



Országos Középiskolai Tanulmányi Verseny – 2011/2012  
Angol nyelv I-II. kategória – 2. forduló  
MEGOLDÁSOK

## Listening

### TASK 1

1. **AB** (Only together!)
2. **B**
3. **B**
4. **A**
5. **A**
6. **AB** (Only together!)
7. **A**
8. **AB** (Only together!)
9. **B**

### TASK 2

You can only award a point for an item if **all three of the words** are acceptable. Please remember that students were asked to use the **exact words** they heard in the recording.

10. **perplexed, tumbled, floor**
11. **return gadget, released**
12. **listed, company, services/serviced**
13. **swept, dustpan, bucket**
14. **mighty generous, keep**
15. **instructions, understanding, hung**
16. **put, back, slot**
17. **sat, stool, feeding**
18. **integrity, moment's hesitation**
19. **jackpot, honest, work**

### **TASK 3**

- 20. **B**
- 21. **B**
- 22. **A**
- 23. **C**
- 24. **A**
- 25. **C**
- 26. **C**
- 27. **B**
- 28. **A**
- 29. **B**
- 30. **A**
- 31. **C**
- 32. **A**

## Use of English

### **Task 1** (10 points – 1 point/item)

1 – **pack**      2 – **trouble**      3 – **wrap**      4 – **prize**      5 – **off**  
6 – **straight**    7 – **still**      8 – **do**      9 – **plug**      10 – **top**

### **Task 2** (6 points – 1 point/item)

1 – **d**      2 – **a**      3 – **b**      4 – **c**      5 – **a**      6 – **c**

### **Task 3** (20 points – 2 points/item)

(A zárójelben lévő szavak nem feltétlenül szükségesek; a / jellel elválasztott megoldások bármelyike elfogadható; a // jel a két adható pontot választja el. Az egyes itemekre 1 pont is adható, de fél pont nem. Csak a hibátlan helyesírással leírt válaszok fogadhatók el.)

- 1      had he recovered / did recover      //      (than) he went down  
2      having been delivered      //      the boy made for  
3      unconvincing denial (of the fraud)      //      led everyone/everybody to  
4      was (of) no/little consolation (to me)//      because/as keeping / retaining / staying in  
5      is he your friend      //      (but) he is / he's mine  
6      though your scheme is      //      it can't be put / we can't put it  
7      to /meet/encounter/find/come across //      a less considerate person/man than / a person  
someone (who is) less considerate than  
8      their/them going bankrupt      //      cannot/can't be ruled  
9      call me      //      I will/ I'll assume (that) you don't/do not  
10      nowhere near/close to      //      as much as they

### **Task 4** (5 points – 1 point/item)

(A zárójelben a helyes kifejezés található, ezt a versenyzőknek nem kell megadniuk.)

1 – **C** (*week's*)      2 – **B** (*the wrong*)      3 – **D** (*looks likely*)  
4 – **A** (*whatever one word*)      5 – **D** (*health\_*)

### **Task 5** (9 points – 1 point/item)

(A zárójelben a helyes kifejezés található, ezt a versenyzőknek nem kell megadniuk.)

1 – **both**      2 – **a** (*by Monday*)      3 – **both**  
4 – **neither** (*neurotic/cynical*)      5 – **neither** (*no inversion*)      6 – **both**  
7 – **a** (*as is frequently the case*)      8 – **both**      9 – **b** (*no inversion*)

## OKTV WRITING TASKS – RATING SCALE

	<b>TASK ACHIEVEMENT</b>	<b>COHERENCE AND COHESION</b>	<b>GRAMMAR AND SPELLING</b>	<b>VOCABULARY</b>
<b>7</b>	<ul style="list-style-type: none"> <li>• Task fully elaborated</li> <li>• Contains relevant and original thoughts</li> <li>• Meets text type requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Clear, logical organisation of ideas</li> <li>• Fully cohesive on paragraph level including appropriate introduction and conclusion</li> <li>• Excellent sentence level cohesion</li> <li>• Wide range of appropriately used linking devices</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of structures</li> <li>• Accurate use of structures</li> <li>• Accurate spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Sophisticated use of extensive range of vocabulary</li> <li>• Accurate use of vocabulary including collocations and expressions</li> <li>• Fully relevant vocabulary</li> </ul>
<b>6</b>				
<b>5</b>	<ul style="list-style-type: none"> <li>• Task mostly elaborated</li> <li>• Contains some irrelevant parts</li> <li>• Meets text type requirements with some inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly logical organisation of ideas</li> <li>• Appropriate introduction and conclusion with some paragraph level cohesion</li> <li>• Good sentence level cohesion</li> <li>• Good range of linking devices, occasionally used inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Good range of structures</li> <li>• Occasional minor mistakes that do not hinder communication</li> <li>• Mostly correct spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Natural use of good range of vocabulary</li> <li>• Occasional minor mistakes that do not hinder understanding</li> <li>• Mostly relevant vocabulary</li> </ul>
<b>4</b>				
<b>3</b>	<ul style="list-style-type: none"> <li>• Task only partly elaborated</li> <li>• Contains many irrelevant parts and unimportant details</li> <li>• Many inconsistencies in text type</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas often not logically organised</li> <li>• Introduction or conclusion is missing with frequent lack of paragraph level cohesion</li> <li>• Some sentence level cohesion</li> <li>• Limited range of linking devices OR linking devices often used inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Limited range of grammatical structures</li> <li>• Many minor mistakes OR some major mistakes</li> <li>• Persistent spelling and/or punctuation mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Limited range of vocabulary</li> <li>• Occasional major and minor mistakes sometimes hindering understanding</li> <li>• Occasionally irrelevant vocabulary</li> </ul>
<b>2</b>				
<b>1</b>	<ul style="list-style-type: none"> <li>• Task not elaborated, only one or two details mentioned</li> <li>• Mostly irrelevant parts</li> <li>• Inconsistent text type</li> </ul>	<ul style="list-style-type: none"> <li>• No logical organisation of ideas</li> <li>• No paragraphs at all</li> <li>• Mostly inaccurate sentence level cohesion</li> <li>• No linking elements OR linking devices mostly used inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>• No range of structures</li> <li>• Frequent mistakes that hinder communication</li> <li>• Frequent incorrect spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• No range of vocabulary</li> <li>• Frequently inaccurate</li> <li>• Frequently irrelevant vocabulary</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No assessable language OR</li> <li>• Task misunderstood OR</li> <li>• Less than half the required length</li> </ul>	<ul style="list-style-type: none"> <li>• If Task Achievement is '0', award '0' overall.</li> </ul>	<ul style="list-style-type: none"> <li>• If Task Achievement is '0', award '0' overall.</li> </ul>	<ul style="list-style-type: none"> <li>• If Task Achievement is '0', award '0' overall.</li> </ul>

- Awarding of points: to achieve (for example) 7 points in a category, all the requirements detailed in that box must be met. Marks for the 'blank' bands (i.e. 6, 4 and 2) will be awarded when the requirements are met from a combination of the upper and lower bands.
- Written work will be assessed by two independent markers.