



KOD ucznia: **RKK** -

Data: 10 grudnia 2024 r., godz. 14:00

Czas na rozwiązywanie testu: 90 minut

Instrukcja dla ucznia:

1. Na arkuszu powyżej wpisz czytelnie swój kod otrzymany od nauczyciela.
2. Sprawdź, czy arkusz testu zawiera 10 stron oraz 9 zadań; ewentualne braki stron lub inne usterki zgłoś nauczycielowi.
3. Przeczytaj uważnie polecenia i wykonaj ćwiczenia w sposób określony w instrukcji do każdego zadania.
4. Błędny zapis w zadaniach otwartych wyraźnie przekreśl i obok zapisz właściwą odpowiedź.
5. Wszystkie odpowiedzi wpisuj czytelnie i wyraźnie w wyznaczonych miejscach.
6. Nieczytelne zapisy nie będą oceniane.
7. Test wypełniaj długopisem **nieścieralnym** z czarnym lub niebieskim tuszem.
8. Nie używaj korektora, ołówka i gumki.
9. Korzystanie z urządzeń telekomunikacyjnych, słowników czy innych pomocy naukowych jest zabronione.
10. Sprawdź wszystkie odpowiedzi przed zakończeniem testu.

Powodzenia!

Pieczętka szkoły (siedziby RKK): _____

| | | |
|--|--|-------------------------------------|
| <i>Uzyskane punkty:</i> Suma: _____ / 100 pkt., czyli _____ % | <i>Imię i nazwisko osoby sprawdzającej test:</i> | <i>Podpis Przewodniczącego RKK:</i> |
|--|--|-------------------------------------|



ZADANIE 1 KULTURA (12 pkt)

1.1 Events (history, cinematography, sports)

Połącz każde wydarzenie z lewej kolumny z jego nazwą z prawej kolumny. W prawej kolumnie jest więcej nazw – nie wszystkie należy wykorzystać. Odpowiedzi wpisz do tabeli poniżej.

| | |
|---|------------------------|
| 1. Famous tennis tournament held in Great Britain | A. 9/11 |
| 2. Annual event that decides the American football champion | B. American Revolution |
| 3. Film award ceremony held in England | C. BAFTA |
| 4. British film studio | D. Civil War |
| 5. Event during Abraham Lincoln's presidency | E. Emmy |
| 6. Terrorist attack in the USA | F. IRA |
| | G. The Oscars |
| | H. Pinewood Studios |
| | I. Roland Garros |
| | J. Stanley Cup |
| | K. Super Bowl |
| | L. The Ashes |
| | M. Universal Studios |
| | N. Wimbledon |

Odpowiedzi:

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

1.2 Figures (history, cinematography, sports)

Podaj imiona i nazwiska lub pseudonimy opisanych osób.

1. The first black president of the USA was _____.
2. Margaret Thatcher, the first female UK Prime Minister, serving in the years 1979-1990, was known as the _____ Lady.
3. The Queen of England called the Grandmother of Europe, associated with Britain's great age of industrial expansion, economic progress and empire: _____ (podaj imię królowej)
4. Name one of the actors who played James Bond _____
5. An American basketball player often considered the greatest of all time who played for Chicago Bulls with the number 23 or 45 on his jersey. _____
6. A Scottish tennis player who retired in 2024. He won three Grand Slam titles and two men's singles Olympic gold medals. _____



ZADANIE 2 BrE vs AmE (6 pkt)

Uzupełnij tabelę odpowiednikami brytyjskimi (BrE) lub amerykańskimi (AmE) podanych wyrazów.

| AmE | BrE |
|----------|---------|
| | postbox |
| favorite | |
| | analyse |
| traveler | |
| | metre |
| | petrol |

ZADANIE 3 SŁOWNICTWO (15 pkt)

Uzupełnij pogrubione słowa literami, wpisując jedną literę w każdą lukę.

