



Próbavizsga 1 telc HUNGARY ANGOL

Felkészülés a nyelvvizsgára

2020 Átdolgozott kiadás

01



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- ha szeretne nemzetközleg elismert bizonyítványt kapni nyelvtudásáról, vagy
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A nyelvvizsga-bizonyítvány értékét a nyelvvizsgateszt kidolgozása, végrehajtása és értékelése során alkalmazott szigorú normák határozzák meg. Minden telc vizsga a KER központi elemét képező cselekvésközpontú megközelítési módszeren alapul, méri a négy nyelvi készséget, az olvasott szöveg értését, a beszédértést, az írás és beszédkészséget. A nyelvvizsgák standardizáltak, és a tesztfejlesztés szigorú, tudományos módszerek alapján kerülnek kidolgozásra. A telc gGmbH az ALTE (Európai Nyelvvizsgáztatók Szövetsége, www.alte.org), a nemzetközileg elismert nyelvvizsgáztatók szervezetének rendes tagja. Németországban és világszerte számos állami és magánoktatási intézmény használja a telc bizonyítványokat minősítésre. Ezenkívül a telc bizonyítványt sok munkaadó veszi figyelembe a munkaerő kiválasztásakor. Minden telc bizonyítványhoz tartozik egy részletes és átfogó leírás az elért idegen nyelvi kompetenciákról.

Miért van szükség próbavizsgákra?

A standardizált nyelvvizsga-feladatsorok egyik alapvető célkitűzése, hogy a vizsgázók tudják, mit várnak el tőlük a nyelvvizsgán. A próbavizsga tájékoztatja a vizsgázót a feladatsor céljáról, feladatairól és értékelési szempontjairól, valamint a vizsga lebonyolítása során alkalmazott eljárásokról. A telc próbavizsgák ingyenesen letölthetők a www.telc.hu weboldalról, ahol további gyakorlóanyagok és egyéb hasznos információk is találhatók.

Hogyan tudhat meg többet?

J. Weicher.

Segítünk megtalálni az igényeinek legmegfelelőbb nyelvvizsgát. Kérjük, ha bármilyen kérdése vagy a fejlesztésre irányuló javaslata van, írjon nekünk (info@telc.net). Mindig örömmel hallunk Ön felől, és szívesen segítünk, ha további kérdése merül fel.

Managing Director, telc gGmbH

20200924_5148-B00-010202_AF.indd 3 24.09.2020 14:44:48

Tartalom

A vizsga

A vizsga felépítése	5
Olvasott szöveg értése	6
Nyelvi elemek	14
Beszédértés Íráskészség	16
Beszédkészség	21
Információk S30-as válaszlap Az íráskészség értékelése	29
A beszédkészség értékelése Pontszámok és megfelelési szintek	40
Mi a vizsga menete?	46
M10-es értékelőlap	50
Megoldókulcs	51
Hanganyagok átirata	52

20200924_5148-B00-010202_AF.indd 4 24.09.2020 14:44:48

A vizsga felépítése

	Vizsgarész	Cél	Teszt típusa	Elérhető pontszám	Idő (perc)
		Olvasás			
	1 2	Szöveg újrarendezése Szelektív szövegértés	6 elem párosítása 6 elem párosítása	12 12	
	3	Részletek értése	11 elem(helyes / helytelen/ a szöveg nem említi)		
		1 globális értés	1 feleletválasztós elem	22 	90
zsga				48	
Írásbeli vizsga		Nyelvi elemek			
Írás	1	Nyelvtan és szókincs	22 feleletválasztós elem (4 lehetőségből)	22	
			(4 terrecosegnot)	22	
		Íráskészség			60
	1	Kötelező feladat Választott feladat	2 írás feladat (levél, ajánlás, jelentés, cikk stb.)	48	00
	•	Hallott szöveg értése			
	1 2	Globális értés Részletek értése	8 elem párosítása 22 feleletválasztós elem (3 lehetőségből)	8 20	
					kb. 40
ıizsga	3	Információ átadása	10 elem jegyzetelés	20 48	
Szóbeli vizsga	~	Beszédkészség			
	1A 1B	Prezentáció Összegzés és követő kérdések	két (vagy három) vizsgázó	6	16
	2	Beszélgetés		6	.5
		A kompetenciával szerezhető pontok		32 48	



Read the following text. Which of the sentences a-h is missing in each gap? There is only one correct answer for each item. Two sentences do not fit into any of the gaps.

O is an example.

Mark your answers for items 1-6 on Answer Sheet S30.

Example:

- **z** This means that many children never get to experience the natural world in the way their parents and grandparents did.
- **a** For this reason, child carers are often sceptical of the benefits of forest education for children's health.
- **b** Furthermore, parents can participate and help the children build toys and prepare their own meals.
- **c** Girls in particular are said to profit from their outdoor experience.
- **d** Such activities help develop problem solving skills and the ability to assess risks.
- **e** The idea quickly caught on and now thousands of these kindergartens exist throughout Europe.
- **f** There is some concern that, although children are likely to have fun, they may be at a disadvantage once they progress to primary education.
- **g** These are a type of preschool education where children spend most of their time outdoors.
- **h** They argue that being outside will cause illness and that too much walking, climbing and outdoor play leads to physical exhaustion.

Why fresh air is good for children

The majority of today's children are growing up detached from nature, a new survey reveals. For the first time in history, more than half the world's population is living in large towns and cities due to ever increasing urban growth. _____ 0 ____ As after school hours become filled with scheduled activities such as music lessons or sports, less time is devoted to just getting muddy and exploring what nature has to offer.



of the weather. The idea comes from the eighteenth century creator of the 'kindergarten' concept, Friedrich Wilhelm August Froebel. He believed that play was vital for young children's development and that the outdoors was as obvious a place for this as any classroom. In Denmark in the 1950s, this concept was revisited and adapted, and a new type of preschool education was created. _____2

The focus is on fresh air, exercise and understanding the local environment. Children are given the freedom to build huts, climb trees and cross streams. They stop and investigate what interests them as they head out on planned walks and fashion their own toys using whatever resources they find. _____3 ___ They foster independence, curiosity and creativity, and lead to an increased attention span, greater physical strength and improved motor function.

Can these kindergartens compete with standard kindergartens? _____ 4 ___ However, a recent study in Germany showed that forest kindergarten children actually outperformed their peers in areas such as cognitive tasks, social behaviour and creativity, as well as physical ability. ____ 5 ___ The research shows it helps them become physically self-confident.

This type of education will not attract so-called 'helicopter parents', those who hover over their children being over-protective. _____6 ___ But here rain, sun and snow are all welcome. After all, as the saying goes, there is no such thing as bad weather, only bad clothing. And all agree that the odd bump or bruise is nothing to worry about, especially when parents see how the outdoor world helps their children thrive. With the popularity of these schools growing, more urban children will be taking advantage of the natural world to explore and learn while cultivating strong bodies and healthy minds.



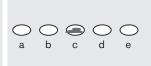
Read the following text. In which part of the text a—e can you find the information 7–12? There is only one correct answer for each item. Each part of the text may contain more than one of the pieces of information.

Mark your answers for items 7–12 on Answer Sheet S30.

Example:

Which part of the text...

0 explains that enhancing our personal relationships should be the real purpose of a bucket list?



Which part of the text ...

- **7** blames bucket lists for promoting materialism?
- 8 cautions that bucket list aims only make sense when they reflect a person's own passions?
- 9 criticises people's way of handling their personal bucket list?
- 10 mentions how modern life has become so tedious?
- 11 notes that spending one's time meaningfully doesn't necessarily demand expense or luxury?
- 12 recommends that bucket lists be employed to advance personal growth?

The bucket list: a way to make the most of life or an excuse for indulgence?

a

Whether you'd like to jump out of an aeroplane, trek that Appalachian Trail or swim with dolphins, a personalised Bucket List is a modern necessity for the adventurous of spirit. Although the idea of having a list of things to do before you die isn't new, the expression 'bucket list' first appeared in the English language at the beginning of the 21st century.

Derived from the euphemism for dying, 'to kick the bucket' and popularised in the wake of the 2007 movie by that name, the bucket list enumerates experiences, tasks or accomplishments that a person hopes to achieve before they become food for worms. While bucket lists can act as a helpful tool, they can also be an excuse for people to indulge in compulsive experience-chasing, which implies a mere "tick the boxes" approach to life.

b

For many people, a bucket list can be beneficial, especially if it drags us out of our usual routine. For Jack, who works in London as an insurance broker, his bucket list is how he reminds himself that there's more to life than the daily grind. 'It is such a rat race,' he says, 'Too often we get caught up in living a monotonous existence. I experience it every day:' He sees a bucket list as something of a wake-up call for those of us for whom life has become repetitive and unfulfilling. For him, bucket list experiences are exciting peaks that make life more memorable and meaningful. 'I never imagined I could end up so world-weary at the grand old age of 32. But setting time aside to think about what you want to do with your life can be really useful as a reminder that we don't just live to work.'

