Міністерство освіти і науки України

Ukrajna Oktatási és Tudományos Minisztériuma

Закарпатський Угорський Iнститут ім. Ф. Ракоці ІІ.

II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola

Filológia Tanszék

“**ЗАТВЕРДЖУЮ**”/ **JÓVÁHAGYOM**

Проректор з навчальної роботи

Tanulmányi rektorhelyettes

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

"\_\_\_\_\_\_" \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2015 p.

## РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

**TANTÁRGYI PROGRAM**

**Nyelvi gyakorlat**

(назва навчальної дисципліни / a tantárgy neve)

напрям підготовки/ szak 6.020303 Філологія. Англійська мова і література/

6.020303 Filológia. Angol nyelv és irodalom

галузь знань/ szakirány 0203 Гуманітарні науки/ 0203 Humán tudományok

2015 рік

Tantárgyi program Nyelvi gyakorlat c. tárgyból 2. évfolyamos angol szakos hallgatók számára.

(назва навчальної дисципліни)

„31” augusztus, 2015. - old.

Розробники /Kidolgozók:

Lőrinc M. , a pedagógiai tudományok kandidátusa, docens, filológia tanszék

Lizák K., adjunktus, filológia tanszék

Jablonyko T. oktató, filológia tanszék

(вказати авторів, їхні посади, наукові ступені та вчені звання / szerzők neve, beosztása, tudományos címe, fokozata)

Робоча програма затверджена на засіданні кафедри філології

A tantárgyi programot elfogadta a tanszékértekezlet (tantárgyi bizottság)

Протокол від / Jegyzőkönyv dátuma “27” augusztus 2015, № 1 száma.

Завідувач кафедри філології/ Tanszékvezető

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Kótyuk I., fil.tud.kand.

"27” \_\_\_ augusztus \_\_\_\_\_\_\_ 2015

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Nyelvi gyakorlat, 2015

**1.** **A tantárgy leírása/ Description of the Subject**

|  |  |  |  |
| --- | --- | --- | --- |
| Найменування показників  A jellemzők megnevezése | Галузь знань, напрям підготовки, освітньо-кваліфікаційний рівень  Szakirány, szak, képzettségi szint | Характеристика навчальної дисципліни | |
| **денна форма навчання** | **заочна форма навчання** |
| Кількість кредитів – 12  Kreditértéke - 12 | Галузь знань  Képzési ág  **0203 Humán tudományok**  (шифр і назва / kód, név) | **Нормативна**  (за вибором)  **Normatív**  (választható) | |
| Напрям підготовки  Szakirány  **6.020303 Filológia. Angol nyelv és irodalom**  (шифр і назва / kód, név) |
| Модулів – 3  Modulok száma - 3 | Спеціальність (професійне  спрямування):  Szak (szakosodás) | **Рік підготовки// Képzési évek:** | |
| Змістових модулів – 5  Tartalmi modulok - 5 | 3-й | 3-й |
| Індивідуальне науково-дослідне завдання -  Egyéni tudományos-kutatói feladat: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (назва / megnevezve) | **Семестр/ Félév** | |
| Загальна кількість годин: 432  Összóraszám: 432 | 5-й, 6-й | 5-й, 6-й |
| **Лекції/ Előadások** | |
| Тижневих годин для денної форми навчання:  аудиторних – 6/6  самостійної роботи студента – 8/8  A nappali tagozatos hallgató heti óraszáma:  – kontaktóra: 6  – önálló munka: 8 | Освітньо-кваліфікаційний рівень:  *Бакалавр*  Képzési szint:  **alapképzés (BA)** | - | - |
| **Практичні, семінарські**  **Gyakorlati, szemináriumi** | |
| 90/90 год./ óra | 12/12 год./ óra |
| **Самостійна робота/**  **Önálló munka** | |
| 126/ 126 год./ óra | 204/204 год./ óra |
| Вид контролю/ Az ellenőrzés formája:  vizsga/ vizsga | |

**Примітка:**

Співвідношення кількості годин аудиторних занять до самостійної і індивідуальної роботи становить:

**2. A tárgy célja és feladatai/ The Aim and Tasks of the Discipline**

# **Cél/The aim:**

# Carry on developing all four major skills to enable trainees to reach target level;

# Further develop trainees’ ability to use a wide range of structures and lexis in oral and written communication with regard to situation;

* Enable trainees to acquire a better understanding of the way of life of English speaking peoples, their values and behaviour;
* Expand trainees’ range of academic learning experiences in order to contribute to the further development of their cognitive skills and to the growth of their awareness of themselves as autonomous learners.

