

ANGOL NYELV

EMELT SZINT

OLVASOTT SZÖVEG ÉRTÉSE

Task 1

Read this magazine article about human remains. Then look at the words and phrases given after the text. For each word or phrase you must find a synonym (a word or words with a similar meaning) from the text. Write the words on the dotted lines (1–10). There is an example (0) at the beginning.

Earliest Human Remains Found in Ethiopia

Is this our earliest human ancestor? Deep in north-eastern Ethiopia, scientists from 13 countries believe they've found the earliest known direct line of human ancestors. It is the first of the meat-eating human-like creatures.

Tim White of the University of California, Berkeley says of the find, "All of a sudden you're dealing with a creature that can access meat and marrow resources previously unavailable."

Scientists believe this find marks a turning point in human evolution: the first use of tools to eat meat. Biologists say adding meat and fat vastly improved and broadened the diet, and improved the brain of the creatures which ultimately became modern humans by developing reasoning and survival powers.

Desmond Clark of the University of California, Berkeley says, "What they were after was to smash the bone to get at the marrow... for the amount of fat that it produces, and of course it's protein."

Marks on a bone found near the skull show tool marks. Tim White says of the marks, "This is the bone that has the cut marks on the mandible. And by finding these fossils we can identify it as something previously unknown to science."

It is the earliest evidence man used tools to eat meat.

(CNN)

- | | | |
|---|-----------------|-------|
| 0) <i>A person from whom one is descended</i> | <i>ancestor</i> | ..... |
| 1) a valuable discovery |  | ..... |
| 2) it fills the inside of bones |  | ..... |
| 3) a decisive moment |  | ..... |
| 4) instruments |  | ..... |
| 5) widened |  | ..... |
| 6) logical thinking |  | ..... |
| 7) break |  | ..... |
| 8) the bony skeleton of the head |  | ..... |
| 9) remains in stone |  | ..... |
| 10) proof |  | ..... |

Task 2

Read this text about the great horned owl. Some parts of the sentences have been removed. For questions 11–19 you must complete the text by matching the numbers

with the appropriate letter (A–K). There is an extra letter you will not need. Write your answers in the boxes as in the example. There is an example (0) at the beginning.

Great Horned Owl

Great horned owls occur all over the United States and most of Canada, and southward to Central and South America to the Straits of Magellan. They are one of the most (0)_____ of owls. They are found in woods, mountain forests, desert canyons, marshes, city parks, and urban forests. The owls prefer open areas to (11)_____ or nest sites close to the edge of a forest where they can hunt.

Great horned owls are big and bulky. Males and females are similar (12)_____, except the female is the larger of the two. The plumage of the great horned owl varies regionally, (13)_____. The white throat feathers (14)_____ against the darker underside feathers.

Great horned owls are one of the earliest spring nesting birds; eggs may be laid in January or February through April. Owls are poor homebuilders. They use (15)_____ of a hawk or heron or crow, but also nest in rock alcoves, hollows of trees, abandoned buildings, or sometimes on the bare ground.

Throughout the winter, courting great horned owls will light up their nesting territory with nighttime hooting. Generally 2–3 white eggs are laid. The young are fed by both parents, and the parents (16)_____ their nest site against intruders.

Great horned owls tend to sit during the daylight hours in a protected rocky alcove or on (17)_____. They mainly hunt at night, but may hunt in daylight hours. From a quiet perch, the owl listens for sounds that (18)_____. They may move about from tree to tree to get a better fix on (19)_____. Smaller prey is swallowed whole, but larger prey is torn into pieces.

(*desertusa*)

- A) a tree limb
- B) the source of the sound
- C) *widespread species*
- D) dense woodlands
- E) abandoned stick nests
- F) in appearance
- G) from pale to dark
- H) stand out like a collar
- I) betray a creature's presence
- J) fiercely defend
- K) incredible sense of hearing

0	11	12	13	14	15	16	17	18	19
C									

Task 3

Read this text about the plans for airline CO₂ reductions. Some clauses have been removed. For questions 20–25 you must choose which of the clauses (A–H) fit into the numbered gaps in the article. Write your answers in the boxes as in the example. There is an extra letter you will not need. There is an example at the beginning.

EU plans airline CO₂ reductions

The European Commission has recommended that airlines should be included in its carbon dioxide trading scheme. The scheme currently puts limits on the emissions of 12,000 big industrial carbon

emitters across the EU, (0)_____. If they break through the limit, they have to buy credits from companies (20)_____.

