**Imię i nazwisko: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Wynik: \_\_\_\_\_\_\_\_ /50 Czas: 40 minut  
  
Zadanie 1 (5 punktów / \_\_\_\_\_\_\_ )  
Zakreśl poprawną formę: A lub B.**Przykład: Sorry, but I didn’t \_\_\_\_ your name. **A** take **B** catch

1 Giraffes are big \_\_\_\_ . **A** reptiles **B** mammals

2 Some factories pollute rivers with \_\_\_\_ substances. **A** harmful **B** harmless

3 I’d like to see a coral \_\_\_\_ one day. **A** rhino **B** reef

4 There are no green \_\_\_\_ on that tree. **A** tails **B** leaves

5 Last night I watched a documentary about a volcanic \_\_\_\_\_ . **A** eruption **B** avalanche

**Zadanie 2 (5 punktów / \_\_\_\_\_\_\_ )   
Uzupełnij luki w zdaniach wyrazami z ramki. Podano dwa wyrazy dodatkowo.**

**about about away ~~for~~ in of on up**

Przykład: We’re looking \_*for*­\_ new houses for stray cats.

1. We should care \_\_\_\_ the environment.
2. Don’t leave rubbish \_\_\_\_ the grass.
3. People mustn’t throw \_\_\_\_\_ any toxic rubbish.
4. I’m worried \_\_\_\_\_\_ global warming.
5. I prefer to watch animals \_\_\_\_\_\_ the wild than in the zoo.

**Zadanie 3 (10 punktów / \_\_\_\_\_\_\_ )  
Uzupełnij zdania, wykorzystując w odpowiedniej formie podane wyrazy.**

Przykład: You can observe fascinating *seasonal* changes going on in nature. **SEASON**   
1 Carbon dioxide is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for humans. **DANGER**

2 It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . Put on that warm jacket. **FREEZE**

3 I can’t see anything because it’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  **FOG**

4 I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ days. I feel great when the sun shines. **SUN**

5 I’ve never been to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ part of Poland. **EAST**

6 In autumn, there are a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ days in Poland. **RAIN**

7 It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ today. Let’s make a snowman. **SNOW**

8 The sky is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ . I think it’s going to rain. **CLOUD**

9 A lot of animals are in danger of \_\_\_\_\_\_\_\_\_\_\_\_ . **EXTINCT**

10 We must stop \_\_\_\_\_\_\_\_\_\_\_\_\_\_ hunting. **LEGAL**

**Zadanie 4 (5 punktów / \_\_\_\_\_\_\_ )**

**Przetłumacz fragmenty zdań w nawiasach na język angielski.**

Przykład: (**Mam żółwia**) *I have had a tortoise* for two years.

1. (**Nie mogłam ci pomóc**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because I was preparing for a Biology test.
2. This weekend they (**idą**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the ZOO.
3. (**Nie wyprowadzę**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my dog now. It’s raining.
4. (**Nie wolno zanieczyszczać**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the environment.
5. (**Czy będziecie mogli powstrzymać**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CO2 emissions?

**Zadanie 5 (10 punktów / \_\_\_\_\_\_\_ )  
Uzupełnij luki zgodnie z treścią zdań wyjściowych. W każdą lukę możesz wpisać maksymalnie cztery  
wyrazy.**

Przykład: We must limit pollution. **TO** We *have to limit* pollution.

1. Is their plan to use wind power? **GOING**   
   Are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in wind power?
2. It’s necessary for them to recycle rubbish. **HAVE**   
   They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rubbish.
3. We have decided to plant a tree this weekend. **ARE**   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a tree this weekend.
4. You aren’t allowed to make a fire here. **MUST**   
   You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a fire here.
5. Is it necessary for us to protect endangered species?  **HAVE**   
   Do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ protect endangered species?

**Zadanie 6 (5 punktów / \_\_\_\_\_\_\_ )  
Przeczytaj tekst, a następnie uzupełnij luki w zdaniach 1–5 właściwymi informacjami. Luki należy uzupełnić w języku angielskim.**

|  |
| --- |
| **HOW GREEN ARE WE?**  Meet the Smiths. Like any average British family, they produce 23 kg of rubbish every week. Every year the amount of rubbish they produce grows by 4 per cent. We asked the family to keep their rubbish for a week in order to find out what they were throwing away. They were shocked when they saw the contents of their weekly rubbish bins on the kitchen table. ‘We didn’t realise we throw away so much.’ When we told them that 60 per cent of that rubbish could be recycled, they decided to start doing it immediately. The town in which they live has had a recycling programme for all the citizens for a few years now. They can put materials such as paper, cans, bottles and old clothes into special recycling banks in the streets. Thanks to the programme, the amount of household waste recycled has gone from 7 to 14 per cent. |

1. The Smiths are a typical family from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
2. Weekly, the family produces \_\_\_\_\_\_\_\_\_\_\_\_\_ kg of rubbish.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ per cent of the rubbish they produce can’t be recycled.
4. The Smiths put their rubbish into recycling bins which aren’t in their house but \_\_\_\_\_\_\_\_\_\_\_\_\_ .
5. Thanks to the programme, recycling is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ than before, which is good.

**Zadanie 7 (10 punktów / \_\_\_\_\_\_\_ )**

**Twoja klasa planuje zająć się zbiórką śmieci w pobliskim parku. Przygotuj wpis na forum lokalnej grupy ekologicznej, w którym:**

* przedstawisz swoją akcję,
* opiszesz plan zbiórki śmieci,
* zaprosisz innych do działania na rzecz lokalnego środowiska.

Limit słów: 50-120.