

I Rozumienie tekstu słuchanego

ZADANIE 1 (6 pkt)

Usłyszysz dwukrotnie rozmowę Barbary z jej wydawcą, który prosi ją o napisanie sprawozdania na temat hotelu. Posłuchaj nagrania i oznacz zdania 1.1-1.6 jako prawdziwe (TRUE) lub fałszywe (FALSE). Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 1.1 Barbara thinks the Bellemarsh Hotel was quite cheap. **T/F**
 1.2 She doesn't need to include the telephone number of the hotel in her report. **T/F**
 1.3 The hotel hasn't got a swimming pool. **T/F**
 1.4 Barbara's room had its own fireplace. **T/F**
 1.5 The restaurant at the hotel serves excellent steak. **T/F**
 1.6 The editor of the magazine is going to write the final report. **T/F**



Adapted from: *Enterprise 3, Listening Tests, Express Publishing*

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 2 (6 pkt)

Posłuchaj rozmowy Dave'a z mamą na temat jego wakacyjnych planów. Zdecyduj co każdy z przyjaciół Dave'a (2.1-2.6) poradził mu żeby zabrał ze sobą (A-H). Dwa przedmioty zostały podane dodatkowo i nie pasują do żadnej z osób. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 2.1 Pearl ____
 2.2 Sue ____
 2.3 Laurence ____
 2.4 Richard ____
 2.5 Dennis ____
 2.6 Jackie ____

- A. first aid kit
 B. mosquito repellent
 C. tap water
 D. travel wallet
 E. peanut butter
 F. travel adapter
 G. torch
 H. sunblock



Adapted from: *Enterprise 3, Listening Tests, Express Publishing*

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

II Rozumienie tekstu czytanego

ZADANIE 4 (6 pkt)

Przeczytaj poniższy tekst mówiący o przesądach w Wielkiej Brytanii. Zdecyduj które ze zdań (4.1-4.6) są prawdziwe (TRUE), a które fałszywe (FALSE). Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Where do SUPERSTITIONS come from?

It's actually very hard to know where, when and how superstitions started, but many of the superstitions in Britain are connected to the idea of evil spirits, witches and the devil. Take for example, the idea of 'touching wood'. In ancient times in Britain, many people believed that evil spirits lived in trees, and that they could come down into the earth. But if someone touched the tree, then the spirit would not be able to come out – that's why people 'touch wood', to keep the evil spirits away.

Another 'good luck' superstition is the horseshoe. Perhaps this is because it is shaped like a new moon, and a new moon always used to be seen as something positive. But we don't really know!

Superstitions about black cats are more complicated. Some people believe they are good luck, and others believe they are bad luck. Black cats were usually a witch's pet – and witches were definitely bad luck! However, fishermen's wives sometimes used to keep a black cat at home to prevent an accident at sea, and so black cats were believed to be valuable and were often stolen.

Finally, there's a British superstition that if you spill salt, you should take a little of the salt and throw it over your left shoulder. This is because it was thought that the Devil is always waiting behind your left shoulder, so if you throw some salt there, it will go in his eye – and that will bring you good luck!

Adapted from: *English in Mind 2, Cambridge*

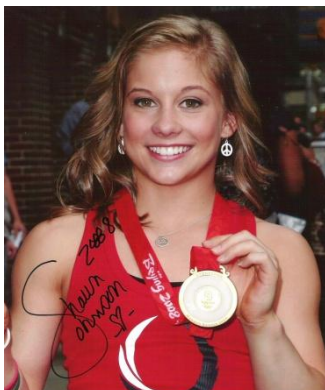
- 4.1 We are sure of where superstitions come from. T/F
- 4.2 People used to think that evil elves lived in trees. T/F
- 4.3 Some people touch the tree to let the spirit come out of it. T/F
- 4.4 The horseshoe reminds of a full moon. T/F
- 4.5 Fishermen's wives used to keep a black cat at home. T/F
- 4.6 People sometimes throw salt over their right shoulder to get rid of the Devil waiting behind. T/F



PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 5 (6 pkt)

Przeczytaj artykuł o sławnej amerykańskiej gimnastycze. Wpisz w każdą z luk (5.1-5.6) literę (A-G), którą oznaczone jest brakujące zdanie. Jedno z podanych zdań nie pasuje do tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.



Fact file: Shawn Johnson

Sport: Artistic gymnastics

Born: 19 January 1992

Country: US

Height: 4' 9"

Weight: 41kg

Nickname: 'Peanut', 'Bubbly'

Gold medal in Beijing Olympics: Balance beam

Shawn Johnson is young, beautiful, rich and famous. She has an Olympic gold. She's been on television. She advertises video gymnastics games and she is sponsored by Nike. Shawn Johnson has everything a girl could want. Or has she?

