

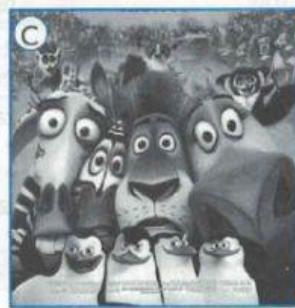
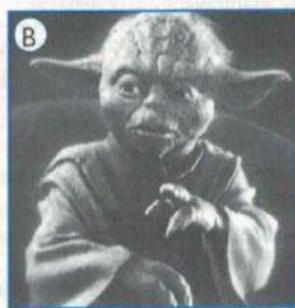
1 TEST

ROZUMIENIE ZE SŁUCHU

Zadanie 1. (0-5 pkt.)

Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1-5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

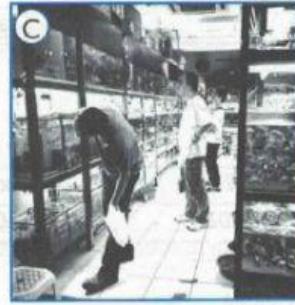
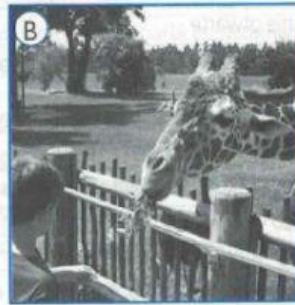
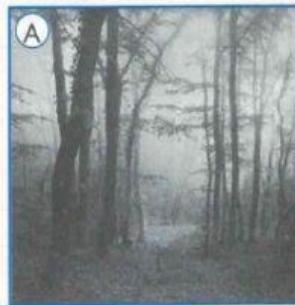
1 What type of film does Jim prefer watching?



2 Which house does the woman want to buy?



3 Where are the boy and girl talking?



4 The boy and girl are talking about

A an exam schedule. B a lost item. C borrowing a book.

5 The woman is calling Cindy to

A ask her for advice.
B suggest places for her.
C inform her of his travel plans.

Zadanie 2. (0–4 pkt.)

Usłyszysz dwukrotnie cztery wypowiedzi na temat zajęć pozalekcyjnych. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A My club taught me an important skill.
- B My friends encouraged me to sign up for my activity.
- C I have made a lot of friends in my club.
- D I hope to develop new skills in my club.
- E This activity is a great break from studying.

1	2	3	4

Zadanie 3. (0–4 pkt.)

Usłyszysz dwukrotnie wypowiedź przewodnika po oceanarium. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniżej notatce. Luki należy uzupełnić w języku angielskim.

FACT FILE**THE BLACK SEA DEVIL**

HABITAT: Deep tropical ocean waters between 1,000 and 1) metres

DESCRIPTION: Large open mouth with 2)
Long antenna with a small light on top of its head
Females are 3) than males.

FOOD: Small marine creatures
They are slow 4) and can't catch other fish so they use their light to attract food.

ZNAJOMOŚĆ FUNKCJI JĘZYKOWYCH**Zadanie 4. (0–4 pkt.)**

Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A One moment please. Let me have a look.
- B It's over here. Please follow me.
- C That one is perfect for you.
- D I'm sorry. I'm afraid I can't do that.
- E Yes, of course. I'll get her.

1	2	3	4

1 TEST

Zadanie 8. (0–4 pkt.)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

The Island Life

Imagine living on your own private island far away from any town or city. **1** Catherine and Wayne Adams always wanted to live close to nature, but when they couldn't afford to buy land they decided to make their own island! **2** The island is 2,000 square metres of gardens and buildings and is located just off the west coast of Vancouver Island, Canada. There is a main house, a lighthouse and even a dance floor – all made from recycled materials. Over the years, Catherine and Wayne have also built four greenhouses. **3** They have no refrigerator or freezer, so they only eat fresh food, and collect fresh water from a nearby waterfall on the coast. Wayne uses a canoe for daily fishing around the island. **4** Both Wayne and Catherine try to live in a way that they can enjoy nature and protect the environment at the same time. They are happy just floating along on their very special island.

