Zadanie 1. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z miejscami, które warto odwiedzić w Wielkiej Brytanii. Do każdej wypowiedzi (1.1.–1.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.

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

This place

A. is a modern castle.
B. is near a famous person's birthplace.
C. enables you to admire views from water.
D. makes it possible for you to see the London panorama.
E. allows you to see paintings from different countries.
F. is open to visitors only if a certain person isn't there.

1.1.	1.2.	1.3.	1.4.	1.5.

Zadanie 2. (0–6)

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

Tekst 1. (do zadań 2.1.–2.2.)

2.1. The man says that people nowadays

A. tend to keep a lot of old furniture at their homes.
B. replace their furniture every few years.
C. avoid buying so-called "fast furniture".

2.2. The man

A. recommends a certain website.
B. warns the listeners against buying wooden furniture.
C. encourages the listeners to build their own tables and dressers.

Tekst 2. (do zadań 2.3.–2.6.)

2.3. The event that the woman describes

A. happens every few years.
B. lasts sixty minutes at a time.
C. takes place early in the morning.

2.4. The event that the woman is talking about first took place

A. in New York.
B. in London.
C. in Sydney.

LIVEWORKSHEETS

2.5. How can people participate in the event?

A. by watching TV
B. by observing the night sky
C. by eating a meal in a restaurant

2.6. The event was organised in order to

A. save electricity.
B. remind people about the climate crisis.
C. make more people visit famous landmarks.

PRZENIEŚ ROZWIĄZANIA ZADAŃ 1. I 2. NA KARTĘ ODPOWIEDZI!

Zadanie 3. (0–4)

Usłyszysz dwukrotnie informacje na temat dni wolnych w Wielkiej Brytanii. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

BANK HOLIDAYS

» There are **3.1.** _____ bank holidays in Northern Ireland and Scotland than in England and Wales.

» Sir John Lubbock introduced bank holidays, and at first only banks and **3.2.** _____ _____ would close on those days.

» On bank holidays people usually go on mini-breaks and those who stay at work get **3.3.** _____ _____

» Sometimes extra bank holidays can be added by royals – such situations happened on the 31st December 1999 and on the **3.4.** _____ 2002.

Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej 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. ARTWORK HELPS YOU PRESENT YOUR CREATIVITY TO THE WORLD
B. ARTWORK MAKES YOUR SPACE MORE PRETTY
C. ARTWORK IS ABOUT SUPPORT AND PROMOTION
D. ARTWORK MAKES YOU VISIT LOCAL PLACES
E. ARTWORK SYMBOLIZES CLASS AND TASTE
F. ARTWORK IS ABOUT INVESTMENT

LIVEWORKSHEETS

IS ARTWORK IMPORTANT IN OUR HOMES?

There are days when you look around your home, particularly the walls, and can't help but feel like something is missing. That missing item is what we call an "artwork."

4.1.	

It's no secret that artists are talented individuals who express beauty through paintings and sculptures. So, what better way to share in the goodness they release onto the world than by owning their masterpieces? Do you need proof? Try hanging some paintings on your walls to see how it makes them look, or place a sculpture on a stool in your room to be surprised at how much more attractive it becomes.

4.2.	

Art is very expensive. Recently, we have seen auctions selling off artworks at prices that would make our jaws drop. Now imagine someone walks into your house and sees a beautiful painting on your wall. The person would immediately assume you are rich. In addition to perceived you as an upper-class member, the person would appreciate your taste level in selecting such artwork.

4.3.	

We rise by lifting each other. As a society, we must help each other grow. One of the best ways to do this is by buying art from artists. To be honest, many artists are not appreciated enough. Buying their artworks is your way of telling them that the time, creativity, and resources that went into creating a piece aren't for nothing.

4.4.	

Art is timeless. This means that, for generations to come, an artwork continues to be important. Many artworks of high value were created several decades ago. Their creators probably didn't suppose that their artwork would be worth millions. So maybe in a hundred years, the painting from a local artist will be worth as much as the Mona Lisa? It means no money problems for your children and grandchildren.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–7)

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

Tekst A

If you love bears, in all their wonderful shapes and sizes, then you'll love this beautiful new book by Katie Viggers. It's a non-fiction book with a lot of personality. The bears are categorised by their type, and there's a section for each. There are also sections on climbing, swimming, eating, running and hibernating, which are common to all. Each page has a balance between beautiful colour illustrations and factual text, as well as speech bubbles from the bears themselves!

