

Euro Examinations
Practice Test ● Level B2 ● Set Three

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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 May, 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**The following short texts are from a TV guide**

- Match the TV guide entries with one of the Programme Types
- The first one has been done for you

Example

Some very tense moments, threatening calls, people driven to the edge of insanity, dreams and flashbacks mingled to often puzzling effect. The film largely takes place at night and in the rain on a dark lonely road. The suspense is well kept up and will keep you at the edge of your seat till the very end.

Programme Types

- A. Thriller - Example
- B. War film
- C. Comedy
- D. Travel documentary
- E. Horror
- F. Romance
- G. Science fiction
- H. Disaster film



The example TV guide entry matches Programme Type A. The answer “A” has been written on the answer paper.

1.

An account of an experience undertaken by two men who set out on a motorbike to see the war-torn continent on which they live. What they discover as they pass through the challenging landscape are the problems of physical and social extremes – mountains and endless plains; the complacent rich and the down-trodden poor.

2.

This filmmaker famous for documentaries has taken a completely different direction and produced one of the most amusing scripts in recent times. The basic plot couldn't be more familiar, the battle of the sexes. What isn't so typical is the incredibly dry sharp humour and the dry wit.

3.

A nightmarish tale that is so unbelievable it can initially seem quite amusing although it is obviously not supposed to be. Later on it takes on an increasingly dark tone, when a sadistic confrontation develops between the main characters. A terrifying film with a shocking finale. Not for those with a heart problem.

4.

A disastrous picture that is all hardware, indifferent special effects, and video-game violence. It's set in a universe threatened by a horde of mutants, strange creatures, from whom only the main hero can save us. Although not central to the plot, what makes it bearable, though ridiculous, is the romance between the aliens.

5.

A journey from courtship to marriage, a fairy tale story that centres on passion. It's artificial, manipulative stuff, far removed from life, full of cute montages that work on emotions and move you to tears. Don't forget to bring a tissue.

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

- Read the text and match each paragraph with the appropriate heading.
- The first one has been done for you.
- There are two extra paragraph headings you do **not** need.

The Neusiedler National Park

- A. THE FUTURE OF THE PARK**
- B. LAND GOES BACK TO NATURE**
- C. DIVERSITY AND STUDY**
- D. FROM ALL OVER THE SKIES**
- E. SAVING NATURE FOR HUMAN BENEFIT**
- F. DEALING WITH TOO MANY VISITORS**
- G. LOCATION (EXAMPLE)**
- H. THE POLITICS OF THE NATIONAL PARK**
- I. THE RICHES OF THE AREA**



Example

This national park lies on the plains at the heart of Europe. It can be reached from both Austria and Hungary, and the lake is proof that nature knows no boundaries. The park aims for the long-term preservation of habitats for a wide variety of bird and plant life in the area where the Alps meet the Euro-Asiatic plains.

6

Water, rippling reed beds, small fields with flat saltwater pools - this is the Neusiedler Lakes National Park. The Pannonian climate with its long growing period and its position between the Alps and the Puszta determine the type of plant life: dry meadows surrounded by wetlands and salt marshes. The National Park is full of wildlife, mainly birds: meadow sandpipers, geese, herons, storks, curlews and birds of prey.

7

Large parts of the National Park are extremely important for the migration of birds. The meadows and marshes are places where many migratory species choose to rest in winter. European reports into endangered bird species refer to the importance of the Neusiedler Lake Area. The work of the National Park is also important for preserving this bird paradise which draws birds from across the globe.

8

In conservation areas, people should be allowed to make use of the land for educational and leisure purposes. People who live in the region, holiday-makers or people

on day trips are asked to treat nature's creatures with consideration in return for what has now become a rare natural experience. Nature needs a home, but man should not lose his place in nature.

9

The combination of original natural landscape and man-made landscape provides for a wide variety of plant and animal life that is unparalleled in Europe. Being located where several climatic zones meet, the area is home to Alpine species as well as those from the Mediterranean and Central Asia. Scientists have long since made the National-Park area into an open-air laboratory on which their research is focused.

10

Conservationists and scientists had wanted a National Park in the Neusiedler Lakes Area for decades. The joint Austrian - Hungarian planning commission formed in 1987 has operated across national boundaries. Negotiations with the government of the Republic of Hungary took five years, and once the contracts had been signed, the Regional Parliament of Burgenland was able to pass the National Park Act in November 1992.

11

A major duty of the National Park is the preservation of a natural landscape where humans no longer make use of the land but instead nature has been allowed to take over again. For example, the area of small, shallow saltwater pools with reed beds, wide meadows, supporting a variety of animal and plant life, were for centuries used for cattle and hay-making.

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

Read the following science fiction extracts about planets and decide if the information is in text **A, B, C, or D**.

Example: This planet is easy to land on.

The correct answer is **C**.

Information to Find

- 12 This planet is attractive to walkers.
- 13 This planet has an explanation given for its alternative name.
- 14 This planet is the best place to go to sunbathe.
- 15 This planet is currently popular with tourists.
- 16 Visitors to this planet should you take protective eyewear to.
- 17 This planet has a natural feature created by a collision.
- 18 This planet changes the direction it's travelling in.

OUT OF THIS WORLD HOLIDAYS!

Fed up of holidays spent lazing around on the beach? Why not visit another planet in another galaxy? Justin Frazer visited the solar system of Zarg IV to investigate its holiday options.

Text A:

Although the brightest planet in the Zarg IV night sky, Demeter still manages to conceal her charms. She's smothered in thick blankets of cloud and the only way to discover what lies beneath is to pay her a visit. In many ways you might find Demeter a home from home. Of all the planets, it most closely resembles Earth in terms of size, density and chemical composition.

When getting there, make sure your spacecraft has thermal insulation or it will overheat as you enter her orbit and you'll be fried to a crisp. Once you've settled in to your hotel, why not take a day trip to one of the seventy three active volcanoes on Demeter? Mount Hermes, the largest of all, offers a particularly spectacular eruption – watch out for its red, green and purple lava.

If you're the kind of person who finds there's never enough time to do the things you want to on holiday, try Demeter. A day on Demeter lasts a staggering 584 earth days. So I suggest you arrange a two week holiday! Once you've adapted to Demeter's atmosphere it's a planet that improves like a fine wine. Stunning volcanoes, breathtaking craters, gently rolling plains - the perfect romantic destination for you and that special someone.

Text B:

The largest of the planets in Zarg IV, greater in size in fact than the other three combined, Artemis is composed almost entirely of a multitude of gases which combine to make up its unique and vivid cloud formation. This means you can look, but don't even try to touch as you won't survive landing on it or travelling below its clouds.

Artemis is also known as 'The Blue Planet' because it is composed almost entirely of methane. The methane absorbs the red light from Zarg IV's sun's rays giving Artemis its distinctive colour. It may take 18 months to get here, but don't worry about losing your way. Firstly, Artemis is by far the biggest thing in the Zarg IV night sky and it also has a gigantic magnetic pull which will give you a guided tour once you enter its force field. You'll certainly have plenty to look at as the planet has an incredible 57 moons. Make sure you bring some ultra-violet imaging glasses with you to shield your eyes when enjoying Artemis's mind-blowing aurora display.

