

Olvasott szöveg értése II.

perc alatt végeztem ezzel a feladattal

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

Local Guide of Historic Kirkstall Abbey

Set amidst beautiful parkland in a stunning riverside location on the banks of the River Aire in Leeds are the preserved ruins of Kirkstall Abbey – still at their original full height. Built between 1152–1160 by Cistercian monks, Kirkstall Abbey is a wonderful example of a medieval Abbey, with many of its walls still intact. At Kirkstall Abbey, you will discover woodland trails, recreation spaces, tennis courts, and a children's playground. There is also a visitor's centre with audio and visual presentations, along with a guide to all ongoing activities.

It is easy to find along Kirkstall Rd, located just a couple of miles from the city centre and well served by both bus routes and the nearby Headingley train station, which is less than half a mile away. Admission to Kirkstall Abbey is free for children up to 16. For everyone else, a ticket costs £1.

The Abbey was closed in 1534 on the command of Henry VIII, who had ordered the dissolution of all religious buildings and the gatehouse was blocked at either end as a result, forcing the monks to flee. In 1926 Abbey House was bought by Leeds City Council and opened as a bygone and folklore museum; it is a Grade I listed building and underwent a £5.5 million restoration aided by a significant grant from the Heritage Lottery Fund.

The visitors' centre provides an informative visit, catering for all the family, with interactive displays and presentations exploring the history of the Abbey, along with information on the special events that are hosted there, ranging from ghost walks to various festivals and not to mention an annual open-air concert. You are also able to

experience the life of a medieval monk and take a step back in time and imagine how different life was for the monks compared to today, whilst also admiring the wonderful ancient stone work.

Across the road from the Abbey itself is the Abbey House Museum. The ground floor of the museum is set out as an area of Victorian streets, including a range of houses, shops and services, where you can even take some time out in the Hark to Rover Inn, a recreated model of a Victorian drinking house.

Special event days see people in traditional Victorian costume wander the recreated Victorian Streets, including the residential district of Abbey Fold that examines life and death in Victorian times. There are 19th century toys, games and dolls in the shop on Harewood, which are only on display though.

There are also three galleries in the museum, along with information being displayed about the construction and history of the Abbey. There are various activities dotted around the museum, such as arts and craft tables where children can make masks, play with modelling clay and much more. There is also a cafe, a gift shop and a small play park, in addition to a local pub and Morrison's supermarket situated nearby for those looking for something to eat. On a sunny day, it is ideal to take a stroll through the parkland around the ruins. There are some lovely areas to walk, with plenty of space for a picnic or a walk down by the canal, whilst the summer months in particular always attract plenty of people setting up barbecues for the day, all adding to the atmosphere of one of the most interesting places to visit.

1. How long did it take to build the Abbey?

2. What can you take part in if you go to the visitor's centre? Give TWO examples. (a, b)

3. How far is the Abbey from Headingly train station?

4. How much does it cost a family of 4 with two 12-year-olds to enter the Abbey?

5. Why was the Abbey closed in the 16th century?

6. By whom was a huge amount of money given to restore the building?

7. What kind of programmes can visitors go to if they visit a special event?
Mention TWO of them. (a, b)

8. Can you buy rare toys in the shop on Harewood Square? (Write only YES/NO.)

9. What can you get information about if you visit the galleries in the museum? (a, b)

10. What kind of activities are organized for kids? (a, b)

Answers in English				
1.				1 p
2.	a)	b)		1 p
3.				1 p
4.				1 p
5.				1 p
6.				1 p
7.	a)	b)		1 p
8.				1 p
9.	a)	b)		1 p
10.	a)	b)		1 p

Correct answers

,

× 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 15. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

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Arsenic-loving Bacteria May Help in Hunt for Alien Life

The first organism able to substitute one of the six chemical elements crucial to life has been found. The bacterium, found in a California lake, uses the usually poisonous element arsenic in place of phosphorus. The find, described in *Science*, gives weight to the long-standing idea that life on other planets may have a radically different chemical makeup. It also has implications for the way life arose on Earth – and how many times it may have done so.

The “extremophile” bacteria were found in a briny lake in eastern California in the US. While bacteria have been found in inhospitable environments and can consume what other life finds poisonous, this bacterial strain has actually taken arsenic on board in its cellular machinery.

Until now, the idea has been that life on Earth must be composed of at least the six elements carbon, hydrogen, oxygen, nitrogen, sulphur and phosphorus – no example had ever been found that violates this golden rule of biochemistry. The bacteria were found as part of a hunt for life forms radically different from those we know.

“At the moment we have no idea if life is just a freak, bizarre accident which is confined to Earth or whether it is a natural part of a fundamentally biofriendly universe in which life pops up wherever there are Earth-like conditions,” explained Paul Davies, the Arizona State University and Nasa Astrobiology Institute researcher who co-authored the research. “Although it is fashionable to support the latter view, we have zero evidence in favour of it,” he told BBC News. “If that is the case then life should’ve started many times on Earth – so perhaps there’s a ‘shadow biosphere’ all around us and we’ve overlooked it because it doesn’t look terribly remarkable.”

Proof of that idea could come in the form of organisms on Earth that break the “golden rules” of biochemistry – in effect, finding life that evolved separately from our own lineage.

The lead author of the study, Felisa Wolfe-Simon and her colleagues Professor Davies and Ariel Anbar of Arizona State University, initially suggested in a paper an alternative scheme to life as we know it. Their idea was that there might be life in which the normally poisonous element arsenic (in particular as chemical groups known as arsenates) could work in place of phosphorus and phosphates. Putting it to the test, the three authors teamed up with a number of collaborators and began to study the bacteria that live in Mono Lake in California, home to arsenic-rich waters. The researchers began to grow the bacteria in a laboratory on a diet of increasing levels of arsenic, finding to their surprise that the microbes eventually fully took up the element, even incorporating it into the phosphate groups that cling to the bacteria’s DNA. Notably, the research found that the bacteria thrived best in a phosphorus environment. That probably means that the bacteria, while a striking first for science, are not a sign of a “second genesis” of life on Earth, adapted specifically to work best with arsenic in place of phosphorus.

However, Professor Davies said, the fact that an organism that breaks such a perceived cardinal rule of life makes it a promising step forward. “This is just a weird branch on the known tree of life,” said Professor Davies. “We’re interested ultimately in finding a different tree of life... that will be the thing that will have massive implications in the search for life in the Universe. “The take-home message is: who knows what else is there? We’ve only scratched the surface of the microbial realm.”

John Elliott, a Leeds Metropolitan University researcher, who is a veteran of the UK’s search for extraterrestrial life, called the find a “major discovery”.

- 1. What is the special feature of the bacterium?
- 2. What characterizes the location of the bacteria?
- 3. What is the essence of the golden rule of biochemistry?
- 4. Is there any evidence that life exists wherever there are Earth-like conditions?
(Write only YES/NO.)
- 5. Why have we not realized so far that life could have started many times on our planet?
- 6. The authors of the study have a different theory about life. What do they think?
- 7. How did the authors begin to prove their idea?
- 8. Give two facts the researchers found during the laboratorial research. (a, b)
- 9. What is the promising step forward?
- 10. Is John Elliott a pioneering researcher or an experienced scientist?

Answers in English				
1.			1 p	
2.			1 p	
3.			1 p	
4.			1 p	
5.			1 p	
6.			1 p	
7.			1 p	
8.	a)	b)	1 p	
9.			1 p	
10.			1 p	

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 25. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

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Teaching Math to the Talented

In Vancouver last winter, the United States proved its competitive spirit by winning more medals —gold, silver, and bronze—at the Winter Olympic Games than any other country, although the German member of our research team insists on pointing out that Canada and Germany both won more *gold* medals than the United States. But if there is some dispute about which Olympic medals to count, there is no question about American math performance: the United States does not deserve even a paper medal.