**Feladatok/The tasks:**

*Practical:* To develop the students’ competence and fluency in English by forming and consolidating their linguistic, communicative and socio-cultural knowledge

*Cognitive:* To foster the students’ academic activities and develop their cognitive abilities.

*Educational:* To facilitate in the trainees powers of self-evauation and a capacity for autonomous learning which will enable them to develop professionally after graduation.

*Professional:* In the course of their language learning to expose the students to a wide range of language learning and teaching practices, and by their reflecting on the learning processes involved, to contribute to their development as future teachers.

*Social:* To promote and develop in the trainees self-awareness and interpersonal skills that will enable them to function better in and outside the school.

***Az első év végére a hallgatónak /By the end of the third year the students will***

***tudnia kell/ know* :** a sufficient range of vocabulary on the topics studied, the grammatical structures specified by the Curriculum, the principles of the syntactic organisation of the English language.

***képesnek kell lennie/ be able to:***

* understand standard spoken language in live and recorded delivery, on both familiar and unfamiliar topics encountered in personal, social, academic or vocational life;
* Demonstrate an active grasp of an expanded vocabulary related to general topics of current interest as well as professional relevance;
* Use language fluently, accurately and effectively in oral interaction in seminars, lectures and presentations;
* Understand information stated both implicitly and explicitly in different text types including original fiction, articles and reports on general and professional topics;
* Express themselves with clarity and precision in different genres of written discourse (e.g. business letters, reports, essays);
* Show their knowledge of socio-cultural information encountered in the topics of the third year and to be able to communicate in English using this knowledge.

**3. A tárgy programja/ Curriculum**

|  |  |  |
| --- | --- | --- |
| **Modul** | **Tartalmi modul** | **A téma száma és megnevezése** |
| Modul 1 | Tartalmi modul 1:  On top of the world | Unit 1: On top of the world. Something to shout about. |
| Unit 2: Escape artists |
| Tartalmi modul 2:  Society | Unit 3: People power |
| Unit 4: Growing concerns |
| Tartalmi modul 3:  The way to a brighter future | Unit 5: Our changing world |
| Modul 2 | Unit 6: A job well done. |
| Tartalmi modul 4:  Body and mind | Unit 7: Fit for life |
| Unit 8: Live and learn |
| Tartalmi modul 5:  See and be seen | Unit 9: The image business |
| Unit 10: Shop around |

**Modul/ Module 1**

**Tartalmi modul/ Subject matter module 1.** On top of the world

Unit 1: On top of the world. Something to shout about.

Unit 2: Escape artists

**Tartalmi modul/Subject matter module 2.** Society

Unit 3:People power

Unit 4: Growing concerns

**Tartalmi modul/ Subject matter module 3.** The way to a brighter future

Unit 5: Our changing world

**Modul/ Module 2**

**Tartalmi modul/ Subject matter module 3.** The way to a brighter future

Unit 6: A job well done.