Aircraft are responsible for 3% of EU carbon emissions (21)_____. Forecasts suggest that they could make up 25% of the UK's total contribution to global warming by 2030.

The impact of aviation is also thought to be especially strong (22)_____ are deposited directly into the upper atmosphere. "The boom in flying is bringing with it a rapid rise in greenhouse gas emissions," said Environment Commissioner Stavros Dimas.

"Extending emissions trading to the aviation sector will limit these emissions and ensure that aviation, (23)_____, contributes to reducing harmful greenhouse gases."

The Commission's recommendation must now be turned into a bill, which will need the approval of EU member states and the European Parliament.

Officials have said aviation could enter the emissions trading scheme as early as 2008, (24)_____.

European airports and some major airlines support the proposal, (25)_____. Environmentalists say the proposal is a step in the right direction but does not go far enough.

(BBC)

- A) but the figure is rising fast
- B) depending on how long the legal process takes
- C) like all other sectors
- D) *with the aim of reducing global warming*
- E) unless emissions from aviation were limited
- F) because the gases and water vapour caused by aircraft
- G) regarding it as a better alternative to a tax
- H) whose emissions are below target

0	20	21	22	23	24	25
D						

Task 4

Read this interview with the author Mike Wright. Some parts of the text have been removed. For questions 26–30 you must choose which of the parts (A–G) fit into the numbered gaps in the article. Write your answers in the boxes as in the example. There is an extra letter you will not need. There is an example (0) at the beginning.

Mike Wright's Wild West

"I sometimes find myself," Mike Wright says over the phone from his home in Chicago, "writing for the ear instead of the eye." After a lifetime in radio and television, Wright writes with the voice of the teacher you wish you'd had in school – knowledgeable, enthusiastic, full of wonderful stories about the real people behind the dates.

... (0)

Many of the characters are familiar to us, but Wright reveals the individual behind the persona. He documents the still often overlooked contributions of women and devotes a fascinating chapter to the roles of blacks in the Old West.

... (26)

Young Mike's singing had its career pitfalls. "It's hard to be a boy soprano when your voice changes to bass or baritone." Wright began working in radio and while working as a disc jockey, he began to write. In time he moved into television news, from which he finally retired in 1991.

... (27)

"From my days in radio and television," he admits, "I can write pretty fast. I can sometimes churn out 20 pages a day. I get it all in mind; I get my notes; I get the books; I work from and I just start writing from there."

... (28)

"Now I write on the computer," he adds. "At the end of the day after dinner I read it to my wife, every night. She says she enjoys it." He laughs. "When I read it aloud, I get a feeling for it myself. I make corrections, she makes corrections, I rewrite."

... (29)

"So I started putting it together and then realized that I didn't want to tell a story from point A to point B, from one year to the next. I wanted to tell it so that people can pick up one chapter, read it, put it down, pick up another chapter, and they aren't really losing the train of thought."

... (30)

Wright is telling us the stories no one bothered to mention in school, and he's also reminding us of the characters that never make it into the TV movies. How did the Chinese happen to become the primary workers who were laying the new railroad tracks? What did Jesse James like to do in his spare time? Wright knows the answers.

A) Obviously Wright loves history. However, like most of us he has complaints about how it's usually taught. "You know, in History in college, we get dates and names. We may get facts, but we don't get the why. This is what I'm more interested in: What makes people do this?"

B) When Wright left TV news, he wrote a documentary on Route 66 for a Chicago station. "Then I got into writing full time, and I haven't looked back." Wright's first book, *What They Didn't Teach You About the Civil War*, was published in 1996. He has been zooming along ever since.

C) Presidio is primarily known as a military publisher, but Wright points out that his books aren't really that war-based. "There are other books devoted to the battles or whatever. I try to tell readers what the guy was doing at home. There was so much more going on during World War II, for instance, than just the fighting."

D) Wright's account of the first book's genesis explains the appeal of the series – an individual angle on history told with infectious enthusiasm. "I had done an earlier book on the Civil War, about Richmond, City Under Siege. I had done some work for a television producer on a Civil War documentary. And I had a lot of material that I had gathered over the years."

E) Wright attributes his writing speed to his days in television news. “I remember when Elvis Presley died. I was working for NBC. This was back in the days of typewriters, I would type about half a page and they would pull it out and I would finish the sentence and keep on going for another half page and they would pull it out and it went on the air.”

