New ENTERPRISE



Exam Skills Practice

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1

Rozumienie ze słuchu

Uzupełnianie luk w zdaniach

1 **Usłyszysz dwukrotnie wypowiedź osoby uczestniczącej w targach pracy. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1-5) w notatce. Luki należy uzupełnić w języku angielskim.**

Careers Fair

Job: content creator

Content creator writes **1)** ....., articles, advertising, graphic design, etc for the Internet.

Skills: good at writing and understanding their **2)** ..... .

Science journals are more serious and have to get their **3)** ..... correct.

Pros: there are **4)** ....., but you choose what time of day you work.

Cons: having to find your own work.

Advice: never **5)** ..... if you want your dream job!

Rozumienie tekstów pisanych

Wybór wielokrotny – pytania do tekstów

2 **Przeczytaj teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B lub C.**

It's finally here! The all new **WX-10 smartphone** has just arrived!

Check out the ultra-slim design and the high quality video. Smartphones don't get much better than this.

Head down to **Harrisons Electricals** to be the first to have one of these 5-star phones.

We're opening all day on Friday to make sure that you can get the phone of your dreams!

1 This text is

- **A** a review of a smartphone.
- **B** an advertisement for a smartphone.
- **C** an announcement about a new shop.

Morning Dan,

Are you available to see candidates for the app designer job on Tuesday? I need someone who knows all about the job to ask the right questions.

Ellen

Hi Ellen,

Sorry, but I'm out of the office on that day. Why don't you ask Kelly? She's been doing the job for years and knows a lot more than me.

Dan

2 Both texts are about

- **A** training a new employee.
- **B** writing a job advertisement.
- **C** interviewing people for a job.

Careers Day

When? January 12th from 9:00 am until 3:30 pm

Where? In the Old Gym

What? Local employers and colleges will be there to talk about student's options after leaving school.

Bring along your CV for employers, but please note that these are just get-to-know-you sessions, not formal interviews.

For full list of employers, see Mr Kennelly in Room 361.

3 What can't you do on careers day?

- **A** meet employers
- **B** give out your CV
- **C** attend an interview

Kate,

1 They also want to see your qualifications on the day.

2 They want you for an interview on Thursday the 15th.

3 If I don't see you before then, good luck!

4 You got a phone call about that job you applied for.

4 The correct order of the sentences in the message is

- **A** 4-3-1-2
- **B** 2-3-4-1
- **C** 4-2-1-3

Znajomość środków językowych

Dobieranie podanych wyrazów do luk w tekście

3 **Przeczytaj tekst. Spośród podanych wyrazów wybierz te, które poprawnie uzupełniają luki 1-4. Wpisz odpowiednią literę (A-G) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

A qualified **C** redundant **E** retired **G** advanced

B in **D** to **F** of

Skills for Life

Your grandparents may have worked in the same job from the day they left school until the day they **1)** ....., but that is increasingly rare today. That is why you need skills for life rather than skills for just one job. Instead of being **2)** ..... in law or skilled at operating machinery, skills for life are those you can use in almost any job.

Examples of such skills include good communication skills, being team-oriented and cooperative, and being attentive **3)** ..... detail. These are very useful for working in an office or another workplace where you need to get on with all the other employees. The majority of employers also need their employees to be organised and motivated, capable of problem-solving and good at strategic thinking. These skills are related to how creative you are and whether you can work well on your own.

So the next time you fill **4)** ..... an application form or write your own CV, make sure you mention when, where and how you used these skills in the past. Be precise: it's no good just saying that you are patient and good with customers – you have to prove it. You can take skills for life from job to job because these are the skills that help you face all the challenges of the workplace in every workplace.

Układanie fragmentów zdań z podanych elementów leksykalnych

4 **Uzupełnij zdania 1-7. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 Mark **(be/try/find)** ..... a job in the tech field for over three months.

2 It **(not/look)** ..... the company is hiring any new people this year.

3 **(you/congratulate/Kate)** .... getting a promotion yet?

4 I **(not/figure)** ..... to write about in today's post yet.

5 Why **(Sam/always/complain)** .... his job?

6 Harriet **(think/give)** .... her job at Forest Florist's and retiring next year.

7 **(you/try)** ..... phone me? I've had several missed calls on my mobile since this morning.

Tłumaczenie fragmentów zdań

5 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 **(Czy ktoś słyszał)** ..... how Jack did in his interview?

2 The company **(myśli o)** ..... hiring another five IT technicians.

3 I **(pisałam)** ..... this reference all morning and I still haven't finished it.

4 I **(bez wahania polecam)** ..... Sarah for the position.

5 We **(nie otrzymaliśmy żadnych)** ..... applications for the job yet.

2

Rozumienie ze słuchu

Mediacja – uzupełnianie luk w zdaniach

1 **Usłyszysz dwukrotnie wypowiedzi trzech osób na temat problemów, które miały na wakacjach. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1-3. Luki należy uzupełnić w języku polskim.**

Tekst 1

1 Poparzenie przez meduzę ....., ... , że wymagało wizyty w szpitalu.

Tekst 2

2 Kobieta odkryła brak paszportu, gdy ....

Tekst 3

3 Drzemka na plaży zakończyła się poparzeniem słonecznym i koniecznością .... przez resztę pobytu.

Rozumienie tekstów pisanych

Dobieranie zdań do części tekstu

2 **Przeczytaj teksty A-C i zdania 1-4. Do każdego zdania dopasuj właściwy tekst. Wpisz odpowiednie litery (A-C) obok zdań. <u>Uwaga!</u> Jeden tekst pasuje do dwóch zdań.**

GREETINGS FROM AROUND THE WORLD

A	The Inuit people of Greenland don't shake hands when they meet, but it's not because they're rude – it's because of the freezing cold. Instead, they breathe in each other's smell by pressing their nose and forehead against the other's cheek or forehead. This traditional greeting is called 'kunik'.
B	The Shona are a group of people who live in Zimbabwe and other countries in South Africa. They greet each other by handshakes but also by clapping their hands. The men clap twice with flat hands but the women do it with cupped hands. This greeting also means 'thank you'.
C	The traditional greeting in Japan is bowing, and the depth of the bow indicates how much respect you have for the other person. You bow deeper for older people and even deeper still to someone you're doing business with. Also, the longer you bow, the more respect you show.

Which people

1	have a greeting that has different meanings?	
2	take more time when greeting a very important person?	
3	cannot greet people in a certain way because of the weather?	
4	have a word for their traditional method of greeting?	

Uzupełnianie luk w zdaniach

3 **Przeczytaj tekst. Uzupełnij luki w zdaniach 1-3 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.**

The Dubai Dreams Hotel

- Located on the seafront, The Dubai Dreams Hotel offers luxury rooms, five-star facilities and the best quality service.
- All rooms and hotel spaces (indoor and outdoor) air-conditioned for our guests' comfort in Dubai's desert climate.
- Excursions throughout Dubai available on weekdays.
- Free taxi service to and from the airport, but please book 24 hours in advance.
- Fully-equipped gym and Olympic-sized swimming pool open from 8 am to 10 pm, 7 days a week.

1 All the hotel is fully ..... so guests do not feel the heat.

2 The hotel does not offer ..... on Saturdays and Sundays.

3 Guests can exercise at the hotel until ..... o'clock at night.

Znajomość środków językowych

Uzupełnianie luk w tekście

4 **Przeczytaj tekst. Uzupełnij każdą lukę (1-4) jednym wyrazem, tak aby powstał spójny i logiczny tekst.**

Hi Paul,

How are you? This is my final email from Athens because I'm flying back tomorrow afternoon. Greece is amazing and the weather is usually boiling hot, but I got soaked today. I was looking for some souvenirs this afternoon **1)** ..... it started to rain. The streets were like rivers! I thought I was **2)** ..... to heavy rain, but this was something else! Luckily, I hid from it all in a lovely little restaurant with great food and excellent service. I've really taken **3)** ..... the food here – it's delicious! Just to remind you - my plane takes **4)** ..... at 4 pm so I should be back in the UK four hours later and home soon after.

Speak soon,

Tobias

Uzupełnianie luk w opisie ilustracji

5 **Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1-5) wyrazem lub wyrażeniem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.**



Here we are on our first day in Paris. In this photo, you can see us standing **1)**..... some of its stunning architecture. This place is usually vibrant and full of people, so we were really **2)**..... aback by the fact that there were only a few other tourists apart from us. You can see some of them **3)** ..... of the picture. We were lucky, because although it was **4)** ..... that day, it wasn't raining and we could enjoy our sightseeing **5)** ..... our umbrellas. Our first day was a dream come true!

6 **Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1-4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.**



This is a selfie I took in Dubai on my phone. There are palm trees **1)** ..... us and a lake. I suppose you thought I'd send you a pic of the desert and the amazing hotels here. Well, there's **2)** ..... sand in this photo! It was very sunny though and that's **3)** ..... I'm wearing my sunglasses. It was boiling hot too – over 30°C every day and that was in April. Imagine what it's like in July! I was really glad to get back to the air-conditioned room we **4)** .....booked.

Parafraza zdań – transformacje ze słowem kluczem

7 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. <u>Uwaga!</u> Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.**

1 Connor went snowboarding every winter when he lived in Austria.
USED Connor ..... snowboarding every winter when he lived in Austria.

2 Erica says that she is accustomed to living in Dubai now.
GOT Erica says that she .... to living in Dubai now.

3 It was the first time Simon had been in a helicopter.
NEVER Simon ..... in a helicopter before.

4 Two hours after we set off walking, we reached the top of the hill.
HAD We ..... two hours before we reached the top of the hill.

5 The maid was still cleaning our hotel room when we got back.
FINISHED The maid ..... cleaning our hotel room by the time we got back.

6 Dan arrived back home after a ten-hour flight.
FLYING Dan ..... ten hours before he arrived back home.

7 Harry doesn't mind walking a lot because he's a tour guide.
IS Harry ..... walking a lot because he's a tour guide.

8 Jake phoned us during lunch.
HAVING We ..... Jake phoned.

9 The sun was shining all the time we were in Dubai.
STOP The sun ..... all the time we were in Dubai.

10 Our plane left before we reached the airport.
ALREADY Our plane ..... when we reached the airport.

3

Rozumienie ze słuchu

Wybór wielokrotny

1 **Usłyszysz dwukrotnie trzy teksty. W zadaniach 1-6, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.**

1 What did Jack like about the show?
- **A** the acting
- **B** the songs
- **C** the ticket price

2 How will the man see the football match?
- **A** He won't see the football match.
- **B** He'll go with the woman's brothers.
- **C** He'll see it on television.

