

## Zadanie 1. (0–5)

48 Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1.1.–1.5., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.

1.1. What does the girl usually eat between meals?

A



B



C



1.2. Which boy is Thomas?

A



B

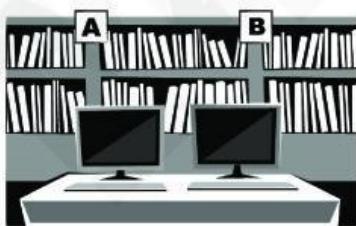


C



1.3. Where are the teenagers talking?

A



B



C



1.4. The boy is talking about

- A a cinema.
- B a restaurant.
- C a shopping centre mall.

1.5. Thea calls Mary to

- A suggest doing some work.
- B tell her about special offers.
- C recommend a shop to her.

### Zadanie 2. (0–4)

49 Usłyszysz dwukrotnie cztery wypowiedzi na temat doświadczeń związanych z zamieszkiem w nowym miejscu. Na podstawie informacji zawartych w nagraniu do każdej wypowiedzi (2.1.–2.4.) dopasuj właściwe zdanie (A–E). Wpisz rozwiązania do tabeli.

Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A I had an argument with my parents about moving house.
- B Moving house has changed very little in my life.
- C It will take me a long time to get to like the new place.
- D I have had a lot of experience moving house.
- E I found the change more positive than I thought.

2.1.	2.2.	2.3.	2.4.

### Zadanie 3. (0–4)

50 Usłyszysz dwukrotnie ogłoszenie dotyczące obchodów rocznicy założenia miasta. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w notatce. Luki należy uzupełnić w języku angielskim.

#### TOWN ANNIVERSARY

- The town started 3.1. \_\_\_\_\_ ago.
- There is a historical 3.2. \_\_\_\_\_ in the town hall.
- The last event during the celebrations will be a 3.3. \_\_\_\_\_ on Sunday evening.
- You can learn more about the programme from the 3.4. \_\_\_\_\_.

### Zadanie 4. (0–4)

51 Usłyszysz dwukrotnie cztery wypowiedzi (4.1.–4.4.). 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 Sorry, I've got other plans.
- B I'm afraid I have to go now.
- C Thanks, that's very kind of you.
- D There is one just across the street.
- E I'm thinking of getting a job.

4.1.	4.2.	4.3.	4.4.

### Zadanie 5. (0–4)

Dla każdej z opisanych sytuacji (5.1.–5.4.) wybierz właściwą reakcję. Zakreśl jedną z liter: A, B albo C.

5.1. Rozmawiasz o szkole z koleżanką, która wyraża opinię, że nie warto uczestniczyć w zajęciach dodatkowych. Nie zgadzasz się z jej opinią. Jak zareagujesz?

- A You're absolutely right.
- B I'm sorry to disagree with you.
- C I couldn't agree with you more.

5.2. Nie jesteś pewien/pewna, czy dobrze zrozumiałeś/zrozumiałeś to, co przed chwilą powiedział kolega. Co powiesz?

- A Do you want me to repeat that?
- B Did you understand that?
- C What did you mean by that?

5.3. Na ulicy ktoś pyta Cię o najbliższy urząd pocztowy. Co odpowiesz?

- A There's one over there, near the station.
- B I think you should find a post office.
- C Sorry, I'm not going to the post office.

5.4. Chcesz zapytać koleżankę o jej plany na następny weekend. Co powiesz?

- A What do you think of going away next weekend?
- B Are you going to go away next weekend?
- C Do you prefer going away at weekends?

### Zadanie 6. (0–3)

Uzupełnij dialog. Wpisz w każdą lukę (6.1.–6.3.) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Luki należy uzupełnić w języku angielskim.

X: Tom, are you busy this afternoon?

Y: No, why?

X: Look, 6.1. \_\_\_\_\_ going to the cinema?

Y: 6.2. \_\_\_\_\_ I can. You see, I haven't got any money.

X: Well, I'll lend you some if you want.

Y: Thanks! 6.3. \_\_\_\_\_ of you. I'll pay you back next week, OK?

X: Sure.

**Zadanie 7. (0–4)**

Przeczytaj teksty. W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

Oli,

My mum won't make it this afternoon to drive us to the shopping centre. It's a bit far to walk, so why don't we use the city bikes? There's a station next to the park. See you there.

Erica

**7.1. Erica suggests going to the shopping mall**

- A on foot.
- B by bus.
- C on a bike.

**SCHOOL MAGAZINE GAME REVIEWS**

Next week we are going to look at some popular computer games. If you're interested in sharing your opinion about a game, write about it to Simon ([simon@mail.uk](mailto:simon@mail.uk)). The reward for the most interesting review is a 30% discount at the local game store!

