



**Wojewódzki Konkurs Języka
angielskiego dla uczniów klas
IV-VIII szkół podstawowych**



Etap rejonowy 16 lutego 2021 roku

Godz. 14.00

Czas trwania testu: 90 minut

Nr RKK					
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Instrukcja dla ucznia:

1. Test konkursowy na etapie rejonowym zawiera 7 zadań (I - VII).
2. Przed udzieleniem odpowiedzi uważnie przeczytaj polecenie i treść zadania.
3. Wszystkie odpowiedzi wpisuj czytelnie i wyraźnie w wyznaczonych miejscach.
4. Przy rozwiązywaniu zadań zamkniętych wyboru wielokrotnego wybierz tylko jedną, prawidłową odpowiedź i zaznacz ją krzyżykiem, np.:
a. b. c.
5. W przypadku pomyłki, weź błędą odpowiedź w kółko i oznacz krzyżykiem poprawną odpowiedź.
6. Test wypełniaj długopisem nieścieralnym, nie używaj korektora, ołówka ani gumki.
7. Nie komunikuj się z innymi uczestnikami konkursu w trakcie etapu rejonowego.
8. Nie korzystaj z żadnych urządzeń telekomunikacyjnych, słowników ani innych pomocy naukowych.
9. Sprawdź wszystkie odpowiedzi przed zakończeniem testu.
10. Punkty przyznawane są tylko za w pełni poprawne ortograficznie i gramatycznie rozwiązania, zgodne z zasadami i normami języka pisанego używanego w kontekstach formalnych, o ile z polecenia zadania nie wynika kontekst nieformalny.
11. Maksymalna liczba punktów, jaką możesz uzyskać, to 80 pkt.

Powodzenia ☺

Uzyskane punkty: /80 p., czyli %	Imię i nazwisko przewodniczącego RKK	Podpis przewodniczącego RKK
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Wojewódzki Konkurs Języka Angielskiego dla uczniów klas IV – VIII szkół podstawowych województwa pomorskiego w roku szkolnym 2020/2021

Zadanie I. Przeczytaj uważnie tekst i wykonaj część A i B zadania pod tekstem.

Endangered languages?

English is an international language spoken by an increasing number of people around the world. In many English-speaking countries though, English isn't the only language. In the UK, for example, people speak Welsh, Gaelic and a few other old languages. Because these languages aren't international, people pay less attention to them. So what does this mean for children who grow up speaking them as their mother tongue?

I grew up in Wales. My family spoke English, but the Welsh language was everywhere. When you were driving around Wales, all the road signs were in English and Welsh. As a child, I hated reading everything twice! We had Welsh television programmes too. While everyone in England was watching fashionable American TV shows, we were learning about local farming in Welsh! At secondary school I was dreaming of going to live in Paris, when I realised that instead of Welsh lessons, I needed French lessons. No one spoke Welsh outside Wales. Now I'm older I feel differently. Welsh is a part of my identity and, besides, we have better Welsh TV now!

In parts of Scotland some children grow up in families where grandparents still speak Gaelic. Gaelic has even fewer speakers than Welsh, and few are confident that this part of their culture will survive. It's difficult when English is everywhere else in the country, but teaching subjects in Gaelic in schools helps. However, often there aren't enough Gaelic-speaking teachers. Unless families continue to speak the language at home too, these languages won't survive.

In fact, many old languages are disappearing in the UK. People on the Isle of Man spoke Manx for centuries until the last native speaker died in the twentieth century. The same thing has happened to Cornish. Cant was a language spoken by smugglers who were bringing goods into the country illegally, or travellers and criminals. It allowed them to keep secrets from the police but it too has disappeared. Languages, even if they are spoken by very few people, have a history and culture, and it's a shame to see them go. If we care about saving forests and animals, we should care about saving languages, too.

Adapted from Gold Experience B1, Pearson Longman.

CZĘŚĆ A: Odpowiedz na pytania wskazując prawidłową odpowiedź A, B, C lub D. .../5

Przykład 0. Welsh and Gaelic are described as:

- A. old languages
B. relatively young languages
C. languages spoken by many people
D. popular among foreigners

1. What does the writer say about English in the first paragraph?

- A It is the most popular language in the world.
B It is one of several British languages.
C It will become more important than it is now.
D It has been replaced by other languages.



