

 Indywidualny identyfikator uczestnika konkursu

WOJEWÓDZKI KONKURS PRZEDMIOTOWY
Z JĘZYKA ANGIELSKIEGO

organizowany przez Łódzkiego Kuratora Oświaty
dla uczniów szkół podstawowych w roku szkolnym 2021/2022

TEST – ETAP WOJEWÓDZKI

* Na wypełnienie testu masz **120 min**.
* Arkusz zawiera **10 zadań** i liczy **18 stron,** w tym brudnopis.
* Przed rozpoczęciem pracy sprawdź, czy Twój arkusz jest kompletny. Jeżeli zauważysz usterki, zgłoś je Komisji Konkursowej.
* Zadania czytaj uważnie i ze zrozumieniem.
* Odpowiedzi wpisuj długopisem bądź piórem, kolorem czarnym lub niebieskim.
* Dbaj o czytelność pisma i precyzję odpowiedzi.
* W zadaniach zamkniętych zaznacz prawidłową odpowiedź, wstawiając znak X we właściwym miejscu.
* Jeżeli się pomylisz, błędne zaznaczenie otocz kółkiem i zaznacz znakiem X inną odpowiedź.
* Oceniane będą tylko te odpowiedzi, które umieścisz w miejscu do tego przeznaczonym.
* Do każdego numeru zadania podana jest maksymalna liczba punktów możliwa do uzyskania za prawidłową odpowiedź.
* Pracuj samodzielnie. Postaraj się udzielić odpowiedzi na wszystkie pytania.
* Nie używaj korektora. Jeśli pomylisz się w zadaniach otwartych, przekreśl błędną odpowiedź
i wpisz poprawną.
* Korzystaj tylko z przyborów i materiałów określonych w regulaminie konkursu.

 ***Powodzenia***

Maksymalna liczba punktów - 100

Liczba uzyskanych punktów - …..

Imię i nazwisko ucznia: …………………………………………..……………
 wypełnia Komisja Konkursowa po zakończeniu sprawdzenia prac

Podpisy członków komisji sprawdzających prace:
………………………………………………….. ……………….……………
 (imię i nazwisko) (podpis)
………………………………………………….. ……………….……………

Zadanie I (0-10)

Przeczytaj poniższy tekst i zdecyduj czy zdania (1-10) są prawdziwe (TRUE) czy fałszywe (FALSE). Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**Graffiti**

Graffiti is almost as old as the human kind. In prehistoric times, people in Africa and Europe used to paint pictures of animals and people in caves. Graffiti has been found on buildings at ancient sites in Greece, Italy, Syria and Iraq. In the Roman town of Pompeii, archaeologists have found numerous examples of graffiti written in Latin. These include religious, political and romantic messages, and even some magic spells.

Modern graffiti seems to have really taken off in New York in the 1970s, when people began writing their names, or ‘tags’, on buildings all over the city. In the mid-1980s it was sometimes hard to see anything through a subway car window, because the trains were completely covered in spray paintings known as ‘masterpieces’. Present-day graffiti can vary from a small “tag”, which is someone’s name written on a wall, to a very large mural, which covers a whole wall. In the early days, the ‘taggers’ were part of street gangs who were concerned with marking their territory. They worked in groups called ‘crews’, and called what they did ‘writing’.

Art galleries in New York developed an interest in graffiti as an art form in the early seventies and recently, there has been a growing recognition of its value. There have been major exhibitions of street art in galleries in Paris, London and Los Angeles. The American artist Elura Emerald organised a street art exhibition at a New York gallery in 2008. She defended street artists, saying 'artists who paint on the street are merely expressing themselves, not hurting anyone. They should be appreciated and celebrated'.

The debate over whether graffiti is art or vandalism is still going on. Many city councils complain about the high cost of cleaning graffiti off buildings, buses and trains. In countries such as the UK or Colombia graffiti is considered a criminal activity and people caught decorating public property can be fined or put to jail. On the other hand, some cities provide “free walls” where graffiti artists are welcome to paint and write. Felix, a member of the Berlin-based group Reclaim Your City, says that artists are reclaiming urban spaces for the public from advertisers, and that graffiti represents freedom and makes cities more vibrant. What’s more, lots of young people all over the world believe that if there is a blank wall then the artist has the right to decorate it with graffiti.

