

XIII Wojewódzki Konkurs Języka Angielskiego
dla uczniów gimnazjum województwa świętokrzyskiego
III Etap wojewódzki - 03 marca 2015

Kod ucznia:

Liczba uzyskanych punktów:

Drogi Uczniu,

przeczytaj uważnie instrukcję i postaraj się prawidłowo odpowiedzieć na wszystkie pytania.

- Arkusz liczy 13 stron i zawiera 11 zadań.
- Przed rozpoczęciem pracy sprawdź, czy Twój test jest kompletny. Jeżeli zauważysz usterki, zgłoś je Zespołowi Konkursowemu.
- Zadania czytaj uważnie i ze zrozumieniem.
- Odpowiedzi wpisuj czarnym lub niebieskim długopisem lub piórem.
- Dbaj o czytelność pisma i precyzję odpowiedzi.
- Nie używaj korektora. Jeśli się pomylisz, przekreśl błędną odpowiedź i wpisz poprawną.
- Oceniane będą tylko te odpowiedzi, które zostały umieszczone w miejscach do tego przeznaczonych.
- Przy każdym zadaniu podano maksymalną liczbę punktów możliwą do uzyskania za jego rozwiązanie.

Pracuj samodzielnie – powodzenia.

Czas
pracy:

120 minut

Liczba
punktów
możliwych
do
uzyskania:

150 pkt.

LISTENING

Task I

Usłyszysz wypowiedzi pięciu osób mówiących o udzielonych im radach. Od A do H wybierz, co doradzono mówiącemu. Za każdą poprawną odpowiedź otrzymasz 2 punkty.

A make an apology	Speaker 1
B accept an offer	Speaker 2
C issue an invitation	Speaker 3
D change a plan	Speaker 4
E cancel an arrangement	Speaker 5
F admit to a mistake		
G make an excuse		
H consult an expert		

Task II

Usłyszysz wywiad ze Steffi Smeeton o jej wycieczce rowerowej. Wybierz właściwą odpowiedź (A, B lub C). Za każdą poprawną odpowiedź otrzymasz 2 punkty.

- 6 How did Steffi feel when she first heard about the trip?
- A unsure whether she'd be fit enough
 - B surprised that such things existed
 - C certain that she'd enjoy it
- 7 The main thing that Steffi hoped to get out of the trip was
- A a greater commitment to cycling.
 - B a new way of dealing with life's challenges.
 - C a chance to meet many different sorts of people.
- 8 How did Steffi's Family react to news of the trip?
- A Everyone wanted to help her get ready.
 - B Her brother wished that he could go too.
 - C Her sister-in-law thought it was a bad idea.
- 9 Steffi says that some of the group members
- A lost patience with those who couldn't keep up.
 - B were too tired to socialize in the evenings.
 - C already had experience of that sort of trip.
- 10 Steffi says that some group members agreed to
- A go out cycling together at weekends.
 - B keep in electronic contact with each other.
 - C go on another trip together in the future.

20/.....

WRITING

Task III

Ułóż zdania we właściwej kolejności tak, aby powstało opowiadanie. Za każdą poprawną odpowiedź otrzymasz 2 punkty.

Joe's Trip to York

- A. This story all began one weekend when Joe visited York. He had passed his driving test only a few weeks before and had just bought a second-hand Ford.
- B. But, after a while, he managed to find a space in a side street just outside the centre.
- C. In spite of his nervousness about driving, he was determined to go on a long trip.
- D. After searching the next two streets he found the car and, of course, felt very relieved but rather foolish.
- E. In fact, everything went much better than he had expected, and a few hours later he was approaching the outskirts of York.
- F. Next, he set off to look round the cathedral and all the other historic buildings.
- G. To begin with, he thought it had been stolen and immediately set off to call the police but then he noticed that the adjoining streets looked very similar.
- H. Even though it was late September, York was packed with tourists and, as a result, all the central car parks were full.
- I. Finally, when Joe had got tired of sightseeing, he returned where he had left his car. To his surprise, it was nowhere to be seen.
- J. Fortunately, the traffic was not too heavy and, even better, the weather was perfect. Soon he was nearing the city centre.

1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. 8. ... 9. ... 10. ...

20/.....

READING

Task IV

Przeczytaj tekst, z którego usunięto zdania A - F. Dopasuj je tak, aby powstał spójny i logiczny tekst. Wpisz w luki odpowiedzi od A do F. Dwa zdania nie pasują do pozostałych. Za każde zdanie otrzymasz 1 punkt.

