New ENTERPRISE



Exam Skills Practice

Jenny Dooley



Express Publishing

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

Design and Illustration © Express Publishing, 2020

Music Arrangements by Funkyfly, Taz © Express Publishing, 2020

First published 2020

Polish edition by EGIS, 2020

Współpraca: Monika Michalak, Joanna Czosnyka, Katarzyna Ciochoń

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-83-7973-181-7

Acknowledgements

Author's Acknowledgements

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Spis treści

Exam Skills Practice

Unit 1 4

Unit 2 6

Unit 3 8

Unit 4 10

Unit 5 12

Unit 6 14

Unit 7 16

Unit 8 18

Unit 9 20

Unit 10 22

Unit 11 24

Unit 12 26

Wypowiedź ustna 28

Wypowiedź pisemna 30

Extra Practice Material (Units 1–12)

Parafrazy ze słowem kluczem 31

Tłumaczenie fragmentów zdań 31

Układanie fragmentów zdań 32

Słowotwórstwo 32

1

Rozumienie ze słuchu

Wybór wielokrotny

1 **Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.**

1 Where is the park?
- **A** next to the hospital
- **B** just before the library
- **C** a ten-minute walk away

2 Which of these numbers is presented as a fact?
- **A** annual camping trips
- **B** families going camping
- **C** campsites in the country

3 What did the man like best about his trip?
- **A** climbing the mountain
- **B** swimming in the lake
- **C** sailing down the river

4 What does the woman do?
- **A** take a selfie
- **B** use the map on her phone
- **C** upload a photo onto social media

5 Where are the couple going now?
- **A** The Palace of Westminster
- **B** Buckingham Palace
- **C** Kew Gardens

6 What does the road sign say?
- **A** crossroads
- **B** pedestrian crossing
- **C** dead end

Odpowiedzi na pytania

2 **Usłyszysz dwukrotnie wypowiedź przewodnika górskiego na temat bezpieczeństwa w górach. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.**

1 What does the man say about Scafell Pike?
.....

2 What two pieces of clothing does the man recommend?
a .....
b .....

3 What piece of equipment is the man carrying for everyone?
.....

4 What will the hikers be making stops for?
.....

5 What can you not do at the top of Scafell Pike?
.....

Rozumienie tekstów pisanych

Dobieranie zdań do tekstów

3 **a) Przeczytaj teksty na temat znanych brytyjskich tras wycieczkowych 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.

Great UK Walks

A	Hadrian's Wall lies across the border between England and Scotland. Built by the Romans from the 2nd century onwards, the walk along it is 135 kms and stretches from the east coast to the west. It usually takes about six days to trek through the stunning Northern scenery. The trail even passes through an ancient Roman fort at one point.
B	If you love the sea, then walking along the Lizard Peninsula in Cornwall in the south of England is just for you. You can trek along cliffs and through traditional fishing villages. The views of sandy beaches and rugged rocks are spectacular, and you also get the chance to see some rare plants that are only found in this part of the country.
C	Walking the full 300 kms of the Pembrokeshire Coastal Path can be a challenge. The trail, running along the coast of Wales, has lots of steep hills and cliffs that might put off some people. It is said that the distance you walk going up and down the hills here is the same as it takes to climb Everest! Luckily, there are easier sections for less experienced hikers.

Which walk

1	has sections which are not for beginner walkers?	
2	is recommended for someone who likes history?	
3	is compared to a famous mountain?	
4	has something that cannot be found anywhere else?	

Mediacja – uzupełnianie luk w tekście

b) Przeczytaj tekst. Uzupełnij w e-mailu luki 1–4 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

Hi Uma,

I'm looking at hikes we can do next month, and I'd love to know what you think. The first is Hadrian's Wall with great **1)** ..... and a Roman fort along the way. Next is the Lizard Peninsula. It's along the coast and though traditional villages. I know you love nature and this walk has **2)** ..... you won't see anywhere else. Lastly, we could do the Pembrokeshire Coastal Walk, but that's a bit more of a(n) **3)** ..... with **4)** ..... and cliffs. We can only do one, so check them out online and tell me which one sounds the best.

Lots of love,

Nicole

Uzupełnianie luk w zdaniach

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

The Hiker's Rest Hostel

Situated in the picturesque village of Clun on the border between England and Wales, The Hiker's Rest Hostel offers the best accommodation for tired hikers. Facilities include:

- 8 shared rooms with bunk beds
- 3 family rooms
- washing machines and driers
- a shared kitchen
- a TV room

The Hiker's Rest is just a 10-minute walk from the train station. Take a left from the train station and walk along High Street until you reach the library. Turn left into Harriet Lane and the hostel is on your right opposite the hospital.

1 There are ..... available for hikers who have children.

2 If hikers have dirty clothes, they ..... at the hostel.

3 The Hiker's Rest Hostel faces the ..... on Harriet Lane.

Znajomość środków językowych

Wybór wielokrotny – uzupełnianie luk w tekście

5 **Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Zakreśl jedną z liter: A, B albo C.**

Travel down the River Thames and you're sure to **1)** ..... across London's Battersea Power Station. It was built in the 1930s to provide energy for the capital city. The architect was Leonard Pearce, but Giles Gilbert Scott, who also **2)** ..... the iconic red telephone box, improved the outside. In the 1970s, Battersea Power Station closed down. That didn't stop it becoming famous for another reason. It featured on the front cover of an album by the popular band, Pink Floyd. Now an important London landmark, Battersea Power Station is home to 253 flats, some with a **3)** ..... of the River Thames. It's also the centre of new developments including shops, restaurants, and parks. It seems like there's life in the old landmark yet, so why not **4)** ..... the opportunity to check it out while you're in London?

1	**A** pass	**B** come	**C** meet
2	**A** intended	**B** planned	**C** designed
3	**A** scene	**B** view	**C** landscape
4	**A** take	**B** have	**C** make

Układanie fragmentów zdań z podanych elementów leksykalnych

6 **Uzupełnij zdania 1–4. 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 We **(have/wait)** ..... the rain to stop all morning.

2 I **(not/see/Tom)** ..... he went to look for wood for the fire.

3 The lake **(be/dry up/because)** ..... of all the hot summers we are having.

4 Kate **(be/try/find)** ..... out where we are on the map right now.

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. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Logan **(nie był na kempingu)** ..... since he was a teenager.

2 Brian and Sue **(rzadko jeżdżą na kemping)** ..... in the winter.

3 The train **(nie odjeżdża)** ..... the station until 5:30 pm.

4 It **(zwykle nie pada śnieg)** ..... here until November at the earliest.

5 Ben **(nie był na pieszej wędrówce odkąd)** ..... he hurt his back last month.

Pary zdań – uzupełnianie luk

8 **W zadaniach 1–3 wpisz wyraz, który poprawnie uzupełnia luki w obu zdaniach.**

1 **a** Hiking as a sport is really catching ..... these days.

b The river cruise offers a three-course meal ..... board.

2 **a** Kate ..... herself off after she fell into the stream.

b The long drought meant that the river ..... up.

3 **a** The sign said that we had to stop and give ..... to other cars.

b The ..... up the hill was easier than we had expected.

2

Rozumienie ze słuchu

Dobieranie

1 **Usłyszysz dwukrotnie cztery wypowiedzi na temat festiwali. 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 some good advice to give about a festival?
B recommends taking friends with you to an event?
C doesn't have to travel far to go to an event?
D went to one of the festivals in a costume?
E thinks that they should have been a bit braver?

1	
2	
3	
4	

Rozumienie tekstów pisanych

Wybór wielokrotny – pytania do tekstów

2 **Przeczytaj teksty. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.**

Fernwood Campsite

Here's how to enjoy camping without annoying anyone else:

- Don't be noisy late at night and early in the morning.
- Keep all campsite facilities neat and tidy.
- Make sure any pets are under control.
- Leave the campsite as you found it for our next campers.

Thank you!

1 This text is
A advice about choosing a campsite.
B an advertisement for a campsite.
C a guide to responsible camping.

Hi Max,

Thought of a place to go yet? I've been looking at some resorts, but nothing's caught my eye. We need to make our minds up soon, though.

Andy

Hello Andy,

Sorry, but I've been really busy at work this week. Can you make a decision for us? I'm sure you'll choose somewhere great. Drop me a line when you've found somewhere.

Max

2 Both texts are about
A deciding on a destination.
B inviting someone on holiday.
C booking accommodation somewhere.

Trail Rules

- Be polite when passing other hikers on narrow paths. Say 'Excuse me' and 'Thank you'.
- Mountain bikers should allow hikers to pass first.
- Keep your dog on a lead and clean up after them.
- Take any rubbish back home with you.
- And, most of all, stay on the trail! It could be dangerous to wander off the path.

3 What can't you do on the trail?
A ride a mountain bike
B let your dog run around
C move in front of other hikers

Tyler,

1 The one from the top of the Millennium Wheel was amazing.
2 Can you send it to me for my blog?
3 I'm writing about your trip to London last week.
4 I saw some of the photos you posted online.

Bye for now,

Oliver

4 The correct order of the sentences in the message is
A 3-4-1-2
B 4-2-1-3
C 2-1-4-3

Shakespeare's Globe:

A recreation of the theatre Shakespeare wrote most of his plays for. Located on the banks of the River Thames, there's lots to see and do here including performances, events and workshops.

