

Jenny Dooley
Maria Potocka-Grych

Katarzyna Ciochoń
Andrzej Kurtyka
Monika Michalak

New

ENTERPRISE

Exam Skills Practice



Express Publishing

SPIS TREŚCI

Exam Skills Practice

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Rozumienie tekstów pisanych

Mediacja – uzupełnianie luk w tekście

- 1** Przeczytaj teksty 1 i 2. Uzupełnij w e-mailu luki 1-5 zgodnie z treścią tekstów. Luki należy uzupełnić w języku polskim.

Tekst 1

Alice: I like a minimalistic style. Generally black, white and grey colours, though my summer wardrobe is a bit more colourful. I like geometric patterns, comfortable clothes and footwear. I generally put on a pair of stylish trainers and skinny jeans or a skirt and ankle boots. I like the bomber jacket trend as well as oversized clothing. I spend a lot of time in sports clothes as I dance, usually 1–2 hours a day. When I go to a party, I like to look more elegant, but I tend to wear flat shoes and I keep my jewellery to a minimum.

Tekst 2

Kate: I like to wear simple and casual clothes, T-shirts and jeans. I sometimes wear dresses, but mostly on special occasions or when it's too hot outside. I have made the decision to buy dresses and skirts that have pockets and boycott impractical designs. When it's cold outside, I prefer hoodies (even with dresses) and knitted polo-neck jumpers. Those from the men's section are best. I usually wear black leather combat boots specially made for me.

INBOX
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Cześć Aniu,

ostatnio rozmawialiśmy o stylach ubierania się, ale nie zdążyłam Ci powiedzieć, co na różne okazje noszą moje koleżanki z Londynu – Alice i Kate.

Alice preferuje styl minimalistyczny. Lubi czerń, biel i szarość, chociaż w jej letniej garderobie pojawia się nieco więcej barw. Podobają się jej tkaniny w geometryczne wzory. Stawia na wygodę, zarówno jeśli chodzi o ubrania, jak i **1)** Na co dzień nosi stylowe trampki i **2)** dzinsy albo buty do kostek i spódnice. Na przyjęcia ubiera się bardziej elegancko, choć raczej wybiera buty **3)**

Kate lubi nieformalne, wygodne stroje. Zazwyczaj nosi dzinsy i koszulki, ale czasem – sukienki lub spódnice z kieszeniami. W zimne dni lubi zakładać ubrania z **4)** , a także robione na drutach **5)** Może Cię to zaskoczyć, ale zwykle chodzi w czarnych, skórzanych, wojskowych butach.

Dziś to już wszystko o modzie.

Pozdrawiam Cię serdecznie,

Basia

Wybór wielokrotny – pytania do tekstów

- 2** Przeczytaj teksty 1 i 2. W zadaniach 1-3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B lub C.

Tekst 1

My name is Brian. I work as a psychotherapist at a military hospital and I prefer to wear black clothes to work. For one thing, it makes it simple to choose what to wear when I get dressed in the morning: it's either black or black. Secondly, wearing different clothes from the other doctors makes me feel more confident. Thirdly, after seeing me in black for so long my patients have got used to it. Having said all that, it's not all black - my socks are a lot more colourful.

Tekst 2

People who wear black clothes are usually sending out several messages. To begin with, they are saying that they are serious people who don't want to follow the current fashion. They are often strong-willed and know what they want as well as how to get it. They feel like setting themselves apart from the crowd and want to be seen differently from others. Wearing black is not just choosing a colour; it is making a statement to the rest of the world.

- 1** Which is not true about text 1?

- A Brian doesn't have to worry about what to put on for work.
- B Brian's colleagues usually wear black clothes at work.
- C Brian wears some clothes which aren't black at the hospital.

- 2** The author of text 2

- A explains why black clothes are in fashion.
- B advises readers what clothes to wear to look smart.
- C presents the characteristics of people who wear black.

- 3** Both texts are about

- A following latest fashion trends.
- B choosing black clothes for various reasons.
- C wearing only black outfits.

Rozumienie ze słuchu

Uzupełnianie luk w zdaniach

3 Usłyszysz dwukrotnie fragment audycji radiowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1-5. Luki należy uzupełnić w języku angielskim.

- Materials that are used to make 'green clothes' do not use any
- Clothes made from bamboo are not so to make.
- Some winter clothes, like jumpers and, can use chicken feathers in the future.
- One charity organisation uses old pairs of to make other clothes and bags.
- To make the world a better place to live in, we should choose carefully what we buy and

Znajomość środków językowych

Wybór wielokrotny – tłumaczenie fragmentów zdań

4 Wybierz tłumaczenie podanych w nawiasach fragmentów zdań 1-5, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Zakreśl literę A, B lub C.