- A** We have local apocalypses in our world today, in the form of earthquakes, hurricanes and terrorist attacks.
- B** TV shows have long launched spin-off products in the form of merchandise and video games.
- C** If successful, the edutainment experiment could spawn a huge range of other TV show/university hybrid courses.
- D** Until now, online learning experiences have been able to deliver great videos and quizzes, but student interaction was minimal and the experience for learners has been impersonal.
- E** The course will consist of eight modules including a physics module on ‘the science of decay’, a public health module on the study of epidemics and a mathematics module on population dynamics.
- F** The University of California, which has a huge reputation to uphold, said that there had been no changes in the design of the course to the usual one.

The boundaries between education and entertainment are beginning to blur, and a new type of learning, in which education merges with entertainment, is emerging – ‘edutainment’ 1. But now US television company AMC has teamed up with the University of California to produce an online course based on the TV show, *The Walking Dead*, which features a post-apocalyptic world ridden with zombies.

With an audience of 10 million, student numbers for the course are expected to be in the hundreds of thousands. 2

Academics from the University of California say that the online course will be a ‘legitimate educational experience’ and tackle serious issues from the fields of science, public health, nutrition, psychology and sociology. 3. However, students will gain no formal qualifications or credits on successful completion of the course.

4. It insisted that all modules had been made as academically rigorous as those taught on the university grounds. One lecturer in social science stated that the university already used contemporary media examples to make theories more relevant to students, and this course was merely taking this concept one step further. ‘The curriculum is very real,’ says Josh Coates, head of Infrastructure and designer of the online platform. 5. ‘The fact that the context is this fictional world of an apocalypse is incidental. This course gives us the opportunity to educate people about the science of disasters.’

5/.....

Task V

Przeczytaj poniższe fragmenty tekstów o osobach, które przeczytały pewne książki. W miejsca kropek wpisz odpowiedzi A, B, C lub D (nie wpisuj imion lub tytułów). Za każdą poprawną odpowiedź otrzymasz 1 punkt.

A *Sundance by Teresa Wilson*

Kerry:

I really don't know why this book is so popular. I mean, I suppose it is going to appeal to young girls who want danger and romance, but I found this book really tedious. For a start, the characters were really unconvincing. The author went out of her way to add lots of details about the characters, but I found these details really pointless. I thought that some of the facts she presented about the main characters would become significant in some way later in the novel, but they didn't. They were just worthless bits of information. I also was disappointed that, although this book is meant to be about kids at high school, the writer seems to have no recollection at all about what it's like to be 17. The main character thought and acted like a 32-year old. It just wasn't believable. I'm not saying Teresa Wilson is a bad writer. She can obviously string words together and come up with a story that is appealing to a large number of people, but she lacks anything original. There is no flair. It just uses the same sort of language as you can see in many other mediocre novels.

B *Wild Ways by Margery Emerson*

Liz:

I have to say that I won't forget this book for a long time. I was hooked from the very first chapter. The devastating story affected me so much that I don't know if I'll ever feel the same again. I was close to tears on several occasions. I've got images in my brain now that I don't think will ever leave me. It's incredibly well-researched and, although it is fiction, is based on shocking real-life events. I learned an awful lot about things that went on that I never knew before. Margaret Emerson has a brilliant way with words and I really felt real empathy towards the characters, although I was sometimes irritated by the choices they made. However, the parallel story, the part that is set in the present, is not quite so good. I found myself just flicking through that part so that I could get back to 1940s Paris.

C *Orchid by Henry Rathbone*

Imogen:

This is a delightful novel full of wonderful imagery, a paints a remarkable picture of life in a distant time and a far-away place. If you're looking to learn about Eastern culture in great detail, then this is probably not the book for you, as the writer skims over most of the more complicated aspects of the country's etiquette. The historical aspects are also not covered in much depth. However, I wonder whether this was the writer's intention. By doing this, he symbolize the superficiality of the girl's life. She, like the book, is beautiful and eager to please, but remains too distant from us, the readers, to teach us much. Although I loved the book and read it in one sitting, the ending was a bit of a disappointment. A story which involves so much turmoil, in a place where the future is uncertain, should not have a happy-ever-after fairy-tale ending.

D *High Hills by Mary Holland*

Hannah:

I read this book for a literature class. I know it's a classic, and I did try to like it, but I just didn't get into it. I kept persevering, hoping that I'd start to enjoy it, but no such luck. The famous scene out on the moors was definitely the best bit of the book, but even that I found ridiculous when it is clearly supposed to be passionate. As I approached the end of the book, I figured there must be some kind of moral to the story, something that I would learn from the experience of trudging through seven hundred long pages, but there was nothing worthwhile. I don't know why the literary world sees this book as such a masterpiece. The characters are portrayed as being intelligent, but they do such stupid things! And as for it being a *love story*

- marrying someone you don't love and then being abused by them - that doesn't spell love to me.

