


LISTENING

1  41 Usłyszysz dwukrotnie pięć tekstów. Na podstawie usłyszanych informacji w zadaniach 1–5 z podanych odpowiedzi (A–C) wybierz właściwą.

1 What's the weather going to be like tomorrow?

A



B



C



2 What problem do they choose for the project?

A



B



C



3 Where is the cottage located?

A



B

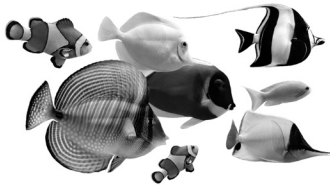


C



4 What pet animal is the girl going to buy?

A



B




C



5 What's the speaker doing?

- A Describing the town attractions.
- B Promoting an action.
- C Criticising the tourists.

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2  42 Usłyszysz dwukrotnie fragment programu na temat pingwinów. Na podstawie usłyszanych informacji udziel krótkich odpowiedzi (maksymalnie 3 wyrazy) na pytania 1–3. Luki należy uzupełnić w języku angielskim.

1 What types of penguin can live in a very cold climate? \_\_\_\_\_

2 How much of their lives do penguins spend in the water? \_\_\_\_\_

3 How deep can bigger penguins dive? \_\_\_\_\_

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**LANGUAGE FUNCTIONS**

**3** Do każdej z opisanych sytuacji (1–4) dobierz właściwą reakcję (A–C).

1 Koleżanka wyjeżdża na kilka dni i martwi się o swojego chomika. Jak zaproponujesz, że zaopiekujesz się jej ulubieńcem?

- A Would you like me to look after your hamster?
- B I wonder if you look after your hamster.
- C Do you like looking after your hamster?

2 Zwiedzasz rezerwat przyrody. Zapytaj osobę w biurze informacji, o której godzinie zaczyna się wycieczka z przewodnikiem.

- A What time did the tour start?
- B Can you tell me what time the tour starts?
- C How much time does the tour take?

3 Musisz przygotować projekt o zagrożonym gatunku. Jak poprosisz koleżankę o pomoc w zrobieniu projektu?

- A I wonder if you could help me with the project.
- B Did you help me with the project?
- C Would you like me to help you with the project?

4 Wybierasz się do niedawno otwartego sklepu zoologicznego. Jak poprosisz kolegę, który mieszka w pobliżu, o wskazówki?

- A Can you show me round the pet shop?
- B Could you tell me if you like going to the pet shop?
- C I'd like to know how to get to the pet shop.

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**4** Uzupełnij dialog. Wpisz w każdą lukę (1–4) brakujący fragment wypowiedzi tak, aby otrzymać logiczny i spójny tekst.

X: I love this national park. It's an amazing place.

Y: Yes, it is. (1) \_\_\_\_\_ tell me how many times you've been here? You seem to know it very well.

X: I first came here as a child. Since then I've been here many times. It's a pity there aren't many places like this one. From my point (2) \_\_\_\_\_, they should create more parks like this. Now, I want to show you my favourite tree. Oh, there it is!

Y: Do (3) \_\_\_\_\_ what its name is?

X: It's the silver fir. It's really majestic, isn't it?

Y: It is. I (4) \_\_\_\_\_ how tall it is.

X: This one is about 50 m tall. Can we move on? I'd like to show you where the wolves are.

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**READING**

**5** Przeczytaj teksty 1 i 2. Uzupełnij luki w wiadomości e-mail do Roberta zgodnie z treścią tekstów.

**Tekst 1**

Dear Peter,

Thanks for taking interest in the weekend event organised by *Nature First*. You asked us about the nature reserve where the event will be held from 4th–6th July. The reserve is a huge area of forest, with lots of interesting geographical features, including a range of mountains, with some deep valleys, rivers and a freshwater lake. Because of the large number of animals living here in the wild, visiting the reserve is only possible in groups led by one of the park rangers.

You also asked about the programme of the event. I include a link to our website where you can find more details about the weekend activities. I hope you find this information useful and you'll join us.

Derek Trent

*Nature First* Event Organiser

**Tekst 2**

*Nature First* Weekend Event

FRIDAY	SATURDAY	SUNDAY
4–6 p.m.: series of talks by environmentalists	8 a.m.–12: walk around the nature reserve with a park ranger 3–6 p.m.: environmental projects in groups - competition!	9 a.m.–1 p.m.: variety of activities: hiking, climbing, canoeing 3 p.m.: deciding on the winners of the competition (prizes!)

Hi Robert,

I've just got an email from *Nature First* about the (1) \_\_\_\_\_ they're going to organise at the beginning of July. If we want to visit the reserve (which sounds like an amazing place), we have to join (2) \_\_\_\_\_ with a park ranger. Actually, we can do that on (3) \_\_\_\_\_. Sunday sounds exciting, too. We both love watersports, so I think we should try canoeing. Later, after dinner, they'll say who (4) \_\_\_\_\_ the project competition. It might be our group, don't you think? 😊

Write back,

Peter

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- 6 Przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj właściwe zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst.

**Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

If you one day happen to be sailing across the Pacific, you may suddenly realise you're surrounded by hundreds of tonnes of rubbish. This area is known as the Great Pacific Garbage Patch. (1) \_\_\_\_

The litter covers a huge area of the ocean, but experts do not agree on its actual size. (2) \_\_\_\_ Others claim it might even be as large as Russia. It's difficult to measure the real size because most of the litter is quite small and difficult to see even using satellite photos.

This rubbish is deadly to the marine life in the ocean. Fish and other sea creatures often get poisoned by the plastic elements they consume. Another problem is that some sea animals die because they are trapped in plastic nets. (3) \_\_\_\_ This often happens to sea turtles.

The rubbish area in the Pacific isn't the only one. Both the Atlantic and the Indian Oceans have similar areas. (4) \_\_\_\_ Smaller patches of litter can also be found near popular shipping routes like the one in the North Sea.

- A But they are not as large as the one in the Pacific.
- B This means they cannot go to the surface to breathe.
- C This is the most effective way to clean up the area.
- D It contains lots of plastic waste that came from ships.
- E Some say it's around 700,000 square kilometres (twice as big as Poland).

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## LANGUAGE IN USE

- 7 Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki 1–4.

Dear Mr Davids,

I'm really sorry I (1) \_\_\_\_ able to join your group on the trip to the nature park last weekend, but I was ill. It was a real pity because (2) \_\_\_\_ are my favourite kinds of trips and I've heard that (3) \_\_\_\_ park you visited is really wonderful. So, I'd like to know (4) \_\_\_\_ to organise one in the near future? I'd be very keen to join you.

I look forward to your reply.

Best regards,

Robert Stanton

- |                     |                 |                 |
|---------------------|-----------------|-----------------|
| 1 A wasn't          | B can't         | C didn't        |
| 2 A this            | B that          | C these         |
| 3 A a               | B the           | C -             |
| 4 A if you're going | B are you going | C you are going |

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- 8 Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

**Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

- 1 I was so tired that I (*can / watch*) \_\_\_\_\_ the film till the end and I fell asleep.
- 2 I wonder (*she / want*) \_\_\_\_\_ to go with us to the zoo tomorrow. Could you ask her?
- 3 It was such good weather we (*able / swim*) \_\_\_\_\_ in the lake.
- 4 She had a cold and she had (*stay / bed*) \_\_\_\_\_ for a few days.

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Total \_\_\_ / 32