- This navy-blue colour really (*pasuje*) you well.
A goes in B fits C suits
- Tom's new haircut (*wygląda*) just great.
A look B are looking C looks
- I think they (*dobrze się bawią*), because they're laughing a lot.
A are enjoying themselves
B are playing out
C are making fun
- I can see that Peter, (*którego laptop*) broke yesterday, is really bored.
A that laptop C whose laptop
B which laptop
- Ariana Grande is a singer (*którą*) I'd really love to meet.
A which B that C what

Wybór wielokrotny – uzupełnianie luk w tekście

5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1-5. Zakreśl literę A, B lub C.

Hi Janet,

I've decided to go to the hairdresser's because my hair is too long and I **1)** a haircut. Besides, I'd like to change something about my looks. **2)**, I'm not sure if I'd like my hair to be shoulder-length or shorter. I'm also thinking about changing the colour. I love ash-blond, but as I have a rather dark complexion and thick dark **3)**, the contrast may be too much. Right now I am **4)** my little sister, so I can't go out, but in the afternoon I'm free. Do you think you can come to the hairdresser's with me? You're so friendly **5)** everyone and I'd love your advice!

Write back soon,

Sue

- | | | | |
|---|--------------|----------------------|-----------------|
| 1 | A get | B need | C do |
| 2 | A Despite | B However | C Because |
| 3 | A eyebrows | B cheeks | C features |
| 4 | A looking up | B looking forward to | C looking after |
| 5 | A by | B with | C of |

Słownictwo

6 Przeczytaj tekst. Uzupełnij każdą lukę 1-5, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. **Uwaga!** Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- FAME • WEAR • APPEAR • SHAPE • ADVERT
• ABLE • FASHION

The **1)** may think they're doing a great job when their clothes sell well, but it might not be because of their adverts. It could be because of peer pressure. It's quite common for a teenager to model his or her **2)** on their friends. Looking like each other creates a strong bond especially if they share the same taste in music or hobbies. It could be that one of their friends has got a part-time job at a(n) **3)** shop in the town centre and they spread the news about all the new clothes that come in. They may wear similar clothes to the ones worn by **4)** celebrities on TV or in films. A more recent influence comes from the stars of the world of social media and YouTube. Wherever peer pressure comes from, it is sometimes a much more important factor in **5)** the behaviour of teens than any influence from advertisements.

Rozumienie tekstów pisanych

Mediacja – uzupełnianie luk w tekście

- 1** Przeczytaj tekst. Uzupełnij w e-mailu luki 1-5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Today, Jessica, a sixteen-year-old writer and blogger is talking to Allyn Gaestel, an international writer and journalist.

Jessica: Could you describe how you got your start in international journalism?

A. Gaestel: Sure. My first job in journalism was for the United Nations, so I worked in New York. I was able to get that job because I'd travelled so much during college. I'd also studied abroad for a while. I was working at the United Nations when the earthquake in Haiti happened. I was writing about the response of the United Nations to the earthquake. I started to do some reporting with Haitians who were living in Brooklyn and Skyping with people in Haiti and then I decided to go to Haiti myself.

Jessica: What is your opinion on the American way of presenting the news?

A. Gaestel: I think that too many American media outlets focus only on the USA, and narrate the rest of the world in constant comparison to America. Nowadays, when you publish something, it's on the Internet, so it's read by people outside of America too. I think it's really important to shift the centre of our stories and write in a way that can be more interesting for international readers.

Jessica: What advice do you have for journalists who begin their work?

A. Gaestel: Read widely. Stay open for something you've never heard before. There's no need to write cliché.

Cześć Piotrek,

mojej koleżance Jessice udało się przeprowadzić wywiad ze znaną dziennikarką – Allyn Gaestel.

Allyn to bardzo ciekawa osoba. Karierę zawodową rozpoczęła, pracując dla ONZ. Udało się jej zatrudnić w tej organizacji, ponieważ w czasie studiów dużo **1)** , a ponadto studiowała za granicą. Gdy już pracowała, na Haiti miało miejsce **2)** Najpierw kontaktowała się z Haitańczykami, a potem postanowiła osobiście udać się na wyspę, aby relacjonować sytuację. Dziennikarka ma ciekawe przemyślenia na temat amerykańskich mediów. Jej zdaniem za bardzo koncentrują się na sprawach dotyczących **3)** , a przecież w dobie internetu artykuły mają globalny zasięg. Udziela też rad **4)** dziennikarzom. Uważa, że powinni dużo czytać i być **5)** , aby nie pisać banałów.