Which person reads a book which:

- 1. was set in an Oriental country
- 2. finished in an unrealistic way
- 3. had characters that the reader could sympathize with
- 4. is well-known and was written a long time ago
- 5. contained two stories
- 6. was not set in the past
- 7. was historically accurate
- 8. made the reader cry
- 9. contained insignificant details
- 10. has a well-known scene
- 11. is written for teenagers
- 12. had unbelievable characters
- 13. is classed as romantic fiction
- 14. contains nothing new in the way of writing
- 15. has an attractive but shallow heroine **15/.....**

USE OF ENGLISH

Task VI

Uzupełnij zdania jednym wyrazem tak, aby powstał spójny i logiczny tekst. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

MODERN LIVING

Over the last forty years, **0) one** of the major changes in the way we live concerns 1) we eat.

As 2) as the fact that we have larger incomes, foreign travel 3) encouraged us to experiment 4) our cooking. As a result, ordinary people have developed a taste 5) exotic flavours. Supermarkets, 6) previously filled

their shelves with only locally produced goods, now stock Caribbean vegetables, spices from India and 7) Chinese beer!

There is also a trend towards eating 8) healthily nowadays, so low-calorie foodstuffs have become part of our weekly shopping basket. And vegetarianism is on 9) rise, too. Government surveys predict that one in three of us 10) be a vegetarian by the end of the present decade.

10/.....

Task VII

Przetłumacz na język angielski części zdań w nawiasach. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. There (kiedyś było mniej domów) here.

1. There here.

2. By the time I get home (Mary ugotuje obiad).

2. By the time I get home

3. I didn't remember (ile osób było) in the room.

3. I didn't remember in the room.

4. I'd rather (żeby on nie pokazywał) me these letters.

4. I'd rather me these letters.

5. The Silnica (jest dużo płytsza niż) the Vistula.

5. The Silnica the Vistula.

6. (Niepotrzebnie zmusiłeś ją do kupienia) all these things.

6. all these things.

7. Money (nigdy nie były) a problem for me since I set up my own firm.

7. Money a problem for me since I set up my own firm.

8. By next October (mój syn ukończy - graduate) university.

8. By next October university.

9. (Gdyby samochód nie zepsuł się), we would be at home now.

9., we would be at home now.

10. You (lepiej żebyś nie pił tej kawy). It may be poisoned.

10. You It may be poisoned.

11. Look! That (jest tak piękny) picture that I must buy it.

11. Look! That picture that I must buy it.

12. (Pozwolono jej porozmawiać) to the prisoner twice so far.

12. to the prisoner twice so far.

13. It (robi się coraz zimniej) now.

13. It this winter.

14. (Powinno się jej było powiedzieć) about it earlier.

14. about it earlier.

15. (Ani Tom ani Mary nie przyszli) on time yesterday.

15. on time yesterday.

15/.....

Task VIII

Przekształć poniższe zdania tak, aby oddawały sens zdania wyjściowego. Użyj od 2 do 5 wyrazów. Użyj podanego wyrazu w niezmienionej formie. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. Is it all right if I turn the television off? **if**

1. Would you the television off?

2.They decided to advertise their house on the internet. **put**

2.They decided their house on the internet.

3.John never takes any notice of what his children say. **attention**

3.John never what his children say.

4. Grace knows a lot about Web design, even though she has never studied it. **having**

4. Despite....., Grace knows a lot about Web design.

5.The boy next door always delivers my groceries. **have**

5.I by the boy next door.

6.We have always admired our English teacher. **looked**

6.We our English teacher.

7.I'm sure my dog didn't bite your son. **can't**

7.My dog son.

8.He regrets having lied to his parents. **wishes**

8.He his parents the truth.

9.We should go home now. **high**

9.It home.

10.I haven't had an answer to my question yet. **still**

10.I an answer to my question.

10/.....

Task IX

Przeczytaj poniższy tekst. Niektóre zdania są poprawne, a niektóre zawierają niepotrzebny wyraz. Jeśli zdanie jest poprawne postaw - √. Jeśli zdanie zawiera niepotrzebny wyraz napisz go obok cyfry.

Selling your house

Why do some of people find it so difficult to sell their house, 0 of
while the other people manage to do this within hours of it going 00 √

on the market? You might be surprised how little you	1.
have to do to persuade someone to buy your house.	2.
Always remember that the first impressions count. A well-kept	3.
garden and a freshly painted door will to create a positive	4.
atmosphere, while a full dustbin and many junk in the garden	5.
will put possible buyers off it. Make sure the inside of the	6.
house will gives the feeling of space, and don't leave your	7.
clothes lying around. Hang up your clothes, tidy away books and	8.
newspapers, and never leave a pile of dirty plates in the sink.	9.
Scent is such important, too. Avoid cooking fish or curry	10.
before someone is views the house, but the aroma of fresh	11.
coffee or newly baked bread does creates the right effect.	12.
Also soft lightning with lamps will give a nicer atmosphere.	13.
Touches like these could have be the difference between you	14.
making so a quick sale or no sale at all. Good luck!	15.

