

**Wojewódzki Konkurs Przedmiotowy  
z Języka Angielskiego dla uczniów szkół podstawowych  
województwa kujawsko-pomorskiego**

**Etap szkolny – 4 listopada 2016r.**

**Kod ucznia:** \_\_\_\_\_

**Wynik:** \_\_\_\_\_ /100 pkt.

**Instrukcja dla ucznia**

**Zanim przystąpisz do rozwiązywania testu, przeczytaj uważnie poniższą instrukcję.**

1. Wpisz w wyznaczonym miejscu powyżej swój kod ustalony przez Komisję Konkursową. Nie wpisz swojego imienia i nazwiska.
2. Przed rozpoczęciem pracy sprawdź, czy twój arkusz testowy jest kompletny. Niniejszy arkusz testowy składa się z 8 stron i zawiera 12 zadań. Jeśli zauważysz jakiekolwiek braki lub błędy w druku, zgłoś je natychmiast Komisji Konkursowej.
3. Przeczytaj uważnie i ze zrozumieniem polecenia i wskazówki do każdego zadania.
4. Odpowiedzi zapisz długopisem z czarnym lub niebieskim tuszem.
5. Dbaj o czytelność pisma i precyzję odpowiedzi. W zadaniach wielokrotnego wyboru poprawne odpowiedzi zaznaczaj zgodnie z poleceniem.
6. Nie używaj korektora. Jeżeli pomyliłeś się, błędna odpowiedź otocz kółkiem i ponownie udziel poprawnej odpowiedzi. Oceniane będą tylko odpowiedzi, które zostały zaznaczone lub wpisane zgodnie z poleceniem i umieszczone w miejscu do tego przeznaczonym.
7. Przy każdym zadaniu podano maksymalną liczbę punktów, którą można uzyskać.
8. Na ostatniej stronie testu znajdziesz miejsce na brudnopis. **Brudnopis nie podlega ocenie.**
9. Pracuj samodzielnie.
10. Nie wolno wnosić telefonów komórkowych na konkurs.
11. Całkowity czas na wykonanie testu pisemnego wynosi **60 minut.**

**I. Otocz pętlą właściwy wyraz napisany pochyloną czcionką.**

1. Chocolate diet? You must be *kidding/joking me!*
2. Every human *being/person* has unique fingerprints.
3. A friend of *my/mine* is coming to see me this weekend.
4. When I read the letter I got so angry that I *tore/teared* it to pieces.
5. The National Museum's collection of *present/contemporary* art contains over 5000 works.
6. Moving to London was a *spontaneous/spontaneously* decision.
7. *Take/Bring* the soup to the boil and let it simmer for 15 minutes.
8. I *passed/failed* my driving test at the age of eighteen and got my first car two years later.
9. The cheesecake is delicious. Who gave you the *description/recipe* for it?
10. Michael *lifts/hangs* weights to build muscle mass and strength.

\_\_\_\_\_ / 10

**II. Wpisz w luki w tekście zaimek "she" w odpowiedniej formie.**

Mary is very nice. Everybody likes 1. \_\_\_\_\_. 2. \_\_\_\_\_ boyfriend often plays the piano with 3. \_\_\_\_, because they are both musicians. 4. \_\_ loves playing songs that are written by 5. \_\_\_\_\_, so 6. \_\_\_\_ is also a composer. 7. \_\_\_\_ boyfriend loves songs of 8. \_\_\_\_\_. 9. \_\_ also likes animals and walking on 10. \_\_\_\_ own.

\_\_\_\_\_ / 10

**III. Wybierz odpowiednie słowo pasujące logicznie do zdania. W puste miejsce wpisz odpowiednią literę a lub b.**

1. A: I have got \_\_\_\_\_ on my face. What should I do?  
a. a rash    b. sore throat  
  
B: You should use some \_\_\_\_\_.  
a. skin cream    b. cough medicine
2. He has got a \_\_\_\_\_ lifestyle.  
a. healthy    b. fit
3. If you do not want to have health problems you should not take \_\_\_\_\_.

