Rozumienie ze słuchu

Zadanie 1. **Usłyszysz dwukrotnie trzy teksty. W zadaniach 1.1.–1.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. (0–3)**

1.1. How much is the sweater today?

A. £30

B. £20

C. £24

1.2. What is the man's address?

A. 58, Chitham Street

B. 58, Cheetham Street

C. 58, Cheetam Street

1.3. The girl is talking about

A. the present she got.

B. the problem she has.

C. the gift she had to return.

Zadanie 2. **Usłyszysz dwukrotnie wypowiedź nastolatka. W zadaniach 2.1.–2.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. (0–3)**

2.1. After the boy woke up yesterday, he

A. took a hot shower.

B. had a big breakfast.

C. left the house in a hurry.

2.2. The boy finally got to school

A. by bus.

B. on foot.

C. by bike.

2.3. The boy is talking about

A. a typical day in his life.

B. an unlucky morning.

C. his problems at school.

Zadanie 3. **Usłyszysz dwukrotnie cztery wypowiedzi na temat kieszonkowego. Na podstawie informacji zawartych w nagraniu, dopasuj do każdej wypowiedzi (3.1.–3.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)**

This speaker

A. uses his/her pocket money to get more expensive stuff.

B. spends half of the pocket money he/she gets.

C. gets no pocket money at all.

D. starts spending pocket money after he/she saves some.

E. saves all his/her pocket money.

3.1.	3.2.	3.3.	3.4.

Zadanie 4. **Usłyszysz dwukrotnie rozmowę Emily z mamą. Na podstawie informacji zawartych w nagraniu, odpowiedz na pytania 4.1.–4.4. (0–4)**

4.1. What's for lunch today?

_____

_____

4.2. What time does the mother want to serve lunch?

_____

_____

4.3. What does the mother suggest for dessert?

_____

_____

4.4. How many apples must Emily buy?

_____

_____

LIVEWORKSHEETS

Znajomość funkcji językowych

Zadanie 5. **Usłyszysz dwukrotnie cztery wypowiedzi (5.1.–5.4.). 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. (0–4)**

A. I don't know yet. Maybe I'll play tennis.

B. Every afternoon if I have time.

C. Sorry, I can't. I have to read a book.

D. Of course. I'll read it tomorrow.

E. No, but I'd like to learn.

5.1.	5.2.	5.3.	5.4.

Zadanie 6. **Dla każdej z opisanych sytuacji (6.1.–6.4.) wybierz właściwą reakcję. Zakreśl literę A, B albo C. (0–4)**

6.1. Kolega z Londynu pyta cię, jaka jest w Polsce pogoda zimą. Co mu powiesz?

A. I like a lot of snow.

B. It'll start raining soon, I think.

C. It's rather cold and sometimes snowy.

6.2. Jesteś w barze w Londynie. Zamów coś do jedzenia.

A. I sometimes eat fish and chips.

B. I would like fish and chips, please.

C. I can prepare fish and chips.

6.3. Zapytaj kolegę o opinię na temat obejrzanego filmu.

A. Which film was the best?

B. What was your favourite film?

C. How did you like the film?

6.4. Chcesz zaprosić przyjaciół na przyjęcie. Co powiesz?

A. It would be great if you came to my party.

B. I like inviting people to my parties.

C. I'd like to thank you for your invitation.

Zadanie 7. **Uzupełnij dialog. Wpisz w każdą lukę (7.1.–7.3.) brakujący fragment wypowiedzi tak, aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. (0–3)**

X: Whose book is this?

Y: It's mine. Why are you asking?

X: I've always wanted to read it.

7.1. (borrow) _____ it?

Y: I'm afraid not. I've promised to lend it to Jack as soon as I finish reading it.

X: That's OK.

Y: Why **7.2. (wait)** _____ till Jack finishes reading it?

X: Sure.

Y: I **7.3. (tell)** _____ when I get the book back.

X: Thanks.