F) *This is one reason why Wright’s “What They Didn’t Teach You” series is proving so popular. Since the first one appeared only a few years ago, the books have explored the lives and times of those who lived through the Revolutionary War, the Civil War, and World War II. The latest book in the series is What They Didn’t Teach You About the Wild West.*

G) Mike Wright was born in 1938 and grew up in Norfolk and Portsmouth, Virginia. During World War II, at the tender age of five, he began a public career as a singer, performing at nearby military bases.

(bookreview)

	0	26	27	28	29	30
F						

NYELVHELYESSÉG

Task 1

Read this article about an environmental project. Some words are missing from the text. Choose the most appropriate word from the list (A–N) for each gap (1–12) in the text. Write the letter of the appropriate word in the box below. There is one extra word that you do not need to use. There is an example (0) at the beginning.

The Eden Project

According to the Bible, the Garden of Eden was the home of the first two humans, Adam and Eve. In the story, the Garden (0)_____ everything the couple needed, and they lived there in peace and happiness until they were banished for breaking the (1)_____. In 1999, Tim Smit, an ex-rock musician and record producer, (2)_____ the name of the biblical garden for a collection of space-age domes in a corner of south-west England – the Eden Project.

It is not unusual for people involved in the music business to alert us to environmental and political (3)_____. Bob Geldof (the singer from British punk band The Boomtown Rats) (4)_____ a huge amount of money to help feed millions of (5)_____ people in Africa in 1985, Bono from U2 has been successful in campaigning for the reduction of (6)_____ which developing countries owe to rich nations, and the music festival at Woodstock in 1969 is seen by many as the culmination of the civil (7)_____ marches and anti-war protests of the 1960s. Tim Smit’s Eden Project was created to (8)_____ the relationship between humans and the environment, and through information, research and education lead the way to a brighter future.

The modern world is a far cry from the (9)_____ and harmony of the Garden of Eden. By-products of a typical modern lifestyle such as overfishing, (10)_____ and intensive farming are destroying natural (11)_____ and creating a world with less biodiversity. These activities are not sustainable, that is the planet is unable to (12)_____ if we continue to take more from the Earth than it can replace.

(learnenglish)

- A) balance
- B) borrowed
- C) damaging
- D) debts
- E) deforestation
- F) habitats
- G) highlight
- H) issues
- I) *provided*
- J) raised
- K) rights
- L) rules
- M) starving
- N) survive

	0	1	2	3	4	5	6	7	8	9	10	11	12
I													

Task 2

Read the text about sharks. Some words are missing from the text. Write the missing words on the dotted lines (13–23) after the text. Use only one word in each gap. There is an example (0) at the beginning.

Shark Shields: Electric, Chemical Repellents Show Promise

Recent shark attacks in Florida have sparked the now customary feeding frenzy in the media. Before Florida it was South Africa, (0)_____ last month a medical student was eaten by a 16-foot (5-meter) great white near Cape Town.

Shark-conservation groups point (13)_____ that you're more (14)_____ to be killed by a falling coconut than a shark. Nevertheless, coconuts don't have multiple rows of big, razor-sharp teeth, (15)_____ can they swallow you whole.

If our fear of sharks doesn't reflect the actual chances of (16)_____ attacked, how do we put our minds (17)_____ ease? When will it seem safe to go back in the water?

Scientists are developing coastal shark deterrents aimed at reducing (18)_____ the risk of attacks and the perceived risk of attacks. Ironically, such deterrents could also (19)_____ save sharks from even deadlier killers – humans.

Researchers are working on an electronic beach defence system aimed at preventing potential man-eaters (20)_____ approaching people sporting in the surf. A prototype of this technology (21)_____ used to safeguard triathletes competing in Sydney Harbour during the 2000 Olympics.

SeaChange Technology, an Australian company, has already developed a range of personal shark-deterrent devices for professional divers and others. The equipment has proved effective (22)_____ great white sharks, according to Natal Sharks Board biologist Sheldon Dudley. The devices tap into the heightened sensitivity (23)_____ sharks have to electrical fields. Dudley says humans and other marine creatures aren't bothered by low-level underwater electric signals, but sharks are.

(National Geographic)

- 0) *where*
- 13)
- 14)
- 15)
- 16)
- 17)
- 18)
- 19)
- 20)
- 21)
- 22)
- 23)

Task 3

Read the short film review about a nature film. Some words are missing from the text. Use the words in brackets to form the words that fit in the gaps (24–30). Then write these words on the lines below. There is an example (0) at the beginning.

