

# LONGMAN

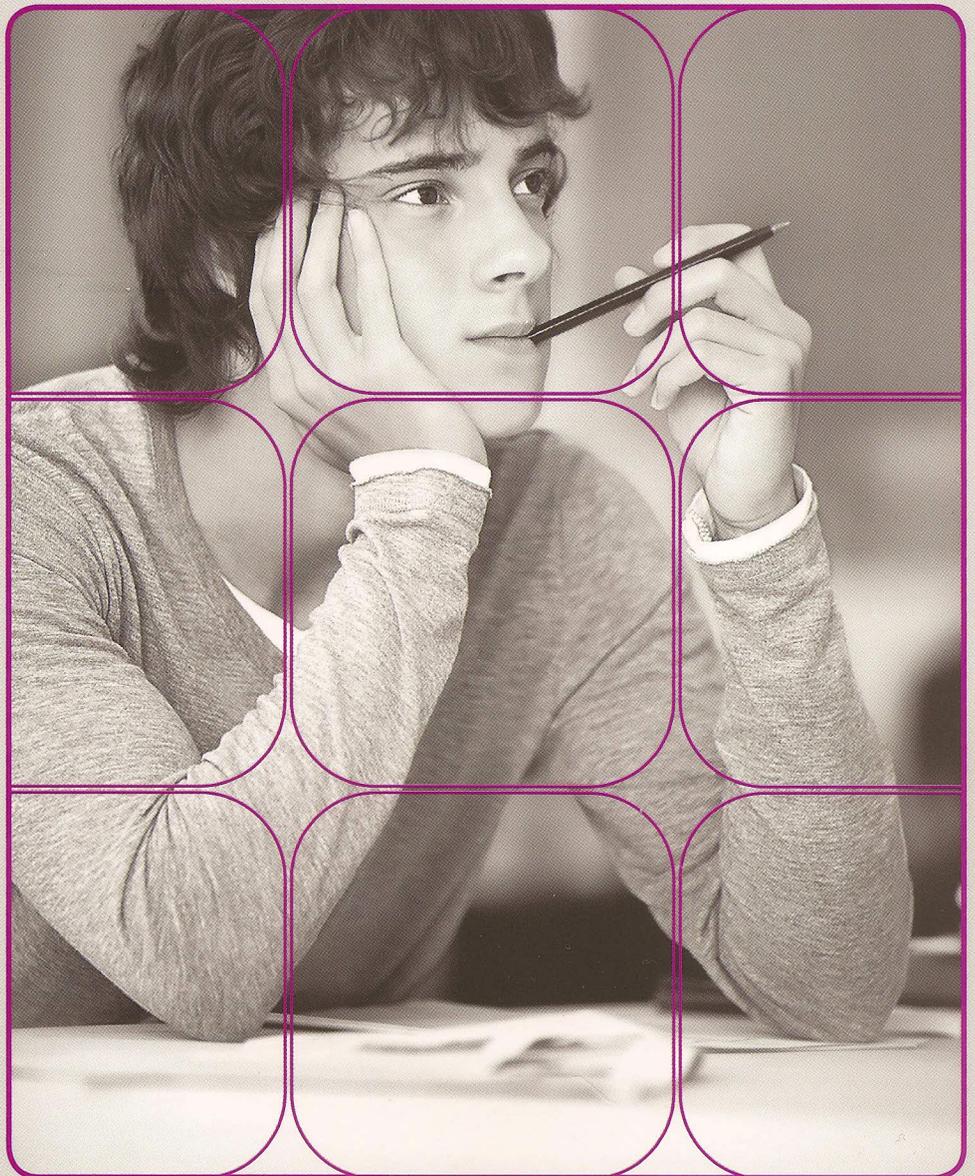


## REPETYTORIUM MATURALNE

język angielski • poziom podstawowy

książka nauczyciela

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PODRĘCZNIK	KSIĄŻKA NAUCZYCIELA
<p><b>Część referencyjna</b></p> <p>Część ta jest podporządkowana strukturze egzaminu maturalnego i zawiera:</p> <ul style="list-style-type: none"> <li>informacje na temat egzaminu,</li> <li>wskazówki przydatne przy rozwiązywaniu zadań maturalnych,</li> <li>ćwiczenia pozwalające wykorzystać podane rady i wskazówki w praktyce,</li> <li><b>listy zwrotów przydatnych</b> podczas egzaminu ustnego i wypowiedzi pisemnych,</li> <li><b>wzory wszystkich form pisemnych</b> wymaganych na poziomie podstawowym.</li> </ul>	<p>⇒ Do części referencyjnej można odwoływać się przy omawianiu części tematycznej, z którą jest ona ściśle powiązana. <i>Książka nauczyciela</i> zawiera wskazówki, jak wykorzystywać tę część książki na lekcji oraz <b>klucz odpowiedzi do zadań z tej części książki</b>.</p>
<p><b>Część tematyczna</b></p> <p>Część ta składa się z czternastu rozdziałów poświęconych tematom maturalnym. Część tematyczna pozwala:</p> <ul style="list-style-type: none"> <li>utrwalić <b>słownictwo związane z każdym tematem katalogu maturalnego</b> (ćwiczenia leksykalne na początku każdego rozdziału, ćwiczenia wprowadzające do lekcji oraz te związane z tekstami, <i>Bank słów</i>),</li> <li>utrwalić <b>struktury gramatyczne niezbędne do wykonania poszczególnych typów zadań maturalnych</b> (<i>Gramatyka na maturze</i>),</li> <li>przećwiczyć <b>wszystkie typy zadań maturalnych</b> (ćwiczenia o nazwie <i>Trening maturalny</i> uczą strategii rozwiązywania zadań maturalnych, natomiast ćwiczenia o nazwie <i>Zadanie maturalne</i> to typowe zadania egzaminacyjne),</li> <li>przeprowadzić ciekawe lekcje i jednocześnie zapewnić dobre przygotowanie do egzaminu maturalnego,</li> <li>uzyskać wiele ciekawych informacji na temat różnych aspektów życia w krajach anglojęzycznych (sekcja <i>Around the world in English</i> oraz ramki <i>Language&amp;Culture</i>).</li> </ul> <p>Część tematyczna zawiera także rozdziały powtórzeniowe (POWTÓRZENIE), które znajdują się po każdym trzech rozdziałach głównych. Pomagają one utrwalić słownictwo, gramatykę i sprawności językowe.</p> <p>Dodatkiem do części tematycznej są zestawy dla egzaminującego, pozwalające przeprowadzić ćwiczenia na mówienie w formie zbliżonej do egzaminu maturalnego.</p>	<p>⇒ <b>Wskazówki do części tematycznej</b></p> <p>W tej części nauczyciel znajdzie wskazówki, w jaki sposób przeprowadzić zajęcia w oparciu o materiał z poszczególnych rozdziałów części tematycznej, pomysły na ćwiczenia wprowadzające i rozgrzewki, dodatkowe ćwiczenia na mówienie i słownictwo oraz ćwiczenia powtórzeniowe, dodatkowe informacje na temat różnych aspektów życia w krajach anglojęzycznych (zawarte w ramach <i>Culture Note</i>) oraz <b>klucz do wszystkich ćwiczeń z książki ucznia</b>.</p> <p>⇒ <b>Materiały do kopiowania do części tematycznej</b></p> <p>Przygotowaliśmy czternaście ćwiczeń (po jednym do każdego rozdziału), które nauczyciel może skopiować i wykorzystać na zajęciach, wraz ze szczegółowym opisem ich przeprowadzenia i kluczem odpowiedzi.</p> <p>⇒ <b>Kartkówki leksykalne</b></p> <p>Przygotowaliśmy czternaście kartkówek leksykalnych (po jednej do każdego rozdziału) wraz z kluczem odpowiedzi.</p>
<p><b>Gramatyka</b></p> <p>Część ta składa się z dziewiętnastu sekcji poświęconych poszczególnym strukturom gramatycznym i jest rozszerzeniem pojawiających się w części tematycznej sekcji <i>Gramatyka na maturze</i>. Pozwala ona:</p> <ul style="list-style-type: none"> <li>utrwalić <b>struktury gramatyczne niezbędne do wykonania poszczególnych typów zadań maturalnych</b>,</li> <li><b>wyjaśnić problemy gramatyczne</b>, które mogą się pojawić podczas pisania tekstów lub przygotowywania się do wypowiedzi ustnych,</li> <li>pokazać, w jaki sposób dana struktura gramatyczna powinna być wykorzystana podczas wykonywania konkretnego typu zadania na egzaminie ustnym,</li> <li>usprawnić powtarzanie materiału dzięki tabelom pokazującym, w jaki sposób tworzy się daną strukturę.</li> </ul>	<p>⇒ <b>Kartkówki gramatyczne</b></p> <p>Ta część <i>Książki nauczyciela</i> zawiera dziesięć kartkówek gramatycznych, pozwalających sprawdzić znajomość struktur gramatycznych niezbędnych do wykonania poszczególnych typów zadań maturalnych (po jednej kartkówce do każdego zagadnienia omówionego w części gramatycznej <i>Repetytorium maturalnego</i>). Kartkówkom towarzyszy klucz odpowiedzi.</p>

TESTY MATURALNE	KSIĄŻKA NAUCZYCIELA
<p><i>Testy maturalne</i> zawierają zestawy do egzaminu maturalnego na poziomie podstawowym, zgodnego z formułą obowiązującą od 2012 roku. Składa się na nie:</p> <ul style="list-style-type: none"> <li>dziesięć pełnych zestawów do matury ustnej, uzupełnionych testem przykładowym oraz wskazówkami i pytaniami dla egzaminatora,</li> <li>dziesięć pełnych zestawów do matury pisemnej, uzupełnionych testem przykładowym,</li> <li>sekcja <b>Dodatkowe ćwiczenia leksykalne</b>, zawierająca czternaście zestawów ćwiczeń utrwalających słownictwo związane z każdym tematem katalogu maturalnego.</li> </ul> <p>Testy maturalne są dostępne również w formacie online jako <i>Testy maturalne MyEnglishLab</i>.</p>	<p>⇒ <i>Książka nauczyciela</i> zawiera <b>inteligentny klucz odpowiedzi do wszystkich zestawów egzaminacyjnych</b> zawartych w <i>Testach maturalnych</i> oraz <b>klucz do sekcji Dodatkowe ćwiczenia leksykalne</b>. Inteligentny klucz odpowiedzi do zestawów egzaminacyjnych jest dostępny także w formacie online, jako jedna z funkcjonalności pakietu <i>MyEnglishLab</i>.</p>

# STRUKTURA EGZAMINU MATURALNEGO Z JĘZYKA OBCEGO NOWOŻYTNEGO JAKO PRZEDMIOTU OBOWIĄZKOWEGO

Egzamin maturalny z języka obcego jest jednym z egzaminów obowiązkowych dla absolwentów pragnących uzyskać świadectwo maturalne. Egzamin ten składa się z dwóch części: egzaminu ustnego i pisemnego. Egzamin pisemny jest zdawany na poziomie podstawowym, natomiast dla części ustnej nie określa się poziomu egzaminu. Warunkiem zdania egzaminu maturalnego z języka obcego nowożytnego jest otrzymanie przez zdającego wymaganej liczby punktów. Uczeń zdał pisemny egzamin na poziomie podstawowym, jeżeli uzyskał co najmniej 30% punktów możliwych do zdobycia za wykonanie zadań z poziomu podstawowego, wymaganych na egzaminie pisemnym.

## STRUKTURA EGZAMINU USTNEGO

Część ustna egzaminu maturalnego z języka angielskiego trwa około 15 minut. Egzamin ma formę rozmowy zdającego z osobą egzaminującą, obserwowanej przez drugiego nauczyciela, który nie bierze aktywnego udziału w rozmowie.

Zestaw egzaminacyjny składa się z trzech zadań (poprzedzonych rozmową wstępną):

- 1 rozmowy z odgrywaniem roli,
- 2 opisu ilustracji i odpowiedzi na trzy pytania,
- 3 wypowiedzi na podstawie materiału stymulującego i odpowiedzi na dwa pytania.

Po wykonaniu zadania 1. można zrezygnować z przystąpienia do zadania 2. i przejść bezpośrednio do zadania 3. Nie można jednak wrócić do zadania 2.

Po wykonaniu zadania 2. (lub zrezygnowaniu z przystąpienia do niego) można zrezygnować z przystąpienia do zadania 3.

EGZAMIN USTNY		
TYP ZADANIA	OPIS ZADANIA / PRZEBIEG EGZAMINU	CZAS
	Po wylosowaniu zestawu zdający przystępuje do egzaminu. Nie przewidziano dodatkowego czasu na zapoznanie się z treścią całego zestawu przed odpowiedzią.	
<b>Rozmowa wstępna</b>	Egzaminujący zadaje kilka pytań związanych z życiem i zainteresowaniami zdającego. Lista pytań zamieszczona jest wyłącznie w zestawie dla egzaminującego.	ok. 2 minut
<b>ZADANIE 1: Rozmowa z odgrywaniem roli</b>	Rozmowa oparta na opisie sytuacji, podczas której zdający i egzaminujący odgrywają wskazane w poleceniu role. Zdający musi odnieść się do czterech elementów wskazanych w poleceniu, rozwinąć swoją wypowiedź w zadowalającym stopniu i odpowiednio reagować na wypowiedzi egzaminującego.	maks. 3 minuty (wliczając czas na zapoznanie się z treścią zadania – ok. 30 sekund)
<b>ZADANIE 2: Opis ilustracji i odpowiedź na trzy pytania</b>	Zdający opisuje zdjęcie zamieszczone w wylosowanym zestawie i odpowiada na trzy pytania związane z tematyką ilustracji i zamieszczone wyłącznie w zestawie dla egzaminującego.	maks. 4 minuty
<b>ZADANIE 3: Wypowiedź na podstawie materiału stymulującego i odpowiedź na dwa pytania</b>	Zdający wybiera jeden z elementów zawartych w zestawie egzaminacyjnym (np. zdjęcie, plakat lub rysunek), uzasadnia swój wybór oraz wyjaśnia, dlaczego odrzuca pozostałe elementy, i odpowiada na dwa pytania związane z materiałem. Pytania są zamieszczone wyłącznie w zestawie dla egzaminującego.	maks. 5 minut (wliczając czas na zapoznanie się z treścią zadania – ok. 1 minuty)

## STRUKTURA EGZAMINU PISEMNEGO

Podczas egzaminu pisemnego sprawdzane są następujące sprawności językowe: rozumienie ze słuchu, rozumienie tekstów pisanych oraz umiejętność pisania prostych tekstów użytkowych.

Pisemny egzamin maturalny z języka angielskiego na poziomie podstawowym trwa 120 minut. Egzamin rozpoczyna się testem rozumienia ze słuchu, na który składają się zwykle trzy zadania. Po odliczeniu około 20 minut, potrzebnych na część poświęconą rozumieniu ze słuchu, zostaje około 100 minut na rozwiązanie zadań dotyczących rozumienia tekstu pisanego oraz na napisanie dwóch tekstów użytkowych różnego typu.

### ROZUMIENIE ZE SŁUCHU

PUNKTY	CZAS	LICZBA ZADAŃ	TYP ZADANIA	RODZAJE TEKSTÓW
15	ok. 20 minut	3-4	1 TEST TYPU PRAWDA-FALSZ	<ul style="list-style-type: none"> <li>• komunikaty</li> <li>• instrukcje</li> <li>• rozmowy</li> <li>• wywiady</li> <li>• dyskusje</li> <li>• teksty narracyjne</li> </ul>
			2 DOBIERANIE	
			3 TEST WIELOKROTNEGO WYBORU	

### ROZUMIENIE TEKSTU PISANEGO

PUNKTY	CZAS	LICZBA ZADAŃ	TYP ZADANIA	RODZAJE TEKSTÓW
20	ok. 100 minut (w tym wypowiedź pisemna)	3-4	1 TEST TYPU PRAWDA-FALSZ	<ul style="list-style-type: none"> <li>• informacyjne</li> <li>• publicystyczne</li> <li>• literackie</li> </ul>
			2 DOBIERANIE	
			3 TEST WIELOKROTNEGO WYBORU	

### WYPOWIEDŹ PISEMNA

PUNKTY	CZAS	LICZBA ZADAŃ	TYP ZADANIA	RODZAJE TEKSTÓW
15	ok. 100 minut (w tym rozumienie tekstu pisanego)	2	1 KRÓTKI TEKST UŻYTKOWY	<ul style="list-style-type: none"> <li>• pocztówka</li> <li>• ogłoszenie</li> <li>• zaproszenie</li> <li>• wiadomość</li> <li>• notatka</li> </ul>
			2 DŁUŻSZY TEKST UŻYTKOWY	<ul style="list-style-type: none"> <li>• list prywatny</li> <li>• list formalny:                             <ul style="list-style-type: none"> <li>– list do redakcji</li> <li>– list z prośbą o informacje</li> <li>– list z zażaleniem</li> <li>– podanie o pracę</li> </ul> </li> </ul>

# KRYTERIA OCENIANIA NA EGZAMINIE USTNYM

## • Sprawność komunikacyjna

Sprawność komunikacyjna jest oceniana w każdym zadaniu osobno. W ocenie bierze się pod uwagę, do ilu elementów z polecenia odniósł się zdający oraz ile z tych elementów rozwinął w swojej wypowiedzi.

Punkty przyznaje się zgodnie z tabelą A.

Tabela A

DO ILU ELEMENTÓW ZDAJĄCY SIĘ ODNIÓSŁ?	ILE ELEMENTÓW ROZWINĄŁ?				
	4	3	2	1	0
4	6 p.	5 p.	4 p.	3 p.	2 p.
3		4 p.	3 p.	2 p.	1 p.
2			3 p.	2 p.	1 p.
1				1 p.	0 p.
0					0 p.

Od uzyskanej w ten sposób liczby punktów można następnie odjąć punkty, w zależności od zakresu pomocy, jakiej zdający potrzebuje ze strony egzaminującego, oraz – w przypadku zadania 1. – adekwatności wypowiedzi do tematu i kontekstu rozmowy lub zadanego pytania, zgodnie z tabelą B.

Tabela B

<ul style="list-style-type: none"> <li>• zdający nie potrzebuje LUB bardzo rzadko potrzebuje pomocy ze strony egzaminującego</li> <li>• [dodatkowo w zad. 1]: ORAZ wypowiedzi zdającego są adekwatne do tematu i kontekstu rozmowy oraz wypowiedzi egzaminującego</li> </ul>	<b>punkty wg tabeli A</b>
<ul style="list-style-type: none"> <li>• zdający czasami potrzebuje pomocy ze strony egzaminującego</li> <li>• [dodatkowo w zad. 1]: ORAZ/LUB wypowiedzi zdającego są częściowo nieadekwatne do tematu i kontekstu rozmowy oraz wypowiedzi egzaminującego</li> </ul>	<b>punkty wg tabeli A minus 1 (do zera)</b>
<ul style="list-style-type: none"> <li>• zdający potrzebuje znacznej pomocy ze strony egzaminującego</li> <li>• [dodatkowo w zad. 1]: ORAZ/LUB wypowiedzi zdającego są często nieadekwatne do tematu i kontekstu rozmowy oraz wypowiedzi egzaminującego</li> </ul>	<b>punkty wg tabeli A minus 2 (do zera)</b>

## • Zakres struktur leksykalno-gramatycznych

4 p.	szeroki zakres struktur leksykalno-gramatycznych; zdający swobodnie wypowiada się na tematy proste i złożone, formułując wypowiedź na tematy złożone, rzadko stosuje słowa oraz struktury o wysokim stopniu pospolitości, takie jak: <i>miły, interesujący, fajny</i>
3 p.	zadawalający zakres struktur leksykalno-gramatycznych; zdający swobodnie wypowiada się na tematy proste i złożone, formułując wypowiedź na tematy złożone stosuje jednak głównie słowa oraz struktury o wysokim stopniu pospolitości, takie jak: <i>miły, interesujący, fajny</i>
2 p.	ograniczony zakres struktur leksykalno-gramatycznych; zdający dość swobodnie wypowiada się na tematy proste, tematy bardziej złożone sprawiają mu kłopoty
1 p.	bardzo ograniczony zakres struktur leksykalno-gramatycznych; zdający ma kłopoty z wypowiedzianiem się na tematy proste
0 p.	brak wypowiedzi LUB wypowiedź całkowicie niekomunikatywna; zdający nie jest w stanie wypowiedzieć się nawet na tematy bardzo proste

## • Poprawność struktur leksykalno-gramatycznych

4 p.	sporadyczne błędy leksykalne i gramatyczne, niezakłócające komunikacji
3 p.	dość liczne błędy leksykalne i gramatyczne, niezakłócające komunikacji lub czasami zakłócające komunikację
2 p.	liczne błędy leksykalne i gramatyczne, zakłócające komunikację
1 p.	bardzo liczne błędy leksykalne i gramatyczne, w znacznym stopniu zakłócające komunikację
0 p.	brak wypowiedzi LUB wypowiedź całkowicie niekomunikatywna

## • Wymowa

W ocenie wymowy bierze się pod uwagę błędy w wymowie dźwięków i/lub akcentowaniu i/lub intonacji oraz ich wpływ na komunikatywność wypowiedzi.

2 p.	brak błędów w wymowie LUB błędy w wymowie nie zakłócają komunikacji
1 p.	błędy w wymowie czasami zakłócają komunikację
0 p.	<ul style="list-style-type: none"> <li>• błędy w wymowie często zakłócają komunikację LUB uniemożliwiają zrozumienie komunikatu</li> <li>• brak wypowiedzi LUB wypowiedź całkowicie niekomunikatywna</li> </ul>

## • Płynność wypowiedzi

2 p.	w wypowiedzi nie występują pauzy LUB występują pauzy, które czasem są nienaturalne, jednak nie zakłócają odbioru komunikatu
1 p.	pauzy w wypowiedzi występują często i są nienaturalne; zakłócają czasami odbiór komunikatu
0 p.	<ul style="list-style-type: none"> <li>• pauzy w wypowiedzi występują bardzo często i są nienaturalne; zakłócają odbiór komunikatu</li> <li>• brak wypowiedzi LUB wypowiedź całkowicie niekomunikatywna</li> </ul>

Zdający, którzy nie przystąpili do realizacji wszystkich zadań, mogą za zakres i poprawność struktur leksykalno-gramatycznych oraz wymowę i płynność wypowiedzi otrzymać maksymalną liczbę punktów określoną w poniższej tabeli:

LICZBA ZADAŃ, DO KTÓRYCH PRZYSTĄPIŁ ZDAJĄCY	ZAKRES STRUKTUR LEKSYKALNO-GRAMATYCZNYCH	POPRAWNOŚĆ STRUKTUR LEKSYKALNO-GRAMATYCZNYCH	WYMOWA	PŁYNNOŚĆ WYPOWIEDZI
2 zadania	<b>maks. 2 p.</b>	<b>maks. 2 p.</b>	<b>maks. 2 p.</b>	<b>maks. 2 p.</b>
1 zadanie	<b>maks. 1 p.</b>	<b>maks. 1 p.</b>	<b>maks. 1 p.</b>	<b>maks. 1 p.</b>

# PUNKTACJA I KRYTERIA OCENY EGZAMINU PISEMNEGO NA POZIOMIE PODSTAWOWYM

## ROZUMIENIE ZE SŁUCHU

Punktacja: 1 punkt za każdy element poszczególnych zadań – razem 15 punktów.

## WYPOWIEDŹ PISEMNA

### KRÓTKI TEKST UŻYTKOWY

liczba punktów	TREŚĆ				POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4		
	0 – 1	0 – 1	0 – 1	0 – 1	0 – 1	0 – 5

#### a. punktacja za treść

- **1 punkt** za każdą informację zgodną z poleceniem
- **0 punktów** za brak informacji lub informację niepełną lub niezrozumiałą z powodu popełnionych błędów

## ROZUMIENIE TEKSTÓW PISANYCH

Punktacja: 1 punkt za każdy element poszczególnych zadań – razem 20 punktów.

#### b. punktacja za poprawność językową

W ocenie poprawności bierze się pod uwagę poprawność językową (leksykalno-gramatyczną) i ortograficzną. Nie bierze się pod uwagę błędów stylistycznych i interpunkcyjnych.

- **1 punkt** – jeżeli tekst jest poprawny pod względem językowym, tzn. bezbłędny lub o liczbie błędów mieszczącej się w przedziale 0–25% liczby wszystkich wyrazów w tekście
- **0 punktów** – jeżeli tekst zawiera liczbę błędów przekraczającą 25% liczby wszystkich wyrazów w tekście; ponadto, jeżeli praca zawiera dwie (i mniej) informacje z czterech wymaganych (czyli ma 2, 1 lub 0 punktów przyznane za treść)

### DŁUŻSZY TEKST UŻYTKOWY

liczba punktów	TREŚĆ				FORMA	BOGACTWO JĘZYKOWE	POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4				
	0 – 0,5 – 1	0 – 0,5 – 1	0 – 0,5 – 1	0 – 0,5 – 1	0 – 1 – 2	0 – 1 – 2	0 – 1 – 2	0 – 10

#### a. punktacja za treść

- **1 punkt** za pełny komunikat, czyli za przekazanie obu części informacji wymaganej w poleceniu (w jednej „kropce”)
- **0,5 punktu** za niepełny komunikat, czyli za przekazanie jednej części informacji wymaganej w poleceniu (w jednej „kropce”)
- **0 punktów** za brak komunikatu, czyli za nieprzekazanie żadnej części informacji wymaganej w poleceniu (w jednej „kropce”) lub jeśli błędy językowe uniemożliwiają jego zrozumienie

#### b. punktacja za formę

- **2 punkty** za wypowiedź zgodną z wymaganą formą listu – jeśli zdający uwzględni wszystkie pięć elementów tej formy: zwrot rozpoczynający list, wstęp, rozwinięcie, zakończenie i zwrot kończący list; praca jest spójna i logiczna; objętość pracy może przekroczyć wymagany limit słów do  $\pm 10\%$
- **1 punkt** za wypowiedź częściowo zgodną z wymaganą formą listu – jeśli zdający uwzględni trzy lub cztery elementy z pięciu wymienionych powyżej elementów tej formy; praca jest częściowo spójna i logiczna; objętość pracy może przekroczyć wymagany limit słów do  $\pm 15\%$
- **0 punktów** za wypowiedź niezgodną z wymaganą formą listu – jeśli zdający uwzględni mniej niż trzy ww. elementy (!); praca jest niespójna i nielogiczna; objętość pracy przekracza wymagany limit słów ponad  $\pm 15\%$

(!) Jeśli praca jest **niezgodna z wymaganą formą listu, nie przyznaje się punktów za formę w całej rozciągłości tego kryterium**, nawet jeśli praca będzie spójna i nie przekroczy wymaganego limitu słów.

#### c. punktacja za bogactwo językowe

- **2 punkty** za zróżnicowane struktury leksykalno-gramatyczne
- **1 punkt** za mało zróżnicowane struktury leksykalno-gramatyczne
- **0 punktów** za niezróżnicowane struktury leksykalno-gramatyczne

Jeśli praca ma **mniej niż 60 słów** i/lub zdający przekazał **tylko dwie informacje lub mniej** (czyli uzyskał 2, 1 lub 0 punktów za treść), **nie przyznaje się punktów za bogactwo językowe** (niezależnie od tego, jak bogatymi strukturami leksykalno-gramatycznymi wykazał się zdający w tym tekście).

#### d. punktacja za poprawność językową

W ocenie poprawności bierze się pod uwagę poprawność językową (leksykalno-gramatyczną) i ortograficzną. Nie bierze się pod uwagę błędów stylistycznych i interpunkcyjnych.

- **2 punkty** – jeżeli tekst zawiera liczbę błędów stanowiącą od 0% do 15% liczby wszystkich wyrazów
- **1 punkt** – jeżeli tekst zawiera liczbę błędów stanowiącą powyżej 15%, lecz nie więcej niż 25% liczby wszystkich wyrazów
- **0 punktów** – jeżeli tekst zawiera liczbę błędów stanowiącą powyżej 25% liczby wszystkich wyrazów

Jeśli praca ma **mniej niż 60 słów** i/lub zdający przekazał **tylko dwie informacje lub mniej** (czyli uzyskał 2, 1 lub 0 punktów za treść), **nie przyznaje się punktów za poprawność językową** (niezależnie od stopnia poprawności językowej, jaką wykazał się zdający w tym tekście).

# CZĘŚĆ REFERENCYJNA

This part of the book focuses on the Matura examination itself. It consists of a systematic presentation of each part of the exam introducing the requirements, strategies and advice for candidates as well as sets of practical exercises and sample examination tasks. As the title suggests, it is primarily intended for self-study, providing Matura candidates and their teachers with relevant reference material whenever they may need it. A colour coding system used throughout the book makes this cross-referencing even easier and more effective. On the other hand, the reference part can also be used in the classroom: both the strategies and the exercises provide the teacher with a lot of useful material which can form part of a lesson or be set as homework.

## EGZAMIN PISEMNY

### ROZUMIENIE ZE SŁUCHU

#### ROZUMIENIE TEKSTU PISANEGO

The sections of the book dedicated to listening and reading are structured in a similar way. They both start with a brief presentation of the listening and reading parts of the exam respectively. This is followed by a set of exam strategies which tackle a range of typical problems such as ways of dealing with unknown vocabulary or answering various types of Matura tasks. The strategies are accompanied by exercises designed to provide the candidates with opportunities to immediately put into practice some aspects of the 'theory' and advice they have just received.

The listening and reading sections then proceed to the presentation of the three types of the Matura examination tasks: True/False, Multiple Choice and Matching. After a brief introduction to each task type, the candidate is provided with exercises which include a typical Matura examination task, an exercise focusing on strategies needed to deal with specific parts of the task, and an exercise that allows the students to analyse the Matura task they have just done. Such awareness-raising activities are particularly recommended for classroom use as they can help students build their skills and confidence for the exam.

### ROZUMIENIE ZE SŁUCHU

#### WSKAZÓWKI EGZAMINACYJNE

##### ANSWERS

1 2F 3C 4G 5B 6H 7E

2 Situation 1 B (letters, parcel, post, stamps)

Situation 2 E (sweatshirts, jeans, T-shirts, size)

Situation 3 A (homework, practise, dialogue, listen, repeat)

Situation 4 F (passengers, flights, delayed, gates)

Situation 5 D (starters, caviar, toast, champagne, cheese, bread, soup)

3 1B 2A 3A 4B 5B

4

	SYNONIM	ANTONIM
expensive	dear	cheap
get ill	feel unwell	be fit
local	regional	global
many	a great number of	few
popular	well-known	exotic

5 1 A (feels unwell = has fallen ill)

2 C (mustn't be late ≠ only if you come early)

3 B (regional groups = local bands)

6 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗

### TEST TYPU PRAWDA-FALSZ

#### ANSWERS

2 1F 2T 3T 4T 5F

3 1 Beryl Martin made up her mind to become a traveller on her fifteenth birthday.

when she was thirteen or fourteen

2 When Beryl Martin first went to Africa, she felt very excited about it, but also very tired.

I felt both exhilarated and exhausted; both excitement and exhaustion

3 According to Beryl Martin, you shouldn't become a traveller unless you are a friendly person.

If you aren't sociable and open to other people, don't even think about becoming a traveller!

4 To Beryl Martin, Africa is more important than other parts of the world, but she likes some of them, too.

...there are many areas in the world which I find fascinating...

But nothing is as interesting to me as Africa. Africa is the most important place to me.

5 The main idea of this part of the interview is to ask Beryl Martin for practical advice.

general questions about her life as a traveller

### DOBIERANIE

2 1D 2F 3A 4E 5B

3 1 ...a person who is nice to customers and, at the same time, a professional representative of the company

2 ...on the fifth day of the week you can wear jeans

3 I don't tolerate latecomers.

4 No sandwiches and no cola when you're at work.

5 ...keep a nice white shirt always ready

### TEST WIELOKROTNEGO WYBORU

2 1C 2B 3A 4C 5A

3 a 1 An attractive museum must be interactive. By 'interactive' I mean being able to do a lot of things: for example, choosing your own route through the exhibition, having the opportunity to do other things than just walk and look, and above all, being allowed to touch and move things.

2 You can go there for a picnic and lie on the grass next to a famous sculpture! (...) And of course there is a great shop and a big restaurant. You can spend a whole day there, and never get bored!

3 ...it is the best way to understand how different things work. (...) you can understand many complicated processes and mechanisms

4 ...the moment you're getting close to any instrument, you can hear it play in your headphones

b By 'interactive' I mean... Another interactive museum which I'd like to recommend is... And this is also what I call 'interactive'!

c A: there is one route through the exhibition

True answer: You can choose your own route through the exhibition.

B: visitors don't need to walk and look at everything

True answer: Visitors have the opportunity to do other things than just walk and look.

## ROZUMIENIE TEKSTU PISANEGO

### WSKAZÓWKI EGZAMINACYJNE

2

1d 2c 3e 4a 5b

3

1T 2F 3F

6

1A

when Briony was still half-asleep, she knew it would be one of those days

2D

the voice on the radio said something else, something like '...and your lucky number is...' Briony pushed the glass away and ran back to her bedroom

3T

For two months every week Briony played Lotto, without telling anybody.

4F

The coupon was in her jeans. She looked around. But the jeans were gone.

### TEST TYPU PRAWDA-FALSZ

1 1T 2T 3F 4F 5T 6F

2 a 1 ...you will find all the shops packed with items on sale for young people.

2 ...this cult of youth didn't start so long ago. Before the revolutionary changes in society and culture that took place the 1960s, it was exactly the opposite.

5 Most of them can cope with problems very well...

b there are many things - the shops [are] packed with items to buy - on sale

becoming well-educated - getting a good education  
difficult - easy (antonym)

be expensive - cost a lot of money

a majority - most (of them)

c 3 The more less experienced you are, the fewer inhibitions you have.

4 Becoming well-educated isn't is difficult but and it can be expensive.

6 The text gives does not give particular suggestions how to help young people.

### DOBIERANIE

1 1A 2E 3B 4G 5D 6F

2 a 1 physical exercise, run for miles, walk a bit, use the stairs, long walks

2 interesting book

3 imagine something absolutely unrealistic, stop thinking

4 your favourite kind of music, listening, dancing

5 sweets do us good, a small sweet or ice cream

6 contact somebody you care for, tell them about your worries, listen to them, listening to others

## TEST WIELOKROTNEGO WYBORU

1 1B 2B 3D 4A 5C 6A

2 a 1 When a new bank was being built in the city centre, construction workers suddenly came across an old wall.

2 To see it just walk into the bank...

3 All of paragraph 3

4 Apart from the typical collection of old pots and coins that you can see in many of the world's museums...

5 But perhaps the most attractive thing about it is its unusual location under the bank, which shows the contrast between the old and the new in the best possible way.

b Tekst informuje gdzie dokładnie znajduje się wystawa, co można na niej zobaczyć, kiedy nastąpi otwarcie, jakie są godziny otwarcia, że wstęp jest wolny.

c A: Techniques and materials used at that time were rather primitive...

B: ...the house looks quite comfortable.

C: And the city wall now seems so small - it's strange to think that once it was big enough to protect the city against its enemies. (no explanation why)

## WYPOWIEDŹ PISEMNA

This section starts with a general introduction to the writing part of Matura examination, outlining its requirements and the types of texts that students must learn to write in order to achieve success in the exam. It offers advice, a short exercise practice and a range of strategies which address both types of tasks required at the Matura examination (Krótki and Dłuższy tekst użytkowy), followed by models for each type of text found in the exam and a set of useful phrases for each of them.

### KRÓTKI TEKST UŻYTKOWY

1 a at the local sports centre

b Hi Jim; See you there, Liz

c Zachęć wszystkich do uczestnictwa.

## EGZAMIN USTNY

During the oral part of the Matura examination the candidate is required to take part in three speaking tasks:

1 Roleplay (Rozmowa z odgrywaniem roli)

2 Picture description followed by three questions from an examiner (Opis ilustracji i odpowiedź na trzy pytania)

3 A stimulus-based task followed by two questions from an examiner (Wypowiedź na podstawie materiału stymulującego i odpowiedź na dwa pytania).

The above tasks are preceded by a short introductory conversation (Rozmowa wstępna).

Reflecting this sequence, the part of the book dealing with the oral examination is divided into five main sub-sections.

The first sub-section provides information about the oral part of Matura examination and offers some general advice and a set of useful phrases; the remaining four sub-sections are dedicated to Rozmowa wstępna and each of the actual speaking tasks respectively.

Each of the sub-sections begins by introducing a set of functions of particular relevance to the task under consideration. This is followed by exercise practice which aims to target as many of these functions as possible, and thus encourage the candidate to use them in an exam context. This section also contains recordings of some of the exam tasks, which enables the candidate to listen to a sample exam situation and compare their answers with those suggested on the CD.

## ROZMOWA WSTĘPNA

- 3 1 I live with my parents and my younger brother Dominik.
- 2 Maths.
- 3 At home.
- 4 The Mazury lakes in the north of Poland.
- 4 1A 2D 3C 4B

## ROZMOWA Z ODGRYWANIEM ROLI

- 4 Proszę nie zgodzić się... 3
- Chciałby/Chciałaby Pan/Pani, by rodzice... 4
- Niektórzy... 2

## OPIS ILUSTRACJI I ODPOWIEDZI NA TRZY PYTANIA

- 1 1 Four young people./A group of friends./Two couples on bicycles.
- 2 Outdoors./In a forest or park.
- 3 Talking./They've been cycling but they've stopped.
- 4 *The photo shows... there are... in the background... they may just be friends... The weather seems... It looks like...*

## WYPOWIEDŹ NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO I ODPOWIEDZI NA DWA PYTANIA

- 4 *...there are three places to choose from here. The club looks... I wouldn't choose it for a first date, because... Both the cafes are less crowded and quieter. I think I'd choose the... because... I think it's quite important... On the other hand...*

This is the major part of the book. It is intended mainly as classroom material that should be used with guidance from the teacher; however, students can also do some parts of it as homework. To achieve the best learning results, it is strongly recommended that students use resources from all parts of the book (the reference part, the grammar part); cross-references to these are clearly labelled in each section of the thematic part.

The thematic part consists of fourteen units covering specific Matura topics. Each unit comprises:

- a vocabulary section (**SŁOWNICTWO**): this offers extensive practice of the lexical items related to a particular Matura topic. It can be covered in class or set as homework.
- two listening sections (**SŁUCHANIE 1** and **SŁUCHANIE 2**): 'pure' listening tasks accompanied by a variety of lead-in and follow-up exercises. It is recommended that the listening is done in class.
- two reading sections: (**CZYTANIE 1** and **CZYTANIE 2**): as with the listening sections, these constitute full lessons. If you are very short of time, the reading can be set as homework.
- one speaking section (**MÓWIENIE**): this allows students to analyse a given Matura speaking task in detail, comparing 'bad' and 'good' model responses and establishing what makes them successful. It is recommended that this section is covered in class.
- one writing section (**PISANIE**), the purpose of which is to analyse the Matura task and 'collect' all the language necessary to deal with it. It is recommended that the **trening maturalny** sections be done in class and the writing tasks set as homework.
- one full oral Matura exam set (**MÓWIENIE – ZESTAW EGZAMINACYJNY**), which gives students the opportunity to practise the new oral Matura tasks in the context of a given Matura topic. It is recommended that this section is covered in class.
- a word list (**BANK SŁÓW**) with a phonetic transcription and the Polish translation of the English words. It has been split up into categories corresponding to those used in the opening vocabulary section thus making it easier to do the exercises. Additionally, all the words have been recorded in the form of an audio course, which gives students the opportunity to learn the words on their MP3 players.
- an additional vocabulary revision (**SZYBKA POWTÓRKA**), which gives students yet another opportunity to learn new words. This section should be set as homework.

This part of the book also contains revision sections (**POWTÓRZENIE**). They help students consolidate the vocabulary, grammar and language skills introduced and practised in the units.

The fourteen units are followed by four culture sections under one common theme: **AROUND THE WORLD IN ENGLISH**. They constitute a separate culture component in the book – 'elementy wiedzy o krajach anglojęzycznych'. Although they are placed at the end of *część tematyczna*, the Around the World in English sections can be used at any point during the school year.

# 1 CZŁOWIEK

## WARM-UP

This is a lead-in to the unit. Write on the board:

*I am a human being because...*

*Humans are wonderful because...*

*Humans are dreadful because...*

Ask students to complete the sentences, writing on separate sheets. Circulate, monitor and help. Ask for a few responses to be read aloud. If there are several interesting or funny responses, you can display them all on a notice board in your room.

## SŁOWNICTWO

Most of the vocabulary section can be set as homework except Exercise 4, which involves listening, and 7 and 9, which are speaking exercises. Exercise 10 can be done at home, but students should later practice the phrases by asking and answering the questions.

Exercise 3, if done in class, can be done in pairs as a race: *How many body parts can you label in 60 seconds?*

### ANSWERS

2 1 socks 2 sandals 3 underpants 4 shorts 5 jumpers 6 hat  
7 scarf 8 gloves 9 trunks  
3 1 head 2 cheek 3 nose 4 chin 5 mouth / lips 6 eye 7 ear  
8 neck 9 shoulder 10 hand 11 fingers 12 chest 13 stomach 14 arm  
15 knee 16 hip 17 thigh/leg 18 ankle 19 wrist 20 foot

4 The criminals are no.1 and 4.

5 1 sensible 2 bossy 3 relaxed 4 sensitive 5 ambitious 6 friendly  
7 reliable 8 rebellious 9 cheerful 10 selfish

6 1f 2h 3a 4b 5g 6c 7d 8e

8

1a bored 1b boring

2a surprising 2b surprised

3a worried 3b worrying

4a frustrated 4b frustrating

5a depressed 5b depressing

6a exciting 6b excited

10

1 in, with 2 in 3 at 4 of 5 to 6 with 7 as

## CZYTANIE 1

Use your judgment and your knowledge of your students to make sure the discussion of 'classroom types' does not lead to any nastiness towards particular individuals.

The short writing task (exercise 5) is meant to be done in class, but can be set as homework if you are short of time.

### ADDITIONAL ACTIVITY

After Exercise 2 or 4, put these questions on the board and ask students to discuss them in pairs or small groups:

- Do you think *you* belong to one of the types described in the article?
- Would you like to make friends with one of those types? (Why / Why not?)

### ANSWERS

2

1D 2A 3C 4B 5A 6B

3

1 lazy 2 talkative 3 polite 4 irresponsible 5 immature 6 stupid

7 reserved 8 attractive

4

1 dislikes 2 shut up 3 feel 4 wear 5 see

## MÓWIENIE

### treningmaturalny

In the oral Matura exam, many students do less well than they could because they do not know what to say about the photo. This section introduces an effective strategy to prevent that from happening: the candidate should ask herself/himself a series of set questions about the photo.

### ANSWERS

2

The student does not know what to say about the picture.

6

Sample answer to question 1: *Perhaps one of them is going to leave. Or they might start arguing and shouting. On the other hand, they might start talking and make up.*

7

Sample answer to question 1: *The photos may show the couple when they were young, perhaps with their friends; or they might be pictures of their children and grandchildren. They could also be holiday photos from holidays they've been on together.*

## SŁUCHANIE 1 ▶ tapescript page 254

The light-hearted listening material can lead to a serious discussion on the equality of the sexes.

### ANSWERS

2

1 d 2 a 3 c 4 e 5 b

3

1F 2F 3F 4T 5F 6T

## CZYTANIE 2

### treningmaturalny

The aim of this section is to demonstrate the process of selecting the right answer in a multiple-choice exercise, by first eliminating the obviously wrong one(s) and then analysing the remaining ones and identifying the elements that make all but one of them not quite correct.

### ADDITIONAL ACTIVITY

After Exercise 3, ask students to read paragraph 3 of the text again and underline words and phrases referring to appearance and personality (for example, *a lively personality*). While they are working on it, write two headings on the board: "Important" and "Not very important". Ask students to write the phrases they have underlined in the correct column, depending on whether the author of the article considers them important. The result should look more or less like this:

#### IMPORTANT

*friendly*

*a sense of humour*

*easy-going*

*generous*

#### NOT VERY IMPORTANT

*perfect teeth*

*a sexy body*

*a smooth complexion*

### ANSWERS

2

A3 B1 C4 D2

1 *I wish I looked like that.*

2 *behaving in this irresponsible way*

3 *created in Photoshop*

3

1B 2C 3D 4C 5A 6D

## SŁUCHANIE 2 ► tapescript page 254

Follow-up activity: If students find the idea of 'smart clothes' interesting, you may ask them to work in groups to develop their own 'smart clothes' concepts and present them to the class.

### ANSWERS

- 1  
1c 2a 3b  
2  
1B 2C 3C 4B 5A 6A

## PISANIE

The preparatory exercises should be done in class and the writing itself set as homework.

The aims of the exercises are:

- 1 to remind students that in the letter-writing task ("dłuższy tekst użytkowy") there are always eight items of information they should include, and to practise identifying those items in the rubric;
- 2 to provide students with some natural-sounding phrases they can include in their letters;
- 3 to remind students that a letter must have an introduction and a conclusion, and to revise phrases which can be used in those parts;
- 4 to revise opening and closing phrases.

Encourage students to use Bank Słów on page 52 to choose words and phrases to describe appearance and personality.

### ANSWERS

- 1
- Podziel się nowiną i powiedz, gdzie para się poznała.
  - Podaj przynajmniej dwie cechy wyglądu opisywanej osoby.
  - Podaj przynajmniej jedną cechę jego charakteru opisywanej osoby popartą przykładem.
  - Wyraż swoją opinię na temat nowego związku i zapytaj kolegę/koleżankę o zdanie.

- 2  
1- 2- 3+ 4+ 5- 6+ 7+ 8-

- 3  
1 letter 2 hear 3 love/regards 4 hear 5 written 6 forward

- 4  
Openings: Dear Kitty, Hi Ricky,  
Endings: Love, All the best, Best wishes, Yours,

## MÓWIENIE – ZESTAW EGZAMINACYJNY

Below are three ways of using the section in class. In all three students work in pairs.

- 1 Students carry out a complete 'oral exam' with one in the role of the examiner and the other as the candidate. When doing the corresponding section in the next unit, they should remember to take on different roles than in this unit.
- 2 Students carry out a complete 'oral exam' with one in the role of the examiner and the other as the candidate. Then they switch roles and carry out the whole exam again.
- 3 Students switch roles after every task, as shown in the table below. When doing the corresponding section in the next unit, they should take on the roles in a different order.

	Student A	Student B
Rozmowa wstępna	examiner	candidate
Zadanie 1	candidate	examiner
Zadanie 2	examiner	candidate
Zadanie 3	candidate	examiner

## SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or can be set as homework.

### ANSWERS

- 1  
1e 2d 3a 4f 5b 6c  
2  
1 lazy 2 impolite, rude 3 irresponsible 4 quiet 5 immature  
6 intelligent, bright, clever  
3  
1c 2b 3a 4a 5 with 6 of 7c 8a

## ADDITIONAL REVISION ACTIVITY

Distribute blank slips of paper. Students write their names on the slips, fold them and put them in a hat or box. Everyone then draws a slip and has to describe the person they drew without mentioning the name. Write the following prompts on the board:

*Appearance*  
*Clothes today*  
*Personality*  
*Likes/ dislikes*  
*Feelings today*

The descriptions are all placed on the board/ noticeboard or on a table, and everyone has to find the description of himself/herself. Use your judgment to decide if there is any risk of nastiness towards anyone in the class!

**WARM-UP**

This activity works at any stage in the unit.

Prepare a lot of slips of paper approximately A6 in size, sticky tape, drawing pins, Blu-Tack.

Ask students to label all the parts of the room (e.g. walls, windows) and all the furniture and furnishings (desks, radiators etc.)

**SŁOWNICTWO**

This whole section can be set as homework except Exercise 3 (pair work, speaking).

Exercise 6 is checked by listening to a recording of the dialogue. Afterwards, you may ask students to read the dialogue in pairs, trying to imitate the intonation of the recording.

The picture-labelling exercise, if done in class, can be done in pairs as a race: *How many things can you label in 60 seconds?*

**ADDITIONAL VOCABULARY INFORMATION**

In case your students wish to know...

*sofa bed* – kanapa rozkładana

*bunk beds* – łóżko piętrowe

*roller blinds* – rolety

*Venetian blinds* – żaluzje

**ANSWERS**

1

1 garage 2 balcony 3 drive 4 gate 5 fence 6 roof 7 chimney

2

1 fence 2 gate 3 drive 4 garage 5 balcony 6 roof 7 chimney  
8 window 9 door 10 sofa 11 rug 12 TV 13 floor 14 cooker  
15 bath / bathtub 16 curtains 17 washbasin 18 bed 19 wardrobe  
20 desk 21 chair 22 lamp/ light

4

1 fridge 2 cupboard 3 sink 4 freezer 5 microwave 6 cooker  
7 dishwasher

5

1g 2h 3e 4b 5c 6a 7d 8f

6

1 renting 2 details 3 located 4 views 5 public 6 underground  
7 bedrooms 8 living room 9 furnished 10 rent 11 per 12 advance

7

**DO****OTHER VERBS**

do the dishes/the washing up

cook dinner

do the housework

vacuum the floors

do the ironing

clean the bathroom

do the shopping

put away your clothes

do the washing

clear up the mess

8

A move house/in/out, pay the rent, go home, feel homesick, stay at home/in

B pay the bills, see someone home, lock the door, get home, share a flat/room

9

A 1 moving out/moving house 2 felt homesick 3 stay in/ stay at home 4 go home

B 1 pay the bills 2 see you home 3 share a room 4 lock the door

10

1 moved 2 feel 3 share 4 get 5 done

**CZYTANIE 1**

In Exercise 1 encourage the students to briefly prepare what they are going to say before they start talking. They might look at Bank Słów on page 62, especially at the sections 'Rodzaje domów i mieszkań' and 'Warunki mieszkaniowe'.

In Exercise 5 encourage the students to use the property ads from the reading material as models. If there is time, the activity can be extended: display all the ads on a notice board, ask students to come up and read them and to talk to someone about whose flat they would like to buy. Use your judgment as to whether this might result in any unkindness to students who are not well off.

**ANSWERS**

2

1C 2G 3A 4E 5D 6F (House B doesn't match any of the questions.)

4

**types of houses and flats:** studio flat, terraced house, semi-detached house, residential building, bedsit, tower block

**adjectives and phrases to describe houses and flats:** in good condition, bright, modern, spacious, roomy, recently renovated, extended, modernised, stylish, furnished, unfurnished  
**furniture and furnishings:** shower, fitted kitchen, fitted wardrobe, leather sofa, coffee table, bookcase

**MÓWIENIE****trening naturalny**

The aim of this section is for students to familiarise themselves with this type of speaking task and its requirements. In Exercise 2 students discuss the question freely; this is intended as a sort of warm up, which should make them interested in the topic, help them to recall the relevant vocabulary and to start talking with a degree of fluency. Exercises 3-5 guide the students through a model exam conversation, highlighting its typical elements, in preparation for the 'real' exam task in Exercise 6.

**zadaniematuralne**

As students move on to Exercise 6, remind them that the most important requirement is to discuss all four points listed in the exam task.

**ANSWERS**

4

1d 2h 3j 4g 5a 6i 7f 8b 9c 10e

**SŁUCHANIE 1** ▶ **tapescript page 254****ADDITIONAL ACTIVITIES**

1 Students read part of the transcript on page 254 (from 'MJ: OK, Let's see...' to '... dartboard') and list words in the following categories:

*Furniture and furnishings*

*Electrical household appliances*

*Kitchen utensils*

2 Write the following sentences on the board:

*I can't afford...*

*I don't want to live anywhere near...*

*...is too far from...*

*In... there's no space to...*

Students talk in pairs, completing the sentences with true information referring to their lives.

**ANSWERS**

- 2  
 1C 2B 3B 4B 5B 6A  
 3  
 1 afford 2 space 3 near 4 far, commute 5 ancient

**CZYTANIE 2****trening naturalny**

The purpose of this section is to make students aware of how quantifiers change the meaning of sentences, and the implications for answering True/False questions. People often fail to notice that "most people" does not mean the same as "all the people," or that "almost nobody" is not synonymous with "nobody."

**zadanie naturalne**

In the exam task, the answers to points 2 and 4 rely on the idea presented in 'Trening naturalny'. It is worth pointing that out when checking answers.

**ANSWERS**

- 1  
 1C 2F 3A 4E 5B 6D  
 2  
 1X 2V 3V 4X 5X  
 3  
 1T (many people = a lot of people)  
 2F (a lot ≠ a few)  
 3F (none ≠ few)  
 4  
 1T  
 2F ("very few residents own cars": few ≠ none)  
 3F  
 4T ("the heating, the cooker... and all other domestic appliances": all = everything)  
 5F  
 6T

**SŁUCHANIE 2** ▶ **tapescript page 255**

Exercises 4 and 5 aim at rounding up all the vocabulary from the unit. Encourage students to look through the unit and to use Bank Słów when preparing to talk.

**ANSWERS**

- 2  
 1F 2T 3F 4F 5T 6F

**PISANIE – LETTER OF ENQUIRY**

The aim of the preparatory exercises is to prepare useful language: specific vocabulary related to the topic as well as the typical components of a formal letter: opening and closing phrases, the introduction and conclusion.

The grammar exercise deals with indirect questions. You might wish to cover the relevant section in the grammar part (page 227) before or after doing these exercises. Remind students that an indirect question has no question mark at the end unless the phrase that introduces it is also a question (e.g. *Could you please let me know...*).

After all the preparation work, the writing itself is best set as homework.

**ANSWERS**

- 2  
 1 Dear Sir or Madam,  
 2 I am writing to enquire / to ask about the house / flat advertised...  
 3 I look forward to hearing from you.  
 Yours faithfully, / Yours sincerely,  
 3  
 2 How far is it to the nearest post office?  
 3 Are there any sports facilities in the area?  
 4 Has the house been redecorated recently?  
 4  
 2 Could you please let me know how far it is to the nearest post office?  
 3 Do you happen to know if there are any sports facilities in the area?  
 4 I would also like to ask if the house has been redecorated recently.

**MÓWIENIE – ZESTAW EGZAMINACYJNY**

Three ways of using this section in class are explained in the introduction on page 13.

**SZYBKA POWTÓRKA**

This section can be used to fill the last five minutes of the lesson, or set as homework.

In class, students may do it individually or quiz each other in pairs.

**ANSWERS**

- 1  
 1e 2f 3a 4g 5b 6d 7c  
 2  
 1 No, because it's built in. 2a 3 table 4 a fitted carpet 5b  
 6 urban 7 do 8 In the basement. 9c 10 On the windowsill.  
 11 TO LET

**REVISION ACTIVITY**

Students work in pairs. Distribute large (A4-A3) sheets of paper and ask students to do the following activity:

1 Ss open their books at Bank Słów on page 62 and draw a picture containing as many of the things and ideas listed there as they can – at least 12. Encourage them to include not only objects, e.g. "coffee table", but also phrases, e.g. "do the dishes" or "share a room".

2 Pairs form groups of four or more and show one another their pictures. First they try to name as many things as they can in each other's pictures/describe each other's pictures. Then the pair who drew each picture point out the elements the others didn't notice.

## WARM-UP

This activity works best before starting the Vocabulary section. Write the title *SCHOOL* on the board, and underneath write the headings: *types of schools, places in a school, people in a school, subjects, things used at school*. All students come to the board (in groups of 3-5, depending on how much chalk or how many whiteboard pens you have got) and write 2 words each, each one in a different category.

## SŁOWNICTWO

This whole section can be set as homework except Exercises 3 and 9, which involve speaking. These can be done while checking those done at home.

Exercises 2 and 11 are designed to help students find appropriate English words to describe their experiences within the Polish educational system and avoid such absurdities as the use of the word 'gymnasium' for 'gimnazjum' or 'maturity exam' for Matura. It is important to communicate to students that not all school concepts can easily be translated, as school reality differs from one country to the next. For example, students sometimes want to know how to say *pytać, odpytywać* in English. There is no such word, because this rather cruel form of assessment is not used in British schools at all.

## ADDITIONAL VOCABULARY INFORMATION

- *wychowawca klasy* – the words *form teacher, form tutor, class teacher, class tutor, homeroom teacher* are all used. The last one is AmE.
- The closest to the Polish *dziennik* is *register*. An English register, however, will contain attendance and grades, but not lesson topics.
- *zebranie z rodzicami / dzień otwarty* – *parent-teacher evening*.
- *lektury* – *set books / required reading*.
- *Matura* – best rendered by a description, such as *school-leaving exams*. The British have *A-levels*, but the term may be unfamiliar to anyone who's not from Britain.

The most confusing word of all, however, is *college*. Here is a note on its different meanings and usage:

## The meaning of college

Most generally, a college is a place where students go to study after they've finished school. More specifically...

- It can be an institution of higher education with a lower status than a university (the equivalent of a Polish *szkoła wyższa* or *kolegium*).
- A *college of further education* (especially in Britain) is a place where students are trained for a specific job, e.g. a secretarial or agricultural college (similar to Polish *szkoła pomaturalna*, but it is open to students who left school at 16 with only GCSEs and no A-levels).
- In old universities, such as Oxford and Cambridge, colleges are independent parts of the university, located in separate (often historic) buildings. They are not like departments in that the division is not related to the subjects studied – a college offers many different subjects, and the same subject can be studied at different colleges. Students may also live at their college.
- *Sixth-form college* is an upper secondary school for students over the age of 16, preparing to take A-levels.
- *Community colleges* are local, state-owned educational institutions which run courses for adults (for example computers, dancing or flower arrangement).
- The word *college* is used a bit like the Polish word *studia* in expressions such as:  
*go to college* – *pójść na studia*,  
*he's at college* – *jest na studiach, studiuje*,  
*they met at college* – *poznali się na studiach*,  
*my friend from college* – *przyjaciel/kolega ze studiów*.

## ANSWERS

- 1 1b 2c 3a 4f 5d 6e  
 2 1 primary school 2 middle school/junior high school 3 high school/senior high school (also: upper secondary school) 4 school-leaving exam (also possible: A-levels, but only a British person would understand that, and the exams are different)  
 4 1f 2e 3a 4g 5h 6b 7c 8d  
 5 1 students 2 examiner 3 lecturer 4 head teacher, deputy head 5 classmate 6 staff  
 6 1c 2i 3f 4h 5g 6d 7a 8b 9e  
 7 1 board/blackboard, chalk 2 notebooks 3 files/folders 4 textbook 5 rubber, pencil case 6. locker  
 8 prepared for – took – failed – retook – passed (or: took – failed – prepared for – retook – passed)  
 10 1 make 2 do 3 do 4 made 5 do 6 making 7 doing 8 make/do 9 doing 10 do  
 11 1i 2g 3e 4h 5j 6b 7c 8d 9f 10a

## CZYTANIE 1

Before working on the True/False questions, you may ask the students to read the story once for gist. Put the following questions on the board and ask students to read and find out. *How did Stan feel on his first day in the new school? What is surprising about the ending of the story?*

## ANSWERS

- 2 1T 2T 2F 3F 5F 6T  
 3 1 Pens and pencils, ruler, rubber, pencil sharpener, calculator, his notebook, textbooks, a sandwich, an apple and a carton of juice for lunchtime. 2 Seven rows of desks, four desks in each row (all occupied); colourful posters for different subjects but not for Maths; a large blackboard (wiped clean); three packets of chalk and a duster; the teacher's desk and chair.  
 4 1B 2C 3A

## MÓWIENIE

## trening naturalny

The focus of this section is the use of present tenses in photo description. Present continuous will usually be the prevalent tense, as it is used to say what people are doing; state verbs, however, appear in the present simple. You may wish to do the section on present tenses in the grammar part at this point.

## ANSWERS

- 2 1 is painting 2 is concentrating 3 is enjoying 4 is helping 5 is showing 6 are sitting 7 are preparing 8 likes 9 seems

## SŁUCHANIE 1 ▷ tapescript page 255

In Exercise 3, ask a few pairs to perform their dialogues in front of the class.

## ANSWERS

- 2 1F 2T 3F 4F 5F 6F

## CZYTANIE 2

In Exercise 1, instead of having students talk in groups, you may ask them to get out of their seats, walk around the classroom and interview others about their ideas. You may set a limit on the number of people they talk to: *Ask five people*. After doing Exercise 1 the students may read the texts quickly to find out if they contain any of their ideas.

## ANSWERS

- 2 1C 2F 3E 4B 5A 6D 7B 8D  
 4 1 study hard 2 revise for exams 3 learn things by heart 4 read set books 5 do your homework 6 take notes in class 7 hand in homework

## SŁUCHANIE 2 ▶ tapescript page 255

### trening *maturalny*

The purpose of this exercise is to make students realise that work on a listening task starts *before* the recording is played: while reading the questions, they should be making predictions about what they might hear.

Another point worth emphasising is that when the same word appears in one of the recordings and one of the sentences, it does not necessarily mean the two go together. The use of the word *strict* in option A and in recording 1 is an example.

#### ANSWERS

1 Sample answers:

A What do **strict** teachers do? – *set too much homework, punish students, mark tests very harshly*

B In what way can a teacher be **inspiring**? – *interesting lessons, show the subject is interesting.*

What **faults** can a teacher have? – *too strict, boring, unpunctual, unprepared...*

C If someone is **never punctual**, what does (s)he do? – *They are always late.*

D What does a **demanding** teacher do? – *Makes students work hard.*  
What makes a teacher **fair**? – *He treats everyone equally, gives the same grades for the same quality of work.*

2 1D 2A 3B

3 The word 'strict' appears in both sentence A and in recording 1.

However, sentence A states that the teacher was 'too strict' (*zbyt surowy*), whereas the teacher from recording 1 was 'strict, but kind and patient.'

4 1F 2B 3G 4C 5A 6D

5 1d 2e 3a 4b 5c

## PISANIE – NOTICE

### trening *maturalny*

The aims of this section are:

- to analyse a faulty sample response, where the problem is not including all the bullet points,
- to practise describing objects.

Remind students to consult the reference part (page 23) and Bank Słów. You may ask: *In which part of Bank Słów will you look for "segregator"?*

#### ANSWERS

1 Opisz jego wygląd. ✓

• Podaj, co w nim było.

• Napisz, gdzie przypuszczalnie go zgubiłeś/zgubiłaś. ✓

• Określ, jak można ci go zwrócić.

3 1 a black Waterman pen with no ink left 2 a green A4 folder with my essays in it 3 a denim pencil case with a zip 4 an English dictionary in a blue and yellow cover 5 a Japanese solar-powered calculator with lots of functions 6 a striped football shirt with a Polish club's badge on it

4 1 please contact Filip in 3E 2 please call me on 680258901

3 please leave it at the office

## MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

### SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

In class, students may do it individually or quiz each other in pairs.

#### ANSWERS

1 1c 2d 3e 4a 5b

2 1a primary 1b (upper) secondary, high school 2a to the library 2b to the gym 2c to the canteen 2d to the lab 2e to the staff room 3 a, c 4 b, c 5 do 6 a, b 7 b 8 an independent school 9 deputy head 10c

# POWTÓRZENIE 1 (ROZDZIAŁY 1–3)

## SŁOWNICTWO I GRAMATYKA

### ANSWERS

1 Parts of the body: thumb, neck, ankle

Clothes: trousers, tracksuit, bra

Furniture: shelf, couch, chest of drawers

Things in the bathroom: toothbrush, towel, soap

A student's equipment: ruler, rubber, file

2 1b 2c 3f 4g 5a 6e 7d

3 1 tanned 2 quiet 3 selfish 4 spacious 5 unfurnished

6 residential 7 secondary 8 independent

4 1 do 2 doing 3 make 4 do 5 making 6 do 7 doing 8 made

5 1 changed 2 solve 3 moving 4 pay 5 set 6 passed

6 1d 2c 3a 4e 5b

7 1 in, for 2 by 3 for, with 4 in 5 in, of 6 of, of

8 1 up 2 down 3 off 4 up 5 away 6 out 7 in

9 1 do you like 2 are studying 3 look 4 wants 5 are playing

6 is planting 7 adores 8 am taking

10

1 how much a two-week course costs

2 how many students there are in a class

3 if the school has (got) a library

4 if you organise any social activities for students

5 if you can arrange accommodation for me

6 what sort of certificate I will receive

## SŁUCHANIE

### ANSWERS

11

1 – C

2 – B

3 – B

4 – C

5 – A

## PISANIE

### ANSWERS

12

Students' own answers.

13

Students' own answers.

## WARM-UP

This is intended as a lead-in to the unit, but it can also be done at the start of any lesson within it. It's best if the students sit in a semi-circle for this activity. The first student says the name of a job. The second student has to say a word they associate with that job (for example, *doctor – hospital*). Then the second student names a job and the third one has to give an association, and so on. The same jobs cannot be repeated.

## SŁOWNICTWO

This whole section can be set as homework except Exercise 4, which can be done after checking exercises 1-3. It is also worth listening to the dialogue in Exercise 9. You may then wish to ask students to read it in pairs, imitating the intonation of the speakers.

### ANSWERS

- 1  
1 accountant 2 director 3 electrician 4 librarian 5 musician  
6 politician 7 computer programmer 8 postman/postwoman  
9 psychologist 10 photographer 11 scientist
- 2  
1d 2e 3f 4g 5c 6b 7a
- 3  
1d 2g 3a 4f 5b 6c 7e
- 5  
1 job 2 work 3 work 4 job 5 job 6 work 7 job
- 6  
1 badly-paid  
2 temporary  
3 part-time
- 7  
1 apply 2 advertisement 3 CV 4 qualifications 5 experience  
6 responsible 7 skills 8 interview
- 8  
1c 2e 3f 4g 5a 6d 7b
- 9  
1c 2c 3a 4b 5a 6c 7b
- 10  
1 for 2 as 3 on 4 of 5 for 6 for 7 for 8 on

## CZYTANIE 1

After doing Exercise 1 ask the students to read the text and find out if any of the people are similar to the adults they talked about.

### ANSWERS

- 2  
1G 2F 3B 4C 5A 6D
- 4  
1 pays  
2 earn  
3 wages  
4 pay  
5 salary
- 6  
1 vacancy 2 applicant 3 odd jobs 4 overtime 5 self-employed

## SŁUCHANIE 1 ▶ tapescript page 256

### ADDITIONAL ACTIVITY

After finishing this section, you may ask students to work in pairs and make their own conversations, choosing one of the situations listed in Exercise 1 (job interview etc.).

### ANSWERS

- 1  
1d 2e 3a 4f 5b 6c
- 2  
1B 2A 3C 4F 5D extra answer: E
- 3  
1 salary 2 benefits 3 paid holiday 4 sick pay 5 day care
- 4  
bus driver, driving instructor, factory worker, cook, postman, sales rep [representative]

## MÓWIENIE

It is a good idea to do Listening 2 on page 81 before this Speaking activity, as it contains a lot of useful language for job interviews.

The grammar box focuses on the difference between the Present Perfect and Past Simple tenses. This distinction is notoriously difficult for foreign students. There are many cases when both forms can be acceptable, especially in American English. We can help students by asking them to remember just two simple rules of thumb:

1 Never use the present perfect if the sentence contains a past time expression: *yesterday, two years ago, last summer*. That's when you can be sure you need a past tense (See items 3 and 4 in the exercise.).

2 Use the Present Perfect if the sentence contains a time phrase with *since*: *since 2005, since the end of the war, since I was 13* (See item 2 in the exercise).

These unambiguous, easily remembered rules will work in a lot of cases and allow students to avoid many mistakes. You may wish to do the relevant section of the Grammar part (page 212) either before or after this Speaking section.

### ANSWERS

- 4  
1 've done 2 've helped 3 served 4 worked 5 've always enjoyed

## CZYTANIE 2

Before students read the text, ask them to think about the title. Ask: *What kind of work is 'dirty work'? What do you think the text will be about?* Then ask students to read the text once quickly to find out why it is titled 'Dirty work'.

### ANSWERS

- 2  
1c 2e 3d 4b 5a
- 3  
1A 2D 3C 4A 5C
- 4  
1 long 2 working 3 from 4 applying 5 strike

## SŁUCHANIE 2 ▶ tapescript page 256

This section provides very good preparation for Speaking on page 79. After students have done Exercise 4 in pairs, you may ask some pairs to perform their conversations in front of the class.

### ANSWERS

- 2  
1e 2b 3d 4a 5c  
2  
1T 2F 3T 4T 5F 6F  
3  
1 gardener 2 design gardens 3 plants 4 reliable 5 hardworking  
6 leading garden design company 7 England

## PISANIE – LETTER OF APPLICATION

### trening naturalny

The aims of this section:

- Exercises 1-4: To point out two common mistakes candidates make in the exam: not including some of the information required by the rubric and writing a letter that is significantly below the word limit. You may wish to introduce the assessment criteria for "dłuższy tekst użytkowy" (Teacher's book, page 8) and ask on which criteria the sample letter would lose marks („treść" and „forma"). Alternatively, refer to the strategies for "dłuższy tekst użytkowy" on page 21 in the Reference section.
- Exercises 5-7: To prepare language which will help students do the Matura exam task: vocabulary, different ways of linking sentences, and a first sentence.

### ANSWERS

- 1  
• Określ, <sup>1</sup>o jaką pracę się ubiegasz i <sup>2</sup>skąd o niej wiesz.  
• Opisz <sup>3</sup>swoje doświadczenie w pracy podobnego typu i <sup>4</sup>swoje wrażenia z niej.  
• Podaj <sup>5,6</sup>przynajmniej dwie cechy, które sprawiają, że dobrze nadajesz się do tej pracy.  
• Określ <sup>7</sup>swoją znajomość angielskiego i <sup>8</sup>doświadczenie w praktycznym posługiwaniu się tym językiem.
- 2  
The three pieces of information which are missing are 2, 8 and 5 or 6 (one of the two personality features).
- 3  
The letter is too short (68 words).
- 4  
2, 4, 5
- 5  
1e 2c 3d 4f 5a 6b
- 6  
I would like to apply for the position of waiter advertised in the Guardian on May 28.
- 7  
1 I am very patient and I also like working with children.  
2 I am very patient and I like working with children as well.  
3 As well as being very patient, I like working with children.

## MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

### SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

An alternative way of doing these exercises in class is to have students work in teams of two or three: the first team to answer all the questions correctly wins.

### ANSWERS

- 1  
1 assistant 2 attendant 3 instructor 4 guard 5 fashion  
6 representative  
2  
1b 2b 3c 4 job 5 for 6c 7 a bonus 8 a 9 b 10 leave

### REVISION ACTIVITY

Ask the class to open their books on Bank Słów. The students read through the section "Zawody" and choose the job they would least like to do. In pairs, they tell each other their choices. The partner's role is to write at least 4-5 arguments why that job is in fact *perfect* for their partner. They have to use at least 6 words or expressions from the word list. They then read their arguments either in pairs or in small groups. Monitor the activity and choose some of the best/funniest arguments to be read to the whole class.

# 5 ŻYCIE RODZINNE I TOWARZYSKIE

## WARM-UP

This is intended as a lead-in to the unit, but it could also be done at the start of any lesson within it.

1 Write on the board:

*What is more important to you: family or friends? Why?*

- Ask the students to think how they would answer this question, and the reasons they would give.
- Ask the students to stand up, walk around the room and ask at least 5 people's opinions. They should remember the reasons.
- When the students have sat down, ask for feedback. What did most people say was more important? What reasons did they give?

## SŁOWNICTWO

This whole section can be set as homework.

Exercise 1 is tricky in places (*single mother, an only child*) and is best done with the appropriate section of Bank Słów.

To check Exercises 4 and 5, play the recorded dialogues. After checking Exercise 4, ask the class who they agree with – Jenny or Carol. They may discuss this issue in pairs or small groups if they seem interested.

## ADDITIONAL VOCABULARY INFORMATION:

### HALF-BROTHERS, STEPSISTERS ETC.

Children who have the same mother or the same father are *half-brothers* and *half-sisters*. If someone's mother or father has married again, and the new husband or wife has got children from an earlier marriage, they are the person's *stepbrothers* and *stepsisters* – no blood relation to him or her (Cinderella had stepsisters, who were the daughters of her cruel stepmother, but not of her father.).

## ANSWERS

- 1  
2 daughter 3 brother 4 twins, aunt, uncle 5 single 6 only, cousins  
7 nephews, niece 8 sisters-in-law 9 son-in-law, daughter-in-law  
10 great-grandmother 11 stepfather, stepdaughter, stepsister, half-brother, half-sister
- 3  
1d 2e 3f 4g 5a 6b 7c
- 4  
1 engaged 2 marry 3 wedding 4 honeymoon 5 pregnant  
6 mother-in-law 7 single 8 rows 9 divorced
- 5  
1 clubbing 2 play 3 entertainment 4 watching 5 go out 6 listen  
7 dance
- 6  
1 get 2 have 3 go 4 play 5 take
- 7  
1 the guitar /the piano 2 out 3 bowling 4 turns 5 good time  
6 a rest/a nap 7 board games 8 up, ready (or: dressed) 9 party  
10 argument

## CZYTANIE 1

After doing Exercise 1, you can ask the students to read the text quickly to find out if any of their ideas appear in it.

Apart from including vocabulary for family life and everyday activities, the text touches on important social issues. You may wish to work a bit more on this angle, e.g. by asking the students to search the Internet for additional information about child poverty in Africa, or about the Make Poverty History campaign as homework.

The aim of Exercise 4 is for students to reflect on Polish children's standard of living. It'd be interesting to see if the students' ideas of an average Polish child's life are similar, and if they are different, where those differences come from.

## ANSWERS

- 2  
1F 2F 3F 4F 5T 6T
- 3  
1 an only child 2 cousins 3 orphan 4 elderly 5 pocket money 6 lie in

## SŁUCHANIE 1 ▶ tapescript page 256

The aim of the first exercise is to pre-teach some of the more challenging vocabulary. With a weaker class, you might also pre-teach *lightning, unconscious, lovebirds*.

## ANSWERS

- 1  
• took maternity leave?  
• has a good relationship with his/her father?  
• asked his girlfriend to marry him?  
• is a close friend of someone well-known?  
• ran away to get married?
- 2  
1F 2A 3E 4D 5C
- 3

	Current situation	Proposed plan
Mothers	26 weeks	min. 6 weeks
Fathers	2 weeks	min. 6 weeks
Both parents, to be divided as they like	—	20 weeks

## MÓWIENIE

The grammar box focuses on modal verbs. You might wish to do the grammar section on pages 216-217 before starting this speaking section. As an extension of exercise 3, you may ask students to write three sentences with modal verbs (each one with a different one) which they are going to use in their conversation.

## ANSWERS

- 3  
1 may; must 2 have to 3 mustn't 4 would; could 5 needn't; should 6 shall 7 can

## CZYTANIE 2

You may need to explain that the word "avinursery" used by Euan is not a real word, but a child's distorted version of *anniversary*, probably influenced by *nursery*, a word he is likely to know, as *nursery school* means *przedszkole*.

## ADDITIONAL ACTIVITY

If students have enjoyed talking about 18<sup>th</sup> birthday celebrations in Exercise 1 and possibly 4, you can develop this theme into a mini-project.

Write on the board "The best way to celebrate your 18<sup>th</sup> birthday." Everyone has to write a paragraph on the theme. Circulate and monitor, giving help with language, so that the final versions are reasonably correct. Distribute nice-looking A6 or A5 sheets (coloured paper?) and ask students to copy their answers onto them in large, legible letters, and sign their names. Ask an artistic student to copy the title from the board onto an A2 sheet (coloured as well?), or have it prepared in advance. Paste all the slips under the title and display the end product on the wall of your room.

## ANSWERS

- 3  
1B 2C 3C 4D 5A 6D

## SŁUCHANIE 2 ▶ tapescript page 257

The quiz is intended for men. If you have about the same number of boys and girls in your class, the girls interview the boys in pairs. If you have up to 66% of girls, in some groups two girls question the same boy. If you have an overwhelming majority of girls, some of them will have to answer the questions the way they imagine their boyfriend/brother/male cousin would answer them. In classes where there are more male students some boys are interviewed by girls and others interview each other.

### ANSWERS

2

1F 2F 3T 4F 5T

## PISANIE – PERSONAL LETTER

### trening naturalny

This section focuses on another common problem – texts that are longer than the word limit. You may point out to students that the model text is in fact a very pleasant, chatty letter with no mistakes – yet it would lose marks just because it exceeds the limit by more than 15 per cent. Students then practise shortening a text without losing any of its essential content (in the case of Matura tasks, 'essential content' means the points required by the rubric).

