Azonosító jel:

ÉRETTSÉGI VIZSGA • 2014. május 8.

ANGOL NYELV

EMELT SZINTŰ ÍRÁSBELI VIZSGA

2014. május 8. 8:00

I. Olvasott szöveg értése

Időtartam: 70 perc

Pótlapok száma	
Tisztázati	
Piszkozati	

EMBERI ERŐFORRÁSOK MINISZTÉRIUMA

Fontos tudnivalók

- Az utasításokat pontosan kell követni. Csak az utasításban megadott helyre beírt megoldás fogadható el.
- Mindig csak egy megoldást szabad beírni.
- A betűjelek legyenek jól olvashatóak, az esetleges javítások pedig egyértelműek.
- A megadott szószámot nem szabad túllépni. Az összevont alakok egy szónak számítanak (pl. *"it's"* egy szó, *"it is"* két szó).

Task 1

- **Read this story about an absent-minded lady and then read the half sentences following it.**
- **Your task is to match the half sentences based on the information in the text.**
- **Write the letters (A-K) in the white boxes next to the numbers (1-7) as in the example *(0)*.**
- **There are <u>two extra letters</u> that you will not need.**

WRONG TURN

Have you wondered whether sometimes your GPS tracker may not be as smart as you think it is? Not sure? Then sit back and prepare to go on a 900-mile driving adventure that will involve multiple language traffic signs and a gas bill that will leave you gasping.

To start out, all 67-year-old Sabine Moreau wanted to do was pick up a friend of hers arriving at a local Brussels train station – a mere 38 miles from her home in Soire-sur-Sambre. Nevertheless, things got a little hairy when Sabine took a wrong turn and somehow found herself almost three days later, and after crossing 5 borders and seeing a full procession of foreign traffic signs, on the other side of Europe. She still didn't think her TomTom could be leading her down the wrong path.

By the time she finally reached the town of Zagreb in Croatia, Sabine was beginning to wonder if she had perhaps overshot her desired destination. When asked by local reporters if she didn't find the length of the journey – or the change in language – strange, Ms. Moreau replied: 'Maybe, but I was just distracted. I didn't ask myself any questions.'

'I stopped several times for petrol and paid with my credit card, so I didn't realize how hefty the bill was going to be. When I felt drowsy, I stopped for a nap in the car on a lay-by. I was a bit absent-minded as I had a few things to think about, I suppose.'

By this stage, Ms. Moreau had caused her daughter considerable alarm, but fortunately she managed to call home and inform her of her misadventure, just as she was contemplating calling the police and launching a mass manhunt.

Ms. Moreau finally made it home 60 hours after embarking on her inadvertent odyssey.

(www.msn.com)

~~***0)***~~ *A satnav isn't always the cleverest gadget…*	**A)** to notice anything was wrong and kept driving.	***0)***	***C***
1) Ms. Moreau set off in her car…	**B)** to doubt she was approaching her destination.	1)	
2) Not even seeing a series of signs in foreign languages caused her…	~~***C) to get you to your destination***~~.	2)	
3) In Zagreb she realised that perhaps she had managed…	**D)** to stop at several petrol stations.	3)	
4) She said she was so lost in thought that she failed…	**E)** to get a search under way for her mother.	4)	
5) When she felt sleepy she stopped…	**F)** to give somebody a lift.	5)	
6) When she finally phoned her daughter, she was about…	**G)** to have a snooze by the roadside.	6)	
7) It took Ms. Moreau more than two days	**H)** to spend a lot of money on petrol.	7)	
	I) to pass her intended destination.		
	K) to get to Zagreb and back.		

7 pont	

Task 2

- **Read this article about youth unemployment and then read the statements (8-14) that follow.**
- **Mark a statement A if it is true according to the article.**
- **Mark it B if it is false.**
- **Mark it C if, on the basis of the article, it cannot be decided if it is true or false.**
- **Write the letters in the white boxes as in the example *(0)*.**

YOUNG, GIFTED AND SLACK

One of the biggest problems facing the world in 2013 is the prolonged – and seemingly intractable – crisis of youth unemployment. Put simply, too many young people lack employable skills in a world that has too few skilled workers. The result is that in parts of the Middle East and North Africa youth unemployment remains stuck at around 25%; in Spain and South Africa about half of young would-be-workers are unemployed; globally around 75m people aged 15 to 24 are jobless, and the International Labour Organisation expects this dismaying unemployment rate of almost 13% to rise.