- a. drugs                          b. fresh fruit
4. He is \_\_\_\_\_, he is the fattest person in my school.
- a. ballweight                      b. overweight
5. They do not care about their health. They eat \_\_\_\_\_ every day.
- a. litter food                      b. junk food
6. However, it is not bad to eat \_\_\_\_\_ once a week.
- a. a table of chocolate    b. a bar of chocolate
7. If you have a backache, you take \_\_\_\_\_.
- a. eardrops                        b. painkillers
8. In springtime there is a lot of pollen in the air and some people have \_\_\_\_\_.
- a. hay fever                        b. measles
9. When you catch a cold you often have a \_\_\_\_\_.
- a. runny nose                      b. nosebleed

\_\_\_\_ /10

**IV. Otocz pętlą słowo, które jest wyjaśnieniem zdania ( 1 – 5).**

1. This is similar to fog but not so thick and you can see it in the morning.
  - a. cloud
  - b. mist
  - c. smog
  
2. This word means to rain hard.
  - a. pour
  - b. freeze
  - c. spit
  
3. This adjective describes a grey day.
  - a. dull
  - b. mild
  - c. plumpy

4. A light, refreshing wind often coming in off the sea.
  - a. a hurricane
  - b. a typhoon
  - c. a breeze
  
5. When is very cold and freezing it is:
  - a. boiling
  - b. chilly
  - c. mild

\_\_\_\_ / 5

**V. Dopasuj wyrażenia z lewej kolumny (1 – 10) do wyrażeń w prawej kolumnie ( A – J). W puste miejsca wpisz właściwą literę.**

- |                       |       |   |
|-----------------------|-------|---|
| 1. You are            | _____ | A. for your help.                       |
| 2. How can            | _____ | B. tickets for the film on Saturday.    |
| 3. Can I              | _____ | C. phone back later?                    |
| 4. Can you hold on    | _____ | D. are cheaper on Saturday.             |
| 5. What time          | _____ | E. a moment, please?                    |
| 6. Thanks             | _____ | F. we have only got tickets for Sunday. |
| 7. I am afraid        | _____ | G. I help you?                          |
| 8. How much           | _____ | H. welcome.                             |
| 9. I am phoning about | _____ | I. does the film start?                 |
| 10. The tickets       | _____ | J. are the tickets?                     |

\_\_\_\_ / 10

**VI. Wstaw w luki czasownik w odpowiedniej formie czasu teraźniejszego Present Simple lub Present Continuous.**

John 1. \_\_\_\_\_ (live) in Paris. He 2. \_\_\_\_\_ (go) to school there and he 3. \_\_\_\_\_ (have) a lot of friends there. However, he 4. \_\_\_\_\_ (visit) his grandparents in Poland at the moment, because he 5. \_\_\_\_\_ (love) coming to Poland during summer holidays. His grandparents 6. \_\_\_\_\_ (live) in the mountains in a big house. Now they 7. \_\_\_\_\_ (sit) in the garden. The weather 8. \_\_\_\_\_ (be) great. The sun 9. \_\_\_\_\_ (shine) and there 10. \_\_\_\_\_ (be) no cloud in the sky.

\_\_\_\_ / 10

**VII. Uporządkuj zdania ( A – H), tak aby stworzyły przepis kulinarny na tytułową potrawę. W puste miejsca na końcu zdania wpisz odpowiednią cyfrę (1-8).**

**How to make ham sandwiches?**

- A. Put mustard on the bottom slice of bread, and mayo on the top slice. \_\_\_\_\_
- B. Lay tomatoes in the same manner as the cheese, depending on if you want one or two slices. \_\_\_\_\_
- C. Put a few leaves of lettuce on top of the tomatoes, making sure it hangs off all four edges of the sandwich. \_\_\_\_\_
- D. Lay the slice of bread with mustard on top of the sandwich, finishing it off. \_\_\_\_\_
- E. Take two slices of your favorite bread. Wheat, white, rye, and others work well. \_\_\_\_\_
- F. Lay two slices of thin ham on top of the lettuce. Gently fold the ham in half and lay them next to each other. \_\_\_\_\_
- G. Choose your cheese for the sandwich and center it on the bread carefully. \_\_\_\_\_
- H. Serve the sandwich on a medium sized plate. Serve with chips and a drink of your choice.  
\_\_\_\_\_

\_\_\_\_ / 8

**VIII. Dokończ zdania używając pierwszego okresu warunkowego (1st Conditional).**

1. You will not go to Paris if you \_\_\_\_\_ (not be) nice.
2. When you come to my house, we \_\_\_\_\_ (do) our homework.
3. She will buy these shoes when she \_\_\_\_\_ (have) money.
4. You \_\_\_\_\_ (not water) the garden if it rains.
5. My dog will not be happy if it \_\_\_\_\_ (not get) its food.