The best time to catch Artemis is during the 70 days when it suddenly reverses its orbit and moves across the sky in the opposite direction. It is during this period when it comes closest to earth, a good time to book your holiday if you can't stand long distance flights.

Text C:

If you enjoy watching the sun rise, Theseus is the place to go as you can catch it happening twice a day. You'll also get the best suntan here as it is the nearest planet to the sun, as well as being the smallest planet in Zarg IV. Expect a smooth ride down to Theseus's surface. It has almost no atmosphere so touching down is no problem. But beware! Theseus has the widest temperature range of any planet in Zarg IV – from -220 degrees at night to 40 degrees during the day. So don't forget your bikini or your nightie! Also, once you get there, keep watching the heavens. Theseus's lack of atmosphere means it has little protection against asteroids – so beware of falling objects.

The place to go to on Theseus is the Xavian Basin – a huge crater which was formed when Theseus and another rocky body crashed into one another. This probably happened in Theseus's early days and must have been some smash up. If you visit the other side of the planet you can still see the large rocky ridges created by the shock waves from this incident.

Text D:

If you like the climate on Earth and don't fancy getting roasted or frozen to death, then Heracles is the destination for you. Of all the planets it has the temperatures most similar to our own. Summer is the best time of year to visit Heracles, because Spring is just like in Britain, you can never be quite sure what weather you're going to get. Within days the temperature has been known to plummet by as much as 20 degrees. Sounds like Torquay!

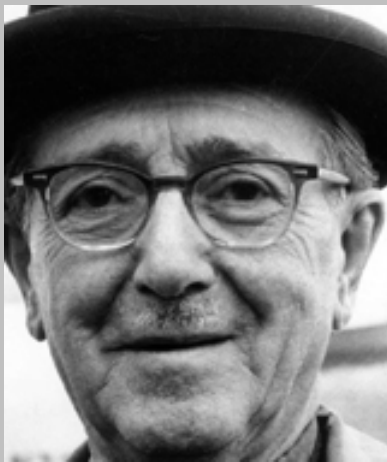
Heracles is the most fashionable destination amongst interplanetary holidaymakers right now. This is probably because it offers the most varied terrain of any planet in Zarg IV. It has canyons, craters, mountains and volcanoes that nature lovers and trekkers will go crazy for. But make sure you keep an eye on the weather forecasts. Heracles is famous for its dust storms, where tornadoes of anything up to fifteen kilometres high rage continually across the planet's surface.

Don't miss the great Black Spot of Heracles whatever you do. This is the largest thunderstorm in Zarg IV and it has been raging for over 700 years. Nobody knows what caused it, but it will certainly be a sight to remember being three times the size of the earth.

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

- Read the text about the world famous jurist, Hans Kelsen. For each question choose the correct option (A, B, C or D)

Hans Kelsen



Hans Kelsen was born in Prague on 11 October 1881. At the age of three, he and his parents, of German-speaking, Jewish, middle-class origins, moved to Vienna, where Kelsen pursued his academic studies. In 1906 he was awarded a doctorate in law.

In 1918 he became a progressive professor of law at the University of Vienna. The next ten years constituted a highly rewarding period of teaching and research. Many of his students became important legal theorists. Together these notable intellectuals formed the movement known as the *Wiener Schule* (Vienna School). Politically, he continued to remain neutral, although he sympathised with the Social Democrats.

In 1919 Kelsen helped draft the new Austrian Constitution. Adopted in 1920, this document has remained fundamentally unchanged until the present day. In 1921 Kelsen was appointed to the Austrian Constitutional Court. He was, however, dismissed in 1930 after upholding the constitutional right of divorce and remarriage. The political attacks on Kelsen forced him to move to Cologne where he taught international law.

However, when the Nazis seized power in 1933 the situation changed and Kelsen was removed. With his family, he left for Geneva in autumn 1933 to start a new academic career. In addition to his courses in Geneva, Kelsen taught international law at the University of Prague. But increasingly strong anti-Semitic sentiments among students made it impossible for him to continue.

The beginning of the Second World War and his conviction that Switzerland would be involved in the conflict motivated Kelsen's decision to leave in 1940 for the United States. Once again, the hurdles he was compelled to jump through in settling into a new environment were by no means insignificant. At 60 years of age, with a poor knowledge of English, with no certainty regarding his career or his future, Kelsen embarked on yet another new life.

In 1942, with the support of the famous American jurist Roscoe Pound, Kelsen became visiting professor at the University of California, Berkeley, in the Department of Political Science.

During this period Kelsen also devoted considerable attention to issues relating to the maintenance of peace and international cooperation, especially in relation to the Charter of the United Nations. In 1952 he retired from his teaching duties. Kelsen remained highly active and productive, even after his retirement.

Hans Kelsen died in Berkeley on 19 April 1973 at the age of 92, leaving behind almost 400 works, the legacy of an immensely productive life. Several of these have been translated into as many as 24 languages and, even today, students of his work still visit the Hans Kelsen Institute in Vienna, founded by the Austrian government, which houses most of his original writings.

Questions for Task Four:**19. Kelsen's parents...**

- A** always lived in Vienna.
- B** were poor.
- C** spoke German.
- D** were lawyers.

20. As a professor of law in Vienna Kelsen...

- A** was well paid and interested.
- B** was traditional and conservative
- C** preferred working alone
- D** was influential and inspiring

21. In the period 1930 – 42 Kelsen...

- A** was promoted several times.
- B** found it difficult to stay in work.
- C** worked away from his family.
- D** had sympathetic students in Prague.

22. In regard to politics, Hans Kelsen...

- A** always supported the views of the government.
- B** was always politically motivated in his work.
- C** was more interested in legal, than political matters.
- D** was a member of the Social Democrats.

23. In 1940 Kelsen...

- A** was dismissed from his job in Geneva.
- B** went to the US because he spoke English.
- C** had obtained a job in the US.
- D** feared for his safety in Switzerland.

24. Why did Kelsen move to so many countries?

- A** To make an international career.
- B** Because of political reasons.
- C** Because of academic reasons.
- D** Because he was in high positions.

25. The writer's account of Kelsen's life is...

- A** factual.
- B** critical.
- C** humorous.
- D** autobiographical.

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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task Two: Paragraph Headings – Questions 6-11

Question	Your Answer									
Example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task Three: Scanning for Information – Questions 12-18

Question	Your Answer				Question	Your Answer			
Example	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" 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

Clare wants to rent out a room in her house. Some people looking for accommodation have recently telephoned. Clare has made notes about the telephone callers.

- You will hear six short telephone conversations.
- Listen and match the notes with the extracts from the telephone calls.
- Tick the right letter (A-H) next to the question number on the Answer Sheet.
- You will hear each recording twice.



My new lodger- my notes

- A I want someone for longer than that really.
- B Not sure about having an animal in the house.
- C I don't really want two people living here.
- D A bit young to share a place with.
- E That noise! Day and night?
- F All those books in the living room!
- G An older man in the house?
- H Unfortunately, it's the top floor.