5 The extract is from
A a history book
B a guidebook
C an email

Znajomość środków językowych

Wybór wielokrotny – parafraza zdań

3 **W zadaniach 1–7 spośród podanych odpowiedzi (A–C) wybierz tę, która najlepiej zastąpi zaznaczony fragment. Zakreśl jedną z liter: A, B albo C.**

1 Sam wasn't sure what costume he was going to wear at the festival, but he **came up with** a fantastic idea in the end.
- **A** heard about
- **B** thought of
- **C** was told about

2 The party was on the other side of town and we knew it would take us an hour to get there, so we made sure we **set off** early.
- **A** planned the route
- **B** arranged transport
- **C** started our journey

3 Amy was born in Scotland and always goes back there for Burn's Night. I've told her that when she goes next year, she can **count me in**, too.
- **A** take me with her
- **B** plan a trip for me
- **C** get me a souvenir

4 Harriet's dresses are **one of a kind**. That's why I've asked her to make me one for the New Year's Eve party.
- **A** unique
- **B** trendy
- **C** popular

5 Seeing all the dragons on floats in the parade really **brought the legend to life** for me.
- **A** told the legend differently
- **B** made the legend seem real
- **C** reminded me of other legends

6 Ben **couldn't believe his eyes** when he saw the street performers juggling while walking on stilts.
- **A** was scared
- **B** was tricked
- **C** was amazed

7 When we **blew up** the photograph, we saw that the man behind us in the background was making a funny face.
- **A** printed out
- **B** enlarged
- **C** uploaded

Uzupełnianie luk w opisie ilustracji

4 **Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–5) 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 mother and her two young children, a boy and a girl, sitting up on a bed. It looks like it's first thing in the morning because they're all in their pyjamas. They are probably **1)** ..... Mother's Day which is an annual **2)** ..... in lots of countries. The children have bought her **3)** ..... in a small vase and a card with a big heart on it. There is also some food on a tray and a large cup of coffee, so perhaps they've prepared **4)** ..... for her. The mother looks really happy. I think her children's generosity has **5)** ..... her away.

Parafraza zdań – transformacje ze słowem kluczem

5 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). 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 The Carnival parade went past our house every year.
WOULD The Carnival parade .... past our house every year.

2 Ruby's last birthday party was two years ago.
HAS Ruby ..... party for two years.

3 Matthew doesn't mind wearing fancy dress anymore.
GOT Matthew ..... wearing fancy dress.

4 I hated putting up decorations as a child.
USE I didn't ..... putting up decorations as a child.

5 I prepared the food for the party earlier.
ALREADY I ..... the food for the party.

3

Rozumienie ze słuchu

Uzupełnianie luk w tekście

1 **Usłyszysz dwukrotnie reklamę zajęć terenowych. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w notatce. Luki należy uzupełnić w języku angielskim.**

Cheshire Cave Divers

- You don't need to travel the world for adventure because with Cheshire Cave Divers adventure is on your **1)** ..... .
- You will be taught the **2)** ..... by experienced cave divers. Then, you'll be ready to **3)** ..... through tunnels and discover wonderful caves, lakes, and rivers.
- You don't have to **4)** ..... wetsuits and helmets as Cheshire Cave Divers provide everything for you.
- Cheshire Cave Divers will give you a(n) **5)** ..... day to remember.

Wybór wielokrotny

2 **Usłyszysz dwukrotnie rozmowę na temat niezwykłych zajęć terenowych. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.**

1 How did Owen discover volcano surfing?
- **A** He was sightseeing on the volcano.
- **B** He heard about it while hiking.
- **C** He had read about it online.

2 What does Owen say about volcano surfing?
- **A** It isn't very dangerous at all.
- **B** It wasn't hot near the volcano.
- **C** It's similar to snowboarding.

3 How did Poppy feel about shark cage diving at first?
- **A** She was afraid.
- **B** She was relaxed.
- **C** She was thrilled.

4 What do Poppy and Owen agree to do?
- **A** Go abroad together.
- **B** Do an activity near home.
- **C** Plan a holiday for next year.

Rozumienie tekstów pisanych

Dobieranie nagłówków do części tekstu

3 **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.**

Deep in the Forest

1 How would you survive if you were lost in the forest without a phone? No idea? Then try Ultimate Forest Survival, a 3-hour course on offer at various locations around the UK including Sherwood Forest, home of the legendary outlaw, Robin Hood. Experienced forest rangers will instruct you in lighting fires when you don't have any matches, making tea out of plants and building a shelter to protect you from the weather.

2 The Forest of Dean is the perfect place to get away from the hustle and bustle of city life and go horse riding through the peaceful countryside. You don't have to have any experience with horses as you'll get expert tuition before you set off. And if horses aren't thrilling enough, there are also treks through the forest on llamas! For just £40 per person, you can ride a llama for two hours, and the best thing is that children under the age of 10 go free.

3 If walking along a forest trail is not exciting enough for you, then why not take to the skies at Go Ape! throughout the UK. After a short safety talk, you'll be able to swing through the forest like Tarzan in the middle of some of the most stunning scenery the UK has to offer. You'll cross from tree to tree on wooden walkways and ziplines high above the ground. Go Ape! is a day you'll never forget! Children under the age of 10 are not allowed. Places are limited so make sure you book early.

4 Want to get more hands-on with wildlife? Then meet some amazing birds of prey at either Sherwood Forest or the Forest of Dean. Watch flying displays from falcons, hawks, and owls and, under expert supervision, get to handle them using special gloves. Depending on which location you choose, sessions last from an hour to a whole morning. It's an experience you'll never forget so make sure you take a camera with you for some stunning shots.

- **A** Climbing to the top
- **B** A guided tour of the forest
- **C** A relaxing way to travel
- **D** The creatures of the air
- **E** Skills to save your life
- **F** A zoo without cages
- **G** Building a tree-house

Mediacja – uzupełnianie luk w tekście

b) Przeczytaj tekst z zadania 3a. Uzupełnij w e-mailu luki 1–5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

From: Sarah
To: Aleksander
Subject: Forest of Dean holiday

Hi Aleksander,

I've just got back from the Forest of Dean. It's so **1)** ..... here – nothing like the noise of the city. Guess what? One day I went **2)** ....., but it wasn't on horses, it was on llamas! Amazing, eh? Of course I needed some **3)** ..... before I got on, but it was surprisingly easy. Another day, I was allowed to **4)** ..... a hawk. You should have seen it – it was beautiful. Luckily, I got some great **5)** ..... and I've attached some to this email. Tell me if you like them.

That's all for now,

Sarah

Znajomość środków językowych

Wybór wielokrotny – tłumaczenie fragmentów zdań

4 Wybierz tłumaczenie podanych w nawiasach fragmentów zdań 1–3, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Zakreśl jedną z liter: A, B albo C.

1 How long **(jeździłeś)** ..... before you saw the lions?
- **A** you were driving
- **B** had driven you
- **C** had you been driving

2 Poppy **(właśnie wróciła)** ..... from a cruise around the Greek islands.
- **A** had returned just
- **B** had just returned
- **C** just had returned

3 Alfie **(nie sprawdził)** ..... the weather forecast and got caught in a thunderstorm.
- **A** hadn't checked
- **B** wasn't checking
- **C** hadn't been checking

Uzupełnianie luk w tekście

5 Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

Zorbing

Is rolling down a hill inside a plastic ball a sport? Yes, it is, and it's called zorbing. Like bungee jumping, this crazy sport came **1)** ..... New Zealand, but you can **2)** ..... part almost everywhere in the world these days. You climb into the see-through plastic ball, strap yourself down, someone gives you a push and you're off. Don't worry **3)** ..... much, because it's not a steep slope; however, you can reach speeds of **4)** ..... to 35 mph. It's not just a sport for one person, either. You can try zorbing with a few **5)** ..... your friends and there's even a version on water. It might not be everyone's cup of tea, but **6)** ..... you're game for a laugh, or just want to try something very different, then zorbing is the sport for you.

Słowotwórstwo

6 Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Hi Emily,

I thought I'd drop you a line to tell you about what happened to me on holiday. I was camping with my parents in the Lake District in the north of England. It was a(n) **1)** ..... **(RAIN)** day, and I was really **2)** ..... **(BORE)**. I just wanted to get out of the tent, so I went for a walk. I had been out for ten minutes when I slipped and hurt **3)** ..... **(MY)**. I knew my leg wasn't broken, but it was really painful when I tried to move it. Luckily, I had my phone, so I called my parents. They found me, covered in mud and freezing cold from the rain. I was over the moon when we **4)** ..... **(FINAL)** got back to the tent. And that's where I spent the rest of the holiday. I was actually **5)** ..... **(RELIEVE)** to get back home. Next year, I want to stay in a hotel!

Bye for now,

Fran

4

Rozumienie ze słuchu

Uzupełnianie luk w tekście

1 **a) Usłyszysz dwukrotnie trzy ogłoszenia. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w notatce. Luki należy uzupełnić w języku angielskim.**

Notes

Belsize Homes

Location: 1) ..... of New York

Type of accommodation: 2) ..... flats

Dayton Houses

Features: 3) ..... kitchens and living rooms, **4)** ..... towel rails, open fireplaces

Bill Abbott Property

Location: 5) ..... part of New York, Greenwich Village

Advantage: private **6)** .....

Wybór wielokrotny

b) Wysłuchaj ponownie ogłoszeń z zadania 1a. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.

1 What is said about the flats built by Belsize Homes?
- **A** They have already sold out.
- **B** They will probably be popular.
- **C** There will be lots of them available.

2 Who are Dayton Houses recommended for?
- **A** parents and their children
- **B** young couples
- **C** the elderly

3 What is true about Bill Abbott Property?
- **A** It used to build fire stations.
- **B** It has already built the townhouses.
- **C** Its customers include famous people.

Rozumienie tekstów pisanych

Pytania do tekstu

2 **Przeczytaj tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Na pytania należy odpowiedzieć w języku angielskim.**

How Graffiti Helps a Home

City life has plenty of advantages. There is the entertainment: restaurants, theatres, cinemas, art galleries and museums. There are the essential services like hospitals and schools. It's easy to find work and you can get there quickly on convenient means of transport. However, it does have its drawbacks, one of which is waking up in the morning to find the side of your house has been covered in graffiti. Sometimes, though, that can be a bonus.

Let's take the artwork of Banksy for example. This artist may paint on walls and houses and public buildings, but his art sells for a fortune. He has had exhibitions, made films and his work regularly fetches prices in the millions. So what happens when Banksy decides to paint on your property?

One morning in December 2018, Ian Lewis woke up in Port Talbot, Wales, to find that Banksy had used his garage as a canvas for his latest work. Called *Season's Greetings,* it was quickly bought by a gallery owner for a six-figure sum. He promised to leave the art in the town that it appeared in for three years, but then it's going to an art gallery. Yes, they'll remove the part of the garage wall with the art on and take it away!