### ANSWERS

2

- Przeprós za długie milczenie i podaj powód.
- Opisz niedawną uroczystość rodzinną i związane z nią odczucia.
- Zrelacjonuj i skomentuj jedną imprezę towarzyską.
- Poproś o odpowiedź i zapytaj, co nowego u adresata i jego przyjaciół.

2

The letter is too long.

3

Hi Paul

Thanks for your letter. It was really nice to get it.

I'm sorry I haven't written for so long. I've been terribly, terribly busy at school. This is a really crazy year. We have three big tests a week.

I don't go out, I don't watch TV, I just study all the time. I hope your life is a bit easier!

Recently we had a big family event: my sister got married. I like her husband. He's a car mechanic. The wedding was huge, there was a party for 150 people in a sort of palace with a garden. There was a lot of food and I don't know how many bottles of champagne. We had a good time, but it cost so much! I think it's stupid to spend so much money on a wedding. When I get married, I'll have a dinner for the family and a small party for good friends.

Last week we also had a party to celebrate the last 18th birthday in my class: my friend Luiza's, who's the youngest in our year. I danced non-stop for three hours! It was fantastic.

But that's enough about me. How are you? How are your friends?

How's Ellen doing in her first year at university? Please write to me soon and tell me everything.

Hoping to hear from you soon,

Yours,

XYZ

4

The underlined sentences include all the required information, so some of the following sentences could be removed:

We have three big tests a week. OR I don't go out, I don't watch TV, I just study all the time. I hope your life is a bit easier!

I like her husband. He's a car mechanic.

...there was a party for 150 people in a sort of palace with a garden.

OR There were lots of food and I don't know how many bottles of champagne.

When I get married, I'll have a dinner for the family and a small party for good friends.

... my friend Luiza's, who's the youngest in our year.

Hoping to hear from you soon,

You can also remove separate words:

I've been terribly, terribly busy at school

We have three big tests a week

...there was a party for 150 people in a sort of palace with a garden.

There was lots of food and I don't know how many bottles of champagne.

5

1 d, g 2 e, h 3 b, f 4 a, c

## MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

### SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

### ANSWERS

1

1 childhood 2 adolescence 3 youth 4 middle age 5 old age

2

1 granddaughter 2 son-in-law 3 nephew 4 uncle 5 cousins  
6 half-sister (not stepsister!)

3

1b 2c 3 get 4b 5 to 6 have 7b 8c

### REVISION ACTIVITY

1 Books closed. In pairs, students list 5 new words or phrases they learned when working on Unit 5. Each student in a pair must have his or her own copy of the list.

2 Students open their books and add 10 more words or phrases to their lists.

3 Students think of ways in which they could most effectively explain the meaning of each of the words on their list – definitions, examples, associations, drawings, miming.

4 Students get together in pairs with new partners and take turns to explain the words from their lists. The partner has to guess the word.

## WARM-UP

This is intended as a lead-in to the unit, but it can also be done at the start of any lesson within it. Write on the board:

*Are you hungry?*

*What would you like to eat and drink right now?*

The students ask and answer these questions in small groups. (Alternatively: students stand up and ask at least five classmates the questions.)

## SŁOWNICTWO

This whole section can be set for homework.

When checking Exercise 3, you can ask a few students about their preferences: *How do you like your tea, weak or strong? What kind of water do you prefer?* etc.; or students can ask each other in pairs.

### ANSWERS

1 1g 2d 3a 4b 5f 6c 7e

2 (Sample answers in italics)

**Cereal products:** breakfast cereal, pasta, rice, rolls, *bread, cornflakes*

**Vegetables:** cabbage, cauliflower, cucumber, green peas, lettuce, radish, red pepper, sweetcorn, *potato, tomato, carrot*

**Fruit:** apricot, cherry, grapes, peach, pear, plum, strawberry, watermelon, *apple, banana, orange*

**Meat:** bacon, beef, pork, sausage, steak, turkey, *ham, chicken*

**Fish and seafood:** cod, herring, tuna, *salmon, prawns*

**Dairy products:** cottage cheese, eggs, milkshake, yoghurt, *milk, cheese*

**Fats and sweets:** chocolate, margarine, olive oil, *butter, cakes, ice cream*

3 1d 2e 3f 4a 5c 6b

4 1g 2e 3f 4a 5b 6d 7c

5 1h 2g 3c 4i 5e 6f 7a 8b 9d

6 1 breakfast 2 barbecue 3 packed lunch 4 dinner 5 snack 6 picnic

7 1e 2f 3d 4a 5c 6b

8 1 Cook a meal 2 Lay the table 3 Have a meal 4 Clear the table

5 Do the washing up

9 1 lose 2 go 3 put on 4 junk 5 low 6 high 7 vegetarian

## ADDITIONAL VOCABULARY INFORMATION

### 1 The meaning of *pudding*

*Pudding* means so many different sweet and savoury things that you can't help wondering why English speakers don't fall into total confusion. Here are the main meanings, divided into two categories:

#### SWEET

- In Britain, *pudding* can be synonymous with *dessert*, as in: *What's for pudding?*
- It can also be one of several types of sweet dish, a sort of cake with fruit or jam in or on it, often served hot, e.g.: *treacle pudding, Christmas pudding, sponge pudding, summer pudding.*
- Esp. in America, *pudding* can mean *budyń*, e.g. chocolate pudding.

#### SAVOURY

- In Britain, *pudding* can be a hot dish similar to a pie, made of pastry filled with meat and/or vegetables and/or gravy: *Yorkshire pudding, steak and kidney pudding.*
- *Black pudding* (BrE; AmE black sausage) is *kaszanka*.

### 2 Meal names

English names of meals can be confusing. The most common situation nowadays is as follows:

Most people have *breakfast* in the morning, *lunch* some time between noon and 1.30 (the size of this can vary greatly depending on the individual), and *dinner* - the largest meal of the day - in the evening. Fewer and fewer people have *tea* (a small afternoon meal) or *supper* (a late-evening meal), as they try to avoid overeating.

When in Polish we invite guests *na kolację*, meaning perhaps 7 p.m., in English we're inviting them to *dinner*. However, some people use the word *dinner* to refer to a midday meal and *supper* for an evening meal. That's why school meals are still sometimes referred to as *school dinners*.

## CZYTANIE 1

Before doing the exam task, you may ask students to read the text once quickly and choose the dish they like best.

### ANSWERS

1 1 less 2 desserts 3 flour 4 roll them up 5 warm 6 herbs 7 mugs

2 1E 2D 3F 4A 5B 6C

3 1 **Wash** the vegetables. 2 **Chop** all the ingredients except the olives. 3 **Mix** the ingredients in a bowl. 4 **Pour** on some olive oil.

5 **Season** it all with fresh oregano. (Points 4 and 5 could be done in reverse order.)

## MÓWIENIE

### trening naturalny

This section focuses on two areas:

- 1 The three questions about the photo.
- 2 Speculating about the photo (as part of the description or in response to Question 1).

### ANSWERS

3 1 b, f 2 a, c 3 d, e

4 1 perhaps, may 2 can't 3 must, think 4 sure, look

## SŁUCHANIE 1 ▶ tapescript page 257

### ADDITIONAL ACTIVITY

This, as well as the Reading on page 98, is the kind of lesson material that makes students moan that they are hungry. If you have the time (for example, a double lesson), this might be a good moment for a picnic in the classroom. In the previous lesson ask the students to get organised in groups of four-five and agree to bring some food and drink (prepared at home) as well as disposable plates, etc. to the next lesson, so that each group can serve a complete cold lunch. After or instead of Exercise 5, the groups lay out their food on tables and write menus on large sheets of paper. One person in each group remains in charge of their table, and the others go out to eat at other tables. They cannot just take the food: they have to ask for it. The students serving the food at each table should change, so that everyone gets a chance to eat.

### ANSWERS

2 1E 2D 3B 4F 5A

3 1d 2c 3a 4b

4 fried eggs, bacon, sausages, mushrooms, grilled tomatoes, baked beans, toast and butter and jam, tea, cold pizza, curry, coffee, a biscuit, an apple, cereal, fruit, fresh orange juice, muesli, vegetable soup, yoghurt, fresh fruit, wholemeal bread, green tea without sugar.

## CZYTANIE 2

We hope students will enjoy some of the zany humour of the story. After they have done the introductory exercises (1 and 2), you may wish to ask them to read the story for gist. Put the following question on the board: *What happens at the Restaurant at the End of the Universe?* (Answer: A talking cow encourages the guests to eat it.)

After students have finished reading, you can ask a few additional questions:

How many characters are there? (Four: Arthur, Trillian, Ford and Zaphod, plus the waiter and the cow.)

Which of them is a woman? (Trillian.)

What is the Earthman's real name? (Arthur.)

What does the sentence 'We haven't eaten in five hundred and seventy-six thousand million years' suggest? (That the characters have jumped in time.)

What do the last two lines tell us about Zaphod's appearance? (That he's got two heads.)

#### ANSWERS

2 1c 2e 3g 4b 5f 6d 7a

3 1F 2T 3T 4T 5F 6F

5 1 order 2 interest 3 don't you 4 have 5 glass, please

6 1 boiled 2 fried 3 grilled 4 mashed 5 roast

#### SŁUCHANIE 2 ▶ tapescript page 257

If you find out from responses to Exercise 1 that many of your students do eat out and enjoy it, you can introduce further questions for discussion in pairs/small groups:

- How important are these things to you in a restaurant:

- tasty food,
- how much food you get,
- what the place looks like,
- quick service,
- polite service,
- the cost?

- Which restaurant(s) do you like best?

- What was the most unusual restaurant you've ever been to and why?

This activity can be done either after Exercise 1 or at the end of the lesson.

#### ANSWERS

2 1 Find a table 2 Read the menu 3 Order 4 Have a starter 5 Have a main course 6 Have a dessert 7 Ask for the bill 8 Leave a tip

3 1C 2B 3A 4B 5B

#### PISANIE – MESSAGE/NOTE

##### trening naturalny

Exercise 1 illustrates how following the bullet points one by one, perhaps writing one paragraph for each, is a simple but effective way of structuring a text and at the same time making sure that you do not leave out any information required by the rubric.

#### ANSWERS

1 1 Donny,

2 Help! I've got a problem. Jim hurt his leg playing football today and I have to take him to the clinic.

3 It's nothing serious, but I can't prepare the Greek salad I promised to bring to the party. Could you please do it for me?

4 The tomatoes and peppers are on the kitchen table, and the onions, olives and cheese are in the fridge. Just chop everything and put it in a bowl with some olive oil!

5 I'm really sorry to bother you; I hope it's not too much trouble.

Thank you very much and see you in the evening,

6 Janek

#### MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

#### SZYGKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

#### ANSWERS

1 1c 2a,d 3b,d 4b 5a 6b 7a,c 8a,d 9c 10b 11a,c 12a,b 13a

2 1d 2e 3a 4b 5c

## POWTÓRZENIE 2 (ROZDZIAŁY 4–6)

### SŁOWNICTWO I GRAMATYKA

#### ANSWERS

1 Jobs: journalist, lawyer, translator Money: fee, salary, wages

Family members: cousin, daughter, nephew Celebrations:

anniversary, funeral, wedding Food: butter, cereal, ham

Kitchen equipment: kettle, knife, saucepan

2 1e 2f 3a 4b 5c 6d

3 1 take 2 does 3 getting 4 had 5 lose 6 lay

4 1 for; in 2 out 3 on 4 away 5 up 6 up

5 1 well-paid 2 odd 3 close 4 single 5 main 6 packed

6 1 has always been 2 has had 3 went 4 've been 5 travelled

6 spent

7 1a 2a 3b 4b 5b 6c

8 1 have been working here since 2 can't be 3 don't have to

4 well as being punctual 5 must be

### CZYTANIE

#### ANSWERS

9

1 – C

2 – F

3 – A

4 – D

5 – G

6 – B

### PISANIE

#### ANSWERS

10

Students' own answers.

11

Students' own answers.

# 7 ZAKUPY I USŁUGI

## WARM-UP

This is a whole class activity. It works best if the students are sitting in a circle or semi-circle. The teacher starts off by saying: *I went shopping yesterday and I bought some apples...* (or anything else that starts with an a).

The first student has to say: *I went shopping yesterday and I bought some apples and a/some b \_\_\_\_\_* (something that starts with a b). Each time the next student has to repeat the whole list (which gradually becomes longer) and add one item starting with the next letter of the alphabet. Stop when everyone's added an item or when you've reached the end of the alphabet. Ideas for items starting with x, y and z: a *xerox machine* or a *xylophone*, some *yoghurt* or a *yacht*, a *zip* or a *zoom lens* (for a camera).

At the end of the activity, you may ask the class to name some of the shops they must have been to in order to buy the items they named.

## SŁOWNICTWO

This whole section can be set for homework except Exercise 3. After doing Exercise 3, you may ask the students to work in pairs, choose one of the dialogues and read it aloud.

Exercises 6 and 11 should be checked by listening to the recording, and it is worth asking students to read the dialogues in pairs.

### ANSWERS

- 1  
1 greengrocer's 2 off-licence 3 fishmonger's 4 bookshop  
5 stationer's 6 newsagent's 7 furniture shop 8 DIY store 9 flower shop 10 petrol station
- 2  
2 chemist's 3 stationer's 4 flower shop 5 newsagent's 6 bookshop
- 3  
A5 B4 C6 D2 E1 F3 G-
- 5  
1 shop assistant 2 queue 3 trolley 4 size 5 changing room  
6 checkout
- 6  
1 complaint 2 return 3 receipt 4 exchange 5 back 6 refunds  
7 manager
- 7  
1c 2b 3a 4e 6d
- 8  
Sprzedawca: 1, 4, 5, 7, 10, 11, 13 Klient: 2, 3, 6, 8, 9, 12
- 9  
1e 2d 3a 4f 5h 6c 7g 8b
- 10  
1 price 2 off 3 offer, free 4 sale 5 discount 6 reduced
- 11  
1 by 2 take/ accept 3 in 4 on 5 by 6 machine

## CZYTANIE 1

After students have done the introductory exercises (1 and 2), you may wish to ask them to read the story for gist. You may put the following questions on the board:

*Where was Chris?*

*What did he want to buy?*

*How did he try to communicate?*

## ANSWERS

- 2  
1d 2c 3a 4b  
3  
1B 2C 3C 4D 5D 6A  
4

A man came out of one place. He was putting some money in his wallet. So that was the bank. There was an old woman with a bag full of fruit and vegetables: the greengrocer's. Then I saw a young woman coming out of a shop. I saw baby food and talcum powder in her shopping bag. That must be the chemist's.

## MÓWIENIE

### treningmaturalny

This section focuses on the requirement to include all four points from the exam task in the conversation. It is also a fairly realistic situation, in which students have to talk about the reality of their own town or city in English.

## ANSWERS

- 2  
The student has not mentioned the point „dodatkowe atrakcje w sąsiedztwie sklepów”.
- 3  
1 cheaper 2 earlier 3 best 4 most beautiful

## SŁUCHANIE 1 ► tapescript page 258

### ADDITIONAL VOCABULARY INFORMATION

Before starting this section, write on the board *shopping centre* and *shopping mall* and ask the class: *Are these two the same?* (Answer: Yes, they are two names for the same thing. *Shopping mall* is more American/international; it is one of those originally American words that are heard increasingly frequently in the UK, like *apartment* and *movie*.)

## ANSWERS

- 3  
1A 2B 3B 4C 5A 6B  
4  
1 chain 2 place 3 market 4 court 5 ten-screen 6 centre

## CZYTANIE 2

Before doing the exam task, ask students to read the text once for gist. You may put the following questions on the board:

*What question are all the people answering?*

*Do more of them answer 'yes' or 'no'?*

### zadaniematuralne

You may wish to give your students these additional explanations:

Statement 3 is false because it says *...depending only on the price*, and 'Amy93' also mentions another criterion she uses when shopping: *If an advert irritates me, I make sure I never buy the product it's advertising.*

Statement 4 is false because 'Niall878' writes about car advertisements encouraging people to *drive too fast*, not to buy the cars.

## ANSWERS

2

1T 2T 3F 4F 5T 6T (Helenbee32)

4

Types of advertisements	Where can you see/hear them?
hoarding	in the street
leaflets	in your letter box
jingles	on the radio
commercials	on the TV
brochures	in shops
glossy ads	in magazines

5

1 slogan 2 logo 3 brand name

## SŁUCHANIE 2 ▷ tapescript page 258

Some students may need help with the Language and Culture Note. You may wish to explain the meaning of *developing countries* (=Third World countries) and/or *are getting a better deal* (=are getting a better price for their products and better wages for their work; are not exploited).

### CULTURE NOTE

FairTrade is already present in Poland: the Polish name is Sprawiedliwy Handel. Some shops and supermarkets stock selected FairTrade products. Encourage students to find out more from the Internet.

## ANSWERS

2

1F 2D 3C 4E 5A

## PISANIE – LETTER OF COMPLAINT

The aim of the preparation exercises is to help students prepare all the language they will need to write the letter: stating what's wrong with the product and what action they expect from the seller, plus an appropriate first and last sentence.

## ANSWERS

1

1b 2d 3g 4c 5h 6a 7e 8f

2

1 replace 2 exchange 3 refund; back 4 refund

3

Beginning: 2, ending: 3

## MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

## SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

## ANSWERS

1

1 a baker's b greengrocer's c butcher's d florist's/flower shop  
e stationer's f chemist's 2a 3b 4b 5 receipt 6 in 7 by 8 on  
9 a post office b hairdresser's c dry cleaner's d launderette  
e car wash 10 a complaint 11 a cash machine 12 changing room /  
fitting room 13 Yes

## REVISION EXERCISE

Encourage students to use the vocabulary section and Bank Słów while working on this activity. Each student writes a list of 6-8 things to buy and do in the coming week. Each of them should involve going to a different shop. You can put this example on the board:

*buy flowers for Mother*

*get a new haircut*

While students are working on their lists, put the following phrases on the board:

*I need to...*

*There's a... just around the corner/next to the...*

Students should work in pairs and use their lists and the prompts on the board to have conversations like this:

*'I need to buy flowers for Mother.'*

*'There's a flower shop just around the corner.'*

# 8 PODRÓŻOWANIE I TURYSTYKA

## WARM-UP

This warm-up works best before starting the vocabulary section. Write on the board: 'Travel and Tourism'. Ask everyone to write down 10 words they associate with this topic. Allow one minute to 90 seconds. The students get together in small groups and compare their lists. Ask them to think of some categories into which the words could be divided (for example, if they've written down *train, car, plane*, those words belong to the category 'means of transport'). You may wish to write some of the suggested categories on the board if you are moving on to the vocabulary section in the book.

## SŁOWNICTWO

This whole section can be set as homework except Exercise 2. To add variety, you may wish to do the quiz (Exercise 12) in class as a competition (in pairs or small groups).

### ANSWERS

- 1  
**road travel:** coach, motorbike, motorway, traffic jam **air travel:** plane, flight, terminal, runway **rail travel:** sleeping car, dining car, platform, compartment **sea travel:** ferry, yacht, harbour, cruise, voyage
- 2  
A4 B5 C2 D1 E3
- 3  
1 flat tyre 2 petrol station 3 fined 4 speeding 5 braked
- 4  
1 airport 2 hand luggage 3 security 4 gate 5 seat belt 6 takes off 7 flight attendants 8 belt
- 5  
1 guest house 2 tent 3 youth hostel 4 caravan 5 campsite
- 6  
1F (two separate beds = twin room) 2T (suite) 3T (single room)  
4F (all rooms are en suite) 5T (double cheaper than twin) 6F (prices include breakfast)
- 7  
1e buy souvenirs 2c holiday resort 3d travel agent 4b package holiday 5a see the sights
- 8  
1 take 2 book 3 travel 4 go 5 miss
- 9  
way
- 10  
1 find my way 2 ask the way 3 are on our way 4 show me the way
- 11  
1 see 2 set 3 meet 4 get
- 12  
1 A, B 2 B, C 3 A, B 4 A, C 5 A, C 6 B, C 7 A, B

## CZYTANIE 1

Before doing the exam task, ask the students to read the text once for gist. You set the following task: Read the text once and find out what impresses you most about Alastair's journey.

### ADDITIONAL ACTIVITIES

- 1 Ask the students to read paragraph no. 1 again and find five verbs and verb phrases connected with travelling (*crossed the entire continent, pedalled, took a boat, got back on his bike, returned*).
- 2 If the students seem interested, you may ask them to look up Alastair Humphreys's website at home and find out, for example, the route of his journey, or what he is doing now.

## ANSWERS

- 2  
1F 2D 3B 4C 5E

## MÓWIENIE

### trening naturalny

The aim of this section is to prevent students from treating this type of exam task as a photo description task. Candidates should refer to the images, but those references should serve the purpose of explaining why the candidate has chosen a particular picture and rejected the others. The grammar box focuses on making comparisons between the pictures.

## ANSWERS

- 2  
The student describes one of the pictures in great detail, instead of making a choice and justifying it.
- 3  
The candidate begins with a brief overview of the presentec options, and then makes a choice. (Next, he should justify his choice.)
- 5  
1 too; enough 2 as 3 enough 4 than

## SŁUCHANIE 1 ▶ tapescript page 259

### ADDITIONAL ACTIVITY

Students may write stories of their own first holidays without their parents. Alternatively, they may interview one another, record their stories, then listen to them in small groups and perhaps choose the best three to listen to as a class (if the quality of the recordings is good enough). In both cases the transcript may serve as a model.

## ANSWERS

- 2  
1b 2a 3b 4b
- 3  
1A 2C 3E 4F 5D

## CZYTANIE 2

After doing Exercise 1, you ask the students to read the text quickly and find out if the people in the story had any of the problems they listed.

### ADDITIONAL ACTIVITY

At the end of the lesson, if there is time left, ask the students to write a short list of "dos and don'ts" for people travelling abroad, to help them avoid such problems. You can put the following sentence openings on the board:

- You should...  
Make sure you...  
(Whatever you do,) don't ...

## ANSWERS

- 2  
1B 2A 3D 4C 5C 6C
- 3  
**Verb phrases:** board a train, catch a train, get off the train (also possible: put someone on a train) **Nouns:** express train, ticket, platform

## SŁUCHANIE 2 ▶ tapescrypt page 259

### ADDITIONAL ACTIVITY

The students read the transcript on page 259 and underline all the words and phrases related to traffic in the city, e.g. *red light, traffic lights, pavement, bike lane, accident* etc.

Then they work in pairs or groups of three. It would be good if at least one person in each group liked drawing. Hand out A3 sheets of drawing paper. The students draw pictures of a city, trying to include all the things which they underlined the names of. The drawings are then displayed on the board. Students look at other groups' work and identify the objects and places.

### ANSWERS

1

1 junction 2 pavements; zebra 3 right of way 4 lights 5 congestion  
6 give way

2

1A 2B 3C 4B 5A 6C

## PISANIE – POSTCARD

### trening *maturalny*

This section focuses on using richer and more varied language and avoiding repetition.

Make sure the students consult the reference section on writing postcards (page 22).

### ANSWERS

1

The postcard is monotonous, because the writer only uses one adjective: 'nice'. It is used six times in three sentences.

2

1 d friendly people  
2 f sunny weather  
3 e delicious food  
4 a enjoyable holiday  
5 c spectacular views

3

wonderful, lovely, brilliant, excellent, dreadful, awful, hopeless, horrible

## MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

### SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

### ANSWERS

1

1 ✓ 2 X 3 X 4 ✓ 5 X 6 ✓ 7 ✓

2

1 by rail 2 b 3 go 4 c 5 on a train 6 b 7 b 8 traffic

## REVISION ACTIVITY

1 Open books at page 119 (vocabulary section). Tell the students they have 60 seconds to read through exercise 8 and memorise as many of the phrases as they can.

2 After 60 seconds, the students close their books and write down all the phrases they can remember (reassure them this is *not* a test!) They can then open the books and check what they have forgotten.

3 Everyone composes three sentences using three different collocations from exercise 8 – especially the ones they didn't remember. Ask for some sentences to be read aloud.

## WARM-UP

This activity works best as a lead-in to the unit.

Write the following on the board:

*What would you like to do tonight?*

*go to the cinema*

*go to the theatre*

*go to a concert (what kind of music?)*

*see a film on video/DVD*

*stay at home and read (what?)*

*stay at home and watch TV*

*go to an art gallery or museum*

Ask everyone to decide what they would like to do. Then ask students to stand up and find one or two people who would like to do the same thing.

The students can sit down together in the groups they have formed and start working on the Vocabulary section, beginning with the topic that interests them most (music, film etc.)

## SŁOWNICTWO

This whole section can be set for homework. Remind students to use Bank Słów to help them.

### ANSWERS

- 1 band 2 songwriter 3 guitarist 4 singer 5 drums 6 single 7 hit 8 album 9 charts 10 lyrics 11 release 12 awards 13 concert 14 musicians 15 tour
- 3 1 novel, plot, chapter 2 character 3 volumes 4 novelist 5 plays 6 poet, Nobel prize, poetry/poems 7 short stories 8 detective stories 9 fairy tales 10 bestseller
- 4 1 Phone the box office to book tickets. 2 Go to the theatre. 3 Buy a programme. 8 Clap as the actors come on stage again at the end of the show. 4 Find your seats and look at the audience to see if there are any friends. 5 Watch the first act. 6 Discuss the performance during the interval. 7 Watch the rest of the play.
- 5 1 musical 2 horror 3 romantic comedy 4 drama 5 thriller 6 western 7 sci-fi/science fiction 8 documentary
- 6 1 stars 2 shooting 3 directed 4 released 5 dubbed 7 1g 2f 3a 4h 5b 6d 7c 8e
- 8 1 the news 2 serials / soap operas (in any order) 3 sitcoms 4 quiz shows 5 cartoons 6 talk shows 7 live broadcasts of football matches 8 reality shows
- 9 1 article 2 headlines 3 editor 4 copy 5 reporter 6 magazines 7 newspapers 8 newsagent  
The hidden word: 'the press'.
- 10 1 exhibition 2 Gallery 3 painter 4 sculptor 5 paintings 6 drawings 7 sculptures 8 masterpiece 9 studio
- 11 1 tells 2 made 3 set 4 based 5 takes 6 worth 7 on 8 played

## CZYTANIE 1

Before doing the exam task, ask the students to read the text once quickly to find out who painted the picture and what else he does.

After Exercise 4, ask the students which types of paintings they prefer: *landscapes, portraits, still lifes*? Or perhaps abstract paintings, which don't represent anything specific? Who can name a painting which they consider to be a *masterpiece*? Has anyone in the class ever painted a picture?

### ANSWERS

2 1F 2T 3F 4T 5F 6T

4 **subjects:** self-portrait(s), landscape(s), still life(s) **techniques:** drawing, collage, oil painting **opinion:** masterpiece

## MÓWIENIE

If your town, city or region has a good website in English on historic monuments, local cultural events and other attractions, you may ask the students to read it beforehand (possibly at home). Alternatively, you may bring printouts to class.

### ANSWERS

3 1d, 2e, 3c, 4b, 5a

5 1 to 2 into 3 to 4 for 5 in 6 for 7 into 8 for

6 Student A task: 2, 5, 7, 8 Student B task: 1, 3, 4, 6

7 2A 3A 4B 5A 6B

## SŁUCHANIE 1 ▶ tapescript page 259

### ANSWERS

2 1c 2a 3b

3 1T 2T 3F 4F 5F 6T

4 1 training 2 views 3 celebrity 4 live 5 appeared 6 part

## CZYTANIE 2

### CULTURE NOTE

Apart from directors, there are also famous New York actors. Actors Studio drama school, started by Elia Kazan and led for many years by Lee Strasberg, educated some of America's best-known stars, including Marlon Brando, Robert de Niro, Al Pacino, Dustin Hoffman, Harvey Keitel and Jane Fonda, and for some time also Marilyn Monroe. Lee Strasberg taught what is known as "the Method," in which the actor considers the background and psychology of the character in great depth and identifies with him or her to an extent which makes it possible to reproduce the character's emotional states. There are many stories about the care with which Method actors prepare for their roles – for example, Robert de Niro really earned a New York taxi driver's licence in preparation for *Taxi Driver*.

### ANSWERS

2 1D 2A 3C 4B 5C 6A

## SŁUCHANIE 2 ▶ tapescript page 259–260

### trening*maturalny*

This section focuses on answering questions about speakers' attitudes and opinions. It should help students remember that such questions should be answered based on the whole recording, not on individual sentences.

### zadaniematuralne

The strategy practised in Exercise 1 is relevant to questions 3 and 6.

### ANSWERS

1 1C 2B

2 The parts that help students answer questions about the main idea of the text or the speaker's intentions are usually interspersed throughout the recording, e.g.:

Question 1:

- *I read detective stories; my son plays his games. Fair enough, surely?*
- *When Tommy hacks a dragon to pieces in a game it doesn't mean he'll do the same to the neighbour's dog, does it?*
- *I'm sure he'll grow out of it.*

Question 2:

- *Some other parents* have warned me that they think role playing games are dangerous. *They say* "Young people who play those games lose touch with reality." *So what's wrong with that*, as long as it's only for a few hours?(...) Anyway, *it's not that easy to lose touch with reality* if you've got three tests every week at school!
  - *Or people say* "The boys put themselves into the skin of evil, cruel beings, and it changes their personality." *That's just nonsense*. When Tommy hacks a dragon to pieces in a game it doesn't mean he'll do the same to the neighbour's dog, does it?
- 3 1C 2B 3A 4B 5C 6A

**PISANIE – INVITATION**

The exercises draw the students' attention to the content and organisation of invitations, and to the differences in style between the two sample texts. It is not intended that the students should study the differences between formal and informal style in depth at this point, especially as register is not assessed at the basic Matura level; this is just to signal that such differences exist. It is expected that in the Matura Exam task students will instinctively go for the more relaxed and easier style of the second model.

**ANSWERS**

Question	The first invitation	The second invitation
1.	Everyone in the school / The headmaster, staff and students	A Year 12 student called Sally
2.	All parents	Sally's grandma
3.	An exhibition of paintings by Year 12 students	
4.	Date, time, place, guest of honour	Date, place, Sally's pictures are going to be there, there will be snacks and drinks
5.	Quite formal	Friendly and informal
6.	...request the pleasure of your company	I would be very happy if you could come

- 2
- concert
  - festival
  - performance
  - exhibition

**MÓWIENIE – ZESTAW EGZAMINACYJNY**

Three ways of using this section in class are explained in the introduction on page 13.

**SZYBKA POWTÓRKA**

This section can be used to fill the last five minutes of the lesson, or set as homework.

**ANSWERS**

- 1
- Literature: chapter, poem  
 Film: screenplay, shot  
 Theatre: interval, stage  
 Music: band, gig  
 Visual arts: exhibition, sculpture
- 2 1b 2c 3a 4c 5b  
 3 1 a,c 2 b,c 3 a,b 4 a,b 5 a,c

# POWTÓRZENIE 3 (ROZDZIAŁY 7-9)

**SŁOWNICTWO I GRAMATYKA**

**ANSWERS**

- 1  
 Shops: chemist's, newsagent's, off-licence  
 Vehicles: coach, lorry, van  
 Places at an airport: check-in, departure lounge, runway  
 Accommodation: caravan, guesthouse, tent  
 Works of literature: novel, poem, play  
 Works of art (visual): landscape, mural, sculpture
- 2  
 1d 2a 3e 4b 5c 6g 7f  
 3 1 loose 2 trendy 3 double 4 return 5 subtitled 6 classical  
 4 1 make 2 take 3 missed 4 book 5 lose 6 tells 7 released  
 5 1e 2d 3f 4b 5a 6c  
 6 1 from 2 in 3 on 4 in 5 to 6 on 7 by 8 on 9 on 10 for 11 by 12 on  
 7 1 on 2 back 3 off/out 4 off 5 in 6 on  
 8 1 worst 2 louder 3 most unusual 4 funnier; more intelligent 5 earliest 6 fastest
- 9  
 1 not large enough/ not big enough  
 2 not as good as  
 3 more expensive than  
 4 the most original  
 5 the least attractive

**SŁUCHANIE**

**ANSWERS**

- 10  
 1 – T  
 2 – F  
 3 – T  
 4 – T  
 5 – F  
 6 – F

**PISANIE**

**ANSWERS**

- 11  
 Students' own answers.  
 12  
 Students' own answers.

## WARM-UP

This warm-up activity can be used before starting the unit, after the students have done the vocabulary section at home, or at the start of any lesson within the unit.

Bring a ball (any kind, but not too heavy) to class. Students stand in a circle. Explain that you want them to name all sports they can think of that are played using a ball. Throw the ball to a student and say the name of a sport (e.g. *table tennis*). He or she then throws the ball to a classmate and says another name. Allow students to help each other. When they run out of ideas, introduce the next category: sports in which you move from place to place, for example *running*, *swimming*. (Other ideas: cycling, rollerblading, skiing, sailing, horse riding, skating.) The third category can be *combat sports* (e.g. *boxing*).

## SŁOWNICTWO

This whole section can be set for homework except Exercises 8 and 11, which involve speaking.

### ANSWERS

1

1 football 2 skiing 3 tennis 4 swimming 5 volleyball 6 fencing  
7 running/ athletics 8 yoga

2

(Sample answers)

**individual sports:** marathon, cycling, athletics, snowboarding, skateboarding

**team sports:** basketball, volleyball, football, hockey

**indoor sports:** table tennis, volleyball, basketball, gymnastics

**outdoor sports:** rollerblading, cycling, sailing, snowboarding

**water sports:** sailing, swimming, windsurfing, diving

**winter sports:** skating, snowboarding, skiing

**combat sports:** fencing, karate, judo, boxing

3

1 ski 2 swimming 3 tennis 4 football

4

1 (football) pitch / field 2 court 3 (skating) rink 4 track 5 gym  
6 stadium

5

Sport	Sportsperson
running	runner
skiing	skier
ski jump	ski jumper
sailing	sailor
tennis	tennis player
hockey	hockey player
football	football player / footballer
basketball	basketball player/ basketballer
cycling	cyclist
athletics	athlete

6

1g 2h 3a 4i 5b 6g 7c 8e 9g

7

GO	PLAY	DO
swimming	football	yoga
rollerblading	tennis	aerobics
skateboarding	badminton	karate
cycling	squash	aikido
skiing	basketball	athletics

9

1 do sports 2 set a record 3 score a goal 4 win a match

10

1 set, record 2 won, match 3 does, sports 4 scored, goals

11

1 run 2 play 3 ridden 4 do 5 becoming 6 keep 7 working out

8 won 9 take up

## CZYTANIE 1

Before approaching the exam task, asks the students to read the article once for gist. You may put these questions on the board:

*What was difficult about running the marathon?*

*What was good about it?*

## ANSWERS

2

1T 2F 3F 4T 5F 6T

## MÓWIENIE

### treningmaturalny

The aim of Exercises 2 and 3 is to demonstrate ways of coping with unknown vocabulary (*czepek, okularki*). It is important that students realise they do not have to know the names of all the objects in a photo in order to describe it effectively. In the examples in exercise 3, one candidate describes the function of the objects (*the things to protect her eyes and hair*) and two persons replace the specialist terms with a more general description (*all the usual equipment for swimming, everything else she needs*).

## GRAMATYKA NA MATURZE

The grammar box focuses on narrative tenses. You may wish to do the grammar on pages 206-209 before starting this Speaking section. If students feel overwhelmed by the need to distinguish among three different past tenses in English, this simple, practical rule may help them:

The simple past is by far the most frequently used past form. (Note that nine out of the 16 verb forms in Exercise 5 on this page are simple past.) When in doubt, go for simple past and you will very often be right.

## ANSWERS

2

The student does not know the names of some objects shown in the picture and thinks that it is impossible to describe the picture without them.

5

1 had 2 could 3 went 4 was riding 5 arrived 6 had taken 7 asked  
8 started 9 was holding 10 said 11 didn't hear 12 heard 13 had let  
14 had cycled 15 had happened 16 felt

## SŁUCHANIE 1 ▶ tapescript page 260

### ADDITIONAL ACTIVITIES

If there are students in your class who are seriously into sport, they might enjoy one or both of these follow-up activities.

1 In pairs, students prepare a summary of upcoming sports events like the one at the beginning of the recording (using the transcript as a model). They read their summaries to the class, pretending to be radio presenters.

2 At home, each student prepares 2-3 quiz questions about sport like the one in the recording. Students work in two or three teams. Each team answers the questions prepared by the other team(s).

## ANSWERS

- 2  
1T 2F 3T 4T 5F 6F  
3  
1 Championship 2 final 3 race 4 tournament 5 start

## CZYTANIE 2

### zadanie maturalny

The aim of Exercise 1 is to show that an appropriate heading should summarise the gist of the whole paragraph, not just one part of it. Heading A is wrong, because sporting events are just one of the things mentioned in the paragraph. Heading C is wrong for the same reason. Heading B is good because it encompasses both big events and sports done by 'the average Brit'.

### zadanie maturalne

- If some students, especially those not interested in sports, find the text difficult to tackle, you can help them with the following clues:
- Start by identifying the kind of sport in each paragraph.
  - Find out what the critical situation was in each case.
  - Match titles to paragraphs 1, 2 and 4 first, and after that 6.
  - To choose a heading for paragraph 3, find out *when* the dramatic situation happened.
  - To choose a heading for paragraph 5, find out *how difficult* the penalty was.

## ANSWERS

- 1  
a (sample answer) Sports in Britain  
b Title B. The title A talks only about sports events, and C only about the sports done by average Brits, whereas the text encompasses both topics.  
2  
1E 2H 3D 4F 5G 6B  
The title C doesn't match any of the texts, because none of the penalties in texts 3 and 5 is described as difficult.  
3  
1 World Cup 2 world championships 3 semi-final 4 score a goal  
5 won the race

## SŁUCHANIE 2 ▶ tapescript page 260

After doing Exercise 3, ask the students to read the definition of the word 'sport' in a dictionary. Do they find it convincing?

## ANSWERS

- 2  
1G 2F 3E 4D 5A 6C

## PISANIE – LETTER OF ENQUIRY

The exercises are designed to help students prepare the vocabulary and structures they will need to write the letter, in particular, relevant vocabulary (Exercises 2 and 3) and sentence openings used to ask for information (Exercise 4). Encourage the students to consult the relevant section of the reference part on page 29.

## ANSWERS

- 3  
1e 2c 3f 4d 5a 6b  
4  
1d 2b 3c 4a

## MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

### SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

## ANSWERS

- 1  
1a 2a 3c 4 record 5a 6b  
2  
1b,c 2a,c 3a,b 4b,c 5b,c 6b,c 7a,b 8a,b

### REVISION ACTIVITY

In groups of two-three, students choose and prepare to mime at least 8 names of sports, sports equipment and other related vocabulary from the unit. Groups take turns to mime the words/phrases, without repeating any that have already appeared. The rest of the class guess what's being mimed.

## WARM-UP

This activity works best at the very beginning of the unit. Write on the board two titles: *BEING ILL* and *BEING WELL*. You may add examples if you wish, e.g. *flu* (or any other disease) and *in good shape*. Ask the students to come up to the board (they can do it in groups of 3-5, depending how much chalk or how many whiteboard pens you have) and add one word each to either category.

## SŁOWNICTWO

This whole section can be set for homework. It should perhaps be pointed out that exercise 8 is intended as a joke: we don't really recommend replacing all the benefits of Western medicine with 'some herbs'.

## ADDITIONAL VOCABULARY INFORMATION

Students may wish to know how to say 'zwolnienie lekarskie'. You may point out that the British phrase, *sick note/leave*, sounds less pompous than the Polish one.

### ANSWERS

- 1  
1f 2b 3c 4e 5d 6a
- 2  
Illnesses: cancer, heart disease, pneumonia, stroke, flu  
Injuries: broken ribs, sprained wrist
- 3  
(1) cold (2) sneezing (3) coughing (4) fever
- 4  
1e food poisoning 2d sore throat 3a runny nose 4b upset stomach  
5c heart attack
- 5  
1e 2f 3d 4a 5c 6b 7g
- 6  
1 bones 2 muscles 3 heart 4 lungs 5 liver 6 spine 7 stomach
- 7  
1 examined 2 treated 3 cured
- 8  
1 pills 2 injections 3 X-ray 4 surgery 5 vaccine 6 herbs
- 9  
1c 2d 3a 4b 5f
- 10  
1 GP (general practitioner) 2 dentist 3 specialist 4 surgeon 5 nurse  
6 patient
- 11  
1 from 2 of 3 to 4 to 5 from 6 on 7 in 8 out 9 in
- 12  
1 see 2 make 3 take 4 take 5 keep

## CZYTANIE 1

### ALTERNATIVE TASK

If your students are tired of doing Matura tasks, you can approach this one differently. Make photocopies of page 152 – one for each 3-6 students. Cut up the text into separate paragraphs. After doing Exercise 1, the students form groups of 3-6. Give each student one or two paragraphs to read (possible differentiation: one for weaker students, two for stronger ones), so that each group has all six paragraphs. After two or three minutes, students tell their group what they've read. They may discuss their reactions to each item. (You might write some questions on the board: *Do you believe this? Do you think this treatment/this information is useful?*) Students then return to their books and do the Matura Exam task.

When students discuss question 2 in Exercise 3, you can help them by putting these phrases on the board:

- I'd like to see...*  
– a cure for...  
– a vaccine against...  
– something to help people with...

### ANSWERS

- 1  
1c 2d 3e 4f 5b 6a
- 2  
1C 2F 3G 4B 5E 6A
- 4  
1 condition 2 illness 3 disease

## SŁUCHANIE 1 ▶ tapescript page 260

### ADDITIONAL ACTIVITY

Put the phrases below on the board. Each student has to think of one more health tip and write it down clearly on an A5 sheet of paper. All the tips are displayed on the wall or on the board. Students get out of their seats, walk, read all the tips, and then vote on the best one.

- ... is good/bad for your...*  
*The best cure for... is...*  
*If you've got... you should...*  
*It's more important to... than to...*

### ANSWERS

- 2  
1T 2T 3T 4T 5F 6F
- 3  
1 sight 2 body 3 viruses 4 cramps
- 4  
1 b, d 2 a, f 3 c, e

## MÓWIENIE

The aim of the preparatory exercises is to help students with the vocabulary they need to do the exam task, especially with the collocations. It is a good idea to cover this whole section after Reading 2 on page 154, and possibly even after Listening 2 on page 155. With the vocabulary input from those sections, students will be better equipped to do the speaking task.

### ANSWERS

- 2  
1 c, e, g, h 2 b, d, i, k 3 a, f, j, l
- 3  
1 to; a 2 from; b 3 for; b 4 to; a 5 from; a 6 in; b

## CZYTANIE 2

### treningmaturalny

The purpose of the Workout is to draw the students' attention to a well-known exam trap: the same words appear in the text and in some of the answers to questions, but the answers containing those words are wrong. Take time to analyse the wrong answers with your students.

After finishing exercises 1-3, remind the students that the correct answers in both reading and listening tasks usually express an idea from the text using *other words*, often synonyms or antonyms. You may ask the class to re-read Exam Tip 4 on page 14 in the reference section.

### ADDITIONAL ACTIVITIES

1 After reading the story, you may want to discuss it with the class using these questions.

- Did Sally have a good reason to be angry? Why?/Why not?
- What do you think of Bill's behaviour? If you were in Sally's situation, how would you react?
- In what situations do people pretend to be ill? Is it ever OK to do it?

2 Write the following gapped sentences (spoken by Sally) on the board. Students complete the sentences, checking in the text, then use them to make their own mini-dialogues between a doctor and a patient.

- Tell me your \_\_\_\_\_.
- Do you feel \_\_\_\_\_/\_\_\_\_\_?
- When did you first notice there was anything \_\_\_\_\_ with you?
- Did you ever have \_\_\_\_\_/\_\_\_\_\_?

### ANSWERS

- 1  
1B  
2  
3  
2D  
4

1C 2A 3B 4B 5A 6D

### SŁUCHANIE 2 ▷ tapescript page 261

#### ADDITIONAL ACTIVITY

1 Imagine the speakers from the recording have been invited to discuss the smoking ban on a TV programme. In groups of four-seven, students take on the roles of the six speakers and a TV host. (A group of seven will include all the speakers; in smaller groups only some of the speakers will be present – but make sure you always have speaker number 4, the only one who is against the ban.) First, each speaker in turn states his or her opinion by reading the relevant section of the transcript. Then the host invites them to discuss their views further.

2 Use the Internet to find the picture warnings used on cigarette packets in the UK. (Warning: some of them are really shocking!) Choose three or four to show to students and create an exam-type speaking task: 'Which of these warnings do you think is the most effective? Justify your choice and explain why you reject the other options.'

3 Students write an essay presenting the arguments for and against the ban on smoking in public places, or for and against one of the proposals in Exercise 5.

### ANSWERS

- 2  
1F 2B 3G 4C 5D 6A  
4

- 1 irritated; short; from asthma  
2 fatal; attacks; strokes; lung; expectancy

### PISANIE

#### trening naturalny

The section focuses on typical errors made by students in written work. You may wish to tell your class that if they develop the habit of checking for simple, typical mistakes, such as omitting the article before a singular countable noun, the number of errors in their work will drop considerably, allowing them to get more marks for accuracy.

### ANSWERS

- 1  
a I'm going to see the doctor tomorrow. 3  
b My mother's **short-sighted**... 8  
c I decided **to take up** yoga... 5  
d There **were** five other patients... 6  
e I'm afraid I must give you **an** injection. 1  
f Julie is allergic **to** strawberries. 7  
g My younger sister **eats**... 2  
h They **operated** on him last night... 4

Mistake	Correct form	Type of mistake
cusin	cousin	8
suffered on	suffered from	7
he recover	he recovered	4
he play	he plays	2
start do	start doing	5
There is two guys	There are two guys	6
We planning	We're planning	3
great trip	a great trip	1

3  
1d 2f 3e 4a 5b 6c

### MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

If you have a weaker class, you may help them with the photo description exercise by putting the following words on the board: *injured paramedics stretcher*

#### SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

### ANSWERS

- 1  
1 blind 2 deaf 3 disabled 4 ache 5 a, b 6 a, c 7 a, b 8 take 9 health  
2  
1 to 2 of 3 from 4 on 5 in

#### REVISION ACTIVITY

Students work individually. Ask them to go over the whole of Unit 11 and write down ten words or phrases which they find especially useful and would like to remember. When the lists are ready, the students compare them in pairs, explaining why they chose those specific vocabulary items.

## WARM-UP

This is a lead-in to the unit. Write the following on the board:

- numbers and shapes:  
 energy, waves, forces etc.:  
 substances and their reactions:  
 The study of... living organisms:  
 rocks:  
 relics of the past:  
 the human mind and emotions:  
 languages:

Ask the class for the first word (*mathematics*), then let students work in pairs. Ask a few of them to come and write the answers on the board. The answers are *mathematics, physics, chemistry, biology, geology, archaeology, psychology, linguistics*.

## SŁOWNICTWO

This whole section can be set for homework. Remember to work on pronunciation, especially word stress, when checking exercise 1.

## CULTURE NOTE

- When we say **Sir Humphry Davy** *discovered* sodium and magnesium (in 1807 and 1808 respectively), we mean that he was the first to isolate those metals in pure form from compounds by passing electric current through them.
- At the beginning of the 20<sup>th</sup> century, geneticists disagreed with **Darwin's** theory of evolution. At that stage in their research they studied features coded by one pair of genes, for example: white flowers/red flowers, and they observed only big mutations, resulting in big qualitative changes. Darwin, on the other hand, described evolution as the gradual cumulation of small changes. However, when geneticists discovered that some features are coded by multiple pairs of genes, it became clear that mutations resulting in small quantitative changes are also possible. At a 1946 conference in Princeton, which brought together specialists from many areas of biology, consensus was finally reached between genetics and the theory of evolution.
- **Jane Goodall** has lived and studied chimpanzees in Gombe Stream National Park in Tanzania for nearly half a century – since 1960. She was the first researcher to give the chimps she studied names rather than numbers.
- As a medical student in St. Louis in the 1940s, **Ernst Wynder** became intrigued during the autopsy of a heavy smoker who had died from lung cancer. He started collecting similar case histories. He met the throat surgeon **Evarts Graham**, a heavy smoker, who was sceptical at first, but gave Wynder access to his records and sponsored his work. Wynder and Graham published the results of the first large-scale research on smoking and cancer in 1950.

## ANSWERS

- 1 mathematician, physicist, chemist, biologist, geologist, psychologist, archaeologist
- 2 1e 2d 3c 4a 5g 6f 7b
- 3 1 hypothesis 2 research 3 findings 4 evidence 5 record 6 lab
- 4 1 aerial 2 button 3 socket 4 (light) switch 5 plug 6 cable 7 headphones 8 battery 9 remote control
- 5 1 crashed 2 virus 3 downloading 4 error 5 restarting 6 data 7 software
- 6 create / open / save / print / delete (a document / a file)
- 7 1 screen 2 printer 3 speaker 4 monitor? 5 CD/DVD drive 6 pendrive/ memory stick 7 keyboard 8 mouse
- 8 1 texts 2 networking 3 operator 4 handset 5 connection 6 battery
- 9 1b 2a 3d 4f 5c 6e
- 10 1 came 2 kept 3 area 4 won 5 made 6 out 7 in 8 out
- 11 1 net/ web 2 on, press, order, down

## CZYTANIE 1

The educational aims of this section go beyond language learning. Many people have a rather simplistic image of scientists as people who mix chemicals in test tubes and look at things under a microscope. (Of course, there are also scientists who do that.) We try to show how scientists in all areas do something much more fundamental: they think, formulate hypotheses and look for evidence to prove (or disprove) them. That is why words such as *observe, hypothesis, analyse, evidence, confirm* constitute fundamental 'science vocabulary', which can be found in publications on any branch of science. After students have done Exercise 1, ask them to read the text once quickly and find out if the things they listed are mentioned.

## ANSWERS

- 2 1C 2D 3A 4C 5B
- 3 1 Observe the world 2 Formulate a hypothesis 3 Carry out an experiment 4 Analyse the findings
- 4 1 discovered 2 observed 3 chemist 4 experiments 5 confirmed 6 evidence

## MÓWIENIE

As the Grammar box focuses on conditional sentences, you may wish to cover the relevant Grammar section on page 220 beforehand.

## treningmaturalny

The students practise perhaps the most important thing they will need to remember when doing this type of exam task: justifying their choice and explaining why they reject the remaining options.

## zadaniematuralne

There is only one exam task here. To make sure each student gets a chance to play the role of 'candidate', use one of these procedures:  
 1 Students do the same task twice, switching roles.  
 2 Students do the task once, and make sure the student who was the 'examiner' takes on the role of 'candidate' when doing Task 3 on page 167.  
 3 Students do the task once, and make sure the student who was the 'examiner' takes on the role of 'candidate' in the speaking section in the next unit.

## ANSWERS

- 3 1f 2b 3d 4e 5c 6a
- 6 2 would find; were 3 would be; was/were 4 would attract; added

## SŁUCHANIE 1 ► tapescript page 261

## CULTURE NOTE

The "electromagnetic induction ring" was a device constructed in 1831 by physicist Michael Faraday for the experiment due to which he discovered electromagnetic induction. It consisted of an iron ring with two coils of metal wound around it, and was a prototype of today's transformers. The discovery allowed Faraday to build the first electric motor, and was crucial to the development of all electricity-powered machinery.

## ANSWERS

- 3 1D 2A 3B 4F 5G 6E

## CZYTANIE 2

## treningmaturalny

This section focuses on dealing with unknown words. It shows how their meaning can be inferred using context and external knowledge. In the exercises we decided to use Polish translation

for two reasons: firstly, in the case of specific and precise scientific terms accurate one-word translation is possible, and secondly, it helps the learner to pin down the exact meaning of each word.

### zadaniematuralne

The same skill - dealing with unknown words - is practised in the main reading task, again using translation. The students may find it satisfying to be able to express scientific concepts in English which they know from other lessons.

#### ANSWERS

- 1 *exhale* is a verb 2 *melt* is a verb 3 *solid* is a noun here (it can also be an adjective); the Polish names of the three states are *ciężki statek, ciecz, gaz*.
- 3 1b 2a 3c
- 4 1T 2F
- 5 1T 2F 3F 4T 5F 6T
- 6 1d 2f 3e 4a 5b 6c
- 7 1 extinguish 2 cell 3 evaporates 4 assimilate 5 dissolves 6 oxidised

### SŁUCHANIE 2 ▶ tapescript page 261

Pre-teach the verb *hover* before doing the listening task. You may also wish to explain that Year 10 in the British educational system is equivalent to the second or third year of Polish 'gimnazjum' (students are usually 14-15 years old).

#### ANSWERS

- 2 1B 2C 3A 4A 5B 6C

### PISANIE – LETTER OF COMPLAINT

#### treningnaturalny

The aims of the exercises are:

- to provide students with the vocabulary needed to describe various kinds of mechanical failure;
- to raise awareness of the polite register required in formal letters.

Even though register is not formally assessed in the basic Matura exam, an appropriate tone in a letter produces a positive overall effect – both in exams and in real life.

#### ANSWERS

- 1 1d 2f 3e 4a 5b 6c
- 2 The letter is impolite.
- 3 *useless* – not very helpful (c)  
*didn't know anything* – did not seem to know very much (a)  
*rude* – rather impolite (d)  
*it's just as bad as before!* – unfortunately it has not improved (f)  
*This is just too much.* – I must say I am really dissatisfied (b)  
*tell those idiots from the helpline off* – talk to your helpline staff (e)

### MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13. In Task 3, remind students to make use of what they practised in the Speaking section in this unit (page 163), justifying their choices.

#### SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

#### ANSWERS

- 1 1 mathematician 2 physicist 3 chemist 4 out 5 out; down 6 off 7 connection 8 text
- 2 1 invent 2 discover 3 confirm 4 oxygen 5 into a socket 6 on the screen 7 the keyboard 8 a pendrive/memory stick
- 3 1a 2b 3a 4a 5b 6b

## POWTÓRZENIE 4 (ROZDZIAŁY 10–12)

### SŁOWNICTWO I GRAMATYKA

#### ANSWERS

- 1 1 running 2 scored 3 sprained 4 see 5 confirms/ will confirm 6 deleted
- 2 1 doing 2 made 3 do 4 do 5 make 6 make
- 3 1f 2d 3a 4c 5b 6e
- 4 1 out 2 up 3 out 4 out 5 down 6 off
- 5 1 from 2 to 3 to 4 to 5 in 6 of
- 6  
1 was watching  
2 had just scored  
3 started  
4 disappeared  
5 switched  
6 discovered  
7 was sitting  
8 had slipped out  
9 got  
10 had finished  
11 felt
- 7  
1 would get; didn't smoke  
2 had; would be  
3 would study; was/were  
4 knew; would make

### CZYTANIE

#### ANSWERS

- 8  
1 – A  
2 – B  
3 – C  
4 – B  
5 – B

### PISANIE

#### ANSWERS

- 9  
Students' own answers.
- 10  
Students' own answers.

# 13 ŚWIAT PRZYRODY

## WARM-UP

This requires some preparation, but it can be fun.

- 1 Find some photos (from old calendars, magazines, etc.) of the things listed in Bank Słów on page 180, for example, landscape features, weather, animals or plants, natural disasters, things related to environmental issues (e.g. wind turbines for "wind power") etc. You will need at least one photo per student, more if possible. Decide which categories they represent.
- 2 Before the lesson, write the categories on the board or on large pieces of paper pinned to a notice board or just taped to the wall. Prepare enough board magnets, pins, blu-tack, and/or sticky tape for each student.
- 3 The Students pick one photo each. Their task is to put the photos under the right headings and to write captions under them (on the board or on separate pieces of paper). If you think the latter will be too difficult, you can prepare captions on pieces of paper, which students have to pick off a table and match to their photos. Those who finish first take another photo, until all the photos are displayed on the walls.

## SŁOWNICTWO

This whole section can be set as homework. The photos in Exercise 7 have been chosen to show animals which can be seen in Poland.

### ADDITIONAL VOCABULARY INFORMATION

The English word "deer" refers to several species, including the Polish 'jeleń' (red deer) and 'sarna' (roe deer). The animal in the photo is a female red deer (łania, samica jelenia).

Animal 2 is not a rabbit, but a hare (zając). It has longer ears and a thinner, less "cute" face.

### ANSWERS

- 1  
1 mountain 2 stream 3 hill 4 river 5 forest 6 waterfall 7 lake  
2  
1 hot 2 warm 3 cool 4 chilly 5 cold 6 freezing  
3

	VERB	ADJECTIVE
sun	The sun is <b>shining</b> .	a <b>sunny</b> day
cloud	_____	a <b>cloudy</b> day
cloud & rain	It's <b>raining</b> .	a <b>rainy</b> day
snow	It's <b>snowing</b> .	a <b>snowy</b> day
wind	The wind is <b>blowing</b> .	a <b>windy</b> day

- 4  
1 foggy 2 stormy 3 frosty 4 misty  
5  
1 fruit 2 leaves/crown 3 branch 4 trunk 5 root 6 grass 7 flowers  
8 bush 9 soil  
6  
1 mammals 2 birds 3 fish 4 insects 5 reptiles  
7  
1 fox 2 hare 3 brown bear 4 European bison 5 stork 6 deer  
7 squirrel 8 wolf  
8  
1d 2e 3g 4f 5b 6a 7c  
9  
1g 2h 3a 4c 5b 6d 7e 8f  
10  
1 unleaded petrol 2 greenhouse effect 3 sort your rubbish  
4 animal species  
11  
1 protect 2 become 3 sort 4 environmentally 5 harmful 6 damage  
7 pick up

## CZYTANIE 1

Tell the students they're going to read a text from somebody's blog, or online diary. You may ask for examples of things people write about in blogs (it can be any kind of experience: travel, partying, thoughts on films, music, politics, society... or dreams). Ask the students to read the subheading to find out what this blog entry is about (a dream), and then to read the whole text once to find out what the dream was about.

### ANSWERS

- 2  
1A 2C 3B 4D 5C  
3

Natural disasters	Environmental problems
drought	global warming
flood	greenhouse effect
hurricane	acid rain
forest fire	air pollution

## MÓWIENIE

The grammar box focuses on verb patterns. It is advisable to cover the relevant Grammar section on page 228 beforehand. There is only one exam task here. To make sure each student gets a chance to play the role of 'candidate', use one of these procedures:

- 1 Students do the same task twice, switching roles.
- 2 Students do the task once, and make sure the student who was the 'examiner' takes on the role of 'candidate' when doing Task 3 on page 179.
- 3 Students do the task once, and make sure the student who was the 'examiner' takes on the role of 'candidate' in the speaking section in the next unit.

### ANSWERS

- 2  
1 picking up 2 to persuade 3 clearing 4 going 5 to buy 6 do; to do  
4  
1 to do 2 throwing 3 to learn 4 doing 5 cleaning up; sitting 6 go

## SŁUCHANIE 1 ▶ tapescript page 261

### trening naturalny

This section focuses on the use of synonyms and antonyms in listening tasks. In the recording, the same ideas as in the questions are expressed using different words – often synonyms or antonyms. Before starting the section, you may ask students to (re)read Wskazówka 4 on page 10 in the Reference part. You may also remind the students that in Unit 11, Reading 2 (page 154) they dealt with answers which were wrong despite containing the same words as the text.

### zadanie naturalne

In the main listening task synonyms and antonyms are also used several times. While checking answers, ask the students what words were used in the recording to express the following:  
(1) smart (answer: *intelligent*); not aggressive (*friendly, gentle*)  
(3) bravery (*courage*)  
(4) amusement (*entertainment*)  
(6) difficult teenagers – (*aggressive, angry kids with problems*)  
You may wish to replay the relevant parts of the recording, or pause after each relevant phrase while checking.

## ANSWERS

2

[sample answers]

word	synonym	antonym
safe	secure	dangerous
sad	unhappy	cheerful
quiet	peaceful, silent	noisy

3

1T 2T 3F

4

1F 2T 3T 4T 5F 6T

## CZYTANIE 2

After doing Exercise 1, ask the students to read the text once and list the different types of renewable energy that are mentioned.

The grammar box focuses on the passive voice. You may wish to cover the relevant grammar pages (222-223) either before or after this reading section.

## ANSWERS

1

1 high 2 inside; under 3 moon 4 sea 5 long

2

1C 2G 3F 4A 5E 6D

3

1 Fossil 2 change 3 Renewable 4 power 5 turbines 6 consumption

4

1 pump 2 will install 3 do

5

1 is produced 2 will be generated 3 is being built 4 is generated

## SŁUCHANIE 2 ▶ tapescript page 262

### ADDITIONAL ACTIVITY

If you have several vegetarians in your class, you might invite them to present the case for vegetarianism and the other students to agree/disagree with the arguments.

## ANSWERS

2

1B 2C 3C 4A 5C 6B

## PISANIE – LETTER TO THE EDITOR

### training *maturalny*

The aims of this section are:

- to provide relevant functional language;
- to help the students organise the text using the bullet points as a plan: one paragraph per bullet point is a simple strategy that works most of the time.

Encourage the students to make use of the model on page 28 in the Reference part.

## ANSWERS

1

- Powołaj się na przeczytany artykuł, określając jego temat i datę publikacji.
- Przypomnij opinię wyrażoną przez autora i sformułuj swoje zdanie.
- Podaj dwa argumenty na poparcie swojego zdania.
- Poproś o zamieszczenie listu i wyraż zainteresowanie opiniami innych czytelników.

2

1

*I am writing in connection with the article about... published on... I was surprised/pleased/shocked by the article on... , which appeared in your paper on...*

2

*I could not agree more./I must say I strongly disagree with... The author argues that.../recommends...*

3

*First,/Firstly, Secondly,/What is more,*

4

*I wonder what other readers think about this issue. I would be grateful if you could print my letter.*

## MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

If you have a weaker class, you may help them with the photo description exercise by putting the following words on the board:

*natural disaster hurricane tsunami earthquake destroy*

### SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

## ANSWERS

1

1f 2d 3g 4b 5c 6a 7e

2

Mammals: fox, sheep Birds: penguin, pigeon Reptiles: lizard, snake  
Insects: bee, ant

3

1 storm 2 earthquake 3 flood 4 sources 5 turbines 6 solar

4

1c 2a 3b 4b 5c 6a

## REVISION ACTIVITY

- 1 Prepare little slips of paper with the headings from Bank Słów on them: *landscape features, weather* etc. The number of the slips should be the same as the number of students.
- 2 The students work in pairs. Each pair draws two slips. If they draw the same heading twice, they need to exchange it.
- 3 The students open their books at page 180 and revise the vocabulary from the categories they've drawn.
- 4 The task is to prepare a short speech (about 1 minute long) on *both* topics on the slips *together*, for example, on *Animals and weather*, including at least 16 words from the relevant sections of Bank Słów.
- 5 The students take turns to make their speeches in pairs. Circulate and monitor, then ask for a few of the funniest speeches to be repeated to the whole class.

# 14 PAŃSTWO I SPOŁECZEŃSTWO

## WARM-UP

This activity works best at the beginning of the unit. Write *government, society, politics* on the board (make sure the students understand that *politics* is 'polityka' and not 'politycy'). Ask everyone to write down 10 words they associate with this topic. Allow one minute to 90 seconds. Invite the students to come to the board (in groups of 3-5, depending on how much chalk or whiteboard pens you have) and write one word each. The words should not be repeated, so it's a good idea to start with weaker students, as the last ones will have the most difficult job. When the board is full, look at it as a class and discuss why people associate these words with government and politics.

## SŁOWNICTWO

The whole section could be set for homework except exercise 9, which involves listening. However, the vocabulary is rather challenging, so we recommend doing at least some of the exercises in class with the students working in pairs.

### ANSWERS

- 1  
1 population 2 capital 3 anthem 4 flag 5 borders 6 republic  
7 constitution 8 citizen 9 immigrants
- 2  
1f 2a 3d 4c 5e 6b
- 3  
1 Parliament 2 Lords 3 Commons 4 Congress 5 Senate  
6 Representatives
- 4  
1 majority 2 Left wing 3 conservative 4 vote 5 politicians
- 5  
1 European Union 2 United Nations 3 North Atlantic Treaty Organisation  
4 World Health Organisation 5 International Monetary Fund
- 6  
1 GDP 2 inflation 3 taxes 4 market 5 business 6 industry
- 7  
1d 2e 3a 4f 5c 6b
- 8
- | verb                  | crime         | criminal   |
|-----------------------|---------------|------------|
| steal                 | theft         | thief      |
| rob                   | robbery       | robber     |
| burgle                | burglary      | burglar    |
| shoplift              | shoplifting   | shoplifter |
| pick someone's pocket | pickpocketing | pickpocket |
| mug                   | mugging       | mugger     |
| smuggle               | smuggling     | smuggler   |
| rape                  | rape          | rapist     |
| murder                | murder        | murderer   |
- 9  
1e 2c 3d 4f 5b 6a
- 10  
1 death 2 Imprisonment 3 Life 4 fine 5 community
- 11  
1 fine 2 imprisonment 3 community service 4 life imprisonment  
5 death penalty
- 12  
A 1 formed 2 broke out 3 gained/won 4 discriminate 5 join  
B 1 break, committed 2 planted 3 accused, went, sentenced

### ADDITIONAL VOCABULARY INFORMATION

In case your students want to know:  
*centrowy (polityk, rzqd)* – centrist, moderate  
*centroprawicowy, centrolewicowy* – centre-right, centre-left

## CZYTANIE 1

### ALTERNATIVE TASK

If your students are tired of doing Matura tasks, you can do this one as jumble reading – see the instructions for Czytanie 1 in Unit 11. You could also reverse the order of exercises, using Exercise 3 (Which is the made-up story?) for an initial reading, followed by the exam task.

### ANSWERS

- 2  
1A 2F 3B 4C 5D 6E
- 3  
The made-up story is no 6, 'Seven deadly sins'.
- 4  
1 break 2 death, life 3 commit 4 under

## MÓWIENIE

There is only one exam task here. To make sure each student gets a chance to play the role of 'candidate', use one of these procedures:  
1 In pairs, students do the same task twice, switching roles.  
2 Students do the task once, and make sure the student who was the 'examiner' takes on the role of 'candidate' when doing Task 3 on page 189.  
3 Students do the task once, making sure the student who was the 'examiner' when doing the Speaking section in Unit 13 now takes on the role of 'candidate'.

### ANSWERS

- 2  
2 So 3 Unless 4 Although 5 because; but

## SŁUCHANIE 1 ▶ tapescript page 262

This recording deals with fairly serious issues. If your students find it challenging, you may wish to ask them to read the transcript after doing the Matura task. The transcript may also help them formulate their views in Exercise 4.

### ANSWERS

- 2  
1C 2A 3B 4D 5G 6F
- 3  
1 racism 2 unemployment 3 poverty 4 crime 5 discrimination; disabled

## CZYTANIE 2

### CULTURE NOTE

Inquisitive students might ask: why did the parliament of an independent country vote itself out of office? The story behind this 1707 decision is dramatic and colourful. In 1698 an attempt was made to establish a Scottish colony, named Darien, on the Panama isthmus. So many people, both wealthy and ordinary, bought shares in the Company of Scotland, which ran the scheme, that a large proportion of the country's total wealth was tied up in it. In three years' time the colony failed completely as a result of the inhospitable climate, epidemics, military conflicts with the Spanish, and some sabotage by the English. An estimated 70 per cent of the colonists died and Scotland as a nation was ruined financially. Six years later England offered financial compensation, known as 'the Equivalent', to all who had lost money in the Darien scheme – on condition that Scotland sign the Union Treaty. The parliamentarians accepted the offer. The total sum paid was £398,000 sterling, estimated to be equivalent to more than £55 million today. (This story is told in more detail in Unit 12 of the *Repetitorium Maturalne. Poziom rozszerzony*.)

## ANSWERS

2  
Left to right: the United Kingdom, Scotland, the European Union.

2  
1T 2T 3F 4F 5F 6T

3  
A question 6

B question 5 (majority – minority)

C question 1 (simple past *became one state* – present perfect have been one state)

D question 3 (*dislike, English* – ‘...most of them dislike *being called English*’)

5  
1 isn't 2 has 3 doesn't want 4 small 5 oil and tourism

## SŁUCHANIE 2 ▶ tapescript page 262

If your students are tired of doing exam-type tasks, you can approach this one differently.

With books closed, explain to the students that foreigners applying for UK citizenship have to take a 'citizenship test', a test of general knowledge about life in Britain. Tell them they are going to hear a telephone conversation in which someone tries to get information about the test. Ask: *What questions do you expect this person to ask? What will he want to know?* Students then listen for the first time to find out if the questions they predicted were asked and what the answers are. Then they read the Matura task and complete it while listening a second time.

## ANSWERS

1  
1c 2d 3b 4e 5a

2  
1C 2B 3C 4B 5A

## PISANIE - LETTER TO THE EDITOR

This is the second letter to the editor that students are asked to write – a slightly different type from the one in the previous unit and from the model in the Reference section, as it is not a reaction to an article.

### trening naturalny

The aims of this section are:

- to provide a model and use it to work on structure (exercise a)
- to generate ideas (exercise b)
- to provide useful functional language (exercise c)

## ANSWERS

1  
The order of the paragraphs: 1 *I am writing to express...*

2 *Immigrant children...* 3 *One possible solution...*

4 *I would be grateful...*

3  
Examples of phrases to underline:

*I am writing to express my concern about...* *As a result...*

*One possible solution is...* *Moreover...* *We could all help by...*

*I would be grateful if you could print my letter.*

## MÓWIENIE – ZESTAW EGZAMINACYJNY

Three ways of using this section in class are explained in the introduction on page 13.

## SZYBKA POWTÓRKA

This section can be used to fill the last five minutes of the lesson, or set as homework.

## ANSWERS

1  
1 mugger 2 burglar 3 a border 4 United Nations 5 Yes 6 court  
7 the guilty 8 a fine 9 No 10 Foreign policy 11 against

2  
1b 2b 3c 4a 5c 6b 7a 8c

# POWTÓRZENIE 5 (ROZDZIAŁY 13–14)

## SŁOWNICTWO I GRAMATYKA

### ANSWERS

1 1 windy 2 foggy 3 environmentally 4 theft 5 burglar  
6 politicians

2  
Classes of animals: reptile, mammal, insect  
Natural disasters: flood, famine, drought,  
Crimes: smuggling, mugging, arson

People: victim, suspect, mayor

3 1e 2f 3a 4b 5d 6c

4 1 protecting 2 become 3 sorting 4 breaking 5 committed  
6 gained

5 fossil fuels life imprisonment prime minister climate  
change death penalty air pollution

6 1 in 2 up 3 with 4 on 5 into 6 against

7  
1 was arrested

2 had been informed

3 is being questioned

4 will be charged

5 has already been arrested

8 1 writing 2 to renovate 3 to collect 4 paying 5 vote  
6 to do

9 1 if 2 unless 3 Although 4 because 5 but 6 so

10

2 Air travel is harmful to the environment. e

3 Marvin's parents let him to stay out all night. b

4 The terrorists were sentenced to fifteen years in prison. e

5 These environmentally friendly products are made in  
Germany. c

6 I can't stand listening to politicians. a

7 Two thousand homes were destroyed by the hurricane. d

8 We hope this rare plant species can still be saved. c

9 I think it's cruel to make animals to perform at the circus. b

10 A solar power plant has been built in our town. d

## SŁUCHANIE

### ANSWERS

11

1 – D

2 – F

3 – B

4 – A

5 – C

## PISANIE

### ANSWERS

12

Students' own answers.

13

Students' own answers.

# AROUND THE WORLD IN ENGLISH

## AMERICA

The opening paragraph ('Four hundred years ago...') is an introduction to all four *Around the World in English* sections. It poses the question: *How did this happen? How did English become a global language?*

Elicit answers from the class or provide an explanation yourself, for example along the following lines:

*Two main factors can be said to have caused the spread and dominance of English. The first was the British Empire, which towards the end of the Victorian era occupied one fifth of the Earth's land mass and claimed one fourth of its population as subjects. (It would be great if you had a map available. You may ask students if they can name some countries which used to be British colonies.). The second factor is the position of the USA as a political and economic superpower. (Ask students to name some American companies that operate on a global scale.)*

The four *Around the World in English* sections provide insights into the details of that story: how English came to four different parts of the world, how it evolved there, and why it continues to be used there even though the countries have long since become independent.

## CZYTANIE

A glossary is provided, but encourage students to use dictionaries and ask questions as well. After discussing student's answers to Exercise 3, you may ask them to look up *melting pot* and ask what they think the title of the article means.

## CULTURE NOTE

Two other well-known immigration stories that you may wish to tell your students:

- *The Mayflower* sailed from Plymouth, England, to Plymouth, Massachusetts in 1620, carrying a group of Puritans known as The Pilgrims, who were escaping religious persecution in England. They established the first colony in what is now the state of Massachusetts. In contrast to many colonists, they coexisted peacefully with the local Native Americans. In 1621 they celebrated the first Thanksgiving, a harvest festival they established to thank God for letting them survive in the new country.
- *The Irish Potato Famine*, also known as The Great Hunger, was brought about by a disease which destroyed potato crops – the staple food of poor Irish farmers – in the years 1845-1851. Unbelievably, the British government continued exporting grain and cattle from Ireland throughout the Famine. Between 1 and 1.5 million people are estimated to have died (in a country of 8 million inhabitants), and a further 1.5 to 2 million emigrated to escape the famine, to the USA as well as to other countries. By 1850, Irish inhabitants made up a quarter of the populations of Boston, New York City, Philadelphia, and Baltimore.

## ANSWERS

- 1  
B
- 2  
Irish, Scottish, Germans, Jews, Poles, Italians, French, Greeks, black people of various ethnic origins
- 3  
B

## SŁUCHANIE

The focus on the listening is on the differences between British and American English. Before starting the section, you may ask students if they remember any typically American words. After doing the vocabulary exercise, encourage them to listen for the words when watching American movies.

## ADDITIONAL VOCABULARY INFORMATION

The word *apartment*, originally American, is rapidly becoming universal. Note that in the (authentic) property ads (SB p.56), *apartment* is used as a synonym of *flat* to avoid repetition. *Flat* continues to be a British word.

## ANSWERS

- 4  
1e 2f 3a 4b 5d 6c
- 5
  - British people find it relatively easy to understand Americans because they see a lot of American films.
  - Americans may not always understand British English, but they mostly like it. They think British speakers sound 'cute', 'intelligent', 'sophisticated' or even 'romantic'.
  - The characters with English accents are the 'baddies.' (Examples: Scar in the *Lion King*, Ursula in the *Little Mermaid*, Shere Kahn in the *Jungle Book*).
  - Some British people don't like the way Americans speak English and consider it somehow less authentic than British English.
  - No, American English is not less correct.
- 6
  - 1 lift
  - 2 note
  - 3 trousers, far too big
  - 4 mobilephone, handbag
  - 5 film, a queue
  - 6 sweets
  - 7 chemist's
  - 8 lorry, petrol
  - 9 flat, underground / tube
  - 10 rubbish

# AROUND THE WORLD IN ENGLISH

## AUSTRALIA

Ask students to think of 5 associations with Australia.

### CZYTANIE

A glossary is provided, but encourage students to use dictionaries and ask questions as well.

After going over the answers to Exercise 2, ask students which facts they found the most interesting and worth remembering.

### CULTURE NOTE

The population of Australia was dominated by convicts and their descendants until the gold rushes of the 1850s, when free immigrants started arriving in huge numbers: 370,000 came in 1852 alone. Between 1851 and 1871 the total population increased from 430,000 to 1.7 million. Penal transportation (deportation of convicted criminals) continued until 1868, when it was terminated.

### ANSWERS

2

- 1 convicts (criminals, prisoners)
- 2 kangaroo, koala, wallaby, boomerang, 'cooee!'
- 3 from London (Cockney)
- 4 Swearing is not considered to be as rude as it is in the UK, for example, the use of 'bloody' (as in 'he's a bloody idiot') shocks nobody. Even people in public life such use very strong language.

### SŁUCHANIE

Make sure students feel comfortable doing the quiz and know they are not being tested. Do not ask them to give answers; after the pair work stage of Exercise 3 simply play the recording once without stopping, and then pausing after each answer, replaying if necessary, until everyone has got the answers.