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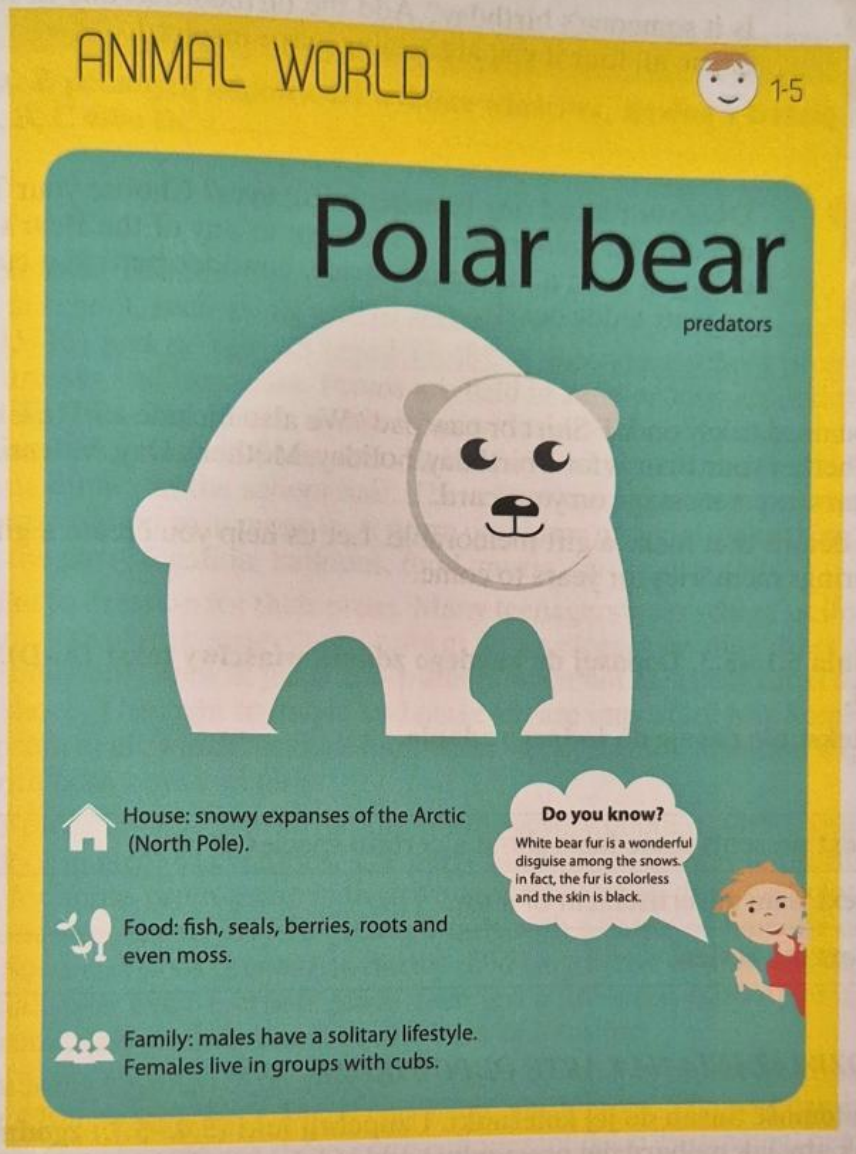
Some of the illustrations are imaginary, such as the Brown Bears, who are illustrated with their yellow walking boots on, but these highlight the factual information in a way that children can relate to.

There's a small box on each page which compares the size of each bear, which is really useful when comparing each species.

Tekst B



Tekst C

FUN FACTS ABOUT THE INTELLIGENCE LEVELS OF BEARS

- Bears' brains are unusually big for animals their size.
- Some believe that bears understand natural beauty. Scientists have observed bears sitting at beautiful places for hours staring at a river or mountain views.
- Bears can use tools (even very complex ones!).
- Bears can smell food from miles away and they have excellent vision. Some believe they are the mammal with the best sense of smell.

