

XVI Wojewódzki Konkurs z Języka Angielskiego
dla uczniów dotychczasowych gimnazjów oraz klas dotychczasowych
gimnazjów prowadzonych w szkołach innego typu

I Etap szkolny – 6 listopada 2017 r.

Kod ucznia:

Liczba uzyskanych punktów:

Drogi Uczniu,

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

- Arkusz liczy 11 stron i zawiera 13 zadań.
- Przed rozpoczęciem pracy sprawdź, czy Twój test jest kompletny. Jeżeli zauważysz usterki, zgłoś je Komisji Konkursowej.
- Zadania czytaj uważnie i ze zrozumieniem.
- Odpowiedzi wpisuj 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:

45 minut

Liczba
punktów
możliwych
do
uzyskania:

80 pkt

Zadanie 1.

Przeczytaj teksty i nagłówki. Do każdego tekstu (1.1. – 1.4.) dopasuj właściwy nagłówek (A–E).
Uwaga! Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego tekstu.

PRZYKŁAD:

☒ F

- 1.0. Building a new house? Watch out: you may be creating a chamber of horrors. According to Biohouse architectural school, the chemicals and nonporous concrete used in conventional buildings – not to mention the dangerous “earth rays” – can seriously damage your health.

☐

- 1.1. The record breaking heat afflicting most of the United States this summer has made the air hazardous to health. Air pollution, a problem many considered solved, is very much with us, and scientists are documenting how it harms crops, people and other living things.

☐

- 1.2. The situation of three grey whales, trapped in the ice off the north coast of Alaska, stirred deep feeling of compassion in people. With the trapped animals’ time running out, businessmen and environmentalists joined in an elaborate plan to save the enormous animals.

☐

- 1.3. Antarctica is no man’s land – and everyman’s land. No one takes responsibility for its delicate ecology, which with 90% of the world ice is vital to the planet’s climate. But a disastrous oil spill off Antarctica’s coast has galvanized diplomats and activists in a campaign for a ban on development of this fragile continent.

☐

- 1.4. From Bulgaria to Boston, Zaire to Martinique, New York to Paris, pop music is going global. Exotic imports and weird hybrids are flourishing: African reggae, Moroccan flamenco, Cambodian heavy metal. The trend has created some surprising stars and led dance-happy listeners to learn the ins and outs of strange new rhythms.

Opracowano na podstawie: B. Górską, G. Siedlecka-Orzeł: *Now you can read Newsweek*, 1990, s. 5, 15.

- A. TO SAVE THE SOUTH POLE
- B. BAD AIR
- C. ANY WAY OUT
- D. GLOBAL POP
- E. HOT SPOT
- F. ~~HOME IS BEST?~~

.../4

Zadanie 2.

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 2.1. – 2.4. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A short history of cars

In the 19th century, there weren't many cars. 2.0. F .They went at 8 kilometers an hour. In 1896, the police gave a man a fine for driving fast. He drove through a town at 14 kilometers an hour. 2.1. 2.2. A third person walked in front with a red flag, Only rich people had cars. 2.3. Early cars didn't have indicators. Drivers used their hands for 'left' or 'right'.

By 1904, there were more cars and more speeding fines! In 1925 they put white lines in the middle of the road for the first time. 2.4. In the same year, the first traffic jam happened in a busy London street. Cars, buses and taxis couldn't move for two hours.

Opracowano na podstawie: B. Bowler, L. Thompson, *British History Highlights*, Mary Glasgow Magazines (Scholastic Ltd.), 2005, s. 66.

- A. They put traffic lights by the road, too.
- B. A policeman went after him on his bicycle.
- C. They were open and cold so people in them wore warm clothes.
- D. The first cars had two drivers.
- E. The police didn't catch him because they didn't have a car.
- F. Cars were very slow.

.../4

Zadanie 3A.

Przeczytaj tekst i zdania 3.A.1. – 3.A.6. pod tekstem. Określ, czy zdania 3.A.1. – 3.A.6. są prawdziwe, fałszywe, czy brak jest informacji w tekście. Zakreśl literę P (prawda), F (fałsz) lub BI (brak informacji).

