

**XI Wojewódzki Konkurs Przedmiotowy**  
**z języka angielskiego dla uczniów gimnazjów**

województwo kujawsko-pomorskie

**Etap wojewódzki – 16 marca 2013 r.**

**Kod ucznia:** \_\_\_\_\_

**Wynik:** \_\_\_\_\_ / 80pkt

***Drogi Uczniu!***

***Zanim przystąpisz do rozwiązywania testu, przeczytaj uważnie poniższe instrukcje.***

1. *Powyżej, w wyznaczonym miejscu wpisz swój kod ustalony przez Komisję Konkursową.*
2. *Przed rozpoczęciem pracy sprawdź czy Twój arkusz testowy jest kompletny. Niniejszy arkusz testowy (test pisemny) liczy łącznie 9 stron i zawiera 9 zadań. Jeżeli zauważysz jakiegokolwiek braki lub usterki w druku, koniecznie zgłoś je Komisji Konkursowej!*
3. *Czytaj uważnie i ze zrozumieniem polecenia i wskazówki do wszystkich zadań.*
4. *Odpowiedzi zapisuj długopisem lub piórem w kolorach niebieskim lub czarnym.*
5. *Dbaj o czytelność pisma i precyzję odpowiedzi (poprawność ortograficzną, gramatyczną).*
6. *Nie używaj korektora! Jeśli się pomylisz, przekreśl błędną odpowiedź i wyraźnie wpisz obok poprawną.*
7. *Oceniane będą tylko odpowiedzi, które zostały zaznaczone lub wpisane zgodnie z poleceniem i umieszczone w miejscu do tego przeznaczonym.*
8. *Przy każdym zadaniu wskazano maksymalną liczbę punktów, które można uzyskać za jego rozwiązanie.*
9. *Brudnopis nie podlega ocenie.*
10. *Pracuj samodzielnie!*
11. *Nie wolno używać telefonów komórkowych! Jeśli posiadasz telefon komórkowy, na czas trwania testu konkursowego wyłącz go.*
12. *Całkowity czas na wykonanie testu pisemnego wynosi 90 minut.*

***Powodzenia!***

## Część I: Rozumienie ze słuchu

### Zadanie 1 (10 pkt)

Uważnie przeczytaj treść **Customer Complaint Form**. W trakcie słuchania rozmowy klientów biura podróży z pracownikiem, uzupełnij formularz brakującymi informacjami. Nagranie usłyszysz jeden raz.

<b>Customer Complaint Form</b>	
Date (1) _____	
<b>Customer Details</b>	
Name (2) _____	
Customer number (3) _____	
Holiday destination (4) _____	
Dates of holiday stay (5) _____	
<b>Nature of complaint</b>	
... had to pay (6) £ _____ each for (7) _____	
... hotel room had no (8) _____	
... the (9) _____ in the hotel was terrible	
<b>Contact details</b>	
tel: Walton (10) _____	

## Zadanie 2 (5 pkt)

Wysłuchaj opowieści Marii Chambers, a następnie określ, czy poniższe stwierdzenia są prawdziwe czy fałszywe, wpisując odpowiednio: **T (true)** lub **F (false)**. Nagranie usłyszysz dwa razy.

1. Maria Chambers moved to Scotland because she was ill. \_\_\_\_\_
2. She rented a cottage on the seashore. \_\_\_\_\_
3. She didn't like the atmosphere in the cottage. \_\_\_\_\_
4. There was another cottage across the lake. \_\_\_\_\_
5. She used to take a motor boat out on the lake in the evenings. \_\_\_\_\_

## Część II: Znajomość gramatyki i słownictwa

### Zadanie 3 (18 pkt)

Słowa podane w nawiasach wpisz w odpowiedniej formie w przeznaczonych do tego miejscach pod zdaniami. Zwróć uwagę na to, czy zdanie jest twierdzące, czy przeczące – zadbaj o prawidłową konstrukcję gramatyczną!

