

1.

Read the passage below and choose the word on the next page that best fits each space. Put the letter you choose in the gaps below.

There is an example (0).

In this part of the exam you cannot use your dictionary.

Beckham's Boyswear

He may not have led his team to ultimate victory, but David Beckham's sportsman and statesman-like **0** _____ **A** _____ at this year's hotly contested World Cup confirmed his status as a national **1** _____. It also assured Pauline Ainslie, design manager for Marks and Spencer boyswear, that approaching the Manchester United captain to **2** _____ on a range of boys' clothes, had been exactly the right **3** _____.

But how did David feel about the idea of working with a company that may be the biggest on the high street?

'Mark and Spencer is such a quality **4** _____,' he says.

David's **5** _____ came with very specific conditions. 'I made it clear that I wanted full **6** _____ with everything and that nothing would go into the shops without me **7** _____ it. I'm really **8** _____ about attention to detail and I wanted to be sure that everything would be right.'

'The one thing David was **9** _____ about was that he wanted everything baggy,' says Pauline.

Choosing the colour palette was easier. David felt the original combination of slate grey and navy was too **10** _____ for the age range, so brighter elements of red and air force blue were added to the mix, much to everyone's satisfaction.

0	A <i>behaviour</i>	B manner	C attitude
1	A fan	B icon	C taboo
2	A put	B contribute	C collaborate
3	A action	B move	C activity
4	A logo	B brand	C make
5	A commitment	B coordination	C mission
6	A confinement	B engagement	C involvement
7	A approving	B contending	C esteeming
8	A conspicuous	B peculiar	C particular
9	A adamant	B hesitant	C reasonable
10	A dull	B tedious	C dim

2.

Fill each of the numbered blanks in the following passage with a suitable word. Use only one word for each space (contracted forms are also accepted).

There is an example (0).

In this part of the exam you cannot use your dictionary.

Get them to do their chores!

There's a strong connection between the way kids feel 0 _____ *about* _____ their home contributions and their ultimate success in life.

"Chores teach children responsibility and help them 1 _____ their role as contributors," says Jim Fay, co-author of *Didn't I Tell You to Take Out the Trash?!*

Here are Fay's strategies for motivating your brood:

Make it matter Give kids jobs where they feel the impact of their work. Your son's more 2 _____ to put the hamper in the laundry room if he knows that he won't have a clean baseball uniform if he doesn't.

Set deadlines rather than 3 _____ a chore has to be done immediately.

"Deadlines give kids 4 _____ latitude," he maintains.

Back off Part of a child's job is remembering her responsibilities. Don't 5 _____ them.

"If your daughter doesn't empty the dishwasher after dinner, and goes to bed without doing so, wake her earlier than usual to insist that it 6 _____ needs to be done."

Attach consequences If your kids refuse to do their chores, make sure there are repercussions.

If your son doesn't mow the lawn, 7 _____ someone else do the work – and pay for it with your son's allowance!

Appreciate them When your children complete their chores, 8 _____ them a hug, and tell them how much their efforts 9 _____.

"Positive reinforcement goes a long 10 _____."

3.

Read the passage carefully and write the letter of the most suitable phrase in each space below.

There is an example (0).

In this part of the exam you cannot use your dictionary.

The Mother Tongue

In 1786, Sir William Jones, an Englishman serving the Crown as a judge in India, **0** _____ **K** _____ into extraordinary discovery about human nature.

A scholar of the Orient by training, Jones 1 _____, the language in which many ancient Indian religious and literary texts are written. 2 _____, Jones found that Sanskrit's grammatical forms and vocabulary bore a striking resemblance to 3 _____, so much so that „no philologist could examine them all three without believing them to have sprung from some common source.”

As Charles Darwin 4 _____, Jones suggested that a fundamental part of the human psyche – language – had a hidden ancestry of its own.

Today, scientists are leading a revolution in understanding the roots of language.

While linguistic pioneer Noam Chomsky and his followers have focused on language as a psychological phenomenon, a small band of renegade scholars is revealing 5 _____.

