



**Wojewódzki Konkurs Przedmiotowy  
z Języka Angielskiego  
dla uczniów gimnazjów  
województwa śląskiego  
w roku szkolnym 2012/2013**



KOD UCZNIWA

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Etap: szkolny

Data: 20 listopada 2012 r.

Czas pracy: 90 minut

**Informacje dla ucznia**

1. Na stronie tytułowej arkusza w wyznaczonym miejscu wpisz swój kod ustalony przez komisję.
2. Sprawdź, czy arkusz konkursowy zawiera 9 stron i 11 zadań.
3. Czytaj uważnie wszystkie teksty i zadania.
4. Rozwiązania zapisuj długopisem lub piórem. Nie używaj korektora.
5. W zadaniach zamkniętych:
  - Jeżeli podane są trzy odpowiedzi: A, B lub C, wybierz tylko jedną odpowiedź i zaznacz ją znakiem „X” **bezpośrednio na arkuszu.**
  - Jeżeli należy podać, czy zdanie jest prawdziwe (T), czy fałszywe (F), zaznacz T lub F we właściwym miejscu na arkuszu.
  - Jeżeli należy połączyć różne elementy, wpisz odpowiednią literę we właściwym miejscu tabeli.
6. Staraj się nie popełniać błędów przy zaznaczaniu odpowiedzi, ale jeśli się pomylisz, błędne zaznaczenie otocz kółkiem ⊗ i zaznacz inną odpowiedź znakiem „X”.
7. Rozwiązania zadań otwartych zapisz czytelnie w wyznaczonych miejscach. Pomyłki przekreślaj.
8. Przygotowując odpowiedzi na pytania, możesz skorzystać z miejsca na stronie 9 opatrzonej napisem *Brudnopis*. Zapisy w brudnopisie nie będą sprawdzane i oceniane.
9. W czasie pracy nie wolno korzystać z żadnych materiałów dodatkowych ani ze słowników.

Liczba punktów możliwych do uzyskania: 60

Liczba punktów umożliwiająca kwalifikację do kolejnego etapu: 48

**WYPEŁNIA KOMISJA KONKURSOWA**

Nr zadania	1	2	3	4	5	6	7	8	9	10	11	Razem
Liczba punktów możliwych do zdobycia	5	7	8	5	5	5	5	5	5	5	5	60
Liczba punktów uzyskanych przez uczestnika konkursu												

Podpisy przewodniczącego i członków komisji:

- |                           |                     |
|---------------------------|---------------------|
| 1. Przewodniczący - ..... | 7. Członek - .....  |
| 2. Członek - .....        | 8. Członek - .....  |
| 3. Członek - .....        | 9. Członek - .....  |
| 4. Członek - .....        | 10. Członek - ..... |
| 5. Członek - .....        | 11. Członek - ..... |
| 6. Członek - .....        | 12. Członek - ..... |

**Zadanie 1 (0 – 5)**

**Połącz wyrazy tak, aby utworzyły pary. Wpisz odpowiednie litery obok cyfr w tabeli. Dwa z wyrazów oznaczonych A – G nie pasują do żadnego ze słów o numerach 1 – 5. Przetłumacz powstałe pary wyrazów na język polski. Za każdą poprawną odpowiedź otrzymasz 1 punkt.**

- |           |   |         |
|-----------|---|---------|
| 1. fizzy  | A | advance |
| 2. lay    | B | station |
| 3. in     | C | purpose |
| 4. rosy   | D | drinks  |
| 5. petrol | E | eggs    |
|           | F | mist    |
|           | G | cheeks  |

1.		
2.		
3.		
4.		
5.		

..... p. / 5p.

**Zadanie 2 (0 – 7)**

**W każdym ze zdań pogrubiono dwa wyrazy. Podkreśl ten z nich, który najlepiej pasuje do kontekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.**

1. It took them five hours to **reach** / **arrive** the town.
2. One of the most common phobias is the fear **from** / **of** heights.
3. Jack finds speaking Spanish quite **embarrassing** / **embarrassed**.
4. I feel terrible. I have a sore throat and **swollen** / **sprained** tonsils.
5. They got married in church and then there was a **reception** / **wedding** in a restaurant.
6. Liza **held** / **took** a deep breath and jumped into the water.
7. They went on a **cruise** / **journey** around the Mediterranean.