\_\_\_\_ / 5

**IX. W luki wpisz czasownik we właściwej formie czasu przeszłego Past Simple lub Past Continuous.**

- A. They 1. \_\_\_\_\_ (visit) us while we 2. \_\_\_\_\_ (do) our homework.
- B. When I 3. \_\_\_\_\_ (see) him, I 4. \_\_\_\_\_ (wave) so he 5. \_\_\_\_\_ (can) see me. We 6. \_\_\_\_\_ (go) together to have coffee. When we 7. \_\_\_\_\_ (talk), my child 8. \_\_\_\_\_ (run) in the park.
- C. While she 9. \_\_\_\_\_ (sing), he 10. \_\_\_\_\_ (play) the guitar.

\_\_\_\_ / 10

**X. Przeczytaj zdanie. Następnie uzupełnij każdą lukę wyrazem lub wyrazami, tak aby zachować znaczenie zdania wyjściowego.**

1. Are you Mr Brown's student?  
\_\_\_\_\_ teach you?
2. Don't give my pets any sweets.  
You \_\_\_\_\_ not give my pets any sweets.
3. The pizza is cheaper than the chicken salad.  
The chicken salad is \_\_\_\_\_ than pizza.
4. Why don't we play a computer game?  
How \_\_\_\_\_ a computer game?
5. It's a sunny day.  
The sun \_\_\_\_\_ today.
6. There aren't many apples in the basket.  
There are just \_\_\_\_\_ apples in the basket.

\_\_\_\_ / 6

**XI. Zapytaj całym zdaniem o podkreślone słowa.**

**Przykład: *The paper is here.***

**Odpowiedź: *Where is the paper?***

1. They must read books.  
\_\_\_\_\_
2. She is talking about Peter.  
\_\_\_\_\_
3. They bought milk in this shop.  
\_\_\_\_\_
4. Peter is writing to his friend.  
\_\_\_\_\_
5. He waters the garden in the morning.  
\_\_\_\_\_
6. We will sell our house.  
\_\_\_\_\_

\_\_\_\_ / 6

**XII. Ponumeruj fragmenty tekstu, tak aby tworzyły logiczną, spójną całość. W puste miejsce wpisz odpowiednią liczbę (1 – 10).**

- A. jeans became popular all over the world. Today, blue jeans are made over the world – most of them in Asia. Very few jeans are now made in the USA, because of the cost, but it is still possible to buy blue jeans that are made in San Francisco.... if you have a lot of money to spend. \_\_\_\_\_
- B. and this name soon got reduced to *denim*. Denim was a bit lighter than canvas, \_\_\_\_\_
- C. therefore decided to use colored denim, and he chose dark blue. In 1873, he began to make denim trousers with \_\_\_\_\_
- D. In 1853, a young tailor from Germany, called Levi Strauss, began working in San Francisco. Levi sold thick canvas to miners, who used the canvas to make tents. \_\_\_\_\_
- E. Soon, other firms were making blue jeans too. Blue jeans became classic American working trousers. After the Second World War, \_\_\_\_\_
- F. One day, a miner told Levi that he could not find trousers that were strong enough for work in the gold mines. Levi decided to make some trousers out of canvas. \_\_\_\_\_
- G. metal rivets to make them stronger. This was a radical new idea: "Blue jeans" had arrived! Levi's jeans were so popular that his company got bigger and bigger. \_\_\_\_\_
- H. but it was very strong. It was ideal for miners. However, original denim was almost white, and miners did not like the color! Their denim trousers got dirty as soon as they began working! Levi Strauss \_\_\_\_\_
- I. for a different textile. Soon he found a heavy textile from France. It was called *serge de Nimes*. Americans just called this *de Nimes*, \_\_\_\_\_
- J. Very soon, he had sold all the canvas trousers he had made! They were just what miners wanted. However, the canvas was rather heavy and stiff. Levi therefore began to look \_\_\_\_\_

\_\_\_\_\_ / 10

Adapted from: linguapress.com

Glossary:

tailor – krawiec

miner- górnik

canvas – grube płótno

stiff – twardy, sztywny

textile- tkanina

thick - gruby

rivet –nit (element łączący fragmenty blach, skór, materiałów)

tent -namiot