Maintaining our productivity as a nation depends importantly on developing a highly qualified cadre of scientists, engineers, entrepreneurs, and other professionals. To realize that objective requires a system of schooling that produces students with advanced math and science skills. To see how well schools in the United States do at producing high-achieving math students, we compared the percentage of U.S. students with advanced skills in mathematics in the high-school graduating Class of 2009 to percentages of similarly high achievers in other countries.

Unfortunately, we found that the percentage of students in the U.S. Class of 2009 who were highly accomplished in math is well below that of most countries with which the United States generally compares itself. 30 of the 56 other countries that participated in the Program for International Student Assessment (PISA) math test, including most of the world's industrialized nations, had good results at other international tests. A 2005 report from the National Academy of Sciences, *Rising Above the Gathering Storm*, succinctly put the issue into perspective: "Although many people assume that the United States will always be a world leader in science and technology, this may not continue to be the case inasmuch as great minds and ideas exist throughout the world."

A Focus on Math

We give special attention to math performance because math appears to be the subject in which accomplishment in secondary school is particularly significant for both an individual's and a country's economic well-being. Existing research, though not conclusive, indicates that math skills better predict future earnings and other economic outcomes than other skills learned in high school. The American Diploma Project estimates that "in 62 percent of American jobs over the next 10 years, entry-level workers will need to be proficient in algebra, geometry, data interpretation, probability and statistics."

There is also a technical reason for focusing our analysis on math. This subject is particularly well suited to rigorous comparisons across countries and cultures. There is a fairly clear international consensus on the math concepts and techniques that need to be mastered and on the order in which those concepts should be introduced into the curriculum. The knowledge to be learned remains the same regardless of the dominant language spoken in a culture.

The 30-country list includes virtually all the advanced industrialized nations of the world. The only OECD countries producing a smaller percentage of advanced math students than the United States are Portugal, Greece, Turkey, and Mexico.

Kommunikatív értelm.	5 pont
Kifejezőkészség	5 pont
Nyelvhelyesség	7 pont
Általános pontszám	17 pont
	20 pont

- 1. What did the US manage to demonstrate in Vancouver?
- 2. What did the German member think about the evaluation?
- 3. How is it possible to maintain a country’s efficiency?
- 4. What did the researchers examine during the study?
- 5. What do we know about the Class of 2009?
- 6. How many countries took part in the program?
- 7. The world leadership of the US may be in danger. Why?
- 8. Why it is important to be good at maths during the secondary school studies.
- 9. Is math the most important subject according to a research? (Write only YES/NO.)
- 10. What percentage of American jobs will not require math skills?

Answers in English				
1.			1 p	
2.			1 p	
3.			1 p	
4.			1 p	
5.			1 p	
6.			1 p	
7.			1 p	
8.	a)	b)	1 p	
9.			1 p	
10.			1 p	

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 35. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

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When Seasons Change How You Feel

By 10 a.m. every day during the winters, Rachelle Strauss felt like she could go back to bed. She used to be a morning person, but that all changed about 10 years ago when she started to feel exhausted as the darkest days dragged on.

"As soon as March came, round and we hit spring, I was back to my bouncy self. It's almost like being two people for two different seasons of the year," said Strauss, 38, of Gloucestershire, England.

Strauss is not alone. In Northern Europe, an estimated 12 million people suffer from seasonal affective disorder. Over here in the United States, about 4% to 6% of the population may have it according to the Cleveland Clinic.

The condition tends to strike mainly women in their 20s, 30s and 40s, although men can also have it. Children and adolescents may also develop it, and it is less common in adults of older ages.

Seasonal affective disorder can be expected in regions of the world that are farther away from the equator and thus experience seasonal changes in daylight hours more dramatically, said Simon Rego, psychologist at Albert Einstein College of Medicine and Montefiore Medical Center in the Bronx, New York.

Scientists aren't sure why some people get seasonal affective disorder and others don't. One theory is that sufferers may have a biological predisposition to it, and the symptoms get triggered in particular ways.

For Strauss, the symptoms of lack of energy and depression formed a vicious cycle, where she wouldn't exercise or socialize, and then became irritable and cranky.

"I got depressed because I couldn't do the things I wanted to do," she said. "Certainly this total exhaustion is very debilitating after a while." Alison Kero of Denver, Colorado, can relate. Before moving from New York, her energy dropped off in the winter, and she had the urge go to sleep at 6 p.m.

Anxiety, suicidal thoughts and poor concentration can also accompany seasonal affective disorder, said Dr. Tracy Latz, psychiatrist in Mooresville, North Carolina.

A hallmark of the condition is that symptoms get worse when daylight saving time ends. If you're feeling down fairly consistently for two weeks or more, and the feelings recur during the same time every year, there's reason to suspect that it's seasonal affective disorder, she said.

More rarely, seasonal affective disorder can flare up with warm, sunny weather. In these people, anxiety, insomnia and irritability can worsen in the spring and summer. And others exhibit a form of bipolar disorder called "reverse seasonal affective disorder," with hyperactivity, agitation and inappropriate enthusiasm in the spring and summer.

Seasonal affective disorder has to do primarily with environment; specifically, how much light you're getting. That's why one of the most iconic therapies for seasonal affective disorder is the light box.

Light therapy imitates light from the outdoors and triggers changes in the brain that can help elevate mood. It doesn't work for everyone, but many people such as Strauss have found relief from sitting in front of a bright light box.

Strauss uses hers during breakfast, and it helps her get through the day. There are also dawn simulators, which mimic the sunrise as you wake up, and light visors that look like baseball caps that you can wear to get light exposure.

Since moving to Denver, which tends to see more sun than New York, Kero feels like she doesn't have to use her light box anymore, but 15 to 30 minutes a day did help her back East. "It's a deep biological reality that our brains sense the amount of sunlight we're exposed to with great sensitivity. It adds up to become a big drain when we don't have enough light," Sharp said.

But light therapy doesn't work for everyone. Some people need medications that depression patients would receive: anti-depressants called selective serotonin reuptake inhibitors. Anxiety, suicidal thoughts and poor concentration because of excessive worry are all signs that there could be an issue with serotonin, a brain chemical involved in mood, Latz said.

1. What changed in Rachele Strauss's life a decade ago?
2. What did she feel in March?
3. What percentage of American people is not affected by this disorder?
4. Who are the most endangered inhabitants?
5. Where are there more sufferers?
6. What did Alison feel when she lived in New York? Give TWO answers. (a, b)
7. How long is it normal to feel a bit depressed?
8. Name TWO symptoms of SAD. (a, b)
9. What is a light box used for? Give TWO examples. (a, b)
10. Is there a solution for those people who cannot be cured with simulators?
(Write only YES/NO.)

Answers in English				
1.			1 p	
2.			1 p	
3.			1 p	
4.			1 p	
5.			1 p	
6.	a)	b)	1 p	
7.	a)	b)	1 p	
8.			1 p	
9.	a)	b)	1 p	
10.			1 p	

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 45. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

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The Happy Marriage Is the 'Me' Marriage

A lasting marriage does not always signal a happy marriage. Plenty of miserable couples have stayed together for children, religion or other practical reasons.

But for many couples, it's just not enough to stay together. They want a relationship that is meaningful and satisfying. In short, they want a sustainable marriage.

