



Write your answers on the **ANSWER SHEET**. The use of a dictionary is not allowed.
 You have 30 minutes to complete this task.

- I. Complete the spaces with the most suitable word/phrase given. Use each word/phrase once only. (10x1) 10 p
 There are **four extra words** that you do not need.
 There is an example (0) for you.

don't	A) did	B) a	C) has	D) how
E) as	F) what	G) it	H) is	I) don't
J) one	K) will	L) if	M) be	N) where

. A letter to myself: *How to climb mountains, how to reach your goals?*

- Choose the mountain you want to climb, that is set your goal you want to reach: (0) ~~don't~~ pay attention to (1)____ other people say: "that one's more beautiful" or "this one looks easier". You'll (2)____ spending lots of energy and enthusiasm to reach your objective, and you're the only (3)____ responsible for your choice, so be quite sure about what you are doing.
- Learn from someone who has already been up there: no matter (4)____ unique you feel, there is always someone who (5)____ had the same dream before and who will have left signs behind that will make the climb less tiring, make (6)____ easier to pass. Never forget that other people's experiences are always helpful.
- The landscape changes, so enjoy it. Of course, you always have to keep in mind your objective – to reach the top. However, (7)____ you climb, the view changes, and there is nothing wrong with stopping now and then to enjoy the view. With each meter you climb, you can see (8)____ little further, so take time to discover things you have never noticed before.
- Respect your body: you can climb a mountain only (9)____ you give your body the attention it deserves. Respect your soul: don't keep repeating "I'm going to make it".
- Be happy when you reach the top: cry, shout to the four winds that you did it, let the wind purify your mind. Tell others your story: yes, give your example, and other people (10)____ then have the courage to face their own mountains.

II. Use the given word to make a new word which fills the gap to complete the sentence correctly. There is an example (0) for you.

(7x1) 7 p

<p>(0) <i>Emissions</i> of carbon dioxide are causing ocean acidification as well as global warming. The oceans have a central role in protecting Earth. But rising sea levels, melting ice caps in the polar regions and ocean acidification (1)____ our planet.</p> <p>The ocean's food chain is based upon the (2)_____ of billions upon billions of very small plants, which in turn will reduce the food available to fish and other organisms, including marine birds and mammals. Our atmosphere depends on the (3)_____ of atmospheric carbon dioxide by plants.</p> <p>The size of fish in the oceans is shrinking. The research team has (4)_____ that most fish are likely to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in (5)_____ regions. The scientists said there is less oxygen in warmer water so fish cannot grow at the rate they should.</p> <p>The lead researcher said: "We were (6)_____ to see such a large decrease in fish size. Marine fish generally (7)_____ to climate change through changing distribution and seasonality." He added that human activities such as overfishing and pollution will worsen the problem - showing a very concerning future for the oceans.</p>	<p><i>EMIT</i></p> <p>DANGER</p> <p>GROW</p> <p>CONSUME</p> <p>CONCLUSION</p> <p>TROPICS</p> <p>SURPRISE</p> <p>RESPONSE</p>
--	---

III. Using the word given in brackets complete the second sentence so that it has the same meaning as the first sentence. You must use between three and six words, including the word given.

(8x1) 8 p

Do not change the form of the word in brackets.

There is an example (0) for you.

0.	The coffee was so hot that we couldn't drink it. / too / The coffee was ... <i>too hot for us to</i> ... drink.
1.	There will be someone to meet you on arrival. / will / When you meet you.
2.	The last time I saw your brother was in 2001. / since / I 2001.
3.	Some people say that Washington is less exciting than New York. / as / Some people say that Washington New York.
4.	It isn't necessary to bring skis as they are included in the package. / have / You skis as they are included in the package.
5.	We are not able to solve this difficult problem within 2 hours. / be / This difficult problem within 2 hours.
6.	I do not like it that you sold your grandfather's old car. / should / I think you your grandfather's old car last week.
7.	We laughed a lot while watching that great comedy. (made) That great comedy a lot.
8.	"I will inform about the results of the match" Joanna told me (said) Joanna the results.



AA2T

IDE RAGASSZA FEL A
VONALKÓDÓT!

