# UNITS 11 - 12 Skills Test

**Usłyszysz dwukrotnie dwa teksty. Na podstawie informacji zawartych w nagraniu w zadaniach 1–5 z podanych odpowiedzi (A, B lub C) wybierz właściwą.**

**Tekst 1**

**1 Susan explains to John that artificial intelligence (AI)**
**A** will only exist in the distant future.
**B** is already used in many areas of life.
**C** cannot be used in a dangerous way.

**2 The open letters written by some famous scientists show that**
**A** they are worried about the risks related to AI.
**B** there is a lot of enthusiasm about developing AI.
**C** AI is already becoming a serious problem.

**3 John and Susan are mostly talking about**
**A** how AI has already changed our daily lives.
**B** the different practical uses of AI in the future.
**C** the fact that AI may not be a positive development.

**Tekst 2**

**4 Over the last half year, the number of phishing attacks have gone up by**
**A** 50%.
**B** 44%.
**C** 30%.

**5 The speaker is talking to**
**A** radio listeners.
**B** business people.
**C** college students.

**Usłyszysz dwukrotnie rozmowę dwojga nastolatków na temat korzystania z komputera. Uzupełnij luki w zdaniach 1–3 na podstawie informacji zawartych w nagraniu. Luki należy uzupełnić w języku angielskim.**

**1** Tom spends about _____ on a weekday using his computer.
**2** Tom prefers _____ games.
**3** Apart from social networking sites, Tom regularly uses _____. _

**Do każdej z opisanych sytuacji (1–4) dobierz właściwą reakcję (A–C).**

**1 Jesteś u kolegi i słabo się poczułeś. Jak poprosisz go, żeby przyniósł Ci szklankę wody?**

**A** Could you get me a glass of water?
**B** Can I get you a glass of water?
**C** Why don't you have a glass of water?

**2 Jesteś w poradni lekarskiej. Recepcjonistka proponuje Ci termin wizyty kontrolnej, który Ci nie odpowiada. Co powiesz?**

**A** It's no problem.
**B** I'm sorry, you can't.
**C** That's not possible.

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**3 Gościsz u siebie kolegę, który prosi Cię o pozwolenie skorzystania z Twojego komputera. Zamierzasz się zgodzić. Co odpowiesz?**

**A** I'm afraid I can't.
**B** Yes, of course.
**C** Yes, I will.

**4 Na lekcji WF-u doznałeś/doznałaś urazu kolana i jesteś u lekarza. Jak poprosisz lekarza, aby zbadał Twoje kolano?**

**A** Could you look at my knee?
**B** Can I look at your knee?
**C** I'd like to look at my knee.

**Przeczytaj trzy opisy różnych stron internetowych o tematyce naukowej. Do każdego zdania (1–4) dopasuj właściwy opis (A–C). Uwaga! Jeden opis pasuje do dwóch zdań.**

### Science websites with a difference

There are hundreds of websites about science on the web. We have chosen three which might be worth visiting.

**A**

www.science_made_easy.com
is specially designed for the younger audience. It explains some scientific problems in an easy way and includes lots of practical examples. It's also easy to navigate and has plenty of pictures and animations to show how things work. The website is an ideal place to inspire some scientific curiosity in young kids.

**B**

If you're looking for a science website which is not very serious, try www.science_funfiles.org It contains a collection of anecdotes and stories about scientists and their experiments which prove that even the smartest people can be quite silly at times. It also shows us how many important discoveries and inventions were made by chance!

**C**

www.science4U.com
is neither very simple or humorous. It's full of complex and detailed explanations of various scientific areas, with occasional graphics where necessary. A unique feature is the question box where visitors can post a question which will be answered by a specialist in the field. Perfect for older students looking for materials for their science projects.

**This website**

**1** can easily make you laugh. ____

**2** allows you to contact real scientists. ____

**3** has more graphics than text. ____

**4** can be a useful source for schoolwork. ____

**Przeczytaj tekst o Liz Hartel. Uzupełnij luki 1–5 w notatce, którą wykorzystasz w szkolnej prezentacji. Notatkę należy uzupełnić w języku polskim.**

### Liz Hartel: a pioneer in horseback riding therapy

People have known about the positive effects of horse-riding on our health since ancient times, but the first professional therapeutic centres were created in Europe in the late 1960s. From there, the idea spread to North America. However, the person who inspired the modern idea of using horses in therapy was a Danish horse riding champion named Liz Hartel. She fell ill with polio at the age of 23

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and, as a result, her legs below the knees were paralysed. She was determined to continue her riding career and she took part in the Olympic Games in 1952. Her silver medal there was the first medal for any woman in the history who competed against men. After she finished her riding career, Liz Hartel travelled a lot to raise money for people ill with polio and promoting the idea of riding as a form of therapy. The Dutch Liz Hartel Foundation was named after her.

Prezentacja – Liz Hartel: pionierka hipoterapii

• Pierwsze ośrodki wykorzystujące jazdę konną jako formę terapii powstały (1) _____ pod koniec lat 60 ubiegłego wieku.

• Liz Hartel pochodziła z Danii i uprawiała (2) _____.

• Liz Hartel zachorowała na polio kiedy miała (3) _____.

• Jako pierwsza kobieta konkurująca z mężczyznami zdobyła srebrny medal na (4) _____ w 1952 roku.

• Po zakończeniu kariery, Liz Hartel zbierała (5) _____ dla chorych na polio.

**Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki 1–4.**

*Hi Dan,*

*I'm writing this email from the hospital. You won't believe it but I've hurt my knee. Again! I fell off my bike while I (1) _____ really fast and I hit the ground. It was really painful! As you know, I (2) _____ a similar accident a few months earlier. Now my knee is really bad and the doctor has advised me (3) _____ surgery. It is going to be tomorrow morning. Unfortunately, it's going to take quite a while before I (4) _____.*

*Write back,*

*Iza*

| | | |
|---|---|---|
| **1 A** rode | **B** had ridden | **C** was riding |
| **2 A** have | **B** had | **C** had had |
| **3 A** to have | **B** have | **C** having |
| **4 A** recover | **B** recharge | **C** replace |

**Uzupełnij każde zdanie (1–4) tak, aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.**

**1** 'I watched a scary movie yesterday', Mark said.

Mark said _____

**2** 'You are standing on my leg! ', she told me.

She told me _____

**3** 'Where did you go last night', she asked me.

She asked me _____.

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**4** 'Can you scan documents onto the computer?', he asked me.

He asked me _____

**Znalazłeś/Znalazłaś w internecie ofertę obozu naukowego w Szwecji poświęconego naukom przyrodniczym. W liście do organizatora obozu:**

- **poinformuj o chęci wzięcia udziału w obozie i uzasadnij, dlaczego jesteś nim zainteresowany/zainteresowana;**
- **poproś o dodatkowe informacje dla uczestników obozu;**
- **zapytaj organizatora obozu, czy w trakcie obozu będziesz mieć możliwość odwiedzenia rodziny mieszkającej w pobliżu.**

***List powinien zawierać od 50 do 120 wyrazów***

*Dear Sir/Madam,*

*I have read about the science camp on the Internet.*

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