



**MAŁOPOLSKI KONKURS JĘZYKA ANGIELSKIEGO  
 DLA UCZNIÓW SZKÓŁ PODSTAWOWYCH  
 WOJEWÓDZTWA MAŁOPOLSKIEGO  
 W ROKU SZKOLNYM 2024/2025**

**ETAP WOJEWÓDZKI**

GODZINA ROZPOCZĘCIA: 9.00

CZAS PRACY: 90 minut

25 lutego 2025 r.

|                           | ZADANIE |   |   |    |   |    |    |    |   |    |    |    |    | Razem |
|---------------------------|---------|---|---|----|---|----|----|----|---|----|----|----|----|-------|
|                           | 1       | 2 | 3 | 4  | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | 13 |       |
| Maksymalna liczba punktów | 8       | 5 | 7 | 10 | 5 | 10 | 10 | 10 | 5 | 5  | 5  | 10 | 10 | 100   |
| Uzyskana liczba punktów   |         |   |   |    |   |    |    |    |   |    |    |    |    |       |
| Sprawdzający              |         |   |   |    |   |    |    |    |   |    |    |    |    |       |

|                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Punktacja po weryfikacji |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sprawdzający             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Miejsce na wklejenie metryczki z danymi ucznia

## Instrukcja dla ucznia

1. Przed przystąpieniem do rozwiązywania zadań konkursowych wpisz na oddzielnej karcie swoje imię i nazwisko, nazwę szkoły oraz imię i nazwisko nauczyciela przygotowującego Cię do konkursu. Wypełnioną kartę z danymi osobowymi włóż do przygotowanej koperty i zaklej ją.
2. Sprawdź, czy na kolejno ponumerowanych **14 stronach** jest wydrukowanych **13 zadań**. Ewentualny brak stron lub inne usterki zgłoś nauczycielowi.
3. Za prawidłowe rozwiązanie wszystkich zadań możesz otrzymać maksymalnie **100 punktów**.
4. Czytaj uważnie wszystkie zadania i wykonuj je zgodnie z poleceniami.
5. Rozwiązania zadań zapisuj długopisem lub piórem z czarnym tuszem/atramentem.
6. Nie używaj korektora ani jakichkolwiek zmazywalnych przyborów piśmienniczych. Zadanie, w którym ich użyjesz, nie będzie oceniane.
7. W arkuszu znajdują się zadania otwarte, w których w wyznaczone miejsce wpisujesz swoją odpowiedź oraz zadania zamknięte wielokrotnego wyboru, w których poprawna może być jedna, dwie lub trzy odpowiedzi. Za wskazanie wszystkich poprawnych odpowiedzi w danym zdaniu otrzymasz 1 punkt.
8. Staraj się nie popełniać błędów przy wpisywaniu odpowiedzi, ale jeśli się pomylisz, błędną odpowiedź przekreśl lub oznacz znakiem "x" i podaj inną odpowiedź.
9. Na 10 minut przed upływem czasu przeznaczanego na rozwiązywanie zadań zostaniesz poinformowany o zbliżającym się czasie zakończenia konkursu.
10. Podczas konkursu nie możesz korzystać z urządzeń mobilnych.
11. Stwierdzenie niesamodzielności pracy lub przeszkadzanie innym spowoduje wykluczenie Cię z udziału w konkursie.

Na rozwiązanie wszystkich zadań masz **90 minut**.

***Powodzenia!***

## ZADANIE 1

Usłyszysz dwukrotnie wykład o pochodzeniu kilku gestów. Na jego podstawie uzupełnij poniższe streszczenie **jednym, dwoma lub trzema wyrazami**. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

### 1. The salute

Thought to have originated from the 1. \_\_\_\_\_

British Army, the Grenadier Guards. Soldiers touched their head quickly before returning their hand back down to 2. \_\_\_\_\_.

### 2. The thumbs-up

Originally thought to be a symbol to save the life of 3. \_\_\_\_\_

in Ancient Rome. However, evidence suggests that the crowds actually 4. \_\_\_\_\_  
\_\_\_\_\_ their thumbs if they wanted to spare his life.

