



Nacionalni centar
za vanjsko vrednovanje
obrazovanja

A tanuló azonosító
matricája

FIGYELMESEN
RÁRAGASZTANI

ENG A

ANGOL NYELV

felső szint

OLVASÁS VIZSGA

(Reading Paper)

MINTAVIZSGA

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A válaszadó lap kitöltésének módja:



A válaszadó lapon ejtett hibák javításának módja:



ÁLTALÁNOS UTASÍTÁSOK

Figyelmesen olvassa el és kövesse az utasításokat.

A vizsgaterem vezetőjének engedélye nélkül ne lapozzon és ne fogjon hozzá a feladatok megoldásához.

Az azonosító matricákat ragassza fel a biztonsági csomagban található összes vizsgaanyagra.

A Szövegalkotás vizsga időtartama **70** perc.

A vizsga a következő feladattípusokból épül fel: egymáshoz rendelés, többszörös feleletválasztó feladatok és kombinált kiegészítő típusú feladatok.

- Azon feladatoknál, amelyekben egymáshoz kell rendelnie az összetartozó tartalmakat, a számokkal jelölt elemek **mindegyikét** kösse össze az ahhoz tartozó, **egyetlen** megfelelő, betűvel jelölt elemmel (1. feladat).
- A többszörös feleletválasztó típusú feladatoknál a felkínált válaszlehetőségek közül **csak egy a helyes (azaz csak egyet kell kiválasztania)** (2. feladat).
- A kombinált feladatoknál **csak egy** tartalmat kell kiválasztania – azt, amelyik a legjobban egészíti ki a szöveget (3., 4. és 5. feladat).

A feladatok megoldása során a vizsgakönyv lapjait használhatja vázlatok készítésére.

A válaszokat azonban X-szel kell megjelölnie a válaszadó lapon. Minden helyesen megjelölt válasz egy pontot ér.¹

A válaszok megjelölésének és a hibák javításának módjára vonatkozó útmutató a vizsgakönyv 2. oldalán található. Hibajavításnál a helyesnek szánt választ erősítse meg a mellé írt monogramjával. **Teljes névvel (vezetéknévvel és keresztnévvel) aláírni tilos.**

Kizárólag kéken vagy feketén író golyóstollat használhat.

A feladatok megoldása után ellenőrizze a válaszait.

Sok sikert kívánunk!

¹ A vizsga összesített eredményét a három vizsgarész megadott arányban határozza meg.

A vizsgakönyvnek 20 oldala van, ebből 3 üres.

Task 1

Questions 1-12

You are going to read an article in which people talk about what they did with their pocket money when they were young.

For each question (1-12), choose one person from **A-F**.

Mark your answer on the answer sheet.

There is an example at the beginning (0→E).

Pocket Money

A Anna Marie

I was the youngest of three sisters, and they used to treat me as if I was some kind of self-service. If a visiting relative gave us money, they'd always take my share. As for pocket money, I didn't get it very often and, when I did, I used to immediately put it somewhere where my sisters couldn't find it. If they found it, they would take some of it, or even all of it, and share it between them and go out and get burgers or sweets. Interesting lot, they were.

B Burt

Yes, my parents gave me pocket money and when I got it I'd quickly rush to my room and put it in a special box which I could lock. It was much too precious to spend on silly things. The trouble was, when I passed the sandwich bar on my way home from school, I desperately wanted to go in and buy something. Now I know there is no point in dying rich, and I wish I had spent my pocket money on records and games and had fun like the other kids on the block.

C Collin

My parents used to give me pocket money when I was in secondary school, but I was the only one of my mates to get any, so when we hung out together and wanted to see a film or something, I was the one who paid for it. But that was okay because we all helped each other whenever we could. In fact, my teenage years were very difficult for me, and it was my mates that saved me. I'll never forget that. And we're still best mates even now, after all those years.

