

	<i>MIEJSCE NA NAKLEJKĘ Z KODEM</i>
pieczętka <i>Wojewódzkiej Komisji Konkursowej</i>	<b>KOD PRACY</b>

**KONKURS Z JĘZYKA ANGIELSKIEGO  
DLA UCZNIÓW SZKÓŁ PODSTAWOWYCH**

**ETAP WOJEWÓDZKI**

*Drogi Uczniu,*

**witaj na III etapie konkursu z języka angielskiego. Przeczytaj uważnie instrukcję i postaraj się prawidłowo odpowiedzieć na wszystkie pytania.**

- Arkusz liczy 12 stron i zawiera 13 zadań.
- Przed rozpoczęciem pracy sprawdź, czy Twój test jest kompletny. Jeżeli zauważysz usterki, zgłoś ten fakt Komisji Konkursowej.
- Zadania czytaj uważnie i ze zrozumieniem.
- Odpowiedzi wpisuj czarnym lub niebieskim długopisem bądź piórem.
- Dbaj o czytelność pisma i precyzję odpowiedzi.
- Nie używaj korektora, długopisu zmazywalnego.
- Oceniane będą tylko odpowiedzi, które zostały umieszczone w miejscu do tego przeznaczonym.
- Brudnopis nie będzie oceniany.

Czas pracy:

**90 minut**

Liczba punktów możliwych do uzyskania:

**100**

**Pracuj samodzielnie.**

***Powodzenia!***

## **ZADANIE 1**

*Przeczytaj poniższe teksty. Na podstawie treści tekstów wybierz i zakreśl właściwą opcję a, b, c lub d, w zdaniach 1-4. Za każdą poprawną odpowiedź otrzymasz 1 punkt.*

### **A restaurant review**

It had been almost two decades since I last sampled Ethiopian cuisine and had great expectations of having my taste buds reawakened by the sensation of sour pancake and delicately spiced meat. Arriving at the Kokeb restaurant was somewhat of a let-down; the interior was drab with plastic tables and token African artefacts. We were also the only diners there. It was a far cry from the vibrant, raucous atmosphere I remembered.

We were welcomed by Bibe, the charming proprietor who asked where we had come from and seemed intrigued as to why we had travelled cross-country to dine in her restaurant. She guided us through the menu which was not over-extensive – a good sign in my eyes, as a fat menu is rarely a sign of quality food. Bibe patiently explained the different dishes – she wasn't rushed off her feet - and suggested what she would recommend to those unaccustomed to east African flavours. What the place lacked in vibrancy, she certainly made up for in hospitality.

What can I say – the food more than lived up to my high expectations. We ate succulent meat chunks, spinach and lentils, steeped in a sauce delicately laced with cardamom, all laid on a bed of *injera*, a huge fizzy soda pancake, which soaked up the juices and tasted heavenly.

Why then, was the Kokeb not thriving on a Friday night in October? It is hardly tucked away. It's in a densely populated and multicultural area. The prices, although not cheap, were far from extortionate, and unlikely to be outside the budget of those living in this busy London borough. Perhaps it falls short by not being in a more spotless area where bohemian types, keen to thrill their taste buds with innovative flavours, will come across it and say, 'Why not?' Let's hope that reviews such as this one will help to get *Kokeb* out of the sticks and onto the foodies' map.

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**1. Which of the following elements is characteristic of the restaurant?**

- a. attractive interior
- b. a friendly owner
- c. affordable prices
- d. a wide choice of dishes

**2. Why is the restaurant not successful, in the writer's opinion?**

- a. The customers who would enjoy this food live elsewhere.
- b. Its location is too far from residential areas.
- c. It has a bad reputation due to poor reviews.
- d. The ethnic origin of this neighborhood is not diverse enough.

## **A Website for a Cooking Competition**

Welcome to the British Home Cooking Competition, in association with The Cavendish Restaurant.

Do you have what it takes to cook up and present a mouth-watering meal? Do you have a pound of culinary skills, a dash of creativity and a pinch of aspiration? Then this competition is for you. We're looking for talented amateur cooks who would like recognition for their abilities in the kitchen.

