HALLOWEEN

Zestaw maturalny — język angielski · podstawa + rozszerzenie

Szóstka
szostka.edu.pl

Imię i nazwisko: ..... Data: .....

LISTENING — Rozumienie ze słuchu PODSTAWA

Zadanie 1. Usłyszysz dwukrotnie pięć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

1.1 What will the woman buy?

A. a witch hat B. a vampire cape C. a skeleton mask

1.2 Where is the speaker?

A. in a museum B. on a ghost tour C. in a cinema

1.3 What is the speaker's main purpose?

A. to complain B. to give advice C. to apologise

1.4 Which event will NOT take place?

A. the pumpkin carving contest B. the fancy-dress parade C. the fireworks display

1.5 How does the girl feel about the horror film?

A. It bored her. B. It disappointed her. C. It terrified her.

Zadanie 2. Usłyszysz dwukrotnie wypowiedzi czterech osób na temat Halloween. Do każdej wypowiedzi (2.1–2.4) dopasuj właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

A. This person thinks Halloween has become too commercial.
B. This person describes a celebration from his/her home country.
C. This person mentions an unpleasant experience from childhood.
D. This person explains how Halloween helps him/her earn money.
E. This person prefers to spend the evening at home alone.

2.1	2.2	2.3	2.4

READING — Rozumienie tekstów pisanych ROZSZERZENIE

Zadanie 3. Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w luki 3.1–3.5 litery, którymi oznaczono brakujące zdania (A–F), tak aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

The Long Journey of the Jack-o'-Lantern

Every autumn, millions of carved pumpkins grin from doorsteps and windowsills across the English-speaking world. Few of the people who carve them, however, know that the tradition began not with pumpkins at all, but with turnips — and not in America, but in Ireland and Scotland.

The roots of Halloween go back more than two thousand years to Samhain, a Celtic festival that marked the end of the harvest and the beginning of winter. The Celts believed that on the night of 31 October the boundary between the world of the living and the world of the dead became thin. 3.1 _____ To protect themselves, people lit huge bonfires and sometimes wore disguises so that wandering ghosts would not recognise them.

The lantern itself is linked to an Irish folk tale about a man known as Stingy Jack. According to the story, Jack tricked the Devil not once but twice and made him promise never to take his soul. When Jack eventually died, God would not allow such a dishonest man into heaven. 3.2 _____ He sent Jack off into the dark night with only a burning coal to light his way. Jack put the coal into a hollowed-out turnip and has been wandering the earth ever since. The Irish called him "Jack of the Lantern", which later became "Jack-o'-Lantern".

Inspired by the legend, people in Ireland and Scotland began carving frightening faces into turnips, potatoes and beets and placing them near doors and windows. 3.3 _____ Anyone who has ever tried to carve a raw turnip will understand why the tradition changed when it crossed the Atlantic.

In the middle of the nineteenth century, around one and a half million Irish people emigrated to the United States, many of them escaping the Great Famine. They brought their Halloween customs with them. 3.4 _____ Pumpkins, which are native to North America, were larger, softer and much easier to carve. By the end of the century, the pumpkin lantern had become the symbol of the holiday.

Today the jack-o'-lantern has travelled back across the ocean, and pumpkins are a common sight in Irish and British shops every October. 3.5 _____ In some villages in Scotland and Northern Ireland, people still carve "neeps" — turnips — to keep the old custom alive.

A. The Devil, meanwhile, kept his word and refused to let him into hell either.

B. Lit with candles from inside, these lanterns were meant to frighten away Jack and other evil spirits.

C. As a result, the spirits of the dead could return and walk among the living.

D. There, however, they soon discovered a vegetable that was far better suited to the job.

E. Not everyone, however, has forgotten where the story really started.

F. Pumpkins were also the main ingredient of the traditional dishes eaten during the festival.

3.1	3.2	3.3	3.4	3.5

Zadanie 4. Przeczytaj ponownie tekst z zadania 3. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D.

4.1 According to the text, the Celts wore disguises in order to

A. frighten their neighbours. B. avoid being recognised by spirits.

C. celebrate the end of winter. D. honour their dead relatives.

4.2 Why did the tradition change in America?

A. Turnips were not available there. B. Pumpkins were easier to work with.

C. The immigrants wanted to forget their homeland. D. Americans did not like the legend.

4.3 The main purpose of the text is to

A. persuade readers to carve turnips instead of pumpkins. B. explain the origins of a popular Halloween symbol.

C. compare Irish and American Halloween customs. D. describe the life of an Irish folk hero.

USE OF ENGLISH — Znajomość środków językowych PODSTAWA

Zadanie 5. Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B albo C.

