

**VIII WOJEWÓDZKI KONKURS Z JĘZYKA ANGIELSKIEGO
DLA UCZNIÓW SZKÓŁ PODSTAWOWYCH WOJEWÓDZTWA
ŚWIĘTOKRZYSKIEGO**

ETAP I – SZKOLNY

17 listopada 2020 r.

Godz. 10:00

**Kod pracy ucznia
punktów**

Suma

Czas pracy: 60 minut

Liczba punktów możliwych do uzyskania: 80 punktów

Instrukcja dla ucznia

1. W wyznaczonym miejscu arkusza z zadaniami konkursowymi wpisz swój kod.
2. Sprawdź, czy na kolejno ponumerowanych 10 stronach jest wydrukowanych 9 zadań.
3. Ewentualny brak stron lub inne usterki zgłoś Komisji Konkursowej.
4. Czytaj uważnie wszystkie teksty i zadania. Wykonuj zadania zgodnie z poleceniami.
5. Rozwiązania zadań zapisuj długopisem lub piórem z czarnym lub niebieskim tuszem/atramentem.
6. Nie używaj korektora.
7. Rozwiązania zadań zamkniętych, tj. 1, 2, 4 zaznacz w arkuszu z zadaniami konkursowymi. W każdym zadaniu poprawna jest zawsze tylko jedna odpowiedź. Wybierz tę odpowiedź i odpowiadającą jej literę zaznacz w kółku: ☐
8. Jeśli się pomylisz, błędne zaznaczenie przekreśl krzyżykiem, np. ☒ i zaznacz kółkiem inną wybraną odpowiedź, np.: ☐
9. Rozwiązania zadań otwartych, tj. 3, 5, 6, 7, 8, 9 zapisz czytelnie i starannie w wyznaczonych miejscach w arkuszu z zadaniami konkursowymi. Ewentualne pomyłki przekreślaj.
10. W zadaniach otwartych wymagana jest pełna poprawność gramatyczna i ortograficzna.

Powodzenia!

Zadanie 1. (0–10)

Przeczytaj tekst. Spośród czterech możliwości A, B, C lub D, wybierz właściwe zakończenie zdania lub właściwą odpowiedź na pytanie 1 – 10. Zakreśl odpowiednią literę.

FAIRIES

- (1) Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically pretty and female, like Tinkerbell in *Peter Pan*, they usually use their magic to do small things and are mostly friendly to humans.
- (2) We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think **these creatures** were originally the gods of earlier, pagan religions that worshipped nature. They were replaced by the Greek and Roman gods, and later by the Christian God, and became smaller, less powerful figures as they lost importance.
- (3) Another explanation suggests the origin of fairies is a memory of real people, not spirits. So, for example, when tribes with metal weapons invaded land where people only used stone weapons, some of the people escaped and hid in forests and caves. Further support for this idea is that fairies were thought to be afraid of iron and could not touch it. Living outside society, the hiding people probably stole food and attacked villages. **This** might explain why fairies were often described as playing tricks on humans. Hundreds of years ago, people actually believed that fairies stole new babies and replaced them with a 'changeling' – a fairy baby – or that they took new mothers and made them feed fairy babies with their milk.
- (4) While most people no longer believe in fairies, only a hundred years ago some people were willing to think they might exist. In 1917, sixteen-year-old Elsie Wright took two photos of her cousin, nine-year-old Frances Griffiths, sitting with fairies. Some photography experts thought they were fake, while others were not sure. But Arthur Conan Doyle, the writer of the Sherlock Holmes detective stories, believed they were real. He published the original pictures, and three more the girls took for him, in a magazine called *The Strand*, in 1920. The girls only admitted the photos were fake years later in 1983, created using pictures of dancers that Elsie copied from a book.

Na podstawie: <https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/the-legend-of-fairies>

Przykład:

0. Fairies

A. were invented by Shakespeare.

B. were generally believed in in the 18th and 19th centuries.

☒ C. are fantastic creatures in modern children's books and films.

