



**MODEL ODPOWIEDZI, SCHEMAT OCENIANIA I TRANSKRYPCJA NAGRAŃ  
KONKURS JĘZYKA ANGIELSKIEGO DLA KLAS IV-VIII  
UCZNIÓW SZKÓŁ PODSTAWOWYCH WOJEWÓDZTWA MAZOWIECKIEGO**

**ETAP WOJEWÓDZKI 2020/2021**

Uczeń może zdobyć maksymalnie 60 punktów.

Przyznaje się tylko całkowite liczby punktów.

W zadaniach 2, 3, 6, 7, 8, 9 przyznaje się 1 punkt za poprawną odpowiedź.

W zadaniach 1, 4, 5 oraz 10 stosuje się osobne kryteria podane przy każdym z zadań.

W zadaniach 2, 4, 5, 6, 7, 8 oraz 10 wymagana jest całkowita poprawność ortograficzna i gramatyczna odpowiedzi.

W zadaniach otwartych można zaakceptować inną odpowiedź ucznia, nieuwzględnioną w modelu odpowiedzi, pod warunkiem, że jest logiczna i całkowicie poprawna językowo.

## MODEL ODPOWIEDZI

<b>Zadanie 1.</b>	<b>1.1. NI    1.2. F    1.3. F    1.4. T    1.5. NI    1.6. T    1.7. NI</b>													
		<table border="1"> <tr><td>7</td><td>odpowiedzi – 5 punków</td></tr> <tr><td>6</td><td>odpowiedzi – 4 punkty</td></tr> <tr><td>5</td><td>odpowiedzi – 3 punkty</td></tr> <tr><td>4</td><td>odpowiedzi – 2 punkty</td></tr> <tr><td>3-2</td><td>odpowiedzi – 1 punkt</td></tr> <tr><td>1-0</td><td>odpowiedzi – 0 punktów</td></tr> </table>	7	odpowiedzi – 5 punków	6	odpowiedzi – 4 punkty	5	odpowiedzi – 3 punkty	4	odpowiedzi – 2 punkty	3-2	odpowiedzi – 1 punkt	1-0	odpowiedzi – 0 punktów
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1-0	odpowiedzi – 0 punktów													
<b>Zadanie 2.</b>		<b>5</b>												
<b>2.1.</b> 7th / seventh														
<b>2.2.</b> explore the other museum exhibits / explore the museum by themselves / go round the museum														
<b>2.3.</b> the area's past / farming / agriculture / things relating to farming / things relating to agriculture														
<b>2.4.</b> his students did not enter / no one entered														
<b>2.5.</b> bashed his head / hit his head / fell (down)		<b>5</b>												
<b>Zadanie 3.</b>														
<b>3.1. E    3.2. B    3.3. C    3.4. G    3.5. A</b>		<b>5</b>												
<b>Zadanie 4.</b>														
<b>4.1. F    4.2. NI    4.3. F    4.4. NI    4.5. T    4.6. F    4.7. F</b>														
<b>4.8.</b> (to) be in a funk	<table border="1"> <tr><td>Ocena zadań 4.1.-4.7.</td></tr> <tr><td>7      odpowiedzi – 5 punków</td></tr> <tr><td>6      odpowiedzi – 4 punkty</td></tr> <tr><td>5      odpowiedzi – 3 punkty</td></tr> <tr><td>4      odpowiedzi – 2 punkty</td></tr> <tr><td>3-2    odpowiedzi – 1 punkt</td></tr> <tr><td>1-0    odpowiedzi – 0 punktów</td></tr> </table>	Ocena zadań 4.1.-4.7.	7      odpowiedzi – 5 punków	6      odpowiedzi – 4 punkty	5      odpowiedzi – 3 punkty	4      odpowiedzi – 2 punkty	3-2    odpowiedzi – 1 punkt	1-0    odpowiedzi – 0 punktów						
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1-0    odpowiedzi – 0 punktów														
<b>4.9.</b> (a) prerequisite														
<b>4.10.</b> (to) crave / (to) be craving														
<b>4.11.</b> (a) potluck														
<b>4.12.</b> intimidated														
	<table border="1"> <tr><td>Ocena zadań 4.8.-4.12.</td></tr> <tr><td>1 punkt za poprawną odpowiedź</td></tr> </table>	Ocena zadań 4.8.-4.12.	1 punkt za poprawną odpowiedź											
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	<b>10</b>													
<b>Zadanie 5.</b>														
<b>5.1.</b> by / with	<b>5.6.</b> focused / concentrated / worked													
<b>5.2.</b> an	<b>5.7.</b> let	<table border="1"> <tr><td>10    odpowiedzi – 5 punktów</td></tr> <tr><td>9-8   odpowiedzi – 4 punkty</td></tr> <tr><td>7-6   odpowiedzi – 3 punkty</td></tr> <tr><td>5-4   odpowiedzi – 2 punkty</td></tr> <tr><td>3-2   odpowiedzi – 1 punkt</td></tr> <tr><td>1-0   odpowiedzi – 0 punktów</td></tr> </table>	10    odpowiedzi – 5 punktów	9-8   odpowiedzi – 4 punkty	7-6   odpowiedzi – 3 punkty	5-4   odpowiedzi – 2 punkty	3-2   odpowiedzi – 1 punkt	1-0   odpowiedzi – 0 punktów						
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<b>5.3.</b> making / producing	<b>5.8.</b> more													
<b>5.4.</b> had	<b>5.9.</b> has													
<b>5.5.</b> as	<b>5.10.</b> other's													

