

Országos angol nyelvi verseny
2019-2020.
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 a megoldólapra! A megoldólapon nem fogadunk el áthúzott, átfestett, zárójelbe tett vagy nem egyértelmű, nem olvasható megoldásokat. Ne felejtse el a megoldólap fejlécét kitölteni!

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

NYOMTATOTT NAGYBETŰVEL KÉRJÜK KITÖLTENI

Versenyző neve:	
Évfolyam/osztály:	
Megye:	
Iskola neve:	
Iskola címe, irányítószáma:	
Felkészítő tanár neve:	

A szaktanácsadó tölti ki

A tanuló megyei/fővárosi fordulóban elért pontszáma:	
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szaktanácsadó aláírása

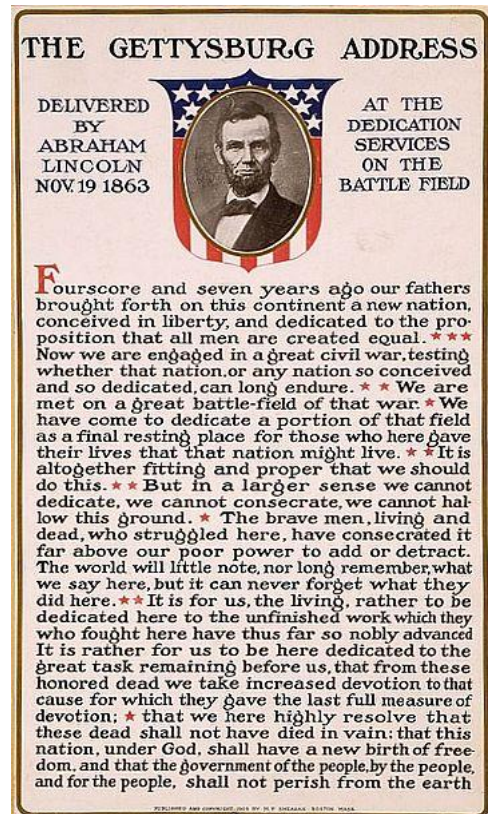
Task 2 Read the story and supply the questions based on the text.

The Gettysburg Address

The Gettysburg Address is a very famous speech given by the 16th president of the U.S., Abraham Lincoln. On 19th November, 1863, he gave this speech in dedication of the Gettysburg National Cemetery in Pennsylvania, where countless Civil War soldiers lay buried.

President Lincoln was not the featured speaker for the event. He was only to say a few appropriate remarks after the featured orator, Edward Everett, gave what turned out to be a two-hour speech.

When it was his turn to address the assembled President Lincoln rose to deliver the now-famous speech. It lasted less than three minutes, was only ten sentences long, and was received with only faint applause at the time. However, it became one of the most famous orations in the American history.



Q1: Who _____ ?

A1: Abraham Lincoln, the 16th president of the U.S.

Q2: What _____ ?

A2: The Gettysburg Address.

Q3: When _____ ?

A3: 19th November 1863.

Q4: Why _____ ?

A4: To dedicate the Gettysburg National Cemetery.

Q5: Where _____ ?

A5: The cemetery was located in Gettysburg, Pennsylvania.

Task 3 Fill in the gaps with the most appropriate word. Use one word only.

The English Language

Today English is, without doubt, the world's most important language. One _____ (1) ten people speak it as their mother _____ (2) and it has a larger vocabulary _____ (3) any other language. English belongs to the Indo-European family of languages, _____ (4) developed from a parent language first spoken about five thousand years ago in central-northern Europe. From there, it spread to the _____ (5) of Europe and the Middle East, and over time it developed into a series of new tongues. One of _____ (6) was Primitive Germanic, which later split into old English, Dutch, German and the Scandinavian languages. Old English was later heavily influenced _____ (7) French following the Norman invasion in the eleventh century. Then, in the sixteenth century, due _____ (8) the invention of printing, the increase _____ (9) opportunities for education and the growth of international trade and communication, this form of English, which is known _____ (10) Middle English, changed into the language we now speak, Modern English. Language change continues to the present day, although _____ (11) 1800 the major area of change has been in vocabulary _____ (12) than grammar. Events _____ (13) as the Industrial Revolution and the two world wars are among the reasons _____ (14) the expansion of vocabulary. _____ (15) factor is the growing influence of the media.

