

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

ETAP III – WOJEWÓDZKI

27 LUTEGO 2025 r.

Godz. 10:00

Kod pracy ucznia

Suma punktów

Czas pracy: 80 minut

Liczba punktów możliwych do uzyskania: 100 punktów

Instrukcja dla ucznia

1. W wyznaczonym miejscu arkusza z zadaniami konkursowymi wpisz swój kod.
2. Sprawdź, czy na kolejno ponumerowanych **21** stronach jest wydrukowanych **16** zadań.
3. Ewentualny brak stron lub inne usterki zgłoś Komisji Konkursowej.
4. Czytaj uważnie wszystkie teksty i zadania. Wykonuj zadania zgodnie z poleceniami.
5. Pamiętaj, że wymagana jest całkowita poprawność ortograficzna i gramatyczna wybieranych odpowiedzi!
6. Rozwiązania zadań zapisuj długopisem lub piórem z czarnym lub niebieskim tuszem/atramentem.
7. Nie używaj korektora.
8. Jeśli się pomylisz, błędne zaznaczenie przekreśl krzyżykiem, np.:  i zaznacz kółkiem inną wybraną odpowiedź, np.: .
9. Przenieś swoje odpowiedzi do tabeli znajdujących się pod zadaniami.

Powodzenia!

Zadanie 1. (0–10)

Przeczytaj tekst. Do pytań 1.1. – 1.10. wybierz właściwą spośród czterech podanych odpowiedzi. Pytanie 1.0 zostało podane jako przykład. Wpisz literę A, B, C lub D do tabeli poniżej.

Can the can

The idea that graffiti-spraying and other forms of low-level delinquency promote further bad behaviour has now been tested experimentally.

A place that is covered in graffiti and festooned with rubbish makes people feel uneasy. And with good reason, according to a group of researchers in the Netherlands, Kees Keizer and his colleagues at the University of Groningen deliberately created such settings as a part of a series of experiments designed to discover if signs of vandalism, litter and low-level lawbreaking could change the way people behave. They found that they could, by a lot: doubling the number who are prepared to litter and steal.

The idea that observing disorder can have a psychological effect on people has been around for a while. In the late 1980s George Kelling, a former probation officer who now works at Rutgers University, initiated what became a vigorous campaign to remove graffiti from New York City's subway system, which was followed by a reduction in petty crime. This idea also underpinned the "zero tolerance" which Rudy Giuliani subsequently brought to the city's streets when he became mayor.

Many cities and communities around the world now try to get on top of anti-social behaviour as a way of deterring crime. But the idea remains a controversial one, not least because it is often difficult to account for other factors that could influence crime reduction, such as changes in poverty levels, housing conditions and sentencing policy-even, some people have argued, the removal of lead from petrol. An experimental test of the "broken windows theory", as Dr Kelling and his colleague James Wilson later called the idea, is therefore long overdue. And that is what Dr Kelzer and his colleagues have provided.

Dr Kelling's theory takes its name from the observation that a few broken windows in an empty building quickly lead to more smashed panes, more vandalism and eventually to break-ins. The tendency for people to behave in a particular way can be strengthened or weakened depending on what they observe others to be doing. This does not necessarily mean that people will copy bad behaviour exactly, reaching for a spray can when they see graffiti. Rather, says Dr Keizer, it can foster the "violation" of other norms of behaviour. It was this effect that his experiments, which have just been published in Science, set out to test.

His group's first study was conducted in an alley that is frequently used to park bicycles. As in all of their experiments, the researchers created two conditions one of order and the other of disorder. In the former, the walls of the alley were freshly painted, in the latter, they were tagged with graffiti (but not elaborately, to avoid the perception that it might be art). In both states a large sign prohibiting graffiti was put up, so that it would not be missed by anyone who came to collect a bicycle. All the bikes then had a flyer promoting a non-existent sports shop attached to their handlebars. This needed to be removed before a bicycle could be ridden.

When owners returned, their behaviour was secretly observed. There were no rubbish bins in the alley, so a cyclist had three choices. He could take the flyer with him, hang it on another bicycle

(which the researchers counted as littering) or throw it to the floor. When the alley contained graffiti, 69% of the riders littered compared with 33% when the walls were clean.

To remove one possible bias that litter encourages more litter the researchers inconspicuously picked up each castaway flyer. Nor, they say, could the effect be explained by litterers assuming that because the spraying of graffiti had not been prevented, it was also unlikely that they would be caught. Littering, Dr Keizer observes, is generally tolerated by the police in Groningen.

The researchers' conclusion is that one example of disorder, like graffiti or littering, can indeed encourage another, like stealing. Dr Kelling was right. The message for policymakers and police officers is that clearing up graffiti or littering promptly could help fight the spread of crime.

Na podstawie: *The Economist*, 20 November 2008

Przykład: 1.0. How do people, according to the text, react to filthy places in public space?

- A. They are comfortable.
- B. They don't pay attention to the litter.
- C. They admire the graffiti.
- D. **They don't feel safe.**

1.1. What was the main purpose of the experiments conducted by Kees Keizer and his colleagues?

- A. To promote graffiti as an art form.
- B. To test if signs of vandalism and littering influence people's behaviour.
- C. To clean up the streets of Groningen.
- D. To study the effects of poverty on crime rates.