LIVEWORKSHEETS

Rozumienie tekstów pisanych

Zadanie 8. Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) brakujące zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. (0–4)

My first balloon flight

I had always wanted to fly in a hot-air balloon. My dreams came true on my last birthday. While wishing me happy birthday, my parents gave me a ticket for a balloon flight. I was so excited that I couldn't wait to get to the airfield. **8.1.** ___ They introduced themselves and explained the basics of ballooning. They were warm, friendly, and funny, so I felt relaxed. The pilots divided us into groups, and we went to watch how they were preparing the balloons. **8.2.** ___ It was very comfortable and divided into sections. We sat on the benches in the section for the passengers while the pilots took their seats in a separate place. The balloon was ready to go up. **8.3.** ___ He was probably afraid of heights. The pilots decided that this person shouldn't fly and helped him out of the balloon. Soon, the balloon went up. The pilot reminded us to relax and take photos. The views were amazing. We flew over forests, lakes, and villages. **8.4.** ___ We did the same. At the end of the flight I started thinking about the next one. It was a wonderful experience for me.

A. After they were filled with air, the pilots told us to get into the basket.
B. The local people waved to us while we were passing by.
C. During the flight we felt safe because the pilots were experienced.
D. However, just before the balloon took off, one of the passengers felt unwell.
E. When we arrived there, we met a group of other passengers and the pilots.

Zadanie 9. Przeczytaj teksty na temat uczenia się oraz zdania 9.1.–9.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst pasuje do dwóch zdań. (0–4)

Learning alone or in a group?

A. When I revise for a test, I prefer to study on my own. This is because I don't like anybody to disturb me, which often happens in a study group. However, I never say 'No' when other students ask me to explain something to them. I know that by teaching others, I also prepare for tests or exams.

B. I like to study alone but review in a group. First, I have to learn as much as possible myself. Then, when I get into a group, I can discuss any questions I have. But studying in groups is not always good. It's because sometimes one person starts discussing something else, and the whole group ends up chatting about their dogs or what film they saw last night.

C. I usually study on my own. I just feel that I can concentrate better then. But sometimes, studying alone causes a problem as I forget something and I can't find the information in my notes. Then I meet with other students, and they share their notes with me. That's why I always choose the people to learn with wisely. I must be sure they will help me.

Which person

9.1.	selects a study group carefully.	
9.2.	helps other students to learn.	
9.3.	is against useless talking.	
9.4.	studies in a group only when he/she needs to.	

LIVEWORKSHEETS

Zadanie 10. Przeczytaj teksty A i B. Na ich podstawie w zadaniach 10.1.–10.3. wybierz poprawną odpowiedź i zakreśl literę A, B lub C. Następnie uzupełnij luki 10.4.–10.6, zgodnie z przeczytanymi tekstami. Luki należy uzupełnić w języku polskim. (0–6)

Tekst A.

"Ice Princess" – storyline

Casey Carlyle is a very talented high school student. She dreams about getting a scholarship at Harvard University. However, to get there, she must present a scientific project. She decides on a project about physics. While watching a figure skating competition, Casey realises that this sport, which she used to practise as a little girl, could make a perfect project. She decides to start training skating again and improve her skills by using her knowledge of physics.

Casey becomes a better skater and helps other junior skaters to improve their skating. At the same time, she finds it hard to choose between her Harvard plans and her growing love for skating. Casey's mother tries to stop her from skating because of her problems with studying.

Soon, Casey decides to take part in a skating competition, but her mother refuses to watch her skate. During the competition, Casey falls. Suddenly, she sees her mother in the audience and, inspired by her presence, gives an excellent performance. The competition ends with Casey becoming the runner-up. Her love for figure skating helps her make a decision about her future in skating.

10.1. From the first paragraph we learn that Casey wanted to

A. improve her knowledge of physics.

B. take part in figure skating competitions.

C. become a student at a famous university.

10.2. Casey's mother was against her skating training because Casey

A. was doing worse at school.

B. wasn't making any progress at skating.

C. decided not to study at Harvard.

10.3. The text is about

A. a successful return to sport.

B. a dream that finally comes true.

C. the good sides of doing a sport.

Tekst B.