3 Which of the following is an opinion?
- **A** The museum is becoming more popular.
- **B** The museum is not an interesting place.
- **C** The museum will soon get more exhibits.

4 What happened to Peter the night before?
- **A** He met someone by accident.
- **B** He had an accident in a restaurant.
- **C** He had a meal instead of seeing a film.

5 What will the woman do this weekend?
- **A** She is going to the new museum.
- **B** She doesn't know at the moment.
- **C** She is going to visit her relatives.

6 Where will the man and woman go next?
- **A** To The National Gallery.
- **B** To Oxford Street.
- **C** To Covent Garden.

Rozumienie tekstów pisanych

Dobieranie nagłówków do części tekstu

2 **a) Przeczytaj tekst. Do każdej części tekstu (1-4) dobierz właściwy nagłówek (A-G). <u>Uwaga!</u> Trzy nagłówki zostały podane dodatkowo i nie pasują do tekstu.**

Day and Night in the City of Light

1 It's one of the most famous attractions in the world and no stay in Paris would be complete without seeing the Eiffel Tower. For many years, the tallest building in the world, it opened to the public in 1889. Some critics at the time did not appreciate the Eiffel Tower, with one calling it a "truly tragic streetlamp". Nowadays, though, it is admired as a masterpiece of engineering. The Tower has 108 stories and a tiring 1,710 steps so it's a good idea to use one of the two lifts for visitors if you want to get to the top.

2 Perhaps the most famous museum in the world, the Louvre is huge with an incredible 35,000 exhibits. To experience each item on display (including *the Mona Lisa* and *the Venus de Milo*), it would take 100 days. Obviously, that's not possible for most visitors so why not try the 2-hour quick tour? You get to experience the highlights with a tour guide who can speak English or German (and French of course!).

3 After a busy day sightseeing, you will want to take it easy as evening approaches. How about taking a gentle evening cruise along the River Seine on a boat? The river takes you past landmarks such as Notre Dame Cathedral, the Louvre and the Eiffel Tower. Most of these cruises offer food and live music, but maybe you want to eat at an authentic French restaurant instead?

4 Of course, now you have a problem. Do you want to eat inside the Eiffel Tower in its restaurant Le Jules Verne with a view of Paris after dark, or do you want to see the Tower lit up with 5 billion lights from a nearby restaurant? Wherever you eat, though, one thing is certain in this City of Light: the food will be delicious and the atmosphere out of this world!

- **A** The relaxing way to see the sights
- **B** How opinions change over time
- **C** Too much on the menu
- **D** A difficult decision to make
- **E** Dancing in the nightclubs
- **F** Taking the shortcut
- **G** A race to the top

Mediacja – uzupełnianie luk w e-mailu

b) Przeczytaj ponownie tekst *Day and Night in the City of Light*. Uzupełnij w e-mailu luki 1-3 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

From: Madzia
To: Przemek
Subject: Paryż!

Przemku,

jestem z przyjaciółmi w Paryżu! Czekałam na ten wyjazd bardzo długo, ale było warto. Pierwszego dnia zwiedzaliśmy wieżę Eiffla. Wiedziałeś, że aby wspiąć się na szczyt, trzeba pokonać aż 108 pięter i 1710 stopni? Oczywiście my **1)** ..... , które na szczęście są dostępne dla zwiedzających. Wczoraj wybraliśmy się do Luwru i udało mi się zobaczyć *Monę Lisę*. Byłam jednak trochę rozczarowana, bo obraz jest dużo mniejszy niż się spodziewałam. Zachwyciła mnie natomiast rzeźba *Wenus z Milo* – nasz przewodnik tak ciekawie o niej opowiadał! Nie wszystko niestety zrozumiałam, bo mówił wprawdzie **2)** ..... , ale z silnym francuskim akcentem. Mogliśmy też skorzystać z usług przewodnika mówiącego w języku naszych zachodnich sąsiadów, ale bałam się, że sobie nie poradzę, więc wybrałam bezpieczniejszą opcję. Po dwóch godzinach obcowania ze sztuką, poszliśmy coś zjeść. Mieliśmy do wyboru dwie restauracje, obie z niesamowitym widokiem. Zapadał już zmrok i najpierw zdecydowaliśmy, że pójdziemy do tej z widokiem na miasto, ale ostatecznie wybraliśmy tę, z której mogliśmy podziwiać **3)** ..... . Uznaliśmy, że tam bardziej poczujemy, dlaczego Paryż jest nazywany Miastem Świateł.

Jutro czeka nas rejs po Sekwanie. Dam Ci znać, jak było.

Pozdrowienia!

Madzia

Znajomość środków językowych

Uzupełnianie luk w tekście

3 **Przeczytaj tekst. Uzupełnij każdą lukę (1-4) jednym wyrazem, tak aby powstał spójny i logiczny tekst.**

It's all kicking off in Manchester!

The city that is home **1)** ..... Manchester City and Manchester United also has one of the world's greatest sporting museums - the UK's National Football Museum. Located in the heart of the city, the museum is open 7 days a week from 10 until 5 in the afternoon. There are plenty of exhibits over several levels to interest **2)** ..... the family, even those who aren't fans of the sport. That's because it's a place that tells stories. Visitors can learn **3)** ..... the history of 'the beautiful game' as well as players' stories and tales from the fans. Don't miss Level 2 where you can show off your own football skills in a series **4)** ..... exciting activities. So come in and take a look around. After all, how many other chances will you get to kick a football around a museum?

Parafraza zdań – transformacje ze słowem kluczem

4 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. <u>Uwaga!</u> Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.**

1 Tom won't be able to get to the theatre before the play starts.
WILL The play ..... the time Tom gets to the theatre.

2 I'll see if Karen wants to go to the concert before I buy tickets.
UNTIL I ..... I know if Karen wants to go to the concert.

3 When have you arranged to meet Max outside the cinema?
MEETING What ..... Max outside the cinema?

4 I have been working at the museum since January.
BEEN By next January, I .... at the museum for a year.

5 I plan on studying drama at university when I leave school.
GOING When I leave school, I .... drama at university.

Słowotwórstwo

5 **Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając wyrazy w nawiasach w taki sposób, aby powstały spójne i logiczne zdania. W każdą lukę możesz wpisać jeden wyraz.**

1 Steve was ..... **(THRILL)** to be invited on stage by the performers.

2 Are there any ..... **(RECOGNISE)** names appearing in the film?

3 There were over 20,000 ..... **(SPECTATE)** at the football match.

4 The National Gallery is just one of London's many ..... **(CULTURE)** attractions.

5 Jake ..... **(REGULAR)** appears on TV reviewing local concerts.

4

Rozumienie ze słuchu

Dobieranie

1 **Usłyszysz dwukrotnie wypowiedzi czterech osób na temat przełomowych wydarzeń w ich życiu. Do każdej wypowiedzi (1-4) dopasuj odpowiadające jej zdanie (A-E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

A It all went well despite not doing what I was told.
B It feels like someone else was there instead of me.
C It was a lot more difficult than we thought.
D I was relieved that nothing went wrong.
E I did the one thing that I didn't want to do on the day.

1	2	3	4

Rozumienie tekstów pisanych

Pytania do tekstu

2 **Przeczytaj tekst. Odpowiedz na pytania 1-3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki. Luki należy uzupełnić w języku angielskim.**

UFOs in the USA

In New Mexico, USA, there is a celebration of UFOs and aliens, those visitors from other planets. The UFO Festival is held in the town of Roswell and lasts for three days at the beginning of every July. It attracts thousands of UFO fans.

There's lots to see and do during the festival. If you like dressing up, you can create a costume for the Alien Costume Contest. Does your pet look a bit weird? Then why not dress them up to look like a visitor from another planet too? Events include concerts, talks, parades and an Alien Chase. Don't worry – it's just a family-friendly 5 and 10 km walk or run. Everyone can take part as there are categories for all age groups.

So why is the town known as the UFO capital of the world? Well, it's said that a UFO crashed near here in 1947. Apparently, the aliens inside didn't survive, but their bodies were taken to a nearby army base so that scientists could do tests on them. This may or may not be true (and the US army says it isn't), but it's enough for UFO fans to make the long journey to Roswell. Even if they don't find aliens, they'll find lots of new friends at a festival that's out of this world!

1 When is the UFO Festival?
The UFO Festival is ..... .

2 What can pet owners do at the UFO festival?
Pet owners at the UFO Festival can .....
..... .

3 Why did the army take the alien bodies according to UFO fans?
According to UFO fans, the army took the alien bodies so that ..... .

Znajomość środków językowych

Wybór wielokrotny – uzupełnianie luk w tekście

3 **Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1-4. Zakreśl literę A, B, C lub D.**

For two days every year, a football match is held in the small town of Ashbourne in the UK. Nothing surprising there, you might say. This sporting event is not **1)** ..... any other you've seen before. It's for everyone in the town, and the pitch is the town itself! Men, women and children **2)** ..... in as two teams try to get a ball into goals 3 miles apart from each other. The match starts at 2 pm and lasts as long as eight hours. That's not the strangest of the rules, though. The ball can **3)** ..... kicked or carried but players are not allowed to drive it in their cars! While no one is sure about the origin of this bizarre football match, it is **4)** ..... celebrated enthusiastically every year. So if you're not a football fan, then Ashbourne is probably a place to avoid, at least for those two days a year.

1	**A**	alike	**B**	unlike	**C**	dislike	**D**	like
2	**A**	join	**B**	take part	**C**	included	**D**	play
3	**A**	been	**B**	used to	**C**	be	**D**	have
4	**A**	yet	**B**	still	**C**	despite	**D**	even

Mediacja – uzupełnianie luk w e-mailu

4 **Przeczytaj ponownie tekst z zadania 3. Uzupełnij w e-mailu luki 1-4 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.**

Hi Olga,

I know you're not interested in football, but I have to tell you about a **1)** ..... I've just attended on my tour of the UK. It's a huge football match in the village of Ashbourne. Everyone joins in and kicks a ball from one end of the village to the other. There didn't seem to be **2)** ..... at all. It took two hours but it sometimes lasts eight! Apparently, it's **3)** ..... every year and lots of people attend. I'm not at all surprised, but it was really **4)** ..... – the strangest football match I've ever seen!

