

# KONKURS JĘZYKA ANGIELSKIEGO DLA UCZNIÓW GIMNAZJÓW WOJEWÓDZTWA MAZOWIECKIEGO

## II ETAP REJONOWY

15 grudnia 2017



### Ważne informacje:

1. Masz 90 minut na rozwiązanie wszystkich zadań.
2. Po rozwiązaniu zadań przenieś odpowiedzi do wszystkich zadań (1-10) na **KARTĘ ODPOWIEDZI** znajdującą się na stronach 10-11 i zapisz je w miejscu na to przeznaczonym. Pamiętaj, że tylko zapisy na karcie odpowiedzi podlegają ocenie. Zapisy w arkuszu i brudnopisie nie będą oceniane.
3. Pisz czytelnie czarnym lub niebieskim długopisem lub piórem, nie używaj ołówka ani korektora. Jeżeli się pomylisz, przekreśl błąd i napisz odpowiedź ponownie.

**Życzymy powodzenia!**

Maksymalna liczba punktów	<b>50</b>	<b>100%</b>
Uzyskana liczba punktów		<b>%</b>
Podpis przewodniczącej RKK		

**Zadanie 1. (0-3 pkt)**

**Przeczytaj tekst. Do każdej luki (1-5) dopasuj właściwe zdanie (A-H) , aby powstał logiczny i spójny tekst. Trzy zdania zostały podane dodatkowo i nie pasują do żadnej luki. Przenieś rozwiązania na kartę odpowiedzi.**

**VET REUNITES WITH TURTLE YEARS AFTER SAVING IT**

If you are a family veterinarian who treats pets, you may get many chances to reunite with dogs and cats whose lives you saved. When you are asked to save injured wildlife, however, you may never know how things end up after your patient checks out. **1.** \_\_\_\_\_ That is what happened to one observant vet in southeast Ohio, who recently stumbled across a former patient she had treated years earlier.

Several years ago, a client brought Dr Shannon Moore, a vet, a box turtle that had been hit by a car. She used fiberglass to repair his broken shell and then released him in the woods. Recently, while walking on the hillside of the woods, she spotted a strange, or rather strangely familiar, pattern in the leaves. **2.** \_\_\_\_\_

Cars are a major threat to box turtles across North America, and even those fortunate enough to survive being run over may be left with a dangerously damaged shell. **3.** \_\_\_\_\_ One common approach involves drilling small screws into the shell on either side of the fracture, then wrapping wires around the screws and tightening the fracture closed. Another tactic relies on epoxy to seal the fracture, like the fiberglass coating. **4.** \_\_\_\_\_ For one thing, a turtle hit by a car may need medical treatment beyond its broken shell, possibly for things like shock, inflammation, infection or poor nutrition. **5.** \_\_\_\_\_ In this case, it seems that the turtle was fully grown, so it was OK to leave it with the fiberglass. But if the turtle is still growing, it is best to change its cast and apply a new one from time to time.

Dr Moore clearly feels gratified to have seen her patient again, although she does admit to wishing she had done at least one thing differently: "If I'd known the fiberglass was going to stick around 'forever,' I would have made it more stylish! I assumed it would drop off rather quickly."

*Adapted from: <https://www.mnn.com>*

- A.** Either way, a procedure like this should be left to vets or others with expertise.
- B.** To her amazement, there was her old patient with the fiberglass still on.
- C.** Plus, epoxy may not be the best solution for some younger turtles.
- D.** It looked odd and did not remind her of anything she had ever encountered.
- E.** For another, she doubted that a box turtle could make it for several years.
- F.** On the other hand, if you spend a lot of time in the wild yourself, maybe you will.
- G.** She does think that sometimes being a vet is the best thing there is.
- H.** There are a few ways to repair shell fractures in box turtles.