You will need to devise your own recipe using just the ingredients listed below, plus standard store-cupboard items; and of course, a heaped tablespoon of imagination. You needn't feel obliged to use all the ingredients listed. You can even leave out the rack of lamb and go vegetarian. You can also suggest a wine or drink to accompany your dish. It doesn't matter whether you create a starter dish, a main course, a dessert, or a combination of the three, as long as you plan enough for at least two diners.

To enter, just register on the site and upload your recipe by September 30th. You also have the option of uploading up to three photos to illustrate your finished dish. Ten lucky finalists will be selected by October 30th and invited to attend a cook-off at the Cavendish Hotel, Mayfair, where they will be invited to recreate their recipe in front of our judging panel, which will be supplemented by celebrity chef Gavin Pepes. The winner will receive a trophy, a short break in Champagne, France and a chance to cook alongside Andreas Lefeuve at the Cavendish Restaurant, Mayfair. Runners-up will receive a celebratory meal for two at the Cavendish up to the value of £400.

To see the list of ingredients, [click here](#).

For competition rules, check the [terms and conditions](#).

*english-online.org.uk*

### **3. What do the contest applicants have to do?**

- a. Prepare at least one dish for vegetarians.
- b. Create recipes for a three course meal.
- c. Use only ingredients from the list.
- d. Create a dish that feeds two or more people.

### **4. Which one is true about the final of the competition?**

- a. One person will be the judge.
- b. It will be held on October 30<sup>th</sup>.
- c. It will involve the same ingredients as before.
- d. A celebratory meal for the winner will follow it.

\_\_\_\_\_ / 4 pkt

## **ZADANIE 2**

Przeczytaj poniższy tekst. Do poszczególnych akapitów (1-6) dobierz pasujące zdania, (A-H) i wpisz odpowiadające im litery w wyznaczone miejsca przy numerach akapitu. Dwa zdania zostały podane dodatkowo i nie pasują do żadnego akapitu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A Developing self - confidence
- B Group according to behaviour
- C Resisting imposed order
- D Positive peer pressure
- E No solution to the chaos
- F TV takes me back to school
- G Experimental method that helped
- H Praise not punish

### **CAN SCHOOL BE COOL?**

*Every year, hundreds of thousands of sixteen-year-olds in the UK leave school with few or no qualifications. What, if anything, can be done to stop schools failing young people?*

**1** \_\_\_\_\_

I left school at the age of 16 and lost my sense of direction. Fifteen years later, this memory was triggered by a TV experiment called *Dream School* in which a celebrity gathers together 20 kids who hate school and asks some of Britain's smartest people – none of whom are trained teachers – to teach and inspire them. And in the faces of the kids – alternately bad-tempered, unable to listen and desperate to change – I can see my younger self. There are half a million such kids in Britain, and during this rough and ready attempt to turn a few of them round, some of the so-called 'teachers' try aggressive discipline, others try sympathetic indulgence and beneath this pedagogical chaos the ideal solution becomes clear.

**2** \_\_\_\_\_

On the first day at my first secondary school, I remember thinking, 'How dare they tell me what I'll be doing every day?' I loved to learn – I was always reading – but my reaction to being ordered to do it made me come across as hostile. The teachers responded to me scornfully, which led to mutual hatred. So I was always skiving off school without permission, always on the brink of being expelled, until I dropped out as soon as I legally could. Although distressed by my behavior, my parents were unable to convince me to stay on to do my 'Advanced' level exams. Since they had left school at 16 too, they didn't really have a leg to stand on. Anyway, I spent a year playing video games and having fantasies of being 'discovered'. (For some reason, I thought I was going to be an actor, even though I am utterly incapable of acting, in the same way that today's kids dream of achieving fame through reality shows like *The X Factor*.)

**3** \_\_\_\_\_

Finally, I was persuaded to try out another school, although I didn't have high expectations. But something happened that I had never found in the education system before; there were teachers there who took the time to figure out why I was so resistant to their praise and to find a way of teaching that would nurture me. Outwardly indifferent and unimpressed, I was inwardly astonished. My sense of self began to change and I began to think, for the first time, that I might have ability. It was their encouragement and caring that turned my life around. Some were strict and some were soft, but it was the emotional connection that mattered.

