

KOD UCZNIĄ				

KONKURS JĘZYKA ANGIELSKIEGO DLA UCZNIÓW KLAS IV-VIII SZKÓŁ PODSTAWOWYCH WOJEWÓDZTWA MAZOWIECKIEGO

ETAP SZKOLNY
11 października 2024 r. godz. 9:00

Uczennico/Uczniu:

1. Arkusz składa się z 10 zadań, na których rozwiązanie masz **90** minut.
2. Pisz długopisem/piórem - dozwolony czarny lub niebieski kolor tuszu.
3. Nie używaj ołówka ani korektora. Jeżeli się pomylisz, przekreśl błąd i napisz inną odpowiedź.
4. Pisz czytelnie i zamieszczaj odpowiedzi w miejscu do tego przeznaczonym.
5. Przenieś wszystkie rozwiązania na kartę odpowiedzi.
6. Zapisy w arkuszu i w brudnopisie nie podlegają ocenie.

Życzymy powodzenia!

Maksymalna liczba punktów	40	100 %
Uzyskana liczba punktów		%
Podpis Przewodniczącej/-ego SKK		

Zadanie 1. (0–3)

Przeczytaj poniższy tekst. Zaznacz w tabeli znakiem X, które zdania (1.1.–1.4.) są zgodne z treścią tekstu (T – True), które są niezgodne (F – False) oraz które zawierają informacje niepodane w tekście (NI – No Information). Następnie odpowiedz pełnymi zdaniami na pytanie 1.5. w miejscu na to przeznaczonym. Wymagana jest pełna poprawność ortograficzna i gramatyczna odpowiedzi. Przenieś rozwiązania na kartę odpowiedzi.

THE BUSINESS OF BEES

When she was just four years old, Asli Samanci decided to become a scientist. Later, her studies led her to a career in food science. In fact, this combines many subjects: biology, microbiology, and chemistry all together. Today, she also runs a business. Her company, Bee & You, creates health products made from propolis, a substance bees produce. For Asli, every day at work is busy and unique. She thinks about every step of the development process for her honey products. “When you become an entrepreneur, after being a scientist, you’re still a scientist,” she says.

To make her honey-based products, Asli follows a scientific process. First comes the research and development. Then, the company does clinical studies to see how the products might work. This is unlike other companies, which make a product first and then test it. That is why it can be said that all Bee & You products are “backed by science”.

Samanci was inspired by her son to set up her company. When he was a young child, he was frequently sick. A doctor recommended propolis, which can fight bacteria. But Samanci was not satisfied with the products she found on the market. So she decided to work directly with a beekeeper to create the product her son needed.

Samanci still works with beekeepers, providing her products to a larger consumer base and doing it in a balanced way. Within 10 years, her beekeeping partners have gone from managing about 50 hives to managing 300 or 400 hives. “As they develop, they look after more bees,” Samanci says. “This means we are increasing the number of bees in the world. And that is good for nature, because 80% of all plants are pollinated by bees.”

Working and being able to contribute to nature’s well-being is “a win-win business model” for Samanci. And she advises all entrepreneurs and scientists to find a balance. “Combine ecology and innovation. Be good to yourself and to nature. That is how life should go on.”

Na podstawie: www.timeforkids.com

		T	F	NI
1.1.	When Samanci got into business, her passion for science grew.			
1.2.	The methods of producing Samanci’s products make her business unique in comparison to other companies.			
1.3.	Samanci mentions the advantages of the propolis products recommended to her son by the doctor.			
1.4.	Samanci still works with the beekeeper who was her first propolis provider.			

- 1.5. What does Asli Samanci mean by saying that her work is “a win-win business model”? Who wins what?
-
-
-

Zadanie 2. (0–4)

Przeczytaj tekst. Do każdej luki (2.1.–2.4.) dopasuj właściwe zdanie (A–G), aby powstał logiczny i spójny tekst. Trzy zdania zostały podane dodatkowo i nie pasują do żadnej luki. Przenieś rozwiązania na kartę odpowiedzi.

READY FOR LOVE

Charlotte Liebling considers herself a “world watcher”. That is someone who carefully observes the world around her. Here is an example: When she was in college, she volunteered at a store that sold second-hand goods. **2.1.** _____ Observing that process, she could tell that the toys held great sentimental value for their owners. So she felt sad when they were sold very cheaply, put in the dog-toy section, or – worse – thrown away.

One evening when she got home from work, she started making a detailed analysis. She realised this was not happening only in her town. **2.2.** _____ All through the night, Liebling scribbled ideas on sticky notes and posted them on her walls. That is how the Loved Before toy-adoption agency began.

