

**Országos Angol Nyelvi Verseny
2019.
második (megyei/fővárosi) forduló**

Kedves Versenyző Tanuló!

Mielőtt hozzáfognál a feladatok megoldásához, pontosan töltsd ki az alábbi adatlapot!

A forduló feladatainak megoldásához 1 óra 30 perc (90 perc) áll rendelkezésedre. Minden egyes feladatnál figyelmesen olvasd el az utasításokat! A feladatlap kitöltésekor használhatsz ceruzát és radírt, de ügyelj, hogy maradjon időd tollal átírni a végső megoldásokat! Átbűzött, átfestett, zárójelbe tett vagy nem egyértelmű, nem olvasható megoldásokat nem fogadunk el.

A feladatok értelmezéséhez és megoldásához tanári segítséget ne kérj, szótárt ne használj!

A megyei/fővárosi fordulóban elért eredményedről szaktanárodtól kapsz tájékoztatást.

Jó munkát, eredményes versenyzést!

A versenyző tölti ki

Versenyző kódja:	
Évfolyam:	

A szaktanácsadó tölti ki

A tanuló megyei/fővárosi fordulóban elért pontszáma:	
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szaktanácsadó aláírása

Task 1: True or false. If the clue is correct, put a tick in the box, if the clue is false, correct it (if there is another option) and cross it out.

When people say 'How are you?' a common response is (1) ' <i>Not bad. How about you?</i> '	<input type="checkbox"/>	
When we meet people for the first time in a formal situation we can say (2) ' <i>How do you do?</i> '	<input type="checkbox"/>	
or (3) ' <i>How are you?</i> '	<input type="checkbox"/>	
(4) When we go to bed we often say ' <i>Good night!</i> ' to other people.	<input type="checkbox"/>	
Cheerio is another way of saying (5) ' <i>Hello</i> '.	<input type="checkbox"/>	
To wish someone well at Christmas or on their birthday, we can say (6) ' <i>Merry Christmas</i> '	<input type="checkbox"/>	
and (7) ' <i>Merry Birthday</i> '.	<input type="checkbox"/>	
(8) The French say <i>Bon appetit</i> before a meal, but there isn't an English equivalent for it.	<input type="checkbox"/>	
British people can say (9) ' <i>Good morning</i> ' up to lunchtime,	<input type="checkbox"/>	
but in the afternoon they say (10) ' <i>Good day</i> '.	<input type="checkbox"/>	

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Task 2: Complete the text using the correct form of words from the box.

pick *drought* *grow* *farms* *keep* *ground*
dairy *harvest* *crop* *agriculture* *plant*
water *slaughter* *farmer* *grain*

My family owns a large (1) _____ in the south of England. When I was 18, I studied (2) _____ at college so that I would understand farming better. My brother is in charge of one part of the business and he (3) _____ cows and sheep. Some of these are (4) _____ and sold for their meat. He also sells (5) _____ products such as milk, butter and cheese. In my part of the business, we have (6) _____ such as maize and wheat. We (7) _____ vegetables for a few years but we didn't make enough money at it, so four years ago we (8) _____ a lot of apple and pear trees instead. In the late summer we have extra workers to help (9) _____ the fruit and (10) _____ the wheat.

Some years are very difficult in farming. Last year there was no rain for two months, which caused a (11) _____. The (12) _____ was very hard and we had to (13) _____ the maize every week.

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Task 3: Read the texts about bungee jumping and complete the tasks.

New Zealand is known as 'the world's biggest outdoor adventure playground' – or 'Bungyland'. With some of the world's highest bungee jumping sites, it is easy to see where the nickname comes from.

How did bungee jumping start?



In Vanuatu, a South Pacific island, a husband and a wife had an argument. The wife ran away and climbed a tree. Her husband ran after her and climbed the tree too. So she tied her ankles to the tree with long vines, and jumped. He jumped too, but he was killed. His wife survived, and the local people realised how strong the vines were.

Now, in Vanuatu, there is a tradition where young men jump off towers with only these vines tied to their ankles.

In 1975 'The Oxford University Dangerous Sports Club' tried to do a similar jump off a high bridge using a rubber rope.

More than ten years later, two New Zealanders created the first commercial bungee jumping site in the world, in Queenstown.

At the Auckland Harbour Bridge, bungee jumpers leap 40 metres down to sea level. The rope brings them up again and again. They can choose between putting their hands in the water as they reach the sea or getting completely wet!