"The things that make a marriage last have more to do with communication skills, mental health, social support, stress—those are the things that allow it to last or not," says Arthur Aron, a psychology professor. "But those things don't necessarily make it meaningful or enjoyable or sustaining to the individual."

Isn't marriage supposed to be about putting the relationship first? Not anymore. For centuries, marriage was viewed as an economic and social institution, and the emotional and intellectual needs of the spouses were secondary to the survival of the marriage itself. But in modern relationships, people are looking for a partnership, and they want partners who make their lives more interesting.

Dr. Aron and Gary W. Lewandowski Jr., a professor at Monmouth University in New Jersey, have studied how individuals use a relationship to accumulate knowledge and experiences, a process called "self-expansion." Research shows that the more self-expansion people experience from their partner, the more satisfied they are in the relationship.

To measure this, Dr. Lewandowski developed a series of questions for couples: How much has being with your partner resulted in your learning new things? How much has knowing your partner made you a better person?

"If you're seeking self-growth and obtain it from your partner, then that puts your partner in a pretty important position," he explains. "And being able to help your partner's self-expansion would be pretty pleasing to yourself."

The effect of self-expansion is particularly pronounced when people first fall in love. In another research, 325 undergraduate students were given questionnaires five times over 10 weeks. They were asked, "Who are you today?" and given three minutes to describe themselves. They were also asked about recent experiences, including whether they had fallen in love.

After students reported falling in love, they used more varied words in their self-descriptions. The new relationships had literally broadened the way they looked at themselves.

Having a partner who is funny or creative adds something new to someone who isn't. A partner who is an active community volunteer creates new social opportunities for a spouse who spends long hours at work.

Additional research suggests that spouses eventually adopt the traits of the other—and become slower to distinguish differences between them, or slower to remember which skills belong to which spouse.

All of this can be highly predictive for a couple's long-term happiness. One scale designed by Dr. Aron and colleagues depicts seven pairs of circles. The first set is side by side. With each new set, the circles begin to overlap until they are nearly on top of one another. Couples choose the set of circles that best represents their relationship. In a 2009 report, people bored in their marriages were more likely to choose the more separate circles. Partners involved in novel and interesting experiences together were more likely to pick one of the overlapping circles and less likely to report boredom. "People have a fundamental motivation to improve the self and add to who they are as a person," Dr. Lewandowski says. "If your partner is helping you become a better person, you become happier and more satisfied in the relationship."

1.

What are the most common reasons for staying together in an unhappy marriage?
Give TWO examples. (a, b)
2.

What can determine the quality of a marriage? Mention TWO of them. (a, b)
3.

Back in the past, there were people who married for money. (Write only YES/NO.)
4.

What does our satisfaction within the relationship depend on?
5.

How can your partner feel important in a relationship?
6.

How long did the research for students take?
7.

How did the new relationship change the students' thinking?
8.

What can a partner get from a public-spirited spouse?
9.

What proves that partners often become similar? Mention TWO of them. (a, b)
10.

Which circles would you choose from Dr. Aron's sets if you had a good marriage with your spouse?

Answers in English				
1.	a)	b)	1 p	
2.	a)	b)	1 p	
3.			1 p	
4.			1 p	
5.			1 p	
6.			1 p	
7.			1 p	
8.			1 p	
9.	a)	b)	1 p	
10.			1 p	

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 55. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

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Branobel

In 1876, Ludvig and Robert Nobel, brothers of Alfred Nobel, founded Branobel (short for Brothers Nobel) in Baku, Azerbaijan. It was, during the late 19th century, one of the largest oil companies in the world.

Ludvig was a pioneer in the development of early oil tankers. He first experimented with carrying oil in bulk on single-hulled barges. Turning his attention to self-propelled tankships, he faced a number of challenges. A primary concern was to keep the cargo and fumes well away from the engine room to avoid fires. Other challenges included allowing for the cargo to expand and contract due to temperature changes, and providing a method to ventilate the tanks.

The world's first successful oil tanker was Nobel's *Zoroaster*. He designed this ship in Sweden, with Sven Almqvist. The contract to build it was signed in January 1878, and it made its first run later that year from Baku to Astrakhan. The *Zoroaster* design was widely studied and copied, with Nobel refusing to patent any part of it. In October 1878, he ordered two more tankers of the same design: the *Buddha* and the *Nordenskjöld*.

Nobel began to adopt a single-hull design, where the ship's hull forms part of its tank structure. In November 1880, he ordered his first single-hulled tanker, the *Moses*. Branobel experienced one of the first oil tanker disasters. In 1881, the *Zoroaster*'s sister-ship, the *Nordenskjöld* exploded in Baku while taking on kerosene. The pipe carrying the cargo was jerked away from the hold when the ship was hit by a gust of wind. Kerosene then spilled onto the deck and down into the engine room, where mechanics were working in the light of kerosene lanterns. The ship then exploded, killing half the crew. Nobel responded to the disaster by creating a flexible, leak proof loading pipe which was much more resistant to spills.

In 1883, oil tanker design took a large step forward. Working for the Nobel company, Colonel Henry F. Swan designed a set of three Nobel tankers. Instead of one or two large holds, Swan's design used several holds which spanned the width, or beam, of the ship. Earlier designs suffered from stability problems caused by the free surface effect, where oil flowing from side to side could cause a ship to turn over. But this approach of dividing the ship's storage space into smaller tanks virtually eliminated free-surface problems. This approach, almost universal today, was first used by Swan in the Nobel tankers *Blesk*, *Lumen*, and *Lux*.

In 1903, the Nobel brothers built two oil tankers which ran on internal combustion engines, as opposed to the older steam engines. The *Vandal*, the first diesel-electric ship, was capable of carrying 750 tons of refined oil and was powered by three 120 horsepower diesel motors. The larger *Sarmat* employed four 180 horsepower engines. The first seagoing diesel-powered tanker, 4,500 ton *Mysl*, was built by Nobel's competitors in Kolomna. Nobel responded with *Emanuel Nobel* and *Karl Hagelin*, 4,600 long ton kerosene tankers with 1,200 horsepower engines.

The *Glückauf* represented a large step forward in tanker design. Another design of Colonel Swan, the ship has been called the "true progenitor of all subsequent tanker tonnage." Its features included cargo valves operable from the deck, cargo main piping, a vapor line, cofferdams for added safety, and the ability to fill a ballast tank with seawater when empty of cargo. Wilhelm Anton Riedemann, an agent for the Standard Oil Company purchased *Glückauf* and several of her sister ships. After the *Glückauf* was lost in 1893, Standard Oil purchased the sister ships.

- 1. Was Alfred Nobel one of the founders of Branobel? (Write only YES/NO.)
- 2. Name TWO difficulties Ludvig Nobel had to face. (a, b)
- 3. How long did it take to build Zoroaster?
- 4. Which part did Nobel allow to copy?
- 5. What disaster did the Nordenskjöld experience?
- 6. How many people survived the Nordenskjöld disaster?
- 7. What did Nobel use to avoid an ensuing disaster?
- 8. What issue emerged in the first phases due to the free surface effect?
- 9. What was the difference in power between Vandal’s first diesel-electric ship and the Karl Hagelin?
- 10. What innovations were introduced with the Glückauf?

