

# KONKURS PRZEDMIOTOWY Z JĘZYKA ANGIELSKIEGO

dla uczniów szkół podstawowych

Zawody rejonowe

6.03.2024 r.

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

Zadanie 1. (max 10 pkt)	Zadanie 2. (max 8 pkt)	Zadanie 3. (max 14 pkt)	Zadanie 4. (max 15 pkt)	Zadanie 5. (max 14 pkt)	Razem (max 61 pkt)

**I. Uzupełnij poniższe zdania, wpisując w lukę odpowiednią formę wyrazu utworzonego od słowa podanego pod tekstem (1-10). Uzupełnienie (0) stanowi przykład.** (0-10 pkt)

## *An ancient tree*

In Totteridge, in north London, there is a yew tree estimated to be between 1,000 and 2,000 years old. This tree, however, is a mere youngster in (0) comparison with others of the species. The record in the UK is held by a yew in Scotland that is thought to be between 4,000 and 5,000 years old. However, such trees are becoming (1) \_\_\_\_\_ rare and the Totteridge specimen was considered of (2) \_\_\_\_\_ importance to be named in 1999 as one of the 41 'great trees' in London. Like many yews, the Totteridge tree (3) \_\_\_\_\_ predates the buildings around it and its exact age is unknown. The Totteridge tree needs little (4) \_\_\_\_\_. Some of its outer branches hang down so low that they have taken root. But this is part of the tree's natural architecture and contributes to its (5) \_\_\_\_\_ in high winds. With the best of (6) \_\_\_\_\_ ancient yew sites are often tidied up with no benefit to the tree. Dead branches are not (7) \_\_\_\_\_ shed by the tree and their wood harbours a multitude of insects, an inseparable part of the old tree's natural (8) \_\_\_\_\_. Something of the tree's history is lost with the (9) \_\_\_\_\_ of dead wood. After all, the decaying, twisted and (10) \_\_\_\_\_ parts give the tree character.

## **0 COMPARE**

- 1. INCREASE**
- 2. SUFFICE**
- 3. DOUBT**
- 4. MAINTAIN**
- 5. STABLE**
- 6. INTEND**
- 7. READY**
- 8. DIVERSE**
- 9. REMOVE**
- 10. ATTRACT**

**II. Przeczytaj uważnie poniższy tekst – fragment autobiografii. W punktach 1-8 wybierz, zakreślając kółkiem, jedną z czterech propozycji (a, b, c, d) zakończenia zdań bądź odpowiedzi na pytanie odnoszące się do treści tekstu.**

(0-8 pkt)

My new home was a long way from the centre of London but it was becoming essential to find a job, so finally I spent a whole morning getting to town and putting my name down to be considered by London Transport for a job on the tube. They were looking for guards, not drivers. This suited me. I couldn't drive a car but thought that I could probably guard a train, and perhaps continue to write my poems between stations. The writers Keats and Chekhov had been doctors. T.S. Eliot had worked in a bank and Wallace Stevens for an insurance company. I would be a tube guard. I could see myself being cheerful, useful, a good man in a crisis. Obviously I would be overqualified but I was willing to forget about that in return for a steady income and travel privileges — those latter being particularly welcome to someone living a long way from the city centre.

The next day I sat down, with almost a hundred other candidates, for the intelligence test. I must have done all right because after half an hour's wait I was sent into another room for a psychological test. This time there were only about fifty candidates. The examiner sat at a desk. You were signalled forward to occupy the seat opposite him when the previous occupant had been dismissed, after a greater or shorter time. Obviously the long interviews were the more successful ones. Some of the interviews were as short as five minutes. Mine was the only one that lasted a minute and a half.

I can remember the questions now: 'Why did you leave your last job?', 'Why did you leave your job before that?', 'And the one before that?' I can't recall my answers, except that they were short at first and grew progressively shorter. His closing statement, I thought, revealed a lack of sensitivity which helped to explain why as a psychologist, he had risen no higher than the underground railway. You have failed the psychological test and we are unable to offer you a position.'

Failing to get that job was my low point. Or so I thought, believing that the work was easy. Actually, such jobs — being a postman is another one I still desire — demand exactly the sort of elementary yet responsible awareness that the habitual dreamer is least qualified to give. But I was still far short of full self-understanding. I was also short of cash.

1. Why did the writer apply for the job?
  - a. He could no longer afford to live without one.
  - b. He wanted to work in the centre of London.
  - c. He had suitable training.
  - d. He was not interested in any other available jobs.
2. It suited him to become a guard on the tube because
  - a. the job would be near his home.
  - b. he did not want too much responsibility.
  - c. it would give him the opportunity to write.
  - d. He did not have any other qualifications.
3. What quality did the writer think he would bring to the job of guard?
  - a. His intelligence would be useful to the organisation.
  - b. He was an experienced underground traveler.
  - c. He understood what the job required.
  - d. He would be able to deal with difficult situations.
4. What did he find especially attractive about the job?
  - a. He wanted to get to work more quickly.
  - b. He wanted to do a useful job.
  - c. He would be able to earn high wages.
  - d. He would be able to receive special benefits.

