

**XI WOJEWÓDZKI KONKURS Z JĘZYKA ANGIELSKIEGO  
DLA UCZNIÓW SZKÓŁ PODSTAWOWYCH WOJEWÓDZTWA  
ŚWIĘTOKRZYSKIEGO**

**Klucz odpowiedzi i zasady oceniania rozwiązań zadań**

**Transkrypcja tekstu do słuchania**

**ETAP III – WOJEWÓDZKI**

4 marca 2024 r., godz. 10.00

**Liczba punktów możliwych do uzyskania: 100**

**Zasady ogólne**

1. Za każde poprawne rozwiązanie zadania zamkniętego przyznajemy 1 punkt.
2. Jeżeli uczeń w zadaniach zamkniętych, zaznaczył zarówno poprawą jak i błędnią odpowiedź (lub błędne odpowiedzi), nie przyznajemy punktu.
3. Punkty przyznajemy zgodnie z kryteriami punktowania, nie wolno dzielić punktów.

## ZADANIA ZAMKNIĘTE

### Zasady oceniania

1 punkt – za każdą poprawną odpowiedź.

Numer zadania	Prawidłowa odpowiedź	Liczba punktów
1.	<b>1.1.B</b> <b>1.2.B</b> <b>1.3.A</b> <b>1.4.N</b> <b>1.5.M</b> <b>1.6.M</b> <b>1.7.A</b> <b>1.8.N</b> <b>1.9.M</b> <b>1.10. A</b>	<b>1-10</b>
2.	<b>2.1. C</b> <b>2.2. A</b> <b>2.3. B</b> <b>2.4. A</b> <b>2.5. B</b>	<b>1-5</b>
3.	<b>3.1.F</b> <b>3.2.B</b> <b>3.3.G</b> <b>3.4.D</b> <b>3.5.E</b>	<b>1-5</b>
4.	<b>4.1.C</b> <b>4.2.A</b> <b>4.3.B</b> <b>4.4.A</b> <b>4.5.C</b> <b>4.6.B</b> <b>4.7.C</b> <b>4.8.C</b> <b>4.9.B</b> <b>4.10. A</b>	<b>1-10</b>
5.	<b>5.1.C</b> <b>5.2.A</b> <b>5.3.D</b> <b>5.4.A</b> <b>5.5.B</b> <b>5.6.C</b>	<b>1-8</b>

	<b>5.7.A</b> <b>5.8.C</b>	
<b>6.</b>	<b>6.1.A</b> <b>6.2.D</b> <b>6.3.C</b> <b>6.4.D</b> <b>6.5.B</b> <b>6.6.C</b> <b>6.7.D</b>	<b>1-7</b>
<b>7.</b>	<b>7.1.B</b> <b>7.2.D</b> <b>7.3.D</b> <b>7.4.B</b> <b>7.5.C</b> <b>7.6.B</b> <b>7.7.A</b>	<b>1-7</b>
<b>8.</b>	<b>8.1.F</b> <b>8.2.H</b> <b>8.3.D</b> <b>8.4.I</b> <b>8.5.B</b>	<b>1-5</b>
<b>9.</b>	<b>9.1.D</b> <b>9.2.B</b> <b>9.3.H</b> <b>9.4.E</b> <b>9.5.G</b>	<b>1-5</b>
<b>10.</b>	<b>10.1. D</b> <b>10.2. C</b> <b>10.3. A</b> <b>10.4. B</b> <b>10.5. B</b> <b>10.6. C</b> <b>10.7. A</b> <b>10.8. B</b> <b>10.9. C</b> <b>10.10. B</b>	<b>1-10</b>
<b>11.</b>	<b>11.1. J</b> <b>11.2. E</b> <b>11.3. M</b> <b>11.4. J</b> <b>11.5. F</b>	<b>1-10</b>

	<b>11.6. B</b> <b>11.7. C</b> <b>11.8. B</b> <b>11.9. F</b> <b>11.10. H</b>	
<b>12.</b>	<b>12.1. A</b> <b>12.2. B</b> <b>12.3. C</b> <b>12.4. C</b> <b>12.5. D</b> <b>12.6. B</b> <b>12.7. A</b> <b>12.8. D</b> <b>12.9. C</b>	<b>1-9</b>
<b>13.</b>	<b>13.1. B</b> <b>13.2. D</b> <b>13.3. O</b> <b>13.4. E</b> <b>13.5. L</b> <b>13.6. I</b> <b>13.7. A</b> <b>13.8. J</b> <b>13.9. F</b>	<b>1-9</b>

## Transkrypcja tekstu do słuchania

### Zadanie 1.

**Angela:** Mike, I see you're reading the copy of 'Consumer World' I bought yesterday. Anything interesting?

**Mike:** Yeah, there's a good article about consumer co-operatives. You know, the kind of business that's actually owned by consumers. They set it up and then, they run it together, like a grocery shop, for example.