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**Zadanie 3 (0 – 8)**

**Uzupełnij poniższe zdania, wybierając właściwy wyraz. Zaznacz literę A, B lub C znakiem „X”. Za każdą poprawną odpowiedź otrzymasz 1 punkt.**

1. The house is eighty years old and it is in really bad .....  
A. condition  
B. situation  
C. state
2. Jane was so hungry that she had a second .....  
A. plate  
B. helping  
C. menu
3. Flight number LO7054 to Madrid had to be ..... due to thick fog.  
A. cancelled  
B. changed  
C. missed
4. You can buy a teddy bear in a .....  
A. pet shop  
B. DIY store  
C. toy shop

5. The grapefruit was so ..... that he put some sugar on it.  
A. juicy  
B. ripe  
C. sour
6. Come on everybody, ..... I'm trying to take a picture.  
A. wink  
B. smile  
C. yawn
7. During the traditional dance, the tribesmen ..... their feet.  
A. stamped  
B. slapped  
C. clapped
8. The lecturer had lost the interest of his ..... after ten minutes.  
A. audience  
B. spectators  
C. crowd

..... p. / 8p.

#### Zadanie 4 (0 – 5)

**Czasowniki podane w nawiasach wpisz w odpowiedniej formie. Za każdą poprawną odpowiedź otrzymasz 1 punkt.**

1. She (travel) ..... abroad if she had enough money.
2. Jane (wait) ..... for hours before her train arrived.
3. While the teacher (give) ..... the class their homework, the bell rang.
4. Vivian (call) ..... you three times this week.
5. She will feed the dog as soon as she (come) ..... home from work.

..... p. / 5p.

#### Zadanie 5 (0 – 5)

**Wybierz jedną spośród trzech podanych możliwości, tak aby po wstawieniu jej w miejsce wykropkowane powstała całość poprawna pod względem gramatycznym. Zaznacz literę A, B lub C znakiem „X”. Za każdą poprawną odpowiedź otrzymasz 1 punkt.**

1. Visitors ..... take pictures in the museum. It's forbidden.  
A. shouldn't  
B. mustn't  
C. couldn't
2. The town didn't have ..... electricity after the storm.  
A. any  
B. an  
C. none
3. The cages ..... the animals are kept are very small.  
A. where  
B. which  
C. whose

4. .... Browns are ..... very nice family.  
 A. The; the  
 B. - ; a  
 C. The; a
5. Tom told Greg ..... in his book.  
 A. to not write  
 B. not to write  
 C. didn't write

..... p. / 5p.

**Zadanie 6 (0 – 5)**

**Zadaj pytanie o podkreśloną część zdania. Za każdą poprawną odpowiedź otrzymasz 1 punkt.**

1. You have broken Mark's toy .  
 .....
2. There are only fifty inhabitants in this village.  
 .....
3. They were making fun of my costume.  
 .....
4. The concert lasted three hours.  
 .....
5. This time tomorrow, Peter will be flying to New York .  
 .....

..... p. / 5p.

**Zadanie 7 (0 – 5)**

**Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę, tak aby zachować znaczenie zdania wyjściowego. Za każdą poprawną odpowiedź otrzymasz 1 punkt.**

1. Somebody found these keys in the restaurant yesterday.  
 These keys ..... yesterday.
2. There are too few shoe shops in my town.  
 There aren't ..... in my town.
3. 'Where did she leave my book?' asked Tom.  
 Tom asked ..... book.
4. She is the most careful driver of all.  
 No one else drives as ..... she does.
5. It isn't necessary for you to give me a lift.  
 You ..... give me a lift.

..... p. / 5p.

