



KURATORIUM OŚWIATY W KRAKOWIE

**Małopolski Konkurs Języka Angielskiego dla uczniów szkół podstawowych
w roku szkolnym 2022/2023**
Etap wojewódzki
20 lutego 2023 r.

	ZADANIE												Razem
	A	B	C	D	E	F	G	H	I	J	K	L	
Maksymalna liczba punktów	10	6	4	10	10	10	10	5	5	10	10	10	100
Uzyskana liczba punktów													
Sprawdzający													
Punktacja po weryfikacji													
Sprawdzający													

Miejsce na wklejenie metryczki z danymi ucznia

Droga Uczennico! Drogi Uczniu!

Przed przystąpieniem do rozwiązywania zadań konkursowych wpisz na oddzielnej karcie swoje imię i nazwisko, nazwę szkoły oraz imię i nazwisko nauczyciela przygotowującego Cię do konkursu. Wypełnioną kartę z danymi osobowymi włożyć do przygotowanej koperty i zaklej.

Arkusz, który masz przed sobą, zawiera dwanaście zadań (od A do L). Przeczytaj bardzo uważnie polecenia do zadań. Zwróć uwagę na to, że w niektórych zadaniach wymagana jest całkowita poprawność. Akceptowane są skrócone formy czasowników.

Pamiętaj, żeby pisać czytelnie (długopisem lub piórem), gdyż nieczytelność liter dyskwalifikuje odpowiedź. Nie zapisuj rozwiązań drukowanymi literami – sposób zapisu wyrazów ma znaczenie przy ocenianiu pracy. Nie używaj korektora ani długopisu zmazywalnego – zadanie, w którym ich użyjesz, nie będzie oceniane. Pamiętaj, że brak wyboru odpowiedzi lub zaznaczenie większej liczby odpowiedzi będzie traktowane jako błędna odpowiedź. Jeśli się pomyliłeś, skreśl błędную odpowiedź, a właściwą oznacz określeniem „dobrze”.

Zadanie A sprawdza rozumienie ze słuchu. Zadania B i C sprawdzają rozumienie tekstu pisanej. Zadania od D do J badają znajomość środków językowych. Zadania K i L sprawdzają znajomość zagadnień kulturoznawczych, wskazanych w podanych lekturach.

Jeśli jeszcze nie wyłączyłaś/wyłączyłeś telefonu komórkowego, zrób to teraz.

Czas przeznaczony na rozwiązywanie testu: **90 minut.**

Życzymy Ci satysfakcji z uczestnictwa w Konkursie i uzyskania wysokiego wyniku.

GOOD LUCK!

Organizatorzy Konkursu

ZADANIE A

Usłyszysz dwukrotnie wywiad z autorką książki o słynnych nastolatkach. Na jego podstawie z podanych możliwości (A, B, C i D) do każdego zdania (1–10) wybierz odpowiedź właściwą, zgodną z treścią rozmowy. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. Many famous and successful teenagers have ____
 - A. been noticed by talent seekers.
 - B. been inspired by YouTube videos.
 - C. worked from an early age.
 - D. used new technology.
2. Justin Bieber began his career by ____
 - A. blogging about music.
 - B. uploading videos on YouTube.
 - C. singing with R&B star Usher.
 - D. sending videos to talent scouts.
3. Some people say Justin Bieber is the most influential person in the world because ____
 - A. he analyses social media.
 - B. he is friends with Barack Obama.
 - C. he has so many followers on Twitter.
 - D. he has had so many number-one songs.
4. A negative consequence of fame for Justin Bieber is that ____
 - A. his videos are disliked.
 - B. he has very little privacy.
 - C. people criticise his appearance.
 - D. people get bored of hearing about him.
5. Tavi Gevinson started a fashion blog ____
 - A. in 2011.
 - B. 11 years ago.
 - C. when she was 11.
 - D. when she was in 11th grade.
6. “Rookie” means ____
 - A. a fan.
 - B. a blogger.
 - C. a beginner.
 - D. a fashion model.
7. Tavi’s blog *Style Rookie* ____
 - A. was disliked by adults.
 - B. soon had a lot of readers.
 - C. was noticed by Karl Lagerfeld.
 - D. allowed readers to post photos of themselves.