1. Ann: I've got a letter from Hugh. He says he (**I. come**) to London next week and (**2. want**) us to meet him for lunch.  
**1.** \_\_\_\_\_ **2.** \_\_\_\_\_
2. While I (**I. wonder**) whether to buy the dress or not, someone else (**2. come**) and (**3. buy**) it.  
**1.** \_\_\_\_\_ **2.** \_\_\_\_\_ **3.** \_\_\_\_\_
3. We stopped once (**I. buy**) petrol and then we stopped again (**2. ask**) someone the way.  
**1.** \_\_\_\_\_ **2.** \_\_\_\_\_
4. I (**I. be**) very grateful if you (**2. kindly, sign**) this document and let me have it back as soon as possible.  
**1.** \_\_\_\_\_ **2.** \_\_\_\_\_
5. I'm sure he (**come**) if you ask him.  
\_\_\_\_\_

6. I wish I (**know**) what is wrong with my car.

\_\_\_\_\_

7. I (**1. know**) the results tomorrow. As soon as I hear, I (**2. tell**) you.

**1.** \_\_\_\_\_ **2.** \_\_\_\_\_

8. I (**1. buy**) a new house last year, but I (**2. not, sell**) my old house yet, so at the moment I have two houses.

**1.** \_\_\_\_\_ **2.** \_\_\_\_\_

9. Your hair needs (**1. cut**). You'd better (**2. have**) it done tomorrow – unless you'd like me (**3. have**) a go at it for you.

**1.** \_\_\_\_\_ **2.** \_\_\_\_\_ **3.** \_\_\_\_\_

#### **Zadanie 4** (7 pkt)

*Uzupełnij drugie zdanie w taki sposób, aby było najbliższe znaczeniu zdania pierwszego, używając słowa podanego tłustym drukiem – nie zmieniaj jego formy!*

1. He took care of you while you were ill.

**after**

He \_\_\_\_\_ while you were ill.

2. I applied but haven't had a reply yet.

**replied**

I applied, but they \_\_\_\_\_ yet.

3. The teacher gave me permission to leave the room.

**could**

The teacher said \_\_\_\_\_ the room.

4. They thought he was the best actor for the part.

**considered**

He \_\_\_\_\_ the best actor for the part.

5. I can't wait to get your next letter.

**forward**

I \_\_\_\_\_ your next letter.

6. I didn't have the strength to carry the case on my own.

**heavy**

The case was \_\_\_\_\_ carry on my own.

7. The police are investigating the murder.

**looking**

The police \_\_\_\_\_ the murder.

### **Zadanie 5 (7 pkt)**

*Tylko jeden z dwóch wyrazów umieszczonych nad każdym zdaniem pasuje do kontekstu. Podkreśl ten, który powinien znaleźć się w luce.*

1. **custom**                      **habit**

She has a bad \_\_\_\_\_ of gossiping about others.

2. **breath**                      **breathe**

Just \_\_\_\_\_ deeply and try to relax.

3. **embarrassed**              **embarrassing**

She was a little \_\_\_\_\_ and did not know what to say.

4. **power**                      **strength**

The military authorities are refusing to hand over \_\_\_\_\_.

5. **price**                      **prize**

I entered the local poetry competition and won the first \_\_\_\_\_!

6. **lose**                      **loose**

The handle on this suitcase has come \_\_\_\_\_.

7. **sensible**                      **sensitive**

I think the \_\_\_\_\_ thing would be to take a taxi home.

### Zadanie 6 (8 pkt)

Uzupełnij każdą z luk w tekście pojedynczym słowem wybranym z podanych poniżej. Użyte słowo powinno odpowiadać kontekstowi.

