



VII Powiatowy Konkurs „W pogoni za indeksem”
język angielski
pod honorowym patronatem Dolnośląskiego Kuratora Oświaty
etap rejonowy



IMIĘ I NAZWISKO (DRUKOWANYMI LITERAMI)

.....

SZKOŁA (DRUKOWANYMI LITERAMI)

.....

NAUCZYCIEL PRZYGOTOWUJĄCY (DRUKOWANYMI LITERAMI)

.....

CZĘŚĆ PIERWSZA – ROZUMIENIE ZE SŁUCHU

Zadanie 1. Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat nawyków żywieniowych. Do każdej osoby (1-5) dopasuj zdanie podsumowujące jej wypowiedź (A-F). Wpisz odpowiednie litery obok cyfr.

UWAGA! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

1....., 2.....,3.....,4....., 5.....

- A) I have to watch what I eat for a specific period of time.
- B) I would like to improve my eating habits but this is difficult.
- C) It is chance for us to be together.
- D) I like eating just before bedtime.
- E) I don' t worry too much about my diet.
- F) I watch what I eat for professional reasons.

Adapted from: Pearson

Zadanie 2.

Usłyszysz dwukrotnie wywiad z kaskaderem. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę a, b lub c.

1. The most important quality for a stuntman is:
 - a) physical fitness.
 - b) patience.
 - c) mental strength.

2. Brian worries most about:
 - a) doing his stunts correctly.
 - b) repeating the same scene again.
 - c) getting an injury.

3. In order to become a stuntman, you must:
 - a) start early.
 - b) be a professional athlete.
 - c) have unique abilities.

4. Brian says his job:
 - a) involves too many dangers.
 - b) is varied.
 - c) is better than a typical job.

5. In the interview, Brian talks about:
 - a) the ways stuntmen deal with danger.
 - b) different aspects of a stuntman's job.
 - c) the reasons people become stuntmen.

Adapted from: Pearson

CZĘŚĆ DRUGA – ROZUMIENIE TEKSTU CZYTANEGO

Zadanie 3. Przeczytaj tekst, a następnie w zdaniach 1-6 wybierz zgodne z tekstem zakończenie. Zaznacz odpowiedź: a, b, c lub d.

TEENAGE GAMBLING

By Robert R. Perkinson, Ph.D

Jerry is sixteen years old and has just started his fight against his addiction. He takes part in Gamblers Anonymous meetings every day. ‘I started by betting on sports games’, he says. ‘I’m an American football fan, but I bet on every sport: basketball, baseball, soccer, even tennis. I did pretty well at first. I made a lot of money and really enjoyed it. Then I discovered Internet gambling. This was even better: I could stay up all night betting. True, I had problems at school, but who needed school? I had all this money and I didn’t think I needed an education. But then I started losing. I couldn’t make a single good bet, and If I won, I put all the money on another bet. I tried to stop but I kept going back. It was as if the computer owned me. I was at it all day and all night sometimes, trying to make up the losses. And I was finding it harder and harder to do my school work. It became really desperate and I had to steal from my parents. When the truth finally came out, the family was thousands of dollars in debt’.

Seventy years ago gambling was considered immoral and it was illegal to gamble in the USA. Today, however, you can gamble in all but three states: Hawaii, Utah, and Tennessee, and there are a lot of people like Jerry. It is possible to win a lot of money and gambling can be difficult to resist, particularly for people who need money. This isn’t a problem for most gamblers, who are able to gamble for fun and stop when they want. Others, however, find it impossible to stop and become trapped in addiction as powerful as drug addiction. You would hope that the law would protect teenagers from such a dangerous problem. However, even though it is illegal for teenagers to gamble, a recent survey of 21, 297 high-school students found that 53% of the students had gambled in the last twelve months and 7% reported significant gambling problems.

Gambling as an addiction can be treated in the same way as other addictions. To recover, gamblers first need to be honest with themselves and others, go to recovery group meetings, such as Gamblers Anonymous, and help other people there. Secondly, money should be carefully controlled. Addicted gamblers shouldn’t be allowed to have large amounts of money with them. Instead someone responsible should keep the money and give them the exact amount they need each day. After the gambler begins to recover, they



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can gradually take control of their finances. Statistics show that 50% of gamblers overcome addiction with treatment only, and 70% if they go through treatment and regularly attend Gamblers Anonymous meetings.