D Diane

When I was a small child, I could hardly wait for my dad to come home from work on Friday afternoon because that was when he gave me my pocket money. I remember he would hand it over to me and I would run out of the building and straight to the shop a few houses down the

street where I'd get myself sweets, chocolates and crisps, and what I didn't eat right there I'd save for the next day. Since then, I've learned how important it is to save, of course, but those Fridays are among my happiest childhood memories.

E Ellen

In fact, when I think back, pocket money was a problem between me and my parents. I felt they should give me more, but they always refused. Naturally, I was disappointed. You see, I didn't get as much as my mates. We were into getting the new releases of various bands, and while they could buy whatever they fancied, I had to be very selective. Actually, that wasn't such a bad thing, because I learned the value of money and even today I'm careful how I spend it.

F Frederick

In the neighbourhood where I lived as a child, a lot of people were unemployed or in low-paid jobs, while my dad had a well-paid job. So I was the only kid around who got pocket money. I didn't want to appear different from the others or have the role of 'the rich kid on the block', so I had to hide what I'd bought with my pocket money. I remember I once mentioned I'd bought a computer game popular at the time and immediately wished I'd kept my mouth shut. And it wasn't really that expensive.

Which person...**0 felt they did not have enough pocket money?****E**

- 1 saved their pocket money?
- 2 shared their pocket money?
- 3 spent their pocket money quickly?
- 4 spent their pocket money on going out?
- 5 bought food with their pocket money?
- 6 bought records with their pocket money?
- 7 did not receive regular pocket money?
- 8 looked forward to getting their pocket money?
- 9 now regrets what they did with their pocket money?
- 10 says having pocket money helped them later?
- 11 felt embarrassed about their pocket money?
- 12 hid their pocket money?

Task 2**Questions 13-18**

Read the text below.

For each question (13-18), choose the correct answer (A, B, C or D).

Mark your answer on the answer sheet.

Working with Whales

It all began when I was a kid and we went on holiday to the west coast of America. One of the things we did was go on a whale-watching trip. The sea was calm and blue, reflecting the cloudless sky above, and sure enough, we came across a school of whales. The skipper turned off the engine and after a while a grey whale, out of curiosity, approached our boat. This enormous creature swam so close to us that we could actually reach down and stroke it. What amazed me, however, was how, despite its size, it looked so elegant as it swam by. That moment will always stay with me, as I knew, there and then, what I wanted to do with my life.

I graduated in oceanography, obtained my doctorate and now I work at the Marine Foundation. Basically, the aim of the Foundation is to preserve whale populations. I'm in charge of the monitoring programme. This is how we collect information on the whales off our coasts. We coordinate the activities of a number of scientific institutes and government departments, but what we really rely on is input from the general public. Observation is key to our work. Previously, most of our research on whales came from scientists working on dead ones. In fact, these days, without volunteers we wouldn't be able to function.

I absolutely adore my job. Besides the love that I feel for these amazing creatures, it's important to me that what I'm doing is making a difference in terms of helping to protect whales and improving their environment. Although much of my work involves being stuck in front of a computer analysing input, I also get the chance to go out on observations of my own. Doing this from the shore is great fun, but nothing can beat being in a boat right next to a whale. I should also add that I've made some great friendships with other whale lovers during my time at the Foundation.

People often ask me what it is about whales that makes me want to devote my professional life to them. To start with, whales are just so diverse. There are so many different species, and I find this variety in itself fascinating. Then there are all the extraordinary things about them like their social habits. But at the end of the day, I'm a scientist, and what attracts me is that there is still so much about them that we don't know, and it's this that draws me to them. And, of course, there's the size of them. The blue whale, for instance, is the largest creature to have ever existed.

Despite the progress that has been made, such as the banning of commercial whale hunting, there is still a depressing number of threats to whales worldwide. Our seas contain an awful amount of pollution. This can get inside whales, build up, and damage and kill them. In fact, recent tests on some dead whales have shown that they were suffering from diseases that were previously absent in marine animals. Fishing nets are a further problem, and every year many whales drown in this equipment. I would like to say that I'm confident about the future, but the reality is that while some

whale populations are recovering, despite nearly half a century of protection, others are not. Unless the world realises that more needs to be done, there is little hope for these magnificent creatures.