С

Marketing assistant, Dani, agrees, though her reasoning is more focused on living than dying. Several years ago, an old friend of hers discovered she had a terminal illness. 'With only months to live, my friend compiled a list of things she had always dreamed of doing,' Dani says. 'But unlike other lists I've seen, hers was full of small activities and gestures that would bring happiness to others. It was such a beautiful and selfless approach to what can be a very self-involved undertaking.' Dani herself, has taken inspiration. 'My friend's passing was obviously terribly sad, but she motivated me to give more to my other friends and family, both in terms of time and effort. For example, I've now started writing hand-written letters to my grandparents again. It really doesn't take much to make someone's day.'

d

Dani's point about extravagant experiences is a sound one. Not only can our aims be extraordinarily and often prohibitively expensive, they don't always give us the satisfaction we're looking for. Many bucket lists tend to be generic, filled with standardised adventures. According to a recent survey, some of the items that occur most frequently on people's lists include meeting a celebrity, running a marathon and climbing Mount Kilimanjaro. Psychologist, Dr Annabelle Russell, queries the motivation behind certain list entries. 'Wildlife fans, for example, might derive great pleasure from whale watching, but if you've no interest in whales, what's behind this desire?' According to Dr Russell there's a competitive element to the bucket list, especially in the age of social media, where we can show off everything we've been doing. Such websites encourage us to 'brand ourselves' and project a specific image of who we are to the world. Posting pictures of our achievements might make us look good, even envied by others, but it won't necessarily make us happy.

е

Cynics take this point even further. Like any other modern phenomenon, the bucket list has been an opportunity for business to cash in. The idea of 'once in a lifetime' holidays aligns so well with the bucket list principle that a whole industry has emerged to enable us to achieve our dreams. Timothy Halstead, a student at Bath University, sees the bucket list as nothing more than a scam. 'It's another victory for capitalism because the bucket list is really just a shopping list. Instead of looking at what you have and building an enjoyable life on those foundations, we tick experiences off a list in an attempt to improve our confidence and boost our battered egos,' he explains scathingly. For Dr Russell, such a list should ideally be used as a means of enabling its user to challenge their limits. 'I tend to procrastinate, especially when it comes to things I've never tried before,' she says, 'Having a bucket list forces me to say 'let's give it a shot!' It helps me be a little braver.'



Read the following text and the statements 13–23 below. For each of the statements 13–23 mark the following, if the information:

- (+) corresponds to the content of the text.
- (-) does not correspond to the content of the text.
- (X) is not mentioned in the text.

Mark your answers for items 13–23 on Answer Sheet S30.

- **13** Political necessity motivated engineers to develop the transatlantic telegraph cable.
- **14** Before working on the telegraph, Morse was well-known as an artist.
- **15** The transatlantic cable project received funding from two governments.
- **16** The cable was damaged several times due to the bad weather.
- 17 During the celebration, City Hall in New York burned down.
- 18 Lord Kelvin and Dr Whitehouse had worked together prior to the cable being laid.
- 19 Kelvin was sceptical of Whitehouse's theories, arguing that the cable should be treated more sensitively.
- **20** Whitehouse accepted responsibility for the project's failure.
- **21** Whitehouse was part of the Great Eastern expedition.
- 22 During the 1930s, people were able to make telephone calls between Europe and the United States.
- 23 Today, the majority of transatlantic communication is done via satellite.

Which title a, b or c best matches the article? Mark your answer for item 24 on Answer Sheet S30.

- **24 a** A short history of the telegraph
 - **b** How we moved from the Morse code to satellites
 - **c** The revolution in transatlantic communication

_____TITLE

Prior to the introduction of telegraph communication, the time required to deliver a message in the form of a letter from North America to Europe was staggeringly long. Given that the northern American states were still under British rule and experiencing increasing civil discontent and unrest, the need for swifter communication between Britain and its colonies was of paramount importance. So in 1854, a project was initiated to lay a telegraph cable across the floor of the Atlantic from one of Ireland's most westerly points, Valentia Island, to the town of Heart's Content in Newfoundland. The aim of the ambitious project was to reduce the time it took to deliver a message across the world's second largest ocean from days to mere minutes.

Groundwork for this project had been laid in the preceding two decades. The first working telegraph instrument was developed in 1832 by Samuel F.B. Morse, an established portrait painter, who had, in his mid-thirties, turned his hand to inventing. He later perfected a set of signals that could



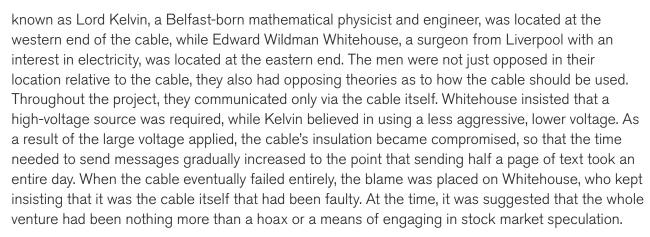
represent language in telegraph messages, known as Morse code. By 1850, telegraph cables had already been laid on the bed of the English Channel that connected Britain and France, and construction had begun on an over-ground telegraph line in the US, linking Nova Scotia to Newfoundland. Soon after, plans were made to extend the east-coast cable across the Atlantic to Britain. Private investment and a subsidy from the British government helped launch the scheme, and the American colonies, despite opposition from many senators, also provided a grant.

On 5 August 1857, two converted warships, HMS Agamemnon and USS Niagara, set out together from the southwest coast of Ireland with the intention of laying the first part of what would be more than 3,000 miles of telegraph cable. However the cable broke on the first day of the operation and, although it was patched, broke for a second time and the project was postponed.

A year later, a second attempt was made. This time, the ships set out from either side of the ocean, meeting in the centre on 26 June 1858 to connect the cables. Again, breaks in the cable caused the operation to fail, and critics called for the costly project to be abandoned. But on July 17, the ships set out once more, and this time, despite poor weather conditions and the low morale of the crew, the endeavour succeeded. On 16 August 1858, the first official telegraph between the two continents was transmitted, a message of congratulations from Queen Victoria to the US President James Buchanan.

This message and the President's enthusiastic response made newspaper headlines worldwide, and in New York, the historic event was commemorated with processions, music and fireworks, sparks from which resulted in a fire that damaged the dome of City Hall. But the elation was short-lived: on 3 September, the cable failed.

The cause of the failure was that the two electrical engineers responsible for the functioning of the cable had very different ideas about how the system worked. William Thomson, more famously



It took eight years for the next attempt at transatlantic telegraph communication to be made. In 1866, several existing telegraph companies banded together and, with Whitehouse having been replaced as lead engineer, launched the ship, the Great Eastern, to lay a new cable. The expedition was successful and, once more, friendly messages were exchanged between Queen Victoria and the American states. Transmitting these initial telegrams was not exactly quick. Queen Victoria's first message of 98 words, back in 1858, took over 16 hours to send. Operators used Morse code and needed two minutes to transmit a single character, letter or number. By 1866 innovations in cable production, combined with improved methods of sending messages, meant speeds had greatly improved. Now eight words could be sent per minute – eighty times faster than the original 1858 cable. Further oceanic cables were laid and London soon became the world centre in telecommunications.

It was not until the 1920s, long after the invention of the telephone, that the idea of a telephone cable across the Atlantic was seriously considered. From 1927, transatlantic telephone communication was feasible, but it was only radio-based. The first ever telephone cable linking Europe and the US, the TAT-1, was not laid until 1955. Connecting Scotland and Newfoundland, it was inaugurated on 25 September 1956 and carried 36 channels. Although the number of channels increased to 72 in later years, the TAT-1 was decommissioned in 1978, being replaced by more advanced types of cable with higher bandwidth. The first southern Atlantic cable, linking Portugal and Argentina, was launched in 2000.

In modern times, we could be forgiven for believing that transatlantic communication is facilitated mainly by satellite, especially given that there are now in excess of two thousand communication satellites currently in the Earth's orbit. In actual fact, cables have experienced something of a resurgence, having overtaken satellite communication again before the end of the 20th century. With the introduction of fibre optic technology and so-called 'self-healing' topology (whereby a fault in the circuit can be bypassed without the need for human intervention), cable communication is going from strength to strength. Latency (the delay between the signal being sent and received) has been reduced to less than 0.06 seconds, making the experience almost seamless for the user – quite some progress considering the sixteen hours it took for Queen Victoria's 98-word telegram to arrive in the US just a century and a half ago.

Language Elements



Read the following text and decide which word or phrase is missing in items 25-46: a, b, c or d?

