

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

Etap III - wojewódzki – 28 lutego 2018 r.

Kod ucznia:

Liczba uzyskanych punktów:

Drogi Uczniu,

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

- Arkusz liczy 16 stron i zawiera 15 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:
90 minut

Liczba
punktów
możliwych
do
uzyskania:
119 pkt

Zadanie 1.

Wysłuchaj dwukrotnie nagrania o afgańskiej wersji znanego programu telewizyjnego. Uzupełnij zdania 1.1. – 1.6. wyrażeniami z nagrania.

Przykład:

1.0. The programme first began in **the 1960s**.

1.1. Afghan parents don't want their children to make noise like a

1.2. The producers dropped a scene with family in a

1.3. The show still entertains and also gives to the young viewers.

1.4. The show is helpful because the system of is poor in Afghanistan.

1.5. One film has a disadvantaged girl on her first visit to

1.6. The short documentary films inform about children in different parts of the country and promote

Opracowano na podstawie artykułu Jon Bonne, *Sesame Street goes to Afghanistan*, adaptowanego przez Janet Hardy-Gould i jej materiałów dydaktycznych, *The Guardian Weekly*, 13. 01. 2012.

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Zadanie 2.

Wysłuchaj dwukrotnie tekstu o 14-letnim dyrygencie. Zdecyduj, czy zdania 2.1. – 2.8. są zgodne z treścią nagrania. Napisz literę P (prawda) lub F (fałsz) obok zdania.

Przykład:

Jose Angel Salazar...

2.0. is slim with curly hair. **P**

Jose Angel Salazar:

2.1. is the conductor of the Venezuelan National Orchestra.

2.2. finds it more difficult to conduct adults than children.

2.3. talks about feelings in a mature way.

2.4. finds his job easy and straightforward.

2.5. is the product of a scheme called El Sistema.

2.6. comes from a classical music background.

2.7. found his first classical concert an emotional experience.

2.8. has a passion for Schubert.

Opracowano na podstawie: Virginia Lopez, *Boy of 14 could be youngest professional conductor*, adaptowanego przez Janet Hardy-Gould i jej materiałów dydaktycznych, *The Guardian Weekly*, 13. 07. 2012.

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Zadanie 3.

Wysłuchaj dwukrotnie 4 wypowiedzi (3.1. – 3.4.) ludzi przebywających w obcych stronach. Do każdej wypowiedzi, z podanych trzech możliwości a, b, c, wybierz jedną, zgodną z treścią nagrania. Zakreśl literę a, b lub c.

3.1. The speaker left because:

- a. he felt lonely and unhappy.
- b. the mountain gorillas were too dangerous.
- c. he felt threatened by the illegal hunters.

3.2. The speaker was afraid of going out because:

- a. he had always gone out with his sisters before.
- b. he couldn't communicate in the local language.
- c. he was too shy to speak to strangers in the city.

3.3. The speaker:

- a. absolutely hated being alone in the rainforest.
- b. regretted joining the research team in the rainforest.
- c. felt that loneliness helped him realise his values.

3.4. The speaker suffered most from:

- a. low temperatures.
- b. unfriendly locals.
- c. no contact with his family.

Zadanie 4.

Przeczytaj tekst. Do zdań 4.1. – 4.3. wybierz właściwe uzupełnienie spośród czterech możliwości. Zakreśl literę a, b, c lub d.