Answers in English				
1.			1 p	
2.	a)	b)	1 p	
3.			1 p	
4.			1 p	
5.			1 p	
6.			1 p	
7.			1 p	
8.			1 p	
9.			1 p	
10.			1 p	

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 65. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

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Dragon Tattoos

When it comes to choosing a tattoo design, dragons, are the most popular of all mythological creatures to be picked. Dragons are usually shown as wise, powerful and free. The Vikings used to carve dragons onto the prow of their ships, as they believed that the dragons would grant them cunning and supernatural sights. The Chinese believed that the dragons were the son of Gods and that they were their protectors. However, in the West, dragons were seen as destroyers, who razed villages to the ground and were the selfish guards of huge amount of wealth. In Japan, dragons were seen as a caring husband and a father, while in Russia, they were shown as creatures with three heads and seven tails. Just like dragons, the tribal dragon tattoos for men as well as women also symbolize different things.

A dragon is nothing but a fantasy creature, that is said to have a serpent or reptile like body, sharp claws and power to emit fire through its mouth. The concepts and beliefs related to dragons differ in different parts of the world. Moreover, dragons are classified into various groups. Eastern dragons and Western dragons are two basic types of dragons. An eastern dragon is said to be God's messenger who protects the mass, while a western dragon is believed to be an evil spirit. The Eastern dragon was worshipped by people living in the eastern hemisphere for quite a long period of time. Japanese and Chinese dragons are two important types of Eastern Dragons. All these dragons have typical features and colours that depict unique meanings associated with them.

In Chinese culture the dragon is made up of nine entities, where it is a chimera between the head of camel, the eyes of a demon, the ears of a cow, the horns of a stag, the neck of a snake, its belly a clam's, its claws that of an eagle, while the soles of its feet are that of a tiger, and the 117 scales that cover its body are that of a carp. Thus drawing these dragons is a very difficult job for

the tattooer but is also a test of his creativity. The Chinese dragon tattoos consist of dragons with four claws and if anyone used the five claw dragon other than the Emperor, he was put to death. These dragon sleeve tattoo designs are very colorful and they look vibrant on sleeves. The tribal dragon sleeve tattoos are however black in color and they can be combined with scripts in various tribal languages.

Unlike the East, dragons within the West had been considered to be evil, destroyers of villages and lives, and abductors of women and kids. They generally look like the serpents with powerful muscular bodies, four strong legs, a head shaped like a wedge, sharp pointed teeth, elaborate ears, horns, spines running down their backs along with a tail like a rudder. They had big wings which helped them to fly up to high altitudes. Throughout the Middle Ages, brave knights fought these dragons, killed them and took over the protected treasures, or, as you most likely have seen in movies, saved the maiden in distress. Some individuals from the Western world believed that the dragons had been superior beings and also the individual who would slay them, became well-known. Some also said that eating the heart of a dragon gave you the capability to comprehend birds, or rubbing the dragon's blood against your skin, protects you from any type of stab wound. It's generally prison tattoo artists who ink the Western dragon tattoos for men. But at the most, individuals go for the Eastern dragon tattoos.

To sum up, you will find many tribal dragon tattoo designs from which you should select the one that complements your personality. Even the location of the tattoo can play an essential role in giving it a striking appearance. Basically, the tribal tattoos are bold, yet graceful, with thick and black curves, and this is the reason why they're so well-liked among both men and women.

Összesen:	20 pont
Nyelvhelyesség:	5 pont
Altagozás helyesség:	5 pont
	5 pont
	5 pont

- 1. What qualities does an average dragon have? Give TWO examples. (a, b)
- 2. What did the Vikings hope by carving dragons onto their ships?
- 3. What was the main opposition between the Chinese and the western approaches? (a, b)
- 4. What two countries are some significant dragons of the east from? (a, b)
- 5. Mention TWO creatures which can be observed in the make-up of dragons. (a, b)
- 6. What quality of a tattooer's personality does painting a dragon show?
- 7. Write TWO reasons why a western hero wanted to kill a dragon. (a, b)
- 8. Do mainly prisoners choose Eastern dragon tattoos? (Write only YES/NO.)
- 9. What can you do to attract attention to your tattoo?
- 10. Why do many people want to have these dragon tattoos?

Answers in English				
1.	a)	b)	1 p	
2.			1 p	
3.	a) Chinese approach:	b) Western approach:	1 p	
4.	a)	b)	1 p	
5.	a)	b)	1 p	
6.			1 p	
7.	a)	b)	1 p	
8.			1 p	
9.			1 p	
10.			1 p	

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 75. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

Olvasott szöveg értése II.

perc alatt végeztem ezzel a feladattal

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

Brain training turns recall rookies into memory masters

Just six weeks of training can turn average people into memory masters.

Boosting these prodigious mnemonic skills came with overhauls in brain activity, resulting in brains that behaved more like those of experts who win World Memory Championships competitions, scientists report March 8 in *Neuron*.

The findings are notable because they show just how remarkably adaptable the human brain is, says neuroscientist Craig Stark of the University of California, Irvine. "The brain is plastic," he says. "Through use, it changes."

It's not yet clear how long the changes in the newly trained brains last, but the memory gains persisted for four months.

In an initial matchup, a group of 17 memory experts, people who place high in World Memory Championships, throttled a group of people with average memories. Twenty minutes after seeing a list of 72 words, the experts remembered an average of 70.8 words; the non-experts caught, on average, only 39.9 words.

In subsequent matchups, some non-experts got varying levels of help. Fifty-one novices were split into three groups. A third of these people spent six weeks learning the method of loci, a memorization strategy used by ancient Greek and Roman orators. To use the technique, a person must imagine an elaborate mental scene, such as a palace or a familiar walking path, and populate it with memorable items. New information can then be placed onto this scaffold, offering a way to quickly "see" long lists of items.

Other participants spent six weeks training to improve short-term memory, performing a tricky task that required people to simultaneously keep track of series of locations they see and numbers they hear. The rest of the participants had no training at all.

After the training, the people who learned the method of loci performed nearly as well as the memory experts. But the rest didn't show such

improvement. Study co-author Martin Dresler, a neuroscientist at the Radboud University Medical Center in the Netherlands, knew that the method of loci works quite well; he wasn't surprised to see those memory scores spike. To him, the more interesting changes happened in the trained people's brains.

Before and after training, non-experts underwent scans that pinpointed brain areas that were active at the same time, an indication that these brain areas work together closely. Dresler and colleagues looked at 2,485 connections in brain networks important for memory and visual and spatial thinking. Training in the method of loci seemed to reconfigure many of those connections, making some of the connections stronger and others weaker. The overall effect of training was to make brains "look like those of the world's best memorizers," Dresler says. The results suggest that large-scale changes across the brain, as opposed to changes in individual areas, drive the increased memory capacity.

These new memory skills were still obvious four months after training ended, particularly for the people whose brain behaviour became more similar to that of the memory experts. The researchers didn't scan participants' brains four months out, so they don't know whether the brain retains its reshaped connections. No such brain changes or big increases in memory skills were seen in the other groups.

Memorization techniques have been criticized as interesting tricks that have little use in real life. But "that's not the case," Dresler says. Boris Konrad, a co-author of the study also at Radboud, is a memory master who trained in the method of loci. The technique "really helped him get much better grades" in math and science, Dresler says.

Improvements in mnemonic memory, like other types of cognitive training, might not improve a broader range of thinking skills. The current study can't answer bigger questions about whether brain training has more general benefits.

- 1. Does the word 'plastic' in the text refer to the material? (Write only YES/NO.)
- 2. What happened when experts and non-experts met for the first time?
- 3. Mention TWO types of help that non-experts received.
- 4. Why did the non-experts need a mental scene?
- 5. What proportion of the participants did not receive any training?
- 6. Which group showed a significant improvement?
- 7. What happened to the brain of the agents before and after the training?
- 8. How big is the change in memory when a small area of the brain is affected?
- 9. What happened four months after the memory test?
- 10. Write TWO subjects that Dresler mentioned when talking about achieving more.