**Tartalmi modul/ Subject matter module 4.** Body and mind

Unit 7: Fit for life

Unit 8: Live and learn

**Tartalmi modul/ Subject matter module 5.** See and be seen

Unit 9: The image business

Unit 10: Shop around

**4. A tárgy struktúrája/Structure of the Subject**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Tartalmi modulok. Témák** | **Mindösszesen** | | | | | | | |
| **Nappali tagozat** | | | | **Levelező tagozat** | | | |
| **összesen** | **ebből** | | | **összesen** | **ebből** | | |
| előadás | gyak. | önálló | előadás | gyak. | önálló |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| **Modul/ Module 1** | | | | | | | | |
| **Tartalmi modul 1**.On top of the world | | | | | | | | |
| Unit 1: | 42 |  | 18 | 24 | 42,5 |  | 2,5 | 40 |
| Unit 2: | 44 |  | 18 | 26 | 42,5 |  | 2,5 | 40 |
| Összesen tartalmi modul 1 | 86 |  | 36 | 50 | 85 |  | 5 | 80 |
| **Tartalmi modul 2**.Society | | | | | | | | |
| Unit 3: | 42 |  | 18 | 24 | 42,5 |  | 2,5 | 40 |
| Unit4: | 44 |  | 18 | 26 | 42,5 |  | 2,5 | 40 |
| Összesen tartalmi modul 2 | 86 |  | 36 | 50 | 85 |  | 5 | 80 |
| **Tartalmi modul 3.** The way to a brighter future | | | | | | | | |
| Unit5: | 44 |  | 18 | 26 | 46 |  | 2 | 44 |
| Összesen tartalmi modul 3 | 44 |  | 18 | 26 | 46 |  | 2 | 44 |
| Mindösszesen | 216 |  | 90 | 126 | 216 |  | 12 | 204 |
| **Modul/ Module 2** | | | | | | | | |
| **Tartalmi modul 3.** The way to a brighter future | | | | | | | | |
| Unit6: | 44 |  | 18 | 26 | 46 |  | 2 | 44 |
| Összesen tartalmi modul 3 | 44 |  | 18 | 26 | 46 |  | 2 | 44 |
| **Tartalmi modul 4.** Body and mind | | | | | | | |  |
| Unit7: | 42 |  | 18 | 24 | 42,5 |  | 2,5 | 40 |
| Unit8: | 44 |  | 18 | 26 | 42,5 |  | 2,5 | 40 |
| Összesen tartalmi modul 4 | 86 |  | 36 | 50 | 85 |  | 5 | 80 |
| **Tartalmi modul 5.** See and be seen | | | | | | | | |
| Unit9: | 42 |  | 18 | 24 | 42,5 |  | 2,5 | 40 |
| Unit10: | 44 |  | 18 | 26 | 42,5 |  | 2,5 | 40 |
| Összesen tartalmi modul 5 | 86 |  | 36 | 50 | 85 |  | 5 | 80 |
| Összesen | 216 |  | 90 | 126 | 216 |  | 12 | 204 |
| Mindösszesen | **432** |  | **180** | **252** | **432** |  | **24** | **408** |

**5. Az előadások témája/ Topics for the lectures**

|  |  |  |  |
| --- | --- | --- | --- |
| № | A téma megnevezése | Óraszám (nap./lev.) | |
|  |  |  |  |

**6. A gyakorlati foglalkozások témája/Topics for the practical lessons**

|  |  |  |  |
| --- | --- | --- | --- |
| № | A téma megnevezése | Óraszám (nap./lev.) | |
|  | **On top of the world. Something to shout about** |  |  |
|  | Ambition | 6 | 1 |
|  | Success, achievement, happiness | 4 | 0,5 |
|  | Celebrations, career success | 4 | 0,5 |
|  | Successful women | 2 | 0,5 |
|  | **Escape artists** |  |  |
|  | Pastimes and hobbies; leisure activities | 6 | 1 |
|  | Leisure, relaxing | 6 | 0,5 |
|  | Cinema, TV and cinema, their impact on people | 4 | 0, 2 |
|  | Film reviews | 2 | 0,5 |
|  | Reading | 4 | 0,5 |
|  | **People power** |  |  |
|  | Character and personality | 6 | 1 |
|  | Characteristics | 4 | 0,5 |
|  | Feelings and emotions | 4 | 0,5 |
|  | **Growing concerns** |  |  |
|  | Social problems, civil liberties | 6 | 1 |
|  | Crime and the law | 6 | 0,5 |
|  | Social issues, charity. | 4 | 0,5 |
|  | International issues: poverty, unemployment | 4 | 0,2 |
|  | Environmental problems | 4 | 0,5 |
|  | Reading | 2 | 0,5 |
|  | **Our changing world** |  |  |
|  | Science and technology | 6 | 1 |
|  | Technology in everyday life | 4 | 0,5 |
|  | Computers | 4 | 0,5 |
|  | **A job well done** |  |  |
|  | Jobs, work and workplace | 6 | 1 |
|  | From dark to dawn | 6 | 0,5 |
|  | Working environments | 4 | 0,2 |
|  | Unemployment, redundancy | 4 | 0,5 |
|  | Reading | 2 | 0,5 |
|  | **Fit for life** |  |  |
|  | Health, health problems | 6 | 1 |
|  | Treatments | 4 | 0,5 |
|  | Historic medical breakthroughs | 4 | 0,5 |
|  | Sport, exercise | 4 | 0,5 |
|  | **Live and learn** |  |  |
|  | Education, educational issues | 6 | 1 |
|  | School, college, university life | 6 | 0,2 |
|  | Study methods | 2 | 0,5 |
|  | Problems of bringing up children | 4 | 0,5 |
|  | Reading | 2 | 0,5 |
|  | **The image business** |  |  |
|  | The fashion industry | 6 | 1 |
|  | Looks, image | 6 | 0,5 |
|  | The visual arts | 4 | 0,5 |
|  | **Shop around** |  |  |
|  | Shopping, shopping habits | 6 | 1 |
|  | The economy | 6 | 0,2 |
|  | Advertising and consumers | 2 | 0,5 |
|  |  | 180 | 24 |

