

KOD UCZNIĄ	
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<b>Click On 4</b>

<b>Wojewódzki Konkurs Języka Angielskiego</b>
etap II okręgowy <b>XV edycja – 2018 / 2019</b>
Termin: 17.01.2019r. <span style="float: right;">Godzina: 14.00</span>

**Czas: 60min**

Imię i nazwisko sprawdzającego:	<i>(czytelnie)</i>	Imię i nazwisko II sprawdzającego / weryfikatora:	<i>(czytelnie)</i>
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**Instrukcja dla ucznia**

<ol style="list-style-type: none"> <li>1. Zestaw konkursowy liczy <b>6 stron</b> i zawiera <b>6 zadań</b>.</li> <li>2. Przed rozpoczęciem pracy, sprawdź czy zestaw jest kompletny.</li> <li>3. Jeżeli zauważysz usterki, zgłoś je Komisji Konkursowej.</li> <li>4. Zadania czytaj uważnie i ze zrozumieniem.</li> <li>5. Odpowiedzi wpisuj na arkuszu <u>w miejscach do tego wyznaczonych</u>.</li> <li>6. Pisz czytelnie, czarnym lub niebieskim długopisem / piórem. Rozwiązania zapisane ołówkiem nie będą oceniane.</li> <li>7. W przypadku zmiany długopisu, poinformuj o tym fakcie Komisję Konkursową.</li> <li>8. Obok każdego zadania podana jest maksymalna liczba punktów, którą można uzyskać za jego rozwiązanie.</li> <li>9. Staraj się nie popełniać błędów przy udzielaniu odpowiedzi, ale jeśli się pomylisz, błędne zapisy wyraźnie przekreśl.</li> <li>10. Nie używaj korektora.</li> </ol> <p style="text-align: right;"><b>Good luck !</b></p>	<p>Czas pracy: <b><u>60 minut</u></b></p> <p>Liczba punktów możliwych do uzyskania: <b><u>60</u></b></p> <p>Do następnego etapu zakwalifikujesz się, jeżeli uzyskasz co najmniej <b><u>48 punktów</u></b></p>
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<b>Nr zadania</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Razem</b>
<b>Liczba punktów</b>							

**Zadanie 1 odp-1p max-10p**

**Przeczytaj tekst i wykonaj zadanie. Zdecyduj, w którym tekście są wspomniane kwestie (1-6), a także zdecyduj, czy podane zdania (7-10), są prawdziwe (T), fałszywe (F), nie ma informacji w tekście (DS.)**

## Behind the Lens

When most people think of jobs in the film industry, they think of actors, directors, camera operators or scriptwriters, but what about the hundreds of other positions that have to be filled in order to bring a film to the silver screen?

### A LOCATION SCOUT

A lot of work has to be done before the director can shout 'Action'. In the pre-production stage, among other things, the script has to be written, the cast and crew hired and the locations for filming found. This last job is the responsibility of the location scout. Location scouts travel all over the country, or even the world, looking for the perfect locations to film in. But it's not all fun and games. The scout has to keep in mind a number of factors when visiting sites including available accommodation, noise levels in the surrounding area and the cost and permission needed to use certain areas.

### B ASSISTANT DIRECTOR

Also involved in the pre-production stage is the assistant director (AD). They are responsible for planning the production and making the filming schedule. They have to work out how to create the film on budget in the time available. Therefore, they work closely with the director to break down the script and work out the best way to film it. They also have to make sure that the production stage of the film keeps to the time schedule and budget worked out in pre-production. Essentially, they are the director's right-hand person on set taking responsibility for the

smooth running of the production. This allows the director to concentrate on being creative.

### C GRIP

One of the many crew members on set during filming is the grip. A grip works in the camera and lighting department. Grips must work out how to safely get the shot that the director wants no matter where it is. They have to unload, set up the camera equipment and ensure the safe use of that equipment during filming. Whether the shot is on a mountain side, underwater or on the side of a building, the grip has to ensure that nobody gets hurt and no equipment is damaged. They have to safely turn the director's vision into reality overcoming any problems with the location and equipment.