It would be great if you could point out Canberra, Sydney and Melbourne on a map. Interestingly, the populations of these three cities are:

Sydney: 4.3 million

Melbourne: 3.7 million

Canberra (the capital): 340 thousand

### CULTURE NOTE

#### The federation of Australia and the construction of Canberra

In the nineteenth century, there were six separate British colonies in Australia: New South Wales, Queensland, South Australia, Tasmania, Victoria and Western Australia. In 1901 they formed a federation called the Commonwealth of Australia.

The site of the federal capital was a major point of contention, with Melbourne and Sydney both claiming the privilege. Finally, the following compromise was reached: a new, custom-built capital city, Canberra, was created more or less halfway between the two rivals, and a separate territory (the Australian Capital Territory) was established around it. Until the construction of Canberra was completed in 1927, Melbourne was the temporary seat of the federal parliament. Sydney remains the capital of the state of New South Wales, and Melbourne – of Victoria.

### CULTURE NOTE

The name Australia comes from the Latin word *australis*, which means southern. After its discovery by Europeans in 1606, Australia was sometimes referred to as *terra australis*, the southern land.

### ANSWERS

4 and 5

- 1 In Sydney.
- 2 Canberra.
- 3 In what sense is it possible to say that Australia is 'both the largest and the smallest in the world?'
- 4 The emu.
- 5 Good – it means 'friend'.
- 6 Sheep
- 7 Boomerang
- 8 Eucalyptus leaves.
- 9 b a foolish person.

6

- 1 g
- 2 e
- 3 j
- 4 f
- 5 h
- 6 d
- 7 i
- 8 b
- 9 a
- 10 c

# AROUND THE WORLD IN ENGLISH

## SOUTH AFRICA

Write the following on the board (the words may be scattered):

*Cape of Good Hope*

*diamonds*

*giraffes*

*Afrikaans*

*apartheid*

*Nelson Mandela*

(Add or remove words to adjust the difficulty to the level of your class.)

Ask students what they associate the words with.

## CZYTANIE

A glossary is provided, but encourage students to use dictionaries and ask questions as well.

### CULTURE NOTE

Basic facts about Nelson Mandela:

- Born Rolihlahla Mandela on 18 July 1918. (The name 'Nelson' was given to him at school by a teacher who could not pronounce 'Rolihlahla'.)
- First member of his family to go to school; studied law at university.
- Joined the African National Congress in the 1950s. Initially dedicated to non-violent protest, he later resolved peaceful methods were not bringing about the desired effects; in 1961 he became the co-founder and leader of the ANC's military wing. He organised acts of sabotage and planned guerilla activities.
- He was arrested in 1962, charged with sabotage and treason and sentenced to life imprisonment. He was released in 1990, at the same time when President F.W. de Klerk revoked the ban on the ANC and other anti-apartheid organisations.
- He represented the ANC in the multi-party negotiations that led to South Africa's first multi-racial elections in 1994.
- Nobel Peace Prize 1993 (jointly with Frederik Willem de Klerk).
- President of South Africa 1994–1999.

### ANSWERS

1

1 C

2 C

3 A system in which black people were officially discriminated against.

4 He was the leader of the African National Congress and of the fight against apartheid (and later the president of South Africa.)

5 B

3

It was an object of hostility for the Boers, who did not want Afrikaans to be replaced with English. It is a language of hope because it is a neutral language in which members of the different ethnic groups can communicate.

## SŁUCHANIE

Again, make it clear that Exercise 4 is not a test. Students can share their guesses in pairs, but they do not have to read them aloud.

Play the recording once without stopping. The second time, pause after each speaker. Check the true/false task and ask for additional details. You may wish to discuss the thoughts expressed by speaker 3, Mbali, in more detail. (*Why do most black parents want their children to learn good English? What are the problems?*)

If students cannot recall all the words in Exercise 3, you can replay the relevant parts of the recording (speakers 1, 2, 4 and 5).

### ANSWERS

4/5

1 T

2 F

3 F

4 T

5 T

6 T

6

1 d

2 e

3 b

4 a

5 c

# AROUND THE WORLD IN ENGLISH

## INDIA

Ask students to think of 5 associations with India. If they have difficulty coming up with ideas, you may provide the following clues (orally or by writing them on the board): *religion? food? clothes? weather? history? places? language?*

## CZYTANIE

The text mentions the end of colonial rule in India in 1947. You may wish to ask students whether they had heard of Mohandas (Mahatma) Gandhi and his *non-cooperation movement*, the first large-scale organised form of non-violent resistance in the world.

After discussing Exercise 3, you may ask students to make a comparison with the role of the Russian language in Poland. In what ways can it be said to be similar to the position of English in post-colonial countries? In what ways is it different?

## ANSWERS

1  
1 T  
2 T  
3 T  
2

- 1 English was the language of instruction in schools, the language of business and commerce.
- 2 Non-Hindi speakers protested, sometimes violently.
- 3 It is used in the legal system, government administration, secondary and higher education, the armed forces, the media, business, tourism and in the enormously important and fast-growing Information Technology.

## SŁUCHANIE

If students have problems doing Exercise 4, they can find some of the answers in the grammar section of the Student's book. (State or stative verbs, present continuous – p.204; prepositions – p.243.)

If students have difficulty doing Exercise 6, play the recording again, pausing after each relevant section.

## ADDITIONAL VOCABULARY INFORMATION

Some of the words in the 'English words of Indian origin' box:

- bangle* – a bracelet that is a stiff ring of metal
- chapati*, *chapatti* – a thin, round, flat bread
- chutney* – a thick sauce or condiment made of fruit, sugar, vinegar and spices.
- guru* – originally, a personal religious teacher and spiritual guide; now often used to mean a leading figure in some area, e.g. 'a marketing guru'.
- nirvana* – in Hinduism and Buddhism, the state following the extinction of desires and individual consciousness, in which one is freed from the cycle of rebirth.
- sahib* (pronounced sa:b) – a respectful term of address used by Indian people towards white men in colonial times
- affin* – a snack, a small meal
- pyjamas* – the original Urdu word describes light, loose-fitting trousers

## CULTURE NOTE

A film in which you can hear contemporary Indian English as well as observe the cultural mix of tradition and Western influences is *Monsoon Wedding* by Mira Nair.

## ANSWERS

4  
1 d  
2 a  
3 b  
4 e  
5 c  
6

- 1 I **love** this curry. It **is** quite hot.
- 2 You ordered the chicken curry, **didn't you?**
- 3 My friends are all waiting for us. (word order)
- 4 Pay attention **to** your father.
- 5 Could you **turn on** the television?

There are no exercises purely targeted at testing grammar at the basic level of the Matura exam since grammar is not directly tested here. However, the ability to demonstrate a good knowledge of grammar will contribute to grades in all parts of the exam, both spoken and written. Therefore, it is important to make students aware that grammatical accuracy is not the major focus of assessment in the Matura exam. They should, however, realise what impact grammar has on their final Matura grade.

The book provides both a grammar reference in Polish (with examples) and exercises that allow the student to practise the seventeen most important grammatical points.

This section of the book can be used very flexibly – either as guided work in class or as individual work at home. It is also suitable for mixed-ability/level classes, where some students might need a more theoretical background and practice than others. The individual strengths and weaknesses of different students in the area of grammar can be quickly assessed while they are doing **trening maturalny** tasks. If any difficulties arise, students are directed to the grammar point in question since all tasks contain cross-references to other sections of the book. It is also possible to focus on a particular grammar point and make it the focus of one separate grammar revision lesson. Students could be asked to do some or all practice exercises in the book and then assessed on how they have mastered the content of the lesson by taking a short test (provided in the Teacher's Book).

The last exercise in each grammar section is an example of a typical Matura speaking task. It shows how a particular grammar point should be used to perform the task set in either *Rozmowa z odgrywaniem roli*, *Opis ilustracji* or *Wypowiedź na podstawie materiału stymulującego*.

This exercise is probably the best illustration of how grammar is combined with other language elements and skills.

## ANSWERS

### CZASY TERAŹNIEJSZE

- 1  
2 are you thinking 3 snows 4 'm studying 5 enjoy 6 rises  
7 're sitting  
2  
2 are you waiting for? 3 Do you play 4 do you work?  
5 do you think? 6 Are you studying  
3  
2 are going 3 seems 4 understand 5 'm getting 6 think  
7 'm studying 8 'm enjoying 9 're staying 10 'm trying 11 start  
12 don't have to 13 like 14 need  
4  
2 never talks 3 she comes 4 I don't think 5 need 6 are arguing 7  
It seems 8 have 9 is living 10 She doesn't like 11 doesn't feel 12  
You're making 13 is trying 14 are becoming  
5  
2 is sitting 3 is wearing 4 seem 5 is smiling 6 don't think  
7 doesn't like 8 aren't swimming 9 is holding 10 looks

### CZASY PRZESZŁE

- 1  
2 a 3 b 4 b 5 b 6 a  
2  
2 a 3 c 4 b 5 b 6 a 7 a 8 b 9 b 10 a 11 c 12 b 13 c 14 a 15 c  
16 b 17 a 18 b 19 c 20 a 21 b 22 c 23 a 24 a  
3  
2 it wasn't 3 they didn't 4 he wasn't 5 I had 6 she did  
7 we weren't 8 they hadn't  
4  
2 did you use to go swimming 3 were Ian and Dave talking about  
4 had she seen this movie before buying the DVD 5 bought

a silver necklace for his girlfriend 6 were you waiting 7 mobile  
phone did Eloise borrow to call her mum

5  
2 met 3 didn't (use to) like 4 were walking 5 had never had  
6 worked 7 were arguing 8 used to go

6  
1 was 2 was trying 3 received 4 claimed 5 had met 6 didn't  
remember 7 had ever encountered 8 kept 9 ended  
10 exchanged 11 was living 12 was studying 13 had only known  
14 invited 15 knew 16 used to go 17 arrived 18 was waiting  
19 was looking 20 knew 21 had bumped 22 spoke 23 had  
passed 24 decided 25 used to think

7  
2 did you meet 3 she took 4 we didn't use to go 5 wasn't  
cooking 6 I felt

8  
2 When Robert had finished writing his essay, he went out with  
his friends.

3 When I walked into the classroom, she was talking to the  
teacher.

4 I used to see Gill more often.

5 Brenda felt sick because she had eaten three bars of chocolate.

6 We were both very busy yesterday evening: I was doing my  
Maths homework while Joanna was ironing/doing the ironing.

7 The Perkins didn't use to be rich.

9  
2 had been married for 3 It was getting dark 4 did you start  
learning 5 the guests/visitors had already left. 6 were George and  
Paul doing 7 used to sit with me and read/would sit with me and  
read/sat with me and read 8 were watching 9 used to go abroad  
on holiday/spend their holiday abroad 10 had forgotten to send

10  
2 decided 3 had visited 4 started 5 were waiting 6 got 7 spent  
8 made 9 had already closed 10 had to 11 missed 12 didn't look  
13 slipped 14 was going 15 broke 16 had never had

### CZASY PRESENT PERFECT

#### page 210-211

- 1  
A 2a B 1a 2b C 1a 2b D 1b 2a  
2  
2 had 3 happened 4 been wearing 5 played 6 been seeing  
7 been ironing  
3  
2 've learnt 3 's been crying 4 's been raining 5 've been annoying  
6 've known 7 've been clearing 8 's had  
4  
1 've been experimenting 2 've known 3 've been going out  
4 've been playing 5 've just started

#### page 212-213

- 1  
2 I've never made such a silly mistake before.  
3 In the taxi I realised that I had left my wallet at home.  
4 How long has she been studying medicine?  
5 When we got to the stadium, the match had already begun.  
6 Where did you stay when you first arrived in Buenos Aires?  
7 I hadn't eaten such a spicy curry before I went to Singapore last  
summer.  
2  
2 have failed 3 don't know 4 have smoked 5 have been smoking  
6 think 7 have cut down 8 drives 9 killed 10 struggled 11 have  
passed 12 am doing 13 don't smoke 14 has worked  
3  
2 I've been looking for 3 I've found 4 do you need 5 you've had  
6 you last played 7 we've been studying 8 I'm thinking/I've been

thinking 9 That sounds 10 do you want 11 I haven't thought  
12 do you think 13 They seem 14 Have you used 15 Sam has  
brought 16 everybody liked 17 we've been talking

- 4  
a 2 have you done it/that  
b 1 We've been quarrelling/arguing 2 I've already prepared  
c 1 borrowed 2 you took 3 've never said 4 've been  
complaining  
d 1 you invited 2 you hadn't informed/told me 3 enjoyed  
myself/had fun

5  
Zapraszanie gości: d Podział obowiązków: a Pożyczanie rzeczy: c  
Sugestie polubownego rozwiązania konfliktu: b

### CZASY PRZYSZŁE

1  
2 won't do 3 will be wearing 4 starts 5 will help  
6 is going to fall 7 am having

2  
2 are getting married 3 is going to rain 4 will never pass 5 will be  
living 6 departs 7 won't eat 8 falls 9 Will you be using/Are you  
going to use 10 I'll turn up

3  
2 I'll prepare the salad and dressing.  
3 We'll be travelling through Lodz on the way back so we could  
always call in on Ola.

4 I am going to become a secondary school teacher.  
5 When does the school year finish?

4  
a 2 are flying 3 are going to rent/are renting

b 1 'll keep 2 'm going to do  
c 1 'm taking 2 'll pass

1 c 2 a 3 b

### CZASOWNIKI MODALNE

1  
2 b 3 b 4 c 5 a

2  
2 Would you like something to drink?/Shall I/Can I get you  
something to drink?

3 Can/Could/May I use your mobile phone?

4 You mustn't/can't smoke here.

5 You don't have to give me my book back this week.

3  
2 I couldn't ride a bicycle 3 should talk to the teacher about it  
4 have to stay in bed for three days 5 I pick you up from school  
6 shouldn't watch so much TV 7 can sing 8 don't have to answer  
all questions correctly

4  
a 2 Shall I look up 3 would you like to do 4 should buy  
b 1 should take 2 don't have to take/needn't take 3 Could you  
pack

c 1 couldn't get used 2 should be

d 1 cannot/can't go 2 have to inform

5  
Długość wycieczki: d Środek transportu: a Zakwaterowanie: c  
Rzeczy do zabrania: b

### CZASOWNIKI MODALNE

1  
2 a 3 a 4 b 5 b 6 a

2  
2 may/might/could 3 can't 4 may/might/could 5 must  
6 might/may/could 7 could 8 may not/might not 9 can't  
10 must

3

2 They can't be at school now.  
3 The match may/might not start before seven.  
4 She must think I'm not very bright.  
5 This can't be Robert – he has gone on holiday to Spain.  
6 The car keys must be somewhere in the kitchen.  
7 The teacher may/might give us our homework back tomorrow.  
8 My parents must feel hugely disappointed with me.  
9 She might not know the answers to all your questions.  
10 This story can't be true.  
4  
2 She might/may want 3 Patrick can't be 4 might/may not have  
5 They must think 6 You can't be 7 he must read  
8 it might/may/could rain 9 must feel  
5  
2 can't 3 must 4 might 5 could 6 may 7 can't

### ZDANIA WARUNKOWE

1  
2 c 3 b 4 c 5 b  
2  
2 won't 3 would find 4 wouldn't 5 will come 6 die 7 Would it  
3

2 You will feel better if you take an aspirin and lie down.  
3 If people are rude to him, he ignores them and stays calm.  
4 She would take up jogging if she didn't have breathing  
problems.

4  
2 started 3 wouldn't lend 4 has 5 asked 6 turns 7 decides  
8 don't behave 9 lost 10 won't accept

5  
2 If we have more sweets, we'll share them among the kids.  
3 If Sarah asks her boss for a pay rise, he will/might be angry./  
If Sarah asks her boss for a pay rise, it/she will/might make him  
angry.

4 If I didn't have to help my mother with the housework, I could  
go to the cinema with my friends.

5 If you don't call a taxi now, you'll have to walk there.

6 If Southampton FC won this match, they would get promoted  
to the Premiership.

6  
2 'd opt 3 find 4 are 5 had 6 'd visit 7 is 8 'll make 9 go 10 want

### STRONA BIERNA

1  
2 is spoken 3 has broken 4 will be held 5 hadn't told/wasn't  
telling 6 is being interviewed 7 have been reported 8 are used  
9 discovered 10 not be left

2  
2 haven't been informed about the changes to the train table  
3 is still being repaired 4 be punished for skipping school 5 was  
invented in 1876 by Alexander Graham Bell 6 are not sold here  
7 had been burgled

3  
Word's First Skyscraper

The first skyscraper in the world was built in 1885 in Chicago,  
Illinois. It was called the Home Insurance Building. The Home  
Insurance Building was originally 10 stories high and it was 138  
feet tall. Another two stories were added in 1890. Before the first  
skyscraper was built, people were concerned about the elevators  
and were afraid

that they would fall. This was until a man named Otis discovered  
a way to make elevators safe for everyone. Another man named  
William LeBaron Jenney discovered a way to use steel beams for  
the skeleton of the building while all other buildings at the time  
used bricks for the inside and out. The building was completed in  
1885, but sadly it was demolished in 1931. The Home Insurance

Building is considered to be the world's first skyscraper as it was the first building entirely supported by a steel frame.

- 4  
1 a 2 b 3 a 4 b 5 b  
5

2 John is going to have his car repaired. 3 She has had her hair cut. 4 They are having their house painted. 5 Will you have all the locks changed in your house? 6 We have our newspaper delivered every Friday. 7 Your necklace must be valued.

- 6  
2 I was invited 3 wanted to visit 4 we rented a car 5 we were told 6 left Warsaw 7 broke down 8 was towed away/taken away/towed 9 We had our car repaired 10 it took 11 we had to pay 12 we were not given the money back/the money wasn't refunded to us

## MOWA ZALEŻNA

- 1  
2 not to 3 the next day 4 whether 5 asked 6 himself 7 that 8 said 9 had seen 10 talked  
2  
2 the next day/the following day 3 last week 4 that morning 5 tonight 6 that 7 before/earlier 8 now 9 that day 10 yesterday  
3  
2 she, my, her 3 they, their 4 he, my, he, himself  
4  
2 'Don't cross the road by yourself.' 3 'I will never go to school again.' 4 'Are you having a good time here?' 5 'I don't want to cause any problems to your family.' 6 'How much is a bus ticket?' 7 'Open your suitcase.'  
5  
2 if I needed him to help me with my homework. 3 me not to leave that/the box in the hall. 4 she had earned her first money that day. 5 me he would try to call me the next day/the following day. 6 that somebody was following them. 7 to know if I had finished school two hours before/earlier.  
6  
2 what job I was applying for 3 what languages I spoke 4 how long I had been learning English 5 if/whether I had ever worked in a restaurant before 6 when I could start 7 if/whether I was available seven days a week 8 when the best time to contact me was  
7  
2 he had failed 3 was sorry 4 had been really cross with himself 5 had been doing 6 had happened 7 got 8 made 9 if/whether he/David was going to take 10 he was not sure 11 him not to give up  
8  
2 to inform/tell everybody 3 wouldn't/would not be able to come 4 I had been late for work 5 was going to paint the walls herself 6 if/whether all parents were pleased with/happy about 7 told us not to shout  
9  
2 would feel/was going to feel 3 wanted 4 didn't feel 5 had had 6 was 7 to take 8 not to go

## PYTANIA POŚREDNIE

- 1  
2 (Do you know) how much membership costs?  
3 (I'd like to know) what courses you offer.  
4 (I'm wondering) what time the centre opens and closes on weekdays.  
5 (Could you tell me) what facilities there are?  
6 (Would you mind telling me) how I can join the leisure centre?  
2

- 2 I wonder what you have done with the money.  
3 Do you know how much a single ticket would cost?  
4 Have you any idea where the toilets are?  
5 Do you happen to know what his surname is?

- 3  
2 how much time I've got/have for describing the picture  
3 if/whether I could get/have some more preparation time  
4 which topic I should start with  
5 if/whether I can compare two pictures

## SKADNIA CZASOWNIKÓW

- 1  
2 having 3 to finish 4 learning 5 speaking 6 me to go 7 to stay 8 to take 9 send  
2  
2 I learnt to drive when I was sixteen.  
3 You should take a break now.  
4 Peter enjoys watching football matches on TV on Saturdays.  
5 She seems to be much happier now.  
6 My parents want to move to a bigger city soon.  
7 I don't mind working overtime next week.  
8 She suggested waiting for them a bit longer.  
3  
2 her not to do 3 me carry 4 changing 5 to stay 6 driving 7 to spend 8 them stay  
4  
2 I enjoy being on my own.  
3 I can't afford to go on holiday to New Zealand.  
4 He can't stand visiting his relatives.  
5 I don't want to watch this documentary with you.  
6 They prefer playing football (to basketball)  
7 I don't need to revise before the final test.  
8 I would love to have dinner with you tomorrow.  
9 She doesn't mind doing the washing-up.  
5  
Example answers;  
2 me go to discos 3 shouting 4 us to use mobile phones 5 to take a gap year 6 to give up chocolate 7 apologise to her 8 to answer all the questions 9 me tidy up my room every Saturday 10 him to take more driving lessons  
6  
2 to represent 3 to make 4 to test 5 adding 6 be 7 choosing 8 think 9 creating

## RZECZOWNIKI POLICZALNE/NIEPOLICZALNE

- 1  
2 b 3 b 4 a 5 b 6 a 7 b  
2  
2 Both 3 any 4 None 5 many 6 Neither 7 some  
3  
2 few 3 lot 4 some 5 much 6 lot 7 Neither 8 much 9 Both  
4  
Zakupy 2 lot 3 all 4 much  
Szkola 1 many 2 no 3 both

## PRZEDIMKI

- 1  
2 a 3 b 4 a 5 a 6 b  
2  
2 - 3 the 4 the 5 the 6 - 7 the 8 a 9 the 10 the 11 a 12 the 13 - 14 the 15 a 16 - 17 an 18 the 19 the 20 the 21 - 22 - 23 a 24 The 25 - 26 - 27 the 28 - 29 - 30 the

- 3  
 1 On Monday we had a piece of toast for breakfast.  
 3 They are flying to Barcelona from Gatwick airport tomorrow in the evening.  
 4 The boys from my class went on a trip to the Tatra mountains.  
 5 I think I left the house keys in the kitchen.  
 6 Modesty is an important quality to teach children.

4  
 2 a 3 a 4 The 5 the 6 the 7 a 8 the 9 the 10 -

### KONSTRUKCJE *There is / It is*

- 1  
 2 There's 3 There's 4 It's 5 There's  
 2  
 2 Excuse me, is there a phone box near here?  
 3 Was it difficult for you to find your first job?  
 4 Were there any phone calls for me?

3  
 2 It's 3 there're 4 it's 5 there were 6 there's 7 It's

### ZAIMKI NIEOKREŚLONE

- 1  
 2 anything 3 everywhere 4 anybody/anyone 5 Nothing  
 6 anywhere 7 Something 8 Everyone 9 somewhere 10 nobody  
 2  
 1 everybody 2 anything 3 something 4 feels 5 anywhere 6 is

### FORMY DZIERŻAWCZE

- 1  
 2 my 3 Mike 4 Our 5 father's 6 yours 7 Tomorrow's meeting  
 2  
 2 My little brother is not going to take his shoes off if Anna doesn't take off hers.  
 3 I quite liked their new design but you must admit that ours was definitely much more innovative.  
 4 I'm sure her house is around here somewhere, but I've forgotten its number.  
 5 Their new business will probably make some money in the future, but not as much as mine or yours.  
 6 Since it's not your key, you should return it to its owner as soon as possible.

3  
 2 I liked the end of the story the most. 3 There is nothing interesting in today's newspaper. 4 The local government's decision / The decision of the local government was wrong. 5 Miss Blunden's students are very clever. 6 It was a very nice two hours' walk in the woods. 7 Two legs of our new table are broken.

4  
 1 my 2 aunt's 3 boyfriend's 4 mine 5 the beginning of the ceremony 6 mine 7 Theirs 8 bridesmaids' 9 bride and groom's 10 door of the church 11 our 12 her 13 nephew's 14 yours 15 my boyfriend's aunt's

5  
 2 yours 3 mine 4 my 5 her 6 their 7 theirs 8 their 9 hers 10 our 11 ours 12 its

6  
 2 our main/first duty 3 One of my friends 4 last year of school 5 her marks/grades 6 other students'/pupils' 7 My parents' opinion/view 8 mine

### PRZYMIOTNIKI

1  
 2 the most intelligent 3 higher 4 quieter 5 the fastest 6 the worst 7 the funniest 8 more serious 9 older 10 more mature 11 closer 12 easier 13 The saddest

2  
 2 What 3 so 4 How 5 such

3  
 2 a new grey silk scarf 3 a delicious huge Chinese meal 4 a pair of elegant black leather shoes 5 some impressive new concrete buildings 6 an old oval wooden dining table 7 some sweet tiny pink baby hamsters

4  
 a 2 later than 3 more polite  
 b 1 much more expensive than 2 lower 3 twice as much  
 c 1 is not good enough 2 such a terrible/horrible  
 d 1 the highest 2 too cold 3 so noisy

5  
 Powód twojego telefonu c Cena b Problemy z pokojem d Problemy z obsługą a

### ZDANIA PRZYDAWKOWE

1  
 2 b 3 c 4 a 5 a 6 c 7 b  
 2  
 2 which/that 3 where 4 whose 5 when 6 who 7 which 8 which

3  
 3 nie można opuścić zaimka 4 My mother wants me to eat things I hate. 5 The scientist I admire most is Einstein. 6 nie można opuścić zaimka 7 nie można opuścić zaimka 8 Do you like the cake I've baked?

4  
 2 e I'll never forget the moment when I first saw my little baby son. 3 c e looking for the man who/that robbed a bank yesterday. 4 a I got an autographed photo from Sandra Bullock, who is my favourite actress. 5 d I don't like the poem which/that he has written for me. 6 f Her twin brother hit her, which made her cry. 7 b We want to go to Rome, where we went on our honeymoon.

5  
 2 Could you remember to give me back the book that you borrowed from me two months ago?  
 3 He wants me to go to a restaurant where they serve Chinese and Indian food.  
 4 At the circus I saw a very strong man who could lift 100 kilograms without any trouble.  
 5 The heavy storm, which lasted for five hours, is now over.  
 6 I often think back to the times when my grandparents were still alive.

6  
 2 who/that revise 3 who/that don't/don't do it 4 (that/which) you still have to/need to learn 5 who/that failed 6, whose teacher 7, which causes

### SPÓJNIKI

1  
 2 unless 3 before 4 but 5 Because 6 so 7 while 8 Although 9 until

2  
 2 because 3 Although 4 or 5 where 6 but

3  
 2 if you don't vote/unless you vote 3 But in my opinion 4 or there isn't a party/is no party 5 even though/although you don't go 6 And one more thing 7 while the lazy

### PRZYIMKI

1  
 2 b 3 d 4 b 5 a 6 c  
 2  
 2 of 3 for 4 on 5 into 6 on 7 to 8 to

# MATERIAŁY DO KOPIOWANIA

UNIT	ACTIVITY NAME	ACTIVITY TYPE	VOCABULARY FOCUS	TIME (MINUTES)
1 CZŁOWIEK	<i>What kind of person am I?</i>	Card game	Personality adjectives	15-20 min
2 DOM	<i>Furnishing your living room</i>	Decision making	Furniture and equipment	20-25 min
3 SZKOŁA	<i>Jumbled conversations</i>	Matching	Places in a school, Exams and assessment	10-15 min
4 PRACA	<i>Collocations memory</i>	Memory game	Collocations to do with work	15-20 min
5 ŻYCIE RODZINNE I TOWARZYSKIE	<i>An all-night party</i>	Role play	Celebrations, Daily routine	20-30 min
6 ŻYWIENIE	<i>Match and mime</i>	Miming activity	Types of food, Preparing food, Restaurants and bars	10-15 min
7 ZAKUPY I USŁUGI	<i>The customer</i>	Gap-fill	Clothes shop	10-15 min
8 PODRÓŻOWANIE I TURYSTYKA	<i>A travel story</i>	Story writing	Means of transport, Travel, Accommodation, Holidays	30-35 min
9 KULTURA	<i>Categories</i>	Card game	Music, Literature, Theatre, Film, Visual arts, The media	20-30 min
10 SPORT	<i>Collect a set</i>	Card game	Sport: disciplines, equipment, places, people	15-20 min
11 ZDROWIE	<i>What's the matter with me?</i>	Miming activity	Illnesses, injuries, symptoms	15-20 min
12 NAUKA I TECHNIKA	<i>Is science interesting?</i>	Presentation	Areas of science; Scientists at work	20-30 min
13 ŚWIAT PRZYRODY	<i>Loony landscapes</i>	Card game	Landscape features; Weather; Plants; Animals; Natural disasters	15-20 min
14 PAŃSTWO I SPOŁECZEŃSTWO	<i>Snap!</i>	Card game	Crime and criminals	15-20 min

## 1 CZŁOWIEK

### WHAT KIND OF PERSON AM I?

#### PREPARATION

- 1 Make one copy of the photocopiable sheet for each group of three to five students, preferably on card or at least thick paper. Cut out the cards.
- 2 Write the following questions on the board:  
*What did you do last weekend?*  
*What did you do yesterday?*  
*What are your plans for the next holidays?*  
*What do you like?*

#### PROCEDURE

- 1 Show the cards to the class (but not so that they can see the words). Explain that on each one there is a personality adjective. When you pick a card, you have to imagine you are that kind of person, and communicate what you are like without using the adjective, by answering the questions on the board. Demonstrate by explaining one adjective yourself, for example 'strict' (which is not on the cards):  
*What kind of person am I? Last weekend I marked some tests and I failed 80% of the students. Yesterday I asked Konrad's parents to come to school because he said something funny in my lesson. During the holidays I'm planning to prepare some really difficult tests to make my students study harder. I like order, people who always do what they should, and students who never behave badly!*
- 2 Students get into groups of 3-5. Give each group a set of cards. The cards should be dealt out in more or less equal numbers. Students are allowed to see their own cards, but must not show them to others.
- 3 Each student in turn chooses one of his/her cards and answers the questions on the board in accordance with the description on the card. The first person to guess the adjective wins the card. If students have a problem guessing, the speaker can add other information to help them.
- 4 The winner is the person with the largest number of cards at the end.

## 2 DOM

### FURNISHING YOUR LIVING ROOM

#### PREPARATION

Make one copy of the photocopiable sheet for each pair.

#### PROCEDURE

- 1 Explain to students that they are going to move out from their parents' home and share a flat with another student. They have to make some decisions about furnishing their living room.
- 2 Students get into pairs (groups of 3 are possible) – preferably with people they can imagine sharing a flat with! Give each pair a copy of the worksheet.
- 3 Students have to decide what to buy for their living room without going over the £2300 limit. They also have to decide where in the room to put the different items.
- 4 As a follow-up, students can get into new pairs and tell each other what they'd bought for their living room and how they made those decisions.

## 3 SZKOŁA

### JUMBLED CONVERSATIONS

#### PREPARATION

Make one copy of the photocopiable sheet for each pair.

#### PROCEDURE

- 1 Students get into pairs. Give each pair a copy of the worksheet.
- 2 In pairs, students decide which lines belong to which conversation. There are six for each.
- 3 Each pair chooses ONE of the conversations and writes it out in full, adding their own ideas. Explain that the lines on the sheet do NOT make complete conversations – students have to add some lines for each of the speakers.
- 4 Students read their conversations in pairs.
- 5 At the end, ask three pairs to act out their conversations in front of the class (one conversation A, one B and one C).

## 4 PRACA

### COLLOCATIONS MEMORY

#### PREPARATION

Make one copy of the photocopiable page for each group of 3-4 students. Either make the copies on thick paper or mount them on card. Cut out the cards and keep each set separate.

#### PROCEDURE

- 1 Students sit in groups of 3-4. Explain they are going to play a Memory game (also known as Pelmanism or Pairs), where the aim is to collect matching cards by remembering their position on the table. The difference is that the cards contain words, not pictures, and a matching pair consists not of two identical cards, but of two halves of a collocation, for example: *apply for + a job*.
- 2 Each group gets one set of cards. The cards are shuffled and spread on the table face down.
- 3 Each student in turn turns over two cards. If they do not match, he or she must put them back in the same position. If they are a pair, the student has to make a sentence using the expression; after that, he/she can keep the pair. (If a player cannot make a sentence with the collocation, he/she has to put the cards back face down.)
- 4 The winner is the person with the greatest number of cards at the end.

## 5 ŻYCIE RODZINNE I TOWARZYSKIE

### FAMILY ROLE PLAY: AN ALL-NIGHT PARTY

#### PREPARATION

Make one copy of the sheet for each group of 3-4 students. Cut out the cards. Keep the Role cards and the Phrase cards separate.

#### PROCEDURE

- 1 Students get into groups of 3-4.
- 2 Give each group the role cards, putting them face down on the desk. Students draw their roles without seeing them. Groups of 3 receive only the first 3 cards (Tony is not an essential character).
- 3 When students have read their roles, give each group a set of Phrase cards. Students read the phrases and everyone chooses three to five phrases they would like to use.
- 4 Students role play the conversation in their groups. Monitor the activity. At the end ask four students (not necessarily from the same group) to act out the conversation in front of the class.

## 6 ŻYWIENIE

### MATCH AND MIME

#### PREPARATION

Make one copy of the photocopiable sheet for each pair.

#### PROCEDURE

- 1 Cut out the strips.
- 2 Students get together in pairs. They match the halves of sentences.
- 3 Ask each pair to choose 3-4 of the sentences and think ways of miming them.
- 4 Ask each pair to mime *one* sentence. (It should be one that has not been mimed yet, so the first 2-3 pairs have the easiest job.) The rest of the class guess what action is being mimed.
- 5 The activity can continue until all the sentences have been mimed.

## 7 ZAKUPY I USŁUGI

### THE CUSTOMER

#### PREPARATION

Make one copy of the worksheet for each two students.

#### PROCEDURE

- 1 Students get into pairs. Give each pair a copy of the worksheet.
- 2 Ask students to complete the dialogue by writing the shop assistant's lines.
- 3 Students act out the dialogue in pairs. Circulate and monitor. At the end ask two students who are particularly expressive to act out the dialogue in front of the whole class.

**Note:** Alex can be both a male and a female name, so each pair can decide what sex this character is.

## 8 PODRÓŻOWANIE I TURYSTYKA

### A TRAVEL STORY

#### PREPARATION

Make one copy of the worksheet per student.

#### PROCEDURE

- 1 Tell the class they are going to write a story about a trip.
- 2 Give each student a copy of the worksheet.
- 3 Ask them to complete the first sentence and fold the sheet back, so that the next person cannot see what they have written but can see the next sentence.
- 4 Ask everyone to pass their worksheet to the person on their right. The next person completes the next sentence without looking at the first. Repeat this until all the sentences have been completed.
- 5 Ask students to unfold the sheets and read the stories. The funniest ones can be read aloud to the whole class. Alternatively, students can sit in a circle and swap stories until they've read them all.

## 9 KULTURA

### CATEGORIES

#### PREPARATION

- 1 Make one copy of the material for each 3-5 students, on card or thick paper. Cut out the cards.
- 2 Write on the board:  
*Music*  
*Literature*  
*Film*  
*Art*  
*The media*
- 3 With a weak class, ask students to read through *Bank słów* (p.136) before playing the game.

#### PROCEDURE

- 1 Explain to students that they are going to play a game in which they have to identify to which of the five categories on the board a word (for example, 'actor' or 'writer') belongs. When one person reads a word, the others have to shout out the category. Explain that 'art' is used to mean 'visual arts'.
- 2 Students get into groups of 3-5. Each group should sit around a table (as for a card game).
- 3 Give each group a set of cards. The cards should be placed in a pile in the middle of the table.
- 4 Each student in turn takes a card and reads the word on it aloud. The first person to shout out the category wins the card. If nobody knows the category, the card returns to the bottom of the pile.
- 5 The winner is the person with most cards at the end.

## 10 SPORT

### COLLECT A SET

#### PREPARATION

Make one copy of the photocopiable sheet for each group of 3 or 4. It is best to enlarge the sheet (A4 to A3 or even A5 to A3) to get cards of a reasonable size. Either copy on thick paper/card or paste the sheets onto card. Cut out the cards.

#### PROCEDURE

- 1 Show the class a set of cards and explain the rules of the game:
  - The cards are shuffled and dealt out, five per player. The rest of the cards lie face down in a pile.
  - The aim is to collect sets of four cards related to the same sport: sport, player, equipment and place, and to get rid of all your cards at the end.
  - When it is your turn, you can ask anybody in the group: *Can I have...[a footballer/a footballer card], please?* If they've got the card, they have to give it to you. If they haven't, they pick a card from the pile. If it is what you asked for, they give it to you; if it isn't, they keep it. If you made a good guess and received a card, you can continue asking (not necessarily the same person) until you make a mistake.
  - If you have collected a set of four cards, you can put it on the table in front of you.
  - The person who gets rid of all his/her cards *when there are no cards left in the pile* is the winner.
- 2 Students get together in groups of 3 or 4. Each group gets a set of cards and plays the game.

## 11 ZDROWIE

### WHAT'S THE MATTER WITH ME?

#### PREPARATION

For classes up to 16 students, make one copy of the worksheet. For larger classes, make two. Cut out the cards.

#### PROCEDURE

- Write on the board:
 

<i>You've got...</i>	<i>You should...</i>
<i>You are...</i>	<i>You need...</i>
- Explain to students that each of them will have to mime a health problem, and the others will have first to guess what the matter is with him/her (the first two phrases on the board – for example, *You've got a runny nose.*), and then give him/her some advice (the second two phrases – for example, *You should see a doctor.*). If you have fewer than 16 students, you can mime one of the problems yourself to demonstrate.
- In classes of up to 16 students, do this as a whole class activity. In larger classes, students divide into two groups and each group gets a set of cards.
- Each student draws a card without looking. Allow a minute for everyone to think how they're going to mime the problem.
- In turns, students mime their health problems. The class guess them and offer advice. If you want to do it as a competition, you can give a point for each correct guess and each appropriate piece of advice.

## 12 NAUKA I TECHNIKA

### IS SCIENCE INTERESTING?

#### PREPARATION

Make one copy of the worksheet per student.

#### PROCEDURE

- Distribute the worksheets. Students work individually first, reading the sheet and ticking the things they would like to do.
- Students compare and discuss their choices in pairs or small groups.
- Ask everybody to concentrate on just *one* of the things they would like to do – perhaps the one they find most interesting. The next step can take two forms:
 

Option A:  
Each student thinks of reasons why the activity he/she chose is particularly interesting and prepares a short (1 minute) talk explaining those reasons.

Option B:  
Each student imagines that he/she really took part in the activity he/she chose and prepares to tell the others about it. They will need to invent some facts.
- (Both options, A and B) Students deliver their talks in groups (preferably different from the ones in which they worked in step 2).
- Ask a few students to deliver their talks to the whole class. Choose them so that a variety of topics will be covered.

## 13 ŚWIAT PRZYRODY

### LOONY LANDSCAPES

#### PREPARATION

Print out the photocopiable sheet: 1 copy for classes up to 12 students, 2 copies for classes up to 24 students etc., preferably on thick paper/card. Cut out the cards. They are divided into four categories: *landscape features*, *weather*, *animals*, and *natural disasters*. The categories must be kept separate. Prepare enough sheets of A4 or A3 paper for all Ss to draw on, and if possible, crayons, coloured pens or just soft pencils.

#### PROCEDURE

- Students get together in pairs.
- Each pair picks at random two cards from the categories *landscape features*, *weather* and *animals* and one card from the category *natural disasters*. In large classes it may happen that a team gets two copies of the same card; they should then swap one of them for a different one from the same category.
- Distribute drawing paper and explain the task: each team has to draw a picture including all the elements on the cards they picked.
- When the pictures are finished, put them up on the walls or on the board. Invite students to walk around and look. Ask a few students to describe selected pictures (not the ones they drew themselves).

## 14 PAŃSTWO I SPOŁECZEŃSTWO

### SNAP!

#### PREPARATION

Make 1 copy of the photocopiable sheet for each group of 3 or 4. Either copy on thick paper/card or paste the sheets onto card. Cut out the cards.

#### PROCEDURE

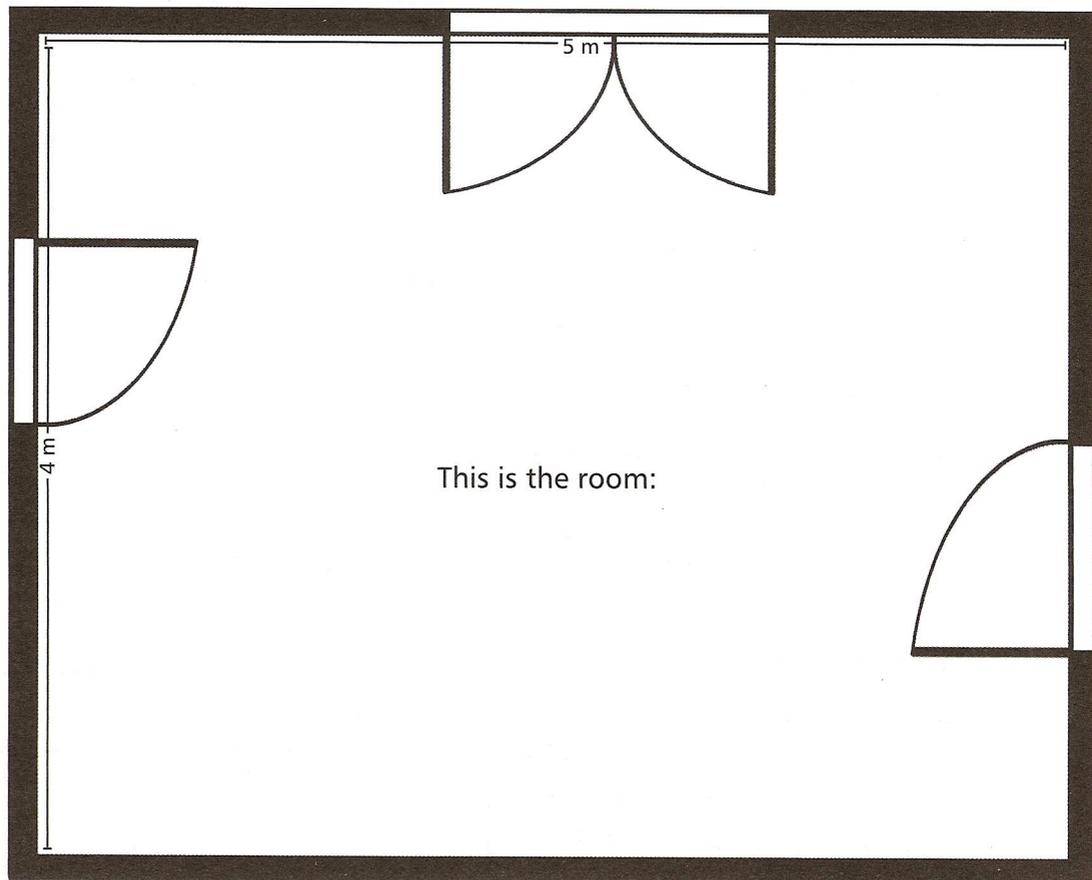
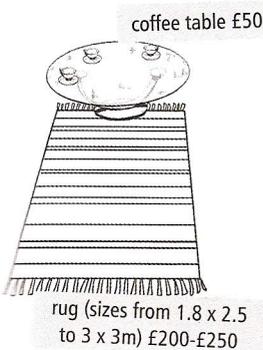
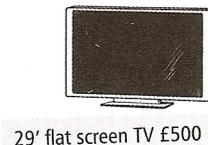
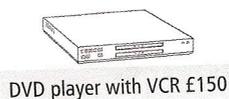
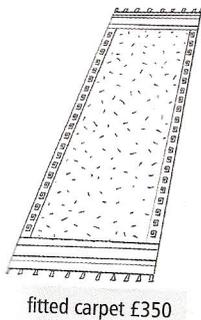
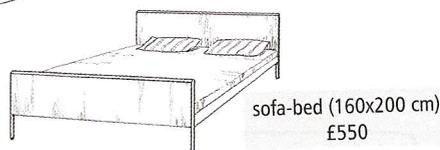
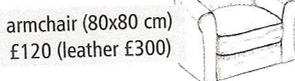
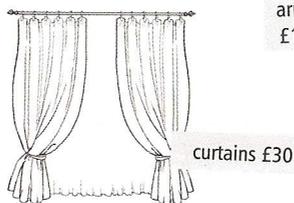
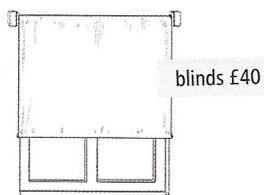
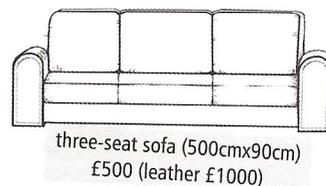
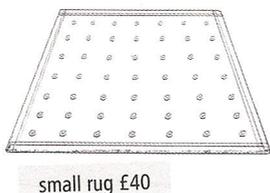
- Students get into groups of 3-4. Give each group a set of cards.
- Ask students to spread the cards on their tables face up and match the pairs (e.g. *'arsonist – he set a house on fire'*). This is done so that students familiarise themselves with the cards before playing the actual game of Snap!
- The cards are then collected, shuffled and dealt out among the players as equally as possible. They should keep their cards in stacks, face down.
- The students take it in turns to place a card from the top of their stack face up in a central pile. If two cards placed consecutively on the pile are a pair, the first person to shout 'Snap!' and place his/her hand on the top of the central pile wins all the cards in the pile and adds them to the bottom of his/her stack. If someone shouts 'Snap!' wrongly, they must put an additional card on the pile and are not allowed to 'snap' in that turn.
- Players who lose all their cards are eliminated. The winner is the person who accumulates all the cards.

**What kind of person am I?**

sensitive	selfish	ambitious	hard-working
generous	lazy	shy	sociable
impatient	cheerful	bossy	nasty
cruel	reliable	aggressive	talkative
brave	intelligent	creative	dishonest
helpful	rude	tidy	vain

# Furnishing your living room

You and your partner are going to furnish your new living room. You have £2300. This is the furniture you are thinking of:



## JUMBLLED CONVERSATIONS

Which lines belong to which conversation?

A. A new student asking a classmate for information about the school.

B. A student telling a friend about an exam.

C. A student asking a teacher to postpone a test.

Hi, Ann. How did it go?

Hi... Excuse me... I wonder if you could help me.

Can you tell me where the canteen is?

Miss? Do you think we could have the test next week instead of this Friday?

No, I don't think we could.

First of all, I was feeling really bad and I couldn't concentrate. I must have made about a million stupid mistakes.

Do you happen to know if there's a basketball club in this school?

If everyone had three more days to revise, I'm sure they would learn more and do better.

Don't ask. It was dreadful. I'm sure I failed.

Go down this corridor, turn right, and it's there, next door to the staff room.

And I didn't notice one question on the last page. It was worth ten marks.

I understand how you feel, but we have to keep working according to schedule. Next week we're starting a new unit.

No problem at all.

There was a question about something I missed when I was sick and I couldn't answer it at all.

But everyone's so exhausted!

Poor you!

I'm new here and I don't know my way around yet.

I'm sorry, I can't agree.

## COLLOCATIONS MEMORY

<b>work...</b>	<b>...long hours</b>	<b>work for...</b>	<b>...a (big/small/ international) company</b>
<b>in charge...</b>	<b>...of sth</b>	<b>apply for...</b>	<b>...a job</b>
<b>responsible ...</b>	<b>...for sth</b>	<b>go on...</b>	<b>...strike</b>
<b>well...</b>	<b>...paid</b>	<b>part-time ...</b>	<b>...job</b>
<b>take...</b>	<b>...a day off</b>	<b>sick...</b>	<b>...leave</b>
<b>get ...</b>	<b>...promoted</b>	<b>(get) a pay...</b>	<b>...rise</b>
<b>run...</b>	<b>...your own business</b>	<b>do...</b>	<b>...your job well</b>

## FAMILY ROLE PLAY: AN ALL-NIGHT PARTY

## ROLE CARDS

**Millie (age 16)**

You want to go to an all-night party with your friends on Saturday. You don't see any reason why you shouldn't. The party is important to you, and you're ready to agree to your parents' conditions if you can go.

**Father**

You're firmly against the plan. Millie's too young, it's inappropriate, dangerous and anyway she should be studying. In the end you give in because your wife agrees to the plan.

**Mother**

At first you're against. Finally you decide that you don't mind Millie going to the party on certain conditions. You have to know who she's going with and where exactly the party is; Millie must do her homework first and help with the housework.

**Tony (Millie's brother, aged 12)**

On the whole, you don't care if your sister goes to the party or not. You rather like the idea, as you'll be able to watch what you like on TV that night. You also use it as an opportunity to joke about her and her boyfriend. But you'd like to know who's going to walk her dog in the evening *and* on Sunday morning!

## PHRASE CARDS

It's out of the question!

You may go if...

I only want to have some fun!

Let her go! That way I'll have the TV set to myself for the whole evening.

You're not old enough!

What if somebody brings drugs?

I don't think it's a good idea.

I think you should... first.

I've been looking forward to this party for a month!

I have so little free time!

Ha ha, Millie wants to go out with Richard and stay out all night!

If I take Blackie for a walk, you'll look after my hamster when I go to ski camp. OK?

What about your exams?

You have to tell me...

OK, I'll do everything on Saturday morning.

Oh, all right. have it your way.

I understand how you feel, but...

Can I go with her?

## Match and Mime

I mixed...	...all the ingredients together in a bowl.
I sliced the bread...	...with a big knife.
I kept stirring the sauce...	...so it wouldn't burn.
I put the apple pie...	...in the oven.
I had to peel...	...three kilograms of potatoes.
I laid the table...	...for twelve people.
I cleared the table...	...and washed the dishes.
I've put on...	...a lot of weight recently.
I fried...	...two eggs in the frying pan.
We ordered...	...coffee and cakes.

# THE CUSTOMER

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** Thank you, I'm just looking.

*[five minutes later]*

**ALEX:** Have you got a jacket like this, but in a brighter colour?

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** Oh no, this one's too bright. I don't wear orange.

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** The colour's OK, but I don't like the style. Have you got one with smaller buttons?

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** This one hasn't got enough pockets. I need room to carry my wallet, my mobile, my keys, my MP3 player and a packet of tissues.

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** Yeah, this one looks all right. Where can I try it on?

**SHOP ASSISTANT:** \_\_\_\_\_

*[five minutes later]*

**ALEX:** No, it doesn't fit. It's too tight. I think I'd like to try on the first one you showed me.

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** No, not this one. The orange one.

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** Yeah, I'll take it. Can I pay by credit card?

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** Here's my card.

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** Thank you.

*[Alex leaves the shop.]*

*[five minutes later]*

**ALEX:** Excuse me. I'd like to return this jacket. I've changed my mind.

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** Receipt? Now where can it be? I think I've lost it.

**SHOP ASSISTANT:** \_\_\_\_\_

**ALEX:** What do you mean you can't?! What dreadful service! I'll never shop here again!

**SHOP ASSISTANT:** \_\_\_\_\_

# A Travel Story

I decided to go on a \_\_\_\_\_-day trip to \_\_\_\_\_.

..... fold

I travelled by \_\_\_\_\_.

..... fold

My luggage consisted of \_\_\_\_\_

..... fold

The journey took (*How long?*) \_\_\_\_\_

..... fold

On the way we had a small accident. (*What happened?*) \_\_\_\_\_

..... fold

When we arrived, I found a \_\_\_\_\_ to stay in.

..... fold

I had a view over \_\_\_\_\_ from the window.

..... fold

On my holiday I (*What did you do?*) \_\_\_\_\_

..... fold

I sent postcards with pictures of \_\_\_\_\_ to my family.

..... fold

I bought \_\_\_\_\_.

## CATEGORIES

band	chapter	cast	exhibition	headline
concert	short story	director	landscape	journalist
composer	fairly tale	Academy Award	still life	soap opera
guitarist	novel	subtitles	self-portrait	quiz show
drums	novelist	screenplay	sculpture	TV channel
songwriter	poet	special effects	oil painting	letter to the editor
single	volume	cameraman	drawing	the news

# Collect a set

<p><b>to cycle</b></p> <p>cyclist cycling goggles cycle path</p>	<p><b>do boxing</b></p> <p>boxer boxing gloves ring</p>	<p><b>go skating</b></p> <p>skater skates skating rink</p>	<p><b>go running</b></p> <p>runner running shoes track</p>	<p><b>go swimming</b></p> <p>swimming trunks swimmer swimming pool</p>	<p><b>play tennis</b></p> <p>tennis player tennis racket tennis court</p>	<p><b>go skiing</b></p> <p>skier skis ski lift</p>	<p><b>play football</b></p> <p>footballer football kit football pitch</p>
<p><b>cyclist</b></p> <p>to cycle cycling goggles cycle path</p>	<p><b>boxer</b></p> <p>do boxing boxing gloves ring</p>	<p><b>skater</b></p> <p>go skating skates skating rink</p>	<p><b>runner</b></p> <p>go running running shoes track</p>	<p><b>swimming trunks</b></p> <p>go swimming swimmer swimming pool</p>	<p><b>tennis player</b></p> <p>play tennis tennis racket tennis court</p>	<p><b>skier</b></p> <p>go skiing skis ski lift</p>	<p><b>footballer</b></p> <p>play football football kit football pitch</p>
<p><b>cycling goggles</b></p> <p>to cycle cyclist cycle path</p>	<p><b>boxing gloves</b></p> <p>do boxing boxer ring</p>	<p><b>skates</b></p> <p>go skating skater skating rink</p>	<p><b>running shoes</b></p> <p>go running runner track</p>	<p><b>swimmer</b></p> <p>go swimming swimming trunks swimming pool</p>	<p><b>tennis racket</b></p> <p>play tennis tennis player tennis court</p>	<p><b>skis</b></p> <p>skier go skiing ski lift</p>	<p><b>football kit</b></p> <p>footballer play football football pitch</p>
<p><b>cycle path</b></p> <p>to cycle cyclist cycling goggles</p>	<p><b>ring</b></p> <p>do boxing boxer boxing gloves</p>	<p><b>skating rink</b></p> <p>go skating skater skates</p>	<p><b>track</b></p> <p>go running runner running shoes</p>	<p><b>swimming pool</b></p> <p>go swimming swimming trunks swimmer</p>	<p><b>tennis court</b></p> <p>play tennis tennis player tennis racket</p>	<p><b>ski lift</b></p> <p>skis skier go skiing</p>	<p><b>football pitch</b></p> <p>footballer football kit play football</p>

# What's the matter with me?

backache

stomachache

broken arm

earache

headache

sore throat

twisted  
ankle

toothache

a cold

hard  
of hearing

heart attack

a cough

short-sighted

sprained  
wrist

a fever

food  
poisoning

# Is science interesting?

1 Imagine you have the opportunity to do all of these things. Which of them would you like to do? Tick.

- watch a popular science programme on TV
- visit a science museum with modern interactive displays
- read an article in popular science magazine (about genetics? the environment? the structure of the universe? elementary particles?)
- visit a lab and talk to the people who work there
- listen to a lecture on science
- work in a science institute for a month and help with a research project
- study science at university
- VISIT AN EXHIBITION OF LATEST INVENTIONS

2 Compare your choices in pairs or small groups. Give reasons.

# LOONY landscapes

stream	whale	wind	<i>drought</i>
desert	ant	cloud	<i>earthquake</i>
hill	badger	chilly	<i>flood</i>
island	snake	fog	<i>hurricane</i>
lake	bear	frost	<i>tomado</i>
mountains	stork	hot	<i>forest fire</i>
cliff	squirrel	lightning	<i>volcanic eruption</i>
forest	dolphin	rain	
river	wolf	snow	
glacier	deer	mist	
valley	hare	storm	
waterfall	fox	sunny	



<b>ARSONIST</b>	He set a house on fire.	<b>THIEF</b>	He stole a car.
<b>BURGLAR</b>	He broke into a house.	<b>MURDERER</b>	He killed a man.
<b>ROBBER</b>	He robbed a bank.	<b>PICKPOCKET</b>	He picked my pocket.
<b>SHOPLIFTER</b>	She stole things from a shop.	<b>MUGGER</b>	He attacked me in the street and stole my mobile phone.
<b>TERRORIST</b>	He took hostages.	<b>RAPIST</b>	He raped a woman.
<b>BLACKMAILER</b>	He promised not to tell anyone my secret if I paid him.	<b>VICTIM</b>	She was killed.
<b>CRIMINAL</b>	He committed a crime.	<b>WITNESS</b>	She saw a crime committed.
<b>DETECTIVE</b>	She investigated the crime.	<b>JURY</b>	They found the defendant guilty.
<b>JUDGE</b>	She sentenced a thief to five years in prison.	<b>POLITICIANS</b>	They promised to reduce crime in our country.

## TEST 1 CZŁOWIEK

### 1 Zakreśl poprawną odpowiedź.

- Which of the following words does NOT describe marital status?  
A single                      B lonely  
C divorced                    D married
- People have got ten \_\_\_ on their feet.  
A fingers                      B toes  
C elbows                      D knees
- She's got long hair and she wears it in a \_\_\_\_.  
A fringe                      B wavy  
C moustache                D ponytail
- Which of the following words is opposite in meaning to the remaining three?  
A gorgeous                B ugly  
C beautiful                D handsome
- Which of the following words is opposite in meaning to the remaining three?  
A overweight            B fat  
C plump                      D skinny
- Which of the following is not a kind of underwear?  
A pants                      B scarf  
C bra                         D boxer shorts
- Emily's very \_\_\_\_. She understands how other people feel.  
A relaxed                    B sensible  
C sensitive                 D reliable
- Chris is quite \_\_\_\_. He doesn't talk about his personal life much.  
A gentle                    B reserved  
C polite                      D stubborn
- Lenny's rather \_\_\_\_. Sometimes he behaves like a little child.  
A immature                B impatient  
C sensible                    D shy
- Kitty's very \_\_\_\_. She goes out with her friends almost every day.  
A outgoing                B talkative  
C quiet                      D sociable
- I respect \_\_\_ people. I think it's important to tell the truth.  
A responsible            B patient  
C honest                    D ambitious
- Which of the following words is negative in meaning?  
A brave                      B generous  
C reliable                    D selfish
- I like Chris. He's got a great \_\_\_ of humour.  
A feeling                    B understanding  
C sense                      D feel

- If you've done something silly in front of other people, you can feel  
A excited.                B embarrassed.  
C disappointed.        D surprised.
- If you've trying hard to do something, but without success, you may feel  
A frustrated.            B frustrating.  
C excited.                D exciting.
- Miss Jones is in a bad \_\_\_ today.  
A atmosphere            B feeling  
C condition              D mood
- My sister's fallen \_\_\_ love \_\_\_ my girlfriend's brother.  
A in, with                B on, with  
C in, at                    D to, at
- My little brother is afraid \_\_\_ dogs.  
A of                        B about  
C with                      D on
- Don't laugh \_\_\_ me. Everyone makes mistakes.  
A from                    B at  
C of                        D on
- I'm fed up \_\_\_ my neighbours.  
A on                        B at  
C with                      D for

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### 2 Wstaw jeden wyraz w każdą lukę. Pierwsze i ostatnie litery zostały podane (z wyjątkiem przymków).

#### Looks aren't everything

To me, <sup>1</sup> a \_\_\_\_\_ e, the way someone looks, is not the most important thing. Of course it's nice if someone is slim, athletic and has a smooth <sup>2</sup> c \_\_\_\_\_ n. But mostly I like people with a lively, friendly <sup>3</sup> p \_\_\_\_\_ y. I met a really nice guy at my cousin Lily's party last week. He seemed a bit <sup>4</sup> r \_\_\_\_\_ d at first, but then we started talking and after a while he became quite outgoing. He was really <sup>5</sup> s \_\_\_\_\_ t – I mean intelligent, not well-dressed. I also liked the fact that he was quite <sup>6</sup> g \_\_\_\_\_ e; I can't stand aggressive men. I was becoming quite attracted <sup>7</sup> \_\_\_\_\_ him, and then he went off for a moment and Lily's mum came up to me and said: 'How do you like Chris? He's really nice, isn't he? He's very <sup>8</sup> m \_\_\_\_\_ e, like someone ten years older. And so serious and <sup>9</sup> r \_\_\_\_\_ e – you can trust him never to do anything silly. I'm really glad he and Lily are planning to get married!' I was really <sup>10</sup> d \_\_\_\_\_ d at first, but now I'm pleased. Lily's going to have a nice husband, and I'll meet somebody else.

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TOTAL:

30

## TEST 2 DOM

### 1 Uzupełnij zdania odpowiednimi wyrazami. Pierwsze litery tych wyrazów zostały podane.

- 1 I couldn't see inside the flat because the c \_\_\_\_\_ were drawn.
- 2 There's no bath in the bathroom, only a sh \_\_\_\_\_.
- 3 I need a really big new w \_\_\_\_\_ – the old one is too small for all my clothes.
- 4 I like sitting in a comfortable a \_\_\_\_\_ in front of a fire.
- 5 We've got a new electric c \_\_\_\_\_ in the kitchen. It's safer than the old gas one.
- 6 We live on the tenth floor of a t \_\_\_\_\_ block.
- 7 His grandparents live in a lovely c \_\_\_\_\_ in the countryside.
- 8 They've got a s \_\_\_\_\_ -d \_\_\_\_\_ house and they keep arguing with their neighbours.
- 9 The flat has recently been renovated. It's in very good c \_\_\_\_\_.
- 10 The flat is fully f \_\_\_\_\_, so you won't have to buy any furniture.
- 11 She's got a comfortable, r \_\_\_\_\_ flat; there's a lot of space.
- 12 The flat is very conveniently l \_\_\_\_\_, close to shops and public transport.
- 13 Living in a tourist r \_\_\_\_\_ can be tiring – there are always tourists around.
- 14 The centre is too noisy for me, I prefer to live in the s \_\_\_\_\_.
- 15 It is not fair to let your mother do all the h \_\_\_\_\_: cleaning, washing up, ironing and on.
- 16 When you live on your own, you have to pay the r \_\_\_\_\_.
- 17 Our telephone b \_\_\_\_\_ for last month is enormous – there must be a mistake.
- 18 Jenny and her sister sh \_\_\_\_\_ a room which is not really big enough for the two of them.
- 19 Did you remember to l \_\_\_\_\_ the door?
- 20 We've got the keys to our new flat! We can m \_\_\_\_\_ in next week!

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### 2 Zakreśl poprawne odpowiedzi.

- A Look, they're building another office block here.  
 B I don't think it's an office block. I think it's a <sup>1</sup> \_\_\_\_\_ building. Look, it says 'apartments <sup>2</sup> \_\_\_\_\_ sale.'
- A I wish I could have one. A really <sup>3</sup> \_\_\_\_\_ one, with lots of room.  
 B I'd be happy if I had a small studio flat on the top <sup>4</sup> \_\_\_\_\_.
- A Yes, anything... I'd move <sup>5</sup> \_\_\_\_\_ next week if I had a place of my own.  
 B Me too. But wouldn't you <sup>6</sup> \_\_\_\_\_ homesick?
- A Maybe a bit. And there would be all the housework to do.  
 B But there wouldn't be anyone to nag you about it... Nobody to say <sup>7</sup> \_\_\_\_\_ this mess this instant, Mike...'
- A Yeah, well, you'd still have to <sup>8</sup> \_\_\_\_\_ the dishes.  
 B You know who's lucky? Claire. Her parents are making a separate little flat for her in the <sup>9</sup> \_\_\_\_\_ of their house, just under the roof.
- A Yeah, well, they can afford it, with that huge <sup>10</sup> \_\_\_\_\_... and what about us?

- |              |               |              |
|--------------|---------------|--------------|
| 1 A living   | B residential | C detached   |
| 2 A for      | B on          | C to         |
| 3 A cosy     | B modern      | C spacious   |
| 4 A level    | B floor       | C block      |
| 5 A out      | B off         | C away       |
| 6 A feel     | B have        | C go         |
| 7 A put away | B make        | C clear up   |
| 8 A make     | B do          | C clean      |
| 9 A basement | B ceiling     | C attic      |
| 10 A cottage | B mansion     | C skyscraper |

10

TOTAL: 30

## TEST 3 SZKOŁA

### 1 Uzupełnij zdania odpowiednimi wyrazami. Pierwsze litery tych wyrazów zostały podane.

- 1 After kindergarten, I went to p\_\_\_\_\_ school.
- 2 Mary went to an i\_\_\_\_\_ secondary school, which was rather expensive.
- 3 Miss Harris is in the s\_\_\_\_\_ with all the other teachers.
- 4 Our c\_\_\_\_\_ is too small and it gets very crowded at lunchtime.
- 5 Tim is my c\_\_\_\_\_. In fact, we sit together in most lessons.
- 6 Peggy's favourite subject is s\_\_\_\_\_, especially physics.
- 7 I like maths; I enjoy solving p\_\_\_\_\_.
- 8 My favourite subject is P\_\_\_\_\_, because I'm good at sports.
- 9 I've lost a big f\_\_\_\_\_ with my art work in it.
- 10 Our history t\_\_\_\_\_ is very interesting: it contains a lot of photos and sources.
- 11 I'm going to g\_\_\_\_\_ from university in six year's time.
- 12 Chris is going to t\_\_\_\_\_ his final exams at university next year.
- 13 If you f\_\_\_\_\_ the driving test, you can retake it.
- 14 If I p\_\_\_\_\_ all the exams, I'm going to celebrate for a week.
- 15 This school has the highest a\_\_\_\_\_ standards in the city.
- 16 Students who ch\_\_\_\_\_ in exams can expect to find themselves in trouble.
- 17 If you m\_\_\_\_\_ too many lessons, you'll have a lot of work to do on your own.
- 18 Miss Fitzwilliam is quite d\_\_\_\_\_: she expects everyone to study hard.
- 19 I don't see the point of learning things by h\_\_\_\_\_ without understanding them!
- 20 Miss Tardy says she hasn't had the time to m\_\_\_\_\_ our tests. I hoped I'd know my result today.

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### 2 Zakreśl poprawne odpowiedzi.

#### A NEW SCHOOL

My cousin Steve started <sup>1</sup>\_\_\_\_\_ school this year. It's a good school, and he hopes to get a place at university when he finishes it. There are three computer rooms and a big <sup>2</sup>\_\_\_\_\_ with six thousand books. Steve was a bit surprised to discover how <sup>3</sup>\_\_\_\_\_ the teachers are: you have to work really hard to get good results. You have to pay attention in class, listen and <sup>4</sup>\_\_\_\_\_ notes. There are seven <sup>5</sup>\_\_\_\_\_ books to read every term. In some subjects if you <sup>6</sup>\_\_\_\_\_ five mistakes on a test you fail. If you turn <sup>7</sup>\_\_\_\_\_ late, you may not be allowed into the lesson. And if you don't <sup>8</sup>\_\_\_\_\_ your homework, nobody asks you nicely to bring it when you feel like it! You have to have a really good reason to be allowed to <sup>9</sup>\_\_\_\_\_ homework in late. Steve is <sup>10</sup>\_\_\_\_\_ his best and he's not unhappy, but it's been quite a shock!

- |              |           |               |
|--------------|-----------|---------------|
| 1 A primary  | B middle  | C secondary   |
| 2 A corridor | B library | C common room |
| 3 A punctual | B strict  | C fair        |
| 4 A take     | B do      | C get         |
| 5 A school   | B text    | C set         |
| 6 A do       | B make    | C have        |
| 7 A in       | B out     | C up          |
| 8 A set      | B do      | C make        |
| 9 A hand     | B give    | C get         |
| 10 A making  | B doing   | C giving      |

10

TOTAL:

30

## TEST 4 PRACA

### 1 Uzupełnij tabelę nazwami zawodów.

farm	1
library	2
law	3
science	4
engine	5
politics	6
hair	7
music	8
shop	9
electricity	10

### 2 Zakreśl poprawną odpowiedź.

- The money you receive every month for your work is your
  - wages.
  - salary.
  - pension.
  - profit.
- A retired person receives a
  - salary.
  - fee.
  - profit.
  - pension.
- If you're not happy with how much you earn, you can ask for a pay
  - bonus.
  - higher.
  - wages.
  - rise.
- When applying for a job, you may be asked for \_\_\_ from previous employers.
  - qualifications
  - skills
  - references
  - experience
- After you have applied for a job, you may be invited for a(n)
  - conversation.
  - meeting.
  - qualification.
  - interview.

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5

### 3 Uzupełnij zdania odpowiednimi czasownikami.

- I would like to \_\_\_\_\_ for the job of receptionist.
- If you're so tired, why don't you \_\_\_\_\_ a day off?
- The workers decided to \_\_\_\_\_ on strike.
- I think it is important to \_\_\_\_\_ your job well.
- They \_\_\_\_\_ really long hours.

5

### 4 Wstaw jeden wyraz w każdą lukę. Pierwsze i ostatnie litery zostały podane (z wyjątkiem przyimków).

#### STARTING OFF ON MY OWN

I used to work <sup>1</sup> \_\_\_\_\_ a big international corporation. The working <sup>2</sup> c \_\_\_\_\_ s were poor and the pay even worse. We often worked <sup>3</sup> o \_\_\_\_\_ e, sometimes until 7 p.m., without extra pay. But the worst thing was the stress. Even though I only had a <sup>4</sup> p \_\_\_\_\_ - \_\_\_\_\_ e job there, three days a week, I felt it. All the <sup>5</sup> s \_\_\_\_\_ f were constantly afraid of losing their jobs. One colleague had a baby and took <sup>6</sup> m \_\_\_\_\_ y leave. She was <sup>7</sup> f \_\_\_\_\_ d the day after she returned. Finally, I'd had enough. I quit and started my own small business. Now I'm <sup>8</sup> s \_\_\_\_\_ - \_\_\_\_\_ d and I work <sup>9</sup> \_\_\_\_\_ home. It's great. My only problem now is that I'm my own <sup>10</sup> b \_\_\_\_\_ s and I have to make myself work.

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TOTAL: 30

## TEST 5 ŻYCIE RODZINNE I TOWARZYSKIE

### 1 Uzupełnij zdania odpowiednimi wyrazami. Pierwsze litery tych wyrazów zostały podane.

- 1 Your aunt's or uncle's children are your c\_\_\_\_\_.
- 2 Your sister's or brother's daughter is your n\_\_\_\_\_.
- 3 Someone who has grown up and is not a child any longer is an a\_\_\_\_\_.
- 4 A woman who's bringing up her child alone is called a s\_\_\_\_\_ mother.
- 5 Two brothers or sisters born on the same day are called t\_\_\_\_\_.
- 6 Someone who has no brothers or sisters is an o\_\_\_\_\_ child.
- 7 A child whose parents have died is an o\_\_\_\_\_.
- 8 A woman who's expecting a baby is p\_\_\_\_\_.
- 9 My sister has just got e\_\_\_\_\_ to a very nice man and they're planning their wedding.
- 10 He was married when I saw him last time, but now he is d\_\_\_\_\_.

10

### 2 Dopasuj wyrazy, aby utworzyć związki wyrazowe.

- |        |               |
|--------|---------------|
| 1 get  | a turns       |
| 2 have | b cards       |
| 3 go   | c an argument |
| 4 play | d married     |
| 5 take | e bowling     |

5

### 3 Uzupełnij zdania brakującymi przyimkami.

- 1 Chris gets \_\_\_\_\_ well with the people in his class.
- 2 I'm looking \_\_\_\_\_ to my eighteenth birthday.
- 3 Mary enjoys looking \_\_\_\_\_ children.
- 4 They boy has run \_\_\_\_\_ from home and the police are looking for him.
- 5 Have you heard? Jane is going \_\_\_\_\_ with Dave. I don't know what she sees in him!

5

### 4 Zakreśl poprawne odpowiedzi.

#### My great-grandmother

I <sup>1</sup> \_\_\_\_\_ lunch with my grandparents yesterday and granddad told me about my great-grandmother Allie, his mum. She <sup>2</sup> \_\_\_\_\_ up in the industrial Midlands at the beginning of the 20th century. In those days, <sup>3</sup> \_\_\_\_\_ was not a time when you went to school and <sup>4</sup> \_\_\_\_\_ a good time afterwards. Allie started working as a servant <sup>5</sup> \_\_\_\_\_ the age of 15. She got married <sup>6</sup> \_\_\_\_\_ my great-granddad Jack when she was 18. A year later she gave <sup>7</sup> \_\_\_\_\_ to twins: one of them was my granddad. Five years later Jack was killed in an industrial accident. After his <sup>8</sup> \_\_\_\_\_, Allie was very short of money. Then she married again. Then my granddad's <sup>9</sup> \_\_\_\_\_ Debbie was born. Great-grandma spent her whole life working, <sup>10</sup> \_\_\_\_\_ care of her family and trying to make ends meet. Yet granddad says she was always smiling and affectionate.

- |                |               |               |
|----------------|---------------|---------------|
| 1 A had        | B ate         | C did         |
| 2 A got        | B grew        | C brought     |
| 3 A adolescent | B teenager    | C adolescence |
| 4 A did        | B got         | C had         |
| 5 A in         | B at          | C of          |
| 6 A to         | B with        | C for         |
| 7 A born       | B birth       | C birthday    |
| 8 A die        | B dead        | C death       |
| 9 A stepsister | B half-sister | C sister      |
| 10 A taking    | B having      | C making      |

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TOTAL: 30

## TEST 6 ŻYWIENIE

### 1 Zakreśl poprawną odpowiedź.

- 1 Bread, pasta and rice are  
 A dairy products.      B cereal products.  
 C fats.      D junk food.
- 2 Which of the following is not a vegetable?  
 A cucumber      B cauliflower  
 C pear      D sweetcorn
- 3 Which of the following is not a kind of meat?  
 A bacon      B turkey  
 C beef      D herring
- 4 Which of the following is not a fruit?  
 A plum      B apricot  
 C radish      D watermelon
- 5 This bread is rather  
 A stale.      B well-done.  
 C strong.      D mild.
- 6 This wine is very  
 A still.      B spicy.  
 C dry.      D fresh.
- 7 I prefer \_\_\_ water.  
 A still      B stale  
 C sweet      D rare
- 8 We need a \_\_\_ of bread.  
 A can      B jar  
 C bar      D loaf
- 9 I'd like a big \_\_\_ of chocolate, please.  
 A bar      B jar  
 C packet      D can
- 10 Can I have a \_\_\_ of cherry jam, please?  
 A can      B jar  
 C carton      D loaf
- 11 You can \_\_\_ water in a kettle.  
 A cook      B boil  
 C bake      D slice
- 12 You can \_\_\_ a cake in the oven.  
 A fry      B melt  
 C mix      D bake
- 13 You can \_\_\_ tomatoes with a knife.  
 A cook      B stir  
 C slice      D mix
- 14 I usually have lunch in the school  
 A bar.      B canteen.  
 C restaurant.      D pub.
- 15 Before a meal you have to \_\_\_ the table.  
 A lay      B make  
 C do      D wash up

- 16 We sat down at the restaurant table and read the  
 A card.      B dish.  
 C bill.      D menu.
- 17 The waiter recommended the \_\_\_ of the day.  
 A course      B dish  
 C menu      D plate
- 18 We ordered starters, a main \_\_\_ and a dessert.  
 A meal      B food  
 C course      D dish
- 19 We finished eating and asked the waiter to bring us the  
 A tip.      B bill.  
 C receipt.      D sum.
- 20 We thought the waiter was very nice, so we left a big  
 A tip.      B money.  
 C bill.      D cash.

20

### 2 Wstaw jeden wyraz w każdą lukę. Pierwsze i ostatnie litery zostały podane.

MIKE I think we need to prepare a <sup>1</sup>p\_\_\_\_\_d lunch for the excursion. What do you think we should take?

SALLY Let's make some sandwiches. How many bread <sup>2</sup>r\_\_\_\_\_s have we got?

MIKE One per person. That's not enough, really.

SALLY It's enough for me... I need to <sup>3</sup>l\_\_\_\_\_e weight.

MIKE But I don't! OK, let's make one sandwich per person and take some <sup>4</sup>s\_\_\_\_\_s - crisps and so on.

SALLY That's <sup>5</sup>j\_\_\_\_\_k food! It's so unhealthy.

MIKE You don't have to eat it. What shall we put in the sandwiches?

SALLY I've bought smoked <sup>6</sup>s\_\_\_\_\_n.

