

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

ETAP III – WOJEWÓDZKI

3 marca 2026 r.

Godz. 10:00

**Kod pracy ucznia
punktów**

Suma

Czas pracy: 60 minut

Liczba punktów możliwych do uzyskania: 80 punktów

Instrukcja dla ucznia

1. W wyznaczonym miejscu arkusza z zadaniami konkursowymi wpisz swój kod.
2. Sprawdź, czy na kolejno ponumerowanych 16 stronach jest wydrukowanych 12 zadań.
3. Ewentualny brak stron lub inne usterki zgłoś Komisji Konkursowej.
4. Czytaj uważnie wszystkie teksty i zadania. Wykonuj zadania zgodnie z poleceniami.
5. Rozwiązania zadań zapisuj długopisem lub piórem z czarnym lub niebieskim tuszem/atramentem.
6. Nie używaj korektora.
7. Jeśli się pomylisz, błędne zaznaczenie przekreśl krzyżykiem, np.:  i zaznacz kółkiem inną wybraną odpowiedź, np.: .
8. Przenieś swoje odpowiedzi do tabelek znajdujących się pod zadaniami.
9. Przy opracowaniu tekstów wykorzystano narzędzia oparte na sztucznej inteligencji.

Powodzenia!

Zadanie 1. (0–5)

Przeczytaj tekst, z którego usunięto 6 akapitów. Uzupełnij luki 1.1. - 1.6. akapitami A-H. Dwa akapity podano dodatkowo i nie pasują do żadnej luki. Luka 1.0. została uzupełniona jako przykład. Wpisz wybrane litery do tabelki pod zadaniem.

WAY TO THE TOP IN THE WORLD OF BALLET

Rising to the top in the world of ballet is a journey marked by discipline, sacrifice, and relentless ambition. It is not merely about talent but also about perseverance, adaptability, and mental strength. For many dancers, the path begins in childhood and continues through years of rigorous training and competition.

PRZYKŁAD

1.0...A...

As dancers grow older, they typically enrol in specialized ballet schools or academies. These institutions offer structured programs that combine technique classes with academic education. Admission is competitive, and students are expected to demonstrate both physical potential and artistic promise.

1.1.....

Training at a professional level demands a strict daily routine. Dancers often begin their day with warm-ups, followed by technique classes, rehearsals, and conditioning. Nutrition, rest, and injury prevention are also essential components of a dancer's lifestyle, as physical health directly impacts performance, as well as other factors.

1.2.....

Auditions are a critical step in advancing a ballet career. Whether applying to a company, a summer intensive, or a prestigious school, dancers must perform under pressure and stand out among hundreds of candidates. Success often depends on preparation, confidence, and the ability to adapt quickly.

1.3.

To reach the top, dancers must build a strong professional reputation. This involves not only performing well but also being reliable, collaborative, and open to feedback. Networking, social media presence, and participation in international competitions can also enhance visibility and career prospects.

1.4.....

A ballet career is physically demanding and often short-lived. Many dancers retire in their 30s or early 40s. Planning for the future—whether through teaching, choreography, or arts administration—is essential. Some pursue academic studies or start their own dance schools to stay connected to the art form.

1.5.

The way to the top in ballet is a lifelong commitment to excellence. It requires passion, endurance, and a deep love for the art. While the journey is challenging, the rewards—artistic fulfilment, recognition, and the joy of performing—make it worthwhile for those who dare to dream and work tirelessly to achieve it.

