|  |
| --- |
| Field of knowledge: ………………….……..*…*  Credit range *(max. 12 cr.):* ……..  Subjects: 1)………………….……..*…,* 2)………………….……..*…,*  3)………………….………*…, …….* |

|  |  |
| --- | --- |
| Title of the subject: English Language Basic Exam | Credit value: … |
| Category of the subject: required / optional *(strike out as appropriate!)* | |
| Extent of the theoretical or practical nature of the subject, "*educational character*"[[1]](#footnote-1): ….. (credit%) | |
| Type of the class: lect. / sem. / pract. / cons. and number of classes: … in the given semester,  (*if the subject is (partially) taught in any language other than Hungarian, then the language*: *…………………)*  Further (*specific*) forms, characteristics[[2]](#footnote-2) of the transfer of the given knowledge *(if any)*: ……………………….. | |
| Form of testing (exam / pract. mark / other): ………………..  Further (*specific*) forms to be applied in [[3]](#footnote-3) knowledge testing*(if any)*: …………………….. | |
| Position of the subject in the curriculum (number of the semester): … | |
| Required preliminary studies *(if any)*:…………….. | |

|  |
| --- |
| Description of the subject: the brief, still informative description of the knowledge to be attained |
| The English Language Basic Exam tests candidates’ command of English at B2+ - C1 level, as defined in the Council of Europe’s “Common European Framework of Reference” standards. It evaluates both the written and spoken proficiencies of candidates at the B2+ - C1 level.  The written component of the examination consists of 3 parts:  1. Use of English  Task types: (1) multiple choice cloze (Context Vocabulary), (2) open cloze, (3) error correction (in text), (4) key  word transformation (with new sentence beginning and end given), (5) word formation (in text), (6) multiple  choice test of grammar and vocabulary  2. Reading Comprehension  Task types: (1) missing paragraphs, (2) multiple choice questions, (3) multiple matching (of short texts with  given information)  3. Composition  Candidates can choose one of 2 or 3 given topics of the same genre and produce a text of 180-200 words.  Possible genres: formal letter, narrative, or review  In the oral part of the exam candidates are tested in pairs.  The oral part contains 3 parts:  1. A 1-2-minute individual ‘long turn’ for each candidate on one of the given topics prompted by pictures, with a  brief response from the second candidate  2. Reading and summarising a short English language article in the target language  3. A two-way conversation between the candidates in a problem-solving/ decision-making task  Candidates are assessed on the following areas: (1) interactive communication, (2) discourse management, (3) vocabulary, (4) grammatical accuracy and (5) pronunciation/ intonation. |
| List of the most important 2–5 pieces of *required* and *recommended* literature (lecture notes, handbooks) with bibliographical details (author, title, edition information (or specific pages), ISBN) |
| **Required literature:**  Vince, M. 2009. *Advanced Language Practice*. Macmillan. ISBN: 978-0-2307-2706-9  **Recommended literature**:  Rónay Ágnes. 2015. *Emelt szintű angol nyelvtani gyakorlókönyv*. Tinta Kiadó. ISBN 978-963-409-029-8  Swan, M. 2011. *Practical English Usage*. OUP. ISBN: 9780194420969  McCarthy, M. & O’Dell, F. 2010. *English Vocabulary in Use* (Upper intermediate). CUP. ISBN: 9780521677431  Stephens, M. 2002. *New Proficiency Writing*. Longman. (Writing a personal recommendation pp. 26-32;  Writing a film review 120-126; Writing a book review 126-132). ISBN : 0582529972  Matthews, L. & Thomas, B. 2009. *Complete CAE Workbook*. CUP. ISBN:978-0521698498  Kenny, N., Newbrook, J., & Acklam, R. 2008. *CAE Gold Plus*. Longman. ISBN: 1405876808 |
| List of those required professional competences, competence elements *(knowledge, skill*, etc., *Section 8 of the Educational and Output Requirements*) to the development of which the subject characteristically, materially contributes |
| 1. knowledge   - B2+-C1 level Vocabulary and Grammatical Resource  - awareness of the rules of spoken and written English and of different registers  - awareness of the phonetic-phonological, morphological, syntactic, semantic, pragmatic and discourse-level  characteristics of the English language   1. skills   - B2+-C1 level communicative competence  - Can use the English language fluently, confidently, accurately and as appropriate in a given context at the B2+-  C1 level |

|  |
| --- |
| Subject owner (*name, position, scien. degree*): …………………….…… |
| Teacher(s) involved in the teaching of the subject, if any (*name, position[[4]](#footnote-4), scien. degree*):  …………………..…. |

1. Determination of the educational character, value expressed in credit%: knowledge contents, nature of the competences to be attained *(see description of the subject),* by comparing, evaluating the form of knowledge transfer and form of testing in a combined, complex manner. [↑](#footnote-ref-1)
2. e.g. case discussions, role play, thematic presentations, etc. [↑](#footnote-ref-2)
3. e.g. hand-in assignments, such as case studies, elaboration of specific topics, compositions, essays, business and organizational plans, etc. [↑](#footnote-ref-3)
4. assistant lecturer, senior lecturer, college or university assistant professor, college or scientific collaborator, professor, non-tenured teacher, master teacher, assistant scientific collaborator, scientific collaborator, chief scientific collaborator, scientific advisor, research professor [↑](#footnote-ref-4)