

## Przykładowe zadanie dla poziomu Young Learners

### Klasy IV-VI szkoły podstawowe

#### Etap 3 - wojewódzki



#### Zadanie 1

Wysłuchaj nagrania dwukrotnie. Uzupełnij luki w zdaniach odpowiednim wyrazem, lub zdecyduj czy podane zdania są prawdziwe (T – true), czy fałszywe (F – false). Zakreśl w kółko T lub F. W dwóch przykładach dopasuj obrazek do dialogu. Zakreśl w kółko A, B, C lub D.

#### Dialogue 1

1. The men want to watch a \_\_\_\_\_ on channel *Sports Plus*.
2. They can't watch it because the satellite dish is broken. T/F

#### Dialogue 2

3. The woman has a problem with her \_\_\_\_\_.
4. Her dog pulled one of the wires out. T/F
5. Picture A/B/C/D/E

#### Dialogue 3

6. The boy wants to buy a new \_\_\_\_\_.
7. He wants to take photos with it. T/F

#### Dialogue 4

8. The boy thinks that technology has really improved. T/F
9. The girl would really like to have this item. T/F
10. Picture A/B/C/D/E



A.



B.



C.



D.



E.

## ***HOT AIR BALLOON RIDE***

### **Fifteen-year-old Jamie Luder talks about a trip in a hot air balloon in Kenya.**

Last summer I was lucky enough to go on a trip with my family to Kenya in Africa. It was an amazing experience where we had the chance to go on safari and see all the wild animals; it was fantastic. I saw elephants, rhinos, giraffes even lions. **1.** \_\_\_\_\_

The best part of the holiday for me was towards the end when we all had the chance to travel in a hot air balloon over the reserve where we were staying. We experienced the rare pleasure of viewing wildlife from high up in the sky. **2.** \_\_\_\_\_

Early in the morning, we sat and had breakfast while the crew inflated the balloon with huge fans. The gas burners were ignited and the balloon filled with hot air slowly raising the basket. Before the final departure, the crew made checks, and we then climbed into the balloon basket for take-off. **3.** \_\_\_\_\_ Once in the air, the balloon was blown by winds across the open land.

Apart from the hiss of the burners, the flight above the Masai Mara plains was almost silent. **4.** \_\_\_\_\_ At one point the pilot lowered the balloon over the plains for a close up view of the wildlife then he raised it high over the forest for an amazing view. It was truly an experience of a lifetime that I will never forget.

- A.** The pilot controlled the height of the balloon by adjusting the flow of hot air.
- B.** We were frightened of being attacked by whales which was something I didn't expect.
- C.** One lion got up very close to our vehicle, which was quite scary but awesome.
- D.** We lifted off right before the sunrise when the breeze is still cool.
- E.** We were able to see the animals in their natural habitats without scaring them away.

**5.** a group of people who work together - \_\_\_\_\_

**6.** something that gives you enjoyment, happiness or satisfaction- \_\_\_\_\_

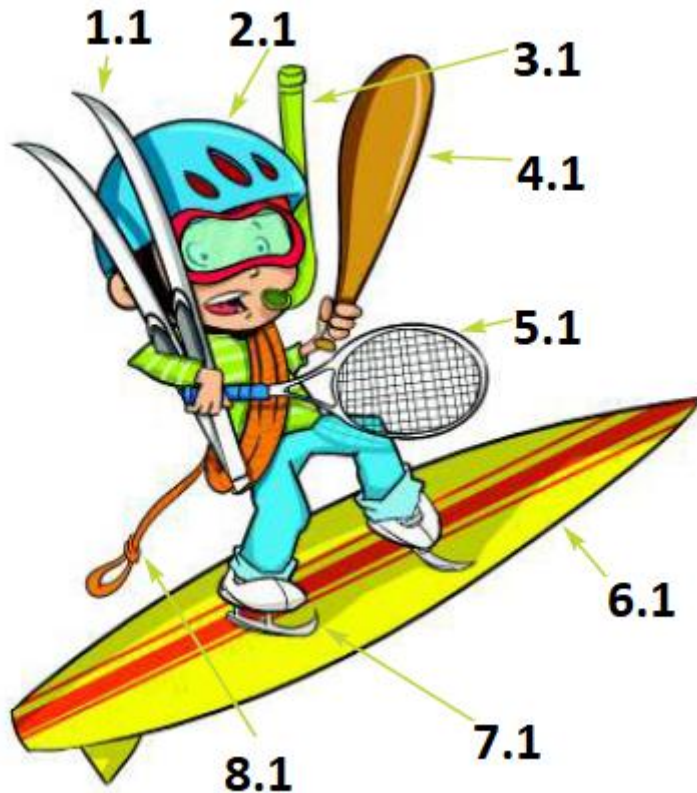
**7.** to make a noise like a long 's' sound \_\_\_\_\_