- A. Most professional ballet dancers start training between the ages of four and eight. At this stage, the focus is on developing flexibility, coordination, and musicality. Parents often play a crucial role, supporting their children through long hours of practice and early exposure to performances.
- B. Securing a position in a professional ballet company is a major milestone. Dancers typically start in the corps de ballet, performing ensemble roles and learning the company's repertoire. With time and experience, they may be promoted to soloist or principal dancer, depending on their skill and artistry.
- C. The psychological intensity behind the beauty of ballet and the sacrifices made for perfection are frequently explored in films to convey emotion, discipline or transformation.
- D. To succeed in ballet, dancers must master a wide range of movements, from basic positions to complex jumps and turns. Pointe work, partnering, and expressive interpretation are all part of the curriculum. Precision and consistency are key, and progress is measured in small, incremental improvements.
- E. However, some struggle with identity loss, financial instability, or emotional burnout after retiring. Without a clear transition plan, they may find it difficult to adapt to a world outside of ballet, where their specialized skills are not always easily transferable. This can lead to feelings of isolation and regret.
- F. The dancer must construct each movement with precision and control just as a building must be carefully designed to stand tall. The lines of the dancer's body in motion can resemble the symmetry of classical columns or the sweeping curves of modern design.
- G. All this is still not enough. Top dancers are also exceptional artists who convey emotion, tell stories, and connect with audiences. They work closely with choreographers, directors, and coaches to refine their interpretation and develop a unique style that sets them apart.
- H. There are many obstacles to overcome. Injuries, self-doubt, and intense competition can derail even the most promising careers. Dancers must learn to cope with setbacks and maintain motivation. Mental resilience is often what separates those who succeed from those who give up.

1.0. Przykład	1.1.	1.2.	1.3.	1.4.	1.5.
A					

...../5

Zadanie 2. (0–8)

Przeczytaj tekst. Wybierz parafrazę użytych w tekście zdań 2.1.- 2.8. spośród trzech podanych możliwości A, B i C, tak aby oddawała wiernie znaczenie oryginalnego zdania, biorąc pod uwagę jego kontekst. Zaznacz literę A, B lub C. Parafraza do zdania 2.0. została wybrana jako przykład. Wpisz wybrane litery do tabelki pod zadaniem.

THE TERRIBLE LEGACY OF SCHOOL SPORT

I hated sport at school, and I suspect a lot of you did too if you are really honest with yourselves. The problem is not that we don't enjoy competitive sports. It's just that most of us would rather let someone else endure the years of gruelling training, self-denial and pain.

As a nation we are quite happy to sit back and watch the action then sprint off to reward ourselves with calorie-laden snack. Just look at the number of pies sold in football grounds up and down the country each week.

The roots of all this passive gazing and grazing are not hard to trace. Despite what you may have been lulled into believing last summer, we live on a cold, damp little island that for much of the year does not do a lot to tempt its citizens to go outside and play.

There is a deeper, more entrenched factor though: PE lessons. Which brings me back to my original statement. I hated sport at school.

To be more accurate, it was the first few years of secondary school that really killed my interest. Getting bawled at by a snugly track-suited games master as you shiver in the mud of the rugby field, before being steamrollered by the Incredible Hulk of 5C is not my idea of fun.

Cross-country running (always held in the freezing depths of winter) was worse; non-sporties like me would chug along near the back, desperately trying to stay just ahead of the fat kid and the smokers.

By far the most exquisite humiliation however was the weekly ritual whereby the teacher chose two captains (always the same two) to pick teams for whatever seemingly pointless exercise in running about after a ball we were playing this time. Needless to say, yours truly was more often than not one of the last to be chosen (once again, just ahead of "Chunky" Davies and his slyly puffing companions).

Discussing this with an acquaintance a year or two ago I was struck by the fact that he, as one of those always chosen as captain, had absolutely no concept of what it was like for the rest of us. "I found it really confidence-building," he proclaimed in that braying tone only ever adopted by those whose cup of self-assurance was already brimming over at birth. "It taught me how to structure a team, how to be a man manager."

For those of us who were short, skinny and uncoordinated, or maybe rather overweight and slow, it taught an entirely different lesson: sport is not for you, give it up.

Is it any wonder so many young people reject physical activity and head straight for cake shop or kebab van as soon as the school bell goes?

The key is to give them the chance to discover what they enjoy and to demonstrate that you don't have to be either Usain Bolt or a couch potato.

There is a middle way. The physical and mental health benefits to the nation would be enormous.

Competitive fathers who spend their weekends bellowing at their offspring from the touchlines may disagree, but it is vital to start by valuing whatever physical activity young people already take part in.

