


Imię i nazwisko: .....

Klasa: .....

## Zadanie 1. (0–6)

 **23** Usłyszysz dwukrotnie dwa teksty. Na podstawie informacji zawartych w nagraniu w zadaniach (1.1–1.6) z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C. Zadania (1.1–1.3) odnoszą się do pierwszego tekstu, a zadania (1.4–1.6) do drugiego.

### Tekst 1

Usłyszysz wywiad przeprowadzony w szkolnym radiu.


- 1.1 Ann says that her twin sister, Diana:
- A looks exactly like her.
  - B is less popular at school.
  - C has a different personality.
- 1.2 Diana and Ann were in different classes as children as a result of:
- A the subjects they were learning.
  - B their parents' decision.
  - C the arguments they had.
- 1.3 In the interview, Ann is mainly talking about:
- A the way parents bring up twins.
  - B twins' relationship with their parents.
  - C her experiences of having a twin sister.

### Tekst 2

Usłyszysz wypowiedź uczennicy dotyczącą pobytu za granicą.

- 1.4 Kate chose a language school in the centre of the city because:
- A it was conveniently located.
  - B it had good Spanish teachers.
  - C it had no students from England.
- 1.5 During her trips with the boy, Kate:
- A spent some time buying gifts.
  - B avoided visiting museums.
  - C did a lot of sightseeing on foot.
- 1.6 In her talk about the stay in Spain, Kate wants to:
- A encourage other people to go and live abroad for some time.
  - B point out the problems students may have abroad.
  - C show a foreign language can only be learnt abroad.

## Zadanie 2. (0–4)

 **24** Usłyszysz dwukrotnie cztery wypowiedzi na temat szkoły. 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 The students of my school are the best at maths.
- B I have to study a lot at my school.
- C In my school, students help each other to learn.
- D My school organises charity events regularly.
- E I like my school because of the subjects it teaches.

|     |  |
|-----|--|
| 2.1 |  |
| 2.2 |  |
| 2.3 |  |
| 2.4 |  |

## Zadanie 3. (0–3)

Przeczytaj tekst. Do każdego akapitu (3.1–3.3) dopasuj właściwy nagłówek (A–E). Wpisz odpowiednią literę obok numeru każdego akapitu. **Uwaga!** Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego akapitu.

- A Spend your money wisely
- B Be a more independent person
- C Spend your free time better
- D Help your future career
- E Study to get a good job

### WORKING TEENAGERS

#### 3.1 .....

Teenagers spend most of their time learning at school. However, it may also be a good idea for them to take up a part-time job. Having a job can help them to learn different skills. What's more, they do not need to rely on their parents if they want to buy their dream computer game or go to the cinema. They can earn some money and make up their own minds about how they want to spend it.

#### 3.2 .....

If teenagers have part-time jobs, they have to work and learn at the same time. This makes them more responsible than their friends who do not work. Another plus is that instead of playing computer games for hours, which teenagers may often do in their spare time, they can do something useful.

#### 3.3 .....

University education is important. However, it is easier to find a good job if you have some experience. If teenagers work when they're still at school, they can learn new skills and get new qualifications, which will help them to impress their employers later in life. They will have a better chance of finding a job than someone who is a university graduate, but who has no work experience.

**Zadanie 4. (0–4)**

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki (4.1–4.4) litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

**MY COUSIN'S BIRTHDAY PARTY**

On her 15<sup>th</sup> birthday my cousin Lucy held a fantastic barbecue party. I had helped her to prepare it. At five Lucy's friends started coming with loads of presents for her.

4.1 ..... After wishing Lucy a happy birthday, we gave her the gifts and went into the garden, where we ate grilled sausages and danced a lot. The best thing about the party were the games Lucy had arranged for us, such as 'Name that Tune' and karaoke. 4.2 ..... Lucy really enjoyed giving them to the winners.

Then, we were called back inside the house. On the table, there was a big birthday cake from the best cake shop in town with 15 candles on top. 4.3 ..... While we were singing 'Happy Birthday' to her, she cut the cake and gave each of us a huge piece. It was delicious.

At eleven there were some fireworks and then the party was over. Before we left, we also received some gifts from Lucy's mother.

4.4 ..... I've still got one of these things, but the other one I ate on the way home! I'd love to have a birthday party like that when I am fifteen next year.

- A Lucy took a deep breath and blew them out.
- B After that she started preparing them to greet us.
- C Among them there were sweets, storybooks and computer games.
- D We competed for prizes like sweets and little toys.
- E Although we were full, we got another piece of the birthday cake and a little toy.

**Zadanie 5. (0–3)**

Przeczytaj informacje o trzech osobach, które chciałyby się przeprowadzić (5.1–5.3) i cztery oferty mieszkaniowe (A–D). Do każdej osoby dopasuj ofertę, która najbardziej by jej odpowiadała. Wpisz odpowiednią literę obok numeru każdej osoby. **Uwaga!** Jedna oferta została podana dodatkowo i nie pasuje do żadnej osoby.



5.1 .....

**Ann** lives with her grandmother, who has difficulty walking and climbing the stairs. Ann goes by bus to a school in the city centre. In her free time, she does gardening and she also likes to keep fit. However, she is not fond of working out in the gym. She prefers running instead.



5.2 .....

