



Andrzej Zychla

# WYBÓR MATERIAŁÓW DO CZUCI USTNEJ

NIE TYLKO DLA OLIMPIJCZYKÓW

O L I M P I A D A  
JĘZYKA ANGIELSKIEGO

POZIOM WG CEF: **C1-C2**

*morpho*

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## **Wstęp**

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*Andrzej Zychla*

## **Tematyka egzaminów ustnych II i III stopnia**

ródło: [http://www.wsjo.pl/oja/? id=5](http://www.wsjo.pl/oja/?id=5)

Zawodnicy przystępujący do egzaminów ustnych II stopnia powinni:

1. opracować 3 tematy z zakresu literatury angielskiej,
2. opracować 3 tematy z zakresu literatury amerykańskiej,
3. opracować podstawowe wiadomości z zakresu historii, geografii, polityki oraz życia codziennego Wielkiej Brytanii i Stanów Zjednoczonych.

Zawodnicy przystępujący do egzaminów ustnych III stopnia powinni wykazać się znajomością:

1. czterech tematów z zakresu literatury angielskiej,
2. czterech tematów z zakresu literatury amerykańskiej,
3. problematyki z zakresu historii, geografii, polityki oraz życia gospodarczego i kulturalnego państwa angielskiego obszaru językowego.

### **Literatura angielska**

- Martin Amis *London Fields* (*Pola Londynu*)
- Sebastian Barry *Secret scripture* (*Tajny dziennik*)
- A.S. Byatt *The Children's Book*
- Julian Barnes *Arthur and George* (*Artur i George*)
- Angela Carter *Wise children* (*Mądre dzieci*)
- J.M Coetzee *Waiting for the Barbarians* (*Czekając na barbarzyńców*) or *Disgrace* (*Hańba*)
- Wilkie Collins *The Woman in White* (*Kobieta w bieli*)
- Kiran Desai *The Inheritance of Loss* (*Brzemię rzeczy utraconych*)
- George Eliot *Middlemarch* (*Miasteczko Middlemarch*)

- Ann Enright *The Gathering* (*Tajemnica roku Hegartych*)
- John Fowles *The Magus* (*Mag*)
- Elizabeth Gaskell *Cranford* (*Panie z Cranford*)
- Ted Hughes selected poems (not less than three)
- Kazuo Ishiguro *Never let me go* (*Nie opuszczaj mnie*)
- Hanif Kureishi *The Buddha of Suburbia* (*Budda z Przedmieścia*)
- Doris Lessing *The Golden Notebook* (*Złoty notes*)
- Daphne du Maurier *My Cousin Rachel* (*Moja kuzynka Rachela*) lub *Rebecca* (*Rebeka*)
- Iris Murdoch *The Black Prince* (*Czarny książę*)
- Ian McEwan *On Chesil Beach* (*Na plaży w Chesil*)
- Andrew Motion selected poems (not less than three)
- VS Naipaul *A Bend in the River* (*Zakręt rzeki*)
- Salman Rushdie *The Enchantress of Florence* (*Czarodziejka z Florencji*)
- Lionel Shriver *We need to talk about Kevin* (*Musimy porozmawiać o Kevinie*)
- Zadie Smith *White Teeth* (*Białezęby*)
- Muriel Spark *The Prime of Miss Jean Brodie* (*Pełnia życia panny Brodie*)
- Colm Tóibín *Brooklyn* (*Brooklyn*)
- Derek Walcott selected poems (not less than three)
- Sarah Waters *Night watch* (*Pod osłoną nocy*) lub *Fingersmith* (*Złodziejka*)
- P.G. Wodehouse *The Code of the Woosters* (*Dewiza Woosterów*)
- Virginia Woolf *A Room of One's Own* (*Własny pokój*)

### Literatura amerykańska

- Paul Auster *The New York Trilogy* (*Trylogia nowojorska*)
- Willa Cather *My Antonia* (*Moja Antonia*)
- Kate Chopin *The Awakening* (*Przebudzenie*)
- e.e. cummings selected poems
- Don DeLillo *Falling Man* (*Spadając*)

Oscar Wao (*Krótki i niezwykły żywot*

*d (Zanim dopadnie nas czas)*

*(Juła jest noc)*

*(ty)*

*(wert damy)*

*(nu)*

*(dzy dharmy)*

*(drozda)*

*Blood Meridian (Krwawy południk)*

*(cesarza)*

*(ać komiwojażera)*

*(Mercy (Odruch serca)*

*(iki portowe)*

*(íska sielanka)*

*(re Falls)*

*(w kamieniu)*

*(y codzienności)*

*(historia)*

*(pury)*

*(do szczęścia)*

## **TEMATY OGÓLNE**

Uczestnicy II i III etapu Olimpiady udziel krótkich odpowiedzi w formie ci gęej wypowiedzi lub w formie dialogu z egzaminatorem na jeden z tematów zwi zanych z blokami tematycznymi stanowi cymi poszczególne rozdziały niniejszej publikacji.



