



1. FELADATSOR

Olvasott szöveg értése

Task 1 Read this article about the British artist, Francis Towne. Some sentence parts have been removed from the text. Your task is to fill the gaps (1–6) with the correct sentence parts (A–I). There are two extra sentence parts you do not have to use. There is an example (0) at the beginning.



THE WATERCOLOURS THAT WERE WARNINGS

In 1780, the British artist Francis Towne left the UK to embark on the journey of a lifetime: a Grand Tour through continental Europe. He was hardly alone. Throughout the Romantic era, the trip was so popular among the English **0** These travellers, mostly men of means, wanted to go to Italy to boost their knowledge of history and their skills in sketching, painting or poetry. But many also took another lesson from their journeys – how the British Empire could avoid the decline of the Roman one. Towne’s watercolours weren’t merely pretty romantic pictures. They were also meant **1** that if they allowed domestic trends to continue, London – like Rome – would fall. It might be hard to take such caution very seriously today. But in certain circles, the idea that ancient Rome had collapsed as a result of moral decay and that **2** was a popular one. According to the 18th century English historian, Edward Gibbon, the barbarians ultimately overran the Roman Empire largely because Roman citizens themselves had forgotten about civic virtues. In particular, **3** This argument had special resonance in Towne’s time. After a relatively prosperous first half of the century, the 1760s had brought economic crisis and civil unrest. Some felt that the new king, George III, was breaching the civil liberties that had been re-established by William III in 1688. For critics, plenty of signs of social and civil breakdown were visible, especially in London, where crime was so rampant that one gang even tried to rob the Prince of Wales in St James Palace itself. Sadly, **4**, such as in the infamous Gordon Riots of 1780 when rioters attacked members of the House of Lords, looted their homes, freed prisoners and set buildings on fire.

Towne was one of the artists who carried the torch of traditional English values, including personal liberty and hard work. However, despite routine attempts to be accepted by the London-based art establishment **5**, he was consistently rejected. The disappointment likely made him follow his peers and go to Italy not only to educate himself on art, architecture and history but also to see for himself the place that had fallen into such decline. He decided to paint images that those back home would understand as moral lessons. To make the moral message even clearer, Towne also wrote on the back of his paintings, which shows how he used these drawings for political purposes. By giving his watercolours to the British Museum 200 years ago, **6**

A *that it was seen as the pinnacle of a proper education*

B *frustrations sometimes spilled over into violence*

C *to go to Rome and paint all the great Baroque palaces and piazzas*

D *they had lost sight of the discipline and toughness that once made them great*



- E Towne ensured that even now his views would endure
- F as warnings to the British back home
- G London might be on the same path
- H and bidding for election to the Royal Academy no fewer than 11 times
- I was typical of the English artists of that period

0	1	2	3	4	5	6
A						

6 pont

Task 2 Read the five texts (A–E) about what you can do in New York as a tourist and match the statements (7–17) to the texts. Notice that all statements have only one matching text but you can use the texts several times. There is an example (0) at the beginning.

A For an unforgettable way to experience the awe-inspiring skyline of New York, hop aboard a state-of-the-art helicopter and soar high above the skyscrapers for incredible views of the whole city. This thrilling adventure lets you come face-to-face with iconic landmarks, statues, and sprawling parks while you listen to the insightful commentary provided by your pilot. You can really get a sense of the scale of the buildings, and see the hustle and bustle of the hundreds of yellow taxis hurtling through the streets below.



B Take on two of New York City's most iconic landmarks, on-foot and afloat. From the sky-high vantage point at the top of the Empire State Building, to a mid-river view of the Statue of Liberty and Ellis Island, you have the freedom to soak up both spectacular experiences over a span of two memorable days. Arrive at the Empire State Building, admire the lobby's impressive art deco interiors, and ascend from ground-level to the 86th floor. For a contrast in angle, head from sky to sea-level as you climb aboard your scenic cruise of the New York Harbor. Soak up the vistas of the sweeping Manhattan skyline – a view captured only from the water.

C Dine, shop, and soak up the action-packed bustle of New York City via a comfortable and convenient double-decker bus with pre-recorded informative commentary. Enjoy the freedom of hopping on and off to visit the sites that interest you most on a 2- or 3-day exploration of the city. As you pull up to major attractions, climb off the bus and tour historic landmarks at your leisure. This pass grants you an Eat and Play Card packed with discounts at great NYC retailers, restaurants, theaters, and attractions.