Clearly, this is a critical business issue. In a recent survey of more than 4,555 young people, 2,700 employers and 900 education providers across America, Brazil, Britain, Germany, India and Turkey, some 40% of employers reported that they struggle to fill entry-level jobs because the candidates have inadequate skills. Almost 45% of young people said that their current jobs were not related to their studies, and of these more than half view the jobs as interim and are looking to leave. Without a remedy for this mismatch of demand and supply, we forecast that by 2020 there will be a global shortfall of 85m high- and middle-skill workers for the labour market.

So what should be done? The heart of the matter is helping the young learn relevant skills more effectively, and that requires greater co-operation – and communication – between companies, governments and education providers. Among several promising approaches, one favoured by students is the "practicum": a practical course involving either hands-on learning in the classroom or training on the job. Sadly, less than a quarter of education-providers use such methods – yet they should be the 21st-century equivalent of the 20th-century apprenticeship, a way for people to learn and continuously update their skills. If such training is underpinned by a certification system, employees (and employers) will know that skills are transferable across companies and industries.

Such remedies are both necessary and available to solve a talent gap that will be the biggest business challenge of the coming decade. It makes no sense that in the coming years college graduates will still be taking menial, part-time jobs because they have inadequate skills for their chosen career.

(The Economist)

~~***0) Youth unemployment is a long-standing problem worldwide.***~~	***0)***	***A***
8) The cause of the problem is that there are too few jobs for young, skilled job-seekers.	8)	
9) In certain countries almost every other young person is unemployed.	9)	
10) The outlook for the future remains gloomy.	10)	
11) The mismatch between the skills that candidates have and the skills they actually need is a major concern for all those involved, a new study says.	11)	
12) The survey reveals that in most jobs young people are seriously underpaid.	12)	
13) One way forward could be practical courses; the problem is that not enough are available at present.	13)	
14) The prediction that college graduates will still be put in menial jobs in the coming years is nonsense.	14)	

7 pont	

Task 3

- **In this article about the film adaptation of *The Tragedy of Man* some parts of sentences have been left out.**
- **Your task is to reconstruct the story by filling in the gaps from the list.**
- **Write the letters (A-M) in the white boxes next to the numbers (15-23) as in the example *(0).***
- **There are <u>two extra letters</u> that you will not need.**

LIVING THROUGH ANIMATED MILLENNIUMS

In 1996 the Hungarian Film Festival of Los Angeles screened 18 minutes of early footage from "The Tragedy of Man," an animated work ***(0)*** _____ by the director Marcell Jankovics. In the segment Lucifer and Adam visit a socialist community sometime in Earth's grim future, a time when poetry and rose cultivation are banned, and babies are **(15)** _____ rather than given names. Michelangelo is a frustrated factory worker; Plato spends his time herding oxen.

As it turned out, that footage was just a small excerpt from a film that was finally completed in 2011, **(16)** _____ that begins at the dawn of creation, ends with man's last gasp and includes stopovers in ancient Greece, 17th-century Prague, Dickensian London and outer space, among others. At 160 minutes – about three hours, including the intermissions – the film includes one visual spectacle after the next. Each of the 15 sections is animated **(17)** _____ , with look-alikes of Lenin, Stalin, Hitler, Mickey Mouse and the Beatles.

The film is an adaptation of the poet Imre Madach's play **(18)** _____ , which is considered one of the great works of Hungarian literature. The action takes place over the course of one very long dream, as Adam, Eve and a chatty Lucifer visit the world's great civilizations at the height of their power, **(19)** _____ as humanity's noblest hopes and dreams come to naught.

Marcell Jankovics is Hungary's best-known living animator. In 1976 his film "Sisyphus," **(20)** _____ about the doomed, boulder-pushing king was among the nominees for an Academy Award; the next year his "Kuzdok" (The Struggle) won the Palme D'Or for short film in Cannes. By the time Mr. Jankovics first started working on "Tragedy" in 1983, he had already directed **(21)** _____ "Janos Vitez," Hungary's first animated feature.

"I knew pretty well that I needed three years to make one movie," Mr. Jankovics said. "Since this is **(22)** _____ , it counts as two, so that's six years. So I basically spent six years making the movie."