1.2. What did George Kelling's campaign in the late 1980s aim to achieve?

- A. To make public transportation safer.
- B. To make New York City's subway system graffiti-free.
- C. To promote zero tolerance for graffiti artists.
- D. To encourage more people to use public transportation.

1.3. Why is the idea of controlling anti-social behaviour to deter crime controversial?

- A. There may be many other reasons for decreasing criminal activity.
- B. It hasn't been researched enough.
- C. It has been proven ineffective.
- D. It only works in small communities.

1.4. What is the "broken windows theory"?

- A. The idea that broken windows should be left unrepaired as long as possible.
- B. The theory that visible signs of disorder and neglect lead to more crime.
- C. A method for repairing broken windows quickly.
- D. The theory that the sight of broken windows discourage people from taking any action.

1.5. What did the large sign in the alley prohibit?

- A. Littering.
- B. Parking bicycles.
- C. Scribbling on the walls.
- D. Stealing.

1.6. Why did the researchers attach a flyer to the bicycles in their experiment?

- A. To advertise a bicycle shop.
- B. To warn the cyclists that spraying graffiti and littering is illegal.
- C. To prevent the bicycles from being stolen.
- D. To provide the cyclists with something to litter the alley with.

1.7. What was the result when the alley was clean and free of graffiti?

- A. More than two thirds of cyclists littered.
- B. Very few of cyclists littered.
- C. Approximately one third of cyclists littered.
- D. Vast majority of cyclists littered.

1.8. What did the researchers do to avoid bias in their experiments?

- A. They did not clean up any litter.
- B. They placed rubbish bins in the alley.
- C. They allowed graffiti to remain on the walls.
- D. They secretly removed the rubbish.

1.9. What did the researchers conclude from their experiments?

- A. Graffiti and littering have no impact on other forms of crime.
- B. One example of disorder can encourage other forms of disorder.
- C. People are likely to avoid places with graffiti.
- D. Littering is generally tolerated by the police in Groningen.

1.10. What message do the researchers suggest for policymakers and police officers?

- A. Fast graffiti and litter removal contributes to crime reduction.
- B. Encouraging graffiti as art can reduce crime.
- C. Severe penalties for graffiti and littering can help reduce crime.
- D. Increasing police presence is the only way to decrease crime.

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

...../10

Zadanie 2. (0–4)

Przeczytaj tekst, z którego usunięto akapity.

Uzupełnij luki 2.1. – 2.4. akapitami oznaczonymi B – F. Jeden akapit został podany dodatkowo i nie pasuje do żadnej luki. Luka 2.0. została uzupełniona jako przykład.

Wybierz literę B, C, D, E lub F i wpisz do tabeli poniżej.

The Surprising Toll of Sleep Deprivation

How skimping on rest affects your brain, your hormones, and your heart.

2.0. ...A...

How much sleep is enough? Is how sleepy you feel a good judge of whether or not you are getting enough sleep? If you get less sleep than some ideal amount but you feel fine, could you be damaging your health anyway? Are we getting less than we used to? Research provides some surprising answers.

2.1.

Unfortunately, we are not very good at perceiving the detrimental effects of sleep deprivation. Researchers at the University of Pennsylvania restricted volunteers to less than six hours in bed per night for two weeks. The volunteers perceived only a small increase in sleepiness and thought they were functioning relatively normally. However, formal testing showed that their cognitive abilities and reaction times progressively declined during the two weeks. By the end of the two-week test, they were as impaired as subjects who had been awake continuously for 48 hours.

2.2.

A review by a team from Case Western Reserve University and Harvard Medical School found that all of the large studies that followed people over time agreed that short sleep duration was associated with future weight gain. This connection was particularly strong in children: all 31 studies in children showed a strong association between short sleep duration and current and future obesity. For example, a study by Susan Redline and colleagues at Case Western Reserve University School of Medicine showed an inverse correlation between sleep duration and obesity in high-school- age students. The shorter the sleep, the higher the likelihood of being overweight, with those getting six to seven hours of sleep more than two and a half times as likely to be overweight as those getting more than eight hours.

2.3.

The good news is that these effects can be reversed by getting an adequate amount of sleep. The University of Chicago study on sleep duration and appetite found that allowing the study subjects to sleep 10 hours for two consecutive nights returned the hormones to normal levels and lowered hunger and appetite ratings by almost 25 percent.

2.4.

We must recognize the importance of sleep and make it a priority to get enough. It is a lot easier to prevent weight gain, diabetes, high blood pressure, and heart disease by getting enough sleep than it is to treat these problems once they develop.

A. Skimping on rest can have serious consequences on your overall health, impacting not just your energy levels but also the delicate balance of your brain, hormones, and heart. When you don't get enough sleep, your brain struggles to function optimally, affecting memory, concentration, and decision-making. Hormonal imbalances also arise as a result of insufficient rest.

B. Moreover, cognitive and mood problems may not be the only consequences of too little sleep. Researchers at the University of Chicago have shown that too little sleep changes the body's secretion of some hormones. The changes promote appetite, reduce the sensation of feeling full after a meal, and alter the body's response to sugar intake changes that can promote weight gain and increase the risk of developing diabetes. Since then, multiple epidemiological studies have shown that people who chronically get too little sleep are at greater risk of being overweight and developing diabetes.