AFRICAN CITY AIMS TO BECOME WORLD FASHION CAPITAL

- A. Not so long ago, the idea of an African fashion scene was an optimistic stretch of the imagination. Now, the organisers behind the Arise Africa fashion week believe those days could soon be very last season.
- B. Inaugurated in Cape Town in 2009, the event this year, which took place last month in Nigeria's vibrant commercial capital, was such a success that organisers plan to make Lagos a major fixture in the global fashion calendar, and take their designs around the world.
- C. "You've got Milan, London, New York and Paris. Why not Lagos?" organizer Penny McDonald said. "We've been invited to showcase in New York, and to return to Cape Town and other places, but there's such appetite for fashion in Lagos that we were comfortable with a vision for making this the fifth fashion capital of the world."
- D. For one week, Lagos was graced with the glamour, excitement and temper tantrums that are an essential part of fashion events.
- E. Seventy-seven rising African or African based designers were whittled down to five winners to show at New York fashion week, later that year. Among them was Oswald Boateng, the youngest and first black man to open a shop in London's exclusive tailoring street Savile Row.
- F. Entourages were flown in to Lagos on all-expenses-paid trips funded by the show's founder Nduka Obaigbena, an ebullient Nigerian media baron nicknamed the Duke. "This is about putting Africa on the map. There is an African brand of style, elegance and beauty," Obaigbena said as he mingled among fashionistas.
- G. Nigerians don't do things by halves when it comes to fashion, and the shows rivalled the creative talent found in the more usual global fashion hotspots.
- H. For designers struggling to break through preconceptions in the European-dominated industry, the week was a chance to shine. "I don't subscribe to the school of thought that there is such a thing as African fashion," said Fatima Garba, whose House of Farrah boutique attracts moneyed crowds in the capital, Abuja. "It's overdone and overplayed. It's always animal prints or tribal or whatever. I want to design clothes that an African lady or a woman in Alaska feels they can wear."
- I. Nigerian designer Maki Oh's models paraded down the runway in suits whose frills and sheer materials will look at home when she displays on the New York catwalks this coming September. Also chosen to accompany her was South African Gavin Rajah, whose flowing pastel clothes elicited wistful sights from the audience, and the UK-based Tsemaye Binitie.

Przykład:

4.0. Lagos should become a fashion capital because:

- a. it is famous for African fashion.
- b. Nigerian models are the best.
- c. there is a great interest in fashion. X
- d. there are seventy-seven fashion designers.

4.1. The African fashion week organisers plan to:

- a. showcase the new African scene in New York.
- b. repeat this major event in a different city.
- c. add Lagos to the list of global fashion capitals.
- d. Make Cape Town a world fashion capital.

4.2. Five of the most talented designers will have their:

- a. designs displayed in London's Savile Row.
- b. work shown at fashion week in the US.
- c. clothes tailored by Ozwald Boateng.
- d. latest ideas funded by Nduka Obaigbena.

4.3. Fatima Garba thinks that the concept of African fashion:

- a. may help designers to break preconceptions.
- b. might give some new talent a chance to shine.
- c. can sometimes attract moneyed crowds.
- d. is overdone and doesn't really exist.

.../3

Zadanie 5.

Przeczytaj tekst z zadania 4. AFRICAN CITY AIMS TO BECOME WORLD FASHION CAPITAL i zdecyduj, w którym akapicie (A – I) znajdują się informacje wymagane w punktach (5.1. – 5.12.). **Ten sam akapit może być użyty więcej niż jeden raz.** Wpisz literę odpowiadającą akapitowi obok żądanej informacji.

Przykład:

- 5.0. Numbers of competing designers and winners. **E**
- 5.1. An outline of the man behind Arise Africa.
- 5.2. A list of key ingredients of a fashion event.
- 5.3. Descriptions of two winning African designers' clothes.
- 5.4. An indication of the sudden rise of the African fashion scene.
- 5.5. One designer talking about creating clothes with a global appeal.
- 5.6. A description of the creativity of Nigerians.
- 5.7. An introduction to the past of African fashion week.
- 5.8. One person explaining why Lagos makes a good fashion capital.
- 5.9. A mention of a designer who has had success in male fashion.
- 5.10. A description of a stereotypical African fashion.
- 5.11. A mention of financing the event.
- 5.12. A mention of an African designer who does not live in Africa.

Opracowano na podstawie: Monica Mark, *African city aims to become world fashion capital* and classroom-ready worksheets, The Guardian Weekly, 13. 04. 2012.

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Zadanie 6.

Przeczytaj tekst, z którego usunięto sześć akapitów. Z akapitów A – G wybierz po jednym, pasującym do luk 6.1. – 6.5. Jeden akapit nie pasuje do żadnej luki. Jeden akapit został dopasowany jako przykład. Wpisz litery A – G obok numerów luk 6.1. – 6.5.

THE MORE THE BETTER?

The more we endeavour to communicate, the more we realise the world is a decidedly multilingual place. It is estimated that at least half of the world's population, over 3 billion people, use more than one language in everyday life. According to the European Commission, 54% of European citizens are bilingual. Britain has long been considered to be one of the most monolingual countries – even so, 39% of the UK population speak more than one language. Owing to a rise in those figures, academic interest in the field has grown.

Przykład:

6.0. D

Among child psychologists there is general consensus that being able to communicate in more than one language has positive effects on children's brain development. Similarly, studies of older people show that it is never too late to learn a second one: using two languages may protect the brain from decline in older age. This is borne out in many research papers where it has been proven that speaking a second language provides some form of benefit – be it social, communicative or supporting better mental health.