5. The length of his interview meant that
  - a. he had not done well in the intelligence test.
  - b. The job was not going to be offered to him
  - c. He had little work experience to talk about.
  - d. The examiner had decided he didn't like him.
6. Why didn't he get the job?
  - a. He was too nervous to give proper answers.
  - b. He could not remember the answers to the questions.
  - c. His answers appeared to be unsatisfactory.
  - d. There were no more positions to be filled.
7. What was the writer's opinion of the psychologist?
  - a. He was inefficient at his job.
  - b. He was unsympathetic.
  - c. He was unhappy in his job.
  - d. He was very aggressive.
8. What does the writer realise now that he did not realise then?
  - a. how difficult it can be to get a job
  - b. how unpleasant ordinary jobs can be
  - c. how badly he did in the interview
  - d. how unsuitable he was for the job

**III. Uzupełnij poniższe zdania. Liczba kresek jest równa liczbie brakujących liter w wyrazie. Nie wolno zmieniać żadnej z podanych liter.** (0-14 pkt)

1. This success was the result of a **c \_ l \_ \_ c \_ \_ ve** effort.
2. He was absolutely **c \_ \_ v \_ n \_ ed** that he was right.
3. This book is **d \_ f \_ n \_ \_ e \_ y** worth reading.
4. You should only call this number in an **e \_ \_ r \_ \_ n \_ y**.
5. He felt **e \_ b \_ \_ r \_ \_ \_ ed** when the teacher asked him to read his essay to the whole class.
6. It's fairly clear that there is still room for **i \_ p \_ \_ v \_ \_ \_ \_ t**. Your compositions can be much better.
7. The teacher will give you **f \_ \_ d \_ \_ \_ k** on the test.
8. You look **g \_ r \_ e \_ \_ s** in that dress.
9. Poor weather delayed the space shuttle's **l \_ \_ n \_ h**.
10. The Red Cross has started **d \_ \_ t \_ \_ b \_ \_ \_ ng** food and blankets to villages in the flood area.
11. What you said was true. It was, **n \_ \_ e \_ \_ h \_ \_ \_ \_ s**, a little unkind.
12. The **s \_ \_ s \_ \_ le** thing to do would be to rest until you feel better.
13. We don't know why the prehistoric stone circles were built. We can only **s \_ \_ c \_ l \_ \_ e**.
14. If we **t \_ \_ \_ y** believe we can win, then we have a very good chance at doing it.

**IV. Przeczytaj poniższy tekst. W niektórych liniach (1-15) 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).**

(0-15 pkt)

0	Congratulations on getting over your teaching diploma. Your	<i>over</i>
00	parents must be really proud of you. I've got some great news.	√
1.	One of my father's friends who has a small travel agency, and	
2.	she has been very kindly given me a holiday job. It was	
3.	difficult in the beginning because I tend to find it very hard to	
4.	get up in the morning. My boss is very keen on some punctuality,	
5.	and because I was often late I got into terrible trouble	
6.	at first. So I make sure of I'm always on time now. I have to	
7.	work very hard and, although the pay isn't much good, I'm	
8.	quite enjoying myself so far yet. The main thing I've learnt	
9.	to do is how to give up detailed information to customers over the	
10.	phone. Unfortunately, I also have to make daily reports and do other	
11.	boring things! Sometimes there's no-one except from me in the	
12.	office and it gets really busy. I intend to working until the end of	
13.	the month and then I'm going to a little town by the	
14.	sea, where I just hope I'll manage to relax myself on the	
15.	beach before going back to college in next month.	

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

(0-14 pkt)

1. It is hard to believe! He has never produced \_\_\_\_\_ in his life.
  - a. so beautiful a furniture
  - b. such beautiful furniture
  - c. such a beautiful furniture
  - d. so a beautiful furniture
  
2. \_\_\_\_\_ I thought about it earlier, I would not have made such a stupid mistake.
  - a. If I had
  - b. Had
  - c. Unless
  - d. Would
  
3. To celebrate her birthday I \_\_\_\_\_ the table with a white cloth and brought a huge layer cake.
  - a. lay
  - b. laid
  - c. have lain
  - d. lied
  
4. Dr Smith, \_\_\_\_\_, has been recently sent to Africa to help establish a centre for tropical diseases.
  - a. as I know him well
  - b. who is known to me
  - c. whom I know very well
  - d. whose I very well know
  
5. He has given up the idea of running a business in the town since the day his shop \_\_\_\_\_.
  - a. has looted
  - b. had looted
  - c. was looted
  - d. has been looted
  
6. Basically I have nothing against \_\_\_\_\_ here. Provided they can behave themselves, of course.
  - a. letting Susan and the other girls come
  - b. to let Susan and the other girls to come
  - c. letting Susan and the other girls to come
  - d. to let Susan and the other girls come
  
7. So many different types of music have been called jazz that it is hard to say \_\_\_\_\_.
  - a. exactly what is it
  - b. what exactly is it
  - c. what is it exactly
  - d. exactly what it is

8. You \_\_\_\_\_ him so late at night. I met him at 7 and explained to him our plan.

- a. didn't need to call
- b. needn't have called
- c. mustn't have called
- d. hadn't called

9. They are said \_\_\_\_\_ in New York for 3 weeks last summer.

- a. to have been living
- b. to live
- c. to have lived
- d. to have been lived

10. I looked for her everywhere but \_\_\_\_\_ .

- a. I couldn't find her nowhere
- b. she was nowhere to be found
- c. she didn't find herself anywhere
- d. I couldn't have found her anywhere

11. We have been typing for 3 hours now. I think it's time we \_\_\_\_\_ a rest.

- a. have
- b. should have
- c. had
- d. take

12. \_\_\_\_\_ has been said about his accomplishments, but I still want to add one more thing.

- a. much word
- b. many a word
- c. few words
- d. many words

13. I haven't heard from Mike since the time he \_\_\_\_\_ to Africa.

- a. had moved
- b. has moved
- c. moved
- d. has been moved

14. Because the pair of pants he originally chose did not fit and there were plenty to choose from, he asked for\_\_\_\_\_.

- a. another choice
- b. another paints
- c. the other pair
- d. another pair