

Zadanie 1. (0–5)

Usłyszysz dwukrotnie wywiad ze studentką. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

	T	F
1.1.		
1.2.		
1.3.		
1.4.		
1.5.		

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z pomyłkami. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A. talks about a mistake connected with a number heard on the phone.
- B. made a mistake which led to an unnecessary visit from the police.
- C. warns against a mistake which may help criminals.
- D. tells you what to do if you make a certain mistake.
- E. describes the benefits of making a mistake.
- F. explains why a mistake was not corrected.

2.1.	2.2.	2.3.	2.4.	2.5.



Zadanie 3. (0–5)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

3.1. The speaker

- A. encourages people to fix broken things.
- B. recommends buying a second-hand kitchen item.
- C. gives instructions on methods of repairing broken equipment.

Tekst 2.

3.2. The conversation takes place

- A. in a car.
- B. in a street.
- C. in a restaurant.

Tekst 3. (do zadań 3.3.–3.5.)

3.3. When the conversation starts,

- A. Mandy is surprised that Jeff asks her to do a few tasks.
- B. Mandy asks Jeff if she can use her phone.
- C. Mandy calls Jeff by the wrong name.

3.4. During the interview, Jeff finds out that Mandy

- A. is not keen on serving customers.
- B. has no experience of working in a shop.
- C. wants to work in a shop which sells sports equipment.

3.5. From the last part of the interview, we learn that

- A. Mandy will have to wait for Jeff to make a decision.
- B. Jeff is not going to employ Mandy in his shop.
- C. No one else is applying for the job in Jeff's shop.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!

Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej oznaczonej części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę.

Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A. A LIFE-SAVING OPERATION
- B. THE FORMATION OF THE CLIFFS
- C. AN ATTRACTION LOCATED ON THE CLIFFS
- D. A WAY TO PROTECT NATURE ON THE CLIFFS
- E. THE SHORTEST WALKING ROUTE TO THE CLIFFS
- F. AN IMPORTANT PLACE SEEN ON ARRIVAL AND DEPARTURE

THE WHITE CLIFFS OF DOVER



4.1.

The White Cliffs of Dover are a British icon. They reach 110 metres above sea level. The cliffs are made of chalk, and they developed gradually over millions of years. When algae – tiny organisms which lived in the sea – died, they went to the bottom. Together with microscopic bodies of other creatures, they built layers of chalk which slowly grew into cliffs. There is no doubt that the place, with its wonderful natural history, needs special long-term protection.

4.2.

To many people, the White Cliffs are a symbol of home, hope and freedom. To Britain they represent what the Statue of Liberty means to the US. They have welcomed and said goodbye to thousands of people crossing the English Channel for many centuries. Standing tall as guardians of the island, the White Cliffs have seen many dramatic moments in history.

4.3.

During World War II, the White Cliffs were the first place in England which British, French and Belgian soldiers saw when they were evacuated from the beaches of Dunkirk in France. This event, known as *The Miracle of Dunkirk*, took place in 1940. Navy ships and private boats transported groups of soldiers to safety, and so helped them escape death. It was a critical moment during World War II.



4.4.

Nowadays, thousands of tourists come to the White Cliffs every year to enjoy their beauty. Many of them also take a walk along the cliffs to the South Foreland Lighthouse which offers amazing views. It is not in use any more, but when it was built in 1843, it was the first lighthouse which used electric light. It was also the place where Faraday worked on electricity and the place from which Marconi carried out his radio transmissions in 1898.

