



PIECZĄTKA SZKOŁY



**WOJEWÓDZKI KONKURS Z JĘZYKA ANGIELSKIEGO DLA
UCZNIÓW KLAS IV-VIII SZKÓŁ**

**PODSTAWOWYCH WOJEWÓDZTWA POMORSKIEGO W
ROKU SZKOLNYM 2025/26**

ETAP SZKOLNY 15 października 2025 roku, godz.14.00

Czas na rozwiązywanie testu: 60 minut

Imię i nazwisko ucznia: _____ **klasa:** _____

Szkoła Podstawowa nr: _____ **w** _____

Uzyskane punkty:/60 p., czyli%	Imię i nazwisko przewodniczącego SKK:	Podpis przewodniczącego:
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Instrukcja dla ucznia:

1. Na arkuszu powyżej wpisz swoje imię, nazwisko i klasę oraz numer Twojej szkoły wraz z nazwą miejscowości.
2. Sprawdź, czy arkusz testu zawiera 9 stron oraz 7 zadań (1-7), ewentualne braki stron lub inne usterki zgłoś nauczycielowi.
3. Przed udzieleniem odpowiedzi uważnie przeczytaj polecenie i treść zadania.
4. Pisz czytelnie w wyznaczonych miejscach.
5. Przy rozwiązywaniu zadań zamkniętych wielokrotnego wyboru wybierz tylko jedną prawidłową odpowiedź i zaznacz ją krzyżykiem. ~~A~~ B. C. D.
6. W przypadku pomyłki, otocz błędą odpowiedź kółkiem i oznacz krzyżykiem poprawną odpowiedź: ~~A~~ B. ~~C~~ D.
7. Błędny zapis w zadaniach otwartych wyraźnie przekreśl i obok zapisz właściwą odpowiedź.
8. Test wypełniaj długopisem **nieścieralnym** z czarnym lub niebieskim tuszem, nie używaj korektora, ołówka ani gumki.
9. Wszystkie zadania rozwiązuj samodzielnie.
10. Korzystanie z urządzeń telekomunikacyjnych, słowników i innych pomocy naukowych jest zabronione.
11. Sprawdź wszystkie odpowiedzi przed zakończeniem testu.
12. Punkty przyznawane są tylko za **w pełni poprawne ortograficznie i gramatycznie odpowiedzi**, udzielone wyłącznie w standardowym języku angielskim, zgodnym z oficjalnymi normami językowymi. Odpowiedzi powinny być jednoznaczne oraz zgodne z zasadami gramatyki i ortografii języka angielskiego. Niedozwolone są formy potoczne, slangowe, regionalne, skróty SMS-owe oraz kolokwializmy.

Powodzenia

Zadanie 1. Przeczytaj uważnie tekst. W pytaniach 1- 6 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

_____/6

Art or Vandalism? The Story of Graffiti

It is believed that modern graffiti originated in Philadelphia in the early 1960s and soon spread to New York City by the late 1960s. Young people began writing their names, called tags, on walls, buses, and trains. By the mid-1970s, some subway trains had been completely covered in colourful and detailed artworks, which many people called masterpieces.

At first, graffiti was usually done by members of street groups known as crews — groups of writers who worked together to create graffiti. They preferred to call their work “writing” instead of painting. Interestingly, the word *graffiti* was first used by *The New York Times* and the writer Norman Mailer when they wrote about this new form of art.

Around that time, some art galleries in New York began buying graffiti because they believed it was a real form of art. However, not everyone agreed with this idea. John Lindsay, the mayor of New York in the 1970s, started the first official campaign against graffiti, calling it vandalism. Because of this, painting on trains became much harder in the 1980s, and many artists moved to painting on rooftops or canvases.

The debate about graffiti continues today. Peter Vallone, a New York City council member, says: *Your freedom of expression ends where my property begins*. He believes graffiti can only be considered art if the owner agrees to it; otherwise, it is a crime.

On the other hand, Felix from the Berlin group *Stand Up for Your City* thinks that graffiti helps take public spaces back from advertisements and makes cities more creative.

Some graffiti artists became famous. Jean-Michel Basquiat began as a graffiti writer before becoming a well-known painter. Banksy, a British artist, started with freehand spray painting but now mainly uses paper cut-outs called stencils to reproduce images and express strong messages. His works often sell for millions of dollars.

Today, graffiti can be found everywhere, yet people still disagree on whether it is art or vandalism.



