

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

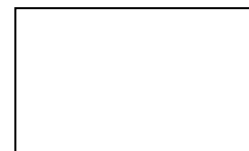


ETAP III – WOJEWÓDZKI

CZEŚĆ PISEMNA

19 lutego 2020 r.

Godz. 10:00






Kod pracy ucznia

Suma punktów

Czas pracy: 60 minut

Liczba punktów możliwych do uzyskania: 75 punktów

Instrukcja dla ucznia

1. W wyznaczonym miejscu arkusza z zadaniami konkursowymi wpisz swój kod.
2. Sprawdź, czy na kolejno ponumerowanych **10** stronach jest wydrukowanych **11** 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. 2,5,8,11 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: 
8. Jeśli się pomylisz, błędne zaznaczenie przekreśl krzyżykiem, np.:  i zaznacz kółkiem inną wybraną odpowiedź, np.: 
9. Rozwiązania zadań otwartych, tj. 1,3,4,6,7,9,10 zapisz czytelnie i starannie w wyznaczonych miejscach w arkuszu z zadaniami konkursowymi. Ewentualne pomyłki przekreślaj.
10. W zadaniach otwartych wymagana jest pełna poprawność gramatyczna i ortograficzna.

Powodzenia!

Zadanie 1. (0–10)

Wysłuchaj dwukrotnie prelekcji Petera Jonesa dla grupy młodzieży na temat doświadczenia, które miało duży wpływ na jego życie. Uzupełnij luki w zdaniach 1.1. – 1.10. krótkim wyrażeniem, zgodnym z treścią nagrania.

Peter's friends used to miss school and go to the **1.1.** They shoplifted items such as **1.2.** Peter's parents punished him and wouldn't let him out for **1.3.** He rode a motorbike through the **1.4.** A/An **1.5.** reported Peter and his friends to the police. He decided to change when he lost his **1.6.** His mum gave him a/an **1.7.** which had a great impact on him. He had a very good relationship with the **1.8.** in the youth offender institution. He applied for a job in a firm which made **1.9.** The owner of the company was pleased Peter told him about his **1.10.**

Na podstawie: Lockyer, Alice, *Straight to First, Workbook with Answers*, Macmillan Education, London, 2016, str. 7

Zadanie 2. (0–5)

Wysłuchaj dwukrotnie pięciorga różnych ludzi mówiących o pracy nad programami informacyjnymi. Z listy A – H wybierz zdania, które najlepiej podsumowują treść poszczególnych wypowiedzi i dopasuj je do nich. Napisz odpowiednią literę (A – H) obok numeru wypowiedzi (2.1. – 2.5.) Każda litera może być użyta tylko raz. Podano trzy dodatkowe zdania oznaczone literami, które nie pasują do żadnej wypowiedzi.

- | | |
|---|----------------------|
| A. I was angry about the way an incident was reported. | 2.1. Speaker 1. ____ |
| B. I received complaints from viewers about my reporting. | 2.2. Speaker 2. ____ |
| C. I did not think an incident was my fault. | 2.3. Speaker 3. ____ |
| D. I became annoyed because of a colleague's behaviour. | 2.4. Speaker 4. ____ |
| E. I was glad someone made a quick decision. | 2.5. Speaker 5. ____ |
| F. I understood why some people behaved badly. | |
| G. I was happy to receive help from the person in charge of me. | |
| H. I realized we needed to produce a wider range of news stories. | |

Na podstawie: Lockyer, Alice, *Straight to First, Workbook with Answers*, Macmillan Education, London, 2016, str. 37

Zadanie 3. (0–9)

Przekształć podane w nawiasach wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

Criminal profiling, as it is most **3.0. (COMMON)** ...*commonly*... referred to, is the **3.1. (INVESTIGATE)** technique that has recently risen in popularity both in **3.2. (PRACTICE)** use and media **3.3. (PORTRAY)** A quick visit to any bookstore will reveal the popularity of the true crime section, and the recent flood of novels with a **3.4. (LIKE)** lead detective profiling the **3.5. (OFFENCE)** is equally popular. Profiling most **3.6. (NOTE)** can be traced back to work done in the latter part of the 20th century. It has become very common, **3.7. (SPECIAL)** in America, since the 1950s. It deals with methods to detect **3.8. (CRIME)** such as **3.9. (SERIES)** killers, and to prevent crimes such as aeroplane hijacking. Other villains for whom psychological profiling has been used are suicide bombers and mass murderers.