6.1.

Having an objective understanding of how well you can do something – one that tallies with your actual successes or failures – is fundamental to decision making processes, and ensuring clear communication of ideas. But problems can occur when there is a slight mismatch between what you achieved and your assessment of it.

6.2.

The study found that bilingual participants were, on average, 10% less accurate than monolinguals in evaluating their own performance. Monolingual speakers were therefore more aware of identifying errors and distinguishing accuracy. Given the increasing frequency of bilingualism in the world, some analysts suggest this line of research has practical implications.

6.3.

As regards concentration, studies led by the same group of researchers found that children who speak two languages outperform their monolingual peers in the classroom because they are more likely to filter disruptive noises. This is because a bilingual student develops a more acute sense for words, helping them to stay on task in noisy environments.

6.4.

Being able to focus on the key content of communication when there is a large volume of background information present is an extremely valuable skill set to have at your disposal. During the research, it emerged that, on the whole, bilingual pupils outperformed monolingual pupils by almost 10% in comprehension tasks where subjects were asked to process information while listening to simulated classroom sounds.

6.5.

Accordingly, these studies show that bilingualism has a range of cognitive effects that sometimes can be interpreted as ‘advantages’ and sometimes as ‘disadvantages’. But what is without doubt is that the ability to speak more than one language gives people different perspectives on life, and a better understanding of others. And perhaps that is a message well worth communicating.

- A. Researchers asked groups of bilingual and monolingual speakers to make rapid decisions during a computer task. Two circles were shown on a screen, each containing a number of dots. Participants were asked to decide which circles contained more dots and rate how confident they were in their decision.
- B. Furthermore, the tests showed that the ability to overcome verbal interference also improved with age, but again only with bilingual speakers. This effect on cognitive development would seem to indicate the importance of learning a second language early within formal education systems.
- C. Despite such beliefs, the research team stress that perceived disadvantages are minimal. They have stated that more research is required to study the relationship between our ability to monitor our own performance and other aspects of cognition that have previously been found to be enhanced by bilingualism, such as attention span and memory.
- D. Scientists have only recently started to study humans’ ability to acquire multiple languages. One of the most fascinating questions addressed in this research is how our brain deals with having two or more languages, and what the implications are for cognitive development and society.
- E. Studies show certain types of mental decline can be slowed by bilingualism. Compartmentalising languages, plus switching between them at the right time, exercises the brain and has a protective function.
- F. According to researchers, the ability to block out background sounds has benefits in early-learning environments. Primary schools are important sites for the development of formal education and social interaction . However, small children can be remarkably noisy.
- G. However, one recent piece of work, carried out by Cambridge University, has provided results contrary to expectations. They discovered a bilingual disadvantage in a very specific area called ‘metacognitive processing’ – our ability to monitor our own performance.

Opracowano na podstawie: R. Storton, Z. Rezmoves, *Straight to Advanced*, Macmillan Education, London, 2017, s. 78-79.

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Zadanie 7.

Wybierz słowo najlepiej pasujące do kontekstu w zdaniach 7.1. – 7.10. Zakreśl literę a, b, c lub d.

Przykład:

7.0. punishment has been abolished in most countries of the world.

- a. Major
- b. Final
- c. Capital **X**
- d. Foremost

7.1. Politicians have to be highly

- a. articulate
- b. artful
- c. artistic
- d. articulated

7.2. Tickets are cheaper for citizens and students.

- a. old
- b. major
- c. pensioner
- d. senior

7.3. There are options for tourists who love adventure.

- a. numbered
- b. numeric
- c. numerous
- d. innumerate

7.4. Thanks for lending me the torch, it really came in

- a. used
- b. useful
- c. handy
- d. needy

7.5. Remember the We have little time.

- a. ending date
- b. deadline
- c. closure
- d. finish

7.6. The landscape was of the Iceland coast.

- a. evocative
- b. reminiscent
- c. remembered
- d. provocative

7.7. The director warned the employees that job cuts were

- a. imminent
- b. immediate
- c. instant
- d. instantaneous

7.8. I'm afraid we can't continue recording as there is a technical

- a. spill
- b. catch
- c. drop
- d. hitch

7.9. Increased traffic causes many problems in big cities.

- a. congestion
- b. blockage
- c. stoppage
- d. obstruction

7.10. The equipment used in our lab is the

- a. latest
- b. artful state
- c. state-of-the-art
- d. top

.../10

Zadanie 8.