- A. It was amazing that
- B. those of Greek and Latin
- C. languages are a product of cultural evolution
- D. was to assert almost a century later about the human body
- E. To his amazement
- F. the Greek and the Latin
- G. had embarked on an effort to learn Sanskrit
- H. was assuring almost a century later about the human body
- I. how languages are a product of cultural evolution
- J. having made an effort to learn Sanskrit
- K. *turned a series of seeming coincidences*

1.

Match the following statements with the paragraphs. Write the number of paragraphs /1-11/ in the boxes. Some paragraphs may be required more than once or not at all.
In this part of the exam you can use your dictionary.

Just the treatment to get rid of quack doctors

1. The tribal castes in Kundamunda village are impressed by powerful medicine. Their particular panacea is injections, which, though expensive, must be mighty powerful, and therefore worth the expense. You can get an injection of just about anything: paracetamol for a cold, chloroquine for malaria – even vitamins, which of course are essential for more or less any disease.

2. In this village in Orissa, in eastern India, the women told me about the man who had come around the villages with a wonderful new treatment from the United States called x-rays. He said he was a private doctor from the nearby town of Sambalpur, and these x-rays were a cure for most things. All they had to do was to sit in front of his machine for a few moments. In a week or two the disease would disappear.

3. So the village marshaled all of the desperate cases who were shut away from hope and the light of the day: consumptives, children with polio, people with enlarged spleens or sickle cells anaemia. They scraped together their 100 rupees (\$2), or extended supplicant hands to the local *zamidar* (landlord) for a loan. One by one the man sat them in front of his box from the US, opened the door and gave them a flash of red light. Then they hobbled off home to wait for better days, in awe of the wonders of modern technology.

4. I knew the corollary of this story. This traveling snake-oil salesman was happened upon by a man working for an NGO who saw the impostor for what he was. The x-ray box, he said, was an old refrigerator in which the fridge light, powered by a battery had been painted red.

5. This type of medicine is peddled by the private doctors or quacks who are to be found in most of the larger villages in this part of India. They are usually educated people who have acquired some lay knowledge. Perhaps they have worked as drug dispensers' assistants or have read a book on health. They then move to a village, set themselves up as private doctors, and prey on the poor and illiterate. Not all are as opportunistic as the x-ray man, but they are all exploiters.

6. Visiting these villages while working with an NGO called Action Health/Skillshare International, I soon realised that poverty was not the sole cause of poor health. Exploitation by charlatans played a part, as did certain traditional beliefs. Whooping cough, for example, is treated by hanging a catfish

over the fire. Pregnant women eat less food so that their baby will be small and can be delivered easily. In an area with no obstetric service there is logic in this, but babies get the worst start in life.

7. Our aim was to train one woman from each village to become a health worker, so that she could give education, advice and simple treatment to the members of the community.

8. We gathered 20 such women for the first training session. The translator was the first to inform me of the problem. There was a difficulty with the cook, he said. As the man was from the Sohara tribe, the women from the Kisan and Munal tribes could not accept food from him. The Ghond tribe would only accept food from a Ghond cook. Women from the Chosa caste would only accept a cook from their caste and above. No one would accept food from, or touch anyone from the scheduled caste, which includes the Dalits, or "untouchables", and the Chamar caste, leatherworkers who, by the nature of their bovine trade, are deemed more untouchable than the untouchables. Our naïve arrangements, it seemed, had opened a social can of worms.

9. However, help was at hand. As if by magic, a Brahman priest popped out of the jungle. He offered to cook, and because of his holy nature, was acceptable to all.

10. These social divisions are deep-seated but not indelible. With engagement, patience and plenty of laughter, they slowly fade. Over the months the women have got to know each other, to laugh with abandon, and to touch. We have even introduced the hokey-cokey as a warm-up activity, to get them going after lunch. They take their messages of sisterhood home with them, and slowly their communities may follow suit.