MIKE Fish? I'd rather have ham sandwiches.

SALLY Please don't complain. We'll put in some green <sup>7</sup>l\_\_\_\_\_e leaves and some mayonnaise.

MIKE All this food preparation is very tiring. Let's have some tea. I'll put the <sup>8</sup>k\_\_\_\_\_e on.

SALLY But all the cups and <sup>9</sup>m\_\_\_\_\_s are dirty.

MIKE We can <sup>10</sup>p\_\_\_\_\_r the tea into glasses. Or even wash up!

10

TOTAL: 30

## TEST 7 ZAKUPY I USŁUGI

### 1 Uzupełnij zdania odpowiednimi wyrazami. Pierwsze litery tych wyrazów zostały podane.

- 1 A shop that sells magazines, papers and cigarettes is called a **n**\_\_\_\_\_.
- 2 A shop where you can buy medicine, toothpaste, shampoo etc. is a **ch**\_\_\_\_\_.
- 3 You can buy fruit and vegetables at a **g**\_\_\_\_\_.
- 4 A shop that sells notebooks, envelopes etc. is called a **s**\_\_\_\_\_.
- 5 A place where a mechanic will repair your car is a **g**\_\_\_\_\_.
- 6 A place where you can have your coat cleaned is a **d**\_\_\_\_\_.
- 7 A line of people waiting to buy something is called a **q**\_\_\_\_\_.
- 8 A person who buys something in a shop is a **c**\_\_\_\_\_.
- 9 If you are not satisfied with a product or service, you can make a **c**\_\_\_\_\_.
- 10 To return a product to a shop, you need to show a **r**\_\_\_\_\_.
- 11 To get a **r**\_\_\_\_\_ means to get your money back.
- 12 If a jacket **f**\_\_\_\_\_ you, it is the right size.
- 13 If a blouse and a skirt **m**\_\_\_\_\_, they look good together.
- 14 If something is half price, it is fifty per cent **o**\_\_\_\_\_.
- 15 There is a special **o**\_\_\_\_\_ on DVDs: two for the price of one.
- 16 There is a thirty per cent **d**\_\_\_\_\_ on all T-shirts.
- 17 I need to get some money out of a cash **m**\_\_\_\_\_.
- 18 Can I pay by **c**\_\_\_\_\_ card here?
- 19 You don't believe the man in this **c**\_\_\_\_\_ is a real dentist, do you? He's just an actor selling toothpaste!
- 20 A **b**\_\_\_\_\_ name is a special name given to a product by the company that produces it.

20

### 2 Zakreśl poprawne odpowiedzi.

**SHOP ASSISTANT** Can I help you?

**CUSTOMER** Yes, I'm interested in this blue dress. I'd like to try it <sup>1</sup>\_\_\_\_\_.

**SHOP ASSISTANT** Certainly. What <sup>2</sup>\_\_\_\_\_ are you?

**CUSTOMER** 36.

**SHOP ASSISTANT** Here you are. The <sup>3</sup>\_\_\_\_\_ room's over there.

(one minute later)

**SHOP ASSISTANT** It really <sup>4</sup>\_\_\_\_\_ you. It goes with your hair and eyes.

**CUSTOMER** It's not for me, it's for my twin sister. Could you gift-<sup>5</sup>\_\_\_\_\_ it for me?

**SHOP ASSISTANT** Sure. That'll be £70. Er, I'm afraid we don't <sup>6</sup>\_\_\_\_\_ credit cards.

**CUSTOMER** You must be joking. All the <sup>7</sup>\_\_\_\_\_ stores accept them.

**SHOP ASSISTANT** But we're just a small boutique. I'm afraid you have to pay <sup>8</sup>\_\_\_\_\_ cash. I'm sorry.

**CUSTOMER** I haven't got enough cash <sup>9</sup>\_\_\_\_\_ me. Is there a cash machine near here?

**SHOP ASSISTANT** Yes, there's one by the entrance to the food <sup>10</sup>\_\_\_\_\_.

- |             |            |            |
|-------------|------------|------------|
| 1 A on      | B out      | C up       |
| 2 A size    | B large    | C big      |
| 3 A waiting | B changing | C dressing |
| 4 A fits    | B suits    | C matches  |
| 5 A wrap    | B pack     | C package  |
| 6 A have    | B get      | C take     |
| 7 A chain   | B brand    | C label    |
| 8 A by      | B in       | C with     |
| 9 A with    | B at       | C on       |
| 10 A court  | B centre   | C bar      |

10

TOTAL: 30

## TEST 8 PODRÓŻOWANIE I TURYSTYKA

### 1 Dopasuj wyrażenia z ramki do środków transportu.

check-in compartment flat tyre flight attendant  
harbour motorway platform voyage

- 1 ship – \_\_\_\_\_  
2 plane – \_\_\_\_\_  
3 car – \_\_\_\_\_  
4 train – \_\_\_\_\_

8

### 2 Dopasuj wyrazy, aby utworzyć związki wyrazowe.

- 1 single  
2 holiday  
3 travel  
4 youth  
5 hand
- a agent  
b luggage  
c hostel  
d resort  
e room

5

### 3 Uzupełnij zdania odpowiednimi czasownikami.

- 1 We're planning to spend a few days in Paris and \_\_\_\_\_ the sights.  
2 I'd like to \_\_\_\_\_ a double room for two nights, please.  
3 If you don't hurry, we'll \_\_\_\_\_ our flight.  
4 Could you please \_\_\_\_\_ me the way to the bus station?  
5 Please \_\_\_\_\_ on the bus now, we're leaving in five minutes.  
6 Please \_\_\_\_\_ your seat belts.  
7 Would you like to \_\_\_\_\_ camping this summer?

7

### 4 Zakreśl poprawne odpowiedzi.

#### A TERRIBLE TRIP

Last summer I went to visit a friend in Debrecen, in Hungary. I set <sup>1</sup>\_\_\_\_\_ for the airport at 6 a.m. with plenty of time to catch my plane. I was already <sup>2</sup>\_\_\_\_\_ my way when I realised hadn't packed my <sup>3</sup>\_\_\_\_\_ bag, so I went back to get it. When I started again, the rush hour had started and there was a massive traffic <sup>4</sup>\_\_\_\_\_ on the way to the airport. I rushed through check-in and <sup>5</sup>\_\_\_\_\_ the plane as the last passenger.

In Debrecen my friend János was supposed to <sup>6</sup>\_\_\_\_\_ me at the airport, but he was not there and he didn't answer his phone. I decided to try and find his house by myself. I bought a city map, but I <sup>7</sup>\_\_\_\_\_ lost anyway. I also nearly got run over by a car on a zebra <sup>8</sup>\_\_\_\_\_, because I was looking at my map and not paying attention to the traffic.

When I finally arrived <sup>9</sup>\_\_\_\_\_ János's house, he was there, very worried, trying to get through to me on the phone. It turned out he'd thought I was coming <sup>10</sup>\_\_\_\_\_ train and had been waiting for me at the railway station. And I still don't know why we couldn't reach each other on the phone.

- |              |           |         |
|--------------|-----------|---------|
| 1 A on       | B up      | C off   |
| 2 A on       | B at      | C in    |
| 3 A sleeping | B night   | C sleep |
| 4 A block    | B cork    | C jam   |
| 5 A entered  | B boarded | C got   |
| 6 A see      | B meet    | C wait  |
| 7 A had      | B got     | C did   |
| 8 A crossing | B path    | C walk  |
| 9 A in       | B to      | C at    |
| 10 A on      | B with    | C by    |

10

TOTAL:

30

## TEST 9 KULTURA

### 1 Zakreśl poprawną odpowiedź.

- The book has a very interesting  
A plot. B bestseller. C volume. D fiction.
- The main \_\_\_ in *The Chronicles of Narnia* are four children.  
A persons B chapters C characters  
D people
- I'm reading the novel *1984* \_\_\_ George Orwell.  
A of B on C by D at
- Jimi Hendrix's first album *Are You Experienced?* was \_\_\_ in 1967.  
A published B released C shown D sold
- In *The Departed* Leonardo di Caprio \_\_\_ as police officer Billy Costigan.  
A plays B acts C stars  
D presents
- John Constable painted \_\_\_ of the English countryside.  
A portraits B still lifes C masterpieces  
D landscapes
- Jane Austen's novel *Pride and Prejudice* \_\_\_ the story of two sisters.  
A tells B says C gives  
D presents
- The Lord of the Rings* is \_\_\_ in an imaginary world called Middle-earth.  
A placed B set C situated D based
- Martin Scorsese's film *Goodfellas* is \_\_\_ on a true story.  
A made B filmed C based D hot
- A Hitchhiker's Guide to the Galaxy* was \_\_\_ into a film in 2005.  
A turned B adapted C based D made

10

### 2 Dopasuj wyrażenia z ramki do rodzajów sztuki.

band chapter conductor exhibition interval  
screenplay sculpture stage subtitles volume

- music: \_\_\_\_\_
- literature: \_\_\_\_\_
- visual arts: \_\_\_\_\_
- theatre: \_\_\_\_\_
- film: \_\_\_\_\_

10

### 3 Wstaw jeden wyraz w każdą lukę. Pierwsze i ostatnie litery zostały podane (z wyjątkiem przyimków).

#### MY ARTISTIC FAMILY

Everyone in my family does something artistic. My grandma paints and sculpts – some of her pieces are real works <sup>1</sup> \_\_\_\_\_ art, and last year she had an <sup>2</sup> e \_\_\_\_\_ n in the local arts centre. My father writes <sup>3</sup> s \_\_\_\_\_ t stories in his free time, mostly science fiction, and posts them on his website. Quite a lot of people read them. Mum <sup>4</sup> t \_\_\_\_\_ s nature photos. My sister Clara is in <sup>5</sup> d \_\_\_\_\_ a school, studying to be an actress. Next week she's got an <sup>6</sup> a \_\_\_\_\_ n for a film role. I hope she gets it! And my brother and I have just started a rock <sup>7</sup> b \_\_\_\_\_ d. Right now we're looking for a good <sup>8</sup> v \_\_\_\_\_ e for our first gig. Performing in front of an <sup>9</sup> a \_\_\_\_\_ e for the first time will be a bit stressful, I think. But my family will come too for sure: they all love <sup>10</sup> l \_\_\_\_\_ e music.

10

TOTAL:

30

## TEST 10 SPORT

1 Uzupełnij tabelę nazwami sportowców.

SPORT	SPORTSPERSON
football	1
tennis	2
swimming	3
sailing	4
cycling	5

5

2 Dopasuj wyrazy, aby utworzyć związki wyrazowe.

- 1 football
  - 2 tennis
  - 3 swimming
  - 4 ski
  - 5 skating
- a trunks  
b lift  
c rink  
d court  
e kit

5

3 Uzupełnij zdania odpowiednimi czasownikami.

- 1 I \_\_\_\_\_ swimming three times a week.
- 2 Helen and Richard \_\_\_\_\_ yoga in their free time.
- 3 Do you \_\_\_\_\_ tennis?
- 4 We must \_\_\_\_\_ today's match to qualify for the next round.
- 5 My brother became very popular after he \_\_\_\_\_ two goals for his school's representation.

5

4 Uzupełnij zdania odpowiednimi wyrazami. Pierwsze litery tych wyrazów zostały podane.

- 1 There were at least 20,000 s\_\_\_\_\_ in the stadium.
- 2 The fans shouted rude words at the r\_\_\_\_\_ because they disagreed with his decision.
- 3 Paul works out at the g\_\_\_\_\_ twice a week.
- 4 The game ended in a d\_\_\_\_\_ – nobody won.
- 5 Look how fast he's running! I think he's going to set a new world r\_\_\_\_\_.
- 6 When you're playing against a stronger o\_\_\_\_\_, it is especially important to stay calm and confident.
- 7 A big sporting e\_\_\_\_\_ will be held at our school next month.

7

5 Zakreśl poprawne odpowiedzi.

### A SPORTY CHRISTMAS

My whole family is very sporty, and last Christmas we all got sports-related presents. My brother Charlie is a <sup>1</sup> \_\_\_\_\_ swimmer. He got a new swimming <sup>2</sup> \_\_\_\_\_ and goggles. Father loves skiing – he got new ski <sup>3</sup> \_\_\_\_\_. Mum does aerobics to <sup>4</sup> \_\_\_\_\_ fit, so she got a nice outfit to wear at the gym. Our younger sister got rollerblades and she immediately <sup>5</sup> \_\_\_\_\_ rollerblading despite the ice on the pavements. My other brother Ben intends to <sup>6</sup> \_\_\_\_\_ a marathon next spring and he got a pair of really good trainers.

And me? I got a karate outfit. I've never <sup>7</sup> \_\_\_\_\_ karate in my life! It seems someone thinks that I should take it <sup>8</sup> \_\_\_\_\_.

- |              |             |          |
|--------------|-------------|----------|
| 1 A champion | B best      | C winner |
| 2 A hat      | B cap       | C bonnet |
| 3 A sticks   | B poles     | C lifts  |
| 4 A take     | B be        | C keep   |
| 5 A went     | B did       | C played |
| 6 A go       | B take part | C run    |
| 7 A played   | B done      | C gone   |
| 8 A on       | B up        | C off    |

8

TOTAL: 30

## TEST 11 ZDROWIE

### 1 Uzupelnij zdania odpowiednimi wyrazami. Pierwsze litery tych wyrazów zostały podane.

- 1 She's got a f\_\_\_\_\_. Her temperature is 39 degrees.
- 2 Be careful about what you eat so you don't get f\_\_\_\_\_ poisoning.
- 3 I t\_\_\_\_\_ my ankle playing tennis. It hurts a lot.
- 4 I've got a s\_\_\_\_\_ throat. I cannot talk much.
- 5 There was a b\_\_\_\_\_ man walking down the road with a white stick.
- 6 His sister is d\_\_\_\_\_. She cannot walk and has difficulty using her hands.
- 7 He won't be able to walk for eight months. He needs a w\_\_\_\_\_.
- 8 I'd like to make an a\_\_\_\_\_ to see Dr Walker, please.
- 9 They are going to t\_\_\_\_\_ her with a new drug. Perhaps it will help.
- 10 I hope a c\_\_\_\_\_ for AIDS will be discovered soon.

10

### 2 Uzupelnij zdania brakującymi przyimkami.

- 1 I've got a terrible pain \_\_\_\_\_ my chest.
- 2 He died \_\_\_\_\_ a heart attack.
- 3 I think I'm addicted \_\_\_\_\_ chocolate! It's like a drug.
- 4 I'm allergic \_\_\_\_\_ strawberries.
- 5 My aunt suffers \_\_\_\_\_ insomnia.
- 6 He recovered \_\_\_\_\_ stomach cancer.
- 7 They operated \_\_\_\_\_ her a week ago. She's much better now.
- 8 My grandmother walks, cycles and does yoga. She's \_\_\_\_\_ very good shape.
- 9/10 I'm out \_\_\_\_\_ shape. I should take \_\_\_\_\_ a sport.

10

### 3 Zakreśl poprawne odpowiedzi.

**DOCTOR** Good morning, Mr Jones. What seems to be the problem?

**MR JONES** I think I've caught a cold. I've got a <sup>1</sup> \_\_\_\_\_ nose, and I <sup>2</sup> \_\_\_\_\_ coughing.

**DOCTOR** Anything else?

**MR JONES** I also <sup>3</sup> \_\_\_\_\_ dizzy a lot of the time.

**DOCTOR** Right. Let me have a look at you. Yes, you've got a minor infection, but it's nothing to worry about. <sup>4</sup> \_\_\_\_\_ things easy for a few days, <sup>5</sup> \_\_\_\_\_ in bed, drink plenty of fluids and you'll be fine soon.

**MR JONES** Right. Thank you.

**DOCTOR** But tell me, Mr Jones, do you smoke?

**MR JONES** Me? Well, yes, I do a bit.

**DOCTOR** And do you often feel tired and get <sup>6</sup> \_\_\_\_\_ breath?

**MR JONES** Er, yes, sometimes.

**DOCTOR** You're generally not <sup>7</sup> \_\_\_\_\_ very good shape, are you?

**MR JONES** I suppose I'm not.

**DOCTOR** You really must stop smoking. I suppose you've heard that smoking causes <sup>8</sup> \_\_\_\_\_ cancer and heart <sup>9</sup> \_\_\_\_\_?

**MR JONES** Yes, Doctor.

**DOCTOR** It's true, you know. Every cigarette you smoke reduces your life <sup>10</sup> \_\_\_\_\_. It's time you stopped.

**MR JONES** Um, well, thank you, doctor. I'll think about it. I'll try.

- |             |           |              |
|-------------|-----------|--------------|
| 1 A sore    | B runny   | C running    |
| 2 A have    | B feel    | C keep       |
| 3 A feel    | B keep    | C 've got    |
| 4 A take    | B let     | C do         |
| 5 A get     | B stay    | C go         |
| 6 A off     | B without | C out of     |
| 7 A of      | B in      | C on         |
| 8 A lung    | B liver   | C spine      |
| 9 A illness | B disease | C sickness   |
| 10 A length | B time    | C expectancy |

10

TOTAL: 30

## TEST 12 NAUKA I TECHNIKA

### 1 Uzupełnij tabelę nazwami naukowców.

DISCIPLINE	PERSON
science	1
mathematics	2
chemistry	3
physics	4
psychology	5

5

### 2 Uzupełnij zdania odpowiednimi czasownikami z ramki.

broke carried confirmed crashed deleted  
discovered invented made observed  
switched

- Maria Skłodowska-Curie \_\_\_\_\_ polonium and radium.
- Alexander Bell \_\_\_\_\_ the telephone.
- Dian Fossey \_\_\_\_\_ gorillas in the mountain forests of Rwanda.
- Galileo \_\_\_\_\_ out an experiment which \_\_\_\_\_ his hypothesis.
- It seems that we have \_\_\_\_\_ an important discovery.
- I \_\_\_\_\_ off the TV after the film had ended.
- Our washing machine \_\_\_\_\_ down last night and flooded the bathroom.
- My mother's computer \_\_\_\_\_ yesterday: it stopped responding and I couldn't make it work.
- Oh no! I've just \_\_\_\_\_ an important file by accident.

10

### 3 Dopasuj wyrazy, aby utworzyć związki wyrazowe.

- come
  - out of
  - space
  - computer
  - outer
- 
- station
  - programmer
  - space
  - to the conclusion
  - order

5

### 4 Uzupełnij tekst wyrazami z ramki.

connection data laptop life memory printer  
screen sites sockets text

#### How technology makes our lives easier

Last weekend I was supposed to write an essay entitled 'How technology makes our lives easier'. I sat down in front of the <sup>1</sup> \_\_\_\_\_ and started thinking. Then I got a <sup>2</sup> \_\_\_\_\_ from a friend inviting me to go out. So I did. The next morning I wanted to get some <sup>3</sup> \_\_\_\_\_ for my essay from the web, but the internet <sup>4</sup> \_\_\_\_\_ wasn't working. I went to the local library, which has free Wi-Fi, with my <sup>5</sup> \_\_\_\_\_. I didn't plug it in, because there are only four <sup>6</sup> \_\_\_\_\_ and other people were using them. I looked up the information I needed and then decided to have a quick look at the photos from a class party on one or two social networking <sup>7</sup> \_\_\_\_\_. Suddenly the laptop shut down. And the manual says it has a battery <sup>8</sup> \_\_\_\_\_ of seven hours! I finished the essay at home and wanted to print it out, but the <sup>9</sup> \_\_\_\_\_ was broken. I copied the work onto a <sup>10</sup> \_\_\_\_\_ stick to print it out at school, but I forgot to take it with me. That's how technology made my life easier... I should have written the essay by hand.

10

TOTAL: 30

## TEST 13 ŚWIAT PRZYRODY

### 1 Dopasuj wyrażenia z ramki do typów zwierząt.

ant butterfly deer hare pigeon snake  
stork tortoise

- 1 Mammals: \_\_\_\_\_  
2 Birds: \_\_\_\_\_  
3 Reptiles: \_\_\_\_\_  
4 Insects: \_\_\_\_\_

8

### 2 Dopasuj wyrazy o podobnym znaczeniu.

- 1 chilly  
2 rainy  
3 foggy  
4 wind  
5 mountain
- a wet  
b hurricane  
c hill  
d cold  
e misty

5

### 3 Uzupełnij zdania odpowiednimi wyrazami. Pierwsze litery tych wyrazów zostały podane.

- 1 The town of Pompeii was destroyed by a volcanic e\_\_\_\_\_.
- 2 When there's a f\_\_\_\_\_, people die from lack of food.
- 3 Earthquakes and tsunamis are natural d\_\_\_\_\_.
- 4 Air p\_\_\_\_\_ is caused by smoke from factories, car exhaust fumes, and aeroplanes.
- 5 Many scientists believe that global warming is caused by the g\_\_\_\_\_ effect.
- 6 To help protect the environment, you can s\_\_\_\_\_ your rubbish.
- 7 If we do not protect rare animal species, they may become e\_\_\_\_\_.

7

### 4 Zakończ poprawne odpowiedzi.

#### IT MADE ME THINK

I read an article about  
1 \_\_\_\_\_ development last night.  
It described several modern  
2 \_\_\_\_\_ stations which don't rely  
on 3 \_\_\_\_\_ fuels, but produce  
'clean' energy, each using a different  
source. One is a 4 \_\_\_\_\_ power  
plant. Another consists of hundreds  
of wind 5 \_\_\_\_\_. A third one is  
located by the sea and uses the  
power of the 6 \_\_\_\_\_. A fourth  
source of 7 \_\_\_\_\_ energy is the heat  
of the earth. I was so impressed that  
I started thinking about studying  
environmental protection. It seems  
like a useful profession: inventing new  
ways to stop climate 8 \_\_\_\_\_ and  
generally to 9 \_\_\_\_\_ the environment.  
For the time being, I'm going to reduce  
my energy 10 \_\_\_\_\_ by switching off  
the light whenever I leave my room.

- |                  |             |                 |
|------------------|-------------|-----------------|
| 1 A sustainable  | B global    | C environmental |
| 2 A electricity  | B power     | C energy        |
| 3 A coal         | B oil       | C fossil        |
| 4 A sunny        | B solar     | C sun's         |
| 5 A machines     | B towers    | C turbines      |
| 6 A tides        | B streams   | C lakes         |
| 7 A new          | B renewable | C environmental |
| 8 A warming      | B change    | C damage        |
| 9 A harm         | B damage    | C protect       |
| 10 A consumption | B source    | C saving        |

10

TOTAL: 30

TEST 14 PAŃSTWO I SPOŁECZEŃSTWO

1 **Uzupełnij zdania odpowiednimi wyrazami. Pierwsze litery tych wyrazów zostały podane.**

Poland has a <sup>1</sup>p\_\_\_\_\_ of over 38 million.  
 Its <sup>2</sup>c\_\_\_\_\_ is Warsaw and its national  
<sup>3</sup>a\_\_\_\_\_ is *Mazurek Dąbrowskiego*. The Polish  
<sup>4</sup>f\_\_\_\_\_ is white and red.  
 Poland is a <sup>5</sup>r\_\_\_\_\_, which means it has  
 a democratic government elected by the  
<sup>6</sup>c\_\_\_\_\_. The Polish <sup>7</sup>p\_\_\_\_\_ is called Sejm.

7

2 **Dopasuj wyrazy, aby utworzyć związki wyrazowe.**

- |          |                |
|----------|----------------|
| 1 commit | a the law      |
| 2 break  | b penalty      |
| 3 life   | c a bank       |
| 4 death  | d a crime      |
| 5 rob    | e imprisonment |

5

3 **Uzupełnij zdania odpowiednią formą podanych wyrazów.**

**Example:**

We still have not eliminated racism from our society.

RACE

- 1 The \_\_\_\_\_ got into the house through a broken window.  
BURGLE
- 2 Car \_\_\_\_\_ is a common crime in many big cities.  
THIEF
- 3 I was attacked by a \_\_\_\_\_, who stole my mobile phone.  
MUG
- 4 One the greatest global problems is the \_\_\_\_\_ in Africa.  
POOR

4

4 **Uzupełnij zdania brakującymi przyimkami.**

- 1 He was accused \_\_\_\_\_ murder.  
 2 She was sentenced \_\_\_\_\_ five years in prison.  
 3 They broke \_\_\_\_\_ a shop.  
 4 This company discriminates \_\_\_\_\_ Polish employees.  
 5 When the war broke \_\_\_\_\_, lots of frightened civilians tried to leave the country.

5

5 **Zakreśl poprawne odpowiedzi.**

JULIE OK, SO... Which is the largest ethnic <sup>1</sup> \_\_\_\_\_ in the UK?

ZOE Indians.

JULIE And what do you call the organisations that represent the interests of employees?

ZOE <sup>2</sup> \_\_\_\_\_ unions.

JULIE How is the <sup>3</sup> \_\_\_\_\_ of London chosen?

ZOE By vote in local elections.

JULIE What is the law on smoking in public spaces in Britain?

ZOE There's a <sup>4</sup> \_\_\_\_\_ on smoking in indoor public spaces.

JULIE How can you be punished for committing a driving <sup>5</sup> \_\_\_\_\_?

ZOE Usually you'd have to pay a <sup>6</sup> \_\_\_\_\_, unless you actually hurt someone.

JULIE OK, here's a hard one. What is the largest source of income for the government?

ZOE Income <sup>7</sup> \_\_\_\_\_ from citizens.

JULIE Good! And what does Gross Domestic <sup>8</sup> \_\_\_\_\_ mean?

ZOE It is the... hang on... the value of all the goods and services produced in a country in a given period.

JULIE Which EU countries use capital <sup>9</sup> \_\_\_\_\_?

ZOE None of them.

JULIE All correct! Congratulations.

- |                |                |             |
|----------------|----------------|-------------|
| 1 A minority   | B majority     | C category  |
| 2 A Employee   | B Professional | C Trade     |
| 3 A President  | B Mayor        | C Chief     |
| 4 A ban        | B prohibition  | C forbidden |
| 5 A wrong      | B crime        | C offence   |
| 6 A fine       | B fee          | C tax       |
| 7 A payment    | B tax          | C fine      |
| 8 A Income     | B Product      | C Value     |
| 9 A punishment | B penalty      | C verdict   |

9

TOTAL: 30

## TEST 1 CZASY TERAŹNIEJSZE

### 1 Wybierz prawidłową formę czasownika.

- 0 This semester we are studying / study the Second World War.
- 1 My mother is a doctor. And what is your father doing / does your father do?
- 2 My two best friends are lawyers. But they're not working / don't work at the moment.
- 3 Most banks in my area are closing / close at 5.30 p.m.
- 4 Bad news. The price of petrol's going up / goes up again.
- 5 Do you speak / Are you speaking any other foreign languages?
- 6 Hurry up! We're running / run late!

6

### 2 Wykorzystując podane w nawiasach wyrażenia, utwórz zdania oznajmujące (+), przeczące (-) lub pytania (?) w czasie Present Simple lub Present Continuous.

- 0 I don't like broccoli. (?) (Tom, spinach)  
Does Tom like spinach?
- 1 I am learning Japanese. (?) (you, Chinese)  
\_\_\_\_\_
- 2 Where do you come from? (+) (my father, Germany)  
\_\_\_\_\_
- 3 Are you talking on the phone? (+) (she, on Skype)  
\_\_\_\_\_
- 4 We go to the cinema every week. (?) (he, often)  
\_\_\_\_\_
- 5 Ella gets up early on Saturdays. (-) (Bethany and Alexia, on Sundays)  
\_\_\_\_\_

5

### 3 Przetłumacz podane fragmenty zdań na język angielski, używając czasowników w odpowiedniej formie czasu Present Simple lub Present Continuous.

- 0 My little sister asks (zadaje) me questions all the time.
- 1 John, what \_\_\_\_\_ (myślisz) about? Listen to me!
- 2 I'm afraid Robert \_\_\_\_\_ (nie pamięta) my telephone number.
- 3 Why \_\_\_\_\_ (potrzebujesz) so much money?
- 4 Slow down! You \_\_\_\_\_ (jedziesz) too fast!
- 5 I \_\_\_\_\_ (nie wiem) much about Ancient Rome.
- 6 Why \_\_\_\_\_ (ona się śmieje)? What's so funny?
- 7 Oh, no! It \_\_\_\_\_ (pada deszcz) again!

7

### 4 Wstaw czasowniki w nawiasach w odpowiedniej formie czasu Present Simple lub Present Continuous.

My driving course <sup>0</sup> is going (go) well and, to my surprise, I <sup>1</sup> \_\_\_\_\_ (enjoy) it very much. Harry and Liz, who run the driving school in my area, <sup>2</sup> \_\_\_\_\_ (seem) very professional. But what I like most about them is that they <sup>3</sup> \_\_\_\_\_ (feel) like friends rather than teachers. I know I'm making a lot of stupid mistakes (still!) but they keep saying: 'Don't worry. You <sup>4</sup> \_\_\_\_\_ (learn). Everybody <sup>5</sup> \_\_\_\_\_ (need) to go through this stage.' They always <sup>6</sup> \_\_\_\_\_ (concentrate) on the positive and <sup>7</sup> \_\_\_\_\_ (support) me in every way.

It's great that Anna from my school <sup>8</sup> \_\_\_\_\_ (do) the course with me.

At the moment we <sup>9</sup> \_\_\_\_\_ (practise) different driving manoeuvres. Anna <sup>10</sup> \_\_\_\_\_ (find) them really difficult but she <sup>11</sup> \_\_\_\_\_ (get) better and better. I <sup>12</sup> \_\_\_\_\_ (think) we will both pass our driving test in March.

12

TOTAL: 30

**1** Wybierz formy czasowników, które prawidłowo uzupełniają zdania.

- 0 When we arrived they *finished* / *had finished* / *used to finish* their dinner. We were late again!
- 1 Barbara *used to go* / *had gone* / *was going* shopping more often than she does now.
- 2 What exactly *did you do* / *were you doing* / *did you use to do* when I called you yesterday?
- 3 I missed our History test because you *didn't tell* / *hadn't told* / *weren't telling* me about it.
- 4 Our daughter took all her savings out of the piggy bank and *went* / *had gone* / *was going* to the bank.

4

**2** Wstaw czasowniki w nawiasach w odpowiedniej formie czasu *Past Simple*, *Past Continuous*, *Past Perfect* albo użyj struktury *used to*.

- 0 They *decided* (decide) to postpone their honeymoon until the summer.
- 1 I was sure I \_\_\_\_\_ (see) that woman before but I couldn't remember when and where.
- 2 The dog ate our lunch while we \_\_\_\_\_ (not/watch).
- 3 They \_\_\_\_\_ (go) to the gym three times a week but now they don't have that much time.
- 4 Margaret \_\_\_\_\_ (not/realise) that two people at the next table were watching her all the time.
- 5 When I \_\_\_\_\_ (cycle) to school this morning, I saw a dangerous accident involving three cars.
- 6 Her final presentation went very well although she \_\_\_\_\_ (spend) only one hour preparing it the night before.

6

**3** Przekształć zdania, używając wyrazu podanego dużymi literami tak, aby zachować znaczenie zdania wyjściowego.

- 0 When I got up yesterday, I could see the snow. WAS  
*When I got up yesterday, it was snowing.*
- 1 Steven graduated from University and then worked for his father's company. AFTER  
\_\_\_\_\_
- 2 It was my first time abroad. BEFORE  
\_\_\_\_\_
- 3 Jeans are much more popular now than before. USE  
\_\_\_\_\_
- 4 They were punished because of their misbehaviour at school. THEY  
\_\_\_\_\_
- 5 Suzanne walked into the room in the middle of their fight. WHEN  
\_\_\_\_\_

5

**4** Niektóre z poniższych zdań zawierają błędy w zaznaczonych fragmentach. Popraw błędy lub oznacz symbolem (✓) zdania poprawne.

- 0 We played Monopoly in the dining room when the lights went off.  
*We were playing Monopoly*
- 00 I used to have much more time for going out with my friends, now I'm too busy with my children. ✓
- 1 Margaret had a terrible stomach-ache yesterday because she used to eat too much and too quickly.  
\_\_\_\_\_
- 2 When I arrived at Joan's house to pick her up for a ride to London, she was still getting ready.  
\_\_\_\_\_
- 3 There are now plenty of wonderful restaurants in my town that didn't use to be around when I was a student.  
\_\_\_\_\_
- 4 While he worked as a freelance television producer, he was offered a job at 'Good Morning America.'  
\_\_\_\_\_
- 5 At that moment Paul had realized that his life could change only if he wanted it to change.  
\_\_\_\_\_
- 6 Did you use to buy anything interesting in the sales last weekend?  
\_\_\_\_\_

6

**5** Wstaw czasowniki w nawiasach w czasach *Past Simple*, *Past Continuous*, *Past Perfect* albo użyj struktury *used to*.

I don't exactly remember when it <sup>0</sup> *happened* (happen) but I think I <sup>1</sup> \_\_\_\_\_ (still/attend) my final year of school. One night I <sup>2</sup> \_\_\_\_\_ (have) a terrible dream and I <sup>3</sup> \_\_\_\_\_ (wake up) sweating and trembling in my bed. The dream was about a man (I can clearly remember his wrinkled face), who <sup>4</sup> \_\_\_\_\_ (chase) me because he was sure that I <sup>5</sup> \_\_\_\_\_ (steal) his wallet. In my dream I tried to explain to the furious man what <sup>6</sup> \_\_\_\_\_ (happen) to his wallet but he <sup>7</sup> \_\_\_\_\_ (not/listen). It was a real nightmare! I don't have dreams like that any more but the strangest thing about it all is that for many years I <sup>8</sup> \_\_\_\_\_ (dream) about that wrinkled man every time I <sup>9</sup> \_\_\_\_\_ (do) something wrong.

9

TOTAL: 30

1 **Uzupełnij zdania wyrażeniami z tabelki.**

.....  
 ever yet just already for since never  
 .....

- 0 I have never seen anything like this before.
- 1 She's been working in the garden \_\_\_\_\_ 9 o'clock.
- 2 I haven't spoken to him \_\_\_\_\_.
- 3 We haven't played basketball \_\_\_\_\_ years.
- 4 Have you \_\_\_\_\_ been to New York?
- 5 Good timing! I've \_\_\_\_\_ finished my homework and I can go now.
- 6 I've \_\_\_\_\_ told you the answer. You weren't listening!

6

2 **Zakreśl formę czasu Present Perfect, której użył/abyś w następujących sytuacjach.**

- 0 Jesteś wściekła, bo twoja młodsza siostra upuściła twój ulubiony kubek.  
How many times have I told / *been telling* you not to touch it?
- 1 Wchodzisz do domu i widzisz swojego brata ubrudzonego farbą.  
Have you *ainted* / *been painting*?
- 2 Rozmawiasz z kolegą o świeżo przeczytanych książkach.  
Have you *read* / *been reading* Paulo Coelho's latest book?
- 3 Tłumaczysz, dlaczego nie masz ochoty pójść do kina.  
I've *seen* / *been seeing* this film three times this year.
- 4 Rozmawiasz z koleżanką o swojej instruktorce ze szkoły tańca.  
I've *had* / *been having* classes with her since March.
- 5 Dyskutujesz o swoim ulubionym zespole rockowym.  
They've *played* / *been playing* together since 2002.
- 6 Dziwisz się, że ktoś dopiero dziś zauważył twoje nowe okulary.  
I've *had* / *been having* them for over two months.
- 7 Plotkujesz z kolegami o najlepszym uczniu w waszej klasie.  
He's *written* / *been writing* a five-page essay. That's far too long!
- 8 Jesteś zła/y, bo telefon koleżanki jest stale zajęty.  
I've *tried* / *been trying* to call her for more than an hour. And she's still on the phone!

8

3 **Wstaw czasowniki w nawiasach w odpowiedniej formie czasu Present Perfect Simple lub Present Perfect Continuous.**

- 0 I'm sorry, I'm late. I hope you haven't been waiting (not/wait) long.
- 1 I feel really tired. I \_\_\_\_\_ (shop) for Christmas gifts all morning.
- 2 My favourite player \_\_\_\_\_ (score) 7 goals in 10 matches so far.
- 3 I'm afraid I \_\_\_\_\_ (forget) your surname.
- 4 Georgia \_\_\_\_\_ (practise) yoga since she was 15 years old.
- 5 We \_\_\_\_\_ (not/hear) from Barbara since April. Have you?
- 6 She doesn't know what to do – she \_\_\_\_\_ (lose) her passport and all her money.
- 7 Do you know how long they \_\_\_\_\_ (go) out together?
- 8 Mark \_\_\_\_\_ (read) fifty books. That's quite a lot!

8

4 **Uzupełnij dialog, wstawiając czasowniki w nawiasach w czasach Present Simple, Present Continuous, Past Simple, Present Perfect lub Present Perfect Continuous.**

HANNAH: Liz, are you alright? <sup>0</sup> Is something bothering (something/bother) you? I can see <sup>1</sup> \_\_\_\_\_ (you/cry). Your eyes are still wet. What's the matter?

LIZ: It's... It's Tom. <sup>2</sup> \_\_\_\_\_ (We/get) married in July but I'm not sure I really want to do it... It's that... You see... <sup>3</sup> \_\_\_\_\_ (He/be) very rude to me recently. This week <sup>4</sup> \_\_\_\_\_ (we/have) several arguments about our wedding arrangements.

HANNAH: Oh, Liz. I'm sorry to hear that. But don't you think you might be overreacting? Things like that happen – <sup>5</sup> \_\_\_\_\_ (everybody/seem) stressed out before the wedding. I remember <sup>6</sup> \_\_\_\_\_ (I/argue) with Robert almost every day before our big day. And Liz... <sup>7</sup> \_\_\_\_\_ (I/know) Tom for a long time and he's such a nice guy. Trust me. And stop analyzing everything!

LIZ: You might be right, Hannah. <sup>8</sup> \_\_\_\_\_ (I/think) about it too much recently. I'd better call Tom – we're choosing our wedding invitations today.

8

TOTAL: 30

**1** Wykorzystując podane w nawiasach wyrażenia, utwórz zdania oznajmujące (+), przeczące (-) lub pytania (?) w czasach wyrażających przyszłość.

- 0 I won't tell you anything.  
(?) (him, the truth)  
Will you tell him the truth?
- 1 My coach arrives in London at 5.15.  
(?) (you train, Glasgow)  
\_\_\_\_\_
- 2 Will France win the next football World Cup?  
(+) (Spain, European Championships)  
\_\_\_\_\_
- 3 Are you going to become a teacher when you grow up? (+) (I, actress)  
\_\_\_\_\_
- 4 I'll be seeing George on Monday morning.  
(?) (you, on Saturday evening)  
\_\_\_\_\_
- 5 We're going to the cinema tonight.  
(-) (Caroline, tomorrow)  
\_\_\_\_\_

5

**2** Wstaw czasowniki w nawiasach w odpowiedniej formie wyrażającej przyszłość.

- 0 Next Monday is (be) the twentieth.
- 1 Good luck with your driving test.  
I \_\_\_\_\_ (think) of you tomorrow.
- 2 Helena \_\_\_\_\_ (have) a baby in January.
- 3 Hurry up! The match \_\_\_\_\_ (start) in ten minutes.
- 4 My sister \_\_\_\_\_ (study) medicine.
- 5 I'm sure one day machines \_\_\_\_\_ (replace) teachers.
- 6 I \_\_\_\_\_ (do) everything I can to help you. I promise.
- 7 Jim can't eat out with us tomorrow. He \_\_\_\_\_ (meet) his aunt for lunch.
- 8 This time next week we \_\_\_\_\_ (sunbathe) in Florida.
- 9 You take a rest now, Mum. I \_\_\_\_\_ (clean) the bathroom.
- 10 We \_\_\_\_\_ (fly) to San Francisco next Saturday.

10

**3** Wykorzystując podane w nawiasach wyrażenia, utwórz zdania odnoszące się do przyszłości i odpowiednie do podanych sytuacji.

- 0 Oferujesz pomoc w przygotowaniu obiadu.  
(the cooking)  
I'll help you with the cooking.
- 1 Widzisz nadciągające chmury.  
(rain) \_\_\_\_\_
- 2 Opisujesz w co będziesz ubrana odbierając z lotniska kolegę, którego jeszcze nie widziałaś.  
(a green coat) \_\_\_\_\_
- 3 Mówisz o swoich zamiarach emigracji do innego kraju.  
(Australia) \_\_\_\_\_
- 4 Składasz zamówienie w restauracji.  
(the chicken salad) \_\_\_\_\_
- 5 Nie jesteś pewien, o której kończy się następny wykład.  
(what time) \_\_\_\_\_
- 6 Jesteś ciekawa, z kim Twoja siostra wybiera się na prywatkę.  
(who) \_\_\_\_\_

6

**4** Wstaw czasowniki w nawiasach w odpowiedniej formie wyrażającej przyszłość.

Dear Martha,  
I'm so happy you <sup>0</sup> are coming (come) next Monday. We're all looking forward to seeing you. The weather is fine at the moment and I hope it <sup>1</sup> \_\_\_\_\_ (not change) next week.  
I've planned so many things for us – on Tuesday and Wednesday I <sup>2</sup> \_\_\_\_\_ (show) you around London. I hope you <sup>3</sup> \_\_\_\_\_ (like) it as much as I do. At the weekend I <sup>4</sup> \_\_\_\_\_ (take) you to Oxford – I've already booked the coach tickets and accommodation for us. We <sup>5</sup> \_\_\_\_\_ (stay) in a nice bed and breakfast hotel. Oxford is my second favourite place in England (after London of course!) and I'm sure you <sup>6</sup> \_\_\_\_\_ (fall) in love with it instantly!  
About the travel arrangements – your plane <sup>7</sup> \_\_\_\_\_ (land) on Monday at 3.30 p.m., is that right? I won't be able to meet you at the airport since I <sup>8</sup> \_\_\_\_\_ (work) till 5 p.m. that day. But my brother has offered to pick you up. I know you haven't met him but don't worry. He <sup>9</sup> \_\_\_\_\_ (carry) a sign with your name so there shouldn't be any problems.  
A big hug and see you soon!  
Wendy

9

TOTAL: 30

**1** Wybierz czasowniki modalne, które prawidłowo uzupełniają zdania.

- 0 May / Could / Should you be so kind and send it to me again?
- 1 We *mustn't* / *shouldn't* / *don't have to* hurry. There is plenty of time.
- 2 You *needn't* / *mustn't* / *couldn't* touch this button while the machine is working. It's dangerous!
- 3 In this country you *can't* / *shouldn't* / *may not* smoke in public places, it's illegal.
- 4 In my opinion, you *must* / *should* / *could* stop being so pessimistic about everything.
- 5 Tom is allergic to nuts so he *couldn't* / *doesn't have to* / *mustn't* eat peanut butter.
- 6 *Should* / *Shall* / *Might* we have a quick lunch before going to the cinema?
- 7 *Might* / *Could* / *Need* I use your phone to call my Mum? I'm sure she's worried.

7

**2** Przekształć zdania, używając podanych początków i czasowników modalnych tak, aby ich znaczenie pozostało takie samo.

- 0 Tom is quite a good skater.  
Tom can skate quite well.
- 1 It's not necessary to speak French to get this job.  
You \_\_\_\_\_.
- 2 Would you like me to take your coat to the cleaner's?  
Shall \_\_\_\_\_?
- 3 It's bad manners to eat with your mouth open.  
People \_\_\_\_\_.
- 4 Is it necessary for them to call you every day?  
Do \_\_\_\_\_?
- 5 It's illegal to talk on the phone while you're driving.  
You \_\_\_\_\_.
- 6 I think it's good for children to learn to speak another language.  
Children \_\_\_\_\_.
- 7 Emma learnt to speak when she was 3.  
When Emma was 2, \_\_\_\_\_.
- 8 Booking seats for this show isn't obligatory.  
You \_\_\_\_\_.
- 9 It was necessary for me to walk all the way home because I couldn't find a taxi.  
I \_\_\_\_\_.

9

**3** Uzupełnij zdania czasownikami modalnymi *must*, *might/may*, *may not/might not*, *can't* w połączeniu z odpowiednimi czasownikami z tabelki.

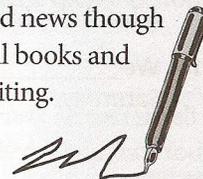
think be rain be have remember earn start

- 0 You've been working all day.  
You must be tired.
- 1 He is arrogant, mean and selfish.  
You \_\_\_\_\_ of marrying this man!
- 2 They \_\_\_\_\_ a lot of money if they can afford a cruise around the world.
- 3 John \_\_\_\_\_ a computer at home.  
He chats with me every night.
- 4 Last time I saw her 10 years ago.  
She \_\_\_\_\_ me.  
Just in case I'll tell her my name.
- 5 If I were you, I'd take an umbrella.  
It \_\_\_\_\_ in the afternoon.
- 6 Oh, come on! Alice \_\_\_\_\_ 20.  
She went to school with Pete and he turned 30 in January.
- 7 If it keeps raining, the match \_\_\_\_\_ on time.

7

**4** Uzupełnij tekst odpowiednimi czasownikami modalnymi.

I often ask myself what skills are necessary to be a good writer. <sup>0</sup> Do you have to (you) have a degree in literature or do a creative writing course? Is it absolutely necessary? Many people would probably say 'yes' but there are some who claim that you simply <sup>1</sup> \_\_\_\_\_ learn how to write. You either have a talent for writing or not. And if you don't, you <sup>2</sup> \_\_\_\_\_ forget about a professional writing career as quickly as possible. This sort of advice <sup>3</sup> \_\_\_\_\_ seem rather harsh but, on the other hand, I believe, people <sup>4</sup> \_\_\_\_\_ go on hoping to become successful writers if there are absolutely no grounds for it. Of course, everybody <sup>5</sup> \_\_\_\_\_ write stories or poems in their free time but it's probably best to accept the fact that for many of us it <sup>6</sup> \_\_\_\_\_ be a profession earning fame and fortune. The good news though is that you <sup>7</sup> \_\_\_\_\_ sell books and have a large readership to enjoy writing.



7

TOTAL: 30

1 Ułóż rozsypane wyrazy w prawidłowej kolejności tak, aby utworzyć zdania warunkowe.

0 a / more / would / if / had / we / on / we / money / go / cruise  
If we had more money, we would go on a cruise.

1 good / TV / DVD / there / on / usually / isn't / film / watch / a / if / we / a  
If there \_\_\_\_\_  
\_\_\_\_\_.

2 it / wouldn't / about / I / anybody / you / I / were / if / tell  
I \_\_\_\_\_  
\_\_\_\_\_.

3 shares / brother / some / Anna / her / with / she / them / sweets / has / if  
If Anna \_\_\_\_\_  
\_\_\_\_\_.

4 break / if / him / will / devastated / be / up / with / he / you  
He \_\_\_\_\_  
\_\_\_\_\_.

5 would / grades / studied / better / get / Ron / he / harder / if / much  
If Ron \_\_\_\_\_  
\_\_\_\_\_.

6 tomorrow / I / you / will / see / if / call / don't / I / on / school / you / at / Saturday  
I \_\_\_\_\_  
\_\_\_\_\_.

7 would / English / if / job / better / could / I / speak / I / get / a / well  
If I \_\_\_\_\_  
\_\_\_\_\_.

8 again / late / will / be / my / angry / me / girlfriend / if / with / I'm  
My \_\_\_\_\_  
\_\_\_\_\_.

9 parents / asks / help / she / if / problem / her / for / has / Cathy / a  
If Cathy \_\_\_\_\_  
\_\_\_\_\_.

10 need / study / drink / if / I / night / a / coffee / of / I / to / at / lot  
I \_\_\_\_\_  
\_\_\_\_\_.

10

2 Którego z podanych zdań warunkowych użyjesz w następujących sytuacjach?

- 0 Jesteś zawodnikiem jednej z najlepszych drużyn siatkówki w twojej szkole.  
a If we won the championships, I'd be very happy.  
b If we win the championships, I'll be very happy.
- 1 Prognoza pogody na jutro nie jest obiecująca.  
a If the weather is fine tomorrow, we'll go to the beach.  
b If the weather was fine tomorrow, we'd go to the beach.
- 2 Rozmawiasz z przyjaciółką o nowopoznanym koledze, który jest Tobą wyraźnie zainteresowany.  
a If he asks me for my phone number, I'll give it to him.  
b If he asked me for my phone number, I'd give it to him.
- 3 Opowiadasz o tym, jak sobie zwykle radzisz z bezsennością.  
a If I can't fall asleep, I'll just listen to music.  
b If I can't fall asleep, I just listen to music.
- 4 Twój przyjaciel o raz piąty przystępuje do egzaminu na prawo jazdy.  
a If he passes this time, I'll be very surprised.  
b If he passed this time, I'd be very surprised.

4

3 Utwórz zdania warunkowe 0, 1 lub 2 stopnia, wstawiając czasowniki w nawiasach w odpowiedniej formie.

- 0 We have to go. We would stay (stay) longer if we had (have) more time.
- 1 Liz \_\_\_\_\_ (not marry) him even if he \_\_\_\_\_ (be) the only man in the world.
- 2 Let's wait ten more minutes. If he \_\_\_\_\_ (not come) until 11, we \_\_\_\_\_ (leave) without him.
- 3 If you \_\_\_\_\_ (heat) water to 100° C, it \_\_\_\_\_ (boil).
- 4 What \_\_\_\_\_ (you/do) with the money if you \_\_\_\_\_ (win) a lottery?
- 5 If I \_\_\_\_\_ (be) taller, I \_\_\_\_\_ (play) for a professional basketball team.
- 6 That's strange – if you \_\_\_\_\_ (dial) this number, nobody \_\_\_\_\_ (answer).
- 7 See you later. We \_\_\_\_\_ (wait) for you in front of the cinema if we \_\_\_\_\_ (manage) to get the tickets first.
- 8 If the weather \_\_\_\_\_ (not be) good tomorrow, they \_\_\_\_\_ (not go) out.

16

TOTAL: 30

**1** Przeczytaj tekst i wybierz prawidłową formę czasownika (w stronie czynnej lub biernej).

Last night I <sup>0</sup> saw / *was seen* a fantastic film. It was called 'Into the Wild', and it <sup>1</sup> *directed* / *was directed* by Sean Penn. It <sup>2</sup> *tells* / *is told* the true story of a young man named Christopher McCandless, who, after graduating from college, went on a long, crazy adventure that landed him in the Alaskan wilderness. He <sup>3</sup> *found* / *was found* there an abandoned bus that he used for shelter. The film has a tragic end – McCandless <sup>4</sup> *died* / *was died* of starvation after about four months of living in the wilderness.

'Into the Wild' <sup>5</sup> *based* / *was based* on a book by Jon Krakauer, which <sup>6</sup> *considers* / *is considered* to be good and accurate. Moreover, the film <sup>7</sup> *features* / *is featured* wonderful music written by Pearl Jam's Eddie Vedder.

This is simply one of those unique films that shouldn't <sup>8</sup> *miss* / *be missed*.

8

**2** Wstaw czasowniki w nawiasach w stronie czynnej lub biernej odpowiednich czasów.

- 0 To celebrate this occasion, a special exhibition will be shown (show) at Windsor Castle next month.
- 1 The singer collapsed on the stage and \_\_\_\_\_ (take) to a local hospital.
- 2 I looked back because I was sure that somebody \_\_\_\_\_ (follow) me.
- 3 Please wait while your request \_\_\_\_\_ (process).
- 4 I'm very sorry to inform you that the recommended brochure \_\_\_\_\_ (not produce) yet.
- 5 What type of goods can \_\_\_\_\_ (sell) on the Net?
- 6 Is it true that in 1724 Gabriel Fahrenheit \_\_\_\_\_ (invent) the first mercury thermometer?
- 7 Most films and television programmes nowadays \_\_\_\_\_ (make) on location.
- 8 I can assure you that our damaged TV set \_\_\_\_\_ (replace) at our cost.
- 9 More and more people question the widely accepted belief that America \_\_\_\_\_ (discover) by Columbus.
- 10 The telephone bill must \_\_\_\_\_ (pay) by the end of the month.

10

**3** Przekształć zdania, rozpoczynając od podanych słów tak, aby zachować znaczenie zdania wyjściowego. Zdecyduj, czy użycie wyrażenia *z by* na końcu zdania jest konieczne.

- 0 Fire fighters rescued more than 50 people yesterday. More than 50 people were rescued by fire fighters yesterday.
- 1 I noticed that they hadn't cleaned my hotel room. I noticed that my hotel room \_\_\_\_\_.
- 2 This week they are holding auditions for an exciting new show. This week auditions \_\_\_\_\_.
- 3 Shakespeare wrote 'Romeo and Juliet' early on in his literary career. 'Romeo and Juliet' \_\_\_\_\_.
- 4 Will they allow us to change rooms if we don't get along with our roommates? Will we \_\_\_\_\_?
- 5 Nobody has told me about the party. I \_\_\_\_\_.
- 6 Older children ignore my little brother. My little brother \_\_\_\_\_.

6

**4** Przekształć zdania, używając konstrukcji *have sth done*. W nowym zdaniu zachowaj czas gramatyczny ze zdania wyjściowego.

- 0 A decorator painted Nick's room. Nick had his room painted.
- 1 A hygienist cleans my teeth between two and four times a year. \_\_\_\_\_.
- 2 They will develop your photos by tomorrow. \_\_\_\_\_.
- 3 It's cold because they are installing new windows in our house. \_\_\_\_\_.
- 4 A photographer is going to take a photo of Ruth. \_\_\_\_\_.
- 5 They have serviced our car at the garage. \_\_\_\_\_.
- 6 If you can't see properly, an optician should test your eyes. \_\_\_\_\_.

6

**1** Zakreśl wyrazy, które prawidłowo uzupełniają zdania.

- 0 My father \_\_\_ if I really wanted to study law.  
a said      **b** asked      c told
- 1 Lee \_\_\_ that he wanted to join us for lunch.  
a asked      b said      c told
- 2 She was sorry for missing school and explained that she'd been ill the \_\_\_ week.  
a before      b earlier      c previous
- 3 The teacher asked us \_\_\_ talking.  
a to stop      b that we stop      c stop
- 4 Someone \_\_\_ me that there had been a fire in my building.  
a spoke      b told      c said
- 5 I told her \_\_\_ take it personally but she still got offended.  
a don't      b to not      c not to
- 6 Anna told me she had done everything \_\_\_\_\_.  
a himself      b myself      c herself
- 7 I didn't know \_\_\_ there were any seats left.  
a whether      b what      c when
- 8 I asked her out last Monday but she said she couldn't go \_\_\_ day.  
a this      b that      c then

8

**2** Przekształć poniższe zdania na mowę zależną, używając podanych początków zdań.

- 0 'I've done it myself.'  
Ella said that she had done it herself.
- 1 'Can you do me a big favour?'  
My girlfriend asked \_\_\_\_\_.
- 2 'Don't treat me like a child!'  
She asked \_\_\_\_\_.
- 3 'Did you come back early yesterday?'  
They wanted \_\_\_\_\_.
- 4 'Our mother is teaching us how to cook and sew.'  
They said \_\_\_\_\_.
- 5 'Try hitting the nail with a hammer.'  
My father told \_\_\_\_\_.
- 6 'I've baked my first chocolate cake today!'  
Claire said \_\_\_\_\_.
- 7 'We will do everything to help you with your move next week.'  
They said \_\_\_\_\_.
- 8 'I don't have time to explain it to you right now.'  
The teacher told \_\_\_\_\_.
- 9 'I'm not really enjoying myself here.'  
Robert said \_\_\_\_\_.
- 10 'Don't play with the food, children!'  
The mother told \_\_\_\_\_.

10

**3** Przeczytaj tekst, a następnie zacytuj wszystkie pytania (tzn. napisz je w mowie niezależnej).

**MY FORUM**

My last job interview was very stressful. The interviewer first asked me if I had ever worked before. Then she was interested in why I had left my previous job and how I had heard about that vacancy. She also wanted to know how I saw myself in 10 years' time. I don't quite understand why she asked if I was married. The next question, though, was the toughest – she wanted to know how much I expected to earn. I think she liked my answers because finally she wanted to know when I would be available to start working.

- 0 Have you ever worked before?
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

6

**4** Popraw błędy w zaznaczonych fragmentach zdań.

- 0 I asked what had he done with my new book.  
what he had done
- 1 She told me she didn't need my help and that she will do everything myself.  
\_\_\_\_\_
- 2 Billy told me that I don't disturb him while he was working.  
\_\_\_\_\_
- 3 I honestly didn't remember how old is her grandmother.  
\_\_\_\_\_
- 4 The shop assistant asked me do I have the receipt.  
\_\_\_\_\_
- 5 Cindy came and said me she spoke to her boss two days ago.  
\_\_\_\_\_
- 6 I told my best friend to not worry about anything.  
\_\_\_\_\_

6

TOTAL: 30

**1** Zakreśl wyrazy, które prawidłowo uzupełniają zdania.

- 0 Can you remember where \_\_\_ my gloves?  
 a did I put      b I did put      **c I put**
- 1 Do you happen \_\_\_ what time it starts?  
 a to know      b know      c knowing
- 2 I don't know why \_\_\_ for this job in the first place.  
 a did he apply      b he applied      c he did apply
- 3 I've \_\_\_ idea what you mean.  
 a not      b any      c no
- 4 Does \_\_\_ know what he's up to?  
 a anybody      b somebody      c everybody
- 5 I wonder how far \_\_\_ from the city centre?  
 a we are      b were we      c are we
- 6 I don't know where \_\_\_\_\_.  
 a does she live      b she lives      c she does live

6

**2** Uzupełnij dialog jednym wyrazem w każdej luzie.

**ANNA:** Good morning! I'm a new student – it's my first day. Do you know <sup>0</sup> where I have my classes today?

**RECEPTIONIST:** Certainly. Could you tell me what your surname <sup>1</sup> \_\_\_\_\_?

**ANNA:** Yes, of course. It's Rozwadowska.

**RECEPTIONIST:** <sup>2</sup> \_\_\_\_\_ you mind spelling it for me?

**ANNA:** It's R O Z W A D O W S K A.

**RECEPTIONIST:** Thank you. And do you <sup>3</sup> \_\_\_\_\_ when you enrolled on the course?

**ANNA:** No, I don't. My father arranged everything for me and I've <sup>4</sup> \_\_\_\_\_ idea when exactly he did it.

**RECEPTIONIST:** That's alright. And do you know <sup>5</sup> \_\_\_\_\_ he did it online?

**ANNA:** I think so. And I took my placement test online. I wonder what my score <sup>6</sup> \_\_\_\_\_.

**RECEPTIONIST:** Let me see. 78 points – that's upper-intermediate. Your teacher's name is Paul and you're in classroom 7. Any more questions?

**ANNA:** Yes, I'd <sup>7</sup> \_\_\_\_\_ to know what time the classes start every day.

**RECEPTIONIST:** 9 o'clock.

**ANNA:** Thank you. And do you <sup>8</sup> \_\_\_\_\_ to know if there are any excursions this weekend?

**RECEPTIONIST:** Your teacher will tell you everything.

8

**3** Przekształć podane pytania w pytania pośrednie, wykorzystując wyrazy podane w nawiasie.

- 0 Where is the post office? (KNOW)  
Do you know where the post office is?
- 1 Where did you leave the house keys? (REMEMBER)  
 \_\_\_\_\_?
- 2 Does this bus go to the city centre? (TELL)  
 \_\_\_\_\_?
- 3 How much have you paid for this jacket? (MIND)  
 \_\_\_\_\_?
- 4 Can I smoke here? (ANYONE)  
 \_\_\_\_\_?
- 5 Where were you at 10 p.m. last night? (CAN)  
 \_\_\_\_\_?
- 6 What does she want for her birthday? (IDEA)  
 \_\_\_\_\_?
- 7 Are shops open on Boxing Day? (HAPPEN)  
 \_\_\_\_\_?

7

**4** Popraw błędy w poniższych zdaniach. Przepisz je poprawnie.

- 0 Do you know where is the nearest shopping centre?  
Do you know where the nearest shopping centre is?
- 1 Tell me what do you want from me.  
 \_\_\_\_\_?
- 2 Nobody knows how much will the broken window cost.  
 \_\_\_\_\_?
- 3 Can you tell me is there an English lesson today?  
 \_\_\_\_\_?
- 4 Are you sure has Peter already phoned?  
 \_\_\_\_\_?
- 5 I don't know what does 'sophisticated' mean.  
 \_\_\_\_\_?
- 6 She doesn't remember what time did the concert start.  
 \_\_\_\_\_?
- 7 I'd like to know has he got a driving licence.  
 \_\_\_\_\_?
- 8 I don't know what time do the banks close.  
 \_\_\_\_\_?
- 9 I wonder how long are you going to wait for them.  
 \_\_\_\_\_?

9

TOTAL: 30

1 **Zakreśl formy czasownika, które prawidłowo uzupełniają zdania.**

- 0 I think you should consider \_\_\_ for this job.  
a to apply    **b applying**    c apply
- 1 I'd love \_\_\_ to your party but I'm busy that night.  
a to come    **b coming**    c come
- 2 The teacher made me \_\_\_ at the back of the class so I didn't disturb the others.  
a to sit    **b sitting**    c sit
- 3 His mother told \_\_\_ crying.  
a him to stop    **b to stop**    c him stop
- 4 I hope \_\_\_ you again soon.  
a to see    **b seeing**    c see
- 5 Thelma just can't stand \_\_\_ food that has been microwaved.  
a to eat    **b eating**    c to eat
- 6 Robert was homesick and missed \_\_\_ in his own language.  
a to speak    **b speaking**    c to speak

6

2 **Wstaw czasowniki w nawiasach w odpowiedniej formie. Dodaj dopełnienie tam, gdzie to konieczne.**

- 0 Which game did you like playing (play) the most?
- 1 She loves \_\_\_\_\_ (chat) with people from all around the world.
- 2 He offered \_\_\_\_\_ (give) me a lift home, which I accepted.
- 3 They invited \_\_\_\_\_ (eat) with them but we had other arrangements.
- 4 Anna is upset because her parents didn't let \_\_\_\_\_ (stay) at the party longer.
- 5 I personally believe that you should \_\_\_\_\_ (do) what feels right.
- 6 The driver managed \_\_\_\_\_ (not hit) any of the people on the other side of the road.
- 7 I don't mind \_\_\_\_\_ (cook) but I wouldn't choose it as a job.
- 8 I understand that you need \_\_\_\_\_ (think) it over carefully.
- 9 One of my friends suggested \_\_\_\_\_ (go) diving at the end of March.

9

3 **Przetłumacz podane fragmenty zdań na język angielski.**

- 0 You can choose (możesz wybrać) what you want from here.
- 1 I'm afraid we \_\_\_\_\_ (nie stać nas na kupno) a new car at the moment.
- 2 At first she \_\_\_\_\_ (planowała studiować) History but later changed her mind.
- 3 I \_\_\_\_\_ (nienawidzę brać prysznic) in cold water.
- 4 Sandra \_\_\_\_\_ (wolałaby zostać) a bit longer.
- 5 My mother \_\_\_\_\_ (doradziła mi, żebym nie rozmawiała z) Paul about the accident.
- 6 You \_\_\_\_\_ (nie wolno wam zostawiać) your luggage unattended.
- 7 They \_\_\_\_\_ (nie pozwolili nam zrobić) pictures inside the museum.

7

4 **Uzupełnij tekst odpowiednią formą następujących czasowników: be, do, give, lead, meet, put, smoke, stick, watch. Dodaj dopełnienie tam, gdzie to konieczne.**

**CHRISTIE'S BLOG**

My mother has always been very concerned about my health. Last year I promised her <sup>0</sup> to do something about it and decided <sup>1</sup> \_\_\_\_\_ a more healthy lifestyle. The first thing I did was to stop <sup>2</sup> \_\_\_\_\_. It was not easy though. I tried to avoid <sup>3</sup> \_\_\_\_\_ friends who smoked but they seemed <sup>4</sup> \_\_\_\_\_ everywhere I went. My girlfriend did a great job by helping <sup>5</sup> \_\_\_\_\_ to my decision. One day I was so desperate that I begged <sup>6</sup> \_\_\_\_\_ me one cigarette but she refused. Some other day she caught me with a cigarette in my hand but didn't let <sup>7</sup> \_\_\_\_\_ it into my mouth. It was all so embarrassing! I haven't been smoking for two months now. I don't enjoy <sup>8</sup> \_\_\_\_\_ people smoke and I wouldn't like to join in.

ADD A COMMENT

8

TOTAL: 30

**1** Wpisz rzeczowniki z ramki w odpowiednim miejscu.

cat pens petrol children onions love chocolate  
bottle light language hour keys desk people  
journalist sugar bread women water pictures  
problem

SINGULAR COUNTABLE	PLURAL COUNTABLE	UNCOUNTABLE
cat	pens	petrol

9

**2** Wybierz określniki, które prawidłowo uzupełniają zdania.

- 0 How much / How many time do we have?
- 1 She has a lot of friends but *neither* / *none* of them lives close to school.
- 2 I've eaten too *many* / *much* junk food today.
- 3 Anna and Gil are twins. *Both of* / *All of* them are very intelligent.
- 4 The only problem with him is that he asks *too many* / *too much* questions.
- 5 I can meet you on Monday or Tuesday. *Either* / *Neither* day is OK with me.
- 6 Before I had children I read *a lot* / *a lot of* books.
- 7 *Both* / *Neither* supermarket is open today.
- 8 If I were you, I wouldn't spend so *many* / *much* money on clothes.
- 9 Can I have *a few* / *a little* more wine, please?
- 10 *Some* / *Some of* our teachers have university degrees.

5

**3** Cztery z poniższych zdań zawierają błędy. Popraw je lub oznacz symbolem (✓) zdania poprawne.

- 0 The Pacific Ocean has many thousands of islands. ✓
- 00 There are lots of time before the post office closes.  
There's lots of time before the post office closes.
- 1 Neither of my parents was strict.  
\_\_\_\_\_
- 2 You shouldn't eat sweets before lunch.  
\_\_\_\_\_
- 3 Some of people hate watching horror movies.  
\_\_\_\_\_
- 4 I think you left your towel in a bathroom.  
\_\_\_\_\_
- 5 I'm afraid there aren't no tickets left.  
\_\_\_\_\_
- 6 Boys I met at the disco yesterday were good fun.  
\_\_\_\_\_
- 7 Most of the people at the concert were having a good time.  
\_\_\_\_\_

7

**4** Przetłumacz podane fragmenty zdań na język angielski.

- 0 I support Manchester United and Real Madrid.  
Both teams (Obie drużyny) are very good.
- 1 \_\_\_\_\_ (Żadna z moich) two sisters went to university.
- 2 \_\_\_\_\_ (Wszystkie klasy) in my school were painted green.
- 3 I used to exercise \_\_\_\_\_ (dużo) but I don't have time now.
- 4 I'd like a cake and \_\_\_\_\_ (odrobinę mleka) for my tea.
- 5 I'm sorry but \_\_\_\_\_ (większość z twoich odpowiedzi) were wrong.
- 6 Hurry up – we've got only \_\_\_\_\_ (kilka minut) to spare.
- 7 I saw four of his films but, to be honest, \_\_\_\_\_ (żaden z nich) made a big impression on me.
- 8 \_\_\_\_\_ (Ile razy) have you talked to him today?
- 9 \_\_\_\_\_ (Nie będę pić żadnego) alcohol. I'm driving.

9

TOTAL: 30

**1 Wstaw w zdania przedimki a, an, lub the albo – jeśli przedimek nie jest potrzebny.**

- 0 My aunt lives with her husband in \_\_\_ Paris.
- 1 I hate getting up early in \_\_\_\_\_ morning.
- 2 Robbie's father works as \_\_\_\_\_ engineer in Chicago.
- 3 Shall we eat in \_\_\_\_\_ garden today? It's a beautiful day!
- 4 I'll have \_\_\_\_\_ steak, please.
- 5 In my opinion \_\_\_\_\_ teenagers nowadays are not as bad as many people think.
- 6 If you're flying from \_\_\_\_\_ Gatwick Airport, we can offer you a fantastic choice of car parks.
- 7 Children, don't forget to wash your hands before \_\_\_\_\_ lunch.
- 8 Where is \_\_\_\_\_ book I left on the table yesterday?

8

**2 W każdym z poniższych zdań brakuje jednego lub więcej przedimków. Przepisz zdania wstawiając przedimki w odpowiednie miejsce/miejsca.**

- 0 Last year we went on holiday to United States and Canada.  
Last year we went on holiday to the United States and Canada.
- 1 I have two brothers and half-sister who lives in Wrocław.  
\_\_\_\_\_.
- 2 First person to finish race will go on to compete in Holland.  
\_\_\_\_\_.
- 3 Marie Skłodowska-Curie was born in 19th century – I think it was exactly in November 1867.  
\_\_\_\_\_.
- 4 My dream holiday destination would be Sicily or Canary Islands.  
\_\_\_\_\_.
- 5 Are you sure Rysy is highest peak in Tatra Mountains?  
\_\_\_\_\_.
- 6 I need apple and some strawberries to make fruit salad.  
\_\_\_\_\_.

9

**3 Uzupełnij tekst odpowiednimi przedimkami.**

Last Saturday I went shopping with <sup>0</sup> a couple of friends. We spent over three hours trying to find <sup>1</sup> \_\_\_\_\_ elegant dress for me. All <sup>2</sup> \_\_\_\_\_ dresses I tried on didn't quite fit me or didn't look nice on me. It seemed really hopeless! After three hours of shopping we felt like having <sup>3</sup> \_\_\_\_\_ break. We went to <sup>4</sup> \_\_\_\_\_ small café to have something to eat. <sup>5</sup> \_\_\_\_\_ food was great and we ended our shopping trip on a positive note.

5

**4 Połącz podane początki i końcówki zdań, używając przedimków a, an, the lub pomijając przedimek.**

POCZĄTKI ZDAŃ

- 0 Who is...
- 1 I've got...
- 2 My mother always leaves...
- 3 Take a swim in...
- 4 I don't like...
- 5 She hopes to continue working as...
- 6 Charles I lived in...
- 7 We need...
- 8 Do you know how to get to...

KOŃCÓWKI ZDAŃ

- a Dead Sea, where you cannot sink.
- b Heathrow Airport from here?
- c small gift for you.
- d people who are always late.
- e front door open.
- f double room for three nights.
- g seventeenth century.
- h actress in the future.
- i fastest runner in the world?

0 Who is the fastest runner in the world?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

8

TOTAL:

30

**1** Wybierz prawidłowe wyrażenie uzupełniające zdanie.

- 0 It / *There* was very kind of you to help him.
- 1 *It* / *There* won't be enough time to change.
- 2 *There isn't* / *aren't* any biscuits left.
- 3 *It* / *There* was very sunny here yesterday.
- 4 *There is* / *are* too much violence in the media.
- 5 What day is *it* / *there* tomorrow?
- 6 *It* / *There* is a good film on Channel 4 tonight.
- 7 How many people *was* / *were* there watching the match?
- 8 I'm afraid *it* / *there* is very far from the sea.

4

**2** Uzupełnij tekst wyrażeniami z *there* lub *it* + *be* w odpowiedniej formie i czasie.

**MY BLOG**

<sup>0</sup> It's the twenty eighth of December today and Christmas is over. <sup>1</sup> \_\_\_\_\_ always such a wonderful time of the year although <sup>2</sup> \_\_\_\_\_ so much to do – cleaning, cooking and shopping for food and presents. <sup>3</sup> \_\_\_\_\_ very easy to forget that what counts is the true spirit of Christmas and not all the preparations. The weather on Christmas day was really good this year. <sup>4</sup> \_\_\_\_\_ cold but sunny and <sup>5</sup> \_\_\_\_\_ only a few clouds in the sky. After breakfast we went for a long walk and when we came back <sup>6</sup> \_\_\_\_\_ a meal waiting for us. <sup>7</sup> \_\_\_\_\_ delicious! My mother had spent two days preparing all the dishes. She always worries that <sup>8</sup> \_\_\_\_\_ enough food for everybody and cooks too much. This year <sup>9</sup> \_\_\_\_\_ ten of us altogether but she cooked for at least twenty. My father jokes that <sup>10</sup> \_\_\_\_\_ a good idea to tell Mum that only half of the guests were coming!

ADD A COMMENT

10

**3** Znajdź i popraw błędy w poniższych zdaniach. Przepisz całe zdania poprawnie.

- 0 ~~There's~~ twenty to eleven already.  
It's twenty to eleven already.
- 1 Help! It's a baby in the water.  
\_\_\_\_\_
- 2 How many pupils are in your class?  
\_\_\_\_\_
- 3 You don't need to take your coat, there's very warm today.  
\_\_\_\_\_
- 4 There has been several accidents on this road recently.  
\_\_\_\_\_
- 5 It's a car outside the cinema. It's a Peugeot.  
\_\_\_\_\_
- 6 It was dark and late and it was nobody I could stop and ask for directions.  
\_\_\_\_\_

6

**4** Przetłumacz podane fragmenty zdań na język angielski używając *there* lub *it* + *be* w odpowiedniej formie i czasie.

- 0 It was (Było) nice to meet you, Mrs Perkins.
- 1 \_\_\_\_\_ (Czy będzie) enough time to answer all the questions?
- 2 I love your brown jumper. \_\_\_\_\_ (Czy on jest) new?
- 3 How far \_\_\_\_\_ (było) from the station to your hotel?
- 4 How many \_\_\_\_\_ (ludzi było) at the concert last Sunday?
- 5 \_\_\_\_\_ (Czy jest) a bus stop near your flat?
- 6 They say \_\_\_\_\_ (będzie) very windy tomorrow.
- 7 I'm afraid \_\_\_\_\_ (jest) six spelling mistakes in your CV.
- 8 What date \_\_\_\_\_ (jest) today?
- 9 \_\_\_\_\_ (Było) very hard to get up at 6 a.m. after the weekend.
- 10 \_\_\_\_\_ (Czy jest) anything I can do for you, Mr Jones?

10

TOTAL: 30

**1** Zakreśl zaimki nieokreślone, które prawidłowo uzupełniają zdania.

- 0 Has \_\_\_ seen Julia today?  
a somebody    **b** anybody    c nobody
- 1 Please, listen to me! I've got \_\_\_ important to tell you.  
a anything    **b** everything    c something
- 2 There is no rush. \_\_\_ wants to eat yet.  
a Somebody    **b** Nobody    c Anybody
- 3 It was a terrible day, \_\_\_ seemed to go right.  
a something    **b** anything    c nothing
- 4 Leave me alone! I don't want to go \_\_\_ now.  
a nowhere    **b** anywhere    c everywhere
- 5 Do you think you could do \_\_\_ for me, please?  
a something    **b** anything    c nothing
- 6 She must be very shy. She never says \_\_\_\_\_.  
a anything    **b** nothing    c everything
- 7 Please, don't worry. I'm sure \_\_\_\_\_ will be alright in the end.  
a Something    **b** Anything    c Everything
- 8 He drove for an hour but we soon discovered that it was a road to \_\_\_\_\_.  
a nowhere    **b** anywhere    c somewhere
- 9 Does \_\_\_\_\_ know where my new jacket is?  
a somebody    **b** anybody    c everybody
- 10 I saw Trevor a minute ago \_\_\_\_\_ on the first floor.  
a nowhere    **b** anywhere    c somewhere

10

**2** Uzupełnij podane zdania, używając odpowiednich zaimków nieokreślonych.

- 0 Everything in this shop is very cheap.
- 1 What would you like to do? – \_\_\_\_\_, I don't mind.
- 2 Robert is not very sociable, he never goes \_\_\_\_\_.
- 3 I was so disappointed when I realized I had \_\_\_\_\_ to ask for help.
- 4 We had no friends, no money and \_\_\_\_\_ to go.
- 5 \_\_\_\_\_ left their bag on the bus.
- 6 I looked \_\_\_\_\_ but I still couldn't find my silver earring.
- 7 I don't fancy going to the cinema. Let's do \_\_\_\_\_ else.

- 8 They say that ' \_\_\_\_\_ loves somebody.' So what about me?
- 9 If you have \_\_\_\_\_ else to do, how about helping me with lunch?
- 10 We would like to move \_\_\_\_\_ warm.
- 11 We lost practically \_\_\_\_\_: our passports, credit cards and all the money.
- 12 Our Prime Minister is completely incompetent. \_\_\_\_\_ would be better than him.

