

V WOJEWÓDZKI KONKURS z JĘZYKA ANGIELSKIEGO dla uczniów szkół podstawowych województwa świętokrzyskiego

Etap III – 1 marca 2018 r. część pisemna

KOD UCZNIJA:

LICZBA UZYSKANYCH PUNKTÓW:.....

Drogi Uczniu,

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

- Arkusz liczy **10** stron i zawiera **14** 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.

Czas pracy:

60 minut

Liczba punktów
możliwych do
uzyskania:

91 pkt.

Pracuj samodzielnie – powodzenia.

Zadanie 1.

Wysłuchaj tekst o wyprawie na tratwach (white water rafting). Zdecyduj, które zdania są prawdziwe (**T - true**), a które fałszywe (**F - false**). Zakreśl odpowiednio **T** lub **F**.

1. The river was fast and looked dangerous. **T/F**
2. There were two people in each raft. **T/F**
3. There were trees overhanging the river. **T/F**
4. The guide told the speaker to put his head down. **T/F**
5. He wasn't wearing a helmet. **T/F**
6. His head hit the branch of a tree. **T/F**
7. He was knocked unconscious. **T/F**
8. He enjoyed white water rafting. **T/F**

Opracowano na podstawie: A. Doff, C. Becket, Cambridge Skills for fluency. Listening 2, Cambridge University Press, 1999, s. 46.

...../8 pkt.

Zadanie 2.

Wysłuchaj nagrania o czterech festiwalach w Wielkiej Brytanii i wpisz odpowiednie litery **a – d** odpowiadające nazwom festiwalu obok zdań opisujących te festiwale **1 - 6**. Możesz użyć poszczególne litery więcej niż raz.

- a) *The Glastonbury Festival*
- b) *The Edinburgh Festival*
- c) *The WOMAD Festival*
- d) *Reading Festival*

1. This is the best rock festival in Britain.
2. The official festival is smaller than the unofficial one.
3. It has mostly ethnic music.
4. It does not take place in towns or cities.
5. It has changed its name.
6. You give money to charity there.

Opracowano na podstawie: *Customs and Lifestyles in the UK and Ireland, Mary Glasgow Magazines (Scholastic Ltd.), London, 2005, s. 50.*

...../6 pkt.

Zadanie 3.

Uzupełnij wykropkowane luki w tekście (1-12) wyrazami z ramki, tak aby otrzymany tekst był spójny pod względem logicznym i gramatycznym. Każdy wyraz możesz użyć tylko raz w tekście.

warm-blooded / like / fact / up / as / cold-blooded / earliest / were / ago / slowly / theirs / a / on / are / has / birth

What is a whale?

Whales and dolphins may look **1)**..... fish, but they are in **2)**..... mammals. Like humans, whales and dolphins are **3)**..... . The mothers give **4)**..... to their babies and feed the babies **5)**..... milk. Whales, dolphins and porpoises together make **6)**.....a group of sea-creatures known **7)**.....cetaceans (pronounced 'set-ace-ans'). Most experts agree that the **8)**..... ancestors of today's cetaceans **9)**..... wolf-like creatures which made their homes in estuaries, about fifty million years **10)**..... At first these creatures hunted land animals but grew better at catching fish. They **11)**..... changed as they left the land to live in the sea – all the oceans were**12)**..... to explore.

Opracowano na podstawie: M. Oakley, *Whales and Dolphins*, Ladybird Books, s. 6-7.

...../12 pkt.

Zadanie 4.

Przekształć wyrazy w nawiasach tak, aby otrzymane zdanie było poprawne pod względem logicznym i gramatycznym. W każdym zdaniu należy utworzyć **nowy** wyraz w porównaniu do wyrazu podanego w nawiasie. Wyraz przepisany z nawiasu **nie będzie uznany** jako poprawna odpowiedź.

