





KONKURS JĘZYKA ANGIELSKIEGO

DLA UCZNIÓW KLAS IV – VIII SZKÓŁ PODSTAWOWYCH WOJEWÓDZTWA MAZOWIECKIEGO

ETAP SZKOLNY 23 października 2019 r.



Uczennico/Uczniu:

- 1. Na rozwiązanie wszystkich zadań masz 90 minut.
- 2. Pisz długopisem/piórem dozwolony czarny lub niebieski kolor tuszu.
- 3. Nie używaj ołówka ani korektora. Jeżeli się pomylisz, przekreśl błąd i napisz inną odpowiedź.
- 4. Pisz czytelnie i zamieszczaj odpowiedzi w miejscu do tego przeznaczonym.
- 5. Pamietaj, że zapisy w brudnopisie nie podlegają ocenie.

Życzymy powodzenia!

| Maksymalna liczba punktów | 40 | 100% |
|----------------------------|----|------|
| Uzyskana liczba punktów | | % |
| Podpis Przewodniczącej/ego | | |

Zadanie 1. (0-3 pkt)

Przeczytaj poniższy tekst. Zaznacz w tabeli znakiem X, które zdania (1-3) są zgodne z treścią tekstu (T-True), które są niezgodne (F-False) oraz które zawierają informacje niepodane w tekście $(NI-No\ Information)$.

BULGARIA'S OLDEST CITY HONOURED AS EUROPEAN CULTURE CAPITAL

Plovdiv, the oldest city in Bulgaria, has been officially inaugurated as the European Capital of Culture for 2019. Some 50,000 people gathered in the main square to watch the opening show named "We are all colours" with 1,500 local and foreign artists on several stages. The programme included traditional Bulgarian folk dancers, 200 choral singers, a brass orchestra and a musical and laser spectacle.

Squeezed between the Balkan and Rhodope Mountains, Bulgaria's second-largest city has survived for thousands of years at the crossroads of Western Europe and the Middle East. Plovdiv claims to be the oldest continually inhabited European city, with more than 6,000 years of history. Evidence of this can be seen in many architectural landmarks dating back to Thracian, Greek, Roman, Byzantine and Ottoman times.

On both sides of the Maritsa River, the city is also known for its ethnic diversity. Many of its 340,000 inhabitants belong to the country's Turkish, Roma, Armenian, Greek and Jewish minorities, all of which have quite a strong influence on the city's vibrant cultural life. Examples of this influence were presented at a special exhibition during the opening music, light and dance show under the motto "Together."

Plovdiv, the first Bulgarian city to become a European culture capital, was also mentioned on The New York Times' list of 52 places to go in 2019. It shares the 2019 culture capital title with the Italian city of Matera. "This year will be a turning point for Plovdiv. After the decision was made four years ago, we have spent the entire time preparing the events. I'm sure that Plovdiv will never be the same," Svetlana Kuyumdzhieva, the art director of Plovdiv 2019, told reporters.

Adapted from: http://travelbaseonline.com

| | | T | F | NI |
|----|---|---|---|----|
| 1. | There were more local artists taking part in the opening show than foreign artists. | | | |
| 2. | Plovdiv has never been abandoned by its inhabitants | | | |
| 3. | There are 52 places, including Plovdiv, that have the 2019 culture capital title. | | | |

Zadanie 2. (0-4 pkt)

Przeczytaj tekst. Do każdej luki (1-4) dopasuj właściwe zdanie (A-G)), aby powstał logiczny i spójny tekst. Trzy zdania zostały podane dodatkowo i nie pasują do żadnej luki.

CLONING THE WORLD'S GREAT TREES

It is not hard to find the big tree they call Lady Liberty in Florida. It grows at the end of a boardwalk about 16 miles north of Orlando, along with many gum trees, oaks and magnolias in the middle of a small public park.

What is difficult is photographing the living landmark. At 89 feet tall, Lady Liberty is much smaller than some champion trees, but still gigantic by most standards. This makes it a big draw for tourists who come to see what a 2,000-year-old tree looks like. 1. _______ However, many visitors try – lying on the ground below with cameras pointed skyward.

Last December, the Archangel Tree Archive paid a visit to Big Tree Park as well, hoping to gather some young shoots from Lady Liberty's branches to clone the massive cypress. The non-profit organisation specialises in collecting and storing the genetic material of iconic old trees.

2. ______ The key aim is to preserve the trees for future generations.

