Zadanie 1. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z jedzeniem. 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.

This person

A. gives advice on a place to eat.

B. recommends something to taste.

C. expresses disappointment at something.

D. explains where they shop for food.

E. presents a TV cookery show.

F. reports an unusual decision.

1.1.	1.2.	1.3.	1.4.	1.5.

Zadanie 2. (0–6)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

2.1. After the meeting, the man is going to

A. take a taxi.

B. visit the town.

C. take a plane.

2.2. This conversation takes place in

A. an office.

B. a travel agent's.

C. a hotel.

LIVEWORKSHEETS

Tekst 2.

2.3. The first film that will be shown

A. has no story.

B. is funny.

C. has some action scenes.

2.4. Audiences liked early films because they

A. had the chance to see their favourite actors.

B. loved experiencing the new technology.

C. were able to afford this kind of entertainment.

Tekst 3.

2.5. The woman first found out about the restaurant

A. when she read something online.

B. after hearing an advertisement.

C. when she watched a report on TV.

2.6. From the conversation we can expect that the woman and her grandmother

A. may visit the restaurant if the weather is nice.

B. will be unable to have a meal at the restaurant.

C. will visit the restaurant because it serves their favourite food.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie rozmowę na temat wycieczki szkolnej do Szkocji. 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.

Trip to Scotland

Parents must (**3.1.**) _____.

The teacher will send an email with details of (**3.2.**) _____.

Where we stay on the first night will depend on (**3.3.**) _____.

Students can choose what to do from a variety of **(3.4.)** _____.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS

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. A dream (almost) come true
B. Beauty and danger
C. Learning to fly
D. Perfect for a holiday
E. The flying machine
F. The need for speed

THE FLYING PARAMEDICS

4.1.	

The Lake District, in the north-east of England, is one of the country's most popular national parks, and is loved by walkers and hikers for its wonderful lakes and mountains. However, it is not always a safe place, particularly if the weather suddenly changes, and the Mountain Rescue team is regularly called out to deal with emergencies.

4.2.	

The paramedics of the rescue team have been testing a new way of reaching people who need their help – they have been trying out jet packs. The jet packs, made by *Gravity Industries*, are like a suit with two small engines attached to a person's arms to control direction, and a bigger engine on the back. A jet pack can fly at 50 km/h and can carry someone weighing 85 kg.

4.3.	

'The biggest benefit of this new technology is that it's really fast,' explains one of the paramedics taking part in the test. 'Normally, it takes us around 20–25 minutes to reach a patient at the top of the mountain. The jet pack makes it possible to get there in under eight minutes. When you have someone who needs urgent medical attention, every minute counts, and reaching them faster could make all the difference.'

4.4.	

Generations of children have imagined flying around in a jet pack, and James Bond once escaped in one too. But, sadly, we probably won't be seeing them on the streets any time soon. They cost £340,000, and because the kerosene they use for fuel is heavy, they can only carry enough of it to stay in the air for five or six minutes.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

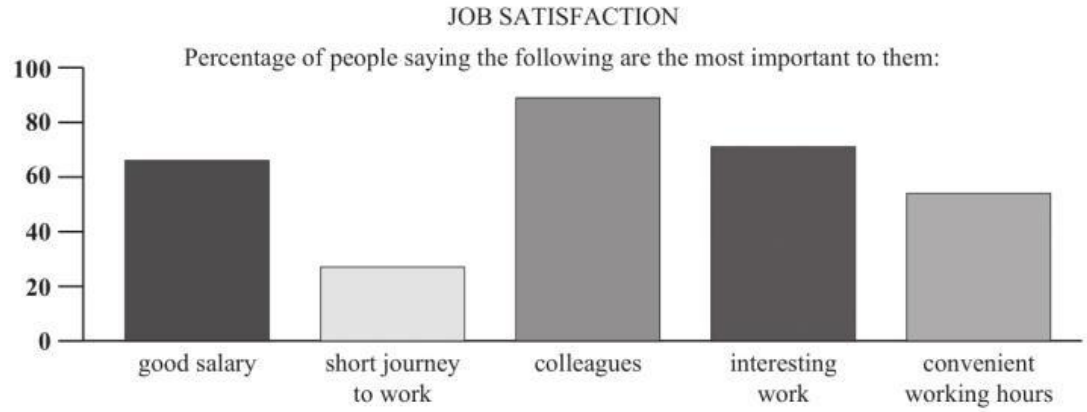
LIVEWORKSHEETS

Zadanie 5. (0–7)

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

Tekst A

In a recent survey about job satisfaction, *People Power* asked workers what mattered to them the most. See what they said.