Chętnie prześlę Ci tekst wywiadu, jeśli zechcesz.

Pozdrawiam Cię,

Ewa

Dobieranie zdań do tekstów

- 2** Przeczytaj teksty na temat konkursów literackich i zdania 1-5. Do każdego zdania dopasuj właściwy tekst. Wpisz odpowiednie litery (A-C) obok zdań. **Uwaga!** Dwa teksty pasują do dwóch zdań.

A	If you are over twelve and under twenty, then enter our Writing Competition For Teens. Imagine that you are on a distant planet and you are the only human there. Try to make your story interesting by describing the landscape, the climate and, above all, the creatures that live there. Write your story in a maximum of 250 words and send it to our magazine. There are fantastic prizes.
B	I'm so excited about the competition for teenage writers. You can win a fantastic smartphone and there are other prizes like books and vouchers. Why don't we enter it together? You've written songs so you know how to write song lyrics. It can't be that much different than writing stories. If we need any writing tips, I've found lots of websites online. Come on, it'll be fantastic!
C	You probably don't know that my sister Betty took part in a story writing competition for children aged between 5 and 12. All the entries were read by a team of 5,000 volunteer teachers and librarians from around the UK, before being selected for the finals. Guess what? Betty managed to be one of the Top 50 finalists and there were 135,000 entries!

The text

- is written by a teenager who would like to enter the competition.
- encourages teenage writers to take part in the competition.
- says that the Internet can be helpful for young writers.
- is about someone who proved to be a talented young writer.
- gives information about what to write about in the competition.

Rozumienie ze słuchu

Uzupełnianie luk w zdaniach

- 3** Usłyszysz dwukrotnie wywiad z pisarzem. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1-5. Luki należy uzupełnić w języku angielskim.

- The interviewer says her guest is one of the best writers.
- The film *Long Way North* was based on his bestselling
- Lawrence is known as a(n) writer, but now he is writing something completely different.
- Lawrence's publishers are that his fans won't like his next book.
- Lawrence is flying to New York for a book on Tuesday.

Znajomość środków językowych

Wybór wielokrotny – uzupełnianie luk w tekście

4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1-5. Zakreśl literę A, B lub C.

A Walk in the Woods has been called one of the funniest books **1)** in the last 25 years. The book is a story of the author, Bill Bryson, and his time spent walking the Appalachian Trail in the USA with his old friend, Stephen Katz. The book is generally humorous, **2)** there are more serious parts that **3)** the story of the Trail and the wildlife that live there. *A Walk in the Woods* **4)** into a film starring Robert Redford, but the book is much better. I highly recommend *A Walk in the Woods* and I suggest you look out for some other books by Bill Bryson **5)** they're all very good.

- | | | | |
|---|--------|------------|-------------|
| 1 | A made | B appeared | C published |
| 2 | A but | B because | C besides |
| 3 | A say | B tell | C speak |
| 4 | A made | B is made | C was made |
| 5 | A if | B as | C so |

Parafraza zdań – transformacje ze słowem kluczem

5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką (1-5), tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

- In primary school, Max was good at writing science-fiction stories.
USED In primary school, Max at writing science-fiction stories.
- As a child, I used to read fairy tales.
WOULD As a child I fairy tales.
- The storm began when I was reading a scary novel.
BROKE The storm when I was reading a scary novel.
- I was very excited about getting a set of fantasy novels for Christmas.
FORWARD I was getting a set of fantasy novels for Christmas.
- My brother started reading an Agatha Christie book at 6 pm and finished it at 10 pm.
WAS My brother an Agatha Christie book for four hours.

Wybór wielokrotny – tłumaczenie fragmentów zdań

6 Wybierz tłumaczenie podanych w nawiasach fragmentów zdań 1-4, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Zakreśl literę A, B lub C.