And the other two decades or so? "The rest of the time," he said, "was spent raising funds." The last bit of money **(23)** _____ came in 2008, when Mr. Jankovics allowed General Motors to use "Sisyphus" in an ad for the GMC Yukon Hybrid. The commercial was broadcast during that year's Super Bowl.

(The New York Times)

0)	*C*

A) such a long movie

B) applying for small grants

~~***C) in progress***~~

D) only to watch

E) of the same title

F) changed substantially

G) to complete the film

H) issued numbers

I) fitting for an epic

K) in a different style

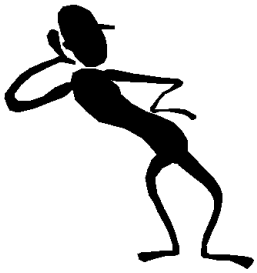
L) the full-length film

M) a short-form masterpiece

15)		
16)		
17)		
18)		
19)		
20)		
21)		
22)		
23)		

9 pont	

Task 4



- **Read this text about the skill of listening and then read the gapped summary that follows.**
- **Your task is to fill the gaps with <u>one word only</u> based on the information in the text.**
- **Write the words on the dotted lines (24-30).**
- **There is an example for you *(0).***

THE SCIENCE AND ART OF LISTENING

If your home is like mine, you hear the humming sound of a printer, the low throbbing from the nearby highway and the clatter of plastic followed by the muffled impact of paws landing on linoleum – meaning that the cat has once again tried to open the catnip container atop the fridge and succeeded only in knocking it to the kitchen floor.

What can you hear? The slight trick in the question is that, by asking you what you were hearing, I prompted your brain to take control of the sensory experience – and made you listen rather than just hear. The difference between the sense of hearing and the skill of listening is attention.

There are different types of attention, and they use different parts of the brain. A sudden loud noise that makes you jump activates the simplest type that converts the noise into a defensive response in a mere tenth of a second. More complex attention is controlled by pathways mostly in the right hemisphere – areas that process the raw, sensory input.

But when you actually pay attention to something you're listening to, a separate pathway comes into play. Here, the signals are conveyed through a pathway in a part of the brain that does more computation, which lets you actively focus on what you're hearing and tune out everything that isn't immediately important.

Hearing, in short, is easy. But listening, really listening, is hard. It is a skill that we're in danger of losing in a world of digital distraction and information overload. And yet we dare not lose it. Because listening tunes our brain to patterns of our environment faster than any other sense, and paying attention to the non-visual parts of our world feeds into everything from our intellectual sharpness to our dance skills.

Luckily, we can train our listening, just as with any other skill. Listen to new music when jogging rather than familiar tunes. Listen to your dog's whines and barks: he's trying to tell you something isn't right. Listen to your partner's voice – not only to the words, but to the sounds under them, the emotions carried in the harmonics. You may save yourself a couple of fights.

"You never listen" is not just the complaint of a problematic relationship, it has also become an epidemic in a world that is exchanging convenience for content, speed for meaning. The richness of life doesn't lie in the loudness and the beat, but in the timbres and the variations that you can discern if you simply pay attention.

(The New York Times)

Summary

Hearing is an automatic whereas ***(0)*** _____ is a conscious process. The key word to describe how the two differ is **(24)** _____ . The brain processes a noise that might signify **(25)** _____ in a fraction of a second. Different types of sound **(26)** _____ different pathways in the brain. When you are actively listening to something, your **(27)** _____ can block out irrelevant background noises. Listening is the **(28)** _____ way of gathering essential information about our surroundings. It is also closely linked to various mental and physical skills. The good news is that it improves with **(29)** _____ **.** Improved listening skills mean that your **(30)** _____ improve, too, and that you will have a better chance of living a richer, happier life.

0) …… *listening* ……..…… | ***0)***

24) ……..…… | 24)

25) ……..…… | 25)

26) ……..…… | 26)

27) ……..…… | 27)

28) ……..…… | 28)

29) ……...……..…… | 29)

30) ……..……..…… **.** | 30)

This is the end of this part of the exam.

7 pont

		maximális pontszám	elért pontszám
I. Olvasott szöveg értése	Task 1	7	
	Task 2	7	
	Task 3	9	
	Task 4	7	
VIZSGAPONT ÖSSZESEN		**30**	

javító tanár

Dátum: ……

	pontszáma **egész számra** kerekítve	programba beírt **egész** pontszám
I. Olvasott szöveg értése		

javító tanár

jegyző

Dátum……. Dátum…….