Na podstawie: [The terrible legacy of school sport | Express Comment | Comment | Express.co.uk](#)

Jeremy Wright, 25 August 2013

PRZYKŁAD:

2.0. I hated sport at school, and I suspect a lot of you did too [...].

- A. The author had to play sports at school and thinks the readers played them, too.
- B. The author did not enjoy sport at school, but he thinks the readers did.
- C. **The author did not like sports at school at all and he thinks that the readers did not enjoy PE lessons either.**

2.1. It's just that most of us would rather let someone else endure the years of gruelling training, self-denial and pain.

- A. Most people give up sport because the training is too hard.
- B. Most people would rather someone else put in the effort required in sports.
- C. Most people think they should give someone else a chance to succeed at sports.

2.2. Despite what you may have been lulled into believing this summer, we live on a cold, damp little island [...].

- A. Despite any illusions created by the summer weather, the reality is that the author and his readers live on a chilly, wet island.
- B. This summer, people have been sleepy because of the warm weather on the island.
- C. In summer, people started to believe the climate has changed so much that their island has become quite a warm place.

2.3. [...] we live on a cold, damp little island that for much of the year does not do a lot to tempt its citizens to go outside and play.

- A. The island is too small to be a good place for playing sports for the inhabitants.
- B. The author and his readers live on an island where the weather doesn't normally encourage people to spend time outdoors.
- C. The island has a climate that allows for outdoor sports throughout the year.

2.4. Getting bawled at by a snugly track-suited games master as you shiver in the mud of the rugby field, before being steamrollered by the Incredible Hulk of 5C is not my idea of fun.

- A. I don't like listening to my rugby coach in a thin tracksuit crying in the cold before being warmed up by my schoolmate, Hulk.
- B. Being cold and muddy, I don't enjoy hearing my coach in a tight tracksuit shout before he is flattened on the rugby field by the Incredible Hulk of 5C.
- C. I don't have a good time when I am cold and wet and first my coach, dressed in a warm tracksuit, yells at me and then an enormous player of the other team knocks me down.

2.5. Needless to say, yours truly was more often than not one of the last to be chosen [...].

- A. It is obvious that the author used to be among the last selected for the team.
- B. You don't need to say that you were frequently the last to be chosen for the team.
- C. It is true that the readers were more frequently not selected for the team at all than allowed to play.

2.6. [...] he proclaimed in that braying tone only ever adopted by those whose cup of self-assurance was already brimming over at birth.

- A. He spoke with the tone of a sportsperson certain to win the cup since the moment they were born.
- B. He spoke with the tone of someone who has never lacked confidence since birth.
- C. He spoke with the tone of a person who was lacking self-assurance as a baby.

2.7. [...] you don't have to be either Usain Bolt or a couch potato.

- A. You need to choose between being a sports champion or completely inactive.
- B. You must give up using Bolt and eating potatoes on the sofa to practice sports.
- C. You can enjoy sports even if you are not very good at it.

2.8. Competitive fathers who spend their weekends bellowing at their offspring from the touchlines may disagree, [...]

- A. The parents who yell at their children from the sidelines would rather take part in the competitions themselves,
- B. The ambitious parents who often pressure their children too much may have a different opinion,
- C. The enthusiastic parents who support their children every week, not only in spring, may not agree,

2.0. PRZYKŁAD	2.1.	2.2.	2.3.	2.4.	2.5.	2.6.	2.7.	2.8.
C								

...../8

Zadanie 3. (0–9)

Znajdź siedem, oprócz przykładu, dodatkowych wyrazów w tekście, które nie powinny się tam znaleźć. W jednym wierszu (linijce) może znajdować się TYLKO JEDNO takie słowo. Dwa wiersze (dwie linijki), oprócz przykładu, NIE zawierają dodatkowych wyrazów. Wyraz w wierszu (linijce) 3.0. został WSKAZANY jako przykład, a wiersz (linijka) 3.10. jest WOLNY (wolna) od zbytecznych wyrazów też jako PRZYKŁAD.

Wpisz zbyteczne wyrazy do tabelki pod zadaniem, a jeśli w wierszu (linijce) nie ma zbytecznego wyrazu, wpisz 0.

