

KONKURS PRZEDMIOTOWY Z JĘZYKA ANGIELSKIEGO
dla uczniów dotychczasowych gimnazjów w roku szkolnym 2017/2018

Finał wojewódzki 15.03.2018 r.

Na wykonanie wszystkich zadań przeznaczona jest 90 minut.

Zadanie 1. (max 7 pkt)	Zadanie 2. (max 8 pkt)	Zadanie 3. (max 6 pkt)	Zadanie 4. (max 10 pkt)	Zadanie 5. (max 9 pkt)	Razem (max 40 pkt)

I. Usłyszysz dwukrotnie wywiad radiowy. W punktach 1-7 wybierz odpowiedź zgodną z treścią nagrania. Zakreśl literę a, b lub c.

(0 - 7 pkt)

- Visitors to Deep-Sea World can
 - touch the sharks.
 - get very close to the sharks.
 - see the sharks in their natural habitat.
- How did Sue's friends feel about her dive?
 - They were worried about her.
 - They reacted in different ways.
 - They all thought she was very lucky.
- Why was Sue not allowed to wear all her diving equipment?
 - in order to protect the animals and plants.
 - in order not to frighten the sharks.
 - in order to prevent damage to the glass tank.
- How many other people did she dive with?
 - three
 - four
 - five
- The divers were warned that the sharks could
 - bite them
 - damage their breathing equipment.
 - break an arm or a leg.
- According to Sue, sharks may attack people when
 - they do not have enough food.
 - they feel threatened.
 - they are in the breeding season.
- Sue and her friends had to make sure
 - they didn't step on any fish.
 - they didn't stay in the tank too long.
 - they kept swimming all the time.

II. Uzupełnij poniższe zdania. Liczba kresek jest równa liczbie liter brakującego wyrazu. Nie wolno zmieniać żadnej z podanych liter.

(0 - 8 pkt)

- The ships were __ r __ visible through the thick fog.
- "I wonder what this envelope __ n _____." "Well, open it and see."
- Our tent wasn't completely w __ r _____ and the rain came through.
- Please, draw the __ r _____ s and switch the light on.
- The other boys were very e _____ s of Pete's new bike.
- A lot of people don't understand that uncontrolled tourism can e __ n __ r wildlife.
- These flowers are not real. They are _r _____, made of plastic.
- The development of industry has brought about numerous changes in the __ v _____.

III. Przeczytaj uważnie poniższy tekst, a następnie do kolejnych fragmentów (od 1. do 6.) właściwe tytuły spośród znajdujących się pod tekstem propozycji (od A do G). Wpisz w wykropkowane nad poszczególnymi fragmentami miejsca symbole literowe tytułów, tak jak w przykładzie (0).

(0 - 6 pkt)

(0).*H*.....

(0) For many people gestures are an integral part of their speech, and communicating without hand movements of some kind would be difficult, if not impossible. Once considered meaningless and rather distracting, gesticulation is now being taken more seriously as a means of communication, and has been the subject of a great deal of research in recent years.

1.

1. Politicians have long recognized the importance of gestures and many are taught how to use their hands effectively. Zoologist Desmond Morris has identified at least 11 different gesticulations employed by politicians to add emphasis to their words and convey the strength of their emotions. The thumb and forefinger joined at the tip, for example, accompany the words of a speaker as he or she gives a precise detail or explanation, whereas a hand cutting vigorously and repeatedly through the air helps to make a point very forcefully.

2.

2. Hands, of course, can also be used to convey meaning more directly and give important information in a conversation. They can even replace speech when demonstrating the size and shape of an object, or showing the direction someone needs to take in order to reach their destination. Early tribesmen used their finger to indicate direction, usually to show other members of the tribe the location of an animal being hunted. Rather like an arrow being aimed at a distance target, the higher the finger was pointed, the further away the animal was.

3.

3. Recent studies in the US, however, reveal that gestures not only enable us to convey meaning to the listener, but they also aid memory and help speakers find the words they need to express their thoughts and ideas. In one experiment, volunteers were asked to give the word for the following definition: 'an ancient instrument used for calculations'. Those who were allowed to gesture made motions of using the instrument before coming up with the word, 'abacus'; those who were prevented from moving their hands failed to think of the word or took longer to do so.

4.

4. In another study it was found that we tend to gesture more when we try to define words such as 'above' or 'next to', which indicate the position of something, than when defining more abstract ideas, such as 'thought' or 'information'. People who gesture a lot often turn abstract notions into more physical representations: 'comprehension' can be expressed by moving the hands as if you were taking hold of something; 'freedom' can be understood as 'having no frontiers', an idea which is easier to represent with the hands.