- A It's called Freedom Cove and is made from dozens of floating wood platforms.
- B Here they grow all the food they need all year round.
- C Freedom Cove's creators, Catherine King and Wayne Adam, say it is like no other island.
- D But when he's feeling tired, he can also catch fish from a hole in his living room floor!
- E One couple is doing exactly that.

Zadanie 9. (0–3 pkt.)

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

THE GIFT

"Julia is a rather stubborn child" said Mr Banks. Julia could hear everything Mr Banks the headmaster was telling her mother, as she sat just outside his office. Once again, she had been caught daydreaming in class. Suddenly, the door opened and Julia shot up from her chair. Her mother, with an annoyed look on her face, marched right past her. When they returned home, Julia's mother didn't speak to her for the rest of the afternoon. Julia knew she was in big trouble. She couldn't stop thinking about how angry her mother looked and how she was going to punish her. At bed time, Julia walked into her room and suddenly stopped. On her bed was a gold box wrapped in a pink ribbon. She quickly ran over to it and picked it up. "Aren't you going to open it?" her mother's voice came from behind. Julia stared at her for a moment and then pulled at the ribbon. Inside was a gold book with the name Julia printed on the cover. "It's for you, so you can write down all those wonderful stories that you dream up. But you have to promise not to daydream in class, only in your free time," her mother told her. Julia nodded in agreement and hugged her mother. This was the best gift she had ever been given.

- 1 Why was Julia's mother in the headmaster's office?
Julia's mother was in the headmaster's office because
- 2 What did Julia think her mother would do?
Julia thought her mother
- 3 Why did Julia's mother give her a gold book?
Julia's mother gave her a gold book so she

1**TEST****Zadanie 5. (0–4 pkt.)**

Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 Twój przyjaciel jest chory. Jak będziesz życzyć mu powrotu do zdrowia?
A Many happy returns!
B Get well soon!
C All is well!
- 2 Jesteś w punkcie informacji turystycznej i chcesz poznać więcej szczegółów dotyczących wycieczki po mieście. Co powiesz?
A What is included in the tour?
B Is this tour available?
C How about this city tour?
- 3 Koleżanka zaprasza Cię na przyjęcie. Jak poprosisz o wskazówki, żeby dotrzeć do jej domu?
A Where are you from?
B What is your house like?
C How do I get to your house?
- 4 Kolega chce pozyczyć laptop, którego właśnie używasz. Co powiesz?
A No, that's not possible.
B I like using it.
C Sorry, but I'm using it.

Zadanie 6. (0–3 pkt.)

Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Luki należy uzupełnić w języku angielskim.

X: Hey Kevin. 1) now?

Y: Just reading. Why?

X: How about coming to play basketball with Tim and me at the school?

Y: I'd like to, but I 2) Jack at his house in half an hour.

X: Oh. Where does he live?

Y: A couple of streets down from here.

X: Why 3) him to join us?

Y: Good idea!

ROZUMIENIE TEKSTÓW PISANYCH

Zadanie 7. (0–4 pkt.)

Przeczytaj teksty. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B albo C.

1

Don't Miss It!

The Greenfield Runners Club first annual 3k run and BBQ Saturday June 12th at 2pm in Marydale Park.

All proceeds will be donated to the Marydale Children's Hospital.

Come get some exercise and enjoy a tasty BBQ!

Non-members are welcome. Come check us out!

First Time at Our School!

The Theatre Club is honoured to host the famous director Mr Peter Lancaster for a talk on developments in the theatrical arts.

Tuesday, March 9 at 7:30 pm

Calder Auditorium

Open to members only.

Membership applications are available at our weekly meetings on Saturdays.

Both texts are about

A a new club. B a special event.

C new memberships.

2

Hi Jeannie!

Greetings from Hawaii! I'm having a wonderful time here. I'm staying on a beach on the Island of Maui. It's so beautiful here! Today, I tried scuba diving and it was incredible! The fish and sea life here are amazing. Tomorrow, I am going cliff diving! I'm taking lots of pictures, too. See you soon!