- The articles (*które musiałem przeczytać*) were very boring.
A which I must read C what I had to read
B which I had to read
- John was surprised when he (*zobaczył*) his friend Mark in a bookshop.
A looked C saw
B watched
- The Canadian writer, Margaret Atwood, often writes books with a woman (*w roli głównej bohaterki*).
A as the main character C of the main role
B like the main hero
- The latest book by your favourite writer is (*na szczycie*) of the bestseller list.
A over the top C about the top
B at the top

Słowotwórstwo

7 Przeczytaj tekst. Uzupełnij każdą lukę (1-5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga! Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

• REGULAR • INTEREST • CREATE • POPULAR
• FEATURE • LATE • SOLVE

Sherlock Holmes

Detective fiction as we know it probably started with Sir Arthur Conan Doyle's Sherlock Holmes stories. While there were crime stories before, the Sherlock Holmes stories focused on his way of **1)** crime by looking for tiny pieces of evidence. First appearing in 1887, Conan Doyle wrote four novels and fifty-six short stories **2)** Holmes and his good friend, Dr Watson. Most of these were first published in a magazine, *The Strand*, and only **3)** appeared as books. Conan Doyle, though, got tired of writing about Holmes and decided to kill him in one of his stories. The public were not happy and demanded the detective's return. It seemed that nothing, not even death, could stop Holmes now. Over a century since his **4)**, Holmes continues to be a favourite with readers. New novels have been written by other authors and TV shows and films **5)** appear on our screens.



Rozumienie tekstów pisanych

Dobieranie – uzupełnianie luk w tekście podanymi zdaniem

- 1** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1-4) literę, którą oznaczono brakujące zdanie (A-E), tak aby otrzymać spójny i logiczny tekst. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Connemara

You might not find Connemara on a map of Ireland. It's not a town or a village, but it's actually the unofficial name for an area in county Galway in the west of the country. It is bordered by the Atlantic Ocean on the north, south and west and Lake Corrib on the east. **1)** The town itself does not have a lot to offer beyond the usual souvenir shops, but it is the perfect place from which to explore Connemara. A good place to start is the Sky Road. **2)** Around this area, you can also see a memorial to the two British pilots, John Alcock and Arthur Brown, who landed near Clifden after performing the first non-stop flight across the Atlantic. Further inland is Lake Corrib, the second largest lake in Ireland. It is said that the lake has 365 islands, one for each day of the year. For the majority of the time I spent in Connemara it poured down, making many outdoor excursions impossible without a raincoat. **3)** You'll hear traditional music wherever you go in Connemara and I also had the pleasure of seeing traditional Irish dancing. They don't move their arms, keeping their hands by their sides, and their legs that do all the work. They're really fast. It's quite a sight! Despite the stunning scenery and the tasty food, the highlight of my trip was meeting the locals. **4)** However, everyone is eager to have a chat and help you on your way.

- A** On the other hand, they can take you on a cruise around the lake and you'll enjoy some of the best fishing in Ireland.
- B** However, nothing brightened the mood more than the warm fires and fantastic seafood in the many high-class restaurants in the area.
- C** I stayed in Clifden, a sleepy, peaceful town on the west coast.
- D** You might not understand them all since many of them speak Gaelic, the native Irish language.
- E** It is an 11-kilometre road that surrounds Clifden and offers fantastic views of the Atlantic coast and the mountainous inland.

Dobieranie nagłówków do części tekstu

- 2** Przeczytaj tekst. Do każdej części tekstu (1-4) dobierz właściwy nagłówek (A-F). **Uwaga!** Dwa nagłówki zostały podane dodatkowo i nie pasują do tekstu.

- A** Buy local products **D** Keep a sense of humour
- B** Use non-polluting forms of transport **E** Protect the wildlife of the area
- C** Benefits for the people who live there **F** Choose your holiday carefully

Ecotourism

- 1** One type of ecotourism is when nature reserves charge tourists to see their animals. This gives the nature reserve money to be able to continue with their conservation projects. It's also a way of raising awareness of animals in danger.
- 2** In some of these nature reserves, locals are employed as guides and wardens. This gives them a say in the future of the reserve. Locals also make a living from tourists who stay in local houses, not huge expensive hotels. It's a way of getting tourists to experience the local culture without damaging the area.
- 3** During an ecotourism holiday, tourists avoid taxis, buses or trains by travelling on foot, by boat, by bicycle or even on an elephant. It's a unique experience that they will remember for the rest of their lives.
- 4** You can use some of these tips to make your own holiday environmentally friendly. Just remember that one flight abroad and back can produce the same amount of carbon dioxide as one car produces in a year. So the most environmentally-friendly holiday you can go on is in your own country.

Znajomość środków językowych

Uzupełnianie luk w tekście

- 3** Przeczytaj tekst. Uzupełnij każdą lukę (1-5) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

Thailand Markets

When people think of Thailand, they usually think of long sandy beaches, palm trees, and clear blue, tropical seas. But there is much **1)** to Thailand than just beaches. Thailand has delicious food, friendly people and a fascinating culture and history. What's more, it's **2)** of the best places to shop in Asia. In Bangkok, you will find everything from glamorous shopping malls and enormous street markets to floating river markets. On Khao San Road, the famous street where young travellers **3)** all over the world come to hang out, you can find cheap DVDs, watches and clothes. The quality may not be great but who cares when you can get a nice watch for a **4)** euros! So if you are in Thailand, don't forget to drag yourself away from the beach and **5)** some shopping.