8. When some people didn't believe her age, Tavi _____

- was sad and angry at first.
- stopped blogging for a while.
- decided to attack them in return.
- completely ignored them and continued working.

9. Tavi employs _____

- only teenagers.
- famous journalists.
- a very small group of people.
- writers and photographers of all ages.

10. Louise thinks that _____

- it's difficult for Tavi to have a normal life.
- writers face more pressure from the media.
- there's more pressure when you are a performer.
- writers and actors are treated by fans in the same way.

Zadanie A	1	2	3	4	5	6	7	8	9	10	Razem	Sprawdzający
Uzyskana liczba punktów												
Punktacja po weryfikacji												

ZADANIE B

Przeczytaj uważnie tekst i na jego podstawie do każdego zdania (1–6) dobierz odpowiedź zgodną z treścią tekstu, zaznaczając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

WITH THE TREES, I PLANTED MY STAKE IN NEW ZEALAND

JONATHON PORRITT TALKS TO DANNY DANZIGER

Jonathon Porritt is the author of 'Seeing Green – The Politics of Ecology'.

I had a most peculiar period of my life when I didn't have any summers. I went out to New Zealand every summer here, which is the New Zealand winter, and so I had nine winters on the trot, which was great, because I like winter.

My parents came up with this idea of buying a small plot of land which 'the kids' – my brother, sister and I – could look after. Mother said, 'If you can take the time and trouble to plant it with trees, then you can have it.' The idea was that we would always have a stake in New Zealand, which is a lovely idea as my father was actually brought up there. And they found

a plot of land about 20 miles north of Auckland in a place called Rangitoupuni. It's rather poor land, really, but it's quite good for planting trees on.

I've always been very keen and enthusiastic about land. I'd spent a year in Australia working on sheep stations and helping out in different farming jobs, and so the idea of planting trees sounded like a very nice idea, and I was immediately keen. I think the rest of the family got enthusiastic as we went along. I started planting in 1968, and by the end of 1972 between the three of us we'd planted the whole 70 acres.

In New Zealand in 1968 it was one of those winters. It rained an awful lot, endlessly in fact, and in a way it's idiotic to think back on it as such an immensely happy time as it rained pretty well most days that we were planting, and I don't suppose I've ever been wetter or colder for such a prolonged period. There was a moment of truth every morning: getting ready for the next planting session. Coming out of the Land Rover relatively warm and dry, with the rain coming down, and your anorak still clammy from the day before, boots still sodden, hands fumbling with slippery laces.

In that first year I had a guy to work with me who was an experienced tree-planter, which was very helpful as I'd never planted any trees before all this. You have a planting bag around your neck which you fill with as many trees as you possibly can, and when your bag is full, it's a nightmare, and it's only as it gets lighter that life gets easier.

In a way, the most difficult bit of the entire operation was getting the lines straight. You work out what spacing you're going to plant the trees at. Then you line up a series of three poles across as long a trajectory as you can get. Those poles then determine your lines. Once you're in line, you just plant all the way down the line till you get to the end, turn around and come back again. I enjoy hard physical work, and it certainly made me fit.

After a certain point you can plant trees almost on automatic, you become used to a rhythm, and you use the minimum number of spade strokes that you need to get the hole in the ground. The rhythm is something that everybody tells you about and, of course, it's true of many agricultural jobs that you actually have to train the body into a series of quite standardised moves, and then it becomes immensely easy: so you develop an absolutely regular process of taking the tree out of the bag, digging a hole, putting it in the ground, stamping it in, and moving on. Mentally, it's very interesting. The brain begins to take over and to allow for all sorts of strange thoughts and ideas and reflections about life – a lot of my thinking about the natural world and our place in it, all of those things that have since dominated my life, first began to pop through my head in those days.

I've been back to New Zealand four times since then and watched the trees gradually grow, which has been very satisfying when you actually planted the things and you do then have a kind of stake in what happens and how they prosper.

I always dread reading in the newspapers stories of another high wind in New Zealand, or *Worst Drought Ever Hits New Zealand*. Such headlines make me feel extremely apprehensive. However, it worked out extremely well and those trees are now 20 years old, and in good fettle.

