

XVII Wojewódzki Konkurs z Języka Angielskiego
dla uczniów klas trzecich gimnazjów oraz klas trzecich oddziałów
gimnazjalnych prowadzonych w szkołach innego typu
województwa świętokrzyskiego

III Etap wojewódzki – 5 marca 2019 r.

Kod ucznia:

Liczba uzyskanych punktów:

Drogi Uczniu,

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

- Arkusz liczy 18 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 kampanii na rzecz szczęścia i dobrego samopoczucia. Uzupełnij zdania 1.1. – 1.7. wyrażeniami z nagrania. Wymagana jest pełna poprawność ortograficzna. Można użyć więcej niż jednego słowa.

Przykład:

1.0. A new movement was recently launched in**London**..... .

1.1. The new group is called

1.2. The members of the group want to stop the “epidemic of “.

1.3. Professor Layard is one of the of the group.

1.4. Professor Layard is worried that people haven't become happier over the last years.

1.5. The government in Britain wants to measure

1.6. The group publishes to happier living on their website.

1.7. Mark Williamson thinks happiness can spread from person to person and make a strong

Opracowano na podstawie artykułu Alexandry Topping, Campaigners reach out for happier society, adaptowanego przez Janet Hardy-Gould i jej materiałów dydaktycznych, The Guardian Weekly, 13. 05. 2011 r.

.../7

Zadanie 2.

Wysłuchaj dwukrotnie tekstu o aktywizacji zawodowej kobiet w Afryce. Zdecyduj, czy zdania 2.1. – 2.7. są zgodne z treścią nagrania. Napisz literę P (prawda) lub F (fałsz) obok zdania.

Przykład:

The new initiative in Nairobi ...

2.0. involves the production of designer footwear. **F**

The new initiative in Nairobi ...

2.1. has both the United Nations and World Trade Organisation behind it.

2.2. employs workers in workshops and in their own homes.

2.3. requires only very simple sewing work.

2.4. is mostly about giving charity to the poor.

2.5. involves only British designers at present.

2.6. will target the American market in the future.

2.7. is positive for the fashion houses.

Opracowano na podstawie artykułu Clar Ni Chonghaile, *Kenya's poor find new work creating high fashion* i materiałów dydaktycznych przygotowanych przez Janet Hardy-Gould, *The Guardian Weekly*, 13. 01. 2012 r.

.../7

Zadanie 3.

Wysłuchaj dwukrotnie czterech wypowiedzi (3.1. – 3.4.) na temat korzystania z nowych technologii. 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 doesn't approve of:

- a. his friends' neglecting their physical condition.
- b. technological advancement in general.
- c. his friends' using their smartphones in the gym.

3.2. The speaker's friends:

- a. don't make any effort to keep in touch with one another.
- b. belong to different groups on social media.
- c. use social media to help them prepare for sports events.

3.3. The gadget changed the speaker's life because:

- a. it has made him get up earlier.
- b. it has made him healthier and richer.
- c. he has learnt to use the 'snooze' function.

3.4. The speaker regrets:

- a. not having full access to communication technology.
- b. having used a piece of modern technology.
- c. having invited a friend to stay.

Opracowano na podstawie: R. Storton, Z. Rezmoves, *Straight to Advanced*, Macmillan Education, London, 2017, str. 147

.../4

Zadanie 4.

Przeczytaj tekst. Do zdań 4.1. – 4.5. wybierz właściwe uzupełnienie spośród czterech możliwości. Zakreśl literę a, b, c lub d.

NASA'S URGE TO CLEAN UP SPACE JUNK

- A. The amount of junk in space is rising exponentially, with continuous collisions between abandoned equipment, spent rockets and other debris creating ever-growing clouds of dangerous fragments, an influential report has warned.

