



Wojewódzki Konkurs Języka Angielskiego dla
uczniów szkół podstawowych od klasy IV
Etap rejonowy 28 listopada 2023 roku

Godz. 14.00

Czas trwania testu: 90 minut



Nr				
RKK				

Instrukcja dla ucznia:

1. Test konkursowy na etapie rejonowym zawiera **8 zadań (I - VIII)**.
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. **X** c.
5. W przypadku pomyłki, weź błędną 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 pisanego 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
--	---	--------------------------------



I. CZYTANIE. Przeczytaj uważnie artykuł i określ czy zdania 1-10 pod tekstem są prawdziwe (True) czy fałszywe (False). _____/10

Digital habits across generations

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

(Adapted from: <https://learnenglish.britishcouncil.org/skills/reading/b1-reading/digital-habits-across-generations>)

Statement	True	False
<i>Przykład: The article presents social media preferences of different generations.</i>	X	
1. More people aged 55 or more use Facebook than people aged 65 or more.		
2. Grandparents typically use Facebook less than their grandchildren.		
3. Sheila feels grateful to social media.		
4. Peter found his own smartphone use affected how he felt about how much his children used their phones.		
5. Peter has changed how much he uses his phone during the working day.		
6. Peter feels that the changes make him a better parent.		
7. All generations have fewer friends because of their phone addiction.		
8. Older generations find new friends online.		
9. Peter needs two phones in case of emergency.		
10. Generations differ in many ways how they use digital tools.		

II. Uzupełnij zdania, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. _____/10

Przykład: When (you/born)?

When were you born?

11.(many/books/sell) online?
12. I (mow/lawn) for two hours and I haven't finished yet.
13. I'm sure Dan (listen) more carefully if he didn't have his earphones on.
14. Your teacher said you (study) English for ten years. Is that true?
15. I wish I (can/visit) New York one day!
16. Look out! You (go/trip) over your own shoelace!
17. Our house (need/redecorate).
18. John (advise/I/turn) down the offer.
19. My room (be/paint) at the moment! I'm so excited!
20. Please, ask your mom for permission when she (come) back.

III. Uzupełnij zdania czasownikami frazowymi z ramki w odpowiedniej formie. Osiem wyrażen podano dodatkowo. _____/10

Przykład: I have to wake up early tomorrow. We are going fishing.

pass out	pass away	look into	hand out	fall for	turn out
carry out	pull over	pull down	run into	run over	
take on	take up	wrap up	wind down	take off	look up
go up					wake up

21. Our chemistry teacher promised to some experiments soon.
22. In the end of the series it it was a dream of the main character.

23. I think Jane has Denis recently. She blushes every time he looks at her.
24. Janet, I need you to these copies to everyone.
25. The police mysterious disappearance of Tom Jones at the moment.
26. We need an ambulance! Somebody has
27. If the car hadn't given strange noises, my dad wouldn't have at side of the road.
28. I Mrs. Jenkins, our math's teacher, at the bookshop yesterday. I haven't seen her since primary school.
29. They should some more new staff at the supermarket . The queues are miles long.
30. At the end of our meeting, let's the key points. We need to summarise the plan.

IV. Przekształć podane zdania w taki sposób, żeby użyć słowa podanego wielkimi literami bez zmiany jego formy i zachować znaczenie zdania wyjściowego.

____/10

*Przykład: I'm too short to be a basketball player. **ENOUGH***

I'm not tall enough to be a basketball player.

31. It wasn't necessary for Kate to do the ironing but she did. **HAVE**
Kate the ironing.
32. Take a book with you because you might get bored. **CASE**
Take a book with you bored.
33. Who organized the event? **BY**
Who?
34. Although they are rich, they never donate money. **SPITE**
..... they never donate money.
35. I got a loan at the bank because I wanted to set up my own business. **ORDER**
I got a loan at the bank my own business.
36. The teacher arrived late because the traffic was heavy. **DUE**
The teacher arrived late
37. People say that the Johns brothers are the best footballers in our town. **SAID**
The Johns brothersin our town.

38. You aren't allowed to use this entrance. **MUSTN'T**

You this entrance.