Bye for now,

Luke

Uzupełnianie luk w dialogu

5 **Uzupełnij dialog. Wpisz w każdą lukę (1-3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie w odpowiedniej formie. Luki należy uzupełnić w języku angielskim.**

X: Congratulations, Alfie. You're officially retired now. How was the retirement party?

Y: It was great. I wasn't expecting anybody to arrange something like that.

X: Come on, you were well liked at work. Of course they would have a party for you. Where **1) (hold)** ....?

Y: In the restaurant next to the office. It had been booked for the night.

X: The Italian one we all used to go to after work?

Y: Yeah, it looked different though. It **2) (decorate)** ..... balloons and streamers.

X: So what happened and who was there?

Y: Lots of old staff **3) (invite)** ..... the boss. There were people there that I hadn't seen for years! We had a great meal and I was presented with a gold watch.

X: Sounds fantastic. I hope my boss does the same for me when it's my turn to retire.

Tłumaczenie fragmentów zdań

6 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. <u>Uwaga!</u> W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 **(Nie zostaliśmy wpuszczeni)** ..... into the concert without tickets.

2 The event **(zostało otwarte)** ..... by a famous actor.

3 Glastonbury **(jest uważany za)** ..... the UK's biggest music festival.

4 Jack **(miał strój zaprojektowany przez)** .... someone who worked on the *Star Wars* films.

5 Refreshments **(będą sprzedawane)** .... at food stalls during the festival.

Słowotwórstwo

7 **Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając wyrazy w nawiasach w taki sposób, aby powstały spójne i logiczne zdania. W każdą lukę możesz wpisać jeden wyraz.**

1 At midnight, everyone always ..... **(CHANGE)** gifts with one another.

2 The weather at the festival can be very ..... **(PREDICTABLE)**.

3 The parade included a band playing ancient ..... **(MUSIC)** instruments.

4 ..... **(CONGRATULATE)** on passing your driving test first time!

5 All of Erica's family attended her ..... **(GRADUATE)** ceremony.

Parafraza zdań – transformacje ze słowem kluczem

8 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. <u>Uwaga!</u> Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.**

1 They say that the Three Choirs Festival is the oldest music festival in the UK.

SAID The Three Choirs Festival .... the UK's oldest music festival.

2 A famous writer is going to open the book festival.

OPENED The book festival is going to .... a famous writer.

3 The theatre doesn't let the audience take photos during the play.

ALLOWED The audience .... take photos during the play.

4 They will finish decorating the hall on Monday.

DECORATED The hall .... by Tuesday.

5 Helen insisted we go to last month's flower festival.

WERE We .... go to last month's flower festival by Helen.

5

Rozumienie ze słuchu

Wybór wielokrotny

1 **Usłyszysz dwukrotnie wypowiedź na temat niebezpiecznej sytuacji. Z podanych odpowiedzi (A, B lub C) wybierz właściwą, zgodną z treścią nagrania.**

1 Why is the speaker telling the story?
- **A** to explain how easy it is to have an accident
- **B** to persuade drivers to be more careful
- **C** to describe an accident she had

2 What does the speaker say about her father?
- **A** They were going to meet him in town.
- **B** He wasn't able to drive her mother.
- **C** He didn't want to go shopping.

3 What happened to the men in the speeding car?
- **A** They were seriously injured in a crash.
- **B** The police eventually caught them.
- **C** They escaped in the centre of town.

Rozumienie tekstów pisanych

Wybór wielokrotny – pytania do tekstów

2 **Przeczytaj teksty 1 i 2. W zadaniach 1-5 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B, C lub D.**

Tekst 1

When The Tide Came In

It had been a gloriously hot day, the kind everyone hopes for on holiday, but the day after we would be on a plane back home to the cold winter and freezing rain. Sam and I were making our way back to the hotel, looking forward to a final meal. As we walked into the reception area, we saw the staff ordering guests upstairs. We stared in amazement as a waiter shouted that a tsunami was on its way and that we were all to get as high up as possible.

We didn't know how long the lift would take, so we ran up the stairs. I was ahead of Sam and reached our room first. I had the key in my hand, but I was shaking so badly, I couldn't get it in the door. Sam, caught up with me, took the key and got us into the room. We ran to the window and stared out. There it was moving closer and closer. From where we were, it looked like the beach had been abandoned. The warning must have got through to the ones still enjoying the day's sun. There was an unnerving silence around the scene. And then the wave hit the beach.

We watched as the sea came rolling in, picking up everything in its way. It seemed unstoppable. It didn't stop when it reached the car park and it didn't seem to stop when it reached the hotel. It seemed to go on and on. After a while, though, it calmed, and seemed to be no longer pushing forwards with the same violence. The waters below us were swirling around and we could make out beach umbrellas and loungers floating on the top. It looked awful. I don't remember how long it took for the sea to go back, as I was in shock, but later looking out, we couldn't believe our eyes.

What had been a five-star holiday resort now looked like a landfill site. Mud covered everything and broken items lay everywhere. We found out later that no one had been hurt thanks to the authorities' early warning. I often wonder what might have happened if we hadn't heard the warning in time. Our last day on holiday might easily have been the very last day we spent alive.

1 Why didn't the writer and Sam take the lift?
- **A** It had not been working since they arrived.
- **B** It had already left with all the other guests.
- **C** They thought it might not be fast enough.
- **D** It wasn't safe because of the water damage.

2 Sam had to open the door because
- **A** he was the one carrying the keys.
- **B** the writer did not have the strength.
- **C** he was the first to reach the room.
- **D** the writer was too nervous to do it.

3 What does the writer <u>not</u> know about the tsunami?
- **A** what the beach looked like afterwards
- **B** how long it took the water to go down
- **C** who gave everyone the early warning
- **D** how many people died in the tsunami

Tekst 2

The Effects of Tsunamis

Of course, there can be loss of life with a tsunami, but the effects on the local environment are also devastating. Tsunamis can reach up to 750 kms an hour and the faster it moves, the more powerful it is. They destroy buildings, roads and leave behind water that is unfit to drink. It can take months for normal life to resume in affected areas and even then, locals often believe their lives will never be the same again.

Tsunamis are so powerful they can rip up trees and permanently change the formation of the land and seabed. The saltwater that comes inland can leave fields unable to grow vital crops that many communities need to survive. That's why the first help provided needs to be fresh water and food. The devastation that tsunamis bring reminds us that we do not control nature. As Russel Honoré, an expert in disaster relief, once warned, "People need to be cautious because anything built by man can be destroyed by Mother Nature."

4 Which of the following is stated in the text as a fact, not an opinion?

A Tsunamis change local people's lives for ever.
B The strength of a tsunami depends on its speed.
C Tsunamis ruin everything the human race builds.
D Farmers try to grow crops away from the seashore.

5 From both texts, we learn

A that food and water are essential after a tsunami.
B about the destruction that tsunamis leave behind.
C that most resorts don't have early warning systems.
D how expensive it is to clean up after a tsunami.

Znajomość środków językowych

Dobieranie podanych wyrazów do luk w tekście

3 **Przeczytaj tekst. Spośród podanych wyrazów wybierz te, które poprawnie uzupełniają luki 1-4. Wpisz odpowiednią literę (A-G) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

A to **B** cause **C** at **D** safest
E in **F** harmless **G** result

How safe are planes?

The fear of flying is a fairly common fear, and a lot of people suffer from it to some extent. It even has a name – aerophobia. There are many reasons why they suffer from aerophobia. They may be afraid of small spaces or of heights. Perhaps the most common reason, though, is the fear of crashing. But how sensible is that fear? Well, contrary to popular belief flying is, in reality, the **1)** ..... way to travel. Here's why.

One of the reasons is that airplanes have been designed with safety in mind, and as the years pass, airplane technology is being improved all the time. As a **2)** ....., airplanes are the least likely means of transport to go wrong. Everything has been checked, double checked and then triple checked. The pilot will have done extensive training, will have checked that all systems on the plane are in full working order, and will be able to prevent any minor problems a long time before they occur.

Let the facts speak for themselves. According to the latest figures from the World Health Organisation, 500 people were killed in air crashes in 2018 while **3)** ..... least 1.35 million people died in vehicles on the road, often by not keeping **4)** ..... the speed limit. The World Health Organisation publishes a list of the top ten causes of death, and only one type of death in a means of transport is included – road injury. So there you are. It's definitely safer to fly wherever possible. In fact, flying is the least dangerous way to travel by far!

Parafraza zdań – transformacje ze słowem kluczem

4 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.**

1 I think you should drive more carefully.
WERE If I ..... drive more carefully.

2 If we don't reduce car emissions, we won't stop climate change.
CUT We won't stop climate change .... on car emissions.

3 Tom didn't help clean up the oil spill because he overslept.
WOULD If Tom hadn't .... clean up the oil spill.

4 It's a shame the forest was destroyed by the wildfire.
ONLY If ..... been destroyed by the wildfire.

5 I would have preferred us to travel by public transport.
RATHER I ..... by public transport.

Słowotwórstwo

5 **Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając wyrazy w nawiasach w taki sposób, aby powstały spójne i logiczne zdania. W każdą lukę możesz wpisać jeden wyraz.**

1 Bonfire Night is the ..... **(BUSY)** night of the year for UK fire officers.

2 Everyone was ..... **(DESPERATE)** trying to put out the wildfire.

3 The hikers had ..... **(ESTIMATE)** how bad the weather would get on the hill.

4 No one was hurt in the train ..... **(DERAIL)** that happened late last night.

5 Scientists firmly believe climate change is caused by human ..... **(ACTIVE)**.

6

Rozumienie ze słuchu

Uzupełnianie luk w zdaniach

1 **Usłyszysz dwukrotnie fragment audycji radiowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1-4 w notatce. Luki należy uzupełnić w języku angielskim.**

Notes

Dr Harrison has been **1)** ..... the claims that some health foods make.

