Név: ..... osztály:.....

ÉRETTSÉGI VIZSGA • 2015. május 7.

ANGOL NYELV

KÖZÉPSZINTŰ ÍRÁSBELI VIZSGA

2015. május 7. 8:00

I. Olvasott szöveg értése

Időtartam: 60 perc

Pótlapok száma	
Tisztázati	
Piszkozati	

EMBERI ERŐFORRÁSOK MINISZTÉRIUMA

Fontos tudnivalók

- Az utasításokat pontosan kell követni. Csak az utasításban megadott helyre beírt megoldás fogadható el.
- Mindig csak egy megoldást szabad beírni.
- A betűjelek legyenek jól olvashatóak, az esetleges javítások pedig egyértelműek.
- A megadott szószámot nem szabad túllépni. Az összevont alakok egy szónak számítanak (pl. *"it's"* egy szó, *"it is"* két szó).

Task 1

- **In this article about a man whose invention has become a popular toy, some parts of sentences have been left out.**
- **Your task is to reconstruct the text by filling in the gaps (1-8) from the list (A-K) below.**
- **Remember that there is <u>one extra phrase</u> that you will not need.**
- **Write the letters in the white boxes next to the numbers as in the example *(0)*.**

I INVENTED THE LOOM BAND

Growing up in a small town in Malaysia, we did not have many toys. We had to be creative, so we built kites, played with sand and ***(0)***_____ . My father worked on a rubber-tree plantation, and sometimes he showed me the thick, rubber milk they got from the trees to produce natural rubber.

After school, I dreamed of becoming an engineer, but **(1)**_____ , so my brother and I decided to study abroad. We landed in Kansas, USA, on a snowy day in 1991. I had never seen snow before and **(2)** _____ .

After I graduated, I started working as an engineer. I loved my job, but I couldn't spend much time with my family, and **(3)** _____ . One evening I saw them making bracelets from rubber bands and I thought, "I can impress my girls!" I sat down and **(4)** _____ , using the same technique we had used to make jumping ropes back in Malaysia.

The next day, my daughters took their bracelets to school and **(5)** _____ . Children came up to me and asked me to make them bracelets. Then my older daughter suggested selling the bracelets. We all agreed, and we decided to sell not only bracelets, but also various kits containing rubber bands and tools so that kids could make their own designs.

We invested all our money in tools and rubber bands, and **(6)** _____ . I spent months going round toy stores, trying to sell the loom band kits. Nobody was interested. The problem was that people didn't understand how they worked, so **(7)** _____ which explained how to make rubber-band bracelets. These created a trend.

In July 2012, we received an order from a toy store for 12 kits. Two weeks later, the same store ordered kits for $10,000. When we saw it, we thought it was a mistake and **(8)** _____ . They told us they had never seen anything like it. After that, our sales climbed quickly until, in December 2012, we reached $200,000 sales a month. Now I run our family business and I have given up my old job.

(www.theguardian.com)

0)	***C***

A) showed them how to link the rubber bands together

B) we called the store owners

~~***C)*** *made jumping ropes from rubber bands*~~

D) I became a neighbourhood hero overnight

E) missed playing with my two daughters

F) I asked my daughters to create YouTube videos

G) I put them on her finger

H) I could not get into my local university

I) assembled the kits ourselves in our garage

K) hardly spoke any English

1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

8 pont	

Task 2

- **Read this article about a new kind of mirror and then read the sentences (9-14) following it.**
- **Mark a sentence <u>A</u> if it is <u>true</u> according to the article.**
- **Mark it <u>B</u> if it is <u>false</u>.**
- **Mark it <u>C</u> if there is <u>not enough information</u> in the text to decide if the sentence is true or not.**
- **Write your answers in the white boxes next to the numbers as in the example *(0)*.**

MIRROR, MIRROR ON THE WALL...

