



Pierwsza edycja konkursu miedzyszkolnego

MAŁA MATURA

z języka angielskiego

15 maja 2010



UZYSKANE PUNKTY

--	--

KOD UCZNIĄ

--	--	--

I Rozumienie tekstu słuchanego

ZADANIE 1 (5 pkt)

Wysłuchasz dwukrotnie audycji w programie radiowym, w której ludzie wyrażają swoje opinie na temat mody i wyglądu zewnętrznego. Połącz osoby 1-5 z stwierdzeniami a-f. Jedno stwierdzenie nie pasuje do żadnej z osób. Za każdą poprawną odpowiedź otrzymasz jeden punkt.

- 1.1 Katie
1.2 Tom
1.3 Brian
1.4 Lisa
1.5 Veronica

- A. Some clothes in fashion shows are not designed to be worn by ordinary people.
B. If you buy clothes from the same shops as everyone else, you don't show your own style.
C. You may become a fashion victim if you pay attention to new fashions in magazines and on TV.
D. The clothes people wear can tell us something about their character.
E. Fashion is really important and we should obey it.
F. There is a link between what you wear and what kind of music you listen to.

Success intermediate; Stuart McKinlay, Bob Hastings, Monika Cichmińska, str.16.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 2 (3 pkt)

Usłyszysz dwukrotnie rozmowę pomiędzy Darią, Neilem i Hanifem na temat Internetu. Wpisz w kratkę obok zdania T (true) jeśli zdanie jest prawdziwe, F (false) jeśli zdanie nie jest zgodne z prawdą. Za każdą poprawną odpowiedź otrzymasz jeden punkt.

- 2.1 Daria doesn't think the Internet is as dangerous as some people say.
2.2 Hanif thinks it's a wonderful invention.
2.3 Neil thinks that you can do lots of cool things online, but you should be careful.

Success intermediate; Stuart McKinlay, Bob Hastings, Monika Cichmińska, str.23.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 3 (6 pkt)

Wysłuchasz dwukrotnie programu radiowego o egzotycznych zwierzętach. Spośród odpowiedzi A, B, C, D wybierz poprawną.

3.1 More and more people want to keep exotic pets because ...

- A.** there are so many of them.
- B.** they are becoming more and more popular.
- C.** it's getting easier to buy them.
- D.** they are so cute.

3.2 The British law is mentioned in the talk because ...

- A.** all exotic animals are illegal in Britain.
- B.** all exotic animals are dangerous to people.
- C.** you are not allowed to keep any dangerous pets in Britain.
- D.** you are not allowed to keep some dangerous pets in Britain.

3.3 The best way to get the necessary information about the pet you want to keep, is to ...

- A.** first of all, look for the information on the Internet.
- B.** most importantly, talk to vets about it.
- C.** use as many different sources of information as you can find.
- D.** just contact some people who have the same pets.

3.4 The advice concerning children and exotic pets is ...

- A.** never buy a pet if you have children
- B.** all exotic pets are harmful to your skin and eyes.
- C.** instead of buying an exotic pet, buy a less unusual pet, like a guinea pig.
- D.** all pets are a good idea if you have children.

3.5 It is important to remember that ...

- A.** exotic pets cost a lot.
- B.** the cost of keeping the pet may be higher than the cost of the animal.
- C.** food for exotic pets is always very expensive.
- D.** pet sitters for exotic pets are more expensive than for ordinary pets.

3.6 In general, the speaker's attitude towards keeping exotic pets is ...

- A. encouraging and enthusiastic.
- B. discouraging and pessimistic.
- C. threatening and scary.
- D. reasonable and balanced.

Success intermediate; Stuart McKinlay, Bob Hastings, Monika Cichmińska, str.59.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

II Rozumienie tekstu czytanego

ZADANIE 4 (4 pkt)

Przeczytaj fragment artykułu. Wpisz w każde z miejsc 4.1-4.4 literę A-E, którą oznaczone jest brakujące zadanie. Jedno z podanych zdań nie pasuje do tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Children of the street

Rob Thompson reports

Eduardo Drio, aged 16, does voluntary work with street children in his home city of Manila, the capital of Philippines.



' There are over 100 million children in the world who live on the streets because they have no home. I do voluntary work for an organisation which helps street children to get off the streets and to lead a normal life.

(4.1) _____ Street-working children make money by selling sweets and things. Then they go home. (4.2) _____ They live and work on the streets. They sleep on the pavement and in bus shelters. They beg, steal or sell things to make a living.

Here in Manila, our organisation found an area where there were lots of street children. We talked to about sixty of them and gave them food and first aid. (4.3) _____. Most of the kids won't tell

us about their backgrounds. But if they want to talk to us about their families and where they come from, we'll listen.

We've also started an education programme. (4.4) _____ We want them to make something of their lives.'

text - Snapshot Elementary; Brian Abbs, Ingrid Freebairn, Chris Barker, str. 102.