C. Sleeping too long can have several negative effects on both the body and mind. Excessive sleep, particularly beyond 9 or 10 hours, can lead to feelings of grogginess and lethargy upon waking, as it disrupts the natural sleep cycle. Moreover, oversleeping may reduce productivity, as more time spent in bed often leads to less engagement in physical activity and social interactions.

D. Sleep is often overlooked in today's fast-paced, productivity-driven world. We have many opportunities to avoid sleep: lights, electronic devices, social media and other entertainment offer round-the-clock temptations.

E. The likely connection between sleep deprivation and obesity comes on top of previous research linking sleep deprivation with increased risk of high blood pressure and heart disease.

F. Adults typically need seven to nine hours of sleep each night to feel fully rested and function at their best. However, Americans are getting less sleep than they did in the past. A 2005 National Sleep Foundation poll found that Americans averaged 6.9 hours of sleep per night, which represents a drop of about two hours per night since the 19th century, one hour per night over the past 50 years, and about 15 to 25 minutes per night just since 2001.

Na podstawie: Lawrence J. Epstein, Newsweek, June 18, 2010

Przykład 2.0	2.1.	2.2.	2.3.	2.4.
A				

...../4

Zadanie 3. (0–6)

Przeczytaj teksty 1 – 6. Wybierz właściwą odpowiedź. Wpisz literę A, B, C lub D do tabeli poniżej. Tekst 0 i odpowiedź do pytania 3.0. zostały podane jako przykład.

Przykład:

Text 0

Whether you tried just once and loved it from the start, or simply agreed to join your friends on a ski trip and aren't sure where to begin, The Brave Mountaineers are here to assist. We've got all the skiing tips for beginners to help you get going! This guide will provide you with useful advice on everything from the key skills to learn before hitting the slopes, how to stay injury-free, and which gear you should invest in.

3.0. Who is the article for?

- A. People who love skiing.
- B. People who want to start skiing.
- C. People who are afraid of skiing.
- D. People whose friends can ski very well.

Text 1

The Thursday quiz is an oasis of calm, tranquility and silliness in the midst of a turbulent world. You face 15 questions on topical news and general knowledge, with more than a few repetitive in-jokes thrown in. This week, as a mark of clemency and kindness, the Thursday quiz has decided to avoid all politics. There are no prizes, but let us know how you got on in the comments.

Źródło: [Feline flights, costly heights and unsaleable ghostly frights – take the Thursday quiz | Life and style | The Guardian](#)

3.1. Which of the following is NOT true about The Guardian's Thursday quiz?

- A. The quiz is not quite serious.
- B. Questions on politics are not included as a favour to the readers.
- C. The readers are asked to share their scores with The Guardian.
- D. The winners will find the quiz upsetting but profitable.

Text 2

Typically, when a starry celebrity has lived in a home that comes up for sale, their very association with the property can add to its appeal for a potential buyer. However, this is far from the case concerning the £6 million country mansion Lock House in West Sussex, which Adele once lived in for six months, and according to the owner, scared off future buyers by saying it was haunted. The owner, Nicholas Sutton, has claimed in a planning statement that he has struggled to sell the house and is currently seeking permission to turn the ten-bedroom property into apartments instead because Adele made the home "unsellable".

Źródło: [Ellie Muir Adele's 'haunted house' claim scares off buyers of her old £6m mansion, says owner | The Independent](#)

3.2. Why can Nicolas Sutton not sell the house?

- A. The potential buyers ran away when they saw Adele.
- B. People don't want to buy houses that have been inhabited by celebrities.
- C. It is allegedly a scene of supernatural phenomena.
- D. He hasn't got the permission.

Text 3

Casu Marzu is quite simply Pecorino cheese that has been completely decomposed and occupied by maggots. It is dangerous to eat and could be fatal, which is why it is banned in most countries. It originates from Italy where it was eaten by those in desperate poverty who had little else to eat. It is now a sought after delicacy on the black market for those who wish to try the infamous illegal cheese.

Źródło: [46 Weirdest Foods Eaten Around The World | Travel Food Atlas](#)

3.3. Which of the following statements is true about Casu Marzu, according to the text?

- A. You can buy it easily in black supermarkets in Italy.
- B. There are food connoisseurs who appreciate this unique cheese.
- C. It used to be a luxurious delicacy for poor people.
- D. The cheese is safe to eat if you avoid swallowing the live larvae.

Text 4

Walberswick was formerly a small trading port before its harbour silted up. Long adopted as a bohemian retreat by artists like Philip Wilson Steer and Charles Rennie Mackintosh, the former fishing village has long-since morphed into an enclave for media-types. These days it is popular with walkers and birdwatchers, and young families who come here to relax and go crabbing in the creek. The most atmospheric way to reach Walberswick, though, is by way of the rowing-boat ferry across the River Blyth from Southwold, an enterprise that's been in the same family for five generations.

Źródło: [Secret Britain: 30 little-known British places you must visit - Wanderlust](#)

3.4. Which of the following is NOT true about Walberswick?

- A. Crossing the River Blyth by ferry depends on the weather.
- B. It used to be popular with celebrities.
- C. The port in Walberswick is out of use now.
- D. The rowing-boat ferry has been operated by the same family for a very long time.