People of the Forest

This TV (0)_____ (**document**) follows a family of chimpanzees who live in the forest of Tanzania. (24)_____ (**appear**) we humans share 98% of our genes with chimpanzees; indeed, they are our closest relative in the animal (25)_____ (**king**). The focus of the film is on Fifi and we first see her as a (26)_____ (**play**) five-year-old who spends all her time (27)_____ (**annoy**) her younger brother.

Meanwhile, the older male chimps fight for supremacy, whilst the females deal with the day-to-day (28)_____ (**organise**) matters. The (29)_____ (**geography**) splendour of the location makes this programme worth viewing, although our (30)_____ (**similar**) to these animals will also make you think.

(*tvguide*)

0) *documentary*

- 24)
- 25)
- 26)
- 27)
- 28)
- 29)
- 30)

Task 4

Read the text below about Marconi's discovery. In most lines there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. Copy the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples (0) at the beginning.

Marconi and the Radio Waves

- 0) In 1897 Marconi demonstrated that electromagnetic radio waves could be sent ✓
0) over short distances, but *when* transmitting across the Atlantic was to show the *when*
31) potential commercial use of this technology for and challenge the conventional
32) scientific wisdom of the time. Building the transmission site on a windswept
33) Cornish cliff top has proved to be the most time consuming part of the project
34) Each piece of an equipment had to be hauled there using a horse and cart.
35) Initially the site was dominated by a huge array of aerials, twenty masts each
36) sixty metres high had arranged in a circle. But these blew down in a gale
37) and were replaced with a much more simpler design using four posts.
38) Since Marconi travelled to St Johns in Newfoundland, Canada where he set up a
39) receiving station in an old military hospital looking out to sea. The aerial had to
40) pick up the transmission was simply a long piece of wire was attached to a kite.
41) The Cornish station sent for its signal. Marconi heard the simple message: dot dot
42) dot, the Morse code letter S. It had been thought so that electromagnetic radio
43) waves would travel only in straight lines, and so not to be capable of covering
44) huge distances. But with the success of the experiment Marconi who demonstrated

45) that they would bend, following the curvature of the earth. The potential of this
 technology was quickly realised and led directly to the development of television and radio.

(BBC)

HALLOTT SZÖVEG ÉRTÉSE

Welcome to the Listening component of the Matura Examination.

The exam consists of three tasks. The listening material and the instructions are recorded on this cassette, and the tasks and the instructions are printed in this test booklet. Every task 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 cassette in order to give you some time to study the task in your test booklet before hearing the text. Then we will play the recording in one piece. The maximum length of each recording is three minutes. After another short silent period we will play the recording for the second time, but now in three shorter sections in order to give you enough time to write down your answers. You will also have some time to check your answers at the end of the task.

The whole test is about 30 minutes long.

Task 1

In this section you are going to listen to a talk about the dangers of mercury. Wendy Moro, who was suffering from an overdose of mercury, will also speak about her experiences.

Your task will be 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 either one or two letters.

First, you will have some time to study 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 short sections to give you enough time to write down your answers.

At the end, you will have some more time to check your answers.

There is an example (0) at the beginning.

0) *Mandy Moro felt...*

A) *tired.*

B) *healthy.*

<input checked="" type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------

1) Wendy used to eat fish...

A) every day.

B) at least once a week.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

2) Wendy very often ate...

A) crab.

B) swordfish.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

3) Mercury gets into the ocean...

A) with the rainfall.

B) with pollution.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

4) Some of Dr. Hightower's patients...

A) were losing their hair.

B) had pains in their muscles.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

5) Dr. Hightower suggested her patients should...

A) go on a diet.

B) eat less fish.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

6) The journalists bought some fish and...

A) put them on ice.

B) had it delivered to a testing lab.

<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------

- 7) A safe level of mercury in the body is about...
 A) 38 micrograms. B) 28 micrograms. A B
- 8) One portion of tuna contains as much mercury as Wendy would be recommended to eat...
 A) in a week. B) in two days. A B
- 9) If Wendy had had more information she could have avoided...
 A) getting ill. B) a lot of worrying. A B

Task 2

In this section you are going to hear an interview with Anna, who talks about her experiences as a foreign student at Cambridge University.

Your task will be to write the letter of the correct answer into the boxes on the right. There is only one correct answer.

