

VI WOJEWÓDZKI KONKURS Z JĘZYKA ANGIELSKIEGO
dla uczniów szkół podstawowych

Etap II – rejonowy

29 stycznia 2019 r.

godz. 10.00

KOD UCZNIĄ:

LICZBA UZYSKANYCH PUNKTÓW:.....

Drogi Uczniu,

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

- Arkusz liczy 10 stron i zawiera 10 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.
- 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.
- **WYMAGANA JEST PEŁNA POPRAWNOŚĆ ORTOGRAFICZNA I GRAMATYCZNA!**

Czas pracy:

60 minut

Liczba punktów możliwych do uzyskania:
85 pkt.

Pracuj samodzielnie – powodzenia.

Zadanie 1.

Przeczytaj poniższą ofertę biura turystycznego i odpowiedz na pytania **1.1.** - **1.10.** pod tekstem, zadane przez znajomego, który nie zna dobrze angielskiego.

Zaznacz litery **T** (tak), **N** (nie) lub **BI** (brak informacji).

HIGHLIGHTS OF ICELAND

In this exciting tour, you will discover glaciers, waterfalls and geysers and relax in the warm waters of the Blue Lagoon. You will also have the opportunity to ride snowmobiles across the ice, or take a tour in a jeep across the lava fields (all year round). In summer months you will have the chance to go on a boat tour and search for whales, and in the winter, you may see the northern lights.

Tour Basics

Number of nights: 3

Transport: Bus

Flights included: Optional

Meals included: Breakfast only

Group size: 14-20

Accommodation: 2 Hotel*

Day 1

Our representative will meet you at the airport and a bus will transfer you to your hotel in the capital, Reykjavik. After checking in, your guide will give you an orientation tour and you will have an opportunity to visit some of the city's highlights, such as the splendid cathedral. After dinner, you can spend the evening relaxing in the warm waters of the Blue Lagoon.

Day 2

We tour Iceland's Golden Circle, taking in Thingvellir National Park, Gullfoss Waterfall and the geothermal sites in Geysir. Here you'll see Strokkur, or the Butter Churn, which spouts a 100 foot jet of water into air every 3-5 minutes.

Day 3

Day 3 is left free so that you can try out our optional tours. Explore the glacial Thorsmork Valley on a jeep ride. Another option is to drive out onto the glaciers and take a snowmobile tour. Whale-watching and puffin spotting boat trips are also available from Reykjavik harbour.

Day 4

The tour ends at the city airport.

Useful information

All rooms are twin-bed, so single travelers will have to share with another group member of the same sex. Single rooms are available at extra cost.

The local currency is the Icelandic Krona (ISK). Currency is readily available at the airport, banks, post offices and ATMs in the city and credit cards are widely accepted. The optional tours on day 3 cost extra, and a minimum of 4 people is required for both the jeep and snowmobiling tours. Current Costs: Thorsmork Jeep tour: 27,000 ISK; Snowmobile tour 34,000 ISK (based on two people sharing). Whale watching (summer only) 9000 ISK; Puffin Tour (4700 ISK).

Tipping is voluntary, but expected in this part of the world for workers in the tourism industry, such as your bus driver and restaurant staff. If you wish to tip your tour guide it would undoubtedly be appreciated.

You must have travel insurance to travel on our tours. You can arrange for this yourself, or buy it through our company.

You can either book a flight with us or arrange your own flights. If you choose the latter, you will have to make your own way to the hotel, details of which will be sent to you in advance.

Opracowano na podstawie: https://www.examenglish.com/B2/b2_reading_holidays.htm [Dostęp: 27. 11. 2018 r.]

