

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

ETAP II – REJONOWY

15 stycznia 2024 r.

Godz. 10:00

Kod pracy ucznia

Suma punktów

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 17 stronach jest wydrukowanych 10 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. Rozwiązania zadań zamkniętych, tj. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 zaznacz w arkuszu z zadaniami konkursowymi. W każdym zadaniu poprawna jest zawsze tylko jedna odpowiedź. Wybierz tę odpowiedź i odpowiadającą jej literę zaznacz w kółku: ☐
8. Jeśli się pomylisz, błędne zaznaczenie przekreśl krzyżykiem, np. ☒ i zaznacz kółkiem inną wybraną odpowiedź, np.: ☐

Powodzenia!

Zadanie 1. (0–10)

Przeczytaj tekst i spośród trzech możliwości: A, B lub C, wybierz właściwe zakończenie zdań 1.1. – 1.10. Zaznacz odpowiednią literę. Zdanie 1.0. zostało dokończone jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

HARD LIFE

This account of the life of Natalie Hardcastle begins with Natalie and her three young sons living alone on an isolated Australian ranch. Their house is a wooden hut with a hole in the roof, there is no running water or electricity, and there are no neighbours for 100 miles in any direction. More importantly, there is no husband to support the family. This is the low point in Natalie's life, and the real story of the biography is about how she and her sons deal with the disaster which her husband brings upon them.

In the book, we're told how she came to be in this position. We learn of her childhood and youth in 1950s Sydney, about her dreams of Olympic fame, about the riding accident which crushed her ankle and, with it, all her hopes of sporting achievement. We learn, too, of her meeting with Tony Hardcastle, a wealthy businessman and racing driver. They fall in love and marry. Only then do we learn, of the flaws in his character, with the risky business operations he favours, which lead to financial disaster and cause her to be left without money, in the Australian outback.

Tony leaves her to restart his racing career in Europe, which isn't a success. He returns to Australia, but not to Natalie. At this point Natalie decides to keep the family together and start her own business. She sets up a travelling clothes shop – in a van! She adapts an old van and buys clothes in Sydney. Travelling at weekends, with her children sleeping in the back, she visits small towns where the women greet her enthusiastically – they have never had these luxuries before. At last Natalie begins to make some money, but then disaster strikes. Tony comes back and forbids her to continue her business. Soon the money she's saved is gone and her financial problems return.

Ordinary people would give up at this stage, but not Natalie Hardcastle. Of course, there are moments when she lies awake at night worrying about how she's going to pay the bills. But she's a fighter who refuses to give in to misfortune. Enough drama for one life, you might think, but fate and Tony Hardcastle haven't finished with her yet. Financial disaster hasn't changed her husband's talent for losing money. His sudden death in a bar fight uncovers huge debts, and there are his relatives who want to take every penny from his estate, even if it leaves his family hungry. Hard work, along with good luck and a surprise win in the state lottery, gives Natalie means to finally pay the debts.

It's a remarkable story indeed.

Przykład:

1.0. Natalie Hardcastle's biography starts

- A.** with the description of her birth.
- B.** with her triumph over misfortune.

C. with a difficult moment in her life.

- 1.1. Natalie's biographer concentrates on
- A. events leading to the crisis in her life.
 - B. how she deals with the crisis in her life.
 - C. the influence of her childhood experiences on her adult life.
- 1.2. Natalie's and her sons' dramatic situation was caused by
- A. a riding accident resulting in serious injury.
 - B. her husband's irresponsibility.
 - C. hard living conditions on the ranch.
- 1.3. As a girl, Natalie dreamt of a career in
- A. sport.
 - B. car racing.
 - C. business.
- 1.4. After Tony had left her, Natalie tried to support her family by
- A. repairing old vehicles.
 - B. importing clothes from Europe.
 - C. travelling around and selling clothes from a van.
- 1.5. Natalie's financial problems didn't finish because
- A. the clothes were not popular.
 - B. her husband returned and stopped her business.
 - C. she hadn't saved any money.
- 1.6. The author of the text describes Natalie's attitude towards misfortune as
- A. „She easily gives up”.
 - B. „She fights and refuses to give up”.
 - C. „She leaves everything to fate”.
- 1.7. When Tony died suddenly, he left his wife
- A. a lot of money to pay back.
 - B. a lot of hungry relatives.
 - C. a lottery ticket.

