

<p>Dolnośląski Konkurs JĘZYKA ANGIELSKIEGO <i>zDolny Ślązak</i> dla uczniów szkół podstawowych w roku szkolnym 2023/2024</p>		<p>ETAP WOJEWÓDZKI FINAŁ 27 LUTEGO 2024 r.</p>
<p>Kuratorium Oświaty we Wrocławiu</p>		

KLUCZ ODPOWIEDZI I SCHEMAT OCENIANIA

Za każdą poprawną odpowiedź – 1 punkt

CZĘŚĆ	ODPOWIEDZI	
I	<p>Zad. 1.</p> <p>1. Speaker 1/Angus 2. Speaker 2/Kelly 3. Speaker 3/George 4. Speaker 2/Kelly 5. Speaker 1/Angus</p> <p>Zad. 2.</p> <p>1. <u>over half</u>/<u>over</u> 50%/more than half 2.e.g. (sending) mean/ threatening texts; (sending) mean/ threatening instant messages, catfishing someone, spreading secrets or rumors online, posting embarrassing photos</p> <p>3. anonymously 4. resilient</p>	
II	<p>TEXT 1.</p> <p>1. clumsy</p> <p>2. permanent</p> <p>3. extinction</p> <p>4. bellow</p> <p>5. blubber</p>	<p>TEXT 2.</p> <p>1. D</p> <p>2. C</p> <p>3. A</p> <p>4. A</p> <p>5. D</p>
III	<p>1. likely to pass 2. you listen to/you obey 3. where the hospital is 4. has not /hasn't lost; have not/haven't lost; did not/didn't lose 5. there were no/there weren't any/there were not any 6. apologized/apologised</p> <p>7. C 8. D 9. B 10. C 11. B 12. A 13. C 14. A 15. D 16. carpentry/carpentering 17. jobless 18. infectious 19. chain 20. draw</p>	
IV	<p>1. D 2. B 3. 1588 4. B 5. sheep 6. Ebenezer</p> <p>7. Scrooge's nephew (Fred) /his nephew (Fred)/his sister's son 8. humbug</p> <p>9. (Jacob) Marley 10. prison(s)/workhouses/jail/work</p>	

CZEŚĆ V.

Za wypowiedź pisemną otrzymuje się maksymalnie 10 punktów, w tym 4 punkty za treść, oraz po 2 punkty za: spójność i logikę wypowiedzi, zakres środków językowych, poprawność środków językowych. Zadanie oceniane jest zgodnie z zasadami oceniania egzaminu ósmoklasisty, zawartymi w „Informatorze o egzaminie ósmoklasisty z języka angielskiego od roku szkolnego 2018/2019” – zadanie otwarte sprawdzające tworzenie wypowiedzi pisemnej.

Transcript Listening 1.

John: We're speaking to three activists about the causes of climate change and what we can do about it. Angus, what's causing climate change?

Angus: Lots of things, but burning fossil fuels to provide electricity and heat is by far the biggest cause, accounting for almost a third of global greenhouse gas emissions. All countries need to move their economies away from fossil fuels by investing in renewable energy sources. By providing subsidies, governments can help households insulate walls and roofs better and switch their heating source to a heat pump. These work by taking natural warmth out of the surrounding environment to heat homes and are greener than oil or gas boilers.

John: Thank you, Angus. And Kelly, do you have anything to add?

Kelly: Yes. I'd like to point out that the natural world does very well with cleaning up our emissions; at least it would if we preserved it properly. The industrial-scale deforestation currently happening destroys giant trees which could, and should, be absorbing huge amounts of carbon. Reforestation and 'rewilding' schemes, which allow areas of land to return to their natural state, are essential in the fight against climate change. One leading cause of deforestation is clearing land to accommodate, and grow food for, livestock. Cows are a particular issue, as they also produce a large amount of methane, which is a strong greenhouse gas. Many people believe in giving up, or at least reducing, meat and dairy consumption.

John: Thank you, Kelly. Good points. And finally, let's hear from George.

George: Reducing overall consumption in more wealthy countries can help put less strain on the planet. Lots of companies produce far more products than are realistically needed, so many things end up in landfill, which, like cows, produce methane. And I can't leave without mentioning plastic. Despite having acknowledged that our use of plastic is unsustainable, demand for it continues to rise. Creating and getting rid of plastic accounts for a significant amount of carbon emissions, not to mention pollution, so continuing to develop more sustainable alternatives is essential.

Transcript Listening 2.

Host: Today we have psychologist, Anne Parker to tell us about cyberbullying. So first of all, what is the definition of cyberbullying?

Anne: It's the use of technology to harass, threaten, or embarrass another person.

Host: And can you give us some examples of this?

Anne: Sure. There's sending mean or threatening texts or instant messages. Catfishing someone. Spreading secrets or rumors online. Posting embarrassing photos.

Host: Is it really a problem though?

Anne: According to the i-SAFE foundation over half of adolescents and teens have been bullied online, and about the same number have engaged in cyberbullying. So, it is a big problem. After all, 95% of teens in the US are online, and most of them use their cellphone for the Internet. Although most cyberbullying occurs via Instagram, around 42%.

Host: But isn't it just a matter of switching off your phone or computer?

Anne: It's an interesting question. It sounds obvious. The problem actually is that it is rarely just 'cyber' bullying. It is more often than not an extension of or an added tactic of 'real-life' bullying. In fact, a study of more than 100,000 teenagers in the UK showed that less than one per cent of teens were bullied only online.

Host: What can someone do about this if they experience it?

Anne: There are a few things which might help. First of all, keep records and screenshots of any messages. Print hard copies. You want to be able to show someone what is going on. Try to ignore the bully, often they are looking for a reaction. Use technology against them. Block their number. Block messages. Report them to the platform they are using. Screen your calls. Talk to someone you trust, for example, your parent, a teacher, or a counselor. You can also talk to someone anonymously via a chat line or helpline. For example, there's <https://bilitis.org/en/online-chat-to-support-victims-of-bullying-atschool/> and <https://www.childline.org.uk/get-support/contacting-childline/>. Also, and this goes for everyone, make sure you keep your passwords secure, don't post your personal details online, and don't automatically trust that someone online is who they say they are. Don't post something that you would not feel comfortable being forwarded around or posted elsewhere online.

Host: What about if it is happening to someone you know?

Anne: As a bystander do not encourage or endorse bullying behavior. Don't like, follow, forward, give thumbs up and so on to anything hurtful. Offer support to the person who is being bullied. Let them know they are not alone. Encourage them to report the bullying or report it yourself. Most bystanders want to do something. In fact, 4 out of 5 students or 81% say they would be more likely to intervene in cases of cyberbullying if they could do it anonymously. So, they do care but it can be a difficult situation.

Host: What about people who say, just get over it?

Anne: Bullying, on and offline, can have devastating consequences psychologically and in some extreme cases can lead to self-harm. So, people should take it seriously. Thankfully, however, as far as the extreme cases go, there was good news from one recent study of teens which showed that extreme scenarios don't appear to be the average teen experience. Also, teens are resilient. The same study, which had Florida teens keep a diary for eight weeks, showed that the teens experienced negative emotions in weeks when cyberbullying was occurring, however by a week later these feelings had basically gone away. So perhaps they got help from friends or the situation resolved itself and it didn't lead to serious problems.

Host: Okay, thank you, Anne.