**Zadanie 2. (0-7 pkt)**

**Przeczytaj poniższy tekst. W zdaniach (1-3) wybierz dokończenie A, B, C albo D zgodne z treścią tekstu. Następnie znajdź w tekście wyrazy lub wyrażenia, które odpowiadają definicjom podanym w punktach 4-9. Wpisz je w formie odpowiadającej podanej definicji. Przenieś rozwiązania na kartę odpowiedzi.**

EMMA NAPPER'S CHILDHOOD DREAM

When I was about 6 or 7, my teacher asked the class what we wanted to be when we grew up, and I said, "David Attenborough." I used to watch his programs and think, "The natural world is amazing, I want to spend time in it".

So nobody was surprised when, after graduating from high school, I wanted to study biology. Just before going to university I'd written to the BBC saying I wanted to work with them, but I'd never heard anything back. My studies went so well that I decided to start a PhD. My professor advised me to do advanced research on a butterfly that lives with ants. Then one day, about 12 years ago, the BBC rang me and said they were interested in my scientific research. They had read a paper about the behavior of butterflies and ants written by my professor, who then passed them onto me because he knew I was into TV. I said, "If you want to come and film it, please, please, please, can I just help you for a week, or watch what you're doing?" They filmed the butterfly and the ant, and I helped them film the sequence. They needed the shots for a nature documentary series entitled "Life in the Undergrowth", which was, of course, written and presented by David Attenborough. After that week, I kind of just begged "Can I have another week? And another week?" – and they haven't gotten rid of me since.

I liked being a scientist, but having helped them I realized that getting higher and higher university degrees wasn't exactly what I wanted to do. So I just said, "Have you got a job?" And they said, "OK, yeah, we'll take you on as a junior researcher. You have a sound knowledge about insects, which the program is about, so you'll be a valuable asset to it." I was probably on that production for around nine months, finding stories and filming bits and pieces, then I got to stay past that and eventually got a permanent job.

Most people in the Natural History Unit have got a biological background, because it's so essential to be able to watch the animals and predict their behavior. The media part of it, all the cameras and everything else, you learn on location. It seems really daunting at first, especially all the technology. It's just a scary amount of stuff that you have to learn. It takes a long time, but it's easier to do that than it is to know all about camera stuff and not be able to understand what the animals are doing. You've got to have a feeling for nature, because you have to spend a long time in the field in basic conditions watching animals, so if that isn't your major interest, it could be a fairly difficult job.

After *Life in the Undergrowth*, they gave me some other insect programs to do. I was also allowed to branch out, and worked on a program about mammals. Having the chance to produce my own film was amazing, and those years were incredible.

The very cool thing about this job is that it's never the same, because there are an infinite number of stories out there, and animals are always doing new and exciting things. For instance, in 2014 we set off to the middle of Brazil to film a new species of dolphin. We stayed in a hut on a little piece of dry land in a flooded forest. There were four of us sharing one room, plus every other animal that wanted to keep dry – hundreds of spiders, a very naughty parrot, and a rat that was a real troublemaker. The parrot had been rescued after breaking its wing but it was very aggressive – happy to bite anyone that would come near. The rat was a better housemate, though she stole food and built a nest in the curtain

over the door. To line the nest, she used my knickers. She seemed to prefer the most expensive ones she could find – I was particularly annoyed when she took my bright pink Victoria's Secret pair.

People say you should never meet your heroes, but David Attenborough is just absolutely how he is on TV – amazing, inspirational, lovely. The first time I met him, I thought I was being set up. I started at the BBC just before Christmas, when we did Secret Santa. I pulled a name out of the hat and it said "Sir David Attenborough." I thought, *There is absolutely no way that one or two weeks into this job they've given me Sir David Attenborough as a Secret Santa.* It is a bit scary to have to spend 10 pounds buying your childhood hero something for Christmas when it's the first time you've met them, but that's what happened. He was very gracious, he pretended he liked it. Since we were working on *Life in the Undergrowth*, I got him a selection of the finest edible bugs you can buy – chocolate-covered ants and maggots.

So, I grew up wanting to be David Attenborough. Now I'm working with him. I'm literally living my childhood dream.

*Adapted from: <http://www.cosmopolitan.com>*

**1. The BBC**

- A.** at some point responded favourably to Emma's requests.
- B.** replied to Emma's written job application immediately.
- C.** expressed interest in Emma's butterflies and ants paper.
- D.** offered Emma a permanent job only after she had produced her first program.