- A. If kids learn a trade, they'll have a chance of finding work.
- B. But street children have no home.
- C. We offer them medical help and something to eat.
- D. There is a big difference between street children and street-working children.
- E. Slowly they began to trust us and we persuaded them to come to our hostel to eat and sleep.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 5 (5 pkt)

Przeczytaj poniższy tekst. Następnie zdecyduj, które zdania podane w tabeli są zgodne z treścią tekstu (TRUE), które nie (FALSE), oraz te które nie zostały wspomniane (NOT GIVEN). Zaznacz znakiem (X) odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

SUNBEDS

In the UK, a country known for its bad weather and lack of sunshine, there appears to be an ever increasing number of very **tanned** young people. So just how are they achieving their golden tans? Some are opting for the sun-free option and are getting their tan from a bottle. However, it appears that others are turning to **tanning salons**, of which there are thousands in the UK.

So why do the British prefer to be **bronzed**? Often, they are trying to **emulate** their favourite celebrities, footballers, or footballers' wives. Research from the British **Sunbed** Association suggests that many people believe a tan makes them feel and look healthier.

This is a belief that is most definitely not shared by Cancer Research UK. They firmly state that being tanned is not a sign of health. In fact, they are strongly against young people using sunbeds. On their website, they state that people who use sunbeds before the age of 35 have a higher risk of **melanoma**.

The dangers of tanning did not appear to concern ten-year-old Kelly Thompson who **hit headlines** in April after receiving severe burns from spending 16 minutes on a sunbed. Kelly's mother was **horrified** that her daughter had been allowed to use the sunbeds and that the tanning salon **was**



unmanned. She noted that: “There was no one to give advice on using these potentially dangerous machines.”

Whether the British government has been **taking heed of** such recent tanning tragedies is not clear. What is clear however is that **self-regulation** in the sunbed industry looks unlikely to continue. Just after Kelly’s story was reported in the news, the government issued a statement advising that people under 18 should not use sunbeds and that all salons should be **supervised** by trained staff.

text - http://www.bbc.co.uk/worldservice/learningenglish/language/newsaboutbritain/2009/05/090616_nab_sunbed.shtml

		TRUE	FALSE	NOT GIVEN
5.1	The UK is renowned for its hot climate and sunny weather.			
5.2	Some people think a tan makes them look healthier.			
5.3	Cancer Research UK think that using sunbeds when you are young can lead to skin cancer.			
5.4	Ten-year-old Kelly Thompson was badly burnt after using a sunbed.			
5.5	The British government advises that no one under 21 should use sunbeds.			

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 6 (5 pkt)

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A-D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

MICHAEL JACKSON: WHITE AND BLACK?

Michael Jackson has fame, money and success. How did he become so important to so many people? The answer is simple. He is a great talent. He is a gifted singer and dancer who has given enormous listening pleasure to millions of people. But since 1982 his success has not been musical; he now depends on the myth of the ‘King of Pop’. People wonder what makes Michael Jackson so important if his music is now not

as successful as it used to be. Here the answer is not simple. According to Jackson, black people invented rock’n’roll and white artists, such as Elvis Presley, made it commercial. So he decided to become the Elvis Presley of his generation, and he succeeded. He thinks this made him important. There are similarities and differences between Jackson and Elvis. Like Presley, Jackson had to escape from a difficult early life. He had

to get away from his father, from the model of success in his early career, and from those who wanted to exploit him. As a result he attracted people's attention to real sources of his (and Elvis') inspiration: black singers and musicians. And it seems he sold more records than even Elvis and the Beatles together.

Michael Jackson has always believed that his success will unite the black and white communities. But to many black people his popularity is not only positive. For example, they criticize Jackson for trying to change the colour of his skin and so become more

acceptable to white society. Some of them also suggest that he has sold himself for money and fame.

For sure, Michael Jackson is controversial but he has still done something unusual. Thanks to his success, he has in part made up for all those black people who suffered because of their race. Think of the civil rights leader, Martin Luther King, who was so tragically shot dead. Think of the musical genius James Brown, whose career ended in financial disaster and prison. Michael Jackson may not be Martin Luther King, but perhaps he deserves more respect, too.

"Matura z języka angielskiego - testy"; Anna Bogobowicz, Hanna Mrozowska, Mariusz Misztal, Dominika Szmerdt, str. 137.

6.1 Until 1982 the main reason for Michael Jackson's success was

- A. music
- B. fortune
- C. a legend
- D. a royal title

6.2 Why did Michael Jackson decide to become the Elvis Presley of his generation?

- A. people didn't like his music anymore.
- B. he wanted to become as popular as other black singers
- C. he wanted to be a black artist with commercial success.
- D. he wasn't successful in doing his job as a dancer.

6.3 What makes Michael Jackson different from Elvis Presley?

- A. hard life as a child.
- B. number of records sold.
- C. sources of musical inspiration.
- D. need to get away from problems.

6.4 Some black people find it difficult to accept Michael because

- A. he wants to unite the black and white members of the society.
- B. he said he didn't like the colour of his skin.
- C. white people in the audience are more important to him than the black.
- D. money and popularity have become his most important aim.

6.5 Martin Luther King and James Brown are examples of black people who

- A. went through hard times because of the colour of their skin.
- B. were shot dead.
- C. had financial problems and ended their career as bankrupts.
- D. are just like Michael Jackson.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

III Część gramatyczno-leksykalna

ZADANIE 7 (5 pkt)

Zakreśl przyimki, które prawidłowo uzupełniają zdania.