W ośmiu z dziesięciu zdań 8.1. – 8.10. znajduje się błąd ortograficzny. Napisz poprawną wersję obok zdania. Jeśli zdanie jest poprawne, postaw obok niego znak „+”.

Przykład:

- | | |
|--|-----------------|
| 8.0. He was born in Poland, but his parents are british. | British. |
| 8.0. His nationality is difficult to establish. | + |
| 8.1. The need to watch violent movies has it's origins in childhood. | |
| 8.2. Childrens' imagination is inhabited by superhuman creatures. | |
| 8.3. A new school is a new begining for Bill. | |
| 8.4. Mary hasn't heard from her eldest sister since Easter. | |

- 8.5. Tom will never forgive the girl who's punched him and gave him a black eye.
- 8.6. Lisa fell in love with the boy whose dog has bitten her.
- 8.7. These people's identities are unknown to the police.
- 8.8. Most people can't conceive of living in such poverty.
- 8.9. They were so aggressive that we had to leave as fast as we could.
- 8.10. There's been a lot of resistance to the new anti-tobacco policy.
- .../10

Zadanie 9.

W ośmiu z dziesięciu zdań znajduje się zbyteczny wyraz. Napisz ten wyraz obok zdania. Jeśli zdanie jest poprawne, postaw obok niego znak "+".

Przykład:

- 9.0. You could have told to her that you loved her. **to**
- 9.0. Most of the people I know believe in ghosts. **+**
- 9.1. I have known my girl-friend for quite some long time.
- 9.2. Realising he had stolen my credit card as well made me even the angrier.
- 9.3. She told me her cat it had run away, and I felt so very sorry for her.
- 9.4. Few of all the people I know live alone.
- 9.5. The long term effects of eating GM foods are as yet unknown.
- 9.6. They fear that even as if the traffic lights are installed, there will be more accidents.
- 9.7. Please, don't pay any attention to what he is about to say.
- 9.8. Closing shops on Sundays may be result in job losses if it is carried out.
- 9.9. In the practice, most people feel cheated by the system.
- 9.10. The old lady who used to sit on this bench every day, she has been taken to hospital.
- .../10

Zadanie 10.

Przeczytaj tekst. Uzupełnij luki 10. 1. – 10.9. taką formą podanego w nawiasie wyrazu, aby tekst był logiczny i gramatycznie poprawny.

Visiting new 10.0. (LOCATE) **LOCATIONS** is always a thrilling experience, but sometimes the journey can be even more 10.1. (ENJOY) than the destination. The Trans-Siberian Express is 10.2. (UNIVERSE) acknowledged to be the longest single train ride in the world. It takes seven whole days after your 10.3. (DEPART) from Moscow to arrive in Vladivostok. What makes the experience really 10.4. (FORGET) is seeing the immense Russian landscapes roll past and 10.5. (REALIZE) the 10.6. (VAST) of the country. Travelling on the Trans-Siberian is also a chance to build

10.7. (LAST) friendships with fellow visitors and Russian locals. Unless you travel with your own friends, you have to share a compartment with 10.8. (STRANGE) , which may be a significant challenge in communication. It can also be a great chance to improve your 10.9. (FAMILIAR) with different cultures from around the world.

Opracowano na podstawie R. Storton, Z. Rezmues, *Straight to Advanced*, Macmillan Education, London, 2017, str.27

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Zadanie 11.

Uzupełnij luki w drugim zdaniu każdego przykładu 11.1 – 11.10. tak, aby znaczyło to samo, co pierwsze. Użyj podanego słowa, **nie zmieniając jego formy**. Użyj od trzech do sześciu słów, włącznie z podanym.

11.1. It wasn't necessary for Bill to speak at the funeral – he barely knew his uncle.

NEED

There was a speech at the funeral – he barely knew his uncle.

11.2. It's a library rule that students can't take phones into the reading room.

ALLOW

The library take phones into the reading room.

11.3. Maria and Alex were friends for a long time before they worked together.

KNOWN

Maria and Alex many years before they worked together.

11.4. "Don't drive here alone at night", said our new neighbor.

THERE

Our new neighbor tried to discourage me own at night.

11.5. "Well done, boys. You've done a good job," said the teacher.

CONGRATULATED

The teacher a good job.

11.6. Liz promised to get someone to clean the flat after the party.

HAVE

Liz promised to after the party.

11.7. I'm sure you'll meet some nice girl here soon.

LONG

I'm sure it you meet some nice girl here.

