



WOJEWÓDZKI KONKURS Z JĘZYKA
ANGIELSKIEGO DLA UCZNIÓW KLAS
IV-VIII SZKÓŁ PODSTAWOWYCH
WOJEWÓDZTWA POMORSKIEGO
W ROKU SZKOLNYM 2025/26



ETAP WOJEWÓDZKI 17 lutego 2026 roku, godz.12.00

Czas na rozwiązywanie testu: 90 minut

KOD UCZNIA:	WKK		
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Instrukcja dla ucznia:

1. Na arkuszu powyżej wpisz swój kod ucznia otrzymany od nauczyciela.
2. Sprawdź, czy arkusz testu zawiera 14 stron oraz 10 zadań (1-10), ewentualne braki stron lub inne usterki zgłoś nauczycielowi.
3. Przed udzieleniem odpowiedzi uważnie przeczytaj polecenie i treść zadania.
4. Pisz czytelnie, w wyznaczonych miejscach, długopisem **nieścieralnym** z czarnym lub niebieskim tuszem. Nie używaj korektora, ołówka ani gumki.
5. Przy rozwiązywaniu zadań zamkniętych wielokrotnego wyboru wybierz tylko jedną prawidłową odpowiedź i zaznacz ją krzyżykiem. ~~X~~ B. C. D.
6. W przypadku pomyłki, otocz błędną 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. Wszystkie zadania rozwiązuj samodzielnie.
9. Korzystanie z urządzeń telekomunikacyjnych, słowników i innych pomocy naukowych jest zabronione.
10. Sprawdź wszystkie odpowiedzi przed zakończeniem testu.
11. Punkty przyznawane są tylko za **w pełni poprawne ortograficznie i gramatycznie odpowiedzi**, udzielone wyłącznie w standardowym języku angielskim, zgodnym z oficjalnymi normami językowymi, z zasadami gramatyki i ortografii języka angielskiego. Niedozwolone są formy potoczne, slangowe, regionalne, skróty SMS-owe oraz kolokwializmy.
12. Maksymalna liczba punktów, jaką możesz uzyskać, to **90 pkt.**
Powodzenia!

Uzyskane punkty:/90p., czyli%	Imię i nazwisko osoby sprawdzającej test:	Podpis przewodniczącego WKK
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ZADANIE 1. Przeczytaj poniższy tekst i wykonaj części A-B zadania.

Paragraph A

We all know that significant changes occur in our bodies during adolescence, but have you ever stopped to wonder what's actually going on inside our brains during this time? To understand this, it helps to know about the different parts of the brain. Did you know our brains are made up of around 100 billion nerve cells called neurons, with branch-like structures for sending and receiving signals? Messages travel through nerve fibres and cross tiny gaps called synapses to reach other neurons, forming a complex network.

Paragraph B

Our brain structure changes dramatically as we grow. Newborns have nearly all their neurons but few connections between them, which is why their abilities are limited. After a few months, the number of connections grows rapidly, helping babies master new skills such as walking and talking. Brain development continues throughout life, but the most intense changes occur during the teenage years.

Paragraph C

During adolescence, the brain experiences a rapid increase in neuron connections, similar to a plant growing in spring. Connections that are frequently used become stronger, while unused ones weaken and disappear. This explains why repeated practice improves skills, whether learning an instrument, speaking a new language, or mastering a complex computer game. Teenagers actively influence their brain development through the activities they choose.

Paragraph D

The last part of the adolescent brain to fully mature is the front part of the brain, which governs self-control, decision-making, and problem-solving. Until it is fully developed, teenagers rely more on the emotional centre of the brain. This may help explain the unpredictable, impulsive, and risk-taking behaviour often observed in adolescents.

Część A: Wybierz i zaznacz poprawną odpowiedź, zgodną z treścią tekstu. _____/3

1. What is the main purpose of the text?
A. To compare teenage brains with adult brains
B. To explain how brain development affects teenage behaviour
C. To argue that hormones control adolescent actions
D. To describe the structure of the adult brain
2. Why do newborn babies have limited abilities?
A. Their brains are not fully formed
B. They lack enough neurons
C. They have few neural connections
D. Their brains develop too slowly
3. According to the text, why is adolescence an ideal time for learning new skills?
A. Teenagers have more free time
B. The brain stops developing afterward
C. Neural connections are easily strengthened
D. Teenagers are more motivated than adults

Część B: Do każdego akapitu tekstu (A – D) dopasuj najbardziej odpowiedni nagłówek (1- 6) z listy poniżej. Każdy nagłówek może być użyty tylko raz. Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego paragrafu. Swoje odpowiedzi wpisz w tabeli poniżej.

