

MESTERHÁRMAS

ORSZÁGOS NYELVI VERSENY (2025)

1. forduló

Írásbeli feladatsor

ANGOL C1

Reading (Task 1-2) - 35 minutes

Writing (Task 3) - 35 minutes

Listening (Task 4-5) - ca. 35 minutes

Versenyszabályok:

- A feladatlapokra nyugodtan jegyzetelhetsz.
- A feladatlapokra írt megoldást mindig vezesd át a megoldólapra.
- Nyomtatott szótárt az olvasás- és íráskészség vizsgarésznél végig használhatsz. A beszédértésnél - a hanganyag miatt - csak azután, hogy a hanganyag véget ért. Erre 5 perc áll majd a rendelkezésedre.
- Kérjük, olvashatóan írd. Ha javítanál, azt egyértelműen jelöld a megoldólapon.
- Kék vagy fekete tollal írd.

A versenyhez sok sikert kívánunk!

A verseny feladatait az Euroexam Vizsgaközpont munkatársai állították össze.

Task 1: Who is writing? (10 minutes) – Questions 1-6

You will read a short text about inadequate funding for the art world. Below the text there are six written reactions to it.

- Match the reactions (1-6) to their writers (A-H).
- Place a cross (X) in the appropriate box on your Answer Sheet.
- There are two items which you will not need.

- A Calm sports coach
- B Pragmatic lawyer
- C Sombre teacher
- D Holistic politician
- E Defensive engineer
- F Tolerant influencer
- G Dismissive businessperson
- H Bitter artist

Inadequate funding for the art world

In the last 15 years, grant and lottery funding for the arts have undergone drastic cuts. But of course, cuts to the arts have never been about the money; they have been ideological. The government wants a smaller state, objects to market interventions and strongly favours science and technology at the expense of the arts and humanities. Cabinet ministers have made no secret of their loathing of what they saw as a centre-left dominance in institutions from universities to art organisations. Support has drained away from museums and theatres as councils' income has plummeted and costs for other obligations such as social care have soared.

1	As a professional focused on resource allocation and compliance with statutory obligations, I am fully aware of the current financial constraints affecting the arts and the broader societal impact of neglecting this sector. It's essential to approach this issue with both fiscal responsibility and regulatory prudence. While direct funding is important, we must also consider alternative mechanisms that align with sound public policy. Implementing targeted tax incentives for businesses investing in the arts could provide a sustainable solution. This method would harness private sector support while ensuring public funds are directed to legally mandated services, such as healthcare, which require continued prioritization.
2	I've witnessed first-hand the collateral damage – art projects slashed from programmes, leaving our young minds devoid of the appreciation and creativity that the arts nurture. The government's ideological stance is robbing our youth of a well-rounded perspective of the world around them, stifling their exposure to the arts and humanities. Art is a catalyst for critical thinking, creativity and cultural understanding. These cuts are short-changing our youth, leaving them ill-equipped for the diverse challenges of the world. A lack of understanding of the arts also means they are often disinclined to visit galleries, museums and similar places as they know little about the works exhibited or performed there.
3	It's a lamentable state of affairs when the very essence of existence is overshadowed by short-sighted policies and a failure to recognise the profound impact of the arts on our collective soul. Art possesses the transformative power to serve as a beacon of inspiration, lifting us from the mundane to the extraordinary realms of the imagination. It is in these moments, when we are surrounded by profound beauty, that we find the strength to rise above the challenges that life presents. If only we could get the government to see that. Who am I kidding though? Nothing is going to change because the arts don't make the rich richer.
4	In policymaking, choices have to be made, and inevitably, some sectors will receive more attention than others. The arts, being diverse and reflective of various cultures, pose a unique challenge when deciding where tax should be allocated. If we are to achieve legislative equity, we need to fund all cultures equally, but how do we define "culture"? It's a quandary that policymakers face. Within this framework, it becomes imperative to acknowledge the reality that not all sectors can be equally catered to. A prudent and realistic perspective involves negotiating an agreement among all stakeholders to devise viable funding structures, with the proviso that societal exigencies need to be aligned with.
5	I'm not sure I like the accusation in the article that what's ruining the art world is a preference for science and technology within the government. The truth is, STEM subjects face their own challenges, and pitting these fields against each other is counterproductive. Instead of framing this as a battle between science and the arts, we should focus on solutions. Investing in public spaces and enhancing public infrastructure can create an environment where individuals are free to choose the arts and culture they want to engage with. Why don't we break down barriers related to class, gender and ethnicity? I'm sure it would require sustainable spaces and affordable transportation options.
6	Every sector faces challenges, and expecting the government to exclusively fund the arts is unrealistic. In a struggling economy with pressing issues like a weak workforce and low productivity, resources need to be allocated strategically. Funding the arts shouldn't rely on taxpayer money. Like any other sector, the art world must adapt to market dynamics by attracting new customers and seeking private funding. Prioritising limited public resources is essential, and in the face of more urgent needs, expecting substantial government funding for the arts seems misplaced. There are a range of innovative ways that the arts sector can sustain itself without overburdening taxpayers.

