

Dnia 21.03.2012 r. w I Liceum Ogólnokształcącym w Jaśle odbyła się IX edycja Konkursu Języka Angielskiego *English Pass-Port* dla gimnazjów regionu jasielskiego, przygotowana przez nauczycieli szkoły – Renatę Sarnecką-Fryc i Tomasza Frydrycha. W Konkursie wzięło udział 33 uczniów klas trzecich gimnazjów: nr 1 i nr 2 i nr 4 w Jaśle, w Cieklinie, Dębowcu, Lipnicy Dolnej, Szebniach, Warzycach. Uczniowie, którzy zajęli miejsca od I – X otrzymują 5 punktów preferencyjnych przy ubieganiu się do I LO w Jaśle do wybranej przez siebie klasy. Ponadto laureaci otrzymują pamiątkowe dyplomy, które (lub ich kopie) należy dołączyć do dokumentacji składanej podczas zapisu do szkoły.

Oto lista laureatów:

1. **Budziak Natalia** (Gimn. Nr 2 w Jaśle), 24.5/31 pkt.
1. **Dubiel Wojciech** (Gimn. W Warzycach), 24.5/31 pkt.
2. **Kras Kacper** (Gimn. Nr 1 w Jaśle), 23/31 pkt.
3. **Lechowska Aleksandra** (Gimn. Nr 4 w Jaśle), 22.5/31 pkt.
3. **Bieleń Jakub** (Gimn. Nr 2 w Jaśle), 22.5/31 pkt.
4. **Dubiel Aleksandra** (Gimn. Nr 1 w Jaśle), 19.5/31 pkt.
5. **Krajewski Jarosław** (Gimn. Nr 2 w Jaśle), 18.5/31 pkt.
5. **Naszkiewicz Kinga** (Gimn. Nr 1 w Jaśle), 18.5/31 pkt.
6. **Tocka Aleksandra** (Gimn. Nr 4 w Jaśle), 18/31 pkt.
7. **Walaszczyk Zuzanna** (Gimn. w Dębowcu), 17.5/31 pkt.
7. **Prucnal Nina** (Gimn. Nr 1 w Jaśle), 17.5/31 pkt.
7. **Wierzbicka Anna** (Gimn. Nr 1 w Jaśle), 17.5/31 pkt.
8. **Chochół Anna** (Gimn. Nr 2 w Jaśle), 17/31 pkt.
8. **Krzyżak Katarzyna** (Gimn. Nr 4 w Jaśle), 17/31 pkt.
9. **Forystek Dominika** (Gimn. nr 2 w Jaśle), 16/31 pkt.
10. **Siewierski Marcin** (Gimn. nr 1 w Jaśle), 15.5/31 pkt.

Poniżej znajduje się test konkursowy.

KONKURS Z JĘZYKA ANGIELSKIEGO „English Pass-Port” DLA GIMNAZJÓW REGIONU JASIELSKIEGO

Imię i nazwisko.....
Gimnazjum nr... w

Jasło, dn. 21.03.2012

I Read the text and choose the correct answer:

Journey to Mars

NASA has an exciting new vision of future spaceflight – the return of humans to the Moon by 2020 in preparation for visits to Mars and possibly beyond.

Moon missions are essential to the exploration of more distant worlds. Extended stays on the Moon build the experience and expertise needed for the long-term space missions required to visit other planets. The Moon may also be used as a place where humans can learn how to use materials found in space to make things like rocket fuel and oxygen.

NASA's Constellation Programme is also going to research the Moon itself, looking in particular at the possibility of finding water ice at the Moon's south pole. The new rocket, called 'Orion', is more like the 'Apollo 11' rocket used in the 1960s than the more recent space shuttles, but it is larger and can take a crew of four people. Like the space shuttles, though, it will be used more than once – up to ten times in fact. It will take astronauts to the International Space Station, and it will orbit the Moon, sending astronauts down to the surface. When the 'Orion' returns to the Earth, it will be dropped by parachute onto the land, instead of falling into the sea. Its later missions, after 2020, will probably include building rockets in orbit that can be sent on to discover the secrets of Mars, taking people there for the first time.

Just as the space race and the Moon landings were the focus of everyone's attention in the 1960s, it's likely that this generation will grow up with the excitement of manned space exploration bringing discoveries about Mars and maybe other planets.

1. What is NASA's plan?

- a/ To send a rocket containing people past the Moon and on to Mars.
- b/ To send a rocket past Mars before 2020.
- c/ To send more people to the Moon.
- d/ To send space shuttles from Mars to other planets.

2. Why is the Moon important to space exploration?

- a/ It's easier to see other planets from the Moon.
- b/ The International Space Station is getting too old to be useful.
- c/ There are essential mineral and oil deposits on the Moon.
- d/ We need to practice spending a long time in space before going any further

3. What do scientists hope to be able to learn how to do on the Moon?

- a/ Dispose of waste rocket fuel.
- b/ Exploit the materials that are available there.
- c/ Move quickly across the surface of a new planet.
- d/ Operate industrial factories in zero gravity.

4. Which is true according to the text?

- a/ One scientist claims that there is water ice at the Moon's south pole.
- b/ Some scientists think there may be water ice at the Moon's south pole.
- c/ There is definitely water ice at the Moon's south pole.
- d/ Scientists know there is a lot of water on the Moon.