15/.....

Task X

Uzupełnij zdania podanymi czasownikami we właściwej formie. Każdy czasownik może być użyty tylko raz. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

break come cut give go lay let put set tell

1. This milk smells sour. It has off.
2. We have had to our appointment off for the second time this month because doctor Green has gone on a conference.
3. Everything seemed to be planned very carefully however the school reunion just didn't off. People looked bored and the atmosphere was stiff.
4. The Browns' son is really well-behaved. They never have to him off.
5. What is off this sweet smell? Is it the flowers?
6. We off at the break of dawn and drove for about seven hours until we arrived in Dover.

7. More than two hundred workers were off when it turned out the factory was making considerable losses.
8. Due to the political turmoil, the USA have off its diplomatic relations with Iraq.
9. We had bought plenty of fireworks. We them off at midnight on New Year's Eve.
10. The Board will off your electricity supply if you don't pay bills.

Task XI

Zakreśl właściwą odpowiedź a, b, c lub d, zakreśl True/False lub dokończ zdanie właściwym wyrazem, który jest odpowiedzią na pytanie lub uzupełnieniem zdania. Za każdą poprawną odpowiedź otrzymasz 1 punkt (w zadaniu CULTURE w pkt. 5 i 6 można otrzymać 0,5 pkt. za częściowo poprawną odpowiedź.

CULTURE

1. The capital of Canada is
2. The biggest city in Australia is
 - a) Brisbane b) Melbourne c) Sydney d) Canberra
3. Australia is big – 7686848 square kilometres, and only countries in the world – are larger than Australia.
 - a) six b) four c) five d) three
4. The Great Barrier Reef is the world's longest coral reef?
 - a) True b) False
5. and are animals whose babies are born from eggs but drink milk from their mothers.
 - a) the platypus
 - b) the kangaroo
 - c) the echidna
 - d) the koala
6. Match the human groups or the races of people with the countries they have lived:

a) Papuans	A) New Zealand
b) Maori	B) Australia
c) Aborigines	C) New Guinea

7. Peter Jackson, the film director (*King Kong*, *The Lord of the Rings*), is one of the most famous today.
- a) Australians
 - b) New Zealanders
 - c) Canadians
 - d) Americans
8. is the largest lake entirely in Canada.
- a) The Great Bear Lake
 - b) Lake Superior
 - c) Lake Huron
 - d) Lake Winnipeg
9. Canada has a higher population than Australia.
- a) True b) False
10. Tasmania belongs to New Zealand.
- a) True b) False

10/.....

THE HOBBIT AND JAMAICA INN

1. What is the name of the town that the dragon Smaug destroyed?
- a) Rivendell b) Dale c) Lake-town
2. How does Thorin Oakenshield like his eggs before the journey?
- a) fried, not poached b) scrambled, not poached c) poached, not fried
3. What does Smaug keep that belongs to the dwarves?
- a) ponies b) dwarves c) treasure
4. What is Durin's Day?
- a) the first day of dwarves' year b) the first day of the last moon of autumn
 - c) all of the above
5. Who is the first hobbit to enter Bilbo's hobbit hole?
- a) Fili b) Dori c) Dwalin
6. What is the name of Thorin's sword that was found in the trolls' cave?
- a) orcrist b) sting c) orendil
7. Where does Bilbo find the One Ring?
- a) Mirkwood Forest b) the caves in the Misty Mountains c) the old town of Dale

8. Who is Beorn?

- a) a wizard b) Dwarf King c) a skin-changer

9. What does Bilbo first steal from The Lonely Mountain?

- a) a shirt of mithril b) a golden cup c) an enchanted sword

10. Who kills Smaug?

- a) Bilbo Baggins b) Bard the Bowman c) Oin

11. What is the main character's full name?

- a) Mary Yellan b) Aunt Patience c) Francis Davey

12. What does Mary find at the vicarage which disturbs her?

- a) a poem b) a letter c) a caricature

13. Why doesn't Mary let Jem into the Inn?

- a) She's locked in her room. b) She doesn't trust Jem since he abandoned her.
c) She is afraid of Joss.

14. What does Jem plan to do on Christmas Eve?

- a) visit the cemetery b) take some ponies to Launceston c) sit at home alone

15. How many of his own men does Joss kill?

- a) four b) three c) two

16. Who tries to buy the high-bred pony from Jem?

- a) Mr. Davey b) Mrs. Bassat c) The mayor

17. Where does Mary think she can stay until she saves up some money?

- a) with friends b) at a workhouse c) with cousins

18. What is Joss main weakness?

19. Who kills Joss and Patience?

20. Who does Mary befriend, telling him what happens at Jamaica Inn?

20/.....