Some breakfast cereals contain a(n) **2)** ..... amount of sugar.

The doctor recommends **3)** ..... the label of everything we buy.

According to Dr Harrison, the **4)** ..... food is fresh food from local sources.

Wybór wielokrotny

2 **Usłyszysz dwukrotnie trzy wypowiedzi. Z podanych odpowiedzi (A, B lub C) wybierz właściwą, zgodną z treścią nagrania.**

1 What will the couple do about the chicken?
- **A** They will share it with Tom.
- **B** They will cook it another day.
- **C** They will eat it after Tom leaves.

2 What can't the man have for breakfast?
- **A** yoghurt
- **B** cereal
- **C** biscuits

3 What does the woman like most about ordering pizzas?
- **A** It means no one has to cook.
- **B** They are her favourite food.
- **C** There are always leftovers.

Rozumienie tekstów pisanych

Dobieranie – uzupełnianie luk w tekście podanymi zdaniami

3 **Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1-4) literę, którą oznaczono brakujące zdanie (A-F). <u>Uwaga!</u> Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.**

Food Waste and Foodbanks

It may not seem a lot, but when we throw away that extra slice of bread or a tin of beans that is past its sell-by date, it all adds up. At the moment, we are throwing away almost a third of the food we produce. **1)** ..... That's a lot of food! If we carry on like we do today, then by 2030, we will be throwing away over 66 tonnes of food every second.

There is more to food waste than just the actual food we throw away. All the food that has been produced and then thrown away contributes 8% to greenhouse gases emissions. **2)** ..... In an effort to cut down on this, the UN has set targets to reduce it by a half over the next decade. Unfortunately, many experts believe that these are not likely to be met.

With all this waste, you would have thought that there was plenty of food to go around. **3)** ..... One concern is the recent rise in the use of foodbanks in the UK. These are places run by volunteers which people turn to when they cannot afford to buy food for themselves. They are given free packets of pasta, tins of food and other items that do not go off easily, as well as fresh food donated by local cafés and supermarkets. Often, these foodbanks are run by charities. One of these, the Trussell Trust, gave away food to over 650,000 people last year and that figure is expected to rise this year.

So what can we do to reduce our food waste? First of all, we can freeze any leftovers to eat them another time. Even if it's just a small portion, it can be used for a snack. Secondly, make a shopping list and stick to it. Only buy food you need and don't get tricked into buying more with special deals and reduced price items. Also, think about how much you make when you cook something. **4)** ..... If we cook the correct amount and watch our portion sizes, we'll reduce waste and our waistlines. It's also a good idea to give to foodbanks. Just buy an extra couple of tins of beans or something similar and drop it off at the nearest foodbank. In a foodbank, one thing is for sure - no food ever goes to waste.

- **A** Even if you don't have a lot of money, it's still important to eat healthily.
- **B** That amounts to 1.6 trillion tonnes of food every year.
- **C** There may be enough, but it doesn't always get to the people who need it the most.
- **D** It seems wrong to throw away any food when some families are starving.
- **E** This means that food waste is also adding to climate change.
- **F** We often overestimate the amount of food we need on our plates.

Uzupełnianie luk w zdaniach

4 **Przeczytaj tekst. Uzupełnij luki w zdaniach 1-3 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.**

Little Haversham Council invites local residents to its 3rd Annual Coffee Morning for the homeless!

- Friday, 17th April in the new Town Hall, next to the Village Library
- 8 am – 12 pm
- Have a coffee or a cuppa, a slice of cake and a chat
- Biscuits and other refreshments available
- All money will be donated to charities that help the homeless into sheltered accommodation
- Volunteers needed for putting out chairs and tables!
- For further information contact Tom Scott on 0765 342887 or by email at tscott_76@gmail.com

1 The Coffee Morning is for ..... of Little Haversham.

2 You don't have to drink ..... as there will be other refreshments.

3 The advertisement asks for ..... to help with preparing the hall.

Znajomość środków językowych

Uzupełnianie luk w tekście

5 **Przeczytaj tekst. Uzupełnij każdą lukę (1-4) jednym wyrazem, tak aby powstał spójny i logiczny tekst.**

Fake Meat, Real Taste

Climate change is causing more and more problems for our planet, and scientists say that the farming necessary to produce meat is a major factor. They add that one way to change the planet's fate is to adopt a vegetarian or vegan way of life. But what if you just can't live **1)** ..... a juicy burger? Say hello to fake meat!

Fake meat looks and tastes exactly like the real thing, even down to the way meat juices come out of it. Made from soy protein, fake meat can easily trick your senses into believing that it is eating the real thing, even if those juices come **2)** ..... beetroot. Fast-food restaurants and bakeries are increasingly selling items that look and taste meaty but are a lot more environmentally friendly. So the next time you order a **3)** ..... of burgers, read the menu carefully. They could turn **4)** ..... to have come straight out of a laboratory!

Tłumaczenie fragmentów zdań

6 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 **(Ile mleka)** ..... should I put in the omelette?

2 It was Danny's first time baking but the cake **(wyszło dobrze)** ..... .

3 Don't forget to buy **(bochenek chleba)** .... on the way home.

4 **(Czy jest wystarczająco dużo)** ..... salt in the casserole?

5 There were **(kilka różnych rodzajów)** .... of pasta in the supermarket.

Układanie fragmentów zdań z podanych elementów leksykalnych

7 **Uzupełnij zdania 1-8. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 Where **(slices/pizza)** ..... that were in the fridge last night?

2 Every dish **(menu/had/garlic)** .... in it.

3 Would you **(like/strawberries/cream)** .... for dessert, Annie?

4 I **(afraid/there/no)** ..... burgers left.

5 Ben loved the meal so much that he **(ask/Amy)** .... recipe.

6 Brody **(so/proud)** ..... the cake he made because it's his first!

7 I need **(couple/eggs)** ..... this recipe.

8 How **(something/eat)** ..... before we go out?

7

Rozumienie ze słuchu

Wybór wielokrotny

1 **Usłyszysz dwukrotnie audycję na temat przestępczości. W zadaniach 1-5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B, C lub D.**

1 What does the spokesperson believe?
- **A** The public do not trust the police.
- **B** The police are doing a good job.
- **C** Citizens feel a lot safer these days.
- **D** The crime figures are not realistic.

2 What concern do some people have about drones?
- **A** They might spy on ordinary people.
- **B** They are not able to solve crime.
- **C** They think more of them are needed.
- **D** They believe they can cause accidents.

3 Why did Paul Watson go to jail?
- **A** for burglary
- **B** for shoplifting
- **C** for robbing a bank
- **D** for lying to the police

4 Who does the police officer thank?
- **A** other police officers
- **B** news reporters
- **C** the judge and jury
- **D** members of the public

5 What will happen to Watson?
- **A** He will be released soon.
- **B** He will go to prison.
- **C** He will pay a large fine.
- **D** He will be caught soon.

Rozumienie tekstów pisanych

Mediacja – uzupełnianie luk w tekście

2 **Przeczytaj teksty 1 i 2. Uzupełnij w e-mailu luki 1-3 zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim.**

Tekst 1

To: Claire
From: Thomas
Subject: Heard the news!

Hi Claire,
Just heard about the burglary at your house. I'm so sorry to hear that you lost your brand new laptop. Didn't you buy window locks last month? I can't believe they were able to get in and steal everything while you were asleep upstairs. To be honest, it's probably better that you didn't hear them. You might have gone downstairs and then who knows what might have happened? If you're feeling too scared, you can always come and stay at my house or Kate's.

Stay strong,
Thomas

Tekst 2

Lock & Key Security

Sale now on!

Window locks from £5.95

Complete security systems from £695

Have our security experts call round and give you a price.
Phone 0732 878787 now to book an appointment.

To: Claire
From: Kate
Subject: Lock & Key Security

Hi Claire,
I know you're still upset about the **1)** ....., so I thought I'd have a look for something to make your house more secure. I found this advert in the local newspaper, so I scanned it and attached it.

The **2)** ..... might seem expensive, but you had window locks and they didn't work. You don't have to make up your mind now, but I think you should get one of their **3)** ..... call round – it's totally free!

Speak soon,
Kate

Znajomość środków językowych

Parafraza zdań – transformacje ze słowem kluczem

3 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. <u>Uwaga!</u> Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.**

1 I'm sure the burglars knew there was jewellery in the house.
MUST The burglars ..... there was jewellery in the house.

2 It wasn't a good idea to have the date of your birth as a password.
SHOULD You ..... the date of your birth as a password.

3 It's possible the police can follow the stolen car with a drone.
ABLE The police ..... follow the stolen car with a drone.

4 I kept all my money in the hotel safe even though it wasn't necessary.
NEED I ..... all my money in the hotel safe.

5 I'm certain the email isn't from Sam as she doesn't know my email address.
SENT Sam ..... the email as she doesn't know my email address.

6 The burglars got in through an open window.
WERE The burglars ..... in through an open window.

7 Driving along this road is forbidden.
DRIVE You ..... along this road.

8 We were obliged to lock all the office doors when we finished at night.
TO All the office doors ..... when we finished at night.

9 I'm sure I had my passport in my pocket when I left the hotel.
HAVE My passport ..... in my pocket when I left the hotel.

10 It wasn't necessary for me to buy such an expensive security system.
BOUGHT I ..... such an expensive security system.

Słowotwórstwo

4 **Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając wyrazy w nawiasach w taki sposób, aby powstały spójne i logiczne zdania. W każdą lukę możesz wpisać jeden wyraz.**

1 The new drones are very useful in search and rescue ..... **(OPERATE)**.

2 The police have said that inner city ..... **(VANDAL)** is on the rise.

3 Residents worry about their lack of ..... **(PRIVATE)** from drones.

4 The patrol car ..... **(SWIFT)** caught up to the stolen car.

5 There were several ..... **(KIDNAP)** in the country last year.

Uzupełnianie luk w opisie ilustracji

5 **Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1-4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.**



The picture shows a burglar opening a door in a house. It **1)** ..... be night because he needs to use a torch. He's wearing a mask and he's dressed all in black. It looks like the burglar was **2)** ..... to get in without breaking a window. The owners of the house must have left the door unlocked. They **3)** ..... have an alarm, or it would have gone off. It's quite scary because the owners could be upstairs asleep as the burglar is breaking in. If they hear the burglar downstairs, they shouldn't attack him as he may have a weapon. In my opinion, they **4)** ..... to call the police secretly.