11. As for the quacks, they slink around on the margins of the crowd when we hold village meetings. Dressed in town clothes and wraparound shades, they stand out from the throng of tribal dress and ochre bodies. We hope our health workers will gradually erode the fabric of their deception. One day the people will wake up, and the quacks will have to slink away with their dirty syringes and date-expired bottles of vitamins.

2.

Read the article and answer the following questions in English. Only include information from the text. Give short answers, write full sentences only if necessary.
In this part of the exam you can use your dictionary.

Sale of the Century

In a bid to raise cash and save endangered monuments, Italy is putting its cultural heritage on the auction block.

By Barbie Nadeau

It's a developer's dream: 20,000 square meters of premium property in the heart of Rome. Simply convert the Colosseum into a colossal shopping mall. (Need parking? Raze the ruinous Roman Forum nearby.) And why stop at the capital? A spectacular theme park and resort could go up on the island of Elba. Hundreds of kilometres of pristine Mediterranean beaches could house retirement communities or tourist heavens. Imagine the possibilities...

The Colosseum may never go on the auction block, but a government plan to raise cash has alarmed preservationists. Strapped for euros and fending off critics who say it doesn't adequately care for the country's cultural treasures, the Italian government is considering a novel solution: sell them off.

Of course, officially, it sounds better than that. Ministers speak of "privatization", the policy of transferring state-owned money-losing assets to entrepreneurs who presumably can manage them more efficiently and turn a profit. Properties that can't be sold entirely, the thinking goes, could be leased out to corporations that will handle concessions and maintenance.

Not surprisingly, the very idea has touched off a tempest of protest. The first big drive comes next week, when Italy's leading environmental group, Legambiente, launches its big campaign, "Italy is not for sale," with nationwide marches. The group has cleverly spoofed bills of sale. The Colosseum is advertised as having a "renovated, independent entrance with lots of light." The Greek temples in Sicily tout "sea views and private beaches".

Selling off some high-maintenance property would solve a lot of problems for Italy. The country has more UNESCO World Heritage

sites than any other, save Spain. But a study released in November accused Italians of blatant neglect. Pollution in city centers like Naples, Rome and Florence tops the list of offenses. "Cementification" threatens to bury Pompeii in new construction. And then there are the famous floods of Venice. Italian governments have long been stingy with funding for cultural preservation – it's no surprise, given the country's €16.6 billion deficit and €1.33 billion public debt. But meanwhile, Italy owns about €2 trillion worth of property, and it doesn't take a Donald Trump to put the two together. Indeed, the driving force for the cash-raising scheme comes from Italy's richest man: tycoon-turned Prime Minister Silvio Berlusconi. In May 2001, he made a campaign promise to renovate Italy's problem areas at a cost of more than €126 billion over 10 years – and now the bill is coming due.

The government first hinted at the plan to sell public property for profit this summer, but the president of the republic, Carlo Azeglio Ciampi, was opposed. At his urging, the government nixed any outright sales of major national monuments. Italy also instituted laws forbidding the destruction, movement or sale of lesser monuments to foreign governments. And any sale of larger, more prominent sites will be managed and overseen by the Culture Ministry.

Nobody really expects the Colosseum in Rome or the Uffizi galleries in Florence to be sold. Mostly up for grabs are islands, beaches, small monuments and 3,000 museums that are either a financial black hole for the government or are in desperate need of renovation and restoration. And the most likely scenario for the exploitation of large-scale sites like the Leaning Tower of Pisa or

the ruins of Pompei is the government's offering a license to sell entrance tickets or granting contracts for restaurant and sanitary services. This has unions up in arms, as private firms would likely hire their own workers, putting many contract and part-time government workers out of jobs. In reality, more than 100 state-run museums, libraries and restaurants in Italy are already run by third-party management. The Vatican galleries, which are private, use such a plan. So the vendors charge €7 for a Coke and put a price on toilet paper – the sites are kept cleaner and are better maintained.