Ian is not the only homeowner that has benefitted from Banksy. Some lucky homeowners, though, have decided to keep the designs that Banksy has created, believing that the art should be seen by as many local residents as possible. Of course, those properties have the value of the art added onto the price of house when it comes to selling them. So graffiti can ruin your day, but if it's a Banksy, it can set you up for life!

1 Write two pros to living in a city.
a .....
b .....

2 What does the writer not like about city life?
.....

3 Where does Banksy create his art?
.....

4 How much did *Season's Greetings* sell for?
.....

5 What do some homeowners think about Banksy's art?
.....

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 facilities **B** convenient **C** odd **D** express
E celebrities **F** comfort **G** stretch

Capsule Life

If you're to share accommodation in Japan, then why not head to a capsule hotel to sleep in **1)** .....? Your room, if you can call it that, is about the size of a bed, and you have to crawl in. There's not much room to **2)** ..... out and there are other capsules above you, below you and to each side. It may sound like a(n) **3)** ..... idea, but these cut-price hotels are hugely popular in Japan. They offer all the **4)** ..... of normal hotel such as a TV, air-conditioning and Wi-Fi, and some of them have restaurants. More popular with businessmen than ordinary tourists, it is nevertheless something that any visitor to Japan really should experience.

Układanie fragmentów zdań z podanych elementów leksykalnych

4 **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 Jane's garden **(twice/big)** ..... mine.
2 The shelves **(long/enough)** ..... hold all of my books.
3 Molly's kitchen is **(exactly/same)** ..... Luke's.
4 Our new neighbours **(much/noisy)** ..... the previous ones.
5 My garden is becoming **(more/more)** ..... overgrown.
6 Isla is paying **(three/much/rent)** ..... as Phoebe is.
7 The sofa **(too/big/fit)** ..... through the door of our new house.
8 Stefan's house **(less/impressive)** ..... the other ones on the street.

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 Matt's living room is **(dużo mniejszy niż)** .... Tracey's.
2 Harriet's flat is **(zbyt daleko od)** .... the city centre for my liking.
3 Buying a house was **(zdecydowanie najbardziej stresującym)** ..... time of my life.
4 Is the garage at your new house **(wystarczająco duży, aby pomieścić)** ..... two cars?
5 It's getting **(coraz trudniej)** ..... to find cheap houses in the city.

Wybór wielokrotny – parafraza zdań

6 **W zadaniach 1–4 spośród podanych odpowiedzi (A–C) wybierz tę, która najlepiej zastąpi zaznaczony fragment. Zakreśl jedną z liter: A, B albo C.**

1 There **is a lack of** space in our flat, so we're thinking of moving to somewhere bigger.
A isn't any at all
B isn't enough
C is a lot of

2 Frank **moved away** after college and hasn't been back to his hometown ever since.
A left the area
B sold his house
C rented a flat

3 The café next door to my new flat is **a hotspot** for all the trendy young professionals in the neighbourhood.
A difficult to book
B a popular place
C too expensive

4 The nightclub we used to go to all the time at university is still **going strong** apparently.
A playing loud music
B charging a lot to get in
C doing extremely well

5

Rozumienie ze słuchu

Odpowiedzi na pytania

1 **Usłyszysz dwukrotnie fragment audycji na temat komunikacji w języku angielskim. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim.**

1 What is said about language and written communication?

.....

2 What is not considered grammatically correct?

.....

3 What will happen to traditional dialects?

.....

4 How will Textspeak change?

.....

5 How will we say 'That's funny' fifty years from now?

.....

Rozumienie tekstów pisanych

Wybór wielokrotny – pytania do tekstów

2 **Przeczytaj teksty 1 i 2. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl jedną z liter: A, B, C albo D.**

Tekst 1

Dialects around the UK

The English language, composed of lots of other languages from around the world, can sound very different when used by speakers from different areas of the UK. These are dialects and some have achieved a fame beyond their borders. Take Cockney, for example. This London dialect is world famous. It goes further than most dialects which have their own words for some things by rhyming words. You don't talk on the phone, you use the dog and bone; you don't have hair, you have Barnet Fair. "I don't believe it" becomes "I don't Adam and Eve it."

Scouse and Geordie are the dialects and accents of residents of Liverpool and the Tyneside area of North East England. These dialects have a rich history that identifies the area and the people speaking the dialect in the area. It used to be a sign of the working classes, a shared way of speaking that created a community for the poorer ones in society. Sadly, dialects were not thought suitable for better jobs and media. Nowadays, though, these old ideas have been challenged and voices never before heard on TV and radio are now normal.

The English dialect you are most familiar with is probably Received Pronunciation, also known as The Queen's English. It is considered to be a model for "correct" pronunciation. Common across the south of England, is how the royal family speak. It is considered standard English even though it is spoken by only a small proportion of the country. And anyway, as language is constantly changing, when Prince George, the Queen's great-grandson takes the throne, it will become The King's English and will probably sound completely different to how it sounds today.

1 What does the writer suggest about the English language?

A Cockney is only used in poems.
B English contains foreign words.
C All dialects use rhyming words.
D Only nouns change in Cockney.

2 What used to be true of dialects?

A They were kept from appearing on radio and TV.
B Some dialects were spoken all over the country.
C The working classes did not want to speak dialects.
D Dialects were difficult to understand on radio and TV.

3 Why will The King's English sound different?

A It will be spoken by a man.
B Language will have changed by then.
C Prince George is not from the south of England.
D It will have taken elements from all around the UK.

Tekst 2

Hi Paweł,

I'm in London at the moment. The people here are great, but I find it difficult to understand them sometimes. What we think is the normal way of speaking is called The Queen's English, but it isn't how most of the UK or even Londoners talk. Here, it's more common to hear Cockney – a type of English that comes from the east end of the capital. Instead of using a word like 'stairs', they rhyme it with something else, in this case 'apples and pears'. Cockney has been around for ages and it's first mentioned in a book on street language written in 1859. It's come a long way since then. Anyway, I'm off to a restaurant for my favourite dish, a Ruby Murray - also known as a curry!

Speak soon,

Maria

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

A The Queen's English is the correct way of speaking English.
B It is not easy to understand the way Londoners speak.
C The most popular food in the UK is a curry.
D Cockney has been spoken in London for over 150 years.

5 From <u>both</u> texts, we learn

A Cockney is only spoken in the East End of London.
B Received Pronunciation is only used by the royal family.
C Most people in the UK do not speak The Queen's English.
D Books have been written in the Cockney dialect.

Znajomość środków językowych

Pary zdań – uzupełnianie luk

3 **W zadaniach 1–5 wpisz wyraz, który poprawnie uzupełnia luki w obu zdaniach.**

1 **a** Do you know who ..... up with the idea of text messaging?
b I ..... across this book on body language in the library.

2 **a** Max is so rude that I'm amazed any company would ..... him on.
b Have you any idea how I can ..... this tap from leaking?

3 **a** It's important to maintain eye ..... when talking to someone.
b What number should I use if I need to get in ..... with you?

4 **a** What's the ..... of writing letters these days?
b You have a ..... when you say that the Brits can be too formal.

5 **a** I don't know what you ..... when you use textspeak.
b Rob has said some ..... things about Connor on Twitter.

Parafraza zdań – transformacje ze słowem kluczem

4 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). 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 They are launching a new streaming service this morning.
HAVING The new streaming service .... this morning.

2 I've asked an electrician to take a look at my Wi-Fi on Tuesday.
AM I ..... a look at my Wi-Fi on Tuesday.

3 I'll call Mike as soon as I've finished work.
UNTIL I ..... I've finished work.

4 Katy is planning on studying translation at university.
GOING Katy ..... translation at university.

5 My presentation is scheduled for this time tomorrow.
GIVING This time tomorrow, I .... my presentation.

Dobieranie podanych wyrazów do luk w tekście

5 **Przeczytaj tekst. Uzupełnij każdą lukę (1–7) odpowiednim wyrazem (A–H), tak aby powstał spójny i logiczny tekst. Uwaga! Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.**

A message **D** non-verbal **G** expressions
B tends **E** gestures **H** information
C fluent **F** communicate

Sign Language

Talking to someone is the most basic form of communication, but what happens when you can't hear or speak? That's when sign language comes in. Sign language is a way to **1)** ..... for anyone who cannot listen to others or use words. It is **2)** ..... and its users get the **3)** ..... across by using **4)** ..... and facial **5)** ..... . You can sometimes see people using it on TV, particularly on the news. Interestingly, sign language **6)** ..... to differ from country to country and even has different dialects (regional variations) within countries. Some people who can hear and speak, such as teachers and nurses, do courses to become **7)** ..... in sign language because it means that no one is ever left out of the conversation.

Wybór wielokrotny – parafraza zdań

6 **W zadaniach 1–4 spośród podanych odpowiedzi (A–C) wybierz tę, która najlepiej zastąpi zaznaczony fragment. Zakreśl jedną z liter: A, B albo C.**

1 The different **elements** of face-to-face communication are difficult to reproduce on the phone or in an email.
A words
B sounds
C parts

2 The Internet has had such an **impact** on society that it is almost impossible to imagine life without it.
A hit
B effect
C shock

3 The gestures that you use in your own country may not be **appropriate** to use abroad.
A rude
B correct
C suitable

4 **Despite the fact that** it takes more time, writing a letter can be very satisfying.
A Even though
B Whenever
C Unless

6

Rozumienie ze słuchu

Uzupełnianie luk w tekście

1 **a) Usłyszysz dwukrotnie wypowiedź osoby udzielającej informacji nowemu pracownikowi. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w notatce. Luki należy uzupełnić w języku angielskim.**

Max's notes

- must **1)** ..... up with secure password
- stationery cupboard never **2)** .....
- have to **3)** ..... out a form if I take anything from cupboard
- **4)** ..... sure I don't use someone's mug
- **5)** ..... my own milk and coffee
- lunch is **6)** ..... an hour at 1 pm

Wybór wielokrotny

b) Wysłuchaj ponownie nagrania z zadania 1a. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.

1 Who will give Max his username?
- **A** The office manager.
- **B** The IT department.
- **C** He will do it himself.

2 What should Max bring from home?
- **A** a mug
- **B** a spoon
- **C** tea

3 What might annoy other staff members?
- **A** Using their mugs.
- **B** Not cleaning used mugs.
- **C** Taking their tea and coffee.