8

Rozumienie ze słuchu

Odpowiedzi na pytania

1 **Usłyszysz dwukrotnie fragment wypowiedzi na temat uprawiania szermierki. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1-5. Na pytania należy odpowiedzieć w języku angielskim.**

1 How does the speaker know Mr Renshaw?
.....

2 What was the speaker a fan of when he was younger?
.....

3 Which age group fences with a size 3 foil?
.....

4 What <u>two</u> things does the coach do to help the speaker?
a .....
b .....

5 What are the speaker's plans for the future?
.....

Rozumienie tekstów pisanych

Dobieranie zdań do części tekstu

2 **Przeczytaj złożony z trzech części (A-C) tekst na temat dziwnych angielskich zawodów sportowych i zdania 1-4. Do każdego zdania dopasuj właściwą część tekstu. Wpisz odpowiednie litery (A-C) obok zdań. <u>Uwaga!</u> Jedna część tekstu pasuje do dwóch zdań.**

Strange English Sports

A	Gurning is an old English sport which involves making the ugliest facial expression you can. There's only one rule really – male and female contestants of all ages have to put their head through a leather horse collar and then make the face. But with an annual world championship, it's a serious business. One contestant even had all his teeth taken out so that he could gurn better!
B	The World's Biggest Liar has been held in Cumbria, England, every year for the last three thousand years, making it older than the Olympic Games. Okay, that's not true, but that's what contestants have to do to win in this sport – tell lies. In reality, it started in the 19th century. Nowadays, winners have to be convincing, informative and, most of all, entertaining.
C	The English don't just have eggs for breakfast, they also like to throw them to each other in the World Egg Throwing Championships. Originating in 1322 when a priest offered eggs to people to go to church, egg throwing is exactly as it sounds. All you have to do is throw an egg to your partner 10 metres away. Drop the egg or break it and you're out!

Which sport

1	requires everyone in the competition to be creative?	
2	needs two people working together to win?	
3	uses a piece of equipment usually found on farms?	
4	began as a way of attracting people somewhere?	

Uzupełnianie luk w zdaniach

3 **Przeczytaj tekst. Uzupełnij luki w zdaniach 1-3 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.**

Kenton's New Leisure Centre!



Hilltop Leisure Centre will be opening its doors on Friday 23rd August.

How to find us: take the 192 from the Kenton Bus Station and get off at the Town Hall. Turn left onto Grove Street and we're next to Kenton Hospital.

Join between 23rd – 31st August to receive 30% off annual membership.

Fully-equipped gym, Olympic-sized swimming pool, sauna and events room.

Don't miss the fencing lessons with ex-world champion. (nowhere else in Kenton!).

Coming soon: Paintball, Indoor Skydiving and WCMX lessons!

Visit our website at hilltopleisure@kentoncouncil.co.uk for full list of activities and prices.

1 To get to the leisure centre, you just need to find ..... which is nearby.

2 If you enrol before the end of August, your annual membership ..... .

3 The leisure centre is the only place in town to offer ..... lessons.

Znajomość środków językowych

Wybór wielokrotny – uzupełnianie luk w tekście

4 **Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1-4. Zakreśl literę A, B, C lub D.**

Storm Chasing

Some scientists chase storms to measure their strength for their research. For other people, though, storm chasing is a way **1)** ..... life. It involves following a storm as it travels across a country. Storm chasing can be done all over the world, but it's best in the USA **2)** ..... has tornadoes, hurricanes and lightning. Fans take stunning photos and post them online. It's not a cheap hobby as it means travelling around a lot, but it's not as dangerous **3)** ..... some people believe it to be. Storm chasers love the excitement of trying to get close to such violent natural phenomena and say that they are **4)** ..... for the moment – the moment they get that perfect picture of a storm.

1	**A**	to	**B**	into	**C**	for	**D**	of
2	**A**	where	**B**	which	**C**	what	**D**	when
3	**A**	than	**B**	as	**C**	by far	**D**	enough
4	**A**	living	**B**	staying	**C**	playing	**D**	chasing

Słowotwórstwo

5 **Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając wyrazy w nawiasach w taki sposób, aby powstały spójne i logiczne zdania. W każdą lukę możesz wpisać jeden wyraz.**

1 Dan had a(n) ..... **(PUZZLE)** look on his face.

2 We were ..... **(ABLE)** to get tickets for the football match, so we couldn't go.

3 Kate's been ..... **(HOOK)** on snowboarding since last year.

4 It took Gary months to ..... **(COVER)** from his broken leg.

5 There's been a ..... **(REVIVE)** in interest in vinyl records lately.

Uzupełnianie luk w tekście

6 **Przeczytaj tekst. Uzupełnij każdą lukę (1-4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. <u>Uwaga!</u> Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

• CONCENTRATE • MAKE • WORK • ABLE
• BEGIN • SMART • TUTOR

Winners Take It All

How do you make the winning team? Obviously, choosing the right team members is important and that is why good leadership is essential. Everyone has their roles to play and no player should be considered more important than the rest. Motivation is also key, as is **1)** ..... – the ability to ignore everything apart from your goal. Watching a(n) **2)** ..... on YouTube might help develop your skills, but it's training that will really create the opportunities you need. So make sure you put in the hours practising. It's also important in any match to **3)** ..... your opponent, so think ahead and learn their moves. If you know what they're going to do, you can do it first. Of course, in almost all competitive sport, the best way to succeed is by using **4)** ..... – everyone on your side working together for the big win.

Tłumaczenie fragmentów zdań

7 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. <u>Uwaga!</u> W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 For me, both contestants are equally talented; one is **(równie dobry jak)** ..... the other.

2 That was **(zdecydowanie najtrudniejszy)** .... race Sally's ever run.

3 According to the survey, knitting is **(najmniej popularnym)** ..... hobby in my class.

4 It was **(tak ekscytujący)** ..... tournament that we'll definitely be going again next year.

5 **(Jakież irytujące)** ..... it was to lose in the last minute!

9

Rozumienie ze słuchu

Wybór wielokrotny

1 **Usłyszysz dwukrotnie pięć krótkich dialogów. W zadaniach 1-6, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.**

1 What should the woman do first?
- **A** get in contact with her bank
- **B** change her security information
- **C** stop money leaving her account

2 Why will the man not buy the fitness tracker?
- **A** Its battery doesn't last long.
- **B** It is too expensive for him.
- **C** It is not very reliable.

3 What advice does the man give?
- **A** always log out of accounts
- **B** never give away your details
- **C** make sure you pay bills on time

4 What happened at the airport recently?
- **A** Someone was arrested.
- **B** Flights were stopped.
- **C** A drone was destroyed.

5 How does the woman feel about AI?
- **A** not worried
- **B** not interested
- **C** pretty excited

6 How did the café become popular locally?
- **A** Its password is easy to remember.
- **B** It serves the best coffee in the area.
- **C** It was the first to offer free Wi-Fi.

Rozumienie tekstów pisanych

Dobieranie – uzupełnianie luk w tekście podanymi zdaniami

2 **a) Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (1-5) literę, którą oznaczono brakujące zdanie (A-G), tak aby otrzymać spójny i logiczny tekst. <u>Uwaga!</u> Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.**

Nikola Tesla: A Spark of Genius

Newton discovered gravity, Edison invented the light bulb, the record player and the motion picture camera, Einstein revolutionised the way we think about time and space, and Tim Berners-Lee developed the World Wide Web. **1)** ..... But there's another genius that should be added to that list: Nikola Tesla.

Born in what is now Croatia in 1856, Tesla studied engineering and physics before working for a telephone company. **2)** ..... Despite both being geniuses, it wasn't a happy working relationship, though, and he soon left to work for himself. Tesla was interested in electrical systems. This was in the early days of domestic electricity and most houses were still in the dark ages of using candles. The main problem was how to transmit electricity over huge distances. Tesla solved this by his invention of alternating current. **3)** ..... It is what you use in your house when you switch on the TV, charge your smartphone or turn on the light.

Tesla started to become famous. He worked on radio communication, X-rays and his Tesla coil – a means of producing wireless electricity. **4)** ..... He has been described as a showman, but if he wanted to show off his work, it was only because the work was at the cutting edge of electrical engineering. He was also said to have had a photographic memory – the ability to remember every image after only seeing something once – and this must have been a huge help when it came to drawing up new inventions.

Tesla made lots of money from his designs, but, unfortunately, he spent more than he earned on his inventions. He died in a New York hotel room in 1943. His name lives on though. The international unit of magnetic flux is named after him as is the electric car developed by the billionaire Elon Musk. **5)** ..... But he went further than just dreaming about it - Nikola Tesla used his own genius to create the future. When talking about other scientists, he said that the present was theirs; the future, for which he really worked, was his.

- **A** His home in Colorado Springs, Colorado, was used for a wide variety of experiments and he often invited reporters to see his latest inventions.
- **B** However, his fame had its problems.
- **C** In his time, he won lots of awards and was constantly trying to imagine the future.
- **D** Despite this, he carried on with some of his most famous inventions.
- **E** It is still used in our modern-day lives.
- **F** These are all geniuses who changed our lives and whose names have gone down in history.
- **G** He moved to the USA in 1884 to work with one of those geniuses, Thomas Edison.

Pytania do tekstu

b) Przeczytaj ponownie tekst z zdania 2a i odpowiedz na pytania (1-5) zgodnie z treścią tekstu. Na pytania należy odpowiedzieć w języku angielskim.

1 According to the article, how did Einstein go down in history?

.....

2 How did Tesla and Edison get on together?

.....

3 How does alternating current help our lives?

.....

4 How did Tesla's photographic memory help him?

.....

5 What two things have been named after Tesla?

.....

Znajomość środków językowych

Parafraza zdań – transformacje ze słowem kluczem

3 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów. <u>Uwaga!</u> W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.**

1 "It wasn't me who hacked into your account," said Aiden.
DENIED Aiden ..... account.

2 "You needn't finish your work today," said my boss.
HAVE My boss told me that I wouldn't .... work that day.