Shawn Johnson was born a gymnast. **5.1** She started gymnastics class when she was three and she won the World all-round title when she was fifteen. (An all-around gymnast competes in every event, not just one.) **5.2** She only won Gold for the Balance Beam. It was her team mate, Nastia Liukin, who won the all-around title. However, when Shawn got back to America she was famous. **5.3** She stopped training and put on weight. In January 2010, she went skiing and hurt her knee. **5.4** She decided to give up her 'Hollywood lifestyle'. She wanted to get back to the gym, she wanted to compete in the 2012 Olympics and she wanted to get the all-around title she'd missed in 2008. **5.5** She had been away from the sport for two years, she had a knee injury and she would be four years older at the time of the Games. She knew it would be difficult: 'A comeback in gymnastics is almost impossible in itself. Add to it an injury, why would you even try?' Shawn got back to full training in August 2010, but her knee was not strong enough. In September 2011 the team was chosen for the World Championships, but Shawn was not in the team. She now has many months of hard training ahead. **5.6** 'The hardest thing is not knowing if I'm going to make it.' Will she be chosen for the team? Will she get her all-around title? Who knows, but if there were medals for bravery, Shawn Johnson would certainly get her Gold!

Adapted from: <http://learnenglish.britishcouncil.org/en/>

- A. She does not know whether she will be chosen for the Olympic team or left behind.
- B. She advertises video gymnastics games and she is sponsored by Nike.
- C. You could see her face on chat shows, in advertisements, on bottles of Coca-Cola and on cereal packets.
- D. Everybody was sure she would win the Olympic all-around title at Beijing a year later, but she didn't.
- E. It was a brave decision.
- F. It was a bad accident but it helped her make an important decision.
- G. As soon as she could walk she began climbing the furniture and jumping off tables.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 6 (10 pkt)

Przeczytaj poniższy tekst. Następnie zdaniom 6.1-6.10 przyporządkuj osobę (A, B, C lub D).
Wszystkich osób możesz użyć więcej niż raz. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Our four-legged friends

Which owner:

6.1 had some trouble with accommodation because of a pet? ____

6.2 thinks the pet is completely cured? ____

6.3 was attacked by a pet? ____

6.4 got a pet when it was very young? ____

6.5 wanted a pet because of loneliness? ____

6.6 believed the pet might die? ____

6.7 had to teach a pet who the boss was? ____

6.8 wasn't given any help by the therapist? ____

6.9 had to learn new ways of behaviour? ____

6.10 bought nice things for their pet? ____

**A. Brett**

Brett got his pet Doberman, called Sonny, from an organisation which rescues dogs that have been badly treated by their previous owners. "The day after he arrived he refused to let me into the house after work, and when I fought my way in he bit me. It was like an all-out war. I didn't know what to do, but I'd had Dobermans before and I know they're very bright dogs and I felt he deserved a chance. I finally went to see an animal behaviourist and although it took over two years of tremendously hard work, Sonny is much better. The therapist started by retraining me. I had to ignore Sonny's bad behaviour. He had to learn that I was in charge. It's been the hardest job I've ever done, and although Sonny can still be a bit tricky, he's a different dog these days."

B. Fiona

Fiona, who works as a nurse, has a Siamese cat called Tooting. She's spent over four years trying to cure Tooting of anorexia, a problem you have if you don't eat. "There was a time when I thought Tooting wouldn't survive, he was so painfully thin. His previous owner told me that Tooting had been on antibiotics because he had problems with his teeth and gums. I'd do everything to tempt him to eat – buy him fresh prawns and salmon, then hand-feed it to him. In the end I saw an animal behaviourist who said that Tooting had profound anxiety about eating because he now associated it with pain. So I had some of his teeth extracted and I was given a pain-relieving electrical device that he wears when he eats. It's been pretty successful, and Tooting is eating fairly normally again."

C. Rosemary

Rosemary had always wanted a parrot, so a year ago she aquired William from an advertisement in a newspaper. „I needed a bit of company as I'm a pensioner living on my own, so at first I was delighted to get William. Well, three weeks after I got him, he suddenly started barking like a dog. The flats where I live don't allow dogs and William made such a loud noise that my neighbour reported me. Then William started repeating the arguments he must have heard at his previous owners. They were a young couple getting divorced. William shouted „Steve you're a liar. Don't go Steve, I love you Steve” (Steve was the husband's name.) I took William to see an animal behaviourist who said he was in good condition, but she couldn't do anything for him and she thought that in time he'd forget his past owners and start copying the noises I make. In fact, I like opera and William has now started to sing along, as I do when I'm listening, although he can only manage the high notes at present.”