1. Anna asked for a and the cashier gave her one. **(receive)**
2. I am sorry for coming in so late. **(real)**
3. I was very when my uncle gave me a present. **(surprise)**
4. Maria was heavier than she should be. She was about 10 pounds after her pregnancy. **(weigh)**
5. He came very slowly and kept down in the sand to thank me for saving his life. **(knee)**

Opracowano na podstawie D.Defoe, *Robinson Crusoe*. Macmillan Readers, s. 41.

6. He cannot read or write. He is an person. **(literate)**
7. The of the smashed van was left by the road as a warning to motorists. **(wreck)**
8. Why don't you make anwith a dentist? **(appoint)**
9. He particularly liked my hut, and the way it was completely **(hide)**

Opracowano na podstawie D.Defoe, *Robinson Crusoe*. Macmillan Readers, s. 57.

10. My trousers are too short. I mustthem . **(length)**

...../10 pkt.

Zadanie 5.

Wybierz właściwy przyimek i wstaw w odpowiednie luki aby otrzymać zdania poprawne pod względem logicznym i gramatycznym. **Każdy przyimek** może być użyty **tylko raz**.

from, for, about, of, off, on, to, with.

1. She apologized the teacher not bringing her homework.
2. Andrew is angry Joan what happened at his birthday party.
3. He is very proud his sons.
4. What we decide to do next week will depend the weather.
5. This meat has gone, it is no longer fresh.
6. She graduated Yale University in 2017.

...../8 pkt.

Zadanie 6.

Wykorzystując wyrazy w nawiasach, uzupełnij zdania tak, aby zachować sens zdania wyjściowego. W każdą lukę można wpisać **od dwóch do pięciu wyrazów wliczając wyraz już podany**. Wymagana jest pełna poprawność gramatyczna oraz ortograficzna wpisywanych wyrazów! **Uwaga:** nie zmieniaj formy podanych wyrazów.

1. They are repairing Tom's car tomorrow.
Tom tomorrow. **(having)**
2. The local authorities have closed the secondary school.
The secondary school the local authorities. **(by)**
3. Someone used a baseball bat to break the windows.
The windows a baseball bat. **(were)**
4. Why don't you take the train. That's what I would do.
If I the train. **(you)**
5. Ann's hair is not as long as Susan's.
Susan's hair **(than)**
6. Tom came to live here three months ago.
Tom three months. **(living)**
7. I'm sure that isn't Robert, because he's in London.
That, because he is in London. **(be)**
8. You ought to take an umbrella today.
You an umbrella today. **(had)**
9. It wasn't necessary for my mother to go to work yesterday, so she stayed at home.
My mother to work yesterday, so she stayed at home. **(have)**
10. Patrick hasn't got enough time to finish his homework
Patrick has got finish his homework. **(too)**/10 pkt.

Zadanie 7.

Przeczytaj tekst i zdecyduj, które ze zdać **(a-g)** jest poprawne –**T**, a które fałszywe – **F**.
Zakreśl odpowiednio **T** lub **F**.

All people look forward to their holiday. It's a chance to forget about the stress of the office or the factory and relax for a week or two. They can then return, feeling healthy and ready to face the challenge of work once again. Recent research, however, suggests that for some people going on holiday might cause more stress than staying at work.

It's a particular problem for those people who find it impossible to relax. For a few weeks they are living in a different country or town, with different accommodation and different people around them. They miss their home, their friends, their food. And they worry about things: how much work will I have when I get back to the office? What's happening to the house? Are the family enjoying themselves?

There are also problems caused by spending twenty-four hours a day with the family. During the rest of the year, individual members of the family can get away from each other; they go to school or work; they see their friends. But on holiday, they can't do that; there is no escape. It's not surprising, then, that there is tension, disagreement, arguing.

Also, the theory that most of us return from a holiday fresh and ready to start work seems to be largely untrue. Many people feel depressed about walking back into the office; it often takes them up to a week to get back to normal. Some can't stand the thought of work at all, and call the office to say they are sick.

But if all this is true, why do we all think that holidays are such wonderful things? The answer is that we lie to ourselves and our friends. We have spent so much time and money planning the holiday that we are scared to admit it was disappointing. 'We had a great time,' we say, even if the weather was really bad and the hotel was a dump.