Adapted from OUP

1. What do we first learn about Jerry?
 - a) He is having treatment for an addiction.
 - b) He does not need treatment any more.
 - c) He is planning addiction therapy.
 - d) He has refused therapy.
2. When Jerry first started gambling, he
 - a) did not enjoy it very much.
 - b) gambled on the Internet.
 - c) gambled to finance his education.
 - d) had a lot of success.
3. When Jerry started losing,
 - a) he stopped making new bets.
 - b) he gambled even more.
 - c) his parents lent him some money.
 - d) he wanted to sell his computer.
4. Today, in the USA
 - a) everyone gambles.
 - b) gambling is illegal in only a few states.
 - c) people think gambling is immoral.
 - d) gambling is less popular than 70 years ago.
5. A survey of high-school students showed that

- a) most know that gambling is illegal.
- b) most would like to try gambling.
- c) more than a half gambled last year.
- d) drugs are more of a problem than gambling.

6. Gambling addicts who are being treated

- a) should not be able to get money easily.
- b) must not contact other gamblers.
- c) are less likely to recover if they go to meetings.
- d) are given drugs to help with their addiction.

Zadanie 4. Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 1-4 litery, którymi oznaczono brakujące zdania (A-E), tak, aby otrzymać logiczny i spójny tekst.

UWAGA! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Sydney's rich artistic heritage is beyond doubt, stretching back to Aboriginal engravings and drawings. So it seems only fitting that this city was chosen as the setting for Australian Opera. 1).....Until the 20th century this was a military site which then was used as a tram depot. As trams were phased out the building became redundant and was demolished in 1958 to make way for the Sydney Opera House.

Eugene Goossens, who in 1946 became the resident conductor of the Sydney Symphony, was the first to bring up the subject of building an Opera.2)..... In 1956, the government announced an international competition for the design of two concert halls attracting 233 entries from all over the world.

A young Danish architect, Jorn Utzon, saw the competition advertised in a Swedish architectural magazine and sent in his 10 drawings. On 29 January 1957 he was declared the winner.3)..... And this, unquestionably, has happened. One of the most recognisable images in the world today, the Opera is the ultimate symbol of Sydney in Australia.

The Opera's building, its unique shape resembling a ship at full sail, graces Sydney's harbour. But it took years to construct. 4)..... The works began in 1959 and it was 1961 before Utzon said of his roof that the 'interplay is so important that together with the sun, the light

and the clouds, it makes a living thing. In order to express this liveliness, these roofs are covered with glazed tiles’.

The final cost of Sydney Opera House, excluding the organ, was \$102 million and was primarily paid for by the specially created Opera House lottery. The Opera has four halls and was officially opened by Queen Elizabeth II on 20 October 1973.

- A. His drawings were said to present a concept of an Opera House which was capable of becoming one of the great buildings of the world.
- B. It took over 10 years for his dream to even have the chance to become a reality.
- C. This was because, at the time of its design, the magnificent roof was, arguably, beyond the capabilities of the engineers of the time.
- D. He rightly believed the project would make him rich and famous.
- E. Yet it was a long time before it became the home of music.

Adapted from: OUP

CZĘŚĆ TRZECIA: ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Zadanie 5: Przeczytaj tekst. Uzupełnij go, wpisując w każdą lukę (1-7) jeden wyraz z ramki w odpowiedniej formie tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

UWAGA! Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

BOOK, ATTEND, HEALTH, HAVE, ADOPT, BE, DEVELOP, GOOD,

A dog’s life

My wife and I have a dog. Her name is Izzy. We 1).....her since she was a puppy. When we 2).....her, we did the usual new-dog-owners thing and bought all the dog training 3)..... They said it’s 4).....for a pup’s 5).....to be left 6)..... for long periods during the day, and that we should do our 7).....to be at home as much as possible. Most days, that suits us: we work different hours, so there’s usually someone there to feed or walk her.



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Adapted from: *U* magazine

Zadanie 6:

Uzupełnij zdania 1-7, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

UWAGA! W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- 1) It was the first time (Sophie /be).....to France.
- 2) I wish (I /speak/).....German very well.
- 3) If Martha (give/me/).....a lift, I wouldn't have made it to the airport on time.
- 4) My bicycle (steal).....yesterday.
- 5) We've had a dog (3/year).....
- 6) If I were you, I (talk/Mark).....about it.
- 7) Yesterday at five o'clock I (watch/film).....when my Mum came into my room and told me to do my homework.

Adapted from: OUP

CZĘŚĆ CZWARTA: WYPOWIEDŹ PISEMNA

Zadanie 7.

Kilka dni temu przeczytałeś/aś fascynującą książkę. W e-mailu do kolegi/koleżanki z Nowego Jorku:

- **Napisz, jaką książkę przeczytałeś/-aś (autor, tytuł, gatunek itp.);**
- **Streść fabułę książki;**
- **Zachęć kolegę/koleżankę do przeczytania książki, wskazując na jej walory.**

Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić do 100 wyrazów. Oceniana jest umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

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A series of horizontal dotted lines for writing, arranged in 20 rows.



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A series of horizontal dotted lines for writing.