SUMMER IN THE COUNTRY

- 3.0. PRZYKŁAD:** Last summer, I visited my uncle who **actually** lives in a small village near the mountains.
- 3.1.** The place was such peaceful and full of lovely green trees and birds.
- 3.2.** Every morning, I used to wake up early to watch the sunrise from the kitchen window.
- 3.3.** My uncle taught me how to grow vegetables and take care out of the garden.
- 3.4.** One day, we decided to have a picnic beside the river that runs softly through the village.
- 3.5.** The water was even very clear, and we could see the fish swimming below.
- 3.6.** My uncle's dog, Bruno, was very friendly and always followed behind me everywhere.
- 3.7.** He barked at strangers but never hurt not anyone.
- 3.8.** Before leaving, I promised to visit again the next every summer.
- 3.9.** That visit had helped me realize how important it is to relax and enjoy nature.
- 3.10. PRZYKŁAD:** Since then, I have been trying to spend more time outdoors whenever I can.

3.0. PRZYKŁAD	actually
3.1.	
3.2.	
3.3.	
3.4.	
3.5.	
3.6.	
3.7.	
3.8.	
3.9.	
3.10.	0

.../9

Zadanie 4. (0–5)

Do luk w zdaniach 4.1. - 4.5. wstaw wyrazy pokrewne do podanych poniżej, tak aby zdania były logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. Zdanie 4.0. podane zostało jako przykład. Wpisz utworzone wyrazy do tabelki pod zadaniem.

PRZYKŁAD:

4.0. Unfortunately, the weather was ...**UNFAVOURABLE**... to any outdoor activities, so we stayed at home and played Monopoly.

FAVOUR

4.1. Conducting undercover was one of her duties as a police detective.

SURVEY

4.2. The slope was so steep and long that I was when I reached the top.

BREATH

4.3. Don't worry, you won't be hungry – will be served at the end of the meeting.

FRESH

4.4. A angel is believed to be a good spirit that protects each of us.

GUARD

4.5. I am fed up with Linda's; she always wants to look like a film star and act like one.

VAIN

4.0. PRZYKŁAD	UNFAVOURABLE
4.1.	
4.2.	
4.3.	
4.4.	
4.5.	

.../5

Zadanie 5. (0-8)

Zastąp podkreślone części zdań 5.1. – 5.8. idiomami A – M. Zadanie 5.0. zostało wykonane jako przykład. Cztery idiomy zostały podane dodatkowo i nie pasują do żadnego zdania. Wpisz litery odpowiadające wybranym idiomom do tabelki pod zadaniem.

- ~~A. roll up your sleeves~~
- B. fit like a glove
- C. tighten your belt
- D. keep it under your hat
- E. put a sock in it
- F. wear your heart on your sleeve
- G. have something under your belt
- H. laugh up your sleeve
- I. come at the drop of a hat
- J. work hand in glove
- K. pull up your socks
- L. keep your shirt on
- M. wear two hats

PRZYKŁAD:

- 5.0. You must start to work hard; your exams are in six weeks.
- 5.1. If you want to go to Patagonia next summer, you must economise.
- 5.2. If you want to be a spy, you may have to pretend to cooperate with the enemy.
- 5.3. You'd better shut up! You're hurting your sister's feelings.
- 5.4. Remember, it's top secret – don't tell anybody!
- 5.5. You must put in more effort and try again.
- 5.6. You must be always ready to appear immediately whenever you are asked.
- 5.7. You should not show your feelings too openly at school.
- 5.8. While looking for a job, it's always good to impress the employer with something.

5.0. PRZYKŁAD	5.1.	5.2.	5.3.	5.4.	5.5.	5.6.	5.7.	5.8.
A								

.../8

Zadanie 6. (0-8)

Przeczytaj tekst. Uzupełnij luki 6.1. – 6.8. nazwami kolorów z wyrażeń frazeologicznych, tak aby tekst był logiczny i gramatycznie poprawny. Luka 6.0. została uzupełniona jako przykład. Wpisz nazwy kolorów do tabelki pod zadaniem. Wymagana jest pełna poprawność ortograficzna.

I'm feeling **PRZYKŁAD: 6.0. ...BLUE...** because I've failed again as a teacher. Still being **6.1.**, I was completely at a loss when I caught my student Max **6.2.**-handed, trying to photocopy three doughnuts. The machine jammed, and the filling smeared all over the inside. I saw **6.3.** . I screamed **6.4.** murder. Then I told Max to eat the flattened doughnuts and lick up the crumbs. And he actually did it! His friends watched, **6.5.** with envy, as if he'd just won the lottery. Then the principal appeared out of the **6.6.** and she was furious not with Max, but with me! She said she'd have to spin a whole web of **6.7.** lies for the photocopier service, and that Max might have poisoned himself licking the machine. Now, I'm the **6.8.** sheep of the school.

6.0. PRZYKŁAD	6.1.	6.2.	6.3.	6.4.	6.5.	6.6.	6.7.	6.8.
BLUE								

.../8

Zadanie 7. (0-7)

Przekształć zdania 7.1 – 7.7 używając podanego wyrazu, tak aby otrzymane zdanie było logiczne i poprawne gramatycznie. Nie zmieniaj formy podanego wyrazu. Użyj nie więcej niż czterech wyrazów, wliczając podany. Wymagana jest pełna poprawność ortograficzna. Zdanie 7.0. zostało przekształcone jako przykład.

7.0. PRZYKŁAD: There was too little food to feed so many refugees.

ENOUGH

There was **not enough** food to feed so many refugees.

7.1. She didn't apologise, which made him even angrier.

FAILED

She, which made him even angrier.

7.2. I didn't realize how serious the problem was until later.

AWARE

I how serious the problem was until later.

7.3. They only completed the project because everyone worked overtime.

NOT

If everyone, the project wouldn't have been completed.

7.4. He started the job before he had enough experience.

WITHOUT

He started the job enough experience.

7.5. It was a mistake not to check the details more carefully.

SHOULD

The details more carefully.

7.6. Linda was so shocked that she couldn't say anything.

SUCH

For Linda, it was that she couldn't say anything.

7.7. People say the company will close next year.

EXPECTED

The company next year.

.../7

Zadanie 8. (0-10)

Wybierz odpowiedzi na pytania 8.1. -8.10. spośród możliwości A-D zgodnie z treścią lektury *Middlemarch*. Odpowiedź na pytanie 8.0. została wybrana jako przykład.

Wpisz litery odpowiadające wybranym odpowiedziom do tabeli pod zadaniem.

Przykład:

8.0. Why does Dorothea Brooke want to marry Edward Casaubon?

- A. She wants to annoy her uncle.
- B. She believes that helping him with his intellectual work will fulfil her own life.
- C. She wants to escape from Middlemarch society.
- D. She believes he truly loves and appreciates her.

8.1. What is Casaubon's main scholarly project?

- A. A history of the English church.
- B. The comparison of the world's religions.
- C. The key to all mythologies.
- D. A philosophical novel.

8.2. Why does Tertius Lydgate come to Middlemarch?

- A. To practice modern medicine and reform healthcare.
- B. To escape personal problems.
- C. To inherit property.
- D. To marry into a wealthy family.

8.3. What major problem develops in Lydgate and Rosamond's marriage?

- A. Religious disagreement.
- B. Financial difficulties and difference in expectations.
- C. Lydgate's focus on his work.
- D. Rosamond's jealousy of Dorothea.

8.4. What scandal damages Bulstrode's reputation?

- A. His involvement in election fraud.
- B. His connection to illegal medical practices.
- C. His past dishonest business practices and blackmail.
- D. His secret marriage.

8.5. Why does Mary Garth refuse Fred Vincy's early proposals?

- A. She is in love with someone else.
- B. She believes Fred lacks responsibility and direction in life.
- C. Her parents disapprove of Fred's family.
- D. She wants to leave Middlemarch.

8.6. What is the significance of Raffles' death in the novel?

- A. It allows Lydgate to inherit money.
- B. It clears Bulstrode of all suspicion.
- C. It causes Dorothea to leave Middlemarch
- D. It increases suspicion around Bulstrode and deepens the scandal.