D The 9/11 Tribute Center provides a space for survivors, family members, first-responders and community residents to share memories of 9/11 with the general public. This self-guided tour takes you through galleries on a visceral journey through the events and aftermath of 9/11. Volunteer curators – including retired firefighters, police officers, and surviving family members – tell you their memories of the attack. See artifacts from ground zero up close, juxtaposed with emotional recollections and testimonies from survivors of the terrorist attacks on the World Trade Center.



E From the Statue of Liberty, that beacon of freedom that welcomed newcomers into New York Harbor, to Ellis Island, where their fates and futures changed course, this guided tour takes you to Lower Manhattan's historic landmarks and into its storied past. Meet your local guide in Battery Park and spend some time exploring the monuments and attractions, like the Castle Clinton National Monument or the New York Korean War Veteran's Memorial, which are often overlooked by visitors. Then take a short ride to Ellis Island, the nation's busiest migrant inspection station from 1892 to 1954. Don't miss the museum's interactive exhibits before ferrying back to Manhattan.

- 0 Flexible schedule of activities
- 7 Insight into the immigrant experience
- 8 Personal accounts of a historic event
- 9 City traffic viewed from above
- 10 Combination of different ways of sightseeing
- 11 Exploring little-known sights
- 12 Bird's eye views of the entire city
- 13 Perceptive live commentary
- 14 Unusual perspectives of iconic landmarks
- 15 Visiting landmarks and attractions at your own pace
- 16 48 or 72 hours of unlimited rides
- 17 Cut-price culinary experiences

0	7	8	9	10	11	12	13	14	15	16	17
B											

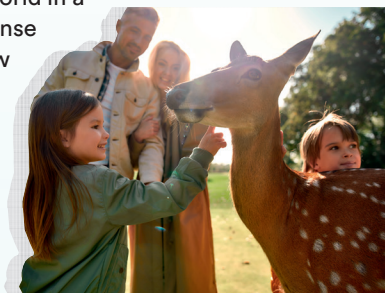
11 pont

Task 3 Read this article about how ecotourism harms wildlife. Then look at the definitions given after the text. For each definition you must find a synonym in the paragraph with the same number. Write the words on the lines (18–25). There is an example (0) at the beginning.

ECOTOURISM HARMS WILDLIFE BECAUSE IT DOMESTICATES ANIMALS

0 Nowadays people want to experience nature and the world in a way that doesn't impact the natural environment. In response to this increasing appreciation of natural experiences, a new travel ethic has arisen called ecotourism.

18 The popularity of ecotourism may be soaring as people look for ways to get really close to exotic wildlife while keeping a clear conscience. But while their dollars help pay for conservation, these invasive trips often do more harm than good because they domesticate local animals, putting them at greater risk of being eaten.





- 19 By posing for snaps and generally winning the trust of the animals they encounter, the tourists unintentionally put wild creatures in danger by encouraging them to relax with other humans – and, in turn, natural predators – who may not be so friendly.
- 20 Gorillas, jackass penguins and wild Barbary macaques are among the species most susceptible to ecotourism because they have a strong tendency to habituate in the presence of humans.
- 21 When animals interact in benign ways with humans, they may let down their guard. As they get used to feeling comfortable with humans, they may become bolder. If this boldness transfers to real predators, they will suffer higher mortality. Ecotourism is similar to domesticating or urbanising the animals – in all three cases, regular interactions with people may lead to a kind of taming.
- 22 Evidence has shown that domesticated silver foxes become more docile and less fearful, in part due to regular interactions with people. Meanwhile, domesticated fish are less responsive to simulated predatory attacks, and fox squirrels and birds that live in cities are bolder and take more time to flee from danger.
- 23 With 8 billion ecotourism trips now taking place around the world each year, a phenomenon that aims to act sustainably by helping support the economies and wildlife they encounter can be added to the list of the drivers of human-induced rapid environmental change.
- 24 Humans are able to drive rapid personality trait change in other species. If animals selectively habituate to humans – particularly tourists – and if invasive tourism practices enhance this habituation, we might be selecting for or creating traits or syndromes that have unintended consequences, such as increased predation risk.
- 25 To determine to what extent these more relaxed and bolder behaviours transfer to animals being at risk in the presence of their natural predators and of poachers, it is essential to develop a more comprehensive understanding of how different species respond to human visitation and under what precise conditions human exposure might put them at risk.

0 admiration

appreciation

18 the part of you that judges how moral your own actions are

19 not on purpose

20 become accustomed or used to

21 willingness to take risks

22 receptive

23 in a maintainable way

24 offensive

25 people who hunt or catch game or fish illegally

8 pont



abc Nyelvhelyesség

Task 1 Complete the following article by choosing the most suitable word (A, B, C or D) for each gap (1–8) in the text. There is an example (0) at the beginning.