1. He has a **w**__ **t**__ **y** sense of humor and can always make everyone smile during a dull meeting.
2. After finishing the eighth grade, Sarah went to a **b**__ __ __ **d**__ __ **g**__ **s**__ **h**__ __ **l** where she lived and learned during the week and only visited home on weekends.
3. The heavy storm caused the **s**__ __ **t**__ __ __ **s** on the windows to rattle, but they kept the house safe from the rain.
4. The bees were busy buzzing around the garden and returning to their **h**__ **v**__ __ with pollen.
5. There was a small crack in the **p**__ **n**__ of the window, and the cold air started to seep inside.
6. The scientist used a **m**__ **gn**__ **f**__ __ __ **g**__ **gl**__ __ **s** to examine the tiny details of the insect's wings.
7. A **r**__ **m**__ __ **r** started spreading around school that the teacher would retire at the end of the year.
8. The rose had soft, pink **p**__ **t**__ __ **s** that looked beautiful when they opened in the sunlight.
9. I slapped my arm to kill the **m**__ **sq**__ __ **t**__ that had been biting me while I was trying to relax outside.
10. The cashier handed John the __ **ec**__ __ __ **t** , reminding him to keep it for any exchanges or refunds.
11. After the intense workout, I **st**__ __ **t**__ __ __ **d** my muscles to prevent any soreness the next day.
12. In his free time, John enjoys many **l**__ __ **s**__ __ **e** activities like reading, painting, and going for walks in the park.
13. I **r**__ __ **k**__ **n** it will take us about an hour to reach the destination, depending on the traffic.
14. The school had no choice but to **ex**__ __ **l** the student for repeatedly breaking the rules.
15. The city is known for its **v**__ **b**__ **r**__ __ **t** nightlife, full of music, colorful lights, and dancing.



ZADANIE 5 GRAMATYKA (tłumaczenie fragmentów zdaní) (15 pkt)

Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Należy użyć nie więcej niż 4 wyrazów.

1. The book was so good that I couldn't _____ (przestać jej czytać).
2. If you _____ (poinformował mnie) last week, I would have made different plans. I visited Sarah instead.
3. She didn't expect him _____ (że pojawi się) at the party.
4. I'm not used _____ (do tak wczesnego wstawania) early every day.
5. The weather was _____ (znacznie lepsza niż) forecasted.
6. She has two brothers but _____ (żaden z nich nie mieszka) close to her.
7. In the lake, _____ (jest mniej ryb) this year.
8. She advised me _____ (aby nie rozmawiać z) strangers.
9. We _____ (powinniśmy byli zarezerwować) the tickets in advance. Now, it's too late.
10. Do you know _____ (gdzie on widział) Joanne?
11. If only I _____ (miał więcej czasu), I would learn a new skill.
12. She promised _____ (że zadzwoni) as soon as possible.
13. Despite _____ (był zmęczony), he agreed to help us.
14. Your neighbours _____ (zazdroszczą ci) your new car.
15. He is said _____ (że jest bardzo ważny) in the industry.



ZADANIE 6 SŁOWNICTWO (12 pkt)

W każdym poniższym tekście znajdź 3 wyrazy angielskie, które po przetłumaczeniu dają jeden polski wyraz, ale zarówno w wersji polskiej, jak i angielskiej mogą mieć inne znaczenie.

W miejscu pod każdym tekstem zapisz te trzy wyrazy (The 3 English words) oraz ich polski odpowiednik (The Polish word).

PRZYKŁAD:

At the entrance of the ancient castle, the heavy lock looked impossible to open. She pulled up her jacket's zipper, ready for the challenge that lay behind the thick stone walls.

The 3 English words: CASTLE LOCK ZIPPER

The Polish word: ZAMEK

1. The general, with a high military rank, spoke to the students about leadership. Outside, the temperature was one degree, but the room was warm. He congratulated one student on receiving the best grade in history class..

The 3 English words: _____

The Polish word: _____

2. Maintaining the roads was costly, making travel expensive for everyone. Despite the high prices, the convenience they offered was important to the community, who relied on them daily.

The 3 English words: _____

The Polish word: _____

3. With her ankle swollen from the fall, she used an ice cube to ease the pain. Nearby, a lump of sugar on the counter reminded her of the sweet tea she missed.

The 3 English words: _____

The Polish word: _____

4. She tightened her belt and adjusted the strap on her bag. She had a nice blouse with just one strip on it going from her right shoulder to her left hip. She felt ready for the day's adventures.

The 3 English words: _____

The Polish word: _____

5. A couple sat together at a café, enjoying their coffee. They noticed a pair of cups on the table, with steam rising from their drinks. This moment felt cosy and special.

The 3 English words: _____

The Polish word: _____

6. In the toy store, a child picked up a colourful sphere and rolled it on the floor. Nearby, a display case showed an old bullet from the past. Later, the child and his friend went bowling, where they took turns throwing a heavy bowling ball towards the pins, laughing with each try.

The 3 English words: _____

The Polish word: _____



ZADANIE 7 SŁOWNICTWO (phrasal verbs) (13 pkt)

W poniższym tekście zamień zaznaczone grubym drukiem wyrażenia wpisując właściwy czasownik frazowy (*phrasal verb*) wybrany z ramki. Wybrany czasownik należy użyć we właściwej formie zgodnej z kontekstem. W ramce jest więcej czasowników niż wyrażeń do zastąpienia – nie wszystkie czasowniki z ramki należy wykorzystać.

