Zadanie 1. (0–5)

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

1.1. What was in the parcel?

A.



B.



C.

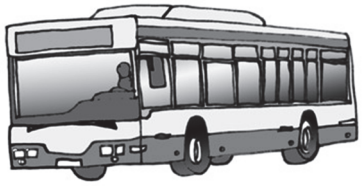


1.2. How is Jack going to get to school tomorrow?

A.



B.

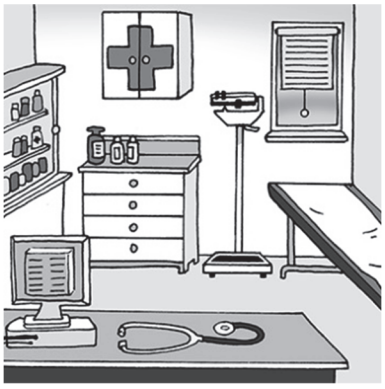


C.



1.3. Where is the girl calling from?

A.



B.



C.



1.4. The girl

A. offers James some help.

B. invites James to a party.

C. asks James to agree to something.

1.5. What is the boy talking about?

A. a play he saw at the theatre

B. a film somebody recommended to him

C. a book he read for school

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi związane z wizytą w ogrodzie zoologicznym. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (2.1.–2.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.
Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

A. I was scared by a noise when I was looking at some animals.

B. I was surprised by what an animal was doing.

C. I really enjoyed a film shown at the zoo.

D. While visiting the zoo, I did a written task.

E. I couldn't see something I was interested in.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi dotyczące czytania książek (3.1.–3.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli.
Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

A. Oh, thank you. It was easier than I expected.

B. Why don't you take a detective story with you?

C. You're welcome. I'm glad you liked it.

D. Oh, really? I need to congratulate him then.

E. You may be right, but I prefer historical novels.

3.1.	3.2.	3.3.	3.4.

Zadanie 4. (0–3)

Usłyszysz dwukrotnie rozmowę przyjaciół na temat wyjazdu na mecz piłki nożnej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 4.1.–4.3. w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.



The boy's dad wants to park the car next to **4.1.** _____,

so they need to leave home early.

After the match, they are going to have **4.2.** _____ for lunch.

A ticket for someone under 16 costs **4.3.** _____ pounds.

Źródło: computerweekly.com

Zadanie 5. (0–4)

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

5.1. Kolega chce pójść do kina na film, który Ci się nie podobał. Jak mu to odradzisz?

A. Don't waste your time on it.

B. I can't go and see it with you.

C. You aren't allowed to watch it.

5.2. Chcesz poczęstować koleżankę tortem. Co powiesz?

A. Thanks a lot.

B. The same to you.

C. Help yourself.

5.3. Rozmawiasz z przyjaciółmi o koncercie, na którym niedawno byliście. Jak wyrazisz swoją opinię o nim?

A. That would be great.

B. I really enjoyed it.

C. It's nice to hear about it.

5.4. Podczas dyskusji z kolegą chcesz przyznać mu rację. Co powiesz?

A. You can't be serious.

B. You're right.

C. You should agree with me.

Zadanie 6. (0–2)

Uzupełnij dialogi. Wpisz w każdą lukę (6.1.–6.2.) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.
Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

X: Where is Tom from?

Y: He **6.1.** (**born**) _____ in Spain, but he lives in London.

X: Brian, **6.2.** (**borrow**) _____ your scooter this afternoon?

Y: Sure, but don't let anyone else use it!

Zadanie 7. (0–4)

Przeczytaj teksty. W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

SARAH'S BLOG

Last month I took part in a cooking competition at my school! We had to send in a recipe for our favourite after-school snack. The recipes didn't have to be original: they could be our family recipes or something we had found in a cookbook. I decided to send in a recipe for a toasted sandwich. It's a snack I saw on a TV cooking programme. The judges liked it and I was invited to make it in the school cafeteria last Friday. I didn't get into the top three, but I had a lot of fun. And now the really great thing: Tom Burns, the celebrity chef, was one of the judges and he talked to me during the event. He said he really liked my sandwich!