Task Two: Making Notes – Questions 7-15

You are going to listen to Hanna Feldman, talking about her youth.

- Look at the notes. The notes contain nine gaps.
- You have one minute to read the notes.
- Now listen to the speaker and fill in the gaps with a maximum of 3 words.
- Do not write more than 3 words in one gap.
- You will hear the recording twice.



Hanna Feldman Goes to University

Home and School

Hanna Feldman lived in a/an 7 town.
In her class Hanna was the 8 student.
On Sunday afternoons she went 9.
Her father helped her study 10.

The Exam

She couldn't 11 because she was afraid.
She knew she had passed 12 weeks after the exam.

The Journey

She went to the station with 13.
Harold came from 14.

At university

In her free time she went to 15.

Remember to copy your answers onto the Answer Sheet!

Task Three: A Radio Programme – Questions 16-25

You are going to hear an interview with a couple.

- On the test paper you have ten multiple choice questions about the programme.
- Choose the best response (A, B, C or D) for questions 16-25. (Tick [✓] A, B, C or D on the Answer Sheet.)
- You will hear the recording twice.
- You have one and a half minutes to read the questions before the recording starts.



- 16. The interviewer...**
A doesn't introduce himself.
B will interview people in addition to the Hemmings.
C doesn't have a regular programme.
D says he likes travelling.
- 17. When Glenda was a child...**
A her mother often left her alone.
B she enjoyed bus travel.
C used to travel alone.
D she liked getting off the bus.
- 18. As a child Steve...**
A never went into the garden.
B was taken out a lot by his parents.
C preferred going by car to walking.
D cried when he got out of the car.
- 19. About going on holiday in their childhood Steve and Glenda...**
A both went on holiday.
B rarely went on holiday.
C went on holiday a lot.
D both have fond memories.
- 20. At university Steve...**
A studied the same subject as Glenda.
B was in walking distance of the university.
C regularly walked to the university.
D spent a lot of time at home alone.
- 21. For work...**
A Steve travels to a computer company.
B Steve designs people's homes.
C Glenda doesn't travel much.
D Glenda works for a firm selling holidays.
- 22. In their married life now Steve and Glenda...**
A can't agree about travelling.
B travel without a car.
C live most of the time in a caravan.
D have found a solution to the travel problem.
- 23. In the programme Steve and Glenda...**
A often disagree about details.
B help each other to present a logical account of their lives.
C mostly talk to each other.
D both want to dominate the conversation.
- 24. Who is this programme aimed at?**
A Travel agents.
B People wanting light entertainment.
C Young people.
D Academics interested in phobias.
- 25. Which adjective best describes the interviewer?**
A Hostile.
B Funny.
C Neutral.
D Insensitive.

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 work as a journalist, and regularly attend Pop Festivals for your newspaper. You have been invited to the Summer Pop Festival, and you made the notes below about matters which you wish to discuss with the organisers.

*My notes*

Get their press releases / have there been any reviews?

Facilities for me

Press centre?

Internet & phone lines

Live video link to concerts

Accommodation options

Your Task: Use your notes to write a **formal letter** to the organisers (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.

1. Write a **story** which starts *and* finishes as indicated below.

“No, please don’t. I can’t stand it.” Ruth started to shake and clutch her hands close to her chest.
“Please, Phillip, I really mean it. No, No ...”

Your story

Ruth sat back in the armchair and put up her feet. She felt fully satisfied. Everything she had wanted to achieve that day she had done in full.



2. There was recently a serious flood in a village near your home which destroyed homes and seriously affected the lives of many members of the community. You are a journalist and recently visited the village. Write **an article** for your newspaper *The Daily Star*. You should include:

- details of the damage (financial and psychological)
- what local people and local government spokespeople have said
- the outlook for the future



3.

One of the main goals of government should be increasing investment in public transport.

To what extent do you agree or disagree with this statement? Write **an essay**, defending your opinion.



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 – Somerset Maugham

In this part of the test you will hear a text about **Somerset Maugham**.

- You must write down **every word** on the numbered lines on the separate Answer Sheet.
- You will be marked for getting the correct words and correct spelling.
- You will hear the text three times:
First – you will hear the whole text.
Then – you will hear small pieces of the text. These will each be repeated once.
- You will hear the following names: **Somerset Maugham** and **Spain**



You may make notes on this sheet of paper, but please make sure you write your answers on the Answer Sheet provided.

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 article by choosing the correct word from the four options.

Professor Slovo Retires

Report by Saul Denman

Otto Slovo is perhaps one of the best known professors at the University of Grenberg, and he will be ___**Example**___ missed when he retires next week.

Professor Slovo joined the political science faculty in 1957 after ___**1**___ his much-admired and famous doctoral ___**2**___ on the *Ideology of Socialism*. He worked for several years under Professor Grossmann editing articles for the monthly magazine *Political Weekly*. Dr. Slovo established himself on the strength of his reputation both as a sharp ___**3**___ at the university and as a political organiser in the town.

In 1962 he went to Cuba to work at the University of Havana and became well known in the town for his weekly column in the *Grenberg Star*. He returned from Cuba in



he late 60s, and in 1978 ___**4**___ Chairman of the Political Science Board at the University, a post he ___**5**___ until 1989.

Professor Slovo's most famous book, *Key Concepts of Political Science* was at one time the most ___**6**___ read books for students of politics. Many of his students retain fond ___**7**___ of sitting happily in Professor Slovo's ___**8**___. As Arnie Fischer, one of his ___**9**___ students from the 60s, recalls, "Professor Slovo has had more ___**10**___ on me than any other teacher."

Questions for Task Two:**EXAMPLE:**

A sorely **B** sharply **C** bitterly **D** logically

The correct answer is **A**.

1. **A** terminating **B** culminating **C** completing **D** ending
2. **A** article **B** thesis **C** writing **D** discussion
3. **A** cleverness **B** intellect **C** ability **D** skill
4. **A** became **B** received **C** employed **D** appointed
5. **A** gave **B** contained **C** held **D** left
6. **A** widely **B** biggest **C** strongly **D** necessary
7. **A** understandings **B** pictures **C** concepts **D** memories
8. **A** lectures **B** speeches **C** talks **D** studies
9. **A** finished **B** former **C** completed **D** superior
10. **A** information **B** persuasion **C** influence **D** understanding

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

- For 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 “to”

The Psychology of Complaining

Making a complaint about the late delivery of a sofa or objecting Example the poor performance of a builder are just two typical consumer situations ___11___ people feel a need to complain.

Even if these situations are slightly different, today there are ___12___ general principles people can use for most occasions when they want to make a consumer complaint. These are ___13___ exact rules and there is no guarantee that they will always work. But our experience here at *Watchdog Magazine* has taught us ___14___ some approaches work better than others.

Complaining is not a science but a skill. Like most skills, the ___15___ people practise, the better they become. A little psychology is involved, as is an understanding ___16___ tactics and an appreciation of the obstacles you are likely ___17___ meet.

Some people say you give up, but ___18___ the contrary the trick is to convert these feelings into determination. The complainers who get what they want are the ___19___ who stay calm, are assertive without being aggressive and, above all, don't lose their sense ___20___ humour.