2. How did the writer feel about Welsh when he was younger?

- A** annoyed about the quality of Welsh programmes
- B** angry because he had to translate all the time
- C** confused about when to use the two languages
- D** excited to learn yet another language

3. What does the writer say about Gaelic speakers?

- A** They find it hard to talk to relatives.
- B** Many choose to stop speaking the language.
- C** They understand that English matters more.
- D** Too few speakers train in the field of education.

4. The writer mentions ‘smugglers’ Cant’

- A** because it was frequently used in the past.
- B** to show that languages have already been lost.
- C** because it was a good thing that it died out.
- D** to suggest how some languages can be saved.

5. What would the writer be most likely to say?

- A** Children need to learn languages they can use internationally.
- B** There should be more support for languages in danger.
- C** English may possibly die out too one day.
- D** Entertainment is the best hope for saving languages.

CZĘŚĆ B) Odszukaj w tekście wyrażania pasujące do podanych definicji. Odpowiedzi wpisuj WIELKIMI LITERAMI: .../8

Przykład 0. become older and more mature: grow up

- 6.** connected with several countries: _____
- 7.** growing in size or number: _____
- 8.** look or listen carefully: _____
- 9.** popular, especially for a short period of time: _____
- 10.** from or happening in the area you live in: _____
- 11.** understood or began to understand something: _____
- 12.** becoming impossible to see or hear any more: _____
- 13.** gave someone the opportunity to do something: _____



ZADANIE II. Uzupełnij luki tak, żeby otrzymać spójny i logiczny tekst. Każda kreska oznacza jedną literę. Ponadto, w każdym wyrazie podane są litery pomocnicze. .../10

An act of (przykład 0) k i n d n e s s

A few years ago I was travelling **14.** a_____ by bus. We got to the **15.** _____e_____ with another country. I **16.** h_____ the guard my passport. I wasn't worried because it was safe and I knew I didn't need a **17.** j_____ for that country. Unfortunately, he told me to get off the bus and wait. Soon, the bus left **18.** h_____ me. An hour later they gave me my passport. I tried to **19.** t_____h_____ but nobody stopped so I started walking. The countryside was **20.** p_____a_____l_____ but I felt **21.** e_____h_____t_____ and it was getting dark. Then a man on a motorbike stopped. He spoke to me. We **22.** h_____o_____ hands. He took me home to meet his family and spend the night. They were so **23.** p_____b_____ that I invited them to visit me in my country.

ZADANIE III. Uzupełnij drugie zdanie tak aby powstało zdanie równoważne. Nie zmieniaj formy podanych słów. Możesz użyć maksymalnie trzy słowa, wliczając podane już słowo. .../10

Przykład 0. I will always support you. STAND

I will always stand by you.

24. Is it a problem for you if I do some yoga in the living room? **MIND**

_____ if I do some yoga in the living room?

25. After taking part in several school performances, John got the main role in a TV reality show. **HAD**

John got the main role in a TV reality show after he _____ in several school performances.

26. My friend said that he wasn't really into musicals. **CUP**

My friend said that musicals weren't really his _____.

27. It wasn't necessary for him to prepare dinner yesterday because his children were away on a school trip. **HAVE**

He _____ to prepare dinner yesterday because his children were away on a school trip.

28. We don't need anybody's help to install apps on our phones. **BY**

We can install apps on our phones _____.

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29. He took all your belongings. I saw it. **TAKE**

I saw _____ all your belongings.

30. I don't like when people look at me while I'm eating. **LOOKED**

I don't like _____ while I'm eating.

31. It was Jenny's first watercolour painting. **PAINTED**

Jenny _____ with watercolours before.

32. She was so naïve that she believed that they will call her back and offer her that job.
SUCH

She was _____ girl that she believed that they will call her back and offer her that job.

33. I almost never watch news on TV as I prefer reading good papers' online editions. **EVER**

Hardly _____ watch news on TV as I prefer reading good paper's online editions.

ZADANIE IV. Uzupełnij zdania zmieniając formy wyrazów podanych w nawiasach.

Odpowiedzi wpisz wielkimi literami.

.../10

Przykład 0. My sister wants to be a LAWYER (LAW).

34. I have a lot of (ADMIRE) for this artist's work.

35. I'm asking for your (FORGIVE).

36. There are many (ABLE) people who do sports even though they can't walk or have some hearing problems.

37. Tim's really (COURAGE). He's not afraid of anything!

38. It's (BELIEVE)! I've lost my mobile again!

39. My sister has worked in a (BAKE) all summer.

40. You look different. Have you lost some (WEIGH)?

41. I'm aware that my picture is (PERFECT) but I like it.

42. This is a silicone toothbrush so you can't break it. I think, it is
(BREAKABLE)

43. My dad went down to a (DEEP) of 30 meters. He's getting better and better at diving.

ZADANIE V. Uzupełnij luki jednym słowem tak, żeby powstał spójny i logiczny tekst.