### 3. The high-five

Origins are not from the world of baseball, but from the 1920s 5. \_\_\_\_\_

\_\_\_\_\_. Possibly it is based on the "low five", also called 6. "\_\_\_\_\_".

### 4. The handshake

Evidence of this gesture goes back to 7. \_\_\_\_\_.

In 17<sup>th</sup>-century art we see examples of handshakes between 8. \_\_\_\_\_

\_\_\_\_\_. Now it is used for a multitude of reasons.

[www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish)

| Zadanie 1                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|---|---|---|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |   |   |   |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |   |   |   |       |              |

## ZADANIE 2

Przeczytaj uważnie tekst i na jego podstawie do każdego zdania (1–5) dobierz odpowiedź zgodną z treścią tekstu, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

### ORDINARY PEOPLE, ORDINARY LIVES

Most of us have photographs of our grandparents, but how many of us know what their lives were like or what sort of people they were in their youth? The glimpses rare diaries give us are frustratingly incomplete, family anecdotes only half remembered. And what will our grandchildren know about us? We often intend to write things down, but never get round to it. We may leave videos rather than photographs, but the images will remain two-dimensional.

Hannah Renier has come up with an answer: she writes other people's autobiographies, producing a hardback book of at least 20,000 words – with illustrations if required – a chronicle not of the famous, but of the ordinary. The idea came to her when she talked to members of her family and realized how much of the past that was part of her own life was disappearing.

“When I started, I didn't take it nearly so seriously as I do now, having met people who genuinely will talk and have led interesting lives,” she says. “They would say they are doing it for their children or for posterity, but they are getting quite a lot out of it themselves. They enjoy doing it.”

The assurance of confidentiality encourages her subjects to overcome any instinct of self-censorship. “I had the confidence to be honest,” says a 62-year-old man who made and lost one fortune before making another. “I was surprised at what came out. There were things that hurt, like my divorce, and the pain was still there. I did it for my family, so that perhaps they could learn something, but I have not yet let my children – who are in their thirties – read it. They were hurt by things in my life and there are a lot of details which I don't feel I want them to know at the moment. If they insist, I'll let them. But I think I'd rather they read it after I was dead.”

He also recognized patterns laid down in childhood, which showed themselves in repeatedly making the same mistakes. It is something Ms Renier detected in other people. “It's amazing how many people really have been conditioned by their parents,” she says. “The injunctions and encouragements that were laid down in childhood have effects for the rest of their lives. They become caught in repeating patterns of behaviour. They marry the sort of people of whom their parents approved – or go in the opposite direction as a sort of rebellion.

Each book involves up to 30 hours of recorded interviews which Ms Renier uses as the basis to write the life story, rearranging the chronology and interpreting. Modern technology allows her to produce everything except the binding with its gold lettering: choose your own colour of cover, pick your own title.

Fascinating to the private audience at which each book is aimed, the results are obviously not of the dirt-at-any-cost school of life story. Ms Renier organizes her material logically and writes well; the final content is as good as its subject. The book that emerges does not look like a cheap product – and carries a price tag of nearly £3,000, with extra copies at £25 each. She receives about 10 inquiries a week, but the cost – inevitable with the time involved – clearly deters many people.

*Cambridge Certificate in Advanced English 4, Cambridge University Press*

1. **According to the writer, most people \_\_\_\_\_**
  - A. find stories about their grandparents' families boring.
  - B. are unable to find out much about their grandparents.
  - C. have no interest in leaving records for their grandchildren.
  - D. want their grandchildren to know only good things about them.
  
2. **Hannah Renier decided to write other people's autobiographies because \_\_\_\_\_**
  - A. she wanted to preserve the past.
  - B. she had often been asked to do so.
  - C. she had already done so for relatives.
  - D. she had met so many interesting people.
  
3. **The 62-year-old man asked her to write his autobiography \_\_\_\_\_**
  - A. because his family wanted to read it.
  - B. so that he could reveal his fortune.
  - C. so that his family would understand him.
  - D. because he thought he was close to death.
  