**2. Learning how to use the cameras and media equipment**

- A.** helps you to understand animal behaviour.
- B.** has to be preceded by some training in the field.
- C.** intimidates those who do not have a biological background.
- D.** is manageable when it is accompanied by a passion for wildlife.

**3. The Christmas gift bought for Sir David Attenborough**

- A.** was of poor quality.
- B.** referred to his current job task.
- C.** was not well-received by the recipient.
- D.** did not prove to be suitable for consuming.

**4. to start doing something different from the work or activities that you normally do**

.....

**5. according to the most basic or original meaning of a word or expression** .....

**6. a person, skill, or quality that is useful or helps you to succeed** .....

**7. to make someone go away because they are annoying, unpleasant, or not wanted**

.....

8. to start to employ someone .....
9. sensible or good, able to be trusted, and likely to produce the right results .....

**Zadanie 3. (0-4 pkt)**

Uzupełnij poniższe dialogi (1-4), wybierając spośród podanych możliwości A, B albo C. Przenieś rozwiązania na kartę odpowiedzi.

1. X: Where are your parents going on holiday?  
Y: Their plans are still \_\_\_\_\_. They have too many options to choose from.  
A. on the ground                      B. in waves                      C. up in the air
2. X: How was the conference about renewable energy sources?  
Y: Pretty interesting, but the conference room was so packed with people that there was not enough room to \_\_\_\_\_.  
A. swing a cat                      B. smell a rat                      C. beat a dead horse
3. X: Where do you \_\_\_\_\_ solar energy?  
Y: I haven't made up my mind yet. I just need to find out more about it.  
A. make over                      B. look up                      C. stand on
4. X: I want to tell you something important but I don't know what I should start with...  
Y: Stop \_\_\_\_\_. Tell me what has been decided!  
A. turning over a new leaf      B. beating around the bush      C. barking up the wrong tree

**Zadanie 4. (0-4 pkt)**

Uzupełnij poniższe wypowiedzi (1-4), wybierając spośród podanych możliwości A, B albo C. Przenieś rozwiązania na kartę odpowiedzi.

1. It's normal to get \_\_\_\_\_ before an important exam. Just calm down and do your best.  
A. some cold palms                      B. cold feet                      C. the cold shoulder
2. I'm not going to spend so much on an eco-friendly vehicle as I want to save a little for \_\_\_\_\_.  
A. a rainy day                      B. the dry season                      C. stormy weather
3. She hates being in the center of attention and is \_\_\_\_\_ when it comes to expressing her views.  
A. a shrinking violet                      B. a night owl                      C. a cunning fox
4. I can't tell you if I want to take part in the ecological protest. Let me \_\_\_\_\_ for a while.  
A. spit it out                      B. try it on                      C. chew it over

**Zadanie 5. (0-5 pkt)**

**Przeczytaj poniższy tekst. Uzupełnij każdą lukę (1-12) jednym wyrazem, tak aby otrzymać spójny i poprawny językowo tekst. Wymagana jest całkowita poprawność ortograficzna wpisywanych słów. Przenieś rozwiązania na kartę odpowiedzi.**

**ELEPHANTS NEED THEIR ELDERS**

African elephants live in a matriarchal society. A herd is led by the most knowledgeable female, usually the oldest because she has had the longest time to gather vital knowledge **1.** \_\_\_\_\_ as where to go for food and water and how to respond to a variety of dangers, even those that have **2.** \_\_\_\_\_ been a threat **3.** \_\_\_\_\_ decades. The herd is **4.** \_\_\_\_\_ up of mothers, sisters, aunts, daughters and sons who stay with the group **5.** \_\_\_\_\_ they are old enough to become troublesome and need to hang out with other bachelors. Elephants stay with their herd for life or, if there is a need to leave, they at **6.** \_\_\_\_\_ stay more than a decade – to learn enough to survive.