D. are creatures from Roman mythology.

1. How many theories of fairies' origins does the writer of the text mention?
 - A. Three
 - B. None
 - C. One
 - D. Two

2. According to one theory, fairies were originally
 - A. gods of nature who became less important in time.
 - B. created by Greek gods to look after rivers and trees.
 - C. certain species of trees.
 - D. powerless creatures.

3. Some experts think that the belief in fairies started with
 - A. evil women kidnapping babies and new mothers.
 - B. people of a less advanced civilization hiding in the wilderness.
 - C. people who were allergic to iron.
 - D. robbers who stole metal weapons when they attacked villages.

4. People imagined fairies as
 - A. dangerous dirty wild creatures with wings.
 - B. very attractive and helpful children.
 - C. usually friendly but sometimes doing harm.
 - D. smaller than people but with very powerful magic.

5. Some people believed in fairies in the 20th century because
 - A. Frances Griffiths saw them in her garden.
 - B. the photographs of the fairies looked very realistic.
 - C. a magazine article convinced them that fairies existed.
 - D. some celebrities believed fairies were real.

6. Who believed in fairies according to the text?
 - A. Sherlock Holmes.
 - B. The editor of *The Strand*.
 - C. A famous author.
 - D. Shakespeare.

7. Elsie and Frances
 - A. were sure that they had photographed real fairies.
 - B. wanted to have their photo published in magazines and newspapers.
 - C. never explained how they had taken the photos.
 - D. decided to tell the truth when they were old.

8. The text says
 - A. that the girls were happy that they had cheated some experts.
 - B. that the girls were punished for taking the photos.
 - C. that the girls regretted taking the pictures.
 - D. none of the a, b, c.

9. In part 2 of the text, the words **‘these creatures’** mean
- A. trees and rivers.
 - B. the spirits of trees and rivers.
 - C. the Ancient Greek gods.
 - D. writers.
10. In part 3 of the text, the word **‘This’** means
- A. the fact that fairies were thought to be afraid of iron.
 - B. stolen food.
 - C. the possibility that hiding people stole food and attacked villages.
 - D. the invasion.

.../10

Zadanie 2. (0–4)

Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w luki 1 – 4 litery, którymi oznaczono brakujące zdania (B – G), tak aby otrzymać logiczny i spójny tekst. Pierwsza luka (0.) została uzupełniona jako przykład.

Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

THE MARTIAN: A BOOK REVIEW

The Martian tells the story of Mark Watney, an astronaut on Ares 3 mission to Mars. After a terrible storm almost destroys the ship and the base, the crew of his ship believe he is dead. 0.A..... Alone on the red planet, he has to survive until the next mission to Mars arrives.

While this novel is fiction, in some ways it feels like non-fiction. It is very scientific and packed with details about survival on Mars. Watney is a botanist and engineer, and he begins to grow food and produce water in his artificial camp. How does he do this? 1.

The author is Andy Weir, and this is his first published book. In it he has created a realistic character. There is a lot of humour in the story, and the reader can identify with the emotions (although no one can really imagine what it is like to be on Mars). Watney admits at the beginning that he is in deep trouble, but he never gives up. 2. Instead, what *The Martian* gives us is a realistic look at an intelligent person alone on a planet and trying to survive.

The majority of plot takes place on Mars and is written in the form of Watney’s journal entries. 3. Unfortunately, the other characters in the book (his fellow crew members, the scientists at NASA on Earth) do not get much development and so they often feel one-dimensional.

I should also mention that the book is thrilling to read. You will be on the edge of your seat until the very end. 4. It is good not only for space travel fans and scientists but for anyone who is looking for a unique and exciting story. *The Martian* was so popular that it was made into a film starring Matt Damon in 2015, but I recommend reading the book first.

~~A. But Mark does not die in the storm.~~

B. I would recommend this book to all audiences.

C. Soon he becomes a survival superhero.

D. The answers are explained with lots of convincing calculations.

E. I would recommend the book to people really keen on science fiction.

F. Without the character of Mark Watney, this book would only be a scientific look at survival on Mars.

G. This diary style makes the character of Watney very real.

Na podstawie: <https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Reading-B1-The-Martian-a-book-review.pdf>

.../4

Zadanie 3. (0–6)

Przeczytaj tekst i odpowiedz krótko na pytania 1 – 6 pod tekstem. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

SHARK ATTACKS IN AUSTRALIA

The alert about the latest shark attack came last Friday: a surfer was missing; his board dragged from the waves had bite marks on it. Western Australian authorities confirmed that Andrew Sharpe, 52, was killed by a shark. Friends who witnessed the attack said that he had been knocked off his board and pulled underwater. Police divers later found scraps of his wetsuit. His death marks the seventh fatal shark attack in Australian waters this year, causing alarm among beach-going communities. There have not been so many since 1929.