D. Vicki

Vicki has a dachshund called Yoda. „At about six months Yoda suddenly became really wild. She'd rush up to anyone – especially if she thought they were doing something she regarded as odd, such as sitting on the grass or sunbathing – and start barking. She'd chase passers-by, particularly if they were carrying umbrellas, and stand and bark at objects like postboxes and tin cans on the pavement. I spent the whole time going red in the face and apologizing to people. But I knew enough about dogs to suspect that Yoda's problem was due less to being very aggressive than excessive fear. As I'd got her as a puppy from a reputable breeder, I knew there was nothing basically wrong with her. I only had one consultation and Yoda was immediately better. I was given a device called an Aboistop, which fits on a dog's collar. Each time Yoda barks it squirts lemon essence, which isn't at all harmful but dogs don't like the smell. It has worked like a dream.

Adapted from: *Objective Cambridge 2002*

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

III Część gramatyczno-leksykalna

ZADANIE 7 (20 pkt)

Dla zdań 7.1-7.20 wybierz wyraz lub zwrot (A, B lub C) najlepiej je uzupełniający. Każdemu ze zdań przypisana jest jedna odpowiedź. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

7.1 A: How long have you lived in California? B: I in California for seven months.

A. was living

B. lived

C. have lived

7.2 She him a week ago.

A. saw

B. has seen

C. have seen

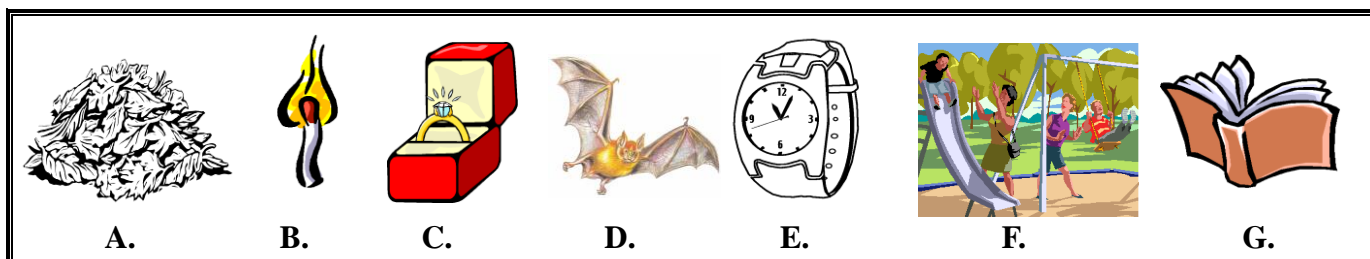
- 7.3 Shakespeare wrote “Romeo and Juliet”, ?
A. did he **B.** didn't he **C.** hadn't he
- 7.4 Marisa hasn't ironed her shirt ; she's having a bath.
A. still, yet **B.** yet, still **C.** already, still
- 7.5 I was very tired. I to bed.
A. must go **B.** had to go **C.** must have gone
- 7.6 Would you mind looking our goldfish? We're going holiday.
A. at, on **B.** for, to **C.** after, on
- 7.7 We have to help mum, we?
A. don't **B.** have **C.** haven't
- 7.8 If a black cat in front of you, you have good luck.
A. walks, would **B.** walks, will **C.** will walk, are going to
- 7.9 Turn the tap off. There's water
A. everywhere **B.** somewhere **C.** anywhere
- 7.10 It was amazing holiday!
A. so **B.** such a **C.** such an
- 7.11 The book was so boring I couldn't read it.
A. so **B.** that **C.** as
- 7.12 How much did you earn?
A. used to **B.** want **C.** use to
- 7.13 I don't mind people.
A. help **B.** helping **C.** to help
- 7.14 A: Jenn, you were born in Pennsylvania, weren't you? B:
A. That's right, I was. **B.** Yes, I were. **C.** No, I weren't. I'm from Texas.
- 7.15 to music when you're studying?
A. Are you listening **B.** Do you listening **C.** Do you listen
- 7.16 Nicola was tired she had a bad journey.
A. when **B.** so **C.** because
- 7.17 You've got a little brother great but makes a lot of noise.
A. who's, who **B.** whose, who **C.** who's, whose
- 7.18 Her third album was her second album.
A. the best than **B.** better than **C.** better then
- 7.19 I deeply, when the alarm clock
A. slept, rang **B.** was sleeping, rang **C.** slept, was ringing
- 7.20 Thank you for your
A. kind **B.** kindness **C.** kindly

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 8 (6 pkt)

Wpisz wyrazy (A-G) w luki (8.1-8.6) tak aby powstały logiczne i poprawne gramatycznie zdania. Każdy z obrazków jest **homofonem*. Jeden obrazek nie pasuje do żadnego ze zdań. Za każdą poprawną odpowiedź otrzymasz 1 punkt. Na karcie odpowiedzi wpisz wyraz drukowanymi literami!