ZOMBIES

1. For a long time most people assumed that zombies were nothing more than mythical
2. figures, like werewolves and vampires. However, this changed in the 1980s when a man
3. called Clairvius Narcisse claimed that he had been turned into a zombie by means of drugs
4. and forced to work on a sugar plantation for two years before escaping. Wade Davis, a
5. Harvard scientist, investigated the claim and got something called 'zombie powder' from
6. Haitian witch doctors. The main active ingredient was a neurotoxin found in puffer fish
7. which could be used to simulate death. The witch doctors also explained to Davis that a
8. second poison, made from the *datura* plant, known as the zombie cucumber, was given to
9. victims after they were woken from their death-like state. This kept the 'zombies' obedient
10. so it was easy to force them to work. Davis wrote several books on the topic, including *The*
11. *Serpent and the Rainbow*, later made into a horror film by director Wes Craven.
12. Although the book was very popular with the public, some scientists were skeptical of
13. Davis's claims. Many people in Haiti still believe in zombies, but there have been no
14. publicized cases in the last few decades and Davis's theory remains controversial.

Opracowano na podstawie: *The History of Zombies*, <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/history-zombies>,
[dostęp: 10.10.2017]

3.A.0. Vampires are mythical figures.	XP	F	BI
3.A.1. Narcisse was a zombie in 1980.	P	F	BI
3.A.2. Narcisse worked on the sugar plantation because he wanted to.	P	F	BI
3.A.3. People who have taken 'zombie powder' seem dead.	P	F	BI
3.A.4. It is easy to control people who consumed the 'zombie cucumber'.	P	F	BI
3.A.5. Other scientists believe Davies.	P	F	BI
3.A.6. The witch doctors in Haiti can change people into zombies.	P	F	BI

.../6

Zadanie 3B.

Znajdź w tekście wyrazy o tym samym znaczeniu co wyrażenia 3.B.1. – 3.B.6.

3.B.0. walking dead (line 1)	zombie
3.B.1. creatures (line 2)	
3.B.2. changed into (line 3)	
3.B.3. running away (line 4)	
3.B.4. pretend (line 7)	
3.B.5. a few (line 10)	
3.B.6. ten years (line 14)	

.../6

Zadanie 4.

Przeczytaj tekst. Uzupełnij go, wpisując w każdą lukę (4.1. – 4.6.) jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga! Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

be come wake clean jog have go check
--

My aunt, Lucy 4.0. **is coming** to stay with us this weekend. It's 4.1. to be a horror! We already 4.2. the flat perfectly, but Aunt Lucy won't go to bed unless she 4.3. everything. Last year she 4.4. me up at 5 in the morning on Saturday and asked me to go 4.5. with her in freezing rain. When I couldn't run as fast as she did, she said I 4.6. a loser!

.../6

Zadanie 5.

Uzupełnij drugie zdanie w przykładach 5.1. – 5.5., tak aby znaczyło to samo, co pierwsze. **Użyj nie więcej niż trzech słów.** Wymagana jest pełna poprawność gramatyczna i ortograficzna zdań.

PRZYKŁAD:

5.0. We moved to Leeds in 2010.

We in Leeds since 2010.

We **have been living** in Leeds since 2010.

5.1. Amanda's hair is shorter than Lena's.

Amanda's hair isn'tLena's.

5.2. You should finish your project first.

I'd finish the project first, if.....you.

5.3. "Do you speak French?", asked the tourist.

The tourist asked meFrench.

5.4. Tom always chooses cheap hotels.

Tom always chooses hotelsexpensive.

5.5. "Don't move!", the guide warned us.

The guide warned us

.../5

Zadanie 6.

Przeczytaj tekst. Uzupełnij luki 6.1. – 6.4. jedną z czterech podanych możliwości, tak aby otrzymać spójną, logiczną i poprawną gramatycznie całość. Zakreśl literę a, b, c lub d.

Elizabeth Fry was famous 6.0. her prison work. She believed in helping people. She taught women prisoners to read and sew. She wanted them to get jobs when they came 6.1. prison. 6.2. that time the British hanged people 6.3. stealing clothes or food. Elizabeth thought it was wrong and tried to stop hanging. Elizabeth also helped people with 6.4. homes who lived in the streets.

Opracowano na podstawie: B. Bowler, L. Thompson, *British History Highlights*, Mary Glasgow Magazines (Scholastic), 2005, s. 33.

PRZYKŁAD:

- | | | | | |
|------|-----------|-----------------|---------|--------------|
| 6.0. | a. with | X b. for | c. in | d. of |
| 6.1. | a. out of | b. off | c. with | d. away from |
| 6.2. | a. in | b. on | c. at | d. since |
| 6.3. | a. of | b. with | c. for | d. because |
| 6.4. | a. little | b. no | c. few | d. bad |

.../4

Zadanie 7.