39. When did Sarah leave home? **SINCE**

How long Sarah left home?

40. It was the first time Jenny had been given a piece of jewellery. **NEVER**

Jenny a piece of jewellery before.

V. Uzupełnij tekst, przekształcając podane wyrazy tak, aby powstał spójny, logiczny i poprawny językowo tekst. Każdego wyrazu można użyć tylko raz. Obowiązuje pełna poprawność ortograficzna. _____/10

educate	prepare	able	revise	know	belief	second
commentary		learn	excel	publish		

What are the most important elements of a good *przykład 0. education*? This is not such an easy question to answer. Some people think that it is about 41. _____ teaching methods, regular 42. _____ of the material covered in class and good exam 43. _____. Others claim that what is important is not a teacher's 44. _____ of the subject he or she teaches, but his or her relations with the students and the 45. _____ to communicate with them. This is the opinion of Dariusz Chętkowski, a 46. _____ school teacher of Polish from Łódź, who 47. _____ his diary a few years ago called 'Z budy. Czy spuścić ucznia z łańcucha?' In the book he says that teachers and 48. _____ need to work as a team. He also 49. _____ that teachers and students should have a chance to 50. _____ on each other's work and learn from each other.

(Adapted from *Password*, McMillian)



VI. Uzupełnij brakujące litery w słowach tak, aby powstały logiczne poprawne językowo zdania. Obowiązuje pełna poprawność ortograficzna. _____/10

Przykład: I've lost my wallet. Can I borrow some money from you?

51. It is cutury in Britain to tip waiters and taxi drivers.
52. Due to the bad weather ra they decided to call off the picnic in the park.
53. When the fire broke out everyone left by the mey exits.
54. The beach was ertd. There wasn't a soul to be seen anywhere.
55. There should be a cure for cancer in not too istn future.
56. There are cnes reasons for not smoking cigarettes. Health is the first one only.
57. The en president of the country is a former actor.
58. Be careful when you use these china plates. They are fge.
59. The doctor advised her to reduce the aot of sugar in her diet.
60. It was a huge dpt nt to everybody when she didn't accept the reward.

VII. Uzupełnij wyrażenia idiomatyczne brakującymi wyrazami, tak żeby powstały logiczne zdania. Niektóre z podanych niżej słów nie pasują do żadnego ze zdań. _____/10

~~dogs~~ rat, donkey, bird, cows, fished, beaver, puma, bull, crocodile, chickened, cat, lion, pig, horses,

Przykład: It's raining cats and dogs.

61. Her little daughter always cries _____ tears to get whatever she wants.
62. She's such an eager _____ when checking updates on Instagram.
63. Sara is such an early _____. She gets up before the sun rises.
64. Hold your _____! I'll be ready in a minute.
65. She was upset because her sister got the _____'s share of the inheritance.
66. Don't let the _____ out of the bag about the birthday party.
67. I escaped the _____ race in the office and moved to Hawaii.
68. Mary was going to go skydiving, but she _____ out.
69. If you want to be rich, take the _____ by the horns and work harder.
70. She can watch Netflix until the _____ come home.

VIII. W tabeli w części X znajdują się nazwiska. Połącz je w pary z elementami z części Y. Dostaniesz punkt tylko za prawidłowo utworzoną parę. _____ /10

X	odpowiedzi	Y
<i>Przykład: 0. John Lennon</i>	<i>0. 00</i>	<i>00. The Beatles</i>
71. Sir William Wallace	71.	A. 'The Birds'
72. Margaret Thatcher	72.	B. polar expeditions
73. Hugh Jackman	73.	C. split with the Roman Catholic church
74. Stephen Hawking	74.	D. physics
75. Ernest Hemingway	75.	E. 'Winnie the Pooh'
76. King Henry VIII	76.	F. fight for Scottish independence
77. Sir Alfred Hitchcock	77.	G. former British PM
78. Robert F. Scott	78.	H. 'Witcher'
79. A.A. Milne	79.	I. 'The Old Man and the Sea'
80. Henry Cavill	80.	J. 'Wolverine'