



A 2014/2015. tanévi
Országos Középiskolai Tanulmányi Verseny
második forduló

ANGOL NYELV I. KATEGÓRIA

Javítási-értékelési útmutató

HALLÁS UTÁNI SZÖVEGÉRTÉS - LISTENING

TASK 1

1. Tuna fish.
2. Chopped **celery**.
3. **It's** really **healthy**.
4. **Beef** or **chicken**.
5. You can get **too much mercury** from it. / There is **too much mercury** in it.
6. Because **he doesn't eat fish**.
7. Because **mercury isn't only in fish**.
8. Because **he hasn't even tried it**.
9. **Salmon**.
10. **He isn't wearing a sweater**. / He's **not dressed warm enough**.
11. **He has** already **been outside** / and **it isn't that cold**. (*Either answer is acceptable.*)
12. **It was full** / and **they couldn't get a table**. (*Either answer is acceptable.*)
13. A **seafood restaurant**.

TASK 2

14. **B**
15. **B**
16. **A**
17. **A**
18. **C**
19. **A**
20. **C**
21. **B**
22. **A**
23. **C**
24. **A**

TASK 3

25. **substance in your body**
26. **fight or flight response**
27. **playing a practical joke**
28. **tight sensation**
29. **blood start to race**
30. **move to your muscles**
31. **punch somebody**
32. **look a little pale**
33. **digestive system**
34. **butterflies in the stomach**
35. **other important functions**

MAXIMUM SCORE: 32 POINTS

NYELVHASZNÁLATI TESZT – USE OF ENGLISH

TASK 1

- 1) ring
- 2) toll
- 3) air
- 4) upper
- 5) balance

TASK 2

- 1) a (b: ~~any~~ **every** kind)
- 2) a (b: ~~according to me~~ **I think /in my opinion**)
- 3) b (a: ~~to~~ question...)
- 4) neither (a: **from** Ebola / b: from now **on**)
- 5) a (b: ~~At~~ The moment...)
- 6) neither (a: **the** space / b: ~~the~~ space)
- 7) a (b: ~~the~~ Lake Windermere)
- 8) both
- 9) a (b: ~~the~~ poor people / the poor ~~people~~)
- 10) b (a: regardless ~~to~~ **of**)

TASK 3

- 1) a
- 2) d
- 3) c
- 4) b
- 5) b
- 6) a
- 7) d
- 8) b
- 9) c
- 10) c

TASK 4 (2 points an item)

- 1) to settle for // less (money) than
- 2) can't have missed // being woken up
- 3) there is no doubt about // the previous existence
over
- 4) take my hat off to Roger // for speaking
- 5) in the unlikely event // of cold weather
- 6) have gained entry to the house // by slipping
- 7) is usually spread // with the intent of causing
- 8) have been (completely) taken in // by the claims
- 9) over // being laid
the fact that he was laid
- 10) heard to admit // (to) having been / being
that he had been

TASK 5

- 1) A ...unconscious...
- 2) B ...dyeing...
- 3) C ...to give us...
- 4) B ...as good as...
- 5) D

OKTV 2014–2015 TAPESCRIPT

TASK 1

So, last time I was home visiting my parents I was hanging around in the kitchen with my mom and she said:

“I just made some fish. Would you like some fish?”

“No thanks, Mom. I don’t like fish.”

“You don’t like fish?”

“No Mom, I don’t like fish.”

“This is tuna fish.”

“I know, Mom, but I don’t like fish.”

“I mixed some chopped celery in there so it has a little crunch to it.”

“No thanks, Mom, I don’t like fish.”

“You know, fish is really healthy.”

“I know, Mom, but I don’t like it.”

“All the healthiest people eat fish.”

“I know, Mom.”

“In fact I think the healthiest people eat more fish than they do eat beef or chicken.”

“I know, Mom, but I don’t like it.”

“I’m not saying that people should just eat fish fish fish all the time, because if you overdo it, you can get too much mercury.”

“I know, Mom, but I don’t really worry about that because I don’t eat fish.”

“But getting high mercury levels is really rare. In general, all the healthiest cultures in the world eat a lot of fish.”

“I know, Mom.”

“Have you ever been tested for mercury?”

“I haven’t been worrying about it, Mom, because I don’t eat fish.”

“Mercury isn’t only in fish.”

“Yes I know, Mom, but people mostly get it from fish, so I’m not really worried about it because I don’t eat fish.”

“No fish at all?”

“No, Mom.”

“Not even tuna fish?”

“No, Mom.”

“Have you ever tried it with chopped celery?”

“No, Mom.”