Remarkably, despite the fact that most street artists prefer to remain anonymous, for others graffiti has often been a springboard to international fame. Jean-Michel Basquiat began spraying the streets in the 1970s before becoming a respected artist in the ’80s. Blek le Rat started out painting rats on the walls of his home city, Paris. Nowadays, he paints pictures of homeless people in big cities to make the society think about the problem of homelessness as well as other social issues. And finally, there is the mysterious British artist Banksy, who has achieved international fame by producing complex works with stencils, often making political or humorous points. Nowadays some of Banksy’s works are sold by galleries for hundreds of thousands of dollars.

adapted from <https://learnenglishteens.britishcouncil.org/study-break/graded-reading/upper-intermediate-b2-graded-reading/graffiti-street-art-b2>

1. Images of people and animals have been found painted on the walls of Pompeii.
2. Graffiti, as we know it, became popular in the 1980s.
3. At first, contemporary graffiti was closely associated with gang culture.
4. Art galleries in many big cities are happy to present street art.
5. Elura Emerald believes graffiti is generally harmful.
6. Many city councils complain about street art because removing graffiti from walls is expensive.
7. Young street artists reckon they don’t need to seek permission to use people’s walls for canvases.
8. Few street artists pay attention to keeping the appearance of mystery.
9. Blek le Rat, with his art, wants to draw people’s attention to contemporary social problems.
10. Banksy’s works often comment on current political situation.

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| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
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Zadanie II (0-10)

Przeczytaj poniższe wypowiedzi (A – D) po czym dopasuj mówców do wypowiedzi (1-10). Za każdą prawidłową odpowiedź otrzymasz jeden punkt.

**Superpowers for a super life?**

**A**

If we boasted the superhuman ability to fly, we would no longer need to worry about plunging from balconies or tumbling out of trees. It would also have a significant impact on urban architecture as buildings could soar with no lifts, except when transporting heavy loads. In addition to the potential change in city landscapes, dwellings on the sides of steep cliffs and hills would become more accessible, therefore making them more affordable. On the question of immortality, an obvious drawback would be the strain on the Earth’s resources due to overpopulation. It is also difficult to predict how food supplies would stand up to such a challenge.

**B**

It would be great if we all possessed superhuman speed like the Marvel hero Quicksilver, because we’d be able to stay in bed until the last possible moment without running the risk of being late for school or work. However, the sceptics among us put forward the idea that moving at such speed would ignite our shoes and leave a blaze which would disintegrate everything behind us. This is aside from being blinded by bugs, birds or dirt that happen to get in our path. One superpower I’m not convinced by is immortality. Human existence would become relentlessly monotonous and tedious – a real-life Groundhog Day. Furthermore, any once-in-a-lifetime experiences would completely lose their value. I must admit, I’m intrigued to know to what extent our perception of time would change. As it is, time appears to pass more quickly as we age, but what would happen if we lived for eternity?

**C**

There are obvious advantages to humans being able to fly, such as a huge reduction in traffic congestion and pollution, not to mention more affordable travel expenses. Needless to say, it would not be without its complications. With the entire population racing around above the ground, some degree of air traffic control would be required to keep chaos at bay. However, we would be at even greater risk if we were able to run at superspeed. Not only would we destroy everything in our path but direct collisions with objects or other people would undoubtedly be fatal. Looking on the bright side, perhaps with so many of us being killed on impact, overpopulation from immortality wouldn’t be so likely.

**D**

In my view, being able to fly would pose a security threat at both national and international level. Border protection would become a major concern and countries would constantly need to patrol their airspace. It would be more difficult to protect individual properties too, which could increase the risk of burglary and personal safety. Air traffic control would be inevitable in towns and cities to bring some order to the skies. With regard to immortality, there is no question it would exhaust the planet of its resources and the prospect of living in increasingly overcrowded conditions is far from appealing for most. My superpower of choice would be the ability to move at superhuman speed. With the necessary face and head protection to keep us intact, delayed arrivals would become a thing of the past.

based on <https://learnenglishteens.britishcouncil.org>

**Which person:**

* thinks immortality could use up Earth’s resources? 1.\_\_\_\_\_\_ 2.\_\_\_\_\_\_
* is curious about the consequences of being immortal? 3.\_\_\_\_\_\_
* points out the need for additional control connected with the ability to fly? 4.\_\_\_\_\_\_
 5.\_\_\_\_\_\_
* thinks that superspeed would have positive impact on people’s punctuality? 6.\_\_\_\_\_\_
 7.\_\_\_\_\_\_
* has a rather negative view of possessing superspeed? 8.\_\_\_\_\_\_
* mentions the possible boredom connected with immortality? 9.\_\_\_\_\_\_
* talks about the potential impact of the superpower on accommodation prices? 10.\_\_\_\_\_\_

Zadanie III (0-10)

Przeczytaj zdania (1-10). Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie z luką tak, aby precyzyjnie oddać sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów. W każdą lukę może wpisać maksymalnie 6 wyrazów, wliczając w to wyraz już podany. Formy skrócone (np. mustn’t, isn’t) są liczone jako jedno słowo. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. The car didn’t start, so Tina didn’t drive me to my ballet lesson. **HAD**

If the car \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me to my ballet lesson.