Mark your answers for items 25-46 on Answer Sheet S30. 0 is an example

The Camino de Santiago
The Camino de Santiago, also as the way of Saint James, is a network of hiking routes or pilgrimages 26 to the shrine of the apostle Saint James in the cathedral of Santiago de Compostela in north-western Spain.
Many people complete a route as a form of spiritual journey or retreat for their spiritual27 but the route28 attract religious devotees; it is also popular with hiking and cycling enthusiasts and organized tour groups. While the routes29 length, most take around a month30, walking between 20 and 30 km a day. The main route, the Camino Frances, takes,31 average five weeks, passing through the Pyrenees, the Rioja wine region and many historic towns. In October 1987, the route32 the first European Cultural Route by the Council of Europe; as well as one of UNESCO's World Heritage Sites.
The33 of the Camino stretches back to the Middle Ages when pilgrims made their way on foot to34 from Saint James, whose remains are35 buried on the site of what is now the city's cathedral. The route was part of a trio of pilgrimages, the36 to Rome and Jerusalem. Completing all three routes was thought to guarantee forgiveness for every37
Over the centuries, the pilgrimage's popularity has38 as a result of dramatic events39 outbreaks of various diseases or war, which made travelling long distances dangerous. Nowadays, pilgrims come from around the40 and walk these routes for a41 ranging from religious motivation and interests in travel or sport, to42 to see another country. Modern pilgrims carry a 'credential' or 'pilgrim's passport43 at each hostel or town that they pass through on the way to Santiago44 at the Santiago cathedral, the credential is exchanged for a certificate to honour the achievement. The challenge of spending a few45 walking and the sense of achievement make the Camino a46 journey of discovery.



- 0 a knew
 - **b** know
 - c knowing
 - **d** known



- **b** easily
- c eventually
- **d** particularly
- 26 a following
 - **b** leading
 - **c** pointing
 - **d** wandering
- **27 a** grow
 - **b** growing
 - **c** grows
 - **d** growth
- 28 a cannot really
 - **b** does not only
 - c should definitely
 - **d** will mainly
- 29 a are different
 - **b** differ from
 - c have various
 - **d** vary in
- **30** a for completing
 - **b** if completed
 - **c** in completion
 - **d** to complete
- **31** a for
 - **b** in
 - **c** on
 - **d** with
- 32 a declared
 - **b** has been named
 - **c** names
 - d was declared
- 33 a background
 - **b** birth
 - **c** origin
 - **d** source
- **34** a ask to forgive
 - **b** beg and forgive
 - c seek forgiveness
 - **d** want the forgiveness

- **35** a believed to have been
 - **b** known for having
 - **c** perceiving to be
 - d thought to have
- 36 a other one is
 - **b** other route goes
 - **c** others being
 - **d** others passing
- 37 a failure done
 - **b** mistakes made
 - c offence taken
 - **d** sin committed
- 38 a been climbing and sinking
 - **b** decreased and declined
 - c risen and fallen
 - **d** sunk and rose
- **39** a among which
 - **b** called for
 - **c** like in
 - d such as
- 40 a block
 - **b** clock
 - **c** corner
 - **d** globe
- 41 a different reason
 - **b** number of reasons
 - c reason that is important
 - **d** round of reasons
- 42 a a hard wish
 - **b** a main goal
 - c a simple desire
 - d an easy plan
- 43 a that has stamped
 - **b** which is stamped
 - **c** who issues stamps
 - **d** whose stamps stay
- 44 a Before having arrived
 - **b** Once arriving
 - **c** Upon arrival
 - **d** When he arrives
- 45 a week of
 - **b** week's
 - c weeks

 - **d** weeks in
- 46 a certain
 - **b** really
 - **c** rightful
 - **d** true



Listening Part 1

You will hear a radio programme with eight people giving their opinions on a topic. You will hear each person once. While listening, decide which statement a–j best matches what the speaker says. You will only need eight of the ten statements.

Mark your answers for items 47–54 on Answer Sheet S30. You will now have one minute to read the statements a–j.

How useful are performance reviews or staff appraisals at work?

- **a** During review meetings, employees have the chance to improve the relationship with their managers.
- **b** Evaluation should be an ongoing process, rather than being focused on a single annual event.
- **c** Giving workers goals to work towards helps them understand how they are performing.
- **d** Managers have a tendency to let their personal views of an employee influence their appraisals.
- **e** Managers need to be better trained at carrying out annual reviews.
- **f** Nerves can prevent you from taking in what is actually being said.
- **g** Offering staff money as motivation can reduce the quality of the work being done.
- **h** Reviews are necessary to keep people focused on the quality of their work.
- i Reviews offer managers the chance to congratulate staff on their work successes.
- **j** Some employees say they really enjoy the appraisal process.

Listening Part 2

You will hear a radio programme. You will hear the programme only once. While listening decide which answer fits best: a, b or c.

Mark your answers for items 55-64 on Answer Sheet S30.

You will now have three minutes to read items 55-64.

- 55 The term 'work-life balance' emerged
 - **a** as early as the 1970s.
 - **b** during the late 1990s.
 - **c** within the last ten years.
- 56 Melissa Prescott believes employees are less likely to feel stressed if they
 - **a** are in management positions.
 - **b** consider pay to be the primary motivation for working.
 - **c** identify themselves very closely with their jobs.
- 57 The first stage of 'burnout syndrome' is
 - **a** a feeling of exhaustion and sadness.
 - **b** neglecting friends and pleasurable free time activities.
 - **c** the desire to demonstrate one's importance.
- **58** The number of people requesting medical assistance for panic attacks has
 - a gradually decreased over time.
 - **b** increased significantly.
 - **c** remained largely the same.
- **59** Melissa believes that pressure
 - a can be a useful tool to achieve success.
 - **b** is similar to stress in terms of its consequences.
 - **c** results in various health issues.
- **60** People's ability to fight off infection is weakened by
 - **a** a prolonged increase in stress hormone levels.
 - **b** a short-term reduction in stress hormones.
 - **c** fluctuating stress hormone levels.
- 61 One of the most important changes individual companies can make is to
 - **a** ban employees from checking work emails outside office hours.
 - **b** give employees more sick days.
 - **c** let employees arrange their own working hours.
- **62** Melissa says, keeping staff satisfied is important because when
 - a experienced employees leave, the quality of work suffers.
 - **b** skilled employees aren't challenged enough professionally, they are often ill.
 - **c** untrained employees are frustrated, the number of errors increases.
- 63 Melissa believes that
 - **a** making your job a top priority is never advisable.
 - **b** spending time with friends keeps you balanced.
 - **c** telling an employer you feel stressed can be risky.
- **64** In Melissa's opinion, in the future we will probably
 - a earn much less money.
 - **b** enjoy a better work-life balance.
 - c work many more hours.



Listening Part 3

You are listening to a PowerPoint presentation. For each slide there are one or more pieces of information you should note down. While listening, make notes on the right hand side for items 65–74. Answer 0 is an example. You will hear the presentation only once.

After listening to the recording, you will have five minutes to transfer your answers for items 65–74 to Answer Sheet S30.

You will now have one minute to read the slides.

Presentation Finding Machu Picchu DAVID MARTIN Award (0)	Notes • Keller Príze for Hístory
	65
Origins of Machu Picchu Height of the city of Machu Picchu (65) 1450–1550 (66)	66
Discovery, Restoration and Significance	67
 Hiram Bingham announces his find (67) In 1983 (68) 	68

Presentation	Notes
Environmental threats	69
 Building development in Aguas Calientes (69) Reason for transport infrastructure developments (70) 	70
Threats to flora and fauna	71
General facts about endangered animals (71)	
The purpose of Machu Picchu	72
The first theory (72)Machu Picchu as pilgrimage site (73)	73
	74
Ongoing questions	
Speculation as to why Machu Picchu was abandoned (74)	

You now have five minutes to transfer your answers for items 65-74 to Answer Sheet S30.



Writing

In this part of the examination you have to write two texts: the compulsory task and one of the optional tasks. You have a total of one hour to complete both tasks.

Remember:

The texts you write should be well-structured and highlight the points that you think are most important for the reader. The structure of the text should have an appropriate degree of complexity with reference to the type of text specified and should also contain a number of complex sentence forms.

Write on the Answer Sheet page 5 (compulsory task) and page 7 (optional task).

Compulsory

Your local council is thinking of building three wind turbines on the hill near your village. Residents are concerned and some groups have protested against the plan. Others support the idea. The local newspaper has asked for readers' comments.

Write a letter to the editor of the newspaper and state your opinion.

Write at least 200 words.

Optional

Choose one of the following four tasks:

Α

The Writer's Website is having a competition. This month's challenge, titled "Dear Me," is to write a letter to yourself when you were a teenager. Include words of wisdom, advice or messages you think would have been useful to a younger you.

Write at least 150 words.

В

You are an active member of a sports club, which needs new members. You have volunteered to write a suitable text for the local community yearbook.

Write at least 150 words.

C

You recently bought a camera from the local electrical shop and discovered that it was faulty. When you took it back and asked for a replacement, you were told that the shop could not help you. Write to the manufacturer to complain.

Write at least 150 words.

D

Your English teacher has created a website for learners and wishes to publish comments, stories about lessons, and recommendations about improving your language skills from former and current students. You like the idea of formulating something for the internet.

Write at least 150 words.

A beszédkészség

Hogyan zajlik a beszédkészség vizsgarész?

A szóbeli vizsga mindig két telc vizsgáztató jelenlétében zajlik és két vizsgázó esetén körülbelül 16 percig tart. Páratlan számú vizsgázó esetén az egyik csoportban három vizsgázó vizsgázik együtt, ebben az esetben természetesen a vizsga arányosan hosszabb ideig tart. Felkészülési idő nincs.

Mit várunk el a vizsgázóktól?