The big fear is that foreign corporations will come in and take over. Berlusconi, when announcing the plan, tried to calm fears: “The government does not intend to sell artistic

sites that constitute the inalienable cultural heritage of this nation,” he said. But Giulia Maria Crespi, who heads the Italian Environmentalist Federation fears the worst. “If a person buys a beach he does it to make a profit,” she says. “Soon the place will become a Disneyland full of noise and concrete.” No one is laughing at the idea that a huge international conglomerate might come in and run such Italian jewels as the amphitheater in Verona or the ancient towers in Bologna. But if Italy cannot adequately take care of its heritage and these cities and sites fall into further disarray, who owns them won't really matter.

Newsweek, 9 December 2002

Questions:

1. What is the objective behind the scheme? (1)
2. Why is Italy a developer's dream? (1)
3. How do the environmentalists protest against the government's scheme? (1)
4. Do the environmentalists campaign in a fair way? (Write YES or NO) (1)
5. Which country tops the list of World Heritage Sites? (1)
6. Mention 2 examples of the Italians failing to pay attention to their cultural values. (a,b) (1)
7. Explain **briefly** how historic sites of great importance will most probably be exploited. (1)
8. What different forms of ownership are mentioned in the article besides state ownership?
(a,b) (1)
9. What is the preservationists' biggest fear? (1)
10. Give two examples of how the author indicates that the Italian Government is in desperate straits. (a,b) (1)

Choose **ONE** of the following writing tasks and **write 250-300 words**.
In this part of the exam you can use your dictionary.

I. Write an essay on 'The Value of a Sense of Humour'.

Include your thoughts about the following points:

- whether or not a sense of humour is an important human quality
- whether or not humour promotes a better understanding between people
- how it can help individuals balance out hardships
- how it can alleviate or prevent human suffering

The sequence of the points is optional, and you can also add some ideas of your own.

II. Hosting the Olympic Games would bring the country fame and prosperity.

Do you agree or disagree with the statement above?

Write a for and against type essay giving your opinion on the topic. You should present opposing points of view along with your justifications, examples or reasons, using advanced vocabulary.

Include your thoughts about the following points:

- preparations – investments – foreign investors
- infrastructure
- creation of workplaces
- moral benefits

Add any further arguments of your own.

Szempontok			Elérhető pontszám
Kommunikatív érték	5	x 2 =	10
Szövegfelépítés és koherencia	5	x 2 =	10
Kifejezőkészség	5	x 2 =	10
Nyelvhelyesség	5	x 2 =	10
Általános benyomás	5	x 1 =	5
			45

Foglalja össze az alábbi magyar nyelvű szöveget a célnyelven, mintegy **egyharmadában, 150 szóban** (kb. +/- 10%), a szöveget követően megadott négy szempont alapján. A feladat célja a szöveg lényegi információinak visszaadása. A feladat **nem** az eredeti szöveg egyes mondatainak, bekezdéseinek fordítása, illetve az összefoglalás **nem** tartalmazhat saját véleményt és gondolatot.

Az összefoglalt szöveg fent megadott terjedelmet meghaladó részét nem javítjuk és nem értékeljük.

A feladat megoldásához szótár használható.

A tudást is el kell adni

Friss diplomás, angolul tárgyalni képes pénzügyi elemzőt keresett a közelmúltban egy külföldi érdekeltségű nagy vállalat. A képzett munkaerő közvetítésére szakosodott fejadász cég hirdetésére kéttucatnyian jelentkeztek, az állásinterjúk során azonban kiderült: a fiatalok többségének prezentációs készsége, tárgyalástechnikai képessége nem megfelelő. Az is egyértelműnek látszik, hogy miközben a diploma megszerzésének feltétele a nyelvtudás, nyelvvizsgálója ellenére a diplomások nagy része nem képes idegen nyelven kommunikálni. Ugyancsak gondot jelent, hogy a fiatal jelentkezők többségének nem megfelelő az önértékelése, nem dinamizmust, hanem agresszivitást sugároz. Gyakori, hogy nem készülnek fel a beszélgetésre, fogalmuk sincs arról, mivel foglalkozik a cég, ahol dolgozni szeretnének. Ezzel szemben túlzott elképzeléseik vannak a javadalmazásról.