Megjegyzések:

1. Ha a vizsgázó a II. írásbeli vizsgarész megoldását elkezdte, akkor ez a táblázat és az aláírási rész üresen marad!
2. Ha a vizsga az I. vizsgarész teljesítése közben megszakad, illetve nem folytatódik a II. vizsgarésszel, akkor ez a táblázat és az aláírási rész kitöltendő!

Azonosító jel:

ÉRETTSÉGI VIZSGA • 2014. május 8.

ANGOL NYELV

EMELT SZINTŰ ÍRÁSBELI VIZSGA

2014. május 8. 8:00

II. Nyelvhelyesség

Időtartam: 50 perc

Pótlapok száma	
Tisztázati	
Piszkozati	

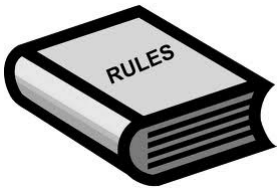
EMBERI ERŐFORRÁSOK MINISZTÉRIUMA

Fontos tudnivalók

- Minden kérdéshez csak egy megoldás írható. **Több beírt megoldás esetén a válasz akkor sem fogadható el, ha köztük van a jó megoldás is.**
- Csak az utasításban megadott helyre írt megoldás értékelhető.
- Javítani lehet, de az legyen egyértelmű.
- Amikor a feladat megoldásaként önálló betűt kell beírni, az legyen egyértelműen azonosítható.
- **A nyelvhelyességi vagy helyesírási szempontból hibás megoldás nem fogadható el!**

Task 1

- **You are going to read about some school rules at an English junior school. Some words are missing from the text.**
- **Your task is to choose the most appropriate word from the list (A-N) for each gap (1-10) in the text. Write the letter of the appropriate word in the white box.**
- **You can use each word only once.**
- **There are two extra words that you do not need to use.**
- **There is one example *(0)* at the beginning.**



OUR CODE OF BEHAVIOUR

At the beginning of the year, each class makes ***(0)*** _____ class rules which everyone agrees will assist **(1)** _____ and facilitate a happy classroom environment. In addition, there are school rules and values which are **(2)** _____ in the school prospectus.

There is an expectation of high **(3)** _____ of personal behaviour and respect for others, which we hope parents **(4)** _____ encourage and support.

Children's achievements are celebrated in a special Celebration Assembly held every Friday. They do find this very **(5)** _____ . Rewards also include stickers, certificates, **(6)** _____ and the opportunity to share their work with staff and other children.

Everyone has the right to feel safe, **(7)** _____ for and respected; to be able to learn **(8)** _____ the best of his/her ability and to develop whatever **(9)** _____ he/she possesses; to be treated equally irrespective of gender, race, physical characteristics or any other factors.

Everyone is **(10)** _____ to be responsible for their own behaviour and respect the rights of others.

0)	*C*	
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		

(www.woodlands-junior.kent.sch.uk)

A BY	**E** EXPECTED	**H** PRAISE	**L** STANDARDS
B CARED	**F** LEARNING	**I** SHOULD	**M** TO
~~***C UP***~~	**G** MOTIVATING	**K** SKILLS	**N** WILL
D CONTAINED			

10 pont	

Task 2

- **You are going to read an article about a Sherpa – a member of an ethnic group that lives mainly in Nepal, in the Himalayas. Some words are missing from the text.**
- **Use the words in brackets to form the words that fit in the gaps (11-20).**
- **Then write the appropriate form of these words on the dotted lines after the text.**
- **There might be cases when you do not have to change the word in brackets.**
- **Use only one word for each gap.**
- **There is an example *(0)* at the beginning.**

CLIMBING MOUNT EVEREST

The tallest mountain in the world appeared ***(0)*** **_____** ***(frighten)*** in front of 16-year-old Temba Tsheri. He had always dreamed of climbing Mount Everest. Now all Temba could think about was surviving the 8,850-meter **(11) _____ (climb)** to the top.

One of the youngest people ever to reach the summit of Everest, Temba is a Sherpa. Sherpas exhibit almost superhuman **(12) _____ (strong)** climbing at high altitudes. Living in mountain villages as high as 4,267 meters, with no roads or cars, they hike everywhere and lug everything on their backs – even TVs and refrigerators. But that's nothing **(13) _____ (compare)** with climbing Everest. Temba's expedition braved avalanches, subzero temperatures, and **(14) _____ (death)** cracks in glaciers that can be 30 meters deep.