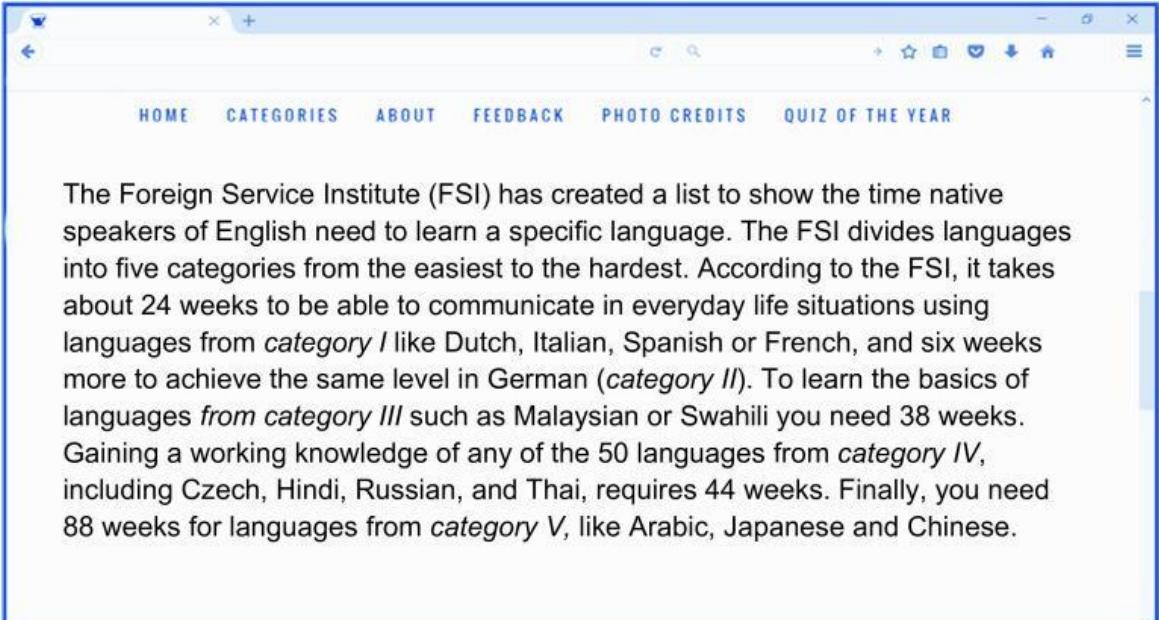
Na podstawie: www.rabbies.com; www.whitecliffscounty.org.uk

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–7)

Przeczytaj teksty (A–D). Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

Tekst A



The Foreign Service Institute (FSI) has created a list to show the time native speakers of English need to learn a specific language. The FSI divides languages into five categories from the easiest to the hardest. According to the FSI, it takes about 24 weeks to be able to communicate in everyday life situations using languages from *category I* like Dutch, Italian, Spanish or French, and six weeks more to achieve the same level in German (*category II*). To learn the basics of languages from *category III* such as Malaysian or Swahili you need 38 weeks. Gaining a working knowledge of any of the 50 languages from *category IV*, including Czech, Hindi, Russian, and Thai, requires 44 weeks. Finally, you need 88 weeks for languages from *category V*, like Arabic, Japanese and Chinese.

Na podstawie: effectivelanguagelearning.com

Więcej arkuszy znajdziesz na stronie: arkusze.pl

Tekst B



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Na podstawie: worldstrides.com



Tekst C

Highest paying salaries for employees knowing foreign languages in London

German	£34,534
Arabic	£34,122
French	£32,646
Dutch	£29,423
Spanish	£29,262

Speaking a foreign language in London can mean that you can get a very good salary. An online job portal from London has published the results of a survey which shows that German is the highest-paying language in London. This is because there are very few qualified employees who can speak German. The second highest-paying language is Arabic. The third is French.

Na podstawie: www.nextstation.com

Tekst D

By John Addams, 29th March 2020

Some time ago I started learning Esperanto! It is an 'invented language', so you may be wondering why I am interested in it. For one thing, many studies have shown that learning Esperanto increases the speed at which you can learn other languages. Are you going to learn French, Italian or Spanish? Then studying some Esperanto first can definitely help because Esperanto is quite similar to those languages and trains your mind to understand how languages function. Another advantage of Esperanto is that it is a very logical language which has only 16 simple rules which are easy to learn. Additionally, Esperanto doesn't have any exceptions to its grammar rules. I recommend giving Esperanto a try. You'll have a lot of fun!

↑ Top

Edit Delete

Na podstawie: www.independent.co.uk; www.artofmemory.com

Przeczytaj zadania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.

Uwaga: jeden tekst nie pasuje do żadnego zdania.

5.1.	This text offers a job which involves working with groups of people.	
5.2.	This text describes specific features of a certain language.	
5.3.	This text groups languages based on their difficulty.	