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## TOPIC 1. THE ENGLISH LANGUAGE AND EDUCATION

### Introductory information on the origins of English and its popularity in the world:

English is a West Germanic language spoken originally in England and is now the most widely used language in the world. It is spoken as a first language by a majority of the inhabitants of several nations, including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. It is the third most common native language in the world, after Mandarin Chinese and Spanish. It is widely learned as a second language and is an official language of the European Union, many Commonwealth countries and the United Nations, as well as in many world organisations.

English arose in the Anglo-Saxon kingdoms of England and what is now south-east Scotland, but was then under the control of the kingdom of Northumbria. Following the extensive influence of Great Britain and the United Kingdom from the 17th century to the mid-20th century, via the British Empire, and of the United States since the mid-20th century, it has been widely propagated around the world, becoming the leading language of international discourse and the lingua franca in many regions.

Historically, English originated from the fusion of closely related dialects, now collectively termed Old English, which were brought to the eastern coast of Great Britain by Germanic (Anglo-Saxon) settlers by the 5th century – with the word English being derived from the name of the Angles, and ultimately from their ancestral region of Angeln (in what is now Schleswig-Holstein). A significant number of English words are constructed based on roots from Latin, because Latin in some form was the lingua franca of the Christian Church and of European intellectual life. The language was further influenced by the Old Norse language due to Viking invasions in the 8th and 9th centuries.

The Norman conquest of England in the 11th century gave rise to heavy borrowings from Norman-French, and vocabulary and spelling conventions began to give the appearance of a close relationship with Romance languages to what had then become Middle English. The Great Vowel Shift that began in the south of England in the 15th century is one of the

historical events that mark the emergence of Modern English from Middle English.

Owing to the assimilation of words from many other languages throughout history, modern English contains a very large vocabulary, with complex and irregular spelling, particularly of vowels. Modern English has not only assimilated words from other European languages but also from all over the world, including words of Hindi and African origin. The Oxford English Dictionary lists over 250,000 distinct words, not including many technical, scientific, and slang terms.

The original Lingua Franca was a mixed language composed mostly (80%) of Italian with a broad vocabulary drawn from Turkish, French, Greek, Arabic, Portuguese and Spanish. It was in use throughout the eastern Mediterranean as the language of commerce and diplomacy in and around the Renaissance era. At that time, Italian speakers dominated seaborne commerce in the port cities of the Ottoman empire. *Franca* was the Italian word for Frankish. Its usage in the term *lingua franca* originated from its meaning in Arabic and Greek, dating from before the Crusades and during the Middle Ages, whereby all Western Europeans were called "Franks" or *Faranji* in Arabic and *Phrankoi* in Greek during the times of the late Eastern Roman Empire. The term lingua franca is first recorded in English in 1678.

"English Language" Wikipedia: [http://en.wikipedia.org/wiki/English\\_language](http://en.wikipedia.org/wiki/English_language)

**TASK 1.1:** *Discuss the positive and negative aspects of English as the 'lingua franca' of the contemporary world.*

**Definition:** A lingua franca (or working language, bridge language, vehicular language) is a language systematically used to make communication possible between people not sharing a mother tongue, in particular when it is a third language, distinct from both mother tongues.

"Lingua Franca" Wikipedia: [http://en.wikipedia.org/wiki/Lingua\\_franca](http://en.wikipedia.org/wiki/Lingua_franca)

**Examples of lingua franca in the past:** ancient Greek and Latin, French. Some of the languages are still dominant in certain fields of science e.g. Latin in medicine or taxonomy, Italian in music, etc.

