


| | | |
|---|--|--|
|  <p>CORVINUS UNIVERSITY</p> | <p>Corvinus Language Examination Centre English Language Test Listening Comprehension Level C1</p> | |
|---|--|--|

Listening Comprehension Test

- You will hear three different recordings.
- Before the first listening you will have one minute to look through the questions of PARTS ONE and TWO. You will have two minutes before PART THREE.
- After that all parts will be played two times. There will be a short pause between the recordings.
- Write your answers in English.
- You can write your answers on the test paper during the listening and in the pauses.
- After the last listening, you will also have one minute to check your answers.
- Make any necessary changes very clearly because only one answer will be accepted.
- At the beginning of each recording you will hear this sound. (“gong”)



Part 1

Listen to the recording and fill in the missing information in English in 1-8 (10x1) 10 p words. You will hear a recording about British vineyards. There is an example (0) for you.

| |
|--|
| This vineyard is situated 0) in England. / close to London. |
| Due to better growing techniques and warmer weather these vineyards are 1) _____ |
| This year is exceptionally rewarding because producers can harvest 2) _____ |
| Three characteristics of a really good harvest (besides lower acid levels): 3) _____ has been improving. 4) _____ have been going up. 5) _____ have been going up. |
| By 2080 it's quite likely 6) _____ |
| Professor Selley's research was aimed at mapping the 7) _____ and retreat of vineyards in Britain from 8) _____. |
| Researchers have made a decision 9) _____ |
| Due to global warming 10) _____ |

Part 2

Listen to the recording and answer the questions in English in 1-12 words. (10x1)10p You will hear an interview with Santiago Calatrava, a Spanish architect. There is an example (0) for you.

| |
|--|
| How are Calatrava's designs received? 0) they provoke strong reactions / or: they are either loved or loathed. |
| What do cities reflect today? 1) _____ |
| What three qualities should architecture have? (Write down the English words.) 2) _____. 3) _____. 4) _____. |
| In what sense is architecture more than just buildings? 5) _____ |
| Why did they want to connect Madrid with Seville? 6) _____ |
| How is the environmental aspect reflected in modern buildings? 7) _____ |
| Which future buildings is the transportation hub being built under? 8) _____ |
| Why are universities some of the most effective institutions? (mention two things) 9) _____ |
| What is architecture like in the US? 10) _____ |

Part 3**Listen to the recording and choose the appropriate answer. (a,b,c)****(10x1) 10p****You will hear a recording about an educational programme for students.****There is an example (0) for you.**

| | |
|-----|---|
| 0. | In Florida seven teenagers are |
| | a) digging. |
| | b) <i>shoveling</i>. |
| | c) planting. |
| 1. | Eagle Nest Construction Academy offers a program for students to study |
| | a) design and construction. |
| | b) interior design. |
| | c) architecture. |
| 2. | In the curriculum the classes |
| | a) are all about theory. |
| | b) can be supplemented with extra classes. |
| | c) are fixed in a compulsory schedule. |
| 3. | While doing actual work onsite students also learn |
| | a) problem-solving skills. |
| | b) social sensitivity. |
| | c) industry standards. |
| 4. | Overall, the current assignment engages |
| | a) students from the 9 th to 11 th grades. |
| | b) 25 students. |
| | c) 10-15 students. |
| 5. | Local contractors |
| | a) are not involved except for an architect |
| | b) donate materials and services. |
| | c) are constantly consulted. |
| 6. | Students learn practicalities such as |
| | a) quality assurance. |
| | b) acquiring permits. |
| | c) zoning codes. |
| 7. | The program was set up |
| | a) by the local government. |
| | b) by 200 students. |
| | c) five years ago. |
| 8. | Green standards are used which include |
| | a) recycled concrete blocks. |
| | b) cost-efficient appliances. |
| | c) insulated doors and windows. |
| 9. | Environmental considerations involve using |
| | a) renewable energy sources. |
| | b) economical cars. |
| | c) local materials |
| 10. | The work will be completed |
| | a) by the first month of next year. |
| | b) in four years. |
| | c) within a year from its start. |



AA3L

IDE RAGASSZA FEL A
VONALKÓDOT!

ANSWER SHEET

PART 1

Listen to the recording and fill in the missing information in English. (10x1) 10 p

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

DO NOT
WRITE HERE

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

PART 2

Listen to the recording and give a short answer to the questions in English. (10x1) 10 p

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

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

PART 3

Listen to the recording. Choose the most appropriate answer (a, b or c) and place a in the corresponding box. Never mark more than one box.

(10x1) 10 p

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

.....
1. értékelő

.....
2. értékelő



ANSWER KEY

(A vastagon szedett információt a válasznak tartalmaznia kell.)

Part 1

Listen to the recording and fill in the missing information in English in 1-8 words. (10x1) 10 p

| | |
|-----|--|
| 0. | <i>in England. / close to London</i> |
| 1. | all thriving / prospering / flourishing (<i>A három közül az egyik</i>) |
| 2. | the largest ever annual crop of grapes |
| 3. | general ripeness |
| 4. | volumes |
| 5. | sugar levels |
| 6. | there could be vineyards across the Scottish Highlands |
| 7. | advance |
| 8. | Roman times to the present day |
| 9. | to experiment with new varieties |
| 10. | the geography of English / European wine production can change |

Part 2

Listen to the recording and answer the questions in English in 1-12 words. (10x1)10p

| | |
|-----|--|
| 0. | <i>they provoke strong reactions / or: they are either loved or loathed.</i> |
| 1. | the soul of the lost civilisations |
| 2. | utility |
| 3. | beauty |
| 4. | solidity / permanence (<i>A kettő közül az egyik</i>) |
| 5. | it's a sense of heritage / it's a time capsule (<i>A kettő közül az egyik</i>) |
| 6. | so that the less developed areas would be connected to the more developed / to connect the South with the North (<i>A kettő közül az egyik</i>) |
| 7. | designs that are better adapted to the environment / less impact on the surroundings |
| 8. | buildings that will replace the World Trade Centre |
| 9. | they stand for a meeting of minds / exchanging of information (<i>A kettő közül az egyik</i>) |
| 10. | much more contemporary/ of our time (<i>A kettő közül az egyik</i>) |

Part 3

Listen to the recording and choose the appropriate answer. (a,b,c) (10x1) 10 p

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

Tapescripts

Part 1

British Wine Wins Prizes

This might look like France or even Italy, but in fact these 265 acres of vineyards are in England, just 20 miles west of London. Traditionally this part of the world has been considered too cold for wine growing, but these vineyards are planted with 15 different grape varieties and with better growing techniques and warmer weather, they are all thriving.

And the same is true for vineyards all across the country: thanks to warm and dry weather during the flowering period, it seems that British wine producers will be rewarded this year with the largest ever annual crop of grapes, and the ninth decent vintage in succession. In the past however, English vineyards only produced a good harvest once or twice in a decade, necessitating the addition of vast quantities of sugar .

“It’s a really good harvest, ripe fruit and lots of it. General ripeness has been improving, volumes have been going up, sugar levels have been going up and acids have been sort of down. We’re making more wine each year, this year I don’t know, maybe four-five hundred thousand bottles.”

But some experts say that this is just the beginning of the English wine revolution. British viticulture could soon change beyond recognition if temperatures rise as predicted: experts are suggesting an increase of between two and five degrees in Southern England and around two degrees in Scotland.

“Large parts of southern England will be too hot for making wine. By 2080 it’s quite likely there could be vineyards across much of the Scottish Highlands, the Côte d’Ecosse, as it may be called. And I’ve always fantasised about vineyards on the north shore of Loch Ness, which may become terraced and suitable for Riesling, Schönberger and other Germanic grape varieties.”

Professor Selley, author of a study on the Past, Present and Future of English Winelands, mapped the advance and retreat of vineyards in Britain from Roman times to the present day.

“Well, about 50 years ago there were very few vineyards indeed in this country and the number has been increasing very dramatically since the middle of the last century and we can see also, through time, how the northern limit of modern vineyards has advanced towards the English-Scottish frontier.”

“We’ve seen the effects of global warming here. So what we’ve decided to do over the last few years is to experiment with new varieties which have never been grown here before in the UK like Sauvignon Blanc. We took a real risk 20 years ago planting Pinot Noir, but it’s been one of our best producers. The quality of the sparkling wine we can produce in the UK now is very very high. We’re into international awards and we’re winning gold awards internationally: which was unheard of 20 years ago.”

British wine lovers seem to appreciate homegrown wine. Over the last 10 years annual sales have almost doubled. British wine production is around 3 million bottles a year – peanuts when compared to say Italian annual production of 4.7 billion litres, but global warming could change the geography of European wine production, opening doors to new players.

<http://www.euronews.net/2010/05/18/british-wine-wins-prizes/>

2561n

Part 2

Interview with Santiago Calatrava

This week Euronews talks to the renowned Spanish architect, Santiago Calatrava.

His designs – which take their inspiration from nature – provoke strong reactions; they are either loved or loathed. Calatrava, who considers himself to be above all an artist, a sculptor, says an architect is also a philanthropist. In the past cities were designed to last, today they provide an insight into the soul of the lost civilisations that built them.

Euronews: “How do you give a sense of sacredness to a particular location and thereby to life itself?”

Calatrava: “According to the Roman architect Vitruvio, architecture should have three qualities: utility, beauty and solidity – *utilitas, venustas and firmitas*. By ‘*firmitas*’ he also meant ‘*perennitas*’ – in other words permanence in time. In that context, our vision is very much influenced by the view in the bible that there is something divine in everyone. That’s to say a belief in the idea that every person has something special, sacred and divine in them; something which allows us to better understand architecture. And that also means that at its very core, architecture is more than just buildings. It gives a sense of the heritage of a particular time, it’s a time capsule.

Euronews: “Some governments use public building projects to boost their economies, what do you think about that?”

Calatrava: “I think that during this economic crisis it is important to create new, modern infrastructure. And it presents a unique opportunity to do that in more remote locations. One of the most successful things in Spain, in my opinion, is that the high speed rail line was not originally planned to connect Madrid and Barcelona, but Madrid and Seville; and to end the situation where the less developed areas in the south were not connected to the more developed north. We must continue to do that sort of thing.”

Euronews: “Such large-scale infrastructure projects are very controversial – for example, the locks in Venice, the Messina Bridge or the high speed rail link in northern Italy. What’s your opinion?”

Calatrava: “There are two aspects here. On the one hand, there is the environmental aspect, which has to be respected. These days that’s a bigger consideration than it was 30 or 40 years ago. Nowadays you have to produce designs that are better looking, better adapted to their environment and with less of an impact on their surroundings.”

Santiago Calatrava moves constantly between the United States and Europe. In New York he’s working on the huge transportation hub that is being built under the buildings that will replace the World Trade Center.

Euronews: “Do you favour a ‘fortress’ Europe or a Europe with more multicultural bridges?”

Calatrava: “No question, my Europe is a Europe of bridges, because that’s what I do. In any event, I think that Europe’s history was built on connections, bridges, from the monasteries all the way to the universities. As far as I’m concerned, universities are one of the most effective institutions. They stand for a meeting of minds and exchanging information.”

Euronews: “It is easier to be an architect in Europe or in the United States?”

Calatrava: “I think that here in Europe we’re living in what you could call a mix: you see churches that are partly in the Romanesque style, and with parts that hark back to Roman times, and then there’s another part that is Gothic, and in another part of a city there’s ‘renaissance’ or baroque style; we’re living spread across several centuries. In the United States everything is much more contemporary, of our time.”

Copyright © 2012 euronews

2887n

Part 3

Students Build Homes for Needy Families

On a sandy lot in the small, growing city of Delray Beach, Florida, seven teenagers are hammering and shoveling in the hot mid-day sun. These students from nearby Atlantic High School are members of the school's Eagle Nest Construction Academy, which builds houses for low-income families on land donated by the city.

Amanda Orndorff coordinates the program, which is open to boys and girls in the 9th through 12th grades. She says they study drafting, design and construction, then use those skills to build houses for low-income families on land donated by the city. "They learn pretty much from A to Z, then pick which they like better, then get specialized in that area, so if they like the drafting side, they can take more classes that focus on that. If they like the actual building, they can take more classes that focus on that."

After students learn the basics of safety and the fundamentals of design and building with instructor Tim Sachse, those interested in construction move with him to the work site.

Sachse, an engineer: "The way the program works is a stepping stone process,". "Construction isn't just about hammering things together. It deals with a lot of problem solving along the way and that's probably one of those things that cannot be written in a textbook."

About 25 students are working on this three-bedroom, two-bath house. 10 to 15 are on site at any one time. All must wear hard hats, safety glasses and heavy boots while on the job.

Senior Daniel Norzea says he and his classmates started this house in late October, literally from the ground up. Local contractors donate materials and services to the program. A local architect rendered the final plan for the house, with input from Academy students during the drafting process. In the early stages, Daniel Norzea and a classmate took the rough blueprints to city officials.

"Every aspect we've learned from - the engineering aspects, measurements, what works, the building codes, zoning codes." "We really learned a lot."

About 200 students have come through the Eagle Nest program since it began five years ago. This is the second house academy students have built. It's being constructed according to green building standards. Many of the materials - like floor boards and concrete blocks - are recycled. Students will install insulated walls, energy efficient appliances and double pane windows.

Program coordinator Amanda Orndorff says environmental considerations are a new focus for a lot of the kids.

"They're learning the concepts in the classroom and then we're really applying them on the job site. Even as far as teaching the kids that sometimes it's not about just using recycled products but a product that may be closer to your location, because it uses less fuel and creates less waste. So that's kind of a new concept for them."

Shligton Estime, who plans to go into structural or civil engineering, has been in the academy program for four years. He says this year has been especially exciting. "We're actually building it - not just reading about it or drawing it on paper. We're building the house." The house is expected to be completed and ready for a family to move in the first half of next year.

<http://www.voanews.com/english/news/usa/Students-Build-Homes-for-Needy-Families.html>



ORAL EXAM

Time: 18 (+/-1) minutes

Marks: a maximum of 45 points

Part 1

Guided conversation with the examiner

Part 2

Expressing opinion about two statements
1 minute preparation time is given

Part 3

Debating a statement with the examiner.
1 minute preparation time is given



EXAMINEE'S COPY

**1.) YOU WILL TALK WITH THE EXAMINER ABOUT DIFFERENT QUESTIONS
(6-7 MINUTES)**

**2.) TALK ABOUT THE GIVEN TOPIC ANSWERING THE QUESTIONS BELOW
(6 MINUTES)**

1 minute preparation time is given.

Way of life

- What do you mean by a healthy way of life?
- Is it a question of money or attitude?

3.) DEBATING (5-6 MINUTES)

1 minute preparation time is given.

Do you agree with the following statement or not? Try to convince the examiner of your opinion, who may have the opposite view.

Homeless people are responsible themselves for their situation.



EXAMINER'S COPY

1.) GUIDED INTERVIEW (6-7 MINUTES)

2. What do you think of life-long learning? Is it really necessary?
3. How do you use different types of e-services? (e-banking, e-shopping, etc.)
4. Which types of TV programs are popular with people of different age groups?

Extra questions:-----

4. *Do men and women have equal rights in all aspects of life? Why?*
5. *What kind of behaviour drives you mad? What kinds of people are difficult for you to live/work with?*

2.) TALK ABOUT THE GIVEN TOPIC ANSWERING THE QUESTIONS BELOW (6 MINUTES)

1 minute preparation time is given

Way of life

- What do you mean by a healthy way of life?
- Is it a question of money or attitude?

3.) DEBATING (5-6 MINUTES)

1 minute preparation time is given

Do you agree with the following statement or not? Try to convince the examiner of your opinion, who may have the opposite view.

Homeless people are responsible themselves for their situation.

FOR

- everybody is given the chance to study and prepare for life
- they prefer their freedom
- we are the product of our choices
- their own irresponsible behaviour is the cause

AGAINST

- without a real safety net you lose your job
- you divorce and have children who stay in the flat
- you can easily find yourself on the street
- the homeless shelters are terrible, offer no community