Text 5

The Fyrd, containing large numbers of ineffective peasants along with the warriors of each shire, fought in wedge shaped battalions, the point of the wedge formed by the best equipped soldiers, the remaining men, armed with spears and whatever weapons they had, forming the rear ranks. The favoured weapon of the professional warriors was the battle axe. The Saxon army fought on foot, nobles and men-at-arms dismounting for battle.

Źródło: [Battle of Hastings](#)

3.5. Which was characteristic of the Saxon army at Hastings?

- A. The soldiers were all well-trained professionals.
- B. They didn't normally fight on horseback.
- C. The peasants usually fought with battle axes.
- D. They didn't use any special battle formations.

Text 6

"It speedily became apparent that the entire strangeness of our circumstances and surroundings – great loss of weight, rarefied but highly oxygenated air, consequent exaggeration of the results of muscular effort, rapid development of weird plants from obscure spores, lurid sky – was exciting my companion unduly. On the Moon his character seemed to deteriorate. He became impulsive, rash, and quarrelsome. In a little while his folly in devouring some gigantic vesicles

and his consequent intoxication led to our capture by the Selenites – before we had had the slightest opportunity of properly observing their ways...”

Źródło: H. G. Wells, *The First Man on the Moon* [w] *Nigel Newbrook, Extracts – English fiction for advanced students, Mary Glasgow Magazines, Scholastic, London 1998, str 36*

3.6. What is the main focus of the extract?

- A. The Selenites' lifestyle.
- B. The living conditions on the Moon.
- C. The personality change of the writer's companion.
- D. The writer and his companion's misadventure.

Przykład: 3.0	3.1.	3.2.	3.3.	3.4.	3.5.	3.6.
B						

.../6

Zadanie 4. (0–5)

Uzupełnij luki w zdaniach 4.1. – 4.5. wyrażeniami idiomatycznymi B - I z listy. Każde wyrażenie może być użyte tylko raz. Trzy wyrażenia zostały podane dodatkowo i nie pasują do żadnego zdania. Luka 4.0. została uzupełniona jako przykład. Wybierz i wpisz litery B - I odpowiadające wybranym wyrażeniom w tabeli poniżej.

A	offer an olive branch
B	bark up the wrong tree
C	go pear-shaped
D	nip it in the bud
E	give a fig

F	be a hot potatoe
G	put down roots
H	be out of the woods
I	be up a tree

Przykład: 4.0. After two weeks of no contact, Ken decided toA..... by inviting Barbie to his birthday party.

4.1. After traveling the world for years, they decided to in a quiet town by the beach.

4.2. We didn't expect the plan to have a pyjama party on Friday to but it did – three of us went down with flu on Wednesday.

4.3. Lily will when both of her boy-friends invite her to different parties on the same night.

4.4. Laura doesn't seem to about what people think of her unconventional style, actually she enjoys shocking them.

4.5. Ken and Kevin started a row and the teacher had to before it escalated into a proper fist fight.

Przykład 4.0.	4.1.	4.2.	4.3.	4.4.	4.5.
A					

.../5

Zadanie 5 (0-5)

Przeczytaj tekst. Uzupełnij brakujące wyrazy w wyrażeniach idiomatycznych 5.1. – 5.5. wybierając odpowiedni wyraz z listy B – J. Każdy wyraz może być użyty tylko raz. Cztery wyrazy zostały podane dodatkowo i nie pasują do żadnego wyrażenia. Wyrażenie 5.0. zostało uzupełnione jako przykład. Wpisz odpowiednią literę A-J do tabeli poniżej.

A	B	C	D	E	F	G	H	I	J
lemons	bananas	peas	cherries	beans	peaches	apples	grapes	strawberries	potatoes

Do you know Martha? She's a person who makes lemonade when life gives her 5.0. ...A... . At first glance, you would say everything is 5.1. and cream for her. She's so cheerful and good-looking. She has five kids, three pets and a job! Her children are always so full of 5.2. and they make so much noise! And they always want something: food, toys, attention... Fortunately, she and her husband never quarrel. In fact they are like two 5.3. in a pod. Still, I would go 5.4. if I were her. Or is it just sour 5.5. because I'm over forty and single?

Przykład 5.0.	5.1.	5.2.	5.3.	5.4.	5.5.
A					

.../5

Zadanie 6.(0-9)

Przeczytaj tekst i zastąp wyrazy 6.1. – 6.9. tą z trzech podanych możliwości A, B, C która jest znaczeniowo najbliższa podanemu wyrazowi. Wyraz 6.0. został zastąpiony jako przykład. Wpisz odpowiednie litery do tabeli pod zadaniem.

In the 6.0. heart of the forest, a(n) 6.1. ominous fog 6.2. commenced its slow creep. 6.3. Vigilant in their approach, the explorers moved with the 6.4. utmost care, aware of the 6.5. ample dangers lurking. Each step was calculated, every decision weighed. As the fog thickened, their resolve only grew stronger, knowing that only 6.6. meticulous planning could guide them through the unknown. Determined and 6.7. intrepid, they pressed on. However, being brave and 6.8. conscientious could prove not enough in the face of what lay ahead, which they did not realize was 6.9. inevitable.

