

# **KONKURS PRZEDMIOTOWY Z JĘZYKA ANGIELSKIEGO**

**dla uczniów szkół podstawowych w roku szkolnym 2022/2023**

## **Zawody III stopnia**

**13.04.2023 r.**

Na wykonanie wszystkich zadań przeznacza się **90 minut.**

Zadanie 1. (max 9 pkt.)	Zadanie 2. (max 6 pkt.)	Zadanie 3. (max 10 pkt.)	Zadanie 4. (max 8 pkt.)	Zadanie 5. (max 7 pkt.)	Razem (max 40 pkt.)

**I. Uzupełnij poniższe zdania. Liczba kresek jest równa liczbie brakujących liter w wyrazie. Nie wolno zmieniać żadnej z podanych liter.**

(0-9 pkt.)

1. The pearls she's wearing are not genuine. They are **a\_ \_ i\_ \_ \_ i\_ \_ \_**.
2. If you make an assumption that something is true or will happen, you accept that it is true or will happen, often without any real **p\_ \_ \_ f**.
3. Those two trees mark the boundary of our **p\_ \_ \_ e\_ \_ \_ y**. No trespassing!
4. This year's results are **v\_ \_ t\_ \_ a\_ \_ \_ y** the same as last year's.
5. The roof, unable to **s\_ \_ t\_ \_ n** the weight of all the snow, collapsed.
6. The dollar continues to **s\_ r\_ n\_ \_ \_ \_ n** against the yen.
7. **\_ t\_ \_ t\_ \_ \_ t\_ \_ s** show that far more people are able to ride a bicycle than can drive a car.
8. There is no **\_ \_ m\_ \_ \_** for this type of vehicle, so the production has been stopped.
9. This information is no longer **r\_ \_ t\_ \_ \_ ed** within the computer's main memory.

**II. Przeczytaj uważnie poniższy tekst, z którego usunięto sześć fragmentów. Do każdej z luk w tekście (od 1. do 6.) dopasuj jeden z fragmentów znajdujących się na sąsiedniej stronie (od A do G), tworząc spójną całość. W każdym przypadku wpisz jego symbol literowy w odpowiednią lukę (1-6). Jeden z fragmentów nie pasuje do żadnej z luk.**

(0-6 pkt)

There are few aspects of working life which don't involve listening and talking to others. Conversation is used to form and maintain relationships, give and take instructions, seek and impart information, and provide and get feedback.

However, conversation is much more than an exchange of words. We are not logic machines but are influenced by our emotions. Consequently, how something is said can be just as influential as what is said. What a listener hears and understands is influenced by prior knowledge, situation, timing and the speaker's choice of vocabulary, intonation and body language.

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

If a conversation is to work, each person must have the opportunity to express their opinion, make their thoughts and feelings clear, and to be listened to seriously. None of us likes to be lectured to, patronized, put down, not given proper attention, denied a chance to finish, or have our opinions ignored or trivialized.

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

If we bounce a new idea off a colleague trying to finish a report against a deadline, ask someone to discuss a staff appraisal ten minutes before they go into a client meeting, or raise a sensitive personal issue in front of others, this will rarely lead to a constructive dialogue.

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

The person initiating the conversation also needs to engage the attention of the other. The most effective way is to start with the main point one wishes to make or to state the reason for the conversation. It is easier for the listener to focus their mind if they know roughly what's coming.

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

Don't go on at length without giving the other person the chance to respond. If the subject is complex, you need to know the listener has fully understood what has been said. It can help to ask if you have made yourself clear and how they see things. There are a number of signals which will tell you that you have gone on too long and are losing attention — such as impatient glances at a wall clock or wrist watch, eyes wandering.

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

Sometimes they are seeking clarification or have spotted a factual error. But if the point is relatively trivial, or they have anticipated something you were going to say, you can quickly get back to your main thread by saying 'that's a good point which I'll be coming to in a moment'. How you handle a potential interruption can weaken or strengthen the value of a conversation, as indeed can your method of dealing with difficult topics — such as giving a reprimand, rejecting a colleague's proposal, chasing a late payment or delivery, or explaining an unfavourable assessment.

6. \_\_\_\_\_

Facial expression and body language of both speaker and listener contribute to the conversation. Although one can hide the truth in what one says, it is very hard to control one's face or body language. Most people can sense whether someone is being honest in their opinions and feelings. So, to maintain trust, it is better to be honest both in what one says and in giving feedback to what is said.

We all make mistakes during conversation. Consequently, we should be tolerant, curbing our impatience, annoyance, or irritation at the failings of others, and work with them to achieve a constructive outcome.

**A** It may be irritating if the other person wants to interrupt while you are in the middle of a complicated explanation. But, having decided they want to say something, they will not give you their full attention until they have said it. Rather than show impatience, it is better to stop, invite their contribution and give them your full attention than to try and continue regardless.

**B** We need to create the right climate for conversation. Those involved should be free to talk and not preoccupied with something else. And there should be no needless distractions. The person initiating a conversation should ask, 'Is this a good time to talk about ... or would you prefer me to come back later?'

**C** In cases such as these, although you may be telling people things they don't want to hear, respect their feelings. Whenever possible avoid the language of blame. Blame leads to resentment and hostility. If you want co-operation and a change in behaviour, avoid attack. It is better to say: 'we have a problem' than 'you have a problem', and ask 'how are we going to solve it?' rather than 'what are you going to do about it?'