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

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>to</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 Hungarian	Hátproblémáim vannak - egy barátom ajánlotta ezt a gyógyfürdőt - mit tegyek?
Ex 2	Write in English	get an appointment with the spa doctor - you can do that now - is 4 p.m. today OK?
1	Write in Hungarian	
2	Write in English	
3	Write in Hungarian	
4	Write in English	
5	Write in Hungarian	
6	Write in English	
7	Write in Hungarian	
8	Write in English	

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. For each question choose the Hungarian sentence which summarises the text most accurately.

The Loneliest Job in the UK

It has been described as the loneliest job in Northern Ireland if not in the rest of the UK: ideal for a hermit or someone wishing to escape the hustle and bustle of everyday life. Despite the beautiful setting the job is only meant for the physically fit with a deep appreciation of nature and those who do not mind spending long periods of time alone.

The job of a warden on desolate Coney Island on Lake Naegh, comes with a boat and a generator for electricity. Among his other duties the warden is also required to chop down dangerous trees and clear the paths on the island.

While the summer may see up to 800 boats visiting the island, most of them carrying bird spotters, the bleak winters and harsh weather often mean that the warden is stranded on the island for weeks. The only visitors are likely to be migrating birds.

One advantage of living on Coney Island might be that you could end up saving on food bills, as the lake is one of the richest inland fishing areas in western Europe and also supports the largest eel fishing industry on the Continent.

Coney Island, which lies off the coast of Lough (Lake) Neagh, is the only inhabited island on the lake. It has a rich history reaching back to the time of St Patrick, who is said to have visited the island several times. A giant stone, known as St Patrick's stone, marks the spot where, according to legend, he rested while on his visits.

Questions for Task One:

1.

- A** Ez a munka csak azoknak való, akik jó fizikai állapotban vannak és megunták a városi nyüzsgést.
- B** Ez a munka azoknak való, akik szeretik a természetet és szívesen vannak egyedül.
- C** Ez a munka azoknak való, akik kiábrándultak a világ zajos sürgés-forgásából és remeteségre vágnak.

2.

- A** A gondnok hajóval közelíti meg a magányos szigetet és magával hozza az elektromos generátort, amivel áramot fejleszt.
- B** A gondnok csak egy csónakot és egy generátort kap a munkájához, feladata többek között, hogy megkövetelje a veszélyes fák kivágását és az utak tisztántartását.
- C** A gondnoki állással csupán egy csónak és egy generátor jár, a feladatok közé tartozik többek között az utak és a fák rendben tartása.

3.

- A** Bár nyáron sok a látogató, télen a sziget szinte megközelíthetetlené válik.
- B** Nyáron messziről látható az a mintegy 800 hajó, amely a szigetre hozza a madárlesre érkező látogatókat.
- C** Az évenként mintegy 800 hajón érkező látogatók legszívesebben strandolnak, vagy a költöző madarakat figyelik meg.

4.

- A** Coney Island Nyugat-Európa leggazdagabb belvízi halászatra alkalmas területe, ezért jelentős angolna-feldolgozó ipara is van.
- B** A sziget egyik előnye, hogy nem kell sokat költeni élelemre, mert bőségesen ellátja az ott lakókat a tenger gyümölcseivel.
- C** A szigeten fogott halakat a kontinens nagyüzemeiben dolgozzák fel.

5.

- A** A legenda szerint itt helyezték végső nyugalomra St Patrick-et, aki többször is ellátogatott a szigetre, akinek a köve ma is látható.
- B** St Patrick kővel jelölte meg a helyet, ahol látogatásai során megpihent.
- C** Coney Island történelmi emlékekben gazdag és a legenda szerint St Patrick többször is járt a szigeten.

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 their letter into English.

- Write your answer on the separate Answer Sheet.



Jones Built Homes Ltd.
3412 Devon Road
London, SW8 7EF

Tisztelt Uram / Hölygem!

A közeljövöben Sussex-be költözöm és szándékomban áll házat venni a környéken. Noha Hastingsben fogok dolgozni, és jobban szeretnék ott is lakni, a háznak nem szükséges feltétlenül a városban lennie, hiszen járhatok autóval is a munkahelyemre.

Egy három hálószobás, önálló házra volna igényem 150 000 és 170 000 font közötti árfekvésben, és hálás lennék, ha ismertetné a kínálatukat.

Tisztelettel:

Bartos János

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

Task Two: Translation – A letter

(Write in English)

.....

.....

.....

.....

.....

.....

.....

.....

.....

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Test 6 - Speaking

Time: 20 minutes

Procedure, Script and Materials

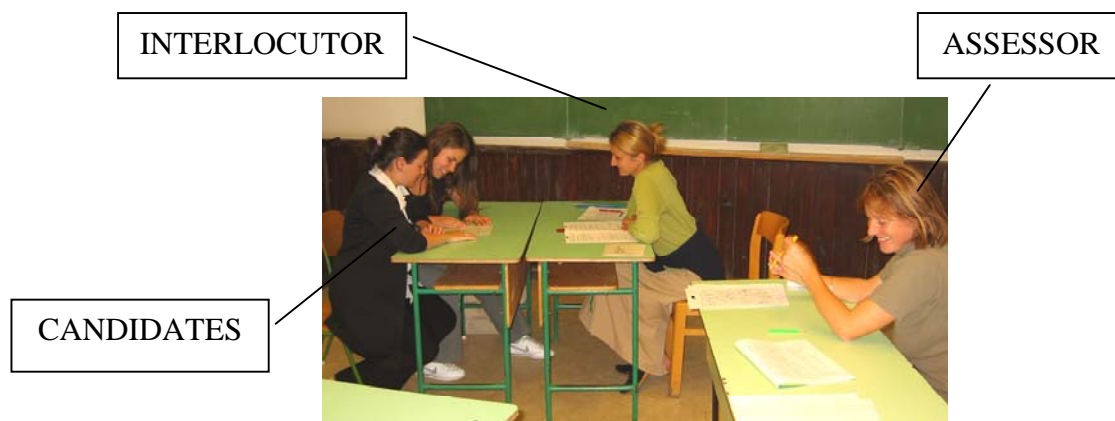
You now have 10 minutes to prepare the picture story

- 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. You can also listen to a sample speaking test on the accompanying CD.

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») What do you do?

3») Where do you live?

3») What languages do you speak?

3») How long have you been learning English?

3») Why is learning English important to you?

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

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

I (b) Topics

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

Restaurants**A**

- ﴿﴾ Do you often eat out in restaurants?
- ﴿﴾ Have you got a favourite restaurant?
- ﴿﴾ Do you like fast food places?

B

- ﴿﴾ What do you like most about eating out?
- ﴿﴾ Do you try local food when you are traveling? Why?
- ﴿﴾ “Eating out is about socializing, not just food.” Do you agree?

Home**A**

- ﴿﴾ Where do you live?
- ﴿﴾ Do you live in a house or in a flat?
- ﴿﴾ What do you like most about your neighbourhood?

