

XV WOJEWÓDZKI
KONKURS JĘZYKA ANGIELSKIEGO
DLA UCZNIÓW GIMNAZJÓW WOJEWÓDZTWA ŚWIĘTOKRZYSKIEGO

ETAP III wojewódzki

17 marca 2017

godz. 13:00

Kod ucznia

Suma punktów

Czas pracy: **90 minut**

Liczba punktów do uzyskania: 115

Instrukcja dla ucznia

1. Sprawdź, czy zestaw zadań zawiera 10 stron (zadania 1-12). Ewentualne usterki zgłoś Komisji Konkursowej.
2. Na tej stronie wpisz swój kod.
3. Zadania czytaj uważnie, pamiętaj o wszystkich elementach polecenia.
4. Odpowiedzi wpisuj czarnym lub niebieskim długopisem albo piórem. Nie używaj korektora.
5. W pytaniach zamkniętych zakresł kółkiem literę oznaczającą wybraną odpowiedź np.: **B**
6. Jeśli się pomylisz, błędne zaznaczenie przekreśl znakiem X np. ~~**B**~~ i zaznacz kółkiem inną wybraną odpowiedź np. **A**
7. W pytaniach otwartych i zamkniętych oceniane będą tylko te odpowiedzi, które zostały umieszczone w miejscach do tego przeznaczonych.
8. Dbaj o czytelność pisma i precyzję odpowiedzi.
9. Pracuj samodzielnie.

Powodzenia!

ZADANIE 1

Usłyszysz dwukrotnie trzy różne fragmenty rozmów. Do pytań 1-6 wybierz odpowiednią odpowiedź (A, B lub C) zgodnie z usłyszonym materiałem. Do każdego fragmentu przygotowane są po dwa pytania. Za każdą poprawną odpowiedź dotrzymasz 2 punkty.

Extract 1.

You hear two people talking about a writer's new book.

1. According to the woman, how is the writer's new book different from his first one ?

- A. The focus wasn't entirely the same.
- B. It has not been so well received by readers.
- C. The writing style was less descriptive.

2. Two speakers agree that the new book

- A. contains too much dialogue.
- B. has a slower-paced plot.
- C. should be adapted

Extract 2.

You hear part of an interview with a successful jewellery designer called Jenny Vickers.

3. How does Jenny feel about the release of her new collection?

- A. eager to move onto the next project
- B. irritated by all the promotional work involved
- C. apprehensive about the risk she is taking

4. What did Jenny think about jewellery designing before she got professionally involved in it ?

- A. She didn't see herself as being well suited to it.
- B. She considered it to be suitable for a hobby but not a career.
- C. She imagined the business was too competitive to be successful.

Extract 3.

You hear part of an interview with a successful businessman, Robert Peters.

5. When Robert first started running his own business, he was

- A. grateful for the advice of his family.
- B. initially overconfident about his ability.
- C. determined not to ask for help.

6. Robert attributes the success of his company to

- A. the employees he has had supporting him.
- B. the clever sales strategy he came up with.
- C. the fact that he started at the right time.

...../12

ZADANIE 2

Usłyszysz wypowiedzi pięciu osób na temat radzenia sobie z krytyką. Do pytań 1-5 wybierz odpowiednią odpowiedź z listy od A do F zgodnie z usłyszonym materiałem. Każdą literę możesz użyć tylko raz. Jedna wypowiedź dodana została dodatkowo. Za każdą poprawną odpowiedź dotrzymasz 2 punkty.

A	Criticism is usually constructive.	1	Speaker 1
B	Criticism should involve humour.	2	Speaker 2
C	I try not to take it personally.	3	Speaker 3
D	I focus on what is being said, not how it is said.	4	Speaker 4
E	I face my critic with positive body language.	5	Speaker 5
F	I ignore unfair criticism.			