/15

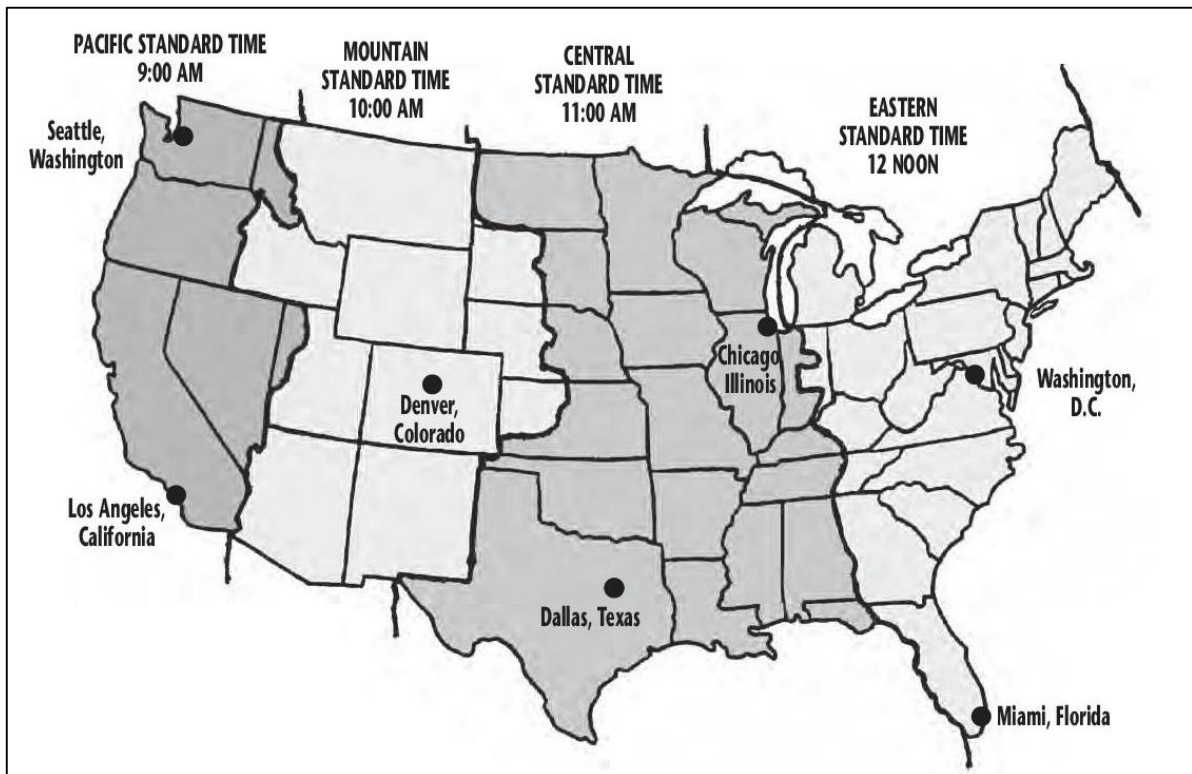
CHANGING ENGLISH
ONE THUMB AT A TIME

ENGLISH 101
A HISTORY OF CHANGE

DEAD LANGUAGES
R.I.P. CORPUS R.I.P. LATIN R.I.P. PICTET
Languages that don't change over time are dead languages. The fact that English has changed so much shows that it is alive and well.

THAT'S WHAT SHE SAITH
Because English changes so much, speakers of 1300 AD would not have understood an English speaker from 500 AD or the English we speak today.

Task 4 Use the map to answer the questions. The approximate time zones are shown on the map. (You have to use the states named on the map.)



