Zadanie 1. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi skierowanych do osoby świadczącej usługi sprzątające. 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.

The speaker asks the cleaning service to

A. put the clean clothes in the new wardrobe.
B. take care of his/her dirty clothes.
C. leave the house and go to two other places.
D. clean a kitchen appliance.
E. deal with his/her children's belongings.
F. organise his/her wardrobe because of the season changing.

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 complains about the

A. food.
B. service.
C. manager.

2.2. The waiter

A. offers some things on the house.
B. helps the man in filling out the comment card.
C. understands the fact that the man won't come to the restaurant again.

Tekst 2. (do zadań 2.3.–2.6.)

2.3. The women got interested in skateboarding because of

A. her friends.
B. the Olympics.
C. a family member.

2.4. What conclusion can you draw about the first skateboarders?

A. They also practised a certain water sport.
B. They didn't know how to use skateboards properly.
C. They completely abandoned the sport they originally practised.

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LIVEWORKSHEETS

2.5. Which is true about skateboarders from the 1970s?

A. They built many professional skateparks.
B. They used empty swimming pools as ramps.
C. They hardly ever rode on car parks.

2.6. The skateboarders who took part in the Olympics made the woman feel

A. disappointed.
B. motivated.
C. shocked.

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

Zadanie 3. (0–4)

Usłyszysz dwukrotnie wypowiedź przedstawicielki biura podróży. 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.

» the bus ride will take 15 minutes
» eating, drinking and **3.1.**_____ are forbidden during the bus ride
» Playa del Fuego is a peaceful city located **3.2.**_____, where you can enjoy many activities (except for swimming!)
» if you want to swim, you need to **3.3.**_____ from the hotel
» the meeting concerning extra trips and activities (such as diving tours or boat tours) will take place in the hotel lobby, today at **3.4.**_____

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.

<u>Uwaga:</u> dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A. IT'S MORE COST-EFFECTIVE THAN TRADITIONAL EDUCATION
B. IT IS MORE TIME-CONSUMING THAN REGULAR CLASSES
C. IT'S USEFUL FOR THOSE WHO STAY IN ONE PLACE
D. IT OFFERS A WIDE SELECTION OF PROGRAMS
E. IT'S ACCESSIBLE
F. IT'S FLEXIBLE

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WHY ONLINE LEARNING IS THE FUTURE OF EDUCATION

4.1.	

Online education enables the teacher and the student to set their own learning pace. As a result, using an online educational platform allows for a better balance of work and studies, so there's no need to give anything up. Studying online teaches you time management skills, which makes finding a good work-study balance easier.

4.2.	

In a space as huge as the internet, there are infinite skills and subjects to teach and learn. A growing number of universities and higher education schools have online versions of their programs for various levels and disciplines. From music composition to physics, there are options for every type of student.

4.3.	

Online education enables you to study or teach from anywhere in the world. This means there's no need to commute from one place to another, or follow a strict schedule. The virtual classroom is also available anywhere there's an internet connection, and a good way to take advantage of this is to travel. The costs may vary but there's no reason to give up on working or studying while exploring new and exotic places.

4.4.	

Unlike in-person education methods, online education tends to be more affordable. There's also often a wide range of payment options that let you pay in instalments or per class. This allows for better budget management. Many of you may also be subject to discounts or scholarships, so the price is rarely high. You can also save money from the commute and class materials, which are often available for free.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–7)

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

Tekst A

THE RUN-WALK METHOD

The Run-Walk Method is a great way for new runners to get started and for experienced runners to improve their race times. The technique doesn't mean walking when you're tired; it means taking short walk breaks when you're not. You can pick whatever ratio of walking and running that works for you. Some suggested combinations include:

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LEVEL	RUN	THEN WALK	REPEAT
BEGINNERS	10–30 seconds	1–2 minutes	for the duration of your run
INTERMEDIATE	1–5 minutes	1–2 minutes	for the duration of your run
EXPERIENCE	6–8 minutes	30 seconds to 1 minute	for the duration of your run

Tekst B

COLOUR ME CRAZY

Where: Central Park

When: September 5

Price: $20

What's included in the price?

- Event T-shirt
- Finisher's Medal
- Warm-up with Fit with Frank
- Selection of free colour pouches
- Race village with a DJ, food & drinks, and more
- 8 colour stations
- Free official event photography

Run, walk or dance you way through those five kilometres – as long as you're moving – before crossing the finish line to enter an explosive Colour Party. With every kilometre you complete in your white race t-shirt, you'll get splashed with powder, so by the end you'll look like you have been swimming in a sea full of rainbows. Awesome fun.

Tekst C

A good pair of running shoes is worth the investment. So we decided to organize a running shoes exhibition at Sports Centre in Brooks for the first time ever on 29th and 30th August (Friday and Saturday).

Visit the shop (located on the first floor), try a pair of running shoes, run on the treadmill and get the experience. We will also do you a foot analysis on a special machine and recommend the best running shoes!