**D** The high-stress office culture of today seems to be based on a culture of long working hours and little or no time for social activity. However, that environment is going to change. Pleasure will become as important as business. This will have a positive effect on families. People will have increased leisure time, lower stress levels. And enhanced communication between family members will lead to fewer marital breakdowns.

**E** Although the importance of 'oral communication skills' in the workplace is highly publicized, this phrase suggests that it is talking rather than listening that is important. However, most people want a genuine two-way exchange in which both feel they are being heard and understood. So it is perhaps better to think of 'conversation skills'.

**F** If you have lots of ideas to put over, it helps to list them and organize them into a logical sequence beforehand. People generally grasp facts and specific information more easily than generalizations. However, the facts and information must be relevant to the main argument. Do not overload the listener. Moreover, because the listener is having to absorb each statement while listening to the next, brief but regular pauses can help comprehension.

**G** Few people, except tyrants and bullies, do these things consciously to others. However, most of us are guilty of some of them from time to time, perhaps because we have other things on our mind, we have been approached at an awkward moment, or we are tired and impatient.

**III. Przeczytaj poniższy tekst. W niektórych linijkach (1-10) występuje błąd – jedno zbędne słowo, które powoduje, że zdanie jest niepoprawne. Wpisz je w odpowiednim miejscu w kolumnie po prawej stronie (przykład 0). Jeśli dana linijka nie zawiera zbędnego wyrazu, wpisz symbol √ (przykład 00).** (0-10 pkt.)

**Przykład:**

0	<b><i>SHOPPING on the Internet was condemned yesterday so as too troublesome, too</i></b>	<b><i>so</i></b>
00	<b><i>expensive, and too slow by a Trading Standards Institute report which revealed that</i></b> <b><i>the consumer e-commerce is not living up to its reputation.</i></b>	<b><i>√</i></b>

1.	More than a third of Internet shoppers experienced such late deliveries, wrong orders,	
2.	and companies that had disappeared with their money, the report said. Problems	
3.	that included a firm which took credit card details from customers then vanished, a national	
4.	flower delivery chain which took away payments but did not deliver the bouquets, and	
5.	a company which charged £10 to dispatch a computer mouse 15 miles away.	
6.	Other of websites were accused of offering goods or services that did not live up to	
7.	their advertising. They included an 'idyllic' beach resort that did not mention which it was	
8.	beside a lorry park and had been severely damaged by a hurricane. A Trading	
9.	Standards Institute spokesperson said many large and well-known businesses	
10.	were delivered a disappointing level of service.	

**IV. Wybierz, zakreślając kółkiem, jedną z czterech propozycji (a, b, c, d) uzupełnienia luk w poniższych zdaniach.** (0-8 pkt.)

1. I'm very happy \_\_\_\_\_ in India. I really miss being there.
  - a. to live
  - b. to have lived
  - c. to be lived
  - d. to be living
  
2. They didn't reach an agreement \_\_\_\_\_ their differences.
  - a. on account of
  - b. due
  - c. because
  - d. owing
  
3. I cannot understand why he suggested \_\_\_\_\_ earlier.
  - a. his friends leaving
  - b. to his friends that they should leave
  - c. his friends they should leave
  - d. his friends to leave
  
4. She's listening to him \_\_\_\_\_ the story of his life.
  - a. telling
  - b. to tell
  - c. and telling
  - d. and is telling
  
5. "He went to the barber yesterday, as he does every month." "Oh, I see, he simply \_\_\_\_\_ there."
  - a. gets cut his hair
  - b. has his hair cut
  - c. makes his hair cut
  - d. cuts his hair
  
6. I recommend getting there with plenty of time. \_\_\_\_\_, we might not get good seats.
  - a. Otherwise
  - b. On the contrary
  - c. Furthermore
  - d. On the other hand
  
7. I must warn you I am not used to \_\_\_\_\_ so rudely.
  - a. speak
  - b. being spoken to
  - c. speak to me
  - d. be spoken to
  
8. She had \_\_\_\_\_ she didn't in fact need a shawl.
  - a. such a long hair that
  - b. such a long hair and
  - c. such long hair that
  - d. so long a hair that

V. Uzupełnij luki w zdaniach (1-10), tłumacząc podane w nawiasach fragmenty zdań w języku polskim na język angielski. Uzupełnione zdania muszą być w pełni poprawne pod względem logicznym i gramatycznym. (0-7 pkt.)

**Punkt (0) stanowi przykład.**

**Przykład:** We'll come to the workshops on \_\_\_\_\_ *condition* \_\_\_\_\_ that we're not told to stay in the firm till the evening. (**pod warunkiem**)

1. Do you remember Susan? The girl \_\_\_\_\_ we wrote that funny song. (**dla której**)
  
2. \_\_\_\_\_ to him seriously. He is so irresponsible. (**Najwyższy czas, żeby ktoś porozmawiał**)
  
3. You \_\_\_\_\_ another big bottle of juice. We already have three.  
**(niepotrzebnie kupowałeś)**
  
4. We moved the furniture to the other room, \_\_\_\_\_ brother could start painting. (**żeby mój brat**)
  
5. I don't know \_\_\_\_\_ : Mike or his sister. (**kto ma rację**)
  
6. He will never agree \_\_\_\_\_ less than his colleagues. (**żeby mu płacono**)
  
7. It's only a meeting and you're dressed \_\_\_\_\_ to a wedding!  
**(jakbyś szła)**