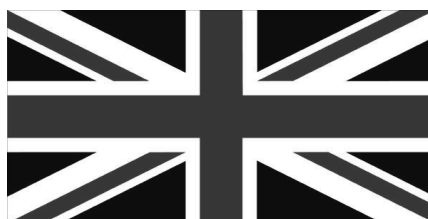


Małe olimpiady przedmiotowe

Test z języka angielskiego



ORGANIZATORZY:

Wydział Edukacji
Urzędu Miasta
w Koszalinie

Centrum Edukacji
Nauczycieli
w Koszalinie

Szkoła
Podstawowa
nr 17
w Koszalinie

Szkoła
Podstawowa
nr 18
w Koszalinie

Imię i nazwisko

.....

Szkoła

.....

**Drogi Uczniu,
uwaga! przeczytaj polecenia, na rozwiązanie
zadań masz 60 minut.**

Podpisz test i oddaj komisji.

Powodzenia!

Koszalin, kwiecień 2011

ROZUMIENIE TEKSTU SŁUCHANEGO

Usłyszysz dwukrotnie pięć różnych osób, mówiących o powodach, dla których uczą się języka obcego. Każdemu rozmówcy przypasuj podane przez niego uzasadnienie. Jest jedno dodatkowe uzasadnienie, które nie pasuje do żadnego rozmówcy. W czasie słuchania możesz robić notatki.

- | | | |
|---|-----------|-------|
| A He is learning the language for the fun of it. | Speaker 1 | ..... |
| B He is going to visit a foreign country. | Speaker 2 | ..... |
| C He is learning the language of the country
where he lives. | Speaker 3 | |
| D His company is sending him abroad to work. | Speaker 4 | ..... |
| E He wants to read literature in the foreign language. | Speaker 5 | ..... |
| F He wants a better chance of finding a job. | | |

ROZUMIENIE TEKSTU CZYTANEGO

A Przeczytaj uważnie poniższy artykuł prasowy, a następnie zdecyduj, czy zdania 1-8 są zgodne z prawdą T, czy nie F. Zaznacz znakiem X odpowiednią rubrykę w tabeli.

We don't really realise how much English there is around us – names of various goods, music and computer vocabulary, sports and fashion. We see these words, we even use them, but we often don't know what they really mean or we misunderstand their meaning. If you like a song, try to understand the lyrics; if you play a computer game, look up the meaning and the pronunciation of the words used and try to remember them.

The assumption that only very fluent speakers can use a monolingual dictionary is wrong. There are a lot of good dictionaries where the definitions are fairly simple, they provide numerous examples and show how to use the word you need. If you do not know the word, you may start with looking it up in a bilingual dictionary, but if you really want to use it, you have to know how it works in context and this you can only find in monolingual dictionary. It's true that working with an English-English dictionary takes more time and effort but it really is worth it.

Many people ask me if I know a native speaker they could have conversation lessons with. What for: to listen to a good accent? To have somebody to listen to them? If you have problems speaking, you need to speak a lot, and, actually, you don't even need a listener. Your problem is in finding the right words to express what you want to say in a particular situation. Very often you know these words and expressions, you just can't remember them fast enough. This can be practised on your own – recall scenes from movies or books, remember your own conversations, imagine all possible situations and think what you or other people would say in English, and say it. Talking to a friend is another option. It may help you both get rid of the feeling of embarrassment which many of us experience when we speak in public.

Learning a language is much more about vocabulary than grammar. You may know the most sophisticated structures and still be unable to communicate. Vocabulary cannot be taught, it can only be learnt, so don't count on anybody to do it for you. Set yourself a goal – a few (not too many) new vocabulary items every week. Remember that learning a new word is not only understanding its meaning and memorising it, but also using it. Don't learn single words but the whole phrase and repeat the sentence in which it is used.

Even if your English is not very advanced, you can try to read a book in the original. You may start with a simplified version, something you have read in Polish or a book whose film version you have seen. The beginning is always hard. Don't try to understand every single word, it's the sense of the text that you want to understand.

	T	F
1 People often guess the meaning of a foreign word and they are sometimes wrong.		
2 English-English dictionaries are too difficult to use for intermediate learners.		
3 If you want to know how to use a new word, a bilingual dictionary is good enough.		
4 Using a monolingual dictionary is time consuming.		
5 You don't need anyone to talk to if you want to learn speaking.		
6 You are able to communicate in English if you have learnt its grammar.		
7 It's better to remember phrases than single words.		
8 While reading it is important to understand each line of the text.		

B Przeczytaj uważnie poniższy tekst i wyszukaj wyrażenia będące odpowiednikami polskich słów.

People use both words and gestures to express their feelings. Can you be sure you really know what these words and gestures mean. After all, they can be interpreted in many different ways.

It is true that a smile means more or less the same thing in any language, even though the things that make people smile may be very different. Laughter and crying have also universal meanings. It is equally true that there are many similarities in the ways in which humans and animals show their feelings. Dogs and tigers, for instance, show their teeth in the same way we do when we are angry.

Fear and surprise are other emotions that are often shown in much the same way all over the world. A phrase like 'he went pale and began to tremble' suggests that the man was either afraid or had just had a nasty shock in any language.

The most difficult feeling of all to interpret is physical pain. University students were shown part of a film in which a woman in China was suffering while giving birth to a baby. They could see only her face. She later died. However, more than ninety per cent of the audience believed she was experiencing great physical pleasure.

Psychologists such as E.G. Beier have also shown that some people often give completely the wrong impression of how they feel. For example, they try to show affection but actually communicate dislike. When they try to show interest, it seems to others that they are indifferent. This can happen even among close friends or members of the same family. In other words, what you think you communicate through words and body language may be the exact opposite of what other people actually understand.