When IKEA discovered that nearly half of Brits surveyed by them didn't receive a single compliment during the week and that a third of the UK population thinks it looks its worst before 9 a.m. on Monday mornings, the Swedish furniture giant decided to do something about it.

Faster than you can say "Mirror, Mirror..." the company's UK unit developed a talking mirror that (thanks to digital technology) compliments customers walking by with pick-up lines such as "Have you been working out?" and "Your eyes are wonderful." or "You look fabulous today." While the words are spoken, they are written across the mirror as well. The effect on customers was immediate and amusing.

"We all know how that first look in the bathroom or bedroom mirror can determine whether we have a good or bad day," said Myriam Ruffo in a press release about why IKEA is reinventing the mirror. "That's why we thought—wouldn't it be great if the mirror actually told you something positive for a change? It's often the small things that make the biggest difference." Indeed. The mirror is currently being tested in one location in the UK but it seems likely that its voice will soon be heard in other locations.

(www.brandchannel.com)

0) *IKEA has done some research on people's feelings about their looks.*

9) The research findings showed that half of the British were dissatisfied with their appearance on Monday morning.

10) It didn't take IKEA a long time to create the mirror.

11) 3D technology was used to make the product.

12) The mirror only says pleasant things to anyone passing by.

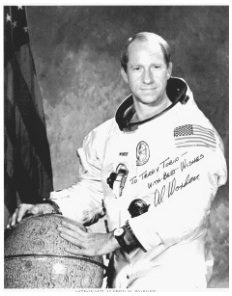
13) IKEA advises flat owners to place the mirror in the hall.

14) There are mirrors being tested at several places in Britain.

0)	***A***	
9)		
10)		
11)		
12)		
13)		
14)		

6 pont	

Task 3



- **In the following interview with astronaut Al Worden the questions have been removed.**
- **Your task is to write the letters of the questions (A-G) next to the appropriate numbers (15-19).**
- **There is <u>one extra question</u> that you do not need.**
- **Write the letters in the white boxes as in the example *(0)*.**

THE LONELIEST HUMAN BEING

On each of the six Apollo missions to the Moon, one member of the crew stayed in the command module that flew around the Moon while the two other astronauts actually landed. Al Worden was one of these command module pilots.

0) _____
It's kind of funny that everybody's interested in those who land on the Moon, but the person who stays in orbit can collect a lot more scientific data. For example, I photographed about 25% of the lunar surface.

15) _____
First, I wished them luck: "I hope you land okay!" The second thought was: "Wow, I'm glad they've gone because I've got this place all to myself."

16) _____
Let's get this clear: being alone and being lonely are not the same thing. I totally enjoyed it. On the backside of the Moon I didn't even have to talk to Houston!

17) _____
Yes, true, but I didn't think about that distance! I had billions of stars to look at. You just can't imagine how enormous the universe can feel!

18) _____
I didn't need someone chatting to me all the time. I had a lot of work to do. But, of course, if anything serious happens, then you really do want to contact them.

19) _____
I was, and still am, an absolute Beatles fan – I just love them. I also carried some Elton John, some John Denver and the Blue Danube Waltz.

(bbc.co.uk)

0)	***C***

A) But you were 250,000 miles away from home, weren't you?

B) Did you really prefer being out of contact with Houston? Why was that? | 15) | | |

~~***C)*** Do you feel that history is not fair to command module pilots? You never actually landed on the Moon.~~ | 16) | | |

D) What was your favourite food during the flight? | 17) | | |

E) What went through your mind when the lunar lander began its landing on the Moon? | 18) | | |

F) What about music – what was your mix tape for the Moon?

G) Wasn't it lonely? | 19) | | |

5 pont	

Task 4

- **Read the following advice on how to be a good writer and then read the half sentences that follow the text.**
- **Your task is to match the half sentences based on the information in the text.**
- **Write the letters (A-H) in the white boxes next to the numbers (20-25) as in the example *(0)*.**
- **Remember that there is <u>one extra letter</u> that you will not need.**

HOW TO BE A BEST-SELLING AUTHOR

Great tips from international bestselling author Sophie Kinsella

♦ **Always carry a notebook**
You can do a lot with a bit of overheard dialogue. Get into the habit of looking at life like a writer and writing it all down.