Układanie fragmentów zdań z podanych elementów leksykalnych

- 4** Uzupełnij zdania 1-5. 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 pięć wyrazów, wliczając w to wyrazy już podane.

- 1 By the time we arrived at the station, (**train/already/leave**)
- 2 Let (**we/go/walk**); the weather is fantastic.
- 3 Peter (**not/taste/snails**) before he went to France.
- 4 Brian (**find/he/hostel/easy**) because he had updated the GPS system.
- 5 I didn't take enough water, so (**I/team/run**) it quite soon and we all got thirsty.

Parafraza zdań – transformacje ze słowem kluczem

- 5** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1-5). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga!** Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

- 1 It's been one year since I was in Bristol.
FOR I have one year.
- 2 Peter isn't here because he went running in the park.
GONE Peter in the park, so he isn't here.
- 3 It was my first trip to Thailand.
HAD I to Thailand before.
- 4 The four-hour hike made Janet very tired.
BEEN Janet for four hours, so she was very tired.
- 5 We haven't visited London since 2016.
LAST The was in 2016.

Słownictwo

- 6** Przeczytaj tekst. Uzupełnij każdą lukę (1-5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. **Uwaga!** Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

• BAGGAGE • ENTER • EUROPE • VISIT • IT
• MAKE • BUSY

San Francisco

Many people have seen the beauty of San Francisco in films, and many more have experienced **1** wonders firsthand by going there on holiday. It is said that San Francisco is one of the most popular cities in California. With steep hills, pretty cable cars, magnificent views, great shopping and an international feel, it has a very romantic, **2** quality. One of the most famous attractions in the city is the Golden Gate Bridge, which connects San Francisco with Marin County. Whether by car or on foot, this 2.7-kilometre-long architectural wonder is something any **3** to the city mustn't miss. Another amazing attraction is the Golden Gate Park. From the de Young Museum of Art and the Aquarium to boat rides, the Park offers something for everyone. The Park's best but often **4** feature is said to be the Japanese Tea Garden. For a small **5** fee of \$2, everyone can relax as they admire the plants, ponds and buildings and imagine they are on the other side of the world.

Rozumienie ze słuchu

Wybór wielokrotny

- 7** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B lub C.

Tekst 1

- 1 The speaker wants to
 - A encourage listeners to protest against a certain campaign.
 - B warn listeners against wearing a certain kind of clothes.
 - C learn what listeners think of a certain campaign.

Tekst 2

- 2 The speaker explains
 - A what kind of stories are accepted.
 - B who can become a judge to mark stories.
 - C how to enter the *500 Words* competition.

Tekst 3

- 3 The speaker describes Bankya as being
 - A near a much larger city.
 - B a popular place to retire.
 - C a cheap holiday destination.

Rozumienie ze słuchu

Dobieranie

- 1** Usłyszysz dwukrotnie cztery wypowiedzi o radzeniu sobie ze stresem. Do każdej wypowiedzi (1-4) dopasuj odpowiadające jej zdanie (A-E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker thinks that to overcome stress one should

- A** stay positive about life.
B communicate with other people.
C write down possible solutions.
D take care of the body.
E try new things.

1	2	3	4

Rozumienie tekstów pisanych

Wybór wielokrotny – pytania do tekstu

- 2** Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę **A, B, C lub D**.

The young and the elderly

My grandmother moved into an old people's home and I visited her there when I was in Britain. She was sitting in the living room with about 10 other residents. The room was clean and warm, with flowers and pictures, and the staff were kind and cheerful. *The Weakest Link* was on television. People were silent and they only moved when they needed to go to the bathroom. It was depressing. Gran talked a lot about how much she missed seeing her great grandchildren (my nieces, aged 7 and 5), but I knew from my sister that they hated going to visit her in this building.

So I was interested to read a newspaper article about a new concept in old people's homes in France. The idea is simple: combining a home for the elderly with a nursery school in the same building. The children and the residents eat lunch together and share activities such as music, painting, gardening and caring for the pets which the residents are encouraged to keep. In the afternoons, the residents enjoy reading or telling stories to the children. There are outdoor trips and birthday parties too.