7.1 She wore her hair in a style similar her mother.

- A. like B. from C. to D. with

7.2 People will always disagree on what is responsible global warming.

- A. with B. for C. to D. from

7.3 I think children should always listen their parents.

- A. - B. at C. in D. to

7.4 I have always been interested biology and chemistry.

- A. for B. in C. at D. –

7.5 Everybody laughed him at school but he didn't really care.

- A. at B. from C. to D. with

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 8 (5 pkt)

Zaznacz odpowiednie słowo.

8.1 Mary's very She tends to think everything over and she doesn't often make stupid decisions.

- A. sensible B. sensitive C. sulky D. gentle

8.2 He's a bit He likes telling people what to do.

- A. brave B. talkative C. bossy D. honest

8.3 Bill's wonderfully calm and I don't think I've ever seen him lose his temper.

- A. relaxed B. impatient C. stubborn D. generous

8.4 My sister is very She always cries when she hears something bad has happened to someone.

- A. sensible B. sociable C. responsible D. sensitive

8.5 Andrew's too He's never satisfied unless he's the best.

- A. selfish B. careful C. helpful D. ambitious

PRZENIEŚ ROZWIĄZANIA NA KARTEŃ ODPOWIEDZI !

ZADANIE 9 (5 pkt)

Jakie czynności wykonujemy na poszczególnych zajęciach szkolnych? Wybierz poprawną odpowiedź.

9.1 Maths

- A. play team sports B. solve problems C. study maps D. draw

9.2 Science (Physics, Chemistry, Biology)

- A. read set books B. paint C. do experiments D. study maps

9.3 Geography

- A. do physical activities B. play the drums C. study maps D. draw

9.4 Foreign languages

- A. do vocabulary exercises B. solve problems C. juggle D. learn to use software

9.5 Polish language and literature

- A.** learn to type **B.** read set books **C.** do experiments **D.** learn to pronounce new words

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ZADANIE 10 (7 pkt)

Wybierz poprawną odpowiedź: A, B lub C. Za każdą odpowiedź otrzymasz 0,5 pkt.

10.1 Yes, I'm really busy. I on a school Project for tomorrow.

- A.** work **B.** will work **C.** am working **D.** was working

10.2 No, she sport at all. She's always looked great, that's all.

- A.** doesn't do any **B.** hasn't done any **C.** is doing no **D.** don't do

10.3 When they her, she was feeling really sad.

- A.** were last seeing **B.** last saw **C.** could last see **D.** did last see

10.4 My dad for IBM, but he's changed his job.

- A.** used to work **B.** were working **C.** has worked **D.** works

10.5 I really hope I this poster next week.

- A.** finish **B.** have finished **C.** will finish **D.** finished

10.6 Gosh, if we him, he won't know what to do!

- A.** caught **B.** don't catch **C.** won't catch **D.** catch

10.7 No, no, you there so soon. I'm going to be busy here for another hour at least.

- A.** mustn't be **B.** won't be **C.** don't have to be **D.** can't be

10.8 Mary hasn't really understood your problem, ?

- A.** Has she **B.** hasn't she **C.** isn't she **D.** did she

10.9 Look, a lot of people here. What a great party!

- A.** there are being **B.** there is **C.** there are **D.** aren't there

10.10 Yes, we've done it all We're really proud.

- A.** ourselves **B.** ourself **C.** for yourselves **D.** ours

10.11 Well, I can't do anything about that dog – it's

- A.** their's **B.** their **C.** theirs **D.** them

10.12 Oh, I'd really like along but Mum said no.

- A.** to come **B.** coming **C.** I would come **D.** to have coming

10.13 Have you read interesting recently?

- A.** any book **B.** something **C.** anything **D.** some book

10.14 Could you do shopping in the afternoon? We need some food for dinner.

- A.** some **B.** any **C.** a **D.** lots of

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Cz. III testu częściowo zaczerpnięta z: "Egzamin gimnazjalny – repetytorium z testami"; Marta Rosińska, Grzegorz Spiewak

IV Wypowiedź pisemna

ZADANIE 11 (10 pkt)

W ramach kursu językowego, w którym bierzesz udział, jedna z uczestniczek przeprowadza ankietę na temat zainteresowań poszczególnych członków grupy. Uzupełnij ankietę pełnymi zdaniami. Pamiętaj o zachowaniu zasad gramatycznych oraz bogatym słownictwie.

- Napisz, jaki sport uprawiasz.
- Wyjaśnij, dlaczego wolisz tę dyscyplinę od innych.
- Napisz, co zbierasz.
- Opisz krótko swoją kolekcję.

PHYSICAL ACTIVITY

YOUR REASONS

ITEMS COLLECTED

YOUR COLLECTION



ZADANIE 12 (10 pkt)

Wybierz jedną z poniższych ilustracji i opisz ją. Limit słów 70-100. W razie potrzeby proszę korzystać z brudnopisu (ostatnia strona). Wersja końcowa powinna znaleźć się na czystopisie (str. 14).