3 "I'll help you set up an email account," said Anya.
PROMISED Anya ..... set up an email account.

4 Mike avoided taking the blame for damaging Harry's tablet.
GOT Mike ..... damaging Harry's tablet.

5 In my opinion, fitness trackers encourage healthier lifestyles.
TOWARDS My attitude ..... they encourage healthier lifestyles.

6 "No, you can't use my smartphone for an international call," said Callum.
ALLOW Callum refused ..... use his smartphone for an international call.

Uzupełnianie luk w dialogu

4 **Uzupełnij dialog. Wpisz w każdą lukę (1-6) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, zmieniając ich formę, jeśli jest to konieczne. Luki należy uzupełnić w języku angielskim.**

X: Did you ask Mark about how to connect my new fitness tracker to my phone?
Y: Sure. He told **1) (how)** ..... it. It doesn't seem too difficult.
X: Okay then. What's the first thing?
Y: Right. Before you start, **2) (download)** .... the app yet? Mark said that was really important. Oh, and don't forget to have the Bluetooth switched on.
X: Yeah, I've already done all that, and inputted all my statistics – height, weight, sex, and age.
Y: First of all, open the app on the phone. He **3) (tell)** ..... would be a small icon in the top corner of the main screen. It looks like two arrows going round in a circle. Is it there?
X: Yes, it is.
Y: Okay, then just tap it and it should connect automatically. Mark **4) (promise)** .... take more than a couple of seconds.
X: It seems to be working okay. The arrows are moving round and a progress bar has just appeared.
Y: He **5) (warn)** ..... to try to connect more than one device at a time as that could cause everything to crash.
X: I have enough trouble connecting just one device! That's it done! Tell him I said thanks, will you?
Y: You can tell him yourself. He said **6) (go)** .... to be at Karen's party on Saturday night.
X: Oh yes, it's her birthday party, isn't it? I'd better get exercising then 'cos there's going to be plenty of food to eat that night!

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Rozumienie ze słuchu

Uzupełnianie luk w tekście

1 **a) Usłyszysz dwukrotnie fragment audycji na temat stresu, który towarzyszy egzaminom. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1-6) w poniższej notatce. Luki należy uzupełnić w języku angielskim.**

Notes

We can usually **1)** ..... stress well.

Brain will **2)** ..... to too much stress.

Symptoms: tiredness, depression, rapid heartbeat, chest pains, stomach upsets.

More likely to get **3)** ..... and the ..... as well.

Can **4)** ..... what body does and reduce stress.

Try **5)** ..... techniques, get out, tell people how I feel.

Learning about stress useful in **6)** ..... .

Wybór wielokrotny

b) W zadaniach 1-3, na podstawie informacji zawartych w nagraniu do zadania 1a, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

1 According to Dr Pressman, a stressed brain tries to get you to …

A study more.
B exercise more.
C relax more.

2 What does Doctor Pressman say about social media?

A It has useful advice about stress.
B It is best to take a break from it.
C It makes sufferers feel less alone.

3 What does Dr Pressman say about stress at the end?

A It is especially bad for teenagers.
B It gets worse as we get older.
C It affects everyone at some point.

Rozumienie tekstów pisanych

Dobieranie nagłówków do części tekstu

2 **a) Przeczytaj tekst. Do każdej części tekstu (1-4) dobierz właściwy nagłówek (A-G). <u>Uwaga!</u> Trzy nagłówki zostały podane dodatkowo i nie pasują do tekstu.**

Heading to University

1 So you've got your results and you got the grades you needed to get into university. The world of higher education, though, is very different from your time at local comprehensive school. You will now have to make your own decisions and take responsibility for your own education. Apart from studying and eventually getting a degree, there are a number of choices that you have to make before you set off on the next stage of your education. Here are some of the most important things to consider.

2 There are plenty of financial decisions to be made when going to university. Perhaps, the most important one is how to finance your time at university. It's not just the tuition fees you have to consider either. If you are living away from home, you will have to pay rent, bills and buy food. You could be lucky enough to win a scholarship, but that usually only pays for tuition fees. In most cases, you will have to take out a student loan. Remember that a student loan will have to be paid back and that could take a very long time.

3 The next decision is about where you are going to live. You may have chosen a university close to your hometown, which will save a lot of money. However, the majority of students will move to another town or city and have to find accommodation there. Universities provide their own halls of residence where you can stay on your own or with other students. Living in these is not compulsory though, and you may want to find a small flat of your own off campus. Whichever you choose, find out how much everything costs and budget wisely.

4 Going to university is not just about studying and preparing for a career. It is also about socialising with other students. If you are in halls of residence, you will already be living with other students, but you do not get to choose the people you live with. It's a better idea to head to the Students' Union where you can join a wide variety of clubs in areas that really interest you. Finding people who have similar interests and are doing similar courses is a great way to get support for your academic work and an excellent way of making what could be friends for life.

A Having a place of your own
B Finding the funds for it all
C Meeting faculty members
D Getting along with others
E Paying for entertainment
F Getting the best grades
G Making your mind up

Mediacja – uzupełnianie luk w tekście

b) Przeczytaj ponownie tekst z zadania 2a. Uzupełnij w e-mailu luki (1-6) zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

Hi Bianka,

The first month at university is over, and, as I promised, here's my news. I told you about winning the **1)** ..... . Well, that made things so much easier and, while I have to take out a small **2)** ....., all the tuition **3)** ..... are sorted out. Mum and Dad weren't too pleased when I told them I didn't want to stay in halls of **4)** ....., but I showed them the flat I am renting, and everything is okay now. I went along to the **5)** ..... Union and joined some of the clubs there. The one I'm really looking forward to is the fencing club. It's all so different from the **6)** ..... school I went to for so many years. Anyway, that's all for now.

Speak soon,
Karen

Znajomość środków językowych

Uzupełnianie luk w tekście

3 **Przeczytaj tekst. Uzupełnij każdą lukę (1-8) jednym wyrazem, tak aby powstał spójny i logiczny tekst.**

Online or on Campus?

Before the days of the Internet, school leavers looking to carry on into further education would normally head to university. Nowadays, though, the Internet has brought **1)** ..... a revolution in education with online courses.

There are lots of reasons **2)** ..... students choose online courses, but perhaps the most important is flexibility. There are deadlines, of course, but students can choose when and where to study. Because of this, online courses are **3)** ..... as stressful as university courses. Furthermore, online courses are often a lot cheaper. The tuition fees are lower, and students do not have to pay to live in halls of residence, some of **4)** ..... are quite expensive.

On the **5)** ..... hand, online courses have their disadvantages, **6)** ..... as the lack of face-to-face interaction. Online students may never get to see their lecturers or other students. An important part of any university education is the chance to socialise with like-minded individuals.

All in all, studying online has its pros and its cons. Without doubt, online courses provide flexibility and are less costly. However, students might **7)** ..... studying in isolation. One thing is for sure, though – that the Internet has opened doors to many students **8)** ..... would not otherwise have been able to fulfil their potential in further education.

Tłumaczenie fragmentów zdań

4 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Students, **(z których wielu)** ..... are living away from home for the first time, can live in halls of residence on campus.

2 It was **(tak trudny)** ..... exam that Anna was happy just to get a pass mark.

3 I like to record all the lectures I attend **(na wypadek gdyby umykało mi)** ..... something important.

4 Ben really loves Science lessons, **(podczas gdy jego brat)** ..... prefers Art.

5 **(Powodem, dla którego)** ....I don't do any sport after school is that I just don't have the time.

Układanie fragmentów zdań z podanych elementów leksykalnych

5 **Uzupełnij zdania 1-5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność gramatyczna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 There are so **(courses/offer)** .... I'm having trouble deciding on just one.

2 Kelly's taking Biology **(with/view)** .... becoming a veterinarian.

3 **(spite/fact)** ..... that Max excels at Maths, he still wants to do English at university.

4 Jake went to performing arts college **(order/study)** ..... ballet.

5 I went to university and left the town **(where/I/bring)** ..... up.

11

Rozumienie ze słuchu

Dobieranie

1 **Usłyszysz dwukrotnie cztery wypowiedzi na temat pieniędzy. Do każdej wypowiedzi (1-4) dopasuj odpowiadające jej zdanie (A-E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

Which person

A has not had to lend money for anything?
B wishes they had more coins to carry around?
C finds using a smartphone payment app easy?
D had to borrow money in order to get a job?
E worries about having their account hacked?

1	2	3	4

Rozumienie tekstów pisanych

Wybór wielokrotny – pytania do tekstu

2 **a) Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.**

The Old Lady of Threadneedle Street

It sounds like the title of a fairy tale that parents tell their children to get them to fall asleep, but the Old Lady of Threadneedle Street is something very different indeed – it's the nickname for the Bank of England. It has been overseeing the finances of the country for over 300 years and its headquarters is located on Threadneedle Street in London. But why is it an 'Old Lady'? Well, that comes from a famous cartoon drawn more than 200 years ago, in which the Bank is depicted as an old lady wearing a dress made out of banknotes.

Founded in 1694, the Bank of England is not like the banks you find on the High Street. It produces the country's 3.8 million banknotes and makes sure the rest of the banks function properly. It recently introduced the new polymer (a thin plastic material) banknotes that are a lot stronger than traditional paper notes. They can be accidentally washed in the washing machine and now survive!

The Bank of England also decides whose faces go on the banknotes and has run competitions to ask the public which people they would like to see on their money. Interestingly, pictures on the UK's banknotes are a fairly recent development. It started in 1970 with a £20 note featuring Queen Elizabeth II on one side and William Shakespeare on the other. Now the UK has banknotes featuring, amongst others, Winston Churchill, Jane Austen and Sir Isaac Newton. There are some banknotes worth £1 million and £100 million, but these are not for everyday use (of course!) and are held deep in the Bank's safes. They would only be used in the event of other UK banks failing.

The Bank of England is far more than just a simple bank – it is an institution with its very own museum. It is full of educational displays including a recreation of how it looked 200 years ago. You can find out why the bank has over 400,000 gold bars and get a chance to pick up a real gold bar! The museum contains over three centuries of the UK banking history and best of all – it's free. All that money and you don't have to pay a thing!