1.8. After Tony's death, Natalie succeeded because she worked hard and

- A. got help from her husband's relatives.
- B. surprised everybody.
- C. won some money unexpectedly.

1.9. The author of the text thinks that Natalie's story is

- A. not true.
- B. impressive.
- C. boring.

1.10. The text is

- A. a biography.
- B. a book review.
- C. a story.

Na podstawie: Virginia Evans and Jenny Dooley, FCE Listening and Speaking Skills, Teacher's Book, Express Publishing, 2008, str. 27

1.0. Przykład	1.1.	1.2.	1.3.	1.4.	1.5.	1.6.	1.7.	1.8.	1.9.	1.10.
C										

.../10

Zadanie 2. (0–6)

Przeczytaj tekst, z którego usunięto sześć zdań. Wpisz w luki 2.1. – 2.6. litery, którymi oznaczono brakujące zdania (A – I), tak, aby otrzymać logiczny i spójny tekst. Pierwsza luka 2.0. została uzupełniona jako przykład.

Uwaga! Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki. Wpisz odpowiednie litery do tabelki pod zadaniem.

DO IT YOURSELF: WHAT'S YOUR EXCUSE?

How good are you at doing DIY? **2.0.** **A.** Recent research has shown that DIY ability lies in our genes – which provides the perfect excuse for those of us who find it difficult to put together flat-pack furniture or change a tap.

The research was in the form of a study, which was conducted for Halifax Home Insurance last year. Two thousand UK adults of both sexes took part. **2.1.** To be able to do the tasks, the participants needed to know something about shapes and mechanics. While they were putting the puzzles together, the scientists measured their natural DIY ability. Those who tried to do the tasks by trial and error were unable to finish the puzzle.

After analysing the results, the researchers that only a third of the participants had completed the tasks properly. **2.2.** Men scored higher in the experiment, which suggests that they really are better ‘programmed’ to do basic repairs at home. Psychologist Dr Glenn Wilson, who carried out the experiment, explained that people who are good at doing DIY have a high level of spatial awareness. **2.3.** ‘Although there is not one specific DIY gene,’ he said, ‘Some people simply do not have the necessary brain skills to manipulate shapes.’ People with little or no spatial awareness will always have problems to complete DIY tasks successfully, he said.

Doing DIY without the necessary skills can have disastrous consequences. It is estimated that the damage caused last year by people who lack natural Do-It-Yourself ability cost 400 million pounds. **2.4.** This was after 36-year-old Barry Witham had made a huge hole in the kitchen ceiling while he was trying to repair a light. Other incidents include cutting his leg with a penknife while trying to fit a carpet and hurting his hand badly while fixing some speakers. Barry is obviously one of those enthusiasts who do not have the spatial awareness necessary for home improvements.

The findings of the Halifax Home Insurance study came just a day after a report which showed that more and more people are losing interest in DIY. **2.5.**

Apparently, today home owners prefer to pay someone else to do the repairs rather than do them themselves. **2.6.** However, it is bad news for DIY shop owners, whose sales have fallen dramatically recently.

- A. If you aren’t an expert, it appears that you are not alone.
- B. The participants were asked to complete some specially designed multi-dimensional puzzles.
- C. A man was recently banned by his wife from doing any more repairs to their home.
- D. They all liked doing DIY.
- E. Two million people have stopped doing their own home improvements over the past two years, according to market analysts.
- F. This means that approximately two in three Britons lack the natural ability to do DIY.
- G. This is good news for insurers, who often have to pay for expensive DIY mistakes.
- H. This is the ability to judge the position and size of objects.
- I. This is a skill that can be learnt so it should be taught at school.

