

1. FELADATSOR



Reading

Part 1

Write the letter of the most suitable sentence (A-F) in the text below. There is one extra sentence, which you do not need.

Internet on boat

A few years ago the Ministry of Communication in Colombia came up with the idea of using a boat to bring technology to communities living in remote villages and along the river banks – those populations who do not have access to computers and the Internet. The boat, called the Navigator of Connectivity, has 14 computers on board, all of which have a broadband connection to the Internet via satellite. (1) Everybody is welcome on board – it’s about getting people connected and encouraging them to see the Internet as a useful tool.

Over 45 days the boat travelled almost 1,500km, through 46 municipalities and 10 provinces across the country. There were various workshops on offer, tailored towards different groups of people – some for teachers, others for government officials, the over-50s and children. Wherever the boat anchored it was the talk of the town. (2)

For some people, particularly those living along Colombia’s Pacific Coast, this was the first time they had come into contact with a computer. (3)

Teachers told us that the workshops showed them how to use computers more creatively in the classroom. A lot of student groups came on board with their teachers. (4) But for some of the children it was mainly a chance to get in touch with other people living across the country.

A few elderly people were resistant to the idea of learning about the Internet. Others were initially afraid to touch the computers. “You can’t teach an old dog new tricks” has been the attitude of some. (5) According

to spokeswoman Anastasia Moloney, "If we have awakened an interest in modern technology, made people less afraid of computers and taught them how to keep in touch over the Internet, then we can say our mission has been successful".

- A** The original aim was to teach the pupils how to surf the web.
- B** The boat is essentially a floating classroom combined with an Internet café.
- C** The government is satisfied, though.
- D** At first everybody had difficulty using the Internet.
- E** In the villages along the river banks it's normally only the local mayor who has Internet access.
- F** People queued to come on board.

Part 2

Read the text and answer the questions which follow the article in English. Only include information from the text. Give short answers, write full sentences only if necessary.

Hop aboard Hong Kong's wildest ride

Hong Kong is often said to have one of the best public transport systems in the world. The former British colony has the world's largest fleet of double-decker buses, 18,000 taxis, and a spotless, efficient subway system known as the MTR. And yet, every day, thousands of people opt to ride one of the 1,138 red-topped, 16-seat Toyota Coaster minibuses that are notorious not only for their speed, but for their eccentric drivers, unregulated fares, and tendency to smash into other vehicles.

According to the Hong Kong Transport Department, between 2005 and 2015, minibuses were involved in 12,237 road accidents, with an average rate of 256 crashes per 1,000 vehicles — nearly 20 times the accident rate of private cars. So why take the minibus if it's so dangerous? Easy, says one veteran driver, who would only give his name as Mr. Ho. "It's fast."

It's also convenient. Unlike other forms of public transport, red minibuses are only loosely regulated, which gives them the ability to run a point-to-

point service between destinations, changing the route as necessary to avoid traffic jams or pick up more passengers. Minibuses seat a maximum of 16 passengers and all passengers must be seated.

Minibuses are problematic not only for their high accident rate. In neighbourhoods like Mongkok, entire streets are occupied by idling minibuses, which leads to sky-high levels of nitrogen dioxide and other pollutants.

Hong Kong isn't alone in having a network of informal minibuses. Similar systems exist in Manila, where old military jeeps called Jeepneys roam the streets, while minibus taxis connect far-flung neighbourhoods in Johannesburg and Cape Town. But in most of these cases, minibuses exist to plug a gap in the public transport network. Only in Hong Kong do they compete directly with such a comprehensive array of buses.

Today, the government mandates the number of seats and the type of vehicle that may be used as minibuses, which it refers to officially as public light buses. Drivers are free to determine their own routes and fares. They are free agents who rent the vehicles for a shift, which gives them extra incentive to drive quickly and pick up as many passengers as possible.

The government has often had a contentious relationship with red minibuses. In the 1980s, it began issuing licenses for green minibuses, which have regulated routes, stops and fares. Green minibuses tend to have more stops, which means they drive more slowly, and drivers earn a salary – that's why the Transport Department has been trying to convert red minibuses to green minibuses.

However, red minibuses are useful in soaking up extra demand for public transport during busy times like festivals. The government estimates about 337,500 people take red minibuses every day, but the informal nature of the industry means it is hard to determine whether this number is growing or shrinking.

Drivers have another problem: they can't do much about the MTR, which is building several new lines that will compete directly with some of the most popular minibus routes. But at least one proposal could save the industry. Drivers and minibus owners have long lobbied the government to allow larger vehicles with room for 20 or more passengers, which owners say could boost revenue by 10 or 20%.

1. What is the reason for the uniqueness of Hong Kong's transport system?
2. Who cause more accidents: Toyota Coaster drivers or private motorists?
3. What characterises the minibus routes?
4. Apart from traffic problems, what other trouble can minibuses cause?
5. Why are minibuses used in countries other than Hong Kong?
6. Give the other name used for the Hong Kong minibus.
7. What makes the drivers of red minibuses drive so fast?
8. Mention two other means of transport that may replace red minibuses. (a., b.)
9. Why is it difficult to find out the number of minibus passengers?
10. What might help minibus drivers survive?

Part 3

Complete the text below by writing a suitable word from the list in each space provided. There are 10 numbered gaps, but 13 words are given. Use each word once only. There is an example (0) for you.

Leave seashells on the seashore

In a study more than 30 years in the making, researchers have found that the ... **removal** ... (0) of shells from beaches could damage ecosystems and endanger organisms that rely on shells for their survival.

The study focused on a stretch of coastline on Spain's north-eastern Mediterranean shore, where the researchers conducted monthly (1) of seashell abundance between 1978 and 1981. At (2) time they weren't thinking of ecology: they were doing palaeontology research.

Three decades later the researchers (3) to the same beach. They found that the abundance of seashells had decreased by 60% while tourism had (4) in the area by 300%. Even though other factors might play a role in the (5) in shell numbers, it is hard not to think that human behaviour is to blame for the damage.

But could beachgoers who collected seashells (6) what the study found? Probably not. Shell collecting by beachcombers is an obvious explanation, (7) many other processes connected with tourism can

also lead to removal or destruction of shells. Grooming the sand with heavy machinery to make a more comfortable beachgoing experience, for example, can (8) shells. Another way in which (9) contribute to shell decline, the study suggested, is through the use of recreational vehicles on the sand.

In the future more research will be needed to see a comparison of the amount of shell material collected by beachcombers with the amount destroyed by beach (10) equipment. That would allow us to identify key processes responsible for the observed shell loss in a given area.

account for	increased
but	raise
came back	<i>removal</i>
cleaning	surveys
collecting	that
decline	thus
destroy	tourists



Writing

In this part of the test you have to complete two tasks. In both tasks:

- **create a coherent text in which the ideas are logically connected to each other,**
- **include and elaborate each of the four points given,**
- **use appropriate language,**
- **write complete sentences,**
- **avoid using abbreviations and slang expressions.**

Part 1

You are going to England soon but you have **no time to find accommodation**. Write a **170-200-word e-mail** to a friend who lives there to **ask for help**.

Give details of

- your stay in England (purpose, time, place),
- the activities you are planning to do there.

Explain

- why you have no time to look for accommodation,
- what kind of accommodation you need (type, location, price, etc.).

Part 2

While browsing the internet you have found an English forum where several people share their opinions about the topic **"Should children be allowed to wear whatever they want?"**. You would like to take part in the discussion too. In a comment **give your opinion in about 120-140 words**.

Write about how the above question depends on

- the age of the child,
- the weather,
- the occasion,
- the price of the clothes.