Temba's courage comes partly from his religious **(15) _____ (believe)**. As followers of a religion called Tibetan Buddhism, the Sherpas believe in being **(16) _____ (peace)**, honouring all people, and accepting suffering without **(17) _____ (complain)**. Temba's trek continues his people's tradition of climbing. It began nearly a hundred years ago when Sherpas started carrying **(18) _____ (supply)** for visiting mountaineers. In 1953, the Sherpas won fame when Sherpa Tenzing Norgay and **(19) _____ (explore)** Edmund Hillary became the first people to climb Everest.

Without his heritage, Temba might have given up. As he climbed past 7,925 meters, he had never felt so tired. But **(20) _____ (final)** he took the last step and stood on the summit of Everest – the top of the world. He knew his success was a triumph for his people.

(www.nationalgeographic.com)

0) ***frightening***

11).....

12).....

13).....

14).....

15).....

16).....

17).....

18).....

19).....

20).....

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

10 pont	

Task 3

- **You are going to read an article about a great invention that provides clean water for people living in sub-Saharan Africa. Some words are missing from the text.**
- **Your task is to write the missing words on the dotted lines (21-29) after the text.**
- **Use only <u>one</u> word in each gap.**
- **There is an example *(0)* at the beginning.**

PLAYPUMPS TURN WORK INTO PLAY

For kids in many rural parts ***(0)*** _____ Africa, the colorful PlayPump is the first playground equipment they have ever seen. This incredible invention won't **(21)** _____ change their playtime, it changes their lives.

As the merry-go-round spins, it pumps clean water – 1,400 liters an hour – up from deep underground and stores it in a huge tank. People **(22)** _____ welcome to come and help themselves **(23)** _____ the water. In rural Africa, clean water is a luxury. Most people must walk long distances – 8 kilometers **(24)** _____ average – to wells and haul heavy containers of water back. The exhausting chore of carrying water traditionally falls to women and girls. It's such a big job, it sometimes prevents girls from **(25)** _____ able to attend school. Also, many of them suffer injuries carrying **(26)** _____ much weight every day. Thanks to the PlayPump, getting water is quick and easy – and even boys join in. The pumps have become a center of social activity where kids and adults gather to meet **(27)** _____ collecting water.

Two sides of each tank carry educational messages **(28)** _____ remind people about good health practices like battling germs through hand-washing. The other two sides carry advertisements, **(29)** _____ help pay for the pump's upkeep. So far, more than 800 PlayPumps are operating in schools and communities in four African countries, providing water for almost two million people.

(www.nationalgeographic.com)

0) ***of***

21).....

22).....

23).....

24).....

25).....

26).....

27).....

28).....

29).....

21)	
22)	
23)	
24)	
25)	
26)	
27)	
28)	
29)	

9 pont	

Task 4

- **You are going to read about a man who won a lot of money in a lottery because he behaved politely. In most lines there is one word that should not be there. It is either grammatically incorrect or does not fit in with the sense of the text.**
- **Read the text and then copy the extra word in the space provided after each line.**
- **Some lines are correct. Indicate these lines with a tick (✓).**
- **The task begins with two examples *(0)*.**

POLITENESS LEADS TO LOTTERY WIN

0)	Good manners have paid dividends for a man in the Philippines	*0)*	✓
0)	who have won 741m pesos (£10.5m) in a lottery.	*0)*	***have***
30)	An official for the national lottery said to the father-of-three was	30)	
31)	next in a queue to buy her a ticket when a woman rudely pushed	31)	
32)	in ahead of him. He graciously let her to go ahead, and in turn he	32)	
33)	bought the winning ticket, choosing "lucky pick" numbers.	33)	
34)	He is believed to be a Filipino in his sixties, been living in the US,	34)	
35)	who was back in the Philippines visiting family. Although the	35)	
36)	lottery agency has won a policy of keeping the names of winners	36)	
37)	secret, partly to protect them from the kidnap attempts.	37)	
38)	When the draw was made on 29 November, nobody ever had	38)	
39)	won the lottery since 15 May. The prize money that had	39)	
40)	accumulated over 86 consecutive draws to become the country's	40)	
41)	biggest ever jackpot and more millions of people bought tickets.	41)	
42)	The winner beat up odds of one in nearly 29 million.	42)	
43)	When the man realised he had won, he was said: " How sad for	43)	
44)	that woman. She could have won the big prize if she had just been patient. "	44)	

