

**KONKURS PRZEDMIOTOWY Z JĘZYKA ANGIELSKIEGO  
dla uczniów szkół podstawowych w roku szkolnym 2014/2015**

**Zawody rejonowe**

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

Życzymy powodzenia!

Punktacja:

Zad. 1. (max 10 pkt)	Zad. 2. (max 5 pkt)	Zad. 3. (max 8 pkt)	Zad. 4. (max 10 pkt)	Zad. 5. (max 7 pkt)	Razem (max 40 pkt)

**I. Do każdego ze zdań oznaczonych numerami (od 1 do 10) dobierz odpowiedź, którą jest jedno ze zdań oznaczonych literą (od A do J). Wpisz jej symbol w wykropkowane miejsce.**  
(0-10pkt)

1. I hope it won't be raining tomorrow. ....
2. Have you ever met John's brother? .....
3. Do you think you'll pass the biology exam? .....
4. Do you mind if I open the window? .....
5. I wanted our team to win. ....
6. Would you like to go to the party on Sunday? .....
7. I'm sorry but I can't come to see you on Thursday. ....
8. What's the matter? .....
9. What was the weather like in London? .....
10. Do you like Chinese food? .....

- A. Nothing, I'm just tired.
- B. Yes, that would be great.
- C. So did I.
- D. Yes, I think it was in the spring.
- E. No, go ahead.
- F. I hope so.
- G. So do I.
- H. Oh, that's a pity.
- I. It was lovely.
- J. Yes, I love it.

**II. Przeczytaj uważnie poniższy tekst. W punktach 1-5 wybierz, zakreślając kółkiem, jedną z czterech propozycji (a, b, c, d) zakończenia zdań bądź odpowiedzi na pytanie odnoszące się do treści tekstu.**

(0-5 pkt)

Katie's walking to her maths lesson. She's got a test, but she feels all right. Suddenly, Max, the coolest boy in the class speaks to her. 'Come on!' he says. 'Forget maths. Let's go into town!' Now Katie feels bad. She's got to make a difficult decision. Should she go to maths because that's the right thing to do, or should she take the chance to be friends with the most popular person in the class?

If you've had an experience like this, don't worry. It's called peer pressure and it happens to everybody. However, people have different reactions. Confident people refuse to do things they don't want to do, but shy and anxious people often give in. It may be because they want to be liked. It may be because they worry that their friends will make fun of them, or perhaps they're just curious about trying something new. Whatever the reason, some people end up doing things they really don't want to do.

It's hard being the only one who says no and the question is – how do you do **it**? Firstly, you must decide what you believe in. If you think that missing maths, or smoking, or going somewhere you know your parents wouldn't like is a bad idea then the answer is simple. Don't do it. It's your decision, nobody else's. You don't need to be aggressive. You don't need to shout and scream, but you must be confident and you must be firm. You need to say, 'No thanks. I don't want to do that.'

Of course, being on your own against everybody else is very hard, so it can really help to have at least one other peer, or friend, who will say no too. Choose your friends carefully. You want friends who will support you when you're in trouble. You don't want people who will always agree with the majority. Remember, the most popular people aren't always the most trustworthy.

However, peer pressure isn't completely negative. You can learn a lot from people your own age. They can teach you great football skills or the best way to do your maths homework. They can recommend music and advise you on fashion. And don't forget you can tell them things too and that always feels great. So, find friends who have similar interests. And remember, friendship isn't about feeling depressed and guilty. It's about sharing experiences and having fun.

1. What does Max suggest doing?
  - a) cheating in the maths test
  - b) going into town after school
  - c) missing a lesson
  - d) making some new friends
2. The text describes people who give in to peer pressure as
  - a) quiet.
  - b) ambitious.
  - c) popular.
  - d) funny.
3. What does the word **it** - in the first sentence of paragraph three refer to?
  - a) saying no
  - b) asking questions
  - c) going out with friends
  - d) doing things you don't really like
4. What quality does the writer recommend in a friend?
  - a) generosity
  - b) popularity
  - c) strength
  - d) loyalty
5. The writer suggests it's a good idea to find friends who
  - a) do a variety of activities.
  - b) have things in common with you.
  - c) are very clever.
  - d) are good at sport.

III. Uzupełnij poniższe zdania. Liczba kresiek jest równa liczbie liter brakującego wyrazu. Nie wolno zmieniać żadnej z podanych liter. (0-8 pkt)

1. Can't we discuss it now **i** \_ \_ \_ \_ \_ **d** of waiting until tomorrow?
2. It is said that the pirates buried their **t** \_ \_ \_ **s** \_ \_ \_ on this island.
3. I sincerely **r** \_ \_ \_ \_ \_ having hurt your feelings but I didn't do it on purpose.
4. We'd like to spend our holidays on the east **c** \_ \_ \_ \_ of this beautiful Greek island.
5. Bill's brother works in the evenings. He never goes to bed before \_ \_ **d** \_ \_ \_ \_ \_ .
6. Let's have a party to **c** \_ \_ \_ \_ \_ \_ \_ \_ your success.
7. If you \_ \_ **m** \_ \_ \_ \_ these two pictures, you will see they are identical.
8. I don't like horror films. They are too **f** \_ \_ \_ \_ \_ \_ \_ \_ \_ .

IV. Przeczytaj poniższy tekst. W niektórych liniijkach (1-10) występuje błąd – jedno zbędne słowo. Wpisz je w odpowiednim miejscu w kolumnie po prawej stronie (przykład 0). Jeśli dana liniijka nie zawiera zbędnego wyrazu, wpisz symbol √ (przykład 00). (0-8 pkt)

0	<i>When one learning a foreign language, the selection of a system</i>	<b>one</b>
00	<i>of teaching becomes a calculation of time, money and need.</i>	√
1	French learnt at school may be very enough to book a hotel room or	
2.	shop in a supermarket but will not must be enough to	
3.	understand and contribute on to a social conversation.	
4.	Even the ability to mix socially leaves one far from having a	
5.	full understanding of a language and its usage. What	
6.	are the more best ways of learning a language? A book	
7.	alone gives a limited guide to pronunciation, which it is	
8.	essential to understanding and being understood. Students	
9.	keen on to learn should read newspapers, listen to the radio	
10.	and to watch programmes in the target language.	

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

(0-7 pkt)

1. We \_\_\_\_\_ for an hour when we suddenly realized that we were going in the wrong direction.
  - a) have been driving
  - b) have driven
  - c) drove
  - d) had been driving
  
2. Who \_\_\_\_\_ to the movies with yesterday ?
  - a) did you go
  - b) you went
  - c) had you gone
  - d) you had gone
  
3. Chris won't come to the meeting and \_\_\_\_\_ .
  - a) Mike won't too
  - b) neither will Mike
  - c) nor won't Mike
  - d) Mike won't neither
  
4. \_\_\_\_\_ do you prefer, the red or the blue sneakers?
  - a) what
  - b) who
  - c) why
  - d) which
  
5. This time next week we \_\_\_\_\_ to Brasil.
  - a) will have flown
  - b) will fly
  - c) will be flying
  - d) will have been flying
  
6. I will lend you my skateboard \_\_\_\_\_ you return it after the weekend.
  - a) as long as
  - b) unless
  - c) when
  - d) would
  
7. You \_\_\_\_\_ change out of your wet clothes, otherwise you'll catch a cold.
  - a) need
  - b) had better
  - c) should better
  - d) needn't