ANSWER SHEET

TASK 1

Place a in the appropriate box.
Never mark more than one box.

(10x1) 10 p

A B C D E F G H I J K L M N

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A B C D E F G H I J K L M N

TASK 3

Using the word given in the brackets complete the second sentence so that it has the same meaning as the first sentence.

Do not change the form of the word given.

(8x1) 8 p

1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>

TASK 2

Use the given word to make a new word which fills the gap to complete the sentence correctly. (7x1) 7 p

1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>

DO NOT
WRITE HERE

ANSWER KEY

- I. Complete the spaces with the most suitable word/phrase given. Use each word/phrase once only. (10x1) 10 p**
There are four extra words that you do not need.

0. <i>don't</i>	
1. F) what	2. M) be
3. J) one	4. D) how
5. C) has	6. G) it
7. E) as	8. B) a
9. K) if	10. L) will

- II. Use the given word to make a new word which fills the gap to complete the sentence correctly. (7x1) 7p**

0.	<i>Emissions</i>
1.	endanger
2.	growth
3.	consumption
4.	concluded
5.	tropical / subtropical
6.	surprised
7.	respond

- III. Using the word given in brackets complete the second sentence so that it has the same meaning as the first sentence. You must use between three and six words, including the word given. (8x1) 8 p**
Do not change the form of the word in brackets.

0.	<i>The coffee was ... too hot for us to ... drink.</i>
1.	When you arrive someone will meet you. / When you arrive there will be someone to meet you.
2.	I haven't seen your brother since 2001.
3.	Some people say that Washington is not as/so exciting as New York.
4.	You do not have to bring skis as they are included in the package.
5.	This difficult problem cannot be solved within 2 hours.
6.	I think you should not have sold your grandfather's old car.
7.	That great comedy made us laugh a lot.
8.	Joanna ... said she would inform me about ... the results.

Record your answers in English on the ANSWER SHEET. The use of a printed dictionary is allowed.

You have a total time of 150 minutes to complete the reading comprehension and writing tests.

The questions follow the same order as the information in the text.

Text 1.

Read the text about feeding kids at school and at home and answer the questions below briefly (1-10 words).

Better Food Foundation

"More must be done to invest in an all-round food education for our kids; one that includes learning about where food comes from and how it's grown as well as the hands-on experience of cooking in the classroom. I strongly believe that teaching our kids these life skills gives them the best start in life, for their own health, the health of their kids and their kids' kids. And if our kids are also getting a tasty, nutritious meal at lunchtime, their prospects are even better. It's been proven time and time again during the last five years that a healthy school meal improves a child's ability to learn and do well at school. We can't ignore that; we must continue to feed our children better, even better. We must invest in our kids; they are the future and they deserve it."

"The most important activities of the Better Food Foundation are in the thick of provoking the conversation about how we feed and teach kids at school and at home. Everything we do is about improving lives through a better education and understanding of food, where it comes from and how it affects our bodies. Whether it's training unemployed young people to give them jobs and opportunities; campaigning for proper food in schools; teaching kids how to grow and cook food; or teaching adults who have missed out on those skills how to cook a meal from basic ingredients, we want to show that making simple choices can make a massive difference. It's about making people more streetwise about food and inspiring them to reconnect with it, regardless of their background or economic status. We want to give everyone the tools, skills and knowledge to make a lasting, positive impact on their lives...."

There is an obesity epidemic in this country, and the emotional and financial costs of this epidemic are huge. The UK has the highest rate of childhood obesity in Europe, with 25% of young people being classified as obese or overweight. The Government's Foresight report suggests this will only get worse, with 40% of Britons expected to be obese by 2025 – unless we do something about it.

A school meal accounts for one-third of a child's daily nutritional intake. For many children up and down the country, the majority of food they are fed at home is either made up of ready meals, takeaways or – in the worst cases – nothing at all. This means the meal they eat at school will be the only nutritious food they eat that day. Encouraging children to make better food choices at school is absolutely vital. Jamie has long advocated that children who are fed better, do better. Recent research supports this and has proved that no matter what background a child is from, a hot, nutritious meal at lunchtime improves their behaviour and concentration in the classroom in the afternoon. This is yet another reason why school meals should matter to everyone who cares about the future of the UK's children.

www.jamieoliver.com

2380n

I. Answer the questions briefly on the basis of the text. (1-10 words)

(10x1) 10p

There is an example (0) for you.