Na podstawie: Cotton, D., D. Falvey, S. Kent, *Language Leader Upper Intermediate Coursebook*, Pearson Longman, Harlow, 2008, str. 106

Zadanie 4. (0–10)

Uzupełnij drugie zdanie w przykładach 4.1. – 4.10. tak, aby znaczyło to samo, co pierwsze. Użyj podanego słowa, nie zmieniając jego formy. Użyj od TRZECH do PIĘCIU słów łącznie z podanym.

Przykład:

4.0. The soup was so hot that I couldn't eat it.

TOO

The soup was *too hot for me* ... to eat.

4.1. It wasn't Laura that you saw in the window.

HAVE

It Laura that you saw in the window.

4.2. Lisa normally does not borrow money from her sister.

HARDLY

Her sister Lisa any money.

4.3. He didn't know much about animals then.

LITTLE

..... know about animals then.

4.4. Everyone believed he had been planning the murder for years.

TO

He was the murder for years.

4.5. She will leave prison in 2030 and her daughter will graduate in 2026.

BY

Her daughter the time she leaves prison.

4.6. "Don't you ever pick apples from this tree!"

THEM

He warned apples from this tree.

4.7. I feel bad about telling her about my sister's problems.

WISH

I her about my sister's problems.

4.8. It was a mistake for my parents to move to the country.

SHOULD

My parents to the country.

4.9. When my car broke down, I didn't try to repair it myself, I took it to the garage.

HAD

When my car broke down I by a mechanic.

4.10. They went to visit him despite not being invited.

EVEN

They went to visit him been invited.

Zadanie 5. (0–5)

Uzupełnij zdania 5.1. – 5.5. jedną z czterech podanych możliwości a, b, c lub d, najlepiej pasującą do kontekstu. Zakreśl właściwą odpowiedź!

Przykład:

5.0. His car is a much older than ours.

- ☒ a) model
- b) pattern
- c) manufacture
- d) form

5.1. The children ran away when the gardener his fist and shook his stick at them.

- a) clenched
- b) squeezed
- c) clasped
- d) gripped

5.2. Robert will never touch a steak – he's the stereotypical vegan.

- a) confirmed
- b) fixed
- c) settled
- d) determined

5.3. Nowadays people object to sports like hunting or shooting.

- a) blood
- b) death
- c) killing
- d) terminal

5.4. She decided to start buying *Science Today* because the to the magazine was only 70 PLN per year.

- a) contribution
- b) fee
- c) donation
- d) subscription

5.5. A lot of has been put into making her stay comfortable.

- a) task
- b) labour
- c) effort
- d) attempt

Zadanie 6. (0–5)

W czterech z pięciu zdań 6.1. – 6.5. znajduje się jeden zbyteczny wyraz. Napisz ten wyraz obok zdania. Jeśli zdanie jest poprawne, napisz obok zdania znak +.

Przykłady:

6.0. I am sure King Henry will be want to see his wife's execution. **be**

6.0. Denis is going to buy a new poisonous spider for his collection. **+**

6.1. It turns out that the idea of the ant farm was being thought up by Milton Levine.

6.2. It is very much important that you have a young queen bee in the hive.

6.3. Her big break came when she starred in a hilarious comedy which called "Gold".

6.4. He started to performing in a comedy club when he was only twelve.

6.5. Knossos has long been thought to have been the centre of the civilization.

Zadanie 7. (0–5)

Przetłumacz podane po polsku fragmenty zdań 7.1. – 7.5. na język angielski, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna.