### D FOLEY ARTIST

Did you ever wonder where the sound of someone walking on snow in a film comes from? Because of the problems of creating authentic sounds during filming, it's unlikely that the sound was captured on set. It most likely was created in a soundproofed room by a person squeezing an unopened bag of comflour. Welcome to the weird and wonderful world of the Foley artist! They join in the third stage of making a film; post-production. This is also the last stage. Foley artists use a collection of everyday objects in an imaginative way to create the sounds that the production's sound team could not capture while filming. They give the film its atmosphere making the environment on screen seem real.

Which text mentions:

- 1 the relationship between two film roles? \_\_\_\_\_
- 2 different tasks that need to be done before filming starts? \_\_\_\_\_
- 3 a variety of possible film locations? \_\_\_\_\_
- 4 the number of stages involved in film production? \_\_\_\_\_
- 5 a job that can involve long journeys? \_\_\_\_\_
- 6 using normal things in unusual ways? \_\_\_\_\_
  
- 7 Most location scouts hide their identity when visiting locations. \_\_\_\_\_
- 8 An AD has to have good organisational skills. \_\_\_\_\_
- 9 A major role of a grip is to treat crew members' injuries. \_\_\_\_\_
- 10 Foley artists create sounds that the crew don't get on set. \_\_\_\_\_

Ilość punktów	
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Prepared by Barbara Rybczyńska (taken from Onscreen Test Booklet)

**Zadanie 2 odp-1p max-10p**

Elementy w nawiasie przetłumacz na j.angielski.

1. My parents will be furious when they find out that I \_\_\_\_\_ (*poszedłem na węgry*) yesterday.
2. The concert was postponed because the \_\_\_\_\_ (*dyrygent*) broke his arm and couldn't lead the orchestra.
3. What \_\_\_\_\_ (*sprawia, że jesteś*) sad?
4. Don't forget to \_\_\_\_\_ (*napisać coś do mnie*) a line when you finally settle down in your new hometown.
5. It's high time you \_\_\_\_\_ (*pozbierał się / wziął się w garść*) and stop thinking about your ex-girlfriend.
6. It's important to know how to administer \_\_\_\_\_ (*pierwsza pomoc*).
7. Janet has got an oval face with \_\_\_\_\_ (*wysokie kości policzkowe*).
8. Peter is allergic to pollen. He has got a terrible \_\_\_\_\_ (*katar sienny*).
9. Whatever he does, stay calm and don't \_\_\_\_\_ (*nie trać opanowania*).
10. Kate's new flat is large and includes \_\_\_\_\_ (*w pełni wyposażoną kuchnię*).

Prepared by Barbara Rybczyńska

Ilość punktów	
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**Zadanie 3 odp-1p max-10p**

Od podanych wyrazów utwórz poprawny, tak by uzupełnić zdania 1-10.

1. Karen has got a \_\_\_\_\_ heart since Tom left her. **BREAK**
2. My brother is so \_\_\_\_\_. He rarely remembers his friends' telephone numbers or even their names. **FORGET**
3. Thank you for the invitation to your wedding \_\_\_\_\_. We really enjoyed the party. **RECEIVE**
4. You have to pay a monthly contribution for the \_\_\_\_\_ in this club. **MEMBER**
5. The sudden \_\_\_\_\_ of this politician surprised and shocked everyone. **DIE**
6. This medicine turned out to be very \_\_\_\_\_. It didn't work or bring expected results. **EFFECT**

7. It is rather \_\_\_\_\_ that our national football team will ever win the Championship.

**PROBABILITY**

8. \_\_\_\_\_ is a great way of spending your holidays actively while admiring beautiful views of the mountains.