- 13** What did the author find so surprising about his first meeting with a whale?
- A** How beautifully the whale moved.
 - B** How curious the whale was.
 - C** How close the whale came.
 - D** How big the whale was.
- 14** According to the author, why was the trip in paragraph one so important?
- A** He had never realised how curious whales were.
 - B** It was the first time he had seen a whale.
 - C** He was actually able to touch the whale.
 - D** It helped him to choose his profession.
- 15** The Marine Foundation monitoring programme mostly uses data obtained from
- A** scientific organisations.
 - B** the government.
 - C** ordinary people.
 - D** dead whales.
- 16** What the author enjoys most about his work is the chance to
- A** meet people who love whales.
 - B** study data on whales.
 - C** help protect whales.
 - D** get close to whales.
- 17** Why is the author so fascinated by whales?
- A** Because there is still much to learn about them.
 - B** Because of the way they behave in groups.
 - C** Because there are so many different kinds.
 - D** Because of the fact that they are so enormous.

18 How does the author feel about the future of whales?

- A** Depressed.
- B** Uncertain.
- C** Confident.
- D** Hopeful.

Task 3**Questions 19-24**

Read the text on the next page.

For each question (**19-24**), choose the sentence (**A-H**) that best fits the gap.

There are **two** sentences that you do **not** need.

Mark your answer on the answer sheet.

There is an example at the beginning (**0→I**).

Is There Anything Out There?

In the year 1950, nuclear physicist Enrico Fermi asked a question now known as the Fermi Paradox: If there are so many alien civilizations in our galaxy, the Milky Way, as some scientists suggest, why have we seen no evidence of their existence? (0) _____. Decades of searching for alien civilizations have not produced any results.

With an estimated two hundred and fifty billion stars in the Milky Way – and an estimated one hundred and forty billion other galaxies in the visible universe – there should be a LOT of planets out there that can support life. We just have to find them. (19) _____. The first planet orbiting a star other than our sun was not discovered until 1995. Since then, we have only managed to find another three hundred or so, and nothing to suggest the existence of an alien civilization. Maybe NASA's Kepler mission will speed things up.

One problem is that the universe is BIG. If you leave the solar system, you come across a lot of nothing. You enter a vacuum – emptier than any vacuum we can create in a laboratory. (20) _____. This is Proxima Centauri, which is 4.3 light years away. And the next thing you'll bump into, Sirius, is another 4.6 light years away.

According to the Drake equation, formulated by Dr. Frank Drake in 1961, there should be millions of civilizations in the Milky Way galaxy alone. (21) _____. The trouble is, because the Milky Way is so big, the average distance between any two civilizations would be around two hundred light years. Let's imagine that aliens that far away are watching our world at this very moment through a telescope. (22) _____. They're watching a world at the beginning of the nineteenth century – with no cars, no computers and no mobile phones.

There is also the problem of travel. Voyagers 1 and 2 are travelling through space at 56,000 kilometres an hour – the fastest speed ever achieved by a man-made object. (23) _____. It took them 12 whole years to cross the orbit of Pluto and it'll take 10,000 to reach the Oort cloud at the edge of our solar system. At this speed, it would take over 60,000 years to reach the nearest star and around three million to reach the nearest theoretical civilisation.

Finally, humans have been technologically sophisticated for only about a hundred years. That is one hundred years in a solar system that is 4.6 billion years old and a universe that is almost as old as 14 billion years. So what are the chances of another life form becoming technologically sophisticated at the same time as us? (24) _____. Alien civilizations may have appeared and disappeared hundreds of millions of years before us, or are scheduled to appear hundreds of millions of years after us.

All in all, for an alien civilization to appear at the same time as ours and near enough to ours is very unlikely indeed. Maybe we are not alone, but in practical terms, we most certainly are.