**7. Az önálló foglalkozások témája/Topics for the independent work**

|  |  |  |  |
| --- | --- | --- | --- |
| № | A téma megnevezése | Óraszám (nap./lev.) | |
|  | **Tartalmi modul 1.** |  |  |
| 1. | **On top of the world. Something to shout about.** |  |  |
| 2. | Success and achievement | 5 | 5 |
| 3. | Powerful and successful women | 5 | 10 |
| 4. | Employment discrimination | 5 | 10 |
| 5. | **Escape artists** |  |  |
| 6. | Art. Talking about Art. | 5 | 5 |
| 7. | Trends in art | 10 | 10 |
| 8. | Art museums | 5 | 10 |
| 9. | The English school of painting | 10 | 10 |
| 10. | Cinema.Origins of cinema | 5 | 10 |
| 11. | TV and cinema. Their impact on people | 5 | 10 |
| 12. | Film reviews | 5 | 10 |
| 13. | Előkészület a ZH megírásához a Modul 1. alapján | 4 | 6 |
|  |  |  |  |
|  | **Tartalmi modul 2.** |  |  |
| 14. | **People power** |  |  |
| 15. | People and Personalities | 5 | 10 |
| 16. | English, American and Ukrainian/Hungarian character | 5 | 10 |
| 17. | National characters. Overcoming stereotypes | 5 | 10 |
|  |  |  |  |
| 18. | **Growing concerns** |  |  |
| 19. | Global concerns | 10 | 10 |
| 20. | Law and order | 5 | 10 |
| 21. | Social issues | 5 | 10 |
| 22. | Előkészület a ZH megírásához a Modul 2. alapján | 4 | 6 |
|  |  |  |  |
|  | **Tartalmi modul 3.** |  |  |
| 23. | **Our changing world** |  |  |
| 24. | Global problems of humanity. | 5 | 10 |
| 25. | The search for artificial intelligence | 5 | 10 |
| 26. | Advances in technology | 5 | 10 |
| 27. | Előkészület a ZH megírásához a Modul 2. alapján | 4 | 6 |
| 28. | Előkészület a beszámolóhoz | 4 | 6 |
|  | **1.szemeszter** | 126 | 204 |
|  | **2.szemeszter** |  |  |
|  | **Modul 3.** |  |  |
|  | **Tartalmi modul 3.** |  |  |
| 1. | **A job well done** |  |  |
| 2. | The proffesion of my choice. | 5 | 10 |
| 3. | My future profession - teacher. Qualities and skills required for being a successful teacher | 10 | 10 |
| 4. | Előkészület a ZH megírásához a Modul 3. alapján | 4 | 6 |
|  | **Tartalmi modul 4.** |  |  |
| 5. | **Fit for life** |  |  |
| 6. | Historical medical breakthroughs | 10 | 10 |
| 7. | Keeping fit in our modern world | 5 | 10 |
| 8. | Challenges of nowadays: how to survive | 5 | 20 |
| 9. | Healthy way of life. | 5 | 10 |
| 10. | Sports and games popular in English speaking  countries. | 10 | 10 |
| 11. | Olympic games. | 10 | 10 |
|  | **Live and learn** |  |  |
| 12. | Education, educational issues | 10 | 10 |
| 13. | Problems of bringing up children | 5 | 10 |
| 14. | Előkészület a ZH megírásához a Modul 4. alapján | 4 | 6 |
|  |  |  |  |
|  | **Tartalmi modul 5** |  |  |
| 15. | **The image business** |  |  |
| 16. | Fashion and clothing | 10 | 10 |
| 17. | Judging by appearance. When appearances are deceptive. | 5 | 10 |
| 18. | The visual image | 5 | 10 |
|  |  |  |  |
| 19. | **Shop around** |  |  |
| 20. | Shopping therapy | 5 | 10 |
| 21. | The myth of secure e-shopping | 5 | 10 |
| 22. | The cost of convenience | 5 | 10 |
| 23. | Customer complaints | 5 | 10 |
| 24. | Előkészület a ZH megírásához a Modul 2. alapján | 4 | 6 |
| 25. | Előkészület a vizsgához | 4 | 6 |
|  | **2. szemeszter** | 126 | 204 |
|  | **mindÖsszesen** | **252** | **408** |