4 What is Petra asked to do?
- **A** Show Max to his office.
- **B** Take Max out for a bite to eat.
- **C** Present Max to other staff members.

Rozumienie tekstów pisanych

Dobieranie – uzupełnianie luk w tekście podanymi zdaniami

2 **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.**

Keeping the Country Going

It's not just high-flying professionals such as lawyers and doctors that keep a country going. It's also the jobs that we often don't think too much about. Here are just a few.

Delivery drivers
As a delivery driver, you're responsible for getting a parcel or some fast food from one place to another, quickly and efficiently. **1)** ..... . Drivers often have to take customers' details, and load and unload their own vehicle. It's not difficult to get a job delivering food as all you need is a clean driver's license. However, long distance lorry drivers need to take special exams before they're allowed on the road.

Baristas
Just before work must be the busiest time for baristas, those kings and queens of the coffee shops, who provide that essential early morning coffee. It may look simple but operating one of those large coffee machines takes skill and serving coffee with a design on the top is definitely an art. **2)** ..... . Some learn all there is to know about coffee and coffee beans and there's even an annual world championship for the very best barista.

Postmen and postwomen
We take the letters that land on the doormat for granted, but they are delivered every day and in all weathers by the men and women of the postal service. They're up first thing in the morning and they carry bags up to 16 kg in weight. **3)** ..... . Postmen and postwomen sort the letters and parcels at the depot and prepare their bags for delivery. And let's not forget that they have to put up with barking dogs at lots of addresses!

Bus and train drivers
If you don't have a car and aren't lucky enough to live near work, then these are the men and women who get you where you need to go. Train drivers are often well-paid as they have a very responsible job. **4)** ..... . Bus drivers are less well-paid and have to deal with members of the public all day long, some of whom are not that nice to the drivers!

- **A** It may not pay well to begin with, but with practice and talent, someone in this job can go far.
- **B** Interviews like these can be quite stressful.
- **C** That's not all this job involves, though.
- **D** It's when the public are rude that they have to be at their most polite.
- **E** They are in charge of the safety of their passengers.
- **F** It's not just walking down a street with a heavy bag.

Uzupełnianie luk w zdaniach

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

Wanted

Office Manager

Wood Works is an international company specialising in handmade furniture. We are looking for an office manager to be based in our Bristol office.

The successful applicant must:

- have at least five years' experience in the furniture industry
- be passionate about sales
- be able to meet deadlines
- be responsible and cooperative

Further details can be found on our website at

woodworks@hostmail.com

1 Applicants need ..... or more working in the furniture business.

2 The successful applicant will be able to .... other people.

3 There are ..... about the job online at the company's website.

Znajomość środków językowych

Wybór wielokrotny – parafraza zdań

4 **W zadaniach 1–4 spośród podanych odpowiedzi (A–C) wybierz tę, która najlepiej zastąpi zaznaczony fragment. Zakreśl jedną z liter: A, B albo C.**

1 It's a fun place to work and the staff often **hang out together** after the office closes.
- **A** get in touch on social media
- **B** do some exercise together
- **C** spend time with each other

2 No one in the office has said anything about it, but Lacey has been **filling out** recently.
- **A** working too hard
- **B** putting on weight
- **C** completing forms

3 One of the things the boss hates are employees who are not **punctual**.
- **A** lazy
- **B** careful
- **C** on time

4 The advertisement says that the agency is particularly interested in people who are **creative** and motivated.
- **A** imaginative
- **B** cooperative
- **C** responsible

Uzupełnianie luk w tekście

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

WFH: Working From Home

The days of trekking to the office through traffic jams, crowded buses and choking pollution may finally be over. Thanks mainly to the advances in technology, working from home (WFH) is a reality for more **1)** ..... half a million Brits. Instead of going into the office, they have breakfast and settle down to a day in front of the laptop or taking and making calls from home. WFH might not **2)** ..... as easy as it appears for many people, though. Workers **3)** ..... to be responsible; they must meet their deadlines and be online for any emergencies all **4)** ..... the working day. It is easy to get distracted by something else in the house and it might not be a good idea for employees who prefer to be sociable. Despite the drawbacks, WFH is here to stay and **5)** ..... be the end of office life as we know it.

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 You **(nie musisz pracować)** ..... all your life in one job anymore.

2 Tom **(nie zdołał dostać)** ..... a visa to work in the USA.

3 Beth isn't answering her phone, so she **(musi być)** ..... at work.

4 Neal **(nie mógł przybyć)** ..... yet – there's no one at his desk.

5 Amy **(być może pracowała)** ..... at home yesterday, but I'm not sure.

Układanie fragmentów zdań z podanych elementów leksykalnych

7 **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 ortograficzna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 Jason **(can/not/taken)** ..... the bus this morning – there's his car.

2 Erica **(might/to/work)** ..... late tonight to finish the project.

3 Would **(like/me/help)** ..... you fill out the application form?

7

Rozumienie ze słuchu

Wybór wielokrotny

1 **Usłyszysz dwukrotnie zapowiedź nowego modelu konsoli do gier. W zadaniach 1–6, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B, C albo D.**

1 What does the speaker say about the IconX?

A Its release was announced online.
B It took more than ten years to create.
C It sold a lot better than expected.
D It made a lot of money for its designers.

2 What do gamers need to get the best images from the IconXS?

A a console with a large memory
B an HD screen
C a virtual reality headset
D new games

3 How has the handset been improved?

A It has a longer cable.
B It is fully rechargeable.
C It fits in the hand easier.
D It comes in different colours.

4 What was the most popular suggestion in the survey?

A make the games a lot cheaper
B be able to play against other consoles
C improve the quality of the images
D reduce the price of the console

5 Which of these is presented as an opinion, <u>not</u> a fact?

A The IconXS has more games than other consoles.
B There is no games console better than the IconXS.
C The cost of the IconXS is quite reasonable.
D The IconXS will be the bestselling console ever.

6 What does the speaker say about the games for the IconXS?

A He suggests they cannot be beaten.
B He talks about how they were designed.
C He mentions that he designed one.
D He says they will be released in December.

Rozumienie tekstów pisanych

Mediacja – uzupełnianie luk w tekście

2 **Przeczytaj teksty 1 i 2. Uzupełnij w e-mailu luki 1–7 zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim.**

Tekst 1

The USA Science and Engineering Festival

Held every two years, the USA Science and Engineering Festival is not just a huge celebration of STEM subjects (science, technology, engineering, and mathematics), it is also the largest indoor science festival in the USA. Its aim is to encourage young students to take up careers in STEM by making these subjects entertaining for children and teenagers.

Located in Washington, D.C., this 4-day festival is free for under-18s and college students. There are displays featuring the latest innovations, and it's always attended by major tech companies looking to inspire and eventually hire bright young sparks. The halls are always crowded (one year they actually had a real helicopter in!), and they're always giving away freebies. For teachers, there are workshops to show them how to bring science to life in the classroom.

One thing that makes the festival so special is the expo - stage shows featuring famous names from the world of science and technology. These have included a look at the science behind the stunts in superhero movies, and have even managed to make Maths magical. One of the most impressive stage shows was a live link from the International Space Station with astronaut Jeff Williams who was floating around at the time!

Tekst 2

Larry Bock

The USA Science and Engineering Festival was founded in 2009 by Larry Bock. He was inspired by science festivals he had seen in Europe and Asia. They used hands-on experiments and lectures as well as art and films to make science exciting. "Such an approach," he thought, "could be a sure-fire way to ignite the interest of U.S. students and the public in the power and potential of technology."

Sadly, Larry died in 2016, but he was right. The festival succeeded in attracting young people to STEM subjects. It is hugely popular and each one is bigger and better than the one before. It is now an important date on the science and technology calendar, spreading the word about how those subjects play such an important role in our lives.

Hi Franciszka,
Guess where I am? I'm in Washington for the USA Science and Engineering Festival. It lasts **1)** ..... days and I'm having a great time. The festival tries to **2)** ..... teenagers to get interested in science and it's doing a fantastic job. I can't believe how many people are here – the halls are so **3)** ..... every day. It's not surprising though. It has shows featuring **4)** ..... people and I even saw a live link with a(n) **5)** ..... . I read that a man called Larry Bock **6)** ..... the festival after he saw similar ones in Europe. Maybe next year, I'll get the chance to see how they **7)** ..... the word about science in Poland when I'm visiting!
That's all for now.
See you soon,
Bella

Znajomość środków językowych

Wybór wielokrotny – tłumaczenie fragmentów zdań

3 **Wybierz tłumaczenie podanych w nawiasach fragmentów zdań 1–6, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Zakreśl jedną z liter: A, B lub C.**

1 The new smartphone **(zostanie wprowadzony na rynek)** ..... this Friday.
A will release **B** will be released
C will have been released

2 Tim Berners **(jest uważany za)** ..... the inventor of the Internet.
A is said to be **B** is to be said
C is been said

3 We **(mamy zainstalowane urządzenia IoT)** .... in our house.
A installed IoT devices
B IoT devices were installed
C have had IoT devices installed

4 Harry designed his company's website **(samodzielnie)** ..... .
A by himself **B** by his own **C** for himself

5 The new games console **(została zaprezentowana)** ..... online at the weekend.
A was revealed **B** had been revealed
C was going to be revealed

6 Our stock of smart assistants **(prawdopodobnie wyprzeda się)** ..... very quickly.
A expects to be sold out
B has expected to sell out
C is expected to sell out

Parafraza zdań – transformacje ze słowem kluczem

4 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką (1–5), 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 Did Jake and Emma have a good time at the science fair?
THEMSELVES Did Jake and Emma .... at the science fair?