A vizsgázóknak úgy kell beszélgetniük és egymás érvelésére reagálniuk, hogy abból életszerű beszélgetés kerekedjen. Az érdeklődés és egymás kisegítése a beszélgetésben pozitív benyomást kelt.

Mi a fő cél a vizsga egyes részein?

A vizsga elején a vizsgáztatók röviden bemutatkoznak. A beszédkészség vizsga két részből áll:

1A rész: Prezentáció (kb. 3 perc / vizsgázó)

A vizsgázók különböző feladatlapokat kapnak, melyeken két eltérő téma található. A vizsgázónak az egyik választott témát kell 3 perc alatt bemutatnia.

1B rész: Összegzés és követő kérdések (kb. 2 perc / vizsgázó)

"A" vizsgázó prezentációja után "B" vizsgázónak össze kell foglalnia partnere prezentációját, majd ezután legalább egy témához kapcsolódó kérdést fel kell tennie. Ha szükséges, a vizsgáztatók is tehetnek fel kérdést. Ezután "B" vizsgázó prezentálja a választott témáját, melyet "A" vizsgázó összegzése és kérdése követ. A vizsgázók jegyzetelhetnek a prezentáció alatt.

2. rész: Beszélgetés (6 perc)

A vizsga második részében a vizsgázóknak ellentmondásos témákról kell beszélgetniük, melyeket feladatlapon kapnak meg. Ki kell fejteniük véleményüket és más nézőpontokat kell megbeszélniük. A beszélgetés során érveléssel és példákkal kell alátámasztaniuk mondanivalójukat. Ha a beszélgetés nem éri el az elvárt szintet, a vizsgáztatók további kérdéseket tehetnek fel.

telc Hungary English C1 - Mock Examination 1



Test taker A

Part 1A: Presentation (3 minutes per test taker)

Task

Choose one of the two topics and give a short presentation to your partner(s). Take a few seconds to prepare before you start speaking. Remember to give an introduction (example, own experience) and come to a conclusion at the end.

You should talk for about three minutes.

At the end you will be asked follow-up questions.

Topics

- Is donating to charity popular in your country? Which charities would you consider donating to and why?
- How important is your mobile phone? How have mobiles changed our social interactions?

PART 1B: Summary and follow-up questions (2 minutes per test taker)

- Make notes while you are listening to your partner's presentation. At the end of the presentation, summarise what your partner has said.
- Ask your partner follow-up questions.

Test taker B

Part 1A: Presentation (3 minutes per test taker)

Task

Choose one of the two topics and give a short presentation to your partner(s). Take a few seconds to prepare before you start speaking. Remember to give an introduction (example, own experience) and come to a conclusion at the end.

You should talk for about three minutes.

At the end you will be asked follow-up questions.

Topics

- How useful is the Internet for finding information? What effect can information from the Internet have on less democratic societies?
- How has marketing changed professional sport? Does sponsorship give athletes unfair advantages?

PART 1B: Summary and follow-up (2 minutes per test taker)

- Make notes while you are listening to your partner's presentation. At the end of the presentation, summarise what your partner has said.
- Ask your partner follow-up questions.



Test taker C

Part 1A: Presentation (3 minutes per test taker)

Task

Choose one of the two topics and give a short presentation to your partner(s). Take a few seconds to prepare before you start speaking. Remember to give an introduction (example, own experience) and come to a conclusion at the end.

You should talk for about three minutes.

At the end you will be asked follow-up questions.

Topics

- What are the advantages and disadvantages of living in a city? What effect has urbanisation had on the countryside?
- How many people go to university in your country and do they have to pay tuition fees? Should students only study subjects that are useful for society?

PART 1B: Summary and follow-up questions (2 minutes per test taker)

- Make notes while you are listening to your partner's presentation. At the end of the presentation, summarise what your partner has said.
- Ask your partner follow-up questions.

Test takers A / B / (C)

Part 2: Discussion (6 minutes)

Discuss the following topic with your partner(s):

"I do not like work, even when someone else does it."

Mark Twain (1853-1910), American author

- What do you understand by this statement?
- In what way do you agree or disagree with it?
- Give reasons and examples to support your opinion.
- React to your partner's arguments.



Part 2: Discussion (6 minutes)

Discuss the following topic with your partner(s):

"Children must be taught how to think, not what to think."

Margaret Mead (1901-1978), American anthropologist

- What do you understand by this statement?
- In what way do you agree or disagree with it?
- Give reasons and examples to support your opinion.
- React to your partner's arguments.

Test takers A / B / (C)

PART 2: Discussion (6 minutes)

Discuss the following topic with your partner(s):

"I have learned more from my mistakes than from my successes."

Sir Humphrey Davy (1778-1829), British inventor

- What do you understand by this statement?
- In what way do you agree or disagree with it?
- Give reasons and examples to support your opinion.
- React to your partner's arguments.

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Answer Sheet S30



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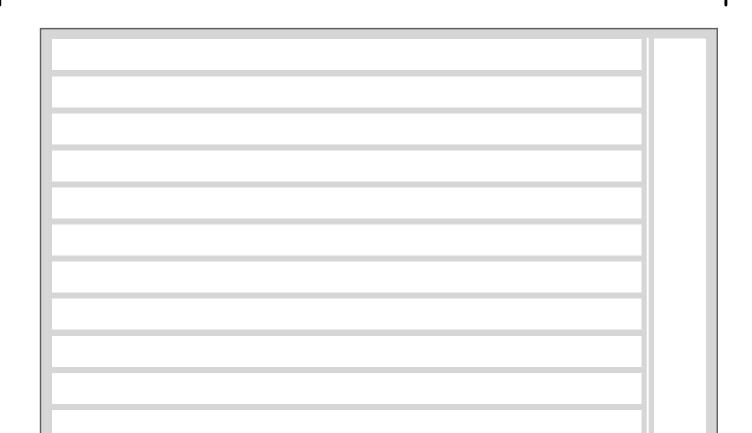


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Az íráskészség vizsgarész értékelési kritériumai

A vizsgázók teljesítményét a Közös Európai Referenciakeret C1 szintjére vonatkozó definícióinak megfelelően az alábbi kritériumok szerint értékeljük:

1. A feladat megvalósítása

- A feladat teljes mértékben megvalósul.
- A szöveg jól struktúrált.
- A feladat megoldása tisztán érthető és precíz.
- A szöveg az olvasó számára tisztán érthető.

2. Nyelvtani pontosság

- A vizsgázó nem, vagy nagyon kevés alaktani, lexikai vagy mondattani hibát vét, eltekintve a ritka hibáktól, melyeket az összetett mondatok esetén vét.
- A helyesírás egy-két apró hibától eltekintve pontos.

3. Választékosság

A vizsgázó

- gazdag szókinccsel rendelkezik.
- használ összetett mondatokat.
- mondanivalóját nem kell korlátoznia.
- ötleteit különböző módon meg tudja fogalmazni.
- nyelvhasználata a feladatnak megfelelő.

4. Megfelelőség

- A szöveg a feladatnak megfelelő stílusban strukturált és rendezett.
- A stílus megfelelő a szituációnak és az olvasó számára is.

A kritériumok alapján a tartalom lehet

A: teljesen megfelelő.

B: többnyire megfelelő.

C: nem teljesen megfelelő, de az érthetőség nem sérül.

D: nem megfelelő.

A pontszámok A-D-ig a következőképpen adhatók:

1. fealadat: Kötelező írás feladat

	Α	В	С	D
Feladatmegoldás	6.5	4.5	2.5	0
Pontosság	6.5	4.5	2.5	0
Választékosság	6.5	4.5	2.5	0
Megfelelőség	6.5	4.5	2.5	0

Összpontszám: 26

2. feladat: Választott írás feladat

	A	В	С	D
Feladatmegoldás	5.5	4	2	0
Pontosság	5.5	4	2	0
Választékosság	5.5	4	2	0
Megfelelőség	5.5	4	2	0

Összpontszám: 22

A beszédkészség értékelési szempontjai

A vizsgázók teljesítményét a következő öt kritérium szerint értékelik:

1. A feladat megvalósítása

4. Nyelvtani pontosság

2. Folyamatosság

5. Kiejtés és hangsúly

3. Választékosság

A vizsgázók teljesítménye a KER C1 szint deskriptorok által leírt elvárásoknak megfelelően kerül értékelésre.

A következő részben található a KER "Képes vagyok...." részben módosított meghatározásain alapuló értékelési útmutató, melynek végén egy táblázat nyújt praktikus áttekintést. Az 1. kritérium minden egyes részben értékelésre kerül. A többi kritérium (2-5), a vizsgán nyújtott teljesítmény egészére vonatkozik.

1. A feladat megvalósítása

Ez a kritérium a vizsga minden részében (1A, 1B és 2.) értékelésre kerül.

