

**WOJEWÓDZKI KONKURS PRZEDMIOTOWY  
DLA UCZNIÓW GIMNAZJÓW  
WOJEWÓDZTWA ŚLĄSKIEGO  
W ROKU SZKOLNYM 2015/2016**

**JĘZYK ANGIELSKI**



**Informacje dla ucznia**

1. Na stronie tytułowej arkusza w wyznaczonym miejscu wpisz swój kod ustalony przez komisję.
2. Sprawdź, czy arkusz konkursowy zawiera 10 stron (zadania 1-11).
3. Czytaj uważnie wszystkie teksty i zadania.
4. Rozwiązania zapisuj długopisem lub piórem. Nie używaj korektora.
5. W zadaniach zamkniętych:
  - Jeżeli podane są cztery odpowiedzi: A, B, C lub D, wybierz tylko jedną odpowiedź i zaznacz ją znakiem „X” **bezpośrednio 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 miejsc opatrzonych napisem *Brudnopis*. Zapisy w brudnopisie nie będą sprawdzane i oceniane.
9. W czasie pracy nie wolno korzystać z żadnych materiałów dodatkowych ani ze słowników.

KOD UCZNIĄ

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Etap: wojewódzki

**Czas pracy:  
90 minut**

**WYPEŁNIA KOMISJA KONKURSOWA**

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

**Liczba punktów umożliwiająca uzyskanie tytułu laureata: 54**

Podpisy członków komisji :

1. Przewodniczący – .....
2. Członek komisji sprawdzający pracę – .....
3. Członek komisji weryfikujący pracę – .....

**Zadanie 1. (6p.)**

Poniżej podano nazwiska znanych osób oraz wydarzenia, z którymi związane są te osoby. Do każdego wydarzenia przyporządkuj jedno z podanych nazwisk. Dwa nazwiska zostały podane dodatkowo i nie pasują do żadnego wydarzenia. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

|                 |                  |               |                        |
|-----------------|------------------|---------------|------------------------|
| Neil Armstrong  | Abraham Lincoln  | Richard Nixon | Martin Luther King Jr. |
| John F. Kennedy | Thomas Jefferson | George Bush   | Ronald Reagan          |

| person | event  |
|--------|--|
| 1.     | The Watergate scandal                                |
| 2.     | The first landing on the Moon                        |
| 3.     | The African-American Civil Rights Movement           |
| 4.     | The Declaration of Independence                      |
| 5.     | The Gulf War   |
| 6.     | The Emancipation Proclamation (abolition of slavery) |

..... p. / 6p.

**Zadanie 2. (5p.)**

Uzupełnij brakujące informacje dotyczące Stanów Zjednoczonych. Wpisz odpowiednie nazwy w języku angielskim. Za każdą w pełni poprawną odpowiedź otrzymasz 1 punkt.

1. The ..... (name) and the Republicans are two major political parties in the United States.
2. CIA stands for .....
3. .... (name) University in Cambridge, Massachusetts, is the oldest institution of higher education in United States.
4. The ..... (name) Mountains and The Appalachian Mountains are the two major mountain ranges in the United States.
5. *The Adventures of Huckleberry Finn* was written by .....  
(name and surname).

..... p. / 5 p.

**Zadanie 3. (6p.)**

Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. Speeding in such weather was sheer ..... (STUPID).
2. One way of being eco-friendly is to use ..... (LEAD) petrol.
3. Don't ask John for any favours – he's the most .....(RELY) person I know.
4. To look good in your new trousers, you have to ..... (SHORT) them.
5. My father can't ..... (DIFFERENT) between pink and red. He always gets them mixed up.
6. To tell you the ..... (TRUE), his situation was worse than he could expect.

.....p. / 6p.

**Zadanie 4. (6p.)**

Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. What (sprawiło, że zmieniłeś zdanie) ..... your mind?
2. I (nie płaciłbym) ..... in advance if I were in your shoes.
3. You can't go out (dopóki nie poczujesz się ) ..... better.
4. It's high time (żebyś posprzątał) ..... your room.
5. You (niepotrzebnie kupiłeś) ..... those eggs. We've got more than a dozen in the fridge.
6. The missing child (nie zostało odnalezione ) .....yet.

.....p. / 6p.

**Zadanie 5. (5p.)**

Wykorzystując podane tłustym drukiem wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. We are dealing with your complaint. **BEING**  
Your complaint .....

2. It's our twentieth anniversary next month. **MARRIED**  
 Next month we ..... for exactly twenty years.
3. Your eyes should be tested by a specialist. **HAVE**  
 You should ..... by a specialist.
4. Although he was hurt, he didn't say anything. **SPITE**  
 In....., he didn't say anything.
5. I'm sure Peter didn't mean what he said. **CAN'T**  
 Peter ..... what he said.  
 .....p. / 5p.