- B. The report, commissioned by Nasa, says the quantity of hazardous material circling the Earth has reached a “tipping point” and poses a real and increasing danger to satellites and the International Space Station.
- C. It suggests developing a clean-up strategy that could include catching debris with nets, magnets or giant umbrellas.
- D. “The current space environment is growing increasingly hazardous to spacecraft and astronauts,” said Donald Kessler, chair of the committee responsible for the report and a retired head of Nasa’s orbital debris programme.
- E. Objects in space ranging from the huge upper stages of Russian rockets to tiny particles of liquid coolant are tracked by ground-based radars operated by Nasa and other space agencies. About half million fragments and objects larger than a centimetre are in low orbit around Earth. There are tens of millions of particles larger than a millimetre.
- F. Even miniscule specks of debris can cause serious damage to spacecraft and satellites because of the immense speeds at which they travel.
- G. The quantity of debris in space more than doubled after China destroyed an orbiting weather satellite with a missile in 2007 as part of an anti-satellite test, and the collision between two satellites over Siberia in 2009.
- H. Since the Nasa space shuttle was retired, there are no tried and tested means to remove defunct satellites and other space junk from orbit.
- I. Several companies are exploring ways to clean up the space environment, with techniques that range from capturing the junk in lightweight nets to launching probes that latch on to debris and steer it into the atmosphere, where it will burn up.
- J. Satellite and spacecraft manufacturers routinely build additional shields to protect against debris, but there is trade-off between safety and weight. The International Space Station (ISS) has shields designed to withstand strikes from centimetre-sized objects.
- K. Mission controllers can alter the orbits of the ISS and some satellites to avoid collisions, but this is not always effective.

Przykład:

4.0. The report warning against the dangerous amount of space junk ...

- a. was written by Donald Kessler.
- b. originated in China.
- c. was initiated by Nasa. **X**
- d. had little effect.

4.1. Collisions between items of space debris have resulted in ...

- a. endangering the International Space Station and satellites.
- b. the threat of fragments hitting the Earth.
- c. a rapidly decreasing amount of junk in space.
- d. a slowly growing cloud of space junk.

4.2. The strategy for cleaning up the space junk ...

- a. has already been developed by Nasa.
- b. is being designed by Donald Kessler.

- c. must include the use of giant magnets.
- d. hasn't been fully decided at present.

4.3. The very tiny pieces of junk in orbit ...

- a. can be easily tracked by Nasa.
- b. can be a real danger to spacecraft.
- c. are seldom particles of liquid coolant.
- d. are often from huge Russian rockets.

4.4. The only proven way of removing satellites ...

- a. is with a lightweight net.
- b. is with a special type of probe.
- c. was with the former space shuttle.
- d. was with the retired Nasa space probe.

4.5. Companies that make satellites and spacecraft ...

- a. usually put extra shields on them.
- b. are unable to put safety shields on them.
- c. put technology on them to avoid space junk.
- d. put controls on them to alter the orbit.

.../5

Zadanie 5.

Przeczytaj tekst z zadania 4. NASA'S URGE TO CLEAN UP SPACE JUNK i zdecyduj, w którym akapicie (A – K) znajdują się informacje wymagane w punktach 5.1. – 5.10. Ten sam akapit może być użyty kilka razy. Niektóre akapity mogą pozostać niewykorzystane. Wpisz literę odpowiadającą akapitowi obok żądanej informacji.

Przykład:

5.0. An opinion of a retired Nasa official.

D

5.1. The reasons why the amount of space junk doubled within three years.

5.2. The limitations of the use of shields on spacecraft and satellites.

5.3. The devices which monitor the pieces of space junk.

5.4. A country that tested ways to eliminate satellites.

5.5. The lack of effective ways to get rid of the unused satellites.

5.6. The devices which may prevent the ISS from crashing into bigger pieces of space junk.

5.7. The size of objects which cannot do harm to the ISS.

5.8. The explanation why even very small pieces of space junk are dangerous to spacecraft and satellites.

5.9. The comparison of the sizes of the pieces of the space junk.

5.10. The approximate numbers of the junk particles circling the Earth.

Opracowano na podstawie: Ian Sample, *Nasa urged to clean up growing cloud of space junk* and classroom-ready worksheets, The Guardian Weekly, 14. 10. 2011 r.

.../10

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.

ULTRA-MARATHON RUNNER

'Why?' Lizzy Hawker asked herself, lying on her back in total darkness on a strip of road leading into Kathmandu, with the wild beauty of Everest above her, and the bustling chaos of Kathmandu just 15 km below. 'Why, already hours into the third night, am I still asking my body to run?' More than 60 hours have passed since Hawker left Everest Base Camp for the 320 km run down to the Nepalese capital, a journey with over 10,000 m of ascent and 14,000 m descent.