Do time zone boundaries coincide with state boundaries? (1) _____

When it is 10 am in Texas, what time is it in Illinois? (2) _____

It is 9 pm and dark in Washington D.C. Name two states where it is 6 pm and still light out?
 (3) _____ (4) _____

Name a state that is completely in the Mountain Time zone. (5) _____

Name a state that is partly in the Eastern and partly in the Central Time zone?
 (6) _____

Alaska and Hawaii are not shown on this map. Honolulu, Hawaii is two time zones west of Los Angeles. If it is 9 am in L. A., what time is it in Honolulu? (7) _____

As you travel from west to east, does it get later or earlier? (8) _____

A plane flight leaves Miami at noon headed for Los Angeles. The flight takes five hours. What time will it be in L. A. when the flight arrives? (9) _____

Task 5 Rosewood started a recycling programme. The city delivered a large container to each home. The label below was attached. Use it to answer the questions.

HELP US SAVE OUR PLANET

Curbside Recycling

New for Rosewood

The city of Rosewood is providing free of charge, one large recycling bin per household. Follow the guidelines below for what can and cannot be recycled. Then put your bin on the curb each Friday by 8 am for pickup

MATERIAL	EXAMPLES
plastics	containers with #s 1-7, such as milk, soda, and water bottles, butter tubs, Styrofoam and grocery store bags
paper	newspapers, junk mail, phone books, frozen food boxes, pizza boxes, computer paper, cardboard
metal	containers of metal or aluminium, such as drink cans, foil trays, soup cans, pet food cans, also wire hangers
glass	glass bottles and jars (all colours), soda and juice bottles, baby food jars

Bottles and jars must be empty and rinsed out. Boxes should be flattened. Lids and labels are OK.

DO NOT INCLUDE

shredded paper, small Styrofoam pieces, scrap metal, pots, pans, window glass

If you have any questions call
Rosewood Street Services
987 654 321

CITY OF ROSEWOOD

How many containers does each household receive? (1) _____

How much must each household pay for the container and service? (2) _____

Can Jane put her family's pizza boxes in the bin? (3) _____

Jane's shampoo bottle is marked with a No.6. Can she recycle it? (4) _____

Where should the bin be placed for pickup? (5) _____

By what time must the bin be out for pickup? (6) _____

What should be done to bottles and jars before placing them in the bin?

(7) _____

(8) _____

(9) Which can be recycled?

a; plastic grocery bags

b; paper grocery bags

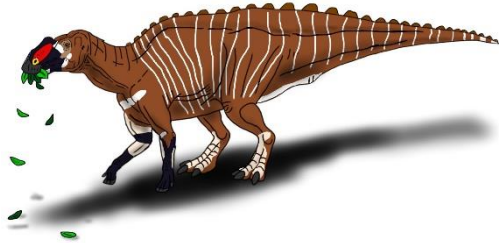
c; neither

d; both

Who is sponsoring the programme? (10) _____

Task 6 You are going to read a magazine article about the discovery of some dinosaur bones. Six sentences have been removed from the article. Choose from the sentences *A-G*.

New dinosaur discovery



The dinosaur species known *Gryposaurus monumentensis* lived seventy-five million years ago but people only learnt of its existence at the beginning of the twenty-first century. Its name means 'hook-beaked lizard of the monument', with 'monument' referring to the place in the US state of Utah where this dinosaur's bones were found by a team of archaeologists.

(1)_____ It had an enormous bill resembling that of the duck-billed platypus, a curious egg-laying mammal native to Australia. The dinosaur, which existed on a diet of leaves, would have found this extremely useful when it wanted to pull something to eat off a nearby plant.

However, the archaeologists who discovered the dinosaur's bones were even more amazed by what they found inside the skull. (2) _____ There was also evidence of many extra ones waiting to drop into place as others wore out.