Julie

This text is

A a note. B a blog. C a postcard.

3

I need your help! I lost my wallet at the library and I haven't got any money. Can you come get me? Please call me right away!

The person is texting to

A ask for a lift from the library.
B borrow some money right away.
C get help finding his/her wallet.

4

To: k.selons@mail.com

Subject: BAD NEWS

Nora,

You won't believe what happened to me this morning. Someone broke into my car! The window was broken and my GPS was gone! I had my laptop under the back seat so I guess the burglar didn't see it. 2 shopping bags that were on the front seat are also missing along with my CDs. I called the police and they came and took a report. I think I'll get a car alarm. What do you think?

Max

The burglar didn't steal

A his laptop. B his shopping bags. C his CDs.

Zadanie 8. (0–4 pkt.)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

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Zadanie 10. (0–4 pkt.)

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

A DANGEROUS GAME ★★★★

DIRECTOR: James Mords **Playwright:** Clemens Jord

It's November and winter is approaching the small Scottish town of Bathgate. In the house of Claris Mills, an unknown man is found dead. Police Inspector Alban Nels is called to the scene. Who is this man? How did he end up in Claris' house? And most importantly, who murdered him? Inspector Nels must learn exactly who is playing a dangerous game in this mysterious small town. Director James Mords takes the exciting plot of playwright Jord and creates a wonderful performance that will entertain the audience right to the final act. Friends of the theatre, don't miss it!

Od: XYZ

Do: Karol

Temat: Przedstawienie

Cześć Karolu,

podczas naszego ostatniego spotkania proszę, żeby Ci polecić jakieś ciekawe przedstawienie teatralne.

Załączam znalezioną w internecie recenzję sztuki z Crichton Theatre. Nosi ona tytuł *A Dangerous Game*, a wyreżyserował ją James Mords. Akcja rozgrywa się w małym 1) W domu pewnej kobiety zamordowano nieznanego mężczyznę. Inspektor Alban Nels zostaje wezwany 2) tej tajemniczej zbrodni. Sztukę napisał Clemens Jord. Według recenzenta reżyser Mords wykorzystał 3) ze sztuki Jord'a do stworzenia znakomitego przedstawienia. Autor recenzji twierdzi także, że publiczność będzie się dobrze bawić do ostatniego 4) Co myślisz o tym przedstawieniu? Może się razem na nie wybierzemy? Mam rezerwować bilety?

XYZ

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH**Zadanie 11. (0–4 pkt.)**

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Zakreśl literę A, B albo C.

Energy from Rubbish?

2 billion tons of rubbish are dumped in landfills each year. Sweden, however, has found a way to turn their rubbish into energy by burning it 1) make electricity. About half of Sweden's rubbish is recycled, while the other half is burned. The burning trash produces steam 2) turns a turbine to make electricity. The waste management programme has been 3) successful that only 1% of Sweden's rubbish now ends up in landfills. Sweden is quickly becoming a zero-waste nation and many other countries are interested in 4) a similar programme, too.

1 A so that

B in order to

C for

2 A which

B who

C whose

3 A too

B so

C very

4 A start

B to start

C starting

1 TEST

Zadanie 12. (0–3 pkt.)

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

A spectators
B held

C arrested
D police officers

E tied
F kept

An Impressive Jump

On 1st April, 1979, a few members of the Oxford University Dangerous Sport Club jumped off a 70 m bridge in England with nothing but a very long cord 1) to their ankles. News quickly spread of the jumps and the jumpers were 2) by police and put in jail. After being released, they continued to jump off high spots like the Golden Gate Bridge. Many 3) came to watch the jumps and soon a worldwide sport was born. We now know that sport as Bungee Jumping!

Zadanie 13. (0–4 pkt.)

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 trzy wyrazy, wliczając w to wyrazy już podane.

- 1 She (ask /I) I liked the food.
- 2 I am still waiting because my train (not/arrive) yet.
- 3 I would like (you/make) a dessert for the party, please.
- 4 I look forward (meet/you) family.