A recent study shows that when the elders are taken away, this key information is never passed **7.** \_\_\_\_\_ and the young elephants never learn appropriate responses **8.** \_\_\_\_\_ elephant calls or other cues. In the case of danger, they react randomly, **9.** \_\_\_\_\_ any pattern at all.

New research finds that Asian elephants are **10.** \_\_\_\_\_ hierarchical than their African counterparts. This difference in social organisation in the two elephant species is possibly **11.** \_\_\_\_\_ to the varied habitats. In Africa, conditions are harsher, so the wisdom of an older elephant is more valuable and early maternal bonds may explain why female elephants lead the hierarchy. In Asia, predators are few and resources are **12.** \_\_\_\_\_ plentiful, so the need for strong leadership is not as great.

*Adapted from: <https://www.mnn.com>*

**Zadanie 6. (0-5 pkt)**

**Uzupełnij każde z poniższych zdań (1-5) jednym pasującym słowem. Wymagana jest całkowita poprawność ortograficzna wpisywanych słów. Liczba kresek odpowiada liczbie brakujących liter w słowie, a niektóre litery zostały już podane. Przenieś rozwiązania na kartę odpowiedzi.**

**1.** The male, as it reaches maturity, develops stag-like \_ \_ \_ **t** \_ \_ \_ \_ on and around the front of the head.

**2.** Can you close the window? I'm in a \_ \_ \_ **u** \_ \_ \_ \_ .

**3.** In our factory we have a special engine that \_ \_ **d** \_ \_ \_ \_ fuel consumption, reducing carbon emissions by 16 000 tons per year.

**4.** Offshore fish lay several million eggs each \_ \_ \_ \_ **d** \_ \_ \_ \_ season.

**5.** She was shocked to find out that ladybirds are strictly \_ \_ \_ \_ \_ **r** \_ \_ \_ \_ and they eat other bugs, not plants.

**Zadanie 7. (0-5 pkt)**

**Przeczytaj tekst. Uzupełnij tekst, wpisując w każdą lukę (1-8) jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Cztery wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Wybrany wyraz może być użyty tylko raz. W każdą lukę można wpisać tylko jeden wyraz. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Przenieś rozwiązania na kartę odpowiedzi.**

SERIOUS	MODERN	SURROUND	COMPLETE	HEAT	WEIGH
EXACT	PRESS	CANCEL	THREAT	EXPECT	INDUSTRY

SOMETIMES, IT'S JUST TOO SCORCHING TO FLY

We are all familiar with flight 1. \_\_\_\_\_ due to winter-related weather. Blizzards wreak havoc with the U.S. air traffic system and create a long chain of delayed trips and stranded passengers that turn airports into uncomfortable hotels where people sleep on the floor. But summer is different! There is plenty of sunshine and not even a single snowflake in sight that 2. \_\_\_\_\_ to spoil any air travel plans. Sadly, we may need to adjust our 3. \_\_\_\_\_ if what happened in Phoenix a day ago is a sign of things to come.

American Airlines called off almost 50 flights from Arizona's capital city when the June 20 forecast anticipated temperatures of 120 degrees Fahrenheit. The flights were scheduled to take off between 3 p.m. and 6 p.m. local time, which is the 4. \_\_\_\_\_ time of day. But why should this weather have an adverse effect?

It is just science, but a science we may need to get used to. When air is warmer, it is less dense. And the less dense the air is, the further the plane has to move forward to create the necessary differences in air 5. \_\_\_\_\_ to achieve lift. However, there may not be enough runway to do that. And even if you had enough runway, factors like the 6. \_\_\_\_\_ of the passengers and their baggage, and the shape of the 7. \_\_\_\_\_ landscape would all play a role in whether or not the plane could take off.

Dealing with hot air and reduced lift is already a fact of life in some areas. Instances like yesterday seem to indicate that airports and airlines have started 8. \_\_\_\_\_ thinking about rising temperatures. They will have to. Otherwise Phoenix will become a winter-only air travel hub.