**Zadanie 6. (6p.)**

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

1. 'Mark ..... your bike.' 'Yes, but he didn't do it.'  
 A. was to mend C. must have mended  
 B. had to mend D. had to have mended
2. He promised the article ..... by the end of the next month but not sooner than that.  
 A. would have been writing C. will be written  
 B. would have been written D. will have been written
3. What's that noise? It's our neighbours. They ..... another row.  
 A. might have C. have to have  
 B. should be having D. must be having
4. I'd rather avoid ..... to her about my problems. I'm not prepared for that.  
 A. to talk C. talking  
 B. talk D. having talked
5. He carried on walking ..... his injured leg.  
 A. although C. as though  
 B. despite D. due to
6. "Have you had supper yet?" "No, and I'm not used ..... a meal so late."  
 A. to have C. to having  
 B. that I have D. of having

..... p. / 6p.

**Zadanie 7. (6p.)**

W podanych poniżej parach zdań w miejsce każdej z luk wstaw  jeden  wyraz, który poprawnie uzupełnia  obie  luki. Wyrazy wpisz do tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. a) I always write things down, in ..... I forget.  
 b) He is the lawyer who won the famous ..... in court last year.

2. a) He's going to put on that ..... shirt tomorrow.  
 b) Have you ..... if the forms are filled in properly?
3. a) The ..... on the door said that the bookshop had been closed.  
 b) I didn't ..... you in this café yesterday. I'm so sorry but it was really dark.
4. a) Tom couldn't ..... the thought of leaving his country.  
 b) "Does your little sister prefer playing with a teddy ..... or a doll? "
5. a) We couldn't use the lift because it was out of .....  
 b) The soldiers were given an ..... to stand to attention.
6. a) They are ..... working on this project. They will need at least 2 days to finish it.  
 b) I love his landscapes and portraits but ..... life doesn't appeal to me at all.

|    |  |    |  |
|----|--|----|--|
| 1. |  | 4. |  |
| 2. |  | 5. |  |
| 3. |  | 6. |  |

.....p. / 6p.

**Zadanie 8. (5p.)**

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

1. 'Shall I give the waiter a ..... ?' 'I don't think so. The service was very slow.'  
 A. bill                                      B. bribe                                      C. tip                                      D. fee
2. Bob is a real pain in the..... . He's so annoying and never leaves us alone.  
 A. back                                      B. head                                      C. heart                                      D. neck
3. I had a headache so I ..... myself, left the party and went home.  
 A. apologised                                      B. excused                                      C. evacuated                                      D. expressed
4. The exhausted soldiers had to ..... for twenty miles through the snow.  
 A. sprint                                      B. tiptoe                                      C. trudge                                      D. stroll
5. When Sue won her first tennis tournament, her mom was as proud as .....  
 A. a peacock                                      B. a fox                                      C. a lion                                      D. a beaver

.....p. / 5p.

**Zadanie 9. (5p.)**

Przeczytaj poniższe zdania i zastąp podkreślone w nich słowa odpowiednimi wyrażeniami podanymi w ramce. Trzy wyrażenia zostały podane dodatkowo i nie pasują do żadnego zdania. Odpowiedzi wpisz do tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- |                     |                                      |                     |
|---------------------|--------------------------------------|---------------------|
| A. so pig-headed    | B. to get on my high horse           | C. such a big-head  |
| D. as hard as nails | E. to have the blues                 | F. as dry as a bone |
| G. donkey's years   | H. to have butterflies in my stomach |                     |

1. They've been going out together for a very long time.
2. Don't expect any sympathy from your boss; she seems indifferent.
3. Helen is always boasting. She tends to be superior.
4. Oh dear - I'm beginning to get nervous now. I always feel like that before an exam.
5. Tom usually seems to feel sad and depressed during the winter time.

|    |    |    |    |    |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|    |    |    |    |    |

.....p. / 5p.

**Zadanie 10. (5p.)**

Uzupełnij poniższe zdania, wstawiając właściwe słowo spośród podanych tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Dwa słowa zostały podane dodatkowo i nie pasują do żadnego zdania. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

|                                     |
|-------------------------------------|
| OUT IN AFTER THROUGH OVER AWAY INTO |
|-------------------------------------|

1. The defenders of the castle were forced to give ..... because their supply of food was exhausted.
2. One of our employees ran ..... with the money from the safe.
3. After using this new cream, Susan's face broke ..... in spots.
4. The press conference will be ..... before 9 o'clock.
5. I hope you came ..... all that money honestly.

.....p. / 5p.

### Zadanie 11. (5p.)

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Wybraną odpowiedź A, B, C lub D zaznacz znakiem „X”. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

#### Ambassadors of Joy

Clowns – funny-looking strange-acting individuals in ridiculous clothes and bizarre make-up. Clowns do silly things to make people laugh. While some of us find clowns quite funny, others find them truly frightening. Regardless of the feelings they invoke, few of us have probably tried to think more broadly of the clowning business. But you need to know that there is a whole philosophy behind clowning. And history, too.