	A	B	C
6.0.	middle	central	end
6.1.	hopeful	menacing	threatened
6.2.	paused	continued	began
6.3.	Alert	Visible	Careless
6.4.	usual	minimal	greatest
6.5.	bizarre	countless	insignificant
6.6.	thorough	cursory	imaginative
6.7.	reckless	fearless	trepidatious
6.8.	dilapidating	digital	diligent
6.9.	unavoidable	uninvited	uncertain

Przykład 6.0	6.1.	6.2.	6.3.	6.4.	6.5.	6.6.	6.7.	6.8.	6.9.
A									

.../9

Zadanie 7 (0-5).

Wskaż wyrazy o przeciwnym znaczeniu do podanych w punktach 7.1. – 7.5. Zakreśl literę A, B lub C. Antonim do wyrazu w punkcie 7.0. został podany jako przykład. Wpisz odpowiednie litery do tabeli pod zadaniem.

Przykład: 7.0. hasty

- A. rushed
- B. deliberate
- C. quick

7.1. plausible

- A. believable
- B. reasonable
- C. unlikely

7.2. reluctant

- A. eager
- B. hesitant
- C. indifferent

7.3. serene

- A. peaceful
- B. chaotic
- C. sirenic

7.4. fragile

- A. delicate
- B. fragmentary
- C. robust

7.5. formidable

- A. insignificant
- B. impressive
- C. formless

Przykład 7.0.	7.1.	7.2.	7.3.	7.4.	7.5.
B					

..../5

Zadanie 8 (0-5)

Przeczytaj tekst i uzupełnij luki 8.1. – 8.5. jedną z czterech podanych możliwości. Luka 8.0. została uzupełniona jako przykład. Wybierz i zaznacz formę A, B, C lub D. Wpisz odpowiednie litery do tabeli pod zadaniem.

It was a hectic day at the office. Incidentally, I 8.0. ...A... my boss in the canteen. She smiled kindly and asked me to 8.1. an important project that was already overdue. I knew I couldn't 8.2., so I worked overtime to ensure everything was done perfectly. Unfortunately, I 8.3. a few key details, and my boss wasn't happy. She told me to 8.4. the entire report again the next day. It's exhausting, but I know I can't 8.5. now, as this project is critical for the company.

	A	B	C	D
8.0.	ran into	ran over	ran after	ran out on
8.1.	take over	take down	take off	take on
8.2.	let her up	let her down	let her off	let her out
8.3.	missed out on	missed up	missed off	missed over
8.4.	do away with	do over	do out	do up
8.5.	give in	give out	give up	give away

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

..../5

Zadanie 9 (0-6)

Uzupełnij luki w zdaniach 9.1. – 9.6. jedną z czterech podanych możliwości A, B, C, D. Luka 9.0. została uzupełniona jako przykład. Wpisz odpowiednie litery do tabeli pod zadaniem.

Przykład:

9.0. His actions during the project caused significant delays and confusion.

- A. **disorganised**
- B. unorganised
- C. inorganised
- D. misorganised

9.1. The scientist's theory was completely by new research findings.

- A. disproven
- B. unproven
- C. misproven
- D. reproven

9.2. the student's essay was because it contained large portions copied from the internet.

- A. unacceptable
- B. misacceptable
- C. unacceptable
- D. unaccepted

9.3. His comments were and caused unnecessary conflict within the team.

- A. unplaced
- B. displaced
- C. outplaced
- D. misplaced

9.4. The judge found the evidence and dismissed the case entirely.

- A. insufficient
- B. unsufficient
- C. dissufficient
- D. subsufficient

9.5. Many people continue to the potential risks of social media despite warnings from experts.

- A. misestimate
- B. underestimate
- C. disestimate
- D. overestimate

9.6. Her attitude made it difficult for others to work with her effectively.

- A. unrespectful
- B. unrespectable
- C. disrespectful
- D. disrespectable

Przykład 9.0.	9.1.	9.2.	9.3.	9.4.	9.5.	9.6.
A						

...../6

Zadanie 10 (0-6)

Dopasuj nazwiska osób oznaczonych literami A-M do opisów postaci 10.1–10.6.

Uwaga! Sześć nazwisk jest dodatkowe i nie pasują do żadnego opisu. Jako przykład, opisowi 10.0 została przypisana osoba oznaczona literą M.

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

- A. Bill Gates,
- B. Elon Musk,
- C. Oprah Gail Winfrey,
- D. Johnny Depp,

- E. Margot Robbie,
- F. Cate Blanchett,
- G. Ryan Gosling,
- H. Lady Gaga,
- I. Joaquin Phoenix,

- J. Jennifer Lopez,
- K. Coco Gauff,
- L. Emma Raducanu,
- M. ~~Jennifer Lawrence~~

Przykład: 10.0. ...M...

This person was born in 1990 and is an American actress/actor. The films she/he has acted in have grossed over \$6 billion worldwide, and she/he was the highest-paid actress/actor in the world in 2015 and 2016. She/He has since starred in the science fiction romance Passengers (2016).

10.1.

