KOD UCZNIA

KONKURS JĘZYKA ANGIELSKIEGO
DLA UCZNIÓW SZKÓŁ PODSTAWOWYCH ORAZ GIMNAZJÓW I ODDZIAŁÓW GIMNAZJALNYCH WOJEWÓDZTWA MAZOWIECKIEGO

ETAP SZKOLNY

7 listopada 2018

Ważne informacje:

1. Na rozwiązanie wszystkich zadań masz 90 minut.
2. Pisz długopisem/piórem - dozwolony czarny lub niebieski kolor tuszu.
3. Nie używaj ołówka ani korektora. Jeżeli się pomylisz, przekreśl błąd i zaznacz/napisz inną odpowiedź.
4. Pisz czytelnie i zamieszczaj odpowiedzi w miejscu do tego przeznaczonym.
5. Pamiętaj, że zapisy w brudnopisie nie podlegają ocenie.

Życzymy powodzenia!

Maksymalna liczba punktów	**40**	**100%**
Uzyskana liczba punktów		**%**
Podpis osoby sprawdzającej		

LIVEWORKSHEETS

Zadanie 1. (0-4 pkt)
Przeczytaj poniższy tekst. Zaznacz w tabeli znakiem X, które zdania (1-4) są zgodne z treścią tekstu (T – True), które są niezgodne (F – False) oraz które zawierają informacje niepodane w tekście (NI – No Information). Następnie odpowiedz pełnymi zdaniami na pytanie 5 w miejscu na to przeznaczonym. Wymagana jest pełna poprawność ortograficzna i gramatyczna odpowiedzi.

SWEDEN'S ICE MUSIC ORCHESTERA PLAYS THE COOLEST MUSIC ON EARTH

Each winter, a unique orchestra in Luleå, Sweden, performs a series of concerts on the most delicate instruments in the world. How delicate? If you breathe on them, they will melt. In fact, they melt into water each spring.

But come winter, the Ice Music orchestra plays instruments made of ice in a concert hall in Lapland, the northernmost part of Sweden. The concert hall, which accommodates up to 200 guests, is built by two spherical igloos connected together in the middle. The stage in the middle has the lowest air temperature. Body heat and breath from the audience are vented to the igloos' ventilation holes in the roof, like chimneys. This provides the best conditions and a constant temperature of – 5 ° C, which is most ideal for the instruments.

The instruments are not 100% ice. The stringed instruments have strings and a few wood or metal elements, as normal instruments do. But the large parts that would be wood on regular instruments are made of ice. The wind instruments have not been created yet, as they would melt from the inside out as soon as a musician breathed into them. But there are stringed instruments of all kinds and plenty of percussion, including huge spherical drums and a xylophone that looks like a set of giant ice cubes.

During shows, heatless LED lights inside all the instruments keep changing colours. The concert hall looks like "a nightclub in heaven," according to Tim Linhart, who makes all the instruments every year in a six-week frenzy of productivity. They are so delicate that they get re-tuned between songs because being played and breathed on can cause slight melting. And if a repair is necessary, Linhart says he can just add a little water to patch up any holes.

The sound is very clear and crisp, because unlike wood, ice absorbs no vibrations. You might think this icy orchestra would play only classical music, but in fact, they perform rock (using six and 12-string ice guitars), country (with an ice banjo), and jazz.

If you go, take plenty of clothes. Members of the audience are advised to wear multiple layers to stay warm at these cool concerts.

Adapted from: www.kidsdiscover.com, www.icemusic.se

		T	F	NI
1.	The wind instruments of ice are under construction.			
2.	More than 200 guests can participate in the concert.			
3.	Lights inside the instruments stay cold during the concert.			
4.	It takes over a month of intensive work to create the instruments.			

LIVEWORKSHEETS

5. The title of the article is based on the technique "a play on words"*. Explain why the title of the article is humorous.

* a play on words – a humorous use of a word with more than one meaning or that sounds like another word (https://dictionary.cambridge.org/dictionary/english/play-on-words)

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Zadanie 2. (0-3 pkt)
Przeczytaj tekst. Do każdego akapitu (1-6) dopasuj właściwy nagłówek (A-I). Wpisz odpowiednią literę obok numeru każdego akapitu. Trzy nagłówki zostały podane dodatkowo i nie pasują do żadnego akapitu.