The only postscript I should add is that I took a term off from teaching, and I went back there in 1984, completely on my own for three months. And I wrote my first book there, *Seeing Green*. There's a little cabin on the tree farm which is fantastically basic, just a bed, a table and

a chair. In the mornings I would do my writing; in the afternoons I would go off and prune the trees, and then do research in the evenings.

The connection between me and that area is still immensely strong. In many respects it's the place that I feel most closely identified with in terms of that link between people and the earth: it's a most powerful bond.

Adapted from: *Cambridge Certificate in Advanced English 3 with answers*, CUP

- 1. When the Porrits considered buying a piece of land for their children to look after, ____**
 - A. Jonathon himself reacted positively.
 - B. the whole family was equally enthusiastic.
 - C. Jonathon's mother imposed unrealistic conditions.
 - D. Jonathon's brother and sister needed encouraging.
- 2. When Jonathon started planting trees in 1968, ____**
 - A. he had considerable experience of tree-planting.
 - B. he was employed by an expert tree-planter.
 - C. there was nobody to help him on the farm.
 - D. he knew nothing about this kind of work.
- 3. 1968 was a happy time for Jonathon even though ____**
 - A. he didn't enjoy living alone.
 - B. the weather was very unpleasant.
 - C. the work was technically demanding.
 - D. he didn't like being separated from his family.
- 4. Jonathon became efficient at planting trees when he ____**
 - A. got used to the nature of the soil.
 - B. put fewer trees in his planting bag.
 - C. knew how to set up a planting line.
 - D. had become accustomed to the routine.
- 5. Jonathon found planting trees to be ____**
 - A. a way to escape from reality.
 - B. the best way of keeping himself fit.
 - C. an increasingly monotonous activity.
 - D. an opportunity to reflect on important issues.
- 6. What is Jonathon's present view of the place where he lived in New Zealand?**
 - A. He would like to write about it.
 - B. He intends to return there soon.
 - C. He has a strong commitment to it.
 - D. He would like to spend more time there.

Zadanie B	1	2	3	4	5	6	Razem	Sprawdzający
Uzyskana liczba punktów								
Punktacja po weryfikacji								

ZADANIE C

Przeczytaj uważnie tekst i do każdej luki (1–4) wybierz zdanie (A–E), które poprawnie uzupełnia tekst. Wpisz odpowiadającą mu literę w lükę. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

THAT SIXTH SENSE OF PLUS AND MINUS

My last exam was history and finishing it signalled the completion of 12 years that I once thought would never end.

For over a decade I have had to trudge off to school five times a week, 39 weeks a year.

1. _____ Just think: old So-and-so cannot criticize my homework ever again. Yet in the event it was rather sad. I am going into the sixth form for A-levels, but so many of my friends have left, and the sixth form, while being a whole lot groovier, won't be the same without my old mates.

It has taken until now for me to understand how important these friendships are. Some have taken years to build up, and it was a jolt to realize that some people whom I knew and liked had decided to leave, and it is possible that our paths will not cross again. 2. _____ Now they will go off to work in banks, garages, farms and shops.

The comradeship was built not just on similar interests and common attitudes: we were all victims of circumstance, lumped together because of where our parents chose to live. 3. _____

Adolescence is nothing if not volatile, and those who tell us to grow up fail to understand that that is exactly what we are doing, learning by our mistakes and experiences. By sharing the things that naturally befall you, companionships spring up, quietly binding alliances of black and white, male and female.

Luckily, there are also some who are staying on for the sixth form, so why should I feel saddened at leaving Year 11 when a lot of my friends will stay on? Well, I consider myself lucky in that I have friends in every year of the school. 4. _____

So now I return to school to begin the A-level trail. There will be some new faces – my school has the sixth form for a wide area – and the teachers are said to regard you as halfway human, so it should be an enjoyable two years. And once they are over, it will be up to me whether I sink or swim. There is no one to copy homework from in big business.

Adapted from: Leo Jones *New Cambridge Advanced English*, CUP

- A. It is one of those peculiar conventions, caused, I suspect, by the sixth form's wish to seem aloof from the rest.
- B. In such an environment there are bound to be disagreements and fights between classmates.
- C. As the day I had looked forward to for years approached, I expected a feeling of elation, of breaking free.
- D. However, sixth-formers rarely seem to socialize with any year below 11.
- E. Just two months ago they were lending me their calculators or sharing a bag of crisps and the latest joke.

