

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

ETAP III – WOJEWÓDZKI

14 marca 2023 r.

Godz. 10:00

**Kod pracy ucznia
punktów**

Suma

Czas pracy: 80 minut

Liczba punktów możliwych do uzyskania: 100 punktów

Instrukcja dla ucznia

1. W wyznaczonym miejscu arkusza z zadaniami konkursowymi wpisz swój kod.
2. Sprawdź, czy na kolejno ponumerowanych 20 stronach jest wydrukowanych 14 zadań.
3. Ewentualny brak stron lub inne usterki zgłoś Komisji Konkursowej.
4. Czytaj uważnie wszystkie teksty i zadania. Wykonuj zadania zgodnie z poleceniami.
5. Rozwiązania zadań zapisuj długopisem lub piórem z czarnym lub niebieskim tuszem/atramentem.
6. Nie używaj korektora.
7. Rozwiązania zadań zamkniętych, tj. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 zaznacz w arkuszu z zadaniami konkursowymi. W każdym zadaniu poprawna jest zawsze tylko jedna odpowiedź. Wybierz tę odpowiedź i odpowiadającą jej literę zaznacz ☐ w kółku lub wpisz właściwą literę w miejscu do tego przeznaczonym:
8. Jeśli się pomylisz, błędne zaznaczenie przekreśl krzyżykiem, np. ☒ i zaznacz kółkiem inną wybraną odpowiedź, np.: ☐

Powodzenia!

Zadanie 1. (0–5)

Wysłuchaj dwukrotnie wywiadu z historykiem sportu i spośród podanych możliwości A – C, wybierz zakończenie zdań 1.1. – 1.5. zgodne z treścią nagrania. Zaznacz literę A, B lub C. Wpisz odpowiednie litery do tabelki pod zadaniem.

- 1.1. Today's programme differs from previous ones in the series because it is about a sport
A. from the past which is now being re-created.
B. which has completely disappeared.
C. played in southern Europe.
- 1.2. The historical re-enactment groups often rely on their imagination when playing the game because
A. the original equipment is difficult to get hold of.
B. the information of the game is insufficient.
C. each saga gives a different set of the rules of the game.
- 1.3. It is certainly NOT true that the game
A. lasted longer than one day.
B. was watched by very many spectators.
C. was played with equipment that never got damaged during the game.
- 1.4. The essential equipment used to play the game consists of
A. wooden sticks and a hard ball.
B. special leather boots.
C. tar and sand.
- 1.5. According to Mark, the most surprising fact of the game is that
A. it was played on ice.
B. players breaking the rules were punished.
C. many players were hurt during the game.

1.1.	1.2.	1.3.	1.4.	1.5.

.../5

Zadanie 2. (0–7)

Wysłuchaj dwukrotnie wypowiedzi trzech osób na temat edukacji uniwersyteckiej. Dopasuj opinie 2.1. – 2.7. do wypowiedzi 1, 2, 3. Ta sama wypowiedź (1 - 3) może łączyć się z więcej niż jedną opinią (2.1. – 2.7.). Wpisz numer (1 - 3) wybranej wypowiedzi do tabelki pod zadaniem.

The person says that ...

- 2.1. before being competent, young staff members need to undergo a one-year training.
2.2. early stages of higher education should develop students' creativity and critical thinking.

2.3. graduates' employment opportunities are limited by too much specialisation at the university.

2.4. universities can provide students with adequate knowledge through focusing on specialisation.

2.5. a university education should last longer.

2.6. university graduates should be able to upgrade their qualifications according to the demands of the job market.

2.7. specialisation should take place at the end of the course of studies.

2.1.	2.2.	2.3.	2.4.	2.5.	2.6.	2.7.

.../7

Zadanie 3. (0–9)

Przeczytaj tekst i uzupełnij luki 3.0. – 3.9. w notatkach poniżej wyrażeniami A – L z listy. Każdego wyrażenia można użyć tylko raz. Dwa wyrażenia podano dodatkowo i nie pasują do żadnej luki. Luka 3.0. została uzupełniona jako przykład. Wybierz i wpisz litery A – L odpowiadające wybranym wyrażeniom pod numerami luk 3.0. – 3.9. Wpisz odpowiednie litery do tabelki pod zadaniem.