1 What is the purpose of the article?
A to persuade readers to change banks
B to inform readers about an organisation
C to explain how banks control money
D to describe how cash and coins are made

2 What does the writer suggest in the second paragraph?
A There are not enough banknotes.
B A lot of banks are not very reliable.
C Coins will soon be replaced by banknotes.
D People sometimes washed banknotes by mistake.

3 In the phrase 'It started' in the third paragraph, what does 'It' refer to?
A public competitions
B portraits on banknotes
C banks producing banknotes
D banknotes made of plastic

4 What does the phrase 'in the event of' in the third paragraph mean?
A in case **B** unless **C** despite **D** however

5 What is the purpose of the last paragraph?
A to persuade readers to buy gold
B to explain how powerful banks are
C to advise readers on saving money
D to get readers to visit the museum

6 What does the article say about the museum?
A You have to buy a ticket to get in.
B You can see how it looked 300 years ago.
C You can buy gold bars there.
D You can hold some genuine gold.

Mediacja – uzupełnianie luk w tekście

b) Przeczytaj ponownie tekst z zadania 2a. Uzupełnij luki (1-5) w e-mailu zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Piotrek,

wiem, że przygotowujesz prezentację na temat obcych walut, dlatego przekazuję Ci kilka informacji z bardzo ciekawego artykułu o Banku Anglii. Ta instytucja kieruje systemem bankowym Zjednoczonego Królestwa. Nazywają ją *Old Lady of Threadneedle Street*, bo właśnie tam **1)** ..... w Londynie. Wiedziałeś, że Bank Anglii wprowadził do obiegu banknoty wykonane z pewnego rodzaju **2)** .....? Zajmuje się też **3)** ..... dla obywateli, żeby mogli zdecydować, czyj wizerunek znajdzie się na pieniądzach. Ma nawet własne muzeum z **4)** ....., które prezentują jego trzystuletnią historię. A teraz coś, co na pewno Ci się spodoba – w tym muzeum każdy może dotknąć **5)** .....! Miejmy nadzieję, że nikt nie zabierze jej do domu...
W tym artykule jest dużo więcej ciekawostek, więc za chwilę wyślę Ci link.

Powodzenia w czasie prezentacji!
Stefan

Znajomość środków językowych

Uzupełnianie luk w tekście

3 **Przeczytaj tekst. Uzupełnij każdą lukę (1-8) wyrazem w nawiasie, przekształcając go w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

Benefits of a Bank Account

Opening a bank account allows you to become **1)** ..... **(FINANCIAL)** independent. You now have lots of options for handling your money. With a bank account, you usually get a debit card. Getting a debit card means being able to **2)** ..... **(DRAW)** cash from an ATM and make **3)** ..... **(CONTACT)** payments. You may also want to get a credit card. You can use this to borrow money and pay it back in regular **4)** ..... **(INSTAL)**. Some banks in the centre of towns can be **5)** ..... **(INCREDIBLE)** busy, but customers can also make **6)** ..... **(ACTION)** and manage their accounts online using e-banking. This is useful for those who have **7)** ..... **(DIFFICULT)** in getting to a local branch, such as people who live in the countryside. There are lots more benefits to having a bank account like being able to get loans, arrange mortgages and **8)** ..... **(CHANGE)** foreign currency for local banknotes.

Parafraza zdań – transformacje ze słowem kluczem

4 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów. <u>Uwaga!</u> W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.**

1 Paul wishes he had started a pension when he was younger.
REGRETS Paul ..... a pension when he was younger.

2 I haven't written a cheque for over ten years.
STOPPED I ..... cheques over ten years ago.

3 I will never forget when I got the keys to my own home.
ALWAYS I will ..... the keys to my own home.

4 "Make sure you have a good time," said Harry as we left.
ENJOY "Make sure you .....," said Harry as we left.

5 Gary was the one who lent me the money for my car.
HIMSELF It ..... who lent me the money for my car.

6 Claire can't wait until she has her own credit card.
LOOKING Claire is ..... her own credit card.

7 My company makes us pay some of our wages into a pension plan.
MADE We ..... pay some of our wages into a pension plan.

8 Kevin doesn't find it easy to save money.
TROUBLE Kevin ..... money.

9 It's a good idea for you to wait until the sales to get a new phone.
BETTER You ..... wait until the sales to get a new phone.

10 You're not to blame because your company lost the account to another business.
FOR Don't blame ..... the account to another business.

12

Rozumienie ze słuchu

Mediacja – uzupełnianie luk w tekście

1 **a) Usłyszysz dwukrotnie trzy komunikaty radiowe o działaniach na rzecz ochrony środowiska. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1-6 w poniższej notatce. Luki należy uzupełnić w języku polskim.**

Notatka

Silent Night

Ludzie zakłócają **1)** ..... zwierząt.

Zaczyna się o 21.00, a kończy o **2)** ..... .

Rain or Shine

3) ..... niszczy florę i faunę.

Proponuję lepsze **4)** ..... i wyższe grzywny.

Cool It!

Przekaż pieniądze, żeby **5)** ..... niedźwiedzia polarnego.

Ma nadzieję na powstrzymanie **6)** ..... .

Odpowiedzi na pytania

b) Na podstawie informacji z nagrania do zadania 1a odpowiedz krótko na pytania 1-5. Na pytania należy odpowiedzieć w języku angielskim.

1 How often is the 'Silent Night' protest?

.....

2 When is the 'Rain or Shine' demonstration?

.....

3 Where are industrial chemicals being illegally released?

.....

4 What is increasing and causing a major problem?

.....

5 How much will the polar bear population have dropped by 2050?

.....

Rozumienie tekstów pisanych

Dobieranie – uzupełnianie luk w tekście podanymi zdaniami

2 **Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę literę, którą oznaczono brakujące zdanie (A-G), tak aby otrzymać spójny i logiczny tekst. Uwaga! Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.**

The Sound of Silence

It's a warm summer's day in the forest and you've travelled out from the city to appreciate the natural world in all its glory. Breathe in that fresh air! Listen to the silence – such a change from the constant noise and pollution of the traffic in the city. Hang on, though, it's just a little bit too quiet. Where are the birds singing in the trees? That's not normal, is it? **1)** ..... That's because our destruction of natural habitats is leading to absolute silence from the natural world.

Bernie Krause is a soundscape ecologist. He calls that silence the sound of extinction. He has crossed continents to record the sounds of over 15,000 species. It has taken him almost 50 years and his 5,000 hours of recordings may now be the only way we are able to hear some of these animals. Krause has recorded the sounds of sea life around a healthy coral reef and compared it to the sounds nearby in coral that has been damaged. **2)** ..... One is alive with noise from living creatures, the other deathly silent.

Krause believes that, "a great silence is spreading over the natural world even as the sound of man is becoming deafening." **3)** ..... Wildlife has either become extinct or moved far away from the harm that human development does. He can hear the results. His recordings of the Sierra Mountains in the USA were originally taken in the early 1980s. **4)** ..... Perhaps the only environments that have so far survived are those far away from human destruction in places such as Alaska, Northern Canada, Siberia and some areas of South America. But even these are under threat.

The sound of silence from the natural world is becoming the new normal. Habitats are being lost and the ones that remain are either too polluted or too close to humans for many species to live in. It's a sad silence, but maybe it's time for us to make some noise. **5)** ..... We need to raise our voices in campaigns to stop the destruction of animals' homes. It's time to tell the authorities that this cannot continue. It's time to break the silence with a loud 'No more!'.

A The difference is astonishing and depressing.

B Not the kind that is causing all the damage, but a positive noise.

C Krause is also a musician who's worked with stars like Bob Dylan and George Harrison.

D Almost forty years later, the animal sounds that once inhabited that landscape are now gone for ever.

E Its title is, appropriately, *The Great Animal Orchestra*.

F Well, sadly, no, it's not how the forest should sound.

G The once wonderful diversity of animal and sea life is being reduced every year.

Mediacja – uzupełnianie luk w tekście

3 **Przeczytaj dwa teksty. Uzupełnij w e-mailu luki 1-6 zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim.**

Studenci strajkują w obronie środowiska naturalnego

Uczelnie w całym kraju stanęły wczoraj w obliczu studenckich strajków i demonstracji. Ich przyczyną jest frustracja wywołana opieszałością rządu w podejmowaniu działań na rzecz ochrony środowiska. Studenci twierdzą, że tylko taka forma protestu sprawi, że ktoś usłyszy ich głos. Domagają się wprowadzenia zakazu stosowania chemikaliów przemysłowych oraz chcą, by w fabrykach montowano bardziej efektywne filtry i ograniczono ilości plastikowych odpadów. Zdecydowali, że nie wezmą udziału w żadnych wykładach i innych zajęciach prowadzonych na uczelniach. Zorganizowali natomiast spotkania w centrach miast. Rozdawali ulotki informujące o przyczynach protestu i oczekiwaniach wobec rządu. Władze uczelni poparły studentów, a następna akcja została zaplanowana na lato.

Strajkuj teraz, żeby przyszłość była lepsza!

Studenci w całym kraju nie biorą dziś udziału w zajęciach na uczelniach w proteście przeciw dewastacji środowiska naturalnego.

Rządy państw ignorują wołanie naszej planety, która błaga o pomoc. My je słyszymy i chcemy coś zrobić.

- **Nie chcemy** mieć problemów z oddychaniem z powodu zbyt wielu pojazdów na drogach.
- **Nie chcemy** być narażeni na działanie chemikaliów przemysłowych.
- **Nie chcemy**, aby naturalne siedliska były niszczone.

CHCEMY, by rządy słuchały i działały **OD RAZU**.
Dołącz do nas! Niech wszyscy Cię usłyszą!

Hi Amy,
I had to write and tell you all about what happened yesterday. I joined in the students' strike for the environment and I have to say that it was one of the best days I've ever spent. We all met in the **1)** ..... and handed out leaflets. We were right next to a road, so it was appropriate to protest against all the fumes from the **2)** ..... that were passing by. I only hope I don't get **3)** ..... from being so close to them all day. Later on, we marched to the local park to demand that new building work be stopped. They don't seem to care that they're destroying so many species' **4)** ..... . I think the best thing about it was that our college principal said that he **5)** ..... what we were doing. The next thing is to get the **6)** ..... to listen!
See you soon,
Fran

Znajomość środków językowych

Tłumaczenie fragmentów zdań

4 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 **(Ani Paweł, ani Antoni)** .... eat any meat at all.
2 We've been volunteering **(cały)** .... day at the animal shelter.
3 **(Każde ze)** ..... the animals in the local park is under threat from the new houses.
4 I haven't seen **(żadnego z)** .... the documentaries you recommended.
5 Luckily, **(żaden z)** ..... the houses were damaged by the wildfire.
6 **(Zarówno Harry, jak i Kate)** .... have breathing problems due to air pollution.