* *Homofon* - wyraz identyczny z innym wyrazem w warstwie dźwiękowej, odmienny od niego w warstwie znaczeniowej np. może i morze.





- A. I'm going to (8.1) a football (8.2) on TV.
 B. I'm going to (8.3) the restaurant and (8.4) a table.
 C. Oscar always (8.5) his car in a car (8.6)

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ZADANIE 9 (10 pkt)

Podziel podane wyrazy (9.1-9.20) na dwie kategorie: rodzaje fryzur oraz środki transportu. Na karcie odpowiedzi przypisz każdemu numerowi (9.1-9.20) literę: H (hairstyles) lub T (means of transport). Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

9.1 limo	9.2 cab	9.3 bun	9.4 blimp	9.5 plait	9.6 cart	9.7 canoe
9.8 bald	9.9 pigtails	9.10 van	9.11 truck	9.12 bob	9.13 wagon	9.14 zeppelin
9.15 flattop	9.16 frizzy	9.17 dreadlocks	9.18 bunches	9.19 ponytail	9.20 camper	
Hairstyles			Means of transport			
						
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 10 (10 pkt)

Przeczytaj tekst a następnie uzupełnij luki (10.1-10.10) wyrazami z ramki poniżej (A-O). Pięć wyrazów zostało podanych dodatkowo i nie pasuje do tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

A. a	B. but	C. deal	D. do	E. far
F. for	G. much	H. with	I. other	J. what
K. such	L. the	M. there	N. this	O. well

Volunteering with Katimavik



Katimavik, the canadian community service and volunteer programme is the perfect way (10.0) ...to... give young people (10.1) experience they need. Volunteers spend six months working in three different provinces.

While they are (10.2), they work between 35 and 40 hours a week and (10.3) valuable and necessary work for an organisation that really needs it.

The jobs range from database design to painting the walls of a recreation centre, and are all rewarding and interesting. Volunteers learn organisation and communication skills, as (10.4) as gaining experience working in (10.5) team environment. People gain a great (10.6) of self-confidence from the programme and this helps them when applying (10.7) other jobs afterwards. It isn't like going to school or going to work. Volunteers choose (10.8) they want to learn and then they do it. They become responsible for themselves and the (10.9) team members, as they share household duties (10.10) as cooking and cleaning. Katimavik gets young people ready for life.

Adapted from: Complete Cambridge

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 11 (5 pkt)

Do sytuacji opisanych poniżej (11.1-11.5) dopasuj właściwą reakcję (A, B lub C). Za każdą poprawną odpowiedź otrzymasz 1 punkt.

11.1 Spotykasz na ulicy koleżankę, której dawno nie widziałeś/aś. Co powiesz?

- A. *I haven't seen you for ages.*
- B. *See you again soon.*
- C. *It was nice to see you.*

11.2 Odebrałeś/aś telefon do brata, który wyszedł na spacer z psem. Jak zapytasz czy coś przekazać?

- A. *Can you leave a message for him?*
- B. *What do you want to give him?*
- C. *Shall I take a message for him?*



11.3 Masz problem i nie wiesz jak go rozwiązać. Jak poprosisz koleżankę o radę?

- A. *What can you do for me?*
- B. *What shall I do?*
- C. *What do you do?*

11.4 Jak zapytasz znajomego o opinię na temat twojego nowego roweru?

- A. *How would you like my new bike?*
- B. *How does my new bike look for you?*
- C. *How do you like my new bike?*



11.5 Jesteś na dworcu kolejowym. Jak zapytasz z którego peronu odjeżdża pociąg do Londynu?

- A. *Which platform does the train to London leave from?*
- B. *Where is the station to London train?*
- C. *Where does the train to London leave from?*

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !

ZADANIE 12 (10 pkt)

Wyrazy z ramki poniżej (A-N) połącz z czasownikami *make, do, take, give* i *get* tak, aby utworzyły związki wyrazowe. Cyfra w nawiasie oznacza, że możesz użyć dany wyraz więcej niż jeden raz. Kolejność wyrazów przypisanych poszczególnym czasownikom jest dowolna. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

A. a test (x2)	B. a presentation	C. notes (x2)	D. into university	E. progress
F. your best	G. extra lessons (x2)	H. a break	I. exercises	J. mistakes
K. marks (x2)	L. an exam (x2)	M. homework (x2)	N. a school report	

Make

12.1 _____

12.2 _____

12.3 _____

Take

12.8 _____

12.9 _____

12.10 _____

12.11 _____

12.12 _____

Give

12.13 _____

12.14 _____

12.15 _____

12.16 _____

12.17 _____

Do

12.4 _____

12.5 _____

12.6 _____

12.7 _____

Get

12.18 _____

12.19 _____

12.20 _____

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI !