Zadanie 1. (0–5)

Usłyszysz dwukrotnie fragment programu radiowego. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	Alice had a bathroom in her tent.		
1.2.	Alice had to bring some camping equipment with her.		
1.3.	Alice and her friends arrived at the accommodation on foot.		
1.4.	Alice and her friends did some sport during their holiday.		
1.5.	Alice is going to book a different type of accommodation for her next holiday.		

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi związane z ulicami. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A. talks about a change which he/she started.
B. suggests seeing a display of modern art from a vehicle.
C. invites listeners to visit a house which changes colour in the rain.
D. informs listeners about an interesting way to hide an unattractive view.
E. recommends a tourist attraction which you can only see in wet weather.

2.1.	2.2.	2.3.	2.4.

LIVEWORKSHEETS

Zadanie 3. (0–6)

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

Tekst 1.

3.1. Gallery visitors will be able to see

A. 16th-century sculptures.

B. films about famous artists.

C. works of painters from different countries.

Tekst 2.

3.2. From the text we learn that Mark

A. ignored a customer.

B. sold something to a customer.

C. changed his behaviour towards a customer.

Tekst 3.

3.3. The speaker

A. suggests various ways of playing with balloons at parties.

B. advises people what to do with balloons after parties.

C. explains why party balloons can be dangerous.

Tekst 4.

3.4. Which is TRUE about Mary?

A. She is responsible for the complete kitchen design.

B. She enjoys working when nobody else is present.

C. She finds her new job too challenging.

Tekst 5.

3.5. The umbrella drone

A. needs some modifications.

B. weighs less than one kilogram.

C. can already be bought.

Tekst 6.

3.6. Who is talking?

A. a restaurant critic

B. a restaurant guest

C. a restaurant owner

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.

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

A. WAYS TO LEARN ESPERANTO
B. AN EASY LANGUAGE TO LEARN
C. THE REASON ESPERANTO WAS CREATED
D. A LANGUAGE WHICH STARTED AS A GAME
E. THE WORLDWIDE POPULARITY OF ESPERANTO
F. CLASS ACTIVITIES USED BY TEACHERS OF ESPERANTO

AN EXTRAORDINARY IDEA

4.1.	

"Learn English if you want to make money; learn Esperanto if you want to make friends," someone has said. "Esperanto" means "one who hopes". Most people know about this language, and the truth is many enthusiasts of all ages, across the world, have decided to learn it. *The World Esperanto Association* has members in over 120 countries. Esperanto users write books, poetry and songs. Professional associations publish articles in the language and hold regular international meetings.

4.2.	

The person who invented Esperanto was Ludwik Zamenhof. He worked on it for ten years and then in 1887 he published a book describing its rules. He dreamed of peace and tolerance and that's why he started thinking about creating a new language that would help people all over the world to communicate. He believed they would then solve problems through talking rather than fighting. His beautiful vision was soon forgotten, but Esperanto still exists.

4.3.	

People who have learned Esperanto say that it is child's play to learn compared with other languages. Esperanto consists of building blocks with standard endings for different parts of speech. Its grammar rules aren't very complicated, verbs are regular, there are no exceptions, and the vocabulary is a mix of a few popular languages.

LIVEWORKSHEETS

4.4.	

Some people like studying Esperanto on their own using teach-yourself books. Others prefer learning the language in a traditional classroom, and if you are one of them, Stoke-on-Trent is the ideal place for you. This is because this British town has many schools of Esperanto. Those who are looking for more technological options can use various language-learning applications.

adapted from http://blogs.bl.uk

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS

Zadanie 5. (0–3)

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

Tekst 1.

DRIVING ACROSS THE MACKINAC BRIDGE

The Mackinac Bridge in Michigan is one of the longest bridges in the world. Occasionally, in windy weather, it can move as much as 35 feet from side to side, so driving on it can be frightening. However, if you feel uncomfortable about the idea of driving over the bridge, we strongly advise you to stop at the yellow phone booth before crossing the bridge and call 906-643-7600 for help. One of our crew members will then drive you across, so you'll enjoy your trip without worrying. There is no additional fee for this.

adapted from http://abcnews.go.com

5.1. The author of this text

A. advises drivers what to do if their car breaks down on the Mackinac Bridge.

B. recommends a useful service available at the Mackinac Bridge.

C. warns drivers of strict rules on the Mackinac Bridge.

Tekst 2.

"Good morning. I'm looking for a covered bridge in this area. Do you think you could help me find it?" said a man to Francesca, who was standing near the porch.

"I'll be glad to guide you there," answered Francesca, and climbed into his pickup. "Turn right," she pointed.

"I'm Robert Kincaid, a photographer working for *National Geographic*. I'm here to take pictures of covered bridges in Madison County. I've located six of them, but I guess there's at least one more, and it's supposed to be out in this direction."

"I think it's the Roseman Bridge you are looking for," said Francesca. After half an hour she said, "There it is." The old bridge with a red roof sat across a small stream. Robert Kincaid smiled.

adapted from The Bridges of Madison County by Robert James Waller

5.2. The best title for the text would be

A. ON THE WAY TO THE ROSEMAN BRIDGE

B. FAMOUS PHOTO OF THE ROSEMAN BRIDGE

C. MEETING ON THE ROSEMAN BRIDGE

LIVEWORKSHEETS

Tekst 3.

AN UNUSUAL CEREMONY

The authorities didn't put off the opening ceremony for a bridge over a canal in the small town of Jested, although the bridge was a metre too short. They discovered this four days before the ceremony. However, the invitations had already been sent, so the official opening of the bridge took place at the previously announced time.

"We ordered a bridge to go from one side of the canal to the other. Someone made a mistake during the construction and now the bridge can't be used. Engineers say it will be ready in two months. But we won't organise a second ceremony," the mayor of Jested said.

adapted from www.thelocal.dk

5.3. Which sentence is TRUE about the bridge?

A. The opening ceremony took place two months later than planned.

B. The authorities decided to organise more than one opening ceremony.

C. The opening ceremony took place despite a problem.

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.

Many people get to see meteorites burning up in the Earth's atmosphere at least several times in their lives but few have the chance to see a meteorite up close. And then there are those who've had enough luck (or bad luck) to have their lives changed by a meteorite falling from the sky. Nearly thirty years ago, there was a strange and fascinating incident like that in Peekskill, New York.

Before 1992, only a few meteorites burning in the sky had been caught on film. However, on October 9th that year, the fall of a meteorite in Peekskill was filmed by a large number of cameras. Since it was a Friday afternoon, many high school students were attending a local football game and were able to film the fall of the meteorite. At least 16 of them recorded the meteorite as it fell from the sky like a green fireball.

When it fell to Earth, still burning, it hit the car of Michelle Knapp, who was 18 years old at the time. Michelle's parents had bought a second-hand Chevrolet for $300 a few weeks earlier and they had given it to her on her 18th birthday. When the meteorite hit, her beloved car was parked in her driveway and Michelle was watching TV in her bedroom. She was surprised by an extremely loud noise in her front yard and ran out to see what had happened. She thought that there had been a traffic accident in front of her house.

Instead, she saw something that almost gave her a heart attack. A meteorite had hit the back of her Chevrolet, gone through her car and landed on the ground below it. Michelle couldn't believe her eyes. She realized that her car had just been hit by a meteorite that had fallen from the sky!

Although Michelle's $300 Chevrolet had been destroyed, she soon realized that the meteorite was a business opportunity. In the following days, she sold the damaged car for $10,000 to Iris Lang, wife of the well-known meteorite collector Al Lang. Museums from all over the world borrowed the car from Al Lang to put it on display. Michelle decided to break the meteorite into pieces and got $25,000 for each of them from three different private buyers.

adapted from www.thevintagenews.com

LIVEWORKSHEETS