The advantages are enormous. The children are happy because someone has time for them. They also learn that old people have similar needs and interests. And of course, they see illness and death and learn to accept them. The residents are happy because they feel needed. They are more interested in life. And the staff are happy because they see an improvement in the physical and psychological health of the residents.

Nowadays there is less and less contact between the old and the young. That's why intergenerational programmes, designed to bring the old and the young together, are growing in popularity, supported by UNESCO and other organisations all over the world. I believe modern western society has isolated people into age groups and now we need to bring people together. And we can use the strengths of one generation to help another.

- 1** The author's grandmother wasn't happy in the old people's home because
A the staff in the home were rude.
B the building was in bad condition.
C she felt lonely without her great grandchildren.
D she didn't like the films they were watching.
- 2** Which of the activities do the elderly and the children do together?
A tidying the rooms **B** writing stories
C looking after plants **D** preparing meals
- 3** Which of the following advantages is not mentioned in the text?
A The elderly are nicer to the staff.
B The elderly feel useful.
C The children receive more attention.
D The children learn about health problems.
- 4** Which of the following is stated in the text as an opinion, not a fact?
A There are more and more intergenerational programmes.
B Modern western society has separated the young and the elderly.
C One of the initiatives helps young mothers raise their children.
D Many international organisations support intergenerational programmes.

Znajomość środków językowych

Pary zdań – uzupełnianie luk

- 3** W zadaniach 1-5 wpisz wyraz, który poprawnie uzupełnia luki w obu zdaniach.
- 1** His name is Thomas, but he asked me to him Tom.
I'll you as soon as the plane lands.
- 2** After an exhausting day I asleep fast.
Peter tripped over and down, but fortunately he wasn't seriously hurt.
- 3** I'm going to have a rest when I my homework.
The hike in the mountains was a real challenge from start to
- 4** They want to take a new hobby.
I have to get at 5 am every day.
- 5** The 'Xtreme Bugs' exhibition was the of the Bug Festival.
Our teacher always asks us to the most important sentences in the text.

Tłumaczenie fragmentów zdań

4 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 cztery wyrazy.

- 1 Don't worry about your homework, Peter. I (pomogę Ci)
- 2 I'll read this leaflet (zanim pójdę) to the fundraising event.
- 3 Look at the clouds. I'm sure it (będzie padać)
- 4 If you (uwierzysz w siebie), you'll have even more friends.
- 5 My brother (jest dumny z) his ability to overcome stress.

Wybór wielokrotny – uzupełnianie luk w tekście

5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1-5. Zakreśl literę A, B lub C.

Last October, a powerful earthquake hit our town. It happened at 9 pm, as I **1**) a newspaper on my bed. At first, I noticed the light hanging from the ceiling was moving. I thought it was because of the loud music upstairs. However, my dog, Mitsi, started barking and ran across the room to hide under the table. Suddenly the lights went **2**), the music stopped and there was an incredible noise like thunder. My heart started to **3**) faster. I heard the sound of smashing glass from my kitchen. The whole room was shaking and I couldn't **4**) my fear. It was an earthquake. I looked around for Mitsi but couldn't see her. I had to get out, so I ran to the door and down the stairs. Out on the street the ground continued to move. One of my neighbours was trying to **5**) people calm. Suddenly, I felt a cold nose on my shoulder and Mitsi was climbing all over me. We were together again and she wasn't hurt.

- | | | |
|-----------------------|---------------|---------|
| 1 A have been reading | B was reading | C read |
| 2 A over | B up | C out |
| 3 A sweat | B beat | C move |
| 4 A control | B change | C break |
| 5 A advise | B keep | C do |

Parafraza zdań – transformacje ze słowem kluczem

6 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1-5). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

- 1 The government intends to give food to the homeless.
GOING The government food to the homeless.
- 2 Brian called us during dinner to talk about his financial problems.
HAVING We when Brian called us to talk about his financial problems.
- 3 We'll go to the exhibition if it doesn't rain.
UNLESS We'll go to the exhibition
- 4 Grace is going to work abroad after completing her studies.
SOON As studies, she is going to work abroad.
- 5 The lecture on the fear of closed spaces wasn't interesting, so I came home earlier.
INTERESTED I the lecture on closed spaces, so I came home earlier.