### Zadanie 8 (0 – 5)

Dopasuj podane rozmowy oznaczone cyframi 1 – 5 do miejsc, w których możesz je usłyszeć. Wpisz odpowiednie litery obok cyfr w tabeli. Dwa miejsca (A – G) zostały podane dodatkowo i nie pasują do żadnej rozmowy. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. A: I hope you have enjoyed your stay, Sir.  
B: Yes, it was very nice. How much is it?  
A: It's a single room for three nights, so it's £150.  
B: Here you are. Can you tell me how far it is to the railway station from here?  
A: Oh, it's a five minute walk down the street. Have a good journey!  
B: Thank you.
2. A: So what do we need to buy for the trip?  
B: Some sandwiches and something to drink.  
A: And some oranges.  
B: OK, how many?  
A: Take four. And a bottle of mineral water.  
B: OK, that's all. Where can we pay?  
A: Over there! Maybe we could go to the café at the station and have a cup of tea?  
B: I think it's too late. Our bus is in 20 minutes!
3. A: It's very hot today. Could you open the window, please?  
B: Yes, of course.  
A: And do you know what time we are due to arrive in London?  
B: Not really. I'm travelling all the way to Edinburgh. Sorry.  
A: That's OK, I'll ask the conductor.
4. A: Good morning.  
B: Good morning. Can I help you?  
A: Yes, I'm flying to Greece next week. Can you tell me the name of the hotel we are staying at?  
B: Yes, of course. It's the Ocean Dream. It's very comfortable and it's close to the sea.  
A: Great! And what about meals?  
B: There is no restaurant in the hotel, but there are plenty of bars in the area.  
A: Thanks a lot!
5. A: Hello, I'd like to send these five postcards, please. How much is a stamp to Poland?  
B: It's 56 pence. Would you like to send all of the postcards to Poland?  
A: No, just three of them, one to France and one to Canada.  
B: The price is the same to all European Union countries, so you need four 56 pence stamps plus one to Canada, which is 90 pence. So, that's £3.14 altogether.  
A: Here you are.  
B: Thank you.

- A** on the train  
**B** in a café  
**C** in a shop  
**D** at a travel agency

- E** in a hotel  
**F** at the post office  
**G** at the railway station

1.	2.	3.	4.	5.

..... p. / 5p.

**Zadanie 9 (0 – 5)**

Poniżej podanych jest pięć wiadomości nagranych na automatycznej sekretarce. Przeczytaj je i zdecyduj, w jakim celu (A – G) dzwoni każda osoba (1 – 5). Wpisz odpowiednie litery obok cyfr w tabeli. Dwa cele zostały podane dodatkowo i nie pasują do żadnej wiadomości. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**Message 1**

Hi, John! I'm calling about the trip to Greece you told me about. I checked the hotel on the Internet and it has very bad reviews. I don't think you should go for it. I'll call you later.

**Message 2**

Mark, can you tell Miss Jones I can't come to classes today? I have eaten something bad and I feel really sick. I will call you in the evening to ask about homework.

**Message 3**

Hi, Jen. I know you are very busy and we have a lot of homework this week but I've heard from a friend about a great Christmas concert at the Moonlight Cinema tonight. Would you like to come? Call me as soon as possible because I need to buy tickets.

**Message 4**

Hi! I'm calling because I'm trying to do the physics exercise but I can't. I wasn't at school today and I have no idea how to do it. Can we work on it together this evening?

**Message 5**

Hi, Jake! Why aren't you answering? I found a great offer for a sports camp in Spain in July. Would you like to go there with me? The place looks great and the price is good. But we must decide quickly. Call me as soon as possible.

- A. to ask for help with homework
- B. to invite somebody for an evening out
- C. to inform about an illness
- D. to book a room at a hotel
- E. to give advice about holiday
- F. to suggest going on holiday together
- G. to apologize for not being present at school

1.	2.	3.	4.	5.

..... p. / 5p.

**Zadanie 10 (0 – 5)**

Przeczytaj poniższy tekst i zdecyduj, czy podane pod nim zdania są prawdziwe (T), czy fałszywe (F). Wybraną odpowiedź zaznacz znakiem „X”. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**Working ... New York Style**

Many people, especially students in schools or universities, think that working in America, especially in New York's glamorous office buildings, is a perfect way of life. For most of those working in New York it is hardly so, especially for students who have recently graduated. Working in the United States, with far fewer days of vacation and longer working hours than European counterparts, does not always mean Easy Street.

Average benefits in the United States are around two weeks of paid vacation per year, and the average working week for full-time employees ranges between 40 and 50 hours. However, weekday hours can be much longer and vacation days are seldom used by employees in their entirety. Although workers are given a two week vacation, they often take less than that number of days off, and rarely take all two weeks at once. There is generally a trend that older members of the workforce are granted longer vacation based on their tenure in a firm. When compared to European standards, the actual time spent at work is longer in the US.