12

**3** Cztery z poniższych zdań zawierają błędy. Popraw je lub oznacz symbolem (✓) zdania poprawne.

- 0 Did you meet anybody interesting at the party? ✓
- 00 I can't go to the party. I haven't got **nothing** to wear.  
I can't go to the party. I haven't got anything to wear.
- 1 Something tells me that he's going to become one of my closest friends.  
\_\_\_\_\_
- 2 Everything I do, I do it for you.  
\_\_\_\_\_
- 3 I wish I had anyone to trust.  
\_\_\_\_\_
- 4 Everyone have to leave their passports at the reception desk.  
\_\_\_\_\_
- 5 No one knew how to open the door.  
\_\_\_\_\_
- 6 Do you think we should bring anything for the party?  
\_\_\_\_\_
- 7 The weather was awful last weekend, we **didn't go** nowhere.  
\_\_\_\_\_
- 8 I'm afraid there isn't something you can do to help us out.  
\_\_\_\_\_

8

TOTAL: 30

**1** Uzupełnij zdania, wybierając odpowiednie formy dopełniaczowe, przymiotniki w funkcji dzierżawczej lub zaimki dzierżawcze.

- 0 Don't eat this piece of cake. It's *her* / hers.
- 1 Steve is a good friend of *me* / *mine*.
- 2 *My grandparent's* / *grandparents'* garden is beautiful. They take good care of it.
- 3 *Tom's and Nick's* / *Tom and Nick's* school is very close to the city centre.
- 4 I like their house better, *our* / *ours* seems much smaller.
- 5 Nobody knows *the day of the meeting* / *the meeting's day* yet.
- 6 *Last week's concert* / *The concert of last week* was really good.
- 7 This is all *your* / *yours* fault, not mine!
- 8 The annual *policemen's* / *policemens'* ball raised funds for disabled children.
- 9 She started feeling dizzy *in the middle of the show* / *the show's middle*.
- 10 *My sister's* / *sisters'* car keeps breaking down – she needs to buy a new one.
- 11 *Robert's cousin* / *The cousin of Robert* made a very good impression on my mother.
- 12 She doesn't know what she can do to improve *her* / *hers* promotion prospects.

12

**2** Uzupełnij tekst przymiotnikami w funkcji dzierżawczej lub zaimkami dzierżawczymi.

One of <sup>0</sup> my earliest childhood recollections is my aunt Joan. She was <sup>1</sup> \_\_\_\_\_ mother's twin sister and a very good friend of <sup>2</sup> \_\_\_\_\_. In <sup>3</sup> \_\_\_\_\_ childhood, they used to play with each other all the time and shared everything they had. My mum's toys were not just <sup>4</sup> \_\_\_\_\_, but also <sup>5</sup> \_\_\_\_\_ sister's. But they were quite selfish when it came to playing with other children. 'Don't touch it, it's not <sup>6</sup> \_\_\_\_\_, it's <sup>7</sup> \_\_\_\_\_!' they kept saying. Auntie Joan told me these stories when my husband and I had children of <sup>8</sup> \_\_\_\_\_ own. They don't look like us at all and we are often asked, 'Are they really <sup>9</sup> \_\_\_\_\_ children?' We sometimes jokingly respond, 'No, of course, not. <sup>10</sup> \_\_\_\_\_ are much less naughty.'

10

**3** Znajdź i popraw błędy w poniższych zdaniach. Przepisz całe zdania poprawnie.

- 0 Hazel's dress is much more elegant than *my*.  
Hazel's dress is much more elegant than mine.
- 1 I'll see your daughter in about two week's time.  
\_\_\_\_\_
- 2 At the film's beginning she opened her bag of popcorn and ate it all up.  
\_\_\_\_\_
- 3 My best friends' boyfriend likes my hairstyle better than hers.  
\_\_\_\_\_
- 4 Theirs dog looks remarkably similar to ours.  
\_\_\_\_\_
- 5 Is this your Nintendo DS? No, it's Jack's and Mary.  
\_\_\_\_\_
- 6 Brother of Claire is younger than mine.  
\_\_\_\_\_
- 7 I read this article in the edition of Friday of Gazeta Wyborcza.  
\_\_\_\_\_
- 8 Our childrens' secondary school is very difficult to get into.  
\_\_\_\_\_

8

TOTAL: 30

1 **Uzupełnij zdania, używając przymiotników w nawiasach w stopniu wyższym lub najwyższym.**

- 0 It's the saddest (sad) story I've ever read.
- 1 Nick lives 200 meters \_\_\_\_\_ (far) away from the school than I do.
- 2 Of all the children, Mark is \_\_\_\_\_ (bad). He causes so many problems.
- 3 I agree, your boyfriend is intelligent and caring. But mine is definitely \_\_\_\_\_ (handsome) than yours.
- 4 You look much \_\_\_\_\_ (thin) than you did when we last met.
- 5 Oh, come on! That's \_\_\_\_\_ (weak) argument I've ever heard.
- 6 That's \_\_\_\_\_ (creative) idea so far.
- 7 I have to leave a bit \_\_\_\_\_ (early) today, I'm in a hurry.
- 8 Who is \_\_\_\_\_ (tall) person in your family?

8

2 **Używając wyrazów podanych w nawiasach, przekształć / dokończ zdania tak, aby ich znaczenie pozostało takie samo.**

- 0 Mark is too intelligent to compete with. (ENOUGH)  
I am not intelligent enough to compete with Mark.
- 1 Peter is more intelligent than David. (AS)  
David is \_\_\_\_\_.
- 2 This dress was cheaper than all the others I tried on. (OF)  
This dress was \_\_\_\_\_.
- 3 I didn't know your grandparents were so young. (SUCH)  
I didn't know you had \_\_\_\_\_.
- 4 The dress was not long enough to cover bruises on my legs. (TOO)  
The dress was \_\_\_\_\_.
- 5 It was rude they didn't thank you. (OF)  
How \_\_\_\_\_.
- 6 Mr Brown and his wife are both very careful about their diet. (AS)  
Mr Brown is \_\_\_\_\_.

6

3 **Znajdź i popraw błędy w poniższych zdaniach. Przepisz całe zdania poprawnie.**

- 0 She's ~~more interesting~~ girl I've talked to today.  
She's the most interesting girl I've talked to today.
- 1 I'm much more busy today than yesterday.  
\_\_\_\_\_.
- 2 I'm afraid your qualifications are not enough good to get this job.  
\_\_\_\_\_.
- 3 You're certainly more modest than he.  
\_\_\_\_\_.
- 4 How a stupid thing to do! I thought he was smarter than that.  
\_\_\_\_\_.
- 5 They are so reliable people – you can always depend on them.  
\_\_\_\_\_.
- 6 Our younger daughter is much tidier as her older brother.  
\_\_\_\_\_.

6

4 **Uzupełnij dialog jednym wyrazem w każdej luce.**

- LINDA: <sup>0</sup> What a lovely day! It's <sup>1</sup> \_\_\_\_\_ warm that we could have our lunch in the garden.
- MARK: Well, it's a bit <sup>2</sup> \_\_\_\_\_ windy, I think.
- LINDA: Oh, come on, Mark. It's definitely not as windy <sup>3</sup> \_\_\_\_\_ yesterday. Let's give it a try. We can always finish the meal at home.
- MARK: Ok, ok. Let's do it then. I didn't know I have <sup>4</sup> \_\_\_\_\_ a persuasive girlfriend.
- LINDA: <sup>5</sup> \_\_\_\_\_ persuasive than Barbara?
- MARK: Here you go again! Barbara is just a friend.
- LINDA: And <sup>6</sup> \_\_\_\_\_ most attractive of your friends ...
- MARK: I admit she is pretty. But <sup>7</sup> \_\_\_\_\_ as pretty as you are! Shall we stop talking about her and start getting our lunch ready?
- LINDA: <sup>8</sup> \_\_\_\_\_ a good idea!
- MARK: Is the meat ready?
- LINDA: Try it. Do you think it's tender <sup>9</sup> \_\_\_\_\_?
- MARK: No, it could do with ten more minutes in the oven.
- LINDA: Ok. I hope it will turn out better <sup>10</sup> \_\_\_\_\_ last time. It was a complete disaster!

10

TOTAL: 30

**1** Zakreśl zaimki względne, które prawidłowo uzupełniają zdania.

- 0 My sister, \_\_\_ lives in Canada, is an architect.  
a which    **b** who    c whose
- 1 She didn't say a single word the whole time, \_\_\_ was very rude.  
a what    b that    c which
- 2 Do you know the man \_\_\_ car was stolen?  
a which    b whose    c who
- 3 I'm afraid your certificate, \_\_\_ was issued two weeks ago, contains an error.  
a that    b which    c who
- 4 She's going on holiday to Spain, \_\_\_ her friends have been living for two years.  
a where    b when    c which
- 5 I've never known anybody \_\_\_ is as dedicated to children as you.  
a which    b whose    c who
- 6 That's the button \_\_\_ you hit when the alarm goes off.  
a what    b who    c that
- 7 Mr Gonzales, \_\_\_ I met in Madrid, is a very good painter.  
a whom    b which    c whose
- 8 The moment \_\_\_ he saw his new born baby was very moving.  
a where    b which    c when

8

**2** Zdecyduj, w których zdaniach można opuścić zaimek względny. Przepisz te zdania bez zaimka lub napisz 'nie można opuścić'.

- 0 The present that I bought for him was terribly expensive.  
*The present I bought for him was terribly expensive.*
- 00 I don't like people who talk only about themselves.  
*nie można opuścić*
- 1 Have you seen the girl that Robert is dating?  
\_\_\_\_\_
- 2 Breckenridge, where we often go skiing, is a Victorian town in the Colorado mountains.  
\_\_\_\_\_
- 3 She fell in love with the man who is now her husband.  
\_\_\_\_\_
- 4 Is there anything that you'd like to add?  
\_\_\_\_\_
- 5 I think I have met the person who I have always wanted to meet.  
\_\_\_\_\_
- 6 I need something that will make me get back in shape.  
\_\_\_\_\_
- 7 Where is the book which I was reading?  
\_\_\_\_\_

7

**3** Uzupełnij tekst odpowiednimi zaimkami względnymi. Dodaj przecinki tam, gdzie jest to konieczne.

This is a true story<sup>0</sup> which was told by my best friend Mike Douglas<sup>1</sup> \_\_\_\_\_ father used to teach in our school. It happened at the time<sup>2</sup> \_\_\_\_\_ Mr Douglas was a trainee teacher. Many pupils took advantage of his inexperience<sup>3</sup> \_\_\_\_\_ made Mike's father's life really hard. One day Robert<sup>4</sup> \_\_\_\_\_ was the naughtiest boy in Year 6, decided to play a practical joke on poor Mr Douglas. When the teacher left the ICT suite<sup>5</sup> \_\_\_\_\_ they were having a Maths class, he asked everyone to turn all desks and chairs upside down. The pupils<sup>6</sup> \_\_\_\_\_ liked to follow Robert's lead, did as he had told them. When Mr Douglas returned, they were sitting on their chairs and working as if nothing had happened. Mr Douglas stood speechless for a minute and then started laughing. It was probably the situation<sup>7</sup> \_\_\_\_\_ helped him to relax and enjoy teaching more.

7

**4** Połącz podane zdania przekształcając je w zdania przydawkowe.

- 0 Dominic is my best friend. (I have known Dominic for five years.)  
*Dominic, who / whom I've known for five years, is my best friend.*
- 1 Anna was late for school yesterday. (Anna is almost always on time.)  
\_\_\_\_\_
- 2 Whose are those socks? (The socks are lying on the floor.)  
\_\_\_\_\_?
- 3 I had to go to the dentist. (The dentist removed one of my bad teeth.)  
\_\_\_\_\_
- 4 The police are looking for the man. (The man's car has been damaged in a motor accident.)  
\_\_\_\_\_
- 5 My parents met in Paris. (My parents went on holiday to Paris.)  
\_\_\_\_\_
- 6 They thought I was my Mum's sister. (It made me laugh.)  
\_\_\_\_\_
- 7 This is the window. (The window needs replacing.)  
\_\_\_\_\_
- 8 The new supermarket will be opened in May. (The new supermarket is bigger than Tesco.)  
\_\_\_\_\_

8

TOTAL: 30

**1** Zakreśl spójniki, które najlepiej uzupełniają zdania.

- 0 I'll call you till / after / and we land.
- 1 The film was boring, *because* / *so* / *although* we left the cinema in the middle of it.
- 2 We should wait *till* / *unless* / *before* they finish the meeting.
- 3 Her English is quite good, *because* / *after* / *but* she needs to work on her pronunciation.
- 4 *Unless* / *After* / *While* you tell me what's happened, I won't be able to help you.
- 5 I've lent him my car *after* / *though* / *because* I trust him.
- 6 I'll make coffee for everybody *while* / *or* / *so* you're making breakfast.
- 7 She's quite intelligent, *or* / *though* / *because* she can also be a bit arrogant.
- 8 We can go out *and* / *or* / *but* stay in – it's up to you.
- 9 Mr Johnson would like to talk to you *although* / *while* / *before* you go home.
- 10 I'll let you know *but* / *if* / *and* I have a better idea than that.

10

**2** Połącz podane początki i końcówki zdań, używając spójników.

POCZĄTKI ZDAŃ

- 0 They kept talking...
- 1 I didn't want to upset him...
- 2 We won't know the match result...
- 3 Nobody visited him in hospital ...
- 4 We didn't study hard...
- 5 I didn't marry him...
- 6 I won't give him any money...

KOŃCÓWKI ZDAŃ

- a The referee whistles the final.
- b We managed to pass our final exams.
- c He was too young and irresponsible.
- d I didn't tell him the truth.
- e He promises to spend it wisely.
- f They knew about his illness.
- g I was trying to do my homework.

0 They kept talking while I was trying to do my homework.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

6

**3** Uzupełnij zdania odpowiednimi spójnikami.

- 0 They went shopping to Next and Gap.
- 1 Please tidy up your room \_\_\_\_\_ you go out.
- 2 \_\_\_\_\_ most people agreed with her, she was only partially correct.
- 3 I'll give you a ring \_\_\_\_\_ I arrive in Kraków.
- 4 You can come with us \_\_\_\_\_ stay here, I don't mind.
- 5 I'm sure they'll finish the report \_\_\_\_\_ they start working on it now.
- 6 I'll wait here \_\_\_\_\_ he finishes talking to his teacher.
- 7 Don't watch this film \_\_\_\_\_ you want to cry.

7

**4** Znajdź i popraw błędy w poniższych zdaniach. Przepisz całe zdania poprawnie.

- 0 We decided to stay in although the weather was horrible.  
We decided to stay in because the weather was horrible.
- 1 I'll do the washing up until everybody has finished eating.  
\_\_\_\_\_
- 2 She wanted to improve her English because she enrolled on an English course.  
\_\_\_\_\_
- 3 Your mother won't let you go out any more if you come back on time.  
\_\_\_\_\_
- 4 Laura is very clever. She's good at maths, biology, chemistry, languages.  
\_\_\_\_\_
- 5 Can you look after my dogs until I'm on holiday?  
\_\_\_\_\_?
- 6 I stood there waiting but Kate was ready to go.  
\_\_\_\_\_
- 7 Because I didn't really like Tom, I agreed to go out with him.  
\_\_\_\_\_

7

TOTAL: 30

**1** Wybierz przyimki, które prawidłowo uzupełniają zdania.

- 0 We went *in / at / to* Rome for two weeks.
- 1 When I got *off / out of / from* the car, I couldn't even walk.
- 2 We always have a big meal *on / at / in* Christmas Day.
- 3 I was sleeping peacefully, completely unaware *of / from / with* the danger around me.
- 4 I can't talk to you right now. I'll call you back *during / in / for* about five minutes.
- 5 Fiona has always been very good *in / at / from* languages.
- 6 I object *from / to / at* being filmed by security cameras.
- 7 My father was born *in / at / on* 27 May.
- 8 Our school is *among / between / across* the kindergarten and the post office.

8

**2** Znajdź i popraw błędy w poniższych zdaniach. Przepisz całe zdania poprawnie.

- 0 Let's talk about it tomorrow in the morning or in lunchtime.  
Let's talk about it tomorrow in the morning or at lunchtime.
- 1 I'm very busy in the weekend but I can come on Monday.  
\_\_\_\_\_
- 2 Gill met me at the station and took me back to home before going on to work.  
\_\_\_\_\_
- 3 What we'll do depends from the weather, let's listen to the forecast.  
\_\_\_\_\_
- 4 It was very cold in this winter, especially at Christmas.  
\_\_\_\_\_
- 5 This photograph reminds me about the time when I was happily married to Jane.  
\_\_\_\_\_
- 6 Visitors can park across the main road or in one of the car parks nearby.  
\_\_\_\_\_

6

**3** Przetłumacz podane fragmenty zdań na język angielski.

- 0 Who is responsible for (odpowiedzialny za) this mess?
- 1 Let's \_\_\_\_\_ (podzielmy tę pizzę na) eight pieces.
- 2 We could see some animals \_\_\_\_\_ (pomiędzy drzewami).
- 3 Could you \_\_\_\_\_ (przetłumaczyć to z polskiego na angielski) for me, please?
- 4 Go \_\_\_\_\_ (przez bramę) and turn left into the garden.
- 5 The teacher said he was \_\_\_\_\_ (bardzo zadowolony z mojego) progress.
- 6 Last time I saw them \_\_\_\_\_ (wczoraj o północy).

6

**4** Wstaw w luki odpowiednie przyimki lub pozostaw puste miejsce jeśli przyimek nie jest potrzebny.

Anna has always been my best friend. We met <sup>0</sup> at a concert <sup>1</sup> \_\_\_\_\_ Warsaw, where we both studied law. It turned out that we belonged <sup>2</sup> \_\_\_\_\_ the same student organisations and were interested <sup>3</sup> \_\_\_\_\_ the same things. <sup>4</sup> \_\_\_\_\_ the beginning of our friendship we agreed <sup>5</sup> \_\_\_\_\_ each other about almost everything. We believed <sup>6</sup> \_\_\_\_\_ the same values and shared the same principles. <sup>7</sup> \_\_\_\_\_ that time I felt I had found my true soulmate. However, several years and many life experiences later we realized that we were very different <sup>8</sup> \_\_\_\_\_ each other. We both succeeded <sup>9</sup> \_\_\_\_\_ life but in very different ways – I am a professional lawyer and Anna takes care of her husband and five children. We both dreamed <sup>10</sup> \_\_\_\_\_ a happy life but we have realized this dream in different ways.

10

TOTAL: 30

**Test 1 CZŁOWIEK**

1  
1B 2B 3D 4B 5D 6B 7C 8B 9A 10D  
11C 12D 13C 14B 15A 16D 17A 18A  
19B 20C

2  
1 appearance 2 complexion 3 personality  
4 reserved 5 smart 6 gentle 7 to 8 mature  
9 responsible, reliable 10 disappointed

**Test 2 DOM**

1  
1 curtains 2 shower 3 wardrobe 4 armchair  
5 cooker 6 tower 7 cottage 8 semi-detached  
9 condition 10 furnished 11 roomy 12 located  
13 resort 14 suburbs 15 housework 16 rent  
17 bill 18 share 19 lock 20 move

2  
1B 2A 3C 4B 5A 6A 7C 8B 9C 10B

**Test 3 SZKOŁA**

1  
1 primary 2 independent 3 staffroom 4 canteen  
5 classmate 6 science 7 problems 8 PE 9 folder  
10 textbook 11 graduate 12 take 13 fail 14 pass  
15 academic 16 cheat 17 miss 18 demanding  
19 heart 20 mark

2  
1C 2B 3B 4A 5C 6B 7C 8B 9A 10B

**Test 4 PRACA**

1  
1 farmer 2 librarian 3 lawyer 4 scientist  
5 engineer 6 politician 7 hairdresser 8 musician  
9 shop assistant 10 electrician

2  
1B 2D 3D 4C 5D

3  
1 apply 2 take 3 go 4 do 5 work

4  
1 for 2 conditions 3 overtime 4 part-time 5 staff  
6 maternity 7 fired 8 self-employed 9 from 10 boss

**Test 5 ŻYCIE RODZINNE I TOWARZYSKIE**

1  
1 cousins 2 niece 3 adult 4 single 5 twins 6 only  
7 orphan 8 pregnant 9 engaged 10 divorced

2  
1 d (get married) 2 c (have an argument)  
3 e (go bowling) 4 b (play cards) 5 a (take turns)

3  
1 on 2 forward 3 after 4 away 5 out

4  
1A 2B 3C 4C 5B 6A 7B 8C 9B 10A

**Test 6 ŻYWIENIE**

1  
1B 2C 3D 4C 5A 6C 7A 8D 9A 10B 11B  
12D 13C 14B 15B 16D 17B 18C 19B 20A

2  
1 packed 2 rolls 3 lose 4 sweets, snacks 5 junk  
6 salmon 7 lettuce 8 kettle 9 mugs 10 pour

**Test 7 ZAKUPY**

1  
1 newsagent's 2 chemist's 3 greengrocer's  
4 stationer's 5 garage 6 dry cleaner's 7 queue  
8 customer 9 complaint 10 receipt 11 refund  
12 fits 13 match 14 off 15 offer 16 discount  
17 machine 18 credit 19 commercial 20 brand

2  
1A 2A 3B 4B 5A 6C 7A 8B 9C 10A

**Test 8 PODRÓŻOWANIE I TURYSTYKA**

1  
1 harbour, voyage 2 check-in, flight attendant 3 flat  
tyre, motorway 4 compartment, platform

2  
1 e 2 d 3 a 4 c 5 b

3  
1 see 2 book 3 miss 4 show 5 get 6 fasten 7 go

4  
1C 2A 3A 4C 5B 6B 7B 8A 9C 10C

**Test 9 KULTURA**

1  
1A 2C 3C 4B 5C 6D 7A 8B 9C 10D

2  
1 band, conductor 2 chapter, volume 3 exhibition,  
sculpture 4 interval, stage 5 screenplay, subtitles

3  
1 of 2 exhibition 3 short 4 takes 5 drama  
6 audition 7 band 8 venue 9 audience 10 live

**Test 10 SPORT**

1  
1 football player / footballer 2 tennis player  
3 swimmer 4 sailor 5 cyclist

2  
1 e 2 d 3 a 4 b 5 c

3  
1 go 2 do 3 play 4 win 5 scored

4  
1 spectators 2 referee 3 gym 4 draw 5 record  
6 opponent 7 event

5  
1A 2B 3B 4C 5A 6C 7B 8B

**Test 11 ZDROWIE**

1  
1 fever 2 food 3 twisted 4 sore 5 blind 6 disabled  
7 wheelchair 8 appointment 9 treat 10 cure

2  
1 in 2 of 3 to 4 to 5 from 6 from 7 on 8 in  
9 of 10 up

3  
1B 2C 3A 4A 5B 6C 7B 8A 9B 10C

**Test 12 NAUKA I TECHNIKA**

1  
1 scientist 2 mathematician 3 chemist 4 physicist  
5 psychologist

2  
1 discovered 2 invented 3 observed 4 carried  
5 confirmed 6 made 7 switched 8 broke 9 crashed  
10 deleted

3  
1 d 2 e 3 a 4 b 5 c

4  
1 screen 2 text 3 data 4 connection 5 laptop  
6 sockets 7 sites 8 life 9 printer 10 memory

**Test 13 ŚWIAT PRZYRODY**

1  
1 deer, hare 2 pigeon, stork 3 snake, tortoise 4 ant,  
butterfly

2  
1 d 2 a 3 e 4 b 5 c

3  
1 eruption 2 famine 3 disasters 4 pollution  
5 greenhouse 6 sort 7 extinct

4  
1A 2B 3C 4B 5C 6A 7B 8B 9C 10A

**Test 14 PAŃSTWO I SPOŁECZEŃSTWO**

1  
1 population 2 capital 3 anthem 4 flag 5 republic  
6 citizens 7 parliament

2  
1 d 2 a 3 e 4 b 5 c

3  
1 burglar 2 theft 3 mugger 4 poverty

4  
1 of 2 to 3 into 4 against 5 out

5  
1A 2C 3B 4A 5C 6A 7B 8B 9A

**Test 1 CZASY TERAŹNIEJSZE**

1  
1 does your father 2 're not working 3 close  
4 's going up 5 Do you speak 6 're running

2  
1 Are you learning Chinese?  
2 My father comes from Germany  
3 She's talking on Skype.  
4 Does he often go to the cinema?  
5 Bethany and Alexia don't get up early on Sundays.

3  
1 are you thinking 2 doesn't remember  
3 do you need 4 are driving 5 don't know  
6 is she laughing 7 is raining

4  
1 'm enjoying 2 seem 3 feel 4 're learning 5 needs  
6 concentrate 7 support 8 's doing 9 're practising  
10 finds 11 's getting 12 think

**Test 2 CZASY PRZESZŁE / KONSTRUKCJA USED TO**

1  
1 used to go 2 were you doing 3 hadn't told 4 went

2  
1 had seen 2 weren't watching 3 used to go  
4 didn't realize 5 was cycling 6 had spent

3  
1 After Steven graduated from University /  
graduating from University, he / Steven worked for  
his father's company.

2 I'd never been abroad before.  
3 Jeans didn't use to be so popular.  
4 They were punished because they had misbehaved  
at school.  
5 When Suzanne walked into the room, they were  
fighting.

4  
1 she had eaten too much and too quickly 2 ✓ 3 ✓  
4 While he was working as a freelance television  
producer 5 At that moment Paul realized 6 Did you  
buy anything interesting

5  
1 was still attending 2 had 3 woke up 4 was chasing  
5 had stolen 6 had happened 7 didn't listen / wasn't  
listening 8 used to dream / dreamt 9 did

**Test 3 CZASY PERFECT (PORÓWNANIE Z INNYMI CZASAMI)**

1  
1 since 2 yet 3 for 4 ever 5 just 6 already

2  
1 been painting 2 read 3 seen 4 been having  
5 been playing 6 had 7 written 8 been trying

3  
1 've been shopping 2 has scored 3 've forgotten  
4 's been practising 5 haven't heard 6 has lost  
7 've been going 8 has read

4

1 you've been crying 2 We're getting 3 He's been 4 we've had 5 everybody seems 6 I argued 7 I've known 8 I've been thinking

### Test 4 CZASY PRZYSZŁE

1

1 What time / When does your train arrive in Glasgow?  
2 Spain will win the next football European Championships.  
3 I'm going to become an actress when I grow up.  
4 Will you be seeing George on Saturday evening?  
5 Caroline isn't going to the cinema tomorrow.

2

1 I'll be thinking 2's going to have 3 starts 4 is going to study 5 will replace 6 I'll do 7's meeting 8 I'll be sunbathing 9 I'll clean 10 are flying

3

1 It's going to rain. 2 I'll be wearing a green coat. 3 I'm going to emigrate / move to Australia. 4 I'll have the chicken salad, please. 5 What time does the next lecture finish? 6 Who are you going with?

4

1 won't change 2'm going to show 3'll like 4'm taking 5're staying / I'll be staying 6'll fall 7 lands 8'm working 9'll be carrying

### Test 5 CZASOWNIKI MODALNE

1

1 don't have to 2 mustn't 3 can't 4 should 5 mustn't 6 Shall 7 Could

2

1 don't have to speak French to get this job.  
2 I take your coat to the cleaner's?  
3 shouldn't eat with their mouth open.  
4 they have to call you every day?  
5 mustn't / can't talk on the phone while you're driving.  
6 should learn to speak another language.  
7 she couldn't speak  
8 don't have to book seats for this show.  
9 I had to walk all the way home because I couldn't find a taxi.)

3

1 can't think 2 must earn 3 must have 4 may / might not remember 5 may / might rain 6 can't be 7 might not start

4

1 can't 2 should 3 may / might 4 shouldn't 5 can 6 may not / might not 7 don't have to

### Test 6 ZDANIA WARUNKOWE

1

1 If there isn't a good film on TV, we usually watch a DVD.  
2 I wouldn't tell anybody about it if I were you.  
3 If Anna has some sweets, she shares them with her brother.  
4 He will be devastated if you break up with him.  
5 If Ron studied harder, he would get much better grades.  
6 I will call you on Saturday if I don't see you tomorrow at school.  
7 could speak English well, I would get a better job.  
8 girlfriend will be angry with me if I'm late again.  
9 has a problem, she asks her parents for help.  
10 drink a lot of coffee if I need to study at night.

2

1 b 2 a 3 b 4 b

3

1 wouldn't marry; were/was 2 doesn't come; I'll leave 3 heat; boils 4 would you do; won 5 was/were; would play 6 dial; answers 7 I'll wait; manage 8 isn't; won't go

### Test 7 STRONA BIERNA

1

1 was directed 2 tells 3 found 4 died 5 was based 6 is considered 7 features 8 be missed

2

1 was taken 2 was following 3 is being processed 4 hasn't been produced 5 be sold 6 invented 7 are made 8 will be replaced 9 was discovered 10 be paid

3

1 I noticed that my hotel room hadn't been cleaned.  
2 This week auditions are being held for an exciting new show.  
3 Romeo and Juliet was written by Shakespeare early on in his literary career.  
4 Will we be allowed to change rooms if we do not get along with our roommates?  
5 I haven't been told about the party.  
6 My little brother is ignored by older children.

4

1 I have my teeth cleaned between two and four times a year.  
2 You will have your photos developed by tomorrow.  
3 It's cold because we are having new windows installed in our house.  
4 Ruth is going to have her photo taken.  
5 We have had our car serviced at the garage.  
6 If you can't see properly, you should have your eyes tested.

### Test 8 MOWA ZALEŻNE I PYTANIA POŚREDNIE

1

1 b 2 c 3 a 4 b 5 c 6 c 7 a 8 b

2

1 (me) if I could do her a big favour.  
2 him not to treat her like a child.  
3 to know if I / we had come back early the day before.  
4 that their mother was teaching them how to cook and sew.  
5 me to try hitting the nail with a hammer.  
6 she had baked her first chocolate cake that day.  
7 they would do everything to help us / me with our / my move the following week.  
8 me / us she / he didn't have time to explain it to me / us at that time / then.  
9 (that) he was not really enjoying himself there.  
10 the children not to play with the food.

3

1 Why did you leave your previous job?  
2 How did you hear about this / the vacancy?  
3 How do you see yourself in 10 years' time?  
4 Are you married?  
5 How much do you expect to earn?  
6 When will you be available to start working?

4

1 she would do everything herself  
2 not to disturb  
3 how old her grandmother was  
4 if/whether I had the receipt  
5 said/told me (that) she had spoken to her boss two days before/earlier  
6 not to worry about anything

### Test 9 PYTANIA POŚREDNIE

1

1 a 2 b 3 c 4 a 5 a 6 b

2

1 is 2 Would/Do 3 know/remember 4 no 5 if/whether 6 was 7 like 8 happen

3

1 Can / Do you remember where I left the house keys?  
2 Can / Could you tell me if this bus goes to the city centre?

3 Would you mind telling me how much you have paid for this jacket?  
4 Does anyone know if I can smoke here?  
5 Can you tell me / remember where you were at 10 p.m. last night?  
6 Have you any idea what she wants for her birthday?  
7 Do you happen to know if shops are open on Boxing Day?

4

1 Tell me what you want from me.  
2 Nobody knows how much the broken window will cost.  
3 Can you tell me if/whether there is an English lesson today?  
4 Are you sure Peter has already phoned?  
5 I don't know what 'sophisticated' means.  
6 She doesn't remember what time the concert started.  
7 I'd like to know if/whether he has got a driving licence.  
8 I don't know what time the banks close.  
9 I wonder how long you are going to wait for them.

### Test 10 SKŁADNIA CZASOWNIKÓW

1

1 a 2 c 3 a 4 a 5 b 6 b

2

1 chatting 2 to give 3 us to eat 4 her stay 5 do 6 not to hit 7 cooking 8 to think 9 going

3

1 can't afford to buy 2 planned to study 3 hate taking a shower 4 would/d prefer to stay 5 advised me not to talk to/speak with 6 mustn't leave 7 didn't let us/allow us to take

4

1 to lead 2 smoking 3 meeting 4 to be 5 me to stick 6 her to give 7 me put 8 watching

### Test 11 RZECZOWNIKI POLICZALNE I NIEPOLICZALNE, PRZEDIMKI, OKREŚLNIKI IŁOŚCI

1

Singular countable: bottle, language, hour, desk, journalist, problem  
Plural countable: children, onions, keys, people, women, pictures  
Uncountable: love, chocolate, light, sugar, bread, water

2

1 none 2 much 3 Both of 4 too many 5 Either 6 a lot of 7 Neither 8 much 9 a little 10 Some of

3

1 ✓ 2 ✓ 3 Some people hate watching horror movies. 4 I think you left your towel in the bathroom. 5 I'm afraid there aren't any tickets left. / I'm afraid there are no tickets left. 6 The boys I met at the disco yesterday were good fun. 7 ✓

2

1 Neither of my 2 All of the classrooms/All classrooms 3 a lot 4 a little milk 5 most of your answers 6 a few minutes 7 none of them 8 How many times 9 I won't drink any

### Test 12 PRZEDIMKI

1

1 the 2 an 3 the 4 a 5 - 6 - 7 - 8 the

2

1 I have two brothers and a half-sister who lives in Wrocław.  
2 **The** first person to finish **the** race will go on to compete in Holland.  
3 Marie Skłodowska-Curie was born in **the** nineteenth century – I think it was exactly in November 1867.  
4 My dream holiday destination would be Sicily or **the** Canary Islands.  
5 Are you sure Rysy is **the** highest peak in **the** Tatra Mountains?  
6 I need an apple and some strawberries to make a fruit salad.

3

1 an 2 the 3 a 4 a 5 The

4

- I've got a small gift for you.
- My mother always leaves the front door open.
- Take a swim in the Dead Sea where you cannot sink.
- I don't like people who are always late.
- She hopes to continue working as an actress in the future.
- Charles I lived in the seventeenth century.
- We need a double room for three nights.
- Do you know how to get to Heathrow Airport from here?

### Test 13 KONSTRUKCJE THERE IS/IT IS

1

1 There 2 aren't 3 It 4 is 5 it 6 There 7 were 8 it

2

1 It's/ is 2 there is 3 It's/ is 4 It was 5 there were  
6 there was 7 It was 8 there won't be 9 there were  
10 it would be

3

- There's a baby in the water.
- How many pupils are there in your class?
- You don't need to take your coat, it's very warm today.
- There have been several accidents on this road recently.
- There's a car outside the cinema. It's a Peugeot.
- It was dark and late and there was nobody I could stop and ask for directions.

4

1 Will there be 2 Is it 3 Was it 4 people were there  
5 Is there 6 it will be 7 there are 8 is it 9 It was  
10 Is there

### Test 14 ZAIMKI NIEOKREŚLONE

1

1 c 2 b 3 c 4 b 5 a 6 a 7 c 8 a 9 b 10 c

2

1 Anything 2 anywhere 3 nobody / no one  
4 nowhere 5 Someone / Somebody 6 everywhere  
7 something 8 everybody 9 nothing 10 somewhere  
11 everything 12 Anybody

3

1 ✓ 2 ✓ 3 I wish I had someone to trust. 4 Everyone  
has to leave their passports at the reception desk. 5 ✓  
6 ✓ 7 The weather was awful last weekend, we didn't  
go anywhere. 8 I'm afraid there isn't anything you can  
do to help us out.

### Test 15 FORMY DZIERŻAWCZE

1

1 mine 2 grandparents' 3 Tom and Nick's 4 ours  
5 the day of the meeting 6 Last week's concert  
7 your 8 policemen's 9 the middle of the show  
10 sister's 11 Robert's cousin 12 her

2

1 my 2 hers 3 their 4 hers 5 her 6 yours 7 ours /  
mine 8 our 9 your 10 Ours

3

- I'll see your daughter in about two weeks' time.
- At the beginning of the film she opened her bag of popcorn and ate it all up.
- My best friend's boyfriend likes my hairstyle better than hers.
- Their dog looks remarkably similar to ours.
- Is this your Nintendo DS? No, it's Jack and Mary's.
- Claire's brother is younger than mine.
- I read this article in Friday's edition of Gazeta Wyborcza.
- Our children's secondary school is very difficult to get into.

### Test 16 PRZYMIOTNIKI; KONSTRUKCJE SO, SUCH, TOO, ENOUGH

1

1 farther / further 2 the worst 3 more handsome  
4 thinner 5 the weakest 6 the most creative  
7 earlier 8 the tallest

2

1 not as intelligent as Peter. 2 the cheapest of all I tried on. 3 such young grandparents. 4 too short to cover bruises on my legs. 5 rude of them not to thank you. 6 as careful about his diet as his wife (is).

3

- I'm much busier today than yesterday.
- I'm afraid your qualifications are not good enough to get this job.
- You're certainly more modest than him / he is.
- What a stupid thing to do! I thought he was smarter than that.
- They are so reliable / such reliable people – you can always depend on them.
- Our younger daughter is much tidier than her older brother.

4

1 so 2 too 3 as 4 such 5 More 6 the 7 not  
8 What 9 enough 10 than

### Test 17 ZDANIA PRZYDAWKOWE

1

1 c 2 b 3 b 4 a 5 c 6 c 7 a 8 c

2

1 Have you seen the girl Robert is dating? 2 nie można opuścić 3 nie można opuścić 4 Is there anything you'd like to add? 5 I think I have met the person I have always wanted to meet. 6 nie można opuścić 7 Where is the book I was reading?

3

1, whose 2 when 3, which 4, who 5, where  
6, who 7 that/which

4

- Anna, who is almost always on time, was late for school yesterday.
- Whose are those socks that / which are lying on the floor?
- I had to go to the dentist, who removed one of my bad teeth.
- The police are looking for the man whose car has been damaged in a motor accident.
- My parents met in Paris, where they went on holiday.
- They thought I was my Mum's sister, which made me laugh.
- This is the window which / that needs replacing.
- The new supermarket, which is bigger than Tesco, will be opened in May.

### Test 18 SPÓJNIKI

1

1 so 2 till 3 but 4 Unless 5 because 6 while  
7 though 8 or 9 before 10 if

2

- I didn't want to upset him so I didn't tell him the truth.
- We won't know the match result until / till the referee whistles the final.
- Nobody visited him in hospital although / though they knew about his illness.
- We didn't study hard but we managed to pass our final exams.
- I didn't marry him because he was too young and irresponsible.
- I won't give him any money unless he promises to spend it wisely.

3

1 before 2 Although 3 when 4 or 5 if  
6 until / till 7 unless

4

- I'll do the washing up after everybody has finished eating.
- She wanted to improve her English so she enrolled on an English course.
- Your mother won't let you go out any more unless you come back on time.
- Laura is very clever. She's good at maths, biology, chemistry and languages.
- Can you look after my dogs while / when I'm on holiday?
- I stood there waiting until Kate was ready to go.
- Although I didn't really like Tom, I agreed to go out with him.

### Test 19 PRZYIMKI

1

1 out of 2 on 3 of 4 in 5 at 6 to 7 on 8 between

2

- I'm very busy at the weekend but I can come on Monday.
- Gill met me at the station and took me back to home before going on to work.
- What we'll do depends on the weather, let's listen to the forecast.
- It was very cold in this winter, especially at Christmas.
- This photograph reminds me of the time when I was happily married to Jane.
- Visitors can park along the main road or in one of the car parks nearby.

3

1 divide this pizza into 2 among the trees 3 translate it from Polish into English 4 through the gate 5 very pleased with my 6 yesterday at midnight

4

1 in 2 to 3 in 4 At 5 with 6 in 7 At 8 from 9 in  
10 about / of

## TEST PRZYKŁADOWY

### Zadanie 1.

**David:** I'm here in Borno State, a very dry region in north-eastern Nigeria. [1.1] The people here have a problem. Every year, millions of insects – locusts to be more specific – fly in incredibly large groups onto their land and eat all the fruit, cereals and vegetables. But the people have found a solution to this problem. They eat the locusts, which they say are delicious. With me is a local man, Gambo Ibrahim who has been hunting locusts for eight years. Gambo, is it easy to catch the locusts?

**Gambo:** No, David, not really. The locusts can fly and obviously we cannot so we have to catch them on the ground. [1.2] They tend not to fly at night because it's really cold and dark. So that's when we go after them.

**David:** What equipment do you need?

**Gambo:** You need protective clothes and a powerful light on your head, an electric torch, for example. It gets very dark in the desert at night.

**David:** The torch is also a trap, isn't it?

**Gambo:** That's right. [1.3] The locusts are attracted to the light and they fly into your face so all you have to do is pick them off and put them in a bag.

**David:** What do you do with them when you've caught them?

**Gambo:** We sell them in the market. For a bag of live locusts you get from \$26 to \$30.

**David:** What happens to them then?

**Gambo:** [1.4] The people who buy them, women mostly, cover them with salt, pepper and spices, fry them in vegetable oil and sell them on the streets as a snack.

**David:** What do they taste like?

**Gambo:** Well, they may not look very nice, but they taste good. The back legs are the tastiest part.

**David:** I believe they're quite nutritious.

**Gambo:** [1.5] Oh yes, very nutritious: they're very low in fats and carbohydrates, rich in proteins and they're crunchy too.

**David:** Well, the time has come for me to try one... May I?... Thank you... Here goes... Hmm... It is crunchy... Delicious! Can I have another one?

#### 1.1 F

The people here have a problem. Every year, millions of insects – locusts to be more specific – fly in incredibly large groups onto their land and eat all the fruit, cereals and vegetables. But the people have found a solution to this problem.

W nagraniu jest powiedziane, że mieszkańcy stanu Borno znaleźli sposób na rozwiązanie problemu z szarańczę, nie ma natomiast mowy o tym, że powstrzymali szarańczę przed przylatywaniem, jak błędnie podano w pytaniu.

#### 1.2 T

They tend not to fly at night because it's really cold and dark. So that's when we go after them.

W nagraniu jest powiedziane, że ludzie polują na szarańczę w nocy, ponieważ o tej porze zazwyczaj ona nie lata, więc jest łatwiej ją złapać.

#### 1.3 F

The locusts are attracted to the light and they fly into your face so all you have to do is pick them off and put them in a bag.

W nagraniu jest powiedziane, że światło przyciąga szarańczę, a nie że szarańcza boi się światła, jak błędnie podano w pytaniu.

#### 1.4 F

The people who buy them, women mostly, cover them with salt, pepper and spices, fry them in vegetable oil and sell them on the streets as a snack.

W nagraniu jest powiedziane, że szarańczę smaży się przed zjedzeniem, a nie gotuje, jak błędnie podano w pytaniu.

#### 1.5 T

Oh yes, very nutritious: they're very low in fats and carbohydrates, rich in proteins and they're crunchy too.

W nagraniu jest powiedziane, że szarańcza jest bardzo pożywna i zdrowa.

### Zadanie 2.

Summer's over and it's time to go back to school. So, our question this morning is, 'who was your most memorable teacher when you were at school and why?'

1

Ma Crawford was my English teacher at secondary school. She was an impressive woman. [2.1] She hardly ever stood up and she never raised her voice. But there were never any problems of discipline in her class. We were all so fascinated in what she had to say. I never liked reading novels or poetry until she started teaching me. But she had a way of making complex things seem simple and real, and relevant to my life.

2

I was always getting into trouble at school when I was a teenager. [2.2] I didn't like teachers who treated us like children. But there was one teacher who was different: Mr Christie the history teacher. He asked us what we thought about things and listened to our opinions; and he never punished us if we didn't do our homework, but just explained why he thought we should. I thought he was great.

3

[2.3] The teacher I remember best was my maths teacher, Doc Smith, but not for teaching maths. He coached the rugby team in his free time. He spent hours every week training us and going to matches around the country with us, without getting paid a penny for it! I'll never forget the way he would jump up and down and shout instructions from the side of the pitch. He was so enthusiastic.

[2.4] She was only with us for a year but I'll never forget her. She's the reason I did French at university. Her name was Annick Guillochon. She was a French *assistante*, an assistant teacher. She was only a few years older than us but she took French from the pages of the book and turned it into a real living language. She was beautiful too. I was really upset when she went back to France.

5

Mr Sinclair the science teacher. He was like the typical mad professor, you know like the guy in those 'Back to the Future' films? He had bushy white hair and a moustache and we used to call him Einstein. He did incredible experiments which sometimes went terribly wrong and resulted in explosions and so on. [2.5] Nobody ever fell asleep in his class! You never knew what was going to happen next!

## 2.1 F

She hardly ever stood up and she never raised her voice. But there were never any problems of discipline in her class. We were all so fascinated in what she had to say.

W nagraniu jest powiedziane, że nauczycielka nie miała żadnych problemów z utrzymywaniem dyscypliny, ponieważ jej uczniowie byli zafascynowani tym, co miała im do powiedzenia.

## 2.2 C

I didn't like teachers who treated us like children. But there was one teacher who was different: Mr Christie the history teacher. He asked us what we thought about things and listened to our opinions;

Kobieta stwierdza, że pan Christie różnił się od innych nauczycieli, gdyż nie traktował swoich uczniów jak dzieci.

## 2.3 A

The teacher I remember best was my maths teacher, Doc Smith, but not for teaching maths. He coached the rugby team in his free time.

Pan Smith był matematykiem, ale także trenerem szkolnej drużyny rugby.

## 2.4 E

She was only with us for a year but I'll never forget her.

Mężczyzna wspomina, że ta nauczycielka pracowała w jego szkole tylko przez rok, więc było to stanowisko tymczasowe.

## 2.5 D

Nobody ever fell asleep in his class! You never knew what was going to happen next!

Kobieta stwierdza, że lekcje z tym nauczycielem były nieprzewidywalne i pasjonujące i nigdy nie było wiadomo, co się zaraz wydarzy.

## Zadanie 3.

When he rang the doorbell and I opened the door and saw him and he said he was there about the flat, about the room to rent, I just looked at him. I wasn't expecting a man.

[3.1] He smiled and asked me if he had the right address, if my name was June and if I was looking for a flatmate.

I nodded. He asked me if he could come in. I was about to say no, you can't. [3.2] I'm looking for a female flatmate that's why I wrote 'female flatmate wanted' in the advert. I was about to tell him to get lost, politely, of course. But I didn't. I don't know why, but I didn't. I just invited him in. 'Sit down,' I said. 'Cup of tea?' He sat on the sofa in the living room while I hurried through to the kitchen to make the tea. Share my flat with a man? A man I didn't know!

A man I had only just met! No, that was stupid. 'Milk and sugar?' I shouted through the open door. 'Just milk,' he said. He had a nice voice. [3.3] But I didn't want to share with a man. Men never help with the housework. Men are dirty and noisy and want to watch football on the telly all the time.

No, it just wouldn't work. I decided to tell him straight away that I was looking for a woman to share with and he just wasn't suitable. I went through to the living room, put the mugs on the coffee table and looked him in the eye. 'Biscuit?' I said. 'No, thanks,' he said. He sipped his tea. He had very nice eyes. Very dark hair, a bit long maybe, but he could get it cut. [3.4] Tell him, I told myself. Tell him he's wasting his time. I took a deep breath and spoke again. 'Listen', I said in my most serious voice. 'Yes', he replied. 'Would you like to see the flat?' I asked. He smiled. He had a lovely smile. I felt as if I was dreaming. With some difficulty, I stood up and showed him round the kitchen, the bathroom, my room and then finally I opened the door to the spare room. 'And this,' I said, 'would be your room'. He stood next to me. He was tall, I noticed. Slim too. He asked how much the rent was and if it included heating and water and so on. I answered automatically. Ten minutes later he was gone. The next morning he moved in. He was the best flatmate I ever had. [3.5] He stayed for two years. But he's not my flatmate any more. We didn't argue. He didn't find a better flat somewhere else. And he didn't move away to another town. No, we're still together, but he's not my flatmate any more. He's my husband now.

## 3.1 A

He smiled and asked me if he had the right address, if my name was June and if I was looking for a flatmate.

A jest poprawną odpowiedzią, ponieważ mężczyzna spytał, czy trafił pod właściwy adres.

B nie jest poprawną odpowiedzią; z nagrania nie wynika, że mężczyzna pomyślał, że June zachowywała się w niegrzeczny sposób.

C nie jest poprawną odpowiedzią, ponieważ kobieta zaprosiła mężczyznę do środka, a więc nie wszedł bez pozwolenia, jak błędnie podano w pytaniu.

### 3.2 B

I'm looking for a female flatmate that's why I wrote 'female flatmate wanted' in the advert.

**B** jest poprawną odpowiedzią, ponieważ kobieta stwierdza, że szukała współlokatorki.

**A** nie jest poprawną odpowiedzią, ponieważ kobieta nie spodziewała się, że pojawi się mężczyzna.

**C** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma mowy o tym, że mężczyzna był niegrzeczny.

### 3.3 C

But I didn't want to share with a man. Men never help with the housework. Men are dirty and noisy and want to watch football on the telly all the time.

**C** jest poprawną odpowiedzią, ponieważ kobieta stwierdza, że mężczyźni nie pomagają w pracach domowych i interesuje ich tylko ciągłe oglądanie piłki nożnej w telewizji.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma informacji o tym, że mężczyźni nigdy nie robią herbaty.

**B** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma informacji o tym, że mężczyźni są głupi.

### 3.4 C

Tell him, I told myself. Tell him he's wasting his time. I took a deep breath and spoke again. 'Listen', I said in my most serious voice. 'Yes', he replied. 'Would you like to see the flat?' I asked.

**C** jest poprawną odpowiedzią; kobieta nie była w stanie powiedzieć tego, co myślała – wiedziała, że powinna powiedzieć mężczyźnie, że traci on swój czas, ale zamiast tego zaoferowała, że pokaże mu swoje mieszkanie.

**A** nie jest poprawną odpowiedzią; co prawda kobieta zamierzała powiedzieć mężczyźnie, że chciała dzielić mieszkanie z kobietą, jednak w rzeczywistości tego nie zrobiła.

**B** nie jest poprawną odpowiedzią; co prawda kobieta zamierzała powiedzieć mężczyźnie, że traci on swój czas, jednak ostatecznie tego nie zrobiła.

### 3.5 B

He stayed for two years. But he's not my flatmate any more. We didn't argue. He didn't find a better flat somewhere else. And he didn't move away to another town. No, we're still together, but he's not my flatmate any more. He's my husband now.

**B** jest poprawną odpowiedzią, ponieważ kobieta mówi, że mężczyzna jest teraz jej mężem.

**A** nie jest poprawną odpowiedzią; mężczyzna został jej mężem i ciągle z nią mieszka.

**C** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że mężczyzna był jej współlokatorem przez dwa lata (a więc nie przez bardzo krótki okres czasu, jak błędnie podano w pytaniu).

## Zadanie 4.

### 4.1 F

The Amazon is the largest river in the world. That's why Jeff Bezos gave the name Amazon.com to the retail company that he founded in 1994 in Seattle, Washington – because he wanted his company to be the biggest and the best.

W tekście jest powiedziane, że założyciel nazwał swoją firmę od nazwy rzeki Amazonki.

### 4.2 A

During a long holiday weekend in 1995, 28-year-old Omidyar wrote the original computer code for a shopping website.

W tekście jest powiedziane, że założyciel napisał kod strony podczas długiego weekendu, więc jej stworzenie nie zajęło dużo czasu.

### 4.3 G

Initially, 20-year-old Mark Zuckerberg designed it just to connect with his friends, but he soon realised it had much more potential. With a few colleagues, he expanded Facebook to other universities and schools.

W tekście jest powiedziane, że na początku założyciel używał strony tylko do kontaktowania się z przyjaciółmi z uniwersytetu, a potem rozszerzył ją na inne uniwersytety i szkoły.

### 4.4 C

At first for financial reasons they had to run the company from a friend's garage, but now Google has almost twenty thousand full-time employees and is the world's most successful Internet search company.

W tekście jest powiedziane, że pierwszą siedzibą firmy był garaż przyjaciela właścicieli, ponieważ początkowo nie mieli oni wystarczającej ilości pieniędzy, aby wynająć biuro.

### 4.5 D

It grew out of Nupedia, a website on which experts could post articles. However, before long Wikipedia grew much bigger than Nupedia, mainly because it is open to everyone.

W tekście jest powiedziane, że powodem sukcesu Wikipedii było to, że każdy może ją współredagować.

### 4.6 B

A year later Google bought YouTube for \$1.65 billion.

W tekście jest powiedziane, że założyciele serwisu YouTube sprzedali go firmie Google zaledwie rok po jego założeniu.

## Zadanie 5.

### 5.1 T

The people were bossy and changeable and confused me.  
The ghosts, on the other hand, were always calm.

Narratorka mówi, że ludzie byli apodyktyczni, zmienni i wprawiali ją w zakłopotanie, natomiast duchy były zawsze spokojne.

### 5.2 T

My mother couldn't understand why the servants were frightened of the ghosts. She would watch another maid running in panic down the drive to the main road, and sadly say, 'I can never get them to understand that the ghosts won't hurt them.'

Matka narratorki nie mogła zrozumieć, dlaczego służący bali się duchów; duchy sprawiały, że służący uciekali z zamku.

### 5.3 T

'...And for goodness' sake don't be frightened. After all, they're family so there's nothing to be frightened of.'

Matka narratorki stwierdziła, że nie było czego się bać – była pewna, że duchy rodziny nie zrobią jej i narratorce nic złego.

### 5.4 F

But I didn't go out of my way to meet them either.  
I respected their privacy, and they mine.

Narratorka mówi, że nie starała się celowo spotykać duchów i że szanowała ich prywatność.

### 5.5 F

The quietest was an old man who used to sit reading in the library; he was so peaceful that you could be in the room for several minutes without even noticing that he was there, but as soon as you did notice he would softly disappear.

W tekście jest powiedziane, że jeden z duchów był tak spokojny, że trudno go było dostrzec, i że znikał, gdy zostawał zauważony (więc nie jest prawdą, że wszystkie duchy sprawiały problemy).

### 5.6 F

You could see and hear him in the tower on non-party nights as well, laughing with his friends as he ran lightly up and down the stairs.

Rudowłosy duch pojawiał się także w wieczory, podczas których nie odbywało się żadne przyjęcie.

### 5.7 T

Evening dress for men had changed little for over a hundred years, so he did not look out of place in his kilt, long socks, white shirt and silver buttoned jacket. It was only when some elderly woman guest would angrily say, 'Tell the young man with the red beard not to push past people on the stairs,' that we would know he was out again.

W tekście jest powiedziane, że rudy mężczyzna pasował swoim wyglądem do otoczenia, więc nie było od razu wiadomo, że był duchem.

### 5.8 F

I would lie awake in the dark, with the blankets pulled high under my chin, listening to the ghosts. But I never could make out what it was that they said.

Narratorka mówi, że nigdy nie mogła zrozumieć, co duchy mówiły.

## Zadanie 6.

### 6.1 C

It opened in Hamburg in 2001, covers 1,150 square metres with almost six miles of toy train tracks, and last year had almost a million visitors. Now because *Miniatur Wunderland* is so popular, it has been decided to use it to get more people interested in next year's federal elections. Six political parties each have one square metre of miniature land to show off their visions of Germany, their representations of a model society.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że miniaturowe miasteczko zostało użyte w celu zainteresowania społeczeństwa nadchodzącymi wyborami.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że miasteczko zostało otwarte w 2001 roku (a więc nie jest nowe).

**B** nie jest poprawną odpowiedzią; w tekście jest mowa o sześciu milach torów kolejowych, które znajdują się w miasteczku; nie jest natomiast powiedziane, że jest ono usytuowane w odległości sześciu mil od Hamburga, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że miasteczko zostanie powiększone w przyszłym roku.

### 6.2 D

Quite different is the Left Party's scene: it shows a civil rights demonstration with trade unionists, gay rights activists and peace protesters marching through the town.

They pass by a bank called Bank-Casino. On the roof well-dressed people help themselves to expensive food while rich bankers stand next to open suitcases full of money. Apparently, they want to 'buy' all the other political parties. Down in the street Chancellor Angela Merkel visits a photocopy shop in order to copy the policies of the Left.

**D** jest poprawną odpowiedzią; w tekście jest mowa o bankierach, którzy mają walizki pełne pieniędzy, aby „kupić” partie polityczne, co jest oznaką korupcji.

**A** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że scena przygotowana przez the Left Party jest całkiem inna od sceny CSU, a nie że jest do niej podobna, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że bankierzy chcą „kupić” partie polityczne, ale nie ma mowy o tym, że banki sfinansowały scenkę przygotowaną przez the Left Party.

C nie jest poprawną odpowiedzią, ponieważ w tekście jest mowa o bankierach i zamożnych ludziach, więc scenka polityczna przygotowana przez the Left Party nie ukazuje tylko ludzi z klasy robotniczej.

### 6.3 A

For the Social Democratic Party (SDP) the future is shown in a sign on a bridge over a canal. It mentions three principles: 'freedom, equality, solidarity'. To represent the first, there are children swimming in the canal, a family sunbathing on the grass and cyclists on bike lanes. As for the second, a multi-cultural parade with people from different ethnic backgrounds passes peacefully through the town; and all the mechanics working in a garage are women. And to show solidarity with the education of young people, a politician hands over a large cheque to a group of students to pay for their studies.

A jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że trzy najważniejsze zasady SPD na przyszłość to: wolność, równość i solidarność.

B nie jest poprawną odpowiedzią, ponieważ w tekście jest mowa o wielokulturowej paradzie, w której biorą udział ludzie o różnym pochodzeniu etnicznym.

C nie jest poprawną odpowiedzią; w tekście jest mowa o kobietach pracujących w warsztatach, więc nie jest prawdą, że nikt nie musi pracować, jak błędnie podano w pytaniu.

D nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że polityk daje czek na dużą sumę pieniędzy studentom, aby mogli opłacić swoje studia, a nie żeby kupić ich głosy, jak błędnie podano w pytaniu.

### 6.4 B

The centre-right liberals of the Free Democratic Party (FDP) show a future built around education, equality and individual freedom. There is a glass-walled university. Inside science students are at work in a laboratory and on the roof people walk happily around a flower garden. A gay wedding party passes through the town in a horse-drawn carriage while workers take down all the road signs as a symbol of freedom from control.

B jest poprawną odpowiedzią, ponieważ w tekście jest mowa o polityku SPD, który płaci za edukację studentów, a scenka przygotowana przez FDP ukazuje studentów pracujących w laboratorium – tak więc obie scenki podkreślają wagę edukacji.

A nie jest poprawną odpowiedzią, ponieważ scenki obu partii pokazują wagę edukacji, a więc są między nimi pewne podobieństwa.

C nie jest poprawną odpowiedzią, ponieważ tylko scenka przygotowana przez FDP wspomina o małżeństwie (nie jest więc prawdą, że obie sceny podkreślają wagę małżeństwa, jak błędnie podano w pytaniu).

D nie jest poprawną odpowiedzią, ponieważ w tekście jest mowa o wielu różnicach między SPD i FDP, więc obie te partie nie są identyczne, jak błędnie podano w pytaniu.

### 6.5 D

The world of the Green Party looks lovely. There are public gardens full of flowers; families enjoy a party together outside a cooperative building; and people travel to work by public transport, electric cars and bicycles. Elsewhere a nuclear power station is being destroyed and a solar power plant is being built in its place. And outside a café police officers and anti-establishment punks are having a friendly chat together.

D jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że scena ukazuje policjantów i punków rozmawiających razem w przyjaznej atmosferze, co jest nieoczekiwaną i nietypową sytuacją.

A nie jest poprawną odpowiedzią; w tekście jest mowa o ogrodach publicznych, a nie prywatnych, jak błędnie podano w pytaniu.

B nie jest poprawną odpowiedzią, ponieważ w tekście jest mowa o ludziach burzących elektrownie jądrowe i budujących w tym samym miejscu elektrownie słoneczne; nie jest to więc przedstawienie zalet energii atomowej.

C nie jest poprawną odpowiedzią; wprawdzie w tekście jest mowa o ludziach podróżujących do pracy transportem publicznym i na rowerach, nie ma jednak mowy o ujemnych stronach korzystania z samochodów, jak błędnie podano w pytaniu.

### 6.6 A

Angela Merkel's party, the Christian Democratic Union (CDU) shows a more abstract idea. On their land there is a huge word in the black, red and gold colours of the German flag. It reads 'Wir' which means 'Us'. But when you look more closely, you see that the word is made up of little individuals. Some are holding banners with political messages on them.

A jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że model CDU pokazuje bardziej abstrakcyjny pomysł, który różni się od tych prezentowanych przez inne partie.

B nie jest poprawną odpowiedzią, ponieważ w tekście jest mowa o ludziach trzymających transparenty z politycznymi przesłaniami, a nie machających flagami; wprawdzie jest mowa o niemieckiej fladze, ale ludzie ją tworzą, a nie nią machają, jak błędnie podano w pytaniu.

C nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że scenka CDU jest najbardziej kolorowa.

D nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że słowo „Wir” w prezentacji CDU składa się z wielu sylwetek ludzkich.

### Zadanie 7.

Attention!	Określ, co zgubiłeś/zgubiłaś
I'm looking for my notes which are very important for my Human Biology exam next week.	Wyjaśnij, dlaczego zależy ci na odzyskaniu notatek
If anyone has found them, please call me on 123-456-789.	Poinformuj, jak można się z tobą skontaktować
There is a box of the finest Polish chocolates waiting for the person who finds them!	Zaproponuj nagrodę dla znalazcy
Thank you, XYZ.	

## Zadanie 8.

Hi, Zach,

You remember I told you about my great grandmother? She turned a hundred last week and there was a party with all her family members, including some second cousins and great uncles I'd never met.

My grandmother organised everything but there are some great grandkids in England who can't speak Polish so I had to write the letters to them telling them what to get.

Unfortunately we didn't tell my great grandma about this and she was so surprised that she started to feel unwell and we needed to call an ambulance straightaway. Thank goodness she was fine and when we explained that it was her hundredth birthday, the hospital staff let ALL of us sing Happy Birthday around her bed. They are letting her out this week.

To be honest I was also quite overwhelmed by it—it's one of the most moving days of my life. But except for this emergency situation, all the guests enjoyed this unusual birthday party and my grandmother did as well.

How are things with you?

All the best,  
XYZ

Poinformuj, w jakiej uroczystości brałeś/brałaś udział i kiedy się ona odbyła.

Opisz, jak wyglądało przygotowanie uroczystości i jaka była w niej twoja rola.

Wspomnij o nieprzewidzianej sytuacji, która miała miejsce podczas uroczystości i napisz, jak uczestnicy uroczystości sobie z nią poradzili.

Opisz swoje wrażenia z uroczystości oraz wrażenia pozostałych uczestników.

Wonders of the Ancient World and considered the inspiration for New York City's Statue of Liberty. Did you know, ladies and gentlemen, that **[1.3] the bodies of both statues are the same size and both of them were built as a celebration of freedom?** The Colossus was one of the tallest statues of the ancient world and for many years stood proudly guarding the entrance to the island's harbour.

Unfortunately, it was demolished in 226 B.C. by a strong earthquake that destroyed much of Rhodes. **[1.4] There have been a number of plans to rebuild the Colossus, but this has not happened as yet.**

As you'll quickly discover, most of the island's main tourist attractions are here, in the capital. One thing you certainly shouldn't miss is **[1.5] the Archaeological Museum, which features some of the most famous exhibits of ancient Greece, as well as various examples of mediaeval art.** I'm sure you'll also enjoy...

### 1.1 T

The final stop is the Blue Ocean Hotel, which shouldn't take us more than forty minutes to get to.

Pilot wycieczki przewiduje, że podróż do hotelu nie zajmie więcej niż czterdzieści minut, a więc mniej niż godzinę.

### 1.2 F

Rhodes is the sunniest place in Europe.

Rodos jest najbardziej słonecznym miejscem w Europie, a nie – jak to jest podane w pytaniu – zajmuje czwarte miejsce.

### 1.3 T

Did you know, ladies and gentlemen, that the bodies of both statues are the same size and both of them were built as a celebration of freedom?

Tekst wspomina o dwóch podobieństwach: pierwsze dotyczy rozmiaru obu budowli; drugie jest związane z celem, w jakim zostały one zbudowane.

### 1.4 F

There have been a number of plans to rebuild the Colossus, but this has not happened as yet.

W tekście jest powiedziane, że Kolos nie został jeszcze odbudowany.

### 1.5 F

One thing you certainly shouldn't miss is the Archaeological Museum, which features some of the most famous exhibits of ancient Greece, as well as various examples of mediaeval art.

W nagraniu jest mowa o tym, że w muzeum znajdują się zarówno jedno z najsłynniejszych eksponatów związanych ze starożytną Grecją jak również różne przedmioty ze sztuki średniowiecza.

## TEST 1

### Zadanie 1.

**Tour manager:** On behalf of Best Holiday Tours I'd like to welcome you all to Rhodes – the beautiful capital of the Greek island of Rhodes. My name is Andrea Hill and I'll be your tour manager for the next few days.

Right now we are taking you to your hotels. Our first stop is the Sunset Beach Hotel, which we will be arriving at in about twenty minutes. The second hotel on our list – the Golden Sand Resort – is another ten minutes away.

**[1.1] The final stop is the Blue Ocean Hotel, which shouldn't take us more than forty minutes to get to.**

Please let me give you a few basic facts about this beautiful island. Rhodes is the fourth largest Greek island in terms of both land area and population. It is often referred to as "the Island of Sun" because of its patron – Helios, the Greek god of the sun. This reputation is fully justified, as **[1.2] Rhodes is the sunniest place in Europe with over 300 days of sun each year.**

Rhodes used to be famous for the Colossus of Rhodes – a statue of the god Helios – listed as one of the Seven

## Zadanie 2.

**Presenter:** Well, if you have not yet decided what programmes you would like to watch this week, please let me give you a brief look at what we have in store for you.

1

The arrival of autumn means stronger winds and frosty mornings. [2.1] Angela Wright offers advice on how to protect our flowers, trees and bushes from the cold weather which is on its way. She has also got plenty of ideas for colourful floral wall decorations.

2

[2.2] The housemates have just moved in and it is their first night together. Tomorrow they are going to take part in sport and music activities. [2.2] Are you curious how they are getting on and how they react to being watched twenty-four hours a day? Find out live and direct from the house.

3

This week Jennifer visits Birmingham where she meets 41-year-old Stephanie May, who works as a shop assistant at a garden centre. [2.3] Stephanie has been wearing the same type of dress for the last twenty years. What's worse, her wardrobe contains only one colour: grey. 'Boring!' says Jennifer and finally manages to convince Stephanie to try on some smart new clothes. You certainly can't miss the results of the makeover!

4

[2.4] The World Cup has finally kicked off. Even though it's June, it's winter time in South Africa. Will the winter weather affect the performance of the footballers?

[2.4] Don't miss the very first game of the tournament as hosts South Africa play Mexico in Johannesburg.

5

Yvette Hall hosts football player turned musician Chris Ross, singer Megan Stewart and music producer Dave O'Connor, who [2.5] will be giving us their suggestions for the best UK single of all time. You can expect to see plenty of guests and hear some classic British pop songs performed live by the house band. The viewers will also have the chance to vote for their top song, band and singer.

### 2.1 F

Angela Wright offers advice on how to protect our flowers, trees and bushes from the cold weather which is on its way.

Poprawna odpowiedź to **F** (*gardening programme*), ponieważ w nagraniu jest mowa o ogrodnictwie: ochronie kwiatów, drzew i krzewów przed nadchodzącą jesienią. Pomimo tego, że pogoda zostaje wspomniana, odpowiedź **A** (*weather forecast*) nie jest poprawna, ponieważ w nagraniu jest podanych dużo więcej szczegółów o roślinach i ogrodnictwie niż o samej pogodzie.

### 2.2 E

The housemates have just moved in and it is their first night together. (...) Are you curious how they are getting on and how they react to being watched twenty-four hours a day? Find out live and direct from the house.

Poprawna odpowiedź to **E** (*reality show*), ponieważ w nagraniu przeważają informacje dotyczące programów typu "reality show" (np. „how they react to being watched twenty-four

hours a day”). Mimo że w tekście pojawia się informacja, że współlokatorzy będą robić rzeczy związane ze sportem i muzyką, odpowiedzi **B** i **C** nie są poprawne.

### 2.3 D

Stephanie has been wearing the same type of dress for the last twenty years. What's worse, her wardrobe contains only one colour: grey. 'Boring!' says Jennifer and finally manages to convince Stephanie to try on some smart new clothes.

Poprawna odpowiedź to **D** (*fashion programme*), ponieważ w nagraniu przeważają informacje dotyczące mody. Wprawdzie nagranie wspomina o tym, że Stephanie May pracuje w centrum ogrodniczym, ale ta drobna wzmianka to za mało, żeby **F** mogła być poprawną odpowiedzią.

### 2.4 B

The World Cup has finally kicked off. (...) Will the winter weather affect the performance of the footballers? Don't miss the very first game of the tournament as hosts South Africa play Mexico in Johannesburg.

Poprawna odpowiedź to **B** (*sports programme*), ponieważ w nagraniu przeważają informacje związane ze sportem (np. „The World Cup has finally kicked off.”) **A** nie jest prawidłową odpowiedzią, gdyż pogoda jest wspomniana *tylko* w kontekście sportu.

### 2.5 C

...will be giving us their suggestions for the best UK single of all time. You can expect to see plenty of guests and hear some classic British pop songs performed live by the house band. The viewers will also have the chance to vote for their top song, band and singer.

Poprawna odpowiedź to **C** (*music programme*), ponieważ w nagraniu jest mowa o typowych dla programów muzycznych elementach: planowanej rozmowie na temat piosenek, występie zespołu na żywo oraz głosowaniu na najlepszą piosenkę, zespół i wykonawcę. Wzmianka o tym, że jednym z gości będzie były piłkarz to zdecydowanie za mało, żeby wybrać odpowiedź **B**.

## Zadanie 3.

**Interviewer:** You're listening to *Behind The Scenes*. With me in the studio is Brian Smith, one of the best-known movie stunt performers in the UK. Thanks for taking the time to answer our listeners' questions, Brian.

**Brian:** My pleasure.

**Interviewer:** Let's start with this one: Jason from Cardiff wants to know what qualities a good stunt performer should have.

**Brian:** Most people think the most important quality for a stuntman is to be super fit. Those who are in the business know, though, that there is more to it than just physical strength. [3.1] You must be fit, of course, but it is your personality that is absolutely crucial. After all, not everyone is ready to jump from the third floor just like that, are they?

[3.1] Another important thing in this job is patience. You have to be prepared to repeat one scene ten, twenty or even thirty times...

**Interviewer:** Now, Judy from Birmingham asks about your biggest fear...

**Brian:** [3.2] You might think I worry most about injuries. In actual fact, I worry about them very rarely. What I'm most concerned about is whether a stunt works exactly the way I planned it. I mean, you can do the most spectacular motorbike jump in your career, but it's no good if you land in the wrong place and the camera operator doesn't get that two-second shot of your landing. Then you have to repeat the whole scene again. [3.2] It doesn't matter if you do that once or twice but if happens too often, it's just a waste of everyone's time and people will no longer see you as a pro.

**Interviewer:** Terry from Cheshire wants to know how you became a stuntman?

**Brian:** I was always into sports. I practised karate back in high school. And I should mention my cousin at this point. We would always watch action movies together and then try to re-enact the most dangerous scenes in his room or at school. Our teachers weren't happy, I can tell you that!

**Interviewer:** It seems like [3.3] you started at quite a young age, then...

**Brian:** [3.3] Yes, I suppose I did. Most stuntmen start off in the industry as professional athletes, you know but it's not a must. You just need to have a set of skills that are useful for the job, and the right personality too.

**Interviewer:** And here's a question from Scott in Dundee: what is it like to be a stuntman?

**Brian:** Well, [3.4] it's nothing like a typical nine-to-five job. I'm not saying it's any better, it's just different. One day you set yourself on fire, another time you jump from a high cliff or climb a skyscraper. Many people ask me why I do a job that involves so many dangers. Well, I just like the adrenaline, I suppose. I always have. Besides, someone's got to do it if you want to see a good action movie!

**Interviewer:** Right! And how about...

### 3.1 C

You must be fit, of course, but it is your personality that is absolutely crucial.... Another important thing in this job is patience.

Odpowiedź C jest prawidłowa, ponieważ Brian wyraźnie stwierdza, że najważniejsza w pracy kaskadera jest osobowość. Wprawdzie Brian wspomina również o tym, że kaskader musi być sprawny fizycznie, ale wyjaśnia, że osobowość jest ważniejsza („absolutely crucial”), więc odpowiedź A jest błędna. Odpowiedź B jest również niewłaściwa, gdyż cierpliwość jest opisana tylko jako *kolejna ważna rzecz*, a nie najważniejsza rzecz.

### 3.2 A

You might think I worry most about injuries. In actual fact, I worry about them very rarely. What I'm most concerned about is whether a stunt works exactly the way I planned it... It doesn't matter if you do that once or twice.

Poprawna odpowiedź to A, ponieważ Brian stwierdza, że najbardziej martwi się o to, czy zaplanowany przez niego popis kaskaderski pójdzie zgodnie z planem. Wprawdzie Brian mówi też o obrażeniach, ale stwierdza, że rzadko się nimi martwi, dlatego odpowiedź C jest niepoprawna. Z kolei odpowiedź B nie jest poprawna, gdyż Brian stwierdza, że nie przeszkadza mu to, że musi raz czy dwa razy powtórzyć popis kaskaderski.

### 3.3 C

You started at quite a young age... Yes, I suppose I did. Most stuntmen start off in the industry as professional athletes, you know but it's not a must. You just need to have a set of skills that are useful for the job.

Odpowiedź C jest prawidłowa, ponieważ w tekście jest mowa o umiejętnościach przydatnych w zawodzie kaskadera. Wprawdzie prowadzący wywiad wspomina, że Brian zaczął karierę w młodym wieku, ale A jest błędną odpowiedzią, ponieważ w nagraniu nie ma informacji o tym, że jest to ważne w zawodzie kaskadera. Odpowiedź B jest niepoprawna, gdyż Brian wyraźnie mówi o tym, że bycie profesjonalnym sportowcem nie jest konieczne do tego, by zostać kaskaderem.

### 3.4 B

It's nothing like a typical nine-to-five job. I'm not saying it's any better, it's just different. One day you set yourself on fire, another time you jump from a high cliff or climb a skyscraper. Many people ask me why I do a job that involves so many dangers.

Poprawna odpowiedź to B, ponieważ Brian mówi o tym, że jego praca w niczym nie przypomina typowej, rutynowej pracy biurowej (zwrot *nine-to-five job* oznacza taką właśnie pracę). Odpowiedź C jest niepoprawna, gdyż Brian wyraźnie mówi, że jego praca nie jest lepsza od standardowej pracy. Pomimo tego, iż Brian wymienia wiele ryzykownych aspektów swojej pracy, A to niepoprawna odpowiedź, ponieważ Brian nie mówi nic o tym, że niebezpieczeństw jest *zbyt* wiele.

### 3.5 B

Poprawna odpowiedź to B, ponieważ w nagraniu jest mowa o różnych aspektach jego pracy. A nie jest poprawną odpowiedzią, ponieważ w nagraniu nie jest powiedziane, jak kaskaderzy radzą sobie z niebezpieczeństwami w swojej pracy. C nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma informacji o tym, dlaczego ludzie zostają kaskaderami. Jest jedynie mowa o tym, dlaczego Brian został kaskaderem.

## Zadanie 4.

### 4.1 C

Very nice unfurnished one-bedroom flat.

Odpowiedź C jest prawidłowa, ponieważ tylko w tekście C jest mowa o tym, że mieszkanie jest nieumeblowane. Wprawdzie teksty A, B, D i E również wspominają o meblach, ale opisane w nich mieszkania są umeblowane.

#### 4.2 E

Secure building, video phone entry with porter.

Odpowiedź **E** jest prawidłowa, ponieważ wyłącznie tekst **E** mówi o tym, że mieszkanie znajduje się w chronionym budynku.

#### 4.3 B

The kitchen and bathroom are shared.

Odpowiedź **B** jest prawidłowa, ponieważ tekst **B** jako jedyny mówi o tym, że w mieszkaniu znajduje się wspólna łazienka. Wprawdzie teksty **A**, **D** i **E** również wspominają o łazience, ale nie mówią o tym, czy jest ona wspólna czy nie.

#### 4.4 D

Includes large living room with beautiful spacious balcony with plenty of room for dining outside.

Odpowiedź **D** jest prawidłowa, ponieważ tylko w tekście **D** jest mowa o tym, że w mieszkaniu jest osobne miejsce do spożywania posiłków na zewnątrz.