**8. Egyéni feladat/Individual Task**

**Write an essay or make a presentation on one of the following topics:**

* Habits of successful people
* Contemporary British/American painting
* Contemporary British/American literature
* Contemporary British/American music
* Best jobs for the future
* Worst jobs for the future
* Inventions of the 20th century
* Schools of the future
* Unusual schools in the world
* British and American Nobel Prize winners in literature
* Oscar Awards
* The consumer society

**9. Az oktatás módszerei/ Methods of teaching**

Methods of teaching include: communicative, thematic, task-based languge teaching, content-based instruction, classroom interaction, discussions, reporting, role plays, conversations, simulations, brainstorming, storytelling, story completion, oral assessments, individual work and exercises.

**10. Az ellenőrzés formái /Methods of Control**

1. Oral/written testing
2. Examination.

**A tantárgyból szerezhető osztályzatok   
a nemzetközi (ECTS) és nemzeti értékelés skálája alapján/ National and ECTS Scale of Evaluating Students’ Knowledge**

|  |  |  |  |
| --- | --- | --- | --- |
| **Osztályzat 100 pontos skála szerint** | **Osztályzat ECTS skála szerint** | Az értékelés minősítése | |
| діяльності |  | Vizsga, évfolyammunka, gyakorlat minősítésére | Beszámolóra |
| 90 – 100 | **А** | jeles | megfelelt |
| 82-89 | **В** | jó |
| 74-81 | **С** |
| 64-73 | **D** | elégséges |
| 60-63 | **Е** |
| 35-59 | **FX** | elégtelen, de ismételt vizsgát tehet | nem felelt meg, a pótbeszámoló lehetőségével |
| 0-34 | **F** | elégtelen, a hallgatónak tantárgyat újra fel kell vennie | nem felelt meg, a hallgatónak tantárgyat újra fel kell vennie |

**Methodology** – the grading system will be done by calculating the points you have earned out of the total points possible. Points are earned through:

**Sectional test** – After each unit you are expected to write a test. These are each worth 100 points.

**Module test** – This is a test at the end of the subject module (three in number during the semester) which will cover material of two units. The test will assess your achievement in three skills, i.e. reading, writing, and speaking. The module test is worth 100 points.

**Class participation** – **Regular** preparation for class and active participation in discussions is highly appreciated. Your grade may suffer if you do not prepare for the lesson and decide not to participate in class discussion.

Reports on individual reading – each week you are expected to make brief and accurate reports on your reading. Anything written in original English, either fiction or non-fiction will serve the purpose.

**Final exam** – you sit a final exam at the end of the semester, which will cover material from the **entire** semester.

**Classroom policies and procedures**

**Attendance policy** – The student is expected to attend every lesson. You will be permitted two absences that are previously excused. If the student is not present in a lesson for whatever reason (including illness) it is necessary to pass the missed material in a week’s time.

**Evaluation and grading scale**

* To earn an A the student must demonstrate profound knowledge of the material. Earning at least 90% of the total points possible will result in an A
* For a B the student will be above average and show comprehensive knowledge. Earning between 82% and 89% of the total points possible will result in a B.
* For a C the student will demonstrate only a minimal knowledge of the material. Earning between 74% and 81 of the total points possible will result in a C.
* For a D the student will show little knowledge of the material. Earning between 64% and 73% of the total points possible will result in a D.
* For an E the student will show limited knowledge of the material. Earning between 60% and 63% of the total points possible will result in an E.

**Watching films and reading in English is greatly encouraged!**

**12. Módszertani ellátottság/ Documents on the Methods of Teaching**

1. Curriculum

2. Coursebook

3. Tests

4. Module tests

**13. Ajánlott szakirodalom/ Recommended Literature**

**Tan- és segédkönyvek/ Obligatory Literature**

* 1. Аракин В.Д. Практический курс английского языка. 3 курс М., «Валдос», 1999
  2. Evans V. – Lynda Edwards, Upstream (Advanced) Student’s Book, Express Publishing, 2003
  3. Evans V.– Lynda Edwards , Upstream (Advanced ) Workbook, Express Publishing, 2003
  4. Foreign and Commonwealth Office Editions on related topics
  5. Harrison, M. Word Perfect. Vocabulary for fluency*.* Thomas Nelson Ltd., 1992.
  6. McCarthy М., Felicity O’Dell, English Vocabulary in Use, 1994
  7. Milton J., V. Evans. A good turn of phrase. Advanced idiom practice. Express Publishing, 1998
  8. PolupanV.L., Polupan A.P, Makhova V.V. A cultural reader. *English – speaking countries.* Akademia 2000
  9. Sharman E. Across Cultures. – Edinburgh: Longman, 2006, 159p.
  10. Thomas, B.J. Advanced Vocabulary and Idiom. Thomas Nelson Ltd., 1991
  11. Thomas B.J. Intermediate vocabulary, Longman 2000.