**4** \_\_\_\_\_

You can see the same process happening in *Dream School*. These kids associate education with being told they are useless. One of the ‘teachers’ tells them, in effect, to pull themselves together. But being looked down on sends them back into a same-old spiral of shame and rage. The ‘teacher’ then shifts strategy, instinctively sensing the need to get to know them individually. Suddenly, it works and the kids begin to react. There can be discipline – indeed, the kids want it, deep down – but first there has to be a bond. It’s there when one of the ‘teachers’ tells a kid that his photo is brilliant and when another tells a boy he’s great at maths. They then begin to work – like plants finally given water and sunshine. But can a principle like this be introduced into our education system?

**5** \_\_\_\_\_

Recently, the US city of Raleigh passed a law to restrict the number of underachieving students in each school so that those who needed most help wouldn’t all be lumped together. The idea was that if there are one or two disaffected young people in the class, the others create a group dynamic that discourages bad behavior and, if that doesn’t work, the school can give the troublemakers personal attention. If they make up the majority, it’s impossible. Within a decade, Raleigh went from being one of the worst-performing districts to one of the best, with the added benefit that crime in the neighborhood also fell substantially.

**6** \_\_\_\_\_

However, my first school wasn’t crammed full of chaotic students and yet it still let me down. What do you do then? The rap artist, Plan B, has talked about how his educational misery only ended when his school set up a Pupil Referral Unit – a calm place where he could be given one-to-one attention by sympathetic and consistent teachers. When a child is seriously misbehaving, it should be a flashing light that they need to establish a relationship with someone. Until the government is prepared to invest money in schemes like this, the principles uncovered in the experiment will be just that – dreams.

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\_\_\_\_\_ / 6 pkt

### **ZADANIE 3**

*W poniższych zdaniach z podanych trzech możliwości wybierz i zakreśl właściwą. Za każdą poprawną odpowiedź otrzymasz 1 punkt.*

**PRZYKŁAD:** *There are some / any / none eggs in the fridge.*

1. I managed to **tiptoe** / **wriggle** / **strut** behind the burglar before he noticed me.
2. Passengers who wish to **hop on** / **alight** / **board** at Hove should travel in the front of two coaches.
3. The government has agreed that the problem must be **removed** / **withdrawn** / **tackled**.
4. The pointed **steeple** / **dome** / **summit** of the church could be seen from miles away.
5. Could you close the window? There’s a bit of a **current** / **draught** / **drought**.
6. The hair - dryer is fitted with a three point **cable** / **plug** / **socket**.
7. Gerry isn’t fat. **On the contrary** / **By rights** / **In any case**, he’s quite skinny.
8. When I gave her the present, my sister **giggled** / **guffawed** / **beamed** with satisfaction.
9. These tablets may make you **stunned** / **alert** / **drowsy** so don’t drive.
10. I told the doctor that climbing the stairs left me **catching** / **gasping** / **panting** for breath.

\_\_\_\_\_ / 10 pkt

## ZADANIE 4

Uzupełnij każde z poniższych zdań jednym wyrazem. Liczba kresek odpowiada liczbie liter w brakującym wyrazie, którego pierwsza litera została podana. Wymagana jest całkowita poprawność ortograficzna wpisywanych odpowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

### *ODPOWIEDŹ: dream*

1. During the earthquake, many people were **b** \_\_\_\_\_ alive under the rubble.
2. Your new boyfriend **r** \_\_\_\_\_ me of a cousin of mine.
3. I can't undo this nut. I need a larger **s** \_\_\_\_\_.
4. There is no **e** \_\_\_\_\_ to this word in any other language.
5. I'm soaked! I got caught in a **d** \_\_\_\_\_.
6. I keep most of my money in a **s** \_\_\_\_\_ account.
7. Charles **i** \_\_\_\_\_ a lot of money after his mother died.
8. Graham is **d** \_\_\_\_\_ to his work, he spends all his days at the office.
9. Don't touch the **w** \_\_\_\_\_. It is carrying an electric current.
10. Is it possible to **d** \_\_\_\_\_ between hobby and an interest?