2. He was offered a promotion but he decided not to take it in the end. **TURNED**

He was offered a promotion but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the end.

3. He plays chess as well as football. **ONLY**

Not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ also football.

4. „I’m sorry, Sir, but these T-shirts have been sold out.” **LEFT**

“I’m sorry, Sir, there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

5. Linda thought it would be a great idea to visit the ZOO. **FAVOUR**

Linda was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the ZOO.

6. Lucas is always criticising his friends. **TENDENCY**

Lucas has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his friends.

7. We promised to say goodbye to them at the airport. **SEE**

We promised \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the airport.

8. It’s my fault that we lost the game. **BLAME**

I’m \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ losing the game.

9. If I were you, I wouldn’t buy such an expensive car. **WORTH**

In my opinion, it’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such an expensive car.

10. I wish I had gone to the theatre more often when I was younger. **HAVING**

I regret \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the theatre more often when I was younger.

Zadanie IV (0-10)

Uzupełnij luki odpowiednią formą wyrazu utworzonego od wyrazu podanego w ramce. Wymagana jest pełna poprawność ortograficzna wpisywanych słów. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**FOMO**

Everybody knows the 1.\_\_\_\_\_\_\_\_\_ (**IMPORTANT**) of getting a good night’s sleep, especially when you’re a student. Unless you sleep well, you are 2.\_\_\_\_\_\_\_\_\_ (**ABLE**) to do your best and keep up with all your 3.\_\_\_\_\_\_\_\_ (**RESPONSIBLE**). The first thing is going to bed at a 4.\_\_\_\_\_\_\_\_\_ (**REASON**) hour and most experts agree that the optimum length of sleep is eight hours. And yet, despite this common 5.\_\_\_\_\_\_\_\_\_ (**AWARE**), teenagers all over the world get less and less sleep.

A recent study conducted among almost one thousand Welsh schoolgoers has identified a new worrying trend – FOMO, or fear of missing out. One way it manifests itself is through waking up in the middle of the night to check the 6.\_\_\_\_\_\_\_\_\_ (**SOCIETY**) media in order not to miss a comment or the opportunity to be involved in a chat.
Almost 25% of the 7.\_\_\_\_\_\_\_\_\_ (**PARTICIPATE**) admitted not getting enough sleep on a 8.\_\_\_\_\_\_\_\_\_ (**DAY**) basis due to the need to stay in touch with your online life, and a third reported constant 9.\_\_\_\_\_\_\_\_\_ (**TIRED**). What is more, it was found that the students who use social media during the night seem to be more likely to suffer from depression and 10.\_\_\_\_\_\_\_\_\_ (**ANXIOUS**).

So, be brave and switch off. You may find you haven’t missed out on anything and gained a lot.

based on <https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2/fomo>

Zadanie V (0-5)

Uzupełnij luki w każdej trójce zdań (1-5) tym samym wyrazem, tak by zachować poprawność gramatyczną, ortograficzną i logiczną. Wpisywane słowo musi mieć taką samą formę we wszystkich trzech zdaniach. Punkt 0 został podany jako przykład.

0. \_\_\_\_ **MAKE** \_\_\_\_

 I need to \_\_\_ **MAKE** \_\_\_\_ the bed every morning.
 Frank’s dream job would be the one where he could \_\_\_\_ **MAKE** \_\_\_\_ a difference.
 What’s the \_\_\_\_ **MAKE** \_\_\_\_ of your new car?

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

 My sister really doesn’t like Jim. He’s so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and unfriendly.
 Karen’s dad is so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_! He never gives her any money when we go out.
 I don’t know what these words \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so I’ll look them up in a dictionary.

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

 This tree must be really old. It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is at least a metre wide.
 The pirate’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was full of gems, gold and other treasures.
 Elephant’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ helps it drink water and lift things.

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

 I’ve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into many friends since the lockdown was lifted.
 We’ve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of cereal. Can you get some when you’re at the shop?
 We always go for a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ around the park on Saturday mornings.

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

 If the princess kisses the frog, will it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into a handsome prince?
 To get to the station, you must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ left at the next traffic lights.
 Can you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the volume up? I can’t hear a thing.

