

#### Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej oznaczonej części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą lukę.

**Uwaga:** dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A. GETTING READY TO WORK WITH THE ANIMALS
- B. WHAT TO AVOID AS A VOLUNTEER
- C. THE TIME WE HOPE YOU'LL GIVE US
- D. WHAT YOU'LL DO AS A VOLUNTEER
- E. WHY HELPING ANIMALS IS A GOOD MOVE
- F. WHO CAN HELP OUT IN OUR SHELTER

#### VOLUNTEERING AT BROOKSIDE ANIMAL SHELTER – WHAT YOU SHOULD KNOW

##### 4.1. \_\_\_\_\_

Volunteers should be at least sixteen years of age and have some experience of being around animals. We accept volunteers from after-school programmes, retirement homes, and of course interested individuals. If you are volunteering as part of a school project, we can make arrangements with your teachers. For those under the age of 18, a parent should come to the first session with the volunteer.

##### 4.2. \_\_\_\_\_

New volunteers will be asked mainly to interact with the animals, giving them the attention they need and which our full-time staff don't always have time to provide. You can also be asked to help with the feeding routine. More experienced volunteers often discuss options and make recommendations to visitors who are hoping to adopt a pet.

##### 4.3. \_\_\_\_\_

We ask our volunteers to promise to spend eight hours per month at the shelter, two hours per week or four hours every fortnight. We do have a schedule for volunteers so that we do not have too many people in the shelter at once. Of course, some of our volunteers do many more hours than the minimum because they enjoy it and feel it is a good move for the community.

##### 4.4. \_\_\_\_\_

Before you start, you must attend an introduction session. This is held twice a month, on the second and last Saturday. After the general orientation, individual training is provided. This ranges from one one-hour session for cat volunteers to four hours for dog volunteers.

### Zadanie 5. (0–3)

Przeczytaj trzy teksty związane z przygotowywaniem posiłków. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter A, B albo C.

#### Tekst 1.

##### PREPARING AND USING YOUR SLOW COOKER

1. Before using your slow cooker, remove all plastic wrapping and other packaging. Wash the ceramic pot and glass lid in warm, soapy water. If there is a smell of plastic, wash again. Dry carefully.
2. Place the pot in the base. Add your ingredients, arrange them evenly in the pot, and put on the lid.
3. Plug in the slow cooker. Wait for the POWER light to flash.
4. Select the time and temperature options for your dish. NOTE: Do not use the WARM setting for cooking as this can cause food to go bad. Use setting LOW to HIGH only.

adapted from <https://www.crock-pot.com>

#### 5.1. What is first thing to do after cleaning the slow cooker?

A. plug it in      B. set the temperature      C. put the food into the pot

#### Tekst 2.

##### A BIRTHDAY PLAN

"What should we make for dad's birthday dinner?" Katie asked her mother.

The woman looked up from the newspaper and smiled. "That's so sweet of you! But don't you think he'd prefer to go out for a meal?"

"I just thought it would be more special if we did something at home. He eats out all the time, after all. I've found this recipe for homemade pizza. He'll love it, and it will be fun!"

"Do you know how much work..." her mother stopped herself. "I think that's a lovely idea! Let's make a list of what we need."

#### 5.2. What is the mother's first reaction to Katie's idea?

A. She is unsure.  
B. She thinks it is a good plan.  
C. She says it will ruin her own plans.

#### Tekst 3.

##### KEEP THEM COOKING

In the past, girls learned to cook and boys were taught how to build things. Nowadays, boys and girls often have a chance to practise both skills at school, but those who don't cook at home often forget what they've learned. Even if you don't always have time to cook with your kids, just once a week will keep them in practice. Regular cooking may also lead to a long-term interest. Knowing how to prepare their own meals is not just a way to save money, it can improve young people's lifestyles, keep them healthier, and impress their friends as well.

#### 5.3. Who is the article written for?

A. teenagers      B. parents      C. teachers

### Zadanie 6. (0–5)

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

#### Tekst 1.

##### PROBLEM CHILD OR BORN TO SUCCEED?

We often assume that children who listen quietly in class, follow instructions carefully and turn in assignments on time will definitely succeed in life. They are following the rules, after all. Haven't we all been taught that this is exactly what we need to do to become the best we can be? Surely the rules were invented in order to help us succeed? But some things I've read recently have made me wonder about this, and made me realise that people like me often have a big success in life.

As a young child, I was often called stubborn, uncooperative, difficult and even incorrigible. I actually had to ask what the last word meant, though I could easily guess that it wasn't anything positive. No one wanted to explain it to me, which made me think it had to be really terrible. Looking it up revealed the truth. Adults thought I was 'unable to be improved or corrected'. In other words, they thought I was hopeless.

Fortunately, I was too confident to take this very seriously. I knew I was intelligent. I often asked questions which teachers found interesting, I was happy to dig deep into a subject, and I expressed myself well in speech and on paper. My problem was that I couldn't do things the way I'd been told. It seemed silly to me to read only five pages of a history book when the whole chapter was so interesting. And why do maths problems in a certain way when I could get the correct answer faster and more efficiently on my own?

Fortunately, when I was about 14, I had a teacher who recognised that I wasn't lazy or trying to cause trouble. She saw that I just had original ideas, and that I wasn't breaking rules out of anger, but simply because they didn't make sense to me. She gave me more chances to do things my way, although she did point out that if I wanted to pass exams, I would have to learn to take the normal route sometimes.

Since entering university, I've seen several articles which claim that children like me are the most likely to succeed in life in a big way. People who don't stick to the beaten path are obviously the ones who come up with revolutionary new ways of doing things. And though qualities like patience and determination are needed to have a lasting success, you won't have anything to succeed at if you don't break a few rules first!

adapted from <https://www.telegraph.co.uk>

6.1. **The author believes that the type of children described in the first paragraph**

- A. will probably do well in life.
- B. always do what is expected of them.
- C. do not really exist.
- D. are likely to break the rules.

6.2. **The writer assumed that the word "incorrigible"**

- A. described him correctly.
- B. shouldn't be used.
- C. had a negative meaning.
- D. was meant as a positive comment.

6.3. **According to his description of himself, the writer**

- A. was able to think independently.
- B. was happy to do as he was told.
- C. did not like doing maths problems.
- D. preferred maths to history.

6.4. **The teacher the writer had when he was fourteen**

- A. let him do whatever he wanted without following any rules.
- B. was sure he would do well in his exams.
- C. saw that he was angry about something.
- D. pointed out that following rules might be necessary.

6.5. **The writer's purpose in writing the article is to**

- A. point out how useless certain rules are.
- B. describe people who are likely to succeed.
- C. give tips for succeeding in school.
- D. argue for stricter rules in schools.