LIVE UP TO / BREAK OFF / COME DOWN WITH / COME BY / COME UP / CARRY AWAY /
CALL ON / DO WITHOUT / FALL BACK ON / GET AWAY / GO FOR / GO OFF /
LET DOWN / MAKE UP FOR / PULL OVER / SEE TO / STAND FOR / TAKE ABACK

When Alex moved to the small town of Greendale, he didn't expect to ⁰**meet** the reputation of his adventurous brother, Tom. But things took a turn when the town council ¹**asked** him to organize the annual festival. Determined to ²**represent** community spirit, he agreed to take care of every detail.

On the day of the festival, which was very cold, Alex began to get ³**overly excited** with decorations, only to ⁴**catch** a cold. Despite this, he continued, refusing to ⁵**disappoint** the townspeople. Unfortunately, a major sponsor suddenly ⁶**ended** the deal, and Alex had to rely on his savings.

As if that wasn't enough, a rare performance group was difficult to ⁷**obtain**, and a scheduling conflict ⁸**arose**. Alex knew he needed to convey the festival's importance, so he decided to ⁹**pursue** a bold new plan.

The event finally started, but when the fireworks ¹⁰**exploded**, Alex was ¹¹**shocked** by the crowd's excitement. In the end, his efforts ¹²**compensated for** the stress, and as he pulled up a chair to relax, he felt proud to have eliminated his doubts and aligned with the friendly locals.

Alex realized he didn't need to worry about being compared to his brother; his success was his own. He finally felt he could ¹³**escape** from the shadow of Tom's achievements and focus on his own path.

ODPOWIEDZI:

| | | | |
|---|-------------------|----|--|
| 0 | <i>live up to</i> | 7 | |
| 1 | | 8 | |
| 2 | | 9 | |
| 3 | | 10 | |
| 4 | | 11 | |
| 5 | | 12 | |
| 6 | | 13 | |



ZADANIE 8 CZYTANIE (11 pkt)

Przeczytaj tekst o nastolatkach, technologii i śnie. Wykonaj ćwiczenia 8.1 i 8.2.

TEENS, TECHNOLOGY AND SLEEP

In today's world, technology has become an integral part of almost every aspect of daily life. Teenagers, in particular, are surrounded by screens — whether they are texting friends, browsing social media, or playing video games. As a result, many teenagers find it difficult to disconnect from their devices, especially in the evening. This constant connectivity has raised concerns about its impact on sleep patterns. Recent studies have shown that excessive use of technology before bedtime can significantly affect the quality of sleep, leading to consequences on both physical and mental health.

For many teens, the desire to stay connected with friends, share updates, or check social media before bed can lead to staying up late. The blue light emitted by smartphones, tablets, and computers can interfere with the body's production of melatonin, the hormone that regulates sleep. This means that instead of feeling sleepy at night, teenagers may remain wide awake, even after hours of screen time.

Moreover, sleep deprivation is a growing concern among teenagers. According to research, teens need at least 8-10 hours of sleep per night to function properly during the day. However, the reality is that many teens are not getting enough rest. Academic pressures, extracurricular activities, and socializing often push bedtime later and later. The consequences of insufficient sleep include poor concentration, irritability, weakened immune systems, and even an increased risk of developing mental health issues such as anxiety and depression.

In addition to the direct effects of technology on sleep, the content consumed during late-night screen time may also have an influence. Engaging with violent video games or distressing news reports before bed can increase stress and anxiety levels, making it even harder to relax and fall asleep. On the other hand, some teens use their devices for relaxation, watching calming videos or listening to soothing music before going to bed, which can help them wind down.

The relationship between technology and sleep in teenagers is complex. While it is clear that excessive screen time can disrupt sleep, it is not only the time spent on devices that matters. The content being consumed, as well as the habits formed around screen use, can play a significant role in how well a teen sleeps. Health experts suggest that teens create a "technology curfew" by turning off devices at least one hour before bedtime to allow their bodies to wind down naturally.

Despite these challenges, there is also hope. Some technological innovations are designed to help improve sleep. For example, there are apps that track sleep patterns, remind users to go to bed on time, or guide them through relaxation exercises. Additionally, some smartphones and tablets have built-in features that reduce blue light exposure, offering a way to use technology while minimizing its negative effects on sleep.

