

KONKURS PRZEDMIOTOWY Z JEZYKA ANGIELSKIEGO

dla uczniów szkół podstawowych w roku szkolnym 2020/2021

Etap rejonowy

11.03.2021 r.

Na wykonanie wszystkich zadań przeznaczona jest **90 minut**.

Zadanie 1. (max 15 pkt)	Zadanie 2. (max 7 pkt)	Zadanie 3. (max 12 pkt)	Zadanie 4. (max 15 pkt)	Zadanie 5. (max 11 pkt)	Razem (max 60 pkt)

I. Przeczytaj uważnie poniższy tekst, a następnie wybierz, zakreślając kółkiem, jedną z czterech propozycji (a, b, c, d) uzupełnienia luk (od 1. do 15.) w poniższych zdaniach.

Punkt (0) stanowi przykład.

(0-15 pkt)

Wearing fashionable clothes can be bad for you! This may surprise you, but it is (0) _____ that some clothes can cause a (1) _____ of problems. Do you find this (2) _____ to believe? Well, researchers have discovered that following the latest fashion (3) _____ can be unhealthy. For example, if you (4) _____ a scarf or tie too tightly, it increases your blood pressure. Tight jeans and trousers, short skirts and even sensible (5) _____ shoes may all cause (6) _____.

Experts say that things we wear can also (7) _____ to stomach problems, rashes, backache and painful feet. Yet how can we explain this? Very tight clothes can (8) _____ people moving naturally, and this is not good for you. If you wear trousers or skirts that are too tight around the waist, then your stomach does not have (9) _____ to expand after you have eaten, and this can cause stomachache. Rashes can be caused by an allergic (10) _____ to synthetic material. And last, but not (11) _____ – wearing shoes with high (12) _____ can lead to foot and back problems. Even practical shoes can cause backache if they don't (13) _____ you properly.

So is it worth being at the (14) _____ of fashion? I think that we will all continue to (15) _____ that risk!

0. **A.** said B spoken C talked D explained

- | | | | |
|-----------------|---------------|-------------|--------------|
| 1. A variety | B group | C bundle | D collection |
| 2. A puzzling | B complicated | C complex | D difficult |
| 3. A directions | B trends | C changes | D cultures |
| 4. A fasten | B fix | C tie | D install |
| 5. A flat | B level | C smooth | D even |
| 6. A complaints | B conditions | C illnesses | D sickness |
| 7. A move | B lead | C go | D grow |
| 8. A prevent | B avoid | C block | D check |
| 9. A extent | B area | C place | D room |
| 10. A reply | B response | C reaction | D return |
| 11. A final | B least | C end | D terminal |
| 12. A heels | B toes | C soles | D laces |
| 13. A shape | B match | C suit | D fit |
| 14. A top | B height | C peak | D summit |
| 15. A have | B get | C take | D catch |

II. Przeczytaj uważnie poniższy tekst. W punktach 1-7 wybierz, zakreślając kółkiem, jedną z czterech propozycji (a, b, c, d) zakończenia zdań bądź odpowiedzi na pytanie odnoszące się do treści tekstu.

(0-7 pkt)

In 1997, a group of twenty British women made history. Working in five teams with four women in each team, they walked to the North Pole. Apart from one experienced female guide, the other women were all ordinary people who had never done anything like this in their lives before. They managed to survive in an environment which had defeated several very experienced men during the same few spring months of that year. Who were these women and how did they succeed where others failed?

In the summer of 1995, an advertisement was put in several British newspapers: ‘Adventurers are being sought for the formation of an all-woman team to walk to the North Pole. Applications are invited from women of any age, background and occupation who are willing to put up with real pain and discomfort to achieve an important goal.’

Nearly one hundred women took part in the first selection weekend and then, after several training expeditions designed to weed out unsuitable applicants, twenty women were chosen. The youngest of these was twenty-one and the oldest fifty-one. In the group there was a mother of triplets, a teacher, a flight attendant, a policewoman and even a film producer.

They were a very mixed bunch but they all really wanted to take part in the venture and make it a success. Each of the women agreed to raise the £ 2500 needed for expenses and the airfare to Canada, where the expedition began. They also committed themselves to following an intensive physical training programme before leaving the UK so that they were fit enough to take part in the expedition without endangering their own or others’ lives.

The women set off as soon as they were ready. Once on the ice, each woman had to ski along while dragging a sledge weighing over 50 kilos. This would not have been too bad on a smooth surface, but for long stretches, the Arctic ice is pushed up into huge mounds two or three metres high and the sledges had to be hauled up one side and carefully let down the other so that they didn’t smash. The temperature was always below freezing point and sometimes strong winds made walking while pulling so much weight almost impossible. It was also very difficult to put up their tents when they stopped each night.

In such conditions the women were making good progress if they covered fourteen or fifteen kilometers a day. But there was another problem. Part of the journey was across a frozen sea with moving water underneath the ice and at some points the team would drift back more than five kilometres during the night. That meant that after walking in these very harsh conditions for ten hours on one day, they had to spend part of the next day covering the same ground again. Furthermore, each day it would take three hours from waking up to setting off and another three hours every evening to set up the camp and prepare the evening meal.

So, how did they manage to succeed? They realised that they were part of a team. If any one of them didn’t pull her sledge or get her job done, she would be jeopardising the success of the whole expedition. Any form of selfishness could result in the efforts of everyone else being completely wasted, so personal feelings had to be put to one side. At the end of their journey, the women agreed that it was mental effort far more than physical fitness that got them to the North Pole.