- A feladat teljes mértékben megvalósul.
- A vizsgázó aktívan vesz részt az interakcióban.
- A vizsgázó mondanivalója jól strukturált.
- A kommunikáció megfelelő.
- ⇒ A következő vonatkozásokban a feladatnak megfelelően: (a kulcsszavak vastagon szedve)

Prezentáció	KER: Általános beszédprodukció Világos, részletes leírást és bemutatást tud adni összetett témákkal kapcsolatban; összekapcsolja az egyes altémákat, kifejti az egyes pontokat, és megfelelő befejezéssel zár. KER: Hallgatóság előtti beszéd Világos, jól szerkesztett előadást tud tartani összetett témában, nézeteit kiegészítő adatokkal, érvekkel és megfelelő példákkal fejti ki és támasztja alá.
Összegzés és követő kérdések	KER: Magyarázatkérés Rá tud kérdezni az elhangzottakra, hogy ellenőrizze, megértette-e azt, amit a beszélő mondani akart, és tisztázza a homályos pontokat.
Beszélgetés	KER: Formális eszmecsere és értekezlet Elvont, összetett, ismeretlen témákban is könnyen követni tudja a vitát. Meggyőzően tudja előadni a hivatalos álláspontot, meg tudja válaszolni a kérdéseket és megjegyzéseket, és összetett ellenérvelésekre folyékonyan, természetes módon és megfelelően reagál.

Értékelés

A	В	С	D
A vizsgázó teljesítménye majdnem mindig megfelelő az adott feladatban az elvárt kompetencia szintjén.	A vizsgázó teljesítménye az adott feladatban többnyire megfelelő.	A vizsgázó teljesítménye az adott feladatban számos szempontból nem megfelelő.	A vizsgázó teljesítménye az adott feladatban (szinte) egyáltalán nem megfelelő vagy nem vesz részt aktívan a feladatban.

2. Folyamatosság

- A vizsgázó folyékonyan és természetesen beszél, elvétve keresgél csak szavakat.
- Függetlenül a vizsgázó természetes beszédtempójától, a beszéd egyenletesen folyamatos.
- A vizsgázó használ nyelvi összekötő elemeket, hogy a mondanivalója összefüggő legyen.
- A kommunikáció természetesnek tűnik, a szünetek nem akadályozzák a kommunikációt.
- ⇒ KER (Szóbeli folyékonyság): Folyékonyan és természetes módon, szinte erőfeszítés nélkül tudja kifejezni magát. A természetes, gördülékeny beszédben csupán egy fogalmi szempontból nehéz téma akadályozhatja.

Értékelés

A	В	С	D
A kommunikáció (majdnem) mindig természetes. A vizsgázó következetesen folyékonyan és összefüggően beszél.	A kommunikáció döntő többségben folyamatos. A vizsgázó általánosságban folyékonyan beszél, alkalmanként hezitál.	A kommunikáció részben akadályozott. A vizsgázó gyakran hezitál, mert nem tudja magát kifejezni.	Olyan szünetek vannak a beszédben, amelyek akadályozzák a kommunikációt. A vizsgázó csak egyszerű gondolatokat tud megfogalmazni és egyszerű kérdésekre tud folyékonyan válaszolni.

3. Választékosság

- A vizsgázó gazdag szókinccsel rendelkezik, választékosan és megfelelően tudja magát kifejezni.
- A vizsgázónak nem kell korlátoznia mondanivalóját.
- A vizsgázó komplex mondatokat használ.
 KER (Szókincs terjedelme): Jól használja széles körű szókincsét, az esetleges hiányokat körülírásokkal
- ⇒ könnyedén áthidalja; ritkán kell keresgélnie a kifejezéseket vagy elkerülési stratégiát alkalmaznia. Jól tudja használni az idiomatikus kifejezéseket és kollokvializmusokat.

Értékelés

A	В	С	D
A vizsgázó	A vizsgázó nyelvi	A vizsgázó nyelvi	A vizsgázó
teljesítménye majdnem	készségei alkalmanként	készségei gyakran	teljesítményét nem
mindig megfelelő az	akadályozzák, hogy	akadályozzák, hogy	jellemzi széles körű
adott feladatban az	kifejezze magát. Néha	kifejezze magát.	nyelvi készségek.
elvárt kompetencia	körülírást vagy	Többször körülírást vagy	Jellemzően egyszerű
szintjén.	egyszerűsítést használ.	egyszerűsítést használ.	struktúrákat használ.

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4. Nyelvhelyesség

- A vizsgázó következetesen helyesen alkalmazza az alaktan és a mondattan szabályait, hibákat csak összetett nyelvi struktúrákban vét.
- KER (Grammatikai helyesség): A **grammatikai helyesség magas szint**jét következesen fenn tudja tartani; **hibák ritkán fordulnak elő**, és nehezen észrevehetőek.

Értékelés

Α	В	С	D
A vizsgázó (majdnem) mindig helyesen alkalmazza a nyelvtant.	A vizsgázó általában helyesen alkalmazza a nyelvtant. Hibákat (szinte) csak a komplex struktúrákban vét.	A vizsgázó számos nyelvtani hibát vét, és nem csak a komplex struktúrák használatakor.	A vizsgázó gyakran vét olyan nyelvtani hibákat, melyek megnehezítik a megértést.

5. Kiejtés és hangsúly

- A kiejtés és a hangsúly tiszta és természetes.
- A szavak és mondatok hangsúlyozása helyes.
- A vizsgázó képes a hangsúly segítségével jelentést kifejezni.
- ⇒ KER (Fonológiai tudás): Variálni tudja a hanglejtést, és helyesen alkalmazza a mondathangsúlyt a **jelentés finomabb árnyalatainak kifejezése** érdekében. Elsajátította a **tiszta és természetes kiejtés**t.

Marking

Α	В	С	D
A vizsgázó kiejtése és hangsúlyozása következetesen tiszta és természetes (az enyhe akcentus ellenére).	A vizsgázó kiejtése és hangsúlyozása általában tiszta és természetes. Esetenként a hallgató részéről erősebb koncentrációra van szükség a megértéshez.	A vizsgázó a kiejtésben és hangsúlyozásban olyan hibákat vét, hogy hallgató részéről a legtöbb esetben erősebb koncentrációra van szükség a megértéshez.	A vizsgázó gyakran olyan hibákat vét a kiejtésben és hangsúlyozásban, melyek miatt mondanivalóját nehéz követni.

Pontszámok

1 Fealadat megvalósítása

	Α	В	С	D
1/A rész: Prezentáció	6	4	2	0
1/B rész: Összegzés és követő kérdések	4	2	1	0
2. rész: Beszélgetés	6	4	2	0

Max. pontszám: 16 pont

Nyelvhelyesség (összes feladat)

	Α	В	С	D
2 Folyamatosság	8	5	2	0
3 Választékosság	8	5	2	0
4 Nyelvhelyesség	8	5	2	0
5 Kiejtés és intonáció	8	5	2	0

Max. pontszám 32 pont

Szóbeli vizsga értékelési kritériumai - Áttekintés

110000000000000000000000000000000000000					
		4	a	v	Q
1. A feladat megvalósítása	 a feladat teljes mértékben megvalósul. a vizsgázó aktívan vesz részt az interakcióban a vizsgázó mondanivalója jól strultúrált. a kommunikáció megfelelő 	A vizsgázó teljesítménye majdnem mindig megfelelő az adott feladatban az elvárt kompetencia szintjén.	A vizsgázó teljesítménye az adott feladatban többnyire megfelelő.	A vizsgázó teljesítménye az adott feladatban számos szempontból nem megfelelő.	A vizsgázó teljesítménye az adott feladatban (szinte) egyáltalán nem megfelelő vagy nem vesz részt aktívan a feladatban.
2. Folyamatosság	 A vizsgázó folyékonyan és természetesen beszél, elvétve keresgél csak szavakat Függetlenül a vizsgázó természetes beszédtempójától, a beszéd egyenletesen folyamatos. A vizsgázó használ nyelvi összekötő elemeket, hogy a mondanivalója összefüggő legyen. A kommunikáció természetesnek tűnik, a szünetek nem akadályozzák a kommunikációt. 	A kommunikáció (majdnem) mindig természetes. A vizsgázó következetesen folyékonyan és összefüggően beszél.	A kommunikáció döntő többségben folyamatos. A vizsgázó általánosságban folyékonyan beszél, alkalmanként hezitál.	A kommunikáció részben akadályozott. A vizsgázó gyakran hezitál mert nem tudja magát kifejezni.	Olyan szünetek vannak a beszédben, amelyek akadályozzák a kommunikációt. A vizsgázó csak egyszerű gondolatokat tud megfogalmazni és egyszerű kérdésekre tud folyékonyan válaszolni.
3. Választékosság	 A vizsgázó gazdag szókinccsel rendelkezik, és választékosan és megfelelően tudja magát kifejezni. A vizsgázónak nem kell korlátozia mondanivalóját. A vizsgázó komplex mondatokat használ. 	A vizsgázó teljesítménye majdnem mindig megfelelő az adott feladatban az elvárt kompetencia	A vizsgázó nyelvi készségei alkalmanként akadályozzák, hogy kífejezze magát. Néha körülírást vagy egyszerűsítést használ.	A vizsgázó nyelvi készségei gyakran akadályozzák, hogy kifejezze magát. Többször körülírást vagy egyszerűsítést használ.	A vizsgázó teljesítményét nem jellemzik széles körű nyelvi készségek. Jellemzően egyszerű struktúrákat használ.
4.Nyelvhelyesség	A vizsgázó következetesen helyesen alkalmazza az alaktan és a mondattan szabályait, hibákat csak összetett nyelvi struktúrákban vét.	A vizsgázó (majdnem) mindig helyesen alkalmazza a nyelvtant	A vizsgázó általában helyesen alkalmazza a nyelvtant. Hibákat (szinte) csak a komplex struktúrákban vét.	A vizsgázó számos nyelvtani hibát vét, és nem csak a komplex struktúrák használatakor.	A vizsgázó gyakran vét olyan nyelvtani hibákat, melyek megnehezítik a megértést.
5. Kiejtés és intonáció	 A kiejtés és a hangsúly tiszta és természetes. A szavak és mondatok hangsúlyozása helyes. A vizsgázó képes a hangsúly segítségével jelentést kifejezni. 	A vizsgázó kiejtése és hangsúlyozása következetesen tiszta és természetes (az enyhe akcentus ellenére).	A vizsgázó kiejtése és hangsúlyozása általában tiszta és természetes. Esetenként a hallgató részéről erősebb koncentrációra van szükség a megértéshez.	A vizsgázó a kiejtésben és hangsúlyozásban olyan hibákat vét, hogy a hallgató részéről a legtöbb esetben erősebb koncentrációra van szükség a megértéshez.	A vizsgázó gyakran olyan hibákat vét a kiejtésben és hangsúlyozásban, melyek miatt mondanivalóját nehéz követni.

