



LISTENING

- 1**  **1** Usłyszysz dwukrotnie cztery wypowiedzi osób opisujących swoje zainteresowania. Na podstawie informacji zawartych w nagraniu do każdej wypowiedzi (1–4) dopasuj właściwe zdania (A–E).
Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A does poorly at school because of the hobby.
B had an idea which other people expected.
C is glad that he/she agreed to do something.
D has a hobby that worries his/her parents.
E is quite tired because of his/her hobby.

Speaker 1 ____ Speaker 2 ____ Speaker 3 ____ Speaker 4 ____ / 4

- 2**  **2** Usłyszysz dwukrotnie komunikat radiowy dotyczący zaginionej osoby. Uzupełnij luki 1–4 w poniższych informacjach zgodnie z treścią nagrania. Luki należy uzupełnić w języku angielskim (liczby należy wpisać słownie).

Name: Terry Coddick

Age: 13 years old

Height: quite (1) _____


Hair: short, (2) _____ and straight

Clothes: blue jeans, black trainers and a black (3) _____

Also has: a small blue backpack

Contact: (4) _____ or 509320673 / 4

LANGUAGE FUNCTIONS

- 3**  **3** 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 Fingers crossed!
B Well, I've been better.
C Pleased to meet you.
D It was nice talking to you.
E Just the usual.

1 ____ 2 ____ 3 ____ 4 ____ / 4

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

Dialogue 1

Tom: Hello, I'm Tom. I don't (1) _____ we've met before.

Erica: No, we haven't. My name's Erica. And (2) _____ is my friend, Ellie.

Ellie: Hello, Tom.

Dialogue 2

Ken: Hi, Alicia. (3) _____ is it going?

Alicia: Oh, hi, Ken. Not bad, thanks. What have you been up to lately?

Ken: You know, just the (4) _____. OK, it was nice talking to you. See you later.

Alicia: See you. / 4

READING

- 5 Przeczytaj teksty na temat zwyczajów związanych z zawieraniem nowych znajomości w trzech krajach. Do każdego zdania (1–4) dopasuj właściwy tekst (A–C).
Uwaga! Jeden tekst pasuje do dwóch zdań.

MEETING NEW PEOPLE

A INDIA

Although the western tradition of shaking hands is quite common, many Indian people value the traditional form of greeting in which you put your hands together and just move your head down a little. While doing so, you should say the word 'Namaste'. Remember not stand too close as personal space is very important for Indian people.

B BRAZIL

When you meet a group of people, it's important to greet each of the people present individually. Men usually shake hands while married women kiss each other once on each cheek. Single women add one more kiss. People usually stand very close to the person they're greeting.

C IRAN

When meeting people in a formal situation, it is important to remember that men must only greet other men (by kissing on the cheek) while women can only greet other women. This idea is similar in many of the neighbouring Arab countries. Shaking hands is usually used for less formal situations, like meeting a friend in the street.

In this country

- 1 men should not greet women in a formal situation. _____
- 2 people don't normally keep their distance from the other person. _____
- 3 people don't touch the person they're greeting in a traditional way. _____
- 4 people should say *Hello* to everyone who is there. _____

___ / 4

- 6 Przeczytaj tekst. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

Hi Kate,

Thanks for your email. I'm sorry to hear that you're ill at the moment. I didn't write back sooner – I was really busy last week preparing for a history competition, which was two days ago. It was really difficult, so I'm quite anxious to get the results. I should have them next week.

Anyway, I'd like to tell you about a new girl in my class. Her name's Alice and she joined our class last week. Actually, she's also my new next-door neighbour. Her family moved in two weeks ago.

I think Alice is great. She's a short, pretty girl, with long black hair and a nice smile. I think most of the girls in my class expected her to be shy and quiet at first. Well, she's nothing like that! She's really chatty and funny. And she can play the guitar and sing really well! You know I've always wanted to learn to play the guitar. Well, she promised to help me!

I hope you'll get better soon.

Write back.

Love

Cheryl

- 1 When was the history competition?
It was _____.
- 2 How does Cheryl feel about the results?
She feels _____ to get them next week.
- 3 When did Alice's family start to live next door to Cheryl?
They started to live there _____.
- 4 What is Alice really good at?
She's very good at singing and _____.

___ / 4

LANGUAGE IN USE

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

A PERSON I LIKE

A person I really like is my cousin, Dave. He's (1) ___ his twenties (23 or 24, I can't remember) and he's an engineer. But he's also good at making things. My favourite bracelet is a gift from (2) ___. It's really pretty! As a person, Dave is (3) ___ (he never says much), serious and patient. He's the kind of person you can ask for help if you're in trouble. Dave (4) ___ a nice girlfriend. Her name's Betty and she's great. I hope they get engaged soon!

- | | | |
|------------|------------|-----------|
| 1 A at | B for | C in |
| 2 A him | B his | C he |
| 3 A clever | B quiet | C bossy |
| 4 A is | B have got | C has got |

___ / 4

- 8 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 (Czy jest) _____ a cinema in the new shopping centre?
- 2 Robert is (synem mojej cioci) _____, so he's my cousin.
- 3 My brother's got (trzy białe myszy) _____ as pets in his room.
- 4 This blue bag (nie jest jej) _____. She's got a brown one.

___ / 4

Total ___ / 32