Sharks remain mysterious predators whose behavior traits are largely unknown. Professor Hart says they might bite for various reasons, such as reacting to a threat, protecting territory, or confusing a human with food. To a shark, a surfer on a board looks like a big, fat seal going through water, very slowly in many cases.

Do sharks actually want to eat humans? Professor Hart and Dr Meagher suspect that if humans were an attractive food source, many more attacks would be reported. At any point in time, thousands of sharks are in the waters around Australia. People regularly go surfing and see sharks but are not attacked. Many surfers and swimmers often say they understand the ocean is a shared environment.

“Unfortunately, that’s just the risk that we take when we go into the water”, Dr Meagher said.

Na podstawie: <https://www.bbc.com/news/world-australia-54112992>

Przykład:

0. What was the last Friday alert about?

Możliwe odpowiedzi:

A missing surfer/That a surfer was missing (probably attacked by a shark/due to a shark attack) etc.

1. How did the Australian authorities know that Andrew Sharpe had been killed by a shark?

.....
.....

2. Why are the Australians so worried after the last shark attack?

.....
.....

3. What does the text say about people's knowledge of shark behavior?

.....
.....

4. Why do sharks attack surfers?

.....
.....

5. Why do the experts think that humans are not sharks' favourite food?

.....
.....

6. How do surfers and swimmers feel about sharks?

.....
.....

.../6

Zadanie 4. (0–10)

Wybierz właściwą reakcję w sytuacjach 1 – 5. Zakreśl literę A, B lub C.

Przykład:

X: Would you like another cup of tea?

Y:

☒ A. Yes, please.

☐ B. Yes, you would.

☐ C. I would like to.

1. X: Could I have a word with you?

Y:

☐ A. Not at all.

☐ B. Yes, you could.

☐ C. Yes, of course.

2. X: Shall I take off my shoes?

Y:

☐ A. No, you shouldn't do this.

☐ B. No, you mustn't do this.

☐ C. No, you don't have to.

3. X: I feel awful. I've just had a terrible row with my sister.

Y:

☐ A. What a pity!

☐ B. You are right!

☐ C. Cheer up!

4. X: May I have one of these oranges?

Y:

- A. Yes, please do. They are here for everyone.
- B. Yes, with pleasure.
- C. Yes, please yourself.

5. X: Why don't you ask your parents for more pocket money?

Y:

- A. I don't ask my parents any questions.
- B. I'd rather not at the moment.
- C. They don't put money in my pocket.

6. X: May I say something?

Y:

- A. Say what you may.
- B. Please, you may.
- C. Yes, please go ahead.

7. X: Can you lend me 20 zloty till tomorrow?

Y:

- A. Absolutely, let me check if I have cash.
- B. No, you can't, it's a problem.
- C. Yes you can tomorrow.

8. X: Thank you ever so much for taking my dog for a walk.

Y:

- A. You have a nice dog.
- B. It isn't anything big.
- C. It's been a pleasure.

9. X: Could you pass me the sauce, please?

Y:

- A. Please.
- B. Here you are.
- C. Not at all.

10. X: Could you lend me a hand with tidying up after lunch?

Y:

- A. Which hand do you want?
- B. What would you like me to do?
- C. Yes, I could lend.

.../10

Zadanie 5. (0–10)

Uzupełnij zdania 1 – 10 właściwym JEDNYM wyrazem.

Przykład:

- 0. Lily is so proud her new dog!
Lily is so proud **of** her new dog!