**therefore despite although unless however as long as in case nevertheless**

#### *Education and Elitism in the UK*

Many people regard the universities of Oxford and Cambridge as elitist institutions. In 1999, a state school student, Laura Spence, was rejected from Oxford (1) \_\_\_\_\_ gaining five A grades at A – level. This does not, (2) \_\_\_\_\_, mean that Laura was in any way discriminated. Many people apply to Oxbridge every year, expecting that (3) \_\_\_\_\_ they fulfill the strict entrance requirements, they will be offered a place. Unfortunately, this may not be the case.

Competition for Oxbridge is extremely fierce, (4) \_\_\_\_\_ the selection process has to be tough. (5) \_\_\_\_\_ Laura's academic record was excellent, she did badly in the university's aptitude test, coming in tenth position, when only five places were available. (6) \_\_\_\_\_, cases like Laura's raise questions about the fairness in Oxbridge admission procedures. Admission tutors from Oxford and Cambridge say that they are looking at ways to make the universities more accessible to state school students. One problem is that not enough state school students are applying to Oxbridge. Some students don't want to apply (7) \_\_\_\_\_ they are seen as 'swots' by their friends, others simply think that they will be rejected. But (8) \_\_\_\_\_ more students from state schools start applying, Oxbridge will never be representative of the UK as a whole.

Adaptowano z *Current*, January/ February 2002

### **Część III: Znajomość kultury krajów anglojęzycznych**

#### Zadanie 7 (7 pkt)

Uzupełnij brakujące informacje dotyczące krajów angielskiego obszaru językowego. Zwróć uwagę na dodatkowe wskazówki umieszczone w nawiasach!

1. The \_\_\_\_\_ - the idea that the United States is a place where everyone has the chance of becoming rich and successful; many immigrants to the US in the early 20<sup>th</sup> century believed in it. (*dwa słowa*)
2. St. \_\_\_\_\_ - the national saint of Ireland (born 389 – died 461AD). In order to honour the saint, the day of 17<sup>th</sup> March is celebrated in Ireland and the US, where people often wear green clothes. (*imię*)

3. \_\_\_\_\_ - an American singer and writer of songs (born 1941), who was a great influence on popular music in the 1960s. His early songs were often protest songs on the subject of war and the civil rights movement in America, and many young people were influenced by the words of his songs, e.g. *Blowin' In The Wind* and *The Times They A-Changin'*. (imię i nazwisko)
4. The \_\_\_\_\_ - a funny American television cartoon about a family of cavemen and their friends. Also a film of 1994. (nazwisko rodziny)
5. \_\_\_\_\_ - a famous and expensive department store in London, operating since 1824. (nazwa pochodząca od nazwiska założyciela)
6. The \_\_\_\_\_ - an area in the north-western part of England, known for many lakes in a beautiful mountain scenery and attracting a lot of tourists every year. (dwa słowa w nazwie geograficznej)
7. The \_\_\_\_\_ - the popular nickname for the national flag of the United States, in which the graphic elements represent the 50 states of the US and the thirteen historical British colonies that declared independence. (trzy słowa)

### Zadanie 8 (8 pkt)

Napisz amerykańskie odpowiedniki słów podanych w odmianie brytyjskiej języka angielskiego.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. <b>underground</b> _____ | 5. <b>pavement</b> _____  |
| 2. <b>lorry</b> _____       | 6. <b>autumn</b> _____    |
| 3. <b>rubbish</b> _____     | 7. <b>petrol</b> _____    |
| 4. <b>queue</b> _____       | 8. <b>post code</b> _____ |

## Część IV: Czytanie ze zrozumieniem

### Zadanie 9 (10 pkt)

Przeczytaj artykuł, a następnie zdecyduj czy definicje (1-10) zamieszczone pod nim są prawdziwe czy nie, wpisując w przygotowane miejsca odpowiednio: **T (true)** lub **F (false)**.

#### *Life at Eton College*

Eton would probably be the world's most famous school even if Prince William hadn't spent the happiest days of his life there. An incredible nineteen British Prime Ministers have attended Eton as well as various minor Royals, poets and celebrity *swindlers*. But no girls.