Na podstawie: Christina Latham-Koenig, Clive Oxenden and Jane Hudson, *English File Intermediate Plus Workbook*, Oxford University Press, 2014, str. 38

2.0. Przykład	2.1.	2.2.	2.3.	2.4.	2.5.	2.6.
A						

.../6

Zadanie 3. (0–10)

Przeczytaj tekst i zdecyduj, która z odpowiedzi A, B, C, D najlepiej pasuje do luk 3.1. – 3.10. Zaznacz literę, A, B, C lub D. Luka 3.0. została uzupełniona jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

Every January, near the city of Harbin in the northeast China, further north **3.0. ...B.....** some of the **3.1.** parts of Russia, a(n) **3.2.** town is created out of ice. Here, people can **3.3.** in horse-drawn carriages, hurtle down ice slides or watch winter swimming competitions. The annual Ice and Snow Sculpture Festival **3.4.** up the bleak winters that the region experiences. Blocks of ice are used to reproduce some of the world's most impressive architectural **3.5.** . This tradition of making ice sculptures **3.6.** back hundreds of years. The sculptures are lit at night in a spectacular display of colour. Visitors come from all over the world to admire these creations in all their **3.7.** . Many people attempt to **3.8.** a high wall of ice and skating cycles are provided for those who wish to cycle on the frozen lake. The most extreme **3.9.** at the festival may be swimming which takes place in the icy cold waters of the river. In northern China there is a strong tradition of winter **3.10.** swimming.

Przykład:

3.0.	A	then	B	<u>than</u>	C	that	D	thus
3.1.	A	coolly	B	freezer	C	coldest	D	frost
3.2.	A	whole	B	all	C	full	D	total
3.3.	A	drive	B	roll	C	trip	D	ride
3.4.	A	blows	B	lights	C	makes	D	shines
3.5.	A	events	B	buildings	C	elements	D	constructions
3.6.	A	goes	B	takes	C	puts	D	stays
3.7.	A	views	B	beauty	C	ways	D	power
3.8.	A	ski	B	arrive	C	slide	D	climb
3.9.	A	event	B	accident	C	part	D	measure
3.10.	A	cold	B	exterior	C	outdoor	D	outing

Na podstawie: Virginia Evans and Jenny Dooley, *On Screen Workbook and Grammar Book Intermediate*, Express Publishing, 2014, str. 41

3.0. Przykład	3.1.	3.2.	3.3.	3.4.	3.5.	3.6.	3.7.	3.8.	3.9.	3.10.
B										

.../10

Zadanie 4. (0–10)

Dla każdej z opisanych sytuacji 4.1. – 4.10. wybierz najbardziej odpowiednią reakcję. Zaznacz literę: A, B lub C. Sytuacja 4.0. została podana jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

Przykład:

4.0. Znajomi rodziców obchodzą rocznicę ślubu. Mówisz:

- A. Be happy!
- B. Happy anniversary!
- C. I sympathise with you!

4.1. Mówisz koleżance, że jeśli jeszcze raz zje Twoją kanapkę bez pytania, powiesz o tym wychowawczyni. Dodajesz:

- A. I'm not mean, am I?
- B. What does it mean?
- C. And I mean it, right?

4.2. W dyskusji z koleżankami nie chcesz pozostawiać niedomówień. Mówisz:

- A. Shall we go straight on?
- B. Let's get it straight.
- C. I'll do it straight away.

4.3. Jesteś przewodniczącą/ym samorządu klasowego. Twoi niezbyt słowni koledzy podjęli się zorganizować międzyklasowy mecz. Nie chcąc, aby zawiedli, mówisz:

- A. I don't like mess.
- B. Don't make any mess.
- C. Don't mess it up.

4.4. Mama prosi Cię o pomoc w sprzątaniu piwnicy. Nie chcesz pobrudzić nowych spodni, które masz na sobie. Mówisz:

- A. Just a moment, I must change.
- B. Just a moment, I must make a change.
- C. Just a moment, I must have some change.

4.5. Koleżanka martwi się, że pomyliła się podczas występu na akademii. Pocieszasz ją mówiąc:

- A. You have done a great deal!
- B. It's not a big deal!
- C. You can't deal with it.