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Tekst D

Our Bears are a very personal gift, but you can make your Bear even more special by customizing it.

	Is it someone's birthday? Add the birthdate to one of the paw pads, or use all four if you are feeling extra-inspired.
	Does your loved one have beautiful eyes? Choose your Teddy Bear's eye and fur colour. Add a message to any of the Bear's 4 paw pads, or if you need a little more space, consider putting a custom T-shirt on your teddy bear!

Can't say all you need to say on a T-Shirt or paw pad? We also include a FREE card with every Teddy Bear. Whether your Bear is for a birthday, holiday, Mother's Day, Valentine's Day or just because, you can write a message on your card.

It's the special details that make a gift memorable. Let us help you create a gift that makes it personal and brings memories for years to come.

Przeczytaj zdania 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 presents some facts about a certain species of bear.	
5.2.	This text is an advertisement of a toy.	
5.3.	This text is a review.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Przeczytaj wiadomość Susan do jej 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 angielskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.

Hi Josie,

I'm writing because I need your advice. Did you know that my little sister is crazy about bears? She knows almost everything about them! I've actually started reading a bit about those fantastic animals. Did you know that they're super smart, have perfect sight and the best **5.4.** _____ _____ *of all animals? I didn't know that either! Anyway, my sister's birthday is coming soon and I was thinking about some present. I'd like to buy her a special teddy bear that you may customise. You can choose the colour of its* **5.5.** _____ *and fur. Currently, my sister's favourite bear is* **5.6.** _____ *(whose*

LIVEWORKSHEETS

fur is actually…colourless), so I don't know what colour to pick. And you can write something on the teddy bear's paws, on its **5.7.** _____ *and even add a special card with your wishes. But I don't know what to write! Will you help me?*

Write back soon,

Susan

Zadanie 6. (0–5)

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

PROMS

Proms are big news in Britain these days. A school prom is a formal party to celebrate an important date at school, such as the end of secondary school or completing school exams in Year 11 (aged 15–16) and in Year 13 (aged 17–18). A secondary school prom often involves a big party, big dresses and huge cars. Proms are held in June or July, around the end of exam time or the end of term. The idea is to have fun with your school friends and celebrate your time and achievements at school. Some schools hold a luxury party in a five-star hotel. Others have a more basic dinner in the school hall. The school can organise a prom or they can pay a professional organisation to arrange it. A prom organiser provides everything for the special event including the party location, balloons, food, music, cars and clothes.

Young people like to dress up for their prom. Many teenagers wear school uniforms in the UK but on prom night lots of girls swap their uniform for an elegant evening dress and high heels. Boys that are usually only seen in jeans and trainers when not at school dress up in a suit with a tie and smart shoes. The right hairstyle and make-up are important too. Some beauty salons offer a special 'prom deal', which includes hair, make-up, eyelashes, nails and a spray tan. A tan is fashionable with both boys and girls.

Arriving at your prom in chauffeur-driven limousine is very popular! Other young people like to travel by truck or in large 4x4 vehicles. The party can start on the way to the dinner or dance. Part of the fun for some prom-goers is to drive around town in their best clothes and make sure that everyone sees them. Two 16-year-old girls with a sense of humour arrived at their school prom in Somerset both dressed as Barbie. Did they arrive in a limo? No, they travelled in a more original style: their mothers made each girl a life-sized Barbie box and the friends arrived at the prom party in their boxes on the back of a trailer!

The school prom is big business. According to a recent newspaper report an average prom costs the parents over £200 per teenager. Many pay much, much more. The cost can include a ticket for the prom party (which is often a three-course dinner followed by dancing) but most money is spent on new clothes, shoes, a visit to the hairdressers, a spray tan and probably car hire.

Not all families have money to spend on their teenager's prom, of course. How do less wealthy pupils find a way to look good at the school prom? Some teenagers work part-time to cover their prom expenses. Popular jobs include babysitting, shop work and working as a waiter or waitress.