These are on average the working conditions for most people in the US. However, for young people beginning their careers in New York City, working life can differ significantly. There are people, for example, who instead of a 40 hour week, end up with a 126 hour working week (not to mention that a week has only 168 hours in total!) Therefore, one can easily deduce that sleeping, eating, and enjoying free time are scant for people in this situation. Vacation is still set at two weeks per year, but most people in their first two years at work do not make use of these vacation days at all.

Many people think that their salaries and wages compensate for such hard work, and make it 'all worthwhile'. Although New York offices typically pay more than similar offices elsewhere in the US, one must also consider the costs of living in a city such as New York. As the most expensive city in the country, paying the rent, utilities, transportation to and from work (for young people in New York City a car is most probably out of the question), clothing appropriate for work, and eating out (instead of cooking at home, which no one has time for), swallows most of the income. After taxes are paid, only the most prudent of young workers can actually save any money. The majority of young workers, especially if they partake in New York's famous nightlife, find themselves with just enough to live on.

Such high expectations of young people at work are rewarded, however, with benefits. Most companies offer numerous facilities to employees, such as gyms, showers, transportation, and cafeterias which are often as good as New York's high standard restaurants. This is not surprising, as many employees practically live in their offices.

Young people should not look for easy life among the largest corporations and banks in New York City. By most accounts, people work harder and longer there than anywhere else in the country, if not the world. It is usually not 'easy money'. People go there to make contacts, learn how to do business, and create opportunities for their future careers. They consider the hard work as an investment in their future, although they sacrifice many of the pleasures of life while working in New York.

Adapted from *The World of English* no. 6/1996 (27)

1. Working in the US means longer working hours and far more days of vacations. **T / F**
2. One of the average benefits for full-time employees in the European counterparts of the US companies is less than two weeks of paid holiday. **T / F**
3. The longer an employee works in a firm, the longer vacation he is granted. **T / F**
4. Most young people working in New York and enjoying the famous nightlife have their own car. **T / F**
5. Many employers offer special services for their workers to make their office life easier. **T / F**

..... p. / 5p.

### Zadanie 11 (0 – 5)

Przeczytaj poniższy tekst i dopasuj podane nagłówki do poszczególnych fragmentów tekstu. Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego fragmentu tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

#### A New Method of Teaching English to Young Children

1. ....

Children learn their native language in certain definite stages as their brains develop the marvelously complicated network of neural connections. Nowadays we know a lot more about how, when, and where these connections develop. Scientists have discovered that we can affect the development of children's brains by exposing them to a second language at an early age. This enables them to learn a second language with native fluency and helps develop their native intelligence to a higher degree.

2. ....

The Helen Doron method uses games, toys and songs to teach English to children, starting as early as at the age of one, to the age of fourteen. Participation of the parents is very important and it is a great way for mother or father and child to share some fun time together. Children meet their teacher and their group once a week. Every day they listen to a CD twice, so they come to each lesson already knowing some of the vocabulary and structures to be taught. A child doesn't have to pay attention to the tape, it just plays in the background while the child plays, eats or drives to school with mum and dad.

3. ....

Helen Doron developed the method after teaching her own children so successfully that her friends and neighbours began to ask her to teach their children. From these beginnings the project has grown into the international network it is today. Now the only problem seems to be how fast they can train teachers. At present, teacher trainers have a full schedule for the next year!

4. ....

At last month meeting in Warsaw the teachers discussed their plans to co-operate with kindergartens so the Helen Doron Early English programme could be included in their own ones. The problems discussed also aimed at considering how to get parents more involved in their children's learning. Sometimes they have doubts when they see their children fidgeting and wandering without speaking around the room during lessons. According to Helen Doron, parents need to understand that children have different styles of learning and it's perfectly normal.

5. ....

Very young children often seem not to absorb much English at first. However, those who are exposed to the foreign language at a younger age will, in the long run, learn more easily and fluently. Helen Doron told a story about how she had had a class with a young girl who used to spend all her lessons sitting in the corner and never speaking, until one day she announced to the group in English, 'Now I'll be the teacher.' That proves that children learn at their own pace and will show what they have learned when they are ready.

*Adapted from The World of English no. 5/2001 (56)*

- A. How the method works
- B. The process of acquiring knowledge
- C. The origin of the method
- D. The conference programme
- E. The need of cooperation between teachers and parents
- F. The individual effects of learning

..... p. / 5p.



# ***BRUDNOPIS***