(www.bbc.co.uk)

15 pont	

This is the end of this part of the exam.

		maximális pontszám	elért pontszám
II. Nyelvhelyesség	Task 1	10	
	Task 2	10	
	Task 3	9	
	Task 4	15	
FELADATPONT ÖSSZESEN		**44**	
VIZSGAPONT ÖSSZESEN		**30**	

javító tanár

Dátum: …….

	pontszáma **egész számra** kerekítve	programba beírt **egész** pontszám
I. Olvasott szöveg értése		
II. Nyelvhelyesség		

javító tanár

jegyző

Dátum: ……

Dátum: ……

Megjegyzések:

1. Ha a vizsgázó a III. írásbeli vizsgarész megoldását elkezdte, akkor ez a táblázat és az aláírási rész üresen marad!
2. Ha a vizsga a II. vizsgarész teljesítése közben megszakad, illetve nem folytatódik a III. vizsgarésszel, akkor ez a táblázat és az aláírási rész kitöltendő!

Azonosító jel:

ÉRETTSÉGI VIZSGA • 2014. május 8.

ANGOL NYELV

EMELT SZINTŰ ÍRÁSBELI VIZSGA

2014. május 8. 8:00

III. Hallott szöveg értése

Időtartam: 30 perc

Pótlapok száma	
Tisztázati	
Piszkozati	

EMBERI ERŐFORRÁSOK MINISZTÉRIUMA

Fontos tudnivalók

- Csak az *olvasható* írás értékelhető.
- Ha csak betűt kell beírni, érdemes *nyomtatott nagybetűt* használni.
- **Csak *egy megoldást* érdemes beírni, mert ha valamelyik nem helyes, a jó sem fogadható el.**
- Javítani lehet, de csak *egyértelmű megoldások* fogadhatók el.
- A feladatlapok nyomtatott szövege *nem módosítható* a célból, hogy a megoldás értelmes legyen.
- A beírást igénylő megoldásoknál mindig a *szövegben elhangzott szavakat* használjuk.
- Szövegkiegészítésnél ügyeljünk arra, hogy a szavak *illeszkedjenek a megadott szöveghez*.

Welcome to the Listening component of the Matura Examination.

The listening material and the instructions are recorded on the CD, and the tasks and instructions are printed in your test booklet.

- There will be three tasks, and every recording will be played twice.
- The tasks will begin with some music, and then you will hear (and you can also read) the instructions to the task.
- This will be followed by a silent period on the CD in order to give you some time to look at the task in your test booklet before hearing the text.
- Then we will play the recording in one piece.
- After another short silent period we will play the recording for the second time, but now in shorter sections and with breaks between the sections in order to give you enough time to write down your answers.

Please note that the first item in each task (marked with a tick [✓]) is always an example.

The whole test is about 30 minutes long.

Good luck!

TASK 1

- **In this section, you are going to hear a museum guide describing a Picasso painting called *At the Lapin Agile*.**
- **Your task is to complete the sentences with the exact words you hear in the text. Write one word in each gap.**
- **First, you will have some time to look at the task, and then we will play the whole recording in one piece.**
- **Then, after a short pause, you will hear the recording again, but this time we will play the text in shorter sections to give you enough time to write down your answers.**

✓ *The painting is directly ...behind... the visitors in the ...centre... of the wall.*

1. This sombre and somewhat ..... picture, *At the Lapin Agile*, was painted in ..... .

2. Picasso gave the painting to the ..... of the ..... .

3. For years, this was the only work by Picasso on .... in Paris.

4. The Harlequin ..... has a brooding and ..... expression.

5. Germaine Pichot was the wife of a ....

6. During a luncheon party in a café, Casagemas drew a ..... and ..... Germaine and himself.

7. Germaine was only ..... but Casagemas ..... .

8. On the one hand, by dissociating himself from the scene, Picasso becomes a .... to the unhappy love affair.

9. On the other hand, Picasso is also a participant in the loneliness and ..... so powerfully ..... in this painting.

10. You can understand the story even without ..... the ..... of the characters.

That is the end of TASK 1.