...../10

ZADANIE 3

Przeczytaj artykuł na temat pracy instruktora nurkowania. Odpowiedz na poniższe pytania wybierając opcję A, B lub C

SCUBA DIVING INSTRUCTOR

I come across many people wanting to become certified scuba divers in my work. However, I find the vast majority of my clients are beginners wanting to obtain the basic skills required to do recreational diving. It goes without saying that all of my clients must know how to swim, I don't just take their word for it either – I actually watch them perform in a pool. However, they must also provide written confirmation from their doctor that they are fit enough to take part in such an activity before I will accept them into any of my courses. For example, anyone suffering from high blood pressure would be immediately disqualified.

Of course, with this group I always begin by carefully explaining the possible risks involved, which must be taken very seriously. Then I spend time talking clients through the dive equipment. I believe it is crucial for everyone to know exactly how this works. Any diver, especially if they are inexperienced, can run into technical difficulties and needs to have the knowledge to rectify the problem. As I mentioned at the start, I also teach more experienced divers who are looking to refine their skills. Many of them come to me with a view to obtaining the qualification that will allow them to work as instructors. Even with this group, I always make sure at the start that everyone is up-to-date with all the correct procedures for the latest equipment.

A standard introductory programme starts in the classroom with five sessions each lasting one and a half hours. Obviously, it is basic common sense that students should learn a variety of techniques in a controlled environment before they move into open water such as a lake or the sea. For this reason, there are five swimming pool sessions. If I see that a student is not yet in control in this setting, I will not allow them to go on with the programme until they are.

As with all training programmes that have an element of danger, there are set rules and regulations that all instructors must follow. Every client registered in the programme is required to complete two consecutive days of diving, including different kinds of dives such as deep dives and search and recovery dives. In the end, if all goes well, each student will be presented with a certificate to prove that they have been able to complete the required dives successfully. For most students this is all they wanted and they go away happy in the knowledge that they are now equipped to enjoy the wonders of the deep blue sea in a way they've never been able to before.

1. What does the author require of clients wishing to participate in the scuba courses offered?

- A. Swimming proficiency as conveyed by the participant, physician's approval, previous diving experience.
- B. Aquatic proficiency, personal observation of the swimming aptitude of the applicant, printed verification of physical health from a physician.
- C. Basic swimming skills, physician approval in writing, no fear of water.

2. The author of this text conveys that the preliminary course consists of:

- A. Warning of potential dangers entailed in scuba diving, 7.5 hours of preliminary training prior to getting in the water, swimming pool sessions to develop skills preceding diving in a larger body of water outdoors.
- B. Basic essentials of scuba diving, advanced students bypass technical instruction while beginners partake in five hours of classroom training, learning a variety of techniques in a swimming pool prior to diving in a lake or sea.
- C. Detailed explanation of possible risks in scuba diving, five hours of training in a classroom setting, learning a few common diving techniques.

3. The author of this text expresses that a certificate of completion is awarded to those who:

- A. Complete the requirement that all clients registered must spend two uninterrupted days diving using their choice of dives and successfully completing them.
- B. Fulfill a compulsory couple of successional days of diving using an assortment of previously determined dives with successful completion of each dive.
- C. Complete the program mandatory two intermittent days of diving and successfully accomplishing either a deep dive or a search and recovery dive.

...../3

ZADANIE 4

Przeczytaj pięć wpisów (teksty 1 -5) zamieszczonych na blogu dotyczącym edukacji .

W części pierwszej, do punktów 1. 1 – 1. 5 dopasuj powody (litery A-F) dla których autorzy wpisów zajęli się daną dziedziną wiedzy . Jeden powód podano dodatkowo, nie pasuje on do żadnego z tekstów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- | | |
|--------------------|---|
| tekst 1 : 1.1..... | A to help improve life for others |
| tekst 2 : 1.2..... | B for its money-making potential |
| tekst 3 : 1.3..... | C to best utilise their abilities |
| tekst 4 : 1.4..... | D because it's at the heart of who they are |
| tekst 5 : 1.5..... | E due to a preference for manual over intellectual work |
| | F to express the colourful aspect of their personality |