Listening

Part 1

 Track 2–3

You will hear a text. Read the candidate copy beforehand. You will have 1 minute for that. Then listen to the text and make notes in English. You will hear the text twice. After the first listening you will have 1 minute to write your answers, after the second listening you will have 2 minutes to finalise them.

The following speech is about teaching mathematics in Australia.

Mathematics, my father and me

The speaker was brought up in ...

0. *Australia*

The type of school the textbooks were written for:

1.

Two things the speaker did following in his father's footsteps:

2.

3.

Each of the three boys' school results were generally:

4.

The way the speaker completed his tests in his first five classes:

5.

In 1950 the father became ...

6.

The subject the speaker chose to study further:

7.

The reason students called the father Tin Tin:

8.


Coloured rods were used by students to ...

9.

By 1967 he retired and had ...

10.

Part 2

 Track 4–5

You will hear a text. Read the candidate copy beforehand. You will have 2 minutes for that, then listen to the text and choose the correct answer. You will hear the text twice. After the first listening you will have 1 minute to choose the correct answer, after the second listening you will have 1 minute to finalise your answers.

The following text is about the history of chocolate and its consumption.

Chocolate and its history

1. The scientific name of the plant suggests cacao is something ...

- A divine.
- B tasty.
- C rare.

2. In earlier times chocolate was more ... than today.

- A widespread
- B valuable
- C in demand

3. The Maya harvested cacao seeds from trees in ...
- A rainforests.
 - B plantations.
 - C their gardens.
4. The Maya used cacao seeds to prepare ...
- A a chocolate drink.
 - B chocolate bars.
 - C chocolate pastry.
5. Which ingredient did Spanish people add?
- A Creamer.
 - B Sweetener.
 - C Milk powder.
6. Chocolate became less expensive in the ... century.
- A 17th
 - B 18th
 - C 19th
7. An average American consumes at least five ... of chocolate a year.
- A kilos
 - B pounds
 - C ounces
8. Jane Morris thinks people like chocolate because it ...
- A makes them forget bad memories.
 - B improves memory skills.
 - C recalls good memories.
9. The special ingredients of the Montezuma chocolate are chili and ...
- A vanilla.
 - B cinnamon.
 - C almond.
10. Jane's chocolate products expire in ...
- A less than a month.
 - B one month.
 - C two or three months.



Speaking

Part 1

Exchanging personal information (az alábbi kérdéseket csak a vizsgáztatók látják)

The environment

- What environmental problems do you have in your area? Which of these problems is the most serious one? Why?
- Do you think the same problems affected your grandparents' lives? Explain why.
- Do you make environmentally conscious decisions in your everyday life? Give us a recent example.
- What kind of volunteer work would you be ready to do to take care of the environment in your area? How could people living there benefit from this activity?
- How does/did your school educate children about the environment? (lessons, activities, campaigns, etc.)
- More and more townspeople are moving to the countryside to start farming and to live in an ecologically friendly way. Can you imagine yourself or your family doing this? Why?/Why not?

Part 2

A Holidays and celebrations

Discussion on a topic stimulated by photos (a kérdéseket csak a vizsgáztatók látják)

- What preparations do people make for Christmas?
- What customs are connected to Easter?
- How do different generations celebrate New Year's Eve?
- Why do children look forward to birthday parties?
- What's a typical wedding like?

B

Sports



Discussion on a topic stimulated by photos (a kérdéseket csak a vizsgáztatók látják)

- How can children be encouraged to do sport?
- Who are gyms and fitness clubs more popular with – young people or older people? Why?
- Which is more important – to win or to take part in the Olympic Games? Explain why.
- What form of exercise could be recommended for older people? Why?
- Why do people enjoy watching sports events?

Part 3

Situation

Moving out of your rented flat (giving news, making a request)

Candidate's copy

You have to move out of your rented flat soon. You need some help with moving out, so you turn to your friend (the examiner), who has a car.

Tell your friend

- about the news
- what preparations you have made
- what kind of help you need
- when exactly you need help

You start the conversation.