**Kiegészítő olvasmányok/ Secondary**

1. Broukal M., Murfhy P. All about the USA. A Cultural Reader. – Longman, 1991, 92p
2. Cullingford Cedric, Szabo Tibor. British Culture: An Exercise in Understanding. Budapest:Nemzeti Tankönyvkiadó 2003
3. Foreign and Commonwealth Office Editions on related topics
4. Harrison, M. Word Perfect. Vocabulary for fluency*.* Thomas Nelson Ltd., 1992.
5. McCarthy М., Felicity O’Dell, English Vocabulary in Use, 1994
6. Milton J., V. Evans. A good turn of phrase. Advanced idiom practice. Express Publishing, 1998
7. Milton J., Blake B. A good turn of phrase. Advanced practice in phrasal verbs and prepositional phrases. Express Publishing, 1998
8. National Geographic, 2001. Vol. 2, 3
9. Newsweek, 1998, Vol.2
10. PolupanV.L., Polupan A.P, Makhova V.V. A cultural reader. *English – speaking countries.* Akademia 2000
11. Sharman E. Across Cutures. – Edinburgh: Longman, 2006, 159p.
12. Thomas, B.J. Advanced Vocabulary and Idiom. Thomas Nelson Ltd., 1991
13. Ukraine, 2001, Vol.2
14. Voronyikhina L.N. In the world of painting. Moscow, 1989

**Szótárak/Dictionaries**

1. Alexander L.G. Right Word Wrong Word,1997

2. Longman Dictionary of Contemporary English 1995

3. Longman Exams Dictionary. England: Pearson 2006

4. Oxford Collocations Dictionary. Oxford: University Press 2002

**14. Kérdéssor (vizsgára vagy beszámolóra) / The List of Questions for the Exam**

* + 1. Success, achievement, happiness

1. Celebrations, career success
2. Pastimes and hobbies; leisure activities
3. Cinema, TV and cinema, their impact on people
4. Cinema.Origins of cinema

6. Character and personality

7. National characters. Overcoming stereotypes

8. Feelings and emotions

9. Social problems, civil liberties

10. Crime and the law

11. Social issues, charity

12. Environmental problems

13. Challenges of nowadays: how to survive

14. Science and technology

15. Technology in everyday life

16. Jobs, work and workplace

17. Working environments

18. Health, health problems

19. Historic medical breakthroughs

20. Sport, exercise

21. Education, educational issues

22. School, college, university life

23. Problems of bringing up children

24. The fashion industry

25. Looks, image

26. The visual arts

27. Shopping, shopping habits

28. The economy

29. Advertising and consumers

30. Advances in technology

**15. Mintateszt /Third -Year Language Practice Test Sample**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total score: \_\_\_\_\_\_\_ / 100

**Part One – Use of English**

**Section A – Rewrite the following sentences. You have to change the original sentence to accommodate the word given. The form of the word must not be changed in any way.**

1 Don’t under any circumstances press this red button. **Do**

Whatever \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ press this red button.

2 Apparently her ex-husband was a terrible gambler. **Known**

Her ex-husband is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a terrible gambler.

3 I think a change would do you good**. From**

I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a change.

4 I think I am someone else. **Confusing**

You are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with someone else.

5 What is the difference between nuclear fission and nuclear fusion? **Differ**

How exactly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nuclear fusion?

6 According to reports, the President is in poor health. **Reported**

The President \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in poor health.

7 According to Valerie, she is a relation of mine. **Be**

Valerie claims \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.to me.

8 A bus and a lorry collided on the motorway. **Between**

There was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a bus and a lorry.

9 A true story is the basis of the novel. **On**

The novel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a true story.

10 Ellen has been unemployed for six months. **Out**

Ellen has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for six months.