Przeczytaj tekst. Przekształć wyrazy w nawiasach 7.1. – 7.5., tak aby powstała spójna, logiczna i gramatycznie poprawna wypowiedź. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Wpisz wyrazy przy numerach 7.1. – 7.5. pod tekstem.

The carnival began with groups of 7.0. (DANCE), wearing bright costumes, performing in the main square. After that there was a 7.1. (COMPETE) for the best garden in town. Then followed a 7.2. (SPECTACLE) street parade of 7.3. (CONVERT) cars covered in flowers and a 7.4. (PROCEED) of pipers, dressed in 7.5. (TRADITION) Scottish costumes.

Opracowano na podstawie: V. Evans, J. Dooley, *Upstream Pre-Intermediate B1 Workbook*, Express Publishing, 2007, s. 50.

PRZYKŁAD:

7.0. *dancers*

7.1.

7.2.

7.3.

7.4.

7.5.

.../5

Zadanie 8.

Uzupełnij luki 8.1. – 8.10. właściwymi formami czasowników w nawiasach.

Dear Jimmy,

I 8.0. (have) **am having** a lousy time here in prison. I 8.1.(beat) by my mates just when I 8.2.(arrive) last week. Since then I 8.3. (be)..... in prison hospital. It's no better here. I 8.4.(stay) in bed and I 8.5. (give)injections and medicines five times a day. The food is awful.

Yesterday, when I 8.6. (sleep) , a rat 8.7. (bite) at my toe.

How are you?

I hope your car 8.8. (repair)soon. If you 8.9. (see) Jenny, kill her! She told the cops I 8.10. (steal) the gold watches.

Take care,

Bobby

.../10

Zadanie 9.

Wybierz wyrażenie odpowiednie w sytuacjach 9.1. – 9.5. Zakreśl literę a, b lub c.

PRZYKŁAD:

9.0. Znajomi rodziców obchodzą rocznice ślubu. Mówisz:

a. Be happy!

Xb. Happy anniversary!

c. I sympathise with you!

9.1. Prosisz o przysługę. Mówisz:

- a. Are you going to do something for me?
- b. Will you be doing this for me?
- c. Could you do me a favour?

9.2. Chcesz usiąść obok kogoś na akademii. Mówisz:

- a. I want to sit here!
- b. I like this place very much. Can I sit here?
- c. Is this seat free? Do you mind if I sit here?

9.3. Kategorycznie nie zgadzasz się na prośbę młodszego brata. Mówisz:

- a. It's out of the question.
- b. I am sure you won't do it.
- c. You will regret it.

9.4. Ktoś bardzo Ci dziękuje. Mówisz:

- a. It doesn't matter.
- b. Don't mention it.
- c. I can manage.

9.5. Obraziłeś/-eś nauczyciela. Przepraszając, mówisz:

- a. OK. I'm sorry I said that.
- b. I do apologize for what I said. I didn't mean it.
- c. I am apologizing. I did not want to .

.../5

Zadanie 10.

Uzupełnij minidialogi 10.1. – 10.5. Zakreśl jedną z podanych możliwości jako wypowiedź osoby B w dialogu.

PRZYKŁAD:

10.0. A: These bags are really heavy. I can hardly walk.

B: Shall I help you carry them?/ May I help you carry them?

A: If you are so kind. Thank you.

- 10.1. A: These sandwiches look delicious.
 B: *Thank you. I'm glad you like them./Please, help yourself.*
 A: With pleasure, thank you.
- 10.2. A: Do you mind if I open the window? It's so hot in here.
 B: *Of course. Open it./No, not at all. Please, do.*
 A: Thank you.
- 10.3. A: Could you pass me the sugar, please.
 B: *Please./Here you are.*
 A: Thank you.
- 10.4. A: My new bike got stolen yesterday.
 B: *Take it easy./What a shame!*
 A: Yeah.
- 10.5. A: I feel like a chocolate.
 B: *Do you want a Mars bar?/I could eat you with pleasure.*
 A: Yes, OK. Thank you.

.../5

Zadanie 11.

Zdecyduj, czy zdania 11.1. – 11.7. są prawdziwe, czy fałszywe. Zakreśl literę P (prawda) lub F (fałsz).

PRZYKŁAD:

11.0. The Appalachians are closer to San Francisco than to New York.

P **FX**

11.1. All the rivers east of the Rocky Mountains finally reach the Atlantic.

P F

11.2. There are four big lakes on the border between the USA and Canada.

P F