Answers in English				
1.			1 p	
2.			1 p	
3.	a)	b)	1 p	
4.			1 p	
5.			1 p	
6.			1 p	
7.			1 p	
8.			1 p	
9.			1 p	
10.	a)	b)	1 p	

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 85. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

Olvasott szöveg értése II.

perc alatt végeztem ezzel a feladattal

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

Finger Points to New Type of Human

By sequencing the nuclear genome of an ancient finger bone, researchers have confirmed the discovery of a new type of human that lived in the Altai Mountains in southern Siberia more than 30,000 years ago. This long-lost group of people, which researchers are calling "Denisovans" after the Denisova cave in which the bone was found, lived at roughly the same time modern humans and Neandertals were in the region, and it appears to be more closely related to Neandertals than us. Although these Denisovans went extinct, they were widespread enough in Asia to interbreed with modern humans before they disappeared, leaving behind a ghostly legacy in the genomes of Melanesians, who live in the Pacific.

After archaeologists discovered the bone in 2008, scientists at the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany, isolated remarkably well-preserved DNA—comparable to DNA frozen in permafrost. In a study reported earlier this year in *Nature*, the team sequenced the finger's mitochondrial DNA (mtDNA), which suggested that the digit did not belong to a Neandertal or a modern human. The mtDNA, which is passed down only from the mother and represents a small fraction of the total genome, didn't provide enough data to draw firm conclusions about the identity of the finger's owner, however.

In the new study, the Max Planck team sequenced 70% of the nuclear genome, which comes from DNA on 23 pairs of chromosomes. The researchers then compared this sequence with the genomes of Neandertals and modern humans and confirmed that the girl was neither human nor Neandertal. Her DNA was more like that of Neandertals than that of modern humans, suggesting that Neandertals and Denisovans were sister groups that shared a common ancestor after they split from the ancestors of modern humans, says evolutionary geneticist and lead author Svante Pääbo. But they were not Neandertals, because their DNA diverged from that of Neandertals about 640,000 years ago

and because the large molar was too primitive to belong to a Neandertal, according to team member David Reich, a population geneticist at Harvard Medical School in Boston.

The researchers also compared different parts of the Denisovan genome with the same segments of DNA in 53 populations of present-day humans. The data revealed that the Denisovans shared certain mutations with Melanesians from Papua New Guinea and Bougainville Island, mutations that are not found in Neandertals or other modern populations. Melanesians appear to have inherited between 4% and 6% of their DNA from these extinct Denisovans, the team reports online today in *Nature*.

The best scenario to fit this data is that after Neandertals and Denisovans split, the Neandertals interbred with modern humans just after they left Africa but before they spread into Europe and Asia in the past 80,000 years. Later, Denisovans living in eastern Asia encountered a group of modern humans heading east from Africa toward Melanesia and interbred with them. As a result, Melanesians now carry DNA from both encounters with Neandertals and Denisovans, which means that as much as 8% of their DNA comes from archaic populations, says Reich. The team is already trying to identify the function of those mutations.

Paleoanthropologists are also taking a new look at old fossils in Asia, trying to figure out which ones might be the Denisovans—if any. Along with the discovery in 2004 of the diminutive *Homo floresiensis*—a.k.a. the hobbit—that lived on the island of Flores as recently as 13,000 years ago, there are now at least three other types of humans who were alive at the same time as modern humans were taking over the world. Clearly, this means "the story [of the origins of modern humans] has undoubtedly got a lot more complicated," says paleoanthropologist Chris Stringer of the Natural History Museum, London.

1.

How did the researchers discover that a new type of human could live in Siberia?
2.

Why is it possible that Melanesians are the descendants of Denisovans?
3.

Why did the discovery not provide enough information about its owner in the beginning?
4.

What did the Max Planck team manage to get to know about the relationship between Neandertals and Denisovans when they compared the sequence with other genomes?
5.

Give TWO reasons why the owner of the body part cannot have been a Neandertal. (a, b)
6.

What percentage of Melanesians’ DNA refer to the relationship with the archaic population of the Denisovans?
7.

With whom did Eastern-Asian Denisovans interbreed?
8.

Who are examining the ancient remains again?
9.

Are the scientists sure that some of the Asian fossils derive from Denisovans?
(Write only YES/NO.)
10.

How many types of humans lived 13 000 years ago?

Answers in English				
1.			1 p	
2.			1 p	
3.			1 p	
4.			1 p	
5.	a)	b)	1 p	
6.			1 p	
7.			1 p	
8.			1 p	
9.			1 p	
10.			1 p	

Correct answers

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× 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 95. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

Olvasott szöveg értése II.

perc alatt végeztem ezzel a feladattal

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

Pig-faced Women

Stories of pig-faced women originated roughly simultaneously in Holland, England and France in the late 1630s. The stories told of a wealthy woman whose body was of normal human appearance, but who had the face of a pig.

In the earliest forms of the story, the woman's pig-like appearance was the result of witchcraft. Following her wedding day, the pig-faced woman's new husband was granted the choice of having her appear beautiful to him but pig-like to others, or pig-like to him and beautiful to others. When her husband told her that the choice was hers, the enchantment was broken and her pig-like appearance vanished. These stories became particularly popular in England, and later in Ireland.

While earlier stories of humans with the appearance of animals are common, prior to the 17th century there are no recorded European stories of humans with the faces of pigs. (An 1829 paper in the *Quarterly Journal of Science, Literature, and Art* claims that the legend was circulating in Paris in 1595 but offers no detail or corroborating evidence.)

The earliest versions of the story of the pig-faced woman appear to have originated roughly simultaneously in England, Holland and France, and to have become prevalent in England in late 1639. A 1904 paper in *Volkskunde* magazine by Dutch historian and antiquarian Gerrit Jacob Boekennoogen traces the earliest forms of the legend as appearing in 1638 or 1639. The earliest surviving version of the legend is a Dutch print about an Amsterdam woman named Jacamijntjen Jacobs. In 1621 Jacobs, while pregnant, was approached one day by a female beggar accompanied by three children, who pleaded that her children were starving. Jacobs told the beggar "Take away your filthy pigs, I will not give you anything". The woman replied "Are these, my children, pigs? May God then give you such pigs as I have here!" Jacobs' daughter was born with the head and face of a pig, and at the time of publication in 1638–39 the daughter, by

then in her teens, supposedly ate from a trough and spoke in a grunting voice.

It is speculated that the pig-faced woman myth originated as a fusion of two earlier stories. The mediaeval Dutch legend of Margaret of Henneberg tells of a wealthy noblewoman who turned away a beggar with twins, and was herself punished by giving birth to 365 children. In a similar French folk tale, the noblewoman in question described the beggar's children as "piglets", and gave birth to a litter of nine piglets.

The other significant theory about the origin of the legend, proposed by Robert Chambers in 1864, is that a genuine child was born in the early 17th century with facial deformities resembling a pig's face and a speech impediment causing her to grunt. The science of teratology (the study of birth defects and physiological abnormalities) was then in its infancy, and the theory of maternal impression (that the thoughts of a pregnant woman could influence the future appearance of her children) was widely accepted. It is possible that the birth of a genuinely deformed child led to the story of the beggar as a possible explanation for her appearance, with other elements of the story being later additions or distortions by publishers. Chambers speculates that the original child may have had a similar appearance to Julia Pastrana, a woman with hypertrichosis and distorted (although not pig-like) facial features, who was widely exhibited in Europe and North America from the 1850s until the 1970s. Her husband had his wife mummified and this way Julia was displayed in a glass cabinet for many decades.