11.8. He really doesn't mind if we come in the morning or in the afternoon.

DIFFERENCE

It really if we come in the morning or in the afternoon.

11.9. She admitted that she didn't intend to stop smoking.

INTENTION

She admitted that she up her addiction.

11.10. I hate it when people laugh at me.

STAND

I at.

.../10

Zadanie 12.

Jakiego wydarzenia lub postaci historycznej dotyczą opisy 12.1. – 12.5.? Napisz nazwę lub nazwisko OBOK NUMERU (12.1. – 12.5.). Wymagana jest całkowita poprawność ortograficzna.

Przykład:

12.0. Joan of Arc

She claimed that she had been chosen by God to free France from the English. She led the French army to Orleans and broke the English siege. She had the Dauphin crowned King of France. She was captured by Burgundians and sold to the English. Accused of witchcraft, she was burnt at the stake, but twenty years later the English quit France forever.

12.1.

He successfully defended his kingdom against Viking invaders. He captured London and confirmed his title as King of all England. He began the construction of fleet. He built fortifications and reorganized the army. He reformed the coinage and established a Code of Law. He appreciated education and took part in translating Latin works into Anglo-Saxon. He supported the Church. He encouraged learning and craftsmanship.

12.2.

Hurrying south from his victory at Stamford Bridge, Harold found that William and his army had already advanced some miles into Sussex and the force of 300 mounted knights and 2,000 foot soldiers and archers were waiting for battle. On 14 October, Harold, with a similar number of soldiers, took up a position at the top of a hill. He successfully repelled many Norman attacks. In the evening, an arrow pierced Harold's eye and his leaderless troops began to retreat. William had himself crowned King of England at Westminster Abbey on Christmas Day in the same year.

12.3.

The fleet sailed from Portugal heading for British Isles and was quickly challenged by the English fleet, commanded by Lord Howard and Francis Drake. The English ships harassed the enemy doing much damage to them. On July 28 the English attacked and the next day the enemy faced total defeat. They fled, followed by English ships and wrecked by storms. The victory marked the rise of Britain to the position of international supremacy.

12.4.

It brought some benefits, for it destroyed large areas of crowded streets and unhealthy dwellings, which were later replaced by a modern city. It raged for four days and three nights. It claimed few victims, for many were able to escape. It spread fast from Pudding Lane to the west. Dry weather and wind increased the scale of the damage. London had lost 87 churches, 52 halls and 15,000 dwellings. Afterwards, Christopher Wren put forward extensive plans for a new city and the new St. Paul's Cathedral.

12.5.

He travelled to Scotland with a few supporters and initiated the last Jacobite Uprising helped by some Scottish clans. He took control of Edinburgh, marched for London and defeated the King's army several times. His army suffered a crushing defeat at Culloden, where thousands of Scots were killed. He spent five months on the run hiding in the Highlands and finally escaped to France dressed up as a woman. He ended his life as a pathetic drunk. However, he is remembered as a Scottish hero, portrayed in stories and folk songs.

.../5

Zadanie 13.

Zdecyduj, które zdanie w parach 13.1. – 13.10. jest prawdziwe. Zakreśl literę A lub B.

13.0.

A. Robin Hood was a medieval escaped criminal who was hiding in Sherwood Forest near Nottingham.

B. Robin Hood is a legendary figure, an outlaw fighting against feudal oppression connected with the Nottingham area.

13.1.

A. Stonehenge was built in pre-Celtic times, it served as a centre of religious, political and economic power although its precise purposes are unknown.

B. Stonehenge was built by the Celts who performed their religious rites there, particularly animal and human sacrifice.

13.2.

A. Bodicea was a queen of the Celtic tribe of Iceni, wronged by the Romans, she led her army against them and almost succeeded in sweeping the Romans out of Britain, but was killed in the battle near London.

B. Bodicea was a Druid priestess who, kidnapped by the Roman governor and married to a Roman soldier, converted to Christianity and became the first Celtic saint.

13.3.

- A. Since Alfred the Great, English has been the official language of the King's court.
- B. French was the official language of the kings of England's court from 11th to 14th century.

13.4.

- A. The English have never sympathized with the idea of a republic and have never wanted to get rid of the monarch.
- B. The only attempt at a republican system was taken in England by Oliver Cromwell after the execution of king Charles I in the years 1649-1660.

13.5.

