

1.

ARKUSZ PIERWSZY

Czas pracy:

90 minut

Arkusz pierwszy



ZADANIE 1. (0-5 PKT)

Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1.1.–1.5., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.

1.1. What time is the match?

A.



B.



C.



pm

1.2. The girls are going to stay

- A. at the campsite.
- B. at the hotel.
- C. at their aunt's home.

1.3. Which gift/gifts was/were the best?

- A. a bike
- B. a cake
- C. a bike and a cake

1.4. The only missing person will be

- A. a brother.
- B. a cousin.
- C. dad's cousin.

1.5. Anna

- A.** did not like the movie at all.
- B.** did not like the effects.
- C.** did not like the main actor.

**ZADANIE 2. (0-5 PKT)**

Usłyszysz dwukrotnie pięć wypowiedzi na temat trzymania zwierząt w domu. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (2.1.–2.5.) odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A.** The mother is afraid of dogs.
- B.** Not all animals should be pets.
- C.** The person is going to have a pet in the future.
- D.** Keeping pets is expensive.
- E.** All animals are a good idea for a present.
- F.** Pets are time consuming.

2.1.	2.2.	2.3.	2.4.	2.5.

**ZADANIE 3. (0-4)**

Usłyszysz dwukrotnie nagranie. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w notatce.

- 3.1.** She asked for the menu in
- 3.2.** She had some questions about
- 3.3.** The waiter a tip.
- 3.4.** The customer did not like

ZADANIE 4. (0-4)

Uzupełnij dialog. Wpisz w każdą lukę (4.1.–4.4.) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.

4.1.

- How can I help you?
- I'd like to buy a ticket to Warsaw.
-
- A return ticket, please.

4.3.

- Good morning is Kate there?
- Good morning
- Oh, Kate, that's you? I didn't recognise you.

4.2.

- I am so bored today. I have no idea what to do.
- going to the cinema?
- The cinema? Why not, good idea.

4.4.

- What kind of music on?
- It's hard to say. I really like pop music but disco is also one of my favorites.
- I have a lot of CDs I can give you some.

ZADANIE 5. (0-4)

Dla każdej z opisanych sytuacji (5.1.–5.4.) wybierz właściwą reakcję. Zakreśl jedną z liter: A, B albo C.

5.1. Excuse me, I got lost and I am not sure where to go now. Could you help me?

.....

- a.** It's on the map.
- b.** Where do you want to get to?
- c.** I will come in a minute.

5.2. Mum! This exercise is so difficult. I don't know what to do!

.....

Okay then, show me the book.

- a.** Will you help me?
- b.** Do you speak English?
- c.** I want an easier one.

5.3. How about going to the cinema tonight?

..... I must study.

- a.** I don't like cinemas.
- b.** I'm afraid I can't.
- c.** Really?

5.4. I think that movie was awful.

.....

– Why?

- a.** No way.
- b.** You too?
- c.** I disagree with you.

ZADANIE 6. (0-5)

Dobierz początki zdań (6.1.–6.5.) do podanych zakończeń, tak aby otrzymać spójne i logiczne zdania.

- | | |
|---|-------|
| 6.1. Before I got back home | |
| 6.2. While they were painting the room | |
| 6.3. If you studied harder | |
| 6.4. The car was very dirty | |
| 6.5. Kate was happier than | |

- a. I cooked dinner for everyone.
- b. so I decided to clean it.
- c. I had done the shopping.
- d. because I decided to clean it.
- e. I when she heard about the dinner.
- f. your teacher would be really pleased.

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 logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Telephones, computers, tablets. We use them every day. They help us to communicate with friends and family, check the weather, read news or even take a photo. (7.1.) Young people spend more and more time playing games, or visiting a social network. (7.2.) Young people prefer to stay at home and meet peers online. (7.3.) They have problems with finding new friends, getting on well with old ones and dealing with arguments. (7.4.) They are afraid that their children prefer their second, online lives. It will be difficult for them to give up all these devices.

- a. Their parents don't know what to do.
- b. We use them very often.
- c. This is the reason they don't have real friends.
- d. But they also consume our time.
- e. The consequences are terrible.

ZADANIE 8. (0-5)

Przeczytaj teksty 8.1.–8.5. Wybierz z nich jeden, pasujący do ogłoszenia.
Zostało podane jedno miejsce więcej. Odpowiedzi wpisz do tabeli.

8.1.

Dear customers,
All the seats you take must be
according to the number
on your tickets.
Please check the row
and the seat.

8.2.

