You must write down every word in the text on the numbered lines on the separate Answer Sheet.
- You will receive marks for writing the correct words and correct spelling.
- You will hear the text three times: first you will hear the whole text, and then small pieces of the text.
- These small pieces will be repeated once.
- You may make notes, but write your answers onto the separate answer sheet.
- You will hear the following name: **Tang**



Your Notes

DON'T FORGET to copy your answers onto the separate answer sheet!

Task Two: Multiple Choice Gap Fill (10 minutes) – Questions 1-10

- Complete the following text by choosing the correct word for each space from the four options.
- Write your answers on the separate answer sheet.



No one knows for certain when Honolulu was founded. **Example** archeology, antique artifacts and Hawaiian stories **_1_** a settlement in Honolulu about 1100 A.D., but it may have been settled earlier as the first Polynesian migrants arrived **_2_** 2,000 years ago.

King Kamehameha I. conquered Oahu in a huge battle, which was **_3_** all along the length of the Nuuanu Valley. He moved his court from Hawaii Island to Waikiki in 1804. He then moved to what is now downtown Honolulu five years **_4_**. The royal housing complex site is under the Marin building just next to Queen Street.

Honolulu Harbor, also **_5_** as Kulolia, was entered by its first foreigner, Captain William Brown of the English ship Butterworth, in 1794 and it soon became the most important shipping point in Hawaii. Probably the greatest **_6_** on Hawaiian culture was the group of missionaries who arrived from New England in 1820. They **_7_** a lasting impression on religion, education, economics and politics. Later, immigrants from Asia **_8_** to create what is now the **_9_** Hawaiian culture.

In 1850, Kamehameha III proclaimed Honolulu the capital city of his kingdom. It is **_10_** the dominant city of America's 50th state.

Questions for Task Two:

Example: **A.** modern **B.** nowadays **C.** today **D.** now

The correct answer is A.

1. **A.** suggest **B.** talk **C.** say **D.** tell
2. **A.** even **B.** as **C.** nearly **D.** still
3. **A.** fought **B.** battled **C.** won **D.** destroyed
4. **A.** ago **B.** after **C.** before **D.** later
5. **A.** known **B.** said **C.** thought **D.** understood
6. **A.** consequence **B.** influence **C.** factor **D.** achievement
7. **A.** put **B.** gave **C.** tried **D.** left
8. **A.** helped **B.** tended **C.** aided **D.** supported
9. **A.** solo **B.** alone **C.** unique **D.** single
10. **A.** still **B.** even **C.** just **D.** yet

Task Three: Gap Fill (10 minutes) – Questions 11-20

- Complete the following text by inserting an appropriate word into each numbered space.
- Use only **ONE** word for each space.
- You must think of the word - there are no multiple choices.
- Write the inserted words onto the separate Answer Sheet.

Example: The correct word is ‘ of ’.



The Human Cannonball



Arthur Williams is, literally, a high-flyer — he’s the human cannonball at the Moldovan State Circus.

Williams burst onto the scene in 1987 as part **Example** a double-cannon act. Now he’s on his own, a single-cannon, if you will. His wife, Laura, fires the cannon **11** shoots him into the air. Williams is a big shot at the circus. His dramatic flight **12** the show’s spectacular finale. And he **13** performed the stunt almost 4,000 times.

Reporting on Williams, I learned the secret of his adventurous act - and it’s a concept his fans can really appreciate balance. For Williams, that means staying **14** excellent physical shape. That’s how he **15** survive the 5 Gs of pressure that push him **16** of the huge cannon and then through the air. Being physically fit is also how Williams manages **17** curl his body just the right way just seconds **18** he hits the net — this is the **19** dangerous part of his flight. Balance also explains how he manages perhaps an even greater stunt, also shared with his wife: raising three children **20** travelling with the circus over 11 months of the year.

TEST 4: GRAMMAR & VOCABULARY – ANSWER SHEET

Candidate Number:

E	I													
									Centre Code		Candidate Code			

Task One: Dictation

1	
Do not write here	
2	
Do not write here	
3	
Do not write here	
4	
Do not write here	
5	
Do not write here	
6	
Do not write here	
7	
Do not write here	
8	
Do not write here	

9

Do not write here

10

Do not write here

11

Do not write here

12

Do not write here

13

Do not write here

14

Do not write here

15

Do not write here

16

Do not write here

TEST 4: GRAMMAR & VOCABULARY – ANSWER SHEET

Candidate Number:

E	I														
										Centre Code		Candidate Code			

Task Two: Multiple Choice Gap Fill – Questions 1-10

Question	Your Answer	Question	Your Answer
Example	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	6	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	7	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	8	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	9	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	10	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
5	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D		

Task Three: Gap Fill – Questions 11-20

Example <i>of</i>	16
Do not write here	Do not write here
11	17
Do not write here	Do not write here
12	18
Do not write here	Do not write here
13	19
Do not write here	Do not write here
14	20
Do not write here	Do not write here
15	
Do not write here	

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Test 5

Mediation Part A

Candidate Number:

E	I																		
									Centre Code		Candidate Code								

Time: approx. 20 minutes

- *Answer all the questions*
- *Write all your answers on this sheet*
- *You must not speak to the other candidates*

Task One: Dialogues – Questions 1-8

- Help your friend who doesn't speak English. Mediate between the two people.
- If the person speaks in English, translate into Hungarian. If the person speaks Hungarian, translate into English. The first two have been done for you.
- **Do not translate every word. Translate only the basic meaning.**
- Please remember the quality of your language is also important.
- Each person will talk five times. You will hear each line twice. There will be a fifteen second pause between each line for you to write down the translation.
- At the end of the conversation you will have two minutes to check what you have written.
- **Remember, you will not have time to translate every word.**

Ex. 1	Write in English	Example: I've just arrived – help me please?
Ex. 2	Write in Hungarian	Example: Hogyne. Miben segíthetek?
1	Write in English	
2	Write in Hungarian	
3	Write in English	
4	Write in Hungarian	
5	Write in English	
6	Write in Hungarian	
7	Write in English	
8	Write in Hungarian	

Stop writing when you are told to do so.

Test 5

Mediation Part B

Time: 30 minutes

- *Answer all the questions*
- *Write all your answers on the separate answer sheet*
- *You must not speak to the other candidates*

Task One: Summary (10 minutes) – Questions 1-5

Read the English text about grapefruit seeds. Choose the Hungarian sentences that summarise the text most accurately.



The grapefruit tree, first discovered on the Caribbean island of Barbados in the seventeenth century, was brought to Florida in 1823 for commercial cultivation. The plant was probably named grapefruit because its fruits grow in bunches or clusters.

Grapefruit seed is prepared in extract form from the seeds, pulp, and white membranes of grapefruits from grapefruit trees. The extract is used in two forms, liquid and powder, as a broad spectrum, non-toxic, antiseptic compound.

GSE was discovered and developed by Dr. Jacob Harish. He was eating a grapefruit for breakfast when he bit into a seed. The bitter taste of it interrupted his enjoyment but prompted him to wonder what made it so bitter. This breakfast inspired a compelling inquiry, one that took decades to answer and years more to “bear fruit”.

As an immunologist, he was interested in studying natural substances that might help protect the body. He moved to Florida, the heart of grapefruit country, and began research on the use of grapefruit seeds. In 1990 holistic health practitioners began to recommend the use of GSE to their patients, thus giving Harish’s work the boost it deserved and scientific credibility.