♦ **Write the book that you want to read**
Go into a shop and imagine the book that would make you want to take it off the shelf. The chances are that other people would too.

♦ **Don't talk about what you're writing**
I am very secretive when I'm writing a new book. The minute you share it and ask for opinions, it will just get in the way of your creativity.

♦ **Just get to the end**
It's the hardest thing and it's the most important thing! Everybody can reach a dead-end or get bored – don't give up!

♦ **Walk and drink cocktails**
If I get stuck, I'll go out for a walk with my husband, find a bar and we'll order cocktails and talk. It really turns the whole thing into a fun project.

♦ **Consider a pen-name**
There is one great advantage to having a pen-name. It gives you a bit of privacy and you won't be stopped at every street corner.

(bbc.co.uk)

0) *Sophie Kinsella is a popular author…*	**A)** and you've completed the most difficult part of the job.	***0)*** ***C***
20) You must do what real writers do…	**B)** and surely many people will enjoy your story.	20)
21) Write the sort of book that you'd love to read…	~~***C) and you can read her works in many languages***~~.	21)
22) Keep your ideas to yourself…	**D)** and if you pick one that sounds good, it'll sell your books.	22)
23) Continue writing…	**E)** and note down what people say around you.	23)
24) Go out and have some fun…	**F)** and it'll help you continue writing.	24)
25) Don't use your own name…	**G)** and whatever other people might say won't kill your inspiration.	25)
	H) and strangers will not disturb you.	

This is the end of this part of the exam.

6 pont

		maximális pontszám	elért pontszám
I. Olvasott szöveg értése	Task 1	8	
	Task 2	6	
	Task 3	5	
	Task 4	6	
FELADATPONT ÖSSZESEN		**25**	
VIZSGAPONT ÖSSZESEN		**33**	

javító tanár

Dátum: ……..

	pontszáma **egész számra** kerekítve	programba beírt **egész** pontszám
I. Olvasott szöveg értése		

javító tanár jegyző

Dátum: …….. Dátum: ……..

Megjegyzések:

1. Ha a vizsgázó a II. írásbeli összetevő megoldását elkezdte, akkor ez a táblázat és az aláírási rész üresen marad!
2. Ha a vizsga az I. összetevő teljesítése közben megszakad, illetve nem folytatódik a II. összetevővel, akkor ez a táblázat és az aláírási rész kitöltendő!

Név: ..... osztály:.....

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2015. május 7. 8:00

II. Nyelvhelyesség

Időtartam: 30 perc

Pótlapok száma	
Tisztázati	
Piszkozati	

EMBERI ERŐFORRÁSOK MINISZTÉRIUMA

Fontos tudnivalók

- Minden kérdéshez csak egy megoldás írható. **Több beírt megoldás esetén a válasz nem fogadható el akkor sem, ha köztük van a jó megoldás is.**
- Csak az utasításban megadott helyre írt megoldás értékelhető.
- Javítani lehet, de az legyen egyértelmű.
- Amikor a feladat megoldásaként önálló betűt kell beírni, az legyen egyértelműen azonosítható.
- **A nyelvhelyességi vagy helyesírási szempontból hibás megoldás nem fogadható el!**

Task 1

- **You are going to read an article about a 16-year-old girl's school project. Some words are missing from the text.**
- **Your task is to write the missing words on the dotted lines (1-8) after the text.**
- **Use only <u>one</u> word in each gap.**
- **There is an example *(0)* at the beginning.**

SNOW FENCES

Erica David lives in Pinedale, Wyoming, where winter ***(0)*** _____ bring temperatures of minus 37 degrees Celsius, howling winds, and a lot of snow. So **(1)** _____ was natural that she chose to study snow for her school science fair project in sixth grade.