NEPAL WANTS TO KEEP OLD, YOUNG, DISABLED OFF EVEREST

Mount Everest finally reopened last month after the latest 0 earthquake, but Nepal wants to limit who is allowed to climb the peak. Officials there say they want a ban that would keep the very young, elderly, disabled, and inexperienced off the world's tallest mountain for safety and to 1 Everest's glory. Those under 18 and over 75, as well as disabled climbers, would be denied their chance at high-altitude prestige; also disallowed would be climbers who can't 2 they can ascend mountains of 21,325-plus feet. Nepal's tourism minister, who wants the ban to 3 by spring, says they cannot let everyone go on Everest and die. If they are not physically and mentally fit, it will be like legal suicide.



The ban is controversial. 4 Everest fanatics bring millions of tourism dollars to Nepal each year, 5 and mismanagement have tainted the sport, especially when it comes to the oft-underpaid sherpas who risk their lives. But Mark Inglis, the first double amputee 6 the summit, doesn't agree with the blanket disabled ban. He thinks it really doesn't matter how many limbs you've got, but how able you are. There are plenty of people out there who are 7 but will never ever make it up Everest.

Skeptics include the president of the Nepal Mountaineering Association who 8 this ban will be implemented. Previous similar plans were aborted because of pressure from human rights organizations and foreign embassies.

Table with 5 columns (Gap, A, B, C, D) and 9 rows (0-8) containing word options for each gap.



0	1	2	3	4	5	6	7	8
B								

8 pont

Task 2 Complete the following text by selecting the most appropriate word (A–L). Use only ONE word for each gap (9–16). There are two extra words you do not have to use. There is an example (0) at the beginning.

SOME LASTING CONTRIBUTIONS THE VIKINGS MADE TO THE WESTERN WORLD

The Vikings introduced the Western world to death and taxes. Their **0** obviously killed a lot of people, and their constant attacks inspired European kings to get their military organized to defeat them. That meant kings had to **9** money, and after they got what they could from the Church, they had to start taxing the people. The Viking invaders were determined to get what they wanted, and they continued to demand more and more both by threatening to strike and by kidnapping and charging enormous **10** Churches became impoverished. In 994 the Vikings threatened to burn down Canterbury Cathedral **11** the archbishop paid them off with a large sum of money. The archbishop, who a few decades earlier had controlled the most wealth in England at the time, had already paid them so much that he had to borrow money from another bishop.



The Vikings, who were as much traders as marauders, also helped Europe create money, which allowed **12** to take off. In Russia they met up with Arab merchants who used silver coins to pay for the Vikings' slaves and fur. Currency was not a novel idea in western Europe, but there was a desperate **13** of it, since gold and silver was rare. The Norsemen introduced gold and silver from the rich Arab Caliphate. Bartering no longer needed to be the **14** of exchange.

The Vikings also **15** in the arts. They decorated functional objects like swords and crafted beautiful adornments, especially jewelry. Many Viking decorative motifs were **16** by the scribes who made illuminated manuscripts in the Middle Ages.

- | | | | |
|------------|------------|-------------|-----------|
| A raids | D ransoms | G tradesmen | K violent |
| B unless | E excelled | H commerce | L means |
| C shortage | F raise | I adapted | |

0	9	10	11	12	13	14	15	16
A								

8 pont



Task 3 Read this article about the mysterious history of Skellig Michael. Some parts of the sentences have been removed from the text. Your task is to fill the gaps (17–24) with the correct items from the list (A–L). There is an example (0) at the beginning. Remember that there are two more letters than you need.



THE MYSTERIOUS HISTORY OF SKELLIG MICHAEL, ANCIENT IRISH ISLAND IN STAR WARS

Skellig Michael, a small, uninhabited, rocky island is getting world-wide attention **0** in the mega hit film “Star Wars: The Force Awakens.” It is also known as Great Skellig, the larger of two islands located 7.2 miles west of the Iveragh Peninsula. Rising 230 meters above the sea, the mystic island, which holds the ruins **17** was named a UNESCO World Heritage Site in 1996.

The first **18** to the islands occurs in legend. A monastery may have been founded on the site as early as the 6th century. The island **19** to Saint Michael the Archangel some time before 1044. It is likely that this event **20** by the building of Saint Michael’s church in the monastery.

