

Basic Exam in English, 2019

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 oral interview (partly taken in pairs), and an essay writing task, 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 oral and essay-writing parts of the exam.

b. Oral interview (approximately 20 minutes)

DATES TO BE ANNOUNCED LATER

- a three-minute long uninterrupted presentation on a picture stimulus, for the assessment of fluency of speech as well as accuracy¹ and fluency² of grammar and vocabulary (taken in pairs);
- 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);
- 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);

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.

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.

¹ Accuracy: correctness of expression.

² Fluency: ability to spontaneously react using a variety of expressions.

- c. 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.

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 on five scales, as follows:

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

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:			150 points

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:

- ✓ H.Q. Mitchell and M. Malkogianni (2017) *Pioneer Level C1/C1+*: MM Publications

b. Supplementary materials for grammar reference and practice:

- ✓ A. J. Thomson & A. V. Martinet (2003) *A Practical English Grammar with Exercise Books*: Oxford UP
- ✓ M. Vince (2009) *Advanced Language Practice*: Heinemann
- ✓ M. Hewings (2005) *Advanced Grammar in Use*: Cambridge UP
- R. Side and G. Wellman (1999) *Grammar and Vocabulary for CAE and CPE*: Longman
- M. Vince (2003) *First Certificate Language Practice*: MacMillan
- M. Swan (2005) *Practical English Usage*: Oxford UP
- D. Willis (1991) *Collins Cobuild Student's Grammar with Answer Key*: Collins Cobuild
- or any other publication or material

c. Supplementary materials for vocabulary development:

- J. Harmer and R. Rossner (1991, 1992) *More than Words* Volumes 1 & 2: Longman
- O. Johnston and P. Watcyn-Jones (2002) *Test your Vocabulary* series: Penguin English
- P. Watcyn-Jones (1999) *Target Vocabulary* series: Penguin English

- M. McCarthy & F. O'Dell (2003) *English Vocabulary in Use*: Cambridge UP
- M. McCarthy (2007) *English Phrasal Verbs in Use*: Cambridge UP
- G. Wellman (1991) *The Heinemann English Wordbuilder*: Heinemann
- B. J. Thomas (1996) *Advanced Vocabulary and Idiom*: Longman
- R. Side and G. Wellman (1999) *Grammar and Vocabulary for CAE and CPE*: Longman
- G. Wellman (1991) *Wordbuilder*: Heinemann
- M. Swan (2005) *Practical English Usage*: Oxford UP
- R. Gairns and S. Redman (2011) *Idioms and Phrasal Verbs Advanced*: Oxford UP

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. and Kormos J. (2004) *A Brief Guide to Academic Writing*: Műszaki Könyvkiadó
- A. Oshima and A. Hogue (1997) *Introduction to Academic Writing*: Longman
- A. Oshima and A. Hogue (1999) *Writing Academic English*: Longman
- Tankó Gy. (2011) *Professional Writing*: ELTE
- R. White and V. Arndt (1991) *Process Writing*: Longman
- F. Grellet (1996) *Writing for Advanced Learners of English*: Cambridge
- *current MLA and APA Handbooks*
- English Department *Guidelines for Thesis and Essay Writing* (2009): Károli University, available at: <http://www.kre.hu/btk/index.php/szakedolgozatportfoliozarovizsga/Anglisztika---Oktat%C3%B3iseg%C3%A9danyagok/Szakedolgozat-portf%C3%B3li%C3%B3alapvizsgaz%C3%A1r%C3%B3vizsga/>

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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