Pontszámok és megfelelési szintek

	Vizsgarész	Pontszám	Max. pontszám	Súlyozás
	Olvasás			
	1. rész 6 elem, 2 pont/elem	12		
	2. rész 6 elem, 2 pont/elem	12		
	3. rész 11 elem, 2 pont/elem	22		
	1 elem, 2 pont	2	48	22.5%
Írásbeli vizsga	Nyelvi elemek			
beli	22 elem, 2 pont/elem	22	22	10%
Írás	Írás			
	Kötelező feladat	48	48	22.5%
	Választott feladat	40	-40	22.0 /0
	Az írásbeli vizsga összpontszáma		118	55 %

	Hallott szöveg értése			
	1. rész 8 elem 1 pont/elem	8		
	2. rész 10 elem 2 pont/elem	20		
	3. rész 10 elem 2 pont/elem	20	48	22.5%
Szóbeli vizsga	Szóbeli			
zóbel	1/A rész: Prezentáció	6		
iS.	1/B rész: Összegzés és követő kérdések	4		
	P2. rész Beszélgetés	6		
		32	48	22.5%
	A szóbeli vizsga összpontszáma		96	45 %
	Az írásbeli vizsga részeredménye		118	55 %
	A szóbeli vizsga részeredménye		96	45 %
	Összpontszám		214	100%

Ki kaphat bizonyítványt?

A bizonyítvány megszerzéséhez az alábbi kritériumok mindegyikének teljesülnie kell:

- 1) A vizsgázónak legalább 60%-os eredményt kell elérnie a vizsga egészén.
- 2) A vizsgázónak legalább 40%-os eredményt kell elérnie az olvasott szöveg értése, az íráskészség, a hallott szöveg értése és a beszédkészség vizsgarészben egyaránt.

Amennyiben a vizsgázó egy vagy több vizsgarészben kevesebb mint 40%-ot ér el, kivéve a nyelvi elemek vizsgarészt, és/vagy az összpontszám kevesebb mint 60%-át teljesíti, a vizsga sikertelen.

Az **írásbeli vizsga** sikeres teljesítéséhez az alábbi kritériumok mindegyikének teljesülnie kell:

- 1) A vizsgázónak legalább 60%-os eredményt kell elérnie az írásbeli vizsgán.
- 2) A vizsgázónak legalább 40%-os eredményt kell elérnie az olvasott szöveg értése vizsgarészen és az íráskészség vizsgarészen.

A szóbeli vizsga sikeres teljesítéséhez az alábbi kritériumok mindegyikének teljesülnie kell:

- 1) A vizsgázónak legalább 60%-os eredményt kell elérnie a szóbeli vizsgán.
- 2) A vizsgázónak legalább 40%-os eredményt kell elérnie a hallott szöveg értése vizsgarészen és a beszédkészség vizsgarészen.

A megfelelési szintet ezután az alábbi táblázat szerint számítják ki:

193-214	pont	Nagyon jó	1
171.5-192.5	pont	Jó	2
150-171	pont	Kielégítő	3
128.5-149.5	pont	Megfelelt	4
0-128	pont	Nem felelt meg	

telc Hungary English C1 - Mock Examination 1

Mi a vizsgáztatók szerepe?

A vizsgáztatók felelnek az időkeretek betartásáért. Átmenetet biztosítanak a vizsgarészek között, és meggyőződnek róla, hogy mindkét vizsgázónak elegendő ideje legyen beszélni. A vizsgáztatók a lehető legkevesebbet beszélnek. Csak akkor avatkoznak be, ha a beszélgetés elakad, vagy az egyik vizsgázó nem hagyja szóhoz jutni a partnerét. Az első esetben rövid hozzászólással vagy kérdéssel lendítik tovább a beszélgetést. A második esetben közvetlenül a kevésbé aktív résztvevőhöz kell szólniuk, hogy segítsenek neki visszatérni a beszélgetésbe. Elméletileg az is lehetséges, hogy mindkét vizsgáztató beavatkozik, hogy felélesszenek egy akadozó beszélgetést. Azonban leginkább azt javasoljuk, hogy az egyik vizsgáztató vegye fel a beszélő, míg a másik az értékelő szerepet. Ezeket a szerepeket a teljes vizsga során meg kell őrizni. A vizsgáztatók az M10-es értékelőlapra vezetik fel az értékelést a vizsga során. A vizsgáztatók egyénileg értékelik a vizsgázók teljesítményét. Minden feladatot a beszédkészség vizsgarész négy értékelési szempontja alapján értékelnek, vagyis mindkét vizsgáztatónak tizenkét szempontból kell értékelnie minden egyes vizsgázót. Miután a vizsgázók elhagyták a termet, a vizsgáztatók összehasonlítják a pontozásukat. Ez segít a vizsgáztatóknak abban, hogy újraértékeljék megfigyeléseiket és megegyezésre jussanak. Ezután az eredményeket felvezetik az S30-as válaszlapra.



telc English C1 Oral Examination – Score Sheet M10

Candidate A					Candidate B				
Last Name					Last Name				
First Name					First Name				
Content Task Management					Content Task Management				
	A	В	C	D		A	В	C	D
Part 1A Presentation Part 1B Summary and follow-up			0 0		Part 1A Presentation Part 1B Summary and follow-up			0 0	
Part 2 Discussion	0	0	0	0	Part 2 Discussion	0	0	0	0
Language (Part 1A-2)					Language (Part 1A-2)				
Language (Part 1A-2)			С		Language (Part 1A-2)			С	
Fluency	0	0	0	0	Fluency	0	0	0	0
Fluency Repertoire	0	0	0	0 0	Fluency Repertoire	0	0 0	0 0	0
Fluency Repertoire Grammatical Accuracy	0	0 0 0	0	0 0 0	Fluency	0 0 0	0 0 0	0	0 0 0
Fluency Repertoire Grammatical Accuracy	0 0 0	0 0 0	0 0 0	0 0 0	Fluency Repertoire Grammatical Accuracy	0 0 0	0 0 0	0 0 0	0 0 0
Language (Part 1A-2) Fluency Repertoire Grammatical Accuracy Pronunciation and Intonation	0 0 0	0 0 0	0 0 0	0 0 0	Fluency Repertoire Grammatical Accuracy	0 0 0	0 0 0	0 0 0	0 0 0

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Megoldókulcs



Read	ding Part 1
1	g
2	е
3	d
4	f
5	С
6	h
Read	ding Part 2
7	е
8	d
9	а
10	b
11	С
12	е
Read	ding Part 3
13	true
14	true
15	true
16	not mentioned
17	false
18	not mentioned
19	true
20	false
21	false
22	true
23	false



24

	uage Elements
25	а
26	b
27	d
28	b
29	d
30	d
31	С
32	d
33	С
34	С
35	а
36	С
37	d
38	С
39	d
40	d
41	b
42	С
43	b
44	С
45	С
46	d



Liste	ening Part 1	Liste	ening Part 2
47	d	55	а
48	g	56	b
49	i	57	С
50	a	58	b
51	h	59	а
52	f	60	а
53	С	61	С
54	b	62	а
		63	b
		64	b

Listening Part 3

Listening	Part 3	
Item No	1 Point	2 Points
65	2,430 metres	2,430 metres above sea level
66	construction started	construction started AND site (was) abandoned
67	to a group of historians OR at Yale university	to a group of historians at Yale university
68	UNESCO OR World Heritage Site	(declared a) UNESCO World Heritage Site
69	ONE OF rapid / uncontrolled / built without planning permission	TWO OF rapid / uncontrolled / built without planning permission
70	ONE OF improve access to site OR increase amount of people / goods / building materials (delivered to site)	TWO OF improve access to site OR increase amount of people / goods / building materials (delivered to site)
71	numbers dropped (greatly in recent years) OR because of deforestation (which forces them to find new homes)	numbers dropped (greatly in recent years) AND because of deforestation (which forces them to find new homes)
72	fortress	fortress AND ONE OF easy to defend from enemies / strategic location / safe place
73	worshippers prayed to sun god OR (called themselves) children of the sun OR made / offered human sacrifices	TWO OF worshippers prayed to sun god / (called themselves) children of the sun / made / offered human sacrifices
74	ONE OF Spanish invasion local war outbreak of disease ordered by gods	TWO OF Spanish invasion local war outbreak of disease ordered by gods

Hanganyagok átirata

Listening Part 1

Presenter:

Welcome to this week's edition of 'What's your opinion?' Today's topic is "How useful are performance reviews or staff appraisals at work?" Let's hear what some of our listeners have to say.