W części drugiej, do punktów 2. 1- 2. 5 dopasuj aspekty (litery G - L), na których autorzy koncentrują się w swojej nauce. Jeden aspekt podano dodatkowo, nie pasuje on do żadnego z tekstów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- | | |
|--------------------|---|
| tekst 1 : 2.1..... | G improving their general career prospect |
| tekst 2 : 2.2..... | H addressing an area of weakness |
| tekst 3 : 2.3..... | I gaining as much experience as possible |
| tekst 4 : 2.4..... | J increasing the social and collaborative side of the subject |
| tekst 5 : 2.5..... | K combining as many aspects of student life as possible |
| | L getting their work noticed by others |

Tekst 1

TRYING MY BEST

I've always been aware of what I'm good at and I took my strengths into consideration when deciding on my future direction. After all, I want to succeed. I'm confident in myself and my ideas, and I also think I have a talent for seeing into the crux of a problem or issue and that's what a feature writer needs – to be able to see the point of a story. I try to look at as many new angles as possible, to give a new, fresher approach to a news item. My tutors are always pressing me to adhere strictly to deadlines with my assignments, though. Deadlines are certainly not my strong point, but I realise it's essential to learn how to work under pressure or I'll struggle in the future. So my main goal is to get that under control. I know what my talents are. I need to sort out my failings, too.

Tekst 2

FASHION DESIGNER – THANKS TO GRANDMA...

My grandmother was a seamstress and she set me on the road to learning to love cloth and how to be creative with it. I could never study anything that didn't require creativity and a lot of drama; I'm dramatic by nature and so are my choices in clothes. I'm drawn to bold shapes and strong colours; I always have been. The graduation show here is one of the biggest in the country and, as usual, talent scouts from the fashion industry will be there. I've made some outrageous creations because I want them to attract attention and have an impressive "wow" factor. My friends will model for me in the show, but aside from that, my social life is currently non-existent as I'm frantically trying to finish off my collection.

Tekst 3

SOCIAL ANALYST

Initially, I wasn't sure if I wanted to do a social science. But then, I thought about how useful it is to understand human behaviour and how the mind works. And there are such a lot of practical applications; for instance, I hope to go into clinical psychology as I think I'd be able to make a difference to people's lives. I've really enjoyed all the lectures and seminars I've attended so far and I've already started applying the theories to my friends. They tease me and I get called "the analyst". I don't mind at all as I want to get in as much practice as I can.

Tekst 4

I'M AN ARTIST – NO OTHER OPTION

I need to use my hands all the time. I can't keep them still. They seem to have a mind of their own. So it's very rare that you'll find me doing nothing. I'm always drawing or moulding clay into some sculptural form or another. There's no way I could avoid being an artist. It's the very meaning of my existence. I have no choice. But art is an intellectual pursuit too. I spend a lot of time in galleries and museums learning about all the great art movements of each era. Luckily, my timetable is flexible so I still have plenty of time to meet up with friends, go to concerts or sit around drinking coffee. I think the social aspect of student life is very important too. It's all part of the learning process.

Tekst 5

I LIKE WHAT I DO

Web design and programming are not only fascinating subjects to study but they're also likely to prove quite profitable. There will always be work for people who can keep up with all the latest technological advances in computing. Obviously this isn't always easy as everything changes so quickly. I'm on a really good course, though, and it's got a great reputation in the industry itself. Apart from attending classes and doing coursework, I also like to follow what's going on in the world of gaming and I read a lot of specialist tech magazines, too. I'm the epitome of the geek, I'm happy to say, and I believe it will stand me in good stead in the job market in the future.

...../10

ZADANIE 5

Wstaw brakujące fragmenty A – F w luki 1 – 5, tak aby powstał spójny i logiczny tekst.

Za każdą poprawną odpowiedź uzyskasz 2 punkty

Canals have proved to be a positive delight to people in Britain. Originally designed to transport large and heavy loads, 1 _____ Many of them became polluted and brackish; they languished until the latter half of last century when they were restored.

Users think that these waterways are very much a means of 'getting away from it'.