First, you will have some time to study 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 short sections to give you enough time to write down your answers.

At the end, you will have some more time to check your answers.

There is an example (0) at the beginning.

- 0) *Anna studied in Cambridge...*
 A) *for a year.*
 B) *for a term.*
 C) *a year ago.* A
- 10) At first Anna felt afraid of...
 A) other students.
 B) her tutor.
 C) falling behind.
- 11) At first she had the impression that her assignments were...
 A) not very challenging.
 B) too much.
 C) too strange.
- 12) It turned out that...
 A) she did not have enough practice in writing in English.
 B) her English was not good enough.
 C) she did not understand everything.
- 13) When Anna studied in her own country she...
 A) was lazy.
 B) got precise instructions.
 C) was left very much to herself.
- 14) In Cambridge Anna was worried about...
 A) failing.
 B) not making friends.
 C) not seeing her parents.
- 15) At first Anna...
 A) often got lost in the city.
 B) compared herself to the other students.
 C) felt confused.

- 16) The girls in the college...
 A) did not take Anna seriously.
 B) wished Anna learned more quickly.
 C) understood that Anna needed help.
- 17) Anna said Cambridge was...
 A) not how she imagined it.
 B) not typically British.
 C) full of shops.
- 18) When Anna prepared food with her friends it...
 A) cost a lot.
 B) was a nice surprise.
 C) saved her money.

Task 3

In this section you are going to hear a talk show on inline-skating, also called roller-blading. Some guests will talk about the different aspects of it.

Your task will be to give short answers to the questions below.

First, you will have some time to study 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 short sections to give you enough time to write down your answers.

At the end, you will have some more time to check your answers.

There is an example (0) at the beginning.

How old is Lara?

0) 18

Where do Lara and her friends skate?

19)

What else do you use besides your body when you skate?

20)

What is the minimum number of calories 30-minute skating can burn?

21)

How many young people were injured in 2004?

22)

What makes you lose your balance when skating?

23)

What part of the body is most at risk?

24)

What causes most fatal accidents?

25)

Where should you start skating?

26)

Where did Fabrice start skating in Europe?

27)

What kind of organizations did he want to promote with his trip?

28)

How much was he allowed to spend a day?

29).....

During what part of the day did he nearly have an accident in Moscow?

(30).....

ÍRÁSKÉSZSÉG

Task A

This is part of a letter you have received from a pen friend.

Guess what! I've won the Young Explorer's competition organized by National Geographic. First prize is a week camping in a national park or a week-long stay in a metropolis, and I have to choose. I would really love to do both and I just can't make up my mind. Which one would you prefer if you were me? I need your help.

Write a letter of 150 words, giving advice to your pen friend. Do not write any dates or addresses.

Begin your letter like this:

Dear

.....

Task A

An English class is coming to visit your school for a week as a part of an exchange programme. Your school's Students' Association would like to make a video and send it to them. You have been asked to give your ideas about the film in the school's *English Magazine*. Write down your ideas about the video considering the following points and give reasons for your suggestions:

- Information about the school
- Interviews
- Cultural and sporting activities
- Places of interest for foreigners in the town

Write your proposal of about 200 words.

This is the title of your proposal: *School Video*

.....

JAVÍTÁSI-ÉRTÉKELÉSI ÚTMUTATÓ

OLVASOTT SZÖVEG ÉRTÉSE

Task 1: Earliest Human Remains Found in Ethiopia

- | | | |
|--------------|--------------|------------------|
| 1) find | 2) marrow | 3) turning point |
| 4) tools | 5) broadened | 6) reasoning |
| 7) smash | 8) skull | 9) fossils |
| 10) evidence | | |

Task 2: Great Horned Owl

11	12	13	14	15	16	17	18	19
D	F	G	H	E	J	A	I	B

Task 3: EU plans airline CO₂ reductions

20	21	22	23	24	25
H	A	F	C	B	G

Task 4: Mike Wright's Wild West

26	27	28	29	30
G	B	E	D	A

NYELVHELYESSÉG

Task 1: The Eden Project

1	2	3	4	5	6	7	8	9	10	11	12
L	B	H	J	M	D	K	G	A	E	F	N

Task 2: Shark Shields: Electric, Chemical Repellents Show Promise

- | | | |
|----------------------------|------------------|-------------------|
| 13) out | 14) likely | 15) nor / neither |
| 16) being | 17) at | 18) both |
| 19) help / even / actually | 20) from | 21) was |
| 22) against | 23) that / which | |