Uzupełnianie luk w tekście

7 Przeczytaj tekst. Uzupełnij każdą lukę (1-5) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

Loneliness

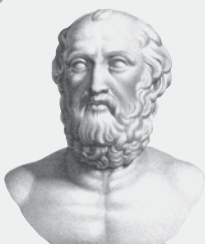
We live in an overcrowded world, but many individuals feel alone and isolated. Loneliness is seen as a big problem for the mental health of the population, so much so that **1**) British government has a Minister for Loneliness. But which age group suffers most **2**) loneliness? When the BBC conducted a survey on loneliness, involving 55,000 people from almost 240 different countries, the experiment showed that loneliness is felt throughout life. However, people aged between 16 and 24 experience loneliness even more intensely **3**) any other age group. The question is **4**) you can be lonely in a crowd. Of course you can. If you feel that no one understands you, you can feel lonely anywhere. However, don't give **5**) Take up a new sport or a new hobby. Remember that there are always people who want to be your friends.

Rozumienie tekstów pisanych

Mediacja – uzupełnianie luk w tekście

- 1** Przeczytaj tekst. Uzupełnij w e-mailu luki 1-5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Plato, the famous philosopher of ancient Greece, wrote about Atlantis in two texts in around 360 B.C. According to him, Atlantis was founded by advanced creatures that were half god and half human. It was a huge island with a thriving civilisation, and it became a strong sea power – ruling over many neighbouring islands. Atlantis and these other islands had huge amounts of precious metals, like gold and silver, and they were filled with exotic animals and plants. The main island had canals that led from the coast to a magnificent city in the centre – the capital. Plato stated that Atlantis existed around 9,000 years before he wrote about it – and that he had heard stories about it from poets and priests. Nowadays, there are many theories about where Atlantis was situated – some say it was in the Mediterranean, others that it was under Antarctica! But since Plato's writings are the only sources from the ancient world that we have about this mystical city, most historians agree that it's unlikely that it ever existed.



Znajomość środków językowych

Wybór wielokrotny – uzupełnianie luk w tekście

- 2** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1-5. Zakreśl literę A, B lub C.

Mount Vesuvius is probably the most well-known volcano **1)** In 79 A.D., it **2)** causing the complete destruction of the ancient Roman cities of Pompeii and Herculaneum. And today, Vesuvius is still active, and still a major threat. This is because around 600,000 people live **3)** its base, in what experts call the 'red zone'. This is the 12-kilometre area around the volcano where people are most at risk if there is **4)** serious eruption. Nearby, there are another three million people, so it is vitally important for experts to monitor the volcano so that they can **5)** future eruptions and organise evacuations.

- 1** A on the world B worldwide C worldly
2 A erupted B hit C broke
3 A not far B near C close
4 A another B other C the other
5 A discover B attack C predict

Parafraza zdań – transformacje ze słowem kluczem

- 3** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1-5). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

- 1** Firefighters have to wear special uniforms to fight fires.
PUT Firefighters have to special uniforms to fight fires.
2 "Do you have a first aid kit?", she asked.
WHETHER She asked me a first aid kit.
3 My grandparents were still living in the country when the war started.
BROKE My grandparents were still living in the country when the war
4 "You shouldn't ignore the first signs of a storm," she said.
ADVISED She ignore the first signs of a storm.
5 "I didn't go near the edge of the cliff!", he exclaimed.
DENIED He near the edge of the cliff.

Cześć Janku,

właśnie przeczytałem napisany po angielsku artykuł o Atlantydzie i postanowiłem przekazać Ci kilka informacji, bo wiem, że interesujesz się starożytnością.

W artykule napisano, że spośród antycznych pisarzy tylko Platon opisał tę tajemniczą cywilizację. Jego zdaniem Atlantyda była wielką potęgą **1)** Kraina, którą władali mieszkańcy Atlantydy, składała się z **2)** , a na głównej znajdowała się wspaniała **3)** Według niektórych teorii śladów Atlantydy należy szukać **4)** , a według innych – tam, gdzie obecnie znajduje się Antarktyda. Wielu współczesnych historyków sądzi jednak, że dzieje tej starożytnej cywilizacji zostały przez Platona **5)** Ciekawe, prawda?

Daj mi znać, czy chcesz przeczytać cały artykuł. W przyszłym tygodniu mogę przynieść Ci go do szkoły.

Trzymaj się,

Piotrek

Wybór wielokrotny – tłumaczenie fragmentów zdań

4 Wybierz tłumaczenie podanych w nawiasach fragmentów zdań 1-5, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Zakreśl literę A, B lub C.