**Claire** lives with the other members of her big family in the city centre. She is not happy there, however, because the area is noisy and polluted. She goes to a school which is close to an underground station. It is convenient because Claire's parents cannot afford a car. In her free time, Claire likes doing sport and going for long walks.



5.3 .....

**Tom** lives 10 km from the city centre. He often finds this frustrating because he has to rely on his mother to drive him to school there. After school, Tom has to work in the garden. It is too much for his mother to look after it, but Tom doesn't always feel like doing it either! He prefers watching films or playing football in his free time.

- A A large house with two floors located in the suburbs. Downstairs, there is a living room, a kitchen and a small gym. Upstairs, there are five bedrooms. There is no bus connection, but a Tube station is a 10-minute walk from the house.
- B A two-storey detached house in the suburbs. There is a sauna and a gym downstairs. There is a garden behind the property. No public transport service is available in the area. The house can be reached only by car.
- C A single-storey house in the city centre. It is equipped with all modern facilities and it also has a garden. It is situated close to a park, which makes it ideal for joggers. It is within walking distance of a bus stop, shops and cafés, where one can enjoy evenings with friends.
- D A big top-floor apartment with a garage in the basement. It is situated in the centre of the city. There are no parks nearby but the block is just ten minutes on foot from the city's leisure centre, which has a football pitch, tennis courts and a small cinema.

## Zadanie 6. (0–5)

Przeczytaj tekst. Uzupełnij go, wpisując w każdą lukę (6.1–6.5) jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. **Uwaga!** Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

give good final get she forget

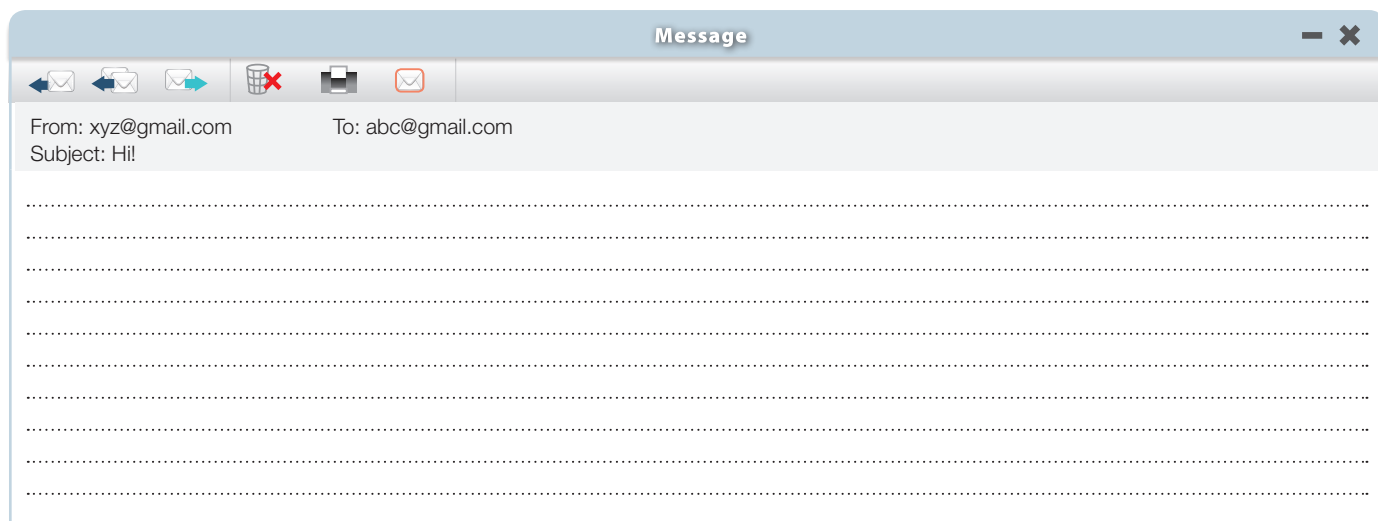
Friends sometimes quarrel. It's usually just about small things. I once **6.1** ..... to tell my best friend a secret which I had shared with other people. We **6.2** ..... into a huge argument over it and didn't talk for a few weeks. I didn't like the way she was acting and I started to make new friends. But I didn't want to lose my old friend, either, so I gave **6.3** ..... some time to think about it and then we discussed the whole situation. **6.4** ....., we made up and became friends again. It's **6.5** ..... to work out a problem rather than lose friends.

## Zadanie 8. (0–10)

Niedawno spóźniłeś się/spóźniłaś się na ważny sprawdzian w szkole. W e-mailu do kolegi ze Stanów Zjednoczonych:

- wyjaśnij, dlaczego się spóźniłeś/spóźniłaś;
- opisz problem, jaki z tego wyniknął;
- napisz, jak zamierzasz rozwiązać problem swojej niepunktualności.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 100 słów. Oceniana jest umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.



| liczba punktów | treść |   |   |   |   | spójność i logika wypowiedzi |   |   | zakres środków językowych |   |   | poprawność środków językowych |   |   | RAZEM<br>___ / 10 |
|----------------|-------|---|---|---|---|------------------------------|---|---|---------------------------|---|---|-------------------------------|---|---|-------------------|
|                | 0     | 1 | 2 | 3 | 4 | 0                            | 1 | 2 | 0                         | 1 | 2 | 0                             | 1 | 2 |                   |

**RAZEM:** 40