It has still a long way to go, but nowadays grapefruit seeds are well known for their anti-fungal and antiseptic effect. Their consumption kills many different types of parasites. A biologically active natural ingredient found in the seeds kills influenza, parasites, traveller's diarrhoea and is used as an antibiotic, antiviral, antiseptic and disinfectant.

Questions for Task One:

1.

- A** A Barbadoson felfedezett, és később Floridában termesztett gyümölcsöt valószínűleg fürtös termése miatt nevezték el grapefruitnak.
- B** A Barbadoson felfedezett, valószínűleg terméséről elnevezett gyümölcsöt Floridában értékesítették.
- C** A Barbadoson felfedezett kivonatot később Floridában értékesítették a XVII. században.

2.

- A** A gyümölcs magjából előállított kivonat antiszeptikum és nem mérgező.
- B** A gyümölcs különböző részeiből nyert kivonatot - folyadék vagy por formájában – antiszeptikumként használják.
- C** A porból, vagy folyadékból előállított kivonat nem mérgező és antiszeptikus hatása miatt használják.

3.

- A** Harish-nek több évtizedbe telt, hogy a keserű magból előállítsa a gyümölcsöt.
- B** Harish volt a felfedező, akit a keserű íz több évtizedes vándorlásra és kutatásra készítetett.
- C** Harish volt a felfedezője, akit a mag kesernyés íze készítetett az évtizedekig tartó kutatásokra.

4.

- A** A tudományos elismerésre 1990-ig kellett várnia, amikor a természetgyógyászok javasolták használatát.
- B** Tíz éves várakozás hozta meg a tudományos elismerést, amikor az egészséges életmódot folytatók javasolták a kivonat használatát.
- C** Természetgyógyászok páciensei egymásnak ajánlgatták a szert, ami meghozta a tudományos elismerést.

5.

- A** Habár antibiotikum, a jelenlévő paraziták különböző típusai semlegesítik hatását.
- B** Régebben kizárólag antiszeptikumként és antibiotikumként használták, de már a hasmenés kezelésére is alkalmas.
- C** A kivonat ma már antibiotikumként, antiszeptikumként és fertőtlenítőként használatos, kiváló a hasmenés és influenza kezelésére.

Don't forget to copy your answers onto the Answer Sheet!

Task Two: Translation – A Letter (20 minutes)

Your friend has asked you to translate her letter of complaint into English.

- Write your answer on the separate Answer Sheet.

Tisztelt Uram!

Panaszt szeretnék tenni az éttermükben tegnap este tapasztalt kiszolgálással kapcsolatban.

Amint megérkeztünk, a dohányzó részben kaptunk asztalt, noha, amint a foglaláskor jeleztük is Önöknek, nem dohányzunk. Ezután fél órát vártunk, míg felvették a rendelésünket.

Az étel ugyan hamar megjött, de meglepve láttuk, hogy a marhaszeletek nagyon átsültek voltak annak ellenére, ahogy mi kértük.

Ráadásul, noha az étel többé-kevésbé megfelelő volt, a pincérek lekezelő és barátságtalan hozzáállása és a dohányfüst miatt meglehetősen kellemetlen esténk volt.

Kíváncsian várom, hogyan tudnak kárpótolni bennünket.

Tisztelettel,

Papp Emese

TEST 5: MEDIATION – PART B – ANSWER SHEET

Candidate Number:

E	I														
									Centre Code		Candidate Code				

Task One: Summary – Questions 1-5

Question Your Answer

- 1 A B C
- 2 A B C
- 3 A B C
- 4 A B C
- 5 A B C

Task Two: Translation – A letter

(Write in English)

.....

.....

.....

.....

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.....

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Test 6 - Speaking

Time: 20 minutes

Procedure, Script and Materials

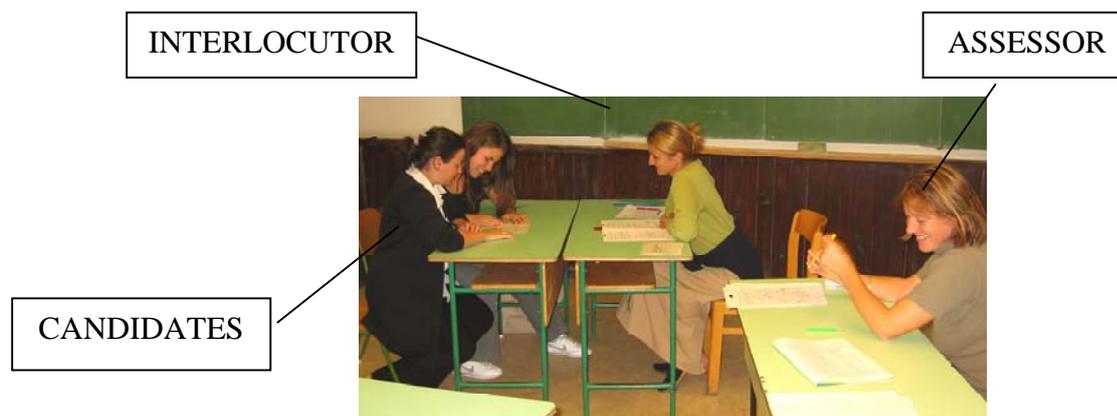
You now have 10 minutes to prepare the picture story

- You may use a dictionary.
- You must not speak to the other candidates.
- You may make notes but do not read aloud from the notes in the test.
- You may take this sheet of paper and your notes into the examination.
- In the test, give your notes to the examiner when asked.

Outline of Speaking Exam

Before the exam you have ten minutes preparation time in the preparation room. Here you receive your Mark Sheet and a Picture Story sheet. You are allowed to use your dictionary to prepare your story.

There will be two examiners in the exam room – the Interlocutor who is running the exam and the Assessor who is listening and evaluating - and two candidates at a time:



This test will have four tasks:

Task		Timing
1. Welcome and Interview	<ul style="list-style-type: none"> The Interlocutor will ask you one introductory question, and two on another topic.(e.g. food, travel) 	2-3mins.
2. Picture Story	<ul style="list-style-type: none"> First Candidate A then Candidate B will tell their picture based stories 	2 mins 2 mins.
3. Transactional Dialogues	<ul style="list-style-type: none"> Each candidate gets three different situation cards in turns. They start “three-turn” conversations with the Interlocutor 	4-5 mins.
4. Collaborative Task	<ul style="list-style-type: none"> Candidates receive a card with a sentence describing a problem or situation. After thinking of a few ideas, the candidates discuss the advantages and disadvantages of various ideas before coming to an agreement about the most suitable. 	3-4 mins.

Together with the welcome, setting up of tasks and closure the speaking task will be no longer than 20 minutes.

The Interlocutor will speak from a script you can see on the following pages.

Speaking: Interlocutor’s’ scripts**Welcome** (maximum 30 seconds)

3») Good morning / afternoon / evening.

3») My name is < *name* > and this is my colleague < *name* >.

3») Have you got your mark sheets?

>>> candidates hand over forms <<<

3») Please also give me the tasks and your notes. I’ll return these to you later.

>>> candidates hand over forms <<<

3») So you are < *candidate A name* > and you are < *candidate B name* >?

Task I: Interview (max 2 minutes)

>>> The Interlocutor will ask a selection of the following questions and will follow up with the interventions. <<<

I (a) Warm Up

3») First, we’d like to find out some information about you.

3») Are you a student or do you work?

3») Where?

3») What’s it like?

3») What do you enjoy most about your work / studies?

