

# KONKURS JĘZYKA ANGIELSKIEGO

## DLA UCZNIÓW GIMNAZJÓW

### III ETAP WOJEWÓDZKI

16 lutego 2013



#### Ważne informacje:

1. Masz 120 minut na rozwiązanie wszystkich zadań.
2. Pisz długopisem lub piórem, nie używaj ołówka ani korektora. Jeżeli się pomylisz, przekreśl błąd i napisz ponownie.
3. Pisz czytelnie i zamieszczaj odpowiedzi w miejscu na to przeznaczonym. Pamiętaj, że zapisy w brudnopisie nie podlegają ocenie.

**Życzymy powodzenia!**

Maksymalna liczba punktów	<b>50</b>	<b>100%</b>
Uzyskana liczba punktów		<b>%</b>
Podpis osoby sprawdzającej		

**Zadanie 1. (7 pkt)**

Usłyszysz dwukrotnie wypowiedź. Zaznacz znakiem X, które zdania (1.1.-1.5.) są zgodne z treścią nagrania (T – True), a które nie (F – False). Następnie z podanych odpowiedzi (1.6.-1.7.) wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

		T	F
1.1.	In the past the majority of families passed girls names from generation to generation.		
1.2.	People with popular names lead more successful lives than those with original ones.		
1.3.	Difficulty in name pronunciation does matter in a political career.		
1.4.	Nowadays, many parents regard names like Thomas and Jane as imaginative.		
1.5.	Surprisingly, students with names beginning with the letters C or D are often graded with As.		

1.6. 'Implicit egotism' stands for:

- A. a controversial study about some students' school achievements.
- B. gravitating towards objects bearing similarities to people's own names.
- C. an unconscious attachment to psychological research.

1.7. The text:

- A. proves that an old Roman proverb is still true nowadays.
- B. considers the impact that names may exert on people's lives.
- C. informs us about the origin of the names of some professions.

**Zadanie 2. (3 pkt)**

**Przeczytaj poniższy tekst. Do każdej luki (2.1.–2.3) dopasuj właściwe zdanie (A–D). Wpisz odpowiednią literę obok numeru każdej luki. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

AT WHAT AGE WILL YOU STOP USING FACEBOOK?

Adults are typically grateful that social media didn't exist when they were teenagers - that their Facebook photos and status messages date to their college years at the earliest, not their first years of high school or middle school. **2.1.** \_\_\_\_\_ I'd sooner incapacitate him with finger traps, the unexpectedly hazardous technology of my youth.

What I'd never pondered, until a friend questioned me about it last weekend, is when I'll stop using Facebook. **2.2.** \_\_\_\_\_ Right now, I'm a light user who mostly exploits the platform to share links to my articles. Some people in my "stream" do the same. We all follow the crowd. As I reflect on the way most of my friends from high school and college have used Facebook in the past and how they use it today, I'd say that their activity is more often than not tied to life changes.

People want to share their developments. And their friends and acquaintances don't want to miss out on happy news, or gossip, or vicarious presence at an event, or even mini-scandal or unexpected tragedy. So they keep coming back to Facebook, many times a day, to disseminate news and to receive it, and to decide whether their own life is proceeding at an acceptable pace. **2.3.** \_\_\_\_\_ When the career is established, the marriage is either stable or long over, the kids are grown, and seeing friends means dinner and a streamed movie rather than late nights drinking with camera phones out? Does Facebook then start to feel depressing? The future will tell...

*Adapted from: <http://www.theatlantic.com/technology/archive/2013/01/at-what-age-will-you-stop-using-facebook/267426/>*

- A.** Would you retroactively give your 13-year-old self the power to put anything he or she wanted on the Web?
- B.** But what happens when the speed of "newsworthy" change slows down?
- C.** Is there a permanent tension between keeping older users and attracting younger users?
- D.** Assuming it endures as a company, will there be an age at which most people abandon it?