Tekst B

Hi Jake,

Thanks for your message. Glad to hear you're OK. Things are fine here too. Actually, they're better than fine. I applied for a couple of jobs over the summer holidays and I was offered both of them. One's with a nice family offering £9 an hour. The other one's working evenings at a supermarket round the corner. I didn't really like the people there, but they're offering £13.50 an hour, which is 50% more than the other one. The money is important to me because I'd really like to buy a new phone, and you know how expensive they are, but I'm not sure what to do. Anyway, I'll get in touch again when I've made my mind up.

Maria

Tekst C

Help wanted

Young person wanted to help a family in Hensington, near Westbury in the summer holidays. We have two daughters aged 7 and 5 and need general help around the house with childcare, cleaning, cooking, gardening, etc. Hours 9–5 weekdays and some weekend work.
Call Laura on 01632 960145 or email at Lauramarks@mymail.com

We will pay for your travel costs.

LIVEWORKSHEETS

Tekst D

Jane: Hey, Maria, how are things? Have you had any news about that job you applied for?

Maria: Yeah, I got the job with that family in Hensington. Do you know them – Laura and Ben Marks?

Jane: Yes, of course. They live just down the street from us. They're really nice. When do you start?

Maria: Right after the end of term. The only thing I'm worried about is how to get to your village. I was offered a job in the supermarket that's a two-minute walk from home, which would've been really easy. What are the buses like?

Jane: Well, you have to get the bus to Standford, change there and get another bus to Hensington. It takes almost an hour each way.

Maria: Oh, OK, well, at least it's doable.

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.	In this text, there is an invitation to make contact.	
5.2.	In this text, the writer talks about a decision that has to be made.	
5.3.	In this text, there is information about attitudes to travelling to work.	

Przeczytaj wiadomość Marii do jej przyjaciółki Niki. 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 polskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.

Cześć Niki,

mam nadzieję, że miło spędzasz wakacje. Ja jestem dość zajęta – pracuję teraz dla pewnej rodziny. Wszystko dobrze się układa, dostaję 9 funtów za godzinę, co nie jest złą stawką, choć wcześniej zrezygnowałam z oferty pracy w supermarkecie, gdzie proponowano dokładnie **5.4.** _____ więcej. Nie zdecydowałam się na tę ofertę, bo przeczytałam w gazecie, że najważniejsze w pracy nie są wynagrodzenie czy godziny pracy, ale to, **5.5.** _____. Muszę przyznać, że to prawda. Chociaż moja droga do pracy jest znacznie **5.6.** _____ niż byłaby do supermarketu, nie jest to dla mnie problem – mama w tej rodzinie jest bardzo miła, a moja koleżanka Jane mieszka **5.7.** _____, więc czasem odwiedzam ją po pracy.

Do usłyszenia!

Maria

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS

Zadanie 6. (0–5)

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

'You don't often hear people saying they are bad at history or English,' says Harriet Jones, 'but people from eight to 80 are happy to say that they are bad at maths. And even worse, the people who are listening will often agree. It has become almost normal, almost OK to be bad at maths. But that's not OK, and we have to do something about it.' And so, Harriet is trying to get people to feel more positive about maths by writing books, giving talks and visiting schools.

Harriet herself is convinced that maths is by far the most important school subject. It changes the way your brain works and makes you cleverer, and that lasts a lifetime. And of course, it has practical uses, such as when you are out shopping or deciding how to pay for a holiday. It can also be fun, almost like a game, and many people say that when you really understand maths, the world becomes a more wonderful place.

Studies show that most children under the age of eleven are still excited by maths. At secondary school, particularly at around the age of fifteen or sixteen, many students – and girls far more than boys – begin to lose interest. 'This is really terrible,' says Harriet, 'because it can have effects that last a long time. If you don't understand maths, your chances of getting a well-paid job in a bank are almost zero. You will never be an engineer or an architect, you shut down a lot of possibilities. And the final problem is that parents who don't like maths will pass that message on to their children.'

Speaking for myself, I know that almost happened to me when I was fifteen and at an all-girls school in England. I hated maths lessons and could never do my homework. Nobody else liked maths either, and the reason was that our teacher wasn't able to explain anything properly. Luckily for me, she moved to a new school after my first term with her, and the difference was amazing. Maths with our new teacher was fun, everything suddenly became clear and everyone in the class loved our lessons.

There may not be one simple answer, but it cannot be right that we allow so many young people to stop studying maths and do such damage to their future. The government needs to do more, teachers need to do more, and parents need to do more! If they can do it in other countries, then we can do it here. The time has come to stop making excuses and to start repairing a system that is broken.