2 _____ is replaced by quiet progress at a slow speed along water. The 'narrow boats' they pilot are fitted very much like caravans, with kitchen facilities, bedding etc. Some are privately owned: others may be hired.

Hard work is needed, however, when locks are used. Locks are gated devices which

3 _____. Not all canals need locks, but the most remarkable one is the one which goes over the Pennine range between Lancashire and Yorkshire.

In some places, rather than go over a hill a tunnel has been dug. Most are fairly short, but one or two are so long that they 4 _____. 'Light at the end of the tunnel' is very welcome!

Cyclists and ramblers enjoy the towpaths which are no longer needed for horses. Some of the views from aqueducts high over the valleys are spectacular. People with vertigo dare not use them.

The most massive canal in Britain is the Manchester Ship Canal which was built to enable sea-going cargo ships to sail from the coast all the way to Manchester. 5 _____ and see a huge ship glide stately by. Long may these waterways be enjoyed, whether in a boat or alongside.

- A. THE NOISE AND BUSTLE OF EVERYDAY LIFE
- B. HAVE BECOME A POPULAR TOURIST ATTRACTION
- C. CAN BE FRIGHTENING TO THOSE NOT USED TO THEM
- D. ENABLE THE BOATS TO BE LIFTED OR LOWERED AS REQUIRED
- E. THEY FELL OUT OF USE WHEN THE RAILWAYS WERE DEVELOPED
- F. IT'S A THRILL TO BE PICNICKING IN A FIELD

...../10

ZADANIE 6

Uzupełnij zdania wyrazami w odpowiedniej formie. Za każdą poprawną odpowiedź uzyskasz 1 punkt.

1. He is so _____ that his parents can't stand his behaviour. **obey**
2. One of the many _____ sights in England is the Roman Baths. **impress**
3. Many of today's students suffer from _____. **bore**
4. Elderly people tend to be slightly _____ at times. **forget**
5. You must _____ this hole to plant this tree. **deep**
6. I'm _____ doing five or four parties a week. **current**
7. Lying and stealing are both forms of _____. **honest**
8. For your own safety, it is _____ to wear a seat belt. **advice**
9. I have _____ my passport recently. **new**
10. Their terrible _____ of the situation resulted in disaster. **judge**

...../10

ZADANIE 7

Uzupełnij zdania (1-10) tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podane wyrazy i dodaj niezbędne elementy, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdym zdaniu brakuje od 2 do 5 słów. Za każdą poprawną odpowiedź uzyskasz 1 punkt.

1. It is said that she is lying in this case.
to She _____ in this case.
2. Our car need to be serviced soon.
have We should _____ soon.
3. They didn't give out any information on the situation.
given No _____ the situation.
4. Apparently, each room has a video wall.
all Apparently, _____ video walls.
5. He didn't get the job because they thought he was unprofessional.
enough They didn't think _____ to get the job.
6. There wasn't any rain at all last week.
drop There was _____ last week.
7. "No, I haven't broken your camera" she said to me.
denied She _____ my camera.
8. We should leave now if we want to get the bus.
high It's _____ if we want to get the bus.

9. But for the help of my friend I'd never have survived.

for If it hadn't _____ I'd never have survived.

10. It's a pity you missed the performance.

had I _____ the performance.

...../10

ZADANIE 8

Przeczytaj zdanie i podkreśl właściwy, pasujący do kontekstu wyraz. Za każdą poprawną odpowiedź uzyskasz 1 punkt.

1. He was running so quickly that I only caught a **glimpse / glance / look / catch** of him as he disappeared around the corner.

2. **As well / More than / In addition to / Apart** its busy nightlife, London also offers great shops and many interesting museums.

3. Visitors can see many fascinating relics in the museum **in / over / from / on** payment of a small charge at the entrance.

4. "It would **do / give / have / offer** you good to get away for a few days."

5. Companies have not been **behind / slow / delayed / overdue** to see the benefits offered by the Internet.

...../5

ZADANIE 9

Uzupełnij zdania jednym wyrazem. Za każdą poprawną odpowiedź uzyskasz 1 punkt.