**Zadanie 3. (2 pkt)**

**Przeczytaj poniższy tekst. Z podanych opcji odpowiedzi A, B, C lub D wybierz właściwą, zgodną z treścią tekstu.**

HEROES AND CELEBRITIES

Back in the twentieth century there was a British punk rock song that repeated over and over again the claim that there were "no more heroes anymore". Calmer critics and social commentators have agreed that the age of the hero is over. In the past people had heroes. They were the most prominent figures in the public consciousness - people who had achieved great things, people who had done great deeds - proud, noble leaders and bold pioneers.

The myth of the hero, though, could not survive when public life came to be dominated by the mass media. Having killed the hero, we have replaced him with a distinctively modern public figure: the celebrity. To become a celebrity what matters is not so much the greatness of what you have done but the exposure you are given in the media. The mass media is not entirely responsible for the death of the hero. A democratic culture also undermines the idea that certain individuals carry a divine spark and are therefore in a category superior to that of the rest of us. No one deserves to be worshipped and there is revulsion at the idea of bending the knee and kissing the hand of another individual.

As one commentator put it: the celebrity is a person who is known for being well-known. Any exposure in the media helps to increase someone's status as a celebrity. Celebrities offer exclusive stories to increase their exposure, the media promote them to increase their ratings, and we collude by paying so much attention to the glossy features, the exclusive interviews, and the various scandals and intrigues. They ought not to object to invasions of their private lives because this just keeps their names on everyone's lips, which is all that really matters.

For many people, the heroes of the past were an inspiration, they broadened our horizons by giving us an example of a course of action that could be considered noble. Celebrities, on the other hand, with the string of stories about their hardships and their lucky breaks, their affairs and their break-ups, prove to be nothing out of the ordinary. Reading about their lives does not inspire us or fill us with purpose. If it isn't just an idle diversion - a way of killing time - it may well help us to resign ourselves to our own sense of purposelessness. It may be fun, but perhaps something that helped to raise the tone of public life has been lost.

*Adapted from: <http://www.fullspate.net/archive/heroes.html>*

**3.1. In the past:**

- A. only salient personages could become heroes
- B. people didn't want to worship heroes.
- C. celebrities avoided mass media.
- D. heroes didn't influence people's way of thinking.

**3.2. According to the text:**

- A. people nowadays love celebrities because they lead unusual lives.
- B. mass media are alone to blame for the demise of heroes.
- C. celebrities have no reason to resent the intrusion into their private lives.
- D. investigating celebrities' lives provides inspiration for our way of living.

**Zadanie 4. (2 pkt)**

**Przeczytaj poniższy tekst. W zdaniach 4.1 i 4.2 z podanych opcji odpowiedzi A, B, C lub D wybierz właściwą, zgodną z treścią tekstu.**

ROYAL COUPLE REUNITED... BUT ONLY AS AN OIL PAINTING

For years it was assumed that one of the oil paintings hanging at Lambeth Palace - the official residence of the Archbishop of Canterbury - was of Catherine Parr, Henry VIII's sixth wife. The 'exciting discovery' about the picture was made when experts from the National Portrait Gallery went to Lambeth Palace to study a portrait of an earlier archbishop. The researchers, who were working on a project called Making Art in Tudor Britain, noticed the painting on the wall of a private sitting room, where it had hung since at least the 19th century but probably longer, under the assumption it depicted Catherine Parr.

Their attention was drawn to the fact that, first, the portrait was in a frame that pre-dated the rotund monarch's sixth wife; second, her clothes were from an earlier period, and third, well, the woman also bore a startling resemblance to Henry's first wife, Catherine of Aragon. Tests soon showed that they were right, and now the National Portrait Gallery has hung the portrait of the devoutly Catholic queen, rather mischievously, side by side with a portrait of Henry, whose desperation to divorce her was the catalyst for England's schism with the Catholic Church.

National Portrait Gallery curator Charlotte Bolland said: 'It was immediately apparent that it was in a very early frame, something which was a relatively rare survival from the early 16th century.' They realised that the woman's earlier costume and her facial features strongly suggested the portrait was of Catherine of Aragon, rather than Catherine Parr, who was born in 1512, three years after the first Catherine had married Henry.