## Public schools

Although they are called ‘public schools’, with *annual fees* at up to £14,000, these institutions are for very rich people. The name comes from when the children of important families started to attend schools with ordinary people, rather than being educated at home.

Eton was founded in 1284 by Henry VI and is divided into 24 boarding houses. The boarding houses compete at sports and education, but the fiercest competition is with Harrow, another famous old school. It prides itself on taking the ‘best’ – not many get through the entrance procedure.

## Prestige

The *prestige* of attending such a well-known school is perhaps more important than the excellent facilities and small classes you can expect at Eton. The ‘old boys’ network’ of the college means Old Etonians can expect the lifelong support from *fellow* Etonians. They try and help each other when they come into contact in later life. Traditionally the top jobs in Britain and her Empire were reserved for ex-public schoolboys, and it is still true that an Eton education can *open doors* years after you have left the school and may even get you out of trouble!

## A day in the life of an Etonian

David Wolfendon, a former student, recalls a typical day:

“At 7:30am a loud and *obnoxious* bell would go off for about one minute making sure that no one could think of not waking up. Even if you tried to go back to sleep, another bell would go off ten minutes later.

Where *one* ate breakfast depended on which “house” you were in. I had the misfortune of being a seven-minute walk from my dining hall. For half the boys this dining hall was where they would eat all their meals. The other half would eat in their “houses”. I don’t think that the quality of the food differed greatly from one dining hall to another. Breakfast was pretty good and was served from 7:30-8:05.

At 8:40 all the boys would go to either the chapel or a morning *assembly*. This would last for about 20 minutes before the day of lessons started. Classes would go on until 11:20, at which point there would be a break of 25 minutes. This would give both students and teachers a chance to have a break and to meet if there was a problem.

If it was a Thursday, a Tuesday or a Saturday, then lessons would be finished at lunch time and sport or free time would take over. This would also allow us to take off our school uniforms which had to be worn in every lesson and school event.

However, on the other days of the week, except Sunday, classes could last until six. The evenings, on weekdays, would consist of the same things nearly every night: dinner at 7:30pm, a meeting with everyone in the house, called “prayers”, and then most people would go off and do their homework.



Weekends could be very boring and consist of nothing other than TV and work – but not all of them. In my first couple of years I would go home quite a lot, but in my sixth form days, I would go to London or Brighton.”

### His opinions of Eton

“I have mixed views on Eton. I would not send my children there or to any other *private school* because I think that there is probably a greater sense of achievement if you come through the state system with good grades. On the other hand, I can’t say how much I appreciate my parents for the work, effort and *sacrifice* they put in to get me through those five years.

It was strange to see so many famous people at Eton. I once saw Gianfranco Zola juggling with a football. Another time I was in my house when I ran into Jerry Hall and Mick Jagger. And, of course, there were the regular sightings of the two Princes and the armed bodyguards.” Nick Raistrick

Adaptowano z *Current*, May/ June 2001

### *True or False?*

1. \_\_\_\_\_ **a swindler** – criminal, someone who tricks others into giving him/ her money;
2. \_\_\_\_\_ **annual fees** – money paid for education every month;
3. \_\_\_\_\_ **prestige** – the respect and admiration that the students have because of being at Eton;
4. \_\_\_\_\_ **fellow** – describes someone who has something in common with you; in this case, they have been to the same school;
5. \_\_\_\_\_ **open doors** – give you a certain advantage when you are trying to achieve something, such as getting a job;
6. \_\_\_\_\_ **obnoxious** – melodious;
7. \_\_\_\_\_ **one** – word used when referring to people in general;
8. \_\_\_\_\_ **an assembly** – a meeting of all students which usually takes place in the morning;
9. \_\_\_\_\_ **a private school** – a school that charges fees;
10. \_\_\_\_\_ **sacrifice** – if you make a sacrifice, you give up something that is important to you for the benefit of another person.