5. What is the difference between the new rocket and the 'Apollo'?

- a/ It carries more people.
- b/ It takes off faster.
- c/ It is shorter.
- d/ The new rocket is more like a space shuttle.

6. Which of these things is 'Orion' not expected to do?

- a/ Go back into space many times.
- b/ Land back on Earth using a parachute.
- c/ Replace the International Space Station.
- d/ Take astronauts to the Moon.

7. What is expected to happen after 2020?

- a/ A permanent city will be built on the Moon.
- b/ There will be no more space flights.
- c/ Spacecraft will be manufactured in space.
- d/ 'Orion' will continue to orbit the Earth, acting as a communications satellite.

8. What does the writer hope might happen in the same way as in the 1960s?

- a/ The mission will capture the public imagination.
- b/ The Moon landing will be broadcast live on TV.
- c/ The rockets will be launched from the same place.
- d/ The same safety checks will be carried out on the spacecraft.

II Read the text and match the headings A-F (there is one extra heading) to paragraphs 1-5.

- A A change for the better
- B New cities, new dangers
- C No childhood for the poor
- D A servant's life
- E Improved standard of living
- F Danger at work

1... Britain was the workshop of the world for over a century but the new working class carried the cost. The poor from the countryside went to new cities like Manchester in search of a better life. In fact, conditions in the factories and new towns were often much worse. Entire families lived in tiny houses or single rooms. Disease spread through bad weather and killed large numbers of people.

2... People of all ages had to work – there was no real difference between adults and children. Children as young as seven worked up to 18 hours a day 6 days a week. Children and pregnant women worked in the mines pulling loads of coal. Nor was there any limit on the hours that people had to work. Slaves probably led better lives.

3... Mines and factories were extremely dangerous places and there were often accidents caused by unsafe machinery. In textile factories children were expected to clean under the machines while they were in operation. The materials they worked with were often extremely dangerous too – girls who worked in match factories developed illnesses from working with phosphorus.

4... Despite the large numbers in factories and the mines, domestic service was the biggest employer for young women. Life was still incredibly hard for girls who were as young as eleven or twelve. Their days usually began at 6 when they had to clean and make up the fires throughout their master and mistress's house.

5... Even though not all employers exploited their workers it wasn't until 1833 and 1844 that new regulations concerning the employment of children became law. Children under nine were no longer allowed to work at night, and the working day of children under 18 was limited to 12 hours. The labour and trade union movements gradually improved conditions for all workers, including children.

III Complete the gaps 1-6 with the correct answer a, b, c or d.

1)... the European Union's health commissioner Androulla Vassiliou's comments on 27 April urging people to avoid travelling to Mexico or the US as the first suspected cases of swine flu 2) ... in Europe, the World Health Organisation has not changed its advice with regard to international travel: 'WHO does not recommend restricting international travel'. In a 3) ... on 1 May, the WHO said: 'Limiting travel and imposing travel restrictions would have very little effect on stopping the virus from 4) ... , but would be highly disruptive to the global community. Regarding the risk of 5) ... by an influenza virus, travelers are advised, whenever possible, to avoid crowded enclosed spaces and close contact with people suffering from the acute respiratory infections. Hand-washing after direct contact with ill persons or their environment may reduce the 6) ... of illness. Ill persons should be encouraged to practice cough etiquette (maintain distance, cover cough and sneezes with disposable tissues or clothing, wash hands)'.

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|---------------------|-------------------|-------------------|----------------|
| 1. a/ In spite | b/ Despite | c/ Although | d/ Even though |
| 2. a/ were reported | b/ being reported | c/ reporting | d/ reported |
| 3. a/ communication | b/ proclamation | c/ remark | d/ statement |
| 4. a/ developing | b/ growing | c/ increasing | d/ spreading |
| 5. a/ be infected | b/ been infected | c/ being infected | d/ infecting |
| 6. a/ danger | b/ risk | c/ threat | d/ hazard |

IV Complete the sentences using the word in brackets (without changing its form) so that the meaning of the original sentence remains the same:

1. Mum makes me sing at family gatherings, which I hate. (made) I at family gatherings, which I hate.
2. Cindy unexpectedly came up with this great idea. (blue) Cindy came up with this idea
3. I saw that the burglars break into the Jamesons' flat. (breaking) I saw the Jamesons' flat.
4. Although it was difficult, Mark managed to repair his bike himself. (able) Mark himself although it was very difficult.
5. Reading books is believed to develop imagination. (believed) It is imagination.
6. Is it OK if I smoke here (mind) Would you in here?
7. It was stupid of you to lend Sarah so much money. (have) You Sarah so much money.
8. 'Can you give me a hand?' Mary asked me. (if) Mary a hand.
9. Kids, stop screaming. (wish) Kids, I screaming.
10. Unless he gets enough votes, he'll withdraw from politics. (not) If, he'll withdraw from politics.

V Write the correct form of the word in brackets:

1. The incident was of little (important) to me.
2. It's (legal) to drink alcohol in the USA if you are not 21.
3. How will I (recognition) you at the station?
4. The couple was (satisfy) with the hotel room they got as it was of a very low standard.
5. A good company must be (compete) on the market.
6. Air (pollute) causes the deaths of 2.4 million people each year.
7. She didn't have an idea how to deal with the problem – she was (hope)
8. Rebecca lives in a Porto Rican (neighbour) It is a very dangerous area.
9. The Siberian tiger is an example of a(n) (danger) species. It's dying out quite fast.
10. The weather is very (change) in this part of the country.

