

# Basic Exam in English

## 1. OBJECTIVE

The objective of this examination is to assess students' overall knowledge of the English language at an advanced level in order to make certain that their English language competence allows and enables them, on the one hand, to continue their studies in English and, on the other hand, to communicate proficiently in the written and oral academic medium relying on their presentation skills and linguistic proficiency.

## 2. EXAMINATION FORMAT

**The basic exam consists of three parts: a written test, an essay-writing task, and an oral interview (partly taken in pairs), assessing the following aspects of language knowledge:**

### a. Written test – consisting of 50 items (working time: 90 minutes) **SEE DATE IN NEPTUN**

- multiple choice questions testing vocabulary in the context of isolated sentences (15 items);
- word formation in the context of isolated sentences (5 items);
- sentence transformation items designed to test active control of idioms, grammatical structures and general usage of English (5 items);
- four-option error detection in the context of isolated sentences (5 items);
- cloze test (or gap-filling, 10 items).
- multiple choice reading comprehension questions based on one or more texts, designed to test gist, detailed content, recognition of register, writer's intention, vocabulary, etc. (10 items);

Points are awarded for each correct answer (100% error-free answers including spelling), which totals 50 points. **The lowest score for pass is 60%, which equals 30 points.**

**IMPORTANT: Those who cannot pass the test will not be permitted to take the essay-writing and oral parts of the exam.**

### b. Essay writing – an academic argumentative essay (working time: 150 minutes) **SEE DATE IN NEPTUN**

- writing a 400(±40)-word-long argumentative essay on the spot (selecting from among 3 given titles) without using any dictionary. Taking one side of the issue is necessary, and the author's position must be clearly stated in the thesis statement. The arguments provided in the essay should support this position.

The evaluation of the essay will be executed on the basis of a detailed marking scheme (available on the website). Every paper is read by two examiners. The examiners' assessments are made as follows:

<b>Thesis:</b>	focused, clearly-worded thesis statement
<b>Support:</b>	clear and logical supporting points
<b>Introduction and conclusion:</b>	well-organized and developed introductory and concluding paragraphs
<b>Body paragraphs:</b>	logical order of ideas within and between paragraphs
<b>Cohesion and coherence:</b>	linking and pronoun reference
<b>Grammar:</b>	fluency and accuracy of everyday and complex structures
<b>Vocabulary:</b>	fluency and accuracy of everyday and complex phrasing
<b>Style (register):</b>	formal or mostly formal/neutral style
<b>Mechanics:</b>	punctuation and spelling
<b>Length and layout:</b>	appropriate length, clear layout

**You need to score at least 30 points (60% of total points for this part) in order to pass this part of the exam.**

### c. Oral interview (approximately 20 minutes) **DATES TO BE ANNOUNCED LATER**

- reading aloud a short passage, for the assessment of pronunciation of individual sounds, sound clusters and words as well as stress (in words, phrases and sentences) (taken individually);

- a three-minute-long uninterrupted presentation on a picture stimulus, for the assessment of fluency of speech as well as accuracy (correctness of expression) and fluency (ability to spontaneously react using a variety of expressions) of grammar and vocabulary (taken individually);
- reflecting on a given topic (6 minutes), for the assessment of communicative ability, as well as accuracy and fluency of grammar and vocabulary (taken in pairs);

The scoring of the interview will be by impression, using detailed marking grades. The examiners' assessments are made on five scales continuously throughout the entire interview, as described below. Note that no verbal prompts are provided by the examiners during the exam, nor is on-the-spot feedback given during or after the exam.

**Fluency:** speed and rhythm, choice of structures, general naturalness of speech and clarity of expression

**Grammatical accuracy:** control of structures including tenses, prepositions, modals, etc. required for an effective level of communication at university level of proficiency in English at this stage

**Pronunciation:** stress, timing and intonation patterns, linking of phrases – differentiation of consonants and vowels in stressed and unstressed positions, articulation, etc.

**Interactive communication:** flexibility and linguistic resource in information exchange (discussion of input text) and social interaction between examinees (reflecting on a topic and a picture stimulus)

**Vocabulary resource:** variety and correctness of vocabulary in the communicative context

**You need to score at least 30 points (60% of total points for this part) in order to pass this part of the exam.**

### 3. MARKING SCHEME

Marks are awarded in the customary five grades on the aggregate of scores gained at the oral, the written and the essay writing parts of the examination.

Written:	50 items	1 point each	50 points
Oral:	5 areas of assessment	10 points each	50 points
Essay writing:	10 areas of assessment	3-7 points each	50 points
Total:			<b>150 points</b>

0-89 / 1	90-104 / 2	105-119 / 3	120-134 / 4	135-150 / 5
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### 4. HOW TO PREPARE

Items marked  are partly covered during the first year of language practice related courses (Language Practice 1.1; Language Practice 1.2: Patterns of English; Language Practice 2.1; Language Practice 2.2: Writing Skills).

#### a. Core coursebook:

- ✓ Mitchell, H. Q., & Malkogianni, M. (2017). *Pioneer level C1/C1+ student's book and workbook*. MM Publications.

#### b. Supplementary materials for grammar reference and practice:

-  Hewings, M. (2005). *Advanced grammar in use* (2<sup>nd</sup> ed.). Cambridge University Press.
-  Thomson, A. J., & Martinet, A. V. (2014). *A practical English grammar* (4<sup>th</sup> ed.). Oxford University Press.
-  Vince, M. (2009). *Advanced language practice: English grammar and vocabulary* (3<sup>rd</sup> ed.). Macmillan.
- Side, R., & Wellman, G. (1999). *Grammar and vocabulary for Cambridge advanced and proficiency*. Longman.
- Swan, M. (2016). *Practical English usage* (4<sup>th</sup> ed.). Oxford University Press.
- Vince, M. (2003). *First Certificate language practice*. Macmillan.
- Willis, D. (1991). *Collins COBUILD student's grammar*. Harper Collins Publisher.

#### c. Supplementary materials for vocabulary development:

- Gairns, R., & Redman, S. (2011). *Idioms and phrasal verbs advanced*. Oxford University Press.
- Harmer, J., & Rossner, R. (1991, 1992). *More than words, books 1 & 2*. Longman.
- Johnston, O., & Watcyn-Jones, P. (2002). *Test your vocabulary 1, 2, 3*. Penguin English.

- McCarthy, M., & O'Dell, F. (2017). *English vocabulary in use* (3<sup>rd</sup> ed.). Cambridge University Press.
- McCarthy, M., & O'Dell, F. (2007). *English phrasal verbs in use*. Cambridge University Press.
- Thomas, B. J. (1996). *Advanced vocabulary and idiom*. Longman.
- Wellman, G. (1989). *The Heinemann English wordbuilder*. Heinemann.
- Watcyn-Jones, P. (1999). *Target vocabulary 1, 2, 3*. Penguin English.

**d. Practice tests:**

- Any practice tests for the Cambridge Advanced Certificate of English and/or Cambridge Certificate of Proficiency in English

**e. Supplementary materials for writing skills development:**

- Csölle, A., & Kormos, J. (2000). *A brief guide to academic writing*. Műszaki Könyvkiadó.
  - Grellet, F. (1997). *Writing for advanced learners of English*. Cambridge University Press.
  - Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (3<sup>rd</sup> ed.). Pearson Longman.
  - Oshima, A., & Hogue, A. (1999). *Writing academic English*. Longman.
  - Tankó, Gy. (2011). *Professional writing*. Eötvös University Press.
  - White, R., & Arndt, V. (1991). *Process writing*. Longman.
- + *current MLA and APA handbooks*
- + Károli Gáspár University. (2017). *Guidelines for essay and thesis writing at the English departments of Károli Gáspár University*. Available at <https://btk.kre.hu/index.php/2015-10-20-11-09-16/2015-10-20-11-15-36/angliztika-intezet/guidelines-for-essay-and-thesis-writing.html?download=1651:guidelines-for-essay-and-thesis-writing>

## 5. REGULATIONS CONCERNING TIMING AND RETAKE

THE EXAMINATION WILL BE SET AT THE BEGINNING OF EACH EXAM PERIOD, (PREFERABLY) PRECEDING ANY OTHER EXAMS. YOU HAVE TO MAKE SURE THAT YOU HAVE COVERED ALL THE PRE-REQUISITES NECESSARY IN ORDER TO HAVE A VALID MARK CONFIRMED FOR THIS EXAM. (SEE THE STUDY UNIT LIST FOR PRE-REQUISITES.)

SINCE THE AIM OF THE EXAMINATION IS TO MEASURE THE CANDIDATE'S GENERAL KNOWLEDGE OF ENGLISH AND, IN MANY RESPECTS, THE EXAM RESEMBLES A PROFICIENCY TYPE OF TEST, IT REQUIRES CONTINUOUS PREPARATION FROM THE STUDENTS THROUGHOUT THE ACADEMIC YEAR. CONSEQUENTLY, THOSE STUDENTS WHO FAIL THIS EXAMINATION WILL BE PERMITTED TO RETAKE IT ONCE WITHIN THE SAME EXAMINATION PERIOD. THEREFORE, FAILING A CERTAIN PART, CERTAIN PARTS OR ALL PARTS OF THE EXAM IN ONE TERM WILL RESULT IN THE NEED FOR RETAKING ALL PARTS OF THE EXAMINATION IN THE NEXT EXAM PERIOD BUT NOT AT THE RETAKE. (BY THESE RESTRICTIONS, THE DEPARTMENT INTENDS TO ENSURE THAT STUDENTS ARE AT A DESIRED LEVEL OF PROFICIENCY IN ALL THE ABOVE DESCRIBED AREAS OF PROFICIENCY SIMULTANEOUSLY.)

CONCERNING THE NUMBER OF RETAKE OPPORTUNITIES OF THIS EXAM DURING ONE'S STUDIES AT THE UNIVERSITY, SEE THE FACULTY'S CODE AND REGULATIONS ON EXAMINATIONS.

IF A STUDENT FAILS THE EXAM AND/OR THE RETAKE EXAM(S), HE/SHE WILL NOT BE ALLOWED TO CONTINUE HIS/HER STUDIES OF COURSES THE PRE-REQUISITE OF WHICH IS THE BASIC EXAM IN ENGLISH. THIS IN PRACTICE MEANS LANGUAGE PRACTICE COURSES, COURSES IN LINGUISTICS AND LITERATURE, AND SEVERAL SPECIALISATION COURSES AND PROGRAMMES. SEE THE STUDY UNIT LIST FOR FURTHER DETAILS.

**GOOD LUCK TO ALL OF YOU.**

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