**8.** changing something slightly, to make it more correct \_\_\_\_\_

***Adapted from PET for schools Practice Tests by Agnieszka Wnuk***

Zad.3

Na podstawie obrazka uzupełnij luki w tekście odpowiednimi wyrazami. Wpisz poprawną nazwę sprzętu lub sportu.



Tom is a very sporty person. He does many different sports. When he was four, his father bought him the first pair of **1.1** \_\_\_\_\_ and took him to the mountain slope to teach Tom

**1.2** \_\_\_\_\_. At the age of five, Tom`s mother bought him a

**2.1** \_\_\_\_\_ and a bicycle and taught him **2.2** \_\_\_\_\_. Tom`s aunt lives in Australia and loves water sports a lot. Recently, she has invited Tom for a visit. Yesterday, Tom went shopping and bought a **3.1** \_\_\_\_\_ because he is going to

**3.2** \_\_\_\_\_ in the ocean. As a Christmas gift last year, Tom also got a

**4.1** \_\_\_\_\_ because he was going to learn how to play **4.2** \_\_\_\_\_.

However, he changed his mind and exchanged it for a **5.1** \_\_\_\_\_ so that he could learn to play **5.2** \_\_\_\_\_.

Tom is also going to buy a **6.1** \_\_\_\_\_ because he is going to try

**6.2** \_\_\_\_\_ during his visit to Australia. In his wardrobe Tom also has

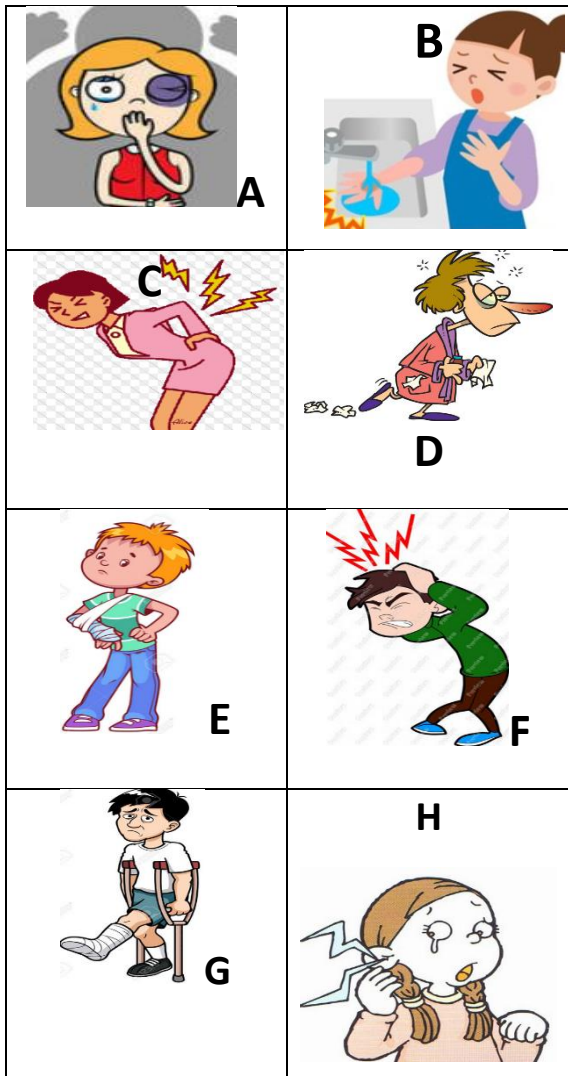
7.1 \_\_\_\_\_ as he usually goes 7.2 \_\_\_\_\_ in the winter in the park. He would also like to take up a new sport. He bought a 8.1 \_\_\_\_\_. He is planning to try 8.2 \_\_\_\_\_ in the mountains next year.