Task 3: People of the Forest

- | | | |
|----------------|--------------------|------------------|
| 24) Apparently | 25) kingdom | 26) playful |
| 27) annoying | 28) organisational | 29) geographical |
| 30) similarity | | |

Task 4: Marconi and the Radio Waves

- | | | |
|----------|-----------|---------|
| 31) for | 32) ✓ | 33) has |
| 34) an | 35) ✓ | 36) had |
| 37) more | 38) Since | 39) had |
| 40) was | 41) for | 42) so |
| 43) to | 44) who | 45) ✓ |

HALLOTT SZÖVEG ÉRTÉSE**Task 1**

- | | | |
|-------|------|-------|
| 1) B | 2) B | 3) B |
| 4) AB | 5) B | 6) AB |
| 7) A | 8) A | 9) AB |

Task 2

- | | | |
|-------|-------|-------|
| 10) C | 11) B | 12) A |
| 13) B | 14) A | 15) C |
| 16) C | 17) B | 18) C |

Task 3

- 19) New York (City) / Central Park / both
 20) (all) (your) senses
 21) 285
 22) 76,000
 23) road defects
 24) wrist
 25) crash with a (motor) vehicle
 26) indoors / at a skating ring / both
 27) in London
 28) (international) Aids (research)
 29) \$40
 30) at night

Ennél a feladatnál a kisebb helyesírási hibákkal elnézően kell bánni, de nem fogadható el az a szó, amelyik már nem felismerhető, vagy magyar karaktereket tartalmaz, vagy másik – értelmes – szó születik belőle. Pl.: *wrist* helyett **rist* ok, de *crash* helyett *crush* nem fogadható el.

A válaszokat akkor fogadjuk el helyesnek, ha a megoldó kulcsban leírt tartalom jelen van a válasz megfogalmazásában. Pl. *crash* helyett *accident*, *road defect* helyett *potholes in the road*. A nyelvtani hibákat csak akkor kell figyelembe venni, ha azok zavarják az érthetőséget. Pl. a 27) *in London* helyett *from* jó, de *to* már nem fogadható el.

ÍRÁSKÉSZSÉG

A feladat

I. Összefoglaló táblázat az értékelési szempontokról

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

Amennyiben a dolgozat a *feladat teljesítése, a megadott szempontok követése* szempont alapján 0 pont, akkor nem értékelhető a többi szempontok alapján, azaz az összpontszám is 0.

II. Az értékelési szempontok kifejtése

A feladat teljesítése, a megadott szempontok követése

Ezen a szemponton belül azt értékeljük, hogy a vizsgázó hogyan valósította meg a kommunikációs célt; hány irányító szempontra tért ki és milyen mélységben tárgyalta őket; a szöveg a megadott hosszúságú-e (10% eltérés lehetséges).

Hangnem, az olvasóban keltett benyomás

Ezen a szemponton belül azt értékeljük, hogy a vizsgázó által létrehozott szöveg hangneme és stílusa megfelel-e a közlési szándéknak valamint az írásmű szerzője és olvasója közötti viszonynak; hogy az olvasóban a szerző szándékának megfelelő benyomást kelti-e.

Szövegalkotás

Ezen a szemponton belül azt értékeljük, hogy logikus-e az irányító szempontok valamint az ezekhez kapcsolódó gondolatok és a vizsgázó véleményét alátámasztó érvek elrendezése; megfelel-e a gondolati tagolás, azaz van-e bevezetés és befejezés; hogy a vizsgázó hogyan alkalmazza a szövegösszefüggés tartalmi és nyelvi elemeit.

Szókincs, kifejezésmód

Ezen a szemponton belül azt értékeljük, hogy a vizsgázó által használt szókincs megfelel-e a témának, a situációnak és a közlési szándéknak; hogy a szóhasználat az emelt szintnek megfelelő igényességet és változatosságot mutat-e.

Nyelvhelyesség, helyesírás

Ezen a szemponton belül azt értékeljük, hogy a vizsgázó által létrehozott szöveg megfelel-e a mondattan, az alaktan és a helyesírás normáinak; hogy mondatszerkezetek és nyelvtani struktúrák tekintetében mennyire igényes a szöveg nyelvhasználata.