2 Tom arranged for someone to print flyers for his new shop.
PRINTED Tom ..... for his new shop.

3 They say that Harriet is a genius at coding.
SAID Harriet ..... a genius at coding.

4 Did you install the antivirus software yourself?
INSTALLED Was the ..... you?

5 You should not throw away old laptops in rubbish bins.
BE Laptops ..... away in rubbish bins.

Uzupełnianie luk w tekście

5 **Przeczytaj tekst. Uzupełnij każdą lukę (1–7) jednym wyrazem, tak aby powstał spójny i logiczny tekst.**



Danny **1)** ..... had two virtual reality headsets delivered to his house – one for him and one for his son. The headsets **2)** ..... ordered over a week ago and both Danny and his son had been looking forward to them coming. It is **3)** ..... that these new headsets are the best ones available. Luckily, they were bought in a flash sale, so Danny saved **4)** ..... lots of money. There is a helpline to assist customers with any new tech, but Danny was able to set them up all **5)** ..... himself. Danny knows by this time next month, lots of his money will have **6)** ..... spent on new games for these virtual reality headsets, but he doesn't mind because he and his son are enjoying **7)** ..... so much.

8

Rozumienie ze słuchu

Odpowiedzi na pytania

1 **Usłyszysz dwukrotnie fragment audycji na temat analfabetyzmu. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–6. Na pytania należy odpowiedzieć w języku angielskim.**

1 What percentage of UK adults are illiterate?
.....

2 What do you have to do to apply for a job?
.....

3 Why might someone not get help for their illiteracy?
.....

4 How could a government campaign help?
.....

5 How can parents help their children with reading?
.....

6 What are charities and trusts doing to fight illiteracy?
.....

Rozumienie tekstów pisanych

Dobieranie zdań do części tekstu

2 **Przeczytaj podzielony na trzy części (A–C) tekst na temat organizacji pomocowych i pytania 1–4. Do każdego pytania dopasuj właściwą część tekstu. Wpisz odpowiednie litery (A–C) obok pytań. <u>Uwaga!</u> Jedna część tekstu pasuje do dwóch pytań.**

Aid Around the World

A	*Médecins Sans Frontières* (Doctors Without Borders) is an international NGO that specialises in getting medical help to the people and countries in most need. Founded in 1971, the charity currently operates in over 70 countries worldwide using over 35,000 medical professionals. These men and women are usually local doctors and nurses, but some volunteers travel the world to areas that have suffered terrible famines, wars and illnesses.
B	It is predicted that almost 167 million children will be living in extreme poverty and over 60 million will not have access to a basic education by 2030. In 1946, the United Nations created *UNICEF* (United Nations International Children's Emergency Fund). It operates in about 190 countries and gets donations from public campaigns, governments and other charities. *UNICEF* has lots of projects that help children, including vaccinations, education and suppling clean water.
C	In many places of the world, the poor, when they have homes (and lots do not), live in houses without electricity, clean water or even toilets. *Habitat for Humanity* is a charity based in the UK that provides permanent accommodation for those people. Since 1976, it has helped more than 20 million people by building over 1.3 million homes. *Habitat for Humanity* is a charity that doesn't just put a roof over someone's head – it creates happy and healthy communities.

Which organisation ...

1	receives money from lots of different sources?	
2	is providing shelter for the poorest members of society?	
3	uses some people that live in the country that needs help?	
4	provides a variety of ways to help those in need?	

Uzupełnianie luk w zdaniach

3 **Przeczytaj ulotkę na temat adopcji psa ze schroniska. Uzupełnij zdania 1–3 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.**

Lowcroft Animal Shelter:

Animal Adoption

Instead of buying an expensive puppy, why not adopt a dog that needs a home? Our rescue dogs may have suffered terribly in the past, but they could find their 'forever home' with you and your family.

Our team of volunteers will take all your details and even visit your home to get all the information we need to match you with the perfect pet. Once that has been done, we'll also be available 24/7 with expert advice about looking after your rescue dog.

It's not always easy looking after a dog that has been abused in the past. They usually need extra love and affection, so, even though these dogs are free, you have to be dedicated to looking after your furry friend.

If you can't adopt an animal, why not donate? We are always looking for more funds, food or toys for our four-legged friends.



1 Buying a puppy is ..... than adopting a rescue dog.

2 The shelter also gives ..... about living with a rescue dog.

3 If you want to ..... money to help rescue dogs, then how about giving it to Lowcroft Animal Shelter?

Znajomość środków językowych

Wybór wielokrotny – uzupełnianie luk w tekście

4 **Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–5. Zakreśl jedną z liter: A, B, C albo D.**

Hi Owen,
Thanks for your email. I'm so glad that you're thinking of working for a charity. I wish I **1)** ..... that decision when I was your age. You asked for some advice about which charity though, so here's my suggestion. If I were you, I **2)** ..... a part-time job at the animal shelter. I worked there a few years ago and it was one of the best experiences of my life. If I **3)** ..... there, I probably wouldn't be working with the RSPCA now - you know, the animal protection charity. To be honest, if I hadn't seen how badly some people treated their pets, I wouldn't have thought of that as a career, but I love my job now. **4)** ..... people took more care of their pets, though! If you can't find the details of the animal shelter, I'll send them to you. Hope all this helps. Say hi to your brother for me. He's studying at university now, **5)** .....?
All the best,
Janette

1	**A**	make	**B**	had made	**C**	will make	**D**	was made
2	**A**	could get	**B**	will get	**C**	would get	**D**	can get
3	**A**	work	**B**	hadn't worked	**C**	was working	**D**	worked
4	**A**	Unless	**B**	When	**C**	If only	**D**	If
5	**A**	isn't he	**B**	doesn't he	**C**	hasn't he	**D**	won't he

Układanie fragmentów zdań z podanych elementów leksykalnych

5 **Uzupełnij zdania 1–3. 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 If I had learnt to read at school, I **(have/able)** .... fill in the application form.

2 If only **(not/left)** ..... wallet at home. I could have given some cash to the charity.

3 I won't go to that supermarket anymore unless **(reduce/amount)** ..... plastic packaging it uses.

Słowotwórstwo

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. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

• STRESS • REGULAR • EMPLOYMENT
• ESTIMATE • OBESE • HOMELESS • BULLY

Food Banks

Food banks are a way of making sure that people have enough to eat. They are run by charities who accept donations of food and other household goods. Volunteers collect the food and work in the food bank itself. People come to the food bank and are allowed to take home whatever they need. Sadly, food banks are on the rise. It is **1)** ..... that 1 in 14 people have used a food bank in the UK and some of those people use them **2)** ..... . Some people work in such low-paid jobs that they cannot afford to feed themselves. Other people don't work at all and may need food banks because of **3)** ..... or they could be living on the streets as a result of **4)** ..... . Whatever the reason, no one needs to go hungry as long as they have a local food bank.

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. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

1 If only **(moglibyśmy zrobić)** ..... more to reduce inequality in the workplace.

2 If **(był tobą)** ....., I'd report your neighbour to the police for animal abuse.

3 I wish **(że przeszedłem)** ..... past that homeless man on the street.

4 We have to say something **(kiedy zobaczymy)** .... anyone being racist.

5 I wish more people **(przyłączyło się do)** .... our illiteracy campaign.

6 Kate's doctor won't be able to help her **(chyba że mu powie)** ..... about her depression.

9

Rozumienie ze słuchu

Wybór wielokrotny

1 **Usłyszysz dwukrotnie sześć dialogów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.**

1 How is the man going to get the books?
- **A** borrow them from the library
- **B** order them online
- **C** buy second-hand copies

2 What is the woman studying?
- **A** French Literature
- **B** International Politics
- **C** English Literature

3 What should the student do first at the library?
- **A** set up an account
- **B** log in to their account
- **C** change the password

4 Where are the woman and the man going?
- **A** to the library
- **B** to the lecture hall
- **C** to the professor's room

5 Where is the woman staying at the moment?
- **A** in a flat
- **B** at home
- **C** on campus

6 What will the man do next?
- **A** finish his essay
- **B** check his emails
- **C** collect books from the library

Rozumienie tekstów pisanych

Dobieranie – uzupełnianie luk w tekście podanymi zdaniami

2 **a) Przeczytaj artykuł, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst. <u>Uwaga!</u> Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.**

Degrees of Success

Studying at university in the UK is completely different from studying at school. So here's a short article with all the information you need to succeed at uni.

Degrees

There are many different types of degrees, but the most common ones are BAs (Bachelor of Arts), MAs (Master of Arts) and PhDs (Doctor of Philosophy). MAs and PhDs are for graduates who have successfully passed their first degree. Most students just get one degree (a BA) after studying usually for three years. The BA is graded differently from school exams, too. The best students get a First Class degree, the next best a 2:1, then a 2:2, and finally a third. **1)** ..... There is also BSc and MSc for degrees in more scientific subjects, all of which are graded in exactly the same way.

Learning

The first thing you need to know about learning at uni is that your success is your responsibility. **2)** ..... You will not have lessons – you will have lectures. This is similar to a speech given by a professor with all the students in the lecture hall (and there could be hundreds) taking notes. You will also see professors and lecturers in smaller groups called seminars when you will get to ask more in-depth questions. Most of your time, though, will be spent in the library, studying quietly on your own.

Accommodation

There are lots of options here. Some students live at home and go to their local university. **3)** ..... Other students study away from home and live in rented accommodation. All universities have accommodation of their own (Halls of Residence), but these can be very noisy, and places fill up very quickly. Some Halls of Residence are on campus and some are further away. Some students prefer to rent a flat on their own or with friends. This is more common with students in their second or third years at uni.

Money

A university education is expensive, but there are ways to fund your way to your final career. First of all, find out how much the course fees are. **4)** ..... Then calculate your yearly living costs: accommodation, bills, spending money, etc. Add the two amounts together and the total is how much you need for each year at uni. It could be quite a big figure. In most cases though, you can get a loan to cover all this, but you will have to pay it all back (with interest) as soon as you start working.

- **A** However, there is always the chance to retake these exams the following academic year.
- **B** No one will force you to study, but if you do not pass your end-of-year exams, you might be thrown off the course.
- **C** There is a company that specialises in loans for students.
- **D** This saves a lot of money, but, depending on what course you are taking, is not always possible.
- **E** This is the amount you will pay each year for being taught.
- **F** Of course some students do not even get this and have failed to get a degree.

Pytania do tekstu

b) Przeczytaj ponownie artykuł i odpowiedz krótko na pytania 1–4.