The Archbishop of Canterbury allowed the gallery to borrow the oil on panel portrait for further research, which revealed that the features of the woman's face had been altered, and that she was wearing a veil, which the first Catherine would have done. The evidence proved conclusively that the portrait was of Catherine of Aragon, who became Henry's first wife after his older brother Arthur, whom she had married in 1501, died.

Ms Bolland said that discovering the original Tudor finish on a painting like this was 'an extremely rare find'. She said the portrait had been compared with the gallery's portrait of the king from the same period and both were very similar. She said: 'Whilst not suggesting the works originally formed a pair, the costume dates them to the same period and the works are of the same scale. 'It is likely that both are examples of the type of portraits of the king and queen that would have been produced in multiple versions, some of which would have been paired in this way.' The portrait is now hung next to the similar oil on panel of Henry VIII in the National Portrait Gallery. The artists of both portraits remain unknown.

*Adapted from: <http://www.dailymail.co.uk/news/article-2268192/Lambeth-Palaces-Catherine-Parr-portrait-actually-Henry-VIIIs-wife-Catherine-Aragon-says-National-Portrait-Gallery.html>*

**4.1. Catherine of Aragon:**

- A.** supported the schism with the Catholic Church.
- B.** is likely to have worn a veil.
- C.** was a widow when Catherine Parr was born.
- D.** married Henry VIII in 1501.

4.2. The experts encountered the artwork when they:

- A. intended to examine another portrait at Lambeth Palace.
- B. were about to embark on/begin a project for the National Portrait Gallery.
- C. were researching the resemblance between Henry VIII's first and sixth wives.
- D. were looking for evidence of the match between Henry VIII's and his first wife's portraits.

**Zadanie 5. (3 pkt)**

**Przeczytaj poniższy tekst. Uzupełnij każdą lukę (5.1.–5.3.) jednym wyrazem tak, aby otrzymać spójny i poprawny językowo tekst.**

TURN OFF THE TV OR COMPUTER AND GET ACTIVE

Spending too 5.1. \_\_\_\_\_ sedentary or 'still' time watching TV, surfing online or playing computer games is linked to children becoming overweight or obese. Children who watch TV for more than 2 hours every day are more 5.2. \_\_\_\_\_ to have an unhealthy diet – they do not eat a lot of fruit but snack on foods that are high in sugar, salt or saturated fat.

When kids and teens spend time in 5.3. \_\_\_\_\_ of small screens – whether it's the TV, computer or hand-held games – it steals time they could spend doing sports, playing games or just being active. Therefore, Australian guidelines recommend that kids and teens spend no more than 2 hours each day on small screen entertainment.

*Adapted from: <http://www.healthykids.nsw.gov.au/kids-teens/turn-off-the-tv-or-computer-and-get-active.aspx>*

**Zadanie 6. (8 pkt)**

**Uzupełnij drugie zdanie tak, aby znaczyło to samo, co pierwsze, wykorzystując podany wyraz. Użyj od pięciu do sześciu wyrazów. Nie zmieniaj formy podanego wyrazu. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów.**

6.1. Our coach is not happy when we miss a training session for no serious reason.

**approve**

Our coach ..... missing a training session for no serious reason.

**6.2.** The young gymnasts were very nervous before their performance in the Olympic Games.

**butterflies**

The young gymnasts ..... before their performance in the Olympic Games.

**6.3.** I wish I had not had to go through the problems again.

**rather**

I would ..... through the problems again.

**6.4.** Jack is not responsible enough to run the school team.

**charge**

Jack is too ..... the school team.

**6.5.** They will probably win five more points in the next round.

**likelihood**

In ..... five more points in the next round.

**6.6.** The competition was postponed owing to the bad weather.

**in**

The bad weather ..... postponed.

**6.7.** It started to rain heavily after we ran a mile.

**had**

No sooner ..... it started to rain heavily.

