

## CZŁOWIEK

### Zadanie 1.

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B albo C.

**CAN WE CHANGE OUR PERSONALITY?**

Personality defines who we are, and how we interact with people and the world. According to most psychological schools, it is shaped by our early childhood experiences and it tends to 1.1. [ ] stable over time. The traits which we have 1.2. [ ] adults are a mixture of genetics and the way we were brought up. The temperament we had in our childhood influenced the way our parents and caregivers 1.3. [ ] us and, as a result, some of our personality traits may have been supported and reinforced, and others – not.

We know now that our personality can change as a result of traumatic experiences, life-changing events or even new social roles. Being in a serious romantic relationship can 1.4. [ ] a person more compassionate and conscious of their partner's needs. Becoming a parent 1.5. [ ] the first time can change the way people handle responsibility and commitment. As for whether people are able to completely change their personality traits, however, there is no convincing evidence yet.

adapted from <https://www.psychologytoday.com/blog/media-spotlight/201509/can-you-change-your-personality>

1.1.	1.2.	1.3.	1.4.	1.5.
A. leave	A. as	A. treated	A. force	A. after
B. stay	B. like	B. took care	B. turn	B. for
C. remind	C. as if	C. affected	C. make	C. at

### Zadanie 2.

Uzupełnij zdania 2.1–2.6. 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 zdania. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

2.1. Kara (usually / wear / hair) [ ] up, but tonight she's wearing it loose.  
2.2. I could give you a lift to the airport – what time (plane / leave) [ ]?  
2.3. This (blouse / feel / really / soft) [ ] is it made of silk?  
2.4. Winters in Poland (get / warm) [ ] and warmer.  
2.5. This month I (cut / down) [ ] energy drinks because I suspect they give me headaches.  
2.6. I'm sorry, but Jane can't talk to you right now, she (have / shower) [ ].

### Zadanie 3.

Przeczytaj tekst. Uzupełnij każdą lukę (3.1.–3.4.), przekształcając wyraz podany w nawiasach tak, aby powstanie spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Having a younger, teenage sister is quite an interesting experience. My sister Claire is 14 years old now. She is really pretty, but she always goes for darker colours which make her look pale and unhealthy. She paints her nails black and 3.1. [ ] (straight) her long black hair, which is normally quite curly. She usually wears a black hoodie or a jacket, jeans and heavy boots. You could say her looks reflect her character, but that wouldn't be true. Yes – she is messy and absent-minded, but at the same time gentle, sensitive and totally 3.2. [ ] (self) – she always helps her friends whenever they need it. She's also creative – she's mad about cartoons and spends a lot of her time drawing things. We are both into swimming, but she is 3.3. [ ] (hope) at team sports. She can also be a pain in the neck as she gets 3.4. [ ] (embarrass) and stressed out about everything. But I love her to bits, and, to tell the truth, I was exactly the same when I was her age.

## POZIOM ROZSzerZONY

### Zadanie 1.

W zadaniach 1.1.–1.4. wpisz wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1.1. I usually [ ] for darker colours when I choose clothes for school.  
Men in my family [ ] grey rather late, in their late 60s.  
When I say something embarrassing, I always [ ] red.  
1.2. Sheila is so optimistic – she's always [ ] a good mood.  
I'm [ ] awe of our geography teacher – she knows so much about the world.  
You should take more pride [ ] your work – your paintings are amazing.  
1.3. I [ ] up to my grandmother because she is really wise and reliable.  
Jill is really busy this week as she has to [ ] after her baby sister.  
Wow, you [ ] good in this jacket – it really suits you.  
1.4. The woman in hospital asked me who my next [ ] kin was.  
Jessica is a big fan [ ] drawing.  
Some people do not approve [ ] tattoos.

### Zadanie 2.

Uzupełnij zdania 2.1–2.5. 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 zdania. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

2.1. My brother Ken is so messy – he (always / leave) [ ] his dirty clothes on the floor!  
2.2. There is no point (buy / such) [ ] expensive toy.  
2.3. Mia is in the cosmetics department. She (smell / perfume) [ ].  
2.4. I (take / mother) [ ] – I look a lot like her and I smile like her.  
2.5. If you want to lose some weight, you must (cut / sweets) [ ] and fatty goods.

### Zadanie 3.

Przethłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdania. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

3.1. He didn't (zrobił dobrego wrażenia na) [ ] he – he seemed arrogant and conceited.  
3.2. I can't (nie cierpię robienia) [ ] selfies. I always have a silly face in them.  
3.3. My best friend convinced me (abym ściechały włosy) [ ] cut.  
3.4. I'd rather (nie zakładając tej spódnicy) [ ] as it makes me look short.  
3.5. I (marzyłam o posiadaniu) [ ] long red [ ]