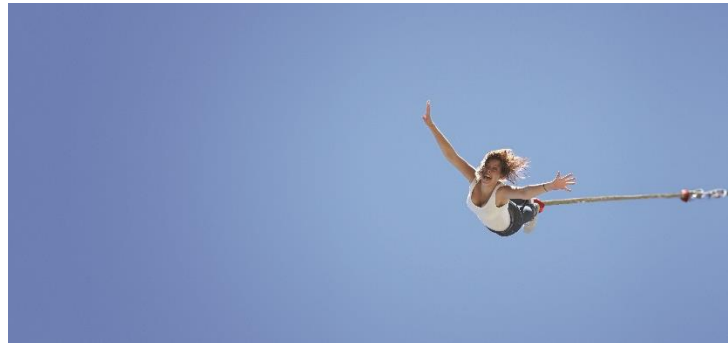
At the Auckland Sky Tower Jump a special machine controls your speed as you drop down – a total of 192 metres! The fall lasts around 20 seconds.

The Pipeline Bungee has a platform at 102 metres above the Shotover River. It takes just over four seconds of free fall here.



Kawarau is the site of the original bungee jump, in 1988. The platform, on the 100-year-old bridge, is 43 metres from the water below. If you're not quite brave enough for the jump, you can try a 'virtual' bungee jump here in the Bungee Dome – for the same experience, but without moving!

Thrillseekers Canyon is 35 metres high, so the free-falling experience lasts only a few seconds. Here you can jump off a platform on the side of the 135-year-old Waiau Ferry Bridge, into the river below.



Even the bravest bungee jumpers have been nervous on the Nevis Highwire, 134 metres above sea level. The Nevis Highwire has a unique system: after you reach the bottom of the jump, you can pull on a cord. This means you can sit comfortably in a kind of seat on the way back, and enjoy the views.

Task 3a: Find the place where you can ...

- (1) jump into the sea. _____
- (2) do a bungee jump without jumping at all. _____
- (3-4) jump into a river. _____
- (5) sit down on the way back up. _____
- (6) jump off a building. _____
- (7) jump from a platform over 100 metres high. _____

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Task 3b: True or false. If the sentence is true, write 'T'; if it is false, write 'F'.

- (1) Bungee jumpers never get nervous. _____
- (2) The lowest jump is at Kawarau. _____
- (3) The oldest bungee jumping site is Thrillseeker's Canyon. _____
- (4) When you bungee jump, the fall lasts for several minutes. _____
- (5) The shortest free fall experience is at The Auckland Bridge. _____
- (6) Thrillseeker's Canyon is higher than The Auckland Bridge. _____
- (7) The Pipeline Bungee is higher than the Nevis Highwire. _____
- (8) The highest jump is at the Auckland Sky Tower Jump. _____

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Task 4a Look at the ‘Wall of Words’. In each line of four words, one word is different from the other three. Circle this word.



Task 4b What is common in the chosen words?

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Task 4c Which of the word in the wall does each of the following sentences refer to?

Write the word next to the explanation.

- (1) something you can't read _____
- (2) it means 'sad' _____
- (3) something you can't resist _____
- (4) something which makes you a little angry _____
- (5) it means 'wrong' or 'false' _____
- (6) something you can't believe _____

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Task 5 Complete the text below with the correct form of the words in capital.

The Model T-Ford

One of the most important (1) _____ in
the history of the motorcar was the (2) _____
of the Model T-Ford in 1913, which was the first car to be
produced on a large scale. The (3) _____ of this
method of production was Henry Ford, the (4) _____
of the Ford Motor Company. The production line, as it came to be
(5) _____, offered
(6) _____ to thousands of
(7) _____. It cut costs as well, making cars
affordable to (8) _____. In addition,
the replacement of old work practices made cars more
(9) _____, while numerous
(10) _____ to the interior of the car made
driving a pleasure. So, car (11) _____ have
Henry Ford to thank for his enormous contribution to the
car industry.

- ACHIEVE
- DEVELOP
- INVENT
- FOUND
- KNOW
- EMPLOY
- WORK
- CONSUME
- RELY
- IMPROVE
- OWN

/10



Task 6 Read the following magazine article about the EU. For questions choose from the people (**Professor - P, Martha - M, Edvin - E, Sammy - S**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

Living in a united Europe?

The idea of a European Union seems to be causing more and more controversy. Professor James Light reports on his findings.

Recently, I participated in a project involving students from all European Union member states, and thought that this would be the ideal opportunity to ask them what they thought of a united Europe.

I, myself being pro-union, was hoping to find students of a similar frame of mind. After all, we are benefitting from it. European citizens have a great freedom. We are able to work (which will help some countries' unemployment problem), live or study in any of the member states. However, as I found out, not everyone was of the same opinion.