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

 I couldn’t see anything because there was no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the room.
 I’ll \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the candles and you set the table for dinner.
 I’ve only brought a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ jacket with me so I’m freezing.

Zadanie VI (0-10)

Uzupełnij poniższe zdania (1-10) wyrazami z ramki, tak aby otrzymać logiczne i poprawne językowo wypowiedzi. Cztery słowa podane są dodatkowo i nie pasują do żadnego zdania. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

REHEARSAL SLAMMED TACKLE STROLLING TRYOUTS

 VACCINATE PASSED INAPPROPRIATE INJECTION

UNFASTEN CONSERVATION DASH UNLOCK SAVINGS

1. I love \_\_\_\_\_\_\_\_\_\_\_\_\_ along the beach without any hurry on summer evenings.

2. My family \_\_\_\_\_\_\_\_\_\_\_\_\_ against the flu every year.

3. The last \_\_\_\_\_\_\_\_\_\_\_\_\_ before the opening night of the new show was a disaster.

4. Make sure the ride comes to a full stop before you \_\_\_\_\_\_\_\_\_\_\_\_\_ your seatbelts.

5. You should \_\_\_\_\_\_\_\_\_\_\_\_\_ mechanical problems first.

6. The government has \_\_\_\_\_\_\_\_\_\_\_\_\_ some new traffic laws.

7. The new elephant \_\_\_\_\_\_\_\_\_\_\_\_\_ project will be opened in Kenya next year.

8. Lee left the room and \_\_\_\_\_\_\_\_\_\_\_\_\_ the door angrily.

9. She said she had to \_\_\_\_\_\_\_\_\_\_\_\_\_ to catch the last bus.

10. This film is \_\_\_\_\_\_\_\_\_\_\_\_\_ for children under the age of 7.

Zadanie VII (0-10)

Uzupełnij luki (1 -10) jedną z podanych możliwości (A, B, C lub D) tak aby otrzymać zdania poprawne pod względem gramatycznym i logicznym. Za każdą prawidłową odpowiedź otrzymasz 1 punkt.

1. By the time we get to the theatre, the show \_\_\_\_\_\_\_\_\_.

A. had already started

B. will have already started

C. is already starting

D. has already started

2. No sooner \_\_\_\_\_\_\_\_\_ the storm broke out.

A. they had started the match than

B. had they started the match when

C. they started the match when

D. had they started the match than

3. You must call me the moment he \_\_\_\_\_\_\_\_\_.

A. will get home

B. gets home

C. got home

D. is getting home

4. It’s high time you \_\_\_\_\_\_\_\_\_ the real story.

A. told

B. tell

C. will tell

D. would tell

5. Mike \_\_\_\_\_\_\_\_\_ to Spain before last holidays.

A. has never gone

B. has never been

C. had never been

D. never went

6. \_\_\_\_\_\_\_\_\_ he lives in Mexico, he can’t speak any Spanish.

A. As

B. In spite of

C. Despite

D. Although

7. Gaile \_\_\_\_\_\_\_\_\_ her children vaccinated against flu next week.

A. has got

B. is having

C. will be

D. is

8. If he had a different attitude to work, he \_\_\_\_\_\_\_\_\_ the promotion last year.

A. would have got

B. would get

C. would be given

D. will get

9. I wish I \_\_\_\_\_\_\_\_\_ so much homework for the weekend. Now I can’t go to the party.

A. had been given

B. hadn’t been given

C. don’t have

D. had had

10. These animals are pretty rare! Seldom \_\_\_\_\_\_\_\_\_ them in the wild these days.

A. did we see

B. we can see

C. do we see

D. we will see

Zadanie VIII (0-10)

W podanych zdaniach (1-10) zamień wytłuszczoną część jednym z idiomów (a-l). Odpowiedzi wpisz w odpowiednie miejsce w ramce. Za każdą prawidłową odpowiedź otrzymasz 1 punkt. Dwa idiomy zostały podane dodatkowo i nie pasują do żadnego ze zdań.

