

Zadanie 3. (0–5)

16) Usłyszysz dwukrotnie wywiad z członkiem rodziny wędrownych cyrkowców. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D.

3.1. What Paula finds particularly difficult about her work is

- A. having to wake up so early.
- B. working on weekends.
- C. the late nights.
- D. the constant travel.

3.2. Paula would like non-showpeople to realise that showpeople

- A. have traditional dating practices.
- B. only start relationships after the age of 18.
- C. would like to socialise with non-showpeople.
- D. allow their family to choose their partners.

3.3. As a schoolgirl, Paula

- A. impressed her teachers.
- B. dreamed of going to university.
- C. did her homework within a moving vehicle.
- D. got into trouble for not completing assignments.

3.4. What kind of skills does Paula say showpeople have?

- A. financial
- B. acting
- C. musical
- D. practical

3.5. What does Paula want to accomplish by talking about her life?

- A. to clear up misunderstandings
- B. to demonstrate academic ability
- C. to promote her family's business
- D. to improve her living conditions

TASK 2

**You will hear a speaker talking about finding a mysterious insect. Based on what you hear, answer questions 2.1.–2.5. in the spaces provided.
You'll hear the recording twice.**

2.1. How did the speaker come across the mysterious insect in the museum garden?

2.2. What opinion do some scientists have regarding the number of unidentified insect species in the world?

2.3. What behaviour of the False Widow frightened the people at the zoo?

2.4. What does the speaker consider the main reason for the arrival of new species in Britain?

2.5. Who is the speech addressed to?

Task 6. (4 points)

Read the text. For questions 6.1.–6.4., choose the appropriate paragraph and write the corresponding letter (A–E) in the table. One paragraph does not match any of the statements.

Which paragraph	
6.1.	enumerates some domains where the English sense of style goes counter to the popular belief?
6.2.	mentions the counter-productive effect of an experiment?
6.3.	lists the weather as one of the major factors influencing dress code?
6.4.	shows other nations' unexpected superiority over the English in one particular aspect of choosing clothes?

- A. Before we can even begin to examine the rules of English dress, we need to be clear about a few cross-cultural universals. Apart from the obvious need for warmth in cold climates, and for protection from the elements, dress, in all cultures, is essentially about three things: sex differentiation, status signals and affiliation signals. Sex differentiation is usually the most obvious. There will always be at least some minor differences between male and female attire emphasized to make each sex more attractive to the other. By status I mean social status in the broadest sense, and I am including age-differentiation in this category. Affiliation to a tribe, clan, sub-culture, social or 'lifestyle' group, covers pretty much everything else.
- B. The English have an uneasy and largely dysfunctional relationship with clothes, characterized primarily by a desperate need for dress code rules, and a woeful inability to cope without them. This meta-rule helps to explain why the English have an international reputation for dressing in general very badly, but with specific areas of excellence, such as high-class gentlemen's tailoring, ceremonial costume and innovative street fashion. In other words, we English are at our best when we have strict rules and traditions to follow. Left to our own devices, we flounder and fail, having little or no natural sense of style or elegance.
- C. Our need for rules has been highlighted in recent years by the 'Casual Friday' custom imported from America. A number of English companies adopted this custom, but quite a few have been obliged to abandon it, as many of their more junior staff started turning up in ludicrously inappropriate clothes, more suited to the beach than to an office. Others just looked unacceptably scruffy. Clients were put off and most of the senior management simply ignored it, choosing to maintain their dignity by sticking to the normal business-suit uniform. This only served to emphasize hierarchical divisions within the business – quite the opposite of the democratizing effect intended by the dress-down policy.

D. In other countries people may have their flaws and foibles in matters of dress, but only among our colonial descendants, the Americans and Australians, is this lamentable absence of taste as marked or as widespread as it is in England. Ironically, given our supposed obsession with our weather and our pride in its changeable nature, even those sartorially *less* distinguished nations are better than us at dressing appropriately for different climatic conditions.

E. We may spend inordinate amounts of time discussing weather forecasts, but we somehow never seem to be wearing the right clothes. I spent several rainy afternoons on the streets counting umbrellas, and calculated that only about 25 per cent of the population actually manage to arm themselves with this supposedly quintessentially English item, even when heavy rain has been forecast for days. These perverse habits give us a good excuse to moan and grumble about being too hot, cold or wet – and, incidentally, would seem to bear out my contention that our constant weather-speak is a social facilitator rather than evidence of a genuine obsession.

Zadanie 1. (3 pkt)

Uzupełnij każdą lukę **jednym** wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

TAKE YOUR MIND TO THE GYM

Your brain is like a muscle: the more you use it, the stronger it gets. For those who believe that claim, there are dozens of brain-boosting games now on the market. What makes them special is that the **1.1. (IMPROVE)** _____ does not only manifest itself within the context of the game but in the real world as well.

On the face of it, this makes a lot of sense. It is well known that older people who stay mentally active are more **1.2. (RESIST)** _____ to mental decline according to the popular ‘use it or lose it’ hypothesis. If it works for older people, shouldn’t it work for everybody else?

1.3. (FORTUNATE) _____ for the wannabe genius, there are no simple answers. While there is no **1.4. (SHORT)** _____ of studies suggesting that some mental functions can be trained, most companies offering brain-training games do not specify how their product will change your brain.

Although these games may or may not turn intellectual zeros into heroes, many **1.5. (PSYCHIATRY)** _____ use them as a miracle cure for their patients. This, perhaps, is where brain training will have its greatest impact – not as a brain gym, but as an effective **1.6. (TREAT)** _____ for people with serious mental health problems or brain injury.

adapted from www.newscientist.com

Zadanie 2. (2 pkt)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Za każde poprawne rozwiążanie otrzymasz 0,5 punktu.

2.1. If only you hadn't brought your pet snake with you!

BROUGHT

You should _____ your pet snake with you!

2.2. We were on the point of leaving the office when the phone rang.

ABOUT

We _____ the office when the phone rang.

2.3. I sent her a present to compensate for my bad behaviour.

MAKE

I sent her a present to _____ my bad behaviour.

2.4. I wouldn't have finished it without his help.

FOR

If it _____ his help, I wouldn't have finished it.