.../12

Why music from our teens stays with us forever

For many of (przykład) 0. us there are certain songs that have the power to transcend the everyday and instantly transport us 44. to a certain time or place – sitting in the park 45. a sunny day, dancing on a night out with your Uni mates, walking 46. the aisle, running a marathon, your first kiss...

Are you thinking of yours now?

Does it happen to be a song that 47. you straight back to your teens or twenties? If 48. – you're not alone.

The nostalgia surrounding our favourite songs isn't just a recollection of old memories; scientific studies show we remember more from our adolescence and early twenties 49. any other period of our lives.

The music we listen 50. during this period 51. greater lasting impact than songs in later life because of a psychological phenomenon called the reminiscence bump.

Our memories define 52. we are and shape our sense of identity, but they are 53. evenly distributed throughout our life. We have fewer memories from birth to about eight-years-old, while at the other end of the scale our minds can easily recall memories that happened most recently, 54. this does decline with age.

However, researchers have found 55. is a key age between the ages of 10 to 30-years-old when the reminiscence bump applies, meaning our memories have a particular affinity for recalling events.

Adapted from: <https://www.bbc.co.uk/teach/bring-the-noise/music-from-our-teens/zvfphbk>

ZADANIE VI. Wybierz prawidłową odpowiedź A, B, C lub D.

.../15

Przykład 0. Pass me the ..., please. I'd like to change the channel.

- A. camcorder B. TV set C. remote control D. head set

56. If I had another \$ 40.000 a year, I would consider myself _____.

- A. well deserved B. well done C. well-made D. well-off

57. If we want to buy a house , we'll have to _____ our spending.

- A. care for B. cut back C. let down D. save

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16.02.2021 II Liceum Ogólnokształcące im. dr. W. Pniewskiego w Gdańsku



58. The vase is definitely not _____; just a very good imitation.

- A. factual B. genuine C. real D. true

59. John slipped on a piece of orange _____ and broke his leg.

- A. crust B. coat C. peel D. shell

60. One _____ of their new house is that it has no garden.

- A. complaint B. disadvantage C. dislike D. pity

61. The farm area _____ as far as the river.

- A. advanced B. developed C. extended D. lay

62. The human voice often sounds _____ on the telephone .

- A. deformed B. distorted C. irregular D. twisted

63. He soon made a _____ for himself on the stage.

- A. reputation B. fame C. popularity D. regard

64. We have been able to use these splendid premises this morning by kind _____ of the Director of the University Museum.

- A. allowance B. courtesy C. thanks D. permission

65. Write in pencil and _____ out any mistakes.

- A. rub B. clean C. scratch D. wipe

66. We can't teach him anything because he already knows his subject _____ .

- A. from cover to cover B. from top to toe C. inside out D. upside down

67. I can't afford a new pair of shoes, _____ alone a fur coat.

- A. let B. all C. even D. except

68. An I.Q. test is supposed to measure the _____ of your intelligence.

- A. degree B. level C. extent D. size

69. I think the birds must have eaten all the seeds I _____ last month.

- A. sawed B. sewed C. showed D. sowed

70. In big cities animals should be kept under _____ .

- A. authority B. check C. control D. discipline



ZADANIE VII. Połącz wydarzenia historyczne oraz ich uczestników, dzieła sztuki oraz ich autorów tak, aby powstały logiczne pary. Pięć nazwisk nie pasuje do żadnego wydarzenia bądź też dzieła.

.../10

71. "I can't get no satisfaction" _____	A) Guy Fawkes
72. Good Friday Agreement _____	B) David Cameron
73. The Gunpowder Plot _____	C) The Rolling Stones
74. "Hit the Road Jack" _____	D) Amy Winehouse
75. "Frankenstein" _____	E) Martin Luther King
76. March on Washington _____	F) Ronald Reagan
77. Final Brexit deal _____	G) Boris Johnson
78. "Rehab" _____	H) Richard Nixon
79. The Watergate scandal _____	I) F.D. Roosevelt
80. The Yalta Conference _____	J) Tony Blair
	K) Ray Charles
	L) Mary Wollstonecraft Shelley
	M) Louis Armstrong
	N) Oliver Stone
	O) Margaret Thatcher