1. What was so extraordinary about the expedition?
 - A There was no one to lead it.
 - B The women did not have any men with them.
 - C It was a new experience for most of the women.
 - D The women had not met one another before.

2. What did the women who answered the advertisement have in common?
 - A They were about the same age.
 - B They had all suffered pain and discomfort.
 - C They all had plenty of money.
 - D They all wanted to achieve a goal.

3. What does **'these'** refer to in paragraph 3?
 - A all the applicants
 - B the training expeditions
 - C the women who went on the trip
 - D the unsuitable applicants

4. What did each woman have to do before the start of the expedition?
 - A visit Canada
 - B get fit
 - C learn to ski
 - D meet the other women

5. On the expedition, the women had to be careful to avoid
 - A falling over on the ice.
 - B being left behind.
 - C damaging the sledges.
 - D getting too cold at night.

6. It was difficult for the women to cover 15 kilometres a day because
 - A they got too tired.
 - B the ice was moving.
 - C they kept getting lost.
 - D the temperatures were too low.

7. What is the main message of the text?
 - A Motivation and teamwork achieve goals.
 - B Women can do anything they want.
 - C It is sometimes good to experience difficult conditions.
 - D Arctic conditions are very harsh.

III. Uzupełnij poniższe zdania. Liczba kresek jest równa liczbie liter brakującego wyrazu. Nie wolno zmieniać żadnej z podanych liter. Obowiązuje pełna poprawność zapisu.

(0-12 pkt)

1. There is no **j _ _ t _ _ c _ t _ n** for treating people so badly.
2. A special locking system means the door cannot be opened **a _ _ d _ t _ _ _ y**.
3. We apologize for any **_ n c _ _ v _ n _ _ _ c e** this problem may cause our customers.
4. He took a step **b _ _ k _ _ r _ s** to allow her to pass.
5. Children's television not only **e _ t _ _ _ _ i n s** but also teaches.
6. I've got a big purple **b _ _ i _ e** where I hit my leg against the corner of the table.
7. Could you do me a **_ a _ _ _ r** - would you feed my cat this weekend?
8. She **h _ _ _ t _ _ e d** a long time and then she said 'Yes'.
9. Forecasters say the gales may not be as bad as they **i _ _ t _ a _ _ y** predicted.
10. We took time to stop and **_ d _ i _ e** the view.
11. These are **_ a _ c _ y** songs that are easy to sing along to.
12. It can be difficult to **d _ t _ g _ _ _ h** between poisonous and edible mushrooms.

IV. Przeczytaj poniższy tekst. W niektórych liniijkach (1-9) występuje błąd – jedno zbędne słowo. Wpisz je w odpowiednim miejscu w kolumnie po prawej stronie (przykład 00). Jeśli dana liniijka nie zawiera zbędnego wyrazu, wpisz symbol √ (przykład 0).

(0-15 pkt)

0	<i>I lived in a very mysterious house at one stage when</i>	√
00	<i>I was a student. It was an old house that it had been</i>	it
1.	empty for a couple of months before that my college friends	
2.	and I moved in. The strange thing was that the people there	
3.	who had lived there before us they had left a lot of things	
4.	behind. There was some old furniture what they certainly	
5.	can't have wanted to keep and a few items of clothing, but the	
6.	most of that had to be thrown away. The strangest thing	
7.	was an old wooden box that I found out hidden under the bed	
8.	in one of the rooms. It was full of old letters that had all been	
9.	written by the same woman to her son, who he had apparently	
10.	been living in Sydney when he had received them. The letters	
11.	were all in neat bundles according to the date on when they	
12.	had been posted. I read all the letters and soon had a	
13.	picture in my mind of the woman who had written for them.	
14.	What I could not to understand was how her son could save her	
15.	letters and then leave them behind in the house like that.	

V. Wybierz, zakreślając kółkiem, jedną z czterech propozycji (a, b, c, d) uzupełnienia luk w poniższych zdaniach. (0-11 pkt)

1. No offence intended _____ I think you haven't understood the problem correctly.
 - a) when
 - b) as
 - c) if
 - d) but
2. I'm sure he only said those things _____.
 - a) to my annoyance
 - b) for annoying me
 - c) to annoy me
 - d) for annoy me
3. I benefited a great deal _____ taking that online training course.
 - a) from
 - b) for
 - c) with
 - d) off
4. The more I get to know him, the _____ I like him.
 - a) less
 - b) most
 - c) much
 - d) lesser
5. They live about _____ from here.
 - a) an hour of drive
 - b) a drive hour
 - c) an hour's drive
 - d) a drive of an hour
6. This time next year I won't be in Poland, _____ on a beach in Portugal.
 - a) I'll have lain
 - b) I'll be lying
 - c) I'll lie
 - d) I'm lying
7. Please come and see me _____ day you like.
 - a) every
 - b) some
 - c) all
 - d) any
8. Bob couldn't _____ a moustache to the photo of his Headmaster in the newspaper.
 - a) resist to add
 - b) resist from adding
 - c) resist adding
 - d) resist for adding
9. When I was young, I _____ interested in travelling abroad, but now that I am older I dream of exploring the four corners of the world.
 - a) didn't use to be
 - b) would be not
 - c) use not to be
 - d) wasn't being
10. Alison is sure that she saw a strange man _____ in her neighbour's garden on the night of the burglary.
 - a) be hidden
 - b) to hide
 - c) having hidden
 - d) hiding
11. I _____ first prize but for my parents' support and encouragement.
 - a) would win
 - b) wouldn't have won
 - c) won't win
 - d) hadn't won