7.1. In the cooking competition, Sarah

A. met a famous person.

B. won the first prize.

C. made a snack from her family cookbook.

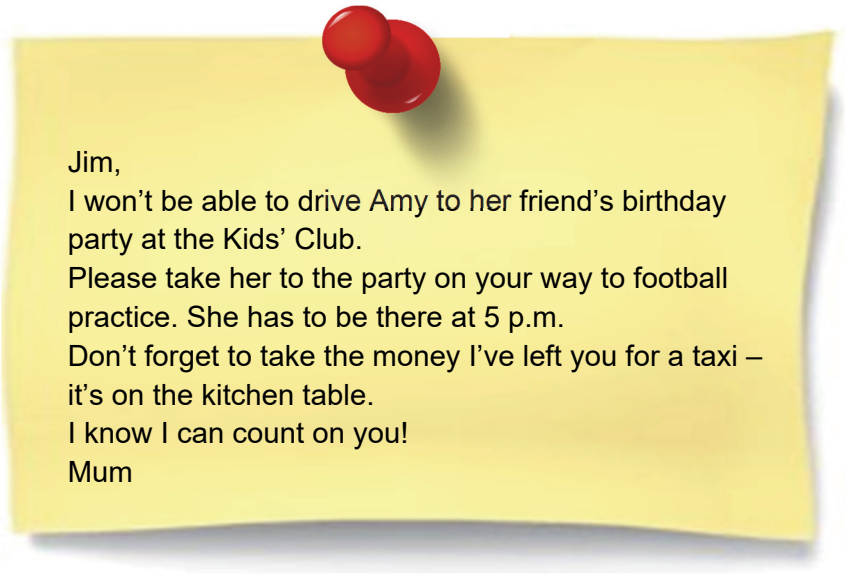
No matter what you are going to celebrate, we'll help you make it unforgettable. For example, it's your brother's birthday and you don't know what to get him. Why don't you buy a personalised present? We have lots of things to choose from. The most popular are flash drives and power banks. But we also offer mugs, bags, calendars, etc. Just select a product and we will add your photo or text. A few clicks and it's done!

7.2. This advertisement is for someone who wants to

A. learn how to make a gadget.

B. give someone a special gift.

C. find a place to organize a birthday party.



Jim,
I won't be able to drive Amy to her friend's birthday party at the Kids' Club.
Please take her to the party on your way to football practice. She has to be there at 5 p.m.
Don't forget to take the money I've left you for a taxi – it's on the kitchen table.
I know I can count on you!
Mum

7.3. Mum wrote the note to

A. thank Jim for his help.

B. encourage Jim to go to training.

C. give Jim some instructions.

Holly's World Episode 13

Holly discovers that *Calico*, her grandma's café, is going out of business because a new shopping centre has opened nearby and customers just don't come to *Calico* anymore. The café was a special place because it brought people from the village together. To help her grandma, Holly decides to organize a singing competition at the café. Will customers choose the café or the shopping centre?

7.4. Episode 13 of *Holly's World* is about

A. an event organized at the shopping centre.

B. Holly's idea how to make her grandma's café popular again.

C. Holly's work as a waitress in *Calico*.

Zadanie 8. (0–3)

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (8.1.–8.3.) literę, którą oznaczono brakujące zdanie (A–D), tak aby otrzymać spójny i logiczny tekst.
Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

DISCOVERY IN A CHIMNEY*

While renovating a house in Surrey, a builder made an interesting discovery in an unused chimney. **8.1.** _____ In it, a 7-year-old boy called Tom asked Santa Claus to bring him a few coloured pencils and a woollen hat. The builder was surprised at how little the boy had asked for, especially compared to what kids today want for Christmas. **8.2.** _____ Tom – now an old man – read his own letter on the internet and phoned the builder. During their conversation, it turned out that young Tom had never got the presents. So the builder decided to make Tom's childhood dream come true. He gave the old man a huge box of coloured pencils and a nice woollen hat. When Tom saw the presents, he was really happy. **8.3.** _____ "But I'll keep the hat," he said smiling. "It will remind me that dreams can come true."