However, while a 1952 stillbirth with a face resembling a pig is documented, there has never been a reliably documented case of a human with deformities of this kind surviving outside the womb, while all versions of the pig-faced woman legend describe her as a healthy adult.

Belief in pig-faced women declined, and the last significant work to treat their existence as genuine was published in 1924. Today, the legend is almost forgotten.

1.

How did the first stories appear respective of each other in the three countries?
2.

Why did the woman have a pig-like face according to the earliest forms of the story?
3.

What did the pig-faced woman’s husband answer when he was asked about his wife’s appearance?
4.

In which century was the first story of a pig-faced woman recorded?
5.

How many people did Jacamijntjen Jacobs meet when she was cursed?
6.

Why did the beggar ask for help?
7.

Give TWO ‘pig-problems’ Jacobs’ daughter had to face as a teenager. (a, b)
8.

What did people think about the cause of facial abnormalities before the 20th century?
9.

Why was it possible to display Julia Pastrana for more than 100 years?
10.

Did the new-born baby with a pig-like appearance survive life outside the womb?
(Write only YES/NO.)

Answers in English				
1.			1 p	
2.			1 p	
3.			1 p	
4.			1 p	
5.			1 p	
6.			1 p	
7.	a)	b)	1 p	
8.			1 p	
9.			1 p	
10.			1 p	

Correct answers

,

× 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 105. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

Olvasott szöveg értése II.

perc alatt végeztem ezzel a feladattal

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

The Lincoln Penny

The **Lincoln cent** or **Lincoln penny** is a cent coin (or penny) (1/100 of a dollar) that has been struck by the United States Mint since 1909. The obverse or heads side was designed by Victor David Brenner, as was the original reverse. The coin has seen several reverse, or tails designs and now bears one by Lyndall Bass depicting a Union shield.

In 1905, sculptor Augustus Saint-Gaudens was hired by the Mint to redesign the cent and the four gold coins, which did not require congressional approval. Two of Saint-Gaudens's proposed designs for the cent were eventually adapted for the gold pieces, but Saint-Gaudens died in August 1907 before submitting additional designs for the cent.

In 1904, President Theodore Roosevelt wrote to his Secretary of the Treasury, Leslie Mortier Shaw, complaining that U.S. coinage lacked artistic merit, and enquiring if it would be possible to engage a private artist, such as sculptor Augustus Saint-Gaudens, to prepare new coin designs. At Roosevelt's instructions, the Mint hired Saint-Gaudens to redesign the cent and the four gold pieces: the double eagle (\$20), eagle (\$10), half eagle (\$5), and quarter eagle (\$2.50). As the designs of those pieces had remained the same for 25 years, they could be changed without an act of Congress. The Indian Head cent, which the Lincoln cent replaced, had been introduced in 1859.

Saint-Gaudens originally conceived a flying eagle design for the cent, but at Roosevelt's request, developed it for the double eagle after learning that by law, an eagle could not appear on the cent. Writer and friend Witter Bynner recalled that in January 1907, Saint-Gaudens was seriously ill with cancer, and was carried to his studio for

ten minutes a day to critique the work of his assistants on current projects, including the cent. Saint-Gaudens sent Roosevelt a design in February for the obverse of the cent showing a figure of Liberty. Roosevelt suggested the addition of a Native American war bonnet, stating, "I don't see why we should not have a conventional head-dress of purely American type for the Liberty figure." In May 1907, Roosevelt instructed that the Indian design be developed for the eagle instead. Saint-Gaudens was by then in declining health; he died on August 3, 1907, without having submitted another design for the cent.

With the redesign of the four gold denominations completed by May 1908, Roosevelt turned his attention to the cent. The centennial of the birth of assassinated President Abraham Lincoln would occur in February 1909, and large numbers of privately manufactured souvenirs were already being issued. Many citizens had written to the Treasury Department, proposing a Lincoln coin, and Roosevelt was interested in honoring his fellow Republican. This was a break with previous American numismatic tradition; before the Lincoln cent, no regularly circulating U.S. coin had featured an actual person (as opposed to idealized personifications, as of "liberty"). Many writers had suggested a Lincoln half dollar, but that coin's design had been changed in 1892 and could not yet be altered without congressional approval. By then a lame duck in office, Roosevelt was reluctant to involve Congress.

In January 1909, the Mint engaged Brenner to design a cent depicting the late President Abraham Lincoln. Brenner's design was eventually approved, and the new coins were issued to great public interest on August 2, 1909, the 100th anniversary of Lincoln's birth.

PART 2

Kommunikatív érték	5 pont
Kifejezőkészség	5 pont
Nyelvhelyesség	5 pont
Általános tudomány	5 pont
	20 pont

- 1. What is the illustration on the back of the Lincoln cent at the present time?
- 2. Why did Saint-Gauden not finish his designs?
- 3. What did Theodore Roosevelt disapprove of?
- 4. How many coins did Saint-Gauden have to redesign?
- 5. What was the sculptor's original design for the Lincoln penny?
- 6. Who helped Saint-Gauden's work?
- 7. What did Roosevelt want to see on the two sides of the cent in May 1907? (a, b)
- 8. What do we know about Saint-Gauden's state of health in May 1907?
- 9. Why did Roosevelt ask for congressional approval?
- 10. When was Brenner's design published?

Answers in English			
1.			1 p
2.			1 p
3.			1 p
4.			1 p
5.			1 p
6.			1 p
7.	a) obverse:	b) reverse:	1 p
8.			1 p
9.			1 p
10.			1 p

Correct answers × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 115. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

Olvasott szöveg értése II.

perc alatt végeztem ezzel a feladattal

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

Waterfall Gully

Waterfall Gully is an outer suburb of the South Australian capital city of Adelaide. It is located in the foothills of the Mount Lofty Ranges around 5 km east-south-east of Adelaide's central business district (CBD). For the most part, the suburb encompasses one long gully with First Creek at its centre and Waterfall Gully Road running adjacent to the creek.

Historically, Waterfall Gully was first explored by European settlers in the early-to-mid-19th century, and quickly became a popular location for tourists and picnickers. The government chose to retain control over portions of Waterfall Gully until 1884, when they agreed to place the land under the auspices of the City of Burnside. 28 years later the government took back the management of the southern part of Waterfall Gully, designating it as South Australia's first National Pleasure Resort. Today this area remains under State Government control, and in 1972 the Waterfall Gully Reserve, as it was then known, became part of the larger Cleland Conservation Park.

Over the years since European settlement Waterfall Gully has suffered from both bushfires and flooding. The gully was severely hit by a number of bushfires in 1939 that threatened the area, and further bushfires in the early 1940s caused considerable damage because of the war effort diverting supplies and personnel from the Country Fire Service (CFS). Significant floods occurred in 1889 and 1931, and, on the night of 7 November 2005, Waterfall Gully was one of several areas in Adelaide to experience severe flooding. Waterfall Gully was one of the hardest hit suburbs: Bob Stevenson, Duty Officer of the State Emergency Service (SES), commented that "There's an area called Waterfall Gully Road, in the foothills, where one of the creeks comes down, and there're quite a few houses affected there ... there were 40 or so houses affected on that one road alone." Properties were flooded, two bridges nearly collapsed,

and 100 m of road was washed away. Burnside council workers, the CFS and the SES repaired the initial damage on the night while reconstruction of infrastructure commenced in late November. Much of the road had been inaccessible, and the suburb was closed except to residents and emergency workers for the remainder of the month.