- | | |
|-------------------------------------------------------------------------|-----|
| 1. Holidays are relaxing for everyone. | T/F |
| 2. Some people don't like being in a new place. | T/F |
| 3. Everybody usually forgets about work. | T/F |
| 4. Families on holiday have fewer arguments. | T/F |
| 5. People usually find it difficult to return to work after a holiday. | T/F |
| 6. Some can't return to work after their holiday because they are sick. | T/F |
| 7. People often don't tell the truth about their holiday. | T/F |

Opracowano na podstawie *Mid Course Test Inside Out Pre intermediate*, Macmillan.

...../7 pkt.

Zadanie 8.

Przeczytaj o zainteresowaniach postaci poniżej (1-5). Zapoznaj się z tematyką czasopism młodzieżowych (A-H). Przyporządkuj każdemu nastolatkowi odpowiednie czasopismo wstawiając odpowiednią literę w wykropkowane miejsce obok imienia.

1. **Olaf** would like to read stories that people his own age have written. He is also keen on music and would like some recommendations on the best bands to listen to.
2. **Becca** wants to know more about the lives of famous people who frequently appear in the news. She is also interested in clothes and would like recommendations on what to wear.
3. **Hiro** is interested in learning more about the latest international events. He is also keen on the cinema and would like to read different opinions on what to see.
4. **Gina** is interested in geography and the natural world. She would also like to read articles that tell her about the lives of people from other countries.
5. **Chris** enjoys going to concerts and wants to find out more about the people in his favourite bands. He is also keen to read articles written by other teenagers.

Teen Magazines

- A. **Youth World** is an entertainment magazine full of ideas on what to do. It provides details of all the latest films, concerts, exhibitions and fashion shows. If you are someone who prefers to stay in, it also recommends the best DVDs to watch.
- B. **Teens Now** is a successful music magazine for teenagers that lists who is playing, where and when and how to get tickets. Interviews with well-known singers and groups as well as detailed biographies are included. It also gives its readers the chance to send in their own articles.
- C. **NS Teens** magazine is well-known for its wildlife and environmental content but it also has articles on the history and culture of people from around the world. Some of the articles are long and detailed but the magazine is also famous for its fantastic photo-journalism. There are also letters from readers as well as maps and fact sheets.
- D. **Top Teens** is easy to read and full of colour photographs. There are a range of different sections including those offering fashion and beauty advice. But the majority of its pages are devoted to interviews with the popular, well-known stars of cinema, music and sport.
- E. **Teenplus** is very different from the average teen magazine that simply offers articles on pop stars and fashion. This exciting new magazine informs readers about what is happening in the world through its in-depth articles on current affairs, politics and science. It also offers a variety of reviews on recent books, films and music CDs.
- F. No journalists write for **Teen Voice**. This magazine depends completely on articles sent in by its teenage readers. It gives young people the opportunity to publish their creative work, such as poems or short works of fiction or to voice their opinions on important issues. They can also write reviews of the latest music CDs.

<http://www.cambridgeenglish.org/images/343147-cambridge-english-preliminary-for-schools-pet-for-schools-digital-handbook-for-teachers.pdf>

...../5 pkt.

Zadanie 9.

Dopasuj nazwy podanych poniżej wydarzeń, dokumentów (**a – f**) do ich opisów (**1-5**). Wpisz odpowiednią literę (**a-f**) w wykropkowane miejsce obok opisu wydarzenia. Jedna nazwa została podana dodatkowo.

- a) *The Emancipation Proclamation,*
- b) *the Act of Settlement,*
- c) *the Declaration of Independence,*
- d) *the Act of Supremacy,*
- e) *Magna Carta,*
- f) *the Social Security Act in 1935.*

- 1. It was an important symbol of political freedom. The King promised all “freemen” protection from his officers, and the right to a fair and legal trial.
- 2. This law made the British King the head of the Church in England and it was the break with Rome.
- 3. According to this law, only a Protestant could inherit the Crown.
- 4. It was more than a statement that the colonies were a new nation. It also claimed that all men had the natural right to “Life, liberty and the pursuit of happiness”.
- 5. It declared that all slaves were to be made free – but only if they were part of the Confederacy.