With every pair of running shoes that you buy, you'll get a 40% discount on other running gear, such as T-shirts, jackets, leggings, hairbands, backpacks and more.

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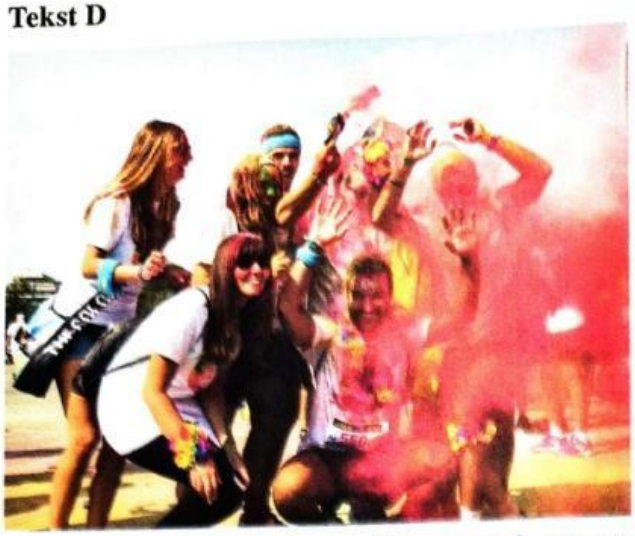
Tekst D



We were glowing all the way, cheered on by spectators and covered in colour dust. My group was quite nervous at the beginning. We all thought we would be walking most of it – none of us really trained for it! But we left the start line with lots of laughter and cheers, and managed to finish the run in a decent time (around 30 minutes on average). What we didn't realise was that it was actually quite hard to run much faster, as the road was filled with glowing and cheering neon fairies – other runners. So you just kind of ran along with the pack.

The first hit of colour came by surprise, I saw it in the distance, but didn't quite realise there was someone right next to me throwing colour as well! I had to slow down a bit to catch my breath, and was overtaken by a little kid and we were all cheering him on.

Afterwards there was food, music, disco lights and fun! My group found each other – which was hard as everyone looked the same – and took some great photos!

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 describes an event the writer has taken part in.	
5.2.	This text invites people to participate in an unusual race.	
5.3.	This text encourages people to do some shopping.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Przeczytaj wiadomość, którą Lucy wysłała do swojej 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.

Uwaga: w każdą lukę można wpisać maksymalnie dwa wyrazy.

Hi Sarah,

I'm writing to you because you've told me that you'd like to start running. Well, I think I have a perfect event that we can both take part in as beginners. It's called Colour Me Crazy and the idea is fun and simple – you have to run on the distance of **5.4.** _____ *and while you're running people throw colourful powder on you. I saw somebody's pictures from the last year and it looks so much fun! The organizers have written that you can walk or even dance, but I'd like to run. That's why I have to practice. I've already found a great practice method – it's called The Run-Walk method and for us (because we haven't practiced before) it'll involve running for maximum of* **5.5.** _____ *and then walking for one to two minutes.*

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I also need some good **5.6.** _____, *because I don't have any. But I'll have a chance to buy them this Saturday. The sports shop in the Sports Centre will have great offers and discounts on other gear, too! If you'd like to come with me, we can meet in front of the shop (you can find it on the* **5.7.** _____ _____ *of the Sports Centre) at 1 p.m.*

Let me know what you think about my ideas!

Love,

Lucy

Zadanie 6. (0–5)

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

KAYLA'S HOLIDAY SURPRISE

After the final bell rang, the students were reminded that there was no school on Monday. "Enjoy your extra day off," said the teacher to her class. As the students reached for their backpacks, a young girl asked her friend, "What is Labor Day again?" "I'm not sure," said the young boy. "I just know we get an extra day off from school."

An extra day of fun suited Kayla just fine. She loved breaks. In fact, recess was Kayla's favorite part of the school day. After the school bus dropped Kayla off, she ran into the arms of her mom. "How was school, Kayla?" asked her mom. "It was great, Mom. I am excited about no school on Monday." "You just went back to school two weeks ago. Already in need of a break, huh?" asked Kayla's mom with a laugh.

Kayla slept in the next morning. Saturday was her favourite day of the week. It rained most of the day, so Kayla enjoyed playing video games inside. On Sunday, her friends came over and they all played basketball for several hours. Then it was Labor Day, you know, that extra day off that Kayla was so looking forward to. But Kayla was awakened early that morning by her dad. He told Kayla that in honor of Labor Day, the family would be cleaning both inside and outside the house. Kayla couldn't believe it. This was a holiday. A day where she was supposed to be enjoying freshly squeezed lemonade while playing in her tree-house.

As Kayla wiped her eyes, she began to wonder if this was just a bad dream.

"Kayla, your breakfast is ready. We have a lot of work to do today. Let's get a move on," said Kayla's mom. Okay, it was not a bad dream after all. For Kayla, it was a nightmare.