1 How is a Bachelor of Arts degree graded?
.....

2 What is a seminar?
.....

3 What <u>two</u> problems could there be with Halls of Residence?
a .....
b .....

4 How can someone pay for their university education?
.....

Znajomość środków językowych

Uzupełnianie luk w tekście

3 **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.**

• PROFESSOR • LECTURE • MODERN • CHAT
• HIGH-TECH • CERTIFICATE • LIBRARY

The University of Tomorrow

As universities charge more and more for their courses, they will need to provide value for their tuition fees. That's why they will have to keep up with the times and offer the latest techniques in teaching as well as the **1)** ..... technology. So what will the university of tomorrow look like? Well, for one thing, it will start to offer a wider range of courses which will be more focussed on the modern working world. Secondly, technological advances like augmented reality will become a normal part of any course, instead of the bonus that it is today. In addition, **2)** ..... crowded with students could become a thing of the past, as **3)** ..... will take their lectures online. Seminars with smaller groups of students will also take place online in **4)** ..... . The university of tomorrow will be very different from today's centres of learning. Students - welcome to your future!

Parafraza zdań – transformacje ze słowem kluczem

4 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką (1–4), 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 Logan always plays loud music when he studies.
USED Logan ..... with loud music playing.

2 It's a waste of time studying on the morning of the exam.
NO There ..... studying on the morning of the exam.

3 My history lecture will be in that lecture hall over there.
HAVE That's the lecture hall .... my history lecture.

4 If I could, I'd live on campus.
PREFER I ..... on campus.

Wybór wielokrotny – tłumaczenie fragmentów zdań

5 **Wybierz tłumaczenie podanych w nawiasach fragmentów zdań 1–3, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Zakreśl jedną z liter: A, B albo C.**

1 Alfie was having **(trudności ze znalezieniem)** the books the lecturer recommended.
A difficult to find
B difficulty finding
C difficult having found

2 Ava **(czeka z niecierpliwością na otrzymanie)** her degree at her graduation ceremony.
A is looking forward get
B is looking forward to get
C is looking forward to getting

3 I've already **(skończyłem pisać)** my essay on modern poetry.
A finished to write
B finished writing
C finished for writing

10

Rozumienie ze słuchu

Uzupełnianie luk w tekście

1 **a) Usłyszysz dwukrotnie audycję radiową o pszczołach. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w notatce. Luki należy uzupełnić w języku angielskim.**

Notes

Bees **1)** ..... for pollinating most of the food we eat.

They pollinate about 1 in **2)** ..... of things we eat.

Number of bees has dropped by **3)** ..... over last decade.

4) ..... could be to blame, but scientists unsure.

Don't **5)** ..... on a Bee Day is every year on **6)** ..... 10th.

Wybór wielokrotny

b) Wysłuchaj ponownie nagrania z zadania 1a. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.

1 What does the speaker say about bees?
- **A** They do not seem dangerous.
- **B** They only live for one summer.
- **C** Not enough is known about them.

2 Why are bees important for the food we eat?
- **A** They provide honey.
- **B** They pollinate lots of plants.
- **C** They protect plants from other insects.

3 How are bees celebrated?
- **A** There are parades.
- **B** There are firework displays.
- **C** There is a special day for them.

4 The speaker says we should
- **A** find more uses for bees.
- **B** help bees to pollinate more.
- **C** remember to appreciate bees.

Rozumienie tekstów pisanych

Dobieranie nagłówków do części tekstu

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

Back to the Wild

1 ☐ It's hard to imagine, but there used to be bison in Europe. Also known as buffalo and more usually associated with the plains of North America, bison were hunted to extinction over one hundred years ago. All that may change though as attempts to rewild the land may soon see their return to a small corner of Europe not usually associated with such animals – the south of England. They will be the first of their species to wander wild in the UK for more than a thousand years.

2 ☐ Bison are just the first of many species that haven't been seen in the UK for a long time. The elk is the world's largest species of deer. They have been extinct in Britain for over four thousand years. Rewilding them would help the environment, but too many of them might lead to the destruction of their new natural habitat. It's a delicate balance: enough elk would help the land, but too many would damage it. There is an answer, though.

3 ☐ Bison and elk are not the only species to be hopefully rewilded – another is a member of the cat family, the lynx. This species, however, is a predator. It hunts and eats other animals, animals like the elk, making sure there aren't too many of them. In some parts of Europe, this species, along with wolves, has been successfully rewilded. There may have been fears that these animals would destroy too many other species and even attack humans, but so far they have been safely reintroduced into the wild.

4 ☐ All these species are being rewilded because they have a vital role in the eco-system. Bison are natural gardeners: they knock down old trees, and eat the grass, keeping it low. The lynx, being a predator, hunts deer and foxes, keeping their numbers down. This may sound cruel, but Benedict Macdonald, author of a book on rewilding, wrote that the myth surrounding animals like the lynx was that they caused imbalance. He added that the opposite was true: these are nature's original conservationists.

- **A** Every species playing its part
- **B** Getting the numbers right
- **C** A threat to farm animals?
- **D** Too dangerous to rewild?
- **E** Conservation parks for lost species
- **F** Recently extinct, but soon to return
- **G** Giving birth in the wild

Mediacja – uzupełnianie luk w tekście

b) Przeczytaj ponownie tekst. Uzupełnij w dialogu luki 1–6 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

Petra: Have you read this article about rewilding? It's a way of getting animals that were **1)**..... back in the wild.
Thomas: Such as?
Petra: Well, it talks about bison, elks and the lynx, and bison haven't been seen in England for over **2)** ..... years.
Thomas: Why would we want animals like elk wandering around?
Petra: I'm glad you asked. Elk, in particular, are good for the **3)** ..... . Having said that, too many could be a problem.
Thomas: And isn't the lynx a **4)** .....? It kills other animals, doesn't it?
Petra: Yes, but that's a part of the natural world, isn't it? Anyway, they don't usually **5)** ..... us, so we're quite safe.
Thomas: But why go to all the trouble to get these species back?
Petra: They help the eco-system and that helps other species. There's a quote here that calls all these species nature's **6)** ..... .
Thomas: Mmm, perhaps you're right – it does sound interesting. Pass me the article, will you?

Znajomość środków językowych

Uzupełnianie luk w tekście

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

The Silent Sea

Marcus Gardener reports from Fiji

The sea around the coral reefs of Fiji **1)** ..... to be loud with the sounds of sea creatures, but when Bernie Krause records those same waters these days, he hears only the sound of the waves. Bernie is a musician and a naturalist who has been recording nature's noise for use in music and films **2)** ..... over forty years. I met him in Fiji. He **3)** ..... me that the silence in Fiji was due to the destruction of the coral reefs by humans. Bernie said **4)** ..... a great silence was spreading over the natural world. He added that the sound of man was becoming deafening. It's not just the seas, either. Bernie also records on land and he says that the forests are the same. He warns that 1 in 4 species is **5)** ..... threat these days, and it's all our fault. Luckily, the wilder regions, where no man goes, are still loud and proud, **6)** ..... it may only be a matter of time before they too are finally silenced.

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 Lily told me that she had been using rechargeable batteries **(od zeszłego roku)** ..... .
2 Elisabeth **(ostrzegła nas, żebyśmy nie jedli)** .... the grapes without washing them first.
3 Oliver said he had been volunteering at the animal shelter **(poprzedniego dnia)** ..... .
4 Kate **(zapytała mnie, kiedy)** ..... I had become interested in saving endangered animals.
5 I **(przeprosiłem za zostawienie)** .... some of my litter on the beach.
6 Ruby said **(że nie może zrozumieć)** .... why people hunted endangered species.

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 Danni asked Amy **(if/she/take out)** .... the recycling the night before.
2 Gary complained **(all/plastic packaging)** .... in the supermarket.
3 Ryan announced that **(he/be/become)** .... a vegetarian to fight climate change.
4 Harriet **(invite/to)** ..... opening of her health food shop, but we couldn't go.
5 Mum **(tell/turn)** ..... the tap when I cleaned my teeth.
6 Fran reminded **(me/she)** ..... switched off the TV instead of leaving it on stand-by.

11

Rozumienie ze słuchu

Dobieranie

1 **Usłyszysz dwukrotnie wypowiedzi czterech osób na temat reklamy. 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 Digital marketing is the future of advertising.

B I spend all day creating advertising slogans.

C I don't want to help out with market research.

D There's a jingle I just can't get out of my head.

E There's a roadside hoarding blocking my view.

1	
2	
3	
4	

Rozumienie tekstów pisanych

Wybór wielokrotny – pytania do tekstu

2 **a) Przeczytaj tekst. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.**

Somewhere in the Background

by James Brown

Advertisers have a lot more tricks up their sleeves than just great images, catchy jingles and memorable slogans. They often try to get their products into places where you might not expect them. Next time a character in a film or TV series uses technology, for example, take a look and see if you spot the name of the company. In most cases, you can. This type of advertising is called product placement – a way of getting people to see your brand outside of an advertisement, and it's not just for the latest tech, either.

So how does it work? Let's take a look at a certain secret agent, Mr James Bond. His movies cost many millions of pounds to make. The producers of the movies accept money from advertisers to have their products in the films, making it easy to fund the movie. Take the cars that Bond drives, for instance. He has driven BMWs, Aston Martins and many more expensive high-class cars. He often wears Omega watches and uses Sony phones and laptops. The target audience see these and think they can be like Bond by buying these products, even if they cannot afford them. It's an advert that can reach millions of customers, and it's very effective. It happens in so many films these days that we almost don't notice what's going on.

Of course, there is one example of reverse product placement, when a chocolate bar from a film became a real chocolate bar. In the 1971 film *Willy Wonka and the Chocolate Factory*, characters are seen eating Wonka chocolate bars. One of the investors in the film was a food company and they started producing Wonka bars to advertise the film. They were so successful that they're still on sale today.

Product placement is not a new way of advertising. It has been around almost as long as movies themselves. In fact, it may go back even further. Jules Verne included the names of several shipping companies in his novel *Around the World in Eighty Days* way back in 1873. It worked then and it still works today. So the next time you see someone on TV or film pouring a certain cereal into a breakfast bowl, just remember that, at that particular moment, someone is trying to sell you something.