Taking all the replacements into account, it is estimated that the dinosaur managed to get through approximately 800 teeth during its lifetime. This indicates that *Gryposaurus monumentensis* chewed its way through a substantial quantity of leaves every day of its life. (3) _____ *Tyrannosaurus rex*, the enormous meat-eating dinosaur, for instance, seems to have got by with considerably fewer.

The unusual number of teeth found in the skull suggest that the *Gryposaurus monumentensis* was a particularly large species of dinosaur. (4) _____ Other bones were discovered in Utah not far from the skull. These made it possible for scientists to calculate that the creature was at least 90 metres in length. The humerus (the bone of the upper arm), for example, is longer than an adult man's leg.

At the time when *Gryposaurus monumentensis* lived in what is now Utah, the area had little in common with its appearance today. (5) _____ Nowadays the region tends to receive relatively little rain and not much grows there.

Dinosaurs with duck bills have also been found a thousand kilometres further north in Canada but they appear to be rather different from those discovered in Utah. (6) _____ Some think that there may have been a mountain system making it impossible for them to move between Utah and Canada, while others believe that they simply had no need to leave an area with plenty of food. However, others are not convinced by either theory. Certainly a great deal more remains to be learnt about *Gryposaurus*.



- A It is known to have been wet and swampy there then and the land was covered by plants.
- B The creature was seen to possess at least 300 teeth, making it easy for it to grind up the leaves that it ate.
- C And there is evidence to show that this was indeed the case.
- D This is striking contrast to the habitats where other dinosaur bones have been found.
- E Scientists are puzzled as to why they do not bear more resemblance to each other.
- F The outside of the skull (the bone of the head) that the Utah archaeologists discovered was unusual.
- G Otherwise it would never have worn out quite so many of them.

Task 7 Use the words in capitals to form a word that fits in the space in the same line.

Idioms

A high percentage of the English language consists of idioms which a (1) _____ will have to acquire in order to achieve complete (2) _____. However, good (3) _____ is not based on the quantity of idioms used, but on their appropriate usage.

Students of English can (4) _____ make themselves understood using a minimal amount of (5) _____ language, but some feel it is a (6) _____ to learn them and then use them as often as possible to make a good (7) _____ and show how good their language is. However, using them (8) _____ can sound worse than not using them at all.

Thankfully, there are many (9) _____ teachers who can provide clear (10) _____ and help with practice.

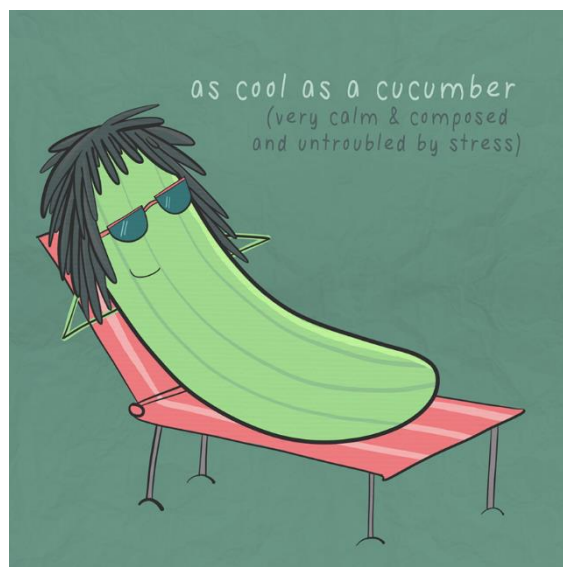
LEARN
FLUENT
COMMUNICATE

EASE
IDIOM
NECESSARY

IMPRESS
CORRECTLY

QUALIFY
EXPLAIN

/10



Task 8 Read the text and match the words in *italics* with their meaning.

Today was the day Jamal had dreamed about for most of his 22 years. As he stood in the tunnel waiting for the *profound* (1) _____ moment when he would first step out on the field, he thought about how he had arrived at this point.