_____/4

A	B	C	D

1. How Experience Shapes the Teenage Brain
2. Learning Styles and Study Tips
3. Early Brain Development and Puberty
4. Physical Changes in Teenage Bodies
5. Decision-Making and Risk in Adolescence
6. The Role of Neurons in the Brain

ZADANIE 2. Przeczytaj poniższy tekst i zdecyduj, które zdania są prawdziwe (P), a które fałszywe (F). Zaznacz swoje odpowiedzi, wpisując odpowiednio litery: P lub F przy każdym zdaniu. _____/8

Two remarkable people: Lewis Pugh and Wasfia Nazreen

You could be excused for thinking that **Lewis Pugh** is slightly crazy, especially considering that he once swam in freezing waters at the North Pole, where the cells in his fingers burst. This endurance swimmer later nearly lost his life while swimming in a glacial lake on Mount Everest due to the lack of oxygen at such high altitude. More recently, he has made history by becoming the first person to swim long distances across seven different seas, including the Mediterranean, the Red Sea and the Black Sea. His goal is perfectly clear: to raise awareness among political leaders and decision-makers of the worsening state of the environment, particularly the world's oceans, before irreversible damage is done. Lewis is campaigning for an increase in marine protected areas worldwide, from just 3 per cent to 10 per cent, in an effort to undo the harm caused by human actions such as overfishing, pollution and waste. Throughout his journeys, Lewis has observed this environmental decline with his own eyes. He has swum above coral reefs that have been bleached by rising sea temperatures and seen lifeless underwater landscapes in the shallow waters of the Red Sea, covered in plastic litter. Pugh is convinced that nature can heal itself if it is allowed enough space and time, but time is running out. Unless we begin to care for our oceans, we may soon be faced with a crisis that cannot be fixed.

Wasfia Nazreen first encountered a hula hoop as a child when she noticed a visiting foreign girl playing with one in her home country of Bangladesh. At the time, Wasfia watched unwillingly, as social attitudes in her country suggested that girls should not use hula hoops or ride bicycles. Today, Wasfia is among the small group of people who have climbed the Seven Summits, including Mount Everest and Kilimanjaro, and she is the first person to hula-hoop on every one of them. Her purpose is to inspire and empower women and girls in a society that discourages their participation in sport. Wasfia has devoted her life to promoting human rights and has seen many international aid programmes in Bangladesh aimed at educating and training women and girls. However, too often these initiatives ended, leaving participants without long-term support. Realising that her country needed to take responsibility for change, Wasfia decided to combine her two passions: mountain climbing and human rights to challenge traditional views about women. She initially became interested in climbing while working on humanitarian projects in Tibet and Nepal, as in a low-lying, coastal nation like Bangladesh, many people have never seen a mountain in real life. Her campaign appears to be successful, as people in her own country, as well as around the world, are beginning to pay attention.

1. Swimming in the Red Sea allowed Pugh to see the direct effects of environmental damage. _____
2. Pugh believes humans cannot do anything to help the oceans recover. _____
3. The main goal of Lewis Pugh's campaigns is to influence political leaders and policymakers. _____
4. Climbing mountains and hula-hooping are both part of Wasfia's strategy to support women's rights. _____
5. Wasfia only works on mountain climbing projects outside Bangladesh. _____
6. Many international aid programmes in Bangladesh fail to provide lasting support for women. _____
7. The text suggests that Wasfia's campaign has had some impact on public attitudes in Bangladesh. _____
8. Both Lewis and Wasfia rely mainly on personal achievement rather than advocacy to create change. _____

ZADANIE 3. Przekształć wyrazy podane w nawiasach, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna oraz gramatyczna wpisywanych wyrazów. _____/10