I was in favour of the union from the very beginning, even though this is not the majority attitude where I come from. Some think it will mean losing their national identity and that the more developed countries will have to help less developed countries financially. As a result, this will mean less money circulating in their own country.

Indeed, this was the opinion of **Martha**, and she had much more to say on the matter. 'I don't see why we should pay all those extra taxes. I mean, I know people who work hard to make ends meet and the money they have worked so hard to earn goes to other countries. And what about education? I'm sure my friends missed out on getting into university because of a percentage of places is held for students from other countries. Imagine that! Not being able to study in your own country! Don't get me wrong, though. I'm not against developing good relations with our neighbours, but when it comes to compromising when we needn't, that's another thing entirely.'



Edvin, another student, had other things to say on the subject. 'Being in a united Europe means sharing ideas, problems and being able to overcome racial discrimination by learning and comprehending each other. Co-operation between countries will ensure peace and unity for future generations, but that's not all. It's time we realised that we are living in the 21st century and computers have made distances insignificant. Our goals, no

matter where we come from, are the same and the language of computers is international. If Europe hadn't already united, something like this would happen very soon anyway. I think people who object are very narrow-minded indeed. Don't get me wrong! I'm not against individual cultures and traditions. They should be respected by each one of us.

Another advantage is that I can travel in Europe without spending hours going through passport and customs controls. I mean, you just show your passport and you're through. It's so handy! I sometimes decide that I want to see a band I like playing in a neighbouring country. All I have to do is take off. Communication can be a problem, though. I'm not fluent in any particular language but usually I know enough to get by – which is really important.'

Sammy, on the other hand, is fluent in three languages and loves the idea of feeling at home wherever in Europe she happens to be. She says, 'My parents are both language teachers and strongly support the idea of a united Europe. I was encouraged in language learning by them and I know I have an added advantage, jobwise, what with all the open borders. I've already applied for jobs in other countries. More and more people are starting to follow this path, as cross-border communication becomes more and more necessary. I believe the majority of people in

Europe want to be more closely linked, and the minority who are against it concentrate on the negative side of things.

Students also benefit from the European Union. I mean, the EU encourages and funds a number of student exchange programmes within the member states. Nowadays it's easier and cheaper for virtually any student to take part in one of these programmes and spend some time between three months and a year in another European country. This gives them the opportunity to get to know the people of fellow member states of the EU, with the aim of strengthening relationships. Students get to know the different lifestyles











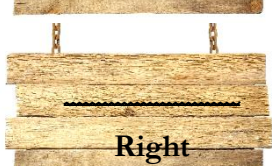
and mentalities present in the various European states. Before the Common Market – as it was called originally – came into being, young people like us never

really got the chance to meet and discuss our different ideas and opinions. I believe there is actually a European culture growing independently of each nation's individual culture. And that people are starting to feel European as well as their own nationality.'

These are just a few opinions some students have. Opinions vary but each one is very thought-provoking. The EU has common policies and standards on matters ranging from taxes and employment to health and the environment. It all comes down to trying to get to learn the system and using it to your advantage. What do you think?

- I supported the idea of the EU from the beginning. (1) _____
- I'm for everyone having their own identity. (2) _____
- In my opinion it will help people find jobs. (3) _____ (4) _____
- I consider it a drawback for the more developed countries. (5) _____
- I think some people only think in the short term. (6) _____
- I believe a united Europe will help us understand one another. (7) _____ (8) _____
- I think we should use the system to our benefit. (9) _____
- I think having freedom of movement is very convenient. (10) _____
- I believe people have a new identity. (11) _____
- I feel that the system is unjust. (12) _____
- Many people in my country don't share my beliefs. (13) _____
- I take advantage of the system. (14) _____ (15) _____

Task 7: Complete the signs that are often used in the following situations.

<p>(1) A sign telling people that they are not allowed to smoke.</p>	
<p>(2) Something people write on the package or parcel to tell the postman that the contents may break easily.</p>	
<p>(3) A sign that a hotel guest puts on their door to tell hotel staff not to wake them or go into the room.</p>	
<p>(4) A notice outside the cinema or theatre telling people that there are no tickets left. The performance is fully booked.</p>	
<p>(5) A sign in the window of a small hotel telling people that the hotel is full.</p>	
<p>(6) A notice on door telling people that they cannot go through this door to leave the building.</p>	
<p>(7) This sign that you follow in an airport after you get your luggage if you are not carrying goods you must pay duty on.</p>	
<p>(8) A notice outside a lift telling people that it is not working.</p>	
<p>(9) A notice in a public place, e.g. an airport, asking people to stay on the right and continue on the right.</p>	
<p>(10) A sign people put on a gate, garage door or other entrance, telling motorists no to leave their car there.</p>	