4.6. Jesteś zadowolona/y, że wyjaśniłaś/eś nieporozumienie z przyjaciółmi. Mówisz:

- A. I'm glad we've managed to work this out.
- B. I'm glad we've had a workout today.
- C. I'm glad we've worked on this at last.

4.7. Znajoma rodziców pyta Cię, czy chciałbyś/abyś pójść do szkoły średniej w innym mieście. Odpowiadasz:

- A. I would forget it soon.
- B. I would miss my nearest and dearest.
- C. I would care for my family.

4.8. Koleżanka informuje Cię, że nie będzie mogła przyjść do Ciebie dzisiaj. Mówisz:

- A. What a pity!
- B. What's wrong?
- C. What's up?

4.9. Kolega pyta Cię, czy jesteś podobna/y do swojego ojca. Odpowiadasz:

- A. My father looks after me very well.
- B. My father and I don't have much in common.
- C. Some people say I'm a lot like him.

4.10. Koleżanka dzwoni do Ciebie, ale nie możesz w tej chwili rozmawiać. Mówisz:

- A. Sorry. You've caught me at a bad time.
- B. Sorry. I don't want to talk to you.
- C. Sorry. You mustn't call me now.

4.0.Przykład	4.1.	4.2.	4.3.	4.4.	4.5.	4.6.	4.7.	4.8.	4.9.	4.10.
B										

.../10

Zadanie 5. (0–10)

Uzupełnij zdania 5.1. - 5.10. odpowiednim przyimkiem A - M z podanej listy. Możesz użyć tego samego przyimka wielokrotnie. Niektóre przyimki nie pasują do żadnego zdania. Zdanie 5.0. zostało uzupełnione jako przykład. Wpisz litery odpowiadające wybranym przyimkom do tabelki pod zadaniem.

A	B	C	D	E	F	G	H	I	J	K	L	M
against	at	behind	below	by	for	down	from	in	off	on	with	of

Przykład

5.0. She has translated his e-mail ...**from**..... Italian for you.

5.1. Our great-grandmothers had to wash everything hand.

5.2. It was an accident – she didn't do it purpose.

5.3. Chewing gum in public places is the law in this country.

5.4. Keep the grass!

5.5. The black rhinoceros is risk of becoming extinct.

5.6. The doctor duty was very young and inexperienced.

5.7. Lean the ladder this wall.

5.8. We have suffered the noise downstairs since we moved in.

5.9. Some people really die a broken heart.

5.10. The open air show was called because of a violent storm.

5.0. Przykład	5.1.	5.2.	5.3.	5.4.	5.5.	5.6.	5.7.	5.8.	5.9.	5.10.
H										

.../10

Zadanie 6. (0–6)

Uzupełnij luki w zdaniach 6.1. – 6.6. jedną z podanych form A, B, C lub D, tak aby otrzymać poprawne gramatycznie zdanie. Zaznacz literę A, B, C lub D. Luka w zdaniu 6.0. została uzupełniona jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

Przykład:

6.0. Do you enjoy ?

- A. cooking
- B. to cook
- C. being cooked
- D. cooked

6.1. She five days in the desert before they found her.

- A. had been spending
- B. had spent
- C. used to spend
- D. was spending

6.2. They in the garage at eight o'clock the day before yesterday.

- A. were working
- B. worked
- C. used to work
- D. had worked

6.3. The gate by my sister when I arrived home.

- A. was being painted
- B. was been painted
- C. was painting
- D. has been painted

6.4. A lot of people the tram every day for many years.

- A. take
- B. have been taking
- C. are taking
- D. have been taken

6.5. This is my advice. If I were you, I her solve the problem.

- A. used to help
- B. helped
- C. would help
- D. had helped

6.6. If our team more goals last Saturday, it could have won.

- A. had scored
- B. scored
- C. would score
- D. would have scored

6.0. Przykład	6.1.	6.2.	6.3.	6.4.	6.5.	6.6.
A						

.../6

Zadanie 7. (0–8)

