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Imię i nazwisko ucznia

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Pełna nazwa szkoły

Liczba uzyskanych punktów

**ZESTAW ZADAŃ KONKURSOWYCH Z JĘZYKA ANGIELSKIEGO  
DLA UCZNIÓW GIMNAZJUM  
ROK SZKOLNY 2017/2018**

**ETAP TRZECI**

**Instrukcja dla ucznia**

1. Zestaw konkursowy zawiera 7 zadań.
2. Przed rozpoczęciem pracy sprawdź, czy zestaw zadań jest kompletny.  
Jeżeli zauważysz usterki, zgłoś je Komisji Konkursowej.
3. Zadania czytaj uważnie i ze zrozumieniem.
4. Odpowiedzi wpisz w arkuszu w miejscach do tego wyznaczonych.
5. Rozwiązania zapisuj czarnym lub niebieskim długopisem lub piórem. Rozwiązania zapisane ołówkiem nie będą oceniane.
6. Wszelkie notatki możesz sporządzać w brudnopisie, który nie będzie oceniany.
7. Pod każdym zadaniem, z prawej strony, podano liczbę punktów możliwych do uzyskania.
8. Staraj się nie popełniać błędów przy udzielaniu odpowiedzi, ale jeśli się pomylisz, błędne zapisy wyraźnie przekreśl.
9. Nie używaj korektora.

Czas pracy:  
**90 minut**

Liczba punktów  
możliwych  
do uzyskania: 40.

**Pracuj samodzielnie.  
POWODZENIA!**

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Zatwierdzam

Przewodnicząca  
Wejewódzkiej Komisji Konkursowej  
*Ewa Zakosćielna*  
mgr Ewa Zakosćielna

Kurator Oświaty  
w Lublinie  
*Teresa Misiuk*  
mgr Teresa Misiuk

## Zadanie 1

Usłyszysz dwukrotnie wypowiedzi pięciu osób mówiących o komunikowaniu się za pomocą najnowszej technologii. Do każdej z osób dopasuj zdanie, które najbardziej pasuje do jej wypowiedzi. UWAGA! Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi wpisz w wyznaczone miejsca pod zadaniem.

This person...

- A. ...has recently learned about some of the negative effects of excessive online communication.
- B. ...has witnessed great changes in the way we communicate over recent years.
- C. ...is quite happy for any photos of themselves to be posted online.
- D. ...wishes people would talk more in person.
- E. ...enjoys being able to contact all friends with the same message at once.
- F. ...thinks limiting teenagers' access to technology is unfair.

1.1.                      1.2.                      1.3.                      1.4.                      1.5.  
\_\_\_\_\_

\_\_\_\_\_/5p

## Zadanie 2

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D.

### **I don't like the Prince of Wails!**

A boy of three caused a lot of noise yesterday when he screamed, "I don't like Prince Charles" as the Royal prepared to make a speech at a school. A teacher had to comfort the upset boy named only as Henry. And quick-witted Charles told his audience, "I'm glad I can have that effect at my age."

There was laughter when he added that he ought to continue his speech quickly "in case I have an even worse effect on all other children."

Henry's emotional reaction came as 54-year-old Prince started to speak at the Eagle House School in Sandhurst, Berkshire. And blond Henry, of Crowthorne, had the same view after Charles left. Asked if he had changed his mind, he said firmly, "No, I don't like him."

Asked if the royal visitor was scary, he nodded his head and rubbed his eyes. Nursery teacher Sally Clarke said: "He's a delightful little boy. He didn't like him coming on a helicopter. That was what frightened him." Henry was one of many children in special costumes as Charles attended the private school's Tudor Fair to celebrate the opening of a

replica 16th-century house which the children helped build. The kids were putting the finishing touches to the house during the visit, and Charles shook the muddy hand of 12-year-old Daniel Cooke. And as Toby Chittelborough, Hamish Fletcher and Douglas Chun walked up and down in mud Charles said: “Are you having a jolly time? Oh, what fun.”

The Tudor House took three years to finish and will be used for history lessons, events and small concerts. Charles, who is patron of The Prince’s Foundation for the Built Environment, was told how the house was made of green oak and hundreds of joints and pegs, which the youngsters helped to craft.

2.1. The report concentrates on the little boy because

- A. he was too young to be at school.
- B. his behaviour was quite unexpected.
- C. his name was Henry.
- D. the author of the text clearly suggests that nobody should disturb the Prince.

2.2. When he saw what had happened, Prince Charles was

- A. glad that he could still frighten children.
- B. sorry that his speech was boring.
- C. quite amused by the whole situation.
- D. too quick to answer.

2.3. From the passage we cannot learn anything about Henry’s

- A. character.
- B. age.
- C. family.
- D. home town.

2.4. From the text we can guess that some children were wearing

- A. school uniforms
- B. historical costumes
- C. their best clothes.
- D. fancy dress costumes.

2.5. The replica house was built of

- A. wood.
- B. brick.
- C. stone.
- D. cardboard.

### Zadanie 3

We wszystkich przykładach, każde z trzech zdań można uzupełnić TYM SAMYM słowem (patrz przykład 3.0.). Zastanów się jakie to słowo i wpisz je w wyznaczone miejsce pod zadaniem.