Prepared by Barbara Rybczyńska

Zad.4

Uzupełnij zdanie i dopasuj do ilustracji, które mogłyby wypowiedzieć przedstawiona na niej osoba  
Wpisz rozwiązanie do tabeli.

1	2	3	4	5	6	7	8



1. I've got a h \_ \_ \_ a \_ \_ \_

2. I've \_ r \_ \_ \_ my leg.

3. My \_ \_ c \_ hurts.

4. I have the f \_ \_ .

5. My arm is in p \_ \_ \_ \_ .

6. I've got e \_ \_ \_ c \_ \_ .

7. I've b \_ \_ \_ \_ my hand in the oven.

8. I've got a b \_ \_ \_ \_ .

**Zad.5**

**Ułóż pytania do podkreślonych części zdań.**

1. Steven cuts the grass every week. \_\_\_\_\_
2. Dorothy is shopping at the market at the moment. \_\_\_\_\_
3. Tim searched for his car keys because he was late. \_\_\_\_\_
4. Janice has been a lawyer for 20 years. \_\_\_\_\_
5. The Opera House is the most famous building in the city. \_\_\_\_\_
6. There are five slices of bread in the bag. \_\_\_\_\_
7. That's Jack's bike. \_\_\_\_\_
8. I like the green dress more than the blue one. \_\_\_\_\_
9. I was sleeping when the phone rang. \_\_\_\_\_
10. Caroline used to play violin when she was younger. \_\_\_\_\_

*Prepared by Agnieszka Wnuk*

**Zad.6**

**Wpisz po jednym brakującym wyrazie w każde wolne miejsce, aby zdanie było poprawne.**

1. My cat's ears are grey. \_\_\_\_\_ eyes are green.
2. Students usually have lunch \_\_\_\_\_ noon.
3. Dylan can't buy \_\_\_\_\_ food. He has got \_\_\_\_\_ money.
4. This film is the funniest \_\_\_\_\_ all.
5. Walk along Regent Street and the library is \_\_\_\_\_ the right.
6. My dad travels \_\_\_\_\_ Lublin \_\_\_\_\_ Warsaw for work every week.
7. Mum, look at \_\_\_\_\_. We're wet!
8. Who is that \_\_\_\_\_ you and Kim in the photo?

*Prepared by Agnieszka Wnuk*

**Zad.7**

**Przeczytaj tekst i uzupełnij luki 1-5 wpisując brakujące fragmenty A-F. UWAGA jeden fragment podano dodatkowo i nie pasuje do żadnej luki.**

Miranda Taylor Cosgrove was born on 14th May, 1993 in Los Angeles, California. **1.** \_\_\_\_\_

Miranda is an only child- she doesn't have any brothers or sisters.

Miranda's career began at the age of 3 when she appeared in TV advertisements. **2.** \_\_\_\_\_

Miranda also appeared in the television series *Drake & Josh*, *Zoey 101*, *Mystery Girl* and the successful teen show *iCarly*. **3.** \_\_\_\_\_ She started her music career with the *iCarly* theme song *Leave it all to me*. Her first single album was *Kissin U* in 2010 and her second album was *Sparks Fly* in the same year.