Zadanie C	1	2	3	4	Razem	Sprawdzający
Uzyskana liczba punktów						
Punktacja po weryfikacji						

ZADANIE D

Z podanych trzech możliwości wybierz i zakreśl właściwą. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Zadanie D	1	2	3	4	5	6	7	8	9	10	Razem	Sprawdzający
Uzyskana liczba punktów												
Punktacja po weryfikacji												

ZADANIE E

Uzupełnij każde z poniższych zdań **jednym wyrazem**, który pasuje do kontekstu. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Liczba kresek odpowiada liczbie liter w brakującym wyrazie. Pierwsza litera została podana. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. My sister was **t** _ _ _ _ _ so as not to wake up her baby niece.
2. Villagers are hoping for rain this month after nearly a year of **d** _ _ _ _ _ .
3. I had to put some oil on the hinges to stop the door **s** _ _ _ _ _ _ _ .
4. My watch needs to be repaired. The hour **h** _ _ _ has fallen off.
5. The barman began to **c** _ _ _ _ his fists in a threatening manner so I left.
6. I usually buy coffee beans and put them in a **g** _ _ _ _ _ . I like the smell of freshly ground coffee.
7. From Lucy's **a** _ _ _ _ _ _ _ you wouldn't guess that she was over fifty.
8. I can't talk today because I've got a really sore **t** _ _ _ _ _ .
9. Someone who betrays their country is a **t** _ _ _ _ _ .
10. You are **e** _ _ _ _ _ for the company's pension scheme.

Zadanie E	1	2	3	4	5	6	7	8	9	10	Razem	Sprawdzający
Uzyskana liczba punktów												
Punktacja po weryfikacji												

ZADANIE F

Uzupełnij luki odpowiednią formą wyrazu utworzonego od słowa podanego na końcu każdego zdania. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. Addiction to drugs led this young into a life of petty crime.

OFFENCE

2. Nowadays only a of wild crocodiles remain here. **HAND**

3. The that farmers spray on their crops can damage people's health. **PEST**

4. Regular of this gas boiler by a qualified engineer is advised.

MAINTAIN

5. It's not easy to bottle water from tap water. **DIFFER**

6. Political believe that the timing of an election is crucial to the survival of the government. **ANALYSE**

7. It is difficult to get skilled labourers with **EXPERT**

8. Children don't learn to with others if they are taught at home.

SOCIAL

9. Any taking of hostages is and must be firmly opposed by the international community. **ACCEPT**

10. He is colour-blind and can't between red and green easily.

DISTINCT

Zadanie F	1	2	3	4	5	6	7	8	9	10	Razem	Sprawdzający
Uzyskana liczba punktów												
Punktacja po weryfikacji												

ZADANIE G

Zakreśl tę opcję, która poprawnie uzupełnia zdanie. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

10. charge for excess luggage is £10 kilo.

- a) A/the/the
- b) The/--/a
- c) --/an/a
- d) The/an/a

ZADANIE H

Przetłumacz fragmenty podane w nawiasach na język angielski. Użyj w każdym zdaniu **od czterech do sześciu** wyrazów. Formy skrócone są traktowane jak jeden wyraz. Wymagana jest całkowita poprawność ortograficzna. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. I wish you (**nie narobił tyle hałasu**)
last night.
2. (**Nigdy nie pamiętam, żeby podlać**)
the flowers.
3. I'm afraid (**że nie ma rozwiązania**)
this problem.
4. (**Chociaż tożsamość złodzieja**)
is known to the police, no name has been released.
5. (**To, co powinieneś był zrobić**)
is write a letter to the manager.

Zadanie H	1	2	3	4	5	Razem	Sprawdzający
Uzyskana liczba punktów							
Punktacja po weryfikacji							

ZADANIE I

Uzupełnij zdania odpowiednimi formami wyrazów podanych w nawiasach. Zachowaj kolejność podanych wyrazów i dodaj wszystkie **niezbedne** elementy, aby otrzymać zdania logiczne i poprawne gramatycznie. Wymagana jest pełna poprawność ortograficzna. W każdym zdaniu brakuje **od czterech do pięciu** wyrazów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. No sooner (**I / arrive / home**)
the phone rang.
2. Two days ago we (**hear / plane /crash**)
into a mountainside.
3. The management (**insist / we / wear**)
dark suits to yesterday's meeting.
4. I promised to take care (**mother / neighbour / cats**)
.....
5. Last year (**tree / strike**) lightning.