Possible Interventions:**Inviting participation**

3») What about you?

3») What do you think?

3») Do you agree?

3») What’s your opinion?

Inviting expansion

3») Why?

3») In what way?

3») Tell me more.

3») Describe him / her / it.

Changing topic

- 3» Now I’d like to ask about a different subject.
- 3» OK. Thank you.
- 3» Let’s change subjects.
- 3» The next topic is...

I (b) Topics

>>> The Interlocutor will ask at least one ‘A’ question and one ‘B’ question. <<<

Friends**A**

- 3» Tell me something about your friends.
- 3» Are your friends the same age as you?
- 3» What do you generally do when you meet your friends?

B

- 3» Are friends more important than family?
- 3» Describe the ideal friend.
- 3» Is it better to have a lot of quite close friends, or just a few really close friends?

Food**A**

- 3» What’s your favourite food?
- 3» Are you a healthy eater?
- 3» Are you a good cook?

B

- 3» Do you think people eat too much these days?
- 3» Restaurant food never tastes as good as home-cooking – do you agree?
- 3» Is vegetarianism healthier than eating meat?

Hobbies**A**

- 3)) What do you do in your spare time?
- 3)) Do you feel that you have enough free time?
- 3)) If you had more money, would you also have different hobbies?

B

- 3)) How important are hobbies?
- 3)) A person’s hobbies tell you more about them than their job – do you agree?
- 3)) The ideal life is when you can turn your hobby into your job

3)) Thank you.

Task 2: Prepared story (2 x 2 minutes 3 + instructions)

3)) In this part of the test, you are going to tell the stories you prepared earlier.

3)) < Candidate A > here are the pictures and your notes.

3)) Now, I’d like you to tell your story. You may look at your notes but please do not read aloud from what you have written. Tell the story to < Candidate B >, < Assessor > and me. Remember you only have two minutes so don’t worry if I interrupt you. All right?

3)) You have 30 seconds to look through the pictures and your notes. Please start when you are ready.

>>> The Interlocutor gives Candidate A the pictures and notes that he/she prepared before the exam. <<<

>>> 30 seconds - The candidate looks through his/her notes. <<<

If necessary >>>

3)) Please start now.

>>> 2 minutes - The candidate tells his/her story using the notes and the pictures. <<<

3)) Thank you.

>>> This is then repeated with the other candidate. <<<

Task 3: Transactional Dialogues. (5 minutes)

3» In this part of the test you must say something that is appropriate to say in a situation. Read each card and follow the instructions.

>>> The Interlocutor gives a card to Candidate A, who reads it and starts a conversation with the Interlocutor. This is repeated with Candidate B, and then the whole sequence two more times, with different cards. <<<

3» < *Candidate A* > Read this card. When you are ready please start a conversation with me. I am your friend.

>>> # Card 1. <<<

If necessary >>>

3» Please start now.

>>> Candidate <<<

3» Can't we go for a meal and then go to the cinema afterwards.?

>>> Candidate <<<

3» Thank you.

3» < *Candidate B* > Read this card. When you are ready please start a conversation with me. I am your friend.

>>> # Card 2. <<<

If necessary >>>

3» Please start now.

>>> Candidate <<<

3» Of course, it's the new CD by that group she likes, how about you?

>>> Candidate <<<

3» Thank You.

3» < *Candidate A* > Here is your next card. Please read it and speak when you are ready. I am the waiter.

>>> # Card 3. <<<

If necessary >>>

3» Please start now.

>>> Candidate <<<

3» I'm afraid it'll be a few minutes, we're rather busy.

>>> Candidate <<<

3» Thank you.

You are planning a night out. Your friend wants to go to the cinema. You want to go to a restaurant for a meal. Suggest this to your friend.

You meet a friend to go to a birthday party. Greet him/her and ask if they've brought a present.

You have had a drink at a café. You are in a hurry to leave. Ask the waiter for the bill.

كُنتي < *Candidate B* > Here is your next card. Please read it and speak when you are ready. I am your boss.

>>> # Card 4. <<<

If necessary >>>

كُنتي Please start now.

>>> Candidate <<<

كُنتي I’ll tell you tomorrow, if that’s OK?

>>> Candidate <<<

كُنتي Thank You.

كُنتي < *Candidate A* > Here is your last card. Please read it and speak when you are ready. I am the nurse.

>>> # Card 5. <<<

If necessary >>>

كُنتي Please start now.

>>> Candidate <<<

كُنتي Yes. You need to go down to the end of the corridor, turn left and then left again. It’s the first door on the right. Shall I ask someone to take you there?

>>> Candidate <<<

كُنتي Thank you.

كُنتي < *Candidate B* > Here is your last card. Please read it and speak when you are ready. I am the passenger.

>>> # Card 6. <<<

If necessary >>>

كُنتي Please start now.

>>> Candidate <<<

كُنتي No, no, it’s nothing. Do you have a tissue I can use?

>>> Candidate <<<

كُنتي Thank You.

كُنتي Thank you.

You asked your boss to give you Monday off work to go to a concert. You need to buy the tickets today. Ask him again.

You are in a hospital and are looking for the x-ray department. Stop a nurse in the corridor and ask for directions.

You are on a train. A passenger opposite you starts to cry. Ask what the matter is.

Task 4: Collaborative Task (4 minutes)

3)) For the final part of the test, you are going to talk to each other about a topic I will give you. I’m just going to listen.

>>> The Interlocutor picks up a Topic Card, reads it out loud and gives the following instructions: <<<

3)) First make a spoken list of four or five things.

3)) Then, when you have done that, discuss which one is the best/ most important.

3)) Remember to give reasons for what you say.

3)) You have 3 minutes altogether to try and agree. All right?

>>> The Interlocutor places the topic card in front of the candidates. <<<

3)) Thank you. That is the end of the test. Good bye. Have a nice weekend / evening.

>>> The cards for candidates are on page 56. <<<

Speaking Materials

Preparation for telling the Picture Story

(10 minutes to prepare a 2 minute story)

In the test you are going to tell a story based on these pictures on the following page.