**Score: \_\_\_\_\_ /** **10**

**Section B – Fill each of the blanks in the following sentences with a suitable word.**

1. The people were protesting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the closure of two local factories.
2. We are very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to you for pointing out the mistake.
3. The hotel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me $14 for phone calls I had not made.
4. That’s the couple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ house my sister bought.
5. The children always look \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Christmas as they love all the parties and presents.
6. Many frozen foods are deficient \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vitamins.
7. My cousin George is obsessed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ keeping fit.
8. The police have charged her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ driving without due care and attention.
9. It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ since I last had a good Chinese meal.
10. I couldn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from laughing at the President’s remark.

**Score: \_\_\_\_\_ /** **10**

**Section C – Fill in the correct word derived from the word in bold.**

1. The new leisure centre doesn’t quite come up to my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **EXPECT**
2. There was a bare \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of people at the youth club. **HAND**
3. Helen’s solo crossing of the Pacific was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ feat. **REMARK**
4. All the runners, with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Mark, were exhausted. **EXCEPT**
5. Our club has just purchased new sports \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **EQUIP**
6. Our city has some open spaces but they are not very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **ACCESS**
7. Is it possible to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between a hobby and an interest? **DISTINCT**
8. Nowadays \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ numbers of people are taking up jogging. **INCREASE**
9. Leisure habits won’t change much in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ future. **SEE**
10. Kapo the gorilla was born and bread in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **CAPTIVE**

**Score: \_\_\_\_\_ /** **10**

# **Part Two – Vocabulary**

**Section A – Choose the word which best completes each sentence.**

1 During the First World War, an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5 million people lost their lives. .

A assumed

B estimated

C envisaged

D approximated

2 I picked up a great travel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about Russia at the travel agent’s.

A leaflet

B pamphlet

C brochure

D prospectus

3 You shouldn’t throw \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ old newspapers, you should recycle them.

A up

B away

C down

D in

4 The good weather makes the resort ideal for traveling, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sports and picnics.

A outdoor

B outside

C indoor

D inside

5 Getting teenagers to assist old people can help to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the generation gap.

A cover

B fix

C throw

D bridge

6 Making personal phone calls during office hours is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ upon where I work.

A frowned

B disapproved

C condemned

D criticised

7 The doctor diagnosed that the patient was suffering from a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ case of food poisoning.

A grave

B heavy

C harsh

D severe

8 The power \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lasted several days, and we had to throw out most of the food that was in the fridge.

A shortage

B reduction

C stoppage

D cut

9 You can have my moped if you like; now that I have got a car, it’s no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to me.

A worth

B use

C value

D point

10 Although it is not widespread, Chinese has the largest number of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ speakers.

A natural

B mother

C native

D local

**Score: \_\_\_\_\_ /** **10**

**Section B – Open Cloze. Read the text and think of the word that best fits each space (1-15). Use only ONE WORD for each space.**

**The Holiday of a lifetime**

Thinking of getting away from it all? Well, you need look no further! Take a trip to Maui, one of Hawaii’s largest islands. You’ll find a place which is (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wonderful that it will make you want to stay (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ forever.

Enjoy the unbelievable beauty (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ makes this Hawaiian island so remarkable. With the wide range of activities Maui offers, there is something (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ suit everyone’s tastes. You can just relax on one of the many secluded beaches while you (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a good book. If you prefer, you can enjoy snorkeling and diving expeditions (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you have the chance to explore underwater caves. Afterwards, why not set (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on a breathtaking horseback ride (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the white, sandy coast? If you are adventurous   
(9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, you can hike thorough a truly extraordinary volcanic crater,   
(10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Go on nature walks through lush rainforests. Among Maui’s many natural attractions (11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ its waterfalls, emptying into deep pools which are perfect   
(12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a tranquil swim. The local people are very friendly and welcoming, and they take pride (13) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their history and land. If you stay on Maui long (14) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, you are sure to share some of the deep love they (15) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for their island home.

**Score: \_\_\_\_\_ /** **30**

**Part Three – Reading**

*On reading the following passage carefully, choose ONE of the four answers (A), (B), (C) and (D) to each of the questions or unfinished statements. Choose the answer which fits the text best.*

Some fifteen years ago I had been offered the job of selling off an estate of paintings. One of my friends in the art business had recommended me. Why me? My friend was a busy dealer who had neither the time, space, nor inclination to sell off a large but undistinguished lot of paintings. I was hired to rent a gallery for one year, advertise the works of art, sell as many as possible for their appraised value and at the end of the year hand over tha remainder to public auction. One of my first customers was an elderly lady who bought a bowl of flowers by Luis Valtat. While I was wrapping her purchase she asked if I knew a portrait painter who could work from a photograph.