In conclusion, the relationship between technology, sleep, and teenagers is intricate. While technology can have bad effects on sleep if used excessively and mindlessly, it also offers opportunities to improve sleep through mindful use and innovative solutions. It's up to both teens and their families to find a balance that promotes healthy sleep habits and fosters responsible technology use.



8.1 Na podstawie tekstu „Teens, Technology and Sleep” uzupełnij poniższe zdania. W każdą lukę wpisz jeden wyraz. Wyrazy do uzupełnienia luk wybierz z tekstu.

1. One way to improve sleep is by setting a technology _____, which means that you switch off your phone, tablet etc. no later than an hour before going to bed.
2. Teenagers need a sufficient amount of _____ to help them stay healthy and focused throughout the day.
3. The release of _____, which controls the sleep cycle, can be disrupted by the blue light produced by screens.
4. There are teenagers who use their phones as a form of _____ when they are tired or stressed because listening to music or watching videos helps them chill out.
5. The _____ of late-night screen activities can increase anxiety, making it harder for teens to fall asleep.
6. Some apps and devices offer built-in _____, which help users minimise the exposure to the blue light.

8.2 Przeczytaj poniższe zdania dotyczące tekstu „Teens, Technology and Sleep”. Niektóre z nich są zgodne z treścią (TRUE), a niektóre nie (FALSE). Otoz kółkiem właściwą odpowiedź (TRUE lub FALSE). W przypadku pomyłki, błęd skreśl, a następnie ponownie otoz kółkiem wybraną nową odpowiedź.

1. **TRUE / FALSE** Teens are often able to use their devices late into the night without any consequences, as technology has no effect on sleep patterns.
2. **TRUE / FALSE** Teenagers need 8-10 hours of sleep, but they often go to bed late because of school, additional activities, and socialising.
3. **TRUE / FALSE** Experts recommend that teens reduce their overall daily screen time to improve sleep, suggesting that limiting screen use throughout the entire day is the best solution.
4. **TRUE / FALSE** Lack of sleep is becoming an increasing concern, but unfortunately, there are no apps or phone features yet that can help improve the quality of your rest.
5. **TRUE / FALSE** Frequent interaction with technology can disrupt sleep, but using it with care can enhance sleep quality.



ZADANIE 9 CZYTANIE (4 pkt)

Przeanalizuj poniższą tabelę prezentującą rodzaje tekstów (type) w podziale ze względu na cel, w którym są napisane (purpose). Następnie zapoznaj się z treścią polecenia pod tabelą.

| Type | purpose |
|-------------|--|
| INFORMATIVE | to inform about something |
| NARRATIVE | to narrate / tell a story |
| DESCRIPTIVE | to describe an experience, a place or an object in detail, making you imagine it and visualize it in your mind |
| PERSUASIVE | to persuade/encourage people to start doing something |
| INSTRUCTIVE | to instruct on how to do something, manage something |

Przeczytaj teksty (1-4) i określ rodzaj (type) każdego tekstu (A-C) ze względu na cel, w którym został napisany (purpose). Zaznacz krzyżykiem literę A, B lub C wybranej odpowiedzi.

TEXT 1 Purpose: A. INFORMATIVE B. NARRATIVE C. PERSUASIVE

Exercising is very important for staying healthy. So, sign up for a gym yourself! People who exercise often feel less stress, sleep better, and control their weight more easily. You only need 30 minutes of activity each day to improve your health. You can walk, run, or do any exercise you like. Start today, and you'll feel stronger and happier!

TEXT 2 Purpose: A. INFORMATIVE B. DESCRIPTIVE C. PERSUASIVE

In the old town, you hear street musicians playing, and the smell of fresh bread fills the air. The small stone streets, with colorful houses, take you to a busy market. People are smiling, talking, and eating local food. Around the corner, you see a big cathedral with beautiful details shining in the sun.

TEXT 3 Purpose: A. DESCRIPTIVE B. INSTRUCTIVE C. PERSUASIVE

Good time management helps you finish more tasks. How to do it? First, write down your goals and make a plan for the day. Do the most important tasks first. For big projects, divide them into smaller steps. Avoid distractions and focus on one thing at a time. Take breaks, as they can help you work better. These tips will help you stay organized and achieve more.

TEXT 4 Purpose: A. INSTRUCTIVE B. PERSUASIVE C. NARRATIVE

Last summer, I visited my grandparents' village. It was a warm day, and my cousins and I spent hours by the river, swimming and laughing. Later, we sat by a campfire, watching the stars. The quiet village and the fun with family made it a day I'll never forget. It showed me that simple moments can bring the most happiness.