- My neighbour said she (*już wezwwała*) the fire brigade.
A has already called B had already called
C have already called
- John had to (*odłożyć*) his visit because of a thunderstorm.
A put off B put out C put up
- "Don't walk in the mountains after dark," her father (*powiedział*) to her.
A said B warned C told
- The reporter didn't say how many people (*nadal pozostało*) in the damaged building.
A had still left B are still left
C were still left
- Everyone wanted to know (*co powiedzieli świadkowie*) after the gas explosion.
A what the eyewitnesses had said
B what did the eyewitnesses say
C what had the eyewitnesses said

Układanie fragmentów zdań z podanych elementów leksykalnych

5 Uzupełnij zdania 1-5. 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 pięć wyrazów, wliczając w to wyrazy już podane.

- Last week the police (**forbid/they**)
..... leave the building.
- The missing children's parents always (**insist/see**)
..... the teachers.
- Yesterday the teacher (**suggest/I/write**)
..... my essay on volcanoes.
- After the fire the local hotel (**offer/put/we**)
..... for several nights for free.
- Listen carefully! The policeman (**warn/we**)
..... not to swim in the lake.

Słownictwo

6 Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga! Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

• INDUSTRY • GLOBE • START • PREDICT • FOUR
• WARM • IGNORE



According to the World Meteorological Organisation (WMO), the average **1)** temperature in 2018 was around 1°C above the levels of 1850-1900. This makes 2018 the **2)** hottest year on record - only 2015, 2016 and 2017 were **3)** - and shows a continuing trend of hot weather over the last four years. Average surface temperatures for the years 2019 to 2023 are also **4)** to be abnormally hot - with some experts estimating they will be between 1.03°C and 1.57°C above the levels experienced before the **5)** Revolution. If the experts are right, the decade from 2014 to 2023 will turn out to be the hottest since the middle of the 19th century.

Extra Practice Material (Units 1-12)

Parafrazy ze słowem kluczem

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga!** Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**, wliczając w to wyraz już podany.

- 1 Ann has an appointment with her dentist next Friday.
IS Ann her dentist next Friday.
- 2 I really can't wait to see my favourite actor in his new film.
TO I'm really seeing my favourite actor in his new film.
- 3 Will you take care of the kids tomorrow?
LOOK Will the kids tomorrow?
- 4 Bart lived in Manchester when he was younger.
TO Bart in Manchester when he was younger.
- 5 Mike started reading his book at 9 pm and finished at 11 pm.
HIS Mike book from 9 pm to 11 pm.
- 6 My uncle always visited us in the summer.
WOULD My uncle us in the summer.
- 7 The restaurant is not far from here, so we can walk there.
FOOT The restaurant is not far from here, so we can go there
- 8 While we were driving to Kraków, our car stopped because it had no more petrol.
RAN While we were driving to Kraków, our car stopped because it
- 9 I can't go abroad because my new passport is not ready.
RECEIVED I can't go abroad because I my new passport yet.
- 10 I've applied for lots of jobs, but I haven't received any replies.
HEARD I've applied for lots of jobs, but I haven't anyone.
- 11 Harry looks just like his mum. They both have blond hair and blue eyes.
TAKES Harry his mum. They both have blond hair and blue eyes.
- 12 Do you plan to study at the weekend?
ARE to study at the weekend?
- 13 My sister found a very interesting article on drones while she was doing research for her school project.
CAME My sister a very interesting article on drones while she was doing research for her school project.
- 14 In the future, people will have to handle more extreme weather.
DEAL In the future, people will have to more extreme weather.
- 15 He will be on a plane to New York this time next Tuesday.
BE He to New York this time next Tuesday.
- 16 We will release the film next week.
BE The film next week.
- 17 Gina has sent the invitations to the performance.
BEEN The invitations to the performance by Gina.
- 18 My brother showed me the *Game of Thrones* series for the first time.
INTRODUCED I the *Game of Thrones* series by my brother.
- 19 Alice postponed her trip until the storm stopped.
PUT Alice her trip until the storm stopped.
- 20 "Where did these people come from?" they asked each other.
COME They asked each other where those people
- 21 "Let's go to the cinema," Ben said.
TO Ben suggested the cinema.
- 22 The restaurant doesn't serve good food, so it doesn't have many customers.
BETTER If the restaurant, it would have more customers.
- 23 I regret I didn't apply for the job.
I If only for the job.
- 24 You were late because you didn't take the bus.
HAD You wouldn't have been late if you the bus.
- 25 I recommend that you visit the Copernicus Science Centre in Warsaw.
WORTH It the Copernicus Science Centre in Warsaw.
- 26 It is not a good idea to tell Oliver about the accident.
BETTER You tell Oliver about the accident.
- 27 Jenny asked for a loan, but the bank refused.
TURNED Jenny asked for a loan, but the bank
- 28 This dress is too expensive for me to buy.
ENOUGH This dress is for me to buy.