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 5.1. DO 5.3. NA KARTĘ ODPOWIEDZI!



Przeczytaj wiadomość Krzysztofa do jego koleżanki. Uzupełnij luki 5.4–5.7. zgodnie z treścią tekstów (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim.

Uwaga: w każdą lukę można wpisać maksymalnie pięć wyrazów.

Wiadomość [X]

Do: Kasia

Od: Krzysztof

Cześć,

Znalazłem idealną ofertę pracy dla siebie. To praca jako przewodnik wycieczek po Europie. Wiesz, jak kocham podróżować. Pracodawca wymaga znajomości przynajmniej dwóch języków obcych, które na szczęście znam, więc muszę tylko jeszcze ukończyć kurs 5.4. _____, ponieważ jest to konieczne, żeby zostać zatrudnionym. Dobrze, że znam 5.5. _____.

_____. Ostatnio dowiedziałem się, że znajomość tego języka jest najbardziej poszukiwana na rynku pracy w Londynie. Natomiast całkiem przypadkowo trafiłem na blog o nauce Esperanto i pomyślałem o Tobie. Może spróbujesz? Wiem, że nie lubisz uczyć się gramatyki. Ale Esperanto to logiczny język, który ma tylko 5.6. _____. A najfajniejsze jest to, że wyjątki w tym języku praktycznie nie istnieją. Przeczytałem również, że znając Esperanto łatwiej jest 5.7. _____.

_____. Pomyśl o tym.

Trzymaj kciuki za moją rozmowę kwalifikacyjną!

Pozdrawiam i do zobaczenia.

Krzysztof

Zadanie 6. (0–5)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.
Zakreśl jedną z liter: A, B, C albo D.

When Isabel Dalhousie entered the café, she looked around for Duncan Munrowe. She had never seen him before, and she wondered for a second if she would be able to find him. “Miss Dalhousie?” – from a distance Isabel heard a man’s raised voice. She looked to where the voice was coming from and saw Duncan. He was already sitting at a table, and she recognized him without any difficulty. It was mainly a matter of how he was dressed – a brownish-green jacket, a dark-blue checked tie, brown trousers: the uniform of a rich, middle-aged country gentleman – nothing in bad taste. He had a handsome face, she thought. She walked to the table.

“Isabel,” she introduced herself.

“And I’m Duncan,” he stood up and said. “Thank you for coming.”

“My pleasure,” she replied. “How can I help you?”

“I have an art collection,” Duncan started. “Some of the paintings are in the Scottish National Gallery. But others I keep at home, like the painting by Poussin, the one that was stolen.”

“Tell me about the painting.” said Isabel. “I’ve seen it in a catalogue, but one can never really tell from a black and white photograph what a painting is like.”

“The Poussin which I have lost,” he went on, “is his late work. Like many of his paintings of that period it has what the experts call a ‘cool palette’. In other words, it’s not very bright and has lovely, rather faded colours which bring to mind his other popular piece of art *A Dance to the Music of Time*.”

“So, what happened?” she asked.

“The theft?... As you may know, I open the garden and the house to the public in the summer. It’s a great way of sharing art with people. I’ve always done it.”

“And that’s when it was stolen?”

“So, it seems. There were almost two hundred people who came and walked around the house. Maybe more. There were six volunteers – friends of ours. We tried to make sure that there was somebody in each room that was open to the public. Only six of them were open – including the main drawing room, the dining room and the library. Well, the system didn’t work because the volunteers took breaks every hour or two and sometimes there was nobody monitoring the rooms. The volunteers aren’t of course professional security guards. The Poussin was in the drawing room, and that room has a French window which opens onto the rose garden. The rose garden is surrounded by a hedge. I’m afraid we didn’t check if the French window was securely locked. But it certainly wasn’t open.”

“Were you insured?” asked Isabel.

“Yes,” he said. “Still, the insurance people were furious when I asked them if they were going to pay out.”

“So, what would you like me to do?” Isabel asked.

“Please, help me find the painting,” he said.

“All right, but first you need to know my charges. It’s £200 a day. If you agree I’ll start by looking at your house and then I’ll talk to the six volunteers.”