A British tennis player who was born in 2002. When she/he was about nineteen years old, she/he became the first qualifier in the Open Era to win a Grand Slam singles title without dropping a set during the tournament. She/he started playing tennis at the age of five, while also participating in various other sports and activities as a child, such as basketball, golf, karting, motocross, skiing, horse riding, and ballet. In 2021, she/he signed a contract with the French fashion house - Christian Dior and the jewelry manufacturer - Tiffany & Co., and in 2022 with the German car manufacturer Porsche.

10.2.

She/he is an American talk show host, television producer, actress/actor, author, and media proprietor. She/he is best known for her/his talk show, broadcast from Chicago, which ran in national syndication for 25 years, from 1986 to 2011. She/he was the world's billionaire. By 2007, she/he was often ranked as one of the most influential people in the world. Interestingly, she/he was born into poverty in Mississippi to a single teenage mother and later was brought up in inner-city Milwaukee.

10.3.

She/He is an American singer, songwriter and actress/actor. Known for her/his image reinventions and versatility across the entertainment industry, she/he is an influential figure in popular music. She/He won one Academy Award (but not for Best Actress/Best Actor). Having sold an estimated 170 million records, she/he is one of the world's best selling music artists. Five of her/his studio albums debuted atop the US Billboard 200. Her/His other achievements include 13 Grammy Awards, two Golden Globe Awards, 18 MTV Video Music Awards, and awards from the Songwriters Hall of Fame and the Council of Fashion Designers of America. She/he stars in the movie: "A Star is Born".

10.4.

She/he is an Australian actress and producer. Her/His work includes both blockbuster and independent films, and her/his accolades include nominations for three Academy Awards (but she/he hasn't won Best Actress/Best Actor Academy Awards), four Golden Globe Awards and six BAFTA Awards. Time named her/him one of the 100 most influential people in the world in 2017, and Forbes named her/him the world's highest-paid actress/actor in 2023. She/He starred in the films: Suicide Squad, Bombshell, Barbie.

10.5.

She/He is an American billionaire, business person and philanthropist best known for co-founding the software company with his childhood friend. She/He later held the positions of chairman, chief executive officer (CEO), president, and chief software architect of this company. In March 2020, she/he left her/his board positions at the software company to focus on her/his philanthropic efforts on climate change, global health and development, and education.

10.6.

She/He is an American actress/actor. Known for her/his roles as dark, unconventional and eccentric characters, particularly in period dramas, she/he has received awards, including an Academy Award (the Best Actress/Actor), a British Academy Film Award, a Grammy Award, and two Golden Globe Awards. In 2020, The New York Times named her/him one of the greatest actors/actresses of the 21st century. She/He started acting as a child, then she/he had a break and her/his older brother, who later died of drug overdose, convinced her/him to return to acting. She/he had success with the horror film *Signs*.

Przykład 10.0.	10.1.	10.2.	10.3.	10.4.	10.5.	10.6.
M						

...../6

Zadanie 11 (0-5)

Zdecyduj, który z podanych opisów jest zgodny z prawdą. Stwierdzenie 11.0 zostało podane jako przykład. Wpisz odpowiednie litery (A, B lub C) do tabeli pod zadaniem.

Przykład: 11.0 ..B..

- A. The Australian expression “Waltzing Matilda” means having a love affair outside marriage
- B. The Australian expression “Waltzing Matilda” means travelling on foot with all one’s belongings, looking for work.**
- C. The Australian expression “Waltzing Matilda” means a person who is able to dance various types of dances professionally.

11.1.

- A. The Trooping of the Colour marks the official birthday of the British Sovereign for over 260 years with parading soldiers, horses and musicians.
- B. The Trooping of the Colour is the unofficial name for the Commonwealth Day, on the 2nd Monday in March when representatives of 52 states meet and celebrate.
- C. The Trooping of the Colour is the name for 5km race in the month of December at Battersea Park in London where everyone wears a Father Christmas costume.

11.2.

- A. “Black Rod” is responsible for keeping order in debates in the British Parliament. When an MP prolongs his/her speech “Black Rod” reminds him/her of this fact by knocking on the bench.
- B. “Black Rod” announces the arrival and the departure of the judge from the courtroom in Crown Courts in the UK, usually by knocking with a rod and saying ‘all rise’.
- C. “Black Rod” is sent from the House of Lords to knock on the door of the House of Commons, to summon MPs for the King’s Speech.

11.3.

- A. Crufts is the biggest dog show in the world after the name of a man called Charles Cruft who started the first show in 1891.
- B. Crufts is a name of the first biscuits for dogs which were baked in a factory established by Charles Cruft in 1891.
- C. Crufts is the most famous Greyhound race in London which originated from 1891 when it was organized by Charles Cruft.

11.4.

- A. ‘Sgt. Pepper’s Lonely Hearts Club Band’ is a poem by Roald Dahl which according to the survey, is the most often sent by British teenagers to their beloved on Valentine’s Day.
- B. ‘Sgt. Pepper’s Lonely Hearts Club Band’ is one of the Beatles’ best known records and one of the most successful albums of all time.
- C. ‘Sgt. Pepper’s Lonely Hearts Club Band’ has been the national association for the families of British soldiers who died in military operations since 1982 when the Falklands War broke out.

11.5.