Przykład:

6.0. F

She manages to pull herself to her feet and begins to put one in front of the other, moving through the heavy rain to the stadium finish line where a few friends are waiting with hot, sweet tea. There Hawker discovers her time – 63 hours 8 minutes compared to her previous 71 hours 25 minutes, She's done it. Is she happy? She feels relief at the end of the race but also a 'loss of purpose'.

6.1.

Hawker is one of the world's best ever ultra and endurance athletes. Anyone who even dabbles in this type of sporting event will know her name and her exploits well. She has always loved running and exploring mountains, but a surprise win in the renowned Ultra-Trail du Mont-Blanc (UTMB) in 2005 revealed her aptitude for extreme events.

6.2.

She has been slowed by injury over the past few years, but is tentatively coming back into form and completed an 80 km race in Nepal earlier this year. She has also been using her time to plan her own ideal race, the Ultra Tour Monte Rosa (UTMR), a 116 km trail across the Italian and Swiss Alps, her favourite training ground when she was preparing for the Mont Blanc races. Hawker runs to find balance rather than to take herself to extremes. 'Endurance is really more a way of living than just a sport,' she explains from Kathmandu, a city she has come to know well.

6.3.

Hawker is unique of course, but participants in ultra-running and extreme endurance events are becoming less rare. Over the decade in which she's been competing, the sport has grown exponentially: the UTMB started in 2003 with a few hundred runners but this year 2,300

hopefuls will be waved off from Chamonix's town square, along with thousands more taking part in variations of the full event.

6.4.

Who is fueling this boom in endurance running? 'I think the reasons that people take up ultra-running are as diverse as the trails and roads we run on,' says Hawker, 'and are the same reasons that people run at all levels. Perhaps the more comfortable our daily lives become, the more we need to look for something that challenges us in a very immediate way. Some people find this challenge in endurance events. It's great to see how it has grown widely and throughout the world. The sport now also receives far greater media coverage.'

6.5.

'Anything taken to extremes can be unhealthy,' admits Hawker, adding sagely, 'but as it is said, "everything in moderation, including moderation". We were made to be active and to be constantly moving. So it could also be argued that running long distances is more natural than being sedentary and sitting for most hours of the day.'

- A. She went on to win this race five times, a gold at the World Championships in Korea in 2006 and in 2011 set a new record for the greatest distance covered in 24 hours on the road. To name but a few of the achievements she racked up in the subsequent decade.
- B. In the wake of the Nepal earthquake, she spends much of her time here, raising money for charity and living peripatetically between races, training and being wherever she needs to be to earn some money to keep her feet on those trails. Before running took over, she worked as an environmental specialist for the British Antarctic Survey.
- C. There is a dawning realisation that a new, bigger, challenge awaits her: to run there and back. Her dream now is to race from Kathmandu up to Everest Base Camp, and down again. 'The threefold challenge of altitude, distance and time. Bonkers,' she admits in her exhilarating memoir, *Runner*.
- D. The length of the race is never exactly the same, this year it will reach 170 km – the equivalent of four marathons – which must be completed within 47 hours. There is support along the way, but the idea is the runners are semi self-sufficient.
- E. Fancy your chances? Hawker shares her advice for getting started: 'Just start! Build up slowly and do what you enjoy. Whatever body type you are, you can train so that you can perform to the best of your personal ability. The important thing is to do it because you love it, then more is possible than you realise.'
- F. This is her third attempt in six years. There are no other competitors, no one to beat but herself, no prize money or podium moment – only the breaking her own records on a trail which has come to hold a special significance for the British ultra-runner.
- G. But is this sort of challenge actually good for us? Bashing our feet against hard surfaces and dragging our lungs up to high altitudes only to bring them crashing back down again sounds like torture.

Opracowano na podstawie: R. Storton, Z. Rezmues, *Straight to Advanced*, Macmillan Education, London, 2017, str. 50-51.

