

ŁÓDZKIE  
CENTRUM  
DOSKONALENIA  
NAUCZYCIELI  
I KSZTAŁCENIA  
PRAKTYCZNEGO



WOJEWÓDZKI KONKURS PRZEDMIOTOWY  
z JEZYKA ANGIELSKIEGO  
DLA UCZNIÓW DOTYCHCZASOWYCH GIMNAZJÓW  
I KLAS DOTYCHCZASOWYCH GIMNAZJÓW  
2017/2018  
**TEST ELIMINACJI WOJEWÓDZKICH  
(CZĘŚĆ PISEMNA)**

Numer identyfikacyjny / kod ucznia

**JAG – 17/18 –**

Wypełnia Wojewódzka Komisja Konkursowa

Imię i nazwisko

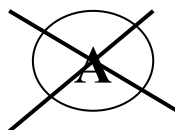
Wypełnia Wojewódzka Komisja Konkursowa

Ćwiczenie	1A	1B	1C	2	3	4	5	Pisemny	Ustny	Razem
Punkty do uzyskania	4	5	3	8	10	8	12	50	30	80
Punkty uzyskane										

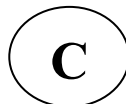
Czas trwania części pisemnej: **90 minut** bez przerw

Test liczy 8 stron (wraz ze stroną tytułową). Przed rozpoczęciem sprawdź czy strony są ponumerowane we właściwej kolejności i czy test jest czytelny.

W ćwiczeniach wyboru (zakreślamy odpowiedź A, B, C, lub D), jeśli się pomyliłeś/łaś, przekreśl błędną odpowiedź znakiem **X** i zakreśl właściwą.



**B**



Punkty **0** (oznaczone kursywą) stanowią przykładowe rozwiązania. Nie są one uwzględniane w punktacji i uczestnik Konkursu powinien wykorzystać je jako dodatkową informację.

Członkowie Komisji sprawdzający test eliminacji wojewódzkich:

(Imię i nazwisko)

.....  
.....

**Zadanie I. Przeczytaj poniższy tekst, a następnie na jego podstawie wykonaj podane zadania 1.A, 1.B, 1.C.**

### **How to Become a Morning Hero?**

One of the biggest challenges that a huge number of people face is getting out of bed in the mornings and actually being capable of enjoying it. Getting out of bed on a cold, drizzly Monday morning is likely to be one of the worst feelings in the world and I'm sure that we have all experienced a deep loathing that comes with it. Every now and again you might be on the verge of destroying the alarm clock, but it won't make you feel any better. So how can you train yourself to be an early riser? Here's some hints, four little ideas that I've come up with and found to work successfully for me over the years to deal with those horrid early mornings.

#### **Routine, Routine, Routine**

Our bodies naturally like routine. That is to say; we are all programmed to naturally adopt a routine and stick to it. The routine isn't all about what time you get up in the morning, but about establishing a set time to go to sleep the night before. Make sure that you get the right amount of shut-eye and that you manage to get yourself into a routine of sleeping through until your alarm goes off. You might start to find that you begin waking up before your alarm! Setting a morning routine can be a great way to start your day and you're bound to avoid being in a state for the rest of the day because of it.

#### **Don't Hit Snooze!**

Research shows that the extra 5 minutes you spend in bed after your alarm goes off can have a negative impact on your productivity for the rest of the day. When you're due to get up you'd better rise and shine! Giving yourself that extra 5 minutes may seem like a good idea at the time, but at any rate it will leave you feeling groggy.

#### **Eat Well. Don't Bolt Your Food.**

You've probably heard it hundreds if not thousands of times before – but breakfast really is the most important meal of the day. Make sure to eat properly in the mornings and not skip breakfast as it seems to be quite common nowadays. It's a good idea to eat something that gives you slow releasing energy such as porridge or granola.

#### **Exercise!**

It's been proven that exercise can get the brain working and can make us that little bit more productive. Try going out for a walk or going to the gym before work for a light workout. Not only does it help you to become more productive, but going to the gym can also help to enhance your general well-being and confidence.

Try to stick to my guide and within a week or two you will be feeling much better and more productive – I'm sure of it! Let me know what kind of person you are – a night owl or an early bird. I look forward to your comment.