- A. Mary Rose is a name of the biggest and most famous flower show in Britain which happen in London in May every year and lasts 5 days.
- B. Mary Rose is a name of the main character in series of novels by Agatha Chrisitie – a gentle and bright young woman who has a remamrkable ability to solve mysteries and crimes.
- C. Mary Rose is a name of a ship built for King Henry VIII which sank in the sixteen century and was brought up from the bottom of the sea in 1982, now can be seen in a special museum in Portsmouth.

Przykład 11.0.	11.1.	11.2.	11.3.	11.4.	11.5.
B					

.../5

Zadanie 12 (0-9)

Do zdań 12.1. – 12.9. z czterech podanych możliwości A, B, C, D wybierz i zaznacz odpowiednią. Zdanie 12.0. zostało podane jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem

Przykład:

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

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

12.1. The head of the US president, IS NOT carved in the rock of Mount Rushmore.

- A. Thomas Jefferson
- B. George Washington
- C. Benjamin Franklin
- D. Theodore Roosevelt

12.2. The Blues is the nickname for the football team in London,

- A. West Ham
- B. Chelsea
- C. Arsenal
- D. Tottenham

12.3. Golf began in

- A. England
- B. Scotland
- C. Wales
- D. the United States of America

12.4. The Mile goes from Edinburgh Castle to Holyroodhouse.

- A. Old
- B. Queen's
- C. Royal
- D. Long

- 12.5. Aoraki./Mount Cook, in the Southern Alps, is highest mountain.
A. Australia's
B. New Zealand's
C. Canada's
D. England's
- 12.6. are often called Kiwis, because of the name of the bird species.
A. Tasmanians
B. Canadians
C. New Zealanders
D. Australians
- 12.7. is one of the Scotland's UNESCO World Heritage Sites and is the symbol of Scotland.
A. The Castles of King Edward
B. The Giant's Causeway
C. Hadrian's Wall
D. The Forth Bridge
- 12.8. is a place in the Notting Hill district of west London, which is well-known for its market which sells food, clothes, second-hand goods such as: old stamps, coins, medals and antiques.
A. Covent Garden
B. Portobello Road
C. Camden Market
D. Brixton Market
- 12.9. used to be a hunting forest. Moreover, a visitor can sail to Camden from this park and there's the Zoo in the park.
A. Regent's Park
B. Hyde Park
C. Kensington Gardens
D. St James's Park

Przykład: 12.0	12.1.	12.2.	12.3.	12.4.	12.5.	12.6.	12.7.	12.8.	12.9.
D									

.../9

Zadanie 13 (0-10)

Spośród czterech możliwości (A - D), wybierz zakończenia zdań 13.1 – 13.10 zgodnie z treścią lektury. Wpisz odpowiednie litery do tabelki pod zadaniem.

Przykład: 13.0. The Montague and the Capulet families

- A. live in Venice.
B. aren't very rich.
C. have both many children.
D. hate each other.

- 13.1.** Benvolio is brandishing his sword in the opening scene of the play because
- A.** he is getting ready to fight with Tybalt.
 - B.** he is trying to stop a fight between the servants of the Montague and Capulet families.
 - C.** he is trying to stop a fight between Lord Montague and Lord Capulet.
 - D.** he is practising fencing with his servants.
- 13.2.** Prince Escalus threatens to punish by death
- A.** rioters fighting and making noise in the streets of Verona.
 - B.** the supporters and members of the Capulet family.
 - C.** the supporters and members of the Montague family.
 - D.** any representatives of the Montague and Capulet families fighting each other publicly.
- 13.3.** Benvolio makes Romeo go to Capulet's party because it is an opportunity for Romeo to:
- A.** meet the Verona beauties and forget Rosaline.
 - B.** see Rosaline.
 - C.** meet Juliet.
 - D.** meet mutual friends.
- 13.4.** Romeo decides to go to Capulet's party because he wants to
- A.** get acquainted with Juliet.
 - B.** spy on the Capulets.
 - C.** see one of the guests.
 - D.** fight with Tybalt.
- 13.5.** Friar Lawrence agrees to marry Romeo and Juliet because
- A.** he is moved by the strength of the young love.
 - B.** he is Romeo's friend.
 - C.** he doesn't want Romeo to marry Rosaline.
 - D.** he hopes the marriage will stop the conflict between their families.
- 13.6.** Saying goodbye at dawn Romeo and Juliet talk about two birds:
- A.** An owl and a lark.
 - B.** A nightingale and an owl.
 - C.** A crow and a dove.
 - D.** A nightingale and a lark.
- 13.7.** Romeo has to leave Verona because he
- A.** has married his family's enemy's daughter.
 - B.** has killed Juliet's cousin.
 - C.** has caused Mercutio's death.
 - D.** has prevented Juliet's marriage to Paris.
- 13.8.** Before she drinks Friar Lawrence's mixture, Juliet does NOT worry that
- A.** she may be poisoned by Friar Lawrence.
 - B.** she will have to marry Paris if the mixture doesn't work.
 - C.** Romeo will have fallen in love with another woman in exile.
 - D.** Romeo will come too late and she will suffocate in the tomb.

13.9. Which is NOT true about the death of Romeo and Juliet:

- A. Juliet dies before Romeo.
- B. Juliet kills herself with a knife.
- C. Romeo drinks poison.
- D. Romeo and Juliet die because of a fatal coincidence.