Last spring, a group of teenagers organised a community action in their town. The main goal of the project was to help eliminate (1) _____ (responsible) behaviour regarding public spaces. The organisers worked with (2) _____ (mark) efficiency, considering factors that are often (3) _____ (disregard). Thanks to their strong (4) _____ (contribute), the action turned out to be a real success. During the activity, volunteers collected large amounts of rubbish, which had been left behind by (5) _____ (thought) residents and tourists. A lot of people were shocked to realise how quickly nature can be damaged by repeated acts of human (6) _____ (careless). After the event, the organisers received considerable (7) _____ (recognise) from the local community. This action proved that even small initiatives can result in changes of real (8) _____ (signify) and help create a more (9) _____ (sustain) environment. It also reminded everyone that local actions play an important role in (10) _____ (slow) down negative trends in the community.

ZADANIE 4. Przeczytaj poniższe zdania i zaznacz prawidłową odpowiedź A, B, C lub D.

_____/10

1. We heard the church clock _____ midnight.
A. beat B. stroke C. hit D. strike
2. She _____ down her glasses, stood up and gave her speech.
A. lay B. lie C. laid D. lain
3. Could we speak to the person in _____ of the hotel, please?
A. duty B. responsibility C. obligation D. charge
4. Unless their demands are _____, they won't cooperate with us.
A. met B. paid C. given D. reached
5. The issue _____ question is really important.
A. into B. on C. in D. at
6. She spoke _____ behalf of the whole class during the meeting.
A. at B. for C. in D. on
7. Lena took her classmates' support for _____ and didn't expect any problems.
A. granted B. accepted C. sure D. provided
8. He is completely hooked _____ online games and can't stop playing.
A. at B. in C. on D. with
9. When the truth came _____ light, he apologised to everyone.
A. on B. in C. under D. to
10. If you can eat something, it is.....
A. inedible B. edible C. eligible D. edifying

ZADANIE 5. Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie z luką tak, aby najbardziej precyzyjnie 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 zdań. Uwaga: nie zmieniaj formy podanych wyrazów. _____/10

1. I have always enjoyed watching Woody Allen's films. SOMEONE

Woody AllenI have always enjoyed watching.

2. Peter, do you know anything about this software? FAMILIAR

Peter, this software?

3. You should remember that you are being constantly supervised. BEAR

You should constantly supervised.

4. The question that crosses my mind is: "Does she approve of such ideas?" IF

I'd like to know such ideas.

5. We really don't want to wear school uniforms. OBJECT

We..... school uniforms.

6. If you are in Toruń by any chance, please feel invited to come and visit us. HAPPEN

If you, please feel invited to come and visit us.

7. This company has just installed solar panels on our cottage house. INSTALLED

We on our cottage house.

8. People say that Eve has won the Euro jackpot lottery. SAID

Eve the Euro jackpot lottery.

9. I wish I hadn't postponed the meeting. HAVING

I regret the meeting.

10. Andy is terribly bored with his new occupation. FIND

Andyinteresting.

ZADANIE 6. Fragmenty podane w nawiasach przetłumacz na język angielski. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

_____/15

1. They say that recently (dano im dwie dobre rady) _____
_____ how to succeed.
2. They insisted on (żebyśmy zastąpili małe plakaty) _____
_____ bigger ones.
3. She was nervous because she (nie śpiewała) _____
_____ in front of such a large audience before.
4. So far, the news (nie zostały potwierdzone) _____
_____ by the government yet.
5. We need (niepotrzebnie przygotowaliśmy tyle) _____
_____ food for the farewell party.
6. John refused (wyjaśnić, dlaczego spóźnił się na) _____
_____ his classes last week.
7. I'm convinced he is (w stanie) _____ handling this task.
8. They all (zasługują, żeby być nagrodzeni) _____ for their effort.
9. You _____ (lepiej nie otwieraj) this box. Perhaps, it's not for you.
10. The tourists were made _____ (przybyć na lotnisko)
three hours before the flight.
11. He seems (że gra w gry komputerowe) _____
since 5 o'clock.
12. You must be present at the meeting (czy chcecie) _____
_____ or not.
13. Each of the children (zamierza zrobić zdjęcie) _____
_____ their favourite animal in the zoo.
14. You (nie powinieneś) _____ to call her tomorrow.
15. I heard Susan (jak powiedziała im całą) _____ truth yesterday.