Now in high school, Erica is in her fifth year of snow experiments, and is well **(2)** _____ her way to becoming a snow expert. She started with a basic question: Could snow fences **(3)** _____ built to work better?

These important structures **(4)** _____ used to keep snowdrifts from covering areas like roads or train tracks or to help build up snow where it can help with water shortages in spring when it melts. "Also, I wanted to protect my animals **(5)** _____ the blowing snow," says Erica.

Before she could test fence designs, Erica had to figure out **(6)** _____ would act like real snow in her experiments. She tested flour, sugar, and detergents. She used a wind tunnel to see **(7)** _____ one of them acted most like snow blown into a fence. She chose dishwasher powder.

Science fairs offer the opportunity **(8)** _____ test hypotheses and meet other researchers. But perhaps the best reward is that her research is already being put to good use.

(www.nationalgeographic/kids.com)

0) ***can***

1).....

2).....

3).....

4).....

5).....

6).....

7).....

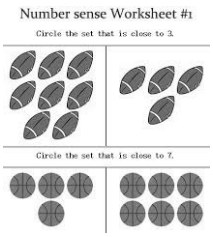
8).....

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

8 pont	

Task 2

- **You are going to read an article about our sense of number. Some words are missing from the text.**
- **Use the words in brackets to form the words that fit in the gaps (9-16).**
- **Then write the appropriate form of these words on the dotted lines after the text.**
- **There might be cases when you do not have to change the word in brackets.**
- **Use only one word for each gap.**
- **There is an example *(0)* at the beginning.**



MATH AND OUR NUMBER SENSE

Not all math skills are learned in the classroom. Some of them come ***(0)*** **_____** ***(natural)***. Consider the split-second calculation you make when you estimate the number of empty seats on the bus.

Such estimates can often be done without **(9) _____ (count)**. That's because humans are born with the **(10) _____ (able)** to guess the number of items in a group. Researchers call this characteristic a person's "number sense". Four-month-old infants and even some animals can make rough approximations. This inborn number sense reaches back millions of years and has been used by humans and animals to help guide everyday **(11) _____ (behave)** such as hunting for food.

(12) _____ (science) have discovered that our number sense may influence learning and achievement in the classroom. **(13) _____ (study)** with teenagers show that students who are good at estimating quantities also did well on standard math tests. These results suggest a "strong **(14) _____ (relation)**" between a person's number sense and their capacity to learn mathematics in school.

Does this **(15) _____ (connect)** mean that you cannot be good at math if you have a weak number sense? Or is having a strong number sense a guarantee of good **(16) _____ (perform)** in math? The answers are not clear but one thing is certain: doing lots of math homework will boost your chances of success.

(www.sciencenewsforkids.org)

0) ***naturally***

9).....

10).....

11).....

12).....

13).....

14).....

15).....

16).....

9)	
10)	
11)	
12)	
13)	
14)	
15)	
16)	

8 pont	

Task 3

- **You are going to read a text about 'first footing', a Scottish tradition that is still practised in many parts of the country. Some words are missing from the text.**
- **Your task is to choose the most appropriate word from the list (A-N) for each gap (17-27) in the text. Write the letter of the appropriate word in the white box.**
- **You can use each word only once.**
- **There is one extra word that you do not need to use.**
- **There is one example *(0)* at the beginning.**

FIRST FOOTING

In the old days, in Scotland, the New Year started with a custom ***(0)*** ____ 'first footing', which was supposed to **(17)** _____ good luck to people for the coming year.

As **(18)** _____ as midnight had passed and January 1st had started, people **(19)** _____ to wait behind their doors for a dark-haired man to arrive. This is believed to **(20)** _____ back to the Viking invasion, when a big blonde stranger arriving **(21)** _____ your doorstep with a big axe meant big trouble, and probably not a happy New Year.