The process starts when someone donates a soft toy. People can do so through the mail, or by taking a toy to a local drop-off point in the United Kingdom. The original owner writes down the name of the toy and a story about it. **2.3.** _____ Liebling and her team believe that sharing what makes the toy special helps potential new owners understand its value. Next, the toy is cleaned, photographed, and packaged with its name and story. Every Monday, toys are posted for adoption on the Loved Before website.

Since its creation in 2019, Loved Before has sold more than 50,000 stuffed toys. But the company’s goal is more than just trying to save some toys from landfills. **2.4.** _____ She explains that Loved Before hopes to teach kids about the value of loving second-hand things again, in the hope that the effects will go far beyond the better treatment of teddy bears.

Na podstawie: www.timeforkids.com

- A. It aims to change perceptions on a really wide level.
- B. She saw people bringing in items to donate, including stuffed toys.
- C. She discovered that people donated stuffed toys without feeling sad.
- D. If the toy is dirty or not in a good state, they repair and refresh it carefully.
- E. She learned that millions of toys end up in landfills every year, worldwide.
- F. It intended to make a charitable donation of the profit from the sale of each toy.
- G. This can include the creature’s likes and dislikes and an adventure it has been on.

Zadanie 3. (0–4)

Uzupełnij poniższe zdania (3.1.–3.4.), wybierając rozwiązanie spośród podanych wariantów. Zaznacz literę A, B albo C. Przenieś rozwiązanie na kartę odpowiedzi.

3.1. She finally _____ out the answer to question 7.

A. shaped

B. figured

C. solved

3.2. I never expected her to come to my party, but there she was, as _____ as life.

A. large

B. sudden

C. cool

3.3. I won't be at the meeting after school as I've got other fish to _____, like doing the school project on pollution for tomorrow.

A. cook

B. catch

C. fry

3.4. Stop making a storm in a _____. It's not a serious matter.

A. teacup

B. water glass

C. hot kettle

Zadanie 4. (0–4)

Uzupełnij poniższe dialogi (4.1.–4.4.), wybierając rozwiązanie spośród podanych wariantów. Zaznacz literę A, B albo C. Przenieś rozwiązanie na kartę odpowiedzi.

4.1. X: Which of your parents do you take _____ more?

Y: I think I'm more like my dad.

A. after

B. care

C. in

4.2. X: So, you think that you're a better tennis player? _____

Y: Right! Let's play a match in half an hour.

A. See to it!

B. Put it off!

C. Bring it on!

4.3. X: So there it is! That's my new car!

Y: Wait! Is that yellow Ferrari really yours or are you pulling my _____?

A. arm

B. hair

C. leg

4.4. X: Are you OK? You don't look well.

Y: I'm feeling a bit under the _____. I think I'm getting a cold.

A. weather

B. umbrella

C. dog

Zadanie 5. (0–5)

Przeczytaj poniższy tekst. Uzupełnij każdą lukę (5.1.–5.10.) jednym wyrazem, tak aby otrzymać spójny, logiczny i poprawny językowo tekst. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Przenieś rozwiązania na kartę odpowiedzi.

A TOWER WITH MANY NAMES

For most of its history, the world's **5.1.** _____ famous clock tower did not have a meaningful name. It was officially called the Clock Tower, but **5.2.** _____ called it that because, well, it's kind of boring. Some people called it St Stephen's Tower, **5.3.** _____ is actually a smaller tower to the south. Most people knew it **5.4.** _____ 'Big Ben', a nickname that is used today, even **5.5.** _____ the tower was officially named the Elizabeth Tower in 2012 for the Diamond Jubilee **5.6.** _____ Elizabeth II.

As any school child will tell you, 'Big Ben' is technically the name of the bell and **5.7.** _____ the tower. But that's not quite right, either. 'Big Ben' is not the only bell, but **5.8.** _____ of five bells. And 'Big Ben' is itself a nickname **5.9.** _____ what is officially called 'the Great Bell'.

Whether you call it Big Ben or the Elizabeth Tower, the Clock Tower (if you prefer this name) is a British cultural icon that has been part of a UNESCO World Heritage Site **5.10.** _____ 1987.

Na podstawie: <https://londonist.com>

Zadanie 6. (0–4)

Uzupełnij każde z poniższych zdań (6.1.–6.4.) jednym pasującym słowem. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Liczba kresek odpowiada liczbie brakujących liter w wyrazie, a niektóre litery zostały już podane. Przenieś rozwiązania na kartę odpowiedzi.

6.1. Snacking _ _ t _ _ _ meals does not have to be a bad thing as long as the snacks are healthy.

6.2. The mirror is so dirty that it is impossible to see anything _ l _ _ _ in it.

6.3. The old photograph brought back many pleasant _ _ m _ _ _ of her happy childhood.

6.4. The sun _ _ _ _ r _ _ on the horizon, lighting up the windows of the house.

Zadanie 7. (0–6)

Uzupełnij zdania (7.1.–7.6.), wstawiając wyrazy podane w nawiasach w odpowiedniej formie. Wymagana jest pełna poprawność gramatyczna i ortograficzna odpowiedzi. Przenieś rozwiązania na kartę odpowiedzi.