Íráskép

Ezen a szemponton belül azt értékeljük, hogy milyen a szöveg írásképe, mennyire olvasható; a törlések és javítások mennyiben zavarják a szöveg áttekinthetőségét.

B feladat

I. Összefoglaló táblázat az értékelési szempontokról

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

Amennyiben a dolgozat a *feladat teljesítése, a megadott szempontok követése* szempont alapján 0 pont, akkor nem értékelhető a többi szempontok alapján, azaz az összpontszám is 0.

II. Az értékelési szempontok kifejtése

A feladat teljesítése, a megadott szempontok követése

Ezen a szemponton belül azt értékeljük, hogy a vizsgázó hogyan valósította meg a kommunikációs célt; hány irányító szempontra tért ki és milyen mélységben tárgyalta őket, mennyire sikerült a témát tágabb kontextusba helyezni, és érvekkel alátámasztania véleményét; a szöveg a megadott hosszúságú-e (10% eltérés lehetséges).

Szövegalkotás

Ezen a szemponton belül azt értékeljük, hogy logikus-e az irányító szempontok valamint az ezekhez kapcsolódó gondolatok és a vizsgázó véleményét alátámasztó érvek elrendezése; megfelelő-e a gondolati tagolás, azaz van-e bevezetés és befejezés; hogy a vizsgázó hogyan alkalmazza a szövegösszefüggés tartalmi és nyelvi elemeit.

Szókincs, kifejezésmód

Ezen a szemponton belül azt értékeljük, hogy a vizsgázó által használt szókincs megfelel-e a témának, a szituációnak és a közlési szándéknak; hogy a szóhasználat az emelt szintnek megfelelő igényességet és változatosságot mutat-e.

Nyelvhelyesség, helyesírás

Ezen a szemponton belül azt értékeljük, hogy a vizsgázó által létrehozott szöveg megfelel-e a mondattan, az alaktan és a helyesírás normáinak; hogy mondat szerkezetek és nyelvtani struktúrák tekintetében mennyire igényes a szöveg nyelvhasználata.

Íráskép

Ezen a szemponton belül azt értékeljük, hogy milyen a szöveg írásképe, mennyire olvasható; a törlések és javítások mennyiben zavarják a szöveg áttekinthetőségét.

HALLOTT SZÖVEG ÉRTÉSE

SZÖVEGÁTIRATOK

Task 1

For someone who watches her diet as much as Wendy Moro, the symptoms didn't add up.

"I had severe fatigue and vertigo, and I was very weak. I could barely walk down the block," says Wendy Moro.

Why would someone who eats so healthily feel so unhealthy? She says doctor after doctor misdiagnosed her condition. Then, Wendy and her current doctor began to suspect the answer was on her plate.

"A few times a week I was having fish, whether it was once or three times or four times," says Wendy.

"What kind of fish? Swordfish, tuna and sea bass, the highest mercury-content fish sold in the commercial market," says Dr. Jane Hightower.

Mercury enters the ocean with commercial pollution. It works its way up the food chain. Apparently mercury goes into some of the most popular fish on the market. Wendy's doctor, Dr. Jane Hightower, was suspicious. She began testing dozens of her Bay Area patients. All of her patients ate substantial amounts of fish. An overwhelming majority tested high for mercury in their systems.

"I was seeing hair loss, fatigue, muscle ache, headache, feeling just an ill feeling," Hightower said.

The symptoms began to clear up when Hightower cut the amount of fish in their diets.

Her published findings drew national attention. But there is still fierce debate over how much fish is safe to eat, and how much mercury consumers are actually ingesting. So we decided to do our own test.

CBS 5 joined with Jane Kay, a reporter for the San Francisco Chronicle. We drove to more than half a dozen high-end fish markets around the Bay Area. We purchased tuna, Alaskan halibut, swordfish, and Chilean sea bass. Our samples were packed in ice and sent to a testing lab in Washington State.

According to the Environmental Protection Agency, the safe level of mercury intake for a 120-pound woman like Wendy is a little over 38 micrograms per week. A microgram is one-millionth of a gram. It is a measurement of weight. One ounce of weight equals more than 28 million micrograms. Our results? Only the halibut was under that limit. On average, a single serving of tuna purchased here in the Bay Area contained more mercury than the EPA recommends a woman of Wendy's size eat for an entire week. Sea bass had nearly twice that level, and swordfish nearly six times the EPA's safe mercury intake for a week, in a single serving.

"When you realized that the problem was on your plate, what did you say?"