Przykład: 7.0. Brenda is *inteligentniejsza niż* Bill.
..... *more intelligent than*

7.1. You don't realise how much noise *mogą zrobić stopy biegnących myszy* if there are a lot of them.
.....

7.2. A: "I didn't really enjoy the concert last night." B: "*I ja też nie.*"
.....

7.3. A: "There were ten people in the compartment." B: "*To musiała być niewygodna* journey."
.....

7.4. We stopped *oglądać telewizję* because there is nothing interesting on.
.....

7.5. Bill asked *czy będziemy mogli grać w karty* during the long flight.
.....

Zadanie 8. (0–5)

Przeczytaj tekst, z którego usunięto sześć akapitów. Z akapitów A – F wybierz po jednym, pasującym do luk 8.1. – 8.5. Jeden akapit nie pasuje do żadnej luki. Akapit (G) został dopasowany jako przykład. Wpisz litery A – F obok numerów 8.1. – 8.5.

SCOTTISH WILDCAT

On my living-room wall I have a painting of a wildcat by John Holmes of which I am extremely fond. It depicts a snarling, spitting animal, teeth bared and back arched: a taut coiled spring ready to unleash some unknown fury.

8.0. G

However, the physical differences are visible. The wildcat is a much larger animal, weighing in some cases up to seven kilos, the same as a typical male fox. The coat pattern is superficially similar to a domestic tabby cat but it is all stripes and no spots. The tail is thicker and blunter, with three to five black rings. The animal has an altogether heavier look.

The Scottish wildcat was originally distinguished as a separate subspecies in 1912, but it is now generally recognized that there is little difference between the Scottish and other European populations. According to an excellent report on the wildcat printed in 1991, the animals originally occurred in a variety of habitats throughout Europe.

8.1.

It was during the nineteenth century, with the establishment of many estates used by landowners for hunting, that the wildcat became a nuisance and its rapid decline really began; 198 wildcats were killed in three years in the area of Glengarry, for example. However, things were later to improve for the species.

8.2.

The future is by no means secure, though, and recent evidence suggests that the wildcat is particularly vulnerable to local eradication, especially in the remoter parts of northern and western Scotland. This is a cause for real concern, given that the animals in these areas have less contact with domestic cats and are therefore purer.

8.3.

Part of the problem stems from the fact that the accepted physical description of the species originates from the selective nature of the examination process by the British Natural History Museum at the start of the century, and this has been used as the type-definition for the animal ever since. Animals that did not conform to that large blunt-tailed ‘tabby’ description were discarded as not being wildcats. In other words, an artificial collection of specimens was built up, exhibiting the features considered typical of the wildcat. The current research aims to resolve this potential problem. It is attempting to find out whether there are any physical features which characterise the so called wild living cats.

8.4.

But what of its lifestyle? Wildcat kittens are usually born in May/June in a secluded den, hidden in a gap amongst boulders. Another favourite location is in the roots of a tree.

8.5.

Rabbits are favourite prey, and some of the best areas to see wildcats are at rabbit warrens close to the forest and moorland edge. Mice, small birds and even insects also form a large part of the diet, and the animal may occasionally take young deer.

The wildcat is one of the Scottish Highland's most exciting animals. Catch a glimpse of one and the memory will linger forever.

- A. The recruitment of men to the armed forces during the conflict in Europe from 1914 to 1918 meant there was very little persecution, since gamekeepers went off to fight. As the number of gamekeepers decreased, the wildcat began to increase in its range, returning to many places.
- B. The wildcat waits for a while in rapt concentration, ears twitching and eyes watching, seeing everything and hearing everything, trying to detect the tell-tale movement of a vole or a mouse. But there is nothing, and in another leap he disappears into the gloom.
- C. The results, which are expected shortly, will be fascinating. But anyone who has seen a wildcat will be in little doubt that there is indeed a unique and distinctive animal living in the Scottish Highlands, whatever its background.
- D. They probably used deciduous and coniferous woodland for shelter, particularly in winter, and hunted over more open areas such as forest edge, open woodland, thickets and scrub, grassy areas and marsh. The wildcat was probably driven into more mountainous areas by a combination of deforestation and persecution.
- E. As the animals emerge, their curiosity is aroused by every movement and rustle in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.
- F. This is what makes many people think that the wildcat is a species in its own right. Research currently being undertaken by Scottish Natural Heritage is investigating whether the wildcat really is distinct from its home living cousin, or whether it is nothing more than a wild living form of the domestic cat.
- G. It is typical image most people have of the beast, but it is very much a false one, for the wildcat is little more than a bigger version of the domestic cat, and probably shows its anger as often.

Na podstawie: <https://www.flo-joe.co.uk/cae/students/tests/CAE-Part-7-Gapped-Text-Practice-Test.htm>

[dostęp: 9. 01. 2020 r.]

Zadanie 9. (0–10)

Przeczytaj tekst i uzupełnij luki 9.1. – 9.10. JEDNYM wyrazem. Luka 9.0. jest uzupełniona jako przykład.

The city is so polluted **9.0.** ...that... it has broken the WHO's safety levels. **9.1.** to lack of pollution control, little has **9.2.** done to improve the air quality there. The numerous industrial factories that operate within the city have **9.3.** regulations whatsoever regarding the release of toxic waste **9.4.** the atmosphere. This, combined **9.5.** the one million barrels of petrol used **9.6.** day, has caused pollution levels to skyrocket. The city's dilemma is made **9.7.** by its high altitude. Situated on a 7,000 foot high plateau and surrounded by mountains and volcanoes, the pollution has no way of escaping and becomes trapped. The government is worried **9.8.** the pollution, but sadly, the efforts that have been made so **9.9.** are simply **9.10.** enough.

Na podstawie: Evans, V., Dooley, J., *Mission FCE 1 Student's book*, Express Publishing, 2000, str. 196.

Zadanie 10. (0–5)

Uzupełnij zdania 10.1. – 10.5. nie więcej niż CZTEREMA słowami.

Przykład:

- 10.0.** Mum was taking Kara and Martin to Owl Hall ... *on holiday*.....
- 10.1.** When the car stopped on the way to Owl Hall, Kara came face to face with
- 10.2.** Before "the incident", Martin had started several
- 10.3.** Before "the incident" Kara and Martin's parents
- 10.4.** Kara's favourite painting was a picture of a by Vincent van Gogh.
- 10.5.** There were many in Howard's basement.

Zadanie 11. (0–6)

Spośród czterech możliwości wybierz i zakreśl prawdziwą odpowiedź, zgodną z tekstem utworu *Owl Hall* Roberta Campbella.

Przykład:

11.0. Kara was disappointed with the surprise holiday because:

- ☒ **a) she wanted to go abroad.**
- ☐ b) she wanted to stay at home.
- ☐ c) her mum always took them to sad seaside towns.
- ☐ d) her father was not going with them.

11.1. Which of the strange things did NOT happen when Kara arrived at Owl Hall?

- ☐ a) She heard some words.
- ☐ b) She felt being watched.
- ☐ c) She saw an owl at the car window.
- ☐ d) She saw a figure in the bushes near the barn.

11.2. When Kara was found in the courtyard in the middle of the night, she was:

- ☐ a) sleepwalking.
- ☐ b) looking for Martin.
- ☐ c) looking for the boy from the barn.
- ☐ d) trying to run away.

11.3. “The incident” which had happened six months earlier was:

- ☐ a) Kara’s parents’ divorce.
- ☐ b) Kara’s mental illness episode.
- ☐ c) Kara’s first sleepwalking.
- ☐ d) Kara’s brother’s death in a fire.

11.4. Kara felt guilty because she:

- ☐ a) had killed her brother.
- ☐ b) had refused to look after her brother.
- ☐ c) had said something very bad to her brother.
- ☐ d) had started a fire at their home.

11.5. John was:

- ☐ a) Kara’s imagined friend.
- ☐ b) Howard’s assistant.
- ☐ c) a ghost.
- ☐ d) a troubled teenager like Kara.

11.6. The red book contained:

- ☐ a) a story about Kara and Owl Hall.
- ☐ b) a story about John’s school.
- ☐ c) a story about Martin’s kidnapping.
- ☐ d) a story of Owl Hall.