**7.2. The notice was written by a person who**

- A wants to share their opinion about a computer game.
- B asks others to give their opinions about a computer game.
- C offers some computer games for sale.

From: Kim

To: Jonathan

Subject: Geography test

Jonathan,

About the geography test on Friday. You told me your notes were quite bad and you were going to borrow Tom's. Well, it seems mine are a bit of a mess, too! Do you mind coming over so that I can take a look at his? I know you prefer revising on your own, so I won't bother you for long. Let me know asap.

Kim

**7.3. Kim is writing to Jonathan to**

- A let her use Tom's notes for the test.
- B offer to give him her geography notes.
- C suggest studying for the test together.

## *My blog*

I live in a detached house on the edge of the city. It's a nice place, clean and green, but it offers very little to young people to spend their free time. OK, there's a skate park near the school, but it's old and needs renovating. All the interesting places like cinemas, gyms or cafés are around the city centre. There isn't even a shopping mall, just a boring supermarket!

**7.4.** This blog fragment is about

- A** a new sports facility.
- B** an area in a city.
- C** the writer's hobby.

### Zadanie 8. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) 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.

#### MOVING HOUSE MADE EASY

Moving house can be a stressful experience. It might make you quite sad. **8.1.** \_\_\_\_ It also involves lots of work with packing and making the necessary arrangements. Here are some practical tips to make the situation a bit easier.

- Start packing as early as possible. Once you know the date, you can start packing your belongings. **8.2.** \_\_\_\_ Find some empty space in the garage or the attic where you can put it.
- Put labels on the boxes to know exactly what's inside them. **8.3.** \_\_\_\_ Either you describe the type of items in the boxes, or you may decide to write down which room they came from. Either way, this will make the unpacking business much easier.
- Sell or throw away unnecessary things. Over the years you probably have collected lots of things that you do not actually need or use. **8.4.** \_\_\_\_ Look through such items and decide if you can sell them or you need to throw them away.
- Last but not least – find a reliable removal company. A professional service will make the whole thing easier and much less stressful.

A Of course, it's a good idea to begin with the stuff you rarely use.  
B Moving house is an opportunity to create more space in your new house.  
C It isn't usually cheap but it's worth the money.  
D After all, you need to leave your old life and friends behind.  
E You can do that in two different ways.

**Zadanie 9. (0–4)**

Przeczytaj tekst. Uzupełnij luki w zdaniach 9.1.–9.4. zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

**THAT'LL TEACH 'EM**

How well or badly could modern teenagers do in a 1950's secondary school? Channel 4 wanted to find the answer to this question by making a reality TV documentary called *That'll Teach 'Em*. The series, which started in 2003, showed the school life of thirty 16-year-olds who had to study in a 1950's secondary school. The idea was to check if modern teenagers could get better exam results in the final episodes of the show if they had strict discipline.

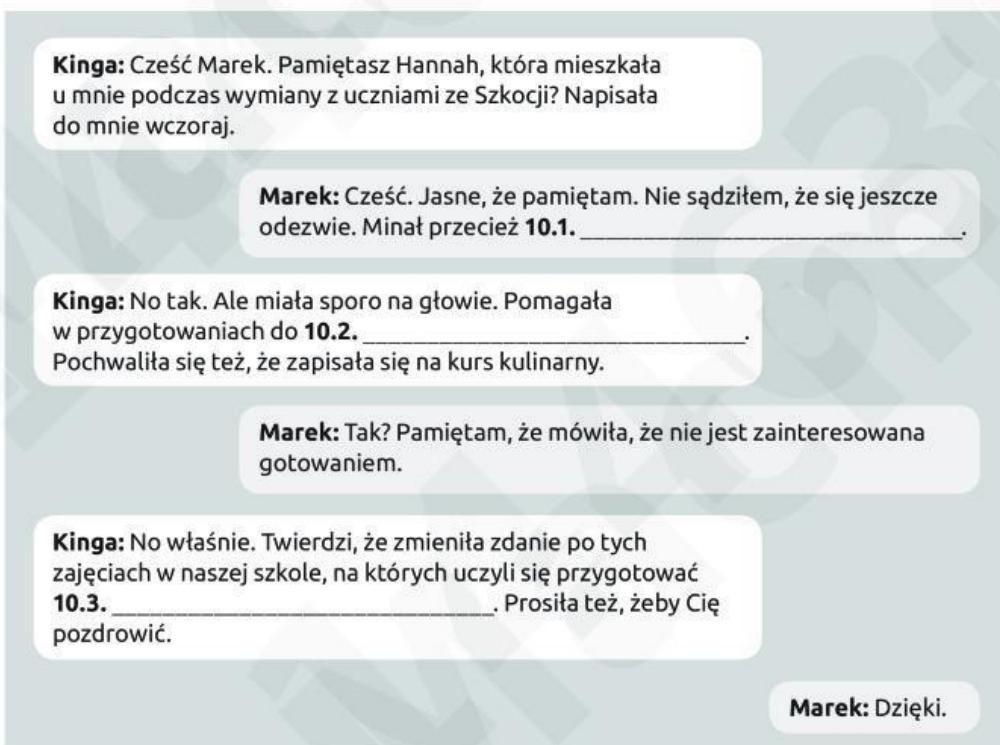
The teens were put in a boarding school, which means they had to both study and live there. They wore very uncomfortable 1950's uniforms, ate the food typical of that time (for most of them that was the worst part!) and did a lot of physical exercise.