Zadanie I	1	2	3	4	5	Razem	Sprawdzający
Uzyskana liczba punktów							
Punktacja po weryfikacji							

ZADANIE J

Uzupełnij drugie zdanie tak, aby znaczyło to samo, co pierwsze. Wykorzystaj podany wyraz, ale nie zmieniaj jego formy. Użyj **od trzech do pięciu wyrazów**, wliczając wyraz podany. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Formy skrócone są traktowane jak jeden wyraz. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. People thought Sue had paid too much for the house. **WAS**
Sue too much for the house.
2. The whole summer was sunny and warm for a change. **MADE**
The whole summer was sunny and warm,
nice change.

3. The best solution was thought of by Sally. **CAME**
 Sally the best solution.

4. The deaths of fifty people were caused by the storm. **RESULTED**
 The storm killed.

5. Everyone was exhausted apart from Sue. **OF**
 With everyone was exhausted.

6. The police were told that the use of unnecessary force was forbidden. **NOT**
 The police were instructed unnecessary force.

7. Jack demanded urgent action from the police. **THAT**
 Jack demanded something urgently.

8. It may seem strange but I like stale cake. **AS**
 Strange I like stale cake.

9. It's possible that the last person to leave didn't lock the door. **MIGHT**
 The last person to leave the door unlocked.

10. We have managed to account for all the missing papers. **SUCCESSFULLY**
 All the missing papers

Zadanie J	1	2	3	4	5	6	7	8	9	10	Razem	Sprawdzający
Uzyskana liczba punktów												
Punktacja po weryfikacji												

ZADANIE K

Uzupełnij poniższe zdania dotyczące Królowej Elżbiety II 2–3 wyrazami lub cyframi, zgodnie z treścią wskazanej lektury. Za każdą poprawną odpowiedź (czyli uzupełnione poprawnie wszystkie luki w zdaniu) otrzymasz 1 punkt.

1. Queen Elizabeth II was born on
2. The Queen's full title is "Elizabeth the Second, by the Grace of God, of the United Kingdom, Canada and Her Other Realms and Territories, Queen, Head of the , Defender of the

3. The “R” in “Elizabeth R” stands for “.....”, which means “.....”.

4. Queen Elizabeth II was the first British monarch to reign for years and celebrate the Jubilee.

5. The queen’s middle names are

6. When she was still Princess Elizabeth, her close family called her “.....”.

7. The Queen visited over countries, but she never needed a

8. During official meetings the Queen used to give hints and send messages to her staff using her

9. The Queen wore her Coronation dress times.

10. *The King’s Speech* is a 2010 biographical film about Elizabeth’s father, King , while is a Netflix series about the royal family.

Zadanie K	1	2	3	4	5	6	7	8	9	10	Razem	Sprawdzający
Uzyskana liczba punktów												
Punktacja po weryfikacji												

ZADANIE L

Dopasuj poniższe nazwy królewskich rezydencji (A–K) do zdań (1–10). Jedna z nazw nie pasuje do żadnego zdania. Wpisz odpowiednią literę w zaznaczone miejsce obok każdego zdania. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. Balmoral Castle
- B. Buckingham Palace
- C. Clarence House
- D. Highgrove House
- E. Hillsborough Castle
- F. Holyrood House
- G. Kensington Palace
- H. Nott-Cott

I. Sandringham House

J. St. James's Palace

K. Windsor Castle

1. The royal family usually celebrates Christmas at ____.
2. There are about 800 rooms in ____.
3. The Queen's official Scottish residence was ____.
4. There is a chapel with daily services at ____.
5. The royal residence in Northern Ireland is ____.
6. The "family home of Charles and Camilla" is ____.
7. The small two-bedroom house for the newlyweds is called ____.
8. William and Kate's Apartment 1A is in ____.
9. Princess Eugenie and Princess Beatrice live at ____.
10. A Scottish residence of the royal family in Aberdeenshire is ____.

Zadanie L	1	2	3	4	5	6	7	8	9	10	Razem	Sprawdzający
Uzyskana liczba punktów												
Punktacja po weryfikacji												