5.

5. Some people gesture more than others, in some cases as much as 40 times more, according to psychologist Robert Kruss of Columbia University in the US. He believes that the speaker's mother tongue has a lot to do with this; the more rhythmic a language, the more gestures its speakers will use. He quotes a study in New York in the 1940s, which found that Italian and Jewish immigrants used their hands more than any groups. The Jews tended to use small gestures whereas the Italians were less restrained.

6.

6. More modern researchers have spent a considerable amount of time investigating gesturing in young people who have been blind from birth. They have discovered that when blind people communicate with each other, they use their hands just as much as sighted people, despite the fact that the speaker knows the listener cannot see his or her gestures. What is more, they use

a similar range of gestures to those used by sighted people, suggesting that hand movements are not necessarily learnt by observing others.

- A) Gestures help us to remember words.
- B) The language we speak may influence how much we gesture.
- C) Words are not always necessary to get the message across.
- D) The gestures we use may be inherited.
- E) Gestures can help to reinforce what we say and feel.
- F) Foreign speakers of English gesture more than native speakers.
- G) Less physical concepts can be explained with gestures.
- H) *More importance is now given to the role of gestures (przykład).*

IV. **Wybierz, zakreślając kółkiem, jedną z czterech propozycji (a, b, c, d) uzupełnienia luk w tekście.** (0 - 10 pkt)

The Nobel Prize

Alfred Bernhard Nobel, born in Sweden in 1833, was a chemist and mechanical engineer. Being obsessed with explosives, he experimented with different substances. In (1), the experiments were so dangerous that Alfred Nobel's factory blew up by accident killing his brother and four other people.

2) the accident, he continued experimenting and invented different safer explosives (3) as dynamite. This discovery made him a fortune. In his will he left money to establish a fund to award prizes, in his name, (4) are given to people who help humankind in various ways.

Set (5)..... in 1901, the Nobel prize is without (6)..... the highest award anyone can receive. To (7) out who will be awarded the prizes is a difficult job and has often caused great debate and controversy. The Nobel Committee are the judges (8) decide who will get the award.

Six people are chosen every October and awarded for their (9) and achievements, in the fields of physics, chemistry, medicine, literature, economics and peace. Candidates' discoveries are checked carefully, (10) be fair. Each Nobel winner receives £250 000pounds and a gold medal.

- | | | | | |
|-----|-------------|----------------|------------------|----------------|
| 1) | a) addition | b) other words | c) fact | d) this case |
| 2) | a) Despite | b) Although | c) In spite | d) Though |
| 3) | a) such | b) like | c) for example | d) alike |
| 4) | a) whom | b) who | c) whose | d) which |
| 5) | a) out | b) up | c) off | d) on |
| 6) | a) warning | b) delay | c) a doubt | d) fail |
| 7) | a) work | b) stand | c) try | d) turn |
| 8) | a) whom | b) which | c) whose | d) who |
| 9) | a) search | b) research | c) investigation | d) examination |
| 10) | a) in case | b) so that | c) so as to | d) in order |

V. **Wybierz, zakreślając kółkiem, jedną z czterech propozycji (a, b, c, d) uzupełnienia luk w poniższych zdaniach.** (0 - 9 pkt)

1. I suggest _____ there next Sunday.
 - a) us to go
 - b) we went
 - c) for us to go
 - d) that we should go

2. I know I _____ but I did not feel like doing that.
 - a) must have helped her
 - b) could have helped her
 - c) should help her
 - d) ought have helped her

3. He doesn't remember the sources from _____ he gathered the information for his project.
 - a) whose
 - b) which
 - c) where
 - d) whom

4. He denied _____ the money.
 - a) to take
 - b) take
 - c) to have taken
 - d) having taken

5. It's time the children _____ to bed.
 - a) went
 - b) have gone
 - c) go
 - d) would go

6. I know I will not need your help, _____ .
 - a) so will she
 - b) so she will
 - c) but she will
 - d) but she will not

7. I wish she _____ the reward. She deserves it.
 - a) was given
 - b) had not given
 - c) had given
 - d) had been given

8. It was _____ heavy luggage that we couldn't carry it.
 - a) so
 - b) much
 - c) such
 - d) such a

9. Sheila won't phone us until she _____ some news.
 - a) had
 - b) is having
 - c) will have
 - d) has