**MOUNTAIN**

9. This small village has been \_\_\_\_\_ for many years. You cannot find any signs of human existence there.

**HABIT**

10. I'd like to buy something cold to drink. I need something really \_\_\_\_\_.

**FRESH**

Prepared by Barbara Rybczyńska

Ilość punktów	
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**Zadanie 4 odp-1p max-10p**

Przetłumacz elementy zdań na język angielski, tak by były poprawne logicznie i gramatycznie.

Za każdą poprawnie wypełnioną lukę otrzymasz 1p.

*Kate nie może podejść teraz do telefonu. Odkurza dywany w salonie.*

Kate 1. \_\_\_\_\_ the phone now. She 2. \_\_\_\_\_ in the living room now.

*Bob wolałby zostać w domu, niż wyjść na miasto na kolację.*

Tom 3. \_\_\_\_\_ to stay at home 4. \_\_\_\_\_ go out for dinner.

*Z czego składa się to danie?*

What 5. \_\_\_\_\_ ?

*Wątpię czy wcześniej wróci, jako że zawsze się spóźnia.*

I doubt 6. \_\_\_\_\_ early as 7. \_\_\_\_\_ late !

*Zamówmy pizzę, dobrze?*

8. \_\_\_\_\_ a pizza, 9. \_\_\_\_\_ ?

*Nikomiu nie wolno palić w tym pokoju.*

No one 10. \_\_\_\_\_ in this room.

Prepared by Barbara Rybczyńska

Ilość punktów	
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**Zadanie 5 odp-1p max-10p**

**Uzupełnij przekształcone zdania zachowując znaczenie zdania wyjściowego. Użyj podanego słowa, ale nie zmieniaj jego formy.**

1. "Don't forget to water the plants Mum said to me.

**reminded** Mum \_\_\_\_\_ the plants.

2. I advise you to take up a new hobby.

**were** If \_\_\_\_\_, \_\_\_\_\_ take up a new hobby.

3. I really wanted to go skiing this year.

**only** If \_\_\_\_\_ skiing this year.

4. She wouldn't speak French so fluently if she hadn't taken lessons.

**must** She \_\_\_\_\_ to be able to speak French so fluently.

5. My boyfriend was unsuccessful at hiding his jealousy.

**efforts** Despite \_\_\_\_\_ his jealousy, he couldn't manage it.

6. After finishing college, Steward became a teacher.

**into** Steward \_\_\_\_\_ after finishing college.

7. People believe that Beethoven was one of the best composers who ever lived.

**believed** Beethoven \_\_\_\_\_ one of the best composers who ever lived.

8. He hopes to become fitter and be in a better physical condition after joining PLATINIUM fitness club.

**shape** He hopes to \_\_\_\_\_ after joining PLATINIUM fitness club.

9. I felt ill and couldn't come to Jim's party yesterday.

**weather** I felt \_\_\_\_\_ and couldn't come to Jim's party yesterday.

10. You look really pale, Steve. You may be getting the flu.

**down** Steve, you may \_\_\_\_\_ the flu.

Prepared by Barbara Rybczyńska

Ilość punktów	
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**Zadanie 6 odp-1p max-10p**

**Zareaguj w podanych sytuacjach. Twoje wypowiedzi nie mogą się powtarzać.**

1. A: Finally, after a lot of effort, I managed to lose weight.  
B: \_\_\_\_\_
2. A: I kept my head when I got lost in the city.  
B: \_\_\_\_\_
3. A: Could I have a word with you, please?  
B: \_\_\_\_\_
4. A: \_\_\_\_\_  
B: A single, please.
5. A: I'm still in a fog over what happened that night.  
B: \_\_\_\_\_
6. A: \_\_\_\_\_  
B: I know exactly how you feel.
7. A: Would you like to join the volunteer campaign?  
B: \_\_\_\_\_
8. A: Why are you leaving the city?  
B: \_\_\_\_\_
9. A: \_\_\_\_\_  
B: What a nice surprise!
10. A: \_\_\_\_\_ ?  
B: I'd appreciate that.

**Prepared by Barbara Rybczyńska (adapted from Click on 4 Companion)**

<b>Ilość punktów</b>	
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