**Remember to copy your answers
onto the Answer Sheet.**

Task 2: Media article (25 minutes) – Questions 7-13

You will read a text about food and drink. Below the text, there are seven multiple-choice questions about it.

- For questions (7-13), choose the best answer (A, B, C or D) which you think fits best according to the text.
- Place a cross (X) in the appropriate box on your Answer Sheet.

Each Friday, I share a review, but today will be different from the usual cafes and restaurants. As most of you will know, I'm doing work experience at a leading restaurant chain, and it's made me reflect on my day-to-day food experiences at school. I've been at Cowbridge Grammar School for the past five years. Now, you probably think that half a decade of eating at the same canteen may get a bit dull, but student input and discussions with the dinner-ladies ensures that the catering staff are always adjusting their services in order to please everyone. Ever since Jamie Oliver's healthy eating campaign reached schools, school catering companies have had to be more creative with their meal ideas and introduce new flavours that encourage students to explore the big wide world of food, and I dived right in. Given my mum's less than adventurous palate, where else could I have had crazy stuff like bao buns with kimchi coleslaw?

The school's also trying to eliminate fried stuff altogether and shift the focus onto more wholesome and nutritious meals. To be honest, the jury's still out on this one, but either way it's been implemented in the meals offered to younger years. Luckily, the 6th-form café still has plenty of naughty treats on offer to ease the stress of A-Levels!

The build-your-own sarnies have replaceable ingredients, but what usually comes with them is ham, lettuce, tomato, bacon, and a dressing of your choice. The buns are locally made and have no preservatives or any artificial flavouring. On its own, it can be a little dry if you don't add dressings because the buns are on the thicker side; however, that is easily fixable.

Even though I eat in the canteen every day, I've decided to base this review on my last visit, just to make it more authentic. On the day, I had braised cabbage with a pickled onion from the veg section. Over on the hot counter, there was a bit more substantial fare: fish and chips because it's Friday, beef and mushroom pie that head chef Steve said would be his go-to dinner, a lentil and mushroom cobbler, and a vegan "chicken" pie. I went for that, turning down an optional portion of chips. I love some double-carb action as much as the next person, but I'm not sure it's a good idea to recommend this on a daily basis. The cafeteria website proudly proclaims that it doesn't serve any processed food, which sounds impressive until you look at the mound of chips they serve each day, which does make you wonder how they get there. Having said that, the dinner-ladies do put time and effort into picking and cooking meals for the students. Anyway, I sat down and tucked into my pie. Lovely little pearl onions added flavour to the gravy filled with a chunky, "meaty" filling while the pie topping was buttery and comforting. Some students

say the vegan stuff's a bit naff, but if they hadn't told me it wasn't made with chicken, I wouldn't have thought twice about it. It was a hearty option to fuel kids for the rest of the school day.

After lunch, I interviewed Janet Maclean, head of food and nutrition, and she told me that there have been many additions made in order to make lunchtime a more enjoyable experience. These included adding a diner with a retro 60s theme to pay homage to the school's opening in 1962. This new space saw the introduction of a salad bar with a wide selection of dishes for students to mix and match to create their own salad pot. I'm not a salad person, but if you are, this place will defo blow your mind. Standing in the middle of the room like a bountiful island, it's filled with bowls and bowls of vivid salads, green leaves scattered with bright yellow edible flowers, rice and pasta salads with fresh herbs, and jars of smoked paprika, chilli flakes, seeds, and cracked black pepper for discerning students to season their plate. Not too shabby, eh?

She also told me that food and nutrition classes had become really popular among the students, with many taking it on at A-level. She explained how in their exams, children have to prepare a three-course meal 'like in MasterChef', making sauces, pastas, and bakes from scratch. Sometimes, she said, the quality is so good that it's almost restaurant quality. Occasionally, it's been so impressive, she's cried tears of joy. These guys certainly have creative flair. I can't help but think that the canteen is somehow responsible for this sudden uptake in the food and nutrition A-level course.

All of this sounds amazing, right? And trust me it is, but it's only possible due to the amazing staff who clean, maintain, and cook for the canteen. Plus, our canteen's probably a bit posher than the one kids in state schools dine in - it's a private school where parents have to fork out £14,670 a year. The bottom line is the lunchtime experience is definitely something I will miss when my seven years are up.

**Remember to copy your answers
onto the Answer Sheet.**

7 Which option could be the title for this text?

- A Pricy but you get what you pay for
- B Food so good that it inspires students
- C Feeding and training a new generation of chefs
- D Amazing food prepared by a team of students and pros

8 Which of the following does the author form a negative opinion of?

- A International dishes.
- B Junk food.
- C Sandwich fillers.
- D Healthy food.

9 When talking about her last visit, what opinion does the author express?

- A The plant-based menu items are genuinely good.
- B The chef's recommendation was the best offer.
- C The dishes have a good balance of macronutrients.
- D The portion sizes are a bit stingy.