- Przykład: 1.0.** Czy wszystkie posiłki wliczone są w cenę wycieczki? T **N** BI
- 1.1. Czy mogę zobaczyć zorzę polarną w czasie wycieczki w lipcu? T N BI
- 1.2. Czy muszę zabrać zimową odzież na wycieczkę w lipcu? T N BI
- 1.3. Czy mogę wybrać pieniądze z bankomatu w lokalnej walucie? T N BI
- 1.4. Czy dostanę zniżkę, jeśli wykupię 5 miejsc na wycieczce? T N BI
- 1.5. Czy muszę dopłacić do jednoosobowego pokoju? T N BI
- 1.6. Czy mogę pojechać na wyprawę skuterem śnieżnym w lecie? T N BI
- 1.7. Czy mogę wykupić ubezpieczenie na własną rękę? T N BI
- 1.8. Czy wystarczy mi czasu, aby uczestniczyć w wyprawie skuterem śnieżnym i obserwacji wielorybów? T N BI
- 1.9. Czy pilot grupy obrazi się, jeśli wręczę mu napiwek? T N BI
- 1.10. Czy pracownik biura turystycznego odbierze mnie z lotniska, jeśli sam zorganizuję swój przelot? T N BI
-/ 10 pkt.

Zadanie 2.

Przeczytaj artykuł o Garym Andersonie, który stworzył symbol recyklingu. Z tekstu usunięto 6 zdań. Dopasuj do każdej luki **2.1.** – **2.5.** literę, którą oznaczono brakujące zdanie (**A – F**), tak aby otrzymać spójny i logiczny tekst. Luka 2.0. została uzupełniona jako przykład.

UWAGA! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

HOW THE RECYCLING SYMBOL WAS CREATED

*One day I saw a poster advertising a design competition being run by the Container Corporation of America. The idea was to create a symbol to represent recycled paper. I thought I'd give it a go. It didn't take me long to come up with my design: only a day or two. **2.0.** ...**G**.... But I already had arrows and angles in my mind because on my college course I'd done a presentation on recycling waste water. I'd come with a graphic that described this process very simply.*

*The problem with the design I'd done earlier was that it seemed flat, two-dimensional. So when I sat down to enter the competition, I thought back to a field trip in elementary school to a newspaper office where we'd been shown how paper was fed over rollers as it was printed. **2.1.** The three arrows in it look like strips of folded-over paper. I drew them in pencil, and then traced over everything in black ink. These days, with computer graphics packages, it's rare that designs are quite so plain.*

*I think I found out I'd won the competition in a letter. Was I excited? Well, yes of course – but not that excited. **2.2.** So it just seemed like, of course I would win! There was a monetary prize, but I can't remember how much it was... about \$ 2,000?*

*When I finished my studies, I decided to go into urban planning. It seems funny, but I really played down the fact that I'd won this competition. I was afraid it would make me look as though I was interested in graphics, rather than urban planning. **2.3.** I remember seeing it once on a leaflet which had been produced on recycled paper, but then it disappeared.*

*A while after graduating, I flew to Amsterdam for a holiday. I'll never forget: when I walked off the plane, I saw my symbol. It was on a big recycling bin. And it was bigger than a beach ball! **2.4.** I was really taken aback. That was quite a long time ago, though. Since then, I've got more qualifications and worked for quite a few different firms, some more environmentally aware than others.*

*I feel much prouder of the recycling symbol now than I used to, probably because it's so widely seen. Maybe this design has been more important than I thought. **2.5.** There's more to me than the recycling symbol.*

- A. Still, I hate to think that my life's work is defined by it.
- B. I used what I'd seen to create the image.
- C. I'm no expert on recycling but I can certainly see its value.
- D. I hadn't thought about it for years and there it was right in my face.
- E. I guess at that point in my life I had an exaggerated sense of my own importance.
- F. Also, nothing much happened to the symbol for a while.

G. I realise that seems ridiculous for something that's been so successful.

Przykład:**2.0. ...G...****2.1.....****2.2.....****2.3.****2.4.****2.5.****...../ 5pkt.****Zadanie 3.**

Przeczytaj tekst. Uzupełnij luki **3.1. – 3.12.** jedną z czterech podanych odpowiedzi A, B, C lub D, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zaznacz literę **A, B, C** lub **D**.