10 pont	

TASK 2

- **In this section, you will hear the story of the first Ford Mustang.**
- **Your task is to decide whether the following statements are true, false or we do not know because the text does not say, and write the appropriate letter in the boxes on the right. Write *A* if the statement is true, write *B* if the statement is false, and write *C* if the text does not say.**
- **First, you will have some time to look at the task, and then we will play the whole recording in one piece.**
- **Then, you will hear the recording again, but this time we will play the text in shorter sections to give you enough time to write down your answers.**
- **A = TRUE B = FALSE C = THE TEXT DOES NOT SAY**

✓ *Gail Wise bought the car two days before it officially went on sale.* ***A***

11. Gail had been looking forward to buying a Mustang for months.

12. Gail was used to cars with their roofs taken off.

13. The Ford Thunderbird would have been cheaper.

14. Her dad didn't trust the salesman very much.

15. The next day Gail drove downtown because she wanted everyone to look at her.

16. Gail's husband, Tom was an extremely careful driver.

17. Tom put a lot of energy and effort into repairing the car.

18. If it hadn't been for Tom, Gail would have sold the Mustang.

19. The car hadn't been exposed to bad weather conditions.

20. Besides taking the Mustang to car shows, the couple never drive their car now.

That is the end of Task 2.

10 pont

TASK 3

- **In this section, you are going to hear an account of an interesting experiment carried out in the U.S.**
- **Your task is to circle the letter(s) of the correct answer(s) in the boxes on the right. Please note that in this task *both answers may be correct*. However, there is always at least one correct answer. This means you will have to circle *one* or *two* letters.**
- **First, you will have some time to look at the task, and then we will play the whole recording in one piece.**
- **Then, you will hear the recording again, but this time we will play the text in shorter sections to give you enough time to write down your answers.**

✓ *In 2009 in San Francisco Honest Tea field marketers … product samples.*
A) ran out of
B) watched as passers-by stole their

A (B)

21. To carry out the experiment, Honest Tea set up unguarded kiosks in …
A) each of the states of the U.S.
B) 61 different places.

A B

22. The aim of the experiment was to …
A) test the honor system.
B) find out how honest the different cities were.

A B

23. The honor system means that …
A) the kiosks are unattended.
B) people can decide how much they want to pay.

A B

24. The observers hidden around the area ...
A) watch whether people pay or not.
B) take a photo of each "customer" with their tablets.

A B

25. The researchers are also interested in attributes about "customers" such as …
A) whether they have a moustache or a beard.
B) how long their hair is.

A B

26. The findings revealed that …
A) 11,000 Americans proved to be honest.
B) in two states everybody paid for their drinks.

A B

27. The Honest Tea co-founder says that …
A) a lot of Americans don't trust their fellow citizens.
B) people are not as dishonest as it is generally thought.

A B

28. The experiment revealed that women …
A) were somewhat less honest than men.
B) with blond hair were more honest than those with brown hair.

A B

29. During the experiment, one "customer" stole …
A) 13 bottles of tea during a single day.
B) all the money from the transparent box.

A B

30. The moral of the story of Goldman's stolen bike is that …
A) we should always lock up our bikes.
B) there's still good reason for us to be cautious.

A B

That is the end of TASK 3, and also the end of the Listening test.

10 pont

		maximális pontszám	elért pontszám
III. Hallott szöveg értése	Task 1	10	
	Task 2	10	
	Task 3	10	
VIZSGAPONT ÖSSZESEN		**30**	

javító tanár

Dátum: ……

	pontszáma **egész számra** kerekítve	programba beírt **egész** pontszám
I. Olvasott szöveg értése		
II. Nyelvhelyesség		
III. Hallott szöveg értése		

javító tanár jegyző

Dátum: …….. Dátum: ……..

Megjegyzések:

1. Ha a vizsgázó a IV. írásbeli vizsgarész megoldását elkezdte, akkor ez a táblázat és az aláírási rész üresen marad!
2. Ha a vizsga a III. vizsgarész teljesítése közben megszakad, illetve nem folytatódik IV. vizsgarésszel, akkor ez a táblázat és az aláírási rész kitöltendő!

Azonosító jel:

ÉRETTSÉGI VIZSGA • 2014. május 8.