.../5

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. Main

7.1. I was thrown from the saddle, dislocating my shoulder in the

a. course

b. action

c. process

d. manner

7.2. That woman has a dishonest in her character.

a. stripe

b. streak

c. stroke

d. strip

7.3. These two clubs cannot be compared – they are not in the same

a. form

b. class

c. band

d. set

7.4. This invention of his will make him a millionaire.

a. ingenious

b. genial

c. genius

d. talented

7.5. Growing populations make us think how to feed generations.

a. subsequent

b. nearby

- c. immediate
- d. progressive

7.6. He was at the of his career when he had a horrible accident.

- a. top
- b. peak
- c. summit
- d. tip

7.7. They still don't know how to the problem.

- a. grasp
- b. grip
- c. deal
- d. tackle

7.8. I would like to see the latest of the book.

- a. issue
- b. copy
- c. volume
- d. edition

7.9. The fact that he is so tall him a lot of problems.

- a. makes
- b. brings
- c. affects
- d. causes

7.10. I can't be one hundred percent sure – I only caught a of her face in the shop window.

- a. glance
- b. look
- c. sight
- d. glimpse

Zadanie 8.

W siedmiu z dziewięciu zdań 8.1. – 8.9. 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. It is not fair to make such a constientious employee redundant.	.....
8.2. She is a very independant girl for her age.	.....
8.3. The lack of hot water was a great inconvinience for my father.	.....
8.4. Should they forget their old acquaintances and colleagues?	.....
8.5. How can you account for your notorious unpunctuality?	.....
8.6. They gave us their asurance that the insurance policy was valid.	.....
8.7. His esseys are full of errors, inaccuracies and misspelt words.	.....
8.8. As a teacher I found him rather unapproachable.	.....
8.9. I was just trying to retrieve the letter.	.....
	.../9

Zadanie 9.

W ośmiu z dziesięciu zdań 9.1. – 9.10. znajduje się jeden 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. What makes this sport so popular is that it is an activity the whole of family can enjoy.	.....
9.2. Everyone knows how much scary the sound of a dentist's drill is.	.....
9.3. Despite of there being less food available in the winter, birds need to eat more then.	.....
9.4. After a few months there was a decline in visits, but nothing to be worry about too much.	.....
9.5. Such as feeding tables can be valuable to our hungry feathered friends.	.....
9.6. Local hotel owners must have to work extremely hard to fulfil the requirements.	.....

- 9.7. This rare species is on the verge of becoming extinct within the next decade.
- 9.8. The children were so scared that they were hardly not breathing.
- 9.9. I do appreciate your work even though it is not as sophisticated as the other pictures.
- 9.10. The more she saved, the greater her sense of security it was.
- .../10

Zadanie 10.

Przeczytaj tekst. Uzupełnij luki 10.1. – 10.9. taką formą podanego w nawiasie wyrazu, aby tekst był logiczny oraz poprawny gramatycznie i ortograficznie.

The 10.0. (PRESS) ...**PRESSURE**..... that a pool of magma exerts on the crust above has lifted Yellowstone and its 10.1. (SURROUND) about half a kilometre higher than they would otherwise be. If it blew, the cataclysm is pretty well beyond 10.2. (IMAGINE) 10.3. (EVACUATE) Yellowstone would never be easy. The park gets some three million 10.4. (VISIT) a year, mostly in the three peak summer months. The park's roads are 10.5. (COMPARE) few and they are kept 10.6. (INTEND) narrow, partly to slow the traffic, partly to preserve an air of 10.7. (PICTURE), and partly because of 10.8. (TOPOGRAPHY) constraints. At the 10.9. (HIGH) of summer, it can easily take half a day to cross the park and hours to get anywhere within it.

Opracowano na podstawie: D. Cotton, D. Falvey, S. Kent, *Language Leader Upper Intermediate*, Pearson Longman, 2008, str. 21

.../9

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, łącznie z podanym. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

Przykład:

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

CONGRATULATED

The teacher **congratulated the boys on doing** a good job.

11.1. I managed to sit down just before the train jerked forward.

SOONER

No the train jerked forward.

11.2. I really don't want you to go there again.

CIRCUMSTANCES

Under to go there again.

11.3. The trip was far less exciting than I expected.

NEARLY

The trip I expected.

11.4. Stella missed her flight to Glasgow because she arrived late at the airport.

TIME

If only at the airport, she wouldn't
have missed her flight to Glasgow.

11.5. If only I had gone into trade after I finished school.

REGRET

I into trade after I finished school.

11.6. "You should stop your daughter eating so much chocolate," Sandra's sister said.