The 'first footer' **(22)** _____ a piece of coal, some bread, some money and some greenery. These were all **(23)** _____ good luck - the coal to ensure that the house would always be warm, the bread to ensure that **(24)** _____ in the house would have enough food to eat, money **(25)** _____ that they would have enough money, and the greenery to **(26)** _____ sure that they would have a long life. The visitor **(27)** _____ took a pan of dust or ashes out of the house with him, thus symbolizing the departure of the old year.

(www. woodlands-junior.kent.sch.uk)

0)	***C***	
17)		
18)		
19)		
20)		
21)		
22)		
23)		
24)		
25)		
26)		
27)		

A BRING	**E** EVERYONE	**H** MAKE	**L** SOON
B CARRIED	**F** FOR	**I** ON	**M** THEN
~~***C CALLED***~~	**G** FROM	**K** SO	**N** USED
D DATE			

11 pont	

This is the end of this part of the exam.

		maximális pontszám	elért pontszám
II. Nyelvhelyesség	Task 1	8	
	Task 2	8	
	Task 3	11	
FELADATPONT ÖSSZESEN		**27**	
VIZSGAPONT ÖSSZESEN		**18**	

javító tanár

Dátum: …….

	pontszáma **egész számra** kerekítve	programba beírt **egész** pontszám
I. Olvasott szöveg értése		
II. Nyelvhelyesség		

javító tanár jegyző

Dátum: ……. Dátum: …….

Megjegyzések:

1. Ha a vizsgázó a III. írásbeli összetevő megoldását elkezdte, akkor ez a táblázat és az aláírási rész üresen marad!
2. Ha a vizsga a II. összetevő teljesítése közben megszakad, illetve nem folytatódik a III. összetevővel, akkor ez a táblázat és az aláírási rész kitöltendő!

Név: ..... osztály:.....

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ANGOL NYELV

KÖZÉPSZINTŰ ÍRÁSBELI VIZSGA

2015. május 7. 8:00

III. Hallott szöveg értése

Időtartam: 30 perc

Pótlapok száma	
Tisztázati	
Piszkozati	

EMBERI ERŐFORRÁSOK MINISZTÉRIUMA

Fontos tudnivalók

- Csak az *olvasható* írás értékelhető.
- Ha csak betűt kell beírni, érdemes *nyomtatott nagybetűt* használni.
- **Csak *egy megoldást* érdemes beírni, mert ha valamelyik nem helyes, a jó sem fogadható el.**
- Javítani lehet, de csak *egyértelmű megoldások* fogadhatók el.
- A feladatlapok nyomtatott szövege *nem módosítható* a célból, hogy a megoldás értelmes legyen.
- A beírást igénylő megoldásoknál mindig a *szövegben elhangzott szavakat* használjuk.
- Szövegkiegészítésnél ügyeljünk arra, hogy a szavak *illeszkedjenek a megadott szöveghez*.

Welcome to the Listening component of the Matura Examination.

The listening material and the instructions are recorded on the CD, and the tasks and instructions are printed in your test booklet.

- There will be three tasks, and every recording will be played twice.
- The tasks 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 CD in order to give you some time to look at the task in your test booklet before hearing the text.
- Then we will play the recording in one piece.
- After another short silent period we will play the recording for the second time, but now in shorter sections and with breaks between the sections in order to give you enough time to write down your answers.

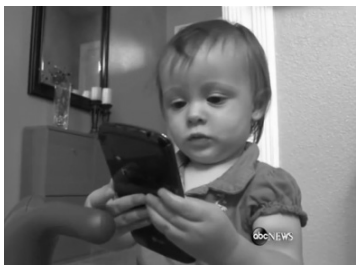
Please note that the first item in each task (marked with a tick [✓]) is always an example.

The whole test is about 30 minutes long.

Good luck!