#### 4.5 A

King-size bed with plenty of storage space.

Odpowiedź **A** jest prawidłowa, ponieważ tylko w tekście **A** jest mowa o tym, że w sypialni znajduje się królewskie łóżko. Wprawdzie tekst **D** również wspomina o sypialni, ale nie mówi o tym, czy jest ona luksusowa czy nie.

#### 4.6 E

Both off-street parking and garage available.

Odpowiedź **E** jest prawidłowa, ponieważ tylko w tekście **E** jest mowa o dwóch miejscach, gdzie można parkować samochód: na terenie posiadłości lub w garażu. Wprawdzie tekst **A** również wspomina o garażu, ale jest to tylko jedno miejsce do parkowania, a nie dwa.

#### 4.7 A

All city centre attractions (bars, restaurants and shops) within walking distance.

Odpowiedź **A** jest prawidłowa, ponieważ tylko w tekście **A** jest mowa o tym, że do centrum miasta można dojść pieszo. Wprawdzie teksty **D** i **E** również wspominają o środkach transportu, ale nie ma w nich mowy o tym, że nie trzeba z nich korzystać, aby szybko dostać się do centrum miasta. Z kolei tekst **B** mówi o niewielkiej odległości, którą można pokonać pieszo, ale jest to odległość od pobliskich sklepów i marketów, a nie od centrum miasta.

#### 4.8 C

Landline phone calls not included.

Odpowiedź **C** jest prawidłowa, ponieważ tylko w tekście **C** jest mowa o tym, że cena nie zawiera jednej z wymienionych usług – jest to użycie telefonu stacjonarnego.

### Zadanie 5.

#### 5.1 T

I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it?

Bob podejrzewa, że powód, który podaje (spotkanie z przyjacielem, którego nie widział od dwudziestu lat) może wydać się policjantowi dziwny.

#### 5.2 F

I know Jimmy will meet me here.

Bob mówi, że jest pewien tego, że Jimmy się z nim spotka.

#### 5.3 T

Did pretty well out West, didn't you?

Policjant spytał Boba, czy dobrze mu się powodziło na Zachodzie. Bob odpowiedział: „No chyba!”, czyli potwierdził, że tak właśnie było.

#### 5.4 F

You've changed lots, Jimmy. I never thought you were so tall... The two men started up the street...

Bob mówi mężczyźnie w płaszczu, że ten bardzo się zmienił lecz wciąż nazywa go Jimmy. Nie od razu zatem poznał, że to nie Jimmy.

#### 5.5 F

I saw it was the face of the man wanted in Chicago.

Jimmy rozpoznał w Bobie mężczyznę, który był poszukiwany przez policję w Chicago. Istniał zatem konkretny powód, dla którego Bob został aresztowany.

#### 5.6 T

I was at the appointed place on time.

Jimmy stawiał się o umówionej godzinie – był policjantem, który rozmawiał z Bobem. Obaj mężczyźni zatem się spotkali.

### Zadanie 6.

#### 6.1 B

In Bar Surya, a newly opened club based in Pentonville Road in London's King's Cross you can enjoy your drink and shake a leg to your favourite clubbing tune while helping to save the world's energy.

Odpowiedź **B** jest prawidłowa, ponieważ wyjątkowość klubu polega na tym, że jest to pierwszy klub ekologiczny w Wielkiej Brytanii, w którym można zarówno bawić się (pić drinki i tańczyć), jak również pomagać środowisku naturalnemu oszczędzając energię elektryczną. Można więc połączyć przyjemność z pożytecznym działaniem.

Odpowiedź **A** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że nowo otwarty klub spowoduje, że ludzie

przestaną się martwić problemami środowiska naturalnego. Odpowiedź **C** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że entuzjazm bywalców klubu stanowi o jego wyjątkowości. Odpowiedź **D** jest nieprawidłowa, ponieważ fakt, że klub został otwarty niedawno, nie stanowi o jego wyjątkowości.

### 6.2 B

By far the most unique and eye-catching element is the energy generating dance floor, which is powered by the clubbers themselves. As people dance and move, they tread on special wooden boards, which, in turn, make the crystals hidden under the floor compress. All this generates an electrical current.

Odpowiedź **B** jest prawidłowa, ponieważ w tekście jest mowa o tym, że wyjątkowość parkietu polega na tym, że służy zarówno do tańca jak i do wytwarzania prądu, który powstaje pod naciskiem stóp tańczących. Odpowiedź **A** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że klub posiada najbardziej efektowny parkiet w dzielnicy King's Cross. Odpowiedź **C** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że o wyjątkowości parkietu świadczy to, że jest on zrobiony z drewnianych desek (choć prawdą jest, że tak jest właśnie wykonany). Odpowiedź **D** jest nieprawidłowa, ponieważ w tekście jest mowa o tym, że to prąd wytwarzany przez parkiet napędza światła i klimatyzację w klubie, a nie odwrotnie.

### 6.3 A

All eco-clubbers also need to sign a document promising to work towards stopping climate change.

Odpowiedź **A** jest prawidłowa, ponieważ w tekście jest mowa o tym, że bywalcy klubu muszą podpisać deklarację zobowiązującą ich do pomocy w walce ze zmianami klimatycznymi. Odpowiedź **B** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że warunkiem wejścia do klubu jest to, że przyszło się na piechotę. Tekst mówi jedynie o tym, że do klubu można wejść za darmo, jeśli udowodni się, że przyszło się do niego na piechotę, przyjechało się rowerem lub komunikacją publiczną. Odpowiedź **C** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że warunkiem wejścia do klubu jest udowodnienie, że przyjechało się do niego komunikacją publiczną – jest to jedynie warunek *darmowego* wejścia do klubu. Odpowiedź **D** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że trzeba zapłacić depozyt w wysokości 10 funtów za rower – 10 funtów to po prostu cena biletu do klubu.

### 6.4 C

You can still listen to the music but also try one of the club's famous organic drinks served in biodegradable cups or focus your attention on the messages flashed up on the big screen televisions warning of the Earth's limited natural resources. All that plus a recyclable water system with toilets that flush with rainwater. Add to that the use of solar panels on the roof, and you've got a truly environmentally-friendly place.

Poprawna odpowiedź to **C**, ponieważ w tekście jest mowa o kilku rozwiązaniach przyjaznych środowisku znajdujących się

w klubie, takich jak biodegradowalne kubki na napoje, toalety z wykorzystaniem wody deszczowej i panele słoneczne. Odpowiedź **A** nie jest poprawna, ponieważ w tekście jest powiedziane, że błędnie byłoby sądzić, że w klubie zabrakłoby zasilania, gdyby zabrakło tańczących. Odpowiedź **B** nie jest poprawna, ponieważ w tekście jest mowa tylko o kubkach ulegających biodegradacji, nie ma mowy o żadnych innych rodzajach kubków. Odpowiedź **D** nie jest poprawna, ponieważ w tekście nie ma mowy o muzyce na temat ograniczonych zasobów naturalnych.

### 6.5 D

There is no greater platform than clubbing to reach out to young people.

Odpowiedź **D** jest prawidłowa, ponieważ właściciel klubu mówi o tym, że clubbing jest najbardziej skutecznym sposobem dotarcia do młodych ludzi. Odpowiedź **A** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że clubbing jest *jedynym* sposobem dotarcia do młodych ludzi. Odpowiedź **B** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że clubbing jest zawsze związany z kwestiami ochrony środowiska. Odpowiedź **C** jest nieprawidłowa, ponieważ w tekście nie ma mowy o tym, że clubbing w przyszłości stanie się najbardziej skutecznym sposobem dotarcia do młodych ludzi – jest tak już w tej chwili.

### 6.6 C

Poprawna odpowiedź to **C**, ponieważ celem tekstu jest poinformowanie czytelników o nowym, pierwszym tego rodzaju miejscu w Londynie, posiadającym pewne wyjątkowe cechy. Odpowiedź **A** nie jest poprawna, ponieważ w tekście nie znajdujemy konkretnej prezentacji problemów ochrony środowiska (mimo że bywalcy klubu dowiadują się o nich z ekranów) lecz tylko informację, w jaki sposób klub *pomaga* chronić środowisko. Odpowiedź **B** nie jest poprawna, ponieważ co prawda klub jest w tekście chwalony za działalność przyjazną środowisku, jednak nie znajdujemy w tekście krytyki osób, które zaniedbują ochronę środowiska. Odpowiedź **D** nie jest poprawna, ponieważ autor tekstu nie prezentuje w nim swojej opinii o clubbingu.

## Zadanie 7.

<p>Hi, Lisa,          Could you do me a favour?          I promised to give my course mate his London guide book back but I need to go out to return my library book; I forgot about it and today's the last day.          Can you give it to him when he comes round?          Sorry if it's any trouble.          Thanks,          XYZ</p>	<p>poinformujesz o konieczności zwrócenia przewodnika</p> <p>podasz powód, dla którego nie możesz go sam/sama zwrócić</p> <p>poprosisz o pomoc w zwróceniu przewodnika</p> <p>przeprosisz za kłopot</p>
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## Zadanie 8.

Hi, Sean, How are things with you? Sorry I haven't written for so long. I've been quite busy recently. Guess what: in my school we just did some charity work. We decided to put on a street theatre and to collect money from passers-by for the local children's home. This was Anna's idea but because I go to drama classes she said I had to be in charge of training the actors. The biggest problem we had was choosing a play because they're all so long. In the end we decided it was a good idea to write a shorter one ourselves; we decided everyone had to write their own lines—that way it'd be easy to remember them. I turned out well. There weren't so many people but one man gave us a hundred pounds! In total we made two hundred pounds. See you soon, XYZ	Poinformuj, na czym polegała akcja i jaki był jej cel.  Napisz, kto był pomysłodawcą akcji i jaka była twoja rola w jej przygotowaniu.  Opisz problem, z którym się zmagaliście w trakcie przygotowań, i napisz, jak go rozwiązaliście.  Opisz zainteresowanie akcją i ile pieniędzy/środków udało wam się zebrać.
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So why did he say that? Because he was trying to be funny. That's why British people use irony. To make you laugh. The complete definition of irony in my dictionary makes it very clear. [1.5] Irony is 'when you use words that are the opposite of what you really mean... in order to be amusing'.

### 1.1 F

Well, let me be more precise because it's not fair to say the British never say what they mean.

Osoba wypowiadająca się w nagraniu wyjaśnia, że niesprawiedliwe jest stwierdzenie, że Brytyjczycy nigdy nie mówią tego, co mają na myśli.

### 1.2 F

It's not cold today! It's really hot!

Osoba wypowiadająca się w nagraniu odpowiada Rodneyowi, że nie jest zimno, lecz bardzo gorąco – więc możemy wnioskować, że pogoda była ładna.

### 1.3 T

I tell Emily I'm worried that Jemma might be late.

W nagraniu nie znajdujemy informacji, czy Jemma rzeczywiście się spóźnia. Osoba wypowiadająca się w nagraniu jedynie dzieli się z Emily swoimi obawami, że Jemma może się spóźnić.

### 1.4 F

Rodney has no hair; he's completely bald!

W nagraniu jest powiedziane, że Rodney jest całkowicie łysy, więc nie jest możliwe, aby miał problemy z dbaniem o włosy.

### 1.5 T

Irony is 'when you use words that are the opposite of what you really mean... in order to be amusing'.

Osoba wypowiadająca się w nagraniu cytuje słownikową definicję ironii, według której ironia używana jest zazwyczaj w żartobliwym kontekście.

## Zadanie 2.

### 1

Welcome to CyberWorld, the country's biggest electronics exhibition. [2.1] Just open your eyes and walk about and you'll find all the latest innovations in computer hardware and accessories, software and gaming, mobile phones and satnav, audio and iPods, digital photography and lots more. Remember we're open from Friday morning until Sunday evening from 10 a.m. to midnight.

### 2

At the Apple stand near the main entrance there's a free course in computing basics. [2.2] It's called 'Starting Off' and they tell me it's really simple. Just for beginners. So if you want to learn how to use a mouse, call a friend on Skype or send an email, it's the course for you. It starts at 11:30 and lasts two hours. There's free tea and biscuits too.

## TEST 2

### Zadanie 1.

Why don't the British say what they mean? [1.1] Well, let me be more precise because it's not fair to say the British never say what they mean. I mean, if you ask someone at a railway ticket office what time the next train to Manchester is, they'll almost certainly tell you the time of the next train to Manchester. Or if you ask a shop assistant the price of a loaf of bread, they'll tell you how much it is. So what I really mean is why do the British use irony so much? My dictionary defines irony as 'when you use words that are the opposite of what you really mean' and the British do this a lot. For example, last Saturday I met my friend Rodney in Hyde Park and the first thing he said to me was 'it's a bit chilly, isn't it?' 'Chilly?' I said, 'doesn't chilly mean cold?' [1.2] It's not cold today! It's really hot! Rodney just smiled at me and said 'never mind.'

Or another example. I'm with my friend Emily outside a cinema. We're waiting for our friend Jemma and [1.3] I tell Emily I'm worried that Jemma might be late. Emily laughs and says 'Jemma? Late? Impossible, you know how punctual she is.' 'But Jemma's often late,' I said. Emily rolled her eyes and nodded.

The British even use irony on themselves. For example, Emily had been to the hairdresser's and got her hair cut really short so we start talking about hairstyles and how hard it is to look after long hair and Rodney says 'Yeah, I just don't know what to do with my hair.' [1.4] Rodney has no hair; he's completely bald!

3

The Gaming contest is about to begin. So **[2.3] wake up you gamers and go to the Games Tent right now.** It's still not too late to sign up for the gaming tournaments on Wii, Playstation, X-box and Nintendo. **[2.3] You never know, you could win some of the fabulous prizes on offer including consoles, games, joysticks, gamepads and even cash prizes.**

4

I've just received a call about the Cool Image exhibition. **[2.4] Because of the rain, it has moved inside.** It is now in the area right next to the cafeteria. The exhibition has an amazing collection of digital photographs and videos by over one hundred professional and amateur photographers and film makers. That's the Cool Image photography and film exhibition next to the cafeteria.

5

I've got some news about the live music programme. **[2.5] The free concert starring rapper Curt Blunt will not be starting at eight-thirty as advertised. It's been put back one hour to nine-thirty.** That's Curt Blunt on the main stage at nine-thirty. In the meantime, for all you music-lovers, why not go to the iPod and iPhone Heaven and check out all the mp3 and multimedia players and all the novelties in mobile phones. I believe they're giving out free sets of headphones. Sounds good.

### 2.1 D

Just open your eyes and walk about and you'll find all the latest innovations in computer hardware and accessories, software and gaming, mobile phones and satnav, audio and iPods, digital photography and lots more. Remember we're open from Friday morning until Sunday evening from 10 a.m. to midnight.

W nagraniu podane są różne ogólne informacje o wystawie. Nie znajdujemy tu informacji na temat zmiany godzin, zmiany miejsca albo konkursów, a jedynie ogólne informacje na temat godzin otwarcia oraz tego, co można zobaczyć na wystawie.

### 2.2 A

It's called 'Starting Off' and they tell me it's really simple. Just for beginners.

A jest poprawną odpowiedzią, ponieważ w nagraniu powiedziano, że kurs jest *tylko* dla początkujących. Wprawdzie nagranie wspomina o miejscu, w którym odbędzie się kurs, oraz o godzinie jego rozpoczęcia, jednak nie ma w nim wzmianki o *zmianie* godzin lub o *zmianie* lokalizacji, więc E i F nie są poprawnymi odpowiedziami.

### 2.3 C

So wake up you gamers and go to the Games Tent right now. (...) You never know, you could win some of the fabulous prizes on offer including consoles, games, joysticks, gamepads and even cash prizes.

C jest poprawną odpowiedzią, ponieważ zapowiadający zachęca graczy, aby natychmiast udali się do *Games Tent* aby wziąć udział w konkursie, i informuje ich, jakie można wygrać nagrody. E nie jest poprawną odpowiedzią, gdyż wprawdzie jest mowa o lokalizacji konkursu, ale nie ma żadnej informacji o jej *zmianie*.

### 2.4 E

Because of the rain, it has moved inside.

Zapowiadający informuje, że z powodu opadów deszczu to wydarzenie będzie odbywało się w budynku, a więc jest mowa o *zmianie* lokalizacji wystawy.

### 2.5 F

The free concert starring rapper Curt Blunt will not be starting at eight-thirty as advertised. It's been put back one hour to nine-thirty.

Zapowiadający informuje, że koncert zacznie się o dziewiętej trzydzieści, a nie o ósmej trzydzieści – więc jest mowa o *zmianie* godziny rozpoczęcia koncertu.

## Zadanie 3.

**Naomi:** Come in... Make yourself at home... Would you like a drink?

**Jerome:** Yeah... a cup of tea would be nice, thanks Naomi...

**Naomi:** OK... Well, what do you think?

**Jerome:** **[3.1]** What do I think? It's amazing! You've totally changed it. It's like a new flat. I can hardly recognise it.

**Naomi:** I'm glad you like it, Jerome.

**Jerome:** It looks so ordered... neat... elegant. It makes my flat look like a complete mess.

**Naomi:** My dear brother, your flat is a complete mess.

**Jerome:** Hmm... did you get a decorator to do it or something?

**Naomi:** No, just Eric and me.

**Jerome:** It looks kind of Oriental.

**Naomi:** That's because I used Feng Shui.

**Jerome:** Feng what?

**Naomi:** Feng Shui.

**Jerome:** What's Feng Shui?

**Naomi:** It's an ancient Chinese technique that...

**Jerome:** So that explains all the bamboo.

**Naomi:** Yeah I got it at that new shop in the High Street.

**[3.2]** Feng Shui is supposed to help you balance the energy in the space where you live in order to bring you good health and good luck.

**Jerome:** Oh yeah?

**Naomi:** Yeah, feng means wind and shui means water. For the Chinese wind and water are traditionally associated with good health and good luck. Here's your tea...

**Jerome:** Thanks.

**Naomi:** So that's why the windows are open and I've got this aquarium here in the bookcase and this little fountain in the kitchen.

**Jerome:** Hmm... how did you find out about it?

**Naomi:** I bought a book that tells you how to do it.

**[3.3]** First, you've got to get rid of all the things that you don't really like or need and make your home tidy. Then you've got to have good air and good light.

**Jerome:** So that's why you've got so many lamps and mirrors in the living room?

**Naomi:** Yep.

**Jerome:** Well, it does look good. The colours are amazing, so bright.

**Naomi:** [3.4] That's because my Feng Shui Birth Element is Fire so I'm supposed to use colours like red and orange and to have a lot of natural wood in the house because wood feeds the fire, you see.

**Jerome:** Well, you certainly have a lot of wood... wooden chairs, tables, desks, picture frames, ornaments, everything except the fridge. Can I have a look in the bedroom?

**Naomi:** Yes, go ahead.

**Jerome:** You've changed the position of your bed.

**Naomi:** Hmm, according to the book my bed has to face in that direction - it brings me luck.

**Jerome:** I see.

**Naomi:** What?

**Jerome:** [3.5] To be honest, sis, this feng shui sounds like a lot of nonsense to me. Do you really believe that mirrors and fountains and bamboo and the position of your bed can make your life better?

**Naomi:** I don't know really. Eric and I just copied what's in the book because we like the way it looks.

### 3.1 B

**Jerome:** What do I think? It's amazing! You've totally changed it. It's like a new flat. I can hardly recognise it.

**Naomi:** I'm glad you like it, Jerome.

**Jerome:** It looks so ordered... neat... elegant. It makes my flat look like a complete mess.

**Naomi:** My dear brother, your flat is a complete mess.

**Jerome:** Hmm... did you get a decorator to do it or something?

**Naomi:** No, just Eric and me.

Poprawna odpowiedź to **B**, ponieważ na pytanie Jerome'a, czy Naomi zatrudniła do pomocy dekoratora wnętrz, odpowiada, że tego nie zrobiła. Cała praca została wykonana przez nią i Erica, dlatego odpowiedź **C** nie jest poprawna. Z kolei **A** nie jest poprawną odpowiedzią, ponieważ Jerome mówi, że mieszkanie tylko *wygląda* na nowe.

### 3.2 A

Feng Shui is supposed to help you balance the energy in the space where you live in order to bring you good health and good luck.

Poprawna odpowiedź to **A**, ponieważ Naomi wyjaśnia, że feng shui ma przynieść mieszkańcom szczęście i zapewnić zdrowie. **B** nie jest poprawną odpowiedzią – wprawdzie Naomi częstuje Jerome'a herbatą, jednak nie jest to związane z feng shui. Z kolei **C** nie jest poprawną odpowiedzią, ponieważ bambus wspomniany jest tylko ze względu na swój związek z Chinami.

### 3.3 A

**Naomi:** ...First, you've got to get rid of all the things that you don't really like or need and make your home tidy. Then you've got to have good air and good light.

**Jerome:** So that's why you've got so many lamps and mirrors in the living room?

**Naomi:** Yep.

**Jerome:** Well, it does look good.

**A** jest poprawną odpowiedzią, ponieważ Naomi wyjaśnia, że dobre oświetlenie jest istotne, odpowiadając twierdząco na pytanie Jerome'a, czy to dlatego ma w domu tyle lamp i luster.

**B** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma mowy o zastępowaniu starych mebli lampami i lustrami.

**C** nie jest poprawną odpowiedzią, gdyż wprawdzie w nagraniu jest powiedziane, że lampy i lustra wyglądają atrakcyjnie, jednak nie ma mowy o tym, że stanowi to powód, dla którego Naomi zdecydowała się je mieć.

### 3.4 C

**Jerome:** The colours are amazing, so bright.

**Naomi:** That's because my Feng Shui Birth Element is Fire so I'm supposed to use colours like red and orange and to have a lot of natural wood in the house because wood feeds the fire, you see.

**Jerome:** Well, you certainly have a lot of wood... wooden chairs, tables, desks, picture frames, ornaments, everything except the fridge. Can I have a look in the bedroom?

**Naomi:** Yes, go ahead.

**Jerome:** You've changed the position of your bed.

**C** jest poprawną odpowiedzią, ponieważ Jerome zauważa, że łóżko Naomi znajduje się w innym miejscu.

**A** nie jest poprawną odpowiedzią, ponieważ Jerome stwierdza, że kolory w mieszkaniu są jasne, a nie ponure.

**B** nie jest poprawną odpowiedzią, ponieważ Jerome stwierdza, że jedynie lodówka nie jest zrobiona z drewna.

### 3.5 C

**Jerome:** To be honest, sis, this feng shui sounds like a lot of nonsense to me. Do you really believe that mirrors and fountains and bamboo and the position of your bed can make your life better?

**Naomi:** I don't know really. Eric and I just copied what's in the book because we like the way it looks.

**C** jest poprawną odpowiedzią, ponieważ Naomi wyjaśnia, że podoba jej się nowy wystrój jej mieszkania.

**A** nie jest poprawną odpowiedzią; na pytanie Jerome'a, czy wierzy, że feng shui może polepszyć jej życie, Naomi odpowiada, że tego nie wie.

**B** nie jest właściwą odpowiedzią, ponieważ Naomi wyjaśnia, że ona i Eric kopiowali pomysły z książki. Nie ma natomiast mowy o tym, że Naomi kopiowała pomysły Erica, jak błędnie podano w pytaniu.

## Zadanie 4.

### 4.1 E

It's human nature. However, let me make it equally clear: I think they're wrong to do it.

**E** jest poprawną odpowiedzią, ponieważ autor tekstu stwierdza, że takie postępowanie wynika z ludzkiej natury (ale wyjaśnia, że jego zdaniem jest złe).

### 4.2 G

In the UK head teachers control which books are on the school curriculum and which are not. But in the US this control is often exercised by school boards...

**G** jest poprawną odpowiedzią, ponieważ w tekście jest podana informacja o tym, kto jest odpowiedzialny za to, jakie książki znajdują się w spisie lektur szkolnych.

#### 4.3 F

The books the parents object to contain 'bad' language or references to vampires, violence, drugs, suicide, religion, racism or sex.

W tekście podane są powody, dla których rodzice są przeciwni niektórym książkom.

#### 4.4 A

Other parents, of course, fight to preserve the freedom of their children to read those books in school.

W tekście jest powiedziane, że niektórzy rodzice walczą o prawo swoich dzieci do czytania tych książek.

#### 4.5 C

Firstly, because they are not specialists; teachers are. If a teacher thinks a book has educational value, why should a parent's opinions stop a child from reading it?

Autor tekstu stwierdza, że to nauczyciele są ekspertami i rodzice nie powinni ingerować w ich decyzje dotyczące wyboru lektur dla dzieci.

#### 4.6 B

Anyway, banning books is totally ineffective.

Autor wyraźnie stwierdza, że zakazywanie książek nie przynosi pożądanych skutków.

### Zadanie 5.

#### 5.1 F

The only careers guidance meeting I ever had took place when I was fifteen.

Autor miał tylko jedno spotkanie dotyczące kariery zawodowej, a nie kilka, jak błędnie podano w pytaniu.

#### 5.2 T

I really wanted to be a football player, but there was no way I was going to say that in the interview, so I'd spent days trying to think of a suitable job.

Autor stwierdza, że w żadnym wypadku nie zamierzał powiedzieć, że chciał zostać piłkarzem. Był zbyt zawstydzony, aby się do tego przyznać.

#### 5.3 F

I knew what I didn't want: long hours, low pay or anything too dangerous so I asked my dad for advice. He thought for a while and then said, "Well, son, you're good at saving your pocket money and you're good at mental arithmetic, so you could become an accountant: regular hours, a good salary, good career prospects..."

And so when Miss Simpson turned her shiny glasses in my direction, I cleared my throat and said, "I want to be an accountant, Miss."

Ojciec autora doradził mu, żeby powiedział, że chce zostać księgowym, i on tak powiedział pani Simpson; uznał tę radę za użyteczną.

#### 5.4 T

Monty kept his eyes on the desk and quietly said one word: "Drummer!"

Miss Simpson looked puzzled. "Excuse me, Bruce. I didn't quite catch that."

Po tym, jak Monty się odezwał, pani Simpson stwierdziła, że nie dosłyszała tego, co powiedział. Na początku go nie zrozumiała.

#### 5.5 F

To zdanie jest fałszywe, ponieważ w tekście nie ma informacji o tym, że Monty powiedział swoim kolegom, że zagra na bębnach podczas spotkania.

#### 5.6 F

Suddenly, he pulled out two drumsticks from the bag and played a fast drum solo on the desk. The noise was shocking. Miss Simpson sat back as if she'd been hit.

Pani Simpson usiadła z powrotem, *tak jakby* została uderzona. Monty *w rzeczywistości* jej nie uderzył, jak błędnie podano w pytaniu.

#### 5.7 T

"An accountant? Why?"

"Good salary, good career prospects, Miss."

Much to my relief, she smiled, "Excellent choice: a well-paid, respectable profession!"

Douglas said he wanted to be a lawyer just like his dad.

Alison explained she would love to become a vet because she loved horses. (...)

Monty explained, "I want to be a drummer in a rock group!"

Miss Simpson was at a loss for words, "Oh, my... I mean, it's... what? em... interesting... but why?"

Monty, his eyes wide open, leaned towards her and paused for a second. Then, loud and clear, he said, "I like hitting things!"

Autor powiedział pani Simpson, że chciał zostać księgowym z powodu zarobków i perspektywy rozwoju kariery. Douglas stwierdził, że chciał zostać prawnikiem, jak jego ojciec. Alison powiedziała, że chciała zostać weterynarzem, gdyż kocha konie, a Monty - że chce zostać perkusistą, ponieważ lubi uderzać w rzeczy. Wszyscy czterej nastolatki podali powód swojego wyboru.

#### 5.8 T

I'm not an accountant, and Monty never became a drummer in a rock group: he's a bricklayer.

Autor stwierdza, że Monty nie został perkusistą, lecz murarzem.

## Zadanie 6.

### 6.1 C

But of course, the article in the magazine wasn't suggesting that clothes can actually talk. It was claiming that the clothes you wear say something about your personality.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że w artykule jest mowa o tym, co ubrania, które nosisz, mogą powiedzieć o twojej osobowości.

**A** nie jest poprawną odpowiedzią, ponieważ w artykule jest mowa o tym, co ubrania, które nosisz, mogą powiedzieć o twojej osobowości, a nie o trendach w modzie, jak jest błędnie podane w odpowiedzi.

**B** nie jest poprawną odpowiedzią. Pomysł, że ubrania mogłyby mówić, wydaje się autorowi straszny, jednak straszne ubrania nie są tematem artykułu, jak błędnie jest podane w odpowiedzi.

**D** nie jest poprawną odpowiedzią, ponieważ autor wyjaśnia, że tytuł artykułu miał metaforyczne znaczenie i że sam artykuł nie sugerował, że ubrania rzeczywiście mogą mówić.

### 6.2 D

When my girlfriend had finished with the magazine, I picked it up and had a closer look.

**D** jest poprawną odpowiedzią, ponieważ autor mówi, że wziął czasopismo, dopiero gdy jego dziewczyna skończyła je czytać.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że autor poprosił swoją dziewczynę, aby wytłumaczyła mu treść artykułu.

**B** nie jest poprawną odpowiedzią, bowiem autor wziął czasopismo, dopiero gdy jego dziewczyna skończyła je czytać (nie zabráł czasopisma swojej dziewczynie, jak błędnie podano w odpowiedzi).

**C** nie jest poprawną odpowiedzią, ponieważ z tekstu wyraźnie wynika, że autor zainteresował się artykułem.

### 6.3 B

There was one woman who looked a lot like my girlfriend, so obviously, I read that one first.

**B** jest poprawną odpowiedzią, ponieważ autor stwierdza, że kobieta w eleganckiej spódnicy wyglądała bardzo podobnie do jego dziewczyny.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że kobieta w eleganckiej spódnicy była bardzo atrakcyjna, jak błędnie podano w odpowiedzi.

**C** nie jest poprawną odpowiedzią. Pomimo tego że profil kobiety w eleganckiej spódnicy miał nagłówek „szefowa”, w tekście nie ma informacji o tym, że wyglądała ona jak szefowa autora, jak błędnie podano w odpowiedzi.

**D** nie jest poprawną odpowiedzią. Autor jedynie stwierdził, że profil kobiety w eleganckiej spódnicy dobrze opisywał charakter jego dziewczyny.

### 6.4 A

I like to feel relaxed. It's very important for me. (...) They prefer to buy easy-to-wear, practical things like jeans, sweatshirts and tracksuits that don't take any effort to look after.

**A** jest poprawną odpowiedzią, ponieważ autor mówi, że lubi ubrania, w których czuje się zrelaksowany, ważniejsza jest więc dla niego wygoda niż styl.

**B** nie jest poprawną odpowiedzią. Autor wspomina o górze ubrań na podłodze w swojej sypialni, więc raczej nie utrzymuje porządku w swoim pokoju, jak błędnie podano w odpowiedzi.

**C** nie jest poprawną odpowiedzią. W tekście jest jedynie powiedziane, że autor nie lubi kupować ubrań, a nie że nigdy tego nie robi.

**D** nie jest poprawną odpowiedzią. W tekście nie ma informacji o tym, że autor spędza dużo czasu, myśląc o swoim wyglądzie.

### 6.5 B

I was amazed. The description was 95% perfect for me.

**B** jest poprawną odpowiedzią, ponieważ autor stwierdza, że opis mężczyzny leżącego na sofie pasuje do niego w 95%, więc są prawie dokładnie tacy sami.

**A** nie jest poprawną odpowiedzią, ponieważ wspomniany opis pasuje do autora w 95%, więc nie są *dokładnie* tacy sami, jak błędnie podano w odpowiedzi.

**C** nie jest poprawną odpowiedzią, ponieważ opis mężczyzny leżącego na sofie pasuje do autora w 95%, więc są bardzo podobni, a nie całkowicie różni, jak błędnie podano w odpowiedzi.

**D** nie jest poprawną odpowiedzią, ponieważ opis mężczyzny leżącego na sofie pasuje do autora w 95%, więc mają dużo wspólnego ze sobą, a nie odwrotnie, jak błędnie podano w odpowiedzi.

### 6.6 C

I can't stand the music they play in shopping centres; the incredibly fashionable shop assistants make me feel uncool; even for men there's too much choice - I don't know how woman deal with it; and I really hate trying on clothes in changing rooms. No matter what size it puts on the label, they never fit properly.

**C** jest poprawną odpowiedzią, ponieważ autor wymienia kilka powodów, dla których nie lubi kupowania ubrań.

**A** nie jest poprawną odpowiedzią. Autor mówi, że sprzedawcy sprawiają, że czuje się niemodny, a nie że nie są oni wystarczająco dobrzy, jak błędnie podano w odpowiedzi.

**B** nie jest poprawną odpowiedzią; wprawdzie autor stwierdza, że kobiety mają większy wybór ubrań niż mężczyźni, jednak nie jest to powód, dla którego nie lubi robić zakupów.

**D** nie jest poprawną odpowiedzią. Wprawdzie autor wspomina, że ma problemy z metkami, jednak nie stwierdza, że są one dla niego niezrozumiałe, jak błędnie podano w odpowiedzi.

## Zadanie 7

Hi, John,

Could you do me a big favour? I know it's my turn to do the shopping today but could you do it for me? ←

Poproś o zrobienie zakupów.

I have to stay a couple of hours later in work today. ←

Napisz, dlaczego nie możesz ich sam/sama zrobić.

We still have a lot of rice but if you could get some chicken breasts, an onion and some peppers it'd be great. ←  
Oh, and we need washing-up liquid, too.

Podaj, co trzeba kupić.

Thanks a lot for this, John! ←

Podziękuj za przysługę.

XYZ

## Zadanie 8.

Dear Sir/Madam,

I came across your advertisement and would like to apply for the position of Legal Assistant to the Manager of the EU division.

I have recently completed my Master's degree in international law and, as well as being a native speaker of Polish, I have Advanced qualifications in English, French and German and speak Slovenian to Upper-Intermediate level.

As part of my studies I worked in a law office and part of my work was translating legal documents from English, French and German into Polish. Due to this I am able to confidently and fluently deal with legal issues in four languages.

I feel that your firm can offer me the ability to extend my experience and will help me to apply both my linguistic and my legal knowledge. Furthermore it will allow me to come into contact with many international firms.

Yours faithfully,  
XYZ

Napisz, o jaką pracę się ubiegasz i skąd o niej wiesz.

Napisz, jakie masz wykształcenie i określ swoją znajomość języków obcych.

Opisz swoje doświadczenie i umiejętności.

Podaj co najmniej dwa powody, dla których ta praca spełni twoje oczekiwania zawodowe.

W nagraniu jest powiedziane, że w konkursie mogą wziąć udział osoby w wieku od osiemnastu do dwudziestu pięciu lat.

### 1.2 F

In order to enter you need to send a review of a jazz album you have recently heard or a jazz concert you have recently attended.

W nagraniu jest powiedziane, że można wysłać recenzję jazzowego albumu albo koncertu, nie ma natomiast mowy o tym, że można wysłać dwie recenzje, jak błędnie podano w pytaniu.

### 1.3 F

Oh, and the review has to be under 300 words long.

W nagraniu jest powiedziane, że recenzja ma zawierać nie więcej niż 300 słów.

### 1.4 T

The judges will be looking for original opinions, a persuasive writing style and a sound knowledge of the chosen subject.

W nagraniu wymienione są trzy kryteria: oryginalność opinii, przekonujący styl pisania i szeroka wiedza na dany temat.

### 1.5 F

The winner will be notified by email and the winning review will be published both on the magazine's website and in the printed version.

W nagraniu jest powiedziane, że recenzja będzie opublikowana zarówno w wersji drukowanej czasopisma, jak i na jego stronie internetowej, a nie tylko na stronie internetowej, jak błędnie podano w pytaniu.

## TEST 3

### Zadanie 1.

Thank you, Mitch. That was Mitch McKenzie with the sports news. And now an important announcement for aspiring music journalists. *The Jazz Music Magazine* has just opened 'The Young Music Critic Competition'. The winner will have the opportunity to publish articles in the magazine's Album Review section!

[1.1] The competition is open to anyone between the ages of eighteen and twenty-five. [1.2] In order to enter you need to send a review of a jazz album you have recently heard or a jazz concert you have recently attended. Oh, and [1.3] the review has to be under 300 words long. Please send your work to [magazine@jazzmusicmagazine.com](mailto:magazine@jazzmusicmagazine.com).

You had better hurry up – the competition is closing next Friday, 30 April. The winner will be chosen by a panel of judges consisting of the *Jazz Music Magazine's* senior journalists and publishers. [1.4] The judges will be looking for original opinions, a persuasive writing style and a sound knowledge of the chosen subject.

The decision will be announced on 30 June. The winner will be notified by email and [1.5] the winning review will be published both on the magazine's website and in the printed version.

Don't miss your chance! Write your review today and get published in one of the UK's most prestigious music magazines! And now it's time for 'Healthy Lifestyle' with Jane Parkin...

#### 1.1 T

The competition is open to anyone between the ages of eighteen and twenty-five.

### Zadanie 2.

1

My worst job ever was at a casino. I was very excited at first because I'd heard you could earn quite a lot there.

[2.1] There were hardly any tips at all, though, and the regular hourly rate was far below my expectations. On top of that the customers often got really rude. It's not my fault that they were losing all their savings!

2

Last year I tried baby-sitting for the first time in my life.

[2.2] The kids seemed very polite and easy to get on with at first but before too long they both showed their true colours... The boy wouldn't listen to anything I was saying. The girl was even worse: she would instruct me about what I mustn't do if I didn't want to be fired, like the baby-sitter before me...

3

Oh, I'll never forget that awful job I had back in college. I was working at a local swimming pool. Not bad, you might say. Well, don't get the wrong idea... I was far from being a swimming instructor. What I did for four hours a day was to fold towels! [2.3] I hardly saw any people at all. No one to talk to... only me and my towels... All of them the same. It was so monotonous!

4

I once worked as a pizza delivery boy. The problem was that there weren't enough staff for the number of orders we got. I was working sixteen hours a day at one point. I was doing my best, but with that many orders I often ended up being late, in which case the customers would get angry and they would complain a lot... [2.4] When my manager said he would sack me if I was late again, I'd had enough. I quit.

5

The worst job I've ever had was at a restaurant. The manager was almost never there, which made things difficult. Whenever the customers complained and wanted to speak to him, [2.5] I had to come up with all sorts of excuses that weren't true. I felt horrible doing that because basically I'm quite an honest person ... The only good thing about the job was the money.

### 2.1 E

There were hardly any tips at all, though, and the regular hourly rate was far below my expectations.

E jest poprawną odpowiedzią, ponieważ mężczyzna wypowiadający się w nagraniu stwierdza, że dostawał bardzo małe napiwki i wysokość wynagrodzenia za godzinę pracy była bardzo niska.

### 2.2 F

The kids seemed very polite and easy to get on with at first but before too long they both showed their true colours...

F jest poprawną odpowiedzią, ponieważ osoba wypowiadająca się w nagraniu stwierdza, że na początku dzieci zachowywały się grzecznie, ale wkrótce pokazały, jakie są naprawdę. Tak więc praca zaczęła się dobrze, ale wkrótce potem sytuacja uległa zmianie na gorszą.

### 2.3 A

I hardly saw any people at all. No one to talk to... only me and my towels... All of them the same. It was so monotonous!

A jest poprawną odpowiedzią, ponieważ mężczyzna wypowiadający się w nagraniu stwierdza, że nie miał z kim rozmawiać i jego praca była monotonna, co sprawiało, że czuł się samotny i znudzony.

### 2.4 C

When my manager said he would sack me if I was late again, I'd had enough.

C jest poprawną odpowiedzią, ponieważ mężczyzna wypowiadający się w nagraniu wyjaśnia, że jego szef zagroził mu, że go zwolni, jeśli spóźni się jeszcze raz.

### 2.5 B

I had to come up with all sorts of excuses that weren't true.

B jest poprawną odpowiedzią, ponieważ osoba wypowiadająca się w nagraniu stwierdza, że musiała wymyślać wymówki, które nie były zgodne z prawdą.

## Zadanie 3.

**Tracy:** You're listening to *Parenting Advice Corner*. I'm Tracy Jones and today we're talking about body decoration among teenagers. With me in the studio is Penny Jarvis, author of the best-selling book *Talking to Your Teen*. Welcome to the studio, Penny.

**Penny:** Hi Tracy. Delighted to be here.

**Tracy:** Today's teenagers stop at nothing: piercing, tattoos, extreme haircuts... Is it just the fashion?

**Penny:** [3.1] Well, fashion is a very important reason. Teens are very image-conscious these days. They have this desire to compare themselves with the images of their idols, many of whom do have some sort of body decoration. [3.1] An equally important reason, though, is the teenage need to show their identity. Some teens do this by choosing unconventional clothes, others go in for tattoos or piercings.

**Tracy:** [3.2] I'm sure there are a lot of parents out there who have got used to the sight of tattoos and piercings on TV but they would be terrified if it was their son or daughter who wanted to do any of those things...

**Penny:** I'm sure they would, but that's typical. We are inclined to think of our children as different from others.

'My little Johnny would never do such a thing!' we often say. Well, our little Johnny might already be taller than us and [3.3] he's going through the difficult time of teenage rebellion. Let's face it, Tracy, it's not exactly easy

to communicate with most teenagers. But we could do so much to improve the situation by talking to our kids more often and listening to what they've got to say...

**Tracy:** It all comes down to proper communication, doesn't it? But what do you suggest we say to our teenager who has just announced that he or she is getting a tattoo?

**Penny:** Well, it largely depends on your parenting style.

[3.4] The worst thing you can do is to ignore your child's request. If the child comes to you, this means they trust you. Make sure you have a heart-to-heart talk with your child: listen to his or her arguments and discuss all the health concerns involved. The only thing teens know is that they want a tattoo but if you tell them they might get a really nasty skin infection or a serious disease, they usually look surprised and start having second thoughts.

**Tracy:** But what if this doesn't work? Is there anything you recommend?

**Penny:** [3.5] You can simply say no. Your child may not like it at first, but if you make your arguments clear and, most importantly, act consistently, they usually appreciate this after a little while. I know quite a few cases of older teenagers actually blaming their parents for letting them have a tattoo. For some reason, they just stopped liking it. Another thing you might do...

### 3.1 C

Well, fashion is a very important reason. (...) An equally important reason, though, is the teenage need to show their identity.

C jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że wyrażanie siebie przez wygląd jest *równie ważne* dla młodzieży jak moda.

A nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma mowy o tym, że moda jest ważniejsza niż wyrażanie siebie przez wygląd, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma mowy o tym, że wyrażanie siebie przez wygląd jest ważniejsze niż moda, jak błędnie podano w pytaniu.

### 3.2 A

I'm sure there are a lot of parents out there who have got used to the sight of tattoos and piercings on TV but they would be terrified if it was their son or daughter who wanted to do any of those things...

**A** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że rodzice są przyzwyczajeni do widoku tatuaży i piercingu w telewizji, więc nie zaskakuje ich to.

**B** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że rodzice są przyzwyczajeni do widoku tatuaży i piercingu w telewizji, więc nie przeraża ich to. Tracy jedynie stwierdza, że rodzice byliby przerażeni, gdyby *ich dzieci* chciały zrobić sobie tatuaż albo piercing.

**C** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma mowy o tym, że rodzice chcieliby, żeby ich dzieci zrobiły sobie tatuaż albo piercing – wręcz przeciwnie.

### 3.3 C

...and he's going through the difficult time of teenage rebellion. Let's face it, Tracy, it's not exactly easy to communicate with most teenagers. But we could do so much to improve the situation by talking to our kids more often and listening to what they've got to say...

**C** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że rodzice mogliby poprawić sytuację, gdyby rozmawiali ze swoimi dziećmi częściej.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma informacji o traktowaniu nastolatków, jakby byli małymi dziećmi.

**B** nie jest poprawną odpowiedzią; mimo że w nagraniu jest mowa o buncie młodzieży, nie ma informacji o tym, że rodzice powinni częściej rozmawiać o tym ze swoimi dziećmi.

### 3.4 B

The worst thing you can do is to ignore your child's request. If the child comes to you, this means they trust you. Make sure you have a heart-to-heart talk with your child: listen to his or her arguments and discuss all the health concerns involved. The only thing teens know is that they want a tattoo but if you tell them they might get a really nasty skin infection or a serious disease, they usually look surprised and start having second thoughts.

**B** jest poprawną odpowiedzią, ponieważ rodzice są zachęceni do tego, aby prowadzili ze swoimi dziećmi szczere rozmowy i próbowali zrozumieć ich argumenty.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że najgorszą rzeczą, jaką rodzic może zrobić, jest zignorowanie prośby swojego dziecka.

**C** nie jest poprawną odpowiedzią; Penny sugeruje, że warto poinformować młodzież o możliwych konsekwencjach zdrowotnych, natomiast nie mówi, żeby powiedzieć im, że *na pewno* nabawią się choroby skóry, jeśli zdecydują się na tatuaż albo piercing.

### 3.5 C

You can simply say no. Your child may not like it at first, but if you make your arguments clear and, most importantly, act consistently, they usually appreciate this after a little while.

**C** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że na początku postawa rodziców może się nastolatkom nie podobać, ale z czasem zostanie ona przez nich doceniona.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że odmowa jest tak naprawdę jednym z możliwych rozwiązań.

**B** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że młodzież zwykle po jakimś czasie docenia postawę rodziców (więc, w domyśle, można polecić taki sposób rozwiązania problemu).

## Zadanie 4.

### 4.1 D

Then, like many other people – both locals and tourists – you can finish off your market tour with a stroll along the nearby river.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że można pójść na spacer wzdłuż pobliskiej rzeki, co robi także wiele innych osób, zarówno turystów, jak i mieszkańców Londynu.

### 4.2 C

There is a variety of world cuisine on offer in the many bars and eateries in and around the markets.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że na tym targowisku znajdują się restauracje z kuchnią z różnych stron świata. **E** nie jest poprawną odpowiedzią; wprawdzie w tekście jest powiedziane, że na targowisku jest dostępna duża ilość egzotycznych składników, jednak nie ma mowy o tym, że można ich tam spróbować.

### 4.3 D

On weekends, you can get a good deal on antique furniture, second-hand books and rare records.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że w weekendy można dokonać zakupu w dobrej cenie, taniej niż zwykle.

### 4.4 E

It features the most exotic ingredients and fine wines that may be difficult to get elsewhere.

**E** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że na tym targowisku można kupić składniki, które trudno jest dostać gdzie indziej.

### 4.5 B

It sells everything from books to second-hand fashion and cooking ingredients.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że na tym targowisku można kupić używane ubrania.

### 4.6 A

It sells a wide variety of fresh and organic products...

A jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że na tym targowisku można kupić świeże i ekologiczne produkty żywnościowe, więc targowisko to specjalizuje się w zdrowej żywności.

#### 4.7 C

This is actually several different markets.

C jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Camden Market to tak naprawdę kilka różnych targowisk.

#### 4.8 B

The clothes stalls specialise in leather.

B jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że stoiska na tym targowisku specjalizują się w odzieży skórzanej, a nie w wielu różnych rodzajach odzieży.

### Zadanie 5.

#### 5.1 T

Then, suddenly realising the full meaning of his words, she made a sudden movement, and looked up with fear and astonishment at his broad, good-humoured face. "You heard about me, Mr. Holmes," she cried, "else how could you know all that?"

Kobieta była zaskoczona, gdy dowiedziała się, jak wiele Holmes o niej wie.

#### 5.2 F

I heard of you from Mrs. Etherege, whose husband you found so easily when the police and everyone had given him up for dead.

W tekście jest powiedziane, że policja była przekonana, że mąż pani Etherege nie żył, natomiast Holmes odnalazł go z łatwością żywego.

#### 5.3 T

I'm not rich, but still I have a hundred a year in my own right, besides the little that I make by the machine, and I would give it all to know what has become of Mr. Hosmer Angel.

Kobieta wyjaśnia, że chciałaby dowiedzieć się, co się stało z panem Hosmerem Angelem, i że oddałaby za to wszystkie swoje pieniądze.

#### 5.4 T

...for it made me angry to see the easy way in which Mr. Windibank – that is, my father – took it all.

W tekście jest powiedziane, że kobieta była zła na to, jak pan Windibank zareagował. Nie zgodziła się więc z jego reakcją.

#### 5.5 T

I wasn't best pleased, Mr. Holmes, when she married again so soon after father's death, and a man who was nearly fifteen years younger than herself.

W tekście jest powiedziane, że kobieta nie była zadowolona, gdy jej matka wyszła za mąż za pana Windibanka.

#### 5.6 F

Father was a plumber in the Tottenham Court Road, and he left a tidy business behind him, which mother carried on, but when Mr. Windibank came he made her sell the business.

W tekście jest powiedziane, że matka kobiety sprzedała interes, kiedy pojawił się pan Windibank (a nie przed jego poznanie, jak błędnie podano w pytaniu).

### Zadanie 6.

#### 6.1 C

'Capoeira is unlike any other martial art', says James Chester, a capoeira instructor from Leeds. 'The opponents do not seek confrontation and all the movements are done in such a way that the fighters do not in fact hit each other', he adds. Yet, despite the lack of direct physical contact and the limited risk of injury, the sport is one of the most spectacular to watch. A dance-like combination of rhythmic kicks, punches, acrobatic jumps and spins gives it an aura of mystical ritual. A ritual that has its roots in the sport's history.

C jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że capoeira jest inna, gdyż oponenty nie szukają konfrontacji – ich cele są inne niż w pozostałych sztukach walki.

A nie jest poprawną odpowiedzią; pomimo że w tekście jest mowa o historii, tekst nie wspomina o tym, że capoeira ma dłuższą historię niż inne sztuki walki wręcz.

B nie jest poprawną odpowiedzią; pomimo że w tekście jest powiedziane, że ryzyko odniesienia obrażeń jest ograniczone, jednak uraz może się zdarzyć.

D nie jest poprawną odpowiedzią, ponieważ w tekście jest wymienionych wiele ruchów charakterystycznych dla capoeiry; nie ma mowy o tym, że występuje w niej *mniej* ruchów, jak błędnie podano w pytaniu.

#### 6.2 B

Created in the seventeenth century by African slaves brought to Brazil, capoeira was a form of combat that was intentionally made to look like dance. This is because practising any form of martial arts was strictly forbidden by the country's authorities. Severe punishment was given to those who were caught practising capoeira. The ban did not, however, discourage the slaves from cultivating their ritual dance. To African slaves, capoeira was much more than just a self-defence technique or pure dance. By dancing, they demonstrated their own cultural identity and were able to forget about their misery.

B jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że capoeira pozwalała niewolnikom zapomnieć o swojej niedoli.

A nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że capoeira była czymś znacznie więcej niż tylko tańcem.

C nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że capoeira była czymś znacznie więcej niż tylko techniką samoobrony.

D nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że capoeira pomagała niewolnikom zapomnieć o ich niedoli, a nie że była jej przyczyną, jak błędnie podano w pytaniu.

### 6.3 B

'The great thing about capoeira is that you don't need to be super-fit to learn it. You build up your flexibility and strength gradually provided you train regularly,' says Chester. Needless to say, I gave it a try. Despite sweating heavily all the way through and my initial (but only initial!) problems with mastering the basic step called *ginga*, I must say I greatly enjoyed the class – as much for the work-out itself as for the music.

**B** jest poprawną odpowiedzią, ponieważ autor mówi, że początkowo miał problem z opanowaniem kroku *ginga*, niemniej jednak w końcu się go nauczył.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że giętkość i siłę buduje się stopniowo, a nie od razu, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią; w tekście nie ma mowy o tym, że autor był w świetnej formie, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ autor wyjaśnia, że pocił się bardzo podczas całego zajęcia, a nie tylko na początku, jak błędnie podano w pytaniu.

### 6.4 C

Without music, there would be no capoeira. As I learned, the essence of capoeira is the rhythm that is being played on a special string instrument called the *Berimbau*. It sets the pace for the participants who gather in a circle called the *roda* (pronounced "hodder"), clap their hands and sing along to the music while pairs of opponents move to the rhythm and take turns to perform ritual sparring in the centre of the circle.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że *berimbau* tworzy podstawowy rytm capoeiry, a więc jest ważnym elementem całości.

**A** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że *berimbau* nadaje tempo osobom w kółku, a nie że jest umieszczone w środku koła, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście *berimbau* i *roda* są przedstawione jako dwie zupełnie różne rzeczy.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że przeciwnicy używają rytmu *berimbau* podczas walki, a nie że sami używają *berimbau*, jak błędnie podano w pytaniu.

### 6.5 D

Although it can take years to become a master of capoeira, you do not have to be an expert to enjoy a capoeira class. Treat it as a fun, thorough workout, during which you can both strengthen your muscles and improve co-ordination. There is also some good news for those who do not like individual sports: in capoeira, you are constantly interacting with the other participants. An enjoyable, healthy and social form of entertainment. No wonder so many people are into it.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że doskonałe opanowanie capoeiry może zająć wiele lat, więc nie powinno się oczekiwać szybkich postępów.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że capoeira wiąże się z wymagającymi ćwiczeniami fizycznymi.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że uczestnicy cały czas ze sobą współdziałają.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że jest to przyjemna forma rozrywki.

### 6.6 D

**D** jest poprawną odpowiedzią, ponieważ autor opisuje wiele pozytywnych aspektów capoeiry i stwierdza, że nie jest dziwne, iż jest tak bardzo popularna.

**A** nie jest poprawną odpowiedzią, ponieważ pomimo tego że autor pokazuje wiele zalet capoeiry, nie poświęca czasu na pokazanie, w jaki sposób miałyby ona być lepsza niż inne sporty.

**B** nie jest poprawną odpowiedzią; pomimo tego że w tekście występuje informacja o tym, że capoeira nie jest podobna do żadnej innej sztuki walki, nie jest to głównym celem artykułu; autor nie opisuje żadnych innych sportów walki.

**C** nie jest poprawną odpowiedzią – pomimo tego że autor podaje pewne szczegóły dotyczące historii capoeiry, gruntowne jej przedstawienie nie jest głównym celem artykułu.

## Zadanie 7.

Hi, Bronwin!	
How are you?	gdzie spędzasz wakacje
Greetings from sunny Athens! ←	
I'm really enjoying myself here going around the museums and archeological sites but there's no time for anything as I'm only here another three days! ←	jak spędzasz czas jak długo planujesz tam zostać
As soon as I get back I'm going to do research on all the places I've seen (and probably also the places I missed). ←	co zamierzasz robić po powrocie
Love, XYZ	

## Zadanie 8.

Dear Sir/Madam,	
I recently bought the T-1000 video camera from your firm. ←	Poinformuj, co i kiedy kupiłeś/kupiłaś.
Unfortunately there are problems with it: there is rather a large dent above the lens, and the camera is unable to focus in on images. I presume that it has been dropped.	Podaj dwie wady kupionego sprzętu.
As you will be aware, I chose to pay extra for express delivery as I needed this camera to film my brother's wedding which is in only one week. ←	Napisz, dlaczego ta sytuacja jest dla Ciebie kłopotliwa, i wyraz swoje rozczarowanie.
If you believe you are able to ship me another model within the next couple of days and arrange collection of this defective one then I would greatly appreciate it. Otherwise I request a full refund, including the costs of delivery, and I will purchase it elsewhere. ←	Napisz, jakiego rozwiązania oczekujesz, i wyraz nadzieję na szybką reakcję.
Yours faithfully, XYZ	

## Zadanie 1.

**Radio presenter:** Now it's time for the traffic news with Angela Wilson. What's happening on the London motorways, Angela?

**Angela Wilson:** It's quite busy, as usual for this time of the day. [1.1] There's been a huge car crash involving as many as five vehicles on the M25 between junctions 3 and 4 northbound, so expect serious delays there.

[1.2] It's also very slow on the M11, south-bound due to an accident there earlier. The vehicles have already been removed from the road but it's still very slow. Many thanks to Martin who reported that to us.

[1.3] We've also got queues on the M1. A lorry has broken down and we've got big delays there now. If you're heading there, it's going to be much slower than on most weekdays. The situation will continue for at least the next half an hour until the vehicles have been cleared.

[1.4] There's also been an accident delaying traffic on the M4 between junctions 19 and 20. Luckily, the road has been cleared. The police closed the road in both directions, but it has now been re-opened and everything is slowly getting back to normal.

[1.5] Finally, there are queues on the M26. Apparently, there was a stray cow there on one of the lanes. Many thanks to Kath for reporting this piece of news.

More traffic news in half an hour. If you see a problem on the road, call us on 0100 200 300.

**Radio presenter:** Thank you Angela. A cow? That doesn't happen very often on the M26, does it? Next we've got the news at 9.00. Don't go away, we'll be right back...

## 1.1 F

There's been a huge car crash involving as many as five vehicles on the M25...

W nagraniu jest powiedziane, że w stłuczce wzięło udział pięć pojazdów, a nie więcej niż pięć pojazdów, jak błędnie podano w pytaniu.

## 1.2 F

It's also very slow on the M11, south-bound due to an accident there earlier. The vehicles have already been removed from the road but it's still very slow.

W nagraniu jest powiedziane, że pojazdy zostały już usunięte z drogi.

## 1.3 T

We've also got queues on the M1. A lorry has broken down and we've got big delays there now. If you're heading there, it's going to be much slower than on most weekdays.

W nagraniu jest powiedziane, że ruch na M1 będzie odbywał się dużo wolniej niż zazwyczaj.

## 1.4 F

There's also been an accident delaying traffic on the M4 between junctions 19 and 20. Luckily, the road has been cleared. The police closed the road in both directions, but it has now been re-opened and everything is slowly getting back to normal.

W nagraniu jest powiedziane, że policja przywróciła do ruchu drogę M4.

## 1.5 T

Finally, there are queues on the M26. Apparently, there was a stray cow there on one of the lanes.

W nagraniu jest powiedziane, że korki na M26 spowodowane zostały przez krowę, która znalazła się na jednym z pasów.

## Zadanie 2.

I've come out onto the streets of London to ask people their opinion on love at first sight. Here are some of the responses we recorded this morning.

1

My grandparents are an excellent example of love at first sight. They met when they were still in college. My grandma often told me that as soon as she saw grandad she instantly knew he was the one. She just felt it. Grandad felt the same way. My grandparents were the best couple you can possibly imagine: going everywhere together, holding hands, saying 'I love you' without any reason...

2

Love at first sight? Oh, come off it! People who believe in this rubbish must have seen too many Hollywood-style romantic comedies... Are you trying to tell me that I can fall in love with a person I've just laid my eyes on and who I haven't even talked with? [2.2] The way you look is important, of course, but just because you think someone is beautiful doesn't mean you're already in love with the person! Love takes time, doesn't it?

3

Well, I don't know, really. I think people tend to overuse the word 'love' these days. Look at all those Hollywood stars! They fall in love very quickly and fall out of love even faster! If it lasts only for a short time, it's not real love, is it?

[2.3] I think it doesn't really matter in what situations you meet the love of your life and how long it takes to fall in love. A second look is just as good as first sight, if you ask me.

4

[2.4] Love at first sight exists for sure. I've experienced it myself. I'll never forget that day. I was riding a bike, listening to my mp3 player and didn't notice this girl coming in my direction. I almost knocked her over! The moment our eyes met I felt I had known her all my life... I can't even describe it, it just 'clicked'. [2.4] We spent four wonderful years together... but now we are getting divorced... Well, that's life...

5

You'd better ask my fiancé! He keeps telling me that he was in love the moment he saw me and promised himself that he was going to get married to me. Well, it took him five years to convince me to be his fiancée. That's what you call determination, right? He's a great person, really. I love him a lot and I probably will become his wife in the end.

[2.5] It's just that, unlike in his case, it certainly wasn't love at first sight for me...

## 2.1 F

F jest poprawną odpowiedzią, ponieważ bohaterem nagrania jest para, która poznała się w szkole i została razem do starości.

## 2.2 E

The way you look is important, of course, but just because you think someone is beautiful doesn't mean you're already in love with the person!

**E** jest poprawną odpowiedzią, ponieważ mężczyzna stwierdza, że wygląd jest ważny ale nie jest wystarczającym powodem, żeby kogoś pokochać. Pomimo tego, że w nagraniu jest mowa o Hollywood, **D** nie jest poprawną odpowiedzią – mężczyzna nie stwierdza, że tylko gwiazdy Hollywood wiedzą, co to prawdziwa miłość.

## 2.3 B

I think it doesn't really matter in what situations you meet the love of your life and how long it takes to fall in love. A second look is just as good as first sight, if you ask me.

**B** jest poprawną odpowiedzią, ponieważ osoba mówiąca w nagraniu stwierdza, że nie ma znaczenia to, w jaki sposób się zakochujemy, i w związku z tym każdy sposób jest dobry. Pomimo tego, że w nagraniu jest powiedziane, że gwiazdy Hollywood szybko się zakochują, **D** nie jest poprawną odpowiedzią, ponieważ osoba mówiąca zwraca także uwagę na to, że odkochują się jeszcze szybciej.

## 2.4 A

Love at first sight exists for sure. I've experienced it myself... We spent four wonderful years together... but now we are getting divorced...

**A** jest poprawną odpowiedzią, ponieważ mężczyzna mówiący w nagraniu stwierdza, że doświadczył miłości od pierwszego wejrzenia, jednak obecnie rozwodzi się z kobietą, w której się zakochał – tak więc w jego przypadku nie trwało to wiecznie.

## 2.5 C

It's just that, unlike in his case, it certainly wasn't love at first sight for me...

**C** jest poprawną odpowiedzią, ponieważ kobieta stwierdza, że – w przeciwieństwie do swojego narzeczonego – ona nie zakochała się od pierwszego wejrzenia.

## Zadanie 3.

Ladies and Gentlemen!

[3.1] We are here today to celebrate the wedding of Bill and Emma, the two most wonderful, most intelligent and funniest people I have ever met in my life. Well, apart from myself of course.

For those of you who haven't met me, [3.2] my name's Pete and I'm Bill's best man. Wait a second, if I'm the best man, then why has Emma married Bill and not me? Fortunately, Emma has already promised me a date with her sister! But seriously, the most important people here tonight are Emma and Bill. So, here's cheers to the happiness of the bride and groom!

Bill, my friend, Emma looks amazing while you... well, you just look like Bill... I must say, though, that all that make-up has worked miracles. The last time I saw you that handsome was at the Halloween party two years ago. Who was it that

you were dressed up as then? Frankenstein? Sorry, my friend. [3.3] You look great, of course, not nearly as ugly as you normally do.

According to tradition, I'm supposed to tell you all about the groom's many good points. Well, I'm sorry to say but I just can't lie... Seriously, though, [3.4] Bill is a great friend and has been since we were ten years old. Gosh, it feels like ages! In all those years he has broken my arm, lost all of my favourite CDs and has done a lot of other 'friendly' things... [3.5] At the same time, though, I could always count on him. Has he ever disappointed me? Has he complained? Not even once. Emma has been a great friend as well ever since she appeared in Bill's life. Thank you both for being there when I needed you. Now, I'd also like to thank...

## 3.1 C

We are here today to celebrate the wedding of Bill and Emma, the two most wonderful, most intelligent and funniest people I have ever met in my life. Well, apart from myself of course.

**C** jest poprawną odpowiedzią, ponieważ Pete stwierdza, że Bill, Emma i on sam są najcudowniejszymi, najbardziej inteligentnymi i najzabawniejszymi ludźmi, jakich zna.

**A** i **B** nie są poprawnymi odpowiedziami, ponieważ Pete stwierdza, że nie licząc jego osoby, *zarówno* Bill, jak i Emma są najcudowniejszymi, najbardziej inteligentnymi i najzabawniejszymi ludźmi, jakich poznał.

## 3.2 C

...my name's Pete and I'm Bill's best man. Wait a second, if I'm the best man, then why has Emma married Bill and not me? Fortunately, Emma has already promised me a date with her sister!

**C** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że Pete idzie na randkę z siostrą Emmy, a nie że się z kimś żeni.

**A** nie jest poprawną odpowiedzią; to *Bill* żeni się z Emmą, a nie Pete, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią; Pete idzie z siostrą Emmy na randkę, a nie żeni się z nią, jak błędnie podano w pytaniu.

## 3.3 B

You look great, of course, not nearly as ugly as you normally do.

**B** jest poprawną odpowiedzią, ponieważ Pete stwierdza, że Bill wygląda świetnie, o wiele mniej brzydko niż zazwyczaj.

**A** nie jest poprawną odpowiedzią; Pete stwierdza, że Emma wygląda zachwycająco, a Bill tylko świetnie.

**C** nie jest poprawną odpowiedzią; w nagraniu nie ma mowy o tym, że Bill wygląda strasznie.

## 3.4 B

Bill is a great friend and has been since we were ten years old.

**B** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że Pete i Bill znają się, odkąd mieli po dziesięć lat.

**A** nie jest poprawną odpowiedzią; w nagraniu jest powiedziane, że znają się, *odkąd* mieli po dziesięć lat, a nie od

dziesięciu lat, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest dokładnie powiedziane, od jak dawna znają się Pete i Bill (odkąd mieli po dziesięć lat).

### 3.5 B

At the same time, though, I could always count on him. Has he ever disappointed me? Has he complained? Not even once.

**B** jest poprawną odpowiedzią, ponieważ Pete stwierdza, że zawsze mógł polegać na Billu.

**A** nie jest poprawną odpowiedzią, ponieważ Pete mówi, że Bill ani razu go nie zawiódł.

**C** nie jest poprawną odpowiedzią, ponieważ Pete stwierdza, że Bill ani razu się nie skarżył.

## Zadanie 4.

### 4.1 F

We like to think that everything is going to be ideal. However, the misery of delayed flights, traffic jams, changeable weather and conflicting expectations can ruin even the best laid holiday plans and instead of relaxing, we end up with our nerves on edge.

**F** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że lubimy myśleć, że wszystko na naszych wakacjach będzie idealne, natomiast rzeczywistość jest często inna.

### 4.2 G

According to the experts – that is mothers – organisation is the key...

**G** jest poprawną odpowiedzią, ponieważ w tekście podana jest rada ekspertów.

### 4.3 A

Most people take too much on holiday. You can avoid this by packing only what you know you are going to need.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że większość ludzi pakuje na wyjazdy zbyt wiele rzeczy, podczas gdy powinni zabierać tylko to, czego będą potrzebowali.

### 4.4 E

A typical problem in many holidays is...

**E** jest poprawną odpowiedzią, ponieważ w tekście jest mowa o typowym problemie.

### 4.5 B

...tell them about how proud you will be if they behave in the way you would like them to behave.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że powinniśmy powiedzieć dzieciom, jakiego zachowania od nich oczekujemy.

### 4.6 C

...if you keep all our tips in mind, you'll have a much better chance of enjoying your holiday rather than being stressed out for the whole two weeks!

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że powinniśmy postępować według podanych rad, aby mieć udane wakacje.

## Zadanie 5.

### 5.1 F

Pitcher, a clerk in the office of Harvey Maxwell, broker, allowed a look of mild interest to visit his usually expressionless face when his employer quickly entered...

W tekście jest powiedziane, że twarz Pitchera jest zwykle bez wyrazu, więc nie okazuje on łatwo emocji.

### 5.2 T

The young lady had been Maxwell's stenographer for a year. Pitcher noticed a difference in her ways this morning.

W tekście jest powiedziane, że Pitcher zauważył zmianę w zachowaniu kobiety.

### 5.3 T

Instead of going straight to her desk, she was absent-mindedly moving around the office. Once she approached Maxwell's desk, near enough for him to notice her presence.

W tekście jest powiedziane, że pani Leslie spacerowała po biurze, zamiast wrócić do biurka, i podeszła do pana Maxwella na tyle blisko, żeby ten ją zauważył. Można z tego wnioskować, że chciała zwrócić na siebie uwagę pana Maxwella.

### 5.4 F

"Well—what is it? Anything?" asked Maxwell sharply. He looked at her impatiently.

Zgodnie z tekstem pan Maxwell odezwał się do niej w ostry sposób i patrzył na nią z niecierpliwością, co znaczy, że był niezadowolony, że mu przeszkodziła.

### 5.5 T

Through the window came the delicate, sweet odour of lilac that made the broker for a moment immovable. This odour belonged to Miss Leslie. It brought her image before his eyes. And she was in the next room—twenty steps away.

W tekście jest powiedziane, że zapach pani Leslie sprawił, że pan Maxwell na chwilę znieruchomiał i przerwał pracę.

### 5.6 T

"Miss Leslie," he began hurriedly, "I have but a moment to spare. I want to say something in that moment. Will you be my wife? I haven't had time to show you my love in the ordinary way, but I really do love you. Talk quick, please."

Zgodnie z tekstem pan Maxwell informuje panią Leslie, że się spieszy, i prosi ją, żeby szybko odpowiedziała na jego pytanie.

## 5.7 F

The stenographer at first seemed overcome with amazement; then tears flowed from her eyes; and then she smiled through them, and one of her arms touched the broker's neck tenderly.

Zgodnie z tekstem pani Leslie okazała wiele emocji: była zdumiona, potem płakała, a następnie uśmiechnęła się i czule dotknęła pana Maxwella.

## 5.8 T

"I know now," she said, softly. "It's this old business that has driven everything else out of your head for the time. I was frightened at first. Don't you remember, Harvey? We were married yesterday evening at 8 o'clock in the Little Church Around the Corner."

Pani Leslie przypomina panu Maxwellowi, że dzień wcześniej wzięli ślub. On o tym najwyraźniej zapomniał.

## Zadanie 6.

### 6.1 B

Hurling is often compared to field hockey. However, this analogy would be only partially true. Apart from the fact that both games involve a stick and a ball, it is hard to notice any other similarity. Surprisingly enough, hurling has in fact a lot to do with such sports as football and rugby, especially when you see what the players are allowed to do with the ball.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że oba rodzaje sportu wymagają użycia kija i piłki.

**A** nie jest poprawną odpowiedzią, ponieważ autor stwierdza, że trudno jest zauważyć jakiegokolwiek podobieństwo między tymi sportami, poza rodzajem używanego sprzętu.

**C** nie jest poprawną odpowiedzią, ponieważ autor jedynie stwierdza, że oba rodzaje sportu nie są do siebie zbyt podobne, a nie mówi, że nigdy nie powinny być porównywane, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią; autor stwierdza, że oba rodzaje sportu wymagają użycia podobnego sprzętu, czyli kija i piłki.

### 6.2 C

Hurling is played with fifteen players on each side on a field larger than a football pitch. The aim of the game is to hit a small ball called a *sliotar* with a wooden stick called a *hurley* in such a way that it goes into the opponents' goal or above it. If the ball goes around the goalkeeper and lands between two goalposts, in the net, you score three points; hitting the ball over the goal (but it must be between the H-shaped goalpost) gives you one point. An average score would be about 22-18 over 70 minutes of the game's official time.

**C** jest poprawną odpowiedzią, ponieważ autor stwierdza, że za trafienie *sliotarem* w siatkę dostaje się trzy punkty, czyli więcej niż za trafienie ponad poprzeczką, za co dostaje się jeden punkt. Odpowiedź **A** błędnie sugeruje, że jest odwrotnie, dlatego jest niepoprawna.

Odpowiedzi **B** i **D** nie są poprawne, ponieważ *hurley* służy jedynie do odbijania piłki i za ewentualne trafienie nim w bramkę nie dostaje się żadnych punktów.

## 6.3 D

Players are allowed to hit the ball not only when it is on the ground, but also when it is high in the air. They can also catch the ball in their hand (in which case they can carry it for not more than three steps), kick it or even hit it with an open hand. A player who wants to carry the ball for more than three steps, has to balance the *sliotar* on the end of the *hurley* while running. When performed at full speed, this last trick can look really impressive.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że gracz, który ma w rękach piłkę, może zrobić maksymalnie trzy kroki.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że gracz może uderzyć piłkę leżącą na ziemi.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że gracz może balansować piłką na końcu kija.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że gracz może przenieść piłkę w rękach, ale nie może z nią zrobić więcej niż trzech kroków.

### 6.4 A

The fast pace of the game combined with the rule allowing the players to strike the ball above head height mean there is a high risk of injury. This is why since 2010 all players have had to wear a protective helmet. Given the long history of the game, the regulation seems to have come quite late. The reason for this is the general opinion about the game among the Irish: hurling is a hard game but it must be played fairly and with respect for the other players.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że ludzie uważali, że w *hurling* powinno się grać uczciwie, okazując szacunek innym graczom, i dlatego kaski nie były potrzebne.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że kaski są noszone od 2010 roku, tak więc nie ma długiej tradycji ich noszenia.

**C** nie jest poprawną odpowiedzią; wprawdzie w tekście jest powiedziane, że mogłoby się wydawać, że późno wprowadzono zasadę noszenia kasków, jednak nie ma mowy o tym, że zrobiono to zbyt późno.

**D** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że kaski w *hurlingu* są noszone od 2010 roku.

### 6.5 C

...hurling is a hard game but it must be played fairly and with respect for the other players. No exceptions are made to this rule, no matter if it is the hurling played by youth leagues or the women's version of hurling (called camogie): in both cases, the game is as hard as that in the regular men's leagues and similar safety policies must be followed. The only difference is the size of the field and the weight and size of the equipment.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że *jedyną* różnicą między grą kobiet i mężczyzn stanowi rozmiar boiska, a także waga i rozmiar sprzętu; zasady są takie same.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że kobieca wersja gry jest tak samo trudna jak wersja dla mężczyzn, a nie że jest trudniejsza.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że w grze kobiet stosowane są takie same zasady bezpieczeństwa, a nie że sama gra jest bezpieczniejsza, jak błędnie podano w pytaniu.

D nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że sprzęt dla kobiet i sprzęt dla mężczyzn różnią się wagą i rozmiarem.

### 6.6 B

What is really surprising about hurling is the fact that although the game enjoys great popularity, it has remained purely amateur. Most players have regular jobs and do not receive any money for their performance unless they become team managers. Also, most games are either free or the entry fee is minimal.

B jest poprawną odpowiedzią; w tekście jest powiedziane, że gracze nie otrzymują żadnego wynagrodzenia za grę, co miałyby miejsce w przypadku profesjonalistów.

A nie jest poprawną odpowiedzią; prawdą jest, że gra cieszy się dużą popularnością, ale nie ma mowy o tym, że jest to coś niezwykle, jak błędnie podano w pytaniu.

C nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że menedżerowie zespołów mogą otrzymywać wynagrodzenie.

D nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że na większość meczów wstęp jest wolny, a nie że wstęp jest wolny na wszystkie mecze, jak błędnie podano w pytaniu.

### Zadanie 7.

Hi, Sarah,	
What do you think about watching <i>Love in the Countryside</i> at the cinema today? It's supposed to be a brilliant and hilarious comedy.	Zaproponuj film i określ jego rodzaj.
Does the screening at 8p.m. suit you?	Zapytaj o dogodną dla kolegi/koleżanki godzinę seansu.
I can buy the tickets if you're running late and we could meet in the foyer.	Zaproponuj, że ty kupisz bilety.
XYZ	Zaproponuj miejsce spotkania.

### Zadanie 8.

Dear Sir/Madam,	
I would like to comment on John Edwards' article of 2 <sup>nd</sup> May in which he stated that young people today have no interests.	Powołaj się na przeczytany artykuł, podając datę jego publikacji i nazwisko autora.
In my opinion this is false as it is well known that young people are highly engaged in social networking on-line; in fact Mr Edwards complained about this in his article!	Przypomnij opinię autora i wyraż swoje zdanie.
It is also common knowledge that young people are the drivers of the fight against global warming. In fact this is proven by the many articles on the subject your own magazine prints.	Podaj dwa przykłady zachowań młodych ludzi, które przeczą opinii autora.
Thank you in advance for publishing my views. I would like to take the opportunity here to express my interest in hearing the views that other people have on this divisive subject.	Podziękuj z góry za opublikowanie twojego listu i zachęć innych czytelników do wyrażenia swojej opinii na temat artykułu.
Yours faithfully, XYZ	

## TEST 5

### Zadanie 1.

**Host:** Please give a warm welcome to Professor Nick Harris from Surrey University, a world-famous futurologist, who has kindly agreed to present us his vision of the future. Professor?

**Professor:** Thank you, Dr. Hastings. The future may seem like a distant concept, but if you think about how far we have come in the last ten years, it's just round the corner. iPhones, Facebook, iPads – none of these things existed ten years ago! And the next decade is going to see even faster technological and medical advancement.

