



**LISTENING**

**1**  33 **Usłyszysz dwukrotnie cztery wypowiedzi na temat egzaminów. Na podstawie informacji zawartych w nagraniu do każdej wypowiedzi (1-4) dopasuj właściwe zdanie (A-E).**  
**Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

**This speaker**


- A can't concentrate for a long period of time.
- B has already failed some exams.
- C says that exams are not necessary.
- D does better at exams than he/she expects.
- E can't control his/her stress during exams.

Speaker 1 \_\_\_ Speaker 2 \_\_\_ Speaker 3 \_\_\_ Speaker 4 \_\_\_ /4

**2**  34 **Usłyszysz dwukrotnie rozmowę ucznia z nauczycielem literatury. Na podstawie informacji zawartych w nagraniu, uzupełnij luki 1-4 w poniższej wiadomości, którą nauczyciel napisał do rodziców ucznia. Luki należy uzupełnić w języku angielskim.**

I talked to your son this morning because I'd like him to join our literature (1) \_\_\_\_\_. During our English classes, John is always very active and he knows many important (2) \_\_\_\_\_. We only have (3) \_\_\_\_\_ members at the moment and I feel John could help us a lot during the literature competition in April. He says that his (4) \_\_\_\_\_ lessons could be a problem so perhaps you could talk to his coach to change the days of his training. Feel free to contact me if you have any questions. \_\_\_\_\_/4

**LANGUAGE FUNCTIONS**

**3**  35 **Usłyszysz dwukrotnie cztery wypowiedzi 1-4. Do każdej z nich dobierz właściwą reakcję (A-E).**  
**Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.**

- A You're absolutely right.
- B I'm sorry, I can't.
- C It's on the right, next to the library.
- D I'm not. I really believe that.
- E In my opinion, it's a good idea.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ /4

**4** **Uzupełnij minidialogi 1-4. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.**

- 1 X: The teachers will stop giving us any homework.  
Y: \_\_\_\_\_ serious! I don't believe it.
- 2 X: \_\_\_\_\_ your new teacher like?  
Y: I think she's really great!
- 3 X: Excuse me, \_\_\_\_\_ the window, please? It's really hot.  
Y: Of course you can.
- 4 X: \_\_\_\_\_?  
Y: I think extra activities are a great idea.

\_\_\_ /4

## READING

- 5 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.

DO IT TOGETHER!

It's 5 p.m. on Wednesday afternoon. Lindsay, Peter, Mandy and Tom are just sitting down to some serious revision before their science test on Friday. (1) \_\_\_ They always study together before tests. Each of them is good at different subjects and can help the others revise better.

The idea came from Mandy who was having quite a lot of trouble with French last year. (2) \_\_\_ Peter agreed to help and soon Mandy made good progress. They both decided it was a good idea and asked Tom and Lindsay to join them to study other subjects together. Tom's really good at IT while Lindsay is the best in their class at science.

Studying in a group wasn't easy at first. (3) \_\_\_ It took them quite a while to work out some discipline during their meetings. Now when they study, they don't waste their time. When they want to have fun, they just go out together.

What do the students themselves think about their idea? 'It worked perfectly for me. (4) \_\_\_ It's much easier in a group', says Lindsay. 'Especially, when the subject isn't one I'm interested in.' The others totally agree with her opinion.

- A Sometimes they wasted a lot of time chatting.
- B They can email their questions to their teachers if necessary.
- C Their books and notebooks are lying all around them.
- D When I studied alone, it was difficult to concentrate.
- E She needed someone to help her go through the material.

\_\_\_ / 4

- 6 Przeczytaj poniższe wiadomości w mediach społecznościowych. Uzupełnij brakujące informacje w zdaniach 1–4 zgodnie z treścią tekstów.

### Text 1

**From:** Lindsay

**To:** Peter, Mandy, Tom

Hi everyone,

About our history revision for next week's test. There's no way I can do it on Wednesday afternoon, I'm afraid. Thursday's better but I don't think Tom can make it then, can you, Tom? Or we could meet after school in the school library on Friday afternoon. And one more thing: I think one of our classmates, Susan Davids, is having problems this term. She was ill at the beginning of the term and since then she's fallen behind with her schoolwork. Why don't we offer to help her out a bit?

### Text 2

**From:** Tom

**To:** Peter, Mandy, Lindsay

Hi everyone,

Normally I'm busy on Thursdays, but actually, this Thursday's OK as my guitar teacher is away this week. Friday's impossible as I'm going away with my parents. Anyway, let's start revising for the test as soon as possible! I'm not into history and my notes are hopeless, so I'm counting on you, guys. I'm OK with Susan joining us. She probably won't ask to, though, as she's so shy. Peter, you live next door to her, why don't you talk to her?

- 1 Lindsay can't study for the history test on \_\_\_\_\_.
- 2 Lindsay suggests they can meet in the \_\_\_\_\_ when they finish their lessons.
- 3 Tom isn't having his \_\_\_\_\_ lesson this week.
- 4 Tom says Peter should talk to Susan because he's her \_\_\_\_\_.

\_\_\_ / 4

## LANGUAGE IN USE

- 7 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.

- 1 I (*nie zdałem*) \_\_\_\_\_ the maths test last week.
- 2 She (*kiedyś była*) \_\_\_\_\_ more interested in history. Now she's more into science and maths.
- 3 While (*robiłem*) \_\_\_\_\_ my homework yesterday, the lights went out.
- 4 (*Czy oddałeś*) \_\_\_\_\_ in your geography project yesterday?

\_\_\_ / 4

- 8 Uzupełnij każde zdanie (1–4) tak, aby zachować sens zdania wyjściowego. Wykorzystaj podany na końcu wyraz nie zmieniając jego formy. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- 1 I'm not getting such good marks this term as before. **TO**  
I \_\_\_\_\_ better marks than I do now.
- 2 I burnt my hand during an experiment in the chemistry class. **WERE**  
While we \_\_\_\_\_ experiment in the chemistry class, I burnt my hand.
- 3 She joined our class last month. **A**  
She joined our class \_\_\_\_\_.
- 4 Earlier she hardly ever read historical books but now she loves them. **TO**  
She didn't \_\_\_\_\_ historical books very often but now she loves them.

\_\_\_ / 4

Total \_\_\_ / 32