A THREAT TO BANANAS

In the 1950s, Central American commercial banana growers were facing the death of their most lucrative product, the Gros Michel banana, known as Big Mike. And now it's happening again to Big Mike's successor – the Cavendish. With its easily transported, thick-skinned and sweet-tasting fruit, the Gros Michel banana plant dominated the plantations of Central America. United Fruit, the main grower and exporter in South America at the time, mass-produced its bananas in the most efficient way possible: it cloned shoots from the stems of plants instead of growing plants from seeds, and cultivated them in densely packed fields. Unfortunately, these conditions are also perfect for the spread of the fungus *Fusarium oxysporum f. sp. cubense*, which attacks the plant's roots and prevents it from transporting water to the stem and leaves. The TR-1 strain of the fungus was resistant to crop sprays and travelled around on boots or the tyres of trucks, slowly infecting plantations across the region. In an attempt to escape the fungus, farmers abandoned infected fields, flooded them and then replanted crops somewhere else, often cutting down rainforest to do so.

Their efforts failed. So, instead, they searched for a variety of banana that the fungus didn't affect. They found the Cavendish, as it was called, in the greenhouse of a British duke. It wasn't as well suited to shipping as the Gros Michel, but its bananas tasted good enough to keep consumers happy. Most importantly, TR-1 didn't seem to affect it. In a few years, United Fruit had saved itself from bankruptcy by filling its plantations with thousands of the new plants, copying the same monoculture growing conditions Gros Michel had thrived in.

While the operation was a huge success for the Latin American industry, the Cavendish banana itself is far from safe. In 2014, South East Asia, another major banana producer, exported four million tons of Cavendish bananas. But, in 2015, its exports had dropped by 46 per cent thanks to a combination of another strain of the fungus, TR-4, and bad weather. Growing practices in South East Asia haven't helped matters. Growers can't always afford the expensive lab-based methods to clone plants from shoots without spreading the disease. Also, they often aren't strict enough about cleaning farm equipment and quarantining infected fields. As a result, the fungus has spread to Australia, the Middle East and Mozambique – and Latin America, heavily dependent on its monoculture Cavendish crops, could easily be next. Racing against the inevitable, scientists are working on solving the problem by genetically modifying the Cavendish with genes from TR-4-resistant banana species. Researchers at the Queensland University of Technology have successfully grown two kinds of modified plant which have remained resistant for three years so far. But some experts think this is just a sophisticated version of the same temporary solution the original Cavendish provided. If the new bananas are planted in the same monocultures as the Cavendish and the Gros Michel before it, the risk is that another strain of the disease may rise up to threaten the modified plants too.

A	TR-4
B	grows easily
C	burning the infected plants
D	South East Asia
E	flooding
F	West Africa
G	its taste is satisfactory
H	moving to new locations
I	ships well
J	TR-4
K	genetically modifying crops
L	Central America

GROS MICHEL

Vulnerable to the **3.0.** ...**A**... strain of the fungus *Fusarium oxysporum f. sp. Cubense*.

Suitable for commercial use because it **3.1.** and tastes sweet.

At risk in **3.2.**

Attempts to save the banana: **3.3.**fields and **3.4.**

CAVENDISH

Suitable for commercial use because it **3.5.** and **3.6.** for consumers.

Vulnerable to the **3.7.** strain of the fungus *Fusarium oxysporum f. sp. Cubense*.

At risk in **3.8.**

Attempt to save the banana: **3.9.**

Na podstawie: <https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Reading-C1-A-threat-to-bananas.pdf> [Dostęp: 13. 01. 2023 r.]

3.0. Przykład	3.1.	3.2.	3.3.	3.4.	3.5.	3.6.	3.7.	3.8.	3.9.
A									

.../9

Zadanie 4. (0–6)

Uzupełnij luki 4.0. – 4.6. akapitami A – H. Jeden akapit został podany dodatkowo i nie pasuje do żadnej luki. Wybierz akapit i wpisz odpowiadającą mu literę A, B, C, D, E, F, G lub H pod odpowiednim numerem luki 4.0. – 4.6. Luka 4.0. została uzupełniona jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

WHY NO ONE WALKS

I'll tell you this, but you have to promise that it will get no further. Not long after we moved here we had the people next door round for dinner and – I swear this is true – they drove.