W zdaniach 7.1. – 7.8., spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu. Zaznacz jedną z liter: A, B albo C. Zdanie 7.0. zostało podane jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

Przykład:

7.0. Next year, we (*mamy zamiar zobaczyć*) Santa Claus's home in Finland.

- A. are going to see
- B. intending to see

C. are seeing

- 7.1. When (*przeprowadziłeś/aś się*) to this town?
- A. have you moved
 - B. did you move
 - C. were you moving
- 7.2. Could you give me (*jakąś radę co*) wear to the theatre?
- A. any advice on how to
 - B. some advice how to
 - C. some advice on what to
- 7.3. As soon as Henry (*zrobi wszystkie ćwiczenia*), he may go out with his friends.
- A. has made all his exercises
 - B. does all his exercises
 - C. will finish all his exercised
- 7.4. I didn't want to know (*ile razy Laura mnie okłamała*) up till then.
- A. how many times has Laura lied to me
 - B. how many times Laura had lied to me
 - C. how many times Laura lied to me
- 7.5. The students know it is a false alarm. Can you imagine their panic (*gdyby im powiedzieć*) that the danger is real?
- A. if they were told
 - B. if they told
 - C. if they would be told
- 7.6. Fiona will probably expect (*że wygra pierwszą nagrodę*).
- A. winning the first prize
 - B. to win the first prize
 - C. win the first prize
- 7.7. It seems to me that David didn't do all (*o co był*) asked to do.
- A. he was
 - B. what he was
 - C. which he had

7.8. Can't you find (*kilka jakiś zdjęć*) of your pets?

- A. hardly any snapshots
- B. quite few photos
- C. a few pictures

7.0.	7.1.	7.2.	7.3.	7.4.	7.5.	7.6.	7.7.	7.8.
A								

.../8

Zadanie 8. (0–6)

Dopasuj nazwy miast z listy do zdań 8.1. – 8.6. Cztery nazwy zostały podane dodatkowo i nie pasują do żadnego zdania. Jedno miasto zostało dopasowane jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

A.	Brighton
B.	Los Angeles
C.	Glasgow
D.	New York
E.	Sacramento
F.	Las Vegas
G.	Aberdeen
H.	Liverpool
I.	Swansea
J.	Manchester
K.	San Francisco

Przykład:

8.0. **Brighton** is a popular seaside resort for Londoners, on the coast of East Sussex in southern England.

8.1. is a city and port on the south coast of Wales. It used to be an important port and a major centre of the Welsh coal, metal and ship-building industry. It has developed as a tourist centre since the end of the 20th century.

8.2. is the capital city of the US state of California. Its popular nicknames are namely, "The Big Tomato" and "the City of Trees."

8.3. is an industrial city in south-west Scotland. It is Scotland's largest city and a major port.

8.4. is a US city where many people go to try their luck in numerous casinos. It is the largest city in the state of Nevada and one of the fastest growing cities in the US.

8.5. is the second largest city in the US. The city is famous for Hollywood and Beverly Hills, and its tourist attractions include e.g., Sunset Boulevard, Hollywood Bowl, and Universal Pictures.

8.6. is a large city and a port in north-west England, on the River Mersey. It first became important during the Industrial Revolution producing and exporting cotton goods. In the 20th century the city became famous and the home of the Beatles and for two very good football clubs which still compete successfully in the Premier League.

Na podstawie: Ociepa, Roman, Geography, History and Culture of the United Kingdom United Kingdom at a Glance, Wydawnictwo Szkolne PWN, Park Edukacja 2009; Ociepa, Roman, i Paszyk, Bartłomiej, Geography, History and Culture of the United States of America. United States at a Glance, Wydawnictwo Szkolne PWN, Park Edukacja 2017; Oxford Guide to British and American Culture, Oxford University Press, 2005;

8.0. Przykład	8.1.	8.2.	8.3.	8.4.	8.5.	8.6.
A						

.../6

Zadanie 9. (0–9)

Do zdań 9.1. – 9.9. z czterech podanych możliwości A, B, C, D wybierz i zaznacz odpowiednią. Zdanie 9.0. zostało podane jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

Przykład:

9.0. Which is the longest river in the United Kingdom?.

- A. The Avon
- B. The Bann
- C. The Thames.
- ☒ **D. The Severn.**

9.1. Lizard Point is the place in England which is furthest to the

- A. east
- B. west
- C. north
- D. south

9.2. is a region at the south west tip of England. Its administrative centre is Truro.