*(from: <https://www.gettinenglish.com>)*

**1.A Podaj, czy poniższe zdania są prawdziwe (T), fałszywe (F), czy też nie zawierają informacji na dany temat (DS). Wpisz odpowiednie litery obok zdania w tabeli.**

<b>Lp.</b>	<b>Zdanie</b>	<b>T / F / DS</b>
<i>0</i>	<i>Getting out of bed receives a deep loathing.</i>	<i>T</i>
<b>1.</b>	If you get enough sleep you are likely to have a bad day.	
<b>2.</b>	Not many people follow proper eating habits.	
<b>3.</b>	Early risers are as common as night owls.	
<b>4.</b>	If you spend too much time catnapping you can ruin your whole day.	

...../4pts

**1.B. Zakreśl właściwą odpowiedź a, b, c, d lub wpisz odpowiednią literę obok zdania wprowadzającego tak, jak w przykładzie. Tylko jedna odpowiedź jest poprawna.**

0) *Getting out of bed* receives  a

- a) *a deep loathing*
- c) *a deep precipice*

- b) *a deep well*
- d) *a deep ravine*

1. On Monday mornings lots of people \_\_\_\_\_

- a) are likely to feel drizzly.
- b) see getting up as a big challenge.
- c) are able to enjoy the feeling of drizzliness.
- d) destroy their alarm clocks.

2. According to the text, routine \_\_\_\_\_

- a) is something we programme every Monday morning.
- b) shows us how long we should sleep.
- c) starts when you stick to the same time you go to sleep every night.
- d) affects your alarm clock.

3. How much and how well we can perform during a day \_\_\_\_\_

- a) depends on our capability of enjoying drizzly Monday mornings.
- b) is likely to be affected by getting up immediately after you hear your alarm clock.
- c) shows if we are able to establish a set time to go to sleep the previous night properly.
- d) determines us as early risers.

4. A proper breakfast \_\_\_\_\_

- a) should provide energy.
- b) can be easily substituted with doing slow-releasing energy exercises.
- c) gives you the right amount of shut-eye.
- d) should always contain porridge and granola.

5. Which sentence is true? \_\_\_\_\_

- a) Research shows that exercising has a positive impact on your brain and productivity.
- b) Your confidence and well-being result from exercising your brain.
- c) Higher productivity enhances self-confidence.
- d) None of the above.

...../5pts

**1.C Odpowiedz na poniższe pytania. Ważna jest informacja, odpowiedź nie musi być podana pełnym zdaniem.**

1. What can you do not to be in a state?.....

.....

2. Why do some people sometimes may feel groggy? .....

.....

3. Why should you go to the gym?.....

.....

...../3 pts

**Zadanie II. Przeczytaj poniższy tekst. Następnie zaznacz, która odpowiedź (A, B, C, lub D) pasuje do danej luki (1-10). Możesz wpisać literę w lukę lub ją zakreślić.**

### The Future of English

How might English *0.* C in the future? Of course, it is difficult to say exactly what the language will be like in a hundred years' time, but we can **1.** \_\_\_\_\_ what may happen if the kinds of changes that we can see at the moment continue. The vocabulary will almost certainly continue to **2.** \_\_\_\_\_. It is likely that American English will go on influencing most other varieties of English, **3.** \_\_\_\_\_ the English spoken in England. After all more than half the native speakers of English in the world live in the United States.

In England we may see a change in the pronunciation of educated people. The old standard pronunciation called RP is considered unfashionable and snobbish. Estuary English, which is a mixture of RP and the London accent, is now **4.** \_\_\_\_\_ used among young people. No-one wants to be **5.** \_\_\_\_\_ of 'talking posh'! People are beginning to value and celebrate the differences in culture and language that are characteristic of their region. That is why regional accents will probably gain a more **6.** \_\_\_\_\_ status.

Around the world, there are two ways in which English may develop. All the different varieties could become more similar, as people travel more and their need to communicate is more urgent. Or we may find that people are keen to **7.** \_\_\_\_\_ the unique characteristics of their kind of English. Eventually, those regional varieties may develop into different languages (just as, hundreds of years ago, Latin developed into Italian, French and Spanish). If that does happen, we may find that people start using a new World Standard English as a means of international communication. Time will **8.** \_\_\_\_\_!