Általánosságban elmondható: több szempontból gondot okoz, hogy a kilencvenes évek második felétől megduplázódott a felsőoktatásban tanulók száma. Az oktatás tömegessé válása következtében látványosan csökkent a képzés színvonala. Ez a helyzet a pályakezdők esélyeit rontja a munkaerőpiacon.

Az állástalan diplomás pályakezdők létszámának növekedését leginkább az okozza, hogy a gazdaság és a szolgáltatási ágazatok fejlettségi szintjéhez képest túlkínálat van diplomásokból. A cégek, vállalkozások és intézmények munkaerő-kereslete nem követte a diplomásképzés drasztikus növekedését. A túlságosan merev és specializáló felsőoktatás pedig eleve strukturális munkanélkülieket képez, vagyis nem találja el pontosan a mindenkorai munkaerőigényt. Ennek az a magyarázata, hogy a munkaerőpiac változása gyorsabb, mint a felsőoktatás szakosítási rendszerének reagálási képessége.

Ezzel együtt természetesen senkit sem lenne célszerű lebeszélni a dipomaszerzésről, mert a diplomás fiatalok a növekvő elhelyezkedési nehézségek ellenére még mindig nagyobb eséllyel és rövidebb idő alatt találnak munkát, mint például a középiskolát vagy csupán általános iskolát végzett társaik. Tudatosítani kellene azonban a továbbtanulásra készülőkben, hogy a dipomaszerzés utáni elhelyezkedés nem megy automatikusan. Szakemberek szerint a munkanélküliként regisztrált pályakezdők többsége azért marad le az állásokért folyó versenyben, mert nem tudja eladni magát, nem tud hatásosan kommunikálni. A munkáltatók ugyanis az állásra jelentkezők kiválasztásában a végzettséget igazoló dokumentum és a szakmai ismeretek mellett egyre nagyobb figyelmet szentelnek a személyes adottságoknak, készségeknek, mint például a fellépés, a kommunikációs és önmenedzselési képesség, az érdeklődés intenzitása, a szakmai és fejlődési ambíciók, a személyiség nyitottsága, pozitív kisugárzása és a csapatmunka iránti érdeklődés. Az önbizalom és az önbecsülés pedig azért is fontos, hogy az esetleges sikertelen állásinterjú ne váltsa ki kudarcélményt.

Tovább árnyalja a helyzetet, hogy miközben a legtöbb helyen fiatal, szakképzett diplomás dolgozókat keresnek, mégis megkövetelnek némi szakmai gyakorlatot. A munkáltató ugyanis általában nem szívesen foglalkozik teljesen kezdő fiatalok betanításával, mert úgy véli, erre nincs ideje, energiája. Ez a megközelítés azonban nem helyes, hiszen a betanítás alig néhány hónapot vesz igénybe, s a későbbiekben sokszorosan megtérülő, értékes befektetés. A helyzet javítása érdekében létezik ma már egy, a cégek ösztönzését szolgáló támogatási forma, amelyet a munkaügyi központok alkalmaznak a fiatal munkanélküliek munkatapasztalt-szerzésének elősegítéséhez. Ha a munkáltató legalább három hónapja nyilvántartott, elhelyezkedni nem tudó pályakezdő fiatalot alkalmaz, egy évig vissza nem térítendő támogatásként megkapja a fiatal munkabérének 50-100 százalékát. A támogatás legnagyobb összege diplomások esetében a minimálbér két és félszerese lehet. A felmérések szerint a diplomás fiatalok többsége a támogatási időszak lejártá után is a cégnél maradhat.

1. Az állásinterjúk gyakorlati tapasztalatai
2. A gazdaság és a felsőoktatás „ellentéte”
3. Az elhelyezkedés nehézségei
4. A munkáltatók érdekeltté tételének módja

Szempontok			Elérhető pontszám
Kommunikatív érték	5	x 1 =	5
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Kifejezőkészség	5	x 1 =	5
Nyelvhelyesség	5	x 1 =	5
Általános benyomás	5	x 1 =	5
			30