Kayla stumbled into the kitchen, still sleepy from being waken up so early. As she sat down at the kitchen table, Kayla calmly asked her parents: "Are you serious about working today? Isn't Labor Day a holiday?"

"Yes, Kayla. It is," replied her dad. "But your mom and I thought working hard today would make you appreciate why Labor Day is observed in the first place."

Kayla's mom went on to explain that Labor Day is a holiday to honor the hard work that people do throughout the year.

At first, Kayla felt disappointed about having several chores to do. First up, was helping to dry and put away the breakfast dishes. Then they moved on to some yard work where Kayla helped to pick up sticks. She pretended that the smallest ones were basketballs, as she shot them into a large trash-can.

Kayla felt proud at how much better the yard looked.

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The next day Kayla's teacher asked her students what they did on their extra day off. Twin brothers Matt and Mark shared that they went boating with their family. A young girl, Cassie, said that her family had a picnic at the lake. When Kayla talked excitedly about her day, her classmates were surprised. Not because of all the work she had to do, but because of how much fun she had doing it.

6.1. From the first paragraph we learn that

A. teachers were surprised that the school was cancelled on Monday.
B. Kayla was glad that she was supposed to have one day off.
C. children have just come from a two-week-long break.
D. children knew why they had a free day on Monday.

6.2. How did Kayla spend Sunday?

A. She spent some time in her tree house.
B. She played some video games.
C. She played a sport outdoors.
D. She visited her friends.

6.3. On Labor Day Kayla

A. slept longer than usual.
B. refused to eat her breakfast.
C. was asked to help in cleaning.
D. played basketball for the whole day.

6.4. When Kayla was describing her Labor Day to her teacher, she was

A. disappointed.
B. enthusiastic.
C. surprised.
D. angry.

6.5. The text is about

A. a relaxing day.
B. a surprise visit.
C. a valuable lesson.
D. an unhappy family.

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.

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LIVEWORKSHEETS

THE TRIPLE FILTER TEST

One day a friend met Socrates, a great Greek philosopher and said, "Do you know what I just heard about your friend?" "Hold on a minute," Socrates replied. "**7.1.**____ That's why I call it the triple filter test. The first filter is Truth. Have you made absolutely sure that what you are about to tell me is true?" "Well, no," the man said, "actually I just heard about it and..." "All right," said Socrates. "So you don't really know if it's true or not. Now, let's try the second filter, the filter of Goodness. **7.2.**____" "Umm, no, on the contrary..." the man answered. "So," Socrates continued, "you want to tell me something bad about my friend, but you're not certain it's true. **7.3.**____ Is what you want to tell me about my friend going to be useful to me?" **7.4.**____ "Well," concluded Socrates, "if what you want to tell me is neither true, nor good, nor even useful, why tell it to me at all?"

A. "No, not really." the man said.
B. You've passed the test, so let's hear what you wanted to say.
C. Is what you are about to tell me about my friend something good?
D. You may still pass the test though, because there's one filter left – the filter of Usefulness.
E. Before you talk to me about my friend, it might be a good idea to take a moment and filter what you're going to say.

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: Long time no see! How's it going?
Y: ____
A. Same old. You?
B. Sounds good to me!
C. What have you been up to?

8.2.
X: Shall we meet a bit later?
Y: Sure. Is 7 o'clock good for you?
X: ____
A. The same to you.
B. It's too long for me.
C. That suits me, thanks.

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LIVEWORKSHEETS

8.3.
X: _____
Y: To the city centre.
A. How far is it?
B. How can I get there?
C. Where are you heading?

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu. Zakreśl jedną z liter: A, B albo C.

9.1. (*Oprócz*) _____ eating lots of vegetables, I also cut down on sweets.
A. In spite of
B. What's more
C. In addition to

9.2. My friend works really hard and deserves (*na wyższe zarobki*) _____.
A. on earning much
B. for more money
C. to be paid more

9.3. Do you know if (*film zaczyna się*) _____ at nine o'clock?
A. the film begins
B. does the film start
C. the beginning of the film

9.4. Wait a second. I need to drink (*trochę*) _____ water and then we can continue our exercises.
A. any
B. a few
C. a little

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–3)

W zadaniach 10.1.–10.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

10.1. _____

- If you want to earn more money, you have to _____ a better job.
- The museum isn't far away. You should _____ off the bus at the next stop.

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10.2. _____

- My mother often suffers _____ terrible headaches.
- I don't have a pen, Can I borrow one _____ you?

10.3. _____

- I hate living in the city centre. I would really like to live in the _____.
- I'm leaving Poland, my home _____, to study in England.

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. While Martha (*cross/street*) _____

_____ she dropped her phone on the ground.

11.2. How long (*it/usually/take*) _____

_____ you to get to school in the morning?

11.3. This time tomorrow I (*relax*) _____

_____ on a beautiful beach. I'm going on a long vacation!

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