Number 47

I've been having annual performance reviews in my job for the last few years and, to be honest, I think they're much too subjective. In fact, I read an article recently which stated that even the majority of human resources managers question the validity of these appraisals. Ideally an assessment would reflect the quality and limitations of an employee's work, but I think that's seldom the case. In reality, reviews are all based on opinion, and I think who you're mates with is really what affects whether you'll get a positive appraisal or not. For example, if you play golf with the boss on a regular basis, you're probably going to get a better review than someone who doesn't.

Number 48

When companies link these yearly reviews to financial rewards, employees focus on specific goals, rather than on the job as a whole. If bonus payments depend on the performance review, then that's what employees tend to work for, instead of doing the best job possible. A worker in a call centre will obviously try to serve as many customers as he can, rather than make sure he gives those customers the best service. I often hear people complaining about how badly they were treated when they called a customer service number. But it's hardly surprising that the operators try to get you off the line as fast as possible, if they know that, when they go into their performance review, the boss will say, 'Good job, you answered X number of calls. Here's your bonus!

Number 49

I know some people find annual reviews really stressful. You could be working away, thinking you're doing a great job and then suddenly, during this once-a-year meeting, the supervisor tells you that 'no', actually things are not going so well! Some people say that all managers do is complain, but when things are stressful, it can be hard to find time for praise. However, you might get positive feedback! Appraisals give bosses the opportunity to give their workers a pat on the back for a job well done. As a

culture, we have a habit of only saying something when we've got a problem, so having a set time and place for a manager to sit their employee down and commend them on their efforts can be very important.

Number 50

From an employee's point of view, a performance review can be an instructive experience. It gives both the employer and the employee a chance to get to know each other better. During the day-to-day running of an organisation, it's not always possible for the manager to recognise and encourage the employee's full potential. But when they get the chance to sit down face-to-face, they can reflect on the work that has been done and the employee's training needs for the future. Together, they can look at individual situations and discuss how things could have been done differently, or the manager can highlight a particular approach to a problem, which will help the employee in the future if a similar issue arises. These meetings don't just help you to become a better worker, they also contribute towards a positive working atmosphere.

Number 51

I don't think performance reviews are demoralising at all. If nothing else, they help keep people on their toes. And that's no bad thing from a manager's point of view. Companies need to know how their employees are doing, and they need to have some kind of a programme in place to ensure that staff understand the importance of working optimally. The manager can analyse the work of each employee, and then in the meeting, be direct; tell them if they are up to standard or not. Employees who know they have a review at the end of the year are more likely to stay motivated and not become lazy, especially when their position and continued employment depend on the review being positive. It would definitely make me work harder!

Number 52

If you ask employers, they often say performance reviews are the task they least enjoy. And of course, most employees dislike them too – they cause a lot of worry. Psychological studies show that if you lack self-confidence or feel like you are under attack, as you probably would in these types of review meetings, you are not open to criticism and suggestions. Your brain can't process what you're hearing! This makes the whole thing

counterproductive. Furthermore, too much emphasis is put on these kinds of events. How can you sum up the value of what employees do with a questionnaire and a short interview? And how can you expect them to absorb your feedback when you've just thrown it at them, while they're under pressure?

Number 53

For a good working atmosphere, the system needs to be transparent and made up of clear expectations set out for staff, which is ideally the case in such reviews. A review is based on the assessment of specific tasks that were carried out and the competences used. When you, as a manager, talk to the employee during the review, you have something concrete to base your comments on, so it's not just a vague opinion. You can both see the results in black and white, making your feedback more valuable. An annual review also gives you the chance to coach your staff. For feedback to be successfully acted upon, employees also need assistance in the form of training, solutions, and guidelines. If all this is in place, the process can be a highly useful tool.

Number 54

If managers were skilled and effective in their daily communication with staff, then there would be little need for these formal reviews. Staff need regular feedback, not just an immediate response when something goes spectacularly wrong, or indeed is a huge success, but encouragement, support and assistance for the small projects and tasks that make up the daily grind. Guidance, goal setting and development activities should be happening on a regular basis not just tacked on to the end of the year, as another time-consuming task the leader has to complete. I'd abandon the yearly reviews if it were up to me, but unfortunately it's something head office insist on. They don't seem to trust us to manage in such a way that we get the best out of our staff without this system.

Presenter:

Well, there have been some interesting contributions. What's your opinion? Ring in and let us know.

Listening Part 2

Edward: Good evening and welcome to our weekly edition of *What Works at Work*. I'm Edward Walters and I'm pleased to have with me in the studio Melissa Prescott, who has written a book on stress and the work-life balance. Welcome, Melissa.

Melissa: Thank you for having me.

Edward: First of all, what do we mean by the 'work-life balance'?

Melissa: Well, Edward, it means exactly that: that we need to balance our work with the rest of our lives so that work isn't allowed to take over.

Edward: Why is there so much emphasis today on the importance of the work-life balance?

Melissa: Well, you're right that the 'work-life balance' has certainly been the hot topic of the last decade, though it's worth remembering that the phrase 'work-life balance', itself, first appeared in our lexicon in the mid-70s. I think the development of the internet and digital communications during the last years of the twentieth century is, however, what's really made the work-life balance so relevant. Technological advances have facilitated a dramatic change in our relationship with work. Thanks to email, laptops and mobile phones, we can be contacted 24 hours a day, 7 days a week, and many companies encourage employees to stay connected to the business outside of the traditional 9 to 5

Edward: So, you're basically saying that we're being exploited by our employers?

Melissa: Well, it's not that black and white. One study showed that almost 70% of workers felt that their work-pressures were, in fact, self-inflicted. They bring it on themselves. This is especially true for people who feel that their own personal identity is closely tied to their profession. People who see work purely as a means to earn a living report feeling less stressed than those who push themselves to the extreme to climb the career ladder, you know, managers and executives.

Edward: There are, presumably dangers to a person pushing themselves professionally?

Melissa: Yes, of course. Our increasingly demanding work culture is having a damaging effect on people, on both their mental and physical wellbeing. Take the phenomenon of 'burnout syndrome'. Psychologists researching this condition have identified 12 stages. Newspapers often report on the *effects* of burnout syndrome, like emotional breakdowns, but seldom mention these *stages*, not all of which occur in all sufferers. The slippery slope towards burnout usually *begins* with the need to prove yourself, to show that

you're valuable to your company and therefore to yourself. To achieve this, people work harder and harder, putting their job before family, friends or hobbies, which may eventually result in depression, behavioural change and, ultimately a total mental and physical collapse, which is what we call 'burnout'.

Edward: An issue that seems to have become more prominent in recent years ...

Melissa: Indeed. However, it's not just the frequency of cases of burnout that indicate a problem. Reports of other health issues are also on the rise. In the UK, National Health Service figures show that in the last ten years, there has been at least a five-fold growth in the number of people seeking medical help for panic attacks. The number of cases is now around 18,000. And 70% of these patients linked their stress to work commitments.

Edward: Many people say they work better under pressure. What's your opinion on this?

Melissa: Well, I think we must recognise that pressure and stress are not the same thing. A little pressure can indeed be positive as a motivating factor, and may actually be essential in a job. Stress, however, occurs when this pressure becomes excessive. This means a person is no longer able to cope with the demands being placed on them. As well as the psychological effects of persistent stress that we've mentioned, there are many physical effects, such as heart disease, frequent headaches, and backache. Another issue is that a person's immune system can be weakened.

Edward: Really, how does that happen?

Melissa: Well, for one thing, your body produces greater levels of the stress hormone cortisol, which is positive in short spurts. But over time, your body can get used to having too much cortisol in your blood. And this opens the door for more inflammation.

Edward: These are all serious problems. What can be done to stop them?

Melissa: Well, recognising the dangers is the first step. In 2017, the French government made it illegal for companies with more than 50 employees to require them to be 'available', in terms of communication, outside contracted working hours. This sends a strong message, but I don't think it's the key. By offering flexitime, companies can give staff the chance to unwind. Such concessions are also a huge help for workers

with young children, who may need to work around the usual office hours in order to pick their children up from kindergarten or look after them when they are sick. In my opinion, that's what companies *should* be doing.