ANGOL NYELV

EMELT SZINTŰ ÍRÁSBELI VIZSGA

2014. május 8. 8:00

IV. Íráskészség

Időtartam: 90 perc

Pótlapok száma	
Tisztázati	
Piszkozati	

EMBERI ERŐFORRÁSOK MINISZTÉRIUMA

Fontos tudnivalók

Mindkét feladatot meg kell írni!
A pontozott sorokra kell írni!

Task A

You want to do something useful during your summer holiday and you have found the following advertisement:

Talisman Programs

Location: Zirconia, NC
Dates: August 1 – August 28
Camp Type: Residential
Program Type(s): Special Needs Camp
Travel-Adventure

Looking for motivated, patient and fun individuals as assistant and expert staff for an adventure-based camp. Talisman is a small summer program that specializes in children with Autism. The programs and camp utilize indoor activities such as arts and craft, dance and music and outdoor adventures such as rock-climbing, white water rafting and backpacking. Staff must be willing to participate in these activities. Experience with children a plus!

Email: mike.davies@talismancamps.com

(www.talismancamps.crchealth.com)

Write a letter of 120-150 words to Mr Davies in which you

- say why you are interested in the post,
- specify the activities you have the skills to take part in,
- ask whether you need any special skills or training with these children.

Begin your email like this:

Dear Mr Davies,

Task A

……...

……...

……...

……...

5……...……...

……...

……...

……...

……...

10……...

……...

……...

……...

……...

15……...

……...

……...

……...

……...

20……...

……...

……...

……...

……...

25……...

……...

Az A feladat értékelése:

A feladat teljesítése, a megadott szempontok követése	3	
Hangnem, az olvasóban keltett benyomás	2	
Szövegalkotás	3	
Szókincs, kifejezésmód	3	
Nyelvhelyesség, helyesírás	3	
Íráskép	1	
Összesen	15	

Task B

You have found the following story on the Public Morals Forum for young people on the internet:

CELIA

Friday 07:12 PM

A boy in my class called Devon Redcliff was recently elected school president of the school. He chose a student senate including me to serve under him, whose job would be to help make all decisions that affect the student body. We were to take up our positions in the fall. Devon is well liked in the school community and respected by both students and teachers. Everything seemed perfect for the start of the new school year.

The weekend after his election Devon made a dumb mistake. He signed out with some friends to celebrate in town and came back blind drunk. When he bumped into the teacher on duty in his dorm, he tried to apologise but he couldn't even speak clearly. In the morning he was asked to meet with both the current senior class president with her senate and Devon's incoming senate. Here is where things got messy. The current senate seemed to be really impressed that this had been Devon's first offense against school rules. Also, that he was honest enough to admit he'd been drunk (not that there could be any doubt).

I must say that I totally disagree with this and other members of the incoming senate support me. Some of us even feel betrayed, particularly because we are still being reviewed by the teachers and Devon himself to see if we are "worthy to serve our community" while he is apparently allowed to break a rule before taking office. We feel Devon should be removed from his position and a new election conducted. The school community is up in arms now. Half the school agrees with the old student government and the other agrees with us. What decision would serve the school community best?

(www.freenorthamerica.ca/viewforum)

Write a comment of 200-250 words to Celia's story including what you think

- of Devon's behaviour,
- of Celia's opinion,
- would be best for the community.

Begin your comment like this:

Hi Celia,

Task B

……...

……...

……...

……...

5……...……...

……...

……...

……...

……...

10……...

……...

……...

……...

……...

15……...

……...

……...

……...

……...

20……...

……...

……...

……...

……...

25……...

……...

……...

……...

……...

30……...

……...

……...

……...

……...

35……...

……...

……...

……...

……...

A B feladat értékelése:

A feladat teljesítése, a megadott szempontok követése	3	
Szövegalkotás	5	
Szókincs, kifejezésmód	3	
Nyelvhelyesség, helyesírás	3	
Íráskép	1	
Összesen	15	

This is the end of this part of the exam.

		maximális pontszám	elért pontszám
IV. Íráskészség	Task A	15	
	Task B	15	
VIZSGAPONT ÖSSZESEN		**30**	

javító tanár

Dátum: .....

	pontszáma **egész számra** kerekítve	programba beírt **egész** pontszám
I. Olvasott szöveg értése		
II. Nyelvhelyesség		
III. Hallott szöveg értése		
IV. Íráskészség		

javító tanár

jegyző

Dátum: …….. Dátum: ……..