Na podstawie: *The Uncommon Appeal of Clouds* by Alexander McCall Smith



6.1. Duncan Munrowe attracted Isabel's attention by

- A. taking off his brownny-green jacket.
- B. calling her name when she arrived.
- C. standing up when she entered the café.
- D. walking up to the table where she was sitting.

6.2. What does Duncan say about the stolen picture?

- A. It is more valuable than *A Dance to the Music of Time*.
- B. It can be compared to a black and white photograph.
- C. Its colours make you think of another painting.
- D. It is owned by the Scottish National Gallery.

6.3. When the house was open to the public

- A. the rooms were not guarded at certain times during the day.
- B. visitors had permission to enter all the rooms in the house.
- C. the French window was open because it was a hot day.
- D. there were professional guards in the house.

6.4. Who is Isabel?

- A. a representative of Duncan's insurance company
- B. a Scottish National Gallery employee
- C. Duncan's old friend
- D. a private detective

6.5. Which would be the best title for the text?

- A. A PAINTING STOLEN FROM THE NATIONAL GALLERY
- B. A FAMOUS ART COLLECTOR ARRESTED
- C. AN ART COLLECTOR WITH A PROBLEM
- D. A WORK OF ART FOUND IN A GARDEN

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (7.1.–7.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

THE SEARCH FOR THE LOST KEYS

Not too far from where I live, up in the mountains, there's a huge old train tunnel that's been changed into a hiking trail. 7.1. _____ But it's an exciting two-hour hike so I try to do it as often as I can.

One day, my best friend Vicky, her sister Mary and I decided to hike the tunnel together. Mary was very tired after working long hours the previous day but was keen to go on a walk. 7.2. _____ She looked shocked and announced she didn't have them.

We desperately looked around the car and in all the backpacks. We couldn't find the keys anywhere. 7.3. _____ Hearing this, I decided that we should walk through the entire tunnel again, but Mary didn't want to join us because she felt exhausted. With our phone lights on, Vicky and I searched the whole tunnel. 7.4. _____ We were stuck in the mountains. Finally, we phoned Vicky's mother who agreed to bring us the spare keys. When she arrived after a few hours, Vicky used the spare keys to open the door and just as we were getting inside, she... spotted her keys ON THE ROOF OF THE CAR!

Na podstawie: www.reddit.com

- A. We hiked through the tunnel, and when we got back to the car Vicky started checking her pockets for the keys.
- B. When we got back to the car again, darkness was falling, but we still didn't have the keys.
- C. There's no light inside, it's very cold, and it's about 5 kilometres from end to end.
- D. Then Vicky said that she had probably lost them somewhere along the way.
- E. It's a little scary inside so whenever I go for a hike, I never enter the tunnel.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



Zadanie 8. (0–3)

Uzupełnij poniższe minidialogi (8.1.–8.3.). Wybierz spośród podanych opcji brakującą wypowiedź, tak aby otrzymać spójny i logiczny tekst. Zakreśl jedną z liter: A, B albo C.

8.1.

X: Let's go to the cinema tonight.

Y: _____

X: The latest James Bond film.

- A. How do we get there?
- B. Who is this actor?
- C. What's on?

8.2.

X: Look, it's raining heavily. Do you have your umbrella?

Y: _____

X: No problem. You can take mine.

- A. I never use them.
- B. I have forgotten to pack it.
- C. I don't think it's necessary.

8.3.

X: I can't believe I've won the award!

Y: _____

- A. Neither am I.
- B. You deserve it!
- C. It's a great idea!

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub fragmentu zdania. Zakreśl jedną z liter: A, B albo C.

9.1. How long **do you intend to stay in England?**

- A.** are you planning to be in England?
- B.** have you been in England?
- C.** will it take you to travel to England?

9.2. Flights are more comfortable than train journeys.

- A.** Train journeys offer as much comfort as flights.
- B.** Train journeys are much more comfortable than flights.
- C.** Train journeys aren't as comfortable as flights.

9.3. He met her while **he was walking in the park.**

- A.** When he met her, he decided to take a walk
- B.** Their meeting took place during his walk
- C.** They met before he took a walk

9.4. I have little in common **with my older brother.**

- A.** like the same things as
- B.** am not very similar to
- C.** haven't got much time to meet

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