Climatic deterioration resulting in colder weather and increased storms, **21** changes in the structure of the Irish Church, **22** of the eremitical community on the island by the 13th century. The island appears on several Italian and Iberian portolan charts of the 14th to 16th centuries, and **23** the Spanish Armada in 1588 indicate that the Skellig Michael was known to them.

The island **24** for its seabird colonies, and, combined, two Skellig islands comprise one of the most important seabird sites in Ireland.

- A of an ancient monastery
- B as well as
- C is also known
- D in spite of
- E the accounts of
- F was celebrated
- G known reference
- H after featuring
- I led to the end
- K was dedicated
- L resulted in the settlement

0	17	18	19	20	21	22	23	24
H								

8 pont



Task 4 In most lines of the following article there is one word that should not be there. It is either grammatically incorrect or does not fit in with the sense of the text. Read the text and then copy the extra word in the space provided after each line. Some lines are correct. Indicate these lines with a tick. The task begins with two examples (0), (00).

NEW ARTIFICIALLY INTELLIGENT ADS ARE READING YOUR EMOTIONS



- 0 Staring at a billboard while you stuck in traffic? Well, there's a
- 00 good chance one day soon that billboard will be staring back
- 25 at you. An advertising company which was testing out what it
- 26 calls "the world's first-ever more artificially intelligent poster
- 27 campaign" in London over the summer. Basically, the company
- 28 created a digital billboards with cameras attached to monitor
- 29 the faces of passersby. The billboards—for a fake coffee company
- 30 is called Bahio—change images and slogans, based on whether
- 31 viewers appear happy or sad. It can monitor over up to 12 people
- 32 at a time. It's the first time a poster has been allowed to entirely
- 33 write itself based on it what seems to work. The creators claim
- 34 why the new billboards aren't an invasion of privacy, at least not as
- 35 much as current web ads based on browsing and social media histories.

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11 pont



Hallott szöveg értése

utasítás

szöveg



Task 1 In this section you are going to hear a text about the effects of your height. Your task will be to circle the letter(s) of the correct answer(s). Please note that in this task both answers may be correct. However, there is always at least one correct answer. This means you might have to circle one or two letters. There is an example (0) at the beginning.



IS IT EASIER FOR TALLER PEOPLE TO HAVE THE UPPER HAND?

- | | | | |
|---|--|----------------------------|----------------------------|
| 0 | Height is a biological fact capable of influencing
A <i>how long you live.</i>
B <i>finances.</i> | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 1 | Barack Obama is taller than
A Abraham Lincoln was.
B the average American. | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 2 | In politics taller people
A are less dominant.
B receive more votes. | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 3 | Winston Churchill and Martin Luther King
A were both short.
B both had charisma. | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 4 | Height is generally associated with
A greatness.
B education. | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 5 | Height determines
A the amount of energy you burn.
B the number of your cells. | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 6 | An increased risk of mutation increases the risk of
A obesity.
B cancer. | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 7 | According to a study of 1.3 million Spaniards,
A the taller you are, the shorter your expected lifespan is.
B shorter neighbours lived 2 years longer than the tallest ones. | <input type="checkbox"/> A | <input type="checkbox"/> B |

7 pont



utasítás

szöveg



Task 2 In this section, you will hear some information about Henry VIII's bad behaviour. Your task will be to complete the sentences (8–15) with the exact word you hear in the text. Write ONE word in each gap. There is an example (0) at the beginning.



BEHIND HENRY VIII'S BAD BEHAVIOUR: BRAIN INJURY?

- 0 There is a connection between family matters of Henry VIII and *establishing* the Church of England.
- 8 Traumatic brain could have triggered his erratic behaviour.
- 9 Before his death, Henry suffered from memory problems and to control impulses.
- 10 A to the head might have changed modern European history.
- 11 Different historical sources were analyzed to define what contributed to his
- 12 His behaviour changed in 1536 when a fell on him.
- 13 He wasn't considered, petty and tyrannical before he got 40.
- 14 Once he verbally berated his for something he himself had ordered them to do.
- 15 The researchers don't think that syphilis or were responsible for Henry's behaviour.

8 pont

utasítás

szöveg



Task 3 In this section you will hear a text about a solar-powered electric vehicle. Your task is to give short answers to the questions (16–23). There is an example (0) at the beginning.

APTERA'S SOLAR-POWERED ELECTRIC VEHICLE MAY NEVER NEED TO BE CHARGED

- 0 Where can electric vehicles be used apart from on the road?

indoors, in tunnels and mines





16 How much is the market share of electric cars in the US?

.....

17 What is the main reason for the low market share of electric vehicles today?

.....