Adapted from *World Cultures*

- |                       |              |   |              |
|-----------------------|--------------|---|--------------|
| <i>0.</i> A transform | B vary       | <input checked="" type="radio"/> C change | D turn       |
| 1. A proclaim         | B imagine    | C fancy                                   | D estimate   |
| 2. A expand           | B grow up    | C turn                                    | D establish  |
| 3. A covering         | B containing | C regarding                               | D including  |
| 4. A truly            | B strongly   | C widely                                  | D heavily    |
| 5. A blamed           | B forced     | C accused                                 | D suspicious |
| 6. A equal            | B level      | C useful                                  | D higher     |
| 7. A persist          | B stay       | C preserve                                | D resume     |
| 8. A say              | B tell       | C change                                  | D see        |

...../8pts

**Zadanie III. Uzupełnij poniższe zdania idiomami. Liczba kresek odpowiada liczbie liter. Wpisz idiomy DRUKOWANYMI literami.**

0) *If you're going out, take an umbrella. It's raining C A T S A N D D O G S! (heavily)*

1. First he lost his keys and when he was crossing the road he got splashed by a car. It never \_\_\_\_\_ IT \_\_\_\_\_! (bad things happening one after the other)
2. These sweets are delicious but they'll cost AN \_\_\_\_\_ A \_\_\_\_\_. (lots of money)
3. We need to \_\_\_\_\_ if we want to spend summer holidays in Italy. (save up money)
4. I've tidied the bedroom but it's just \_\_\_\_\_ OF \_\_\_\_\_ – the whole house is a mess. (a small part of a very large problem)
5. He was ON \_\_\_\_\_ when she said she would marry him. (very happy)
6. Peter didn't mean to offend you. What he said was just an \_\_\_\_\_ remark. (said without thinking first)
7. We're \_\_\_\_\_ with paperwork because half of the staff are on holiday. (have a lot of work)
8. You work too much. Go to a club, meet some friends! Just let \_\_\_\_\_ this weekend. (have fun, relax)
9. I will stand by you \_\_\_\_\_ OR \_\_\_\_\_, you are my best friend. (whatever happens)
10. My brother is \_\_\_\_\_ in love with his new girlfriend. (deeply)

...../10pts

**Zadanie IV. Uzupełnij każdą z luk w tekście jednym wyrazem tak, aby całość tekstu była spójna logicznie i gramatycznie. Wpisz wyrazy DRUKOWANYMI literami.**

Our school sports competitions were (0) HELD last week, and the whole day was a disaster. For a start, very (1) \_\_\_\_\_ people bothered to turn up, and there is (2) \_\_\_\_\_ worse than trying to win a race with only three people cheering you on. Most people had stayed at home to watch the Cup Final on TV, or had been (3) \_\_\_\_\_ off by the weather. It rained all day, from the moment the first starting pistol was fired. I was in the high jump, (4) \_\_\_\_\_ meant running up to do my best jump and then landing in a pool of cold muddy water. (5) \_\_\_\_\_ one point it was raining so hard that we couldn't see the runners in the 5000 metres, and it (6) \_\_\_\_\_ out that they had all stopped (7) \_\_\_\_\_ the other side of the field and were sheltering under a tree. My other event was the javelin, but every time I tried to throw, the javelin kept slipping from my hand. In any case, I couldn't see where I was throwing, and when I (8) \_\_\_\_\_ finally manage to launch my javelin into the air it ... just disappeared. By Monday morning most of the athletes were in bed with bad colds.

...../8 pts

**ZADANIE IV.** Napisz opowiadanie, w którym użyjesz wszystkie podane poniżej wyrazy w dowolnej kolejności. Mogą one być użyte w dowolnej formie, liczbie, czasie, stopniu. Podkreśl w tekście miejsca, gdzie użyłeś podane słowa. Praca musi zawierać między 150 a 180 słów. Praca zostanie oceniona w zakresie treści, kompozycji, bogactwa i poprawności językowej. Margines po prawej stronie jest przeznaczony dla egzaminatora. Nie wolno tam pisać. Pisanie na marginesie skutkuje obniżeniem punktacji za kompozycje. Brak użycia wszystkich słów lub brak podkreślenia skutkuje obniżeniem punktacji za treść.

**Words to be used:** farm, horn, shirt, wife, bucket, feed, snort, laugh, fence, warn

### A Red Rag to a Bull

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## BRUDNOPIS (nie podlega ocenie)

A series of 24 horizontal dotted lines for writing a rough draft.