13.10. After the death of their children Lord Montague and Lord Capulet

- A. commission Shakespeare to write a play about them.
- B. have two golden statues of the lovers put up in Verona.
- C. continue the feud between the families.
- D. are punished by Prince Escalus.

Przykład: 13.0	13.1.	13.2.	13.3.	13.4.	13.5.	13.6.	13.7.	13.8.	13.9.	13.10.
D										

.../10

Zadanie 14 (0-5)

Dopasuj osoby A - J z ramki do informacji 14.0 – 14.5. Cztery osoby zostały podane dodatkowo i nie pasują do żadnego opisu. Do opisu 14.0. została przypisana jedna osoba jako przykład. Wpisz odpowiednie litery A, B, C, D, E, F, G, H, I lub J do tabelki pod zadaniem.

A.	Lord Capulet
B.	Friar Lawrence
C.	Juliet
D.	Romeo
E.	Nurse
F.	Benvolio
G.	Mercutio
H.	Lord Montague
I.	Friar John
J.	Tybalt

Przykład: 14.0 He/She has been unhappily in love.

...D...

14.1. He/She can make special potions from plants.

.....

14.2. He/She provokes Tybalt and dies as a result.

.....

14.3. He/She fails to deliver an important message.

.....

14.4. He/She is a good and sensible friend and relative.

.....

14.5. He/She is aggressive, arrogant and conceited.

.....

Przykład: 14.0	14.1.	14.2.	14.3.	14.4.	14.5.
D					

.../5

Zadanie 15 (0-5)

Z czterech podanych możliwości wybierz jedną odpowiedź A,B,C lub D, która jest najbliższa znaczeniu zdania pierwotnego. Zdanie 15.0 podano jako przykład. Wpisz odpowiednie litery A, B, C lub D do tabelki pod zadaniem.

15.0. If you'd forgotten to put out your hand, you wouldn't have passed your driving test.

- A.** You didn't forget to put out your hand and you passed your driving test.
- B.** You forgot to put out your hand and you failed your driving test.
- C.** You forgot to put out your hand, but you passed your driving test.
- D.** You didn't forget to put out your hand but you didn't pass your driving test.

15.1. He would drink nothing but orange juice.

- A.** He drank only orange juice.
- B.** He drank everything except orange juice.
- C.** He didn't drink anything, not even orange juice.
- D.** he drank everything, even orange juice.

15.2. He was too rich to be worried by such a loss.

- A.** He was worried because he had lost a lot.
- B.** He was worried because he was rich and could lose a lot.
- C.** He wasn't worried although he had lost a lot.
- D.** He wasn't worried because he hadn't lost much.

15.3. I couldn't have done this test better.

- A.** I wasn't able to do the test as well as I should have.
- B.** I didn't do the test as well as I could have.
- C.** I did the test as well as I was able to do.
- D.** Next time I would do this test better.

15.4. In spite of the loud music, I soon managed to fall asleep.

- A.** The music soon helped me to fall asleep.
- B.** I soon fell asleep as a result of the loud music.
- C.** The loud music made me unable to fall asleep soon.
- D.** I soon fell asleep even though the music was loud.

15.5. Mark and Paula had their bags stolen while they were travelling.

- A.** Mark and Paula arranged for a thief to steal their bags while they were travelling.
- B.** Mark and Paula stole their bags while they were travelling.
- C.** Mark and Paula were able to get back their stolen bags while they were travelling.
- D.** Mark and Paula's bags were stolen while they were travelling.

Przykład: 15.0	15.1.	15.2.	15.3.	15.4.	15.5.
A					

.../5

Na podstawie: Kaczmarek, Piotr i Kosmulska, Jadwiga, *Testy i zadania egzaminacyjne z języka angielskiego*, Wydawnictwo Naukowe PWN Sp. z o.o., Warszawa 1994.

Zadanie 16 (0-5)

Do zdań 16.1–16.5 wybierz i zaznacz poprawną odpowiedź spośród czterech podanych opcji: A, B, C lub D. Zdanie 16.0 podano jako przykład. Wpisz odpowiednie litery (A, B, C lub D) do tabeli pod zadaniem. Zwróć uwagę na wymowę w brytyjskiej odmianie języka angielskiego (British English).

Przykład: 16.0. Choose the word (A-D) in which the sound [k] is pronounced.

- A. Orkney
- B. know
- C. knight
- D. knife

16.1. Choose the word (A-D) which has the same pronunciation as the word 'draught'.

- A. draft
- B. drought
- C. drowned
- D. dry-eyed

16.2. Choose the word (A-D) in which the sound [s] is NOT pronounced.

- A. whistle
- B. castle
- C. aisle
- D. dropsy

16.3. Choose the word (A-D) in which the sound [d] is NOT pronounced.

- A. cupboard
- B. handset
- C. boredom
- D. handsome

16.4. Choose the word (A-D) in which the sound [w] is pronounced.

- A. answer
- B. sword
- C. swan
- D. wreck

16.5. Which of the words (A-D) has a different pronunciation than the remaining three.

- A. they're
- B. there're
- C. their
- D. there

Przykład: 16.0	16.1.	16.2.	16.3.	16.4.	16.5.
A					

.../5