...../5 pkt.

Zadanie 10.

Zdecyduj, które wydarzenia dotyczą Stanów Zjednoczonych (**USA**) a które Wielkiej Brytanii (**GB**). Obok każdego zagadnienia wpisz odpowiednio **USA** – Stany Zjednoczone lub

GB – Wielka Brytania.

- 1. the Crisis over Cuba 1961-1962 -
- 2. The Vietnam War in the 20th century -
- 3. the Watergate affair -
- 4. the Falklands War in 1982 -
- 5. the Wall Street Crash of 1929 -

...../5 pkt.

Zadanie 11.

Wybierz właściwą odpowiedź **a, b, c, d.**

- 1) Which document is known as the sign of the decline of feudalism.
 - a) Danelaw
 - b) the Great Charter
 - c) the Domesday Book
 - d) the Act of Settlement
- 2) Britain was a republic in:
 - a) 15th century
 - b) 16th century
 - c) 17th century
 - d) 18th century
- 3) General Wellington was famous for defeating:
 - a) the Spanish Armada in 1588
 - b) Napoleon at Trafalgar in 1805
 - c) the French in Utrecht in 1713
 - d) Napoleon at Waterloo in 1815
- 4) Manhattan was bought from American Indians by governor in 1621.
 - a) the French
 - b) the Dutch
 - c) the British
 - d) the Spanish
- 5) Choose the sentence which is **NOT** true about Henry VIII, king of England:
 - a) He didn't have a son but only two daughters, Mary and Elizabeth.
 - b) He had six wives.
 - c) The pope rewarded Henry VIII with the title *Fidei Defensor*, Defender of the Faith.
 - d) Despite his break with Rome, he reminded loyal to Catholic religious teaching, and executed Protestants who refused to accept it.

...../ 5 pkt.

Zadanie 12.

Dopasuj nazwy osób (**a-e**) do ich opisów (**1 – 5**).

a) The English captain

b) Xury

c) Friday

d) The Spanish prisoner

e) The Portuguese captain

- 1) He was a slave who Robinson met on the pirate ship after he had been captured by Pirates. He and Robinson escaped from a pirate ship at Sallee.
- 2) He was a man who was taught many things by Robinson and he was the Robinson Crusoe's companion while Robinson was living on the island.
- 3) He saved Robinson from the sea off the coast of Africa and helped Robinson to start a business in Brazil.
- 4) He called Robinson Crusoe the island's governor and took him back to England. Robinson helped him to stop a mutiny and they together recaptured the ship.
- 5) Robinson saved him from the cannibals so he was grateful to Robinson Crusoe and promised to bring his sixteen men from the mainland to the island if Robinson helped them with clothes, food and gunpowder.

...../5 pkt.

Zadanie 13.

Zdecyduj, czy zdania **1 - 5** są prawdziwe, czy fałszywe.

Zakreśl literę **T** (true - prawda) lub **F** (false - fałsz).

- 1) When Robinson Crusoe was a young man, his parents were against his idea of going on a sea voyage. **T/F**
- 2) In September 1659 Robinson Crusoe was sailing to Brazil when he and other sailors had to abandon the ship which was stuck after hitting the sand. **T/F**
- 3) A couple of months after the earthquake when Robinson was ill with a fever, he was looked after by Friday. **T/F**

...../ 3 pkt.

Zadanie 14.

Wybierz właściwą odpowiedź **a, b, c, d.**

1. Robinson built another canoe in his sixth year on the island because:

- a) the first canoe he had made was too small.
- b) he wanted to escape from the island and got to the mainland he had seen from other side of the island.
- c) he wanted to make a voyage around the island.
- d) he wanted to catch a sea turtle.

2. Robinson was worried that he did not have enough of on the island.

- | | |
|--------------|---------|
| a) bread | c) wood |
| b) gunpowder | d) meat |

...../ 2 pkt.