Enjoy a winter experience at Arena Ice Rink

When:

Monday – Sunday, 8:30 a.m. – 9:30 p.m.

Monday mornings – the least crowded times

Admission:

adults: $25

students: $15

Ice Skating Lessons:

half-hour private lessons: $50 per person

Rentals:

skate rentals: $12

Cześć, Agata, ostatnio mówiłaś mi, że chcesz obejrzeć jakiś fajny film.

Mhm... Co polecasz?

„Księżniczkę na lodzie".

A to ciekawe. Widziałam na plakacie, że właśnie wchodzi do kin. Oglądałaś go już?

Nie, ale czytałam jego recenzję. Główna bohaterka chce dostać się na Harvard, ale ostatecznie postanawia zająć się łyżwiarstwem, które uprawiałała 10.4. _____ .

Brzmi fajnie. Pójdę na niego z siostrą do kina. A może my wybierzemy się na lodowisko?

Chętnie. O której?

Może 10.5. _____ ? O tej porze jest mało ludzi.

OK, ale moje łyżwy są na mnie za małe.

To wypożyczysz łyżwy na miejscu. To kosztuje 10.6. _____ .

Super pomysł.

LIVEWORKSHEETS

Znajomość środków językowych

Zadanie 11. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 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. (0–3)

A. came
B. work
C. watch
D. thing
E. walked
F. look

Is it Art?

Seventeen-year-old Khayatan decided to play a joke on art-lovers. He wanted to test the theory that people **11.1.** _____ at anything they see in an art gallery and try to interpret it. When he was at the San Francisco Museum of Art, he left a pair of glasses on the floor to see how the museum-goers would react to the new exhibit. Then he **11.2.** _____ away. After a few seconds, people started gathering around the 'exhibit'. They took ordinary glasses for a **11.3.** _____ of modern art. They even started to take pictures, so Khayatan took pictures of the people who admired his 'art.'

Zadanie 12. Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.–12.4. Zakreśl literę A, B albo C. (0–4)

A surprise

While the builders were pulling down a chimney of an old house, they found something that surprised them. It was a letter, in **12.1.** _____ seventy years earlier a boy had asked Father Christmas for some things. The boy had put the letter in the chimney, but Father Christmas never got it because the letter **12.2.** _____ there. One of the builders posted it on Facebook. Soon, an elderly man who had been that little boy contacted the builders. They decided **12.3.** _____ him all the presents he dreamed of when he was a boy. The builders also realised that these days children ask for **12.4.** _____ more things than children used to in the past.

12.1.	**A.** that	**B.** which	**C.** whom
12.2.	**A.** had stayed	**B.** has stayed	**C.** stays
12.3.	**A.** give	**B.** giving	**C.** to give
12.4.	**A.** many	**B.** much	**C.** a little

Zadanie 13. Uzupełnij zdania 13.1.–13.4. Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli to konieczne – dodać inne wyrazy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane. (0–4)

13.1. Who (*you / wait*) _____ for now?

13.2. (*Peter / book*) _____ are in his bookcase.

13.3. Mary (*enjoy / play*) _____ badminton when she was a little girl.

13.4. (*not / touch*) _____ this pot, please. It's very hot.

LIVEWORKSHEETS

Wypowiedź pisemna

Zadanie 14. (0–10)

Twój brat wyjeżdża do pracy do Londynu. W e-mailu do kolegi z Wielkiej Brytanii:

- napisz, jaką pracę brat będzie wykonywał i jakie będą jego obowiązki;
- wyjaśnij, dlaczego zdecydował się podjąć pracę za granicą;
- zaproponuj koledze spotkanie z bratem.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba, która nie zna 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 i końcu wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Hi Brian,
Guess what! My brother Tomek has found a job in London.

LIVEWORKSHEETS