TASK 1

- **In this section, you are going to hear an interesting story about a little girl called Sorella Stoute.**
- **Your task is to give short answers to the questions below.**
- **First, you will have some time to look at 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 shorter sections to give you enough time to write down your answers.**



✓ *How old is Sorella?*

…… *Thirteen months old* ……

1. When did Sorella's dad receive an email from eBay?

……

2. When was the car made?

……

3. What did he initially think about the email?

……

4. What word can't Sorella say?

……

5. When did Stoute contact the seller after receiving the email?

……

6. According to the seller's note, what did Sorella have?

……

7. Who had Stoute borrowed the money from?

……

8. Besides a new engine, what two things does the car need?

……

9. On what special occasion does Stoute hope to give the car to Sorella?

……

That is the end of Task 1.

9 pont	

TASK 2

- **In this section, you are going to hear some information about the history of the American Thanksgiving holiday.**
- **Your task is 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 ***one*** or ***two*** letters.**
- **First, you will have some time to look at the task, and then we will play the whole recording in one piece.**
- **Then, you will hear the recording again, but this time we will play the text in shorter sections to give you enough time to write down your answers.**

✓ *The American tradition of Thanksgiving goes back to ...*
A) the early days of the American colonies.
B) almost four hundred years ago.

(A) (B)

10. The Pilgrims sailed across the Atlantic to settle in the New World for … reasons.
A) religious
B) economic

A B

11. The first winter was so difficult …
A) because they arrived too late to grow enough crops.
B) that only half of the Pilgrims survived it.

A B

12. During the following spring, the Indians showed them how to ...
A) grow corn.
B) hunt and fish.

A B

13. The rich harvest in the autumn of 1621 included excellent crops of …
A) beans and pumpkins.
B) wheat and fruit.

A B

14. For the feast held in the autumn of 1621, the Indians …
A) invited the colonists.
B) brought deer and popcorn.

A B

15. Celebrating the autumn harvest with a feast ... the U.S. became an independent country.
A) was already a custom before
B) became an official holiday only after

A B

16. The current day set aside for celebrating Thanksgiving ...
A) was recommended by Abraham Lincoln.
B) is November 26th.

A B

That is the end of TASK 2.

7 pont	

TASK 3

- **In this section, you will hear a story about the friendship of Johnny, an autistic boy, and Xena, the Warrior Puppy.**
- **Your task is to decide whether the following statements are true, false or we do not know because the text does not say, and write the appropriate letter in the boxes on the right. Write A if the statement is true, write B if the statement is false, and write C if the text does not say.**
- **First, you will have some time to look at 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 shorter sections to give you enough time to write down your answers.**
- **A = TRUE B = FALSE C = THE TEXT DOES NOT SAY**

✓ *Johnny is ten years old.* ***B***

17. Johnny is an only child. ☐

18. Johnny is able to speak and read. ☐

19. Johnny used to sing to himself when he was playing with marbles. ☐

20. Xena was brought to an animal shelter two months ago. ☐

21. Xena was wounded when she was cruelly beaten. ☐

22. Xena got the name 'Warrior Puppy' because she'd been able to get well very fast. ☐

23. Johnny's mother, Linda read about Xena on the Internet. ☐

24. Johnny's dad encouraged Linda to adopt the puppy. ☐

25. At first, Xena was afraid of Johnny. ☐

That is the end of Task 3, and also the end of the Listening test.

9 pont	

		maximális pontszám	elért pontszám
III. Hallott szöveg értése	Task 1	9	
	Task 2	7	
	Task 3	9	
FELADATPONT ÖSSZESEN		**25**	
VIZSGAPONT ÖSSZESEN		**33**	

javító tanár

Dátum: ……

	pontszáma **egész számra** kerekítve	programba beírt **egész** pontszám
I. Olvasott szöveg értése		
II. Nyelvhelyesség		
III. Hallott szöveg értése		

javító tanár jegyző

Dátum: ……. Dátum: …….