Let's have a look at technology first. One thing we're all going to see is a rapid expansion of computer power.

[1.1] In about ten years' time the average person at home is going to have a computer that is more powerful than the most powerful computer that NASA is using today. As well as this incredible change in computer capacity, you can also expect to see lots more people using computers and the Internet, including the elderly. In fact, [1.2] there will be fewer and fewer retired people who say 'Oh, I'm too old for this', and more and more who will be keen to keep up with all the latest technological trends.

Another important area of development will be the cell phone industry. Forget those simple extras like a camera or an mp3 player. In the future, you'll pay all your bills with your cell phone. You'll get into the metro with your cell phone. And that's not all. [1.3] You'll be sitting in a cafe, and you'll just press a button in your phone and it will tell you where your coffee came from!

Let's not forget about the new medical breakthroughs which are going to come. We know that big drug companies are already working on the first ever anti-ageing drug. [1.4] But don't get this wrong, anti-ageing is not about trying to make people live an extra 100 years. What the drug companies are trying to do is to find a pill that will imitate the health benefits of dieting and exercise without actually doing any of those things. For the elderly and the weak, this would mean a much better chance of fighting disease and staying fit.

In the future, we'll all have the chance to live better lives. The advances in technology can help us communicate better, while the latest discoveries in medicine can enable us to heal faster and live longer. [1.5] How we are going to use these developments, however, will be entirely up to us... Now, let's have a look at...

#### 1.1 F

In about ten years' time the average person at home is going to have a computer that is more powerful than the most powerful computer that NASA is using today.

W nagraniu jest mowa o tym, że ludzie będą używać komputerów o większej mocy niż te używane przez NASA, nie ma natomiast mowy o tym, że będą to te same komputery, jakich używa NASA.

#### 1.2 T

...there will be fewer and fewer retired people who say 'Oh, I'm too old for this', and more and more who will be keen to keep up with all the latest technological trends.

W nagraniu jest mowa o tym, że wzrośnie liczba osób starszych zainteresowanych byciem na bieżąco z najnowszymi trendami w technologii.

### 1.3 T

You'll be sitting in a cafe, and you'll just press a button in your phone and it will tell you where your coffee came from!

W nagraniu jest powiedziane, że przy użyciu telefonu komórkowego będziemy mogli na przykład sprawdzić, gdzie wyprodukowano kawę, którą pijemy – jest to więc przykład na to, że dzięki telefonowi komórkowemu będziemy mogli poznać różne ciekawostki.

### 1.4 F

But don't get this wrong, anti-ageing is not about trying to make people live an extra 100 years.

W nagraniu nie ma mowy o tym, że celem tych pigułek jest wydłużenie naszego życia o kolejne sto lat – profesor Harris specjalnie doprecyzowuje tę informację.

### 1.5 F

How we are going to use these developments, however, will be entirely up to us.

W nagraniu jest powiedziane, że o sposobie, w jaki wykorzystamy osiągnięcia technologiczne, będziemy decydować tylko i wyłącznie my sami (a więc będziemy mieć na nie wpływ).

## Zadanie 2.

1

[2.1] This is the final boarding call for passengers on flight 285 to Edinburgh. Please proceed to gate 12 immediately. The final checks are being completed and the captain will order the doors of the aircraft to be closed in approximately fifteen minutes' time. I repeat: this is the final boarding call for passengers on flight 285 to Edinburgh. Thank you.

2

This is an important message for the passengers flying to Edinburgh with British Airways, flight number 285.

[2.2] Please note that there has been a change of gates. The aircraft will now be boarding at gate 12. Thank you.

3

Good morning, passengers. This is the pre-boarding announcement for flight 285 to Edinburgh. [2.3] We are now inviting all passengers with small children and any passengers requiring special assistance to begin boarding at this time. Please have your boarding pass ready for inspection. Regular boarding will begin in approximately fifteen minutes' time. Thank you.

4

Can I have your attention, please? [2.4] Flight 285 to Edinburgh has been delayed due to technical problems. It will now be departing at 9.30.

5

Your attention please. Flight 285 to Edinburgh has been cancelled due to bad weather. [2.5] Please contact the British Airway's desks to re-book your flight. We apologise for any inconvenience.

### 2.1 B

This is the final boarding call for passengers on flight 285 to Edinburgh.

Zapowiadający informuje, że po raz ostatni prosi pasażerów o natychmiastowe wejście na pokład lotu 285 do Edynburga. W nagraniu nie ma mowy o dzieciach, więc odpowiedź D nie jest tutaj poprawna.

### 2.2 F

Please note that there has been a change of gates.

Zapowiadający informuje pasażerów o tym, że nastąpiła zmiana bramki. Pasażerowie muszą więc udać się w inne miejsce.

### 2.3 D

We are now inviting all passengers with small children and any passengers requiring special assistance to begin boarding at this time.

Zapowiadający prosi, aby na pokład weszli pasażerowie z małymi dziećmi. Mimo iż w nagraniu użyte jest słowo *children*, odpowiedź A nie jest prawidłowa, ponieważ komunikat dotyczy prośby o wejście na pokład, a nie odbioru dzieci z punktu informacyjnego.

### 2.4 E

Flight 285 to Edinburgh has been delayed due to technical problems. It will now be departing at 9.30.

Zapowiadający informuje, że nastąpiło opóźnienie lotu, i podaje nową godzinę odlotu. Pasażerowie muszą więc czekać na samolot.

### 2.5 C

Please contact the British Airway's desks to re-book your flight.

Zapowiadający informuje pasażerów, że muszą dokonać ponownej rezerwacji lotu. Lot odbędzie się więc w innym czasie.

## Zadanie 3.

Ladies and gentlemen, before we listen to tonight's concert, you might like to learn a few biographical details about the composer.

Fryderyk Franciszek Chopin was a Polish composer and virtuoso pianist, one of the greatest representatives of Romantic music. He was born on 1 March, 1810 at Zelazowa Wola, a small town to the west of Warsaw. His father was French and his mother was Polish. [3.1] Chopin became familiar with music at an early age. When he was six, he was already trying to make up new melodies on the piano. At the age of seven, he began giving public concerts and composed two Polonaises. These small works were described as some of the most famous Polonaises that existed at the time. Chopin was often compared with Mozart as a child and also with Beethoven.

In 1829 Chopin made a brilliant debut in Vienna. His piano concerts were very well received. The door to his career in Western Europe was now wide open.

After the collapse of Poland's November Uprising in 1830 and the Russian oppressions that followed, Chopin decided to stay in France. He never returned to Poland and became one of many expatriates of the Polish Great Emigration. In 1835 he became a French citizen. However, **[3.2] he could never perfectly master the French language. This was because his family home was always dominated by Polish culture and the Polish language.** French was hardly ever spoken.

**[3.3] In Paris, Chopin gave piano lessons to rich students from all over Europe. He rarely performed publicly, though. Rather than playing in front of big audiences, he preferred playing at his own apartment for small groups of friends.** Also, his poor health prevented him from travelling long distances.

Between 1839 and 1843, Chopin composed most of his greatest works. It is said that Chopin's creative process of writing music was very dramatic: he would cry, shout, complain, and make hundreds of changes in the concept of a musical piece, only to return to the initial idea.

Chopin's illness progressed. **[3.4] On the morning of Wednesday, 17 October 1849, Chopin died. The official cause of his death was tuberculosis – a serious lung disease. However, in 2008 this cause was questioned and alternative causes for his death were put forward. Chopin was buried in Paris, at Père Lachaise Cemetery. The funeral was attended by nearly three thousand people. Just as he had wished, however, Chopin's heart was taken from his body after his death and brought to Warsaw.**

We all know Chopin as a virtuoso pianist. Indeed, most of Chopin's compositions were written for the piano as solo instrument. Even though he didn't invent them, Chopin made major innovations to such musical forms as the piano sonata, mazurka, waltz, nocturne and *prélude*. **[3.5] The musical form he did invent, though, was the instrumental ballade.** I hope you will enjoy tonight's concert which is going to be performed by a Japanese pianist Kazumi Hirokami...

### 3.1 B

Chopin became familiar with music at an early age. When he was six, he was already trying to make up new melodies on the piano. At the age of seven, he began giving public concerts and composed two Polonaises. These small works were described as some of the most famous Polonaises that existed at the time. Chopin was often compared with Mozart as a child and also with Beethoven.

**B** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że Chopin skomponował dwa polonezy, mając siedem lat.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że już w wieku sześciu lat tworzył kompozycje na fortepianie, a więc umiał już grać już wcześniej.

**C** nie jest poprawną odpowiedzią; w nagraniu jest wzmianka o tym, że Chopin był porównywany do Mozarta i Beethovena, ale nie ma mowy o tym, że był od nich lepszym pianistą.

### 3.2 C

However, he could never perfectly master the French language. This was because his family home was always dominated by Polish culture and the Polish language.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że problemy Chopina z językiem francuskim wynikały z tego, że w jego domu rodzinnym zawsze używano języka polskiego.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Chopin nigdy nie opanował języka francuskiego w stopniu doskonałym.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że polski był jego językiem ojczystym, a jego znajomość języka francuskiego nie była doskonała – nie znał więc obu języków na tym samym poziomie.

### 3.3 C

In Paris, Chopin gave piano lessons to rich students from all over Europe. He rarely performed publicly, though. Rather than playing in front of big audiences, he preferred playing at his own apartment for small groups of friends.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Chopin wolał grać w swoim mieszkaniu dla przyjaciół niż dla dużej widowni.

**A** nie jest poprawną odpowiedzią; wprawdzie w tekście jest powiedziane, że Chopin udzielał lekcji bogatym uczniom, lecz nie ma mowy o tym, że dla nich występował.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Chopin rzadko dawał koncerty dla dużej widowni.

### 3.4 C

On the morning of Wednesday, 17 October 1849, Chopin died. The official cause of his death was tuberculosis – a serious lung disease. However, in 2008 this cause was questioned and alternative causes for his death were put forward. Chopin was buried in Paris, at Père Lachaise Cemetery. The funeral was attended by nearly three thousand people. Just as he had wished, however, Chopin's heart was taken from his body after his death and brought to Warsaw.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że prawie trzy tysiące ludzi przyszło na pogrzeb Chopina.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Chopin został pochowany w Paryżu, ale jego serce zostało przewiezione do Warszawy (więc jego ciało i serce nie są pochowane w tym samym miejscu).

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że w 2008 roku rozważane były alternatywne powody śmierci Chopina; istnieją więc wątpliwości co do tego, czy jego śmierć została faktycznie spowodowana przez gruźlicę.

### 3.5 A

Even though he didn't invent them, Chopin made major innovations to such musical forms as the mazurka, waltz, nocturne and *prélude*. The musical form he did invent, though, was the instrumental ballade.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Chopin stworzył balladę instrumentalną.

**B** i **C** nie są poprawnymi odpowiedziami, ponieważ w tekście jest powiedziane, że Chopin nie stworzył sonaty fortepianowej ani preludium, lecz tylko wprowadził do nich innowacje.

## Zadanie 4.

### 4.1 C

The festival takes place between 4th and 5th July in the very heart of London with easy access to a lot of tube lines and bus routes.

W tekście jest mowa o tym, że festiwal odbywa się w centrum Londynu.

### 4.2 D

The festival started in Abersoch, North Wales, in 2000 as a wakeboard contest.

W tekście jest mowa o tym, że na początku główną atrakcją festiwalu były zawody w wakeboardingu. Muzyka była tylko dodatkiem.

### 4.3 B

It takes place on the same weekend as the Oxegen festival in Ireland (between 10th and 12th July) and usually features a similar selection of artists.

W tekście jest napisane, że podobny zestaw artystów występuje także na festiwalu Oxegen w Irlandii.

### 4.4 A

...they say this is where King Arthur was buried!

Tekst odnosi się do legendy mówiącej o tym, że Król Artur został pochowany w miejscu, gdzie odbywa się festiwal.

### 4.5 E

The spectacular surroundings attract world-class artists and the festival organisers use them to encourage audiences to think about what they can do to help our planet.

W tekście jest napisane, że okolica festiwalu skłania widzów do refleksji nad sposobami ochrony Ziemi.

### 4.6 D

You certainly couldn't ask for a more scenic location.

W tekście jest powiedziane, że okolica, w której odbywa się festiwal, jest wyjątkowo malownicza.

### 4.7 B

Located in a huge area of a disused airfield in Balado...

W tekście jest powiedziane, że festiwal odbywa się na nieużywanym lotnisku.

### 4.8 A

...the festival features such attractions as dance, comedy, theatre, circus, a kid's area and poetry.

W tekście jest powiedziane, że festiwal oferuje różnorakie atrakcje, takie jak: taniec, poezja, komedia, teatr, jest także cyrk i miejsce zabaw dla dzieci.

## Zadanie 5.

### 5.1 F

I remember going to a reading room one day to read about the treatment for some slight illness of which I had a touch.

Narrator stwierdza, że udał się do czytelnicy, aby dowiedzieć się o *jednej* chorobie, nie o wielu, jak błędnie podano w pytaniu.

### 5.2 T

I forget which was the first disease I found – something horrible, I know – and, before I had looked half down the list of 'warning symptoms,' I realised I had got it.

Narrator stwierdził, że czytając listę objawów, odkrył, że cierpiał na straszną chorobę.

### 5.3 T

I went through the twenty-six letters, and the only illness I could conclude I had not got was housemaid's knee (that is a bad knee from kneeling down). Then I wondered how long I had to live.

Narrator stwierdza, że po przeczytaniu informacji o chorobach odkrył, że posiada większość z nich, i zaczął zastanawiać się, jak długo jeszcze będzie żył.

### 5.4 F

After that, he sat down and wrote out a prescription, folded it up and gave it to me, and I put it in my pocket and went out. I did not open it.

Narrator mówi, że nie przeczytał recepty i włożył ją do kieszeni.

### 5.5 T

I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't have it.

Aptekarz nie mógł pomóc narratorowi, ponieważ nie miał tego, czego potrzebował narrator.

### 5.6 T

1 pound beefsteak, with 1 pint bitter beer every 6 hours.  
1 ten-mile walk every morning. Go to bed at 11 sharp every night. And don't stuff up your head with things you don't understand.

Recepta nie zawierała typowych leków, ale poradę, zgodnie z którą narrator nie powinien przejmować się rzeczami, których nie rozumie.

## Zadanie 6

### 6.1 D

One day she came towards her owner, Ms. Gill Lacey, and started sniffing at her leg like never before.

**D** to poprawna odpowiedź, ponieważ w tekście jest mowa o tym, że pies wykazywał niezwykle zainteresowanie nogą pani Lacey.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że pies zaczął podchodzić do właścicielki częściej niż zwykle.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że pies wąchał nogę właścicielki w sposób, w jaki *nigdy przedtem* tego nie robił, a nie że nigdy jej nie wąchał, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że pies okazywał *większe* zainteresowanie nogą pani Lacey, a nie że nie okazywał żadnego zainteresowania, jak błędnie podano w pytaniu. Pies stracił zainteresowanie dopiero później, po tym, jak lekarz usunął znamię z nogi pani Lacey.

### 6.2 C

There have been many cases like Trudi's but until recently, doctors have been ignoring the owners' anecdotes. Recent studies, however, prove that in most cases dogs can effectively sniff out skin and prostate cancer.

**C** to poprawna odpowiedź, ponieważ w tekście jest mowa o tym, że ostatnie badania dowodzą, że psy mają zdolność wyczuwania raka.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że istnieją dowody, że psy posiadają tę zdolność.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że lekarze ignorowali tę zdolność *do tej pory*, a nie że wciąż ją ignorują, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że zdolność psów do wyczuwania raka u ludzi działa doskonale w każdym przypadku.

### 6.3 C

Researchers have recently experimented with bees' phenomenal sense of smell. It took the bees as little as a few hours of training to correctly identify the presence of an explosive or a drug. They were able to do this by flying above the surface under which the dangerous substance had been hidden. Do these findings mean that we are now going to use honey bees at airports to check passengers' luggage and pockets? We will most probably find out in the very near future.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że pszczoły musiały przejść kilkugodzinne szkolenie, aby poprawnie wykrywać materiały wybuchowe.

**A** nie jest poprawną odpowiedzią, ponieważ jest zgodna z treścią tekstu: pszczoły przeszły kilkugodzinne szkolenie.

**B** nie jest poprawną odpowiedzią, ponieważ jest zgodna z treścią tekstu: w niedalekiej przyszłości przekonamy się, czy pszczoły będą używane na lotniskach w celu wykrywania materiałów wybuchowych.

**D** nie jest poprawną odpowiedzią, ponieważ jest zgodna z treścią tekstu: naukowcy eksperymentowali z wykorzystywaniem węchu pszczół.

### 6.4 B

The recent tsunami in 2004 in Sri Lanka is a good example of this. The media talked about large groups of elephants

that had been seen running away from the beach to higher grounds just before the tsunami struck. It was also reported that during the hours before the deadly wave the fishermen caught several times as many fish as they normally did. This was because the fish were escaping from the place in which the tsunami quake started. What is even more surprising is that while there were hundreds of thousands of people who died in the tsunami, the number of the dead bodies of animals that were found was relatively small.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest mowa o zaskakującym zachowaniu zwierząt bezpośrednio przed tsunami.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że rybacy złowili więcej ryb niż zazwyczaj (a nie mniej, jak błędnie podaje pytanie).

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest mowa o tym, że stosunkowo niewiele zwierząt zostało znalezionych martwych (nie ma natomiast mowy o tym, że żadne zwierzę nie umarło).

**D** nie jest poprawną odpowiedzią; wprawdzie w tekście jest powiedziane, że media donosiły o przypadku słoni uciekających z miejsca, w które później uderzyło tsunami, ale nie jest powiedziane, że był to główny temat wiadomości, jak błędnie podano w pytaniu.

### 6.5 C

It still remains unclear how an animal's sixth sense works. Scientists hypothesise that animals can recognise changes in the gradient of the Earth's surface. Other theories talk about the ability to hear 'infrasound' – the kind of sound which people cannot hear. Some theories say that we also possessed the sixth sense at one time, but we lost this ability because it was no longer needed.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że wciąż nie jest jasne, jak działa szósty zmysł zwierząt.

**A** i **B** nie są poprawnymi odpowiedziami; w tekście jest powiedziane, że są różne teorie i wykorzystywanie infradźwięków lub nachylenia powierzchni Ziemi to tylko przykłady takich teorii.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że ludzie również mogli posiadać tę zdolność w przeszłości.

### 6.6 C

Whatever the correct explanation turns out to be, it is clear that observing the behaviour of animals can be of great use to us. Although it will never replace professional sensors like seismographs or satellites, it should nevertheless not be ignored.

**C** jest poprawną odpowiedzią, ponieważ autor zwraca uwagę na to, jakie korzyści mogą wynikać z umiejętności, które posiadają zwierzęta.

**A** nie jest poprawną odpowiedzią, ponieważ tekst nie zawiera krytycznych uwag na temat tego, że zwierzęta nie są wykorzystywane do ratowania ludzkiego życia.

**B** nie jest poprawną odpowiedzią, ponieważ, choć autor wspomina o wielu niesamowitych umiejętnościach, które posiadają zwierzęta, jego głównym celem nie jest wyliczenie

tych umiejętności, a podanie informacji o korzyściach, które mogą z nich wynikać.

D nie jest poprawną odpowiedzią, ponieważ zamiarem autora nie jest porównywanie umiejętności różnych zwierząt, a podanie informacji o korzyściach, które mogą z nich wynikać.

### Zadanie 7.

Dear friends, I'm organising a party to celebrate passing all my exams, and I would like all of you to come! It'll be at my flat in 15 Oxford St. The easiest way to get here is by Underground because there's nowhere to park your car near me and the nearest Tube station is just 100m from my flat. As you leave the station, just head north and my place is on the left, after the traffic lights. I'll be cooking dinner, which I'm making according to traditional English recipes. See you there! XYZ	okazji, z jakiej organizujesz przyjęcie miejscu, gdzie ono się odbędzie szczegółach dojazdu na miejsce przewidywanych atrakcjach
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### Zadanie 8.

Dear Sir/Madam, I have seen your advertisement in the Daily Telegraph for work in your restaurant and would like to apply for the position of waiter. I am suitable for this position because I worked for two years in this industry in Poland and have six months' experience in England where I received a lot of training. I have a strong knowledge of French cuisine due to my previous employment in another French restaurant and this should be useful in your restaurant. Furthermore, I speak fluent French, enabling me to communicate effectively with clients from overseas. I do hope that you will take my application into consideration and I would be ready to come for an interview any evening or weekend. Yours faithfully, XYZ	poinformujesz, skąd wiesz o ogłoszeniu, i określisz, o jakie stanowisko się ubiegasz opiszesz swoje kwalifikacje i dotychczasowe doświadczenie podasz co najmniej dwie praktyczne umiejętności, które posiadasz i które przydadzą się w tej pracy wyrazisz nadzieję na pozytywne rozpatrzenie twojej kandydatury oraz gotowość do stawienia się na rozmowę w wyznaczonym terminie
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## TEST 6

### Zadanie 1.

A friend told me he was addicted to a computer game. [1.1] 'I won't tell you which one because it'll eat up your life,' he warned me. 'I'm spending twelve hours a day on it, and my eyes have gone funny.' 'Don't worry. It won't do that to me,' I said, 'I've never been addicted to anything.' 'OK, if you're sure,' the friend replied, 'it's called Drop 7.' The next day, I downloaded the game to see if it really was that fascinating. [1.2] The game is similar to the geometry puzzle game, but uses numbers instead of shapes. I spent an hour working out how to play it; after that, I was hypnotised. There was something so satisfying about exploding the brightly coloured blocks: it took skill and strategy. After about an hour, I switched the game off. It had been fun but now it was time to forget it. Unfortunately, I found this difficult. [1.3] When another friend asked me out, I lied and said I was too tired. I knew that saying 'I need to play this computer game' would sound strange and antisocial. I played again and again. Each time I started a game, I promised myself it would be the last; each time, I broke my promise. One time during dinner, in a break between courses, I began playing the game under the table. My friends were not impressed. It stopped me from sleeping. When I closed my eyes, all I could see were numbers. The next day, I deleted the game. But an hour later, I gave up and downloaded it again. [1.4] It's been two months now, and I still find Drop 7 more attractive than work or friends. Two weeks ago, in a panic, I called the friend who had warned me not to play the game and admitted he had been right. [1.5] He surprised me. He said, 'I don't play that any more.' 'How did you stop?' I asked enthusiastically; ready to do whatever he'd done. He replied: 'I found another game that's even more addictive.'

#### 1.1 T

'I won't tell you which one because it'll eat up your life,' he warned me.

Na początku jej przyjaciel nie chciał jej powiedzieć, która to gra.

#### 1.2 F

The game is similar to the geometry puzzle game, but uses numbers instead of shapes.

Osoba wypowiadająca się w nagraniu wyjaśnia, że gra przypomina układankę geometryczną (nieprawdą więc jest, że gra jest zupełnie niepodobna do innych gier komputerowych).

### 1.3 T

When another friend asked me out, I lied and said I was too tired. I knew that saying 'I need to play this computer game' would sound strange and antisocial. I played again and again.

Kobieta wypowiadająca się w nagraniu wstydziła się swojego uzależnienia od gry i tego, że okłamywała przyjaciół.

### 1.4 F

It's been two months now, and I still find Drop 7 more attractive than work or friends.

Kobieta wyraźnie stwierdza, że gra jest dla niej wciąż bardziej fascynująca niż praca czy spotkania z przyjaciółmi – jest więc od niej wciąż uzależniona.

### 1.5 F

He surprised me. He said, 'I don't play that any more.' 'How did you stop?' I asked enthusiastically; ready to do whatever he'd done. He replied: 'I found another game that's even more addictive.'

Jej przyjaciel mówi, że gra teraz w inną grę, a nie że już w ogóle nie gra w żadną grę, jak błędnie podano w pytaniu.

## Zadanie 2.

1

Twenty-five miners have been trapped underground in a coal mine in South Africa. It happened when a tunnel collapsed early this morning in Highfield mine near Mpumalanga in the east of the country. [2.1] Nobody was killed but three of the miners were injured in the accident. The South African government has said it will do everything in its power to free the men but that it could take more than a month.

2

Unemployment figures have fallen for the first time in three years. The latest figures show that unemployment now stands at 7.8%, which is 0.3% lower than last month's figures. [2.2] The industry minister, Heather Turnbull welcomed the news and claimed that this was evidence that the government's economic policies have started to work. The opposition leader, Dan Mackie, however, said that there were still over two million people out of work and once again insisted the government should call an early general election.

3

An opinion poll suggests that if an election were held today, there would be no clear winner. According to the survey, the governing Radical Democrat party would win only 32% of the national vote, that is 7% less than in the last general election. The main opposition group the Social Liberals would win 31%, up only 2% on last time.

[2.3] The Europe Ecology party, however, is predicted to take a much larger share of the vote, moving up by over 10% to 22%. That means that they could hold the balance in a new parliament.

4

[2.4] The floods in southern Germany have killed two more people. The victims, a 67-year-old man and his 69-year-old wife were found in the basement of their house in the Bavarian town of Leipheim. It is believed the victims were trying to rescue belongings from their home when their house was flooded. Several thousand people have already been evacuated from the area since last Saturday.

5

Sports news. There are calls for the English football manager, Alec Bone, to resign after last night's disastrous three-nil defeat to Montenegro. England's hopes of qualifying for next year's World Cup in Australia have now almost disappeared. [2.5] But Bone said he had no intention of resigning and added that he and his players would keep on fighting as long as there was still a mathematical chance of qualification.

### 2.1 F

Nobody was killed but three of the miners were injured in the accident.

F jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że trzech górników zostało rannych.

### 2.2 A

The industry minister, Heather Turnbull welcomed the news and claimed that this was evidence that the government's economic policies have started to work.

A jest poprawną odpowiedzią, ponieważ osoba wypowiadająca się w nagraniu cytuje ministra, który mówi, że polityka rządu zaczyna przynosić efekty. Pomimo tego, że jest mowa o partii opozycyjnej, B nie jest poprawną odpowiedzią.

### 2.3 B

The Europe Ecology party, however, is predicted to take a much larger share of the vote, moving up by over 10% to 22%. That means that they could hold the balance in a new parliament.

B jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że przewiduje się, iż opozycyjna partia Europe Ecology otrzyma dużo więcej głosów. Pomimo tego, że jest mowa o rządzie, A nie jest poprawną odpowiedzią – nie jest to dobra wiadomość dla obecnego rządu.

### 2.4 E

Several thousand people have already been evacuated from the area since last Saturday.

E jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że kilka tysięcy osób ewakuowano z obszaru zagrożonego powodzią.

### 2.5 C

But Bone said he had no intention of resigning and added that he and his players would keep on fighting as long as there was still a mathematical chance of qualification.

C jest poprawną odpowiedzią, ponieważ pan Bone stwierdza, że nie zamierza odejść ze stanowiska. Australia jest wspomniana w kontekście piłkarskich mistrzostw świata, a nie zagranicznych podróży, więc D nie jest poprawną odpowiedzią.

### Zadanie 3.

**Mara:** You're listening to the Mara O'Donoghue show. It's five past three; time for our weekly book review with Alan Trapp. Hi, Alan.

**Alan:** Hello, Mara.

**Mara:** What have you been reading this week, Alan?

**Alan:** Well, quite a lot, Mara, mostly fiction. But I want to start by talking about a book that really impressed me. It's called 'One Red Paperclip: How a Small Piece of Stationery Turned into a Great Big Adventure' by young Canadian Kyle MacDonald.

**Mara:** What's it about?

**Alan:** [3.1] It's a true story about how the author turned a paper clip into a house.

**Mara:** I'm sorry. Did you say paper clip? One of those small things that we use to hold pieces of paper together?

**Alan:** Yes, except that this wasn't a normal paper clip, but a large red plastic one about one metre long.

**Mara:** And he turned it into a house?

**Alan:** That's right. [3.2] Kyle MacDonald turned a paper clip into a house and he did it without spending a penny.

**Mara:** Is he a magician?

**Alan:** No, but he knows how to find a bargain, that's for sure.

**Mara:** How did he do it?

**Alan:** By trading on the Internet. He started off by advertising this large red paper clip on his web page. And someone offered to give him a pen in the shape of a fish for it. Then he found someone who wanted the pen and who offered him something else. And so he started exchanging one thing for another and soon he became an Internet celebrity. People were queuing up to do business with him.

**Mara:** Right.

**Alan:** [3.3] He got a van, a recording contract, a year in a free apartment in Phoenix, Arizona, and an afternoon with the rock star Alice Cooper.

**Mara:** Amazing!

**Alan:** [3.4] Then he surprised a lot of people by giving up the chance to spend some time with a rock star for a snow globe. You know, one of those little glass things that you shake and it looks as if it's snowing inside.

**Mara:** That was a mistake, surely?

**Alan:** No, because fortunately for Kyle, there was a Hollywood film director who collects snow globes and he was so keen to have this one that he offered Kyle a part in a film.

**Mara:** No!

**Alan:** [3.5] Yes! And that's when the small town of Kipling in Saskatchewan, Canada contacted Kyle.

**Mara:** Why?

**Alan:** The residents had been following Kyle's story on his website and one of the townspeople was desperate to get a part in a film so they offered Kyle a house, an empty house in the town.

**Mara:** And he accepted?

**Alan:** Yes.

**Mara:** What a story! But is it a good book?

**Alan:** It's a great book. First, it shows just what you can do if you have enough enthusiasm and energy, and secondly...

### 3.1 B

It's a true story about how the author turned a paper clip into a house.

B jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że książka przedstawia prawdziwą historię. Z tego samego powodu odpowiedź A jest niepoprawna. Z kolei C nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma informacji o tym, że książka ma być sfilmowana.

### 3.2 C

Kyle MacDonald turned a paper clip into a house and he did it without spending a penny.

C jest poprawną odpowiedzią, ponieważ w nagraniu jest wyraźnie powiedziane, że Kyle nie wydał żadnych pieniędzy; z tego samego powodu A i B nie są poprawnymi odpowiedziami.

### 3.3 C

He got a van, a recording contract, a year in a free apartment in Phoenix, Arizona, and an afternoon with the rock star Alice Cooper.

C jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że Kyle uzyskał możliwość spędzenia popołudnia z Alice'em Cooperem.

A nie jest poprawną odpowiedzią; wprawdzie w nagraniu jest powiedziane, że jedną z rzeczy które Kyle otrzymał był kontrakt nagraniowy, ale nie ma mowy o tym, że byłoby to nagranie z Alice'em Cooperem, jak błędnie podano w pytaniu.

B nie jest poprawną odpowiedzią; wprawdzie w nagraniu jest powiedziane, że Kyle otrzymał apartament w Arizonie, jednak ma mowy o tym, że zamieszkałby tam z Alice'em Cooperem, jak błędnie podano w pytaniu.

### 3.4 C

**Alan:** Then he surprised a lot of people by giving up the chance to spend some time with a rock star for a snow globe. You know, one of those little glass things that you shake and it looks as if it's snowing inside.

**Mara:** That was a mistake, surely?

**Alan:** No, because fortunately for Kyle, there was a Hollywood film director who collects snow globes and he was so keen to have this one that he offered Kyle a part in a film.

C jest poprawną odpowiedzią, ponieważ w nagraniu jest mowa o reżyserze filmowym, któremu bardzo zależało na tej kuli śnieżnej.

A nie jest poprawną odpowiedzią, ponieważ Alan jasno stwierdza, że to nie był błąd.

B nie jest poprawną odpowiedzią; Alan wyjaśnia, że decyzja Kyle'a była wprawdzie zaskakująca, ale nie ma mowy o tym, że wszyscy myśleli, że Kyle zwariował.

### 3.5 B

**Alan:** Yes! And that's when the small town of Kipling in Saskatchewan, Canada contacted Kyle.

**Mara:** Why?

**Alan:** The residents had been following Kyle's story on his website and one of the townspeople was desperate to get a part in a film so they offered Kyle a house, an empty house in the town.

**B** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że jeden z mieszkańców miasteczka bardzo chciał wystąpić w filmie.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie jest powiedziane, że mieszkańcy chcieli, aby film nakręcono w ich mieście, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma mowy o tym, że Kyle pochodzi z Saskatchewan.

### Zadanie 4.

#### 4.1 D

St Andrews is a small town on the east coast of Scotland, which is famous worldwide as the home of golf. But the town is also known around the world for something other than sport. Its university: the oldest in Scotland and the third oldest in the English-speaking world after Oxford and Cambridge.

**D** jest poprawną odpowiedzią, ponieważ St. Andrews jest znane z dwóch powodów: z gry w golfa i uniwersytetu.

#### 4.2 F

It was founded in 1410 and received the approval of the Pope in 1413. By the time it was given royal authorisation in 1532 from King James V of Scotland (the father of Mary, Queen of Scots) the University had already grown considerably and it was to continue to do so during the rest of the 16th century.

**F** jest poprawną odpowiedzią, ponieważ tekst mówi, że uniwersytet otrzymał aprobatę papieża zaraz po założeniu i szybko się rozwinął (czyli cieszył się powodzeniem od samego początku).

#### 4.3 A

However, from the 17th century St Andrews began to decline. (...) During the 19th century, things did not get any better.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że uniwersytet podupadł w okresie od siedemnastego do dziewiętnastego wieku.

#### 4.4 C

This became a centre of medical, scientific and legal excellence and soon the university became popular again, especially amongst the upper classes.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że po założeniu University College w Dundee uczelnia znowu zaczęła odnosić sukcesy oraz stała się modna i popularna.

### 4.5 G

It is usually considered to be one of the top ten universities in the UK and one of the top 100 in the world.

**G** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że uniwersytet St. Andrews ma opinię jednego z najlepszych w Wielkiej Brytanii i na świecie.

### 4.6 B

The university has some strange traditions.

**B** jest poprawną odpowiedzią, ponieważ w tekście opisane są pewne oryginalne tradycje uniwersytetu (m.in. *Raisin Weekend* oraz *the May Dip*).

### Zadanie 5.

#### 5.1 F

In the centre of the room stood the full-length portrait of a young man of extraordinary personal beauty, and in front of it sat the artist himself, Basil Hallward.

Obraz przedstawiał portret nadzwyczajnie pięknej osoby, a nie zwyczajnej, jak błędnie podano w pytaniu.

#### 5.2 T

As the painter looked at the painting, a smile of pleasure passed across his face.

„It is the best thing you have ever done, Basil,” said Lord Henry.

Z opisu sytuacji wynika, że Basil był zadowolony z namalowanego portretu i patrzył na niego z przyjemnością.

#### 5.3 T

"I know you will laugh at me," he replied, "but I really can't exhibit it. I have put too much of myself into it."

Basil mówi, że nie chce, aby obraz był wystawiany publicznie, ponieważ jest zbyt osobisty.

#### 5.4 F

"Too much of yourself in it! I didn't know you were so vain; and I really can't see any similarities between you and this young man."

Henry stwierdza, że nie widzi żadnych podobieństw między Basilem a młodym mężczyzną na obrazie.

#### 5.5 F

Beauty ends where an intellectual expression begins. Intellect destroys the harmony of any face. The moment one sits down to think, one becomes all nose, or all forehead, or something horrible. Look at men in the learned professions. How perfectly ugly they are! Your mysterious young friend never thinks.

Henry uważa, że myślenie niszczy naturalną harmonię twarzy. Uważa, że ludzie, którzy myślą zbyt wiele, *nie* są atrakcyjni fizycznie.

## 5.6 T

"You don't understand me," answered the artist. "Of course I am not like him. I know that perfectly well. Indeed, I should be sorry to look like him. It is better not to be different from one's fellows. Dorian Gray's good looks..."

Basil wyraźnie stwierdził, że nie chciałby wyglądać tak, jak mężczyzna na obrazie.

## 5.7 T

"Yes, that is his name. I had no intention of telling it to you."

Basil stwierdził, że nie zamierzał wyjawiać nazwiska mężczyzny z obrazu; zrobił to przypadkowo.

## 5.8 F

"Oh, I can't explain. When I like people a lot, I never tell their names to any one..."

W tekście jest powiedziane, że Basil nigdy nie wyjawia ludziom imion osób, które lubi; nie ma natomiast mowy o tym, że lubi tylko te osoby, których imion nie zna, jak błędnie podano w pytaniu.

## Zadanie 6.

### 6.1 B

I like my flat. It's in a great area with lots of shops and cafés. And if you look sideways out of the window, you can see the park and the canal. But it is a bit small. A one-bedroom flat with a tiny kitchenette and a bathroom only big enough for one person at a time is not ideal for Kirsty, Amy the baby, Chapman the dog and me; especially since I work at home. So I went online to check out the property market.

**B** jest poprawną odpowiedzią, ponieważ autor wyjaśnia, że jego mieszkanie jest za małe dla całej rodziny.

**A** nie jest poprawną odpowiedzią; wprawdzie autor mówi, że lubi swoje mieszkanie, stwierdza jednak, że jest ono trochę za małe.

**C** nie jest poprawną odpowiedzią, ponieważ autor mówi, że mieszka z żoną (Kirsty), córeczką (Amy) i psem (Chapman), a nie sam, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma mowy o tym, że autor zajmuje się sprzedażą nieruchomości. Tekst wspomina tylko, że autor pracuje z domu.

### 6.2 D

Kirsty has often said she'd like to live in France so I started by looking there. Immediately, I found one place I loved. Only twenty minutes from Paris, a nineteenth-century palace called *Le Palais de Soye*. It was certainly big enough: 1,000 m<sup>2</sup> with a 60,000 m<sup>2</sup> garden! And a swimming pool too. That'll be nice, I said to Kirsty. Then I saw the price: £1.7 million! Oh dear!

**D** jest poprawną odpowiedzią, ponieważ autor powiedział: „Oh dear!”, gdy zobaczył cenę, i postanowił szukać dalej; rozumiemy więc, że pałac był zbyt drogi.

**A** nie jest poprawną odpowiedzią, ponieważ autor pisze, że Kirsty często mówiła, że chciałaby mieszkać we Francji, a nie że nie chciała mieszkać za granicą, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią, ponieważ autor mówi, że

pałac znajduje się w odległości *tylko* dwudziestu minut drogi od Paryża.

**C** nie jest poprawną odpowiedzią, ponieważ autor jasno stwierdza, że pałac na pewno byłby wystarczająco duży.

### 6.3 A

The next place I found was an estate on the Mull of Kintyre in the west of Scotland. It included a nine-bedroom mansion; three thousand hectares of land with a working farm; nine other houses; lots of animals including deer and sheep; and almost fifteen kilometres of beautiful coastline. It used to belong to ex-Beatle Paul McCartney, who wrote a song about it. It sounded lovely. The only problem was it cost £2.95 million. Pity, I thought, Chapman would have liked the sheep.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że do posiadłości należy ziemia o powierzchni trzech tysięcy hektarów oraz funkcjonujące gospodarstwo rolne.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście nie jest powiedziane, że wszystkie budynki na terenie posiadłości były identyczne, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest mowa o piętnastu kilometrach wybrzeża (a nie że posiadłość znajduje się w odległości piętnastu kilometrów od morza).

**D** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że posiadłość należała do Paula McCartneya w przeszłości, ale już do niego nie należy.

### 6.4 C

I didn't think the next place would cost that much. After all, it was just an apartment. OK, it had six bedrooms on two floors. Alright, it was in the exclusive London district of Knightsbridge and it did have a spectacular view over Hyde Park and the Serpentine River, bullet-proof windows, 24-hour room service and security guards. But the price still amazed me. £140 million! You could practically buy the whole of Scotland for that!

**C** jest poprawną odpowiedzią, ponieważ w tekście jest mowa o kuloodpornych oknach i ochroniarzach, więc posiadłość jest dobrze chroniona przed przestępcami.

**A** nie jest poprawną odpowiedzią, ponieważ autor stwierdził, że cena go zdumiała; posiadłość była zdecydowanie za droga.

**B** nie jest poprawną odpowiedzią; w tekście nie ma mowy o tym, że apartament znajduje się na drugim piętrze, jest tylko powiedziane, że jest dwupiętrowy.

**D** nie jest poprawną odpowiedzią, ponieważ autor stwierdza, że za tę cenę można kupić *praktycznie* całą Szkocję (a nie że posiadłość kosztuje więcej niż Szkocja, jak błędnie podano w pytaniu).

### 6.5 C

I began to wonder how expensive homes could be. I found one that cost a billion dollars (£630 million). The richest man in India, Mukesh Ambani, had it built in Mumbai. It's a twenty-seven-storey high building with a ballroom, a fifty-seater cinema and an indoor garden with ceilings high enough for small trees. Helicopters can land on the roof and in the basement there's parking for 160 cars, which must be nice for visitors. It's bigger than the *Palace of Versailles* and needs six hundred employees to keep it clean and tidy. I hope Ambani, his wife and three children find it big enough.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że do utrzymania porządku Mukesh Ambani zatrudnia sześćset osób.

**A** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że dom ma dwadzieścia siedem piętér, a nie że właściciel mieszka na dwudziestym siódmym piętérze, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią; wprawdzie w tekście jest powiedziane, że na dachu domu Ambaniego mogą lądować helikoptery i że posiada on miejsce parkingowe dla 160 samochodów, jednak nie ma mowy o tym, że Ambani posiada kilka helikopterów i 160 samochodów, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ autor mówi, że Ambani ma tylko troje dzieci.

### 6.6 D

I asked Kirsty how much money we had. Then I started looking at properties within our price range. I didn't find much: a two-bedroom semi-detached house out in the suburbs; a country cottage that was falling to pieces; and a city-centre flat that's even smaller than ours. So, I said to Kirsty, 'why don't we spend the money on a holiday? We could go to Scotland. The Mull of Kintyre sounds nice.'

**D** jest poprawną odpowiedzią, ponieważ autor sugeruje, aby wydać pieniądze na wakacje, a nie na dom.

**A** nie jest poprawną odpowiedzią, ponieważ autor sprawdza także nieruchomości, na które go stać (ale nie jest nimi zainteresowany).

**B** nie jest poprawną odpowiedzią; autor wspomina o wiejskim domku, jednak nie decyduje się go kupić, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią; autor sugeruje, aby pojechać do Szkocji na wakacje, a nie aby kupić tam dom, jak błędnie podano w pytaniu.

### Zadanie 7.

<p><b>WORLD HEALTH DAY</b></p> <p>This Saturday in the school sports hall we are hosting an event for the World Health Day</p> <p>You'll be able to:</p> <ul style="list-style-type: none"> <li>– see how blood is tested</li> <li>– have your blood pressure checked</li> <li>– learn what you can do to stay healthy</li> </ul> <p>Our special guests are Dr Smith, our local GP, and Janet Jones who you all know missed last year at school as she was recovering – successfully! – from her illness.</p> <p>I hope to see you all there!</p>	<p>Podaj termin i miejsce imprezy.</p> <p>Przedstaw program imprezy.</p> <p>Napisz, czego się będzie można nauczyć.</p> <p>Przedstaw krótko gości specjalnych imprezy.</p>
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### Zadanie 8.

<p>Dear Mrs Evans,</p> <p>I would like to find out some information about your photography course.</p> <p>What things will be covered in the course and do the students receive a certificate upon the successful completion of the course?</p> <p>Also, what requirements are required to participate in the course and what experience must candidates for the course already have in photography?</p> <p>Could you also let me know how many students there are per group, how many hours of lessons there are per day and the total number of lessons in the course as a whole?</p> <p>Finally, I would like to know the price of the course and where the lessons will take place.</p> <p>Thank you very much for your help.</p> <p>Yours sincerely,</p> <p>XYZ</p>	<p>program kursu i możliwość otrzymania certyfikatu na jego zakończenie</p> <p>wymagane doświadczenie i wielkość grup</p> <p>liczbę godzin zajęć w ciągu dnia i całkowity czas trwania kursu</p> <p>cenę i lokalizację zajęć</p>
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### TEST 7

### Zadanie 1.

**Politician:** Thank you... I am very glad we are meeting here, in San Francisco.

**Politician's assistant:** San Jose...

**Politician:** [1.1] I meant San Jose, of course! I'm glad we are meeting here. This is where my wife comes from! This is where I started my political career. [1.2] This is where I learnt this basic truth: if you really believe in something, you should always follow your dreams! Never give up and you're going to achieve exactly what you want!

I'm here today to announce my... erm... my re-election for candidacy... erm... my candidacy for re-election, that is!

[1.3] I have worked hard over the last six years to proudly represent our state and improve the well-being of its residents. And we have reason to celebrate.

Our state ranks first in job growth for this year and second in income growth! No, wait please... sorry, third, not second... My mistake, ha ha, we've been doing great, folks!

The areas we've been particularly successful in are education and the protection of the environment. Our schools... Oh, it's my phone... I forgot to switch it off... Our schools are... better and safer. Our schools are better and safer, yes... Sorry. [1.4] Our investments in education have brought excellent results: when compared to last year, this year's test scores are higher by nearly a third! What's more, I hear the kids really like going to school now and they don't complain about their school lunches anymore! Well, I did when I went to school...

We have also dealt exceptionally well with environmental issues. We've been working hand-in-hand with the world's top experts in ecology to help us prepare the most efficient program to make our air and water cleaner. It was only last month that a group of our state officials visited Sweden's capital, erm... Pari... erm... Zurich... to discuss ways to limit the emission of carbon dioxide... erm... carbon dioxide, that is!

**Politician's assistant:** [1.5] Sweden's capital is Stockholm, not Zurich.

**Politician:** Oh, is it? Are you sure? Well, I would never have said... Right, my assistant has just told me the capital of Sweden is Stockholm, not Zurich. Thank you, Sarah. Isn't she lovely? My dear fellow state citizens, if you give me another chance and elect me for the next term, I promise...

### 1.1 F

I meant San Jose, of course! I'm glad we are meeting *here*. This is where my wife comes from!

Polityk mówi, że cieszy się, iż spotkanie odbywa się w San Jose, ponieważ stąd pochodzi jego żona.

### 1.2 T

This is where I learnt this basic truth: if you really believe in something, you should always follow your dreams! Never give up and you're going to achieve exactly what you want!

Polityk mówi, że trzeba podążać za swoimi marzeniami, a wtedy osiągnie się dokładnie to, czego się chce. Wierzy, że marzenia mogą się spełniać.

### 1.3 T

I have worked hard over the last six years to proudly represent our state and improve the well-being of its residents.

Polityk wspomina o ostatnich sześciu latach, podczas których reprezentował stan, ma więc już doświadczenie na tym stanowisku.

### 1.4 F

Our investments in education have brought excellent results: when compared to last year, this year's test scores are higher by nearly a third!

Polityk mówi, że wyniki egzaminów w tym roku są o jedną trzecią lepsze, a nie że były lepsze rok wcześniej, jak błędnie podano w pytaniu.

### 1.5 F

**Politician's assistant:** Sweden's capital is Stockholm, not Zurich.

**Politician:** Oh, is it? Are you sure? Well, I would never have said...

Gdy polityk dowiaduje się, jakie miasto jest naprawdę stolicą Szwecji, mamrocze, że nigdy by tak nie powiedział. Nie jest więc prawdą, że po prostu zapomniał – nigdy tego nie wiedział.

## Zadanie 2.

**Presenter:** The topic of the day is of course last night's football game. You keep calling in to share your opinions with us. Here are some of them.

1

Football's coming home, eh? Whoever came up with that one doesn't know a thing about football. I've been supporting England since I was five and I've never seen a worse game in my life. I mean, look at those players. They can't even pass the ball properly! And these blokes represent our country! [2.1] Have you got any idea what kind of money these lads are earning? If they don't even feel like moving, they don't deserve all those millions of pounds! Do you know what I mean?!

2

I feel really sorry for the players, the coach and all the fans. [2.2] Why didn't the referee see that ball cross the goal line? We could have still won it! Well, maybe not, but we still stood a chance. We were robbed again. It just feels awful! People expected so much from this team and now we have to wait another four years. Again!

3

I could see it coming as soon as Germany scored their first goal. 4-1, my goodness! What a shame! I never shared this belief that doing it "the English way" was the best. [2.3] We've been playing "the English way" for the last fifty years and haven't achieved much! It's time to change everything in English football: the education of young players, the training methods, the strategy! It's time we learnt our lesson. And the manager is overpaid, by the way.

4

I wish football had never been invented in the first place, considering what's happened to my husband. [2.4] He hasn't spoken a word to anyone since last night. He didn't go to work today. I'm not even sure if he let his boss know. I've never seen him behave like that. It's only a stupid game! What an awful thing football is! Really!

5

Last night really upset me. I mean, I'm sorry for the team like everyone else, but there's something else... I bet some money on Germany, you see... I never believed they could win. It was just for fun! I won 1,000 pounds... The first time I've won anything in my life. I don't know. [2.5] I should be happy. I suppose. But now I feel really bad about that money.

### 2.1 C

Have you got any idea what kind of money these lads are earning? If they don't even feel like moving, they don't deserve all those millions of pounds!

C jest poprawną odpowiedzią, ponieważ mężczyzna stwierdza, że gracze nie zasługują na tak wielkie sumy pieniędzy, jakie zarabiają.

### 2.2 D

Why didn't the referee see that ball cross the goal line? We could have still won it! Well, maybe not, but we still stood a chance. We were robbed again.

D jest poprawną odpowiedzią, ponieważ mężczyzna stwierdził, że jego drużyna została oszukana przez sędziego – uważa, że to nie była jej wina.

### 2.3 A

We've been playing "the English way" for the last fifty years and haven't achieved much! It's time to change everything in English football: the education of young players, the training methods, the strategy!

A jest poprawną odpowiedzią, ponieważ mówiący stwierdza, że trzeba zmienić stary system, bo od pięćdziesięciu lat nie przyniósł on pozytywnych wyników.

### 2.4 F

He hasn't spoken a word to anyone since last night. He didn't go to work today. I'm not even sure if he let his boss know. I've never seen him behave like that. It's only a stupid game!

Kobieta opisuje zachowanie swojego męża i dodaje, że piłka nożna jest tylko głupią grą. Uważa, że jej mąż zbyt się przejmuje.

### 2.5 B

I should be happy, I suppose. But now I feel really bad about that money.

Mężczyzna stwierdza, że powinien być szczęśliwy, a jednak czuje się źle. Nie jest pewny, czy postąpił właściwie.

## Zadanie 3.

**Presenter:** Good evening, everyone. Glad to have you all with us. On this Special Edition of Jason Miller's *News Focus* we have Jason direct from Abbeville, Louisiana, where he is witnessing one of the greatest natural disasters in American history: Hurricane Rita. Now, Jason, you've seen the terrible damage caused by the hurricane. I imagine it's not a pretty sight?

**Jason:** It's a terrible sight, believe me, Gill. Hundreds of buildings under water and thousands of people trapped on the rooftops of their houses waiting for the emergency relief workers. [3.1] The rescue operation has been going on non-stop for the last twelve hours. I managed to find out that as many as 1500 people had already been evacuated. There are still many more left, though.

**Presenter:** Where are the evacuees being taken to?

**Jason:** [3.2] The evacuees are being transported by helicopter to specially prepared shelters about one hundred kilometres north of Abbeville. The government officials keep repeating: don't come home yet, just stay where you are. However, some people are ignoring this advice and they are coming back to their homes with the hope of collecting their personal belongings that may still be there. This is really very dangerous, so these people should really do what they're being told and wait until the emergency crews have finished doing their work.

**Presenter:** Are you able to say at this point how much damage has been done?

**Jason:** [3.3] It's definitely too early to assess the amount of damage at this point, but one thing we can already say is

that it is the worst hurricane this town has seen for many, many years. It's going to cost millions of dollars to repair all the damage. And that is not going to happen soon.

[3.4] You can see behind me here a popular shopping area with lots of shops, bars and restaurants. They're all close to being completely under water. But this is just one small place.

There are huge numbers of houses that have simply been washed away by the water. And to make things worse, those homes which weren't struck by the hurricane are going to be without electricity tonight. According to the officials, people will have to wait at least twelve more hours for the power to be switched on again.

**Presenter:** Jason, we are carefully following the weather reports. [3.5] It looks like the worst is over.

**Jason:** That's correct. If the rain and the wind continued here, the rescue operations would be much more difficult and they would take much longer.

**Presenter:** Thank you, Jason. That was Jason Miller live from Abbeville, Louisiana. We will be following the events in Abbeville for the next hour, so please don't go away.

### 3.1 C

The rescue operation has been going on non-stop for the last twelve hours. I managed to find out that as many as 1500 people had already been evacuated. There are still many more left, though.

C jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że akcja ratunkowa trwa od dwunastu godzin i będzie kontynuowana, ponieważ ciągle są jeszcze ludzie, którzy powinni zostać ewakuowani. Z tego samego powodu odpowiedzi A i B nie są poprawne (akcja ratunkowa nie została zakończona i ciągle trwa).

### 3.2 A

The evacuees are being transported by helicopter to specially prepared shelters about one hundred kilometres north of Abbeville. The government officials keep repeating: don't come home yet, just stay where you are. However, some people are ignoring this advice and they are coming back to their homes with the hope of collecting their personal belongings that may still be there. This is really very dangerous, so these people should really do what they're being told and wait until the emergency crews have finished doing their work.

A jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że ewakuowane osoby powinny zostać tam, gdzie teraz są, a nie wracać do domów.

B nie jest poprawną odpowiedzią, ponieważ w nagraniu nie wspomniano, że nie ma nadziei na to, że ewakuowane osoby będą mogły kiedyś powrócić do swoich domów.

C nie jest poprawną odpowiedzią; w nagraniu jest powiedziane, że ewakuowane osoby nie powinny wracać do domów po rzeczy osobiste.

### 3.3 C

It's definitely too early to assess the amount of damage at this point, but one thing we can already say is that it is the worst hurricane this town has seen for many, many years. It's going to cost millions of dollars to repair all the damage. And that is not going to happen soon.

**C** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że na razie nie jest możliwe oszacowanie wielkości strat.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że jest to najgorszy huragan, jaki dotknął to miasto od wielu, wielu lat.

**B** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że szkody nie zostaną szybko naprawione.

### 3.4 B

You can see behind me here a popular shopping area with lots of shops, bars and restaurants. They're all close to being completely under water.

**B** jest poprawną odpowiedzią, ponieważ Jason stwierdza, że powierzchnia handlowa jest prawie zupełnie zalana przez wodę.

**A** nie jest poprawną odpowiedzią, ponieważ Jason stwierdza, że powierzchnia handlowa jest *prawie* zupełnie zalana przez wodę, a nie że jest już *całkiem* zalana, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ Jason stwierdza, że powierzchnia handlowa jest prawie zupełnie zalana przez wodę, a nie że raczej nie zostanie zalana, jak błędnie podano w pytaniu.

### 3.5 A

**Presenter:** Jason, we are carefully following the weather reports. It looks like the worst is over.

**Jason:** That's correct.

**A** jest poprawną odpowiedzią, ponieważ reporter zgadza się z prezenterem, że najgorsza pogoda już minęła.

**B** nie jest poprawną odpowiedzią, ponieważ reporter zgadza się z prezenterem, że pogoda się poprawia, a nie że zmieniła się na gorsze, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ reporter zgadza się z prezenterem, że pogoda się poprawia, a nie że nie uległa zmianie, jak błędnie podano w pytaniu.

## Zadanie 4.

### 4.1 E

It achieved remarkable global success mainly thanks to the fantastic script-writing of John Cleese, an ex-member of the world-famous comedy series *Monty Python's Flying Circus* and his then wife Connie Booth, as well as brilliant acting from the cast.

**E** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że scenariusz został napisany przez Johna Cleese'a i Connie Booth, która była wtedy jego żoną.

### 4.2 C

The jokes in *The Vicar of Dibley* are softer and gentler than in other sitcoms.

**C** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że żarty w tym serialu są łagodniejsze niż w innych.

### 4.3 E

It achieved remarkable global success mainly thanks to the fantastic script-writing of John Cleese, an ex-member of the world-famous comedy series *Monty Python's Flying Circus* and his then wife Connie Booth, as well as brilliant acting from the cast.

**E** jest poprawną odpowiedzią, ponieważ w serialu występował John Cleese, znany także z *Latającego Cyrku Monty Pythona*.

**B** nie jest poprawną odpowiedzią, ponieważ Hugh Laurie stał się sławny dopiero później, gdy zaczął grać w serialu *Dr House*.

### 4.4 B

*Blackadder* is set in more than one historical era and follows the misfortunes of Edmund Blackadder (played by Rowan Atkinson), who in each series is a member of a British family present at many important events in British history (from the Middle Ages to World War I).

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że akcja *Czarnej Żmii* rozgrywa się w więcej niż jednym okresie historycznym.

### 4.5 C

The villagers are initially shocked to find out that their vicar is going to be a woman (the Church of England made a historic decision in 1992 and allowed women to become vicars). However, they soon come to like Geraldine, who helps to improve the village.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że mieszkańcy byli początkowo zszokowani, że pastorem będzie kobieta, i polubili ją dopiero po jakimś czasie.

### 4.6 B

Apart from Atkinson, the show also stars Hugh Laurie, who later became hugely popular worldwide thanks to his role of Doctor House.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Hugh Laurie zyskał światową popularność dopiero później, grając w serialu *Dr House*.

### 4.7 D

Set during World War II, *Dad's Army* focuses on the adventures of a group of British soldiers who are totally unprepared for a real war. (...) The show is famous for the brilliant acting and the memorable catch-phrases.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że akcja serialu rozgrywa się podczas II wojny światowej i że jest on znany ze świetnego aktorstwa oraz zapadających w pamięć dialogów.

### 4.8 A

Del and Rodney are continually trying to get rich through doing all sorts of strange business but most of their attempts fail.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że starania bohaterów, aby się wzbogacić, nie przynoszą oczekiwanych rezultatów.

## Zadanie 5.

### 5.1 T

It was no use trying the lift. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours.

W tekście jest powiedziane, że nawet w najlepszym okresie winda rzadko działała. Winston wiedział, że teraz nie działa, ponieważ elektryczność została odcięta.

### 5.2 T

It was one of those pictures which are so arranged that the eyes follow you about when you move.

W tekście jest powiedziane, że plakat został tak zaprojektowany, żeby wydawało się, że oczy widocznej na nim postaci śledzą wszystkie ruchy przechodzących obok osób.

### 5.3 F

The instrument (the telescreen, it was called) could be made less bright, but there was no way of shutting it off completely.

W tekście jest powiedziane, że nie było sposobu, aby zupełnie wyłączyć ekran, można go było tylko trochę przyciemnić.

### 5.4 F

He moved over to the window: a smallish figure, the weakness of his body only emphasised by the blue overalls which were the uniform of the Party.

W tekście jest powiedziane, że Winston wyglądał słabo, a nie zdrowo i energicznie, jak błędnie podano w pytaniu.

### 5.5 T

The telescreen received and transmitted at the same time.

W tekście jest powiedziane, że ekran był jednocześnie odbiornikiem i nadajnikiem (czyli był zaprojektowany tak, aby robić więcej niż jedną rzecz naraz).

### 5.6 F

There was of course no way of knowing whether you were being watched at any given moment.

W tekście jest powiedziane, że nie było sposobu, aby dowiedzieć się, czy akurat w danym momencie byłeś obserwowany przez Policję Myśli.

## Zadanie 6.

### 6.1 A

Williams was born in 1876 in New Zealand. From an early age, his father – a well-educated pastor – trained him in Latin and Ancient Greek. However, like most people his age, Harold was not very keen on studying. It was only at the age of seven when he experienced a strange sensation, which he later described as 'an explosion in his brain', which radically changed his attitude to learning.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że przed ukończeniem siedmiu lat Harold nie interesował się zbyt nauką.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że przed ukończeniem siedmiu lat Harold uczył się łaciny i greki.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold doznał dziwnego uczucia dopiero w wieku siedmiu lat. Nie ma mowy o tym, że już wcześniej miał takie odczucia, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ Harold uczył się łaciny i greki przed ukończeniem siedmiu lat.

### 6.2 B

It was only at the age of seven when he experienced a strange sensation, which he later described as 'an explosion in his brain', which radically changed his attitude to learning. From that time on, his capacity to learn grew to an extraordinary degree. It affected languages in particular. He continued studying Latin while at the same time hungrily acquired other languages. (...) Young Harold spent his pocket money on buying New Testaments in as many languages as he could. By the end of his life he had studied the Bible in twenty-six languages.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że w wieku siedmiu lat Harold doznał dziwnego wrażenia, które pomogło mu w nauce (wtedy właśnie odkrył swój niezwykle talent).

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że kontynuował naukę łaciny.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold czytał Biblię w dwudziestu sześciu językach pod koniec życia, a nie gdy miał siedem lat, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią; pomimo tego, że w tekście jest powiedziane, że Harold wydawał swoje kieszonkowe na kupno tłumaczeń Nowego Testamentu, nie ma mowy o tym, że robił to w wieku siedmiu lat, jak błędnie podano w pytaniu.

### 6.3 D

He listened to his father's advice and became a pastor himself at the age of twenty. It was then that he picked up Polish and Russian. Inspired by his fascination with the Russian writer Leo Tolstoy, Williams decided to set off to Europe to visit the home of the famous writer. However, before going to Russia, he first went to Germany to continue his university education.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold pojechał do Europy, aby odwiedzić Rosję, kraj Lwa Tołstoja.

**A** nie jest poprawną odpowiedzią; pomimo tego, że w tekście jest powiedziane, że Harold odwiedził Niemcy, zanim pojechał do Rosji, nie ma mowy o tym, że był to powód jego wyjazdu do Europy, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią; wprawdzie w tekście jest powiedziane, że Harold został pastorem, jednak nie ma mowy o tym, że to dlatego chciał pojechać do Europy, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że Harold chciał zostać sławnym pisarzem.

6.4 B

However, before going to Russia, he first went to Germany to continue his university education. Harold studied philology, ethnology, philosophy, history and literature and in 1903 gained his PhD in languages. These years as a student were marked by poverty. Harold's grant from New Zealand had quickly run out and he was forced to sell his books and the prizes he had won at school. He also taught English part-time to earn some money.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że podczas pobytu w Niemczech Harold studiował filologię, etnologię, filozofię, historię i literaturę (studiował więc więcej niż jeden przedmiot).

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold musiał sprzedać niektóre swoje książki, a nie że pracował jako sprzedawca książek, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że Harold uczył tylko angielskiego, a nie że uczył więcej niż jednego języka, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold otrzymał stypendium z Nowej Zelandii, które się szybko skończyło, a nie że regularnie otrzymywał pieniądze, jak błędnie podano w pytaniu.

6.5 D

As a result of his study of Slavic languages, Williams became interested in Russia. He quickly started his career as a journalist and soon established himself as an authority on Russian affairs. By 1914 he was already living in Russia. Supposedly, he knew Russian grammar much better than most of his Russian friends.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold był autorytetem w sprawach rosyjskich (wysoko ceniono jego wiedzę na temat Rosji).

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold nauczył się języka fińskiego, gdy mieszkał w Rosji, a nie że nauka języka fińskiego dała mu wiedzę o Rosji, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście nie jest powiedziane, że jego wiedza na temat Rosji zagwarantowała mu pracę dziennikarza.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold wiedział więcej o gramatyce rosyjskiej niż jego rosyjscy przyjaciele, a nie że miał większą od nich wiedzę o Rosji, jak błędnie podano w pytaniu.

6.6 C

Despite a vast knowledge of languages and his great experience in journalism, Williams was unemployed for a few years. In 1921 his luck changed and he was offered a job in *The Times*. He held the position of foreign editor until his early death in 1928.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold był przez kilka lat bezrobotny, pomimo znajomości języków i doświadczenia.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma mowy o tym, że Harold nigdy nie miał w życiu szczęścia.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold miał duże doświadczenie w dziennikarstwie.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Harold pracował w *The Times* aż do swojej śmierci w 1928 roku, a nie że był do tego czasu bezrobotny, jak błędnie podano w pytaniu.

Zadanie 7.

FLAT FOR RENT WANTED	jakiego mieszkania szukasz
I'm looking for a three-bed flat for three foreign students in or around central London or close to a Tube station.	w jakiej lokalizacji powinno się ono znajdować
We're looking to rent it until the summer.	na jak długo chciałbyś/chciałabyś je wynająć
The easiest way to contact me is by mobile, on 123-456-789 or by email: pat.stone@mahoo.com	jak się z tobą skontaktować

Zadanie 8.

Dear Sir/Madam, I am writing from Poland and would like to receive some information about English courses at your college. Could you inform me of the availability of courses for Intermediate level students and what the length of these courses is?	dostępność kursów na twoim poziomie językowym i czas ich trwania
When in Brighton I will be in need of accommodation and would appreciate assistance from your school in finding something suitable. Would it be possible for you to inform me of the available options open to me?	dostępne formy zakwaterowania i szczegółowy program pobytu (np. planowane wycieczki)
Also, could you please send me a detailed description of the course? In particular, I would like to know if there are going to be any trips or social gatherings organised?	termin wplaty zaliczki i możliwość otrzymania pisemnego potwierdzenia rezerwacji
Furthermore, I would like to ask for information on the prices of courses and the available dates. I also need to know when it is necessary to pay the advance for the course and if it's possible to receive written confirmation of my booking.	termin wplaty zaliczki i możliwość otrzymania pisemnego potwierdzenia rezerwacji
Thank you for your assistance in this. Yours faithfully, XYZ	

## Zadanie 1.

**Sue:** It's Wednesday today and it's almost past three, so it's time for *Young Heroes*. Trish, who is this week's hero?

**Trish:** Today we're talking about one of the youngest philanthropists of all time, an American boy named Zach Bonner, who started his charity work when he was only six!

It all started in 2004 when Hurricane Charlie hit Florida, causing serious damage to people's houses. As the underground water pipes were destroyed, a lot of people didn't have any water to drink. When six-year-old Zach learnt about this, he took his toy car – a little red wagon – and went from door to door in his neighbourhood to collect clean water for the victims. Within four months Zach and the non-profit organisation StandUp For Kids managed to collect so many supplies such as snacks, toys and toiletries for homeless people that it took twenty-seven trucks to transport them! [1.1] No one thought it would go that well!

Zach also helped the following year, in 2005, when two other hurricanes – Katrina and Rita – hit the United States. [1.2/1.3] By that time, Zach's mother had helped him set up a charity and named it *The Little Red Wagon Foundation* – after the name Zach had been given by his neighbours when he was collecting a year earlier. The aim of the charity was to help 1.3 million homeless children in the United States.

To date, Zach's foundation has collected a large number of donations. Since 2007, each year Zach has been organising charity walks. [1.4] In 2010 he went on a walk called *The March Across America* that lasted 178 days and covered a distance of 3,978 kilometres!

I'm sure you'd like to know what Zach does apart from his charity work. Well, in his free time he plays baseball, tennis and goes on bike rides with his friends. [1.5] After he completes school, he would like to attend Yale Law School, so that he can work in court!

**Sue:** Thank you, Trish. We hope Zach's dreams come true and that his example will inspire others to help people in need...

## 1.1 T

No one thought it would go that well!

W tekście jest powiedziane, że nikt nie przypuszczał, że tak dobrze pójdzie (akcja Zacha była bardziej udana, niż oczekiwano).

## 1.2 F

By that time, Zach's mother had helped him set up a charity and named it *The Little Red Wagon Foundation* – after the name Zach had been given by his neighbours when he was collecting a year earlier.

W tekście jest powiedziane, że matka pomogła Zachowi założyć fundację charytatywną, natomiast jego sąsiedzi zaproponowali dla niej nazwę.

## 1.3 T

By that time, Zach's mother had helped him set up a charity and named it *The Little Red Wagon Foundation* – after the name Zach had been given by his neighbours when he was collecting a year earlier.

W tekście jest powiedziane, że fundacja została nazwana od imienia nadanego Zachowi przez jego sąsiadów, w czasie kiedy pomagał ofiarom huraganu Charlie.

## 1.4 F

To date, Zach's foundation has collected a large number of donations. Since 2007, each year Zach has been organising charity walks. In 2010 he went on a walk called *The March Across America* that lasted 178 days and covered a distance of 3,978 kilometres!

W tekście jest powiedziane, że Zach wziął udział w marszu charytatywnym w 2010 roku.

## 1.5 T

After he completes school, he would like to attend Yale Law School, so that he can work in court!

W tekście jest powiedziane, że Zach chce studiować prawo, aby potem pracować w sądzie.

## Zadanie 2.

## 1

Do you feel as if your head was about to explode? [2.1] Do the sounds in the office around you make you want to scream in pain? Try *Nixofen*. Unlike other painkillers, it brings immediate relief. Its scientifically proven formula fights the pain right where it starts and removes it fast and effectively. Available in pharmacies. Always read the label.

## 2

**Speaker 1:** Sarah, I love you so much. Will you marry me?

**Speaker 2:** ...Oh, yes!

**Speaker 1:** Sarah?! I thought you'd be happy...

**Speaker 2:** I am happy, Gavin! Of course I will marry you...

**Speaker 3:** [2.2] Don't let your sore throat spoil the best moments of your life. Take *Smoother*. *Smoother*: never be left speechless again.

## 3

[2.3] Not so long ago I had serious problems falling asleep. I would toss and turn in bed for half the night and then feel exhausted the next day. My doctor prescribed me *EasySleep* and now I get a good night's sleep every night! *EasySleep*, with its special combination of herbs, reduces stress and helps you fall asleep easily without leaving you feeling sleepy in the morning.

4

**Speaker 1:** Let me help you with that bag. It looks like it's pretty heavy.

**Speaker 2:** Oh, thank you so much. It's very kind of you.

**Speaker 1:** Oww!

**Speaker 2:** Are you alright?

**Speaker 1:** [2.4] Yes, I'm fine; it's just my back...

**Speaker 3:** Got a problem with aching muscles or bruises?

Try *PainFree Gel*: it removes pain fast and effectively. Rubs in easily.

5

**Speaker 1:** Your long-awaited holidays have finally come. When relaxing on the beach it's easy to fall asleep and forget about the most basic things... like putting on sun cream...

**Speaker 2:** Oww!

**Speaker 1:** [2.5] *FunSunTan*: a high quality sun cream that ensures ultra-high protection against the sun's burning rays while giving you an amazing and safe tan. Apply twenty minutes before going out into the sun; then rub some more in while sunbathing. *FunSunTan*.

## 2.1 C

Do the sounds in the office around you make you want to scream in pain?

C jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że lek ten jest potrzebny, gdy hałas w biurze sprawia, że chce się krzyknąć z bólu.

## 2.2 A

Don't let your sore throat spoil the best moments of your life. Take *Smoother*. *Smoother*: never be left speechless again.

A jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że reklamowany lek pomaga na problemy z chorym gardłem.

## 2.3 D

Not so long ago I had serious problems falling asleep. I would toss and turn in bed for half the night and then feel exhausted the next day. (...) *EasySleep*, with its special combination of herbs, reduces stress and helps you fall asleep easily without leaving you feeling sleepy in the morning.

D jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że lek ten redukuje stres i jest przeznaczony dla tych, którzy rano czują się zmęczeni.

## 2.4 E

**Speaker 1:** Yes, I'm fine; it's just my back...

**Speaker 3:** Got a problem with aching muscles or bruises?

E jest poprawną odpowiedzią, ponieważ mężczyzna ma problemy z plecami i bóle mięśni.

## 2.5 B

*FunSunTan*: a high quality sun cream that ensures ultra-high protection against the sun's burning rays while giving you an amazing and safe tan.

B jest poprawną odpowiedzią; produkt ten jest przeznaczony dla ludzi, którzy mają wrażliwą skórę i którym zdarza się cierpieć z powodu zbyt długiego przebywania na słońcu.

## Zadanie 3.

**Spokesperson:** That was the official statement of the Department for Education on their plans to introduce interactive whiteboards to schools and now the minister will be answering your questions. Yes, the lady at the back and then the gentleman in the second row, please...

**Journalist 1:** Polly Stewart, Radio 5 Live. Mr Smith, how are school students going to benefit from learning based on interactive whiteboards? And my second question is: how much are you going to spend on installing them?

**Minister:** [3.1] To answer your first question: an interactive whiteboard is an exciting new tool that offers pupils a truly unique classroom experience; an experience which will make them more involved in the lessons and help them memorise things better! If we want students to see learning as something authentic, we need to bring technology into the classroom because it's something they're surrounded by outside school. Lessons with an interactive whiteboard can be creative and inspiring. [3.2] To take the example of a Geography class: when learning about climate differences in different parts of the world, pupils can check internet webcams across the world to see some of these places for themselves. Or in a Maths lesson, students can rotate and zoom in or out of different geometrical shapes with the help of an electronic pen. There are endless opportunities to inspire students by integrating audio, video, graphics and animation and making pupils interact with all these elements. I strongly believe the introduction of interactive whiteboards will help the learning process!

As far as your second question is concerned, the installation of a single board is about £2,000. [3.3] We are planning to install the boards in all 2500 schools over the next two years, which means we are going to spend £50 million during that period. And this is the cost of hardware alone. The cost of the software, that is interactive whiteboard programmes for specific school subjects, will have to be covered by the school budgets and local authorities.

**Journalist 2:** Stephen Black, The Daily Newspaper. Mr Smith, how about the teachers: are they ready to start using interactive whiteboards instead of the traditional whiteboards?

**Minister:** Some of them are already using a lot of computer-based materials such as video presentations, so they will be enthusiastic about even more technology entering their classrooms. [3.4] However, there are also traditional teachers who are still sceptical and who will need some basic training in using the interactive whiteboards. And these teachers are still the biggest group. [3.5] The Department for Education is going to provide all the necessary training for the teachers, so there is no reason to worry. What's more, we are going to...

### 3.1 C

To answer your first question: an interactive whiteboard is an exciting new tool that offers pupils a truly unique classroom experience; an experience which will make them more involved in the lessons and help them memorise things better! If we want students to see learning as something authentic, we need to bring technology into the classroom because it's something they're surrounded by outside school.

**C** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że tablice interaktywne sprawią, że uczniowie będą bardziej zaangażowani podczas lekcji i że zmieni się sposób, w jaki postrzegają naukę.

**A** nie jest poprawną odpowiedzią; w nagraniu jest powiedziane, że poza szkołą uczniowie są otoczeni technologią, a nie że tablice interaktywne pomogą uczniom zacząć używać technologii poza szkołą, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią; w nagraniu jest powiedziane, że tablice interaktywne pomogą uczniom w zapamiętywaniu, a nie że uczniowie nie będą już musieli zapamiętywać tak wielu rzeczy, jak błędnie podano w pytaniu.

### 3.2 C

To take the example of a Geography class: when learning about climate differences in different parts of the world, pupils can check internet webcams across the world to see some of these places for themselves. Or in a Maths lesson, students can rotate and zoom in or out of different geometrical shapes with the help of an electronic pen.

**C** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że uczniowie będą mogli porównać to, czego się właśnie uczą, z rzeczywistością.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest tylko podany przykład wykorzystania kamer internetowych na lekcjach geografii; nie jest powiedziane, że uczniowie będą mogli oglądać wszystko, co będą chcieli.

**B** nie jest poprawną odpowiedzią, ponieważ w nagraniu opis sposobu użycia tablic interaktywnych na lekcjach geografii i matematyki różni się. Nie będą używane dokładnie w ten sam sposób, jak błędnie podano w pytaniu.

### 3.3 C

We are planning to install the boards in all 2500 schools over the next two years, which means we are going to spend £50 million during that period. And this is the cost of hardware alone. The cost of the software, that is interactive whiteboard programmes for specific school subjects, will have to be covered by the school budgets and local authorities.

**C** jest poprawną odpowiedzią, ponieważ minister mówi, że koszty oprogramowania zostaną podzielone między szkoły i władze lokalne.

**A** nie jest poprawną odpowiedzią, ponieważ minister mówi, że rząd pokryje tylko koszty zainstalowania tablic interaktywnych, ale nie oprogramowania.

**B** nie jest poprawną odpowiedzią, ponieważ 50 milionów funtów wyniesie instalacja tablic interaktywnych. Koszt oprogramowania nie został podany.

### 3.4 B

However, there are also traditional teachers who are still sceptical and who will need some basic training in using the interactive whiteboards. And these teachers are still the biggest group. The Department for Education is going to provide all the necessary training for the teachers, so there is no reason to worry.

**B** jest poprawną odpowiedzią, ponieważ minister mówi, że tradycyjni nauczyciele stanowią największą grupę i że Ministerstwo Edukacji zapewni im niezbędne szkolenie.