## List of positive and negative aspects of English as 'lingua franca':

Positive aspects	Negative aspects
<ul style="list-style-type: none"> <li>• costs of translating and interpreting are greatly reduced (23 official languages of EU make 506 translation and interpreting combinations, EU institutions spent 1 billion Euros on translation/interpreting in 2007 alone and the figure is expected to rise 5% annually)</li> <li>• the development of intercultural dialogue, exchange and promotion of advanced culture as well as scientific and technological developments is fostered</li> <li>• a platform of communication and understanding for people who speak other languages is created</li> <li>• greater opportunities for promotion and professional development: it is now 'necessary' to know English in certain areas of life such as sciences, business and commerce,</li> <li>• information and research findings are disseminated more effectively</li> <li>• workers of international companies may now be employed in any of their international branches (as managers and senior executives must speak English nowadays)</li> <li>• tourists are understood while travelling or visiting other countries (a major foreign language seems to be the only choice in places where dozens or hundreds of local languages or dialects are spoken)</li> <li>• there seems to be the general connection between speaking English fluently and general life prosperity</li> <li>• more foreign investment is attracted to countries in which people speak English</li> <li>• English is a language that is relatively regular and easy to learn in comparison with some other popular languages (such as Mandarin Chinese or even Spanish) so it can be learnt and used by more people</li> </ul>	<ul style="list-style-type: none"> <li>• those who speak English might be considered a social 'elite', there are many countries in the world where most of the people do not speak English at schools and privately</li> <li>• English is often seen as a 'language of power' (ignorance languages find themselves sooner or later!)</li> <li>• English is described as a 'killer language' as it tends to destroy some of the minority languages and the cultures associated with them</li> <li>• other languages might be discriminated and deemed to be less prestigious or important</li> <li>• people might feel emotionally and culturally 'deprived' while expressing their culture-related concepts in a language that does not have the right words for them</li> <li>• English words are assimilated into the local vocabulary of many languages (including Polish) and replace the original words; people become lazy and do not look for a word in their own language if there is the English word readily available</li> <li>• there are different Englishes (e.g. British, American, South African) and there might be a problem which one should be chosen as a standard to teach and learn using a single English variety cannot guarantee social harmony and mutual respect within a community, especially in a situation of division and unrest in the UK or the USA, although the vast majority of the population shares the same language</li> <li>• 'language is culture' yet some aspects of foreign (particularly American) culture might not be welcome by other cultures</li> <li>• English encourages globalization, as a result the world becomes a more predictable and thus boring place to live in</li> <li>• English, in particular, is associated with some negative aspects such as colonization, domination and exploitation and there are people who might feel negative about those and refuse to use it</li> </ul>

TASK 1.2: *Describe the characteristics of a good language learner.*

### Good language learners:

- develop their own style of learning that suits them
- are creative and experiment with words, grammar or sounds of the new language
- assume responsibility for their decisions and learn chiefly for the sake of personal development, not to please friends, parents or teachers
- actively seek opportunities to use the new language
- organize their learning and try to make sense of what they absorb
- get actively involved in the learning process
- try to understand how the new language works and are not discouraged if they cannot understand something, or if they can only understand something partially, they do not need all the answers about the language right away (specialists call it the ‘tolerance of ambiguity’)
- make use of their mother tongue and other languages they know (as well as their general knowledge) to acquire ...
- are not afraid of making mistakes and actually make them work to their advantage
- put meaning first, know that the primary purpose of language is communication
- pay attention to context and use it to get the information they want
- learn ready-made phrases and routine expressions rather than lists of single words and their translations
- constantly search for answers, are curious about the new language and its culture, compare what they already know with others

- know how oral communication develops and how to sustain it
- are aware of the existence of different styles/registers (formal, informal, neutral)
- know that learning a language is a complicated and time-consuming process and try to overcome their frustration and anxiety by rewarding themselves, if necessary
- set realistic goals that can be achieved, divide complex tasks into smaller steps or stages, achieve their aims gradually
- see the link between the language and culture, learn to appreciate the culture linked to the language they are studying
- are motivated as they know (or expect) they will need the new language in the future.

TASK 1.3: *What are some good ways to improve one's language ability?*

There are a lot of ways in which your language ability can be improved:

- change your way of thinking about learning: make it your hobby, not a tedious chore
- remember it is a long journey so there is no need to hurry: take your time and move slowly but gradually
- language ability is a skill and skills can always be developed and improved
- get to know yourself (your limitations), examine your interests and knowledge, list the techniques and strategies that worked for you in the past
- become even more motivated: think of the different ways in which the new language might be useful for you now and in the future