B

- ﴿﴾ What do you prefer: living in a city centre or in a green area? Why?
- ﴿﴾ Describe your dream home.
- ﴿﴾ “My home is my castle.” Do you agree?

Health**A**

- 3)) Do you live a healthy way of life?
- 3)) What would you like to change in your lifestyle to protect your health?
- 3)) Have you had a serious illness in your life?

B

- 3)) “The general health standard in my country is rather low.” Do you agree?
- 3)) “It is easier to prevent than to cure illnesses.” Do you agree?
- 3)) “You are what you eat.” Do you agree?

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)) I’ve never tasted Hungarian food before. What would you recommend?

>>> Candidate <<<

3)) Thank you.

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

>>> # Card 2. <<<

If necessary >>>

3)) Please start now.

>>> Candidate <<<

3)) I’m great thanks. I got married last year. What 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 hairdresser.

>>> # Card 3. <<<

If necessary >>>

3)) Please start now.

>>> Candidate <<<

3)) How do you usually have it?

>>> Candidate <<<

3)) Thank you.

You are in a Hungarian restaurant with a friend. Ask him/her what he/she is going to order.

You meet an old school friend in the supermarket. Greet him/her and ask him/her how he/she is.

You are at the hairdresser’s. Ask the hairdresser for advice about your hair.

كٲٲ) < *Candidate B* > Here is your next card. Please read it and speak when you are ready. I am the passer-by.

>>> # Card 4. <<<

If necessary >>>

كٲٲ) **Please start now.**

>>> Candidate <<<

كٲٲ) **Certainly.**

>>> Candidate <<<

كٲٲ) **Thank You.**

كٲٲ) < *Candidate A* > Here is your last card. Please read it and speak when you are ready. I am the police officer.

>>> # Card 5. <<<

If necessary >>>

كٲٲ) **Please start now.**

>>> Candidate <<<

كٲٲ) **When did you have it last?**

>>> Candidate <<<

كٲٲ) **Thank you.**

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

>>> # Card 6. <<<

If necessary >>>

كٲٲ) **Please start now.**

>>> Candidate <<<

كٲٲ) **I’m sorry, but the forecast says strong wind for the whole day. I don’t think we can start the lifts today.**

>>> Candidate <<<

كٲٲ) **Thank You.**

كٲٲ) **Thank you.**

You are at the train station struggling with your heavy suitcase. You ask a passer-by to help.

You are travelling in the U.S. and you realise you have lost your passport. Ask a police officer for help.

You are on a very expensive three-day skiing holiday. It’s nearly midday, and the lifts haven’t started yet because of the strong wind. Ask in the local tourist information office for information.

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 55. <<<

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.

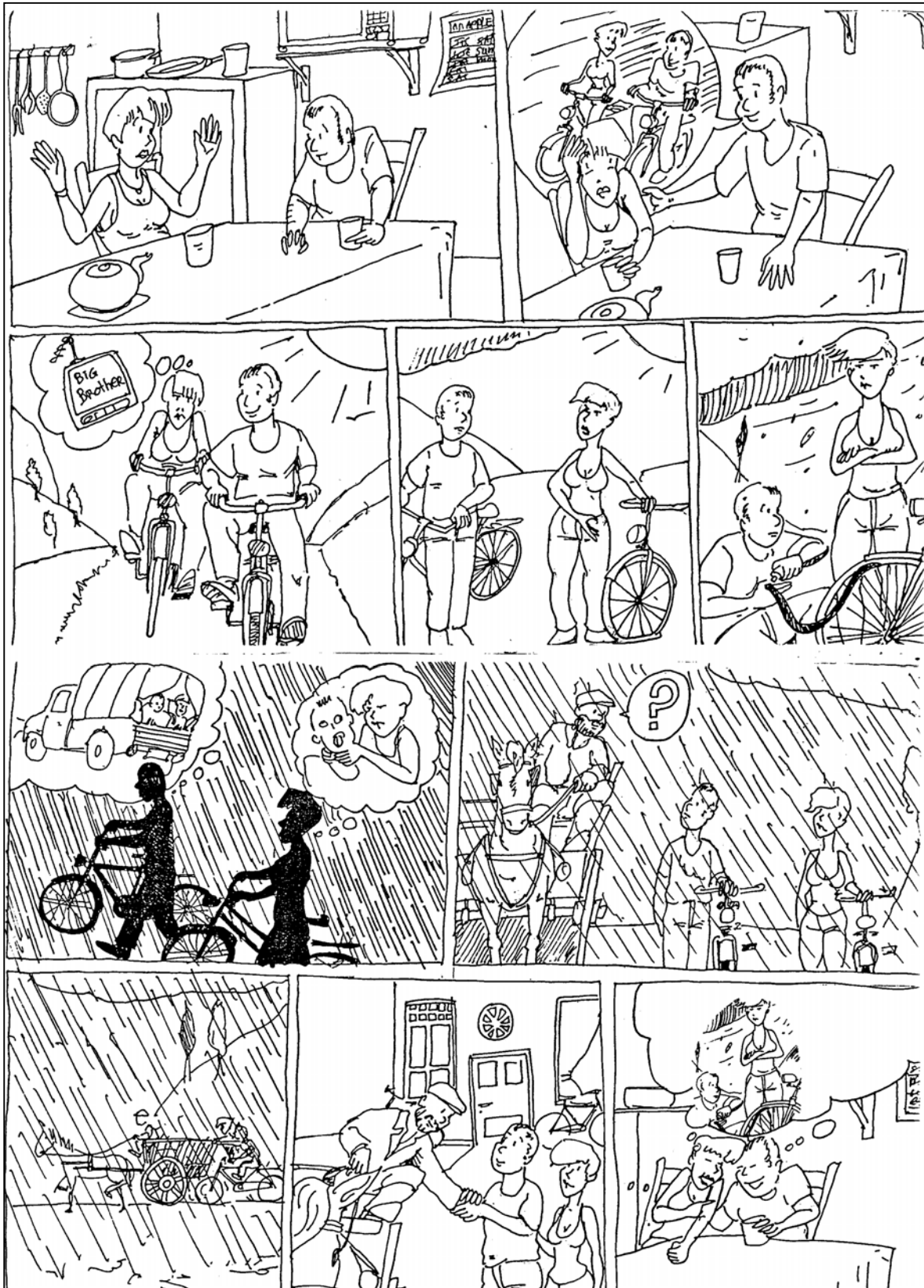
Your notes (Remember. Only write notes, not the whole story)

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

Picture Story: Candidate A

The story starts like this:

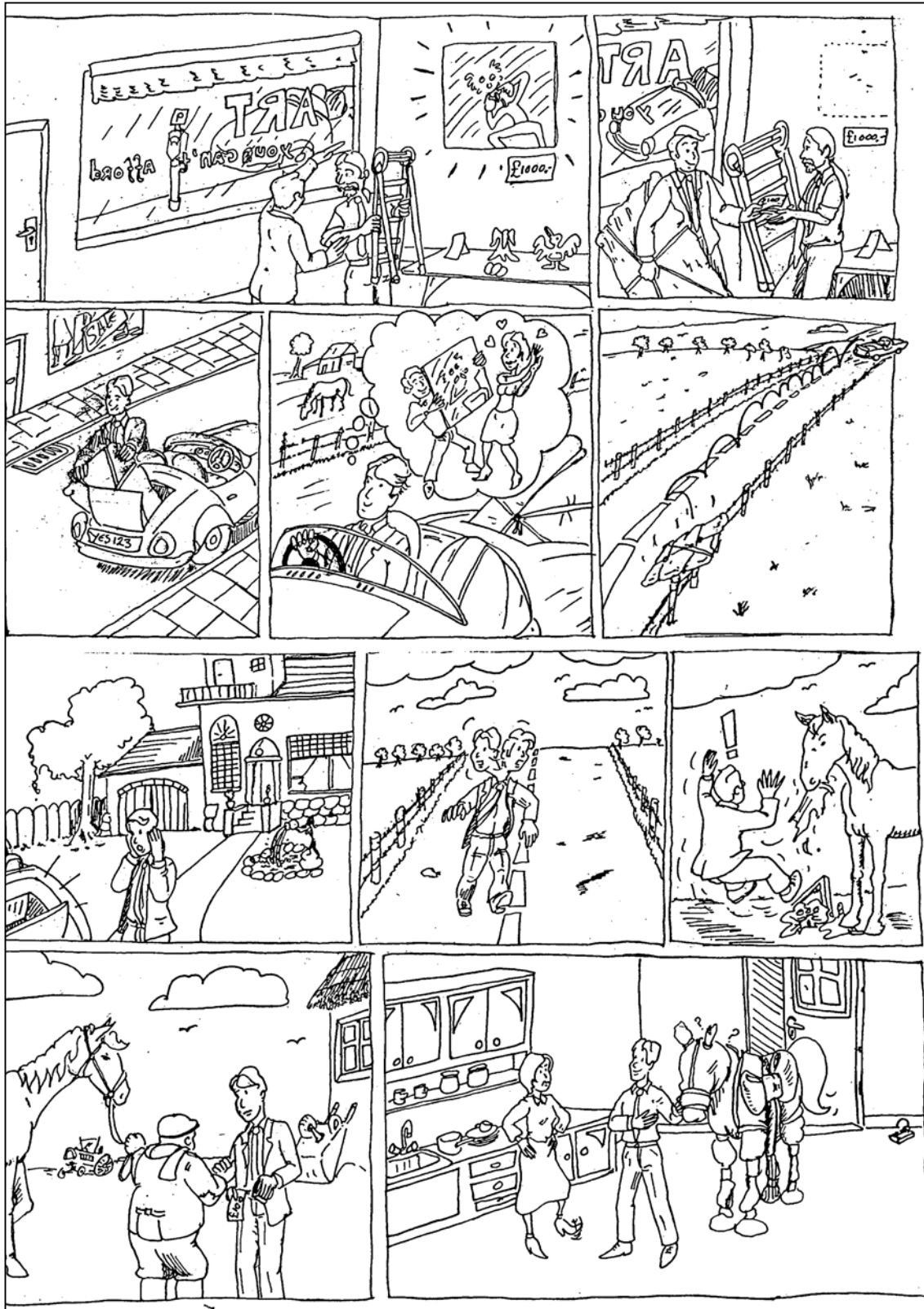
“It was a beautiful sunny day last Sunday so Jim had an idea.”



Picture Story: Candidate B

The story starts like this:

“Last Friday Mike was looking for a birthday present for his wife.”



Speaking: Topic Cards for Task Four

B2-Practice Test 3-4-M

What makes a person a good friend?

1. they are reliable
2.
3.
4. etc.

B2-Practice Test 3-4-N

What are some of the things you could do to be environmentally friendly?

1. use less water at home
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 1: READING – ANSWER KEY

Candidate Number:

E	I														
								Centre Code	Candidate Code						

Task One: Short Texts – Questions 1-5

Question	Your Answer								
Example	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task Two: Paragraph Headings – Questions 6-11

Question	Your Answer								
Example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task Three: Scanning for Information – Questions 12-18

Question	Your Answer	Question	Your Answer
Example	<input type="checkbox"/> A <input type="checkbox"/> B <input checked="" 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 checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
13	<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	17	<input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D
14	<input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D	18	<input type="checkbox"/> A <input checked="" 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 checked="" type="checkbox"/> C <input type="checkbox"/> D
20	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D
21	<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
22	<input type="checkbox"/> A <input type="checkbox"/> B <input checked="" 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 checked="" 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

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 checked="" 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 checked="" type="checkbox"/> G	<input type="checkbox"/> H
3	<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
4	<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
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 checked="" type="checkbox"/> H
6	<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

Task Two: Making Notes – Questions 7-15

7	12
industrial	three
8	13
second best	the/her whole family
9	14
to the park / walking / for a walk	a nearby town
10	15
Latin	dances
11	
speak / talk / answer	

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 type="checkbox"/> C	<input checked="" type="checkbox"/> D
17	<input type="checkbox"/> A	<input checked="" 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 checked="" type="checkbox"/> D
18	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D	23	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
19	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	24	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
20	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input 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

TAPESCRIPITS:**Texts for Task One: Short Conversations****Text 1**

Clare So, tell me something about yourself, Glen.

Glen Well I'm 25 years old and work in the local library. I generally like to keep myself to myself and I do like my privacy. I have my own TV and a little pet hamster, I hope that won't be a problem – he'll stay in my room the whole time.

Text 2

Clare So, what brings you to London,?

Clive Well. I've been living in South Africa for thirty years and I've come home to retire. I lived here in this part of town in my youth and I'd like to come back and see if I still like it here.

Text 3

Clare So, why are you moving out of home, Darren?

Darren Yeah, well Mum's got a new boyfriend and it seems like three's a crowd if you know what I mean. Besides, I'm seventeen now so it's probably better that I leave anyway – Mum'll pay the rent, at least till I've finished school.

Text 4

Clare So, you live with your friends at the moment, Leo?

Leo Yeah but I'm doing a masters in biology and I need to finish my thesis. I've got a lot of writing to do and you know it's really important to me that the place is quiet. I just need it for a couple of months until my thesis is finished.

Text 5

Clare Okay – is there anything else?

Ron Well, I do have a fear of heights. I get really nervous if I'm upstairs for any length of time. It's not rational I know but I can't help it.

Text 6

Clare So, what kind of music do you like, Adam?

Adam. Jazz. I'm very much of a jazz man. I can't live without it, you know. I like it in the morning when I wake up and I often have it on through the night, to soothe me to sleep.

Task Two

Hanna Feldman Goes to University

Hanna Feldman, who is now eighty, recalls her journey to university over sixty years ago.

Interviewer Good Morning, Mrs Feldman, can you tell us about going to university all those years ago.

Hanna Yes, it certainly was a long time ago, but in many ways it seems just like yesterday. Now, it was not usual in those days for girls to go to university, and certainly not from the kind of industrial town which I came from. So in some senses I'm different and I always have been.