4. **Hannah is surprised that many of her subjects \_\_\_\_\_**
  - A. want to be like their parents.
  - B. regret the marriages they made.
  - C. refuse to discuss their childhoods.
  - D. remain influenced by their parents.
  
5. **The autobiographies that Hannah produces \_\_\_\_\_**
  - A. look less expensive than they really are.
  - B. are intended to be interesting to anyone.
  - C. present the facts in a way that is easy to follow.
  - D. follow exactly what she was told by her subjects.

|                          |   |   |   |   |   |       |              |
|--------------------------|---|---|---|---|---|-------|--------------|
| Zadanie 2                | 1 | 2 | 3 | 4 | 5 | Razem | Sprawdzający |
| Uzyskana liczba punktów  |   |   |   |   |   |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |       |              |

### ZADANIE 3

Przeczytaj uważnie tekst i do każdej luki (1–7) dobierz fragment zdania (A–J), który poprawnie uzupełnia tekst. Wpisz odpowiadającą mu literę w lukę. Trzy fragmenty zostały podane dodatkowo i nie pasują do żadnej luki. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

#### THE ORIGIN OF LANGUAGE

Over the centuries language has enabled humans to share complex information. This wondrous ability eventually gave us 1. \_\_\_\_\_. Imagine if people couldn't pass on certain types of information, such as what is required for building a wheel, without having 2. \_\_\_\_\_. The concept might even die out and have to be re-invented by each new generation. With language, the concept of a wheel can spread very fast, and the original idea can be modified and improved on, time and again, until people are able 3. \_\_\_\_\_. Nobody knows how the human ability 4. \_\_\_\_\_. There are many different yet interesting theories. Some linguists think it came about because of people's need to co-operate with each other in order to hunt large animals. A group of humans communicating with each other would have a better chance of killing a large, potentially dangerous animal such as a mammoth. Other linguists believe that language stems from 5. \_\_\_\_\_. They see it as a re-enforcement of physical gesture. And others again attribute speech to the same spark of creativity that made our distant ancestors 6. \_\_\_\_\_. Most linguists, however, now believe that it is an innate ability, a natural result of the development of the human brain, much like the spider's natural ability to spin webs or the dolphin's ability 7. \_\_\_\_\_.

*Cambridge Certificate in Advanced English 5, Cambridge University Press*

- A. supporting this theory developed
- B. to use language originated
- C. to use high-pitched sounds to judge distances
- D. draw animals on cave walls
- E. learn any language perfectly
- F. a desire to manipulate and control people
- G. to develop wheels with tyres
- H. to laboriously demonstrate the technique
- I. expressing their ideas in words
- J. the power to dominate the world

| Zadanie 3                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|---|---|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |   |   |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |   |   |       |              |

#### ZADANIE 4

Z podanych czterech możliwości (A–D) wybierz i zakreśl te, które właściwie uzupełniają podane zdanie (wybierz 1, 2 lub 3 opcje). Za wskazanie wszystkich poprawnych opcji otrzymasz 1 punkt. W razie jakiegokolwiek pomyłki otrzymasz 0 punktów.

1. I told the doctor that climbing the stairs left me \_\_\_\_\_ for breath.  
A. catching            B. chuckling            C. gasping            D. scowling
2. Lily \_\_\_\_\_ the fact that everyone had been promoted except her.  
A. cherished            B. resented            C. offended            D. reproached
3. Don't be afraid of the monkey, it's quite \_\_\_\_\_.  
A. tame            B. extinct            C. imminent            D. blatant
4. I was so overwhelmed that I couldn't \_\_\_\_\_ a single word.  
A. express            B. utter            C. imply            D. plead
5. The surgeon told Sam that the operation was only a \_\_\_\_\_ success.  
A. diminished            B. partial            C. minor            D. reduced
6. By the time Kathleen retired, she was a \_\_\_\_\_ businesswoman.  
A. wealthy            B. profitable            C. prosperous            D. booming
7. Hearing about people who mistreat animals makes me go hot under the \_\_\_\_\_.  
A. sleeves            B. shirt            C. collar            D. hat
8. I had to put some oil on the hinges to stop the door \_\_\_\_\_.  
A. squeaking            B. whining            C. howling            D. whimpering
9. Tom deeply \_\_\_\_\_ Jill by ignoring her at the party.  
A. scolded            B. criticised            C. humiliated            D. offended
10. In our country \_\_\_\_\_ punishment was abolished many years ago.  
A. bodily            B. eternal            C. corporal            D. physical