- A. "Gin Lane" was a street in London, portrayed by Hogarth, where the 19th century artists met in bars and cafes drinking alcohol and smoking opium.
- B. "Gin Lane" was one of a series of powerful pictures of the less pleasant aspects of English life in the 19th century, painted by Hogarth, illustrating the evils of drinking.

13.6.

- A. At the Boston Tea Party a group of American colonists threw a shipload of tea into the sea rather than pay tax on it in 1773, which led to the American War of Independence.
- B. At the Boston Tea Party the British governor of the American colony entertained his friends at the expense of the American tax payers, which led to the American War of Independence.

13.7.

- A. It is said that in the 19th century "the sun never set over the British Empire" because Britain was prosperous and her citizens were happy.
- B. It is said that in the 19th century "the sun never set over the British Empire" because the British colonies spread over 1/5 of the world's land.

13.8.

- A. Until the end of the Tudor period Parliament was supposed to: agree to the taxes needed, make the laws the crown suggested and advise the Crown, but only when asked to do so.
- B. Until the end of the Tudor period Parliament was supposed to: make new laws approved by the Crown, decide on the Crown's finances and advise the Crown on the foreign policy.

13.9.

- A. The Glorious Revolution of 1688 made the parliament more powerful than the monarch.
- B. The Glorious Revolution of 1688 made the monarch more powerful than ever.

13.10.

A. Chamberlain's appeasement policy towards Hitler's activities was criticized by majority of the people in Britain who realized that the war was inevitable.

B. Chamberlain's appeasement policy towards Hitler's activities was dictated by the feelings of many people in Britain who wanted to avoid war at all costs.

.../10

Zadanie 14.

Zdecyduj, które z poniższych zdań 14.1. – 14.8. jest zgodne z treścią lektury. Napisz literę P (prawda) lub F (fałsz) obok zdania. Zadania 14.1. – 14.4. dotyczą „The Tempest”, natomiast 14.5. – 14.8. dotyczą „Night Without End”.

Przykład:

14.0. In „Night without End”, the plane crashes because ice gathers on its wings and body. **F**

14.1. The main comic relief in “The Tempest” is provided by Trinculo and Stephano.

14.2. Prospero and Ariel get drunk when they learn that Ferdinand and Miranda plan to get married.

14.3. After the shipwreck, Prospero orders Ariel to prepare a feast for the lords.

14.4. Caliban's mother was a forest nymph.

14.5. The stewardess kills the wounded pilot at the polar station.

14.6. The plane is high-jacked because it transports a top secret missile guidance mechanism.

14.7. Peter Mason kills one of the terrorists in the final fight.

14.8. Not all passengers make it to the coast and safety.

.../8

Zadanie 15.

W przykładach 15.1. – 15.9., z czterech podanych możliwości a, b, c, d, wybierz jedną, zgodną z treścią lektury. Zakreśl literę a, b, c lub d. Zadania 15.1. – 15.4. dotyczą „The Tempest”, natomiast 15.5. – 15.9. dotyczą „Night Without End”.

Przykład:

15.0. Who is the King of Naples in “The Tempest”?

- a. Prospero
- b. Alonso **X**
- c. Sebastian
- d. Antonio

15.1. What has Prospero been doing on the Island for twelve years?

- a. Building a boat
- b. Hiding
- c. Plotting murder
- d. Refining his magic

- 15.2. Who helped Prospero to escape to the island where the action of the play takes place?
- Ferdinand
 - Alonso
 - Ariel
 - Gonzalo
- 15.3. Who or what causes the shipwreck at the beginning of the play?
- Poseidon
 - A whirlpool
 - Prospero
 - The captain's bad sailing
- 15.4. Who plots to murder the shipwrecked lords as they sleep?
- Caliban and Trinculo
 - Stephano and Caliban
 - Ferdinand and Miranda
 - Sebastian and Antonio
- 15.5. The plane crashes in:
- Iceland.
 - Greenland.
 - Siberia.
 - Alaska.
- 15.6. The scientists cannot use the radio to call for help because:
- the signal is too weak.
 - the weather conditions make it impossible.
 - they cannot operate it.
 - one of the rescued passengers has damaged it.
- 15.7. Mason takes the crash survivors to the coast:
- on foot.
 - by plane.
 - by dog sledge.
 - by tractor.
- 15.8. The terrorists are disguised as:
- a boxer and a priest.
 - a priest and a businessman.
 - a politician and a manager.
 - a pilot and an actress.
- 15.9. The "Night Without End" narrator's profession is a:
- medical doctor.
 - detective.
 - intelligence officer.
 - psychologist.