I was the second best student of the class in the girl's grammar school, and I wasn't always popular because of that. At times I wanted to be lazy, and spend more time with my friends, but mother was always very strict. She organised for tutors to come into our home three evenings a week and I had to get up at four to get all my homework done before school. I was allowed to sleep until six at the weekend. That was a real treat, I can tell you.

Father was a lot more easy-going than mother. I used to enjoy going out for a walk with him on Sunday afternoons in the park. We would talk about all the school subjects, like history, literature, ancient Roman and Greek history, but he would never push me. When we got home he helped me with my Latin.

I had to take the university entrance exam in the regional capital, and I was so nervous that I could hardly speak in front of the examiners. After the exam it was three weeks before we got the results. I passed, and was given a place to study Latin and French. I was so excited, even though I was sure that I would miss my family.

The day finally came for me to leave. The whole family came with me to the railway station, and we were nearly late because we thought the train left at a quarter to twelve when in fact it left at a quarter past eleven. It took some six hours to reach the regional capital. On the way, the train picked up many students, so it was quite full when we arrived.

I got talking to one young man called Harold from a nearby town. He was really good-looking and very clever. When we arrived he helped me to the taxi with my bags and we shared the taxi. What I didn't know then was that in three years time Harold would be my husband. But that's another story.

Of course, I worked hard at university although I didn't have mother looking over my shoulder all the time. Of course I did all the things that students did, going to dances and things like that. In my final exams I got top marks, and was able to get an academic job.

Interviewer Mrs Feldman, thank you very much.

Task Three**Glenda likes to travel**

- Interviewer Hello everybody, and welcome to the show. I'm Leslie Silver. In today's programme as usual we are taking a look at several couples who have very different interests and tastes. Our guests today are the Hemmings: Glenda Hemming loves to travel, but her husband Steve does not. So welcome to the programme Mr and Mrs Hemming.
- Now, Glenda, have you always liked travelling?
- Glenda Oh, yes. When I was a young child I was always wandering off somewhere. My mother could never leave me alone for a second. We used to travel into town by bus, and I really loved that. The problem was when we got off the bus; I always wanted to get onto another one. And once I did just that without my mother noticing.
- Interviewer And what happened?
- Glenda Well, the bus left for some distant part of the town; I was thoroughly excited, but mother had no idea where I was at all. She was so worried that she phoned the police. When the bus got to the bus station, the driver noticed that I was one of the last passengers on the bus and took me to the bus office and phoned the police. My mother came and collected me from there.
- Interviewer Steve, were you like that?
- Steve No, not at all. When I was a child I hated leaving the house. I had my games and the television, and my parents had a real difficulty even getting me into the garden. When we had to go into town, I cried and cried because I didn't want to leave home. Going by car was a little better because the car was like a little home.
- Interviewer So what were your favourite memories from childhood?
- Glenda Without a doubt, travelling away for a holiday.
- Steve For me, coming back home from holiday.
- Interviewer Now, if I'm correct you both got together as a couple at university. Given your different approaches to life that seems a little odd.
- Glenda Well, it's true. I loved the freedom that university gave me to travel. I did geography, so there were lots of study excursions to different places. In the vacations, I travelled around day in day out by hitch-hiking and to tell you the truth I spent every penny I had on travel, and got into quite serious debt as a result.
- Steve Yes, typical Glenda. I couldn't have been more different. I did computer studies at university, and lived in a shared flat that was a stone's throw from the university, but I never walked in; it was a three minutes bus journey from the computing department. My freetime was mostly spent at university or at home with my flatmates. A group of us used to meet to watch videos and things like that, but I never travelled anywhere.
- Interviewer So, how did you meet each other then?
- Steve Well, I was on the bus going into the university one day, and found a place next to Glenda. I'd seen her before on the bus, but we started talking because the bus got caught up in a traffic jam. She was having problems with her computer, I offered to fix it, and it all started from there.

Glenda Yes, I remember that day as if it were yesterday. I was on not going anywhere in particular, but just fancied a ride when I met Steve. He was really fed up with the traffic jam. And I just liked him.

Interviewer And have you reached some kind of compromise in your married life on the question of travelling?

Glenda Not really, Steve works from home as a software designer, and I work for a travel agency and need to be on the road a lot.

Steve Well, we do have a kind of compromise, don't we, Glenda? We recently bought a caravan, and we travel around in that. You have your travelling, and I have a little home in the caravan.

Interviewer Ok, well thank you very much Steve and Glenda Hemming.

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:

216 words

Dear Sir or Madam,

My name is Richard Best and I am Chief Music Critic for the Daily Chronicle.

I am writing to ask you several things in relation to The Summer Pop Festival.

First of all I would be grateful if you could email me copies of any press releases and reviews you may have.

Secondly I would like to ask about facilities for journalists as I now plan to attend some of the festival. Is there a press centre or some area where journalists can work away from the crowds? I have a laptop but access to the net and a landline to call my office would be really useful. Also are there TV monitors so that we can see what is going on on different stages? The last festival I went to I spent a great deal of time just fighting through crowds only to find the wrong acts on stage.

Lastly I would like to request a press pass, not necessarily for access to all areas but so that I can move around more easily and avoid the problems I have already mentioned.

Could I also ask if there is accommodation available for journalists and if not could you recommend somewhere suitable close by.

Many thanks in advance..

Yours faithfully,

Richard Best

Task Two:

A Story (232 words)

But it was too late, his feelings had been hurt and there was no going back. It was Saturday morning and they were discussing the weekend. Philip was not a great cook, he just believed he was, and the thought of him preparing dinner for four of their best friends had made her panic. It was the mountain of washing up that Philip created that really infuriated her. After dinner the kitchen always reverted to her territory. She thought for a moment...'

'I'm sorry darling' she said 'Please, you cook dinner, it will be lovely'

'No' he snarled,

'Please, do your special pasta dish and that sticky pudding thing'

'It's not a pudding thing, it's a mousse'

At dinner that evening Ruth's friends Susie and Martha just loved Philip's pasta and were crazy about the mousse. Their partners, Frank and David, were less impressed.

'It's so nice to have dinner cooked for you' said Susie

'And no washing up' Martha enthused 'You are so lucky, Philip cooks and then cleans the kitchen too, it must be heaven having such a wonderful husband'

'Most men wouldn't dream of cooking and cleaning too' said Susie

'He's a darling' said Martha after dinner as Philip disappeared into the kitchen for the next hour and a half.

As they left Susie and Martha thanked Ruth. 'Oh no, thank you' said Ruth, 'thank you both, very much'

An Article (244 words)

The damage done to property here is substantial but it is the emotional and psychological cost which is most damaging. The community has been devastated and the once pretty village ruined by flood water. On one level the residents here are lucky, this is a prosperous part of the area and most people would have insured their houses properly. Some houses though have all but disappeared and distraught villagers are desperately looking for friends and family to stay with until the floods recede.

The local people I spoke to have all expressed some anger at local government officials. One bitter resident told me- this disaster was avoidable, they have been building on land nearby and the flood water now has nowhere to go, we warned them about it but nobody listened,

The local councillor Robert Leach said 'It is not true we have behaved irresponsibly, It is just a natural disaster, we can't control nature'

As for the future, the short term looks bleak as the clean up operation will take weeks as mud from the river clogs up the streets and gardens.