4.0.A.....

A researcher at the University of California at Berkeley recently made a study of the nation's walking habits and concluded that 85 per cent of people in the United States are 'essentially' sedentary and 35 per cent are 'totally' sedentary. The average American walks less than 75 miles a year – about 1.4 miles a week, barely 350 yards a day. That's appallingly little. I rack up more mileage than that just looking for the channel changer.

4.1.

I walk to town nearly every day when I am at home. I go to the post office or library or the local bookshop. Every few weeks or so I call in at the barbershop to have my hair cut. All this is a big part of my life and I wouldn't dream of doing it other than on foot. People have got used to this curious and eccentric behavior now, but several times in the early days passing neighbours would slow by the kerb and ask if I wanted a lift.

4.2.

'Honestly, I enjoy walking.'

4.3.

People have become so habituated to using the car for everything that it would never occur to them to unfurl their legs and see what they can do. Sometimes it's almost ludicrous. The other day I was in a little nearby town called Etna waiting to bring home one of my children from a piano lesson when a car stopped outside the local post office and a man about my age popped out and dashed inside and left the motor running! He was inside for about three or four minutes, then came out, got in the car and drove exactly 16 feet (I had nothing better to do so I paced it off) to the general store next door, and popped in again, engine still running.

4.4.

She looked at me as if I were tragically simple-minded and said, 'But I have a programme for the treadmill. It records my distance and speed, and I can adjust it for degree of difficulty.' It had not occurred to me how thoughtlessly deficient nature is in this regard.

According to a recent editorial in the Boston Globe, the United States spends less than 1 per cent of its \$25 billion-a-year roads budget on facilities for pedestrians. Actually, I'm surprised it's that much. Go to almost any suburb developed in the last thirty years and you will not find a pavement anywhere. Often you won't find a single pedestrian-crossing. I am not exaggerating.

4.5.

Although the bookshop was no more than 50 or 60 feet away, I discovered that there was no way to get there on foot. There was a traffic crossing for cars, but no provision for pedestrians and no way to cross without dodging through three lanes of swiftly turning traffic. I had to get in the car and drive across. At the time it seemed ridiculous and exasperating, but afterwards I realized that I was probably the only person ever to have entertained the notion of negotiating that intersection on foot.

4.6.

Finally, Laconia dug up its pretty brick paving, took away the benches and tubs of geraniums and decorative trees, and put the street back to the way it had been in the first place. Now people can park right in front of the shops again and downtown Laconia thrives anew. And if that isn't sad, I don't know what is.

By Bill Bryson

- ~~A. I was astounded, but I have since come to realise that there was nothing especially odd in their driving less than a couple of hundred feet to visit us. Nobody walks anywhere in America nowadays.~~
- B. And the thing is this man looked really fit. I'm sure he jogs extravagant distances and plays squash and does all kinds of healthful things, but I am sure that he drives to each of those undertakings. It's crazy. A friend of ours was complaining the other day about the difficulty of finding a place to park outside the local gym. She goes there several times a week to walk on a treadmill. The gym is, at most, a six-minute walk from her front door. I asked her why she didn't walk to the gym and do six minutes less on the treadmill.
- C. The fact is, Americans don't and won't walk anywhere as a town called Laconia discovered to its cost. A few years ago Laconia spent \$5 million pedestrianising its town centre, to make it a pleasant shopping environment. Aesthetically it was a triumph, but commercially it was a disaster. Forced to walk one whole block from a car park, shoppers abandoned downtown Laconia for suburban malls.
-

- D. But they always looked so upset when I said this, that I gave in and accepted the lift. I didn't have the heart to make them feel they were leaving me to my fate.
- E. I had this brought home to me last summer when we were driving across Maine and stopped for coffee in one of those endless zones of shopping malls, motels, petrol stations and fast-food places that sprout everywhere in America. I noticed there was a bookshop across the street, so I decided to skip coffee and pop over as I needed a particular book.
- F. 'Well, if you're absolutely sure,' they would say and depart reluctantly, even guiltily, as if they felt they were leaving the scene of an accident.
- G. 'But I'm going your way,' they would insist when I politely declined. 'Really, it's no bother.'
- H. One of the things we wanted when we moved to America was to live in a town within walking distance of shops. However, where we settled, is a small, typical New England college town. It has an old-fashioned Main Street, nice college buildings with big lawns, and leafy residential streets. Nearly everyone in town is within a five-minute walk of the shops, yet as far as I can tell virtually no one does.