- 3.0. The riots presented a considerable risk to *life* and property.  
The building began *life* as a church.  
Try to put some *life* into your painting.  
*Life*
- 3.1. I need to \_\_\_\_\_ 5 pounds if I am to fit inside my suit.  
It's an awful thing to \_\_\_\_\_ someone dear to you.  
You might as well go for it – you've got nothing to \_\_\_\_\_ in any case.
- 3.2. We sat and talked by the \_\_\_\_\_ of the fire.  
They set out at first \_\_\_\_\_ for the summit.  
These discoveries may throw new \_\_\_\_\_ on the origins of man.
- 3.3. Susan is not the \_\_\_\_\_ to get annoyed.  
\_\_\_\_\_ in your login and password in order to access your account.  
Your hair \_\_\_\_\_ requires a specific shampoo.
- 3.4. Suzy sold the old guitar. She didn't need it as she used it once in a \_\_\_\_\_ moon.  
Just out of the \_\_\_\_\_ she came into the kitchen to tell us the news.  
Leave Sarah alone. She's feeling \_\_\_\_\_ as her boyfriend dumped her yesterday.
- 3.5. You need to \_\_\_\_\_ all applications before shutting down your computer.  
Should the factory \_\_\_\_\_ down, 100 people will lose their jobs.  
Mike's had three car accidents, plus a few other pretty \_\_\_\_\_ shaves.

3.1. \_\_\_\_\_ 3.2. \_\_\_\_\_ 3.3. \_\_\_\_\_  
3.4. \_\_\_\_\_ 3.5. \_\_\_\_\_

\_\_\_\_\_/5p

### Zadanie 4

Do każdej luki dobierz jedno z podanych czterech słów tak, aby otrzymać logiczne i gramatycznie poprawne zdanie. Odpowiedzi wpisz w wyznaczone miejsca pod zadaniem.

- 4.1. "Cormier, Cormier...hmm, the name does \_\_\_\_\_ a bell.  
a. strike                      b. touch                      c. ring                      d. hit
- 4.2. Everyone wanted to go out \_\_\_\_\_ John.  
a. apart                      b. unless                      c. except                      d. expect

4.3. Police \_\_\_\_\_ that a terrorist group is responsible for the killings.  
a. suspect                      b. fancy                      c. suppose                      d. accuse

4.4. John and Miranda fell in love \_\_\_\_\_ first sight.  
a. at                      b. on                      c. by                      d. under

4.5. \_\_\_\_\_ we get to the top of the hill this path becomes much easier.  
a. Finally                      b. At the time                      c. Eventually                      d. Once

4.6. I tried to contact her about a hundred times, but I couldn't \_\_\_\_\_.  
a. get on                      b. get through                      c. get over                      d. get across

4.7. "I'm afraid you can't get your money back unless you can show me the \_\_\_\_\_."  
– the shop assistant said.  
a. prescription                      b. recipe                      c. receipt                      d. reception

4.8. I'm afraid the strike will \_\_\_\_\_ all trains in the Paris area.  
a. demand                      b. affect                      c. effect                      d. contain

4.1.        4.2.        4.3.        4.4.        4.5.        4.6.        4.7.        4.8.  
\_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_

\_\_\_\_\_/4p

### Zadanie 5

**Uzupełnij drugie zdanie tak, aby znaczyło to samo, co pierwsze, wykorzystując podany wyraz. Użyj od dwóch do pięciu słów. Nie zmieniaj formy podanego wyrazu.**

5.1. As she gets a higher salary, she buys more pairs of shoes.

#### **MORE**

The \_\_\_\_\_ pairs of shoes she buys.

5.2. The gardener has mown the lawn in their garden.

#### **HAVE**

They \_\_\_\_\_ in their garden.

5.3. I don't earn enough to buy this luxurious mansion.

#### **AFFORD**

I \_\_\_\_\_ this luxurious mansion.

5.4. The Browns bought the car five years ago.

### HAD

The Browns \_\_\_\_\_ five years.

5.5. We don't have enough boxes to pack everything.

### TOO

We \_\_\_\_\_ pack everything.

5.6. "Sam, you broke my precious vase!" – she said.

### OF

She \_\_\_\_\_ her precious vase.

\_\_\_\_\_/6p

### Zadanie 6

**Dopasuj osoby do opisów po prawej stronie. Odpowiedzi zapisz w wyznaczone miejsca pod zadaniem. UWAGA! Jeden opis z prawej strony podano dodatkowo i nie pasuje on do żadnej z osób.**

6.1. David Cameron

6.2. Oprah Winfrey

6.3. Bono

6.4. John Lennon

6.5. Ernest Hemingway

6.6. George Orwell

6.7. Sean Connery

6.8. Andy Murray

6.9. Céline Dion

6.10. Condoleezza Rice

A. an American politician

B. a Scottish tennis player

C. an English writer

D. a Canadian singer

E. a former British Prime Minister

F. an Irish singer and songwriter

G. an American talk-show host

H. an English singer and composer

I. an English scientist

J. a Scottish actor

K. an American novelist

6.1. \_\_\_\_\_ 6.2. \_\_\_\_\_ 6.3. \_\_\_\_\_ 6.4. \_\_\_\_\_ 6.5. \_\_\_\_\_

6.6. \_\_\_\_\_ 6.7. \_\_\_\_\_ 6.8. \_\_\_\_\_ 6.9. \_\_\_\_\_ 6.10. \_\_\_\_\_

\_\_\_\_\_/5p



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\_\_\_\_\_/10p

BRUDNOPIS