- | | |
|---------------------|-------|
| 1 wyrażać uczucia | ..... |
| 2 śmiech i płacz | ..... |
| 3 wiele podobieństw | ..... |
| 4 na całym świecie | ..... |
| 5 ból fizyczny | ..... |
| 6 90 % | ..... |
| 7 mowa ciała | ..... |

STRUKTURY LEKSYKALNO-GRAMATYCZNE

Przeczytaj uważnie poniższy tekst na temat nauki języka obcego. W tekście znajdują się słowa, które nie powinny się w nim znaleźć. Odszukaj je i przekreśl.

When I was at the school, language learning was different to the way it is now, and my experience was probably quite lot different to that my parents had.

I remember them telling to me how dull learning a language was in their day, with long lists of verbs to be learn and lots of repeating after the teacher. Native-speaking teachers were rare, and often the pronunciation they had to learnt was wrong.

My own lessons they were a bit more interesting. We learnt phrases to make use in real-life situations such as like ordering in cafés and buying train tickets.

Nowadays students are encouraged as much as if possible to be flexible in their approach to a foreign language.

REAGOWANIE JĘZYKOWE

Połącz zdania 1-7 z odpowiedziami A-J. Dobrze się zastanów, te wyrażenia mają podobne znaczenia w języku polskim. Nie wszystkie odpowiedzi zostaną wykorzystane.

1 Oh, I've got hiccups.	A Well, you can kiss that goodbye!
2 I've just crashed my parents' car.	B Oh, I know. He's always blowing his own trumpet.
3 I'm trying to give up smoking.	C They'll hit you when they find out.
4 I'm sick of him telling me how brilliant he is!	D Try holding your breath!
5 I lent them £20 two weeks ago.	E Yes. Drop me a line with your new address.
6 We must keep in contact when I move house.	F Yes, he's brilliant at playing the trumpet.
7 She spends a lot of time with her grandchildren.	G They'll hit the roof when you tell them!
	H You can tell that she thinks the world of them.
	I You shouldn't borrow money from them.
	J Well done! I'm sure you can kick the habit.

1....., 2....., 3....., 4....., 5....., 6....., 7.....

WIEDZA O KRAJACH ANGIELSKIEGO OBSZARU JĘZYKOWEGO

Przeczytaj pytania i zakreśl kółkiem właściwą odpowiedź.

- 1 Which city is known as the Big Apple?
A New York B Los Angeles C San Francisco
- 2 Who designed the first mini-skirt?
A Biba B Yves Saint Laurent C Mary Quant
- 3 Which of the following was not written by Shakespeare?
A *The Tempest* B *Oliver Twist* C *Twelfth Night*
- 4 Who directed *Jurassic Park*?
A Oliver Stone B Stephen Spielberg C James Cameron
- 5 A large animal living in lake in central Scotland is known as
A Bessie B Lassie C Nessie
- 6 Who is Sherwood Forest famous for?
A King Arthur B Cinderella C Robin Hood
- 7 Who was the first President of the USA?
A Abe Lincoln B G. Washington C J.F. Kennedy
- 8 What machine did the Wright brothers build?
A plane B telephone C rocket
- 9 King Kong, a character in the story written by English novelist Edgar Wallace was a very large
A gorilla B rabbit C horse
- 10 Robinson Crusoe, who lived for many years on a desert island, is a hero of a novel written by
A A.A. Milne B Walt Disney C Daniel Defoe
- 11 James Bond, a famous book and film character was a ...
A politician B spy C drug dealer

Klucz i kryteria oceny zadań z języka angielskiego MOP - 2011r.

Rozumienie tekstu słuchanego (0-5p.)

Speaker 1 C

Speaker 2 A

Speaker 3 E

Speaker 4 F

Speaker 5 B

Rozumienie tekstu czytanego (0-8p.)

	T	F
1 People often guess the meaning of a foreign word and they are sometimes wrong.	x	
2 English-English dictionaries are too difficult to use for intermediate learners.		x
3 If you want to know how to use a new word, a bilingual dictionary is good enough.		x
4 Using a monolingual dictionary is time consuming.	x	
5 You don't need anyone to talk to if you want to learn speaking.	x	
6 You are able to communicate in English if you have learnt its grammar.		x
7 It's better to remember phrases than single words.	x	
8 While reading it is important to understand each line of the text.		x

Część B

1 wyrażać uczucia	express/show feelings
2 śmiech i płacz	laughter and crying
3 wiele podobieństw	many similarities
4 na całym świecie	all over the world
5 ból fizyczny	physical pain
6 90 %	ninety per cent
7 mowa ciała	body language

Struktury leksykalno-gramatyczne (0-8p.)

When I was at **the** school, language learning was different to the way it is now, and my experience was probably quite **lot** different to that my parents had.

I remember them telling **to** me how dull learning a language was in their day, with long lists of verbs to **be** learn and lots of repeating after the teacher. Native-speaking teachers were rare, and often the pronunciation they had **to** learnt was wrong.

My own lessons **they** were a bit more interesting. We learnt phrases to make use in real-life situations such as **like** ordering in cafés and buying train tickets.

Nowadays students are encouraged as much as **if** possible to be flexible in their approach to a foreign language.

Reagowanie językowe

1 D

2 G

3 J

4 B

5 A

6 E

7 H

Wiedza o krajach angielskiego obszaru językowego

1 a

2 c

3 b

4 b

5 c

6 c

7 b

8 a

9 a

10 c

11 b