- A** And there is a lot of this nothingness until you get to the next bit of something.
- B** We have been able to find planets that are big and hot.
- C** However, it's rather slow on a cosmic scale.
- D** This is quite an impressive number.
- E** But this will take some time to do.
- F** They seem very, very small.
- G** They can't see you and me.
- H** It's a long, long way.
- I** **60 years later, there is still no answer to this question.**

Task 4

Questions 25-32

Read the text below.

For each question (25-32), choose the answer (A, B, C or D) that best completes the sentence.

Mark your answer on the answer sheet.

There is an example at the beginning (0→D).

The White House

1600 Pennsylvania Avenue is probably the most famous address in the United States. It has been the home of American presidents and their families (0) ____ 1800. Most people call it the White House.

The White House is located on a site near the National Mall, a park in downtown Washington DC situated between the Lincoln Memorial and the US Capitol. The site was (25) ____ in 1790 by America's first president, George Washington, who put considerable effort into the construction of the new presidential residence. (26) ____, he was the only President not to live in it as he died before the building was finished. In 1800, the construction was (27) ____ completed and President John Adams and his wife moved in. After being torched by British troops during the War of 1812, it was rebuilt according to the (28) ____ plans.

Since then, the White House (29) ____ many times and now comprises six levels, with 132 rooms and 35 bathrooms. There are also 412 doors, 147 windows, 28 fireplaces and 3 elevators, while the kitchen can serve dinner to 140 guests and finger food snacks to more than a 1000. The most famous part of the residence, however, is the West Wing, which (30) ____ the president's "Oval Office", where many important political decisions in US history have been made.

The building wasn't called the White House (31) ____ the beginning but was known as the "President's Palace" or "President's House". President Theodore Roosevelt gave it its (32) ____ name in 1901. Today, the White House is a household name all around the world.

0

- A in
- B after
- C from
- D since

25

- A favoured
- B decided
- C elected
- D chosen

26

- A Nevertheless
- B Although
- C In fact
- D So

27

- A approximately
- B broadly
- C closely
- D nearly

28

- A authentic
- B genuine
- C primary
- D original

29

- A is modified
- B is being modified
- C has been modified
- D had been modified

30

- A encloses
- B contains
- C keeps
- D holds

31

- A in
- B by
- C on
- D for

32

- A first
- B current
- C maiden
- D specific

Task 5**Questions 33-40**

Read the text on the next page.

For each question (**33-40**), choose the answer (**A-K**) that best completes the sentence.

There are **three** options that you do **not** need.

Mark your answer on the answer sheet.

There is an example at the beginning (**0→L**).

Silly Place Names

Give a Brit a silly name and he (0) ____ in seventh heaven. English literature provides the richest source of silly place names (33) ____ the world, from Jonathan Swift's *Liliput* and *Brobdingnag* to PG Wodehouse's *Lower Briskett-in-the-Midden*. But a complete list of extraordinarily silly places is by no (34) ____ all fiction and fantasy. Great Snoring, Dull, Ham, Ugley are all bizarre examples of place names in Britain. And what (35) ____ London's *Ha-Ha Road*, or for example *Dogpoo Lane* and *Stinking Water Creek*? Nobody wants to live there or even go there.

While some names can only be put down to humour on the part of those responsible for coming up with them, others come from etymological processes; Snoring derives from the original Snarringes, Dull from the word for meadow, and Ham from the word for a small village. So, who are the people (36) ____ enviable job it is to christen these places? Who was the genius who thought of calling a road *Shoot up Hill* or *There and Back Again Lane*?

Road names like *Baker Street* (37) ____ traditionally been used to tell us something about the inhabitants that live in those streets or their businesses. So (38) ____ are we to think of people who spend their lives on *Catbrain Hill* – a street name like that cannot possibly contribute to the greater glory of those who live there.

There are also many common street names like *Rose Lane*, for example. But, instead of (39) ____ our streets sound cosy and pleasant, maybe we should call them *Dracula Drive* or *Radioactive Alley*. That could at least keep strangers (40) ____ from our homes. And perhaps prevent a burglary or two!

- A** about
- B** making
- C** which
- D** in
- E** away
- F** means
- G** what
- H** way
- I** have
- J** on
- K** whose
- L** is

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