Waterfall Gully is connected to the major Adelaide thoroughfare Greenhill Road by Waterfall Terrace and Glynburn Road, and cars are the preferred mode of transport in the suburb. According to the Australian Bureau of Statistics 71.9% of residents in the census area employed private vehicles for their commute to work. Only a small proportion (1.3%) walked to work and but 1.2% cycled, while only 3.6% of Waterfall Gully residents travel to work by bus. The closest bus route for Waterfall Gully is the 142 bus, provided by the multi-service Adelaide Metro.

Waterfall Gully Road is meandering and in some parts quite narrow. This has led to concerns regarding safety, as the road is frequented by both pedestrians and cyclists. After the death of a cyclist in 2007, calls for the repair and resurfacing of the road intensified, with two petitions being tabled in parliament. The accident also led to a safety audit being conducted by TransportSA, and although the results were not released to the public at the time, it called for an investigation of the entire length of the road.

The main attraction of Waterfall Gully is the waterfall, First Falls. It is at the south-eastern end of the road, in land owned by Cleland Conservation Park. The weir at the bottom of the Waterfall was constructed in the late 19th century and was part of Adelaide's early water supply. Development in the area has continued since the construction of a restaurant in 1912. Developments over recent decades have included improving access to the site, upgrading the bridges, and the addition of new signage.

Nyelvhelyezés	5 pont
Alföldi leírás	5 pont
	20 pont

- 1. Who decided to make Waterfall Gully a National Pleasure Resort?
- 2. What does Waterfall Gully Reserve belong to?
- 3. Name TWO disasters that determined the history of the region. (a, b)
- 4. How many families were in danger along a road where the creeks came down?
- 5. Who could approach the road after the disaster in the 21st century?
- 6. What are the most popular means of transport there?
- 7. 28,1 % of the residents use less popular means of transport. Write TWO of them. (a, b)
- 8. For whom is Waterfall Gully Road extremely dangerous? Give TWO examples. (a, b)
- 9. What can be found at the bottom of the waterfall?
- 10. Give TWO examples of what has changed during the past fifty years. (a, b)

Answers in English

1.		1 p	
2.		1 p	
3.	a)	b)	1 p
4.		1 p	
5.	a)	b)	1 p
6.		1 p	
7.	a)	b)	1 p
8.	a)	b)	1 p
9.		1 p	
10.	a)	b)	1 p

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 125. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

Olvasott szöveg értése II.

perc alatt végeztem ezzel a feladattal

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

Earth Hour

The Empire State Building, the Eiffel Tower, Beijing's Forbidden City, and hundreds of other world landmarks will be abruptly blacked out Saturday night.

But the 60-minute power outages — scheduled for 8:30 to 9:30 p.m., local time — won't be the results of a terrorist plot, natural disaster, or massive solar flare. They're all part of Earth Hour 2011.

The organizers behind the fifth annual Earth Hour urge people to turn off lights and other nonessential appliances in a symbolic show of support for action against climate change and for energy conservation in general.

In 2010, 128 countries and territories took part in Earth Hour. Eighty-nine national capitals participated, as did nine of the world's ten biggest cities, thousands of other communities, countless businesses, and hundreds of millions of individuals, according to WWF, the international conservation nonprofit, which organizes Earth Hour.

Earth Hour 2011 may be even larger, thanks in part to promotion by world leaders such as United Nations Secretary-General Ban Ki-moon.

"Let us join together to celebrate this shared quest to protect the planet and ensure human well-being," Ban said in a statement. "Let us use 60 minutes of darkness to help the world see the light."

Earth Hour itself doesn't have a significant impact on actual energy consumption or greenhouse gas emissions, which contribute to global warming.

After all, even if electricity use stopped completely during Earth Hour, the event covers just 1 of the 8,766 hours in a year. Of course not everyone participates, and even in areas officially observing Earth Hour, plenty of essential lights and power-consuming appliances are left on.

But Earth Hour isn't about immediate energy impact, organizers say. Rather, it's about demonstrating commitment to change and serving as a jumping-off point for everyday actions.

That's why this year's event introduces "Beyond the Hour," an effort to challenge Earth Hour 2011 participants to choose an action that will help the environment and implement it over the coming year.

So far on the site people have pledged to recycle more, upgrade their light bulbs, ride bicycles, and give up meat, among other actions.

Despite Earth Hour's growth since its introduction in Sydney in 2007, not everyone's on board.

At least one group, the Competitive Enterprise Institute (CEI), a D.C.-based nonprofit libertarian think tank, contends that Earth Hour sends the wrong message.

The organization is holding its own event during Earth Hour 2011 — Human Achievement Hour 2011 — to celebrate human inventions and innovations that "make today the best time to be alive." CEI's suggested Human Achievement Hour activities include taking a hot shower, watching TV, or phoning friends.

"They want people to turn off all of their lights for one hour on a Saturday night in spring as a symbol of a vote for action on climate change," said Michelle Minton, CEI's director of insurance studies.

"We believe that a vote has to have a choice, so Human Achievement Hour is the alternative, where people think good things about technology as a way to reach solutions to the problems of today and tomorrow."

Human Achievement Hour — including a party at CEI's offices that will stream live on CEI.org — isn't meant to oppose individuals who want to save energy, Minton explained.

But CEI takes issue with those who would, according to Minton, use the environmental movement to encourage governments to force people to conserve.

"We believe that freedom is what's necessary for individuals to come up with improved technolo-

gies not only in the West — where we can just flip the switch back on whenever we want — but also in the developing world,” Minton said.”In some places it’s Earth Hour every hour of every day.”

1. How many sights joined the Earth Hour 2011?
2. Why do organizers want individuals to turn off lights?
3. Why is Earth Hour 2011 a larger event than the previous year?
4. Does Earth Hour have an effect on global warming? (Write only YES/NO.)
5. What do the organizers want to draw people’s attention to? Name TWO of them.
6. What does the name “Beyond the Hour” refer to?
7. Since when has Earth Hour been celebrated according to the article?
8. What is Human Achievement Hour 2011 about?
9. Does CEI want people to have a shower during Earth Hour? (Write only YES/NO.)
10. What places does the author refer to with the last sentence?

Answers in English			
1.			1 p
2.			1 p
3.			1 p
4.			1 p
5.	a)	b)	1 p
6.			1 p
7.			1 p
8.			1 p
9.			1 p
10.			1 p

Correct answers

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× 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 135. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

Olvasott szöveg értése II.

perc alatt végeztem ezzel a feladattal

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

What Would Life Be Like on the TRAPPIST-1 Planets?

The TRAPPIST-1 system is home to seven planets that are about the size of Earth and potentially just the right temperature to support life. So how would life on these alien worlds be different than life on Earth? Here are some of the major differences.

Perhaps one of the most dramatic things that visitors to the TRAPPIST-1 system would notice is the view of the other six planets in the sky. In some cases, a neighboring planet might appear twice as large as the full moon seen from Earth.

"If you were on the surface of one of these planets you would have a wonderful view of the other planets," Michaël Gillon, an astronomer at the University of Liège said in describing the discovery. "You wouldn't see them like we see Venus or Mars, like dots of light. You would see them really as we see the moon. ... You would see the structures on these worlds."

All seven of the known planets in the TRAPPIST-1 system orbit closer to their star than Mercury orbits the sun. The innermost planet and the outermost planet are almost 30 times closer together than Earth and Venus at their largest separation.