18 What else holds back the widespread use of electric vehicles? (give 1 reason)

.....

19 What does Aptera look like? (give 2 features)

.....

20 What is Aptera's maximum speed?

.....

21 How far can it travel on a single charge?

.....

22 What do its solar panels use to recharge the batteries?

.....

23 Why isn't Aptera available to the public yet?

.....

8 pont

Íráskészség

Task 1 While preparing for spending your gap year working in an English speaking country, you found the following advertisement.



What you do not know about money can really affect your entire life! Financial Literacy is an online introductory course about personal financial management, which will help you to manage your money, budget, savings and even your debt successfully. It will help you to understand the choice of insurance products available to you today and why they are so important. You will have a good knowledge of wages, tax and government benefits. You will learn about renting and buying accommodation, as well as consumer rights. This course will help you to plan for the future and will put you on the path to financial fitness.



Write a letter of enquiry of 120–150 words. In your letter include the following points:

- why you are interested,
- how good/bad you are at managing your money now,
- what further information you need about the course (fee, level of English required, length, etc.).

Begin your letter like this:

Dear Sir/Madam,

14 pont

Task 2 You have read the following post on an internet forum called Teen Dilemmas:

John:

I'm a seventeen-year-old high school student and I'm interested in pursuing a career in the theater. I simply need to perform because that is just what I do and who I am. If I can't perform, a huge part of me is taken away. It's in my blood to go up onstage. It is like eating or sleeping. It is part of my existence.

Unfortunately, students who do drama are one of a few groups who are regular targets for bullying in my school. I had to face a particularly difficult situation when I was cast in a musical production. Some of my classmates who had frequently bullied the drama club members in the past, came to the rehearsal and started recording it without my consent. I was unsure whether or how to confront these bullies.

I couldn't turn to my parents for advice, because my father is very opposed to my interest in the theater, and always says that I should indulge in activities that are more conventional for boys. A year ago, he told me that I could no longer be involved in the school drama club at all. For six months, I avoided all theater activities, and sank into deep depression. Finally, I ended this hiatus (against my father's wishes), and was cast in a high school production again. Now my biggest dream is to major in musical theater at a college program. Do you think I can do it despite everybody being against it?



Write a reply in 200–250 words to John in which you tell him

- your views on acting as a career,
- what you think about his classmates' attitude,
- if you can relate to his father's opinion,
- what you would do in this situation.

Begin your reply like this:

John,

16 pont



1. FELADATSOR

Olvasott szöveg értése

Task 1

6 pont

0	1	2	3	4	5	6
A	F	G	D	B	H	E

Task 2

11 pont

0	7	8	9	10	11	12	13	14	15	16	17
B	E	D	A	B	E	A	A	B	C	C	C

Task 3

8 pont

0 appreciation

20 habituate

23 sustainably

18 conscience

21 boldness

24 invasive

19 unintentionally

22 responsive

25 poachers

Nyelvhelyesség

Task 1

8 pont

0	1	2	3	4	5	6	7	8
B	A	A	C	A	D	A	B	D

Task 2

8 pont

0	9	10	11	12	13	14	15	16
A	F	D	B	H	C	L	E	I

Task 3

8 pont

0	17	18	19	20	21	22	23	24
H	A	G	K	F	B	I	E	C

Task 4

11 pont

0 you

26 more

29 ✓

32 ✓

35 ✓

00 ✓

27 ✓

30 is

33 it

25 which

28 a

31 over

34 why



Hallott szöveg értése

Task 1

7 pont

- | | | | |
|--------|--------|--------|-----|
| 0 A, B | 2 B | 4 A | 6 B |
| 1 B | 3 A, B | 5 A, B | 7 A |

Task 2

8 pont

- | | | |
|-----------------------|-------------|-------------|
| 0 <i>establishing</i> | 10 blow | 13 cruel |
| 8 injury | 11 ailments | 14 soldiers |
| 9 inability | 12 horse | 15 diabetes |

Task 3

8 pont

- 0 *indoors, in tunnels and mines*
- 16 4,5 percent / 4.5%
- 17 shortage of public charging stations
not enough / too few public charging stations
- 18 batteries don't store a lot of energy/are large and heavy/can be very expensive,
the vehicles usually cannot go very far,
it takes a long time / many hours to recharge a battery,
all batteries need to be replaced after a while
- 19 it is teardrop-shaped / it has 3 wheels / it has an aerodynamic shape
- 20 101 miles per/an hour
- 21 400 miles
- 22 the Sun's rays / the sun's rays
- 23 because mass production will begin next year
it isn't mass-produced yet