What should be invested in? (0) <i>Food education for kids</i>
What should schools teach children about their food? 1) 2) 3)
How does a healthy lunch influence children's performance at school? 4)
How can the foundation help jobless people? 5)
Which groups of grown-ups are targeted by the foundation? 6)
What problems does a society with a lot of overweight people face? 7) 8)
What kind of food does an average child get at home? (<i>mention two</i>) 9)
Children from which social groups/layers profit from healthy lunch at school? 10)

Text 2

II. Read the text about the Coca-Cola Company. Write in the boxes on the answer sheet the letter of the most suitable sentence (A-F) that fits into the gap. There is an extra sentence, which you do not need. There is an example (0) for you.

(5x1) 5p

Starting Your Private Coca-Cola Collection

(0) *Walk into any antiques store in the United States and you would be hard-pressed not to find a Coca-Cola memento of some sort* Bottles, trays, openers, tiny cars and trucks, calendars and signs are just a few of the pieces Coca-Cola has produced over the span of its 126-year history.

(1)_____ And for some people, amassing Coca-Cola keepsakes has become a lifelong passion.

Take The Coca-Cola Collectors Club, for instance. It was established in 1974 as an independent nonprofit organisation, and according to the Club’s website, its purpose is “to promote the preservation and collection of memorabilia related to the Coca-Cola Company.” (2)_____ There are regional or national club events every month, and conversations on collectibles are taking place online all the time.

As employees of the Coca-Cola Company, it’s hard not to become a bottle collector. Walking through the company’s Atlanta headquarters, you can’t help but notice the assortment of bottles neatly arranged at each person’s desk. (3)_____ Admittedly, we collect bottles for different sentimental reasons than outside collectors. For an employee, each bottle represents a major project, event or personal achievement accomplished while at the company.

(4)_____ We went to the vice president of heritage communications and chief archivist, Phil Mooney, for help. Throughout his 35-year career with Coca-Cola, Mooney has been in charge of building the Coca-Cola Company’s archives — and he’s pretty much a walking encyclopedia when it comes to Coke collector items.

(5)_____ With the national and local collectors groups, there are monthly meetings you can check out. There is a major convention in Atlanta every year that includes an auction, swap meet and room hopping — where rooms are set up like a Coca-Cola flea market.

www.coca-colacompany.com

2037n

0.	<i>Walk into any antiques store in the United States and you would be hard-pressed not to find a Coca-Cola memento of some sort</i>
A	Before long, you realize it’s easy to determine who has been at Coca-Cola the longest based on how many bottles they have.
B	According to him the most engaging way to educate yourself is to connect with other collectors.
C	While these marketing and advertising items were never intended to be collectors’ items, their presence in people’s lives has gained them sentimental as well as real dollar value the world over.
D	The red and white Coca-Cola logo is recognized by 94% of the world’s population.
E	But with so many items, events and collectors, how does someone get started creating their own personal collection?
F	With more than 40 chapters across the U.S., Europe and Australia, Coca-Cola collectors arguably make up one of the largest, most organized collectors' clubs in the world.

Text 3

Read the text about teens' using electronic devices and finish the sentences by choosing the best one of the given alternatives. (a / b / c)

How to Monitor Your Teen's Online and Texting Activity to Keep Them Safe

It's tricky being a parent these days, especially when technology is involved.

On the one hand, you want to give your kids the independence to make decisions on their own, learn from those actions, and mature accordingly. On the other hand, they're still your baby—no matter what the age— and you want to protect them as best you can.

Today's teens spend an average of 7.5 hours a day connected to some type of electronic device, and most know a lot more about the Internet and technology than their parents. From online solicitations, to befriending some less-than-desirable characters, many parents have no idea what their children are doing—on the phone, online, or in the real world. This can lead to mistakes caused by youthful inexperience, which can haunt a child and parent forever.