**4.** \_\_\_\_\_ She believes that everyone can make a difference. **5.** \_\_\_\_\_ She loves riding horses and watching horror films.



- A. In 2003, she got her first film role as the band's manager in *School of Rock*.
- B. She also writes song and plays the guitar.
- C. She never has free time.
- D. Her mum's name is Chris and her dad's name is Tom.
- E. In her free time, Miranda helps lots of charities.
- F. Miranda is also a singer.

**Zad.8**

**Uzupełnij luki (1-11) wpisując po jednym brakującym wyrazie.**

Dear Mary,

Thank you **1.** \_\_\_\_\_ the postcard from Spain. I **2.** \_\_\_\_\_ happy you had a great time. **3.** \_\_\_\_\_ you get my postcard from France? We had a wonderful time, too.

We stayed **4.** \_\_\_\_\_ Paris for a week. I went shopping every day and now **5.** \_\_\_\_\_ haven't got any money but I **6.** \_\_\_\_\_ got lots of lovely clothes! Of course, I also went to **7.** \_\_\_\_\_ Eiffel Tower. I went up **8.** \_\_\_\_\_ the top. The view from **9.** \_\_\_\_\_ was fantastic! Paris is such a beautiful city. I want to **10.** \_\_\_\_\_ back there next year.

Write soon and tell **11.** \_\_\_\_\_ all your news.

Best wishes,

Mia

*Adapted from Practice Tests for the KET by Agnieszka Wnuk*

**Zad.9**








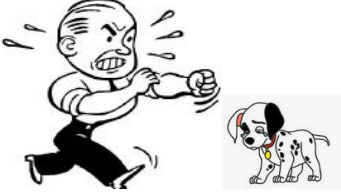

**Przeczytaj i odpowiedz na pytania wpisując nazwy budynków.**

1. Where can I park my car? \_\_\_\_\_
2. Where can I see paintings? \_\_\_\_\_
3. Where can I buy a book? \_\_\_\_\_
4. Where can I read ( or borrow) a book, without buying it? \_\_\_\_\_
5. Where can I buy a toy for my dog? \_\_\_\_\_
6. Where can I buy and eat spaghetti? \_\_\_\_\_
7. Where can I go when I'm ill or injured? \_\_\_\_\_

Prepared by Agnieszka Wnuk

Zad.10

Wpisz przymiotniki i dopasuj je do opisów poniżej wpisując litery (a-i) obok zdań (1-9)

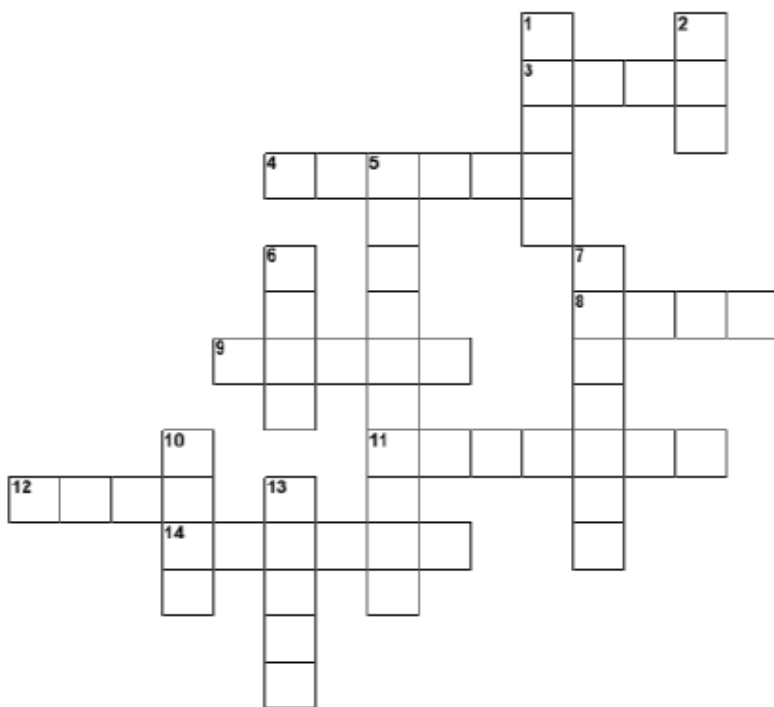
 <p>a)</p>	 <p>b)</p>	 <p>c)</p>
<p>W _ _ _ _ _</p>	<p>G _ _ _ _ _</p>	<p>R _ _ _ _</p>
 <p>d)</p>	 <p>e)</p>	 <p>f)</p>
<p>B _ _ _ _ _</p>	<p>S _ _ _ _ _</p>	<p>A _ _ _ _ _</p>
 <p>g)</p>	 <p>h)</p>	 <p>i)</p>
<p>S _ _ _ _ _</p>	<p>C _ _ _ _ _</p>	<p>K _ _ _ _</p>

