**Angol nyelv-vetélkedő/English Language Competition**

**Országos döntő/National finals**

**2024. május 11/11th May 2024**

**KEY**

**PART I. USE OF ENGLISH**

1. For questions **1-10**, read the text below and decide which answer (**A, B, C** or **D**) best fits each gap.

**(10x 1 p = 10 points)**

1. A
2. A
3. D
4. C
5. A
6. D
7. B
8. B
9. C
10. B
11. For questions **1-10,** read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

**(10x 1 p = 10 points)**

* 1. ABOUT
  2. INTO/FOR
  3. ONTO
  4. YET
  5. IN
  6. TO
  7. FOR
  8. MANY
  9. LITTLE
  10. WHAT

1. For questions **1 -10**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**.

**(10x 1 p = 10 points)**

1. ENSURE
2. ACCEPTABLE
3. CONFIDENCE
4. EFFECTIVENESS
5. SHYNESS
6. LISTENERS
7. UNAPPROACHABLE
8. ATTENTION
9. IMPRESSION
10. INSECURE
11. Rewrite 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 **three** and **six** words, including the word given. **(10x 2 p = 20 points)**
12. …by far the best…
13. …complimented Tim on having…
14. …have global temperatures been so…
15. …kept me waiting for…
16. …little demand for…
17. …to have run out of…
18. …object to me/my closing…
19. …came as no surprise to…
20. …had the ability to fix…
21. …is prone to making …

**PART II. WRITING**

1. **REVIEW**

**Marking Scheme**

**Content**

The review should describe the item in some detail and give the writer’s opinions on it, including whether or not the writer recommends it.

**Communicative Achievement**

The review may be neutral or fairly informal. The writer may be completely objective about the item, or take a more personal, informal approach. The reader should have a clear idea of what exactly is reviewed and what the writer thinks of it.

**Organization**

The review may be divided into paragraphs separating a description from the writer’s opinions of it. The background may be included, perhaps as a separate paragraph. The reviewed item itself must be identified at the beginning, perhaps in a title for the review. Linking words and phrases should be used appropriately, perhaps to link stages in a sequence of events or to link opinions with reasons for them.

**Language**

The review should include appropriate structures for describing the writer’s experience, including appropriate past and present tenses. Appropriate structures for giving opinions and recommending should also be used.

**(50 points)**

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| **C1** | **CONTENT** | **COMMUNICATIVE ACHIEVEMENT** | **ORGANISATION** | **LANGUAGE** |
| **50** | All content is relevant to the task. Target reader is fully informed. | Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader’s attention with ease, fulfilling all communicative purposes. | Text is a well-organized, coherent whole, using a variety of cohesive devices and organizational patterns with flexibility. | Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips. |
| **40** | Performance shares features of Bands 30 and 05. | Performance shares features of Bands 30 and 50. | Performance shares features of Bands 30 and 50. | Performance shares features of Bands 30 and 50. |
| **30** | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Uses the conventions of the communicative task effectively to hold the target reader’s attention and communicate straightforward and complex ideas, as appropriate. | Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect. | Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication. |
| **20** | Performance shares features of Bands 10 and 30. | Performance shares features of Bands 10 and 30. | Performance shares features of Bands 1 and 3. | Performance shares features of Bands 1 and 3. |
| **10** | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. | Uses the conventions of the communicative task to hold the target reader’s attention and communicate straightforward ideas. | Text is generally well organised and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| **0** | Content is totally irrelevant. Target reader is not informed. | Performance below Band 10 | Performance below Band 10 | Performance below Band 10 |