<b>Zadanie 6.</b>		
<b>6.1.</b> deadline		
<b>6.2.</b> qualified		
<b>6.3.</b> expelled		
<b>6.4.</b> pressure		<b>4</b>
<b>Zadanie 7.</b>		
<b>7.1.</b> surveyed	<b>7.5.</b> existing	
<b>7.2.</b> minority	<b>7.6.</b> likely	
<b>7.3.</b> difficulties	<b>7.7.</b> silence	
<b>7.4.</b> particularly	<b>7.8.</b> remotely	<b>8</b>
<b>Zadanie 8.</b>		
<b>8.1.</b> had not helped		
<b>8.2.</b> by far the most		
<b>8.3.</b> my car is being fixed		
<b>8.4.</b> had better prepare		
<b>8.5.</b> took any notice of		
<b>8.6.</b> since I attended		
<b>8.7.</b> were laid off		
<b>8.8.</b> does he play truant		<b>8</b>

<b>Zadanie 9.</b> <b>9.1. E 9.2. A 9.3. F 9.4. D</b>	<b>4</b>
<b>Zadanie 10.</b> <b>10.1.</b> SAT stands for Scholastic Aptitude Test. (1 punkt) It is a standard test / an examination that American high school students take in order to measure their abilities before they go to a college or University (it tests language and mathematical skills). (1 punkt)	
<b>10.2.</b> It refers to US primary and secondary education from kindergarten to the 12th grade / kindergarten and grades 1-12 (ages 5-17) / from kindergarten to the last year of high school / (all education throughout these years is paid for by the government). (1 punkt) “K” stands for kindergarten and “12” for twelfth grade (the last year of high school in the US). (1 punkt)	
<b>10.3.</b> Bulldogs (1 punkt)	<b>6</b>
<b>10.4.</b> Amazon / Amazon.com (1 punkt)	<b>60</b>

## **TRANSKRYPCJA**

### **Zadanie 1.**

My name is Robert and I have always wanted to work with animals. I grew up on Long Island, about 40 minutes east of New York City, so most of my wildlife experience came from my parents taking me to the zoo. We went to the Bronx Zoo a lot and to the Cold Springs Fish Hatchery, which has these cool little ponds with fish, frogs and turtles. I still have my fifth-grade yearbook, and under the question, "What do you want to be when you grow up?" my answer says, "Zookeeper."

In middle school and high school, I was involved in theater and soccer, but most of the activities I did seemed to fade away at some point - except those concerning animals.

When I was applying to colleges, I knew what zoology and ethology, the study of animal behavior, both were, but it was hard to find those programs. I went to Penn State for biology initially, as they didn't offer the courses I mentioned before, but it turned out not to be right for me – it was a little too technical and there were a lot of pre-med students, which meant it was a lot of physics and calculus.

I found another program called Wildlife and Fishery Science, where I could focus on wildlife. I still had to take physics, calculus, organic chemistry, and classes like that, but I also took mammalogy, ornithology, conservation biology, and a bunch of other classes. I even took a tree class, where we spent two days a week out in the field identifying trees.

As university went on, I knew I wanted to study abroad. I originally wanted to go to Australia, but in the end I ended up in Africa because of the megafauna there – the really big, charismatic animals you see on nature shows when you're little. I did a program with Duke University, and we toured around the majority of South Africa, stopping at field sites where there were actual researchers doing work. It was an incredible experience, seeing lions and elephants in the wild, baboons all over the place, and a great variety of birds everywhere. As it can take years to finish studying wildlife, some of the research we were carrying out in northern South Africa is still being continued by other students. And all the work we did contributed to the overall conservation of the wild places that everybody hears about, but not so many actually get to go to.

In my senior year, I volunteered at a rehab center and was mostly focused on what to do next. I sent out applications to zoos all over the country and, after graduation, I got a job at the Queens Zoo the following fall.

Adapted from: <https://www.cosmopolitan.com>

**Zadanie 2.**

Teachers know that sometimes the most insane stuff goes on school trips. Here is my story.

Every year for many years, I have taken a group of sixty 7th grade students to a well-known museum in the area, where they get to learn about ancient history, view an actual mummy, and go on a simulated archaeological dig. Afterwards, the students are free to explore the other museum exhibits for an hour or so. It's always been an excellent experience. The last trip we went on, however, was a bit of a disaster.

When we arrived, the museum director found me right away to let me know all about their latest exhibition. Apparently, they were featuring an 'exciting new' artist and they wanted to make sure that I was aware – they had forgotten to mention this when I booked the trip. They had me leave the kids with the museum guide for a few minutes and walked me over to the exhibit, which featured wall-sized photographs of naked adults and nude statues. I was expecting something totally different. In the past, other feature exhibits have included information about the area's past or displays about things relating to farming and agriculture.

As one can imagine, as soon as you tell a group of 12-year-olds that they cannot go into a certain area of a museum, you immediately have a large group of very curious children who then spend their entire trip trying to find a way in.

Instead of exploring the museum with my students and facilitating discussions, I spent the entire trip running back and forth between the two entrances, making sure that no one entered that exhibit.

Does it get any worse than this? Yes, it does. While I was guarding the entrance to the exhibit, a parent rushed over to find me. Apparently, while looking at the mummy in the Egypt exhibit, one of the students passed out, fell over, and bashed his head on the glass case. The museum emergency team had to be called and parents had to be contacted. Thankfully, the student ended up being fine, but it was a very frightening experience. Needless to say, I don't see any trips back to this museum in the future.

Adapted from: <https://blog.teacherspayteachers.com>