While some adults believe that parental control settings on Internet browsers offer protection, the average desktop browser can't filter everything, and these safeguards can be easily bypassed by a savvy computer user; and, as you're well aware, if a young person is motivated enough, they can be very savvy. "Friending" your child on Facebook is also not a solution since most kids know how to configure their privacy settings to show you only the things they want you to see. It's the same with cell phones, because there's really no way to track someone's texting and call activity.

Or is there?

A new online service called TeenSafe is making it easy for parents to keep their children safer, while offering young people the freedom they need and want to grow independently.

Some of the things TeenSafe lets you view include:

- All of your child's mobile phone text messages— including deleted messages
- A real-time and historical map tagged with your child's phone location so you know where they're at
- Your child's Facebook activity, including feeds, photos, private messages, and friend interactions
- All of your child's phone contacts, call history, and much more

The program is available on all Android phones (iPhone and Windows phone versions are in the works), is extremely simple to use, and comes with step-by-step instructions; you can even add multiple children at no additional cost. The reporting dashboard lets you easily view all the info at a glance, and you can do it without being a nag or disrupting your child's life. Just log in from any computer and you're good to go.

If you do discover problems and need information on how to best approach it, or if you want to speak with a professional for assistance, TeenSafe can facilitate that as well. The site offers parents the ability to chat in real time with licensed family counselors who can help.

TeenSafe is the smartest option for protecting your child—anonously and with confidence.

III. Finish the sentences by choosing the best one of the given alternatives. (a / b / c)
There is an example (0) for you.

(10x1) 10p

0.	The title addresses	
	a)	... <i>parents</i>
	b)	...teens
	c)	...both parents and teens
1.	Many teenagers....	
	a)	... are treated like a little child by their parents when they want to protect them.
	b)	... spend more time on the internet than their parents.
	c)	... want to learn from their actions.
2.	Parents nowadays....	
	a)	... leave their kids less controlled so they can learn from their mistakes.
	b)	... make mistakes because they are not experienced enough in how to treat teenagers.
	c)	... find it hard to leave their children alone and still take good care of them.
3.	When online, teenagers...	
	a)	... may meet people who can hurt them.
	b)	... spend 7.5 hours on the computer.
	c)	... will for sure get in trouble because they have no life experience.
4.	Online content....	
	a)	... motivates young people to be smarter with computers.
	b)	... cannot be filtered through an average desktop browser.
	c)	... can be accessed regardless of available protection tools.
5.	Young people....	
	a)	... can easily be motivated to be smart at handling technology.
	b)	... may easily overcome difficulties accessing unsafe content.
	c)	... are motivated to download any content they want to.
6.	There is no point in friending your child on Facebook because they...	
	a)	... can hide information from you.
	b)	...will restrict what they post.
	c)	... will switch to cell phones, which cannot be tracked down.
7.	TeenSafe....	
	a)	... will tell you who is your child talking to at any given moment.
	b) may be interfering with your child's daily activities.
	c) is not available on just any device.
8.	TeenSafe....	
	a)	... has to be installed on your computer.
	b)	... allows you to follow more than one child.
	c)	... can be obtained for free.
9.	TeenSafe has the assistance feature to....	
	a)	... offer help when you get stuck using it.
	b)	... give you more information on how to use its features to the full.
	c)	... give you advice on your child's safety.
10.	The text discusses how you can...	
	a)	... motivate your child to use the internet better and more safely.
	b)	... raise your child giving them enough freedom and protection at the same time.
	c)	... be more informed about your child's life online without them knowing about it.



AA2R

CORVINUS LANGUAGE EXAMINATION CENTRE
ENGLISH LANGUAGE TEST
READING COMPREHENSION
LEVEL B2

ANSWER SHEET

*IDE RAGASSZA FEL A
VONALKÓDOT!*

TEXT 1 Answer the questions briefly on the basis of the text.