1. Her scream scared the life _____ of me!

2. The final results are _____ be announced any moment.

3. The boy became so enraged that we feared _____ our safety.

4. Have you noticed that more and more people are prejudiced _____ refugees coming to Europe?

5. Ms Jonson accused me _____ cheating during the final test, but she was wrong!

...../5

ZADANIE 10

Przetłumacz fragment zdań z języka polskiego na język angielski. Za każdą poprawną odpowiedź uzyskasz 1 punkt.

1. Do you know (kiedy ona dotrze) here. _____

2. I'd prefer (zapłacić gotówką niż) by credit card. _____

3. Chess (są tak trudną grą) that only some people can play it. _____
4. (Byłoby lepiej) if you had stayed at home yesterday. _____
5. If I hadn't got married last year, (byłabym szczęśliwa teraz). _____
- _____
6. I'm so lazy, (czyż nie)? _____
7. I wish (żeby on przestał mówić) to me like that. _____
8. Yesterday she behaved as if (wiedziała więcej niż ja). _____
9. If Tom wasn't short-sighted, he (byłby zauważył) that deep hole yesterday. _____
- _____
10. By the time she came back, her car (został naprawiony) by a mechanic. _____
- _____
11. He won't go away until he (nie dostanie) some food. _____
12. The kids (będą pracowały) on their own for ten minutes by the time the teacher comes back.
- _____
13. (Niepotrzebnie upiekłam ciasto) because he bought some. _____
- _____
14. It's the second time (jak rozbiłeś okno). _____
15. He (z pewnością ukradł moją torebkę). I'm sure. _____
- _____

...../15

LEKTURY

11. Odpowiedz na pytania 1-3 związane ze sztuką Williama Szekspira "Much Ado About Nothing". Za każdą poprawną odpowiedź uzyskasz 1 punkt.

1. Fill in the missing letters:

The play is set in an ___ ___ L ___ ___ town called ___ ___ ___ ___ A

2. Write a name of a described character of this play:

- a. A young lord of Padua, soldier under Don Pedro, swears he will never marry _____
- b. A prince of Aragon, a friend of Hero's father _____
- c. A witty Hero's friend and relative who has a prickly relationship with Benedick _____
- d. Don Pedro's illegitimate brother who plans to trick Claudio _____
- e. A local governor, a wealthy man, fakes Hero's death _____
- f. A lord of Florence, a soldier, a hero of the latest battle _____
- g. A main female character of the play who is obedient, vulnerable and quiet _____

...../8

3. Underline the correct answer

- a. Claudio accuses Hero of being unfaithful **before / during / after/** the wedding.
- b. Beatrice asks Benedick to kill **Claudio/ the governor / Don Pedro** .
- c. Beatrice and Benedick **get married the next day / get married later the same day/ do not get married at all.**
- d. Hero and Claudio **hate each other until the end of the play/ have duels of wits between each other/ fall in love at first sight.**
- e. Much Ado About Nothing **is not a double love story/ is based on a well-known folk story /but for chance would have turned into a tragedy.**

...../5

12. Odpowiedz na pytania 1-12 związane z powieścią J. K. Rowling "Harry Potter and the Philosopher's Stone". Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 1. Where do Harry and the Dursleys go for Dudley's birthday? _____
- 2. What animal does Professor McGonagall appear as in the opening chapter? _____
- 3. Who does Harry encounter at Madam Malkin's Robes for All Occasions for the first time

- 4. The creator of the Philosopher's Stone was (full name) _____
- 5. What kind of pet does Ron have? _____
- 6. What position does Harry play in the Quidditch team? _____
- 7. What type of magical creatures are Ronan and Bane? _____
- 8. What does Harry see the first time he looks into the Mirror of Erised? _____
- 9. At the end of the book, who is awarded ten house points that ultimately wins the House Cup for Gryffindor? _____
- 10. What does Voldemort drink in the Forbidden Forest to sustain himself? _____
- 11. Who puts the curse on Harry during the Quidditch match? _____
- 12. Who is Fluffy? Hagrid's _____

...../12