Dear customers,
Before booking a seat
choose the class.
We have either business
or economy class.
They have different prices.

8.3.

Dear customer,
Please ask the service
to show you the seat.
It will be easier
to have room for all guests.

8.4.

Dear customers,
When you fill in the form,
take a seat and wait patiently.
We will call you
at the proper time.

8.5.

Dear customers,
There are lots of elderly
people among us.
Move over so that they
can take a seat
and have a nice way home.

- A.** plane
- B.** health center
- C.** bus
- D.** cinema
- E.** restaurant
- F.** school

8.1.	8.2.	8.3.	8.4.	8.5.

ZADANIE 9. (0-5)

Przeczytaj tekst. Zdecyduj, które z podanych zdań są zgodne z treścią (T), a które nie (F).

My brother Mark just got back from Egypt. He has dreamed of this kind of holiday since he was a child. Mark was very satisfied. He spent two weeks there. The kind of holidays he booked is called package holiday. It means that the travel agency organizes everything for you, flight, accommodation, food and even insurance.

He wanted to go together with his friends but no one got a holiday at work. I don't think that he was bored in Egypt. He visited many well-known places, tried some typical dishes and even had a rest. He loves reading so he enjoyed the time for sure.

Mark mentioned that he met a girl. Her name is Jessica and she comes from Germany. She is a receptionist in one of the hotels. I saw a picture of her. She is very pretty with long wavy hair. Maybe once I could meet her.

My brother is very penny wise but not this time. He brought many things. Mark bought a small gift for everyone. I got a beautiful scarf, my mum got a bangle and my father a small pyramid. Very nice of him, don't you think?



- | | |
|---|-----|
| 9.1. Mark organized the holiday on his own. | T/F |
| 9.2. Mark's friend spent their holidays at home. | T/F |
| 9.3. Mark did some sightseeing. | T/F |
| 9.4. Jessica lives in Germany. | T/F |
| 9.5. He brought many souvenirs. | T/F |

**ZADANIE 10. (0-5)**

Uzupełnij zdania 10.1.–10.5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane.

- 10.1.** I am (*go/fly*) to London next week. I have already booked a ticket.
- 10.2.** (*I/like*) to see my old friend Kate.
- 10.3.** Mrs Black is (*good*) teacher in this school.
- 10.4.** Look! I got (*one*) place in the competition!
- 10.5.** She (*never/be*) in this place so she doesn't know how to behave.

ZADANIE 11. (0-4)

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 11.1.–11.4. Zakreśl jedną z liter: A, B albo C.

Most students really like school. They go there every day to meet their friends, to talk, to play some sports, just to socialise. However, there are pupils who really hate school. They don't do their homework. Teachers have **(11.1.)** problems with **(11.2.)** tests, as they do not revise. As a consequence they do not have good marks but have many absences. **(11.3.)** lessons is another problem. Nowadays teachers are trying to solve this problem but as causes are different there **(11.4.)** just one simple solution.

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|-------|-------------|------------|----------|
| 11.1. | A. many | B. a few | C. much |
| 11.2. | A. his | B. their | C. our |
| 11.3. | A. Skipping | B. To skip | C. Skip |
| 11.4. | A. is | B. aren't | C. isn't |

ZADANIE 12. (0-5)

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk 12.1.–12.5. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

a. will	b. who	c. please	d. best	e. better	f. well	g. don't
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It is very important to have a healthy diet. We **(12.1.)** feel fitter and better if we eat well. So what should we eat? Fruits and vegetables are of course the **(12.2.)** for us. Add them to all dishes. But remember to have meat or fish as **(12.3.)** as dairy every day. Try to avoid all kinds of fast food and fizzy drinks. **(12.4.)** drink too much coffee. Drink a lot of water and freshly squeezed juice. All people **(12.5.)** take care of their health should also do some jogging, swimming or cycling.

ZADANIE 13. (0-10)

Na języku angielskim zostałeś/łaś poproszony/a o przygotowanie prezentacji na temat jakiejś znanej osoby. W mailu do kolegi/koleżanki napisz:

- jakie masz zadanie domowe do wykonania i dlaczego,
- kogo będziesz opisywał/a i dlaczego,
- co sądzisz o takim zadaniu domowym.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ.

Rozwiń swoją wypowiedź w każdym z trzech podpunktów, tak aby osoba nieznająca 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 wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

To:

Subject:

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	treść	spójność i logika wypowiedzi	zakres środków językowych	poprawność środków językowych	RAZEM
Liczba punktów	0 1 2 3 4	0 1 2	0 1 2	0 1 2	