**Angela:** I know, I read that article, too. I have to say, I had no idea that consumer cooperatives go back such a long way, as far back as the 19th century!

**Mike:** Nor did I. I'd always thought it was a very modern idea. You know, people are fed up with overcrowded supermarkets selling poor quality products, so they start setting up local co-ops. In fact, that's a good enough reason for why the idea is catching on now. I must admit it really appeals to me.

**Angela:** Sure, but I was wondering if such businesses can really compete in terms of organisation with bigger, more experienced companies. I mean, it must be really difficult to run a business in a democratic way, with each of the owners having an equal voice.

**Mike:** Maybe, but if they've been around for so long, it can't be so bad. Anyway, what I really like about the idea of co-operatives is that they often give a good opportunity to small businesses, like farmers, for example, to sell their products in the locality. I'm only worried that the prices are too high when compared to those in supermarkets.

**Angela:** I've already checked that, actually, because I was interested if there was a grocery co-op in our area. Surprise, surprise, there is one which sells fruit and vegetables, and the prices are only slightly higher than those in the supermarkets. I'm thinking of going there tomorrow to have a look.

**Mike:** Wow! So let me know your opinion later on. If the products they sell are OK, I might do my shopping there. Actually, after what we've said, I feel inspired to start a small business on my own. Perhaps a co-op offering eco dairy and other foods is a good idea. Would you fancy joining me?

**Angela:** Hmm.. You need the capital and a good business plan... I mean, don't get me wrong, I think you are the right person to do it! But I'm not a good organiser and don't have a flair for doing business. I guess I would be more of a burden than a help.

### Zadanie 2.

**Interviewer:** Good morning, everyone. Today I'm talking to Reese, who is an activist for the Slow City Movement. Hello, Reese.

**Reese:** Hello, and thanks for inviting me onto your show to talk to you.

**Interviewer:** It's a pleasure. Reese, let's begin with the basics. What is the Slow City Movement and how did it start?

**Reese:** Sure. Well, the CittaSlow, as it was originally called, was born in 1999 as part of the Slow Food Movement, both of which started in Italy. Since then, the idea has caught on in towns and cities all over the world, although the majority of slow cities are located in the movement's country of origin. If a town wants to join the CittaSlow community, it has to fulfil a number of criteria to obtain the status of a Slow City. One such requirement, for example, is that membership is officially limited to towns with under 50,000 residents, although large cities like London have introduced the rules of CittaSlow in some of their neighbourhoods.

**Interviewer:** Oh, I see. Could you tell us something about the objectives of CittaSlow, then?

**Reese:** Well, there are as many as 54 specific goals identified by CittaSlow, but the general idea is to improve the quality of a local community's well-being in various respects. We aim to encourage towns to identify and preserve their local forms of uniqueness, to foster a feeling of being part of a

particular community, and to resist the growing homogenisation of the world that is being brought about by globalisation.

**Interviewer:** And more specifically?

**Reese:** Well, OK, a Slow City is usually identified by such characteristics as reducing traffic by creating pedestrian zones, protecting the environment, and promoting local businesses, to name just a few things. The whole idea is to make people feel part of their local community and to foster a sense of personal responsibility for it. And, in fact, most of the residents of Slow Cities have been eager to accept the idea and have often helped to develop it.

**Interviewer:** Most, really?

**Reese:** Well, of course, some people who love the hustle and bustle of city life, most of them teenagers, might complain about living in a community that is promoting a slower pace of life.

**Interviewer:** Yeah, I guess so. And what about tourism? Certainly, a slow city is not the most exciting place to visit? Or is it?

**Reese:** Actually, it seems that slow cities tend to attract slow travellers, people who want to enjoy the unique cultural and natural features of a place. As a result, slow cities have been working to develop their hospitality venues in order to let tourists experience what is truly distinctive and special about them or even about the whole surrounding region.

**Interviewer:** Thanks a lot. Reese is going to stay with us a bit longer to answer any questions from our listeners...