LET

Sandra's sister advised her so
much chocolate.

11.7. It's impossible that their children behaved like that in public.

CAN'T

Their children like that in public.

11.8. That car is a bit too expensive for us.

REACH

That car is a bit

11.9. It's going to pour. I think you should take an umbrella.

HAD

You an umbrella.

11.10. Lisa inherited a large fortune when her father died.

CAME

Lisa her father's death.

.../10

Zadanie 12.

Określ, jakiego dokumentu, 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. Person: *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. Document:

After long and quarrelsome negotiations King John the Lackland gave in to the barons' demands and signed the charter at Runnymede. The demands included the limitation of royal power, an agreement not to arbitrarily change principles on which the feudal system was based, and set standards for royal behavior in writing. The charter referred only to the King and the ruling classes setting a standard for future relationships between rulers and their lords. Still, it was by no means a document which established rights for the people. Now it is a symbol of justice, fairness and human rights.

12.2. Person:

She was beautiful and rich. She sat on two thrones, had three husbands, at least one lover and one son. She had lost it all before she was twenty seven years old. She had to run from her native country in disgrace only to spend the rest of her life (19 years) in prison and to be finally beheaded on the orders of her cousin, the Queen of England, at the age of 45. She has been a favourite tragic heroine of the poets, playwrights and film makers ever since her death.

12.3. Event:

The disease spread quickly by flea-infested rats and infected individuals killing the victims within a few days. It arrived in Britain in June and by the next summer it had covered the entire country before dying down in December. Up to 60 percent of the population died. It stopped the Hundred Years' War campaigns and in the long term caused a labour shortage and the end of serfdom. The disease returned several times in the following centuries, but its effect became less severe.

12.4. Event:

The war lasted four years and was the bloodiest of all American conflicts, claiming nearly 1,000,000 lives. It broke out over the long standing controversy over black people slavery and the secession of eleven southern states from the Union. It ended with the surrender of the Confederate General Robert E. Lee to General Ulysses S. Grant at the Battle of Appomatox Court House. The territorial integrity of the USA was preserved and slavery abolished.

12.5. Event:

The invasion of north-west Europe in June was a remarkable achievement. It provided the springboard from which forces from Britain, the USA, Canada, Poland and France could liberate western Europe from the German occupation. It was decided that an initial assault force of 150,000 men supported by three airborne divisions would land on the beaches in northern France. As a result, the end of the war in Europe was in sight although there were still many battles to fight for the Allied troops before setting foot in Hitler's Berlin.

.../5

Zadanie 13.

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

Przykład:

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. **X**

13.1.

- A. Britain was a part of the Roman Empire from the 1st century AD to the 5th century AD.
- B. The Romans tried to invade Britain two times, in 55 BC and 43 AD, but they were not successful.

13.2.

- A. Anglo-Saxons were Christians when they invaded Britain in the 5th century AD.
- B. Anglo-Saxons were converted to Christianity by St Augustine at the end of the 6th century AD.

13.3.

- A. Hadrian's Wall is a defensive fortification crossing the northern Britain, built by the Roman army in 122 AD to protect the Roman provinces from the attacks of Picts and Scots.

B. Hadrian's Wall is a defensive fortification stretching from the north to the south of Britain, built by Mercians in 767 AD to protect their kingdom from the attacks of the Welsh Celts.

13.4.

A. The Roundheads were the supporters of the Parliament during the English Civil War, they fought against King Charles I in the 17th century.

B. The Roundheads were the peasants who rebelled against serfdom during the Peasants Revolt in the 14th century.

13.5.

A. A workhouse in 19th century England and Wales was a place where all young children had to work after school.

B. A workhouse in 19th century England and Wales was a place where those unable to support themselves were offered accommodation and employment.

13.6.

A. The Founding Fathers were the settlers of Plymouth, Mass., the first permanent colony in New England, radical Puritans escaping religious persecution in Britain.

B. The Founding Fathers were philosophers, politicians and writers who led the American Revolution against Britain, drafted and signed the Declaration of Independence.

13.7.

A. 9/11 means the Islamic terrorist attack on the USA by four hijacked passenger airliners which crashed into some important buildings in the USA killing and injuring thousands of people.

B. 9/11 means the amendment to the American constitution abolishing any form of discrimination and segregation.

13.8.

A. Sitting Bull is a cartoon hero, the stereotype of a Wild West Indian chief, a personification of the Indian character.

B. Sitting Bull was an Indian chief under whom the Sioux tribes united in their struggle for survival on the Great Plains, defeated federal troops under G. Custer at Little Bighorn in 1876.

13.9.

A. The Indian Mutiny (1857 – 1858) was a widespread but unsuccessful rebellion against British rule in India initiated by the soldiers in the service of the British.

B. The Indian Mutiny (1857 – 1858) was a widespread but unsuccessful rebellion against the white settlers moving westwards in North America initiated by the Dakota tribe.

13.10.

A. Transportation to Australia was a harsh form of punishment for British criminals in the 18th century.

B. Transportation to Australia was often chosen by the British in the 18th century because of job opportunities at the railway network development.

.../10

Zadanie 14.

Zdecyduj, które z poniższych zdań 14.1. – 14.8. jest zgodne z treścią lektury. Zdania 14.1. – 14.4. dotyczą tekstu „Macbeth”, natomiast zdania 14.5. – 14.8. dotyczą tekstu „Slumdog Millionaire”. Napisz literę P (prawda) lub F (fałsz) obok zdania.

Przykład:

14.0. Banquo and Macbeth were good friends at the beginning.

P

14.1. The witches said Banquo’s descendants would be kings.

14.2. Before he killed the King, Macbeth had a vision of a floating bloody head.

14.3. Lady Macbeth did not feel guilty about the murder of the King.

14.4. Macduff was not born in a natural way.

14.5. Baby Ram was found at the Church of St Mary in Delhi.

14.6. Maman blinded the children who did not earn enough money.

14.7. Colonel Taylor knew that his servants were stealing from him because he hid cameras in their rooms.

14.8. Ram wanted to be on the quiz show because Prem Kumar was his hero.

.../8

Zadanie 15.

Do pytań 15.1. – 15.10., z czterech podanych odpowiedzi a, b, c, d, wybierz jedną, zgodną z treścią lektury. Pytania 15.1. – 15.5. dotyczą tekstu „Macbeth”, natomiast pytania 15.6. – 15.10. dotyczą tekstu „Slumdog Millionaire”. Zakreśl literę a, b, c lub d.

Przykład:

15.0. How many witches did Macbeth and Banquo meet on their way from the battlefield?

- a. Two.
- b. Three. X**
- c. None.
- d. Five.

15.1. Who encouraged Macbeth to kill the King?

- a. Banquo.
- b. Lady Macbeth.
- c. The witches.
- d. The servants.

15.2. Whom did Macbeth see sitting in his chair during the banquet?

- a. Himself.
- b. Duncan's ghost.
- c. Banquo's ghost.
- d. Lady Macbeth.

15.3. What did Lady Macbeth do when she became ill?

- a. She tried to kill her baby.
- b. She wore a lot of perfume.
- c. She saw the King's ghost everywhere.
- d. She washed her hands compulsively.

15.4. How did Birnam Wood come to Dunsinane?

- a. By magic performed by the witches.
- b. Through an earthquake.
- c. It didn't.
- d. Malcolm's army hid behind cut-off tree branches.

15.5. Who killed Macbeth?

- a. Banquo's ghost.
- b. Malcolm.
- c. Macduff.
- d. A soldier.

15.6. How did Ram know the answers to the questions on the quiz show?

- a. He was lucky.
- b. He guessed the answers.
- c. He could read other people's minds.
- d. He cheated.

15.7. Why was Ram given three names?

- a. Because 'three' is a lucky number in India.
- b. Because Father Timothy had three favourite saints.
- c. To honour three religions.
- d. To honour his ancestors.

15.8. Why did Ram become the leader at the Delhi Children's Home for Boys?

- a. He gave the deputy warden money.
- b. He could speak English well.
- c. He was stronger than the other boys.
- d. He could sing well.

15.9. Why couldn't Ram and Nita get married?

- a. She was already promised to another man.
- b. She was too young.
- c. He had no time to organise the wedding.
- d. They had to run away.

15.10. How did Smita help Ram?

- a. She gave him money.
- b. She fought for him at court as his lawyer.
- c. She married him.
- d. She listened to his life story and publicised it.

.../10