The three series of the programme were followed by a spin-off series called *That'll Test 'Em*. In this programme, the teenagers and their mums and dads had to answer quiz questions to see who knew more on the subjects taught in the 1950s.

- 9.1. The documentary first appeared on television in \_\_\_\_\_.
- 9.2. The teenagers had to take \_\_\_\_\_ at the end of the programme.
- 9.3. The thing that most of the teenagers disliked most was the \_\_\_\_\_.
- 9.4. In *That'll Test 'Em* the teenagers took part in a competition with \_\_\_\_\_.

### Zadanie 10. (0-3)

Przeczytaj tekst. Uzupełnij luki w czacie (10.1.-10.3.) zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.



### Zadanie 11. (0-3)

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki.

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

A refund

B little

C was

D few

E had

F afford

At the beginning of the 20<sup>th</sup> century, most cars were expensive and very 11.1. \_\_\_ people had enough money to buy one. Henry Ford, the boss of the Ford Motor Company, wanted to change that. He wanted to make a car that ordinary people could 11.2. \_\_\_. And so, the most famous car of the 20<sup>th</sup> century was born – the Model T. It was cheap because it 11.3. \_\_\_ made on a production line in great numbers and in 1914 the Ford company made more cars than all the other car companies together!

### Zadanie 12. (0-4)

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.–12.4. Zakreśl jedną z liter: A, B albo C.

#### FINDING MISSING RELATIVES OR FRIENDS IN THE PAST

Nowadays when we lose touch with a relative or a friend, we can use the Internet to try and find them.

12.1. \_\_\_ lots of networking sites which can help us do that. That's now. But what 12.2. \_\_\_ people do in the past before the Internet?

The usual way was to put an advert in a popular newspaper 12.3. \_\_\_ to try and find a missing person.

A typical advertisement for a missing person looked like this one below:

*Information wanted of Sean McCallum, who left home six months ago and hasn't been seen 12.4. \_\_\_ then. He's 28, five feet seven inches, with short brown hair and brown eyes. If you have any information about him, contact his sister, Rita McCallum in New York, 63 Greenwich Street.*

12.1. A It is

B They are

C There are

12.2. A did

B were

C have

12.3. A although

B in order

C because

12.4. A from

B for

C since

### Zadanie 13. (0–4)

Uzupełnij zdania 13.1.–13.4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli 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.

- 13.1. My sister (used / have) \_\_\_\_\_ long hair but now it's very short.
- 13.2. Probably, I (not / be) \_\_\_\_\_ very busy tomorrow.
- 13.3. My brother broke my favourite cup yesterday while (he / do) \_\_\_\_\_ the washing up.
- 13.4. Some board games like chess or GO (know) \_\_\_\_\_ for hundreds of years.

### Zadanie 14. (0–10)

Niedawno wzięłeś/wzięłaś udział w ważnej uroczystości rodzinnej. W e-mailu do kolegi z Anglii napisz:

- z jakiej okazji odbyła się ta uroczystość i gdzie została zorganizowana;
- jak się ubrałeś/ubrałaś na tę okazję;
- jak przebiegła ta uroczystość i jak się podczas niej czułeś/czułaś.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ.

Rozwiń swoją wypowiedź w każdym z trzech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 50 do 120 słów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

The image shows a window of an email application. The 'From' field is set to 'XYZ', the 'To' field is set to 'Howard'. The message body starts with 'Hi Howie,' and then continues with the text: 'I'd like to tell you about an important family celebration I went to last weekend.' Below this text, there are several horizontal dotted lines, indicating where the student should continue their response.