8.7. What kind of education and early experience does Will Ladislav have?

- A. Formal legal training in England.
- B. A military education abroad.
- C. An artistic and intellectual education, mainly in Europe.
- D. A medical education in Paris.

8.8. How does Will Ladislav's family background affect his position in Middlemarch society?

- A. It causes suspicion and limits his social acceptance.
- B. It has no effect on his social position.
- C. It makes him immediately respected.
- D. It allows him to influence local politics easily.

8.9. What happens to Lydgate by the end of Middlemarch?

- A. He becomes a famous medical reformer.
- B. He leaves England to work abroad.
- C. He inherits Bulstrode's fortune.
- D. He gives up his ambitious medical ideals and seeks financial stability.

8.10. What is a central theme of Middlemarch?

- A. Social prejudice and the fear of change.
- B. The conflict between individual ideals and social reality.
- C. The dangers of industrial progress.
- D. Romantic love overcoming all obstacles.

8.0. PRZYKŁAD	8.1.	8.2.	8.3.	8.4.	8.5.	8.6.	8.7.	8.8.	8.9.	8.10.
B										

...../10

Zadanie 9. (0-5)

Połącz pary ludzi 9.1. -9.5. z łączącą ich relacją A-J. Para 9.0. została połączona z relacją A jako przykład. Cztery relacje zostały podane dodatkowo i nie pasują do żadnej pary. Wpisz litery odpowiadające wybranym relacjom do tabelki pod zadaniem.

9.0 Mr Brook and Dorothea

9.1. Sir James Chettam and Celia Brook

9.2. Sir Godwin and Tertius Lydgate

9.3. Peter Featherstone and Mrs Vincy

9.4. Mrs Vincy and Mr Bulstrode

9.5. Sarah Dunkirk and Will Ladislav

~~A. Uncle and niece~~

B. Grandmother and grandson

C. Brother and sister

D. Sister-in-law and brother-in-law

E. Husband and wife

F. Friends

G. Mother and son

H. Uncle and nephew

I. Father and daughter

J. Brothers

9.0. PRZYKŁAD	9.1.	9.2.	9.3.	9.4.	9.5.
A					

...../5

Zadanie 10. (0-3)

Spośród czterech podanych możliwych odpowiedzi A,B,C,D wybierz właściwą odpowiedź do zdań 10.1 – 10.3. Zdanie 10.0. zostało podane jako przykład. Wpisz litery odpowiadające wybranym odpowiedziom do tabeli pod zadaniem.

Przykład:

10.0. ...**B**... holds the record for the most Academy Awards (Oscars) for the Best Actor in a Leading Role with three wins.

A. Adrien Brody

B. Daniel Day-Lewis

C. Tom Hanks

D. Jack Nicholson

10.1. *The King's Speech* which won the Academy Award for Best Picture, Best Director, Best Actor, and Best Original Screenplay at the 83rd Academy Awards depicts the life of king

.....

A. Edward VII

B. Edward VIII

C. George V

D. George VI

10.2. The first American female director that has won the Academy Award for Best Director (an Oscar) is

- A. Barbara Streisand
- B. Kathryn Bigelow
- C. Jane Campion
- D. Sofia Coppola

10.3. The first actor to be nominated after his/her death for an Academy Award was

- A. James Dean.
- B. Heath Ledger.
- C. Patrick Swayze.
- D. River Phoenix.

Na podstawie: Mizgała, Agnieszka i Grzegorzczak, Marzena, *The Greatest American Awards*, Wydawnictwo Szkolne PWN, Park Edukacja 2012;

10.0. PRZYKŁAD	10.1.	10.2.	10.3.
B			

...../ 3

Zadanie 11. (0-5)

Dopasuj miejsca w Zjednoczonym Królestwie oznaczone literami A-J do opisów tych miejsc 11.1.–11.5. Uwaga! Cztery miejsca są dodatkowe i nie pasują do żadnego opisu.

Jako przykład, opisowi 11.0. zostało przypisane miejsce oznaczone literą A.