'We'll stick together and help each other' said one villager 'it's always like that in our village'

Another, Jack Flower, was less easily placated. 'It will happen again if no action is taken. We must clean up the village and then clean up local politics'

Whatever happens the future looks difficult but positive for these tough and resilient people.

An essay (187 words)

I agree entirely that one of the main goals of government should be increasing investment in public transport for several reasons, not least the environmental damage done by private transport and the damage to public health caused by traffic pollution.

First of all the problem of global warming is well documented and governments must intervene in persuading people to abandon their private cars in favour of more environmentally friendly options such as buses, trains and trams. Obviously this will not happen without government investment.

Secondly there are benefits to the health of individuals, particularly children, if our streets are not polluted by carbon monoxide fumes. In the long term this is clearly of benefit to all and will reduce health care costs. The government though will have to see the benefit of preventative health care and find the money to act.

Individuals will not leave the comfort of their cars for unless there is cheap, clean, frequent and reliable public transport and only the government, through subsidies, can provide this. This should not be a 'goal' of government' it should be the duty of government.

TEST 4: GRAMMAR & VOCABULARY – ANSWER KEY

Candidate Number:

E	I														
									Centre Code		Candidate Code				

Task One: Dictation

1	
	1. Unable to take 2. his earnings out of (Spain),
2	
	3. British novelist (Somerset Maugham).
3	
	4. decided to use the money
4	
	5. to pay for 6. a luxury holiday there.
5	
	7. He chose 8. one of the best hotels
6	
	and dined extravagantly 9. every evening,
7	
	10. until he felt satisfied

8	
	11. that he had spent most of the accumulated sum.
9	
	12. He informed the manager
10	
	13. that he would be leaving 14. the following day,
11	
	15. and asked for his bill.
12	
	16. The manager smiled at his distinguished guest.
13	
	'It has been an honour/honor 17. having you here, he replied.
14	
	18. You have brought much good publicity to us.
15	
	19. Therefore, 20. there is no bill.

How to mark your dictation:

There are 20 points for the dictation.

Example:

8	
	11. that he had spent most of the accumulated sum.

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

Task Three: Gap Fill – Questions 11-20

Example	<i>to</i>	16	
			of
11		17	
	where / when		to
12		18	
	some / several / many		on
13		19	
	not		ones
14		20	
	that		of
15			
	more		

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	Write in		Score	
				max
Ex 1	Write in Hungarian	Hátproblémáim vannak - egy barátom ajánlotta ezt a gyógyfürdőt - mit tegyek?		
Ex 2	Write in English	get an appointment with the spa doctor - you can do that now - is 4 p.m. today OK?		
1	Write in Hungarian	ma délután nem érek rá - 1. holnap reggel jobb lenne		1
2	Write in English	2. he can also see you at 9 tomorrow - 3. second floor, down the corridor on your right		2
3	Write in Hungarian	4. Köszönöm - 5. tud adni egy prospektust - a gyógyfürdő szolgáltatásairól és árairól?		2
4	Write in English	6. sorry, we've just run out - 7. swimming pool, sauna - 8. steam bath and massage,		3
5	Write in Hungarian	9. Remek - csak most vettem észre a feliratokat - 10. miről szólnak		2
6	Write in English	11. this spa water has healed a lot of people - 12. some of them expressed their thanks this way		2
7	Write in Hungarian	13. érdekes - 14. kaphatok egy jegyet az uszodába?		2
8	Write in English	15. Certainly - for 800 HUF - 16. you can use the swimming pool and the sauna for three hours - the dressing rooms are over there		2
Total				16/2=8

TAPESCRIPT:

	Dialogue	Possible translation
Ex 1	I've got some back problems and my friend recommended this spa. What should I do?	Hátproblémáim vannak. Egy barátom ajánlotta ezt a gyógyfürdőt. Mit tegyek?
Ex 2	Először időpontot kell kérni a fürdőorvostól, amit most is megtehet. Ma négy óra megfelel?	First you have to get an appointment with the spa doctor, You can do that now Is 4 p.m. today OK?
1	Unfortunately I'm busy this afternoon. Tomorrow morning would be better.	Sajnos ma délután nem érek rá. Holnap reggel jobb lenne nekem.
2	Holnap kilenckor is tudja fogadni. Menjen fel a második emeletre, a jobboldali folyosón végig.	He can also see you at 9 tomorrow. Go up to the second floor and down the corridor on your right.
3	Thank you. Can you give me a leaflet about the facilities and prices of the spa?	Köszönöm. Tud adni egy prospektust a gyógyfürdő szolgáltatásairól és árairól?
4	Sajnos éppen most fogyott el. Van uszoda, szauna, gőzfürdő és masszázs.	Sorry, we've just run out of them. There is a swimming pool, a sauna, a steam bath and massage.
5	Oh, great! Oh, I've just noticed these inscriptions on the wall! What do they say?	Remek! Csak most vettem észre a feliratokat. Miről szólnak?
6	Ez a gyógyvíz sok embert gyógyított már meg, és néhányan közülük így fejezték ki hálájukat.	This spa water has healed a lot of people, and some of them expressed their thanks this way.
7	That's interesting! Can you give me a ticket to the swimming pool please?	Ez érdekes! Kaphatok egy jegyet az uszodába?
8	Hogyne. Nyolcszáz forintért három órán át használhatja az uszodát és a szaunát. Arra vannak az öltözők.	Certainly. For 800 HUF you can use the swimming pool and the sauna for three hours. The dressing rooms are over there.

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 A B C
- 2 A B C
- 3 A B C
- 4 A B C
- 5 A B 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		
I am moving	1		I can travel to work by car	8	
in the near future	2		I require	9	
I am intending to buy			a three-bedroom		
a house in the (surrounding) area.	3		detached house		
although	4		in the price range of ... to ...	10	
I am going to work			and would be grateful	11	
I would prefer to live there	5		if you could tell me	12	
it is not absolutely necessary	6		what you have available	13	
for the house to be in H.	7		yours faithfully	14	
since			Total	14	

SAMPLE ANSWER:

*Jones Built Homes Ltd.
3412 Devon Road
London, SW8 7EF*

Dear Sir/ Madam,

I am moving to Sussex in the near future and I intend to buy a house in the area. Although I am going to work in Hastings, and I would prefer to live there, it is not absolutely necessary for the house to be in Hastings, since I can travel to work by car.

I require a three-bedroom, detached house in the price range of £150,000 to £170,000 and should be grateful if you could tell me what you have available.

Yours faithfully,

János Bartos

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 feladattípusaival és követelményeivel, de hosszabb felkészítő tanfolyamon nem tudnak részt venni.



Mit nyújtunk?

- részletesen elemezzük és gyakoroljuk a vizsgafeladatokat,
- ismertetjük, hogy melyik feladat milyen készséget tesztl,
- „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.

Információ és jelentkezés:

Részletes információ és jelentkezés az Euro Nyelvvizsga Központban valamint az ország legtöbb Euroexam vizsgahelyén.