(10x1) 10 p

DO NOT
WRITE HERE

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

TEXT 2

Place a in the appropriate box.
Never mark more than one box.
There is one extra sentence, which you do not need.
(5x1) 5 p

	A	B	C	D	E	F
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEXT 3

Finish the sentences by choosing the best one
of the given alternatives.
Place a in the appropriate box.
Never mark more than one box. (10x1) 10 p

	A	B	C		A	B	C
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. értékelő

2. értékelő

ANSWER KEY

(A vastagon szedett információt a válasznak tartalmaznia kell.)

Text 1.

I. Answer the questions briefly on the basis of the text. (1- 10 words) (10x1)10p

0.	<i>Food education for kids</i>
1.	- where it comes from
2.	- how it is grown
3.	- how it can be cooked / how to cook (A kettő közül az egyik 1p)
4.	learn, do better / better behaviour / better concentration (A három közül az egyik)
5.	gives them jobs / opportunities (A kettő közül az egyik)
6.	who cannot cook /who have missed out on those skills how to cook (A kettő közül az egyik)
7.	- huge emotional costs
8.	- huge financial costs
9.	ready meals/takeaways/ nothing (A három közül az egyik)
10.	all social groups / no matter what background they are from (A kettő közül az egyik)

Text 2.

II. Read the text carefully and write the letter of the most suitable sentence (A-F) in the boxes below. (5x1) 5p

There is one extra sentence, which you do not need.

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

Text 3.

III. Finish the sentences by choosing the best one of the given alternatives. (10x1) 10p
(a / b / c)

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
A	A	C	A	C	B	A	C	B	C	C



You have a total time of **150 minutes** to write the two letters/emails **and** to complete the reading comprehension test.

You can use your printed dictionary.

Task 1.

Write a letter/e-mail of **140-160 words**. Include each of the three points given.
Do NOT use your own name in your letter/e-mail.

You have received a letter (e-mail) from your friend, John/Jane in which you read the following:

I had problems with the cable TV for a few days. My Dad called the company and asked them to send a technician as fast as it was possible because I did not want to miss the episodes of the new TV serial. The first technician could not find what had gone wrong, but the second one could solve the problem the next day

Write a letter (e-mail) to your friend in which you describe a similar problem with your internet access last month.

Write about:

- *Why did you miss the internet access?*
- *How did you try to bridge the problem of not having internet access?*
- *How did you fill your free time during the 'dead-internet' period?*

Task 2.

Write a letter/e-mail of **100-120 words**. Include each of the three points given.
Do NOT use your own name in your letter/e-mail.

You have read the following in the local newspaper.

Critical Mass is a demonstration of cyclists held twice a year, when thousands of cyclist take to the streets in one huge group. It is aimed at calling people's attention to urban cycling, making everyday cycling popular. Meet other Critical Mass participants, people who are enthusiastic about the mass-cycle event that shows that cycling in your city can be fun, safe and better than polluting with cars.

Write a reader's letter to the editor of the newspaper (Mr Bellers) in which you outline your opinion about the issue.

Write about the following:

- *Do you agree with such demonstrations? Why?*
- *What are the advantages and disadvantages of urban cycling?*
- *Would you participate in such a demonstration? Give your reason.*



SAMPLE SOLUTION

1.

Oh, dear Jane,

I understand your problem completely! Who wants to miss the next episode of a good TV series?

Something similar happened to me, too, only a week ago. I was very upset. I usually spend Friday nights chatting with my friends. Mum doesn't let me go out too much. She says I'm too young for clubbing. So chatting is really important for me! I really missed it.

Dad called a lot of places, but they were all closed for the week-end. Peter was worried, too, because he really needed the Internet to prepare for his presentation at university. We finally found a technician on Monday. poor Peter had to go to an internet café to work on his presentation.

There was a great solution for me, too. Mum let me invite my friends on Saturday and we decided to go for a walk together on Sunday. That was brilliant! Maybe we should spend more time away from the Internet...

Hugs a kisses,

Julia

2.

Dear Mr Bellers,

I am sorry for my critical tone, but in my opinion Critical Mass is a disaster. It would be better to call it Critical Mess. It causes terrible confusion all around town.

I do realize that cycling instead of driving would be both healthy and environmentally friendly. People on bikes can get a lot of exercise. Bicycles don't pollute the air.