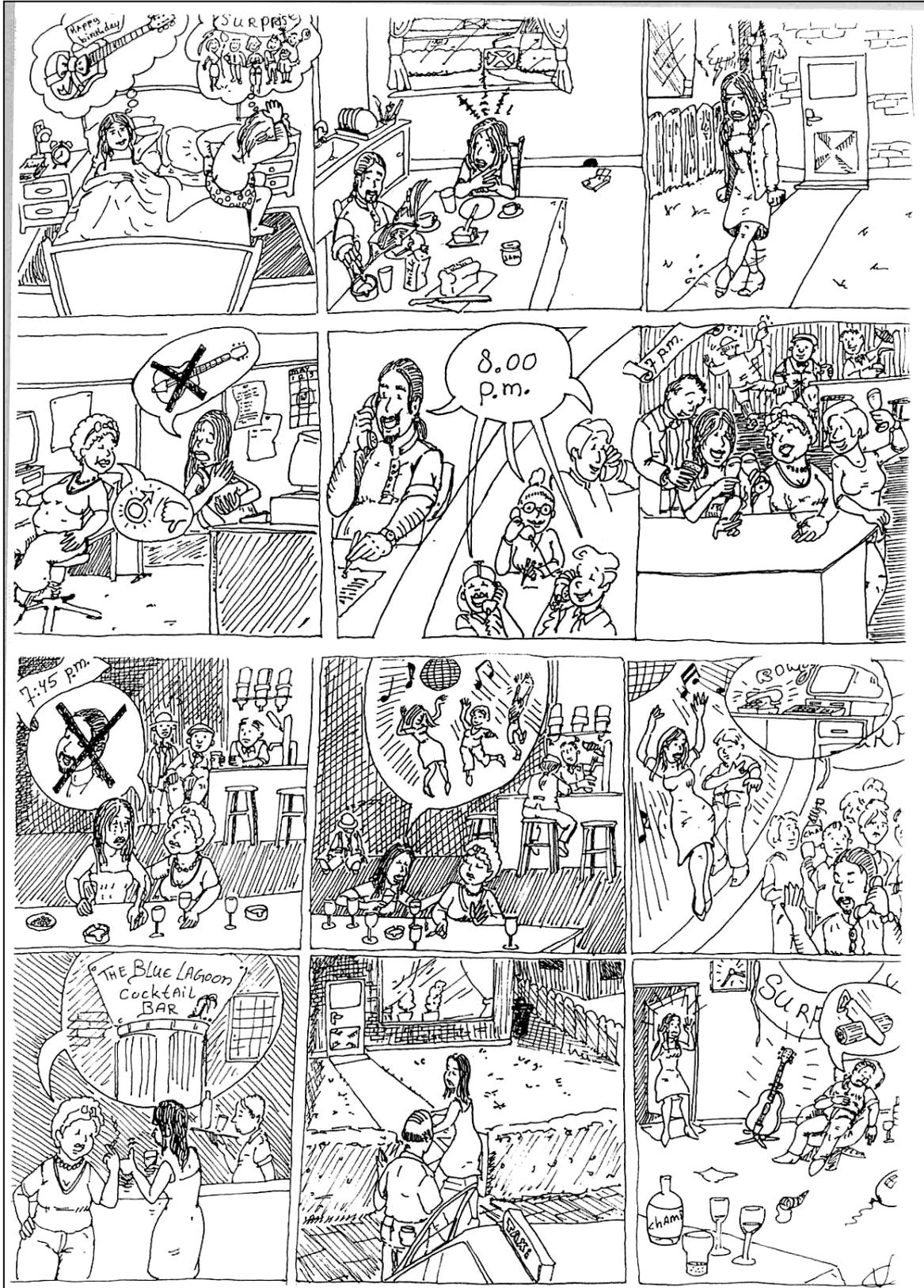
- You have 10 minutes to prepare the story and decide how you can tell the story in an interesting and enjoyable manner.

Your notes (Remember. Only write notes, not the whole story)

Somebody will take you to the test room when it is your turn.

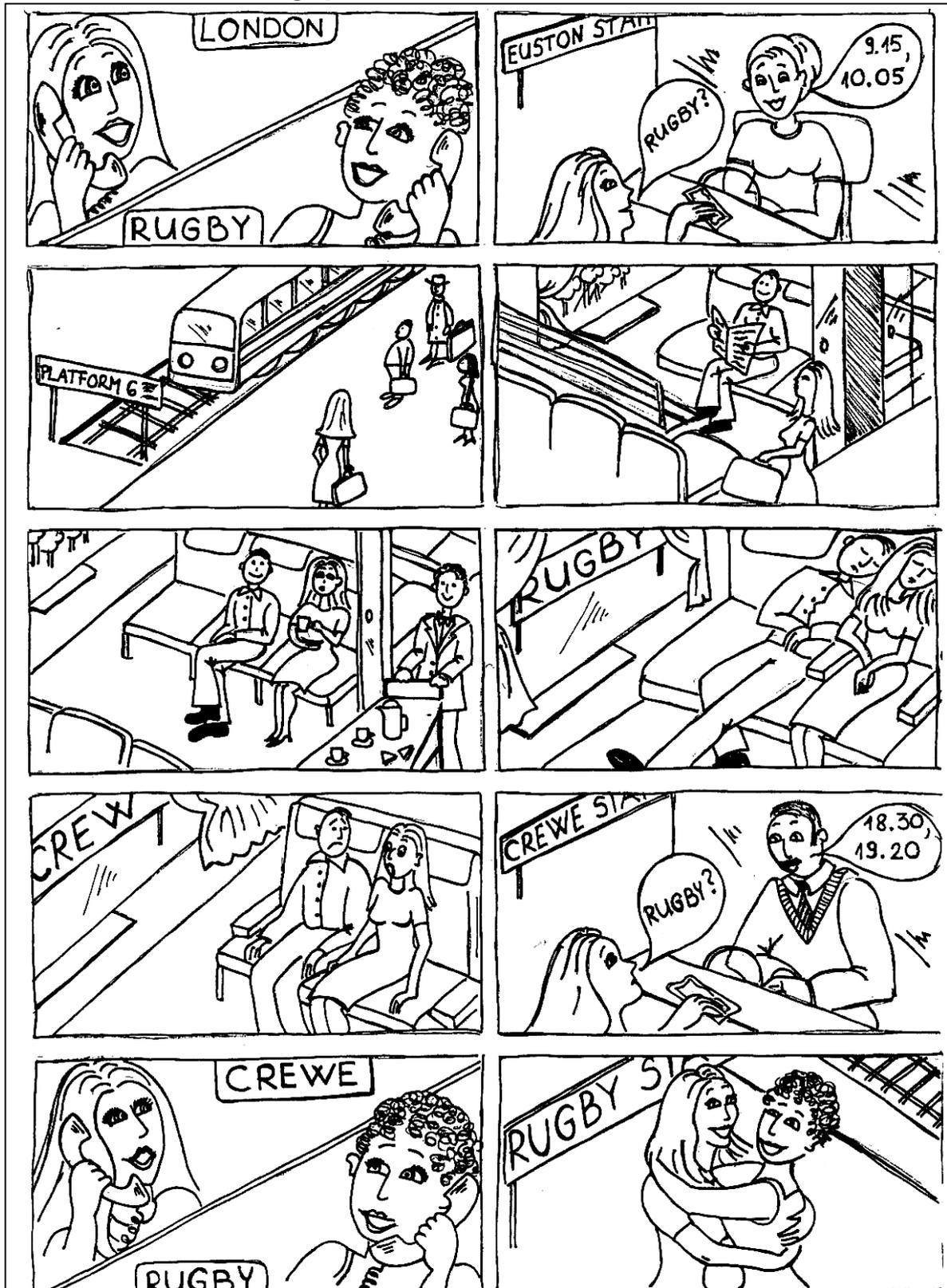
Picture Story: Candidate A

The story starts like this: **“Helen really wanted a guitar for her Birthday. Daniel had other plans”**



Picture Story: Candidate B

The story starts like this: **“One day Alice got a phone call from her friend, Josie from Rugby.”**



Speaking: Topic Cards for Task Four

B2-Sample Set 2-4

What are some issues you have to deal with when you start a new job?

1. e.g. new colleagues
2.
3.
4. **etc.**

B2-Sample Set 2-4

What are some of the problems for people going to live in a different country?