Na podstawie: www.newsinlevels.com

* **Chimney** – komin.

A. He decided to give his new pencils to a boy from a poor family he knew.
B. The old man never met the builder, but decided to write a letter to him.
C. It was a dirty old envelope which contained a 70-year-old letter.
D. To show how much times have changed, he posted a photo of the letter online.

Zadanie 9. (0–4)

Przeczytaj opisy trzech statków (A–C) oraz zdania 9.1.–9.4. Do każdego zdania dopasuj właściwy opis. Wpisz rozwiązania do tabeli.
<u>Uwaga!</u> Jeden z opisów pasuje do dwóch zdań.



MUSEUM SHIPS

A.	The ***Cutty Sark***, the fastest sailing ship of its time, has been visited by thousands of tourists since it was opened to the public in 1954. In 2007 the deck was damaged by fire, but fortunately most of the ship's original structure was saved. On board you will meet people dressed up as characters from the ship's past and hear their fascinating stories about the everyday activities of the ship's crew during their long journeys.

B.	The ***Mary Rose*** was King Henry VIII's famous flagship, named after his sister Mary. In 1545, during the war against France, it sank near the English coast. The ship lay underwater for over 400 years. In October 1982, a special machine lifted the *Mary Rose* out of the sea. The event was watched live on television by 60 million people worldwide. The ship and all the objects found in it can be admired in the Mary Rose Museum located in Portsmouth.

C.	The ***Golden Hinde*** was the ship on which Sir Francis Drake sailed around the world between 1577 and 1580. It was originally known as the *Pelican*, but Drake renamed it. When it returned to Britain, the ship was put on public display in London. It remained there for 70 years until it was destroyed by wind, rain and water. In 1973 another *Golden Hinde* was built using traditional methods. It looks just like the one Drake sailed on. Through various practical activities on board, visitors can experience the life of a 16th-century sailor.

Na podstawie: www.rmg.co.uk; www.maryrose.org; www.goldenhinde.co.uk
Źródło: thetudorials.com

9.1.	On this ship, people in historical costumes talk about life at sea.	
9.2.	This ship's name was changed.	
9.3.	This ship was raised from the bottom of the sea.	
9.4.	A copy was made of this ship.	

Zadanie 10. (0–3)

Przeczytaj teksty 1. i 2. Uzupełnij w e-mailu Ani luki 10.1.–10.3. zgodnie z treścią tekstów, tak aby jak najbardziej precyzyjnie oddać sens podanych informacji. Luki należy uzupełnić w języku polskim.

Tekst 1.

EXCELLENT THEATRE EXPERIENCE!

King's Cross Theatre, London
★★★★ *'Unbeatable. A delightful production' Evening Standard*

This is a wonderful adaptation of Edith Nesbit's classic novel *The Railway Children*, performed on a stage built in an unused part of a real railway station.

At the beginning of the play we meet Bobbie, Peter and Phyllis in their comfortable London house. When their father suddenly disappears, they have to move to the country to live in a much smaller house near a railway station. Their mother writes stories to earn money for the family. The children spend a lot of their free time at the station, where they discover new and exciting things about trains. However, the mystery remains − where is their father? To find out, come and see the play!

There are amazing special effects, and in the last scene a real old steam train comes onto the stage!

Na podstawie: www.londontheatredirect.com

Tekst 2.



Mike
16 March, 2.34 p.m.

I decided to go and see *The Railway Children* with my cousin. The tickets were quite expensive, but it was worth it. The real steam train was an absolute hit! After the play we were able to get inside it! Then we visited a bookshop in the main hall of the train station, which offered books at half price.