1. Is this a spider? I don't like spiders! - \_\_\_\_\_
2. I love breaking your toys! - \_\_\_\_\_
3. I want some more money! - \_\_\_\_\_
4. Oh, no ! I've got a Maths test tomorrow! - \_\_\_\_\_
5. Don't worry! I can save the cat! - \_\_\_\_\_
6. Look! I can lift this heavy box. - \_\_\_\_\_
7. I hope this makes you feel better! - \_\_\_\_\_
8. I can't believe you lost my new CD! - \_\_\_\_\_
9. I never say: „thank you!” - \_\_\_\_\_



**Zad.11**

Uzupełnij zdania wpisując czas przeszły Past Simple do podanych czasowników. Następnie uzupełnij zdania wybranymi czasownikami, tak aby miały sens.



**Poziomo:**

- 3. ride
- 4. catch
- 8. read
- 9. hear
- 11. think
- 12. wake
- 14. forget

**Pionowo:**

- 1. write
- 2. meet
- 5. understand
- 6. know
- 7. bring
- 10. leave
- 13. drink

1. The train \_\_\_\_\_ 5 minutes ago.
2. My baby sister \_\_\_\_\_ up very early in the morning.
3. Steven \_\_\_\_\_ his bike every day last summer.
4. They \_\_\_\_\_ about my birthday. I was very sad.
5. We \_\_\_\_\_ coffee yesterday.
6. Jane \_\_\_\_\_ me a puppy as a present last weekend !
7. Yesterday, Henry \_\_\_\_\_ a bus to school.

**Rodzaje zadań sprawdzających umiejętność redagowania tekstu użytkowego:**

- notatka
- ogłoszenie
- list nieformalny
- krótkie opowiadanie
- krótki opis miejsca / osoby

**Przykładowe zadanie:**

Na swoim blogu zamieść krótki wpis zatytułowany **A Lucky Escape**, do którego podane zostało pierwsze i ostatnie zdanie. W twoim tekście powinny znaleźć się wszystkie następujące wyrażenia: ***family, shaking, scared, safe***

Pamiętaj o zachowaniu formy właściwej dla wpisu na blogu oraz odpowiedniej długości (**120-150 słów**). Praca nieczytelna i niezgodna z tematem nie jest oceniana i otrzymuje 0p. Za to zadanie możesz otrzymać 12p

<b>A LUCKY ESCAPE</b>
Hi bloggers!
It was our first day of holidays.
.....
.....
.....
I feel so lucky that we survived to tell the tale.

Poziom merytoryczny	Poziom kompozycji		Poziom jakości języka	
Treść 0-1-2-3-4	spójność i logika	0-1-2	zakres	0-1-2
	objętość	0-1	poprawność	0-1-2
	układ graficzny	0-1		

**Co będzie podlegało ocenie?**

- **poziom merytoryczny: treść**
- **poziom kompozycji: spójność i logika, objętość (liczba słów), układ graficzny**
- **poziom jakości języka: zakres struktur leksykalno-gramatycznych, poprawność**