1. e.g. learning the language
2.
3.
4. **etc.**

Answer Key

Test 1: Reading

- The Answer Key

Test 2: Listening

- The Answer Key
- The Tapescript

Test 3: Writing

- Marking schemes

Test 4: Grammar and Vocabulary

- The Answer Key
- The Tapescript for Task 1

Test 5: Mediation

- The Answer Key and a Sample Answer
- The Tapescript for Part A
- Language Marking Criteria

Test 6: Speaking

- Marking schemes

TEST 1: READING – ANSWER KEY

Candidate Number:

E	I														
								Centre Code	Candidate Code						

Task One: Short Texts – Questions 1-5

Question	Your Answer							
Example	A	B	C	D	E	F	G	<input checked="" type="checkbox"/>
1	A	<input checked="" type="checkbox"/>	C	D	E	F	G	H
2	<input checked="" type="checkbox"/>	B	C	D	E	F	G	H
3	A	B	C	D	E	F	<input checked="" type="checkbox"/>	H
4	A	B	C	<input checked="" type="checkbox"/>	E	F	G	H
5	A	B	C	D	<input checked="" type="checkbox"/>	F	G	H

Task Two: Paragraph Headings – Questions 6-11

Question	Your Answer								
Example	A	B	<input checked="" type="checkbox"/>	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	<input checked="" type="checkbox"/>
7	A	B	C	D	E	F	<input checked="" type="checkbox"/>	H	I
8	A	B	C	<input checked="" type="checkbox"/>	E	F	G	H	I
9	A	<input checked="" type="checkbox"/>	C	D	E	F	G	H	I
10	A	B	C	D	E	<input checked="" type="checkbox"/>	G	H	I
11	A	B	C	D	E	F	G	<input checked="" type="checkbox"/>	I

Task Three: Scanning for Information – Questions 12-18

Question	Your Answer				Question	Your Answer			
Example	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	15	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
12	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D	16	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
13	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	17	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
14	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	18	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D

Task Four: Reading for Detailed Information – Questions 19-25

Question	Your Answer			
19	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
20	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
21	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
22	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
23	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
24	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
25	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D

TEST 2: LISTENING – ANSWER KEY

Candidate Number:

E	I																
									Centre Code		Candidate Code						

Task One : Short Conversations – Questions 1-6

Question	Your Answer							
1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input checked="" type="checkbox"/> H
2	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input checked="" type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input checked="" type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H
6	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G	<input type="checkbox"/> H

Task Two: Making Notes – Questions 7-15

7	12
safety levels	Thursday
8	13
12	airport
9	14
March (next year)	single (trip)
10	15
Green line	tram
11	
city centre	

Task Three: A Radio Programme – Questions 16-25

Question	Your Answer				Question	Your Answer			
16	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	21	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
17	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D	22	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
18	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	23	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
19	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	24	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
20	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	25	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

TAPESCRIPTS:**Texts for Task One: Short Conversations****Conversation 1**

- A: Oh come on! I hate this waiting!
B: Look. Here they come now.
A: About time too. That black one's yours, isn't it? And there's mine right behind it. Come on, let's go. We still have to get some cash so we can buy our train tickets.
B: Oh come on! That was easy. Are you sure you've got everything?
A: Yes, I just had the one. And my duty-free bag full of cigarettes.
B: Ok then, let's go.

Conversation 2

- A: Good morning, sir. May I have your ticket?
B: Here you are. And I've got both of these [*THUD*] and I'll be carrying this one on with me.
A: Certainly. I just need to ask: Did you pack these bags yourself?
B: Yes
A: Have you left your suitcase unattended since you packed it?
B: No
A: And finally, are you carrying anything for anyone else?
B: No
A: Ok. Here's your boarding pass. Your seat number is 14B and you are departing from Terminal A, gate 7. Please be there by 8.45.
B: Thank you.

Conversation 3

- A: I'm starving! I can't wait to try these.
B: Yeah, but I can't believe how expensive they were!
A: Well, you have to expect that at the airport. Besides it not that much if you think of it in pounds. Should we sit here?
B: I don't know if we can smoke here...look, there's the smoking section over there.
A: Great. It looks like that man's leaving now. We can have his place.

Conversation 4

- A: Do you think our card will work with this one?
B: Well, the logo's the same. It should be fine.
A: Oh no! Look, it says it's out of order. Now what are we going to do?
B: Don't worry. I'm sure there's another one somewhere. And if not, we can always change some money.

Conversation 5

- A: What do you think we should get for the Andersons?
B: Maybe some of this whiskey. It's so cheap here!
A: And we'll have to get two of these cartons of cigarettes.
B: Do you have any idea how much of this we can take into the country?
A: Uhh...Don't know. But I'm sure we won't have to pay any extra. Anyway, let's just get this. We can't change the money back anyway.

Conversation 6

- A: Hello. Do you think you could tell me if there's anywhere I could buy some souvenirs or flowers or something like that?
- B: Certainly, sir. There is a gift shop on the arrivals floor and also in each of the terminals.
- A: Do they take only local currency?
- B: No, you can pay in dollars, euros, and British pounds as well.
- A: OK. Also, is there a restroom near here?
- B: Yes, there's one at the top of that escalator sir.
- A: Great! Thanks for your help.

Text for Task Two: Making notes

Unfortunately, the scale of the work means that we'll be introducing a number of temporary changes to the whole transport network. I'm afraid that this will cause some disruption, but we will be doing everything possible to make sure your journeys remain as smooth as possible.

This is the first stage of our planned improvements to the transport network... and will focus mainly on raising the safety levels on our services. This is obviously a large job and will take some time. We anticipate that it'll be 12 weeks before the entire system returns to normal although some services will be restored from about 9 weeks onwards. I realise that some passengers will be severely inconvenienced by this, but it's essential that we carry out this maintenance work and, indeed, it'll certainly benefit all of our customers in the long-term. The next phase of repair work will begin in March next year.

The greatest changes will be to metro services. Whilst services on the Blue and Orange lines will continue as normal, the Green line will operate a greatly reduced service. Trains will only run from 9am to 5pm and will not be stopping at city centre stations, which will be closed for the duration. Passengers wishing to travel to these stations are advised to use Bus 51 which will be running extra services to cope with the increased number of passengers.

Unfortunately, the entire tram network will be shut down on Thursday afternoons to allow workmen access to the tracks. Additionally, the rail link to the airport will be closed. As is normal, all other tram services will finish at the usual time of 11pm when a night bus service will take over. Night bus times and routes are listed in local newspapers and on the city's website.

As regards to tickets, for the duration of the maintenance work we'll be reducing the price on return trip tickets and single trip tickets will be valid for 45 minutes rather than the usual 30. Customers will be able to purchase tickets from the usual outlets. Also, for this period only, tram tickets will be valid on all bus services and there will be no need to buy separate tickets.

Many thanks and I apologise again for the disruption over the next few weeks.