Układanie fragmentów zdań z podanych elementów leksykalnych

5 **Uzupełnij zdania 1-6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność gramatyczna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 What is **(need/more/volunteer)** ..... the beach clean-up.
2 Was **(Sarah/make)** ..... documentary on noise pollution?
3 It isn't **(me/put/thing)** .... can't be recycled into the recycling bins!
4 It **(Connor/suggested)** .... we help pick up litter on the streets.
5 Why **(you/buy/food)** ..... so much plastic packaging?
6 However, **(we/allow/environment)** .... to become so polluted?

Wypowiedź pisemna

Units 1-2

1 **Członkowie kółka dziennikarskiego z Twojej szkoły zamierzają wydawać czasopismo, w którym znajdą się napisane po angielsku opowiadania autorstwa uczniów. Napisz **opowiadanie** (200-250 słów) rozpoczynające się od zdania: „The sky was getting darker as Sarah and Max started their hike". W tekście uwzględnij motyw góry i smartfona.**

Units 3-4

2 **Anglojęzyczna gazeta poszukuje osób, które chciałyby opisać ważne wydarzenia z własnego życia lub z życia swoich bliskich (np. ukończenie studiów, zdobycie prawa jazdy, przejście na emeryturę, zawarcie związku małżeńskiego, narodziny dziecka). Napisz **artykuł** (200-250 słów), przedstawiając jedno z ważnych życiowych wydarzeń. Uwzględnij miejsce i sposób świętowania.**

Units 5-6

3 **Uczniowie z Twojej klasy dyskutowali ostatnio o zagrożeniach, jakie niesie życie w hałasie. Nauczyciel języka angielskiego poprosił o napisanie prac zawierających pomysły na rozwiązanie tego problemu. Napisz **rozprawkę** (200-250 słów), w której przedstawisz swoje propozycje.**

Units 7-8

4 **Na jednej z lekcji języka angielskiego odbyła się debata na temat społecznych korzyści i zagrożeń wynikających z używania dronów. Napisz **rozprawkę** (200-250 słów), w której rozważysz ten temat i przedstawisz swoje stanowisko. Uwzględnij takie zagadnienia jak bezpieczeństwo i prawo do prywatności.**

Units 9-10

5 **Anglojęzyczne czasopismo poświęcone nowym technologiom zaprasza czytelników do podzielenia się opinią na temat nowoczesnych urządzeń, które ostatnio kupili lub z których ostatnio korzystali. Napisz **recenzję** (200-250 słów) wybranego urządzenia, uwzględniając jego zalety, wady i cenę oraz to, czy poleciłbyś/poleciłabyś je innym osobom.**

Units 11-12

6 **Po ukończeniu szkoły wiele osób z Twojej klasy zamierza rozpocząć studia w innym mieście. Nauczycielka języka angielskiego poprosiła o napisanie tekstów, w których uczniowie rozważą wady i zalety mieszkania w domach studenckich w kampusie uczelnianym. Napisz **rozprawkę** (200-250 słów), przedstawiając mocne i słabe strony mieszkania w miasteczku studenckim.**

Wypowiedź ustna (1-6)

Zadanie 1

Rozmawiasz z koleżanką, która szuka ciekawego miejsca na wakacje. Opowiadasz jej o swoich ostatnich wakacjach. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie.

Ty rozpoczynasz rozmowę.

Rodzaj wypoczynku, miejsce i zakwaterowanie	Aktywności i zwiedzanie	Powody wyboru tego typu wakacji	Problemy i niedogodności

Zadanie 2

Opisz ilustrację i odpowiedz na pytania.
Zadanie należy wykonać w języku angielskim.



1. Would you like to shop here? Why? / Why not?
2. Which do you think are better: street markets or department stores? Why?
3. Tell us about an interesting place you have shopped in recently.

Zadanie 3

Szukasz pracy dorywczej na czas wakacji. Masz do wyboru trzy propozycje.

- Wybierz pracę, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Zdjęcie 1



Zdjęcie 2



Zdjęcie 3

Odpowiedz na pytania.

1. What are the advantages and disadvantages of part-time jobs?
2. What would be the perfect part-time job for you? Why?

Wypowiedź ustna

Wypowiedź ustna (7-12)

Zadanie 1

Rozmawiasz z kolegą, który chciałby zacząć uprawiać sport lub zająć się nowym hobby. Opowiadasz mu o sporcie, który uprawiasz lub o swoich zainteresowaniach. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie.

Egzaminator rozpoczyna rozmowę.

Rodzaj sportu/hobby oraz miejsce i czas jego uprawiania	Niezbędny sprzęt/ wyposażenie i koszty	Zajęcia indywidualne czy grupowe	Korzyści z uprawiania tego sportu/hobby

Zadanie 2

Opisz ilustrację i odpowiedz na pytania.
Zadanie należy wykonać w języku angielskim.



1. Do you think CCTV cameras are a good idea? Why? Why not?
2. What are the advantages and disadvantages of CCTV cameras?
3. What other ways can we keep the streets safe from criminals?

Zadanie 3

Chcesz zadbać o środowisko naturalne. Masz do wyboru trzy propozycje.

- Wybierz propozycję, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Zdjęcie 1



Zdjęcie 2



Zdjęcie 3

Odpowiedz na pytania.

1. What other problems does the environment face from human activity?
2. Tell us about something you did recently to help the environment.

Parafraza zdań – transformacje ze słowem kluczem

1 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.**

1 A world-famous actress will open the film festival.
BE The film festival ..... a world-famous actress.

2 Kelly warned me against buying cheap antivirus software.
NOT Kelly told me ..... cheap antivirus software.

3 Lily regrets arguing with her sister.
WISHES Lily ..... with her sister.

4 They say that at least 10,000 animal species go extinct every year.
SAID At least 10,000 animal species .... go extinct every year.

5 The last time Molly spoke to Brad was two weeks ago.
SPOKEN Molly ..... for two weeks.

6 Ben has an appointment to see his dentist at this time tomorrow.
SEEING Ben ..... his dentist at this time tomorrow.

7 Sorry, but we don't have any rooms available for that week.
THERE Sorry, but ..... rooms available for that week.

8 The weather that day was so beautiful that we decided to go on a picnic.
SUCH It ..... that we decided to go on a picnic.

9 The burglars broke in through the upstairs window.
ABLE The burglars ..... in through the upstairs window.

10 I didn't want to spend my summer holidays at home last year.
RATHER I ..... spent my summer holidays at home last year.

11 We often went to the seaside when I was a child.
USED We ..... to the seaside a lot when I was a child.

12 I'm enjoying my new job more and more every day.
GROWING My new job ..... every day.

Tłumaczenie fragmentów zdań

2 **Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Candidates won't be asked to attend an interview **(jeśli nie będą mieć)** ..... suitable experience.

2 The shop assistant **(polecił zakup)** .... the latest model smartphone.

3 Festival-goers **(są zachęcani, aby się przebrać)** .... in traditional costumes.

4 Thomas **(rozważa zrobienie)** .... a gap year before college.

5 I'll need **(paru)** .... eggs and some cheese for the omelette.

6 That **(nie mogła być)** .... Nicola on the bus – she always drives.

7 Edinburgh is the city **(gdzie się wychowałem)** ..... .

8 Harriet quickly **(przyzwyczaiła się do dojeżdżania)** ..... to work.

9 **(Zarówno Sam, jak i Polly)** ..... have become vegans in the last year.

10 Learning to knit is **(dużo trudniejsze niż)** .... I had expected.

11 You **(będziesz jechać)** .... for three hours before you reach the mountains.

12 Anna **(nie mogła oprzeć się kupieniu)** .... a new pair of boots in the sale.

Układanie fragmentów zdań z podanych elementów leksykalnych

3 **Uzupełnij zdania 1-12. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 I'd have booked earlier **(I/know)** .... the tickets were going to sell out so quickly.

2 Max **(would/prefer/go)** ....to the cinema, but his friends wanted to go bowling.

3 Tom **(be/reply)** .... emails all this morning.

4 It has been **(whole/year)** .... I started working at the animal shelter.

5 I **(will/run)** .... of work by the middle of this afternoon.

6 Last year's best costume award **(carry/by)** .... a five-year-old girl.

7 Mary **(advise/check)** .... my passport was up-to-date before booking the flight.

8 The prisoners **(must/break)** .... prison late on Sunday night.

9 Jane was put into a higher group in Maths **(account/she)** ..... excellent work.

10 Fencing is **(far/much/excite)** .... sport I've ever taken part in.

11 I was exhausted because I **(have/walk)** .... eight hours.

12 There were **(only/few/slice)** .... cake left after the party.

Słowotwórstwo

4 **Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając wyrazy w nawiasach w taki sposób, aby powstały spójne i logiczne zdania. W każdą lukę możesz wpisać jeden wyraz.**

1 Take an umbrella as the weather here is so ..... **(PREDICT)**.

2 The museum had ..... **(END)** displays of ancient coins and pottery.

3 One of the worries about drones is about people's ..... **(PRIVATE)**.

4 The man in the river was ..... **(DESPERATE)** shouting for help.

5 The blizzard ..... **(SEVERE)** affected the traffic in the city.

6 There was ..... **(VIRTUAL)** no one shopping so early in the morning.

7 It takes a lot of ..... **(DEDICATE)** to do well in the music business.

8 The weather had changed ..... **(DRAMATIC)** overnight.

9 Better dress up - meeting the Queen is a(n) ..... **(FORM)** occasion.

10 The food was so ..... **(PRICED)** that we couldn't even afford a salad.

11 You won't get any ..... **(SIGN)** on your phone down in the valley.

12 I tried to explain the rules of cricket to him, but Marco still looked ..... **(PUZZLE)**.

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