6.1. Proms in Great Britain take place

A. in the early spring.

B. before students take their exams.

C. once all students are 18 years old.

D. to mark the end of secondary education.

LIVEWORKSHEETS

6.2. During prom girls don't wear

A. evening dresses.
B. high heels.
C. spray tan.
D. uniforms.

6.3. Which is the preferred form of transport to the prom?

A. a 4x4 vehicle
B. a trailer
C. a truck
D. a limo

6.4. Which is true about the cost of the prom?

A. Some teens get a job in order to cover it.
B. It is typically less than two hundred pounds.
C. The largest amount of money is spent on the prom ticket.
D. It is usually equally split between the teen and the parents.

6.5. The author of the text

A. describes a party he/she has recently taken part in.
B. explains the idea behind a certain party.
C. compares different British parties.
D. gives advice on teenage fashion.

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 POWER OF SILENCE

Once a farmer lost his precious watch while working in his barn. It may have seemed to be an ordinary watch to others, but held a deep sentimental value for him. After searching high and low in the hay for a long time, the old farmer got exhausted. **7.1.**_____ He promised an attractive reward for the person who can find his beloved watch.

After hearing about it, the children hurried inside the barn and went through and round the entire stack of hay to find the watch. **7.2.**_____ After some more hours only a few ones were left. The farmer gave up all his hope of finding the watch and called off the search.

7.3._____ The farmer did not want to miss any chance of finding the watch so let him in the barn. After a little while he came out with the watch in his hand. **7.4.**_____ He replied " I just sat there tried listening to the ticking of the watch. In silence, it was much easier to hear it and then just follow the sound. Sometimes all you need to do in life is relax and listen."

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A. The farmer was happily surprised and asked how the boy had succeeded in finding the watch while everyone including him had failed.

B. But just when the farmer was closing the door, a little boy came up to him and asked the farmer to give him another chance.

C. Suddenly one of the children found the watch and approached the farmer to get the reward.

D. After a long time looking for a watch in the hay, some of the children got tired and gave up.

E. But he didn't want to give up the search and asked a group of children playing outside the barn to help.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–3)

Uzupełnij poniższe minidialogi (8.1.–8.3.). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

8.1.

X: Could I speak to Brian Jones?

Y: _____

X: It's Max Smith.

A. Hold on, I'll get him.

B. Who's calling, please?

C. Could I leave a message?

8.2.

X: Have you got any free tables for tonight?

Y: _____

X: Oh, that's a shame!

A. I'm afraid we're fully booked.

B. Do you have a reservation?

C. That table's free.

8.3.

X: I'd like to book a single room for the 7th of January.

Y: How long are you planning to stay?

X: _____

A. For seven nights.

B. In the morning.

C. Since Monday.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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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. Do you usually feed your dog twice a day?

A. Is your dog feeding
B. Have your dog fed
C. Is your dog fed

9.2. I don't **know anything** about the problem.

A. have any information
B. have no news
C. know nothing

9.3. Is it my pen or **does it belong to you**?

A. do you have it
B. yours
C. isn't

9.4. I'm going to **get rid of this jacket**.

A. throw this jacket away
B. keep this jacket
C. buy this jacket

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–3)

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.3.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Hi Mary,

How's life? I'm great! I'm at my brother's new apartment, helping him move in. He **10.1.**_____ *recently moved to the city centre. The place isn't particularly big but it doesn't matter because it's very cosy and clean. There's a balcony here, too, with a fantastic view. And about the photo that I've sent you – that's me with my brother's cat. Her name's Misty and she's the friendliest cat I've* **10.2.**_____ *met in my life! She's one year old now. And guess what – my brother has taught her to walk on a leash, so they can go for walks in the nearby park every day.*

Anyway, what about you? What are you doing **10.3.**_____ *days?*

Love,

Vicky

LIVEWORKSHEETS

Zadanie 11. (0–3)

Uzupełnij zdania 11.1.–11.3. 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 zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

11.1. I called Ben (*ask/he*) _____ _____ if he'd like to meet me in the afternoon.

11.2. My sister is (*get/married*) _____ _____ my best friend tomorrow. I'm so happy for them!

11.3. My father used to smoke when he was younger. He (*give/up/smoke*) _____ _____ ten years ago.

LIVEWORKSHEETS