Text for Task Three: Radio programme

- F:** As host of television's **The Wedding Show** and **Pay to Play**, Charlie Kellerman has been entertaining the public with his game shows for many, many years. This is Fred Bateman's phone-in, a big welcome to someone I haven't seen for many years...Charlie Kellerman!!!
- C:** Thank-you, thank-you...
- F:** And now to our first caller, Barbara in London – hello Barbara
- B:** Hello Fred, my question is – Charlie, how long have you been on television?
- C:** I started on television in 1993 or 1994--no, ha, ha, ha '75 or '76, January 6th, 1975, **The Wedding Show**. Which makes me what? About 25? And I'm still looking for a part in a Hollywood movie, no one has asked me yet!
- B:** They should! What's your favourite game show to watch? Do you watch your own game shows?
- C:** **Pay to Play** is the only show that I have ever done that I watch every Friday night. I have never ever had a show before that I was a part of that I watched so often. Not only does my wife like to watch it, but my children won't miss an episode. It's very unusual for me and for people in my business. We don't normally watch everything we do.
- F:** And now onto George, he's phoning from Manchester
- G:** Hi Charlie, I'd like to ask – what have you enjoyed doing most in the years that you've been on television?
- C:** I've certainly enjoyed every show I've done immensely. But in all honesty, **Pay to Play** is the favourite of all shows I've done, it's a very interesting show, with the most dynamic and most drama, and naturally the most excitement of any show I've done.
- G:** ...and how exactly did you get your start as a game show host with **The Wedding Show** 25 years ago?
- C:** My start was actually on a show with Fred Bateman here twenty...six years ago.
- F:** Oh yes!
- C:** I was on his talk show as a singer. And at the end of the show I spent some time talking to him and he asked if I'd ever thought of doing a game show. I did try out for a show, I worked very hard to give a good audition and of course, that was the end of my musical career, and that game show was **The Wedding Show**.
- F:** I remember that Charlie, you were a great singer, but you always acted just like a game-show host!! Now to John from Carlisle.
- E:** What was the best moment you've had as the host of **Pay to Play**?
- C:** You know we've given away to date £16.5 million since November! Can you imagine that!? That's an enormous amount of money. When you're giving away money like that, you have a lot of great times. There are some people I can remember.... For example, Arthur Ballard from New York City literally stood alone and risked his £200,000 for £2.2 million.

And that was a very exciting time for me as a host of a game show. I think it was the first time in the history of a game show that someone had been asked, "Would you like to risk your £200,000 for £2.2 million?" That's the last time I was nervous on a show!

- F:** ... and what do you think separates **Pay to Play** from other current "multi-million pound game shows"?
- C:** Good question, and I would like to thank you for asking it. One of the things that's very different, is the tension between the players. These people are often nervous about winning money or about each other. They've never met before doing the show. So it's very interesting.
- F:** ...and how do you keep a neutral expression on a big money question when you know the answer?
- C:** I probably learned that on **The Wedding Show**. I try not to show the person, it's my job not to show the players or the audience what the answer is from the look on my face. If I was one of those people who couldn't stop smiling, or who sounded nervous when reading out the answers, I wouldn't be a game show host. It has happened though, there was this one contestant who could basically read me very well – I'd frown or wrinkle my brow or something and she knew that had to be the right answer. Sometimes I *don't* know the answer, I don't always know what it is. Sometimes I don't even look at the answers myself, I play along with the contestant, it's more fun for me –so I can try to guess too. So if you see me with a really blank face--it's because I don't know either!
- F:** And now, our final caller. Sharon from Norwich. Over to you, Sharon.
- S:** Have you ever wanted to play **Pay to Play** yourself?
- C:** I'm a terrible game player! I can host, but I don't think I'd be very good at playing, I think I'd crack under the stress! I want to be the one asking the questions!! I respect the players, I really do.
- F:** How hard is it to become a contestant? Do you have anything to do with the screening?
- C:** Let me announce something. If any of the people watching would like to be a contestant on **Pay to Play** we would love to have you. There is a test you have to take, people think it must be very difficult, but it's a reasonable level of difficulty. It's definitely not enough to put you off.
- F:** I'm afraid that's all we've got time for right now, I'd like to thank all our callers, and of course...Charlie Kellerman. It was good to see you again.
- C:** Likewise, likewise...

TEST 3: WRITING – ANSWER KEY

MARKING SCHEME FOR TASK 1 & TASK 2 :

<i>Task Achievement</i>	
10	Task achieved at a very high level Intention: Entirely clear Instructions: Completely followed Effect: A very positive effect on the target reader Outcome: Sure to achieve a successful outcome Content: All relevant details included Some original ideas or presentation
9	
8	Task well achieved Intention: Generally clear Instructions: All important ones followed Effect: A positive effect on the target reader Outcome: Sure to achieve a successful outcome Content: Most relevant details included Some original ideas or presentation
7	
6	Task achieved, some gaps Intention: Clear in most areas Instructions: All important ones followed Effect: A generally positive effect on the reader Outcome: Likely to achieve a successful outcome Content: Many relevant details included
5	
4	Task not achieved, many gaps Intention: Unclear in some areas Instructions: Some key instructions not followed Effect: The reader may be confused Outcome: Unlikely to achieve a successful outcome Content: Some important details left out Some irrelevant information
3	
2	Task entirely unachieved Intention: Very unclear Instructions: Most / all not followed Effect: Very negative Outcome: Will not achieve a successful outcome Content: Omission, irrelevance
1	
0	Task unattempted / partially attempted Not enough language to make an assessment

	Coherence and Cohesion		Range and Accuracy		Appropriacy
5	Structure: Clear Purpose: Clear Information: Well organised Cohesive Devices: Used to link naturally Reference: Skilled use	5	Range: Wide Errors: Very few	5	Style: Appropriate to genre Register: Range of registers
4		4		4	
3	Structure: Adequate Purpose: Mostly clear. Information: Some confusion Cohesive Devices: Adequate Reference: Limited use	3	Range: Adequate Errors: Some but do not significantly impede meaning	3	Style: Usually appropriate to genre Register: Limited exponents but awareness of register is shown
2		2		2	
1	Structure: Muddled Purpose: Unclear. Information: Very confused Cohesive Devices: Minimal Reference: Simple / none	1	Range: Narrow Errors: Many	1	Style: Inappropriate to genre Register: Minimal
0	Not enough language to make an assessment.	0	Not enough language to make an assessment.	0	Not enough language to make an assessment.

Sample Answers

Task One:

214 words

Dear Mr Perstrom,

My name is Steven and I work with John at the Foreign Friends club. We have been looking into a special event for you and your group to attend on Saturday and I am pleased to say that we think we have found the perfect entertainment.

There is an exciting programme of events available with a medieval theme which I think your group will enjoy very much. The event takes place at Camelot castle and the entertainment is wide-ranging to suit everyone's interests. The more active events include horse riding and jousting as well as re-enactments of battles. On the other hand, more relaxed activities include fortune telling and magic shows. There will be no chance to go hungry either, with a roast pig barbecue on offer.

In the past, this line-up has worked really well for teenage groups because there are so many activities on offer. In addition, the price is reasonable (£10 for teenagers under 16) and what is more, there is a group discount which we can arrange with Camelot Entertainment.

I have enclosed a leaflet with all the details so that you can see what is provided and you can tell your group about it.

Please let me know if you have any questions.

yours,

Steven Sample

Task Two:

A Letter (235 words)

Dear Anton Elloway,

I am writing to you about my best friend, Annie, for your TV show Life Stories.

My best friend Annie and I have known each other for 17 years, and I am only 20 years old so that is a huge part of my life. I don't remember the first time we met because we were only 3 years old but our families were neighbours and we went to the same playschool. My mum told me that Annie and I didn't like each other very much at first. We pulled each other's hair and threw sand at each other in the sandpit. But I don't remember that.

When we were 7, Annie's family moved away to another village. I thought I would have to find a new best friend but we wrote to each other every week and saw each other on most weekends. Even now we speak on the telephone all the time. We also use the internet with a webcam quite often because Annie is at university in Liverpool and I am training to be a vet in Wales.

Why is she my best friend? Because we grew up together and know so many things about each other and most importantly love the same music and books and people. I think we will be friends forever.

I hope you can include us in your new programme.

Yours sincerely,

Sonia Sample

A Story (269 words)

Every time I smell chicken soup, I remember how I felt by the end of that day...