AN EARLY BIRD OR A NIGHT OWL?

Owls are nocturnal **3.0.** They're wide **3.1.** at night and they sleep during the day. If this **3.2.** like bliss to you, then, like about 20 percent of the population **3.3.** find themselves most active at around 9 pm, you may fall into the same category as our feathered friend. Night owls often have difficulty waking up in the morning, and like to be up late at night. **3.4.** of animal behaviour indicate that being a night owl may actually be **3.5.** into some people's genes. This would explain **3.6.** those late-to-bed, late-to-rise people find it so difficult to change their behaviour.

The trouble for night owls is that they just **3.7.** to be at places such as work or school far too early. This is when the alarm clock becomes the night owl's most important survival tool. Experts **3.8.** that one way for a night owl to beat their dependence on their alarm clocks is to sleep with their curtains open.

The **3.9.** is that, unlike the feathered owl, human owls can't claim that a nocturnal existence is their **3.10.** lifestyle. They are programmed to be at their best **3.11.** the day. Even if we try to change our schedules and work at night, Mother Nature isn't fooled. Night is still the time when our body **3.12.** down. Night owls simply start and finish a little later than average.

Przykład: 3.0. A. items B. entities **C. creatures** D. animals

- | | | | | |
|--------------|----------------|-----------------|--------------|-------------|
| 3.1. | A. aware | B. wakeful | C. awake | D. alert |
| 3.2. | A. sounds | B. hears | C. listens | D. presents |
| 3.3. | A. when | B. whose | C. which | D. who |
| 3.4. | A. Research | B. Examinations | C. Enquiries | D. Studies |
| 3.5. | A. constructed | B. built | C. erected | D. made |
| 3.6. | A. why | B. when | C. how | D. where |
| 3.7. | A. ought | B. has | C. must | D. should |
| 3.8. | A. tell | B. speak | C. inform | D. say |
| 3.9. | A. truth | B. honesty | C. real | D. reason |
| 3.10. | A. usual | B. expected | C. ordinary | D. natural |
| 3.11. | A. while | B. throughout | C. through | D. during |
| 3.12. | A. slows | B. moves | C. goes | D. falls |

Opracowano na podstawie: Virginia Evans, Jenny Dooley, *Upstream Intermediate B2*, Express Publishing, 2002 r., str. 76.

...../ 12 pkt.

Zadanie 4.

Uzupełnij luki w zdaniach **4.1. – 4.8.** odpowiednim czasownikiem z rozwijanej listy.

UWAGA! Jeden czasownik został podany dodatkowo i nie pasuje do żadnego zdania.

take up, lend, socialise, get up to, wind down, tinker, cultivate, conserve, refresh, hunt

Przykład: 4.0. Why don't you **take up** tennis if you want to keep fit?

- 4.1. The local environmentalists want to the natural habitats around their town.
- 4.2. The best way to after a hard week at school is to have a nice long bath.
- 4.3. My brother has a bike and at the weekends he likes to with it.
- 4.4. I spend so much time at school talking to people that at the weekends I don't particularly want to
- 4.5. Lisa didn't much over the weekend. She just wanted to relax.
- 4.6. If you're feeling stressed, a good walk in the country will you much more than several hours in front of the computer screen.
- 4.7. In my free time, I for bargains in flea markets and then sell them online.
- 4.8. We're organising a school party at the end of the month, and we're looking for people to a hand with preparations.

Opracowano na podstawie: https://www.examenglish.com/B2/b2_vocabulary-free-time.htm [Dostęp: 28. 11. 2018 r.]

...../ 8 pkt.

Zadanie 5.

Uzupełnij luki w zdaniach **5.1. – 5.10.** odpowiednim przyimkiem z rozwijanej listy.