1. Have you exchanged that lovely car this?!
2. She has probably arrived London by now.
3. You must knock the door as the bell doesn't work.
4. She turned me for help yesterday.
5. The minister is much occupied affairs of state.
6. You are forty so how long are you going to be dependent your old parents?
7. This passport is valid all countries.
8. She is intent climbing the mountain, but I'm doubtful of her chances.
9. During lockdown we were fortunate have four laptops at home.
10. I'm sorry, but you must put a mask when you enter a shop.

.../10

Zadanie 6. (0–10)

Uzupełnij brakujące wyrazy w zdaniach 1 – 10. Liczba poziomych kresek równa się liczbie liter. Niektóre litery zostały podane i nie wolno ich zmieniać.

Przykład:

0. You must leave your anorak in the _ _ _ **k** _ _ _ before you enter the library.
You must leave your anorak in the c l o a k r o o m before you enter the library.
1. If you have a _ _ _ **h** _ **h** _ , why don't you go to the dentist?
2. Tom is ill and he won't be able to _ **k** _ the test on Tuesday with the other students.
3. There are many _ **u** _ _ _ _ ranges in the world where you can go skiing.
4. He hasn't travelled much – he hasn't even visited the _ **a** _ _ _ _ of his country.
5. Coca-cola is popular _ **e** _ _ **h** _ _ in the world.
6. My aunt always gives me a large sum of money for my birthday - she is very
_ **n** _ **o** _ .
7. The _ _ **l** _ _ _ _ **e** _ is a white vegetable which looks like a human brain.
8. He robbed a bank in 1960s and the police have never _ **r** _ _ _ _ him.
9. It is difficult to see a tiger in its natural _ **a** _ **t** _ .
10. Modern cities suffer from air _ _ **l** _ _ _ **n** because of all the cars there.

.../10

Zadanie 7. (0–10)

Zapytaj o podkreślone części zdań 1 – 10. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

Przykład:

0. He is jogging in the park.

Where is he jogging?

1. Lydia looked tired and miserable after the trip.

.....

2. Such students need a lot of attention from their teachers.

.....

3. Since his stepfather was often drunk and violent, Charlie ran away from home.

.....

4. There have been five bear attacks in the mountains recently.

.....

5. The wasps were furiously stinging the barbecue guests.

.....

6. Her favourite doll has been taken to pieces by the playful puppy.

.....

7. The service can be called anytime.

.....

8. The passengers have caught the train thieves.

.....

9. This old lady plays football better than all the boys in her neighbourhood.

.....

10. The terrorists' eyes were narrow and cruel.

.....

.../10

Zadanie 8. (0–10)

Przetłumacz fragmenty zdań 1 – 10 na język angielski. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

Przykład:

0. Wyjrzałem przez the window at about 11.

I looked out of the window at about 11.

1. Mr Brown has *mało książek* in his bookcase.

.....

2. *Żadne z moich rodziców nie ma* blue eyes.

.....

3. Who can give us *więcej informacji*?

.....

4. He can help us solve the maths problem *chyba, że przyjdzie za późno*.

.....

5. Did you recognize the woman *której portret wisiał* on the wall in the castle?

.....

6. The dentist was horrified when she saw *zęby tych mężczyzn*.

.....

7. *Od kiedy jesteś* a vegetarian?

.....

8. His inventions *zostały zapomniane* but people still read his books.

.....

9. My grandpa wondered *czy ludzie osiedlą się na* Mars or other planets.

.....

10. I have *bardzo mało pieniędzy* and no friends to borrow from.

.....

.../10

Zadanie 9. (0–10)

Napisz czasowniki z nawiasów 1 – 10 we właściwej formie. Wymagana jest pełna poprawność ortograficzna. Pierwsza luka została uzupełniona jako przykład.

At the moment the car 0. (speed) ... *is speeding* I am in the car. I can't breathe because someone 1. (wrap) me in a thick blanket. Only a few minutes ago I 2. (wait) for a bus at a bus stop when someone 3. (grab) me and 4.(throw) me into a van. I 5. (not notice) anything unusual before it happened. Who are the people? I 6. (not know) why they have kidnapped me. How much money can they demand for me? What will happen if my father 7. (pay)? What if he doesn't? We are broke! I think I 8. (not tell) the kidnappers we have literally no money. They 9. (kill) me at once if they knew. I wonder where they 10. (take) me now.

.../10