It was a day like no other in my life. A divorce, a miracle and chicken soup. I could smell the soup as I walked into our house. My mum's chicken soup was my favourite meal and I couldn't resist tasting some straight from the saucepan. "You'll spoil your appetite" mum said from behind me. "Hi mum. Are you ok? Your eyes look red." "Um, yes, it's my contact lenses. Gemma, I have to tell you something." We sat down at the kitchen table and the delicious smell of chicken and carrots and leeks was making my stomach rumble. "Your dad and I are getting divorced," mum said and then started crying. I couldn't believe it. Suddenly, my dad walked in the door and came to sit down with us. He looked miserable and we all sat there in silence for a long time. Nobody was hungry anymore.

Out of the blue, the telephone rang. I didn't feel like talking to anyone but I answered the phone. "Is that Gemma Harris?" "Yes, speaking." "Congratulations, you've won the lottery. 24 million pounds. Please come to the lottery office today with your passport to collect your money." I couldn't believe it again.

I wandered back into the kitchen in a daze, mumbled my good fortune and fainted. The next thing I remember was being woken up and immediately I could smell the chicken soup. As my head cleared I couldn't help thinking that this was the worst day of my life and the best.

An essay (213 words)

Love is all you need.

This is an intriguing statement because although it comes from a famous pop song I think its meaning is serious.

I believe that love is very important. Without love there is no happiness, no happy families, no happy men and women, no happy children. In our world today there is lots of hate. There are wars in many countries in the world and thousands of people are killed every day because of hate. If there was more love between people we could live in a peaceful world and that would be better for everyone.

In contrast, I don't think that love is the answer to every problem. Love cannot solve global warming or help those people who have no homes and not enough food to survive. Nor can it stop the wars in Iraq and Sudan. Those problems need communication, education and money. If we spent all of our time loving we wouldn't solve many problems.

By and large, I think that there should be much more love in the world and we should be more tolerant of people of all different countries and races. We should educate our children to love rather than hate. However, we also need a good balance between love and wealth and education.

TEST 4: GRAMMAR & VOCABULARY – ANSWER KEY

Candidate Number:

E	I														
									Centre Code		Candidate Code				

Task One: Dictation

1	
	1. The Chinese Moon Festival,
2	
	2. sometimes called the Mid-Autumn Festival,
3	
	3. takes place 4. on the 15th day
4	
	of the eighth lunar month
5	
	5. The festival started during the Tang dynasty
6	
	6. and celebrates 7. the biggest and brightest 8. full moon 9. of the year.
7	
	As with other similar celebrations,
8	
	10. there are many legends 11. to explain the holiday.

9	
	12. The Chinese were an agricultural society
10	
	13. and in ancient times,
11	
	14. they planted and harvested crops by the lunar calendar,
12	
	15. using the moon as a guide.
13	
	16. The Moon Festival is a big holiday,
14	
	17. often with family meals
15	
	18. where people eat "moon cakes"
16	
	19. round cakes 20. filled with fruit or jam.

How to mark your dictation:

There are 20 points for the dictation.

Example:

11	
	14. they planted and harvested crops by the lunar calendar,

You must spell all these words correctly to get ONE POINT.

It is not important if you get these words wrong.

TEST 4: GRAMMAR & VOCABULARY – ANSWER KEY

Candidate Number:

E	I														
									Centre Code			Candidate Code			

Task Two: Multiple Choice Gap Fill – Questions 1-10

Question Your Answer Question Your Answer

Example	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		B	C	D			A	B	C	D
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	A	B	C	D			A	B	C	D
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D			A	B	C	D
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		9	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D			A	B	C	D
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D			A	B	C	D
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
	A	B	C	D						

Task Three: Gap Fill – Questions 11-20

Example	<i>of</i>		16
		out	
11			17
	that / which / and	to	
12			18
	is / constitutes	before / after	
13			19
	has	most / least	
14			20
	in	while / whilst/ and / when	
15			
	can / will		

TEST 5: MEDIATION - PART A – ANSWER KEY

- Give one mark for each distinct piece of information that is present. (Divided by numbers – in the answer key)
- If the meaning is clear, the mark is awarded. The use of both third person and first person is acceptable.
- The meaning may be conveyed using different words from those used in the answer key.
- Errors of grammar and spelling are not penalised if the meaning is still clear.

Ex 1	Write in English	I've just arrived -help me please?	Score	
Ex 2	Write in English	hogyne - miben segíthetek?		max
1	Write in English	1. I'd like to find somewhere to stay - 2. not far from the centre		2
2	Write in Hungarian	3. kis szálloda – a sarkon túl - megkérdezzem van-e szobájuk?		1
3	Write in English	4. I'd rather walk – have a look first - I need some cash - 5 (request) what time do the banks close?		2
4	Write in Hungarian	6. hatkor – 7. bevásárlóközpont a város szélén - 8. ott a bank tízig nyitva van		3
5	Write in English	9. I've come for a conference - 10. I'm free in the afternoons - 11. what do you suggest I see?		3
6	Write in Hungarian	12. itt egy prospektus a látnivalókról - 13. és egy útmutató az összes programhoz		2
7	Write in English	14. I'll go for a walk (after I find accommodation) - (request) how get to the centre?		1
8	Write in Hungarian	Szálljon buszra a szálloda előtt - 15. menjen három megállót - 16. onnan már látszik a katedrális tornya		2
Total				16/2=8

TAPESCRIPT:

	Dialogue	Possible translation
Ex 1	Bocsánat, most érkeztem, vajon tudna nekem segíteni?	Excuse me, I've just arrived. I wonder if you could help me?
Ex 2	Certainly, Madam. What can I do for you?	Hogyne, hölgyem. Miben segíthetek?
1	Szeretnék találni valami jó szállást, nem túl messze a központtól.	I'd like to find somewhere to stay, not too far from the centre.
2	There is a small hotel, the "Thistle" just round the corner. Would you like me to phone to see if they have a room?	Van egy kis szálloda, a "Thistle" a sarkon túl. Megkérdezzem telefonon, van-e szobájuk?
3	Nem, köszönöm. Inkább odasétálok, és megnézem előbb. Késpénzre is szükségem lenne. Meg tudná mondani, meddig vannak nyitva a bankok?	No, thanks. I'd rather walk there and have a look first. I also need some cash. Could you tell me what time the banks close?
4	They close at six. But there is a shopping centre outside the town, and the bank there is open until ten.	Hatkor. De van egy bevásárló-központ a város szélén, az ottani bank nyitva van tízig.
5	Köszönöm. Egy konferenciára jöttem, de délutánonként szabad vagyok. Mit tanácsolna, mit nézsek meg?	Thank you. I've come for a conference, but I'm free in the afternoons. What do you suggest I see?
6	Here's a leaflet about the sights of the town, and a cultural guide with a full list of local events.	Itt van egy prospektus a város látnivalóiról, és itt egy útmutató az összes programhoz.
7	Ó, nagyszerű. Azt hiszem, el is megyek egy kicsit sétálni, ha találtam szállást. Innen hogy jutok a központba?	Oh, lovely. I think I'll go for a walk after I find accommodation. How can I get to the centre from here?
8	Take a bus from outside the hotel, and go three stops. You'll see the Cathedral tower from there.	Szálljon buszra a szálloda előtt, és menjen három megállót. Onnan már látszik a Katedrális tornya.