For years the majestic Lady Liberty was overshadowed by the Senator, another cypress that also used to grow in the same Seminole County park and was probably more than 3,500 years and Three years are the Senator burned to the ground. After that the managers of Rig Tree Park

also used to grow in the same Seminole County park and was probably more than 3,500 years old. Three years ago the Senator burned to the ground. After that the managers of Big Tree Park received more than 1,000 emails and phone calls from people all over the world expressing sadness and outrage. 3. ______ The tragedy also inspired an appreciation in some people for the trees that remained, including some volunteers at the park who asked about protecting Lady Liberty.

Archangel's lead propagator, Jake Milarch, says his staff and a group of scientific advisors have identified a list of about 100 iconic trees around the world that should be cloned. **4.**Some critics point out that conservation work should protect not only lone specimens but also save valuable pieces of land and their habitats because then the whole ecosystem would be healthy. Others worry that cloning could potentially create a dangerous situation if locations for the new trees are not selected carefully and tracked regularly.

In spite of these arguments, Seminole County officials still feel that cloning Lady Liberty was the right move. Why? They said, "if something as tragic as what happened to the Senator, happened to Lady Liberty, we'd be kicking ourselves."

Adapted from: https://www.smithsonianmag.com

- **A.** But not everyone is convinced that cloning big old trees is always worthwhile.
- **B** Some stands of the oldest trees are now threatened by logging and development.
- **C.** The pictures can help us to discover how some species will adapt to global climate change.
- **D.** What had seemed so strong suddenly disappeared, and the personal connection people had with the past was destroyed.
- **E.** It is impossible to capture the entire massive trunk and twisted branches in a single frame.
- **F.** His group has spent decades studying the genetics of large trees after the original died.
- **G.** Then, it seeks appropriate places to replant the resulting clones.

Zadanie 3. (0-4 pkt)

Uzupełnij poniższe dialogi (1-4), wybierając jedną spośród podanych możliwości. Zakreśl litere A. B albo C.

| liter | ę A, B albo C. | | |
|--------------|--|-------------------------------|-------------------------|
| 1. | X: She is so slender. | | |
| | Y: Indeed, but surprisingly | she eats | |
| | A. like a horse | B. like a bird | C. like a wolf |
| 2. | X: Here are the options. So | , what do you say? | |
| | Y: There are too many of the | nem. I can't | |
| | A. go out of my min | d B. make up my mind | C. mind my language |
| 3. | X: You look a bit | <u>.</u> | |
| | Y: Perhaps I'm coming dov | vn with the flu. | |
| | A. off-colour | B. pastel pale | C. black and white |
| 4. | X: Have you heard from Ma | ary recently? | |
| | Y: As far as I know she has | moved to California to make | · |
| | A. a clean start | B. an early start | C. a fresh start |
| Uzu | anie 4. (0-4 pkt) pełnij poniższe wypowiedzi (i reśl literę A, B albo C. | 1-4), wybierając jedną spośro | ód podanych możliwości. |
| 1. Y | our books are all over the floor | . Please on the shell | f. |
| 2. Tł | A. throw them away ne missing key finally | • | C. fill them away |
| | A. lost out | B. stuck down | C. turned up |

| 3. I can't with yo | ur constant complaining. | |
|------------------------------|----------------------------------|---|
| A. put up | B. stand for | C. pull over |
| 4. Jessica her mo | ther with her love of horses. T | hey are both great riders. |
| A. looks after | B. looks into | C. takes after |
| | | ednym wyrazem, tak aby otrzymać łkowita poprawność ortograficzna |
| | 3-D PRINTER SIZE-28 SI | HOES |
| A 19-year-old Michigan ma | n, the world's tallest teenager | - according to the Guinness Book of |
| World Records, 1. | finally found | d an affordable pair of shoes to fit his |
| size-28 feet, 2. | to a 3-D printer | |
| | | ie, also 3 as |
| | | 0 people. In fact, no one is sure when |
| he 4. | stop growing. | |
| "I can walk into a st | ore and walk out with | five pairs of shoes if I want |
| 5 | but he can't," said Stacy Sny | der, Brown's aunt. California-based |
| shoe company Feetz steppe | d in to help. They use an app | to convert photos of someone's feet |
| into a 3-D model to create | custom-fit shoes manufacture | d by a 3-D printer. Feetz shoes cost |
| 6 | \$99 and \$250, versus the t | ypical custom-fit shoes that cost a |
| minimum of \$400 to \$500. | | |
| Feetz CEO Lucy Beard deli | vered a pair of black and red sl | noes to Brown at his home last week, |
| in the colours of Brown's fa | vourite basketball 7. | , the Chicago Bulls. |
| "We've never done a shoe th | is big before, but we're just ex | cited to get Broc some comfy shoes," |
| Beard said. "We're really ju | st honoured to do this." Broc | could not be happier. "Now I'm the |
| world's tallest teenager 8 | the last | rgest 3-D-printed shoes," he said. |
| | | Adapted from: https://www.cbsnews.com |