6.1. What does Harriet want to do about the problem of maths?

A. She wants to show people how easy maths is.

B. She wants to concentrate on helping older people.

C. She wants schools to use different books.

D. She wants to change attitudes towards maths.

6.2. What, for Harriet, makes maths so special?

A. It is full of beautiful ideas.

B. It increases your intelligence.

C. It is useful when you travel.

D. It can save you money.

LIVEWORKSHEETS

6.3. Harriet thinks teenagers should study maths because

A. everyone is capable of doing well.

B. they will get a higher salary in the future.

C. it will give them a wider choice of careers.

D. they will be unable to help their children later in life.

6.4. According to the writer, what happened when her new teacher came?

A. She found it easier to understand maths.

B. The students in her class students behaved better.

C. She was given less homework to do.

D. Her parents sent her to a different school.

6.5. The last paragraph of the article shows that the writer feels

A. confused.

B. angry.

C. discouraged.

D. anxious.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS

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.
<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

THE MEMORY MAN

After a big bank robbery in Birmingham, England in October 2020, the police were getting a lot of criticism from the media and from politicians. They had not found any of the stolen money, and, worse, they had no idea who the criminals were.

The men who carried out the robbery had been very careful. They had worn gloves, so they had left no fingerprints behind. **7.1.** ____ So the only real clue that was left was a short bit of film from a security camera.

Mike Spence, the detective in charge of the case remembered hearing about Sergeant Peter Dixon, who worked at London's Scotland Yard. He was one of a very unusual group of people called 'super-recognisers'. **7.2.** ____ It is that they never forget a face, and can recognise and remember someone even after many years.

Spence invited Dixon to come to Birmingham and look at the film from the security camera. Dixon watched the film again and again, and then he seemed to remember something. **7.3.** ____ Even though he couldn't see their faces clearly, he suggested two names.

Incredibly, Dixon provided the police with the correct identities of the two bank robbers. They had been in trouble with the police five years earlier, when they were teenagers. **7.4.** ____ Somehow he had managed to remember them, and the two men were soon arrested and eventually sent to prison.

A. At the time, he had seen a video of them stealing some clothes from a shop.
B. The men looked familiar to him because of the way they walked.
C. There are only a few of them in the world and they have an amazing ability.
D. He had been there before, and returned to do the same thing again.
E. Moreover, they had escaped in a stolen car, which they burned afterwards.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS

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: Hello, how can I help you?

Y: _____

X: Certainly, for how many people?

A. I would like to book a table for Monday.

B. I wouldn't like to help anybody.

C. I would like to meet some people.

8.2.

X: What a pity! I'll never be able to buy such an expensive car.

Y: _____ Let's look at some cheaper ones.

X: Why not, we might find something suitable.

A. I will buy it too.

B. So will I.

C. Neither will I.

8.3.

X: I'm planning to go for a walk in the park.

Y: _____, so you should take an umbrella.

X: Oh, you're right.

A. It must rain later

B. It might rain later

C. It has to rain later

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS

Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionej części zdania. Zakreśl jedną z liter: A, B albo C.

9.1. Lucy's parents are very strict and she **must come home before 8 p.m.**

A. is forbidden to come home after 8 p.m.

B. is allowed to come home after 8 p.m.

C. is permitted to leave home after 8 p.m.

9.2. **Do you need my help to empty** those boxes?

A. Do you want to empty

B. Shall I help you empty

C. What about emptying

9.3. **I first met my best friend when** we started primary school.

A. I know my best friend well because

B. I have known my best friend since

C. I knew my best friend when

9.4. Daniel was very disappointed because **not too many** guests turned up at his party.

A a little

B. a lot of

C. few

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS

Zadanie 10. (0–3)

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.3.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

The writer George Bernard Shaw (1856–1950) strongly believed that something should **10.1.** _____ done about the problem of English spelling. As anyone who has learned the language knows, English spelling can be complicated and confusing. The history of the English language is partly responsible for this, but there is another simple reason, which is that there are 26 letters in the alphabet, but there are many more different sounds. Shaw invented a completely new alphabet to deal **10.2.** _____ this problem – his had more than 40 letters, and it was therefore possible to write down any word almost exactly as it sounded. Shaw wanted people to stop using normal English spelling and to read and write with his new alphabet **10.3.** _____. Unfortunately, his plan did not succeed – only one book was ever printed using the new alphabet, and that was one of Shaw's own plays, Androcles and the Lion.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS

Zadanie 11. (0–3)

W zadaniach 11.1.–11.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

11.1. _____

- The … heating has broken down, so it's really cold in our house.
- If I were you, I'd go for a flat in a … location so that you don't waste time commuting.

11.2. _____

- Could you recommend a language … for my nephew who's 10 and willing to take up Japanese?
- The waiter encouraged us to have the duck for our main …, which was a bad choice as the meat was tough.

11.3. _____

- I'll keep my fingers crossed that you … well in tomorrow's exam.
- There was nothing to … at the seaside in the rainy weather, so we just stayed at the hotel and played board games.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS