



+ ONLINE VIDEÓK

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Érettségire készülök

FELKÉSZÍTŐKÖNYV
a szóbeli vizsgára

ANGOL NYELV
emelt szint



MZAIK

ELŐSZÓ

A kiadvány célja, hogy segítséget nyújtson az emelt szintű szóbeli angol érettségi kihívásaihoz. Hangsúlyt fektet mind a szókincsfejlesztésre, mind pedig a vizsga típusfeladataiban való jártasság megszerzésére. A mai kor érdekes és fontos, a korosztályhoz közelálló témái, kérdései is megjelennek benne.

A kötet három nagy fejezetből áll. Az *első fejezet* az emelt szintű érettségi vizsga feladattípusaiból (társalgás, vita, önálló témakifejtés) összeállított *húsz komplett feladatsort* tartalmaz. Mivel sok vizsgázó számára a vita jelenti a legnagyobb kihívást, ezért a kötet külön hangsúlyt fektet rá: minden állításhoz bemutat lehetséges érveket és ellenérveket. A feladatsorok végén betűrendes szöszedet található a témákhoz kapcsolódó olyan szavakkal, kifejezésekkel, amelyek meghaladják a B1 szintet.

A *második* és a *harmadik fejezetben* az emelt szintű szóbeli érettségi témáit feldolgozó változatos szövegek és videók kaptak helyet. A hozzájuk kapcsolódó feladatok segítségével a szókincs és a beszédkészség egyaránt hatékonyan fejleszthető, emellett segítséget nyújtanak a komplexebb témákban való tájékozódásban, az információszerzésben is. A filmek a kötet *digitális változatában* tekinthetők meg, amely a könyv hátsó borítójának belsejében lévő egyedi kód segítségével válik hozzáférhetővé. A kód a **www.mozaweb.hu** oldalon bejelentkezés után a *Fiókom/Új kód aktiválása* menüpontban aktiválható.

A *Mellékletben* összegyűjtöttünk olyan kifejezéseket, nyelvi fordulatokat, amelyek a vita során felhasználhatók. Szintén itt olvashatók a videókban elhangzó szövegek leiratai, valamint a második és harmadik fejezet feladatainak *megoldásai*.

A könyv egyéni és csoportos, tanórai felkészülésre egyaránt alkalmas. Teret ad az egyéni ötleteknek, megoldásoknak is: az érettségire készülő diákok további kifejezésekkel bővíthetik a szógyűjteményeket, érveket.



Exam

- ◆ **Social media**
- ◆ **Housework and children's responsibilities**
- ◆ **Catering facilities**

Useful vocabulary

- ▶ surf the net
- ▶ visual contact
- ▶ dependence
- ▶ permanent availability
- ▶ post advert
- ▶ multifunctional
- ▶ reach a wide audience
- ▶ interpersonal relationships
- ▶ alienation
- ▶ sense of belonging
- ▶ post sth on the Internet/
Twitter etc.
- ▶
- ▶

TASK 1 Conversation

Social media

- ▶ A great deal of communication takes place through social media today. Why are those apps more popular – especially with young people – than other means of communication, like e-mails, for example?
- ▶ Using social media on a regular basis can take up a huge amount of time. Do you find this disturbing or a waste of time, or would you describe it as useful?
- ▶ Why do you think certain apps are especially widely used in different countries? For example, the Germans primarily use WhatsApp, and not Facebook.
- ▶ What do you think about celebrities' sharing information about their private lives on Instagram and Twitter?
- ▶ Do you think your privacy can be properly protected when using social media?
- ▶ Why do some parents ban their children from Facebook?
- ▶ It is common knowledge that it is easy to lie on the Internet. Does this apply to social media in particular?
- ▶ Which social media do you use?
- ▶ Do you have any favourite web pages/apps? Why do you like them?

TASK 2 **Debate**

Housework and children's responsibilities

In this part of the exam, you are asked to argue for or against the proposition and consider the aspects given. The examiner will contradict you and give counter-arguments. You have 30 seconds to think your points over.

Parents rightfully ask their children to do a lot of work around the house.



Aspects you may want to consider:

- ▶ Skills and/or physical efforts needed
- ▶ Housework is a must
- ▶ Parents' and children's responsibilities

For

- ▶ Housework is an essential part of our daily lives, so we cannot avoid it. Children should therefore experience it as soon as possible so that they do not have trouble doing it when they grow up.
- ▶ Children should learn that they must participate in every aspect of family life, so they cannot evade the responsibilities that everyone else must share.
- ▶ Doing housework does not require any special skills, and most chores do not require physical strength either. Children may therefore find it easy to do them even at a young age and experience a sense of achievement in the process.
- ▶ If children are made to share the household chores, they will learn to appreciate the work their parents do day by day.
- ▶ Doing certain chores like cleaning involves some physical exercise. Consequently, it can be considered healthy after hours of sitting and doing homework or studying for school.
- ▶ Parents have a lot of duties and responsibilities anyway, so they deserve some relief. Moreover, they can use their free time to take care of other important things for their children.

▶
.....

Against

- ▶ Children will have to start doing the housework when they grow up and live their own lives or have families. Until then, we should look after them and not make their lives more difficult than absolutely necessary.
- ▶ Bringing up children involves a lot of responsibilities, and additional housework is part of that. When you choose to become a parent, you must be prepared for that.
- ▶ Certain chores may be somewhat dangerous. Parents should by no means allow their children to iron or cook alone before they are old enough to do those chores safely.
- ▶ Most household chores cannot be seen as anything other than utterly tedious. Why make our children deal with them unless it is absolutely necessary?
- ▶ Children have their own obligations at school, which takes up most of their days. Parents should let them enjoy their free time as they please.
- ▶ Parents ought to set an example for their children by doing all the chores around the house efficiently and without complaining. Children will learn to do them that way, and they will do the same when they become adults and have their own household to look after.

▶
.....

TASK 3 Individual long turn

Catering facilities

These pictures show catering facilities. Compare and contrast them. Consider the following points:

- ▶ What kind of people frequent them?
- ▶ On what occasions do people go to them?
- ▶ What do these places offer?

When you have finished talking, your examiner may ask you some questions.

You have half a minute to prepare.



Prompts

- ▶ How would you describe a good restaurant?
- ▶ Which place would you prefer yourself from the ones shown in the pictures?
- ▶ What kind of privileges might you have if you are a regular customer in a restaurant?
- ▶ Why are different restaurants that sell street food becoming more and more popular in cities and towns?
- ▶ Fast food is often criticised for being unhealthy. Do you agree? Why or why not?
- ▶ Do you think it is better to eat out quite regularly than to cook at home? Why or why not?
- ▶ Which country's cuisine is your favourite? Why?

Useful vocabulary

- ▶ street food
 - ▶ self-service restaurant
 - ▶ pleasant ambience
 - ▶ local specialities
 - ▶ invitation
 - ▶ live music
 - ▶
- ▶ food truck
 - ▶ luxury restaurant
 - ▶ excellent service
 - ▶ family get-togethers
 - ▶ business lunch/dinner
 - ▶ book a table
- ▶ café
 - ▶ canteen
 - ▶ international cuisine
 - ▶ celebrate special occasions
 - ▶ an evening out

Glossary

alienation	/,eɪliə'neɪʃ(ə)n/	elidegenedés, elidegenülés
ambience	/'æmbiəns/	hangulat
apply to sth	/ə'plai/	vonatkozik vmire, érvényes vmire
appreciate	/ə'pri:ʃiət/	nagyra értékel, megbecsül
availability	/ə'veɪlə'bɪləti/	elérhetőség, hozzáférhetőség
ban sb from sth	/bæn/	eltilt valakit vmitől
bring up (a child)	/brɪŋ/	felnevel
by no means (pl.)	/mi:nz/	semmi esetre sem, semmiképpen
canteen	/kæn'ti:n/	étkeзде, menza
catering facility	/'keɪt(ə)rɪŋ fə'sɪləti/	vendéglátóipari létesítmény
(household) chore	/tʃɔ:(r)/	(házi)munka
consequently	/'kɒnsɪkwəntli/	ebből következően, ennél fogva
cuisine	/kwi'zi:n/	konyha (pl. az olasz konyha)
dependence	/dɪ'pendəns/	függés, függőség
essential	/ɪ'senʃ(ə)l/	alapvető, lényeges
evade	/ɪ'veɪd/	elkerül, kikerül
it particular	/pə'tɪkjələ(r)/	tartós, állandó
it is common knowledge	/'kɒmən/	köztudott
obligation	/'ɒbli'geɪʃ(ə)n/	kötelesség, kötelezettség
permanent	/'pɜ:mənənt/	tartós, állandó
prevent	/prɪ'vent/	megelőz, megakadályoz
primarily	/praɪ'mer(ə)li/	elsősorban
privilege	/'prɪvələdʒ/	kiváltság, előjog
reach a wide audience	/'ɔ:diəns/	széles közönséget elér
regular customer	/'kʌstəmə(r)/	törzsvendég
relief	/ri'li:f/	megkönnyebbülés, kikapcsolódás
require	/ri'kwairə(r)/	igényel, megkövetel
rightfully	/'raɪt(ə)li/	jogosan
self-service restaurant	/'self'sɜ:vɪs/	önkiszolgáló étterem
sense of belonging	/bɪ'lɒŋɪŋ /	a valahova tartozás érzése
tedious	/'ti:diəs/	unalmas, lélekölő
utterly	/'ʌtəli/	teljesen, egészen, végképp

Article

Health and Science

1. Read the following article about human gene editing, then answer the questions. Try not to look back at the text and use your own words.

Why is gene editing in dispute?

He Jiankui became widely known in November 2018. The Chinese researcher's claim of creating the world's first genetically edited babies is considered "irresponsible" by many scientists. The researcher's employer, Southern University of Science and Technology of China, said it did not know about the activities. China's government ordered a halt to the work on 29th November 2018.

The researcher, He Jiankui, said he had edited the genetic material, or DNA, of two girls born recently. He said he had performed the gene editing to help protect the babies from infection with HIV, the virus responsible for the disease AIDS. He said the process had "worked safely" and the two girls were "as healthy as any other babies".

There has been no independent confirmation of He's work, and he did not provide written

documentation of his research. On 28th November 2018, He defended his work at an international conference in Hong Kong. He also announced a possible second pregnancy using the same process.

Scientists condemn the experiment

Scientists have been quick to condemn the experiments. David Baltimore is with the California Institute of Technology and a leader of the conference. He received the Nobel Prize in Medicine in 1975. He called the experiment "irresponsible". Baltimore said it did not meet the guidelines many scientists had agreed on before gene editing could be considered.

Jennifer Doudna is a University of California, Berkeley, scientist and one of the inventors of the CRISPR gene-editing tool used in the experiment. She called it "truly unacceptable". She told the Associated Press, "I don't think that we heard answers. We still need to understand the motivation for this".

"I feel more disturbed now", said David Liu of Harvard University and the Massachusetts Institute of Technology's Broad Institute, who is the inventor of a version of the gene-editing tool. Liu said the experiment is an "example of what not to do about a promising technology". He said he hopes that: "it never happens again".

In China, Vice Minister of Science and Technology Xu Nanping said the experiment "crossed the line of morality and ethics adhered





to by the academic community and was shocking and unacceptable”.

Why is He’s action in dispute?

In 2017, the U.S. National Academies of Sciences, Engineering and Medicine released a report about human gene editing. The group said gene editing should only be used for research in a laboratory to learn how to change embryos.

The Academies also said the measure is not ready for human pregnancies. And if it is ever permitted, it should be used to treat or prevent serious diseases with no better choices available.

Federal money cannot be used for gene editing of human embryos in the United States. Other countries also have restrictions.

People who oppose such experiments say changes to a person’s DNA can pass to future generations. They say gene editing risks harming other genes and affects people who did not accept the treatment. Others fear that the experiment will lead rich parents to seek genetic

improvement to produce, what are called, “designer babies”.

Is there room for gene editing?

The Academies, however, support gene editing to improve food production in order to feed the world’s growing population.

Researchers are using the technology to produce several new kinds of crops. They include high-fibre wheat, mushrooms that keep their colour and highly productive tomatoes. They are also trying to develop maize that resists dry weather conditions and rice that resists pollution.

Other scientists hope to use gene editing to end crop diseases, such as citrus greening, which affects fruits like oranges.

In the U.S., a company called Recombinetics is looking to raise new kinds of cows and pigs.

However, many governments are still considering how to oversee gene-edited foods. It is also unclear whether people will be willing to buy them.

<https://learningenglish.voanews.com/a/why-is-gene-editing-in-dispute-/4678654.html>

1. What was He’s aim with the gene editing procedure?

.....

2. How did the government of China react to He’s work?

.....

3. What plans did He speak about at the Hong Kong international conference?

.....

4. On what grounds do scientists criticise He’s experiment?

.....

.....

.....

5. How is gene editing used in agriculture? Mention at least two examples provided in the article.

.....

6. What might be the problem with gene-edited foods, according to some governments?

.....

2. Match the words from the article in the left-hand column with their opposites in the right-hand column.

- | | |
|----------------|------------------|
| 1. halt | a) to respect |
| 2. to defend | b) to improve |
| 3. to condemn | c) decline |
| 4. to permit | d) to forbid |
| 5. to prevent | e) start |
| 6. restriction | f) to attack |
| 7. to harm | g) reluctant |
| 8. improvement | h) freedom |
| 9. willing | i) to facilitate |

3. Match the words or phrases with their definitions.

1. dispute; 2. irresponsible; 3. meet the guidelines; 4. cross the line; 5. adhere to sth; 6. available; 7. oppose sth; 8. resist sth

- a) satisfy the rules or instructions
- b) refuse to give in
- c) behave according to sth
- d) be against sth
- e) debate
- f) within reach
- g) go too far
- h) negligent

4. Answer the questions alone or discuss your ideas with a partner.

1. What do you think about human cloning?
2. Do you know about any other disputes in medical science? (Think of using nanotechnology, homeopathy.)
3. What do you consider the most useful research in medical science?
4. Would you be comfortable eating genetically modified foods? Why or why not?
5. What factors should you keep in mind about food ingredients and the storage of food in order to prevent illnesses and keep your food safe?



5. Read the following statement. Are you for or against it? Find arguments to support your opinion. If you have a partner, have a debate based on the arguments you have collected.

Scientific experiments on animals should be banned.

Aspects you may want to consider:

- ▶ Replacing animal testing with computer simulations
- ▶ The reliability of test results
- ▶ Cruelty to animals
- ▶ The usefulness of prospective results

6. The following pictures illustrate different parts of a medical examination. Compare and contrast them. Consider the points below:

- ▶ How and where are they used?
- ▶ In what cases are they useful?
- ▶ What kind of information can be gathered?



Useful vocabulary

- ▶ heart rate
- ▶ outpatient
- ▶ bones
- ▶ general practitioner (GP)
- ▶ take sb's pulse and blood pressure
- ▶ joints
- ▶ X-ray
- ▶ internal organs
- ▶ mole
- ▶ do a blood test
- ▶ surgery
- ▶ CT scan
- ▶ muscles
- ▶ flu
- ▶ regular check-ups
- ▶

Video

The overpopulation of the Earth

1. Watch the video about the overpopulation of the Earth and complete the following gapped sentences taken from the video. Write the exact words that you hear in the video.
- The first signs of change appeared when men began to form transform their environment with production activities, and destroy the and
 - Parallel to the development of the and the increase in population, the done to the environment began to reach severity.
 - The number of people constantly during history; however, in the 20th century it suddenly went through the
 - The growing population requires more and more foodstuffs, while the of cropland per person is decreasing.
 - Developed societies have to deal with the issue of while developing countries have to face problems caused by the of food.
 - It is assumed that 1 people on the Earth from starvation.



2. Use the outline below to summarise the content of the video.

- ▶ Forming society
- ▶ Production activities → transforming the environment
- ▶ Destroying the flora and fauna
- ▶ 20th century: alarming severity
- ▶ Early 20th century: 1.5 billion people
- ▶ At present: 7 billion people
- ▶ The existence of humanity is in danger
- ▶ Cropland decreasing
- ▶ Uneven food distribution:
 - Developed societies: overproduction
 - Developing countries: lack of food → starvation

3. There is a list of vocabulary items from the video below. Match them to their definitions.

- | | |
|------------------------|---|
| 1. alarming | a) an area which is used for agricultural farming |
| 2. severity | b) seriousness |
| 3. go through the roof | c) worrying |
| 4. neutralize | d) a state of suffering from the lack of food |
| 5. cropland | e) stop sth from having an effect |
| 6. distribution | f) giving sth out to several people |
| 7. uneven | g) rise to a very high level |
| 8. starvation | h) not equal |

4. Answer the following questions alone or discuss your ideas with a partner.

1. In your opinion, is the problem of the overpopulation of the Earth taken seriously enough by world leaders?
2. What measures are or should be taken to mitigate the problem?
3. How do you see the future of the world with respect to the problem of overpopulation?
4. Do you think we as individuals living in Europe should be concerned about the problem of overpopulation? If not, why not? If so, can we do anything about it?
5. Hungary's population is decreasing. How is the government trying to solve this problem?

5. You and your partner would like to spend some months doing volunteer work. Discuss the following options one by one and agree on a choice.

- ▶ Helping the blind in the National Institute for the Blind
- ▶ Looking after young children at a camp at Lake Balaton
- ▶ Cleaning cages in a zoo
- ▶ Helping local farmers on an organic coffee farm in Costa Rica