1. Sonia was **incredibly happy** when she heard the news of her sister’s engagement.
2. Our headmaster is really strict and all the students have to **follow the rules**.
3. Bob’s spent too much money and he is **in debt**.
4. I’m not sure where I’ve heard the name but it **seems familiar**.
5. Despite all his troubles, Josh slept **really well**.
6. **Occasionally**, Melanie takes a train to school.
7. Henry was a bit **unwell** so he didn’t go to kindergarten.
8. That new phone costs **too much**. I will never be able to afford it.
9. I know changing schools can be difficult but there is a **good part** – you won’t have lessons with Ms Brown anymore.
10. Thanks for inviting me, but ballet isn’t **something I like**.
11. when pigs fly
12. over the moon
13. my cup of tea
14. like a log
15. an arm and a leg
16. rings a bell
17. silver lining
18. once in a blue moon
19. in the red
20. like a judge
21. under the weather
22. toe the line

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Zadanie IX (0-10)

Dopasuj imiona i nazwiska osób (1-10) do opisu ich aktywności zawodowej i społecznej (A-L). Dopisz przy konkretnej osobie odpowiednią literę. Dwa opisy zostały podane dodatkowo i nie pasują do żadnej osoby. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. Maya Angelou
2. John F. Kennedy
3. David Attenborough
4. Neil Armstrong
5. Hilary Clinton
6. Jane Austen
7. Alan Turing
8. Rosa Parks
9. Paul McCartney
10. Julie Andrews
11. a British scientist and mathematician who broke the Enigma code during World War II;
12. a British actress, singer and dancer, best known for her roles in *Mary Poppins* and *Sound of Music;*
13. an English singer – songwriter and a key member of the Beatles;
14. a US President who played a role in diffusing the Cuban missile crisis and the threat of nuclear war;
15. an English broadcaster and wildlife presenter;
16. a US pilot and astronaut who was one \of the first men to land and walk on the moon;
17. a British novelist and the author of Pride and Prejudice;
18. a US politician, former Secretary of State and one of the first women to run for the office of US President;
19. an African American civil rights activist who greatly influenced the movement to end racial segregation in the US;
20. American campaigner against slavery and the author of the novel Uncle Tom’s Cabin;
21. a winner of Nobel Prize for Literature and one of America’s leading female contemporary poets and novelists;
22. an English theoretical physicist, cosmologist and author.

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Zadanie X (0-15)

Dla każdego z poniższych pytań (1-15) wybierz jedną prawidłową odpowiedź (A, B, C lub D). Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1. Which city is the capital of New Zealand?

A. Auckland

B. Wellington

C. Queenstown

D. Christchurch

2. Which of the film series was almost entirely shot on location in New Zealand?

A. the Mad Max series

B. the Star Wars series

C. the Harry Potter series

D. the Lord of the Rings series

3. What is the name of the indigenous (native) people of New Zealand?

A. the Aborigines

B. the Mohawk

C. the Maori

D. the Walla Walla

4. Which animal is the symbol of New Zealand?

A. kiwi

B. kakapo parrot

C. platypus

D. porcupine

5. What are Waitomo Caves, NZ famous for?

A. They get completely flooded during rain fall.

B. They used to be gold mines,

C. They are lit by glow worms.

D. Their walls are made entirely of ice.

6. Where is “the pink lake” – Lake Hiller located?

A. Middle Island, Western Australia

B. South Island, New Zealand

C. North Island, New Zealand

D. Tasmania, Australia

7. Which of these animals can only be seen in Australia?

A. kiwi

B. dingo

C. ostrich

D. crocodile

8. In the suburbs of which Australian city is Bondi beach, home of surfing, brunch and leisure, located?

A. Melbourne

B. Brisbane

C. Sydney

D. Perth

9. Which town where many residents live underground is the world’s opal mining capital and one of Australia’s biggest tourist attractions?

A. Kalgoorlie – Boulder

B. Alice Springs

C. Cairns

D. Coober Pedy

10. What is the highest peak of Australia?

A. Uluru

B. Mount Kosciuszko

C. Rams Head

D. Mount Townsend

11. Which of these is NOT located in Canada?

A. Klondike

B. Prince Edward’s Island

C. the Blue Mountains

D. Nunavut

12. Which vibrant and modern city is the capital city of Canada?

A. Vancouver

B. Edmonton

C. Montreal

D. Ottawa

13. Which of these lakes is NOT a part of the Great Lakes on the border of the United States and Canada?

A. Lake Superior

B. Lake Ontario

C. Lake Erie

D. Lake Winnipeg

14. Which of these cities is located on the north-west bank of Lake Ontario and is Canada’s cultural and economic centre, and is also the home of one of the most recognizable Canadian landmarks – the CN Tower?

A. Winnipeg

B. Montreal

C. Toronto

D. Calgary

15. Which of these Canadian provinces has the highest concentration of native French speakers?

A. Ontario

B. Yukon

C. Quebec

D. Newfoundland

**BRUDNOPIS**