4.0. Przykład	4.1.	4.2.	4.3.	4.4.	4.5.	4.6.
A						

Na podstawie: CAE papers

.../6

Zadanie 5. (0–8)

Przeczytaj tekst i zdecyduj, która z możliwości A, B, C, D najlepiej pasuje do luk 5.0. – 5.8. Zaznacz literę, A, B, C lub D. Luka 5.0. została uzupełniona jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

SCOTLAND

What about Scotland as a travel 5.0. ? People come to this small northern country for many 5.1., lured, perhaps, by the promise of spectacular 5.2., friendly natives, and a vibrant arts scene. Some are searching for their family 5.3. or others just want to get away from it all and, digging 5.4. old memories from English Literature class of gallant heroes engaging in larger-than-life struggles, their 5.5. wander to faraway lands, to somehow familiar yet different places. Scotland 5.6. of an area of 30,418 square miles – so it's a fairly compact and "doable" country – with a population of about five million people – not too small, not too big. It is one of three countries that form the political 5.7. called Great Britain. Geographically speaking, the country can be divided into

three broad areas, the Southern Uplands, the Central Lowlands, and the Highlands. Although the rugged Highlands **5.8.** about two-thirds of the land area, the vast majority of the population lives in the Central Belt between Glasgow, Scotland's largest city, and Edinburgh, Scotland's capital.

	A	B	C	D
5.0.	target	destination	aim	direction
5.1.	causes	concerns	reasons	ideas
5.2.	scene	scenery	view	panorama
5.3.	roots	race	basis	source
5.4.	off	down	on	up
5.5.	heads	brains	spirits	minds
5.6.	consists	includes	embraces	comprises
5.7.	entirety	enclosure	entry	entity
5.8.	take out	take in	take up	take off

Na podstawie: [ENGLISH TESTS - CAE - Use of English - Multiple Choice Cloze - CERTIFICATE IN ADVANCED ENGLISH \(englishrevealed.co.uk\)](https://englishrevealed.co.uk/) [Dostęp: 20. 01. 2023 r.]

5.0. Przykład	5.1.	5.2.	5.3.	5.4.	5.5	5.6.	5.7.	5.8.
B								

.../8

Zadanie 6. (0–7)

Przeczytaj tekst i zdecyduj, która z możliwości A, B, C, D, poprawnie zastępuje wyrazy w lukach **6.0. – 6.7.** Zaznacz literę, A, B, C lub D. Luka **6.0.** została uzupełniona jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

THE RISE OF CARS

Cars have given us **6.0. FREE** We can go wherever we want, whenever we want to go. They have also brought us **6.1. DEPEND** We don't have to make compromises or take into consideration where other people want to travel. A car travel is a **6.2. PERSON** transport solution that's always available. As more and more cars are bought, people have to **6.3. WIDTH** the roads to cope with the increasing amount of traffic. **6.4. PAVE** and streets become thin strips along the front of buildings, further **6.5. NARROW** by parked cars that invade the last remaining inches of pedestrian space. We appreciate cars, but, at the same time we are **6.6. SAD** by the **6.7. LOSE** of the rare flowerbeds and patches of grass in the cities.

	A	B	C	D
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6.0.	freed	freedom	freeing	freeness
6.1.	independency	dependency	dependence	independence
6.2.	personally	personality	personalised	personified
6.3.	wider	widen	wide	widthen
6.4.	Pavements	Paving	Pavement	Paves
6.5.	narrowing	narrowened	narrowed	enarrowed
6.6.	saddened	sadded	besadded	sadder
6.7.	losing	looseness	lost	loss

Na podstawie: [The rise of cars - Word Formation - English Vocabulary exercises \(english-grammar.at\)](https://www.english-grammar.at/en/word-formation-exercises-the-rise-of-cars) [Dostęp 20. 01. 2023 r.]