He smiled fondly at the mental picture of himself as a nine-year-old in an oversized uniform. He recalled falling *intermittently* (2) _____ and *fumbling* (3) _____ the too-big ball. Middle school was better, but still he made mistakes and a few times even cost his team the game. In high school, he *toiled* (4) _____ long hours to get into top physical shape and then *crammed* (5) _____ his nose into the books to keep his grades high. It had paid off. He made it into a good college on a football scholarship. Day in and day out, he studied, worked out and practiced. The *scouts* (6) _____ took notice of him, and when draft day came he waited nervously through a *litany* (7) _____ of names until, yes, he was *ultimately* (8) _____ called. Third-round choice – the fourth running back chosen overall.

The summer had been hot and *gruelling* (9) _____. Not only did he endure the exhaustion of pushing his body to the limits in team practices and his mind into learning dozens of formations in the team's playbook, but he also took the *razzing* (10) _____ that veteran players dish out to rookies, and the anxiety of possibly being cut from the team.

But, here he was. The first game of the regular season. Just moments ago he had *donned* (11) _____ his pads and proudly put on his uniform. As the crowd noise *swelled* (12) _____, so did his heart. He had made it onto a professional football team.

a; extremely difficult and tiresome

b; reciting a list

c; deeply or intensely felt

d; dressed in/put on

e; from time to time

f; at last

g; people who search for those with particular talents

h; handling clumsily

i; worked hard

j; grew in size and strength

k; playing pranks on

l; placed with intensity

m; experienced something that is painful without giving up

Task 9 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between 2 and 5 words, including the word given.

(1) James was not allowed to stay out late when he lived at home with his parents.

LET

James' parents _____ stay out late when he lived at home.

(2) Floods meant rescue workers could not get through to the village.

PREVENTED

Rescue workers _____ through to the village by floods.

(3) Could you look after my dog while I'm away on holiday?

CARE

Would you mind _____ my dog while I'm away on holiday?

(4) I regret not contacting Anna when I was in New York.

TOUCH

I wish I _____ Anna When I was in New York.

(5) You must do exactly what the manager tells you.

CARRY

You must _____ instructions exactly.

(6) In my opinion, these two kinds of music are completely different from each other.

COMPARISON

In my opinion, there is _____ these two kinds of music.

(7) I don't know why Sam left the party so suddenly.

MADE

I don't know _____ the party so suddenly.

Task 10 Read and extract from a short story and circle the correct reply.

Line 5

Finding a good flat in Dublin at a price you could afford was like finding gold in gold rush. The best way by personal contact: if you knew someone who knew someone who was leaving a place, that often worked. But if, like Jo, you had only just arrived in Dublin, there was no chance of any personal contact, nobody to tell you that their bedsit would be vacant at the end of the month. No, it was a matter of staying in a hostel and searching.

For Jo, Dublin was a very big blank spot. She really felt she was stepping into the unknown when she got on the train to go and work there. She didn't ask herself why she was going there in the first place. It had been assumed by everyone she went around with at school that she would go. Who would stay in a one-horse town, the back of beyond, the end of the world, the sticks? That's all she had heard for years. They were all going to get out, escape, see some life, get some living in, have a real kind of existence, and some of the others in her class had gone as far as the towns of Ennis or Limerick, where an elder sister or an aunt would see them settled in. But out of Jo's year, none of them were going to Dublin. She was heading off on her own.

Jo's mother thought it would be great if she stayed permanently in the hostel. It was run by nuns, and she would come to no harm. Her father said that he hoped they kept the place warm; hostels were well-known for being freezing. Jo's sisters, who worked in a hotel as waitresses, said she must be off her head to have stayed a whole week in a hostel. But Jo didn't know they were all still thinking about her and discussing her, as she answered the advertisement for a flat in Ringsend. It said, 'Own room, own television, share kitchen, bathroom.' It was very near the post office where she worked and seemed too good to be true. Please, please let it be nice, let them like me, let it not be too dear!