"If I had known, I could have prevented so much heartache and illness in my life," said Wendy.

There is little scientific data on how the body reacts to high levels of mercury. However, it has been linked to many symptoms: muscle pain, hair loss, birth defects, and muscle fatigue. The evidence is mounting that the larger the fish, the more the exposure.

"I'm very frustrated," Wendy said. "I feel the government, the Food and Drug Administration, had this knowledge. This information should have been shared with the public."

Task 2

Announcer Anna Nikolaidis is a student who has just completed a year studying at Cambridge University on a university exchange scheme, and is here to tell us about her experiences. Anna, first of all. How did you feel when you first arrived?

- Anna Well, at first a little shy because I didn't know anyone. And I wasn't sure if I would be able to keep up with the other students. The assignments I was given by my tutor seemed more than I could cope with.
- Announcer Was that because everything had to be done in English?
- Anna I think my English is quite good but of course I wasn't used to doing all my written work in English, so that did play a part. But the hardest thing about the way they teach here is that you're left so much to yourself. I was used to being guided and told exactly what to do. So, if you're not careful, you might become rather lazy.
- Announcer Did you find that a temptation?
- Anna No, I was too concerned with failing and letting my parents and my friends at home down. On the whole, I would say most of the girls I met took things easy in comparison.
- Announcer How did you get on with the other students?
- Anna I think that perhaps the best thing about my stay was that the other girls in the college seemed to realise very quickly that I was a bit lost and they went out of their way to help me and invite me to join them, and things like that.
- Announcer And what were your impressions of Cambridge and of English people in general?
- Anna Well, I don't suppose Cambridge is really typical of the country as a whole but it was very much as I had anticipated. The people in general, in the shops, for example, because what I saw of them was mostly through shopping, are very polite. What surprised me, and it was a pleasant surprise, was that when I made friends and we used to share the cooking between us, I found the money I had went a lot further than I'd expected. I'd been a bit worried about that at first.
- Announcer Would you say it has been a positive experience for you?
- Anna Oh, certainly. I wouldn't have missed it for the world.

Task 3

You are going to listen to a talk show on inline-skating, also called rollerblading. Our guests will talk about some aspects of America's most popular free-time activity.

First a hobby skater, Lara, is giving her opinion on her favorite sport.

I'm Lara Miller, 18, and my house is the meeting place. My two best friends, Stacey and Jodie, come over, and then we go out for a roll. We spend hours after school and on weekends in-line skating around New York City's Central Park.

Skating isn't as tiring as running or as boring as aerobics, and you feel fantastic afterwards.

Skating is so cool. You use not only your body, but all your senses. And inline-skating is America's fastest growing sport. It's easy to learn. The movements are fairly natural, and it's fun. It's also a great aerobic workout. Thirty minutes of roller-blading can burn 285 to 450 calories, depending on your weight and skating intensity. If you keep to a speed of nine miles per hour for thirty minutes, you'd be getting a better workout than if you were running for the same amount of time.

Our next guest is Professor Dr. Nigel MacDowell, who gives an answer to the question "How dangerous is inline skating?"

Studies have shown that skating is among the safest of sports activities. But as inline-skating has grown, so has the number of participants injured. In 2000, about 76,000 children and teenagers younger than 21 were injured. The most common reasons quoted for injuries during inline-skating were losing balance because of a road defect or being unable to stop. 37% of all injuries are wrist injuries. Of a total of 36 skaters who died between 1995 and 2000, 31 had crashed with a motor vehicle.

The age at which children are ready to use inline-skates safely is not known with certainty but training may help kids.

Roller-skating is an excellent activity for children. And we advise everybody to start indoors at a skating rink.

Our most famous guest is Fabrice from France. He traveled around the world on skates in three years. He will speak about his exceptional tour.

I departed from San Francisco and I covered 33 countries and 19,000 miles in about 3 years. From San Francisco I crossed the USA to Florida, then I went to Europe, beginning in London. From there I crossed Europe and Asia, went to Australia and finally back to San Francisco.

I knew that I would find pain, insecurity and other difficulties on my way but it was also a great adventure. One purpose of my trip around the world was to make international Aids research organizations known, which support the sick.

My budget was \$30,000: \$4,000 for flights, \$4,000 for skates and materials and \$40 per day for lodging, food and everything else.

One of the most dangerous moments was when I skated in Red Square in Moscow at night and a 40-ton truck almost crashed into me.