Wojewódzki Konkurs z Języka Angielskiego dla uczniów klas IV – VIII szkół podstawowych

15.10.2025 r. IX Liceum Ogólnokształcące w Gdyni



1. What can we learn about the purpose of graffiti crews in the early years?

- a) They organised city art events.
- b) They helped artists work together and spread graffiti.
- c) They were hired by galleries.
- d) They were government supporters of street art.

2. What does the fact that some art galleries started buying graffiti suggest about how it was viewed at the time?

- a) It was considered a political protest.
- b) It was accepted by the government.
- c) It was used to decorate trains.
- d) It began to be seen as real art.

3. Why did many graffiti artists stop painting on trains in the 1980s?

- a) Because graffiti was no longer popular.
- b) Because security and city rules made it harder.
- c) Because trains were removed from the city.
- d) Because the mayor started to support graffiti.

4. Why does Peter Vallone say: “Your freedom of expression ends where my property begins”?

- a) To explain why graffiti can be dangerous.
- b) To support graffiti on public buildings.
- c) To show that graffiti without permission is illegal.
- d) To say that art should be free everywhere.

5. Why does Felix from Berlin support graffiti in cities?

- a) Because it brings people together.
- b) Because it helps artists sell their work.
- c) Because it's cheaper than official art.
- d) Because it replaces ads with creativity.

6. How are Banksy and Basquiat similar?

- a) Both became famous after starting with graffiti.
- b) Both became famous after working in galleries.
- c) Both work only in public spaces now.
- d) Both were against the rules that stopped people from painting trains.



Zadanie 2. Do każdego zestawu zdań dobierz jeden wyraz, w takiej samej formie, który poprawnie uzupełnia wszystkie trzy zdania. Swoją odpowiedź wpisz czytelnie w kratkę obok zestawu. Punkt zostanie przyznany za podanie właściwego wyrazu w każdym zestawie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

_____/3

Zestaw 1.

Odpowiedź:	
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1. We reached the highest _____ of the mountain just before sunset.
2. You've made your _____ but I still don't agree with you.
3. I want to _____ out that this movie is based on a true story.

Zestaw 2.

Odpowiedź:	
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1. We hiked through a narrow mountain _____ surrounded by steep cliffs.
2. People often _____ out during heatwaves because they don't drink enough water or get enough rest.
3. The time seems to _____ quickly when you're having fun.

Zestaw 3.

Odpowiedź:	
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1. Be careful - one _____ is enough to start a fire.
2. Julia and James get on like a house on fire. They are an ideal _____.
3. Do these socks _____, or are they from different sets?



Zadanie 3. Przeczytaj uważnie każdy tekst i uzupełnij luki wyrazami, które wymawiają się tak samo, ale mają różne znaczenia. Mogą, ale nie muszą, różnić się pisownią. Punkt zostanie przyznany, gdy **wszystkie trzy** wyrazy w zestawie zostaną zapisane czytelnie, we właściwej formie gramatycznej i poprawnie ortograficznie.

_____/3

Przykłady:

Taka sama wymowa, różna pisownia i znaczenie:

*Maggy stopped **by** a bakery shop on her way home. She decided to come in and **buy** some doughnuts for her family. As she was leaving the shop, she smiled and said, “**Bye!**”*

Taka sama wymowa i pisownia, ale różne znaczenie: *It's so **kind** of you to ask me if I like this **kind** of music.*

Tekst 1.

We were spending our holidays near the sea. The sky was clear, and the water was crystal _____. But I didn't enjoy it much – I felt a bit _____, maybe because the wind was so strong. While we were walking near the beach, it suddenly _____ off my cap into the water.

Tekst 2.

Just before the 1st of June, Julia heard about a family _____ being organised in her area. She and her family decided to go and have some fun, enjoying food stalls, live music, games, and creative workshops. However, when she wanted to buy bus tickets, she noticed that the bus _____ had just gone up. She thought raising the price wasn't _____.

Tekst 3.

Lucas was already _____ after almost two hours of waiting at the airport. His sister kept repeating the rules about what you can't bring on _____ : no liquids over 100 ml, no open water bottles, no sharp objects. Suddenly, the speaker announced: “Passengers for Flight 729 to Barcelona, please prepare to _____ the plane”.