Megjegyzések:

1. Ha a vizsgázó a IV. írásbeli összetevő megoldását elkezdte, akkor ez a táblázat és az aláírási rész üresen marad!
2. Ha a vizsga a III. összetevő teljesítése közben megszakad, illetve nem folytatódik a IV. összetevővel, akkor ez a táblázat és az aláírási rész kitöltendő!

Név: ..... osztály:.....

ÉRETTSÉGI VIZSGA • 2015. május 7.

ANGOL NYELV

KÖZÉPSZINTŰ ÍRÁSBELI VIZSGA

2015. május 7. 8:00

IV. Íráskészség

Időtartam: 60 perc

Pótlapok száma	
Tisztázati	
Piszkozati	

EMBERI ERŐFORRÁSOK MINISZTÉRIUMA

Fontos tudnivalók

Mindkét feladatot meg kell írni!
A pontozott sorokra kell írni!

Ügyeljen a megadott szószámra!
Amennyiben a létrehozott szöveg jelentősen eltér (rövidebb, hosszabb) a megadott szóintervallumtól, az pontlevonással jár.

Task A

You are spending a year at the University of Greenwich, London. You decide to take driving lessons so that you can drive in England. You have found the following advertisement on the homepage of the university:

Greenwich Driving School

Professional and Friendly Driving Instructors in Greenwich

Driving lessons as low as £20.00 per hour

We offer interactive lectures about driving in Britain and the British Rules of the Road, friendly, professional driving lessons in and around Greenwich for

- *beginners*
- *false beginners*
- *drivers with an overseas licence who need to practice driving on the left.*

We understand that each student is an individual and requires tuition to suit them.

Thanks for visiting! Please contact David Gabaine if you have any questions.

email dgabaine@gds.com

(http://www.Greenwich-Driving-School.html)

Write an email of 50-80 words to Mr Gabaine in which you

- explain why you would like to take lessons,
- tell him how much driving experience you have,
- ask him when the courses begin.

Begin your email like this:
Dear Mr Gabaine,

Task A

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10….....……..

Az A feladat értékelése:

A feladat teljesítése és a szöveg hosszúsága	6	
Érthetőség	5	
Összesen	11	

Task B

You have received the following letter from your American friend, Tania:

> We have a student council in my school and I was elected as form representative two months ago, but it's just a joke. We haven't had a single meeting so far, the teachers don't take it seriously - they don't think the students have got anything serious to say about the school and most of the students don't believe we could change anything either. It's very frustrating.
>
> I decided to take steps and make a list of the areas most students have problems with at school and present it when we eventually have our first meeting. I have a lot of ideas but I can't decide what to include in my list. School rules? Choice of subjects? Quality of food in the canteen? I would appreciate your opinion and any new ideas – what problems would you raise about <u>your</u> school?

Write an email of about 100-120 words to Tania telling her

- if the student council is more efficient in your school,
- if you agree with the steps Tania decided to take,
- what areas you would include in a list about your school.

Begin your email like this:

Dear Tania,

Task B

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25……...……..

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A B feladat értékelése:

A feladat teljesítése, a megadott szempontok követése	6	
Hangnem, az olvasóban keltett benyomás	2	
Szövegalkotás	4	
Szókincs, kifejezésmód	5	
Nyelvhelyesség, helyesírás	5	
Összesen	22	

This is the end of this part of the exam.

		maximális pontszám	elért pontszám
IV. Íráskészség	Task A	11	
	Task B	22	
VIZSGAPONT ÖSSZESEN		**33**	

javító tanár

Dátum: .....

	pontszáma **egész számra** kerekítve	programba beírt **egész** pontszám
I. Olvasott szöveg értése		
II. Nyelvhelyesség		
III. Hallott szöveg értése		
IV. Íráskészség		

javító tanár

jegyző

Dátum: ……. ….. Dátum: …….