The reason these seven planetary siblings can fit into such tight orbits is because their parent star is an ultracool dwarf star. It's about 2,000 times dimmer than the sun, and only slightly larger than the planet Jupiter.

Three of the known planets orbit the star in what's known as the "habitable zone," or the region around a star where the planet could have a surface temperature right for liquid water. The position of the habitable zone is different around each star — on a very dim star like TRAPPIST-1, which radiates significantly less heat than the sun, the habitable zone lies much closer to the star.

But there's no guarantee that a planet in the habitable zone of TRAPPIST-1 can host liquid water on its surface. Without an atmosphere, water

won't remain a liquid in space. For example, on comets (which don't have atmospheres), water ice sublimates directly into a vapor when it is heated by the sun.

Even though the seven known planets in the TRAPPIST-1 system orbit extremely close to their parent star, the natural lighting on these planets would seem very dim to a human visitor.

TRAPPIST-1 would be able to warm the air on the surface of the seven planets, but the daytime skies would never get brighter than Earth's skies just after sunset, suffusing the world in a salmon-colored light, Triaud told reporters on Tuesday.

The TRAPPIST-1 planets take almost no time at all to make one complete orbit around their parent star. Six of the planets make a complete orbit in anywhere from 1.5 to 12.4 days.

That means one "year" (or what scientists call the orbital period) on most of these planets is less than two weeks on Earth. But the orbital period of these planets is slightly upset by their neighbors.

Even though the years are short in the TRAPPIST-1 system, the days would be very long — almost eternal, because according to the scientists behind the discovery, it's very likely the seven planets are tidally locked, meaning that one side of each planet is always facing the star. The moon is tidally locked to Earth, which is why we see only one side of our lunar companion (at least from the ground).

There's some debate about whether or not a tidally locked planet could host life. Some tidally locked planets might be uninhabitable because the side facing the star would become extremely hot, while the other side would grow extremely cold. But some models show that if the planet's atmosphere can dissipate heat across the planet's surface, then life could still find a welcoming home there.

- 1. How many planets could one see from the surface of any of the TRAPPIST planets?
- 2. What would the sight of the planets remind us from the surface?
- 3. Which planet is mentioned when the distance from the central star is explained?
- 4. Mention TWO examples for the reasons of closeness to the star?
- 5. What is meant by 'habitable zone'?
- 6. What is the requirement for water?
- 7. Would someone from our world find enough light in any of the 7 planets? (Write only YES/NO.)
- 8. Write down TWO examples of a 'year' on the TRAPPIST-1 planets?
- 9. Why are the days eternal?
- 10. Write TWO reasons that exclude life on a locked planet.

Answers in English

Answers in English				
1.			1 p	
2.			1 p	
3.			1 p	
4.	a)	b)	1 p	
5.			1 p	
6.			1 p	
7.			1 p	
8.	a)	b)	1 p	
9.			1 p	
10.	a)	b)	1 p	

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 145. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!

Olvasott szöveg értése II.

perc alatt végeztem ezzel a feladattal

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

ERIN GRUWELL: A TEACHER'S VISION

When I walked into my first class as a new teacher, I could not have been less prepared to deal with the harsh realities of the lives of my students or the way the outside world would crash into my classroom. These teenagers lived in a racially divided community and were already hardened by firsthand exposure to gang violence, broken homes, and drugs. The obstacles these teens confronted as students became challenges for me as their teacher.

The 150 freshmen who drifted into Room 203 had already been dubbed as the school's "rejects." Sure enough, that hurtful judgment was reiterated several weeks later when I was told that my students were "too stupid" to read a book from cover to cover. My students were far from stupid, but they had certainly given up on education. They felt as if they had no reason to care about school; the potential rewards of college and a career seemed remote, even alien.

After hearing, "Ms. G, this doesn't have anything to do with my life," more than once, I made it my mission to prove my students wrong by finding ways to make my lessons speak to their experiences and tap into their talents.

The students brought their histories of racial conflict into the classroom. They needed an educational philosophy that promoted tolerance and encouraged them to rethink their beliefs about themselves. I decided to assign books written by, for, and about teenagers who had lived during wars but were able to right the wrong by chronicling their own harrowing stories. To my amazement, students who had originally hated reading and writing became engrossed in reading *Anne Frank*, *The Diary of a Young Girl* and Elie Wiesel's *Night*. These books and others resonated with the reality of living in a dangerous urban environment, not long after the Los Angeles riots in 1992.

When one of my students exclaimed, "I feel like I live in an undeclared war zone," I realized that these young people needed to be encouraged to pick up a pen rather than a gun. Tragically, this student had lost two dozen friends to gang violence. In an attempt to connect with my class,

I gave my students journals in the hopes of giving them a voice. Before long, they began to pour out their stories openly, unburdened by the anxieties associated with spelling, grammar, and grades. Journals provided a safe place to become passionate writers communicating their own histories, their own insights. As they began to write down their thoughts and feelings, motivation blossomed. Suddenly, they had a forum for self-expression, and a place where they felt valued and validated.

As sophomores, my students were inspired to write letters to Miep Gies, the courageous woman who hid Anne Frank, and Zlata Filipovic, the teenage author who penned *Zlata's Diary: A Child's Life in Sarajevo*. When Miep Gies told my students to make sure that "Anne's death is not in vain," they understood her message that writing and storytelling have the power to change the world. Following in the footsteps of extraordinary teenagers like Anne and Zlata, my students used their own diaries to share their experiences of loss, hardship, and discrimination.

As juniors, I had my students watch a documentary about the Freedom Riders, the civil rights activists who rode integrated buses across the South in 1961. The courage of the Freedom Riders inspired my class to adopt the name "Freedom Writers," reflecting the students' determination to use their journals to speak out about the racism and intolerance that surrounded them. To celebrate their newfound identity, the Freedom Writers followed in the footsteps of the Freedom Riders and took a trip to Washington, DC. In a symbolic tribute to their namesake, they delivered a bound copy of their favorite diary entries to Richard Riley, the U.S. Secretary of Education.

As a senior class, the Freedom Writers received the Spirit of Anne Frank Award for their commitment to combating discrimination, racism, and bias-related violence. They also devoted long hours to editing their journal entries and were rewarded with a publishing contract to turn their class book into what would become a number-one-ranked *New York Times* bestseller. But even more meaningful

to the Freedom Writers than awards or publication was the moment they collectively walked across a graduation stage and claimed their high school diplomas, a feat few had thought possible.

- 1. Name TWO things Erin Gruwell’s students experienced. (a, b)
- 2. What grade were the students in when they started attending Ms Gruwell’s class?
- 3. What was the students’ attitude to reading and writing first?
- 4. Elie Wiesel’s Night was about the LA riots. (Write only YES/NO.)
- 5. How many friends did one of the students lose in the street? Give an exact number.
- 6. How did Ms G try to encourage them to talk about their problems in the 1st year?
- 7. Who were the TWO child role models of the class? (a, b)
- 8. The Freedom Writers were black students who fought for civil rights. (Write only YES/NO.)
- 9. What happened to their journals?
- 10. How much did they anticipate that they would finish school?

Answers in English				
1.	a)	b)	1 p	
2.			1 p	
3.			1 p	
4.			1 p	
5.			1 p	
6.			1 p	
7.	a)	b)	1 p	
8.			1 p	
9.			1 p	
10.			1 p	

Correct answers , × 2 =

A kétnyelvű vizsga utolsó feladatához lapozzon a 155. oldalra!

Az egynyelvű vizsga utolsó feladatához lapozzon a következő oldalra!