\_\_\_\_\_ / 10 pkt

## ZADANIE 5

Z podanych możliwości wybierz i zakreśl tę, która najlepiej pasuje do podanego zdania. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

PRZYKŁAD: *When I have some free time, I tend to do nothing* \_\_ *laze about.*

/ 5pkt

## **ZADANIE 6**

*Uzupełnij luki odpowiednią formą wyrazu utworzonego od wyrazu podanego na końcu każdego zdania. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.*

PRZYKŁAD: *I think you are \_\_\_\_\_ this problem.*

**SIMPLE**

ODPOWIEDŹ: *OVERSIMPLIFYING*

1. There was an \_\_\_\_\_ smell coming from the chemistry lab. It was very strong. **POWER**
2. Bill assured us that the \_\_\_\_\_ against him were untrue. **ACCUSE**
3. Have you read the latest \_\_\_\_\_ about Madonna's private life? **REVEAL**
4. The pain became \_\_\_\_\_ during the night so I called the doctor. **ENDURE**
5. The meeting adopted a \_\_\_\_\_ calling for Smith to resign. **RESOLVE**
6. I think that your \_\_\_\_\_ about the cost are wrong. **ASSUME**
7. The operation will leave no \_\_\_\_\_ marks, no scars at all. **FIGURE**
8. There will be no pay rises in the \_\_\_\_\_ future. **SEE**
9. The minister gave \_\_\_\_\_ answers to the interviewer's questions. **EVADE**
10. Janet had to \_\_\_\_\_ from the team because of injury. **DRAW**

\_\_\_\_\_**/ 10 pkt**

## ZADANIE 7

Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, abytrzymać logicznie i gramatycznie poprawne zdania. W tłumaczeniu użyj 3-4 słów. Wymagana jest całkowita poprawność ortograficzna wpisywanych odpowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

PRZYKŁAD: *It's (bad / hotel) \_\_\_\_\_ I've ever stayed in.*

ODPOWIEDŹ: *the worst hotel*

1. Sorry, I (**miałem Ci powiedzieć**) \_\_\_\_\_ I would be out, but I forgot.
2. Strange (**jak mogłoby się wydawać**) \_\_\_\_\_, that winter can be drier than the summer.
3. No sooner (**gdy tylko opuściliśmy**) \_\_\_\_\_ the house, than it started snowing.
4. Our house (**włamano się**) \_\_\_\_\_ last night.
5. They (**mogli nie zauważyc**) \_\_\_\_\_ the tyre was flat.

\_\_\_\_\_ / 5 pkt

## ZADANIE 8

Uzupełnij każde z poniższych zdań jednym wyrazem, aby było ono logiczne i poprawne gramatycznie. Wymagana jest całkowita poprawność ortograficzna wpisywanych odpowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

PRZYKŁAD: *The trees had been decorated \_\_\_\_\_ colored balls.*

ODPOWIEDŹ: *with*

1. I must insist you keep \_\_\_\_\_ the rules.
2. It's \_\_\_\_\_ time you learned to look after yourself.
3. \_\_\_\_\_ that as it may, it doesn't alter the seriousness of the problem .
4. I wish Harry \_\_\_\_\_ see the children now!
5. Ann was released from prison and now she is \_\_\_\_\_ probation.
6. Footballers can expect to become very rich. \_\_\_\_\_ in itself worries some people.
7. \_\_\_\_\_ for the bad weather, our holiday would have been perfect.
8. Several cars, \_\_\_\_\_ owners had parked them under the trees, were damaged.
9. Julia's parents were very tolerant in \_\_\_\_\_ with her friend's parents.
10. Not \_\_\_\_\_ I woke up did I realize that Sally had left.

\_\_\_\_\_ / 10 pkt

## ZADANIE 9

Z podanych trzech możliwości wybierz i zakreśl właściwą. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

PRZYKŁAD: *I felt awful after lunch. I ate / (had eaten) eat too much.*

1. It wasn't **until / up to / by** 1984 that Helen could afford to buy a new car.
2. Two of the climbers were injured **by / with / from** falling rocks.
3. That was a **close / narrow / short** escape! If I had fallen, I'd have broken my neck.
4. At no time **I was aware / was I aware / aware I was** of anything out of the unusual.
5. What's the matter? Haven't you started **still / yet / soon?**
6. We have postponed **to tell / tell / telling** anyone the news until after Christmas.
7. When Bill saw my new car, he was **green / yellow / white** with envy.
8. I feel tired. I **weeded / had weeded / have been weeding** the garden for the last 3 hours.
9. He is **by far / far / further** the most passionate teacher I know.
10. Any benefits are most **likely / highly / fairly** due to nutrient intakes from the diet