VOLUNTEERING

Volunteering is an opportunity to change lives, including your own. So how do you go about it?

1. _____

Unlike school; with volunteering you get to pick what really interests you and who (or what) is most deserving of your time. If you have more than one thing you love, find a way to combine the two. For example, if you love kids and are great at arts and crafts, visit your local children's hospital and offer to run art activities for young patients.

2. _____

Once you have identified something that inspires you, decide how much time you want to spend on it. Usually volunteers give local organisations a set amount of time every week. But what if school, sport, or other commitments prevent you from devoting time regularly? Some organisations have day-long activities or weekly, monthly or even structured internships for the entire summer.

3. _____

Volunteering is a great way to learn new skills – from working as part of a team to setting and reaching goals. It gives you the chance to discover what kinds of things you are best at and enjoy the most. A volunteer job can help you develop a new understanding of people who are different from you – people with disabilities, people in financial distress, sick kids, or the elderly.

LIVEWORKSHEETS

4. _____

Donating your time is a great way to see that you have the power to change things for the better and it can be a source of great contentment. Additionally, it allows you to get a perspective on your own life. Sometimes it is easy to get consumed by worries about your marks or the fight you had with your friend or parent. Although these things are very important in their own way, sometimes it can be helpful to get some perspective. Volunteering does this by letting you focus on others and see that your involvement in the world can be meaningful.

5. _____

When you dedicate your time to a cause you care about, it looks good on college or job applications. This is not the main reason for volunteering, of course — if you do it just to please other people you may not enjoy it. However volunteering does show others that you are reliable enough to make a commitment and show up on time. Volunteering also shows employers and colleges that you are willing to sacrifice your time and energy to make the world a better place.

6. _____

After you have decided what you are interested in and how much time you can devote to it, it is time to find out where you can volunteer. You have several choices, such as searching the Internet, calling an organisation in your area directly, asking friends or relatives for ideas and contacts or looking on local bulletin boards. Most places will ask you to come for an interview, which is usually pretty casual. They want to talk to you face to face. If it is a good fit – meaning you like the organisation, they like you and you like the work — volunteering can be an incredible experience.

Adapted from: https://teenshealth.org/en/teens/

A. Feel good
B. Be proud of the organisation's goals
C. Understand what is appropriate for you
D. Signing in
E. Identify your strong points
F. A positive impression
G. Expand your mind and abilities
H. A life-time experience
I. Discover what fits your schedule

Zadanie 3. (0-2 pkt)
Przeczytaj poniższe opisy sytuacji. Do każdego z nich (1-2) dopasuj właściwą reakcję. Zakreśl literę A, B albo C.

1. Zgadzasz się z poglądami kolegi. Którego wyrażenia użyjesz, aby mu o tym powiedzieć?

A. That's a matter of opinion.

B. I agree to disagree.

C. You can say that again.

2. Koleżanka ma możliwość wzięcia udziału w ciekawym przedsięwzięciu. Jak ją do tego zachęcisz?

A. You must attract its attention.

B. You should get rid of it.

C. You need to take advantage of it.

LIVEWORKSHEETS

Zadanie 4. (0-3 pkt)
Uzupełnij poniższe dialogi (1-3), wybierając spośród podanych możliwości. Zakreśl literę A, B albo C.

1. **X:** Oh no, I broke dad's tablet.
Y: He will hit _____ when he finds out. You will be in trouble!

A. the books **B.** the roof **C.** a wall

2. **X:** Where is he? We've been waiting for him for ages.
Y: Let's wait a few more minutes. I'm sure he will come _____.

A. before long **B.** at times **C.** here and there

3. **X:** I feel offended by what she's said to me.
Y: Take her negative comments with a _____ of salt. She is mean to everyone.

A. spoon **B.** handful **C.** pinch

Zadanie 5. (0-3 pkt)
Uzupełnij poniższe wypowiedzi (1-3), wybierając spośród podanych możliwości. Zakreśl literę A, B albo C.