TEST 5: MEDIATION – PART B – ANSWER KEY

Candidate Number:

E	I														
									Centre Code			Candidate Code			

Task One: Summary – Questions 1-5

Question Your Answer

- | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| 1 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 2 | <input type="checkbox"/> A | <input checked="" type="checkbox"/> B | <input type="checkbox"/> C |
| 3 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input checked="" type="checkbox"/> C |
| 4 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 5 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input checked="" type="checkbox"/> C |

Task Two: Translation – A letter INSTRUCTIONS FOR THE EXAMINERS Content

- Candidates receive **one** mark for each one of the following pieces of meaning that is **clear** in context.
- The information can be present in **any** order.
- Do **not** mark for linguistic accuracy. Mark **only** for presence of information.
- The words here in this table are only a guide to target meanings – NB these exact words are not required

Information			Information		
Complain about the service	1		We were surprised to see that		
at your restaurant	2		The beef was well-done	8	
last night			In spite of	9	
we were given a table	3		What we'd asked for.		
in the smoking area			/contrast/ while		
even though	4		the food was more or less adequate		
we told/informed you we don't smoke			(waiters') dismissive	10	
when booking the table	6		(waiters') hostile attitude	11	
we had to wait half an hour			led to a ...unpleasant evening		
for orders to be taken	7		rather	12	
although			we look forward to hearing	13	
The food came soon			how you will compensate us	14	
			Total	14/2=7	

SAMPLE ANSWER:

Dear Sir/Madam,

I am writing to complain about the service we received at your restaurant last night.

When we arrived, we were given a table in the smoking area even though, as we had informed your staff when booking the table, we do not smoke. Then we had to wait half an hour for our orders to be taken.

Although the food came soon, we were surprised to see that the beef was well-done in spite of what we'd asked for.

In addition, while the food was more or less adequate, the dismissive and hostile attitude of the waiters and the smoke led to a rather unpleasant evening.

We look forward to hearing how your restaurant can compensate us.

Yours faithfully,

Language marking criteria of mediating from Hungarian to English, Level B2

Mark	Criteria
5	<p>Range</p> <ul style="list-style-type: none"> • Ideas linked across sentences and paragraphs (cohesive devices/adverbials to express reasons, opinions, feelings etc.) in a way that the text reads as a whole. • Uses polite forms where necessary and can differentiate reasonably between different levels of formality (eg very polite for a difficult request). <p>Accuracy Some minor errors (slips) that rarely obscure meaning.</p> <p>Source Language interference Some minor examples of source language interference (choice of word /phrase, word order) may be evident but they do not obscure meaning.</p>
4	some elements of 5 & 3
3	<p>Range</p> <ul style="list-style-type: none"> • Adequate to complete the task. • Ideas linked across sentences and paragraphs although not always with the most appropriate choice of language. • Polite forms used where necessary. <p>Accuracy</p> <ul style="list-style-type: none"> • Some errors may be present; they may sometimes obscure meaning but not usually significantly. • Errors are not so common as to have a negative affect on the target reader. <p>Source Language Interference Some examples of source language interference (choice of word /phrase, word order). They may obscure meaning but not usually significantly.</p>
2	some elements of 3 & 1
1	<p>Range Cohesive devices to link ideas not used at all. Inappropriate register.</p> <p>Accuracy Basic errors (verb tense, auxiliary be, concord) that obscure the message and have a negative effect on the target reader.</p> <p>Source Language Interference Source language interference (choice of word /phrase, word order) significantly obscures meaning and has a negative effect on the target reader.</p>

Speaking Mark Scheme – Interlocutor’s copy - Level B2

	Overall impression
5	<p>Good ability to maintain accurate, fluent and natural conversation. Suitable range of grammar, lexis and cohesive devices to complete tasks. Some ability with complex language. Pronunciation is natural with appropriate intonation, though occasionally problematic.</p>
4	
3	<p>Smooth use of language. Occasional small difficulties or gaps that do not severely impede understanding. A number of errors , including slips in simple sentences. Pronunciation may place some small strain on the listener. Conversation is maintained in a generally natural and appropriate manner.</p>
2	
1	<p>Noticeable hesitation. Jumpiness. Insufficient grammar, lexis and cohesive devices to do the tasks. Frequent errors in simple sentences. Avoidance of complex structures or lexis. Significant pronunciation difficulties.</p>
0	Very hard to understand. Clearly significantly below level criteria

Speaking Mark Scheme – Assessor’s copy - Level B2

	Range and Accuracy	Fluency and Coherence	Pronunciation	Communication Strategies
5	Wide range of grammar, lexis and cohesive devices used to complete the tasks, circumlocution only occasionally necessary. Comfortable with more complex structures and lexis although errors still occur.	Maintains a smooth flow of language with hesitation mainly to formulate ideas, not language. Links ideas into clear coherent discourse with little or no jumpiness even in extended contributions.	Although there may still be an evident foreign accent, pronunciation is natural and places little strain on the listener. The candidate often utilises features of connected speech and English intonation patterns.	Initiates maintains and ends turns. Uses repair strategies (clarification, circumlocution) where necessary. Uses appropriate register and intonation.
4				
3	Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks although circumlocution may be necessary. Few errors in simple sentences. Errors when attempting more complex structures and lexis do not generally hinder communication.	Some hesitation while formulating language, but can effectively maintain flow of speech. Can link ideas into clear, coherent discourse although with noticeable jumpiness especially in extended contributions.	Pronunciation is clearly intelligible in spite of evident foreign accent and occasional mispronunciations putting some strain on the listener.	Initiates maintains and ends turns satisfactorily although not always smoothly. Evidence of ability to use repair strategies (clarification, circumlocution) although not always applied. Uses appropriate register.
2				
1	Range of grammar, lexis and cohesive devices insufficient to adequately complete the tasks. Repeated errors even in simple sentences.	Frequent hesitation and inability to link ideas coherently causes great strain on the listener.	Mispronunciations and inability to produce certain sounds frequently impedes communication of the message.	Generally, fails to initiate maintain and end turns satisfactorily. Does not use repair strategies (clarification, circumlocution). Uses inappropriate register.
0	Insufficient language for assessment			

Euroexam Villám Tréning

Siker a nyelvvizsgán

Kinek?

Mindazoknak, akik szeretnének megismerkedni az Euroexam vizsgák feladataival és követelményeivel, de hosszabb felkészítő tanfolyamon nem tudnak részt venni.

Mit nyújtunk?

- részletesen elemezzük és gyakoroljuk a izsgafeladatokat,
- ismertetjük, hogy melyik feladat milyen készséget tesztel,
- „exam tips” — ötleteket adunk a sikeres szerepléshez,
- felhívjuk a figyelmet a buktatókra,
- válaszolunk a vizsgákkal kapcsolatos kérdésekre.



Mikor?

Két egymást követő pénteken vagy szombaton, 2x5 órában, a vizsgát megelőző hónapban.

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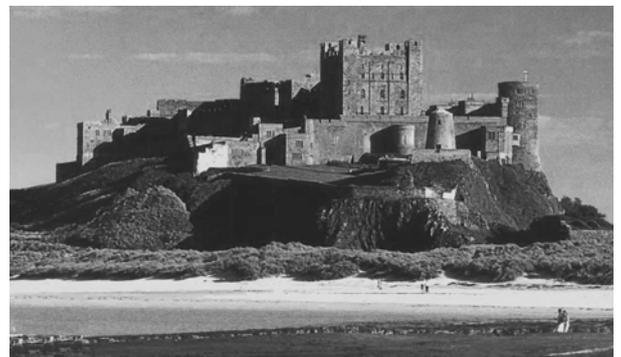


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