Edward: It's interesting that companies are being so proactive in this area.

Melissa: Well, the advantage for companies in being more flexible and acknowledging the effect of work-related stress on employees, is that it reduces the likelihood of employees regularly calling in sick. Moreover, when under pressure, tired staff lose concentration and as a result, it's easy for them to make mistakes. This, of course, is something that can be very expensive for the company. Staff turnover can also be an expensive problem for companies, especially when new employees need to be trained up in order to maintain high standards. Retaining staff and ensuring that they are healthy and happy has become a huge priority.

Edward: And what steps can we, as employees, take to avoid all this?

Melissa: We have to accept that our jobs are important and it's inevitable that sometimes they will have to take priority. We'll all experience periods of stress in our lives, and the key to getting through these stressful moments is, what experts call, 'good stress management'. This means recognising when you need help, and learning to ask for it. Make space for pleasure – fun, family, hobbies. This helps remind us of what's really important, namely our physical and mental wellbeing.

Edward: What does the future workplace look like to you?

Melissa: There's no escaping the technological revolution. I don't believe we'll ever go back to the traditional division of workplace and home life, and I don't honestly think that's a bad thing. With increasing digitalisation, many jobs will soon be within the capabilities of robots and we'll end up with fewer jobs in general. To address this, we may all need to reduce our working hours — to spread out the remaining work among many. Ultimately, that will give us more time for activities like caring for children or elderly relatives, volunteering or hobbies. This will certainly be a positive change in terms of work-life balance. Finding a way to ensure that our salaries and standard of living are not negatively affected by future developments will, however, be the real challenge!

Edward: Well, thank you for joining us, Melissa. It's been fascinating.

Melissa: It's been a pleasure.

Listening Part 3

Presenter:

Good afternoon, everyone. On behalf of the Latin American History Association, I'd like to welcome you all to today's talk, 'Finding Machu Picchu'. We are delighted to have David Martin, an expert on Machu Picchu, with us today. David's recent book on the subject was last year's winner of the prestigious Keller Prize for History. Welcome, David.

David Martin:

Thank you. I'd like to start off by saying what a pleasure it is to see so many of you here today. Machu Picchu is a topic that captures people's imaginations the world over and attracts many tourists to Peru.

Situated high above the Urubamba river, some 2,430 meters above sea level, the city nestles between two mountains. They are Huayna Picchu and of course, Machu Picchu meaning 'the great peak', from which it took its name. Construction started around 1450, but 100 years later, the site was abandoned. The reason for this remains unclear to this day.

It lay hidden, known only to locals for hundreds of years until its discovery. While we now know that Hiram Bingham was not the first explorer to visit the site, it was he who is credited with bringing it to international attention. In 1911, while searching for another lost Inca city, he was led to what remained of Machu Picchu. This incredible discovery meant years of exploration had paid off. Not long after he returned to the United States and announced his great find to a group of historians at Yale University. Excavations began a year later, and photographs of the site were published in newspapers around the world. Bingham himself soon realised that he had stumbled upon one of the most important ruins in South America

By 1976, 30% of the site had been restored. It was no easy task, as the jungle had grown up over most of it and the perilous location made it difficult for supplies and tools to be brought up from the valley far below. Initially, most of the work involved cutting back the trees and scrub to reveal what was hidden beneath. In 1983, Machu Picchu was declared a UNESCO World

Heritage Site, a title given to places of great cultural or natural importance that deserve to be protected and preserved. The Spanish Conquistadors unfortunately destroyed most of the cities built by the Inca civilization. Machu Picchu managed to escape their attention and survives as one of the most recognised sites in South America.

In 2007, an international Internet poll was carried out and Machu Picchu was voted one of the New Seven Wonders of the World. This brought even more interest from tourists, thousands of whom climb the many stone steps and pathways to marvel at this archeological masterpiece. However, tourism has its disadvantages, and in 2009, a warning was sounded. The World Monuments Fund revealed that Machu Picchu had now joined the list of 100 most endangered sites in the world. Over the next few years, the number of daily visitors to the site is expected to double, as new infrastructure makes getting there easier. And while tourism is essential to the Peruvian Economy, bringing in an estimated €450 million a year, people are now realizing that uncontrolled expansion could cause irreversible damage.

There are three main environmental dangers facing Machu Picchu. The rapid, uncontrolled development of the neighbouring town of Aguas Calientes is a cause for concern. Here, in a rush to cope with the flood of tourists, hotels, guest houses and restaurants have been built, often without the appropriate planning permission. Trees are cut down illegally and garbage is being dumped into the river, causing illnesses in livestock for local farmers.

The second danger revolves around the transportation infrastructure, developed to improve access to the site, which has introduced all manner of vehicles to the area:

a highway, a modern bridge over the Urubamba, train lines, all constructed to increase the amount of people, goods and building materials that could be delivered to this out of reach place. Another danger, which is less often reported, is the damage to local plants and wildlife. With all eyes on the impressive stone walls and temples, it's easy to overlook the importance of the region's flora and fauna. More than 90 species of orchids, and a large number of endangered species of animal are found here. Bears, condors, wildcats and ocelots can all be seen, though it is believed that their numbers have dropped greatly in recent years. Deforestation is forcing them to find new homes and altering a landscape that remained the same for hundreds of years.

Hiram Bingham would indeed be surprised if he could see how things had changed.

What hasn't changed is the fact we are no closer to identifying the reason for building Machu Picchu than we were in Bingham's time. There are three main theories. One is that it was a fortress, a safe place that was easy to defend from enemies due to its strategic location. Many fortresses were built throughout the Inca Empire which stretched from Colombia in the north to Chile in the south. They are one of the key reasons this tribe of farmers came to rise to such power.

Others claim that it was a pilgrimage site, where worshippers could pray to the sun god, who they believed was their divine ancestor. They called themselves the children of the sun and offered human sacrifices to preserve their empire and guarantee their leader a long life. While there is no evidence of this at Machu Picchu, it is known to be an integral part of their religious traditions.

Another idea, which in recent years has grown in popularity, is that the site was the royal retreat of the Emperor Pachacuti. A kind of holiday resort, where he and his guests could go to escape the weather of Cusco, 100km away, and relax, hunt and enjoy the natural beauty. Some of the buildings have been identified as temples, but many were residences and storage halls.

While today it is the most famous of the Inca ruins, it was a relatively small city, which had a population of 500 or 600, at most.

Despite all we know, from over 100 years of study and research, many mysteries remain.

Scientists still ask how the Incas got the huge rocks up there, without having used wheels or large animals for pulling. Those interested in architecture will spend many hours admiring the walls fitted together so closely not even a knife blade could pass through. These people were indeed some of the best masons the world has ever seen.

Another question centers on the inhabitants themselves. Where did they come from? Remains of tools and pottery have been found there from every corner of the realm. Did they come from the inhabitants or from those who visited the site to relax or pray? And why after building such a beautiful city in this dangerous and difficult to reach spot did they abandon it less than a hundred years later? Was it due to the Spanish invasion, a local war or an outbreak of some disease? Some say it was ordered by their gods.

These are the questions you will ponder as you make your way around the site, marveling at the beauty found in every corner of this once lost city. But one thing is sure, no visitor comes away from Machu Picchu feeling disappointed.

Thank you.

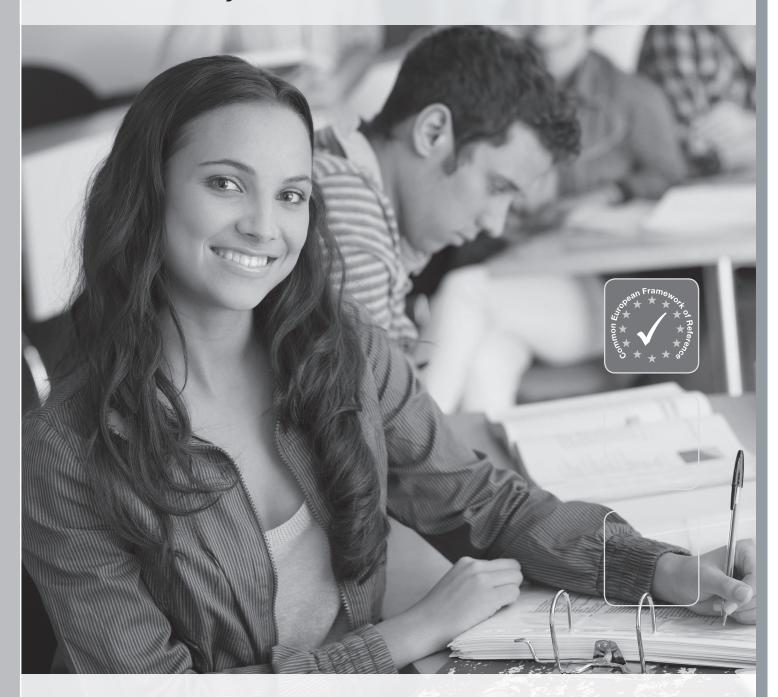
(applause)

Presenter: Thank you, David. We will now take a break for refreshments and when we return, we will continue our presentation with ...



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