| Zadanie 4                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|---|---|---|---|----|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |   |   |   |   |    |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |   |   |   |   |    |       |              |

## ZADANIE 5

Wpisz w wyznaczone miejsce (1–5) wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. \_\_\_\_\_

- She gave a thrilling \_\_\_\_\_ of her life in the jungle.
- I thought that my Instagram \_\_\_\_\_ had been hacked.
- Students \_\_\_\_\_ for the vast majority of our customers.

2. \_\_\_\_\_

- Why don't you just get the foods delivered to your house, and \_\_\_\_\_ yourself a two-hour car journey into the city centre?
- By driving at 70 km/h instead of 100, you can \_\_\_\_\_ a lot of petrol.
- I'm trying to \_\_\_\_\_ up for a trip to Canada, so I can't afford to buy much at the moment.

3. \_\_\_\_\_

- From here you can see the river as it begins to \_\_\_\_\_ its way towards Woodchester.
- Once a month someone has to climb the tower and \_\_\_\_\_ the clock.
- The car plant has decided to \_\_\_\_\_ down production of 4x4 vehicles.

4. \_\_\_\_\_

- We were ordered to \_\_\_\_\_ over our passports.
- All of our rugs are made by \_\_\_\_\_ in Pakistan.
- Do you think you could give me a \_\_\_\_\_ with the decorating?

5. \_\_\_\_\_

- I hope you've got enough \_\_\_\_\_ to work at that desk.
- There's a large storage \_\_\_\_\_ under the stairs.
- There's a \_\_\_\_\_ here for you if you want to sit down.

| Zadanie 5                | 1 | 2 | 3 | 4 | 5 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |       |              |



### ZADANIE 6

W miejsce kresek wpisz brakujące litery, aby utworzyć wyrazy pasujące do kontekstu. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Liczba kresek odpowiada liczbie liter w brakującym wyrazie. Pierwsza litera została podana. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. No one can find the missing girl. Her exact **w** \_ \_ \_ \_ \_ are unknown.
2. I can put you up for the time **b** \_ \_ \_ , but you'll have to move out next week.
3. From Lucy's **a** \_ \_ \_ \_ \_ you wouldn't guess that she was over fifty.
4. David was unable to read the postcard because the writing was **i** \_ \_ \_ \_ \_ .
5. Parents and their children are called a **n** \_ \_ \_ \_ \_ family.
6. A man who performs dangerous actions in place of an actor is a **s** \_ \_ \_ \_ \_ .
7. You have to use a **m** \_ \_ \_ \_ \_ glass to see some of the small details.
8. Irene never comes here now. I only see her once in a blue **m** \_ \_ \_ .
9. My sister is having second **t** \_ \_ \_ \_ \_ about marrying Sean.
10. Her married name is Davidson, but Graham is her **m** \_ \_ \_ \_ \_ name.

| Zadanie 6                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|---|---|---|---|----|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |   |   |   |   |    |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |   |   |   |   |    |       |              |

### ZADANIE 7

Uzupełnij luki odpowiednią formą wyrazu utworzonego od słowa podanego na końcu każdego zdania. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. There was a bare \_\_\_\_\_ of people at the youth club. **HAND**
2. Leisure habits won't change much in the \_\_\_\_\_ future. **SEE**
3. \_\_\_\_\_ claim that the virus among seals was caused by pollution.

