

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Total: \_\_\_\_/50

### SŁUCHANIE

- 1 TRACK 3** Usłyszysz dwukrotnie sześć wypowiedzi na temat wynalazków. Do każdej wypowiedzi 1–6 dopasuj odpowiadające jej zdanie A–G. Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

SPEAKER	1	2	3	4	5	6

The speaker is

- A describing how he invented something.
- B recommending a TV programme.
- C giving a History lesson.
- D trying to sell a new product.
- E planning to use a new invention.
- F explaining how he tried out some new technology.
- G giving an example of new technology.

\_\_\_\_\_/6

### SŁOWNICTWO I GRAMATYKA

- 2** Uzupełnij zdania brakującymi słowami. Pierwsze litery zostały podane.

John wants to d o w n l o a d music to his computer.

- 1 I'd like to buy a computer: not a laptop but a d \_\_\_\_\_ computer.
- 2 Last week I forgot my p \_\_\_\_\_ and couldn't read my emails.
- 3 How often do you u \_\_\_\_\_ your Facebook profile?
- 4 I don't watch videos on my smartphone because the s \_\_\_\_\_ is so small.
- 5 Have you ever sent a text m \_\_\_\_\_ to the wrong person?

\_\_\_\_\_/5

- 3** Uzupełnij zdania słowami z ramki. W ramce podano dwa dodatkowe słowa.

average	boiling	biologist
Chemistry	data	environment
recorded	warming	

The average temperature in Cracow in July is 24°C.

- 1 I'm not going outside today – it's \_\_\_\_\_ and I don't like hot weather.
- 2 Because of global \_\_\_\_\_, temperatures around the world are increasing.
- 3 Pam is not sure if she prefers to study Physics or \_\_\_\_\_.
- 4 What else can we do to protect the \_\_\_\_\_?
- 5 He became a marine \_\_\_\_\_ so that he could study fish.

\_\_\_\_\_/5

- 4** Uzupełnij zdania odpowiednimi formami czasowników w nawiasach. Użyj czasu Past Simple lub Past Continuous.

I was (be) born in 1999.

- 1 \_\_\_\_\_ (you / read) books about space exploration when you were a boy?
- 2 My grandparents \_\_\_\_\_ (not / watch) TV when aunt Helen visited them.
- 3 Last week I \_\_\_\_\_ (buy) a new mobile phone.
- 4 \_\_\_\_\_ (John / sleep) at seven o'clock yesterday?
- 5 Professor Thatcher \_\_\_\_\_ (work) at university when he had a brilliant idea.

\_\_\_\_\_/5

- 5** Uzupełnij drugie zdanie w każdej parze, używając form used to.

Albert Einstein had problems at school. Albert Einstein used to have problems at school.

- 1 Where did you play with your sister when the weather was fine?  
Where \_\_\_\_\_ with your sister when the weather was fine?
- 2 They often got lost because John wasn't good at reading maps.  
They \_\_\_\_\_ lost because John wasn't good at reading maps.
- 3 I didn't watch any TV programmes when I was a child.  
I \_\_\_\_\_ any TV programmes when I was a child.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

- 4 My parents studied in the library when they were at the university.  
My parents \_\_\_\_\_ in the library when they were at the university.
- 5 Did you go on holiday to France every year?  
\_\_\_\_\_ on holiday to France every year?

\_\_\_\_\_/5

### ŚRODKI JĘZYKOWE

- 6 Przeczytaj tekst. Z podanych odpowiedzi A–C wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

At the end of 2011, six brave \_\_\_\_\_ were warmly greeted by their friends and family members <sup>1</sup>\_\_\_\_\_ they got home after one and a half years. Although they spent more than eighteen months on board, they never left the Earth. Actually, they were inside a capsule near Moscow, Russia. The men were part of an <sup>2</sup>\_\_\_\_\_ to see how the human body and mind react to long periods of isolation. They <sup>3</sup>\_\_\_\_\_ 500 days in conditions similar to those on a trip to Mars. <sup>4</sup>\_\_\_\_\_ this time they played games, exercised, socialised and did tests. People at mission control <sup>5</sup>\_\_\_\_\_ their behaviour, as well as the effect that low gravity and less food had on them. Scientists hope that the results of this analysis will help them find a solution to problems common for space travel.