But cycling is not the solution for everyone. There are a lot of people who are not young enough or fit enough to get around on bicycles. Especially because cycling among cars can be dangerous.

If there were enough roads specially built for cyclers, I would also happily participate in such demonstrations, because they would not upset everyday traffic any more.

Yours faithfully,

Amelia Brown

Translate the text below into Hungarian.

**You have 50 minutes to complete this task.
The use of a printed dictionary is allowed.**

Dining With Strangers

There's nothing like sharing a great meal to help a crowd loosen up and turn strangers into friends. But if you're new to town (wherever that may be), it may be hard to find the right crowd to have dinner with, or the right friend to organize a meal and invite you. Enter *Grubwithus.com**, a new web platform for people eager to socialize around a delicious meal with new acquaintances.

The Los Angeles-based website was founded by Eddy Lu and D. Sugano, who - tired of careers in the corporate world - decided to start their own company in Los Angeles and then Chicago. Passionate about food, and fed up with their hectic schedules they decided to meet people in a comfortable, natural way. They reached out to several Chicago restaurants to host *Grubwithus*' first public dinners for locals seeking new friends. The project launched as a company in 2010.

Here's how it works: users (referred to as diners) can visit their city's *Grubwithus* page to check out the meals on offer. In Los Angeles the possibilities range from meeting young people new to the city, to building connections with entrepreneurs, to mingling with singles. If none of those options sounds appealing, users can opt for the "Create Your Own" feature to set up their own meal in a neighbourhood of their choice.

Diners pay a fixed price in advance to book a spot at a multi-course meal. Once they've paid, attendees just show up at the restaurant at the arranged time and enjoy themselves. There is no format, no assigned seating, you just sit down and find where you're comfortable.

* *Grubwithus* - nem lefordítandó

SAMPLE SOLUTION

Vacsora idegenekkel

Nincs jobb egy nagyszerű közös étkezésnél arra, hogy a társaság felengedjen, és az idegenekből barátok váljanak. De ha új vagy egy városban (bárhol is legyen az), nehézséget okozhat az, hogy megtaláld a megfelelő társaságot egy közös vacsorához, vagy a megfelelő barátot, aki megszervezi az étkezést és meghív téged. Lépj rá a Grubwithus.com-ra*, egy új internetes portálra, ami olyan embereknek jött létre, akik egy ízletes étkezés mellett szeretnék időt tölteni új ismerősökkel.

A Los Angeles székhelyű weboldalt Eddy Lu és Daishin Sugano alapította, akik – belefáradva a nagyvállalati karrierjükbe—elhatározták, hogy saját vállalatot alapítanak először Los Angelesben, majd Chicagóban. Mindkettőjük szenvedélye az étel, és beleunva zsúfolt napirendjükbe úgy döntöttek, hogy kényelmesen és természetes módon fognak ismerkedni. Lu és Sugano több chicagói éttermet keresett meg azzal, hogy ott tarthassák a “Grubwithus” első nyilvános vacsoráit olyan helyiek számára, akik új barátokat keresnek. A kezdeményezésből 2010-ben alakult ki a cég.

Így működik a “Grubwithus”: a felhasználók (más néven “vacsorázók”) a saját városuk “Grubwithus” oldalán megnézhetik, hogy milyen étkezéseken lehet részt venni. Los Angelesben széles a lehetőségek skálája, kezdve a Los Angelesbe újonnan érkezett fiatalokkal való megismerkedéstől a vállalkozókkal való kapcsolatépítésen keresztül a szinglikkel való ismerkedésig. Ha az előbb említettek közül egyik sem tűnik vonzónak, akkor a felhasználók a “hozd létre a sajátodat” funkcióval megszervezhetik az általuk választott környéken a saját étkezésüket.

A vacsorázók egy fix árat fizetnek ki előre azért, hogy lefoglaljanak egy helyet egy többfogatós vacsoránál. A vacsora kifizetése után már csak meg kell jelenni az étteremben a megbeszélt időpontban és jól kell érezni magukat. Nincs előírás, nincs ültetési rend, csak le kell ülni, és meg kell találni, hogy hol érzi magát kellemesen a vacsorázó.