There wasn't a queue for this one because it wasn't so much 'Flat to Let', more 'Third Girl Wanted'. The fact that it said 'own television' made Jo wonder whether it might be too high a class for her, but the house didn't look in any way overpowering. An ordinary red-brick terraced house with a basement. But the flat was not in the basement, it was upstairs. And a cheerful-looking girl with a college scarf, obviously a failed applicant, was coming down the stairs. 'Desperate place,' she said to Jo. 'They're both awful. Common as dirt.' 'Oh,' said Jo and went on climbing.

Line 35

'Hello,' said the girl with 'Nessa' printed on her T-shirt. 'Did you see that toffee-nosed girl going out? I can't stand that kind, I can't stand them.' 'What did she do?' asked Jo. 'Do? she didn't have to *do* anything. She just poked around and pulled a face and sort of giggled and then said, "Is this all there is to it? Oh dear, oh dear," in a posh accent. We wouldn't have her in her, would we, Pauline?'

Pauline had a psychedelic shirt on, so colourful it almost hurt the eyes, but even so it was only slightly brighter than her hair. Pauline was a punk, Jo noted with amazement. She had seen some of them on O'Connell Street, but hadn't met one close up to talk to. 'I'm Jo, I work in the post office and I rang.' Nessa said they were just about to have a mug of tea. She produced three mugs; one had 'Nessa' and one had 'Pauline' and the other one had 'Other' written on it. 'We'll get your name put on if you come to stay,' she said generously.

- (1) What does 'it' in line 5 refer to?
 - a. the shortage of accommodation
 - b. the accommodation available
 - c. finding accommodation
 - d. getting advice on accommodation
- (2) What do we learn about Jo's school-friends in paragraph 2?
 - a. They would have liked to be as independent as Jo was.
 - b. They were not as happy as Jo was to move to a new town.
 - c. They had made Jo feel that she ought to leave her hometown.
 - d. They had more self-confidence than Jo had.
- (3) What impression do we get of Jo's hometown?
 - a. It was an uninteresting place in the middle of the countryside.
 - b. It was a place where people struggled to earn a living.
 - c. It was an unfriendly place where young people were treated badly.
 - d. It was a place where the population had fallen greatly.
- (4) What did Jo think about the flat in Ringsend before she saw it?
 - a. that it did not really have all the facilities mentioned in the advertisement
 - b. that the advertisement for it was confusing
 - c. that it might not be as suitable for her as it first sounded in the advertisement
 - d. that she was likely to be able to afford it
- (5) What do we learn about the girl who passed Jo on the stairs?
 - a. She liked neither the flat nor the other girls living there.
 - b. She was upset that she was not going to live in the flat.
 - c. She had not been seriously intending to live in the flat before seeing it.
 - d. She had not realised that other people were already living in the flat.
- (6) What is meant by 'toffee-nosed' in line 35?
 - a. being curious about others
 - b. feeling superior
 - c. strange-looking
 - d. appearing nervous
- (7) What did Jo think when she first met Pauline?
 - a. She probably wouldn't like Pauline because of her appearance.
 - b. She knew very little about people who looked like Pauline.
 - c. Pauline would probably not want to make friends with her.
 - d. Pauline was different from other punks she had met.
- (8) By the end of the extract, we learnt that ...
 - a. Nessa and Pauline didn't really want anyone to share their flat.
 - b. Nessa felt that Jo would be more suitable than the previous applicant.
 - c. other people had moved out of the flat because they hadn't enjoyed living there.
 - d. Nessa and Pauline were not expecting anyone to want to share their flat.

Task 11 The missing words of the following sentences are homophones. (*A homophone is a word that is pronounced like another word but has a different spelling and meaning.*) Between the slashes you can see how to pronounce the missing words of the sentence. Fill in the sentence with the correct words.

(1) /pɔːz/

While eating, a lion will often (a) _____ to lick its (b) _____.

(2) /'mænə(r)/

The family lived in a royal (a) _____ on a large (b) _____.

(3) /'kæptɪl/

The (a) _____, where Congress meets, is located in the nation's (b) _____.

(4) /'haɪə(r)/

He had to (a) _____ someone to replace him because he took a (b) _____ position.

/8