**A** astronauts      **B** spacecraft      **C** chemicals

- 1 **A** until      **B** while      **C** when
- 2 **A** evidence      **B** experiment  
**C** environment
- 3 **A** used to spend      **B** have spent      **C** spent
- 4 **A** By      **B** As soon as      **C** During
- 5 **A** observed      **B** have observed  
**C** observe

\_\_\_\_\_/5

- 7 Wybierz jedno słowo, które poprawnie uzupełnia oba zdania.

Which search \_\_\_\_\_ do you normally use?

I had to stay at home as I had a problem with the car \_\_\_\_\_.

**A** site      **B** engine      **C** machine

- 1 My brother always \_\_\_\_\_ notes during his lessons.

Jonathan \_\_\_\_\_ measurements of the animals he is studying.

**A** takes      **B** does      **C** has

- 2 In the future I want to be a biologist and \_\_\_\_\_ research on plants.

On Saturdays, I \_\_\_\_\_ my homework in the afternoon.

**A** make      **B** have      **C** do

- 3 As soon as it \_\_\_\_\_ dark, I switch on the lights.

Every day when Simon \_\_\_\_\_ home from school, he goes online.

**A** gets      **B** comes      **C** becomes

- 4 I never \_\_\_\_\_ the underground at night if I'm alone.

Emily and her sister always \_\_\_\_\_ sandwiches to school for their lunch.

**A** make      **B** go      **C** take

- 5 What time did you wake \_\_\_\_\_ this morning?

He tried to stand \_\_\_\_\_, but he fell again.

**A** out      **B** up      **C** with

\_\_\_\_\_/5

### CZYTANIE

- 8 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 1–4 litery, którymi oznaczono brakujące zdania A–F, tak aby otrzymać logiczny i spójny tekst. Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

I was watching TV the other night and – as usual – there were all those irritating advertisements in the middle of the film.

<sup>1</sup>\_\_\_\_\_. I don't usually take any notice of



# Test

## Unit 2

### Group A

Name: \_\_\_\_\_ Class: \_\_\_\_\_

them, in fact I quite often turn the volume down when they're on. But this time I was surprised. It was for a smartphone, and I was actually thinking of getting one at the time. <sup>2</sup> \_\_\_\_\_. The advertisement made it sound so brilliant! Well, it arrived the next day – super fast, I was impressed. However ... I really regret it now. I'm not at all happy with it. I'm sure it's faulty. For example, I texted a friend yesterday and the message went to the wrong person. <sup>3</sup> \_\_\_\_\_. Another thing is, the battery doesn't last for very long. I charged it last night but it's almost dead again already. <sup>4</sup> \_\_\_\_\_. It's very disappointing, I hope they give me my money back.

- A** So, anyway, I decided to go for it and I ordered one.
- B** However, on this occasion I didn't like it.
- C** Well, I don't know what happened to me.
- D** I'm sure it should last longer than that, my old one used to last for days.
- E** The camera isn't anything special, although I really like the way it looks, and it's nice and light.
- F** That's really bad – and it makes you feel uncomfortable too.

/4

## PISANIE

**9 Wykonaj zadanie egzaminacyjne.**

Znany/Znana z Wielkiej Brytanii  
zamierza wkrótce przyjechać do Polski.  
Poprosił/Poprosiła cię o wskazanie  
miejsca, które powinny odwiedzić osoby  
zainteresowane nauką i techniką.

Napisz e-mail do znajomego/znajomej.

- 1 Wyjaśnij mu/jej, jakie miejsce powinien/powinna odwiedzić.
- 2 Opisz swoją pierwszą wizytę w tym miejscu.
- 3 Napisz, co ci się tam najbardziej podobało, i uzasadnij swoją opinię.
- 4 Zaproponuj, że z chęcią wybierzesz się tam z nim/nią jeszcze raz.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Długość e-maila powinna wynosić od 80 do 130 słów.\*

\*Długość wypowiedzi obowiązująca na nowym egzaminie maturalnym to 100-150 słów.

Dear Emily,  
Great to hear from you.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Hope this is useful! See you soon,  
XYZ

/10