#### History

The institution of clowns, whose role was entertaining rulers, has existed for thousands of years. You will find examples of clowning in almost every culture throughout the centuries. There is evidence that the Egyptian Pharaoh Dadkeri-Assi had a jester in about 2500 B.C. In ancient Egypt, African Pygmies were usually employed to entertain pharaohs and their families. Ancient Rome also had its clowns, several types, in fact. There were Sannio (mimes who specialized in hilarious grimaces), Stupidus (mimics), Scurra (a lower-class clown with characteristic of having physical oddities), and Moriones and Stulti (mentally retarded).

The most famous clown in ancient China was Yu Sze who persuaded emperor Shih HuangTi (about 300 B.C.) not to paint the Great Wall, thus saving thousands of lives (the construction of the Wall itself had already claimed thousands of labourers). Poland's best known joker was Stańczyk who served three kings: Alexander, Sigismund the Old and Sigismund August. He was one of those pranksters who used their humour to influence the political decisions of the ruler. That was, by the way, one of the characteristic features of court jesters – they were allowed to speak out and present their opinions on rulers' decisions and even criticize them, while everyone else was expected to remain silent. It turns out that they were often very intelligent individuals who were able to affect the decision-making process and whose job was something more than just being funny.

#### Types of clowns

There are several types of modern clowns, but sometimes their features may overlap to an extent and other features are not necessarily clearly specified.

The first type, and the one which comes to most people's minds when they think of clowns, is **the whiteface clown**. This is the most intelligent, serious and all-knowing type of clown (if clowns can ever be perceived as smart). A ringleader that remains at the top of the pecking order, the whiteface is also bossy and cocky, often acting as a boss to other clowns. Whiteface clowns wear make-up that consists of a white base (on the face and neck; in European tradition ears are painted red) and eyes and mouth accented in red and black. The costume of a whiteface clown can be practically anything that fits the situation and character of a given individual. The whiteface is the oldest clown type, with its roots in the ancient Greek theatre.

The **Auguste clown** is another clown type. This clown is much less intelligent and much more funny than the whiteface clown. The make-up and outfit of an auguste is highly exaggerated. The make-up base is not white, but more of a flesh colour (pink or tan). The eyes and mouth are outlined with white. The costume is usually a combination of elements that form an awkward whole – they are either too large or too small, with large patterns, braces, tiny hats and oversized coats. Exaggeration and contrast are what matters in this respect. An auguste is inferior to a whiteface and will often be instructed by one when performing together. Naturally, as a rather slow-witted individual, an auguste will have difficulty doing exactly what they are told by a whiteface.

The last category of clowns is the **character clown**, who adopts a distinctive character of some type, which may encompass a number of things. The two most popular types in this category are the American tramp and hobo clowns. They both wear ragged and torn clothes (but never dirty) and their make-up is similar to that of the auguste clown but more delicate. What distinguishes them is their attitude: while both are rather down on their luck, the tramp will be deeply unhappy about this fact, while the hobo retains high spirits, believing that everything will be all right.

#### Doctor Clowns

Apart from entertaining people, these days clowns have one more important task to fulfill – they help ill children in hospitals to recover. Everything began in the USA in the 1960s where it was discovered that laughter could enhance the effectiveness of medical therapy. Groups of volunteer doctors have been visiting little patients in hospitals dressed as clowns believing that by making children laugh, they help them recover faster or at least improve their lives within hospital walls.

#### Are clowns really funny?

Unfortunately, not everybody associates clowns with fun and laughter. Believe it or not, but there are people who are actually terribly afraid of clowns. There is even the official name for it – coulrophobia. This type of phobia affects both children and adults and its origin usually lies in a bad childhood experience. For many children, clowns with their odd make-up and outfits are quite overwhelming or even scary.

Adapted from: *English Matters No. 25/2010*

1. According to the text the primary role of clowns is
  - A. to encourage important and influential people to make proper decisions.
  - B. to interest and amuse people with jokes, hilarious behaviour and strange appearance.
  - C. to criticize rulers of different countries thus changing the history of the world.
  - D. to do business with governors influencing thousands of lives of people.
  
2. Stańczyk, a famous Polish jester
  - A. was thought to be one of the most legendary royal jesters of his times.
  - B. served only Sigismund the Old, the father of Sigismund August and son of Alexander.
  - C. was not permitted to speak out in the presence of a king.
  - D. was expected to remain silent among people.



3. The whiteface clown

- A. is the oldest clown type being strongly connected with ancient Roman culture.
- B. always behaves optimistically believing that everything will be positively solved out.
- C. is perceived as one of the wittiest type of clowns being superior to other clowns.
- D. originates from the Auguste clown type with the similar costume.

4. Doctor Clown type

- A. is one of the new categories of clowns known as character clowns.
- B. has a role of helping young patients to overcome their medical problems.
- C. has its roots in American history of tramp culture.
- D. is believed to help elderly people to recover faster within hospital walls.

5. Coulrophobia

- A. is a type of fear of clowns affecting people regardless of age.
- B. is usually connected with some excellent and unforgettable experience from childhood.
- C. is a phenomenon connected with the influence of clowns on sick people.
- D. is the official name for the positive influence of clowns on people.

.....p. / 5p.

# ***BRUDNOPIS***