

POZIOM ROZSZERZONY

NAME: DATE:

CLASS: MARK: _____

40

(Time: 60 minutes)

ZADANIE 1.

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 z młodym mężczyzną

1.1. Where was the snake attack victim?

- A At the coast.
- B At a visitor attraction.
- C In a forest.

1.2. According to Jonathan, what is true about the adder?

- A It's hard to find in Britain.
- B It avoids people.
- C It eats insects.

1.3. At the end of the conversation, Jonathan

- A describes adders' favourite habitat.
- B gives people an order.
- C tells people not to worry.

Tekst 2.

Usłyszysz wypowiedź nastolatki

1.4. Lucy's parents

- A tried to help her become vegetarian.
- B asked her to continue eating meat.
- C didn't want to buy different food for her.

1.5. Lucy says that she

- A eats no animal products.
- B misses some foods she stopped eating.
- C eats some animal products.

1.6. Lucy wants people to

- A choose to have fewer children.
- B realise a vegan diet can be healthy.
- C learn to eat less food.

ZADANIE 2.

Usłyszysz dwukrotnie cztery wypowiedzi na temat używania komputerów. 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 have a much tidier place to work in now.
- B There's no need for stationery now.
- C I share my memories on a screen.
- D ICT provides an important introduction.
- E I never forget things in my schedule now.

2.1.	2.2.	2.3.	2.4.

ZADANIE 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 Building of the Future
- B A Useful Structure
- C Politicians' Plans
- D One Suggestion Among Many
- E Historic Times

A VERY MODERN ARCH

Anyone who climbs the Arc de Triomphe in Paris and looks towards the city's western suburbs will notice a giant empty square in the middle of the tall buildings of the city's financial district. So how did it get there?

3.1. _____

In the 1980s, France's leaders wanted to create a number of monuments and buildings to celebrate the 200th anniversary of the French Revolution in 1789. One area that needed some attention was the business district. It looked boring and there were no signs of life there outside working hours.

3.2. _____

The French president decided to hold a competition to find a design for a monument to attract people to the business district and make it look more interesting. There were more than 400 entries and the winner was Danish architect, Johann Otto von Spreckelsen with his Grande Arche de la Défense.

3.3. _____

This impressive monument is double the height of the Arc de Triomphe – which it faces along the line of the famous Champs Élysées boulevard. The Arc de Triomphe faces, in turn, an arch at the Louvre, so the Grande Arche links the past and the present. Unlike the other arches, however, the Grande Arche is not a monument to a military victory and it is not just for show – it has offices inside.

ZADANIE 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.

THE FOOD THAT SHOWED YOUR WEALTH

It wasn't only the land masses of the Americas that Christopher Columbus discovered on behalf of 15th century Europeans. **4.1.** In November 1493, he and his shipmates were exploring the Caribbean island of Guadeloupe when they found a number of pineapples that the islanders had gathered.

Queen Isabella of Spain thought they were delicious, and she wasn't the only European to think so.

4.2. It was not easy for Europeans to buy foods that contained sugar, and they could eat fresh fruit for only short periods of the year. The unusually large and sweet pineapple fascinated European gardeners. However, nearly 200 years passed before they succeeded in growing pineapples.

4.3. Charles II of England allowed an artist to paint him receiving a pineapple in an official portrait.

In America, meanwhile, the pineapple became a symbol of a woman's social position. Only the richest families could buy pineapples from the fast ships that delivered them still fresh. When women held dinner parties, therefore, they placed pineapples in the middle of the table. **4.4.** Some people even rented pineapples for an evening just to impress their friends!

- A** Until then, the pineapple was a king's luxury.
- B** He carried out four voyages across the Atlantic.
- C** This said: 'I am wealthy and generous.'
- D** The explorer was also one of the first Europeans to taste one of their sweetest foods.
- E** It's not surprising, as sweet foods were so rare at the time.

ZADANIE 5.

Przeczytaj informacje o trzech osobach (5.1.–5.3.) oraz opisy czterech festiwali (A–D). Do każdej osoby dopasuj festiwal, który najbardziej by jej odpowiadał. Wpisz odpowiednią literę obok numeru każdej osoby.

Uwaga! Jeden festiwal został podany dodatkowo i nie pasuje do żadnej osoby.

5.1. _____

Jonathan: “I’m not particularly interested in food, but I really enjoy watching people take part in competitions, especially physical ones. I go to every event at the athletics stadium in my city.”

5.2. _____

Hugh: “I’m a very lucky man. My job pays me well and I can buy anything I want, so when I have a day out, as well as having fun, I like to help people who are less fortunate than me in some way.”

5.3. _____

Stephanie: “You could say I am a coffee addict. I’m a mother of six children, so I think I need my coffee to keep my energy up! I think I drink too much of it, though, so it would be nice to have an alternative.”

A *Isle of Wight Garlic Festival*

The festival takes place in a beautiful countryside location surrounded by green hills. As well as cookery demonstrations, there’s live music, a funfair, animal talent shows and archery for children.

B *Los Angeles Tea Lovers’ Festival*

Despite the name, this event is great for people who want to develop a taste for tea. Events include a tea and yoga session, a class on how different pots and cups affect the taste of tea and a talk on what kinds of chocolate go well with different kinds of tea.

C *Maine Lobster Festival*

One of the most popular parts of the festival is the cookery contest. You can apply to take part with any recipe that contains seafood from local waters. Or if you’re more sporty, try the lobster crate race. Last year the winner ran on 6,000 crates without falling into the ocean!

D *Austin Ice Cream Festival*

How quickly can you eat four litres of ice cream? You can find out in this festival’s funniest contest...and maybe win a giant spoon! The festival entry fee raises funds for children’s charities and other good causes.

POZIOM ROZSZERZONY

ZADANIE 6.

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.

• amaze • leave • go • try • heavy • activity

AN ENJOYABLE VISIT

We had a great time at the Natural History Museum's dinosaur exhibition. We learned so many **6.1.** things. Did you know, for example, that the brachiosaurus was **6.2.** than 20 elephants? We **6.3.** to see all the other exhibitions, but we didn't have time, unfortunately. We're **6.4.** again at the weekend. There will be lots of **6.5.** for children. Maybe you and Millie would like to join us!

ZADANIE 7.

Uzupełnij zdania 7.1.–7.5., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

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

7.1. Swimming with sharks was (*exciting/experience*)
of my whole life.

7.2. Oh, you're back from the cinema already! What (*you/think*) the film?

7.3. When he saw Sue, William (*leave/room/angry*)

7.4. My friend Simon (*love/watch/films*)

7.5. We (*be/here*) for three hours and haven't seen any monkeys.

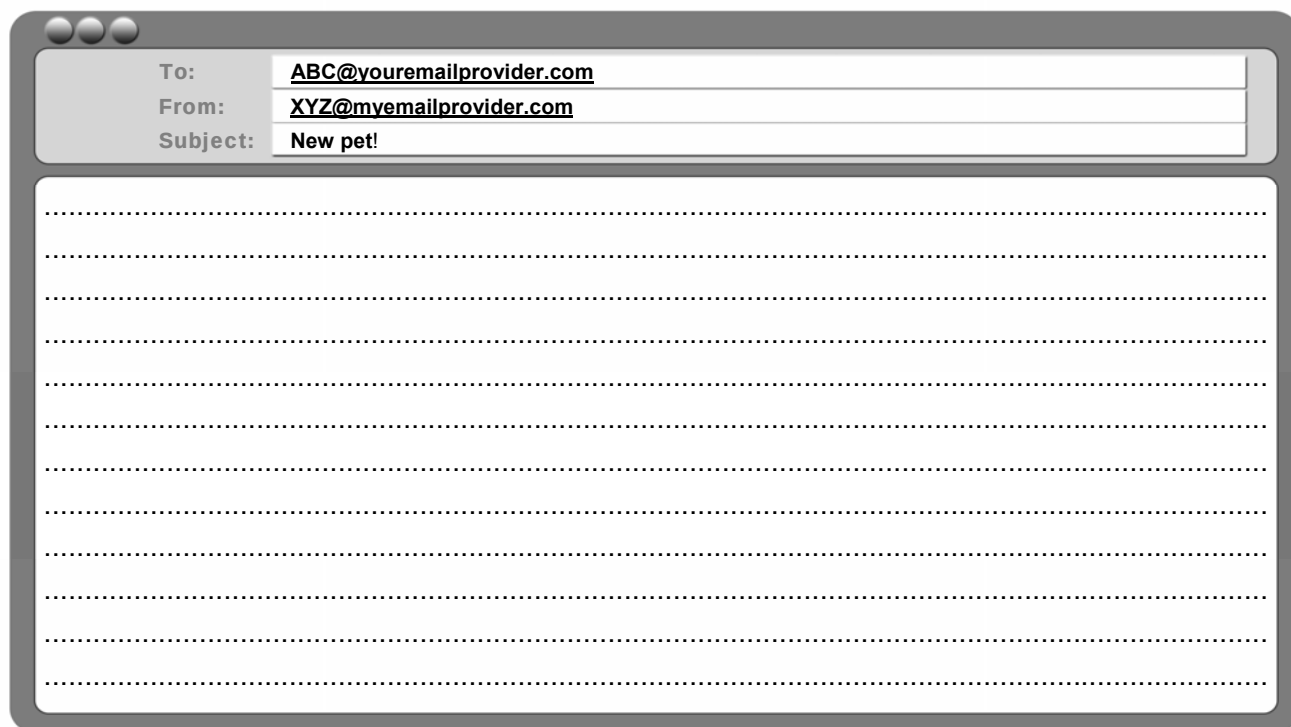
ZADANIE 8.

Masz nowe zwierzątko domowe. W e-mailu do kolegi/koleżanki z Irlandii:

- wyjaśnij, dlaczego wybrałeś/wybrałaś właśnie to zwierzątko.
- opisz wygląd zwierzątka.
- napisz, jaki problem miałeś/miałaś ze zwierzątkiem.

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.



The image shows a template for an email composition window. It has a header bar with three small circles on the left. Below the header, there are three fields for email metadata: 'To:', 'From:', and 'Subject:'. The 'To:' field contains 'ABC@youremailprovider.com', the 'From:' field contains 'XYZ@myemailprovider.com', and the 'Subject:' field contains 'New pet!'. Below these fields is a large area for the email body, which is filled with horizontal dotted lines for writing.

To:	ABC@youremailprovider.com
From:	XYZ@myemailprovider.com
Subject:	New pet!

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