- A. East Anglia
- B. West Country
- C. Cornwall
- D. Home Counties

9.3. is the largest lake in the United States of America.

- A. Lake Michigan
- B. Lake Superior
- C. Lake Erie
- D. Lake Ontario

9.4. What is the climate of California?

- A.** Mediterranean
- B.** Tropical
- C.** Arctic
- D.** Arid

9.5. New York City lies at the mouth of

- A.** the Potomac River
- B.** the Mississippi River
- C.** the Hudson River
- D.** the Savannah River

9.6. The highest mountain in the United Kingdom is

- A.** Denali
- B.** Ben Macudi
- C.** Ben Nevis
- D.** Snowdon

9.7. The Cambrian Mountains are located in

- A.** Wales
- B.** Scotland
- C.** England
- D.** Northern Ireland

9.8. Lough Neagh, the largest lake in the UK, is located in

- A.** Wales
- B.** Northern Ireland
- C.** Scotland
- D.** England

9.9. The Hawaiian Islands are located in

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

Na podstawie: Ociepa, Roman, Geography, History and Culture of the United Kingdom United Kingdom at a Glance, Wydawnictwo Szkolne PWN, Park Edukacja 2009; Ociepa, Roman, i Paszyłk, Bartłomiej, Geography, History and Culture of the United States of America. United States at a Glance, Wydawnictwo Szkolne PWN, Park Edukacja 2017; Oxford Guide to British and American Culture, Oxford University Press, 2005;

9.0. Przykład	9.1.	9.2.	9.3.	9.4.	9.5.	9.6.	9.7.	9.8.	9.9.
D									

.../9

Zadanie 10. (0–5)

Dopasuj nazwy miejsc geograficznych z listy do zdań 10.1. – 10.5. Cztery nazwy zostały podane dodatkowo i nie pasują do żadnego zdania. Jedna nazwa została dopasowana jako przykład. Wpisz litery odpowiadające wybranym nazwom miejsc geograficznych do tabelki pod zadaniem.

A.	The Lake District
B.	Death Valley
C.	The Brecon Beacons
D.	The Scilly Isles
E.	The Grampians
F.	Snowdonia
G.	The Hebrides
H.	The Rocky Mountains
I.	The Colorado Plateau
J.	The Appalachian Mountains

Przykład:

10.0. *The Lake District* is a region of lakes and mountains in north-west England. The area is associated with the Lake Poets who lived there and wrote about it.

10.1. is a range of mountains in central Scotland that includes e.g., Cairngorms.

10.2. is an area of mountains in south Wales. It is popular with tourists who like walking and enjoying the attractive scenery. Green Man festival takes place there in mid-August.

10.3. is a desert covering parts of the US states of California and Nevada. Is the lowest land in the western hemisphere, being 86 metres below sea level, with very high temperatures (up to 50 degrees Centigrade).

10.4. is a group of islands off the west coast of Scotland. They are composed of the oldest rocks in the British Isles.

10.5. are a major mountain range and the largest mountain system in North America. The range covers more than 4800 kilometres from the Yukon Territory in Canada to the Mexican border.

Na podstawie: Ociepa, Roman, Geography, History and Culture of the United Kingdom United Kingdom at a Glance, Wydawnictwo Szkolne PWN, Park Edukacja 2009; Ociepa, Roman, i Paszyk, Bartłomiej, Geography, History and Culture of the United States of America. United States at a Glance, Wydawnictwo Szkolne PWN, Park Edukacja 2017; Oxford Guide to British and American Culture, Oxford University Press, 2005;

10.0. Przykład	10.1.	10.2.	10.3.	10.4.	10.5.
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