Wpisz odpowiednie litery (A–J) do tabeli pod zadaniem.

- | | |
|-----------------------|---------------------|
| A. The Lake District, | F. Salisbury Plain, |
| B. Dartmoor, | G. The Pennines, |
| C. Snowdonia, | H. The Costwolds, |
| D. The West Country, | I. The Fens, |
| E. The Home Counties, | J. Yorkshire Moors |

Przykład:

11.0.A.....

It is a region of lakes and mountains in Cumbria, in north-west England. It contains England's highest mountain, Scafell Pike, and its largest lake, Windermere. The area is closely associated with the Lake Poets, who lived there and wrote about its landscape.

11.1.

This name is often used to refer to the south-west of Britain, particularly the counties of Cornwall, Devon, Somerset, and Dorset.

11.2.

It is a large, flat, and sparsely populated area in south-east England, famous for the prehistoric monument Stonehenge, which is about 130 km west of London.

11.3.

It is an area of low-lying wetland between Lincoln and Cambridge. Much of the land was once covered by the sea, and it contains many drains and sluices (sliding gates used to control the flow of water) to prevent flooding. It is now a very fertile and important agricultural region.

11.4.

It is a range of hills in south-west England. In the past, it was a major centre for sheep farming and the wool trade. Today, it is a popular tourist destination, known for its beautiful area as well as its beautiful scenery and pretty towns.

11.5.

It is a wild, open, and hilly area of Devon in south-west England, covering 945 square kilometres. It is a national park and a popular place for walking and horse riding. There is a well-known prison in the middle of the area, famous for being difficult to escape from. The area is also used for military training exercises.

Na podstawie: Ociepa, Roman, Geography, History and Culture of the United Kingdom United Kingdom at a Glance, Wydawnictwo Szkolne PWN, Park Edukacja 2009; Oxford Guide to British and American Culture, Oxford University Press, 2005;

11.0. PRZYKŁAD	11.1.	11.2.	11.3.	11.4.	11.5.
A					

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Zadanie 12. (0-7)

Wybierz odpowiedzi na pytania 12.1. -12.7. spośród możliwości A-D. Odpowiedź na pytanie 12.0. została wybrana jako przykład.

Wpisz litery odpowiadające wybranym odpowiedziom do tabeli pod zadaniem.

Przykład:

12.0. The forms the longest section of the USA's border with Mexico.

- A. Colorado River
- B. Rio Grande
- C. Arkansas River
- D. Pecos River

12.1..... is the least populated state of the United States of America.

- A. Alaska
- B. Vermont
- C. Wyoming
- D. Montana

12.2. The Hawaiian Islands are located in

- A. the Indian Ocean
- B. the Pacific Ocean
- C. the Atlantic Ocean
- D. the Arctic Ocean

- 12.3.** is a US National Park in the Sierra Nevada Mountains of eastern California with the highest waterfall in the USA, also famous for its many giant sequoia trees.
- A. Yosemite National Park
 - B. Yellowstone National Park
 - C. Great Smoky Mountains National Park
 - D. Joshua Tree National Park
- 12.4.** is the southernmost state in the United States of America.
- A. Florida
 - B. New Mexico
 - C. Hawaii
 - D. Texas
- 12.5.** is a city in the United States of America which is famous for Hollywood and Beverly Hills, and its attractions include Sunset Boulevard, Hollywood Bowl and Rodeo Drive.
- A. San Francisco
 - B. Los Angeles
 - C. New York
 - D. Las Vegas
- 12.6.**, a high rock cliff in the Black Hills in the US, is famous for the large heads of four US presidents carved in the rock: George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt.
- A. Mount Vernon
 - B. Mount Elbert
 - C. Mount Rainier
 - D. Mount Rushmore
- 12.7.** flows into the Pacific Ocean.
- A. The Hudson River
 - B. The Colorado River
 - C. The Rio Grande River
 - D. The Mississippi River

Na podstawie: *Oxford Guide to British and American Culture*, Oxford University Press, 2005;

12.0. PRZYKŁAD	12.1.	12.2.	12.3.	12.4.	12.5.	12.6.	12.7.
B							

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