As I was about to reply, an old man, who had been inspecting the collection, stepped forward and assured my customer he was the best portrait painter around. He was one of those people who was never made to wear human clothing. His long hairy arms extended some two feet below his side pockets. He introduced himself as Novak Ratkovitch. His eyes popped from furlined sockets as he awaited our approval. From head to ankles he was a fashion disaster but he was wearing the finest grade Johnson and Murphy shoes.

Taken aback by this apparition in hand-crafted footwear, the woman gave Ratkovitch a wrinkled photograph of her late husband. "Paint a good likeness and I'll pay you five hundred dollars," she said.

About a week later the artist returned with the painting and I called the lady. At her request I agreed to delover both artist and portrait to her Park Avenue Residence the next evening. To our surprise, upon arrival we found three other artists with similar portraits awaiting the patroness. The lady appeared with a very old spaniel. "Laddie was my husband's dog. I will buy the painting he likes best. He loved my Edgar so," she said.

Upon seeing a commission turn into a competition Ratkovitch picked up his painting and asked for directions to the washroom, leaving me to control my irritation at being so neatly swindled. He returned, just as the angry artists were propping up their paintings for Laddie's inspection. Ratkovitch placed his portrait with the others.

The dog immediately limped over to Ratkovitch's painting and began licking the face of his departed master, totally ignoring the other works. Ratkovitch accepted the five hundred dollars. He winked knowingly at me, and we made our way outside. Trying to contain myself after the miracle I'd just witnessed, I waited for Ratkovitch to speak, He finally admitted that he'd gone to the kitchen, were he'd smeared bacon grease on his portrait: hence the dog's reaction.

1 The narrator of the story got the job of selling off paintings because his friend

A was not interested in selling estates.

B was not interested in selling worthless paintings.

C had a gallery which was not big enough.

D was only interested in selling classical works of art.

2 In order to do his job properly, the narrator of the story

A was told to attract potential customers' attention.

B had a desire to auction off the remainder of the paintings.

C decided on his own to rent a gallery for a year.

D had to sell all the paintings at whatsoever price.

3 One of the first clients in the narrator's gallery

A was an ardent collector of valuable paintings.

B was looking for someone who did portraits from photographs.

C was a poor, old lady

D wanted to have her husband painted live

4 Novak Ratkovitch

A was going to buy one of the paintings in the gallery.

B was the best portrait painter around.

C had an ordinary figure.

D had a rather bizarre style of dressing.

5 When Novak Ratkovitch got the job of painting the portrait, the lady

A handed him a photograph immediately.

B felt sorry for him seeing him in his outfit.

C knew he would be the perfect man for the job.

D was impressed by his expensive shoes.

6 The fee for the portrait

A depended on how similar it looked to the man in the photo.

B was somewhat small given the poor quality of the photograph.

C seemed sufficient for Ratkovitch to undertake the task.

D was set on the day delivering it.

7 When Ratkovitch got ready with the portrait

A the author of the story decided to escort him to the lady's place.

B he went to the lady's place imediately.

C the lady insisted that the author of the story should accompany him to her place.

D the narrator went along with him to the lady's place as only he knew her address.

8 The portrait of the lady's husband was painted four times

A so that she could entertain herself with the competition.

B as she did not trust all the four artists to the same degree.

C as she could afford to pay the fee four times.

D to provide a good choice for Laddie.

9 When seeing the four portraits

A Ratkovitch was not the least disturbed by the competition.

B Ratkovitch suddenly said he needed to go to the toilet.

C the author of the story was angry as there were better portratis than Ratkovitch's

D the narrator was invited to help to arrange them neatly.

10 Each portrait was put on display

A so that the dog could see them well.

B at exacly the same time.

C with all the artists being in an angry mood.

D by hanging them high up on the wall.

**Score: \_\_\_\_\_ /** **10**

**Part Four – Writing**

**You have been asked by a local English-language magazine which is read by English-speaking visitors and residents in your home area, to write a review of two different restaurants; one of which you would recommend, and one which you would not. Write your review (300-350words).**

Think about: - your target readers - the style you should adopt

- what they want to know - how to make the review interesting

**Score: \_\_\_\_\_ /** **20**

Content: …… / 5 points

Vocabulary: ....... / 5 points

Language use: …… / 5 points

Coherence: …… / 5 points

**Total: 100 Your total:**