“How would you know you wouldn’t like it if you haven’t tried it?”

“Mom, I really don’t like fish.”

“Just try it.”

So I did.

“Did you like it?”

“Not really, Mom. I don’t like fish.”

“Maybe it’s the tuna. Have you tried salmon?”

“No, Mom.”

“All right, you probably shouldn’t have too much to eat right now anyway because we’re going to go to the restaurant in a little while.”

“Okay, Mom. I’ll be ready.”

“Are you just wearing that?”

“Yes, Mom. It’s not that cold outside.”

“You might want to bring a sweater.”

“I don’t really think I need one, Mom.”

“I’m going to bring one. You may want to bring one too.”

“I’ve already been outside today, Mom, and it’s not that cold.”

“All right! All right! It might get colder later and you’ll be freezing but do what you want.”

So anyway, we went to the restaurant but it was full and we couldn’t get a table. We were trying to figure out where to go next and my mom suggested a seafood restaurant!

<http://dotsub.com/view/6bbeccc0-b394-4b67-8bba-141d2199a7b6/viewTranscript/eng>

TASK 2

My name is Brother David and I’ve been with the De La Salle Brothers for around twenty years now. I was inspired to become a Brother by the Brothers who taught me at school. As a senior student I was aware of and interested in global issues to do with injustice and poverty. I wanted to change the world. One day one of the Brothers asked a group of us if we’d like to do some volunteer work in Boys Town in Queensland in the school holidays. We all jumped at the opportunity. This experience profoundly affected my life. My interest in justice issues became tangible, as I became acutely aware of the suffering endured by young people who’d been victims of neglect, violence and the most horrific abuse. What dawned on me was that if the Brothers weren’t there for these young people, they’d have no-one. With this understanding I felt drawn, almost compelled to join the Brothers in their special Mission to Young People.

To be honest, I haven’t looked back. I’ve had so many extraordinary experiences with the Brothers it’s hard to single out one or two. As a reasonably high profile Brother in a

secondary school, a lot of people – staff, students and parents – look to me for leadership and guidance in a whole lot of areas. Some of the most significant things I do as a Brother would be things that most people wouldn't be aware of, like making sure I touch base in the yard at lunch time with the kid whose father died in the holidays, like looking for an opportunity to reassure the student who has mental health issues and is struggling to keep it all together. Or helping the family with their visa application to remain in Australia.

Recently a challenging experience has been around assisting a young person trying to come to term with a drug addiction. He came to me for help. He wanted so badly to feel good about himself but didn't know how to without the drugs. His parents divorced shortly before his mother tried unsuccessfully to commit suicide. As a result, he lived with his father, who was never home, often away weeks at a time. He felt like he was invisible, but no-one saw him, and he was unloved and inconvenient. He was challenging to me because he was such a great kid, yet his situation seemed so hopeless. Helping him has meant sticking with him during the good times and the bad. It's meant being there when he needed someone who cares. He's left school now. At present he's in trouble with the police on drug-related offences. He has a court hearing in a few weeks, and he's asked me the other day if I'd be there in court with him. I pray for him every day. I'm not sure how his life's going to turn out, but I do know that when he needs me I'll be there.

<http://www.delasallebrothers.com/story3.asp>

TASK 3

Whenever you go to a theme park do you head straight for the roller-coasters? Well, you may be craving adrenaline. Hi, I'm Peter Kennedy and this is 'What is adrenaline?'

Adrenaline is a substance in your body, it's a hormone, a neurotransmitter, and it's a kind of thing that helps carry information. Adrenaline is responsible for what you might have heard [of] as being the fight or flight response. You know, when your best friend is playing a practical joke on you, sneaks up from behind you and scares you to death, and you feel that tight sensation [and] you feel your blood start to race. Well, it's your body getting ready to either fight or to flee, and adrenaline is responsible for that. Adrenaline primarily helps more oxygenated blood move to your muscles. Obviously that's what's going to be needed to run away using your leg muscles or if you're going to punch somebody using your arm muscles. One of the other things that happens during an adrenaline rush is that since your oxygenated blood is being directed towards your muscles, it's pulled away from your skin, and that's why you look a little pale. It's also pulled away from your digestive system, which is why you may feel that sort of queasy, 'butterflies in the stomach' feeling.

Adrenaline: without it you can't fight and can't flee, and it's also responsible for a lot of other important functions in your body. I'm Peter Kennedy and this is "What is adrenaline?"

<https://www.youtube.com/watch?v=-OgVUaNZQtw>

OKTV WRITING TASKS – RATING SCALE

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

- 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.