*Adapted from: [www.sciencedaily.com](http://www.sciencedaily.com)*

**Zadanie 8. (0-10 pkt)**

**Przeczytaj zdania (1–10). Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby precyzyjnie oddać sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie 5 wyrazów, wliczając w to wyraz już podany. Przenieś rozwiązania na kartę odpowiedzi.**

**1.** It was not necessary for you to dig up the tree roots – it was a complete waste of time. **HAVE**

You ..... the tree roots  
– it was a complete waste of time.

**2.** He is responsible for building a bird feeder. **CHARGE**

He is ..... a bird feeder.

**3.** Some people have said that the city council is ignoring the problem of household waste.

**ACCUSED**

The city council .....  
the problem of household waste.

**4.** Birches and poplars look the same to me. **TELL**

I ..... between birches and poplars.

**5.** I don't think the company polluted the river by accident. **PURPOSE**

I think the company .....

**6.** It was wrong of Linda to reveal Jack's secret about planting the garden with herbs and flowers.

**GIVEN**

Linda ..... Jack's  
secret about planting the garden with herbs and flowers.

**7.** We paid some people to landscape the garden for us last year. **HAD**

We ..... last year.

**8.** I'd rather you bought a tiny parrot instead of a snake. **PREFER**

I ..... a tiny parrot rather than a snake.

**9.** It was difficult for Margaret not to shout when she saw a giraffe in the zoo. **HELP**

Margaret ..... when  
she saw a giraffe in the zoo.

**10.** Newspapers report that the swans are leaving the lakes because of the scorching heat. **SAID**

The swans ..... the lakes  
because of the scorching heat.



**Zadanie 9. (0-2 pkt)**

**Odpowiedz na pytania (1-2), wybierając odpowiedź A, B, C albo D. Przenieś rozwiązania na kartę odpowiedzi.**

1. What is the smallest region making up the UK?

A. England

B. Scotland

C. Wales

D. Northern Ireland

2. What is the world's largest meat-eating marsupial?

A. The koala

B. The wombat

C. The kangaroo

D. The Tasmanian devil

**Zadanie 10. (0-5 pkt)**

**Odpowiedz na pytania pełnymi zdaniami w języku angielskim. Wymagana jest poprawność merytoryczna i językowa odpowiedzi. Przenieś rozwiązania na kartę odpowiedzi.**

1. Which body of water separates Great Britain from France?

.....

.....

2. Which archipelago is the United Kingdom's northernmost point situated on?

.....

.....

3. What is Britain's first established national park?

.....

.....

4. Which Australian trees are colloquially called gum trees?

.....

.....

5. What is an Australian UNESCO World Heritage Site and one of the Seven Natural Wonders of the World?

.....

.....

KARTA ODPOWIEDZI

Zadanie 1. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____					POLA NA SZARYM TLE WYPEŁNIA EGZAMINATOR	_____ / 3*
Zadanie 2.						
1. _____ 2. _____ 3. _____						
4. .... 5. ....						
6. .... 7. ....						
8. .... 9. ....						_____ / 7*
Zadanie 3. 1. _____ 2. _____ 3. _____ 4. _____						_____ / 4
Zadanie 4. 1. _____ 2. _____ 3. _____ 4. _____						_____ / 4
Zadanie 5.						
1. .... 2. .... 3. .... 4. ....						
5. .... 6. .... 7. .... 8. ....						
9. .... 10. .... 11. .... 12. ....					_____ / 5*	
Zadanie 6. 1. _ _ t _ _ _ 2. _ _ _ u _ _ _						
3. _ _ d _ _ _ 4. _ _ _ _ d _ _ _						
5. _ _ _ _ _ r _ _ _					_____ / 5	
Zadanie 7. 1. .... 2. ....						
3. .... 4. ....						
5. .... 6. ....						
7. .... 8. ....					_____ / 5*	
Zadanie 8.						
1. You ..... the tree roots – it was a complete waste of time.					.....	
2. He is ..... a bird feeder.					.....	
3. The city council ..... the problem of household waste.					.....	
4. I ..... between birches and poplars.					.....	
5. I think the company .....					.....	



**BRUDNOPIS**