### ENVIRONMENT

4. There are often discrepancies between the actual mineral \_\_\_\_\_ of bottled water and what's on the label. **CONTAIN**
5. I've completed my education at a cookery school and next week I'm starting as a \_\_\_\_\_ chef in a large hotel. **TRAIN**
6. The delay of the flight was caused by vital \_\_\_\_\_ work that had to be carried out. **MAINTAIN**
7. The company is trying to reduce \_\_\_\_\_ on transport. **EXPEND**
8. We won't become a nation of cyclists until we \_\_\_\_\_ some major barriers. **COME**
9. Around one in five people have a sleep \_\_\_\_\_ of some kind, affecting their ability to get enough sleep. **ORDER**
10. The installation of cameras has \_\_\_\_\_ little impact on crime. **SURPRISE**

| Zadanie 7                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|---|---|---|---|----|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |   |   |   |   |    |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |   |   |   |   |    |       |              |

### ZADANIE 8

Uzupełnij poniższy tekst, wpisując w każdą lukę **jeden** wyraz. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

#### THE POWER OF GARLIC

My husband's favourite cookery book is *The Garlic Book*. It contains recipes for 1. \_\_\_\_\_ unusual things as garlic sweets, garlic drinks and garlic ice-cream. He believes – 2. \_\_\_\_\_ do a number of modern researchers – that garlic has all sorts of medicinal properties. It has now been proved that it not 3. \_\_\_\_\_ acts as an antiseptic but also reduces the risk of heart disease. For 4. \_\_\_\_\_, a recently published investigation shows

that in southern European countries, **5.** \_\_\_\_\_ garlic eating is common, heart attacks occur **6.** \_\_\_\_\_ frequently than in the north. Another study shows **7.** \_\_\_\_\_ when garlic is taken daily, the cholesterol **8.** \_\_\_\_\_ of the average person is lowered by 10 to 15 per cent.

But however good for the health garlic may be, its use has always been limited **9.** \_\_\_\_\_ its tendency to make both breath and skin smell. Yet it is claimed that the problem can be solved by eating salads, and **10.** \_\_\_\_\_ with parsley, at the same time.

R. Kingsbury, F. O'Dell, G. Wellman, *Longman Practice Exams for the CAE*, Longman

| Zadanie 8                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|---|---|---|---|----|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |   |   |   |   |    |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |   |   |   |   |    |       |              |

### ZADANIE 9

Z podanych czterech możliwości (A–D) wybierz i zakreśl te, które właściwie uzupełniają podane zdanie (wybierz **1, 2 lub 3 opcje**). Za wskazanie wszystkich poprawnych opcji otrzymasz 1 punkt. W razie jakiegokolwiek pomyłki otrzymasz 0 punktów.

- This is the first time Cathy \_\_\_\_\_ on holiday with her sister.  
**A.** went                      **B.** has gone                      **C.** goes                      **D.** had gone
- Fiona decided not to \_\_\_\_\_ the exam in December.  
**A.** make out                      **B.** go in for                      **C.** take on                      **D.** come down with
- Howard Stevens was one of the artists \_\_\_\_\_ Carlson worked with in his youth.  
**A.** that                      **B.** ---                      **C.** who                      **D.** which
- It was Nick who had the idea \_\_\_\_\_ a fashion show to raise money.  
**A.** to organise                      **B.** on organising                      **C.** of organising                      **D.** for organisation
- At \_\_\_\_\_ end of \_\_\_\_\_ busy day \_\_\_\_\_ sleep is \_\_\_\_\_ best tonic.  
**A.** the, the, a, the                      **B.** an, a, the, the                      **C.** the, a, ---, the                      **D.** the, ---, ---, the

| Zadanie 9                | 1 | 2 | 3 | 4 | 5 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |       |              |

### ZADANIE 10

Przetłumacz fragmenty podane w nawiasach na język angielski. Możesz użyć w każdym zdaniu **maksymalnie cztery wyrazy**. Formy skrócone są traktowane jak jeden wyraz. Wymagana jest całkowita poprawność ortograficzna. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. Karen received a medal (**w uznaniu**) \_\_\_\_\_ her services to the country.
2. (**Tak się składa, że**) \_\_\_\_\_ Steve is my cousin.
3. Under no circumstances (**nie wolno mi przeszkadzać**) \_\_\_\_\_  
\_\_\_\_\_ disturbed.
4. (**Przy okazji**) \_\_\_\_\_, do you remember an old friend of ours called Beaver?
5. Last month we (**włamano nam się do domu**) \_\_\_\_\_ into.