Examiner's copy (az alábbi információkat csak a vizsgáztatók látják)

Your friend needs help with moving out of his/her rented flat. You have a car and are ready to help.

The candidate (C) starts the conversation.

- Ask why C has to move out. / Where is C moving to?
- Ask how C's getting on with packing. / Does C need boxes/suitcases for packing? / What size?
- How much stuff does C have to pack? / Biggest items? / Will they fit in the car?
- Your car is being serviced right now. / How much time did the owner give to move out?

Finish the conversation by reassuring C he/she can rely on your help.

1. FELADATSOR



Reading

Part 1 Internet on boat

10 pont

1.	B
2.	F
3.	E
4.	A
5.	C

Part 2 Hop aboard Hong Kong's wildest ride

20 pont

ANSWERS IN ENGLISH	
1.	the world's largest fleet of double decker buses
2.	Toyota Coaster drivers
3.	drivers can change them as necessary / drivers are free to determine them / there are no regulated routes
4.	high levels of nitrogen dioxide and other pollutants / high rate of air pollution
5.	to plug a gap in the public transport system
6.	public light bus
7.	they (are free agents who) rent the vehicles (for a shift) / they only rent the vehicles for a shift
8.	a., green minibuses
	b., subway

9.	because of the informal nature of the industry
10.	larger vehicles for 20 or more passengers

Part 3 Leave seashells on the seashore

10 pont

1.	surveys
2.	that
3.	came back
4.	increased
5.	decline
6.	account for
7.	but
8.	destroy
9.	tourists
10.	cleaning


Writing

Vizsgáló
által írt,
javított
megoldás

Part 1

20 pont

Dear Tina,

Maybe you remember I told you about my holiday plan but I didn't have enough money last summer. I started to work and save money so this summer my dream might come true.

I want to travel after my exams on 1 July. I'm going with my fiancé, who wants to visit his friends in France, so we're staying there for a week and on 8 July we're traveling onward to London. We want to travel around England but first we're planning to stay in London and visit all the sights there. Can you recommend a few places, pubs and restaurants we shouldn't miss? We don't know yet where we'll go after that, we'll plan it there.

As I said, I have exams before the trip and I work a lot when I am not studying. My fiancé is doing the same. Can I ask you a favour? Could you help us to find accommodation? Unfortunately we don't have time to search for accommodation on the internet and we don't know what part of London would be ideal for us. We need a little apartment with one room, a kitchen and a bathroom. We don't want to stay in the center but somewhere near. The money doesn't matter but we don't need too much luxury. Thank you for helping us.

Hope we can meet in London.

Love,

Kinga

Part 2

20 pont

Hi there!

I found this topic accidentally while I was searching for a winter jacket for my little boy. (But now that I've found it, I have to comment on this question.) I'm well aware of liberal principles, but isn't this a little too much? Are you saying that if my 8-year-old boy suddenly decides to wear just a T-shirt instead of a warm jacket when it's freezing cold outside, I should say 'Sure honey, go ahead'? Of course I would let him wear anything he wants for a birthday party for example, but I don't think schools would accept and tolerate kids who wear whatever they want. Almost every school has strict rules about clothing, which are meant to be followed. On top of these issues we also have to consider our family budget. We're doing well financially, but if my child was free to choose what clothes to buy, I think bankruptcy would hit us very quickly.



Listening

Part 1 Mathematics, my father and me

20 pont

ANSWERS IN ENGLISH	
1.	(early) high school
2.	writing books / making breakfast
3.	writing books / making breakfast
4.	good / competent
5.	too quickly / without checking
6.	head of a (mathematics) department
7.	history
8.	instead of "ten times ten" he said (pronounced) "tin times tin" / instead of <i>ten</i> he pronounced/said <i>tin</i> / (because of) his strange pronunciation
9.	see number relation(ship)s
10.	several students/followers in the whole country

Part 2 Chocolate and its history

20 pont

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
A	B	C	A	B	B	A	C	B	A