UWAGA! Tego samego przyimka można użyć kilkakrotnie. Niektóre przyimki nie pasują do żadnego zdania.

Lista (ta sama dla wszystkich zdań)

to, about, of, from, on, with, at, in, for

Przykład: 5.0. Mum was very pleased **with** the birthday present we gave her last year.

- 5.1. Why do you insist going to Italy? We went there last year.
- 5.2. He's allergic milk and nuts.
- 5.3. She's hooked shopping.
- 5.4. If you want to succeed sport, you must have a lot of stamina.
- 5.5. Our hamster died old age.
- 5.6. Why don't you confide your teacher?
- 5.7. The idea of spending my free time with a bunch of old people doesn't appeal me.
- 5.8. You should have objected the way he treated his dog.
- 5.9. I don't approve your language, young man!
- 5.10. We can't rely our car anymore. It's so old!

...../ 10 pkt.

Zadanie 6.

Uzupełnij luki **6.1.** – **6.14.** jedną z trzech podanych odpowiedzi. Zaznacz/Podkreśl literę **A, B** lub **C**.

The clock **6.0.** midnight. I **6.1.** to fall asleep for a long time. It's crazy but I feel I **6.2.** since I entered my aunt's house although I know it's empty. What's that noise? It **6.3.** the wind. I'd better **6.4.** about something pleasant. At this time tomorrow I **6.5.** with Flora in the Townhall ballroom. I wish I **6.6.** the doors and windows downstairs. A light! Where does it come from? I see it **6.7.** along the wall. Perhaps the house **6.8.** into. If only I **6.9.** armed! I can't even find my torch. I **6.10.** it in the kitchen. Tomorrow I will be reported **6.11.** It will make Flora **6.12.** Can I hear steps downstairs? I must **6.13.** Here is the light switch. Oh, what a lot of mice! I wish I **6.14.** such a coward!

Przykład: 6.0 **A. is striking**

- | | | |
|-----------------------------------|---------------------------|--------------------------|
| | B. will strike | C. had stricken |
| 6.1. A. was trying | B. am trying | C. have been trying |
| 6.2. A. have been watching | B. have been watched | C. was watched |
| 6.3. A. must to be | B. must have been | C. had to be |
| 6.4. A. think | B. thought | C. will think |
| 6.5. A. am dancing | B. will be going to dance | C. will be dancing |
| 6.6. A. checked | B. have checked | C. had checked |
| 6.7. A. moved | B. move | C. be moving |
| 6.8. A. is being broken | B. is been broken | C. is breaking |
| 6.9. A. would be | B. had been | C. was |
| 6.10. A. might leave | B. might have left | C. might left |
| 6.11. A. be murdered | B. to have been murdered | C. to murder |
| 6.12. A. crying | B. to cry | C. cry |
| 6.13. A. go and check | B. have gone and checked | C. be going and checking |
| 6.14. A. weren't | B. was | C. wouldn't be |

...../ 14 pkt.

Zadanie 7.

Spośród czterech możliwości wybierz wyrażenie odpowiednie do sytuacji **7.1.-7.6.**
Zaznacz/Podkreśl literę **A, B, C** lub **D**.

Przykład: 7.0. Your friend apologises to you for coming late. You say:

- A. You're right.
- B. It's all right.**
- C. Don't worry about me.
- D. You are welcome.

7.1. You are ill and phone your GP's surgery. You say:

- A. Can I see a doctor?
- B. I'm ill, I need help.
- C. Could I make an appointment?
- D. I've been sick, will you help me?

7.2. Your friend fell down on the stairs. You ask:

- A. Are you in trouble?
- B. Are you all right?
- C. Are you healthy?
- D. Are you whole?

7.3. Your friend is about to walk into a big puddle. You say:

- A. Stand up!
- B. Stop it now!
- C. Watch out!
- D. Attention, please!

7.4. A person you don't like comments on your clothes. You say:

- A. Mind your own business!
- B. I don't like you!
- C. It's my matter!
- D. The same to you!

7.5. Your friend and you have been working on a project for a long time. You are tired and say:

- A. I'm finishing off.
- B. Let's call it the ending.
- C. We should be ending.
- D. Let's call it a day.

7.6. Your friend is going on a trip. You say:

- A. Many happy returns!
- B. Have a nice journey!
- C. Have a good tripping!
- D. Go back happily!

...../ 6 pkt.

Zadanie 8.

Uzupełnij luki **8.1.** – **8.7.** wyrażeniami z rozwijanej listy.

UWAGA! Dwa wyrażenia zostały podane dodatkowo i nie pasują do żadnej luki.

~~third~~, rolling prairie, tropical beaches, twice, snowy peaks, dense wilderness, high mountains, half, barren deserts, eucalyptus forests

The United States is the world's **8.0.** ...**third**... largest country in size. More than **8.1.** the size of the European Union, The United States has **8.2.** in the West and a vast, central plain. The landscape varies across this large country – from the **8.3.** of Florida to the **8.4.** of the Rocky Mountains, from the **8.5.** of the Southwest and **8.6.** the of the Midwest to the huge areas of **8.7.** in the north.

Opracowano na podstawie: <https://www.natgeokids.com/uk/discover/geography/countries/usa-facts> [Dostęp: 29.11.2018.r.]

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Zadanie 9.

Zdecyduj, czy zdania **9.1.** – **9.7.** są prawdziwe czy fałszywe.

Zaznacz literę **P** (prawda) lub **F** (fałsz).

Przykład:

- | | | |
|---|----------|----------|
| 9.0. The Appalachians are closer to San Francisco than to New York. | P | F |
| 9.1. Northern Ireland is not a part of Great Britain. | P | F |
| 9.2. You can only cross the Mexican border in the states of Arizona and Texas. | P | F |
| 9.3. The state of Kentucky is called the Blue Grass State because of the species of grass which is widespread there. | P | F |
| 9.4. If you live in Home Counties in the UK, you have to travel hundreds of miles to get to London. | P | F |
| 9.5. Lough Neagh is the deepest lake in the UK. | P | F |
| 9.6. Yosemite National Park in the USA is best known for its waterfalls. | P | F |
| 9.7. St. Ives is a holiday resort, famous for its mild climate and being a home to artists and art galleries on the west coast of the USA. | P | F |

...../ 7 pkt.

Zadanie 10.

Dopasuj nazwiska z rozwijanej listy do biogramów **10.1. – 10.6.**

UWAGA! Cztery nazwiska zostały podane dodatkowo i nie pasują do żadnego biogramu.

Florence Nightingale, Charles Babbage, Helena Rubinstein, Andrew Johnson, Emmeline Pankhurst, Steve Jobs, Theresa May, Thomas Jefferson, Margaret Thatcher, Bill Gates, Rosa Parks

Przykład:

10.0. Florence Nightingale (1820 – 1910), a British nurse who changed the role and perception of the nursing profession.

10.1. (1858 – 1928), a British suffragette, promoted women’s rights, fought for the women’s right to vote.

10.2. (1743 – 1826), the Founding Father of the USA and an author of the Declaration of Independence, 3rd president of the USA.

10.3. (1913 – 2005), an Afro-American civil rights activist, fought against racial discrimination in the USA.

10.4. (1955 -), an American businessman, founder of Microsoft, a leading force in the development of home computer revolution.

10.5. (1925 – 2013), the first female Prime Minister, called “The Iron Lady”, implemented radical free market reforms in Britain.

10.6. (1791 – 1871), English inventor of the first mechanical computers, considered “the father of computers”.

Opracowano na podstawie: <https://www.biographyonline.net> [Dostęp: 1. 12. 2018 r.]

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