1 What does the writer say about product placement?

A It is often included in films by accident.
B It is used because other adverts don't work.
C It is a different way of advertising something.
D It is only used to sell brand new technology.

2 Why does product placement appear in James Bond movies?

A It helps to pay for making them.
B It makes the films seem more realistic.
C It is something the fans look forward to seeing.
D It started by accident and it has carried on.

3 What does the writer say about Wonka Bars?

A They were given away to audiences.
B A whole film was made to sell them.
C They stopped selling them in 1971.
D They were created to promote a film.

4 What is true about product placement?

A It started with movies in the 19th century.
B The novelist Jules Verne was not a fan.
C A book used it before movies did.
D It wasn't successful in the past.

5 What does the writer say about product placement in the last paragraph?

A He tells us to pay no attention to it.
B He advises us to watch out for it.
C He complains about its use.
D He admits it works on him.

Mediacja – uzupełnianie luk w tekście

b) Przeczytaj ponownie tekst. Uzupełnij w e-mailu luki 1–4 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Marku,
właśnie przeczytałem artykuł, dzięki któremu wpadłem na pomysł, jak mógłbyś zarabiać na swoim kanale YouTube.
Chodzi o lokowanie produktu. Jest to rodzaj **1)** ..... – wszystko, co musisz zrobić, to nakręcić i opublikować filmik, w którym czegoś używasz. Jak będziesz mieć szczęście, twórcy **2)** ..... to zobaczą i zapłacą Ci za dalszą współpracę. Lokowanie produktu jest często stosowane w filmach fabularnych – na przykład właściciele pewnej marki płacą za to, żeby James Bond miał na sobie **3)** ..... . Ten rodzaj reklamy nie jest niczym nowym. Zastosowano go w **4)** ..... już w 1873 roku.
Myślę, że mógłbyś spróbować. Może kiedyś będziesz reklamować Astona Martina?
Trzymaj się!
Filip

Znajomość środków językowych

Słowotwórstwo

3 Przeczytaj tekst. Uzupełnij luki (1–5), przekształcając wyrazy w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. W każdą lukę możesz wpisać jeden wyraz.

From: Simon Holt, Needham Shampoo
To: Pauline Platt, Platt Advertising
Subject: New advertising campaign

Hi Pauline,
We got your suggestions for the new advertising campaign, and I have to say that I was pretty impressed. I think your idea for the TV commercial will certainly **1)** ..... **(COURAGE)** more people to buy our new shampoo. But don't you think that digital marketing would be more **2)** ..... **(EFFECT)**? Of course, I'm no expert and I don't make the **3)** ..... **(DECIDE)** around here – that's the boss's job, but I think we also need to take the younger audience into account. Anyway, the new shampoo will be going to **4)** ..... **(RETAIL)** in the autumn, so we need **5)** ..... **(THING)** ready by then.
Speak soon,
Simon

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 Harry says John doesn't have a radio and that Frank doesn't either.
NEITHER Harry says ..... have a radio.

2 It doesn't matter what meat you use to make the stew.
ANY You ..... to make the stew.

3 We can't make an omelette because we have very few eggs.
ENOUGH We ..... eggs to make an omelette.

4 Sophia doesn't put much milk in her coffee.
LOT Sophia doesn't put ..... milk in her coffee.

5 I didn't find anything I wanted in the sales.
FOUND I ..... I wanted in the sales.

Pary zdań – uzupełnianie luk

5 W zadaniach 1–3 wpisz wyraz, który poprawnie uzupełnia luki w obu zdaniach.

1 a The advertising campaign was ..... off when the company went bankrupt.
b Molly ..... in at the supermarket to get some milk on her way home.

2 a Have you heard the new ..... slogan for Quench Cola?
b Prime time ..... can cost anything from a few thousand pounds to a few million.

3 a I wonder what it would be like to ..... TV commercials in 3D.
b The travel company are offering the holiday ..... of a lifetime.

12

Rozumienie ze słuchu

Uzupełnianie luk w tekście

1 **Usłyszysz dwukrotnie audycję radiową o układzie odpornościowym. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w poniżej notatce. Luki należy uzupełnić w języku angielskim.**

Notes

Radio show was about how to **1)** ..... a better immune system in order to make it strong and **2)** ..... .

First, make sure your digestive system is **3)** ..... by eating plenty of fruit and vegetables and cutting down on red meat.

Secondly, get enough sleep – it helps the body **4)** ..... muscle tissue.

Don't eat processed food or have **5)** ..... .

Lastly, drink water – it sends oxygen to all the body's **6)** ..... .

Rozumienie tekstów pisanych

Dobieranie – uzupełnianie luk w tekście podanymi zdaniami

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

The Blue Zones

If you've ever thought of moving somewhere for a healthier lifestyle, then you might consider moving to one of the Blue Zones. The Blue Zones is a term used by writer Dan Buettner to describe places in the world where the life expectancy is far beyond the average. **1)** ..... Buettner identifies Icaria, an island in Greece, Okinawa, another island, this time in Japan, and Ogliastra, in Italy, as well as two others.

So what are the reasons why the elderly in these places are living so long? Buettner suggests a variety of factors. One of these is their diet. They tend to eat a 95% plant-based diet with plenty of oily fish. This type of diet, also known as the Mediterranean diet, is considered to be one of the healthiest. Avoiding meat is known to reduce the chance of developing some illnesses, like heart disease and cancer, considerably. Another factor is the amount they eat. **2)** ..... This means that they often do not suffer from the illnesses associated with being overweight as much.

Apart from food, the lifestyle is different in the Blue Zones, too. Icaria is a hilly, rural island, which means that its inhabitants have to walk a lot every day. Ogliastra is a mountainous area, which means the same. **3)** ..... All the climbing up and down also leads to a good night's sleep, another important factor in keeping healthy. Also, these places are a lot more relaxed. These are villages with very little of the stress we experience and none of the hustle and bustle of a crowded, busy, polluted city. Stress, as we know, is bad for the mind and the body, causing high blood pressure and depression.

Thinking of emigrating, yet? Well even if the idea of moving abroad, living in villages far from the cities and adopting a rural existence is not for you, you can still adopt some of the Blue Zones' good habits. Get more exercise, try to reduce your levels of stress and start eating a Mediterranean diet now. Who knows? You might even live long enough to see the next century. **4)** .....Well, that's simply because when Buettner was marking these areas on his map, he used a blue pen to circle them!

A And why are they called Blue Zones?

B All this leads to plenty of exercise in the freshest of air every day.

C Grandparents who look after their grandchildren are more likely to live longer.

D On average, they consume 30% less than we do.

E They also take naps, short sleeps, whenever they want.

F These areas have lots more centenarians (people over the age of 100) than any other area.

Mediacja – uzupełnianie luk w tekście

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

Why Sugar is not so Sweet



Let's start by saying that most food has natural sugar in it. Sugar is what provides energy and in its natural form it is important for a healthy body. What we're talking about is all the extra sugar in our diets: the chocolate, the coffees, the cakes and all the other tasty snacks we consume too much of daily. This sugar is bad for us. For one thing, it stops our bodies absorbing vitamins from any healthy foods we might eat. It raises our blood sugar levels, making us feel good, but not for long. Soon after, those blood sugar levels drop, making us feel irritable, nervous and wanting more sugary snacks. Particularly bad for us are those sugary fizzy drinks that often contain around six or seven spoonfuls of sugar. If you aren't sure how much sugar something is hiding, then check out the food label. It will often have a 'traffic light system': green for okay levels, orange for slightly too much and red for far too much.

Maks,

słyszałem, że od pewnego czasu źle się czujesz i nie wiesz, co może być tego przyczyną. Może chodzić o cukier. Ostatnio staram się zdrowo odżywiać i mocno ograniczyłem spożywanie tej substancji.

Nie wyeliminowałem **1)** ..... rodzaju cukru, tylko ten występujący w słodkich przekąskach. Okazuje się, że utrudnia on naszemu organizmowi **2)** ..... wszystkich witamin z produktów, które spożywamy, i **3)** ..... poziom cukru we krwi. Przez chwilę czujemy się dobrze, ale zaraz potem – okropnie. Na domiar złego potęguje on chęć zjedzenia jeszcze większej ilości **4)** ..... . Pamiętam również, jak źle się czułem, gdy piłem dużo napojów gazowanych.

Może zastanowisz się nad zmianą diety?

Trzymaj się!

Marek

Znajomość środków językowych

Uzupełnianie luk w tekście

4 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga! Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

• CUT • DAMAGE • AFFORD • CASE
• CONCERN • REASON • RESULT

Couch to 5K

If you're getting a little **1)** ..... about your ever-expanding waistline, then why not get up off the sofa (or the couch as it's sometimes called in the UK) and get running? An easy way to do this is by downloading the free NHS app 'Couch to 5K'. It aims to get you doing 5 kilometres in nine weeks by listening to a podcast of inspiring words and music. The app starts off in the first week with some quick walking and short bursts of running. It takes it easy to begin with **2)** ..... you hurt yourself. As the weeks progress, your stamina improves and **3)** ..... you're soon doing a 5K run. It's certainly more **4)** ..... than signing up to an expensive gym, and it's perfect for people who aren't usually **5)** ..... for running around the local park. And after all, you never know, it just might work!

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 Yesterday's run was **(tak męczący, że)** .... my muscles still ache today.
2 Sam goes to the gym **(natomiast Ken ćwiczy)** .... at home.
3 I've been on a diet, **(ale mimo to nie straciłam)** .... any weight.
4 Kelly went vegan **(aby prowadzić)** ..... a healthier lifestyle.
5 Niall took his water bottle **(na wypadek gdyby był spragniony)** ..... on his run.
6 Melanie maintains her weight **(mimo że je)** .... everything.

Układanie fragmentów zdań z podanych elementów leksykalnych

6 **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 Bethany can run **(deal/farther)** ..... than Adrian.
2 It was **(such/tasty salad)** ..... Phoebe had a second helping.
3 **(Despite/to/gym)** ..... twice a week, I'd still like to do more exercise.
4 The **(why/Iris/avoid)** ..... milk is simply because she doesn't like it.
5 I've eliminated fizzy drinks from my diet and **(result/lost)** ..... 2 kilos.
6 Valerie never eats desserts **(so/not/put)** .... on weight.