Trick or treat?

Trick-or-treating is one of the most popular Halloween traditions in the USA. On the evening of 31 October, children dress up 5.1 _____ costumes — ghosts, witches or superheroes — and go from door to door. When someone opens the door, they shout "Trick or treat!" and the person usually 5.2 _____ them sweets. In the past, if nobody gave them a treat, children sometimes played a harmless trick, 5.3 _____ throwing toilet paper over a tree. The custom probably developed from "guising", an old Scottish and Irish tradition in 5.4 _____ young people in disguise sang songs or told jokes in exchange for food or coins. Nowadays, many parents prefer to take their children to organised events, 5.5 _____ they feel it is safer. However, for millions of kids, nothing is more exciting 5.6 _____ knocking on a stranger's door in the dark.

	A	B	C
5.1	in	on	with
5.2	gives	makes	takes
5.3	so	such as	as if
5.4	that	where	which
5.5	because	although	unless
5.6	as	that	than

USE OF ENGLISH — Parafrazy ROZSZERZENIE

Zadanie 6. Uzupełnij każde zdanie, wykorzystując wyraz podany wielkimi literami, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj formy podanego wyrazu. W każdą lukę możesz wpisać od dwóch do pięciu wyrazów, wliczając wyraz już podany.

6.1 It's a pity I didn't go to Mark's Halloween party. **WISH**

I _____ to Mark's Halloween party.

6.2 Somebody stole all the pumpkins from our porch last night. **STOLEN**

All the pumpkins _____ from our porch last night.

6.3 The haunted house was so scary that I couldn't go inside. **TOO**

The haunted house was _____ inside.

6.4 "Don't eat all the sweets at once," Mum said to us. **TOLD**

Mum _____ all the sweets at once.

6.5 It isn't necessary to buy an expensive costume. **HAVE**

You _____ an expensive costume.

VOCABULARY — Słownictwo

Zadanie 7. **Uzupełnij zdania wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo.**

carve · haunted · cauldron · cobweb · superstition · tombstone · bonfire · eerie · broomstick · costume

7.1 Every year we _____ a pumpkin and put a candle inside it.

7.2 Nobody has lived in that old house for years — people say it's _____.

7.3 The witch stirred the green soup in a huge black _____.

7.4 There was a thick _____ in the corner of the attic, and the spider was still sitting in it.

7.5 Some people think a black cat crossing your path brings bad luck, but it's just an old _____.

7.6 Each _____ in the old graveyard had a name and a date written on it.

7.7 The children made a big _____ in the garden and roasted marshmallows over it.

7.8 The silence in the empty church was so _____ that I got goosebumps.

WRITING — Wypowiedź pisemna

Zadanie 8A. PODSTAWA (100–150 wyrazów)

Wróciłeś/Wróciłaś z imprezy halloweenowej zorganizowanej przez Twoją szkołę językową. Napisz e-mail do kolegi z Anglii, w którym:

- opiszesz swój kostium i wyjaśnisz, dlaczego go wybrałeś/wybrałaś,
- zrelacjonujesz zabawne lub nieoczekiwane wydarzenie podczas imprezy,
- zaproponujesz, jak kolega mógłby spędzić u Ciebie przełom października i listopada w przyszłym roku.

Rozwiń swoją wypowiedź w każdym z trzech podpunktów. Podpisz się jako XYZ.

Zadanie 8B. ROZSZERZENIE (200–250 wyrazów) — wybierz jeden temat

1. Coraz więcej polskich szkół organizuje obchody Halloween, co budzi kontrowersje wśród rodziców i nauczycieli. Napisz rozprawkę, w której przedstawisz argumenty za i przeciw obchodzeniu tego święta w polskich szkołach.

2. Anglojęzyczny portal dla młodzieży publikuje cykl tekstów „Festivals around the world". Napisz artykuł, w którym porównasz Halloween z polskimi obchodami Wszystkich Świętych i Zaduszek oraz wyjaśnisz, które z tych świąt jest Ci bliższe i dlaczego.