**6.8.** The F1 driver is extremely proud that in each race he can maintain his position without changing the tyres.

**prides**

The F1 driver ..... maintain his position without changing the tyres.

**Zadanie 7. (6 pkt)**

Uzupełnij luki odpowiednią formą wyrazu utworzonego od słowa podanego na końcu każdego zdania. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów.

7.1. He blushed and looked ..... when he realised what a fool he had made of himself.

FACE

7.2. Droughts occur when there is a lack or ..... of rain for an extended period.

SUFFICIENT

7.3. Among sports that ..... in Persia are polo and jousting.

ORIGIN

7.4. What does the director want the viewer to get out of the movie? What is, in your opinion, the ..... meaning of this movie?

LIE

7.5. He spoke so ..... about the need for changing the rules of the dance contest that nobody treated him seriously.

CONVINCE

7.6. Doing sport is ..... for maintaining a healthy lifestyle.

DISPENSE

**Zadanie 8. (6 pkt)**

Uzupełnij każde z poniższych zdań jednym słowem pasującym do kontekstu. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Liczba kresek odpowiada liczbie liter w brakującym słowie.

8.1. The team **b** \_ \_ **t** \_ \_ \_ \_ against the odds and won the championship.

8.2. We are not pleased with our vacation – it did not live up to all our **e** \_ \_ **e** \_ \_ \_ \_ \_ \_ \_ \_ .

8.3. My attempts to improve the situation were of no **a** \_ \_ **l** and nothing has changed.

8.4. The footballer's 2013 season is in **j** \_ \_ **p** \_ \_ \_ \_ as the result of a badly damaged knee.

8.5. A lifeguard **s** \_ \_ \_ \_ **v** \_ \_ \_ \_ swimmers and surfers to ensure their safety.

8.6. Selecting the **r** \_ \_ **i** \_ \_ \_ \_ of the Nobel Peace Prize is a very hard task for the Committee.



**Zadanie 9. (5 pkt)**

**Odpowiedz na pytania w języku angielskim. Wymagana jest poprawność merytoryczna wpisywanych odpowiedzi.**

**9.1.** Where, in Great Britain, can the Coronation Chair be seen?

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**9.2.** In which town is there the Royal and Ancient Golf Club – one of the oldest and most prestigious golf clubs in the world?

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**9.3.** Give the other name of an American boxer (born in 1942 in Louisville) who is considered one of the greatest athletes in boxing history. His original name was Cassius Clay.

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**9.4.** Which city did many great writers and poets such as Oscar Wilde, George Bernard Shaw, James Joyce and Jonathan Swift come from?

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**9.5.** How many players are there in a cricket team on a field?

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**Zadanie 10. (8 pkt)**

**Na angielskojęzycznym kanale telewizyjnym oglądałeś/łaś program dotyczący jednego ze sportów uprawianych w Twoim kraju. Masz wiele zastrzeżeń do zaprezentowanego materiału. Napisz list do producentów programu, w którym:**

- poinformujesz, czego program dotyczył i dlaczego zdecydowałaś/eś się poświęcić czas na jego obejrzenie,
- wyrazisz niezadowolenie związane z brakiem profesjonalizmu w prezentowanym materiale i opisz ten aspekt programu, który wydaje Ci się najbardziej nierzetelny,
- poprosisz o sprostowanie niewłaściwych informacji i zaproponujesz sposób, w jaki to zrobić,
- zasugerujesz temat kolejnego programu poświęconego zagadnieniom sportowym istotnym w Twoim kraju i wyjaśnisz, dlaczego będzie on interesujący dla widzów.

*Podpisz się jako XYZ. Wypowiedź powinna zawierać 100 – 150 słów. Każdy punkt powinien być rozwinięty. Oceniana jest zawartość treściową (4 pkt), zakres użytych środków językowych (2 pkt) i poprawność językową (2 pkt)*

*Uwaga! Praca w brudnopisie nie będzie sprawdzana i oceniana.*



**BRUDNOPIS**