**A** nie jest poprawną odpowiedzią, ponieważ minister mówi, że większość nauczycieli jest sceptycznie nastawiona do tablic interaktywnych.

**C** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma informacji o tym, że nauczyciele nie będą chcieli używać tablic interaktywnych.

### 3.5 C

The Department for Education is going to provide all the necessary training for the teachers, so there is no reason to worry.

**C** jest poprawną odpowiedzią, ponieważ minister prezentuje tylko pozytywne informacje i przekonuje, że nie ma powodów do zmartwień.

**A** nie jest poprawną odpowiedzią, ponieważ minister stwierdza, że nie ma powodu do zmartwień.

**B** nie jest poprawną odpowiedzią; minister jedynie wspomina, że część nauczycieli ma sceptyczne nastawienie do tablic interaktywnych, ale on sam jest nastawiony bardzo pozytywnie.

## Zadanie 4

### 4.1 E

One of many myths about sign languages is that they are the same in every country around the world. It is true that they share some common features, such as certain visual and spatial ways in which words are expressed, but they all have their own unique rules and vocabularies.

**E** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że mitem jest twierdzenie, że języki migowe są na całym świecie takie same. Każdy z nich ma swoje unikalne reguły gramatyczne i słownictwo.

### 4.2 D

Another commonly heard theory that is completely false is that sign languages cannot refer to abstractions. In fact, it is quite the opposite: not only can you tell jokes that have double meaning but you can also create sophisticated poetry. Sign languages have signs for all the abstract concepts found in spoken languages.

D jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że języki migowe dają duże możliwości używania podwójnych znaczeń i odnoszenia się do pojęć abstrakcyjnych (więc nie narzucają żadnych ograniczeń kreatywności).

#### 4.3 C

Furthermore, sign languages are not just visual representations of the words of a spoken language. For example, deaf people do not draw a tree in the air with their hands when they want to say 'a tree', nor do they mime the act of sleeping when they talk about sleeping. There are a lot of gestures which are specific to sign languages only and cannot be easily interpreted.

C jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że języki migowe nie są tylko wizualnym odwzorowaniem języka mówionego.

#### 4.4 A

Besides, it's not only simple gestures with the hands that make up a sign language. Equally important are facial expressions, which are an integral part of communication and can change the meaning of your sign. For example, when a user of American Sign Language makes his or her facial expression intense when signing the word "quiet", he or she means "very quiet".

A jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że w językach migowych używane są nie tylko gesty, lecz także język ciała.

#### 4.5 G

Therefore, learning a sign language is not as easy as it may look. It is just like learning any other foreign language: it takes time and requires a lot of patience. The beginnings can be difficult because there are a lot of signs to learn and many of them are similar to each other. Also, like any other living languages, sign languages are developing all the time.

G jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że nauka języka migowego przypomina naukę języka obcego.

B nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że nauka języka migowego jest *trudna*, a nie łatwa, jak błędnie podano w pytaniu.

#### 4.6 F

Finally, it is not true that sign language is only for deaf people. Researchers have shown that teaching it to hearing children helps their language development. Even when they are still not able to produce vocal speech, babies can often communicate with their parents by using gestures! So it seems quite logical to teach them sign language.

F jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że język migowy może być pożyteczny nie tylko dla niesłyszących – można go także używać, aby porozumiewać się z noworodkami.

## Zadanie 5.

### 5.1 T

But to the surprise of those who took care of it the days passed and it lived and then everyone believed it would be a deformed and crippled creature.

W tekście jest powiedziane, że wszyscy myśleli, że Colin będzie upośledzony.

### 5.2 T

He had not meant to be a bad father, but he had not felt like a father at all.

W tekście jest powiedziane, że pan Craven nie miał zamiaru być złym ojcem, niemniej jednak zdawał sobie sprawę, że nie był dobrym ojcem.

### 5.3 F

"Perhaps I have been all wrong for ten years," he said to himself. "Ten years is a long time. It may be too late to do anything—quite too late."

Pan Craven mówi, że *być może* jest zbyt późno, aby poprawić jego relacje z Colinem, a nie że jest *pewny*, że jest za późno.

### 5.4 F

"Well, sir," Mrs. Medlock answered, "he's—he's different."

Pani Medlock powiedziała, że Colin się zmienił, więc jest to sprzeczne z tym, co podano w pytaniu.

### 5.5 F

Mr. Craven had extended his arms just in time to save the boy from falling, and when he held him away to look at him, he could not believe his eyes.

W tekście jest powiedziane, że pan Craven zatrzymał Colina przed upadkiem, a nie że Colin upadł, a pan Craven go podniósł, jak błędnie podano w pytaniu.

### 5.6 F

And yet to come running—winning a race—perhaps it was even better.

W tekście jest powiedziane, że Colin brał udział wyścigu i dlatego biegł w kierunku pana Cravena.

### 5.7 T

This was not what Colin had expected—this was not what he had planned. He had never thought of such a meeting.

W tekście jest powiedziane, że Colin *nie* spodziewał się, że spotkanie z panem Cravenem będzie wyglądało w ten sposób.

## 5.8 F

He said it all so like a healthy boy—his face was lively, and he was speaking quickly because of his excitement—that Mr. Craven's soul shook with unbelieving joy.

W tekście jest powiedziane, że pan Craven poczuł radość, gdy usłyszał, w jaki sposób Colin mówił, i zobaczył, jak się zachowywał.

## Zadanie 6.

### 6.1 D

We tend to think of chocolate as a sweet created during modern times. But chocolate actually dates back to the ancient peoples of Mesoamerica who enjoyed it as a bitter drink. The tasty secret of the cacao tree, which chocolate is made from, was discovered 2,000 years ago in the tropical rainforests of the Americas.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że czekolada została odkryta w lasach tropikalnych Ameryki.

**A** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że często uważa się, że czekolada została odkryta w czasach współczesnych, ale to nieprawda.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że czekolada została odkryta dwa tysiące lat temu (a nie prawie tysiąc lat temu, jak błędnie podano w pytaniu).

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że czekolada pochodzi z Mezoameryki.

### 6.2 A

The drink was considered so precious that it was initially intended only for the most important people in society: rulers, priests, decorated soldiers and honoured merchants. Chocolate also played a special role in both Maya and Aztec royal and religious events: priests presented cacao seeds as offerings to the gods and served chocolate drinks during sacred ceremonies. Europe's first contact with chocolate came during the conquest of Mexico in 1521. The Spanish recognised the value attached to cacao and followed the Aztec custom of drinking chocolate. Soon afterwards, the Spanish began to transport cacao seeds back home. Slowly they started adding cinnamon and other spices to it and began sweetening it with sugar. They managed to keep their delicious drink a Spanish secret for almost 100 years before the rest of Europe discovered what they were missing. Sweetened chocolate soon became extremely popular.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że początkowo czekoladę spożywali tylko najważniejsi ludzie w społeczeństwie.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że czekolada odgrywała specjalną rolę w wydarzeniach religijnych, a nie że była ważniejsza niż wydarzenia religijne, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że dopiero Hiszpanie zaczęli dodawać cynamon do czekolady; nikt nie robił tego wcześniej.

**D** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że Majowie i Aztekowie podawali czekoladę jako gorzki napój, a nie słodki, jak błędnie podano w pytaniu.

### 6.3 D

Europe's first contact with chocolate came during the conquest of Mexico in 1521. The Spanish recognised the value attached to cacao and followed the Aztec custom of drinking chocolate. Soon afterwards, the Spanish began to transport cacao seeds back home. Slowly they started adding cinnamon and other spices to it and began sweetening it with sugar. (...) Like the Maya and the Aztecs, Europeans developed their own special protocol for the drinking of chocolate. They even designed special porcelain and silver serving sets for chocolate that acted as symbols of wealth and power. (...) Later inventions like the cocoa press made it possible to create smooth, creamy, solid chocolate for eating—not just liquid chocolate for drinking.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Hiszpanie dodawali do czekolady cynamon i inne przyprawy oraz cukier (czyli eksperymentowali z jej smakiem).

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Europejczycy rozwinęli swoje własne zasady picia czekolady.

**B** nie jest poprawną odpowiedzią; zgodnie z tekstem czekoladę zaczęto jeść dopiero w XIX wieku, a nie w czasie pierwszych stu lat po jej odkryciu w 1521 roku, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że Europa importowała czekoladę, a nie że eksportowała ją do Meksyku, jak błędnie podano w pytaniu.

### 6.4 A

Because cacao and sugar were expensive imports, only those with money could afford to drink chocolate. In fact, in France, chocolate was a state monopoly that could be consumed only by the aristocracy. (...) For centuries, chocolate remained a handmade luxury, drunk only by society's upper classes.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że początkowo na czekoladę było stać tylko zamożnych ludzi.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że smak czekolady nie był popularny, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że cała arystokracja mieszkała we Francji, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że czekolada była trudna w transporcie, jak błędnie podano w pytaniu.

### 6.5 B

But by the 1800s, mass production had made it affordable to a much broader public: the steam engine made it possible to grind cacao and to produce large amounts of

chocolate cheaply and quickly. Later inventions like the cocoa press made it possible to create smooth, creamy, solid chocolate for eating—not just liquid chocolate for drinking. New processes and machinery have improved the quality of chocolate and the speed at which it can be produced. However, cacao farming itself remains basically unchanged.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że masowa produkcja i nowe technologie sprawiły, iż czekolada stała się dostępna dla większej liczby ludzi.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że sposób, w jaki uprawiano kakao, prawie nie uległ zmianie.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że czekolada stała się tańsza, a nie droższa, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że użycie nowych technologii sprawiło, że czekolada była spożywana *zarówno* jako napój, *jak i* w postaci tabliczek. W tekście nie ma informacji, że przestano ją pić, jak błędnie podano w pytaniu.

### 6.6 C

Today, additional steps in the processing of cacao have helped to create a variety of new flavours and forms. One thing has not changed, though: chocolate still remains people's favourite sweet. As someone nicely put it: 'I could give up chocolate but I'm not a quitter'.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że jedyną rzeczą, która nie uległa zmianie, jest fakt, że czekolada wciąż pozostaje ulubionym rodzajem słodyczy i jest uwielbiana przez wielu.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że obecnie występuje duża różnorodność smaków i kształtów czekolady, a nie że jest ich tyle samo co wcześniej, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji, że obecnie ludzie częściej rezygnują z jedzenia czekolady, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście jest mowa o wprowadzeniu dodatkowych etapów w sposobie, w jaki kakao jest wytwarzane (a więc proces ten nie jest taki sam jak kiedyś).

### Zadanie 7.

Hi all,	
We're going to watch <b>A Midsummer Night's Dream</b> tonight—one of Shakespeare's comedies.	tytuł i gatunku sztuki
It starts at 7p.m. and lasts a little over two hours.	terminie i długości trwania przedstawienia
There's no dress code but try to avoid jeans and loud T-shirts, OK?	wymaganym stroju
How about we meet in the foyer at 6.30?	godzinie i miejscu zbiórki
See you later!	
XYZ	

### Zadanie 8.

Dear Mrs. Jones,	
Between the 1st and 8th of August I was in Alicante on a trip organised through your travel agent and wish to express my dissatisfaction with the holiday.	Podaj miejsce i termin pobytu.
The charter plane I was on had too few vegetarian meals and I was offered to eat meat or nothing, meaning I arrived at the destination both hungry and offended. Upon landing, our shuttle bus was not ready to take us to the hotel and we had to wait three hours for it. Worst of all was that the hotel was not the one in the brochure, nor was it an equivalent star rating.	Podaj przynajmniej dwa powody, dla których wycieczka nie spełniła twoich oczekiwań.
I expect compensation for this trip; if not a full refund then a replacement trip. Furthermore I would like a letter of apology.	Zaproponuj dwie możliwości rozpatrzenia twojej skargi.
I have been most disappointed by this whole affair and would appreciate a speedy reply to this letter.	Wyraź swoje rozczarowanie i nadzieję na szybką reakcję.
Yours sincerely, XYZ	

### TEST 9

#### Zadanie 1.

**Presenter:** You're listening to the *Terry Cole Breakfast Show* and now it's Jo Cox with the weather. Jo, is there any hope of this awful rain going away?

**Jo Cox:** There certainly is, Terry. [1.1] The heavy rain we have been seeing over the last few days across most of the UK is slowly disappearing, so things should improve in most areas. [1.2] Scotland, Northern Ireland, Northern England, and Wales – that's where the cloud and rain are at the moment but it's moving to the east. So, even if it's still a bit wet this morning, you can expect some sunny periods late this afternoon, although in Northern Ireland it will stay rather cloudy throughout the whole day. 17 to 18 degrees for Glasgow, similar in Belfast, up to 19 degrees in Cardiff. [1.3] Moving on to the Midlands – after a lovely bright start to the day, you may see the rainclouds increasing and can expect some heavy thunderstorms later this evening.

[1.4] East Anglia and the south east – none of the rain is really going to get there, so you can expect a bright and warm day. Temperatures will reach 19 degrees in Ipswich, 20 in Norwich and 21 in London.

[1.5] As for tomorrow's weather, we can expect a lovely sunny day across most of the UK with moderate winds and sunny spells. There might be showers at times but most of the country should stay dry and bright till nightfall. Top temperatures of 19 to 23 degrees.

**Presenter:** Thank you, Jo. The next weather forecast is in half an hour and now it's time for our big story of the day...

### 1.1 T

The heavy rain we have been seeing over the last few days across most of the UK is slowly disappearing, so things should improve in most areas.

Jo mówi, że pogoda się poprawia i ulewne deszcze powoli przechodzą.

### 1.2 F

Scotland, Northern Ireland, Northern England, and Wales – that's where the cloud and rain are at the moment but it's moving to the east. So, even if it's still a bit wet this morning, you can expect some sunny periods late this afternoon, although in Northern Ireland it will stay rather cloudy throughout the whole day.

Jo mówi, że *teraz* jest pochmurno i deszczowo w Szkocji, Irlandii Północnej, Anglii Północnej i Walii, ale dodaje, że we wszystkich tych regionach – oprócz Irlandii Północnej – pojawią się w porze popołudniowej przejaśnienia.

### 1.3 T

Moving on to the Midlands – after a lovely bright start to the day, you may see the rainclouds increasing and can expect some heavy thunderstorms later this evening.

Jo mówi, że w Midlands początkowo będzie słonecznie, ale później wystąpią gwałtowne burze i pogoda ulegnie pogorszeniu.

### 1.4 T

East Anglia and the south east – none of the rain is really going to get there, so you can expect a bright and warm day. Temperatures will reach 19 degrees in Ipswich, 20 in Norwich and 21 in London.

Jo mówi, że w regionach południowo-wschodnich powinno być dziś ciepło i słonecznie.

### 1.5 F

As for tomorrow's weather, we can expect a lovely sunny day across most of the UK with moderate winds and sunny spells. There might be showers at times but most of the country should stay dry and bright till nightfall. Top temperatures of 19 to 23 degrees.

Jo mówi, że jutro pogoda będzie słoneczna z przelotnymi opadami i duża część kraju pozostanie poza strefą opadów. W większości Wielkiej Brytanii nie należy spodziewać się deszczu.

## Zadanie 2

1

[2.1] Well, I spend most of the day running from class to class, so unfortunately I don't really have time to think too much about what I eat. I usually grab something on the go like a slice of pizza or just a chocolate bar if I'm in a real hurry. I often end up stuffing myself with fast food just before bedtime. I don't think this is going to change any time soon. Maybe I'll give it some thought in the future, though.

2

To be honest, I don't like food that much. Perhaps it's because I don't want to put on weight. [2.2] I have to be careful about what I eat if I want to be serious about modelling. So I usually have cornflakes with natural yoghurt for breakfast and a bowl of salad for lunch. I may have another salad later in the afternoon but I often simply skip dinner.

3

A proper diet is everything. [2.3] I go to the gym four times a week and I'm on a ten-week mass building programme at the moment. If I want to see any results, I have to follow a strict diet alongside my rigorous exercise workout: six meals a day, at regular times, all high in protein and carbohydrates. Well, my diet may be a bit monotonous but that's what it takes to look good on the beach!

4

[2.4] I wish I could have regular mealtimes but it's not that easy in my job. I'm often stuck in business meetings that just take hours! I thought I could cheat my body and pretend I don't feel any hunger but this simply doesn't work. When I finally do have a chance to eat something, it's usually one of those late-night business dinners. And then after a big evening meal like that I often can't fall asleep.

5

Oh, we care a lot about proper eating habits in our family. [2.5] Our six o'clock dinners are a ritual! It's when all of us can finally sit down and talk and have something proper to eat. We usually have a nice piece of meat like stewed veal or roast beef. We normally have fruit for dessert. Cakes are only allowed at weekends!

### 2.1 E

Well, I spend most of the day running from class to class, so unfortunately I don't really have time to think too much about what I eat. I usually grab something on the go like a slice of pizza or just a chocolate bar if I'm in a real hurry.

E jest poprawną odpowiedzią, ponieważ z wypowiedzi wynika, że osoba wypowiadająca się w nagraniu nie poświęca zbyt wiele czasu na myślenie o swojej diecie i przygotowywanie posiłków. Pomimo tego, że dostrzeża, iż jej zwyczaj żywienia nie są dobre, nie stwierdza, że chciałaby je zmienić, więc B nie jest poprawną odpowiedzią.

### 2.2 F

I have to be careful about what I eat if I want to be serious about modelling.

F jest poprawną odpowiedzią, ponieważ kobieta stwierdza, że musi uważać na to, co je, jeśli chce zostać modelką, a więc stosuje dietę z powodów zawodowych.

### 2.3 A

I go to the gym four times a week and I'm on a ten-week mass building programme at the moment. If I want to see any results, I have to follow a strict diet alongside my rigorous exercise workout: six meals a day, at regular times, all high in protein and carbohydrates.

**A** jest poprawną odpowiedzią, ponieważ mężczyzna stwierdza, że jest w trakcie dziesięciodniowego programu rozbudowy mięśni i musi w tym czasie przestrzegać rygorystycznej diety.

#### 2.4 B

I wish I could have regular mealtimes but it's not that easy in my job.

**B** jest poprawną odpowiedzią, ponieważ mężczyzna stwierdza, że chciałby jeść regularnie, jednak nie jest to możliwe z powodu jego pracy. Pomimo tego, że wspomina, iż je wieczorami, z jego wypowiedzi wynika, że tego nie lubi, więc **D** nie jest poprawną odpowiedzią.

#### 2.5 C

Our six o'clock dinners are a ritual! It's when all of us can finally sit down and talk and have something proper to eat.

**C** jest poprawną odpowiedzią, ponieważ kobieta mówi, że kolacja to czas, kiedy cała jej rodzina może usiąść razem i porozmawiać.

### Zadanie 3.

**Radio presenter:** Now, would you believe that as many as two billion people in the world suffer from insomnia? With me in the studio is Lauren Owen, a sleep psychologist. Welcome to the studio, Lauren.

**Lauren:** Good afternoon. Pleasure to be here.

**Radio presenter:** Lauren, why do so many people find it difficult to have a good night's sleep?

**Lauren:** [3.1] Well, there are a number of reasons. By far the most frequent one is stress: we tend to analyse our work and personal problems while lying in bed. This certainly doesn't help us to fall asleep! Another thing we often do is to have too many stimulants like coffee or energy drinks – they may help us concentrate better during the day but we shouldn't have too many of them because they're simply bad for you and can lead to serious sleep disorders!

**Presenter:** Right. It's often said that many older people suffer from insomnia. Is this true?

**Lauren:** [3.2] Yes, the older we get, the more we seem to lose our ability to sleep for long periods. This is because of a hormone called melatonin, which helps regulate our sleep. As people get older, they simply produce less melatonin. So, having that in mind, it's easier to understand why so many elderly people have problems falling asleep, wake up early in the morning and go to sleep during the day.

**Presenter:** I see. I can imagine, though, that having too little sleep for a long time can be quite dangerous, can't it?

**Lauren:** Absolutely. [3.3] Insomnia is not harmful if it's only every now and then, in which case our bodies get back to normal with a few hours of extra sleep. If it happens frequently, though, it may have harmful effects on our body such as headaches, stomach aches, memory problems, increased sensitivity to sounds and even seeing things as if they were happening in slow motion...

**Presenter:** Oh, dear. It does sound serious! What can we do, then, to treat insomnia or, even better, to prevent it altogether?

**Lauren:** [3.4] Well, to begin with, we should be aware of a few simple rules of sleep hygiene. For example, we should try to go to bed and get up at the same times every day. It's not advisable to sleep for too long on the weekend, as this deregulates our natural body rhythm. Also, it helps if we associate our bed with sleep, so we should generally avoid reading, eating, watching TV or working in bed. Finally, if we can't fall asleep after more than twenty minutes, it's better to get up, do something and go back to bed some time later rather than tossing and turning in bed for a few hours. We may also like to try such traditional remedies as having a warm bath or drinking a glass of warm milk before going to bed. If the problem doesn't go away, though, you should definitely seek advice from your doctor.

**Presenter:** And how about...

#### 3.1 B

Well, there are a number of reasons. By far the most frequent one is stress: we tend to analyse our work and personal problems while lying in bed. This certainly doesn't help us to fall asleep! Another thing we often do is to have too many stimulants like coffee or energy drinks – they may help us concentrate better during the day but we shouldn't have too many of them because they're simply bad for you and can lead to serious sleep disorders!

**B** jest poprawną odpowiedzią, ponieważ Lauren stwierdza, że środki pobudzające mogą prowadzić do zaburzeń snu.

**A** nie jest poprawną odpowiedzią; Lauren jedynie mówi, że środki pobudzające pomagają ludziom w utrzymaniu koncentracji w ciągu dnia, natomiast nie stwierdza, że mniej ludzi cierpiałoby z powodu bezsenności, jeśli koncentrowaliby się lepiej w ciągu dnia.

**C** nie jest poprawną odpowiedzią; wprawdzie Lauren wspomina o analizowaniu problemów przez ludzi, jednak stwierdza, że może to powodować bezsenność, a nie jej przeciwdziałać.

#### 3.2 B

Yes, the older we get, the more we seem to lose our ability to sleep for long periods. This is because of a hormone called melatonin, which helps regulate our sleep. As people get older, they simply produce less melatonin.

**B** jest poprawną odpowiedzią, ponieważ Lauren mówi, że organizmy starszych osób wytwarzają mniej melatoniny.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że melatonina pomaga starszym ludziom spać dłużej.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że organizmy starszych osób wytwarzają mniej melatoniny, a nie że jest ona wytwarzana tylko przez ludzi w pewnym określonym wieku, jak błędnie podano w pytaniu.

### 3.3 C

Insomnia is not harmful if it's only every now and then, in which case our bodies get back to normal with a few hours of extra sleep. If it happens frequently, though, it may have harmful effects on our body such as headaches, stomach aches, memory problems, increased sensitivity to sounds and even seeing things as if they were happening in slow motion...

**C** jest poprawną odpowiedzią, ponieważ Lauren mówi, że często występująca bezsenność może mieć szkodliwe skutki dla organizmu.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że jedynie okazjonalnie występująca bezsenność może zostać wyleczona poprzez kilka dodatkowych godzin snu; natomiast jeśli występuje często, nie jest to możliwe.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że cierpiący na bezsenność mogą widzieć rzeczy tak, jakby działały się w zwolnionym tempie (a nie szybciej, jak błędnie podano w pytaniu).

### 3.4 C

Well, to begin with, we should be aware of a few simple rules of sleep hygiene. For example, we should try to go to bed and get up at the same times every day. It's not advisable to sleep for too long on the weekend, as this deregulates our natural body rhythm. Also, it helps if we associate our bed with sleep, so we should generally avoid reading, eating, watching TV or working in bed. Finally, if we can't fall asleep after more than twenty minutes, it's better to get up, do something and go back to bed some time later rather than tossing and turning in bed for a few hours. We may also like to try such traditional remedies as having a warm bath or drinking a glass of warm milk before going to bed. If the problem doesn't go away, though, you should definitely seek advice from your doctor.

**C** jest poprawną odpowiedzią, ponieważ Lauren mówi, że powinniśmy być świadomi kilku prostych reguł dotyczących higieny snu i stosować się do nich.

**A** nie jest poprawną odpowiedzią, ponieważ Lauren mówi, że nie należy spać zbyt długo w weekend, ponieważ zakłóca to naturalny rytm organizmu.

**B** nie jest poprawną odpowiedzią, ponieważ Lauren mówi, że wprawdzie można spróbować tradycyjnych środków, ale jeśli nie zadziałają, należy skorzystać z porady lekarza.

### 3.5 B

**B** jest poprawną odpowiedzią, ponieważ nagranie zawiera bardzo dużo informacji o powodach występowania bezsenności i o tym, jaki ma ona na nas wpływ.

**A** nie jest poprawną odpowiedzią; pomimo tego, że w nagraniu jest mowa o bezsenności występującej wśród starszych osób, nie jest to jego głównym tematem.

**C** nie jest poprawną odpowiedzią; w nagraniu jest mowa o medycznych sposobach leczenia bezsenności, jednak jego głównym tematem są powody występowania bezsenności i jej skutki.

## Zadanie 4.

### 4.1 D

You will be taking control of a section of the kitchen and assisting the more senior chefs, as well as helping the development of the junior chefs.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że trzeba będzie pomagać młodszym kucharzom rozwijać ich umiejętności.

### 4.2 C

Our school prides itself on our students' impressive results and a friendly working environment.

**C** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że szkoła jest dumna z osiągnięć uczniów.

### 4.3 B

We offer an extensive skills development programme including seminars and on-the-job training.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że agencja oferuje duże możliwości rozwoju.

### 4.4 B

The ideal candidate will have at least three years' experience in 3D design, and a portfolio that demonstrates his/her animation and graphics skills (e.g. interactive games or other applications).

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że od idealnego kandydata oczekuje się dostarczenia portfolio prezentującego jego/jej zdolności w tworzeniu animacji i grafiki.

### 4.5 E

The key responsibilities include: preparing budgets and financial reports; helping in the preparation of financial accounts and managing a small team of accounts assistants.

**E** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że praca wymaga zarządzania małym zespołem.

### 4.6 A

As an Administrative Assistant with our non-profit charity, your role will involve: scheduling appointments, booking travel and accommodation; dealing with incoming and outgoing mail; meeting and greeting visitors; answering the phone.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że firma jest organizacją charytatywną, nieprzynoszącą zysków.

#### 4.7 A

We offer thirty days holiday, flexible working hours and a friendly working atmosphere.

A jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że firma oferuje elastyczne godziny pracy.

#### 4.8 E

This is an excellent opportunity, offering long-term employment and a great working environment in a central, easy to reach location.

E jest poprawną odpowiedzią, ponieważ w tekście jest wspomniane, że siedziba firmy znajduje się w centrum miasta, więc łatwo do niej dojechać.

### Zadanie 5.

#### 5.1 F

He had, of course, dreamed of battles all his life—of distant and bloody conflicts that had thrilled him with their greatness.

Bohater marzył o bitwach przez całe życie – więc interesował się nimi od dłuższego czasu, a nie dopiero od momentu wybuchu wojny w jego własnym kraju, jak błędnie podano w pytaniu.

#### 5.2 F

But his mother had discouraged him. She did not understand his excitement. She could calmly seat herself and with no difficulty give him many hundreds of reasons why he was more important on the farm than on the field of battle.

W tekście jest powiedziane, że matka chłopca odradzała mu udział w wojnie i chciała, aby pozostał na gospodarstwie.

#### 5.3 T

One night, as he lay in bed, he had heard the voices of people happily talking about a great battle. These voices had made him shake in an ecstasy of excitement. Later, he had gone down to his mother's room and had said: "Ma, I'm going to enlist."

W tekście jest powiedziane, że bohater postanowił zaciągnąć się do wojska, gdy usłyszał ludzi rozmawiających o wielkiej bitwie (to konkretne wydarzenie pomogło mu podjąć decyzję).

#### 5.4 F

Still, she had disappointed him by saying nothing whatever about his returning in glory. He had expected a beautiful scene. He had prepared certain sentences which he thought could be used with touching effect. But her words destroyed his plans.

W tekście jest powiedziane, że reakcja matki rozczarowała bohatera.

#### 5.5 T

Her brown face was covered with tears, and she was shaking.

W tekście jest powiedziane, że twarz matki chłopca była pokryta łzami, a więc była smutna z powodu jego decyzji.

#### 5.6 T

He bowed his head and went on, feeling suddenly ashamed of his plans.

W tekście jest powiedziane, że odchodząc, chłopiec wstydził się swoich planów i decyzji, którą podjął.

### Zadanie 6.

#### 6.1 C

At first glance, it seems like a simple case: we buy a phone and, after some time, one of its parts gets broken. We take the phone back to the phone centre and ask to have it repaired under warranty. As we quickly discover, however, the issue may be more complex than we initially thought. First, the company may insist that it is not one of their phones that we bought, and even if they do eventually agree, they can refuse to send it to the repair centre because of 'data protection'. So, we are left with the broken phone and no right to complain anymore. This is exactly what happened to 39 year-old Kirsten Hey from Edinburgh, who was literally reduced to tears by one of the UK's phone companies.

C jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że procedura reklamacji niesprawnego produktu może być zaskakująco skomplikowana.

A nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że nigdy nie powinniśmy prosić o naprawę naszego telefonu w sklepie, w którym go kupiliśmy.

B nie jest poprawną odpowiedzią, ponieważ w tekście przedstawiony jest przykład kogoś, kto nie otrzymał pomocy w sklepie.

D nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że sami powinniśmy odesłać telefon do centrum napraw.

#### 6.2 C

Kirsten's case is one of a great many examples of Britain's poor customer service. According to the results of a survey carried out in 2006 by the Institute of Customer Service, sixty per cent of respondents said that they would be willing to complain about bad service they experienced, which is ten per cent more than five years earlier. What's more, if the survey was repeated today, that figure would be even higher.

C jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że nastąpiła zmiana stosunku Brytyjczyków do składania reklamacji i obecnie dziesięć procent więcej Brytyjczyków niż w przeszłości byłoby skłonnych to zrobić.

A nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że w przeszłości mniej ludzi niż obecnie składało skargi, a nie że nikt wcześniej tego nie robił, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że więcej Brytyjczyków składa skargi obecnie niż w przeszłości, a więc odwrotnie niż podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że więcej Brytyjczyków składa skargi obecnie niż w przeszłości, a nie że liczba reklamacji utrzymuje się na tym samym poziomie, jak błędnie podano w pytaniu.

### 6.3 D

One of the reasons is the rise in people's expectations. Given the enormous selection of goods and services, we have become more choosy than ever before. Also, the consumerist society we live in promotes the idea of a happy, full life: if we don't feel happy, there must be something wrong and someone to complain to about this.

**D** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że jeśli Brytyjczycy nie czują się zadowoleni i szczęśliwi z produktu lub usługi, to składają reklamację.

**A** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że Brytyjczycy są bardziej wybredni niż w przeszłości i że oczekują większego wyboru produktów i usług.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że brytyjscy konsumenci nie prowadzą szczęśliwego życia.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że brytyjscy konsumenci narzekają na społeczeństwo, w którym żyją.

### 6.4 A

Unfortunately, cutting costs is often taken to extremes: customer service agents often receive poor training and poor salaries and are ordered to follow precise scripts that supposedly list all possible customer questions. What's worse, agents are aware that the faster they can complete a call, the more efficient they are considered to be, whether the customer is really helped or not.

**A** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że specjaliści ds. obsługi klienta zdają sobie sprawę z tego, że będą uważani za bardziej wydajnych, jeśli szybko obsłużą klienta.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że specjaliści ds. obsługi klienta muszą postępować zgodnie z ustalonymi scenariuszami rozmowy (a nie że ich nie używają, jak błędnie podano w pytaniu).

**C** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że specjaliści ds. obsługi klienta nigdy nie pomagają klientom.

**D** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że specjaliści ds. obsługi klienta są często słabo wyszkoleni, a nie że zawsze tak jest, jak błędnie podano w pytaniu.

### 6.5 B

It seems that unless companies end their obsession with reducing costs and don't see the link between customer service and profit, we can't expect much of an improvement.

**B** jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że nie możemy oczekiwać poprawy sytuacji, dopóki firmy nie skończą z obsesją redukcji kosztów, a więc aby polepszyć jakość obsługi klienta, firmy muszą zmienić swój sposób myślenia.

**A** nie jest poprawną odpowiedzią; w tekście jest powiedziane, że firmy mogą osiągnąć większe zyski, jeśli polepszą jakość obsługi klienta, a nie że jakość obsługi klienta polepszy się, jeśli firmy będą osiągać większe zyski, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że firmy powinny zatrudniać mniej specjalistów ds. obsługi klienta.

**D** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że firmy powinny jeszcze bardziej obniżyć koszty, aby polepszyć jakość obsługi klienta.

### 6.6 D

**D** jest poprawną odpowiedzią, ponieważ głównym tematem tekstu jest zmiana stosunku brytyjskich konsumentów do składania reklamacji i zażaleń.

**A** nie jest poprawną odpowiedzią, ponieważ autor krytykuje brytyjskie firmy, a nie brytyjskich konsumentów, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią, ponieważ autor nie zachęca firm do obniżania kosztów; wręcz przeciwnie, sugeruje że ciągle obcinanie kosztów nie jest dobrym rozwiązaniem.

**C** nie jest poprawną odpowiedzią; autor wskazuje, że obecnie brytyjscy konsumenci skarżą się częściej, ale nie zachęca ich, aby robili to jeszcze częściej, jak błędnie podano w pytaniu.

## Zadanie 7.

ATTENTION!	
Yesterday I lost my watch here. ←	określisz, co zgubiłeś/ zgubiłaś
It's rather old with a scratched face and a brown leather strap. ←	opiszesz zgubę
Although it is not very valuable, it is very precious to me as it was a gift from my grandmother. ←	wyjaśnisz, dlaczego zależy ci na odnalezieniu przedmiotu
If anyone has found it, please contact me on 123-456-789. I can of course call back to save you the cost of the call. ←	poinformujesz, jak można się z tobą skontaktować
Thank you!	

## Zadanie 8.

Hi, Bruce!

I'm so happy you'll be coming over to Poland; you know you're always welcome to stay here with us. ←

When exactly are you coming and how long are you staying for? ←

Have you got any plans about the places you'd like to see and what you'd like to do when you're here? ←

Of course you'll want to see Cracow but did you know it's very close to so many interesting places? It's close to Auschwitz, which is really depressing but is also an extremely informative museum. Then there's Wieliczka, ← a historic and very impressive salt mine. And finally it's just a couple of hours from Zakopane, our most famous mountain town!

It's going to be great! I can't wait to see you!

Love,  
Wiola.

Wyraż radość wynikającą z powodu planów kolegi/koleżanki i gotowość ugoszczenia go/jej w swoim domu.

Zapytaj, kiedy i na jak długo przyjedzie.

Zapytaj, jak chciałby/chciałaby spędzić ten czas i jakie miejsca chciałby/chciałaby zwiedzić.

Zaproponuj przynajmniej jedno miejsce, które koniecznie musi zobaczyć podczas pobytu w Polsce, uzasadniając swój wybór.

I have to fill in a six-page document with all the information that they already have. [1.3] The application form comes in an envelope. On it is my name and address. Inside is the application form. The first question is 'what is your name and address?' It is quite absurd.

After completing the form, I see I have to ask someone to sign the back of two passport photographs to verify who I am. They should be signed by someone important in the community like a doctor or a lawyer. Why? Why not the nice lady at the baker's? Or the bus driver who takes me into town in the morning? He's got good eyesight. I could just make up a name and sign the photos myself with my left hand and nobody would ever know. It's pointless.

I sent my application off last week. The passport's not cheap: it cost almost £80. I still haven't received it. [1.5] I checked the form. It says 'we aim to return your passport within 3 weeks. However, that is not guaranteed.' Of course not. The only thing that is guaranteed is that the next time I apply for a passport, I'll have to answer all those stupid questions yet again.

### 1.1 T

All I had to do was tick a box indicating if I wanted the subscription for a period of one, two or three years. They didn't ask me for my name, address or date of birth. Nor did they ask me where I was born, my mother's maiden name, my email address or anything else.

Ralph mówi, że wszystko, co musiał zrobić, aby odnowić prenumeratę czasopisma naukowego, to zaznaczyć jeden kwadracik, a więc było to łatwe.

### 1.2 F

And yet to renew my passport, I have to fill in a six-page document with all the information that they already have.

Ralph mówi, że musi wypełnić jeden 6-stronicowy formularz, aby otrzymać paszport; wspomina wprawdzie o setkach formularzy, które wypełnił, jednak nie dotyczyły one paszportu.

### 1.3 T

The application form comes in an envelope. On it is my name and address. Inside is the application form. The first question is 'what is your name and address?' It is quite absurd.

Ralph mówi, że rząd posiada już wszelkie wymagane do wydania paszportu informacje, choćby dlatego, że Ralph już wcześniej wypełniał setki różnych formularzy oraz ubiegał się o paszport; sytuację, w której rząd zadaje mu pytania, na które zna odpowiedzi, uważa za absurdalną.

### 1.4 F

W nagraniu nie ma informacji o tym, że Ralph decyduje się nie odnawiać paszportu.

## TEST 10

### Zadanie 1.

**Presenter:** Now it's Ralph Emerton with *Reflection for Today...*

**Ralph:** I hate filling in forms with useless information that no one needs or will ever read; especially nowadays in the age of the computer when every detail of your entire life is just one click away on a mouse. But the British Government hasn't realised this as I discovered when I tried to renew my passport.

I have a subscription to an excellent popular science magazine. Last month, the publisher sent me an email. They kindly informed me that my subscription was about to end and politely requested if I would like to renew it. [1.1] All I had to do was tick a box indicating if I wanted the subscription for a period of one, two or three years. They didn't ask me for my name, address or date of birth. Nor did they ask me where I was born, my mother's maiden name, my email address or anything else. Why? Because either it's information they don't need or information they already have on those wonderful inventions called computers. All they need to do is type my name into their computer, and they have everything they need. It is easy, efficient and elegant. Now, why can't it be like that when you want to renew your passport? The government has an incredible amount of information about me. Over the years, I've filled in hundreds of forms telling them every little detail about my family, my studies, my job, my income, my taxes and every other aspect of my life. They have all this information on my driver's licence, my health insurance card and on my last three passports. [1.2] And yet to renew my passport,

## 1.5 F

I checked the form. It says 'we aim to return your passport within 3 weeks. However, that is not guaranteed.'

W formularzu jest podane, że nie ma gwarancji, iż paszport zostanie zwrócony w przeciągu trzech tygodni.

## Zadanie 2.

1

Hi darling. Bad news. The meeting's going to go on until tomorrow so I have to stay another night here. I'm really sorry. [2.1] I know it's your birthday and I said we'd spend it together but there's nothing I can do about it. I've got to stay. I really wish I could come home. I certainly don't want to be here. I want to be with you. I miss you. See you tomorrow evening. Love you.

2

Hello. [2.2] I'm phoning to ask if everything's ready for dinner. I got the crackers at Waitrose's yesterday. They were terribly expensive, but they are good, aren't they? Shall I give Susan a call and remind her to bring the Christmas pudding? And is Scott bringing his girlfriend? I need to know because I want to know how many mince pies to make. I'm sorry to bother you but do call me as soon as you get in, please.

3

Trudy! Where are you? I've been trying to get hold of you on your mobile but it says the number's not available. Have you forgotten to pay your bill again? [2.3] Listen, is it alright with you if we go out tomorrow night instead of tonight? The thing is I've just remembered that tonight is the final of 'Dance till you drop' and I don't want to miss it. Same place, same time, tomorrow, alright? Call me if there's a problem.

4

This is a message for Mr Kevin Nolan. I'm calling on behalf of Mr Harry Fabian. It concerns the money you owe him. Mr Fabian is sorry to tell you that his patience is at an end. [2.4] If you don't pay the full amount by 6 p.m. on New Year's Eve, he will be forced to take action, legal or otherwise, to get his money back. Have a nice day.

5

Martin! Emma here. I still can't believe it. I've won the lottery! It's not the big prize so I can't give up my job or anything. I still have to go to that stupid meeting tomorrow. But it's quite a lot of money. [2.5] I've booked a table for dinner tonight at McCann's. Sorry I didn't call earlier but I couldn't find your number. Everyone's coming. I'd love it if you could come too. It's at 7:30. See you then.

## 2.1 F

I know it's your birthday and I said we'd spend it together but there's nothing I can do about it. I've got to stay. I really wish I could come home. I certainly don't want to be here. I want to be with you.

F jest poprawną odpowiedzią, ponieważ mężczyzna żałuje, że musi zostać w pracy, ale nic nie może na to poradzić. Jest mu smutno z tego powodu, ale nie ma wyjścia.

## 2.2 E

I'm phoning to ask if everything's ready for dinner. I got the crackers at Waitrose's yesterday. They were terribly expensive, but they are good, aren't they? Shall I give Susan a call and remind her to bring the Christmas pudding? And is Scott bringing his girlfriend? I need to know because I want to know how many mince pies to make.

E jest poprawną odpowiedzią, ponieważ kobieta pyta o wiele szczegółów związanych ze świętami Bożego Narodzenia. Pomimo tego, że w nagraniu jest mowa o zapraszaniu osób, kobieta nie zaprasza nikogo w jego trakcie, więc D nie jest poprawną odpowiedzią.

## 2.3 B

Listen, is it alright with you if we go out tomorrow night instead of tonight?

B jest poprawną odpowiedzią, ponieważ kobieta chce przesunąć termin spotkania na wieczór następnego dnia.

## 2.4 C

If you don't pay the full amount by 6 p.m. on New Year's Eve, he will be forced to take action, legal or otherwise, to get his money back.

C jest poprawną odpowiedzią, ponieważ mężczyzna mówi o ostatniej szansie na spłatę długu; grozi, że jeśli jego ultimatum nie zostanie spełnione, będzie musiał podjąć bardziej stanowcze działania.

## 2.5 D

I've booked a table for dinner tonight at McCann's. Sorry I didn't call earlier but I couldn't find your number. Everyone's coming. I'd love it if you could come too. It's at 7:30.

D jest poprawną odpowiedzią, ponieważ kobieta zaprasza Martina na kolację, aby uczcić wygraną na loterii. Wprawdzie przeprosza za to, że nie dzwoniła wcześniej, ale A nie jest poprawną odpowiedzią, ponieważ przeprosiny nie są głównym powodem, dla którego zadzwoniła.

## Zadanie 3

**Charles:** Laura Dekker is a fourteen-year-old Dutch girl who wants to become the youngest person to sail solo around the world. [3.1] Initially, her mother was against the idea, so Laura was placed under the care of the Dutch child protection services. Then her mother changed her mind and Laura was allowed to go on the voyage. In August she sailed with her father to Gibraltar and from there she began to cross the Atlantic on her own. So our question today is how old do you have to be to sail around the world or to climb Mount Everest? To help us answer it, I'm delighted to welcome child psychologist Madeleine McNeill. Hi, Madeleine.

**Madeleine:** Hello, Charles.

**Charles:** Madeleine, why should there be any age limits? If someone wants to do something challenging, why should we stop them just because we think they're too young?

**Madeleine:** [3.2] Well, adults have an obligation to protect children, don't they? I mean, if your seven-year-old son thinks he's Superman and is about to try to fly from a fourth floor window, then I don't think you would just watch him do it.

**Charles:** Of course not. But Laura Dekker is an experienced sailor. I mean, she was actually born on a yacht! She's been sailing since she was a baby! Her parents think she can do it. So what's wrong with it?

**Madeleine:** [3.3] What's right with it? Why not wait until she's sixteen and do it then? What about her education? What about enjoying her childhood? What about the real risk that she's going to die just to break a sporting record?

**Charles:** [3.4] OK, what about Jordan Romero? He became the youngest person ever to climb to the top of Mount Everest when he was only thirteen. But he did it with his father and three Sherpa guides so it wasn't that dangerous, was it?

**Madeleine:** [3.5] You must be joking! Climbing a mountain that high is always dangerous. I'm sorry, but for me that boy's parents are just irresponsible. They let him climb to the top of Mount Kilimanjaro when he was only ten for goodness' sake! That is not right!

### 3.1 B

Initially, her mother was against the idea, so Laura was placed under the care of the Dutch child protection services. Then her mother changed her mind and Laura was allowed to go on the voyage.

**B** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że matka Laury Dekker była początkowo przeciwna pomysłowi, aby jej córka samotnie opłynęła świat.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że matka Laury Dekker była początkowo przeciwna temu pomysłowi, ale potem zmieniła zdanie.

**C** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że matka Laury Dekker była początkowo przeciwna temu pomysłowi, a więc nie była do niego nastawiona entuzjastycznie.

### 3.2 B

Well, adults have an obligation to protect children, don't they? I mean, if your seven-year-old son thinks he's Superman and is about to try to fly from a fourth floor window, then I don't think you would just watch him do it.

**B** jest poprawną odpowiedzią, ponieważ Madeleine McNeill stwierdza, że dorośli mają obowiązek chronienia dzieci oraz powstrzymywania ich od podejmowania niepotrzebnego ryzyka.

**A** nie jest poprawną odpowiedzią, ponieważ Charles wita Madeleine w programie. To Charles jest więc gospodarzem, a Madeleine jego gościem.

**C** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma informacji o tym, że Madeleine ma małe dziecko.

### 3.3 C

What's right with it? Why not wait until she's sixteen and do it then? What about her education? What about enjoying her childhood? What about the real risk that she's going to die just to break a sporting record?

**C** jest poprawną odpowiedzią, ponieważ Madeleine stwierdza, że samotna żegluga dookoła świata nie jest dobrym pomysłem, i kwestionuje powody, dla których Laura Dekker miałaby samotnie opłynąć świat.

**A** nie jest poprawną odpowiedzią; wprawdzie Laura Dekker urodziła się na łodzi, ale w nagraniu nie ma informacji, że powinno to być powodem, dla którego miałaby się wyrząć w samotną podróż dookoła świata.

**B** nie jest poprawną odpowiedzią, ponieważ Madeleine sugeruje, że podróż negatywnie wpłynie na edukację Laury Dekker, a nie stwierdza, że udanie się w podróż byłoby korzystne dla jej edukacji, jak błędnie podano w pytaniu.

### 3.4 A

OK, what about Jordan Romero? He became the youngest person ever to climb to the top of Mount Everest when he was only thirteen. But he did it with his father and three Sherpa guides so it wasn't that dangerous, was it?

**A** jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że Jordan Romero był najmłodszą osobą, która zdobyła Mount Everest.

**B** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że Jordan Romero wspinał się na Mount Everest ze swoim ojcem i trzema przewodnikami, a nie sam, jak błędnie podano w pytaniu.

**C** nie jest poprawną odpowiedzią, ponieważ w nagraniu jest powiedziane, że Jordan Romero miał trzynaście lat, gdy wspiął się na Mount Everest, a nie że był trzynastą najmłodszą osobą, która go zdobyła, jak błędnie podano w pytaniu.

### 3.5 B

You must be joking! Climbing a mountain that high is always dangerous. I'm sorry, but for me that boy's parents are just irresponsible. They let him climb to the top of Mount Kilimanjaro when he was only ten for goodness' sake! That is not right!

**B** jest poprawną odpowiedzią, ponieważ Madeleine mówi, że rodzice Jordana Romero są nieodpowiedzialni, i sugeruje, że nie zajmują się nim odpowiednio.

**A** nie jest poprawną odpowiedzią, ponieważ w nagraniu nie ma informacji o tym, że Madeleine uważa, że Charles jest zabawny. Wprawdzie Madeleine używa słowa „joke”, ale posługuje się nim, aby wyrazić swoje oburzenie za pomocą sformułowania „Chyba żartujesz!”.

**C** nie jest poprawną odpowiedzią, ponieważ Madeleine stwierdza, że nie jest dobre, iż Jordan Romero wspiął się na Kilimandżaro w wieku dziesięciu lat. Uważa, że był na to zbyt młody, a nie że był wystarczająco dorosły, jak błędnie podano w pytaniu.

## Zadanie 4

### 4.1 E

It currently has 1,450 stores, making it the largest fast-food outlet in Britain, ahead of McDonalds, Subway and Costa Coffee.

E jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że Greggs jest największą siecią typu fast food w Wielkiej Brytanii.

### 4.2 F

Greggs started as a family-run bakery in the north-east of England in 1939. It opened its first shop in Gosforth near Newcastle in 1951. In the 1960s it began to expand by taking over other bakeries around the country and now it is by far the largest specialist retail bakery chain in the UK.

F jest poprawną odpowiedzią, ponieważ w tej części tekstu przedstawiona jest krótka historia firmy.

### 4.3 C

The shops sell typical British freshly baked products such as sausage rolls, Cornish pasties, steak pies, cakes, muffins and biscuits; as well as sandwiches, hot and cold filled rolls, soups and drinks. Apart from the lunchtime business, Greggs also sells porridge, croissants and bacon rolls for breakfast. Their shops also offer regional specialities. And products can change according to the time of year. For example at Halloween you can buy cakes decorated with witches and ghosts.

C jest poprawną odpowiedzią, ponieważ w tej części tekstu jest mowa o produktach oferowanych przez firmę.

### 4.4 G

The reason for the company's prosperity is that it bakes its own products in central bakeries around the country and delivers them fresh each day to the shops. This allows it to keep prices low. A chocolate muffin costs 75p; a sausage roll just 56p; and tomato soup with a buttered roll only £1.13. They also offer special lunchtime 'meal deals', e.g. a sandwich, a packet of crisps and a drink for £2.99. These prices compare very favourably with other fast-food outlets.

G jest poprawną odpowiedzią, ponieważ w tej części tekstu podane są powody, dla których firma tak dobrze prosperuje. Wprawdzie wymienione są pozycje z menu sieci, nie są one jednak głównym tematem tej części tekstu; zostały jedynie użyte w celu wyjaśnienia powodów popularności sieci, a więc C nie jest poprawną odpowiedzią.

### 4.5 D

The latest advertising slogan for Greggs is 'The Home of Fresh Baking', which replaced previous slogans such as 'Ready when you are' and 'Got To Get To Greggs'. Actress

and model Milla Jovovich loves Greggs food and has said that she would be willing to be the 'face of Greggs' in a publicity campaign. The company, however, uses its own employees in advertisements and so far has not contacted the actress.

D jest poprawną odpowiedzią, ponieważ w tej części tekstu jest mowa o marketingu i reklamie.

### 4.6 A

But how healthy is the food at Greggs? When Channel 4 carried out an investigation of all high-street fast-food retailers, Greggs was found to have the highest levels of fat in its products.

A jest poprawną odpowiedzią, ponieważ w tekście jest powiedziane, że produkty oferowane przez sieć Greggs zawierają więcej tłuszczu niż produkty konkurencji.

## Zadanie 5.

### 5.1 F

It was the first day of Mma Makutsi's promotion to assistant detective, and Mma Ramotswe had just explained to her that although she was now a private detective she still had secretarial duties.

Mma Ramotswe objaśnia mmie Makutsi, na czym będzie polegała jej praca, a więc to ona jest szefową mmie Makutsi, a nie odwrotnie, jak błędnie podano w pytaniu.

### 5.2 F

'I can't employ both a secretary and an assistant,' she said. 'This is a small agency. I do not make a big profit. You know that. You send out the bills.'

W tekście jest powiedziane, że mma Ramotswe nie może zatrudnić zarówno sekretarki, jak i asystentki. Firma *nie* zatrudni więc dwóch nowych osób.

### 5.3 T

She was dressed in her smartest dress, and she had done something to her hair, which was standing on end in little points.

W tekście jest powiedziane, że mma Makutsi założyła swoją najbardziej elegancką sukienkę i miała nową fryzurę – chciała więc wyglądać elegancko.

### 5.4 T

Mma Ramotswe shook her head. 'I have not changed my mind,' she said. 'You are an assistant private detective. But somebody has to do the typing, don't they? So you're still a secretary too.'

Mma Ramotswe mówi, że mma Makutsi jest teraz zastępcą prywatnego detektywa, ale ciągle pozostaje sekretarką. Zajmuje więc w firmie dwa stanowiska.

### 5.5 F

The actual management of cases was to be her own responsibility. But wasn't it selfish to keep the clients to herself? How could anybody start a career if those at the top kept all the interesting work for themselves? 'Yes,' she said quietly, 'You can have your own clients.'

Pomimo wątpliwości mma Ramotswe decyduje się przekazać mmie Makotsi część odpowiedzialności za klientów.

### 5.6 T

'That is quite fair,' said Mma Makutsi. 'Thank you, Mma. I do not want to run before I can walk. They told us that at the Botswana Secretarial College.'

Mma Makutsi mówi o tym, czego nauczyła się w szkole dla sekretarek – a więc uczyła się, aby zostać sekretarką.

### 5.7 T

'That's a good philosophy,' said Mma Ramotswe. 'Many young people these days have not been taught that. They want the big jobs right away. They want to start at the top, with lots of money and a big car.'

Mma Ramotswe stwierdza, że wiele młodych osób chce od razu dostać pracę na wysokich stanowiskach, uważa więc, że są niecierpliwi.

### 5.8 T

'You will still make the tea,' she said firmly. 'You have always done that very well.' 'I am very happy to do that,' said Mma Makutsi, smiling. 'There is no reason why an assistant private detective cannot make tea when there is nobody more junior to do it.'

Gdy mma Ramotswe prosi mmę Makutsi, aby zrobiła herbatę, mma Makutsi mówi, że zrobi to z przyjemnością.

## Zadanie 6

### 6.1 D

Why not go camping? I thought. It could be fun, and it certainly wasn't expensive. I'd only ever been camping once before, when I was a teenager. On the first day I'd got hopelessly lost, been unable to put my tent up and ended up in a cave waiting for the mountain rescue team.

**D** jest poprawną odpowiedzią, ponieważ autor stwierdza, że mogłaby to być dobra zabawa, a do tego niedroga.

**A** nie jest poprawną odpowiedzią, ponieważ autor mówi, że już raz wcześniej wybrał się na kemping, a nie że nigdy tego nie robił, jak błędnie podano w pytaniu.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że autor zdecydował się na kemping, ponieważ brakowało mu pieniędzy.

**C** nie jest poprawną odpowiedzią, ponieważ autor mówi, że podczas ostatniej wyprawy kempingowej miał problemy, a nie że miał z niej dobre doświadczenia, jak błędnie podano w pytaniu.

### 6.2 A

I bought a tent, a sleeping bag, an air mattress and an electric torch for less than the cost of one night in a hotel. I packed my rucksack and checked off everything on my list. I was ready. Nothing could go wrong.

As soon as I walked into the campsite, I realised I had forgotten something. It was dinner time and my fellow campers were all sitting outside their tents, camper vans and caravans cooking sausages in frying pans on little blue camping stoves. I didn't have a camping stove. Or a frying pan. Or any sausages. Never mind, I could eat at the local pub. It was only three miles away.

**A** jest poprawną odpowiedzią, ponieważ autor mówi o tym, że przygotował listę rzeczy do wzięcia, poszedł na zakupy i spakował się.

**B** nie jest poprawną odpowiedzią, ponieważ autor był pewien, że wszystko pójdzie dobrze.

**C** nie jest poprawną odpowiedzią, ponieważ autor przyjechał na kemping w porze obiadowej, a nie rano, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią, ponieważ autor zdecydował się zjeść w pubie, dopiero gdy zdał sobie sprawę, że zapomniał niektórych rzeczy.

### 6.3 C

First, I had to put up my tent. Unfortunately the instructions were not very clear. In fact, they were impossible to understand. As for the pictures, I wasn't even sure which way up to hold them. But after an hour, the tent was up.

**C** jest poprawną odpowiedzią, ponieważ autor mówi, że po godzinie udało mu się postawić namiot.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że autor nie mógł znaleźć instrukcji.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście jest mowa o problemach, jakie autor miał z postawieniem namiotu – a więc nie było to dla niego łatwe.

**D** nie jest poprawną odpowiedzią, ponieważ autor, pomimo problemów, zdołał postawić namiot.

### 6.4 B

After my meal, which was excellent, I realised something. It gets very dark in the country at night. I could hardly see a thing. It was a good thing I'd bought that torch. It was just a pity I'd left it in the tent. It took me almost two hours to get back to the campsite. I was cold, I had mud up to my knees and I was hungry again.

**B** jest poprawną odpowiedzią; autor miał problemy w drodze powrotnej, ponieważ było ciemno, a on nie zabrał z namiotu latarki.

**A** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma mowy o tym, że autor zjadł zbyt dużo.

**C** nie jest poprawną odpowiedzią; powrót na kemping zajął autorowi dużo czasu, gdyż zapomniał on latarki z namiotu, a nie dlatego, że latarka nie działała, jak błędnie podano w pytaniu.

**D** nie jest poprawną odpowiedzią; wprawdzie autor stwierdził, że było mu zimno, nie mówił jednak, że było to powodem, dla którego powrót na kemping zajął mu dużo czasu, jak błędnie podano w pytaniu.

6.5 B

I woke up in the middle of the night feeling thirsty. My back ached because my inflatable mattress had lost its air. It was raining heavily outside. Unfortunately, it was also raining inside the tent. The bottom of my sleeping bag was totally wet. I didn't sleep for the rest of that night.

**B** jest poprawną odpowiedzią, ponieważ autor wymienił kilka rzeczy, które poszły w nocy nie tak, jak trzeba.

**A** nie jest poprawną odpowiedzią, ponieważ kilka rzeczy poszło w nocy nie tak, jak trzeba.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że to właśnie odgłos deszczu obudził autora.

**D** nie jest poprawną odpowiedzią; autor wprawdzie wspomina, że jego śpiwór był mokry, jednak nie ma informacji o tym, że to on wylał na niego wodę, jak błędnie podano w pytaniu.

6.6 D

The next night was much better, however. I was warm, dry, comfortable and I slept well. I woke up to the smell of frying bacon. Camping isn't so bad, I thought, it's just not for me. So I got up, got dressed, closed the door behind me, went downstairs, walked through the reception area to the dining room and sat down to eat my breakfast.

**D** jest poprawną odpowiedzią, ponieważ autor podaje informacje o budynku (jego drzwiach, schodach, jadalni i recepcji), które sugerują, że jest w hotelu, a nie na kempingu.

**A** nie jest poprawną odpowiedzią, ponieważ autor spędził następną noc w hotelu, a nie pod namiotem.

**B** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że następną noc autor spędził na wsi.

**C** nie jest poprawną odpowiedzią, ponieważ w tekście nie ma informacji o tym, że następną noc autor spędził na lepszym kempingu.

Zadanie 7.

Room to rent in the centre of town.	Napisz, w jakiej okolicy znajduje się twoje mieszkanie. Poinformuj, ile wynosi czynsz. Określ swoje cechy charakteru. Określ cechy charakteru współlokatora, którego szukasz.
The rent is £250 a week.	
I'm quite laid back and like parties but like to have peace and quiet during the week so I can study.	
My ideal flatmate would be someone I can socialise with but who is responsible, too.	
XYZ	

Zadanie 8

Dear Sir/Madam,	Powołaj się na przeczytany tekst, podając jego temat i datę publikacji. Przypomnij pogląd wyrażony przez autora artykułu i sformułuj swoją opinię. Podaj przynajmniej dwa argumenty uzasadniające twoją opinię. Poproś o opublikowanie listu i wyraż zainteresowanie opiniami innych czytelników.
I read in your journal on 8th May an article by John Jackson in which he writes that young people today have a low level of culture because we do not take part in the higher spheres of cultural life.	
Although I cannot disagree with what Mr Jackson says about young people not attending the opera or the ballet, has it ever occurred to him that people singing and crying for three hours or men dancing in tights and little shoes is really very silly?	
He thinks that these art forms are more important than television talent shows but his failure to see how much interaction takes place during watching television today shows that he quite simply doesn't understand the modern world at all.	
I would appreciate it if you could print my letter and I would like to know what other readers think about this.	
Yours faithfully, XYZ	

**1 CZŁOWIEK**

- 1  
**On your head** baseball cap, hat, hood  
**On your feet** boots, high heels, sandals, socks, trainers  
**On your hands** gloves  
**Below the waist** boxer shorts, jeans, shorts, skirt, swimming trunks, trousers  
**From your neck to your waist** anorak, blouse, coat, jacket, jumper, shirt, sweatshirt  
**Around your neck** scarf, tie
- 2  
 1 in 2 of 3 of 4 on, on 5 from 6 up 7 up 8 on, at
- 3  
 a5 b7 c8 d5 e1 f1 g2 h3 i2 j6 k6 l7 m3 n4 o8 p4
- 4  
 1 unfriendly 2 dishonest 3 disloyal 4 immature 5 impatient  
 6 impolite 7 irresponsible 8 unreliable 9 insensitive 10 intolerant
- 5  
 A 1 tall 2 built 3 shoulders 4 arms 5 legs 6 feet 7 tattoo 8 neck  
 9 waist 10 tanned 11 looking 12 freckles 13 ears 14 attractive  
 B 1 curly 2 hair 3 face 4 eyes 5 eyelashes 6 nose 7 mouth 8 lips  
 9 teeth 10 skin 11 make-up 12 overweight 13 slim/slender 14 early  
 15 like  
 C 1 middle 2 late 3 younger 4 wrinkles 5 length 6 grey 7 bald 8 pony  
 9 beard 10 moustache 11 hands 12 fingers 13 scar 14 forehead

**2 DOM**

- 1  
 1 detached 2 garage 3 doorbell 4 front 5 gate 6 driveway  
 7 bedroom 8 upstairs 9 mattress 10 table 11 pillow 12 wardrobe  
 13 bulb 14 lamp 15 bedside 16 heating 17 hall 18 player 19 living  
 20 coffee 21 sofa 22 armchair 23 bookcase 24 separate 25 stairs  
 26 washing 27 garden 28 back 29 teapot 30 windowsill 31 lawn
- 2  
 A feel at home, get home, lock the door, pay the rent, share a flat  
 B do the washing up, move house, pay in advance, tidy your bedroom,  
 vacuum the floor
- 3  
 1 renovated/refurbished 2 fitted 3 floor 4 tower 5 town 6 views  
 7 suburbs 8 fully 9 neighbourhood 10 cottage 11 location 12 village
- 4  
 1 fridge 2 freezer 3 shelf 4 cupboard 5 cutlery 5 microwave 6 plants

**3 SZKOŁA**

- 1  
**School subjects** biology, chemistry, foreign languages, geography,  
 history, maths, P.E.  
**Classroom objects** desk, duster, folder, interactive whiteboard, pencil  
 case, rubber, ruler  
**Places in a school** canteen, corridor, gymnasium, lab, library,  
 playground, staff room
- 2  
 1 b, d, g 2 b, d, f, g 3 c, h 4 a 5 c, e, h
- 3  
 1 get a degree 2 get into a good university 3 graduate from university  
 4 hand in an essay to the teacher 5 leave school 6 make a mistake  
 7 mark exams and homework 8 take a break
- 4  
 1 sat 2 hard 3 test 4 heart 5 paper 6 marks 7 result 8 fail/failed  
 9 passed 10 learn 11 make 12 cheat 13 chat 14 part 15 best  
 16 punctual 17 miss 18 absent 19 well 20 intelligent 21 memorise  
 22 grade 23 homework 24 progress 25 essays 26 term 27 retake  
 28 unfair

**4 PRACA**

- 1  
 a mechanic b accountant c lawyer d hairdresser e dentist f nurse  
 g teacher h pilot i security guard j sales rep k farmer l musician  
 m firefighter n TV presenter o beautician p babysitter  
 1 b, c 2 e, f 3 h, j 4 l, n 5 d, o 6 g, p 7 a, k 8 i, m

- 2  
 1 CV 2 personal details 3 qualifications 4 work experience 5 job  
 centre 6 advertisements 7 apply for 8 candidate 9 employment  
 10 current 11 fill in 12 job interview
- 3  
 1 full-time 2 temporary 3 the minimum wage 4 overtime 5 for  
 6 fringe benefits 7 experience 8 references
- 4  
 1 paid 2 hard 3 work 4 did 5 promoted 6 rise 7 bonus 8 hours 9 time  
 10 on 11 part 12 went 13 redundant 14 for 15 crisis 16 unemployment  
 17 got 18 prospects 19 working 20 per 21 out 22 strike 23 fired  
 24 unemployed 25 living 26 business 27 employed 28 earn 29 off 30 give

**5 ŻYCIE RODZINNE I TOWARZYSKIE**

- 1  
 1 daughter 2 mother 3 mum 4 sister 5 grandmother 6 aunt 7 niece  
 8 wife 9 girlfriend 10 cousin
- 2  
 1 great-grandparents 2 grandson 3 grandfather 4 orphan 5 only  
 6 twins 7 fiancé 8 ex-wife 9 stepmother 10 half-brother
- 3  
 1 have 2 get 3 go 4 play 5 take 6 make 7 do
- 4  
 Sample answer: 1 be born 2 grow up 3 fall in love 4 get engaged  
 5 get married 6 have a baby 7 bring up children 8 become middle-  
 aged 9 retire 10 die
- 5  
 1 childhood 2 generation 3 death 4 youth 5 gathering 6 celebrations  
 7 reception 8 entertainment 9 relationship 10 argument
- 6  
 1 attracted 2 out 3 for 4 enjoyed 5 walk 6 clubbing 7 free 8 fun  
 9 forward 10 party 11 dress 12 row 13 with 14 split 15 fall  
 16 broken 17 up 18 honeymoon

**6 ŻYWIENIE**

- 1  
 Products suitable for vegetarians: *apricot, baked beans, biscuits,  
 breakfast cereal, butter, cabbage, cheese, cherry, garlic, grapes, lettuce,  
 mushrooms, noodles, parsley, peach.* Some vegetarians will also eat *cod,  
 herring and salmon.*
- 2  
 1 sugar 2 cucumber 3 brown bread 4 vinegar 5 carrot 6 lemon  
 7 beer 8 sweetcorn 9 smelly 10 fatty
- 3  
 1 sweet tooth 2 appetite 3 watch, diet 4 hot, spicy 5 rare, medium  
 6 packed 7 put on 8 book, table 9 fast-food 10 canteen
- 4  
 1 bag 2 bar 3 bottle 4 box 5 can 6 carton 7 glass 8 jar 9 packet
- 5  
 1 Peel 2 chop 3 Heat 4 frying pan 5 fry 6 Add 7 teaspoon 8 boil  
 9 chopped 10 Melt 11 saucepan 12 pour 13 mixture 14 Stir  
 15 Season 16 dish 17 grated 18 oven 19 Serve

**7 ZAKUPY I USŁUGI**

- 1  
 1 fishmonger's 2 hairdresser's 3 florist's/flower shop 4 chemist's 5 furniture  
 6 sports 7 bakery 8 garage 9 butcher's 10 stationer's 11 newsagent's  
 12 greengrocer's 13 bank 14 delicatessen 15 day care centre
- 2  
 1 brand name 2 chain store 3 checkout assistant 4 department store  
 5 farmers' market 6 fashion label 7 fitting room 8 food court 9 off-  
 licence 10 petrol station 11 PIN number 12 post office 13 range of  
 products 14 shopping centre
- 3  
**Dialogue 1:** 1 return 2 faulty 3 work 4 keeps 5 missing 6 exchange  
 7 refund 8 manager 9 make 10 receipt  
**Dialogue 2:** 1 help 2 just 3 for 4 right 5 too 6 try 7 changing  
 8 fits 9 fashionable 10 suits 11 matches 12 expensive 13 on 14 off  
 15 reduced 16 bargain 17 designer 18 price 19 accessories 20 offer  
 21 brands 22 discount

4

1 society 2 latest 3 logos 4 pressure 5 makes 6 slogans 7 advertising  
8 posters 9 campaigns 10 hoardings 11 jingles 12 leaflet 13 services  
14 profits 15 consumerism

## 8 PODRÓŻOWANIE I TURYSTYKA

1

1 boat 2 motorbike 3 coach 4 van 5 ferry 6 bicycle 7 lorry 8 taxi  
9 plane 10 underground The secret word is 'travelling'.

2

1 airlines 2 flights 3 by rail 4 journey 5 return 6 book 7 airport 8 check  
in 9 board 10 security 11 gate 12 station 13 platform 14 luggage

3

1 book 2 make 3 catch 4 miss 5 go 6 get/are 7 travel 8 Get into  
9 get on 10 get off

4

1 driving 2 rucksack 3 hitchhiking 4 lift 5 jam 6 flat 7 passenger  
8 set 9 light 10 down 11 run 12 station 13 on 14 speed 15 junction  
16 Give 17 over 18 pedestrian 19 crossing 20 lane 21 pavement  
22 crashed 23 accident 24 fine 25 speeding

## 9 KULTURA

1

1 drawing 2 exhibition 3 landscapes 4 gallery 5 oil paintings  
6 photographer 7 self-portrait 8 sculpture 9 still life 10 work of art

2

1 director 2 Award 3 fiction 4 thriller 5 tells 6 acting 7 known  
8 comedian 9 part 10 role 11 cast 12 dialogues 13 screenplay  
14 soundtrack 15 effects 16 worth 17 make 18 shot

3

1 novel 2 set 3 based 4 character 5 plot 6 chapters 7 entertaining 8 fiction  
9 collection 10 Nobel Prize 11 literature 12 make 13 recommend

4

1 on 2 group 3 concert 4 hit 5 play 6 rehearse 7 live 8 stage 9 band  
10 festival 11 recording 12 released 13 album 14 charts 15 tour  
16 star 17 series 18 guitarist 19 composes 20 lyrics 21 venue

## 10 SPORT

1

1 tennis player, court 2 boxer, ring 3 footballer/football player, pitch  
4 swimmer, pool 5 skater, ice rink 6 skier, ski slope 7 golfer, course

2

a football boots (3) b gloves (2) c goggles (4) d golf club (7)  
e racket (1) skates (5) g ski suit (6)

3

1 badminton 2 squash 3 hockey 4 volleyball 5 baseball 6 rugby  
7 archery 8 basketball 9 marathon 10 relay race

4

1 won 2 beat 3 broke 4 lost 5 work 6 do 7 take 8 go

5

1 competitions 2 contestant 3 opponent(s) 4 sporting 5 division  
6 spectators 7 goalkeeper 8 gymnastics 9 outdoor 10 Weightlifting

6

1 training 2 medal 3 Championships 4 Games 5 rivals 6 track  
7 athletes 8 race 9 give 10 live 11 cheering 12 lead 13 sprinted  
14 supporters 15 gold 16 set 17 test 18 disqualify 19 podium  
20 champion

## 11 ZDROWIE

1

1e 2h 3b 4d 5j 6i 7a 8g 9c 10f

2

**Disabilities** blind, deaf, dumb, mentally disabled

**Diseases and illnesses** cancer, jaundice, measles, mumps, pneumonia,  
stroke

**Symptoms** dizziness, fast pulse, rash, swollen tonsils, vomiting

**Treatments** band-aid, injection, operation, painkillers, plaster cast

**Medical staff** GP, nurse, physiotherapist, specialist, surgeon

3

1 to 2 attack 3 temperature 4 out 5 toothache 6 upset 7 sighted  
8 in 9 hard 10 overdose 11 twist

4

1 feel 2 hurt 3 make 4 carry 5 lost 6 suffer 7 breathe 8 recover  
9 take, avoid, cut down 10 keep, take, follow

5

1 matter 2 ill 3 nose 4 had 5 coughing 6 headache 7 shivering 8 fatal  
9 examination 10 stethoscope 11 take 12 thermometer 13 wrong  
14 flu 15 give 16 medicine 17 rest 18 liquids 19 cure 20 get

## 12 NAUKA I TECHNIKA

1

1d 2e 3c 4f 5a 6b 7g

2

a archaeologist b biologist c chemist d engineer e geneticist  
f linguist g psychologist

3

1 element 2 device 3 programmer 4 modified 5 system 6 engine  
7 connection 8 outer 9 life 10 control 11 networking 12 data

4

1 crashed 2 downloaded 3 program 4 deleting 5 screen 6 error  
7 virus 8 surfing 9 back up 10 data 11 pendrive 12 hard 13 memory  
14 lost 15 email 16 laptop 17 click 18 reboot

5

1 in 2 out 3 made 4 did 5 experiments 6 conclusion 7 reject  
8 scientific 9 findings 10 records 11 research 12 confirmed  
13 invented 14 invention 15 in

## 13 ŚWIAT PRZYRODY

1

**Baby animals** kitten, puppy, lamb

**Reptiles** iguana, lizard, snake

**Farm animals** cow, bull, goat, sheep

**Birds** parrot, duck, stork

**Wild animals** deer, fox, squirrel, wolf

**Sea animals** dolphin, whale

**Insects** ant, butterfly, cockroach

2

1 waves 2 cave 3 stream 4 desert 5 forest 6 field 7 sandy 8 hill 9 valley  
The secret word is 'waterfall'.

3

1 rain 2 pollution 3 climate 4 fumes 5 greenhouse 6 layer/hole  
7 energy 8 petrol 9 wind 10 power

4

1 mild 2 stormy 3 strong 4 wet 5 up 6 showers 7 mist 8 showery  
9 sunny 10 skies 11 clouds 12 chilly 13 degrees 14 zero 15 snow  
16 frost 17 icy 18 warm

5

1 protect 2 friendly 3 sources 4 power 5 harmful 6 wildlife 7 extinction  
8 rainforests 9 warming 10 polar 11 rise 12 recycle 13 save

## 14 PAŃSTWO I SPOŁECZEŃSTWO

1

**Crimes** arson, kidnapping, mugging, murder, pickpocketing, rape,  
smuggling, vandalism

**In court** defence, judge, jury, lawyer, prosecution, testify, witness

**Punishments** community service, death penalty, fine, prison sentence,  
six-months ban

2

1 terrorist 2 Homelessness 3 discrimination 4 robbery 5 shoplifting  
6 theft 7 burglary 8 poverty 9 fingerprints 10 defendant  
11 imprisonment 12 punishment

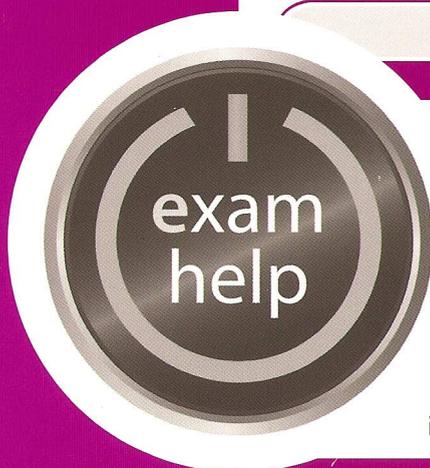
3

1 gained/won 2 invest 3 solve 4 break 5 committed 6 arrested  
7 accused 8 sentenced 9 released 10 broke

4

1 political 2 civil 3 politician 4 member 5 local 6 town hall  
7 Mayor 8 general 9 MP 10 prime 11 the Cabinet 12 opinion polls  
13 minister 14 leader 15 majority 16 head of state 17 constitutional  
monarchy 18 referendum 19 won 20 president 21 human rights  
22 political system

# WYJĄTKOWE POŁĄCZENIE PODRĘCZNIKA I REPETYTORIUM – SPRAWDZONA FORMUŁA W NOWEJ ODSŁONIE!



## S T R U K T U R A   K S I A Ź K I

### CZĘŚĆ REFERENCYJNA

- Aktualne informacje o formacie matury obowiązującym od 2012 r.
- Wskazówki egzaminacyjne z doskonałymi je ćwiczeniami
- Wzory tekstów użytkowych

### CZĘŚĆ TEMATYCZNA

- Słownictwo z zakresu 14 tematów maturalnych
- *Banki słów* nagrane w formacie MP3 na płycie dołączonej do publikacji
- Przygotowanie do egzaminu w ćwiczeniach typu: *Trening maturalny* i *Zadanie maturalne*

### CZĘŚĆ GRAMATYCZNA

- Powtórzenie struktur gramatycznych
- Objaśnienia w języku polskim
- Ćwiczenia pokazujące, jak wykorzystać daną strukturę na egzaminie ustnym

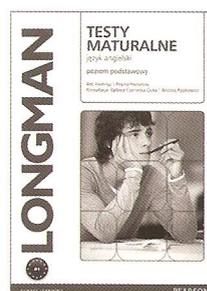
### PLUS



Nagrania tematycznych *Banków słów* oraz tekstów do ćwiczeń sprawdzających umiejętność rozumienia ze słuchu w formacie MP3 dla każdego ucznia.

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ISBN 978-83-7600-369-6



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