6.0. Przykład	6.1.	6.2.	6.3.	6.4.	6.5.	6.6.	6.7.
B							

.../7

Zadanie 7. (0–8)

Uzupełnij luki w zdaniach 7.0. – 7.8. jedną z podanych form A, B, C lub D, tak aby otrzymać poprawne gramatycznie zdanie. Zaznacz literę A, B, C lub D. Luka w zdaniu 7.0. została uzupełniona jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

Przykład:

7.0. Do you enjoy ?

- A. cooking
- B. to cook
- C. being cooked
- D. cooked

7.1. Tim have moved the piano by himself; he isn't strong enough.

- A. mustn't
- B. can't
- C. might not
- D. oughtn't

7.2. Some consequences of the war are already with us; is inflation.

- A. one which
- B. which one of
- C. which one
- D. one of which

- 7.3. customer numbers rising, we've seen a drop in sales this year.
- A. Even though
 - B. Although
 - C. In spite
 - D. Despite
- 7.4. Not until the painting was thoroughly cleaned its true beauty.
- A. we didn't see
 - B. didn't we see
 - C. did we see
 - D. we saw
- 7.5. The old computers are with newer models.
- A. replacing
 - B. being replaced
 - C. to be replacing
 - D. to replace
- 7.6. Ken is becoming a better skater due to his
- A. constantly practice
 - B. practice constantly
 - C. constant practicing
 - D. practicing constant
- 7.7. However hard she tries, Laura will break the code and read the message.
- A. it is unlikely that
 - B. it is unlikely to
 - C. unlikely it is
 - D. she is unlikely
- 7.8. This is a wonderful book; my sister gave
- A. to me it
 - B. it to me
 - C. it me
 - D. me it

Na podstawie: Jenny Dooley, Evans V., On Screen Workbook and Grammar Book C1, Express Publishing, 2017

7.0. Przykład	7.1.	7.2.	7.3.	7.4.	7.5.	7.6.	7.7.	7.8.
A								

.../8

Zadanie 8. (0–5)

Zastąp podkreślone fragmenty zdań 8.0. – 8.5. wyrażeniami idiomatycznymi A - I z listy. Każde wyrażenie może być użyte tylko raz. Trzy wyrażenia zostały podane dodatkowo i nie pasują do żadnego zdania. Wybierz wyrażenie i wpisz odpowiadającą mu literę A, B, C, D, E, F, G, H lub I pod odpowiednim numerem 8.0. – 8.5. Zmiana w zdaniu 8.0. została dokonana jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

A	get off their backs
B	keep their eyes on the ball
C	get the cold shoulder from
D	let their hair down
E	face the music
F	make it by the skin of their teeth
G	dig their heels in
H	sink their teeth in
I	get cold feet

Przykład:

8.0. Henry and Peter wish their mum would stop bothering them about the mess in their room.

8.1. Tom and Laura always manage to come at the very last moment!

8.2. I'm sure Ben and Nigel will get nervous about making their speeches at the assembly.

8.3. We are all trying to persuade Kevin and Sandra to stay overnight, but, as usual, they stick to their decision and are going to leave at eleven.

8.4. Well, they have seriously damaged the equipment so now they will have to accept the responsibility for what they have done.

8.5. Don't you think Brian and Tony are deliberately ignored by the boss?

8.0. Przykład	8.1.	8.2.	8.3.	8.4.	8.5.
A					

.../5

Zadanie 9. (0-5)

Uzupełnij brakujące wyrazy w wyrażeniach idiomatycznych 9.1. – 9.5. wybierając odpowiedni wyraz z listy A – J. Każdy wyraz może być użyty tylko raz. Cztery wyrazy zostały podane dodatkowo i nie pasują do żadnego wyrażenia. Wpisz litery odpowiadające wybranemu wyrazowi A – J obok numerów 9.1. – 9.5. Wyrażenie 9.0. zostało uzupełnione jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

A	B	C	D	E	F	G	H	I	J
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arm	nose	heart	shoulder	ear	hand	tooth	fist	back	finger
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Przykład:

9.0. I didn't want to dress up as a snowman, but Claire twisted my ...**A**...

9.1. What are you going to do if things get out of ?

9.2. She's got a chip on her about her first job – she gets angry whenever we mention it.

9.3. We were all glad to see the of Ben, he is such a bore!

9.4. We can't tell you what to expect so you must play it by

9.5. Monica is the person you need as she has a in every pie when it comes to local enterprises.

9.0. Przykład	9.1.	9.2.	9.3.	9.4.	9.5.
A					

.../5

Zadanie 10. (0–10)

Spośród czterech możliwości A, B, C lub D, wybierz zakończenie zdań 10.0. - 10.10. zgodne z treścią lektury *The Eye of the Tiger* wg. Wilbura Smitha. Zaznacz literę A, B, C lub D. Zdanie 10.0 zostało dokończony jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

Przykład:

10.0. In his life, Harry did NOT work as

A. a soldier

B. a sailor

C. a security guard

D. a farmer

10.1. Harry was the owner of a boat called

A. *Mandrake.*

B. *Dawn Light.*

C. *Wave Dancer.*

D. *Whaleboat.*

10.2. The name that was NOT used for hiding someone's identity was

A. Fletcher.

B. Manson.

C. Bruce.

D. North.

10.3. Harry was NOT guilty of

A. robbery.

B. smuggling illegal goods.

C. damage to coral reef and sea life.

D. slave trade.

10.4. The events of the story take place in

A. Central Africa, St. Mary's, Britain, Switzerland.

B. a small island off the eastern coast of Africa, Britain, Switzerland.

C. Australia, an island near Africa, Switzerland.

D. South Africa, a tropical island, Switzerland.

10.5. Angelo's girlfriend worked as

A. a receptionist.

B. a waitress.

C. a cleaner.

D. a manager.

10.6. The real Sherry North

A. never existed.

B. was killed in Britain.

C. died before Jimmy left Britain.

D. went into hiding after Jimmy's death.

10.7. The aim of the treasure hunt was getting hold of

A. a 19th century ship bell.

B. a gold artefact from India.

C. nuclear missiles.

D. gold plates.

10.8. The Eye of the Tiger was

A. a pool behind the reef.

B. the ship that carried the Tiger Throne.

C. a rifle Harry used to kill his enemies.

D. a jewel on the gold tiger's forehead.

10.9. Harry gave the Tiger Throne to the President of St. Mary's in exchange for

- A. a new boat and a quiet life on the island.
- B. freedom and some money.
- C. a boat and some gold plates from the wreck.
- D. The Eye of the Tiger.

10.10. Harry was sure the woman he loved would soon join him on St. Mary's because

- A. she wanted to recover the rest of the treasure.
- B. she wanted to carry on her police investigation.
- C. she had not had him arrested in Zurich.
- D. she had promised him so.

10.0.	10.1.	10.2.	10.3.	10.4.	10.5.	10.6.	10.7.	10.8	10.9.	10.10.
Przykład										
D										

.../10

Zadanie 11. (0–10)

Dopasuj postacie A - M z lektury *The Eye of the Tiger* wg. Wilbura Smitha do opisów 11.0. – 11.10. Ta sama osoba może pasować do kilku opisów. Niektóre osoby nie pasują do żadnego opisu. Osoba D została dopasowana do opisu 11.0. jako przykład. Wpisz litery odpowiadające wybranym osobom A, B, C, D, E, F, G, H, I, J, K, L lub M do tabeli.

A	Harry
B	Manny
C	Lorna Page
D	Jimmy North
E	Chubby
F	The policewoman
G	Mike Guthrie
H	Angelo
I	Judith
J	Sherry North
K	William Bryce
L	Matterson
M	The president

Przykład:

11.0.D.....

He/she found the 19th century ship bell on the sea bottom.

11.1.

He/she shot Jimmy North.

11.2.

He/she blew up Harry's boat.

11.3.

He/she didn't want to commit any more crime.

11.4.

He/she could navigate among the reefs very well.

11.5.

He/she was said to be an army pilot.

11.6.

He/she lost his/her girlfriend/boyfriend in an explosion.

11.7.

He/she had been Harry's partner in crime in the past.

11.8.

He/she kept some of the recovered treasure for him/herself.

11.9.

He/she tortured the policewoman.

11.10.

He/she killed Jimmy North's sister.

11.0. Przykład	11.1.	11.2.	11.3.	11.4.	11.5.	11.6.	11.7.	11.8	11.9.	11.10.
D										

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Zadanie 12. (0–9)

Do zadań 12.1. – 12.9. z czterech podanych możliwości A, B, C, D wybierz i zaznacz odpowiednią. Zdanie 12.0. zostało uzupełnione jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

Przykład:

12.0. was the ship that carried the Pilgrims from England to Plymouth in 1620.

- A. Speedwell
- B. Mary Rose
- ☒ C. **Mayflower**
- D. Cutty Sark

12.1. Who were John Hawkins and Francis Drake?

- A. writers
- B. pirates
- C. monks
- D. scientists

12.2. Which president of the United States of America was NOT assassinated?

- A. John F. Kennedy
- B. Abraham Lincoln
- C. Harry Truman
- D. William McKinley

12.3. Which one was called the “king of oil”?

- A. Henry Ford
- B. Andrew Carnegie
- C. Cornelius Vanderbilt
- D. John D. Rockefeller

12.4. The Emancipation Proclamation declared that

- A. all American women were granted the right to vote.
- B. all slaves were to be made free – but only if they lived in areas that were part of Confederacy.
- C. Roman Catholics could hold public positions including being Members of Parliament.
- D. all children in Britain had to go to school up to the age of thirteen.

12.5. In what order did these events happen in the history of Britain?

- a) The War of the Roses;
- b) The Seven Years War;
- c) The Hundred Years War;
- d) The Civil War;

- A. c, d, a, b
- B. a, c, b, d
- C. c, a, d, b
- D. b, a, c, d

12.6. In what order did these events happen in the history of the United States of America?

- a) Martin Luther King was assassinated;
- b) Jimmy Carter became President of the United States of America;
- c) The Cuban Missile Crisis ended;
- d) The North Atlantic Treaty was signed in Washington;

- A. d, c, a, b
- B. d, c, b, a
- C. a, d, c, b
- D. d, a, c, b

12.7. Terrorists flew planes into the World Trade Centre and on 11th September 2001.

- A. the Empire State Building
- B. Cape Canaveral
- C. the White House
- D. the Pentagon

12.8. In what order was Great Britain invaded by?

- a) The Germanic tribes;
- b) The Celts;
- c) The Romans;
- d) The Vikings;

- A. b, c, d, a
- B. c, d, a, b
- C. b, c, a, d
- D. c, b, a, d

12.9. Which sentence is NOT true about the potato famine which happened in Ireland between 1845 and 1849.

- A. Potatoes were the main food of the poor in Ireland so when the potato crop failed, many people died of hunger.
- B. Although Ireland had enough wheat to feed the entire population, it was grown for export to England.
- C. More people died in Ireland during the potato famine than left the country at the time.
- D. The government in London failed to realise the seriousness of the potato famine problem.

Na podstawie: Ociepa, Roman, *Geography, History and Culture of the United Kingdom United Kingdom at a Glance*, Wydawnictwo Szkolne PWN, Park Edukacja 2009; Ociepa, Roman, i Pyszałik, Bartłomiej *Geography, History and Culture of the United States of America. United States at a Glance*, Wydawnictwo Szkolne PWN, Park Edukacja 2009;

12.0. Przykład	12.1.	12.2.	12.2.	12.3.	12.4.	12.5.	12.6.	12.7.	12.8.	12.9.
C										

.../9

Zadanie 13. (0–7)

Dopasuj postacie historyczne A – M do opisów 13.1. – 13.7.

Uwaga! Pięć postaci zostało podanych dodatkowo i nie pasują do żadnego opisu. Każdej postaci można użyć tylko raz. Do opisu 13.0. została przypisana jedna postać jako przykład. Wpisz litery odpowiadające wybranym postaciom do tabelki pod zadaniem.

A	Florence Nightingale
B	Emmeline Pankhurst
C	Eli Whitney
D	Geoffrey Chaucer
E	William Caxton
F	George I
G	William of Orange

H	Edward VIII
I	Amelia Earhart
J	Dick Whittington
K	William Wallace
L	George VI
M	Edward II

13.0.M.....

The king of England, the son of Edward I and the first Prince of Wales. He took his army to Scotland but was defeated by the Scots at the Battle of Bannockburn. He was a weak king who upset the English barons and was replaced by his son. Then he was murdered.

13.1.

The man who set up the first printing firm in Britain. He printed his first book in 1474. By printing books, he had a strong influence on the spelling and development of the language. Many of the books he published were French stories which he translated himself.

13.2.

He became the king of Great Britain and Ireland when his father died, but never had the crown officially placed on his head. He preferred abdication to resignation from his marriage to Mrs Simpson, a divorced American, in 1936.

13.3.

The king of England and Ireland, the first of the Hanoverian kings. He was not popular in England, mainly because he did not speak English. He did not get involved in the British politics, leaving most decisions to the Cabinet.

13.4.

An American who invented the cotton gin, a machine for separating cotton from its seeds which greatly helped the development of the cotton industry in the South. He/she was also the first person to produce large numbers of spare parts for guns.

13.5.

An English nurse who became famous for her work during the Crimean War. She greatly improved the condition of military hospitals and reduced the number of soldiers dying

of disease. Later she ran a campaign to change the British hospital system and improve the training of nurses. She became the first woman to receive the Order of Merit.

13.6.

An English suffragette leader. She established a political group, the Women's Social and Political Union, in 1903. Her campaigns for women's right to vote made her the most famous of the British suffragettes. She was arrested many times because of his political activity.

13.7.

Lord Mayor of London three times (1397-1398, 1406-1407 and 1419-1420), as the anecdotes have it, tried to run away from London as a boy, when he heard the church bells telling him to 'Turn back, Lord Mayor of London', and later he became rich by selling his cat to a foreign king.

13.0. Przykład	13.1.	13.2.	13.3.	13.4.	13.5	13.6	13.7.
M							

Na podstawie: *Oxford Guide to British and American Culture*, Oxford University Press, 2005

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Zadanie 14. (0–4)

Dopasuj wydarzenia historyczne A - H do opisów 14.0. – 14.4.

Uwaga! Trzy wydarzenia zostały podane dodatkowo i nie pasują do żadnego opisu. Każdego wydarzenia można użyć tylko raz. Do opisu 14.0. zostało przypisane jedno wydarzenie jako przykład. Wpisz litery odpowiadające wybranym wydarzeniom do tabelki pod zadaniem.

A	The New Deal
B	The Purchase of Alaska
C	The Gulf War
D	The Act of Settlement
E	Jim Crowism
F	The War of 1812
G	The Louisiana Purchase
H	The Boer War

Przykład:

14.0.H.....

A war (1899 – 1902) between the British and the Dutch farmers who had settled in southern Africa. The Dutch had established two independent republic (Transvaal and Orange Free State) in what is now South Africa but the British defeated the Dutch because they wanted to control the whole region.

14.1.

The acquisition of the land from the Russian Empire through a treaty ratified by the United States Senate in 1867.

14.2.

In the U.S. history, the former policy of segregation or unfair treatment of African Americans in hotels, restaurants, businesses, etc., introduced in the American South in the late 19th and early 20th centuries.

14.3.

A war fought between Britain and the US. One of the main causes was the British action of forcing American sailors to serve on British ships. During the War, US soldiers attacked Canada, but without success. The British captured Washington DC and burned the Capitol and the White House. American successes, however, led to the Treaty of Ghent. The war made Americans more united and less willing to become involved in the European affairs.

14.4.

The programme begun by US President Franklin D Roosevelt in the 1930s to end the Great Depression. It introduced new economic and social measures, and made the national government more powerful. Some people criticized this programme for being too expensive and giving too much power to the government.

14.0. Przykład	14.1.	14.2.	14.3.	14.4.
H				

Na podstawie: *Oxford Guide to British and American Culture*, Oxford University Press, 2005

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