Źródło: raisingteenstoday.com

Wiadomość ☒

Od:	anna@mail.com
Do:	marek@mail.com
Temat:	Przedstawienie

Cześć Marku!

Zarezerwowałam właśnie bilety na przedstawienie, na które chciałabym Cię zabrać, kiedy przyjedziesz do Londynu. Jest ono niezwykłe, bo scena teatralna znajduje się w nieużywanej części **10.1.** _____.

Sztuka jest adaptacją znanej książki. Główni bohaterowie to trójka dzieci, które muszą opuścić swój dom w mieście i zamieszkać na wsi, po tym jak nagle **10.2.** _____. Warto obejrzeć tę sztukę, żeby poznać rozwiązanie tej tajemnicy.

Czytałam opinie kilku widzów i wszyscy są zachwyceni. Jedna z osób napisała też, że po przedstawieniu można było **10.3.** _____ ze zniżką.

Ania

Zadanie 11. (0–3)

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki.

Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. let	**B.** largest	**C.** give	**D.** fastest	**E.** every	**F.** at

A FURRY CHAMPION

Meet Paris, the cutest dog goalkeeper in the world. She's a 12-year-old Beagle with a special talent for football. She's really good at catching footballs with her front paws. In fact, last year she broke the Guinness World Record for the **11.1.** _____ number of footballs caught by a dog in one minute. Her owner says that Paris practises for 15 minutes **11.2.** _____ afternoon. She doesn't train longer than that, as her owner doesn't want her to get bored.

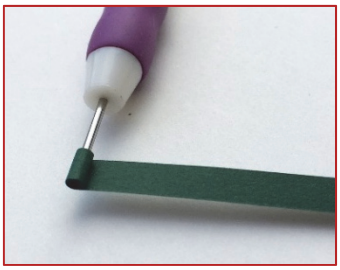
Can your dog do similar tricks? If so, **11.3.** _____ us know in the comments below!



Na podstawie: www.dogtime.com
Źródło: pl.pinterest.com

Zadanie 12. (0–3)

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.–12.3. Zakreśl jedną z liter: A, B albo C.





QUILLING – ART FOR EVERYONE

If you want to give someone a unique present, try quilling. This is a way of **12.1.** _____ lovely “pictures” from coloured strips of paper which you stick to a paper board. Quilling is quite cheap. It’s enough to have strips of paper in various colours, scissors, glue and two metal tools for holding the strips of paper and giving **12.2.** _____ the shapes you want. All these things can be bought in an ordinary stationery shop, where you buy your exercise books and pens for school. Quilling may be difficult **12.3.** _____, but with a little practice, you can become a real artist.

Źródło: quillingcards.net; loveart.pl; www.amazon.in

12.1.

A. created
B. creating
C. create

12.2.

A. them
B. their
C. they

12.3.

A. at all
B. at first
C. at last

Zadanie 13. (0–3)

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.
Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

13.1. Where (*widziałeś*) _____ Tom yesterday?

13.2. I often use (*rower mojego brata*) _____

to go to the supermarket.

13.3. Excuse me, these trousers are not (*wystarczająco długie*) _____

_____ for me. Can I try on another pair?

Zadanie 14. (0–10)

Właśnie wróciłeś/wróciłaś z zagranicznej wycieczki szkolnej. W e-mailu do kolegi poznanego za granicą:

- **wyjaśnij, dlaczego uważasz wycieczkę za udaną**
- **napisz, jaki problem Twoja grupa miała w drodze powrotnej**
- **zaproś kolegę do siebie i zaproponuj, jak spędzicie wolny czas.**

*Napisz swoją wypowiedź w języku angielskim. Podpisz się jako **XYZ**.*
***Rozwiń** swoją wypowiedź w każdym z trzech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 50 do 120 wyrazów** (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność **pełnego** przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.*