10 What point is the author trying to illustrate with the information she received from Janet Maclean?

- A Management is planning to extend the catering services.
- B The food-related school subjects need more promotion.
- C The school takes enormous pride in its approach to food.
- D The canteen relies heavily on final year students.

11 What is the author's attitude to the canteen?

- A Approving.
- B Resourceful.
- C Tolerant.
- D Cautious.

12 What does the author intend to achieve with this review?

- A Entertain the reader with amusing foodie anecdotes.
- B Inform the reader about the state of school catering.
- C Help the reader choose a place to eat.
- D Help the reader improve the way the canteen is run.

13 This text was probably published in a...

- A university paper.
- B lifestyle magazine.
- C food blog.
- D public health report.

Remember to copy your answers onto the Answer Sheet.

Task 3: Opinions (35 minutes)

- Choose only **one** of the following questions – 1, 2 OR 3.
- Write **about 200 words**.
- Use Answer Sheet – Task Two.

You have just read a post in a cycling blog which claimed that e-scooters are the worst enemies of both cyclists and pedestrians. You have strong opinions about the topic and decided to leave a comment in the blog's comment section.

1.

Write **an online comment**.

- State your personal opinion.
- Refer to the original post.
- Support your view.

You have just visited the brand-new *Museum of World Religions* in your town. You decided to share your opinion in an online cultural magazine about the building, as well as about the permanent exhibition in it.

2.

Write **a review**.

- Describe the whole experience.
- Express your feelings about it.
- Provide a recommendation for people visiting the museum.

Your university lecturer gave you the following statement to discuss:

3.

'Every high school should have access to 3D printers to enhance students' advanced IT, programming, and artistic skills.'

Write **an essay**.

- State your personal opinion.
- Support your view.
- Write a logical conclusion.

You can use this space to plan your writing. What you write here will NOT be marked.

Task 4: Facts and feelings – Questions 14-19

You will hear a school counsellor and a teacher talking about things they would change about the school system.

- You will hear six short conversations (14-19).
- For each conversation, choose from the list (A-H) what aspect of the school system is being discussed and how Dan feels about it.
- There are two items in the list which you will not need.
- Place a cross (X) in the appropriate box on your Answer Sheet.
- You will hear each conversation twice.
- You have one minute to read the list before the recording starts.

Dan, the school counsellor is ...

- A optimistic about the impact of flexible timetables.
- B sceptical about satisfying basic needs.
- C apologetic about the suggestion of hiring new teachers.
- D compassionate about the struggles of less ambitious students.
- E ambivalent about caring instead of assessing.
- F longing for more staff collaboration.
- G pragmatic about the possibility of scholarships.
- H passionate about involving youth in decisions.

Remember to copy your answers onto the Answer Sheet.

Task 5: Radio programme – Questions 20-29

You will hear a radio programme about young people's hobbies. The radio programme features three speakers and there are ten multiple-choice questions about the programme.

- Choose the best response (A, B or C) for questions 20-29.
- Place a cross (X) in the appropriate box on your Answer Sheet.
- You will hear the recording twice.
- You have two minutes to read the questions before the recording starts.

20 When it comes to video games and young people, Peter thinks that gaming...

- A** is too passive an entertainment form for some.
- B** plays a crucial role in the life of the majority.
- C** is a significant driver of youth behaviour.

21 What point does Anne make about the health impact of screen time?

- A** It gives people an outlet for anxiety.
- B** It inspires people to try new things.
- C** It provides a community outside friends.

22 Helen shares a personal anecdote to demonstrate that playing video games...

- A** helps people learn new things.
- B** takes up too much time.
- C** has a limited impact on life.

23 When talking about music, what do Anne and Peter agree on?

- A** The amount of effort they put into the hobby.
- B** The reason why they do the hobby.
- C** The desired end result of the hobby.

24 What is Peter's opinion of dance content on social media?

- A** It's an up-and-coming segment.
- B** The skills on show are impressive.
- C** The creators are pathetic.

25 When it comes to content creation, Anne thinks that young people should...

- A** turn it into a job pursuit.
- B** be honest about it.
- C** take it more seriously.

26 Helen thinks the trend that Peter talks about is...

- A** illegal.
- B** disrespectful.
- C** unfunny.

27 What is Peter's attitude to technology?

- A** Culture-sensitive.
- B** Health-conscious.
- C** Light-hearted.

28 How would you describe the relationship between Anne and Peter?

- A** Sponsor and protege.
- B** Boyfriend and girlfriend.
- C** Friends and companions.

29 Which word best describes the tone of the radio programme?

- A** Vulgar.
- B** Cheeky.
- C** Rude.

**THAT IS THE END OF THE LISTENING TEST.
YOU HAVE 5 MINUTES TO CHECK YOUR WORK.
YOU MAY USE A DICTIONARY.**

DON'T FORGET TO TRANSFER YOUR ANSWERS TO THE ANSWER SHEET.

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