7.1. Last week I visited the National Gallery. There, I _____
(can / admire) the most beautiful painting I _____ (ever / see).

7.2. I am fond of sunbathing, but my sister _____
(not / enjoy / lie) on the beach. That is why she _____
(avoid / spend) her holidays at the seaside.

7.3. No, thanks. I _____ (not / want / drink) anything.
I _____ (just / have) my morning herbal tea, so I
am not thirsty.

7.4. My parents _____ (never / like / eat) seafood, so
lobsters, shrimps or oysters _____ (not / eat) at our home.

7.5. - Can you tell me if _____ (you / hear)
from Jenny recently?
- Actually, she called me yesterday. She was sorry she _____
_____ (not ring) me before.

7.6. - Look at her! She _____ (seem / feel) dizzy.
- Oh no! Let's help her. I hope she _____ (not / faint)
in a second.

Zadanie 8. (0–3)

Uzupełnij tabelkę, dobierając określenia (A–L) odpowiadające danemu krajowi. Trzy określenia podano dodatkowo i nie pasują one do żadnego kraju. Przenieś rozwiązania na kartę odpowiedzi.

- | | |
|---|---|
| A. Named after the Latin word meaning <i>southern</i> | G. The platypus |
| B. Scafell Pike | H. Swansea |
| C. Calgary | I. A plant on the flag |
| D. 'Kiwi' (a nickname for locals) | J. The land of song |
| E. The daffodil (an emblem) | K. A population (in 2023) of around 39 million |
| F. The Outback | L. A population (in 2023) of around 336 million |

Australia			
Canada			
Wales			

Zadanie 9. (0–2)

W zdaniach 9.1. i 9.2. z podanych opcji A, B, C, D wybierz prawidłowe uzupełnienie luki. Zakreśl literę A, B, C albo D. Przenieś rozwiązania na kartę odpowiedzi.

9.1. The English Channel is between England and _____.

- A. The Republic of Ireland
- B. Northern Ireland
- C. France
- D. Denmark

9.2. Sentence _____ is **false**.

- A. Alaska is the most recent of the 50 states in the US.
- B. The main languages used in Canada are English and French.
- C. The capital of New Zealand is not its biggest city.
- D. Ireland was the first country in the world to introduce a public smoking ban.

Upewnij się, że wszystkie odpowiedzi
zostały przeniesione na kartę odpowiedzi.

KARTA ODPOWIEDZI

Zadanie 1. 1.1. _____ 1.2. _____ 1.3. _____ 1.4. _____ 1.5. _____ _____ _____	Pola na szarym tle wypełnia osoba sprawdzająca.	_____/3
Zadanie 2. 2.1. _____ 2.2. _____ 2.3. _____ 2.4. _____		_____/4
Zadanie 3. 3.1. _____ 3.2. _____ 3.3. _____ 3.4. _____		_____/4
Zadanie 4. 4.1. _____ 4.2. _____ 4.3. _____ 4.4. _____		_____/4
Zadanie 5. 5.1. _____ 5.2. _____ 5.3. _____ 5.4. _____ 5.5. _____ 5.6. _____ 5.7. _____ 5.8. _____ 5.9. _____ 5.10. _____		_____/5
Zadanie 6. 6.1. _ _ _ t _ _ _ _ 6.2. _ l _ _ _ _ _ 6.3. _ _ m _ _ _ _ _ 6.4. _ _ _ _ _ r _ _		_____/4

Zadanie 7. 7.1. _____ _____ 7.2. _____ _____ 7.3. _____ _____ 7.4. _____ _____ 7.5. _____ _____ 7.6. _____ _____				Pola na szarym tle wypełnia osoba sprawdzająca.	_____/6								
Zadanie 8. Australia _____, _____, _____ Canada _____, _____, _____ Wales _____, _____, _____					_____/3								
Zadanie 9. 9.1. _____ 9.2. _____					_____/2								
Zadanie 10. <table border="1"> <tr> <th>Informacja 1</th> <th>Informacja 2</th> <th>Informacja 3</th> <th>Poprawność językowa</th> </tr> <tr> <td>_____ /1</td> <td>_____ /1</td> <td>_____ /1</td> <td>_____ /2</td> </tr> </table>					Informacja 1	Informacja 2	Informacja 3	Poprawność językowa	_____ /1	_____ /1	_____ /1	_____ /2	_____/5
Informacja 1	Informacja 2	Informacja 3	Poprawność językowa										
_____ /1	_____ /1	_____ /1	_____ /2										
Razem _____/40													

BRUDNOPIS

(Zapisy w brudnopisie nie podlegają ocenie.)