ZADANIE 7. W każdym zdaniu, w miejsce kresek wpisz brakujące litery, aby powstał idiom zgodny z podaną definicją. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. _____/5

1. If you are as cool as **c** _ _ _ _ _ , you are very calm and relaxed, even in a difficult situation.
2. If you beat about the **b** _ _ _ , you avoid talking about the main point, are indirect.
3. If you take something in your **s** _ _ _ _ _ , you deal with something difficult or unpleasant calmly and without letting it upset you too much.
4. If you are **p** _ _ _ _ _ for time, you don't have enough time to do everything, so you are in a hurry.
5. If you know the **r** _ _ _ _ , you understand the rules or how to do something properly.

ZADANIE 8. Do każdego zdania dopisz po jednym wyrazie z grupy A oraz po jednym wyrazie z grupy B, aby powstały wyrażenia, które uzupełnią zdania w sposób logiczny i poprawny pod względem gramatycznym oraz ortograficznym. W każdej grupie jest jeden wyraz podany dodatkowo, który nie pasuje do żadnego zdania. _____/ 5

A	B
UP	WITH
DOWN	FOR
BACK	TO
THROUGH	ON
AWAY	WITH
IN	TO
ROUND	ON

Przykład: 0. She finally got **round to** washing up the dishes.

1. Kate was ill on the day of the performance, so I had to stand her.
2. When I look the situation now, I can't understand what the whole fuss was about.
3. Some schools want to do the traditional way of grading system and introduce new solutions to evaluate students' progress.
4. I don't think we can go the plan. It is too risky.
5. He is very snobbish. He always looks everybody, which means he thinks he is better or more important than other people.

ZADANIE 9. Wpisz w każdą lukę (1-10) literę, którą oznaczono brakującą informację (A–S), tak aby otrzymać zdania zgodne z prawdą. Osiem odpowiedzi zostało podanych dodatkowo i nie pasuje do żadnej luki. _____/10

A. Hudson	G. Joe Biden	M. Stephen Hawking
B. Yale	H. William Turner	N. France
C. Harvard	I. Andy Murray	O. The Cliffs of Moher
D. Mississippi	J. Ronnie O’Sullivan	P. Andy Warhol
E. Canada	K. Quenn Elizabeth II	R. Charles III
F. James D. Vance	L. Great Britain	S. Seven Sisters Cliffs

1. One of its earliest and most prestigious centres of higher education in the USA was _____ University, founded in 1636.
2. The Statue of Liberty, a gift from _____, symbolizes freedom and democracy.
3. The American artist _____ is best known for pop art and images of everyday objects and celebrities.
4. The British painter _____ gained fame in the 19th century for dramatic seascapes and an innovative use of light.
5. The United States is home to the _____, the longest river system in North America, which plays an important role in transport and agriculture.
6. One of the most influential figures in science and education in the UK was _____, widely recognised for groundbreaking contributions to theoretical physics.
7. In recent political history, _____ is the Vice President of the United States.
8. The Platinum Jubilee in 2022 celebrated the reign of _____.
9. Ireland has a lot of iconic landmarks, for example _____ attracting tourists from all over the world.
10. _____ is a British a snooker player of recent years, famous for his achievements both in the UK and internationally.

ZADANIE 10. Wypowiedź pisemna

_____/10

Podczas obozu sportowego znalazłeś wartościowy przedmiot. W myśl zasady, że uczciwość poptaca, postanowiłeś go oddać właścicielce/właścicielowi. Swoimi doświadczeniami i refleksjami chcesz podzielić się na blogu. Przygotuj wpis, w którym:

- opisziesz, co i w jakich okolicznościach znalazłeś
- przedstawisz swoje działania i emocje związane z poszukiwaniem właściciela
- napiszesz, dlaczego postanowiłeś opisać tę sytuację na blogu.

Napisz swoją wypowiedź w języku angielskim. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (2 punkty) oraz poprawność środków językowych (2 punkty).

CZYSTOPIŚ

Honesty is the best policy. I had a chance to prove it to myself during my summer sports camp.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no vertical margin lines or other markings present.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

BRUDNOPIS

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.