Wypowiedź ustna

Wypowiedź ustna (1–6)

Zadanie 1

Rozmawiasz z kolegą, który chce się wybrać na pieszą wycieczkę, i opowiadasz mu o swojej ostatniej wędrówce. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie.

Ty rozpoczynasz rozmowę.

Miejsce pieszej wycieczki i rodzaj zakwaterowania (np. namiot, hostel itp.)	Co robiłeś/-aś i widziałeś/-aś podczas pieszej wycieczki	Powód/Powody wybrania się na pieszą wycieczkę	Problemy, które pojawiły się podczas pieszej wycieczki

Zadanie 2

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



1. Would you like to attend this event? Why? / Why not?
2. Which do you think are better: firework displays or live concerts? Why?
3. Tell us about an interesting celebration or event you attended recently.

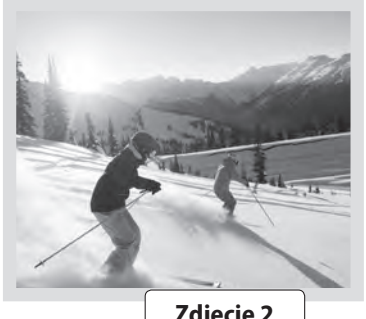
Zadanie 3

Chcesz się wybrać z przyjaciółmi na wakacje dla miłośników aktywnego wypoczynku. Masz do wyboru trzy propozycje.

- Wybierz wakacje, które będą, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Zdjęcie 1



Zdjęcie 2



Zdjęcie 3

Odpowiedz na pytania.

1. Why do people want to go on adventure holidays?
2. What would be the perfect holiday for you? Why?

Wypowiedź ustna (7–12)

Zadanie 1

Rozmawiasz z osobą zainteresowaną wolontariatem i opowiadasz jej o swojej pracy, którą wykonujesz jako wolontariusz/ wolontariuszka. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie.

Ty rozpoczynasz rozmowę.

Rodzaj wolontariatu oraz miejsce i czas wykonywania Twojej pracy	Zakres Twoich obowiązków	Powody, dla których wybrałeś/-aś taką formę wolontariatu	Zalety wolontariatu

Zadanie 2

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

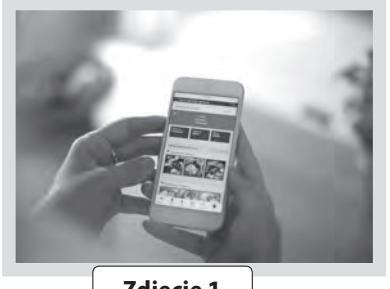


1. Do you think going to university is a good idea? Why? Why not?
2. What are the advantages and disadvantages of going to university?
3. What subject(s) would you like to study at university? Why?

Zadanie 3

Chcesz wymienić jedno z Twoich starych urządzeń na nowe. Masz do wyboru trzy opcje.

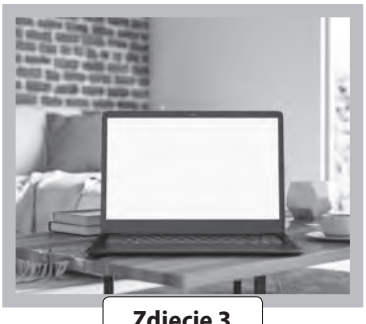
- Wybierz opcję, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Zdjęcie 1



Zdjęcie 2



Zdjęcie 3

Odpowiedz na pytania.

1. What other devices do you use in your daily life?
2. Tell us about a problem you had with a faulty device.

Wypowiedź pisemna

1 **Nauczyciel języka angielskiego poprosił o napisanie tekstu promującego jedną ze znanych uroczystości obchodzonych w Polsce. Napisz wpis na blog (80–130 słów), w którym przedstawisz:**

- co to za uroczystość,
- gdzie, kiedy i dlaczego jest obchodzona,
- jak jest obchodzona,
- dlaczego warto wziąć w niej udział.

2 **Anglojęzyczny magazyn ogłosił konkurs dla młodych twórców. Napisz opowiadanie (200–250 słów) rozpoczynające się od zdania: „There wasn't a cloud in the sky as Molly and Jake walked up the steps to the plane".**

3 **Na jednej z lekcji języka angielskiego odbyła się debata poświęcona pracy zdalnej. Napisz rozprawkę (200–250 słów), w której rozważysz zalety i wady pracy z domu. Uwzględnij takie kwestie jak: dojazd do pracy, elastyczność, znudzenie, rutyna.**

4 **Aplikacje fitness stają się coraz bardziej popularne. Ostatnio na lekcji języka angielskiego wywiązała się dyskusja o ich wadach i zaletach. Napisz rozprawkę (200–250 słów), w której rozważysz ten temat i przedstawisz swoje stanowisko.**

5 **W gazecie ukazało się ogłoszenie o pięciodniowym kursie kreatywnego pisania, który organizuje jedna z uczelni. Chcesz wziąć w nim udział, ale potrzebujesz kilku dodatkowych informacji. Napisz e-mail (80–130 słów) do dyrektora uczelni Davida Rose'a, w którym zapytasz o:**

- szczegółowy program,
- ostateczny termin zapisów,
- koszty uczestnictwa,
- warunki zakwaterowania.

6 **Twoja nowa, kupiona na wyprzedaży konsola do gier nie działa. Napisz e-mail (80–130 słów) ze skargą do sklepu, w którym kupiłeś/-aś to urządzenie.**

- Wyjaśnij, czego dotyczy skarga.
- Opisz usterkę.
- Przedstaw problemy, jakie miałeś/-aś z powodu zepsutej konsoli.
- Wyraź swoje oczekiwania wobec sprzedawcy.

Parafrazy 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. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.**

1 I wish I had worked harder at school when I was young.
REGRET I ..... worked harder at school when I was young.

2 They say Kimmy is thinking of quitting her job.
SAID Kimmy ..... thinking of quitting her job.

3 "I didn't buy any milk yesterday," said Alfie.
BOUGHT Alfie said that ..... any milk the previous day.

4 Gary has an appointment at the dentist's later today.
SEEING Gary ..... the dentist later today.

5 I didn't help the homeless man and I regret it now.
WISH I ..... the homeless man.

6 I think you should volunteer at the animal shelter.
WERE If I ..... volunteer at the animal shelter.

7 My family often went camping when I was a child.
USED My family often ..... camping I was a child.

8 "Can you help me clean out the garage?" asked Dad.
IF Dad asked ..... help him clean out the garage.

9 The survey said that not a single customer liked the new shop.
NONE The survey said that ..... liked the new shop.

10 "I'm sorry I forgot your birthday," said Wendy.
APOLOGISED Wendy ..... birthday.

11 Was the storm over when the plane took off?
FINISHED Had the storm ..... time the plane took off?

12 I'm sure it wasn't Martin at the theatre – he hates plays.
BEEN It ..... Martin at the theatre – he hates plays.

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 We **(rozglądaliśmy się po)** ..... the town for hours before we found a good place to eat.

2 Tom quickly **(przyzwyczaił się do mówienia)** ..... the language when he moved abroad.

3 If it rains, we **(nie będziemy w stanie)** ..... go on a picnic.

4 Tom **(pozwolił Jessowi pożyczyć)** ..... his laptop over the weekend.

5 Lily **(będzie już po)** ..... her job interview by this time tomorrow.

6 I **(z przykrością informuję)** ..... that tomorrow's match has been cancelled.

7 It **(pada śnieg od)** ..... early this morning.

8 The seas will fill up with plastic **(jeśli nie potraktujemy)** ..... recycling more seriously.

9 Oliver **(nie był w stanie porozmawiać)** ..... to Mia before she left the office.

10 I **(prawdopodobnie będę pracować)** ..... late tonight so don't wait up.

11 Your neighbours are **(nawet bardziej denerwujący niż)** ..... mine!

12 If Sam **(zaproponowano)** ..... a promotion, he would have taken it.

Extra Practice Material (Units 1–12)

Układanie fragmentów zdań

3 **Uzupełnij zdania. 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 You **(better/look)** ..... for wild animals if you're going camping in the woods.

2 I **(would/know)** ..... much a family room costs at the weekend.

3 When **(they/turn)** ..... the Christmas lights in the town centre last year?

4 Are you **(looking/going)** ..... to the cinema this Friday?

5 Brian **(promise/help)** ..... decorate my living room, but he never did.

6 The train **(not/arrive)** ..... the station yet, but it will be here soon.

7 When I opened the box, I saw that **(several/the/eggs)** ..... broken.

8 Do **(know/reason)** ..... Davina didn't come to your party?

9 My new sofa is **(far/comfortable)** .... one I've ever bought.

10 I **(remember/photo)** ..... taken at the beach, but I must have deleted it.

11 I don't think people **(ever/go)** ..... writing letters after using email.

12 You **(not/have/cook)** ..... dinner tonight – we'll get a takeaway instead.

Słowotwórstwo

4 **Uzupełnij każde zdanie z luką, przekształcając wyrazy w nawiasach w taki sposób, aby powstały zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. Uwaga! W każdą lukę możesz wpisać jeden wyraz.**

1 Have you seen that fantastic new ..... **(SCULPT)** they've put up outside the library?

2 Steven finds face-to-face ..... **(COMMUNICATE)** difficult sometimes.

3 It seems that Amy had been suffering from ..... **(DEPRESS)** for quite a while.

4 We stayed at such an ..... **(IMPRESS)** hotel on holiday that we've booked for next year already.

5 Luke was accused of ..... **(BULLY)** the other children at school.

6 A lot of the ..... **(RESIDE)** have complained about the noise from the new road.

7 I had to take a photo of the ..... **(ORDINARY)** view from the top of the mountain.

8 The displays at the museum allow you to ..... **(ACT)** with them.

9 What are the ..... **(REQUIRE)** for the job?

10 You need a lot of ..... **(CREATIVE)** to do well as a graphic designer.

11 I'm trying to reduce the amount of plastic ..... **(PACKAGE)** I buy.

12 Max is visiting Belgium and its ..... **(NEIGHBOUR)** countries next summer.