| Zadanie 6. (0- | 5 pkt) |
|-----------------------|--------|
|-----------------------|--------|

Uzupełnij każde z poniższych zdań (1-5) jednym pasującym słowem. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Liczba kresek odpowiada liczbie brakujących liter w słowie, a niektóre litery zostały już podane.

| | ive a fair reen to protec | | i, so | o in the sumn | nertime I should use plen | ty of |
|-----------------|------------------------------|-------------------------------|---------------------|-----------------|---|--------|
| 2 | r | a | , the injur | y was not se | rious and he was able to p | olay |
| in the | next match. | | | | | |
| 3. It ra | ained most of | the time when | we were at the se | easide. It was | deeply | |
| | p | | be | cause we had | d hoped to get a golden su | ıntan. |
| 4. Thi | s course is m | eant for studen | its who want to _ | p | their English. | |
| 5. The | e kids cooked | dinner by | m | | , nobody helped them. | |
| Uzup i okre | eślniki podar | poniższych z ne w nawiasac | | iej formie i : | ki oraz rzeczowniki, za szyku. Wymagana jest _] azów. | |
| 1. | | | (she / b | oe) keen on . | | |
| (colle | ct) sunset pos | sters since she | was 10 years old, | so her collec | tion is pretty big right no | w. |
| 2. | | | (he, ge | t / not) a bett | ter job offer if | |
| | | | (he /pass / not) th | ne language e | exam next week. | |
| 3. Yes | sterday | | | (he | / waste) plenty of time w | hen |
| | | | (he / | look for) the | e papers. | |
| 4. Tha | nt was a really | y unusual situa | tion | | (we / not/ re- | alise) |
| that | | | (he / lay | y) the table w | vith the blanket the day be | efore. |

| 5. X: What time | (the ferry / arrive)? |
|--|---|
| Y: I'm afraid you are too late | (it / leave / already). |
| 6. X: Where is Ann? | |
| Y: I think she is in the kitchen. Look! | (she / taste) |
| the soup to see if | (it / need) more salt. |
| Zadanie 8. (0-5 pkt) Dokończ zdania (1-5), wybierając jedn B, C albo D. 1. Henry VIII's first wife was | ą spośród podanych możliwości. Zakreśl literę A |
| A. Anne Boleyn | B. Jane Seymour |
| C. Katherine Parr | D. Catherine of Aragon |
| 2. The official name of the pound used as | official currency in the UK is "pound". |
| A. of queen | B. penny |
| C. golden | D. sterling |
| 3. The largest rock monolith in the world | is situated in |
| A. the United States | B. the United Kingdom |
| C. Australia | D. Canada |
| 4. The United Kingdom's longest river is | |
| A. the River Tay | B. the River Severn |
| C. the River Themes | D. the River Shannon |
| 5. Canada's Head of State is | · |
| A. the President | B. the British monarch |
| C. the Governor General | D. the Prime Minister |

Zadanie 9. (0-5 pkt)

Twoja klasa bierze udział w międzynarodowym projekcie badawczym dotyczącym użycia telefonów komórkowych do nauki języków obcych.

W liście do partnerów – innych szkół z zagranicy:

- przedstaw swoją klasę i wyjaśnij, dlaczego zdecydowaliście się wziąć udział w projekcie,
- opisz zasady dotyczące używania telefonów komórkowych w Twojej szkole na lekcjach i przerwach,
- zrelacjonuj lekcję języka obcego, podczas której używaliście telefonów w celach edukacyjnych.

Podpisz się jako XYZ. <u>Rozwiń swoją wypowiedź w każdym z trzech podpunktów.</u> Oceniana jest umiejętność pełnego przekazania informacji oraz poprawność środków językowych.

| | | X |
|----------|--------------|---|
| To: | abc@mail.com | |
| From: | xyz@mail.pl | |
| Subject: | | |
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