1. You mean I should stop spending time with them – is that what you are _____?

A. getting at **B.** picking on **C.** calling in

2. They had to _____ the dinner invitation because of a prior engagement.

A. cut off **B.** give off **C.** turn down

3. I'm so naive – I was _____ completely by her excuse.

A. set on **B.** taken in **C.** drawn up

Zadanie 6. (0-5 pkt)
Uzupełnij każde z poniższych zdań (1-5) jednym pasującym słowem. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Liczba kresek odpowiada liczbie brakujących liter w słowie, a niektóre litery zostały już podane.

1. The coach has come to the _ _ _ **c** _ _ _ _ _ _ that Jerry is not the right goalkeeper for our team.

2. Taking care of such a big garden all alone is an _ _ _ _ _ **d** _ _ _ _ difficult task.

3. She comes from an affluent family, but I am not sure what she actually does for a _ **i** _ _ _ _.

4. Eastern music stimulates lively _ **n** _ _ _ _ _ _ among teenagers.

5. Cycling is _ _ _ _ **f** _ _ _ _ _ to both one's health and to the environment.

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Zadanie 7. (0-4 pkt)
Uzupełnij luki jednym wyrazem, utworzonym od słowa podanego przy każdym zdaniu (1-4). Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów.

1. Remember to _____ your size when you order clothes. **SPECIFIC**

2. Some teachers demand total _____ from their pupils. **OBEY**

3. Not _____, they eagerly accepted her offer. **SURPRISE**

4. Most possessions are _____ – your friends are not! **REPLACE**

Zadanie 8. (0-5 pkt)
Przeczytaj zdania (1–5). Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie z luką, tak aby precyzyjnie oddać sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie 5 wyrazów, wliczając w to wyraz już podany. Formy skrócone (np. needn't, they're) są liczone jako dwa słowa.

1. The Open'er Festival is an annual event that happens in Gdynia. **PLACE**

The Open'er Festival …….. in Gdynia.

2. The containers are totally empty. **LEFT**

There …….. in the containers.

3. What time does your train arrive tomorrow? **WHEN**

Can you tell me …….. tomorrow?

4. They went swimming in the sea although it was raining. **SPITE**

They went swimming in the sea ……...

5. Mr Kane first came to teach us a month ago. **OUR**

Mr Kane ..... a month now.

Zadanie 9. (0-4 pkt)
Uzupełnij luki w poniższych zdaniach. Wstaw czasowniki oraz określniki podane w nawiasach w odpowiedniej formie i szyku. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

1. Carmen …… (live) with her family in Barcelona since her

birth. Now she must consider …… (move) to Paris.

LIVEWORKSHEETS

2. While a few students…… (tidy) up the classroom, some others

…… (prepare) decorations. It took them the whole day.

3. She is a very clever student. When the teacher …… (hand) the

tests back tomorrow, she …… (get/certainly) a good mark.

4. He slept for a really long time yesterday. A few hours after the sun ……..……

(rise), he …… (lie/still) in bed.

Zadanie 10. (0-2 pkt)
Odpowiedz na pytania (1-2), zakreślając literę A, B, C albo D.

1. How many British colonies declared their independence from Great Britain in the 18th century and formed the United States of America?

A. 8

B. 13

C. 34

D. 49

2. Which place is the leek an emblem of?

A. The city of York

B. Northern Ireland

C. The county of Cornwall

D. Wales

Zadanie 11 (0-5 pkt)
Właśnie skończyłeś przygotowywanie ważnej prezentacji. Pracowałeś nad nią z kolegą, który niedawno dołączył do Twojej klasy. Napisz e-mail do znajomej z Wielkiej Brytanii, w którym:

- **wyjaśnij, dlaczego kolega zmienił szkołę i przedstaw jego obawy związane z nową szkołą,**
- **poinformuj i uzasadnij, które cechy osobowościowe Twoje i kolegi były przydatne w Waszej pracy zespołowej,**
- **zrelacjonuj sytuację, w której uświadomiłaś/eś sobie, że kolega jest osobą wartą zaufania.**

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów.
Oceniana jest umiejętność pełnego przekazania informacji oraz poprawność środków językowych.

LIVEWORKSHEETS

To:	abc@mail.com
From:	xyz@mail.pl
Subject:	

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LIVEWORKSHEETS