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15.10.2025 r. IX Liceum Ogólnokształcące w Gdyni



Zadanie 4. Uzupełnij luki, tak aby otrzymać spójne i logiczne zdania. Każda kreska oznacza jedną literę. Ponadto, w każdym wyrazie podane są litery pomocnicze. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

_____/14

1. We had to stand in a long _ **u** _ _ _ to buy tickets.
2. She is so happy because she _ _ **c** _ _ _ _ _ in passing her driving test.
3. I've got a dental _ _ _ _ _ t _ _ _ _ at 3 o'clock.
4. Many people _ _ **n** _ _ _ clothes to the charity every winter.
5. She is not the boss; she's an _ **m** _ _ _ _ _ who doesn't make the big decisions.
6. We found cheap _ **c** _ _ _ _ _ _ _ _ _ to stay near the city centre.
7. I didn't want to go on the school trip at first, but my friends managed to _ _ **c** _ _ _ _ _ me to go with them.
8. The organization helps families living in **p** _ _ _ _ _ offering financial support and educational programmes.
9. Smart home devices make life more _ _ _ _ **e** _ _ _ _ , helping people save time, but they also use more electricity.
10. My aunt is very _ **e** _ _ _ _ _ ; she always shares her snacks and helps others without expecting anything back.
11. I'm too _ **x** _ _ _ _ _ _ to take the dog for a walk tonight.
12. He tried to lift the rock with all his _ _ _ _ **n** _ _ _ , but it was too heavy.
13. The airport buses between the city centre and Heathrow run _ _ **e** _ _ _ _ _ _ — every fifteen minutes.
14. He got a good mark in maths _ _ **n** _ _ _ _ _ — he studied hard and didn't copy from anyone.



Zadanie 5. Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów. Uwaga: nie zmieniaj formy podanych wyrazów.

_____/10

1. She is very fit because she trains every day. **WHY**

The _____ so fit is because she trains every day.

2. I'm sure he is not at home now. **CAN'T**

He _____ at home now.

3. "Mum, please, please don't take my phone away," said Tom **BEGGED**

Tom _____ his phone away.

4. I advise you to trust her. **YOU**

If I _____ , _____
trust her.

5. "Are you doing your best?" asked us our PE teacher during the last training. **OUR**

During the last training our PE teacher asked us _____ best.

6. Who wrote "Hamlet"? **WAS**

Who _____ by?

7. She'll come back home. Then we'll start preparing the cake. **AFTER**

We'll start preparing the cake _____ home.

8. The driver told us: "You can take only one piece of luggage." **LET**

The driver _____ only one piece of luggage.

9. The spectators have just given the actress beautiful flowers. **BEEN**

The actress _____ beautiful flowers.

10. Playing board games was something I did regularly 5 years ago, now I don't do it any longer.

PLAY

I _____ board games regularly 5 years ago.



Zadanie 6. Uzupełnij każdą lukę jednym wyrazem, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

_____/14

1. The smell of the exotic durian fruit really put me _____. It was disgusting.
2. You've missed a few lessons but I'm sure you will catch _____ with the rest of the class soon.
3. Please pay _____ to false friends while reading the story.
4. I was brought _____ in the countryside.
5. I can't make any pancakes because we have _____ out of milk.
6. At _____ one person should volunteer to help with the project.
7. The phrase: "I look forward to _____ from you" is often used in letters.
8. I have known Julia _____ she was five years old.
9. The room isn't going to clean _____, so please get down to work.
10. Nothing will prevent us _____ going to the concert.
11. I'm thinking of inviting George _____ my birthday party.
12. The plane _____ off at 9.30 in the morning and landed in Rome two hours later.
13. I fell asleep on the bus and didn't get _____ the bus where I wanted to.
14. I always pay _____ cash at the school cafeteria.



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Zadanie 7. Połącz początki zdań z kolumny A z ich odpowiednimi zakończeniami z kolumny B, tak aby powstały zdania zawierające prawdziwe informacje. W kolumnie B znajdują się dodatkowe odpowiedzi, które nie pasują do żadnego zdania. Odpowiedzi wpisz w do tabelki poniżej.

_____/10

A	B
1. The district of London known for its theatres is	A. South Dakota.
2. Greenwich is famous for	B. Ed Sheeran.
3. Belfast is the capital of	C. American football.
4. Mount Rushmore, which presents the carved faces of four U.S. presidents, is in	D. Texas.
5. The biggest state of the USA is	E. its castles and medieval battles.
6. The famous fictional British secret agent is	F. James Bond.
7. The singer known for "Thinking out Loud" is	G. Northern Ireland.
8. A traditional Irish sport is	H. Edinburgh.
9. The Boat Race on the River Thames between two famous universities (Oxford and Cambridge) is a competition in	I. Broadway.
10. The Super Bowl is the championship in	J. Cambridge.
	K. the Prime Meridian and the Royal Observatory.
	L. the Republic of Ireland.
	M. soccer.
	N. Alaska.
	O. rowing.
	P. Sherlock Holmes.
	Q. Adele.
	R. cricket.
	S. The West End.
	T. baseball.
	U. hurling.

ODPOWIEDZI:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.



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