\_\_\_\_\_ / 10 pkt

## ZADANIE 10

Uzupełnij drugie zdanie tak, aby znaczyło to samo, co pierwsze. Wykorzystaj podany wyraz *nie zmieniając jego formy*. Użyj od trzech do pięciu wyrazów, wliczając podany wyraz. Formy skrócone traktowane są jako jeden wyraz. Wymagana jest całkowita poprawność ortograficzna i gramatyczna wpisywanych odpowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

PRZYKŁAD: *There is a party at Mary's house next week.*

**HAVING**

ODPOWIEDŹ: *Next week Mary's having a party at her house*

1. Paul is bound to be here on time.

**WON'T**

Paul \_\_\_\_\_.

2. Diana wasn't always as rude as that.

**BE**

Diana \_\_\_\_\_ as rude as that.

3. When is the train due to arrive?

**GET**

When \_\_\_\_\_ here?

4. Jill's parents are making her study hard.

**MADE**

Jill \_\_\_\_\_ hard by her parents.

5. Brenda didn't worry at all about her exams.

**LEAST**

Brenda didn't \_\_\_\_\_ her exams.

6. Do you ever regret not learning Spanish?

**WISH**

Do you ever \_\_\_\_\_ Spanish?

7. It would be all the same if we gave up now.

**MIGHT**

We \_\_\_\_\_ up now.

8. He was warned by the teacher not to cheat during the test.

**HIM**

The teacher \_\_\_\_\_ cheat during the test.

9. Calling Tom is pointless, because his phone is out of order.

**USE**

It's \_\_\_\_\_ Tom, his phone is out of order.

10. We have given winter equipment to all the soldiers.

**PROVIDED**

All the soldiers \_\_\_\_\_ winter equipment.

\_\_\_\_\_ / 10 pkt

## **ZADANIE 11**

*Uzupełnij podane poniżej zdania brakującymi wyrazami lub liczbą. Za każdą poprawną odpowiedź otrzymasz 1 punkt.*

1. Martin Luther King began to speak in public when he started \_\_\_\_\_.
2. In the last year in college, King heard a talk by \_\_\_\_\_ and was inspired by his non-violent way of fighting.
3. In 1964 Martin Luther King won the Nobel Peace Prize. He was \_\_\_\_\_ person ever to win this great prize.
4. Martin married \_\_\_\_\_ Scott, a young woman from the South.
5. King died in a Memphis hospital at the age of \_\_\_\_\_.

\_\_\_\_\_ / 5 pkt

## **ZADANIE 12**

*Z podanych trzech możliwości wybierz i zakreśl właściwą. Za każdą poprawną odpowiedź otrzymasz 1 punkt.*

1. King's birth name was **Martin / Marlon / Michael**.
2. Martin Luther King went to jail **29 / 30 / 25 times**.
3. Martin's favorite saying was, 'United we stand, divided we **break / fall / collapse**'.
4. After his **Washington / Chicago / Atlanta** speech, Martin became famous all over the world.
5. A federal holiday was created to honor King's **death / birthday / "I have a dream" speech**.

\_\_\_\_\_ / 5 pkt

## **ZADANIE 13**

*Odpowiedz krótko na poniższe pytania na podstawie lektur. Za każdą poprawną odpowiedź otrzymasz 1 punkt.*

1. Which country became the first “free black”, where slaves’ buying and selling ended?

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2. When Martin Luther King was growing up, the Southern United States operated under the laws that kept black and whites separate. What was their name?

3. In 1861 the newly elected president of the USA wanted to end slavery. What was his full name?

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4. In 1963 a thousand black children joined the march through Birmingham. What did the police use to stop them?

5. In 1966 Scale and Newton formed an armed group. What was it called?

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6. What event started “The Montgomery Bus Boycott”? When did it happen?

7. Black students started protesting at the restaurants. What were these protests called?

8. Who helped Martin Luther King to be set free from prison in 1960?

9. What was the name of the Black Muslims’ leader?

10. Who joined a protest march through Birmingham on May 2, 1963?

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/ 10

**Brudnopis**