| Zadanie 10               | 1 | 2 | 3 | 4 | 5 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |       |              |

### ZADANIE 11

Uzupełnij drugie zdanie tak, aby znaczyło to samo, co pierwsze. Wykorzystaj podany wyraz, ale nie zmieniaj jego formy. Możesz użyć **maksymalnie cztery wyrazy**, wliczając wyraz podany. Wymagana jest całkowita poprawność ortograficzna wpisywanych wyrazów. Formy skrócone są traktowane jak jeden wyraz. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. If you hadn't helped us, we'd have been in trouble. **FOR**  
\_\_\_\_\_, we'd have been in trouble.
2. The police never caught the culprit. **PERSON**  
The police never caught \_\_\_\_\_ the crime.
3. John's school is making him sit his exam again. **MADE**  
John \_\_\_\_\_ sit his exam again.
4. This bridge will take us three years to complete. **COMPLETED**  
In three years' time \_\_\_\_\_ this bridge.
5. It's impossible that you read the same book. **HAVE**  
It \_\_\_\_\_ the same book that you read.

| Zadanie 11               | 1 | 2 | 3 | 4 | 5 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |       |              |

## ZADANIE 12

Uzupełnij poniższe zdania zgodnie z treścią wskazanej lektury, wpisując w lukę **jeden, dwa lub trzy wyrazy**. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. In 1770 James Cook made a map of the east coast of Australia and named it \_\_\_\_\_  
\_\_\_\_\_.
2. The island located to the south of Australia is \_\_\_\_\_.
3. The first England's overseas colony in 1583 was \_\_\_\_\_.
4. The capital of South Australia is \_\_\_\_\_.
5. Ottawa was chosen as Canada's capital in 1857 by \_\_\_\_\_.
6. New Zealand's parliament building, opened in 1981, is called \_\_\_\_\_  
\_\_\_\_\_.
7. One of the world's most distinctive buildings and a masterpiece of 20<sup>th</sup>-century architecture is \_\_\_\_\_.
8. In 2000 the Olympic Games were held in \_\_\_\_\_.
9. In 1965 the new Canadian \_\_\_\_\_ was adopted.
10. King Charles III is represented in Canada, Australia and New Zealand by a \_\_\_\_\_  
\_\_\_\_\_.

| Zadanie 12               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|---|---|---|---|----|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |   |   |   |   |    |       |              |
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**Zadanie 13.**

Którego kraju (A–C) dotyczą poniższe zdania (1–10)? Wpisz odpowiednią literę w wyznaczone miejsce. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**A – Australia****B – New Zealand****C – Canada**

1. In 2010 it hosted Winter Olympics. \_\_\_\_\_
2. It was the first country to introduce the secret ballot for elections. \_\_\_\_\_
3. Sky TV is the leading pay TV provider there. \_\_\_\_\_
4. It's the world's second largest country by surface. \_\_\_\_\_
5. It was named after a region in one of European countries. \_\_\_\_\_
6. In 2023 it experienced the worst wildfire season. \_\_\_\_\_
7. John Cabot reached its coasts in 1497. \_\_\_\_\_
8. Waitangi Day is its national holiday. \_\_\_\_\_
9. In a vote in 1999 it decided against separating from the UK. \_\_\_\_\_
10. Gold was found there in the 1850s. \_\_\_\_\_

| Zadanie 13               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Razem | Sprawdzający |
|--------------------------|---|---|---|---|---|---|---|---|---|----|-------|--------------|
| Uzyskana liczba punktów  |   |   |   |   |   |   |   |   |   |    |       |              |
| Punktacja po weryfikacji |   |   |   |   |   |   |   |   |   |    |       |              |